



GRADE 1 LITERACY IN SOCIAL STUDIES: MY INFORMATIONAL REPORT ABOUT COMMUNITY WORKERS

UNIT OVERVIEW

This packet contains an end-of-unit Common Core–aligned task and instructional supports. The task is embedded in a 3-week unit that uses the topic of community workers as a means to teach students how to identify main idea and details in informational texts. Specifically, students will be supported through scaffolded lessons in order that they may accomplish this independently by week 4. The final performance task is an independent reading and writing assignment.

TASK DETAILS

Task Name: My Informational Report About Community Workers

Grade: 1

Subject: Literacy in Social Studies

Depth of Knowledge: 2

Task Description: This task asks students to read an informational text, complete a graphic organizer to include main idea and details, and to write an informational piece, based on evidence from the text, including introducing the topic and providing some sense of closure.

Standards Assessed:

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials Needed: The texts chosen for the task and unit are suggested for use in April or May as this is the benchmark level that children in first grade should be meeting as they are learning how to read. Nonfiction text at this level focuses on a single idea or topic and one category of information. The sentence complexity includes some longer sentences (more than 10 words) and most vocabulary words are known by the children through oral language with some content specific words that are explained or illustrated.

The teacher team used Fountas and Pinnell to level the texts within this unit. As the Common Core standards did not include Fountas and Pinnell in their multiple measures of text complexity, we therefore suggest reviewing [Supplemental Information for Appendix A](#) of the Common Core standards for more information on how to more precisely analyze these texts for Common Core–appropriate grade level complexity using other systems.

Owen, Anne. *Delivering Your Mail: A Book About Mail Carriers*. Minnesota: Capston Press, 2006. (Level H)

Behnke, Alison. *Grocers*. Minnesota: Lerner Publishing, 2006. (Level L/M)

Knudsen, Shannon. *Police Officers*. Minnesota: Lerner Publishing, 2005. (Level K)

Nelson, Kristin L. *EMTs*. Minnesota: Lerner Publishing, 2005. (Level L/M)

Simon, Charnan. *Librarians*. Minnesota: Child’s World, 2003. (Level J)

Deedrick, Tami. *Garbage Collectors*. Minnesota: Capstone Press, 2006. (Level O)



TABLE OF CONTENTS

The task and instructional supports on the following pages are designed to help educators understand and implement Common Core–aligned tasks that are embedded in a unit of instruction. We have learned through our pilot work that focusing instruction on units anchored in rigorous Common Core–aligned assessments drives significant shifts in curriculum and pedagogy.

PERFORMANCE TASK: MY INFORMATIONAL REPORT ABOUT COMMUNITY WORKERS.....	4
RUBRIC.....	6
INSTRUCTIONAL SUPPORTS.....	11
UNIT OUTLINE.....	12
ADDITIONAL INSTRUCTIONAL SUPPORTS.....	20

Acknowledgments: This unit was developed at PS 770, The New American Academy, Brooklyn, N.Y., by the following teachers: Elizabeth DeAngelis, Jennifer McSorley, Annika Jones, and Chana Fuld.



GRADE **1** LITERACY IN SOCIAL STUDIES: MY
INFORMATIONAL REPORT ABOUT COMMUNITY
WORKERS

PERFORMANCE TASK

FINAL TASK

Task Name: My Informational Report About Community Workers

This task is to be administered and completed over three days.

Day 1 (20–30 minutes):

Students will be introduced to the topic (mail carriers), talk with a partner about questions they have about the topic, and share as a group. Students will then go to their seats and independently read *Delivering Your Mail: A Book About Mail Carriers* by Anne Owen.

Day 2 (20–30 minutes):

Students may reread the text and then complete a graphic organizer about the main idea and details from the text. Students may need additional time with this part of the task in order to complete the introduction and conclusion portions of the graphic organizer.

Day 3 (20–30 minutes):

Students will write an informational piece using their graphic organizers. Students will also use their Writer’s Checklist to assist in the completion of their writing.

Additional Support Strategies:

As students are not required to read independently with fluency until the third grade, scaffolding and adaptations may be added to the task without compromising the alignment of the task to the standards cited.

Teacher Directions:

Day 1:

Tell students they will be reading about mail carriers, a kind of worker in their community. Tell the students before they read the book today that they should talk to a partner and share a question that they have about mail carriers. Have students share their questions, and then have students read the book/copies of the text independently.

Day 2:

Tell students that they may reread the text. Distribute graphic organizers and instruct them to use what they read to write about the main idea and details of the text. Tell students to also think about and write their introductions and conclusions. This is an independent task and students should use only the graphic organizer as a support for their writing. (Note: In order to assess independent mastery of the Common Core standards, the book should not be given to students when they are writing their informational pieces, as most students at this age will tend to copy pages from the text.)

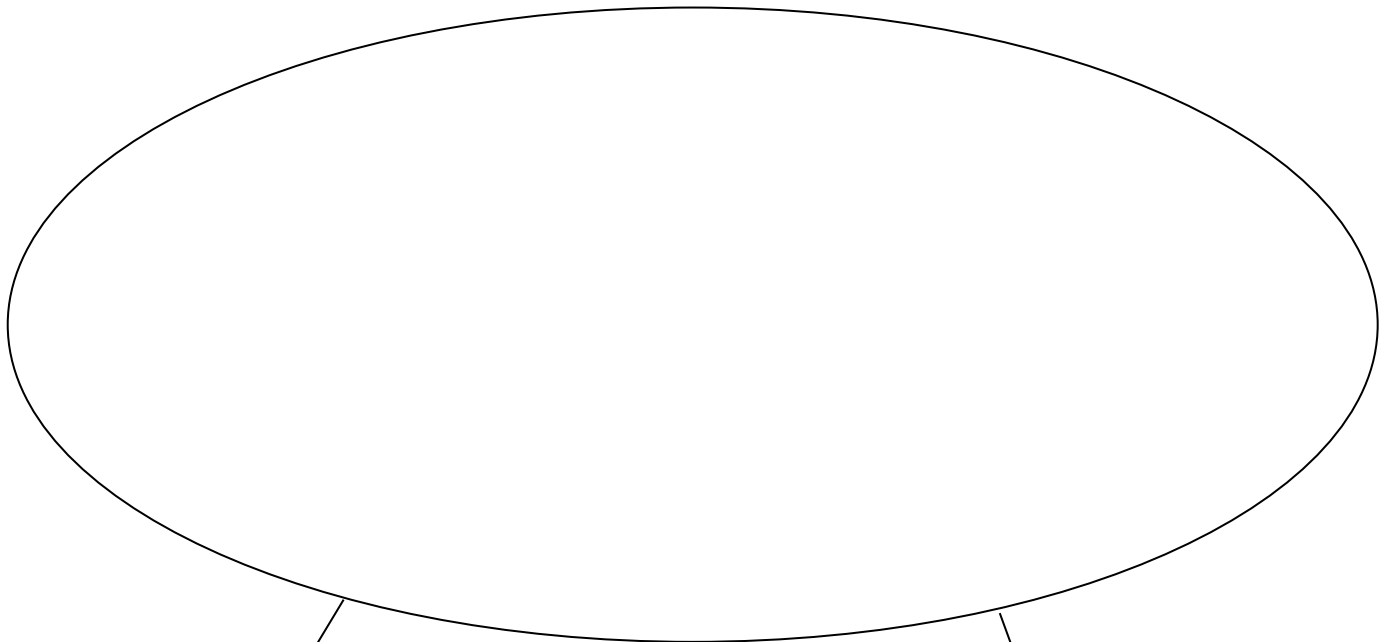
Day 3:

Distribute paper choice and checklists. Tell students to write an informational paragraph about mail carriers. Tell them to use their Writer’s Checklist and that they may also draw pictures. Remind students to name and supply facts about their topic, and to provide some closure or conclusion in their writing. Tell students they will not be able to ask for assistance from the teacher and need to write their pieces using their graphic organizers. Remind students to use their checklist and to work independently without teacher or peer support.

