

Project GLAD
Santa Ana Unified School District
Community Workers
SAMPLE DAILY LESSON PLAN

Day 1:

Focus/Motivation

- Community Worker Awards
- Cognitive Content Dictionary: Librarian
- Poetry, Chants
- Observation Charts
- Big Book, *The Important Thing About Community Workers*
- Inquiry Chart: What do you know about the Community Workers? What are you wondering?

Input

- Neighborhood Map Pictorial

Guided Oral Practice

- Chants: Bugaloo, Yes Ma'am
- T Graph for Social Skills: Cooperation
- Team Points
- Picture File Card Sort: School workers vs. non-school workers (observing, categorizing, comparing, ordering, inferring), group reporting
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Reading/Writing

- Learning Log-Workers in our community
- Primary Language Review, ELL Review

Input

- Librarian Guest Speaker
- 10:2 Lecture with primary language groups

Reading/Writing

- Writer's Workshop
 - Mini lesson on types of writing
 - Plan, share, write
 - Author's Chair

Closure

- Interactive journal writing
- Poetry, chanting
- Home-School Connection

Day 2

Focus/Motivation

- Partner share Home-School Connection
- Community Worker Award
- Cognitive Content Dictionary: Community
- Chants
- Review Community Map pictorial with word cards, pictures

Input

- Workers in our Community Narrative
- Mail Carrier Comparative

Reading/Writing

- Community Worker Expert Groups: Librarian, Postal Worker, Doctor
- Reading and Writing Choice Time
 - Community Worker Books
 - Picture File Card Center
- Process Grid, heads together, model librarian
- Interactive journal writing

Closure

- Poetry, chanting
- Read Aloud
- Home-School Connection

Day 3

Focus/Motivation

- Partner share Home-School Connection
- Cognitive Content Dictionary: Library
- Revisit Big Book, The Important Thing About Community Workers
- Community Worker Book Marks
- Read, review, process all charts

Input

- Add word cards to the Postal Worker Comparative
- Revisit Narrative and add word cards

Guided Oral Practice

- Sentence Patterning Chart-Librarian
- Flip Chant
- Sentence Exchange
- Process Grid

Reading/Writing

- Group Frame Paragraph
- Revising/Editing Group Frame Paragraph
- Interactive journal writing
- Writer's Workshop
 - Mini lesson
 - Plan, share, write
 - Author's Chair
- Reading and Writing Choice Time
 - Community Worker Books
 - Picture File Cards
 - Letter Writing Center
 - Big Book Center
 - Read the Room

Closure

- Chants
- Home/School Connection

Day 4

Focus/Motivation

- Partner share Home/School Connection
- Cognitive Content Dictionary: Mail Carrier
- Community Worker Awards
- Listen and Sketch
- Poetry, chanting
- Process Charts

Input

- Revisit Observation Charts

Reading/Writing

- Learning Log
- Writer's Workshop
- Story Map
- Flexible group reading-by skill or needs based
- Reading and Writing Choice Time
 - Community Worker Books
 - Picture File Cards
 - Letter Writing Center
 - Read the Room
 - Listening Center

Guided Oral Practice

- Chants
- Sentence Patterning Chart

Closure

- Interactive journal Writing
- Reading/Writing Choice presentations
- Review Inquiry Charts/Process Learning

Project GLAD
Santa Ana Unified School District
Idea Pages
Community Workers
Social Science~Kinder

I. Unit Theme

- Workers in the community provide us with important services
- Workers provide services in the community and at school
- Workers jobs have changed over time

II. Focus/Motivation

- Big Books: *The Important Thing About Community Workers*
- Picture File Cards
- Observation Charts
- Community Worker Awards
- Inquiry Chart: What do you know about community workers? And What do you want to know?

III. Closure

- Process all charts
- Dramatic Play
- Student-authored books: Community Workers

IV. Concepts

- Content Standards
-Social Science

*** Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts**

*** Students compare and contrast the locations of people, places, and environments and describe their characteristics.**

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

*** Students understand that history relates to events, people, and places of other times**

V. Vocabulary

community
tools

worker
left

nurse
librarian

mail carrier
Pony Express

near	behind	firefighter	doctor
far	in front	police officer	history
post office	hospital	library	letter
stamp	otoscope	ophthalmoscope	pediatrician
walkie-talkie	handcuffs	badge	fire hydrant
school	fire station	fire truck	hose
books	helmet	ladder	mail truck

VI. Content Standards for English Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.

Decoding and Word Recognition

- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Vocabulary and Concept Development

- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Structural Features of Informational Materials

- 2.1 Locate the title, table of contents, name of author, and name of illustrator.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the

materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Distinguish fantasy from realistic text.

3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).

3.3 Identify characters, settings, and important events.

Writing

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).

