



FICTION

Grade 1

LARRC

Language and Reading Research Consortium

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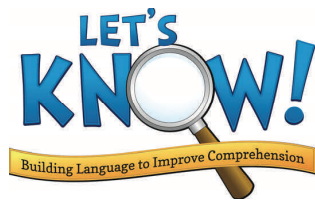
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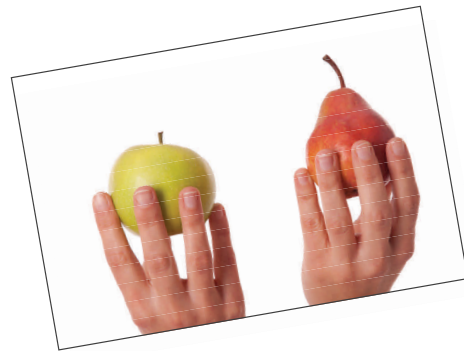
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UNIT VOCABULARY

Compare

How things are the same or different



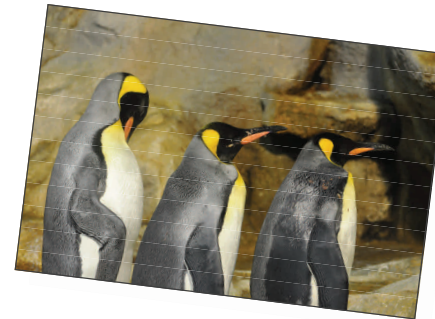
Admire

To think someone or something is very special



Similar

A lot alike



Relieved

Not worried anymore



Declare

Say something clearly and strongly



Reply

To answer back



Solution

The correct answer to a puzzle or problem



Skill

Something you learn how to do



Grade 1 | **FICTION**

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Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



UNIT OVERVIEW

FICTION

In this unit, children will learn how to retell narratives using the story elements from their fiction texts.

CYCLES AND SEQUENCES

Students will identify the cycles and sequences in narrative text structures and record them on graphic organizers.

CLOSE PROJECT

At the end of the unit, students will work together to plan, narrate, and act out a story they've read, including key story elements.

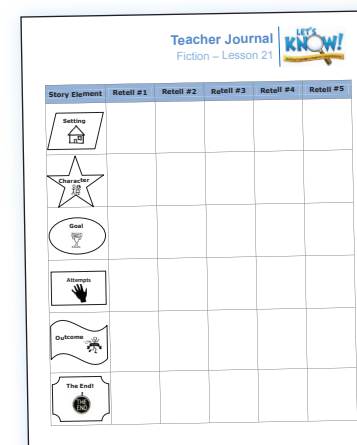
UNIT TEXTS

During the unit, students will read and discuss three books related to the unit theme.

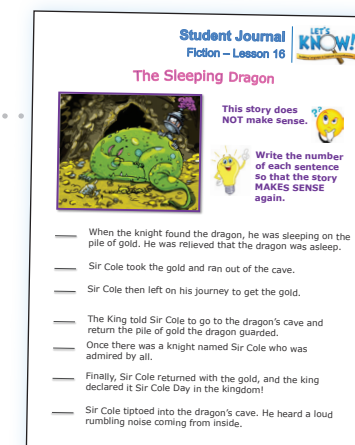
- Three Hens and a Peacock by Lester L. Laminack
- Take Care, Good Knight by Shelley Moore Thomas
- The Empty Pot by Demi

The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

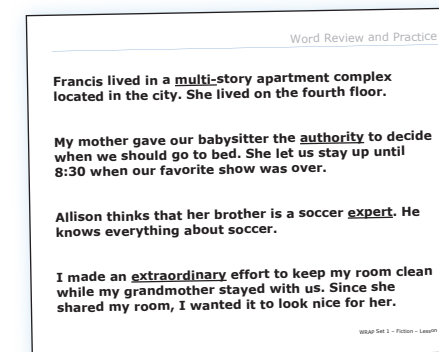
UNIT MATERIALS



Teacher Journal*



Student Journal



WRAP sets



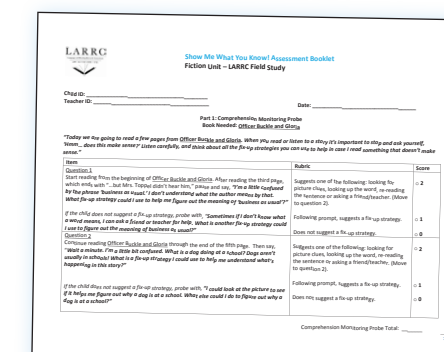
Comprehension Monitoring Icons



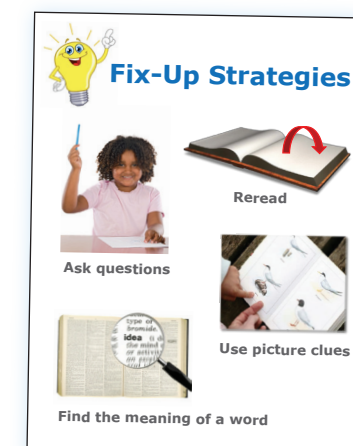
Vocabulary Picture Cards

fix	run	fat
view	stop	certain
caution	fiction	fill
make	sense	order
pare	tie	cycle
mind	complete	pay
able	fair	heat
afraid	broken	correct

Supplemental Materials*



Show Me What You Know Assessment



Fix-Up Strategies Poster

UNIT SCHEDULE

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Lesson 2 Read to Me
Lesson 3 Words to Know
Lesson 4 SMWYK Practice

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Week 7 Lesson 22 Stretch and Review
Lesson 23 Stretch and Review
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*Most materials are provided in print and for digital use.



Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
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- District Calendar



Teacher Resources

- Professional Development Notes
- Teaching Techniques
 - Rich Discussion
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 - Using Navigation Words



Teaching Techniques

Read to Me – Rich Discussion

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

STEPS TO USING RICH DISCUSSION

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

The teacher should pose a question on a higher-level topic, such as the following:

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

Guidelines for discussion:

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



Teaching Techniques

Read to Me – Comprehension Monitoring

TEACHING TECHNIQUE INTRODUCTION

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
 - Using pictures and context clues
 - Asking questions (younger children can ask the teacher)
 - Rereading a sentence that did not make sense
 - Rereading the sentence before and after the sentence that didn't make sense
 - Finding the meaning of a word or studying a word for clues to its meaning
 - Using graphic organizers to organize what *is* known

We Do:

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

You Do:

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

Close:

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.



Teaching Techniques

Read to Me – Predicting

TEACHING TECHNIQUE INTRODUCTION

The Read to Me lessons are designed to promote children's engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one's background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children's reading comprehension.

PREDICTING INVOLVES...

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one's predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

HELPING STUDENTS TO PREDICT...

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
 - Before-reading predictions do not tend to improve students' comprehension, but rather help students to activate background knowledge and become motivated.
 - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
 - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

3. *Collaborative use of the strategy in action.*

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

5. *Independent use of the strategy.*

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

References

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



Teaching Techniques

Words to Know – Rich Vocabulary Instruction

TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
 - Pre-K and K students say the word.
 - Grade 1–2 students spell the word orally.
 - Grade 3 students write the word.

- 2) **Provide a child-friendly definition and use the word in a sentence.**
 - Pre-K–3 students discuss why/how the picture represents the word.
 - Pre-K–3 students provide the definition in their own words.
 - Grade 1–2 students provide example sentences for the word orally.
 - Grade 3 students write an example sentence using the word.

- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
 - Pre-K and K students focus on other words they think about and explain why.
 - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.

- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
 - Pre-K–K students discuss the use of the word meanings in other contexts.
 - Grade 1–3 students use the different word meanings in varied sentences.



Teaching Techniques

Integration – Inferencing

TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

OUTLINE OF TEACHING SEQUENCE

Before the lesson:

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
 - a. See below for categories and sample questions.
 - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

I Do:

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

We Do:

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

You Do:

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.*

*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)

Close:

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
 - Character's feelings
 - *How do you think that made the little dog feel? Why do you think so?*
 - [pointing to an illustration] *How is that man feeling? Why?*
 - Character's motives
 - *Why do think Jack climbed the beanstalk?*
 - Character's thoughts
 - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
 - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
 - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
 - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
 - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
 - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
 - *What do you think will happen next? ...Why do you think so?*

REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.



Teaching Techniques

Integration – Retelling

TEACHING TECHNIQUE INTRODUCTION

The Integration lessons are designed to provide students with an opportunity to learn and practice retelling and inferencing strategies to help them become more strategic readers. Retelling is a strategy students must learn to apply when listening to or reading narrative texts because it focuses their attention on key story elements that are essential for narrative comprehension (van den Broek, Kendeou, Lousberg, Visser, 2011).

The Retelling technique is designed to support the development of progressively more complete retellings. The steps selected for teaching retelling were adapted from several studies, all of which used one or more supports for developing the skill. Supports included visuals (e.g., icons, pictures, story maps, puppets) or role play/story reenactment (Davies, Shanks & Davies, 2004; Nielsen, 1993; Paris & Paris, 2007) with active engagement and repeated experiences to help students develop more complete retellings.

As with any strategy instruction, the teacher starts by modeling retelling for students. As students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

OUTLINE OF TEACHING SEQUENCE

Sample Instructional Sequence for Teaching Retelling

[Day 1]

1) **Introduce the strategy and story element icons.**

- a. Introduce students to the goal of this strategy—to listen for the key elements of the story so that they can retell the story. Explain that knowing the key story elements and retelling a story will help them to understand stories they hear read aloud or read themselves.
- b. Explicitly teach students the key story elements using the story element icons as you retell a story; each icon is explained in the *Let's Know!* lesson script. Once the icons are taught, they will be referred to as the teacher reads new stories and as a reminder when the teacher or students engage in retelling a story.

2) **Apply the use of the story elements to a new story.**

- a. Before reading the new story, introduce the setting and characters briefly, making links to the story element icons.
- b. Set a purpose for listening connected to the story elements related to plot (e.g., characters' goals, attempts to reach goals, outcome/ending). Point to the icons as you set this purpose.
- c. Read the new story. Return to the purpose by engaging the group in discussing the plot-related story elements.

(Narrative)

- d. Introduce a story map that communicates the story elements using drawings. Prepare the story map in advance; you could use one piece of paper for each major story element (there may be more pages for attempts to reach goals). Show the drawings, organized in the order of the story.

3) Retell the story.

- a. Demonstrate and explain how to use the story map as a guide when retelling the story.
- b. Introduce the idea of using signal words when retelling a story (as appropriate for the grade level). Post examples of words for students who can read.
 - Introduction (e.g., *there once was, once upon a time*)
 - Connecting words (e.g., *later, after that, and then, when, next*)
 - Ending (e.g., *at the end, finally*)

4) Provide guided practice, helping students to retell the story using the story map.

Suggestion: Refer to a poster or cards with the story element icons whenever discussing story elements, and provide students with a small, personal version of the icons.

[Day 2]

1) Review the story elements and story element icons.

2) Repeat step 2 of Day 1 with a different story (or repeat with the same story).

3) Have students draw/assemble their own story maps.

- a. As stories become longer, add more drawings to represent actions and attempts.
- b. At grades 2 and 3, you could have students write a retelling 'script' to accompany their story maps, using a paragraph or dramatic (play) format.

4) Engage students in retelling the story in pairs or groups. Model and scaffold as needed.

- a. Pre-K and K: The following are modifications and alternatives with a focus on active engagement and repeated exposure.
 - You may want to make copies of the story map for students to use, rather than have students spend time drawing/assembling their own.
 - Place copies of the story map with the storybook for students to use during center time or free choice time.
 - Engage students in reenacting the story. Act as the narrator and scaffold students through acting out the story. All students may participate (i.e., extra students could 'play' setting props such as trees or use gestures/poses to represent other parts of the story) or the children can take turns being the audience and actors.
 - Make cardstock puppets of the main characters to support retelling.
- b. Grades 1-3: To meet additional grade-specific objectives, in addition to identifying story elements, you could demonstrate and require students to:
 - Describe main characters when introducing them (indicators of personality and internal state).
 - Integrate key dialogue into retellings.
 - Extend the story map to include more than one episode and explain the concept of an episode.

(Narrative)

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Teaching Techniques

Integration – Finding the Main Idea

TEACHING TECHNIQUE INTRODUCTION

Identifying the *main idea* requires a listener or reader to select what is most important from the text and to disregard the less important information. Then the reader must integrate the most important ideas to determine the overall main idea of the text.

OUTLINE OF TEACHING SEQUENCE

The following examples demonstrate an instructional sequence for teaching students how to find the main idea of an expository text.

I Do:

1) **Explain the technique Finding the Main Idea to students.**

“After reading the title and looking through the pictures of this book, we know that we are going to read about animal homes. Authors write many things about animals’ homes. The most important information that the author wants us to know is written in each section of the text. These are the main ideas. For now, you should stop after each paragraph that you read and say what the main idea of that paragraph was.”

2) **Model finding the main idea in action.**

“I am going to read a paragraph from the book and show you how I find the *main idea*, or what the author thinks is most important about animal homes in that paragraph. [Read the paragraph.] Hmm... The word *food* kept coming up when I read this paragraph. It said that people keep food in their homes and that some animals keep food in their homes. I think the main idea about animal homes in this paragraph is that some animals keep food in their homes, just like people. When a word keeps coming up in a paragraph, it can be a clue to the main idea.”

[Write the main idea on a chart and repeat this step with another paragraph.]

We Do:

3) **Practice finding the main idea with students.**

“I’ve found the main idea in the paragraphs we’ve read so far. Now I want you to work with me to find the main idea. As I read, you need to listen for words that are clues to the main idea and be ready to tell the class what you think the main idea is and why.” [Continue reading and write students’ ideas on the chart.]

4) **Provide guided practice on finding the main idea with gradual release of responsibility.**

Early on...

“I’ve called the three of you together to find the main idea while you read this book. After every paragraph each of you must stop, tell me the main idea of the paragraph, and explain how you decided it was the main idea.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a paragraph, stop and write the main idea for each paragraph.”

You Do:

5) **Have students practice finding the main idea independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea in paragraphs. Be sure to find the most important information that will be the main idea in each paragraph. Ask yourself what helped you decide that was the main idea.”

Close:

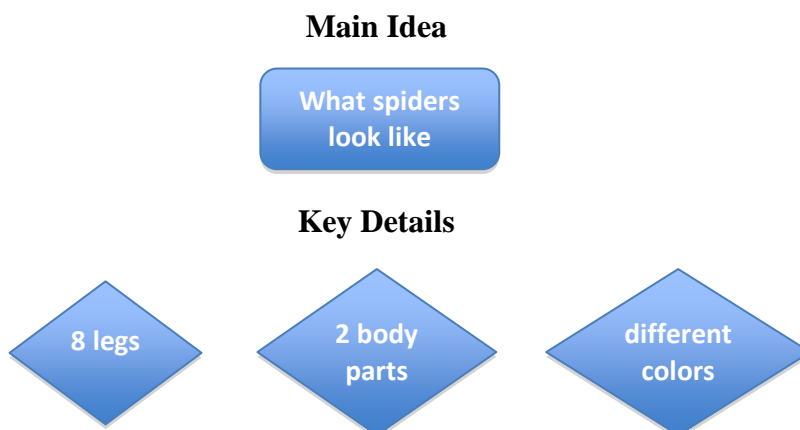
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

Once students can identify the main idea at the paragraph level with repeated words as the clue, move to teaching other clues to the main idea (e.g., boldface print, headings, and the first sentence of a paragraph). Later, expand the same process to larger units of text to decide the main idea (e.g., a subsection of a book). Reapply what you taught regarding clues to finding the main idea to larger units of text.

IDENTIFYING SUPPORTING DETAILS

Once students have a solid understanding of main idea, teach them how to identify *key supporting details* (important things to know about the main idea). Take the main idea of a paragraph/section that includes 2-3 important details, and ask questions in order to model how to identify the details. Create a concept map with one *Main Idea* (e.g., What spiders look like) on top and the *Key Details* (e.g., eight legs, two body parts, different colors) below; you could use another shape to signal the difference between the main idea and details.

Note: Not all books lend themselves well to teaching supporting details. Many simpler expository texts may have a clear main idea and examples, but not clear supporting details.





Teaching Techniques

Integration – Summarizing

TEACHING TECHNIQUE INTRODUCTION

Summarizing requires a listener or reader to identify the *main idea* and key *supporting details* of a text or part of a text, and then to communicate them to an audience orally or in writing.

OUTLINE OF TEACHING SEQUENCE

I Do:

1) **Describe to students how they can summarize a text.** Explain that they will include the main idea and supporting details of a book, or part of a book, and then explain them to others who have not read that book.

2) **Model summarizing a text or part of a text for students.**

“We already determined the main idea and key supporting details for the first section of our book. We put the main idea in the rectangle (*what spiders look like*) and the supporting details in the diamond shape. I am going to use this information to summarize this section of the book... ‘Spiders look the same in some ways. They look alike because they all have 8 legs and 2 body parts. What is not the same is they can be different colors.’”

We Do:

3) **Orally summarize a text or part of a text with students.**

“Let’s look at one of the other concept maps we made when we were reading the book about spiders. Now I want you to work with me to use the main idea and supporting details on our chart to help me summarize this next part of the book. [Call attention to the chart and provide guidance reminding them to say the main idea *first*.] Next, turn to your partner and summarize...” [Have pairs share their summaries with the group.]

4) **Provide guided practice for summarizing with gradual release of responsibility.**

“I’ve called the three of you together to work on summarizing sections of this book. After every each section, I want you to decide together on the main idea. Then write it down and draw a rectangle around it. Next, do the same for the important details. Afterwards, practice saying your summary to each other using what you wrote down as your guide.” [Support students as they practice summarizing.]

Note: Repeat steps 1 and 2, modeling and practicing writing a summary.

5) **Later on . . .**

“Each of you has a paper that lists the sections in your book. Read the section, and then map out the main idea and supporting details on your paper. This time, instead of telling your summary, write your summary down.”

You Do:

6) **Have students practice summarizing independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea and supporting details in sections of a book, and then writing a summary of that section. Your job is to map out the main idea and supporting details for two sections of your book and write a summary for each.”

Close:

7) **Conclude the lesson, demonstrating the value of the strategy taught.** Remind students of the importance of finding the main idea and key supporting details, and then writing them down as a way to prepare to tell or write a summary. Explain that summarizing a text shows that you understand the important parts of what you read.



Teaching Techniques

Read to Know – Engaging Readers

TEACHING TECHNIQUE INTRODUCTION

The Read to Know lessons are designed to promote children’s engagement with reading by allowing students the autonomy to make decisions about what they read and helping them to select texts that are of interest to them. Coupling the reading with a task—either working alone or collaboratively with peers—to communicate information from the text to someone who has not read it (e.g., recount the text or share information, ideas, thoughts, and feelings) is also very engaging. Tasks may include drawing or other visual display with dictation, writing, audio, or video, including digital storytelling.

OUTLINE OF TEACHING SEQUENCE

- 1) Make a variety of texts that are well matched to the goals of the unit (e.g., learning about story elements, reading about animals) available to students. Consider a range of texts in terms of students’ levels, and provide a variety of familiar and unfamiliar books. Some selections should lend themselves to comparison (e.g., several stories by the same author; stories with animal characters; similar genres, such as fantasy, realistic fiction, and historical fiction).
- 2) Provide students autonomy in selecting texts to read while simultaneously enticing them to look at texts that will challenge them.
- 3) Explain the purpose of the lesson (to select a book or books, read alone, complete a task, and share with a partner or small group).
- 4) Present a task that requires students to respond to their reading in a deep way. For example, you could have students draw a story element, share a reaction to a text with a partner, or share ideas in small book clubs based on the texts they selected to read.
- 5) After 10-20 minutes of reading, have students complete the task and share with others.

EXAMPLES OF TASKS FOR DIFFERENT GRADE LEVELS

Pre-K and K:

- Draw your favorite part or favorite character from a story.
- Create puppets to use to retell the story you read.
- Draw and share two things you learned from an expository text with your partner.

Grades 1-3:

- Create a storyboard or story map to illustrate the important parts of the story and use it to retell the story to others. Use descriptive details in your retell.
- *Write in your journal:* Describe a character in your own words. Use examples from the story to show what the character did, thought, or said.
- *Write in your journal:* Compare and contrast two texts you read. Create a chart showing the similarities and differences.

(Narrative/Expository)



Teaching Techniques

Text Mapping – Recasting

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

USING RECASTING IN *LET'S KNOW!*

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

References

- Fey, M., Long, S., & Finestack, S. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-16.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language normal children. *Journal of Speech, Language, and Hearing Research*, 39, 850-859.



