Lesson Guidance 1.4	
Grade	1
Unit	3
Selected Text(s)	Review and Reteach Period + End of Unit Task
Duration	2 days

Plan with guidance from the **ELA Instructional Expectations Guide**

Learning Goal(s)
What should students understand about today's selected text?
- Recall key details about animals, their habitats, and how their habitats help animals to survive.
- Engage in shared research about exciting and unique animals in collaboration with peers.
- Answer questions from the teacher and peers using text-based evidence.

CCSS Alignment	**Priority Standards:** **Reading: Informational Text** **Key Ideas and Details:** CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text. **Craft and Structure:** CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **Writing** **Research to Build and Present Knowledge:** CCSS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **Speaking and Listening** **Presentation of Knowledge and Ideas:** CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **Language** **Vocabulary Acquisition and Use:** CCSS.ELA-LITERACY.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
	Supporting Standards: Review Supporting Standards - Module 1

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ELD **WIDA Alignment**	**ELD-LA.K.Inform.Expressive:** Construct informational texts in language arts that describe details and facts through prepositional phrases to tell about what, where, and how your animal survives in their habitat (e.g., *in a hole*, *from the desert*)
Naviance	This activity supports learning for CEW Standard 13.1 Career Awareness and Preparation as it focuses on career development. Discuss the jobs found In text.
End of lesson task *Formative assessment*	**Engaging Scenario**: Your principal, Dr. Ostrich, just told you that classes at your school are allowed to apply for a class pet! With your classmates, you will research and learn about different types of animals, their habitats, and specific needs. You will create an Animal Fact Flipbook, differentiating between wild and domesticated animals. Then you'll write an opinion statement on which animal you would like for the classroom, what would make it a class pet, and what information we still need to make that decision. Then, as a group, you will select which animal will be your pet. You will write a persuasive letter to Dr. Ostrich, so he will allow you to get the pet. Lastly, we will use our knowledge of the animal's needs and habitat to help our local animal shelter create a persuasive letter to gain community support. In addition to your letter, you will include a wishlist of supplies that support the animal's needs and habitats while being cared for by the animal shelter. **Task 1:** Welcome explorers! In preparation for your class pet, Dr. Ostrich has invited you on a journey around the world to explore different animals in their habitats to help you understand which animals may be a good class pet and which animals need to stay in their natural habitat. While traveling the world, pay close attention to the animals you meet and their habitats. You will have to become an animal expert in order to create an informational flipbook about one of the animals that you learned about. Then, you will share your flipbook with your peers and explore the animals and habitats that your peers are now experts on. Be sure to use the new vocabulary words that you have learned about and be prepared to answer your peers' questions about your special animal. In your flipbook, consider: ● What makes your chosen animal interesting and unique? ● In which habitat does your interesting animal live? ● What are some characteristics of your chosen animal? ● Create an illustration of your chosen animal and their habitat. ● Would this animal be a good class pet? Why or why not? **Blank flipbook template for printing: HERE** **Template for virtual: HERE** **Priority Standards:**

Reading Standard	DOK	Writing Standard	DOK	S&L Standard	DOK	Language Standard	DOK

RI.1.1	2 - Apply	W.1.7	3 - Apply	SL.1.4	3 - Analyze	L.1.6	2 - Apply
RI.1.4	1 - Understand						

Foundational Standards: RF.1.3, RF.1.4
Supporting Standards: RI.1.5, RI.1.7, W.1.2, W.1.8, SL.1.2, SL.1.3, SL.1.5, L.1.2, L.1.6

Authentic Performance Task 1 Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
All "Goal" criteria *plus*: - Uses linking words to connect opinions and reasons AND/OR - Descriptive language used on multiple occasions	- Includes two facts about why the chosen animal is interesting and unique - Identifies the habitat that the animal lives in - Includes three descriptions of the chosen animal - Illustration accurately depicts the animal habitat - Include your opinion about if the animal would be a good classroom pet - Include at least three vocabulary words.	- Meets <u>3 or 4</u> of the "Goal" or criteria	- Meets fewer than <u>3</u> of the "Goal" criteria - Task to be repeated after reteaching - Comments:

Knowledge Check
What do students need to know in order to access the text?

Background Knowledge:
- Review how habitats help animals survive.
- Review how animals use their body parts to help them live and survive.
- Share the flipbook template with students to help them understand how to share their opinion, reason, and conclusion.