Title: _____

Name of person: _____

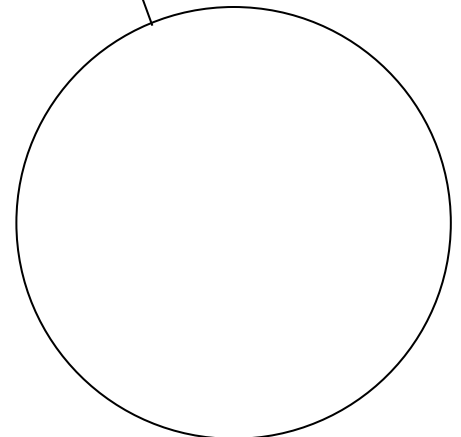
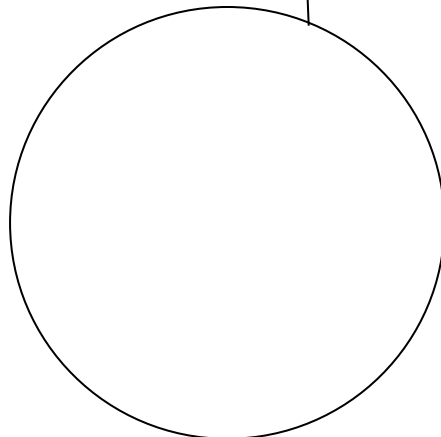
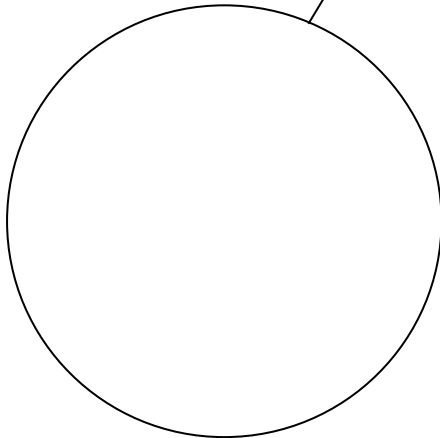
Main Idea



Detail 1:

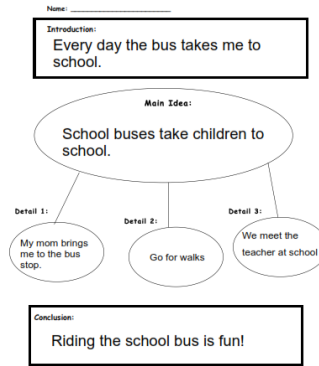
Detail 2:

Detail 3:

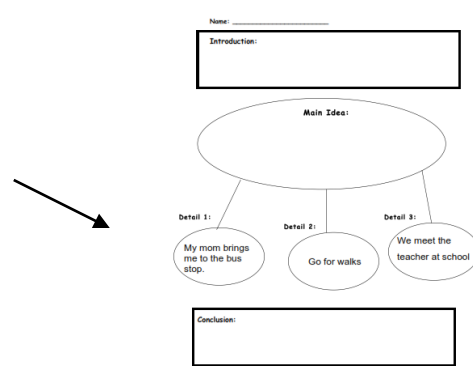


Writer's Checklist

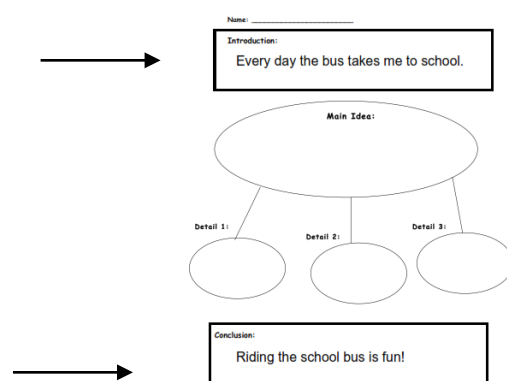
_____ I completed my graphic organizer.



_____ I provided three important details about my topic.



_____ I provided an introduction and conclusion sentence.





GRADE 1 LITERACY IN SOCIAL STUDIES: MY INFORMATIONAL REPORT ABOUT COMMUNITY WORKERS

RUBRIC

This rubric will be used to assess students' ability to independently write an informational piece, without teacher guidance or peer support, using information gathered after independently reading a Grade 1 benchmark text. It is aligned to the Common Core reading, writing, and language standards for Grade 1. It is a 4-point rubric. Students will be assessed based on content and mechanics. The rubric incorporates language that is directly aligned to the Common Core.

MY INFORMATIONAL REPORT ABOUT COMMUNITY WORKERS

RUBRIC

This rubric will be used to assess a student's ability to independently compose a paragraph, and it is aligned to the Common Core writing standards for Grade 1. It is a 4-point rubric. Students will be assessed based on content and mechanics. The rubric incorporates language that is directly aligned to the Common Core standards.

The language and structure of the rubric are intended for teacher as opposed to student use, and should be used by teachers to track student development in the standards assessed. While students should only be held accountable for aspects of the rubric that they are explicitly asked to address in the task, the rubric contains additional measures for tracking growth in student skill development.

Writing on Demand Grade 1 - Informational Writing

	Novice (1)	Apprentice (2)	Practitioner (3)	Expert (4)
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				
Purpose <ul style="list-style-type: none"> Context/Topic Focus/Controlling idea Evidence of gathering information or understanding something about the topic 	-The topic has not been established, or the establishment of the topic is somewhat incomplete.	-Writes 3 or 4 pattern or non-pattern complete sentences about the topic. -Topic may be unclear. Includes non-text-based evidence.	-Selects a focus. -Uses text-based evidence. -Goes beyond title to establish a topic sentence. -Provides a conclusion.	-Meets all expectations set forth. -Provides an interesting introduction and conclusion.
Details and Elaboration <ul style="list-style-type: none"> Naming Describing, defining Examples, details, facts Illustrations 	-Provides no details, facts or support. -Uses no content-specific vocabulary. -Provides no facts, or facts are not connected to the topic.	-Provides 1 or 2 details or facts to support the main idea. -Uses few content-specific vocabulary words. -Provides an illustration that loosely supports the main idea.	-Supplies at least 3 facts or details about the topic. -Uses some content-specific vocabulary. -Provides an illustration that supports the main idea.	-Meets all expectations set forth in a (3). -Effectively uses content-specific vocabulary and a variety of sentence structures.
Organization <ul style="list-style-type: none"> Overall coherence Appropriate organizational patterns 	-Does not write on topic. Words are written randomly. -Some words are illegible. -Words are not spaced correctly.	-Attempts to connect ideas, but may not be logical or make sense. -Most words are spaced correctly.	-Groups related ideas that support the main idea. -Words are spaced correctly.	-Meets all expectations set forth in a (3). -Sequence is well organized and logical.
R.1.2 Identify the main topic and retell key details of a text.				
Reading Comprehension <ul style="list-style-type: none"> Main topic Key details 	-Identifies main topic with partial accuracy but cannot provide any key details.	-Identifies main topic with sufficient accuracy and provides some key details.	-Identifies main topic with significant accuracy and provides key details.	-Can identify main topic in this text with complete accuracy and provides key details with depth.
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Conventions of Standard English <ul style="list-style-type: none"> Grammar Mechanics (capitalization, punctuation, spelling) 	-Uppercase letters are random or within words. -Punctuation is missing. -Words are not spaced correctly.	-Begins to use uppercase letters at the beginning of a sentence. -Begins to use correct punctuation at the end of a sentence. -Writes phonetically spelled words.	-Uses complete sentences, and/or compound sentences. -Uses correct punctuation at the end of sentences. -Capitalizes the first word of a sentence, names of people, and the pronoun <i>I</i> . -Spells most 3- or 4-letter short vowel words and grade-level sight words correctly. -Spells some irregular words correctly.	-Meets all expectations set forth in a (3). -Spells all 3- or 4-letter short vowel words and grade-level sight words correctly. -Spells many irregular words correctly.



GRADE 1 LITERACY IN SOCIAL STUDIES: MY INFORMATIONAL REPORT ABOUT COMMUNITY WORKERS

INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include lesson plans for readers' and writers' workshops for use within the unit and suggested learning activities. Teachers may use these lessons as described, integrate some into a currently existing curriculum unit, or use them as a model or checklist for a currently existing unit on a different topic.

