Read to Be Ready plans for: Mama Panya’s Pancakes. First Grade

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| **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.  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.  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. a) Use common, proper, and possessive nouns. c) Use personal, possessive, and indefinite pronouns. e) Use frequently occurring adjectives.  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.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.  1.RL.CS.6 Identify who is telling the story at various points in a text.  1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.  1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.  1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.  1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  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:**  see curriculum guide **Phonics:** see curriculum guide  **Grammar/Writing:** see curriculum guide **Unit Focus:** Multiculturalism  **Culminating Task:** Design a brochure on Kenya promoting people to visit there.  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> |

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|  | Read Aloud/Shared Reading | Vocabulary Focus | Discussion Questions | Written Response | Resources/Small group instruction ideas |
| **M O N D A Y** | Read the story Mama Panya’s Pancakes with minimal interruptions. | * Share * Dousing * Market * Pace * Pail * Trading * Plantain * Chili pepper * One step ahead | Why was Mama Panya outside in her bare feet? Is that the way your mama fixes breakfast? Have students discuss. Some students might discuss if they go camping and cook outside.  How does Mama Panya douse the fire? How do the words and illustration show you that?  How is this illustrator’s picture of life in Kenya different than life in America? (look at roof tops, animals all around, cooking outside)  How does Mama Panya feel at the beginning of the story? How do you know?  Have students brainstorm what they think a “market” might be. What might they be purchasing? Why? Recall the title for hints.  What was Mama Panya’s response to Adika’s questions? (a little bit and a little bit more)  What is this story trying to teach us? *One key takeaway is that the lesson in this story is sharing what you have brings happiness to all.* | What is different in the Kenyan culture from the American culture about breakfast? | [**https://www.youtube.com/watch?v=No6QgFpY\_lY**](https://www.youtube.com/watch?v=No6QgFpY_lY)  or the R2BR Version |
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| **T U E S D A Y** | Read from the beginning to the pages where Bib and Bwana are selling the flour. |  | Begin to sequence on a chart the people that Adika sees along the journey and what they were doing.  Parenthesis info is for Wednesday)  Mzee Odolo—fishing (3 fish)  Sawandi and Naiman-moving the cattle along. (milk and butter)  Gamila-selling plantains (bunch of plantains  Bibi and Bwana Zawenna-selling flour (more flour). (keep chart for tomorrow) | Using our class chart, choose a character from the story. What did this person do to help his or her friends? Draw a picture of the character and what he or she did to help others. Write a sentence about your picture. |  |
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| **W E D N E S D A Y** | Read from the page with Rafiki Kaya and spice table to the end. |  | Add to the chart from yesterday.  Rafiki Kaya-working at the spice table (salt and cardamom spice)  How many people were coming to the pancake breakfast? Include Adika and his mother in the count.  What does it mean Adika went to fetch a pail of water? Is that like it is in America.  Add to the chart what each guest brought to Mama Panya.  Moma Panya was concerned there was not going to be enough food. Was the breakfast a success? Why? | Have students use the chart made and begin writing a sequencing story about who, what they were doing and what they brought.  Example:  In the story, Mzee Odolo was fishing. He brought 3 fish to the breakfast. Sawandi and Naiman were moving cattle along. They brought milk and butter…. |  |
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| **T H U R S D A Y** | EPIC: Let’s Explore Kenya | No cards provided but make it a point of recognizing these words.   * Grassland * Mancala * Rain forests * Markets | p. 5 Look at the illustrator’s picture of Kenya and compare to the United States. Have students share where they might see a picture similar to this in the U.S.  p. 6 What does Kenya lie next to? Is there a state in the U.S. that is next to an ocean?  p. 11 Using text evidence, what types of land features does the Kenya have?  p. 13 Name a city that might compare with Nairobi and explain why?  p. 17 Kenya has many outside markets. Do we see those in our city? Why or why not? | If you traveled to Kenya, what types of land features might you see and what animals would you see? |  |
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| **F R I D A Y** | Listen to the music of Daniel Misiani  <https://youtu.be/cs3_vt7b3UI>  ReadWorks-Benga Music  <https://www.readworks.org/article/Kenya/b92b8b25-3ecf-451d-9742-7c1587aab494#!articleTab:content/contentSection:e063c8fb-58d5-4cd4-9f5f-20dcfd446df5/> | No cards provided but make it a point of recognizing these words.   * Benga * Nyatiti | Play the music of Daniel Misiani in the background as you read the ReadWorks about the Benga music.  Is this the kind of music we listen to in America? Compare music of Kenya to music that they listen to. (make sure it is appropriate music). | Design a brochure map for Kenya. Include land features, animals, music, location and other pertinent facts you learned. |  |