

Teacher Facilitation Guide

Grade 3 **ELA**

Unit 1 Lesson 1



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Grade 3, Unit 1: Lesson 1 : Creating a Strong Community

Lesson Snapshot

Lesson Segment	Timing	Description
Word Study	15 min	<ul style="list-style-type: none"> Introduces students to an active listening routine and how to use knowledge of letter-sounds to sort words by their spelling patterns (RF.3.3)
Read Aloud	30 min	<ul style="list-style-type: none"> Students begin reading the story, <i>Four Feet, Two Sandals</i> as a whole class. Explain that looking closely at the illustrations of a book is another reading strategy that can help students better understand a text.
Independent Reading	25 min	<ul style="list-style-type: none"> Remind students that independent reading is time for them to enjoy a book of their choice. Introduce the classroom library enthusiastically. Explain the different categories of books, and the labeling system.
Writing Mini-Lesson	20 min	<ul style="list-style-type: none"> Introduce students to their writing notebooks.
Independent Writing	20 min	<ul style="list-style-type: none"> Students make a list of topics to write about in the future.
Literacy Workstations	0 min	<ul style="list-style-type: none"> None
Lesson Closure	10 min	<ul style="list-style-type: none"> Finally, at the end of the lesson, students learn the Turn-and-Talk Routine and share their thoughts about the essential question.

Lesson Context & Standards

Duration: 120 minutes

Essential Questions: How do people work together to create a strong community?

Guiding Questions: What routines will help us work together to create a strong learning community?

Enduring Understandings:

- Everyone is a part of a community.
- Communities have rules and laws to keep people safe.
- Following expectations and routines help to create a safe and strong learning community in which students can succeed.

Learning Objectives/Targets:

- I can use knowledge of letter-sounds to sort words by their spelling patterns (RF.3.3).
- I can effectively engage in discussions about classroom expectations and routines (SL.3.1).
- I can identify the central message of a story (RL.3.2).

- I can create a list of topics to write about. (W.3.5).

Content Standards

Assessed Standards

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly (SL.3.1).

Addressed Standards

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text (RL.3.2).
- Know and apply grade-level phonics and word analysis skills in decoding words (RF.3.3).
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](#)) (W.3.5).

Social and Emotional Learning Standards (ISBE)

- None

Learner Relevance

- Students are introduced to the routines that will help them become successful learners. To promote student ownership, students will participate in the creation of anchor charts that reinforce the routines most important to the development of their literacy skills and practices.
- Students will practice engaging in discussions respectfully, practicing active listening and following set routines. The ability to engage in discussions productively is relevant to and can be applied in other subject areas, grades, and future careers.
- For students with an Individualized Education Program (IEP), refer to the IEP to learn what Specially Designed Instruction (SDI) is required to adapt the lesson.

Necessary Background Knowledge:

- This is the first lesson of the first unit of the year. Over the course of this unit, students will read texts that will help them to address the essential question of the unit: How do people work together to create a strong community?
- Students need a foundational knowledge of traditional classroom expectations (e.g., sitting in place, listening to the teacher, completing assigned tasks).

Cross-Content Related Topics

Connections to Illinois Social Science Standards

- None

Procedures & Routines

- Word Study/Phonics (15 Minutes)
- Interactive Read-Aloud/Mini Lesson (30 minutes)
- Reading Conferences/Independent Reading (25 minutes)
- Writing Mini-Lesson (20 minutes)
- Independent Writing/Writing Conferences (20 minutes)
- Literacy Lesson Closure (10 minutes)



WIDA Language Standards

Standard 1: English learners communicate for Social and Instructional purposes within the school setting.

Language Target: I can, in speaking, discuss classroom expectations and routines. (SL.3.1).

Level 1–2 Entering – Emerging Bilingual	Level 3–4 Developing – Expanding	Level 5–6 Bridging – Reaching
I can, in speaking, act out one nonverbal classroom expectation or routine such as raising my hand or gathering materials quietly.	I can, in speaking, name one classroom routine (e.g. raising my hand, listening), using the Ask and Answer Tool.	I can, in speaking, discuss classroom expectations and routines

Standard 2: English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts:

Language Target: I can, in speaking, identify the central message of a story. (RL.3.2).

