



FICTION

Grade 1

LARRC

Language and Reading Research Consortium

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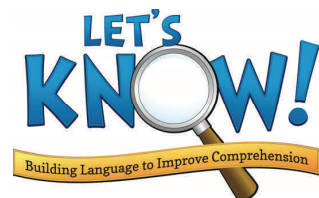
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UNIT VOCABULARY

Compare

How things are the same or different



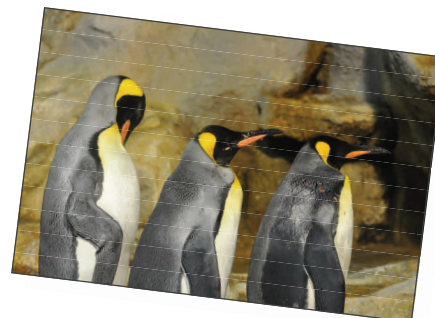
Admire

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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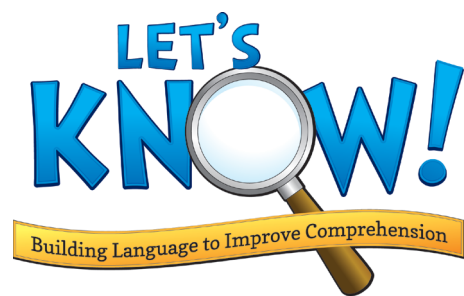
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Unit Resources

- 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 as you read and discuss the texts.

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.

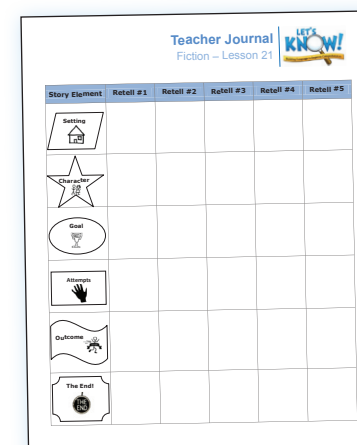
UNIT TEXTS

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

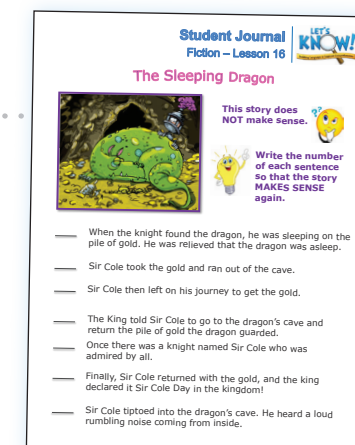
- Three Hens and a Peacock by Lester L. Laminack
- Take Care, Good Knight by Shelley Moore Thomas
- The Empty Pot by Demi

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

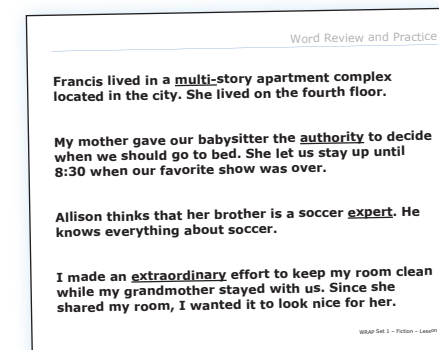
UNIT MATERIALS



Teacher Journal*



Student Journal



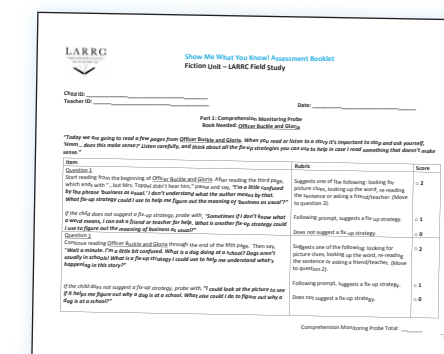
WRAP sets



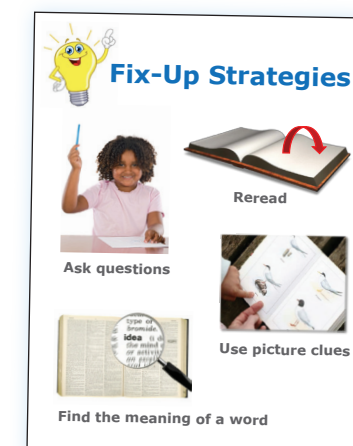
Vocabulary Picture Cards

Prefix Game Cards Fiction - Lesson 13		
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 23	Stretch and Review
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Comprehension Monitoring Icons



Study Resources

- Student Tracking Sheet
- Contact Information
- Survey Information
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Teacher Resources

- Professional Development Notes
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 - Summarizing



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:

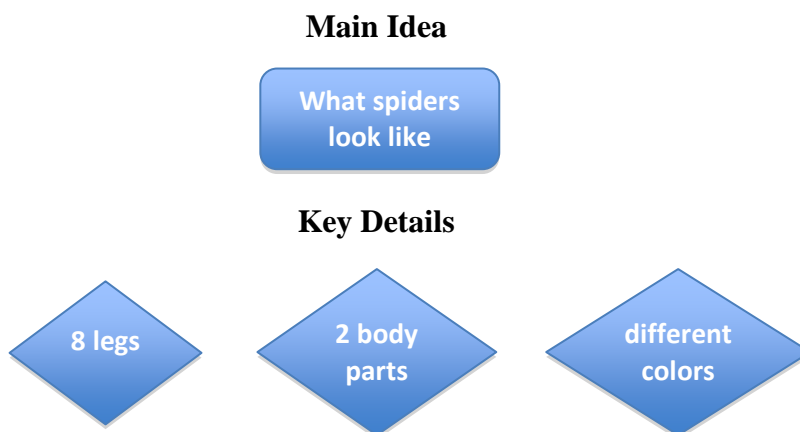
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.



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 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <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.

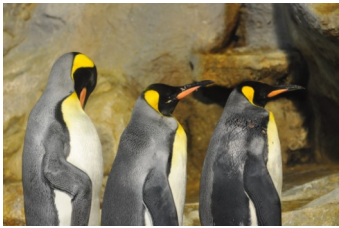


LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 3
SHOW ME WHAT YOU KNOW! You will become actors as you create a performance for a story we've read!		
TEACHING OBJECTIVES: <ul style="list-style-type: none"> Define target vocabulary words by providing a simple definition and some 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 	
SPECIAL INSTRUCTIONS FOR THIS LESSON:		
<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. 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."	
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. 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>(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	Words to Know	Words to Know Practice	Integration	Integration Practice
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. 	<ul style="list-style-type: none"> Use target words correctly in both speaking and writing. Identify and describe semantic relationships among words. 	<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"> Retell a narrative that includes the main <i>character, setting</i>, and at least one complete episode (<i>goals, attempts</i> to reach <i>goals</i>, and <i>outcome</i>).
Lesson Texts	<ul style="list-style-type: none"> Three Hens and a Peacock by Lester L. Laminack 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Three Hens and a Peacock by Lester L. Laminack 	<ul style="list-style-type: none"> Three Hens and a Peacock by Lester L. Laminack

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Interactive whiteboard or document camera Drawing paper (1 per student) Thesauri (optional) 	<ul style="list-style-type: none"> Chart paper, document camera, or interactive whiteboard Bags or envelopes 	<ul style="list-style-type: none"> Interactive whiteboard or document camera Sticky notes Craft sticks (optional) 	<ul style="list-style-type: none"> Craft sticks Character tags Digital video camera (optional) Simple props: peacock/brightly-colored feather, necklace, farmer's hat (optional)
Unit Materials Provided	<ul style="list-style-type: none"> Vocabulary Picture Cards: compare, admire, similar, relieved (optional) Teacher Journal Lesson #5 Word web 	<ul style="list-style-type: none"> WRAP set #1 Vocabulary Picture Cards: compare, admire, similar, relieved Teacher Journal Lesson #6 Concentration cards for Lesson #6 	<ul style="list-style-type: none"> WRAP set #2 Vocabulary Picture Cards: compare, admire, similar, relieved Teacher Journal Lesson #7 Puppets for Lesson #7 (1 set per pair) 	<ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: compare, admire, similar, relieved Puppets for Lesson #8 Teacher Journal from Lesson #7 Puppets from Lesson #7



