

Lesson Guidance 4.2	
<b>Grade</b>	1
<b>Unit</b>	2
<b>Selected Text(s)</b>	<a href="#">Futuristic Homes</a> (Read Aloud)
<b>Duration</b>	4 days

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

## Learning Goal(s)

*What should students understand about today's selected text?*

- Identify the main topic and retell key details of the text.
- Answer questions about key details in a text
- Learn how architects design and plan for the world of tomorrow

## 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.

[CCSS.ELA-LITERACY.RI.1.2](#) Identify the main topic and retell key details of a text.

#### **Speaking and Listening**

##### **Comprehension and Collaboration:**

[CCSS.ELA-LITERACY.SL.1.1](#) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-LITERACY.SL.1.1.A](#) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.1.1.B](#) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

##### **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.

### Supporting Standards:




#### **Reading: Informational Text**

##### **Craft and Structure:**

[CCSS.ELA-LITERACY.RI.1.5](#) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

#### **Writing**

##### **Research to Build and Present Knowledge:**

	<p><a href="#">CCSS.ELA-LITERACY.W.1.8</a> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>***Foundational and Conventions of Language Skills</b> should be utilized in conjunction with lesson texts and matched to the scope and sequence of phonics programs.****</p> <p>Suggested <b>Foundational Skills</b>  <b>Phonics and Word Recognition:</b>  <a href="#">CCSS.ELA-LITERACY.RF.1.3</a> Know and apply grade-level phonics and word analysis skills in decoding words. (See <a href="#">CCSS Alignment</a> for specific sub-standards RF.1.3.A-G in accordance with SDP   Learning Progressions 1st Grade )</p> <p><b>Language</b>  <b>Conventions of Standards English:</b>  <a href="#">CCSS.ELA-LITERACY.L.1.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See <a href="#">CCSS Alignment</a> for specific sub-standards L.1.1.A-J in accordance with SDP   Learning Progressions 1st Grade )</p>
 <a href="#">WIDA Alignment</a>	<p><b>ELD Focus:</b>  <b>ELD-LA.1.Inform.Expressive</b>          Construct informational texts in language arts that identify the main topic and key details through noun groups, to add description and precision that answer questions.</p>
<b>Naviance</b>	<p>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.</p>
<b>End of lesson task</b> <i>Formative assessment</i>	<ul style="list-style-type: none"> <li>Students will choose one heading from the text:             <ul style="list-style-type: none"> <li>Cube House</li> <li>Communal Living</li> <li>In the Sea</li> <li>Dome</li> <li>Another Planet</li> </ul> </li> <li>Students will tell the main topic of the heading and three details. Students will complete the graphic organizer drawing and/or labeling their chosen topic <a href="#">here</a>.</li> </ul>
<b>Knowledge Check</b> <i>What do students need to know in order to access the text?</i>	<p><b>Background Knowledge:</b>          For the past four days, we read Rosie Revere - a book about a young girl who was an engineer. She explored the world and came up with innovative ideas to help those around her. Before reading Rosie Revere, we explored space and underwater habitats. For the next four days, we will explore futuristic homes underwater, in the sky, and in space. The possibilities are endless! As</p>



you explore these homes of the future, think about an innovation that you would like to design. *What would it look like? What materials would you use? How could your home/invention help others?*

### Key Terms

- Main Topic/Idea
- Key Details
- Text Questioning

### 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)*

Pre-Teach: engineers, architect

Define While Reading: materials, cube, remote control, levers, helipads, model, structure, solar panels, helipad, dome, frame, foundation, turbine



**ELD Instructional Practices for Vocabulary: Use the [Act It Out!](#)**

#### **[Total Physical Response \(TPR\) strategy](#)**

“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/photos](#). 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: The way we will live in the future comes from ideas (inventions and innovations) that people have today; all inventions and innovations come from ideas that are developed over time.*



## Opening Activity:

Teachers can use the following to build background knowledge for this lesson:

For the past four days, we read *Rosie Revere* - a book about a young girl who was an engineer. She explored the world and came up with innovative ideas to help those around her. Before reading *Rosie Revere*, we explored space and underwater habitats. For the next four days, we will explore futuristic homes underwater, in the sky, and in space. The possibilities are endless! As you explore these homes of the future, think about an innovation that you would like to design. *What would it look like? What materials would you use? How could your home/invention help others?*

## Content Knowledge:

- Identify the main topic and retell key details of the text.
- Answer questions about key details in a text
- Learn how architects design and plan for the world of tomorrow

ELD

### [ELD Scaffolds](#)

When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates' thoughts/reasoning via a structured, collaborative discussion about the text, concept or ideas.

