

First Grade Reading Curriculum

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period:
Length: **School Year**
Status: **Published**

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First Grade Reading

Required

Full Year

A balanced literacy approach will be used to ensure that students are given opportunities to grow as both a reader and a writer. Through the use of a Daily 5 workshop model and curricular materials from Fountas and Pinnell's Classroom (herein referred to as FPC) as well as Heggerty Phonics Decodable texts. Students will be exposed to various genres, strategies, and activities that will allow them to develop their abilities at their own pace. Minimal time is spent in a whole group setting and students are provided with daily, sustained time to read and write independently, while also having the necessary support from their teacher and peers. In addition, the Writers' Workshop units tie into their fields of study allowing for cross curricular cohesion.

The Daily 5 model contains the following three components:

Mini-Lesson (10-15 minutes) Choose 3 mini-lessons per day between phonics, spelling & word study and reading.

- FPC Interactive Read Aloud (IRA)
- FPC Phonics, Spelling & Word Study lesson (PSW): Each of the concepts/lessons in the Scope & Sequence must be covered during the given trimester. Teachers may choose the order of lessons and the length of times needed for concepts. Classroom teachers will determine the weeks that each sight word is taught.
- Skill or strategy driven lessons driven from Fountas & Pinnell's The Reading Minilessons Book.

Independent or Collaborative work (20-minute intervals) While the teacher is working with a guided reading group, remaining students are working independently or collaboratively at one of five suggested stations.

- Read to Self- Students are reading independently and practicing the skill/strategy that was presented during the mini lesson. All students should have book bags with at least 5 books: 3 books at their independent level and 2 choice books.
- Word Work- Students are independently working on their unit words from FPC phonics and using them in meaningful contexts.
- Work on Writing- Students are developing writing conventions and skills presented in Writer's Workshop lessons.
- Respond to Literature – Writing activities are given that allow students to respond to a previously read text from Guided Reading or the Interactive Read Aloud.
- Listen to Reading- Students are given opportunity to listen to texts specific to their reading level to build fluency and vocabulary as well as demonstrate comprehension

- Read to Someone-Students are working with partners on their reading fluency and comprehension. Students are practicing the skill/strategy presented during mini lesson. This should be used sparingly as part of Listen to Reading.

Guided Reading Lessons: Teacher led, targeted instruction in small group setting.

- FPC Guided Reading Materials and Lessons. Scholastic bookroom titles may also be used.
- Meet with groups based on students' **instructional BAS** level, no more than 5 students in a group, for 15 to 20 minutes.

Assessment: The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.

- Students will be assessed twice a year using a universal screener to accurately identify students requiring MTSS assistance with foundational reading skills.
- BAS assessments are given in December and at the end of the school year (May/June). BAS On Grade Level Projections:
 - Trimester 1-Level F
 - Trimester 2-Level H
 - Trimester 3-Level J
- Reading records are to be administered on a student to student need basis in between BAS to promote student growth throughout the year.
- Sight/High Frequency Word Lists consist of “extra” words to assist teachers in identifying students who exceed standards.
- Sight/High Frequency Words: Mastery/Exceeds Standards is defined on the report card as: Trimester one 21-40 words / Trimester two 61-90 words / Trimester three 121-140 words.

In order to demonstrate a cohesive and complete implementation plan, the following general suggestions are provided:

- The curriculum should be completed in the order of the scope and sequence.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom. Every student should have 20 minutes of reading at night. Logs and/or reading responses should be used.
 - Organizational strategies should be in place that allows the students the ability to take the information gained in the classroom and put into terms that are relevant to them.
 - Instruction should be differentiated to allow students the best opportunity to learn.

Modifications to the curriculum should be included that address students with Response To Intervention (RTI), Individualized Educational Plans (IEP), Multilingual Learners (ML), and those requiring other modifications (504 plan)

Unit 1: Learning Together and Becoming Readers

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period: **1st Trimester**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Going to school is an important part of growing up. All the books in this text set are about school- the things that make school fun, like making new friends and being part of a community, and the things that can sometimes make school challenging, like working with others, balancing school and home, and accepting and understanding others. Throughout this unit, students will work on their foundational skills of reading behaviors and the proper procedures for the classroom literacy block. They will begin to examine rhyming texts, discuss story elements and practice retelling a story to their teacher, as well as, classmate

Enduring Understandings

- Every member of the classroom community feels included, safe, and respected.
- Every member of the school community has something to contribute.
- Patterns that repeat can help you remember stories and guess what will happen next.
- Friend's support and care about each other

Essential Questions

- • What makes a school feel like a community?
- • What are some ways that you contribute to your school community?
- • What makes a story fun to read together?
- • What does it mean to be a good friend?

Mini Lessons

These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Making Connections
- Making Predictions
- Identify and Describe Story Elements (characters/setting)
- Retell a story (beginning, middle, end)

Independent Reading (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 1 Universal Screener, BAS, Running Records, Reading Records, Informational/Narrative Retell Assessments, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide) Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons Guided Reading book sets (Scholastic, F&P)

FPC IRA Text Set including:

- Learning and Working Together: School*
- Having Fun with Language: Rhyming Texts*
- The Importance of Friendship*

FPC Shared Reading Texts:

- *Monster ABCs*
- *The Elephant*
- *The Hippo*
- *The Giraffe*
- *The Flamingo*
- *In My Bag*
- *Scram!*
- *The Camping Trip*
- *Going on a Bear Hunt*

Optional Related Read Alouds (can be used in between FPC texts):

- *The Night Before First Grade*
- *No David!*
- *The Recess Queen*

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>First Day Jitters</u>	IRA: 2 mini lessons	<p>-Read define a given vocabulary word from the text.</p> <p>-Predict how the character will feel on the first day.</p> <p>-Make connections with other stories about school.</p> <p>-Relate the story to their own lives by discussing their own first day of school feelings.</p>	<p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Write about one of the characters from the story. Use examples from the story to show what the character is like. Draw a picture of the character they wrote about in a scene from the story.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>
<u>Elizabethi's School</u> <u>Daily 5 Launch</u>	2 mini lessons	<p>-Develop different ways to read a book.</p> <p>-Interpret simple problems that occur in everyday life, such as feeling nervous or homesick.</p> <p>-Summarize that the story is set in Tanzania and that customs and characters' behavior reflect that setting.</p>	<p><u>Mini Lesson:</u> Read to Self "3 ways to read a book" -Introduce the first 2 ways: 1. Reading Words 2. Reading Pictures -</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			<p><i>Independent Response to Reading:</i> Fold a sheet of paper in half. Draw on the top half of the paper: Elizabeti at school on her first day. On the bottom half, draw themselves on their first day of first grade.</p>	
<p><u>David's Drawings</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Develop and utilize different ways to read a book.</p> <p>-Make connections with other stories about school.</p> <p>-Predict what will happen after David's sister says his drawing needs something.</p>	<p><u>Mini Lesson:</u> Read to Self</p> <p>-Review "3 ways to read a book"</p> <p>1. Reading Words</p> <p>2. Reading Pictures</p> <p>-<u>I-Chart:</u></p> <p>Why do we read?</p> <p>What does reading look like?</p> <p>Sound like?</p> <p>(write down student responses to student and teacher behaviors)</p> <p>-Model correct and incorrect behaviors.</p> <p>-Begin 3 minute stamina building.</p> <p>-<u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Display pages 1-2. Students will look at the tree on the pages and then look at trees through a classroom window. Students will draw their own picture of a tree. It can be like the tree in the book or it can be different.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

<u>Jamaica's Blue Marker</u> <u>Daily 5 Launch</u>	2 mini lessons	<ul style="list-style-type: none"> -Develop and utilize different ways to read a book. -Recall when Jamaica learns a lesson about compassion and empathy. -Express opinions about Jamaica and Russell and their behavior. 	<u>Mini Lesson: Read to Self</u> -Review "3 ways to read a book" 1. Reading Words 2. Reading Pictures -Introduce and model the third: Retell Familiar Text. -Review <u>I-Chart</u> : -Model correct and incorrect behaviors. -Add 1-2 minutes to read to self stamina if students were able to do 3 minute stamina building. <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Fold a sheet of paper in quarters to make a card. Write a going-away card for Russell. Decorate the card with pictures or designs.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
<u>A Fine, Fine School</u> <u>Daily 5 Launch</u>	2 mini lessons	<ul style="list-style-type: none"> -Demonstrate and apply finding a good spot to read independently. -Relate the story to their own lives by discussing their own experiences when not in school. -Express opinions about the story and about yearlong 	<u>Mini Lesson: Read to Self</u> -I-Chart: "Where to sit in the room" -Write down student responses to teacher and student suggestions. -Model finding a good spot to read. -Review: "3 ways to read a book" 1. Reading Words 2. Reading Pictures	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers

		schooling and explain reasoning.	<p>3.Retell Familiar Text</p> <p>-Add 1-2 minutes to read to self stamina if students were able to do 3 minute stamina building.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i> Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Draw a cartoon frame showing a teacher or a student speaking to Mr. Keene. Place a large speech bubble in the drawing, and write words or a sentence in the bubble telling how the teacher or student feels.</p>	-Exit Ticket
<p><u>Mrs. McNosh Hangs Up Her Wash</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Read and define a given vocabulary word from the text.</p> <p>-Explain and develop correct ways to treat books.</p> <p>-Tell a summary of the text after hearing it read.</p> <p>-Interpret Sarah Week's use of humor.</p>	<p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> Read to Self -Anchor Chart: "How to treat our books" Model correct and incorrect ways of treating the classroom library. -Review "3 ways to read a book" 1.Reading Words 2.Reading Pictures 3.Retell -Review <u>I-Chart:</u> "Where to sit in the room" -Add 1-2 minutes to read to self stamina.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i> Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Distribute two index cards. On one card, students draw something on the clothesline that people could really wash. On the other, students draw one thing they think is silly or impossible to wash. Label the drawings. Sort into 2 baskets: “Real Wash” and “Silly Wash”.</p>	
<p><u>Sitting Down to Eat</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Explain and show how to choose a good fit book.</p> <p>-Predict what will happen next in <i>Sitting Down to Eat</i></p> <p>-Connect texts by the category of rhyming.</p>	<p><u>Mini Lesson:</u> Read to Self</p> <p>-Anchor Chart: -Introduce “choosing good fit books”. -Go over “I pick” bookmarks -Allow students 5 minutes to practice picking a good fit book.</p> <p><i>-Review “3 ways to read a book”</i> 1. Reading Words 2. Reading Pictures 3. Retell</p> <p><i>-Review I-Chart: “Where to sit in the room”</i></p> <p><i>-Review read to self behaviors</i></p> <p>-Add 1-2 minutes to read to self stamina.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i> Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Draw and label one of the characters from the story and how they speak.</p>	
<p><u>The Day the Goose Got Loose</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Explain and show how to choose a good fit book.</p> <p>-Examine the setting for <i>The Day the Goose Got Loose</i>, and infer why it is important.</p> <p>-Tell a summary of <i>The Day the Goose Got Loose</i> after hearing it read.</p>	<p><u>Mini Lesson:</u> Read to Self -Read “The Best Books to Read” by Debbie Bertram. -Review “choosing good fit books”. -<i>Review read to self I-chart</i> -<i>Review read to self behaviors</i> -Add 1-2 minutes to read to self stamina. -<u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i> Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Pairs of students will describe and draw one of the settings from the story. Draw the place and what</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			happens there.	
<u>The Giant Jam Sandwich</u> <u>Daily 5 Launch</u>	2 mini lessons	-Define and apply correct writing behaviors. -Predict what will happen next in <i>The Giant Jam Sandwich</i> . -Examine fiction may be set in different places and people's customs and behavior may differ.	<u>Mini Lesson:</u> Writing -I-Chart: "Writers Workshop" -Write student responses to student and teacher behaviors. -Model correct/incorrect writing behaviors. * 3 minute writing stamina building. -Review " <i>choosing good fit books</i> ". -Review <i>read to self I-chart</i> -Review <i>read to self behaviors</i> -Add 1-2 minutes to read to self stamina. - <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> In a small group, students will create stick puppets and act out a story with the wasps causing trouble until the people make the wasp trap.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
<u>One of Each</u> <u>Daily 5 Launch</u>	2 mini lessons	-Define and apply correct writing behaviors. -Examine when Oliver Tolliver changes or learns a lesson.	<u>Mini Lesson:</u> Writing -Review "Writers Workshop" I-chart. -Model correct/incorrect writing behaviors. *Add 1-2 minutes of writing stamina.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities

		<p>-Express opinions about <i>One of Each</i> and support with evidence, e.g., interesting, funny, exciting.</p>	<p>-Review “<i>choosing good fit books</i>”.</p> <p>-Review read to self I-chart</p> <p>-Review read to self behaviors</p> <p>-Add 1-2 minutes to read to self stamina.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Students’ draw a large simple outline of a house. Draw two different things – one of each. Students will trade papers and add to a partner’s drawing one more of each so that there are two of each in the house.</p>	<p>-Graphic Organizers</p> <p>-Exit Ticket</p>
<p><u>The Magic Rabbit</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Read and define a given vocabulary word from the text.</p> <p>-Choose and practice writing on specific topics.</p> <p>-Classify <i>The Magic Rabbit</i> as a fantasy.</p> <p>-Recall important details about the city setting after the story is read.</p>	<p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> Writing</p> <p>-Anchor Chart:</p> <p>-Brainstorm a list of topics students could write about.</p> <p>-Review “Writers Workshop” I-chart.</p> <p>-Model correct/incorrect writing behaviors.</p> <p>*Add 1-2 minutes of writing stamina.</p> <p>-Review “<i>choosing good fit books</i>”.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			<p>-Review read to self I-chart</p> <p>-Review read to self behaviors</p> <p>-Add 1-2 minutes to read to self stamina.</p> <p>- <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <p>-Introduce the Text</p> <p>-Read the Text</p> <p>-Discuss the Text</p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Students draw a picture of Ray and Bunny doing an activity from the story. Label Ray and Bunny, and write one sentence about what friends like to do.</p>	
<p><u>Chester's Way</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Select and apply writing forms during writing center.</p> <p>-Make connections to one's own life.</p> <p>-Determine that Chester and Wilson learn a lesson about accepting a new friend.</p> <p>-Predict what will happen next when Lilly moves to the neighborhood.</p>	<p><u>Mini Lesson:</u> Writing</p> <p>-Anchor Chart:</p> <p>-Brainstorm a list forms students could write about (letters, lists, narratives, expository, poetry).</p> <p>-Review "Writers Workshop" I-chart.</p> <p>*Add 1-2 minutes of writing stamina.</p> <p>-Review "choosing good fit books".</p> <p>-Review read to self I-chart</p> <p>-Review read to self behaviors</p> <p>-Add 1-2 minutes to read to self stamina.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			<p>complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i> Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Fold a large piece of white construction paper in half. Students will choose one character and draw a picture of that character doing something he or she likes to do on one half of the paper. On the other half, students draw themselves doing something they like to do. Write a sentence telling what each picture shows.</p>	
<p><u>Wallace's Lists</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<ul style="list-style-type: none"> -Explain and model word work process for set up and clean up. -Predict what will happen next. -Formulate information from both pictures and print. 	<p><u>Mini Lesson:</u> Word Work (introduce a couple items at a time)</p> <ul style="list-style-type: none"> -Create anchor chart on how to set up and clean up materials. -Model set up and clean up. -Practice for 3-7 minutes. <p>Writing</p> <ul style="list-style-type: none"> -Review "Writers Workshop" I-chart. *Add 1-2 minutes of writing stamina. <p>Read to Self</p> <ul style="list-style-type: none"> -Quick review of charts -Graph stamina <p>- <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p>	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket

