

Being a Good Kindergarten Citizen



Seaford Kindergarten Team

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Being A Good Kindergarten Student

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Overview for Unit

This unit is a kindergarten unit used to teach beginning students about being a good citizen of their classroom and school. Students listen to books, complete graphic organizers, and learn a song and poem to help them understand the rules. The students also learn to work cooperatively to solve classroom problems. Students draw and write about using rules and problem solving techniques in the classroom. Finally, the students will learn a School Promise that reminds them what a good school citizen looks like. Their final task is to draw and write showing the ways that they will be a good citizen of their classroom or school.

Being a Good Kindergarten Citizen



Seaford Kindergarten Team



Overview

- Students will investigate what it means to be a good citizen. Students will be able to identify the characteristics of a good citizen in their classroom and their school.
- Students will gain knowledge of classroom rules and practices
- Students will be able to demonstrate appropriate classroom behaviors



Task

- After listening to the article titled Seaford Elementary School Pledge, draw and write about how you can be a good citizen in your classroom or school.



Essential Questions

- How do good citizens follow rules?
- How do good citizens show respect to others and to property?
- How do good citizens work cooperatively in groups?
- How do good readers answer questions about key details in a text?
- How do good readers identify the main topic and key details of a text?
- How do good readers use illustrations to help them understand text?



Background Shared with Students

- Students will explore information to gain an understanding of how and why good citizens follow rules.
- Students will explore information and participate in activities demonstrating how to work cooperatively in a group.
- Students need to know how to show respect for peers and property.



Introduction to Unit

Pacing	Targeted Skill(s)	Formative Assessment(s)	Scoring	Instructional Strategies
Introduction Lesson 1 day	<ul style="list-style-type: none">• Activating prior knowledge	<ul style="list-style-type: none">• Thumb up/thumb down	<ul style="list-style-type: none">• observation	<ul style="list-style-type: none">• every pupil response



Lesson 1

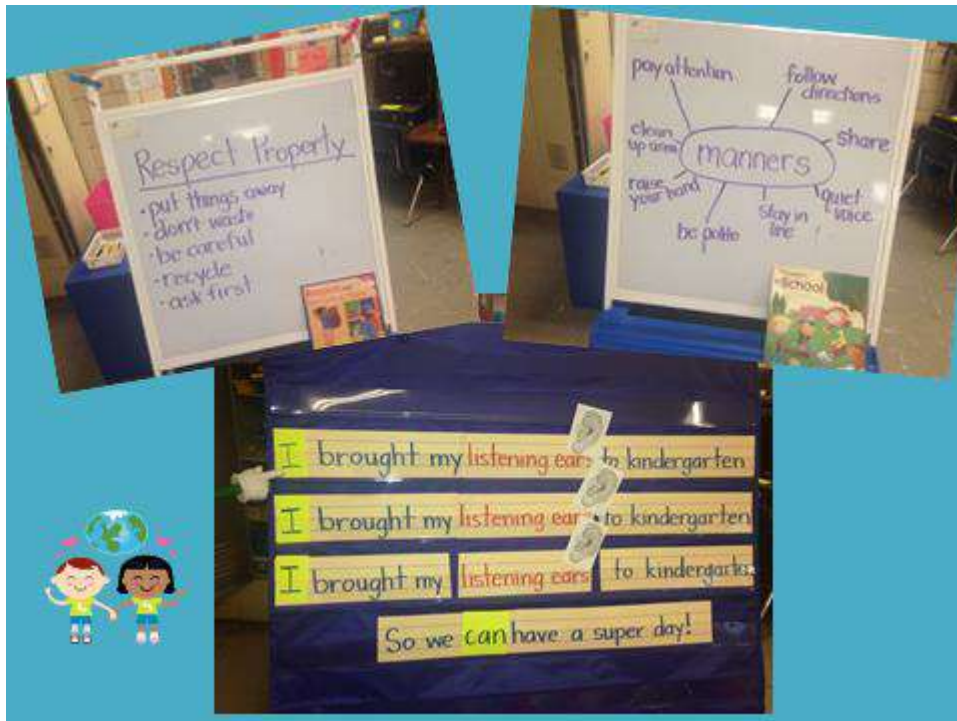
Pacing	Targeted Skill(s)	Formative Assessment(s)	Scoring	Instructional Strategies
Lesson 1: 3 days Rules and Consequences	<ul style="list-style-type: none"> Define the term rule and details Identify key details in a text 	<ul style="list-style-type: none"> Thumb up/thumb down response writing and illustration 	<ul style="list-style-type: none"> teacher conference Kid Writing rubric 	<ul style="list-style-type: none"> Modeling Singing/ Shared Reading Read Aloud Think-pair-share Every pupil response Guided questioning Guided discussion Graphic organizer (whole group web)





Lesson 2

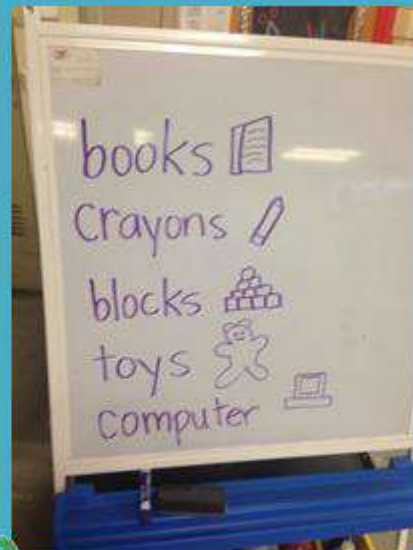
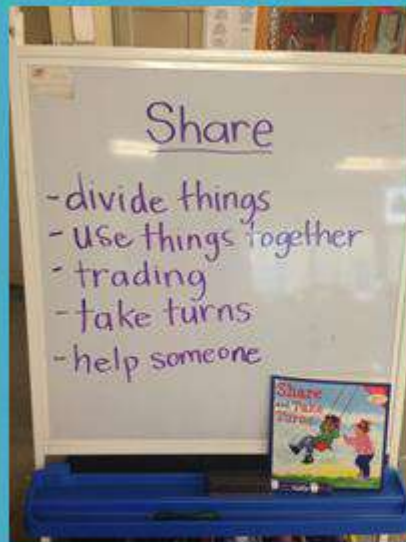
Pacing	Targeted Skill(s)	Formative Assessment(s)	Scoring	Instructional Strategies
Lesson 2: 4-5 days Respect	<ul style="list-style-type: none"> Define the term respect, manners, and main topic. Review terms rule and details. Answer questions Identify main topic and key details in a text 	<ul style="list-style-type: none"> Role play/ model Thumb up/thumb down writing and illustration 	<ul style="list-style-type: none"> teacher conference Kid Writing rubric 	<ul style="list-style-type: none"> Modeling Singing/ Shared Reading Role Play Every pupil response Guided questioning Guided discussion Multiple examples Graphic organizer (whole group list)





Lesson 3

Pacing	Targeted Skill(s)	Formative Assessment(s)	Scoring	Instructional Strategies
Lesson 3: 3 days Sharing	<ul style="list-style-type: none"> Define the term share. Review the terms details and main topic Answer questions Identify main topic and key details in a text 	<ul style="list-style-type: none"> Thumb up/thumb down Sentence stem "I can share _____" and illustration 	<ul style="list-style-type: none"> Kid Writing rubric 	<ul style="list-style-type: none"> Modeling Every pupil response Guided questioning Guided discussion Graphic organizer (whole group list)





Lesson 4

Pacing	Targeted Skill(s)	Formative Assessment(s)	Scoring	Instructional Strategies
Lesson 4: 3 days Problem Solving	<ul style="list-style-type: none"> Define the term problem and solve. Review details and main topic. Answer questions Identify main topic and key details in a non-fiction text and poem 	<ul style="list-style-type: none"> Label provided illustration 	<ul style="list-style-type: none"> Teacher conference 	<ul style="list-style-type: none"> Modeling Every pupil response Guided questioning Guided discussion Graphic organizer (whole group list)





Talk and Work It Out

Talk about the problem.

Listen to understand.

Think of ways to solve it.

Choose the best plan.





Lesson 5

Pacing	Targeted Skill(s)	Formative Assessment(s)	Scoring	Instructional Strategies
Lesson 5: 2 days Template Task	<ul style="list-style-type: none"> Main topic and key details 	<ul style="list-style-type: none"> Thumb up/ thumb down response Complete a sentence stem 	<ul style="list-style-type: none"> Kid writing rubric 	<ul style="list-style-type: none"> Every pupil response Drawing and writing



Learning Map for SPDG Integrated Reading/Writing Instructional Task

COVER

Module Title	Good Citizens (A Closer Look at How to Be a Good Citizen)
Overview (brief description)	Students will investigate what it means to be a good citizen. Students will be able to identify the characteristics of a good citizen in their classroom and their school.
Template Task	After listening to the article titled Seaford Elementary School Pledge, draw and write about how you can be a good citizen in your classroom or school.
Essential Question (based on the task)	<ul style="list-style-type: none"> • How do good citizens follow rules? • How do good citizens show respect to others and to property? • How do good citizens work cooperatively in groups? • How do good readers answer questions about key details in a text? • How do good readers identify the main topic and key details of a text? • How do good readers use illustrations to help them understand text?
Grade Level	Kindergarten
Content Area(s)	Social Studies

WHAT TASK?

Teaching Task

Background to be shared with students	<ul style="list-style-type: none"> • Students will explore information to gain an understanding of how and why good citizens follow rules. • Students will explore information and participate in activities demonstrating how to work cooperatively in a group. • Students need to know how to show respect for peers and property.
Essential Question	<ul style="list-style-type: none"> • How do good citizens follow rules? • How do good citizens show respect to others and to property? • How do good citizens work cooperatively in groups? • How do good readers answer questions about key details in a text? • How do good readers identify the main topic and key details of a text? • How do good readers use illustrations to help them understand text?
Texts (print, AV, listening, graphic, etc.): Includes citations, availability, and brief summary of each	Respect and Take Care of Things - Cheri Meiners Share and Take Turns - Cheri Meiners Know and Follow the Rules - Cheri Meiners Talk and Work it Out

	<ul style="list-style-type: none"> - Cheri Meiners Manners at School - Carrie Finn Seaford Elementary School Pledge - developed by the Seaford School District and adapted for SPDG
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CCSS Standards

Standards explicitly taught in this module	Prerequisites (standards that are expected to have covered and/or standards that may only be reviewed in this module)
<p>Reading:</p> <p>CC.K.RI.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>CC.K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CC.K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CC.K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.</p>	<p>CC.K.RI.5 Identify the front cover, back cover, and title page of the book.</p>
<p>Writing:</p> <p>CC.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>CC.K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
<p>Speaking/Listening:</p> <p>CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">a. Follow agreed upon rules for discussions.</p> <p>CC.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly</p>	
<p>Language:</p> <p>CC.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>	

<p>a. Print many upper- and lowercase letters.</p> <p>CC.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>CC.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p><u>Social Studies</u></p> <p>Civics Standard Two</p> <p>K-3a: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States. Essential for Grade 2</p> <p>Civics Standard Four</p> <p>K-3a: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively. Essential for Grades K-1</p>	

WHAT SKILLS

SKILL	Definition/Description
Preparing for the Task	
<p>Activate prior knowledge bridging conversations</p>	<p>Thumbs Up/Thumbs Down Responses to teacher statements.</p> <p>Students will put a thumb up if the statement is something you should do in school. Students will put a thumb down if the statement is not something you should do in school.</p> <ul style="list-style-type: none"> • A friend has a toy that you want; snatch it away from them so you can play with that toy. • You want to be the first person on the playground, run as fast as you can down the hallway. • The teacher says that it is time for lunch. Wait until your table is called and get in line quietly. • The recess teacher asks you to collect jump ropes; you listen to the recess teacher and help collect the jump ropes. • You are working with a group of your friends to do a puzzle. You use nice words and take turns putting the pieces together.
<p>Analyze task</p>	<p>Discuss with students that they will learn how to be a good citizen of their classroom and their school. Students will explore three main</p>

	concepts; how to work cooperatively, respecting authority, peers, and property, and how and why we follow rules.
Comprehension Process	
Prepare for reading/viewing/listening	<ul style="list-style-type: none"> • Model the process for asking and answering questions to determine main idea and details • Using vocabulary to build background knowledge • Using picture clues to build understanding of vocabulary • Use media to deepen understanding • Use guiding questions to focus discussion on the essential questions
Acquire vocabulary	<ul style="list-style-type: none"> • Use context clues and picture clues to foster understanding of vocabulary • Apply knowledge gained from vocabulary to enhance understanding of key concepts
Engage in Active reading/listening/viewing and note taking	<ul style="list-style-type: none"> • Develop a strategy for selecting key words from the text to be used in writing and conversation • Using graphic organizers during whole group read aloud to record key concepts and vocabulary • Using graphic organizers during whole group read aloud to record main idea and details • Making predictions about rules and consequences
Transition to Writing	
Analyze demands of writing task	<ul style="list-style-type: none"> • Students will learn about main idea and details to apply to their drawing and writing.
Writing Process	
Plan	<ul style="list-style-type: none"> • Whole Group: Create a word list of content specific vocabulary and ideas.
Organize writing	<ul style="list-style-type: none"> • Give students a sentence stem.
Develop writing	<ul style="list-style-type: none"> • Students will need to select a main idea word or phrase from the class-developed list.
Develop illustration	<ul style="list-style-type: none"> • Students will illustrate a detail to match and support their chosen main idea.
Revise writing	Does not apply to this grade level.
Edit writing	<ul style="list-style-type: none"> • Teacher will re-write student story in adult writing.

WHAT INSTRUCTION?

Pacing	Targeted Skill(s)	Formative Assessment(s)	Scoring	Instructional Strategies
Introduction Lesson 1 day	<ul style="list-style-type: none"> Activating prior knowledge 	<ul style="list-style-type: none"> Thumb up/thumb down 	<ul style="list-style-type: none"> observation 	<ul style="list-style-type: none"> every pupil response
Lesson 1: 3 days Rules and Consequences	<ul style="list-style-type: none"> Define the term rule and details Identify key details in a text 	<ul style="list-style-type: none"> Thumb up/thumb down response writing and illustration 	<ul style="list-style-type: none"> teacher conference Kid Writing rubric 	<ul style="list-style-type: none"> Modeling Singing/ Shared Reading Read Aloud Think-pair-share Every pupil response Guided questioning Guided discussion Graphic organizer (whole group web)
Lesson 2: 4-5 days Respect	<ul style="list-style-type: none"> Define the term respect, manners, and main topic. Review terms rule and details. Answer questions Identify main topic and key details in a text 	<ul style="list-style-type: none"> Role play/ model Thumb up/thumb down writing and illustration 	<ul style="list-style-type: none"> teacher conference Kid Writing rubric 	<ul style="list-style-type: none"> Modeling Singing/ Shared Reading Role Play Every pupil response Guided questioning Guided discussion Multiple examples Graphic organizer (whole group list)
Lesson 3: 3 days Sharing	<ul style="list-style-type: none"> Define the term share. Review the terms details and main topic 	<ul style="list-style-type: none"> Thumb up/thumb down Sentence stem "I can 	<ul style="list-style-type: none"> Kid Writing rubric 	<ul style="list-style-type: none"> Modeling Every pupil response Guided questioning

	<ul style="list-style-type: none"> • Answer questions • Identify main topic and key details in a text 	share _____” and illustration		<ul style="list-style-type: none"> • Guided discussion • Graphic organizer (whole group list)
Lesson 4: 3 days Problem Solving	<ul style="list-style-type: none"> • Define the term problem and solve. Review details and main topic. • Answer questions • Identify main topic and key details in a non-fiction text and poem 	<ul style="list-style-type: none"> • Label provided illustration 	<ul style="list-style-type: none"> • Teacher conference 	<ul style="list-style-type: none"> • Modeling • Every pupil response • Guided questioning • Guided discussion • Graphic organizer (whole group list)
Lesson 5: 2 days Template Task	<ul style="list-style-type: none"> • Main topic and key details 	<ul style="list-style-type: none"> • Thumb up/ thumb down response • Complete a sentence stem 	<ul style="list-style-type: none"> • Kid writing rubric 	<ul style="list-style-type: none"> • Every pupil response • Drawing and writing

[Acquisition Lesson Plans will follow this section]

WHAT RESULTS?

Student work samples – annotated
Pre and Post test analysis

Lesson Pilot Feedback

*** Please make specific lesson comments &/or corrections on the lesson itself. In addition, please complete the following:**

Name, School, District Joan Harper Frederick Douglass Elementary School Seaford School District	
Grade: Kindergarten	
Alignment of Lesson to CCSS Standard(s) Lessons were aligned to CCSS for ELA and Social Studies. Standards listed were explicitly taught throughout the unit.	
Instruction Leading to Template Task	
<p style="text-align: center;">What Worked?</p> Lessons were engaging for students. A variety of learning styles were met in both instruction and assessment. Students had many opportunities to show their learning through acting, writing, and verbal responses. The texts were age appropriate and provided excellent examples of behavioral expectations in kindergarten.	<p style="text-align: center;">What Didn't Work?</p> Some activities may be harder to accomplish in the beginning of the year. For example, my students were able to do the Think-Pair-Share, but I struggle to get my kids to do this well in September. There was a lot of writing, which also may be a difficult for the beginning of the year. Directions were very detailed and specific. I'm not sure this is so necessary, as I tended to deviate and work in my own style and classroom routines.
Differentiation/Scaffolding	
<p style="text-align: center;">What Worked?</p> There were great examples of how to differentiate and scaffold, though that seems like good teaching.	<p style="text-align: center;">What Didn't Work?</p> I feel that for five year olds – they managed a lot of activities. I still wonder how this would work in the beginning of the year. I may scale back some of the activities when I teach it in September.
Quality of Activities	
<p style="text-align: center;">What Worked?</p> I loved the shared reading, singing, acting, read alouds, etc. The variety of activities kept students engaged.	<p style="text-align: center;">What Didn't Work?</p> The activities seemed to go well!
Quality of Materials	
What Worked?	What Didn't Work?

<p>The texts were very good. Again, I felt they were both age appropriate and provided great examples of expected behavior. We were able to have some good conversations about how to behave in our kindergarten community. It was helpful to see photos of completed activities so I knew exactly what I was making or preparing for the lesson. The materials section was very detailed and helpful.</p>	<p>I had to share the texts with the other kindergarten teachers because mine hadn't arrived in the mail. The lessons are great but dependent upon having the texts. I wouldn't assume this would be a problem in the future.</p>
<p style="text-align: center;">What Students Liked/Didn't Like</p> <p>Students seemed to enjoy the activities that had them up and moving. For example, the role playing was a big hit. They enjoyed the singing and the hand motions. The tunes were catchy and I heard my students singing these songs for the next few days. My students felt like there was a lot of writing. (I explained that this showed me what they have learned and it was very important!) Overall, my students were engaged and liked the activities and books.</p>	
<p style="text-align: center;">Additional Feedback & Guidance (be as specific as possible)</p> <p>I think this unit is great for teaching kindergarten expectations in the beginning of the year. I will most likely revisit these lessons and texts after Winter vacation and maybe again after Spring Break. I always do a little re-teaching of our rules and appropriate behavior, this would be perfect in that context as well!</p>	

Note: All field testers are asked to provide **copies of student work**, including a high, medium, and low sample for the final writing piece(s) and any other artifacts of interest.

Pre-requisite Standards: N/A (this lesson is meant to be taught at the beginning of kindergarten, therefore no prior standards have been taught)

Essential Questions:

How do good citizens follow rules?

How do good readers answer questions about key details in a text?

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: How do good readers identify the key details in a text?

Assessment Prompt 2: How do good readers answer questions about key details in a text?

Standards:

CC.K.RI.1- With prompting and support, ask and answer questions about key details in a text.

CC.K.RI.4- With prompting and support, ask and answer question about unknown words in a text.

CC.K.W.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CC.K.W.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CC.K.SL.1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions

CC.K.SL.6- Speak audibly and express thoughts, feelings, and ideas clearly.

Civics Standard 2: K-3a- Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

Activating Strategies:

- Before the lesson begins, you will need to prepare the “Sing The Rules” song on sentence strips and place them in a pocket chart. (Consult [Appendix 1](#) for the lyrics and [Appendix 2](#) for a picture of how to set this up.)
- Write “I brought my” on one sentence strip and “to kindergarten” on another sentence strip. Place these in a pocket chart.
- Write each “rule” such as “listening ears” on other strips. Repeat this for each “rule” you plan to sing with the song. Rules you should prepare are: quiet voice, raising hand, watching eyes, walking feet, thinking brain.)
- **SCAFFOLD:** Provide a scaffold for the students by putting pictures next to each new rule sung in the song. For example, in the first verse (listening ears) provide students with a picture of an ear that accompanies each line of text. This will support their attempts to sing the song by providing context clues. [Appendix 3](#) includes all the picture clues we used for each rule.
- While singing the song you can change out the words or pictures in the pocket chart so that students can sing/read along with you.
- Shared Reading Experience: “Sing The Rules” song (to the tune of He’s Got the Whole World in his Hands)

I brought my listening ears to kindergarten,

I brought my listening ears to kindergarten,

I brought my listening ears to kindergarten,

So we can have a super day!

