



- **Question 1:** Who is telling the story? Listen as I reread:  
*“There once was a nina who lived near the woods. She liked to wear colorful capas with hoods.”*  
 Turn and tell your partner who is telling the story?
- **Question 2:** Study the illustration on these two pages. What fairy tale images are present (3 blind mice)? Why might the mice be included in this story? (Follow through the story).



- **Question 3:** What does Mom tell Roja to do? Why?
- **Question 4:** Study the illustration on these two pages. Tell your partner what you notice and what you wonder. (Teacher chart)
  - (Notice the duendes - trickster elves, magpies [birds])
- **Question 5:** How does Roja get distracted? Turn and talk to your partner.

- **Question 6:** What does **sidled** off mean? What does **disguise** mean?
  - “While Roja picked blossoms, the wolf **sidled** off, complete with **disguise**, to inspect Grandma's cough.


<i>Word</i>	<i>Explanation</i>	<i>What Helped Us?</i>
sidled	to walk in a timid manner	
disguise	the makeup, mask, costume, or overall changed appearance one puts on	

**Part 2: Daily Instructional Task: Answer Text Dependent Question, Sentence Expansion Organizer, Rubric**

- Is the wolf really going to inspect grandma’s cough? What is he planning?
  
- Turn and tell your partner.
  
- Now explain what the wolf will next do and why.
  
- Expand the sentence using the sentence kernel organizer. (Optional: [Sentence Expansion](#) Sheet)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Directions: Expand the kernel sentences.

**Lesson 13**

Kernel: The wolf planned.

What? .....

Why? .....

Expanded Sentence: .....

.....

- 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
- Daily Instructional Task
- [Opinion Rubric](#)

**Differentiation:**


- Each student should have an alphabet chart on/at their desk for reference when printing letters.
- 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 guided or shared writing. If this task is brand new, model the writing.

**Teacher Notes:**

# Daily Lesson Plans

Lesson 14			
<b>Grade:</b> 1	<b>Unit:</b> Cautionary Tales	<b>Lesson Title:</b> Little Roja Riding Hood	<b>Instructional Days:</b> 2
<b>Learning Intentions</b>		<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>I am learning to infer.</li> <li>I am learning to use context to define vocabulary words from a story.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain what a character does and what those actions say about the character.</li> <li>I can expand my sentences.</li> <li>I can punctuate each sentence I write.</li> <li>I can form letters correctly.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>SL.II.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).</li> <li><b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</li> <li><b>RL.PP.1.5.</b> Identify who is telling the story at various points in a text.</li> <li><b>RL.CT.2.8.</b> Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> <li><b>L.WF.1.1.</b> Demonstrate command of the conventions of writing.               <ul style="list-style-type: none"> <li>A. Write the upper and lowercase alphabets from memory.</li> </ul> </li> <li><b>W.IW.1.2.</b> 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.)</li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b>		<b>Daily Instructional Task:</b>	
<ul style="list-style-type: none"> <li>Embedded within the lesson</li> </ul>		<ul style="list-style-type: none"> <li>Students will write a response to the question: Is the wolf really going to inspect grandma's cough? What is he planning?</li> </ul>	
<b>Vocabulary:</b>		<b>Learning Resources/Materials:</b>	
<ul style="list-style-type: none"> <li>peeked</li> <li>daggers</li> </ul>		<ul style="list-style-type: none"> <li> Little Roja Riding Hood by Susan Middleton Elya</li> <li><a href="#">Inference Chart</a></li> <li><a href="#">Sentence Expansion</a></li> <li><a href="#">Rubrics</a></li> </ul>	
<b>Learning Procedures:</b> (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
<b>Part 1: Reread the 2nd Half of the Book and Answer Questions</b>			
<ul style="list-style-type: none"> <li>Let's list the actions Grandma takes when the wolf shows up. What do these actions suggest about Grandma? Turn and tell your partner.</li> <li>Record the actions and inferences on a chart.</li> </ul>			



Grandma's Actions	This Tells Me Grandma is...

- **Question 2:** Think about the way grandma has been represented in the other Red Riding Hood stories we've read. How is this grandma different from the other stories? If you have an inference, turn and tell your partner.
- **Question 3:** What does the word peeked mean? Listen as I reread:  
*"She **peeked** in the window and saw her red hood, and inside it, Lobo."*
- **Question 4:** What does the word daggers mean? Listen as I reread:  
*"As pointy as **daggers!**"*


<i>Word</i>	<i>Explanation</i>	<i>What Helped Us?</i>
peeked	looked or glanced quickly	
daggers	short, swordlike weapons with a pointed blades and handles	

- **Question 5:** How does Roja protect her grandma? Turn and tell your partner.

- **Question 6:** What is a security sistema? Why do Roja and Grandma shop for one?

**Part 2: Culminating Task: Answer Text Dependent Question, Sentence Expansion Organizer, Rubric**

- How do Grandma and Roja defeat the wolf?
- What do their actions tell you about them? Turn and talk with your partner.
- Expand the sentence using the sentence kernel organizer. (Optional: [Sentence Expansion](#) Sheet)

Name: .....	
Date: .....	
<b>Lesson 14</b>	
Kernel: Grandma and Roja defeated.	
Who? .....	
How? .....	
Expanded Sentence: .....	
.....	

- 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 answering questions
- Culminating Task
- [Opinion Rubric](#)

**Differentiation:**


- Each student should have an alphabet chart on/at their desk for reference when printing letters.
- 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 guided or shared writing. If this task is brand new, model the writing.

**Teacher Notes:**

# Daily Lesson Plans

Lesson 15			
<b>Grade:</b> 1	<b>Unit:</b> Cautionary Tales	<b>Lesson Title:</b> <i>Lon Po Po: A Red Riding Hood Story from China</i>	<b>Instructional Days:</b> 2
<b>Learning Intentions</b>		<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>I am learning to ask and answer questions about key details in a text.</li> <li>I am learning to compare characters from two similar stories.</li> </ul>		<ul style="list-style-type: none"> <li>I can state what is similar about characters from two stories.</li> <li>I can explain in writing how the characters are similar.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>SL.PE.1.1.</b> 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"> <li><b>A.</b> 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).</li> <li><b>B.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li><b>C.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li><b>SL.II.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li><b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</li> <li><b>RL.TS.1.4.</b> 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.</li> <li><b>RL.MF.1.6.</b> With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.</li> <li><b>RL.CT.1.8.</b> Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).</li> <li><b>W.IW.1.2.</b> 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.)</li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b>		<b>Daily Instructional Task:</b>	
<ul style="list-style-type: none"> <li>What do you think will happen?</li> <li>How are the wolves similar?</li> </ul>		<ul style="list-style-type: none"> <li>Students will write and draw to show one way the wolves from Red Riding Hood and Lon Po Po are similar.</li> </ul>	
<b>Vocabulary:</b>		<b>Learning Resources/Materials:</b>	
<ul style="list-style-type: none"> <li>dusk</li> </ul>		<ul style="list-style-type: none"> <li> Lon Po Po by Ed Young</li> <li>Chart Paper</li> <li><a href="#">Rubrics</a></li> </ul>	
<b>Learning Procedures:</b> (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
<b>Part 1: Preview the Book</b>			
<ul style="list-style-type: none"> <li>Think about what you know about Red Riding Hood. Now let's take a look at the cover and the title of Lon Po Po.</li> </ul>			

- Take a brief picture walk of the first few pages and then stop. What sense are they now making of the book?
- 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?

**Part 2: Book Introduction & Read Aloud**


- This tale takes place in China a long time ago and is similar to Red Riding Hood.
- **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.

**Part 3: Daily Instructional Task: Compare Stories, Sentence Expansion Organizer, Rubric**

- Think about the wolf from Red Riding Hood and from Lon Po Po. How are the wolves similar?
- Turn and talk with your partner. Begin by saying, “**The wolves from Red Riding Hood and Lon Po Po are similar because...**”
- Now explain in writing.
- Expand the sentence using the sentence kernel organizer. (Optional: [Sentence Expansion Sheet](#))

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Directions: Expand the kernel sentences.

**Lesson 15**

Kernel: The wolves from Red Riding Hood and Lon Po Po are similar.

How? .....

Expanded Sentence: .....

.....

- Remind students:
  - Write complete sentences.
  - End each sentence with correct punctuation.
  - Print letters correctly.
- Draw a picture to match your sentence.

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

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

**Differentiation:**


- Each student should have an alphabet chart on/at their desk for reference when printing letters.
- Students can refer back to Red Riding Hood to recall the similarities between the wolves.

**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 guided or shared writing. If this task is brand new, model the writing.