Unit Outline

INTRODUCTION: This unit outline provides an example of how to integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic. The length of the unit includes suggested time spent on the classroom instruction of lessons and administration of assessments. Please note that this framework does not include individual lessons.*

Grade 1 Literacy in Social Studies: Community Workers

Unit Topic and Length:

- The assessment task is embedded in a 3-week unit that uses the topic of community workers as a means to teach students how to identify main idea and details in informational texts. Specifically, students will be supported through scaffolded lessons in order that they may accomplish this independently by week 4. The final performance task is an independent reading and writing assignment.

Suggested Date of Implementation: March/April

Common Core Content Standards Assessed:

Reading

- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Writing

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Language

- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Common Core Content Standards Addressed:

Reading

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- 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.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Writing

- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Social Studies Scope and Sequence Grade 1

- People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) 3.1a, 5.3b, 5.3c
- There are people in the community who help in emergencies 4.1f
- Community workers provide services. 5.1c
- Community workers are diverse. 3.1d

Speaking and Listening

- 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.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standards 1 and 3 on page 36 for specific expectations.)

Big Ideas/Enduring Understandings:

- What are the big ideas?
People in the community have different jobs.

Essential Questions:

- How do we depend on our community for our wants vs. our needs?

<p>Community workers provide services.</p> <p>Communities meet people’s needs.</p> <ul style="list-style-type: none"> ➤ What specific understandings about them are desired? <p>We depend on workers in the community.</p> <p>People depend on each other within a community.</p> <p>People in the community help us.</p> <p>People and places in the community provide places for us to work, learn, play, and shop.</p> <p>Some people and places provide for our needs and some provide for our wants.</p> <ul style="list-style-type: none"> ➤ What misunderstandings are predictable? <p>Children’s egocentric view of the world will inhibit their ability to see dependence on others.</p> <p>The definition of the word need vs. the word want will likely lead to misunderstanding.</p> <p>Distinguishing between prior schema and new information.</p>	
<p>Content:</p> <p>Social Studies NYC Grade 1 Scope and Sequence Unit 4</p> <ul style="list-style-type: none"> ➤ People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) 3.1a, 5.3b, 5.3c ➤ There are people in the community who help in emergencies. 4.1f ➤ Community workers provide 	<p>Skills:</p> <p>Reading</p> <ul style="list-style-type: none"> ➤ Decoding strategies <p>Writing</p> <ul style="list-style-type: none"> ➤ Use complete sentences, and/or compound sentences. ➤ Use a period, exclamation point, or question mark at the end of sentences. ➤ Capitalize the first word of sentences, names of people, and the

services. 5.1c

- Community workers are diverse. 3.1d

Reading Informational Texts

- Gathering information
- Identifying main idea and details
- Identifying facts
- Understanding the structure of nonfiction reading
- Identifying text features

Writing Informational Texts

- Understanding that structure of nonfiction writing includes main idea and supporting details.

pronoun *I*.

- Spell all 3 or 4 letter short vowel words and grade-level-appropriate sight words.
- Write an introduction, body, and conclusion.
- Establish a topic and maintain topic.

Speaking & Listening

- 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.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standards 1 and 3 on page 36 for specific expectations.)

Vocabulary/Key Terms:

Acquiring a rich and varied vocabulary is an important aspect of the Common Core standards and therefore throughout this unit there is a range of vocabulary across the tiers.

Tier I – These are words that are generally part of everyday speech that are learned in the early grades and not considered a challenge. (See Appendix A of CCLS)

- principal/headmaster
- custodian
- security card
- nurse
- school bus driver
- community associate
- grocer
- EMT
- police officers
- librarians
- garbage collectors/sanitation workers
- mail carriers

Tier II – These are words that appear in all types of text and are highly generalizable, appearing in all sorts of texts. (CCLS Appendix A). It is suggested to explicitly teach these words at the beginning of the unit and incorporate them in discussions throughout the unit as each community worker is studied. A suggested instructional strategy for introducing the words is to use word scroll graphic organizers. The elements of this type of graphic organizer include a “child-friendly” definition, examples (what it is), non-examples (what it isn’t), and sentences and pictures of the examples and non-examples for ELL and SWD support.

- wants
- needs
- depend
- assist
- support
- provide

Tier III – These are domain-specific words for Grade 1 Social Studies.

- community
- neighborhood

Assessment evidence and activities:

Initial Assessment:

It is recommended to plan for a pre-assessment using a running records system, with comprehension questions structured to determine students’ ability to determine main idea and details. In addition, since this unit falls in early spring, it is expected that teachers utilize a prior unit on informational writing to assess students’ strengths and next steps and plan instruction accordingly.

Final Performance Task:

This task will enable students to demonstrate their ability to independently read an informational text at first grade level and demonstrate their ability to independently write about what they have learned in order to assess their reading comprehension and their independent mastery of the elements of informational writing. Texts will be within the text complexity band for first grade at this time of year. Students will be given 45 minutes on Day 1 to formulate questions about the topic with a partner and independently read the text. On Day 2, students will be able to reread the text and complete a graphic organizer, which includes introduction, main idea, details, and conclusion. On Day 3, students will utilize their graphic organizers to write an informational piece. They will also use a Writer's Checklist to finalize their pieces. All three days are independent tasks, without support from the teacher, in order to assess independent mastery of the Common Core standards.

Additional Support Strategies:

As students are not required to read independently with fluency until the third grade, scaffolding and adaptations may be added to the task without compromising the alignment of the task to the standards cited.

Learning Plan and Activities:

For detailed, daily instructional supports, please see the following readers' and writers' workshop outline. Below is a weekly synopsis.

Week 1: Students will focus on the listening and speaking standards for grade 1. Students will create and pose questions to community workers and subsequently complete the graphic organizer about what they learned from the interview. Approximately 4 or 5 community workers will be interviewed throughout the week.

Week 2: Students will focus on informational reading and writing standards. They will create and pose questions about an informational text. They will then listen to a shared informational text (read aloud) and learn how to use a graphic organizer to support them in identifying the main idea and details from this shared informational text.

Week 3: Students will focus on informational reading, writing, and social studies standards. Utilizing knowledge from week 2, students will listen to a shared informational text (read aloud) and complete graphic organizers with main idea and details. Through scaffolded lessons and a gradual release of responsibility, students will learn how to use the graphic organizer to write an informational paragraph.

Week 4: Final task will be administered.

Additional Support Strategies:

Within the lesson plans, there are tiered activities that provide suggestions for students who need extra support. These tiered activities are noted as Tier I, II, and III are based on students' needs within a class. (Tier I means a high level of support while Tier III means a low level of support or perhaps enrichment, depending on the class.) They may be helpful for ELLs, SWDs, as well as other students who need support with particular aspects of the content and skills taught. However, varying abilities and needs within each class will determine whether these tiered activities meet the needs of the students or whether additional/different tiered support is required. Below are some examples of support strategies that will be found within the lessons in Instructional Support section.

ELLs: Sentence starters, lists of possible main ideas, and possible beginning sentences and concluding sentences.

Tier I: Picture support and leveled texts at their independent level. Students will receive sentence starters and a menu of choices in order to identify the main idea and details.

Tier II: Read on-grade-level text.

Tier III: Use texts with higher-level complexity. Remove scaffolds for students who do not require those lessons and allow them to work independently.

Resources:

Suggested Books (* Denotes books used in unit)

Texts listed here have been sent to schools as part of the Grade 1 Social Studies library and therefore should be available in schools. There is a range of text complexity within this list and teachers should utilize the texts to provide an appropriate staircase of complexity within the unit.

