

1st GRADE

Rooted in READING FEBRUARY



- Cloulette
by Tom Lichtenheld
- The Big Bed
by Bunmi Laditan
- The Radiant
Child
by Javaka
Steptoe
- The Koala
Who Could
by Rachel Bright

by Amy Lemons and Katie King

UNIT 7: FEBRUARY

BOOK:	READING:	CC:	GRAMMAR:	CC:	PHONICS:	CC:
Cloudette	Inference and Evidence	RI.1.3	Types of Sentences Review	L.1.1.J, L.1.2.B	-ent family Blend: tw	RF.1.2BR F.1.3.B
The Big Bed	Point of View	RI.1.6	Articles	L.1.1.H	--oo pattern Digraph: ch	RF.1.2BR F.1.3.B RF.1.3.C
The Radiant Child	Describe Key Ideas	RII.1 RII.2	Capitalization and Commas in dates	L.1.2A L.1.2.C	-ead family Digraph: sh	RF.1.2BR F.1.3.B RF.1.3.C
The Koala Who Could	Central Message (Lesson)	RI.1.2	Suffix: ed	L.1.4.B, L.1.4.C	-ar pattern Digraph: th	RF.1.2BR F.1.3.B RF.1.3.C

UNIT 7: FEBRUARY

BOOK:	READING:	TEKS:	GRAMMAR:	TEKS:	PHONICS:	TEKS:
Clouette	Inference and Evidence	1.6F	Types of Sentences Review	1.1IDix	-ent family Blend: tw	1.2Bi, 1.2Bii 1.2Biii 1.2Cii, 1.2Ciii
The Big Bed	Point of View	1.1OE 1.9E	Articles	1.1IDiv	--oo pattern Digraph: ch	1.2Bi, 1.2Bii 1.2Biii 1.2Cii, 1.2Ciii
The Radiant Child	Describe Key Ideas	1.1OD i 1.1OD iii	Capitalization and Commas in dates	2.1IDix , 2.1IDx	-ead family Digraph: sh	1.2Bi, 1.2Bii 1.2Biii 1.2Cii, 1.2Ciii
The Koala Who Could	Central Message (Lesson)	1.6G	Suffix: ed	1.3C	-ar pattern Digraph: th	1.2Bi, 1.2Bii 1.2Biii 1.2Cii, 1.2Ciii

LESSON PLANS

THE KOALA WHO COULD

READING	VOCABULARY	GRAMMAR
<p>Show students the anchor chart for questions to ask when determining the Central Message. Watch the short film <i>Pip the Guide Dog</i> http://bit.ly/RIRPiptheDog Use the half sheet to check for understanding.</p> <p>Introduce the Reading Comprehension passage for the week. Each student should have a copy and if possible have a copy projected in front of the class. Have students track with their finger as you read the passage to have students complete.</p>	<p>Review the two words that you have introduced to the class this week.</p> <p>Discuss a new vocabulary word. Locate it in the story. Discuss the meaning and what is happening in the picture.</p> <p>Students complete a vocabulary journal prompt.</p>	<p>Use the digital posters discuss the different words we can add -ed to it verbs. Today we will try on dropping the y/ed and doubling the consonant/adding.</p> <p>Use the anchor chart practice adding -ed verbs. Pass out 10 cards to student students bring a verb to the front of it. Students decide need to do to add into the correct.</p> <p>Use the printables for different verbs they carry.</p>
<p>Read the Nonfiction Reader: <i>Animals of the Outback</i> Discuss what the students learned about different animals in Australia.</p> <p>Before Reading: Use the whole class to read the printable.</p>	<p>There are two words left. Discuss both words, their picture, and the meanings. Choose one of the vocabulary prompts to complete in class. Students glue the vocabulary prompt in their spirals and their spirals to the board.</p>	<p>Verb Sort: Students' black line out on 7. Student verbs, whether drop the consonant to the verb.</p>

cloudette cloudette

READING	VOCABULARY	GRAMMAR
<p>Introduce <i>Cloudette</i> to the students. Use the questioning cards to introduce the book. Read the book all the way through and discuss.</p> <p>After Reading: Introduce the Infer digital anchor chart and discuss. Point out to the students to not be intimidated by the new word because they are already doing this, but knowing the name for it is important. Then as a class complete the anchor chart for Describing <i>Cloudette</i> by using text evidence to name character traits. Explain to students that they are inferring when they figure out how to describe <i>Cloudette</i>'s personality.</p> <p>Follow Up Activity: Use the Flip-Flip with two specific examples of where the author wants them to infer. Discuss as a group.</p>	<p>Show students the five vocabulary words for the week. Discuss the pictures and words.</p> <p>Introduce one word to the students using the picture card. Locate the word in the story. Discuss the meaning and how it was used in the book.</p> <p>Students glue the vocabulary prompt for that word in their spirals. Students respond to the prompt.</p>	<p>Run need cards to the sea out a s move the correct e. Discuss the correct.</p> <p>If time a complete L. Students work for each punctuation.</p>
<p>Before Reading: Remind students to look closely for clues from the author and the illustrator. This book is even funnier the second time you read it because you notice so much more!</p> <p>Use the questioning cards to dig in deeper for the second read of <i>Cloudette</i>. Read again, stopping to talk about any observations that students have.</p> <p>After Reading: Introduce the digital anchor chart for Schema. Spend some time clarifying misconceptions.</p> <p>Follow Up Activity: Pick a topic. I did not pick one for you because this will be very individual based on where you are located and could be weather, sports, hobbies, food. Have them write about their schema for that topic. Share out and guide students to the conclusion that everyone's schema is unique.</p>	<p>Choose another vocabulary word to discuss today. Discuss the word and locate it in the story.</p> <p>Students glue the vocabulary prompt for that word in their spirals. Students respond to the prompt.</p>	<p>We Can Sentences Chart: Create an anchor chart in partners to a sentence for type of punctuation. Students their sentences to front of the class. Students read aloud. Discuss as class, and add it to the chart.</p>

LESSON PLANS

PHONICS

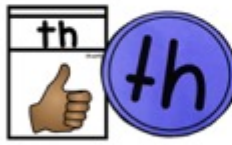
PHONICS

-or
pattern

-th
digraph


PHONICS: LESSONS and acTIVITIES

T



"Begin the blend of the week on Tuesday. Use one of the two posters. As a class brainstorm words that begin with the blend. Have students complete the coloring activity."

W



Introduce students to the Blend PowerPoint. This can be used as a warm-up. Students should fill in the missing blend and then practice reading the words w

PHONICS: LESSONS and acTIVITIES

Introduce the word family of the week. Allow students to brainstorm the word family words that they can think of, then show them this list.

Making words! Ask students to start with the word pattern. Then instruct them to add different letters to the beginning and practice blending the words.

These picture cards and word cards can be used in whole group. You can also laminate them and use them as a pocket.

Create the word sliders. These would be perfect to take home to allow family practice.

Introduce the phonics passage. Read as a class and allow students to read independently too.

Students should complete the printable with the word family

PHONICS

TH




Show students get more expo

PHONICS

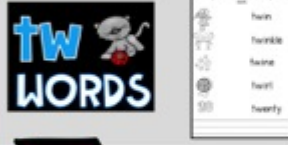
-ent/-est
family

PHONICS: LESSONS and acTIVITIES


T



W



TH




Show get m the ble the wor stud

F

Use to assess students on reading and writing the blend of the week.

PHONICS: LESSONS and acTIVITIES

M



Introduce the word family of the week. Allow students to brainstorm the word family words that they can think of, then show them this list.

Making words! Ask students to start with the word family. Then instruct them to add different letters to the beginning and practice blending the words.

These picture cards and word cards can be used in whole group. You can also laminate them and use them as a pocket chart center.

Play a word family song. Miss Molly has a great one on YouTube!

Play Sparkle! Have students stand in a circle. Teacher calls out the word a word that is in our word family for the week. Go around the circle spelling the word. The student after the last word says SPARKLE and the next student is "out." Students are also "out" if they misspell a word.

Create the word sliders. These would be perfect to take home to allow family practice.

Introduce the phonics passage. Read as a class and allow students to read independently too.

Students should complete the printable with the word family practice.

Have students practice writing their 8 word family words! If they need a challenge, give them the level two printable.

Assess for students' proficiency with the word family of the week.

1st GRADE

Rooted in **READING**
FEBRUARY



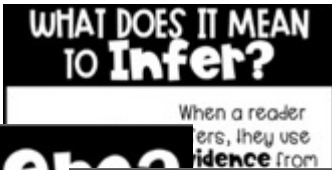
Cloudette
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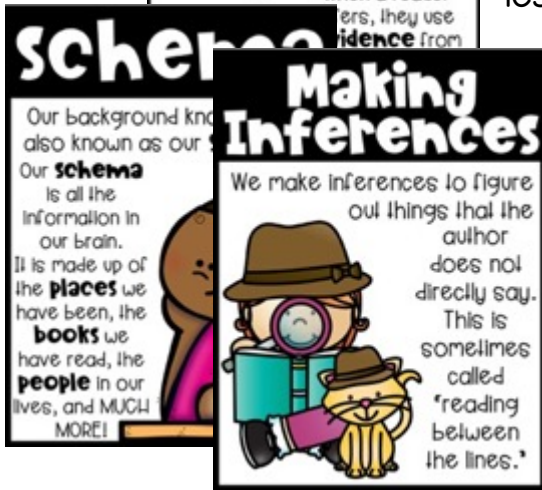
COMPREHENSION



Book Questions: Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!



