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| **1st Grade - UNIT 2**  **Informational**  **Big Tracks, Little Tracks** - Text Talk  **Tier II**: lickety-split – really fast  slithered – to move by sliding and making a lot of  turns.  single – only one  **Other**: gulps, borrow, huge, thorny, lap, peek |  | **1st Grade - UNIT 2**  **Informational**  **What’s It like to Be a Fish?** - Text Talk  **Tier II:** glide – to move easily and quickly over a surface  Sleek – smooth and shiny  Seeping – to flow slowly  **Other:** *steady, steer, overlap, stiff, delicate, gulp* |
| **1st Grade - UNIT 2**  **Informational**  **Where Are the Night Animals?** - Text Talk  **Tier II:** romp – to run, jump, play and feel happy  Startles – to surprise someone and cause them to  jump.  Snatch – a quick grab  **Other:**  *scampered, munching, cautiously, waddles, blends, scurry* |  | **1st Grade - UNIT 1**  **READ ALOUD – Literary**  **Finn Family Moomintroll** – Text Talk (Preface)  **Tier II:** acquaintances – a person whom you know, but not  well  hazy – air that is not clear: a memory that is not  clear  solemnly – to be serious – in a serious way  **Other:** *eaves, ceremony (with great ceremony)*  **Activity/Assessment:****(RL.1.2)** Focus on the retelling of fiction, giving students the opportunity to retell the previous chapters by allowing them to choose an object to prompt the retelling. For example, when the black had appears, find a small black hat (or cut out) and put it into the retelling basket. Before each reading time, have students retell the story using the objects. |
| **1st Grade - UNIT 2**  **READ ALOUD – Informational**  **Earthworms** – Text Talk  **Tier II:**  surface – the outside layer of an object  Nibble – to eat in small bites  Ripen – to grow to full flavor and become ready to  eat  **Other:** anchor (v) |  | **1st Grade - UNIT 2**  **READ ALOUD - Informational**  **Never Smile at a Monkey** - Text Talk  **Tier II:** obvious – easy to see or understand  harass – to criticize or attack  clutch – to grasp or hold tightly with your hand  **Other:** *encounter, suspect (v), antagonize, badger (v), jostle, confront* |

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| **1st Grade - UNIT 2**  **What Do You Do With a Tail Like This?**  **Activity/Assessment: A. RI.1.2, L.1.5b, L1.1j:**  **B. W.1.3, SL.1.2, RI.1.2**  **A.** Make a chart to record the name of each animal mentioned. Write where the animal lives (habitat), what the animal eats (herbivore, carnivore, or omnivore), and an interesting fact (method of adaptation) on the chart. Ask students to supply at least one interesting fact on a Post-It when you are finished reading. Create and add to similar charts about animal facts as you read to the children and as they read independently. Use these charts to create oral and written sentences about the animals.  **B.** Ask students what they are experts at doing. Share. Using the essential question, ask students how authors might become experts on a topic, such as the tails of animals. Invite a speaker in who is an expert in something and talk about how they became an expert. |  | **1st Grade - UNIT**  **Are You My Mother?** - Literary  **Activity/Assessment: L.1.4a, RL.1.2**   1. Discuss the vocabulary in the story and work on retelling. Ask the students “What word was funny in the story because of the way it was used? How did you know what it meant?” Divide the students into groups of three and have them tell the story to each other, taking turns ad each tells a part. Let them know that if they are stuck on a part of the story, you will come and allow them to use the book to solve the problem. Encourage the students to try to remember as many details s they can to tell the story because that is what makes it interesting. 2. Talk about what lesson might be learned from the story. |
| **1st Grade - UNIT 2**  **Mouse Tales**  **Activity/Assessment: RL.1.6**  As students read independently, remind them that different characters often tell the story at different times in a book. Allow students to re-read parts of the text where the weasel speaks, where the mouse speaks, and where the narrator tells the story. Provide a bowl of raw elbow macaroni at each table. Ask students to use the macaroni to cover the quotation marks in the book, reminding them that it means someone is speaking. Assigning parts to three readers will show how dialogue works in literature. |  | **1st Grade - UNIT 2**  **Mouse Tales**  **Activity/Assessment: RL.1.6**  As students read independently, remind them that different characters often tell the story at different times in a book. Allow students to re-read parts of the text where the weasel speaks, where the mouse speaks, and where the narrator tells the story. Provide a bowl of raw elbow macaroni at each table. Ask students to use the macaroni to cover the quotation marks in the book, reminding them that it means someone is speaking. Assigning parts to three readers will show how dialogue works in literature. |
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