Teaching Techniques

Text Mapping – Using Think-Alouds

TEACHING TECHNIQUE INTRODUCTION

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

OUTLINE OF TEACHING SEQUENCE

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

USING THINK-ALLOUDS WITH NARRATIVE TEXT

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

EXAMPLE:

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

USING THINK ALOUDS WITH EXPOSITORY TEXT

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

(Narrative/Expository)

EXAMPLE:

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

References

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn& Bacon.
- Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Kucan, L., & Beck, I.L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67, 271-299.
- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



Teaching Techniques

Text Mapping – Using Navigation Words

TEACHING TECHNIQUE INTRODUCTION

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

OUTLINE OF TEACHING SEQUENCE

I Do:

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
 - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
 - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

We Do:

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

You Do:

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

Close:

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

References

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities.*
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WEEKLY LESSON PLANNER

FICTION

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Lesson Type	Hook	Read to Me	Words to Know	SMWYK Practice
Objectives	<ul style="list-style-type: none"> Follow a sequence of steps to complete a task. Retell a common experience in sequence. 	<ul style="list-style-type: none"> Identify when a text one is reading (or being read) does not make sense. Participate in collaborative conversations about topics within text. 	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and some reference to some observable feature associated with the word. Use target words correctly in spoken or dictated information. 	<ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Interactive whiteboard or document camera Clear container with water 3 clear plastic cups Liquid food coloring (red, yellow, blue) Lined paper (1 per student) 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> Chart paper 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #1 	<ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) 	<ul style="list-style-type: none"> Vocabulary Picture Cards: compare, admire, similar, relieved Words to Know rings: compare, admire, similar, relieved 1" metal rings 	<ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Assessment Booklets (2)



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	HOOK LESSON 1
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Follow a sequence of steps to complete a task. Retell a common experience in sequence. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Round Robin 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Interactive whiteboard or document camera Clear container with water 3 clear plastic cups Liquid food coloring (red, yellow, blue) Lined paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #1 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... You might want to select an area for the opening demonstration and set up the materials you will need: container, cups, and food coloring. For the opening demonstration in the I Do routine, you will use the ordered directions for making different colors of water on Teacher Journal Lesson #1. Show students how you can make specific colors. For example: red + yellow = orange, red + blue = purple, and yellow + blue = green. For the You Do activity, display Teacher Journal Lesson #1, p. 2 and have students practice ordering the steps of a sequenced task. Assign each group of students a task listed on the bottom of the teacher journal. If time allows, invite groups to present instructions for completing their tasks in the correct order. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When you got ready for school this morning, did you put on your shoe first or your sock? Yes, you put your sock on first. It would be pretty difficult to pull your sock on over the top of your shoe! Certain things in the world around us have to happen in the right order, or <i>sequence</i>. It's like following a set of steps that have to happen in the right order or things won't turn out right. What if I started reading a book to you, and I started at the end and read it from the back to the front? Would you understand the story very well? In this unit we will learn about <i>sequences</i> and why it's important to tell a story in the right order."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Directly teach students the importance of completing tasks in the correct sequence. First, demonstrate attempting to make colored water without using the correct sequence...</p> <ul style="list-style-type: none"> Over a sink or outside, randomly drip the food coloring. Then pour water over the area. Last, place an empty cup over the area where the water was poured. <p>Then follow the steps in the correct sequence, pouring the water into an individual cup for each color and following the directions from Teacher Journal Lesson #1.</p>	

	<p>You could say: “I know with my red, blue, and yellow food coloring I’m supposed to be able to create the colors of orange, green, and purple. I just can’t remember what the experiment said for creating specific colors. So, first let’s start with the food coloring. Let’s put two drops of each color in the sink... or something like that. Oh, wait, I forgot the water. Oh, I have cups too; I think I was supposed to use those... Hmm... that doesn’t look right. I don’t remember the <i>sequence</i>, or order, of the steps required. There must be a certain formula for each color and only the correct sequence of steps will work. Oh, here’s the experiment with the steps in order. (take out Teacher Journal Lesson #1) This will be helpful. Let’s try this experiment again.”</p> <p>Display the teacher journal and follow the steps in the correct order. You could say: “Wow, these colors look beautiful. Following the correct <i>sequence</i>, or order, really helped! The same is true for stories that we read. When we retell a story, we must tell what happened in the correct sequence. There are many things we do every day that have a sequence. Let’s practice some together.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Support students as they discuss correct sequence. You could say: “Let’s talk about making a sandwich. When you want to make a sandwich, you have to get all the ingredients first. If I want to make a peanut butter and jelly sandwich, what ingredients do I need? (allow students to respond) That’s right, <i>peanut butter, jelly, and bread!</i> Next, I need to take the bread out of the bag. Then, what should I do? (allow students to respond) That’s right; I spread the peanut butter on one slice of bread and the jelly on another slice. What happens last? I put the two slices together and enjoy!”</p> <p>“Every morning and night, I brush my teeth. What steps do I have to follow to brush my teeth? Let’s see, first I need to put the toothpaste on the toothbrush. Who can tell me what to do next? (allow students to respond) That’s right, I start brushing my teeth! When I am done brushing, I rinse my mouth. After that, what should I do? (allow students to respond) Yes, turn off the water and make sure everything is put away.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Divide students into groups of four, and display p. 2 of the teacher journal.</p> <ul style="list-style-type: none"> • Assign each group a task from the bottom of the journal page. • Have each student in the group choose one step of that task. • Instruct students to draw and/or write instructions for their steps of the sequence. <p>You could say: “Now it’s your turn. Each group will receive a task. Your task might be ‘make a pizza.’ With your group, you will decide four steps that are necessary in making a pizza. On your piece of paper, each person will then be responsible for drawing and writing about one part of the sequence. One person will write and draw about the first step, and then another person will write about the second step, and so on. When you’re finished writing, practice presenting the steps of the task in the correct sequence.”</p> <p>If time allows, have students share the steps in their sequence with class.</p>

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today we learned how important it is to follow steps in the right order, or *sequence*. In your presentations, you used sequence to explain how to complete a task in the right order, and you were so good at it! Turn and talk to your partner and tell them why putting things in the right *sequence*—in the right order—is important. During our unit, we will listen to stories, retell them, and even act them out. At the end of our unit, we will create a class performance for one of the stories we read! Reading and sharing with you is going to be so much fun!”

How to Make Colored Water

You will need:

- a clear container of water
- 3 clear glasses
- red, blue and yellow food coloring

1. Fill a clear container with water
 2. Pour water into 3 clear glasses, filling each glass half full
 3. In the first glass, put 3 drops of yellow and 1 drop of red.
 - ❖ What color did you make?
 4. In the second glass, put 3 drops of yellow and 1 drop of blue.
 - ❖ What color did you make?
 5. In the third glass, put 1 drop of red and 1 drop of blue.
 - ❖ What color did you make?
- What do you know now about making colored water?



1. First,

2. Next,

3. Then,

4. Finally/Last,

TASKS: Play hide-and-go-seek; make a pizza; ride a bike; draw a house; plant a flower

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	READ TO ME LESSON 2
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify when a text one is reading (or being read) does not make sense. Participate in collaborative conversations about topics within text. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> Comprehension Monitoring Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Comprehension Monitoring Icons (optional) 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Cut out and laminate the Comprehension Monitoring Icons so students can use them in this lesson and throughout the <i>Let's Know!</i> units. Preview the lesson text; write comprehension monitoring examples and questions on sticky notes and place them on the pages of the book. Several examples are included in the lesson, but you could develop additional examples to use when modeling the technique. Share your thinking as you problem-solve what you do as a reader when you encounter a confusing word or idea. What do you do when something doesn't make sense? Provide opportunities for students to observe what you do as you model monitoring your own comprehension and applying fix-up strategies. Use the Comprehension Monitoring Icons (Makes Sense/Doesn't Make Sense signs) to model what your brain should be doing as you read or listen to a story. You may choose to have students give you a thumbs-up or thumbs-down signal instead of using the signs. 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. <p>You could say: "Do you like to listen to stories read to you? I do! Today we are going to read a book together called <u>Three Hens and a Peacock</u>. As we listen to this book, there will be times when I stop and give you a chance to talk about what's happening in the story. There will also be times when a word or idea in the story seems confusing and we'll have to figure out what to do so the story makes sense to us."</p>	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. <p>You could say: "Before we begin the story, let's talk about what to do when we come to a confusing or strange word in the story that doesn't make sense. When that happens, your brain stops and says, '... Huh? Wait a minute... Does that make sense?' Then you have to figure out how to fix it and get the story making sense again. I'm going to use these signs to show you how it works for me (show the Comprehension Monitoring Icons, or Makes Sense/Doesn't Make Sense signs) When I'm reading along and everything makes sense, my brain is thinking and learning what the text is about. (show Makes Sense sign) But sometimes, there's a word that is confusing and I have to stop (show Doesn't Make Sense sign) and figure out what to do. Let's see how that works..."</p>	

	<p>Read first page of text. You could say: “As I began reading this story, I was learning about what the animals were doing on the Tuckers’ farm. It was all making sense to me (show Makes Sense sign) Then I read a sentence that said the hens <i>clocked</i>. My brain said, ‘Whoa... That doesn’t make sense.’ (hold up Doesn’t Make Sense sign) So, the first thing I did was STOP! What didn’t make sense? Hens <i>clocked</i>... From what I know about hens, what word could that be? ... I then reread the sentence carefully, and I realized the word was <i>clucked</i>.”</p> <p>Continue to read the text, pausing when the text doesn’t make sense. Stop at the end of the fourth page, after “So he spread his fancy feathers and set to shrieking.” You could say: “This says, ‘So he spread his fancy feathers and started shrieking.’ (hold up Doesn’t Make Sense sign) Do I know what the word <i>shrieking</i> means? Let’s see if the picture can give me some clues. His mouth is open. Now I get it. (show Makes Sense sign) <i>Shrieking</i> means something like yelling.”</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue to read the text and apply the Comprehension Monitoring technique. You could use the following opportunities to model comprehension monitoring:</p> <ol style="list-style-type: none"> 1) Seventh page; stop after “Business on the Tuckers’ farm was booming.” What do you think it means that business is <i>booming</i>? Let’s read the sentence before this one and see if that helps us. 2) Ninth page; stop after “...but trouble was brewing in the henhouse.” What do you think it means that trouble was <i>brewing</i>? Let’s see if the picture can give us some clues.
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>After reading the story, engage students in Rich Discussion based on a question or idea from the text. You could do this in small groups.</p> <ul style="list-style-type: none"> • Divide students into small groups of 3 or 4. • As time allows, pose any of the following questions one at a time. • Allow groups enough time to discuss each question; ensure that each student in the group has 1 or 2 turns to talk. • Ask students to share their thinking with the whole group. <p>You could ask one or more of the following questions to evoke rich discussion:</p> <ol style="list-style-type: none"> 1) Why do you think the hens wanted to go to the side of the road? 2) If this story kept on going, what could happen? 3) If there were a sequel—or another book that keeps telling this same story—what do you think it would be about? 4) Have you ever thought that someone else’s job seems easy, but it may not be very easy?
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned how important it is to always be thinking and checking to make sure that what we hear or read makes sense. Whenever you listen to or read a story, think about whether things are making sense or not making sense. Also, remember that if something doesn’t make sense, you should stop and figure out why. By using your fix-up strategies, you’ll be able to understand whatever the text is trying to tell you or help you learn.”</p>

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.

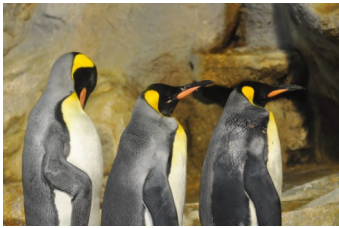


LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and some reference to some observable feature associated with the word. Use target words correctly in spoken or dictated information. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: compare, admire, similar, relieved Words to Know rings: compare, admire, similar, relieved 1" metal rings 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Assemble the Words to Know rings for students; cut and punch the first four Words to Know strips (compare, admire, similar, relieved) and attach them to the metal rings. Mark the pages in the lesson text where the Words to Know admire and relieved appear. You may want to post a list of the Words to Know in the classroom for easy reference. To create excitement around learning new words, you could write a 'chant' or song on a wall chart for students to recite at the beginning of each Words to Know lesson. You could even have a class mascot join in the fun and make this a ritual for signaling vocabulary time. For example: <ul style="list-style-type: none"> <i>We're brilliant and voracious with a huge appetite—</i> <i>For gigantic words, (stretch out arms) teeny words, (show space with thumb and index finger)</i> <i>And words in between. (palms parallel indicating medium size)</i> <i>We can't get enough of those words! Yeah!</i> WORDS TO KNOW <ul style="list-style-type: none"> compare: How things are the same or different admire: To think someone or something is very special similar: A lot alike relieved: Not worried any more 		
LESSON ROUTINE		
SET	Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension. <p>You could say: "When I choose a book to read, I think there will be a lot of words I already know, but there may be some new words I've never seen or heard before. Words help us learn the name of something, describe what it looks like, or understand new information. Knowing lots of words and how to use them will help us as we read and learn. Today we are going to see how easy it is to learn new words."</p>	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. <p>Pass out the Words to Know rings; you could show the larger picture cards too. You could say: "Our first Word to Know is compare. Find compare on your ring. Compare means to notice 'how things are the same or different.' When we compare two things, we try to figure out how they are alike and not alike. In <u>Three Hens and a Peacock</u>, we could compare the peacock to the hens. We would think about how the peacock and hens are the same (both are birds, both have feathers) and how they're different (hens lay eggs but peacocks don't, peacocks are colorful but hens aren't).</p>	

	<p>(admire) “Our next word is admire. Find admire on your word ring. Admire means ‘to think someone or something is very special.’ In our book, (seventh page) it says ‘day after day, folks stopped to admire the peacock.’ That must mean that people thought the peacock was very special.</p> <p>(similar) “Our next word is similar. Find similar on your word ring. Similar means ‘a lot alike.’ For example, the hens in our book are very similar to one another. They all have brown feathers and lay eggs. Sometimes brothers or sisters can be similar. When we compare things that are similar, they have a lot of qualities that are the same.</p> <p>(relieved) “Our last word is relieved. Find relieved on your word ring. Relieved means that you are ‘not worried anymore.’ In our books, it says the peacock looked relieved when the hens decided to go back to their old jobs. That must mean that the peacock was no longer worried.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Have students create gestures that help to define each word. You could say: “To help us connect and remember our new words, we’re going to create a gesture or motion for each of our words. For example, for compare we could hold our hands out in front of us with both hands palm side up. As we repeat the definition, we turn one hand palm side down. Watch me... ‘Compare is how things are the same (palms up) or different (one hand palm down).’ Now let’s do it together.”</p> <p>Continue creating gestures for admire, similar, and relieved—make sure all students use the same agreed upon motions. Children should help create the gestures. Suggestions are below.</p> <ul style="list-style-type: none"> • admire: both palms together as if clapping • similar: both palms up next to one another • relieved: hand wiping across forehead
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Provide students an opportunity to create sentences for each Word to Know with a partner. You could say: “Now you’ll have a chance to practice your words with a partner. Everyone grab your word rings. Here are the words we’ve learned, along with the definitions we’ve been practicing with our gestures.</p> <ul style="list-style-type: none"> • [Partner A] will choose a word, say the word and its definition, spell the word, and use it in a sentence. • Then, [Partner B] will choose a <i>different</i> word, say the word and its definition, spell the word, and use it in a sentence. <p>I will set the timer... See how many times you can practice the words before the buzzer sounds.”</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you have learned four new words that you can start using in your writing and speaking. Words help us understand new ideas and talk about our own ideas to others. I’ll be listening for those words. Try them out on your parents tonight and see if they know what they mean! Before we end today, who wants to show me our hand gesture for compare? What about our gesture for relieved? Great job today!”</p>

Directions: Cut out, punch, and attach word strips to 1" metal ring.

Words to Know Strips – Fiction – Grade 1 *Let's Know!*



similar
a lot alike



declare
say something
clearly and strongly



compare
how things are the
same or different



solution
the correct answer to
a puzzle or problem



admire
to think someone or
something is very special



reply
to answer back



relieved
not worried anymore



skill
something you
learn how to do

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	SMWYK PRACTICE LESSON 4
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Familiarize yourself with the SMWYK assessment. Briefly describe the Close project; show an example, if possible. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> N/A LESSON TEXT: <ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Individual Testing 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> None recommended UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> SMWYK Practice Instructions SMWYK Assessment Booklets (2) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <p>The Show Me What You Know assessment (SMWYK) is a curriculum-based assessment that you'll administer in Week 6 to examine the project-selected students' progress toward the unit's objectives.</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24. If possible, prepare an example of the Close project to showcase when you describe the Close project. Administer the SMWYK to two children in your classroom who are NOT the project-selected students. Ideally, select one child with high language abilities and one child with low language abilities. 		
LESSON ROUTINE		
SET	<p>This lesson is intended for your practice only. Test students individually. Allocate 10-15 minutes for each assessment. Score assessments to gain practice at real time scoring and to gain a clearer understanding of your students' strengths and areas for improvement. Begin by explaining to the class why two students are being tested.</p> <p>You could say: "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."</p>	
I Do/ WE DO/ YOU DO	<p>Administer the Show Me What You Know assessment. Spend no more than 30 minutes total on this lesson. The SMWYK instructions and testing booklets are included with this lesson.</p> <p>You don't need to audio record these practice assessments, but you should score them in order to practice scoring student responses in real time.</p>	
CLOSE	<p>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</p> <p>You could say: "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks you're going to have a chance to put together everything you're learning in one exciting project..."</p>	

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Lesson 4: These materials are not available for download.



WEEKLY LESSON PLANNER

FICTION

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Type	Text Mapping	Words to Know	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Extract information from one kind of text and translate information into a new kind of text. Identify and use navigation words appearing in cycle/sequence/order text structures. 	<ul style="list-style-type: none"> Identify and describe semantic relationships among content words occurring frequently in grade-level texts. Use a variety of different types of words to convey thoughts. 	<ul style="list-style-type: none"> Retell a narrative that contains the main <i>character, setting</i>, and one complete episode that includes <i>characters' goals, attempts</i> to reach the <i>goals</i>, and the <i>outcome</i>. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities.
Lesson Texts	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Interactive whiteboard or document camera Sticky notes 	<ul style="list-style-type: none"> Interactive whiteboard or document camera Drawing paper (1 per student) Thesauri (optional) 	<ul style="list-style-type: none"> Interactive whiteboard or document camera Sticky notes Craft sticks (optional) 	<ul style="list-style-type: none"> Teacher's Bookshelf books Completed teacher journal Document camera
Unit Materials Provided	<ul style="list-style-type: none"> WRAP set # 1 Vocabulary Picture Cards: compare, admire, similar, relieved Teacher Journal Lesson #5 Student Journal Lesson #5 	<ul style="list-style-type: none"> Vocabulary Picture Cards: compare, admire, similar, relieved (optional) Teacher Journal Lesson #6 Word web 	<ul style="list-style-type: none"> Teacher Journal Lesson #7 Puppets for Lesson #7 (1 set per pair) 	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: compare, admire, similar, relieved Teacher Journal Lesson #8 Student Journal Lesson #8



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	TEXT MAPPING LESSON 5
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Extract information from one kind of text and translate information into a new kind of text. • Identify and use navigation words appearing in cycle/sequence/order text structures. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Using Navigation Words LESSON TEXT: <ul style="list-style-type: none"> • <u>Three Hens and a Peacock</u> by Lester L. Laminack TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Round Robin 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Interactive whiteboard or document camera • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • WRAP set # 1 • Vocabulary Picture Cards: compare, admire, similar, relieved • Teacher Journal Lesson #5 • Student Journal Lesson #5 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Use sticky notes to mark the pages in <u>Three Hens and a Peacock</u> that illustrate navigation words such as <i>first, second, then, next, and finally</i> (see the I Do instruction and the sixteenth through twenty-eighth pages of the book). • For the You Do portion of lesson, students will complete a sequence map of the story after modeling and guided practice. Students will work in groups to complete the graphic organizer. If possible, arrange students in groups of 4, with each student providing one part of retell. If groups of 4 are not possible, have students work to retell the story as a whole group. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #1: COMPARE, ADMIRE, SIMILAR, RELIEVED </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When I got up this morning, I put on my clothes, I took a shower, and I went to school. Did that story make sense? No, it doesn't. Why doesn't it make sense? Can I get dressed and then take a shower? No, it wasn't in the right order, or sequence. There are some important <i>navigation words</i> that help us put stories into the right sequence—words like <i>first, next, and finally</i>. I'll use these to put my story in the right order... When I got up this morning, <i>first</i> I took a shower, <i>then</i> I put on my clothes, and <i>finally</i> I went to school. That makes more sense, huh? Today we'll learn how to use these <i>navigation words</i> to help us put our story in the right order, or sequence."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "Sometimes authors use navigation words to help us understand the sequence of events in a story. Some of those words are <i>first, second, then, next, and finally</i>. In our text, <u>Three Hens and a Peacock</u>, the author used a navigation word as he described the steps involved when the peacock was trying to get into the henhouse. Let's look at that page.</p>	

	<p>“The author tells us how the peacock tried something <i>first</i>, (sixteenth page) <i>then</i> something else, (eighteenth page) and <i>finally</i> the peacock made it into the henhouse.’ (twentieth page) He was <i>finally</i> able to squeeze in. We know since the author used the word <i>finally</i>, that it was not the <i>first</i> thing the peacock tried, but probably the last thing.</p> <p>“Let’s look at the hens. (fifteenth page) <i>First</i>, they got all ‘gussied up.’ <i>Then</i> they went to the side of the road and tried to get cars to stop. (seventeenth and nineteenth pages) <i>Finally</i>, they gave up and realized the peacock did have a hard job. (twenty-fifth through twenty-eighth pages) Today we are going to remember events from this story, and put them in the correct sequence using <i>navigation words</i>. Remember how important it is to put things in the right order?”</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Display or project the teacher journal; use the graphic organizer to write and draw events from the story in order, using navigation words. Students will follow along and complete their student journals as you work together.</p> <p>You could say: “Your student journal has a graphic organizer like the one on the board. We will use it as we sequence events from the story using navigation words. The page looks like the road to the Tucker farm! On the first road sign, what navigation word could we use to indicate the beginning of our story? (allow students to respond) Yes, <i>first</i> is a good choice. Let’s write the word <i>First</i> in the box that’s touching the square road sign. What would be the first thing that happened in the story? (provide an example event, such as ‘A crate with a peacock inside fell off a truck at the Tucker farm’) Now, inside the box that you labeled <i>First</i> on your paper, draw a picture that will remind us of this part of the story. A sketch of a peacock is a good choice.”</p> <p>Continue filling in the graphic organizer in the correct sequence; scaffold children’s ideas as you model writing sentences and using navigation words to put events in sequence. A sample sequence of events is provided on the second page of the teacher journal, but you could modify it. Ensure that students are completing their student journals along with you.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students use their completed organizers to practice retelling the story independently to their round robin groups. You could say: “Now it’s your turn. You will practice retelling the story in your groups. Student #1 is responsible for retelling what happened using the navigation word <i>first</i>; retell what you drew in the <i>First</i> box. Student #2 will use the word <i>next</i> to retell what is in box 2. Student #3 will use the word <i>then</i> to retell what is in box 3, and the last student will use the word <i>finally</i> to retell what is in box 4. As a group, practice telling the story in sequence using your navigation words.”</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today you learned how important it is to retell a story in the correct sequence and how <i>navigation words</i> can help you put events in order. Some navigation words we talked about are <i>first</i>, <i>next</i>, <i>then</i> and <i>finally</i>. Who can tell me why it is important to tell a story in order? (allow students to respond) Right! When stories are told in order, they make sense! Today when you go home, tell your parents the story of <u>Three Hens and a Peacock</u> using your navigation words. I bet they will be amazed!”</p>



1. _____
_____.