Digital Anchor Charts: Use these posters during your mini-lessons. Display them after the lesson to serve as a reminder or helpful tool for students who need it.



Follow-Up Activities: These printables are designed to check student understanding. Most can be glued right into notebooks to keep for future reference. If you are needing grades, these activities would serve that purpose.

Check for Understanding:
Reading Passage
Comprehension Check

Name: _____

Reading Comprehension

Directions: Read the passage. NAME: _____ (Cloulette)

Bobby loves playing football. He wants to take the day off. Bobby's door to ask him to play, he had had been running for three days. Bobby had so much fun running, jumping, catching, and scoring that he had low muddy they had gotten. Bobby was at the front door. His mom's name was _____.

Why would a lot of people _____?

Write some of the verbs _____.

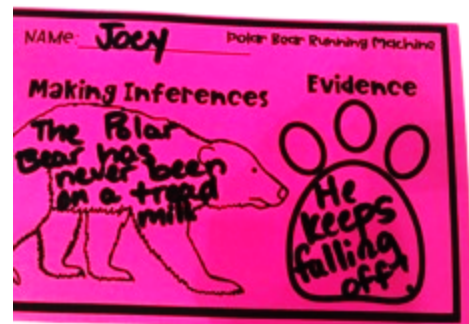
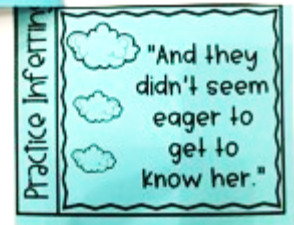
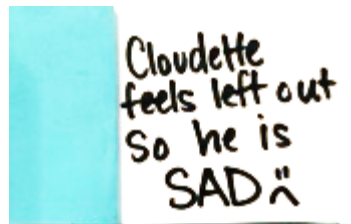
Draw your prediction for what Bobby's mom will ask him to do _____.

Circle the word **off**.

COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

- What was Cloulette jealous about?
 - other clouds' families.
 - the things big clouds got to do
 - not having any friends
- When the author said Cloulette was blue what did he mean?
 - Cloulette was heavy with rain
 - Cloulette was cold
 - Cloulette was sad
- Why was Cloulette proud of the end of the book?
 - she was able to help others
 - she caused a hurricane
 - she won first prize for the biggest cloud ever
- Cloulette always hated being small
 - True
 - False
- What can you **infer** about the teacher in this drawing. Explain your thinking.







ANCHOR CHART

WE CAN DESCRIBE CLOUDETTE

TRAIT: friendly	EVIDENCE: She talked to everyone.
TRAIT: helpful	EVIDENCE: She gave water to the pond.
TRAIT: grateful	EVIDENCE: She was thankful for her new friends.
TRAIT: happy	EVIDENCE: She could fit into small spaces.
TRAIT: blue (sad)	EVIDENCE: She wanted to do BIG things, but she was too small.
TRAIT: brave	EVIDENCE: She helped even though she was small.

TYPES OF CLOUDS


FACT: Clouds are made up of droplets of water.	FACT: Big white Puffy		CUMULUS
	CIRRUS	FACT: - low - thin - wispy	STRATUS
	CUMULONIMBUS	FACT: - very tall - heavy rain - tornados	FACT: can make a little rain
	STRATOCUMULUS		

NONFICTION READER

The Nonfiction Reader can be found as a separate file in the zip folder. This allows you to share the document with student devices. Please make sure that sharing settings are not made public as to protect the content of Rooted in Reading.

Cumulus Clouds

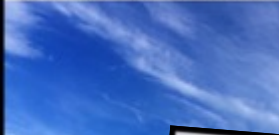
Cumulus clouds look like big piles of cotton balls floating in the sky around the world like to look for within the curves of the cumulus type of cloud usually doesn't produce precipitation, but many times clouds that will have rain, snow clouds are fairly low with the clouds only 1,000 feet off the ground. The cumulus cloud resembles a cauliflower and looks like it is called a "towering cumulus." formation continues to grow and become a storm cloud.



1

Cirrus Clouds


High, wispy clouds that resemble a horse's tail are known as cirrus clouds. These clouds are made of ice crystals. The name cirrus means "curling." These clouds appear between 20,000 and 60,000 feet in the sky. Cirrus clouds are found on Earth, but also on Mars, Jupiter, and Neptune. Cirrus clouds can be used to forecast future weather. When a few cirrus clouds appear on a blue sky, it is a sign that a large storm front is on its way.



2

Stratocumulus Clouds

Stratocumulus clouds have characteristics of both stratus and cumulus clouds. They are low lying, but puffy or lumpy. They group together in clumps or waves and can be anywhere from bright white to dark gray. These clouds are the most commonly found clouds on Earth. Stratocumulus clouds usually form when stratus clouds break apart and tell us that the weather is changing. They can be found at the beginning or end of a bad storm. Sometimes people think they are rain clouds, but it is not very common at all to see precipitation coming from stratocumulus clouds.




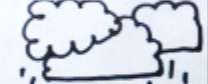

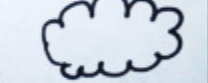

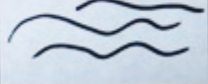
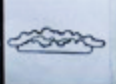
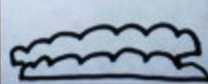


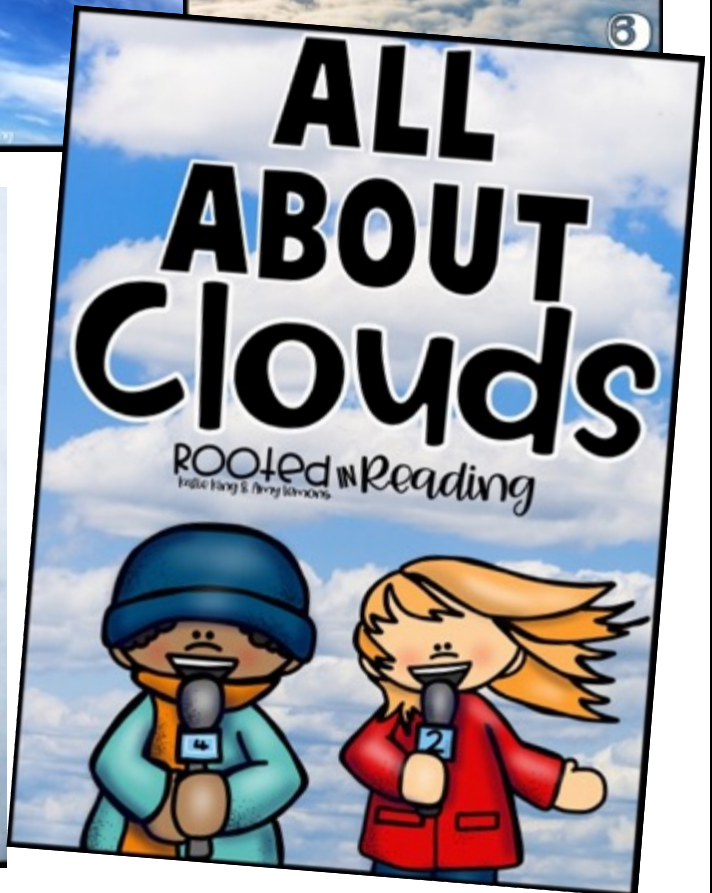
3

Students match the cloud to the name.
Students sketch each type of cloud.

Name: _____

Types of Clouds

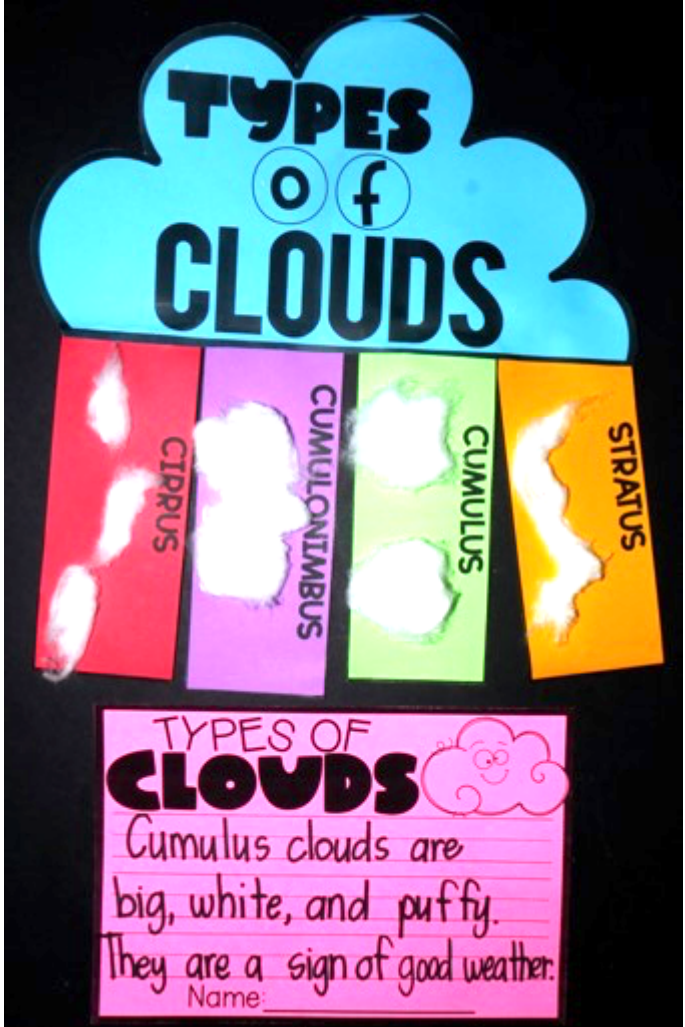
TYPE OF CLOUD:	MATCH IT:	SKETCH IT:
cirrus		
cumulonimbus		
cumulus		
stratus		
stratocumulus		



