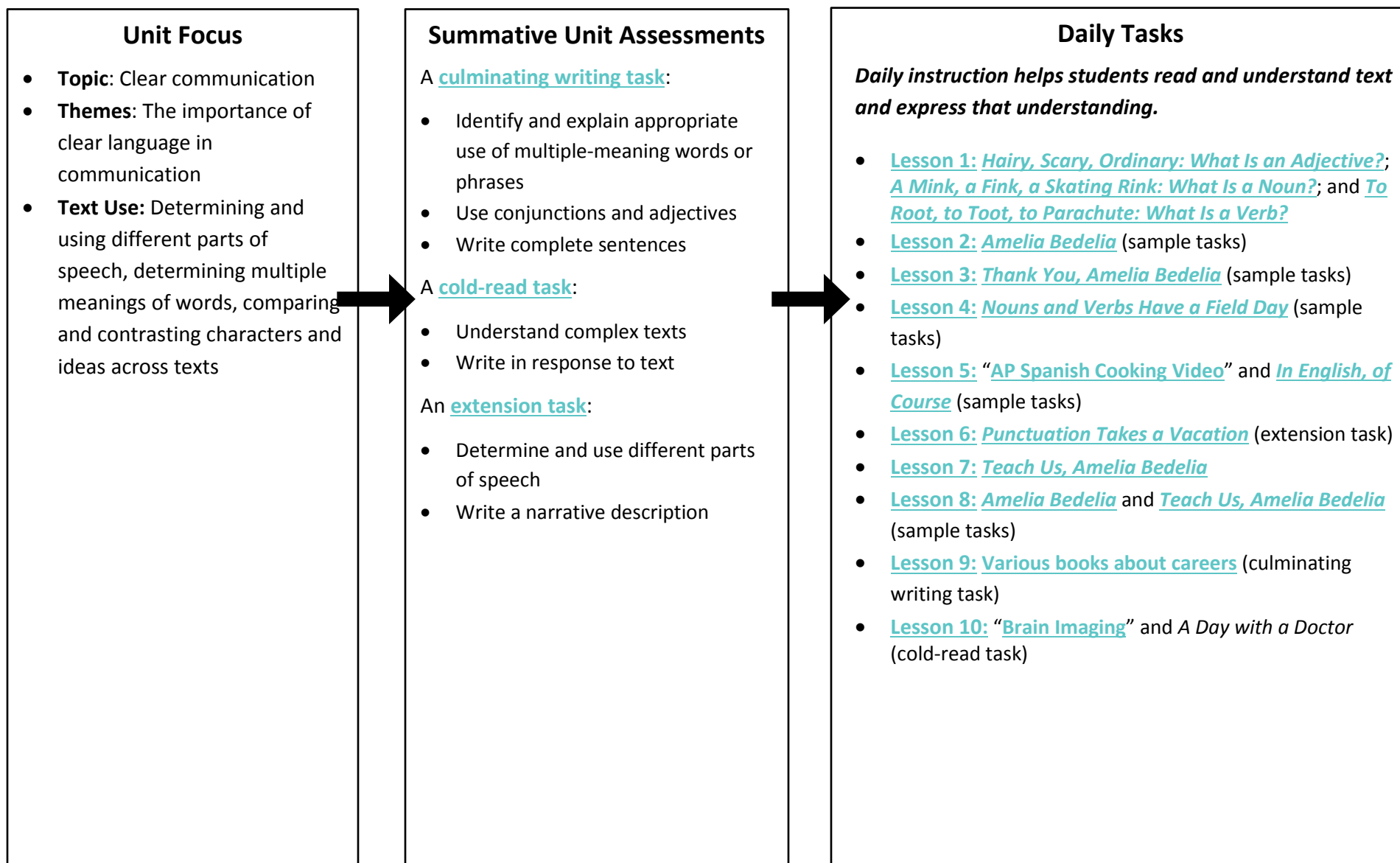


UNIT: AMELIA BEDELIA

<p>ANCHOR TEXT Amelia Bedelia, Peggy Parish (Literary)</p> <p>RELATED TEXTS <u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • Thank You, Amelia Bedelia and Teach Us, Amelia Bedelia, Peggy Parish • Nouns and Verbs Have a Field Day and Punctuation Takes a Vacation, Robin Pulver • In English, of Course, Josephine Nobisso <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • Hairy, Scary, Ordinary: What Is an Adjective?; A Mink, a Fink, a Skating Rink: What Is a Noun?; and To Root, to Toot, to Parachute: What Is a Verb?, Brian Cleary • Various career texts, such as A Day with a Carpenter, Joanne Winne; Community Helpers from A to Z, Bobbie Kalman; Veterinarians and Nurses, JoAnn Early Macken; Dentists, Jacqueline Laks Gorman; A Day in the Life of a Construction Worker and A Day in the Life of a Doctor, Heather Adamson; A Day in the Life of a Garbage Collector, Nate LeBoutillier • A Day with a Doctor, Jan Kottke <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • “AP Spanish Cooking Video” • “Brain Imaging” from Kids.gov 	<p>UNIT FOCUS</p> <p>Students explore the nuances of the English language and the importance of being clear and precise when communicating, whether orally or through writing. They study the English language, specifically grammar and parts of speech, to continue to develop their ability to express themselves and say and write what they truly mean.</p> <p>Text Use: Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts</p> <p>Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.8, RI.1.9, RI.1.10</p> <p>Reading Foundational Skills:¹ RF.1.3a-g, RF.1.4a-c</p> <p>Writing: W.1.1, W.1.2, W.1.3, W.1.5, W.1.7, W.1.8</p> <p>Speaking and Listening: SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</p> <p>Language: L.1.1.a-j; L.1.2a-e; L.1.4a, c; L.1.5a, c-d; L.1.6</p>
	<p>CONTENTS</p> <p>Page 284: Text Set and Unit Focus</p> <p>Page 285: <i>Amelia Bedelia</i> Unit Overview</p> <p>Pages 286-290: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 291: ELA Instructional Framework</p> <p>Pages 292-302: Text Sequence and Sample Whole-Class Tasks</p>

¹ The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

Amelia Bedelia Unit Overview



SUMMATIVE UNIT ASSESSMENT

CULMINATING WRITING TASK²

Have students respond to the following prompt: “Select one of the career books we’ve read in class. Identify at least three words or phrases that might confuse Amelia Bedelia.³ Explain why Amelia Bedelia might be confused by those words or phrases. Include vocabulary from your notes taken while we read the texts.” (RL.1.3, RI.1.4, W.1.2, W.1.7, L.1.4a)

Teacher Notes:

- *Students are asked to identify three multiple-meaning words or phrases and explain the different meanings, focusing on the most appropriate use of the words or phrases based on context. The completed writing should use words from the charts and include conjunctions that signal simple relationships (e.g., because) and frequently occurring adjectives. (L.1.1f, g; L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Clear communication • Theme: The importance of clear language in communication • Text Use: Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts 	This task assesses: <ul style="list-style-type: none"> • Identifying and explaining appropriate use of multiple-meaning words or phrases • Using conjunctions and adjectives • Writing complete sentences 	Read and understand text: <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 5 (sample tasks included) • Lesson 7 • Lesson 9 (use this task)

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

³ For example, in a doctor’s office, Amelia might try to give patients a multiple-choice test when it is time for their *exam*.

COLD-READ TASK⁴

Watch “[Brain Imaging](#)”⁵ as a class twice and instruct students to take notes (similar to the process modeled in the *Spiders* unit).

Then have students independently read *A Day with a Doctor* by Jan Kottke.

Ask students to independently answer a combination of multiple-choice and constructed-response questions⁶ about the text and in comparison to other texts in the unit. (**Teacher Note:** Allow students to use their notes from the video. There is also a transcript provided with the video, so if students need help remembering details from the video, you or they can refer to the transcript as necessary.)

Sample questions:

1. Ask students to read and answer the following question independently. (RI.1.1, RI.1.2, RI.1.4)

What is brain imaging?

- a. A way that doctors imagine
- b. A way for people to be healthy
- c. A way to look at the brain without surgery

2. Read the following question to students and have them answer it independently in writing: “Why do doctors need to *detect the damage* done to the brain?” (RI.1.1, RI.1.2, RI.1.4, RI.1.8) Have students write their response in complete sentences. (L.1.1a-j, L.1.2a-e, L.1.6)

3. Read the following question to students and have them answer it independently. (RI.1.1, RI.1.4)

What is the *clicking* and *clacking* in an MRI machine?

- a. A large magnetic field
- b. Instruments recording
- c. Moving water in the machine

4. Ask students to read and answer the following question independently in writing: “What does a doctor do?” (RI.1.1, RI.1.2, RI.1.8, RI.1.9, W.1.2) Have students write their response in complete sentences. (L.1.1a-j, L.1.2a-e, L.1.6)

⁴ **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

⁵ <http://kids.usa.gov/watch-videos/videos/brain-imaging-accessible/index.shtml>

⁶ Ensure that students have access to the print text as they are testing.

