1st Grade MELD Lessons Aligned to CCSS
10 Days Start Smart

Overview

The objectives of the 10 days of MELD Start Smart are to introduce the MELD discussion protocols and participation protocols and to assess students using the language screener. A culturally relevant book is used to motivate an introduction to narrative writing and provides a curriculum space to authentically practice the discussion and participation protocols.

	Day 1:
Common Core Objective(s) CCSS Domain CCSS Standard	***Speaking and Listening 1.1*** *Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.* 1. *Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).* 2. *Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* ***Speaking and Listening 1.3*** *Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.* ***Speaking and Listening 1.6*** *Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)*
Materials and Resources	● Participation Protocol Poster ● Protocols for Culturally Responsive Learning and Increased Student Engagement Packet (available on AEMP website) ● Pictures of traffic signs OR Slideshow of traffic signs at http://www.streetsignpictures.com/trafficsignpictures.html ● Pictures used for poster ● Construction paper ● **The Stories Julian Tells**, by Ann Cameron (from the AEMP Phyllis Hunter library book sets) or a similar culturally relevant book
Essential Question "Big Idea"	*"Why are protocols important to us?"*
MELD Lesson Objective(s): (Intended Student	Intended Student Learning Outcomes: ● Students will be introduced to the Participation Protocols (**PP**) and practice using the Participation Protocols.

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

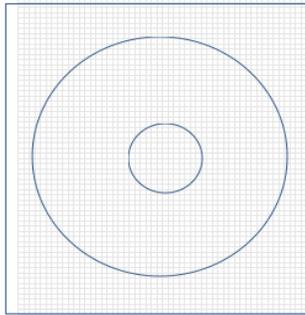*Created by Theresa Brissett (74th Street & Gifted Magnet) and Della Wright (Manchester ES), LAUSD AEMP, 2014*

Learning Outcomes:)	● Students understand why protocols are important to the classroom culture.
Instructional Strategies	**Introduction:** Participation Protocols (Use a similar or your own explicit procedure for teaching **PP and DP**)

1. Tell students that they are going on a "School Walk". Remind them about expected behaviors for walking in the hallways and around campus. Thus, being respectful to the other learners and workers on the campus.
2. Conduct a class-walk around the school site to search for signs throughout the school (e.g., main office, nurse, cafeteria, boys and girls restrooms).
3. When you return to the classroom, introduce the procedure for the **Think-Pair-Share (TPS)** protocol. Then have students use **TPS** to discuss what they noticed during the "school walk" and how what they saw helps them to function. Call on students who referenced the restrooms for discussion. For example, (QT #1) What do you remember about the signs you saw during your "school walk"? (QT #2) How could you describe what the sign looks like to a classmate that cannot find it? (i.e. We saw the restroom signs. One has the word boy on it and the other has the word girl). (QT# 3) Does the restroom sign at the mall or Target look different than the one at our school? If so, what makes it different. (QT #4) Can you explain why this sign may be important?
4. Display the common traffic signs. Introduce the procedure for the **Give a Shout Out** protocol. Instruct students to shout out what they think each one means. (**Prior Knowledge**) (QT #1)

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Can you give me an example of how/why traffic signs are important for our safety?

5. Explain that **PP** are like traffic signs, they tell when and how to participate with the class as a whole. (**Set Purpose**)
6. Introduce the **Raise a Righteous Hand** protocol by pointing to it on the **PP** poster and explain its purpose. Practice using the **Raise a Righteous Hand** protocol with the class.
7. Ask students to **Raise a Righteous Hand** to share their knowledge of traffic signs. Record their ideas on chart paper using an appropriate **Advanced Graphic Organizer** (**AGO**) like a **Circle Map**.

Introduce Small Group/Collaborative Group Work: Create a poster
1. Establish your rules and procedures for **Collaborative Groups**.
2. Have students work in collaborative groups to create a small poster for one of the *traffic signs showing its purpose*. Students can draw pictures, use words, etc. *For example: A picture of a car stopped at a stop sign.*
3. As students work collaboratively, teacher monitors groups.

