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| **Standard:**  RL.1.1 Ask and answer questions about key details in text  L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. | |
| **Learning Objectives:**  TSW generate questions as they listen to the text.  TSW make predictions. | |
| **Materials and Resources:**  Yeh-Shen: A Cinderella Story from China  Question/answer anchor chart  Post-it notes (for teacher use only)  Prediction handout | **Literacy Block Grouping Possibilities:**  Whole group  Pair share |
| **Lesson Steps:**  **RL.1.1 Ask and answer questions about key details in text**  1. Introduce the story. Locate China on the world map handout and color it. Place a label on the map handout for this story and draw a line from the label to China.  2. Ask questions that will get students thinking about the story…   * What do you think will happen in this story? * Do you think it will be just like the version of Cinderella we read last week? * What does the picture on the cover show? (girl/fish) I wonder why there is an image of a fish?   3. Remind students that good readers ask questions while they read.  4. Begin reading the story and think aloud as you ask a question about the story. Model writing your question on a post-it note and placing it on the question/answer anchor chart. Continue modeling this throughout today’s reading.  5. After reading, refer back to questions on anchor chart and move any questions that were answered to the answer column. Tell students they will be asking questions of their own to add to the chart tomorrow.  6. Ask students to make a prediction about what they think will happen next in the story. Use the prediction handout if desired. Keep student predictions until tomorrow. Stop here today.  **L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.** (Focus words: CRAFTY, FILTHY, GLISTENING)  1. After reading the first half of the story, ask the students if they know the meanings of the above words.  2. Locate words in the text and read the sentence that the words are in. Discuss. Provide examples of words, ask students for examples, or list some things that could be considered CRAFTY, FILTHY, or GLISTENING and let the students give you a thumbs up/thumbs down if the examples fit with the vocabulary words.  3. Post words on word collector or chart. | |
| **Lesson Reflection:** | |