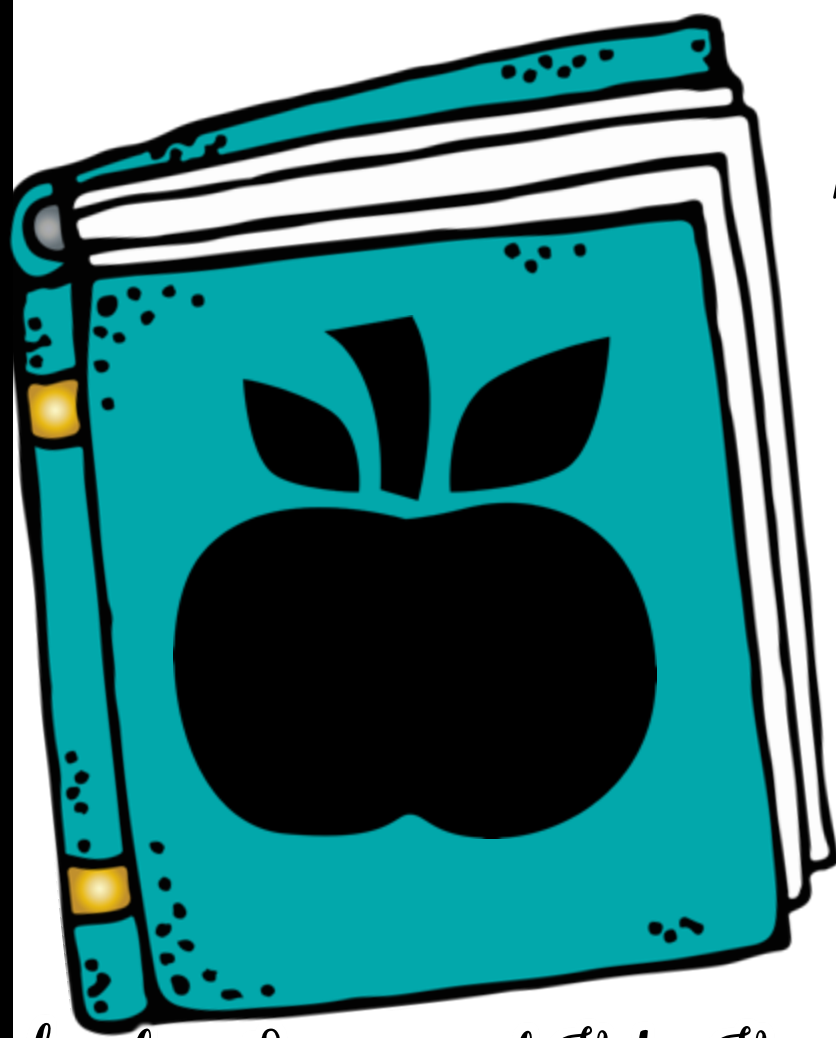


# 1<sup>st</sup> GRADE

# Rooted in READING SEPTEMBER



- How to Make Apple Pie and See the World  
by Marjorie Priceman
- Honey.. Honey...llon!  
by Jan Brett
- Make Way for Ducklings  
by Robert McCloskey
- Real Cowboys  
by Kate Hoefler

by Amy Lemons and Katie King

# UNIT 2: SEPTEMBER

BOOK:	READING:	CC:	GRAMMAR:	CC:	PHONICS:	CC:
How to Make Apple Pie and See the World	How settings can change	RL.1.3	Nouns	L.1.1.B	-it family Blend: bi	RF.1.2.B RF.1.3B
Honey... Honey... Lion	Retell story	RL.1.1 RL.1.2	Singular Nouns in Sentences	L.1.1.C	-ot family Blend: ci	RF.1.2.B RF.1.3B
Make Way for Ducklings	Describing Characters	RL.1.3	Verbs	L.1.1.E	-ut family Blend: si	RF.1.2.B RF.1.3B
Real Cowboys	Ask and Answer Questions	RL.1.1	Asking Sentences: ?	L.1.1.J	-an family Blend: pi	RF.1.2.B RF.1.3B

# UNIT 2: SEPTEMBER

BOOK:	READING:	TEKS:	GRAMMAR:	TEKS:	PHONICS:	TEKS:
How to Make Apple Pie and See the World	How settings can change	1.8D 1.6I	Nouns	1.3D, 1.1IDiii	-it family Blend: bl	1.2Av 1.2Bii 1.2Cii 1.2Ciii
Honey... Honey... Lion	Retell story	1.7D 1.8B	Singular Nouns in Sentences	1.3D, 1.1IDiii	-ot family Blend: cl	1.2Av 1.2Bii 1.2Cii 1.2Ciii
Make Way for Ducklings	Describing Characters	1.8B	Verbs	1.3D, 1.1IDii	-ut family Blend: sl	1.2Av 1.2Bii 1.2Cii 1.2Ciii
Real Cowboys	Ask and Answer Questions	1.6B 1.7C	Asking Sentences : ?	1.1IDix	-an family Blend: pl	1.2Av 1.2Bii 1.2Cii 1.2Ciii

# LESSON PLANS

## HOW TO MAKE APPLE PIE AND SEE THE WORLD

	READING	VOCABULARY	GRAMMAR
	Introduce <i>How to Make Apple Pie</i> to the students. Then use the whole class anchor chart to practice making predictions as a whole group. Lost but not least use the half sheet printable for the predictions and colors will serve. This is ALL by <b>After Reading:</b> anchor chart about can t	Introduce the word ingredients with the	Introduce nouns to the class using the digital poster and the anchor

## HONEY HONEY LION

	READING	VOCABULARY	GRAMMAR
<b>M</b>	<p><b>Follow Up Activity:</b> complete activity setting change <i>Apple Pie</i>. • differentiated by asking them (whatever is be main intention is but to check u settings and h</p>	<p>Introduce the word burrow with the picture card. Discuss the word, meaning, and what is happening in the image. What types of animals live in burrows?</p>	<p>Review nouns from last week. This week we are going to continue working with nouns. We are going to practice finding and writing nouns in sentences.</p>
<b>M</b>	<p>Use the question deeper for the s to <i>Make Apple</i> stopping to observations th</p> <p><b>After Reading:</b> Settings Change" locations to the</p> <p><b>Follow Up Activity:</b> printable for st what the differer At the bottom students to write which location, tra</p>	<p>Students glue the vocabulary prompt for burrow in their spiral. Students write why they believe some animals stay in burrows.</p>	<p>Noun Sort: Students sort the picture/word cards into two categories: Nouns and NOT!</p> <p>Students choose two nouns to write in sentences.</p>
<b>T</b>	<p>Use the questioning cards to dig in deeper for the second read of <i>Honey, Honey, Lion</i>. Read again, stopping to talk about any observations that students have.</p> <p><b>After Reading:</b> Use the "We Can Retell the Story" anchor chart. Have each student add to the chart for one of the three parts: beginning, middle, and end. • Tell students that in the beginning of the book we meet the main characters and learn the setting. In this case we also learn the problem. In the middle Honeyguide tries to teach Badger a lesson. At the end we learn about the solution.</p> <p><b>Follow Up Activity:</b> Have students draw, write, and talk about the beginning, middle, and end of the story. After they complete the half sheet, have them work in pairs to discuss with partners. Clear up any misconceptions at this time!</p>	<p>Introduce the word hollow to the students using the vocabulary card. Discuss the difference between things that are and are not hollow.</p> <p>Students glue the vocabulary prompt into their spirals. Students pretend they are in a hollow cave. They write what might be inside.</p>	<p>Sentence Puzzles: Students have four puzzles (it is best to pass one out at a time so they don't get the words mixed up). Students cut apart the words and put them in order to create a sentence. Students will highlight the noun and fix the capitalization and punctuation.</p>

## SEE THE WORLD

GRAMMAR
Continue discussing and reviewing nouns.
A Basket of Nouns: Students will create an apple basket of nouns. Students cut out their basket. Students choose a noun that names a person, place, thing to illustrate and write on each apple. Students assemble their apple basket.
Roll, Cover, Write: Students need a dice.
Students will roll their dice. They use the code at the bottom. Students locate a noun that fits what they rolled. They will color or cover that noun. They also write the noun and type to the side.

<b>F</b>	<p>Students should complete the Comprehension Check. ••• Take students through the assessment as a class. Make sure to demonstrate how to fill in the circles.</p> <p>Have students complete the parachute craft and writing sample about the different settings.</p>	<p>Discuss all five words from the week. Review the words using the picture cards.</p> <p>Students complete either or both of the vocabulary pages. You might want to do one of them together. Students match the word with the picture or the sentence.</p>	<p>Review nouns and discuss what we have learned this week. Students will take a Noun Test.</p>
----------	---	--	---

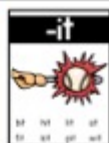
# LESSON PLANS

## PHONICS

-it family

### PHONICS: LESSONS and ACTIVITIES

M



Introduce the word family of the week. Allow students to brainstorm -it 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 -it rime. Then instruct them to add different letters to the beginning and practice blending the words.



Introduce the phonics passage. Read as a class and

W



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

TH



Play at -it word family song. I love the Jack Hartmann ones on YouTube!

F



Play Sparkle! Have students stand in a circle. Teacher calls out word "kit" and go around the circle spelling the word. The student after "i" says Sparkle and then the next student is "out". Students are also "out" if they misspell. Play until only one person is standing!

## PHONICS

-bl blend

### PHONICS: LESSONS and ACTIVITIES

T



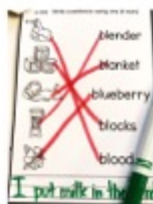
\*Begin the blend of the week on Tuesday. Use one of the two posters. As a class brainstorm words that begin with -bl. Have students complete the coloring activity.

W



Introduce students to the -bl PowerPoint. I would use this first thing in the morning as a warm-up but that is totally up to you! 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 the -bl words. \*Option- stop on the pictures and let students attempt to write the words. Students should match the -bl picture to the correct word.

F



Use the -bl bend practice paper as a center, seatwork, early finisher... you name it!

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

*Rooted in* **READING**  
**SEPTEMBER**



How to  
Make  
Apple Pie  
and See  
the World

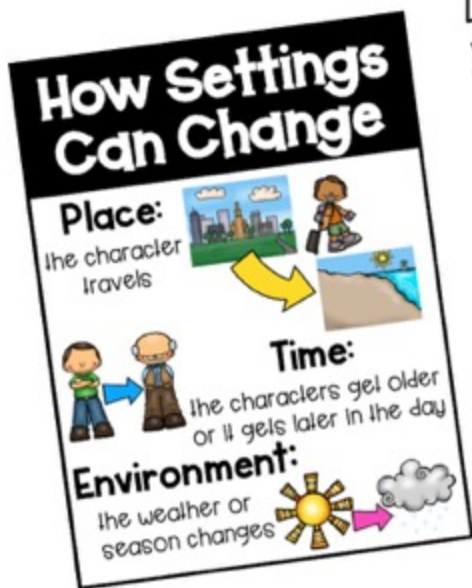
by  
Marjorie  
Priceman

by Amy Lemons and Katie King

# COMPREHENSION



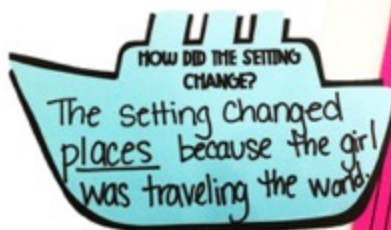
**Book Questions:** Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!