3. _____
_____.

2. _____
_____.

4. _____
_____.

1. First, a crate fell off a truck at the Tucker farm with a peacock inside.



3. Then, the peacock tried to lay eggs, and the hens tried to attract attention – they failed!



2. Next, the hens got jealous and wanted to switch jobs.



4. Finally, they decided that their own job was the best for them.



Student Journal – Fiction – Lesson 5



1. _____

3. _____

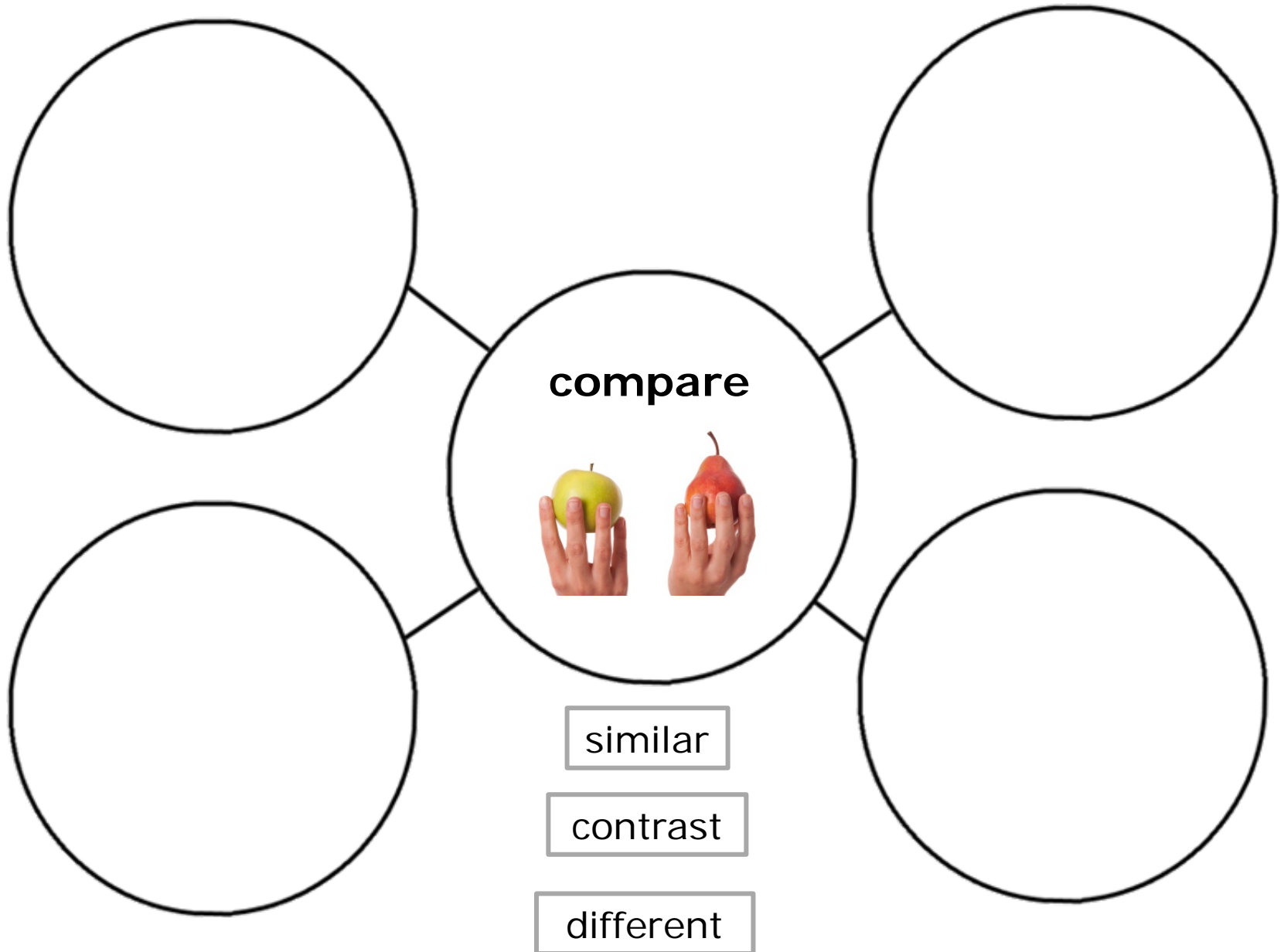
2. _____

4. _____

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 6
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify and describe semantic relationships among content words occurring frequently in grade-level texts. Use a variety of different types of words to convey thoughts. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXT: <ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Interactive whiteboard or document camera Drawing paper (1 per student) Thesauri (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: compare, admire, similar, relieved (optional) Teacher Journal Lesson #6 Word web 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> During the I Do and We Do routines, use Teacher Journal Lesson #6 (or a blank word web) to generate related words for the first two Words to Know (compare and admire). For the You Do activity, display the third page of the teacher journal and have students create their own word webs for similar and relieved. Students could use a thesaurus to find additional words that are related to these Words to Know (optional). You could recite your Words to Know chant or song to begin the lesson. For example: <i>We're brilliant and voracious with a huge appetite— For gigantic words, (stretch out arms) teeny words, (show space with thumb and index finger) And words in between. (palms parallel indicating medium size) We can't get enough of those words! Yeah!</i> WORDS TO KNOW <ul style="list-style-type: none"> compare: How things are the same or different admire: To think someone or something is very special similar: A lot alike relieved: Not worried any more SUGGESTED RELATED WORDS <ul style="list-style-type: none"> compare: <i>similar, different, contrast</i> admire: <i>special, like, appreciate, respect</i> similar: <i>alike, equal, the same, matching</i> relieved: <i>relax, lighten, free</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "WOW! Wonderful, outstanding words! Words are so important! They help us understand important ideas when we read and listen, and they help us choose just the right word when we speak or write. So our goal is to learn how to use lots and lots of words! Words help us understand what we hear and read. Let's get ready with our chant!"</p>	

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the definitions and gestures from Lesson 3 for each Word to Know. You could say: “Let’s review our Words to Know using our gestures with our definitions. Compare is ‘how things are the same (palms up) or different (one hand palm down).’ ”</p> <p>Review the gestures and definitions for admire, similar and relieved, and have students practice making the motions while saying the definitions.</p> <p>Display the teacher journal or a blank word web. Then model how to complete a word web, using clear explanations. Review and practice each new word, expanding the word meanings to include multiple contexts and associated words. You could say: “Now we are going to work on word webs. We will come up with words that are <i>related to</i> or <i>belong with</i> other words. Here’s a word web to record the related words. I’ll write the word compare in the middle bubble of my word web. When I think of compare, I think of the word <i>contrast</i>. Compare and <i>contrast</i> are related words, so I will write <i>contrast</i> in one of the outer bubbles. Let’s see what other words could be related to compare. When we compare things, we see how they are <i>similar</i> or <i>different</i>. So <i>similar</i> and <i>different</i> are other words that are related to compare.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Help children practice creating a word web, providing support and feedback. You could say: “Now let’s make a word web for admire together. I will write admire in the middle of my word web. Hmm... Admire means that you think someone or something is very <i>special</i>. So do you think <i>special</i> could be related to admire? (allow students to respond) Yes, that’s right, it is related. Let’s write that in one of our outer bubbles. If you think something is <i>special</i>, does that mean you <i>like</i> it or dislike it? (pause for response) Yes, that’s right. You <i>like</i> it. <i>Like</i> is also related to admire.”</p> <p>Continue filling in word webs and providing opportunities for students to share answers. If an open-ended format is too difficult, provide two choices and have students pick the correct option. Additional related words you could generate include <i>appreciate</i> and <i>respect</i>.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute blank paper to students, and have them work in pairs to complete the activity with the remaining words, similar and relieved. Display the ‘word box’ from the third page of the teacher journal, or write the words on the board. You could say: “Now it’s your turn. On a piece of drawing paper, you have two word webs to create with your partner. Each of you can draw one word web. Draw a circle in the middle of the paper. In the middle circle write your Word to Know. Then draw more bubbles around the center circle. You can use the word box to fill in words that belong with one of the words. With your partner, decide if the word is related to similar or relieved, and then write it in one of the outer bubbles.”</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “When we connect our Words to Know with words we already understand, it helps us to know them more deeply and feel comfortable using them when we speak or write. The more we use them, the stronger our knowledge becomes! I want someone to share a word that is related to similar. (pause for response) Okay, now I want someone to share a word that is related to relieved. (pause) Great job! Use these words today! I’ll be listening!”</p>

Teacher Journal – Fiction – Lesson 6 *Let's Know!*



special

appreciate

admire



like

respect

different

similar



Word Box

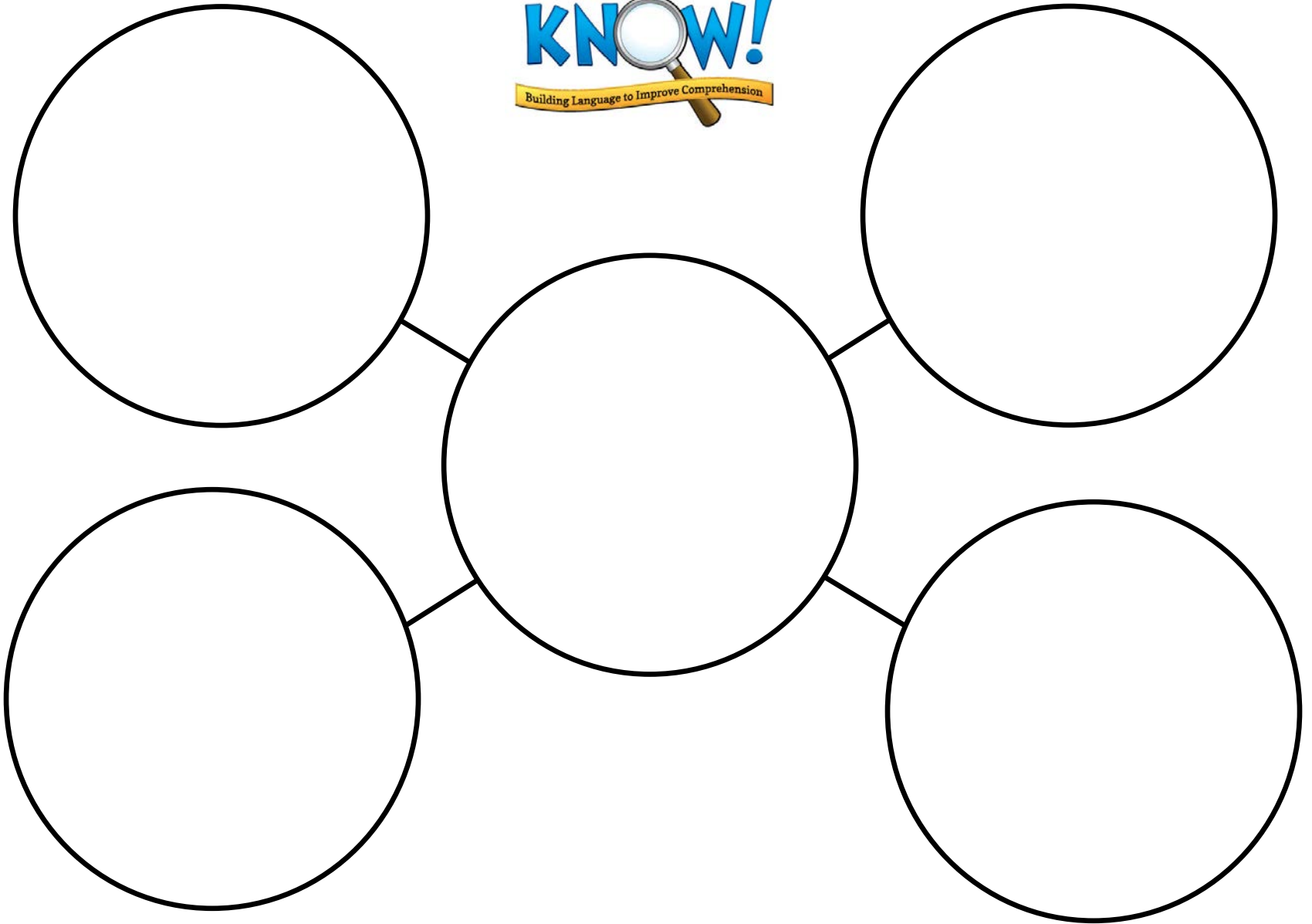
alike
free

relax
equal

matching
lighten

relieved





LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 7
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that contains the main <i>character</i>, <i>setting</i>, and one complete episode that includes <i>characters' goals</i>, <i>attempts</i> to reach the <i>goals</i>, and the <i>outcome</i>. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Interactive whiteboard or document camera Sticky notes Craft sticks (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #7 Puppets for Lesson #7 (1 set per pair) 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Precut the puppets for Lesson #7 and attach them to craft sticks; students will use the stick puppets for retelling during the You Do activity. Use sticky notes to mark the location of story elements (<i>setting</i>, <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>) in <u>Three Hens and a Peacock</u>. Display the first page of the teacher journal to introduce students to the story element icons and the second page to map the story. The third page is a completed story map for your reference. Define the story elements... <ul style="list-style-type: none"> <i>Setting</i>: when and where the story takes place <i>Characters</i>: the people or animals in the story <i>Goals</i>: what the characters want <i>Attempts</i>: how the characters try to get what they want, or what they try to do <i>Outcome</i>: how the characters achieve their goals Save the story map from Teacher Journal Lesson #7 for use in Lesson 13. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: “When you were little, did you like puppets? I enjoy them too. You don't have to be little to like puppets. Today we'll read our book again, <u>Three Hens and a Peacock</u>. But today I want you to listen for the important parts, or <i>elements</i>, of the story. As we are reading, I will show you some special icons, or pictures, which will help you remember those important parts and will help you as you retell the story to someone else. Today you get to retell the story using puppets! When you can remember the story elements, you can better understand the story.”</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Show students the five story element icons from Teacher Journal Lesson #7. Reread <u>Three Hens and a Peacock</u> and directly reference each of the story elements icons during reading. Record information on the story map on p. 2 of the teacher journal (or uncover the completed story map on p. 3) as each element occurs in the text.</p>	

	<p>You could say: “Here are icons, or special pictures, which will help us remember the most important elements of the story. First, we want to know where and when the story takes place, which is the <i>setting</i>. We’ll use this icon (point to house) to remind us to find when and where the story takes place. (read the first two pages of <u>Three Hens and a Peacock</u>) In the very first sentence we learned that the story takes place at the Tucker farm. We’ll put a farm in the box with the icon for <i>setting</i>.”</p> <p>“The next icon is to remind us of the <i>characters</i> who are in the story. Although there may be many <i>characters</i> in the story, we want to identify the most important <i>characters</i>, the ones who help keep the story going, usually because they have a <i>goal</i>, they want to accomplish something. The <i>characters</i> that are important to keeping the story moving, have <i>goals</i>, and make <i>attempts</i> to reach those <i>goals</i> are the peacock and the hens...” (add these <i>characters</i> to the story map)</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading and discussing the remaining story elements with the class, and add them to the story map. You could say: “Let’s finish the <i>goals</i>, <i>attempts</i> and the <i>outcome</i>...”</p> <p>Refer to the story map and use it to retell the story with students. You could say: “Now we have created a story map. Let’s see how our story map gives us the information we need to retell the story. Remember in <u>Three Hens and a Peacock</u>, the <i>setting</i> was the first thing we recorded, so let’s start with that. Hmm... ‘One day on the Tucker farm, a crate with a peacock was dropped off. He hadn’t lived on a farm before, but he wanted to be useful. He wandered to the road and attracted a lot of customers for the Tucker’s farm stand...’ ”</p> <p>Continue retelling the story in sequence, allowing students to provide input about what to include in your retell. Prompt them to use information from the story map.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students work with partners to retell the story using the story map. Distribute stick puppets to each pair to support their retellings. You could say: “Now let’s practice retelling this story with a partner. Use the story map and story icons to help you arrange the events in the correct sequence. Think about how to retell the story to include the important parts, or elements of the story. Then take turns telling the story to your partner. Choose which puppet you’ll be, and then you can trade puppets and retell the story again. I can’t wait to hear your retellings. I’ll be listening.”</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned how to identify the important parts of a narrative story. We used the story icons to guide our thinking. We put the important information on a story map and that helped us do a terrific job of retelling the story. Whenever you listen to a story, try to notice the <i>setting</i>, the <i>characters</i>, the <i>goals</i>, the <i>attempts</i> of the <i>characters</i> to reach those <i>goals</i> and the <i>outcome</i>—whether they reached their <i>goals</i> or not. By remembering the story elements, and using the icons to remind you, you’ll be able to retell lots of fabulous stories! Let’s hear a couple of retellings that you did. As you retell your story to the class, the rest of us will listen for the narrative story elements. We will put up one finger each time we hear a story element.”</p>

Narrative Story Elements

Setting



Characters



Goals



Attempts



Outcome



Story Map

Three Hens and a Peacock by Lester L. Laminack

Setting (time and place):



Character and Goals:



Character and Goals:



Attempts:



Attempts:



Outcome:



Story Map

Three Hens and a Peacock by Lester L. Laminack

Setting (time and place):



Tucker's farm



Character and Goals:



to feel
useful

Character and Goals:



to trade
jobs

Attempts:



tried to lay eggs; failed

Attempts:



tried to attract cars; failed

Outcome:

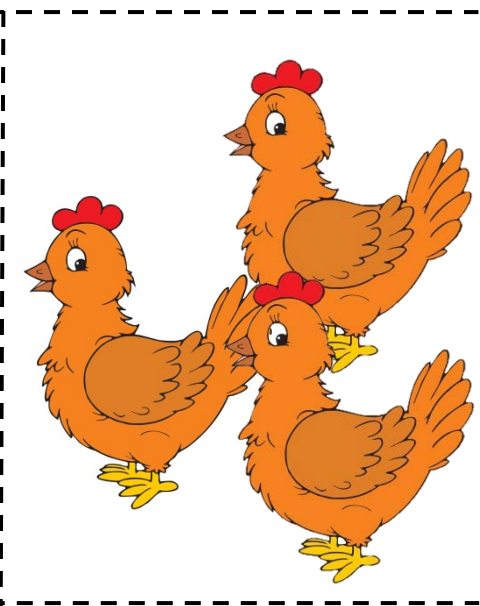
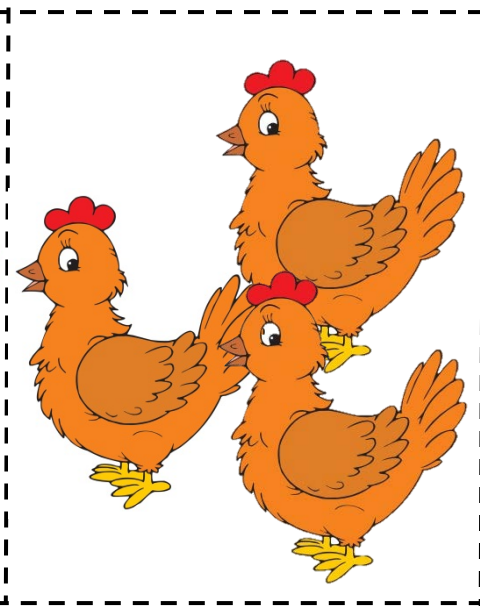
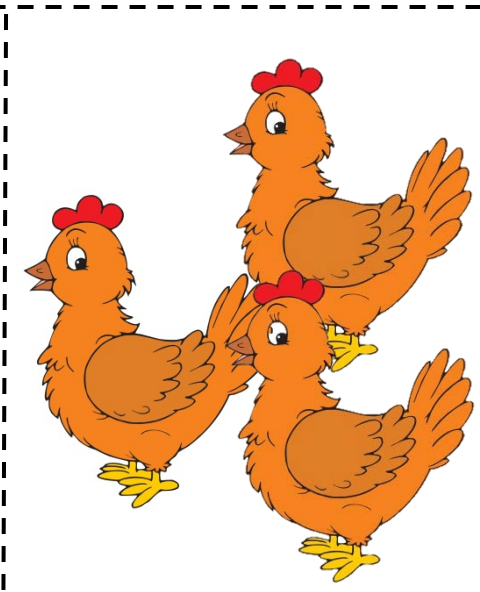
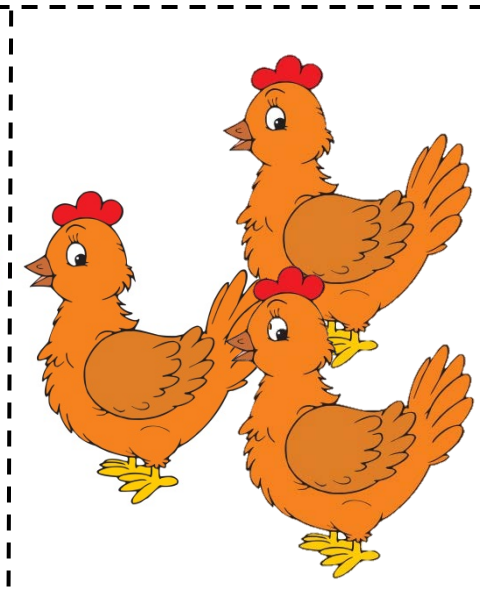
Peacock attracts attention.



