

CKLA–NYSED Edition
Grades K–2
Sequence of Domains in the Listening & Learning Strand

Kindergarten

1	Nursery Rhymes and Fables
2	The Five Senses
3	Stories
4	Plants
5	Farms
6	Native Americans
7	Kings and Queens
8	Seasons and Weather
9	Columbus and the Pilgrims
10	Colonial Towns and Townspeople
11	Taking Care of the Earth
12	Presidents and American Symbols

Grade 1

1	Fables and Stories
2	The Human Body
3	Different Lands, Similar Stories
4	Early World Civilizations
5	Early American Civilizations
6	Astronomy
7	The History of the Earth
8	Animals and Habitats
9	Fairy Tales
10	A New Nation
11	Frontier Explorers

Grade 2

1	Fairy Tales and Tall Tales
2	Early Asian Civilizations
3	The Ancient Greek Civilization
4	Greek Myths
5	The War of 1812
6	Cycles in Nature
7	Westward Expansion
8	Insects
9	The U.S. Civil War
10	The Human Body: Building Blocks and Nutrition
11	Immigration
12	Fighting for a Cause

The Core Knowledge Language Arts **Listening & Learning strand** is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. The decoding skills needed for future independent reading are taught separately in the Core Knowledge Language Arts **Skills strand**.

The two strands complement each other, building the requisite decoding and comprehension skills that comprise fluent, mature reading. The teaching of the two strands, however, need not be correlated, i.e., teachers may provide instruction and practice in a given unit of the Skills Strand as needed, while moving on to new topics and anthologies in the Listening and Learning Strand.

Notice:

- * Both fiction and nonfiction read-alouds.
- * Building of knowledge within a grade (e.g., *Plants*, then *Farms*, then *Native Americans* - who hunted and farmed, etc.)
- * Building of knowledge across grades (e.g., *Presidents & American Symbols* in K, *A New Nation* in Grade 1, and *The War of 1812*, *Westward Expansion* and *The U.S. Civil War* in Grade 2, etc.)

Shift 1: Balance of Texts

This lesson is a nonfiction reading from CKLA kindergarten. Approximate percentages across the program are Kindergarten: Fiction-68.6% Informational Text-21.4%; Grade 1: Fiction-55.6% Informational Text-44.4%; Grade 2: Fiction-59.2% Informational Text-40.8%



2

The Sense of Sight



Lesson Objectives

Core Content Objectives

Shift 2: Building
Disciplinary
Knowledge

Students will:

- Describe the sense of sight
- Identify the parts of the eye
- Provide simple explanations about how the eye works
- Describe some ways people take care of their bodies
- Describe some ways the sense of sight protects people from harm

Within each lesson, Common Core Standards are identified.

At the front of each unit is a table outlining all of the standards and where they are addressed, lesson by lesson.

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart in the Introduction for additional standards addressed in all lessons in this domain.

Students will:

- With prompting and support, describe an illustration of a boy leaping and use illustrations that accompany “The Sense of Sight” to check and support understanding of the read-aloud (RI.K.7)
- With prompting and support, describe familiar things, such as colors and shapes seen in the classroom, and provide additional detail (SL.K.4)
- Identify new meanings for the word pupil and apply them accurately (L.K.4a)

- Distinguish shades of meaning among verbs describing the same general action, such as leap and jump, by acting out the meanings (L.K.5d)
- Explain the meaning of “Look before you leap” and use in appropriate contexts (L.K.6)

Core Vocabulary


Shift 4: Academic / Domain Specific Vocabulary

iris, n. The colored part of the eye
Example: The color of many eyes is a lovely shade of green.
Variation(s): irises

leap, v. To jump
Example: I think I can leap over that rock with ease.
Variation(s): leaps, leaped, leapt, leaping

protect, v. To keep something safe from harm
Example: I will protect my new kitten from that large dog.
Variation(s): protects, protected, protecting

pupil, n. A small, covered, black hole in the center of the eye where light enters
Example: A pupil is the black circle in the center of your eye.
Variation(s): pupils

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Shift 2: Building of Knowledge	10
	Purpose for Listening		
Presenting the Read-Aloud	The Sense of Sight	gumball or marble	10
Discussing the Read-Aloud	Comprehension Questions	Shift 5: Text-based Evidence - Answers from the text	10
	Word Work: Protect		5
 Complete Remainder of the Lesson Later			
Extension	Sayings and Phrases: Look Before You Leap	Poster 1M: Pupil chart paper; yellow, green, and red markers; pictures associated with <i>leap</i>	15
	Multiple Meaning Word Activity: Pupil		
	Vocabulary Instructional Activity: Leap		

Shift 4: Academic / Domain Specific Vocabulary

2A

The Sense of Sight



Introducing the Read-Aloud

10 minutes

Shift 2: Knowledge in the Disciplines; Coherent Building of Knowledge: Occurs within and across domains (units) AND within and across grades.