**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 and Comprehension Check



NAME: \_\_\_\_\_ (How to Make Apple Pie)

### COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

- How does the girl travel to Europe?
  - plane
  - train
  - ship
- How would you describe Sri Lanka?
  - a desert
  - a jungle
  - close to the ocean
- How does the girl collect salt?
  - the ocean
  - the beach
  - the grocery store
- Where do the apples come from?
  - France
  - Vermont
  - California
- The girl eats her pie with ice cream.
  - Yes
  - No

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

### Reading Comprehension

Directions: Read the passage and answer the questions.

Blake and his mom had a fun day planned. Blake went to the library to get books. Blake went to the ice cream shop for a sweet treat. Yummy! Lastly they went to the park to run. Blake slept well that night!

Name two places that Blake went \_\_\_\_\_

What does Blake think about the ice cream? \_\_\_\_\_

How do you know Blake is tired at the end of the day? \_\_\_\_\_

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



# ANCHOR CHARTS

**SETTINGS CAN CHANGE**

1 2 3 4 5 6

Setting: Setting: Setting: Setting: Setting: Setting:

1 At a farm in Italy  
2 The rain forest in Sri Lanka  
3 On a boat to Jamaica

HOW DID THE SETTING CHANGE?

This anchor chart features a black background. At the top, the word "SETTINGS" is written in blue block letters on a blue banner. Below it, "CAN CHANGE" is written in black block letters on a yellow banner. A row of six pink squares contains the numbers 1 through 6. Below the numbers are six light green sticky notes, each with the word "Setting:" written on it. To the right, a red and white umbrella graphic contains three numbered sections: 1 "At a farm in Italy", 2 "The rain forest in Sri Lanka", and 3 "On a boat to Jamaica". Below the umbrella is a blue sticky note with the question "HOW DID THE SETTING CHANGE?" written on it.

**ALL ABOUT APPLES**

APPLE FACT: APPLE FACT: APPLE FACT: APPLE FACT: APPLE FACT: APPLE FACT:

This anchor chart features a black background. On the left is a drawing of a red apple with a green leaf and a smiling face wearing sunglasses. To the right, the words "ALL ABOUT APPLES" are written in black block letters on a green banner. Below the banner are six yellow sticky notes, each with the words "APPLE FACT:" written on it.



# NONFICTION READER

## Parts of an Apple

Have you ever seen an apple cut straight down the middle? It is a great way to look at the parts of an apple. If you leave an apple sitting after it's been

## Different Kin

Apples vary in size. They also have different colors. Some are red, some are yellow, and some are green. Delicious are the most popular. Gala apples are a popular choice for baking. Jonathan apples are known for their crisp taste. Applesauce is made from apples.

## What are Apples?

Apples are some of the world's most popular fruit. They are healthy, delicious, and all over the globe. There are over 7,500 different kinds of apples. Some of them are red, others yellow or green. Apples are grown in many different parts of the world. Some are grown in orchards, and some are grown in home gardens. Apples are a healthy and delicious fruit that everyone can enjoy.

by Amy Lemons and Katie King

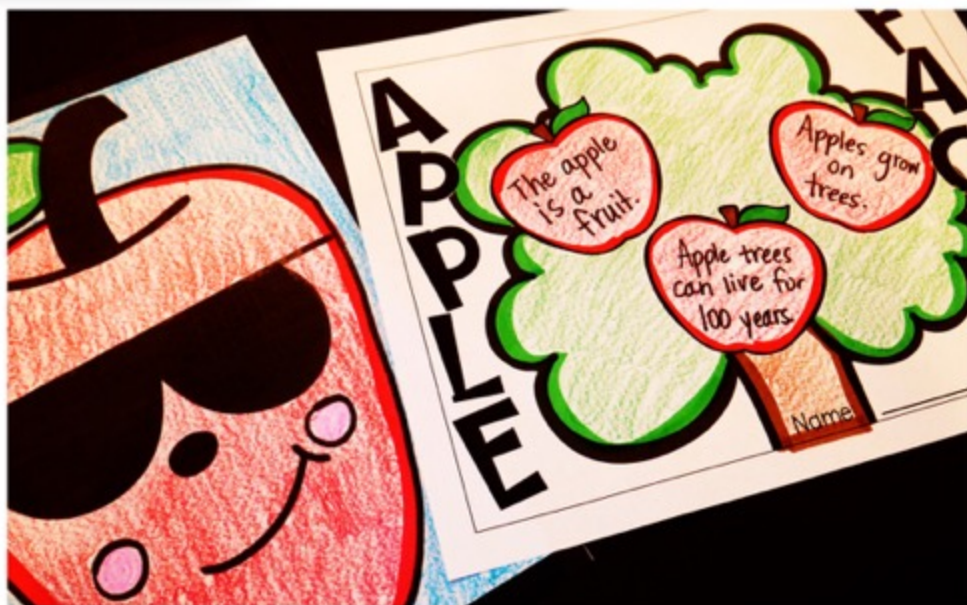
Some of those apples are grown on



The NF reader can be displayed digitally or printed off. I like to laminate and bind mine so students can read them over and over again!



The graphic organizer can be used to respond to the nonfiction reader.



# 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.

 <b>ingredients</b> any foods that are put together to make a dish	 <b>harvest</b> the gathering of crops
 <b>spoil</b> to go rotten or to ruin	 <b>orchard</b> a piece of land planted with
 <b>churn</b> to beat, stir, or shake milk or cream to make butter	

**CHURN** to beat, stir, or shake milk or cream to make butter  
Would it be hard work to churn your own butter? Why or why not?

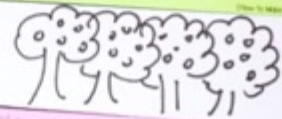
Yes! It is much easier to buy it from the store.

**INGREDIENTS** any foods that are put together to make a dish  
What ingredients do you need to make your favorite meal?

Nachos:  
chips  
cheese  
tomatoes  
onions  
avacado

beans  
hot sauce

**ORCHARD** a piece of land with planted fruit or nut trees  
Draw a picture of an orchard



**HARVEST** the gathering of crops  
Draw three types of food you can harvest

wheat  
apples  
rice  
corn

**SPOIL** to go rotten or to ruin  
What could happen if you eat spoiled food?

You could get a stomachache.

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: \_\_\_\_\_ (How to Make Apple Pie)

**VOCABULARY**

harvest ✓	orchard ✓	ingredients ✓	churn ✓	spoil ✓
-----------	-----------	---------------	---------	---------

- We mixed all of the ingredients together to bake a cake.
- The food will spoil if you do not put in the refrigerator.
- Our class visited an apple orchard on our field trip.
- Farmers are very busy during the harvest.
- Rodney began to churn the milk.

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

**VOCABULARY**

Match the vocabulary word to the correct picture

spoil ✓	churn ✓	harvest ✓	orchard ✓	ingredients ✓
1.  orchard	2.  spoiled	3.  ingredients		
4.  churn	5.  harvest			

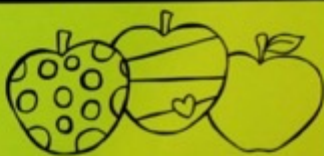
Vocabulary Printables: These can be used as an assessment towards the end of the week OR they can be used throughout the week during the whole group lesson. It may be that you want to complete these together so that your students learn the format.

# DRAWING



Directed  
Drawing:  
Students learn  
how to draw an  
apple. They can  
write what they  
learned about  
apples from the  
nonfiction  
reader.

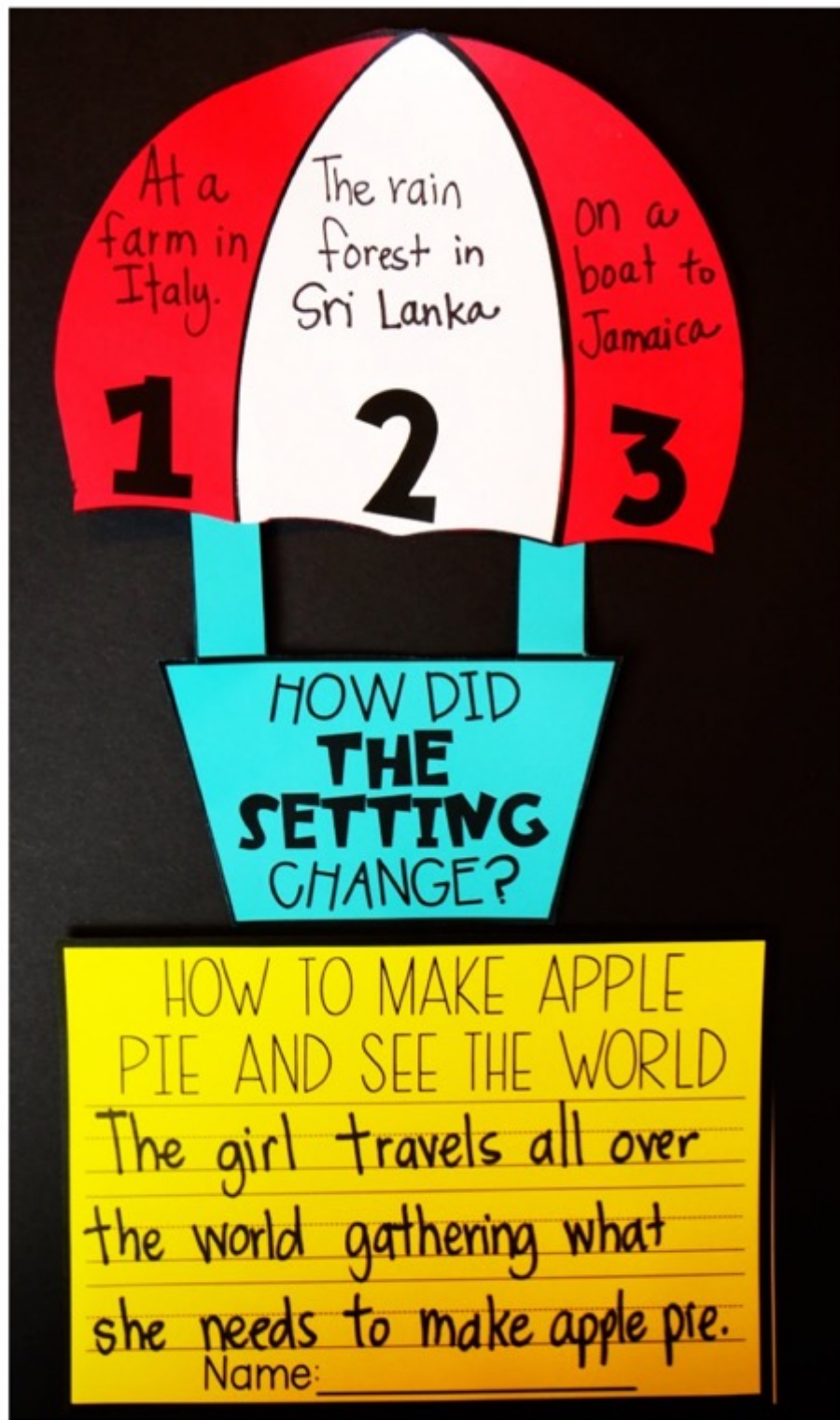
## Apples



You can use apples to  
make juice, pie, jam,  
and applesauce.

