Level: First Grade From: Mrs. Anderson/ Mrs. Kortum- Campbell

Length: 4 days

Day 4 Day 1 **Guided Reading Independent Reading** Benchmark -Whole group, core experience **Benchmark: Text to World Connection Fluency Text to World connection** Enjoyment of reading, **Prediction/Inferring** self-perception as reader/writer Figurative language **Materials:** Student authored text of how class made Stone Soup Materials: Stone Soup by Ann McGovern Activity: Student read their own books, read other students Activity: Teacher reads aloud book, modeling think texts aloud, pausing for group predictions/comments Rationale: Reading their own work is motivational, helps fluency building, Rationale: Figurative language "fancy that", "fit for a Sharing work with others is powerful /enjoyable prince, ""fit for a king" may need to be explained. Think aloud- Changing idea about stone soup to really **Assessment:** Teacher observation making beef/ vegetable soup. Author's Theme- Sharing is good. **Assessment:** Informal observation/ record of predictions and questions asked by students. **Strategy:** Asking questions Inferring Day 3 Day 2 Word Work Writing **Benchmark**.: Using words from the s Benchmark: Writing a non-fiction summary of activity student's experience Beginning, middle, end **Building vocabulary** Transitions Materials: Charts, markers Materials: paper, pencil, charts from previous day Activity: As students make 'stone soup' record vocabulary used on chart **Activity:** Pre-writing discussion of previous days Types of prompts to use: activity- Today you are going to write about we did How does your ingredient feel? vesterday. We are going to use complete sentences. What are you doing? Chopping, cutting, peeling Here is a book form we are going to use. The chart has Actual names of ingredients. some words that you might want to use in your story. Ask students to help write words-stretching When you finish you may illustrate your story. **Rationale:** Using words from real life experiences make new vocabulary meaningful to child Rationale: Writers need to write from personal Assessment: Student's contribution to word chart, experience, to create rich writing Variety of words on chart Assessment: Student's story scored on rubric. Creating a word bank for writing