Level 1–2 Entering – Emerging Bilingual	Level 3–4 Developing – Expanding	Level 5–6 Bridging – Reaching
I can, in speaking, point to a key detail related to the central message of a story.	I can, in speaking, retell key details related to the central message of a story using the illustrations for support, using the Ask and Answer Tool.	I can, in speaking, identify the central message of a story.

Language Target: I can, in speaking and writing, create a list of topics to write about. (W.3.5)

Level 1–2 Entering – Emerging Bilingual	Level 3–4 Developing – Expanding	Level 5–6 Bridging – Reaching
I can, in speaking, name 1-2 simple topics I am interested (e.g. dogs, friends)	I can, in speaking, name 1-2 simple topics I am interested (e.g. dogs, friends)	I can, in writing, generate a list of writing topics using familiar words and phrases.

Lesson Assessment

Formative Assessments

- Teacher observation of students' engagement in collaborative discussion about classroom expectations and routines (SL.3.1).

Lesson Assessment Supports

- None

Mini-Lessons

A mini-lesson is a short lesson separate from the primary lesson sequence that is assigned to students to complete on their own.

Challenge	EL Support Mini-Lessons	Review Mini-Lessons
NA	NA	Skill <ul style="list-style-type: none"> Describing a Character <i>Mini Lesson:</i> <ul style="list-style-type: none"> Mini-Lesson 7: Describing a Character

Opportunities for Discourse

- Students discuss active listening with peers and the teacher.
- Pairs of students discuss community.
- Students discuss classroom expectations and routines with peers and the teacher.
- Pairs of students discuss their independent reading.

Additional Opportunities for Discourse

- None

Vocabulary

Academic Language/Unit Priority Vocabulary:

- central message (n.) – the main lesson an author wants you to learn from a story
- discussion (n.) – the act of talking with others in order to reach a decision or share ideas
- effectively (adv.) – in a way that achieves a goal
- engage (v.) – to actively participate in an activity

Lesson Priority Vocabulary:

Vocabulary in Context (Tier 2 words)

- active listening (n.) – the act of concentrating fully on what is being said
- community (n.) – a group of people who share similar beliefs or goals or who work together
- crept (v.) – to move in a slow and quiet manner so that no one hears
- refugee (n.) – someone who has to leave their country because of war or other troubling circumstances
- relief worker (n.) – a person who works for an organization that helps those in need
- resettle (v.) – to move to another home

Vocabulary to Provide Directly

- expectations (n.) – things that are supposed to happen
- routine (n.) – a regular course or procedure
- shared writing exercise (n.) – a writing task that is completed as a class or in small groups

Additional Vocabulary to Support English Learners (ELs)

- independent (adj.) – without the help of others
- peer (n.) – a person who is the same age as someone else
- preview (v.) – to briefly look at an item before viewing it fully

Cognates

- community – comunidad
- collaborative – colaborativo
- discussion – discusión
- routine – rutina

Materials & Technology

Technology/Materials/Resources

- *Four Feet, Two Sandals* (one for teacher Use)
- Chart paper
- **Document camera**
- Markers
- Prepped baskets of independent reading book choices for students
- **Writing notebooks** (one per student)
- Google Classroom

Class Materials

- **Active Listening Anchor Chart**
- **Short Vowel 'e' Word Sort (pre-cut)**

Student Materials

- To prepare for this lesson, copy the Google Docs and force a copy of new materials for students.*
- **Short Vowel 'e' Word Sort (pre-cut)**
 - Prepped baskets of independent reading book choices for students
 - Writing notebooks (one for each student)

Teacher Materials

- Chart paper
- Document camera
- Markers

EL Additional Materials (English Learners)

These materials may be beneficial to all learners. Consider making English learner materials available to all students when appropriate.

- **K-I-M Vocabulary Tool**
- **Ask and Answer Tool**
- **Central Message Tool**
- **Narrative Writing Tool**

Lesson Implementation

Lesson Introduction

In this first lesson, students are introduced to the routines that will help them be successful learners. The lesson begins with a teacher welcome and introduction. Then students introduce themselves to each other.

