

Grade 1: Unit 8 - Cautionary Tales

Unit Summary: (Overall learning of the unit)		
Unit Title: Cautionary Tales	Content Area: ELA	Grade Level: 1
<p>Unit Description: Cautionary tales are folktales told to warn of danger. These tales have been told for many years. In this 7-week unit, students meet Red Riding Hood, Shang, Salma, and Roja. This unit included retelling fairy tales, discussing and writing about characters, plot details, and theme, sequencing events, and comparing stories. The types of writing included in this unit are: opinion writing.</p>		
<p>Essential Question (s): (Critical driving questions of the unit that promote inquiry and discovery of the content)</p>	<p>Enduring Understanding (s): (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing)</p>	
<ul style="list-style-type: none"> How do cautionary tales/folk tales help us learn important life lessons? 	<ul style="list-style-type: none"> Students will understand... <ul style="list-style-type: none"> what folktales/cautionary tales are. using key details in a text to ask and answer questions. the central message or lesson of the story. using illustrations and details in a story to describe characters, settings, and/or events. how to compare and contrast characters from multiple stories. 	
Unit Vocabulary		
allow awl brittle cautiously cherish cunning daggers	decided disguise dusk fairytales folktale furious instruct	latch peeked plump promise sidled sly
Focus Standards		
<p>Reading</p> <ul style="list-style-type: none"> RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time) 	<p>Writing</p> <ul style="list-style-type: none"> W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. <ul style="list-style-type: none"> A. Introduce an opinion. B. Support the opinion with facts or other information and examples related to the topic. C. Provide a conclusion. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.





<ul style="list-style-type: none"> ● RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. ● RL.PP.1.5. Identify who is telling the story at various points in a text. ● RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. ● RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). ● RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections ● RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 	<p>about the topics and texts under discussion).</p> <ul style="list-style-type: none"> B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> ● SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ● SL.AS.1.6. Produce complete sentences when appropriate to task and situation. 	<p>(Students may compose text that explains how plants and animals can change their environment.)</p> <ul style="list-style-type: none"> A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion. <ul style="list-style-type: none"> ● W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
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Language		
<ul style="list-style-type: none"> ● L.WF.1.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> A. Write the upper and lowercase alphabets from memory. B. Write a common grapheme (letter or letter group) for each phoneme. C. Orally segment the phonemes in any single syllable, spoken word. D. Recognize that each syllable is organized around a vowel sound. ● L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. <ul style="list-style-type: none"> A. Choose flexibly from an array of strategies to determine the meaning of words and phrases. B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 		

Assessments		
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<ul style="list-style-type: none"> ● Daily Instructional Tasks ● Student Verbal Responses 	<ul style="list-style-type: none"> ● Culminating Tasks ● Extended Learning Tasks 	<ul style="list-style-type: none"> ● Journals/Notebooks ● Student Reflection ● Lesson 15 Sentence Expansion (Portfolio Artifact)
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Integration of 21st Century Skills	Integration of Technology	Resources
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<ul style="list-style-type: none"> ● Aside from the technology students will learn to use for educational purposes, there will be links from literature to pop culture/21st Century “present day” issues. 	<ul style="list-style-type: none"> ● Google Classroom ● Google Slides ● Videos 	<ul style="list-style-type: none"> ●  Little Red Riding Hood by Jerry Pinkney ●  Pretty Salma by Niki Daly ●  Little Roja Riding Hood by Susan Middleton Elya ●  Lon Po Po by Ed Young ● Unit Lesson Resources
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Summary of Key Learning

<p><u>Lesson 1: Little Red Riding Hood</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to ask and answer questions about key details in a text. ● I am learning to label my drawing. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can answer questions about key details in a text. ● I can draw two pictures that show what Red Riding Hood’s mother told her to do and what Red Riding Hood did. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Preview Text, Turn & Talk (SL.PE.1.1.), Read Aloud, Daily Instructional Task: Explanatory Writing and Drawing (RL.CR.1.1., W.SE.1.6, SL.II.1.2., SL.UM.1.5.), Rubric 	<p><u>Lesson 2: Little Red Riding Hood (2 days)</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning about the elements of a story. ● I am learning to discuss and write about theme, ● I am learning to label my drawing. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can discuss the theme or message of the story. ● I can write what the theme or message of the story is. ● I can draw two pictures that show what Red Riding Hood’s mother told her to do and what Red Riding Hood did. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Story Mapping (RL.CR.1.1.RL.CI.1.2., RL.IT.1.3., SL.II.1.2.), Rereading and Story Mapping (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., SL.II.1.2.), Daily Instructional Task: Writing about Theme (RL.CR.1.1., RL.CI.1.2., W.AW.1.1., SL.II.1.2., SL.UM.1.5., L.WF.1.1.), Sentence Expansion Organizer, Rubric 	<p><u>Lesson 3: Little Red Riding Hood</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning what the words <i>sly</i>, <i>cunning</i> and <i>cautiously</i> mean. ● I am learning how to form my letters correctly. ● I am learning to write complete sentences. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can learn what important words from the story mean. ● I can tell a partner something I have done cautiously. ● I can write about a time I was cautious. ● I can print my letters correctly when writing. ● I can write complete sentences. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Text Talk (SL.PE.1.1., SL.II.1.2., 1.6, L.VL.1.2.), Daily Instructional Task: Using Vocabulary in Discussion, Writing & Drawing (W.IW.1.2., SL.PE.1.1., L.WF.1.1.), Sentence Expansion Organizer, Rubric
<p><u>Lesson 4: Little Red Riding Hood</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to ask and answer questions about story details. ● I am learning to listen to our partners when they speak. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can think about what I know about the wolf. ● I can tell my partner what the wolf will do next. 	<p><u>Lesson 5: Little Red Riding Hood (2 Days)</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to ask and answer questions about story details. ● I am learning to listen to my partner when they speak. ● I am learning what a fairytale is. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can tell my partner what genre <i>Little Red Riding Hood</i> is. 	<p><u>Lesson 6: Pretty Salma: A Little Red Riding Hood Story (2 days)</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning to ask and answer questions about key details in a text. ● I am learning to label my drawing. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can answer questions about key details in a text.

<ul style="list-style-type: none"> I can listen to my partner and repeat one of my partner's main points, and ask a follow-up question as needed. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Reread and Pose Questions (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., RL.MF.1.6., SL.II.1.2.), Daily Instructional Task: Partner Discussion - Answer Text Dependent Question (RL.1.3, SL.PE.1.1., SL.AS.1.6.), Rubric 	<ul style="list-style-type: none"> I can print my letters correctly when writing. I can write complete sentences. I can punctuate sentences. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Reread and Pose Questions (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., RL.MF.1.6., SL.II.1.2.), Daily Instructional Task: Partner Conversation, Answer Question about Text Structure (RL.CR.1.1., RL.TS.1.4., SL.PE.1.1., SL.AS.1.6., W.IW.1.2., L.WF.1.1.), Sentence Expansion Organizer, Rubric 	<ul style="list-style-type: none"> I can use the sentence expansion organizer to help me expand my sentence. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Reread and Pose Questions (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., RL.MF.1.6., SL.II.1.2.), Daily Instructional Task: Partner Conversation, Answer Question about Text Structure (RL.CR.1.1., RL.TS.1.4., SL.PE.1.1., SL.AS.1.6., W.IW.1.2., L.WF.1.1.), Sentence Expansion Organizer, Rubric
<p>Lesson 7: Pretty Salma: A Little Red Riding Hood Story (2 days)</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning about the parts of a story. I am learning to describe the characters we read about. I am learning to label my drawing. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can use descriptive words to describe Salma. I can print my letters correctly when writing. I can write complete sentences. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Story Mapping (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., SL.II.1.2.), Rereading and Story Mapping (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3, SL.II.1.2.), Daily Instructional Task: Opinion Writing: Writing About Character (RL.CR.1.1., RL.IT.1.3., W.AW.1.1, SL.PE.1.1., L.WF.1.1.), Sentence Expansion Organizer, Rubric 	<p>Lesson 8: Pretty Salma: A Little Red Riding Hood Story (2 days)</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning what the words <i>promise</i>, <i>decided</i>, and <i>allow</i> mean. I am learning to form my letters correctly. I am learning to write complete sentences. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can learn what important words from our story mean. I can tell a partner about a time I had to make a decision. I can write about a time I had to make a decision. I can print my letters correctly when writing. I can write complete sentences. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Vocabulary and Text Talk (L.VL.1.2.), Text Talk (SL.PE.1.1., SL.II.1.2., RL.PP.1.5., L.VL.1.2.), Daily Instructional Task: Using Vocabulary in Discussion, Writing & Drawing (W.IW.1.2., SL.PE.1.1., L.WF.1.1., L.VL.1.2.), Sentence Expansion Graphic, Rubric 	<p>Lesson 9: Pretty Salma: A Little Red Riding Hood Story</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning to ask and answer questions about key details in a text. I am learning to use question words to help us ask questions. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can ask questions using the word, <i>what</i>. I can listen carefully to my partner and ask a new question beginning with the word, <i>what</i>. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Reread and Ask Text Dependent Questions (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., RL.PP.1.5, RL.MF.1.6, RL.CT.1.8., SL.II.1.2.), Daily Instructional Task: Charting Questions Using the Word, What & Answering a Student-Posed Question (RL.CR.1.1., SL.II.1.2.)