**Teacher Notes:**

# Daily Lesson Plans

Lesson 16			
<b>Grade:</b> 1	<b>Unit:</b> Cautionary Tales	<b>Lesson Title:</b> <i>Lon Po Po: A Red Riding Hood Story from China</i>	<b>Instructional Days:</b> 2
<b>Learning Intentions</b>		<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>I am learning about the parts of a story.</li> <li>I am learning to discuss and write about theme.</li> <li>I am learning to label our drawings.</li> </ul>		<ul style="list-style-type: none"> <li>I can discuss the theme of the story.</li> <li>I can write what the theme of the story is.</li> <li>I can print my letters correctly when writing.</li> <li>I can write complete sentences.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>SL.II.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li><b>SL.UM.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).</li> <li><b>RL.CI.1.2.</b> Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</li> <li><b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</li> <li><b>L.WF.1.1.</b> Demonstrate command of the conventions of writing.               <ul style="list-style-type: none"> <li>A. Write the upper and lowercase alphabets from memory.</li> </ul> </li> <li><b>W.AW.1.1.</b> With prompts and support, write opinion pieces on a topic or texts.               <ul style="list-style-type: none"> <li>A. Introduce an opinion.</li> <li>B. Support the opinion with facts or other information and examples related to the topic.</li> </ul> </li> </ul>			
<b>Key Teacher Questions Posed During the Lesson:</b>		<b>Daily Instructional Task:</b>	
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>Students will write one-two sentences to describe Salma and what she is like.</li> </ul>	
<b>Vocabulary:</b>		<b>Learning Resources/Materials:</b>	
<ul style="list-style-type: none"> <li>journey</li> </ul>		<ul style="list-style-type: none"> <li> Lon Po Po by Ed Young</li> <li>Chart Paper</li> <li><a href="#">Story Mapping Sample</a></li> <li><a href="#">Rubrics</a></li> </ul>	
<b>Learning Procedures:</b> (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			
<b>Part 1: Story Mapping</b>			
<ul style="list-style-type: none"> <li>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 <a href="#">sample</a>).</li> </ul>			

### Story Elements

Book Title \_\_\_\_\_

Setting	Characters	
Problem	Solution	
Beginning	Middle	End
Favorite Part		

Name: \_\_\_\_\_ First Grade Reading ©

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

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

**Shang learned \_\_\_\_\_.**

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

Name: .....	
Date: .....	
Directions: Expand the kernel sentences.	
<b>Lesson 16</b>	
Kernel: Shang 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:**

- 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 sentence.
- If some students need greater assistance, then conduct this as guided or shared writing. If this task is brand new, model the writing.

**Teacher Notes:**



# Daily Lesson Plans

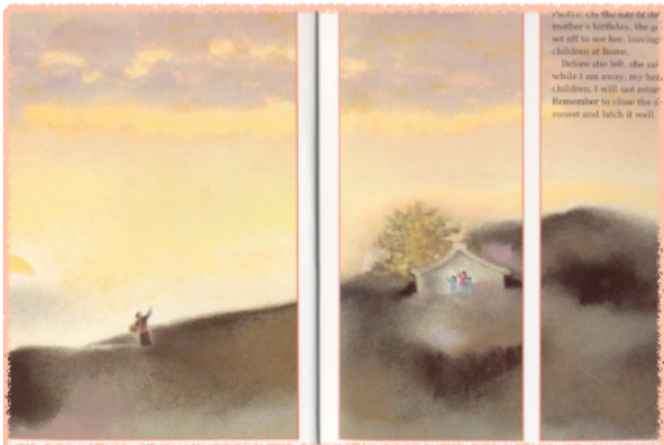
Lesson 17			
Grade: 1	Unit: Cautionary Tales	Lesson Title: <i>Lon Po Po: A Red Riding Hood Story from China</i>	Instructional Days: 2
<b>Learning Intentions</b>		<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>I am learning to use illustrations and story clues to understand vocabulary and gain insights about character.</li> </ul>		<ul style="list-style-type: none"> <li>I can discuss what <i>furious</i> means with my partner.</li> <li>I can explain why the wolf was furious.</li> <li>I can expand a sentence using the question words.</li> <li>I can write complete sentences with correct punctuation.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>SL.II.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li><b>RL.CR.1.1.</b> Ask and answer questions about key details in a literary text e.g., who, what, where, when, why, how).</li> <li><b>RL.IT.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.</li> <li><b>RL.MF.1.6.</b> With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.</li> <li><b>RL.CT.2.8.</b> Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> <li><b>L.WF.1.1.</b> Demonstrate command of the conventions of writing.               <ul style="list-style-type: none"> <li><b>B.</b> Write the upper and lowercase alphabets from memory.</li> </ul> </li> <li><b>W.IW.1.2.</b> With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b>		<b>Daily Instructional Task:</b>	
<ul style="list-style-type: none"> <li>Embedded within the lesson</li> </ul>		<ul style="list-style-type: none"> <li>Students will write and draw about why the wolf was furious.</li> </ul>	
<b>Vocabulary:</b>		<b>Learning Resources/Materials:</b>	
<ul style="list-style-type: none"> <li>latch</li> <li>dusk</li> <li>Po Po</li> <li>cunning</li> <li>plump</li> <li>awl</li> <li>brittle</li> <li>pluck</li> <li>furious</li> </ul>		<ul style="list-style-type: none"> <li> Lon Po Po by Ed Young</li> <li>Chart Paper</li> <li><a href="#">Vocabulary Chart</a></li> <li><a href="#">Rubrics</a></li> </ul>	
<b>Learning Procedures:</b> (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)			

### Part 1: Reread Story & Define Vocabulary

- There are a few words that I have defined on the anchor chart and we will discuss each word as we reread the story. For now, say the words with me. **(Note: Add definitions as you encounter the word in the story.)**

Words	This Word Means...
latch	
dusk	
Po Po	
cunning	
plump	
awl	
brittle	
pluck	
furious	

- Question 1:** What does it mean to **latch** the door? Who can show us? Record definition on the chart.



- **Question 2:** What is **dusk**? Have students reexamine the image above from the story. Ask them what time of day it is. Define dusk, emphasizing that the sky is darkening making it difficult to see.
- **Question 3:** Listen as I reread and see if you can figure out what Po Po means: “My little jewels,” said the wolf, “this is your grandmother, your **Po Po**.” What does Po Po mean? Which words helped you? Add definition to chart.
- **Question 4:** How does the wolf trick the children in order to let him in the house?
- **Question 5:** In this unit, we learned the word **cunning**. In that story too the wolf was described as being cunning. Who can remember what cunning means? (If no one volunteers, refer to the chart you made last time and say the definition out loud). Ask the children: How is the wolf in Lon Po Po cunning? If you have an inference, turn and tell your partner.
- **Question 6:** The wolf describes Tao as plump. Who can tell us what **plump** might mean?

2



- **Question 7:** Show students a picture of an **awl** and explain that it is a pointed tool for marking surfaces or piercing small holes. Ask the children how sharp claws are like an awl.
- **Question 8:** Why does Shang tell the wolf about the ginkgo nuts? How does that show she is clever? Turn and tell your partner.
- **Question 9:** The wolf says her bones have become **brittle**. When bones are brittle they can easily break. Why does the wolf say this?
- **Question 10:** Why must the wolf pluck the nut from the tree? What does it mean to **pluck** something? Who can show us?
- **Question 11:** When the wolf falls a second time we learn that he is furious. Who can show us what being **furious** looks like? What does the word mean?

Words	This Word Means...
latch	to fasten, lock
dusk	to become dark
Po Po	grandmother
cunning	skilled in trickery; being sly
plump	to grow round
awl	a pointed tool for marking surfaces or piercing small holes
brittle	easily broken
pluck	to pull or pick off
furious	to be angry

- **Question 12:** What clever thing do you think Shang is planning when she tells the wolf to get in the basket and she will pull him up so he can get a nut? Turn and tell your partner.
- **Question 13:** How do Shang and her sisters trick the wolf? What happens to it? Turn and talk with your partner.

**Part 2: Culminating Task: Partner Discussion & Writing, Sentence Expansion Organizer, Rubric**

- What does being furious mean? Why was the wolf furious? Turn and tell your partner.
- Now ask students to write a completion to this sentence:  
**The wolf was furious when...**
- Ask students to expand this sentence (Why) using the sentence kernel organizer. (Optional: [Sentence Expansion](#) Sheet)

Name: .....



Date: .....

**Lesson 17**

Kernel: The wolf was furious.

When? .....

Why? .....

Expanded Sentence: .....

- Remind students:
  - Write complete sentences.
  - End each sentence with correct punctuation.
  - Print letters correctly.
  
- Draw a picture of the wolf being furious.

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

- Student participation in answering questions
- Daily Instructional Task
- [Opinion Rubric](#)

**Differentiation:**





- Each student should have an alphabet chart on/at their desk for reference when printing letters.
- 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 guided or shared writing. If this task is brand new, model the writing.

**Teacher Notes:**

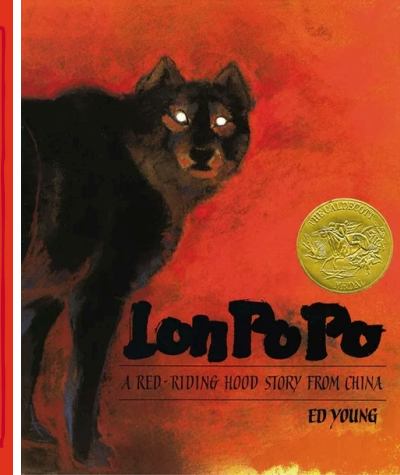
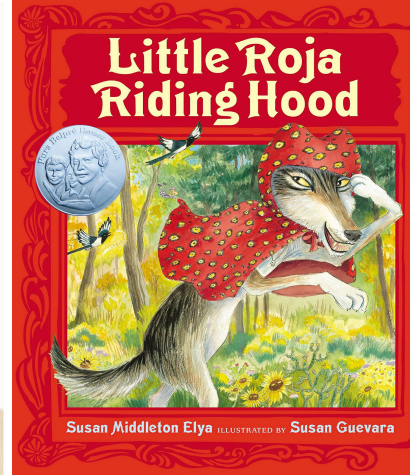
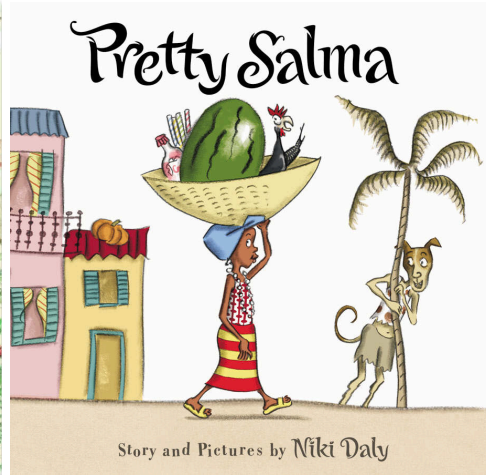
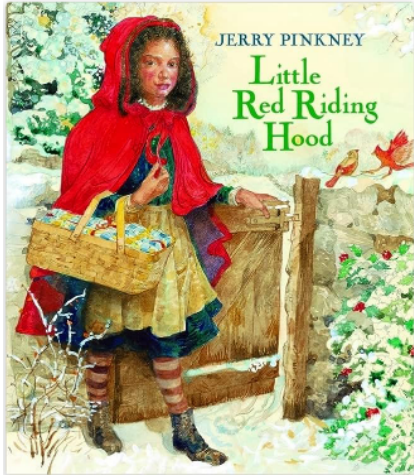
# Daily Lesson Plans

