First Grade Reading Curriculum

Content Area: Course(s):

Language Arts

Reading, Language Arts

Time Period: Length:

Status:

School Year Published

Title Page, Table of Contents, Statement of purpose

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:
 - o Trimester 1-Level F
 - o Trimester 2-Level H
 - o 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:

- o 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

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

			Independent Response to Reading: 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.	
David's Drawings Daily 5 Launch	2 mini lessons	-Develop and utilize different ways to read a book. -Make connections with other stories about school. -Predict what will happen after David's sister says his drawing needs something.	Mini Lesson: Read to Self -Review "3 ways to read a book" 1.Reading Words 2.Reading Pictures -I-Chart: Why do we read? What does reading look like? Sound like? (write down student responses to student and teacher behaviors) -Model correct and incorrect behaviorsBegin 3 minute stamina building. Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text -Shared/Interactive Writing Independent Response to Reading: 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.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket

Jamaica's Blue Marker Daily 5 Launch	2 mini lessons	-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.	Mini Lesson: Read to Self -Review "3 ways to read a book" 1.Reading Words 2.Reading Pictures -Introduce and model the third: Retell Familiar TextReview I-Chart: -Model correct and incorrect behaviorsAdd 1-2 minutes to read to self stamina if students were able to do 3 minute stamina building.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers
			Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading: 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.	-Exit Ticket
A Fine, Fine School	2 mini	-Demonstrate and	Mini Lesson: Read to Self	-Observation
<u>SCHOOL</u>	lessons	apply finding a good spot to read	Sell	through discussion/
Daily 5 Launch		independently.	-I-Chart:	anecdotal notes
		-Relate the story to their own lives by discussing their own experiences when not in school. -Express opinions about the story	"Where to sit in the room" -Write down student responses to teacher and student suggestionsModel finding a good spot to readReview: "3 ways to read a book"	-Respond to Reading independent and shared writing activities -Graphic
		and about yearlong	1.Reading Words 2.Reading Pictures	Organizers

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

Sitting Down to Eat Daily 5 Launch	2 mini lessons	-Explain and show how to choose a good fit book. -Predict what will happen next in Sitting Down to Eat -Connect texts by the category of rhyming.	Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading: 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". Mini Lesson: Read to Self -Anchor Chart: -Introduce "choosing good fit books"Go over "I pick" bookmarks -Allow students 5 minutes to practice picking a good fit book. -Review"3 ways to read a book" 1.Reading Words 2.Reading Pictures 3.Retell -Review I-Chart: "Where to sit in the room" -Review read to self behaviors -Add 1-2 minutes to read to self stamina.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
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The Day the Goose Got Loose Daily 5 Launch	2 mini lessons	-Explain and show how to choose a good fit book. -Examine the setting for <i>The Day the Goose Got Loose</i> , and infer why it is important. -Tell a summary of <i>The Day the Goose Got Loose</i> after hearing it read.	Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading: Draw and label one of the characters from the story and how they speak. Mini Lesson: Read to Self -Read "The Best Books to Read" by Debbie BertramReview "choosing good fit books". -Review read to self I-chart -Review read to self behaviors -Add 1-2 minutes to read to self stamina. -Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text -Shared/Interactive Writing Independent Response to Reading: Pairs of students will describe and draw one of the settings from the story.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
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The Giant Jam Sandwich Daily 5 Launch	2 mini lessons	-Define and apply correct writing behaviors. -Predict what will happen next in The Giant Jam Sandwich. -Examine fiction may be set in different places and people's customs and behavior may differ.	happens there. Mini Lesson: Writing -I-Chart: "Writers Workshop" -Write student responses to student and teacher behaviors. -Model correct/incorrect writing behaviors. *3 minute writing stamina building. -Review "choosing good fit books". -Review read to self I-chart -Review read to self behaviors -Add 1-2 minutes to read to self stamina. Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text Shared/Interactive Writing Independent Response to Reading: In a small group, students will create stick puppets and act out a story with the wasps causing trouble until the people make the	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
One (F. 1	2:	D.C. 1	wasp trap.	Observed
One of Each Daily 5 Launch	2 mini lessons	-Define and apply correct writing behaviors. -Examine when Oliver Tolliver changes or learns a lesson.	Mini Lesson: Writing -Review "Writers Workshop" I-chartModel correct/incorrect writing behaviors. *Add 1-2 minutes of writing stamina.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities

		-Express opinions about <i>One of Each</i> and support with evidence, e.g., interesting, funny, exciting.	-Review "choosing good fit books"Review read to self I-chart -Review read to self behaviors -Add 1-2 minutes to read to self stamina. Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text Shared/Interactive Writing Independent Response to Reading: 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	-Graphic Organizers -Exit Ticket
The Magic	2 mini	-Read and define	the house. Mini Lesson: Introduce	-Observation
Rabbit	lessons	a given vocabulary word	thematic vocabulary words from the read	through discussion/
Daily 5 Launch		from the text.	alouds.	anecdotal notes
		-Choose and practice writing on specific topicsClassify <i>The Magic Rabbit</i> as a fantasyRecall important details about the city setting after	Mini Lesson: Writing -Anchor Chart: -Brainstorm a list of topics students could write aboutReview "Writers Workshop" I-chartModel correct/incorrect writing behaviors. *Add 1-2 minutes of	-Respond to Reading independent and shared writing activities -Graphic Organizers
		the story is read.	writing stamina. -Review "choosing good fit books".	-Exit Ticket

		-Review read to self I-chart -Review read to self behaviors -Add 1-2 minutes to read to self stamina.	
	-Make connections to one's own life. -Determine that Chester and Wilson learn a	narratives, expository, poetry)Review "Writers Workshop" I-chart. *Add 1-2 minutes of writing stamina.	-Respond to Reading independent and shared writing activities
	lesson about accepting a new friend. -Predict what will	-Review "choosing good fit books"Review read to self I-chart	-Graphic Organizers
	happen next when Lilly moves to the neighborhood.	-Review read to self behaviors -Add 1-2 minutes to read to self stamina. Read Aloud: Utilize the IRA folder to	-Exit Ticket

	2 mini lessons	-Explain and model word work process for set up and clean upPredict what will happen nextFormulate information from both pictures and print.	complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading: 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. Mini Lesson: Word Work (introduce a couple items at a time) -Create anchor chart on how to set up and clean up materialsModel set up and clean upPractice for 3-7 minutes. 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:	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
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Lean and Daily 5 L	 2 mini lessons	-Apply correct use of word work activities. -Explain that this story could happen in real life. -Predict what will happen next when Leon goes to meet the new boy and notices that his pretend friend, Bob, is not there.	-Introduce the Text -Read the Text -Discuss the Text Respond to the Text- Shared/Interactive Writing 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. Mini Lesson: Word Work (introduce a couple items at a time) -Review chartsModel set up and clean upAdd 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: -Introduce the Text -Read the Text -Discuss the Text	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
			-Introduce the Text -Read the Text	

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

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessment
Monster ABC's	Connect letters in a text to names or known words. Link a letter with a sound. Use repeating language patterns to search for and use information. Stress words (and letters) that are bold. Notice how humor or an interesting character make a text fun to read.	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading- read with 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
The Elephant	Use features of print to track words. Use left -to- right directionality and word-by-word matching with teacher support. Use repeating patterns to search for and use information. Read some words quickly and automatically. Make connections between the text and children's own life experiences. =	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading- read with the children - Discuss the text - Revisit the text Respond to the text - Shared/Interactive writing Independent response to reading	- Observation through discussion/anecdotal notes - Response to Reading independent and shared writing

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		Use SR card for alternative activities	
The Hippo	Read left to right with return sweep. Use known words to self-monitor and self-correct. Notice periods and reflect them with the voice. Expand understanding of the meaning of words by connecting with pictures. Talk about what is interesting in a	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading- read with the children - Discuss the text - Revisit the text Respond to the text - Shared/Interactive writing	- Observation through discussion/anecdotal notes - Response to Reading independent and shared writing
	photograph and why.	Independent response to reading Use SR card for alternative activities	
The Giraffe	Read left to right with return sweep. Use labeled photos to search for and use information. Recognize and reflect bold print with the voice. Understand new content words. Infer the author's purpose and message.	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading- read with the children - Discuss the text - Revisit the text Respond to the text - Shared/Interactive writing Independent response to reading Use SR card for alternative	- Observation through discussion/anecdotal notes - Response to Reading independent and shared writing

The Flamingo	Follow the teacher's pointer with the eyes (left to right and using return sweep).	Utilize the SR folder to complete the following steps: - Introduce the text	- Observation through discussion/anecdotal notes
	Cross-check one kind of information against another. Use phrasing,	- First reading - read <i>to</i> the children- Second reading- read <i>with</i> the children	- Response to Reading independent and shared writing
	pausing, and word stress with intonation when reading in unison.	- Discuss the text - Revisit the text	
	Use contextual information to understand the meaning of words.	Respond to the text - Shared/Interactive writing	
	Discuss the various ways information is presented and how each helps the reader.	Independent response to reading Use SR card for alternative activities	
In My Bag	Connect letters and letter clusters to	Utilize the SR folder to complete the following steps:	- Observation through discussion/anecdotal
	known words. Use two or more sources of information to selfmonitor and selfcorrect.	 Introduce the text First reading - read to the children Second reading- read with the children 	- Response to Reading independent and shared writing
	Read repeating phrases with intonation,	- Discuss the text - Revisit the text	
	Understand the meaning of words that are in one's own oral vocabulary	Respond to the text -	
	(striped, spotted, bumpy)	Shared/Interactive writing Independent response to reading	
	Locate and read high-frequency words in continuous text (saw, put, little, big)	Use SR card for alternative activities	

	Use academic language to talk about a text (cover, genre, author, illustrator)		
Scram	Use features of print to search for visual information. Notice punctuation marks and reflect them with voice. Read dialogue with phrasing, word stress and intonation. Read a variety of words that assign dialogue. Use familiar word parts to figure out new words. Make predictions based on repeating episodes in the story.	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading- read with 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
The Camping Trip	Notice a book's title on the cover. Search for and use information in illustrations. Use new vocabulary in discussion (forest, hiking, canoe, oars, tackle box, life jacket, waders, fire pit, campfire, s'mores, telescope) Hear and say the beginning phoneme in words. Notice how to get information about a topic from	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	- Observation through discussion/anecdotal notes - Response to Reading independent and shared writing

	illustrations.	Independent response to reading	
		Use SR card for alternative activities	
Going on a Bear Hunt	Use features of print to track words when reading. Reread to search for and use information from language structure. Adjust the voice to recognize dialogue. Notice and use words that represent sounds and add action (swish-swash, splish-splash, squish-squash) Connect words that have similar letter clusters and phonogram patterns (st, squ, spl, sw, gr, sh) Make personal connections to content, characters or events.	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading- read with 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

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

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.

^{*}Consistent with individual plans, when appropriate.

- 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

Topic/ Selection	Suggested	General	Instructional	Suggested
- opic, selection	Timeline	Objectives	Activities	Benchmarks/
	per topic			Assessments
A Birthday	2 mini	-Read and define	Mini Lesson:	-Observation
Basket for Tia	lessons	a given	Introduce thematic	through discussion/
		vocabulary word	vocabulary words	anecdotal notes
Daily 5 Launch		from the text.	from the read alouds.	
		-Apply correct use of word work activities. -Infer the character's traits from the story	Mini Lesson: Word Work (add another item) -Review chartsModel set up and clean upAdd 1-2 minutes to	-Respond to Reading independent and shared writing activities
		elements.	stamina.	-Graphic Organizers
		-Refer to important information and details and use as	Writing -Review "Writers Workshop" I-chart.	-Exit Ticket
		evidence in	*Add 1-2 minutes of	
		discussion to	writing stamina.	
		support		
		statements.		
			Read to Self	
			-Quick review of	
			charts	
			-Graph stamina	
			Read Aloud:	
			Utilize the IRA folder	
			to complete the	
			following steps: -Introduce the Text	
			-Read the Text	
			-Nead the Text -Discuss the Text	
			2 0000000 0000 1 0000	
			Respond to the Text- Shared/Interactive Writing	
			Independent Response	
			to Reading: On a hundreds chart,	
			students will fill in	
			each row of 10	
			numbers with a	
			different color to	

			represent a group of	
Max and the Tag-Along Moon Daily 5 Launch	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.	Mini Lesson: Writing -I-Chart: "Write About the Book" -Write student responses to student and teacher behaviorsModel correct/incorrect writing behaviors. *3 minute writing stamina building. Word Work (add another item) -Review chartsModel set up and clean upAdd 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: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text -Shared/Interactive Writing Independent Response to Reading: 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

When I Am Old with You Daily 5 Launch	2 mini lessons	-Practice writing with a given topic from IRA. -Recall important details about the setting after reading When I Am Old with You. -Make connections across fiction texts that are read aloud, e.g., content, topic, theme.	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. Mini Lesson: Writing -Review "Write About the Book" I-chartModel correct/incorrect writing behaviorsGive students Independent Writing from IRA text *Add 1-2 minutes of writing stamina. Word Work -Review chartsModel set up and clean upPractice word work activitiesAdd 1-2 minutes to stamina.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
			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: -Introduce the Text - Read the Text -Discuss the Text	

Papa and Me Daily 5 Launch	2 mini lessons	-Practice writing with a given topic from IRA. -Infer the characters' traits from the story event. -Relate <i>Papa and Me</i> to one's own life.	Respond to the Text- Shared/Interactive Writing Independent Response to Reading: 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. Mini Lesson: Writing -Review "Write About the Book" I-chartModel correct/incorrect writing behaviorsGive students Independent Writing from IRA text *Add 1-2 minutes of writing stamina. Word Work -Review chartsModel set up and clean upPractice word work	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
		from the story	correct/incorrect	independent and
			-Give students	_
		_	•	
		life.		Granhia Organizara
			writing stamina.	-Grapine Organizers
			-Review chartsModel set up and clean up.	-Exit Ticket
			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:	

