

1st Grade Guided Reading and Literacy Work Centers

Lesson Plan Created by Carin Jordan

Summary: Differentiated guided reading plans for five guided reading groups ranging Levels D to P based on the Fountas and Pinnell guided reading system. The teacher will introduce books and support students as they read the text themselves. The teacher will allow time for deliberate teaching points during and after the reading with the group. These teaching points include introducing the text, reading the text, comprehending the text, teaching key vocabulary, and working with words.

A. IDENTIFY/REFERENCE NATIONAL, STATE PERFORMANCE, LOCAL CURRICULUM STANDARDS:

ELACC1RF1: Demonstrate understanding of the organization and basic features of print.

ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.

B. SPECIFY ESSENTIAL CONTENT/OBJECTIVES:

Enduring Understandings:

- A student can become a proficient reader by learning and practicing the necessary conventions for reading.

Knowledge:

Students will:

- Learn and practice the conventions necessary to become proficient readers.

Skills:

After completing this lesson students will be able to:

- Read and understand texts at their specific level with improved comprehension and fluency.

Essential Questions:

- How do we learn and apply the necessary conventions to be a proficient reader?

DIFFERENTIATION

✓ **Process:** Through the use of tiered activities, through which all learners work with the same important understandings and skills, but proceed with different levels of challenge and support.

✓ **Content:** Through the use of materials at varying readability levels, and through the use of small group support.

- Length/difficulty of reading passage
- Comprehension questions
- Post-Reading Group Assignment Options

C. COLLECT A VARIETY OF MATERIALS/RESOURCES FOR STUDENT USE:

- Group Set of Let's Go to a Museum by Wiley Blevins
- A Child's Book of Art: Great Pictures First Words
- Group Set of Anasi's Narrow Waist retold by Len Cabral
- Group Set of Just Us Women by Jeannette Caines
- Group Set of The Creature Vanishes by Charles Higgins

- Group Set of Flat Stanley by Jeff Brown
- Mini-Whiteboards and expo markers
- Attachments:
 - Fountas and Pinnell Guided Reading Program: Behaviors to Notice and Support (Levels E, I, J, K, P)
 - Guided Reading Anecdotal Notes
 - Flat Stanley Readers Theatre Script by mrsshenger at Scholastic.com
 - Flat Stanley Readers Theatre Rubric Source: http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf
 - Book Jacket Project Assignment and Rubric for The Creature Vanishes
 - Independent Literacy Center Response Sheets

D. CONDUCT PRE-ASSESSMENT FOR STUDENTS TO DEMONSTRATE PRIOR KNOWLEDGE

In order to assess student reading ability, students were administered the Fountas and Pinnell Benchmark Assessment System (BAS) by Ms. Jones. Students are assessed using this system several times throughout the school year, most recently in March 2014. Individual student assessment results are shown in the table below.

Student	Fountas & Pinnell Instructional Level	BAS Assessment Date
Acadia	J	March 2014
Carter	P	March 2014
Darrien	P	March 2014
Estaban	I	March 2014
Eric	P	March 2014
Jason	P	March 2014
Jerome	D	January 2014*
Katrina	D	January 2014*
Catherine	D	January 2014*
Manuel	I	March 2014
Natalie	P	March 2014

Nick	P	March 2014
Patricia	P	March 2014
Rachel	D	January 2014*
Ryan	P	March 2014
Shakira	P	March 2014
Sophie	L	March 2014
Santana	I	March 2014
Theo	P	March 2014
Toby	P	March 2014
Violet	F	January 2014*
Wendell	P	March 2014
Zia	I	March 2014

* Pending March 2014 Results from EIP Reading Teacher.

Based on these results, leveled guided reading groups were formed to meet student needs at the appropriate level. Guided reading groups are shown in the table below.

Group	Fountas & Pinnell Instructional Level	Students
Pink A	P	Carter, Eric, Jason, Natalie, Ryan, Shakira, Theo
Pink B	P	Darrien, Nick, Patricia, Toby, Wendell
Blue	J-L	Acadia, Sophie
Orange	I	Estaban, Santana, Zia, Manuel
Green	D-F	Jerome, Catherine, Violet

Note: The following students are awaiting updated BAS testing, which will be administered during the next two weeks by their EIP teacher: Jerome, Catherine, Katrina, and Violet. Based on teacher knowledge of students, these students are receiving instruction at Level E until testing has been completed.

- D. ACTIVATE STUDENT PRIOR KNOWLEDGE**
- E. PROVIDE FOR NEW KNOWLEDGE ACQUISITION**
- F. ADJUST ASSIGNMENTS FOR STUDENT APPLIED PRACTICE**
- G. CONDUCT POST-ASSESSMENT FOR STUDENTS TO INDEPENDENTLY DEMONSTRATE KNOWLEDGE AND COMPETENCIES:**



The following are addressed individually in following lesson plans for each guided reading group.

