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Culturally Authentic and Responsive Texts— Grade K

This sample includes the following:

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (1 page)
- Collection Components** (2 pages)
- Teaching a Lesson** (2 pages)
- CLR Toolbox Checklist** (2 pages)
- Lesson Plan** (15 pages)
- Reader Sample** (12 pages)

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Culturally Authentic and Responsive Texts

A Collection Curated by
Dr. Sharroky Hollie

Management Guide



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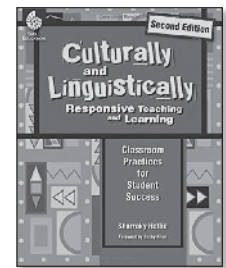
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Collection Components

The following components are included in this collection:

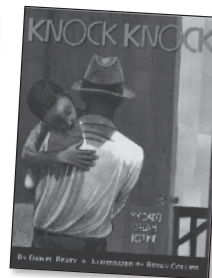
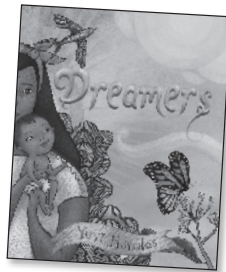
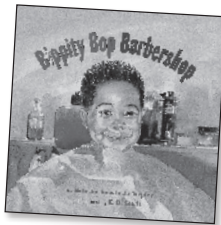
Professional Development Resource

Culturally and Linguistically Responsive Teaching and Learning, Second Edition is included to provide a complete introduction to CLR.



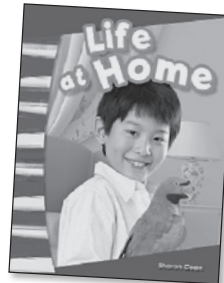
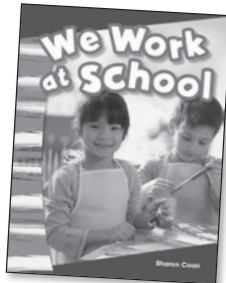
Interactive Read-Aloud Texts and Lessons

Five lesson plans with one copy of each culturally authentic title



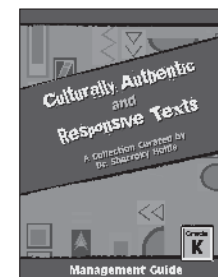
Shared Reading Texts and Lessons

Five lesson plans with six copies of each nonfiction title



Management Guide

Easy-to-use teacher resource supports best practices in culturally and linguistically responsive instruction and literacy instruction



Digital Resources

Digital resources may be accessed through the Teacher Created Materials website (see page 42). The following digital resources are provided to support instruction:

- eBooks of titles published by Teacher Created Materials
- student activity pages
- audiobooks of titles published by Teacher Created Materials
- discussion rubrics

Collection Components *(cont.)*

About the Books

The following texts are included in this collection. For a complete overview of each title, including CLR themes addressed, see the first page of each lesson.

Available Lexile® levels and Fountas and Pinnell Guided Reading Levels are listed below for reference only. The titles provided in this collection are not meant to match students' independent reading levels. The lessons are designed for teachers to lead students in modeled and shared reading activities with the books.

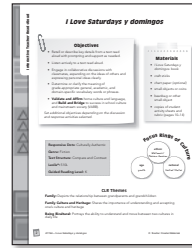
Title	Responsiveness Level	Lexile® Level	Guided Reading* Level
Literature			
<i>Bippity Bop Barbershop</i>	Culturally Authentic	AD550L	J
<i>Dreamers</i>	Culturally Authentic	AD480L	N/A
<i>I Love Saturdays y domingos</i>	Culturally Authentic	510L	K
<i>Knock Knock: My Dad's Dream for Me</i>	Culturally Authentic	AD500L	N
<i>Yaffa and Fatima: Shalom, Salaam</i>	Culturally Authentic	AD530L	N/A
Informational Texts			
<i>Always Growing: Hair</i>	Culturally Generic	NP	LB
<i>We Work at School</i>	Culturally Generic	250L	D
<i>Life at Home</i>	Culturally Generic	150L	C
<i>Outside the Box: Like a Family</i>	Culturally Generic	170L	E
<i>Meet Lady Liberty</i>	Culturally Generic	300L	G

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

Teaching a Lesson

Overview

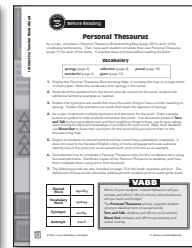
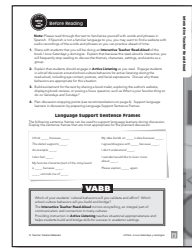
The overview page includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the title. **(Note:** Only the Rings of Culture of focus are identified in the lesson.)