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

Chrysanthemum Daily 5 Launch	2 mini lessons	-Read and define a given vocabulary word from the textPractice writing with a given topic from IRAPredict what will happen next in ChrysanthemumRefer to important information and details in Chrysanthemum and use evidence in discussion to support opinions and statements.	Utilize the IRA folder to complete the following steps: -Introduce the Text - Read the Text - Discuss the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading: 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. Mini Lesson: Introduce thematic vocabulary words from the read alouds. Mini Lesson: Writing -Review "Write About the Book" I-chartModel correct/incorrect writing behaviorsGive students Independent Writing from IRA text *Add 1-2 minutes of writing stamina. Mini Lesson: Word Work (add another item) -Review chartsModel set up and clean upAdd 1-2 minutes to stamina. Writing Writing	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
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			I-chart.	
			*Add 1-2 minutes of	
			writing stamina.	
			Read to Self	
			-Quick review of	
			charts -Graph stamina	
			-Orapii staiiilia	
			- Read Aloud:	
			Utilize the IRA folder	
			to complete the	
			following steps:	
			-Introduce the Text	
			-Read the Text	
			-Discuss the Text	
			Respond to the Text-	
			Shared/Interactive	
			Writing	
			C	
			Independent Response	
			to Reading: Write	
			questions for the	
			author Kevin Henkes	
			about his illustrations	
Julius the Baby	2 mini	-Practice writing	and the story. Mini Lesson: Writing	-Observation
of the World	lessons	with a given topic	-Review	through discussion/
<u> </u>		from IRA.	"Write About the	anecdotal notes
Daily 5 Launch			Book"	
		-Explain that	I-chart.	-Respond to
		there are different	-Model	Reading
		types of texts and	correct/incorrect	independent and
		that you can	writing behaviors.	shared writing
		examine differences, such	-Give students Independent Writing	activities
		as this story has	from IRA text	
		animals that talk	*Add 1-2 minutes of	
		and act like	writing stamina.	-Graphic Organizers
		people.	<u>-</u>	
			Mini Lesson:	
		-Make	Word Work	-Exit Ticket
		connections of	(add another item)	
		similarities and differences	-Review chartsModel set up and	
		among texts by	clean up.	
		Kevin Henkes,	-Add 1-2 minutes to	
		such as setting,	stamina.	
		characters, or	Writing	
		Theme.	-Review "Writers	
			Workshop"	

Lilly's Big Day Daily 5 Launch	2 mini lessons	-Practice writing with a given topic from IRA. -Compare and contrast this book with other Kevin Henkes titles. -Infer Lilly's intentions, feelings, and motivations using the text and pictures.	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: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text-Shared/Interactive Writing Independent Response to Reading: 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. Mini Lesson: Writing -Review "Write About the Book" I-chartModel correct/incorrect writing behaviorsGive students Independent Writing from IRA text *Add 1-2 minutes of writing stamina. Mini Lesson: Word Work (add another item) -Review chartsModel set up and clean upAdd 1-2 minutes to stamina.	-Observation through discussion/ anecdotal notes -Respond to Reading independent and shared writing activities -Graphic Organizers -Exit Ticket
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			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: -Introduce the Text -Read the Text -Discuss the Text	
			Respond to the Text- Shared/Interactive Writing	
			Independent Response to Reading: 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.	
Shelia Rae, the	2 mini	-Practice writing	Mini Lesson: Writing	-Observation
<u>Brave</u>	lessons	with a given topic from IRA.	-Review "Write About the	through discussion/ anecdotal notes
Daily 5 Launch		-Follow the plot of <i>Sheila Rae</i> , <i>The Brave</i> with multiple eventsTell a summary	Book" I-chartModel correct/incorrect writing behaviorsGive students Independent Writing	-Respond to Reading independent and shared writing activities
		of Sheila Rae, the Brave after hearing it read.	from IRA text *Add 1-2 minutes of writing stamina.	-Graphic Organizers
			Mini Lesson: Word Work (add another item) -Review charts.	-Exit Ticket

			-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	
			Read Aloud:	
			Utilize the IRA folder	
			to complete the	
			following steps:	
			-Introduce the Text -Read the Text	
			-Discuss the Text	
			Respond to the Text-	
			Shared/Interactive	
			Writing	
			Independent Response	
			to Reading: 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.	
Over on a	2 mini	-Read and define	Mini Lesson:	-Observation
Mountain:	lessons	a given	Introduce thematic	through discussion/
Somewhere in the		vocabulary word	vocabulary words	anecdotal notes
World		from the text.	from the read alouds.	-Respond to
		-Ask and answer	Read Aloud:	Reading
		questions about	Utilize the IRA folder	independent and
		animals and their	to complete the	shared writing
		babies around the	following steps:	activities
		world to deepen	-Introduce the Text	

		understanding of the text.	-Read the Text -Discuss the Text	
		-Explain the setting in the story and why it	Respond to the Text- Shared/Interactive Writing	-Graphic Organizers
		is important.	Independent Response to Reading: 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."	-Exit Ticket
Moja Means One: Swahili Counting Book	2 mini lessons	-Examine the characters and setting of a given story.	Mini Lesson: Discuss Story Elements (Character/Setting)	-Observation through discussion/ anecdotal notes
		-Describe similarities and differences among people, places, events, and things.	Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text	-Respond to Reading independent and shared writing activities -Graphic Organizers
		-Identify the number organization of <i>Moja Means One</i> and why it is important.	Respond to the Text-Shared/Interactive Writing Independent Response to Reading: Create a table with the numerals 1-10 written	-Exit Ticket
			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.	
Handa's Hen	2 mini lessons	-Make connections among texts	Mini Lesson: Discuss Making Connections	-Observation through discussion/ anecdotal notes

		-Infer the characters' intentions, feelings, and motivations.	Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text	-Respond to Reading independent and shared writing activities
			Respond to the Text- Shared/Interactive Writing	-Graphic Organizers
			Independent Response to Reading: 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.	-Exit Ticket
One Leaf Rides the Wind	2 mini lessons	-Develop and discuss different	Mini Lesson: Ask and answer questions	-Observation through discussion/
the Willa	Cosons	questions based	unswer questions	_
		on torrt	Dood Aloude	anecdotal notes
		on text.	Read Aloud: Utilize the IRA folder	-Respond to
		-Explain that a	Utilize the IRA folder to complete the	-Respond to Reading
		-Explain that a wide variety of	Utilize the IRA folder to complete the following steps:	-Respond to Reading independent and
		-Explain that a wide variety of texts may be set in different places	Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text	-Respond to Reading
		-Explain that a wide variety of texts may be set in different places and that customs	Utilize the IRA folder to complete the following steps: -Introduce the Text	-Respond to Reading independent and shared writing
		-Explain that a wide variety of texts may be set in different places	Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text	-Respond to Reading independent and shared writing
		-Explain that a wide variety of texts may be set in different places and that customs and people's behaviors may reflect those	Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text Shared/Interactive	-Respond to Reading independent and shared writing activities
		-Explain that a wide variety of texts may be set in different places and that customs and people's behaviors may reflect those settings. -Compare and contrast different types of texts and you can outline	Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading: Students will create their own counting book. They can draw objects or cut them out from	-Respond to Reading independent and shared writing activities -Graphic Organizers
		-Explain that a wide variety of texts may be set in different places and that customs and people's behaviors may reflect those settings. -Compare and contrast different types of texts and you can outline different things	Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text Shared/Interactive Writing Independent Response to Reading: Students will create their own counting book. They can draw objects or	-Respond to Reading independent and shared writing activities -Graphic Organizers
		-Explain that a wide variety of texts may be set in different places and that customs and people's behaviors may reflect those settings. -Compare and contrast different types of texts and you can outline different things	Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading: Students will create their own counting book. They can draw objects or cut them out from paper. Label the	-Respond to Reading independent and shared writing activities -Graphic Organizers

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

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

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

Going Places	2 mini lessons	-Tell important events of <i>Going Places</i> .	Mini Lesson: Retell a story (beginning, middle, end)	-Observation through discussion/anecdotal notes
		-Make connections across texts that are read aloud.	Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text	-Respond to Reading independent and shared writing activities
			Respond to the Text- Shared/Interactive Writing	-Reading conference notes from guided reading
			Independent Response to Reading: Students will design a racing vehicle that they might enter in a racing	-Graphic Organizers
			contest. Write a sentence or two that tells about their vehicle and how it	-Exit Ticket
			moves.	

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/Assessments
Ripples in the Sea	Demonstrate full control of left-to-right directionality,	Utilize the SR folder to complete the following steps: - Introduce the text	- Observation through discussion/anecdotal notes
	word-by-word matching, return sweep and use of simple punctuation.	- First reading - read <i>to</i> the children- Second reading- read <i>with</i> the children	- Response to Reading independent and shared writing
	Search for information in simple sentences.	- Discuss the text - Revisit the text	
	Understand the meaning of words that represent sounds:	Respond to the text - Shared/Interactive writing	

	swoosh, swish, smack Recognize and say consonant clusters that blend two consonant sounds: sw, sp, sm, bl, cl, dr Use shared writing to create a list. of learned facts about whales.	Independent response to reading Use SR card for alternative activities	
Splash, Plop, Leap!	Understand the concept of a sentence. Use phrasing, pausing, word stress with intonation when reading in chorus. Recognize verbs that show different ways of moving. Understand the concept of plurals. Note the repeating episodes and the pattern of the book and use it to create a new beginning.	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading- read with 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

Run, Jump, Swim: Poems About Animals	Use features of print to track words when reading texts.	Utilize the SR folder to complete the following steps: - Introduce the text	- Observation through discussion/anecdotal notes
	Use simple punctuation to guide phrasing when reading poetry.	First reading - read to the childrenSecond reading- read with the children	- Response to Reading independent and shared writing
	Hear, say, connect, and generate rhyming words.	- Discuss the text - Revisit the text	
	Follow and	Respond to the text -	
	understand the ideas in simple	Shared/Interactive writing	
	poems and rhymes.	Independent response to reading	
	22.3 22.5	Use SR card for alternative activities	
Goldilocks and the Three Bears	Demonstrate full control of early reading behaviors.	Utilize the SR folder to complete the following steps: - Introduce the text	- Observation through discussion/anecdotal notes
	Use two or more sources of information	- First reading - read <i>to</i> the children	- Response to Reading independent and shared writing
	to self-monitor and self-	- Second reading- read with the children	
	correct.	- Discuss the text	
	Recognize and reflect simple punctuation with voice.	- Revisit the text	
	Use contextual	Respond to the text -	
	information. to understand the	Shared/Interactive writing	
	meaning. of new words	Independent response to reading	
	(strolled, comfy, cozy).	Use SR card for alternative activities	
	Understand the different		

	sounds represented by the past tense - ed ending: jumped, tasted Infer a lesson from reading a simple version. of a tale.		
Little Bear and the Three Campers	With teacher support, read without. a pointer. Use language syntax and repeating language patterns to anticipate the text. Adjust the voice for dialogue. Notice literary patterns characteristic of traditional literature (Once upon a time) Hear and generate rhyming words. Make connections between texts.	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading- read with 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
The Three Little Pigs	Use features of print such as color coding ko track words when reading	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read <i>to</i> the	- Observation through discussion/anecdotal notes - Response to Reading

	with others.	children	independent and shared
	Use the chronological order of a simple story to search for and use information.	Second reading- read with the childrenDiscuss the textRevisit the text	writing
	Demonstrate placing stress on words in. away that shows attention to meaning. Notice and use words that add action or emotion. Read words with the initial digraphs thand ch Compare innovations. on very familiar texts.	Respond to the text - Shared/Interactive writing Independent response to reading Use SR card for alternative activities	
Squawk	Use features of print to track words when reading. Use syntax and repeating patterns to anticipate the text; e.g., next word, phrase or sentence. During shared reading, adjust the voice to reflect aspects of the text; e.g.,	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading- read with the children - Discuss the text - Revisit the text Respond to the text -	- Observation through discussion/anecdotal notes - Response to Reading independent and shared writing

	frustration, humor,	Shared/Interactive writing	
	surprise.	Independent response to reading	
	Understand the meaning of words that represent sound.	Use SR card for alternative activities	
	Connect words that share features, such as double consonants (apple, parrot, fluttered, fluffed, yelled)		
	Infer the reasons for Mara's actions and feelings.		
The Big Surprise	Connect letters and letter clusters in the book to names or other known	Utilize the SR folder to complete the following steps: - Introduce the text	- Observation through discussion/anecdotal notes
	words.	- First reading - read <i>to</i> the children	- Response to Reading independent and shared
	Use features of print in text to search for and	- Second reading- read with the children	writing
	use visual information:	- Discuss the text	
	words, question mark.	- Revisit the text	
	Recognize and use - ed at the end of verbs.	Respond to the text -	
	Tell the major	Shared/Interactive writing	
	events of the story.	Independent response to reading	
	Notice how the writer tells the story and how that affects understand and	Use SR card for alternative activities	

enjoyment.	

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 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) ne to survive.
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, 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, w 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 presente 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.

