

<b>Topic, Subject, Class, Date:</b>	
<b>Planning Step 1: Lesson Curriculum: What are the Learning Goals for this lesson?</b>	
<p><b>Lesson Standards</b> Always include a writing standard.</p>	<p><i>RI.K.2 With prompting and support, identify the main topic and retell (key) details of a text</i> <i>W.K.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.</i> <i>K.C&amp;G.1 Understand the roles of a citizen.</i> <i>K.C&amp;G.1.1 Exemplify positive relationships through fair play and friendship.</i> <i>K.C&amp;G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.</i></p>
<p><b>Students Will Be Able To... (Do)</b></p> <ul style="list-style-type: none"> <li>• Skills from standards including thinking (cognitive verbs).</li> <li>• This is not activities.</li> <li>• One or more goals should be Higher Order Thinking (Levels of Learning 3 or 4), and/or Reading Comprehension.</li> <li>• Sequence these goals in the order in which they should be learned.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify details of a text</i></li> <li>• <i>Identify topic of a text</i></li> <li>• <i>Retell key details of a text</i></li> <li>• <i>Explain what being a good citizen looks like</i></li> <li>• <i>Explain why we have rules in our lives and infer what would happen without rules</i></li> <li>• <i>Write/dictate/draw informative about a topic</i></li> </ul>
<p><b>Students Will Know</b> Knowledge from standards such as vocabulary, facts, formulas.</p>	<ul style="list-style-type: none"> <li>• <i>Details</i></li> <li>• <i>Main topic</i></li> <li>• <i>Retell</i></li> <li>• <i>Citizen</i></li> <li>• <i>Relationship</i></li> <li>• <i>Rules</i></li> </ul>
<p><b>Lesson Essential Question</b></p> <ul style="list-style-type: none"> <li>• A question that communicates the Learning Goals.</li> <li>• Reflect the Higher Order Thinking and/or Reading Comprehension Learning Goal(s).</li> </ul>	<p><i>Why is being a good citizen important?</i></p>
<b>Planning Step 3: Lesson Instruction: How will students learn?</b>	
<p><b>Activating Strategy</b></p> <ul style="list-style-type: none"> <li>• Plan this after you plan your Learning Activities.</li> <li>• How will you introduce the Lesson Essential Question?</li> <li>• How will you draw attention to important vocabulary in the Lesson Essential Question?</li> <li>• How will you build/link background knowledge?</li> <li>• What prerequisite content might students need to know before the lesson?</li> </ul>	<p><i>Introduce the Lesson Essential Question. Highlight the word citizen. Explain that the topic that we will be studying is about being a good citizen, and we will identify details about what being a good citizen means and how it looks when someone is being a good citizen. We will find details to support our topic.</i></p> <p><i>Tell 2 stories about a time when children had a disagreement. In the first story the children worked out their problem and came to an agreement. In the second story the children fought with each other and the children who lost the fight had to do what the winners wanted.</i></p> <p><i>Collaborative Pairs:</i> <i>Circles: Which way do you think was the best way to solve the problem? Why or why not? Use what happened in the story to explain your thinking.</i></p>

<ul style="list-style-type: none"> <li>● Which key vocabulary from the Learning Goals needs to be explicitly taught?</li> <li>● Are there other vocabulary words that you think need to be taught?</li> <li>● Which vocabulary strategy will you use?</li> <li>● Previewing:             <ul style="list-style-type: none"> <li>○ Advance Organizer</li> <li>○ Prerequisite Content</li> <li>○ Vocabulary</li> </ul> </li> </ul>	<p><i>Triangles: What is the important thing to learn from the stories? Why is it important?</i></p> <p><i>As students discuss use the term good citizens to describe the children who solved their problems the right way.</i></p> <hr/> <p><b>Key Vocabulary (for explicit instruction):</b>  <i>citizen</i>  <i>topic</i>  <i>details</i></p> <p><b>Vocabulary Strategy: 3-column grid</b>  <i>Citizen</i></p> <ul style="list-style-type: none"> <li>● <i>Description: Citizen: a person who respects others and has a good attitude.</i></li> <li>● <i>Examples: sharing, helping a friend, listening to others, picking up trash, following rules, doing chores</i></li> <li>● <i>Visual: Draw a picture showing someone being a good citizen</i></li> </ul> <p><b>Previewing (what, who, when):</b>  <i>Whole Group: Preview details and topic with students prior to the lesson. Use a picture that has been cut up into sections to illustrate how each part provides information, but not the whole picture. Use the completed picture to decide what the picture's topic.</i></p>