			<p><i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text- Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading: Students draw a picture of Wallace doing something in the story that he would not have done before he met Albert. Write a few words telling what he is doing.</i></p>	
<u>Lean and Bob</u> <u>Daily 5 Launch</u>	2 mini lessons	<p>-Apply correct use of word work activities.</p> <p>-Explain that this story could happen in real life.</p> <p>-Predict what will happen next when Leon goes to meet the new boy and notices that his pretend friend, Bob, is not there.</p>	<p><u>Mini Lesson:</u> Word Work (introduce a couple items at a time) -Review charts. -Model set up and clean up. -Add 1-2 minutes to stamina.</p> <p>Writing -Review “Writers Workshop” I-chart. *Add 1-2 minutes of writing stamina.</p> <p>Read to Self -Quick review of charts -Graph stamina</p> <p>- <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text- Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading: Students will</i></p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			write a letter from Leon to his dad to tell him about meeting the new boy next door.	
<u>Mr. George Baker</u> <u>Daily 5 Launch</u>	2 mini lessons	-Apply correct use of word work activities. -Interpret that the illustration details often reveal George and Harry's feelings. -Recall important details about Mr. George Baker after the story is read.	<u>Mini Lesson:</u> Word Work (add another item) -Review charts. -Model set up and clean up. -Add 1-2 minutes to stamina. Writing -Review "Writers Workshop" I-chart. *Add 1-2 minutes of writing stamina. Read to Self -Quick review of charts -Graph stamina - <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students write about why they would like to be friends with one or both of the characters <i>Mr. George Baker and Harry</i> . Draw a picture of the character(s) they have written about.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessment
<i>Monster ABC's</i>	<p>Connect letters in a text to names or known words.</p> <p>Link a letter with a sound.</p> <p>Use repeating language patterns to search for and use information.</p> <p>Stress words (and letters) that are bold.</p> <p>Notice how humor or an interesting character make a text fun to read.</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>
<i>The Elephant</i>	<p>Use features of print to track words.</p> <p>Use left -to- right directionality and word-by-word matching with teacher support.</p> <p>Use repeating patterns to search for and use information.</p> <p>Read some words quickly and automatically.</p> <p>Make connections between the text and children's own life experiences. =</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>

		Use SR card for alternative activities	
<i>The Hippo</i>	<p>Read left to right with return sweep.</p> <p>Use known words to self-monitor and self-correct.</p> <p>Notice periods and reflect them with the voice.</p> <p>Expand understanding of the meaning of words by connecting with pictures.</p> <p>Talk about what is interesting in a photograph and why.</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>
<i>The Giraffe</i>	<p>Read left to right with return sweep.</p> <p>Use labeled photos to search for and use information.</p> <p>Recognize and reflect bold print with the voice.</p> <p>Understand new content words.</p> <p>Infer the author's purpose and message.</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>

<p><i>The Flamingo</i></p>	<p>Follow the teacher's pointer with the eyes (left to right and using return sweep).</p> <p>Cross-check one kind of information against another.</p> <p>Use phrasing, pausing, and word stress with intonation when reading in unison.</p> <p>Use contextual information to understand the meaning of words.</p> <p>Discuss the various ways information is presented and how each helps the reader.</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<ul style="list-style-type: none"> - Observation through discussion/anecdotal notes - Response to Reading independent and shared writing
<p><i>In My Bag</i></p>	<p>Connect letters and letter clusters to known words.</p> <p>Use two or more sources of information to self-monitor and self-correct.</p> <p>Read repeating phrases with intonation,</p> <p>Understand the meaning of words that are in one's own oral vocabulary (<i>striped, spotted, bumpy</i>)</p> <p>Locate and read high-frequency words in continuous text (<i>saw, put, little, big</i>)</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<ul style="list-style-type: none"> - Observation through discussion/anecdotal notes - Response to Reading independent and shared writing

	Use academic language to talk about a text (<i>cover, genre, author, illustrator</i>)		
<i>Scram</i>	<p>Use features of print to search for visual information.</p> <p>Notice punctuation marks and reflect them with voice.</p> <p>Read dialogue with phrasing, word stress and intonation.</p> <p>Read a variety of words that assign dialogue.</p> <p>Use familiar word parts to figure out new words.</p> <p>Make predictions based on repeating episodes in the story.</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>
<i>The Camping Trip</i>	<p>Notice a book's title on the cover.</p> <p>Search for and use information in illustrations.</p> <p>Use new vocabulary in discussion (<i>forest, hiking, canoe, oars, tackle box, life jacket, waders, fire pit, campfire, s'mores, telescope</i>)</p> <p>Hear and say the beginning phoneme in words.</p> <p>Notice how to get information about a topic from</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text –</p> <p>Shared/Interactive writing</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>

	illustrations.	Independent response to reading Use SR card for alternative activities	
<i>Going on a Bear Hunt</i>	<p>Use features of print to track words when reading.</p> <p>Reread to search for and use information from language structure.</p> <p>Adjust the voice to recognize dialogue.</p> <p>Notice and use words that represent sounds and add action (swish-swash, splish-splash, squish-squash)</p> <p>Connect words that have similar letter clusters and phonogram patterns (<i>st, squ, spl, sw, gr, sh</i>)</p> <p>Make personal connections to content, characters or events.</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>

ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
SOC.6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
ELA.SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELA.SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary such as school, bus, friend, family, teacher, oral sentence frames to help children respond etc.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart.

Gifted Students- Make a two-column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: My Reading Academy, Pebble Go, Epic, Storyline Online, Starfall

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Unit 2: Exploring Characters in Fiction and Nonfiction

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period: **1st Trimester**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

Students are beginning to learn behaviors and procedures that support the reading process and the literacy block. This unit will build on those behaviors and begin to introduce written responses to reading in a developmentally appropriate way.

Students will begin to compare and contrast fiction and nonfiction books throughout this text set. The books in this set will help children think about what it means to be part of a family, different family relationships, and some of the ways families take care of each other.

Using these texts, students will make inferences about characters and settings. Some of the books will also help the students connect specific meanings of a given text to their own lives.

Enduring Understandings

- People in a family take care of each other.
- People write for many different purposes.
- Numbers and counting are a way of showing a sequence.
- Writers use a repertoire of strategies that enables them to vary form and style, to write for different purposes, audiences, and contexts.

Essential Questions

- • What is important about being a family?
- • How does an author or illustrator make decisions to interest readers?
- • Why are numbers and counting important?
- • What is the writer's reason for writing?

Mini Lessons

These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Compare/Contrast Fiction to Informational Text
- Inferences
- Ask and Answer Questions
- Retell a story (beginning, middle, end)

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Running records, Reading records, Informational / Narrative Retell Assessments, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide) Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons Guided Reading book sets (Scholastic, F&P)

FPC IRA Text Set including:

- Taking Care of Each Other: Family*
- Kevin Henkes: Exploring Characters*
- Using Numbers: Books With Counting*
- Exploring Fiction and Nonfiction*

FPC Shared Reading:

- Ripples in the Sea
- Splash, Plop, Leap!
- Run, Jump, Swim: Poems About Animals
- Little Bear and the Three Campers
- The Three Little Pigs
- Squawk
- The Big Surprise

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>A Birthday Basket for Tia</u> <u>Daily 5 Launch</u>	2 mini lessons	<p>-Read and define a given vocabulary word from the text.</p> <p>-Apply correct use of word work activities.</p> <p>-Infer the character's traits from the story elements.</p> <p>-Refer to important information and details and use as evidence in discussion to support statements.</p>	<p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> Word Work (add another item) -Review charts. -Model set up and clean up. -Add 1-2 minutes to stamina.</p> <p>Writing -Review "Writers Workshop" I-chart. *Add 1-2 minutes of writing stamina.</p> <p>Read to Self -Quick review of charts -Graph stamina</p> <p>- <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> On a hundreds chart, students will fill in each row of 10 numbers with a different color to</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			represent a group of 10.	
<u>Max and the Tag-Along Moon</u> <u>Daily 5 Launch</u>	2 mini lessons	-Explain and apply correct writing behaviors during write about the book center. -Relate the text to one's own life. -Infer Grandpa and Max's traits from the story events.	<u>Mini Lesson:</u> Writing -I-Chart: "Write About the Book" -Write student responses to student and teacher behaviors. -Model correct/incorrect writing behaviors. * 3 minute writing stamina building. Word Work (add another item) -Review charts. -Model set up and clean up. -Add 1-2 minutes to stamina. Writing -Review "Writers Workshop" I-chart. *Add 1-2 minutes of writing stamina. Read to Self -Quick review of charts -Graph stamina - <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>Respond to the Text-Shared/Interactive Writing</i> <i>Independent Response to Reading:</i> Students will draw their own moon in the sky so it seems to glow or	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket

			shine. Add other things you might see in the sky at night, like stars, clouds, or birds. Write some thoughts about the moon that they drew like Max does.	
<u>When I Am Old with You</u> <u>Daily 5 Launch</u>	2 mini lessons	-Practice writing with a given topic from IRA. -Recall important details about the setting after reading <i>When I Am Old with You</i> . -Make connections across fiction texts that are read aloud, e.g., content, topic, theme.	Mini Lesson: Writing -Review “Write About the Book” I-chart. -Model correct/incorrect writing behaviors. -Give students <i>Independent Writing</i> from IRA text *Add 1-2 minutes of writing stamina. Word Work -Review charts. -Model set up and clean up. -Practice word work activities. -Add 1-2 minutes to stamina. Writing -Review “Writers Workshop” I-chart. *Add 1-2 minutes of writing stamina. Read to Self -Quick review of charts -Graph stamina - - Read Aloud: Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i>	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket

			<p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Students will write their ideas of what they enjoy doing with their grandparents or an older person they know in a letter to that specific person.</p>	
<p><u>Papa and Me</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Practice writing with a given topic from IRA.</p> <p>-Infer the characters' traits from the story event.</p> <p>-Relate <i>Papa and Me</i> to one's own life.</p>	<p><u>Mini Lesson:</u> Writing</p> <p>-Review "Write About the Book" I-chart.</p> <p>-Model correct/incorrect writing behaviors.</p> <p>-Give students <i>Independent Writing</i> from IRA text</p> <p>*Add 1-2 minutes of writing stamina.</p> <p>Word Work</p> <p>-Review charts.</p> <p>-Model set up and clean up.</p> <p>-Practice word work activities.</p> <p>-Add 1-2 minutes to stamina.</p> <p>Writing</p> <p>-Review "Writers Workshop" I-chart.</p> <p>*Add 1-2 minutes of writing stamina.</p> <p>Read to Self</p> <p>-Quick review of charts</p> <p>-Graph stamina</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			<p><i>-Introduce the Text</i> <i>- Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Write about two things the boy and his father do in their day together. Make a drawing to show each thing.</p>	
<p><u>The Relatives Came</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Practice writing with a given topic from IRA.</p> <p>-Refer to important information and details, and use as evidence in discussion to support opinions and statements.</p> <p>-Formulate information from both the pictures and print.</p>	<p><u>Mini Lesson:</u> Writing</p> <p>-Review “Write About the Book” I-chart.</p> <p>-Model correct/incorrect writing behaviors.</p> <p>-Give students <i>Independent Writing</i> from IRA text</p> <p>*Add 1-2 minutes of writing stamina.</p> <p>Word Work</p> <p>-Review charts.</p> <p>-Model set up and clean up.</p> <p>-Practice word work activities.</p> <p>-Add 1-2 minutes to stamina.</p> <p>Writing</p> <p>-Review “Writers Workshop” I-chart.</p> <p>*Add 1-2 minutes of writing stamina.</p> <p>Read to Self</p> <p>-Quick review of charts</p> <p>-Graph stamina</p> <p>Read Aloud:</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p> <p>cket</p>

			<p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> - <i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Write about something the relatives do in the story. Then, students will write about something they do with their relatives. Add drawings to their story.</p>	
<u>Chrysanthemum</u> <u>Daily 5 Launch</u>	2 mini lessons	<p>-Read and define a given vocabulary word from the text.</p> <p>-Practice writing with a given topic from IRA.</p> <p>-Predict what will happen next in <i>Chrysanthemum</i>.</p> <p>-Refer to important information and details in <i>Chrysanthemum</i> and use evidence in discussion to support opinions and statements.</p>	<p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson: Writing</u> -Review “Write About the Book” I-chart. -Model correct/incorrect writing behaviors. -Give students <i>Independent Writing</i> from IRA text *Add 1-2 minutes of writing stamina.</p> <p>- <u>Mini Lesson:</u> Word Work (add another item) -Review charts. -Model set up and clean up. -Add 1-2 minutes to stamina.</p> <p>Writing -Review “Writers Workshop”</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			<p>I-chart. *Add 1-2 minutes of writing stamina.</p> <p>Read to Self -Quick review of charts -Graph stamina</p> <p>- <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i> Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Write questions for the author Kevin Henkes about his illustrations and the story.</p>	
<p><u>Julius the Baby of the World</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Practice writing with a given topic from IRA.</p> <p>-Explain that there are different types of texts and that you can examine differences, such as this story has animals that talk and act like people.</p> <p>-Make connections of similarities and differences among texts by Kevin Henkes, such as setting, characters, or Theme.</p>	<p><u>Mini Lesson:</u> Writing -Review “Write About the Book” I-chart. -Model correct/incorrect writing behaviors. -Give students <i>Independent Writing</i> from IRA text *Add 1-2 minutes of writing stamina.</p> <p>- <u>Mini Lesson:</u> Word Work (add another item) -Review charts. -Model set up and clean up. -Add 1-2 minutes to stamina. Writing -Review “Writers Workshop”</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			<p>I-chart. *Add 1-2 minutes of writing stamina.</p> <p>Read to Self -Quick review of charts -Graph stamina</p> <p>- <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i> Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will create a picture that Lilly might draw of her family at the end of the story, using the illustration style of Kevin Henkes.</p>	
<p><u>Lilly's Big Day</u> <u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Practice writing with a given topic from IRA.</p> <p>-Compare and contrast this book with other Kevin Henkes titles.</p> <p>-Infer Lilly's intentions, feelings, and motivations using the text and pictures.</p>	<p><u>Mini Lesson:</u> Writing -Review "Write About the Book" I-chart. -Model correct/incorrect writing behaviors. -Give students <i>Independent Writing</i> from IRA text *Add 1-2 minutes of writing stamina.</p> <p>- <u>Mini Lesson:</u> Word Work (add another item) -Review charts. -Model set up and clean up. -Add 1-2 minutes to stamina.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			<p>Writing -Review “Writers Workshop” I-chart. *Add 1-2 minutes of writing stamina.</p> <p>Read to Self -Quick review of charts -Graph stamina</p> <p>- <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Students will draw/paint a scene from the wedding, in the style of Kevin Henkes, adding themselves to the scene. Write a few sentences to describe the scene.</p>	
<p><u>Shelia Rae, the Brave</u></p> <p><u>Daily 5 Launch</u></p>	2 mini lessons	<p>-Practice writing with a given topic from IRA.</p> <p>-Follow the plot of <i>Sheila Rae, The Brave</i> with multiple events.</p> <p>-Tell a summary of <i>Sheila Rae, the Brave</i> after hearing it read.</p>	<p><u>Mini Lesson:</u> Writing -Review “Write About the Book” I-chart. -Model correct/incorrect writing behaviors. -Give students <i>Independent Writing</i> from IRA text *Add 1-2 minutes of writing stamina.</p> <p><u>Mini Lesson:</u> Word Work (add another item) -Review charts.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			<p>-Model set up and clean up. -Add 1-2 minutes to stamina.</p> <p>Writing -Review “Writers Workshop” I-chart. *Add 1-2 minutes of writing stamina.</p> <p>Read to Self -Quick review of charts -Graph stamina</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text- Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Provide paper plates with “eyes” cut out, construction paper, small bows, scissors, crayons, and glue for students to make Sheila Rae and Louise mouse masks. Add details to their faces like the style of Kevin Henkes.</p>	
<p><u>Over on a Mountain:</u> <u>Somewhere in the World</u></p>	2 mini lessons	<p>-Read and define a given vocabulary word from the text.</p> <p>-Ask and answer questions about animals and their babies around the world to deepen</p>	<p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i></p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

