

# 1<sup>st</sup> GRADE

# Rooted in READING MARCH



- Little Red and the Very Hungry Lion  
by Alex Smith
- After the Fall  
by Dan Santat
- The Mermaid  
by Jan Brett
- 3 Wolves and the Big Bad Pig  
by Eugene Trivizas

by Amy Lemons and Katie King

# UNIT 8: MARCH

| BOOK:                               | READING:                                    | CC:    | GRAMMAR:         | CC:     | PHONICS:                         | CC:                                       |
|-------------------------------------|---|--------|------------------|---------|----------------------------------|---|
| Little Red and the Very Hungry Lion | Folk Tales                                  | RL.1.7 | Adverbs of Time  | L.2.6   | -ir pattern<br>Blend:<br>wh      | RF.1.2B<br>RF.1.3<br>RF.1.3.A<br>RF.1.3.B |
| After the Fall                      | Nursery Rhyme Text Structure                | RL.1.3 | Conjunctions     | L.1.1.G | -or pattern<br>Blend:<br>str     | RF.1.2B<br>RF.1.3<br>RF.1.3B              |
| 3 Wolves and the Big Bad Pig        | Fairy Tales Compare and contrast characters | RL.1.9 | Commas in Series | L.1.2.C | -er/ur patterns<br>Blend:<br>scr | RF.1.2B<br>RF.1.3<br>RF.1.3B              |
| The Mermaid                         | Comparing and contrast two texts            | RL.1.9 | Compound Words   | L.1.4.A | -ow/ou pattern<br>Blend:<br>spr  | RF.1.2B<br>RF.1.3<br>RF.1.3B<br>RF.1.3.C  |

# UNIT 8: MARCH

| BOOK:                               | READING:                                    | TEKS:         | GRAMMAR:         | TEKS:         | PHONICS:                      | TEKS:   |
|-------------------------------------|---|---------------|------------------|---------------|-------------------------------|---|
| Little Red and the Very Hungry Lion | Folk Tales                                  | 1.9A<br>1.8C  | Adverbs of Time  | 1.11Dv        | -ir pattern<br>Blend: wh      | 1.2Bi,<br>1.2Bii<br>1.2Biii<br>1.2Ci<br>1.2Cii<br>1.2Ciii |
| After the Fall                      | Nursery Rhyme Text Structure                | 1.9A<br>1.10B | Conjunctions     | 2.11Dvi<br>ii | -or pattern<br>Blend: str     | 1.2Bi,<br>1.2Bii<br>1.2Biii<br>1.2Ci<br>1.2Cii<br>1.2Ciii |
| 3 Wolves and the Big Bad Pig        | Fairy Tales Compare and contrast characters | 1.9A<br>1.8B  | Commas in Series | 2.11Dx        | -er/ur patterns<br>Blend: scr | 1.2Bi,<br>1.2Bii<br>1.2Biii<br>1.2Ci<br>1.2Cii<br>1.2Ciii |
| The Mermaid                         | Comparing and contrast two texts            | 1.9A<br>1.8C  | Compound Words   | 1.2Biv        | -ow/ou pattern<br>Blend: spr  | 1.2Bi,<br>1.2Bii<br>1.2Biii<br>1.2Ci<br>1.2Cii<br>1.2Ciii |

# LESSON PLANS

## 3 Wolves & The Big Bad Pig? 3 Wolves & The Big Bad Pig

| READING   | VOCABULARY   | GRAMMAR  |
|---|--|--|
| <p>We will be using the James Marshall version of the Three Little Pigs to compare. If you do not have a copy of this book you can find it on YouTube here <a href="http://bit.ly/RIR3LittlePigs">http://bit.ly/RIR3LittlePigs</a>. Tell students before we can read our story of the week, we need to focus on the original fairy tale. After reading, discuss what students noticed. Be prepared to discuss different versions of the Three Little Pigs and talk about how Oral Tradition and Author Choice leads to slight changes.</p> <p>After Reading: Introduce the Fairy Tale digital poster. Look for characteristics of fairy tales within the Three Little Pigs.</p> <p>Follow Up Activity: Use the flip-flap to describe the three different pigs in The Three Little Pigs.</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>This week we will focus using commas in a sentence. Use the digital poster to discuss how we can list of three or more and create a sentence with commas.</p> <p>Use the picture to create sentence students how you three things, sep with comma conjunction before one). Pract: several sentences.</p> <p>Now student more sets of and read sentence Students v picture</p> |
|   |  |  |
|   |  |  |

## The Mermaid AFTER THE FALL

| READING   | VOCABULARY   | GRAMMAR  |
|---|--|--|
| <p>Introduce <i>The Mermaid</i> to the students. Use the questioning cards to introduce the book. Remind students of Jan Brett's style and what to expect. Read the book all the way through and discuss.</p> <p>After Reading: Introduce the Fractured Fairy Tales digital anchor chart and discuss. At this point they will most likely have picked up on the similarities to Goldilocks! Discuss and refer back to what they know about fairy tales.</p> <p>Follow Up Activity: Use the flip-flap to record the Story Elements from <i>The Mermaid</i> so we can use it later in the week to compare to <i>Goldilocks and the Three Bears</i>.</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>Continue reviewing and using conjunctions as a class.</p> <p>Conjunction Flip-Ups: Students cut out the rectangle and in between the flaps. Students glue under the title only. The two flaps will lift up. Students cut out the sentences. They will read the sentences and determine which conjunction would fit. Students write the conjunction and glue under the correct flap.</p> |
|   |  |  |
|   |  |  |



# LESSON PLANS


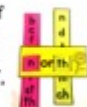


## PHONICS





## PHONICS



-str  
trigraph

-or  
pattern

### 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.              |  Create the word sliders. These would be perfect to take home to allow family practice.       |
| T |  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. |  Introduce the phonics passage. Read as a class and allow students to read independently too. |




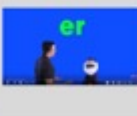

|   |  |   |
|---|--|---|
|  |  | "Begin the blend of the week on Tuesday. Use one of the two posters. As a class brainstorm words that begin with the blend. Have students complete the coloring activity."              |
|  |  | Introduce students to the Blend PowerPoint. This can be used as a warm-up. Students should fill in the missing blend and then practice reading the words with the help of the pictures! |









|   |  |   |
|---|--|---|
| W |  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. |  |
|---|--|---|

## PHONICS

-scr  
trigraph

### PHONICS: LESSONS and acTIVITIes

|    |  |
|----|--|
| TH | <h1>PHONICS</h1>   |
| 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.  |
| T  |  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.   |
| W  |  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.   |
| TH |  Play a word family song. This one is from My Growing Brain YouTube!  |
| F  |  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. |

|    |  |  |  |
|----|--|--|--|
| 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 with the help of the pictures!                |
| TH |   |   | Show students the PowerPoint to get more exposure to words with the blend. Have students complete the printable for the correct words for each sentence. If students are struggling read it with them! |
| F  |   |  | Use to assess students on reading and writing the blend of the week.   |

**1<sup>st</sup> GRADE**

*Rooted in* **READING**  
**MARCH**



Little Red  
and the  
Very  
Hungry  
Lion

by Alex  
Smith

*by Amy Lemons and Katie King*

# COMPREHENSION



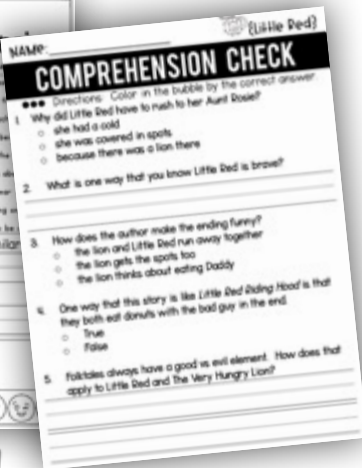
**Book Questions:** Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!