The Laundromat by Jillian Cutting

Doctor by Sheila Rivera

Postal Carrier by Sheila Rivera

Firefighters by Sheila Rivera

Hospital Workers by Julian Soler

Living in a City by Lisa Trambauer

**Delivering Your Mail: A Book About Mail Carriers* by Ann Owen

A Day in the Life of a Police Officer by Linda Hayward

**Librarians* by Charnan Simon

**Police Officers* by Shannon Knudsen

The Supermarket by Gail Saunders-Smith

A Day in the Life of a Teacher by Heather Adamson

**EMTs* by Kristin Nelson

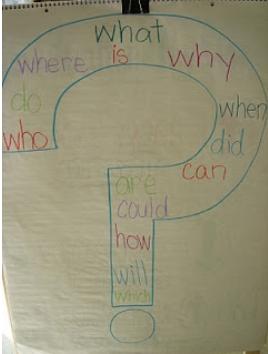
**Grocers* by Alison Behnke

**Garbage Collectors* by Tami Deedrick

Human Resources

Community workers, such as principal/headmaster, custodian, nurse, school bus driver, and community associate.

Workshop: Reading Week 1/ Day 1

Teaching Point:	Readers and writers gather information by thinking about the topic and asking questions.
Objective:	Students will generate questions about the role of community workers in a school setting and use the questions to interview community workers in order to gather information to be used in writing informational reports.
Standards:	<p>Speaking and Listening SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>Social Studies Scope and Sequence Grade 1 People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.). 3.1a, 5.3b, 5.3c There are people in the community who help in <i>emergencies</i>. 4.1f Community workers provide <i>services</i>. 5.1c Community workers are <i>diverse</i>. 3.1d</p>
Materials:	<p>sentence strips, question words anchor chart, chart paper for answers, markers, graphic organizer, pencils</p> 
Connection:	Good morning, readers. Every day you see workers in our school community. When you walk in you see the security guard, at breakfast you see the cafeteria workers, during the day you see the principal and custodians. For the next few days, you are going to be interviewing different workers. They are going to come see us and we are going to go see them, so we have to make sure we have interesting questions to ask them.
Teach & Model:	Today, we are going to think of questions to ask the workers in our school community in order to gather information about what they do and how we <i>depend</i> on them. One of the first things I

	<p>think about are the words that help me ask questions. (Teacher has a pre-made chart of question words: who, what, when where, why, how) When I look at these words, I think about how my question should begin with one of these words.</p> <p>So listen to me as I think about one of the workers in our building, and think about what I want to know about his/her job. I'm thinking about our principal, and I'm wondering what he does every day in our school. I am going look at my question words and ask: How did you become a principal? Another question I have is: Why did you become a principal? (Write these on chart paper.)</p>
<p>Active Engagement: (Guided Practice)</p>	<p>Okay, now let's try to come up with another question together. Look at our question words and think of something you want to find out about our principal. Turn and talk with your partner and think about other things you want to know about Principal _____.</p> <p>Students will turn and talk with their partners and then come back together as a group. Teacher will chart the questions that the students generated.</p> <p>(These questions will be used to conduct interviews during subsequent days).</p> <p>Some questions you want the students to generate: <i>What do you do during the day? What is your favorite part of your job? What is the hardest part of your job? Who do you work with? Why did you become a ____? How did you become a ____?</i></p>
<p>Work Time:</p>	<p>Students will work on questions as follows:</p> <p>Tier I: Stay with the teacher to generate questions on a chart. Tier II: With a partner write a question on a sentence strip. Tier III: See Tier II and focus questions on finding out about how we depend on the worker.</p> <p>Give the students 10 minutes to complete questions. Then continue with independent reading and guided reading. Have community worker books available for students to read.</p>
<p>Share:</p>	<p>Readers, today we learned how to ask questions to find out more information about our school community workers. Tomorrow we will use these questions to interview a school community worker.</p> <p>Have students share questions they created and add to the class chart of questions.</p>

Workshop: Reading Week 1/ Days 2-5
(Lesson is repeated for a different interview each day.)

Teaching Point:	Readers and writers gather information by thinking about the topic and asking questions.
Objective:	Students will use the questions to <i>interview</i> community workers in order to gather information to be used in writing informational reports.
Standards:	<p>Speaking and Listening SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Social Studies Scope and Sequence Grade 1 People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) 3.1a, 5.3b, 5.3c There are people in the community who help in <i>emergencies</i> 4.1f Community workers provide <i>services</i>. 5.1c Community workers are <i>diverse</i>. 3.1d</p>
Materials:	camera, flip camera, pre-made chart of questions, leveled books on community workers, microphone, and press pass
Connection:	Good morning readers. Yesterday we created a list of questions for the workers that we will be interviewing. Today we are going to interview _____ using the questions we created.
Teach & Model:	<p>Before I look at the list of questions, I am going to review things that good speakers and listeners do. When you are the speaker, you look at the person and speak clearly with a “teacher” voice. When we are listening, we are looking at the speaker and listening carefully to what that person is saying.</p> <p>Watch me as I look at the list of questions and think about which questions I will ask _____. Teacher will choose one of the questions. Have another student pretend to be the interviewee. I am going to make sure that I look at _____ when I am speaking and use a clear voice. When I ask the question, I want (child) to listen carefully to the question. After the teacher and student do this ask: Did you notice that I used a “teacher” voice and I looked at _____? Did you notice that _____ was looking at me and listening carefully. We need to remember to listen carefully because we will be using this information in our report to write</p>

	about community workers.
Active Engagement: (Guided Practice)	<p>Let's practice one more time. Have two students come up and practice asking a question and listening to each other.</p> <p>Now let's begin with our interview of _____. Students will take turns asking questions. Students who are speaking will be given a "press pass" to wear and a microphone. Other students will be assigned the role of videographer and photographer using the class flip camera and digital camera.</p>
Work Time:	After students interview the community worker they will continue with their Reader's Workshop so tell them that today when you return to your seat you will continue with our regular reader's workshop routine. (Provide leveled books on community workers for students to read independently.)
Share:	<p>Readers, today we learned about a community worker in our school.</p> <p>Ask students during share: <i>What were some of the things we learned about his/her job?</i> <i>Do you have any new questions that you would still like to ask _____?</i> <i>What was it like to be the video recorder? What was it like to be the photographer?</i></p>

Workshop: Reading Week 2/ Days 1-5	
Use a different text on each day. Suggested texts are noted in materials section.	
Teaching Point:	Readers ask questions before reading to help them understand the information better. (Use Questions/Found the Answer/Need More Information Chart or pocket chart.)
Objective:	Students will generate questions before reading to activate schema and monitor and clarify information learned after text is read aloud.
Standards:	<p>Reading RI.1.1 Ask and answer questions about key details in a text. 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.</p> <p>Social Studies Scope and Sequence Grade 1 People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) 3.1a, 5.3b, 5.3c There are people in the community who help in <i>emergencies</i> 4.1f Community workers provide <i>services</i>. 5.1c Community workers are <i>diverse</i>. 3.1d</p> <p>Speaking and Listening SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.6 Produce complete sentences when appropriate to task and situation.</p>
Materials:	*Texts: <u>Grocers</u> by Alison Behnke (Level L/M) <u>Police Officers</u> by Shannon Knudsen (Level K) <u>EMTs</u> by Kristen Nelson (Level L/M) <u>Librarians - Non-fiction Readers/Wonder Books</u> (Level J) <u>Garbage Collections</u> by Tami Deedrick (Level 0)
Connection:	Good morning readers. We have been interviewing community workers and writing about what we have learned. Today we are going to read about another community worker but before we do that, we will think about the questions we have to help us “get our minds turned on”. This is a strategy that can help us to better understand what we are going to read. (*Day 1 uses the book <u>Grocers</u> . For Days 2-5, follow the same lesson plan as Day 1 using a different text. Suggested titles are listed above which range in text complexity from end of Grade 1 through Grade 2.)
Teach & Model:	Watch me. I am looking at the cover of the book we are going to read. The title is <u>Grocers</u> . I see that the man is standing in front of vegetables in a store so am thinking about workers in a