		<p>understanding of the text.</p> <p>-Explain the setting in the story and why it is important.</p>	<p><i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Draw a picture and write the name of another animal and its babies that lived on a mountain. Fill in the blank, “Over on a mountain where they would often delve, lived a mother _____ and her little _____ twelve.”</p>	<p>-Graphic Organizers</p> <p>-Exit Ticket</p>
<p><u>Moja Means One: Swahili Counting Book</u></p>	<p>2 mini lessons</p>	<p>-Examine the characters and setting of a given story.</p> <p>-Describe similarities and differences among people, places, events, and things.</p> <p>-Identify the number organization of <i>Moja Means One</i> and why it is important.</p>	<p><u>Mini Lesson:</u> Discuss <i>Story Elements (Character/Setting)</i></p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Create a table with the numerals 1-10 written down the left side. Students will write the words for these numbers in English and then the Swahili words for those numbers in the next column.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>
<p><u>Handa’s Hen</u></p>	<p>2 mini lessons</p>	<p>-Make connections among texts</p>	<p><u>Mini Lesson:</u> Discuss <i>Making Connections</i></p>	<p>-Observation through discussion/ anecdotal notes</p>

		<p>within a set.</p> <p>-Infer the characters' intentions, feelings, and motivations.</p>	<p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Assign students an animal from the endpapers. Students will draw the correct number of that animal and write the corresponding number word and numeral alongside the animals. Write a word or two that tells about where the two girls found the animals.</p>	<p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>
<u>One Leaf Rides the Wind</u>	2 mini lessons	<p>-Develop and discuss different questions based on text.</p> <p>-Explain that a wide variety of texts may be set in different places and that customs and people's behaviors may reflect those settings.</p> <p>-Compare and contrast different types of texts and you can outline different things about them.</p>	<p><u>Mini Lesson:</u> Ask and answer questions</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Students will create their own counting book. They can draw objects or cut them out from paper. Label the objects with the corresponding numeral and object name. Students should</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			follow a theme for their book, such as shapes, animals, food, or a special place.	
<u>Jake's 100th Day of School</u>	2 mini lessons	<p>-Infer the characters' intentions, feelings, and motivations using the text and pictures.</p> <p>-Make connections among the texts within the Using Numbers text set.</p>	<p><u>Mini Lesson:</u> Make inferences</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will create their own "Snack Mix" recipe. Organizing their ingredients in groups of 5, 10, 20, etc. until they reach 100.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>
<u>Too Many Pears!</u>	2 mini lessons	<p>-Examine the story's simple plot.</p> <p>-Relate the text to one's own life.</p>	<p><u>Mini Lesson:</u> Retell a story (beginning, middle, end)</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will write their own ending to the story. Their ending should include how they would solve Pamela's</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			problem and how Pamela would feel at the end of the story. Draw a picture to match.	
<u>Milk: From Cow to Carton</u>	2 mini lessons	<p>-Compare and contrast details within given fictional texts.</p> <p>-Conclude that Aliko is writing nonfiction and puts together information related to the topic of milk.</p> <p>-Construct information about milk from both the print and pictures.</p>	<p><u>Mini Lesson:</u> Compare/Contrast within fictional text.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Students will draw a series of pictures showing how milk is made and treated. Add labels and short descriptions to their drawings.</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>
<u>Ice Bear: In the Steps of the Polar Bear</u>	2 mini lessons	<p>-Determine a connection to the text.</p> <p>-Develop information about polar bears from both print and pictures.</p> <p>-Analyze and talk about polar bears.</p>	<p><u>Mini Lesson:</u> Make connections -<i>text to self</i> -<i>text to text</i> -<i>text to world</i></p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i></p> <p><i>Respond to the Text-Shared/Interactive Writing</i></p> <p><i>Independent Response to Reading:</i> Students will create a poster and write two to three things they</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

			can do to help the polar bears. Draw a picture of each.	
<u>The Last Polar Bear</u>	2 mini lessons	<p>-Infer the characters' intentions, feelings, and motivations using the text pictures.</p> <p>-Summarize the setting of <i>The Last Polar Bear</i>, and infer why it is important.</p>	<p><u>Mini Lesson:</u> Make inferences</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will write traits of fiction and non-fiction books. Why is <i>Ice Bear</i> non-fiction? Why is <i>The Last Polar Bear</i> fiction?</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>
<u>On the Go</u>	2 mini lessons	<p>-Ask questions to deepen understanding of <i>On the Go</i>.</p> <p>-Identify and discuss interesting information in <i>On the Go</i> with the class.</p>	<p><u>Mini Lesson:</u> Ask and Answer questions</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will write how they can tell that <i>On the Go</i> is a nonfiction book.</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>

<u>Going Places</u>	2 mini lessons	<p>-Tell important events of <i>Going Places</i>.</p> <p>-Make connections across texts that are read aloud.</p>	<p><u>Mini Lesson:</u> Retell a story (beginning, middle, end)</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i> Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will design a racing vehicle that they might enter in a racing contest. Write a sentence or two that tells about their vehicle and how it moves.</p>	<p>-Observation through discussion/anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>-Graphic Organizers</p> <p>-Exit Ticket</p>
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Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/Assessments
<i>Ripples in the Sea</i>	<p>Demonstrate full control of left-to-right directionality, word-by-word matching, return sweep and use of simple punctuation.</p> <p>Search for information in simple sentences.</p> <p>Understand the meaning of words that represent sounds:</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text - Shared/Interactive writing</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>

	<p><i>swoosh, swish, smack</i></p> <p>Recognize and say consonant clusters that blend two consonant sounds: <i>sw, sp, sm, bl, cl, dr</i></p> <p>Use shared writing to create a list. of learned facts about whales.</p>	<p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	
<p><i>Splash, Plop, Leap!</i></p>	<p>Understand the concept of a sentence.</p> <p>Use phrasing, pausing, word stress with intonation when reading in chorus.</p> <p>Recognize verbs that show different ways of moving.</p> <p>Understand the concept of plurals.</p> <p>Note the repeating episodes and the pattern of the book and use it to create a new beginning.</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>

<p><i>Run, Jump, Swim: Poems About Animals</i></p>	<p>Use features of print to track words when reading texts.</p> <p>Use simple punctuation to guide phrasing when reading poetry.</p> <p>Hear, say, connect, and generate rhyming words.</p> <p>Follow and understand the ideas in simple poems and rhymes.</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<ul style="list-style-type: none"> - Observation through discussion/anecdotal notes - Response to Reading independent and shared writing
<p><i>Goldilocks and the Three Bears</i></p>	<p>Demonstrate full control of early reading behaviors.</p> <p>Use two or more sources of information to self-monitor and self-correct.</p> <p>Recognize and reflect simple punctuation with voice.</p> <p>Use contextual information. to understand the meaning. of new words (<i>strolled, comfy, cozy</i>).</p> <p>Understand the different</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<ul style="list-style-type: none"> - Observation through discussion/anecdotal notes - Response to Reading independent and shared writing

	<p>sounds represented by the past tense - ed ending: <i>jumped, tasted</i></p> <p>Infer a lesson from reading a simple version. of a tale.</p>		
<i>Little Bear and the Three Campers</i>	<p>With teacher support, read without. a pointer.</p> <p>Use language syntax and repeating language patterns to anticipate the text.</p> <p>Adjust the voice for dialogue.</p> <p>Notice literary patterns characteristic of traditional literature (<i>Once upon a time..._</i>)</p> <p>Hear and generate rhyming words.</p> <p>Make connections between texts.</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>
<i>The Three Little Pigs</i>	<p>Use features of print such as color coding to track words when reading</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the 	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading</p>

	<p>with others.</p> <p>Use the chronological order of a simple story to search for and use information.</p> <p>Demonstrate placing stress on words in. away that shows attention to meaning.</p> <p>Notice and use words that add action or emotion.</p> <p>Read words with the initial digraphs th- and ch-.</p> <p>Compare innovations. on very familiar texts.</p>	<p>children</p> <ul style="list-style-type: none"> - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>independent and shared writing</p>
<i>Squawk</i>	<p>Use features of print to track words when reading.</p> <p>Use syntax and repeating patterns to anticipate the text; e.g., next word, phrase or sentence.</p> <p>During shared reading, adjust the voice to reflect aspects of the text; e.g.,</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p>	<ul style="list-style-type: none"> - Observation through discussion/anecdotal notes - Response to Reading independent and shared writing

	<p>frustration, humor, surprise.</p> <p>Understand the meaning of words that represent sound.</p> <p>Connect words that share features, such as double consonants (apple, parrot, fluttered, fluffed, yelled)</p> <p>Infer the reasons for Mara's actions and feelings.</p>	<p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	
<i>The Big Surprise</i>	<p>Connect letters and letter clusters in the book to names or other known words.</p> <p>Use features of print in text to search for and use visual information: words, question mark.</p> <p>Recognize and use - ed at the end of verbs.</p> <p>Tell the major events of the story.</p> <p>Notice how the writer tells the story and how that affects understand and</p>	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>

	enjoyment.		
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ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
SCI.K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
ELA.SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELA.SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
SCI.K-ESS3-3	Communicate solutions that will reduce the impact of climate change and humans on the

land, water, air, and/or other living things in the local environment.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary such as school, bus, friend, family, teacher, oral sentence frames to help children respond etc.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart.

Gifted Students- Make a two-column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: My Reading Academy, Pebble Go, Epic, Storyline Online, Starfall

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

- 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Unit 3: Kindness in a Community and Having Fun with Humor

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period: **1st Trimester**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to recognize the authors' point of view. Authors write with specific characteristics that you can notice all of the time in humorous stories. They will examine character traits and the ways that community members help each other, and the different roles that people in the community play. The students will be asked to discuss how treating others with kindness and respect is an important part of growing up and being in a community. Students will practice identifying and writing the main idea and details of a given text.

Enduring Understandings

- Living and working together makes a community.
- You can make someone feel better by being kind to them.
- Showing kindness to others can make a difference in their life.
- Authors gather their ideas from personal experience, observations, reading, and imagination.

Essential Questions

- • How does an author or illustrator make decisions to interest readers?
- • What makes a community?
- • What is kindness?

Mini Lessons

These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

- Compare/Contrast within fictional text
- Main Idea and Details
- Author's Point of View
- Retell a story (beginning, middle, end)
- Poetry
- Character Traits

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), BAS, Running Records, Reading Records, Informational / Narrative Retell Assessments, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide) Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons Guided Reading book sets (Scholastic, F&P)

FPC IRA Text Set including:

-Mo Willems: Having Fun with Humor

-Living and Working Together: Community

-The Importance of Kindness

FPC Shared Reading:

- A Pig Tale

- Antonio & the Firefly

- Silly & Funny: Poems to Make You Smile

- Dance & Twirl

- Tap, Tap, Tappity-Tap!

- Clippity Clap

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>Knuffle Bunny: A Cautionary Tale</u>	1 mini lesson IRA: 1 mini lesson	-Begin to interpret that an author or illustrator may write several books, and there are often recognizable characteristics across the books. -Read and define a given vocabulary word from the text. -Explain the unique style of Mo Willems' writing and illustrations.	<u>Mini Lesson:</u> LA.U2.RML 1 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds. <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students draw a picture of the classroom. Draw Knuffle Bunny "hiding" in the picture. Label the picture and write a sentence about where Knuffle Bunny is hiding in the picture.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

<u>Knuffle Bunny Too: A Case of Mistaken Identity</u>	1 mini lesson IRA: 1 mini lesson	-Begin to interpret that an author or illustrator usually illustrates several books, and there are often recognizable characteristics across the books. -Retell the important events in <i>Knuffle Bunny Too</i> . -Follow a plot with multiple events.	<u>Mini Lesson: LA.U2.RML 2</u> <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Knuffle Bunny is a special toy to Trixie. Students will draw a picture and write about a special toy they have.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

<u>Don't Let the Pigeon Drive the Bus</u>	1 mini lesson IRA: 1 mini lesson	-Discuss nonfiction authors provide facts about a topic. -Follow and translate simple dialogue through speech bubbles. -Identify how the pigeon is feeling through his facial expressions, body language, and gestures in the illustrations.	Mini Lesson: LA.U5.RML 8 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students will write about what would happen next.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading -Graphic Organizers -Exit Tickets
<u>Be My Neighbor</u>	1 mini lesson IRA: 1 mini lesson	-Use a finger to help take apart two or three syllable words. -Read and define a given vocabulary word from the text. -Connect the information about communities to social	Mini Lesson: SAS.U2.RML 1 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds. <u>Read Aloud:</u> Utilize the IRA folder to complete the following	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes

		<p>studies content studied at school</p> <p>.</p> <p>-Analyze that the book is about a variety of neighborhoods and that customs and behaviors of people are different in each place.</p>	<p>steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will write a letter that explains who they are and what their neighborhood is like.</p>	<p>from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<p><u>A Bus Called Heaven</u></p>	<p>2 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Search for and use familiar parts of a word to help read the word.</p> <p>-Use context and a book's illustrations to understand the meaning of a word.</p> <p>-Explain the author's use of descriptive language, such as simile and metaphor.</p> <p>-Summarize obvious themes (community, imagination).</p>	<p><u>Mini Lesson:</u> SAS.U2.RML 2</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Mini Lesson:</u> SAS.U2.RML 3</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

			<p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will draw a picture of one of the main events in the story. Students will write what they learned from this story.</p>	
<u>Blackout</u>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Generate a list of ways to solve words.</p> <p>-Use evidence from the story to support statements about the story.</p> <p>-Relate the story to their own lives by discussing their experiences with blackouts or power outages.</p>	<p><u>Mini Lesson:</u> SAS.U2.RML 4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Write a list of activities/games you can do with your family during a blackout.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