ART & WRITING



CLOUDETTE
Cloulette was small, but she learned how she could still be helpful.
Name: _____

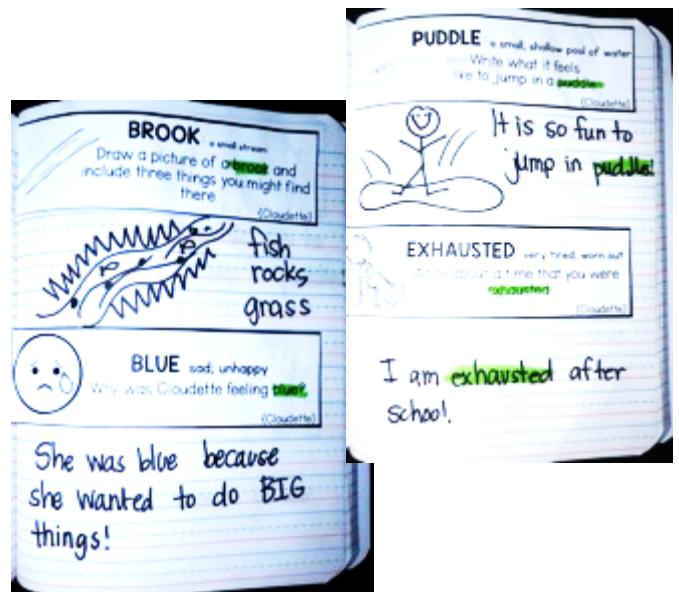


TYPES OF CLOUDS

- CIRRUS
- CUMULONIMBUS
- CUMULUS
- STRATUS

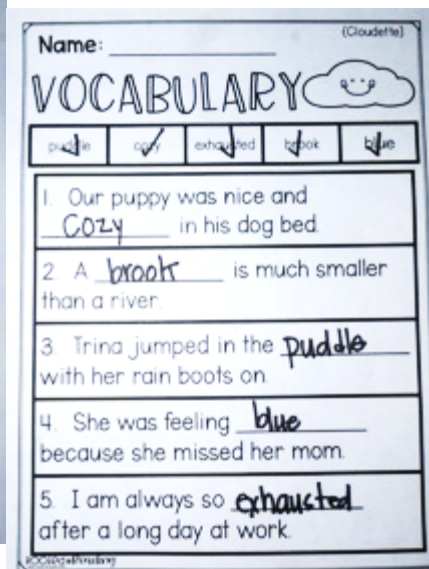
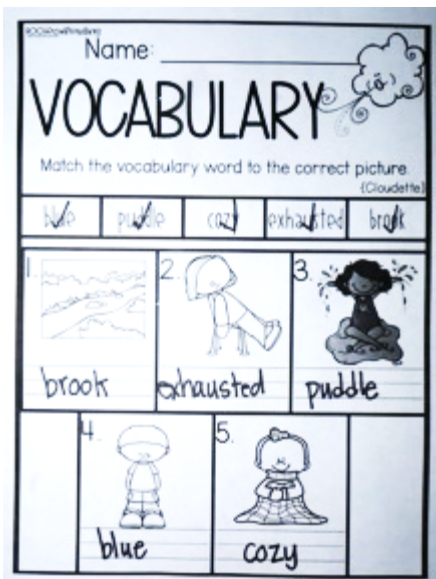
TYPES OF CLOUDS
Cumulus clouds are big, white, and puffy. They are a sign of good weather.
Name: _____

VOCABULARY



Vocabulary Cards can be used to introduce unfamiliar terms in the book. They can be displayed for students to refer to throughout the week.

Vocabulary Prompts are great warm-ups. These helps students to think about and use the new terms. They can be glued into an interactive notebook. You may just want to choose a couple for the week rather than tackling every single one.

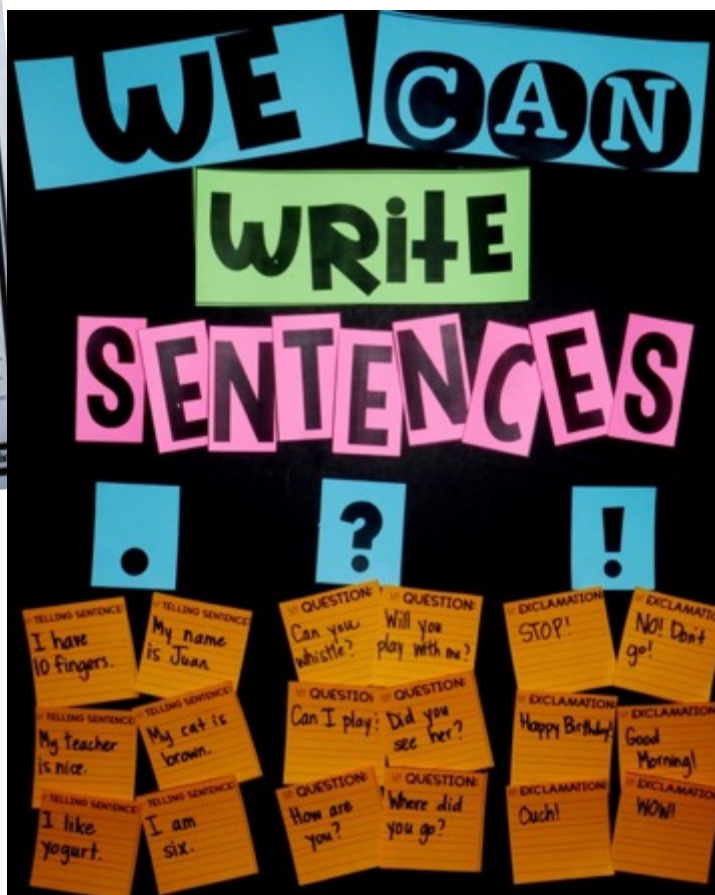
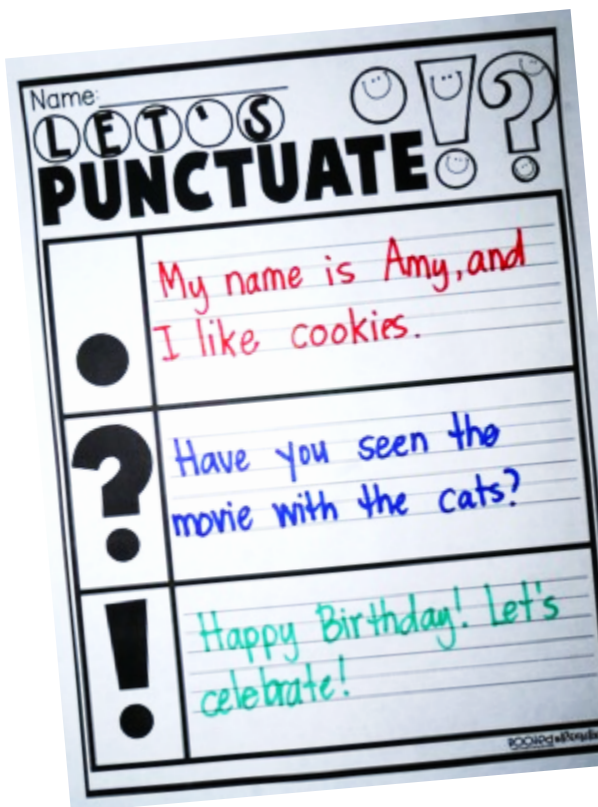


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GRAMMAR

M: Punctuate it!
Clip Charts and
Printable

T: Punctuation
Anchor chart

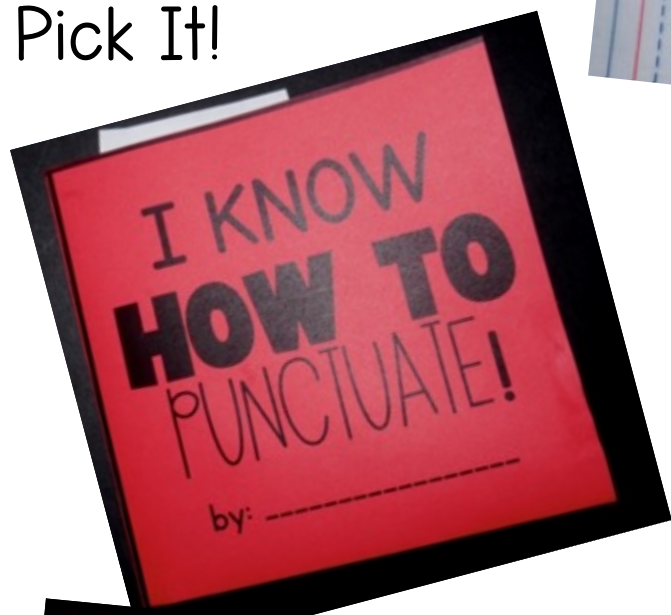
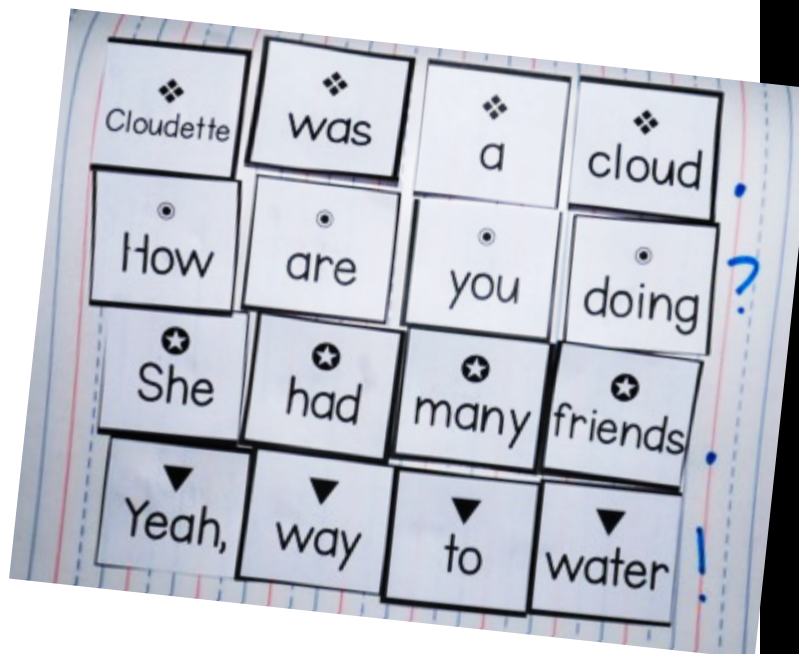