→ What Have We Already Learned?

Remind students of the poem they listened to yesterday and about the walk they took. Tell students that they are going to learn more about the five senses. Ask students to name (and count on the fingers of a hand) each of the five senses, naming the body part associated with each sense.

Now tell students that today you are going to think and talk about the sense of sight. Ask them to close their eyes for a second and think about colors and shapes. Then instruct them to open their eyes and look quietly around the room for a moment. What do they see? Which colors do they see in the classroom? Elaborate on their responses using a variety of words for color choices (magenta, mustard, sage, burnt orange, rose, etc.). What shapes do they see in the classroom? Again, elaborate on their responses using a variety of words for shapes (oblong, hexagon, rectangle, oval, etc.).

↑ Purpose for Listening

Shift 5: Text-based Evidence
Draw students attention to the text and what they hear to support text-based answers and evidence.

Tell students that the main topic, or idea, in this lesson is the sense of sight. Ask them to listen carefully to find out more about that topic. Have them pay special attention to the names of the different parts of the eye and what each part does.

Presenting the Read-Aloud

It is well documented that the language in written text is far more complex than that typically used in conversational speech, even among adults. Read-alouds provide opportunity to expose young children to this complex language.

10 minutes

The Sense of Sight



- 1 What is the boy doing in this picture? [Students will probably respond using the word *jump*.] Another word for *jump* is *leap*. The boy in the picture is leaping.

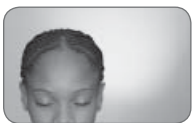


- 2 *Protect* means to keep something safe from harm.

Sidebars prompt and guide teachers to provide support in making more complex text accessible even to very young children.



- 3 [Hold up a small gumball or marble for students to see.]



← Show image 2A-1: Boy leaping onto a rock¹

Have you ever heard people say, “Look before you **leap**”? They are warning you to be careful and think things through before you act. “Look before you leap” is a saying that makes a lot of sense, because every day we use our eyes to look at the ground ahead of us before we walk, run, or leap. Imagine how much more dangerous it would be to do these things with your eyes closed! Our sense of sight helps to keep us safe.

← Show image 2A-2: Boy looking to cross the street

Your eyes help **protect** the rest of your body.² They help you avoid bumping into things or tripping or falling as you move. You use your eyes to look both ways before you cross the street. But while your eyes are busy protecting you, what’s busy protecting your eyes? Now listen closely and you’ll learn about the body parts that work together to keep your eyes safe.

Show image 2A-3: Child’s head with round eyeball

You might not be able to tell when you look in a mirror, but in fact, your eyes are round like balls. That is why they are called eyeballs. Each of your eyeballs is about as big—and almost as round—as a normal-sized gumball or marble, about an inch across.³ But your eyeballs aren’t hard like gumballs; they’re actually squishy like gummy bears. They are set into holes in your head—called eye sockets—so that they won’t get dirty or poked.

← Show image 2A-4: Girl with eyes shut

Your eyelids are little pieces of skin that come down and cover your eyeballs when you close your eyes or blink. Even when you are not trying to, your eyes blink automatically every few seconds in order to keep your eyeballs moist. The long hairs on your eyelids are called eyelashes; they help brush away dirt before it can get

4 [Repeat the name of each part of the eye, asking students to gently touch that part as you name it.]

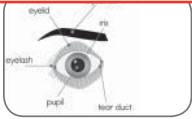


← Show image 2A-5: Tears

in your eyes. And your eyebrows, the hair just above your eyes, are important, too—they help keep water and sweat from flowing down into your eyeballs.⁴

Shift 3: Staircase of Complexity. Increasingly complex sentence structures are used throughout CKLA.

→ Tears—the very same tears that come out when you cry—are important for protecting your eyes, too. Tiny tear ducts in the corners of your eyes release the tears, which keep your eyes moist and help wash your eyes when irritating objects (such as dirt or small bugs) get in them.

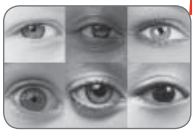


← Show image 2A-6: Diagram of eye⁵

5 [Point to the parts of the eye.]