<u>The Night Worker</u>	1 mini lesson RA: 1 mini lesson	-Discuss character traits from the author's words and illustrator's pictures. -Recall important details about the construction site setting after the story is read. -Infer Alex's feelings and motivations using text and illustrations.	<u>Mini Lesson:</u> LA.U20.RML 2 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text</i> -Shared/Interactive Writing <i>Independent Response to Reading:</i> Students choose one of the kinds of workers and draw a person doing that job at night. Write a sentence or two to describe the worker and what they do.	-Use <i>Assess</i> <i>Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading
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<p><u>Mama Panya's Pancakes: A Village Tale from Kenya</u></p>	<p>2 mini lessons</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Infer a character's motivations and intentions using a story's words and pictures.</p> <p>-Describe a simple plot with a problem and solution.</p> <p>-Tell what happened to Mama Panya and Adika after hearing the story.</p> <p>-Infer the message that sharing is important.</p>	<p><u>Mini Lesson:</u> LA.U20.RML 3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U18.RML 1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Choose one event from the story to illustrate. Label and write a description of the event.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<p><u>Jamaica Tag-Along</u></p>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Predict what the character will do next based on the character's motivations and</p>	<p><u>Mini Lesson:</u> LA.U20.RML 4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>

		<p>traits.</p> <p>-Read and define a given vocabulary word from the text.</p> <p>-Follow the events in the plot (Ossie excludes Jamaica, Jamaica excludes Berto, all three play together).</p> <p>-Interpret the lesson the author is teaching- treat others as you would like to be treated.</p>	<p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students draw and label a picture of either Jamaica and Ossie or Jamaica and Berto playing together. It can be a scene from the book or they can imagine a future scene in which the two characters are playing. Add a small description of how and what the characters are playing.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<u>Wilfrid Gordon McDonald Partridge</u>	1 mini lesson IRA: 1 mini lesson	-Express opinions about characters based on their traits and motivations using evidence from the text. -Analyze the characters, Wilfrid and Miss Nancy, and report important details about them after reading. -Infer the messages of caring for friends and memories being activated by special objects.	<u>Mini Lesson:</u> LA.U20.RML 5 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students will write a few words or sentences, draw a picture, or show what a memory is in some other way.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading -Graphic Organizers -Exit Tickets
<u>Mice and Beans</u>	2 mini lessons IRA: 1 mini lesson	-Explain the structure of a story with a problem that is solved. -Make a list of favorite books in a reader's notebook. -Evaluate the parts of the story that are an animal fantasy and could not happen in	<u>Mini Lesson:</u> LA.U18.RML 2 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Mini Lesson:</u> WAR.U2.RML 1 - <i>Mini Lesson</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes

		<p>real life.</p> <p>-Relate the story to their own lives by discussing how their families celebrate special days.</p>	<ul style="list-style-type: none"> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write a few sentences that tell what it would be like if those mice lived in their home and how the mice or the children would show kindness. Illustrate their writing.</p>	<p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <ul style="list-style-type: none"> - Graphic Organizers - Exit Tickets
<p><u>Now One Foot, Now the Other</u></p>	<p>2 mini lessons</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Predict how a story will end.</p> <p>-Make a list of favorite authors in a reader's notebook.</p> <p>-Recall important details about Bob and Bobby after the story is read.</p> <p>-Relate the story to their own lives and family relationships.</p>	<p><u>Mini Lesson:</u> LA.U18.RML 3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> WAR.U2.RML 2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and</i> 	<p>shared writing activities</p> <p>-Reading conference notes from guided reading</p> <ul style="list-style-type: none"> - Graphic Organizers - Exit Tickets

			<p><i>Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will choose a person in their life they are close to. They will draw 3 pictures of that person and what they like to do together.</p> <p>Students will write a sentence or two to describe the each picture.</p>	
<u>Pet Show!</u>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Tell who, where, and what happened in a story with a problem and solution.</p> <p>-Infer Archie's traits from story events (e.g., entering a germ in the pet show, letting the woman keep the ribbon).</p> <p>-Infer the message that being kind is more important than winning a prize.</p>	<p><u>Mini Lesson:</u> LA.U18.RML 4</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference</p>

			<p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will write additional prizes for the pet show.</p>	<p>notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Ticket</p>
Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/Assessments	
<i>A Pig Tale</i>	<p>- Use features of print to track words.</p> <p>- Use visual features of words to self-monitor and self-correct.</p> <p>- Adjust the voice to recognize dialogue and aspect of the text.</p> <p>- Recognize and use known parts to solve words.</p> <p>- Infer the writer's purpose and message.</p>	<p>Utilize the SR folder to complete the following steps:</p> <p>- Introduce the text</p> <p>- First reading - read to the children</p> <p>- Second reading- read with the children</p> <p>- Discuss the text</p> <p>- Revisit the text</p> <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>- Observation through discussion/anecdotal notes</p> <p>- Response to Reading independent and shared writing</p>	

<p><i>Antonio and the Firefly</i></p>	<ul style="list-style-type: none"> - Search for and understand information presented with simple dialogue. - Recognize and reflect punctuation with the voice. - Acquire new vocabulary from listening and use in discussion. - Recognize and use plurals that add -s. - Make predictions as to what will happen next. - Infer the main character's intentions and feelings and use these inferences in a shared writing. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read to the children - Second reading- read with the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<ul style="list-style-type: none"> - Observation through discussion/anecdotal notes - Response to Reading independent and shared writing
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<p><i>Silly and Fun: Poems to Make You Smile</i></p>	<ul style="list-style-type: none"> - Use features of print to track words when reading texts. - Use line breaks to guide phrasing when reading poetry. - Hear, say, connect and generate rhyming words. Recognize, point to, and say the same beginning consonant sound and its letter. - Follow and understand the ideas in simple poems and rhymes. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<ul style="list-style-type: none"> - Observation through discussion/anecdotal notes - Response to Reading independent and shared writing
<p><i>Dance and Twirl</i></p>	<ul style="list-style-type: none"> - Recognize words that show action. - Use line breaks to guide phrasing. - Hear and generate rhyming words. - Identify long vowel sounds in words and the letters that represent 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive</p>	<ul style="list-style-type: none"> - Observation through discussion/anecdotal notes - Response to Reading independent and shared writing

	<p>them.</p> <ul style="list-style-type: none"> - Notice how rhyme, rhythm and humor make a text fun to read. 	<p>writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	
<p><i>Tap, Tap, Tappity-Tap!</i></p>	<ul style="list-style-type: none"> - Recognize many regular words and high-frequency words. - Remember and use repeating phrases with intonation. - Notice and use words that represent sound. - Hear, say, and clap the syllable in a word. - Tell and help write the major events in the story. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<ul style="list-style-type: none"> - Observation through discussion/anecdotal notes - Response to Reading independent and shared writing

<i>Clippity Clap!</i>	<ul style="list-style-type: none"> - Search for and use visual information. - Use language patterns to search for and use information. - Stress words in a way that shows attention to meaning. - Read and understand words that stand for sounds. - Recognize high-frequency words quickly and easily. - Understand and explain how a story is like real life. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<ul style="list-style-type: none"> - Observation through discussion/anecdotal notes - Response to Reading independent and shared writing
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SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.

ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
ELA.SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELA.SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary such as school, bus, friend, family, teacher, oral sentence frames to help children respond etc.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart.

Gifted Students- Make a two-column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: My Reading Academy, Pebble Go, Epic, Storyline Online, Starfall

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Unit 4: Exploring and Asking Questions with Nonfiction and Humorous Stories

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period: **2nd Trimester**
Length: **6 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to recognize the authors' meaning behind each text. Authors write with specific characteristics when depicting characters, situations, and settings that you can notice all of the time in humorous stories. They will become engaged through thought-provoking questions about the animal world. The students will learn how to find out more about a specific topic by asking questions. Students will practice identifying characteristics between given text and making connections to what they already know about the topics as they learn more.

Enduring Understandings

- You can use what you know about a topic when trying to answer a question.
- Think and talk about the meaning of a text before focusing on the common characteristics.
- Authors make choices about the characters they create, and the things the characters say and do.
- Illustrators make choices about how to show characters and events.

Essential Questions

- • What characteristics do you know throughout each text?
- • How do writers of nonfiction books make information fun and interesting to read about?
- • What makes books funny?

Mini Lessons

These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading and Mini Lessons)

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Trimester 2 Benchmark, Running Records, Reading Records, Informational / Narrative Retell Assessments, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide) Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons Guided Reading book sets (Scholastic, F&P)

FPC IRA Text Set including:

-Exploring Nonfiction

-Nonfiction: Questions and Answers

-Humorous Stories

FPC Shared Reading:

- Chicken Licken

- Home Sweet Home

- Zap, Zip, Zip

- Emily: The Cat Who Thought She Was a Dog

- Woof! Woof!

- Not Now!

- Boomer's Check-up

- Captain Brock, Firefighter

- Rain, Sun, Wind, Snow: Poems About the Seasons

- Up, Up, and Away

- The Broken Ladder

- The Strawberry Hunt

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>Tools</u>	2 mini lessons IRA: 1 mini lesson	<p>-Read and define a given vocabulary word from the text.</p> <p>-Describe the routine for reading books from a browsing box during independent reading.</p> <p>- Use new vocabulary to discuss Tools (tools, work).</p> <p>-Relate Tools to their own lives, and think about what tools they use.</p>	<p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Mini Lesson:</u> MGT.U3.RML 5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write a list of tools they or their family use that are not in the book.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<u>Water: Up, Down, and All Around</u>	2 mini lessons	-Practice the routine for using poetry notebook.	<u>Mini Lesson:</u> MGT.U3.RML 6	-Use <i>Assess Learning</i> to identify behaviors that

	<p>IRA: 1 mini lesson</p>	<p>-Practice the routine for reading around the room with a pointer.</p> <p>-Infer the significance to their own lives of the importance of water.</p> <p>-Distinguish that Water: Up, Down, and All Around is nonfiction, because it provides true information.</p>	<ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> MGT.U3.RML 7</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students draw something they learned about the water cycle from the book. They may use arrows, shapes, and labels to explain the water cycle.</p>	<p>demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p><u>What if You Had Animal Teeth!?</u></p>	<p>2 mini lessons</p> <p>IRA: 1</p> <p>mini lesson</p>	<p>-Apply the use of a pocket chart to rebuild and reread stories, songs, and poems.</p> <p>-Explain the icon and routine for partner reading.</p> <p>-Identify the books' message, e.g. good oral hygiene.</p> <p>-Infer the significance to their own lives of taking care of teeth.</p>	<p><u>Mini Lesson:</u> MGT.U3.RML 8</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> MGT.U3.RML 9</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students draw a picture of themselves with the teeth of one of the</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference</p> <p>notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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			animals in the book instead of their own teeth. Write one or two facts they learned about teeth from the book.	
<u>Surprising Sharks</u>	2 mini lessons IRA: 1 mini lesson	<p>-Use illustrations (meaning) to solve words while reading</p> <p>-Use visual information (first letter) and meaning to predict a word.</p> <p>-Infer Nicola Davies' attitude toward sharks.</p> <p>-Locate information in a variety of graphics, e.g., a drawing or photograph with a label or caption, diagrams.</p>	<p><u>Mini Lesson: SAS.U3.RML</u> 1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson: SAS.U3.RML</u> 2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p>	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>-Graphic Organizers</p> <p>-Exit Tickets</p>

			<p><i>Independent Response to Reading:</i> Students' draw a shark they learned about in the book and label their drawings. Write words of different sizes to label the shark and add other information they liked about their shark.</p>	
<p><u>What Do You Do When Something Wants to Eat You?</u></p>	<p>2 mini lessons</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Reread and search for and use information from meaning, syntax, and visual information.</p> <p>-Notice characteristics of nonfiction books.</p> <p>-Form opinions about the author, illustrator, and state the basis for the opinion.</p> <p>-Refer to important information and details, and use as evidence in discussion to support statements.</p>	<p><u>Mini Lesson:</u> SAS.U3.RML 3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U11.RML 1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> 	<p>Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <ul style="list-style-type: none"> - Graphic Organizers - Exit Tickets

			<p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will fold their paper in two. On the left side, draw an animal being threatened, and then on the right side, show the animal protecting itself. Write the words for the danger on their first drawing and the way the animal protects itself on the second side.</p>	
<p><u>Animals Black and White</u></p>	<p>-Reread and search for and use information from meaning, syntax, and visual information.</p> <p>-Notice characteristics of nonfiction books</p> <p>-Fo</p>	<p>-Construct information about the animals from both text and illustrations.</p> <p>-Use background knowledge of the content to be able to predict the answer to the question, “What am I?”</p>	<p><u>Mini Lesson:</u></p> <p>SAS.U3.RML 3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p>	<p>Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p>

			Shared/Interactive Writin	- Exit Tickets
			<i>Independent Response to Reading:</i> Students will choose one animal from the book. They will draw a picture of that animal and write facts about that animal.	
<u>Best Foot Forward: Exploring Feet, Flippers, and Claws</u>	2 mini lessons IRA: 1 mini lesson	-Discuss that the author probably feels a certain way about the topic of the book. -Learn how a reader's voice changes when reading aloud to make words written in bold letters sound important. -Refer to important information and details as evidence when talking about what the feet on each page have in common. -Explain new vocabulary from read- aloud content (e.g., extraordinary, webbed).	<u>Mini Lesson: LA.U11.RML</u> 4 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Mini Lesson: SAS.U3.RML</u> 4 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

			<p><i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students make signs with an animal name and one or two facts about the animal's feet.</p>	
<p><u>A Cool Summer Tail</u></p>	<p>2 mini lessons</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Think about prior knowledge of a topic before reading nonfiction</p> <p>-Think about newly acquired knowledge after reading nonfiction.</p> <p>-Tell important facts from the book after hearing it read aloud</p> <p>-Identify an author's choice interesting rhyming words.</p>	<p><u>Mini Lesson: LA.U11.RML</u> 5</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson: LA.U11.RML</u> 6</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading</p> <p>conference notes from guided reading</p> <p>- Graphic Organizers</p>

			<p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students choose an animal from the book and write how that animal stays cool. Illustrate their sentences showing the animal doing the cooling activity.</p>	<p>- Exit Tickets</p>
<p><u>What Do You Do with a Tail Like This?</u></p>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Discuss how to share information learned in nonfiction books in a reader's notebook.</p> <p>-Connect texts in the category of question and answer.</p> <p>-Express opinions about which animal is the most interesting and explain their reasoning.</p> <p>-List the names of authors and titles</p> <p>-Read and define a given vocabulary word from the text.</p>	<p><u>Mini Lesson: WAR.U4.RML</u></p> <p><i>I</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes</p>

			<p><i>Independent Response to Reading:</i> Students write at the top of their paper “What do you do with a hand like this?” and then write many different things they can do with their hands. Illustrate their writing.</p> <p><u>Mini Lesson:</u> WAR.U4.RML 2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p>	<p>from guided reading</p> <ul style="list-style-type: none"> - Graphic Organizers - Exit Tickets - Use Assess Learning to identify behaviors that demonstrate meeting of the goal. - Observation through discussion / anecdotal notes
<u>Imogene’s Antlers</u>	IRA: 1 mini lesson	-Infer Imogene’s and other characters’ intentions, feelings, and motivations from text and pictures.	<p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to</i></p>	<p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <ul style="list-style-type: none"> - Graphic Organizers - Exit Tickets