Whole Group / Share Posters: Introduce other PP to share group posters

1. Call and Response: Students will actively respond in unison to the speaker either verbally or with a movement (such as a clap) to a pre-taught "call".
2. **Call and Response** will be used to call students' attention from either small group of independent activities.
3. Select a few **Call and Response** protocols that you will use with your students and practice using them with the students. Examples: Teacher says, "Welcome", students respond, "Back" or teacher says, "When I say peace, you say quiet." Teacher: Peace, Students: Quiet.
4. Explicitly explain the **Roll "Em** protocol. Then use **Roll"Em** to

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Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

	share group posters. **Read Aloud**: If possible, begin reading **The Stories Julian Tells** to prepare students for later lessons. Read a little everyday. Plan to complete by Day 10 of Start Smart. **Wrap Up**: Conclude every MELD day with a summary of learning 1. Summarize today's learning. "Today, we learned…" 2. Return to the Big Idea Question by asking, "Why are protocols important to us?" Use an appropriate **PP** to get students response. (**Informal Assessment Opportunity) Model for students how to respond using complete sentences.**
Academic Language	● Participation Protocols

	Day 2:
Common Core Objective(s) CCSS Domain CCSS Standard	***Speaking and Listening 1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.* *1. Follow agreed-upon rules for discussions. (e.g., listening to others*

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	with care, speaking one at a time about the topics and texts under discussion). *2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* ***Speaking and Listening 1.3*** *Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.* ***Speaking and Listening 1.6*** *Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)* ***Reading Literature 1.2*** *Retell stories, including key details, and major events in a story, using key details.*
Materials and Resources	● Participation Protocol Poster ● Team Coloring Activity (In Resource Packet) ● Rules for Collaborative Work class chart ● MELD Profile Folders ● **The Stories Julian Tells**, by Ann Cameron (from the AEMP Phyllis Hunter library book sets)
Essential Question "Big Idea"	*"Why is it important for everyone to have a job and know how to do their jobs?"*
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: ● Students will be introduced to the Participation Protocols (**PP**) and practice using the Participation Protocols. ● Students understand why protocols are important to the classroom culture. ● Students learn the benefits of working together.
Instructional Strategies	**Introduction:** Participation Protocols (Use an explicit procedure for teaching **PP**) 1. Display the **Participation Protocol** poster. 2. Set purpose by reminding students that just like traffic signs, there are certain expectations for different situations in the classroom. 3. Introduce and practice using different **PP** with students as examples of different ways for them to participate in classroom discussions. Be explicit in your instruction. For example, use "I do, we do, and you do" to model, demonstrate, and practice the protocol. 4. Select a few **PP** that you will use with your students and practice using them with the students. Some examples you can use are: **Pick-A-Stick**: Ask students "What do they think

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	the cafeteria should serve at lunch, and why?, **Give A Shout Out**: Ask students questions such as "What day is it?" or "What month is it?" The goal is to have students "Think First" before attempting to answer and to know how they are expected to respond in class. 5. Be sure to use appropriate **PP** throughout the day, *everyday.* **Introduce Small Group/Collaborative Group Work**: Return to the idea of Collaborative Group work by telling students that it sometimes helps teams be more successful when its members have assigned jobs or responsibilities. What would happen if the teacher was so busy that he/she could not help you? 1. Establish your rules and procedures for **Collaborative Groups**. 2. Have students form groups and do the Team Coloring Activity. 3. Be sure to have students work collaboratively to a). develop a team strategy and b). decide on what jobs are needed and who will do each job. (i.e. color, time keeper, leader) **Share Out**: Introduce other **PP** appropriate for whole group discussion. 1. Using a **PP** and the "Questions for Reflection" at the bottom of the Team Coloring Activity sheet, discuss successes and challenges to the collaborative activity. Chart using a Treemap with stems "successes" and "challenges". (QT# 1) Describe some of the successes and challenges you encountered during group work? (QT# 2) Can you explain how to solve the problem in this challenge? (QT# 3) Explain why it is important for everyone to have a job and know what to do? 2. (Optional) Use Tree Map to create a list of Rules for Collaborative Work. **Read Aloud**: If possible, continue reading ***The Stories Julian Tells*** to prepare students for later lessons. Read a little everyday. Plan to complete by Day 10 of Start Smart. **Wrap Up**: Conclude every MELD day with a summary of learning 1. Summarize today's learning. "Today, we learned…" 2. Return to the Big Idea Question by asking, *"Why is it important for everyone to have a job and know how to do their jobs?"* Use an appropriate **PP** to get students' response. (**Informal Assessment Opportunity)**
Academic Language	● Participation Protocol

