



Lesson Guidance 2.3	
Grade	1
Unit	1
Selected Text(s)	<a href="#">Fry Bread: A Native American Family Story</a> (purchase from Mackin)
Duration	2 days

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

## Learning Goal(s)

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

- Understand that indigenous nations existed before Pennsylvania and the rest of the United States was formed
- Identify the subject of the text by referring to the text and images
- Understand the main topic - Traditions are an important part of a culture.

## CCSS Alignment

### Priority Standards:

#### **Reading: Literature**

#### **Key Ideas and Details:**

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

#### **Speaking and Listening**

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

[CCSS.ELA-LITERACY.SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

#### **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: 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.

\*\*\***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**

#### **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><b>Language</b></p> <p><b>Conventions of Standards English:</b></p> <p><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 for specific sub-standards L.1.1.A-J in accordance with SDP</a>  Learning Progressions 1st Grade )</p> <p><a href="#">CCSS.ELA-LITERACY.L.1.2</a> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See <a href="#">CCSS Alignment for specific sub-standards L.1.2.A-E in accordance with SDP</a>  Learning Progressions 1st Grade )</p>
 <b>WIDA Alignment</b>	<p><b>ELD Focus:</b></p> <p><b>ELD-LA.1.Inform.Expressive</b></p> <p>Interpret informational texts in language arts by identifying main topic and key details by using words and phrases to refer to the text. (e.g., <i>because, it says, I see that...</i>)</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 the text.</p>
<b>End of lesson task</b> <i>Formative assessment</i>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Students will identify the nouns and verbs in various illustrations throughout the text and create sentences using those nouns and verbs. <a href="#">Illustration Slide Deck</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></p> <ul style="list-style-type: none"><li>Indigenous nations, traditions, frying</li></ul> <p><b>Key Terms</b></p> <ul style="list-style-type: none"><li>Main Topic/Idea</li><li>Key Details</li><li>Nouns and Verbs</li></ul> <p><b>Foundational Skills Connections</b></p> <p>Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The <a href="#">foundational skills integration document</a> will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document.</p> <p><b>Vocabulary Words</b> (<i>words found in the text</i>)</p> <ul style="list-style-type: none"><li>pre-teach: heritage</li><li>Define while reading: skillet, sienna, powwow</li></ul> <p> <b>ELD Instructional Practices for Vocabulary:</b> Use the <a href="#">Frayer Model strategy (see example)</a></p> <p>"Vocabulary instruction is <b>throughout</b> the lesson/unit with only key</p>



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 state of Pennsylvania consists of an ample history and many points of interest.*

### Opening Activity:

Teachers can build background knowledge of:

- Indigenous nations, and traditions
  - Ask Students what state they live in.
    - Do you know who lived here before Pennsylvania was a state?
    - [Native Land Map](#)
  - Ask students what traditions mean to them.
    - What are traditions? Why are traditions important? What are some traditions you observe every year? How does your family honor those traditions?

### Content Knowledge:

- Understand that indigenous nations existed before Pennsylvania and the rest of the United States was formed
- Identify the subject of the text by referring to the text and images
- Understand the main topic - Traditions are an important part of a culture

ELD

#### [ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and academic or technical language associated with it.

- “[Talk moves](#)” are ways the teacher can facilitate the progression of a discussion amongst students without being the one doing all the talking.
- 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:

- Discuss that this book is a concept book, a subgenre of nonfiction, and what that means.
- Ask students why it's important to acknowledge traditions and cultures that are different from their own.
  - Why is it essential to learn about different cultures in the United States?
- Read the Text: Read Aloud - Teacher reads the text to/with students:
  - Stop at key points to ask sample text-dependent questions. Example:
    - What ingredients make fry bread?
    - How is fry bread made?
    - What color is fry bread?
    - What can you eat with fry bread?
    - When and where is fry bread made and/or eaten?
    - Who eats fry bread?
    - Fry Bread is History - Engage in a conversation/explanation of fry bread becoming a tradition due to colonization, being removed from lands, and only certain materials/ingredients available to them. Prior, indigenous people did not have processed foods such as flour and shortening in their diet.
      - For teacher understanding - The History of Frybread \*(Frybread and fry bread are both acceptable spellings).
- Practice and apply skills: students will:
  - Students will begin crafting sentences using nouns and verbs from the text's illustrations using the [Illustration Slide Deck](#).
    - Students will identify nouns and verbs they see in each illustration..
    - Students will then craft simple sentences using those nouns and verbs.
      - The teacher should provide examples and then allow students to write their own sentences.
      - For those students who need additional support, the teacher can help them write the sentences.
      - For students who need an extension, they can add details to their sentences.

### Discourse:

- Facilitate Socratic discussion to check for understanding of the text as well as the central message.