5. Ask students to read and answer the following question independently in writing: “What would Amelia need to know in order to be a doctor? List words, phrases, or ideas.” (RI.1.1, RI.1.2, RI.1.9)

6. Ask students to read and answer the following question independently. (RI.1.1, RI.1.4, W.1.8, L.1.4a)

Identify one phrase Amelia Bedelia might be confused about in a doctor’s office.

- a. “Listen to your chest”
- b. “You have a fever”
- c. “Take medicine”

Why might Amelia Bedelia be confused by the phrase you chose? (RL.1.3, RI.1.3)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Clear communication • Theme: The importance of clear language in communication • Text Use: Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts 	This task focuses on: <ul style="list-style-type: none"> • Understanding complex texts • Writing in response to text 	Read and understand text: <ul style="list-style-type: none"> • Lesson 1 • Lesson 4 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 6 (use this task)

EXTENSION TASK⁷

- Begin the Extension Task after reading aloud *Hairy, Scary, Ordinary: What Is an Adjective?*; *A Mink, a Fink, a Skating Rink: What Is a Noun?*; and *To Root, to Toot, to Parachute: What Is a Verb?* By Brian P. Cleary in Lesson 1.
- On the last page of each text, it asks, “So what is a noun/verb/adjective? Do you know?” Have students view the illustrations on the last pages and create three lists (one each for nouns, verbs, and adjectives) based on the illustrations. (L.1.5a)
- Divide the class into groups.
- Assign each group an area of the school (e.g., classroom, playground, lunchroom, library, etc.) to draw similar to the illustrations in the texts.
- Provide each group with a large bulletin-board-size piece of paper for their drawing.
- When the drawing is complete, ask the group to label the drawing with adjectives, nouns, and verbs for the objects and actions appropriate for that area. For example, on the large drawing of the lunchroom, students might label: *table, lunch line, hand-washing station, eat, wash, wait, delicious, smelly, noisy*. (L.1.1b, c, f; L.1.5c)
- Allow students to work on their drawings until Lesson 6.
- Following the reading of *Punctuation Takes a Vacation* in Lesson 6, display the drawings around the classroom.
- Evaluate the labels as a class (i.e., each group presents their drawing and labels and asks the class if there are any that are missing or need to be refined). (SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.5d) Have groups add any labels the class considers important for the particular area in the drawing. (W.1.8)
- Ask students to select an area to write about (from the displayed drawings—it does not have to be their drawing) and write a narrative description of their experience in that area using the labels in their writing. (W.1.3, W.1.7) For example, “Here is the lunchroom. I eat here every day. I bring my delicious lunch so I don’t have to wait in the lunch line. These kids sure are noisy! I like to eat.”

Teacher Notes:

- *Students are asked to write a narrative description of their experiences in an area around school. (W.1.3) The completed writing should use words from the drawings and personal, possessive, and indefinite pronouns, and include conjunctions that signal simple relationships (e.g., because). (L.1.1d, L.1.1g, L.1.6)*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, adjectives, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, f, h, i, j; L.1.2d, e) The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)*

⁷ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Clear communication • Theme: The importance of clear language in communication • Text Use: Determining and using different parts of speech, determining multiple meanings of words, comparing and contrasting characters and ideas across texts 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Determining and using different parts of speech • Writing a narrative description 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 5 (sample tasks included) • Lesson 10 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁸ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.






⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁹</p> <p><i>Hairy, Scary, Ordinary: What Is an Adjective?</i>, Brian P. Cleary</p> <p><i>A Mink, a Fink, a Skating Rink: What Is a Noun?</i>, Brian P. Cleary</p> <p><i>To Root, to Toot, to Parachute: What Is a Verb?</i>, Brian P. Cleary</p>	<p>TEXT DESCRIPTION: These texts introduce parts of speech using humor and rhyme.</p> <p>TEXT FOCUS: Engage students in exploring the importance of clear communication and knowing the most accurate way to use language to communicate with others. These texts provide a fun way to teach parts of speech and expand vocabulary. Allow students to enjoy the text through read-aloud activities, and place the texts in the classroom library for students to read on their own. These texts can also be used in small-group reading for reading foundational skills.</p> <p>MODEL TASK</p> <p>SAMPLE ASSESSMENT TASK: Extension Task (Begin the task here. It will be completed in Lesson 6.)</p>
<p>LESSON 2:</p> <p><i>Amelia Bedelia</i>, Peggy Parish</p>	<p>TEXT DESCRIPTION: Amelia Bedelia is a literal-minded but charming housekeeper who confounds her employers, Mr. and Mrs. Rogers, by following their list of things to do in a very unusual way. Amelia Bedelia “changes the towels,” “dusts the furniture,” and “dresses a chicken” in unexpected, humorous ways.</p> <p>TEXT FOCUS: The focus of this unit is on language clarity and accuracy through speaking and writing. Amelia Bedelia’s character and various antics represent what happens when people misinterpret and misunderstand the words. Students explore the various meanings of words based on context and consider how it is important to understand context when selecting and using language to communicate ideas.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to <i>Amelia Bedelia</i> read aloud. Then they discuss Amelia’s confusions and describe her using adjectives. Finally, students create an In English, Please chart to track the various meanings of words in the texts.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read the text to students without interruption. Allow students the opportunity to appreciate and fully

⁹ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE							
	<p>engage with the text.</p> <ul style="list-style-type: none"> • Class Discussion: Create a class summary of Amelia’s confusions. (RL.1.2, RL.1.7) <ul style="list-style-type: none"> ○ Project pages 16-18 to have students reread the text chorally. (RL.1.10) ○ Ask students: “What caused Amelia to be confused?” (Teacher Note: Students might make connections between Amelia and previous characters, for example, Bear from the <i>Mooncake</i> unit.) (RL.1.1, RL.1.3, RL.1.4, RL.1.9, SL.1.2, L.1.4a) ○ Repeat this process with additional sections of the text. Stop after Amelia completes one of Mrs. Rogers’s tasks to discuss what might have caused Amelia’s confusion. ○ Record information and details on chart paper, the board, or using a projection device. • Student Practice: Divide the class into pairs. Have each pair describe Amelia Bedelia. (SL.1.1a) <ul style="list-style-type: none"> ○ Ask each pair to develop three descriptive words, phrases, or statements to share with the class. (RL.1.1, RL.1.3) ○ As necessary, have pairs write or draw their notes. (W.1.8) ○ Ask each pair to share their descriptions and create a class character chart of adjectives to describe Amelia. (SL.1.1b-c, SL.1.3, SL.1.4, SL.1.6) • Second Reading: Prior to rereading the text, prompt students to listen and look for the words that cause Amelia’s confusion. (RL.1.4, L.1.4a) <ul style="list-style-type: none"> ○ Project the text and read it aloud as students follow along. ○ Create a class three-column chart, titled In English, Please. ○ As students identify a word, record the word on the class In English, Please chart. ○ Have students write the words and include pictures on the chart as appropriate. (SL.1.5) Write the first five words and definitions as a class (<i>change, dust, draw, out, measure</i>). (L.1.5c, L.1.5d) <p style="text-align: center;">IN ENGLISH, PLEASE</p>							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="527 1256 997 1294">Word from text</th> <th data-bbox="997 1256 1470 1294">Amelia’s meaning</th> <th data-bbox="1470 1256 1938 1294">Other meanings</th> </tr> </thead> <tbody> <tr> <td data-bbox="527 1294 997 1469">Change</td> <td data-bbox="997 1294 1470 1469">To make something look different</td> <td data-bbox="1470 1294 1938 1469">  <p>To replace with something new</p> </td> </tr> </tbody> </table>		Word from text	Amelia’s meaning	Other meanings	Change	To make something look different	 <p>To replace with something new</p>
Word from text	Amelia’s meaning	Other meanings						
Change	To make something look different	 <p>To replace with something new</p>						