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	Day 3: Prewriting
Common Core Objective(s) CCSS Domain CCSS Standard	***Speaking and Listening 1.1*** *Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.* *1. Follow agreed-upon rules for discussions. (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).* *2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* ***Reading Literature 1.2*** *Retell stories, including key details, and major events in a story, using key details.* ***Reading Literature 1.3*** *Describe character, setting, and major events in a story, using key details.* ***Writing 1.3*** *Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*
Materials and Resources	● Participation Protocol Poster and Discussion Protocol Poster ● Team Coloring Activity (In Resource Packet) ● Rules for Collaborative Work class chart ● Chart of Writing Genre (teacher created, add to chart throughout year) ● **AGO** for class chart and student chart of prewriting ● ***The Stories Julian Tells***, by Ann Cameron (from the AEMP Phyllis Hunter library book sets)
Essential Question "Big Idea"	*"What is a personal narrative?"*
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: ● Students will be introduced to the Discussion Protocols (**DP**) and practice using the Discussion Protocols. ● Students understand why protocols are important to the classroom culture. ● Students pre-write for a personal narrative.
Instructional Strategies	<u>Introduction:</u> Discussion Protocols (Use a similar or your own explicit procedure for teaching **PP** and **DP**) 1. Display the **DP** poster. 2. Set purpose by reminding students that just like traffic signs, there are certain expectations for different situations in the

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

classroom.

3. Introduce and practice using different **DP** with students as examples of different ways for them to participate in classroom group activities. Be explicit in your instruction. For example, use "I do, we do, and you do" to model, demonstrate, and practice the protocol.
4. Be sure to use appropriate **PP and DP** throughout the day, everyday.

Read Aloud: Continue reading *The Stories Julian Tells* to prepare students for later lessons. Read a little everyday. Plan to complete by Day 10 of Start Smart.

Introduce Personal Narratives: Prewriting
1. Tell students that they will be writing a personal narrative about a special event in their life.
2. Introduce what a narrative is. Point out that there are several kinds of narratives, but that for this assignment, students will write a personal narrative. Show students or create with students a class writing genre chart. Keep and add to the chart throughout the year as students encounter different writing genres. You may also wish to begin a reading genre class chart. Limit this discussion to 5 minutes.
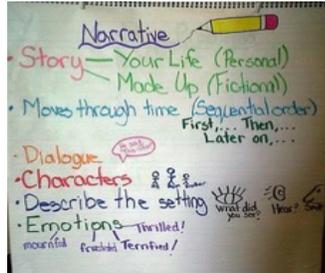
3. Create a **AGO** chart of special events in a child's life, for example a Circle Map. Model for students coming up with ideas for special events. Give students **Wait Time** to think of ideas. Use an appropriate **PP** to have students share ideas to add to the chart. Lucy Calkins "Small Moments" is a good reference.
4. Give students time to work on their personal **AGO**. Use **Call and Response** to get students attention when done.

Share Prewriting:
1. Students share their completed **AGO** with other students using an appropriate **DP** such as **Give One, Get One**. Remember to explicitly teach **DP** and practice **DP** before beginning.

Wrap Up: Conclude every MELD day with a summary of learning

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

	1. Summarize today's learning. "Today, we learned…" 2. Return to the Big Idea Question by asking, *"What is an personal narrative?"* Use an appropriate **PP** to get students response. (**Informal Assessment Opportunity**)
Academic Language	● Autobiography ● Narrative ● Personal narrative ● Advanced graphic organizer

	Day 4: Prewriting
Common Core Objective(s) CCSS Domain CCSS Standard	***Speaking and Listening 1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.* *1. Follow agreed-upon rules for discussions. (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).* *2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* ***Reading Literature 1.2** Retell stories, including key details, and major events in a story, using key details.* ***Reading Literature 1.3** Describe character, setting, and major events in a story, using key details.* ***Writing 1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*
Materials and Resources	- Participation Protocol Poster and Discussion Protocol Poster - Chart of Writing Genre (teacher created, add to chart throughout year) - Chart of Elements of a Good Narrative **AGO** for class chart and student chart of prewriting - SEL Language Screener - MELD Profile Folders ***The Stories Julian Tells***, by Ann Cameron (from the AEMP Phyllis Hunter library book sets)
Essential Question "Big Idea"	*"What are some things that a powerful narrative needs?"*
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: - Students discuss elements of a good narrative through their exposure to mentor text. - Students pre-write for a personal narrative. - Students will explore mentor text of their choice. - Students begin SEL language screener assessments.
Instructional Strategies	**Review:** Discussion Protocols (Use a similar or your own explicit procedure for teaching **PP** and **DP**) 1. Display the **DP** poster.

