THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

Lesson Guidance 4.1	
Grade	1
Unit	*4*
Selected Text(s)	*The Vegetables We Eat* by Gail Gibbons (SDP Purchase)
Duration	Approximately 1-2 Days

Plan with guidance from the ELA Instructional Expectations Guide

Learning Goal(s)

What should students understand about today's selected text?

- Identify and analyze unfamiliar language from the text, *The Vegetables We Eat.*
- Identify the main idea of the text.
- Make connections between the text and our food supply's dependence on the sun.
- Collect and interpret classroom data about their favorite vegetable.

CCSS Alignment

Priority Standards:

Reading: Informational Text

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Supporting Standards:

Reading: Informational Text

Key Ideas and Details:
CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a 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.

****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**

Print Concepts:
CCSS.ELA-LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.

> CCSS.ELA-LITERACY.RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness:
CCSS.ELA-LITERACY.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **(See CCSS Alignment for specific sub-standards RF.1.2.A-D in accordance with SDP** Learning Progressions 1st Grade)

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)

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)

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ELD **WIDA Alignment**	**ELD Focus:** **ELD-LA.1.Inform.Interpretive:** Interpret informational texts in language arts by asking and answering questions about the main topic through noun groups that cite evidence about the key details (e.g.; What is the main topic? The main topic of the text is _____[main topic of the text]. I know this because _____ [key detail]).
Naviance	This activity supports learning for CEW Standard 13.1 Career Awareness and Preparation as it focuses on career development. Discuss the jobs found In text.
End of lesson task *Formative assessment*	Discuss the main idea of The Vegetables We Eat. Choose 4 vegetables from the book and take a class poll about which is their favorite vegetable (log votes with tally marks). Create a classroom chart that lists the chosen vegetables, shows tally marks and the numeral representation. Students will complete their own version using the My Favorite Vegetable chart.
Knowledge Check *What do students need to know in order to access the text?*	**Background Knowledge:** ● Students should understand how our food is grown. ● Students will begin to understand how a garden is maintained ● The term harvest **Key Terms** ● Main Idea ● Vocabulary ● Interpretation ● Making Connections **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: fertilize, harvest, nutritious, botanist Define while reading: annuals, perennials, plow, harrow, plant, farm stand ELD **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: Our food supply is dependent on the sun

Opening Activity:

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

- Students should understand how our food is grown.
- Students will begin to understand how a garden is maintained
- The term harvest

Content Knowledge:

- Identify and analyze unfamiliar language from the text, *The Vegetables We Eat.*
- Identify the main idea of the text.
- Make connections between the text and our food supply's dependence on the sun.
- Collect and interpret classroom data about their favorite vegetable.
- 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:
Share the purpose:

- We are using the informational text, *The Vegetables We Eat* to understand how the food we eat grows. We will use the information we learn to make connections between the way food is grown (and is dependent on the sun) to the plants we are growing in our classrooms.

Read the Text:
Read aloud, *The Vegetables We Eat*:

- Share the title, author, and illustrator of the story.
- Ask students to predict what the text will be about, using the cover and title as evidence.
- Pre-teach vocabulary using images and illustrations to support the definitions of each term.

- While reading, ask text based questions like:
  - What questions do you have about this word?
  - What words do you not understand?
  - What do you do when you get to an unknown word?
  - What do you think ____ means?
- Analyze unfamiliar language for meaning.

Practice and Apply Skills:
- Complete *My Favorite Vegetable* charts.

Discourse:
- Ask questions before, during, and after reading that promote speaking and listening.
- Have students engage in a turn/talk, think pair share, or table group discussion to discuss new information they have learned.
- Have pairs or table groups work collaboratively on anchor chart post-its.
- Lead a socratic discussion about the information learned. Provide sentence frames to aid in the discussion:
  - Does _____ connect to _____?
  - Could you please tell me more about _____?
  - What information would support _____?
  - I found that in the text here _____.

SPED Accommodation/Differentiation:
- Document key details from readings and discourse on chart paper to use as a reference during completion of graphic organizer.
- Provide students with a Venn Diagram or graphic organizer to organize details from the text.
- Provide outline (with sentence stem) for written assignments; increasing/decreasing support as needed.

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:** Use words and pictures from the text to highlight noun groups that answer questions about the main topic and key details in a small group. (e.g., What is the text talking about?)(ex.  )
- **Moderate/Light Support:** During the discourse, support students using noun phrases that refer to the text to recount their learning. (e.g., *I know the main topic of{insert title} is ____ because the text says [key detail] _____.*

Formative Assessment:

Discuss the main idea of The Vegetables We Eat.
Choose 4 vegetables from the book and take a class poll about which is their favorite vegetable (log votes with tally marks). Create a classroom chart that lists the chosen vegetables, shows tally marks and the numeral representation. Students will complete their own version using the My Favorite Vegetable chart.

ELD ELD Scaffolds

- Post and refer to an illustrated co-created anchor chart on the main topic and key details to ensure all ability levels can complete the task.
- Include illustrated word bank on both google forms to ensure complete understanding.

SPED Accommodation/Differentiation:

- Provide sentence starters for the completion of the My Favorite Vegetable chart.
- Provide labeled picture of various vegetables.

Optional Extension Activity:

Create advertisements for their favorite vegetable and try to sell their vegetables to the class.

Foundational Skills, Fluency, Comprehension and Writing Supports	
Foundational Skills	Saxon Alignment Fundations Alignment Foundational Skills Integration Resourcet 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 sentences give you clues about unfamiliar words? Sentence Example: ● "Vegetables are the parts of plants that are grown to be eaten. Most are annuals. Some are perennials." ○ What are the unfamiliar words in these sentences? *annuals, perennials* ○ What is the sentence before the first unfamiliar word talking about? *Growing vegetables.* ○ Are there clues that tell us what annuals and perennials are in the sentence before? *Vegetables.* ○ Any other clues that might help us figure out meaning? '*annual' in 'annuals.'* Speaking and Writing Connection: ● If you don't know what something means, how do you try and figure it out? *When I don't know what something means I* _____.
Writing	Pattan Writing Scope and Sequence

Additional Supports for End of Unit Task	
ELD **ELD Practices**	● English Language Development Instructional Guide ● Strategies for English Learners ● Argumentative Student Language Support Sheet(ELD) ● Narrative Student Language Support Sheet(ELD) ● Informational Student Language Support Sheet(ELD) ● Sample Linguistic Frames ● Invite students to draw the sequence of the story and describe, in writing, what they drew. This allows students to show their learning of the concepts regardless of language abilities. ● Display or add an illustrated word bank to the graphic organizer to further facilitate learning.
SpEd Practice	● Prior to beginning the task, review information from your graphic organizer (see Core Instruction) to identify the people, places that Lucia walks to in the beginning, middle, and end (first, next, then, and last) of the story. ● Before beginning the task, review signal words that help students identify order of events in a story ● To complete formative assessment, use sentence frames and word banks when appropriate to assist students with writing ideas ● To complete formative assessment, allow students to dictate their responses ● Provide students who may need additional support completing the task, with a pre filled outline ● To further modify the assessment, provide students with pre printed images from the text and allow them to place them in order of which

	they happened in the story
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access