

<p><b>STANDARDS:</b></p> <p>21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities</p> <p style="padding-left: 40px;">b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.</p> <p style="padding-left: 40px;">d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.</p>	
<p><b>OBJECTIVES:</b> (learning target)</p> <p>I can describe life for a royal family through writing.</p>	
<p><b>DIFFERENTIATION:</b></p> <ul style="list-style-type: none"> <li>• Visual supports (pictures of families, castles, thrones, heirs)</li> <li>• Oral discussion and Think-Pair-Share prior to writing</li> <li>• Sentence stems to scaffold informative writing</li> <li>• Teacher modeling with gradual release</li> <li>• Multisensory vocabulary instruction (motions, picture cards)</li> <li>• Dictation or teacher scribing for students needing writing support</li> </ul>	
<p><b>ACADEMIC LANGUAGE FUNCTIONS:</b></p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Compare</li> <li>• Explain</li> <li>• Identify</li> </ul>	<p><b>LESSON SPECIFIC ACADEMIC LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Royal family</li> <li>• Palace</li> <li>• Heir / Crown Prince</li> <li>• Throne</li> <li>• Advantage</li> <li>• Reign / Rain</li> </ul>
<p><b>FORMATIVE ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>• Student answers to during-reading comprehension questions</li> <li>• Oral contributions to the class two-column chart</li> <li>• Vocabulary responses during word work (advantages/reign)</li> </ul>	<p><b>SUMMATIVE ASSESSMENT:</b></p> <ul style="list-style-type: none"> <li>• Student written sentence using the stem “royal families...” that describes a detail about royal family life and is different from teacher model</li> </ul>
<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Core Knowledge read-aloud: <i>“The Royal Family”</i></li> <li>• ]Two-column chart: <i>Our Families / Royal Families</i></li> <li>• Unit illustrations (palace, throne, royal family, wedding)</li> <li>• Vocabulary picture cards</li> </ul>	<p><b>MENTOR TEXT:</b></p> <p><i>The Royal Family</i> (Core Knowledge, Kings and Queens Domain)</p>

- Chart paper and markers
- Writing paper and pencils

ENGAGE: (Before Reading)

- Establish the purpose for reading by introducing the learning target
- **I can describe life for a royal family through writing.**  
G-Informational  
M what life is like in a royal family  
A-Kindergarten  
P- narrator
- Review prior learning from the unit: kings and queens come from royal families.

remember in our story, kings and queens were the most important people in their kingdoms. Because they were royal, they always got the best of everything—just for being born into the royal family!”

- Activate background knowledge using a teacher created T-chart comparing our families and royal families.
- Today we are going to use a T chart to show the differences between royal families and our own.
- Show Visual examples (house vs palace, chair vs throne, job vs heir).  
Give examples/definitions for these words
- Introduce vocabulary word
- **Our vocabulary word for today is advantages say advantages \_\_\_\_**
- **Wow advantages is a big word lets clap out the syllables together** (clap out syllables 4)
- Definition: are good things about a situation or benefits
- Multisensory motion: thumbs up (thumbs down)
- (discuss how disadvantages are the opposite)
- The opposite of the word advantages is the word disadvantages. There are two parts to the word disadvantages: dis- and advantages. We already know that advantages means things that are good about a situation. The beginning of the word disadvantages is the prefix dis-, which means not or the opposite of. When we put the prefix dis- together with the word advantages, we have the word disadvantages. What does the word disadvantages mean, when we know that opposite is advantages? (Things that are not good about a situation.)
- Sample sentence: One advantage of having a coat is staying warm outside.
- Examples/Non examples: that’s not an advantage. That’s an advantage
- -having a pencil at school
- - having a warm coat on a cold day

- -liking ice cream
- -watching tv at night
  
- Stem: One advantage of being in kindergarten is...
- Address challenging language by comparing **reign** and **rain** using picture cards to highlight spelling and meaning differences.
- "In our story today, there's a word you might hear that sounds familiar, but it has a different meaning here. There are actually two words that sound almost the same, but we spell them differently: **reign** and **rain**. One word is **rain**, like water falling from the sky when it's raining outside. The other word is **reign**, like when a king or queen is the ruler of their country. Even though they sound the same, we spell them differently because they mean different things."

**INSTRUCTION: (During Reading)**

- Read the "*The Royal Family*" aloud, following the Core Knowledge script.
- Check for Understanding

One-Word Answer:

In a royal family, what is the mom called? (**queen**)

What is the daughter called in a royal family? (**princess**)

What is the son called in a royal family? (**prince**)

What is the dad called in a royal family? (**king**)

- Ask text-dependent questions aligned to the unit:
  - Where do royal families live? (**Add palace to T-chart**)
  - What job does the heir have? (**Add heir picture to T-chart**)
  - What type of furniture do royal families have? (**Add picture of throne**)
- Add student responses to the T-chart with visual supports.
  
- Model one sentence using the chart:  
"Royal families live in palaces."
- Remove the model and encourage independent thinking.
- Dismiss by table colors\*

**CLOSURE: (After Reading)**

- Students independently write one sentence using the stem:  
"Royal families..."
- The sentence must describe a detail about royal family life and may not repeat the teacher's model.
- Teacher reviews student sentences to assess understanding of the learning target.

Graphic Organizer and Writing Lines:

Name: \_\_\_\_\_

<b>Royal Families</b>	<b>Our Families</b>

Four sets of primary writing lines, each consisting of a solid blue top line, a dashed blue middle line, and a solid red bottom line.