Hens lay eggs.



Puppets – Fiction – Lesson 7 *Let's Know!*



LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 8
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Completed teacher journal Document camera UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: compare, admire, similar, relieved Teacher Journal Lesson #8 Student Journal Lesson #8 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Complete the graphic organizer on Teacher Journal Lesson #8, p. 2; compare yourself to the peacock from <u>Three Hens and a Peacock</u> (or another character of your choosing). Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. This lesson is designed to give students the opportunity to <i>engage</i> for an extended period of time with one or several texts that they select because they find them interesting. The goal is for all students to be engaged in reading and talking with a partner for the entire lesson. Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book (library book, chapter book), they may use this book for the Read to Know lessons. If students finish their books early, they may choose another book or switch books with their partners. Display the Read to Know Expectations on Teacher Journal Lesson #8, p. 1 during the I Do routine. Then share your completed graphic organizer as an example of what students will do for the You Do activity. You might use a signal, such as a bell, chime, or buzzer, to alert students that it is time to stop reading and begin their journal activity. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #2: COMPARE, ADMIRE, SIMILAR, RELIEVED </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Today you have a chance to choose your own narrative text to read. As you read, think about the <i>characters</i> in your text. Remember the <i>characters</i> are the people or animals in the story. You will have a chance to talk to others about your book and about your favorite <i>character</i>. Good readers and listeners can talk about what they've read or listened to. That's our purpose today."</p>	

I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Explain the expectations for Read to Know lessons by displaying the teacher journal, and share an example of the activity students will complete today. You could say: “I have several stacks of books around the room. All of the books are fiction; they tell a story. When I choose a book to read, I find one that is ‘just right,’ not too hard and not too easy. Your job is to choose a book and read. As you read, think about the <i>characters</i> in the book. When you hear [the buzzer sound], write down how you and the <i>character</i> are the same and different. Then talk to your partner about your favorite <i>character</i> and compare that <i>character</i> to yourself. How are you the same and how are you different? Here’s an example. I chose to compare myself to the peacock in <u>Three Hens and Peacock</u>.”</p> <p>Display your completed graphic organizer from the teacher journal.</p>
WE DO	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 10-15 minutes. You could say: “I am going to call small groups of students. When I call your name, go to one of the stacks of books. Look through the books, select a book you would like to read, and then find a quiet place in the room. If you already have a good narrative book that you are reading, you may use that book. While we are reading, make sure you stay focused until [the buzzer sounds].”</p> <p>If some students finish reading early, you can allow them to get up quietly and pick another book or switch books with their partners.</p>
YOU DO	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students respond to their books using Student Journal Lesson #8 and then engage in discussion with their partners. You could say: “Now that you’ve read your book, take some time to think about the <i>characters</i>. Draw a <i>character</i> from your book on your student journal page. Then write about how you and the <i>character</i> are the same and different. After you are done with your journal, talk to your partner about your thinking. Remember to talk about ways that you are the same and different from the <i>character</i> you picked.”</p>
CLOSE	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we looked at books to find stories that are interesting to us. When we read books, we can find exciting parts of the story that we can share with other people. Thinking about the <i>characters</i> in a story helps us understand the story better. Sometimes we will read stories in which the <i>character</i> is a lot like us or maybe they experience something that we have experienced. When we compare ourselves to <i>characters</i> in a book, we learn more about ourselves. Try sharing your thoughts about books... It helps you become a great thinker and a terrific reader!”</p>



Read to Know Expectations

Looks like:

- Choosing a book that I want to read
- Selecting a place in the room where I would like to read
- Reading a book on my own
- Thinking about what I am reading
- Asking questions as I read

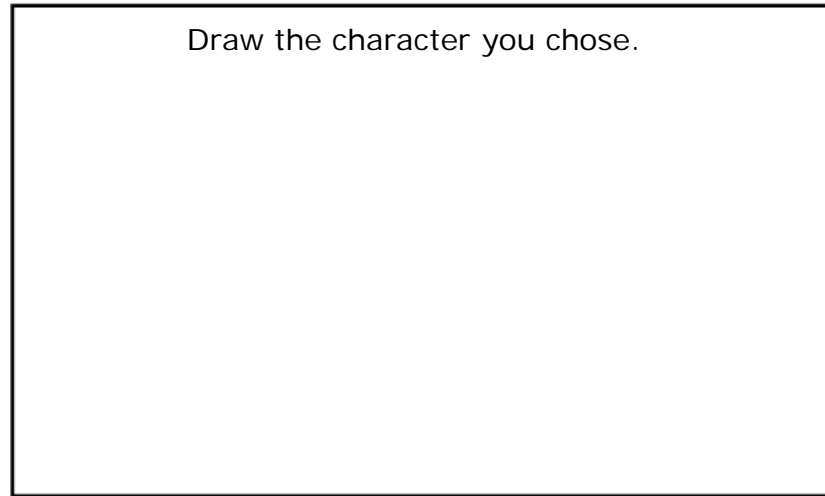
Sounds like:

- Silent reading or whisper reading
- Pencils writing if I need to keep track of my thinking or write down a question

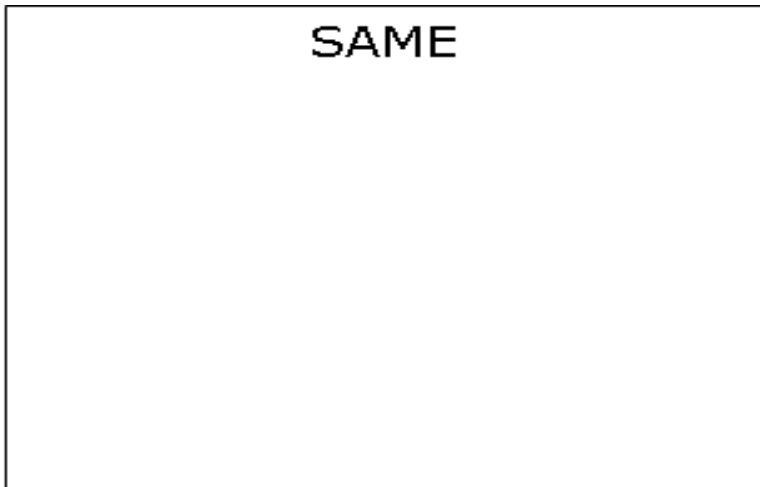
STORY: _____

Pick one character from a story that you read. **Compare** yourself to that character. How are you the same? How are you different?

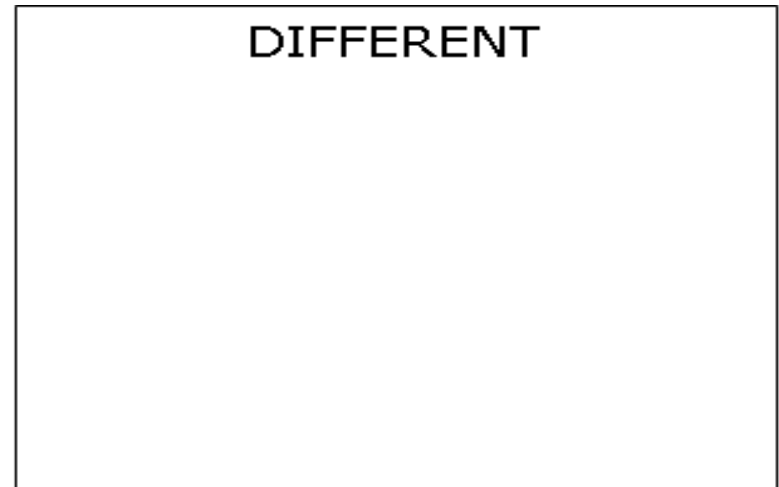
Draw the character you chose.



SAME

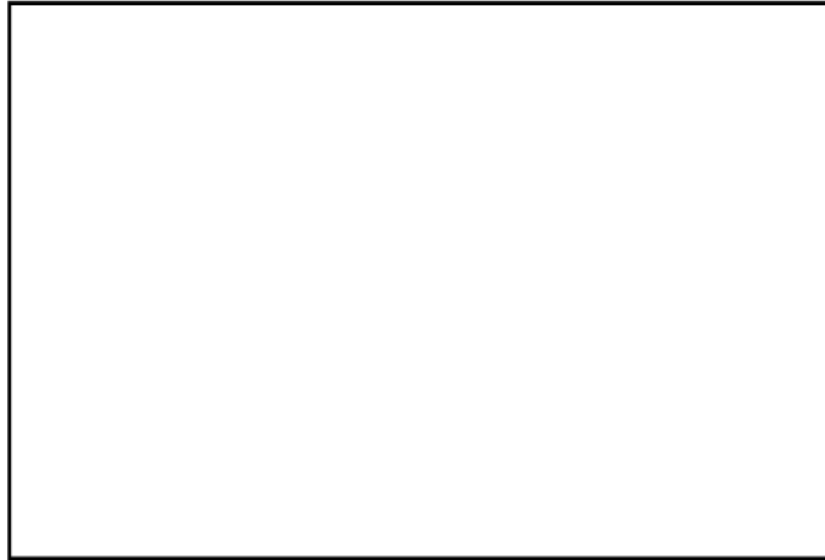


DIFFERENT



Story: _____

Pick one character from a story that you read. **Compare** yourself to that character. How are you the same? How are you different?



Draw the character you chose.

SAME

DIFFERENT



WEEKLY LESSON PLANNER

FICTION

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Read to Me	Text Mapping	Integration	Words to Know
Objectives	<ul style="list-style-type: none"> Use prior knowledge and information within a text to make, confirm, and revise predictions in books read aloud and in texts read. Participate in collaborative conversations about topics within texts, building on comments of others through multiple exchanges. 	<ul style="list-style-type: none"> Identify the primary differences between fiction and nonfiction. Extract information from one kind of text and translate the information into a new kind of text. 	<ul style="list-style-type: none"> Use information from within a text and from background knowledge (including personal experiences) to make accurate inferences. 	<ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and some reference to some observable feature associated with the word. Use target words correctly in spoken or dictated information.
Lesson Texts	<ul style="list-style-type: none"> <u>Take Care, Good Knight</u> by Shelley Moore Thomas 	<ul style="list-style-type: none"> <u>Take Care, Good Knight</u> by Shelley Moore Thomas 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack <u>Take Care, Good Knight</u> by Shelley Moore Thomas 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack <u>Take Care, Good Knight</u> by Shelley Moore Thomas

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Nonfiction book about cats Chart paper or interactive whiteboard 	<ul style="list-style-type: none"> Sticky notes Chart paper, document camera, or interactive whiteboard Lined paper (1 per pair) 	<ul style="list-style-type: none"> Sticky notes Interactive whiteboard or document camera
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: compare, admire, similar, relieved Teacher Journal Lesson #10 Student Journal Lesson #10 	<ul style="list-style-type: none"> WRAP set #4 Vocabulary Picture Cards: compare, admire, similar, relieved Teacher Journal Lesson #11 	<ul style="list-style-type: none"> Vocabulary Picture Cards: declare, reply, solution, skill Words to Know rings: declare, reply, solution, skill Student Journal Lesson #12



Digital/Tech



Prep Materials



Preview the Text



Game



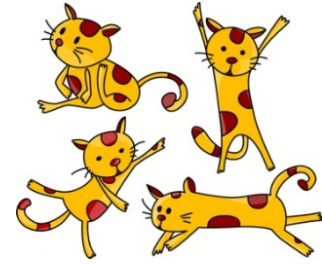
Save Materials

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	READ TO ME LESSON 9
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use prior knowledge and information within a text to make, confirm, and revise predictions in books read aloud and in texts read. • Participate in collaborative conversations about topics within texts, building on comments of others through multiple exchanges. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>Take Care, Good Knight</u> by Shelley Moore Thomas TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Preview the lesson text and use sticky notes to mark pages on which you will model predicting or ask students to make predictions. See the We Do section for suggested pages and sample prediction questions. • Allow plenty of time for discussion of higher-level questions at the end of the lesson. <ul style="list-style-type: none"> ○ Suggested discussion questions are provided in You Do routine, but you could generate others. ○ Have students think about their responses to a question, discuss their answers in pairs, and then share their own or their partners' answers with the group. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Today we are going to read a new book called <u>Take Care, Good Knight</u> by Shelley Moore Thomas. As we listen to this book, there will be times when I stop and give you a chance to talk about what's happening in the story and to <i>predict</i> what might happen next. When we use our background knowledge to make predictions, we connect more deeply with the text. That means we understand the text better."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "I am going to make <i>predictions</i> while I read this book. Let's look at the cover and start to think about what might happen in this story. Hmm... I see a knight, dragons and cats. I think they will be important <i>characters</i> in the story. I also see that the dragons are playing with the cats. So maybe this book is about three dragons that have cats as pets. Let's start reading and see if these predictions are correct!"</p> <p>Read <u>Take Care, Good Knight</u> and demonstrate how to generate and confirm predictions. After reading the ninth page, when the dragons find the wizard's note, you could say: "I wonder what might happen since the dragons can't read. I predict they might not know how to take care of the cats. Let's see if my prediction is correct or if I have to revise it."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading <u>Take Care, Good Knight</u> and embed opportunities for students to generate and confirm predictions.</p> <p>You could say: (after reading the tenth page, when the dragons take the cats to the lake) “What might happen when the dragons put the cats in the lake? (pause for response and respond to students’ predictions) Hmm... Yes, maybe the cats will try to climb out.”</p> <p>(fifteenth page, after the dragons put the cats in the cupboard) “What might happen when the dragons put the cats in the cupboard? (pause and respond) Okay, maybe the cats will get scared and try to jump out. That’s a good prediction. Let’s see what happens.”</p> <p>(twenty-eighth page; after “He handed them a tiny baby kitten...”) “How do you think the dragons will take care of the kitten? (pause and respond) I think maybe the dragons know what to do now, so they will take good care of the kitten.”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>After reading the story, engage students in rich discussion based on a question or idea from the text. You could do this in small groups.</p> <ul style="list-style-type: none"> • Divide students into small groups of 3 or 4. • As time allows, pose any of the following questions one at a time. • Allow groups enough time to discuss each question; ensure that each student in the group has 1 or 2 turns to talk. • Ask students to share their thinking with the whole group. <p>You could ask the following questions to evoke rich discussion:</p> <ol style="list-style-type: none"> 1) What <i>goal</i> did the Good Knight have at the end of the story? 2) How might his <i>goal</i> affect what will happen the next time the wizard needs the dragons’ help? 3) Have you had a similar experience as the dragons had? Did you try to help someone, but were not quite sure what to do to help?
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned that it is important to think about what might happen in a book as we read. Predicting helps us think about the book in a new way. Let’s review some of our predictions. Which predictions did not come true? Which predictions came true? Great job today, you are truly amazing! Try to use prediction while you’re reading. It will help you understand your book even better!”</p>

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	TEXT MAPPING LESSON 10
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify the primary differences between fiction and nonfiction. Extract information from one kind of text and translate the information into a new kind of text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> <u>Take Care, Good Knight</u> by Shelley Moore Thomas TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Nonfiction book about cats Chart paper or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: compare, admire, similar, relieved Teacher Journal Lesson #10 Student Journal Lesson #10 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... Find and preview a nonfiction book about cats, such as <u>Cats</u> by Gail Gibbons. Use the Venn diagram from Teacher Journal Lesson #10 to compare and contrast information provided in fiction and nonfiction texts about cats. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #3: COMPARE, ADMIRE, SIMILAR, RELIEVED </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>Show <u>Take Care, Good Knight</u> and a nonfiction book about cats to the class for comparison. You could say:</p> <p>"Today we are going to examine our book, <u>Take Care, Good Knight</u>, which is a fiction book, along with a nonfiction book, [<u>Cats</u>]. Remember when we were reading <u>Take Care, Good Knight</u> and we were wondering whether the dragons were taking care of the cats like we would care for real cats? So, we're going to see how this nonfiction text will help us better understand our story. Then we'll compare the information in these two types of text."</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Use the Venn diagram from the teacher journal to demonstrate how to compare and contrast information from fiction and nonfiction texts. You could say:</p> <p>"First, let's look at our book <u>Take Care, Good Knight</u>. This kind of book is called fiction because the cats and the other <i>characters</i> in it are not real. The author wrote a story about <i>pretend</i> cats, along with pretend dragons, a pretend knight, and a pretend wizard. In a fiction text, the author can create any <i>character</i> she wants and have them do whatever she wants. It's fun to use our imagination as we listen to and read fiction."</p> <p>"Now let's look at this book, [<u>Cats</u>]. It's called a nonfiction book because it has information about <i>real</i> cats. The information in a nonfiction text is true and provides us with facts to help us learn. As I read, I notice that some things are the same and some things are different between the cats in our two books. I'm going to record that information on a Venn diagram. The things that are the same about the cats from both books I'll write in the place where the two circles overlap. Everything we put in that space is true about the cats from both texts. Then I'll write the differences in <u>Take Care, Good Knight</u> on the right side and in [<u>Cats</u>] on the left side."</p>	

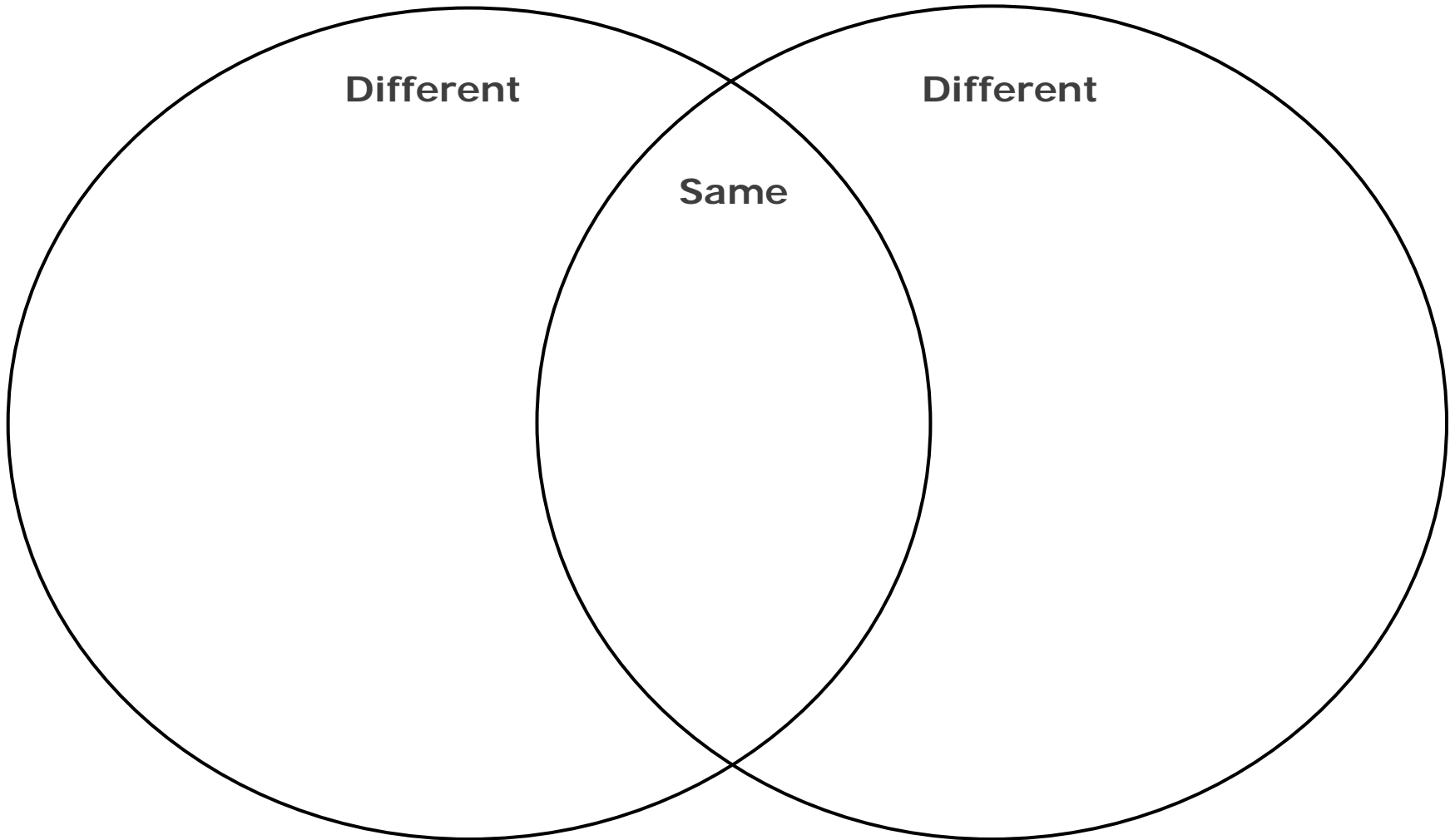
	<p>“The first thing I remember the dragons did with the cats was take them swimming. So on this side of the graphic organizer, I’m going to write ‘cats went swimming’ and ‘cats didn’t like swimming.’ Now I’ll read from the [Cats] book and write what I learned about real cats on the left side.”</p> <p>Read some pages in your nonfiction book and write down one difference for ‘real cats’ on the diagram. Then find one trait the cats in the books have in common to write in the intersection.</p> <p>Briefly review the similarities and differences you recorded on the diagram so far.</p> <p>You could say: “Now we can see that there are things that are different and things that are the same about the cats in each book.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Distribute Student Journal Lesson #10. You could say: “In your student journal are two circles just like the one we started. Let’s find some more information from each book together, and you can fill in your diagram...”</p> <p>Read more of [Cats]. Compare the information you find with the cats in <u>Take Care, Good Knight</u> by filling in the Venn diagram with students. After at least 2 entries, help students synthesize what they’ve discovered to explain similarities and differences between fiction and nonfiction.</p> <p>You could say: “On our Venn diagram, we see that in <u>Take Care, Good Knight</u> the cats went swimming. But in [Cats], none of the information was about cats going swimming. That is one way the information in fiction books like <u>Take Care, Good Knight</u> and nonfiction books like [Cats] are different. So I could say, ‘Fiction books have information about animals doing all kinds of things, but nonfiction books only have information about what <i>real</i> animals do.’ ”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>You could say: “Now I want you to compare the information we found in fiction and nonfiction books with your partner, using the words <i>but</i> or <i>and</i> to build long sentences. Start your sentences like this: ‘In fiction... <i>but</i> in nonfiction...’ Remember that compare means to tell how they are the same and different. What information is the same between our fiction and nonfiction books? What’s different?”</p> <p>Circulate among students to help them synthesize information from their diagrams and build sentences.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned that there are different kinds of books that we can read for different reasons. If we want to learn facts and information that’s true, we can find this information in what kind of books? <i>Nonfiction</i> books. If we want to read stories about characters and adventures, what kind of books do we want? <i>Fiction</i> books. We can have such an amazing time reading and learning from books!”</p>

