

Lesson Guidance 4.3	
Grade	1
Unit	3
Selected Text(s)	Operation Rescue Dog by Maria Genferrari (Epic) Frankie Gets a Doggie by Amy Huntington (Epic)
Duration	3 days

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

Learning Goal(s)

What should students understand about today's selected text?

- Ask and answer questions about key details in the text.
- Identify words and phrases in the text that suggest feelings or appeal to the senses.
- Analyze words and phrases from the text that suggest feelings or appeal to the senses.
- Compare and contrast with the text [Frankie Gets a Dog](#).

CCSS Alignment

Priority Standards:

Reading: Literature

Craft and Structure:

[CCSS.ELA-LITERACY.RL.1.4](#) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RL.1.9](#) Compare and contrast the adventures and experiences of characters in stories.

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.

[CCSS.ELA-LITERACY.SL.1.1.C](#) Ask questions to clear up any confusion about the topics and texts under discussion.

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

	<p>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., <i>because</i>).</p> <hr/> <p>Supporting Standards: <u>Speaking and Listening</u> Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>Language</u> Conventions of Standards English: CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (See CCSS Alignment for specific sub-standards L.1.1.A-J in accordance with SDP  Learning Progressions 1st Grade)</p> <p>***Foundational and Conventions of Language Skills should be utilized in conjunction with lesson texts and matched to the scope and sequence of phonics programs.***</p> <p>Suggested <u>Foundational Skills</u> Fluency: CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension. See CCSS Alignment for specific sub-standards RF.1.4.A-C in accordance with SDP  Learning Progressions 1st Grade)</p> <p><u>Language</u> Conventions of Standards English: CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See CCSS Alignment for specific sub-standards L.1.2.A-E in accordance with SDP  Learning Progressions 1st Grade)</p>
 WIDA Alignment	<p>ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by identifying words and phrases that suggest feelings or appeal to the senses through verbs to describe what characters do, think, feel, and say.</p>
<p>Naviance</p>	<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>



End of lesson task

Formative assessment

Assessment:

- Students will work with a group to choose three key words or phrases from the text and work as a team to create a visual representation of each word/phrase.
- Groups will share their word illustrations with the class
- Using a Venn diagram, students will work with a partner to compare the stories *Operation Rescue Dog* and *Frankie Gets a Doggie*.

Background Knowledge:

- Rescue pets
- Rescue truck
- Point of View

Key Terms

- Text Questioning
- Key Details
- Vocabulary Identification and Analysis
- Point of View
- Compare and Contrast

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.

Knowledge Check

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

Vocabulary Words *(words found in the text)*

Pre-teach: dumped, rescue, abuela, journey

Define while reading: freckled, tangy, arepas de queso, huevos, uncertain, cowers, blur, echo, tassels, lurches, pummels, musty, lolling, gobbles



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/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: It is important to consider where our pets come from and to support places that help animals. .

Opening Activity:

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

- Rescue pets
- Rescue truck
- Point of View

Content Knowledge:

Ask and answer questions about key details in the text.

- Identify words and phrases in the text that suggest feelings or appeal to the senses.
- Analyze words and phrases from the text that suggest feelings or appeal to the senses.
- Compare and contrast with the text [Frankie Gets a Dog](#).

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 Texts:

Share the purpose:

- As we read we are going to look for words and phrases that suggest feelings and help us picture what's happening (appeal to the senses) in the text.
- Once we've made a list of all that language we will analyze it.
- We will also compare and contrast the texts *Frankie Gets a Doggie* and *Operation Rescue Dog* we will use a Venn diagram to compare the two stories and their key details.

Read the Text:

1st Read (Read Aloud):

- Introduce the anchor chart: Use the Jamboard as a template to create an anchor chart based on student responses to the questions. Anchor charts will be posted in classrooms and used as evidence of student learning. Teachers can also print out and use for [Story Elements Module 4](#) student use.



- Plan explicit stopping points to define vocabulary words and identify and determine the figurative meaning of words and phrases.
- Ask questions like:
 - “What do you think _____ means?”
 - “What questions do you have about this word?”
 - “What word(s) from the story make you feel _____?”
 - “What word(s) in the story let you know that the character feels _____?”

2nd & 3rd Read (Shared Reading):

- Re-introduce comparison t-chart:



- Plan explicit stopping points and ask questions about key details:
 - “Who is in the story?”
 - “What happened after/before/when _____?”
 - “Where did the story take place?”
 - “Why did _____ say/do _____?”
 - “What do you wonder about _____?”
 - Who is the rescued animal (character) in each story?
 - Where does each story take place?
 - How is Lulu like Cally? How are they different?
 - How was Lulu rescued? How was Cally rescued?
 - Why was Lulu rescued? Why was Cally rescued?
- Use the [t-chart](#) to organize key details around similarities and differences of the texts.
- Introduce Venn Diagram: Use the Jamboard as a template to create an anchor chart based on student responses to the questions. Anchor charts will be posted in classrooms and used as evidence of student learning. Teachers can also print out and use [Story Elements Module 4](#) for student use.



