

Embedded differentiation to reach all learners

Every lesson includes built-in differentiation strategies for all students, including supports for multilingual/English learners.

Lesson 1: Introduction to the Sun and Space

Application

Writing: Students will make observations about the sky and record them in a journal.
[W.1.2]

WRITING: ASTRONOMY JOURNALS (20 MIN.)

- Tell students that over the next few weeks they are going to pretend to be astronomers as they learn about outer space. Tell them they will use astronomy journals to record both observations (what they see) and facts (what they learn) about outer space.
- Hand out the journals you prepared in advance.
- Take students outside, or if that is not possible, take them to a large window where they can see the sky.
- Have students spend a few minutes sketching the objects they see in the sky on the first page of their journals. Tell students that a sketch is a simple drawing with few details or colors.
- Have students return to their work spaces.
- Have students label the objects they drew.
- Remind students about the two levels of the sky: the atmosphere and outer space.

D Differentiation

Support

Some students may benefit from using the modified Astronomy Journal prompts on Activity Page 1.2.

D Differentiation

Support

If students have difficulty categorizing their images, have them refer to the T-Chart for Atmosphere/Outer Space.

Challenge

Encourage students to share their drawings with a partner and identify which objects are part of the atmosphere and which are part of outer space.

Support

Assist students who need more help during lessons.

Challenge

Provide advanced opportunities for students who are ready for a challenge.

Lesson 3: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Wiggle Cards describe a motion or activity students can act out. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading but whenever you feel students need a transition activity to refocus attention.
- Write each sentence on an **index card** or **sentence strip**.
- Show students the Wiggle Card, have them read it, and let them perform the action.

- | | |
|------------------------------------|------------------------------|
| 1. Act like you are baking a cake. | 3. Act like you are skating. |
| 2. Make a face. | 4. Start waving. |

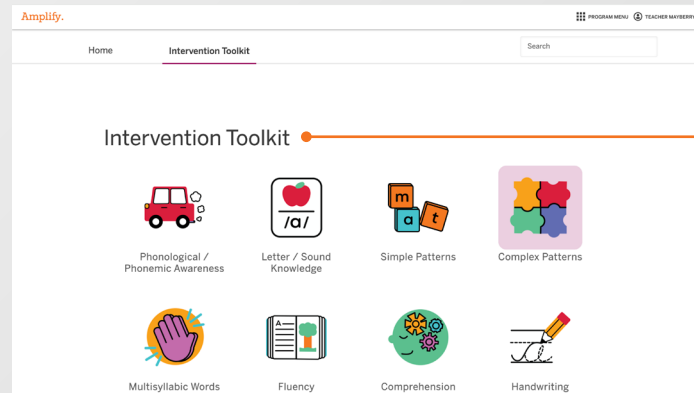
MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Roll, Flip, Read

- Create a set of cards for each student (**Activity Page TR 3.1**). Write a number (1–12) on the reverse side of each card.
- Have students lay cards facedown on the table or floor in front of them.
- To play, either call out a number (1–12) or have the student roll a die (one or two), then “flip” a card that corresponds to the number rolled and read the word on the card.

30 minutes of additional support in every Skills lesson

Specific targeted instruction is provided at the end of each Skills Strand lesson in K–2, providing further practice aligned to the lesson objectives.



Intervention Toolkit

Hundreds of activities support phonics, fluency, comprehension, handwriting, and other key skills.

Multilingual/English learner support

Make grade-level instruction accessible to your multilingual/English learners (ML/ELs) with effective scaffolds.

D **Differentiation**

Challenge
Have students orally generate a topic sentence using additional words or phrases that show their opinion of Earth's name change, such as "In my opinion, the name Earth is a good name for our planet because..."

Astronomy Journals


- Model writing a topic sentence for changing "Earth" to "The Plant Planet" using different words that express feelings on a whiteboard or chart paper. Examples of topic sentences are below:
 - I like the name The Plant Planet as a new name for Earth.
 - I believe Earth's new name should be The Plant Planet.
- Have students discuss their opinions for renaming a constellation using their Astronomy Journals in small groups. Tell students to decide which word they will use to express their opinion about renaming a constellation.