- **MODEL:** As you sing the song together, model correct 1:1 and left to right directional movement by pointing to the words with a pointer or finger.
- Repeat verses with other rules (quiet voice, raising hand, watching eyes, walking feet, thinking brain, etc.)

Key vocabulary to preview:

Domain Vocabulary: rule, consequence

Instructional Vocabulary: details

Teaching Strategies:

Teacher read aloud, whole group discussion, singing/shared reading, picture sort, vocabulary web

Materials Needed:

(Preparation Before the Lesson)

- Activating Strategy:
 - ✓ Prepare the song on sentence strips and place them in a pocket chart ([Appendix 1 and 2](#))
 - ✓ Prepare picture clue cards ([Appendix 3](#))
- Instructional Chunk #1:
 - ✓ Obtain the book *Know and Follow Rules* by Cheri J. Meiners
 - ✓ Prepare a piece of chart paper with the word RULES in the middle (for web) (See [Appendix 4](#) for a model of what this will look like AFTER completing with the kids.)
 - ✓ Markers for writing on web
 - ✓ Have one index card for every student
 - ✓ Writing instrument for every student
- Instructional Chunk #2:
 - ✓ Prepare the picture sort:
 - ✓ Prepare a piece of chart paper with 2 sections. Put pictures (from [Appendix 5](#)) on top of each section.
 - ✓ Alphabet Letter Card or Poster ([Appendix 6](#))
 - ✓ Print and cut out picture sort cards ([Appendix 7](#)) for group activity
 - ✓ Look at [Appendix 8](#) for an example of the class picture sort
 - ✓ Blank paper for student writing
 - ✓ Print and copy rubric for scoring AP #2 ([Appendix 9](#))
 - ✓ Print anchor papers for reference when scoring AP #2 ([Appendix 10](#))

Instructional Chunk #1 (15-20min):

- Say:
 We are going to spend some time learning about respecting people and their property. We are going to talk about why it is important to show respect and HOW we can show respect. This is an important idea to understand at home, in school, and in our country. To do this we will read and listen to some books about how we can show respect. The first book we are going to read is called, *Know and Follow Rules*.
- Say:
 To understand this book, it is important to think about rules that we have that help us show respect. I want you to turn and talk to someone next to you about “rules”. Tell your partner some rules you have to follow.
- Have kids engage in the Think-Pair-Share strategy.
- MODELING and SCAFFOLDING can be provided.
- **MODEL:** Model how to Think-Pair-Share with a partner before asking the kids to do this. Say: Watch while I Think-Pair-Share with _____. (Choose another adult in the room to model this

behavior or a student if no adult is available. THINK ALOUD: Say something like – “One rule I have to follow is cleaning my room.”)

- **SCAFFOLD:** As the students engage in the Think-Pair-Share, the teacher will move around the carpet area and listen in to the conversations. The teacher will provide support during these conversations when needed by offering prompts such as: “Do you have rules at home?,” “What are some things your parents say you have to do?,” “Do you have chores,” etc. This will get kids to successfully give examples of rules.
- When kids are done discussing, have them give an example of a rule that they have to follow.
Say:
As I read this book to you, pay attention to how we show respect by following rules.
- Read Aloud: *Know and Follow Rules* by Cheri J. Meiners and as a class develop a web to define the word “rules” using key details from the text. (See [Appendix 4](#) as an example.)
- Stop after reading each chunk of text that describes a rule (key detail) and talk about what the rule is.
- At the first rule (page 9), stop and show kids the RULES web you have prepared. MODEL how you think through the first part of the text with a think-aloud.
- THINK ALOUD: Say:
- After reading this page, I just heard the detail that listening is a rule we should follow at school. Give me a thumb up if you heard that detail. Let’s read it again. (Re-read page 9). I’m going to add that detail to my web. (add detail) This is the word listen. Everybody touch your ears. We listen with our ears.
- Follow this same structure for the remainder of the book. Details include listen (page 9), follow directions (page 11), do your best (page 13), hands and feet to yourself (page 15), walk in the hall (page 24), and show respect (page 29).
- As you do this, MODEL how to stretch out each word to hear the beginning or dominant sounds, filling in other hard to hear or difficult sounds without comment. SCAFFOLD student ability to do this by making links to known words or resources in the classroom (for example, students’ names or alphabet picture cards posted (See [Appendix 6](#), as ONE example) in the room.)
- OPPORTUNITY FOR DIFFERENTIATION (depending on the needs of your class): You can keep this lesson highly scaffolded by completing teacher think alouds after every section of text or if the kids seem to be understanding you can start to let them take over the task towards the end of the text.
- To Conclude Say:
- Today we paid attention to important/key details in the book. We stopped in some places and kept track of different rules listed in the book and that helped us understand/think about: 1. What the book was about and 2. How following rules shows respect.
- Then give AP #1.

AP #1:

How do good readers identify key details in a text?

Formative Assessment: Have the children draw a smiley face/sad face on the two sides of an index card. They will need to identify details from the story. Say: I am going to see how many of the details you can remember from the story. When I say a rule, think about whether or not we read about that rule (detail) in the story. If you heard that rule in the story show me the side of your card with the smiley face. If you didn’t hear the rule in the story, show me the sad face. State the following details one at a time. Look to see if the kids are successfully demonstrating an understanding of which details were in the story and which ones were not. After kids respond about the first rule, give them immediate feedback by referring to the place in the text that that rule was discussed, and pointing to the notes you took on the

chart. Repeat this processing of going back to the book and web to confirm their understandings about the details.

- ✓ Listen to directions (😊)
- ✓ Keep hands to yourself (😊)
- ✓ Take turns (😊)
- ✓ Take your friends pencil (😞)
- ✓ Run in the classroom (😞)
- ✓ Do your best (😊)

Instructional Chunk #2 (30 min) :

- Re-Read the story, *Know and Follow Rules* by Cheri J. Meiners to review rules for school.
- Set up a purpose for reading:
- Say:
We are going to read our book *Know and Follow Rules* again. When we read it yesterday, we paid attention to all the details/rules that the author shared with us. Today, we are going to think about these rules in a different way. Today we are going to sort pictures of students following rules and pictures of students not following rules.
- Direct students' attention to the sort you have created on chart paper. Point to the pictures from [Appendix 5](#) that you already used to pre-label the two columns. As you show the pictures for each of the categories, write the corresponding word next to it (or under it). As you do this, MODEL how to stretch out each word to hear the beginning or dominant sounds, filling in other hard to hear or difficult sounds without comment. SCAFFOLD student ability to do this by making links to known words or resources in the classroom (for example, students' names or alphabet picture cards posted. (See [Appendix 6](#), as ONE example) in the room.)
- Say:
Listen and look at the pictures to see if you can see what it looks like to follow the rules.
- While reading, emphasize the rules that should be followed in school. Just like yesterday, stop after each section that discussed a specific rule.
- At each stopping place, work on completing the whole group picture sort using provided pictures ([Appendix 7](#)). Students will help sort pictures into appropriate categories. (See [Appendix 8](#) for an example of the final product we created as a class.)
- After the pictures are sorted, call on students to come up to the board and point to a picture. Have the students explain why it is important to follow that rule.
- Say:
Today we re-read a book we already read so that we could think about details in a different way. Yesterday, we just kept track of all the details. Today, we thought about why it was important to follow specific rules. This is something readers do when they read books, and it helps them understand what the text is about. You can do this when you read.

AP #2:

How do good readers answer questions about key details in a text?

Formative Assessment: Give students a blank piece of paper. Tell students you want them to think about the rules you have read about over the last few days. Ask students to draw a picture and write about a rule that is important to follow at school that we read in the text.

- **DIFFERENTIATION:** Allow for differentiated responses in the written product. In Kindergarten students are just beginning to write so any of the following response types are acceptable as long as students have correctly identified a detail from the text:
- Picture only with teacher transcription

- Picture with beginning consonants only
- Picture dominant consonants only
- Picture with semi-phonetic, phonetic, or conventional writing
- SCAFFOLDING: Teacher can provide support to students as they write in the following ways:
 - Teacher transcription
 - Providing alphabet cards with pictures for each letter
 - Assistance segmenting the sounds in words
 - Assistance with letter formation
 - Providing a paper with the sentence stem “A rule I follow at school is _____.”
- Use rubric ([Appendix 9](#)) and provided anchor papers ([Appendix 10](#)) to measure performance on this task.

Formative Assessments:

Formative Assessment #1: Response card activity

Formative Assessment #2: Picture/Writing about a key detail they read in the text



Text Complexity Analysis of *Know and Follow Rules* (title) by Cheri J. Meiners (author)

Qualitative Measures

Meaning/Purpose: (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

This book teaches children basic rules and why they matter: because they help us learn, stay safe, be fair, and get along. The purpose of the text is explicitly stated. The book has a narrow focus. The text is clear and concrete.

Text Structure: (Describe the structure, organization, and other features of the text.)

Connections between ideas are clear. Pictures closely match the text and thus support the readers' understanding of the text.

Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

These are basic sentence structures with primary vocabulary. Vocabulary is familiar with no?/few? content specific words.

Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.)

No prior knowledge needed. Teacher will provide scaffolding throughout read aloud.

Text Description

Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.): Text is fiction: an informational, fiction story. (Some people call this narrative non-fiction.)

Quantitative Measure

Lexile and/or other Quantitative Measure of the Text, including length:

32 pages

Reading Level: Grade 1

Interest Level: ages 4-8

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

Potential Challenges this Text Poses (both knowledge and skill level challenges):

Knowledge/background challenges:

No prior knowledge needed. Teacher will provide scaffolding throughout read aloud by modeling and thinking aloud.

Skills needed for comprehension:

Teacher will provide scaffolding throughout read aloud.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CC.K.RI.1- key details

CC.K.RI.4- unknown word

CC.K.SL.1- collaborative conversations

Differentiation/Supports for Students:

Modeling and scaffolding, think alouds

Appendix 1

"Sing the Rules" Song

I brought my **listening ears** to kindergarten
I brought my **listening ears** to kindergarten
I brought my **listening ears** to kindergarten
So we can have a super day!

I brought my **watching eyes** to kindergarten
I brought my **watching eyes** to kindergarten
I brought my **watching eyes** to kindergarten
So we can have a super day!

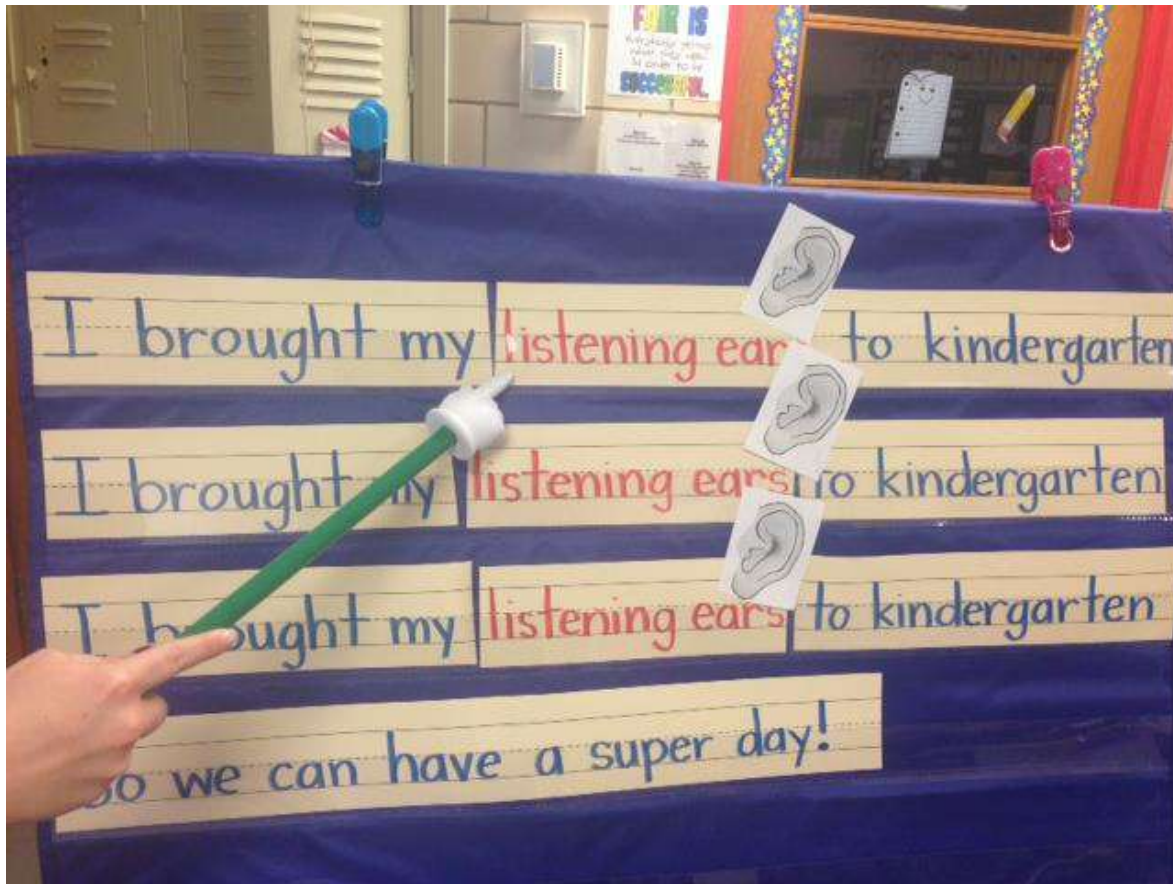
I brought my **walking feet** to kindergarten
I brought my **walking feet** to kindergarten
I brought my **walking feet** kindergarten
So we can have a super day!

I brought my **raised hand** to kindergarten
I brought my **raised hand** to kindergarten
I brought my **raised hand** to kindergarten
So we can have a super day!

I brought my **quiet voice** to kindergarten
I brought my **quiet voice** to kindergarten
I brought my **quiet voice** to kindergarten
So we can have a super day!

I brought my **thinking brain** to kindergarten
I brought my **thinking brain** to kindergarten
I brought my **thinking brain** to kindergarten
So we can have a super day!

Appendix 2 Listening Ears



Appendix 2 Quiet Voices



Appendix 2 Raising Hands



Appendix 2 Thinking Brains

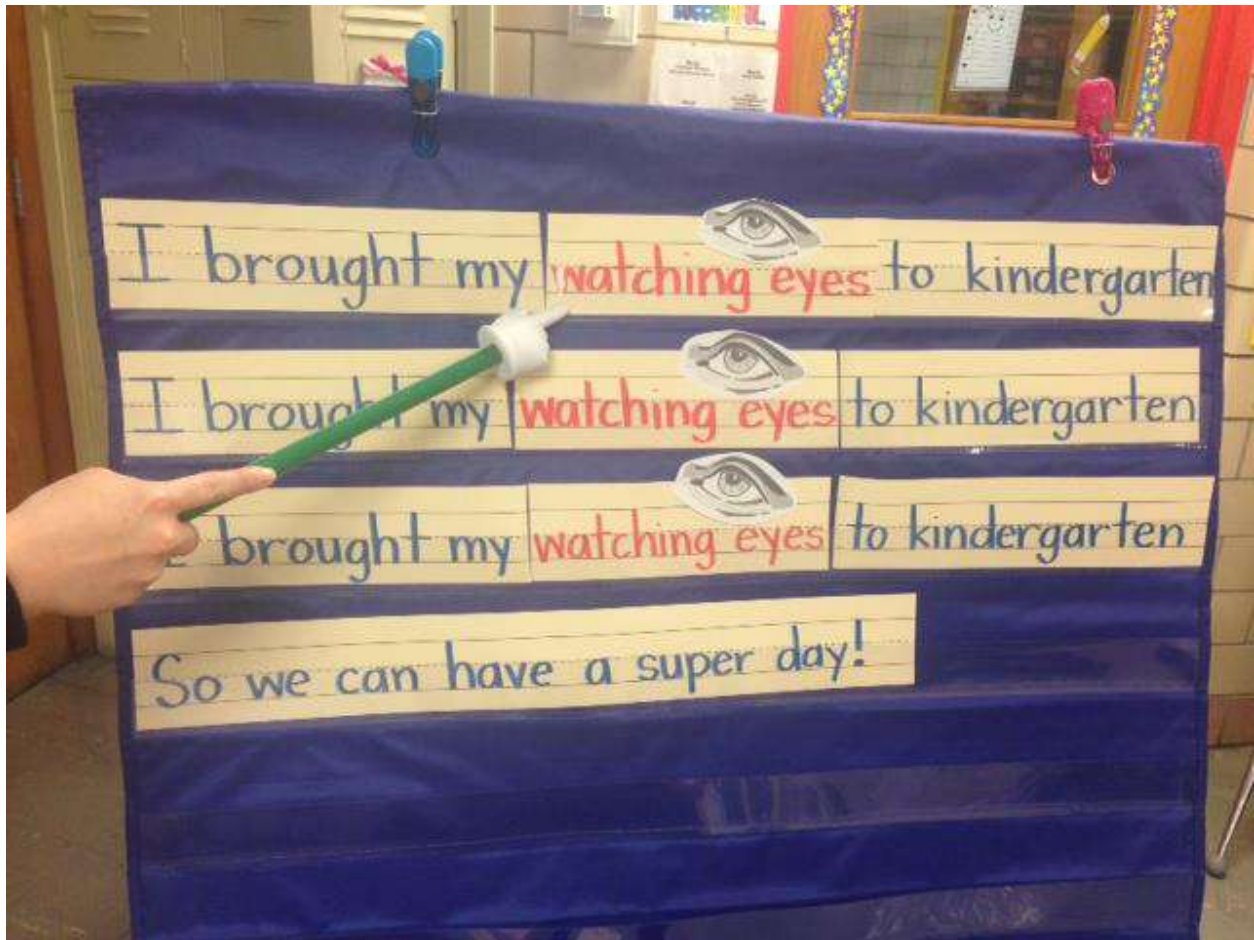


Appendix 2 Walking Feet

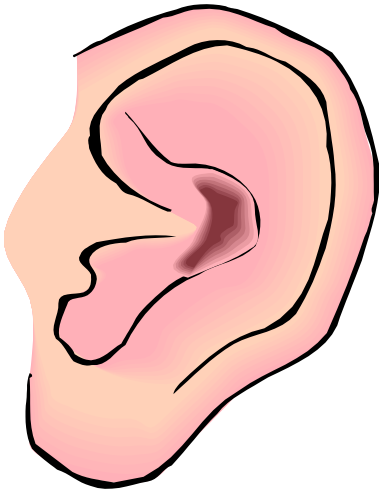


University of Delaware and the Delaware Department of Education, SPDG Grant #H323A070002-09, 2012. Lesson plan format adapted by A Thompson and A Lewis, based on Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)

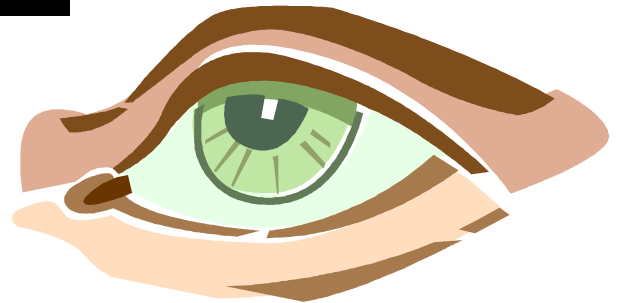
Appendix 2 Watching Eyes



Appendix 3



The Ear





























Appendix 4



Appendix 5



Appendix 6

Aa 	Bb 	Cc 	Dd 
Ee 	Ff 	Gg 	Hh 
Ii 	Jj 	Kk 	Ll 
Mm 	Nn 	Oo 	Pp 
Qq 	Rr 	Ss 	Tt 
Uu 	Vv 	Ww 	Xx 
Yy 	Zz 		

Appendix 7





University of Delaware and the Delaware Department of Education, SPDG Grant #H323A070002-09, 2012. Lesson plan format adapted by A Thompson and A Lewis, based on Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)

Appendix 8



Appendix 9

Conventions of Writing Developmental Scale

Name: _____ Date: _____

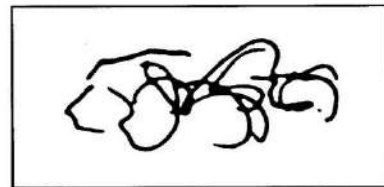
Level: _____

RECORD THE HIGHEST LEVEL AT WHICH MORE THAN HALF OF THE DESCRIPTORS APPLY TO A WRITING SAMPLE OR COLLECTION OF A CHILD'S WRITING. REFER TO THE ANCHOR PAPERS FOR EXAMPLES OF WRITING AT EACH LEVEL.

Anchor Papers

Level 1—Emerging

_____ Makes uncontrolled or unidentifiable scribbling



Level 2—Pictorial

_____ Imitates writing

_____ Draws somewhat recognizable picture

_____ Tells about picture



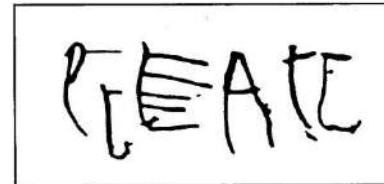
The flower is growing.

Level 3—Precommunicative

_____ Writes to convey a message; attempts to read it back

_____ Uses letter-like forms and/or random letter strings

_____ Prints own name or occasional known word



There are webs in Spidertown.