Before Reading



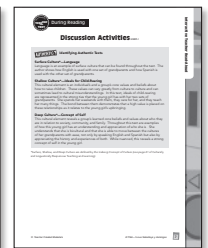
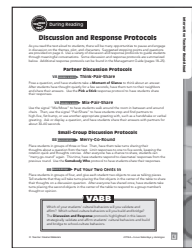
Students are engaged in activities to access prior knowledge and build excitement for the book. Vocabulary activities focus on either Tier II or Tier III vocabulary terms.



During Reading



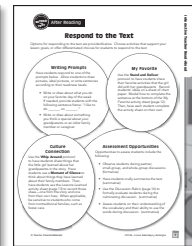
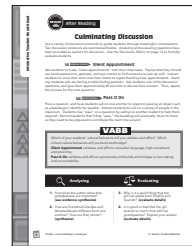
Teachers implement literacy and discussion protocols that focus on validating and affirming cultural behaviors and building and bridging toward school-culture norms.



After Reading

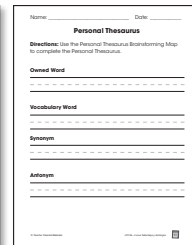
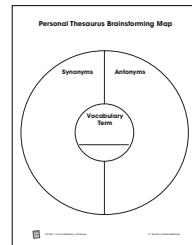


Students are able to synthesize their learning through a culminating discussion and multiple options for responding to the text, including writing prompts and comprehension activities.



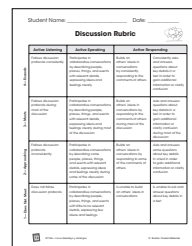
Student Activity Sheets

Literacy and VABB objectives are supported with vocabulary activities, comprehension activities, and Culture Connections.



Assessment

Suggestions for informal assessment as well as a discussion rubric are provided for assessing student progress toward lesson objectives.



Teaching a Lesson *(cont.)*

Instructional Settings and Lesson Pacing

The books provided in this collection vary in length, so instructional time will also vary. The books and lessons need not be taught in any particular order and can be used throughout the school year to support instruction within the standards and/or units of study.

Pacing Suggestions for Interactive Read-Aloud Lessons

In his book *In Defense of Read-Aloud* (2015), Steven L. Layne offers the following tips for successful planning and pacing of read-aloud instructional time for longer books:

- Take time to launch the read-aloud to ensure that students are fully engaged. When beginning a book, you might have a longer read-aloud session or read multiple times throughout the day. Once students are hooked, a routine of reading aloud 10–20 minutes per day can be established.
- Be mindful of when you begin a read-aloud. Do not start a book on a Friday or just before a school vacation.
- After launching a read-aloud book, keep the momentum going. Set a regular reading schedule that students can depend on. Avoid canceling read-aloud time.

Pacing Suggestions for Shared Reading Lessons

The following pacing suggestion spans five instructional days and requires approximately 30–45 minutes per day.

Day 1	Day 2	Day 3	Day 4	Day 5
Before Reading Activity and Personal Dictionary	During Reading Activity	During Reading Activity	Response to Text Activities	Culminating Discussion and Assessment



CLR Toolbox Checklist

Use the checklist to keep track of the CLR activities you use in your classroom and/or identify activities to add to your teaching repertoire. This list is not exhaustive but provides a foundation for building your toolbox. The activities are organized by each of the four CLR Instructional Areas—*classroom management*, *academic vocabulary*, *academic literacy*, and *academic language*, and then divided into three levels—**basic** (minimal planning), **advanced** (intentional planning), and **premium** (involved planning).

Activities that involve movement are noted with (M). Traditional activities are noted with (T). All noted page numbers or chapters refer to *Culturally and Linguistically Responsive Teaching and Learning, Second Edition*, provided as part of this collection. Not all of the listed activities are described or implemented in this resource.