Lesson 10: *Pretty Salma: A Little Red Riding Hood Story (2 days)*

Learning Intention:

- I am learning to retell a story in the order it was written.
- I am learning to think about character and setting when retelling a story.

Success Criteria:

- I can draw one scene from a story that has the character and the setting in it.
- I can help say which events happened first, next, and last.

Instructional Routines:

- Culminating Task: Sequencing Plot: Drawing and Writing (RL.TS.2.4., SL.PE.1.1., W.AW.1.1.)

Lesson 11: *Little Roja Riding Hood*

Learning Intention:

- I am learning to compare characters.
- I am learning to label my drawing.

Success Criteria:

- I can compare characters from two books.
- I can draw and label a picture.

Instructional Routines:

- Preview, Turn and Talk (SL.PE.1.1.), Read Aloud, Daily Instructional Task: Explanatory Writing and Drawing (RL.IT.1.3., RL.CT.1.8., W.SE.1.6., SL.II.1.2., SL.UM.1.5.), Rubric

Lesson 12: *Little Roja Riding Hood (2 days)*

Learning Intention:

- I am learning about the parts of a story.
- I am learning to discuss and write about theme.
- I am learning to label my drawing.

Success Criteria:

- I can discuss and write about the theme of the story.
- I can print my letters correctly when writing.
- I can write complete sentences.

Instructional Routines:

- Story Mapping (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., SL.II.1.2.), Rereading and Story Mapping (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., SL.II.1.2.), Daily Instructional Task: Writing about Theme (RL.CR.1.1., RL.CI.1.2., W.AW.1.1., SL.II.1.2, SL.UM.1.5., L.WF.1.1.), Sentence Expansion Organizer, Rubric

Lesson 13: *Little Roja Riding Hood*

Learning Intention:

- I am learning that illustrations extend the story.
- I am learning to read illustrations.
- I am learning to give an opinion based on the text.

Success Criteria:

- I can offer an opinion about the wolf in the story based on the illustrations and the written text.
- I can expand my sentences.
- I can punctuate each sentence I write.
- I can form letters correctly.

Instructional Routines:

- Reread the first half of the book. Ask some of these questions. (RL.CR.1.1., RL.PP.1.5., RL.MF.1.6., RL.CT.2.8., SL.II.1.2., L.VL.1.2.), Daily Instructional Task: Answer Text Dependent Question (RL.CR.1.1., RL.IT.1.3., SL.PE.1.1., W.AW.1.1., L.WF.1.1.), Sentence Expansion Organizer, Rubric

Lesson 14: *Little Roja Riding Hood (2 days)*

Learning Intention:

- I am learning to infer.
- I am learning to use context to define vocabulary words from a story.

Success Criteria:

- I can explain what a character does and what those actions say about the character.
- I can expand my sentences.
- I can punctuate each sentence I write.
- I can form letters correctly.

Instructional Routines:

- Reread the second half of the book. Ask some of these questions. (RL.CR.1.1., RL.IT.1.3., RL.TS.1.4., RL.CT.2.8., SL.II.1.2.), Culminating Task: Answer Text Dependent Question (RL.CR.1.1., RL.IT.1.3., W.IW.1.2., SL.II.1.2., W.AW.1.1., L.WF.1.1.), Sentence Expansion Organizer, Rubric

Lesson 15: *Lon Po Po: A Red Riding Hood Story from China (2 days)*

Learning Intention:

- I am learning to ask and answer questions about key details in a text.
- I am learning to compare characters from two similar stories.

Success Criteria:

- I can state what is similar about characters from two stories.
- I can explain in writing how the characters are similar.

Instructional Routines:

- Preview (RL.TS.1.4, RL.MF.1.6., SL.PE.1.1.), Book Introduction & Read Aloud (SL.II.1.2.), Daily Instructional Task: Compare Stories (RL.IT.1.3., RL.CT.1.8., SL.PE.1.1., W.IW.1.2., L.WF.1.1.), Sentence Expansion Organizer, Rubric

Lesson 16: Lon Po Po: A Red Riding Hood Story from China (2 days)

Learning Intention:

- I am learning about the parts of a story.
- I am learning to discuss and write about theme.
- I am learning to label our drawings.

Success Criteria:

- I can discuss the theme of the story.
- I can write what the theme of the story is.
- I can print my letters correctly when writing.
- I can write complete sentences.

Instructional Routines:

- Story Mapping (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., SL.II.1.2.), Rereading and Story Mapping (RL.CR.1.1., RL.CI.1.2., RL.IT.1.3., SL.II.1.2.), Daily Instructional Task: Writing about Theme (RL.CR.1.1., RL.CI.1.2., W.AW.1.1., SL.II.1.2., SL.UM.1.5., L.WF.1.1.), Sentence Expansion Organizer, Rubric

Lesson 17: Lon Po Po: A Red Riding Hood Story from China (2 days)

Learning Intention:

- I am learning to use illustrations and story clues to understand vocabulary and gain insights about character.

Success Criteria:

- I can discuss what *furious* means with my partner.
- I can explain why the wolf was furious.
- I can expand a sentence using the question words.
- I can write complete sentences with correct punctuation.

Instructional Routines:

- Reread Story & Define Vocabulary (RL.CR.1.1., RL.IT.1.3., RL.MF.1.6., SL.II.1.2., L.VL.1.2.), Daily Instructional Task: Partner Discussion & Writing (W.AW.1.1., SL.PE.1.1., L.WF.1.1.) Sentence Expansion Organizer, Rubric

Lesson 18: Extended Task

Learning Intention:

- I am learning to write an opinion by watching my teacher model planning, drawing, and writing.
- I am learning to use resources to help us when writing.

Success Criteria:

- I can discuss which Red Riding Hood book I preferred.
- I can provide reasons for my book choice.
- I can observe my teacher model how to plan, draw and write an opinion.

Instructional Routines:

- Extended Task: Discussion about Story Preference, Snowballing & Using Words to Express an Opinion Chart (RL.MF.1.6., RL.CT.2.8., SL.PE.1.1.), Modeled Planning, Modeled Writing & Drawing, Opinion Map

Lesson 19: Extending Task- Drawing and Writing an Opinion

Learning Intention:

- I am learning to write an opinion.
- I am learning to use resources to help us when writing.
- I am learning to listen to my partner read their opinion and provide feedback.


Success Criteria:

- I can discuss which version of Red Riding Hood I preferred.
- I can provide reasons for my book choice.
- I can use the Opinion Map to strengthen my writing.
- I can edit my writing carefully paying attention to capitalization, end punctuation, and letter formation and spacing.

Instructional Routines:

- Extended Task: Drawing and Writing an Opinion (W.AW.1.1., L.WF.1.1.), Turn and Talk (SL.PE.1.1.), Guided Writing, Editing Checklist, Rubric, Writing Matrix for Cautionary Tales Unit

Daily Lesson Plans

Lesson 1			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Little Red Riding Hood	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning to ask and answer questions about key details in a text. I am learning to label my drawing. 		<ul style="list-style-type: none"> I can answer questions about key details in a text. I can draw two pictures that show what Red Riding Hood's mother told her to do and what Red Riding Hood did. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson:		Daily Instructional Task:	
<ul style="list-style-type: none"> What noticings and/or wonderings do you have? What did Little Red Riding Hood's mother tell her to do? Did Little Red Riding Hood listen to her mother? 		<ul style="list-style-type: none"> Students will draw and label two pictures that show what Little Red Riding Hood's mother told her not to do and whether or not she listened to her mother. 	
Vocabulary:		Learning Resources/Materials:	
<ul style="list-style-type: none"> cherished instructed 		<ul style="list-style-type: none">  Little Red Riding Hood by Jerry Pinkney Chart Paper Noticings & Wonderings Chart Rubrics 	
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
Part 1: Preview the Book & Predict			
<ul style="list-style-type: none"> Show students the front and back cover and the first few pages. Encourage them to discuss what they notice and wonder. Record their findings on the chart. 			