Digital/Tech



Prep Materials



Preview the Text



Game

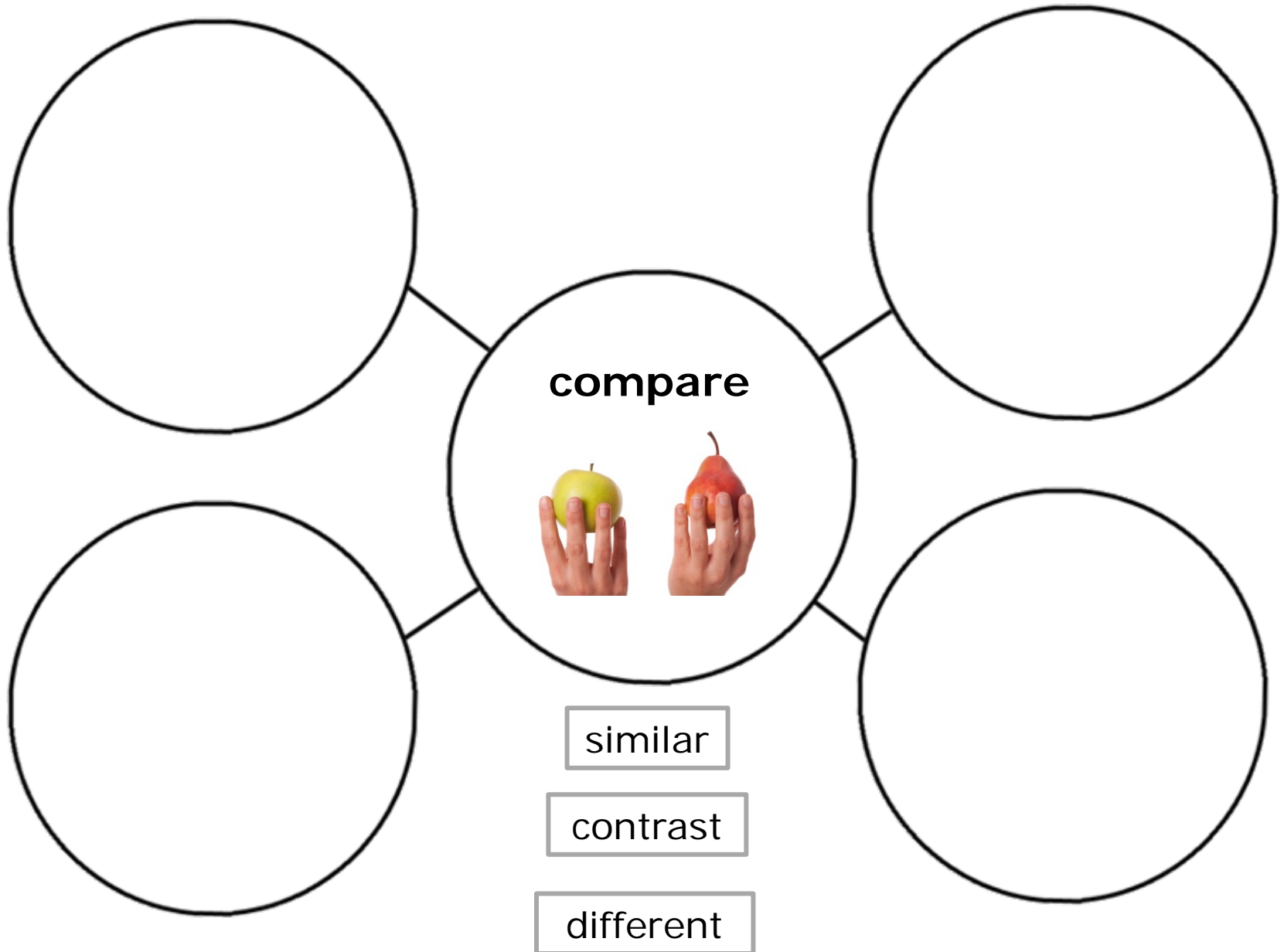


Save Materials

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW 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"> 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 #5 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 #5 (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 5 *Let's Know!*



special

appreciate

admire



like

respect

different

similar



Word Box

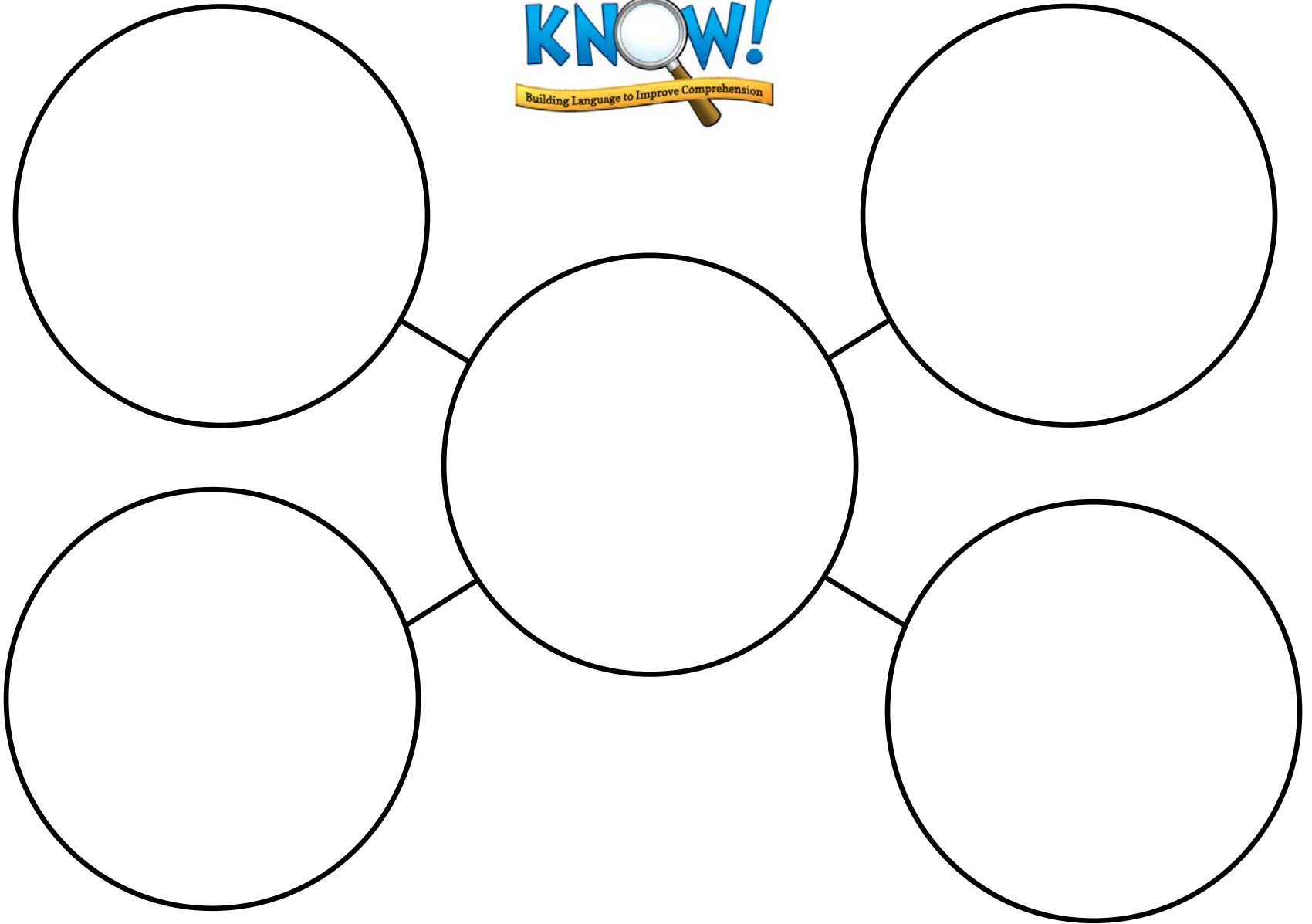
alike
free

relax
equal

matching
lighten

relieved





**LET'S KNOW!
GRADE 1**

**FICTION
CYCLES AND SEQUENCES**

**WORDS TO KNOW PRACTICE
LESSON 6**

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

TEACHING OBJECTIVES:

- Use target words correctly in both speaking and writing.
- Identify and describe semantic relationships among words.

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Chart paper, document camera, or interactive whiteboard
- Bags or envelopes

UNIT MATERIALS PROVIDED:

- WRAP set #1
- Vocabulary Picture Cards: **compare, admire, similar, relieved**
- Teacher Journal Lesson #6
- Concentration cards for Lesson #6

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson...**
 - Precut the concentration cards and place them in bags or envelopes. Distribute a set of cards to each pair of students.
 - Display Teacher Journal Lesson #6, or create a related words chart similar to the one below on chart paper. Add the words to the chart with students during the lesson.

Word	What it's like...	What it's NOT like...
compare	<i>equal, match</i>	<i>contrast</i>
admire	<i>like, respect</i>	<i>dislike, hate</i>
similar	<i>alike, twin</i>	<i>different, opposite</i>
relieved	<i>calm, relaxed</i>	<i>worried</i>

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #1: COMPARE ADMIRE, SIMILAR, RELIEVED

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:

"I wanted to get really good at running, so I had to run a lot. I had to practice running so I could run even better. We've been working really hard on four words—**compare, admire, similar, and relieved**. We've focused on just those four so you can know them well. When you know words well you understand what they mean when you read them, you use them in conversations with your friends, and you use them when you write. You OWN those words!"

<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>Display Teacher Journal Lesson #6 or the chart you created on chart paper. Directly teach students how to complete the related words chart. You could say: “Let’s review each of the words compare, admire, similar, and relieved! Knowing these words well will help us describe <i>characters</i> and events in the stories that we read. Let’s start with the word compare. We can compare the <i>characters</i> in the story <u>Three Hens and a Peacock</u>. When we compare two things, we can see how they are the same or if they are <i>equal</i>. I think <i>equal</i> is a word that is like compare. When you compare things, you talk about how they are the same. When you want to talk about how things are different, you <i>contrast</i> them. So maybe <i>contrast</i> is not like compare. Now I’ll list the words that are related to our Words to Know in a chart.</p> <p>What about admire? I think when you admire someone, you <i>like</i> them or <i>respect</i> them! So admire is similar to the word <i>like.</i> Admire is also like the word <i>respect.</i> What it’s not is when you <i>dislike</i> someone.”</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 work with students to complete the chart and provide feedback and support. You could say: “Now, I want you to help me complete this chart. Let’s find words that are like similar. Talk to your partner and come up with words that are like similar. What about <i>twins</i>? Are <i>twins</i> similar? (allow students to respond) Maybe <i>twins</i> is like the word similar. What words are not like similar? Maybe <i>different.</i> If things are <i>opposites,</i> are they similar? (allow students to respond) That’s right, they’re not. So maybe <i>opposite</i> is not like similar.”</p> <p>Complete the chart for the word relieved, continuing to support students.</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 review the Words to Know by independently playing a matching game, similar to the game Concentration. You could say: “Now that you’re becoming experts at using these Words to Know, we are going to play a game. You and your partner will get a set of cards. Lay your word cards out in rows in front of you with the word side down. The first player turns over a card and reads it. Your partner will try to find the card that completes your card. If you pick the compare card, your partner tries to turn over the card that says, ‘how things are the same or different.’ Give a high five if you make a match. Then try it again with the second player turning over a card first. Good luck!”</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: “As we learn to connect compare, admire, similar, and relieved with words we already understand, it helps us to know them more and feel comfortable using them when we speak or write. Which Word to Know goes with this related word?</p> <ul style="list-style-type: none"> • <i>worried</i> (relieved) • <i>respect</i> (admire) • <i>contrast</i> (compare) • <i>alike</i> (similar) <p>Practice using these Words to Know and related words in a conversation with your family today. Show them you know how to use these words!”</p>