**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





# ANCHOR CHARTS

## ELEMENTS OF A FOLKTALE



**CHARACTERS**  
LITTLE RED  
- Little Red  
- Lion  
- Aunt Rosie

**SETTING**  
LITTLE RED  
The setting is in Africa.

**GOOD VS EVIL**  
LITTLE RED  
Good beats evil!

**PROBLEM**  
LITTLE RED  
The lion wants to eat LR's her aunt.

**SOLUTION**  
LITTLE RED  
Little Red outsmarts the lion.

## DELICIOUS & DELECTABLE DONUTS



**"Donut" YOU KNOW?**  
10 tasty facts that you probably didn't know about Dough-nuts

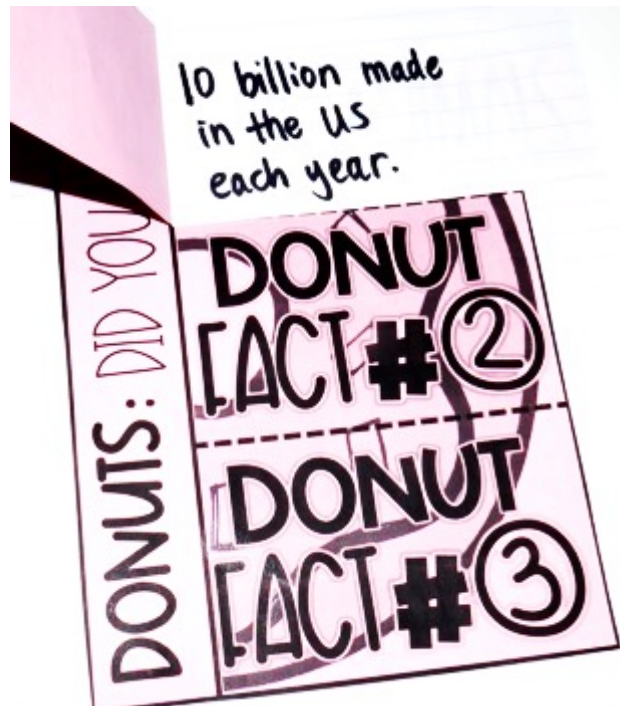
- A man ate 24 donuts in 16 minutes for the world record!
- Donuts have not always been in a ring shape.
- Donuts can be made in different flavors.
- Donuts are made of flour.
- 10 billion made in the US each year.
- The biggest donut ever was 16 feet wide.

Yummy, Tasty, Soft, Creamy, Colorful



# 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.



# ART & WRITING



LITTLE RED AND THE VERY  
**HUNGRY LION**  
The lion tries to trick  
Little Red so that he can  
eat her. However, she outsmarts him!  
Name: \_\_\_\_\_



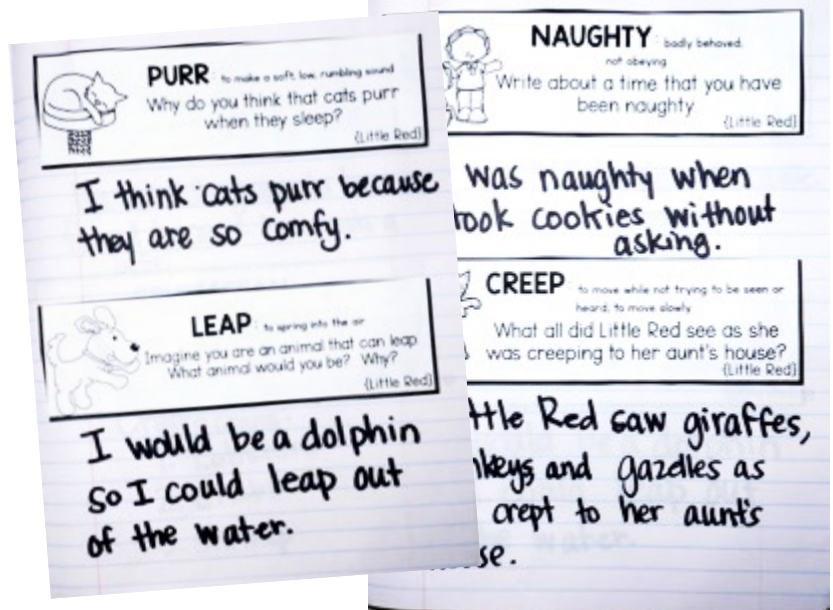
DELICIOUS AND DELECTABLE  
**DONUTS**  
In the United States,  
10 billion donuts are  
made each year.  
Name: \_\_\_\_\_



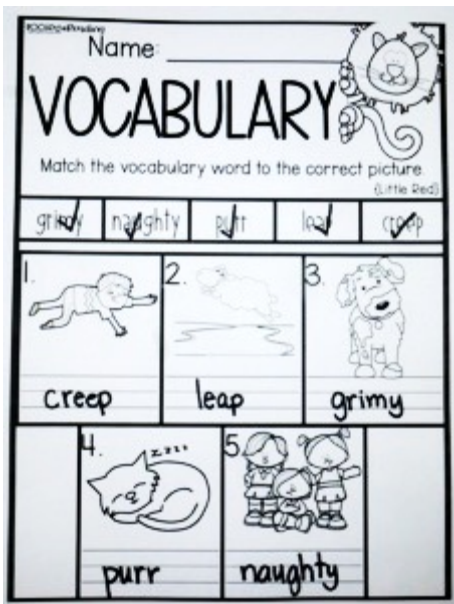
# VOCABULARY



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.



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: Adverbs  
in  
Sentences

T: Adverb:  
Yes or No?

• Come here **now**!

• We **always** play together.

• **tomorrow** is Halloween!

• I was sick **yesterday**.

• I drink water **daily**.

**Adverbs**  
Adverbs of time answer the question WHEN?  
now  
tomorrow  
already  
early  
today  
soon  
before  
after  
yesterday  
Today she is going to be gobbled up by a lion.

Can we read a book **later**?

I did my homework **after** school.

We will leave **soon**.

**Today** is my birthday!

I She is my best friend

Lions are mammals

Let's play outside!

Sometimes we swim in the pool.

Ben has bad dreams last night.

He is in first grade.

We walked to school

ADVERB: YES OR NO?

|                          |                           |
|--------------------------|---------------------------|
| A <b>School</b><br>NO    | G <b>after</b> -YES       |
| B <b>tomorrow</b><br>YES | H <b>mammals</b><br>NO    |
| C <b>always</b> -YES     | I <b>last</b><br>YES      |
| D <b>friend</b><br>NO    | J <b>Sometimes</b><br>YES |
| E <b>he</b><br>NO        | K <b>play want</b><br>NO  |
| F <b>before</b><br>YES   | L <b>play</b><br>NO       |

We had dessert **before** dinner.

I have to work tomorrow

# GRAMMAR

W: Adverb  
Flapbook

TH: Adverb  
Hunt

F: Adverb  
Assessment



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

**A D V E R B S**

Find the adverb in each sentence.

- Today** the lion will eat Little Red.
- First**, the phone rang.
- Little Red started walking **early** in the morning.
- She saw the hippos **before** the meerkats.
- The lion **already** went to the house.
- Later** she brushed the lion's teeth.
- Soon** it was beginning to get dark.
- Tomorrow** he will be a good lion.



# PHONICS

**wh**  
whale



**Wh**


birthday squirt  
smirk twirl  
shirt skirt

**Wh WORDS**  
Name: \_\_\_\_\_

bird dirt  
circle girl

Match the picture to the word.

**-ir**



bird dirt shirt stir  
circle girl skirt third

Name: \_\_\_\_\_ (-ir words)

## The Dirty Bird

Directions: Read the passage. Circle all the -ir word family words.