Communicate solutions that will reduce the impact of climate change and humans on the

SCI.K-ESS3-3

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 Funwith 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

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

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

Don't Let	1 mini lesson	-Discuss	Mini Lesson: LA.U5.RML	
the Pigeon Drive the Bus		nonfiction authors provide		identify behaviors that demonstrate meeting of
Drive the bus		facts about a		the goal.
	IRA:	topic.		une gouil
	1 mini lesson		- Have a Try	
	1 IIIIII lesson		- Summarize and	-Observation through
		-Follow and	Apply	discussion / anecdotal
		translate simple		notes
		dialogue through	- Share	
		speech bubbles.	Read Aloud:	
			Utilize the IRA folder to	-Respond to Reading
		T.1 4: C 1	complete the following	independent and shared
		Identify now the	steps:	writing activities
		through his facial	-	
		expressions,	-Introduce the Text	
		body language,	-Read the Text	-Reading conference notes
		and gestures in		from guided
		the illustrations.	-Discuss the Text	arom goraca
			Respond to the Text-	reading
			Shared/Interactive Writing	
			Independent Response to	-Graphic Organizers
			Reading: Students will	
			write about what would	
			happen next.	-Exit Tickets
Ве Му	1 mini lesson	-Use a finger to	Mini Lesson:	-Use Assess Learning to
<u>Neighbor</u>		help take apart	SAS.U2.RML 1	identify behaviors that
		two or three		demonstrate meeting of
	IRA:	syllable words.	- Mini Lesson	the goal.
			- Have a Try	
	1 mini lesson	-Read and define	- Summarize and	-Observation through
		a given	l	discussion / anecdotal
		vocabulary word		notes
		from the text.	- Share	
			Mini Lesson: Introduce	
				-Respond to Reading
		-Connect the	words from the read	Tropona to Rouding
		information		independent and shared
		about	Read Aloud:	writing activities
		communities to	incau Miouu.	
		social	Utilize the IRA folder to	
			complete the following	-Reading conference notes

			steps:	from guided reading
		studies content	-Introduce the Text	
		studied at school	-Read the Text	- Graphic Organizers
			-Discuss the Text	
			Respond to the Text-	- Exit Tickets
		variety of neighborhoods	Shared/Interactive Writing	
		people are different in each	Independent Response to Reading: Students will write a letter that explains who they are and what	
A D. C. II. I	2 1		their neighborhood is like.	TT 4 T
A Bus Called Heaven		-Search for and use familiar parts	Mini Lesson:	-Use Assess Learning to identify behaviors that
Heaven		of a word to help		demonstrate meeting of the
		read the word.	3.50 . 7	goal.
	IRA:			8
	1:: 1		- Have a Try	
	1 mini lesson	TT	- Summarize and	01 (1 1
		-Use context and a book's		-Observation through discussion / anecdotal
		illustrations to		notes
		understand the	- Share	notes
		meaning of a		
		word.	Mini Lesson:	
			SAS.U2.RML 3	-Respond to Reading
			1 34 7	independent and shared
			- Mini Lesson	writing activities
		-Explain the author's use of	- Have a Try	
		descriptive	- Summarize and	-Reading conference notes
		language, such as simile and	Apply	from guided reading
		metaphor.		
		metaphor.	- Share	
			Read Aloud:	- Graphic Organizers
		-Summarize	Utilize the IRA folder to	
		obvious themes (community,	complete the following steps:	- Exit Tickets
		imagination).	-Introduce the Text	
			-Read the Text	
			-Discuss the Text	

		T		
			Respond to the Text-	
			Shared/Interactive	
			Writing	
			Independent Response to	
			Reading: Students will	
			draw a picture of one of	
			the main events in the story. Students will write	
			what they learned from	
			this story.	
Blackout	1 mini lesson	-Generate a list	Mini Lesson:	-Use Assess Learning to
Biackoat				identify behaviors that
		words.		demonstrate meeting of the
				goal.
	IRA:			
	1 mini lesson		- Have a Try	
	1 mini lesson	-Use evidence	C	
		from the story to	- Summarize and	-Observation through
		support statements about	Apply	discussion/ anecdotal notes
		the story.	- Share	
		the story.		
			Read Aloud:	-Respond to Reading
			TT.'11 d TDA C.1.1	independent and shared
		-Relate the story	Utilize the IRA folder to	writing activities
			complete the following	
		by discussing	steps:	-Reading conference notes
		their experiences	-Introduce the Text	from guided
		with blackouts or		Irom guided
		power outages.	-Read the Text	reading
			-Discuss the Text	- Graphic
			Respond to the Text-	Organizers
			Shared/Interactive	- Exit Tickets
			Writing	
			Independent Response to	
			Reading: Write a list of	
			activities/games you can	
			do with your family	
			during a blackout.	

The Night	1 mini	-Discuss character	Mini Lesson:	-Use Assess
Worker			LA.U20.RML 2	
	lesson	traits from the		
			- Mini Lesson	
		author's words and		Learning to identify
	D.A.	:11	- Have a Try	11: 414
	RA:	illustrator's pictures.	g : 1	behaviors that
	1 mini lesson		- Summarize and	demonstrate
	1 IIIIII lesson		Apply	demonstrate
		-Recall important details about the construction site	- Share	meeting of the goal.
		setting after the story		
		is read.	Read Aloud:	-Observation through
		is read.		discussion / anecdotal
			Utilize the IRA folder	notes
			to complete the	
		-Infer Alex's feelings	following steps:	
		and motivations		
		using text and	-Introduce the Text	-Respond to Reading
		illustrations.	D 11 m	independent and shared
			-Read the Text	writing activities
			-Discuss the Text	
			Respond to the Text	
				-Reading conference
			-Shared/Interactive	notes from guided
			Writing	reading
			Independent Response	
			to Reading: 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.	

Mama Panya's	2 mini lessons	-Infer a character's motivations and	Mini Lesson: LA.U20.RML 3	-Use Assess Learning to identify behaviors that
Pancakes: A		intentions using a	LA.020.RIVIL 3	demonstrate meeting of
Village Tale		story's words and	- Mini Lesson	the goal.
from Kenya	IRA: 1 mini lesson	pictures.	- Have a Try	
	i iiiiii lessoii	Describe e simule	- Summarize and Apply	-Observation through
		-Describe a simple plot with a problem	Арріу	discussion / anecdotal notes
		and solution.	- Share	
			Mini Lesson:	
		-Tell what happened	LA.U18.RML 1	-Respond to Reading independent and shared
		to Mama Panya and	- Mini Lesson	writing activities
		Adika after hearing the story.	- Have a Try	
			- Summarize and Apply	-Reading conference notes from guided
		-Infer the message	- Share	reading
		that sharing is important.		
		_	Read Aloud:	- Graphic Organizers
			Utilize the IRA folder to complete the following steps:	Grapine Grgainzers
			-Introduce the Text	- Exit Tickets
			-Read the Text	
			-Discuss the Text	
			Respond to the Text-	
			Shared/Interactive Writing	
			Independent Response	
			to Reading: Choose	
			one event from the story to illustrate.	
			Label and write a	
			description of the	
			event.	
Jamaica Tag-	1 mini lesson	-Predict what the	Mini Lesson:	-Use Assess Learning to
Along	ID A.	character will do next	LA.U20.RML 4	identify behaviors that
	IRA:	based on the character's	- Mini Lesson	demonstrate meeting of
	1 mini lesson	motivations and	min Lesson	the goal.

traits.	- Have a Try	
-Read and define a given vocabulary	Apply - Share	-Observation through discussion / anecdotal notes
-Follow the events the plot (Ossie excludes Jamaica, Jamaica excludes	Mini Lesson: Introduce in thematic vocabulary words from the read alouds.	-Respond to Reading independent and shared writing activities
Berto, all three play together). -Interpret the lesso the author is	Utilize the IRA folder to complete the following steps:	-Reading conference notes from guided reading
teaching- treat other as you would like to be treated.	1 1 1 7	- Graphic Organizers
	Respond to the Text- Shared/Interactive Writing	- Exit Tickets
	Independent Response to Reading: 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.	

Wilfrid Gordon	1 mini lesson	-Express opinions about characters	Mini Lesson: LA.U20.RML 5	-Use Assess Learning to
Gordon McDonald		based on their traits	LA.U2U.RIVIL 3	identify behaviors that demonstrate meeting of
Partridge		and motivations	- Mini Lesson	the goal.
<u>raurage</u>	IRA:	using evidence from the text.	- Have a Try	une goan.
	1 mini lesson	the term.		
			- Summarize and Apply	-Observation through discussion / anecdotal
		-Analyze the characters, Wilfrid	- Share	notes
		and Miss Nancy, and report important	Read Aloud:	
		details about them after reading.	Utilize the IRA folder to complete the	-Respond to Reading independent and shared writing activities
			following steps:	
		-Infer the messages	-Introduce the Text	-Reading conference
		of caring for friends and memories being	-Read the Text	notes from guided
		activated by special objects.	-Discuss the Text	reading
			Respond to the Text-	
			Shared/Interactive Writing	-Graphic Organizers
			Wilding	
			Independent Response	-Exit Tickets
			to Reading: Students	
			will write a few words	
			or sentences, draw a	
			picture, or show what a	
			memory is in some other way.	
Mice and	2 mini	-Explain the structure	·	-Use Assess
Beans		of a story with a	LA.U18.RML 2	-0307133633
Beans	lessons	problem that is	1	Learning to identify
		solved.	- Mini Lesson	,
				behaviors that
	TD A		- Have a Try	1
	IRA:			demonstrate
	1 mini lesson	-Make a list of	- Summarize and	meeting of the goal.
	I IIIIII ICSSOII	favorite books in a	Apply	meeting of the goal.
		reader's notebook.	- Share	
			Mini Lesson:	-Observation through
		-Evaluate the parts of	· · · · · · · · · · · · · · · · · · ·	discussion / anecdotal
		the story that are an	- Mini Lesson	notes
		animal fantasy and	- With Lesson	
		could not happen in		

		real life.	Have a Try	-Respond to Reading
			- Have a Try	-Respond to Reading independent and shared
		-Relate the story to their own lives by	- Summarize and Apply	writing activities
		discussing how their		
		families celebrate special days.	- Share	-Reading conference
		special days.	Read Aloud:	notes from guided reading
			Utilize the IRA folder	
			to complete the following steps:	- Graphic Organizers
				Grapine Organizers
			-Introduce the Text	
			-Read the Text	- Exit Tickets
			-Discuss the Text	
			Respond to the Text-	
			Shared/Interactive	
			Writing	
			Independent Response to Reading: 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.	
N. C	0 1	D. II. I	Illustrate their writing.	
Now One Foot, Now the	2 mini lessons	-Predict how a story will end.	Mini Lesson: LA.U18.RML 3	shared writing activities
<u>Other</u>			- Mini Lesson	
	IRA:			-Reading conference
	1 mini lesson	-Make a list of favorite authors in a	- Have a Try	notes from guided reading
		reader's notebook.	- Summarize and	
			Apply	- Graphic
		Decell improved	- Share	
		-Recall important details about Bob and	Mini Lesson:	
		Bobby after the story	WAR.U2.RML 2	Organizers
		is read.	- Mini Lesson	
		-Relate the story to their own lives and	- Have a Try	- Exit Tickets
		family relationships.		
			- Summarize and	

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

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

	1	T. C.	
Antonio and the Firefly	- 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	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading-read with 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
	inferences in a shared		
	writing.		

Silly and Fun: Poems to Make You Smile	- 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.	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading-read with 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
Dance and Twirl	- 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	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading-read with the children - Discuss the text - Revisit the text Respond to the text - Shared/Interactive	- Observation through discussion/anecdotal notes - Response to Reading independent and shared writing

	them. - Notice how rhyme, rhythm and humor make a text fun to read.	writing Independent response to reading Use SR card for alternative activities	
Tap, Tap, Tappity-Tap!	- Recognize many regular words and high- frequency words Remember and use repeating phrases with intonation Notice and use words that represent sound.	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading-read with the children - Discuss the text - Revisit the text	 Observation through discussion/anecdotal notes Response to Reading independent and shared writing
	 Hear, say, and clap the syllable in a word. Tell and help write the major events in the story. 	Respond to the text - Shared/Interactive writing Independent response to reading Use SR card for alternative activities	

	- 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.	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading-read with 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
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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.

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

SOC.6.1.2.CivicsPI.4

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

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

^{*}Consistent with individual plans, when appropriate.

- 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

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
Tools	2 mini lessons IRA: 1 mini lesson	given vocabulary	Mini Lesson: Introduce thematic vocabulary words from the read alouds. Mini Lesson: MGT.U3.RML 5 - Mini Lesson - Have a Try - Summarize and Apply - Share	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to Reading independent and shared writing
		- Use new vocabulary to discuss Tools (tools, work). -Relate Tools to their own lives, and think about what tolls they use.	Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text	-Reading conference notes from guided reading - Graphic Organizers
			Respond to the Text- Shared/Interactive Writing	- Exit Tickets
			Independent Response to Reading: Students write a list of tools they or their family use that are not in the book.	
Water: Up, Down, and All Around	2 mini lessons	-Practice the routine for using poetry notebook.	Mini Lesson: MGT.U3.RML 6	-Use Assess Learning to identify behaviors that

IRA: 1	-Practice the	- Mini Lesson	demonstrate
	routine for reading	THIN LOSSON	meeting of the
mini lesson	around the room	- Have a Try	goal.
	with a pointer.	- Summarize and	
		Apply	
	-Infer the significance to their own lives of	- Share	-Observation through discussion / anecdotal notes
	the importance of water.	Mini Lesson: MGT.U3.RML 7	
		- Mini Lesson	-Respond to Reading
	-Distinguish that Water: Up, Down,	- Have a Try	independent and shared writing activities
	and All Around is nonfiction, because it provides true	- Summarize and Apply	activities
	information.	- Share	-Reading conference notes
		Read Aloud:	from guided reading
		Utilize the IRA folder to complete the following steps:	- Graphic Organizers
		-Introduce the Text	- Exit Tickets
		-Read the Text	
		-Discuss the Text	
		Respond to the Text-	
		Shared/Interactive Writing	
		Independent Response to Reading: Students draw something they learned about the water cycle from the book. They may use arrows, shapes, and labels to explain the water cycle.	
		onplain the water cycle.	