Word	What it's like	What it's NOT like
compare	equal, match	contrast
admire	like, respect	dislike, hate
similar	alike, twin	different, opposite
relieved	calm, relaxed	worried

Concentration Cards – Fiction – Lesson 6 *Let's Know!*

compare	compare	How things are the same or different	How things are the same or different
admire	admire	To think someone or something is very special	To think someone or something is very special
similar	similar	A lot alike	A lot alike
relieved	relieved	not worried anymore	not worried anymore

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"> WRAP set #2 Vocabulary Picture Cards: compare, admire, similar, relieved 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, characters, goals, attempts, and 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. Save puppets from Lesson #7 for use in Lesson 8 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> 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: "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>	

<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>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>
<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 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>
<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 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>

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:

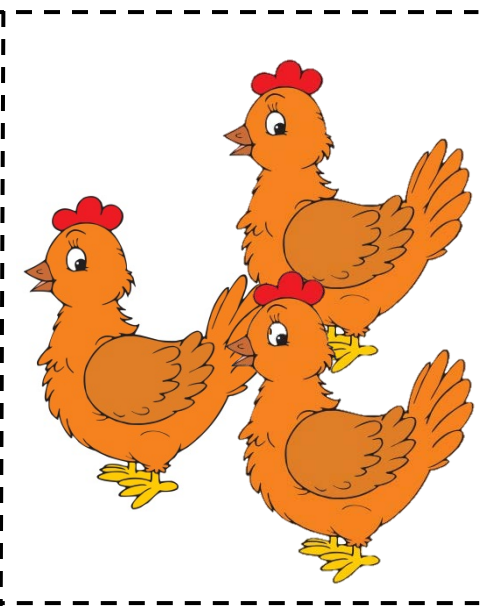
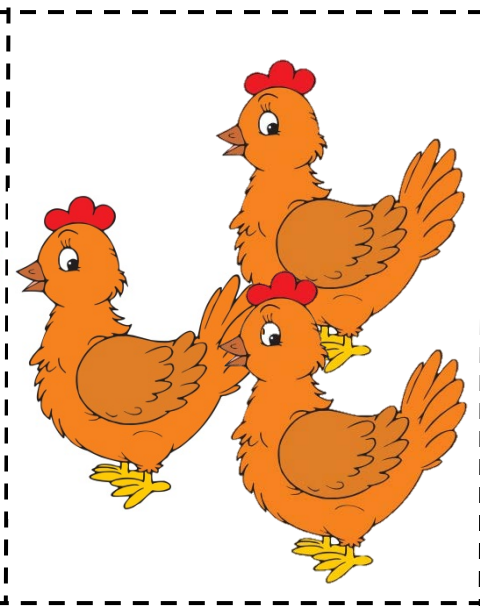
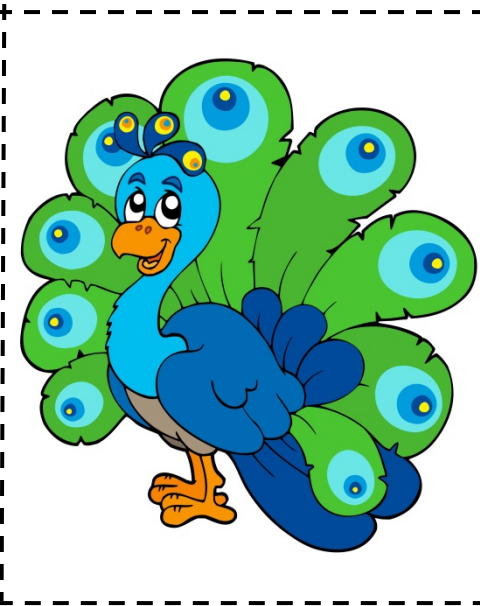
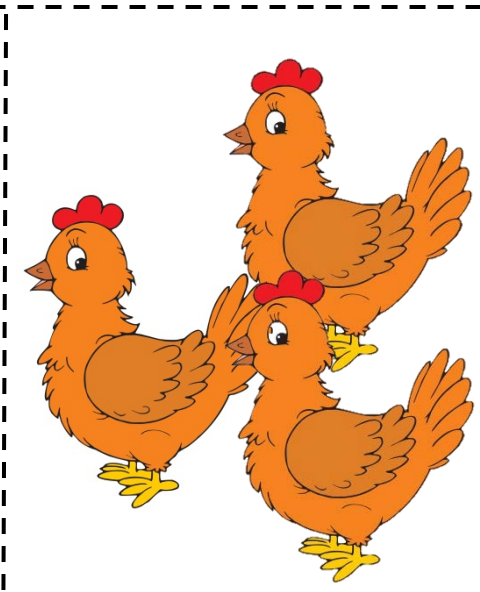
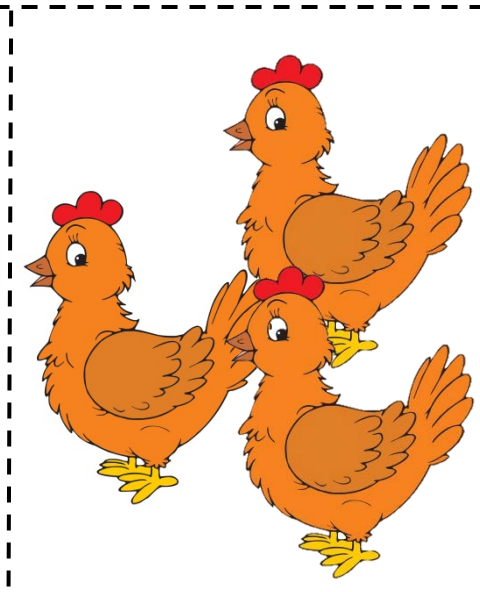
Peacock attracts attention.



Hens lay eggs.



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



LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	INTEGRATION PRACTICE 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"> Retell a narrative that includes the main <i>character, setting</i>, and at least one complete episode (<i>goals, attempts to reach goals, and 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"> Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Craft Sticks <i>Character</i> tags Digital video camera (optional) Simple props: peacock/brightly-colored feather, necklace, farmer's hat (optional) UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #3 Vocabulary Picture Cards: compare, admire, similar, relieved Puppets for Lesson #8 Teacher Journal from Lesson #7 Puppets 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"> Cut the puppets for Lesson #8 and attach them to craft sticks. Students will work in small groups of 4–5 for the You Do activity; preplan groups strategically so students who struggle with retelling are grouped with students who can support them. You could save time by assigning roles to students in advance. Each group should include a narrator, a peacock, hens, a dog, and a farmer. The dog and farmer could be played by one student. You could make simple <i>character</i> tags with stickers or strips of paper. Props are optional. You could have each group retell the entire story, or you could assign each group a section to perform. You could divide the performance into the following sections: <ol style="list-style-type: none"> The peacock comes to the farm and things start to change. The hens start complaining about all the work they do, and the peacock overhears them; he is sad. The dog suggests the peacock and hens trade places. Everyone is excited for their new jobs and how important they will be. The peacock and the hens switch places. The peacock hears the farmer say that he is helpful and that he has a special job. The hens and peacock switch back to their old jobs, and the farm becomes quiet again. Or does it? 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> 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>You could say: "Have you ever been to a story time at the library or listened to a storyteller? It is important to be able to retell stories so that other people can understand what the story was about. When you retell a story, you show others that you understood the story elements. Today we will work in groups and each group will perform a section of the story <u>Three Hens and a Peacock</u>."</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>Retell a section of the story. You can use Teacher Journal Lesson #7 as you model.</p> <p>You could say: “The other day we practiced retelling the story of <u>Three Hens and a Peacock</u>. Today we will focus on how to retell a section of the story. Let’s say my section was the beginning of the story when the peacock came. I’ll use the story map to help me. I’ll include the <i>setting</i> of the story, the farm, and the <i>characters</i>—the animals and Farmer Tucker. I’ll talk about their <i>goal</i> to sell eggs, and then about how things change when the peacock comes. I’ll use the puppets as I retell this part of the story...</p> <p style="padding-left: 40px;">Once there was a quiet farm owned by Farmer Tucker and his wife. On the farm lived cows, hens, and an old dog. One day Farmer Tucker said, ‘Let’s sell some eggs, vegetables, and milk at a stand by the road.’ But not many cars stopped to buy at the farmer’s stand. One day, a peacock showed up in a crate. He had never been on a farm before. The peacock said, ‘Where am I? It looks like a farm. I don’t know what to do.’ He wandered down to the road and spread out his feathers. Soon cars were stopping to see the peacock, and the people started buying the farmer’s milk and eggs. Business was booming.”</p> <p>As you tell this section of the story, use your puppets to act out the different <i>characters</i>.</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>You could say: “Did you see how I used the puppets to represent different <i>characters</i>? Let’s brainstorm what another section would sound like. I’ll use the next section, where the hens start complaining about how much work they’re doing and how easy the peacock’s job is. The peacock overhears them and is very sad. How would the narrator start that part of the story? What would the hens say? What would the peacock say? Let’s put it all together and act out this part of the story.”</p> <p>Provide support as students give suggestions for the narration and <i>character</i> dialogue.</p> <p>When students have demonstrated their ability to retell the story using narration and dialogue, assign parts of the story to groups; you may opt to have the students retell the entire story.</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 you are going to act out this story in a small group. Remember that your retelling must include the important story elements. Each group will have a narrator, a peacock, Farmer Tucker, the hens, and the dog. As I assign parts of the story, think about how the narrator will begin your part of the story and what the <i>characters</i> will say. You will have a few minutes to practice, and then each group will perform their section of the book. Be sure that you focus on the story elements for your section.”</p> <p>Allow students about 5–7 minutes of practice time. Circulate around the room, checking in with each group to provide 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 you acted out <u>Three Hens and a Peacock</u>. Being able to retell a complete story helps us to understand a story better. Tell your neighbor which story elements were helpful to you as you retold your story. Now go home and retell the story to your family. Let them enjoy this silly story!”</p>