Core Lesson Activities

Word Study/Phonics (15 minutes)

First Day Welcome:

Display Welcome slate

- Welcome students to their first day of school.
- Introduce yourself.
- Create a circle map with images that describe who you are and what you like. Explain that in the future, this time will be for learning reading and English.

Display the Communal Gathering Area slate

- Introduce the Communal Gathering Area routine.
- Instruct students that they are going to learn the routine for going to the gathering area. Point to where the gathering area is in the classroom.
- Instruct students that the gathering area is where they come together to learn as a whole class. Step by step, explain to students the routine for going to the gathering area.
- Act out the routine for going to the gathering area. Be sure to model and voice your behavior expectations for this routine.
- Have students practice the Gathering Area Routine. Provide constructive feedback and repeat as needed.
- Conclude by having students take a seat in the gathering area.

Introduce Active Listening Routine:

- Instruct students that throughout the year, they will be using several turn-taking participation activities to allow them all to share their thoughts at different times.
- Instruct students that the first turn-taking participation activity they will learn is hand raising. Explain the Hand Raising Routine students.
- Have students act out the appropriate way to raise their hand during class. Then have them act out the wrong way to raise their hand during class.

Sample Explanation:

- When I tell you to raise your hand to share your thoughts, put your hand up in the air and wait quietly and patiently for me to call on you. If I do not call on you do not get upset. There will be another time for you to share your thoughts.
- How do people work together to create a strong community?
- How do people work together to create a strong community?
 - Add pictures that represent the information on the **anchor chart**.
 - When you're finished, read the **chart** aloud to the class. Then ask students to check to make sure you haven't forgotten anything important. Finally, hang up the chart in the classroom for students to refer to throughout the year. Provide students an opportunity to move around by inviting them to view the **anchor chart** in groups. As each group finishes, have them return to the gathering area.

Introduce Learning Target Slate:

- Explain to students that learning targets explain what they will be learning during a lesson. Inform students that you will read the learning targets together as a class every day. Read the first learning target aloud with the class.
- Read the first learning target aloud with the class.
 - I can use knowledge of letter-sounds to sort words by their spelling patterns (RF.3.3).

- For students who need additional support, point under each word of the learning target as you read out loud.
- Share with students that Word Study is learning about the patterns and parts of words.
- Conclude the welcome by reminding students that learning the patterns of words helps them become better readers.

Introduce Closed Word Sort Routine:

Display Word Sort slate

- Inform students that today they will practice completing a word sort.
- Inform students that a word sort helps them to better understand the patterns of and relationships between words.
- Short Vowel 'e' Closed Word Sort: Ask students if they can recall all of the letters that are vowels (a, e, i, o, u.) Use the Hand Raising Routine to have students share their thoughts and continue to do so in the rest of this lesson component.
- Share that in today's lesson, they will focus on words that have the vowel 'e' making the short sound for the vowel /e/ like 'pet.'
- Direct students' attention to the **document camera**, where the sort headers are displayed (-en, -et, -ed, -est). Call on students to read aloud the word parts. Explain that you will read different words that have the short vowel 'e' and students will tell you where to sort the words based on how the word is spelled.
- Place a word from the sort under the **document camera**. Read the word aloud together with students. Direct students' attention to the vowel 'e' and the consonants after the vowel in the word. Ask students:
 - Looking at how this word is spelled, which word part does it fit under?
- Place the word under the correct header category.
- Continue displaying words one at a time on the **document camera**. Read each word together with students and call on students to tell you where to sort the words. (You might also ask students to come up and sort the words on the **document camera**.)
- When the sort is completed, ask students to read down each column of words. When you reach the end of each column, ask:
 - What do all of these words have in common?
- To close this section of the lesson, ask students what letter-sound they reviewed today (short vowel 'e' says /e/).
- For students who need additional support, add images/symbols next to the name of each routine. For example, add a picture of a **notebook** next to Word Study Notebook Routine.