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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.	
Sharks	2 mini lessons IRA: 1 mini lesson	-Use illustrations (meaning) to solve words while reaiding -Use visual information (first letter) and meaning to predict a word. -Infer Nicola Davies' attitude toward sharks. -Locate information in a variety of graphics, e.g., a drawing or photograph with a label or caption, diagrams.	- Mini Lesson - Have a Try - Summarize and Apply - Share Mini Lesson: SAS.U3.RML 2 - Mini Lesson - Have a Try - Summarize and Apply - Share Read Aloud: Utilize the IRA folder to complete the following steps:	-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
			-Read the Text -Discuss the Text	-Exit Tickets
			Respond to the Text- Shared/Interactive Writing	

What Do You Do When Something Wants to Eat		-Reread and search for and use information from meaning, syntax,	- Mini Lesson	Learning to identify behaviors that
You?	TTD A	and visual information.	II T	demonstrate meeting of the
	1 mini lesson		- Summarize and Apply	goal.
	1	-Notice characteristics of nonfiction books.		-Observation through discussion /
		-Form opinions about the author, illustrator, and state the basis for the opinion.	Mini Lesson: LA.UTT.RML - Mini Lesson - Have a Try	-Respond to Reading independent and shared writing activities
		-Refer to important information and details, and use as evidence in	- Share	-Reading conference notes from guided reading
		support statements.	Read Aloud: Utilize the IRA folder to complete the following steps:	Organizers - Exit Tickets
			-Introduce the Text -Read the Text -Discuss the Text	

Animals Black and White		-Construct	Respond to the Text- Shared/Interactive Writing Independent Response to Reading: 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. Mini Lesson:	Use Assess Learning to
	use information from	the animals from both text and illustrations.	SAS.U3.RML 3 - Mini Lesson	identify behaviors that demonstrate
	meaning, syntax, and visual information.	-Use background knowledge of the	Have a Tro	meeting of the goal.
		content to be able to predict the answer to the question, "What		-Observation through discussion / anecdotal notes
	of nonfiction books	am I?"	Read Aloud: Utilize the IRA folder to	Dagna z 14
	-Fo		complete the following steps:	-Respond to Reading independent and shared writing activities
			Read the Text	-Reading conference notes from guided
				reading
			Respond to the Text-	- Graphic Organizers

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

			Discuss the Text	
			Respond to the Text- Shared/Interactive Writing	
			Independent Response to Reading: Students make signs with an animal name and one or two facts about the animal's feet.	
A Cool Summer Tail	2 mini lessons	-Think about prior knowledge of a topic before reading nonfiction		-Use Assess Learning to identify behaviors that
	IRA:		- Have a Try	demonstrate meeting of the
	1 mini lesson	-Think about newly acquired knowledge after	- Summarize and Apply	goal.
		reading nonfiction.		-Observation through discussion /
		-Tell important facts from the book	Mini Lesson: LA.UII.RML 6	anecdotal notes
		after hearing it read aloud	- Mini Lesson - Have a Try	-Respond to Reading
		-Identify an author's choice	- Summarize and	independent and shared writing activities
		interesting rhyming words.		
			D. I.A.I. I	-Reading
			complete the following	conference notes from guided reading
			-Introduce the Text	- Graphic Organizers

			-Read the Text	
			-Discuss the Text	- Exit Tickets
			D 1 1 7	
			Respond to the Text-	
			Shared/Interactive Writing	
			Independent Response to	
			Reading: Students choose an animal from the book	
			and write how that animal	
			stays cool. Illustrate their	
			sentences showing the	
			animal doing the cooling	
			activity.	
What Do You	1 mini lesson	-Discuss how to	Mini Lesson: WAR.U4.RML	-Use Assess
Do with a Tail		share information		Learning to
Like This?		learned in		identify
	IRA:	nonfiction books in		behaviors that
		a reader's notebook.	C	demonstrate
	1 mini lesson	notebook.	Apply	meeting
			ai	of the goal.
		C	- Share	
		-Connect texts in the category of		
		question and		
		answer.	Read Aloud:	
			Utilize the IRA folder to	-Observation
			1 4 6 11 1	through discussion /
		-Express opinions	,	anecdotal notes
		about which animal		
		is the most		
		interesting and explain their	-Introduce the Text	
		reasoning.	-Read the Text	-Respond to
			Diggues the Toxt	Reading
		-List the names of		independent and shared writing
		authors and titles		activities
			Respond to the Text-	
			Shared/Interactive Writing	
		-Read and define a		-Reading
		given vocabulary		
		word from the text.		
				conference notes

				from guided reading
			Independent Response to Reading: 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.	- Graphic Organizers - Exit Tickets
			Mini Lesson: WAR.U4.RML 2 - Mini Lesson - Have a Try - Summarize and Apply	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.
			- Share Mini Lesson: Introduce thematic vocabulary words from the read alouds.	-Observation through discussion / anecdotal notes
Antlers	IRA: 1 mini lesson	-Infer Imogene's and other characters' intentions, feelings, and motivations from text and pictures.	Read Aloud: Utilize the IRA folder to complete the following steps:	-Respond to Reading independent and shared writing activities
			-Introduce the Text -Read the Text -Discuss the Text	-Reading conference notes from guided reading
			Respond to the Text- Shared/Interactive Writing	- Graphic Organizers
			Independent Response to	- Exit Tickets

			Reading: Students create a single-page sequel to Imogene's Antlers. Draw a picture that shows something that might happen next in the story. Write a description of what is happening in the	
That's Bad!	IRA: 1 mini lesson	-Tell about the topic of a nonfiction book in a reader's notebook. -Identify and write about new	- Mini Lesson - Have a Try - Summarize and	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.
		about new information learned from a nonfiction book in a reader's notebook.		-Observation through discussion / anecdotal notes
		-Identify the author's use of humor.	- Have a Try - Summarize and Apply	-Respond to Reading independent and shared writing activities
		-Recall important details about the jungle setting after the story is read.	Read Aloud:	-Reading conference notes from guided reading
			-Introduce the Text	
			-Read the Text -Discuss the Text	

		Respond to the Text-	
		Shared/Interactive Writing	
The Old Man & His Door	s -Tell interesting facts about the topic of a nonfiction book in a reader's notebook. -Discuss that a book talk is a short talk about a book to get others excited to read it.	Independent Response to Reading: Students draw a picture of the boy meeting another animal in the jungle and write a sentence describing what is happening Mini Lesson: WAR.U4.RML - Mini Lesson - Have a Try - Summarize and Apply - Share	Learning to identify behaviors that demonstrate meeting of the goal. -Observation through discussion / anecdotal notes -Respond to
			- Exit Tickets

Dooby Dooby	2 mini lessons	-Share and	Mini Lesson: LA.U3.RML 2	-Use Assess
Moo		interesting or funny		Learning to
	IRA:	part of a book to	- Mini Lesson	identify
	1 mini lesson	excite other readers	II T	behaviors that
	1 mm resson	about the book.	•	demonstrate
			Summaring and Apply	meeting of the goal.
		-Prepare for a book	- Share	
		talk. Speak with a confident, clear, and enthusiastic voice and understand how to use the book and body language		-Observation through discussion / anecdotal notes
		during a book talk.	- Have a Try	D L
			- Summarize and Apply	-Respond to Reading independent and
		-Make connections with other funny stories.	Siture	shared writing activities
			Read Aloud:	-Reading
		-Relate story to one's own life by discussing and performing their own special talents.	steps:	conference notes from guided reading
			-Introduce the Text	- Graphic Organizers
			-Read the Text	_
			-Discuss the Text	- Exit Tickets
			Respond to the Text-	
			Shared/Interactive Writing	
		I .	Independent Response to Reading:	
			Students write some sentences at the bottom of a sheet of paper telling about a scene from the story where Farmer Brown is doing	

			something funny or is	
			worried. Create an	
			illustration for their writing.	
Animals	1 mini lesson	-Express an	Mini Lesson:	-Use Assess
Should		opinion and	WAR.U5.RML 1	Learning to
<u>Definitely</u>		provide an	Mini I and an	identify
Not Wear		explanation to	- Mini Lesson	behaviors that
Clothing.		support it.	- Have a Try	demonstrate meeting of the
			- Summarize and Apply	goal.
			- Share	
	IRA:	-Summarize the		-Observation
	1 1	reasons given in		through
	1 mini lesson	the story for why	Dood Alouds	discussion /
		certain animals	Read Aloud:	anecdotal notes
		should not wear	Utilize the IRA folder to	
		clothing.	complete the following	
			steps:	Desmand to
				-Respond to Reading
		-Use background		independent and
		knowledge about		shared writing
		animals to explain	-Introduce the Text	activities
		why they should	-Read the Text	
		not wear clothing.	-Redd the Text	
			-Discuss the Text	
				-Reading
				conference notes
				from guided
			Respond to the Text-	reading
			Shared/Interactive Writing	
				- Graphic
				Organizers
			Independent Response to Reading:	
			Students write their opinion	- Exit Tickets
			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.	

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
Chicken Licken	Understand the concept of a sentence. - 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.	-Utilize the SR folder to complete the following steps: -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text Respond to the text- -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative	-Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing
Home Sweet Home	- 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.	Utilize the SR folder to complete the following steps: -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text Respond to the text- -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities	-Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing

Zap, Zip, Zip	- Use features of print to track words when reading texts.	Utilize the SR folder to complete the following steps:	-Observation through discussion/	
	_	-Introduce the text	anecdotal notes	
	- Notice and use punctuations.	-First reading - read to the children		
	- Use phrasing when reading in unison.	-Second reading - read with the children	-Response to	
	- Understand a few	-Discuss the text	Reading: independent	
	simple adjectives and verbs.	-Revisit the text	and shared writing	
	- Recognize and use common compound words.	Respond to the text-		
	- Recall interesting	-Shared/ Interactive writing		
	facts about hummingbirds from	-Independent response to reading		
	the text and write about them.	-Use the SR card for alternative activities		
Emily: The Cat Who	- Demonstrate full control of early	Utilize the SR folder to complete the following steps:	-Observation through	
Thought She Was a Dog	reading behaviors	-Introduce the text	discussion/ anecdotal notes	
	- Make connections between the body of the text and	-First reading - read to the children		
	illustrations.	-Second reading - read with the children	-Response to	
	- Recognize and reflect variations in	-Discuss the text	Reading: independent	
	print with the voice. (speech bubbles, bold type)	-Revisit the text	and shared writing	
	- Use contextual	Respond to the text-		
	information to understand the	-Shared/ Interactive writing		
	meaning of new words.	-Independent response to reading		
	- Locate a word in a text and read individually and with others by predicting	-Use the SR card for alternative activities		
	the first letter.			

	- Infer the feelings of characters in stories.			
Woof! Woof!	- Demonstrate full control of early reading behaviors.	Utilize the SR folder to complete the following steps:	-Observation through discussion/	
	- Use memory of	-Introduce the text	anecdotal notes	
	repeating language patterns to monitor	-First reading - read to the children		
	accuracy.	-Second reading - read with the children	-Response to	
	- Remember and use repeating phrases with	-Discuss the text	Reading: independent	
	intonation.	-Revisit the text	and shared writing	
	- Understand words that represent sound.			
	- With teacher	Respond to the text-		
	support, read with word-by-word	-Shared/ Interactive writing		
	matching of one and two syllable words.	-Independent response to reading		
	- Tell the major events of a story.	-Use the SR card for alternative activities		
Not Now!	- Use eyes to track print.	Utilize the SR folder to complete the following steps:	-Observation through	
	- Notice word endings that are in one's own	-Introduce the text	discussion/ anecdotal notes	
	oral vocabulary.	-First reading - read to the children	notes	
	- With group support, read orally with	-Second reading - read with the children	-Response to	
	integration of all aspects of fluency.	-Discuss the text	Reading: independent	
	- Notice repeating language patterns.	-Revisit the text	and shared writing	
	- Locate and read words with specific	Respond to the text-		
	features: - ing	-Shared/ Interactive writing		
	-Infer the writer's purpose and message.	-Independent response to reading		
		-Use the SR card for alternative activities		
Boomer's	- Read left to right,	Utilize the SR folder to complete the	-Observation	

Check-up	with return sweep.	following steps:	through discussion/
	- Use repeating language patterns to	-Introduce the text	anecdotal notes
	search for and use information.	-First reading - read to the children	notes
	- Remember and use	-Second reading - read with the children	-Response to
	repeating phrases and intonation.	-Discuss the text	Reading: independent
	- Use syntax and repeating pattern to anticipate the text.	-Revisit the text	and shared writing
	- Recognize some	Respond to the text-	
	simple plurals (eyes, ears) and simple	-Shared/ Interactive writing	
	contractions (don't).	-Independent response to reading	
	- Make connections between the ideas in the text and one's own life experiences.	-Use the SR card for alternative activities	
Captain Brock, Firefighter	- Search for information in sentences with clauses	Utilize the SR folder to complete the following steps:	-Observation through discussion/
Tirejigitter	and phrase.	-Introduce the text	anecdotal notes
	- Understand the	-First reading - read to the children	notes
	meaning of new words related to content.	-Second reading - read with the children	-Response to
	- Use letter blends and	-Discuss the text	Reading: independent
	digraphs.	-Revisit the text	and shared writing
	- Recognize high frequency words.		
	- Infer the writer's	Respond to the text-	
	purpose and message.	-Shared/ Interactive writing	
	- Summarize important details from	-Independent response to reading	
	a text by writing a list using new vocabulary.	-Use the SR card for alternative activities	
Rain, Sun, Wind, Snow:	- Use known high- frequency words to	Utilize the SR folder to complete the	-Observation through

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Poems About the Seasons	read fluently.	following steps:	discussion/ anecdotal
		-Introduce the text	notes
	- Notice and enjoy the rhyming words of the	-First reading - read to the children	
	poems.	-Second reading - read with the children	-Response to Reading:
	- Respond to the playful, descriptive	-Discuss the text	independent and shared
	language of the poems. Follow and understand idents about the seasons.	-Revisit the text	writing
		Respond to the text-	
		-Shared/ Interactive writing	
		-Independent response to reading	
		-Use the SR card for alternative activities	
Up, Up, and Away	- Use features of print to track words.	Utilize the SR folder to complete the following steps:	-Observation through discussion/
	- Search for information in photos	-Introduce the text	anecdotal notes
	and in book and print features.	-First reading - read to the children	notes
	- Recognize and	-Second reading - read <i>with</i> the children	-Response to
	reflect variations in print with the voice.	-Discuss the text	Reading: independent
	- Understand the meaning of new	-Revisit the text	and shared writing
	words after reading and talking about them. [burner, chase	Respond to the text-	
	car]	-Shared/ Interactive writing	
	- Identify new knowledge gained	-Independent response to reading	
	when reading.	-Use the SR card for alternative activities	
	- Make connections between background		
	knowledge and the		
	content in the text and write about it.		
	with about it.		