			<p><i>Reading:</i> Students create a single-page sequel to <i>Imogene's Antlers</i>. Draw a picture that shows something that might happen next in the story. Write a description of what is happening in the illustration.</p>	
<p><u>That's Good!</u> <u>That's Bad!</u></p>	<p>2 mini lessons</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Tell about the topic of a nonfiction book in a reader's notebook.</p> <p>-Identify and write about new information learned from a nonfiction book in a reader's notebook.</p> <p>-Identify the author's use of humor.</p> <p>-Recall important details about the jungle setting after the story is read.</p>	<p><u>Mini Lesson:</u> WAR.U4.RML 3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> WAR.U4.RML 4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p>

			<p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students draw a picture of the boy meeting another animal in the jungle and write a sentence describing what is happening</p>	
<p><u>The Old Man & His Door</u></p>	2 mini lessons	<p>-Tell interesting facts about the topic of a nonfiction book in a reader's notebook.</p> <p>-Discuss that a book talk is a short talk about a book to get others excited to read it.</p>	<p><u>Mini Lesson: WAR.U4.RML 5</u></p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson: LA.U3.RML 1</u></p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

Dooby Dooby Moo	2 mini lessons IRA: 1 mini lesson	<p>-Share and interesting or funny part of a book to excite other readers about the book.</p> <p>-Prepare for a book talk. Speak with a confident, clear, and enthusiastic voice and understand how to use the book and body language during a book talk.</p> <p>-Make connections with other funny stories.</p> <p>-Relate story to one's own life by discussing and performing their own special talents.</p>	<p><u>Mini Lesson: LA.U3.RML 2</u></p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Mini Lesson: LA.U3.RML 3/4</u></p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i></p> <p>Students write some sentences at the bottom of a sheet of paper telling about a scene from the story where Farmer Brown is doing</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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			something funny or is worried. Create an illustration for their writing.	
<u>Animals</u> <u>Should</u> <u>Definitely</u> <u>Not Wear</u> <u>Clothing.</u>	1 mini lesson	-Express an opinion and provide an explanation to support it.	<u>Mini Lesson:</u> WAR.U5.RML 1 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.
	IRA: 1 mini lesson	-Summarize the reasons given in the story for why certain animals should not wear clothing. -Use background knowledge about animals to explain why they should not wear clothing.	<u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students write their opinion about whether animals should wear clothing or not, Draw a picture that supports their opinion by showing a way in which it does or does not makes sense for an animal to wear clothing.	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
<i>Chicken Licken</i>	<p>Understand the concept of a sentence.</p> <ul style="list-style-type: none"> - Use language syntax and repeating language patterns. - Use line brakes to guide phrasing. - Notice when a book has repeating episodes or language patterns. - Notice syllables and clap them. - Use story events to predict what will happen next. 	<p>-Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>Home Sweet Home</i>	<ul style="list-style-type: none"> - Demonstrate full control of early reading behaviors. - Search for and understand information presented in a variety of ways. - Use phrasing, pausing, and word stress with intonation. - Read, understand and use contractions. - Recognize and use words that begin with th - [there's, they] - Express opinions about characters and their actions. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

<p><i>Zap, Zip, Zip</i></p>	<ul style="list-style-type: none"> - Use features of print to track words when reading texts. - Notice and use punctuations. - Use phrasing when reading in unison. - Understand a few simple adjectives and verbs. - Recognize and use common compound words. - Recall interesting facts about hummingbirds from the text and write about them. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing
<p><i>Emily: The Cat Who Thought She Was a Dog</i></p>	<ul style="list-style-type: none"> - Demonstrate full control of early reading behaviors - Make connections between the body of the text and illustrations. - Recognize and reflect variations in print with the voice. (speech bubbles, bold type) - Use contextual information to understand the meaning of new words. - Locate a word in a text and read individually and with others by predicting the first letter. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing

	- Infer the feelings of characters in stories.		
<i>Woof! Woof!</i>	<ul style="list-style-type: none"> - Demonstrate full control of early reading behaviors. - Use memory of repeating language patterns to monitor accuracy. - Remember and use repeating phrases with intonation. - Understand words that represent sound. - With teacher support, read with word-by-word matching of one and two syllable words. - Tell the major events of a story. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing
<i>Not Now!</i>	<ul style="list-style-type: none"> - Use eyes to track print. - Notice word endings that are in one's own oral vocabulary. - With group support, read orally with integration of all aspects of fluency. - Notice repeating language patterns. - Locate and read words with specific features: - ing -Infer the writer's purpose and message. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing
<i>Boomer's</i>	- Read left to right,	Utilize the SR folder to complete the	-Observation

<i>Check-up</i>	<p>with return sweep.</p> <ul style="list-style-type: none"> - Use repeating language patterns to search for and use information. - Remember and use repeating phrases and intonation. - Use syntax and repeating pattern to anticipate the text. - Recognize some simple plurals (eyes, ears) and simple contractions (don't). - Make connections between the ideas in the text and one's own life experiences. 	<p>following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<p>through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>Captain Brock, Firefighter</i>	<ul style="list-style-type: none"> - Search for information in sentences with clauses and phrase. - Understand the meaning of new words related to content. - Use letter blends and digraphs. - Recognize high frequency words. - Infer the writer's purpose and message. - Summarize important details from a text by writing a list using new vocabulary. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>Rain, Sun, Wind, Snow:</i>	<ul style="list-style-type: none"> - Use known high-frequency words to 	<p>Utilize the SR folder to complete the</p>	<p>-Observation through</p>

<p><i>Poems About the Seasons</i></p>	<p>read fluently.</p> <ul style="list-style-type: none"> - Notice and enjoy the rhyming words of the poems. - Respond to the playful, descriptive language of the poems. Follow and understand ideas about the seasons. 	<p>following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<p>discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<p><i>Up, Up, and Away</i></p>	<ul style="list-style-type: none"> - Use features of print to track words. - Search for information in photos and in book and print features. - Recognize and reflect variations in print with the voice. - Understand the meaning of new words after reading and talking about them. [<i>burner, chase car</i>] - Identify new knowledge gained when reading. - Make connections between background knowledge and the content in the text and write about it. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

<p><i>The Broken Ladder</i></p>	<ul style="list-style-type: none"> - Follow the teacher's pointer with the eyes (left to right with return sweep to the next level). - Remember and use repeating phrases with intonation. - Notice and use words that add action or emotion to the text. - Recognize and use short vowel sounds in CVC words. - Provide evidence from the text or from personal experience to support written statements about a text. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing
<p><i>The Strawberry Hunt</i></p>	<ul style="list-style-type: none"> - Use features of print to search for and use visual information. - Adjust the voice to reflect the meaning. - Understand new words after reading and talking about them [<i>ripe, stream, patch, twigs, giggled</i>] - Notice word endings. - Discuss the story's setting and why it is important. - Talk about personal connections to the characters and events in <i>The Strawberry Hunt</i>. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing

ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
ELA.SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELA.SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary such as school, bus, friend, family, teacher, oral sentence frames to help children respond etc.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart.

Gifted Students- Make a two column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: My Reading Academy, Epic, Storyline Online, Starfall

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Unit 5: Journey's Near and Far with Diversity and Animals

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period: **2nd Trimester**
Length: **3 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will learn about the importance of diversity, journeys and animals. They will begin to compare animals through fiction and nonfiction texts. Students will be introduced to the idea that we're all humans despite our differences. They will retell stories by summarizing the important differences between characters, such as, how they look, dress, eat, or celebrate. Students will also examine the author's purpose through texts that explore different ways that you might explore and discover new places and experiences. They will differentiate between fact and opinion while reading about different journeys.

Enduring Understandings

- You can learn new things about yourself and the world when you travel to new places.
- You can help save animals by learning more about them.
- Even though people may seem different on the outside, they are often the same on the inside.
- Differences make the world a more special and interesting place.

Essential Questions

- • How does an author or illustrator give facts about specific animals through both fiction and nonfiction texts?
- • What can you learn by traveling to new places?
- • What can you learn from noticing and celebrating differences?

Mini Lessons

These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading, Shared Reading, and Mini Lessons)

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Reading Records, Informational / Narrative Retell Assessments, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide) Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons Guided Reading book sets (Scholastic, F&P)

FPC IRA Text Set including:

- *Nicola Davies: Exploring the Animal World*
- *Journeys Near and Far*
- *Celebrating Diversity*

FPC Shared Reading:

- *Lots of Snow*
- *Creep, Crawl, Fly: Poems About Bugs*
- *The Hungry Fly*
- *Crunch, The Caterpillar*
- *Not Ladybugs!*
- *Garden Helpers*

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>Just Ducks!</u>	2 mini lessons IRA: 1 mini lesson	<p>-Discuss an author's writing style and compare different author's writing styles.</p> <p>-Read and define a given vocabulary word from the text.</p> <p>-Ask questions to deepen understanding of <i>Just Ducks!</i></p> <p>-Show that some nonfiction books are like a story.</p>	<p><u>Mini Lesson:</u> LA.U2.RML 4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Independent Response to Reading: Students will draw a simple timeline. Add the main events of the girl's day, in time order.</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p>
<u>Bat Loves the Night</u>	1 mini lesson IRA: 1 mini lesson	<p>-Discuss an author's writing style and compare different author's writing styles.</p> <p>-Identify and discuss interesting</p>	<p><u>Mini Lesson:</u> LA.U2.RML 4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p>

		<p>information about bats.</p> <p>-Connect and compare texts by Nicola Davies.</p>	<p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write about some things they noticed about Nicola Davies writing in <i>Bat Loves the Night</i>.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<u>One Tiny Turtle</u>	<p>IRA:</p> <p>1 mini lesson</p>	<p>-Discuss an author's writing style and compare different author's writing.</p> <p>-Recall the important information in <i>One Tiny Turtle</i> after hearing it.</p> <p>-Tell what is a fact and what are opinions throughout the text.</p>	<p>Minilesson: LA.U2. RML4</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p>

			<i>Independent Response to Reading:</i> Students write facts they learned about sea turtles.	
<u>Big Blue Whale</u>	2 mini lessons IRA: 1 mini lesson	-Express an opinion about an author or illustrator and provide an explanation to support it. -Express an opinion about a character and provide an example to support it. -Explain that Nicola Davies is presenting facts about the single topic of blue whales.	<u>Mini Lesson:</u> WAR.U5.RML 2 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Mini Lesson:</u> WAR.U5.RML 3 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce and discuss the Text</i> <i>Independent Response to Reading:</i> Students write about the noticings in the Nicola Davies text set and create drawings to illustrate the noticings	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading
<u>Bailey Goes Camping</u>	2 mini lessons	-Discuss how to make an effective book	<u>Mini Lesson:</u> WAR.U5.RML 4	-Use <i>Assess Learning</i> to identify behaviors

	IRA: 1 mini lesson	<p>recommendation to others.</p> <p>-Read and define a given vocabulary word from the text.</p> <p>-Perceive when Bailey changes or learns a lesson.</p> <p>-Infer Bailey's feelings using the text and pictures.</p>	<p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students fold their paper in half. On one half students write about what Bailey's problem was and on the other have them write how it was solved. Draw a picture.</p>	<p>that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<u>Down the Road</u>	1 mini lesson IRA: 1 mini lesson	<p>-Compose a letter to share opinions about a book they love.</p> <p>-Predict what will happen next in <i>Down the Road</i>.</p> <p>-Retell the events of</p>	<p><u>Mini Lesson:</u> WAR.U5.RML 5</p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion</p>

		<p>what happened in <i>Down the Road</i> after hearing it read aloud.</p>	<p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students create a chart for <i>Bailey Goes Camping</i> and <i>Down the Road</i>. They will write a sentence or two about Bailey and Hetty's journey.</p>	<p>/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading</p> <p>conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<u>Isla</u>	1 mini lesson	<p>-Indicate how and when author's use rhyme.</p> <p>-Infer Rosalba and Abuela's intentions, feelings, and motivations using the text and pictures.</p>	<p><u>Mini Lesson:</u> LA.U22.RML</p> <p>1</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided</p>

			<p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students add <i>Isla</i> onto their Journeys chart and add a sentence or two about Rosalba and Abuela's journey.</p>	<p>reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<u>Dear Juno</u>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Discuss how authors create rhythm with their words.</p> <p>-Make connections across texts that are read aloud.</p> <p>-Discuss that a wide variety of fiction texts may be set in different places and that customs and people's behavior may reflect those settings.</p>	<p><u>Mini Lesson:</u> LA.U22.RML 2</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students add <i>Dear Juno</i> onto their Journeys chart and add a sentence or two about Juno's journey.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

<u>When This World Was New</u>	1 mini lesson IRA: 1 mini lesson	-Express how authors use onomatopoeic words. -Infer Danilito's and his parents' intentions, feelings, and motivations using the text and pictures. -Relate <i>When This World Was New</i> to one's own life.	Mini Lesson: LA.U22.RML 3 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students add <i>When This World Was New</i> onto their Journeys chart and add a sentence or two about Danilito's journey.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
<u>Two Eggs, Please</u>	2 mini lessons	-Discuss how authors play with made-up or nonsense words to make a text interesting or funny. -Read and define a given vocabulary word from the text.	Mini Lesson: LA.U22.RML 4 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing

			<u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i> <i>-Read the Text</i> <i>-Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students make a list of all the different types of eggs in the book.	activities
<u>Whoever You Are</u>	2 mini lessons IRA: 1 mini lesson	-Indicate how authors repeat words or phrases to make a text interesting or funny. -Discuss how authors use alliteration in a text -Infer the messages in the text set that people may live differently but are the same in many important ways. -Relate the story to their own lives.	Mini Lesson: LA.U22.RML 5 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> Mini Lesson: LA.U22.RML 6 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: <i>-Introduce the Text</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers

			<p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Independent Response to Reading: Students fold the paper in half and on one side write how people are alike and on the other side how people are different.</i></p>	
<u>To Be a Kid</u>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Discuss how to size and color of print can convey meaning.</p> <p>-Discuss everyday activities.</p> <p>-Examine the author's use of repeating patterns with the words, "To be a kid means..."</p> <p>-Describe how the placement of the words on a page can convey meaning.</p>	<p><u>Mini Lesson:</u> LA.U9.RML 1</p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students share an example from the book that shows how kids all over the world are like. Students draw a picture showing them and their friends doing the activity in the example they chose. Write a few words or sentences about the drawing.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes</p> <p>from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

<u>My Name is</u> <u>Yora</u>	IRA: 1 mini lesson	-Make connections among the texts that have the same theme, it is okay to be different. -Explain a simple plot with problem and solution.	Mini Lesson: LA.U9.RML.2 -Mini Lesson -Have a Try -Summarize and Apply - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students write a letter to a student/friend in Korea.	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
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<u>The Name Jar</u>	1 mini lesson	-Discuss how writers use punctuation in interesting ways to communicate meaning.	<u>Mini Lesson: LA.U9.RML 3</u> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the text:</i> <i>Shared/Interactive Writing</i> <i>Independent Response to Reading:</i> <i>Students will use a graphic organizer with two columns: Same and Different and write about ways the character is the same as her classmates and different.</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.
	IRA: 1 mini lesson	-Infer Joey's character traits from story events. -Show that the story in <i>The Name Jar</i> could happen in real life.		-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes -Graphic Organizers -Exit Tickets