1.3 Write by moving from left to right and from top to bottom.

Penmanship

1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Sentence Structure

1.1 Recognize and use complete, coherent sentences when speaking.

Spelling

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Listening and Speaking

1.0. Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

1.1 Understand and follow one-and two-step oral directions.

1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

2.0. Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.

2.2 Recite short poems, rhymes, and songs.

2.3 Relate an experience or creative story in a logical sequence.

VII. English Language Development Standards

Listening and Speaking

Beginning ELD level

Comprehension

Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). Answer simple questions with one- to two-word responses. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Comprehension and Organization and Delivery of Oral Communication

Independently use common social greetings and simple repetitive phrases (e.g., "Thank you," "You're welcome").

Early intermediate ELD level

Comprehension

Begin to be understood when speaking but may have some inconsistent use of Standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*). Ask and answer questions by using phrases or simple sentences.

Comprehension and Organization and Delivery of Oral Communication

Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. Orally communicate basic needs (e.g., "May I get a drink?"). Recite familiar rhymes, songs, and simple stories.

Intermediate ELD level

Comprehension

Ask and answer instructional questions by using simple sentences. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Comprehension and Organization and Delivery of Oral Communication

Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.

Early advanced ELD level

Comprehension Listen attentively to stories and information and orally identify key details and concepts.

Comprehension and Organization and Delivery of Oral Communication

Retell stories in greater detail by including the characters, setting, and plot. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?").

Advanced ELD level

Comprehension Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. Demonstrate an understanding of idiomatic expressions (e.g., "Give me a hand") by responding to such expressions and using them appropriately.

Comprehension and Organization and Delivery of Oral Communication

Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. Narrate and paraphrase events in greater detail by using more extended vocabulary. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

Reading Word Analysis

Beginning ELD level

Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development

Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.

Early intermediate ELD level

Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development

Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. **English–Language Arts Content Standards Kindergarten: Phonemic Awareness** 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f/, s, th/,/j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. **English–Language Arts Content Intermediate ELD level**

Phonemic Awareness

Pronounce most English phonemes correctly while reading aloud. **English–Language Arts Content Standards Kindergarten:**

Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f/, s, th/,/j, d, j/)**Decoding and Word Recognition**

Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. **Kindergarten** 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words and sentences.

Concepts About Print

Recognize and name all uppercase and lowercase letters of the alphabet. **English–Language Arts Content Standards Kindergarten** 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words.

Early advanced ELD level

Phonemic Awareness and Decoding and Word Recognition

Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). **English–Language Arts Content Standards Kindergarten: Phonemic Awareness** 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.11 Distinguish orally stated one syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word. 1.13 Count the number of sounds in syllables and syllables in words.

Phonemic Awareness and Decoding and Word Recognition

English–Language Arts Content Standards Kindergarten: Decoding and Word Recognition 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Advanced ELD level

Decoding and Word Recognition

Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). **English–Language Arts Content Standards Kindergarten** 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Reading

Fluency and Systematic Vocabulary Development

Beginning ELD level

Vocabulary and Concept Development

Read aloud simple words (e.g., nouns and adjectives) in stories or games. **English–Language Arts Content Standards Kindergarten** 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). Respond appropriately to some social and academic interactions (e.g., simple question/ answer, negotiate play). Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).

Vocabulary and Concept Development

(The standards are also addressed in Listening and Speaking.) Demonstrate comprehension of simple vocabulary with an appropriate action. Retell simple stories by using drawings, words, or phrases.

Early intermediate ELD level

Vocabulary and Concept Development

Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. Read simple vocabulary, phrases, and sentences independently. Read aloud an increasing number of English words. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*

Intermediate ELD level

Vocabulary and Concept Development

Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.* Use decoding skills to read more complex words independently. **English–Language Arts Content Standards Grade One** 1.17 Classify grade appropriate categories of words (e.g., concrete collections of animals, foods, toys). Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). **English–Language Arts Content Standards Kindergarten** 1.18 Describe common objects and events in both general and specific language. Apply knowledge of content-related vocabulary to discussions and reading.

Vocabulary and Concept Development and Decoding and Word Recognition

Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., *remove, jumping*).

Early advanced ELD level

Vocabulary and Concept Development

Recognize simple antonyms and synonyms (e.g., *good, bad; blend, mix*) in stories or games. Use simple prefixes and suffixes when they are attached to known vocabulary.

Vocabulary and Concept Development

Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.

Advanced ELD level

Vocabulary and Concept Development

Explain common antonyms and synonyms. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.