Interactive Read-Aloud/Mini Lesson

Discuss the Meaning of an Essential Question and a Guiding Question:

Display Essential Question slate

- Instruct students that something else they will be doing every day is discussing the essential question.
- Explain that the essential question helps them critically think about what they are learning and how it connects to the world around them.
- Show students where the essential question will be displayed in the classroom. Inform students that they will read and discuss the essential question every day.
- Next, tell students about the guiding question.
- Finally, read the essential question out loud with the class.

Display Guiding Question slate

- Explain that a guiding question will help students answer the essential question. Many times it will help them connect the essential question to the text they are reading. Read the guiding question out loud with class:
 - What routines will help us work together to create a strong learning community?

Introduce Learning Target Routine:

Display first Learning Targets slate

- Explain to students that learning targets explain what they will be learning during a lesson. Inform students that they will read the learning targets together as a class every day. Read the learning targets aloud with the class.
- Point to each word of the learning targets as you read them aloud:
 - I can effectively engage in discussions about classroom expectations and routines (SL.3.1).
 - I can identify the central message of a story (RL.3.2).

Introduce the Text Slate: *Four Feet, Two Sandals*:

- Instruct students they will now get a chance to practice what they just learned about appropriate interactive reading behavior.
- Instruct students that today you are going to begin reading the story, *Four Feet, Two Sandals*.
- Explain that the story is about two girls who are about their age who become friends during hard times.

Display Vocabulary Card Routine slate

- Instruct students that when they begin a new text, they will learn the most important words in that text.
- Explain that those important words are called *vocabulary*.
- Instruct students that for this routine, they will read displayed images of the vocabulary words and read their meaning.
- Draw students' attention to the vocabulary slates. Go through each slate, reading each word and definition.

Display Vocabulary slates

- crept (v.) – to move in a slow and quiet manner so that no one hears
- refugee (n.) – someone who has to leave their country because of war or other troubling circumstances
- relief worker (n.) – a person who works for an organization that helps those in need
- resettle (v.) – to move to another home

... **ENGLISH LEARNERS** Introduce the **K-I-M Vocabulary Tool** as a resource English learners can use to track words throughout the units. Decide if English learners will create the three column chart on index cards or in their language arts notebook. Model how to create the three column chart and define each column as you introduce the label. K is for Key Vocabulary where students list the new word. Use gestures for emergent English learners (levels 1–2) by holding up an index finger and pointing to a word while twisting it like a key. 'I' is for Important information. Pantomime the action of highlighting so students can remember to write important points rather than the complete definition or pre-highlight important information in the definition that students can write down. 'M' is for memory cues. Point to your head as if

storing information. Then model a sketch that represents the word or have a visual preselected to demonstrate.

Display the Let's Read slate

Read *Four Feet, Two Sandals*:

- Before you begin reading the story, remind students to practice the Interactive Read-Aloud behaviors they learned earlier. Obtain *Four Feet, Two Sandals* and read the text aloud.
- Explain that looking closely at the illustrations of a book is another reading strategy that can help students better understand a text.

As students transition from learning to read to reading to learn, it is important to point out all of the strategies that readers use to understand a text. One important strategy that students, especially English learners, can use to help comprehend a text is using the illustrations for support.

*As you read aloud the story *Four Feet, Two Sandals*, point out the illustrations that match the words of the story. For example, on the first page, explain "Now that I have read this page, I am going to look at the illustrations. The first page tells us that Lina was barefoot, and in the picture, I can see her running toward the truck without any shoes on (point to her bare feet). I also see a large crowd of people gathered around a truck. The words of the story told me that people were pushing and fighting, and the illustration helps me imagine what that would look like."*

- After you have read the book, ask students about their first impressions of the story. For example:
 - What did you think of the story?
 - Did it end the way you thought it would?
 - Is there a better ending?
- Follow the Hand Raising Routine to have students share responses. Explain to students that after reading a story for the first time, good readers ask themselves:
 - What is the central message of the story?
- Continue to explain that a story's central message is the lesson the author wants them to learn from the story. Ask students what they think the central message of the story is. Follow the Hand Raising Routine to have students share their thoughts. Then think out loud and model how to determine the central message of the story. For example:
 - The central message of a story is the lesson the author wants me to learn. What problem did the main characters have? Well, they did not have a home. They lived in a refugee camp.
 - What did the main characters in the story do? They shared sandals and became friends. By the end of the story, they were great friends. So, I think the central message of the story is that friendship is more important than things.
- Explain to students that they will continue to learn more about determining the central message of a story throughout the year.