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

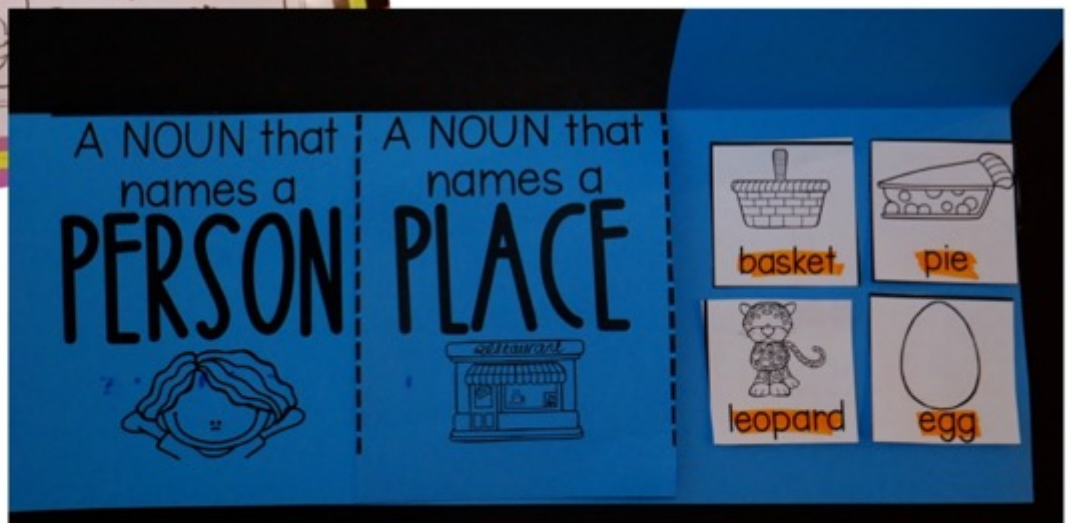
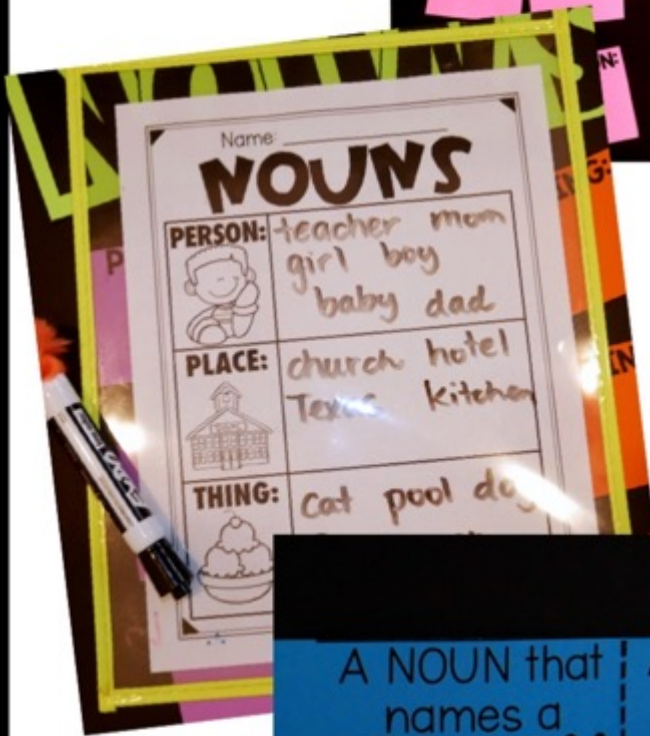
# CRAFT



Students make a parachute and write three settings from the book. Students order the settings in the order they appeared in the story.

# GRAMMAR

M: Noun  
Chart and  
Printable  
T: Noun  
Flap-book

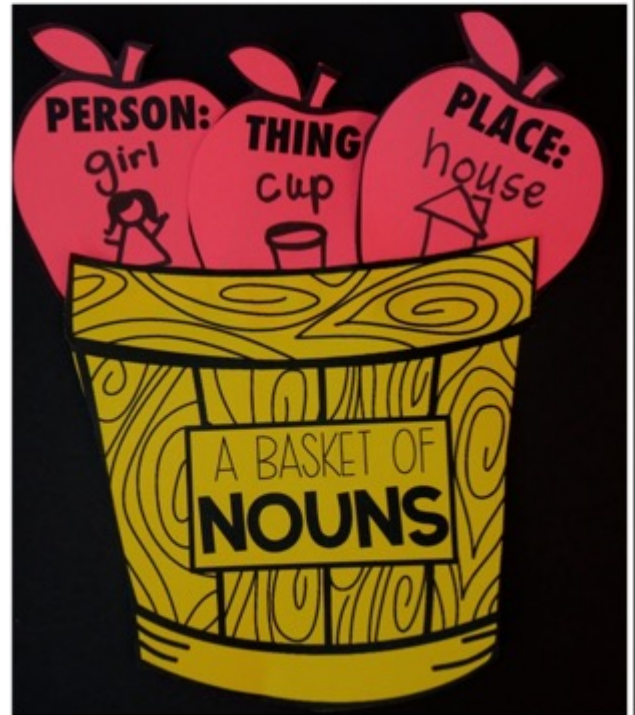


# GRAMMAR

W: A Basket of Nouns

Th: Roll, Cover, and Write (spell as best as they can)

F: Noun Test



Roll, Cover, Write <sup>2</sup>

				NOUN:	TYPE:
				bank	place
				ring	thing
				painter	person
				shoe	thing
				spoon	thing
				school	place
				doctor	person

• PERSON    •• PLACE    ••• THING  
 •• PERSON    ••• PLACE    •••• THING


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

## NOUN TEST

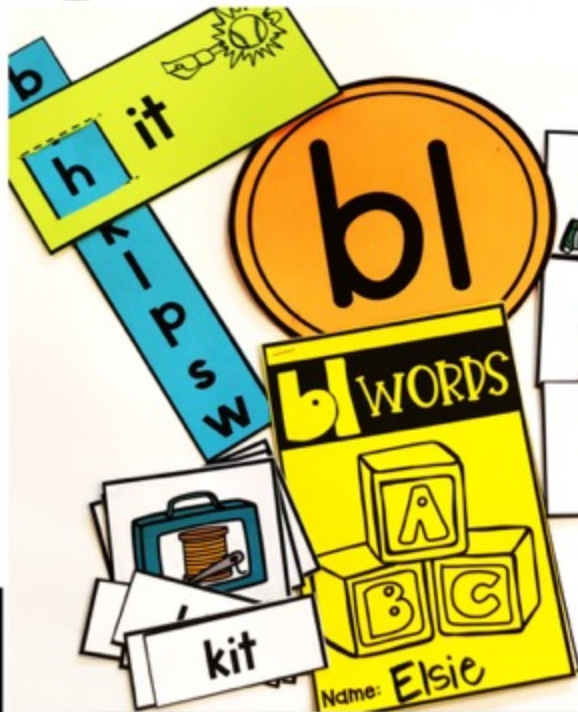
- What does a noun name?
  - an action
  - a person, place, or thing
  - a color
- Circle the noun in the sentence:  
The **apple** is red.
- The word "dog" is a
  - person
  - place
  - thing
- The word "library" is a
  - person
  - place
  - thing
- Circle the noun in the sentence:  
There is the **school**.
- Is this a noun: running
  - yes
  - no
- Circle the noun in the sentence:  
Where is the **teacher**?

# PHONICS

**-it**










bit    hit    lit    sit  
fit    kit    pit    wit




**bl**

blocks



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




Name: \_\_\_\_\_ (Week 5: -it family)

## Sentence Scramble

Directions: Unscramble the words to make a sentence. Glue the sentence, write the sentence, and illustrate it.

Name: \_\_\_\_\_ (Week 5: -it family)

## -it Word Practice

bit    hit    lit    sit  
fit    kit    pit    wit

(Week 5: -it family)

## Each Pit


Circle all the -it word family words.

\_\_\_\_\_ for school.

\_\_\_\_\_ a peach in it.

\_\_\_\_\_ the box.

\_\_\_\_\_ by him.



\_\_\_\_\_ into her hand.

an

\_\_\_\_\_ in the poem.

# 1<sup>st</sup> GRADE

# Rooted in READING SEPTEMBER



Honey..  
Honey...  
Lion!

by Jan  
Brett

by Amy Lemons and Katie King



# COMPREHENSION



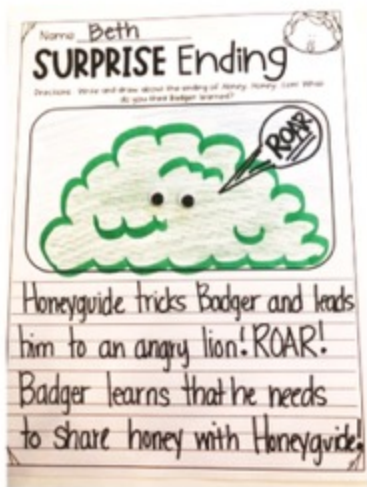
**Book Questions:** Use these questions to guide the discussions that the class has during the read aloud throughout the week. Keep them nearby so that you can facilitate a meaningful classroom discussion!



**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: \_\_\_\_\_

**COMPREHENSION CHECK**

Directions: Color in the bubble by the correct answer.

- Why is Honeyguide mad at Badger?
  - Badger called Honeyguide names
  - Badger doesn't share honey with Honeyguide
  - Badger stole Honeyguide's home
- Why does Badger follow Honeyguide?
  - he is scared
  - he is curious
  - he thinks she is leading him to honey
- Who jumps out at Badger from the bushes?
  - a lion
  - Honeyguide
  - Lots of animals
- What do the other animals say about Honeyguide?
  - she is silly
  - make sure you share with her
  - she is not very smart
- Badger hides in his burrow at the end of the book.
  - Yes
  - No

NAME: \_\_\_\_\_ (week 6: -of family)

**A Hot Dinner**

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

Jamal wanted to make a hot dinner for his family.

First he put water in the pot.

Next he got a tomato, but it had begun to rot.

"I will jet my mom a note to let her know," he thought.

His sister wanted to help, but she is only a lot.

Jamal worked hard, and his family liked their yummy meal a lot!