WRITING: OPINION DRAFTING (15 MIN.)

- Have students take out their Astronomy Journals and turn to the next clean page. Tell students that they are going to write the topic sentence for their opinion paragraphs. Tell them to choose one of the following phrases to start their sentences:
 - "I like ..."
 - "I think ..."
 - "I feel ..."
 - "I believe that ..."
 - "The best ..."
- Remind students to write their topic sentences starting on the first line of the page in their Astronomy Journals. Tell students to use the correct capitalization and punctuation in their sentences. Remind students to use the example from Visual Support 5.3 to support their writing.
- Allow students time to draft and read over their topic sentences before collecting them for review. You may pull students in small groups to answer any questions about writing their topic sentences for their opinion paragraphs.

MULTILINGUAL/ENGLISH LEARNERS
ML/EL Writing
Writing a Topic Sentence

Entering/Emerging	Have students dictate their opinion for renaming a constellation using one of the opinion words as you write their topic sentence.
Transitioning/Expanding	Provide students with a specific sentence frame, such as "I think the constellation _____ should be renamed _____."
Bridging	Ask students if support is needed with writing their topic sentence and provide assistance if needed.

Multilingual/English learner supports

Each lesson features embedded supports designed specifically to assist ML/ELs as they practice listening, speaking, writing, and reading. Support is offered at multiple levels across areas like close reading, developing opinions, and presenting information, so students can fully engage with the lesson. Anchor charts and graphic organizers are also used as scaffolds, and Spanish cognates are included to draw meaningful language connections.

MULTILINGUAL/ENGLISH LEARNERS	
ML/EL Writing Writing a Topic Sentence	
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Transitioning/Expanding	Provide students with a specific sentence frame, such as "I think the constellation _____ should be renamed _____."
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Grade 1, Knowledge Domain 4, Lesson 6, ML/EL support for opinion writing: Writing a Topic Sentence

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Ancient Greeks believed that gods put certain groups of stars together in the sky in order to make pictures that would tell stories and teach lessons. What are these pictures called? (*constellations*)

Show Images 4A-4, 4A-8, and 4A-9



Check for Understanding

Turn and Talk: Name the constellation as I point to it. [Point to the constellation(s) in each image.] Turn to a partner and share one thing you remember about that constellation. Signal when both partners have contributed to the conversation.

You will share your partner's fact about a constellation while I write key words or ideas on a white board or chart paper.

Flip Book
4A-4, 4A-8, 4A-9



Show Image 4A-4: Big Dipper

2. **Literal.** Why is this group of stars called the Big Dipper? (*group of stars that looks like a ladle or pot*)
3. **Inferential.** What is special about Polaris, the North Star? (*It always stays in the north, making it a good star to use for navigation.*)
4. **Literal.** What astronomer was the first to say that the earth revolved around the sun? (*Copernicus*)
5. **Literal.** We also learned about another important astronomer, Galileo, who improved upon telescopes. Why did Galileo improve telescopes? Share your response with a partner. Sample answers are below:
 - Galileo improved telescopes because astronomers wanted to see objects in outer space."
 - Galileo improved telescopes, so astronomers can closely see planets and other objects in space."

WORD WORK: ANCIENT (5 MIN.)

1. In the Read-Aloud you heard, "The ancient Greeks, Arabs, Romans, Chinese, Egyptians, Turks, Mayans, Babylonians, and countless others all studied the stars."
2. Say the word *ancient* with me.

Oral language development opportunities

Oral language development opportunities are embedded into every lesson and support ML/ELs in building confidence by applying their English skills in a variety of inclusive ways.



Check for Understanding

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You will share your partner's fact about a constellation while I write key words or ideas on a white board or chart paper.

Grade 1, Knowledge Unit 4, Lesson 4, Turn and Talk