

Lesson Guidance 2.3	
Grade	1
Unit	2
Selected Text(s)	Oona by Kelly DiPucchio (E-book purchase)
Duration	2 days

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

Learning Goal(s)

What should students understand about today's selected text?

- Identify key details.
- Identify characters, settings, plot, problem, and resolution (story elements) from the text.
- Make connections between story elements and identifying the central message.
- Identify central message of the story.

CCSS Alignment

Priority Standards:

Reading: Literature

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.1.2](#) Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-LITERACY.RL.1.3](#) Describe characters, settings, and major events in a story, using key details.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.1.4](#) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Supporting Standards:

Reading: Literature

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.1.1](#) Ask and answer questions about key details in a text.

Writing


Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.1.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

*****Foundational and Conventions of Language Skills** should be utilized in conjunction with lesson texts and matched to the scope and sequence of phonics programs. ****

Suggested **Foundational Skills**



	<p>Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. (See CCSS Alignment for specific sub-standards RF.1.3.A-G in accordance with SDP 📖 Learning Progressions 1st Grade)</p> <p>Language 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>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 retelling key details from the text through noun groups to state who or what the story is about.</p>
Naviance	<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 <i>Formative assessment</i>	<ul style="list-style-type: none">Summarize Oona's experience by illustrating the scene from the story where we think the central message is best represented. Under the scene, write a sentence identifying what the central message is.
<p>Knowledge Check <i>What do students need to know in order to access the text?</i></p>	<p>Background Knowledge:</p> <ul style="list-style-type: none">Students should know that the ocean is a habitat where certain animals live.Students should know that mermaids are not real.Students should know that mermaids are imagined creatures whose habitat is the ocean.Students should know that mermaids are imagined creatures that share similarities with the sea creatures they have learned about.Students may need to draw on their knowledge of what sea creatures need in their habitat to survive. <p>Key Terms</p> <ul style="list-style-type: none">Key DetailsStory ElementsCentral Message/ThemeConnections <p>Foundational Skills Connections</p>



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: rift, treasure

Define while reading: scallop, pufferfish, drifted, gobbled, unnatural, narwhal



ELD Instructional Practices for Vocabulary: Use the [Fray Model strategy](#) ([Fray Model](#))

“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 [Fray Model](#) activity to increase understanding

Core Instruction

Text-centered questions and ways students will engage with the text

Enduring Understanding: Creatures that live in water have adapted to their habitats and surroundings.

Opening Activity:

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

- Students should know that the ocean is a habitat where certain animals live.
- Students should know that mermaids are not real.
- Students should know that mermaids are imagined creatures whose habitat is the ocean.
- Students should know that mermaids are imagined creatures that share similarities with the sea creatures they have learned about.
- Students may need to draw on their knowledge of what sea creatures need in their habitat to survive.

Content Knowledge:


- Identify key details.
- Identify characters, settings, plot, problem, and resolution (story elements) from the text.
- Make connections between story elements and identifying the central message.

- Identify central message of the story.

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.

- [Clarifying Bookmark](#) supports metacognitive development and monitors their comprehension skills.
 Clarifying Bookmark Chart
- 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:

- We are reading to identify the central message. Like always, we're going to start with story elements and use them to help us with the central message. To do all this work we're going to use a book about a mermaid named Oona. Mermaids share similar features with fish, but they are also half human; they are imagined, or fictional, creatures. As we read about Oona and her adventure in the ocean, we're going to use everything we've learned about story elements and retelling to identify the central message.

Read Aloud (1st read) - Teacher reads the text to/with students:

- Tell students that they are reading with the purpose of identifying story elements. Say something like:
 - Every time we read a story for the first time, it's important for us to understand all the different parts. That's why we always start with identifying the characters, setting, problem, and resolution.
- Ask students to predict what the story will be about using the cover and title as evidence.
- Introduce the author and illustrator of the book to students.
- Ask students what the author does. Ask students what the illustrator does.
- 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 [Anchor Chart Templates](#) for student use.



- Construct [anchor chart](#) [Anchor Chart Templates](#) while reading.

Shared Read (2nd read) - Teacher reads the text to/with students:

- Tell students that they are rereading with the purpose of identifying the central message.
- Ask questions like:
 - Who remembers what the central message is?
 - Earlier this week we practiced identifying story elements and retelling a story. Do you think we can use any of those concepts to find the central message?
 - What are we already really good at that will help us find the central message?
- Re-introduce [anchor chart](#) [Anchor Chart Templates](#).
- Review and shared read story elements chart from previous read.
- While reviewing story elements ask text based questions like:

- How did Oona meet Otto?
 - What is the special treasure that Oona wants to reach?
 - Why does Oona almost give up?
- Once shared read is complete ask questions like:
 - Does anyone have any new ideas about how to find the central message?
 - Does anything we just reviewed help us to identify the central message? How does it help us?
 - I want us to look closely at the problem and the resolution. These story elements are usually really helpful when identifying the central message. Does anyone see that connection yet?
- Record responses on [anchor chart](#) [Anchor Chart Templates](#).