Classroom Management	Classroom Management	Academic Literacy
<p>Attention Signals</p> <p>Traditional (examples)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Countdown (5, 4, 3, 2, 1) <input type="checkbox"/> Lights Off and On <input type="checkbox"/> Hands Raised 	<p>Discussion Protocols</p> <p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner Share <input type="checkbox"/> Round Robin <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Turn and Talk 	<p>Read-Alouds</p> <p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Buddy Reading <input type="checkbox"/> Choral Reading <input type="checkbox"/> Echo Reading <input type="checkbox"/> Fill in the Blank Reading <input type="checkbox"/> Teacher Read-Aloud (T)
<p>Call and Response (pages 242–243)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen-Up <input type="checkbox"/> Bring It—Back <input type="checkbox"/> When I Move You Move—Just Like That <input type="checkbox"/> Repeating Hand Claps/Beats 	<p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Corners (M) <input type="checkbox"/> Give One/Get One (M) <input type="checkbox"/> I Got This! <input type="checkbox"/> Campfire Discussion <input type="checkbox"/> Find Somebody Who... (M) <input type="checkbox"/> Huddle (M) <input type="checkbox"/> Musical Shares (M) <input type="checkbox"/> Numbered Heads <input type="checkbox"/> Merry-Go-Round <input type="checkbox"/> One-Three-Six (M) <input type="checkbox"/> Post Your Thoughts <input type="checkbox"/> Silent Appointment (M) <input type="checkbox"/> Snowballs (M) <input type="checkbox"/> Tea Party/Meet 'n' Greet (M) <input type="checkbox"/> Thinking on Feet (M) <input type="checkbox"/> Who's the Stray? (M) <input type="checkbox"/> Put Your Two Cents In 	<p>Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jump-In Reading <input type="checkbox"/> Train Reading—Proficient Readers Only (T)
<p>Response Protocols</p> <p>Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Moment of Silence (T) <input type="checkbox"/> Pick a Stick <input type="checkbox"/> Raise a Hand (T) <input type="checkbox"/> Train/Pass It On <input type="checkbox"/> Thumbs-Up/Down <input type="checkbox"/> Whip Around 	<p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer Chairs (M) <input type="checkbox"/> Carousel Brainstorm (M) <input type="checkbox"/> Fishbowl <input type="checkbox"/> Graffiti Talk (M) <input type="checkbox"/> Inner-Outer Circle (M) <input type="checkbox"/> Yesterday's Headlines <input type="checkbox"/> Send a Problem <input type="checkbox"/> Silent Conversations <input type="checkbox"/> Stop and Scribble (M) <input type="checkbox"/> Turning Wheels (M) 	<p>Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fade In/Fade Out <input type="checkbox"/> Radio Reading <input type="checkbox"/> Tag Reading

CLR Toolbox Checklist (cont.)

Academic Literacy	Academic Vocabulary	Academic Language
Literacy Strategies	Introducing Words	
<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing Conclusions <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> It Says, I Say, and So <input type="checkbox"/> K-W-L Charts <input type="checkbox"/> Picture the Feeling <input type="checkbox"/> Picture Walk <input type="checkbox"/> Retelling <input type="checkbox"/> Save the Last Word for Me <input type="checkbox"/> Three Things 	<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cloze Activity <input type="checkbox"/> Tiering Words (Chapter 5) <input type="checkbox"/> Vocabulary Slides <input type="checkbox"/> Word Splash 	<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> #BeYou Moments <input type="checkbox"/> Home Language or School Language? <input type="checkbox"/> Linguistic Feature Match
<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipation Reaction Guide <input type="checkbox"/> Chalk Talk <input type="checkbox"/> Hot Seat <input type="checkbox"/> Mindstreaming <input type="checkbox"/> Reading Tea Party (M) <input type="checkbox"/> Say Something <input type="checkbox"/> Sixty-Second Radio Spot <input type="checkbox"/> Story Maps <input type="checkbox"/> Team-Pair-Solo 	<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Affix Organizer <input type="checkbox"/> Line Up/Shades of Meaning <input type="checkbox"/> Personal Dictionary <input type="checkbox"/> Personal Thesaurus <input type="checkbox"/> Synonym Shout Out 	<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> Code Switching/Contrastive Analysis (Chapter 11) <input type="checkbox"/> Identify the Feature <input type="checkbox"/> Linguistic Feature Tic-Tac-Toe <input type="checkbox"/> Linguistic Feature Tea Party (M) <input type="checkbox"/> Sentence Lifting
Practice/Reinforcement		
<p style="text-align: center;">Basic</p> <ul style="list-style-type: none"> <input type="checkbox"/> And the Question Is? <input type="checkbox"/> Cloudy or Clear <input type="checkbox"/> Example/Non-Example Organizer <input type="checkbox"/> Memory Match 	<p style="text-align: center;">Advanced</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Wordy Conversation <input type="checkbox"/> Hot Seat <input type="checkbox"/> Snowballs (M) <input type="checkbox"/> Talk a Mile a Minute 	<p style="text-align: center;">Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Linguistic Feature Jeopardy <input type="checkbox"/> Peer Conferencing Academic Language <input type="checkbox"/> Reverse Code Switching
<p style="text-align: center;">Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> I-Chart <input type="checkbox"/> Language Experience Approach <input type="checkbox"/> Logographics <input type="checkbox"/> Quiz-Quiz-Trade <input type="checkbox"/> Sketch to Stretch <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Six-Color Thinking <input type="checkbox"/> 10 Questions 	<p style="text-align: center;">Premium</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indisputable or Refutable? <input type="checkbox"/> Jeopardy <input type="checkbox"/> Loopy <input type="checkbox"/> Shabooya Roll Call 	