Level 4—Semiphonetic

_____ Correctly uses some letters to match sounds

_____ May use one beginning letter to write a word

_____ Usually writes left to right (may reverse some letters)



I have a goldfish called Arielle.

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Conventions of Writing Developmental Scale (continued)

Level 5—Phonetic

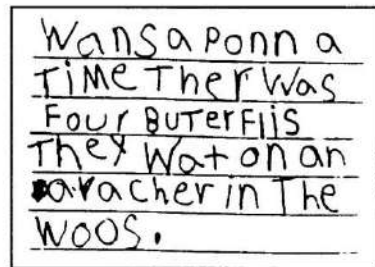
- _____ Represents beginning and ending consonant sounds
- _____ Spells some high-frequency words correctly in sentences
- _____ Includes some vowels (often not correct ones)
- _____ Writes one or more sentences



I found a lamp and a genie came out.

Level 6—Transitional

- _____ Correctly spells many high-frequency words in sentences
- _____ Uses vowels in most syllables (may not be correct ones)
- _____ Begins to use simple punctuation (periods, question marks—may not be correct)
- _____ Writes more than one sentence



Once upon a time, there was (were) four butterflies. They went on an adventure in the woods.

Level 7—Conventional

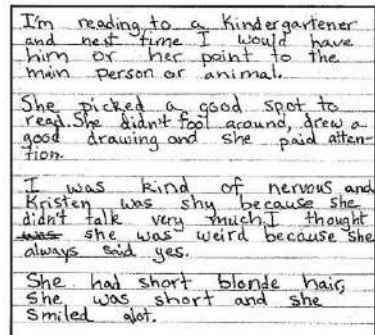
- _____ Correctly spells most high-frequency words (more than one sentence)
- _____ Uses larger correctly spelled vocabulary; may use phonetic spelling for advanced words
- _____ Uses more complex and varied sentence structure; capitalizes beginning word in sentence; uses lowercase appropriately
- _____ Usually uses periods and question marks correctly
- _____ Spaces words correctly



Dear Blue Ranger,
Why do you fight? I see you on TV. You are the best. Why do you go to the command center? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex

Level 8—Advanced

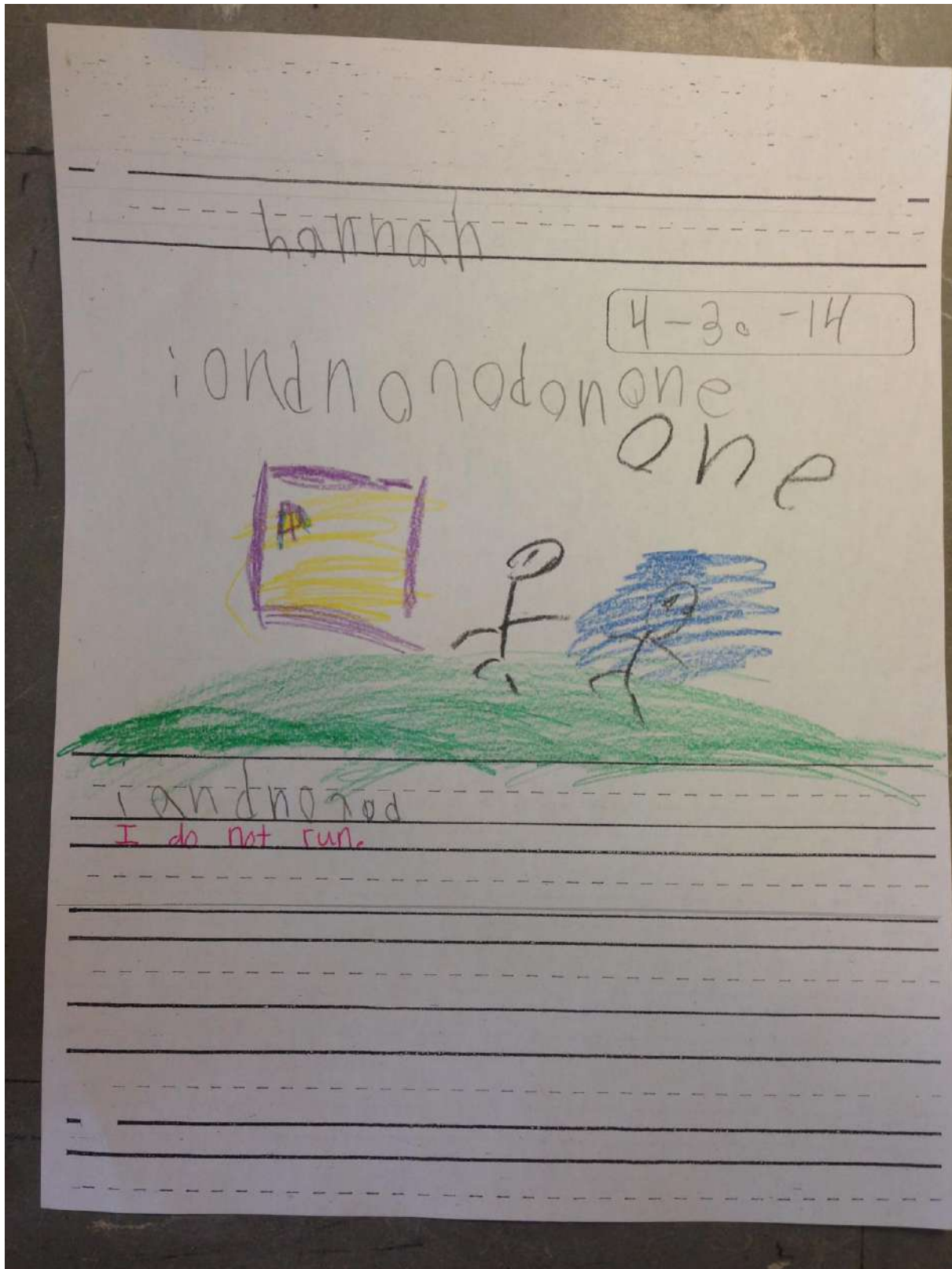
- _____ Has accumulated a rich body of written vocabulary
- _____ Uses advanced print conventions accurately (quotation marks, commas, apostrophes)
- _____ Organizes writing into appropriate paragraphs



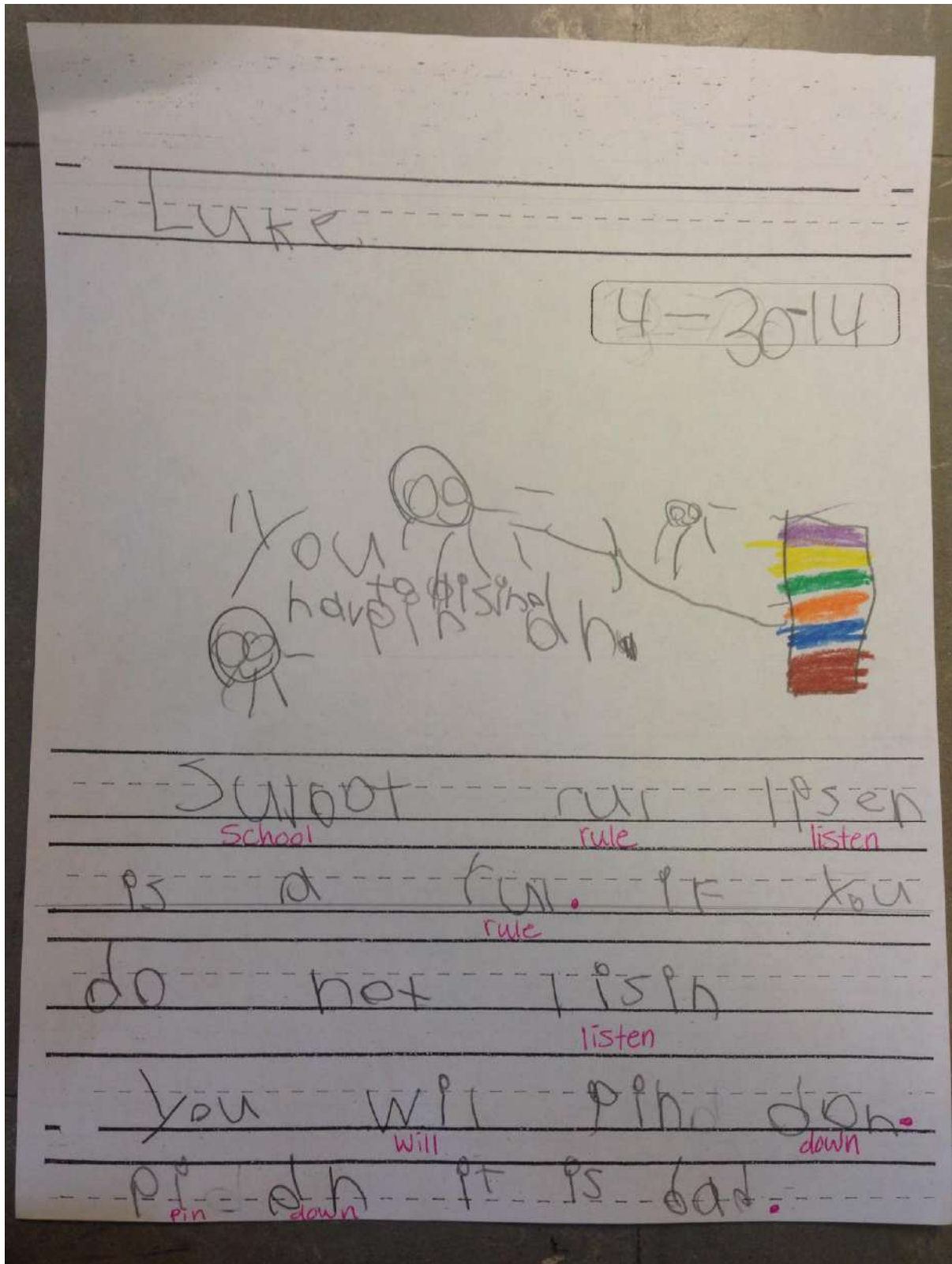
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Appendix 10



Appendix 10-2



Pre-requisite Standards: N/A (this lesson is meant to be taught at the beginning of kindergarten, therefore no prior standards have been taught)

Essential Questions:

How do good citizens show respect to others and to property?

How do good readers answer questions about key details in a text?

How do good readers identify the main topic and key details of a text?

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: How do good readers identify the key details in a text?

Assessment Prompt 2: How do good readers use key details to identify the main topic of a text?

Assessment Prompt 3: How do good readers identify the main topic and key details of a text?

Standards:

CC.K.RI.1- With prompting and support, ask and answer questions about key details in a text.

CC.K.RI.2- With prompting and support, identify the main topic and retell key details of a text.

CC.K.RI.4- With prompting and support, ask and answer question about unknown words in a text.

CC.K.W.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CC.K.W.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CC.K.SL.1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

b. Follow agreed-upon rules for discussions

CC.K.SL.6- Speak audibly and express thoughts, feelings, and ideas clearly.

Civics Standard 2: K-3a- Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

Activating Strategies:

- Before the lesson begins, get the sentence strips out from lesson 1 (see [Appendices 1, 2, and 3](#)) and print and cut out the word cards for the word wall for “I” and “can” (see [Appendix 11](#)).
- This time, highlight in some way the sight words “I” and “can” (different color sentence strip, highlighting tape, etc.) so that the words stand out. (Consult [Appendix 12, 13](#) to see how this is set up.)
- Shared Reading Experience: “Sing The Rules” song (to the tune of He’s Got the Whole World in his Hands) from lesson 1

I brought my listening ears to kindergarten,

I brought my listening ears to kindergarten,

I brought my listening ears to kindergarten,

So we can have a super day!

- **SCAFFOLD:** Provide a scaffold for the students by putting pictures next to each new rule sung in the song. For example, in the first verse (listening ears) provide students with a picture of an ear that accompanies each line of text. This will support their attempts to sing the song by providing context clues. [Appendix 3](#) includes all the picture clues we used for each rule.
- While singing the song you can change out the words or pictures in the pocket chart so that students can sing/read along with you.
- **MODEL:** As you sing the song together, model correct 1:1 and left to right directional movement by pointing to the words with a pointer or finger.
- Repeat verses with other rules (quiet voice, raising hand, watching eyes, walking feet, thinking brain, etc.).
- Ask the students if they noticed anything different about the words in the pocket chart (I and can are highlighted)
- Introduce sight words “I” and “can” by reading them, spelling them, and putting them on the classroom word wall.
- Partner Opportunity: Have students turn and read/spell the words to their partner for more practice.
- **FOR DIFFERENTIATION:** For struggling students, remind them to refer to the word wall to help them spell the sight words. For acceleration, have students try to use the sight words in a sentence verbally to their partner.
- Teacher will be listening and monitoring partner responses.

Key vocabulary to preview:

Domain Vocabulary: rule, respect, manners, attention, directions, neighbor

Instructional Vocabulary: details, main topic

Teaching Strategies:

Teacher read aloud, whole group discussion, singing/shared reading, main topic/detail graphic organizer (list), role play, shared writing

Materials Needed:

(Preparation Before the Lesson)

- Activating Strategy:
 - ✓ Prepare the song on sentence strips and place them in a pocket chart with picture cue cards from lesson 1. ([Appendices 1, 2, and 3](#))
 - ✓ Highlight sight words “I” and “can” in the song. (See [Appendix 12](#) for an example)
 - ✓ Create word wall cards to post. ([Appendix 11](#))
- Instructional Chunk #1:
 - ✓ Obtain the book *Manners at School* by Carrie Finn.
 - ✓ Have chart paper ready to compile list of key details from the text. (See [Appendix 13](#) for a model of what this will look like AFTER completing with the kids.)
 - ✓ Markers for writing list
- Instructional Chunk #2:
 - ✓ *Manners at School* by Carrie Finn
 - ✓ Key detail list created during instructional chunk #1. ([Appendix 13](#))
 - ✓ *Know and Follow Rules* by Cheri J. Meiners

- Instructional Chunk #3:
 - ✓ Obtain the book *Respect and Take Care of Things* by Cheri J. Meiners.
 - ✓ Have chart paper ready to compile list of classroom expectations for respecting others' property in the classroom- key details from the book. (See [Appendix 14](#) for a model of what this will look like AFTER completing with the kids.)
 - ✓ Markers for writing list
 - ✓ Blank paper for every student
 - ✓ Print and copy rubric for scoring AP #3. ([Appendix 9](#))
 - ✓ Print anchor papers for reference when scoring AP #3. ([Appendix 15](#))

Instructional Chunk #1 (20 min):

- Say:
We are going to spend some more time learning about respect and how to use our manners while we are at school. We are going to talk about why it is important to show respect and use our manners, and HOW we can show respect and use our manners. This is an important idea to understand at home, in school, and in our country. To do this we will read and listen to some books about how we can show respect and use our manners. The first book we are going to read is called, *Manners at School*.
- Say:
To understand this book, it is important to think about rules that we have that help us use our manners. I want you to turn and talk to someone next to you about “manners”. Tell your partner something you know about using manners.
- Have kids engage in the Think-Pair-Share strategy.
- MODELING and SCAFFOLDING can be provided.
- **MODEL:** To review this strategy from the previous lesson, model how to Think-Pair-Share with a partner before asking the kids to do this. Say:
Watch while I Think-Pair-Share with _____. (Choose another adult in the room to model this behavior or a student if no adult is available. THINK ALOUD: Say something like – “One way I can use my manners is by saying please and thank you.”)
- **SCAFFOLD:** As the students engage in the Think-Pair-Share, the teacher will move around the carpet area and listen in to the conversations. The teacher will provide support during these conversations when needed by offering prompts such as: “When you need something how do you ask for it?” “When someone gives you something what do you say?” “If you bump into someone what do you say?” etc. This will get kids to successfully give examples of rules.
- When kids are done discussing, have them give an example of how they use their manners.
- Say:
As I read this book to you, pay attention to how we can use our manners at school
- Read Aloud: *Manners at School* by Carrie Finn and as a class develop a web to define the word “manners” using key details from the text. (See [Appendix 13](#) as an example.)
- Stop after reading each chunk of text that describes someone using their manners (key detail) and talk about what they are doing. Details include: pay attention (page 6), follow directions (page 9), stay in line and quiet voice (page 12), clean up area (page 15), raise hand (page 16), share (page 18), and be polite (page 20). Discuss how these details are all rules we follow as we show good manners in school.

- **MODEL:** How you think through the first part of the text with a think-aloud. **THINK ALOUD:** After reading page six say: I read the detail that one way to show manners is to pay attention to teacher’s directions. Give me a thumbs up if you heard that detail. Let’s reread this page. (Reread page 6.) We can add the detail *pay attention* to our web. This is a way to show good manners in school.
- **OPPORTUNITY FOR DIFFERENTIATION** (depending on the needs of your class): You can keep this lesson highly scaffolded by completing teacher think alouds after every section of text or if the kids seem to be understanding you can start to let them take over the task towards the end of the text.
- **To Conclude Say:**
Today we paid attention to important/key details in the book. We stopped in some places and kept track of different manners we use in school that were listed in the book. That helped us understand/think about: 1. What the book was about and 2. How using manners shows respect.
- Then give AP #1.

AP #1:

How do good readers identify key details in a text?

Formative Assessment: Have the students role play/model appropriate behavior during the following scenarios (details from the text). State the following details one at a time. Look to see if the kids are able to successfully model/act out the details from the text. After kids respond about the first detail listed below, give them immediate feedback by referring to the place in the text that those manners were discussed, and pointing to the notes you took on the web. Repeat this process by going back to the text and web to confirm their understandings about the details.

- ✓ You have a question, what should you do? (students should raise their hand)
- ✓ We have a guest reader in our classroom, how should you show you are listening? (pay attention)
- ✓ It is time to leave our classroom, how should we get in line? (stay in line and quiet voice)
- ✓ We are finished coloring, what should you do with your crayons? (clean up area)

Instructional Chunk #2 (20min):

- Re-Read the story, *Manners at School* by Carrie Finn stopping on each page to review good manners used in school.
- Set up a purpose for reading:
- Say:
We are going to read our book *Manners at School* again. When we read it yesterday, we paid attention to all the details/manners that the author shared with us. Today, we are going to discuss how key details help us determine the main topic of a text.
- Revisit the list of key details from the text, compiled in instructional chunk #1, making sure students understand that these details came from the text. ([Appendix 13](#))
- Say:
Yesterday we made a list of key details from the text. Let’s review this list.
- Say:
The “main topic” of the text is what the text is mainly about. Key details help us identify

the main topic of the text.

- Read the following choices for the main topic of the text. Have students show a thumb up/down if they agree/disagree that it is the main topic of *Manners at School*.
 - ✓ This story is mainly about animals on a farm.
 - ✓ This story is mainly about riding a spaceship to the moon.
 - ✓ This story is mainly about how to use good manners to show respect at school.
- Say:
This story is mainly about animals on a farm. Pause while students respond with a thumb up or thumb down.
- Say:
I see a lot of students with a thumb down. You're right! We did not read any details about animals. We did not read any details about a farm. The main topic of this story was not about animals on a farm.
- Say:
This story is mainly about riding a spaceship to the moon. Pause while students respond with a thumb up or thumb down.
- Say:
I see a lot of students with a thumb down. You're right! We did not read any details about spaceships. We did not read any details about a moon. The main topic of this story was not about a spaceship on the moon.
- Say:
This story is mainly about how to use good manners to show respect at school. Pause while students respond with a thumb up or a thumb down.
- Say:
I see a lot of students with their thumb up. You're right! We read a lot of details about manners. The main topic of this story was about using good manners to show respect at school.
- Say:
- Today we re-read a book we already read so that we could use the key details we read to determine the main topic of the text. Yesterday, we just kept track of all the details. This is something readers do when they read books, and it helps them understand what the text is mainly about. You can do this when you read.
- Then give AP #2.

AP #2:

I can use key details to identify the main topic of a text.

Formative Assessment: To check for understanding of main topic, revisit the book *Know and Follow Rules* by Cheri J Meiners from lesson 1. Read the following choices for the main topic of the text. Have students show a thumbs up/down if they agree/disagree that it is the main topic of *Know and Follow Rules*.

- ✓ This story is mainly about eating lunch in the cafeteria.
- ✓ This story is mainly about following rules at school.
- ✓ This story is mainly about going to the park.

As students respond be aware of their responses. If you see a lot of students responding with a

thumb up for eating lunch in the cafeteria or for going to the park, then you might want to revisit the list of key details again. If you only have a few students respond this way, then you could pull a small group for further remediation.