Write and draw 5 of the -of words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

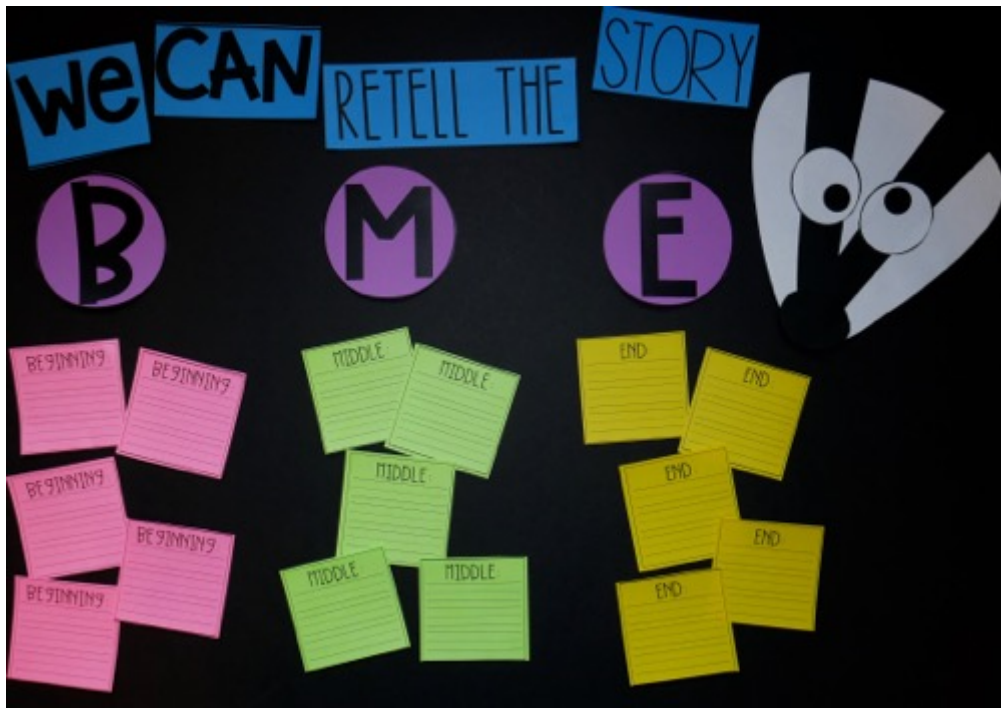
\_\_\_\_\_

\_\_\_\_\_

Draw what happened in the poem.



# ANCHOR CHARTS



# NONFICTION READER

## Zebra

Zebra are grazers which means they spend most of their day eating grass and plants. They live in groups called herds, but sometimes thousands of zebras come together in search of food and

## Honeyguides

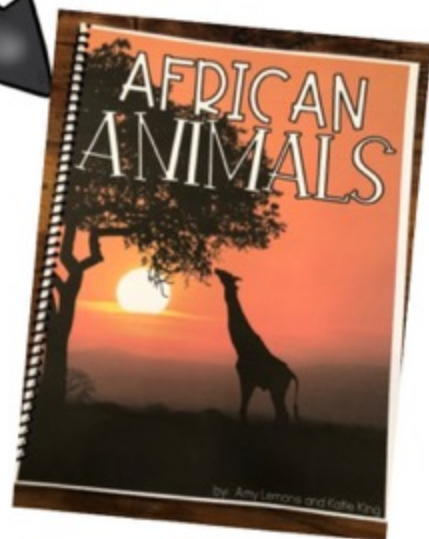
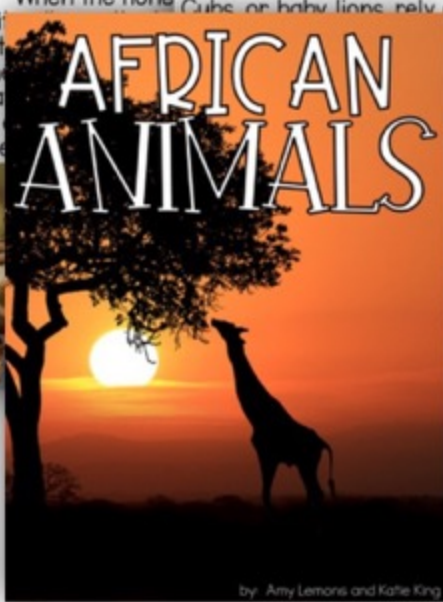
Honeyguides are not only known as leading mammals to bee hives, they also have an interesting way of hatching their young. Honeyguides lay one egg in each nest of five or six different birds. When the honeyguide chick hatches, it has a special way to break open the shell of the egg. The mother honeyguide makes sure that the chick is *incubating* the egg before laying her

## Lions

Besides the tiger, lions are the largest cats. Lions live in groups called prides. While the male lion gets a lot of attention for his size and long mane, the females are the hunters of the group. Cubs or baby lions rely on their mothers for food. The male lions protect the cubs get

The NF reader can be displayed digitally or printed off. I like to laminate and bind mine so students can read them over and over again!

# AFRICAN ANIMALS



The graphic organizer can be used to respond to the nonfiction reader.



Name \_\_\_\_\_

AFRICAN ANIMALS	
 leopard	good climbers
 elephant	largest land animal
 badger	attack bee hives
 honeyguide	eat beeswax
 lion	live in a pride
 zebra	have black & white stripes
 ostrich	largest bird

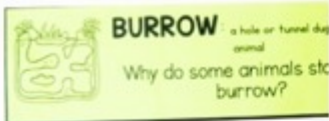
# VOCABULARY



bats  
spiders  
roaches

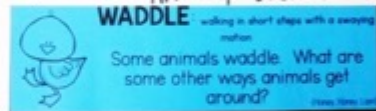
A B!

eagles  
flying squirrels  
bats



To protect them from predators

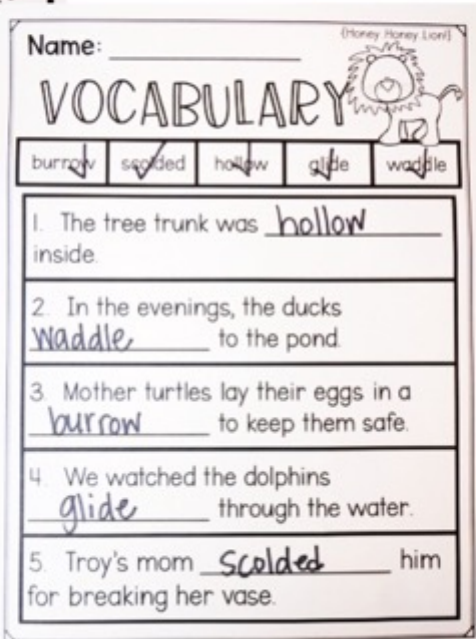
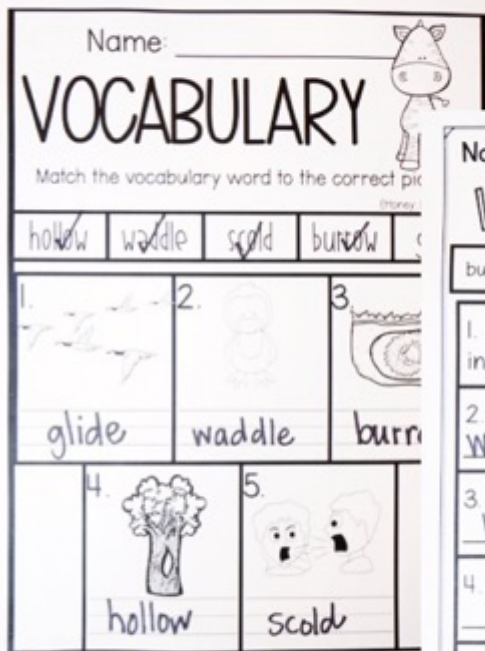
My mom scolded me when I hit my sister.



Swim run slide  
fly gallop walk  
clither

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 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.



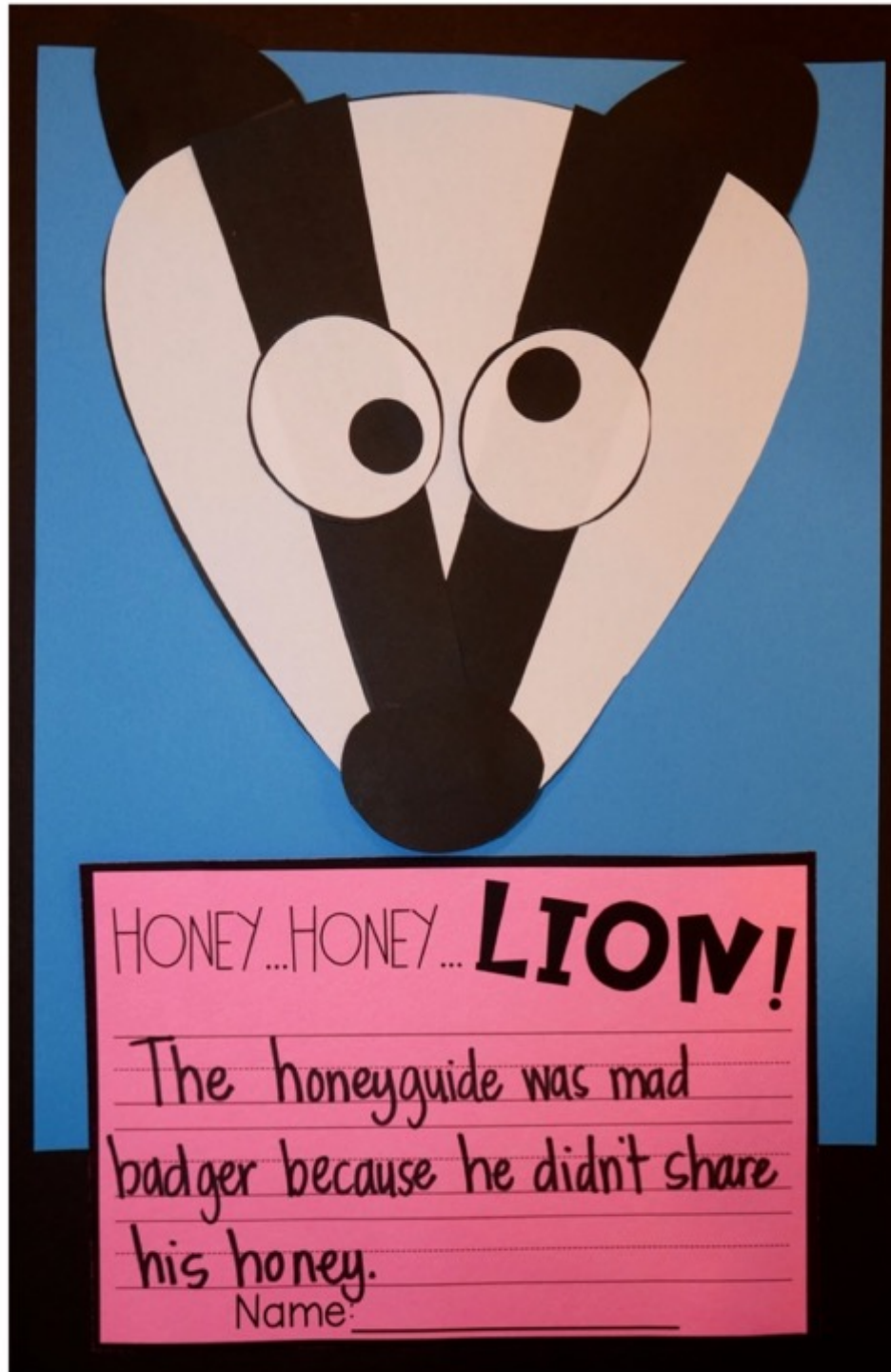
**Vocabulary Printables:** These can be used as an assessment towards the end of the week OR they can be used throughout the week during the whole group lesson. It may be that you want to complete these together so that your students learn the format.