Determining the central message of a text is a complex task. Scaffold students' understanding of the "big idea" of a text by first working on identifying key details related to the central message as you recount the story.

Introduce the **Central Message Tool** as a resource English learners can use to determine the central message. Model how to read the chart and make a connection to the central message. Provide a gesture to remember that the central message is the big idea or lesson.

Help students identify the key details of the story by doing a picture walk and talking through what happens. Be sure to recount the details of the text in the order that the story took place. Explain what is happening in the story using the illustrations as a guide, focusing on the pictures that give a clue about the central message. For example, turn to the page where Feroza approaches Lina as she is washing clothes and gives her the sandal. Point to the picture illustration, and explain: “This picture helps us understand the central message of the story. Even though Feroza and Lina did not have much, they had each other. Because Feroza gave Lina her sandal and then Lina suggested they share, the girls became friends.”

After reviewing illustrations, ask English learners to ask and respond using the central message questions and sentence frame. Then ask them to show you thumbs up or thumbs down if the message is connected to the characters, problem, and/or solution. Remind students to use the **Central Message Tool** to think about the central message as the story develops.

Display the Transition to Independent Reading slate

- Instruct students that everyday after they have a group reading lesson, they will go back to their seats for independent reading.
- Explain that independent reading is a time when they get to read a book of their choice. Step by step, explain the routine for having students transition from the gathering area back to their seats.
- Model each step of the routine as you explain it. Be sure to demonstrate and voice your behavior expectations as you model. Have students practice transitioning from the gathering area to their seats. Provide constructive feedback and repeat as needed.
- Conclude the activity by having students sit in their seats to learn the Independent Reading Routine.

Display the Return to the Essential Question slate

- Remind students of the essential question:
 - How do people work together to create a strong community?
- Ask students how the text helped them learn about the essential question?
 - Sample Student Response: People can work together to create a strong community by sharing with each other.
- Ask students: How did Lina and Feroza work together?
 - Sample Student Response: They worked together by sharing the sandals with each other.
- Ask students: How does working together affect Lina and Feroza’s friendship?
 - Sample Student Response: Working together helped Lina and Feroza become closer friends who shared similar experiences.
- Have students follow your Turn and Talk Routine to discuss their thoughts. Then have a few students share their thoughts with the class.

Essential questions help students develop a deeper understanding as they make connections between multiple texts within a unit. After reading the story *Four Feet, Two Sandals*, review the essential question with students. Point to where the essential question is posted and then point to each word as you read aloud: How do people work together to create a strong community?

...ENGLISH LEARNERS Tell students that in order to make connections with the essential question, they are going to think about how *Four Feet, Two Sandals* helps explain how people work together to create a strong community. Ask students the question: How did Lina and Feroza work together? Differentiate your support for student responses based on language proficiency. Encourage emerging (levels 1-2) English learners to identify how Lina and Feroza work together by pointing to illustrations within the text, such as the illustration where Feroza first gives Lina her sandal. Emerging English learners may also identify one way the girls work together to create a community by sharing a one-word response such as “sharing”.

...ENGLISH LEARNERS Consider supporting developing (levels 3-4) English learners with their response by repeating the question, then restating the question using a sentence stem to help guide their answers. For example, say “How did Lina and Feroza work together? Think about your answer, then be ready to share that ‘Lina and Feroza work together by _____.’” Encourage students to share short phrases to answer the question based on key details in the text, such as “sharing sandals” or “taking turns.”