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students work with their partner to complete the last two rows of the In English, Please chart for the remaining words in <i>Amelia Bedelia</i> (<i>trim, dress</i>).
<p>LESSON 3:</p> <p><u>Thank You, Amelia Bedelia</u>, Peggy Parish</p>	<p>TEXT DESCRIPTION: Amelia Bedelia is a literal-minded but charming housekeeper who confounds her employers, Mr. and Mrs. Rogers, by following their list of things to do in a very unusual way. Amelia Bedelia “strips the sheets,” “checks the shirts,” and “removes the spots” in unexpected, humorous ways.</p> <p>TEXT FOCUS: Amelia Bedelia’s character and various antics represent what happens when people misinterpret and misunderstand the words. Students explore the various meanings of words based on context and consider how it is important to understand context when selecting and using language to communicate ideas.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the text read aloud while making prediction. Students reread the text in groups and add to the In English, Please chart. Students then add to the character description chart, ensuring they use the best adjective to describe Amelia. Lastly, students independently write an opinion response about Amelia’s characteristics.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Since students have already read one book about Amelia, check their understanding of her character by engaging them in predicting what she might do in response to various requests. (RL.1.2, RL.1.3, RL.1.9) Read the first 27 pages aloud and project the text for students to engage with the print and illustrations. Stop after pages 11, 15, and 23 and ask students, “What do you think Amelia Bedelia is going to do next?” • Second Reading: Divide the class into groups. Provide each group with a copy of <i>Thank You, Amelia Bedelia</i>. Ask each group to read the full text chorally¹⁰ in their groups. (RL.1.10, RF.1.3a-g, RF.1.4a-c) • Word Work: Have the groups continue to complete the In English, Please chart by adding the words Amelia misunderstands in <i>Thank You, Amelia Bedelia</i> (e.g., <i>strip, check, remove, scatter, string, roll, separate, pare</i>). (Teacher Note: For <i>pare</i>, tell students to include <i>pare, pair, and pear</i> in the first column. They are likely to know the different definitions, but will need to be told to include the three different spellings on the chart.) (RL.1.4, RL.1.7, L.1.4a, L.1.5c-d) <p>UNDERSTAND THE TEXT:</p>

¹⁰ http://www.fcrr.org/studentactivities/F_023b.pdf

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Class Discussion: Review the class character chart for Amelia Bedelia. Ask students to add words to the chart based on <i>Thank You, Amelia Bedelia</i>. <ul style="list-style-type: none"> ○ As students suggest words, prompt the class to evaluate the word choice by asking, “Is that what you really mean? Is this word an accurate description of Amelia? How do you know?” (RL.1.1, RL.1.3, SL.1.1c, SL.1.3) ○ Lead a discussion in which students provide reasons from the text for their word choice. (SL.1.1a-b) ○ Work with students to refine their word choice to select the most appropriate and precise words to describe Amelia. (W.1.5) For example, instead of including words such as <i>dumb</i> and <i>crazy</i>, work with students to come up with words such as <i>confused</i>, <i>silly</i>, <i>pleasant</i>, <i>hardworking</i>, and <i>helpful</i>. (L.1.5d) • Student Practice: Have students create their own character chart for Amelia Bedelia, including details and/or drawings from the text to support their descriptions. (W.1.8) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Independent Writing: Have students write a brief opinion in response to <i>Thank You, Amelia Bedelia</i>. <ul style="list-style-type: none"> ○ Ask students to respond to the following prompt in writing: Why is _____ (word from character chart) a better word to describe Amelia than _____ (one of the words refined through discussion)? Write at least three complete sentences incorporating simple conjunctions. (RL.1.1, RL.1.5, W.1.1, L.1.1a-j, L.1.2a-e) ○ Prompt students to use words from the various charts to incorporate into their writing. (L.1.6) ○ Then ask students to share their written response with a partner to evaluate the detail: Do you agree or disagree with your partner? Why? (SL.1.1c) • Note for Small-Group Writing: Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time. (W.1.5)
<p>LESSON 4:</p> <p><i>Nouns and Verbs Have a Field Day</i>, Robin Pulver</p>	<p>TEXT DESCRIPTION: This text describes what happens when nouns and verbs realize they must work together so that communication is possible.</p> <p>TEXT FOCUS: This text reinforces the idea that a sentence must have at least a noun and verb to be a complete sentence. There are also opportunities to teach commas in a series and shades of meaning among verbs. (L.1.2c, L.1.5d)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: First, students listen to the text read aloud. Then they discuss the purpose of nouns and verbs in sentences. Lastly, they create silly sentences in groups and work to edit them to ensure they follow the proper conventions.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • <u>First Reading</u>: Read the entire text aloud without interruption. Project or display the text so students can engage with the print and illustrations. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>Class Discussion</u>: Read the text aloud and ask students key questions during the reading, e.g., “What was the problem? What did the nouns and verbs discover?” (RL.1.2) Ensure students understand that all the words have to work together to communicate what we want to say clearly. We can’t just say the words; we have put them together in a sentence. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Student Practice</u>: Engage students in writing using various parts of speech. <ul style="list-style-type: none"> ○ Quickly explain to students that the articles in English are <i>a</i>, <i>an</i>, and <i>the</i>. (L.1.1h) ○ Ask students to review the noun, verb, and adjective lists created in Lesson 1. (L.1.5a) ○ Discuss how the words on the various lists work together (along with articles) to communicate clearly and accurately. For example, in looking at the last illustration in <i>Hairy, Scary, Ordinary: What Is an Adjective?</i>, it is not clear enough to just say, “The orange cat.” It is necessary to say, “The orange cat is driving” or “The orange cat is eating ice cream.” (SL.1.1c) ○ Divide the class into groups of four and have the groups form a circle. ○ Provide each student with a piece of white paper with four columns (see below). ○ Ask students to write an article and an adjective in the first column, referring to the adjective chart from Lesson 1. Have students then fold the paper down the center of the column to cover only what they have written. (L.1.1a, f, h) ○ Have students pass the paper to the right. ○ Ask students to write a noun in the second column and fold the paper down the center of the column to cover only what they have written. (L.1.1b) ○ Have students pass the paper to the right again. ○ Repeat the process for the third column, having students write a verb. ○ Complete the process by having the next student add an ending punctuation mark. (L.2.b) ○ Return the papers to the student who wrote the original article and adjective.