6 The word *pupil* can have other meanings. The word *pupil* also means a student in school.

All these body parts—eyelids, eyelashes, eyebrows, tear ducts, and eye sockets—do their part to protect your eyes from getting hurt from the outside. But eyes need to be protected from the inside, too. Luckily, eyes can protect themselves with the help of two inside parts of the eye: the **iris** and the **pupil**.⁶



← Show image 2A-7: Eye color

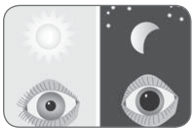
7 [Have each student turn and observe their neighbor's eyes.]

Look at your friend's eye.⁷ See the little black dot right in the middle? It looks like a dot, but it is actually a tiny, covered hole. That is called the pupil, and that is where the light comes into the eye.

8 [Have each student turn again and look at their neighbor's eyes.]

Look at your friend's eyes again.⁸ Which color do you see around the pupil? The colorful ring that surrounds the pupil is called the iris. Different people have different-colored irises. The most common colors are brown, blue, and green, but there are lots of different shades; you can also have gray, light or dark brown, or greenish-blue eyes.

Shift 4: Academic / Domain Specific Vocabulary



← Show image 2A-8: Dual image of eye in light (large iris, small pupil) and eye in dark (large pupil, small iris)

9 [Point to pupil and iris.]

The iris controls the amount of light that gets into the pupil.⁹ This is important because you can hurt your eyes if too much light comes into them. When you turn down the lights in the room, your irises open up, which makes your black pupils bigger. This lets in

10 [Point to enlarged pupil.]

11 [Point to smaller pupil.]

more light and makes it easier for you to see.¹⁰ When you walk out in the sunlight, your irises close up around the pupils, so that your pupils are very small and less light comes in.¹¹ Whether your irises are blue, brown, or green, their job is to control how much light gets into the pupils.

Be glad that your amazing eyes have all their parts, and know that they are always working hard to help you see the world around you. You can do your part, too, by trying not to put anything into your eyes that might harm them, especially your fingers. If you protect your eyes, your eyes can do their best to protect you! The next time you hear someone say, “Look before you leap,” tell your eyes a quiet thank you for helping to keep you safe!

Discussing the Read-Aloud

15 minutes

Shift 5: Text-based Evidence. Combination of literal, inferential, and evaluative questions;

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Which parts of your eyes hold your eyeballs and keep them from getting squashed? (eye sockets)
2. *Literal* Which parts of your eyes come down over your eyes when you blink? (eyelids)
3. *Literal* Which parts of your eyes brush dirt away from your eyes? (eyelashes)
4. *Literal* Which parts of your eyes keep sweat from running down into your eyes? (eyebrows)
5. *Literal* Which parts of your eyes make tears to help keep your eyeballs clean and wet? (tear ducts)

6. *Literal* Which inside part of your eye is a small, covered, black hole where light enters? (pupil)
7. *Literal* What do you call the colorful part of the eye? (iris)
8. *Inferential* Why do your pupils change in size? (They get larger when it's dark to let in more light and smaller when it's bright so they are not harmed by too much light.)
9. *Inferential* What should you do to keep your eyes safe from harm? (don't put anything in them, especially fingers)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

[Please continue to model the Think Pair Share process for students, as necessary, and scaffold students in their use of the process.]

10. *Evaluative* *Think Pair Share*: How do your eyes protect you or keep you safe? (Answers may vary.)

Shift 4: Academic and Domain Specific Vocabulary: Opportunities for students to use some of the new vocabulary they have learned;

11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Protect

5 minutes

1. In the read-aloud you heard, "Your eyes *protect* the rest of your body."
2. Say the word *protect* with me.
3. *Protect* means to keep something or someone safe from harm or from getting hurt.
4. I protect my small dog from bigger dogs when we are walking in my neighborhood, by moving to the other side of the street.
5. Tell me about a time that you protected someone or something, or when someone protected you. Use the word *protect* or *protected* when you tell about it. [Ask two or three

Shift 4: Academic and Domain Specific Vocabulary - Each lesson provides explicit word work for 1 word.

students. If necessary, guide and/or rephrase the students' responses: "I protected . . ."]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some things. If what I describe can protect you, say, "That protects me," and then tell me how. If it cannot protect you, say, "That doesn't protect me." Remember to answer in complete sentences.

1. the fence around my yard (That protects me. It keeps stray animals out of my yard.)
2. my seatbelt (That protects me. It keeps me safe in an accident.)
3. my pencil (That doesn't protect me.)
4. holding a grown-up's hand on a busy street (That protects me. It can pull me back if I step out into the street when there are cars.)
5. my neighbor's cat (That doesn't protect me.)
6. my bicycle helmet (That protects me. It keeps my head safe if I fall off the bike and bump my head.)