	<p>grocery store. I am going to use my question words. Refer to question word chart from week prior. I wonder - What else does this store sell? I also wonder - How does the food get to the store?</p>
<p>Active Engagement: (Guided Practice)</p>	<p>Now it is your turn to think of a question you might have. Have students turn and talk and then elicit responses from them. Write one or two of the questions generated on the chart before sending the students off to generate questions with a partner.</p>
<p>Work Time:</p>	<p>Today when you return to your seat you think of a question you might have. Give each pair of students an index card to generate questions prior to reading. (10 minutes)</p> <p>Tier I: Work with the teacher or draw picture of the question they have. Tier II: Generate questions with a partner. Tier III: Generate questions with a partner.</p> <p>Have students share their questions and put their questions on the chart under the <u>Questions</u> part of the chart.</p> <p>Read the text to the students. After reading, look at the questions and determine if the answer was found from reading the text. If the answer was found in the text, move the card to <u>Found the Answer</u> part of the chart. If there are still remaining questions, move the card to <u>Need More Information</u>. If there is additional information learned that the students have learned, add the notes to the chart. Additional questions generated can be added to <u>Need More Information</u>.</p>
<p>Share:</p>	<p>Readers, today we learned how to think about questions before we read non-fiction. This helps focus our reading and helps us to understand the information better.</p>

Workshop: Reading Week 3, Day 1

Teaching Point:	Readers can identify the interesting beginning in non-fiction books.
Objective:	Students will be able to list author's craft for beginning non-fiction writing.
Standards:	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. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
Materials:	Various non-fiction texts (used in the prior week). Completed graphic organizers students completed in Week 2.
Connection:	Good morning readers. We have read a number of non-fiction books in class about community workers. We asked questions and we learned a lot of information and we wrote these details on graphic organizers. Today we are going to re-read some of those books to see how the authors began to write.
Teach & Model:	Watch me. I am going to look at the book <u>Grocers</u> . Let me read the first page to see what the author wrote. It says <i>Uh oh! The refrigerator looks kind of bare. Who can help?</i> I see the author used a sentence with an exclamation point, a sentence with a period and a question. It is very interesting and it gets my attention. It makes me want to read on to see what happens and if the question gets answered.
Active Engagement: (Guided Practice)	Let's try another one. Here is the book called <u>Librarians</u> . Here is what the first page says. <i>Do you like to read and look at books? Then you must like the library!</i> What do you notice? Does this make you want to continue reading? Turn and talk to your partner.
Work Time:	Today when you return to your seat, look at non-fiction books with your partner to see how the author begins the book and come back to share what you found Each Tier will look at text at their independent reading level. Tier I: Tier II: Tier III:

Share:

When students share what they noticed, they will need assistance to generalize what an author does. Try to categorize the beginnings so they will be able to use in their writing.

An author begins:

- With a fun fact
- With an exclamation point
- With a question about the topic
- With a heading

Workshop: Reading Week 3/ Day 2

Teaching Point:	Readers can identify the interesting endings in non-fiction books.
Objective:	Students will be able to list author’s craft for writing a conclusion for informational writing.
Standards:	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. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
Materials:	Various non-fiction texts (used in the prior week).
Connection:	Good morning readers. We have read a number of non-fiction books in class about community workers and yesterday we identified ways that authors begin non-fiction books. Today we are going to look at those books again and find interesting ways that authors end non-fiction writing. An ending is the conclusion. So today we are going to look at the conclusions or endings of non-fiction books.
Modeling:	Watch me. I am going to look at the book <u>Grocers</u> . Let me read the last page to see what the author wrote. It says: <i>Thanks to the grocer, you can go home and fill up the refrigerator!</i> So I see the author ends with a sentence about what he learned and was excited about it because it ends with an exclamation point.
Active Engagement: (Guided Practice)	Let’s try another one. Here is the book called <u>Librarians</u> . Here is what the last page says: <i>Librarians and books – they are both pretty wonderful!</i> So I see here the author ends with a feeling about librarians. The author says that librarians are wonderful because of all the things that librarians do.
Work Time:	Today when you return to your seat, look at non-fiction books with your partner to see how the author ends the book and come back to share what you found. Each Tier will look at text at their independent reading level. Tier I: Tier II: Tier III:
Share:	When students share what they noticed, they will need assistance to generalize what an author does. Try to categorize the endings so they will be able to use in their writing. An author ends non-fiction book: A fact that was interesting or exciting A thought or feeling about the information learned

Workshop: Reading Week 3/ Days 3 and 4

Teaching Point:	Readers can tell others what they have learned from reading non-fiction books.
Objective:	Students will be able to tell a partner what they have learned from reading a non-fiction book using their graphic organizers as a guide.
Standards:	RI.2 Identify the main topic and retell key details of a text.
Materials:	Various non-fiction texts (used in the prior week). Completed graphic organizers
Connection:	Good morning readers. You have been reading and learning from non-fiction. Today we are going to use our graphic organizers to talk about all that we have learned from our non-fiction books.
Modeling:	Watch me. Here is my graphic organizer. It says: (Read from the graphic organizer.) Now I am going to tell you the information in complete sentences. Listen again to my information as I use complete sentences.
Active Engagement: (Guided Practice)	Let's try one together. Model using a graphic organizer (from one of the students) to tell the information to the class in complete sentences. Elicit sentences from the student based on the graphic organizer. Use one of the graphic organizers from a book done during Week 2 in order to model going from the introduction to main idea and details to the conclusion.
Work Time:	<p>Today you will tell your partner all that you have learned about your community worker. You will use your graphic organizer to help you remember your information, your details and your ending. Telling your partner will help you later when you write about the community worker.</p> <p>Tier I: These students will work in a small group with teacher support. Tier II: These students will work with a partner to tell their information to each other. Tier III: Same as Tier II if needed or these students may begin to write paragraph without taking time to talk.</p>
Share:	Students will come back together and one or two students will share their information.

Workshop: Writing Week 1/ Day 1

Teaching Point:	Students observe interviews and practice interviewing skills.
Objective:	Students will learn interviewing skills by watching a video, and then be able to implement the behavior that they have learned.
Standards:	Speaking and Listening 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. SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Materials:	videos, computer video located at: http://www.youtube.com/watch?v=rXesEVASVYI video located at: http://www.youtube.com/watch?v=zkobzyPyTfY
Connection:	Good morning writers. In reading today you came up with a list of great questions to ask a community worker from our school.
Teach & Model:	<p>Today we are going watch some children on a video interviewing people. I want you to watch this video so you can learn what a person says and does while they are asking another person questions.</p> <p>(There will be two videos. After each video, chart behaviors that students noticed about the interviewee.) When you watched the video what did you noticed about the interviewee? I noticed the interviewee looked right at the person they were interviewing when they asked a question. Turn and talk, share with your partner what you noticed about the interviewee. (Call on several children and write their observations onto the chart). (Try to elicit the following responses: <i>When you are the speaker, you look at the person and speak clearly with a “teacher” voice. When you are listening, you use a listening body (sit up straight) and look at the speaker to show the speaker that you are listening carefully to what he/she is saying.</i>)</p> <p>Now that we have seen what good interviewing skills look like and we have talked about what we saw, we are going to practice what we learned about good interviewing.</p> <p>Listen to me as I use some of the questions wrote with in reading to practice interviewing. I will be the interviewer and _____ will pretend to be the community worker. Teacher will model asking a question using the specific behaviors that were discussed after watching the videos.</p>

Active Engagement: (Guided Practice)	Now it is your turn to interview someone. Students will interview a partner, using the questions generated during reading workshop. Teacher will praise the specific behaviors observed while students are practicing.
Work Time:	There will not be any independent work time for this lesson.
Share:	Writers, today we learned how to act when we are interviewing someone. We practiced being a good interviewer and a good listener.