After Melissa from outside see a black bird, she also a very help. They but circle door. for the bird's Write and draw

### 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.

|       |       |        |
|-------|-------|--------|
| shirt | third | herd   |
| whirl | skirt | swirl  |
| twirl | nerd  | squirt |

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

Name: \_\_\_\_\_ (-ir words)

## -ir Word Practice

|   |   |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

Name: \_\_\_\_\_ (-ir words)

## -ir Word Practice





|   |   |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

bird skirt girl shirt  
stir third dirt circle

Name: \_\_\_\_\_ (-ir words Level 1)

Directions: Write the word by each picture.

## Assessment

|   |       |
|---|-------|
|  | _____ |
|  | _____ |
|  | _____ |
|  | _____ |

Name: \_\_\_\_\_ (-ir words Level 2)

Write the word by each picture.

## Assessment

|   |       |
|---|-------|
|  | _____ |
|  | _____ |
|  | _____ |
|  | _____ |

Choose one word and write it in a sentence.



# 1<sup>st</sup> GRADE

# Rooted in READING MARCH



After  
the Fall  
by Dan  
Santat

by Amy Lemons and Katie King

# COMPREHENSION



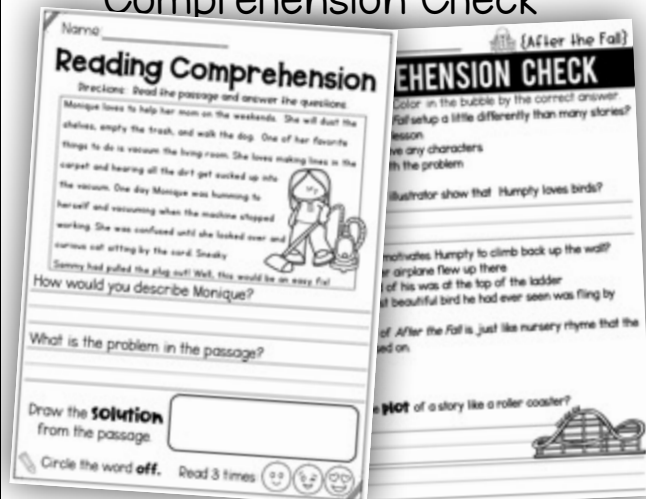
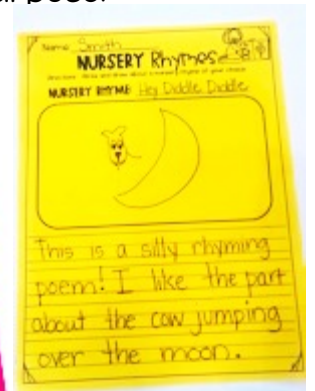
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# ANCHOR CHARTS


## HUMPTY DUMPTY

**CHARACTER** Humpty Dumpty **SETTING** sat on a **RHYME** wall,







Humpty Dumpty **PROBLEM** had a great **RHYME** fall

All the **CHARACTER** king's horses and all the **RHYME** king's men

Couldn't put Humpty together **RHYME** again.



## OVI PAROUS ANIMALS

|  |  |   |   |
|--|--|---|---|
| <br><b>ARTHROPODS</b><br><b>FACT:</b> Spiders often have egg sacks on their bodies. | <br><b>FISH</b><br><b>FACT:</b> Fish lay <b>MANY</b> eggs at a time.      | <br><b>MAMMALS</b><br><b>FACT:</b> Echidnas lay one soft egg in their pouch. | <br><b>BIRDS</b><br><b>FACT:</b> Birds sit on their eggs. |
| <br><b>REPTILES</b><br><b>FACT:</b> Turtles lay their eggs in the sand.             | <br><b>AMPHIBIANS</b><br><b>FACT:</b> Frogs lay eggs in puddles of water. |   |   |



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**Ovipa- what?**  
When we hear the word "egg," most of the time we think about chickens or breakfast but I am sure you also know that eggs are an extremely important element in life entering the world! Many animals, including All species of birds, lay eggs! These animals are referred to as **oviparous**. The eggs will look different based on the animal and where the egg will rest until it hatches. For example, a chicken's egg will be covered in sand and water.

**Reptiles**  
Turtles have been on earth for over 100 million years. One part of one of the oldest animals ever makes it surprising that they don't have a distinct when it comes to their young. The young emerges from the ocean in the middle of a big deep hole and lay up to one hundred big sized eggs. This group of eggs will cover the eggs with sand and water.

**Amphibians**  
Amphibians live in two lives. These animals breathe through gills when they are in water and absorb oxygen through their skin when they are on land.

**GET ME OUT OF HERE!**

**ALL ABOUT OVIPAROUS ANIMALS**  
by Amy Lemons and Katie King

**OVIPAROUS ANIMALS**

|   |  |
|---|--|
| <b>CLUE:</b><br>I lay my eggs in the sand by the ocean. | <b>CLUE:</b><br>I lay my eggs in a puddle. |
|---|--|

**OVIPAROUS Animals**  
Sea turtles lay their eggs in the sand near the ocean.  
Name \_\_\_\_\_

**OVIPAROUS ANIMALS**

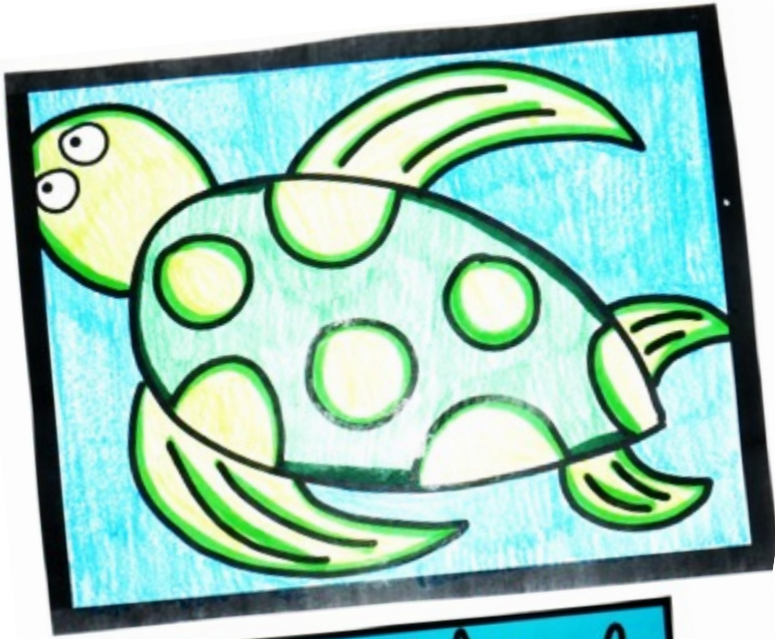
|   |  |
|---|--|
| <b>CLUE:</b><br>I lay my eggs in the sand by the ocean. | <b>CLUE:</b><br>I lay my eggs in a puddle. |
|---|--|

**OVIPAROUS ANIMALS**

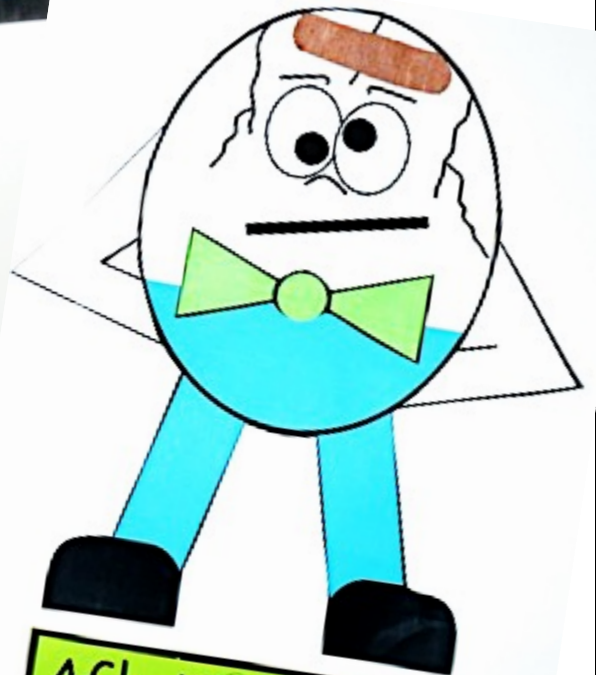
Sea Turtle

**CLUE:**  
I lay my eggs in a puddle.

# ART & WRITING



**Oviparous Animals**  
Sea turtles lay their eggs in the sand near the ocean.  
Name: \_\_\_\_\_



**After <sup>the</sup> FALL**  
Humpty Dumpty teaches me to not be afraid. He was scared, but he did not give up.  
Name: \_\_\_\_\_