Complete Remainder of the Lesson Later in the Day

2B

The Sense of Sight



Extensions

15 minutes

Shift 3: Staircase of Complexity
Complexity comes from both language and knowledge demands.
Figurative language is one form of complexity.

Sayings and Phrases: Look Before You Leap

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students of the phrase, “Look before you leap.” Tell them that the phrase, “Look before you leap” has two meanings. It can mean to watch where you are walking or jumping in order to keep your body safe. So we might tell the boy in this picture, “Look before you leap.”



← Show image 2A-1: Boy leaping over water onto a rock

But “Look before you leap” can also mean to make decisions carefully by thinking about what might happen before you do something so that you won’t be sorry later.

So, explain to students that “Look before you leap” can mean to use your eyes to protect yourself *or* to use your brain to make a good decision or choice before you do something, so you won’t be sorry later. For instance, share the following example of a figurative use with students: “You might be so angry at a friend that you forget to ‘look before you leap.’ Instead you tell her you won’t go to her birthday party. Then later in the day, you start to think about how your words made her feel sad, and also how much fun you are going to miss at the party. You are sorry you said you were not going to go to the party. You wish that you had ‘looked before you leaped’ by thinking more and making a better decision before you told your friend that you would not go to the party.”

Shift 4: Academic and Domain Specific Vocabulary

During the next several weeks, look for appropriate occasions and use the saying “Look before you leap” – either literally or figuratively – when students need a warning.

Multiple Meaning Word Activity

Associated Phrase: Pupil

1. [Show Poster 1M: Pupil.] In the read-aloud you heard, “Luckily, eyes can protect themselves with the help of two inside parts of the eye: the iris and the *pupil*.” [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Pupil* can also mean something else. *Pupil* also means a school-aged child, like a student. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. [Point to the pupil of the eye.] With your partner, talk about what you think of when you see this kind of pupil. I will call on a few partners to share what they came up with. **Try to answer in complete sentences.** (When I see this kind of pupil, I think of a tiny black dot, light, my eye, iris, etc.)
4. [Point to the pupils sitting at their desk.] Now with your partner, talk about what you think of when you see this kind of pupil. I will call on a few partners to share what they came up with. **Try to answer in complete sentences.** (When I see this kind of pupil, I think of student, school, someone my age, learning, etc.)

Continued focus on getting students to use complete and increasingly complex language - for instance, modeling and reinforcing use of complete sentences.

Shift 4: Academic and Domain Specific Vocabulary

Vocabulary Instructional Activity

Word Web: Leap

Materials: chart paper, yellow marker, green marker, red marker, pictures associated with *leap*



Show image 2A-1: Boy leaping onto a rock

1. In the lesson you heard, “Think about how much more dangerous it would be to *leap* with your eyes closed!”
2. To leap is to jump but not just a regular jump. To leap is to quickly jump a large distance, usually over something. [Point

Shift 5: Text-based Evidence Directing students attention to the text.

to the boy leaping onto the rock.] This boy is leaping onto a rock. [Place an object, such as a pencil, on the ground and ask a student to volunteer to leap over it. Then have another student volunteer to simply jump vertically and point out the difference.]

3. We will make a Word Web for the word *leap*. [If you have pictures ready, use the pictures. Otherwise, write the word *leap* in the center of the paper and circle it.]
4. [Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.]
5. Tell me what you think of when you hear the word *leap*. [For words related to *leap*, like *puddle*, *playground*, and *playing*, write these words at the top and bottom of *leap* and use yellow lines to connect these words to the center. For words that have similar meanings to *leap*, like *jump*, *jump off*, and *spring*, write these words to the left of *leap* and use green lines to connect these words to the center.]
6. Tell me what you think is the opposite of *leap*. [For words that have opposite senses to *leap*, like *sit*, *lying down*, and *walk*, write these words to the right of *leap* and use red lines to connect these words to the center.]
7. Talk with your partner using the word *leap* and what you have learned about the word *leap* from the Word Web. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about this word and add any additional words that are related to, similar to, and opposite of *leap* as they arise.]

Shift 6: Writing from Sources

This particular lesson is from early in the kindergarten year and does not include writing. However, oral activities are an important precursor to students' own writing. CKLA writing activities in Listening & Learning are often shared writing activities.

Writing activities in the CKLA Skills Strand specifically addresses grammar, spelling, handwriting, and content. A plan-write-edit process is also supported in the Skills Strand. As a whole, writing instruction is a carefully sequenced progression of skills that are modeled and scaffolded.

Opportunities for group or partner writing take place prior to independent application. The instructional process for each writing type is consistent, fostering automaticity. Each writing lesson builds on previously taught skills.