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

	2. Set purpose by reminding students that just like traffic signs, there are certain expectations for different situations in the classroom. 3. Introduce and practice using different **DP** with students as examples of different ways for them to participate in group discussions. Be explicit in your instruction. For example, use "I do, we do, and you do" to model, demonstrate, and practice the protocol. 4. Select a few **DP** that you will use with your students and practice using them with the students. Some examples you can use are: **Think-Pair-Share**, **Put Your Two Cents In**, or **Give One, Get One.** 5. Be sure to use appropriate **PP and DP** throughout the day, everyday. **Read Aloud**: Continue reading *The Stories Julian Tells* to prepare students for later lessons. Read a little everyday. Plan to complete by Day 10 of Start Smart. **Discuss Elements of a Good Narrative**: Creating a class list of writing criteria for narrative writing 1. Using *The Stories Julian Tells* **(Using Expert Text)** and an appropriate **DP** such as **Put Your Two Cents In**, discuss with students what makes an effective narrative. Model using examples from *The Stories Julian Tells* before allowing students to discuss. Questions vary based on story being used). 2. Have students share out ideas using a **PP** such as **Raise A Righteous Hand**. 3. Add students' ideas to a class Chart of Elements of a Good Narrative. 4. Tell students that this chart is how you will grade their personal narrative. 5. Give students time to explore mentor text independently and look for evidence of a good narrative with a partner. 6. As students work collaboratively, teacher pulls students to begin the SEL Language Screener. Add SEL Language Screener to the MELD Profile Folders for each student. **Wrap Up**: Conclude every MELD day with a summary of learning 1. Summarize today's learning. "Today, we learned…" 2. Return to the Big Idea Question by asking, *"What are some things that a powerful narrative needs?"* Use an appropriate **PP** to get students response. (**Informal Assessment Opportunity**)

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

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Academic Language	● Autobiography ● personal narrative ● Advanced graphic organizer

	Day 5: Prewriting
Common Core Objective(s) CCSS Domain CCSS Standard	***Speaking and Listening 1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.* *1. Follow agreed-upon rules for discussions. (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).* *2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* ***Reading Literature 1.2** Retell stories, including key details, and major events in a story, using key details.* ***Reading Literature 1.3** Describe character, setting, and major events in a story, using key details.* ***Writing 1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*
Materials and Resources	● Participation Protocol Poster and Discussion Protocol Poster ● Chart of Writing Genre (teacher created, add to chart throughout year) ● Chart of Elements of a Good Narrative ● **AGO** for class chart and student chart of prewriting ● Class and student copies of a Flow Map ● SEL Language Screener ● MELD Profile Folders ● ***The Stories Julian Tells***, by Ann Cameron (from the AEMP Phyllis Hunter library book sets)
Essential Question "Big Idea"	*"How can we organize our narrative?"*
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: ● Students discuss elements of a narrative ● Students will sketch and label the characters and setting for their personal narratives. ● Students will share their sketch with classmates and they will give each other feedback. ● Students begin SEL language screener assessments.
Instructional Strategies	**Review:** Discussion Protocols (Use a similar or your own explicit procedure for teaching **PP** and **DP**)

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

	1. Display the **DP** poster. 2. Set purpose by reminding students that just like traffic signs, there are certain expectations for different situations in the classroom. 3. Continue introducing and practicing using different **DP** with students as examples of different ways for them to participate in the classroom. Be explicit in your instruction. For example, use "I do, we do, and you do" to model, demonstrate, and practice the protocol. 4. Be sure to use appropriate **PP and DP** throughout the day, everyday. **Read Aloud**: Continue reading *The Stories Julian Tells* to prepare students for later lessons. Read a little everyday. Plan to complete by Day 10 of Start Smart. **Prewriting**: Organize writing 1. Tell students that good writers brainstorm before they write their narrative. One form of brainstorming is sketching and labeling. 2. Model for students how to pull a topic off a list to sketch and label. Use **Think Alouds** telling a story about a special event in your life. 3. Have students go back to their seats and pull an idea off the list to sketch and label. 4. Using an appropriate **DP** such as **Think-Pair-Share** (remember to re-teach and practice the protocol as needed), have students tell the story of the special event in their lives to a partner and have one or two share out with the class using a **(PP)** 5. As students work independently, teacher pulls students to continue the SEL Language Screener. Add SEL Language Screener to the MELD Profile Folders for each student. **Wrap Up**: Conclude every MELD day with a summary of learning 1. Summarize today's learning. "Today, we learned…" 2. Return to the Big Idea Question by asking, *"How can we organize our narrative?""* Use an appropriate **DP** to get students response. (**Informal Assessment Opportunity**)
Academic Language	● Autobiography ● Narrative ● Autobiography ● personal narrative ● plot
Differentiation:	For struggling writers, refer them to the list of ideas.