Puppets – Fiction – Lesson 8 *Let's Know!*





WEEKLY LESSON PLANNER

FICTION

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Lesson Type	Read to Me	Integration	Words to Know Practice	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"> 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. Use target words correctly in speaking. 	<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>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"> N/A 	<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"> Sticky notes Chart paper, document camera, or interactive whiteboard Lined paper (1 per pair) 	<ul style="list-style-type: none"> Document camera, interactive whiteboard, or chart paper Bags or envelopes 	<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 #4 Vocabulary Picture Cards: compare, admire, similar, relieved Teacher Journal Lesson #10 	<ul style="list-style-type: none"> Words to Know rings: compare, admire, similar, relieved Game cards for 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 <i>predictions</i>, 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	INTEGRATION LESSON 10
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 #10 	
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 black; 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 PRACTICE LESSON 11
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. Use target words correctly in speaking. 		
TEACHING TECHNIQUE: <ul style="list-style-type: none"> Rich Discussion 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, interactive whiteboard, or chart paper Bags or envelopes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Words to Know rings: compare, admire, similar, relieved Game cards for Lesson #11 	
<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 game cards for Lesson #11 and put them in bags or envelopes; distribute one set of cards to each pair of students. For this lesson, you can use a document camera or an interactive whiteboard to display the Words to Know; you could display part of the Unit Vocabulary list, print a poster to display, or write the words and definitions on the board or chart paper. This lesson is designed to provide opportunities for children to practice the correct use of targeted vocabulary in a variety of contexts. Rich vocabulary instruction focuses on increasing the quality and complexity of children's oral language by deepening student knowledge through a discussion-based approach. 		
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: "Did you ever have to remember something, so you said it over and over again? Today we're going to practice using our Words to Know again so we can remember what the words mean and how to use them. We've been focusing on learning the words compare, admire, similar and relieved, but we want to feel really comfortable using them in our conversations. The more we understand about how to use words, the easier it will be to choose just the right word when we speak or write."</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>You could say: "Our first word today is admire. Admire is a wonderful word to describe how I feel about you! I think you are very special because you work so hard to do your best.</p> <ul style="list-style-type: none"> Find admire on your word ring. Spell admire, and then read the definition with me—a-d-m-i-r-e means 'to think someone or something is very special.' When I admire the beautiful flowers, I look at them in awe and think how colorful they are. Show me your gesture for admire. Now, tell your partner about someone or something you admire and why. What would be the opposite of admire? 	

	<p>(relieved) “Relieved means you are ‘not worried anymore.’ I was relieved when we had lunch because I was so hungry today.</p> <ul style="list-style-type: none"> • Find relieved on your word ring. Spell relieved and then read the definition with me—r-e-l-i-e-v-e-d means ‘not worried anymore.’ • When I get done taking a test, I feel relieved. Show me your gesture for relieved. • Now, tell your partner about a time you were relieved and why. • What is the opposite of being relieved? <p>(compare) “Now we have two words left to practice. Let’s do compare first. When we compare things we talk about how things are the same or different.</p> <ul style="list-style-type: none"> • Find compare on your word ring. Spell compare and then read the definition with me—c-o-m-p-a-r-e means ‘how things are the same or different.’ • We read two different books so we could compare <i>characters</i> in them. What is your gesture for compare? • What is the opposite of compare? <p>(similar) “Our last word is similar. When things are similar they are a lot alike.</p> <ul style="list-style-type: none"> • Find similar on your word ring. Spell similar and then read the definition with me—s-i-m-i-l-a-r means ‘a lot alike.’ • Twins look very similar. What’s our gesture for similar? • What is the opposite of similar?
<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>In pairs, have students play with the game cards for Lesson #11 to practice using vocabulary words in difference contexts. You could say: “You and your partner are going to play a game. In this game, you will have cards that you will place upside down on the floor. One partner will pick a card. The card has a vocabulary word on it and an instruction. Some cards say, ‘Give a definition of ...’ and you have to give the definition of the word. Other cards say, ‘Make a sentence’ with the word or ‘Say a related word.’ If you give a right answer, then you can keep the card. If you cannot think of an answer or give an incorrect answer, then you can look at the board or your word rings to help you. Then, your partner will have a turn. See how many different cards you can collect.”</p> <p>Display the words and definitions; students may also refer to their word rings. Assist students who have difficulty with the tasks.</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: “In our work today, we discussed and discovered more connections with the Words to Know compare, admire, similar and relieved. You know all four of these words really well, and you’ll be able to use them whenever you speak or write with confidence! You are amazing word learners! The more we use these words, the stronger our knowledge becomes! Try to use at least one of these words in your conversations today.”</p>

Give a **definition**
compare



Make a **sentence**
compare



Say a **related word**
compare



Give a **definition**
admire



Make a **sentence**
admire



Say a **related word**
admire



Give a **definition**
similar



Make a **sentence**
similar



Say a **related word**
similar



Give a **definition**
relieved



Make a **sentence**
relieved



Say a **related word**
relieved



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	Integration	Integration Practice	Words to Know	Words to Know Practice
Objectives	<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"> 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"> Use target words correctly in both speaking and writing. Identify and describe semantic relationships among words.
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>Take Care, Good Knight</u> by Shelly 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"> Sticky notes Chart paper 	<ul style="list-style-type: none"> Interactive whiteboard or document camera Construction paper strips Glue 	<ul style="list-style-type: none"> Interactive whiteboard or document camera Drawing paper (1 per student) Thesauri (optional) 	<ul style="list-style-type: none"> Document camera or interactive whiteboard Bags or envelopes
Unit Materials Provided	<ul style="list-style-type: none"> Teacher Journal Lesson #13 	<ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: declare, reply, solution, skill Teacher Journal from Lesson #13 Crown <i>characters</i> for 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 Concentration cards for Lesson #16



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 13
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"> Teacher Journal Lesson #13 	
<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 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	<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 #13, 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</i>, <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>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:



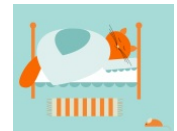
took cats swimming, put in cupboard, camping

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	INTEGRATION PRACTICE 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"> Small Groups (5) 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Interactive whiteboard or document camera Construction paper strips Glue UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> WRAP set #5 Vocabulary Picture Cards: declare, reply, solution, skill Crown Characters for Lesson #14 Teacher Journal from Lesson #13 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Precut the <i>characters</i> from the lesson materials to make <i>character</i> crowns. Cut construction paper headbands for a crown long enough to fit around a child's head. Glue one <i>character</i> per crown. Students will work in small groups of five during the You Do portion of the lesson. Group students strategically so students who struggle with retelling are paired with students who can support them. You may choose to do the activity as a whole group if desired. Have each child choose to be a <i>character</i> or the narrator; they will retell the story in their groups, with each child telling a part of the story. There should be five <i>characters</i> per group: narrator, Good Knight, dragons, Wizard, cats. You will need one of each <i>character</i> crown to use for retelling the story during the I Do routine. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed black; padding: 10px; text-align: center;"> 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: "When you come back from vacation you want to tell your friends all about it. You retell the story of your vacation. You want to make sure that your friends understand what happened. Today you and your group will create a retelling for the story, <u>Take Care, Good Knight</u>. It is important to be able to retell stories so that other people can understand what the story was about. Also, when you can retell a story, it shows that you understood it well and can share it with others."</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: "Let's look at a story map of <u>Take Care, Good Knight</u>; it will help us as we create our retelling. The <i>setting</i> of the story is in the King's forest. There were several <i>characters</i> in our story as well. The first <i>characters</i> we met were the three little dragons. We also met the Good Knight, the wizard, and the cats. Each of the <i>characters</i> made <i>attempts</i> to reach their <i>goals</i> and last, there were <i>outcomes</i> to the story. When we retell the story, we should include all of the elements in our story.</p>	

