



# Read to Be Ready plans for: A New Coat for Anna 1st Grade

## ELA Standards:

- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. g) Read grade-level decodable text with purpose and understanding.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. f) Use frequently occurring conjunctions. i) Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. l) Use commas in dates and to separate single words in a series.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. iii) Identify frequently occurring root words and their inflectional forms.
- 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
- 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.
- 1.RL.CS.6 Identify who is telling the story at various points in a text.
- 1.RL.IKI.8 Identify the reasons an author provides to support points in a text.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.

## Social Studies: Economics

- 1.04 Give examples of products (goods) that people buy and use.
- 1.05 Give examples of services (producers) that people provide.
- 1.06 Distinguish how people are consumers and producers of goods and services.
- 1.08 Determine the difference between basic wants and needs, and provide examples of each.
- 1.09 Assess factors that could influence a person to use or save money.

**Comprehension skill:** compare and contrast    **Phonics:** Vowels in book, inflected endings.    **Phonemic Awareness:** substitute initial phonemes

**Grammar/Writing:** how sentences begin and end    **Unit Focus:** Producers & Consumers

**Culminating Task:** Students will write about a sequence of tasks, resulting in a product, using transitional words

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
<b>M O N D A Y</b>	<p>1st read of <i>A New Coat for Anna</i></p> <p>This is a lengthy book. <b>Today read from the beginning through the page where they trade a lamp for the yarn – and a basket of red cherries.</b></p> <p><b>**Many great areas to focus upon with this text:</b></p> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Barter/trade</li> <li>• Producers/consumers</li> <li>• Four seasons</li> </ul>	<p>Tier 2 words</p> <ul style="list-style-type: none"> <li>○ trade (barter)</li> <li>○ producer</li> <li>○ product</li> <li>○ consumer</li> <li>○ goods</li> <li>○ services</li> <li>○ needs</li> <li>○ wants</li> <li>○ wool-sheep</li> <li>○ sheared</li> <li>○ card</li> <li>○ spinning wheel – yarn</li> <li>○ weave-cloth</li> <li>○ tailor- coat</li> </ul>	<p><i>Looking at the illustration just before the title page what can you infer about the setting &amp; time of the story and the season? (long ago/winter/city)</i></p> <p><i>The author tells us that a war had ended. This was World War II which ended in 1945. What results of a war do you see in the photos and did you hear about in the text? (injuries; buildings tumbled; stores closed; food shortages; no one had any money)</i></p> <p><i>Anna needed a new coat. What made this difficult for Anna's mom? (She had no money)</i></p> <p><i>How is Anna's mom solving the problem of not having money? (barter/trade)</i></p> <p><i>Why did the author choose this title for the book? (it relates to the main idea)</i></p> <p><i>Who is telling this story? How do you know? (Teachers, explicitly teach students to recognize who is speaking in a text)</i></p>	<p>Today we began reading <i>A New Coat for Anna</i>. Write about why the author chose this title for the story.</p>	<p><b>**Utilize Reading Street story and leveled readers for shared and independent reading practice this week.</b></p> <p>Video about goods and services: narrated by a student reader - <a href="http://tinyurl.com/qj27lwb">http://tinyurl.com/qj27lwb</a></p>