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

	Day 6: Drafting
Common Core Objective(s) CCSS Domain CCSS Standard	*Speaking and Listening 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.* *1. Follow agreed-upon rules for discussions. (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).* *2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* *Reading Literature 1.2 Retell stories, including key details, and major events in a story, using key details.* *Reading Literature 1.3 Describe character, setting, and major events in a story, using key details.* *Writing 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*
Materials and Resources	● Participation Protocol Poster and Discussion Protocol Poster ● Chart of Writing Genre (teacher created, add to chart throughout year) ● Chart of Elements of a Good Narrative ● **AGO** for class chart and student chart of prewriting ● Class and student copies of a Flow Map ● Paper for draft ● SEL Language Screener ● MELD Profile Folders ● *The Stories Julian Tells*, by Ann Cameron (from the AEMP Phyllis Hunter library book sets)
Essential Question "Big Idea"	*"What are some things that a powerful narrative needs?"*
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: ● Students discuss elements of a narrative ● Teacher and students discuss sequence of personal narrative using mentor text. ● Students sketch and draft a personal narrative utilizing sequence. ● Teacher continues to administer SEL language screener assessments.

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

Instructional Strategies	**Review:** Discussion Protocols (Use a similar or your own explicit procedure for teaching **PP** and **DP**)
	1. Display the **DP** poster.
	2. Set purpose by reminding students that just like traffic signs, there are certain expectations for different situations in the classroom.
	3. Continue introducing and practicing using different **DP** with students as examples of different ways for them to participate in the classroom. Be explicit in your instruction. For example, use "I do, we do, and you do" to model, demonstrate, and practice the protocol.
	4. Be sure to use appropriate **PP and DP** throughout the day, everyday.
	Read Aloud: Continue reading *The Stories Julian Tells* to prepare students for later lessons. Read a little everyday. Plan to complete by Day 10 of Start Smart.
	Drafting: Teacher will model the use of sequence in a personal narrative.
	1. Review the elements of a good narrative. Remind students that their writing should have many of these elements.
	2. Use retelling cards from Treasures to teach sequence. (Pick a story that they have probably already heard or may be familiar with) Point out that the pictures show a series of events in the order, or sequence, in which they happened. Tell students that when you write a story, you use sequence to help the reader understand what is happening. Model how to tell a story in sequence using the retelling cards. Then, have students **TPS** and try it themselves. Encourage them to use time order words such as First, Then, Next, Finally.
	3. Model for students taking your sketch from previous lesson and using a **Flow Map** to tell about what is happening in sequential order. Remember to use **Think Alouds**.
	4. Establish routines and procedures for independent writing time. Have students begin their independent sketch and drafts using sequencing.
	5. As students work independently, teacher pulls students to continue the SEL Language Screener. Add SEL Language Screener to the MELD Profile Folders for each students.
	Share Out:
	1. Get students attention with a **Call and Response**.
	2. Model for students sharing out your writing progress and what you plan to do for your writing tomorrow. Please refer to Lucy Calkin's *Units of Study* or procedures for Writer's Workshop.
	3. Using an appropriate **PP**, have students share out their writing

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

	progress and what they plan to do tomorrow for their writing.
	Wrap Up: Conclude every MELD day with a summary of learning 1. Summarize today's learning. "Today, we learned…" 2. Return to the Big Idea Question by asking, *"What are some things that a powerful narrative needs?"* Use an appropriate **PP** to get students response. (**Informal Assessment Opportunity)**
Academic Language	● Autobiography ● Narrative ● personal narrative ● plot ● draft ● drafting ● sequence ● Time Order words (First, Then, Next, Finally)