- [Deep Reading of an Image](#) enables students to collaborate as they analyze details related to the theme / ideas / concepts. Students also benefit from scaffolded formulaic expressions (sentence starters).
- 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 the Text:

**Read Aloud (Day 1)** - Teacher reads the text to/with students:

Introduction, Cube Houses, The Rooms, Designing the Future and Running Out of Space (Pages 1 - 17)

- Check for prior knowledge before introducing vocabulary words (**architects** are persons who design buildings, and **engineers** use math, science, and creative thinking to invent things). Example: Who can tell me what an engineer/architect does? Can you name an invention by an engineer or architect that has helped to make our lives better?
- Introduce reading - Today we will read about cube houses designed by architects. As you read, I would like you to pay close attention to how the house is designed and identify anything in the way it is designed that may be helpful to others.
- Read pages 1- 11 - Teacher will model close reading, pausing to ask questions to gauge understanding and to reinforce vocabulary words.  
**Examples:** *What is a cube house made of? What do you notice? Who creates and designs buildings?*
- After reading and discussion, students share design ideas they liked about the cube and pod houses. From this list, they will identify ideas that could be helpful to others. The teacher will capture information shared on chart paper.
- Students will write a paragraph describing their homes.

**Example:** *My futuristic home will be shaped like a \_\_\_\_\_ . My home will be painted \_\_\_\_\_ and will have \_\_\_\_\_ rooms. It will be made of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ . My home will have \_\_\_\_\_ . This will help people \_\_\_\_\_ .*



- Students will have the option of illustrating a version of their future home, labeling the rooms, and innovative design ideas.
- Teacher will ask for volunteers to share what they wrote with the class and/or students will also be given the opportunity to turn and talk with their peers.

Communal Living and New Materials (Pages 14-17) - Teacher reads the text to/with students:

- Review previous day's reading along with previously introduced and new vocabulary words.
- Introduce reading - Yesterday we read about the different kinds of house architectural design and identified design ideas that could be useful to people. What are some helpful design ideas in the cube house? How does it help others? As you read, I would like you to think about a problem in your community and an invention that would help to solve this problem.
- Read pages 14 - 17. The teacher will model close reading, pausing to ask questions to gauge understanding and to reinforce vocabulary words.  
**Example:** What are some of the things people in a community share? The teacher will model annotating the text and circling key details.
- With a partner, and using the vocabulary words, students will discuss a problem in their community that they would like to solve.  
**Example:** I would like to help people in my community by inventing \_\_\_\_\_.
- Students will begin thinking about the home they would like to design as young architects and the useful invention that would like to include. The teacher will model this task by sharing her/his graphic organizer with the class. Students will write their ideas on the [graphic organizer](#) and the teacher will ask students to share their ideas with the class.

**Read Aloud (Day 2)** In the Sea, Living Underwater, Safe and Friendly (Pages 18-23) - Teacher reads the text to/with students:

- Review previous day's reading along with previously introduced and new vocabulary words.
- Introduce reading - *Yesterday we brainstormed inventions that could make our communities better. Today we will explore underwater living and designs that are beneficial to the planet.*
- The teacher will display an image of an underwater home ([from text](#)) and ask students what they would need to build or live in such a home. The teacher will document information on chart paper or board.
- Read pages 18 - 23. The teacher will model close reading, pausing to ask questions to gauge understanding and to reinforce vocabulary words. The teacher will also annotate key information in the text.
- Independently or with a partner, students will respond to one of two main topics by identifying details from the text to support using a [graphic organizer](#).
  1. A community under the ocean would have everything you need.
  2. Architects have begun creating designs that are better for the planet.
- The teacher will ask students to share details from the text that support the statement.