Culturally Authentic and Responsive Texts

A Collection Curated by Dr. Sharroky Hollie

Shared Reading Lesson

We Work at School

By Sharon Coan

Lesson Author
Lydia McClanahan, MLIS

Teacher
Created
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PUBLISHING

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We Work at School

Objectives

- Actively engage in group reading activities with purpose and understanding.
- Participate in collaborative discussions with classmates, expanding on the ideas of others and expressing personal ideas clearly.
- With guidance and support, determine the meaning of grade-appropriate general, academic, and domain-specific vocabulary words or phrases.
- With prompting and support, make connections to individuals, events, ideas, or information in a text.
- **Validate and Affirm** home culture and language, and **Build and Bridge** to success in school culture and mainstream society (VABB).

Set additional objectives based on the discussion and response activities selected.

Materials

- *We Work at School* books
- craft sticks
- beanbag or small object
- chart paper
- copies of student activity sheets and rubric (pages 10–14)

Responsive Dots: Culturally Generic

Genre: Informational

Text Structure: Description

Lexile®: 250L

Guided Reading Level: D

Note: School community plays an important cultural role in students' lives. This text explores the classroom community, the rules of school, and shared responsibility. It does not explore any specific ring of culture.

CLR Theme

Classroom Community and Sharing Responsibilities: Discusses and explores classroom community and sharing responsibility



Before Reading

1. Tell students that you will be doing a shared reading of the book *We Work at School*. Display the book for the class. Read the title, and show students the front cover. Read the summary on the back of the book aloud. Model for students how to use the images and text to make predictions about the book.
2. Explain that students will have many opportunities to work together as you explore the book, focusing on shared goals for understanding the text.
3. Introduce the story by showing students a few pages of the book. Have them pretend to be detectives looking for clues to figure out what the story might be about or finding interesting pictures, captions, or sidebars.
4. Build excitement for the text by engaging students in a discussion about the CLR theme discussed in the text (page 2). Pose questions for students to explore, such as *What jobs and responsibilities do you have at home? Do you help do things around the house? What jobs do you like to do?*
5. Plan discussion stopping points (see recommendations on page 7). Support language learners in discussion by preparing two to three Language Support Sentence Frames that best match the planned discussion. Highlight and model the use of these frames.

Language Support Sentence Frames

The following sentence frames can be used to support language learners during discussion. Display the sentence frames that are most appropriate for the planned discussion.

I think _____ because _____.

This detail supports _____.

An example _____.

I also feel _____.

*My favorite character/part of the story/
event is _____ because _____.*

I learned that _____.

_____ reminds me of _____.

*My idea builds on _____'s idea
because _____.*

*I agree/disagree with _____
because _____.*

I don't understand _____.

*I wonder/would like to learn more
about _____.*

Please explain _____ again.

VABB

The **Discussion and Response** protocols highlighted in this lesson validate and affirm home-culture behaviors while building skills to bridge to school-culture behaviors.



Before Reading


Personal Dictionary

As a class, complete a *Personal Dictionary Brainstorming Map* (page 10) for each of the vocabulary terms below. Then, have each student complete their own *Personal Dictionary* (page 11) for each of the terms. Complete these activities before reading the book.

Vocabulary

chart (page 4)	library (page 15)
----------------	-------------------

1. Display the *Personal Dictionary Brainstorming Map*, and write the term *chart* in the center. Read aloud the sentence(s) from the text to provide context for the word. Use **Moment of Silence** to have students closely observe the pictures to infer meaning and build personal connections with the word.
2. Model and guide students in brainstorming personal connections, pictures, and definitions for the word while you record them on the map. Next, tell students they will use **Turn and Talk** to share their ideas with partners. Finally, use **Pick a Stick** to have students share what they came up with.
3. Display and model how to complete a *Personal Dictionary* entry with the term *chart*. Circle a student example of a picture, a connection, and a definition from the *Personal Dictionary Brainstorming Map*, and record them in the graphic organizer. Model how to use personal definition starters: *It is a thing that...* *It was a time when...* *It is a place where...*

Word: <i>chart</i>	My Picture: 
My Connection: <i>We have a <u>chart</u> in our classroom.</i>	My Definition: <i>It is information on a large sheet of paper.</i>

4. Distribute copies of *Personal Dictionary* to students. Instruct students to complete the graphic organizers by using examples from the *Personal Dictionary Brainstorming Map* for *chart*.
5. Repeat steps 1–3 with a different term. Encourage students to revise and edit their definitions as they continue to build their knowledge of the terms.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

The **Personal Dictionary** activity is used after building conceptual knowledge through direct instruction and supports students' development of content-specific vocabulary.

Moment of Silence builds and bridges to preciseness, individualism, and accountability.