# DRAWING



Students draw a lion to display with their writing about African animals.

# CRAFT





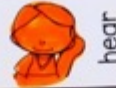




Students can make a badger to display with their writing. This is a regular badger, but you can also make a Honey badger by leaving the stripes off and coloring the top of the head black.

# GRAMMAR

M: Noun Sort  
T: Sentence  
Puzzles


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

## NOUN SORT


Nouns		Not!	
 hive	 lion	 hear	 flying
 log	 Africa	 grinning	 SPLISH-SPLASH

1. I jumped on the log.


2. He is from Africa.

the zebra runs away 


The zebra runs away.

lion has strong claws 

Lion has strong claws.

the badger eats honey 

The badger eats honey.

the honeyguide flies fast 

The honeyguide flies fast.

# GRAMMAR

W: Singular Nouns in Sentences

Th: Sentence Flap-book

F: Noun Test



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

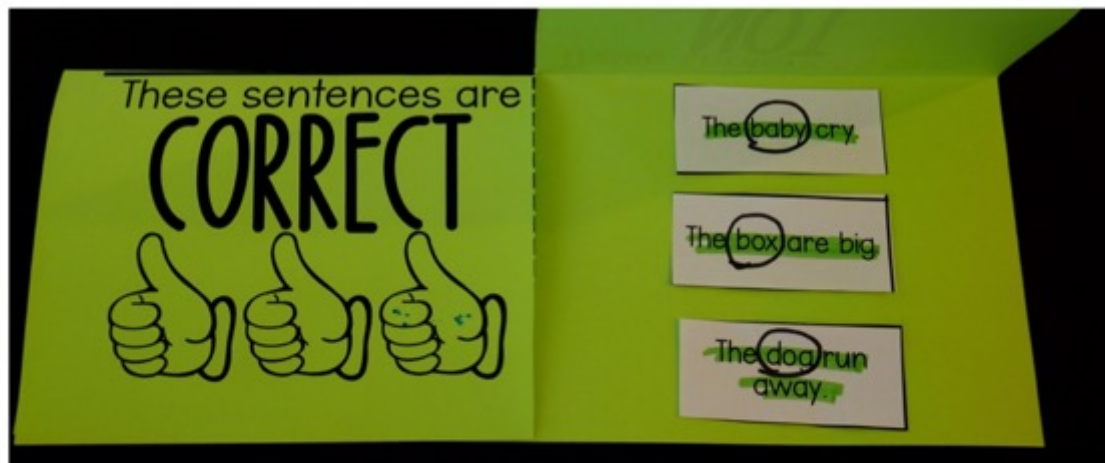
## SINGULAR NOUN TEST

- Name the singular noun in the sentence:  
They shared **honey**.  
honey    shared    they
- Does the sentence make sense?  
The **giraffe** are tall.  
yes    no
- Name the singular noun in the sentence:  
**Honeyguide** was mad.  
mad    honeyguide    was
- Name the singular noun in the sentence:  
She bounced on one **foot**.  
foot    bounced    on
- Does the sentence make sense?  
The **hippo** is gray.  
yes    no
- Name the singular noun in the sentence:  
The **lion** roared.  
roared    the    lion
- Does the sentence make sense?  
The lion have big claws.  
yes    no
- Does the sentence make sense?  
The zebra has stripes.  
yes    no

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

## SINGULAR NOUNS IN SENTENCES

	NOUN:	TYPE:
1	Badger	Thing
2	honeyguide	thing
3	tree	thing
4	log	thing
5	grass	thing
6	wings	thing
7	Water hole	place
8	burrow	place
9	lion	thing





# PHONICS

-ot



cot hot pot rot  
dot jot spot tot



Name: \_\_\_\_\_ (Week 6: -ot family)

## -ot Word Practice



(Week 6: -ot family)

cl



clock

## Hot Dinner

Read the passage. Circle all the -ot word family words.

Tomato to make a hot dinner for his family.

water in the pot.

tomato, but it had begun to rot.

"Mom, I got a note to let her know," he thought.

She wanted to help, but she is only a tot.

Tomato, hard, and his family

eat every meal a lot!

Write the -ot words

○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_  
○ \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

Write the words in the poem.

Write the word by each picture

## Assessment

	_____
	_____
	_____
	_____

Write one word and write a sentence with it.

the will cot. on

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

*Rooted in* **READING**  
**SEPTEMBER**



Make  
Way for  
Ducklings  
by Robert  
McCloskey

*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.

## Describing a Character

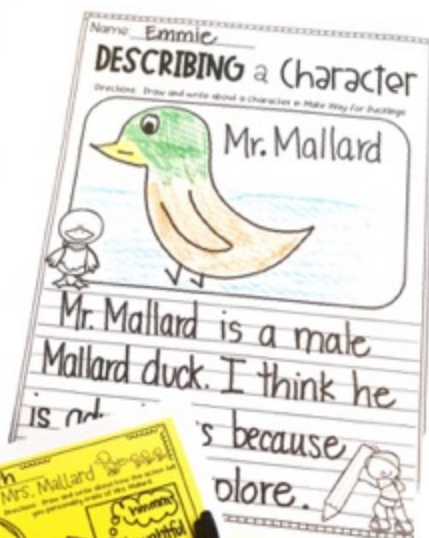


We can describe a character's **physical traits** by talking about what we see with our eyes. It's what's on the **outside**.

We can describe a character's **personality traits** by talking about what they say, do, think, and feel. This will help us understand what they are like on the **inside**.



- kind
- quick thinker
- consistent



## Check for Understanding: Reading Passage Comprehension Check

NAME: \_\_\_\_\_ (Make Way for Ducklings)

### COMPREHENSION CHECK

Directions: Color in the bubble by the correct answer.

- How would you describe Mrs. Mallard?
  - talkative
  - protective
  - mean
- Who was kind to the ducks?
  - the boys on the bike
  - the boat driver
  - Michael
- Why did Mr. Mallard leave Mrs. Mallard?
  - he wanted to explore the river
  - he was mad at her
  - he migrated south for the winter
- What dangerous situation does Mrs. Mallard and the ducklings end up in?
  - faces following them
  - a boat almost hitting them
  - trying to cross the road
- Did Mr. Mallard keep his promise?
  - Yes
  - No

### Reading Comprehension

Stone is nine years old. He has black hair and dark eyes. He is tall and skinny. Stone likes to play basketball and read books. Stone holds his sister's hand to cross the street. Stone also hugs his mom extra tight and kisses her.



What does Stone look like?  
 What does Stone like to do?  
 How do you know Stone is loving?

Circle three verbs. Read 3 times

NAME: \_\_\_\_\_ Mrs. Mallard

### DESCRIBING Mrs. Mallard

Directions: Read the passage and answer the questions.

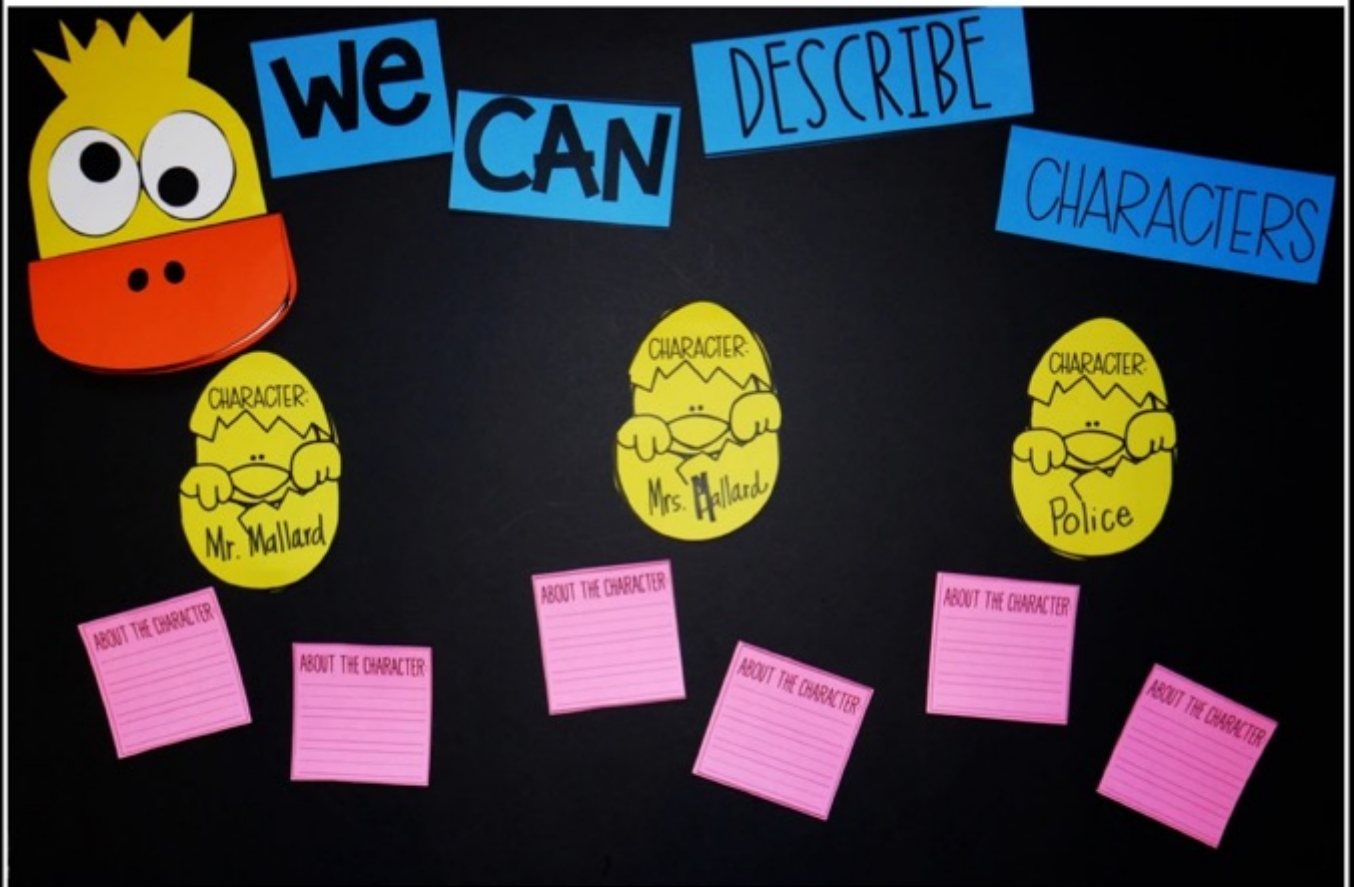
Mrs. Mallard walked in several places before making arrangements to visit her ducklings.

Mrs. Mallard was not worried about being alone to raise the ducklings.

Mrs. Mallard held her hand high as she walked through the streets of Boston with her ducklings.

Thoughtful  
 Picky  
 Confident  
 Proud

# ANCHOR CHART

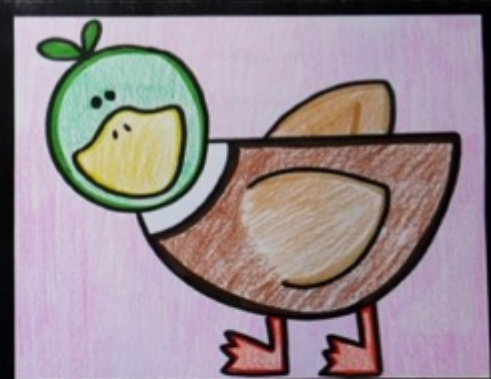


Describing Characters Anchor Chart:  
Students describe three different  
characters from the book.