Key Terms
Review Key Terms taught in lessons 1.1, 1.2, 1.3 and 1.4

Foundational Skills Connections
Look for ways throughout the text to apply and transfer the learning from your

phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.

Vocabulary Words *(words found in the text)*
- *Based on formative assessment, review and reteach using selected texts.*

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ELD Instructional Practices for Vocabulary: Use the Vocabulary In Context strategy (see example)
"Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning,
- Effective vocabulary instruction for ELs includes:
  - (1) "multiple exposures to target words over several days and across reading, writing, and speaking opportunities" with a variety of instructional activities,
  - (2) "student-friendly" definitions
  - (3) ensuring students can use the terms for "communication and future learning." (Baker, Lesaux, et al)
  - (4) teaching affixes / words that can be altered by adding prefixes and or suffixes,
  - (5) pointing out cross-language similarities (e.g., cognates),
  - (6) noting multiple meanings across domains (e.g., the definition of "volume" in math and science vs. ELA).
- Students can complete a Vocabulary Tracker, notebook configuration, vocabulary log or Frayer Model activity to increase understanding

Core Instruction
Text-centered questions and ways students will engage with the text
Enduring Understanding: Animals live in habitats which provide everything that they need to survive.

Opening Activity:
- *Based on formative assessment, review and reteach using selected texts.*
- *Based on formative assessment, review and discuss selected topics.*

Content Knowledge:
- *Based on formative assessment, review and reteach using selected texts.*
- *Based on formative assessment, review and discuss selected topics.*

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ELD Scaffolds
When introducing a new concept, students need time to think about the concept and academic or technical language associated with it.
- **Think / Write / Pair / Share** provides time for students to share ideas about the topic / concept and build a sense of empowerment.
- Please reference English Language Development Instructional Guide (pages 64-68) for additional

tasks that support ELs as they interact with texts/concepts.

Shared Reading:

Engaging with Texts: *Based on formative assessment, review and reteach using selected text.*

Discourse:

Use turn and talk and sentence frames to support discourse.
-The most unique animal is _____.
-The most interesting animal is _____.
-The _____ lives in the _____ habitat.
-The _____ habitat is interesting because it _____.
-The _____ is unique/ interesting because _____.

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[ELD Scaffolds](#)

- **Heavy Support:** In small groups, parallel to or after the class read-aloud, reference an illustrated co-created anchor chart with key prepositions (e.g., in, on, under). Practice using the prepositions to describe the locations of animal habitats. Provide key prepositional phrases for students to use as

  they write. (e.g., *in the ground, on grasslands, in the desert, on a tree*)
- **Moderate Support:** During the discourse, support students in using words and phrases that refer to prepositions that describe objects and the locations of animal habitats(e.g., *from...to*). Provide opportunities for students to use them authentically.

SPED Accommodation/Differentiation:

- Review vocabulary from the module, as previously taught
  - Create visual word wall with labeled pictures to aid in student understanding
  - [Click here to see an explicit instruction vocabulary routine](#).
- Review concepts as previously taught in the module to support completion of the end of module performance task
  - Review previously completed formative assessments
  - Review previously completed anchor charts/ graphic organizers
- Have students orally discuss how habitats help animals survive and how animals use their body parts to help them live, provide feedback and clear up any misunderstandings.
  - Provide students with sentence frames/ starters to guide academic conversation and focus content related material
    - For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content
- Support students with creating a flipbook template have students orally discuss the questions above.
  - For students who may need additional support, provide a pre printed flip book template with visual aids to help students understand where specific information belongs
  - Provide writing practice, outlines, and/or sentence frames to assist students with writing down their opinion
    - For some students, it may be appropriate to allow them to dictate their responses
    - For some students, it may be appropriate to allow them to use pictures to represent their writing
    - For some students, it may be appropriate to provide cloze sentences in which they have to provide a limited amount of information using any of the above accommodations

Small Group Reading Instruction:
- *Based on formative assessment, review and reteach using selected texts.*
- *Based on formative assessment, review and discuss selected topics.*

Formative Assessment:
Engaging Scenario:
Your principal, Dr. Ostrich, just told you that classes at your school are allowed to apply for a class pet! With your classmates, you will research and learn about different types of animals, their habitats, and specific needs. You will create an Animal Fact Flipbook, differentiating between wild and domesticated animals. Then you'll write an opinion statement on which animal you would like for the classroom, what would make it a class pet, and what information we still need to make that decision. Then, as a group, you will select which animal will be your pet. You will write a persuasive letter to Dr. Ostrich, so he will allow you to get the pet. Lastly, we will use our knowledge of the animal's needs and habitat to help our local animal shelter create a persuasive letter to gain community support. In addition to your letter, you will include a wishlist of supplies that support the animal's needs and habitats while being cared for by the animal shelter.