GRAMMAR

W: Sentence
Puzzles

TH: Punctuation
Pocket Book

F: Punctuation
Pick It!



PUNCTUATION PICK IT			
1. Good morning!	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How are you?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Where is mom?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. She is small.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. I like rain.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Can we eat?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. He is sick.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8. Ouch!	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name: _____

PHONICS

-est



tw

twigs

best pes
nest test

bent dent tent scent
cent sent went spent

tw

-est words

tw WORDS

west
quest
tent

-ent words

PHONICS Word Sort

-ent words **-est words**

-ent/-est Word Practice

Name: _____ (-ent/-est words Level 1)

Directions: Write the word by each picture.

Assessment	

Directions: Choose one word and write it in a sentence.

SPIN AND COLOR

Name: _____ (-ent/-est words)

Word Practice

test nest tent spent dent
cent sent went scent



t	test
st	cent
t	guest
nt	west

I write them in a sentence.

PHONICS Word Sort

Directions: After looking for -ent and -est words, record them in the table.

-est words	-ent words

1st GRADE

Rooted in **READING**
FEBRUARY



The Big
Bed

by
Bunmi
Laditan

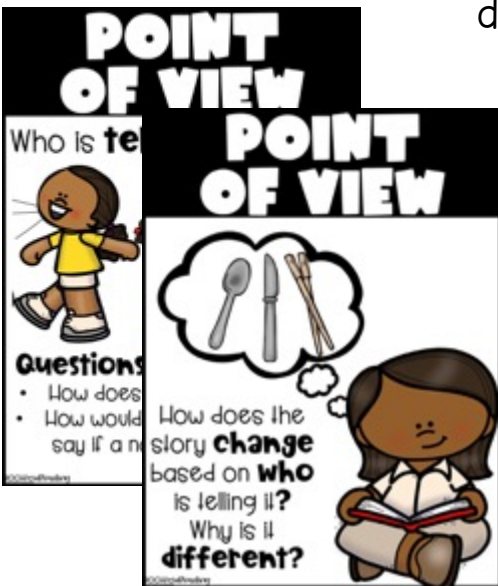
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COMPREHENSION



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Check for Understanding: Reading Passage Comprehension Check

NAME: _____ (The Big Bed)

COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

- What is the problem in the book *The Big Bed*?
 - the family is moving
 - Mom is having a baby and the girl is not happy
 - the girl wants the dad to give up his spot in bed
- What does the girl like about her dad?
 - snuggling with him
 - watching movies with him
 - playing with him during the day
- How do you know how mom feels about the plan?
 - she buys the new bed
 - in the pictures she is laughing
 - the author tells you that she is mad
- The girl's solution to the problem is to buy a bigger house.
 - True
 - False
- Who is telling the story? Why is it important that this story is told from this person's **point of view**?

Circle the word **thinks**. Read 3 times.

Name: Jacque

Point of View

Directions: Cut out the statements at the bottom of the page. Glue them on either the True or False side of the glasses based on whether it happened in the story. When you finish, write about what you think the funniest part of the book is.

TRUE

- Daddy can cuddle with Grandma
- She likes playing with Daddy

FALSE

- Mom doesn't want daddy in the bed
- Daddy should sleep with the little brother
- Daddy should sleep in a tent in the yard

Her favorite part is...

Name: Emmie




POINT OF VIEW

When we hear the knife and chopstick's point of view, how does it change things?

We learn that knife and chopsticks think spoon is the best b/c he's silly and doesn't need a pair!

ANCHOR CHART

POINT OF VIEW

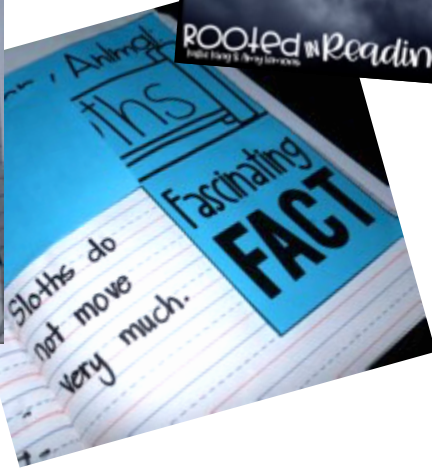
 <p>How does the DAD FEEL? Dad is feeling Concerned.</p> <p>How do you KNOW? He looks worried she may win!</p>	 <p>How does the MOM FEEL? Mom thinks her daughter is silly.</p> <p>How do you KNOW? She is laughing at the end.</p>	 <p>How does the DAUGHTER FEEL? The daughter feels angry at dad for making her sleep in her own bed.</p> <p>How do you KNOW? She says that he can have his own mom put him to sleep.</p>
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SLEEPY ANIMALS

 <p>PYTHON</p> <p>FACT: Pythons can sleep for weeks at a time.</p>	 <p>TIGER</p> <p>FACT: Tigers sleep for 16-20 hours a day.</p>	 <p>SLOTH</p> <p>FACT: Sloths sleep for 20 hours a day.</p>	 <p>HIPPO</p> <p>FACT: Hippos sleep in the water.</p>	 <p>KOALA</p> <p>FACT: Koalas tuck themselves in branches to sleep.</p>
 <p>SQUIRREL</p> <p>FACT: Many squirrels sleep at night.</p>	 <p>CAT</p>			

NONFICTION READER

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Students use the flap-ups to write information learned from the NF reader.

ART & WRITING



Sleepy ANIMAL

Sloths sleep in trees
for 20 hours a day.

They barely move at all.
Name: _____

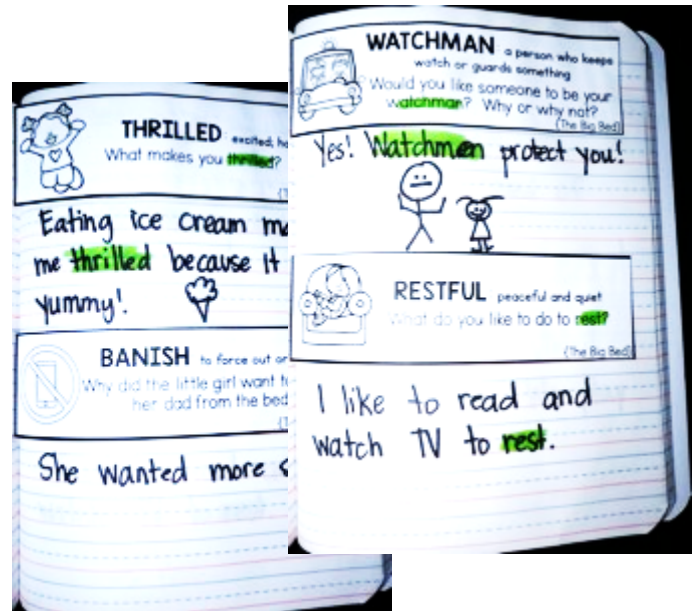


THE BIG BED

THE BIG BED

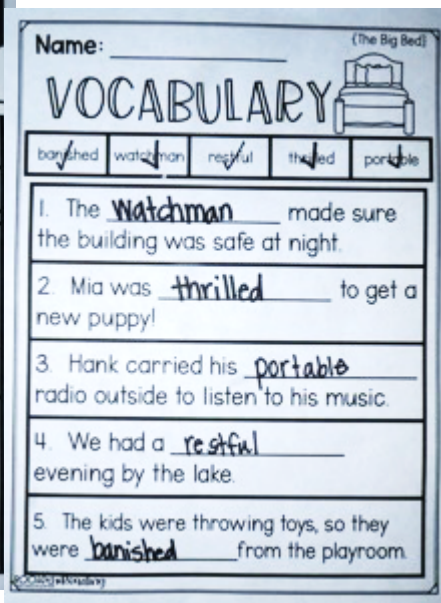
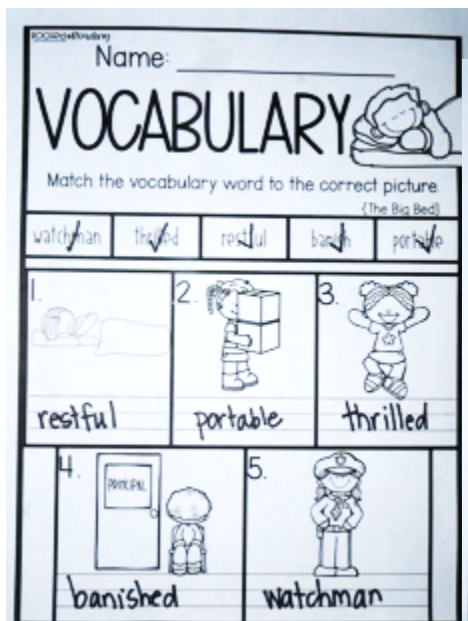
The little girl's presentation
is very well planned. She
wants to convince her dad!
Name: _____

