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| **1st Grade - UNIT 3**  **Read aloud - Literary**  **Swimmy** - Text Talk  **Tier II**: swift – quick or rapid  Gulp – swallow loudly  Marvel - surprised  **Other**: fierce |  | **1st Grade - UNIT 3**  **Read aloud - Literary**  **Alexander and the Wind-Up Mouse** - Text Talk  **Tier II:** ordinary – common  Envy – want what someone else has  Vain – big-headed  **Other:** *mysteriously* |
| **1st Grade - UNIT 3**  **Read aloud - Literary**  **Town Mouse, Country Mouse** - Text Talk  **Tier II:** sumptuous – rich and luxurious  Quaked – to shiver and shake  Frantically – very rushed  **Other:**  *shivering, exhausted, tingled, peered, nibbled, bargain, sooty, clanging, drenched, splendid, fleeing, collided, winced, hustled & bustled, glowering* |  | **1st Grade - UNIT 3**  **READ ALOUD – Literary**  **The Tortise and the Hare** – Text Talk (Preface)  **Tier II:** flashy – fancy, showy  Nasty – disgusted, rude  Bolted – to run away suddenly  **Other:** *sounded (sounded the gong”, munched, slowpoke, measly*  **Activity/Assessment:****(RL.1.3, RL.1.2)** Tell the students that fables are stories that each a lesson. The characters in the story are usually animals and have one main characteristic. Read the familiar fable Ask students what they can tgell you about the tortoise. (He’s slow, but steady.) What can they tell you about the hare? (He’s fast, but undependable.) Create a chart with cells for the title, characters (with one characteristic each), setting, key events (i.e., from the beginning, middle, end), and the lesson learned (moral). As you read each fable in this unit, continue to fill in the chart. Give students more and more responsibility for filling in the chart. Assess by reading a fable, and having child write or dictate the entries in his/her own chart. |
| **1st Grade - UNIT 3**  **READ ALOUD – Literary**  **The Blind Men and the Elephant** – Text Talk  **Tier II:**  flapped – try to fly  Midday – in the middle of the day  Agreed – think the same as someone else.  **Activity/Assessment: (RL.1.2, RL.1.9)** Tell the students that this Indian fable is the original telling of a fable more commonly knows as Seven Blind Mice. Read this story and then Seven Blind Mice. (Read aloud) As the two stories are added to the fable chart, ask how they are alike and how they are different. |  | **1st Grade - UNIT 3**  **READ ALOUD - Informational**  **Seven Blind Mice**  **Activity/Assessment: (RL.1.2, RL.1.9)** Tell the students that the Indian fable The Blind Men and the Elephant is the original telling of a fable more commonly known as Seven Blind Mice. Read The Blind Men and the Elephant and then Seven Blind Mice. (Read aloud) As the two stories are added to the fable chart, ask how they are alike and how they are different. |

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| **1st Grade - UNIT 3**  **A Week is a Flower: The Story of George Washington Carver – Informational**  **Activity/Assessment: RI.1.6**  Explain that both the illustrations and text are important in a book. Guide students as you read by asking them first to think about what they can learn from the illustrations. Create a two-column chart with “illustrations” on one side and “text” on the other. Read a page or two and ask students to think about what they learned from the illustrations. When students learn something from the illustrations, have them write it on a Post-It note and put it on the chart. Use the Post-Its to guide discussion after reading. Fill in the “text” side of the chart as you re-read the book. |  | **1st Grade - UNIT 3**  **YO! Yes?** - Literary  **Activity/Assessment: RL.1.6, RF.1.4b, L.1.2b, RL.1.7**  To introduce the relationship between punctuation and reading, use this book. Show the cover of the book, and ask how someone would say these words in the title. As you read the book with the students, have the boys read one page, and the girls read the opposite page. As they focus on the illustrations and the way the author ends each sentence, they will know how to read the words, and a story will be created in their minds. Follow this reading with other books so that the children learn how important it is to read with the end punctuation in mind. |
| **1st Grade - UNIT 3**  **Manners**  **Activity/Assessment: SL.1.6, L.1.1c, L.1.1e, L.1.1j**  With the students create a list of lunchroom manners using this book as an anchor. Students should dictate the sentences while you write them on sentence strips. In this writing lesson, focus on writing complete sentences with subject/verb agreement. To practice handwriting and correct sentence construction, have students copy some of the sentences. A follow up to this lesson would be a humorous list of “lunchroom manners” inspired by Prelutsky and Silverstein and written in poetic form. |  | **1st Grade - UNIT 3**  **Read Aloud - Literary**  **The Ugly Duckling** – Text Talk  **Tier II:**  harmony – peaceful  Creep – to move very slowly  Disgrace – to bring shame upon  **Other:** *awkward, tucked, bewilderment, companion, fortune (“by good fortune”), stamped, cruelty, glorious* |
| **1st Grade - UNIT 3**  **A Week is a Flower: The Story of George Washington Carver – Informational**  **Activity/Assessment: RI.1.6**  Explain that both the illustrations and text are important in a book. Guide students as you read by asking them first to think about what they can learn from the illustrations. Create a two-column chart with “illustrations” on one side and “text” on the other. Read a page or two and ask students to think about what they learned from the illustrations. When students learn something from the illustrations, have them write it on a Post-It note and put it on the chart. Use the Post-Its to guide discussion after reading. Fill in the “text” side of the chart as you re-read the book. |  | **1st Grade - UNIT 3**  **YO! Yes?** - Literary  **Activity/Assessment: RL.1.6, RF.1.4b, L.1.2b, RL.1.7**  To introduce the relationship between punctuation and reading, use this book. Show the cover of the book, and ask how someone would say these words in the title. As you read the book with the students, have the boys read one page, and the girls read the opposite page. As they focus on the illustrations and the way the author ends each sentence, they will know how to read the words, and a story will be created in their minds. Follow this reading with other books so that the children learn how important it is to read with the end punctuation in mind. |
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