	<p>“Let me show you how a retell of <u>Take Care, Good Knight</u> might look. I’ll use these <i>character</i> crowns to help me retell the story...</p> <p>Narrator: <i>In the King’s Forest, there lived three little dragons. Every morning the Good Knight would come to their house to check on them.</i></p> <p>Knight: Good morning little dragons. How are you doing today?</p> <p>Dragons: Good morning, Good Knight! We are ready to go play today!</p> <p>Narrator: <i>Then one morning, Wizard came to the little dragons’ house.</i></p> <p>Wizard: Hi, little dragons. Would you mind taking care of my cats while I’m away? I wrote out some instructions for you.</p> <p>Dragons: Sure, Wizard. We like to do good deeds. We’ll take care of your cats.</p> <p>Wizard: Thank you so much, little dragons. I’ll be back in a few days.</p> <p>Narrator: <i>The dragons had never watched cats before. And they couldn’t read the wizard’s instructions. They saw a picture of some water.</i></p> <p>Dragons: I think that means we need to take the cats swimming in the lake. Let’s go!</p> <p>Narrator: <i>So the dragons took the cats swimming.</i></p> <p>Cats: UGH! We hate the water. Get us out of here! YOWL! HISS!”</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>Work with students to continue retelling the story using the story map; support them as they suggest dialogue for the characters. You could say: “Let’s look at the remainder of the story map, and you can practice retelling the story with me. The next picture was of a cupboard. What would the dragons say now? Use a dragon voice... (pause for and build on students’ responses) Then the narrator would say that the dragons put all of the cats in a cupboard. What would the cats say? (pause for response) The narrator says that the cats are very hungry and thirsty. What was the next <i>attempt</i>? (pause for response) The dragons took the cats camping. What did the dragons and cats say? (pause for response) Now it’s time for the Good Knight to come. What is he going to say? (pause for response) Now the narrator tells what happened after the dragons could read the instructions. Who comes back? Wizard says... , and Good Knight says...”</p> <p>After the story map is reviewed and you have possible scripts for <i>characters</i>, help students retell the entire story to model what they should do in the YOU DO.</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>Provide opportunities for students to retell the story independently using the crowns. You could say: “Now I’m going to pass out <i>character</i> crowns for each person in your group. Work with your group to retell <u>Take Care, Good Knight</u>. Make sure you check the story map to include all the story elements in your retell. I want to hear lots of great detail coming from each group!”</p> <p>Circulate around the room to assist students who may need support for retelling. You could also retell the story as a whole group.</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 has been such fun! We got to retell <u>Take Care, Good Knight</u> with all the important story elements, using a story map to guide our thinking. Tell your partner your favorite <i>character</i> from the story... Don’t forget to retell the story to your family!”</p>

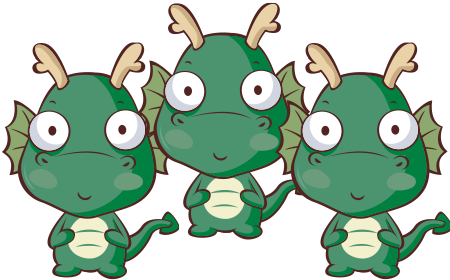
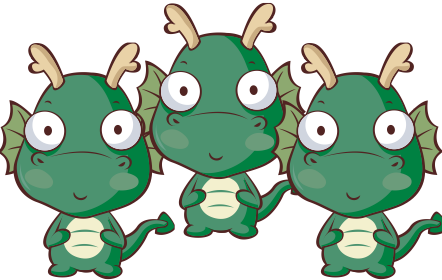
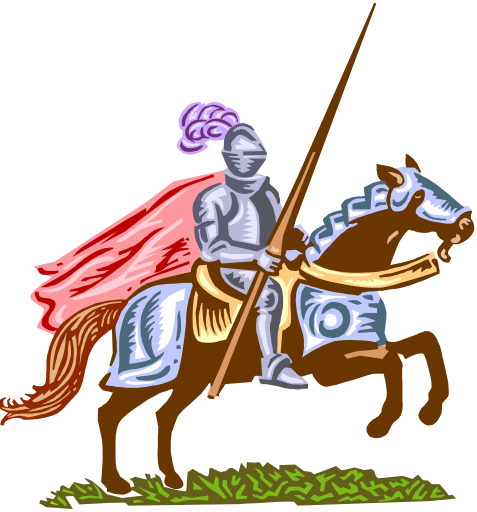
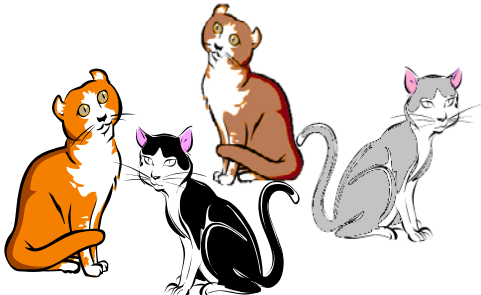
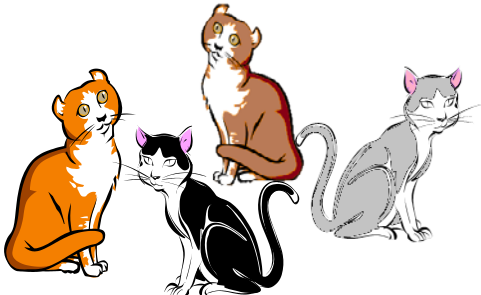
Crown Characters

Fiction – Lesson 14



Narrator

Narrator



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>

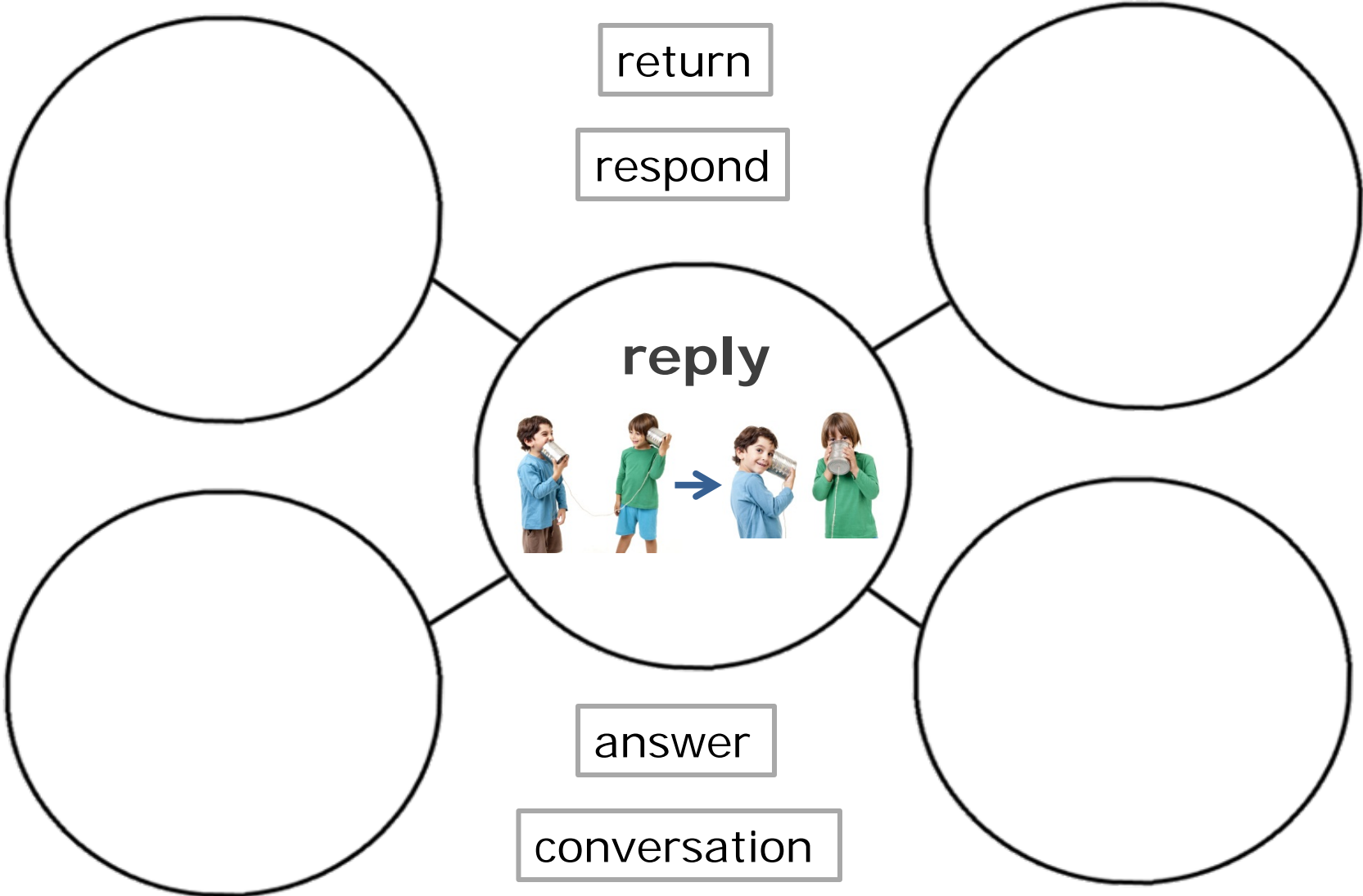
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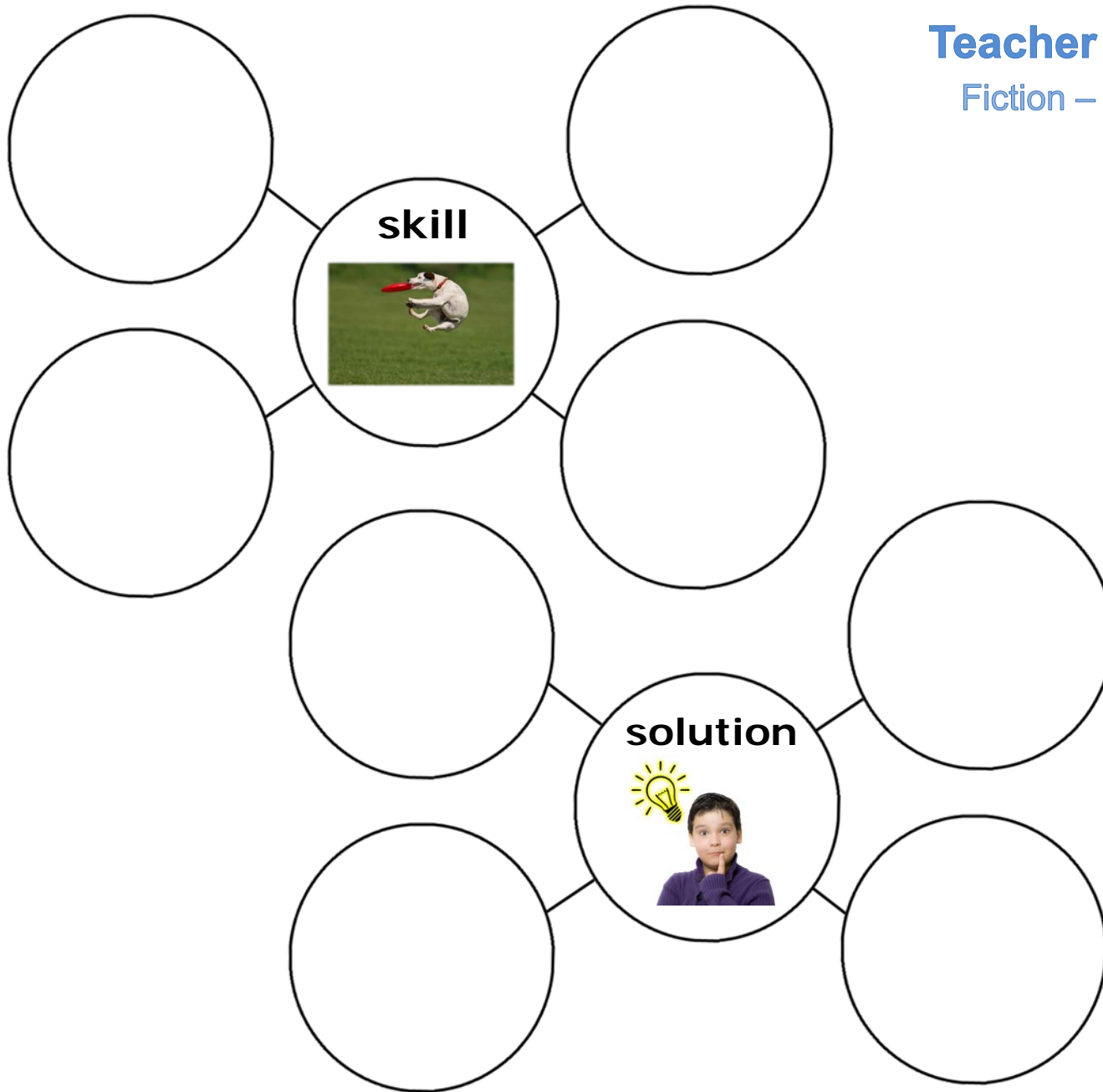
shout