# ANCHOR CHART

## MALLARD

## Ducks



Mallard Ducks Anchor Chart:  
Students write facts about  
mallard ducks after reading the  
nonfiction reader.

# NONFICTION READER

## General Information

Mallard ducks can be seen hanging around ponds, streams, lakes, and marshes. They are *surface* feeding birds. They will duck their heads

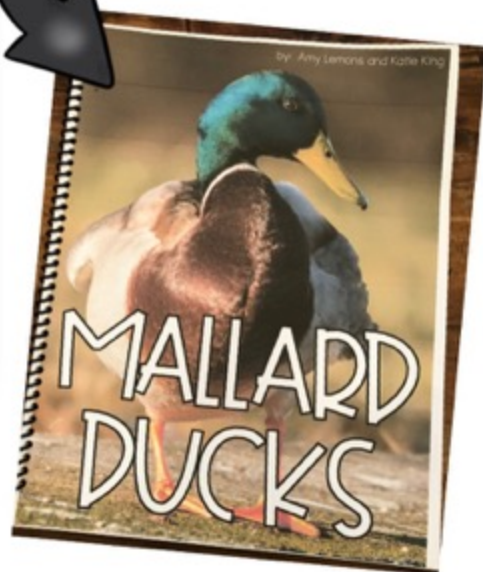
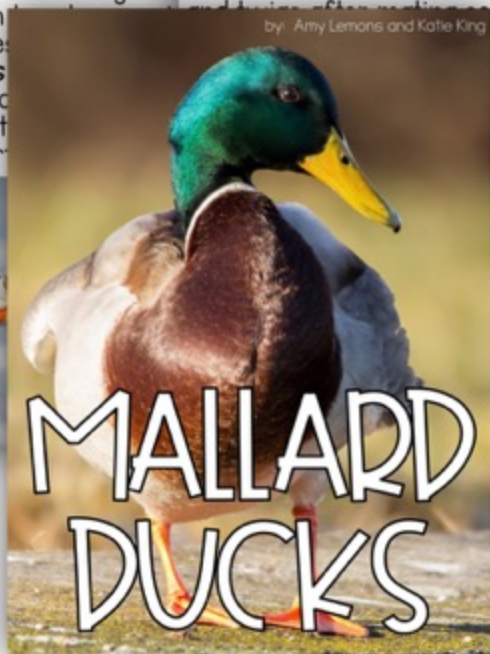
## The Male

Male Mallard ducks are called "drakes". From fall to spring, they have bright green heads and iridescent feathers around their necks. After the breeding season, they will molt the green feathers for their winter plumage. The male Mallard duck *secretely* secretes a waxy substance that waterproofs his feathers. He mates with a female and produces new par

## The Female

The female duck, also known as a hen, has mostly brown speckled feathers. Hens are known for going back to where they were born to find a mate. The hen will build a nest out of feathers and twigs. She will sit on the eggs for about 28 days. She will sit on the eggs for about 28 days. She will sit on the eggs for about 28 days. She will sit on the eggs for about 28 days.

The NF reader can be displayed digitally or printed off. I like to laminate and bind mine so students can read them over and over again!



This flap-book can be used to record facts from the nonfiction reader.



# 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.

**HATCH** to come out of the egg  
Write or draw **FOUR** animals that hatch from an egg.  
(Make Way For Ducklings)

chickens penguins  
ducks snakes

**DITHER** a state of excitement or nervousness  
What makes you nervous?  
(Make Way For Ducklings)

Going to new places

**MALLARD** a common wild duck  
How is a male mallard different from a female?  
(Make Way For Ducklings)

Male mallards have green feathers on their heads.

**WADE** to slowly walk through water  
Name three animals that wade in the water.  
(Make Way For Ducklings)

ducks  
dogs  
alligators

**ISLAND** an area of land that is surrounded by water on all sides  
If you could only take **FIVE** things with you to live on an island, what would you take?  
(Make Way For Ducklings)

1. Sunscreen
2. shoes
3. hair ties
4. Kindle or books
5. bathing suit

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: \_\_\_\_\_ (Make Way For Ducklings)

## VOCABULARY

waded ✓ dither ✓ island ✓ hatch ✓ mallard ✓

1. We took a boat to visit the island.
2. The mallard let out an angry squawk.
3. The animals were in a dither during the stampede.
4. We waited for the chicks to hatch.
5. The children waded in the shallow water.

Name: \_\_\_\_\_ (Make Way For Ducklings)

## VOCABULARY

Match each vocabulary word to the correct picture.  
(Make Way For Ducklings)

✓ waded wade island dither

2. wade
3. dither
5. hatch
- mallard

**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.

# DRAWING



Students draw a male mallard duck and write information learned from the nonfiction reader.



# CRAFT

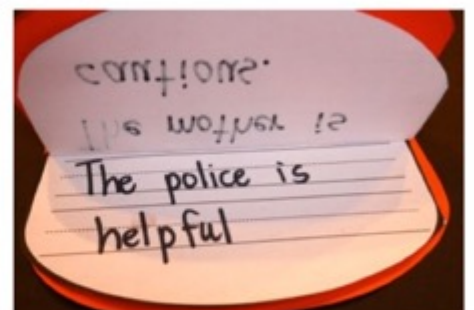
Students make a duckling. They can write about a character from the story. You can also make it a booklet by stapling pages inside the bill.



MAKE WAY  
FOR DUCKLINGS

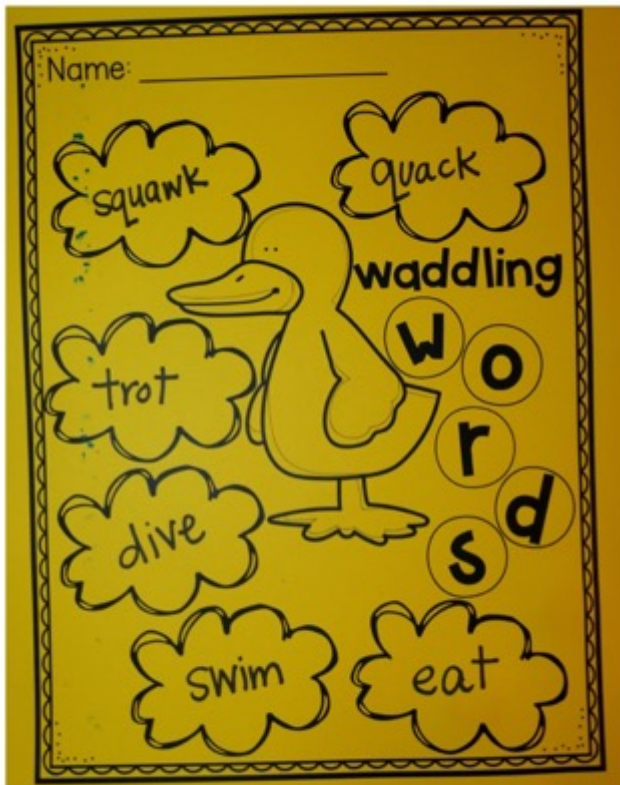
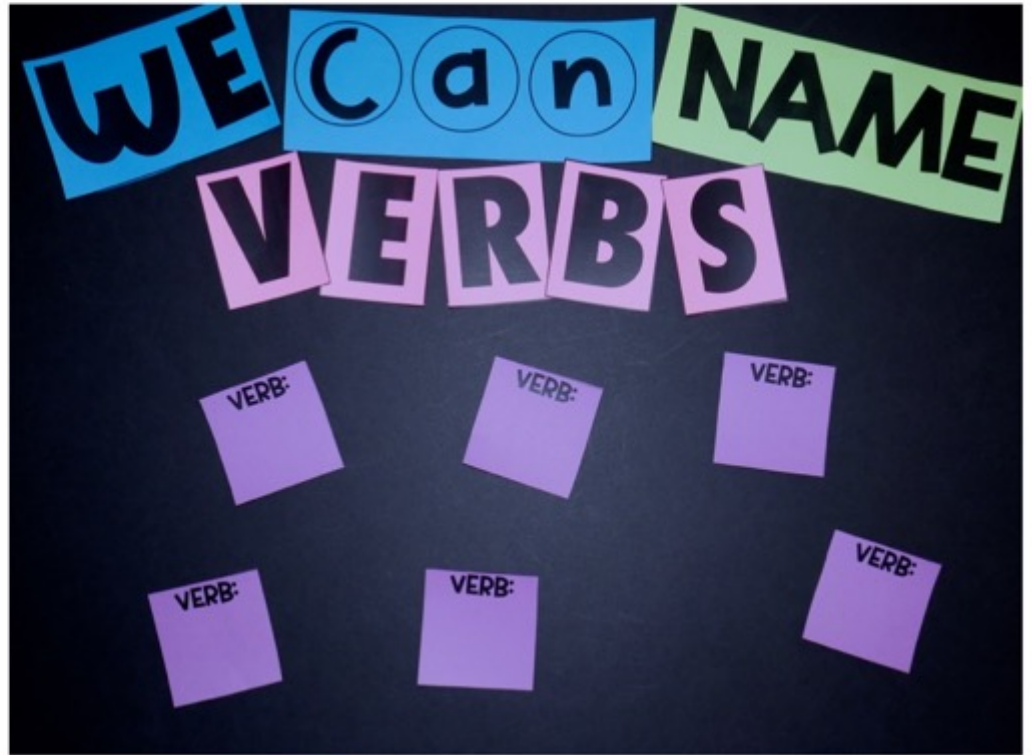
Mrs. Mallard is loving  
and protective. She teaches  
her ducklings.

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



# GRAMMAR

M: Verb Chart and Graphic Organizer  
T: Verb Cards and Act it Out



# GRAMMAR

W: Verb Flap-book  
 Th: Roll, Cover, Write  
 Write  
 F: Verb Test



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

## Roll, Cover, Write

sleep	phone	spin	ball
chef	lake	swing	run
surf	walk	girl	socks
bee	kick	barn	dig

WORD:	TYPE:
lake	N-place
run	verb
dig	verb
girl	N-person
walk	verb
surf	verb
chef	N-person
bee	N-thing
spin	verb

PERSON    VERB    PLACE  
 VERB    THING    VERB

6


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

## VERB TEST

- Name the verb in the sentence:  
They flow over the river.  
 river    flow    they
- Is the underlined word a verb?  
The ducklings hatched.  
 yes    no
- Name the verb in the sentence:  
They swam to the park.  
 to    park    swam
- Name the verb in the sentence:  
The ducklings followed their mom.  
 followed    mom    ducklings
- Is the underlined word a verb?  
Michael ran to them.  
 yes    no
- Name the verb in the sentence:  
He blew his whistle.  
 he    his    blew
- Is the underlined word a verb?  
The ducks walked in a line.  
 yes    no
- Is the underlined word a verb?  
They waddled down the street.  
 yes    no

# PHONICS

**-ut**



but    gut    jut    rut  
cut    hut    nut    shut

**sl**

slime



but    nut    rut    jut  
gut    cut    hut    shut



Name \_\_\_\_\_ (Week 7: -sl blend)



**-sl Blend Practice**

(Week 7)

		
--	--	--

Write the word by each picture

**Assessment**

Choose one word and write a sentence with it

Name \_\_\_\_\_ (Week 8: -an family)

**Shut the Door!**

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

"Jake! Shut the door!" shouted Mom.  
Jake wanted to cut out the picture of the hut, but he shut the door. Layla came to get some nuts.  
"Layla! Shut the door!" shouted Mom.  
Layla held her hand on her gut, but she shut the door. Mom smiled.