Lesson 18			
Grade: 1	Unit: Cautionary Tales	Lesson Title: <i>Extended Task</i>	Instructional Days: 1
<b>Learning Intentions</b>		<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>I am learning to write an opinion by watching my teacher model planning, drawing, and writing.</li> <li>I am learning to use resources to help us when writing.</li> </ul>		<ul style="list-style-type: none"> <li>I can discuss which Red Riding Hood book I preferred.</li> <li>I can provide reasons for my book choice.</li> <li>I can observe my teacher model how to plan, draw and write an opinion.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>SL.PE.1.1.</b> 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"> <li><b>A.</b> 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).</li> <li><b>B.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li><b>C.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li><b>RL.MF.1.6.</b> With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.</li> <li><b>RL.CT.2.8.</b> Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> <li><b>W.AW.1.1.</b> With prompts and support, write opinion pieces on a topic or texts.</li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b>		<b>Daily Instructional Task:</b>	
<ul style="list-style-type: none"> <li>Which Red Riding Hood did you prefer?</li> </ul>		<ul style="list-style-type: none"> <li>Students will participate in partner/group discussions on which Red Riding Hood they preferred.</li> <li>Students will observe their teacher model the process of writing an opinion.</li> </ul>	
<b>Vocabulary:</b>		<b>Learning Resources/Materials:</b>	
<ul style="list-style-type: none"> <li>prefer</li> </ul>		<ul style="list-style-type: none"> <li> Little Red Riding Hood by Jerry Pinkney</li> <li> Pretty Salma by Niki Daly</li> <li> Little Roja Riding Hood by Susan Middleton Elya</li> <li> Lon Po Po by Ed Young</li> <li><a href="#">Using Words to Express an Opinion</a> Chart</li> <li><a href="#">Opinion Map</a></li> <li>Chart Paper</li> </ul>	

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

**Part 1: Discussion about Story Preference, Snowballing & Using Words to Express an Opinion Chart**

- Display all of the books read in this unit.



- Ask students which Red Riding Hood story they preferred.
- Invite students to discuss with their partner first and ask them to explain why.
- Then have partners join with another set of partners and invite the children in groups of four to discuss their choice. Remind them they should provide one or two reasons for their choice.
- Next, convene the whole class and ask students to volunteer their choice and their reasons why.
- Share the chart, Using Words to Express an Opinion.

**Part 2: Modeled Planning**

- Model how to use the [opinion map](#) and the chart for using words to express an opinion while you plan your composition.

Opinion Map	
Name: _____	
Topic -----	
Opinion -----	
Reason 1 -----	Reason 2 -----
Closing -----	
Illustration -----	

**Part 3: Modeled Writing**

- Model for students how you would use the opinion map to strengthen your writing.
- Show them how you would draw your opinion.
- Model how you REREAD your writing and make corrections as you reread. Model how to use an editing checklist.

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

- Student participation in Story Preference Discussion

**Differentiation:**

- Additional discussion opportunities with discussion prompts and sentence stems.
- Foundations writing grid, alphabet strips, and student notebook.

**Possible Misconceptions:**





- Students may need modeling on how to provide reasons during partner/group discussions to support their opinion.

**Teacher Notes:**

- **Students are observing the teacher modeling the process of writing an opinion. The students will then apply what they have learned/observed in Lesson 19.**
- **Snowballing is a discussion technique that begins with partners talking and builds to groups of four at the first grade level.**



# Daily Lesson Plans

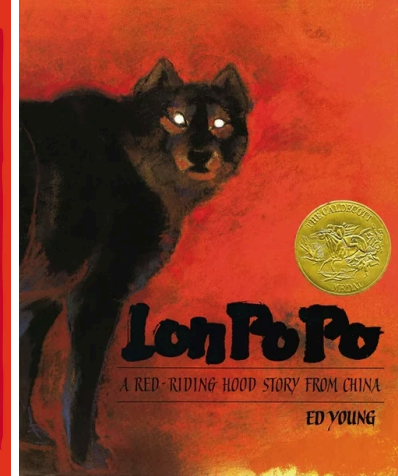
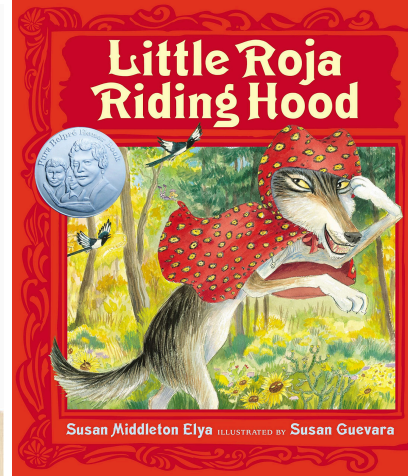
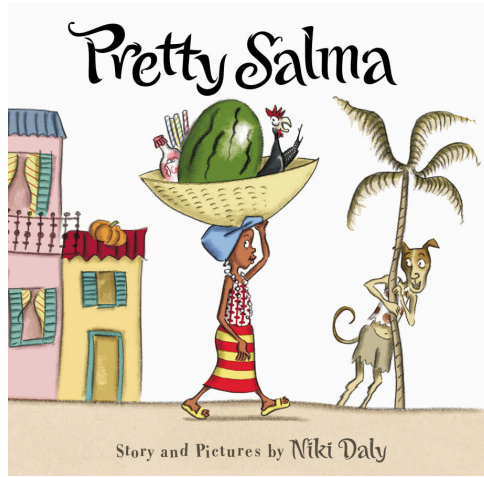
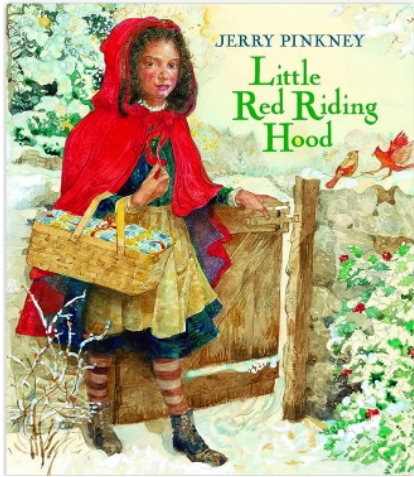
Lesson 19			
Grade: 1	Unit: Cautionary Tales	Lesson Title: <i>Extended Task- Drawing and Writing an Opinion</i>	Instructional Days: 1
<b>Learning Intentions</b>		<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>I am learning to write an opinion.</li> <li>I am learning to use resources to help us when writing.</li> <li>I am learning to listen to my partner read their opinion and provide feedback.</li> </ul>		<ul style="list-style-type: none"> <li>I can discuss which version of Red Riding Hood I preferred.</li> <li>I can provide reasons for my book choice.</li> <li>I can use the Opinion Map to strengthen my writing.</li> <li>I can edit my writing carefully paying attention to capitalization, end punctuation, and letter formation and spacing.</li> </ul>	
NJSL Standards			
<ul style="list-style-type: none"> <li><b>SL.PE.1.1.</b> 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"> <li>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).</li> <li>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>C. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li><b>L.WF.1.1.</b> Demonstrate command of the conventions of writing.               <ul style="list-style-type: none"> <li>A. Write the upper and lowercase alphabets from memory.</li> </ul> </li> <li><b>W.AW.1.1.</b> With prompts and support, write opinion pieces on a topic or texts.</li> </ul>			
Key Instructional Practices			
<b>Key Teacher Questions Posed During the Lesson:</b>		<b>Daily Instructional Task:</b>	
<ul style="list-style-type: none"> <li>Which Red Riding Hood did you prefer? Why?</li> </ul>		<ul style="list-style-type: none"> <li>Students will apply what they have learned/observed from their modeling the process of writing an opinion.</li> <li>Students will draw an illustration to match their opinion on which Red Riding Hood they liked best.</li> <li>Students will use the Opinion Map to help guide them through the process of writing.</li> <li>Students will write an opinion piece and use the Editing Checklist to make edits.</li> </ul>	
<b>Vocabulary:</b>		<b>Learning Resources/Materials:</b>	
<ul style="list-style-type: none"> <li>Teachers will review prior vocabulary as needed.</li> </ul>		<ul style="list-style-type: none"> <li> Little Red Riding Hood by Jerry Pinkney</li> <li> Pretty Salma by Niki Daly</li> <li> Little Roja Riding Hood by Susan Middleton Elya</li> <li> Lon Po Po by Ed Young</li> <li><a href="#">Opinion Map</a></li> </ul>	

- [Writing Task Paper](#)
- [Writing Checklist](#)
- [Rubric](#)
- [Writing Matrix- Cautionary Tales](#)

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

**Part 1: Writing**

- Display all of the books read in this unit.



- Have students draw their opinion.
- Then have students use the [Opinion Map](#).

Opinion Map

Name: \_\_\_\_\_

Topic

Opinion

Reason 1	Reason 2

Closing

Illustration

- Lastly, have students write and then edit.

**Part 2: Editing**

- Encourage students to listen as their partner reads the composition. Ask students to pay careful attention to the reasons why each student selected the text as their favorite.
- Encourage students to expand their sentences using the question words: Who? What? When? Where? How? Why?
- Encourage students to edit for capitalization, spacing between words, letter formation, and end punctuation. ([My Editing Checklist](#))

	<b>My Editing Checklist</b>	
I used my best handwriting and have spaces between my words.		
I used capital letters at the beginning of my sentences.		
I wrote in complete sentences.		
I used a punctuation mark at the end of every sentence.		
My has a beginning, a middle, and an end.		
I stayed on topic and my writing makes sense.		
I spelled my sight words correctly and did my best to spell words I didn't know.		
I did my very best and am proud of my writing.		