Workshop: Writing Week 1/Days 2-3
Repeated on day 3 with a different community worker

Teaching Point:	Readers and writers gather information by thinking about the topic and asking questions.
Objective:	Students will complete a graphic organizer based upon the information gathered during the interview.
Standards:	<p>Speaking and Listening SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Writing W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Social Studies Scope and Sequence Grade 1 People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) 3.1a, 5.3b, 5.3c There are people in the community who help in emergencies 4.1f Community workers provide services 5.1c Community workers are diverse 3.1d</p>
Materials:	Chart paper Markers
Connection:	Good morning writers. We just interviewed _____. We spoke clearly and listened carefully so that we could use what we learned in our writing. So let's get ready to write about _____. We will begin by completing a graphic organizer together.
Teach & Model:	<p>When I look at the graphic organizer I notice a few things about it. (Teacher does a think aloud about the graphic organizer.) We will be writing down the most important details we learned about _____'s job. I remember that _____ told us that his/her job involves _____. Now you will turn and talk to share what you learned about _____'s job. (Teacher will circulate around the rug to listen to the details.)</p> <p>The teacher will call on 5-6 students to share what they learned, and as they are sharing the teacher will write down their ideas on sentence strips. The teacher will use these 6 details to do a think aloud and group the ones that relate to the main idea. During the think aloud, the</p>

	<p>teacher will also explain why one or two of the details do not relate to the main idea and will put those aside. The teacher can say “see how all of these details show how the principal takes care of the students and teachers.”</p> <p>Watch me as I write down one of these details under the main idea. Teacher writes one of the details on the graphic organizer.</p>
Active Engagement: (Guided Practice)	Now it’s your turn to try. Teacher will choose two students to write the next two details on the graphic organizer.
Work Time:	<p>Today when you return to your seat you will complete the graphic organizer just like we did together.</p> <p>Tier I: Draw pictures to show the details. Tier II: Independently fill out the graphic organizer. Tier III: Independently fill out the graphic organizer and add at least one more relevant detail.</p>
Share:	<p>Writers, today we learned how to organize the information we learned from the interview. (Teacher will select 2-3 students to share their graphic organizer)</p> <p>Tomorrow we will interview another community worker and we will fill out another graphic organizer to show the main idea and details of that person’s job.</p>

Workshop: Writing Week 1/ Days 4-5
Repeated on Day 5 with a different community worker

Teaching Point:	Readers and writers gather information by thinking about the topic and asking questions.
Objective:	Students will complete a graphic organizer based upon the information gathered during the interview.
Standards:	<p>Speaking and Listening SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Writing W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Social Studies Scope and Sequence Grade 1 People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) 3.1a, 5.3b, 5.3c There are people in the community who help in emergencies 4.1f Community workers provide services 5.1c Community workers are diverse 3.1d</p>
Materials:	graphic organizer, pencils, flip camera (to refer back to the interview if needed)
Connection:	Good morning writers. We just interviewed _____. We spoke clearly and listened carefully so that we could use this information in our writing. So let's get ready to write about _____. We will begin by completing a graphic organizer together.
Teach & Model:	<p>Watch me. Here is the graphic organizer (pre-made on a chart) we will use today. We will be writing down the most important details that we learned about _____'s job. I remember that _____ told us that his/her job involves _____. Now you will turn and talk to share what you learned about _____'s job. Teacher will circulate around the rug to listen to the details.</p> <p>Teacher will have five or six students share some of the details they learned. Then teacher will think aloud about the main idea of _____'s job. From what you told me, it sounds like _____'s job is mostly about _____. Now I will show you how I figured that out. (Give concrete examples of the details that students provided. Think out loud about how you related it to the main idea). Example: From what you told me, it sounds like Ms. _____'s job is mostly about _____.</p>

	<p>keeping students safe. I figured that out because I heard Amy say that she makes sure no strangers come into the building. Then I heard Andrew say that she watches the video monitor to make sure there are no bullies. So I thought about bullies and strangers. Ms. _____ protects the students by making sure there are no bullies or strangers.</p>
Active Engagement: (Guided Practice)	<p>Now it is your turn to add the details to the graphic organizer. Have one student write one of the details discussed about the person's job.</p>
Work Time:	<p>Today, when you return to your seats, you will each get a graphic organizer that looks just like the one we did together on the board. After you write your name, take a minute before you start writing to remember what we just did together as a class. Think about the details that we wrote together use your own words to write them down. You will also write the main idea on your graphic organizer.</p> <p>Tier I: Draw pictures in the detail boxes of the graphic organizer. Tier II: Students will complete graphic organizer independently. Tier III: Students will complete graphic organizer independently.</p> <p>Teacher will confer with students who need assistance with this task</p>
Share:	<p>Writers, today we learned how to use the information that we learned from a community worker to answer the questions that we had about his/ her job. It is important to write down and organize information after each interview so that we remember what we learned. Tomorrow we will interview another community worker and record the information we learned just like we did today in writer's workshop.</p>

Workshop: Writing Week 2/ Day 1	
Teaching Point:	Writers can talk about the main idea and details and complete a graphic organizer.
Objective:	Students will understand how to use what they learned from reading a book to complete a graphic organizer about the main idea and details in a non-fiction text.
Standards:	<p>Speaking and Listening SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Writing W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Social Studies Scope and Sequence Grade 1 People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) 3.1a, 5.3b, 5.3c There are people in the community who help in emergencies 4.1f Community workers provide services 5.1c Community workers are diverse 3.1d</p>
Materials:	<p>Texts: <u>Grocers</u> by Alison Behnke (Level L/M) <u>Police Officers</u> by Shannon Knudsen (Level K) <u>EMTs</u> by Kristen Nelson (Level L/M) <u>Librarians - Non-fiction Readers/Wonder Books</u> (Level J) <u>Garbage Collections</u> by Tami Deedrick (Level O)</p>
Connection:	Good morning writers. Today you read a book about <u>Grocers</u> and you asked questions before reading to get your mind ready to learn about grocers.
Teach & Model:	<p>Today in writing you are going to use what you learned about grocers to fill out our graphic organizer. Last week we filled out this graphic organizer when we interviewed people that work at our school. This week we are going to fill out the same graphic organizer, but today you will use the information you gathered from reading about grocers.</p> <p>I am going to help you today with main idea. When I read the book I thought about all the information in the book. I realized that the book was mostly about how grocers help the community get food. So I am going to write that on the graphic organizer under main idea.</p>

	<p>Now I need the details. The details tell you how I knew that was the main idea. Details support the main idea. Turn and talk to your partner and share details learned about grocers. (The teacher will call on 5 or 6 students to share what they learned. The teacher will write down what students learned on sentence strips.) Now I have learned so many details about grocers. I am going to read all of the details that you shared out loud so that I can help my mind organize them. Now Sarah said that grocers stock the shelves. Carlos said that grocers bag the groceries. These two details support that grocers help the community get food. Since these details support the main idea that grocers help the community get food I am going to write them up on our graphic organizer.</p>
<p>Active Engagement: (Guided Practice)</p>	<p>Now it's your turn to try. The teacher will choose two students to write the next two details on the graphic organizer.</p>
<p>Work Time:</p>	<p>Today when you return to your seat you will fill out your graphic organizer, using the information you learned from listening to the book about grocers. You will write down the main idea and at least three important details.</p> <p>Tier I: Draw pictures to show the details. Tier II: Independently fill out the graphic organizer. Tier III: Independently fill out the graphic organizer and add at least one more relevant detail.</p> <p>The teacher will confer with students individually during independent work time.</p>
<p>Share:</p>	<p>Writers, today we learned how to write down and organize the information you learned from the non-fiction book about grocers.</p> <p>Teacher will select 2-3 students to share what they wrote on their graphic organizer.</p>

Workshop: Writing, Week 2 Day 2

Teaching Point:	Writers can talk about the main idea and details and complete a graphic organizer.
Objective:	Students will understand how to use what they learned after reading a book to complete a graphic organizer about the main idea and details in a non-fiction text.
Standards:	<p>Speaking and Listening SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Writing W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Social Studies Scope and Sequence Grade 1 People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) 3.1a, 5.3b, 5.3c There are people in the community who help in emergencies 4.1f Community workers provide services 5.1c Community workers are diverse 3.1d</p>
Materials:	Texts: <u>Grocers</u> by Alison Behnke (Level L/M) <u>Police Officers</u> by Shannon Knudsen (Level K) <u>EMTs</u> by Kristen Nelson (Level L/M) <u>Librarians</u> - Non-fiction Readers/Wonder Books (Level J) <u>Garbage Collections</u> by Tami Deedrick (Level O)
Connection:	Good morning writers. Today you read a book about police officers and you asked questions before reading to get your mind ready to learn about police officers.
Teach & Model:	<p>Today in writing you are going to take what you learned about police officers to fill out our graphic organizer. Yesterday we did this after reading the book <u>Grocers</u>. Today we will use the same graphic organizer to organize information you gathered from reading about police officers.</p> <p>I am going to help you today with main idea. When I read the book I thought about all the information in the book. I realized that the book was mostly about how police officers work hard to keep the community safe. So I am going to write that on the graphic organizer under main idea. Now I need details. The details tell you how I knew that was the main idea. Details support the main idea. Turn and talk to your partner and</p>