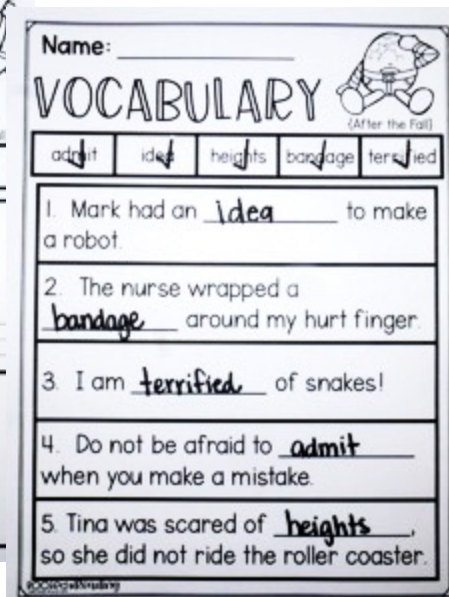
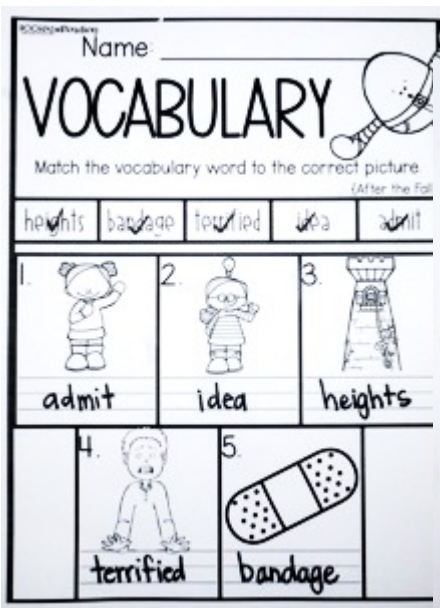
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# GRAMMAR

M:  
Conjunction  
Cards and  
Chart,  
Conjunctions  
in Sentences

- We can read **or** write.
- My dog barked, **so** it went outside.
- I love math, **but** I love Science more.
- We ate chicken **and** potatoes.



T: Conjunction  
Match

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

### CONJUNCTION MATCH

|  |     |
|--|-----|
| 1. My friends <u>and</u> I like to play.                 | and |
| 2. I have shoes <u>and</u> socks.                        | and |
| 3. It was rainy, <u>so</u> I brought an umbrella.        | so  |
| 4. I do not like broccoli, <u>but</u> I do like carrots. | but |
| 5. We can play inside <u>or</u> outside.                 | or  |
| 6. He has dog food, <u>but</u> not a dog.                | but |

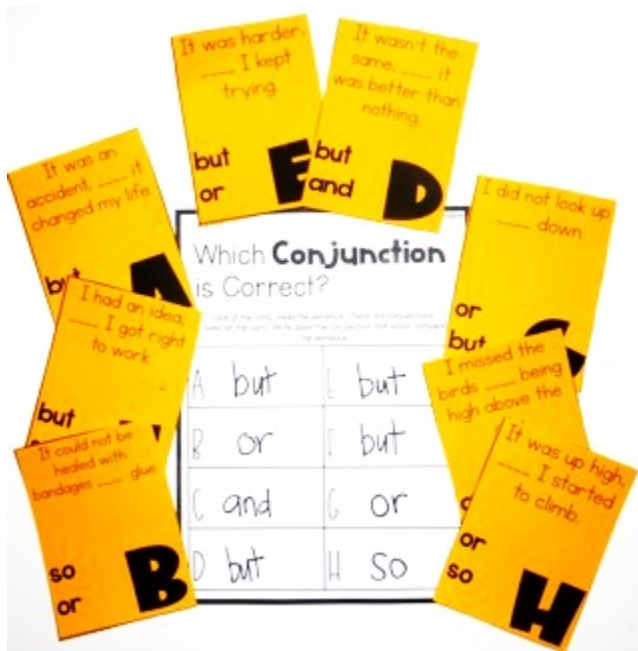
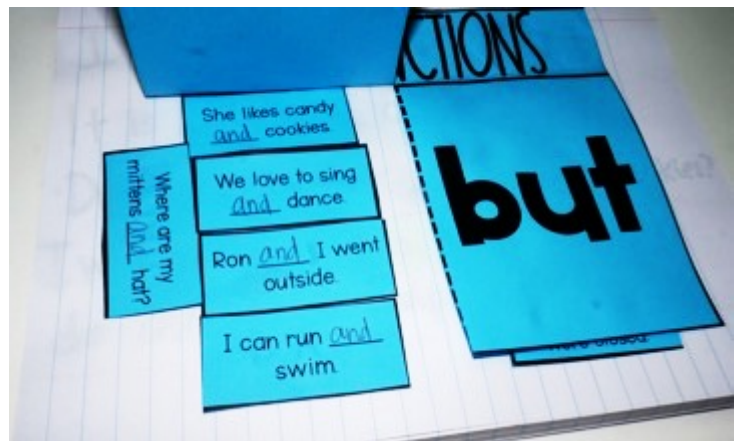
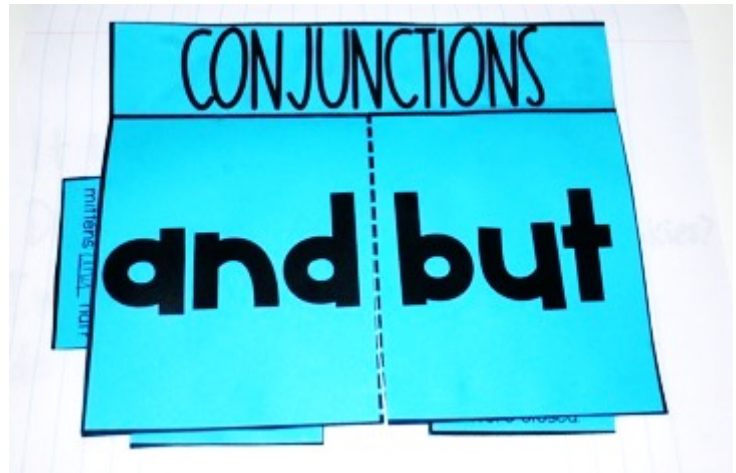
I play with Bob **and** Luke.  
It is hot, **but** I can't swim.  
Do you want crackers **or** cookies?  
I want a dog, **so** I have to do chores to help.

# GRAMMAR

W: Conjunction  
Match Flap-Ups

TH: Which  
Conjunction is  
Correct?

F: Conjunction  
Assessment



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


## CONJUNCTIONS

Find the conjunctions in each sentence.

- I like to eat apples **and** oranges.
- Do you like juice **or** milk?
- I like cats, **but** I like dogs better.
- It was snowing, **so** I wore a coat.
- My mom **and** sister ran a mile.
- I wanted to go, **but** I was sick.
- Do you have mittens **or** gloves?
- My favorite colors are red, blue, **and** orange.