The Broken Ladder	- 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.	Utilize the SR folder to complete the following steps: -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the children	-Observation through discussion/ anecdotal notes
	- Notice and use words that add action or emotion to the text.	-Discuss the text -Revisit the text	Reading: independent and shared writing
	- 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.	Respond to the textShared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities	
The Strawberry Hunt	 Use features of print to search for and use visual information. Adjust the voice to reflect the meaning. 	Utilize the SR folder to complete the following steps: -Introduce the text -First reading - read to the children -Second reading - read <i>with</i> the	-Observation through discussion/ anecdotal notes
	- Understand new words after reading and talking about them [ripe, stream, patch, twigs, giggled] - Notice word endings.	-Second reading - read with the children -Discuss the text -Revisit the text	-Response to Reading: independent and shared writing
	- Discuss the story's setting and why it is important.	Respond to the textShared/ Interactive writing	
	- Talk about personal connections to the characters and events in <i>The Strawberry Hunt</i> .	-Independent response to reading -Use the SR card for alternative activities	

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.CiviesCM.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

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.

^{*}Consistent with individual plans, when appropriate.

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

Topic/ Selection	00			Suggested
	Timeline per topic	General Objectives	Instructional Activities	Benchmarks/ Assessments
Just Ducks!	2 mini	-Discuss an author's	Mini Lesson: LA.U2.RML	-Use Assess
<u> </u>	lessons	writing style and	4	Learning to
		compare different		identify
		author's writing	- Mini Lesson	behaviors that
	ID A.	styles.	Harris a Tam.	demonstrate
	IRA:		- Have a Try	meeting of the
	1 mini		- Summarize and	goal.
	lesson	-Read and define a	Apply	
		given vocabulary		
		word from the text.	- Share	-Observation
				through
				discussion /
		-Ask questions to	Mini Lesson: Introduce	anecdotal notes
		deepen understanding	1 1 1	
		of Just Ducks!	from the read alouds.	
				-Respond to
				Reading
			Read Aloud:	independent and
		-Show that some	Read Modu.	shared writing
		nonfiction books are like a story.	Utilize the IRA folder to	activities
		like a story.	complete the following	
			steps:	
			I Total Total	-Reading
			-Introduce the Text	conference notes
			-Read the Text	from guided reading
			-Discuss the Text	
			Independent Response to	
			Reading: Students will	
			draw a simple timeline.	
			Add the main events of the	
D (I	1 1	D' 1 '	girl's day, in time order.	TT 4
	1 mini lesson	-Discuss an author's	Mini Lesson: LA.U2.RML	-Use Assess
Night		writing style and compare different	4	Learning to identify
		author's writing	- Mini Lesson	behaviors that
	IRA:	styles.		demonstrate
	1 ' ' 1		- Have a Try	meeting of the
	1 mini lesson		C	goal.
		T1 4.6 1.3	- Summarize and	
		-Identify and discuss	Apply	
		interesting		

		information about bats.	- Share	-Observation through discussion / anecdotal notes
		-Connect and compare texts by	Read Aloud: Utilize the IRA folder to	anecdotal notes
		Nicola Davies.	complete the following steps:	-Respond to Reading independent and
			-Introduce the Text -Read the Text	shared writing activities
			-Discuss the Text	5 11
			Respond to the Text-	-Reading conference notes from guided
			Shared/Interactive Writing	reading
			Independent Response to Reading: Students write	- Graphic Organizers
			about some things they noticed about Nicola Davies writing in <i>Bat Loves the Night</i> .	- Exit Tickets
One Tiny Turtle	IRA: 1 mini lesson	-Discuss an author's writing style and compare different author's writing.	Minilesson: LA.U2. RML4 Read Aloud:	-Observation through discussion / anecdotal notes
		-Recall the important information in <i>One Tiny Turtle</i> after hearing it.	Utilize the IRA folder to complete the following steps:	-Respond to Reading independent and shared writing activities
			-Introduce the Text -Read the Text	detrytties
		-Tell what is a fact and what are opinions throughout the text.	-Discuss the Text	-Reading conference notes from guided reading
			Respond to the Text-	
			Shared/Interactive Writing	- Graphic Organizers

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

	IRA:	recommendation to others.		that demonstrate meeting of the
	1 mini lesson	others.		goal.
		-Read and define a given vocabulary word from the text.		-Observation through discussion / anecdotal notes
		-Perceive when Bailey changes or learns a lesson.		-Respond to Reading independent and
		-Infer Bailey's feelings using the text	Read Aloud:	shared writing activities
		and pictures.	complete the following steps:	-Reading
			-Introduce the Text	conference notes from guided
			-Read the Text	reading
			-Discuss the Text	
				- Graphic Organizers
			Respond to the Text-	
			Shared/Interactive Writing	- Exit Tickets
			Independent Response to Reading: 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.	
Down the Road	1 mini lesson	1 -		-Use Assess Learning to identify behaviors
	IRA:		II T	that demonstrate meeting of the
	1 mini lesson	-Predict what will happen next in <i>Down the Road</i> .	- Have a Try - Summarize and Apply	goal.
		-Retell the events of	- Share	-Observation through discussion

		what happened in		/ anecdotal notes
		Down the Road after		
		hearing it read aloud.	Read Aloud:	
			Utilize the IRA folder to complete the following steps:	-Respond to Reading independent and shared writing activities
			-Introduce the Text	
			-Read the Text	-Reading
			-Discuss the Text	
			D 1 1 7	conference notes from guided reading
			Shared/Interactive Writing	
		1	chart for Bailey Goes	- Graphic Organizers
			Camping and Down the Road. They will write a sentence or two about Bailey and Hetty's journey.	- Exit Tickets
<u>Isla</u>	1 mini lesson	-Indicate how and when author's use		Learning to
		rhyme.	- Mini Lesson	identify behaviors that demonstrate meeting of the
		-Infer Rosalba and	II T	goal.
		Abuela's intentions, feelings, and	- Summarize and Apply	
		motivations using the text and pictures.	at a	-Observation through discussion / anecdotal notes
				-Respond to Reading
			complete the following	independent and shared writing activities
			-Introduce the Text	
				-Reading conference notes from guided

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

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

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

			-Read the Text	
			-Discuss the Text	
			Independent Response to Reading: Students fold the paper in half and on one side write how people are alike and on the other side	
T. D. IV. 1	1 ' ' 1	D' 1 '	how people are different.	TT A
To Be a Kid	1 mini lesson	-Discuss how to size and color of print can convey meaning.		-Use Assess Learning to identify behaviors that demonstrate
	IRA:			meeting of the
	1 mini lesson	-Discuss everyday activities.	- Summarize and	goal.
			Apply - Share	-Observation through
		-Examine the author's	Dood Aloud.	discussion /
		use of repeating patterns with the words, "To be a kid	Utilize the IRA folder to	anecdotal notes
		words, To be a kid	complete the following	
		means"	steps:	-Respond to
		-Describe how the	-Introduce the Text	Reading independent and
		placement of the	-Read the Lext	shared writing activities
		words on a page can	-Discuss the Text	
		convey meaning.		-Reading
			Respond to the Text-	conference notes
			Shared/Interactive Writing	
			example from the book that shows how kids all over the	from guided reading
			world are like. Students draw a picture showing them and their friends doing the activity in the example they chose. Write a few	- Graphic Organizers
			words or sentences about the drawing.	- Exit Tickets

My Name is	IRA:	-Make connections	Mini Lesson:	-Use Assess
Yora Yora	IICA.	among the texts that	LA.U9.RML.2	Learning to
1014	1 mini lesson	have the same theme,		identify behaviors
		it is okay to be	-Mini Lesson	that demonstrate
		different.		meeting of the
			-Have a Try	goal.
			-Summarize and Apply	
		-Explain a simple plot	t - Share	-Observation
		with problem and solution.		
		Solution.		through discussion /
				anecdotal notes
			Read Aloud:	anecdotal notes
			Utilize the IRA folder to	
			complete the following	
			steps:	
				-Respond to
				Reading
			-Introduce the Text	independent and
			-introduce the Text	shared writing
			-Read the Text	activities
			-Discuss the Text	
				-Reading
			Respond to the Text-	
			Shared/Interactive Writing	conference notes from guided
				reading
			Independent Response to	- Graphic
			Reading: Students write a	Organizers
			letter to a student/friend in	
			Korea.	
				Exit Tielrete
				- Exit Tickets

The Name Jar	1 mini lesson	-Discuss how writers use punctuation in interesting ways to	Mini Lesson: LA.U9.RML 3 - Mini Lesson	Learning to identify behaviors
	IRA:	communicate meaning.	- Have a Try	that demonstrate meeting of the
	1 mini lesson		- Summarize and Apply	goal.
		-Infer Joey's character traits from story events.	- Share	-Observation through discussion /
			Read Aloud:	anecdotal notes
		-Show that the story in <i>The Name Jar</i> could happen in real life.	Utilize the IRA folder to complete the following steps:	-Respond to Reading independent and shared writing
			-Introduce the Text	activities
			-Read the Text	
			-Discuss the Text	-Reading conference notes
			Respond to the text: Shared/Interactive Writing	-Graphic Organizers
			Independent Response to Reading:	F '/ T' 1 /
			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.	-Exit Tickets

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

	processing	steps:	
	simple sentences.	-Introduce the text	-Response to Reading: independent
	- Adjust the voice for dialogue Notice words that add action or emotion to a text: cried, shouted.	-First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text	and shared writing
	- Recognize contractions: can't, that's, it's, they're	Respond to the textShared/ Interactive	
	- Use the events of the story to predict what will happen next.	-Use the SR card for alternative activities	
	- Discuss a problem in a story and express opinions on how characters might solve the problem using interactive writing.		
Creep, Crawl, Fly: Poems About Bugs	- Notice and enjoy the rhyming words and rhythm of the poems.	Utilize the SR folder to complete the following steps: -Introduce the text	-Observation through discussion/ anecdotal notes -Response to Reading: independent
	- Follow and understand ideas about how bugs	-First reading - read to the children -Second reading - read with the children	and shared writing

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

	- Make connections between text and labeled photos.		
Scrunch, The Caterpillar	- 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 [bragged, wrapped] - Understand that the ending -ed can represent different sounds; /d/bragged; /t/wrapped. - Recognize some characteristics of the animal fantasy genre in the story. - Show understanding	Utilize the SR folder to complete the following steps: -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities	-Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing
	of when		

characters change or learn a lesson in the story by drawing or writing.		
- 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.	Utilize the SR folder to complete the following steps: -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text -Respond to the text- -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities	-Observation through discussion/anecdotal notes -Response to Reading: independent and shared writing
- Use eyes to track print with minimal support of a pointer.	Utilize the SR folder to complete the following steps: -Introduce the text -First reading - read to the	-Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing
	change or learn a lesson in the story by drawing or writing. - 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. - Use eyes to track print with minimal support of a	change or learn a lesson in the story by drawing or writing. - 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. - Use eyes to track print with minimal support of a pointer. Utilize the SR folder to complete the following steps: - Introduce the text -First reading - read to the children - Second reading - read with the children - Discuss the text -Revisit the text -Revisit the text -Shared/ Interactive writing - Independent response to reading - Use the SR card for alternative activities

understanding of how the book works to self-monitor and self- protect.	-Second reading - read with the children -Discuss the text	
- Use memory of preparing patterns to	-Revisit the text	
monitor accuracy and self-correct.	Respond to the text-	
- Recognize and say	-Shared/ Interactive writing	
consonant clusters.	-Independent response to reading	
- Express opinions about a text.	-Use the SR card for alternative activities	

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

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

^{*}Consistent with individual plans, when appropriate.

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	I .	Suggested Benchmarks/ Assessments
Mrs. Chicken and	2 mini	-Explain that	Mini Lesson: LA.U7.RML	-Use Assess
the Hungry	lessons	sometimes an author	1	Learning to
Crocodile		may write stories to		identify behaviors
		entertain.	- Mini Lesson	that demonstrate
				meeting of the goal.
		-Read and define a	- Have a Try	
		given vocabulary		

IRA:	word from the text.	- Summarize and	
		Apply	-Observation
1 mini			through discussion
lesson		- Share	/ anecdotal notes
	-Tell what happens to		
	Mrs. Chicken after		
	hearing the story	Mini I assess Industria	D 14.
	read.	Mini Lesson: Introduce	-Respond to
		thematic vocabulary words	Reading
		from the read alouds.	independent and
	-Make connections		shared writing
	across folktales that		activities
	are read aloud.	Read Aloud:	
	are read aroud.	11000	
		Utilize the IRA folder to	-Reading
		complete the following	6
		steps:	conference notes
		_	from guided
		-Introduce the Text	reading
		D 1.1 T	
		-Read the Text	
		-Discuss the Text	- Graphic
		Discuss me 1em	Organizers
			Organizers
		Respond to the Text-	
			- Exit Tickets
		Shared/Interactive Writing	Exit Tickets
		Independent Response to	
		Reading:	
		remails.	
		Students create a timeline	
		showing the	
		sequence of the main	
		events in the story on a	
		chart.	