	<p>share what you learned about grocers. (The teacher will call on 5 or 6 students to share what they learned. The teacher will write down what students learned on sentence strips.) Now I have learned so many details about police officers. I am going to read all of the details that you shared out loud so that I can help my mind organize them. Now Sarah said that police officers might be able to get a stolen car back to the owner. Giovanni said that police officers have a badge. Mary said that when there is a car crash, police officers rush to the scene. Two of these details support the main idea that police officers help keep the community safe. Since these details support the main idea that police officers help the community stay safe, we going to write them up on our graphic organizer. (The teacher thinks aloud about how the other detail does not support the main idea.)</p>
<p>Active Engagement: (Guided Practice)</p>	<p>Now it's your turn to try. The teacher will choose two students to write the two details on the graphic organizer.</p>
<p>Work Time:</p>	<p>Today when you return to your seat you will fill out your graphic organizer, using the information you learned from listening to the book about police officers. You will write down the main idea and at least three important details.</p> <p>Tier I: Draw pictures to show the details. Tier II: Independently fill out the graphic organizer. Tier III: Independently fill out the graphic organizer and add at least one more relevant detail.</p> <p>The teacher will confer with students individually during independent work time.</p>
<p>Share:</p>	<p>Writers, today we learned how to write down and organize the information we learned from the non-fiction book about police officers.</p> <p>Teacher will select 2-3 students to share what they wrote on their graphic organizer.</p>

Workshop: Writing Week 2/ Days 3-5 Repeated on Days 4-5 with two different non-fiction texts.	
Teaching Point:	Writers can talk about the main idea and details and complete a graphic organizer.
Objective:	Students will understand how to use what they learned after reading a book to complete a graphic organizer about the main idea and details in a non-fiction text.
Standards:	<p>Speaking and Listening SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Writing W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Social Studies Scope and Sequence Grade 1 People in the community have different jobs (teachers, truck drivers, doctors, government leaders, etc.) 3.1a, 5.3b, 5.3c There are people in the community who help in emergencies 4.1f Community workers provide services 5.1c Community workers are diverse 3.1d</p>
Materials:	<p>Graphic organizer</p> <p>Texts:</p> <p><u>Grocers</u> by Alison Behnke (Level L/M)</p> <p><u>Police Officers</u> by Shannon Knudsen (Level K)</p> <p><u>EMTs</u> by Kristen Nelson (Level L/M)</p> <p><u>Librarians</u> - Non-fiction Readers/Wonder Books (Level J)</p> <p><u>Garbage Collections</u> by Tami Deedrick (Level O)</p>
Connection:	Good morning writers. Today you read a book about EMTs and you asked questions before reading to get your mind ready to learn about EMTs.
Teach & Model:	Here is the graphic organizer (pre-made on a chart) we have been using. We will be writing down the most important details that we learned about an EMT's job. Lets get our minds ready to complete our graphic organizer. Now you will turn and talk to share what you learned about an EMT's job. Teacher will circulate around the rug to listen to the details.

	<p>Teacher will have five or six students share a detail that they learned. (The teacher will scribe the details onto sentence strips. Then the teacher will think aloud about the main idea of an EMT’s job. The teacher will group the students’ comments in order to show how details can be used to find main idea.) Teacher will say, “From what you told me, it sounds like an EMT’s job is mostly about helping people. Now I will show you how I figured that out. (Give concrete examples of the details that students provided. Think out loud about how you related it to the main idea).” Example: From what you told me, it sounds like an EMT’s job is mostly about keeping people safe. I figured that out because I heard Amy say that an EMT takes sick people to the hospital. Then I heard Andrew say that an EMT carries a first aid kit . So I thought about an EMT rushing to the hospital with a sick person and carrying a first aid kit. When I thought about those two details and realized both are about helping people, so the main idea of the EMT book was that EMTs help people.</p>
<p>Active Engagement: (Guided Practice)</p>	<p>Now, I am going to write the main idea on the graphic organizer “EMTs help people.” Judd, come on up and choose your favorite detail from the ones that we talked about, and write it on the graphic organizer. Great job, Judd, EMTs rush people to the hospital when they are sick. This is certainly one way that EMTs help people.”</p>
<p>Work Time:</p>	<p>Today, when you return to your seats, you will each get a graphic organizer that looks just like the one we did together on the board. After you write your name, take a minute before your start writing to remember what we just did together as a class.</p> <p>Tier I: Draw and label pictures in the detail boxes of the graphic organizer. Tier II: Students will complete graphic organizer independently. Tier III: Students will complete graphic organizer independently.</p> <p>Teacher will confer with students who need assistance with this task.</p>
<p>Share:</p>	<p>Writers, today we learned how to use the information that we learned from the book to figure out the main idea. It is important to write down and organize information after you read a non-fiction book so that you remember what you learned. Tomorrow we will read a non-fiction book about a different community worker and record the information we learned just like we did today in writer’s workshop.</p>

Workshop: Writing Week 3/ Day 1

Teaching Point:	Writers can create an interesting beginning for their informational paragraph.
Objective:	Writers will compose an interesting beginning using the graphic organizer and the information that they gathered from the text.
Standards:	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Materials:	graphic organizer, sentence strips, pencils, interesting beginning anchor poster
Connection:	Good morning writers, in reading this morning you looked at interesting beginnings of different books. In writing, we have been learning how to fill out our graphic organizer. This week, we are going to learn how to use our graphic organizer to write a paragraph.
Teach & Model:	<p>Today we are going to work on writing an interesting beginning for our paragraph. Writers want to start a paragraph with an interesting beginning because an interesting beginning makes the reader want to keep on reading. I want you to notice how some of the books we read last week started with an interesting beginning. (The teacher will refer to the books read last week and chart down the interesting beginnings.) An interesting beginning often is a question or a fun fact.</p> <p>Now look at the interesting beginnings from last weeks' books and see if the interesting beginning was a question or a fun fact. We will put a question mark next to the question sentence and an exclamation mark next to a fun fact sentence.</p> <p>Look at our graphic organizer from last week. There were two boxes that we didn't fill out. This box at the top is for the interesting beginning of our paragraph. So today I am going to write an interesting beginning about policeman. First, I have to decide if I am going to use a question or a fun fact. I think I want to use a question? (The teacher will think aloud to come up with an interesting beginning question.) How does a policeman help people in our community? I am going to write that sentence right here in the top box of my graphic organizer.</p>

Active Engagement: (Guided Practice)	<p>Now do one together. Alicia, which community worker would you like to use create an interesting beginning? EMTs, great. Next we have to decide if we want to write an interesting beginning as a question or as a fun fact. Rohan, would you prefer a fun fact or a question? Fun fact, okay. Let's see what fun facts we can think of for EMTs. (The teacher will chart four or five students' ideas onto sentence strips. Put the sentence strips up on the board and have students pick which one they think will be the most interesting.)</p>
Work Time:	<p>Today when you return to your seat you will write an interesting beginning for your paragraph. (Students will choose which community worker from prior weeks writing.)</p> <p>Tier I: With support, write an interesting beginning on the graphic organizer (could be just words or phrases). Tier II: Independently write an interesting beginning on the graphic organizer Tier III: Independently write an interesting beginning on the graphic organizer</p>
Share:	<p>Writers, today we learned how to create an interesting beginning for our informational paragraphs. Some of you chose to write a question and some of you chose to write a fun fact.</p> <p>Tomorrow, we will work on creating an interesting ending for our paragraphs.</p>

