




Read to Be Ready plans for: Amelia Bedelia 1st grade

Standards:
 RL1.1 & RI1.1- Ask and answer questions about key details in a text.
 RL1.3 Describe characters, settings, and major events in a story, using key details.
 RL1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
 RI1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 RI1.7 Use the illustrations and details in a text to describe its key ideas.
 FS1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 FS1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 SL 1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 CL1.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
 CL1.2.a. Capitalize dates and names of people. b. Use end punctuation of sentences.
Comprehension skill: determining multiple meanings of words through context clues **Phonics:** See Curriculum Map
Grammar/Writing: complete sentences/punctuation **Unit Focus:** 1. comparing and contrasting characters and ideas across texts; 2. the importance of clear communication
Culminating Task: Students will illustrate and explain an idiom, using a complete sentence that is written with a subject, predicate and correct punctuation.

Text Set: Amelia Bedelia by Peggy Parish Thank You, Amelia Bedelia by Peggy Parish (or any other A. B. book)
Nouns and Verbs Have a Field Day by Robin Pulver

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas						
M O N D A Y	1 st reading of Amelia Bedelia Stop after pages 11, 15, and 23 and ask students what they think Amelia will do next.	Vocabulary focus will be on the words that Amelia Bedelia misunderstands such as: <ul style="list-style-type: none">• Change• Dust• Draw• Out• measure• Trim• Dress Explicit instruction on the multiple meanings of words and how we use context clues to determine their meaning in a sentence.	Who are the main characters? What is Amelia Bedelia's job? (housekeeper) The problems in the story are created because what happens each time Amelia reads the list of jobs to do? How could Amelia have completed the list correctly? (read carefully – look for meaning of the word in the sentence)	Complete these sentences: Amelia Bedelia dusted the furniture by_____. Dusting the furniture really means to _____. Amelia Bedelia drew the curtains by _____. Drawing the curtains really means to_____.	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.						
T U E S D A Y	1 st reading of <u>Thank You, Amelia Bedelia</u> Pause after p. 15, 20, 38 and ask students to predict what Amelia Bedelia will do. Make class chart (explained with example under column to far right) **If you cannot find a copy of this book, any A.B. book will work.	<ul style="list-style-type: none">• Strip• Check• Remove• Scatter• String• Roll• Separate• pare	Why was Amelia Bedelia given a long list of things to do? (Great Aunt Myra was coming to visit) There is a pattern to the Amelia Bedelia stories: What is the problem in each story? (miscommunication – she mixes up the meaning of words) How do the stories always end? (Amelia cooks something yummy) Why do you think today's story is titled Thank You, Amelia Bedelia?	What is the repeated pattern found in Amelia Bedelia's stories? (Amelia misunderstands what she is asked to do and does something silly. At the end she is always forgiven because she is a great cook.) <table><tr><th>Word from text</th><th>Amelia's meaning</th><th>Other meanings</th></tr><tr><td>Change</td><td>To make something look different</td><td> To replace with something new</td></tr></table>	Word from text	Amelia's meaning	Other meanings	Change	To make something look different	 To replace with something new	Make a class chart with 3 columns: 1. Word from text 2. Amelia's meaning 3. other meanings *Use the words from vocab column to complete chart example below.
Word from text	Amelia's meaning	Other meanings									
Change	To make something look different	 To replace with something new									

WEDNESDAY	<p>1st 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>**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.</p>	<ul style="list-style-type: none">NounsVerbsPronounsProper nounsCompound words	<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>**An example is in the column to the right.</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.</p> <p>Fold back so it can't be seen and pass paper to person next to you.</p> <p>In next fourth write a noun. Fold paper again to hide the noun and pass to neighbor. In next fourth write a verb and in last fourth write a punctuation mark.</p>	<p>Example of folded paper: <u>A</u> <u>frog</u> <u>buzzing</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 on paper they are holding to match their silly sentence. ☺</p> <p>Great peer editing project!</p>
Nouns	Verbs								
Window	look								
THURSDAY	<p>2nd 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">NounsVerbsPronounsProper nounsCompound words	<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>**Sentence samples are in writing prompts.</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>				
FRIDAY	<p>Reread one of the Amelia Bedelia stories from Monday & Tuesday.</p> <p>Option: Scrambled words activity at bottom of this web page: http://www.ameliabedeliabooks.com/teach-amelia-bedelia</p>	<ul style="list-style-type: none">Idiom <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 in the writing prompts for week 1.</p> <p><i>Credit to: Thewildthingslearn.blogspot.com</i></p> <p>Modeling: Work as a whole group to choose and complete two other idioms from one of the two A. B. books read thus far.</p>	<p>Students will write and illustrate their own idiom using page two of the Practicing Idioms resource from thewildthingslearn.blogspot.com (found in the writing prompts)</p> <p>Here are some choices to provide students if needed:</p> <ul style="list-style-type: none">Sick as a dogRaining cats and dogsEasy as pieDragging your feetCost an arm and a legHit the booksBite off more than you can chew					