Incorporating the ELA Common Core Modules into the Curriculum

CAP-Summer 2014

First Grade

*Below are a list of teaching practices and protocols that are found throughout the ELA Common Core Modules. The engageny document lists them as being utilized in grades 3-5, however they can be modified for the primary grades as well. Next to each type of teaching practice and protocol is a basic description that has modifications for First Grade. Many of these teaching practices and protocols are routines that may already be embedded into your teaching methods. Some of the practices and protocols can be used across the curriculum, and some are primarily ELA specific. For a specific and detailed description on each type go to* <https://www.engageny.org/resource/grades-3-5-ela-curriculum-appendix-1-teaching-practices-and-protocols>

|  |  |  |  |
| --- | --- | --- | --- |
| **Practice or Protocol** | **Description with modifications** | | **Examples** |
| Admit or Entry Tickets  *\*debrief with the students by sharing examples of tickets* | Pose an essential question or a question related to the lesson’s big idea to gather students’ prior knowledge. Students may draw a picture; write a word or words, and/or a sentence in response | | “How does an author show what character is feeling in a story?” |
| Exit Tickets  *\*debrief with the students by sharing examples of tickets* | Students draw or write an important idea they have learned, a question they have, or a prediction about what will come next, or a thought about the lesson for the day. | | “Write one difference between a frog and a toad.” |
| Anchor Charts  *\*can be made prior to the lesson or during the lesson utilizing student input*  *\*ideas can be added to the anchor charts over time* | A visual cue of content, strategies, processes, and guidelines during the learning process. Students refer to the charts and use them as tools when they answer questions, expand ideas, to problem-solve, or to contribute to class discussions. | |  |
| Carousel Brainstorm  *\*can be used to activate prior knowledge or culminate a lesson or unit.* | Students share their ideas and build a common vision or vocabulary. Pose a few questions revolving around your objective and write it on chart paper and hang it around the room. Split the class up into groups with different colored markers. Groups respond using pictures or words to each question. | |  |
| Give One, Get One, Move On  *\*debrief with the class about their reasoning behind which card they gave away* | Students (individually or in groups) draw or write 3 important ideas about the topic of study on 3 index cards. The class mingles with others and discusses what is on the index cards. After about 30 seconds-1 minute, the teacher calls out “GIVE ONE!” Each student or group gives an index card to another student or group. Then, the class moves on to another mingle session. The process repeats until time has ran out. | |  |
| Learning Logs  *\*students can keep one learning log and use different colored makers to represent entries related to a specific curriculum area (i.e. reading comprehension, science, writing, grammar, mathematics, etc.) or one learning log for each specific curriculum area* | Journals in which students record their thoughts, observations, feelings, and questions that relate to what they are learning in the content area or in reading material by drawing and/or writing.  Students individually record in their journal and then share with a small group. Students compare and contrast their responses with others in the group. One person from each small group shares their journal entry to the whole class. | |  |
| Mystery Words  *\*after the activity debrief with students about the hints or clues that helped them to guess their words* | Choose enough words from a unit or lesson and copy them onto index cards. Students choose a card face down and it is taped to their back. Students mingle around the room and when prompted stop and face a partner. In one minute each student must give hint or clues to their partner about the word on their back. Each student must use their word correctly in a sentence. | |  |
| Peer Critique  *\*a lesson will need to be completed prior to utilizing this practice about guidelines and routines for Peer Critique.*  *\*to help facilitate discussion you may want to write the “I” statements on popsicle sticks or index cards* | Each student explains their work. Their partner tells something positive about the work and then gives a suggestion. Students are also encouraged to pose questions to their partner to gain insight into their thinking. Example: “I’m curious why you chose…” | | The partner uses “I” statement stems such as:  -I notice  -I agree with  -I wonder  -I would  -and other appropriate sentence stems |