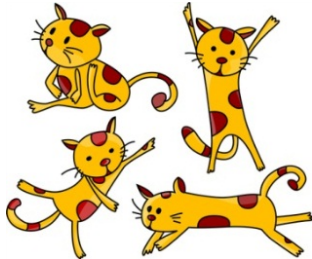


Compare and Contrast

Real Cats

Cats in Take Care, Good Knight

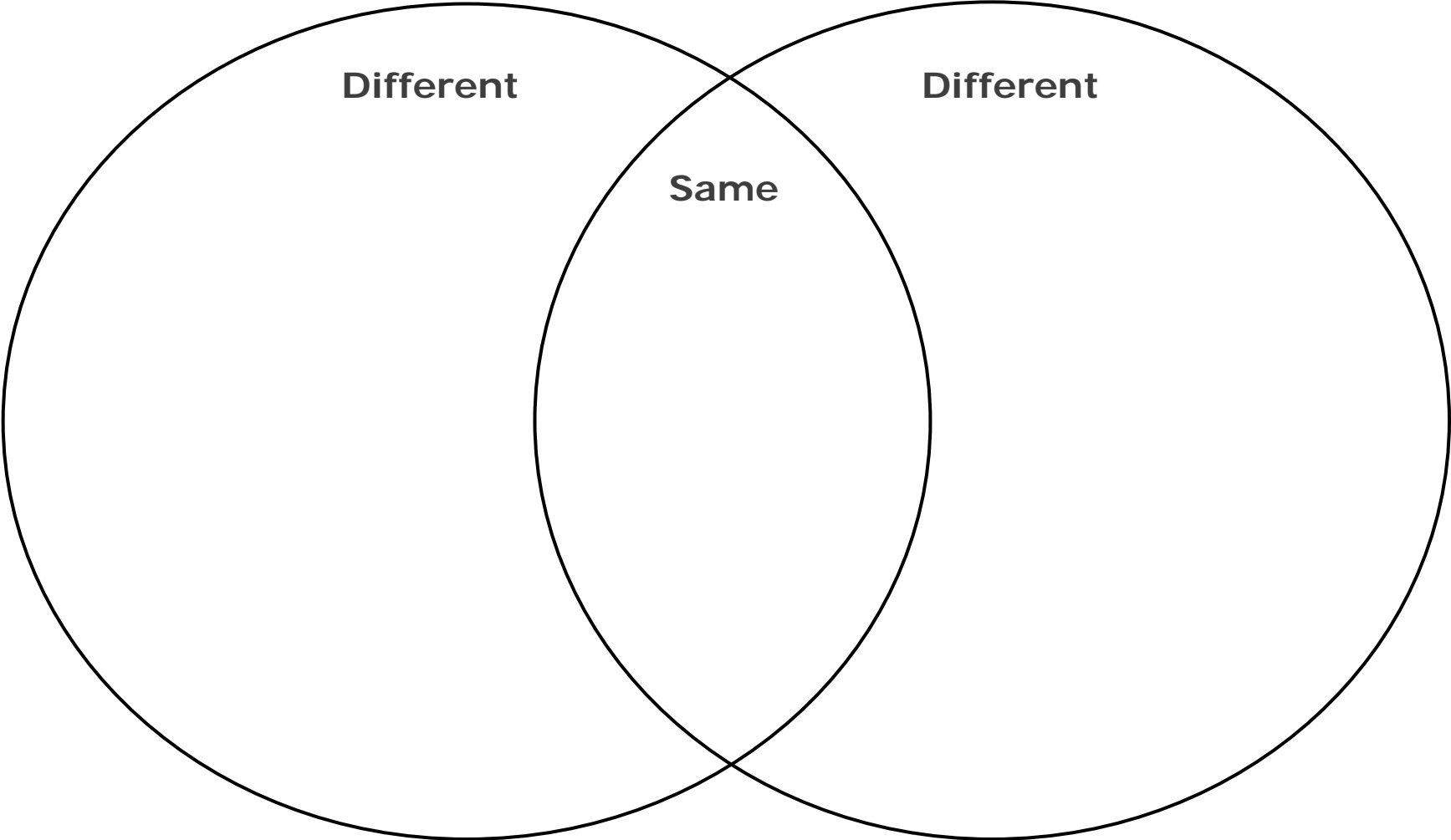




Compare and Contrast

Real Cats

Cats in Take Care, Good Knight



LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 11
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use information from within a text and from background knowledge (including personal experiences) to make accurate inferences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXTS: <ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack <u>Take Care, Good Knight</u> by Shelley Moore Thomas TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes Chart paper, document camera, or interactive whiteboard Lined paper (1 per pair) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set # 4 Vocabulary Picture Cards: compare, admire, similar, relieved Teacher Journal Lesson #11 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... Preview <u>Take Care, Good Knight</u> to determine appropriate places to ask questions that will prompt inferential thinking. Write the questions on sticky notes and place them on the relevant pages. Display or project the teacher journal during the You Do activity, or print a copy for each student. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #4: COMPARE, ADMIRE, SIMILAR, RELIEVED </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Today as we read our book, <u>Take Care, Good Knight</u>, we're going to read it with a different purpose in mind. As I read, I am going to stop on certain pages and ask some very interesting questions that will make you use what you already know to make <i>inferences</i>—to fill in the blanks of information that the author left out. Your job is to pay attention and focus carefully as I read so you'll be able to understand the inferences. You will have to think about what you already know and add the information from the story to answer my questions. Are you ready?"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Begin reading the text to students, pausing to ask an inferential question and model an appropriate response. Read the first three pages, and then stop. You could say: "I'm wondering why the Good Knight comes to visit the dragons every morning and every night. I think I need to fill in the blanks here and make an <i>inference</i>. I know that a person who is good is someone who cares about other people. The Knight is good, which is why he is visiting the dragons so often. Good people do good things.</p> <p>"There is another <i>inference</i> I can make. Since the Good Knight comes every morning and every night, I think he lives pretty close because he rides there on his horse. I can also <i>infer</i> that the Good Knight wants to be a good friend to the dragons. I know what good friends do, and I think the Good Knight is being a good friend to the dragons by checking on them. These are not things the author actually told me, but I'm filling in the blanks myself from what I already know."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading <u>Take Care, Good Knight</u> and providing opportunities for students to practice making inferences. Encourage students to elaborate or explain their responses, and provide feedback as needed.</p> <p>You could ask the following questions: (ninth page, when the dragons find the wizard's note)</p> <ul style="list-style-type: none"> • Look at the picture. How do you think the dragons are feeling? How do you know that? <p>(twelfth page)</p> <ul style="list-style-type: none"> • When the Good Knight saw that the dragons had taken the cats swimming, what do you think was on his mind? What makes you think that? • How do you think the cats in the lake felt? How did you <i>infer</i> that? <p>If students provide illogical inferences, address the inferences. Explain how using background knowledge and the information in the text or pictures leads to a more reasonable inference.</p> <p>After appropriate scaffolding, encourage individual thinking by providing opportunities for think-pair-share. Ask a few students to share their responses with the group.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display the teacher journal and hand out lined paper. You could say: “Now you’re going to have a chance to make inferences on your own. Remember, an <i>inference</i> means that you are filling in the blanks—using what you already know with new information. On the board are some ‘Who Am I?’ inference riddles. Work with your partner. Read the clues for each riddle and answer the question, ‘Who am I?’ One partner can write down the answers to the riddles. These riddles are about the <i>characters</i> in the two books we’ve been focusing on, <u>Three Hens and a Peacock</u> and <u>Take Care, Good Knight</u>. How well do you know our <i>characters</i>?”</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned how to make <i>inferences</i> by filling in the blanks left by an author with things we already know. We thought about the story, answered a lot of questions, and made inferences. We put our own thinking into words and shared it with others. Many times, we make inferences about things. For example, we <i>infer</i> how people are feeling based on their facial expressions. What inference can you make about how I’m feeling about you? (smile) What good readers and thinkers you are!”</p>



Who am I? Inference Riddles

1. I have a beak and two legs too, but my feathers are fancy!
Who am I? _____
2. I am a man who likes cats. I can disappear in a puff of smoke.
Who am I? _____
3. I have two sisters. I like to wear beads and bows. Who am I?

4. I like to solve problems on the Tucker farm. I am old and lay
around a lot. Who am I? _____
5. I wear a suit of armor. I visit my friends in the forest. Who am I?

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 12
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and some reference to some observable feature associated with the word. Use target words correctly in spoken or dictated information. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXTS: <ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack <u>Take Care, Good Knight</u> by Shelley Moore Thomas TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes Interactive whiteboard or document camera UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: declare, reply, solution, skill Words to Know rings: declare, reply, solution, skill Student Journal Lesson #12 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Use sticky notes to mark the lesson text pages on which the Words to Know appear so you can easily reference them during the lesson. Cut and punch the word strips for declare, reply, solution, and skill and attach them to students' Words to Know rings. Use the Vocabulary Picture Cards and word rings to help students engage with the new Words to Know. To create excitement around learning new words, you could begin the lesson with the Words to Know chant. WORDS TO KNOW <ul style="list-style-type: none"> declare: Say something clearly and strongly reply: To answer back solution: The correct answer to a puzzle or problem skill: Something you learn how to do 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example, state the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "When you learn new words it's like finding keys. These keys unlock your understanding so that you can explore many new ideas. We have four new words to learn today! I admire you for working so hard to learn and use the words compare, admire, similar and relieved. Knowing how to use lots of words will help us as we read and learn about new information."</p>	
I Do/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Introduce each word to know. With students...</p> <ul style="list-style-type: none"> Practice saying and spelling the word. Provide contexts for or examples of the word, including those from lesson texts. Create a gesture for each word. Have partners say, define, and use the word in a sentence. 	

You could say:

“Our first Word to Know for today is **declare**. Find the word **declare** on your word ring. Say the word **declare**. Spell the word **declare: D-E-C-L-A-R-E**. **Declare** means to ‘say something clearly and strongly.’ Here is a picture that shows the meaning of **declare**. What gesture could we use to give us a clue to the meaning of **declare**? How about pointing your index finger up? **(or another gesture you choose)** To use **declare** in a sentence, I could say, ‘I **declare** you are the smartest children I know!’ I would say that clearly and strongly with feeling in my voice.

“In Three Hens and a Peacock, the peacock **declared** he would sit in the henhouse and switch jobs with the hens. That meant he felt strongly about doing that. Now turn to your partner and tell them what the word **declare** means, along with our gesture. Then use the word **declare** in a sentence. Let me hear that strong emotion in your voice...

(reply)

“Our next Word to Know is **reply**. Find **reply** on your word ring. Say the word **reply** and read the definition: **reply**, ‘to answer back.’ Now let’s spell it: **R-E-P-L-Y**. When you’re talking with a friend, he or she says something and then you **reply**—you say something back to them. When you get an invitation to a party, sometimes they want you to **reply** so they know you’re coming. What’s a good gesture for reply? **(you could point both index fingers towards mouth and move fingers outward as if pointing to conversation partner)** Now turn to your partner and tell them what the word **reply** means, along with our gesture. Then use the word **reply** in a sentence...

(solution)

“Our next Word to Know is **solution**. Find **solution** on your word ring. Say the word **solution** and read the definition: **solution**, ‘the correct answer to a puzzle or problem.’ Now let’s spell it: **S-O-L-U-T-I-O-N**. When you have a problem, you want to find a **solution** to the problem. In math, the *answer* is often called the **solution**. In Three Hens and a Peacock, the **solution** to their problem was for the peacock to attract business on the road and the hens to lay eggs. What’s a good gesture for **solution**? **(you could start hands about 6 inches apart and bring them together, interlocking fingers)** Now turn to your partner and tell them what the word **solution** means, along with our gesture. Then use the word **solution** in a sentence...

(skill)

“Our next Word to Know is **skill**. Find **skill** on your word ring. Say the word **skill** and read the definition: **skill**, ‘something you learn how to do.’ Now let’s spell it: **S-K-I-L-L**. When you don’t know how to do something but you practice, you develop a **skill**, such as playing the piano, dancing, reading, or playing a sport. When you learn how to do something well, it’s called a **skill**. In Three Hens and a Peacock, the peacock had the **skill** to attract business on the road, and the hens had the **skill** to lay eggs. What’s a good gesture for **skill**? **(you could point index finger to temple)** Now turn to your partner and tell them what the word **skill** means, along with our gesture. Then use the word **skill** in a sentence...”

YOU DO

Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.

Distribute the student journal. Have students practice using the new vocabulary with partners. You could say:

“Now you’ll have a chance to work with our new words in your student journals. Everyone grab your word rings. You can use them to help with the activity. With your partners, draw a line to match each word to its definition. Then complete the sentences by choosing the correct word that makes sense in each sentence.”

Circulate around the room to provide feedback and support.

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today you have learned four new words that you can start using in your writing and speaking. Which word means...

- ‘To answer back’? (**reply**)
- ‘The correct answer to a puzzle or problem’? (**solution**)
- ‘Something you learn how to do’? (**skill**)
- ‘Say something clearly and strongly’? (**declare**)

Words help us understand new ideas and talk about our own ideas to others. I’ll be listening for those words. Try them out on your family tonight and see if they know what they mean!”

Student Journal

Fiction – Lesson 12



Draw a line from the word to its definition



Declare

something you learn how to do

Reply

the correct answer to a puzzle or problem

Solution

to answer back

Skill

say something clearly and strongly



Which vocabulary word would fit in the sentence to make sense?

The old hound tried to think of a good _____ for the problem between the peacock and the three hens.

Will you _____ to the question I asked?

When the Good Knight rode his horse well, he was showing his _____.

The peacock was glad to _____ he would sit in the henhouse.



WEEKLY LESSON PLANNER

FICTION

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
Lesson Type	Text Mapping	Integration	Words to Know	Read to Know
Objectives	<ul style="list-style-type: none"> Extract information from narratives and translate information into a new kind of text that allows comparisons between narratives. Create and use complex sentences. 	<ul style="list-style-type: none"> Retell a narrative that includes the main <i>character, setting</i>, and at least one complete episode. 	<ul style="list-style-type: none"> Identify and describe semantic relationships among content words occurring frequently in grade-level texts. Use a variety of different types of words to convey thoughts. 	<ul style="list-style-type: none"> Exhibit sustained attention to and engagement in reading activities. After independently reading a book, recount the text with appropriate facts and relevant details.
Lesson Texts	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack <u>Take Care, Good Knight</u> by Shelley Moore Thomas 	<ul style="list-style-type: none"> <u>Take Care, Good Knight</u> by Shelley Moore Thomas 	<ul style="list-style-type: none"> <u>Take Care, Good Knight</u> by Shelley Moore Thomas <u>Three Hens and a Peacock</u> by Lester L. Laminack 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard 	<ul style="list-style-type: none"> Sticky notes Chart paper 	<ul style="list-style-type: none"> Interactive whiteboard or document camera Drawing paper (1 per student) Thesauri (optional) 	<ul style="list-style-type: none"> Teacher's Bookshelf books
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal from Lesson #7 Teacher Journal Lesson #13 Student Journal Lesson #13 	<ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: declare, reply, solution, skill Teacher Journal Lesson #14 	<ul style="list-style-type: none"> Vocabulary Picture Cards: declare, reply, solution, skill Words to Know rings: declare, reply, solution, skill Teacher Journal Lesson #15 	<ul style="list-style-type: none"> WRAP set #6 Vocabulary Picture Cards: declare, reply, solution, skill Teacher Journal Lesson #16 Student Journal Lesson #16



Digital/Tech



Prep Materials



Preview the Text



Game





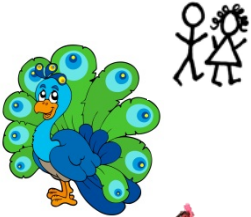
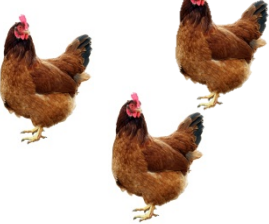








Save Materials

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	TEXT MAPPING LESSON 13
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Extract information from narratives and translate information into a new kind of text that allows comparisons between narratives. Create and use complex sentences. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Recasting LESSON TEXTS: <ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack <u>Take Care, Good Knight</u> by Shelley Moore Thomas TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #13 Student Journal Lesson #13 Teacher Journal from Lesson #7 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Recreate the chart from Teacher Journal Lesson #13 on chart paper (or use a document camera or interactive whiteboard to display it during the lesson). On the chart, fill in the information from the <u>Three Hens and a Peacock</u> story map from Teacher Journal Lesson #7. (You will complete the chart during the lesson by adding information from <u>Take Care, Good Knight</u>.) As students contribute ideas for the chart, use the opportunity to recast their sentences into compound and complex sentences. <ul style="list-style-type: none"> Compound sentences have two independent clauses joined by a <u>coordinating conjunction</u>. <ul style="list-style-type: none"> <i>The hens' goal was to get attention, <u>but</u> the dragons' goal was to do good deeds.</i> Complex sentences consist of two clauses, one <u>dependent</u> upon another. For example: <ul style="list-style-type: none"> <i>The peacock found out <u>that</u> he had no skill in laying eggs.</i> <i>The cats didn't like it <u>when</u> the dragons took them swimming.</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you ever compare two things, like comparing pepperoni and cheese pizza to decide which one you like best? Or comparing two styles of shoes to decide which pair to buy? Today we are going to compare our two books, <u>Three Hens and a Peacock</u> and <u>Take Care, Good Knight</u>. Remember, when we compare we see how things are the same and different. We will be comparing the story elements (<i>setting, characters, goals, attempts, and outcome</i>) of these texts and then talking about what we discover. We'll understand the stories even better after we compare them!"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Display Teacher Journal Lesson #13. You could say: "As we think about the story elements, we're going to record our findings on this chart. We completed a story map for <u>Three Hens and a Peacock</u> a few days ago. I filled in the information based on what we did in that lesson. Let's review. The <i>setting</i> for <u>Three Hens and a Peacock</u> is on the Tuckers' farm..."</p> <p>Continue reviewing the story map and identifying the story elements for <u>Three Hens and a Peacock</u>.</p>	

	<p>Begin adding information from <u>Take Care, Good Knight</u> to the chart. You could say: “Now we’re going to find our story elements for <u>Take Care, Good Knight</u>. First, let’s think about the <i>setting</i>. Our book says that the dragons lived in a cave in the king’s forest. So the whole story takes place in the king’s forest. That’s the <i>setting</i>. Next, let’s think about the <i>characters</i>. In <u>Take Care, Good Knight</u>, we have the knight, the dragons, and the cats. The wizard isn’t a major <i>character</i>, so we won’t include him. We can write all these <i>characters</i> in the chart.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue to complete the chart, asking students to contribute information. Record student responses and revisit the texts to clarify information, if necessary. Remember to recast students’ contributions to the discussion. You could say: “Now I need your help to complete the information about the other story elements...”</p> <p>When you finish filling in the chart, have students help you compare the story elements from each text. You could say: “Now that we completed the chart, let’s compare our two books. I want to compare the <i>settings</i> and think about how they are the same and how they are different. The <i>setting</i> of Tuckers’ farm is similar to the king’s forest because they both have trees and a lot of land. They are different because at Tuckers’ farm there are fields, farm buildings, and a henhouse, while in the forest there is a cave and a wizard’s cottage.”</p> <p>Ask questions to help students explicitly compare and contrast. Recast students’ responses to form complex sentences, such as ‘The Knight wanted to be a good friend to the dragons, but the peacock wanted to be useful.’</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute Student Journal Lesson #13. Have students independently practice comparing two characters, one from each text. You could say: “For your student journal, think about our chart and the comparisons of the story elements in these two stories. Now you’ll get to share your thinking. You will choose one <i>character</i> from each story and quickly draw their picture in the box. Then compare the <i>characters</i>; write in some similarities and differences in the boxes below. After that, share your answers with your partner. How are the <i>characters</i> the same and how are they different? Try to make your sentences long when you share with your partners.”</p> <p>Circulate among students, providing assistance and recasting responses to form compound and complex sentences.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we compared the story elements of our two texts, <u>Three Hens and a Peacock</u> and <u>Take Care, Good Knight</u>. The chart we created gave us a place to write down our information so we could refer to it when we wanted to talk about our comparisons. When we compare story elements, it helps us understand both stories better! Tell your partner who your favorite <i>character</i> is from all the <i>characters</i> in these two books and why that <i>character</i> is your favorite!”</p>

Let's Compare!