Little Red Riding Hood by Jerry Pinkney	
WHAT WE NOTICE	WHAT WE WONDER

- Read aloud the title. Have they heard of Little Red Riding Hood?
- Take a brief picture walk of the first few pages and then stop.
- What sense are they now making of the book? What else do they notice and wonder? (add to the chart).
- Then ask them what they think this book will most likely be about and who the book might be about.
 - What do they think might happen?
 - What makes them think that? Invite them to turn and talk.

Part 2: Book Introduction & Read Aloud

- Explain to the children that this is a retold version of the Grimm Brothers’ folk tale by the artist Jerry Pinkney. A little girl sets out in the winter woods to bring her sick grandmama some chicken soup and raisin muffins. Her mother warns her to go straight to her grandmama’s house. But will Red Riding Hood listen to her mother? Let’s read to find out.
- Note: It is recommended that you read this book **all the way through once, stopping** only briefly to prompt children to talk about what has just been read. Explain embedded vocabulary as you read (*cherished, instructed*) by thinking aloud/modeling your thinking out loud.

Part 3: Daily Instructional Task: Explanatory Writing and Drawing

- What did Little Red Riding Hood’s mother tell her to do? Did Little Red Riding Hood listen to her mother?
- Turn and talk to your partner.
- **Interactive Writing:** Now help the teacher write the answer to both questions.

- Draw two pictures. One that shows what Little Red Riding Hood’s mother told her not to do, and one showing whether Little Red Riding Hood listened to her mother.
- Label your drawings.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in Interactive Writing activity.
- Daily Instructional Task
- [Explanatory & Drawing Rubric](#)

Differentiation:

- Students can refer to the chart to help with their illustrations.


Possible Misconceptions:

- Students may need modeling for stating their noticings and wonderings.
- Students may not know how to draw and/or label. Here are some [suggested anchor charts](#) you can create with your class.

Teacher Notes:

- Note: It is recommended that you read this book **all the way through once, stopping** only briefly to prompt children to talk about what has just been read.

Daily Lesson Plans

Lesson 2			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Little Red Riding Hood	Instructional Days: 2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning about the elements of a story. I am learning to discuss and write about theme, I am learning to label my drawing. 		<ul style="list-style-type: none"> I can discuss the theme or message of the story. I can write what the theme or message of the story is. I can draw two pictures that show what Red Riding Hood's mother told her to do and what Red Riding Hood did. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. <ul style="list-style-type: none"> A. Introduce an opinion. B. Support the opinion with facts or other information and examples related to the topic. C. Provide a conclusion. L.WF.1.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> A. Write the upper and lowercase alphabets from memory. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson:		Daily Instructional Task:	
<ul style="list-style-type: none"> Where is the setting of the story? Who is in the story? What goes wrong? How is it solved? What does Little Red Riding Hood learn? 		<ul style="list-style-type: none"> Students will draw and label two pictures that show what Little Red Riding Hood's mother told her not to do and whether or not she listened to her mother. 	
Vocabulary:		Learning Resources/Materials:	
<ul style="list-style-type: none"> theme 		<ul style="list-style-type: none">  Little Red Riding Hood by Jerry Pinkney Chart Paper Sentence Expansion Rubrics 	
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
Part 1: Story Mapping			

- Before rereading, ask students to help you retell the story. Show them the cover and the chart you have made for story mapping (See below for a [sample](#)).

Story Elements		
Book Title _____		
Setting	Characters	
Problem		Solution
Beginning	Middle	End
Favorite Part		
Name: _____		

- Some prompting Questions:
 - Where is the setting of the story?
 - Who is in the story?
 - What goes wrong?
 - How is it solved?
 - What does Little Red Riding Hood learn?

Part 2: Rereading and Story Mapping

- Say to students that you will be rereading the text and as you do, you will be stopping so they can help you fill in more information in the story map. Ask them to study the illustrations as I reread the text.
- When retelling students should be able to:
 - Retell what happened and where,
 - Why it happened, and
 - The effect on Little Red Riding Hood's mental state.
 - Be able to emphasize connections between earlier and later parts in the story.
 - Offer a theme.

Part 3: Daily Instructional Task: Writing about Theme, Sentence Expansion Organizer, Rubric

- Ask students to turn to their partner and discuss what the lesson of the story is. What did Little Red Riding Hood learn?

- Now ask students to write a completion to this sentence:

Little Red Riding Hood learned _____

- Expand the sentence using the sentence kernel organizer. (Optional: [Sentence Expansion](#) Sheet)

Name: _____

Date: _____

Directions: Expand the kernel sentences.

Lesson 2

Kernel: Little Red Riding Hood learned.

What? _____

How? _____

Expanded Sentence: _____

- Remind students to take care when printing letters. Each student should have an alphabet chart on/at their desk for reference.
- Students should draw a picture that shows the theme.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in Interactive Writing activity.
- Daily Instructional Task
- [Explanatory & Drawing Rubric](#)

Differentiation:

- Students can refer to the chart to help with their illustrations.

Possible Misconceptions:

- Consider using TWR sentence level strategies to help students write their own sentence.

Teacher Notes:

- Differentiate this task based on what students are able to do. If some students do not need a starter sentence, do not provide it. If some students need greater assistance, then conduct this as guided or shared writing.


Daily Lesson Plans

Lesson 3			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Little Red Riding Hood	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning what the words <i>sly</i>, <i>cunning</i> and <i>cautiously</i> mean. I am learning how to form my letters correctly. I am learning to write complete sentences. 		<ul style="list-style-type: none"> I can learn what important words from the story mean. I can tell a partner something I have done cautiously. I can write about a time I was cautious. I can print my letters correctly when writing. I can write complete sentences. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.AS.1.6. Produce complete sentences when appropriate to task and situation. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.) <ul style="list-style-type: none"> A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion. L.WF.1.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> B. Write the upper and lowercase alphabets from memory. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson:		Daily Instructional Task:	
<ul style="list-style-type: none"> What does the word sly mean? What does the word cunning mean? How are you cautious? If I were walking down a path and saw a snake: would I be sly or cautious? Why? What can you do if you see someone being sly? Tell me when you should be cautious? What would be an example of someone acting in a cunning manner? 		<ul style="list-style-type: none"> Students will write and draw about a time they were cautious. 	

Vocabulary:

- cautiously
- cunning
- sly

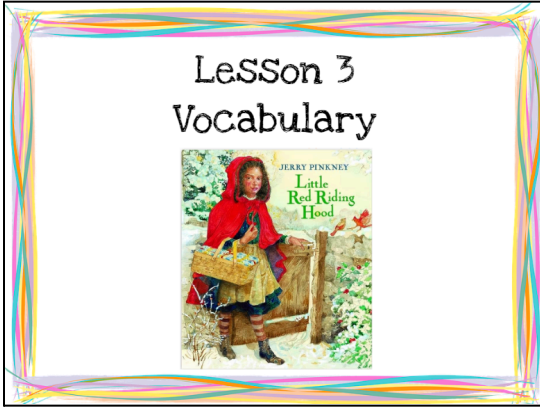
Learning Resources/Materials:

-  Little Red Riding Hood by Jerry Pinkney
- Chart Paper
- [Lesson 3 Vocabulary Slide Deck](#)
- [Sentence Expansion](#)
- [Rubrics](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Text Talk

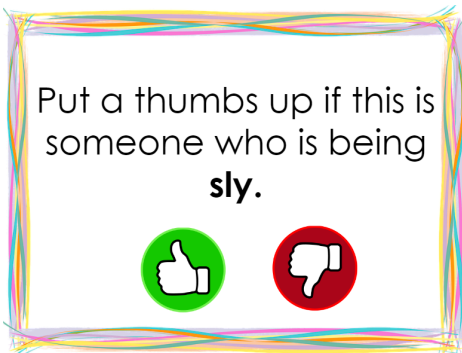
- Tell students they will be learning three important words from the story, Little Red Riding Hood. (Optional: [Vocabulary Slide Deck](#))

**First Target Word: Sly**

- The first target word is **sly** (p. 7). Have students repeat the word after you.
- Write the target word on a chart so students can see it and say it.
- The word is sly. Let's read how it was used in the story.
- Show this illustration:



- **Read:** “By and by, Little Red Riding Hood met a sly wolf. The wolf was always hungry and had a mind to eat her up at once--until he heard the chop, chop of woodcutters working nearby.” If someone or something is **sly** it means he or she is having or showing a cunning and deceitful nature. They are being sneaky. You can tell the wolf was sly because even though he wanted to eat Little Red Riding Hood he did not because he could hear the woodcutters nearby and he thought that they might hear what was happening and come and kill him.
- Ask the children to repeat the word (**sly**) so they can create a phonological representation (Share, 1995) of the word:
 - Say the word with me, sly. Say it again. What does it mean?
 - Sly means to have or show a cunning and deceitful nature--to be sneaky (write on a chart next to the word).
- If I was looking around to see who was present before I did something wrong, you could describe me as being sly. If I was sneaky, I would be sly. I wouldn't want others to know what I was doing. If I was taking something that did not belong to me and I made sure no one would know, I would be sly.
- Put thumbs up if this is someone who is being sly. (Optional: [Vocabulary Slide Deck](#))



- A man, thinking no one saw him, put the watch he found on the counter into his pocket.