Dome Shelter, Climbing Cities, Another Planet (Pages 24-29) - Teacher reads the text to/with students:

- Review previous day's reading along with previously introduced and new vocabulary words.
- Introduce reading - *In yesterday's reading, we learned that architects are building homes that are better for the planet. An underwater community would need boats, turbines as a source of power, breathable air, and a vegetable garden. Can you think of things you would need if you lived in a city in the sky or on a different planet?*
- As students share, the teacher will document information on chart paper.
- Read pages 24-29. The teacher will model close reading, pausing to ask questions to gauge understanding and to reinforce vocabulary words.
- Turn and talk - From the reading, students will identify and share one thing they would need in order to live on a different planet with their partner.



**Example:** *We would need a \_\_\_\_\_ in order to live on a different planet.*

- Using their graphic organizer and completed paragraphs and sentences, students will begin brainstorming an invention that would help with daily life. Students can illustrate their inventions and label the parts/ materials needed.

#### **Discourse:**


Turn/Talk discuss thoughts with a partner before constructing their paragraph.

- *My futuristic home will be shaped like a \_\_\_\_\_. My home will be painted \_\_\_\_\_ and will have \_\_\_\_\_ rooms. It will be made of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_. My home will have \_\_\_\_\_. This will help people \_\_\_\_\_.*

### **Small Group Reading Instruction:**

Based on student needs, teachers can meet with small groups of students in order to support students with formative assessment or targeted learning goals.

#### **and/or**

Based on student needs, teachers can use  Learning Progressions 1st Grade to differentiate instruction in order to:

- Develop and strengthen Foundational Skills
- Develop and strengthen Conventions of Language Skills

ELD

#### [ELD Scaffolds](#)

- **Heavy Support:** In a small group use words and pictures from the text to highlight noun groups that answer questions about the main topic and key details. (e.g.; What is the text talking about?
- **Moderate/Light Support:** During the discourse, support students in using noun phrases that refer to the text when they recount their learning.. (e.g., *I know \_\_\_\_\_ because the **text** says/I see....*).

### **Formative Assessment:**

- Students will choose one heading from the text:
  - Cube House
  - Communal Living
  - In the Sea
  - Dome
  - Another Planet
- Students will tell the main topic of the heading and three details. Students will complete the graphic organizer drawing and/or labeling their chosen topic [here](#).

ELD

#### [ELD Scaffolds](#)


- Include an illustrated word bank sentence stems, along with a completed graphic organizer for students to emulate.

### **Optional Extension Activity:**

Teachers can extend the Formative Assessment by having the students write a paragraph identifying the main topic of the heading and three details. Students will use the completed graphic organizer drawing and/or labeling their chosen topic [here](#).



Foundational Skills, Fluency, Comprehension and Writing Supports	
Foundational Skills	<a href="#">Saxon</a> <a href="#">Foundations</a> <a href="#">Foundational Skills Integration Resource</a> <a href="#">Sounds First: Phonemic Awareness Resource Weeks 1- 10</a> <a href="#">Sounds First: Phonemic Awareness Resource Weeks 11-24</a> <a href="#">Sounds First: Assessments</a> <a href="#">Sounds First: K-2 Video Demonstrations</a>
Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<ul style="list-style-type: none"> <li>Guiding Question: How can a sentence show a problem?</li> <li>Sentence Example: The problem is the planet isn't getting any bigger, and we're running out of space!               <ul style="list-style-type: none"> <li>What does it mean to "run out of space?" <i>not have room for more things</i></li> <li>What did the author mean that the "planet isn't getting any bigger?" <i>That we have a limited amount of space.</i></li> <li>What is the problem in this sentence? <i>That we are running out of space for people to live.</i></li> </ul> </li> <li>Speaking and Writing connection:               <ul style="list-style-type: none"> <li>The problem is _____(problem) and _____(why is this a problem?). <i>(The problem is I'm hungry and we don't have anything I want to eat!)</i></li> </ul> </li> </ul>
Writing	<a href="#">Pattan Writing Scope and Sequence</a>