How are they the same? How are they different?

Text	Setting	Characters	Goals	Attempts	Outcome
<p><u>Three Hens and a Peacock</u></p>	  <p>Tucker's farm</p>	 	 <p>To feel useful</p>   <p>To trade jobs</p>	  <p>Tried to lay eggs; failed</p>  <p>Tried to attract cars; failed</p>	  <p>Decided each job was important</p>
<p><u>Take Care, Good Knight</u></p>					

Three Hens and a Peacock



Take Care, Good Knight



Same

Trees, land

Different



Tucker's farm—fields, barn, hen house



King's forest—dragons' cave, Wizard's cottage, lake



Directions: Pick a character from each story and draw a picture in the box. Then write how the characters are the same and different.

Character _____

Character _____

Three Hens and a Peacock



Take Care, Good Knight



Same

Different

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 14
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Retell a narrative that includes the main <i>character</i>, <i>setting</i>, and at least one complete episode. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Retelling LESSON TEXT: <ul style="list-style-type: none"> <u>Take Care, Good Knight</u> by Shelley Moore Thomas TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes Chart paper UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: declare, reply, solution, skill Teacher Journal Lesson #14 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<ul style="list-style-type: none"> Before the lesson... Preview the lesson text and use sticky notes to mark the location of each story element for easy reference. To conserve time, reread only the pages of text that include story elements, rather than the entire text. The teacher journal includes a blank story map and a completed story map. You may either fill in the blank story map or uncover the completed story map as you teach the lesson. Display the completed story map to support students as they retell the story during the You Do routine; you may need to make personal copies for some students. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #5: DECLARE, REPLY, SOLUTION, SKILL </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I heard a storyteller on TV the other night. He made the story so interesting; I wanted to read the story again! Today as we read our book, <u>Take Care, Good Knight</u>, we're going to look for the important parts of the story using our story icons. We're going to make a story map to help us retell the story so we can be good storytellers. Oh, I can't wait!"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Show students how to identify story elements in text and use the story icons to organize text. Display Teacher Journal Lesson #14, p. 1. You could say: "Here on the board are the story icons that help us remember the most important elements of the story. Today we're going to create a story map of <u>Take Care, Good Knight</u> to use when we retell the story."</p> <p>Reread the first page of the book, and write in the <i>setting</i> on the second page of the teacher journal (or reveal it on the completed third page). You could say: "Let's see, the <i>setting</i> for <u>Take Care, Good Knight</u> is the king's forest. The first page also talks about our <i>characters</i>, the three little dragons. I will write that in our first box. (keep reading or skimming the book) The next <i>character</i> is the Good Knight. He checks on the dragons in the morning and at night. His <i>goal</i> is to do good deeds, and the dragons want to do good deeds too, so their <i>goal</i> is to take care of the wizard's cats for him. The wizard's <i>goal</i> is to take care of his cats. Now we have the <i>setting</i>, the <i>characters</i> and their <i>goals</i>. Let me use the story map to show you how to retell the first part of the story..."</p>	

	<p>‘Once upon a time there were three dragons that lived in the King’s forest. Every day their good friend, Good Knight, would come to tell them good morning and good night. He liked to do good deeds, and he taught the dragons to do good deeds. The wizard who lived nearby had many cats. He needed someone to take care of his cats so he asked the dragons. Their <i>goal</i> was to help Wizard by taking care of his cats.’”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading the text and helping students identify story elements. You could say: “Let’s keep reading and make sure the information we have on our story map will help us retell the story. The next story elements are the <i>attempts</i>. We know that Good Knight’s <i>attempt</i> to do good deeds is to check on the dragons every day. What are the three dragons’ <i>attempts</i> to take care of the cats? (name attempts with students) First... take them swimming, then... put them in a cupboard, and last... take them camping. What’s the <i>outcome</i> of their <i>attempts</i>? (pause for response) The <i>outcome</i> is that the cats are very unhappy! The Good Knight finally figures out that something is wrong. He wants to do good deeds, remember, so his next <i>attempt</i> is to discover that they can’t read, and the <i>outcome</i> is to help them read the instructions. Now, the dragons’ next <i>attempt</i> is different—what do they do? (pause for response) And what is the <i>outcome</i>?” Elicit and build upon students’ answers to complete the story map.</p> <p>Retell the story with students using the information from the story map; point to elements in the story map to help students follow the sequence of the story. You could say: “Now help me retell the story. We will use our story map to remind us to include all of the story elements. Tell me if we forget one of the story elements in our retell...”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students practice retelling the story in pairs. You could say: “Now you’ll have the chance to retell the story using the story map to remind you of the important parts, or story elements. You and your partner will work together to retell the story. One of you will retell, while the other listens and checks the story map to make sure all the story elements are in the retell. Good luck! I know you can do this!”</p> <p>Monitor student retells and provide support and feedback for students who have difficulty. Some students may need a personal copy of the story map to help minimize distractions.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today has been such fun! We got to retell <u>Take Care, Good Knight</u> by using the important story elements in a story map to guide our thinking. When we have to remember a lot of information, we can use something like a story map and the story icons to help us. Using a story map can help us retell the information in the correct sequence. Let’s name all of the story elements: <i>setting, characters, goals, attempts, and outcome</i>. Don’t forget to retell the story to your parents and include all of the story elements!”</p>

Narrative Story Elements

Setting



Characters



Goals



Attempts



Outcome



Story Map

Take Care, Good Knight by Shelley Moore

Setting: (time and place)



Character and Goals:



Character and Goals



Character and Goals:



Attempts:



Attempts:



Attempts:



Attempts:



Outcome:



Outcome:



Outcome:



Attempts:



Outcome:



Story Map

Take Care, Good Knight by Shelley Moore

Setting: (time and place)



Character and Goals:



to do good deeds

Attempts:

checked on dragons morning and night



Attempts:

discovered dragons couldn't read



Outcome:



helped dragons read the directions



Character and Goals



to care for cats

Attempts:

asked dragons to care for cats

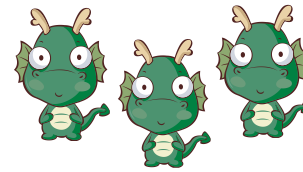


Outcome:

wrote instructions



Character and Goals:



to take care of Wizard's cats

Attempts:



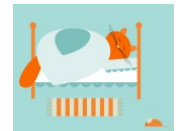
took cats swimming, put in cupboard, camping

Outcome:

Cats are very unhappy!



Attempts:



Gave cats water and food and put them to bed

Outcome:

Cats are very happy!



LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 15
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Identify and describe semantic relationships among content words occurring frequently in grade-level texts. Use a variety of different types of words to convey thoughts. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Instruction LESSON TEXTS: <ul style="list-style-type: none"> <u>Take Care, Good Knight</u> by Shelly Moore Thomas <u>Three Hens and a Peacock</u> by Lester L. Laminack TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Interactive whiteboard or document camera Drawing paper (1 per student) Thesauri (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Vocabulary Picture Cards: declare, reply, solution, skill Words to Know rings: declare, reply, solution, skill Teacher Journal Lesson #15 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Display the word webs from the teacher journal for declare and reply during the I Do and We Do segments; display the word webs for solution and skill during the You Do routine. If desired, students can use a thesaurus to find additional words that are related to the target vocabulary. To create excitement around learning new words, you could begin the lesson with the Words to Know chant. WORDS TO KNOW <ul style="list-style-type: none"> declare: Say something clearly and strongly reply: To answer back solution: The correct answer to a puzzle or problem skill: Something you learn how to do SUGGESTED RELATED WORDS <ul style="list-style-type: none"> declare: <i>shout, proclaim, tell</i> reply: <i>answer, conversation, respond, return</i> solution: <i>answer, key; (antonym)problem</i> skill: <i>talent, ability, excellence</i> 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I heard a word the other day that I didn't know. It made it hard to understand what the person was saying because I didn't know the word. That's why it's important to learn words—you want to understand what you're reading or hearing. Today we're going to learn more about our four new words: declare, reply, solution and skill. Remember, knowing lots of words will help us understand important ideas when we read and listen and help us choose just the right word we want to use when we speak or write. Let's get started with our chant!"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the definitions and gestures for declare, reply, solution, and skill. Use the Vocabulary Picture Cards and Words to Know rings as you review the words.</p> <p>You could say: "Our first word is declare. Here is a picture of declare. Find declare on your word ring. Say declare. (pause for response) Spell declare. (pause as students spell) Now say with me: declare means 'say something clearly and strongly.' What's our gesture for declare? (make gesture with students)</p>	

	<p>“In our story <u>Three Hens and a Peacock</u>, the peacock declared that he would sit on the nest and cluck. He said that clearly and strongly! When we use the word declare, it means we want to put more power and strength in what we’re saying.”</p> <p>Display Teacher Journal Lesson #15 and add to the declare word web. You could say: “Several other words are related to declare; they have a similar meaning. Finding related words helps us understand declare more completely. I’m going to write some words that are connected or related to declare in this word web. I’m going to write <i>shout</i> because when you <i>shout</i>, you’re also declaring. I like the word <i>proclaim</i>. It’s a very similar word. I think <i>tell</i> is also a good word to include.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Work with students to add to the word web for reply. You could say: “Now let’s make a word web for reply together. We have the word reply in the middle of our word web. Hmm... reply means ‘to answer back.’ So do you think <i>answer</i> could be related to reply? (pause for students to respond) Yes, that’s right, <i>answer</i> is related. Let’s write that in one of our bubbles. If you are replying, does that usually involve having a <i>conversation</i>? (pause for response) Yes, that’s right. <i>Conversation</i> is also related to reply.”</p> <p>Continue filling in the word web, allowing students opportunities to share answers. If an open-ended format is too difficult, provide two choices and have students pick the correct option. Additional related words you could generate include <i>respond</i> and <i>return</i>.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute blank paper to students, and have them work in pairs to complete the activity with the remaining words, solution and skill. Display the ‘word box’ from the third page of the teacher journal, or write the words on the board.</p> <p>You could say: “Now it’s your turn. Each partner should draw a circle in the middle of his or her paper for a word web. Write one Word to Know in the middle, either skill or solution. Then look at the word box with words that belong with that word. With your partner, decide if the word is related to solution or skill and then write it in one of the bubbles. After you’re finished, take turns thinking of a sentence that uses each Word to Know or related word. That’s how you learn new words—practice using them.”</p> <p>After students have completed their word webs, have them discuss their choices.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “When we connect these words with words we already understand it helps us to know them more deeply and feel comfortable using them when we speak or write. I declare you are the best word learners ever! Your determination to build your word learning skill is the solution to becoming word champions! The more we use them, the stronger our knowledge becomes! Let’s hear a couple of sentences that you came up with... Use these words today!”</p>

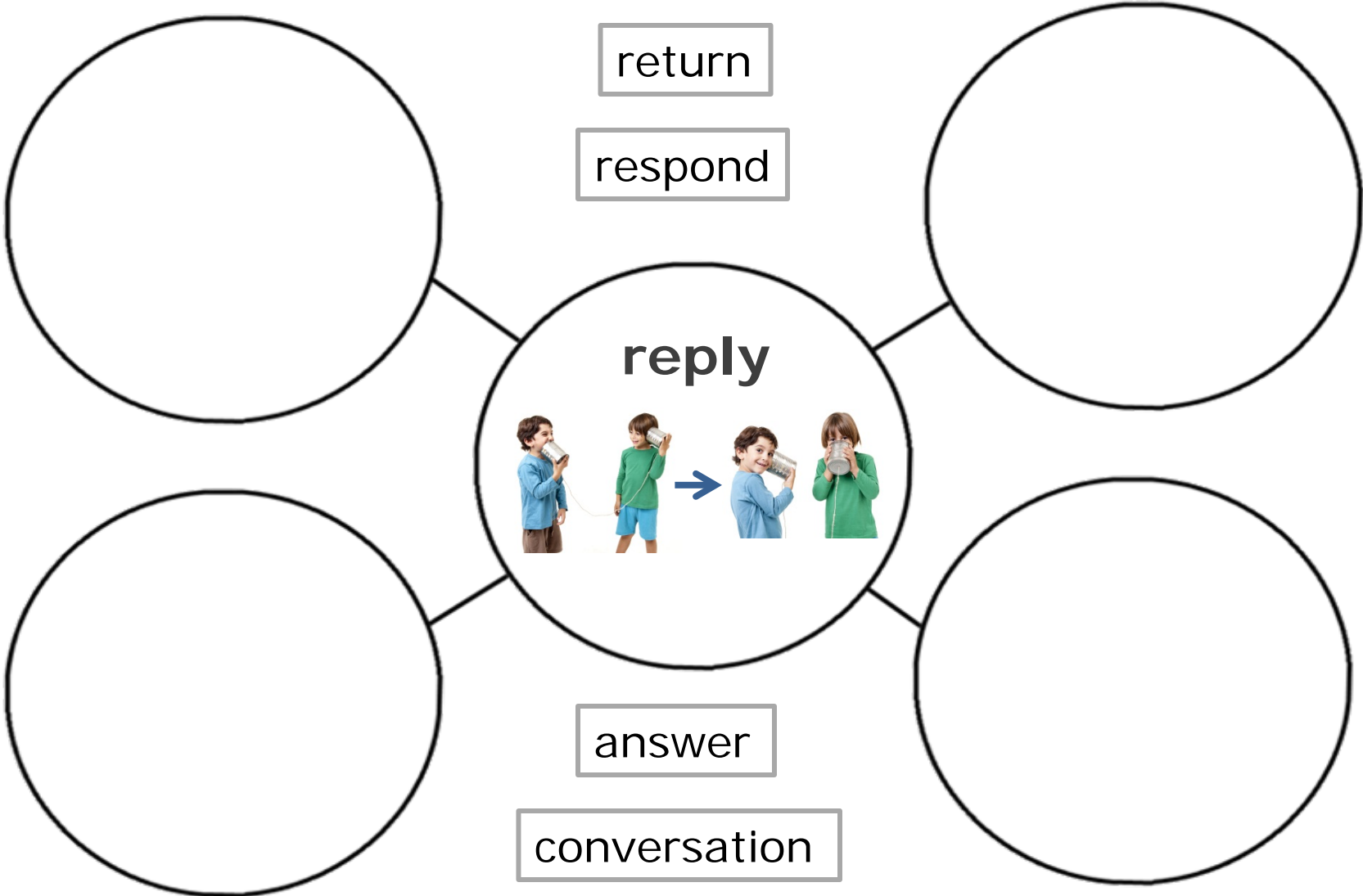
tell

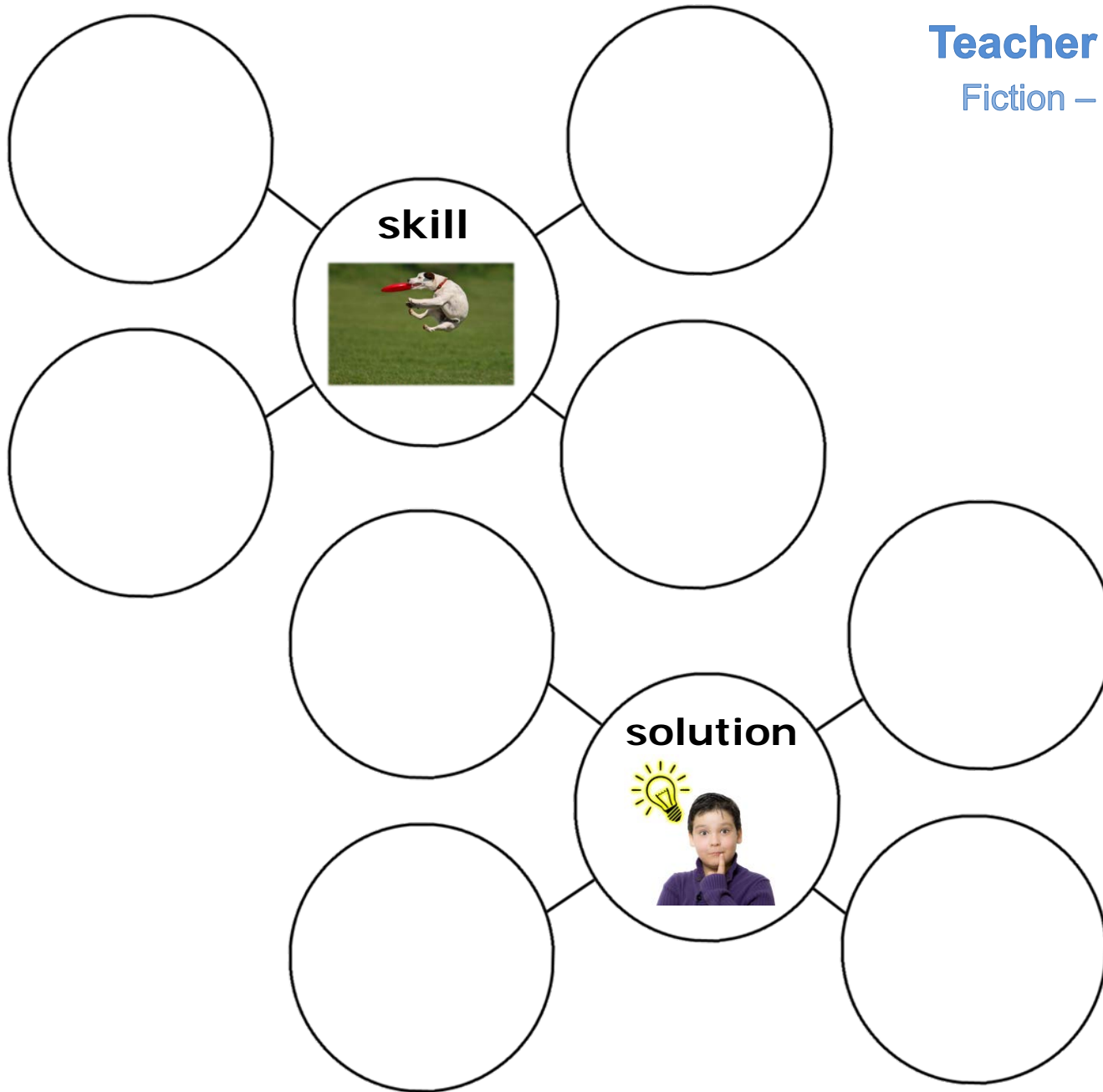
shout

proclaim

declare







Word Box

talent
problem
ability
answer
key
excellence

Let's Know! GRADE 1	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 16
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Exhibit sustained attention to and engagement in reading activities. • After independently reading a book, recount the text with appropriate facts and relevant details. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> • Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> • N/A TALK STRUCTURE FOR We Do/You Do: <ul style="list-style-type: none"> • Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Teacher's Bookshelf books UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • WRAP set #6 • Vocabulary Picture Cards: declare, reply, solution, skill • Teacher Journal Lesson #16 • Student Journal Lesson #16 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson... Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. • This lesson is designed to give students the opportunity to <i>engage</i> for an extended period of time with one or several texts that they select because they find them interesting. The goal is for all students to be engaged in reading and talking with a partner for the entire lesson. • Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book (library book, chapter book), they may use this book for the Read to Know lessons. If students finish their books early, they may choose another book or switch books with their partners. • Display the Read to Know Expectations on Teacher Journal Lesson #16 during the I Do and We Do routines. • You might use a signal, such as a bell, chime, or buzzer, to alert students that it is time to stop reading and begin their journal activity. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 5px; text-align: center;"> START THE LESSON WITH WRAP SET #6: DECLARE, REPLY, SOLUTION, SKILL </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Do you like to have choices? I do! Today is your reading choice day! When you read books of your choice, you enjoy reading more and that helps you understand what you're reading. Today you'll choose a narrative text to read. As you read, think about the <i>sequence</i>, or order of events in your text. Notice how the author put things in order so the story would be easier for you to understand. The author wanted the story to make sense. You will have a chance to talk to others about your book, and then we're going to practice putting a story in the right order—in the right sequence!"</p>	
I DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Review the expectations for the Read to Know lessons. You could say: "I have several stacks of books around the room. All of the books are fiction; they tell a story. When I choose a book to read, I find one that is 'just right,' not too hard and not too easy. Your job today is to choose a book and read quietly by yourself."</p>	

	<p>“As you read, think about the <i>sequence</i> of events in the book. When the time is up, tell your partner what happened in your book as you were reading. Be sure to put the events in the right sequence. For example, in <u>Take Care, Good Knight</u>, the wizard <i>first</i> asks the dragons to take care of the cats. <i>Then</i>, the dragons have trouble figuring out how to read the instructions. <i>Finally</i>, the knight has to help them. Things have to happen in the right order for the story to make sense.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 10-15 minutes. You could say: “As I call your group, go to one of the stacks of books. Look through the books, select a book you would like to read, and then find a quiet place in the room. If you already have a good narrative book that you are reading, you may use that book. While we are reading, make sure you stay focused until the buzzer sounds. After reading time is completed, take some time to think about the sequence of events in the story you read.”</p> <p>If some students finish reading early, you can allow them to get up quietly and pick another book or switch books with their partners.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students share the sequence of the stories they read in pairs. You could say: “First, talk to your partner and tell them what happened in your book, making sure you tell the events in the right sequence. After each partner shares his or her story sequence, you will work together on the student journal for this lesson.”</p> <p>Distribute Student Journal Lesson #16. Have students work with their partners to determine the correct sequence of the story. You could say: “On your student journal, there is a story titled ‘The Sleeping Dragon.’ You’ll notice there are sentences with a short line in front of them. This story is out of order. We have to put the events in order so the story makes sense. You and your partner will read sentences together and then see if you can figure out which sentence would be a great beginning for this story. You can put a number 1 on that line. Then decide what the next sentence should be and number that sentence with a 2. Continue writing numbers beside the lines to show the right order of the sentences of the story.”</p> <p>Circulate among students to provide feedback and support.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we focused on how the author helps us understand a story by putting events in sequence. Sequence helps the story make sense. When we first started to read the events for ‘The Sleeping Dragon,’ it was a jumbled mess. So, we put our heads together and figured out the correct sequence! Doing things in the correct sequence is important. For example, we always put our socks on before our shoes. Great job today! Sequencing is one of our new skills!”</p>



Read to Know Expectations

Looks like:

- Choosing a book that I want to read
- Selecting a place in the room where I would like to read
- Reading a book on my own
- Thinking about what I am reading
- Asking questions as I read

Sounds like:

- Silent reading or whisper reading
- Pencils writing if I need to keep track of my thinking or write down a question

The Sleeping Dragon



This story does
NOT make sense.