- A child gave the money she found in the coat closet to her teacher.
 - A child slipped the candy bar in her pocket when no one was watching.
 - A wolf decided to wait to eat the little girl because too many people were around.
 - A boy returned the soccer ball he found to the main office in school.
- What's the word we have been talking about? **(Sly)** What does it mean?

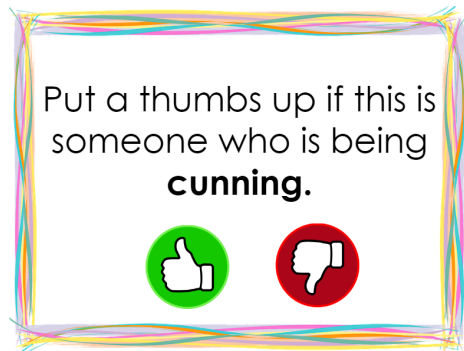
Second Target Word: Cunning

- The second target word is **cunning** (p. 14). Have students repeat the word after you.
- Write the target word on a chart so students can see it and say it.
- The word is cunning. Let's read how it was used in the story.
- Show this illustration:



- **Read:** "In the meantime, the cunning wolf slipped away to Grandmother's cottage with great haste (speed). Tap, tap, he knocked." When the grandmother asked who was there the wolf changed his voice so that he would sound like Red Riding Hood. He was skillful and clever. If someone or something is **cunning** it means he or she is skillful or clever, like the wolf was being in the story trying to trick Grandmother so she would let him in so he could eat her.

- Ask the children to repeat the word (**cunning**) so they can create a phonological representation of the word:
 - Say the word with me, cunning. Say it again. What does it mean?
 - Cunning means to behave in a skillful or clever way; show trickery (write on chart next to the word).
- If I was being tricky so you wouldn't see what I was doing, I would be cunning. If I carefully hid something I had taken so you wouldn't see it, I would be cunning.
- Put thumbs up if this is someone who is being cunning, showing he or she is clever or tricky.



- A man ate an apple.
 - A thief hid the necklace in his pocket.
 - The child waved at her mother.
 - The teacher gave an assignment to the class for homework.
 - A wolf pretended to be a grandchild.
- What's the word we have been talking about? (**Cunning**) What does it mean?

Third Target Word: Cautiously

- The third target word is **cautiously** (p. 27). Have students repeat the word after you.
- Write the target word on a chart so students can see it and say it.

- The word is cautiously. Let's read how it was used in the story.

- Show these two illustrations:



- **Read:**
 - "At first the loud noise catches the woodcutter's ears and then he sees two sets of tracks: a small child's footprints and the prints from what looked like a wolf."
 - "The woodcutter cautiously entered the cottage, and made his way towards a noise that rumbled so deeply that it caused the china in the cupboard to rattle ."
- If something is done **cautiously** it is done very carefully so no one gets hurt. The woodcutter wasn't sure what he would find in the cottage, but the two sets of footprints made him approach the cottage carefully so that he would not get hurt. You can tell he was very careful because he entered the cottage cautiously.
- Say the word with me, **cautiously**. Say it again. What does it mean?
- Cautiously means to do something very carefully so no one gets hurt (write on a chart next to the word).
- If I were walking across an icy sidewalk, I would walk cautiously so I wouldn't fall. If I were carrying a cup of hot chocolate to the table I would carry it cautiously. I wouldn't want to spill it. If I were using a knife to cut up an apple, I would do it cautiously. Why? So I do not cut myself.
- Put thumbs up if this is something you might do cautiously.

Put a thumbs up if this is something you might do **cautiously**.



- eat a sandwich
 - run across the lawn
 - drive a car
 - tie your shoe
 - climb a tree
- Finally, have the children repeat the word to reinforce its phonological representation. What's the word we have been talking about? (**Cautiously**). What does it mean? Turn and talk with your partner.
 - Combine the words by having the children make a choice between two of the words:
 - If I were walking down a path and saw a snake: would I be sly or cautious? Why? Turn and talk with your partner.
 - Maintain all three words by asking the children to give examples or explanations:
 - What can you do if you see someone being sly?
 - Tell me when you should be cautious?
 - What would be an example of someone acting in a cunning manner?

Part 2: Daily Instructional Task: Using Vocabulary in Discussion, Writing & Drawing, Kernel Sentence Organizer, Rubric

- Remember cautious means to do something very carefully so no one gets hurt . Turn and tell your partner about a time when you were cautious. Begin by saying “**I was cautious when...**” (Note: Model this if needed.)
- Now write about being cautious. You may want to begin: “I was cautious...” (Optional: [Sentence Expansion](#) Sheet)

Name:

Date:



Lesson 3

Kernel: I was cautious.

When?

How?

Expanded Sentence:

.....

- Try to add on another sentence. Use these question words to help you expand your sentence.
- Remember to end your sentence with punctuation and form your letters correctly.
- Last, draw a picture that shows you being cautious.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in Thumbs Up/Down Vocabulary activity
- Daily Instructional Task
- [Opinion Rubric](#)

Differentiation:


- Students can use the sentence stem: “I was cautious when...” to help guide their discussion with a partner.









Possible Misconceptions:

- Consider using TWR sentence level strategies to help students write their own sentences.
- Students may need examples for vocabulary words to further understand the meaning of each.
- Teacher may need to model for students, “I was cautious when...”

Teacher Notes:

Daily Lesson Plans

Lesson 4			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Little Red Riding Hood	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning to ask and answer questions about story details. I am learning to listen to our partners when they speak. 		<ul style="list-style-type: none"> I can think about what I know about the wolf. I can tell my partner what the wolf will do next. I can listen to my partner and repeat one of my partner's main points, and ask a follow-up question as needed. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.AS.1.6. Produce complete sentences when appropriate to task and situation. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson:		Daily Instructional Task:	
<ul style="list-style-type: none"> Lesson 4 Questions 		<ul style="list-style-type: none"> Students will discuss the following question with a partner: Based on what you know about the wolf, what do you think he will do next? Why? 	
Vocabulary:		Learning Resources/Materials:	
<ul style="list-style-type: none"> cherish instruct sly cunning 		<ul style="list-style-type: none">  Little Red Riding Hood by Jerry Pinkney Lesson 4 Text Dependent Questions Post-Its Lesson 4 Question Guide Rubrics 	
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
Part 1: Reread and Pose Questions			
<ul style="list-style-type: none"> Reread the first half of the text and as you do pose some of these questions. (Optional: Post-Its with Questions on them) 			

PAGE	QUESTION	NOTES	PAGE	QUESTION	NOTES
	<p>Question 1: At the beginning of the story, we learn that Red Riding Hood cherished her cape. What does cherish mean? (RL.1.4)</p> <p>Question 2: How does the mother show that she cares about the grandmother? If you have an inference, turn and tell your partner. (RL.1.3)</p> <p>Question 3: Instruct means to teach. What is the mother teaching the daughter? (RL.1.2, L.1.4)</p>	Question 3 gets at theme, dwell here.		<p>Question 7: What does the wolf want to accomplish when the little girl collects kindling? What does that suggest about the wolf? Turn and discuss with your partner. (RL.1.1, 1.3)</p>	
	<p>Question 4: Study the illustration on this page. Where does this story take place? Turn and tell your partner. (RL.1.1)</p>	Refer to the story map which should be displayed. Show students setting. " Woods, Forest, Winter, a cold, snowy place..."		<p>Question 8: Who can remember from yesterday what cunning means? If no one knows, check the chart. (L.1.4)</p>	<p>As you read this page, provide students with a synonym for haste (quickness). Cunning means to behave in a skillful or clever way. Refer to the chart.</p>
	<p>Question 5: Who can remember from yesterday what sly means? If no one knows, check the chart. (L.1.4)</p> <p>Question 6: Why doesn't the wolf eat the little girl when they first meet in the woods? If you have an inference, turn and tell your partner. (RL.1.1)</p>	Sly means to have or show a cunning and deceitful nature—to be sneaky		<p>Question 9: What does the wolf do to the grandmother? Which words helped you to know (reread first paragraph). (RL.1.1, 1.4, L.1.4)</p>	
					When reading, read with expression so students learn what croaked and hoarseness mean.