Instructional Chunk #3 (30 min):

- Say:
We are going to spend some more time learning about respect and how to show respect for others' things. We are going to talk about why it is important to show respect for others' things, and HOW we can show respect for others' things. This is an important idea to understand at home, in school, and in our country. To do this we will read and listen to a book about how we can show respect for others' things called, *Respect and Take Care of Things*.
- Say:
- To understand this book, it is important to think about rules that we have that help us understand why we should respect others' property. I want you to turn and talk to someone next to you about how you can respect others' things. Tell your partner something you know about respecting others' things.
- Have kids engage in the Think-Pair-Share strategy.
- MODELING and SCAFFOLDING can be provided.
- **MODEL:** To review this strategy from the previous lesson, model how to Think-Pair-Share with a partner before asking the kids to do this. Say: Watch while I Think-Pair-Share with _____. (Choose another adult in the room to model this behavior or a student if no adult is available. **THINK ALOUD:** Say something like – “One way to show respect for someone else’s property is to be very careful with it.”)
- **SCAFFOLD:** As the students engage in the Think-Pair-Share, the teacher will move around the carpet area and listen in to the conversations. The teacher will provide support during these conversations when needed by offering prompts such as: “Should we color on someone else’s toy?,” “Is it ok to break someone’s toy?,” “Should we just take something away from our friends or should we ask?,” etc. This will get kids to successfully give examples of showing respect for others’ property.
- When kids are done discussing, have them give an example of how they can show respect for someone else’s property to the group.
- Say:
- As I read this book to you, pay attention to how we can show respect to others’ property at school.
- Read Aloud: *Respect and Take Care of Things* by Cheri J. Meiners and as a class make a list of classroom expectations about how we will respect others’ property in our classroom. Use key details from the text when making the list. Use student friendly language that is short and specific. Students will be using this list during formative assessment #3. This activity can be done over a period of days if you choose to focus on specific areas of your classroom such as how to respect center materials, how to respect closet property, how to respect table materials, etc.)
(See [Appendix 14](#).)
- Stop after reading each chunk of text that describes someone showing respect to someone else’s property (key detail) and talk about what they are doing. Details include: put things away (page 3-7), don’t waste (page 12-13), be careful (page 16-17), recycle (page 22-23),

and ask first (25-26).

- **MODEL:** How you think through the first part of the text with a think-aloud. **THINK ALOUD:** After reading pages 3-7 say: We just read that you can be respectful of other's property by putting things away where they belong. This is a detail about respecting property. Let's add this to our list.
- **OPPORTUNITY FOR DIFFERENTIATION** (depending on the needs of your class): You can keep this lesson highly scaffolded by completing teacher think alouds after every section of text or if the kids seem to be understanding you can start to let them take over the task towards the end of the text.
- **To Conclude Say:**
Today we paid attention to important/key details in the book. We stopped in some places and kept track of different ways to respect property. That helped us understand/think the text.
- Then give AP #3.

AP #3:

I can identify the main topic and key details of a text.

Formative Assessment: Model for students how they can look at the text or anchor charts to help them select an idea and draw and write about their idea. Give students a blank piece of paper. Have students draw and write about a way that you can show respect to someone else or their property. Teacher conferencing may be needed.

- **DIFFERENTIATION:** Allow for differentiated responses in the written product. In Kindergarten students are just beginning to write so any of the following response types are acceptable as long as students have correctly identified a detail from the text:
 - ✓ Picture only with teacher transcription
 - ✓ Picture with beginning consonants only
 - ✓ Picture dominant consonants only
 - ✓ Picture with semi-phonetic, phonetic, or conventional writing
- **SCAFFOLDING:** Teacher can provide support to students as they write in the following ways:
 - ✓ Teacher transcription
 - ✓ Providing alphabet cards with pictures for each letter
 - ✓ Assistance segmenting the sounds in words
 - ✓ Assistance with letter formation
 - ✓ Providing a paper with the sentence stem "A rule I follow at school is _____."

Use rubric ([Appendix 9](#)) and provided anchor papers ([Appendix 15](#)) to measure performance on this task.

Formative Assessments:

Formative Assessment #1: Have student's role play/model appropriate behavior during the following scenarios.

Formative Assessment #2: Thumb up/thumb down for agree/disagree response

Formative Assessment #3: Draw and write about a detail.



Text Complexity Analysis of *Manners at School* (title) by Carrie Finn (author)

Qualitative Measures

Meaning/Purpose: (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

This book teaches children basic manners at school and why they matter. The purpose of the text is explicitly stated. The book has a narrow focus. The text is clear and concrete.

Text Structure: (Describe the structure, organization, and other features of the text.)

Connections between ideas are clear. Pictures closely match the text and thus support the readers' understanding of the text.

Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

These are basic sentence structures with primary vocabulary.

Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.)

No prior knowledge needed. Teacher will provide scaffolding throughout read aloud.

Text Description

Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.): Text is fiction: an informational, fiction story.

Quantitative Measure

Lexile and/or other Quantitative Measure of the Text, including length:
23 pages
Lexile: 520

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

Potential Challenges this Text Poses (both knowledge and skill level challenges):

Knowledge/background challenges:
No prior knowledge needed. Teacher will provide scaffolding throughout read aloud by modeling and thinking aloud.

Skills needed for comprehension:
Teacher will provide scaffolding throughout read aloud.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CC.K.RI.1- key details
CC.K.RI.2- main topic
CC.K.RI.4- unknown word
CC.K.SL.1- collaborative conversations

Differentiation/Supports for Students:

Modeling, scaffolding, think alouds



Text Complexity Analysis of *Know and Follow Rules* (title) by Cheri J. Meiners (author)

Qualitative Measures

Meaning/Purpose: (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

This book teaches children basic rules and why they matter: because they help us learn, stay safe, be fair, and get along. The purpose of the text is explicitly stated. The book has a narrow focus. The text is clear and concrete.

Text Structure: (Describe the structure, organization, and other features of the text.)

Connections between ideas are clear. Pictures closely match the text and thus support the readers' understanding of the text.

Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

These are basic sentence structures with primary vocabulary. Vocabulary is familiar with no?/few? content specific words.

Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.)

No prior knowledge needed. Teacher will provide scaffolding throughout read aloud.

Text Description

Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.): Text is fiction: an informational, fiction story. (Some people call this narrative non-fiction.)

Quantitative Measure

Lexile and/or other Quantitative Measure of the Text, including length:

32 pages

Reading Level: Grade 1

Interest Level: ages 4-8

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

Potential Challenges this Text Poses (both knowledge and skill level challenges):

Knowledge/background challenges:

No prior knowledge needed. Teacher will provide scaffolding throughout read aloud by modeling and thinking aloud.

Skills needed for comprehension:

Teacher will provide scaffolding throughout read aloud.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CC.K.RI.1- key details

CC.K.RI.4- unknown word

CC.K.SL.1- collaborative conversations

Differentiation/Supports for Students:

Modeling and scaffolding, think alouds



Text Complexity Analysis of *Respect and Take Care of Things* (title) by Cheri J. Meiners (author)

Qualitative Measures

Meaning/Purpose: (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

This book teaches children about respect, responsibility, and stewardship. Students will learn to pick up after themselves, put things back where they belong, ask permission to use other people's things, and practice basic environmental awareness. The purpose of the text is explicitly stated. The book has a narrow focus. The text is clear and concrete.

Text Structure: (Describe the structure, organization, and other features of the text.)

Connections between ideas are clear. Pictures closely match the text and thus support the readers' understanding of the text.

Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

These are basic sentence structures with primary vocabulary.

Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.)

No prior knowledge needed. Teacher will provide scaffolding throughout read aloud.

Text Description

Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.): Text is fiction: an informational, fiction story.

Quantitative Measure

Lexile and/or other Quantitative Measure of the Text, including length:

31 pages

Reading Level: Grade 1

Interest Level: ages 4-8

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

Potential Challenges this Text Poses (both knowledge and skill level challenges):

Knowledge/background challenges:

No prior knowledge needed. Teacher will provide scaffolding throughout read aloud by modeling and thinking aloud.

Skills needed for comprehension:

Teacher will provide scaffolding throughout read aloud.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CC.K.RI.1- key details

CC.K.RI.2- main topic

CC.K.RI.4- unknown word

CC.K.SL.1- collaborative conversations

Differentiation/Supports for Students:

Modeling, scaffolding, think alouds

Appendix 9

Conventions of Writing Developmental Scale

Name: _____ Date: _____

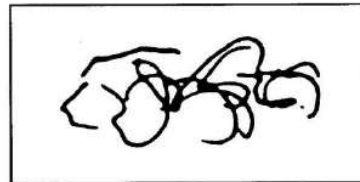
Level: _____

RECORD THE HIGHEST LEVEL AT WHICH MORE THAN HALF OF THE DESCRIPTORS APPLY TO A WRITING SAMPLE OR COLLECTION OF A CHILD'S WRITING. REFER TO THE ANCHOR PAPERS FOR EXAMPLES OF WRITING AT EACH LEVEL.

Anchor Papers

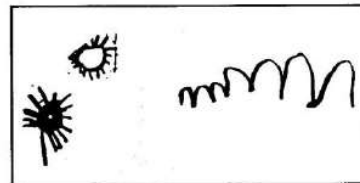
Level 1—Emerging

_____ Makes uncontrolled or unidentifiable scribbling



Level 2—Pictorial

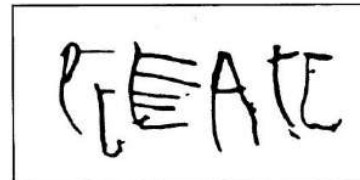
- _____ Imitates writing
- _____ Draws somewhat recognizable picture
- _____ Tells about picture



The flower is growing.

Level 3—Precommunicative

- _____ Writes to convey a message; attempts to read it back
- _____ Uses letter-like forms and/or random letter strings
- _____ Prints own name or occasional known word



There are webs in Spidertown.

Level 4—Semiphonetic

- _____ Correctly uses some letters to match sounds
- _____ May use one beginning letter to write a word
- _____ Usually writes left to right (may reverse some letters)



I have a goldfish called Arielle.

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Conventions of Writing Developmental Scale (continued)

Level 5—Phonetic

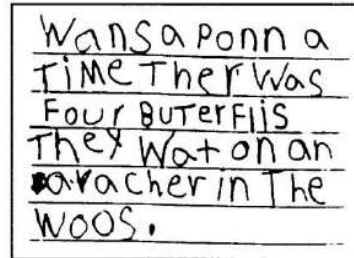
- _____ Represents beginning and ending consonant sounds
- _____ Spells some high-frequency words correctly in sentences
- _____ Includes some vowels (often not correct ones)
- _____ Writes one or more sentences



I found a lamp and a genie came out.

Level 6—Transitional

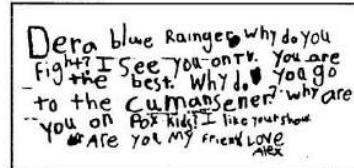
- _____ Correctly spells many high-frequency words in sentences
- _____ Uses vowels in most syllables (may not be correct ones)
- _____ Begins to use simple punctuation (periods, question marks—may not be correct)
- _____ Writes more than one sentence



Once upon a time, there was (were) four butterflies. They went on an adventure in the woods.

Level 7—Conventional

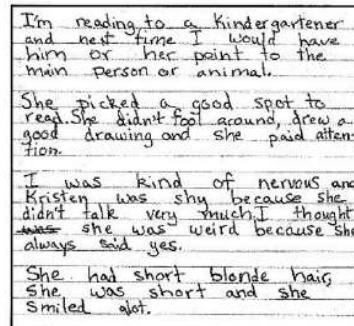
- _____ Correctly spells most high-frequency words (more than one sentence)
- _____ Uses larger correctly spelled vocabulary; may use phonetic spelling for advanced words
- _____ Uses more complex and varied sentence structure; capitalizes beginning word in sentence; uses lowercase appropriately
- _____ Usually uses periods and question marks correctly
- _____ Spaces words correctly



Dear Blue Ranger,
Why do you fight? I see you on TV. You are the best. Why do you go to the command center? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex

Level 8—Advanced

- _____ Has accumulated a rich body of written vocabulary
- _____ Uses advanced print conventions accurately (quotation marks, commas, apostrophes)
- _____ Organizes writing into appropriate paragraphs



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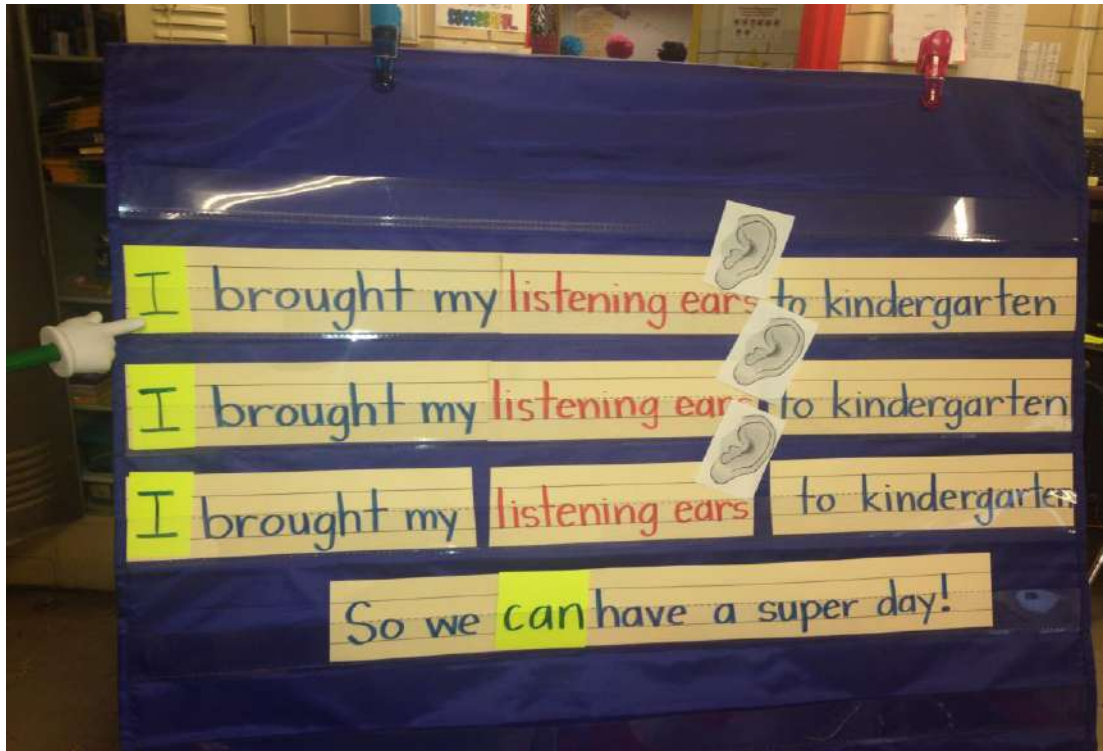
Appendix: Reproducibles 177

Appendix 11

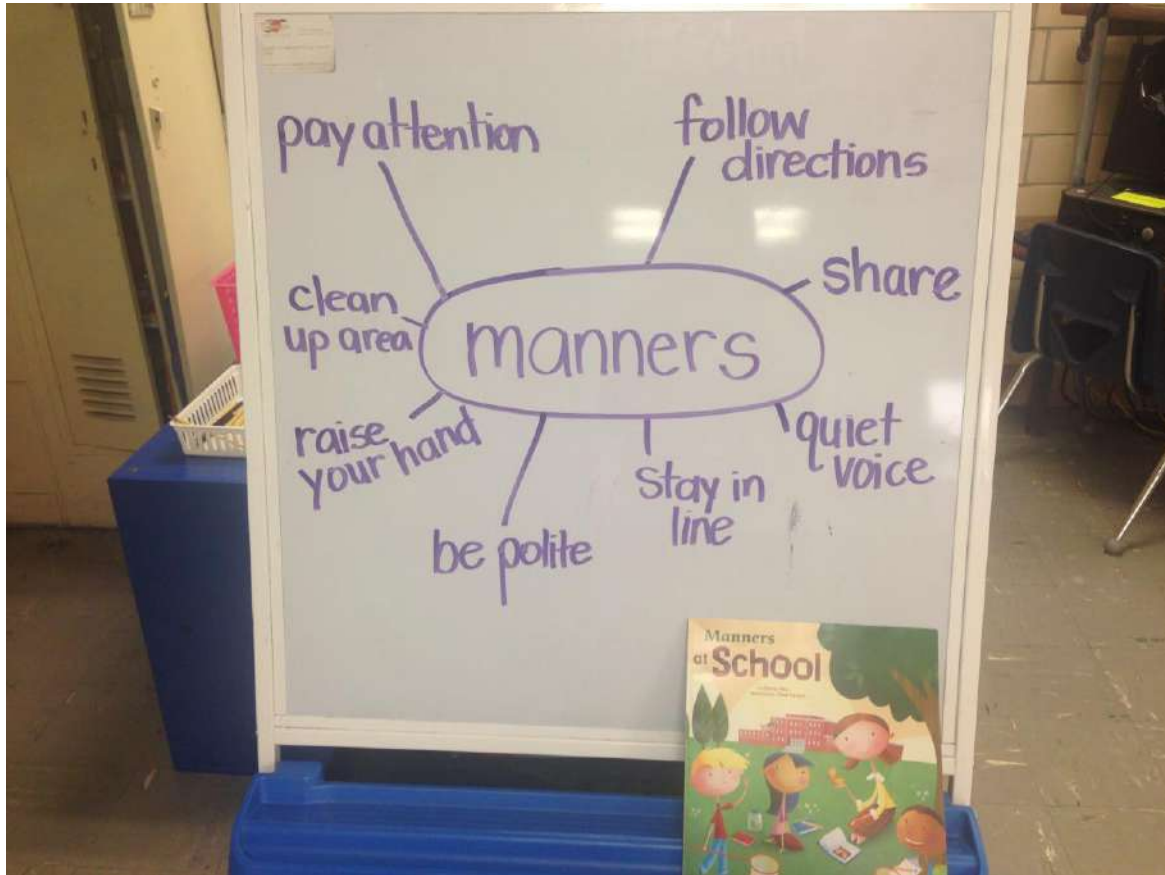
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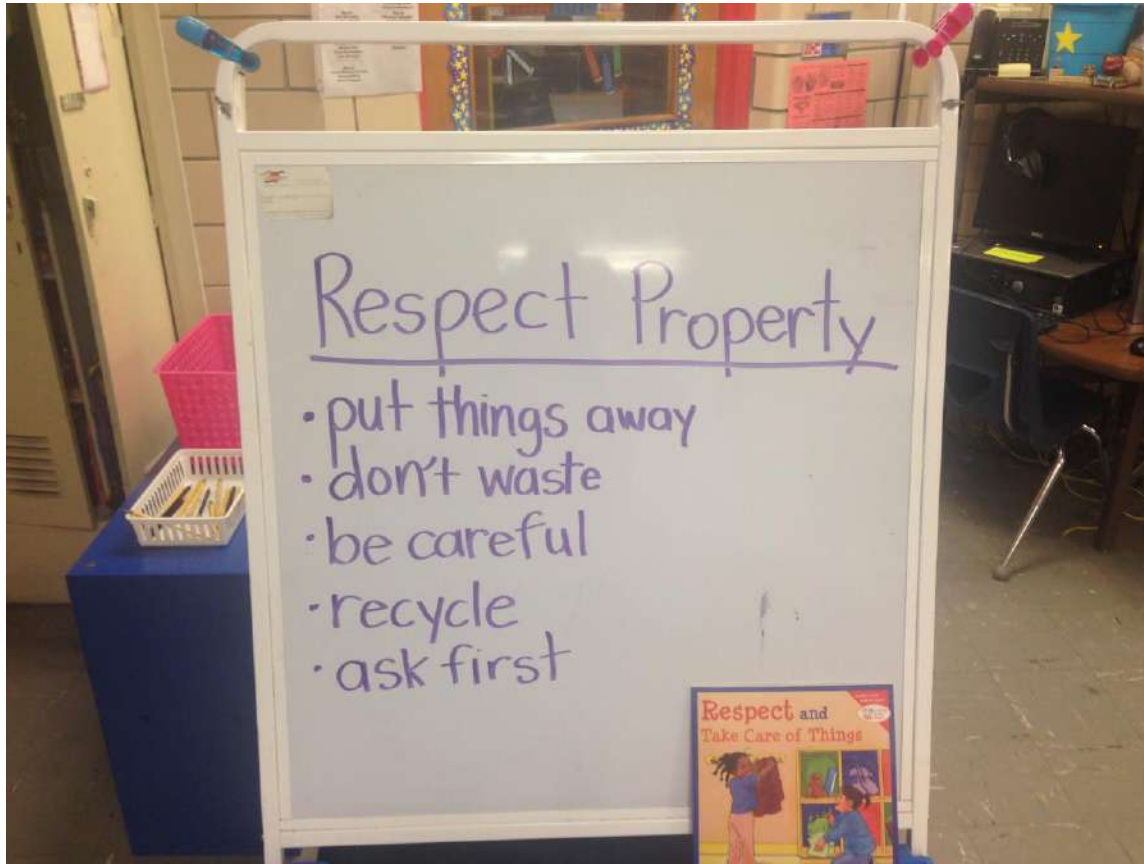
Appendix 12