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
<i>Lots of Snow</i>	- Search for information when	Utilize the SR folder to complete the following	-Observation through discussion/ anecdotal notes

	<p>processing simple sentences.</p> <ul style="list-style-type: none"> - Adjust the voice for dialogue. - Notice words that add action or emotion to a text: <i>cried, shouted.</i> - Recognize contractions: <i>can't, that's, it's, they're</i> - Use the events of the story to predict what will happen next. - Discuss a problem in a story and express opinions on how characters might solve the problem using interactive writing. 	<p>steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<p>-Response to Reading: independent and shared writing</p>
<p><i>Creep, Crawl, Fly: Poems About Bugs</i></p>	<ul style="list-style-type: none"> - Notice and enjoy the rhyming words and rhythm of the poems. - Follow and understand ideas about how bugs 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<p>move.</p> <p>- Respond to the language and humor of the poems.</p>	<p>-Discuss the text</p> <p>-Revisit the text</p> <p>Respond to the text-</p> <p>-Shared/ Interactive writing</p> <p>-Independent response to reading</p> <p>-Use the SR card for alternative activities</p>	
<i>The Hungry Fly</i>	<p>- Notice and use punctuation marks .</p> <p>- Use phrasing, pausing, word stress, and intonation to mimic the teacher.</p> <p>- Use memory of repeating patterns to monitor accuracy.</p> <p>- Listen for initial sounds and consonant clusters and connect them to letters and words.</p> <p>- Discuss the relationships between predators and prey.</p>	<p>Utilize the SR folder to complete the following steps:</p> <p>-Introduce the text</p> <p>-First reading - read to the children</p> <p>-Second reading - read <i>with</i> the children</p> <p>-Discuss the text</p> <p>-Revisit the text</p> <p>Respond to the text-</p> <p>-Shared/ Interactive writing</p> <p>-Independent response to reading</p> <p>-Use the SR card for alternative activities</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<ul style="list-style-type: none"> - Make connections between text and labeled photos. 		
<i>Scrunch, The Caterpillar</i>	<ul style="list-style-type: none"> - Connect letters and letter clusters in enlarged print texts to names. - Match word-by-word - Read dialogue in a way that reflects character attributes. - Understand the meaning of new words after reading and talking about them [<i>bragged</i>, <i>wrapped</i>] - Understand that the ending <i>-ed</i> can represent different sounds; /d/ <i>bragged</i>; /t/ <i>wrapped</i>. - Recognize some characteristics of the animal fantasy genre in the story. - Show understanding of when 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing

	characters change or learn a lesson in the story by drawing or writing.		
<i>Not Ladybugs!</i>	<ul style="list-style-type: none"> - Recognize high frequency words in context. - Use repeating language patterns to search for information. - Search for information when processing simple sentences during shared reading. - Take apart compound words to solve them. - Synthesize new content related to a familiar topic. - Infer the writer's purpose and message. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>Garden Helpers</i>	<ul style="list-style-type: none"> - Use eyes to track print with minimal support of a pointer. - Use 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<p>understanding of how the book works to self-monitor and self-protect.</p> <p>- Use memory of preparing patterns to monitor accuracy and self-correct.</p> <p>- Recognize and say consonant clusters.</p> <p>- Express opinions about a text.</p>	<p>children</p> <p>-Second reading - read <i>with</i> the children</p> <p>-Discuss the text</p> <p>-Revisit the text</p> <p>Respond to the text-</p> <p>-Shared/ Interactive writing</p> <p>-Independent response to reading</p> <p>-Use the SR card for alternative activities</p>	
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SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
SCI.1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
SCI.1.LS1.B	Growth and Development of Organisms
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
ELA.SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELA.SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary such as school, bus, friend, family, teacher, oral sentence frames to help children respond etc.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart.

Gifted Students- Make a two column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: My Reading Academy, PebbleGo, Epic, Storyline Online, Starfall

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to

individuals feeling accepted.

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 6: Folktales: Sharing Cultures and Exploring Different Versions

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period: **3rd Trimester**
Length: **3 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to understand the characteristics of folktales. They will learn that a folktale is an oral tradition passed down from generation. They will infer the lessons within each text and learn how to apply them to their own lives. Students will discuss the problem and solutions within a given text as well as, the author's purpose for each.

Enduring Understandings

- When retelling folktales, writers may change things about the characters and setting.
- When retelling folktales, the writer may change the characters and setting, but the message stays the same.
- You can learn lessons through reading folktales.

Essential Questions

- • What choices does a writer make when writing folktales?
- • How can you tell the same story with the same message in different ways?
- • What do you notice about how authors retell familiar folktales?

Mini Lessons

These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading, Shared Reading, and Mini Lessons)

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Reading Records, Informational / Narrative Retell Assessments, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

FPC IRA Text Set including:

- *Sharing Cultures: Folktales*
- *Folktales: Exploring Different Versions*

FPC Shared Reading:

- Animal Surprises
- Bigger and Bigger and Bigger
- The Cactus Hotel
- The Sweet Mango Tree
- Food Store in the Woods

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>Mrs. Chicken and the Hungry Crocodile</u>	2 mini lessons	-Explain that sometimes an author may write stories to entertain. -Read and define a given vocabulary	<u>Mini Lesson: LA.U7.RML</u> 1 - <i>Mini Lesson</i> - <i>Have a Try</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.

	IRA: 1 mini lesson	<p>word from the text.</p> <p>-Tell what happens to Mrs. Chicken after hearing the story read.</p> <p>-Make connections across folktales that are read aloud.</p>	<p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i></p> <p>Students create a timeline showing the sequence of the main events in the story on a chart.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<p><u>The Tale of Rabbit and Coyote</u></p>	<p>2 mini lessons</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Discuss how authors sometimes write to give the reader information.</p> <p>-Tell how sometimes an author writes to get readers to think or do something.</p> <p>-Identify the characters, Rabbit and Coyote, and report important details about them after having heard the story read.</p> <p>-Use evidence from the text to predict what Rabbit will do next (I think...because...).</p>	<p><u>Mini Lesson:</u> LA.U7.RML 2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> LA.U7.RML 3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will fill in a chart with details comparing and contrasting Coyote and Rabbit.</p>	
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<u>The Princess and the Pea</u>	1 minilesson IRA: 1 mini lesson	-Discuss that an author often conveys a message for the reader through a story. -Describe the characteristics of folktales and fairy tales. -Explain how the lessons in the story can be applied to their own lives.	Mini Lesson: LA.U6.RML 1 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students write a summary of the main events from the story.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
<u>Once a Mouse...</u>	1 mini lesson IRA: 1 mini lesson	-Infer simple messages in a work of nonfiction. -Infer the lesson in traditional literature (e.g., "Be grateful."). -Conclude when the mouse/tiger changes by becoming prideful.	Mini Lesson: LA.U6.RML 2 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to

			<p>complete the following steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i></p> <p><i>Students create a story map showing the ways the hermit changes the mouse during the story.</i></p>	<p>Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>-Graphic Organizers</p> <p>-Exit Tickets</p>
<u>The Gingerbread Man</u>	<p>2 mini lessons</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Indicate the same message across multiple works of fiction and nonfiction.</p> <p>-Read and define a given vocabulary word from the text.</p> <p>-Examine characteristics of folktales.</p> <p>-Predict what will happen next in the story (Will the old couple catch the gingerbread man? What will the fox do?)</p>	<p><u>Mini Lesson:</u> LA.U6.RML 3</p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p>	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p>

			<p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write a different ending to the story.</p>	<p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<u>The Gingerbread Boy</u>	2 mini lessons	<p>-Describe the characteristics of the folktale genre.</p> <p>-Create a working definition of the folktale genre.</p> <p>-Recall important details of the city setting after the story is read.</p> <p>-Explain why a story cannot happen in real life.</p>	<p><u>Mini Lesson:</u> LA.U16.RML 2</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will complete a Venn diagram filling in the ways that <i>The Gingerbread Boy</i> and <i>The Gingerbread Man</i> are the same and ways they are different.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

		<p>events of the story.</p> <p>-Show that the lesson (working together makes working fun) can be applied to their own lives.</p>	<p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will complete a chart about <i>Characters, Going to make...., what is the hen's problem?, and what lesson do the other animals learn?</i> and fill in the information for each book they have read: <i>The Little Red Hen</i> by Lucinda McQueen and <i>The Little Red Hen</i> by Heather Forest.</p>	<p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<p><u>Goldilocks and the Three Bears</u></p>	<p>2 mini lessons</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Infer the lesson of folktales.</p> <p>-Discuss that folktales characters often use cleverness or trickery to solve a problem.</p> <p>-Identify how Jan Brett shows what different characters are doing in different places at the same time in her pictures.</p> <p>-Retell what happens</p>	<p><u>Mini Lesson:</u> LA.U16.RML 5</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Mini Lesson:</u> LA.U16.RML 6</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing</p>

		in the story after hearing it read.	<p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will complete a chart about <i>Characters, setting, food, other objects, what happens, and lesson?</i> and fill in the information from Goldilocks and the Three Bears.</p>	<p>activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
The Three Snow Bears	<p>2 mini lessons</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Identify that the good characters are rewarded and the bad characters are not.</p> <p>-Identify the repeating words or phrases in folktales.</p> <p>-Recall important details of the setting after the story is read.</p> <p>-Make connections between Jan Brett's two versions of this folktale.</p>	<p><u>Mini Lesson:</u> LA.U16.RML 8</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p>	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will complete a chart about <i>Characters, setting, food, other objects, what happens, and lesson?</i> and fill in the information for each book they have read: <i>Goldilocks and the Three Bears</i> and <i>The Three Snow Bears</i>.</p>	<p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
<i>Animal Surprises</i>	<ul style="list-style-type: none"> - Use features of print to search for and use visual information with teacher support. - Use known words to self-monitor and self-correct. - Use layout and design of text to support phrasing. - Use syntax and repeated patterns to anticipate text. - Recognize and read long vowel sounds 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<p>with silent e.</p> <ul style="list-style-type: none"> - Remember information and details from a text to produce a written list. 		
<p><i>Bigger And Bigger And Bigger</i></p>	<ul style="list-style-type: none"> - Use left-to-right directionality, word-by-word matching and return sweep. - Use phrasing, pausing, and word stress intonation. - Notice word endings that are in one's own oral vocabulary: <i>bigger, warmer</i> - Become aware that in a nonfiction text, information may be provided in different formats and places. - Draw and label a picture based on reading. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing
<p><i>The Cactus</i></p>	<ul style="list-style-type: none"> -Demonstrate 	<p>Utilize the SR folder to</p>	<ul style="list-style-type: none"> -Observation through discussion/

<i>Hotel</i>	<p>full control of early reading behaviors.</p> <ul style="list-style-type: none"> - Reread to search for information from language structure or meaning from multiple sources. - Stress key words: e.g., names of animals, verbs, sound words. - Read and understand words that represent sounds. - Recognize and use the ending -s when making verb and subject agree so it sounds right. - Remember information from a text to produce lists of events. 	<p>complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	<p>anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>The Sweet Mango Tree</i>	<ul style="list-style-type: none"> - Follow the teacher's pointer with the eyes [left to right with return sweep] to read texts of two to eight lines. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<ul style="list-style-type: none"> - Use features of print and details in pictures to search for and use information. - Use phrasing and stress when reading in unison. - Notice and use words that add action to a text. - Recognize beginning consonant sounds and clusters and the letters and represent them. - Infer an important idea from reading a nonfiction text - Create lists of animals and their sounds. 	<ul style="list-style-type: none"> -Discuss the text -Revisit the text <p>Respond to the text-</p> <ul style="list-style-type: none"> -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities 	
<i>Food Store In The Woods</i>	<ul style="list-style-type: none"> - Read without pointer. - Notice and use punctuation marks. - When reading in 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children 	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing

	<p>chorus and individually, remember and use repeating phrases with intonation,</p> <p>- Understand the meaning of new words after reading and talking about them [creep, scamper]</p> <p>- Locate a word in a text by predicting the first letter,</p> <p>- Infer an important idea from reading a narrative nonfiction text.</p> <p>- Talk about what is interesting in an illustration.</p>	<p>-Discuss the text</p> <p>-Revisit the text</p> <p>Respond to the text-</p> <p>-Shared/ Interactive writing</p> <p>-Independent response to reading</p> <p>-Use the SR card for alternative activities</p>	
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ELA.L.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

SCI.1.LS1.B

Growth and Development of Organisms

Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.

ELA.RL.CR.1.1

Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

ELA.RI.CR.1.1

Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

ELA.RL.CI.1.2

Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

ELA.RI.CI.1.2

Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

ELA.RL.IT.1.3

Describe characters, settings, and major event(s) in a story, using key details.

ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
SOC.6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
ELA.SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELA.SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary such as school, bus, friend, family, teacher, oral sentence frames to help children respond etc.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart.

Gifted Students- Make a two-column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: My Reading Academy, PebbleGo, Epic, Storyline Online, Starfall

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Unit 7: Exploring Everyday Life and Poetic Language

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period: **3rd Trimester**
Length: **2 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to understand the characteristics of Bob Grahams writing that captures everyday moments of childhood. They will learn how his stories are illustrated usually with pen, chalk, and watercolors, and incorporate a comic strip format. They will identify author's point of view through poetry while comparing and contrasting two texts.

Enduring Understandings

- Authors use specific language to make stories interesting.
- Poetry packs great feeling and intensity into a few words.
- Think and talk about the meaning of a text before focusing on the common characteristics.

Essential Questions

- • Writers use words to make you see, hear, feel, smell, or touch what something is like.
- • Writers use words to show feelings.
- • What do you notice about the author's character and their curiosity about the world?