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

- Use the [Opinion Writing Rubric](#) to assess student learning
- [Writing Matrix- Cautionary Tales](#)

**Differentiation:**

- n/a

**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 guided or shared writing. If this task is brand new, model the writing.

**Teacher Notes:**

# Grade 1:Unit 9 - Poetry

Unit Summary: (Overall learning of the unit)		
<b>Unit Title: Poetry</b>	<b>Content Area: ELA</b>	<b>Grade Level: 1</b>
<p><b>Unit Description:</b>In this 3-5 week unit, students will read a variety of poems written for different purposes. Students will explore the different poetic devices used in the poems including rhyme,alliteration, repetition, imagery, and personification. Students will use the knowledge they generalize by reading and listening to various poems to write their own poems and perform them for their class. The types of writing included in this unit are: composing poems.</p>		
<b>Essential Question (s):</b> (Critical driving questions of the unit that promote inquiry and discovery of the content)	<b>Enduring Understanding (s):</b> (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing)	
<ul style="list-style-type: none"> <li>• What is poetry?</li> <li>• What are the elements of poetry?</li> <li>• What is the purpose of poetry?</li> <li>• What kind of words do poets use to help us “see”, “hear”, and “feel” what is happening in the poem?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand that poetry can be used for multiple purposes including describing daily life, telling stories, and expressing feelings.</li> </ul>	
Unit Vocabulary		
<p>poem feelings images repeat fiction actions visualize illustrations title sounds genre</p>	<p>rhyme expression movement beat non-fiction listen lines sentences voice emotions</p>	<p>rhythm poet story imagine actions describe descriptive onomatopoeia</p>
Focus Standards		
<p><b>RI RL.MF.1.6.</b> With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.</p>	<p><b>SL SL.PE.1.1.</b> 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.</p>	<p><b>WW.RW.1.7.</b> Engage in discussion, drawing, and writing in brief but regular writing tasks.</p>

Assessments		
<ul style="list-style-type: none"> <li>• Daily Instructional Tasks</li> <li>• Culminating Tasks</li> <li>• Extended Learning Tasks</li> <li>• Entry Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Practice</li> <li>• Observation</li> <li>• Lab Reports</li> <li>• Performance tasks</li> <li>• Exhibitions and demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Journals/Notebooks</li> <li>• Teacher-created tests</li> <li>• Rubrics</li> <li>• Self- and peer-evaluation</li> <li>• <b>Culminating Task Composed Poem (Portfolio Artifact)</b></li> </ul>
Integration of 21 <sup>st</sup> Century Skills	Integration of Technology	Resources
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Forms/Docs/Slides</li> <li>• Peardeck/Nearpod</li> <li>• Audio</li> <li>• Videos</li> <li>• Jamboard</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Days Like This</i> by Simon James</li> <li>• <i>Read Aloud Rhymes for the Very Young Selected</i> by Jack Prelutsky</li> <li>• <i>The Random House Books of Poetry for Children Selected</i> by Jack Prelutsky</li> <li>• <i>Mother Goose Poems selected</i> by Sylvia Long</li> <li>• <i>Family Poems for Every Day of the Week/Poemas Familiares Para Cada Dia De la Semana - selected poems</i> by Francisco X. Alarcon</li> <li>• <i>A Song of Frutas</i> by Margarita Engle</li> </ul>
Summary of Key Learning		
<p><b><u>Lesson 1:</u></b></p> <p><b>Learning Intention:</b> I am learning about the basic elements of a poem.</p> <ul style="list-style-type: none"> <li>• I am learning how the basic elements of poetry work together.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can distinguish poetry from other genres.</li> <li>• I can understand and identify the basic elements of a poem.</li> </ul> <p><b>Instructional Routines:</b></p> <ul style="list-style-type: none"> <li>• L.VI.1.[5]3., SL.PE.1.1., L.VL.1.2. Whole Group, Introduce Vocabulary, Daily Read Aloud, Class Discussion, Daily Instructional Task</li> </ul>	<p><b><u>Lesson 2:</u></b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>• I am learning that poems can rhyme</li> <li>• I can find rhyming pairs in a poem</li> <li>• I am learning to create and write my own rhyming pairs</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can recognize repetition in poems</li> <li>• I can find words that rhyme in a poem</li> <li>• I can create my own rhyming pairs</li> </ul> <p><b>Instructional Routines:</b></p> <ul style="list-style-type: none"> <li>• L.VI.1.[5]3., SL.1.1.A. L.KL.2.[3].1. L.VI.2.[5].3.. Whole Group, Introduce Vocabulary, Daily</li> </ul>	<p><b><u>Lesson 3:</u></b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>• I am listening for rhythm and rhyme in text patterns</li> <li>• I am responding to the rhythm of a poem by clapping</li> <li>• I am listening responsively to a nursery rhyme</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can find a pattern in the rhythm of a poem</li> <li>• I can clap out the beat and syllables to create the rhythm to a poem</li> <li>• I can hear the rhythm and beat of a poem</li> </ul> <p><b>Instructional Routines:</b></p> <ul style="list-style-type: none"> <li>• SL.PE 1.1.A. A. , .L.KL.2.[3].1, L.VI.2.[5].3. ,</li> </ul>

	Read Aloud, Class Discussion, Daily Instructional Task	Whole Group, Introduce Vocabulary, Daily Read Aloud, Class Discussion, Daily Instructional Task
<p><b><u>Lesson 4:</u></b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>● I am learning about different types of poems</li> <li>● I am learning that poems can have alliteration</li> <li>● I am writing an alliteration poem of my interest</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● I can name and define what an alliteration poem is</li> <li>● I can plan my writing to create an alliteration poem</li> <li>● I can use alliteration when creating my own poem</li> </ul> <p><b>Instructional Routines:</b></p> <ul style="list-style-type: none"> <li>● L.VI.1.[5]3., SL.PE 1.1.A. A. , .L.KL.2.[3].1, L.VI.2.[5].3. , . Whole Group, Introduce Vocabulary, Daily Read Aloud, Class Discussion, Daily Instructional Task</li> </ul>	<p><b><u>Lesson 5:</u></b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>● I am learning about the elements of a poem</li> <li>● I am learning to share my thoughts about what I have learned, out loud in a group and with others.</li> <li>● I am learning to create mental images from the poems I hear.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● I can create mental images of the poems I hear.</li> <li>● I can create illustrations that show the mental images I create of the poems I hear.</li> </ul> <p><b>Instructional Routines:</b></p> <ul style="list-style-type: none"> <li>● L.VI.1.[5]3.,SL.PE.1.1.,SL.PE 1.1.A. A., L.KL.2.[3].1.,L.VI.2.[5].3. Whole Group, Introduce Vocabulary, Daily Read Aloud, Class Discussion, Daily Instructional Task</li> </ul>	<p><b><u>Lesson 6:</u></b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>● I can identify onomatopoeia in poems that I hear and read.</li> <li>● I can write a poem with onomatopoeia in it.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● I can identify onomatopoeia in poems that I hear and read.</li> <li>● I can write a poem with onomatopoeia in it.</li> </ul> <p><b>Instructional Routines:</b></p> <ul style="list-style-type: none"> <li>● L.VI.1.[5]3., SL.PE.1.1.,SL.PE 1.1.A.,L.VL.1.2. A..B.. Whole Group, Introduce Vocabulary, Daily Read Aloud, Class Discussion, Daily Instructional Task</li> </ul>
<p><b><u>Lesson 7:</u></b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>● I am learning about the five senses.</li> <li>● I am learning to identify the five senses in poems.</li> <li>● I am learning about sensory language in poetry.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● I can name and explain each of the five senses.</li> <li>● I can understand a poem about the five senses and identify each of the senses in the poem.</li> <li>● I can write a poem using all of the five senses.</li> </ul>	<p><b><u>Lesson 8:</u></b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>● I am learning about personification.</li> <li>● I am learning to identify personification in poems.</li> <li>● I am learning to write poems with personification.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● I can understand and identify personification in poems..</li> <li>● I can write a poem using personification.</li> </ul> <p><b>Instructional Routines:</b></p>	<p><b><u>Lesson 9:</u></b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>● I am learning to create an acrostic poem.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● I can understand what an acrostic poem is.</li> <li>● I can participate in writing an acrostic poem.</li> </ul> <p><b>Instructional Routines:</b></p> <ul style="list-style-type: none"> <li>● L.VI.1.[5]3.,SL.PE.1.1.,SL.PE 1.1.A. A., L.KL.2.[3].1.,L.VI.2.[5].3.W.WP.1.4. Whole Group, Culminating Activity</li> </ul>

**Instructional Routines:**

- L.VI.1.[5]3.,SL.PE.1.1.,SL.PE 1.1.A. A.,  
L.KL.2.[3].1.,L.VI.2.[5].3. Whole Group,  
Introduce Vocabulary, Daily Read Aloud,  
Class Discussion, Daily Instructional Task

- L.VI.1.[5]3.,SL.PE.1.1.,SL.PE 1.1.A. A.,  
L.KL.2.[3].1.,L.VI.2.[5].3. Whole Group,  
Introduce Vocabulary, Daily Read Aloud,  
Class Discussion, Daily Instructional Task