T U E S D A Y	<p>2<sup>nd</sup> reading of <u>A New Coat for Anna</u></p> <p>Review with a picture walk through the 1<sup>st</sup> half of book, read yesterday. Then <b>begin today's reading from the page with Anna &amp; mom surrounded by white yarn to the end of the story.</b></p>	<p>Tier 2 words</p> <ul style="list-style-type: none"> <li>○ trade (barter)</li> <li>○ producer</li> <li>○ product</li> <li>○ consumer</li> <li>○ goods</li> <li>○ services</li> <li>○ needs</li> <li>○ wants</li> <li>○ wool-sheep</li> <li>○ sheared</li> <li>○ card</li> <li>○ spinning wheel – yarn</li> <li>○ weave-cloth</li> <li>○ tailor- coat</li> </ul>	<p><i>What is the main idea of this book?</i> (how to meet needs without money through barter/trade; the steps in creating a product)</p> <p>*Teachers - Create a class t-chart or multiple flow maps showing what was traded in each part of the story. Example:</p> <ul style="list-style-type: none"> <li>● gold watch ----- wool</li> <li>● lamp ----- yarn</li> </ul> <p><i>Were the trades of equal value? For instance, do you think trading a gold watch for wool was a good idea? Why or why not?</i></p> <p><i>Who were the producers in the story?</i> (farmer, spinner, weaver, tailor)</p> <p><i>Describe the job of each producer from the story and name the product that they made.</i></p>	<p>Using the class t-chart or multiple flow maps, choose one of the trades and write about whether it was a fair trade and give your reasons for your thinking.</p>	<p>Read Aloud of <u>A New Coat for Anna</u>: <a href="http://tinyurl.com/zlesx5v">http://tinyurl.com/zlesx5v</a></p>
W E D N E S D A Y	<p>3<sup>rd</sup> reading of <u>A New Coat for Anna</u></p> <p><b>** Today, use the illustrations &amp; text in the book to help students create a class flow map of the steps in producing Anna's coat. Display this on chart paper or interactive board.</b></p>	<p>Tier 2 words</p> <ul style="list-style-type: none"> <li>○ trade (barter)</li> <li>○ producer</li> <li>○ product</li> <li>○ consumer</li> <li>○ goods</li> <li>○ services</li> <li>○ needs</li> <li>○ wants</li> <li>○ wool-sheep</li> <li>○ sheared</li> <li>○ card</li> <li>○ spinning wheel – yarn</li> <li>○ weave-cloth</li> <li>○ tailor- coat</li> </ul>	<p><b>**Create a Flow Map with the class, identifying the basic sequence in making the coat. To save time for the paragraph writing task please allow students to copy the words from the class flow map onto their own flow map frame in writing journals.</b></p> <ol style="list-style-type: none"> <li>1. shear the sheep to get wool</li> <li>2. spin the wool into yarn</li> <li>3. weave the yarn into cloth</li> <li>4. cut and sew cloth into a coat</li> </ol>	<p>Students will copy the class Flow Map showing the sequence of steps needed to make Anna's coat.</p> <p>*Glue flow map to left side page of writing journals. (example of flow map on p. 69 in Thinking Maps manual)</p> <p>Right side page: Using the Flow Map, students will write a paragraph describing the steps in making a coat, using transition words such as first, next, then, last.</p>	<p><b>**Teacher note: This week's writing prompts will allow for practice with flow maps and with using sequencing words in sentence development. This will provide practice in writing several sentences in a particular order to answer a prompt.</b></p>
T H U R S D A Y	<p>4<sup>th</sup> reading of <u>A New Coat for Anna</u></p> <p>Today, review the pages that indicate which season is occurring how we know this: <b>Winter – Beginning of story</b> <b>Spring – farmer shears sheep</b> <b>Summer – lamp traded for yarn</b> <b>End of summer (fall) – dyeing the yarn &amp; weaver &amp; tailor</b> <b>Winter - Christmas</b></p>	<p>Tier 2 words</p> <ul style="list-style-type: none"> <li>○ trade (barter)</li> <li>○ producer</li> <li>○ product</li> <li>○ consumer</li> <li>○ goods</li> <li>○ services</li> <li>○ needs</li> <li>○ wants</li> <li>○ wool-sheep</li> <li>○ sheared</li> <li>○ card</li> <li>○ spinning wheel – yarn</li> <li>○ weave-cloth</li> <li>○ tailor- coat</li> </ul>	<p><i>How long did it take from the beginning of the story until the end for the coat to be made?</i> (From Winter until the next Christmas)</p> <p><i>What clues does the author give for each season?</i> (Teachers – help students discover clues from text and illustrations.)</p>	<p>Create a flow map with bubble map for each season, and citing what happened in each. (It will coordinate with the information on yesterday's flow/bubble map)</p> <p>(example on page 65 of Thinking Maps teachers' manual)</p>	
F R I D A Y	<p>Video read aloud of the tale of <u>The Little Red Hen</u> <a href="https://www.youtube.com/watch?v=DnDtd8ZzuLE">https://www.youtube.com/watch?v=DnDtd8ZzuLE</a></p> <p>or, if you have a copy of the story</p>	<ul style="list-style-type: none"> <li>● Farmer</li> <li>● Miller</li> <li>● baker</li> <li>● wheat</li> </ul>	<p><i>In the story of the Little Red Hen, what 3 different producer roles did Red Hen have to become?</i> (farmer, miller, baker)</p> <p><i>Who was the consumer in the story of the Little Red Hen and why?</i> (Red Hen- she did all the work so she got to eat the bread)</p>	<p>Create a flow map showing the sequence of events and the producers for turning wheat into bread, then write a paragraph describing the steps. Use transitional words such as</p>	

	please read this story to the class.		<i>What was the sequence for turning wheat into bread? (Model the beginning of a flow map for this, with the rest to be completed by students in writing journals)</i>	first, next, then, last.	
--	--------------------------------------	--	--	--------------------------	--