Mini Lessons

These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading, Shared Reading, and Mini Lessons)

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), Reading Records, Informational / Narrative Retell Assessments, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

FPC IRA Text Set including:

- *Bob Graham: Exploring Everyday Life*
- *Poetic Language*

FPC Shared Reading:

- *How Animals Eat*
- *Bone Riddles*
- *Zoom In and Out*
- *Inventions and Nature*
- *Jumping into the Leaves*

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>The Silver Button</u>	2 mini lessons IRA: 1 mini lesson	<p>-Discuss that an illustrator usually illustrates several books, and there are often recognizable characteristics across the books.</p> <p>-Read and define a given vocabulary word from the text.</p> <p>-Infer characters' feelings using text and pictures after the story is read.</p> <p>-Explain and describe people and events in <i>The Silver Button</i>.</p>	<p><u>Mini Lesson:</u> LA.U2.RML 2</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i></p> <p>Students write about the noticings in Bob Grahams stories.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <ul style="list-style-type: none"> - Graphic Organizers - Exit Tickets

<u>How to Heal a Broken Wing</u>	1 mini lesson	-Discuss that an illustrator usually illustrates several books, and there are often recognizable characteristics across the books.	<u>Mini Lesson:</u> LA.U2.RML 2 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.
	IRA: 1 mini lesson	-Relate the story to their own lives by discussing how they can take care of others. -Recall important details about the city and home settings.	<u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students will draw a picture in the style of Bob Graham, using bright colors for the most important part of the picture.	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

<p><u>April and Esme:</u> <u>Tooth Fairies</u></p>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Identify the setting of the story and infer why it is important.</p> <p>-Compare and Contrast this book to other Bob Graham titles.</p> <p>-Relate the story about losing a first tooth to their own lives.</p>	<p><u>Mini Lesson:</u> LA.U17.RML 2</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students create a bar graph to show how many teeth each child in the class has lost.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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Puddles	2 mini lessons	-Discuss the purpose of the dedication in a book.	<u>Mini Lesson:</u> LA.U10.RML 1	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.
	IRA: 1 mini lesson	-Read and define a given vocabulary word from the text.	- <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i>	-Observation through discussion / anecdotal notes
		-Infer the children's intentions, feelings, and motivations using the text and illustrations.	<u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.	-Respond to Reading independent and shared writing activities
		-Retell the beginning, middle and end of the text.	<u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students think of things that happened during and after the rain in the story. They will draw something the two children might do while it is raining or after a rainstorm. Then, write one sound word three times to label the drawing	-Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

		<p>-Make connections from <i>All the Colors of the Earth</i> to their own lives.</p>	<p>IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write ways hair might be like something in nature. Then, add drawings to each.</p>	<p>independent and shared writing activities</p> <p>-Reading</p> <p>conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
Subway Ride	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Discuss the purpose of a page that gives information about the author.</p> <p>-Infer the author's attitude toward the topic.</p> <p>-Identify the point of view of the text.</p>	<p><u>Mini Lesson:</u> LA.U10.RML 4</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> -<i>Respond to the Text-</i> 	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading</p> <p>conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

			Shared/Interactive Writing	
			<i>Independent Response to Reading:</i> Students imagine a subway ride that they would like to take. They will draw their subway ride and write a few words to tell about the ride.	
<u>Caribbean Dream</u>	1 mini lesson IRA: 1 mini lesson	-Describe new information from the illustrations in fiction texts. -Summarize the Caribbean island setting and infer why it is important in <i>Caribbean Dream</i> . -Recall the beginning, middle, and end of <i>Caribbean Dream</i> .	<u>Mini Lesson:</u> LA.U23.RML 1 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students create a bar graph to show how many teeth each child in the class has lost.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
<i>How Animals Eat</i>	<ul style="list-style-type: none"> - Follow the pointer with their eyes during shared reading of the book. - Recognize more than one repeating language pattern in a text and use to search for information. - Recognize some simple plurals [<i>hands, worms</i>] and contractions [<i>won't, don't</i>] - Tell important information about a text for shared writing. - Talk about the photographs. 	<ul style="list-style-type: none"> - Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>Bone Riddles</i>	<ul style="list-style-type: none"> - Use recognition of high-frequency words to self-monitor and self-correct. - Recognize and use ending punctuation: question mark. - Notice and use strong verbs that add action. - Hear, say, clap and identify syllables in words with three or more syllables. [<i>skeleton, animal, different, openings</i>] 	<ul style="list-style-type: none"> - Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

		<p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	
<i>Zoom In and Out</i>	<ul style="list-style-type: none"> - Demonstrate full control of early reading behaviors. - Search for and use information in the text as well as in pictures, labels, sidebars and captions. - Read some words quickly and automatically. - Use memory of repeating language patterns to monitor accuracy. - Connect words that have similar features. - Make connections between the body of the text and features of illustrations. 	<ul style="list-style-type: none"> - Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>Inventions and Nature</i>	<ul style="list-style-type: none"> - With teacher support, read without a pointer. - Use organizational tools to search for information [<i>headings, questions, captions, bold words</i>] - Stress key content words. - Use syntax and repeating patterns to anticipate text. 	<ul style="list-style-type: none"> - Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<ul style="list-style-type: none"> - Break words into syllables to decode manageable units. - Make predictions based on information in pictures. 	Respond to the text - Shared/Interactive writing Independent response to reading Use SR card for alternative activities	
<i>Jumping Into the Leaves</i>	<ul style="list-style-type: none"> - Notice features of words: letters, beginnings, endings, uppercase and lowercase. - Notice and use period, comma, question mark, exclamation mark. - Adjust the voice to recognize dialogue. - Recognize and use language patterns. - Recognize and use long vowel sounds in words with silent e [<i>pile, rake, late, time</i>] 	<ul style="list-style-type: none"> - Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text Respond to the text - Shared/Interactive writing Independent response to reading Use SR card for alternative activities	-Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing

SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SCI.1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
SCI.1.LS1.A	Structure and Function
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
ELA.SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELA.SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary such as school, bus, friend, family, teacher, oral sentence frames to help children respond etc.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart.

Gifted Students- Make a two-column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important.

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: My Reading Academy, PebbleGo, Epic, Storyline Online, Starfall

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 8: Understanding the Natural World and Using Your Imagination

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period: **3rd Trimester**
Length: **4 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to learn about gardening and how plants grow, as well as, understanding that their imagination can transport them to new places. They will realize that when faced with challenges and difficult situations, you should stand up for themselves. Students will evaluate text features in non-fiction texts and compare and contrast different nonfiction texts. They will make text to world connections throughout the unit.

Enduring Understandings

- Learning about plants helps you understand and appreciate the natural world.
- You can use your imagination to help you solve problems or have fun.
- Good things happen when you believe in yourself.

Essential Questions

- • Why are plants important?
- • Why is it important to use your imagination?
- • Why is it important to stand up for yourself?

Mini Lessons

These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Guided Reading, Shared Reading, and Mini Lessons)

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), BAS, Universal Screener, Running Records, Reading Records, Informational / Narrative Retell Assessments, and Oral Language Assessment.

Resources

Fountas & Pinnell Literacy Continuum Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons Guided Reading book sets (Scholastic, F&P)

FPC IRA Text Set including:

- *Understanding the Natural World: Planting and Growing*
- *Using Your Imagination*
- *Standing Up for Yourself*

FPC Shared Reading:

- *The Frog Who Couldn't Jump*
- *The Creepy House: A Tale from Europe*
- *The Gingerbread Girl: A European Folktale*
- *Three Billy Goats Gruff*
- *The Right Spot*
- *Snail's Big Adventure*
- *Oh, Good!*
- *The Farmer and the Crow*
- *The Big, Green, Scary Monster*
- *Old to New*

Unit Plan

[illegible]

<u>This Year's Garden</u>	1 mini lesson IRA: 1 mini lesson	-Explain how the tone of a book is created by the illustrator's choice of colors. -Make connections with other books about gardening. -Identify the organization of the story by seasons. -Predict what will happen to the plants next in the story. -Recall important details about the garden setting after the story is read.	<u>Mini Lesson: LA.U23.RML</u> 3 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students will write their own words to match the illustrations on pages 9-10.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
<u>Jack's Garden</u>	1 mini lesson IRA: 1 mini lesson	-Discuss how the feelings in a book change when the illustrator shifts the colors.	<u>Mini Lesson: LA.U23.RML</u> 4 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion /

			<u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students will create and complete a three list chart: “Things Jack uses to grow a garden”, “Plants in Jack’s garden”, and “Animals in Jack’s garden”	anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers -Exit Tickets
<u>Plant Packages:</u> <u>A Book About Seeds</u>	1 mini lesson IRA: 1 mini lesson	-Describe how the illustrator shows the passage of time through illustrations. -Tell the important information about plants and seeds in the text after hearing the text read. -Relate text to their own lives and experiences with seeds and gardening.	Mini Lesson: LA.U23.RML 5 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Reading

			<p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i></p> <p>Students write the information they learned about seeds and then write what they want to know about seeds.</p> <p>Students write the information they learned about seeds and then write what they want to know about seeds.</p>	<p>conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>-Exit Tickets</p>
<p><u>From Seed to Plant</u></p>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Indicate the author's choice of interesting words.</p> <p>-Identify text feature in <i>From Seed to Plant</i>.</p> <p>-Compare and contrast <i>From Seed to Plant</i> to other books about plants.</p>	<p><u>Mini Lesson:</u> LA.U8.RML 1</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading</p> <p>conference notes</p>

			<p><i>Reading:</i> Students write the information they learned about seeds and then write what they want to know about seeds.</p>	<p>from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<p><u>Emma Kate</u></p>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Read and define a given vocabulary word from the text.</p> <p>-Relate the story to their own lives, such as things they do with friends.</p> <p>-Retell the important events of <i>Emma Kate</i> using the illustrations after the story is read.</p>	<p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u> Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i> Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will write their favorite thing to do with friends and draw a picture to match</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion/ anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

<u>Can I Bring Woolly to the Library, Ms. Reeder?</u>	1 mini lesson IRA: 1 mini lesson	-Discuss the meaning of literary language authors use to make comparisons. -Predict what will happen next at the end of the story. -Connect texts in the category of imagination.	<u>Mini Lesson: LA.U8.RML 2</u> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students will pick their favorite scene from the story or come up with their own idea about what would happen if Woolly went into the library. Then, draw a picture of this part of the story and write about it.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
<u>Tiger in My Soup</u>	2 mini lessons IRA: 1 mini lesson	-Infer the meaning of literary language. -Identify the way an author organizes information using questions and answers in a nonfiction text.	<u>Mini Lesson: LA.U8.RML 3</u> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Mini Lesson: LA.U12.RML 1</u>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes

		<p>-Make a text to world connection.</p> <p>-Retell the beginning, middle, and end of the story.</p>	<ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will refer back to pages 25-26 and reread the first line in the boy's book about tigers. They will write the first line in the book and then continue the story. Draw a picture to match the story.</p>	<p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <ul style="list-style-type: none"> - Graphic Organizers - Exit Tickets
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<p><u>The Gruffalo</u></p>	2 mini lessons	-Identify the way an author organizes information in the order it happens in a nonfiction book.	<p><u>Mini Lesson: LA.U12.RML2</u></p> <p>-<i>Mini Lesson</i></p> <p>-<i>Have a Try</i></p> <p>-<i>Summarize and Apply</i></p>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.
	<p>IRA:</p> <p>1 mini lesson</p>	<p>-Describe the way an author groups information that goes together in a nonfiction text.</p> <p>-Predict what will happen next in the story.</p> <p>-Make connections across the imagination texts that are read aloud.</p>	<p><u>Mini Lesson: LA.U12.RML3</u></p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will write about what they like or find funny in the story and draw a picture to match.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

<u>Bootsie Barker Bites</u>	2 mini lessons IRA: 2 mini lesson	-Discuss that authors sometimes organize information as a sequence of steps or directions. -Read and define a given vocabulary word from the text. -Identify when a character changes or learns a lesson. -Infer the messages in Bootsie Barker Bites.	<u>Mini Lesson: LA.U12.RML 4</u> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds. <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> - <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students write rules for guests so that they would not act like Bootsie Barker.	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers -Exit Tickets
<u>Daisy Comes Homes</u>	2 mini lessons IRA:	-Describe how nonfiction authors tell information in the form of a story. -Learn to look for information in illustrations,	<u>Mini Lesson: LA.U12.RML 5</u> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.

	1 mini lesson	<p>especially those with labels.</p> <p>-Recall the beginning, middle and end of the story.</p> <p>-Infer the messages in <i>Daisy Comes Home</i></p>	<p>- <i>Share</i></p> <p><u>Mini Lesson: LA.U13.RML</u> 1</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write down what they learned from how Daisy changed in the story.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<u>Stand Tall, Molly Lou Melon</u>	2 mini lessons	<p>-Discuss the purpose of a map and how to read the information on the map.</p>	<p><u>Mini Lesson: LA.U13.RML</u> 2</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Mini Lesson: LA.U13.RML</u></p>	<p>-Use Assess <i>Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p>
	IRA: 1 mini lesson	<p>-Discuss a diagram's purpose and how to read it to get information.</p> <p>-Recall important details about the</p>		

		<p>settings after the story is read.</p> <p>-Infer a character's traits from the story events.</p>	<p>3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <ul style="list-style-type: none"> -<i>Introduce the Text</i> -<i>Read the Text</i> -<i>Discuss the Text</i> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write what Molly Lou does on her first five days at the new school.</p>	<p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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<u>King of the Playground</u>	2 mini lessons	-Explain the purpose of headings as an organizational tool.	<u>Mini Lesson: LA.U14.RML</u> 1 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> 	-Use <i>Assess Learning</i>
	IRA: 1 mini lesson	-Explain the purpose of the table of contents as an organizational tool. -Identify when a character changes or learns a lesson. -Tell the important events of the story using the pictures after hearing the text read several times.	<u>Mini Lesson: LA.U14.RML</u> 2 <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students write the questions Kevin's father asks, and then write Kevin's answers with input from the children.	to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets

<p><u>Amazing Grace</u></p>	<p>2 mini lessons</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Distinguish when nonfiction authors include extra information to help the reader understand the topic.</p> <p>-Tell when a story could not happen in real life.</p> <p>-Make a text to world connection.</p> <p>-Retell beginning, middle, and end of story.</p>	<p><u>Mini Lesson: LA.U14.RML</u></p> <p>3</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Mini Lesson: LA.U15.RML</u></p> <p>1</p> <ul style="list-style-type: none"> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i></p> <p>On a folded piece of paper, students will draw and write about a character Grace likes to play. On the other side, draw and write on this side about a character they like to play.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
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Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
<i>The Frog Who Couldn't Jump</i>	<ul style="list-style-type: none"> - Show evidence of close attention to visual features of words. - When reading, adjust the voice to reflect aspects of the text. - Understand the meanings of past tense verbs with ending - ed. - Connect words that have similar features; remove the inflectional ending from a base word. - Summarize the problem in a simple story and talk about the solution. - Use evidence from the text to support statements about the text. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text</p> <ul style="list-style-type: none"> - <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>The Creepy House: A Tale From Europe</i>	<ul style="list-style-type: none"> - Demonstrate full control of early reading behaviors. - Use repeating language patterns to search for and use information. - Mimic teacher's expression when reading. - Understand the meaning of words that represent sound: e.g., <i>creaked, ticket, honked</i> - Hear and say initial 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<p>phonemes/consonant clusters</p> <ul style="list-style-type: none"> - Identify the setting for the story and infer why it is important. - Remember details from the story to produce a list through interactive writing. 	<p>Respond to the text</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	
<i>The Gingerbread Girl: A European Folktale</i>	<ul style="list-style-type: none"> - Demonstrate full control of early reading behaviors. - Use memory of repeating language patterns to monitor accuracy. - Reflect punctuation with voice. - Notice that words add action or emotion to text. - Recognize and use words with a double consonant. - Infer a lesson from reading a simple version of a traditional tale. - Infer the feelings or motivation of characters. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text</p> <p>-</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>Three Billy Goats Gruff</i>	<ul style="list-style-type: none"> - begin using features of print in enlarged texts to search for and use visual information. - Use chronological order of a simple story to search for and use information. - During shared reading, 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<p>remember to use repeated phrases with intonation.</p> <p>- Notice and use words that add action or emotion to a text. [<i>roared, bellowed, quivered, grumbled</i>]</p> <p>- Recognize and use simple contractions [<i>won't, I'll, who's, it's, I'm, he'll, don't, it's</i>]</p> <p>- Identify the bridge and countryside as the setting for the story and infer why it is important.</p>	<p>children</p> <p>- Discuss the text</p> <p>- Revisit the text</p> <p>Respond to the text</p> <p>-</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	
<i>The Right Spot</i>	<p>- Recognize many regular words and high-frequency words quickly and easily.</p> <p>- Use two or more sources of information [meaning, language structure, visual information] to self-monitor and self-correct.</p> <p>- Recognize and reflect some simple punctuation with the voice when reading in chorus.</p> <p>- When reading in chorus, use syntax and repeating language to anticipate the text.</p> <p>- use sounds related to consonants and consonant clusters to solve words.</p> <p>- In a discussion, talk about characters, problems, and events in</p>	<p>Utilize the SR folder to complete the following steps:</p> <p>- Introduce the text</p> <p>- First reading - read <i>to</i> the children</p> <p>- Second reading- read <i>with</i> the children</p> <p>- Discuss the text</p> <p>- Revisit the text</p> <p>Respond to the text</p> <p>-</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<p>a story.</p> <ul style="list-style-type: none"> - Talk about personal connections made to content or events in a shared text. 		
<i>Snail's Big Adventure</i>	<ul style="list-style-type: none"> - Notice visual aspects of print, including punctuation - Use details in the pictures to search for and use information. - Use phrasing, pausing, word stress with intonation. - Notice a writer's choice of interesting objects to show Snail's perspective [forest = grass] - Recognize and use phonograms with a double vowel [<i>ee, oo</i>] - Infer the reasons for Snail's feelings in the story. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text</p> <ul style="list-style-type: none"> - <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>Oh, Good!</i>	<ul style="list-style-type: none"> - Gain new information from both pictures and print. - Search for and use information from pictures that match the print closely and support meaning. - Use phrasing, pausing, word stress with intonation when reading in chorus. - Remember and use 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<p>new language from reading an enlarged text in chorus.</p> <ul style="list-style-type: none"> - Connect words that have similar features: e.g., <i>hat/had; fell/full</i> - Compose innovations by adding another event. 	<ul style="list-style-type: none"> - Revisit the text <p>Respond to the text</p> <ul style="list-style-type: none"> - <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	
<i>The Farmer and the Cow</i>	<ul style="list-style-type: none"> - Demonstrate full control of early reading behaviors. - Notice and use exclamation marks. - Notice aspect of simple dialogue. - Understand the meaning of a few new words that are supported by the text and pictures. [<i>market, crow, greedy, pecked, tossed</i>] - When reading individually and with others and teacher support, read with word-by-word matching of one- and two-syllable words. - Use academic language to talk about the genre of the story: e.g., <i>animal fantasy, trickster tale</i> - Formulate opinions about illustrator and illustrations using interactive or shared writing. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text</p> <ul style="list-style-type: none"> - <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