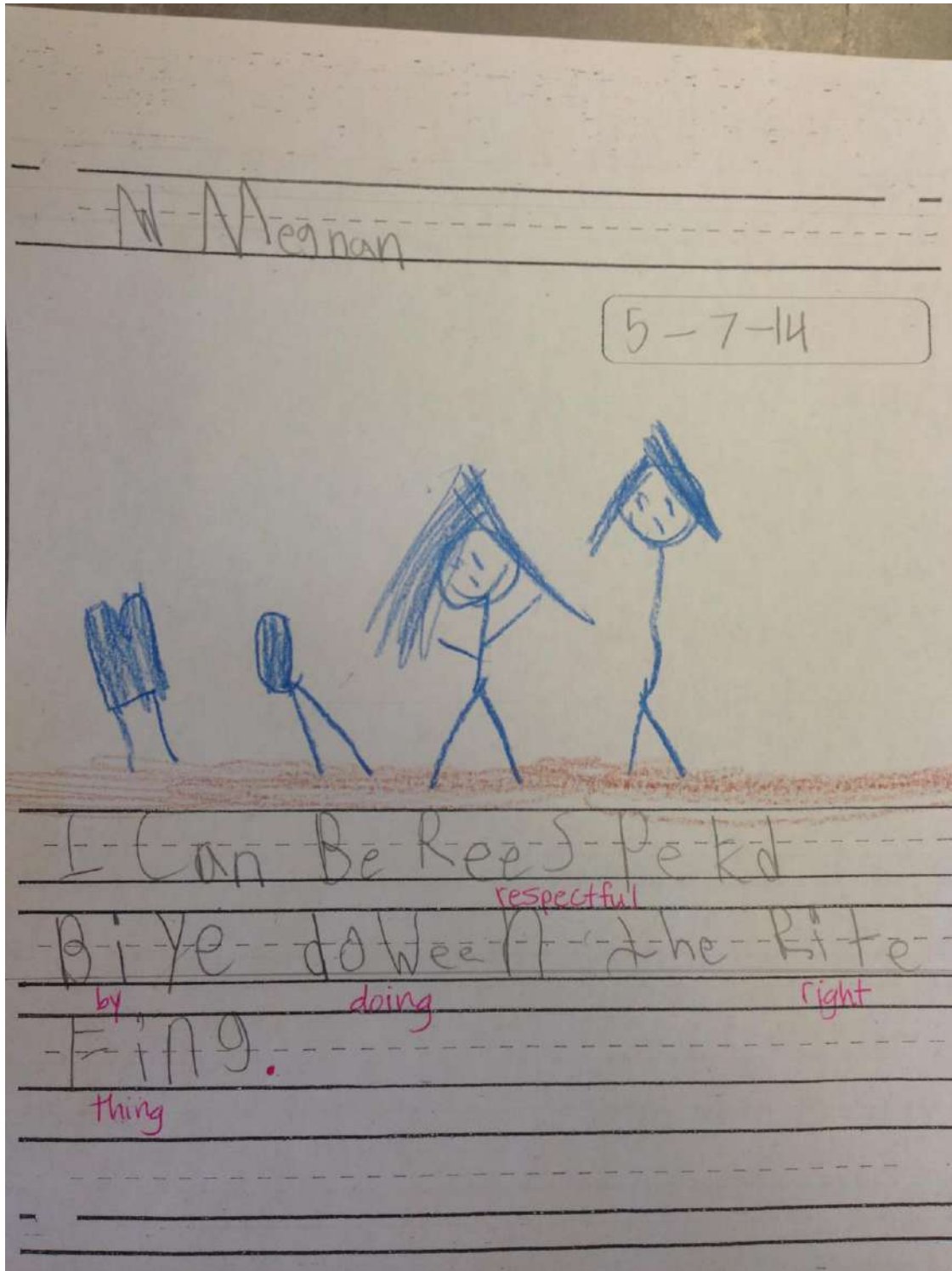
Appendix 13



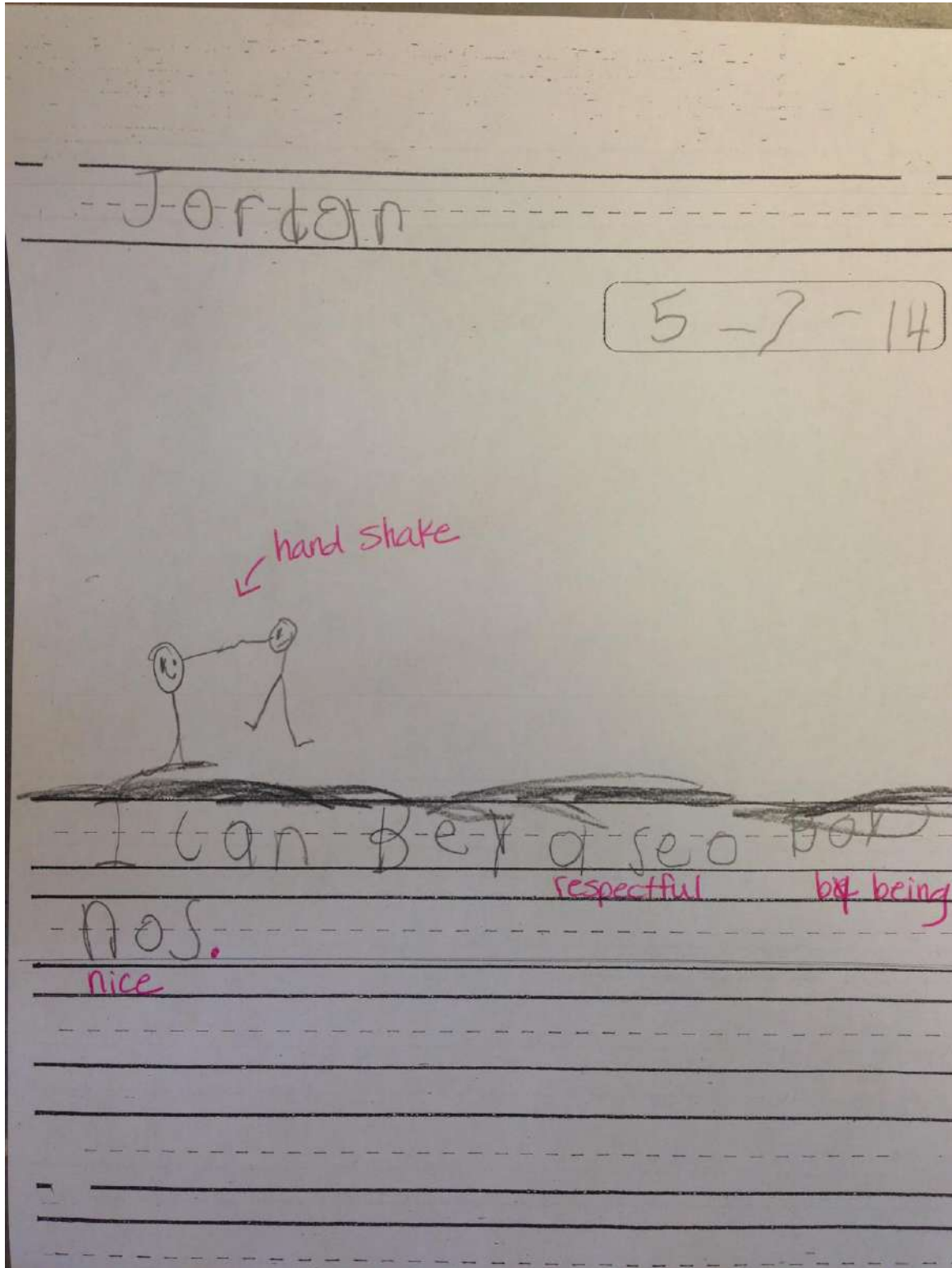
Appendix 14



Appendix 15



Appendix 15-2



Pre-requisite Standards: N/A (this lesson is meant to be taught at the beginning of kindergarten, therefore no prior standards have been taught)

Essential Questions:

How do good citizens show respect to others?

How do good readers answer questions about key details in a text?

How do good readers identify the main topic and key details of a text?

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: How do good readers identify the main topic and key details in a text?

Assessment Prompt 2: How do good writers use drawing and writing to supply information about the topic?

Standards:

CC.K.RI.1- With prompting and support, ask and answer questions about key details in a text.

CC.K.RI.2- With prompting and support, identify the main topic and retell key details of a text.

CC.K.RI.4- With prompting and support, ask and answer question about unknown words in a text.

CC.K.W.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CC.K.W.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CC.K.SL.1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

c. Follow agreed-upon rules for discussions

CC.K.SL.6- Speak audibly and express thoughts, feelings, and ideas clearly.

Civics Standard 2: K-3a- Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

Activating Strategies:

- Say: We have been learning about main topic and key details. The main topic of a text is what the text is mainly about. Details that we read and see help us identify the main topic.
- Show students the cover of a familiar kindergarten book (one you have recently read within your reading curriculum, read alouds, etc.) and state either a correct or incorrect main topic for that text.
- Have all students respond with a thumb up/down if they agree/disagree that the main topic you stated could be the main topic of that text.
- You can repeat this with additional texts if you would like.
- For example: Show students the story *The Three Little Pigs*.
- Say: Give me a thumb up if you thought the main topic of this story was about three boys that played baseball. I see a lot of thumbs down. Great job! We did not read any details about boys or baseball.
- Say: Give me a thumb up if you thought the main topic of this story was about three pigs who built houses. I see a lot of thumbs up. Great job! We read a lot of details about the pigs and the materials they used to build their houses.

Key vocabulary to preview:

Domain Vocabulary: *share, divide, imagine, trading*

Instructional Vocabulary: *details, main topic*

Teaching Strategies:

Teacher read aloud, whole group discussion, singing/shared reading, main topic/detail graphic organizer (list), sentence stem

Materials Needed:

(Preparation Before the Lesson)

- Activating Strategy:
 - ✓ Familiar kindergarten text (1 or 2)
 - Instructional Chunk #1:
 - ✓ Obtain the book *Share and Take Turns* by Cheri J. Meiners
 - ✓ Have chart paper ready to compile list of key details from the text. (See [Appendix 16](#) for a model of what this will look like AFTER completing with the kids.)
 - ✓ Markers for writing list
 - Instructional Chunk #2:
 - ✓ *Share and Take Turns* by Cheri J. Meiners
 - ✓ Key detail list created during instructional chunk #1
 - ✓ Have chart paper ready to create a list of things we can share in the classroom (See [Appendix 17](#) for a model of what this will look like AFTER completing with the kids.)
 - ✓ Blank paper for writing
 - ✓ Print and copy rubric for scoring AP #3. ([Appendix 9](#))
 - ✓ Print anchor papers for reference when scoring AP #3. ([Appendix 18](#))
-

Instructional Chunk #1 (20 min):

- Say: We are going to spend some more time learning about respect and sharing. We are going to talk about why it is important to share. This is an important idea to understand at home and in school. To do this we will read and listen to a book about how we can share and take turns. The first book we are going to read is called, *Share and Take Turns*.
- Say: To understand this book, it is important to think about ways we can share. I want you to turn and talk to someone next to you about “sharing”. Tell your partner something you know about sharing.
- Have kids engage in the Think-Pair-Share strategy.
- MODELING and SCAFFOLDING can be provided.
- **MODEL:** To review this strategy from the previous lesson, model how to Think-Pair-Share with a partner before asking the kids to do this.
- Say: Watch while I Think-Pair-Share with _____. (Choose another adult in the room to model this behavior or a student if no adult is available. **THINK ALOUD:** Say something like – “One way I can share is by letting my friend play with my toy.”
- **SCAFFOLD:** As the students engage in the Think-Pair-Share, the teacher will move around the carpet area and listen in to the conversations. The teacher will provide support during these conversations when needed by offering prompts such as “if you want something at the same time as someone else what can you do,” “what if there is only one doll and two friends want to play

with it“, “if I am playing with a lot get of blocks what could I do,” etc. that will kids to successfully give examples of sharing.

- When kids are done discussing, have them give an example of how they can share.
- Say: As I read this book to you, pay attention to how we can share at school.
- Read Aloud: *Share and Take Turns* by Cheri J. Meiners and as a class develop an untitled list of key details from the text (about sharing). (See [Appendix 15](#) as an example)
- Stop after reading each chunk of text that describes someone sharing (key detail) and talk about what they are doing. Details include divide things (page 5), use things together (page 6), trading (page 8), taking turns (page 10), and help someone (page 15). Discuss how these details are all ways to share in school.
- **MODEL:** How you think through the first part of the text with a think-aloud. **THINK ALOUD:** After reading page five say: I read the detail that we can share by *dividing* things. Note: Be sure students understand the term “dividing”. **SAY:** Does anyone know what it means to divide a group of things or something up? - or – Just tell the students the meaning if you think no one will know. **SAY:** When the author says “divide up” she means give the same amount to everyone in the group. Consider demonstrating with chips, counters, or objects of some kind. Give me a thumb up if you heard that detail. Let’s reread this page. (Reread page 5 to the students) We can add the detail divide things to our list. This is a way we can share our materials.
- Say: Let’s review our list of key details. Remember key details tell us about our main topic. Our key details include divide things, use things together, trading, taking turns, and helping someone. All these details are ways we can what _____? Allow for students responses.
- As students give responses, turn to the class and ask for a thumb up/thumb down to see if they agree with the student response. Teacher should be looking for correct/incorrect responses from student. (Note: This is your AP #1 so make sure that you watch student responses and note children who are successful with this task, and/or students that need additional support/instruction to achieve this skill.) Scaffold as needed by revisiting the book.
- Say: So could we say that our main topic from our text is sharing? Allow students to respond (yes)
- Say: Yes, all of these details are about sharing.
- **OPPORTUNITY FOR DIFFERENTIATION** (depending on the needs of your class): You can keep this lesson highly scaffolded by completing teacher think alouds after every section of text or if the kids seem to be understanding you can start to let them take over the task towards the end of the text.
- To Conclude Say: Today we paid attention to important/key details in the book. We stopped in some places and kept track of different ways to share and take turns in school that were listed in the book. That helped us understand/think about 1. What the book was about and 2. How to share. We were also able to identify the main topic of the text.

AP #1:

How do good readers identify the main topic and key details in a text?

Formative Assessment: Informal observation through a thumb up/down response when students are sharing their ideas for a main topic title (during instructional chunk #1). Discuss why students agree/disagree.

Instructional Chunk #2 (20 min):

- Say:
We are going to reread the story, *Share and Take Turns* by Cheri J. Meiners. Remember yesterday we made a list of key details and decided the main topic was sharing.
- Revisit the main topic and list of key details from the text.
- Say:
Today we are going to write about different things in the classroom we could share. We need to make another list of different things we could share in the classroom.
- Create list and draw pictures next to the words so that students have a visual. (see [Appendix 17](#) for a completed example)
- Have students complete the sentence stem “I can share” by spelling these words phonetically and filling in the blank using the list created. Cover the words on the list so that only the pictures are showing for the students to look at. This way the students can phonetically spell these words as well. (Note: This will be AP #2)
- **SCAFFOLD:** Refer students to alphabet picture cards ([Appendix 6](#)) for help with phonetic spelling.
- **DIFFERENTIATION:** Provide a written sentence stem for students that are unable to write it themselves.
- Say:
You will need to complete this sentence using the list we created. You will choose one thing you can share in the classroom to complete the sentence.
- Say:
When you are finished, you will draw a picture to go with your writing.
- Have students illustrate their writing.
- When finished, summarize the lesson by having students share their writing.
- Compile writings into a class book!

AP #2:

How do good writers use drawing and writing to supply information about the topic?

Formative Assessment: See anchor papers ([Appendix 18](#)) for examples of student products for this instructional chunk. Students should include in their writing at least one text-based reason from *Share and Take Turns* as they complete the prompt.

Optional: Use the developmental rubric ([Appendix 9](#)) to assess student writing from instructional chunk #2 if you want to see where student writing is developmentally.

Formative Assessments:

Formative Assessment #1: Thumb up/down response.

Formative Assessment #2: Writing “I can share _____.”



Text Complexity Analysis of *Share and Take Turns* (title) by Cheri J. Meiners (author)

Qualitative Measures

Meaning/Purpose: (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

This book presents sharing as a positive choice, then describes four ways to share. It points out that sharing goes beyond things. The purpose of the text is explicitly stated. The book has a narrow focus. The text is clear and concrete.

Text Structure: (Describe the structure, organization, and other features of the text.)

Connections between ideas are clear. Pictures closely match the text and thus support the readers' understanding of the text.

Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

These are basic sentence structures with primary vocabulary.

Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.)

No prior knowledge needed. Teacher will provide scaffolding throughout read aloud.

Text Description

Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.): Text is fiction: an informational, fiction story.

Quantitative Measure

Lexile and/or other Quantitative Measure of the Text, including length:

31 pages

Reading Level: Grade 1

Interest Level: ages 4-8

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

Potential Challenges this Text Poses (both knowledge and skill level challenges):

Knowledge/background challenges:

No prior knowledge needed. Teacher will provide scaffolding throughout read aloud by modeling and thinking aloud.

Skills needed for comprehension:

Teacher will provide scaffolding throughout read aloud.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CC.K.RI.1- key details

CC.K.RI.2- main topic

CC.K.RI.4- unknown word

CC.K.SL.1- collaborative conversations

Differentiation/Supports for Students:

Modeling, scaffolding, think alouds

Appendix 9

Conventions of Writing Developmental Scale

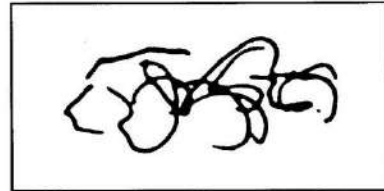
Name: _____ Date: _____
Level: _____

RECORD THE HIGHEST LEVEL AT WHICH MORE THAN HALF OF THE DESCRIPTORS APPLY TO A WRITING SAMPLE OR COLLECTION OF A CHILD'S WRITING. REFER TO THE ANCHOR PAPERS FOR EXAMPLES OF WRITING AT EACH LEVEL.

Anchor Papers

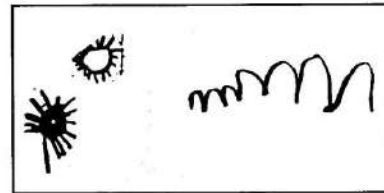
Level 1—Emerging

_____ Makes uncontrolled or unidentifiable scribbling



Level 2—Pictorial

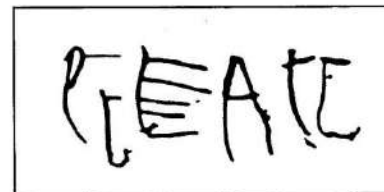
- _____ Imitates writing
- _____ Draws somewhat recognizable picture
- _____ Tells about picture



The flower is growing.

Level 3—Precommunicative

- _____ Writes to convey a message; attempts to read it back
- _____ Uses letter-like forms and/or random letter strings
- _____ Prints own name or occasional known word



There are webs in Spidertown.

Level 4—Semiphonetic

- _____ Correctly uses some letters to match sounds
- _____ May use one beginning letter to write a word
- _____ Usually writes left to right (may reverse some letters)



I have a goldfish called Arielle.

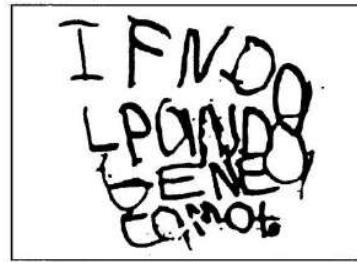
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Conventions of Writing Developmental Scale (continued)

Level 5—Phonetic

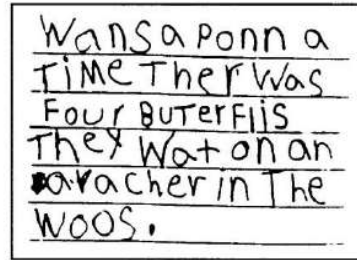
- _____ Represents beginning and ending consonant sounds
- _____ Spells some high-frequency words correctly in sentences
- _____ Includes some vowels (often not correct ones)
- _____ Writes one or more sentences



I found a lamp and a genie came out.

Level 6—Transitional

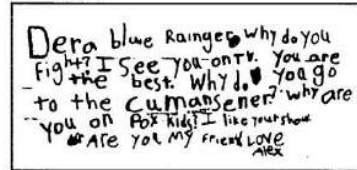
- _____ Correctly spells many high-frequency words in sentences
- _____ Uses vowels in most syllables (may not be correct ones)
- _____ Begins to use simple punctuation (periods, question marks—may not be correct)
- _____ Writes more than one sentence



Once upon a time, there was (were) four butterflies. They went on an adventure in the woods.