Part 2: Daily Instructional Task: Partner Discussion - Answer Text Dependent Question, Rubric

- Based on what you know about the wolf, what do you think he will do next? Why?
- Turn and discuss with your partner. Begin by saying:
I think the wolf will _____.
- Next, explain how the wolf will do what you predict. Begin by saying:
The wolf will _____.
- Each student takes turns being the speaker or the listener. When the speaker is finished speaking, have the listener repeat one of the speaker's main points, and ask a follow-up question as needed.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in Thumbs Up/Down Vocabulary activity
- Daily Instructional Task
- [Partner Discussion Rubric](#)

Differentiation:

- Students are provided with sentence stems to guide their discussion with a partner about what the wolf will do next.


Possible Misconceptions:

- Teacher may need to model stating an opinion when discussing with a partner.

Teacher Notes:

- You do not have to ask all of the questions provided in the lesson.



Daily Lesson Plans






Lesson 5			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Little Red Riding Hood	Instructional Days: 2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning to ask and answer questions about story details. I am learning to listen to my partner when they speak. I am learning what a fairytale is. 		<ul style="list-style-type: none"> I can tell my partner what genre <i>Little Red Riding Hood</i> is. I can print my letters correctly when writing. I can write complete sentences. I can punctuate sentences. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.AS.1.6. Produce complete sentences when appropriate to task and situation. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.) <ul style="list-style-type: none"> A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Lesson 5 Questions 		Daily Instructional Task: <ul style="list-style-type: none"> Students will write an explanation as to whether they think folktales are real stories or made up ones. 	
Vocabulary: <ul style="list-style-type: none"> cautiously gratitude 		Learning Resources/Materials: <ul style="list-style-type: none">  Little Red Riding Hood by Jerry Pinkney Lesson 5 Text Dependent Questions Post-Its Lesson 5 QuestionsGuide Rubrics 	


Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Reread and Pose Questions

- Reread the second half of the text and as you do pose some of these questions. (Optional: [Post-Its](#) with Questions on them & [Question 2 Chart](#))

PAGE	QUESTION	NOTES
	Question 1: Does Red Riding Hood know that it is the wolf pretending to be her grandma? Listen as I reread and study the illustration and see if you can find specific words that tell you what Red Riding Hood knows. Tell your partner what the words and pictures tell you. (RL.1.4, RL.1.7)	
	Question 2: Have students suggest how you should reread this dialogue based on underlined words and phrases. (RL.2.6)	Place dialogue in chart: "Oh Grandmama, what great arms you have!" <u>said the child in wonder.</u> "All the better to hug you with, my dear," replied the wolf. "Oh Grandmama, what great ears you have!" she <u>remarked.</u> "All the better to hear you with, my dear," the wolf responded. "Oh Grandmama, what great eyes you have!" the girl <u>cried out.</u> "All the better to see you with, my dear," <u>declared</u> the wolf. "Oh Grandmama, what great teeth you have!" she <u>squealed.</u> "All the better to <u>EAT</u> you with, my dear," <u>howled</u> the wolf.
		

PAGE	QUESTION	NOTES
	Question 3: Why does the woodcutter go to the cottage? What does he notice first? Second?	
	Question 4: Why does he approach the bed <u>cautiously</u> ? Study the illustration. (RL.1.1, RL.1.7)	Remember cautiously was a vocabulary word learned on Tuesday.
	Question 5: How are Grandmama and Little Red Riding Hood saved? Why is the grandmother's heart filled with <u>gratitude</u> ?(RL.1.1)	
	Question 6: What does it mean when the writer says: <i>Out jumped Little Red Riding Hood with a smile as bright as fresh snow.</i>	What is a smile as fresh as bright snow? (RL.1.4, L.1.5)
	Question 7: How does food comfort? What does that mean? (RL.1.4)	
	Question 8: What lesson does Little Red Riding Hood learn? Turn and tell your partner. (RL.1.2)	



"Oh Grandmama, what great arms you have!" said the child in wonder.

"All the better to hug you with, my dear," replied the wolf.

"Oh Grandmama, what great ears you have!" she remarked.

"All the better to hear you with, my dear," the wolf responded.

"Oh Grandmama, what great eyes you have!" the girl cried out.

"All the better to see you with, my dear," declared the wolf.

Part 2: Daily Instructional Task: Partner Discussion - Answer Text-Dependent Question, Sentence Expansion, Rubric

- Think about what happens to Little Red Riding Hood at the end of the story. Are folktales real stories or made up ones? How do you know? Turn and discuss with your partner.
- Now write an explanation. Are folktales real stories or made up ones? How do you know? State your opinion.
 - Folktales are _____. I know this because _____.
- Use the Sentence Kernel Organizer to help students expand their sentences, You may need to do this as shared writing if this is unfamiliar to students.

Name:

Date:



Directions: Expand the kernel sentences.

Lesson 5

Kernel: Folktales are

What?

Why?

Expanded Sentence:

- Offer evidence from the story to support your explanation.
- Remind students:
 - Write complete sentences.
 - End each sentence with correct punctuation.
 - Print letters correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in Thumbs Up/Down Vocabulary activity
- Daily Instructional Task
- [Opinion Rubric](#)

Differentiation:

- Students are provided with sentence stems to guide their writing whether they think folktales are real stories or made up ones.


Possible Misconceptions:

- Teacher may need to model stating an opinion when discussing with a partner.

Teacher Notes:

- You do not have to ask all of the questions provided in the lesson.

Daily Lesson Plans

Lesson 6			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Pretty Salma: A Little Red Riding Hood Story from Africa	Instructional Days: 2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning to ask and answer questions about key details in a text. I am learning to label my drawing. 		<ul style="list-style-type: none"> I can answer questions about key details in a text. I can use the sentence expansion organizer to help me expand my sentence. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> What noticings and/or wonderings do you have? What do you already know about Little Red Riding Hood? What does the word clever mean? How was Salma clever? 		Daily Instructional Task: <ul style="list-style-type: none"> Students will write and draw one way Salma was clever. 	
Vocabulary: <ul style="list-style-type: none"> clever 		Learning Resources/Materials: <ul style="list-style-type: none">  Pretty Salma by Niki Daly Chart Paper Noticings & Wonderings Chart Rubrics 	
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
Part 1: Preview the Book & Predict			

- Read the title aloud. What do you already know about Little Red Riding Hood? Study the cover. Show students the front and back cover. Encourage them to discuss what they notice and wonder. Record their findings on an anchor chart.

<i>Little Red Riding Hood</i> by Jerry Pinkney	
WHAT WE NOTICE	WHAT WE WONDER

- Take a brief picture walk of the first few pages and then stop.
- What sense are they now making of the book? What else do they notice and wonder? (add to the chart).
- Then ask them what they think this book will most likely be about and who the book might be about.
 - What do they think might happen?
 - What makes them think that? Invite them to turn and talk.

Part 2: Book Introduction & Read Aloud

- This is another Red Riding Hood story, but this time set in Ghana, a country in Africa. When Pretty Salma is sent to the market by Granny, she takes a short-cut through the bad side of town and meets a Bad Dog who tricks and steals her sandals, clothing and goodies. Let’s read to see what happens to Salma and Bad Dog.

Note: It is recommended that you **read this book through once** , stopping only briefly to prompt children to talk about what has just been read. Explain embedded vocabulary as you read (clever).


Part 3: Daily Instructional Task: Opinion Writing and Drawing, Sentence Expansion, Rubric

- **Clever** means quick to understand. How was Salma clever? Turn and discuss with your partner.
- Answer the question by expanding these kernel sentences. (Optional: [Sentence Expansion Sheet](#))

- Salma was clever when she _____.
- She was clever because _____.

Name: _____

Date: _____



Lesson 6

Kernel: Salma was clever.

When?

Why?

Expanded Sentence:

.....

- Offer evidence from the story to support your explanation.
- Remind students:
 - Write complete sentences.
 - End each sentence with correct punctuation.
 - Print letters correctly.
- Draw a picture that shows how Salma was clever..