# PHONICS


**-or**



**str**

born  
cord

strawberry



**str**

sport organ

porch

**str WORDS**

born

cord horn

north

storm

thorn

torch

Name: \_\_\_\_\_ (-or words)

**PHONICS**  
**Write and Draw**


Directions: Write the -or word and draw a picture to match.  
Write a sentence with two of the -or words.

| Word | Drawing | Word | Drawing |
|------|---------|------|---------|
|      |         |      |         |

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

**SPIN AND COLOR**

1. Color your spinner 3 different colors. Spin.  
2. Color a word that is in the same word family with that picture.  
3. Spin until all the boxes are filled.



















|       |       |        |
|-------|-------|--------|
| porch | horn  | tor    |
| short | fort  | snort  |
| sworn | thorn | scorch |

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

\_\_\_\_\_










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

**-or Word Practice**

|   |   |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Directions: Write the word by each picture.

**Assessment**

|   |   |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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

\_\_\_\_\_

Name: \_\_\_\_\_ (-or words)

**-or Word Practice**

|   |   |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Directions: Write the word.

**Assessment**

|   |   |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

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

\_\_\_\_\_

Name: \_\_\_\_\_ (-or words)

**A Backyard Fort**

Directions: Read the passage. Circle all the -or word family words.

Jerome and his friends had a fort. It was the coolest fort on the street. It even had a porch! Everybody had a job. Kiki was the lookout. She kept her eyes to the north. That was where those mean kids lived. Ty was in charge of making sure they could see at night. He pretended he had a torch, but it was really a flashlight. And in the case of a storm, Jerome would close the window! Nobody was born. They were sworn to protect the fort!

Write and draw 6 of the -or words.

○ ○ ○ ○ ○ ○

Draw what happened in the story.

\_\_\_\_\_



# 1<sup>st</sup> GRADE

# Rooted in READING MARCH



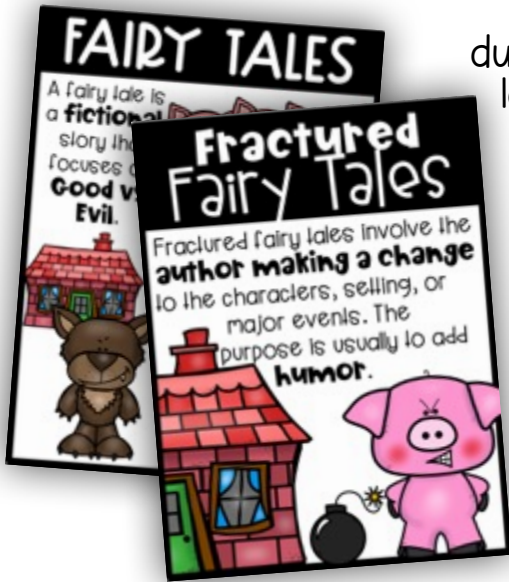
3 Wolves  
and the  
Big Bad  
Pig  
by  
Eugene  
Trivizas

by Amy Lemons and Katie King

# COMPREHENSION



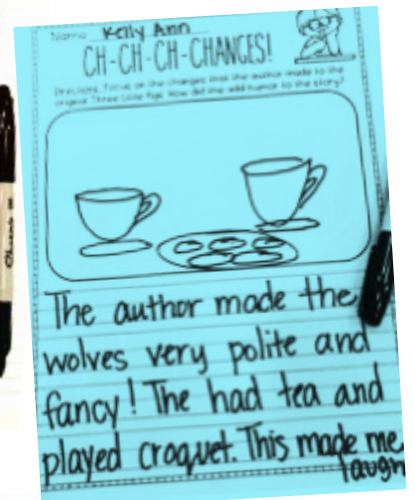
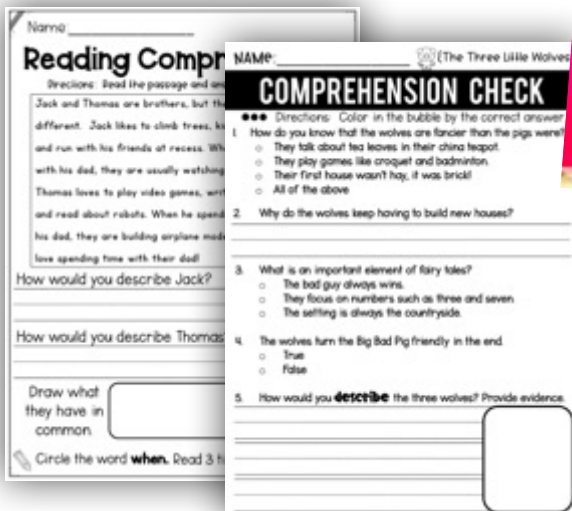
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**Follow-Up Activities:** These printables are designed to check student understanding. Most can be glued right into notebooks to keep for future reference. If you are needing grades, these activities would serve that purpose.

**Check for Understanding:**  
Reading Passage  
Comprehension Check




# ANCHOR CHARTS

## LET'S COMPARE

### CHARACTERS

#### THE 3 PIGS

- 2 LITTLE PIGS: -The brothers run to each other's houses
- 2 LITTLE PIGS: -Their houses blow down
- 3 LITTLE PIGS: -Make a sturdy house of brick
- 2 LITTLE PIGS: -Make a house of straw & sticks
- 1 LITTLE PIGS: -Make houses alone




#### SIMILARITIES

- 3 LITTLE PIGS: - Huff, Puff
- 3 LITTLE PIGS: - One house stays up
- 3 LITTLE PIGS: - Houses are destroyed

#### THE 3 WOLVES

- 2 LITTLE WOLVES: -Use locks, wire, concrete
- 2 LITTLE WOLVES: -Become friends with the pig
- 2 LITTLE WOLVES: -make a house of flowers
- 2 LITTLE WOLVES: -make really strong houses
- 2 LITTLE WOLVES: -build houses together
- 2 LITTLE WOLVES: -play outdoor sports



## ALL ABOUT WOLVES

#### THE PACK

**WOLVES:** The pack is for protection

#### HUNTING

**WOLVES:** Wolves have a strong sense of smell

#### THE YOUNG


**WOLVES:** Wolf babies are called pups.

#### HABITATS

**WOLVES:** Wolves live in many different places

#### RELATIVES

**WOLVES:** Wolves are related to coyotes and dogs



**WOLVES:** Wolves can eat 22 pounds of meat a day.



# 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.



Students write information about wolves underneath each flap.



# ART & WRITING



## THE 3 LITTLE WOLVES & THE BIG BAD PIG

The 3 little wolves work together. The Big Bad Pig destroys all except the flower house.

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



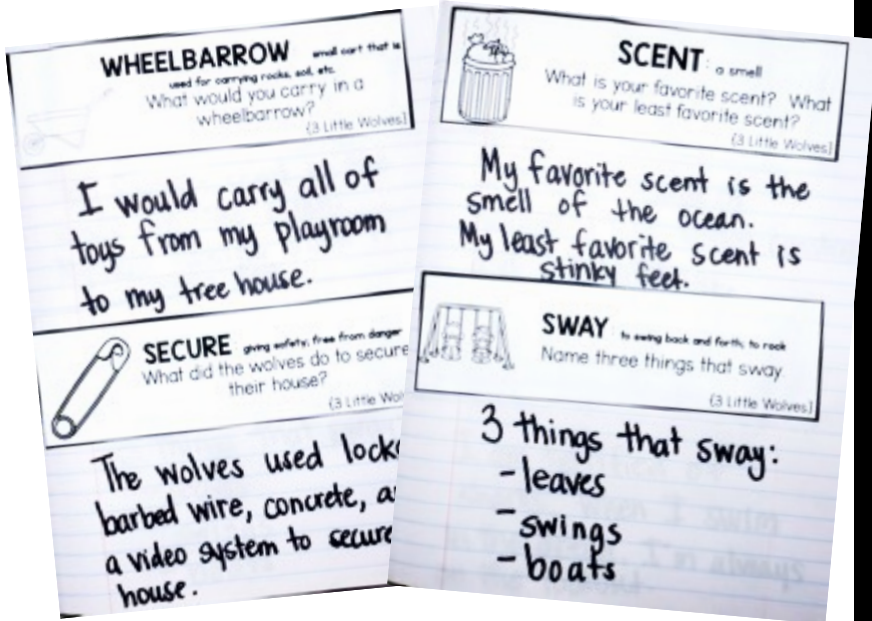
## WOLVES

Wolf pups are born not being able to see or hear.