The Tale of	2 mini	-Discuss how authors	Mini Lesson:
Rabbit and	lessons	sometimes write to	LA.U7.RML 2
Coyote	10330113	give the reader	LIT.OT.ICOT
Coyote		information.	- Mini Lesson
		imormation.	
	IRA:		- Have a Try
	1 mini lesson	-Tell how sometimes	- Summarize and
		an author writes to	Apply
		get readers to think or	· - Share
		do something.	- Share
		-Identify the	Mini Lesson:
		characters, Rabbit	LA.U7.RML 3
		and Coyote, and report important	- Mini Lesson
		details about them	
		after having heard the	Have a Try
		story read.	- Summarize and
			Apply
		-Use evidence from	- Share
		the text to predict	
		what Rabbit will do	
		next (I	Read Aloud:
		thinkbecause).	Read Aloud.
		,	Utilize the IRA folder to
			complete the following
			steps:
			-Introduce the Text
			-Read the Text
			-Discuss the Text
			Respond to the Text-
			Shared/Interactive Writing
			Independent Response to
			Reading: Students will fill
			in a chart with details
			comparing and contrasting
			Coyote and Rabbit.

The Princess	1 minilesson	-Discuss that an	Mini Lesson: LA.U6.RML	
and the Pea		author often conveys	1	Learning to identify behaviors
		a message for the	- Mini Lesson	
	IRA:	reader through a story.	- Have a Try	that demonstrate
	1 mini lesson	story.	- Summarize and Apply	meeting of the goal.
		-Describe the	- Share	
		characteristics of		-Observation
		folktales and fairy tales.	Read Aloud:	through discussion / anecdotal notes
		-Explain how the lessons in the story can be applied to their own lives.	Utilize the IRA folder to complete the following steps:	-Respond to Reading independent and shared writing
			-Introduce the Text	activities
			-Read the Text	
			-Discuss the Text	-Reading conference notes from guided reading
			Respond to the Text-	
			Shared/Interactive Writing	- Graphic Organizers
			Independent Response to Reading: Students write a summary of the main events from the story.	- Exit Tickets
Once a Mouse	1 mini lesson	_	Mini Lesson: LA.U6.RML	
		messages in a work of nonfiction.	2 - Mini Lesson	Learning to identify behaviors that demonstrate
			- Have a Try	meeting of the goal.
	IRA:	-Infer the lesson in traditional literature	- Summarize and	
	I mini lesson	(e.g., "Be grateful.").	Apply	-Observation through discussion /
		-Conclude when the	- Share	anecdotal notes
		mouse/tiger changes by becoming	Read Aloud:	
		prideful.	Utilize the IRA folder to	-Respond to

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

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

The Little Red	1 mini loggon	-Describe folktales as	Mini I accon:	-Use Assess
	1 IIIIII lesson	old stories that have	LA.U16.RML 3	
<u>Hen</u>				Learning to identify
		been retold over many		behaviors that
	IRA:	years.	- Mini Lesson	demonstrate meeting
	IKA:			of the goal.
	1		- Have a Try	
	1 mini lesson			
		-Explain that fables	- Summarize and	
		are imagined because	Apply	-Observation through
		the characters are		discussion /
		animals that act like	- Share	anecdotal notes
		people.		
		r · · r · · ·		
			Read Aloud:	-Respond to Reading
		-Infer each character's		independent and
		traits from story	Utilize the IRA folder to	shared writing
		events (the Little Red	complete the following	activities
		Hen is a hard worker,	steps:	activities
		1		
		while the goose, the dog, and the cat are	-Introduce the Text	
		lazy and selfish).	Don't don'T and	-Reading conference
			-Read the Text	notes from guided
				reading
			-Discuss the Text	
		-Infer each character's	D L L T	
		traits from story	Respond to the Text-	
		/		- Graphic
		Hen is a hard worker,	Shared/Interactive Writing	Organizers
		,		01841112013
		while the goose, the	Independent Response to	
		dog, and the cat are	Reading: Students will	
		lazy and selfish).	complete a chart about	- Exit Tickets
			Characters, Going to	Emit Tienets
			make, what is the hen's	
			problem? And what lesson	
			do the other animals	
			learn? and fill in the	
			information from The	
			Little Red Hen by Lucinda	
The I :441 a D = 1	1 min: 1	Diagnas 41 at f-11-4-1	McQueen.	IIaa Ag
The Little Red	1 mini lesson	-Discuss that folktale	Mini Lesson:	-Use Assess
Hen: An Old		characters are usually	LA.U16.RML 4	Learning to identify
<u>Fable</u>		either good or bad.	10	behaviors that
	ID A		- Mini Lesson	demonstrate meeting
	IRA:			of the goal.
	1		- Have a Try	
	1 mini lesson	-Use background		
		knowledge of <i>The</i>	- Summarize and	
		Little Red Hen from	Apply	-Observation
		hearing the other		through discussion /
		version to understand	- Share	anecdotal notes
		the problems and		
	1	problems and	I .	

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

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

*	leading
Shared/Interactive Writing fro	onference notes om guided
Independent Response to Reading: Students will complete a chart about	ading
Characters, setting, food, other objects, what happens, Or	Graphic rganizers
and lesson? and fill in the information for each book they have read: Goldilocks and the Three Bears and The	Exit Tickets
Three Snow Bears.	

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
Animal Surprises	- Use features of print to search for and use visual information	Utilize the SR folder to complete the following steps: -Introduce the text -First reading - read to the	-Observation through discussion/ anecdotal notes -Response to Reading: independent
	with teacher support. - Use known words to selfmonitor and self-correct.	-Second reading - read with the children -Discuss the text	and shared writing
	- Use layout and design of text to support phrasing.	-Revisit the text Respond to the text -Shared/ Interactive writing	
	- Use syntax and repeated patterns to anticipate text.	-Independent response to reading -Use the SR card for alternative activities	
	- Recognize and read long vowel sounds		

	with silent e.		
	- Remember information and details from a text to produce a written list.		
Bigger And Bigger And Bigger	- 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: bigger, warmer - Become aware that in a nonfiction text, information may be provided in different formats and places. - Draw and label a picture based on reading.	Utilize the SR folder to complete the following steps: -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text Respond to the text- -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities	-Observation through discussion/anecdotal notes -Response to Reading: independent and shared writing
The Cactus	-Demonstrate	Utilize the SR folder to	-Observation through discussion/

			T
Hotel	full control of early reading behaviors. - 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	complete the following steps: -Introduce the text -First reading - read to the children -Second reading - read with the children -Discuss the text -Revisit the text Respond to the text- -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities	-Response to Reading: independent and shared writing
	from a text to produce lists of events.		
The Sweet Mango Tree	- Follow the teacher's pointer with the eyes [left to right with return sweep] to read texts of two to eight lines.	Utilize the SR folder to complete the following steps: -Introduce the text -First reading - read to the children -Second reading - read with the children	-Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing

		I	
	- 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	-Discuss the text -Revisit the text Respond to the text -Shared/ Interactive writing -Independent response to reading -Use the SR card for alternative activities	
Food Store In The Woods	and their sounds. - Read without	Utilize the SR folder to complete the following steps:	-Observation through discussion/anecdotal notes
The woods	pointer. - Notice and use punctuation marks. - When reading in	-Introduce the text -First reading - read to the children -Second reading - read with the children	-Response to Reading: independent and shared writing

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

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

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.

^{*}Consistent with individual plans, when appropriate.

- 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

Topic/ Selection	Suggested Timeline per topic	General	Instructional Activities	Suggested Benchmarks/ Assessments
		Objectives		
The Silver Button	2 mini lessons	illustrator usually illustrates several books, and there		-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.
	IRA:	are often recognizable	- Have a Try	
	1 mini lesson	characteristics across the books.	- Summarize and Apply	-Observation through discussion / anecdotal
		-Read and define a given vocabulary word	- Share	notes
		-Infer characters'	Mini Lesson: Introduce thematic vocabulary words from the read alouds.	-Respond to Reading independent and shared writing activities
		feelings using text and pictures after the story is		-Reading
		read.	Read Aloud:	conference notes from guided reading
		-Explain and describe people and events in <i>The</i>	Utilize the IRA folder to complete the following steps: -Introduce the Text	- Graphic Organizers
		Silver Button.	-Read the Text	T W. 1
			-Discuss the Text	- Exit Tickets
			Respond to the Text-	
			Shared/Interactive Writing	
			Independent Response to Reading:	
			Students write about the noticings in Bob Grahams stories.	

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

"Let's Get a Pup!" Said Kate		-Infer where a story takes place from the pictures and words.	- <u>Mini Lesson:</u> LA.U17.RML 1 - <i>Mini Lesson</i>	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.
	IRA: 1 mini lesson	-Discuss that an illustrator usually illustrates several	- Have a Try - Summarize and Apply - Share	-Observation through discussion / anecdotal notes
		books, and there are often recognizable characteristics across the books.	Mini Lesson: LA.U2.RML 2 - Mini Lesson	-Respond to Reading independent and shared writing activities
		-Predict what will happen next when the family cannot sleep.	- Have a Try Summarize and Apply - Share	conference notes from guided reading - Graphic Organizers
		-Recognize the point of view in the text.	Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text	- Exit Tickets
			Respond to the Text- Shared/Interactive Writing Independent Response to Reading: Students write the noticings about the writing and illustrations of Bob Graham from the text.	

April and Esme:	1 mini lesson	-Identify the	Mini Lesson:	-Use Assess Learning
Tooth Fairies		setting of the story	LA.U17.RML 2	to identify behaviors
	IRA:	and infer why it is important.	- Mini Lesson	that demonstrate meeting of the goal.
	1 mini lesson		- Have a Try	
		-Compare and Contrast this book	- Summarize and	-Observation through discussion / anecdotal
		to other Bob Graham titles.	- Share	notes
		-Relate the story about losing a first tooth to their own lives.	complete the following	-Respond to Reading independent and shared writing activities
			steps:	-Reading
			-Introduce the Text	conference notes from guided reading
			-Read the Text	
			-Discuss the Text	- Graphic Organizers
			Respond to the Text-	- Exit Tickets
			Shared/Interactive Writing	
			Independent Response to Reading: Students create a bar graph to show how many teeth each child in the class has lost.	

<u>Puddles</u>	2 mini lessons	-Discuss the purpose of the dedication in a book.	Mini Lesson: LA.U10.RML 1 - Mini Lesson	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.
	IRA: 1 mini lesson	-Read and define a given vocabulary word from the text.	- Have a Try - Summarize and Apply - Share	-Observation through discussion / anecdotal notes
		-Infer the children's intentions, feelings, and motivations using	Mini Lesson: Introduce thematic vocabulary words from the read alouds.	-Respond to Reading independent and shared writing activities
		the text and illustrations.	Read Aloud:	-Reading conference notes from
		-Retell the beginning, middle and end of the text.	Utilize the IRA folder to complete the following steps:	guided reading
			-Introduce the Text -Read the Text -Discuss the Text	- Exit Tickets
			Respond to the Text-	
			Shared/Interactive Writing	
			Independent Response to Reading: 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	

Mud	1 mini lesson	-Discuss the	Mini Lesson:	-Use Assess Learning
1,100	1 111111 1000011	purpose of the	LA.U10.RML 2	to identify behaviors
		author's note in a		that demonstrate
		book.	- Mini Lesson	meeting of the goal.
			Ugua a Tm	
	IRA:		- Have a Try	-Observation through discussion / anecdotal
		-Make	- Summarize and	notes
	1 mini lesson	connections across	Apply	
		fiction texts that	Chama	
		are read aloud,	- Share	D
		e.g., content,		-Respond to Reading
		topic.		independent and shared writing
			Read Aloud:	activities
			II(!!:== 41= ID A f=1.1==4=	
		-Explain the	Utilize the IRA folder to complete the following	-Reading
		purpose of text,	steps:	
		such as Mud.	всерь.	conference notes from guided reading
				guided reading
				- Graphic Organizers
			-Introduce the Text	
			-Read the Text	
				- Exit Tickets
			-Discuss the Text	
			Respond to the Text-	
			Shared/Interactive	
			Writing	
			Wilding	
			Independent Response	
			to Reading: Students	
			write about the signs of	
			spring the book shows	
			and tells about.	
All the Colors	1 mini lesson	-Discuss the	Mini Lesson:	-Use Assess Learning
of the Earth		r -	LA.U10.RML3	to identify behaviors
		acknowledgments in the book.		that demonstrate
	IRA:	III UIC OOOK.		meeting of the goal.
		-Infer the message	-Mini Lesson	
	1 mini lesson	in All the colors		
		of the Earth, e.g.	-Have a Try	-Observation through
		ethnic diversity is	Summarize and Apply	discussion/anecdotal
		beautiful as are	-Summarize and Apply	notes
		the colors and textures found in	-Share	
		nature.	Read Aloud: Utilize the	
			Read Moud. Offize the	-Respond to Reading

		-Make connections from All the Colors of the Earth to their own lives.	IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text Respond to the Text- Shared/Interactive Writing	independent and shared writing activities -Reading conference notes from guided reading - Graphic Organizers
			Independent Response to Reading: Students write ways hair might be like something in nature. Then, add drawings to each.	- Exit Tickets
Subway Ride	1 mini lesson IRA:	-Discuss the purpose of a page that gives information about the author.		-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.
	1 mini lesson	-Infer the author's attitude toward the topic.	- Summarize and Apply - Share	-Observation through discussion / anecdotal notes
		-Identify the point of view of the text.	Read Aloud: Utilize the IRA folder to complete the following steps:	-Respond to Reading independent and shared writing activities -Reading
			-Introduce the Text	conference notes from guided reading
			-Read the Text -Discuss the Text	- Graphic Organizers
			-Respond to the Text-	- Exit Tickets

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

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
How Animals Eat	- Follow the pointer with their eyes during shared reading of the	- Utilize the SR folder to complete the following steps:	-Observation through discussion/ anecdotal notes
	book.	- Introduce the text	-Response to Reading: independent and shared writing
	- Recognize more than one repeating language pattern in	- First reading - read <i>to</i> the children	
	a text and use to search for information.	- Second reading- read with the children	
		- Discuss the text	
	- Recognize some simple plurals [hands, worms] and	- Revisit the text	
	contractions [won't, don't]	Respond to the text -	
	- Tell important information about a	Shared/Interactive writing	
	text for shared writing.	Independent response to reading	
	- Talk about the photographs.	Use SR card for alternative activities	
Bone Riddles	- Use recognition of high-frequency words to self- monitor and self-	- Utilize the SR folder to complete the following steps:	-Observation through discussion/ anecdotal notes
	correct.	- Introduce the text	-Response to Reading: independent and shared writing
	- Recognize and use ending punctuation:	- First reading - read <i>to</i> the children	
	question mark. - Notice and use	- Second reading- read with the children	
	strong verbs that add action.	- Discuss the text	
	- Hear, say, clap and identify syllables in words	- Revisit the text	
	with thtree or more syllables. [skeleton,	Respond to the text -	
	animal, different, openings]	Shared/Interactive writing	