## Daily Lesson Plans

Lesson 1		
<b>Grade: 1st</b>	<b>Unit: Poetry</b>	<b>Instructional Days: 1</b>
Learning Intentions		Success Criteria
<ul style="list-style-type: none"> <li>● I am learning about the basic elements of a poem.</li> <li>● I am learning how the basic elements of poetry work together.</li> </ul>		<ul style="list-style-type: none"> <li>● I can distinguish poetry from other genres.</li> <li>● I can understand and identify the basic elements of a poem.</li> </ul>
NJSL Standards		
<p>L.VI.1.[5]3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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.)</p> <p>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.</p> <p>A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.</p> <p>B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>		
Key Instructional Practices		
<b>Key Teacher Questions Posed During the Lesson:</b> <ul style="list-style-type: none"> <li>● What is the title of the poem?</li> <li>● What type of genre do you think this text is? Why?</li> <li>● Who writes a poem?</li> <li>● What do you predict this poem will be about?</li> </ul>		<b>Daily Instructional Tasks:</b> <ul style="list-style-type: none"> <li>● Students will learn what a poem is by learning about poems and their characteristics.</li> <li>● Students will demonstrate understanding how poems are different from other types of text.</li> </ul>

**Vocabulary:**

- poem

**Learning Resources/Materials:**

- Teacher/student created anchor charts - Different Types of Text: Non Fiction, Fiction and Poem Comparison
- Examples of: A nonfiction book, a fictional book and book of poems
- Book: Mother Goose by Sylvia Long's - Rain Rain Go Away, p.79
- [Different Types of Text.pptx](#)
- [Sample Anchor Chart](#)

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

- **Whole Group:**Teacher will begin the lesson by activating prior knowledge and asking students to recall the different types of stories they have read in First Grade so far.  
Teacher will guide students to describe the type of text the story is, if they name a book title instead.
- **Introduce Vocabulary:** Teacher will introduce the term Poetry to the students and define it as another way of telling a story and that they are going to listen to a variety of poems in their new unit.
- Teacher will display Poetry Slides and begin creating the Different Types of Text chart by asking students to recall information about fiction and non fiction texts.
- Teacher and students will complete the anchor chart by writing words that define fiction and nonfiction texts.
- **Daily Read Aloud** Teacher will read Rain Rain Go Away, p. 79 in Mother Goose as an example of poetry
- Teacher will then read a Song of Frutas as an example of a poem that does not rhyme but is still a poem A Song of Frutas
- **Whole Group** Teacher will ask students to identify the characteristics of a poem and fill in the chart: possible answers from students include -
  - They can rhyme but they don't have to
  - They may have a rhythm or beat
  - They help you see images in your mind using the words
  - They use repetition of words
  - Can be about anything
  - Can use few words or a lot of words
- **Student Activity** Students will be asked to turn and talk to compare how poems are similar and different to fiction and nonfiction text.
- Teacher will display examples of nonfiction, fiction and a poem, while students identify each text correctly. Students will agree or disagree and state why using the anchor chart for support.

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

- Check for Understanding

- Ask students to recall information about the different attributes of text
- While students compare what makes a poem different than the other types of text
- When students independently complete the different types of text worksheets
- When students are describing their favorite type of text, their statement must match the text chosen

**Differentiation:**

- Students will be able to work in pairs.
- Visuals will be provided.
- Illustrations will be drawn for each type of text
- Chart can be projected to enhance print

**Possible Misconceptions:**

- Students may have difficulty rhyming
- Students may have difficulty comparing two poems.

**Teacher Notes:**

**Lesson 2**

<b>Grade: 1st</b>	<b>Unit:Poetry</b>	<b>Instructional Days: 1</b>
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**Learning Intentions**

- I am learning that poems can rhyme
- I can find rhyming pairs in a poem
- I am learning to create and write my own rhyming pairs

**Success Criteria**

- I can recognize repetition in poems
- I can find words that rhyme in a poem
- I can create my own rhyming pairs

**NJSLS Standards**

L.VI.1.[5]3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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.)

SL.1.1.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).

L.KL.2.[3].1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VI.2.[5].3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**Key Instructional Practices**

**Key Teacher Questions Posed During the Lesson:**

- Can you find words that rhyme in our poem?
- Can you find words that repeat in our poem?
- Can you make a pair of words that rhyme?

**Daily Instructional Tasks:**

- Students will review rhyming words and make their own rhyming pairs.They will illustrate their rhyming word pair.

**Vocabulary:**

- Key vocabulary terms and definitions can be provided to students a

**Learning Resources/Materials:**

- Interactive Rhyming Words Anchor Chart (markers and chart paper)
- Book: Mother Goose by Silvia Long's - There Was an Old Woman pg 70-71
- Book: Read Aloud Rhymes for the Very Young - Ducks in the Rain pg. 43
- Beach ball or any soft ball
- [Lesson 2: Grade 1 Poetry Unit](#)

[Sample Anchor Charts](#)

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

- **Whole Group:**Teacher will begin the lesson by activating prior knowledge and asking students to recall the different types of stories they have read in First Grade so far.  
Teacher will guide students to describe the type of text the story is, if they name a book title instead.
- **Introduce Vocabulary:** Teacher will introduce the term Poetry to the students and define it as another way of telling a story and that they are going to listen to a variety of poems in their new unit.
- Teacher will display Poetry Slides and begin creating the Different Types of Text chart by asking students to recall information about fiction and non fiction texts.
- Teacher and students will complete the anchor chart by writing words that define fiction and nonfiction texts.
  
- **Daily Read Aloud** Teacher will read Rain Rain Go Away, p. 79 in Mother Goose as an example of poetry
- Teacher will then read a Song of Frutas as an example of a poem that does not rhyme but is still a poem A Song of Frutas
- **Whole Group** Teacher will ask students to identify the characteristics of a poem and fill in the chart: possible answers from students include -
  - They can rhyme but they don't have to
  - They may have a rhythm or beat
  - They help you see images in your mind using the words
  - They use repetition of words
  - Can be about anything

- Can use few words or a lot of words
- **Student Activity** Students will be asked to turn and talk to compare how poems are similar and different to fiction and nonfiction text.
- Teacher will display examples of nonfiction, fiction and a poem, while students identify each text correctly. Students will agree or disagree and state why using the anchor chart for support.

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

- Check for Understanding
- Ask students to recall information about the different attributes of text
- While students compare what makes a poem different than the other types of text
- When students independently complete the different types of text worksheets
- When students are describing their favorite type of text, their statement must match the text chosen

**Differentiation:**

- Students will be able to work in pairs.
- Visuals will be provided.
- Illustrations will be drawn for each rhyming word
- Poem can be projected to enhance print
- Students can use the pointer/highlighter tape to indicate rhyming words on the poem
- Rhyming words will be highlighted for quick identification

**Possible Misconceptions:**

- Students may have difficulty rhyming
- Students may have difficulty comparing two poems.

**Teacher Notes:**

**Lesson 3**

<b>Grade: 1st</b>	<b>Unit:Poetry</b>	<b>Instructional Days: 2</b>
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**Learning Intentions**

- I am listening for rhythm and rhyme in text patterns
- I am responding to the rhythm of a poem by clapping
- I am listening responsively to a nursery rhyme

**Success Criteria**

- I can find a pattern in the rhythm of a poem
- I can clap out the beat and syllables to create the rhythm to a poem
- I can hear the rhythm and beat of a poem

**NJSLS Standards**

L.VI.1.[5]3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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.)

SL.PE 1.1.A. 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).

L.KL.2.[3].1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
L.VI.2.[5].3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

### Key Instructional Practices

#### Key Teacher Questions Posed During the Lesson:

- Can you hear the beat and rhythm to this song?
- Can you find the rhyming pair?
- Can we clap to the rhythm?

#### Daily Instructional Tasks:

- Students will use their hands to clap out syllables and find the rhythm to a poem or nursery rhyme.
- Students will create their own version of the poem using rhyming pairs.

#### Vocabulary:

- Key vocabulary terms and definitions can be provided to students as needed based on their understanding.

#### Learning Resources/Materials:

- Mary Had a Little Lamb Poem, Mother Goose book, p.92-93
- Mary Had a Little Lamb Rhyming Words
- Anchor Chart Paper and colored markers
- Poetry Notebook
- scissors and glue sticks
- [Lesson 3; Grade 1 Poetry Unit](#)

[Sample Anchor Charts](#)

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

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

→ [Day 1: Lesson 3; Grade 1 Poetry Unit](#)

→ **Daily Read Aloud:** Teacher will introduce and read the poem: Mary Had a Little Lamb and track the print with a pointer.

Teacher will focus on the first stanza on day one

Teacher will reread the first stanza and cloze read with students

#### Whole Group Activity:

Teacher will write the first stanza on anchor chart paper and pause at the end of the line, so students can orally state the ending word

Teacher will ask students to find the rhyming pairs and have students circle them on the anchor chart

Teacher will ask students to get their clapping hands ready to clap to the rhythm.

#### Student Activity:

Student will then complete the Mary had a Little Lamb Rhyming Words Worksheet and cut the pictures that rhyme with Mary, lamb, and snow  
Students will end the lesson by participating in shared reading, as they read the first stanza of the poem.

→ [Day 2: Lesson 3; Grade 1 Poetry Unit](#)

→ **Whole Group:** Teacher and student will reread the first stanza from day one and clap to the rhyming words

Teacher will direct students attention to the second stanza and read it to the students

Students will be asked to clap when they hear rhyming words and circle them on the anchor chart

Teacher will cloze read the second stanza

Teacher will ask students to clap to the rhythm as they read the second stanza

#### Student Activity:

Students will be asked to create their own version of Mary Had a Little Lamb by adding different rhyming words to the rhyme

**EXAMPLE**

Mary had a little lamb  
Whos fleece was white as dough  
And everywhere that Mary went  
The lamb was sure to grow

Students will clap to the rhythm to identify if changing the words had an effect on the rhythm  
Students will chorally read their new version and add it to their Poetry Notebook.

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

- Check for understanding
- during the search for rhyming words in the poem
- creating and finding rhyming pairs
- clapping to the rhythm
- Observational notes on students' oral response to questions & during turn and talk record student responses to each other.