Write and draw 6 of the -an words.

Draw what happened in the poem.

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

*Rooted in* **READING**  
**SEPTEMBER**



Real  
Cowboys  
by Kate  
Hoefler

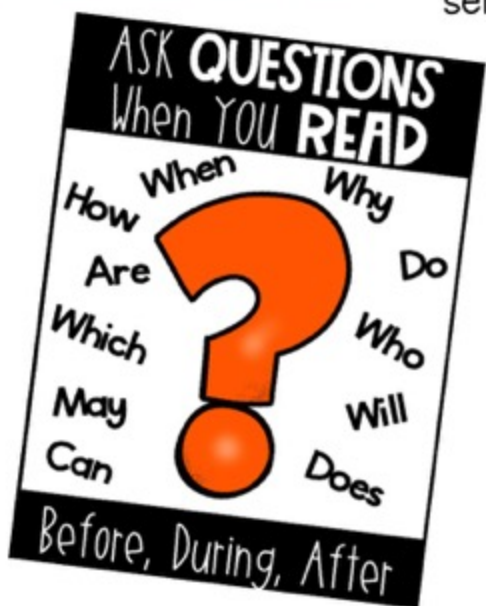
*by Amy Lemons and Katie King*

# 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!

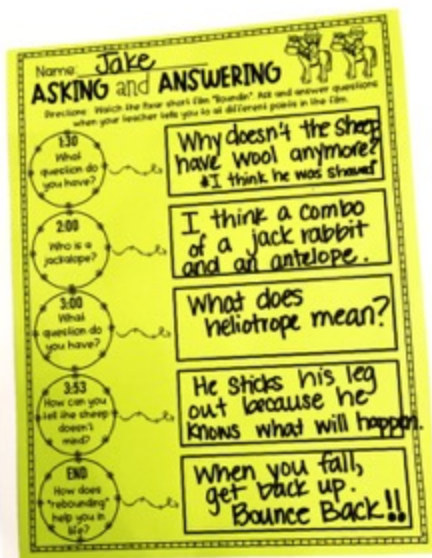
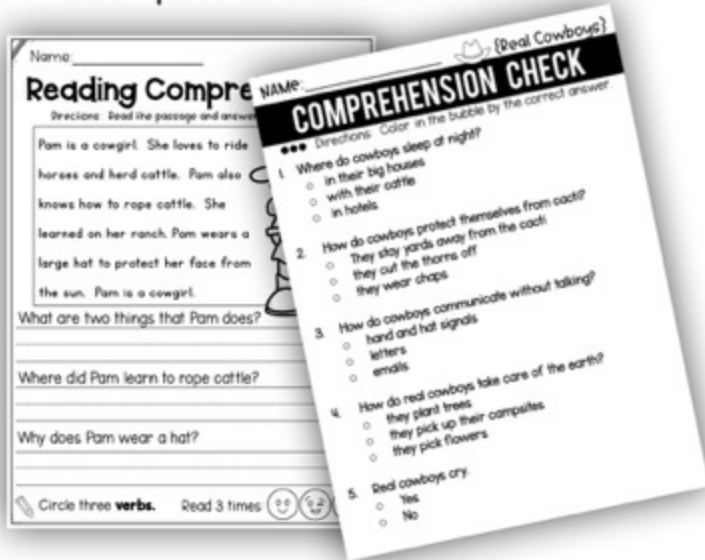
**Digital Anchor Charts:** Use these posters during your mini-lessons. Display them after the lesson to serve as a reminder or helpful tool for students who need it.



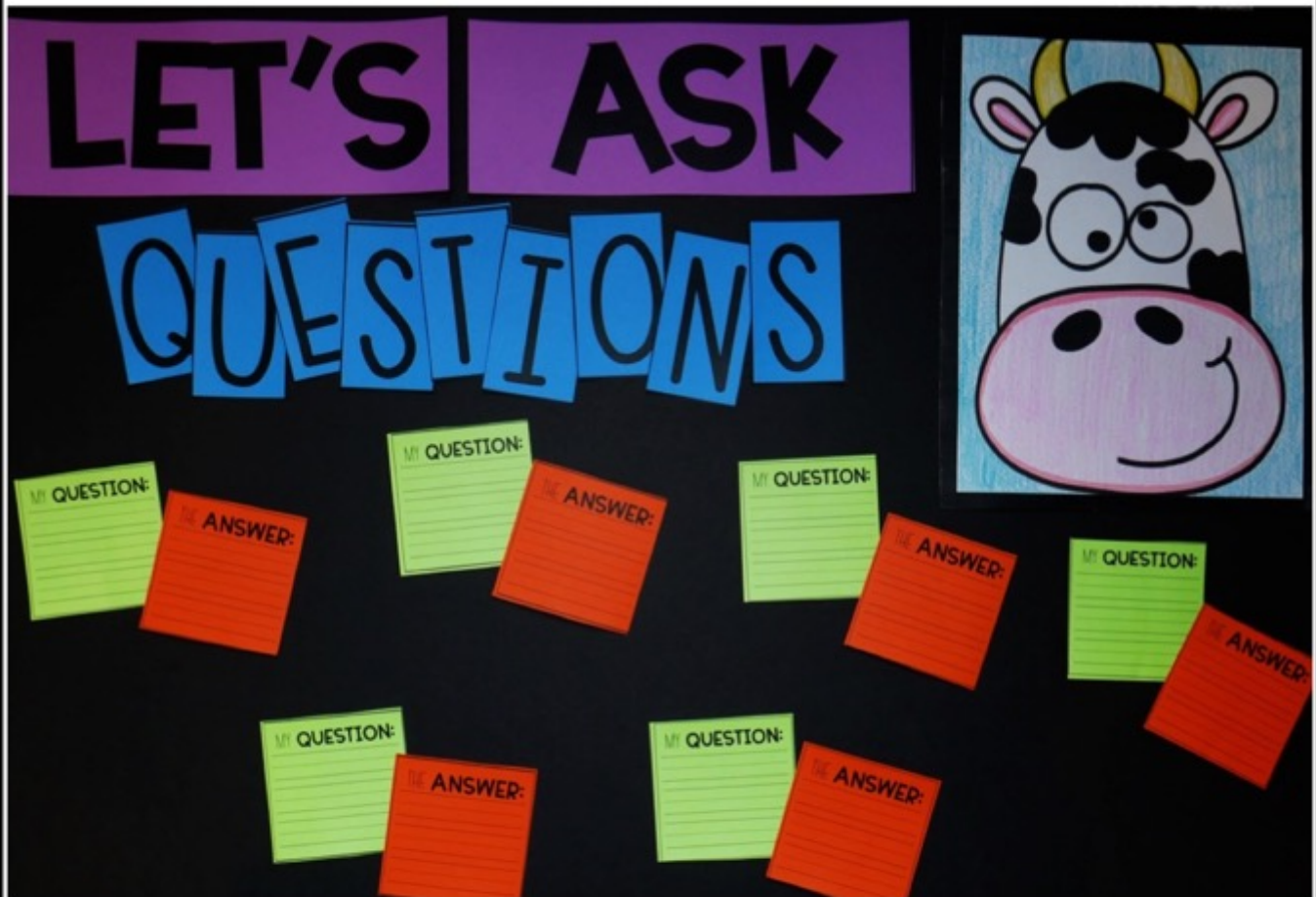
**Follow-Up Activities:** These printables are designed to check student understanding. Most can be glued right into notebooks to keep for future reference. If you are needing grades, these activities would serve that purpose.



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



# ANCHOR CHART



Let's Ask Questions Anchor Chart:  
Students ask questions before and while reading the text. After reading the text, students answer the questions they brainstormed.

# ANCHOR CHART



All About Horses Anchor Chart: Students write facts about horses after reading the nonfiction reader.



# NONFICTION READER

## Do Horses Think?

Horses can think ahead when necessary. They also are problem solvers and learners of routine. If a horse is fed the same time everyday, he will make his way to his dinner spot knowing his food will be arriving soon.

## Why do

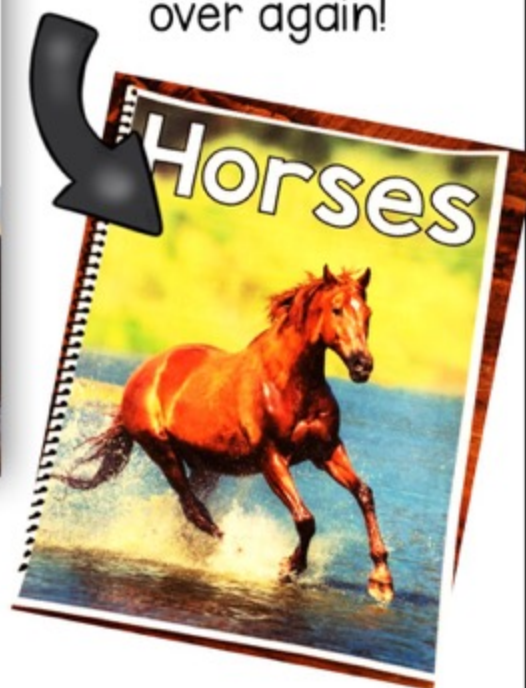
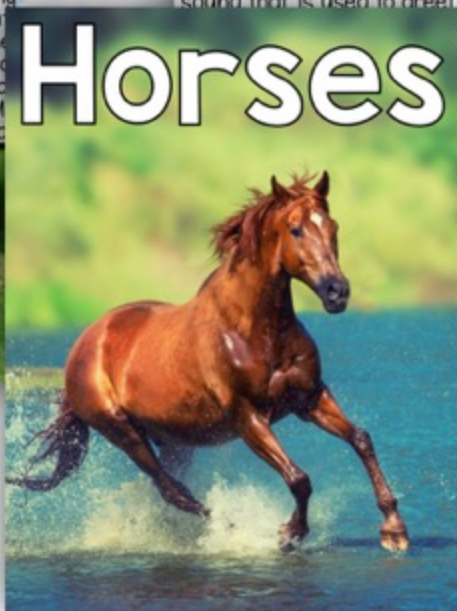
A horse's foot by the horn which horn is naturally v walks. Horses wed bottom of their fe better for running specializes in pur month or two the shoes. Horse sho nailed into the ho hurt the horse. M as a sign of good

## What Sounds do Horses Make?

The most common sound a horse makes is a neigh which is a fairly loud *vibrating* noise. This is used to call out to other horses or a person. A whinny is a softer sound that is used to greet someone the eses that are in and lastly, young ey are playing

The NF reader can be displayed digitally or printed off. I like to laminate and bind mine so students can read them over and over again!