Turn and Talk validates and affirms sociocentrism.

Pick a Stick builds and bridges to turn-taking, preciseness, and accountability.



During Reading

Shared Reading

Plan to conduct multiple readings of the text over several days. Choose from the protocols below to engage students in shared reading. Pause to have students discuss the questions provided on page 7 at the suggested stopping points. Use a variety of discussion and response protocols as well as the Language Support Sentence Frames on page 3 to support students' comprehension of the text. Depending on lesson objectives, select comprehension skills of focus and conduct strategy mini-lessons during reading as needed.

VA Validate & Affirm **Fill in the Blank Reading**

After reviewing sight words with students, read the text aloud, periodically stopping to have students "fill in the blank" with the sight word or vocabulary word from the text. Plan to stop and allow students to chime in several times on each page.

VA Validate & Affirm **Echo Reading**

Read a sentence, paragraph, or section. Have students echo by reading the text the same way.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Fill in the Blank Reading validates and affirms spontaneity and language variety.

Echo Reading validates and affirms spontaneity and musicality.

IS IT AUTHENTIC?

Understanding Cultural Responsiveness

When reading nonfiction texts, it is important to understand cultural bias.

- Does the text show the culture(s) in a mean or untrue way?
- Are the facts true? Do they match what you already know?
- Does the information in the text show what the culture(s) is like today?
- What can be added or changed to help readers better understand true facts about the culture(s)?



During Reading

Discussion and Response Protocols

Use discussion and response protocols to engage students in responding to the remembering and understanding questions on page 7. Possible responses to these questions can be found on page 15. Use the *Discussion Rubric* on page 14 to set expectations for students' listening and speaking skills.

VA Validate & Affirm → Walk and Talk

Pose a question. Then, use the signal "stand up, hand up, pair up" to have students find partners. Have students **Walk and Talk** with their partners to answer the question. Then, use the **Shout Out** protocol to have students share their responses with the class.

VA Validate & Affirm → Pass It On

Pose a question, and have students call on one another to respond by passing an object, such as a beanbag, to identify the speaker. Instruct students to call on a variety of people in the classroom. Students may "pass" on a question by calling on another student to help them respond. Remind students that if they "pass," the beanbag will eventually return to them, so they need to be prepared to contribute the next time around.

BB Build & Bridge → Whip Around

Ask the group a question. Quickly point to each student in succession, giving no more than five seconds for a response. If a student does not have a response, continue around the circle and return to them later.

BB Build & Bridge → Stand and Deliver

Ask a question that can be answered in one word. Allow students to stand up voluntarily to share their responses and then sit back down while you record their answers on the board or on a sheet of chart paper. Students can add to their peers' contributions or disagree and offer rebuttals. Instruct student volunteers to share only once to provide several students an opportunity to participate.

VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Walk and Talk validates and affirms high movement and sociocentrism.

Shout Out validates and affirms spontaneity and verbal overlap.

Pass It On validates and affirms spontaneity and builds and bridges to turn-taking and accountability.

Whip Around builds and bridges to turn-taking, preciseness with time, and accountability.

Stand and Deliver validates and affirms spontaneity and builds and bridges to turn-taking and deference.



During Reading

Discussion and Response Protocols *(cont.)*

Discussion Questions



Remembering

After page 3: What jobs do you see the students doing? (**monitor comprehension**)

After page 4: What does the teacher do with the chart? (**monitor comprehension**)

After page 7: Why does the girl pass out papers? (**monitor comprehension**)

After page 8: How many students are line leaders? Have you been a line leader before? (**monitor comprehension; personal connection**)

After page 12: How many students clean the tables? (**monitor comprehension**)

After page 14: How many students put away books? Where do they put the books? (**monitor comprehension**)

After page 17: What jobs do you see the students in the pictures doing? (**monitor comprehension**)



Understanding

After page 3: Imagine what it would be like to work in a garden. What things would you see, smell, and feel? (**create images**)

After page 5: Why do you think the students are raising their hands? (**infer**)

After page 11: Why is taking care of the class pet a very important job? (**infer**)

After page 15: What would happen if no one put away the books or made the library neat? (**infer**)



After Reading

Guided Culminating Discussion

After students have had several opportunities to explore the text through shared reading, engage in a guided culminating discussion. As you facilitate student talk using the discussion and response protocols, use the *Discussion Rubric* on page 14 to formally evaluate students.

VA Validate & Affirm → Mix-Pair-Share

Pose a question, and use the **Moment of Silence** protocol to have students think about their answers quietly for a few seconds. Then, use the attention signal “Mix/Move” to have students walk around the room in between and around chairs. Then, use the signal “Pair/Share” to have students find partners to high-five, fist bump, or use another appropriate greeting with, such as a handshake or verbal greeting. Then, repeat the question. Have students share their answers with partners for roughly 30–60 seconds. When time is up, repeat the process with the next question.