**Differentiation:**

- Students will be able to work in pairs.
- Visuals will be provided.
- Poem can be projected to enhance print
- Hand over hand while clapping of syllables
- Students can count on fingers when clapping occurs
- Choices of words to choose from that rhyme with six

**Possible Misconceptions:**

- Students may have difficulty rhyming
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**Teacher Notes:**

**Lesson 4**

**Grade: 1st**

**Unit: Poetry**

**Instructional Days: 2 or 3 days**

**Learning Intentions**

- I am learning about different types of poems
- I am learning that poems can have alliteration
- I am writing an alliteration poem of my interest

**Success Criteria**

- I can name and define what an alliteration poem is
- I can plan my writing to create an alliteration poem
- I can use alliteration when creating my own poem

**NJSLS Standards**

L.VI.1.[5]3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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.)

SL.PE.1.1.A. 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).

L.KL.2.[3].1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VI.2.[5].3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

### Key Instructional Practices

#### Key Teacher Questions Posed During the Lesson:

- What do we hear multiple times when we read this poem?
- Is there a certain sound or letter we hear a lot of?

#### Daily Instructional Tasks:

- Students will choose an alphabet letter to plan their alliteration poem and brainstorm words
- Students will write an alliteration poem, using the words they chose and create an alliteration poem.

#### Vocabulary:

- alliteration

#### Learning Resources/Materials:

- Book: Random House Book Of Poetry for Children, Sing me a Song of Teapots and Trumpets p. 193
- [Alliteration Planning Sheet and Writing Paper](#)
- [Alliteration is Cool! | Jack Hartmann](#)
- [Lesson 4; Grade 1 Poetry Unit](#)
- [Anchor chart\(s\)](#)

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

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

→ **Day 1:**

**Whole Group:** Teacher will activate prior knowledge by asking students if they have ever heard of tongue twisters. Teacher will provide examples.

Teacher will introduce students to alliteration poems by projecting the Swan Swam slide. [Lesson 4; Grade 1 Poetry Unit](#)

Teacher will tell students that today's lesson is going to be a tongue twister because they are going to learn what alliteration is and to listen quickly to the poem to see if they can figure out what alliteration could mean.

**Read Aloud:** Teacher will read this poem first and then reread it with the students during a shared reading as a class (and laugh at how hard it is!).

**Independent Work:** Teacher will have a few students try to read it themselves, to see how hard it is to read.

**Check for Understanding:** Teacher will ask the students to tell me what is special about this poem.

Students will most likely say that a lot of words start with the letter 'S'.

Teacher will highlight the 'S' letters under a document camera or on the smart board.

**Introduce New Vocabulary:** Teacher will introduce the term alliteration and define what it is and how we can find alliteration in poems.

Teacher will show the slide with the 2nd stanza from Teapots and Trumpets. [Lesson 4; Grade 1 Poetry Unit](#)



Teacher will ask the students to tell me what is special about this poem.

Students will most likely say that a lot of words start with the letter 'S'.

Teacher will highlight the 'S' letters under a document camera or on the smart board.

**Daily Instructional Task:** After whole group time teacher give the students a bubble map planning sheet Alliteration Planning Sheet and Writing Paper

Student will choose their favorite letter from the alphabet and brainstorm words that begin with that letter

After students are done planning they will turn and talk, gathering ideas from their partners

Students will end the lesson by sharing what they have done so far and defining what alliteration is

Days 2-3:

**Activate Prior Knowledge:**Teacher will activate prior knowledge by having students take turns describing what alliteration is.

Teacher will turn the students attention to the Alliteration Anchor Chart and read the short lines of alliteration with the students.

Students will take turns reading the alliterations, trying not to get tongue tied.

**Turn and Talk:** Students will then go back to complete their planning sheets and share their ideas with the class.

Students will offer words that begin with specific letters to help out friends in the room, as the teacher writes them on the whiteboard or anchor chart.

**Small Group:** Teacher will conference with students in groups to assist and support student writing

[Writing an Alliteration Poem in Five Easy Steps](#)

1. To write an alliteration poem, first pick a consonant. It can be any letter of the alphabet except for the vowels a, e, i, o, or u. For example, let's say you choose the letter "B."
2. Think of as many words as you can that start with your letter and write them down. You're going to need nouns, verbs, and adjectives.
3. Form a sentence or two with some of your words.

I bought a black banana,  
And a broken baseball bat.

4. Add another sentence or two and a rhyme.

I bought a black banana,  
And a broken baseball bat.  
A burst balloon, a busted boat,  
A beat-up bowler hat.

5. See if you can come up with a reason for all of these things as a way to end your poems

I bought a black banana,  
And a broken baseball bat.  
A burst balloon, a busted boat,  
A beat-up bowler hat.

I wasn't being brainy, bright,  
or brilliant, but you see,  
My brain was boggled after  
Being bitten by a bee.

Once completed, students will receive their planning sheets and work on their final poems.

Students will end the lesson by reading their alliteration poems alliteration and listen to the Alliteration Video.

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

- Check for understanding

- during the search for rhyming words in the poem
- creating and finding rhyming pairs
- clapping to the rhythm
- Observational notes on students' oral response to questions & during turn and talk record student responses to each other.

**Differentiation:**

- Students will be able to work in pairs.
- Visuals will be provided.
- Poem can be projected to enhance print
- Students will have the choice of choosing from two letters for the planning sheet.

**Possible Misconceptions:**

- Students may have difficulty rhyming and need additional words and examples.

**Teacher Notes:**

**Lesson 5**

**Grade: 1st**

**Unit:Poetry / Imagery in Poetry**

**Instructional Days: 2 or 3 days**

**Learning Intentions**

- I am learning about the elements of a poem
- I am learning to share my thoughts about what I have learned, out loud in a group and with others.
- I am learning to create mental images from the poems I hear.

**Success Criteria**

- I can name and define what an alliteration poem is
- I can plan my writing to create an alliteration poem
- I can use alliteration when creating my own poem

**NJSLS Standards**

L.VI.1.[5]3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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.)

SL.PE.1.1.A. 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).

L.KL.2.[3].1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VI.2.[5].3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**Key Instructional Practices**

<p><b>Key Teacher Questions Posed During the Lesson:</b></p> <ul style="list-style-type: none"> <li>• What images do you see in your head when you hear certain poems?</li> </ul>	<p><b>Daily Instructional Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will complete the mental image sheet after hearing poems.</li> <li>• Students will create illustrations to depict the mental images they create after hearing a variety of poems.</li> </ul>
<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• imagery</li> </ul>	<p><b>Learning Resources/Materials:</b></p> <p>Imagery: <a href="#">My Neighbors Dog is Purple</a>  <a href="#">My Mental Image Sheet</a>  <a href="#">Visualization Sentence Prompts and Writing</a>  <a href="#">Images Chart</a>  <a href="#">5 Senses Popcorn Sheets</a></p> <p><a href="#">Sample Anchor Charts</a></p>
<p><b>Learning Procedures:</b> (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p>Day 1:</p> <p>→ <b>Activate Prior Knowledge:</b> Teacher will activate prior knowledge by reviewing the elements of a poem.</p> <p><b>Review:</b> Teacher will review how poems can make them use their 5 senses. Teacher will ask students to call out the 5 senses</p> <p><b>New Vocabulary:</b> Teacher will introduce the word imagery and display the anchor chart and complete the senses with students.</p> <p><b>Read Aloud Day 1:</b> Teacher will tell students that they will listen to a poem in pieces so they can create a mental image of the poem that will be read: <a href="#">Imagery: My Neighbors Dog is Purple</a></p> <p><b>Student Activity:</b> Students will be asked to draw a picture of what they imagine on their <a href="#">My Mental Image Sheet</a></p> <p>Teacher will pause after each slide so students have time for each drawing (before the poem is read, during the poem is read and after the poem is complete)</p> <p>As the teacher continues to read the poem the teacher will pause so students can add to their drawing.</p> <p>Teacher will give students enough time to do a detailed drawing (4-5 min)</p> <p>Teacher will show the final poem without the picture and ask the students if they still have the same pictures in their head. Teacher will prompt the student to use the imagery in the poem to see if it matches what each stone looks like. Teacher will ask students if they have another guess and draw their final picture. Teacher will then display the poem with the photos and discuss the students' guesses and look for words that the poet used to help us visualize the stones, by highlighting imagery clues.</p> <p>→ <b>Daily Instructional Task:</b> Teacher will display Visualizing Sentence Stems and Writing for the students and ask students to turn and talk with their partner to discuss and choose a sentence starter to help them state what they saw in the poem.</p> <p>Teachers will have students write the sentence starter chosen and write a complete sentence on their <a href="#">Visualization Sentence Prompts and Writing sheet</a>.</p> <p>Teacher will end the lesson by displaying/ reviewing the <a href="#">Images Chart</a> and discussing how poets use imagery in poems, so we can paint a picture in our minds.</p> <p><b>Day 2:</b></p> <p>→ <b>Activate Prior Knowledge:</b> Teacher will activate prior knowledge by asking students what they learned about poems yesterday and what the definition of imagery is</p> <p>Teacher will then display the imagery anchor chart and discuss how they will write an imagery poem about popcorn using their 5 senses.</p> <p>Students will have to brainstorm what they already know about popcorn by turning and talking to their partner.</p> <p>→ <b>Whole Group Instruction:</b> Teacher will display the Popcorn anchor chart, as the teacher hands out little cups/bags of popcorn</p>	

As students eat the popcorn, the teacher will ask students to describe the popcorn, and write their answers for each of the 5 senses.

→ **Student Activity:** Teacher will tell students that they will now complete their own [5 Senses Popcorn Sheets](#) and use the anchor chart to help them

Students will then use their [5 Senses Popcorn Sheets](#) to choose the words they will use for their poem

→ **Teacher Modeling:** Teacher will then gather the students to model how to use their planning sheet to create their imagery poem, so the reader can create images to guess our poem is about popcorn.

