



Read to Be Ready plans for: **Ron's Big Mission** **First Grade**

Standards:

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: Theme **Phonics:** Introduce long e: ea, inflected endings

Phonemic Awareness: substitute phonemes, segment and count syllables

Grammar/Writing: adjectives for color and shapes **Unit Focus:** Multiculturalism

Culminating Task: What does it mean to take a stand?

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
M O N D A Y	Ask students to share what they see in the cover illustration. Have them share their predictions as to what Ron's "big mission" might be, based on what they observed in the cover illustration. Tell students that this story happens back in 1959 and that many things were different then than they are today, and that the title character Ron was a real person who became a hero, showing us that people of any age can help to make the world a better place. Read all of Ron's Big Mission except the last page. (See prompt writing for today)	<ul style="list-style-type: none"> • Pilot • Grocer • Library card • Customer • Serious • Politely • Budge • Fair • wondered 	What time of the year does this story take place? How do you know? At just 9 years old, Ron effectively stands up for what he thinks is right. He is both courageous and persistent, and this is what results in change. Would you do the same? Would it be difficult? Might you be frightened? Would you do it anyway? What makes a hero a hero? Would you consider Ron a hero?	Make a prediction and finish this sentence. Ron couldn't wait to get to his room.,.,, Share with the class afterwards and then read the last page of the book.	Before showing this video, please preview! Think about the approach and how the book is different than the video. If you choose to show the video, watch the video with the class to explain things as it goes along. https://www.youtube.com/watch?v=okF5UGpiyR8

T U E S D A Y	Reread p. 1-11 Stop and ask questions as you read through the story. (see questions)		p. 8-9 What does the author mean when she says that Ron was her best customer. P 10-11: Read just the first two sentences; have students share their ideas on what it means when it says that, “He always looked for books that showed children who looked like him.” So did we discover what Ron wanted to do at the library? Why do you think Ron is feeling nervous? Why did Mrs. Fielding offer to check out Ron’s books? What do you think Ron will do since the desk clerk isn’t paying him any attention?	What was Ron’s big mission?	
W E D N E S D A Y	Reread p. 12-to the end		Do you think the desk clerk was rude? Why? What is the text evidence to support your answer. Ron would not budge—what does it mean to budge? (grammar skill) Ask students <i>why</i> Mrs. Scott changed her mind (Ron was always in the library looking at books, loves to read, etc.). Ask students how Ron’s mother must feel, and <i>why</i> .	Describe at least 2 events that show Ron’s mission was important to him.	
T H U R S D A Y	https://www.showme.com/sh/?h=MmNnvyi		How does this story about Ron connect to the work of Dr. Martin Luther King? What does “equal rights” mean? Ask students <i>why</i> Mrs. Scott changed her mind (Ron was always in the library looking at books, loves to read, etc.). Ask students how Ron’s mother must feel, and <i>why</i> . How do you think your mom would feel if you were treated unkindly?	Think of a time when you or someone you know was treated unfairly. Explain what happened, how you felt and what you did.	
F R I D A Y	Get Epic-- https://www.getepic.com/app/read/51720 Neil Armstrong https://www.getepic.com/app/read/58477 Astronaut Annie		Check out one or both of the videos. Compare Neil Armstrong to Ron McNair or showcase how Annie uses all the tools from her family to make her costume.	What does it mean to take a stand as Ron did in the story? If you were Ron McNair at 9 years old, what would you have done?	