	Day 7: Drafting
Common Core Objective(s) CCSS Domain CCSS Standard	*Speaking and Listening 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.* *1. Follow agreed-upon rules for discussions. (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).* *2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* *Reading Literature 1.2 Retell stories, including key details, and major events in a story, using key details.* *Reading Literature 1.3 Describe character, setting, and major events in a story, using key details.* *Writing 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*
Materials and Resources	- Participation Protocol Poster and Discussion Protocol Poster - Chart of Writing Genre (teacher created, add to chart throughout year) - Chart of Elements of a Good Narrative **AGO** for class chart and student chart of prewriting - Class and student copies of a Flow Map - Paper for draft - SEL Language Screener - MELD Profile Folders ***The Stories Julian Tells***, by Ann Cameron (from the AEMP Phyllis Hunter library book sets)
Essential Question "Big Idea"	*"What are some things that a powerful narrative needs?"*
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: - Students discuss elements of a narrative - Students draft a personal narrative. - Teacher continues to administer SEL language screener assessments.
Instructional Strategies	**Review As Needed:** Discussion Protocols (Use a similar or your own explicit procedure for teaching **PP** and **DP**) 1. Display the **DP** poster.

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Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

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	2. Set purpose by reminding students that just like traffic signs, there are certain expectations for different situations in the classroom. 3. Continue introducing and practicing using different **DP** with students as examples of different ways for them to participate in the classroom. Be explicit in your instruction. For example, use "I do, we do, and you do" to model, demonstrate, and practice the protocol. 4. Be sure to use appropriate **PP and DP** throughout the day, everyday. **Read Aloud**: Continue reading *The Stories Julian Tells* to prepare students for later lessons. Read a little everyday. Plan to complete by Day 10 of Start Smart. **Drafting:** Write a draft of a story about a special event in your life. 1. Review the elements of a good narrative. Remind students that their writing should have many of these elements. 2. Model for students taking ideas in sequential order from the **Flow Map** and writing your draft. Remember to use **Think Alouds**. 3. Review the elements of a good narrative. Using the elements of a good narrative, review your model draft to see how many elements are in your draft and how it is used. 4. Establish routines and procedures for independent writing time. Have students complete their independent drafts. Remind students to use the elements of a good narrative. 5. **PREPARING for tomorrow**: As students write, walk around and read a few drafts. Choose ONE draft that is missing ONE element from the class chart of elements of good writing. Discuss with student what is missing and ask student's permission to use it as an example with the class tomorrow. 6. As students work independently, teacher pulls students to continue the SEL Language Screener. Add SEL Language Screener to the MELD Profile Folders for each student. **Share Out**: 1. Get students attention with a **Call and Response**. 2. Model for students sharing out your writing progress and what you plan to do for your writing tomorrow. Please refer to Lucy Calkin's *Units of Study* or procedures for Writer's Workshop. 3. Using an appropriate **PP**, have students share out their writing progress and what they plan to do tomorrow for their writing. **Wrap Up**: Conclude every MELD day with a summary of learning 1. Summarize today's learning. "Today, we learned…"

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

	2. Return to the Big Idea Question by asking, *"What are some things that a powerful narrative needs?"* Use an appropriate **PP** to get students response. (**Informal Assessment Opportunity)**
Academic Language	• Autobiography • Narrative • personal narrative • plot • draft, drafting • sequence • Order words (First, Then, Next, Finally)

	Day 8: Revising
Common Core Objective(s) CCSS Domain CCSS Standard	***Speaking and Listening 1.1*** *Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.* *1. Follow agreed-upon rules for discussions. (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).* *2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* ***Reading Literature 1.2*** *Retell stories, including key details, and major events in a story, using key details.* ***Reading Literature 1.3*** *Describe character, setting, and major events in a story, using key details.* ***Writing 1.3*** *Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*
Materials and Resources	● Participation Protocol Poster and Discussion Protocol Poster ● Chart of Writing Genre (teacher created, add to chart throughout year) ● Chart of Elements of a Good Narrative ● **AGO** for class chart and student chart of prewriting ● Class and student copies of a Flow Map ● A student sample, with student's permission ● SEL Language Screener ● MELD Profile Folders ● ***The Stories Julian Tells***, by Ann Cameron (from the AEMP Phyllis Hunter library book sets)
Essential Question "Big Idea"	*"How can we revise to make our writing better?"*
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: ● Students discuss elements of a narrative ● Students revise their personal narrative with a peer. ● Teacher continues to administer SEL language screener assessments.
Instructional Strategies	**Review As Needed:** Discussion Protocols (Use a similar or your own explicit procedure for teaching **PP** and **DP**) 1. Display the **PP and DP** posters.