Task 1:
Welcome explorers! In preparation for your class pet, Dr. Ostrich has invited you on a journey around the world to explore different animals in their habitats to help you understand which animals may be a good class pet and which animals need to stay in their natural habitat. While traveling the world, pay close attention to the animals you meet and their habitats. You will have to become an animal expert in order to create an informational flipbook about one of the animals that you learned about. Then, you will share your flipbook with your peers and explore the animals and habitats that your peers are now experts on. Be sure to use the new vocabulary words that you have learned about and be prepared to answer your peers' questions about your special animal.

In your flipbook, consider:
- What makes your chosen animal interesting and unique?
- In which habitat does your interesting animal live?
- What are some characteristics of your chosen animal?
- Create an illustration of your chosen animal and their habitat.
- Would this animal be a good class pet? Why or why not?

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ELD [ELD Scaffolds](#)

- Prompt students to identify key language forms (any explicitly taught in previous lessons such as nouns, verbs, adjectives, prepositions, etc.) in their drawings and writing with a teacher or partner (Example: What animal did you choose? Can you say, I chose a black *rabbit*?).
- Include a completed sample of each portion for students to reference and emulate.
- When identifying content or concepts to review, determine whether it is the content or the language with which students may struggle (e.g., If a student does not respond to a prompt, translate it with any means possible such as Google Translate. If they respond in a way that may signal comprehension, it is likely they understand the concept but have trouble communicating verbally in English).

SPED Accommodation/Differentiation:

- Before completing the formative assessment, review concepts and skills as taught in the module that are crucial for completion of the task
- Before completing the formative assessment, discuss the questions above (in small groups), clear any misunderstandings.
- Before completing the formative assessment, brainstorm attributes that pets have
  - Discuss if their chosen animal has any of these attributes and if it would make a good class pet.
- Before completing the formative assessment, provide students with an exemplar for completion.
  - Post exemplar for students to access throughout completion of the task
  - Consider creating a visual checklist for students
- During the formative assessment, provide stencils or cut-outs to support the creation of an illustration of your chosen animal and its habitat.
  - When possible, use pictures/ illustrations from texts read throughout the module
- During the formative assessment, provide writing practice, outlines, and/or sentence frames to assist students with writing down their opinion.
- During the formative assessment, for some students, it may be appropriate to allow them to dictate their responses
- During the formative assessment, for some students, it may be appropriate to allow them to use pictures to represent their writing
- During the formative assessment, for some students, it may be appropriate to provide cloze

sentences in which they have to provide a limited amount of information using any of the above accommodations

Optional Extension Activity:
N/A

Foundational Skills, Fluency, Comprehension and Writing Supports	
Foundational Skills	Saxon Alignment Fundations Alignment Foundational Skills Integration Resource Sounds First: Phonemic Awareness Resource Weeks 1- 10 Sounds First: Phonemic Awareness Resource Weeks 11-24 Sounds First: Assessments Sounds First: K-2 Video Demonstrations
Fluency	Fluency Protocols
Sentence Comprehension	*Using formative data, use a text to reteach or enrich.*
Writing	Pattan Writing Scope and Sequence

Additional Supports for End of Unit Task	
ELD **ELD Practices**	● English Language Development Instructional Guide ● Strategies for English Learners ● Argumentative Student Language Support Sheet(ELD) ● Narrative Student Language Support Sheet(ELD) ● Informational Student Language Support Sheet(ELD) ● Sample Linguistic Frames
SpEd Practice	● Prior to beginning the task, review information from your graphic organizer (see Core Instruction) to identify the people, places that Lucia walks to in the beginning, middle, and end (first, next, then, and last) of the story. ● Before beginning the task, review signal words that help students identify order of events in a story ● To complete formative assessment, use sentence frames and word banks when appropriate to assist students with writing ideas

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	- To complete formative assessment, allow students to dictate their responses - Provide students who may need additional support completing the task, with a pre filled outline - To further modify the assessment, provide students with pre printed images from the text and allow them to place them in order of which they happened in the story
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access