Example Questions:

  - What is the main idea of what you read?
  - What details tell more about that idea?
  - What is the topic of this text?
  - What facts did you learn about (topic)?
  - How are \_\_\_\_\_ alike? How are \_\_\_\_\_ different?
  - Why did the author write this?
  - What do you think the author wants the readers to know?
- Use sentence frames to support Socratic discussion. Remember to always bring students back to the text. Examples:
  - Fry bread is \_\_\_\_\_. I know this because the text says \_\_\_\_\_.
  - The message the author is telling us \_\_\_\_\_. I know this because the text says \_\_\_\_\_.
  - I agree with \_\_\_\_\_ because \_\_\_\_\_.
  - I disagree with \_\_\_\_\_ because \_\_\_\_\_.
  - I would like to add \_\_\_\_\_.

ELD

### [ELD Scaffolds](#)


## ELD Instruction:

- **Heavy Support:** In small groups, parallel to or after the class read-aloud, using illustrations, make explicit the connections that traditions are an important part of a culture. Model and prompt students to use phrases to refer to texts and illustrations. (e.g., I see...) (example of anchor charts ).
- **Moderate/Light Support:** During the discourse, support students in using words and phrases that refer to the text when they recount their learning about traditions. (e.g., *I know \_\_\_\_ because the text says/I see....*).

## 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 identify the nouns and verbs in various illustrations throughout the text and create sentences using those nouns and verbs. [Illustration Slide Deck](#)

ELD

### [ELD Scaffolds](#)

- If helpful, include an illustrated word bank and sentence stem illustration slide deck.
- Strategically pair students together. (a beginning speaker/writer with a native speaker/writer) Explicitly teach how to prompt students to elicit speech..

ELD

### [ELD Scaffolds](#)

## Optional Extension Activity:

Main idea scavenger hunt: Teachers provide several main idea topics and groups of students look for items around the room that deal with the topic provided. For example, one main idea could be “loving where you live” and students could find books about the environment, heart shapes, etc.

1. Group students.
2. Give each group the main idea sentence.
3. Have them search the room to find three to five items that fit with their main idea.
4. Allow students to share what they found.


## Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon \(Alignment to the core resource\)](#)

[Foundations \(Alignment to the core resource\)](#)

	<a href="#">Foundational Skills Integration Resource</a> <a href="#">Sounds First: Phonemic Awareness Weeks 1-10</a> <a href="#">Sounds First: Phonemic Awareness 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	<p><b>Sentence Comprehension:</b>            Fry Bread is color. Golden browns, tan or yellow. Deep like coffee, sienna or earth. Light like snow and cream. Warm like easy of sun.</p> <ul style="list-style-type: none"> <li>• Guiding Question: How can a sentence provide descriptions?</li> <li>• What is the sentence about? <i>fry bread</i></li> <li>• How is the fry bread described? Many colors from dark coffee to light/yellow</li> <li>• How does the sentence show what fry bread looks like? <i>It shows the different colors and temperature- warm.</i></li> <li>• Speaking and Writing connection: Think of something you like. How would you describe it? Color and temperature.</li> <li>• _____ is _____ (sense-color, taster, etc.). _____              (describe using the senses).</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> <li>• 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.</li> <li>• Display or add an illustrated word bank to the graphic organizer to further facilitate learning.</li> </ul>
<a href="#">SpEd Practice</a>	<ul style="list-style-type: none"> <li>• Review relevant vocabulary words to aid students in understanding the lesson. Use visual aids when possible.</li> <li>• During read-aloud, pause and ask questions to check for understanding. Allow students to share experiences or background knowledge about the topic.</li> </ul>



	<ul style="list-style-type: none"><li>• During read aloud stop and call attention to text and images that describe Fry Bread.</li><li>• During the discourse, provide students with sentence starters/ frames to guide the academic conversation and focus content related material</li><li>• During the Socratic discussion, pair students who may need additional help or a peer model with a student who grasps the task at hand and understands the content</li><li>• Prior to beginning the task, review information from your graphic organizer (see Core Instruction) to identify the people, places that Lucia walks to at the beginning, middle, and end (first, next, then, and last) of the story.</li><li>• Before beginning the task, review signal words that help students identify the order of events in a story</li><li>• To complete formative assessment, use sentence frames, and word banks when appropriate to assist students with writing ideas</li><li>• To complete formative assessment, allow students to dictate their responses</li><li>• Provide students who may need additional support completing the task, with a pre-filled outline</li><li>• 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</li><li>• Prior to completing the formative assessment, review graphic organizers (see Core Instruction) created during the lesson</li><li>• Prior to completing the assessment, have students brainstorm facts that have learned about the text Fry Bread.</li><li>• During the formative assessment, assist students with writing details, and provide sentence starters, sentence frames, and/or word banks</li><li>• During the formative assessment, allow students to dictate their responses.</li></ul>
<b><u>MTSS Practices</u></b>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access