Decoding and Word Recognition

English–Language Arts Content Standards Kindergarten

1.14 Match all consonant and short vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle). reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/ consonant-vowel = *sup/per*). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., *Jan., Sun., Mr., St.*). 1.5 Identify and correctly use regular plurals (e.g., *-s, -es, -ies*) and irregular plurals (e.g., *fly/flies, wife/wives*)

Reading Comprehension

Beginning ELD level

Comprehension

Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Respond orally to stories read aloud, giving one- or two-word responses (e.g., Brown Bear to factual comprehension questions. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies). Understand and follow simple one step directions for classroom activities.

Comprehension and Analysis of Grade- Level-Appropriate Text

Identify, using key words or pictures, the basic sequence of events in stories read aloud.

Early intermediate ELD level

Comprehension

Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. Draw and label pictures related to a story topic or one's own experience. Understand and follow simple two step directions for classroom activities.

Comprehension and Analysis of Grade- Level-Appropriate Text

Orally identify, using key words or phrases, the basic sequence of events in text read aloud. Draw logical inferences from a story read aloud.

Intermediate ELD level

Comprehension and Analysis of Grade- Level-Appropriate Text

Read stories and respond orally in simple sentences to factual comprehension questions about the stories. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.

Comprehension

Write captions or phrases for drawings related to a story. Understand and follow some multiple step directions for classroom-related activities.

Early advanced ELD level

Comprehension and Analysis of Grade- Level-Appropriate Text

Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships. Write a brief summary (three or four complete sentences) of a story.

Comprehension Read and use basic text features, such as the title, table of contents, and chapter headings. Comprehension and Analysis of Grade- Level-Appropriate Text and Expository Critique

Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas.

Advanced ELD level

Comprehension and Analysis of Grade- Level-Appropriate Text

Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.

Comprehension and Analysis of Grade- Level-Appropriate Text and Expository Critique

Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index.

Literary Response and Analysis

Beginning ELD level

Narrative Analysis of Grade-Level- Appropriate Text

(The standards are also addressed in Reading Comprehension) Listen to a story and respond orally in one or two words to factual comprehension questions. Draw pictures related to a work of literature identifying setting and characters.

Early intermediate ELD level

Narrative Analysis of Grade-Level- Appropriate Text

(The standards are also addressed in Reading Comprehension.) Respond orally to factual comprehension questions about stories by answering in simple sentences Recite simple poems.

Narrative Analysis of Grade-Level- Appropriate Text

Identify orally the setting and characters by using simple sentences and vocabulary.

Intermediate ELD level

Narrative Analysis of Grade-Level- Appropriate Text

(The standards are also addressed in Word Analysis, Fluency, and Systematic Vocabulary Development.) Use expanded vocabulary and descriptive words in oral and written responses to simple texts.

Narrative Analysis of Grade-Level- Appropriate Text

(The standards are also addressed in Reading Comprehension.) Read simple poetry and use simple sentences in answering factual comprehension questions.

Early advanced ELD level

Structural Features of Literature

Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).

Narrative Analysis of Grade-Level- Appropriate Text and Literary Criticism

Read a literary selection and orally identify the literary elements of plot, setting, and characters. Read a story and identify the beginning, middle, and end.

Advanced ELD level

Narrative Analysis of Grade-Level- Appropriate Text *(The standards are also addressed in Reading Comprehension.)* Read a variety of children's literature and respond to it both orally and in writing. **Structural Features of Literature**

Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).

Narrative Analysis of Grade-Level- Appropriate Text and Literary Criticism

Compare and contrast different authors' use of literary elements.

Writing

Strategies and Applications

Beginning ELD level

Penmanship Copy the English alphabet legibly.

Penmanship and Organization and Focus

Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).

Organization and Focus

Write a few words or phrases about an event or character from a story read by the teacher. Write a phrase or simple sentence about an experience generated from a group story.

Early intermediate ELD level

Organization and Focus Write simple sentences about events or characters from familiar stories read aloud by the teacher. Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., Today is Tuesday).

Organization and Focus, Evaluation and Revision

Write one to two simple sentences (e.g., I went to the park).

Intermediate ELD level

Organization and Focus

Write short narrative stories that include the elements of setting and characters. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).

Organization and Focus Write a friendly letter of a few lines.

Early advanced ELD level

Organization and Focus

Write short narratives that include elements of setting, characters, and events. Proceed through the writing process to write short paragraphs that maintain a consistent focus. Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). Write a formal letter.

Organization and Focus, Evaluation and Revision

Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)

Advanced ELD level

Organization and Focus

Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). Write short narratives that describe the setting, characters, objects, and events.

Organization and Focus, Evaluation and Revision

Produce independent writing by using correct grammatical forms. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.

English-Language Conventions

Beginning ELD level

Capitalization Use capitalization when writing one's own name.

Early intermediate ELD level

Capitalization Use capitalization to begin sentences and for proper nouns.

Punctuation Use a period or question mark at the end of a sentence.

Punctuation, Capitalization, and Spelling

Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.

Intermediate ELD level

Capitalization, Punctuation, and Spelling

Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.