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
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	2. Set purpose by reminding students that just like traffic signs, there are certain expectations for different situations in the classroom. 3. Continue introducing and practicing using different **PP and DP** with students as examples of different ways for them to participate in the classroom. Be explicit in your instruction. For example, use "I do, we do, and you do" to model, demonstrate, and practice the protocol. 4. Be sure to use appropriate **PP and DP** throughout the day, everyday. **Read Aloud**: Continue reading *The Stories Julian Tells* to prepare students for later lessons. Read a little everyday. Plan to complete by Day 10 of Start Smart. **Revising:** Students revise with a partner 1. Review the elements of a good narrative. Remind students that their writing should have many of these elements. 2. Tell students what it means to revise. They will use the class chart of elements of a good narrative to revise. Tell students that they will revise their writing with a partner today. (**Set Purpose**). 3. Show the class the pre-chosen student writing sample. Tell them that for today only, you will be this student's partner for revision. 4. Model using the class chart of the elements of a good narrative to revise ONE missing element from the student sample. 5. Establish routines and procedures for peer revision. Using an appropriate **DP** such as **Silent Appointment**, have students revise each other's writings looking for ONE missing element.. Remind students to use the elements of a good narrative. 6. **PREPARE for tomorrow** by selecting one student sample that has only ONE or TWO elements you want to focus on for editing. Discuss with students the edits you want to make and why. Ask the student's permission to use their sample for tomorrow's lesson on editing. 7. As students work collaboratively, teacher pulls students to continue the SEL Language Screener. Add SEL Language Screener to the MELD Profile Folders for each students. **Share Out**: 1. Get students attention with a **Call and Response**. 2. Model for students sharing out your writing progress and what you plan to do for your writing tomorrow (editing). Please refer to Lucy Calkin's *Units of Study* or procedures for Writer's Workshop.

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

	3. Using an appropriate **DP**, have students share out their writing progress (what changes they made to their writing during peer revision) and what they plan to do tomorrow for their writing. **Wrap Up**: Conclude every MELD day with a summary of learning 1. Summarize today's learning. "Today, we learned…" 2. Return to the Big Idea Question by asking, *"How can we revise to make our writing more powerful?"* Use an appropriate **DP** to get students response. **(Informal Assessment Opportunity)**
Academic Language	● Autobiography ● Narrative ● personal narrative ● plot ● draft ● drafting ● revise, revising ● Time order words (First, Next, Then, Finally)

	Day 9: Editing
Common Core Objective(s) CCSS Domain CCSS Standard	*Speaking and Listening 1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.* *1. Follow agreed-upon rules for discussions. (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).* *2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* *Reading Literature 1.2 Retell stories, including key details, and major events in a story, using key details.* *Reading Literature 1.3 Describe character, setting, and major events in a story, using key details.* *Writing 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*
Materials and Resources	● Participation Protocol Poster and Discussion Protocol Poster ● Chart of Writing Genre (teacher created, add to chart throughout year) ● Chart of Elements of a Good Narrative ● **AGO** for class chart and student chart of prewriting ● Class and student copies of a Flow Map ● A student sample, with student's permission ● Chart of Proofreading Marks, teacher created ● SEL Language Screener ● MELD Profile Folders ● **The Stories Julian Tells**, by Ann Cameron (from the AEMP Phyllis Hunter` library book sets)
Essential Question "Big Idea"	*"How can we edit to make our writing readable?"*
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: ● Students discuss elements of a narrative ● Students edit a personal narrative with a peer. ● Teacher continues to administer SEL language screener assessments.
Instructional Strategies	**Review As Needed:** Discussion Protocols (Use a similar or your own explicit procedure for teaching **PP** and **DP**)

AEMP Access Strategies: Making Cultural Connections **(MCC),** Contrastive Analysis **(CA)**, Communal
Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

| | 1. Display the **PP** poster.
2. Set purpose by reminding students that just like traffic signs, there are certain expectations for different situations in the classroom.
3. Continue introducing and practicing using different **PP** with students as examples of different ways for them to participate in the classroom. Be explicit in your instruction. For example, use "I do, we do, and you do" to model, demonstrate, and practice the protocol.
4. Be sure to use appropriate **PP and DP** throughout the day, everyday.