Practice and Apply Skills:

- Have students choose three key words or phrases from the text and work in a group to create a visual representation of each (word illustrations).
- Provide time for students to complete their Venn diagrams and add illustrations.
- Have students work with a partner and give feedback.
- Have students share their book review with a partner or the class.

Discourse:

- Use turn and talk throughout the story to have students engage in discussion and provide evidence/key details when answering questions
- Use think/pair/share to answer the question, “What do you think this phrase means in the text, ‘Lulu’s new leash smells like...family’?”
- Use language frames to support discourse. Example:
 - Alma feels _____ at the beginning of the story. I know this because _____.



- **Heavy Support:** In small groups, parallel to or after the class read-aloud, using the illustrations and key words and phrases from the text. Model and practice using words and phrases that focus on character feelings. Support students in sharing their ideas orally using feeling words and phrases.
- **Moderate/Light Support:** During discourse, teach students expressions and sentence structures to describe character feelings.. Display them throughout the class and provide opportunities for students to use them authentically (e.g., *I feel _____ when I _____*).


SPED Accommodation/Differentiation:

- Pre teach new and unfamiliar vocabulary
 - Create visual word wall with labeled pictures to aid in student understanding
 - [Click here to see an explicit instruction vocabulary routine.](#)
- Before engaging with the text, introduce students to anchor chart (see above)
 - Review purpose of anchor chart and complete before, during and after reading
- During reading stop, alert students' attention before highlighting key details about the reading program.
 - Use a color coding system to help students visualize information such as key details and main idea
- During reading, pause and ask standards based questions to check for student understanding
 - Who is in the story?
 - What happened after/before/ when ___?
 - Where did the story take place?
 - Why did ___ say/do ___?
 - What do you wonder about ___?
 - Describe the main characters in each story.
 - How is ___'s experience like/ different from ___'s?
 - Did the same things happen to ___ and ___?
- After reading the text, work with students to finish the anchor chart (see above)
 - Allow students to dictate their responses
 - Allow students to use highlighting, underling, sticky notes, or other visual markers to identify information that they learned
 - For some students it may be appropriate to provide a pre filled outline in which they have to provide a limited amount of information
- During discourse, 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

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

Formative Assessment:

- Students will work with a group to choose three key words or phrases from the text and work as a team to create a visual representation of each word/phrase.
- Groups will share their word illustrations with the class

- Using a Venn diagram, students will work with a partner to compare the stories *Operation Rescue Dog* and *Frankie Gets a Doggie*.

ELD

ELD Scaffolds

- Complete part of the exercise as a shared writing activity before students work independently.
- Post a completed example for students to emulate.
- Include an illustrated word bank and sentence stems for the graphic organizer.

SPED Accommodation/Differentiation:

- Before completing the formative assessment, review information learned in Module
- Before completing the formative assessment, brainstorm words and key phrases that students can utilize in their writing
 - Create a word bank or list for students to access throughout the task
- Before completing the formative assessment, review and reteach purpose and use for Venn Diagram
- Before completing the formative assessment, work in small groups to brainstorm information that can be put into Venn diagram
- Before completing the formative assessment, provide students with an exemplar for completion
 - Post exemplar for students to access throughout the completion of the task
 - Consider creating a visual checklist
- During formative assessment, provide example illustrations, stencils, images, etc. for illustration tasks.
- During formative assessment, provide support with explaining chosen 3 key words or phrases
 - Use created word banks
- During the formative assessment, provide students with sentence frames/ stems to support writing
- During the formative assessment, allow students to dictate their responses
- During the formative assessment, it may be appropriate to allow students to use pictures to represent their writing
- To further modify the assessment, provide students with cloze sentences in which they have to provide a limited amount of information
 - Allow students to complete the modified assessment using any of the above listed accommodations
- To further modify the assessment, it may be appropriate to provide students with a pre filled outline in which they have to provide a limited amount of information
 - Allow students to complete the modified assessment using any of the above listed accommodations

Optional Extension Activity:

Teachers can develop the **Speaking and Writing Connection** by having students discuss the question with a partner, then use the frame to write about their discussion.

Can you feel or imagine the way that Lulu does on this page? Why/why not?

- I _____ (can/can not) imagine how Lulu feels, because _____
(reasoning).


Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon Alignment](#)



	Foundations 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	"Did Lulu howl at the moon to hear her own voice (p.34)?" <ul style="list-style-type: none">• I want you to close your eyes and listen to this sentence (read sentence). What do see/feel when you hear these words? <i>I see/feel...</i>• Which words in particular tell us how Lulu is feeling? How do you know? <i>"Howl, to hear her own voice" and previous sentences which include words like, "dumped, smelling shadows, freckled with ticks."</i>• What do those words/phrases tell us about how the narrator thinks Lulu felt? <i>Those words tell us that the narrator thinks Lulu is sad/lonely.</i>• What about them tells you that? <i>Being dumped/freckled with ticks is a bad thing. You might smell shadows/howl to hear your voice because you're lonely.</i>
Writing	Pattan Writing Scope and Sequence

Additional Supports for End of Unit Task	
 ELD Practices	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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• To complete formative assessment, allow students to dictate their responses



	<ul style="list-style-type: none">• 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
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access