Write the number
of each sentence
so that the story
MAKES SENSE
again.

- _____ When the knight found the dragon, he was sleeping on the pile of gold. He was relieved that the dragon was asleep.
- _____ Sir Cole took the gold and ran out of the cave.
- _____ Sir Cole then left on his journey to get the gold.
- _____ The King told Sir Cole to go to the dragon's cave and return the pile of gold the dragon guarded.
- _____ Once there was a knight named Sir Cole who was admired by all.
- _____ Finally, Sir Cole returned with the gold, and the king declared it Sir Cole Day in the kingdom!
- _____ Sir Cole tiptoed into the dragon's cave. He heard a loud rumbling noise coming from inside.



WEEKLY LESSON PLANNER

FICTION

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Type	Read to Me	Text Mapping	Integration	Read to Know
Objectives	<ul style="list-style-type: none"> Use prior knowledge and information within a text to make, confirm, and revise predictions in books read aloud and in texts read silently. Participate in collaborative conversations about topics within texts, building on comments of others through multiple exchanges. 	<ul style="list-style-type: none"> Use complex sentences and compound sentences in speech. 	<ul style="list-style-type: none"> Use information from within a text and from background knowledge to make accurate inferences; revise inferences with scaffolding. 	<ul style="list-style-type: none"> Exhibit sustained attention and engagement in reading activities. After independently reading a book, use discussion to recount the appropriate information from text.
Lesson Texts	<ul style="list-style-type: none"> <u>The Empty Pot</u> by Demi 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack <u>Take Care, Good Knight</u> by Shelley Moore Thomas <u>The Empty Pot</u> by Demi 	<ul style="list-style-type: none"> <u>The Empty Pot</u> by Demi 	<ul style="list-style-type: none"> N/A

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Interactive whiteboard or document camera 	<ul style="list-style-type: none"> Sticky notes Drawing paper (1 per student) 	<ul style="list-style-type: none"> Document camera Teacher's Bookshelf books
Unit Materials Provided	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #7 Vocabulary Picture Cards: declare, reply, solution, skill Teacher Journal Lesson #18 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: declare, reply, solution, skill Student Journal Lesson #20



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	READ TO ME LESSON 17
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> • Use prior knowledge and information within a text to make, confirm, and revise predictions in books read aloud and in texts read silently. • Participate in collaborative conversations about topics within texts, building on comments of others through multiple exchanges. 		
TEACHING TECHNIQUES: <ul style="list-style-type: none"> • Predicting • Rich Discussion LESSON TEXT: <ul style="list-style-type: none"> • <u>The Empty Pot</u> by Demi TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> • Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> • Sticky notes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • N/A 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> • Before the lesson...Preview the <u>The Empty Pot</u> and use sticky notes to mark pages on which you will model making predictions or ask prediction questions. • Leave sufficient time at end of the lesson for a rich discussion with the group. • During the rich discussion in the You Do segment, students should have opportunities to take multiple turns when answering the questions. You could either have students discuss the questions in small groups and share their answers with the large group or discuss the questions as a large group. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I love to get a new book to read. Usually after I get a new book, I take some time to just sit down and read it. Today we are going to read a new book called <u>The Empty Pot</u>. As we listen to this book, there will be times when I stop and give you a chance to talk about what's happening in the story and to <i>predict</i> what might happen next. When readers think about what might happen next, they can understand the story better. Their brains are engaged. Let's engage our brains!"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "I'll start with the cover of <u>The Empty Pot</u>. Let's start to think about what might happen in this story. Hmm... I see a young boy holding a pot. I think he will be an important <i>character</i> in the story. I also see flowers on the cover, so maybe that's a flower pot that he is holding. I bet the story will have something to do with flowers. Let's start reading and see if these predictions are correct!"</p> <p>Beginning reading and stop after "He needed to choose a successor to the throne" to make predictions. You could say: "I know that kings or emperors usually have a son that becomes king or emperor after they die. I would predict that this emperor doesn't have a son, since the text said that he needed a successor. Let's see if I'm correct or if I have to revise my prediction."</p> <p>Read the next two pages, through "will succeed me to the throne." You could say: "My prediction was correct. The Emperor is going to let the flowers choose his successor. He doesn't have a son."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading <u>The Empty Pot</u> and making predictions with students. You could stop on the pages suggested below, or other pages you have marked, to ask prediction questions.</p> <p>After Ping plants the seed from the Emperor (“He planted the seed in it very carefully.”), you could say: “What do you think will happen to Ping’s seed?” Support students as they make predictions.</p> <p>After Ping transfers the seed into another pot (“Then he transferred the seed...”), ask for another prediction. You could say: “What do you think will happen now that Ping moved his seed?”</p> <p>When Ping takes his empty pot to present to the emperor, you could say: “What do you think the Emperor will do when he sees Ping with an empty pot?”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>After reading, engage students in an extended discussion during which they have multiple turns to share their ideas. You could do this in small groups or as a whole group.</p> <p>You could ask one or more of the following questions to evoke rich discussion:</p> <ul style="list-style-type: none"> • Why do you think Ping was ashamed to go see the Emperor? • Why did the Emperor choose Ping’s pot and not the pots with flowers? • Have you ever done your best, but you didn’t think it was good enough? How did you feel? • What do you think the other kids did to grow their flowers? <p>Provide scaffolding as needed to extend student responses.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we learned that it is important to think about what might happen in a book as we read. Predicting helps us think about the book in a new way. Let’s review some of our predictions. Which predictions did not come true? Which predictions came true? Now you can make predictions when you read a book. It will help you engage your brain and help you understand the story. Great job! You had a truly amazing discussion today!”</p>

**LET'S KNOW!
GRADE 1**

**FICTION
CYCLES AND SEQUENCES**

**TEXT MAPPING
LESSON 18**

SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!

TEACHING OBJECTIVE:

- Use complex sentences and compound sentences in speech.

TEACHING TECHNIQUE:

- Recasting

LESSON TEXTS:

- Three Hens and a Peacock by Lester L. Laminack
- Take Care, Good Knight by Shelley Moore Thomas
- The Empty Pot by Demi

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Interactive whiteboard or document camera

UNIT MATERIALS PROVIDED:

- WRAP set #7
- Vocabulary Picture Cards: **declare, reply, solution, skill**
- Teacher Journal Lesson #18

SPECIAL INSTRUCTIONS FOR THIS LESSON:

In this lesson, you will recast students' responses into compound and complex sentences.

- **The 'plain vanilla' clause...** Teaching complex sentences should be based on knowledge of the simple sentence, or the main (independent) clause. A main clause has a subject and verb and can stand alone and make sense. It is a good idea to use a 'stair-step' approach—start with the simpler concept and build upon it.
- A **compound sentence** has two independent clauses joined by a coordinating conjunction such as *and, but, or, so, or yet*. For example: *The hens' goal was to get attention, but the dragons' goal was to do good deeds.*
- A **complex sentence** has a main clause AND a subordinate (dependent or helping) clause.
 - Again, the main clause has a subject and verb and makes sense when standing alone as a sentence. For example: *We ate ice cream.*
 - A subordinate clause has a subject and a verb but DOES NOT stand alone or make sense without the main clause. For example: *after we had dinner*
- **Adding the subordinate clause...** A subordinate clause should begin with a subordinating conjunction such as *when, while, before, after, once, whenever, although, since, because, or though*. These words indicate time, place, or cause and effect. For example, '*after we had dinner*' begins with an adverb of time—*after*. A subordinate clause can also start with a relative pronoun such as *that, which, whose, or whoever*; these modify a noun. For example: *The peacock, who wanted to show off his feathers, went to the roadside.*
- **Bringing the clauses together...** Using the examples above, we can join '*We ate ice cream*' (a main clause) with '*after we had dinner*' (a subordinate clause) to make a complex sentence. We can do this in two ways:
 - We ate ice cream *after* we had dinner.
 - *After* we had dinner, we ate ice cream.
- Display the chart in Teacher Journal Lesson #18 during the I Do and We Do segments. For your benefit, the first page has the story elements and space to complete the sentences; the second page is the completed chart. Show the third page during the You Do routine or print copies for students.

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #7: DECLARE, REPLY, SOLUTION, SKILL

Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.

You could say:

"Which is better—a short hot dog or a LONG one? If you like hot dogs, you want a long one. Today we will make long sentences. We'll compare *characters* from our unit books and use a chart to record the information. Then we'll create long complex sentences to tell about it. When you can say longer sentences, you can usually understand long sentences when you read and listen. Let's get started!"

<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>To model how to form complex sentences, write short sentences or phrases in each box, then combine them to form longer sentences.</p> <p>Display Teacher Journal Lesson #18, p. 1; see p. 2 for possible completed sentences.</p> <p>You could say: “I’m going to talk about the <i>characters</i> in <u>Three Hens and a Peacock</u> and <u>The Empty Pot</u>. Let’s compare the peacock and Ping. We will compare their <i>goals, attempts, and outcomes</i>. Let’s see... The peacock’s <i>goal</i> was to feel like he was useful around the farm. What was the <i>attempt</i>? He tried to lay eggs. What was the <i>outcome</i>? He failed, but he realized that he already had a useful job—stopping cars. Now, I will take these three elements and put them together in one or two long sentences. My sentences will be: ‘The peacock wanted to feel useful, and after he failed at laying eggs, he realized that he already had a useful job.’</p> <p>“Let’s try another one for Ping. Ping’s <i>goal</i> was to grow a beautiful flower. What was the <i>attempt</i>? He tried and tried to grow a flower, but nothing bloomed. What was the <i>outcome</i>? Ping was honest with the emperor and became his successor. Let’s put all the elements into one or two long sentences. ‘Ping wanted to grow beautiful flowers for the emperor, but his seed would not grow. He was honest, and the emperor made him his successor.’ Now let’s try one together...”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Assist students in identifying events and <i>character</i> traits as you record their ideas. Recast their responses as needed to form complex sentences. You could say: “Let’s talk about the hens in <u>Three Hens and a Peacock</u>. Their <i>goal</i> was to trade jobs. What about the <i>attempt</i>? What did they try to do? (pause for response) That’s right, they got dressed up to get people to stop at the farm to buy their eggs. What was the <i>outcome</i>? (pause for response) They realized they couldn’t do the peacock’s job, but they could lay eggs. Now let’s put these story elements together to form one or two long sentences...”</p> <p>You could use sentence frames like the one below to help students form complex and compound sentence sentences:</p> <ul style="list-style-type: none"> • The hens ____ because they ____. • They ____, but ____. • After the hens ____, they ____. <p>Work with students to formulate another complex sentence(s) about the characters in <u>Take Care, Good Knight</u>. You could say: “Let’s do another one. The Good Knight’s <i>goal</i> was to do good deeds. His <i>attempt</i> was... to help the dragons read the instructions. The <i>outcome</i> was that... both the dragons and cats were happy! What sentence should we make?”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Display the third page of the teacher journal. Have students work independently with partners to combine short sentences and phrases to form long sentences. You could say: “Now it’s your turn to talk about the <i>characters</i> and other story elements. On the board are some story elements. You and your partners will take turns. Look at the story elements, and combine them to form long sentences. Then tell them to each other.”</p> <p>Circulate the room and support students as they form compound and complex sentences.</p>

CLOSE

Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

You could say:

“Today we learned that we can make very long sentences about the events in the books. Tell your neighbor a very long sentence that we made today... Using long sentences helps us become better communicators and writers. You can impress your family tonight by using a very long sentence.”

Teacher Journal

Fiction – Lesson 18



Book	Character	Goal	Attempt	Outcome
Three Hens and a Peacock	Peacock	to feel useful	failed to lay eggs	His useful job was stopping cars.
Sentence:				
The Empty Pot	Ping	to grow beautiful flowers	The seed from the emperor didn't grow.	Ping was honest; he became the successor.
Sentence:				

Book	Character	Goal	Attempt	Outcome
Three Hens and a Peacock	Hens	wanted to trade jobs	dressed up to attract attention	realized their job was the best—laying eggs
Sentence:				
Take Care, Good Knight	Good Knight	wanted to do good deeds	helped the dragons read the instructions	Dragons and cats were happy.
Sentence:				

Book	Character	Goal	Attempt	Outcome
Three Hens and a Peacock	Peacock	to feel useful	failed to lay eggs	His useful job was stopping cars.
Sentence: The peacock wanted to feel useful, but he failed to lay eggs. He realized that he already had a useful job.				
The Empty Pot	Ping	to grow beautiful flowers	The seed from the emperor didn't grow.	Ping was honest; he became the successor.
Sentence: Ping wanted to grow beautiful flowers, but the seed he got from the Emperor didn't grow. He was honest and the Emperor made him his successor.				

Book	Character	Goal	Attempt	Outcome
Three Hens and a Peacock	Hens	wanted to trade jobs	dressed up to attract attention	realized they could lay eggs
Sentence: The hens wanted to trade jobs with the peacock because they thought it was an easier job. They dressed up, but they couldn't get anyone to stop. They realized that their important job was laying eggs.				
Take Care, Good Knight	Good Knight	wanted to do good deeds	helped the dragons read the instructions	Dragons and cats were happy.
Sentence: The Good Knight liked to do good deeds, so he helped the dragons read the instructions for the cats. After the dragons found out how to take care of the cats, both the dragons and cats were very happy!				

Partner A

Book	Character	Goal	Attempt	Outcome
The Empty Pot	The king	find a successor for his kingdom	gave seeds to all the children	Ping became his successor because he was honest.
Sentence: _____ _____.				
Take Care, Good Knight	The wizard	find someone to take care of his cats	wrote directions for the dragons	dragons couldn't read; made the cats unhappy
Sentence: _____ _____.				

Partner B

Book	Character	Goal	Attempt	Outcome
Take Care, Good Knight	the dragons	wanted to take of the cats	used pictures instead of words to take care of cats	made the cats very unhappy
Sentence: _____ _____.				
Three Hens and a Peacock	Peacock	wanted to be useful	he failed to lay eggs	His important job was stopping cars.
Sentence: _____ _____.				

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 19
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Use information from within a text and from background knowledge to make accurate inferences; revise inferences with scaffolding. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Inferencing LESSON TEXT: <ul style="list-style-type: none"> <u>The Empty Pot</u> by Demi TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Sticky notes Drawing paper (1 per student) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> N/A 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> Before the lesson... Preview the text and determine appropriate places to stop and ask questions that will prompt inferential thinking. Write the questions on sticky notes and place them in the text. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever made a dot-to-dot picture? You can't see what the picture is at the beginning but you have to follow the numbers to draw the shape of the picture. Soon you can tell what it is because you filled in the blanks, or connected the dots. Today as we read our book, <u>The Empty Pot</u>, we're going to practice making <i>inferences</i>. We add what we already know to what the author tells us to fill in the blanks. Sometimes the author leaves things out of a story. We have to use our background knowledge and mix it with clues in the story to make an <i>inference</i>. As I read, I am going to stop at certain pages and ask some <i>inferential</i> questions. Good readers and listeners make good <i>inferences</i> all the time. That's what we'll do today!"</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>Read the first three pages of <u>The Empty Pot</u>; stop after "and the air smelled like perfume."</p> <p>You could say: "I'm wondering what made the air smell like perfume... Did someone spray perfume in the air? I think I need to fill in the blanks here and make an inference. I know that flowers often have a lovely fragrance. The smell of a flower could be similar to the fragrance of perfume. So, I can <i>infer</i> that if the air smells like perfume, it must be because of the flowers. The author told me that flowers were planted everywhere."</p> <p>Continue reading, and stop after Ping receives his seed from the Emperor ("When Ping received his seed..."). You could say: "Another place I can make an inference is on this page where the Emperor is giving Ping his flower seed. At the beginning of the story, the author said that anything that Ping planted blossomed as if by magic. He could grow flowers, bushes, and fruit trees that were magnificent! So from what I know about Ping, I can <i>infer</i> that Ping will be able to grow a wonderful flower from the seed the Emperor gives him. I'm filling in the blanks, making an inference. Let's see if my inference is correct or if I need to change my inference when I have more information."</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Continue reading the text while providing opportunities for students to make inferences. You could ask the following inferential questions:</p> <ul style="list-style-type: none"> • When the seed didn't grow, how do you think Ping felt? How do you know that? • What did Ping think was wrong? Why did he think that? • Why was Ping ashamed of his empty pot? • What did Ping think that the Emperor would do? Was his inference correct? <p>Provide feedback and support to encourage students to elaborate on their responses.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Distribute drawing paper to students. You could say: "In the story, Ping's father told his son to be proud of doing his best. He said that Ping's best was good enough to present to the Emperor. Think of a time when you have done your best. Maybe you ran in a race and did your best, even though you didn't win. We should be proud of trying our best. On your paper, draw a picture of when you tried to do your best. I will give you [5] minutes to draw, and then I will pair you up with a partner. Your partner will try to <i>infer</i> what you were doing in your picture, and then you will explain your picture. Be sure to provide enough clues in your picture so your partner can make an inference."</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: "Today we practiced how to make <i>inferences</i> by filling in blanks. We combined information from the author with our own background knowledge to make an inference. We learned how to make an inference from a picture and put our thinking into words to share with others. Learning to make inferences is an important skill that you can use all the time. For example, we make inferences about how people feel based on their facial expressions. We can tell people are sad if they cry and that they are happy when they smile. I admire your great work today!"</p>

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 20
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention and engagement in reading activities. After independently reading a book, use discussion to recount the appropriate information from text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Document camera Teacher's Bookshelf books Completed student journal UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards: declare, reply, solution, skill Student Journal Lesson #20 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books. Complete a sample student journal using any pre-selected narrative book from your classroom library; share it as an example for students during the I Do routine. This lesson is designed to give students the opportunity to <i>engage</i> for an extended period of time with one or several texts that they select because they find them interesting. The goal is for all students to be engaged in reading and talking with a partner for the entire lesson. Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book (library book, chapter book), they may use this book for the Read to Know lessons. If students finish their books early, they may choose another book or switch books with their partners. You might use a signal, such as a bell, chime, or buzzer, to alert students that it is time to stop reading and begin their journal activity. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #8: DECLARE, REPLY, SOLUTION, SKILL </div> <p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "It's 'choose your own book' day. I always enjoy it when I can choose something to read rather than have someone tell me what to read. Today, you get to choose your own narrative text to read. As you read, think about the story elements we have talked about. Pay close attention to the <i>setting</i> and <i>characters</i> of your book. You will share these story elements from your books with your partners. When we can read and find the <i>setting</i> and <i>characters</i>, we know that we're becoming excellent readers and listeners."</p>	

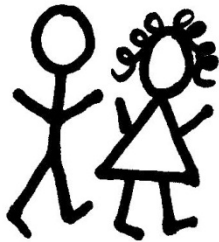
<p>I Do</p>	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: “Today you’ll pick a book to read just like we’ve done before. When you are finished, you will write in your student journals about the <i>setting</i> and <i>characters</i> of the book you picked and then share this information with your partner.</p> <p>“I picked a book called [<u>The Hungry Coat</u>]. (share the sample student journal you completed using a book of your choosing) This book takes place in [a country called Turkey]. So, on my journal for the <i>setting</i>, I drew a picture of what [Turkey] looks like. The main <i>character</i> of this book is [a man called Nasrettin Hoca]. In the <i>character</i> box, I drew a picture of him. Once you have read your books, you will write and draw the <i>setting</i> and at least one <i>character</i> from your book. Then you will share your journal page with your partner.”</p>
<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 10–15 minutes. You could say: “As I call your group, go to one of the stacks of books. Look through the books, select a book you would like to read, and then find a quiet place in the room. If you already have a good narrative book that you are reading, you may use that book. While we are reading make sure you stay focused until the [buzzer sounds].”</p> <p>If some students finish reading early, you can allow them to get up quietly and pick another book or switch books with their partners.</p>
<p>You Do</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students work independently to identify the <i>setting</i> and <i>characters</i> from their chosen texts and complete their student journals. Then have them share the <i>setting</i> and <i>characters</i> with their partners. You could say: “Now that you have read your books, take time to think about the <i>setting</i> and <i>characters</i>. Use your journal page to write and draw the <i>setting</i> and <i>characters</i> in the story. Then you can share your story with a partner.”</p> <p>Move around the room to assist students and monitor their discussions.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we looked at books to find stories that we enjoy. We can look through books to find things to tell to other people. Today we found two things in our stories; what were they? The <i>setting</i> and the <i>characters</i> in our story. When you share your favorite <i>character</i> or event with others, it helps you put your thinking into words and lets others hear what you have to say about what you like. When you hear others talk about their reading, it can make you want to read the book they’re talking about! We can learn so much from each other! Keep sharing!”</p>



My book is _____.