TEXT SEQUENCE	TEXT USE				
	<ul style="list-style-type: none"> ○ Have students unfold the paper and read the sentences in their group. <table border="1" data-bbox="527 256 1938 659" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%; padding: 20px;">the ugly</td> <td style="width: 25%; padding: 20px;">cat</td> <td style="width: 25%; padding: 20px;">fishing</td> <td style="width: 25%; padding: 20px;">?</td> </tr> </table> <ul style="list-style-type: none"> ○ Have students work as a group to edit each sentence, ensuring proper capitalization and subject-verb agreement. For example, in the above sentence, students could change <i>fishing</i> to <i>is fishing, was fishing, fished, or fishes</i>. (W.1.7, L.1.1c, e, j; L.1.4c) ○ Have the students illustrate their sentence. (SL.1.5) 	the ugly	cat	fishing	?
the ugly	cat	fishing	?		
<p>LESSON 5:</p> <p>“AP Spanish Cooking Video”</p> <p>In English, of Course, Josephine Nobisso</p>	<p>TEXT DESCRIPTION: The video is of AP Spanish students demonstrating how to make an apple dessert. The text details an experience of an Italian student attempting to describe Italy in English, which is not her native language.</p> <p>TEXT FOCUS: Using the video provides an opportunity to discuss how there are many different ways to communicate and miscommunicate. While students can watch the video to determine what is happening, they likely cannot understand what is being said. Similarly, Amelia Bedelia and Mrs. Rogers are communicating, but they aren’t necessarily understanding each other. <i>In English, of Course</i> also provides an opportunity to discuss how people talk in many different languages and the challenges that come with explaining yourself when communication is difficult.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students watch a video in Spanish and then listen to <i>In English, of Course</i> read aloud. For both texts, students consider what makes the situations easy and difficult to understand. The lesson concludes with students comparing and contrasting Amelia Bedelia and Josephine as practice, and then writing a paragraph comparing Amelia, Josephine, and Bear from the <i>Mooncake</i> unit.</p>				

TEXT SEQUENCE	TEXT USE
	<p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>First Reading</u>: Watch the video as a class. • <u>Class Discussion</u>: Engage students in asking and answering a series of questions to determine their understanding of the video. <ul style="list-style-type: none"> ○ Describe what is happening in the video. (RI.1.1, RI.1.2, RI.1.3, SL.1.3) <ul style="list-style-type: none"> ▪ <i>Determine which students do and don't understand about the video.</i> (SL.1.1c) ○ What makes the video difficult to understand? ○ How is that similar to or different from Amelia's difficulties in <i>Amelia Bedelia</i>? ○ Are the students in the video smart or not? Why do you think so? • <u>First Reading</u>: Read aloud <i>In English, of Course</i>. Project or display the text so students can engage with the print and illustrations. • <u>Second Reading</u>: Reread pages 1-6. What does Josephine misunderstand about her classmates? • <u>Class Discussion</u>: Engage students in asking and answering a series of questions to determine their understanding of the text. <ul style="list-style-type: none"> ○ Ask: Why does Josephine say, "I go to farm one time," instead of describing Naples? (RL.1.1, RL.1.2, SL.1.2) ○ Project some of Josephine's quotations from <i>In English, of Course</i>. Ask: Does Josephine communicate what she wants to say by just putting words together? What makes her difficult to understand? How is she able to communicate? (RL.1.1, RL.1.3, RL.1.6, SL.1.2) ○ Ask: How is that similar to or different from <i>Amelia Bedelia</i>? (RL.1.9) ○ Ask: Is Josephine smart or not? Why do you think so? How is that similar to or different from the students in the video? ○ Ask: What does Josephine learn from her experience in class? (RL.1.2, SL.1.2) • <u>Student Practice</u>: Divide the class into pairs. Ask pairs to compare and contrast the character of Amelia Bedelia with Josephine in <i>In English, of Course</i>. How do both characters misunderstand what others say to them? Have students record their comparisons on a Venn diagram. (RL.1.3, RL.1.9)