proclaim

declare







Word Box

talent
problem
ability
answer
key
excellence

**LET'S KNOW!
GRADE 1**

**FICTION
CYCLES AND SEQUENCES**

**WORDS TO KNOW PRACTICE
LESSON 16**

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

TEACHING OBJECTIVES:

- Use target words correctly in both speaking and writing.
- Identify and describe semantic relationships among words.

TEACHING TECHNIQUE:

- Rich Instruction

LESSON TEXT:

- N/A

TALK STRUCTURE FOR WE DO/YOU DO:

- Think-Pair-Share

LESSON MATERIALS YOU PROVIDE:

- Document camera or interactive whiteboard
- Bags or envelopes

UNIT MATERIALS PROVIDED:

- WRAP set #6
- Vocabulary Picture Cards: **declare, reply, solution, skill**
- Teacher Journal Lesson #16
- Concentration cards for Lesson #16

SPECIAL INSTRUCTIONS FOR THIS LESSON:

- **Before the lesson...**
 - Cut the concentration cards for Lesson #16 and place them in bags or envelopes.
 - Display Teacher Journal Lesson #16, or create a related words chart similar to the one below on chart paper. Add the words to the chart with students during the lesson.

Word	What it's like...	What it's NOT like...
declare	<i>say, speak, strong, sure</i>	<i>quiet, shy, hide, whisper</i>
reply	<i>answer, talk, respond</i>	<i>first, ask, question</i>
solution	<i>key, answer, fix</i>	<i>problem, trouble, broken</i>
skill	<i>talent, ability, learn</i>	<i>new, hard, not able</i>

LESSON ROUTINE

SET

START THE LESSON WITH WRAP SET #6: 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:

"If I want to get better at cooking, I have to cook. To get better at jumping rope, I have to jump rope. We've been working really hard on four words—**declare, reply, solution, and skill**. We want to know them well. When you know words well, you understand what they mean when you read them, you use them in conversations with your friends, and you use them when you write!"

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.

Directly teach students how to complete the related words chart. You could say:

"Let's review the words **declare, reply, solution, and skill**! Knowing these words well will help us describe *characters* and events in the stories that we read. Let's start with the word **declare**. Let's think of the *characters* in the story 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. I'm going to write in a chart that has words that relate to our Words to Know. When you **declare** something, you say it strongly! So **declare** is like the word *strong*. I think *say* and *speak* are also like declare. And if you say something strongly, you are not *quiet*. So, I think *quiet* is not like **declare**."

<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 work with students to complete the related words chart. You could say: “Now, I want you to help me complete this chart. Let’s find words that are like reply. Talk to your partner and see if you can come up with words that are like reply. What happens when you reply? (allow students to respond) That’s right, maybe you’re <i>talking</i> or <i>answering</i>. Both of those words are like reply. What words are not like reply? (allow students to respond) Maybe when you reply, you cannot talk <i>first</i>, so maybe <i>first</i> is not like reply. When the wizard asked the dragons to take care of his cats, the dragons replied, ‘Yes.’ ”</p> <p>Continue adding related words to the chart for solution and skill, making connections with <u>Take Care, Good Knight</u> whenever possible.</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 review the Words to Know by independently playing a matching game, similar to the game Concentration. You could say: “Now that you’re becoming experts at using these new words, we’re going to play a game. With your partner, lay your word cards out in rows in front of you with the word side down. The first player turns over a card and reads it. Your partner will try to find the card that completes your card. If you pick the declare card, your partner tries to turn over the card that reads, ‘Say something clearly and strongly.’ Give a high five if you make a match. Then try it again with the second player turning over a card first. Good luck!”</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 words that are like our Words to Know declare, reply, solution, and skill and words that are not like our Words to Know. As we learn to connect declare, reply, solution, and skill with words we already understand, it helps us to know them more and feel comfortable using them when we speak or write. Who can tell me a word that is like skill? (allow students to respond) What about a word that is not like solution? (allow students to respond) Practice using them in a conversation with your parents today! Show them you know how to use these words!”</p>

Word	What it's like	What it's NOT like
declare	say, speak, strong, sure	quiet, shy, hide, whisper
reply	answer, talk, respond	first, ask, question
solution	key, answer, fix	problem, trouble, broken
skill	talent, ability, learn	new, hard, not able

Concentration Cards– Fiction – Lesson 16 *Let's Know!*

declare	declare	Say something clearly and strongly	Say something clearly and strongly
reply	reply	To answer back	To answer back
solution	solution	The correct answer to a puzzle or problem	The correct answer to a puzzle or problem
skill	skill	Something you learn how to do	Something you learn how to do



WEEKLY LESSON PLANNER

FICTION

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Lesson Type	Read to Me	Integration	Integration Practice	Words to Know Practice
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 information from within a text and from background knowledge to make accurate inferences; revise inferences with scaffolding. 	<ul style="list-style-type: none"> Retell a narrative that includes a main <i>character</i>, <i>setting</i>, and at least one complete episode. 	<ul style="list-style-type: none"> Use target vocabulary words correctly in spoken or dictated information. Use a variety of different type of words to convey thoughts and meanings precisely.
Lesson Texts	<ul style="list-style-type: none"> <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"> <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

Materials

Lesson Materials You Provide	<ul style="list-style-type: none"> Sticky notes 	<ul style="list-style-type: none"> Sticky notes Drawing paper (1 per student) 	<ul style="list-style-type: none"> Craft sticks Interactive whiteboard or document camera Tape or glue 	<ul style="list-style-type: none"> Document camera Bags or envelopes
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 	<ul style="list-style-type: none"> Teacher Journal Lesson #19 Puppets for Lesson #19 	<ul style="list-style-type: none"> WRAP set #8 Vocabulary Picture Cards (all 8 words) Teacher Journal Lesson #20 Sorting mat for Lesson #20 Game cards for 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	INTEGRATION LESSON 18
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"> WRAP set #7 Vocabulary Picture Cards: declare, reply, solution, skill 	
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	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> START THE LESSON WITH WRAP SET #7: 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: "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 inference. As I read, I am going to stop at certain pages and ask some <i>inferential</i> questions. Good readers and listeners make good inferences 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 <i>inference</i>. 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 <i>inference</i> 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 <i>inference</i>. 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	INTEGRATION PRACTICE 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"> Retell a narrative that includes a 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>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"> Craft sticks Interactive whiteboard or document camera Tape or glue UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Teacher Journal Lesson #19 Puppets for Lesson #19 	
<p style="text-align: center;">SPECIAL INSTRUCTIONS FOR THIS LESSON:</p> <ul style="list-style-type: none"> Before the lesson... Cut the puppets for Lesson #19; prepare the stick puppets by attaching the pictures to craft sticks. Each student should have one of each puppet. Stick puppets are for Ping and the Emperor; the narrator won't need a puppet. During the I Do routine, have <u>The Empty Pot</u> available as you identify the story elements in the story map from Teacher Journal Lesson #19. Have students work in groups during the You Do portion of the lesson; pair students strategically so a student who struggles with retelling is paired with a student who can support him or her. You may also choose to do the activity as a whole group, if desired. 		
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 see something funny and want to tell a friend, you have to do a story retell. You have to remember all of the important story elements and tell them in the right order so your friend can understand what you saw. Today you and a partner will create a retelling for the story, <u>The Empty Pot</u>. It is important to be able to retell stories so that other people can understand what the story was about. Also, when you can retell a story that shows that you understood it well and could share it with others."</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>Demonstrate a complete narrative retelling (which includes the main story elements) of <u>The Empty Pot</u> as a model for what students will do during the We Do and You Do routines.</p> <p>Display Teacher Journal Lesson #19. Model using the story map and puppets to retell the story. You could say: "I have a story map that shows the story elements of <u>The Empty Pot</u>; it will help me create a retelling of the story. The <i>setting</i>, or where the story takes place, is in China in Ping's garden and the Emperor's Palace. There were two main <i>characters</i>, Ping and the Emperor. Ping's <i>goal</i> was to grow beautiful flowers. The Emperor's <i>goal</i> was to find a successor. The Emperor's <i>attempt</i> was to have a contest, so he gave special seeds to all the children. Ping's <i>attempt</i> to grow the seeds failed. The <i>outcome</i> was that the Emperor chose Ping to be his successor because he was honest. I'll use these stick puppets to help with my retelling..."</p>	