Setting _____



Characters _____



WEEKLY LESSON PLANNER

FICTION

Week 6	Lesson 21	Assessments	Assessments	Assessments
Lesson Type	Read to Know	SMWYK	SMWYK	SMWYK
Objectives	<ul style="list-style-type: none"> Exhibit sustained attention and engagement in reading activities. After independently reading a book, use discussion to recount the appropriate information from text. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7. 	<ul style="list-style-type: none"> Administer the Show Me What You Know assessment to project-selected students. Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.
Lesson Texts	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack 	<ul style="list-style-type: none"> <u>Three Hens and a Peacock</u> by Lester L. Laminack

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Teacher's Bookshelf books 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended 	<ul style="list-style-type: none"> None recommended
Unit Materials Provided	<ul style="list-style-type: none"> Student Journal Lesson #21 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet 	<ul style="list-style-type: none"> SMWYK Teacher Instructions SMWYK Assessment Booklets (6) SMWYK Classroom Summary Sheet



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 21
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Exhibit sustained attention and engagement in reading activities. After independently reading a book, use discussion to recount the appropriate information from text. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Engaging Readers LESSON TEXT: <ul style="list-style-type: none"> N/A TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Think-Pair-Share 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Teacher's Bookshelf books Completed student journal UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Student Journal Lesson #21 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Complete a sample of Student Journal Lesson #21 using any pre-selected narrative book from your classroom library; share it as an example for students during the I Do routine. This lesson is designed to give students the opportunity to <i>engage</i> for an extended period of time with one or several texts that they select because they find them interesting. The goal is for all students to be engaged in reading and talking with a partner for the entire lesson. Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book (library book, chapter book), they may use this book for the Read to Know lessons. If students finish their books early, they may choose another book or switch books with their partners. You might use a signal, such as a bell, chime, or buzzer, to alert students that it is time to stop reading and begin their journal activity. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "I like to read mysteries and adventure stories. You might like to read different kinds of stories. Well, today is your reading choice day! You get to choose your own narrative text to read. As you read, think about the <i>sequence</i>, or order of events in your text. Notice how the author put things in order so the story would be easier for you to understand. The author wanted the story to make sense. You will have a chance to talk to others about your book, and then we're going to practice putting a story in the right order, or sequence. When you can tell a story in sequence you really understand it."</p>	
I Do	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</p> <p>You could say: "I have several stacks of books around the room. Find one that is 'just right,' not too hard and not too easy. After you read your book, you will use your student journal to write about the <i>setting</i> and then pick a <i>character</i> from the book and talk about that <i>character's goals, attempts, and the outcome</i>." "The book I read is titled [<u>Officer Buckle and Gloria</u>]. (share the sample student journal you completed using a book of your choosing) This story takes place at [Napville School], so I wrote '[Napville School]' in the <i>Setting</i> box and drew a picture of it. There are many <i>characters</i> in this story, but I picked [Gloria]. [Gloria is a police dog that works alongside Officer Buckle. She likes to help Officer Buckle give safety tips to students]. In the <i>Goals</i> row, I wrote '[Gloria helps give safety tips]' and I drew a picture of [Gloria helping with safety tips]." Continue explaining the student journal and modeling the remaining story elements.</p>	

<p>WE DO</p>	<p>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>Allow students to choose books and engage with their books for 10–15 minutes. You could say: “As I call your group, go to one of the stacks of books and select a book you would like to read; then find a quiet place in the room. If you already have a good narrative book that you are reading, you may use that book. While we are reading make sure you stay focused until I signal you.”</p> <p>If some students finish reading early, you can allow them to get up quietly and pick another book or switch books with their partners.</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Have students work independently to identify story elements from their texts and fill out Student Journal Lesson #21. You could say: “Now that you have read your books, take time to think about the story elements. Use your journal page to draw the different story elements in the story. Then, you can share your story with a partner.”</p> <p>Encourage students to share the sequence or the elements of their stories with their partners.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today we read books that we enjoy. Who wants to share something they liked about their book? (allow students to share) We can find things to share with others. Today we found story elements and then shared this information with our partners. When you share books with others, it helps you put your thinking into words. It can make you want to read the book others are talking about! Tonight when you get home, share the book you read with your family. They can enjoy it too!”</p>

Setting



Characters



Goals



Attempts



Outcome



LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL



SMWYK: These materials not available for download.



WEEKLY LESSON PLANNER

FICTION

Week 7	Lesson 22	Lesson 23	Lesson 24
Lesson Type	Stretch and Review	Stretch and Review	Close
Objectives	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 	<ul style="list-style-type: none"> Bring the unit to a close by completing a final project that incorporates correct sequences and story elements.
Lesson Texts	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> <u>Take Care, Good Knight</u> by Shelley Moore Thomas

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Selected by teacher 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Props for the performance <i>Character</i> name tags Digital video camera (optional)
Unit Materials Provided	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	<ul style="list-style-type: none"> Teacher Journal Lesson #24



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 22
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
Teaching Objective: <ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> Selected by teacher TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Selected by teacher UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. For the lesson text, you may select from texts provided for the unit or select new texts. Write your own lesson plan by filling in each section below. 		
LESSON ROUTINE		
SET	Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.	
I Do	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.	

WE DO	Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 23
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
Teaching Objective: <ul style="list-style-type: none"> Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced. Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> Selected by teacher TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Selected by teacher UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> You could reuse any materials provided for the unit. 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... <ul style="list-style-type: none"> Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson. For the lesson text, you may select from texts provided for the unit or select new texts. Write your own lesson plan by filling in each section below. 		
LESSON ROUTINE		
SET	Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.	
I DO	Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.	

WE DO	Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.
YOU DO	Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.
CLOSE	Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	CLOSE LESSON 24
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVE: <ul style="list-style-type: none"> Bring the unit to a close by completing a final project that incorporates correct sequences and story elements. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Selected by teacher LESSON TEXT: <ul style="list-style-type: none"> <u>Take Care, Good Knight</u> by Shelley Moore Thomas TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Selected by teacher 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Props for the performance <i>Character</i> name tags Digital video camera (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #24 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... The Close lesson is designed to be a 60 minute lesson but may run longer depending upon students' engagement with the activity. Preplanning will help you structure the lesson so that students get the maximum time to spend reenacting the story. <ul style="list-style-type: none"> Gather props and materials you will use for the performance. For example, you could use cat ears, wizard's hat, knight's helmet/armor, a key, a note, an inner tube, a camping blanket, and so on. Assign roles in advance to minimize confusion. <i>Characters</i> could include a director, a narrator, the Good Knight, the wizard, the three dragons, a kitten, and lots of cats. Prepare a name tag or headband for each <i>character's</i> name. You could preplan a script for the performance to minimize planning and practice time during the lesson. You could use Teacher Journal Lesson #24 to help you plan a script or simply to list the props and materials needed. Story props may be as simple or elaborate as you wish. You may choose to video record the performance for a later showing to parents or other classes. 		
LESSON ROUTINE		
SET	<p>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</p> <p>You could say: "Have you ever gone to a play? The actors have on costumes and they pretend to be the <i>characters</i>; they act out the story. Today you will become actors as you create a performance for a story we've read! All the lessons we've been working on have prepared you for what we're going to do today. We're going to use what we've learned about story elements to help you act out the story, <u>Take Care, Good Knight</u> in the correct sequence."</p>	
I Do/ WE DO	<p>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</p> <p>With students, make a list of <i>characters</i> and necessary props for the story reenactment. Work together to complete any scenery and props. Then model acting out the story using the dialogue of a narrator and <i>characters</i> in the story.</p>	

	<p>First, make a list of props needed for a set or costumes. Scaffold students as they share their ideas. You could say: “Let’s think about the story elements of our story, <u>Take Care, Good Knight</u>. Let’s start with the <i>setting</i>. What things could we use to decorate the stage for our performance? (elicit ideas to add to your list) What about <i>characters</i>? What will we need for the Good Knight, the dragons, and the wizard?” (elicit ideas)</p> <p>Then have students work together to make or gather the props for the performance.</p> <p>When the props are ready, practice the performance. Model narrating the story as students portray the <i>characters</i>. Encourage students to add dialogue and actions as they make their <i>characters</i> come alive. You could say: “Now that we’ve gathered all our props, let’s practice acting out <u>Take Care, Good Knight</u>. Let’s see some drama!”</p>
<p>YOU DO</p>	<p>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</p> <p>Provide opportunities for children to play a variety of roles. When students are ready to reenact <u>Take Care, Good Knight</u>, you may want to video record the performance.</p> <p>You could say: “Who’s ready to start the performance?”</p> <p>Prompt students and provide assistance and feedback with dialogue as necessary.</p>
<p>CLOSE</p>	<p>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</p> <p>You could say: “Today has been such fun! We got to act out <u>Take Care, Good Knight</u>. You did a terrific job at showing everyone the important parts of the story, and you made the <i>characters</i> seem so real. We’ll have to share the video of your wonderful acting with others. Using the correct sequence when we tell stories helps other understand the stories better. We use correct sequences when we do all sorts of things like getting dressed, brushing our teeth, or making a sandwich. Don’t forget to dramatize the story to your parents and tell them what <i>characters</i> you were today!”</p>

Teacher Journal – Fiction – Lesson 24 *Let's Know!*

<p>Setting</p>  	
<p>Characters</p>  	
	
	
	
<p>Attempts</p>  	
	
	
<p>Outcome</p>   	

Story Map

Take Care, Good Knight by Shelley Moore

Setting: (time and place)



Character and Goals:



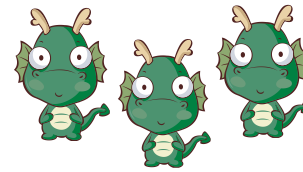
to do good deeds

Character and Goals



to care for cats

Character and Goals:



to take care of Wizard's cats

Attempts:

checked on dragons morning and night



Attempts:

asked dragons to care for cats



Attempts:



took cats swimming, put in cupboard, camping

Attempts:

discovered dragons couldn't read



Outcome:

wrote instructions



Outcome:

Cats are very unhappy!



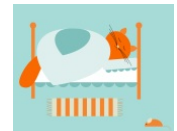
Outcome:



helped dragons read the directions



Attempts:



Gave cats water and food and put them to bed

Outcome:

Cats are very happy!





Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



Teacher's Bookshelf

Fiction – Grade 1

Required Books:

Three Hens and a Peacock
by Lester L. Laminack
ISBN-10: 1561455644
ISBN-13: 978-1561455645

Take Care, Good Knight
by Shelley Moore Thomas
ISBN-10: 0525479279
ISBN-13: 978-0525476955

The Empty Pot
by Demi
ISBN-10: 0805082271
ISBN-13: 978-0805082272

Optional Books:

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Following is a list of suggested books you can check out from your school or public library to accompany the Fiction unit. Some suggestions may be beyond your students' age or reading level, but they may still explore and engage with the text and illustrations. Some selections may be out of print but still available from your public library.

Stellaluna
by Janell Cannon
ISBN-10: 015201540X
ISBN-13: 978-0152015404

The Kindhearted Crocodile
by Lucia Panzieri
ISBN-10: 0823427676
ISBN-13: 978-0823427673

Miss Nelson is Missing
by Harry Allard
ISBN-10: 0395401461
ISBN-13: 978-0395401460

The Three Little Aliens and the Big Bad Robot
by Margaret McNamara
ISBN-10: 0375866892
ISBN-13: 978-0375866890

Miss Nelson Has a Field Day
by Harry Allard
ISBN-10: 0395486548
ISBN-13: 978-0395486542

City Mouse – Country Mouse and Two More Mouse Tales from Aesop
ISBN-10: 0590411551
ISBN-13: 978-0590411554

My Rotten Redheaded Older Brother
by Patricia Polacco
ISBN-10: 0689820364
ISBN-13: 978-0689820366

Are Trees Alive?
by Debbie S. Miller
ISBN-10: 0802788017
ISBN-13: 978-0802788016

Toot & Puddle
by Holly Hobble
ISBN-10: 0316080802
ISBN-13: 978-0316080804

The Tortoise and the Hare: An Aesop Fable
by Janet Stevens
ISBN-10: 0823405109
ISBN-13: 978-0823405107

Frog and Toad Are Friends
by Arnold Lobel
ISBN-10: 0064440206
ISBN-13: 978-0064440202
(out of print)

Sheila Rae, the Brave
by Kevin Henkes
ISBN-10: 1591123267
ISBN-13: 978-1591123262

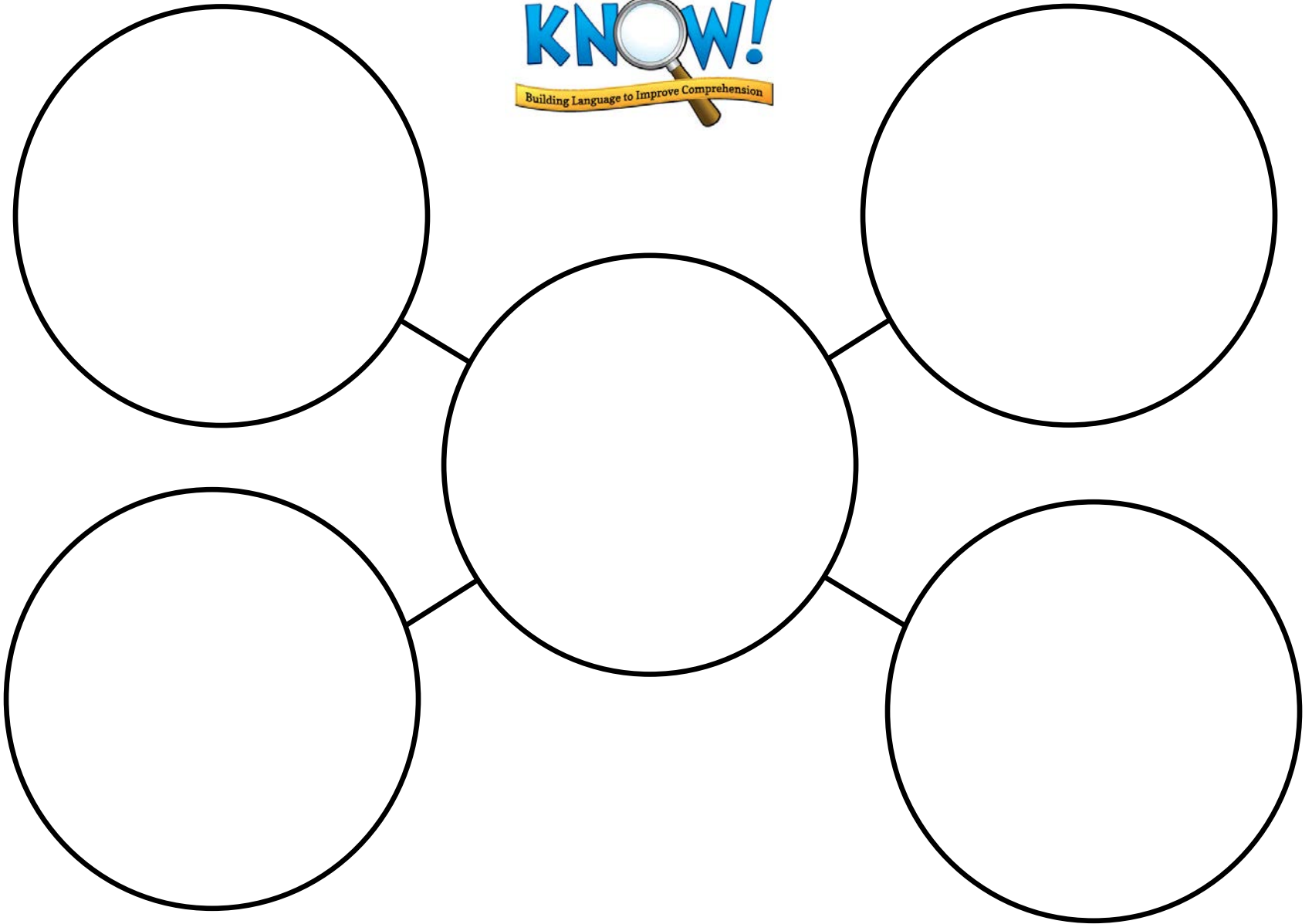
*The First Grade Friends:
Lunch Box Surprise*
by Grace Maccarone
ISBN-10: 059026267X
ISBN-13: 978-0590262675

Stuck
by Oliver Jeffers
ISBN-10: 0399257373
ISBN-13: 978-0399257377

Two Good Friends
by Judy Delton
ISBN-10: 051751401X
ISBN-13: 978-0517514016
(out of print)

When No One is Watching
by Eileen Spinelli
ISBN-10: 080285303X
ISBN-13: 978-0802853035

*George and Martha:
The Complete Stories of Two Best Friends*
by James Marshall
ISBN-10: 0618891951
ISBN-13: 978-0618891955





Unit Vocabulary

Fiction – Grade 1

Compare

How things are the same or different



Admire

To think someone or something is very special



Similar

A lot alike



Relieved

Not worried any more



Declare

Say something clearly and strongly



Reply

To answer back



Solution

The correct answer to a puzzle or problem



Skill

Something you learn how to do



Compare





Vocabulary Picture Card
Fiction – Word 1 – Compare

Compare

How things are the same or different

Admire





Vocabulary Picture Card

Fiction – Word 2 – Admire

Admire

To think someone or
something is very special

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Similar





Vocabulary Picture Card

Fiction – Word 3 – Similar

Similar

A lot alike

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Relieved





Vocabulary Picture Card

Fiction – Word 4 – Relieved

Relieved

Not worried any more

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Declare





Vocabulary Picture Card

Fiction – Word 5 – Declare

Declare

Say something clearly
and strongly

Reply





Vocabulary Picture Card

Fiction – Word 6 – Reply

Reply
To answer back

Solution





Vocabulary Picture Card

Fiction – Word 7 – Solution

Solution

The correct answer to a
puzzle or problem

Skill





Vocabulary Picture Card

Fiction – Word 8 – Skill

Skill

Something you learn
how to do

If you compare one person to another, you say how they are the same or different.

I admire my mother. She is a very special person in my life because she loves me and takes good care of me.

If two persons are similar, they are a lot alike. Twins are more similar than brothers and sisters who are not twins.

I was relieved to see that the storm had missed our house. I could stop worrying.



WRAP Set 1 – Lesson 5

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

John compared the number of legs on the two bugs he found on the lawn. They were the same color, but one had six legs and the other had eight.

I admire Olympic athletes. They must work very hard to be the best in their sport.

The leaf I found was similar in shape to a needle. It was very slender and pointed.

My sister and I were relieved when we saw the bus at the bus stop. We were late and thought we had missed it.



WRAP Set 2 – Lesson 8

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Our class is comparing the four seasons. The sun shines in all four seasons, but snow is most likely in the winter.

Our class went on a field trip to the fire station. We admired the men and women fire fighters because they were brave and helped many people.

I have two pairs of shorts that are very similar. Both of them are green with two pockets.

Our baseball team was relieved that Shane, our pitcher, could play on Saturday. He was sick, but he's feeling much better.



WRAP Set 3 – Lesson 10

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Our family is comparing places that we can go camping. You can go fishing in the mountains and at the beach, but you can only surf at the beach.

My dad said he admires artists who can paint beautiful pictures because he can only draw stick figures.

Our two cats are very similar. They are both girls and have long, white fur.

My mom was relieved that our dinner tasted so good. We had company and she tried out a new recipe.



WRAP Set 4 – Lesson 11

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Joshua really likes to play soccer. He declared that he was going to become the best soccer player in the world.

“That’s a cool jacket,” said Kelsey. “Thanks, my grandmother bought it for me,” I replied.

My mother found a solution to our dirty floors. She asked us to take off our shoes before we come into the house.

We are learning new skills at school. It’s fun to learn how to do new things.



WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Julie asked Francis if she took her pen.
Francis declared that she had not.

My father asked me if I was afraid of the storm. I was
too scared to reply.

Our teacher gave us a hard math question. She was
excited when we knew the solution.

Bob has good swimming skills. He spends a lot of time
practicing different strokes.



WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

After my mom's doctor checkup, she declared that our family was going to eat more healthy foods. "No more junk food for us!" she declared.

I asked Martha if she was still sick. She replied that she felt a little better.

I am tired in the morning because I stay up too late. My father said the solution was to go to bed earlier.

Jan wanted to be a nurse. She knew she would have to go to school to learn nursing skills.



WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Riana declared that she liked school more than vacations. No one was surprised because everyone knew that Riana never missed school, even if she felt sick.

Hill did not reply to my text message yet. He must be busy.

In the book our class is reading the main character has a big problem. Today we'll find out the solution.

What fun skill have you learned? There are so many things we can learn how to do.



WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.