VOCABULARY



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GRAMMAR

M: Article
Anchor
Chart and
Sort

T: Article
Flap-Ups



GRAMMAR

W: a or an
printable

TH: Article Sort

F: Article
Assessment

Name: _____

a or an

 an iguana	 an orange	WORD BANK: <input checked="" type="checkbox"/> ball <input checked="" type="checkbox"/> egg <input checked="" type="checkbox"/> car <input checked="" type="checkbox"/> ant <input checked="" type="checkbox"/> pen <input checked="" type="checkbox"/> iguana <input checked="" type="checkbox"/> orange <input checked="" type="checkbox"/> bag
 a pen	 a bag	
 an egg	 a car	
 ball	 an bug ant	

Name: _____

ARTICLES

Cut out the cards at the bottom. Sort the words into the two categories.

CORRECT	INCORRECT
a tiger	an bus
an apple	an bear
a flag	a elephant
a van	an gumball
an oval	

Name: _____

ARTICLES

1. an <input type="radio"/> pig <input checked="" type="radio"/> acorn acorn	2. a <input type="radio"/> arm <input checked="" type="radio"/> fox a fox	3. an <input checked="" type="radio"/> alligator <input type="radio"/> man an alligator
4. a <input checked="" type="radio"/> dot <input type="radio"/> apple a dot	5. an <input type="radio"/> hen <input checked="" type="radio"/> umbrella an umbrella	6. a <input type="radio"/> elf <input checked="" type="radio"/> pan a pan
7. an <input checked="" type="radio"/> igloo <input type="radio"/> ram an igloo	8. a <input checked="" type="radio"/> cow <input type="radio"/> arrow a cow	9. an <input checked="" type="radio"/> oval <input type="radio"/> book an oval
10. a <input type="radio"/> anchor <input checked="" type="radio"/> bug a bug	11. an <input checked="" type="radio"/> award <input type="radio"/> web an award	12. a <input checked="" type="radio"/> tag <input type="radio"/> orange a tag

1st GRADE

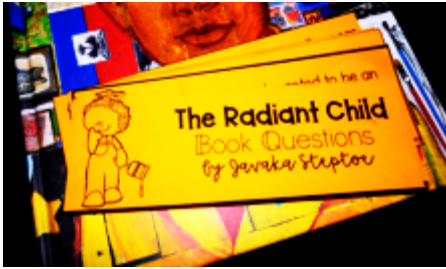
Rooted in **READING**
FEBRUARY



The
Radiant
Child
by
Javaka
Steptoe

by Amy Lemons and Katie King

COMPREHENSION



Book Questions: Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!



Digital Anchor Charts: Use these posters during your mini-lessons. Display them after the lesson to serve as a reminder or helpful tool for students who need it.

Follow-Up Activities: These printables are designed to check student understanding. Most can be glued right into notebooks to keep for future reference. If you are needing grades, these activities would serve that purpose.

Check for Understanding: Reading Passage Comprehension Check

NAME: _____ (The Radiant Child)

COMPREHENSION

Directions: Color in the 2

- Jean Michel and his mother love
 - the park
 - the movies
 - museums
- When he is very young, where
 - walls
 - buses
 - His father's work papers
- What happens when Jean Michel
 - he gets lost
 - he was in a car accident
 - his dog dies
- Jean Michel goes to art college
 - True
 - False
- Why is it important to know Michel's childhood?

Name: _____

Reading Comprehension

Directions: Read the passage and answer the questions:

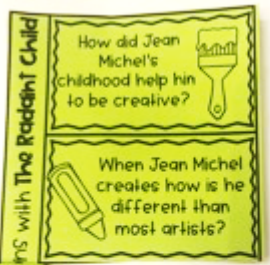
Sophia reads every book, watches every show, and goes to every museum she can go to see art! All Sophia wants for birthday are some paints and art lessons. Everyone who has talked to Sophia in the last six weeks knows this. It is all she talks about! When her big day starts and she finally gets to start lessons, she has her entire painting already planned out in her head. The painting doesn't turn out quite like she imagine, but she knows with a bit of practice and lots of patience, she will get there!

How do you know Sophia wants to be an artist?

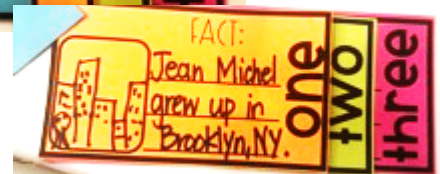
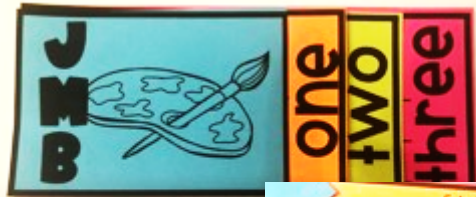
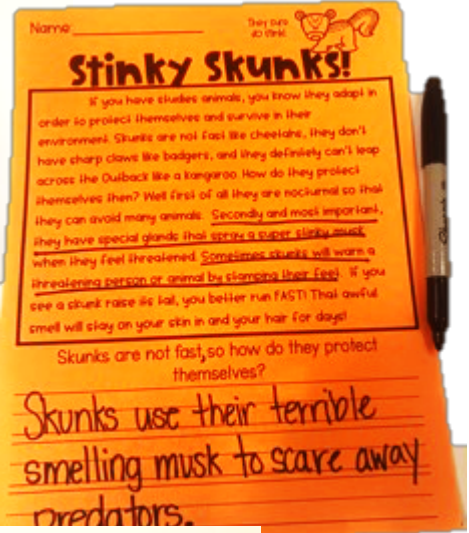
How does her first painting go?

How would you describe her attitude?

Circle the word **about**. Read 3 times 😊 😊 😊



His accident and his mother's illness.



ANCHOR CHART

WHAT WE LEARNED ABOUT

BASQUIAT

The anchor chart for Basquiat features a central illustration of a painter's palette with five colored sections: purple, blue, red, green, and yellow. Each section contains a handwritten note. Surrounding the palette are six green sticky notes, each labeled 'KEY IDEA' and containing a handwritten fact about Basquiat.

- KEY IDEA: He is an artist.
- KEY IDEA: He is unique.
- KEY IDEA: He never gave up.
- KEY IDEA: He achieved his goals.
- KEY IDEA: He loved his family.
- KEY IDEA: He worked hard.

Notes on the palette:

- He wants to be famous.
- He never gave up.
- He drew and painted by himself.

ALL ABOUT

ARTISTS

The anchor chart for Artists features a central title 'ALL ABOUT ARTISTS' in purple and pink. Below the title are six green rectangular boxes, each containing the name of a famous artist. Next to each name is a blue sticky note with a handwritten fact about the artist.

- KADIR NELSON**
FACT: Kadir Nelson is an illustrator.
- JEAN-MICHAEL BASQUIAT**
FACT: Basquiat lives in New York.
- JASON REYNOLDS**
FACT: Jason Reynolds is an author.
- GORDON C. JAMES**
FACT: James illustrates books.
- KWAME ALEXANDER**
FACT: Kwame writes poetry and kids' books.
- STEVIE WONDER**
FACT: Stevie Wonder is a famous musician.

NONFICTION READER

The Nonfiction Reader can be found as a separate file in the zip folder. This allows you to share the document with student devices. Please make sure that sharing settings are not made public as to protect the content of Rooted in Reading.

JEAN MICHEL BASQUIAT

Jean-Michel Basquiat was an American artist in the 1980s. He is known for his Haitian and Puerto Rican heritage. He began expressing his ideas through graffiti art pieces on the sides of buildings in New York City. He was a pioneer in the art world.



JASON REYNOLDS

Jason Reynolds is an American author and poet who writes for teen and adult audiences. His most famous work is the "Track Series" which has received the attention of critics everywhere. He was the first in the set of four books to win the National Book Award. He loved writing poetry, but did not begin writing novels until he was 17 years old. In his novel "I'm a Writer, I mean it in the professional ball player calls"



110 million dollars.

5

KADIR NELSON

Kadir Nelson is a popular illustrator of children's books. He began working in print, then moved to the film world. He was an actor in the movie "Spirit: Stallion of Cimarron". He has written and/or illustrated over 40 books.



STEVIE WONDER

Stevie Wonder is one of America's most famous musicians. Stevie's love of music was developed at church. He taught himself how to play many instruments ranging from the harmonica to the piano. He signed a contract with Motown Music at a very young age, and began topping the charts at twelve years old. As if it wasn't amazing enough



that he was a child prodigy, Wonder did all of this without the use of sight. Stevie was born six weeks early with a rare eye condition that left him blind. Wonder has received 25 Grammy Awards and the Presidential Medal of Freedom.

3

Creative ROLE MODELS

Rooted in Reading



Name: _____

AMAZING ARTISTS

Kadir Nelson
His artwork is in galleries all over the world.

