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| Lesson 1 (40min)  **WALT: Collaborate with a team to inform others by creating a poster about an animal**  NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.  Initiation (2 min):   * I heard you are learning all about non-fiction books. Why do we read and write non-fiction books? (To inform others - we are going to create posters to inform others about the animals you are learning about) * Who likes spending time with friends and classmates? Who has ever played on a team? I am going to use a new word to describe working with others. “Collaborate” * Today, we are going to learn how to collaborate with others while we create a poster to inform about penguins   Acquisition (10 min):   * What is “good” about working with others or “collaborating”?   + We get to learn from each other   + Have fun together   + Listen and speak * What is hard about working with others or “collaborating”?   + Sometimes we have to use others ideas   + Sometimes we do not get to do what we want   + Sometimes we disagree or forget to listen   + Sometimes people do not want to listen to us * Create a T-chart:  |  |  | | --- | --- | | Collaborate | | | Looks like  Eyes, Surprise, Wow ... | Sounds Like  ... Body, Drawing, Ear, ... | | * Everyone can see each other and the poster * Everyone write/colors * Take turns | * “I agree with\_\_ because \_\_” * “I disagree with \_\_\_ because \_\_\_” * One person speaking at a time * “Great job” |  * Model with a small group how to collaborate to create a poster about a shark   Meaning:   * Students will work with small groups to create a poster that will inform others about penguins * Teacher will move about the room and facilitate what collaboration should look like and sound like * Students will   Transfer:   * Identify the things the class did well with collaborating * Identify the things that the class can do better when collaborating * “Tomorrow we will meet again and use this inform to answer a BIG question with our teams. | Lesson 2 (40min)  **WALT: Collaborate with a team to draw conclusions and support a claim with evidence**  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  Initiation (5 min):   * Review Collaboration * Look at good models of posters from previous day * Need help answering a question: Can penguins live in Cresskill, NJ?   Acquisition:   * Model with a small group how to work together to discuss: Can a shark live in Cresskill, NJ? * If we think the answer is yes or no, we have to PROVE it to others * How can we prove that something is true? (use facts to support an answer) * Look at the poster from the previous lesson and determine if Cresskill, NJ has the things that the animal needs to survive.   + Talk with the team to identify what a shark needs and what Cresskill has   Meaning:   * Students will work with teams to make arguments that use evidence from their poster about why a penguin can or cannot live in Cresskill.   Transfer:   * Share answer/posters with the rest of the class |