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| **1st Grade - UNIT 1**  **READ ALOUD - Literary**  **Tomas and the Library Lady** - Text Talk  **Tier II**: eager – to show excitement about something  Glaring– to stare with anger  Howling – to cry out loudly; sounding like a dog  **Other**: gulps, borrow, huge, thorny, lap, peek  **Objectives:** Ask and answer questions about key details in fictional works such as *Tomas and the Library Lady*.  **Activity/Assessment: RL.1.1**  As you read the book pause periodically and encourage students to ask questions. By using “I wonder” as the beginning of the question, have students predict what is coming next in the story and clarify understanding. Use Post-its or white boards to keep each child engaged in questioning. |  | **1st Grade - UNIT 1**  **READ ALOUD - Literary**  **Our Library** - Text Talk  **Tier II:** ignorant – not knowing  Grumpy – unhappy; cranky  Determined – deciding to do something no matter  what  **Other:** ***Spanish cognates:*** *ignorant*  Perfect, cozy |
| **1st Grade - UNIT 1**  **READ ALOUD – Informational**  **You Read to Me, I’ll Read to You** “About Jimmy James”  Text Talk  **Tier II:** satisfied – to be happy  Justice = fairness  Remarks – things you say  **Other:**  conversation, chops |  | **1st Grade - UNIT 1**  **READ ALOUD – Literary**  **The Library** – Text Talk  **Tier II:** preferred – to choose or like better than something  else  promptly – to do something right now  awful – unpleasant  **Other:** incredible |
| **1st Grade - UNIT 1**  **Poems**  **You Read to Me, I’ll Read to You** – “Bears” – Text Talk  **Tier II:** fierce – looks wild or scary  Imaginary – not real  Belief – something you think is true  **Other:** brief |  | **1st Grade - UNIT 1**  **Poems**  **You Read to Me, I’ll Read to You** – “Arvin Marvin Lillisbee Fitch” - Text Talk  **Tier II:** proper – the right/correct way  Risk – something that may cause you to get hurt  Dull - boring |

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| **1st Grade – UNIT 1**  **READ ALOUD - Informational**  **The Graphic Alphabet**  **Activity/Assessment: RI.1.1, RI.1.7, L.1.1, SL.1.2)** – Tell students that just because books are called “ABC books” that does not mean they are always easy to understand. Therefore, to understand them, we have to be willing to ask questions and to think deeply. Tell the students that they are going to look at *The Graphic Alphabet*. On each page, there is a letter, but there is something more going on than just that letter. Look at “A”. Have the students ask questions about the page and try to answer them (e.g., ”Why is the letter “A” crumbling? Could the letter be a mountain? Is that an ‘avalanche’?”) There will be new vocabulary introduced, but as you go through the book and throughout the unit, students will have an opportunity to learn those words. |  | **1st Grade – UNIT 1**  **READ ALOUD - Informational**  **The Graphic Alphabet**  **Activity/Assessment: RI.1.1, RI.1.7, L.1.1, SL.1.2)** – Tell students that just because books are called “ABC books” that does not mean they are always easy to understand. Therefore, to understand them, we have to be willing to ask questions and to think deeply. Tell the students that they are going to look at *The Graphic Alphabet*. On each page, there is a letter, but there is something more going on than just that letter. Look at “A”. Have the students ask questions about the page and try to answer them (e.g., ”Why is the letter “A” crumbling? Could the letter be a mountain? Is that an ‘avalanche’?”) There will be new vocabulary introduced, but as you go through the book and throughout the unit, students will have an opportunity to learn those words. |
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