<p><b>Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>● How will students store and organize information as they learn during this lesson?</li> <li>● Base the organizer on the Higher Order Thinking or Reading Comprehension in the <i>Will Be Able To... (Do)</i> Learning Goals.</li> <li>● Determine how the organizer will be previewed for struggling students.</li> <li>● Determine how the organizer will be scaffolded for struggling students.</li> </ul>	<p><i>Bubble Map labelled Topic in the middle bubble and Details written in the surrounding bubbles.</i></p> <p><b>Previewing (what, who, when):</b>  <i>Create anchor chart using a bubble map. In the inside bubble write topic with simple definition and above the surrounding bubble write details with simple definition.</i></p> <ul style="list-style-type: none"> <li>● <i>Topic: what I am learning about</i></li> <li>● <i>Details: information about the topic</i></li> </ul> <p><b>Scaffolding (what, who, when):</b>  <i>Provide visuals to support the content and sight words being used on the organizer.</i></p>

<p><b>Learning Activity 1</b>          The Learning Goal(s) for this Learning Activity and Assessment Prompt:</p> <ul style="list-style-type: none"> <li>● <b>Identify details of a text</b></li> <li>● <b>Identify topic of a text</b></li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>● Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity)</li> <li>● Content students need to learn</li> <li>● Chunk activity:             <ul style="list-style-type: none"> <li>○ Several opportunities for thinking, talking, writing to learn</li> <li>○ Distributed summarizing and/or practice</li> <li>○ Questions to ask</li> <li>○ Higher Order Thinking and/or Reading Comprehension Questions to ask</li> </ul> </li> <li>● Active engagement:             <ul style="list-style-type: none"> <li>○ Collaborative Pairs, Numbered Heads, Think-Pair-Share, etc.</li> <li>○ Variety</li> <li>○ Movement</li> </ul> </li> <li>● Previewing prerequisite knowledge/skills</li> <li>● Scaffolding content and process</li> </ul>	<p><i>Give students cards to sort. The cards should be mostly about one topic with a couple of outliers. For example: dress, shirt, shorts, skirt, long pants, jeans, t shirt, and the outliers could be house, and plane. Ask students to sort the cards. Explain to the students that most of the cards go together but there are 2 cards that do not belong with the rest of the cards. Walk around and support students as needed.</i></p> <p><i>After students have sorted the cards lead a discussion about how the students sorted the cards.</i></p> <ul style="list-style-type: none"> <li>● <i>What were the details about each card in the sort? Write the details: jeans, shorts, skirt, etc,</i></li> <li>● <i>What were most of the cards about? Clothes is the topic.</i></li> </ul> <p><i>Using a bubble map, write clothes in the middle bubble and explain that that is the topic. The other bubbles are for the details. What details did we have to support the topic, clothes? Model with one detail was t shirt so I will draw and write t shirt in the details bubble. With your shape partner, identify other details. Call on students to share other details and write them on the bubble map.</i></p> <p><i>In school we study a variety of topics. One topic that we have studied so far is...</i></p> <p><i>Who can think of another topic that we have studied at school? What was this topic about? What were some details to support our topic?</i></p> <p><b>Previewing (what, who, when):</b>  <i>Use the bubble map to help you organize the cut-up picture pieces and label the topic.</i></p> <p><b>Scaffolding (what, who, when):</b></p>