# Horses



This flap-book can be used in response to the nonfiction reader.



# VOCABULARY



**CHUCK WAGON** a wagon used to carry food and utensils for feeding outdoor workers  
What types of food might you find in a chuck wagon?

beans corn  
bread meat  
water

**COWHAND** a person who works with cattle  
If you were a cowhand, what would you do all day?

could ride a horse.

**CHAPS** leather clothing worn over pants to protect the legs  
What else can you wear that protects your body?

hat- sun  
rain jacket- water  
Sunglasses- eyes

**STAMPEDE** a sudden and hurried movement of a large group of scared animals  
What is something that would scare animals into a stampede?

predator came.

**HERD** any group of cattle or wild animals that feed and travel together  
Why do some animals stay in herds?

protect themselves

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: \_\_\_\_\_

## VOCABULARY

Match the vocabulary word to the correct picture

cowhand ✓ chaps ✓ herd ✓ stampede ✓ chuck wagon ✓

1. herd

2. chuck wagon

3. chaps

4. cowhand

5. stampede

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

## VOCABULARY

cowhand ✓ chaps ✓ herd ✓ stampede ✓ chuck wagon ✓

- The cowgirl wore chaps to protect her legs
- The sheep began a stampede when they felt danger was coming
- The workers were so happy when the chuck wagon came carrying their food
- A cowhand works on a cattle ranch and takes care of animals.
- We watched as a herd of elephants stopped to drink water.

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.

# DRAWING



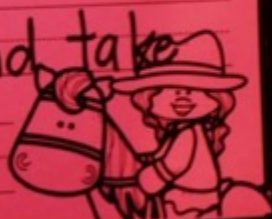
Directed  
Drawing:  
Students  
draw a cow  
and write  
what they  
would would  
do of they  
were a  
cowhand.

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

**If I were a cowgirl**

**I would** ride a horse

all day long and take  
care of cows.



# CRAFT



## Horses

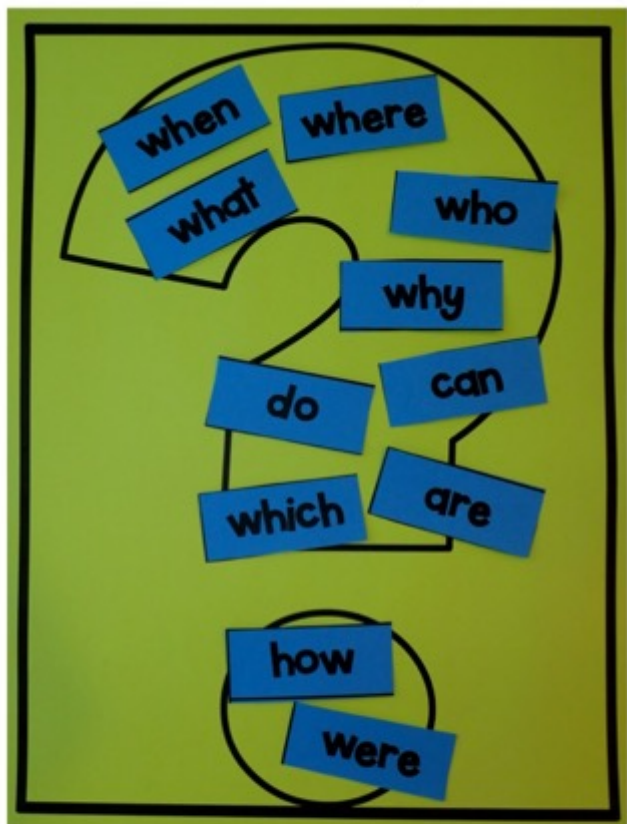
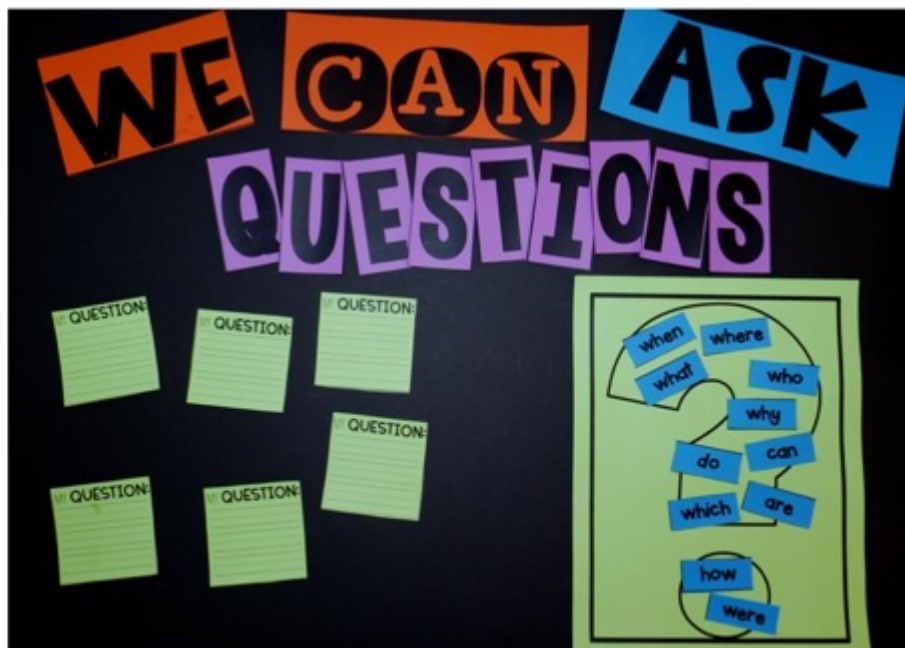
Horses can sleep  
while they are standing  
up.

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

Students can make a horse to display with their learning about horses from the nonfiction reader.

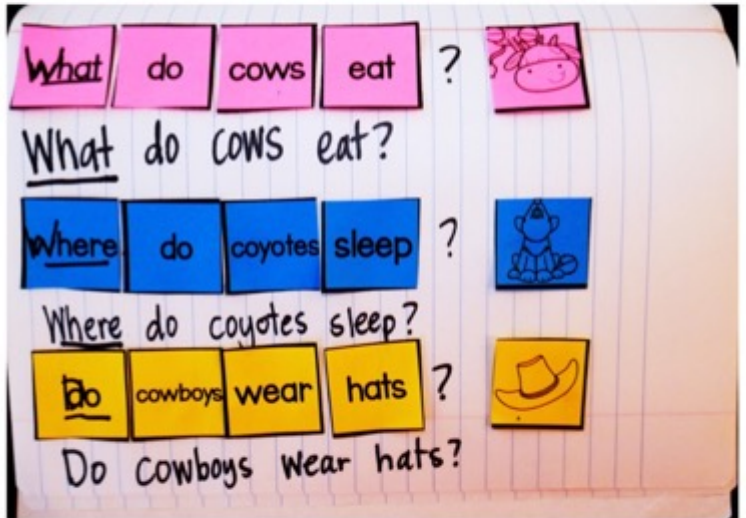
# GRAMMAR

M: Anchor Chart with Question Mark Activity  
T: Punctuate it!

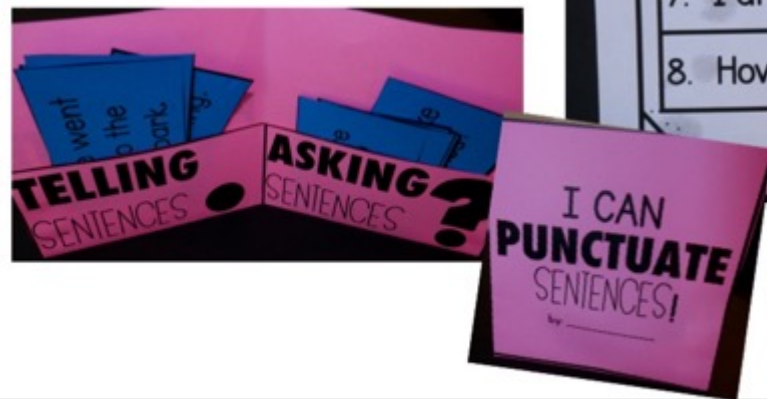
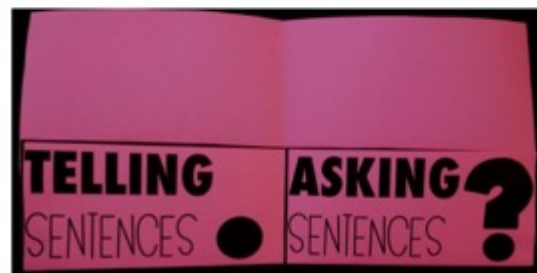
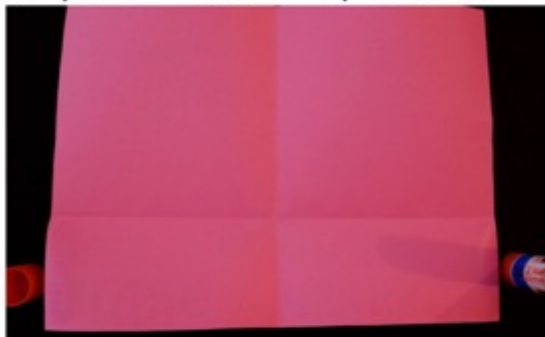


# GRAMMAR

W: Sentence Puzzles  
Th: Punctuation  
Pocket Book  
F: Punctuation Pick It!  
It!



Glue only on the sides of the bottom flap to make a pocket.



### PUNCTUATION PICK IT

1. I see the cat	<input checked="" type="radio"/>	<input type="radio"/>
2. Where is my shoe	<input type="radio"/>	<input checked="" type="radio"/>
3. You are nice	<input checked="" type="radio"/>	<input type="radio"/>
4. The dog barks	<input checked="" type="radio"/>	<input type="radio"/>
5. Can we go outside	<input type="radio"/>	<input checked="" type="radio"/>
6. What is your name	<input type="radio"/>	<input checked="" type="radio"/>
7. I am hungry	<input checked="" type="radio"/>	<input type="radio"/>
8. How are you	<input type="radio"/>	<input checked="" type="radio"/>

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



# PHONICS

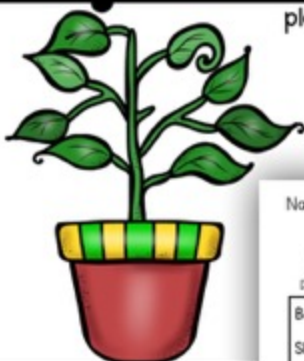
**-an**



ban fan pan tan  
can man ran van



**pl**



plant

(Week 8: -an family)

actice

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

(Week 8)

Directions: Write the word by each picture

**Assessment**



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

(Week 8: -an family)

**A Can of Rice**

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

Becky got the brown bags out of the van.

She wanted to make a snack.

She got out a pan and a can of rice.

The pan got hot and there was smoke.

Becky ran to the stove and turned on the fan.

Her mom put a ban on using the stove.



Write and draw b of the -an words.

\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○  
 \_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_ ○

Draw what happened in the poem.

\_\_\_\_\_

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

(Week 8: -an family)

**Sentence Scramble**

Directions: Unscramble the words to make a sentence. Glue the sentence, write the sentence, and illustrate it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

an the in put egg pan Sue