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in partner discussion
- Daily Instructional Task
- [Opinion Rubric](#)

Differentiation:

- Students can draw their illustration first to help guide their writing.


Possible Misconceptions:

- Students may need modeling for stating their noticings and wonderings.
- Students may not know how to draw and/or label. Here are some [suggested anchor charts](#) you can create with your class.

Teacher Notes:

- Note: It is recommended that you **read this book through once** , stopping only briefly to prompt children to talk about what has just been read.

Daily Lesson Plans

Lesson 7			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Pretty Salma: A Little Red Riding Hood Story from Africa	Instructional Days: 2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning about the parts of a story. I am learning to describe the characters we read about. I am learning to label my drawing. 		<ul style="list-style-type: none"> I can use descriptive words to describe Salma. I can print my letters correctly when writing. I can write complete sentences. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. L.WF.1.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> A. Write the upper and lowercase alphabets from memory. W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. <ul style="list-style-type: none"> A. Introduce an opinion. B. Support the opinion with facts or other information and examples related to the topic. C. Provide a conclusion. 			
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> How would you describe Salma? What is she like? 		Daily Instructional Task: <ul style="list-style-type: none"> Students will write one-two sentences to describe Salma and what she is like. 	
Vocabulary: <ul style="list-style-type: none"> 		Learning Resources/Materials: <ul style="list-style-type: none">  Pretty Salma by Niki Daly Chart Paper Rubrics 	

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Story Mapping

- Before rereading, ask students to help you retell the story. Show them the cover and the chart you have made for story mapping (See below for a [sample](#)).

Story Elements		
Book Title _____		
Setting	Characters	
Problem	Solution	
Beginning	Middle	End
Favorite Part		
Name: _____		

First Grade Readers 1.00

- Some prompting Questions:
 - Where is the setting of the story?
 - Who is in the story?
 - What goes wrong?
 - How is it solved?
 - What does Salma learn?

Part 2: Rereading and Story Mapping

- Say to students that you will be rereading the text and as you do, you will be stopping so they can help you fill in more information in the story map. Ask them to study the illustrations as I reread the text.
- When retelling students should be able to:
 - Retell what happened and where,
 - Why it happened, and
 - The effect on Salma's mental state.
 - Be able to emphasize connections between earlier and later parts in the story.
 - Offer a theme.

Part 3: Daily Instructional Task: Opinion Writing: Writing About Character, Rubric

- Turn and tell your partner two words you would use to **describe** Salma. What is she like?
- Write a sentence to describe Salma. Use one of your words in the sentence. What is she like?
- Now ask students to write a completion to this sentence:
Salma was _____.
- Expand the sentence using the following prompts:
 - How does she demonstrate this?
 - Why is she like this?
- Remind students:
 - Write complete sentences.
 - End each sentence with correct punctuation.
 - Print letters correctly.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in Story Retelling
- Daily Instructional Task
- [Opinion Rubric](#)

Differentiation:

- Teacher can create a chart of descriptive words students used to describe Salma. Students can refer to this chart to help guide their writing.

Possible Misconceptions:

- Consider using TWR sentence level strategies to help students write their own sentence.
- Teacher may need to model how to use descriptive words to tell about someone or something.

Teacher Notes:

Daily Lesson Plans


Lesson 8			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Pretty Salma: A Little Red Riding Hood Story from Africa	Instructional Days: 2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning what the words <i>promise</i>, <i>decided</i>, and <i>allow</i> mean. I am learning to form my letters correctly. I am learning to write complete sentences. 		<ul style="list-style-type: none"> I can learn what important words from our story mean. I can tell a partner about a time I had to make a decision. I can write about a time I had to make a decision. I can print my letters correctly when writing. I can write complete sentences. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.AS.1.6. Produce complete sentences when appropriate to task and situation. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. (Students may compose text that explains how plants and animals can change their environment.) <ul style="list-style-type: none"> A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion. L.WF.1.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> A. Write the upper and lowercase alphabets from memory. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> What does the word promise mean? What does the word decided mean? What does the word allow mean? What is a promise you have made? Tell me about a time when you decided something important. 		Daily Instructional Task: <ul style="list-style-type: none"> Students will write and draw about a time they had to make a decision. 	

- What is something you would allow to happen?

Vocabulary:

- promise
- decided
- allow

Learning Resources/Materials:

-  Pretty Salma by Niki Daly
- Chart Paper
- [Lesson 8 Vocabulary Slide Deck](#)
- [Sentence Expansion](#)
- [Rubrics](#)

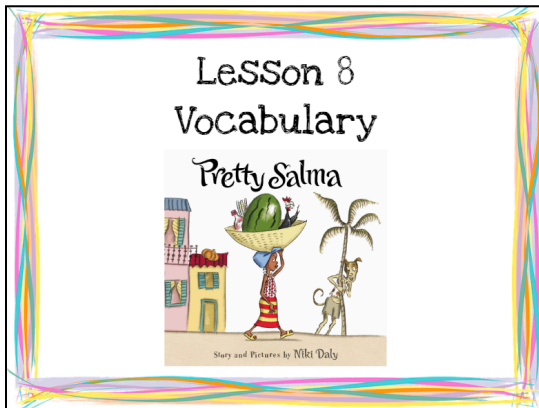
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Vocabulary and Text Talk

- Tell students that today they will be listening to three words in the story that they will be studying. The words are:
 - promise
 - decided
 - allow
- When they hear each word they should raise their hands.
- Reread the story. emphasize each word when reading.
- Acknowledge the children who heard the word. Tell them they must have been listening carefully.

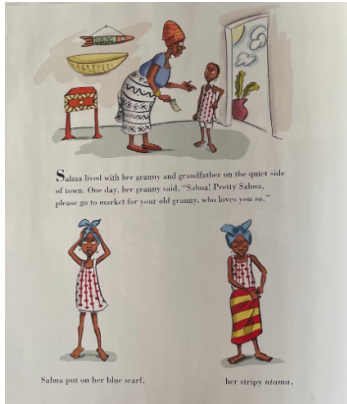
Part : Text Talk

- Tell students they will be learning three important words from the story, *Pretty Salma: A Little Red Riding Hood Story*.



First Target Word: Promise

- The first target word is **promise** (p. 6). Have students repeat the word after you.
- Write the target word on a chart so students can see it and say it.
- The word is promise. Let's read how it was used in the story.
- Show this illustration:



- **Read:** "Straight there and back again!" said Granny. "And don't talk to strangers, you hear?" "Okay, I promise," said Salma.
- Ask the children to repeat the word (**promise**) so they can create a phonological representation of the word:
 - Say the word with me, promise Say it again. What does it mean?
 - A promise is something you say to someone that says that you will definitely do or will definitely happen in the future (write on chart next to the word).
- If I told my friend that I would be over his house on Friday for a sleepover, I would be making a promise to do that. A promise is something you tell another person that you plan to do.
- Put thumbs up if this is someone who is making a promise. (Optional: [Vocabulary Slide Deck](#))

Put a thumbs up if this is
someone who is
making a **promise**.



- A man said, "I will go and visit my mother tomorrow."
 - A child gave a flower to her teacher.
 - A child told her mother she would do all of her homework on Saturday.
 - A little girl said she would not talk to strangers.
- What's the word we have been talking about? (**Promise**) What does it mean?

Second Target Word: Decided

- The second target word is **decided** (p. 10). Have students repeat the word after you.
- Write the target word on a chart so students can see it and say it.
- The word is decided. Let's read how it was used in the story.
- Show this illustration:

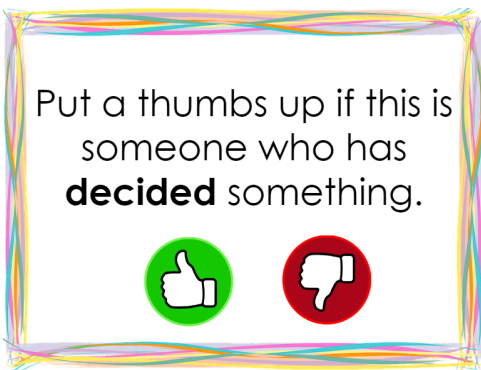


The sun was growing hot, and the basket felt very heavy. So Salma decided to take a shortcut home, through the wild side of town.