BB Build & Bridge → Somebody Who

Pose a question. Then, use a random identifier (such as birthdays in winter, wearing yellow, or being the youngest in their family), and invite the identified students to stand. Ask the standing students to share out their responses to the question.

VABB

Which of your students’ cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

Mix-Pair-Share validates and affirms high movement and sociocentrism.

Moment of Silence builds and bridges to preciseness, individualism, and accountability.

Somebody Who builds and bridges to turn-taking.



Analyzing

1. What does the author want everyone to know about classroom jobs? (**synthesize**)



Evaluating

2. Do you think that everyone should take turns doing different jobs or that each student should only do one job all the time? Explain your answer. (**evaluate details**)



Respond to the Text

Options for responding to the text are provided below. Choose activities that support your lesson goals, or offer differentiated choices for students to respond to the text.

Culture Connection

Have each student make a **Silent Appointment** with a classmate. Once they are sitting with their partners, have students talk about the jobs that they do at home. Have them use the *Our Jobs* activity sheet (page 13) to draw a picture of a job that they do at home and a job that their partners do at home. If applicable, be sensitive to students who are homeless or who live in shelters.

Favorite Job

Have students think about the book. As a shared writing experience, make a list of the following: three classroom jobs that were in the book, two classroom jobs you would add to the book, and one job that you could teach someone to do. Then, have students use the *Favorite Job* activity sheet (page 12) to record their favorite classroom jobs.

Assessment Opportunities

Opportunities to assess students include the following:

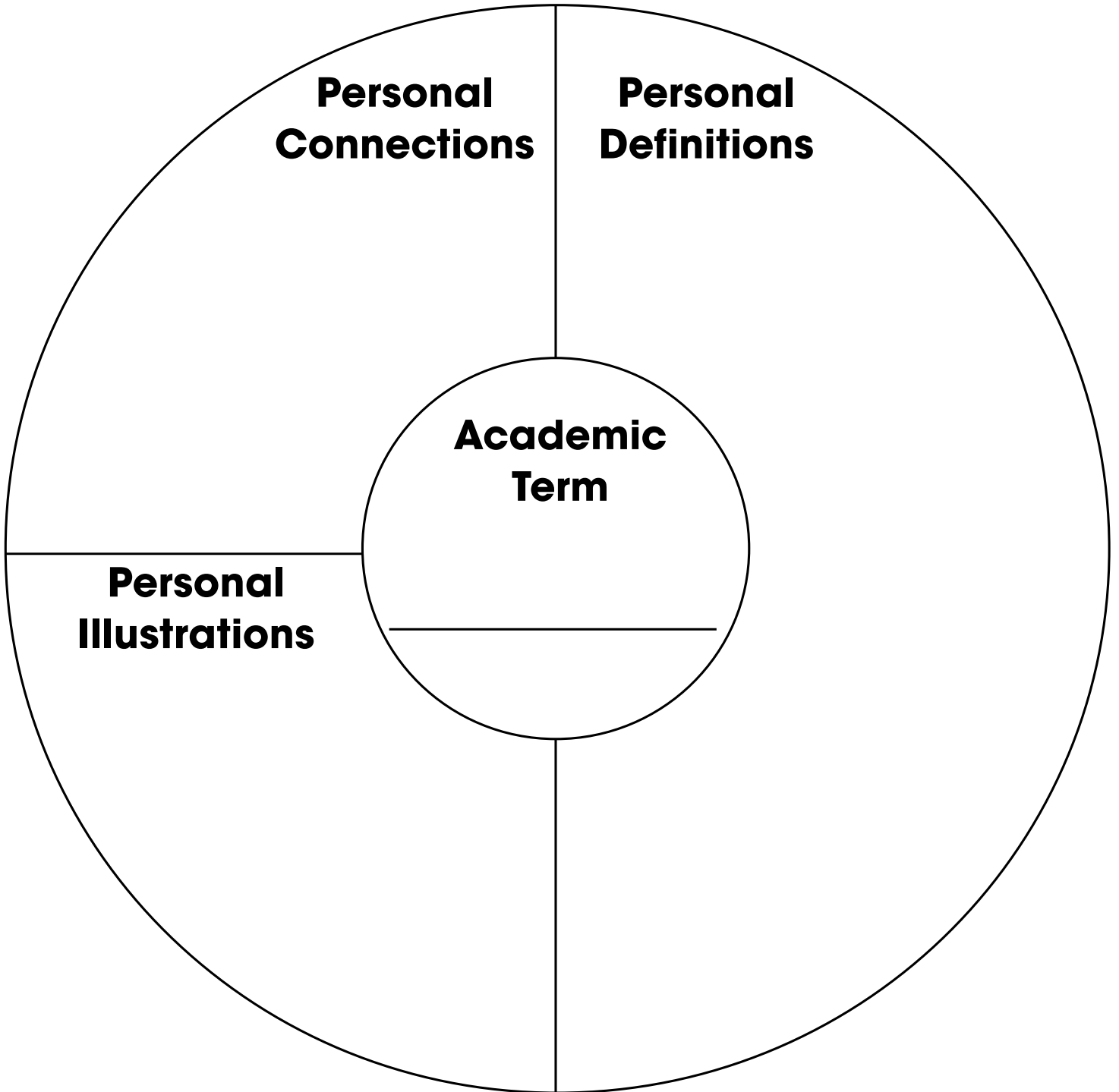
- Observe students during partner, small-group, and whole-group discussions. (formative)
- Have students orally summarize the text. (summative)
- Use the *Discussion Rubric* (page 14) to formally evaluate students during the culminating discussion. (summative)
- Assess students on their understanding of the vocabulary and their ability to use the words during discussion. (summative)