Workshop: Writing Week 3/ Day 2

Teaching Point:	Writers provide a clear ending.
Objective:	Writers will compose a concluding sentence using the graphic organizer and the information that they gathered from the text.
Standards:	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Materials:	graphic organizer, sentence strips, pencils, interesting beginning anchor poster
Connection:	Good morning writers, in reading this morning you looked at interesting endings from different books. In writing, we have been learning how to fill out our graphic organizer. This week, we are going to learn how to use our graphic organizer in order to write paragraph.
Teach & Model:	<p>Today we are going to work on writing an interesting ending for our paragraph. Writers want to start a paragraph with an interesting ending because an interesting ending makes the reader keep thinking about the topic. I want you to notice how some of the books we read last week ended with an interesting ending. (The teacher will refer to the books read last week and chart the interesting endings.) An interesting ending often is a feeling or a thought.</p> <p>Now let's look at the interesting ending from last weeks' books and see if the interesting ending was a feeling or a thought about the community worker. We will put a heart next to the feeling sentence and a thinking bubble next the fact sentence.</p> <p>Look at our graphic organizer from yesterday. There is a box that we didn't fill out. This box at the bottom is for the interesting ending of our paragraph. So today I am going to write an interesting ending about grocers. First I have to decide if I am going to use a feeling or a thought. I think I want to use a thought. (The teacher will think aloud to come up with an interesting ending.) I am going to write that sentence right here in the bottom box of my graphic organizer.</p>
Active Engagement: (Guided Practice)	Now let's do one together. Sara, which community worker would you like to use to create an interesting conclusion? Policemen, great. Next we have to decide if we want to write an interesting ending as a thought or a feeling. Michael, would you prefer a thought or a feeling? Feeling, okay. Let's see what feelings we can think of for Policemen. (The teacher will chart four or five students' ideas onto sentence strips. Put the sentence strips up on the board and have

	students pick which one they think will be the most interesting.)
Work Time:	<p>Today when you return to your seat you will write interesting ending for your paragraph.</p> <p>Tier I: With support, write an interesting ending on the graphic organizer (could be just words or phrases).</p> <p>Tier II: Independently write an interesting ending on the graphic organizer</p> <p>Tier III: Independently write an interesting ending on the graphic organizer</p>
Share:	<p>Writers, today we learned how to create an interesting ending for our informational paragraphs. Some of you chose to write a question and some of you chose to write a fun fact.</p> <p>Tomorrow, we will work on using our graphic organizer to write our paragraph.</p>

Workshop: Writing Week 3/ Day 3

Teaching Point:	Writers create sentences from their graphic organizer.
Objective:	Writers will turn the beginning and the main idea from their graphic organizer into complete sentences.
Standards:	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Materials:	paper choice, writer’s checklist, pencils, graphic organizers
Connection:	Good morning writers. This week we have been writing interesting beginnings and endings and during reading you told your partner your informational paragraph. You practiced using your graphic organizer to help you speak in complete sentences.
Teach & Model:	<p>We are ready to write those sentences! The first sentence, your interesting beginning, is already done. So all you have to do is rewrite it onto your publishing paper. Like this.</p> <p>Next you have to take the main idea and turn it into a sentence. I am going to show you how to take the main idea from your graphic organizer and put it into your paragraph as a sentence. Watch me as I do it.</p>
Active Engagement: (Guided Practice)	Now, let’s try one more. Some of you are writing about _____s. (Choose one student to come to the board and write an interesting beginning about their topic.) Now we need to turn the main idea into a sentence. (Choose one student to come to the board to turn the main idea into a sentence.)
Work Time:	<p>Today when you return to your seat you will work on writing the first two sentences of your paragraph. Write your interesting beginning and then turn your main idea into a sentence.</p> <p>Tier I: With support, begin to write paragraphs Tier II: Independently write paragraphs. Tier III: Independently write paragraphs.</p>

	The teacher will conference with students as needed.
Share:	<p>Writers, today we started to learn how to write a paragraph using our graphic organizers. We wrote our interesting beginning and then our main idea. Teacher will choose 2-3 students to share what they wrote.</p> <p>Tomorrow we will work on making our details into sentences.</p>

Workshop: Writing Week 3/ Day 4

Teaching Point:	Writers create complete sentences from the details in their graphic organizer.
Objective:	Writers will use the details from their graphic organizer to complete sentences.
Standards:	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Materials:	paper choice, pencils, graphic organizers
Connection:	Good morning writers. Yesterday, you wrote the first two sentences of our paragraph. You have an interesting beginning and a sentence about the main idea.
Teach & Model:	Today, we will turn the details into three complete sentences. Watch me. My first detail is _____, now I am going to add a few small words and a period to make it into a full sentence. Let's read this sentence together to see if it makes sense. I just used the words from the graphic organizer and added some words to make it into a complete sentence.
Active Engagement: (Guided Practice)	Here is my second detail. Let's work together to turn it into a complete sentence. (Teacher will call on a student to verbally turn the second detail into a complete sentence. The teacher will call on a Tier III student to write the student's sentence on the board.) Boys and girls, we just wrote two sentences, and we just have one more sentence to write. Now, it is your turn to pair share with your partner and use your words to make the third detail into a complete sentence. (Regroup). Boys and girls, I heard a lot of you share a sentence with your partner. Raise your hand if you would like to share your sentence with the class. (Teacher will call on one pair and one partner will say the sentence and the other will write it on the board). Great job, look at the sentence that they wrote about the third detail.

Work Time:	<p>Today when you return to your seat you keep working on your paragraph that you started yesterday. Use the three details on your graphic organizer and turn them into sentences.</p> <p>Tier I: sentence starters, teacher support begin to write paragraphs Tier II: Independently write paragraphs. Tier III: Independently write paragraphs.</p>
Share:	<p>Writers, today we learned how to turn our details into sentences. Choose 2-3 students to share what they have written so far in their paragraphs.</p> <p>Tomorrow we will finish our paragraphs by writing our interesting endings!</p>

Workshop: Writing Week 3/ Day 5	
Teaching Point:	Writers create sentences from their graphic organizer and re-read their work to fix it up.
Objective:	Students will turn the details from their graphic organizer into sentences and will proofread their work.
Standards:	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Materials:	Paper choice, pencils, graphic organizers, informational writing checklist
Connection:	Good morning writers. We have been working hard all week to write informational paragraphs about a community worker. You wrote interesting beginnings, sentences with details about your community worker, and now you are ready to finish your paragraph with an interesting ending.
Teach & Model:	<p>On Tuesday, I created an interesting ending for my informational paragraph about _____. This is going to be the last sentence in my paragraph . I will write it at the very bottom of my paragraph. Watch me as I do this.</p> <p>Now my paragraph has an interesting beginning, a main idea, three important details and an interesting ending. I am going to re-read my paragraph to see if it makes sense. Before I can publish this writing, I need to look at my informational writing checklist to see if I included everything. Teacher looks at first part of the checklist. Did I fill out my graphic organizer? Yes I did, so I will put a check mark here.</p>
Active Engagement: (Guided Practice)	<p>What should I do next? That’s right, I should check to make sure that I wrote three important details. Let’s look in my paragraph to see if I have three important details. Teacher will model finding the first detail. Choose two students to find the next two details in the paragraph. Place a checkmark on the checklist.</p> <p>The next part of my checklist says I need to include an interesting ending and beginning. Teacher models finding the interesting beginning. Call on a student to find the interesting ending. Place a checkmark on the checklist.</p>

Work Time:	<p>Today when you return to your seat you will finish writing your paragraphs and you will re-read them to see if they make sense. Each of you will get a checklist to make sure you have included each part.</p> <p>Tier I: Use checklist with minimal teacher support. Tier II: Use checklist independently to edit paragraph. Tier III: Use checklist independently to edit paragraph.</p>
Share:	<p>Writers, today we learned how to finish our paragraphs and how to fix them up. How did the checklist help you fix your work?</p> <p>(Student may need an additional day/lesson on editing.)</p>