| Questioning Strategies  *\*the focus seems to be evaluative types of questions throughout the Modules.* | Consider the types of questions you pose during a Read Aloud. There are 10 Read Aloud fables in the Module 1. Each fable contains approximately 9 questions posed to the students. Here is the breakdown on the types of questions asked.  Literal: 27 or approx. 28%  Inferential: 13 or approx. 14%  Evaluative: 55 or approx. 58% | | **Literal:** “What is the shepherd boy doing at the beginning of the fable?” |
| **Inferential:** “How do the milkmaid’s feelings change from the beginning to the end of the fable?” |
| **Evaluative:** “Do you think the farmer would have become rich if he had not been so greedy? Support your answer.” |
| Science Talks  *\*a lesson will need to be completed prior to utilizing this practice about guidelines and routines for Science Talks.* | Science Talks are discussions about big questions, often posed by the children themselves. Students do what scientists do: think about, wonder about, and talk about how things work. The teacher’s task is to listen carefully and to follow student thinking. Children sit in a circle and direct their comments to one another, not the teacher. The teacher stays quiet and only intervenes to ensure the students stay on topic and are respectful of others’ input. The teacher records the talk in some way: write thoughts or make a semantic web on chart paper, make a video or audio recording, etc. | | **Parts of a Science Talk** |
| *Choosing the question:* choose a question that is provocative, open-ended, and admit multiple answers and theories |
| *Introduce to students:* discuss what scientists do and then that is what they will do. Review guidelines for the talk. |
| *Conduct the Science Talk:*  begin with a movement exercise that relates to the question. Pose the question and let the students respond to each other. |
| *Debrief the Science Talk:* take a couple of minutes to review the question and responses. Ask students how they might have an even better Science Talk next time. |
| Tea Party  *\*debrief with the class about their reasoning behind their predictions and why they were affirmed or disproven.* | This is a before-reading strategy that lets students consider parts of the text before they it is read to them or students read it themselves.  Students predict, make inferences, compare/contrast, practice sequencing, draw on prior knowledge and see casual relationships. | | 1. Decide on pictures, words, phrases, or sentences from the text and copy it directly onto sentence strips. 2. Students observe the picture or read the sentence strip and make a prediction on what the text could be about. 3. Students mingle about discussing their predictions to each other. 4. Read the text or the students read the text. 5. Students confirm or disprove their predictions with evidence from the text in oral or written form. |
| Vocabulary Strategies | Basic Description | | |
| Making Choices  *\*This activity can be adapted in many ways. The gist of the activity is that students must utilize their understanding of the word and apply it to making a choice that exemplifies the definition or not.* | Teacher reviews a specific vocabulary word. Then, reads a situation that exemplifies the word or does not exemplify the word. Students must choose whether it is an example of the vocabulary word or it is not an example of the vocabulary word. | Example: Vocabulary Word: **STARTLED**   * “I am going to read a sentence. If in the situation someone is surprised or frightened you say…**That person was startled**. If in the situation someone is NOT surprised or frightened you say…**That person was NOT startled**.” * Teacher: “The sound of a loud siren made the boy jump.” Students: “**That person was startled**” * Teacher: “The girl’s grandmother helped her comb her hair.” Student: **“That person was NOT startled”** | |
| More Vocabulary Strategies | Basic Description | | |
| Sharing | Teacher describes a situation that exemplifies a vocabulary. Students gather in a circle and share their responses to the situation. Each student must respond and share their thoughts, even if their thought is similar to another student’s. | Example: Vocabulary Word: **ADVICE**   * “I will describe a situation. For each situation, you will decide what advice you would give the person. You respond with…**My advice is…**” * Teacher: “A friend has a cold.” * Student(s): “My advice is to drink a lot of water.” | |
| Antonyms | Tell the students the antonym of a vocabulary word they have been learning. Describe situations that exemplify the vocabulary word and the antonym. Students will have to respond to each situation by stating which word it exemplifies. | Example: Vocabulary Word: **SATISFIED**   * “The opposite of satisfied is dissatisfied. I will describe a situation. You will respond on how you would feel in that situation, either satisfied or dissatisfied.” * Teacher: “You finished your homework early.” * Students: “I was satisfied.” * Teacher: “You are still hungry.” * Students:”I was dissatisfied.” | |
| Multiple Meaning |  | | |
| Discussion |  | | |