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Independent Writing:</u> Have students respond to the following prompt in writing: Compare and contrast the actions and behavior of Amelia Bedelia, Josephine, and Bear from the <i>Mooncake</i> unit. (RL.1.3, RL.1.9, W.1.8) <ul style="list-style-type: none"> ○ Ask students to expand their Venn diagram to add Bear. ○ Direct students to show what is similar and different about the three characters, focusing on actions and behaviors as opposed to appearance. ○ Prompt students to share their Venn diagram with a partner to determine whether they focused on actions and behaviors. Ask each pair to provide feedback on the use of details and reasons. (SL.1.1a-c, W.1.5) ○ Have students write a paragraph explaining the similarities and differences in the three characters’ actions and behaviors. (W.1.2) ○ Ensure the completed writing uses words from the charts and includes conjunctions that signal simple relationships (e.g., <i>because</i>) and frequently occurring adjectives. (L.1.1f, g; L.1.6) The writing should also contain complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) ○ Use conferencing and small-groups to target student weaknesses and improve student writing ability. (W.1.5)
<p>LESSON 6:</p> <p><i>Punctuation Takes a Vacation</i>, Robin Pulver</p>	<p>TEXT DESCRIPTION: This text describes what happens when “punctuation takes a vacation.” There are various instances of punctuation missing, incorrect punctuation, etc. to help students understand the necessary role of punctuation in sentences.</p> <p>TEXT FOCUS: Students should understand that punctuation helps us know how to read with fluency and expression. (RL.1.2) After reading the text aloud, students can refer back to their sentence from Lesson 4. They can practice reading their sentences as a group with different end punctuation, and then select two from the group to perform for the class. (RF.1.4b, SL.1.4, SL.1.6) The performances can be serious or silly. Following each presentation, ask the class to determine if it is the correct end punctuation for the sentence. (SL.1.1c, SL.1.3, L.1.2b) If it is not, ensure that students explain why it is not. (SL.1.1b) Then the class can practice changing the word order of a sentence to create a question from a statement. (L.1.1j) Following the presentations, have the groups work together to combine the four sentences into a paragraph, expanding the sentences using additional adjectives, nouns, or verbs from the lists in Lesson 1 (as needed). (L.1.1a-j, L.1.2a-e, L.1.6) Then have students edit the Dear, Punctuation letter from <i>Punctuation Takes a Vacation</i> to demonstrate understanding of punctuation.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>

