**Ready Gen Grade:** **1 Milton/ Moreno Monday 10/1/16**

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| **Lesson:** 10  **Unit:** 1 **Module:** B | | **Anchor Text:** What Do You Do With a Tail Like This?  **Objective:** Understand that informational text has a main topic and key details. RI.1.2, Use text evidence to answer questions about key details in a text. RI.1.1 | | | |
| **Essential Questions:** How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information? | | | | | |
| **READING 30 -40 Minutes**  (Build Understanding, Close Read, Benchmark Vocabulary, Text Analysis) | | | | | |
| **Build**  **Understanding**  First Read:  pp. 24–31 | **Set the Purpose:** An informational text tells facts about a topic. Remember that a topic is what a book is all about. Many informational texts have features that readers can use to help them figure out the main topic. | | **Engage Children:** Return to the text What Do You Do With a Tail Like This? in the Text Collection and have children page through pp. 24–31. Ask: What do you notice about the pictures? Are they photographs or drawings? Are texts with drawings of animals always made-up stories? Lead children to understand that some informational texts use illustrations and that What Do You Do With a Tail Like This? is informational. Display p. 24 and discuss the features of the sentence. Ask children to name the end punctuation mark. | | **Read:**  In this reading, children should focus on what the animals’ ears and tails do. |
| **Turn and Talk:** Tell me who the characters are. Who is the story mostly about? | | | | | |
| **Close Read**  Second Read:  pp. 24–31 | **Cite Text Evidence:**  • The text says that the bat “sees” with its ears. Why is that an interesting fact about bats? (Most living things hear with their ears and see with their eyes.) Explain that bats make chirping sounds that echo off objects so they know where things are. DOK L2  • Look at the jackrabbit and describe its ears. (They are long and thin.) Let’s read together what they use their ears for. When would a jackrabbit need its ears to keep cool? (when the weather is hot) DOK L1  • What do the text and illustrations tell us about how a hippopotamus and a humpback whale are alike? (They both live and swim in water.) Show me how you know this. Children should point to the words under water and to the blue water by the whale. What does the text tell us about how these animals are different? (The hippopotamus closes its ears under water, but the humpback whale uses its ears to hear sounds hundreds of miles away.) DOK L3  • In Lesson 9, you learned that an elephant sprays water with its trunk. What does a skunk spray? (A skunk sprays a stinky spray.) What does a skunk do to warn others it is about to spray? (lifts its tail) Let’s read that part together. DOK L1 | | | | |
| **Scaffolding Instruction** | | | | | |
| **English Language Learners:**  The sentences on the answer pages all begin with an If-clause. Children may have difficulty reading sentences with such a clause. Demonstrate the function of commas at the ends of if-clauses by reading a few sentences from p. 26 aloud, pausing briefly after each comma. Invite children to repeat those sentences after you. | | | | **Strategic Support:**  If children have difficulty understanding the ways different animals use their ears or tails, ask clarifying questions, such as: Why might a hippopotamus close its ears under water? Why might a scorpion use its tail to sting something? | |

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| **Benchmark Vocabulary** | | |
| **Objectives:**  • Determine the meaning of and use academic and domain-specific words in a text. RI.1.4; L.1.6  • Identify the main topic and retell key details. RI.1.2 | **Text-Based Vocabulary:**  • pesky, p. 30  • warn, p. 30 | |
| ☑ **VOCABULARY QUICK CHECK** | |
| **Practice:**  Use p. 66 in their Reader’s and Writer’s Journal to show contextual understanding of the Benchmark Vocabulary. Monitor children’s vocabulary development. | |
| **Text Analysis** | | |
| **MAIN TOPIC AND KEY DETAILS**  Remind children that the main topic is what a text is mostly about, or the most important idea. Key details are smaller pieces of information that tell more about the main topic. Provide the Main Idea graphic organizer on p. TR36. | | **MODEL**  Let’s look at pages 24 through 27 and figure out the main topic. When I read these pages, I see details about what animals do with their ears. I will write these details in the Key Details boxes. The details help me understand what these pages are all about. What animals do with their ears is the main topic. I’m going to write that in the Main Idea box. |
| ☑ **READING QUICK CHECK** | | |
| **PRACTICE/APPLY**  Have small groups complete a graphic organizer to find the main topic and key details for pp. 28–31. Have them write or draw key details that tell about at least three different animals. Use the Small Group Discussion Routine on pp. TR6–TR7. Check understanding by asking children to share or by circulating among groups. Ask them to use complete sentences when they share their ideas. | | |