		Independent response to reading	
		Use SR card for alternative activities	
Zoom In and Out	- Demonstrate full control of early reading behaviors.	- Utilize the SR folder to complete the following steps:	-Observation through discussion/ anecdotal notes
	 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 	- Introduce the text - First reading - read to the children - Second reading- read with 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	-Response to Reading: independent and shared writing
Inventions and Nature	of illustrations. - With teacher support, read without a pointer.	- Utilize the SR folder to complete the following steps:	-Observation through discussion/ anecdotal notes
	- Use organizational tools to search for information [headings, questions, captions, bold words] - Stress key content words.	- Introduce the text - First reading - read to the children - Second reading- read with the children - Discuss the text	-Response to Reading: independent and shared writing
	- Use syntax and repeating patterns to anticipate text.	- Revisit the text	

	Break words into syllables to decode manageable units.Make predictions	Respond to the text - Shared/Interactive writing Independent response to	
	based on information in pictures.	reading Use SR card for alternative activities	
Jumping Into the Leaves	- Notice features of words: letters, beginnings,	- Utilize the SR folder to complete the following steps:	-Observation through discussion/ anecdotal notes
	endings, uppercase and lowercase.	- Introduce the text	-Response to Reading:
	- Notice and use period, comma, question mark,	- First reading - read <i>to</i> the children	independent and shared writing
	exclamation mark.	- Second reading- read with the children	
	- Adjust the voice to recognize dialogue.	- Discuss the text	
	- Recognize and use language patterns.	- Revisit the text	
	language patterns.	Respond to the text -	
	- Recognize and use long vowel sounds	Shared/Interactive writing	
	in words with silent e [pile, rake, late, time]	Independent response to reading	
		Use SR card for alternative activities	

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

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.

^{*}Consistent with individual plans, when appropriate.

- 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

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments
The Dandelion	2 mini	-Discuss how an	Mini Lesson: LA.U23.RML	-Use Assess
Seed		illustrator creates the illusion of sound and motion in illustrations.	2 - Mini Lesson - Have a Try	Learning to identify behaviors that demonstrate meeting of the goal.
	IRA:		- Summarize and	
	1 mini lesson	-Read and define a given vocabulary word from the text.	Apply - Share	-Observation through discussion / anecdotal notes
		-Relate the story to their own experiences of growing up and trying new things.	Mini Lesson: Introduce thematic vocabulary words from the read alouds.	-Respond to Reading independent and shared writing activities
			Read Aloud:	
		-Infer the messages in the story, such as, Don't be afraid to	Utilize the IRA folder to complete the following steps:	-Reading
		try new things.	-Introduce the Text	conference notes from guided reading
			-Read the Text	
			-Discuss the Text	
				- Graphic Organizers
			Respond to the Text-	
			Shared/Interactive Writing	- Exit Tickets
			Independent Response to Reading: Students will write the five major events in the dandelion seed's life cycle and draw pictures to match.	

This Year's	1 mini lesson	-Explain how the	Mini Lesson: LA.U23.RML	-Use Assess
Garden		tone of a book is	3	Learning to
Garden		created by the		identify
		illustrator's choice of	- Mini Lesson	behaviors that
	TD A	colors.		demonstrate
		colors.	- Have a Try	meeting of the
	1 mini lesson			goal.
			- Summarize and	goai.
		-Make connections	Apply	
		with other books		
		about gardening.	- Share	-Observation
				through
				discussion /
				anecdotal notes
		-Identify the	Read Aloud:	
		organization of the	Halling the ID A foldents	
		story by seasons.	Utilize the IRA folder to	
			complete the following	-Respond to
			steps:	Reading
				independent and
		-Predict what will		shared writing
		happen to the plants	-Introduce the Text	activities
		next in the story.	Introduce the Test	
			-Read the Text	
			_	-Reading
		-Recall important	-Discuss the Text	-Reading
		details about the		conference notes
		garden setting after		from guided
		the story is read.	Respond to the Text-	reading
		,	Respond to the Text-	
			Shared/Interactive Writing	
				- Graphic
				Organizers
			Independent Pasponse to	Organizors
			Independent Response to Reading: Students will write	
			their own words to match	
			the illustrations on pages 9-	- Exit Tickets
			10.	
Jack's Garden	1 mini lesson	-Discuss how the	Mini Lesson: LA.U23.RML	-Use Assess
Jack S Galuell	1 111111 1088011		4	Learning to
		change when the		identify
		illustrator shifts the	- Mini Lesson	behaviors that
	IRA: 1 mini	colors.		demonstrate
	lesson	COIOIS.	- Have a Try	meeting of the
				goal.
			- Summarize and Apply	, 50ai.
			- Share	
				-Observation
				through discussion /
				uiscussioii /

Plant Packages: A Book About Seeds I mini lesson I mini lesson Tell the important information about plants and seeds in the text after hearing the text read. Read the Text Poiscuss the Text Reading conference motes from guided result of the Text Packages: A Book Tell the important information about plants and seeds in the text after hearing the text read. Packages: Read Aloud: Utilize the IRA folder to complete the following steps: Introduce the Text Packages Pack	al notes	anecdotal no		Read Aloud:			
Discuss the Text	dent and vriting	independent shared writin	following e Text	complete the fo steps: -Introduce the T			
Respond to the Text- Shared/Interactive Writing Independent Response to Reading: Students will create and complete a three list chart: "Things Jack uses to grow a garden", "Plants in Jack's garden "Animals in Jack's garden "A			t	-Read the Text			
Respond to the Text- Shared/Interactive Writing Independent Response to Reading: 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 "Animals in Jack's gar	3	-Reading	Text	-Discuss the Te			
Independent Response to Reading: 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"	om	conference notes from guided readi					
to grow a garden", "Plants in Jack's garden Plant Packages: A Book About Seeds IRA: I mini lesson I mini lesson 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. To grow a garden", "Plants in Jack's garden Mini Lesson: LA.U23.RML Mini Lesson: LA.U23.RML Mini Lesson: LA.U23.RML Mini Lesson Mead Aloud: Learning identify Meeting of goal. Cobservat C		- Graphic Organizers	lents will	Reading: Stude			
Packages: illustrator shows the passage of time through illustrations.	ckets	-Exit Tickets	den", "Plants in", and	to grow a garde Jack's garden",			
A Book About Seeds IRA: I mini lesson 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. Through illustrations. - Have a Try - Summarize and Apply - Share - Observate through discussion anecdotal Utilize the IRA folder to complete the following steps: - Introduce the Text - Respond Reading independe shared with shared		-Use Assess Learning to identify			illustrator shows the		
-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. -Tell the important information about plants and seeds in the text after -Observate through discussion anecdotal -Utilize the IRA folder to complete the following steps: -Introduce the Text -Respond Reading independence shared with share	rate	behaviors that demonstrate meeting of th	esson Try	- Have a T	through	IRA:	
experiences with seeds and gardening. -Introduce the Text -Respond Reading independe shared with shared with seeds and gardening.	on/	-Observation through discussion/ anecdotal no	A folder to	- Share Read Aloud: Utilize the IRA complete the fol	information about plants and seeds in the text after hearing the text read. -Relate text to their		
-Reading	dent and rriting	independent shared writin activities	ext	-Read the Text	experiences with seeds and		

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

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

Con I D	1 min: 1	Diggues 4h.s	Mini I agger: I A 110 DMI 2	Liga A
Can I Bring	1 mini lesson	-Discuss the	Mini Lesson: LA.U8.RML 2	
Woolly to		meaning of literary	Mini I	Learning to
the Library,		language authors	- Mini Lesson	identify behaviors
Ms. Reeder?	ID A .	use to make	Hama a Tana	that demonstrate
	IRA:	comparisons.	- Have a Try	meeting of the
	1 mini lesson		Summaria and Apply	goal.
	1 IIIIII lesson		- Summarize and Apply	
			- Share	
		-Predict what will	- Share	
		happen next at the		-Observation
		end of the story.		through
			Read Aloud:	discussion/
			Read Moud.	anecdotal notes
			Utilize the IRA folder to	
		-Connect texts in	complete the following	
		the category of	steps:	
		imagination.	Steps.	-Respond to
				Reading
				independent and
			-Introduce the Text	shared writing
				activities
			-Read the Text	
			-Discuss the Text	Danding
				-Reading
			Respond to the Text-	conference notes
			Shared/Interactive Writing	from guided
				reading
			Independent Response to	
			Reading: Students will pick	
			their favorite scene from the	- Graphic
			story or come up with their	Organizers
			own idea about what would	Organizers
			happen if Woolly went into	
			the library. Then, draw a	
			picture of this part of the	- Exit Tickets
			story and write about it.	
Tiger in My			Mini Lesson: LA.U8.RML 3	-Use Assess
Soup	lessons	of literary	15	Learning to
		language.	- Mini Lesson	identify behaviors
				that demonstrate
	TD 4		- Have a Try	meeting of the
	IRA:	T1 .:C .:I	Cummari- a and A	goal.
	1 mini 100000	-Identify the way	- Summarize and Apply	
		an author organizes	- Share	
		information using	Simic	
		questions and		-Observation
		answers in a		through
		nonfiction text.	Mini Lesson: LA.U12.RML	discussion /
			1	anecdotal notes
			_	

-Make a text to	- Mini Lesson	
-Retell the beginning, middle, and end of the story.	Have a TrySummarize and ApplyShare	-Respond to Reading independent and shared writing activities
	Read Aloud:	-Reading
	Utilize the IRA folder to complete the following steps:	conference notes from guided reading
	-Introduce the Text	
	-Read the Text	- Graphic Organizers
	-Discuss the Text	
		- Exit Tickets
	Respond to the Text-	
	Shared/Interactive Writing	
	Independent Response to Reading: 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.	

The	2 mini	-Identify the way ar	Mini Lesson: LA.U12.RML2	-Use Assess
Gruffalo	lessons	author organizes		Learning to
		information in the	-Mini Lesson	identify behaviors
		order it happens in	\mathbf{a}	that demonstrate
		nonfiction book.	-Have a Try	meeting of the
	IRA:		-Summarize and Apply	goal.
	1 mini lesso	n		
		-Describe the way	Mini Lesson: LA.U12.RML	
		an author groups	3	-Observation
		information that	- Mini Lesson	through
		goes together in a		discussion /
		nonfiction text.	- Have a Try	anecdotal notes
			- Summarize and Apply	
		-Predict what will	- Share	-Respond to
		happen next in the		Reading
		story.		independent and
		-Make connections		shared writing activities
		across the	Read Aloud:	activities
		imagination texts	Itiliza the IDA folder to	
		that	Utilize the IRA folder to	
			complete the following steps:	-Reading
		are read aloud.	-Introduce the Text	
			in came in 1em	conference notes
			-Read the Text	from guided
				reading
			-Discuss the Text	
				- Graphic
				Organizers
			Respond to the Text-	
			Shared/Interactive Writing	- Exit Tickets
			Independent Response to	
			Reading: Students will write	
			about what they like or find	
			funny in the story and draw a	
			picture to match.	

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

		especially those	- Share	
		with labels.		-Observation
			Mini Lesson: LA.U13.RML	through discussion
		-Recall the	LA.013.RIVIL	/ anecdotal notes
		beginning, middle and end of the	- Mini Lesson	
			- With Lesson	-Respond to
		story.	- Have a Try	Reading
		-Infer the messages		independent and
		in Daisy Comes	- Summarize and Apply	shared writing
		Home		activities
		110me	- Share	activities
				-Reading
			Read Aloud:	
			TICL A TOACLE	conference notes
			Utilize the IRA folder to	from guided
			complete the following steps:	reading
			-Introduce the Text	
			-introduce the Text	
			-Read the Text	
			Redu ine Text	- Graphic
			-Discuss the Text	Organizers
				- Exit Tickets
			Respond to the Text-	- LAIT TICKETS
			Shared/Interactive Writing	
			Independent Pagnange to	
			Independent Response to Reading: Students write	
			down what they learned from	
			how Daisy changed in the	
			story.	
Stand Tall,	2 mini	-Discuss the	· ·	-Use Assess
Molly Lou	lessons	purpose of a map		Learning to
Melon	icssoms	and how to read the	1	identify behaviors
IVICIOII		information on the		that demonstrate
		map.		meeting of the
	IRA:	μιαρ.	II	goal.
		-Discuss a		goai.
	1 mini lesson	diagram's purpose	- Summarize and Apply	
		and how to read it		
		to get information.	- Share	-Observation
		Set miorination.		through discussion
		-Recall important		/ anecdotal notes
		details about the	Mini I and I A 1110 DAG	
			Mini Lesson: LA.U13.RML	

settings after the	3	
story is read.		
	- Mini Lesson	-Respond to
		Reading
		independent and
-Infer a character's		
		shared writing
traits from the story	- Summarize and Apply	activities
events.	- Share	
		-Reading
	Read Aloud:	6
		conference notes
	IL tiliza tha IV A taldar ta	from guided
	complete the following	reading
	steps:	
	Leave de la dia Tant	
	-Introduce the Text	- Graphic
		Organizers
	-Read the Text	
	-Discuss the Text	
		- Exit Tickets
	Respond to the Text-	
	Shared/Interactive Writing	
	Independent Pagnanga to	
	Independent Response to	
	Reading: Students write	
	what Molly Lou does on her	
	first five days at the new	
	school.	

