First Grade English Block Week of: August 8-11

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| Mon – August 8 (A)  Tues August 9 (B) | Weds – August 10 (A)  Thurs August 11 (B) |
| SOL/Focus:  1.9 The student will read and demonstrate comprehension of a variety of fictional texts.  a) Preview the selection.  b) Set a purpose for reading.  d) Make and confirm predictions.  e) Ask and answer who, what, when, where, why, and how questions about what is read.  f) Identify characters, setting, and important events.  g) Retell stories and events, using beginning, middle, and end. | |
| Materials: a Marc Brown book, colorful strips of construction paper for students’ reading project labeled characters and setting, coloring supplies, pencils  Schedule:  10:30-10:35  Teacher greets students at door while kids find their desk and take attendance.  10:35-10:55  Gather everyone together for mini-lesson. Review the retelling story anchor chart from the previous class. Picture walk and preview the read aloud text. Read the selected book aloud and discuss the beginning, middle, and end of the text; highlighting the characters, setting, problem, and solution.  10:55-11:15  Students read independently.  11:15-11:40  Distribute the strips of paper labeled characters and setting. Students will use their independent reading book for this project. They will identify the characters and setting of their book and either draw a picture and/or write about these things on the given strips of paper. Students who are having difficulties with reading comprehension may use the read aloud book. (final product will look like the project below)  ade these today.. fun! Story map wind socks. They draw a picture of their favorite part of the story on the cylinder. Then there are 5 paper streamers attached, each describing a part of the story: title, characters, setting, problem, and solution.:  11:45-11:50  Collect students’ completed pieces of their project and go over any additional announcements/ homework. | Materials: coloring supplies; pencils; glue sticks; colorful strips of construction paper for students’ reading project labeled beginning, middle, and end; construction paper  Schedule:  10:30-10:35  Teacher greets students at door while kids find their desk and take attendance.  10:35-11:00  Pass out the strips of construction paper labeled “beginning” and have students write down and/or illustrate this part of their independent reading book (same book used as previous day). Then pass out the “middle” strip of paper and have students fill this out. Afterwards, distribute the “end” strip of paper and complete this.  11:00-11:25  Students will be given a blank piece of construction paper to create a cover page for their project. This paper should include the title of the book and an illustration for their book. As students are working on this, the teacher should pass out the “characters” and “setting” strips of paper students completed the previous time.  11:25-11:40  Guide students in gluing down each strip of paper behind their cover page. Teacher will go around and fold and staple the cover page together to make the lantern.  11:45-11:50  Collect lanterns so they can be displayed at the open house and go over any announcements for the day before sending kids off to their next class. \*string needs to be attached to these lanterns. | |
| Reflection/Notes:  **Glow:**  **Grow:**  **Notes:** | |