	<p>This story is about a boy named Ping who lived in China and was good at growing flowers. The Emperor also loved flowers, but he needed to find a successor for his kingdom. He called the children to the palace and gave them special seeds to plant. He told the children, “Take care of this seed. Whoever shows me their best by next year at this time will be the next Emperor.”</p> <p>Ping took good care of his seed, but nothing grew. ‘Hmm... I’m so good at growing things,’ he said. ‘Why won’t this grow?’ Ping put it in a bigger pot with rich soil. Still it didn’t grow. Ping’s father told him that he did his best and his best was good enough for the Emperor. When the time came to show the Emperor his flower, Ping was the only child with an empty pot. All the other children had beautiful flowers to show.</p> <p>The Emperor looked at all the plants. ‘Ping, come here. Why do you have an empty pot?’ Ping said, ‘I took good care of my seed, but it wouldn’t grow. It was the best I could do.’ Then the Emperor smiled and said, ‘I have found him! Ping is worthy of being the next Emperor because he was honest.’ He explained that the seeds he gave the children were cooked and couldn’t grow. Ping was courageous and became the next Emperor.”</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>Pass out the stick puppets and help students retell the story using their puppets and the story map. Students should practice using dialogue when the characters are talking in the retell. You could use the retell modeled in the I Do for the joint retell. You could also refer to the text itself.</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 students to retell the story in small groups, using the story map and stick puppets. You could say: “Each person in your group should have two puppets. Take turns with your group retelling <u>The Empty Pot</u>. Make sure you check the story map to include all the story elements in your retell. I want to hear lots of great detail coming from each group!”</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: “Wow—I’m really impressed with your storytelling ability! You retold <u>The Empty Pot</u> using the important story elements in a story map. Let’s name the story elements: <i>setting, characters, goals, attempts, and outcome</i>. When we have to remember a lot of information, we can use a story map to help us retell the information in the correct sequence. Don’t forget to retell the story to your family!”</p>

Setting: (time and place) 

Character and Goals:  

Character and Goals:  

Attempts: 

Attempts: 

Outcome: 

Setting: (time and place)

China




Character and Goals:





to plant beautiful flowers

Character and Goals:







to choose a successor to the throne

Attempts:

He planted the seed the emperor gave him and watered the soil, but the plant wouldn't grow.

Attempts:

He gave cooked flower seeds to the children.




Outcome:





Ping went to the palace with his empty flower pot. The Emperor chose Ping for planting the seed and being truthful.










LET'S KNOW! GRADE 1	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE 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"> • Use target vocabulary words correctly in spoken or dictated information. • Use a variety of different type of words to convey thoughts and meanings precisely. 		
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 • <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"> • Document camera • Bags or envelopes UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> • WRAP set #8 • Vocabulary Picture Cards (all words) • Teacher Journal Lesson #20 • Sorting mat for Lesson #20 • Game cards for Lesson #20 	
SPECIAL INSTRUCTIONS FOR THIS LESSON: <ul style="list-style-type: none"> • Before the lesson... Precut the game cards for Lesson #20 and put them in bags or envelopes for students. Distribute one bag and one sorting mat to each pair of students. • To review all the targeted vocabulary from this unit, have students use the game cards and sorting mat to sort cards into the appropriate categories of <i>Word, Definition, Related Word, Photograph, and Sentence</i>. • The lesson is designed for students to work in pairs, but small groups would also be appropriate. 		
LESSON ROUTINE		
SET	<div style="border: 1px dashed gray; padding: 10px; 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: "Did you ever have to sort your toys or blocks into piles? When you clean your room, you have to sort things like clothes into the hamper, toys in the toy box, and books on the book shelf. Today our purpose is to sort our Words to Know. During our unit we have worked diligently to learn our target words so we can 'own' them. We want to be able to use these words easily when we share our thinking, when we read them, when we hear them in stories, and even in our own writing. Today we're going to play a sorting game to practice all eight of our Words to Know!"</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>Demonstrate how to use the game cards and sorting mat. You could say: "Each of you will work with a partner to sort cards into categories. On these two sheets (show a copy of the sorting mat) are the categories. We'll call them our sorting mats. They are just alike, but you need two of them so there's room for all eight of our words. We will sort our cards into the boxes labeled <i>Word, Definition, Related Word, Photograph, and Sentence</i>.</p>	

	<p>“Let’s look at the first word. (show a copy of the sorting mat) The word is compare. The definition of compare is ‘how things are the same or different.’ A related word for compare is <i>equal</i> because when you compare things, sometimes you check if they are <i>equal</i>. Can anyone tell me what photograph goes with compare? (allow students to respond) That’s right, the photograph that compares an apple and a pear. What about a sentence that uses the word compare? The sentence I found says ‘Did you compare Ping to The Good Knight?’ ”</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 the sorting mats and game cards. Have students play the sorting game with their partners or in small groups. You could say: “You and your partner will get a bag with cards and a sorting mat. (if you did not pre-cut the cards, instruct students to cut them) Stack up the cards and turn them upside down. The first player takes a card, reads it, and places it in the correct category on the sorting mat. Then the second player picks a card, reads it, and places it in the correct category on the mat. Be sure to line them up across so all the pieces in each row are about the same word. Good luck! I’ll be around to listen as you use those words!”</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 had a chance to show how well we know how to use our target words by playing a sorting game! Can someone tell me what we sorted? (allow students to respond) That’s right! We sorted pictures, definitions, related words, and sentences... Now that you’ve reviewed all the words, pick one of our Words to Know and make your own sentence using that word. Who wants to share a sentence? Can someone tell me a word that is like <i>announce</i>? (allow students to share) I am very proud of you, and I know you will keep reminding me of these words because I’ll hear you using them!”</p>

WORD	DEFINITION	RELATED WORD	PHOTOGRAPH	SENTENCE
compare	How things are the same or different	equal		Did you compare Ping to The Good Knight?
admire	To think someone or something is very special	respect		I admire you because you try your best.
similar	A lot alike	related		Those two pictures are similar .
relieved	Not worried anymore	calm		The cats were relieved to sleep in their own beds.



WORD	DEFINITION	RELATED WORD	PHOTOGRAPH	SENTENCE
declare	Say something clearly and strongly	announce		Can you declare a snow day?
reply	To answer back	response		Will you reply to the letter?
solution	The correct answer to a puzzle or problem	result		The solution to the problem was easy.
skill	Something you learn how to do	talent		He played the piano with great skill .

Sorting Mat

Fiction – Lesson 20




Directions: Find the word, definition, related word, picture, and sentence that match each word.
The example in the first row shows you how to place the cards in the row.

WORD	DEFINITION	RELATED WORD	PHOTOGRAPH	SENTENCE
compare	How things are the same or different	equal		Did you compare Ping to The Good Knight?
	To think someone or something is very special			
		related		
				

Sorting Mat

Fiction – Lesson 20



WORD	DEFINITION	RELATED WORD	PHOTOGRAPH	SENTENCE
				Can you declare a snow day?
				
		result		
	Something you learn how to do			

Sorting Game Cards

Fiction – Lesson 20



Directions: Cut each box. Work with your partner to match the 5 parts of each word.





compare	Something you learn how to do	calm	 A photograph of four children (two boys and two girls) using a string telephone. They are holding paper cups to their ears and mouths, connected by a string. A blue arrow points from the boy on the left towards the girl on the right.	The solution to the problem was easy.
solution	How things are the same or different	announce	 A photograph showing two hands, one holding a green apple and the other holding a red pear, illustrating comparison.	The cats were relieved to sleep in their own beds.
declare	A lot alike	equal	 A photograph of a man in a light blue shirt and tie, shielding his eyes with his hand, looking towards the camera.	Can you declare a snow day?
relieved	To think someone or something is very special	result	 A photograph of a man in a dark suit and red tie, shouting into a megaphone against a clear blue sky.	Did you compare Ping to The Good Knight?

Sorting Game Cards

Fiction – Lesson 20



Directions: Cut each box. Work with your partner to match the 5 parts of each word.

reply	Say something clearly and strongly	respect		I admire you because you try your best.
admire	The correct answer to a puzzle or problem	related		Those two pictures are similar.
similar	Not worried anymore	talent		He played the piano with great skill.
skill	To answer back	response		Will you reply to the letter?