Stevie Wonder
He is in the Rock and Roll Hall of Fame.

Kwame Alexander
He is a poet and fiction author.

ART & WRITING



AMAZING Artists

Artists can be painters,
writers, musicians, or
creators.

Name: _____



THE RADIANT Child

Basquiat wanted to be an
artist from an early age. He
worked hard to achieve his dream.

Name: _____

VOCABULARY



Vocabulary Cards can be used to introduce unfamiliar terms in the book. They can be displayed for students to refer to throughout the week.

Vocabulary Prompts are great warm-ups. These helps students to think about and use the new terms. They can be glued into an interactive notebook. You may just want to choose a couple for the week rather than tackling every single one.

Name: _____ (The Radiant Child)

VOCABULARY

artist	museum	accident	famous	confused
--------	--------	----------	--------	----------

- Our car was wrecked in the accident.
- I was confused so I asked my teacher for help.
- Each painting was signed by the artist.
- Everyone took pictures of the famous actor.
- Our class went on a field trip to the MUSEUM.

Name: _____

VOCABULARY

Match the vocabulary word to the correct picture.

confused	accident	famous	artist	museum
----------	----------	--------	--------	--------

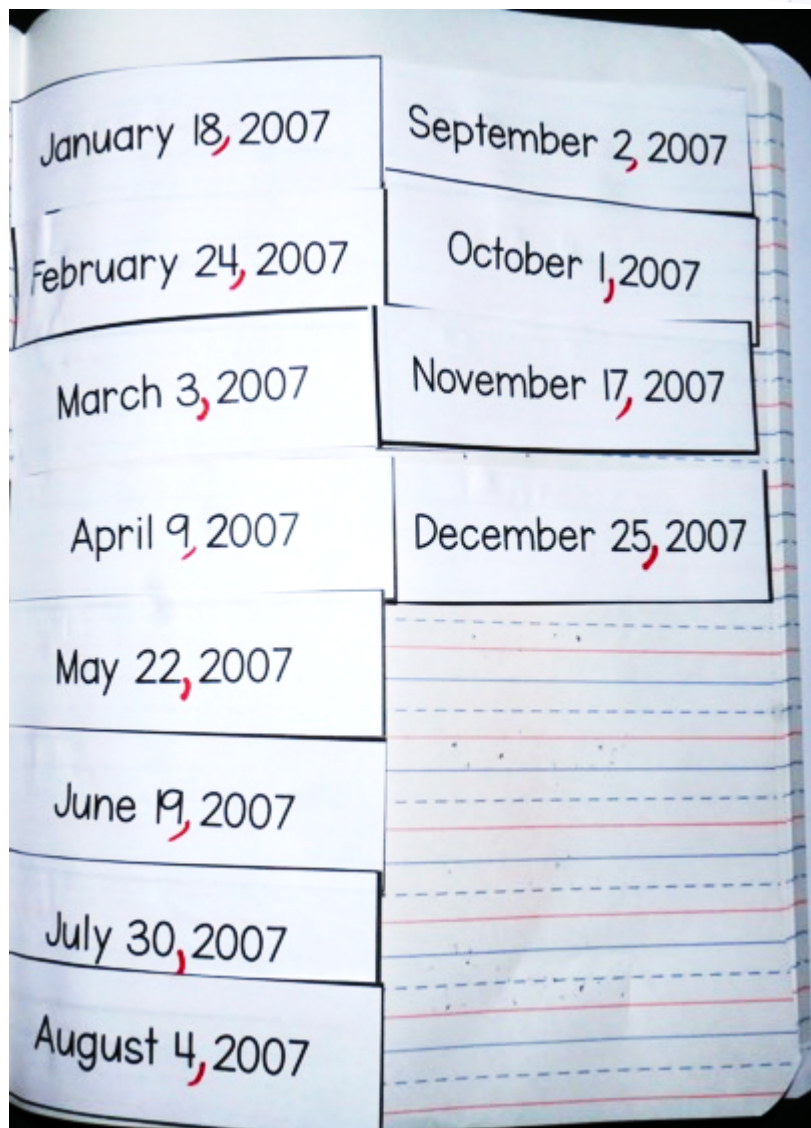
- famous
- artist
- museum
- accident
- confused

Vocabulary Printables: These can be used as an assessment towards the end of the week OR they can be used throughout the week during the whole group lesson. It may be that you want to complete these together so that your students learn the format.

GRAMMAR

M: Writing
the Date

T: Fixing
and
Ordering
Dates

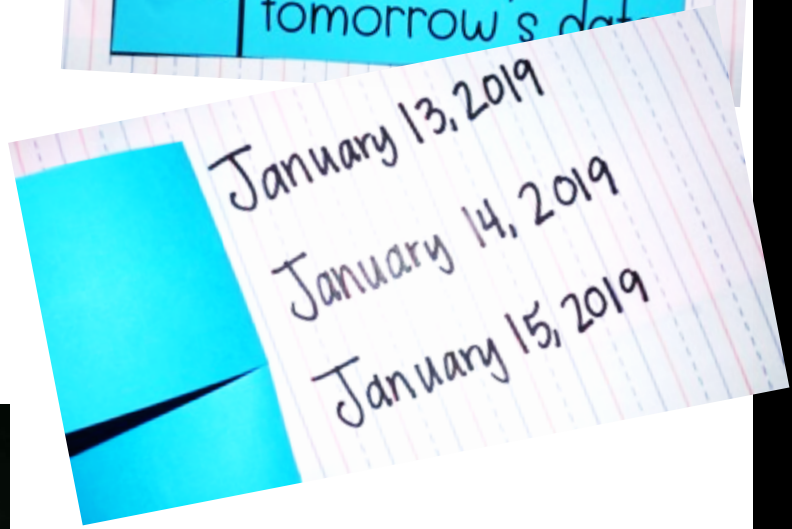
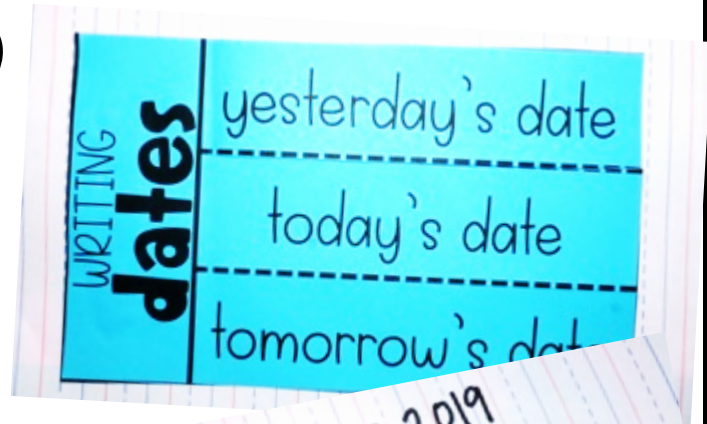


GRAMMAR

W: Writing Dates
Flap-Ups

TH: Writing Dates
Scoot

F: Write the Date
Assessment



Card J
Nov 3 1985
Written correctly?
YES or **NO**

Name: _____

YES or **NO**

A	Yes	G	NO April 7, 2017
B	NO March 14, 2019	H	Yes
C	Yes	I	Yes
D	Yes	J	NO May 3, 1985
E	NO July 3, 2004	K	Yes
F	Yes	L	October 7, 1980

Name: _____

Write the Date

1. **m**ay 4, 2018
May 4, 2018

2. **a**ugust 9, 2006
August 9, 2006

3. **m**ay 20, 2017
May 20, 2017

4. **j**anuary 12, 2018
January 12, 2018

PHONICS

-ed



bed led
fed rec

-ead



dead lead bread ready
head read tread spread

PEOPLES Word Sort

Directions: After sorting the -ed and -ead words, record them in the table.

-ed words	-ead words

Match the picture to the word.

dead	lead
head	read



sh WORDS



ed
tread
ready

-ead words

-ed words



Name: _____ [-ead/-ed words]

The Kitchen Table

Directions: Read the passage. Circle all the -ed/ead word family words.

The kitchen table is where Grandma read the paper each morning.

Grandma led us to where Mom spread the table to eat. Grandma led us to where Mom spread the table to eat. Grandma led us to where Mom spread the table to eat.

Write and draw 6 of them.

Draw what happens.

SPIN AND COLOR

Name: _____

- Color your spinner 2 different colors. Spin.
- Color a word that is in the same word family with that picture.
- Spin until all the boxes are filled.

--	--

dead	fed	read
fled	head	red
lead	spread	shed
bled	led	tread

Directions: Choose two words and write them in a sentence.

Name: _____ [-ead/-ed words]

-ed/-ead Word Practice

dead wed bread
sled head spread

bed red shed fed
led shed bled sled

Name: _____ [-ead/-ed words Level 1]

Assessment

Directions: Write the word by each picture.

Directions: Choose one word and write it in a sentence.

Name: _____ [-ead/-ed words Level 2]

Assessment

Directions: Choose one word and write it in a sentence.

1st GRADE

Rooted in **READING**
FEBRUARY





The
Koala
Who
Could
by Rachel
Bright

by Amy Lemons and Katie King

ANCHOR CHART

WHAT CAN WE LEARN FROM KOALA AND FRIENDS?



LESSON: Try something new.

LESSON: Take risks.

LESSON: Do not be scared.

LESSON: Don't give up on your friends.

LESSON: Help your friends.

LESSON: Invite people to do new things.

ANIMALS IN AUSTRALIA



KOOKABURRA

FACT: Their call sounds like a laugh.