Additional Supports for End of Unit Task	
 <a href="#">ELD Practices</a>	<ul style="list-style-type: none"> <li><a href="#">English Language Development Instructional Guide</a></li> <li><a href="#">Strategies for English Learners</a></li> <li><a href="#">Argumentative Student Language Support Sheet(ELD)</a></li> <li><a href="#">Narrative Student Language Support Sheet(ELD)</a></li> <li><a href="#">Informational Student Language Support Sheet(ELD)</a></li> <li><a href="#">Sample Linguistic Frames</a></li> </ul>
<a href="#">SpEd Practice</a>	<ul style="list-style-type: none"> <li>Pre-teach new and unfamiliar vocabulary               <ul style="list-style-type: none"> <li>When possible, pair vocabulary with visuals to aid in student understanding</li> <li><a href="#">Click here to see an explicit instruction vocabulary routine.</a></li> </ul> </li> </ul>



- During reading, pause and ask standards based questions to check for student understanding
  - What happened after/before/when \_\_\_?
  - What is an important detail from the text?
  - What do you wonder about?
  - What is the text mainly about?  
What details help you understand what the text is mainly about?
  - What is the most important information that the author wants you to know?
  - What information did you learn from the title? Headings?
  - What is the purpose of the glossary?
  - If you wanted to know what page chapter 3 begins, where would you look?
  - Why are these words bolded?

Day 1:

- During reading, highlight the main idea and key details by using a color-coding system to help students visualize information
  - ie: Main idea highlighted green, key detail 1 highlighted yellow, key detail 2 highlighted blue, etc.
- During reading, draw students' attention to information that will be helpful in completing the formative assessment
  - Highlight, bold, underline, or otherwise annotate this information for students
  - Allow students to contribute by providing important information from the text
- Before assigning students to write a paragraph, allow students to complete a [graphic organizer](#) to help gather information
- When completing the paragraph after reading the first section, provide students with sentence starters/ frames to guide writing
  - It may be appropriate to allow some students to dictate their responses

Day 2:

- Before engaging with the text, pre-assign students questions that will be asked throughout the reading to increase student focus and encourage participation
  - Ensure that students understand these questions will be asked of them throughout the reading
- During reading, pause and draw students' attention to important information that will be useful in completing the formative assessment
- When completing the graphic organizer (see Engaging with the Text Day 2), allow students to use pictures to represent their writing
  - It may be appropriate to allow some students to dictate their responses

Day 3:

- Before engaging with the text, allow students to discuss previous concepts taught on Days 1 and 2
- Before engaging with the text, pre-assign students questions that will be asked throughout the reading to increase student focus and encourage participation
  - Ensure that students understand these questions will be asked of them throughout the reading





- During reading, pause and draw students' attention to important information that will be useful in completing the formative assessment
- When completing the graphic organizer, allow students to use pictures to represent their writing
  - It may be appropriate for some students to dictate their responses

Day 4:

- Before engaging with the text, allow students to discuss previous concepts taught on Days 1-3
- Before engaging with the text, pre-assign students questions that will be asked throughout the reading to increase student focus and encourage participation
  - Ensure that students understand these questions will be asked of them throughout the reading
- During reading, pause and draw students' attention to important information that will be useful in completing the formative assessment
  - Help students understand what information in the text is important
  - Use an anchor chart, or a highlighter or other visual marker to help identify important information
- During the discourse, provide students with sentence frames/ starters to guide academic conversation and focus content related material
  - For students who need additional support, pair with a peer mentor who understands the task at hand and grasps the content
- Prior to completing the formative assessment, review and reteach information that will be useful to complete the task
- Prior to completing the formative assessment, review graphic organizers (see Core Instruction and SPED Accommodations) that have been created throughout the Module
- Prior to completing the formative assessment, provide students with an exemplar
  - Post and allow students to have access to it throughout the duration of the task
- Prior to completing the formative assessment, break the task into smaller steps
  - Consider creating a checklist of important information that must be included
- Prior to completing the formative assessment, brainstorm ideas with students
  - Create an anchor chart with words and visuals for students to reference throughout the completion of the task
- During the formative assessment, provide students with access to the text
  - Allow students to highlight, bold, underline or otherwise annotate important information
- During the formative assessment, provide students with sentence starters or cloze sentences to support writing
- During the formative assessment, allow students to dictate their responses



	<ul style="list-style-type: none"><li>To further modify the assessment, provide students with a pre filled graphic organizer in which they have to provide a limited numbers of items using the accommodations listed above</li></ul>
<u><b>MTSS Practices</b></u>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access