Answers will vary according to student answers.

→ **Day 2 Read Aloud**

→ POPCORN

→ I hear the pop pop pop

→ I smell something buttery

→ I see something fluffy

→ I feel something bumpy

→ I taste something yummy

→ What could it be?

→ Its Popcorn

**Daily Instructional Task:** Students will then be asked to go back and write their own popcorn poem using their chosen imagery words on their [5 Senses Popcorn Sheets](#).

When completed, students will read their poems to their partners while they close their eyes and imagine what it could be.

Partners will have to repeat the words that helped them imagine the poem was about popcorn.

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

- Turn and Talk
- naming the 5 senses as students chose imagery words from the poem
- definition of imagery when creating a 5 senses popcorn chart
- choosing imagery words to create popcorn poem

**Differentiation:**

- Students will be able to work in pairs.
- Visuals will be provided.
- Poem can be projected to enhance print
- Students will have the choice of choosing from two letters for the planning sheet.

**Possible Misconceptions:**

- Students may have difficulty using sensory words. Provide examples.

**Teacher Notes:**

## Lesson 6

<b>Grade: 1st</b>	<b>Unit: Poetry / Imagery in Poetry</b>	<b>Instructional Days: 2 or 3 days</b>
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Learning Intentions	Success Criteria
<ul style="list-style-type: none"> <li>● I am learning what onomatopoeia is.</li> <li>● I am learning to identify onomatopoeia in poems that I hear and read.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify onomatopoeia in poems that I hear and read.</li> <li>● I can write a poem with onomatopoeia in it.</li> </ul>

### NJSL Standards

L.VI.1.[5]3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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.)

SL.PE 1.1.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).

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.

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.

### Key Instructional Practices

<p><b>Key Teacher Questions Posed During the Lesson:</b></p> <ul style="list-style-type: none"> <li>● Can we recognize onomatopoeia in the poems we read?</li> <li>● How do onomatopoeia use our sense of hearing when we are reading poems?</li> </ul>	<p><b>Daily Instructional Tasks:</b></p> <p>Students will write their own poem using onomatopoeia based on a list of topics generated together as a class. Students will illustrate their writing.</p>
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<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● onomatopoeia</li> </ul>	<p><b>Learning Resources/Materials:</b></p> <p>Read Aloud Rhymes For the Very Young, p.84</p> <p><a href="#">Ears Hear</a></p> <p><a href="#">Onomatopoeia Graphic Organizer</a></p>
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**Learning Procedures:** (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

**Day 1:**

**Activate Prior Knowledge:** Teacher will activate prior knowledge by reviewing the elements of a poem.

**Review Whole Group:** Teacher will review how poems can make them use their 5 senses. Teacher will ask students to call out the 5 senses. Tell students that

today we are going to focus on our sense of hearing when we listen to poetry.

**New Vocabulary Introduction:** Teacher will introduce the word onomatopoeia and tell students that these are words that we use our sense of hearing to help us understand.

They are words that describe sounds, and many of them are familiar in everyday life. Words like bang, zap, and pop are all onomatopoeia.

Teachers will tell students that they will listen to a poem so they can hear the words that describe sounds.

**Read Aloud Day 1:** Teacher will read [Ears Hear](#) with students.

The teacher will stop and model identifying 2-3 of the words in the poem that are examples of onomatopoeia.

Teachers will then ask students if they think specific words in the poem are onomatopoeia - students will turn and talk to decide on which words are and share out their explanations.

**Student Activity:** Teacher will then ask students to give a thumbs up when they hear additional words in the poem that are onomatopoeia .

Day 2-3:

**Activate Prior Knowledge:** Teacher will activate prior knowledge by reviewing what onomatopoeia is. They are words that describe sounds, and many of them are familiar in everyday life. Words like bang, zap, and pop are all onomatopoeia.

**Whole Group Review:** Teacher will review how onomatopoeia uses our sense of hearing when we listen to a poem.

**Teacher Read Aloud Day 2 & 3:** Teacher will re-read [Ears Hear](#) with students. The teacher will stop and model identifying 1-2 of the words in the poem that are examples of onomatopoeia as a reminder.

**Student Activity:** Teachers will then ask students to identify specific words in the poem that are onomatopoeia by asking students to give a thumbs up when they hear the words in the poem that are onomatopoeia .

**Whole Group Activity:** Teachers will tell students that they work together to create a poem that uses onomatopoeia.

The teacher will model using a pre decided topic:

**The Baseball Game: The people clap and stomp. The bat goes swish and crack. The ball goes woosh.**

Together the teacher and the class will create a list of topics that they can write poems with onomatopoeia in them. (Examples: Summer, Going to the Playground, Eating dinner...)

**Daily Instructional Task:** Students will work on writing their own poem using onomatopoeia based on the list of topics generated together as a class. This can be done in small groups or centers as well as the whole group.

[Onomatopoeia Graphic Organizer](#)

Students will also illustrate their writing.

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

Turn and talk

Checks for Understanding

Observation and anecdotal notes

**Differentiation:**

- Students will be able to work in pairs.
- Visuals will be provided.
- Poems can be projected to enhance print
- Students can label each picture, instead of writing a complete sentence
- Use of sentence starter or labeling of drawings
- Teacher/student made anchor charts for support

**Possible Misconceptions:**

- Students may need additional examples of onomatopoeia.

Teacher Notes:

### Lesson 7

Grade: 1st

Unit: Poetry / Imagery in Poetry

Instructional Days: 3 to 5 days

#### Learning Intentions

- I am learning about the five senses.
- I am learning to identify the five senses in poems.
- I am learning about sensory language in poetry.

#### Success Criteria

- I can name and explain each of the five senses.
- I can understand a poem about the five senses and identify each of the senses in the poem.
- I can write a poem using all of the five senses.

#### NJSLS Standards

L.VI.1.[5]3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.  
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.)  
SL.PE.1.1.A. 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).  
L.KL.2.[3].1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
L.VI.2.[5].3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

#### Key Instructional Practices

##### Key Teacher Questions Posed During the Lesson:

- How do sensory words in poems help us better understand what the poem is about?
- How can sensory words help us create images in our heads about the poems we hear?

##### Daily Instructional Tasks:

- Students will write their own sensory poem about a topic of their choosing from a list generated together as a class. Students will illustrate their writing.

##### Vocabulary:

- Imagery

##### Learning Resources/Materials:

Random House Book of Poetry for Children  
[Lesson 7: Grade 1 Poetry Unit](#)

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

**Day 1:**

**Whole Group Review:** Review the five senses with students and describe each one.

Hold up an object (such as an apple) and ask students to tell you what they see.

Ask students to imagine that their friend has never seen an apple. Have them turn and talk to a partner to describe or tell all about what they see using as many details as they can.

Invite students to share some of the ways they described the apple.

Say, "You just used your sense of sight to describe the apple. We use our senses to make sense of the world around us. Your other senses are your sense of smell, touch, hearing, and taste."

**Whole Group Activity:** Ask students to describe the school playground or cafeteria using their five senses.

Write their words and phrases on an anchor chart under the heading for each of the five senses (touch, smell, sight, sound, taste).

Tell students that today they are going to be thinking about sensory language. This is when they use words to describe things or feelings in a way that reminds us of our different senses.

[Lesson 7: Grade 1 Poetry Unit slide 1](#)

**Teacher Read Aloud:** Read *The Four Seasons*, Random House Book of Poetry for Children, p. 34-35.

Students identify the sensory words and phrases in the poem, completing the *Five-Senses-Wheel-Template.pdf* together.

**Days 2-5:**

**Whole Group Review:** Review the five senses and how they are used in sensory poems.

**Whole Group Activity:** Return to the *Five-Senses-Wheel-Template.pdf* and finish filling it out using *The Four Seasons*, Random House Book of Poetry for Children, p. 34-35.

**Daily Instructional Task:** Teacher will tell students that they will work together to create a sensory poem.

Planning Your Poem

Option #1

First, we need to pick a topic.

This could be a time of year, a special day, a favorite place, any time or place that inspires you! These can be real times or places from your life, or they could be things you've learned about.

Teacher will have students brainstorm topics to write about and record them on an anchor chart.

Next, we are going to build some lines,

Teacher will write out 5 sentence headings – 'I See', 'I Hear', 'I Smell', 'I Touch' and 'I Taste'

For example, if we choose 'Spring' as our topic, we could write:

I See... blue skies

I Hear... baby birds

I Smell... flower buds

I Touch... new leaves

I Taste... easter eggs

Now we need a bit more description, so add the next part to each line: 'The sight is...', 'The sound is...', 'The smell is...', 'The feeling is...' 'The taste is...'

Add a word to complete your 5 lines!

I See... blue skies. The sight is... beautiful

I Hear... baby birds. The sound is... chirping

I Smell... flower buds blooming. The smell is... fresh

I Touch... new leaves. The feeling is... soft

I Taste... Easter eggs. The taste is... chocolatey.



Students will work on their own to create their own 5 senses poem about the topic they have chosen.

They will use the [Poem Graphic Organizer](#) to begin their poem.

Teacher can use the [Sensory Poem](#) form to have students complete their final poem.

Planning Your Poem Option #2

Expressing Emotions With Sensory Poems

Start by talking about the five senses, reading some examples of sensory poems, and discussing the format of an emotion sensory poem (consists of six lines, emotion is stated in the first line and described by a color, and uses lots of adjectives).

Read What is Red, in the Random House Book of Poetry for Children, page 219

[Lesson 7: Grade 1 Poetry Unit](#) slides 2 and 3

Teacher will point out that the color red is used to show feeling brave, embarrassed, angry in the poem.

Teacher will then read the poem Wednesday Treat (in English and in Spanish). Help students identify that the author is asking readers to use their sense of smell to help them connect to the poem.