<p><b>Assessment Prompt for Learning Activity 1</b></p> <ul style="list-style-type: none"> <li>● Formative assessment of the Learning Goal(s).</li> <li>● Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal.</li> </ul>	<p><i>Give students another set of cards to sort and have them identify the topic and details. As your walk around be sure to ask students what the topic and what were details to support the topic?</i></p>

<p><b>Learning Activity 2</b> The Learning Goal(s) for this Learning Activity and Assessment Prompt:</p> <ul style="list-style-type: none"> <li>● <b>Retell key details of a text</b></li> <li>● <b>Explain what being a good citizen looks like</b></li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>● Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity)</li> <li>● Content students need to learn</li> <li>● Chunk activity:             <ul style="list-style-type: none"> <li>○ Several opportunities for thinking, talking, writing to learn</li> <li>○ Distributed summarizing and/or practice</li> <li>○ Questions to ask</li> <li>○ Higher Order Thinking and/or Reading Comprehension Questions to ask</li> </ul> </li> <li>● Active engagement:             <ul style="list-style-type: none"> <li>○ Collaborative Pairs, Numbered Heads, Think-Pair-Share, etc.</li> <li>○ Variety</li> <li>○ Movement</li> </ul> </li> <li>● Previewing prerequisite knowledge/skills</li> <li>● Scaffolding content and process</li> </ul>	<p><i>Go back to the Activating Strategy. Discuss how the students solved the problem.</i></p> <p><i>Create a bubble map with Good Citizen in the middle bubble. Explain that our topic is Good Citizens and that is what we are learning about. We will identify details of good citizenship or what a good citizen looks like and we will add those details to our graphic organizer. As you talk with students have them identify the actions of the children who did not fight.</i></p> <p><i>Example questions:</i></p> <ul style="list-style-type: none"> <li>● <i>What is our topic?</i></li> <li>● <i>What is one detail that we have learned about being a good citizen? Write them on the graphic organizer.</i></li> </ul> <p><i>Good citizens follow rules that keep us safe and help us all to get along with each other. One detail was talking about your problems. Stand up and find a same shape partner who is not at your small group table. Discuss other ways that we can be a good citizen?</i></p> <p><i>Read books about citizenship and have students identify other attributes of good citizenship. As they are identified add them to the graphic organizer. Say Something: Periodically have students summarize what details they have learned about what being a good citizen means.</i></p> <p><i>Heads In, Bottoms Up: With your small group table, whisper your answers: What are other details that we have learned about what being a good citizen means?</i></p> <p><b>Previewing (what, who, when):</b></p> <p><b>Scaffolding (what, who, when):</b> <i>Use small group summarizing structures to provide support for struggling students.</i></p>
<p><b>Assessment Prompt for Learning Activity 2</b></p> <ul style="list-style-type: none"> <li>● Formative assessment of the Learning Goal(s).</li> <li>● Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal.</li> </ul>	<p><i>Using the information on the bubble map, retell what being a good citizen means and what it looks like when someone is being a good citizen. Use the rules in our classroom to help you explain your ideas.</i></p>

<p><b>Learning Activity 3</b> The Learning Goal(s) for this Learning Activity and Assessment Prompt:</p> <ul style="list-style-type: none"> <li>● <b>Explain why we have rules in our lives and infer what would happen without rules</b></li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>● Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity)</li> <li>● Content students need to learn</li> <li>● Chunk activity:             <ul style="list-style-type: none"> <li>○ Several opportunities for thinking, talking, writing to learn</li> <li>○ Distributed summarizing and/or practice</li> <li>○ Questions to ask</li> <li>○ Higher Order Thinking and/or Reading Comprehension Questions to ask</li> </ul> </li> <li>● Active engagement:             <ul style="list-style-type: none"> <li>○ Collaborative Pairs, Numbered Heads, Think-Pair-Share, etc.