

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade 1

Instructional/Learning Activity Task Template:

Overview

Unit Title: **Narrative; Reading Comprehension: Accountable Talk: Using the Language of the Standards**

Annotation: The teacher will model the language of the standards through a discussion of *Wilfrid Gordon McDonald Partridge*. The students will speak the language with the many works of Mem Fox.

Grade, Subject, Topic, Author:

1st grade

Reading

Accountable Talk: Using the Language of the Standards

Dana Zhun

Special Notes To Teacher:

- The teacher will use the language of the standards (ex. strategies, background knowledge, connections, comprehension, etc.) in a book discussion.
- Prior to re-reading *Wilfrid Gordon McDonald Partridge*, identify any new vocabulary and/or phrases.
- Allow time to discuss strategies to figure out what the words and phrases mean.
- Prepare chart ahead of time titled, “New Words and Phrases” from *Wilfrid Gordon McDonald Partridge* and the Book Discussion Guide chart (if needed).
- The teacher should note this opening may take more than one day.

The work time focus is to practice using standard language to assist in further understanding of texts.

Standards

Focus Standard/Element(s):

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

c. Responds appropriately to orally presented questions.

Complementary Standard/Element(s):

b. Recalls information presented orally.

d. Increases vocabulary to reflect a growing range of interests and knowledge.

e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.

Learning Goals

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Essential Question(s):

How will a book talk help me gain further understanding of what I read?

Knowledge:

Students will demonstrate understanding of a book discussion.

Skills:

The students will speak the language of the standards when discussing books.

Balanced Assessment for Task

Assessment Method/Type:

Observational checklist (see checklist attachment)

Description/Directions for Assessment:

During work time teacher monitors each discussion group and evaluates using prepared checklist.

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: (15-20 minutes/suggested)

1. Ask for volunteers to summarize the story. Tell students you are going to re-read the book. State the purpose for re-reading is to listen for any new words or phrases. This chart will provide the framework of a book discussion.
2. Re-read stopping at the words and phrases identified and charting accordingly.
3. Example chart:

Unfamiliar Words and Phrases from *Wilfrid Gordon McDonald Partridge*

1. Page 3 ‘Mr. Tippett is crazy about **cricket**’ (chart possible meanings of the word ‘cricket’)
2. Page 4 ‘admired’ (chart possible meanings)
3. Page 4 ‘voice like a giant’ (chart possible meanings)
4. Page 9 ‘as precious as gold’ (chart possible meanings)
5. Page 16 ‘mouth full of porridge’ (chart possible meanings)

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Work time: 20 minutes/suggested

1. Re-focus the discussion to introduce the value of talking about books using language of the standards (example terms: schema, prior knowledge, wonder, noticed, connection, etc.). Remind the students they were just participating in accountable talk while discussing interesting language. They were able to figure out the meaning of new words and phrases by referring to the text.
2. State EQ, “How will a book talk help me gain further understanding of what I read?”
3. Choose a student to model a book discussion with you. Ask the student to sit by you and guide him or her in an Accountable Talk ([language of the standards](#)) book discussion. The teacher may refer to Book Discussion Guide if needed. Ask students to listen for **extensions** in dialogue *rather than one word answers*. **Extensions** encourage further discussion. Notice sample **openers** and **builders** to aid with discussion.
4. Example chart:

Book Discussion Guide Implementing the Language of the Standards

(Possible script)

Teacher: Did you **enjoy** the book?

Student: Yes, it was good.

*Teacher’s response should model **extension**. “I liked it too. It reminded me of the time I spent with my grandmother when I was little. She had a huge yard with a 3 hole golf course in her front yard. My job was to pick up the golf balls when I would visit. We shared many conversations in that front yard. She was very special to me and I learned a great deal from her.”*

Teacher: Does this book **remind** you of anything?

Opener: “This reminds me of the time when I...(Text to Self connection).”

Student: Shares response (if this student doesn’t have response ask someone from audience).

Builder: “What you said makes me think...”

Validate Response: “I agree with you. When I heard that, I thought of...”

Teacher: What **reading strategy** helped you understand the meaning of that word?

Student: Responds accordingly

Teacher: Did you **wonder** about anything in this book? Ex. “I wonder if Wilfrid did not share the football if Miss Nancy would have gotten her memory back.”

Teacher: What would you say is the **message/theme** of this story?

Student: Responds accordingly

Teacher: What **character** do you remember the most?

Student: Responds accordingly

Teacher: Would you **recommend** this book to anyone? Why or why not?

Student: Responds accordingly

Teacher: Would you be *interested in reading* any of Mem Fox’s other books?

Student: Responds accordingly

5. Tell the students their task will be to explore several books by Mem Fox that are provided.

Georgia Performance Standards Framework for English Language Arts – GRADE 1

6. Ask a volunteer to model how to **wonder** about a book: Picking it up, trying to read the title, talking to one another. Their job will simply be to talk about the book(s) during this work time.
7. Tell the students you will be listening for accountable talk.
8. Announce groups that have been previously determined.
9. Transition students around room with materials.
10. Once 15-20 minutes (suggested) are up choose one group to model their dialogue during the closing.

Closing: 10 minutes

11. The audience will listen for the language of the standards (referring to chart).
12. Group models book talk while teacher facilitates group and audience.

Resources, Materials, and Equipment:

1. Pre-made charts (chart stand/easel)
2. Read aloud *Wilfrid Gordon McDonald Partridge*
3. Several copies of Mem Fox books (see attachment)
4. Timer
5. Response journals
6. pencils

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation:

When assigning book discussion groups, mainstream accordingly. This will be advantageous with students needing remediation. It may serve beneficial to hand out scripts (each member having individual role) that will guide learners for a more productive conversation.

Enrichment/Extension:

Video-tape a book discussion group and share with other classes or as a closing (listening for examples of accountable talk throughout).

Draft a recommendation/advertisement of a book and create a video to share.

Georgia Performance Standards Framework for English Language Arts – GRADE 1

Mem Fox Booklist

Hunwick's Egg
Possum Magic
Wilfrid Gordon McDonald Partridge
Time For Bed
Whoever You Are
Wombat Divine
Koala Lou
Boo To A Goose
Hattie And The Fox
Shoes From Grampa