**Teacher led example:** Teacher will lead students in brainstorming a list of emotions and choose one to write a sensory poem together.

Example:

When it was the students' turn, they each used a template for drafting.

[Emotion Sensory Poem](#)

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

Turn and talk

Checks for Understanding

Daily Instructional Task

Observation and anecdotal notes

**Differentiation:**

- Students will be able to work in pairs.
- Visuals will be provided.
- Poems can be projected to enhance print
- Students can label each picture, instead of writing a complete sentence
- Use of sentence starter or labeling of drawings
- Teacher/student made anchor charts for support

**Possible Misconceptions:**

- Students may need more concrete examples.

**Teacher Notes:**

## Lesson 8

Grade: 1st

Unit: Poetry / Imagery in Poetry

Instructional Days: 2 to 3 days

Learning Intentions	Success Criteria
<ul style="list-style-type: none"> <li>● I am learning about personification.</li> <li>● I am learning to identify personification in poems.</li> <li>● I am learning to write poems with personification.</li> </ul>	<ul style="list-style-type: none"> <li>● I can understand and identify personification in poems..</li> <li>● I can write a poem using personification.</li> </ul>
<b>NJSLS Standards</b>	
<p>L.VI.1.[5]3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>SL.PE.1.1.1. 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.)</p> <p>SL.PE.1.1.A. 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).</p> <p>L.KL.2.[3].1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VI.2.[5].3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
<b>Key Instructional Practices</b>	
<p><b>Key Teacher Questions Posed During the Lesson:</b></p> <ul style="list-style-type: none"> <li>● Can we recognize personification in the poems we read?</li> <li>● Why does some poetry use personification?</li> </ul>	<p><b>Daily Instructional Tasks:</b></p> <ul style="list-style-type: none"> <li>● Students will write their own poem using personification about an object of their choosing from a list generated together as a class. Students will illustrate their writing.</li> </ul>
<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● personification</li> </ul>	<p><b>Learning Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>● Hey Diddle Diddle poem, Mother Goose book, p.20-21</li> <li>● Anchor Charts</li> </ul>
<p><b>Learning Procedures:</b> (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)</p> <p><b>Day 1:</b></p> <p><b>Whole Group:</b> Teacher will tell students that they are going to be learning about another type of poetry.</p> <p><b>Introduce New Vocabulary:</b> Personification is when animals or objects have seemingly human characteristics, such as a tree waving its “arms” in the breeze. Personification means using human qualities or actions to describe an object or an animal.</p> <p>Teacher will tell students that using a human word to describe an object can make a poetic image seem more vivid. It can also give us an idea about how the narrator (the person describing the object) is feeling toward the object. For example, “The sun was smiling down at me” seems to indicate that the narrator has positive feelings about the sunshine. On the other hand, a narrator who says “The sun was glaring down” seems to have negative feelings about it.</p> <p><b>Read Aloud:</b> Read Hey Diddle Diddle poem, Mother Goose book, p.20-21</p>	
<p><b>Learning Assessments:</b> (How will teachers monitor student learning throughout the lesson?)</p> <ul style="list-style-type: none"> <li>Checks for Understanding</li> <li>Daily Instructional Task</li> <li>Observation and anecdotal notes</li> </ul>	

<b>Differentiation:</b> <ul style="list-style-type: none"> <li>● Students will be able to work in pairs.</li> <li>● Visuals will be provided.</li> <li>● Poems can be projected to enhance print</li> <li>● Students can label each picture, instead of writing a complete sentence</li> <li>● Use of sentence starter or labeling of drawings</li> <li>● Teacher/student made anchor charts for support</li> </ul>	<b>Possible Misconceptions:</b> <ul style="list-style-type: none"> <li>● Students may have difficulty rhyming</li> </ul>
<b>Teacher Notes:</b>	

Lesson 9		
<b>Grade: 1st</b>	<b>Unit:Poetry / Imagery in Poetry</b>	<b>Instructional Days: 3 to 4 days</b>
Learning Intentions	Success Criteria	
<ul style="list-style-type: none"> <li>● I am learning to create an acrostic poem.</li> </ul>	<ul style="list-style-type: none"> <li>● I can understand what an acrostic poem is.</li> <li>● I can participate in writing an acrostic poem.</li> </ul>	
NJSL Standards		
<p>W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.)</p> <p>SL.PE 1.1.A. 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).</p> <p>L.KL.2.[3].1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VI.2.[5].3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>		
Key Instructional Practices		

<p><b>Key Teacher Questions Posed During the Lesson:</b></p> <ul style="list-style-type: none"> <li>• What are some of our favorite things to write about?</li> <li>• What are things you like to read poems about?</li> <li>• How can we think of words to describe our topics?</li> </ul>	<p><b>Daily Instructional Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will write their own acrostic poem about a topic generated during a brainstorming session.</li> <li>• Students will illustrate their poem.</li> </ul>
<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Acrostic</li> </ul>	<p><b>Learning Resources/Materials:</b>  Chart paper/markers  <a href="#">Illustrated Acrostic Poem Template</a>  <a href="#">Grade 1 Culminating Task Rubric</a></p>
<p><b>Learning Procedures:</b> (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p><b>Day 1: Whole Group:</b> Tell students that an acrostic is a poem in which the first letters of each line spell out a word or phrase. The word or phrase can be a name, a thing, or whatever you like. Usually, the first letter of each line is capitalized. This makes it easier to see the word spelled out vertically down the page. Acrostics are fun to write because they don't need to rhyme, and you don't need to worry about the rhythm of the lines. Each line can be as long or as short as you want it to be.</p> <p><b>Culminating Writing Task:</b> Today students will write an acrostic poem using their first name.</p> <p>To create an acrostic:</p> <ul style="list-style-type: none"> <li>• Decide what to write about. (Your name)</li> <li>• Write your word down vertically.</li> <li>• Brainstorm words or phrases that describe your idea.</li> <li>• Place your brainstormed words or phrases on the lines that begin with the same letters.</li> <li>• Fill in the rest of the lines to create a poem.</li> </ul> <p>On chart paper, write your own first name vertically down the left side, so that each letter can be the first letter of the first word of one line. Be sure to do this in front of the students (rather than in advance), so that the starting format can be modeled for the students. Have students read the letters aloud, starting at the top.</p> <p>Then write your name and the verb "is" on the top line, using the first letter. For instance, I would write, "Renee is."</p> <p>Ask students to suggest some words which begin with the next letter and which can describe you.</p> <p>Write all appropriate suggestions on the letter/word matrix and explain that the chart is going to be a word bank the whole class can use.</p> <p><b>Share Out:</b> When the poem is complete, have students read it aloud together and then talk about it. Does it make sense? Do you get a picture of the person by reading the poem? Did we use complete sentences or just words and phrases? Is there anything we should change?</p> <p>If changes are suggested, talk about them and change some words if desired.</p> <p>Leave the poem displayed on the wall.</p> <p>EX.1</p> <p>Joyful about learning  Understanding of others  Liked by my friends  Interested in science  Excited for summer</p> <p><b>Day 2:</b></p> <p><b>Whole Group Review:</b> Before starting, review the large chart paper example. Have students suggest more words for the chart, and especially for any blank spaces. Try to have at least two words in each space.</p>	

**Student Writing Piece:** Have students begin by writing their names in capital letters down the left side of a sheet of paper, then to begin their poem by completing their name and adding "is" to the top line.

Invite them to help each other find words they need that begin with the letters of their names, and to use those words in phrases.

**Independent Writing:** As students work, invite them to add any particularly interesting words to the matrix for others to use, too. Keep in mind that they will be doing another acrostic poem about something they like, so including some of these images in their name poems would be particularly good.

As students finish their poems, have them informally share with each other.

Working with pairs or small groups of students, invite them to give each other suggestions.

Encourage students to rewrite their poems on clean paper if they have done a lot of erasing.

[Illustrated Acrostic Poem Template](#)

When all students are finished, have volunteers read their poems aloud to the group.

### Days 3-4:

**Independent Writing:** Post a blank piece of chart paper to the right of your name poem.

Gather students and explain that they are going to write another acrostic poem, this time about something that is important to them.

Ask students to talk about some things that are important to them. Suggestions might be a pet, a favorite person, a favorite food, and so forth.

**Whole Group Review:** Quickly review the process with students and give directions by choosing something that is a favorite of yours and writing that word down the left side of the chart paper.

Then write the word and the verb "is" (or "are" if appropriate). For instance, you might write "Hedwig is" or "Cookies are."

Have a student suggest words for the second line. It isn't necessary to complete this whole poem, since students have already been through the process.

Have students choose what they will write about before they get a sheet of paper to begin.

**Daily Instructional Task:** Ask them to write the word down the left side of the paper and show it to you before they begin writing their poem. At this point, you can check the spelling.

As with the first poem, invite students to help each other, use an adult helper for extra assistance, encourage students to share their finished drafts with each other, and invite students to write a clean copy if necessary.

Tell students that they will work in groups to read each other's poems. Explain that they will trade poems with each other, read each other's poems, and give each other suggestions for alternate words and changes in spelling and/or capitalization.

Make sure they understand that they should read all the poems in their group, so that everyone will get lots of suggestions and help.

Point out to students that suggestions are optional, and that this is a time to try out different ideas, to get help with spelling, and to finish up their poems before they make a new, clean copy for publishing.

[Illustrated Acrostic Poem Template](#)

**Publishing Celebration:** Upon completion, celebrate as a class the publication of the poems.

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

Turn and talk

Checks for Understanding

Daily Instructional Task

Observation and anecdotal notes

### Differentiation:

- Students will be able to work in pairs.
- Visuals will be provided.
- Students can label each picture, instead of writing a complete sentence
- Use of sentence starter or labeling of drawings
- Teacher/student made anchor charts for support

### Possible Misconceptions:

- Students may confuse letters and sounds when creating their poems.

**Teacher Notes:**