Read Aloud: Continue reading **The Stories Julian Tells** to prepare students for later lessons. Read a little everyday. Plan to complete by Day 10 of Start Smart.

Editing: Students edit with a partner
1. Introduce the Proofreading Marks.
2. Tell students what it means to edit. They will use the proofreading marks to edit. Tell students that they will edit their writing with a partner today. (**Set Purpose**).
3. Show the class the pre-chosen student writing sample. Tell them that for today only, you will be this student's partner for editing.
4. Model using the proofreading marks chart to edit the student sample focusing on ONE or TWO missing element from the student sample.
5. Establish routines and procedures for peer editing. Using an appropriate **DP** such as **Silent Appointment**, have students edit each other's writings looking for ONE or TWO missing element. Remind students to use proofreading marks.
6. As students work collaboratively, teacher pulls students to continue the SEL Language Screener. Add SEL Language Screener to the MELD Profile Folders for each student.

Share Out:
1. Get students attention with a **Call and Response**.
2. Model for students sharing out your writing progress and what you plan to do for your writing tomorrow (publishing). Please refer to Lucy Calkin's **Units of Study** or procedures for Writer's Workshop.
3. Using an appropriate **DP**, have students share out their writing progress (what changes they made to their writing during peer revision) and what they plan to do tomorrow for their writing.

Wrap Up: Conclude every MELD day with a summary of learning |

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Responsive Classroom Management: Discussion Protocols **(DP)** Participation Protocols **(PP)**

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	1. Summarize today's learning. "Today, we learned…" 2. Return to the Big Idea Question by asking, *"How can we edit to make our writing readable?"* Use an appropriate **DP** to get students response. (**Informal Assessment Opportunity**)
Academic Language	● Autobiography ● Narrative ● personal narrative ● plot ● draft, drafting ● revise, revising ● edit, editing ● Time order words (First, Next, Then, Finally)
Assessment	Collect students' writing and grade using the LPA Narrative Writing Rubric.

	Day 10: Linguistic and Cultural Diversity
Common Core Objective(s) CCSS Domain CCSS Standard	***Speaking and Listening 1.1*** *Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.* *1. Follow agreed-upon rules for discussions. (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).* *2. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.* ***Reading Literature 1.2*** *Retell stories, including key details, and major events in a story, using key details.* ***Reading Literature 1.3*** *Describe character, setting, and major events in a story, using key details.* ***Writing 1.3*** *Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*
Materials and Resources	● Participation Protocol Poster and Discussion Protocol Poster ● Chart paper,Culturally Relevant Literature embedded with students home language (Optional "Flossie And The Fox", "The Patchwork Quilt", "Icy Watermelon", "Life Doesn't Frighten Me") ● Double bubble map
Essential Question "Big Idea"	*"How can we develop an awareness of home language?"*
MELD Lesson Objective(s): (Intended Student Learning Outcomes:)	Intended Student Learning Outcomes: ● Students will discuss and distinguish elements of home language and school language with guidance and support from teacher.
Instructional Strategies	**Review As Needed:** Discussion Protocols (Use a similar or your own explicit procedure for teaching **PP** and **DP**) 1. Display the double bubble map. 2. Set purpose for today's learning . 3. Teacher continues to administer SEL language screener. Introduction: Linguistic and Cultural Diversity 1. Quick-talk about the language and culture practices of the home.

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	2. Read and discuss the literature that depicts the students' home language and culture.
	3. Have students identify and discuss cultural aspects that they personally identify with.
	4. Discuss with students the importance of loving who they are and valuing the difference that they have from people in other cultural groups.
	5. Use double bubble map to chart home language vs. academic language.
	6. Discuss home language and academic language and situational appropriateness.
	
	Wrap Up: Conclude every MELD day with a summary of learning
	    1. Summarize today's learning. "Today, we learned…"
	    2. Return to the Big Idea Question by asking, *"How can we share our writing?"* Use an appropriate **DP** to get students response. (**Informal Assessment Opportunity)**

Academic Language	● Academic language ● Home language ● Situational Appropriateness

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