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

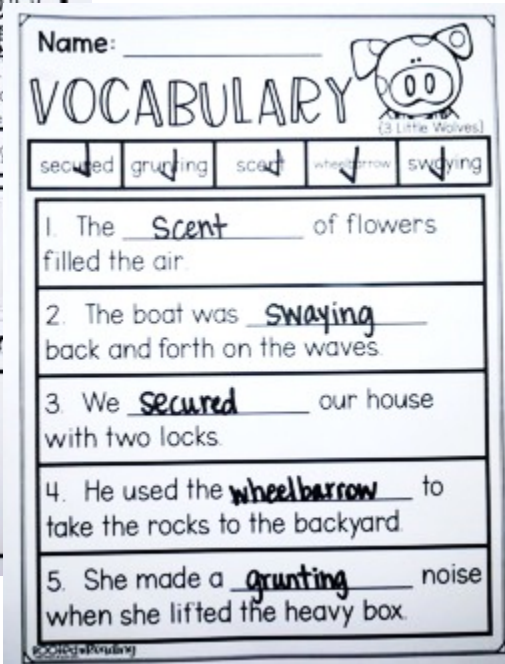
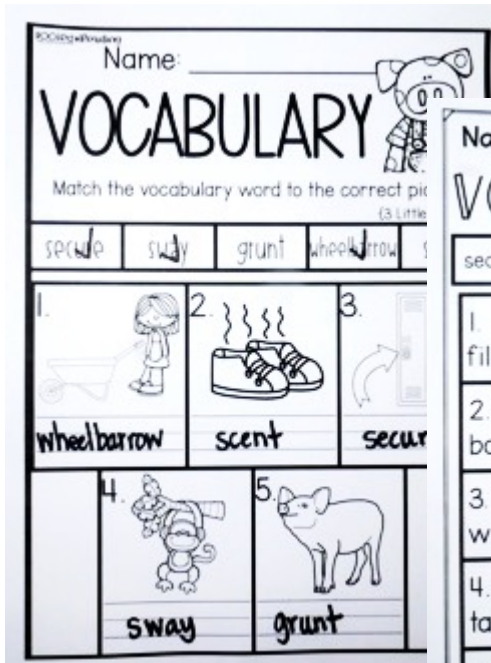


# VOCABULARY



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.



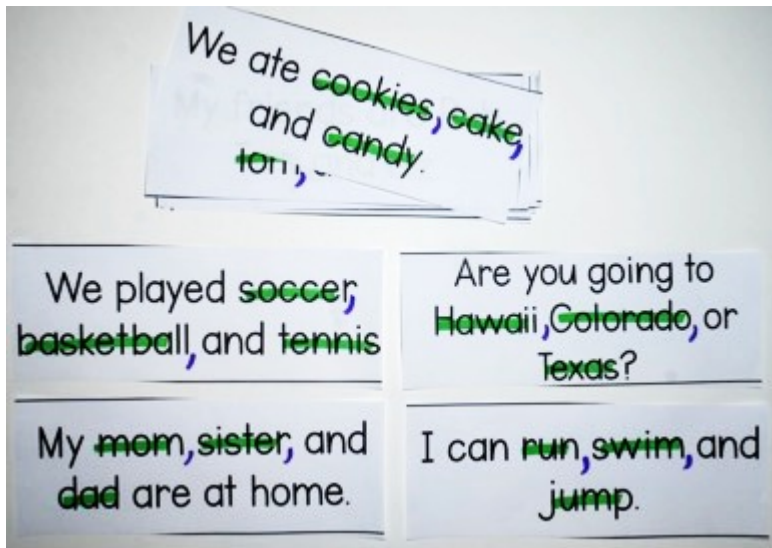
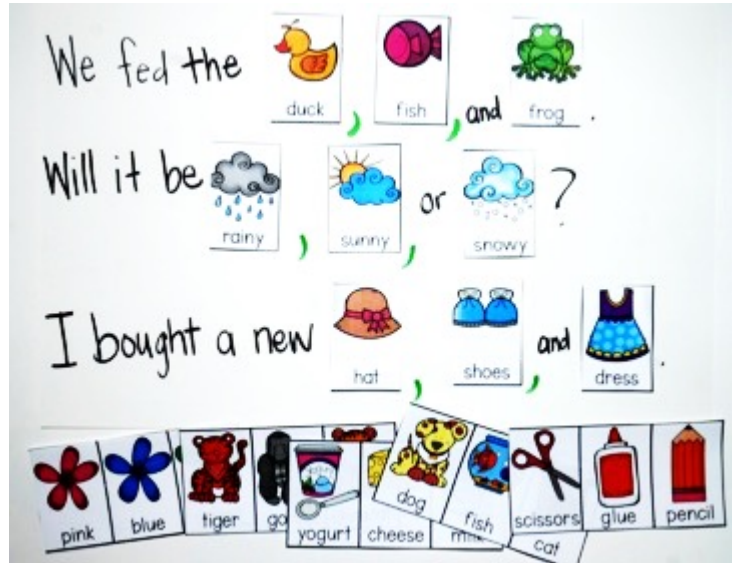
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# GRAMMAR

M: Commas in a Series with Picture Cards

T: Commas in a Series with Sentences



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

## COMMAS IN A SERIES

|  |
|--|
| My friends are Bob, Tom, and Liz.            |
| We ate cookies, cake, and candy.             |
| I like red, green, and yellow.               |
| I can run, swim, and jump.                   |
| Do you have a car, truck, or van?            |
| My mom, sister, and dad are at home.         |
| I love to sing, dance, and twirl.            |
| We played soccer, basketball, and tennis.    |
| The store has oranges, apples, and grapes.   |
| Are you going to Hawaii, Colorado, or Texas? |

# GRAMMAR

W: Correct  
or Not?  
Sort

TH: Commas  
in a Series  
Flap-Book

F: Commas  
in a Series  
Assessment

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

## Correct or Not?

| CORRECT                    | NOT                          |
|----------------------------|------------------------------|
| snakes, lizards, and frogs | apples, oranges, and bananas |
| red, blue, and purple      | tree, flower, and grass      |
| sing, dance, and act       | float, swim, and dive        |
| run, walk, and jog         | bee, ant, and fly            |
| eggs, bacon, and toast     |                              |

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

## COMMAS IN A SERIES

Highlight the words that need commas. Add commas in the correct spots.


- We read, sing, and learn.
- Do you like blue, green, or red?
- I can draw, paint, and color.
- Ben, Kim, and Ron walk to school.
- I like popcorn, hot dogs, and candy.
- We work on math, reading, and science.
- My family has a cat, dog, and fish.
- Do you want pizza, chicken, or tacos?






# PHONICS

**-ur**




**-er**



clerk germ serve swerve  
fern perch stern verge

**scr WORDS**

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



f g n  
m

s er ve  
cl st sw  
ge

**scr**

**scr WORDS**

baker spider water church turtle

serve swerve stern verge nurse

turn

Name: \_\_\_\_\_ (-er/ur words)

## Going to the Doctor

Directions: Read the passage. Circle all the -er/ur word family words.