Independent Reading/Reading Conferences (25 minutes)

Introduce Classroom Library:

Display Independent Reading slate

- Remind students that independent reading is time for them to enjoy a book of their choice. Introduce the classroom library enthusiastically. Explain the different categories of books, and the labeling system.
- Model each step of the routine as you explain it. Be sure to demonstrate and voice your behavior expectations as you model. For example:
 - This is our classroom library. It is filled with wonderful books. You will be spending a lot of time in our classroom library this year so I want you to be comfortable with it. Notice how the books are organized in different baskets. Every basket has a label on the front that tells what genre the books are. Genre means what type of book it is. Then every basket is organized alphabetically by author and also numerically by reading level.
- Have students practice the Independent Reading Routine. Provide constructive feedback and repeat as needed. Conclude by having students return to their seats.

Students Independently Read:

Display Time to Read slate

- Have students choose an independent reading book from their basket. Have students independently read for 10 minutes. This time will increase as the school year goes on.
- For students who need additional support, provide flexible seating options around the classroom. These may include bean bag chairs, pillows, and exercise balls. Use a chart or other document to track where students sit. Be sure to rotate the order that students get to choose their seats so that all students get an opportunity to sit where they would like.

Display the Sharing About Independent Reading slate

- Prompt students to talk to a partner about something new or interesting that they read during independent reading. Provide the following sentence frames for guidance:
 - I read _____ by _____.
 - The book is about _____.

- Something interesting I learned was _____.
- I like/don't like the book because _____.

...ENGLISH LEARNERS Introduce the **Ask and Answer Tool** as a resource to support English learners when participating in class or small group discussions. Model for English learners how to read the chart. Incorporate gestures to help students distinguish between the thinking processes and to support emerging English learners in connecting the text to the visuals. Provide an opportunity for students to practice asking and answering questions related to the lesson activity. Encourage emergent English learners (levels 1 and 2) to point to the "I see" level of thinking and use those supports to talk about something new or interesting. Remind them to incorporate their home language to participate in discussion about the text.

Writing Mini Lesson (20 minutes)

Introduce Writing Notebook:

Display Writing Mini Lesson slate

- Provide each student with their **writing notebook**. Have them write their names in their **notebooks**. Instruct students that every day, after independent reading, they will learn about writing. Explain that sometimes they will learn about writing in their seats, and sometimes they will learn about writing in the gathering area. Instruct students that today they will learn about writing in the gathering area. Follow the Gathering Area Routine to have students go to the gathering area.

Display second Learning Target slate

- Read the writing learning target:
 - I can make a list of topics to write about.
- Reread the writing learning target out loud with students:
- Explain to students that their writing notebook is a place for them to keep their ideas for future writing. Inform students that you always want them to write about something that matters to them.

Independent Writing/Writing Conferences (20 minutes)


Display the Prewriting Activity slate

- Inform students that today they will do a prewriting activity in which they will make a list of topics to write about in the future. Explain that prewriting is the first stage of the writing process when the writer plans what they will write about. Think out loud and model how to make a list of topics to write about. For example:
 - I am supposed to make a list of topics I might want to write about in the future. Well, I like computer games. I might want to write about those in the future. I'm going to put that down. I also like many different types of dogs. I'm going to add dogs to my list, too.

Model the brainstorming process to students, explaining that brainstorming or prewriting is an important part of the writing process. Begin by introducing the learning target to students, pointing to each word as you read. Explain that sometimes, writers are answering a question or telling a story when they write. But other times, writers just write for fun about a topic they are interested in. Tell students that today, they will be making a list of topics to write about.

Begin by drawing a circle map on the board or on chart paper. In the middle of the circle map, write “writing topics”. Then, think aloud with students, talking through some ideas of things you are interested in such as computer games and dogs as explained above. Consider adding a quick teacher-drawn sketch to each example on the brainstorming chart, such as a picture of a video game controller and a picture of a dog.

- Instruct students that it is quiet time so that everyone can think about their lists. Then release students to start making their lists. After about five minutes, have students stop and talk to a partner about the things they have on their lists so far. Encourage students to explain to their partners why they chose to put those specific things on their lists. Conclude the activity by following your Hand Raising Routine to have students share some of the topics they put on their lists.