Writing Prompts

Have students respond to one of the prompts below. Allow students to draw pictures, label pictures, or write sentences according to their readiness levels.

- What is your favorite classroom job? Why? Draw a picture or write a sentence about your favorite classroom job.
- Draw a picture or write a sentence about why it is important for everyone to do their jobs at school.

Personal Dictionary Brainstorming Map



Name: _____ Date: _____

Personal Dictionary

Directions: Use a vocabulary term to create a Personal Dictionary entry.

<p style="text-align: center;">Word:</p>	<p style="text-align: center;">My Picture:</p>
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<p style="text-align: center;">My Connection:</p> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<p style="text-align: center;">My Definition:</p> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/>
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Name: _____

Date: _____

Favorite Job

Directions: Finish the sentence. Then, draw a picture of you doing your favorite classroom job.

My favorite classroom job is



Name: _____

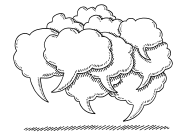
Date: _____

Our Jobs

Directions: Draw a picture of the job your classmate does.
Draw a picture of a job that you do.

<p>_____</p> <p>-----</p> <p>_____ 's Job</p>	<p>My Job</p>
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Discussion Rubric



	Active Listening	Active Speaking	Active Responding	
4—Exceeds	Follows discussion protocols consistently	Participates in collaborative conversations by describing people, places, things, and events with relevant details, expressing ideas and feelings clearly	Builds on others' ideas in conversations by consistently responding to the comments of others	Consistently asks and answers questions about key details in a text in order to gain additional information or clarify confusion
3—Meets	Follows discussion protocols during most of the discussion	Participates in collaborative conversations by describing people, places, things, and events with relevant details, expressing ideas and feelings clearly during most of the discussion	Builds on others' ideas in conversations by responding to the comments of others during most of the discussion	Asks and answers questions about key details in a text in order to gain additional information or clarify confusion during most of the discussion
2—Approaching	Follows discussion protocols inconsistently	Participates in collaborative conversations by describing some people, places, things, and events with relevant details, expressing ideas and feelings clearly during some of the discussion	Builds on others' ideas in conversations by responding to some of the comments of others	Asks and answers some questions about key details in a text in order to gain additional information or clarify confusion
1—Does Not Meet	Does not follow discussion protocols	Participates in collaborative conversations by describing people, places, things, and events with little to no relevant details, expressing few ideas and feelings	Is unable to build on others' ideas in conversations	Is unable to ask and answer questions about key details in a text

Answer Key

Remembering Questions (page 7)

After page 3: The boy is erasing the board. The students are working in a garden.

After page 4: The teacher writes students' jobs on the chart.

After page 7: The girl passes out papers to help the teacher.

After page 8: Two students are line leaders. Student responses about being a line leader will vary.

After page 12: Four students clean the tables.

After page 14: Five students put away books. They put the books in the library.

After page 17: The students in the pictures are putting away toys and feeding the fish.

Understanding Questions (page 7)

After page 3: Answers will vary but may include: You would see vegetables, fruits, flowers, dirt, bugs, and worms. You would smell dirt and flowers. You would feel the sun on your skin and the soft dirt.

After page 5: Answers will vary but may include: Students are raising their hands because they want to get picked to do a job.

After page 11: Answers will vary but may include: Taking care of a class pet is very important because the pet needs someone to feed it, care for it, and clean its home. The pet might die if no one takes care of it.

After page 15: Answers will vary but may include: If no one puts away the books or makes the library neat, it will be hard to find books. The library will get messy.

Analyzing and Evaluating Questions (page 8)

Answers will vary.