Level 7—Conventional

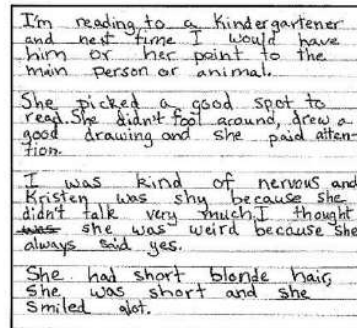
- _____ Correctly spells most high-frequency words (more than one sentence)
- _____ Uses larger correctly spelled vocabulary; may use phonetic spelling for advanced words
- _____ Uses more complex and varied sentence structure; capitalizes beginning word in sentence; uses lowercase appropriately
- _____ Usually uses periods and question marks correctly
- _____ Spaces words correctly



Dear Blue Ranger,
Why do you fight? I see you on TV. You are the best. Why do you go to the command center? Why are you on Fox Kids? I like your show. Are you my friend? Love, Alex

Level 8—Advanced

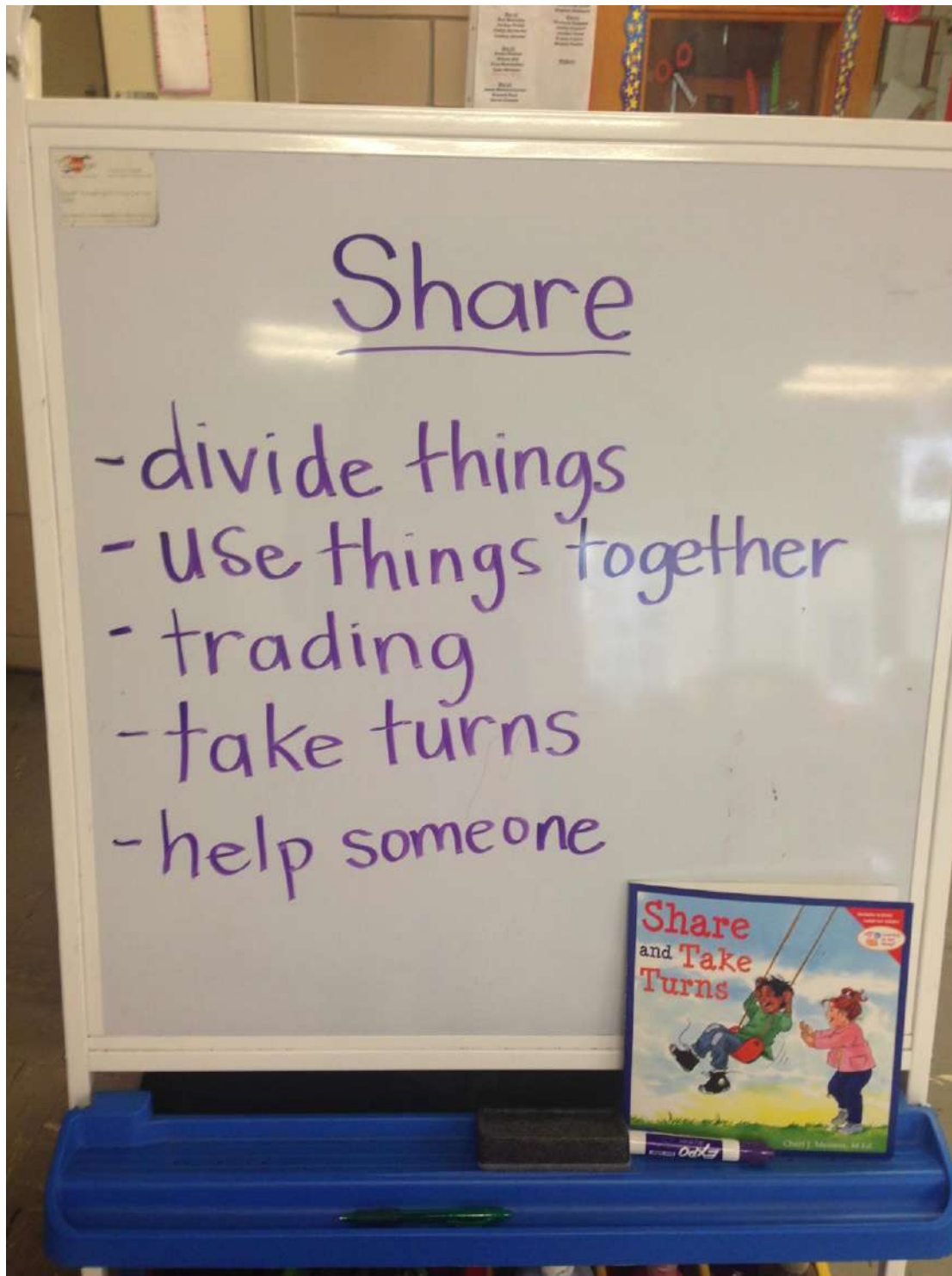
- _____ Has accumulated a rich body of written vocabulary
- _____ Uses advanced print conventions accurately (quotation marks, commas, apostrophes)
- _____ Organizes writing into appropriate paragraphs



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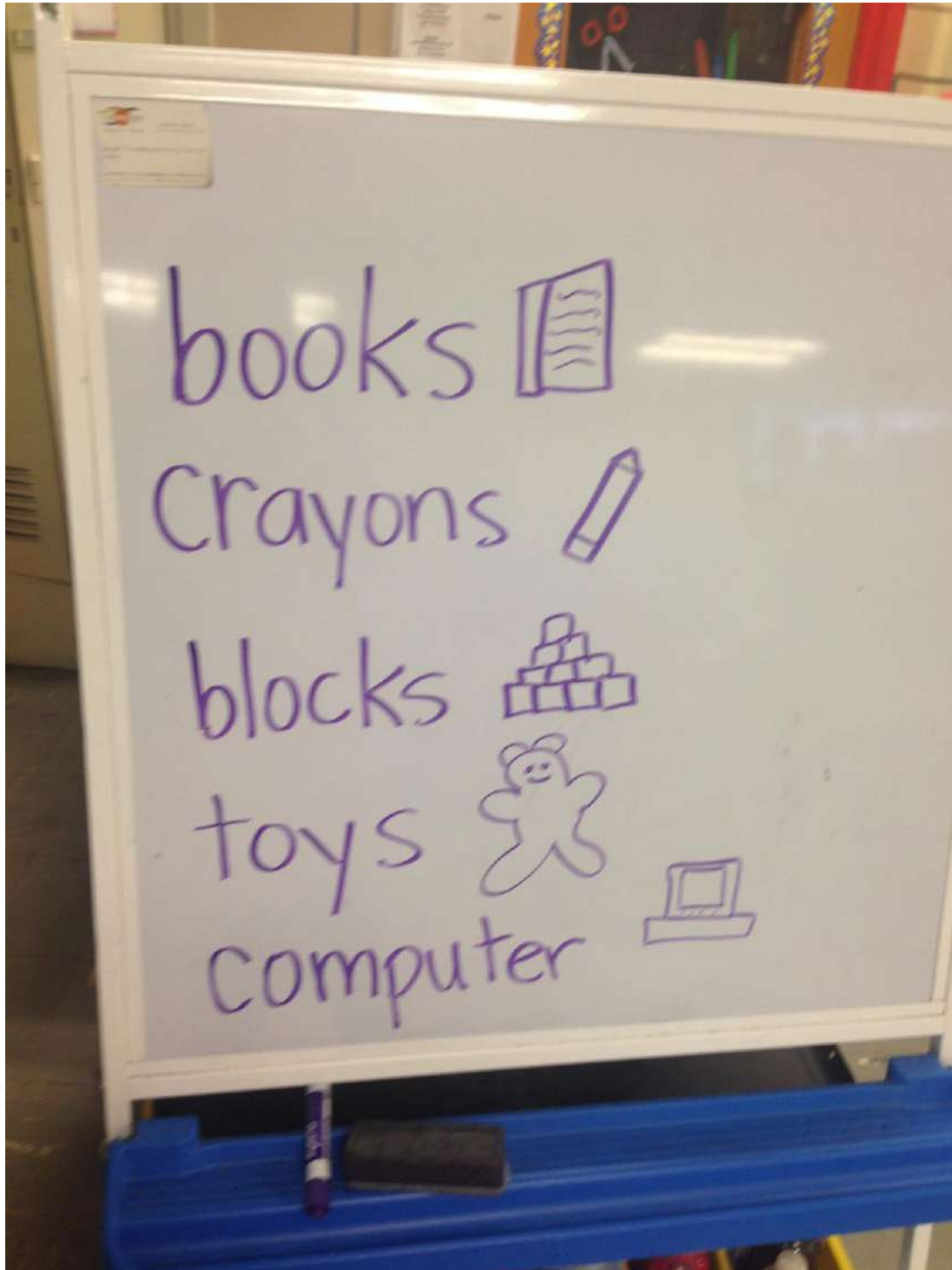
Appendix: Reproducibles 177

Appendix 16

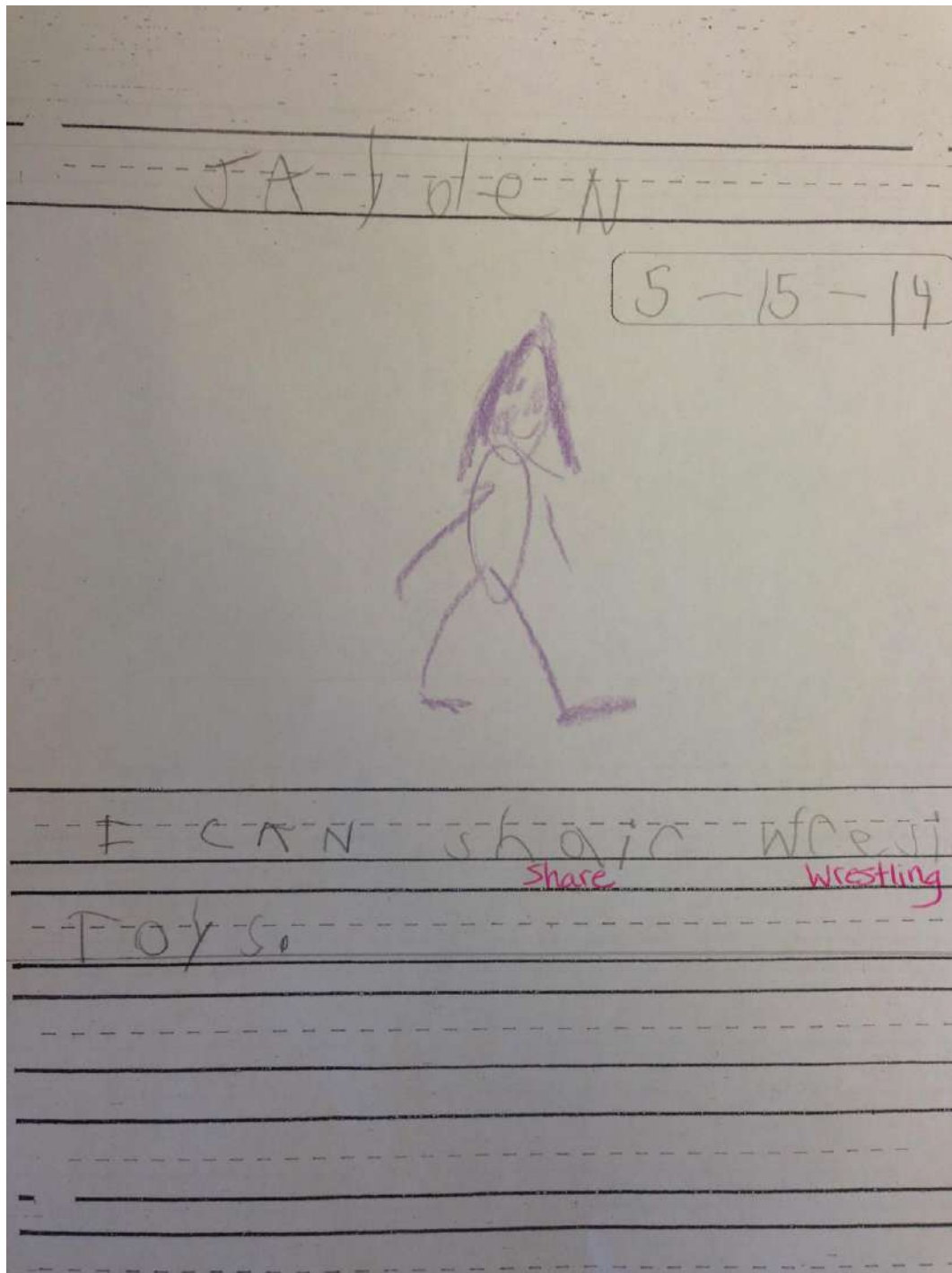


University of Delaware and the Delaware Department of Education, SPDG Grant #H323A070002-09, 2012. Lesson plan format adapted by A Thompson and A Lewis, based on Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)

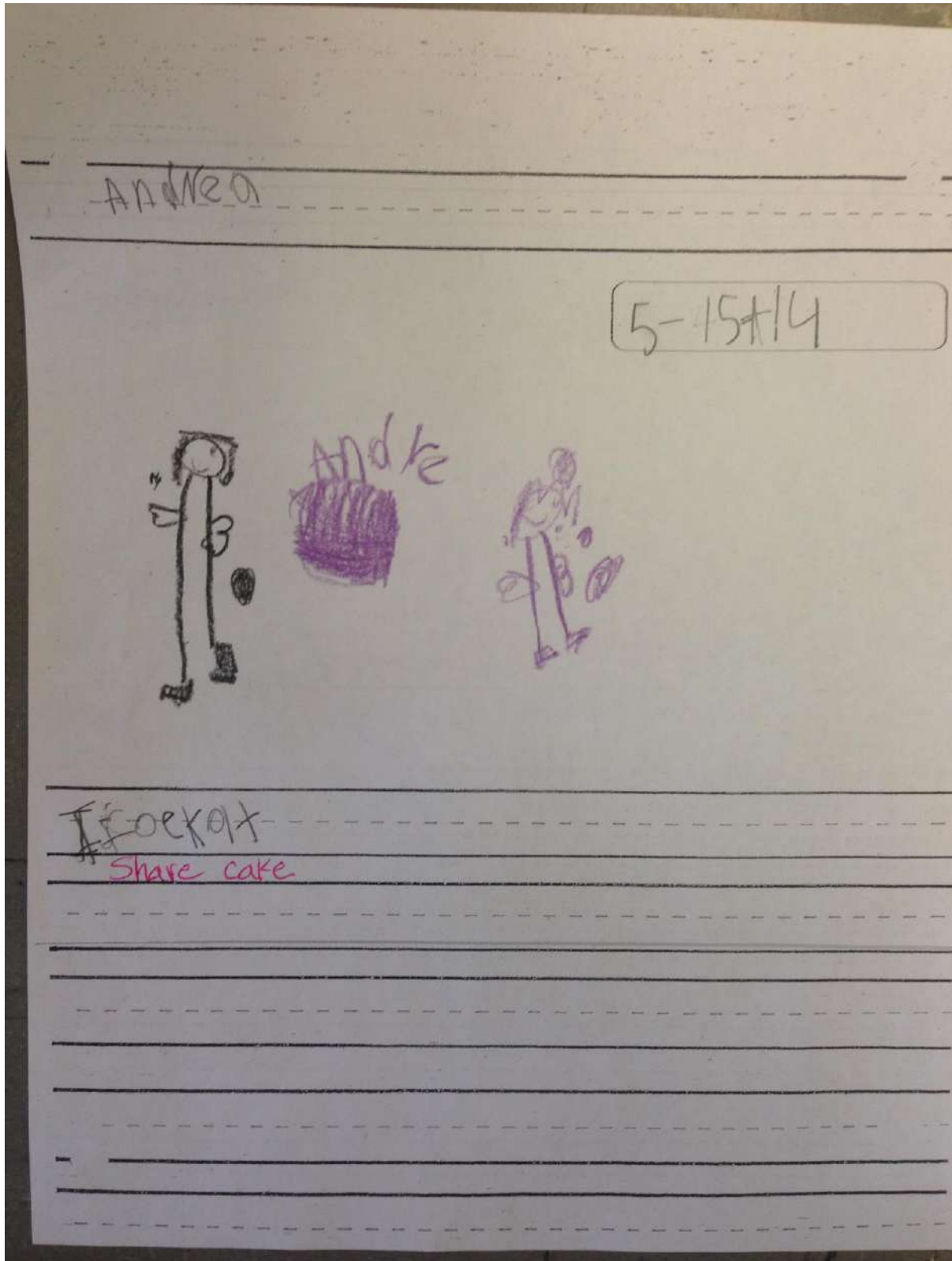
Appendix 17



Appendix 18



Appendix 18-2



Pre-requisite Standards: N/A (this lesson is meant to be taught at the beginning of kindergarten, therefore no prior standards have been taught)

Essential Questions:

How do good citizens work cooperatively in groups?

How do good readers answer questions about key details in a text?

How do good readers identify the main topic and key details of a text?

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: How do good readers identify the main topic and key details of a text?

Assessment Prompt 2: How do good writers use writing to supply information about the topic?

Standards:

CC.K.RI.1- With prompting and support, ask and answer questions about key details in a text.

CC.K.RI.2- With prompting and support, identify the main topic and retell key details of a text.

CC.K.RI.4- With prompting and support, ask and answer question about unknown words in a text.

CC.K.W.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CC.K.W.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CC.K.SL.1- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

d. Follow agreed-upon rules for discussions

CC.K.SL.6- Speak audibly and express thoughts, feelings, and ideas clearly.

Civics Standard 4: K-3a: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

Activating Strategies:

- Say:
 - *We have been learning about working together and showing respect to our friends and our materials. But I noticed that...* (here you can choose a class problem that has been present in your classroom such as books not being returned to bins, puzzle pieces left on the floor, art center being messy, lids not put on play doh, etc.)
- Say:
 - *We are going to work as a class to figure out how we can solve this problem. I want you to think about things that you think we can do to solve this problem.*
- Brainstorm ideas about how the class can work together to solve these classroom problems. As the children tell you the ideas, write them on a piece of chart paper in front of the children. Use this opportunity to have them help you sound out words. Emphasize the beginning sounds of the words as you write them. If appropriate, refer to the sight word wall to help spell any words that are there.
- Say:
 - *I am going to write our ideas on this paper. You can help me by telling me the letters when I say the sounds. You can also help by looking on the word wall if any of our words are there.*

Remember that each letter makes a sound and together they make the words we are writing and reading.

- Keep the list to refer back to at the end of this lesson.
- **MODEL:** As you write, model correct letter formation and correct sounds for letters. Also, model writing left to right and remind the children that each letter has a name. Say each letter name as you write.

Key vocabulary to preview:

Domain Vocabulary: *problem, solve*

Instructional Vocabulary: *details, main topic*

Teaching Strategies:

Teacher read aloud, whole group discussion, shared reading/finger play, main topic/detail graphic organizer (list)

Materials Needed:

(Preparation Before the Lesson)

- Activating Strategy:
 - ✓ Decide the classroom problem you are going to work to solve.
 - ✓ Have chart paper and markers ready to write the brainstormed list from the children. (For example, see [Appendix 19](#))
- Instructional Chunk #1
 - ✓ Obtain the book *Talk and Work it Out* by Cheri J. Meiners
 - ✓ Have chart paper and markers ready to write the list of key details from the text. (For example, see [Appendix 20](#))
 - ✓ Write the poem ([Appendix 21](#)) on chart paper. Be sure to highlight the action words (talk, listen, think, choose) so that they stand out. This can be done with colored markers or highlighter tape. Also add picture clues for each line (mouth, ear, brain, and hand – [Appendix 22](#))
 - ✓ Prepare the picture cards ([Appendix 23](#)) to use for formative assessment after Instructional Chunk #1.
- Instructional Chunk #2
 - ✓ Print and copy labeling worksheet ([Appendix 24](#))
 - ✓ Consider making a class size copy of the paper as an Anchor Chart to hang in your classroom.

Instructional Chunk #1 (45 min broken into 2 parts):

Part 1:

- Say:
We realized that we have a problem in our classroom with some of our materials. Today we are going to read a book that helps us work out problems together.
- Write the vocabulary words problem and solve on a chalkboard or whiteboard.
- Say:
These are words that talk about working things out together. Turn and talk to your neighbor about what “problem” means. Raise your hand and tell me what you think “problem” means.

Now turn and talk to your neighbor about what “solve” means. Raise your hand and tell me what you think “solve” means. As we read the book, Talk and Work It Out, I want you to think about what these words might mean. We will talk about their meanings when we finish the book. We will see if we were right.

- Modeling and Scaffolding can be provided.
- **MODEL:** Model how to turn and talk to your neighbor. Say: *Watch while I turn and talk with _____.* Use another adult if there is one in the room. If not, use a student. Say: *I know that we have talked about problems in our classroom. I think that is when something isn't going right.*
- **SCAFFOLD:** As the students are engaged in Turn and Talk, move about the room and listen to their discussion. Provide support if needed by saying things like, *“Do you know of any problems in our class?” “Have you even heard anyone talk about solving problems? Or solving a mystery?”*
- Say:
- *As we read, we are going to look for key details about how to solve problems. I will write the key details on this paper so that we can read and remember them.*
- Read Aloud: *Talk and Work it Out* by Cheri J. Meiners
- **MODEL:** As you read the text, model a Think Aloud. **THINK ALOUD:** After page 5, stop and say: *I read that I can choose to work things out. Show me with your thumb if you heard that idea. Let's reread this page. (Reread page 5) I think that is one way to solve a problem so I am going to write it on this list.*

As you do this, MODEL how to stretch out each word to hear the beginning or dominant sounds, filling in other hard to hear or difficult sounds without comment. SCAFFOLD student ability to do this by making links to known words or resources in the classroom (for example, students' names or alphabet picture cards posted in the room. ([Appendix 6](#)))

- As you read, pause at the end of each page to compile a list of key details (ways to solve problems) from the text. (example: take a minute to think about, talk about the problem, be polite and friendly, ask a grown up to help, etc.) (For examples, see [Appendix 20](#).)
- **OPPORTUNITY FOR DIFFERENTIATION:** (depending on the needs of your class) You can keep this lesson high scaffolded by completing teacher think alouds at the end of each page or if the children seem to understand, you can gradually allow them to take over.
- Say:
Remember that the “main topic” of the text is what the text is mainly about. Key details help us figure out the “main topic” of the text.
- When you have finished reading, review the list of key details.
- Say:
I am going to reread our list of details from the book. Listen to what we wrote. What did we make a list of? (ways to solve problems) What is the main topic of the text? (ways to solve problems)
- Show the vocabulary words “problem” and “solve” again.
- Say:
- *Now that we read our book, I think you might have a good idea about what “problem” and “solve” mean. Turn and talk to your neighbor about the meaning of our words. Then point to the vocabulary words “problem” and “solve” again where you wrote them on the board. Now raise your hand if you can tell me what problem means. Now raise your hand if you can tell me*

what solve means.