 **ENGLISH LEARNERS** Introduce the **Narrative Writing Tool** as a resource English learners can use to write their narrative through the unit. Review the word bank with students and consider pantomiming each word as it is introduced to support emergent English learners (levels 1 and 2). Explain that there are five steps in the writing process and introduce the first one as prewriting, or brainstorming and planning. Review the Prewriting row and tell students they will use these prompts to brainstorm topics. Remind students to use the word bank or encourage emergent English learners (levels 1 and 2) to illustrate their ideas and label their illustration using words from the word bank or their home language.

Encourage students to begin brainstorming topics they can write about by discussing with a partner. Encourage students to think about topics they are interested in and share them with a partner. Emerging English learners may share short words and phrases to name a topic, such as “dogs” or “friends.” Support emerging English learners with writing their lists by scribing the ideas they share orally, writing down each word for them as a reference for future writing.

Consider providing students with discussion stems to use while brainstorming with a partner. Tell students that as they work with partners, they will take turns being the person to ask questions and the person to answer questions. Explain that students will use the stems for either Partner A or B first, then they will switch. You might post the following discussion stems on the board or print them off on a piece of paper for each partner group to use:

- **Partner A: Asking Questions**
 - What do you like?
 - What is your favorite thing to do?
 - Where do you like to go?
 - What are you interested in?
- **Partner B: Answering Questions**
 - I like _____.
 - My favorite thing to do is _____.
 - I like to go to _____.
 - I’m interested in _____.

Assessment and Closing

Literacy Lesson Closure (10 minutes)

Introduce Turn-and-Talk Routine:

Display Literacy Lesson Closure slate

- Instruct students that they have come to the end of the reading and writing time. Praise students for all of the wonderful learning they've done today. Tell them they have done a great job.
- Instruct students that every day, at the end of the reading and writing block, they will complete a closing activity. Tell them that this activity will be different every day, but it will always connect back to the essential question.
- Instruct students that today they will learn the Turn-and-Talk Routine. Ask students what they think they will do during the Turn-and-Talk Routine. Have students raise their hands to share their thoughts. Explain to students that just as it says in the name of the routine, they will practice turning to a partner sharing their ideas. Step by step, explain the Turn-and-Talk Routine to students.
- For students who need additional support, model each step of the routine as you explain it. Be sure to model and voice your behavior expectations as you demonstrate it. For example:
 - For our Turn-and-Talk Routine, first I will tell you when to turn and talk. Then, I will tell you to turn to the partner on your left or the partner on your right. Next, I'll let you know when to begin. At that time, you'll decide who will share first. That person will share their ideas. Then the other partner will share their ideas.
- Have student volunteers model the appropriate way to Turn-and-Talk. Then have other student volunteers model the inappropriate way to turn and talk. Discuss what things made the inappropriate incorrect. Instruct students that they are going to practice the Turn-and-Talk Routine. Instruct students to think about the essential question. Then ask:
 - What is a community and what does it look like?
- To close the lesson, follow the Turn-and-Talk Routine to have students share their thoughts about the question.

Homework

- Optional: Read independently or with a family member.

Universal Design for Learning Guidance for Differentiation

Supporting students with multiple means of...

Action and Expression/Modes of Communication

- Throughout the lesson, students will be working collaboratively, using optional modes of communication as needed. These modes of communication include using gestures, a home language, and/or visual aids.
- For further support, highlight the use of multiple media such as text, speech, drawing, illustrations, movement, or video.

Representation

- Throughout this lesson, oral, visual, and written resources are provided for all students. These resources include anchor charts, modeling, and thinking aloud. Students also have the opportunity to read independently.
- For further support, consider providing additional instruction about the vocabulary in this lesson. Encourage students to make visual flashcards with definitions and sentences for each word. Then have students use the cards to play games in pairs or groups. Model all activities and games as needed.

Engagement

- Throughout this lesson, students discover classroom expectations and routines through multiple modalities: discussions, peer collaboration, text, and visual aids.
- For further support, consider optimizing choice and autonomy by allowing learners to participate in the design of classroom organization and activities.

Consider reviewing and using the [mini-lessons](#) to support students based on need.

Additional Recommendations for Students with an Individualized Education Program or a 504 Plan

- For students with an Individualized Education Program (IEP) or a 504 Plan, consult that student's individual document to plan and implement individual accommodations for this lesson.