



Read to Be Ready plans for: Big Red Lollipop First 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. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) Decode two-syllable words following basic patterns by breaking the words into syllables. f) Read words with inflectional endings.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final-y, and r-controlled vowels. c) Spell words with inflectional endings.
- 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. e) Use frequently occurring adjectives.
- 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. i) Use sentence level context as a clue to the meaning of a word or phrase.
- 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.1 Ask and answer questions about key details in a text.
- 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or less.
- 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.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.
- 1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.
- 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 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 even order and provide some sense of closure.
- 1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.
- 1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Social Studies:

Culture 1.01 Describe the cultural aspects of a place, including a student's community and state.

1.02 Define multiculturalism as many different cultures living within a community and state.

1.03 Compare and contrast family traditions and customs among different cultures within a student's community and state.

Comprehension skill: Sequence

Phonics: comparative endings, introduce edge/j/

Phonemic Awareness: add phonemes /er/, /est/

Grammar/Writing: contractions with not

Unit Focus: Multiculturalism

Culminating Task: Class discussion on showing empathy to all people

ARTS INTEGRATION: What makes you say that? What do you see? Or What else can we find? For any pictures.

<https://emprobstvts.weebly.com/vts-the-three-simple-questions.html>

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>Prior to reading the story. Explain to the students that this is a story about an immigrant. The girl on the cover comes from Lahore, Pakistan. Find Pakistan on a globe.</p> <p>You may want to share the Epic book: Explore the Countries- Pakistan. Preview this first and choose pages you wish to share. P. 10 makes a reference to Lahore.</p>	<ul style="list-style-type: none"> Celebrate Plead Lollipop Last Greedy Shame Share Skitters Scurries 	<p>Share with a partner, how would it feel coming to a different country? Compare it to a first day at a new school or the first day of school.</p> <p>Why doesn't Ami understand why Rubina's friend is celebrating her birthday?</p> <p>Share with a partner how Rubina is feeling and why? How would you feel if you were Rubina?</p> <p>Why do you suppose the mother (Ami) wears Pakistani clothes but her daughters don't?</p> <p>What does it mean to treat others with the same kindness you want to be treated? How would this saying fit in with this story?</p> <p>When Rubina realizes Sana has eaten her lollipop, she chases her around the house. If</p>	<p>Draw a picture of your favorite part of the story. Write sentences to tell what is happening in your picture.</p>	

			<p>your sibling had eaten your candy, what would you have done?</p> <p>Rubina helps her sister and tells Aminot to let Maryam go to the party with Sana. Sana brings a green lollipop from her party and gives it to Rubina. What lesson do you think Sana has learned?</p>		
T U E S D A Y	<p>EPIC: Birthdays Around the World by Margriet Ruurs</p> <p>Choose 4 or 5 of the countries listed in the book. Read p. 6-7. Show the children from around the world on p. 8-9. Then read the 4 or 5 countries you chose to read about.</p>		<p>Questions will depend on which countries you chose.</p>	<p>How is your family like the ones you read about today? How is it different?</p> <p>Begin with an opening sentence such as: Families are alike and different.</p>	
W E D N E S D A Y	<p>Read through the story again but look under the questions and stop and ask questions as you read the story. Get the students really involved with these questions in sharing their answers.</p>		<p>Read to "They just do! Can I go?" and ask your students: How do you think the little girl feels? How do you feel when you get invited to a birthday party?</p> <p>Read to "I know she thinks I'm weird" and ask your students: How would you feel if you had to take your little brother/sister to a birthday party?</p> <p>Read to "SANA!" and ask your students: The little girl is pretty upset. What would you do if you were her?</p> <p>Read to " No! I can't take her! She's not invited!" and ask your students: Why is Sana upset? Do you think she has a right to be upset?</p> <p>Read to "So Sana gets to go by herself" and ask your students: Why do you think Rubina tells Ami to let Sana go by herself to the party? What do you think you would have done?</p> <p>Read to the end of the story and ask your students: Why do you think Sana brought Rubina home a lollipop?</p>	<p>When Rubina realizes Sana has eaten her lollipop, she chases her around the house. If your sibling had eaten your candy, what would you have done?</p> <p>Begin with an opening sentence such as: I got some candy at a birthday party.</p>	
T H U R S D A Y	<p>https://www.youtube.com/watch?v=N8UQWdhhy8s</p> <p>Compare the video version to the book version.</p>		<p>Now we have two different versions of the same story. How is Rubina's version of the story different from Sana's?</p> <p>What big piece of Sana's story is missing from the book? (Answer: the part when Sana is watching cartoons and trying not to eat the lollipop)</p> <p>Why is that part of the story missing from the book? What part of Rubina's story is missing from Sana's story? Why didn't Rukhsana tell that part of the story?</p> <p>Are there any other parts of the story that are different?</p> <p>Why do you think they're different?</p>	<p>What is different between the book we read and the video of the author telling the story? Write about one part that is the same and one part that is different.</p>	

<p>F R I D A Y</p>	<p>EPIC: I'm New Here by Anne Sibley O'Brien</p> <p>End this week on discussing empathy. What do you think empathy means? How can you share empathy with people around you?</p>	<p>Empathy</p>	<p>What does the author mean when she writes Maria thinks the "sounds are strange to my ears?"</p> <p>What does Jim say about the words on the page when he was back home compared to the way they are now?</p> <p>Fatimah says she fit in back home like _____. What does she mean by saying this?</p> <p>Do the new students learn to fit in at their school? How do they do this?</p>	<p>What would it be like to be new in your school? Thinking about the students in the book I'm New Here. Write about the new things they had to learn and how they adjusted to their new school.</p>	
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