ECHIDNA

FACT: They are egg-laying mammals.



DINGO

FACT: Dingoes mostly howl.



KOALA



PLATYPUS

FACT: Do not give birth to live young.



KANGAROO

FACT: Baby kangaroos are called joeys.



EMU


FACT: Male emus take care of their young.

NONFICTION READER

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KANGAROO


A large part of the Outback. This area is where people think of Australia right into their heads. Kangaroos are marsupial animals. They aren't fully developed when they are born. They will be fed and cared for by their mothers for several months. A baby kangaroo is called a joey. Kangaroos live in groups known as "troops". They have powerful hind legs to help them to pounce over their prey. They can travel at speeds of up to 40 miles per hour.



1

KOOKABURRA


The kookaburra is known around the world for his song that sounds like laughter. It can only be found in Australia. The call of the kookaburra is called the "bushman's clock" because when you hear it in the evening, they think it is the morning. Kookaburras are the largest of the Kingfisher birds. They are short and stout with large bills and eat a wide variety of insects to snakes. There is a children's song named after the kookaburra called "The Kookaburra Sit in the Old Gum Tree".



1

KOALA


Did you know that the koala is a marsupial? They are marsupials, which means they carry their young in a pouch. Koalas spend the majority of their lives sleeping and eating. They sleep for 18 hours a day and eat 2 pounds of eucalyptus leaves they prefer. Eucalyptus is a very toxic plant for many animals to eat and can be fatal. But the koala's body does not have any teeth, they are still not able to eat with them. They get the majority of their nutrients from the leaves and hardly ever drink water. In fact their name comes from the Greek word "no drink". Although koalas are found in Australia, they are still not the most common animal in their habitat being destroyed by human dwellings.



1

ECHIDNA

Like the platypus, the echidna looks like it has been pieced together from several different animals. It has spines like a porcupine, a pouch like a kangaroo, a beak like a bird, and lays eggs like a reptile. It is in fact a mammal and can be found in Australia, New Guinea, and Tasmania. They have the lowest body temperature of any mammal at 89 degrees Fahrenheit. This feature, along with the fact that they have a very slow metabolism, allows them to live up to fifty years. They can sense electric waves that help them find insects to eat. Then they slurp the insects up with their long tongues. Since they do not have any teeth, they use their tongues and the roof of their mouth to mash up their food.



6

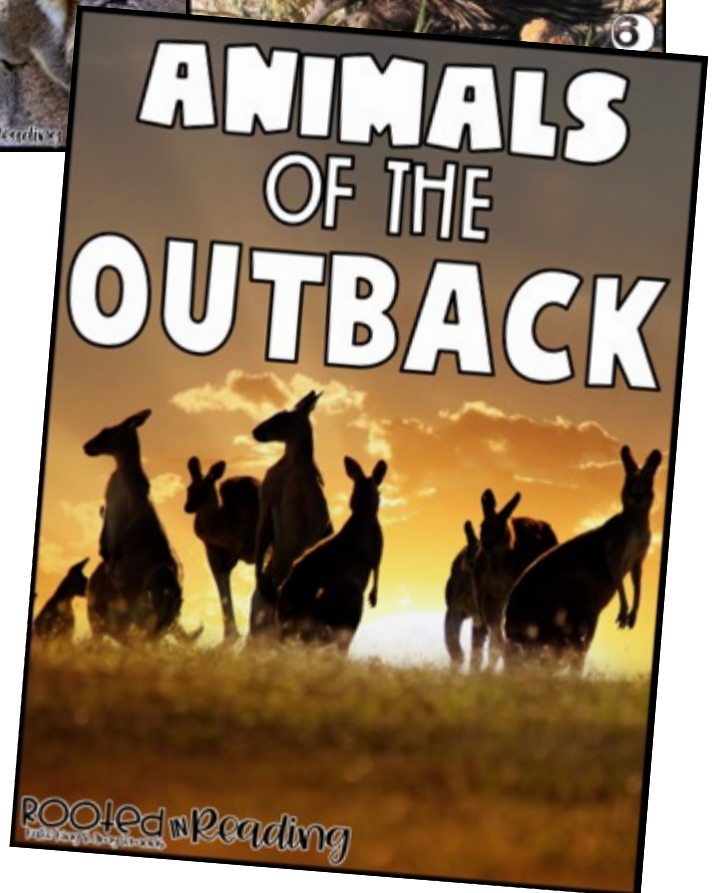
Name: _____

Let's Write About...



- Echidna & Platypus: lay eggs
- Koalas sleep and stay in trees.
- Kookaburras sound like they laugh.
- Dingoes are wild dogs.

ANIMALS OF THE OUTBACK



Rooted in Reading
Creating a Love of Learning

ART & WRITING



THE KOALA WHO COULD

We can be brave and
do something new. We
can trust our friends.

Name: _____

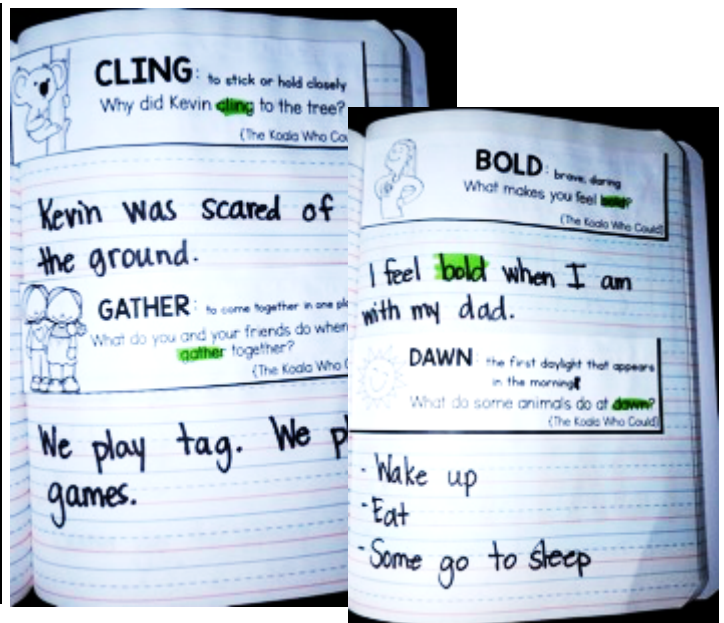


AUSTRALIAN ANIMALS

The kangaroo is a
marsupial. They have
strong legs to jump.

Name: _____

VOCABULARY



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Vocabulary Prompts are great warm-ups. These help students to think about and use the new terms. They can be glued into an interactive notebook. You may just want to choose a couple for the week rather than tackling every single one.

Name: _____ (The Koala Who Could)

VOCABULARY

gather	dawn	cling	frightening	bold
--------	------	-------	-------------	------

- You must wait until dawn to watch the sunrise.
- Many kids cling to their parents when they are nervous.
- The bold firefighter helped to put out the fire.
- The children will gather in a circle for story time.
- We hid under our covers because of the frightening sounds.

Name: _____

VOCABULARY

Match the vocabulary word to the correct picture.
(The Koala Who Could)