Along the way she sang her favorite song:

*Oh, Salma, Pretty Salma,
Come kiss Granny,
your darling old Granny,
who loves you soooooo!*

- **Read:** “The sun was growing hot, and the basket felt very heavy. So Salma decided to take a shortcut home, through the wild side of town.”
- Ask the children to repeat the word (**decided**) so they can create a phonological representation of the word:
 - Say the word with me, decided. Say it again. What does it mean?
 - Decided means to make a decision. (write on chart next to the word).
 - If I made a decision, I would have decided something. I would have made a choice. Decided means that I have chosen something or come to a conclusion about something.
 - Put thumbs up if this is someone who has decided something, that the child has made a decision.

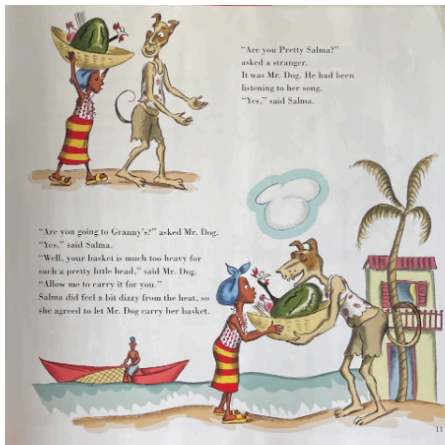


- A child said, “Should I have vanilla or strawberry ice cream?”

- A child had a new pencil she loved. She gave that new pencil to her friend who did not have one.
- The child wondered if she should run or walk in the hallway.
- The child looked at the blue pants and the red pants on her bed. She chose the red pants to wear.
- What's the word we have been talking about? (**Decided**) What does it mean?

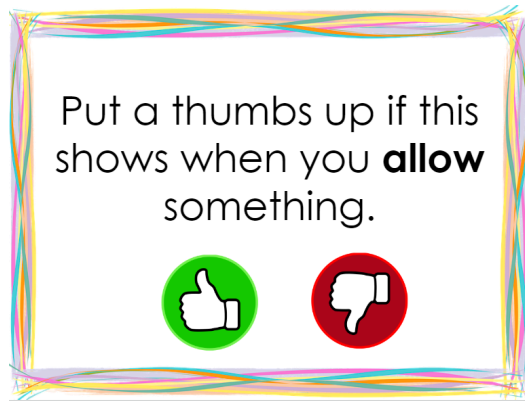
Third Target Word: Allow

- The third target word is **allow** (p. 11). Have students repeat the word after you.
- Write the target word on a chart so students can see it and say it.
- The word is allow. Let's read how it was used in the story.
- Show this illustration:



- **Read:** "Allow me to carry it for you." Salma did feel a bit dizzy from the heat so she agreed to let Mr. Dog carry her basket.
- When you **allow** something, it means that you give (someone) permission to do something. In the story, Salma agreed to let Mr. Dog carry her basket because she felt dizzy. She allowed Mr. Dog. She gave him permission to carry her basket.

- Say the word with me, allow. Say it again. What does it mean?
- Allow means to give permission to someone to do something. (write on chart next to the word).
- Put thumbs up if this shows when you allow something.



- A child and her friend each chose an orange to have after supper.
- A teacher said you could line up for recess.
- A parent told her son to go outside and play.
- A friend said you could select a new toy from the treasure chest.
- A brother said you could climb a tree.
- Finally, have the children repeat the word to reinforce its phonological representation. What's the word we have been talking about? (**Allow**). What does it mean? Turn and talk with your partner.
- Combine the words by having the children make a choice between two of the words:
 - If I told you I was coming over to your house, would that be something I promise or allow?
 - If I choose to invite you to come over, is that something I decided or is it a promise?

- Maintain all three words by asking the children to give examples or explanations:
 - What is a promise you have made?
 - Tell me about a time when you decided something important?
 - What is something you would allow to happen?


Part 2: Daily Instructional Task: Using Vocabulary in Discussion, Writing & Drawing, Kernel Sentence Organizer, Rubric

- Remember decided means to make a decision. Turn and tell your partner about a time when you decided something. **“One time, I decided...”**
(Note: Model this if needed.)
- Now write about the time when you decided something. You may want to begin: **“One time, I decided _____.”** (What?)

- [Sentence Expansion](#) Sheet)

Name:

Date:



Directions: Expand the kernel sentences.

Lesson 8

Kernel: One time, I decided..

What?

When?

Where?

Expanded Sentence:

.....

- Now try to add on another sentence. Answer the question When? or Where?
- Remind students:
 - Write complete sentences.
 - End each sentence with correct punctuation.
 - Print letters correctly.
- Last, draw a picture that shows what you decided.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in Thumbs Up/Down Vocabulary activity
- Daily Instructional Task
- [Opinion Rubric](#)

Differentiation:


- Students can use the sentence stem: “One time, I decided...” to help guide their discussion with a partner, as well as their writing/drawing.

Possible Misconceptions:

- Consider using TWR sentence level strategies to help students write their own sentences.

- | | |
|-----------------------|---|
| | <ul style="list-style-type: none">• Students may need examples for vocabulary words to further understand the meaning of each.• Teacher may need to model for students, “One time, I decided...” |
| Teacher Notes: | |

Daily Lesson Plans

Lesson 9			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Pretty Salma: A Little Red Riding Hood Story from Africa	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning to ask and answer questions about key details in a text. I am learning to use question words to help us ask questions. 		<ul style="list-style-type: none"> I can ask questions using the word, <i>what</i>. I can listen carefully to my partner and ask a new question beginning with the word, <i>what</i>. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.PP.1.5. Identify who is telling the story at various points in a text. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Lesson 9 Questions 		Daily Instructional Task: <ul style="list-style-type: none"> Students will discuss the following question with a partner: Based on what you know about the wolf, what do you think he will do next? Why? 	
Vocabulary: <ul style="list-style-type: none"> ntama 		Learning Resources/Materials: <ul style="list-style-type: none">  Pretty Salma by Niki Daly Lesson 9 Text Dependent Questions Post-Its 	
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
Part 1: Reread and Text Dependent Questions <ul style="list-style-type: none"> As I reread the story aloud, we will use illustrations and details from the story to describe each character. (Optional: Post-Its with Questions on them) Question 1: Listen as I reread the opening and then turn and tell your partner who is telling this story. Where does this story take place? Question 2: What is a ntama (n-ta-ma)? What helped you to know? Turn and tell your partner. 			

- **Question 3:** What does Granny tell Salma to do before she leaves for the market? How is that advice similar to what Red Riding Hood's mother tells her to do? Turn and tell your partner.
- **Question 4:** How does Mr. Dog trick Salma into giving him her goods, clothing, and jewelry?
- **Question 5:** Where is Mr. Dog headed? Turn and tell your partner.
- **Question 6:** When does Granny understand that Mr. Dog is not Salma? (p.23)
- **Question 7:** Why doesn't Mr. Dog leave the house when Granny gets the broom? What does he want to do? If you have an inference, turn and tell your partner.
- **Question 8:** How does Salma save Granny? What happens to Mr. Dog? Turn and tell your partner.
- **Question 9:** What lesson does Salma learn? Think and then raise your hand if you have an idea.

Part 2: Daily Instructional Task: Charting Questions Using the Word, *What* & Answering a Student-Posed Question

Say:

- Now that we have finished rereading the story, think of a question you can ask your partner about Pretty Salma that starts with the word, what. For example, you could ask, "What events do you remember from today's story?"
- Now think about the question you want to ask that begins with the word, **What**.
- Turn to your partner and ask your "what" question.
- Listen to your partner's response. Then your partner will ask a new "what" question, and you will get a chance to respond.
- I will call on several of you to share your questions with the class and we will write them on our chart.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in answering questions
- Daily Instructional Task

Differentiation:


- Reread parts of text.
- Allow for turn and talks.
- Provide sentence stems and discussion prompts.

Possible Misconceptions:

- Teacher may need to model posing "What" questions.

Teacher Notes:

Daily Lesson Plans

Lesson 10			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Pretty Salma: A Little Red Riding Hood Story from Africa	Instructional Days: 2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none">I am learning to retell a story in the order it was written.I am learning to think about character and setting when retelling a story.		<ul style="list-style-type: none">I can draw one scene from a story that has the character and the setting in it.I can help say which events happened first, next, and last.	
NJSL Standards			
<ul style="list-style-type: none">RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)<ul style="list-style-type: none">A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.C. Ask questions to clear up any confusion about the topics and texts under discussion.W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none">Revisit TDQ questions from Lesson 9 as needed.		Daily Instructional Task: <ul style="list-style-type: none">Students will write and draw either their favorite scene, interesting event or a scene in which something important happens.	
Vocabulary: <ul style="list-style-type: none">tucked		Learning Resources/Materials: <ul style="list-style-type: none"> Pretty Salma by Niki Daly	
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
Part 1: Culminating Task: Sequencing Plot: Drawing and Writing in Response to Pretty Salma <ul style="list-style-type: none">Invite students to draw one scene from the read-aloud, Pretty Salma: A Little Red Riding Hood Story. It might be a favorite scene, a scene with an interesting event, or a scene in which something important happens. Have students make sure that their pictures show both the characters and the setting.			