King of the	2 mini	-Explain the	Mini Lesson: LA.U14.RML	-Use Assess
Playground	lessons	purpose of		Learning
		headings as an	Mini I	to identify belowious
		organizational tool.	- Mini Lesson	to identify behaviors
		organizational tool.	- Have a Try	that demonstrate
				meeting of the goal.
	IRA:	Explain the	- Summarize and	
	1 mini lesson	-Explain the purpose of the table	Apply	
		of contents as an	- Share	-Observation
		organizational tool.		through discussion /
				anecdotal notes
			Mini Lesson: LA.U14.RML	
		-Identify when a	2	
		character changes	- Mini Lesson	-Respond to
		or learns a lesson.	- With Lesson	Reading independent and
			- Have a Try	shared writing
			C	activities
		-Tell the important	- Summarize and Apply	
		events of the story using the pictures	Прри	
		after hearing the	- Share	-Reading
		text read several	Read Aloud:	
		times.		conference notes
			Utilize the IRA folder to	from guided reading
			complete the following	
			steps:	
				- Graphic Organizers
				Organizers
			-Introduce the Text	
			-Read the Text	- Exit Tickets
				- Exit Tickets
			-Discuss the Text	
			Respond to the Text-	
			Shared/Interactive Writing	
			phared/interactive withing	
			Independent Response to	
			Reading: Students write the	
			questions Kevin's father asks, and then write Kevin's	
			answers with input from the	
			children.	

	0	D	T	T.T. 4
Amazing	2 mini lessons	-Distinguish when		-Use Assess
<u>Grace</u>		nonfiction authors include extra	3	Learning to identify behaviors that
		information to help	- Mini Lesson	demonstrate
	IRA:	the reader		meeting of the goal.
	1 1	understand the	- Have a Try	
	1 mini lesson	topic.	Summarize and Apply	
		T-111	- Summarize and Apply	-Observation
		-Tell when a story could not happen in	- Share	through discussion /
		real life.		anecdotal notes
		-Make a text to	Mini Lesson: LA.U15.RML	-Respond to
		world connection.	1	Reading
				independent and shared writing
			- Mini Lesson	activities
		-Retell beginning,	- Have a Try	
		middle, and end of		
		story.	- Summarize and Apply	-Reading
			- Share	
				conference notes
			Read Aloud:	from guided reading
			Utilize the IRA folder to	Icading
			complete the following	- Graphic
			steps:	Organizers
				- Exit Tickets
				- Latt Tiercts
			-Introduce the Text	
			-Read the Text	
			-Discuss the Text	
			Respond to the Text-	
			Shared/Interactive Writing	
			Independent Response to	
			Reading:	
			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.	

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
The Frog Who Couldn't Jump	- Show evidence of close attention to visual features of words.	Utilize the SR folder to complete the following steps:	-Observation through discussion/ anecdotal notes
	 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. 	- First reading - read to the children - Second reading-read with the children - Discuss the text - Revisit the text Respond to the text - Shared/Interactive	-Response to Reading: independent and shared writing
	- Use evidence from the text to support statements about the text.	Independent response to reading Use SR card for alternative activities	
The Creepy House: A Tale From Europe	Demonstrate full control of early reading behaviors.Use repeating language	Utilize the SR folder to complete the following steps: - Introduce the text	-Observation through discussion/ anecdotal notes
	patterns to search for and use information. - Mimic teacher's expression when reading. - Understand the meaning of words that represent sound: e.g., creaked, ticket, honked - Hear and say initial	- First reading - read to the children - Second reading-read with the children - Discuss the text - Revisit the text	-Response to Reading: independent and shared writing

	phonemes/consonant clusters - Identify the setting for the story and infer why it is important. - Remember details from the story to produce a list through interactive writing.	Respond to the text Shared/Interactive writing Independent response to reading Use SR card for alternative activities	
The Gingerbread Girl: A European Folktale	 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. 	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading-read with 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
Three Billy Goats Gruff	 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, 	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading-read with the	-Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing

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

		T	I
	a story.		
	- Talk about personal connections made to content or events in a shared text.		
Snail's Big Adventure	- Notice visual aspects of print, including punctuation	Utilize the SR folder to complete the following steps:	-Observation through discussion/ anecdotal notes
	Use details in the pictures to search for and use information.Use phrasing, pausing, word stress with	Introduce the textFirst reading - read to the childrenSecond reading-	-Response to Reading: independent and shared writing
	intonation.	read with the children	
	- Notice a writer's choice of interesting objects to show Snail's perspective	- Discuss the text	
	[forest = grass]	- Revisit the text	
	- Recognize and use phonograms with a double vowel [ee, oo]	Respond to the text	
	- Infer the reasons for Snail's feelings in the story.	Shared/Interactive writing	
		Independent response to reading	
		Use SR card for alternative activities	
Oh, Good!	- Gain new information from both pictures and print.	Utilize the SR folder to complete the following steps:	-Observation through discussion/ anecdotal notes
	- Search for and use information from	- Introduce the text	
	pictures that match the print closely and support meaning.	- First reading - read to the children	-Response to Reading: independent and shared writing
	- Use phrasing, pausing, word stress with	- Second reading- read <i>with</i> the children	
	intonation when reading in chorus.	- Discuss the text	
	- Remember and use		

	new language from reading an enlarged text in chorus. - Connect words that have similar features: e.g., hat/had; fell/full - Compose innovations by adding another event.	- Revisit the text Respond to the text - Shared/Interactive writing Independent response to reading Use SR card for alternative activities	
The Farmer and the Cow	- 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. [market, crow, greedy, pecked, tossed] - 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., animal fantasy, trickster tale - Formulate opinions about illustrations using interactive or shared writing.	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading-read with 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

The Big, Green, Scary Monster	 Notice visual aspects of the print, including end punctuation and quotation marks. Adjust the voice to 	Utilize the SR folder to complete the following steps: - Introduce the text	-Observation through discussion/ anecdotal notes
	recognize dialogue in the text.	- First reading - read to the children	-Response to Reading: independent and shared writing
	- Recognize and use contractions [won't, I'll, I'm, we're]	- Second reading- read <i>with</i> the children	
	- Infer the feelings of characters and the	- Discuss the text	
	reasons for their actions and feelings.	- Revisit the text	
	- Predict what might happen next and write a new episode using	Respond to the text	
	interactive writing.	Shared/Interactive writing	
		Independent response to reading	
		Use SR card for alternative activities	
Old to New	- Demonstrate full control of early reading behaviors.	Utilize the SR folder to complete the following steps:	-Observation through discussion/ anecdotal notes
	- Search for information when processing simple	- Introduce the text	
	sentences.	- First reading - read to the children	-Response to Reading: independent and shared
	- Read some words quickly and automatically.	- Second reading- read with the children	writing
	- Understand the meaning of simple	- Discuss the text	
	plurals.	- Revisit the text	
	- Use academic language to talk about the text:		
	e.g., author, photographer, flaps, heading, topic	Respond to the text	
		Shared/Interactive	

	writing
	Independent response to reading
	Use SR card for alternative activities
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).
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.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.GeoGl.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.
- CRP2. Apply appropriate academic and technical skills.
- 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
Hello Ocean	2 mini lessons	-Tell when a story could happen in real	Mini Lesson: LA.U15.RML 2	-Use Assess Learning to
	Cosons	life.	- Mini Lesson	identify behaviors that demonstrate
	IRA:		- Have a Try	meeting of the goal.
	1 mini	-Read and define a given vocabulary	- Summarize and Apply	goar.
	lesson	word from the text.	- Share	

		details about the	Mini Lesson: Introduce thematic vocabulary words from the read alouds.	-Observation through discussion / anecdotal notes
			Read Aloud: Utilize the IRA folder to complete the following steps: -Introduce the Text -Read the Text	-Respond to Reading independent and shared writing activities
			-Discuss the Text	-Reading
			Respond to the Text- Shared/Interactive Writing	conference notes from guided reading
			Independent Response to Reading:	- Graphic Organizers
			Students write a description of what the ocean is like, including	- Exit Tickets
0 17:1:1			information that can be gathered using all five senses.	
On Kiki's Reef	1 mini lesson IRA:	-Discuss the difference between realistic characters and those that appear in fantasy.	- Mini Lesson	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.
	1 mini lesson	Outline the feets in		-Observation through discussion /
		-Outline the facts in the book about Sea Turtles.	Read Aloud:	anecdotal notes
		-Summarize the beginning, middle and end of <i>On Kiki's Reef</i> .	complete the following steps:	-Respond to Reading independent and shared writing activities
			-Read the Text	

			-Discuss the Text	-Reading
			Respond to the Text- Shared/Interactive Writing Independent Response to Reading: Students write a letter to "people of the world" telling them what they can do to protect the creatures of the oceans.	
Sea Turtles	1 mini lesson IRA: 1 mini lesson	-Identify whether a story is realistic or fantasy. -Discover information about sea turtles from both print and pictures. -Make text to world connections.	-Introduce the Text -Read the Text -Discuss the Text Respond to the Text- Shared/Interactive Writing Independent Response to Reading: Students will write interesting facts about sea turtles from the book.	-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

lessons character changes from the beginning to the end of a story. IRA: I mini lesson - Tell when a character learns a lesson and relate the lesson to their lives. - Compare and Contrast nonfiction texts. - Summarize Dolphin Baby! - Compare and Contrast nonfiction texts. - Summarize Dolphin Baby! Introduce the Text - Reading conference notes from guided reading conferenc	Dolphin Baby	2 mini	-Indicate when a	Mini Lesson: LA.U21.RML 1	-Use Assess
IRA: I mini lesson -Tell when a character learns a lesson and relate the lesson to their lives. -Compare and Contrast nonfiction texts. -Summarize Dolphin Baby! -Compare and Contrast nonfiction texts. -Summarize Dolphin Baby! -Introduce the Text -Read the Text -Read the Text -Discuss the Text -Exit Tickets -Exit Tickets Readning conference notes from guided reading conf				Mini Laggar	
IRA: I mini lesson -Tell when a character learns a lesson and relate the lesson to their lives. -Compare and Contrast nonfiction textsSummarize -Contrast nonfiction textsSummarize -Contrast nonfiction textsSummarize -Contrast nonfiction textsSummarize -Contrast nonfiction textsSummarize -Compare and Contrast nonfiction textsSummarize -Contrast nonfiction textsSummarize -Contrast nonfiction textsSummarize -Contrast nonfiction textsIntroduce the IRA folder to complete the following steps: -Introduce the Text -Read the Text -Discuss the Text -Graphic - Graphic - Graphic - Stare - Graphic - Graphic - Stare - Graphic - Graphic - Stare - Graphic - Stare - Have a Try - Reading - Reading - Reading - Reading - Share - Reading - Reading - Share - Reading - Reading - Stare - Reading - Reading - Stare - Reading - Reading - Stare - Respond to the Text - Discuss the Text - Discuss the Text - Exit Tickets				- Mini Lesson	
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to the Rescue lesson characters across to identify behaviors	Rainbow Fish	1 mini	-Connect	· ••	-Use Assess Learning
texts and - Mini Lesson that demonstrate	1				to identify behaviors
			texts and	- Mini Lesson	that demonstrate

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

		world connection.	-Introduce the Text	- Graphic Organizers
			-Read the Text	
			-Discuss the Text	- Exit Tickets
			Respond to the Text-	
			Shared/Interactive Writing	
			Independent Response to Reading: 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.	
Something Special For Me	1 mini lesson IRA:	-Describe how an illustrator illustrates several books, and how there are often recognizable	Mini Lesson: LA.U2.RML 2 - Mini Lesson - Have a Try	-Use Assess Learning to identify behaviors that demonstrate meeting of the goal.
	1 mini lesson	characteristics across the books.	Summarize and ApplyShare	-Observation through discussion / anecdotal notes
		-Relate making decisions and thinking about others to their own lives.	Read Aloud: Utilize the IRA folder to complete the following steps:	-Respond to Reading independent and shared writing activities
		-Make connections among texts by Vera B. Williams	-Introduce the Text -Read the Text -Discuss the Text	-Reading conference notes from guided reading
			Respond to the Text- Shared/Interactive Writing	- Graphic Organizers
			Simon moracuto tribing	- Exit Tickets
			Independent Response to Reading:	

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

feelings, and motivations using	complete the following steps:	activities
the text and	-Introduce the Text	-Reading
pictures.	-Read the Text	conference notes
	-Discuss the Text	from
		guided reading
	Respond to the Text-	- Graphic Organizers
	Shared/Interactive Writing Independent Response to	
	Reading: Students draw Bidemmi and Rosa doing something together. Then,	- Exit Tickets
	write a sentence or some dialogue between the two characters.	

Shared Reading Book Title	General Objectives (SWBAT)	Instructional Activities	Benchmark/ Assessments
The Great Detective	- With teacher support, read without a pointer	- Utilize the SR folder to complete the following steps:	-Observation through discussion/ anecdotal notes
	 Use details in pictures. Adjust the voice to recognize dialogue Change words by adding simple inflectional endings - ed, -s Describe and express opinions about Taylor. Discuss and write about the sequence of events in the story. 	- Introduce the text - First reading - read to the children - Second reading- read with the children - Discuss the text - Revisit the text Respond to the text - Shared/Interactive writing Independent response to reading Use SR card for alternative	-Response to Reading: independent and shared writing

		activities	
The Singing Wolf: An Aesop Fable	 Use left to right directionally, wordby-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. 	Utilize the SR folder to complete the following steps: - Introduce the text - First reading - read to the children - Second reading- read with 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
The Donkey and the Farmer: An Aesop Fable	- Demonstrate full control of early reading behaviors Read texts with some sentences starting in the middle of a line after punctuation, .	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>	-Observation through discussion/ anecdotal notes -Response to Reading: independent and shared writing
	- When reading in unison, adjust voice to reflect aspect of text [humor, surprise,	the children - Discuss the text	

sadness]	- Revisit the text
 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". 	Respond to the text - Shared/Interactive writing Independent response to reading Use SR card for alternative activities

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.
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.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).
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,

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.