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| **WRITING 30 -40 Minutes**  (Narrative Writing, Independent Writing Practice) | | | |
| **Writing Focus:**  Writing Process: Plan | | **Writing Objectives:**   * Plan an informative piece of writing. W.1.2 | |
| **Set the Purpose:** Review the writing process with children: plan, write, revise, edit, and publish. Remind them that this process allows writers to be proud of the writing they publish because they have planned their writing carefully, gotten their thoughts down on paper, revised their writing to make it stronger, and finally, edited their writing for capitalization, punctuation, and spelling so it is clear for readers. Talk about the many ways writers plan their writing before they begin actually writing.  Have volunteers share ideas for planning their writing, such as brainstorming, talking it out with a partner, and doing research. Then tell children that today they are going to plan an informative/explanatory piece of writing. They will write a question and an answer. | | | |
| **Teach and Model:** Review pp. 28–31 in What Do You Do With a Tail Like This? Have children identify the question. (What do you do with a tail like this?) Discuss the features of the question. (It begins with a question word and ends with a question mark.) Talk about how this question leads readers to continue reading on to discover the answer. | | | |
| **PREPARE TO WRITE**  Tell children that you are going to plan a question-and-answer piece of informative writing. Then they will get an opportunity to plan their own piece of informative writing. Explain to children that they can use the questions in books they read as examples for writing their own questions. | **FEATURES OF A QUESTION**  Explain to children that a question is a sentence that asks something. It begins with an uppercase letter and ends with a question mark. The first word of a question is usually who, what, where, when, why, or how. Write the following: What day is it? Today is Wednesday. Read the sentences aloud. Ask children to identify the question. Discuss the features of the question. | | **MODEL WRITING A QUESTION**  Tell children that you will model writing your own question. Then explain that you will do some research to find an answer to that question. Remind children that there are many ways to do research, including using books and the internet. Discuss research and how children can research when they plan their writing.  Review the steps below with children to show them how they can begin to plan their informative/  explanatory writing:  **Plan:** Choose an animal to ask a question about.  **Question:** What do chameleons eat?  **Research:** Go to the library to find a book about chameleons. |
| **INDEPENDENT WRITING PRACTICE** | | | |
| **Brainstorm** As a class, brainstorm and record a list of animals children read about in the unit texts. They may refer to this list as they plan their writing. Remind children to follow the classroom rules for discussions.  **Plan** Have children plan their writing. Tell them to choose an animal they want to write about and draw a picture of it on p. 67 of their Reader’s and Writer’s Journal. Then have children think about what they want to know about the animal and write a question.  **Research** Provide child-friendly informational texts about animals for children to use to look for an answer to their question. Give them sticky notes to use to mark places in the text that provide an answer to their question. If children have difficulty finding an answer in an informational text, help them use a child-friendly site on the internet. Print out their answer. Remind children that research is an important step of writing informative pieces. | | | |
| **Share Writing:** Have partners share their questions with the whole group. Discuss sources that children may refer to in order to find answers to their questions. | | | |