The day I  
swerve on  
"swerve" in  
I fell off  
My mom ho  
She took m  
out. She ha  
In the end  
Write and d

### SPIN AND COLOR

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









- Color your spinner 3 different colors. Spin.
- Color a word that is in the same word family with that picture.
- Spin until all the boxes are filled.

|         |        |       |
|---------|--------|-------|
| blurt   | purge  | merge |
| burn    | shirt  | nerve |
| splurge | swerve | fern  |
| curve   | stern  | flirt |

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

Name: \_\_\_\_\_ (-er/ur words)

## -er/ur Word Practice




|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |

clerk nurse germ curl  
perch purse serve hurt

Name: \_\_\_\_\_ (-er/ur words level 1)

## Assessment

Directions: Write the word by each picture.

|   |   |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

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

**1<sup>st</sup> GRADE**

*Rooted in* **READING**  
**MARCH**



The  
Mermaid  
by Jan  
Brett

*by Amy Lemons and Katie King*



# COMPREHENSION



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**Check for Understanding:**  
Reading Passage  
Comprehension Check



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

### Reading Comprehension Check

Directions: Read the passage and answer the questions.

Vera lives in Florida. It gets very hot there. Vera stays pretty but most of the time she goes to the beach sometimes on the weekends. She likes to go to the beach, her dad will not let her go. These hobbies are not only fun when it is 100 degrees out. Vera has to be worried about snow and they do have to keep an eye on the alligators!

What are some things Vera likes to do?

What is a negative about Florida?

Compare and contrast where you live with where Vera lives.

Circle the word **keep**.

---

NAME: \_\_\_\_\_ {The Mermaid}

### COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

1. Which of the following is a characteristic of fairy tales that you saw in the book, *The Mermaid*?

- princes and princesses
- magic
- the number three

2. How would you describe the mermaid when you consider that she took other people's things?

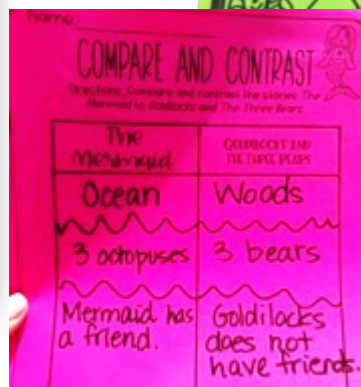
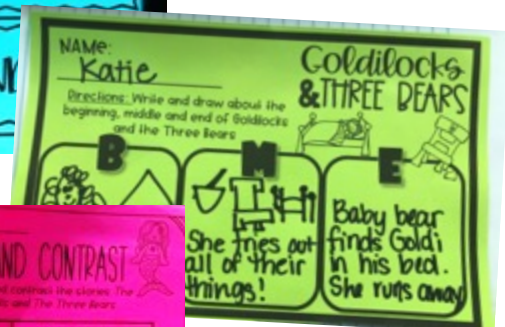
3. Which of the following is NOT something the mermaid tried that belonged to the bears?

- their chairs
- their shoes
- their beds
- their breakfasts

4. The mermaid's friend the Puffer Fish protects in the ending.

- True
- False

5. How is the ending of *The Mermaid* different than the fairy tale *Goldilocks and the Three Bears*?



# ANCHOR CHARTS

## LET'S COMPARE STORIES

### GOLDILOCKS & THE 3 BEARS

**GOLDILOCKS:** - She is by herself in the woods.

**GOLDILOCKS:** - She runs away.

**GOLDILOCKS:** - Setting: Woods.

**GOLDILOCKS:** - eat porridge.

**GOLDILOCKS:** - 3 bears.

### THE MERMAID

**THE MERMAID:** - She is tired from her swim.

**THE MERMAID:** - She does not get scared.

**THE MERMAID:** - She has friends with her.

**THE MERMAID:** - 3 octopuses.

**THE MERMAID:** - She gives her throne.

### SIMILARITIES

**SIMILARITIES:** - they both get caught.

**SIMILARITIES:** - they both like the little ones things.

**SIMILARITIES:** - they both eat.

**SIMILARITIES:** - they fall asleep.




## MAGICAL SEA CREATURES

**Seals live in groups.**

**Seals use the egg to breathe.**

**Seals are the only mammals that live in the ocean.**

**Seals protect their young.**

**Seals can regrow arms.**

**The octopus can release ink.**

**Seals are the only mammals that live in the ocean.**

**MANATEES**

**FACT:** Manatees play with each other.

**SEALS**

**FACT:** Seals live in very large groups.

**SEA TURTLES**

**FACT:** They live by themselves.

**STARFISH**

**FACT:** Starfish can re-grow their arms.

**OCTOPUS**

**FACT:** Octopus live in caves in the ocean.

**STINGRAYS**

**FACT:** Stingrays protect their young.









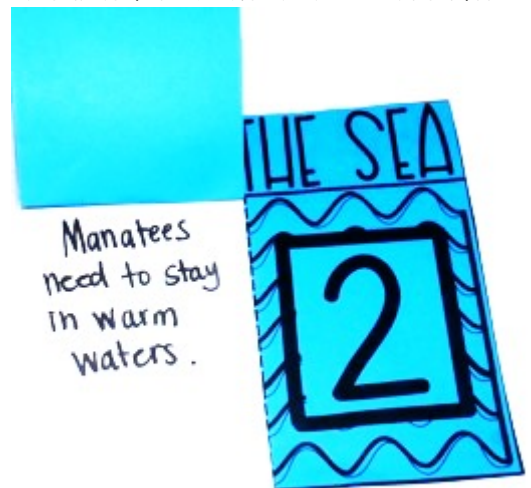


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Students make the flap-book. Students write information learned from the nonfiction reader.



# ART & WRITING



## THE MERMAID

The mermaid gives the baby octopus her tiara when she is found sleeping in their house.

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



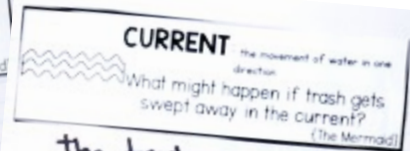
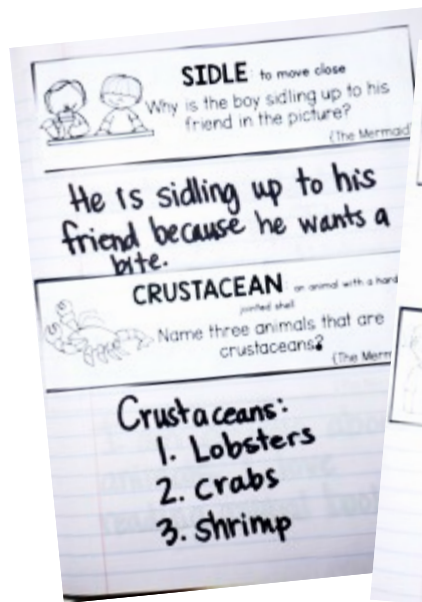
## MAGICAL SEA CREATURES

The octopus will blow water over her eggs to keep them healthy.