</li> <li>○ Variety</li> <li>○ Movement</li> </ul> </li> <li>● Previewing prerequisite knowledge/skills</li> <li>● Scaffolding content and process</li> </ul>	<p><i>The topic that we have been learning about is what being a good citizen looks like and sounds like. We have been looking at rules that good citizens follow; details about being a good citizen.</i></p> <p><i>Shape Partners:</i> <i>Circles: What are some details that we have we learned so far about being a good citizen?</i> <i>Triangles: In our community and in our country we all have to follow rules as well. Why do we have to follow rules?</i></p> <p><i>Model why rules in a community are important by thinking aloud a few examples.</i></p> <ul style="list-style-type: none"> <li>● <i>Let us think about rules in our community. Let us think about shopping. Suppose I went to the grocery store and took things from the store and left. What rule did I not follow?</i></li> <li>● <i>You have to pay for something before you can take it. How about crossing the street. Suppose I just run across the road. What rule should I follow before crossing the street?</i></li> </ul> <p><i>What are some rules that you follow in your home or in your neighborhood? Add important words to the Word Wall.</i></p> <p><i>Heads In, Bottoms Up: What would happen if we did not follow rules, if we all decided that we could do whatever we wanted to do whenever we wanted to do it? What could happen if someone got in front of you in a line? What could you do? What would a good citizen do? Add important words to the Word Wall.</i></p> <p><i>Use the words from the Word Wall to write about one way to be a good citizen if someone gets in front of you in line.</i></p> <p><b>Previewing (what, who, when):</b></p> <p><b>Scaffolding (what, who, when):</b> <i>Use sentence starters or frames to help struggling students write about how to be a good citizen.</i></p>
<p><b>Assessment Prompt for Learning Activity 3</b></p> <ul style="list-style-type: none"> <li>● Formative assessment of the Learning Goal(s).</li> <li>● Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal.</li> </ul>	<p><i>I am going to tell you a story and you have to identify the rule that was not followed and infer what could happen as a result of not following the rule. 1's will go first. 2's listen and see if you agree with your partner.</i></p> <p><i>2 girls are walking down the street. One girl trips and falls and her things roll out of her purse. The other girl grabs the things and runs off. What could happen next? What would you do? 1's is there a rule that was broken? What would you do and why?</i></p> <p><i>2 boys are on the playground and they both want to swing. The first boy to the swing gets on and then the second boy pulls off the first boy from the swing and throws him on the ground. What could happen next? 2's is there a rule that was broken? What would you do and why?</i></p>

	<p><i>Why do we have rules? Why is it important to have rules?</i></p>
<p>+Add 1-2 additional Learning Activities if needed</p>	
<p align="center"><b>Planning Step 2: Lesson Assessment: How will students demonstrate understanding of the Learning Goals for this lesson?</b></p>	
<p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Plan this before planning Lesson Instruction.</li> <li>• How will students demonstrate their knowledge of the <i>Will Know</i> Learning Goals and the skills in the <i>Will Be Able To... (Do)</i> Learning Goals (especially the Higher Order Thinking and/or Reading Comprehension)?</li> <li>• How will the Assignment be differentiated for support and challenge?</li> <li>• Which students receive differentiation?</li> </ul>	<p><i>Students will use the information from the graphic organizer about being a good citizen to write about what it means to be a good citizen. Students will draw pictures to represent how good citizens behave and they will write about their pictures.</i></p> <p><b>Differentiated Assignment for Struggling Students:</b> <i>Narrate what they want written to a scribe.</i></p> <p><b>Differentiated Assignment More Challenge:</b> <i>Write more details using words from the Word Wall.</i></p> <p><b>Remediation:</b> <i>Card Sort: Students will sort cards into which details support being a good citizen, and which do not. Cards may have visuals, rules, or other important information from the lesson.</i></p>