- To Conclude Say:

Today we read a book about solving problems. We stopped as we read and made a list of the key details in the book. That helped us to think about good ways to solve problems.

Part 2 of Instructional Chunk #1:

- Say:

I have written a poem on this chart paper and we are going to learn to read it. Listen to me read it the first time and be ready to tell me why we are learning this poem. Think about the book we read called, Talk and Work It Out.

- Read the following poem, Problem Solving, to students as you use corresponding hand motions. ([Appendix 21](#))

(See corresponding motions below.)

Talk about the problem

Listen to understand

Think of ways to solve it

Choose the best plan

- Now add a picture to each line to show the part of the body used for that action. ([Appendix 22](#))

- Say:

Watch me add a picture to each line. These pictures are going to help you read the poem and learn some motions to help you remember how to problem solve. Raise your hand and tell me what each picture shows.

Point to the pictures one at a time and call on students to tell you what the pictures show: mouth, ear, brain, hand ([Appendix 22](#))

- Say:

Why are we reading this poem? Students should be able to tell that it talks about solving problems.

- Say:

Notice that some of the words are different colors. Listen to me read these words. Read the highlighted words: talk, listen, think, and choose. These words tell you things that you can do to solve problems. They are called verbs because they are things you can do. I want you to remember them so I am going to teach you this poem with some special motions.

- Say:

Now listen to me read it again and watch the motions that I do as I read.

Talk about the problem (point to mouth)

Listen to understand (point to ear)

Think of ways to solve it (point to brain)

Choose the best plan (point to palm of opposite hand)

- Say:

Remember how we said the “main topic” of the book was problem solving? These are four details that can help us solve problems. Let’s say our poem again and do the motions to remind us of good ways to solve problems.

- To Conclude Say:

Today we learned a poem about solving problems. We learned motions to help us remember the key details. The poem and the motions helped us learn about good ways to solve problems.

- Then give AP #1: Formative Assessment.

AP #1:

How do good readers identify the main topic and key details in a text?

Formative Assessment:

- Say:
We read a poem that told us ways to solve problems. The motions helped us remember the key details from the poem. Look at the pictures I am going to show you. If the picture shows a key detail from the poem, put your thumb up. If it does not show you a key detail from the poem, put your thumb down.

Show a picture of a mouth, an ear, a brain, and a hand along with other random pictures ([Appendix 24](#)). Show these pictures in random order asking students if the picture you are showing them was a key detail from the poem. Have students respond with a thumb-up/down to see if students grasp the concept. Each time you show a picture that is a key detail; give them immediate feedback by pointing to the place in the text that corresponds to that picture. If you notice that most children are having trouble remembering the key details of the poem, go back and read it again and do the motions to remind them.

Instructional Chunk #2 (20 min):

- Say
Yesterday, we read a poem called Problem Solving. We learned some special motions to help us remember the key details of the poem. Look at the poem here on the chart paper with the pictures to help you remember the motions. Let's reread the poem and do the motions that go with it.
- As a class, reread the poem along with the motions, Problem Solving.
- Say:
I wonder if you remember why some of our words in the poem are a different color.
- Ask the children to tell you why the words are highlighted in the poem. If necessary, remind them that the words go with the motions we learned. The students should tell you that the highlighted words are the action words that tell what you are doing when you solve problems.
- Say:
I want you to remember the key details of this poem so we are going to work together on a paper that will help you remember.
- Hand out the labeling papers ([Appendix 25](#)). As a group, have students label pictures of a mouth, ear, and brain by cutting out the corresponding words talk, listen, and think as mentioned in the poem and gluing them next to the correct picture.
- Say:
We are going to work together to complete this paper. Find the picture of the mouth and put your finger on it. Now look at the poem, which word tells what you should do with your mouth to solve problems? That's right, "talk." Watch me touch the word in the poem. Now we are going to glue the word on the line that is beside the mouth.
- Continue with the rest of the pictures and words. Be sure to point out correct letter formation and sounds for the letters as you write them.
- **MODEL:** Remind the children as you write to start on the left. Also, remind them that letters are made from the top down and that they should be lower case letters.

- **SCAFFOLDING:** (depending on the level of your class) Some children may be able to copy the letters on their own while others may need to write one letter at a time as you do the same.
- Say:
Now you know a lot about how to solve problems. We are going to go back to our class problem that we talked about earlier. I am going to reread the list of ideas you had to solve this problem. When I am finished, we are going to see if any of our ideas use the key details we learned in the poem. Remember that we can “talk, listen, think, and choose” to help us solve problems.
- Remind children of the problem you brought to their attention at the beginning of this lesson (books not being returned to bins, puzzle pieces left on the floor, art center being messy, lids not put on play doh, etc.) Get the list that the children brainstormed at the beginning of the lesson. Reread the list of ideas that the children brainstormed to solve the problem. If any of the key detail words from the poem are there (talk, think, listen, choose), be sure to call attention to them. You could highlight them and praise the children for thinking of those important action words.
- Now, add to the brainstormed list with any strategies that are based on talking, listening, thinking, and choosing.
- Say:
Now we are going to think about our class problem again. I want you to remember the poem we learned and the strategies that we could use based on those key details of talking, thinking, listening, and choosing. Let’s see if we can add any new ideas to our list of how to solve this problem.
- Write their answers on chart paper pointing out the connection between their answers and the talk, listen, think, and choose strategies. Be sure to highlight in some way these words in their answers.
As you do this, MODEL how to stretch out each word to hear the beginning or dominant sounds, filling in other hard to hear or difficult sounds without comment. SCAFFOLD student ability to do this by making links to known words or resources in the classroom (for example, students’ names or alphabet picture cards posted in the room. ([Appendix 6](#)))
- Have the class choose one or two and try them to see if they help. Be sure to check again in a couple of days to see if these strategies have helped to solve the problem.
- To Conclude Say:
Today we revisited our “Problem Solving” Poem. We reviewed the motions that help us remember the key details. Then we completed a paper that will help us remember the strategies for solving problems.
- Then give AP#2.

AP #2:

How do good writers use writing to supply information about the topic?

Formative Assessment: Students will draw and write about being a good school citizen.

- Say:
Now that you know a lot about solving problems, you are going to draw and write to show me what you have learned about solving problems. I am going to give you this paper and I want you to draw and write about how you could solve a problem. It could be a problem in our classroom or on the playground. It could even be a problem in the cafeteria or in the hallway. First, I want you to draw what you would use to help you with that strategy. Remember to look at the pictures of the mouth, ear, brain, and hand on the poem to help you remember. Then I want you to write

about the strategy you would use.

Formative Assessments:

Formative Assessment #1: Show a picture of a mouth, an ear, a brain, and a hand along with other random pictures. Show these pictures in random order asking students if the picture you are showing them was a key detail from the poem. Have students respond with a thumb-up/down to see if students grasp the concept. Each time you show a picture that is a key detail, give them immediate feedback by pointing to the place in the text that corresponds to that picture. If you notice that most children are having trouble remembering the key details of the poem, go back and read it again and do the motions to remind them.

Formative Assessment #2: Students will complete the following sentence stem- “I can help to solve a problem when I _____.” ([Appendix 4 - 5](#)) Have students use the highlighted words from the poem: talk, listen, think, and choose.

Text Complexity Analysis of *Talk and Work It Out* (title) by Cheri J. Meiners (author)



Qualitative Measures

Meaning/Purpose: (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

This book presents ways to solve problems by using respectable actions. The purpose of the text is explicitly stated. The book has a narrow focus. The text is clear and concrete.

Text Structure: (Describe the structure, organization, and other features of the text.)

Connections between ideas are clear. Pictures closely match the text and thus support the readers' understanding of the text.

Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

These are basic sentence structures with primary vocabulary.

Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.)

No prior knowledge needed. Teacher will provide scaffolding throughout read aloud.

Text Description

Briefly describe the text (including whether the text is literary, informational, print, AV, audio, website, etc.): Text is fiction: an informational, fiction story.

Quantitative Measure

Lexile and/or other Quantitative Measure of the Text, including length:

31 pages

Reading Level: Grade 1

Interest Level: ages 4-8

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task

Potential Challenges this Text Poses (both knowledge and skill level challenges):

Knowledge/background challenges:
No prior knowledge needed. Teacher will provide scaffolding throughout read aloud by modeling and thinking aloud.

Skills needed for comprehension:
Teacher will provide scaffolding throughout read aloud.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

CC.K.RI.1- key details

CC.K.RI.2- main topic

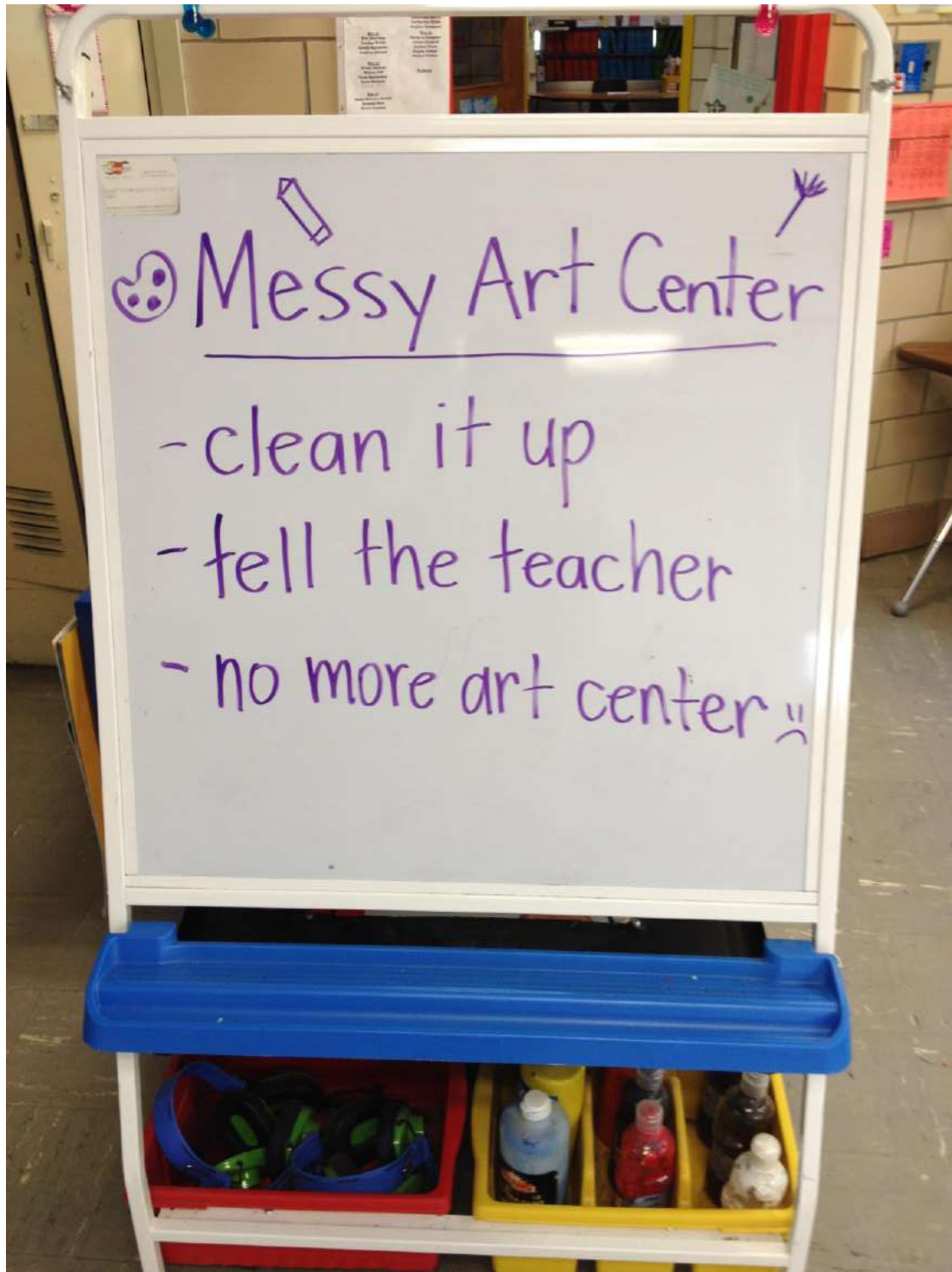
CC.K.RI.4- unknown word

CC.K.SL.1- collaborative conversations

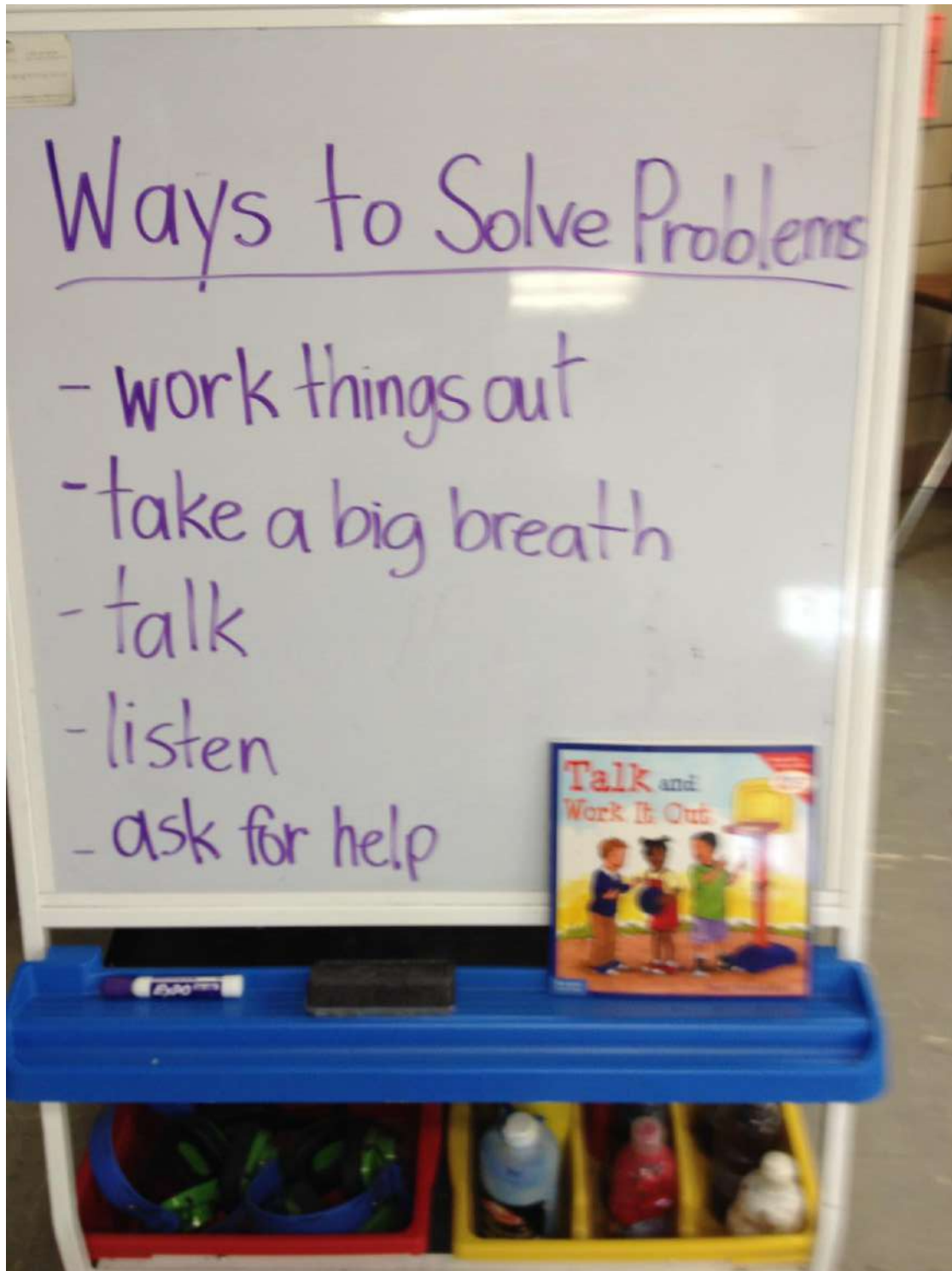
Differentiation/Supports for Students:

Modeling, scaffolding, think alouds

Appendix 19



Appendix 20



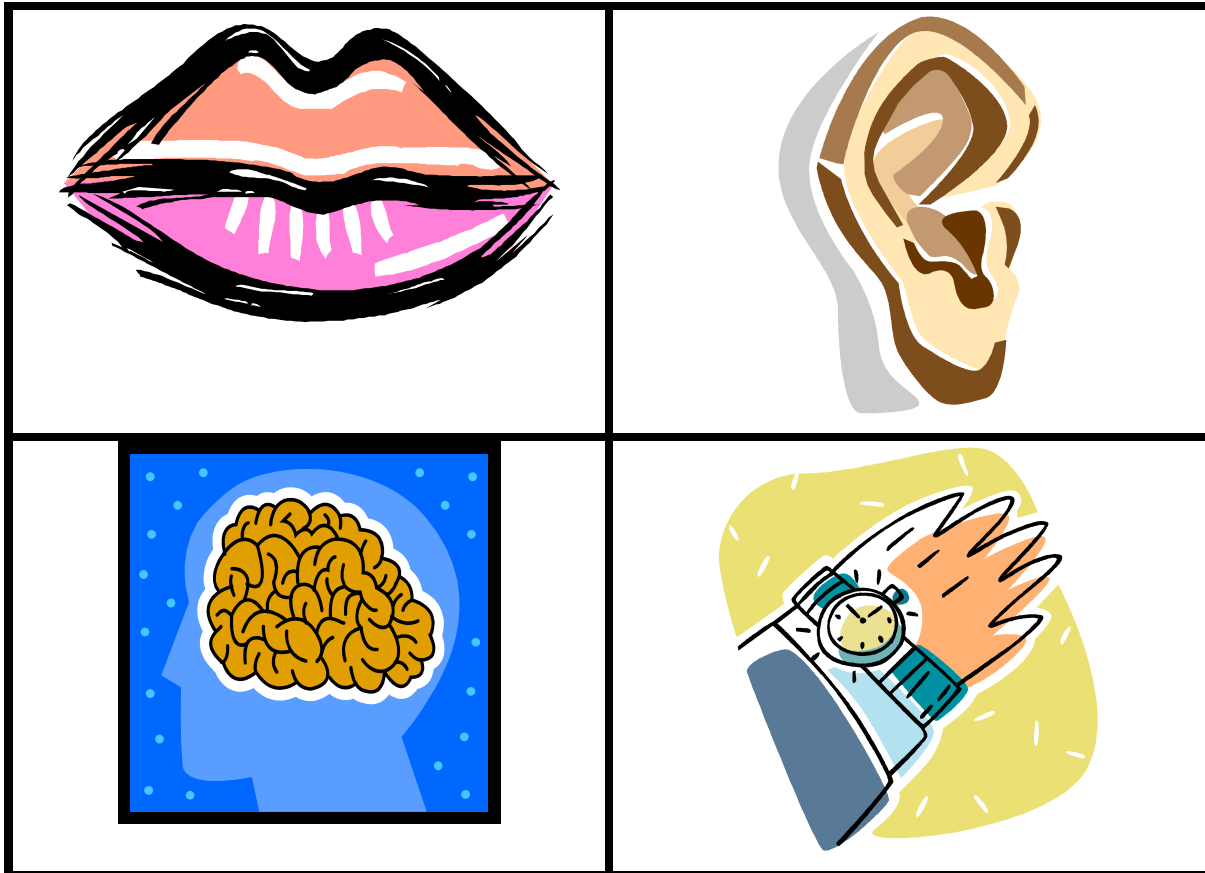
Talk about the problem.

Listen to understand.

