



Read to Be Ready plans for: Too Many Tamales 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.
- 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: Compare and Contrast **Phonics:** Introduce vowel sounds of Y, long vowels (CV), **Phonemic Awareness:** segment and blend Phonemes **Grammar/Writing:** Action Verbs **Unit Focus:** Multiculturalism
Culminating Task: Discuss when you do something wrong, is being truthful the best choice. Why?

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	Before reading: What can you tell about the story based on the cover illustrations and the title? Who are the kids on the front cover? Why are their eyes so big? What are they looking at? What's a tamale? Read the story <u>Too Many Tamales</u> with minimal interruptions.	<ul style="list-style-type: none"> • Drifted • Glittered • Kneaded • Masa • Tamales • Snipping • Steaming • Husk • Chattered • Batch • Groan 	What time of year does this story take place? How can we tell? On p. 2-3, how is Maria acting grown up? Give evidence from the text. p. 3 What does kneaded mean? What is she kneading? How do you know? How does the illustrator illustrate what Maria is feeling? Support with evidence. What is Maria's problem?	Write what you learned about making tamales. Use vocabulary words to help.	Ask a parent to bring in a can of tamales for the students to taste. <u>Art: Corn Husk painting:</u> Allow corn husks to dry overnight. Dip the end of the corn husks in paint and use as a paint brush.

T U E S D A Y	Reread the story. Stop to ask questions along the way.		<p>Why didn't Maria listen to her mom?</p> <p>Why didn't she tell her mom right away she lost the wedding ring?</p> <p>What do you think made Maria remember the ring?</p> <p>Why did Maria's cousins agree to help her?</p> <p>Why does each child take just one bite of the final tamale?</p> <p>Why does everyone laugh at the end of the story?</p>	<p>Would you do like Maria did and eat all the tamales to find the ring? Explain what you would do and why.</p>	
W E D N E S D A Y	<p>What the youtube video of this story?</p> <p>https://www.youtube.com/watch?v=uL2ts7wTYgA</p> <p>or Epic: https://www.getepic.com/app/read/14281</p>		<p>Why would wearing her mom's ring make her feel grown up?</p> <p>What does Maria compare the sparkle of the ring to?</p> <p>Why do you suppose mother took the ring off before making the tamale mixture?</p> <p>What does the author mean when he says the windows grew white with delicious smelling curls of steam?</p> <p>What does the author mean "Their stomachs were stretched till they hurt..."</p> <p>What does it mean-"She could feel tears pressing to get out as she walked into the living room.."</p> <p>What kind of groan do you think it sounded like when the author writes "they let off a groan the size of twenty four tamales?"</p>	<p>Think about a time when you did something wrong or made a mistake and tried to cover it up instead of asking for help. What happened? Did you get in trouble? Would it have been better if you had just been honest in the first place?</p>	
T H U R S D A Y	<p>Epic: https://www.getepic.com/app/read/52801 One Land, Many Cultures (See Questions)</p>		<p>As the book is read, make a chart of each country and list the foods from country.</p>	<p>Looking at the chart that was made, write a paragraph about 2 of the countries you might like to visit, write about the foods from that country and why you chose those two countries.</p>	
F R I D A Y	<p>Watch the video about making tamales together. https://www.youtube.com/watch?v=qSyW6JwwDYw</p> <p>Studies Weekly # 25 A Family of Mixed Traditions. See Studies Weekly lesson plans on Clever.</p>		<p>Stop the video throughout and make a listing of how to make tamales. Students can then get together in small groups and "recreate their own video" using words.</p>	<p>It is a good idea to be truthful when you have done something wrong. Do you agree or disagree with this statement? Support your writing with evidence.</p>	