- Direct students to write a sentence about their drawings. As you circulate, be sure each student is representing an idea from the day's read-aloud. Encourage students to represent the sounds they hear when writing words on their paper. You may also want to scribe for any student who is unable to use inventive spelling or write independently.
- When the students have completed their drawings and writing sentences, explain to the students that they are going to put their drawings in the correct sequence—in the order that they heard the ideas in *Pretty Salma*. Explain to students that reading goes from left to right, so the students will stand from left to right to retell the read aloud with their pictures.
- Have one student come up to the front of the room and read his or her sentence aloud. Then have another student come up, read his or her sentence, decide if his or her drawing occurred before or after the first student's drawing, and reflect that sequence by standing either to the left or to the right of the first student. Repeat this procedure until all the students are standing at the front of the room, holding pictures of events in sequence.
- As the students read their sentences aloud, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and story-related vocabulary.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation
- Culminating Task

Differentiation:

- Students can refer back to the book to identify the part of the story they enjoyed most, found most interesting, or was an important event to happen in the story to help with their illustrations.
- Teacher may also want to scribe for any student who is unable to use inventive spelling or write independently.


Possible Misconceptions:

- Students may not know how to select a scene from the story to draw.
- Consider using TWR sentence level strategies to help students write their own sentence.

Teacher Notes:

- Note: Show students the glossary at the beginning of the book and refer to it as needed while reading aloud.

Daily Lesson Plans

Lesson 11			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Little Roja Riding Hood	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning to compare characters. I am learning to label my drawing. 		<ul style="list-style-type: none"> I can compare characters from two books. I can draw and label a picture. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Questions are embedded into the lesson. 		Daily Instructional Task: <ul style="list-style-type: none"> Students will draw and label a picture in response to the question: How are Red Riding Hood and Little Roja similar? 	
Vocabulary: <ul style="list-style-type: none"> suspiciously swagger sidled 		Learning Resources/Materials: <ul style="list-style-type: none">  Little Roja Riding Hood by Susan Middleton Elya Chart Paper Rubrics 	
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
Part 1: Previewing theText & 1st Reading: <ul style="list-style-type: none"> Record answers partially completing a story map before reading. 			

- How does the title connect to the story?
- Look at the title and the cover illustration: Where might this story take place?
- Studying the title and the cover illustration, who are the characters in the story?
- What do you think the characters want?
- Look at the title and the cover illustration: What might be the problem in this story?

Part 2: Book Introduction & Read Aloud:

- Let's read and see what new information or corrections we need to add to our story map.
- While we read, let's pay attention to where the story happens, who's in it, the problem, events, important quotes we want to capture, how the story ends, and what lessons might have been learned by the characters.
- **Note:** It is recommended that you read this book through once, stopping only briefly to prompt children to talk about what has just been read. Explain embedded vocabulary as you read (suspiciously, swagger, sidled).

Part 3: Daily Instructional Task: Explanatory Writing and Drawing, Rubric

- How are Red Riding Hood and Little Roja similar?
- Turn and talk.
- **Interactive Writing:** Let's work together to write the answer to both questions. How are Red Riding Hood and Little Roja similar?
- Draw a picture that shows how Red Riding Hood and Little Roja are similar.
- Label your picture.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in Interactive Writing
- Daily Instructional Task
- [Explanatory & Drawing Rubric](#)

Differentiation:

- Students can refer to the chart to help with their illustrations.
- Students can review Red Riding Hood charts and/or writing to recall information to help find similarities.


Possible Misconceptions:

- Students may need scaffolding how to find similarities between characters.
- Students may not know how to draw and/or label. Here are some [suggested anchor charts](#) you can create with your class.

Teacher Notes:

- Note: It is recommended that you read this book **all the way through once, stopping** only briefly to prompt children to talk about what has just been read.

Daily Lesson Plans

Lesson 12			
Grade: 1	Unit: Cautionary Tales	Lesson Title: Little Roja Riding Hood	Instructional Days: 2
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning about the parts of a story. I am learning to discuss and write about theme. I am learning to label my drawing. 		<ul style="list-style-type: none"> I can discuss and write about the theme of the story. I can print my letters correctly when writing. I can write complete sentences. 	
NJSL Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. L.WF.1.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> A. Write the upper and lowercase alphabets from memory. W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. 			
Key Teacher Questions Posed During the Lesson:		Daily Instructional Task:	
<ul style="list-style-type: none"> What lesson did Roja Riding Hood learn? 		<ul style="list-style-type: none"> Students will write and draw to show what lesson Roja Riding Hood learned. 	
Vocabulary:		Learning Resources/Materials:	
<ul style="list-style-type: none"> suspiciously swagger sidled 		<ul style="list-style-type: none">  Little Roja Riding Hood by Susan Middleton Elya Chart Paper Rubrics 	

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Rereading & Story Mapping

- Before rereading, ask students to help you retell the story. Show them the cover and the chart you have made for story mapping (See below for a [sample](#)).

- Some prompting Questions:
 - Where is the setting of the story?
 - Who is in the story?
 - What goes wrong in the story?
 - How is it solved?
 - What does Roja learn?

Part 2: Rereading and Story Mapping

- Say to students that you will be rereading the text and as you do, you will be stopping so they can help you fill in more information in the story map. Ask them to study the illustrations as I reread the text.

- When retelling students should be able to:
 - Retell what happened and where,
 - Why it happened, and
 - The effect on Roja's mental state.
 - Be able to emphasize connections between earlier and later parts in the story.
 - Offer a theme.

Part 3: Daily Instructional Task: Writing About Theme, Sentence Expansion Organizer, Rubric


- Ask students to turn to their partner and discuss what the lesson of the story is. What did Roja Riding Hood learn?

- Now ask students to write a completion to this sentence:
Roja Riding Hood learned _____.

- Expand the sentence using the sentence kernel organizer. (Optional: [Sentence Expansion](#) Sheet)

Name: _____

Date: _____



Lesson 12

Kernel: Little Roja Riding Hood learned.

What? _____

How? _____

Expanded Sentence: _____

- Remind students:
 - Write complete sentences.
 - End each sentence with correct punctuation.
 - Print letters correctly.

- Students should draw a picture that shows the theme.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Student participation in Story Retelling
- Daily Instructional Task
- [Opinion Rubric](#)

Differentiation:


- Differentiate this task based on what students are able to do. If some students do not need a starter sentence, do not provide it.

Possible Misconceptions:

- Consider using TWR sentence level strategies to help students write their own sentences.
- If some students need greater assistance, then conduct this as shared, interactive or guided writing. If this task is brand new, model the writing.

Teacher Notes:

Daily Lesson Plans

Grade: 1	Unit: Cautionary Tales	Lesson Title: Little Roja Riding Hood	Instructional Days: 1
Learning Intentions		Success Criteria	
<ul style="list-style-type: none"> I am learning that illustrations extend the story. I am learning to read illustrations. I am learning to give an opinion based on the text. 		<ul style="list-style-type: none"> I can offer an opinion about the wolf in the story based on the illustrations and the written text. I can expand my sentences. I can punctuate each sentence I write. I can form letters correctly. 	
NJSLS Standards			
<ul style="list-style-type: none"> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.) <ul style="list-style-type: none"> A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. RL.CR.1.1. Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.PP.1.5. Identify who is telling the story at various points in a text. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. L.WF.1.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> B. Write the upper and lowercase alphabets from memory. W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. 			
Key Instructional Practices			
Key Teacher Questions Posed During the Lesson:		Daily Instructional Task:	
<ul style="list-style-type: none"> Lesson 13 Questions 		<ul style="list-style-type: none"> Students will write a response to the question: Is the wolf really going to inspect grandma's cough? What is he planning? 	
Vocabulary:		Learning Resources/Materials:	
<ul style="list-style-type: none"> sidled disguise 		<ul style="list-style-type: none">  Little Roja Riding Hood by Susan Middleton Elya Lesson 13 Text Dependent Questions Post-Its Sentence Expansion Rubrics 	
Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
Part 1: Reread the 1st Half of the Book and Answer Questions			
<ul style="list-style-type: none"> As I reread the story aloud, we will use illustrations and details from the story to answer some questions. (Optional: Post-Its with Questions on them) 			