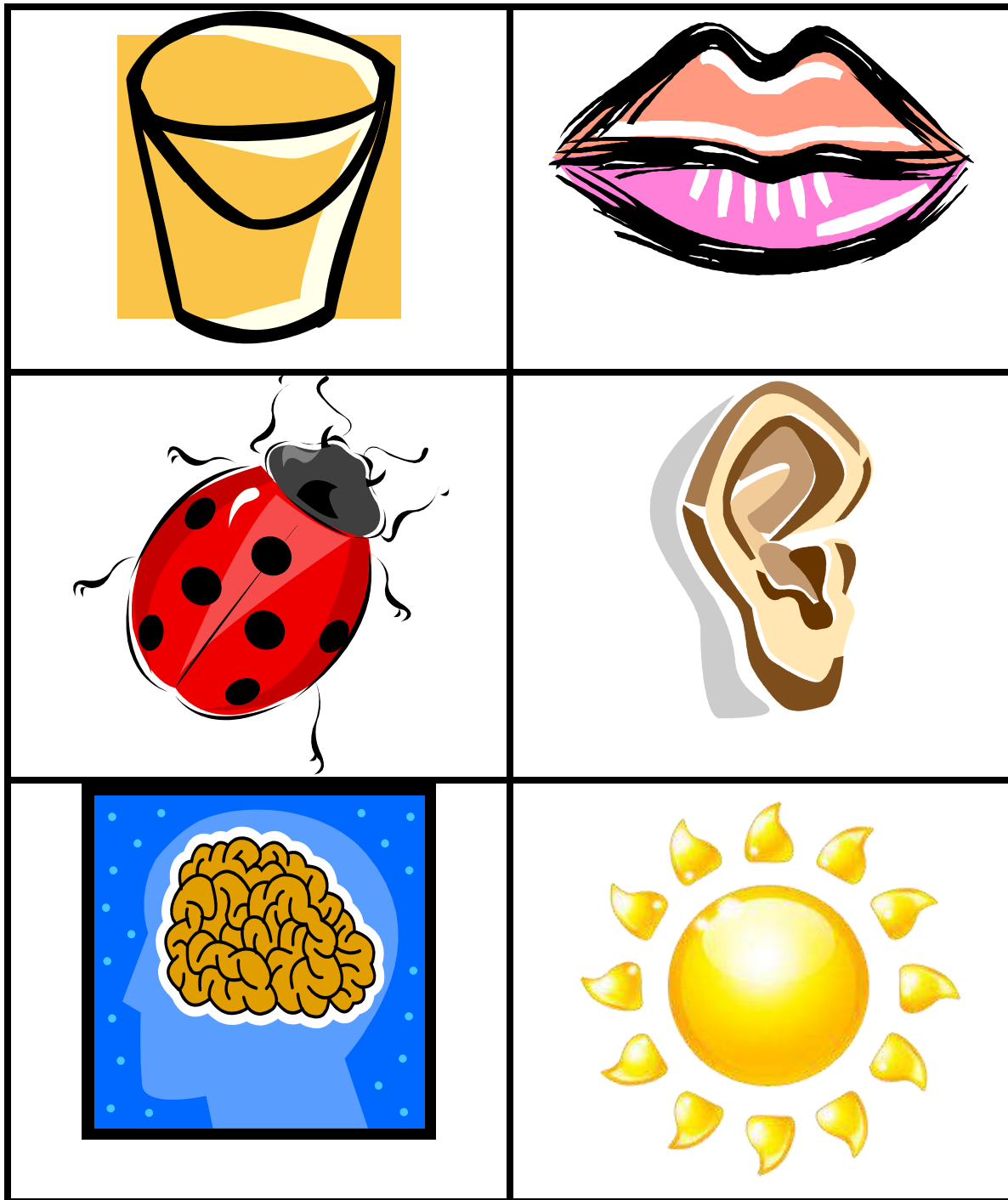
Think of ways to solve it.

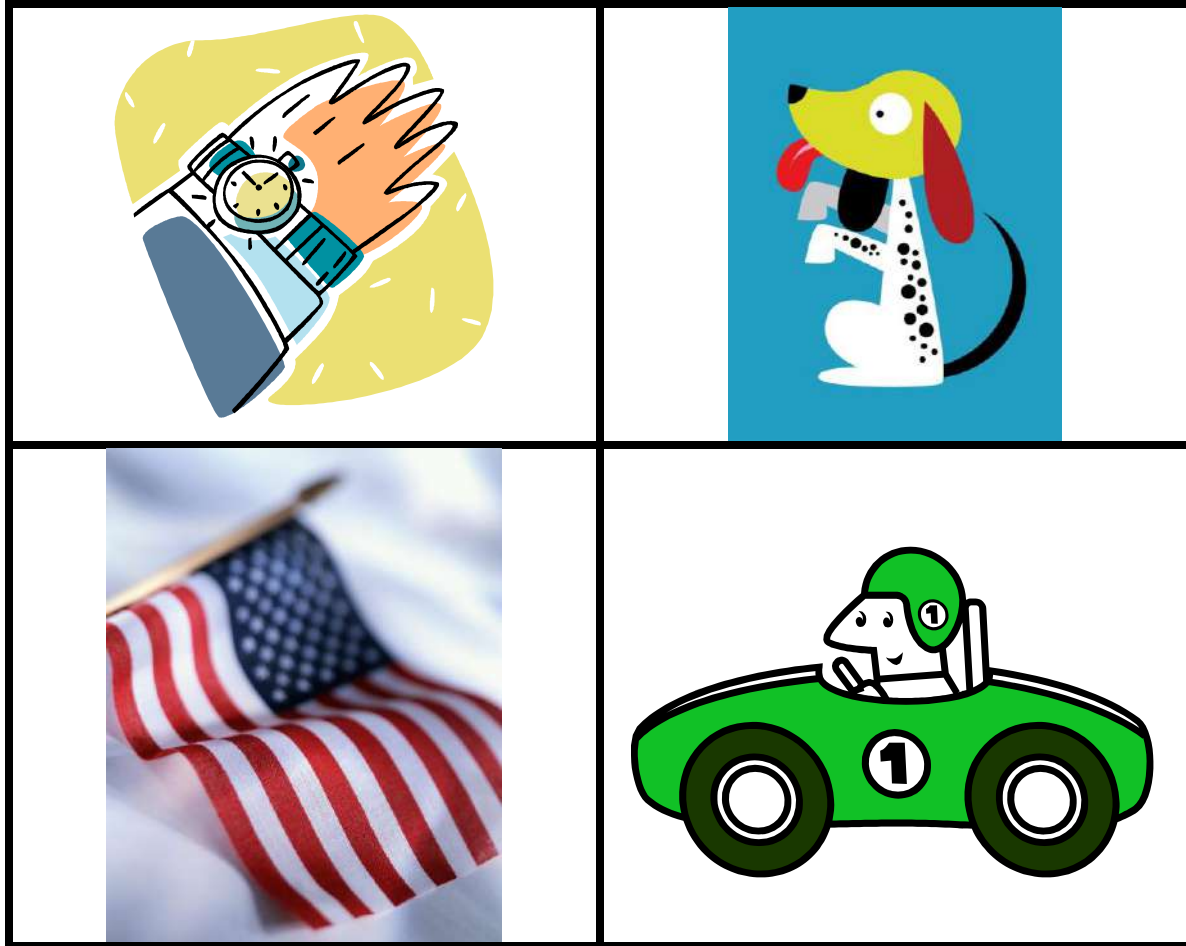
Choose the best plan.

Appendix 22



Appendix 23





Appendix 24

Name _____



talk

listen



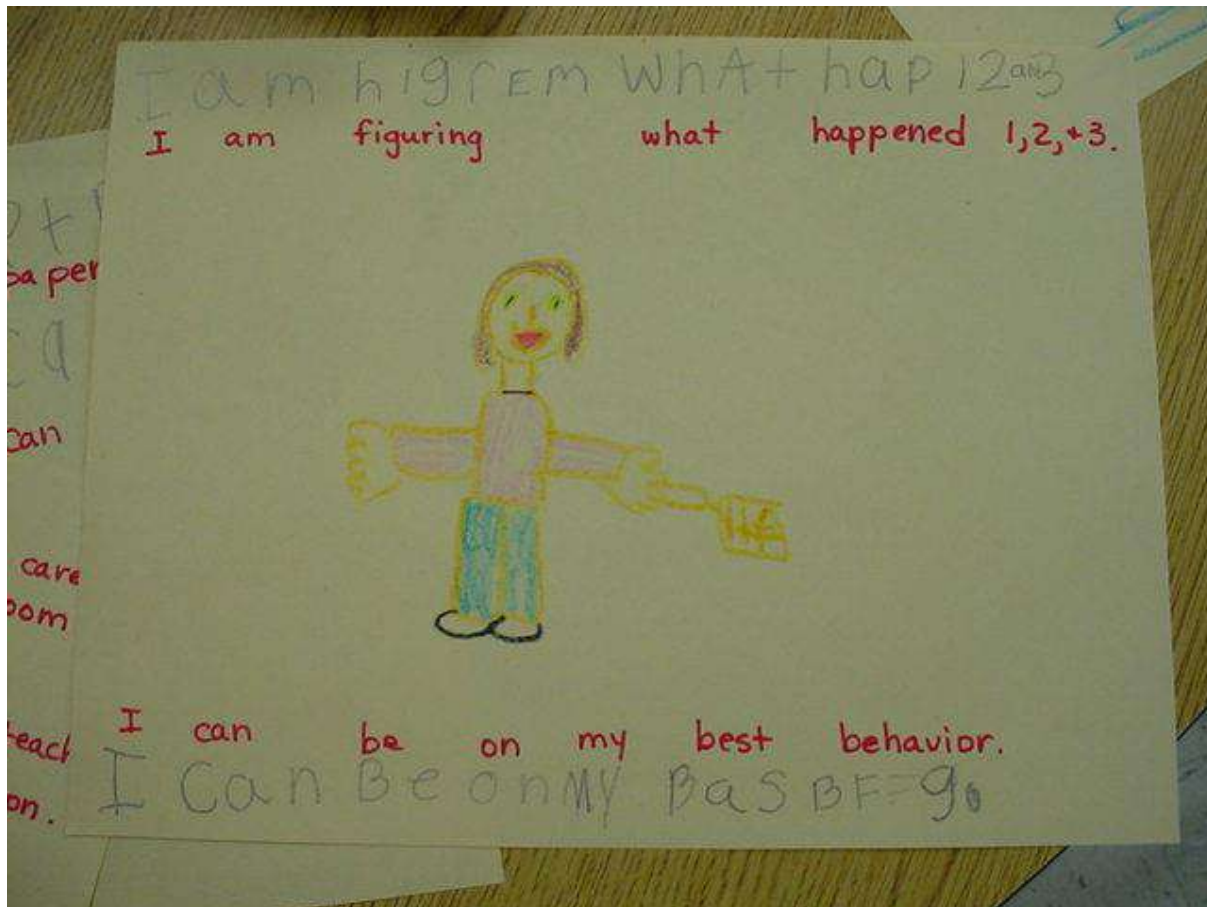
think

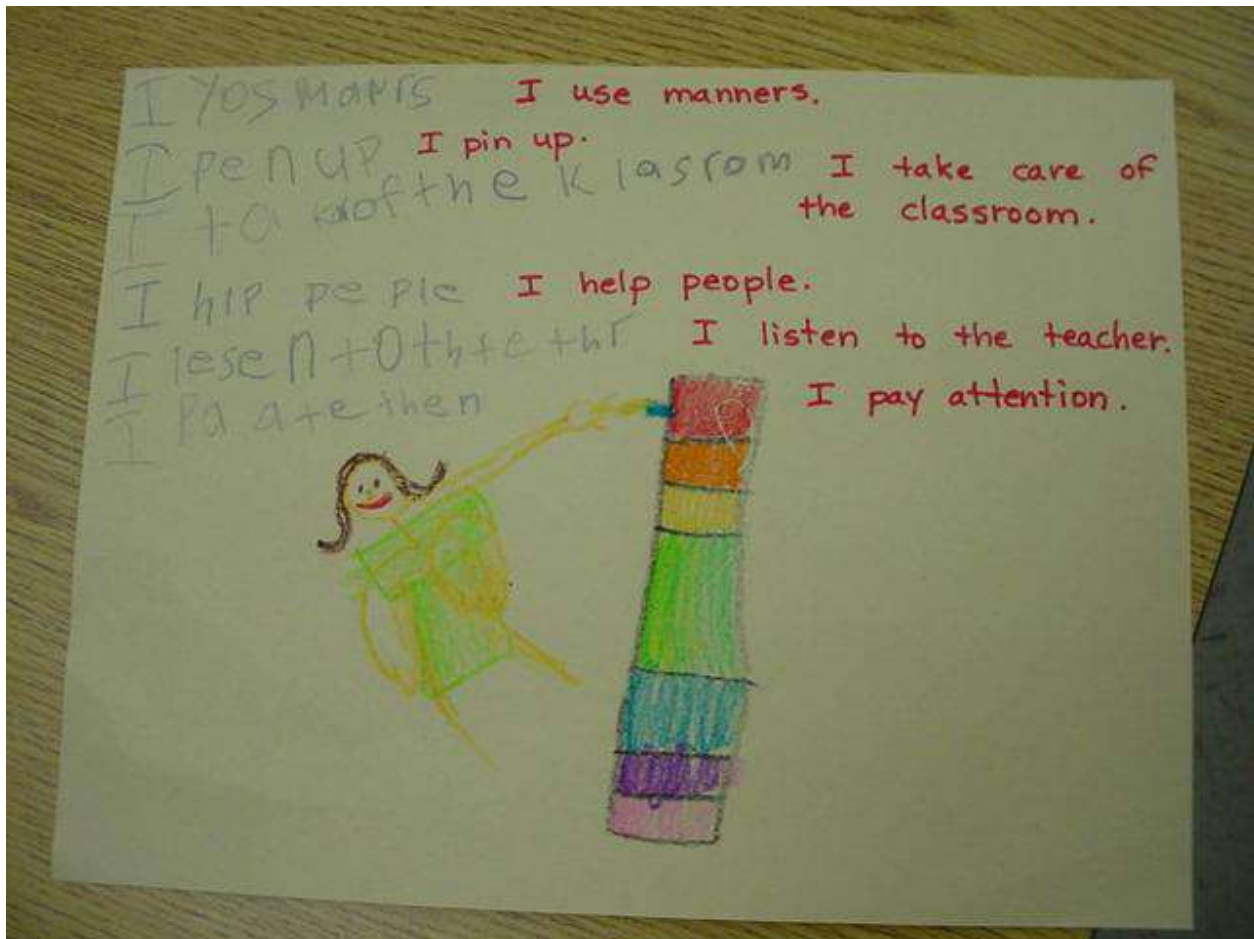
choose

Appendix 25









Pre-requisite Standards: N/A (this lesson is meant to be taught at the beginning of kindergarten, therefore no prior standards have been taught)

Essential Questions:

How do good readers identify the main topic and key details of a text?

What do students need to learn to be able to answer the Essential Question?

Assessment Prompt 1: How do good readers identify the main topic and key details in a text?

Standards:

CC.K.RI.2- With prompting and support, identify the main topic and retell key details of a text.

CC.K.W.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CC.K.W.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CC.K.SL.6- Speak audibly and express thoughts, feelings, and ideas clearly.

Activating Strategies:

- Say:
We have been learning all about how to be good citizens of our school and classroom. We have learned some important words that help us remember what being a good citizen means. Let's look back at the words and talk about what they mean.
- Say:
Today you are going to learn a promise that you will say every day. When we say it, we will promise to be good citizens of our class and our school. In the promise are some important words. Before you learn the promise, we are going to talk about those important words.
- Preview domain vocabulary from the promise and relate it to previous lessons.
- Say:
One of the important words in the promise is "manners." We have talked about manners already. I know that we made a web about manners. (Point it out to the students.) Turn and talk to your neighbor about manners.
- **MODEL:** If necessary, model turning and talking with another adult in the classroom. If no other adult is available, model it with a student. Say something like: *I remember when we read a book about using our manners. I remember one manner was saying please and thank you.*
- Teacher should monitor student conversations.
- Say:
Raise your hand if you can tell me something about manners.
- Continue with the other Domain Vocabulary: behavior, promise, respect, citizen.

Key vocabulary to preview:

Domain Vocabulary: *manners, behavior, promise, respect, citizen*

Instructional Vocabulary: *details, main topic*

Teaching Strategies:

Teacher read aloud, whole group discussion, shared reading, main topic/detail graphic organizer (list)

Materials Needed:

- Activating Strategy:
 - ✓ Prepare word cards for the Domain Vocabulary ([Appendix 26](#)).
 - Instructional Chunk #1
 - ✓ Chart paper
 - ✓ Write the Elementary School Promise ([Appendix 27](#)) on chart paper. Highlight the important vocabulary words in another color. ([See Appendix 28](#))
-

Instructional Chunk #1 (20 min):

- Say:
Today we are going to read the Elementary School Promise ([Appendix 27](#)). I have written it on this chart paper. The words in color are the ones that we have already talked about, the important vocabulary words. Listen as I read it to you. Think about the important vocabulary words and what it means to be a good citizen of our school.
- Read the “Seaford Elementary School Promise” ([Appendix 27](#))
- Say:
Now I am going to read the Promise again. I am going to stop at the end of each line and we are going to talk about what it says about being a good citizen. These are the key details of the promise. They will help us figure out the “main topic” of our Promise.
- **MODEL THINK ALOUD:** Pause at the end of the first line and say: *I heard the first line say that I promise to do my best work. I think that means that whenever I am working, I will do my best. That means I will color and write nicely and I won’t scribble.*
- Continue with the other lines. At the end of each line, pause and have students repeat what a good citizen would do.
- Re-read the promise, but this time pause to write down the details of how to be a good citizen in school in a list on chart paper (ex.do best work, use manners, respect others, etc.)
- Say:
This time when I read the Promise, I am going to stop so you can tell me what you hear about being a good citizen. I am going to write it on this paper so we can make a list. These ideas are the key details of our promise. They help us figure out the “main topic” of the Promise. Read the first line. Stop and say: I heard the first line say that I am going to do my best work so I am going to write “do my best work” on our list.
- As you do this, MODEL how to stretch out each word to hear the beginning or dominant sounds, filling in other hard to hear or difficult sounds without comment. SCAFFOLD student ability to do this by making links to known words or resources in the classroom (for example, students’ names or alphabet picture cards posted (See [Appendix 6](#) as ONE example) in the room.
- Continue with the other lines of the promise, writing the ideas for being a good citizen on the list.
- When you have finished, reread the list to the children. Remind them that this list came from our Promise ([Appendix 27](#)) and it tells us how to be good citizens of our classroom and our school.
- To Conclude Say:
Today we started learning our Elementary School Promise. This will help us remember what it means to be a good citizen of our classroom and our school. We will say it every day to help us

remember.

- Then do AP#1.

AP #1:

How do good readers identify the main topic and key details in a text?

Formative Assessment: Template Task

Part 1- Thumb-up/down response: Read the following main topic choices and have students identify the one they think is the main topic of the Seaford Elementary School Promise.

1. The main topic is how to ride on a school bus.
2. The main topic is how to be a good citizen in school.
3. The main topic is how to do your homework.

- Say:

I am going to read some sentences. I want to see if you can tell me if they are the main topic of our Promise. If you think it is a main topic of our Promise, put your thumb up. If you don't think it is the main topic, put your thumb down. At the end, repeat the one that was the main topic. Have the children repeat it after you.

- Then complete part 2 of this formative assessment.

Part 2- Have students draw and write about being a good citizen of our school. After making the list of ways to be a good citizen using the Seaford Promise with the kids in Instructional Chunk 1 the children will work on their own.

- Say:

Now you are going to draw and write about being a good citizen. We have made a list of key details from our Promise that will help you think of ideas. I want you to do this by yourself. I am going to put the list away but I will leave the Seaford Promise up. Let's read it together again. When you get your paper, I want you to think about and answer this question. How can you be a good citizen of our school?

- Give the children paper. Reread the question to them as often as needed as they work.

- Say:

Now I want you to draw a picture of you being a good citizen of our school. You know we have talked about many ways you can be a good citizen. Think about the books we read, the lists and charts we made, and the Seaford Promise. After you draw your picture, I want you to write about what you drew. Tell us how you are going to be a good citizen of our school.

Formative Assessments:

Formative Assessment #1: Template Task

Part 1- Thumb-up/down response: Read the following main topic choices and have students identify the one they think is the main topic of the Seaford Elementary School Promise.

1. The main topic is how to ride on a school bus.
2. The main topic is how to be a good citizen in school.
3. The main topic is how to do your homework.

Part 2- Give students a blank sheet of paper. Tell students you want them to draw and then write about a way they can be a good citizen of our school. Ask students to draw a picture and write about one thing they can share.

- **DIFFERENTIATION:** Allow for differentiated responses in the written product. In Kindergarten, students are just beginning to write so any of the following response types are

acceptable as long as students have correctly identified a detail from the text:

- ✓ Picture only with teacher transcription
- ✓ Picture with beginning consonants only
- ✓ Picture with dominant consonants only
- ✓ Picture with semi-phonetic, phonetic, or conventional writing
- SCAFFOLDING: Teacher can provide support to students as they write in the following ways:
 - ✓ Teacher transcription
 - ✓ Providing alphabet cards with pictures for each letter ([Appendix 6](#))
 - ✓ Assistance segmenting the sounds in words
 - ✓ Assistance with letter formation
 - ✓ Providing a paper with the sentence stem “I can be a good citizen by _____.”

Use [Appendix 12](#) and provided anchor papers ([Appendix 29](#)) to measure performance on this task.

manners

behavior

promise

respect

citizen

Seaford Promise

I pledge to do my best work.

Use my best manners.

Be on my best behavior.

At all places and in all times.

To respect the adults, students, and
rules of my elementary school.

Because this is my school.

I am proud to be a citizen here.

And I can make a difference each
day.

Seaford Promise

I pledge to do my best work.

Use my best manners.

Be on my best behavior.

At all places and in all times.

To respect the adults, students, and rules of my elementary school.

Because this is my school.

I am proud to be a citizen here.

And I can make a difference each day.

Appendix 29





