



# Read to Be Ready plans for: Amelia Bedelia Week 1 1<sup>st</sup> grade

## ELA Standards:

- 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a) Use common, proper, and possessive nouns. b) Use singular and plural nouns with correct verbs in basic sentences.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i) Use sentence-level context as a clue to the meaning of a word or phrase.
- 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. i) sort words into categories to gain a sense of the concepts the categories represent. iv) Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.
- 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.
- 1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.
- 1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.

**Comprehension skill:** multiple meaning words

**Phonics:** See Pacing Guide

**Grammar/Writing:** complete sentences/parts of speech

**Unit Focus:** 1. comparing and contrasting characters and ideas across texts; 2. the importance of clear communication

**Culminating Task:** Students will write and illustrate an idiom to demonstrate understanding of multiple-meaning words.

Text Set: Amelia Bedelia by Peggy Parish Teach Us, Amelia Bedelia by Peggy Parish

Nouns and Verbs Have a Field Day by Robin Pulver

Powerpoint on lesson plan web page <https://tinyurl.com/yc5sm2bj>

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
M O N D A Y	1 <sup>st</sup> reading of <u>Amelia Bedelia</u>  Read through the story with few interruptions.  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 words.	Tier 2 words <ul style="list-style-type: none"> <li>container</li> <li>unusual</li> <li>icebox</li> </ul>	<p><i>Who are the main characters?</i></p> <p><i>What is Amelia Bedelia's job? (housekeeper)</i></p> <p><i>What are some of the crazy things Amelia Bedelia does?</i></p> <p><i>What causes her to be confused?</i></p> <p><i>How could the mistakes have been avoided? (clearer language on the list)</i></p>	<p>Illustrate and write about your favorite Amelia Bedelia mix up.</p> <p>Students illustrate and then write about their favorite misunderstood task that Amelia Bedelia performed in this story. Have them explain what Amelia did and what she really should have done.</p>	<p><b>Focus:</b></p> <p>Parts of speech</p> <p>Peer &amp; self-editing</p> <p>Point of view</p> <p>Idioms</p>

T U E S D A Y	<p>2<sup>nd</sup> reading of <u>Amelia Bedelia</u></p> <p><u>Read all or part of the story again, depending on time.</u></p> <p>Today the class will create a chart (using powerpoint as a resource) to identify and explain the multi-meaning words in the story.</p>	<p>Explicit instruction on the multiple meanings of words and how we use context clues to determine their meaning in a sentence.</p> <ul style="list-style-type: none"><li>• Change</li><li>• Dust</li><li>• Draw</li><li>• Out</li><li>• measure</li><li>• Trim</li><li>• Dress</li></ul>	<p>Make a class chart with 3 columns:</p> <p>1.Word from text 2.Amelia's meaning 3.other meanings</p> <p>(Powerpoint provided on lesson plan page)</p>	<p>Today's task is the group work on the powerpoint - examining the multiple meanings of words.</p>					
W E D N E S D A Y	<p>1<sup>st</sup> read of <u>Nouns and Verbs Have a Field Day</u></p> <p>This text emphasizes that a complete sentence must have a noun and a verb to make a complete sentence.</p> <p><b>**Project or display the text so that students may participate in the reading of this story. Read through the first time for enjoyment of the story.</b></p> <p>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.</p>	<ul style="list-style-type: none"><li>• Nouns</li><li>• Verbs</li><li>• Pronouns</li><li>• Proper nouns</li><li>• Compound words</li></ul>	<p>What was the problem in this story?</p> <p>What did the nouns and verbs discover?</p> <p>Make a class list of nouns and verbs from the story, beginning on the page where the triangle character has the word "point" on its clothes.</p> <table><tr><td>Nouns</td><td>Verbs</td></tr><tr><td>Window</td><td>look</td></tr></table>	Nouns	Verbs	Window	look	<p>Today's writing prompt is a group activity.</p> <p><b>**An example is in the column to the right.</b></p> <p>Put students in groups of four. Each student will fold a piece of paper into fourths.</p> <p>In the first fourth they will choose an article to write: A, An or The. Fold the paper back so that the article can't be seen and pass paper to person next to you.</p> <p>In 2nd fourth write a noun.</p> <p>Fold paper again to hide the noun and pass to neighbor.</p> <p>In 3rd fourth write a verb.</p> <p>In last fourth write a punctuation mark.</p> <p>A silly sentence will be created. ☺</p> <p>The teams will open their papers and help one another edit for punctuation and any missing words such as <i>was</i> or <i>is</i> prior to the verb.</p> <p>The student will then illustrate the silly sentence they end up holding.</p>	<p>Example of folded paper: <u>A</u> <u>frog</u> <u>buzzing</u> <u>?</u></p> <p>Once the fourths are all completed the group will open their papers and then help one another edit the sentences.</p> <p>For instance, in the sample above the word 'was' or 'is' would need to be added before <i>buzzing</i> and the question mark would need to be changed to a period.</p> <p>End with each student illustrating the sentence paper they are holding to match their silly sentence. ☺</p> <p>Great peer editing project!</p>
Nouns	Verbs								
Window	look								
T H U R S D A Y	<p>2<sup>nd</sup> reading of <u>Nouns and Verbs Have a Field Day</u></p> <p>Read all the way through again.</p>	<ul style="list-style-type: none"><li>• Nouns</li><li>• Verbs</li><li>• Pronouns</li><li>• Proper nouns</li><li>• Compound words</li></ul>	<p>Show students the wall signs illustrated on the second page of the story and then shown again on the next to the last page of the story. Ask them to compare the two and find the changes.</p> <p>Teacher will model writing the two sentences with words in the correct order.</p> <p><i>Always reach for the stars.</i> <i>The cow jumped over the moon.</i></p>	<p>Teachers: Prepare sentences on sentence strips that are then cut apart into separate words.</p> <p><b>**Sentence samples are in writing prompts.</b></p> <p>Give partners one cut apart sentence with the challenge of seeing how quickly they can put the sentence in order.</p> <p>Have partners then circle the noun and underline the verb.</p>	<p>As time allows, have partners create a new sentence, cut it apart into separate words, and then switch with another team and see who can put their sentence together correctly, and quickly.</p>				

F R I D A Y	<p>Reread the Amelia Bedelia story from Monday, or another Amelia Bedelia book of the teacher's choosing.</p> <p>Whole Group Activity: Road Signs activity on the middle row, far right of this web page:  <a href="https://tinyurl.com/yd4eyacd">https://tinyurl.com/yd4eyacd</a></p>	<ul style="list-style-type: none"> <li>Idiom</li> </ul> <p>Explicitly teach the word 'idiom'. A group of words that can have a very different meaning depending on how they are used.</p>	<p>Display for students by projector or other means the Practicing Idioms page found on the lesson plan web page.</p> <p><i>Credit to:</i>  <i>Thewildthingslearn.blogspot.com</i></p> <p>Modeling: Work as a whole group to choose and complete two other idioms from <u>Amelia Bedelia</u>.</p>	<p>Students will write and illustrate their own idiom using page two of the freebie Practicing Idioms resource from <a href="http://thewildthingslearn.blogspot.com">thewildthingslearn.blogspot.com</a> (found on the lesson plan web page)</p> <p>Here are some choices to provide students if needed:</p> <ul style="list-style-type: none"> <li>Sick as a dog</li> <li>Raining cats and dogs</li> <li>Easy as pie</li> <li>Dragging your feet</li> <li>Cost an arm and a leg</li> <li>Hit the books</li> <li>Bite off more than you can chew</li> </ul>	