**Ready Gen Milton/Moreno Tuesday 9/2/16**

**Grade:** 1

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| **Lesson:** 12  **Unit:** 1 **Module:** B | | **Anchor Text:** What Do You Do With a Tail Like This?  **Objective:** Identify and understand story elements of a text. RL.1.3, Use text evidence to answer questions during a close reading. RL.1.1 | | | |
| **Essential Questions:** How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information? | | | | | |
| **READING 30 -40 Minutes**  (Build Understanding, Close Read, Benchmark Vocabulary, Text Analysis) | | | | | |
| **Build**  **Understanding**  First Read:  pp. 36–43 | **Set the Purpose:** The details in the illustrations can help readers better understand what they are reading. We can look at the illustrations in What Do You Do With a Tail Like This? to help us understand some special things that animals do to survive. | | **Engage Children:** Have children describe how the author organizes the information in What Do You Do With a Tail Like This? What do you notice about how the author tells the reader information? Point out that the author identifies the topic of each section in a question. The key details about that topic are found in the answers to the question. By using this question-and-answer structure, the author has a conversation with the reader, rather than just telling facts about the animals. Display pp. 36–39 of the What Do You Do With a Tail Like This? Ask children to identify the animals they see. | | **Read:**  Children should focus on what the animals do with their feet and mouths. |
| **Turn and Talk:** What did you learn about animal feet? | | | | | |
| **Close Read**  Second Read:  pp. 36–43 | **Cite Text Evidence:**  Engage the class in a discussion about what you just read. Focus on key details about the animals on pp. 36–43. Remind children that readers look for details in the words and illustrations. Use these questions to guide the discussion, and ask children to support their answers with evidence.  • Look at the pictures of feet on pages 36–37. Describe some of the differences you see. (One foot is hoofed; one is webbed. One foot is very long and slender, others are fatter. One foot looks like a hand.) Point to each foot as you describe it. DOK L2  • One foot looks like a hand. Whose foot is that? (The chimpanzee’s foot looks like a hand.) What can the chimpanzee do with its feet? (It can feed itself.) Why do you think it is easy for a chimpanzee to eat with its feet? (because they can grab thing with their feet like hands) Explain that a chimpanzee, like humans, has an “opposable thumb.” DOK L3  • Look at the egg-eating snake and its illustration on page 42. What is unique about the eggs it likes to eat? (The eggs are bigger than its head.) Let’s read that part together. Now look at the illustration. How is the snake able to eat the egg? (It can open its mouth very big.) DOK L2  • Look at the illustration of the archerfish on page 43. What does the archer fish do to catch an insect? (It shoots water at the insect.) Let’s read again to find out how the archerfish catches insects. DOK L2 | | | | |
| **Scaffolding Instruction** | | | | | |
| **English Language Learners:**  Encourage children to use the illustrations to help determine the meanings of unfamiliar words. For example, children could learn the meaning of scoop from the illustration of a pelican, which shows its mouth picking up a fish. | | | | **Strategic Support:**  If children have difficulty understanding how an animal uses its feet or mouth, ask clarifying questions, such as: What do you notice about the animal’s feet? How is that animal’s mouth different from your mouth? | |

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| **Benchmark Vocabulary** | | |
| **Objectives:**  • Identify and use words in texts.  RI.1.4; L.1.6  • Use the illustrations and text to understand key ideas. RI.1.7 | **Text-Based Vocabulary:**  • sticky, p. 39  • scoop, p. 42  • swallow, p. 42 | |
| ☑ **VOCABULARY QUICK CHECK** | |
| **Practice:**  Use p. 72 in their Reader’s and Writer’s Journal to show contextual understanding of the Benchmark Vocabulary. Monitor children’s vocabulary development. | |
| **Text Analysis** | | |
| **ILLUSTRATIONS AND**  **TEXT**  Discuss how the text and illustrations in What Do You Do With a Tail Like This? work together to develop the key ideas in the text. Focus on pages 40–43. Provide Web A graphic organizer on p. TR44. Write egg-eating snake in the center circle. | | **MODEL**  Let’s take a look at an illustration on page 42 to help us understand the text. I see a snake eating an egg that looks bigger than the snake’s head! I’ll write that detail on one line of the web. The snake’s mouth is open wide, so its jaw must be big. I’ll write that on a line too. Now I can see how the snake’s mouth is bigger than the mosquitos, but smaller than the pelicans. But it looks like it can fit as much as the pelican! |
| ☑ **READING QUICK CHECK** | | |
| **PRACTICE/APPLY**  Have children work in small groups to complete a web for another animal. Use the Small Group Discussion Routine on pp. TR6–TR7 to have children discuss their webs. Check understanding by asking children to share or by circulating among children or groups. Then have children complete the activity on p. 73 of their Reader’s and Writer’s Journal. | | |