Practice and apply skills:

- Identify story elements.
- Use story elements to identify the central message.
- Discuss the story elements and central message of the story.

Discourse:

- Have students engage in a small group discussion about what they think is the lesson of the story:
 - *I think the lesson is _____ because in the story _____.*
- Discuss how Oona and Kaleisha are similar and different.
 - *Oona and Kaleisha are both _____.*
 - *Both Oona and Kaleisha have an animal best friend. Oona has _____ and Kaleisha has _____.*

ELD

[ELD Scaffolds](#)

ELD Instruction: Heavy Support: In small groups, parallel to or after the class read-aloud, model using




their hands (example) to retell the key details in the story. This gives a kinesthetic action for them to cement their learning. Highlight nouns/noun groups as the students are using the five finger retell.

- **Moderate/Light Support:** During discourse, teach students expressions and sentence structures to use nouns to retell the key details about the story. Display them throughout the class and provide opportunities for students to use them authentically. (e.g.; The **characters** in the story are_____, The **setting** of the story is_____. In the **beginning** _____. In the **middle** _____. At the **end** _____. These details show that the central message is_____.)

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:

- Summarize Oona's experience by illustrating the scene from the story where we think the central message is best represented. Under the scene, write a sentence identifying what the central message is.



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ELD Scaffolds

- Complete the summarize the experience of each character task into steps.
- Complete a sample summarize the experience of each character, as a group, for students to emulate.

Optional Extension Activity:

Expand upon Sentence Comprehension - Speaking and Writing connection:

Describe something you already own that is a treasure to you.

- *My _____ is a treasure to me because _____.*

Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon](#)

[Foundations](#)

[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

- Guiding Question: How can a sentence share a lesson learned?
- Sentence Example: Because sometimes the best treasure in the world isn't found. It's made.
 - Which treasure was found? *the crown*
 - Which treasure was made? *the goggles*
 - In this sentence, the word treasure refers to what object? *the goggles*
 - Which item does Oona treasure more? *the goggles*
 - Why? *She realizes that the goggles she invented were special because they helped her accomplish a goal of finding the crown.*
- Speaking and Writing connection: describe something you already own that is a treasure to you.
 - *My _____ is a treasure to me because _____.*

Writing

[Pattan Writing Scope and Sequence](#)



Additional Supports for End of Unit Task

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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

- Pre teach new and unfamiliar vocabulary
 - When possible, pair vocabulary with visuals to aid in student understanding
 - [Click here to see an explicit instruction vocabulary routine.](#)
- Prior to engaging with the text, review story elements with students
 - Create or reference an anchor chart to help students visualize information
- Prior to shared reading, pre assign questions to students that will be asked throughout the reading to focus student attention and encourage participation
 - Ensure that students understand that these questions will be asked throughout the reading
- 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 ___?
 - What problem is the character facing?
 - How does the character resolve or solve the problem?
 - What important event(s) happened at the beginning of the story? the middle? the end?
 - What lesson did the author teach the reader?
 - How is the character different at the end of the story than at the beginning?
 - What are some details about the most important events in the story?
 - Name 2-3 details about the setting.
- After shared reading, complete a [graphic organizer](#) to help students visualize information
 - When appropriate pair words or phrases with visuals to aid in student understanding
- During discourse, provide students with sentence frames/ starters to guide academic conversation and focus content related material
 - For students who need additional support, pair with another student who grasps the task at hand and understands the content
- Prior to completing the formative assessment, review the graphic organizer (see SPED Accommodations)



	<ul style="list-style-type: none">• Prior to completing the formative assessment, brainstorm ideas and create a word bank or visual bank to help with the completion of the task• Prior to completing the formative assessment, provide students with an exemplar for completion<ul style="list-style-type: none">◦ Post exemplar for students to reference throughout the completion of the task◦ Consider creating a visual checklist for students• During the formative assessment, provide students with pre printed pictures or stencils to support the illustration• During the formative assessment, provide students with sentence frames or cloze sentences• During formative assessment, allow students to dictate their responses• To further modify the formative assessment, it may be appropriate to provide students with a preprinted scene from the text and ask the student to identify the central message using any of the above listed accommodations
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access