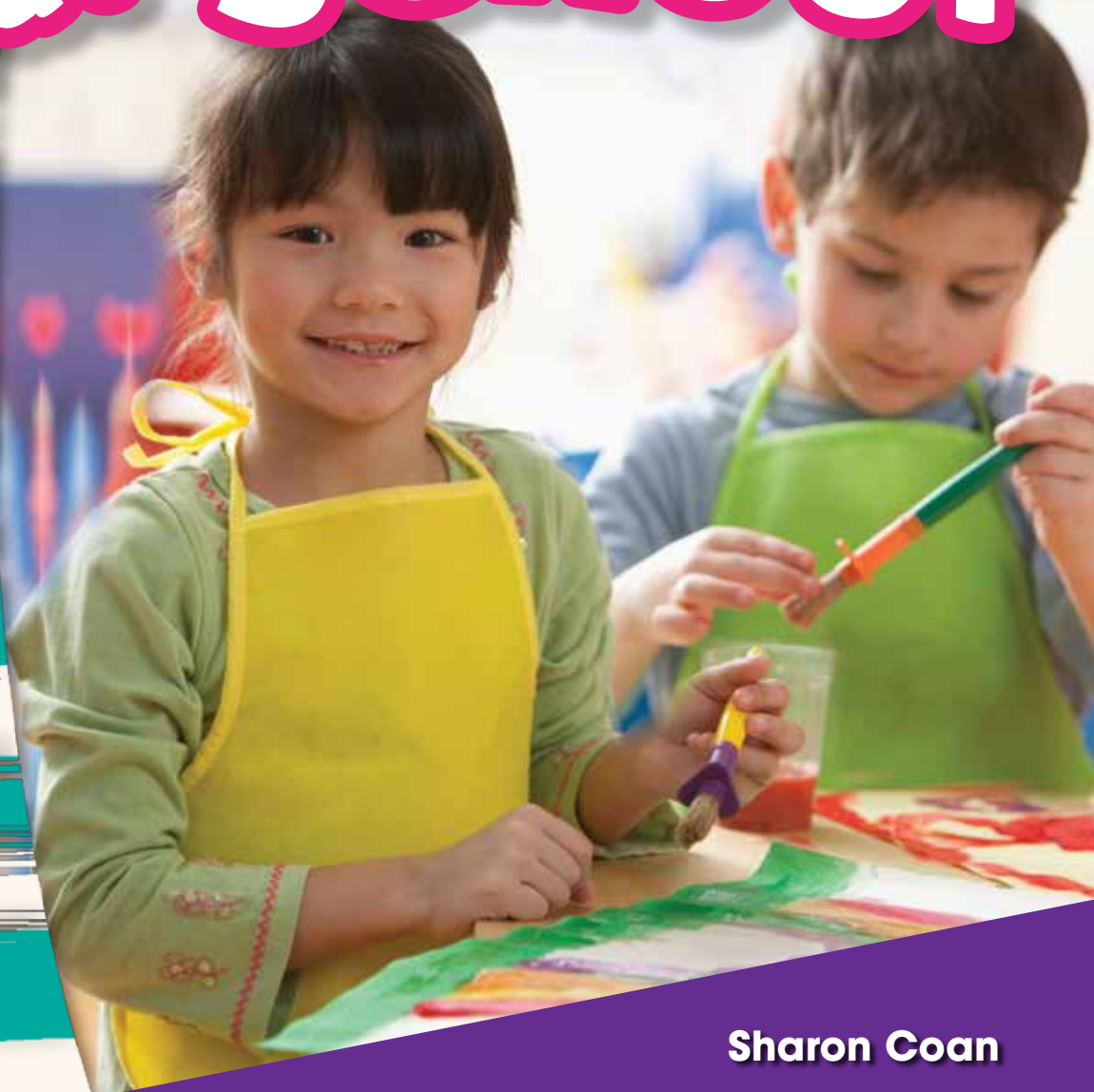
Favorite Job (page 12)

Drawings will vary.

Our Jobs (page 13)

Drawings will vary.

We Work at School



Sharon Coan



We have **jobs** at school.



See the **jobs** we do.



The teacher has
a **chart**.



We take turns.



One student passes out papers.



She helps the teacher.



Two students **lead**
the lines.



They are line leaders.



Three students feed
the class pet.



They make him
happy.



Four students clean tables.



They wash them all.



Five students put books away.



They make the library neat.



We have jobs at school.



See the jobs we do.

Draw It!



1. Think about the jobs at your school.



2. Which job do you like best?
3. Draw it.

Glossary

chart—a list

jobs—things you
must do

lead— to go in front

Index

clean, 12

library, 15

pet, 10

teacher, 4, 7

Your Turn!



What jobs do you do at school? Why do you do these jobs? Tell about them.