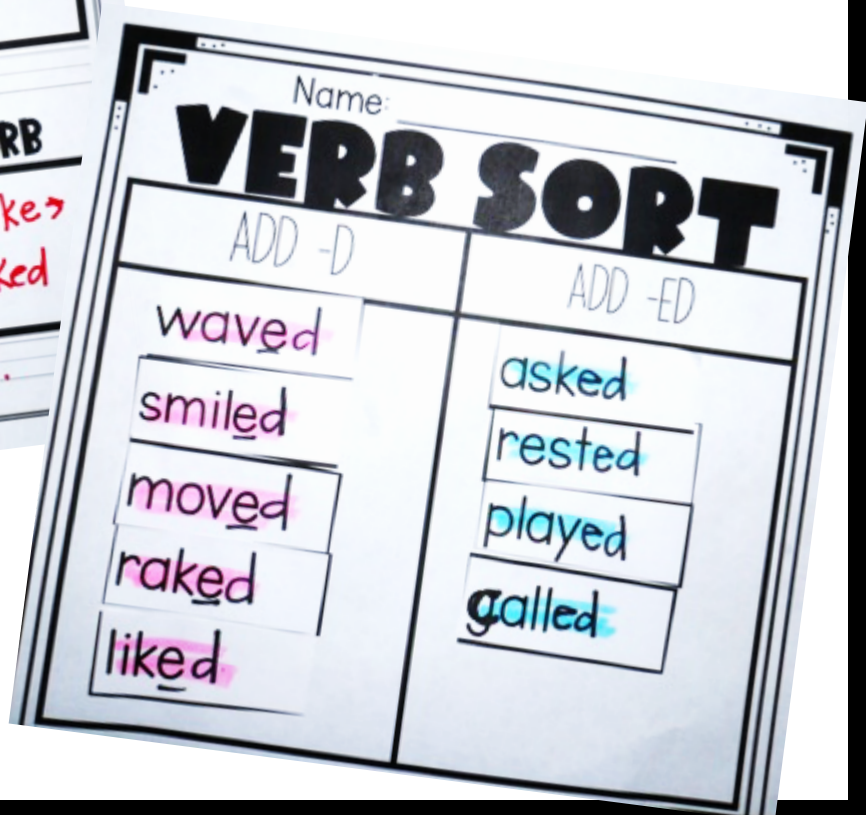
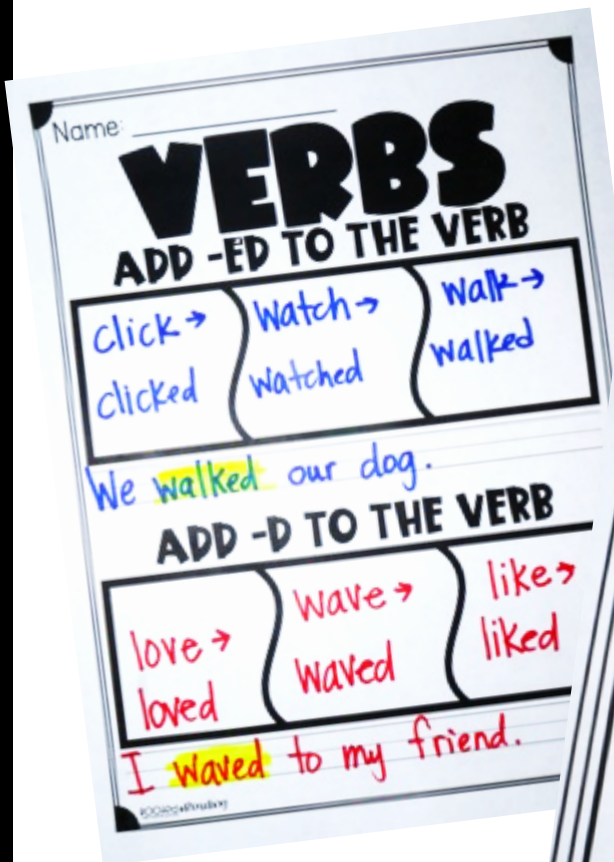
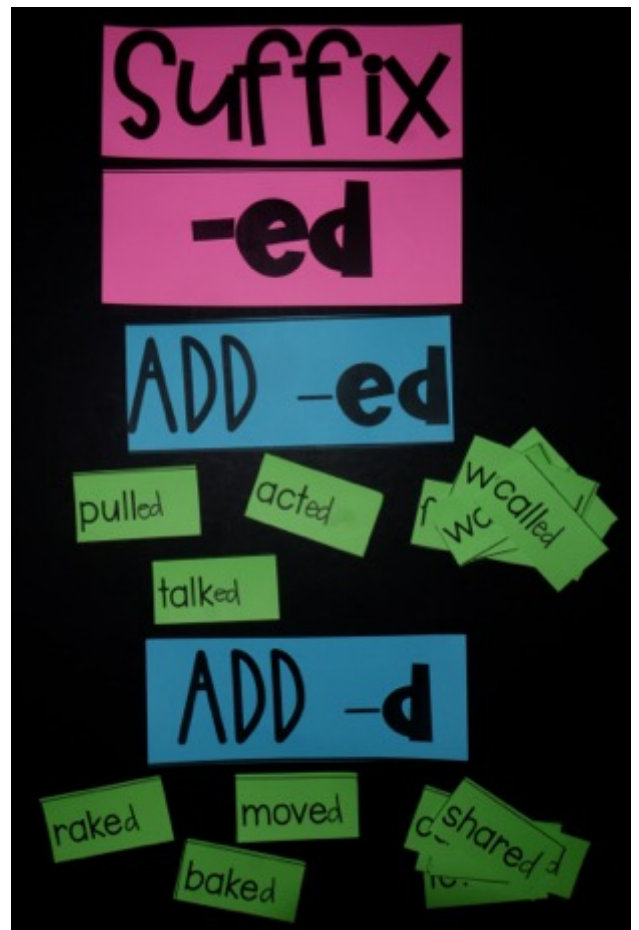
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
dawn	frightening	bold	gather	cling	

Vocabulary Printables: These can be used as an assessment towards the end of the week OR they can be used throughout the week during the whole group lesson. It may be that you want to complete these together so that your students learn the format.

GRAMMAR

M: Suffix Anchor Chart and Printable for add -ed and add -d

T: Verb Sort



GRAMMAR

W: Suffix

Anchor Chart and Printable for drop it and double it

TH: Suffix
Flap-book sort

F: Adding -ed
assessment

Name _____

VERBS

DOUBLE IT AND ADD -ED

stop → stopped	wag → wagged	flop → flopped
-------------------	-----------------	-------------------

We stopped running outside.

DROP THE Y AND ADD -IED

cry → cried	hurry → hurried	carry → carried
----------------	--------------------	--------------------

I cried when I was sick.

Suffix

-ed

DROP THE Y
AND ADD -ied

carried

copied

burgled

married

DOUBLE THE LAST LETTER
AND ADD -ed

grabbed

flapped

fapped

DOUBLE THE FINAL CONSONANT AND ADD -ed clap clapped	DROP THE Y AND ADD -ied carry carried
---	---

grinned	dropped	begged
hugged	tagged	grabbed
stopped	hopped	

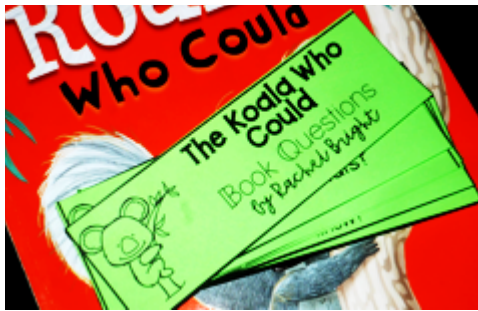
DROP THE Y AND ADD -ied

Name _____

ADDING -ED

1. play <input checked="" type="radio"/> played <input type="radio"/> playd <input type="radio"/> plaid	2. nap <input type="radio"/> napt <input checked="" type="radio"/> napped <input type="radio"/> napied	3. like <input type="radio"/> likd <input type="radio"/> likied <input checked="" type="radio"/> liked
4. rest <input type="radio"/> restd <input type="radio"/> restied <input checked="" type="radio"/> rested	5. move <input checked="" type="radio"/> moved <input type="radio"/> movd <input type="radio"/> movyed	6. stay <input type="radio"/> stayd <input checked="" type="radio"/> stayed <input type="radio"/> staed
7. shout <input checked="" type="radio"/> shouted <input type="radio"/> shoutd <input type="radio"/> shoutdd	8. stop <input type="radio"/> stopd <input checked="" type="radio"/> stopped <input type="radio"/> stopied	9. act <input type="radio"/> actd <input type="radio"/> actied <input checked="" type="radio"/> acted
10. cry <input checked="" type="radio"/> cried <input type="radio"/> cryd <input type="radio"/> cryed	11. miss <input type="radio"/> missd <input checked="" type="radio"/> missed <input type="radio"/> missyed	12. wait <input checked="" type="radio"/> waited <input type="radio"/> waitd <input type="radio"/> waitied

COMPREHENSION



Book Questions: Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!

Digital Anchor Charts: Use these posters during your mini-lessons. Display them after the lesson to serve as a reminder or helpful tool for students who need it.

Central Message

Growth Mindset

When we have a growth mindset, we are willing to **learn** and **adjust** to new situations.

Determining the Lesson

Questions to ask:

- What is the problem?
- What do the characters do about the problem?
- What does the character learn?
- What does the author want me to learn?

Follow-Up Activities: These printables are designed to check student understanding. Most can be glued right into notebooks to keep for future reference. If you are needing grades, these activities would serve that purpose.

Check for Understanding: Reading Passage Comprehension Check

NAME: _____ (The Koala Who Could)

COMPREHENSION CHECK

Directions: Color in it

- How were the other animals different?
 - they were smart and he was
 - they liked to move and he sat
 - They were just like, they just
- What is the bad part for Kaini?
 - he gets caught in a nest
 - he gets really hungry
 - he misses out on all the fun
- Why did Kaini come down from the tree?
 - an anacoona chases him
 - he gets bored
 - a bird causes the tree to fall
- After coming down from the tree:
 - True
 - False
- Dicky only played with Brett! Even anyone else. One day Brett was himself. He wanted to cry. Then had so much fun. The next day Brett and Brett it was a blast! What **LESSON** did Dicky learn?

Why does Paco love catching fireflies?

Why does Paco panic?

Draw how Paco felt at the end of the story.

Circle the word **flex**. Read 3 times. 😊 😊 😊

Name: Kelly

GROWTH	FIXED
I don't know how to do it, but I can learn.	I am the slowest runner on earth.
I think I could try harder on that project.	It's so messed up, I can't do it.
Mistakes are proof I am trying.	This is too hard for me, I quit.

I can get better at math!

It is important to try new things with an open mind!

The Koala

What part of the **BOOK** helped you out?

NAME: Jo-Jo Central Message

What is the Central Message of this short film?


If you keep trying at something you can get better. We all are needed!

How did you figure this out?


The ending of the movie shows that the dog improved and he was needed by someone.

PHONICS

-ar



car arm smart shark thumb
star farm start scarf



th WORDS



far shark
park yard
chart
th

Write and draw
Write the -ar word and draw a picture to match it.
Write a sentence with two of the -ar words.

Word	Drawing	Word

SPIN AND COLOR

Name: _____

- Color your spinner 2 different colors. Spin.
- Color a word that is in the same word family with that picture.
- Spin until all the boxes are filled.

smart	far	chart
lard	dark	spark
mark	cart	jar
car	card	hard

Directions: Choose two words and write them in a sentence.

-ar Word Practice

Name: _____

Word	Drawing

chart cart start star
smart yard shark stick

Directions: Choose one word and write it in a sentence.

ment

Name: _____

Word	Drawing

start chart
cart smart

Directions: Choose one word and write it in a sentence.