WEEKLY LESSON PLANNER

FICTION

Week 6	Lesson 21	Assessments	Assessments	Assessments
Lesson Type	Integration Practice	SMWYK	SMWYK	SMWYK
Objectives	<ul style="list-style-type: none"> Provide students with opportunities to make inferences regarding story elements across three narrative texts. 	<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"> <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>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"> Dice (1 die per group) Game tokens Bags or envelopes Sample game cards 	<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"> Inference game cards for Lesson #21 Inference game board for 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	INTEGRATION PRACTICE LESSON 21
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"> Provide students with opportunities to make inferences regarding story elements across three narrative texts 		
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 <u>The Empty Pot</u> by Demi TALK STRUCTURE FOR WE DO/YOU DO: <ul style="list-style-type: none"> Round Robin or Small Groups 	LESSON MATERIALS YOU PROVIDE: <ul style="list-style-type: none"> Dice (1 die per group) Game tokens Bags or envelopes Sample game cards UNIT MATERIALS PROVIDED: <ul style="list-style-type: none"> Inference game cards for Lesson #21 Inference game board for Lesson #21 	
<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 game cards and put them in bags or envelopes to distribute to students. Each group will need a set of cards, a die, game tokens, and a game board. Create 'sample' game cards for the I Do routine; see the I Do instruction. Or, you can use the regular game cards and pretend they include the example clues given. This lesson uses a game format to help students recall the story elements of the unit texts. <ul style="list-style-type: none"> Students will work in small groups to play the game. The game cards contain clues for a particular story element; students must use the clues to infer the answer. If students are able to read the game cards on their own, they can play the game in small groups independently. If students require more assistance, read the cards yourself to students; have them come up with an answer as a 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: "When detectives solve crimes, they put clues together to figure out what happened. Today you are going to be a detective. You are going to play a game with a small group and use clues from our three fiction stories: <u>Three Hens and a Peacock</u>, <u>Take Care, Good Knight</u>, and <u>The Empty Pot</u>. The clues will involve the story elements of <i>setting, characters, goals, attempts, and outcome</i>. When we put clues together, we have to use our background knowledge and mix it with the clues from the story. When we do that, we are making an <i>inference</i>. Good readers and listeners make inferences all the time to understand what they read and hear. In today's game, you will make inferences to answer questions."</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 to play the inference game using the game cards and inference game board for Lesson #21. The rules are similar whether students play the game independently or as a class. Explain the steps...</p> <ul style="list-style-type: none"> Choose a card and read it. Then come up with an answer as a group and share the answer. <ul style="list-style-type: none"> If the answer is correct, roll the die and move the designated number of spaces. If the answer is incorrect, the next group gets a chance to answer. 	

	<p>You could say: “To play this game, I take a card and read the clues. Let’s see, my card is for the story element <i>setting</i> and the clue is ‘This is where the wizard lives.’ I think the answer is <i>a cottage in the King’s forest</i>. I’ll check with my group to make sure my answer is correct. Then I can roll the die and move my game token <i>five</i> spaces.”</p> <p>“Now I will take another card. This card is for <i>goals</i> and the clue is ‘This is the knight’s <i>goal</i>.’ I think the answer is <i>to do good deeds</i>. Am I correct? I can roll the die again and move my game token <i>two</i> spaces.”</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 form groups, and give each group one game token. Students must arrive at an answer as a group and move their game token if they are correct. You could say: “Now let’s practice the game together. I want you to get in small groups. The first group can take a card. What story element did you get? (pause for response) That’s right, [<i>characters</i>]! The clue is ‘Has pretty feathers; people come to the farm to see him.’ Talk with your group and come up with an answer. When you are sure of your answer, go ahead and say it. If you don’t know the answer, the next group can have a chance to steal the spaces. (allow the group to respond) That’s right. The <i>character</i> I am looking for is <i>the peacock</i>! Now we can roll the die. You got a [four.] Move your token [four] spaces.</p> <p>“Let’s try one more practice round. The next group can take a card. What is your clue for [<i>outcome</i>]? Okay, it’s ‘What the hens realize after they try to do the peacock’s job.’ Talk with your group and come up with an answer. (allow the group to respond) That’s right! They realize that <i>he has a hard job</i>. Roll the die and move your game token.”</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 an opportunity for students to play the game with their groups. You could say: “Now play the game in your groups. Raise your hand if you have questions.”</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 played a game in which we made inferences about story elements. When we make inferences, we use <i>what</i> kind of knowledge? (allow students to respond) That’s right, our background knowledge! And we mix our background knowledge with <i>what</i>? (allow students to respond) That’s right, we mix it with the clues from the story. 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 hope you’re smiling today!”</p>

 <p>setting The chickens and peacock live here</p>	 <p>characters Has pretty feathers; people come to the farm to see him</p>	 <p>goals What the hens realize after they try to do the peacock's job</p>	 <p>attempts What the peacock does</p>
 <p>setting The knight, the dragons, and the wizard live here</p>	 <p>characters He asks the dragons to take care of his cats</p>	 <p>goals What the three little dragons want</p>	 <p>attempts What Ping does</p>
 <p>setting The Emperor lives here</p>	 <p>characters He plants a seed, but nothing grows</p>	 <p>goals What Ping wants</p>	 <p>attempts What the hens do</p>
 <p>setting The Emperor and Ping live in this country</p>	 <p>characters They are jealous of the peacock</p>	 <p>goals What the Emperor wants</p>	 <p>attempts What the three little dragons do</p>
 <p>outcome What the peacock wants</p>	 <p>outcome What happens when Ping gives the Emperor an empty pot</p>	 <p>outcome What happens because the dragons can NOT read</p>	 <p>outcome What the peacock realizes</p>



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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:



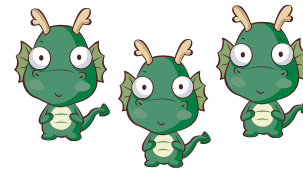
to do good deeds

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!



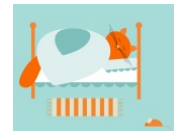
Outcome:



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

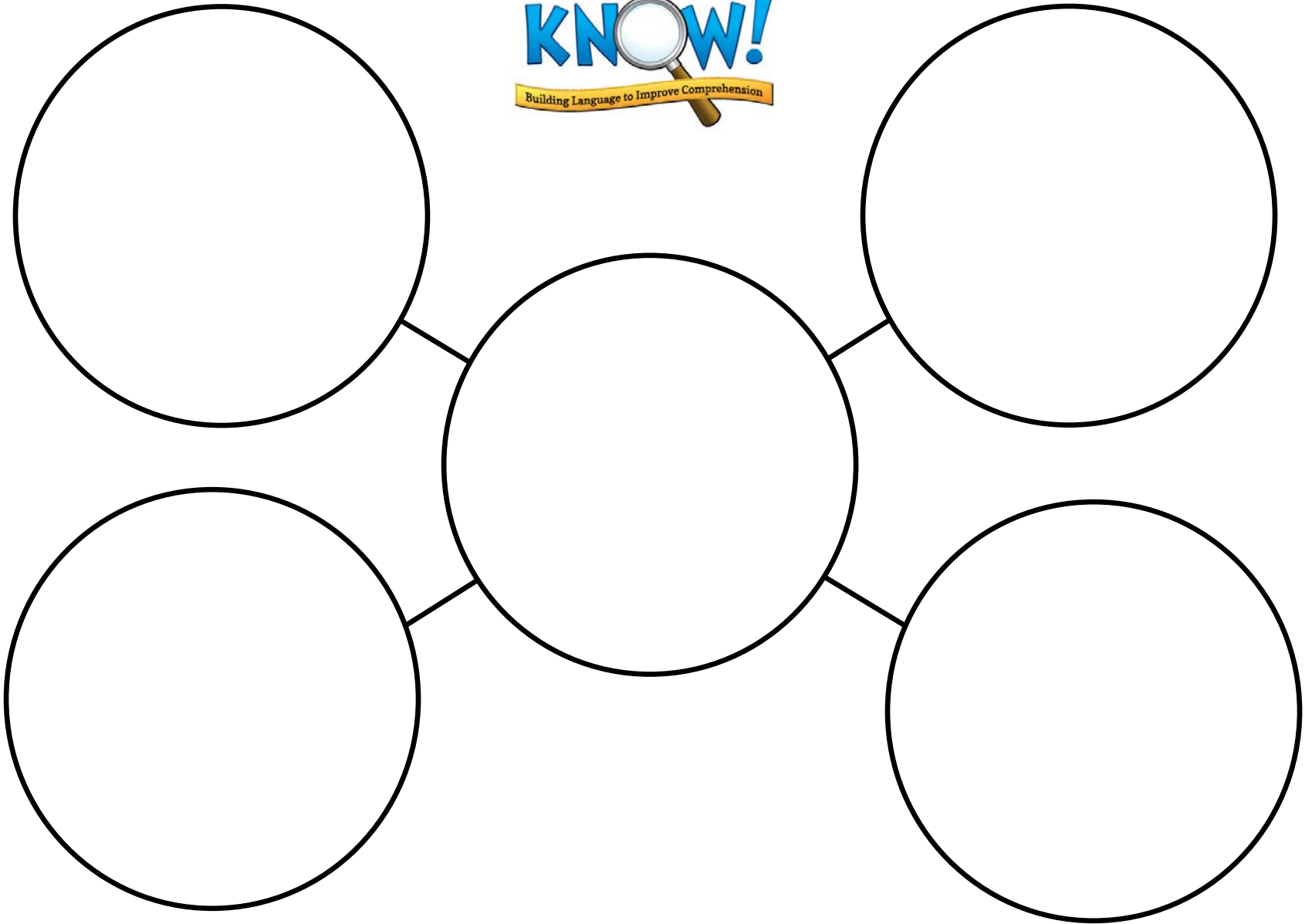
*The First Grade Friends:
Lunch Box Surprise*
by Grace Maccarone
ISBN-10: 059026267X
ISBN-13: 978-0590262675

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





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

Similar





Vocabulary Picture Card

Fiction – Word 3 – Similar

Similar

A lot alike

Relieved





Vocabulary Picture Card

Fiction – Word 4 – Relieved

Relieved

Not worried any more

LARRC

Language and Reading Research Consortium

ASU • KU • LU • OSU • UNL

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

LARRC

Language and Reading Research Consortium

ASU • KU • LU • OSU • UNL

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 6

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 7

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 are brave and help 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 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 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 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.

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.