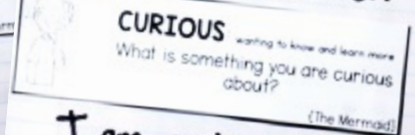
Name: \_\_\_\_\_



# VOCABULARY



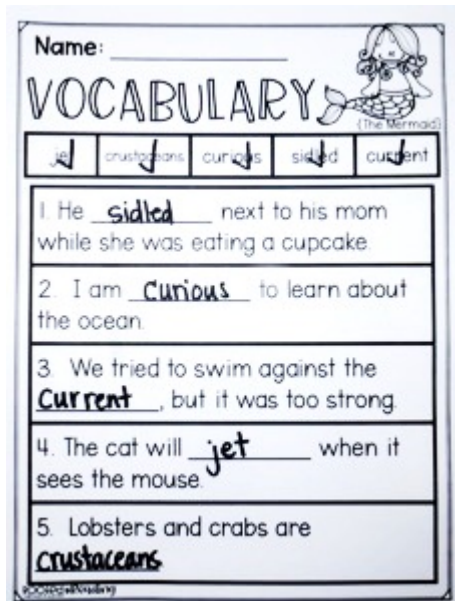
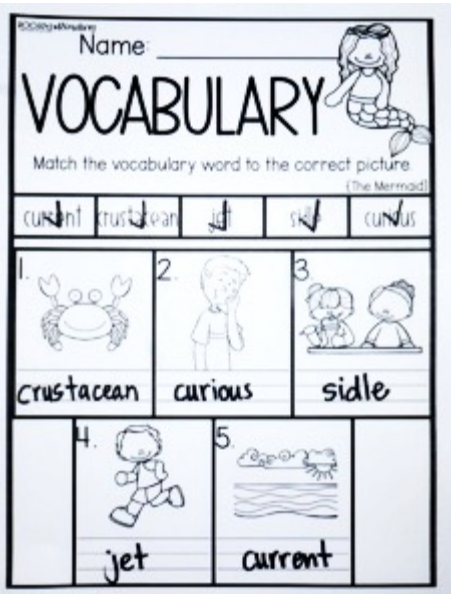
The trash would be hard to pick up. It would become litter.



I am curious about animals. I love reading animal books.

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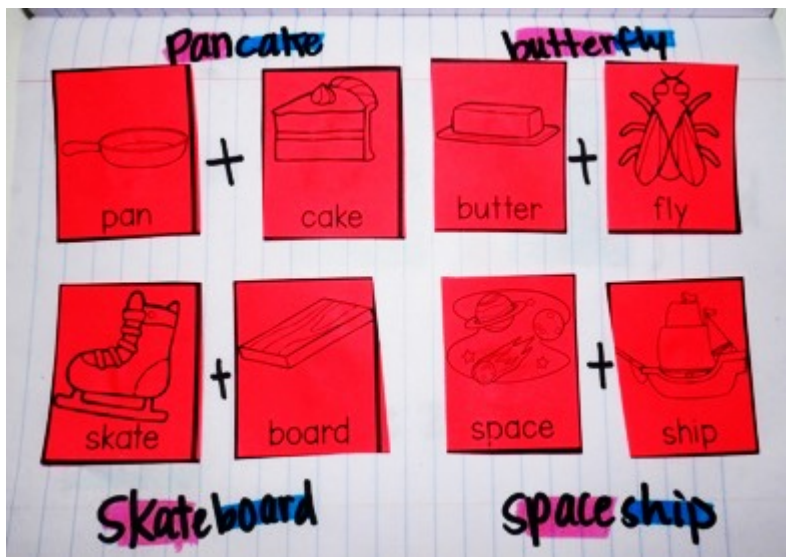
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# GRAMMAR

M:  
Compound  
Word  
Puzzles



T:  
Compound  
Words Flap-  
Book Sort



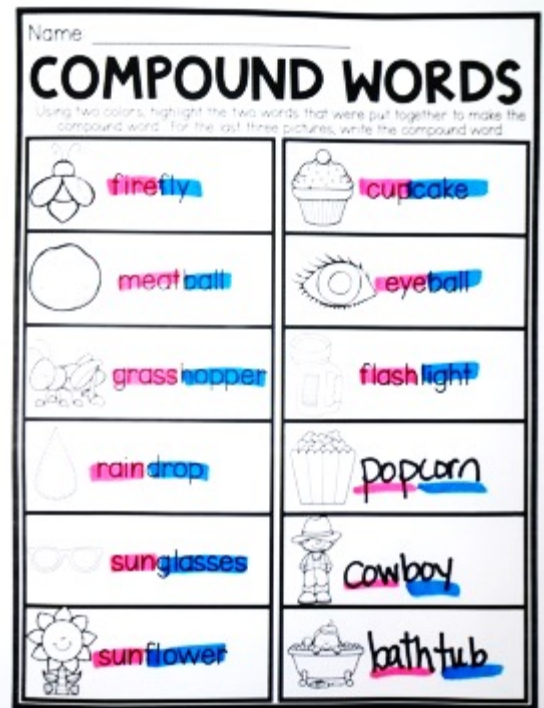
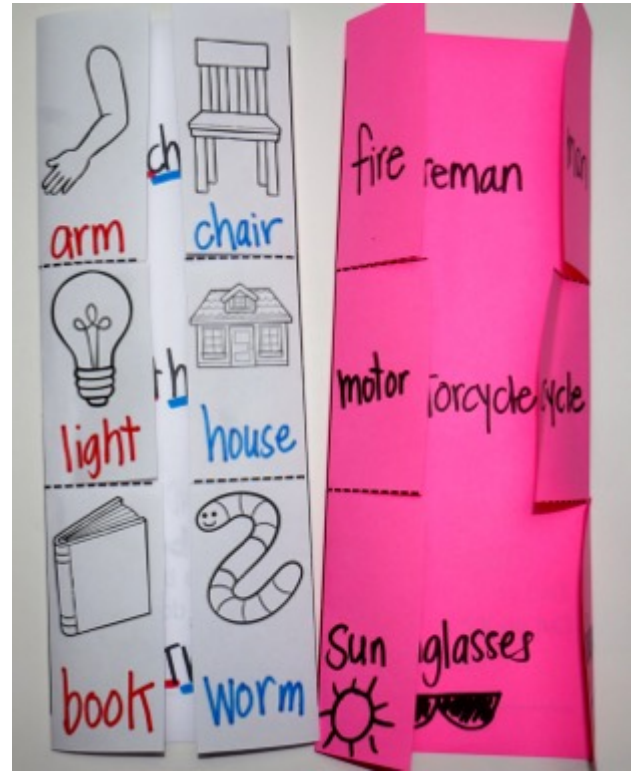


# GRAMMAR

W: Create  
Compound  
Words Flap-  
Books (two  
options)


TH: Name the  
Word

F: Assessment



# PHONICS

**-ow**



bow clown  
brown crow

**-ou**



**spr**

spray



loud shout  
house south

**spr WORDS**



found round  
mouth n out

**SPIN AND COLOR**

Color your spinner & all areas colors. Spin. Color in word about as in the same word family with stop per line. Spin and all the lines are color.

|       |       |       |
|-------|-------|-------|
| towel | horn  | brown |
| proud | bound | sound |
| frown | loud  | town  |
| prowl | pound | owl   |

**spr**

mouse  
towel  
ow

p brown n  
cl cr gr fl sh  
er

gown flower  
growl

bow

clown

bounce

couch

brown

crowd

cloud

house

Name: \_\_\_\_\_ [-ow/ou words]

**The Grumpy Clown**

Directions: Read the passage. Circle all the -ow/ou word family words.

Bart is a clown. He goes to kids' parties to perform. There is one big problem though. He is a growl! First thing he does in the morning is growl at the sun. He will shout and stomp as he gets dressed for the day. As he leaves the house and heads south, he scowls and frowns at the big crowds on the street. Who would want to see a clown that is always mean and grumpy? If Bart wants to continue to perform and take bows at the end of a party, he needs to learn to smile!

Write and draw 5 of the -ow/ou words.









Draw what happened in the story.

prowl pound owl

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

Name: \_\_\_\_\_ [-ow/ou words]

**-ow/ou Word Practice**

|   |   |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

south growl sprout flower  
gown couch bounce shower

growl couch bow crowd  
cloud clown loud mouse

Name: \_\_\_\_\_ [-ow/ou words Level 2]

Directions: Write the word by each picture.

**Assessment**

|   |   |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

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

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