<p><i>The Big, Green, Scary Monster</i></p>	<ul style="list-style-type: none"> - Notice visual aspects of the print, including end punctuation and quotation marks. - Adjust the voice to recognize dialogue in the text. - Recognize and use contractions [<i>won't, I'll, I'm, we're</i>] - Infer the feelings of characters and the reasons for their actions and feelings. - Predict what might happen next and write a new episode using interactive writing. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text</p> <ul style="list-style-type: none"> - <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<p><i>Old to New</i></p>	<ul style="list-style-type: none"> - Demonstrate full control of early reading behaviors. - Search for information when processing simple sentences. - Read some words quickly and automatically. - Understand the meaning of simple plurals. - Use academic language to talk about the text: <i>e.g., author, photographer, flaps, heading, topic</i> 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text</p> <ul style="list-style-type: none"> - <p>Shared/Interactive</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

		writing Independent response to reading Use SR card for alternative activities	
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SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SCI.1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
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ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RL.PP.1.5	Identify who is telling the story at various points in a text.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
ELA.SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
ELA.SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
ELA.SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
ELA.SL.AS.1.6	Produce complete sentences when appropriate to task and situation.
SOC.6.3.2.GeoGI.1	Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

Climate Change Activity

- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. 🌱

Climate Change Example: Using the books, *Plant Packages: A Book About Seeds and Seeds*, students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data. Ask students to identify interesting facts about seeds and what they have learned. Create a Shared Writing chart about what students learned about planting and factors that affect plant growth.

Suggested Modifications for IEP/504 Eligible, ML, Academically At Risk, & Gifted Students

*Consistent with individual plans, when appropriate.

Multilingual Learners- Provide picture cards with relevant vocabulary such as school, bus, friend, family, teacher, oral sentence frames to help children respond etc.

Special Education- Break story into pieces, stopping to act out classroom activities that the characters are doing. Create a daily schedule on sentence strips. Have students illustrate each piece of the day and put it in order on a pocket chart.

Gifted Students- Make a two-column chart. On one side draw members of the classroom community (students, teachers, principal, lunch aides, nurse, etc.). On the other side, tell why they are important

Suggested Technological Innovations/Use

Listen to Reading options for fluency practice: My Reading Academy, GoPebble, Epic, Storyline Online, Starfall

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CRP1. Act as a responsible and contributing citizen and employee.

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CRP4. Communicate clearly and effectively and with reason.

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or

community members and make recommendations for change.

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Unit 9: Celebrating Family and Community and Exploring Oceans

Content Area: **Language Arts**
Course(s): **Reading, Language Arts**
Time Period: **3rd Trimester**
Length: **3 Weeks**
Status: **Published**

Summary of the Unit

In this unit, students will begin to understand the characteristics of Vera B Williams writing that celebrates family and community. Students will explore the natural world, including the undersea world and the creatures that live there. They will identify text feature in non-fiction texts and compare and contrast two non-fiction texts.

Enduring Understandings

- You can learn more about your world by learning about oceans.
- There is great variety among the creatures that live in and near the ocean.
- Think and talk about the meaning of the texts before focusing on the common characteristics.

Essential Questions

- • What can you learn by exploring oceans and the creatures that live there?
- • What are some of the living things that make their home in or near the ocean?
- • What do you notice about the author's theme in relation to community, family, and social justice issues?

Mini Lessons

These skills are applicable to the books in this text set. They can be taught through discussion (turn & talk), anchor charts, or response to reading activities. (Introduced and Reinforced during IRA, Shared Reading, Guided Reading and Mini Lessons)

Independent Reading: (Guided Reading)

- Fluency
- Increase grade level comprehension

Vocabulary

Build vocabulary (IRA, Guided Reading, Shared Reading)

Summative Assessment and/or Summative Criteria

Response to Reading tasks (illustrations and/or written), BAS, Universal Screener, Running Records, Reading Records, Informational / Narrative Retell Assessments, and Oral Language Assessment.

Resources

Fountas & Pinnell Guided Reading (Teachers Guide)

Fountas & Pinnell Prompting Guides

Fountas & Pinnell Interactive Read Aloud Text Sets & Lessons

Guided Reading book sets (Scholastic, F&P)

FPC IRA Text Set including:

- *Understanding the Natural World: Oceans*
- *Vera B. Williams: Celebrating Family and Community*

FPC Shared Reading:

- *The Great Detective*
- *The Singing Wolf: An Aesop Fable*
- *The Donkey and the Farmer: An Aesop Fable*

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
<u>Hello Ocean</u>	2 mini lessons IRA: 1 mini lesson	-Tell when a story could happen in real life. -Read and define a given vocabulary word from the text.	<u>Mini Lesson:</u> LA.U15.RML 2 - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.

		<p>-Recall important details about the setting after the story is read.</p> <p>-Identify text feature in <i>Hello Ocean</i>.</p>	<p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p> <p>-<i>Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i></p> <p>Students write a description of what the ocean is like, including information that can be gathered using all five senses.</p>	<p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<u>On Kiki's Reef</u>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Discuss the difference between realistic characters and those that appear in fantasy.</p> <p>-Outline the facts in the book about Sea Turtles.</p> <p>-Summarize the beginning, middle and end of <i>On Kiki's Reef</i>.</p>	<p><u>Mini Lesson:</u> LA.U15.RML 3</p> <p>- <i>Mini Lesson</i></p> <p>- <i>Have a Try</i></p> <p>- <i>Summarize and Apply</i></p> <p>- <i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p>-<i>Introduce the Text</i></p> <p>-<i>Read the Text</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p>

			<p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write a letter to “people of the world” telling them what they can do to protect the creatures of the oceans.</p>	<p>-Reading</p> <p>conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<u>Sea Turtles</u>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Identify whether a story is realistic or fantasy.</p> <p>-Discover information about sea turtles from both print and pictures.</p> <p>-Make text to world connections.</p>	<p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students will write interesting facts about sea turtles from the book.</p>	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion/anecdotal notes.</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading</p> <p>conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

<u>Dolphin Baby</u>	2 mini lessons	-Indicate when a character changes from the beginning to the end of a story.	<u>Mini Lesson: LA.U21.RML 1</u> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.
	IRA: 1 mini lesson	-Tell when a character learns a lesson and relate the lesson to their lives. -Compare and Contrast nonfiction texts. -Summarize <i>Dolphin Baby!</i>	<u>Mini Lesson: LA.U21.RML 2</u> - <i>Mini Lesson</i> - <i>Have a Try</i> - <i>Summarize and Apply</i> - <i>Share</i> <u>Read Aloud:</u> Utilize the IRA folder to complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text-</i> Shared/Interactive Writing <i>Independent Response to Reading:</i> Students draw a diagram of a bottlenose dolphin and label the parts of the dolphin as identified in the text, including tail, blowhole, melon, and flippers.	-Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
<u>Rainbow Fish to the Rescue</u>	1 mini lesson	-Connect characters across texts and	<u>Mini Lesson: LA.U21.RML 3</u> - <i>Mini Lesson</i>	-Use <i>Assess Learning</i> to identify behaviors that demonstrate

	IRA: 1 mini lesson	<p>understand that, often, different books teach the same lesson.</p> <p>-Make connections across texts read aloud.</p> <p>-Infer the messages in <i>Rainbow Fish</i> to the rescue.</p>	<p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write two or three things that they learned from the story.</p>	<p>meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading</p> <p>conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<u>A Chair for My Mother</u>	1 mini lesson IRA: 1 mini lesson	<p>-Discuss how an author usually writes several books, and there are often recognizable characteristics across the books.</p> <p>-Read and define a given vocabulary word from the text.</p> <p>-Tell the important events of <i>A Chair for My Mother</i> using the pictures.</p> <p>-Make a text to</p>	<p>Mini Lesson: LA.U2.RML1</p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Mini Lesson:</u> Introduce thematic vocabulary words from the read alouds.</p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p>	<p>-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading</p> <p>conference notes from guided reading</p>

		world connection.	<p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write some words or sentences to tell about what they saved for, how it felt to slowly save the money, and then how it felt to finally buy the item.</p>	<p>- Graphic Organizers</p> <p>- Exit Tickets</p>
<p><u>Something Special For Me</u></p>	<p>1 mini lesson</p> <p>IRA:</p> <p>1 mini lesson</p>	<p>-Describe how an illustrator illustrates several books, and how there are often recognizable characteristics across the books.</p> <p>-Relate making decisions and thinking about others to their own lives.</p> <p>-Make connections among texts by Vera B. Williams</p>	<p><u>Mini Lesson:</u> LA.U2.RML 2</p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i></p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>

			Student write about their noticings of Vera B. Williams book.	
<u>Music, Music For Everyone</u>	1 mini lesson IRA: 1 mini lesson	<p>-Discuss that authors sometimes write several books with the same characters and the characters' traits are consistent across the books.</p> <p>-Infer Rosa's, her family's, and friends' intentions, feelings, and motivations using the text and pictures.</p> <p>-Predict future events in the <i>Music, Music for Everyone</i> and tell why.</p>	<p><u>Mini Lesson:</u> LA.U2.RML 3</p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to complete the following steps:</p> <p><i>-Introduce the Text</i></p> <p><i>-Read the Text</i></p> <p><i>-Discuss the Text</i></p> <p><i>Respond to the Text-</i></p> <p>Shared/Interactive Writing</p> <p><i>Independent Response to Reading:</i> Students write words they would use to describe Rosa and her family.</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing activities</p> <p>-Reading conference notes from guided reading</p> <p>- Graphic Organizers</p> <p>- Exit Tickets</p>
Cherries and Cherry Pits	1 mini lesson IRA: 1 mini lesson	<p>-Describe an author's writing style and compare different authors' writing styles.</p> <p>-Recall the beginning, middle, and end of the story.</p> <p>-Infer Bideemmi's intentions,</p>	<p><u>Mini Lesson:</u> LA.U2.RML 4</p> <p><i>Mini Lesson</i></p> <p><i>Have a Try</i></p> <p><i>Summarize and Apply</i></p> <p><i>Share</i></p> <p><u>Read Aloud:</u></p> <p>Utilize the IRA folder to</p>	<p>-Use <i>Assess Learning</i> to identify behaviors that demonstrate meeting of the goal.</p> <p>-Observation through discussion / anecdotal notes</p> <p>-Respond to Reading independent and shared writing</p>

		feelings, and motivations using the text and pictures.	complete the following steps: - <i>Introduce the Text</i> - <i>Read the Text</i> - <i>Discuss the Text</i> <i>Respond to the Text</i> - Shared/Interactive Writing <i>Independent Response to Reading</i> : Students draw Bidemmi and Rosa doing something together. Then, write a sentence or some dialogue between the two characters.	activities -Reading conference notes from guided reading - Graphic Organizers - Exit Tickets
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Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
<i>The Great Detective</i>	<ul style="list-style-type: none"> - With teacher support, read without a pointer - Use details in pictures. - Adjust the voice to recognize dialogue - Change words by adding simple inflectional endings - <i>ed</i>, -<i>s</i> - Describe and express opinions about Taylor. - Discuss and write about the sequence of events in the story. 	<ul style="list-style-type: none"> - Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative</p>	<ul style="list-style-type: none"> -Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing

		activities	
<i>The Singing Wolf: An Aesop Fable</i>	<ul style="list-style-type: none"> - Use left to right directionally, word-by-word matching, and return sweep to monitor reading. - Self-monitor and self-correct using recognition of high frequency words. - Read a part in a play in a way that reflects the dialogue, attributes, and emotions of the characters. - Notice and use words that add action or emotion. - Hear and identify short vowel sounds in words and the letters that represent them. - Infer a lesson from reading a simple version of a traditional tale. - Represent a sequence of events through drawing or writing. 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text - Revisit the text <p>Respond to the text -</p> <p>Shared/Interactive writing</p> <p>Independent response to reading</p> <p>Use SR card for alternative activities</p>	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>
<i>The Donkey and the Farmer: An Aesop Fable</i>	<ul style="list-style-type: none"> - Demonstrate full control of early reading behaviors. - Read texts with some sentences starting in the middle of a line after punctuation, . - When reading in unison, adjust voice to reflect aspect of text [<i>humor, surprise,</i> 	<p>Utilize the SR folder to complete the following steps:</p> <ul style="list-style-type: none"> - Introduce the text - First reading - read <i>to</i> the children - Second reading- read <i>with</i> the children - Discuss the text 	<p>-Observation through discussion/ anecdotal notes</p> <p>-Response to Reading: independent and shared writing</p>

	<i>sadness</i>] - Locate known high-frequency words. - Recognize and read words that use y as a vowel. - Infer a character's intentions, feelings, or motivations and write from a character's perspective. - Notice when an author is "teaching a lesson".	- Revisit the text Respond to the text - Shared/Interactive writing Independent response to reading Use SR card for alternative activities	
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ELA.L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
SCI.1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
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ELA.RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
ELA.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
SOC.6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
SOC.6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
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CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.