TEXT SEQUENCE	TEXT USE
<p>LESSON 7:</p> <p><i>Teach Us, Amelia Bedelia</i>, Peggy Parish</p>	<p>TEXT DESCRIPTION: Amelia Bedelia is a literal-minded but charming housekeeper who ends up substituting for the day when the teacher’s plane is delayed. As expected, Amelia Bedelia carries out her directions as a substitute in unexpected, humorous ways.</p> <p>TEXT FOCUS: After the first reading in groups, add any additional adjectives to the character description chart for Amelia Bedelia and words that confused Amelia to the In English, Please chart. (Teacher Note: You may need to provide the definition of “plumb tired” for students. Amelia uses it correctly, but it is likely to be a phrase students do not understand on their own.) Then discuss as a class nouns, verbs, and phrases specific to the classroom that Amelia might misunderstand, such as centers/stations, math/ELA block, naming/describing words, Activboard/Smartboard, “put up _____,” or “check your homework.” Have students choose three of the words or phrases discussed as a class. Then, as prewriting, create three entries on the In English, Please chart for those phrases. Students will need to imagine what Amelia might do. Then have students write their own Amelia Bedelia story based on her visit to their classroom. (W.1.3)</p>
<p>LESSON 8:</p> <p><i>Amelia Bedelia</i>, Peggy Parish</p> <p><i>Thank You, Amelia Bedelia</i>, Peggy Parish</p>	<p>TEXT DESCRIPTION: Both of these texts have been read previously.</p> <p>TEXT FOCUS: Focus students on demonstrating understanding of these texts through speaking and writing.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students reread two Amelia Bedelia books and act out a situation from one of the books to illustrate how to communicate effectively with Amelia. Then students independently write a letter to Mr. and Mrs. Rogers explaining how to fix their communication problems with Amelia.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Third Reading: Divide the class into groups. Read aloud <i>Amelia Bedelia</i> as students follow along with the projected text. Then have each group reread <i>Thank You, Amelia Bedelia</i>, taking turns to read a page aloud with fluency and expression. (RL.1.10, RF.1.3a-g, RF.1.4a-c) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Class Discussion: Ask each group to determine an answer to the following question: “At the end of <i>Amelia Bedelia</i>, how does Mrs. Rogers fix the problem so Amelia Bedelia clearly understands what to do in the future?” (RL.1.1, RL.1.2) <ul style="list-style-type: none"> ○ Ask groups to write their answer in complete sentences, using examples from the text. ○ Assign each group a section in <i>Thank You, Amelia Bedelia</i> where she misunderstands a direction given to her by the principal. ○ Ask the group to determine how they would explain the direction to Amelia so that she could correctly understand what she should do. (W.1.8, SL.1.1a-c)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Have each group perform their situation (e.g., one group member is Amelia, two group members are children in the classroom, and one group member is the narrator) and act out how Amelia originally understood the direction, then have the narrator explain to Amelia what she should do differently, and then act out the correct way of following the direction. (SL.1.3, SL.1.4, SL.1.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● <u>Independent Writing</u>: Finally, ask students to write a response to the following prompt: What did Mr. and Mrs. Rogers learn from working with Amelia Bedelia? Write a letter to Mr. and Mrs. Rogers explaining how to clearly and accurately communicate with Amelia in <i>Thank You, Amelia Bedelia</i>. <ul style="list-style-type: none"> ○ Ensure that students include at least two events from the story, some details about what happened, and an explanation of how to communicate better in the future. (RL.1.2, W.1.2) ○ The completed writing should use words from the charts and include conjunctions that signal simple relationships (e.g., <i>because</i>) and frequently occurring adjectives. (L.1.1f, g; L.1.6) The writing should also contain complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c) ○ Use conferencing and small-groups to target student weaknesses and improve student writing ability. (W.1.5)
<p>LESSON 9:</p> <p>Various books about careers</p>	<p>TEXT DESCRIPTION: Use various career books available in the classroom, school, or local library. Some possible examples are <i>A Day with a Carpenter</i> by Joanne Winne, <i>A Day with a Doctor</i> by Jan Kottke, <i>Community Helpers from A to Z</i> by Bobbie Kalman, <i>Veterinarians and Nurses</i> by JoAnn Early Macken, <i>Dentists</i> by Jacqueline Laks Gorman, <i>A Day in the Life of a Construction Worker</i> and <i>A Day in the Life of a Doctor</i> by Heather Adamson, and <i>A Day in the Life of a Garbage Collector</i> by Nate LeBoutillier. Select careers based on student interest. There are also videos available¹¹ to watch in addition to reading several books.</p> <p>TEXT FOCUS: Read aloud about different careers that interest students. Have students read the grade-level books independently or in groups. (RI.1.10) While reading the texts, students should take notes about the different careers and the vocabulary specific to each career in preparation for the culminating writing task. (RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.8, RI.1.9, W.1.8) (This can also be done as a class.) As needed, discuss how Amelia might be confused using one of the career texts as a model, similar to what was done in Lesson 7 with <i>Teach Us, Amelia Bedelia</i>.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>

¹¹ <http://kids.usa.gov/watch-videos/jobs/index.shtml>

TEXT SEQUENCE	TEXT USE
<p>LESSON 10:</p> <p>“Brain Imaging” from Kids.gov</p> <p><i>A Day with a Doctor</i>, Jan Kottke</p>	<p>TEXT DESCRIPTION: “Brain Imaging” is a video that explains the job of a doctor who analyzes damaged brains to develop treatment plans for those who have experienced a traumatic brain injury. <i>A Day with a Doctor</i> provides basic information about the job of a doctor.</p> <p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>