Sentence Structure, Grammar, and Spelling

Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).

Early advanced ELD level

Capitalization, Punctuation, and Spelling

Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.

Sentence Structure, Grammar, and Spelling

Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).

Punctuation, Capitalization, and Spelling

Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). *English–Language Arts Content Standards*

Advanced ELD level

Sentence Structure and Grammar

Use complete sentences and correct word order.

Grammar Use correct parts of speech, including correct subject/verb agreement.

Capitalization, Punctuation, and Spelling

Edit writing for punctuation, capitalization, and spelling.

Sentence Structure, Grammar, Punctuation, Capitalization, and Spelling

Produce writing that demonstrates a command of the conventions of Standard English.

VII. Math/Science/Social Science Skills

- Drawing conclusions
- Making inferences
- Predicting
- Observations
- Cause and effect relationships
- Workers in the community supply us with our needs
- Workers jobs have changed over time

VIII. Resources and Materials

Non-Fiction

The Post Office Book: Mail and How it Moves. Gail Gibbons

Jonathan Goes to the Post Office. Susan K. Baggette, William J. Moriarty (Photographer)

Tomas and the Library Lady. Pat Mora, Raul colon (Illustrator)

Tomas y la Senora de la Biblioteca. Pat Mora, Raul colon (Illustrator)

A Day with a Librarian (Welcome Books). Jan Kottke.

A Day With Police Officers. (WelcomeBooks). Jan Kottke

The Library Dragon.. Carmen Agra Deedy, Michael P. White (Illustrator)

Fiction

On the Town: A Community Adventure. Judith Caseley

Even Firefighters Hug Their Moms. Christine Kole MacLean, Christine Kole MacLean (Illustrator)

The School Nurse from the Black Lagoon. Mike Thaler, Jared Lee (Illustrator)

Jobs People Do, Christopher Maynard

Community Helpers from A to Z, Bobbie Kalman, Niki Walker

Internet Resources

www.whatdotheydo.com

<http://bensguide.gpo.gov/k-2/neighborhood/>

www.google.com (image search)

<http://www.mcps.k12.md.us/schools/highlandes/agraywww/Community%20Show/sld001.htm> (power point presentation on Community Workers)

Video

[There Goes a Firetruck](#) (Real Wheels Series): Watch Fireman Dave fulfill your child's fascination with fire trucks

[There Goes a Garbage Truck](#) (Real Wheels Series): A truck drives by, garbage cans are emptied, and a child points and shouts . . .

[There Goes a Mail Truck](#) (Real Wheels Series): When the mail truck comes down the street, are you excited to open the mail?

[There Goes a Police Car](#) (Real Wheels Series): An entertaining and educational look at police work for kids

Project GLAD
Santa Ana Unified School District
Planning Pages
Community Workers
Social Science~Kindergarten

I. Focus/Motivation

- *The Important Thing about Community Workers is...*
- Cognitive Content Dictionary
- Picture File Card Sorts
- Observation Charts
- Inquiry Chart
- Community Worker Awards

II. Input

- Community Map Pictorial
- Teacher Pictorial
- Librarian Guest Speaker
- Doctor Pictorial
- Firefighter Pictorial
- Mail Carrier Comparative
- Read Aloud: *Community Helpers from A to Z*
- Narrative Input: *A Community Adventure*

III. Guided Oral Practice

- T-Graph for Social Skills: Responsibility
- Chants
- Poetry
- Process Grid: Teacher, Librarian, Doctor, Firefighter, Police Officer, Mail Carrier
- Sentence Patterning Chart: Teacher, Librarian, Doctor, Firefighter, Police Officer, Mail Carrier
- Daily review and processing of charts
- Story Map

IV. Reading/Writing Activities

1. Whole Class

- Story Mapping
- Expository Reading/Writing
- Process Grid
- Model Editing Process
- Poetry Frames

2. Flexible and Cooperative Groupings

- Sentence Patterning Chart with Word Cards
- Ear-to-Ear reading with poetry booklet
- Cooperative Group Strip Paragraph
- Expert Groups: Teacher, Librarian, Doctor, Firefighter, Police Officer, Mail Carrier
- Flexible Grouping for ELL differentiation, primary language, reading instruction, skill reinforcement

3. Individual Work

- Learning Logs
 - Interactive Journals
 - Reading/Writing choices: Community Worker Books, Picture File Cards, Letter Writing Center, Big Book Center, Read the Room
4. Writer's Workshop
- Mini-Lessons
 - Plan, Share, Write, Revise, Edit, Publish
 - Conferencing
 - Author's Chair

V. Extension Activities

- Guest Speakers
- Dramatic Play

VI. Closure/Evaluation

- Re-visit Inquiry Chart
- Student-Made Big Books
- Home-School Connection