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| **WRITING 30 -40 Minutes**  (Narrative Writing, Independent Writing Practice) | | | |
| **Writing Focus:**  Writing Process: Revise, Edit, Publish | | **Writing Objectives:**   * Revise, edit, and publish an informative piece of writing. W.1.2 | |
| **Set the Purpose:** Review the writing process with children: plan, write, revise, edit, and publish. Remind them that in the previous lesson they completed the second step of the writing process by writing their first draft. Today they will revise, edit, and publish. | | | |
| **Teach and Model:**  Explain to children the final steps of the writing process. Tell them the purpose of revising, editing, and publishing.  Through discussion, help children see how the authors of What Do You Do With a Tail Like This? might revise the text. Read the original sentences and then discuss the possible revised sentences. | | | |
| **PREPARE TO REVISE, EDIT, AND PUBLISH**  Review the steps and purpose of revising, editing, and publishing. Tell children that their published pieces will be put together into a class question-and-answer book for all to read. | **MODEL REVISING**  Remind children about the question and answer you modeled in Lesson 11:  **Question:** What do chameleons eat?  **Answer:** They eat insects.  When I read the question, I think about ways I could revise it to make it more interesting. For example, I think I will change it to: What kinds of things do chameleons eat? I can look back at my research to see if I noted what kinds of things chameleons eat. If not, I can do additional research to find out. I think this added information will be helpful to readers.  **Revised Question:** What kinds of things do chameleons eat?  Revised Answer: They eat insects like grasshoppers and crickets. | | **MODEL EDITING**  Now that we have revised our first draft, we can edit our writing. Make sure to check for punctuation, grammar, and spelling errors. Because we are writing a question and an answer, I know that I need to make sure that the question begins with a capital letter and ends with a question mark. The answer should begin with a capital letter and end with a period.  **MODEL PUBLISHING**  After we make sure our work has no errors, we can publish it. We can put all of our writing together to make a class book. |
| **INDEPENDENT WRITING PRACTICE** | | | |
| **Writing:** Remind children of the steps needed for revising, editing, and publishing their piece of informative writing. Have them follow the steps in order:  • Reread your writing. Add, change, or delete details to make your writing better.  • Reread your writing again. Look for errors in capitalization, punctuation, and spelling.  • Create a final copy using your best handwriting. Remind children to use letter formation, lines, and spaces to create a readable document.  Have children review the questions and answers they wrote with a partner. Invite partners to ask questions that might lead children to realize they need to add details to their answers. Tell children to revise and edit their writing and then create a final copy of their question and answer on p. 74 of their Reader’s and Writer’s Journal. | | | |
| **Share Writing:**  Have children celebrate their published pieces by having them read aloud their questions and answers from the “author’s chair.” Then gather children’s writing and make a question-and-answer book for the class. | | | |

**Ready Gen** **Milton/Moreno Wednesday 10/3/16**

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| **Lesson:**  **Unit:** 1 **Module:** B | | **Anchor Text:** What Do You Do With a Tail Like This?  **Objective:** Identify and understand story elements of a text. RL.1.3, Use text evidence to answer questions during a close reading. RL.1.1 | | |
| **Essential Questions:** How do features in informational texts help readers understand the main topic? How does the organizational structure of a text help writers explain information? | | | | |
| **READING 30 -40 Minutes**  (Build Understanding, Close Read, Benchmark Vocabulary, Text Analysis) | | | | |
| **Build**  **Understanding**  Discuss set up of information text. Question/Answer  Show in text examples. | **Set the Purpose:** The details in the illustrations can help readers better understand what they are reading. We can look at the illustrations in What Do You Do With a Tail Like This? to help us understand some special things that animals do to survive. | | **Engage Children:** Have children describe how the author organizes the information in What Do You Do With a Tail Like This? What do you notice about how the author tells the reader information? Point out that the author identifies the topic of each section in a question. The key details about that topic are found in the answers to the question. By using this question-and-answer structure, the author has a conversation with the reader, rather than just telling facts about the animals. Display pp. 36–39 of the What Do You Do With a Tail Like This? Ask children to identify the animals they see. | **Read:**  Children should focus on what the animals do with their feet and mouths. |

**Thursday: Draft: Informational Text Writing Assessment**

**Friday: Final Draft: Informational Text Writing Assessment**

Moreno Reading Rotations:

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| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 |
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