Green Group Guided Reading Lesson

Title: Let's Go to a Museum

Level: E

D. ACTIVATE STUDENT PRIOR KNOWLEDGE

Introduction to Text: Teacher will read aloud the title of the book and the author's name. The teacher will activate student prior knowledge by leading discussion similar to the following:

Who has been to an art museum? What are the kinds of things that you might see in an art museum? When you look at a painting, are you able to imagine that what you see is real? When you look at a picture it is useful to discuss what you see and what you're thinking.

Picture Walk: Teacher and students will turn the pages of the book evaluating the pictures and making connections to their own background knowledge and the title of the book.

Key Vocabulary: The teacher will work with students to review the following words:

Content words: cart, listening

Essential Words: go, look, picture, see, this

Related words for Discussion: describe, explain, museum, notice, observation

E. PROVIDE FOR NEW KNOWLEDGE ACQUISITION:

Reading the Text: Students will whisper read the text. Teacher will listen to students in turn as they read. Students will raise their voices to an audible level when the teacher turns her attention to them. Teacher will listen to student read making note of student reading behaviors, areas of strength, and challenge. Teacher will prompt for understanding as appropriate using prompts such as the following:

- *Read it with your finger*
- *Try ____ would that make sense?*
- *Do you have enough (or too many) words?*
- *Read that again and start the word*
- *Were you right?*
- *Check it. Does it sound right to you?*
- *You almost got that. See if you can find what is wrong.*
- *Check the picture*
- *What else could you try?*
- *Do you know another word like that?*
- *I like the way you worked that out.*
- *Your nearly right, try that again.*
- *Can you put your words together so that it sounds like talking?*

F. ADJUST ASSIGNMENTS FOR STUDENT APPLIED PRACTICE:

Comprehension Strategy: Compare and Contrast The teacher will point out that a person can learn a lot about what they read by looking at the pictures and discussing what is the same and different about them.

- Students will look at the paintings on pages 4 and 5 and discuss how the people are alike and different.
- Students will also compare the settings for the paintings on pages 10 and 14.
- Ask students if they can find any other connections between the paintings in the book.

Word Study: "ing" Teacher will say "read the last sentence on page 4: I see girls jumping ropes. What word tells what the girls are doing"

- Tell the students that every sentence has an action word. An action word tells what happens. Many of the action words in the story have -ing ending.
- Have children locate other action words in this story along with the -ing words.

Extension: The teacher will offer students a connected resource to review during independent reading time. A Child's Book of Art: Great Pictures First Words by Lucy Micklethwait offers the opportunity for emerging

readers to continue to explore words and art together.

G. CONDUCT POST-ASSESSMENT FOR STUDENTS TO INDEPENDENTLY DEMONSTRATE KNOWLEDGE AND COMPETENCIES:

Teacher will use the leveled “Behaviors to Notice and Support” reference card provided by the Fountas and Pinnell Guided Reading Program Teacher’s Guide to monitor and assess student performance.

**The lesson plan above is based on the Fountas and Pinnell Guided Reading program teaching plan reference card.*

Orange Group Guided Reading Lesson

Title: *Anasi's Narrow Waist*, Level: I

D. ACTIVATE STUDENT PRIOR KNOWLEDGE

Introduction to Text: Teacher will read aloud the title of the book and the authors name. Teacher will tell students that *Anasi's Narrow Waist* is a folktale from Africa. Teacher will point out that folktales are very old stories that have been passed down from person to person over many years. That is why we use the words "retold by" before the author's name.

Picture Walk: Teacher and students will turn the pages of the book evaluating the pictures and making connections to their own background knowledge and the title of the book.

Key Vocabulary: The teacher will point out the following key words:

- spider (p.2): "a small animal with eight legs, no wings, and a body divided into two parts."
- narrow (p. 16): "not wide, not far from one side to the other."
- waist (p. 4): "the part of the body between the ribs and the hips."

E. PROVIDE FOR NEW KNOWLEDGE ACQUISITION:

Reading the Text: Students will whisper read the text. Teacher will listen to students in turn as they read. Students will raise their voices to an audible level when the teacher turns her attention to them. Teacher will listen to student read making note of student reading behaviors, areas of strength, and challenge. Teacher will prompt for understanding as appropriate using prompts such as the following:

- *What is a smaller word in this big word?*
- *Which character is speaking on this page?*
- *What does the picture show?*

F. ADJUST ASSIGNMENTS FOR STUDENT APPLIED PRACTICE:

Understanding Genre:

Teacher will ask students if they know what kind of genre this story was.

Have you read any stories like this before? Have you read any stories like this before?

Teacher may guide discussion by noting that *On pages 2-3, Anasi is telling some people that he loves yams. The people are inviting Anasi to eat with them. I know that in a folktale, the animal characters act like people. What can Anasi do in this story that is like a person.*

Understanding Plot: teacher will facilitate the questions through the use of questions similar to the following:

What happens at the beginning of the story? What does Anasi keep saying to the people he meets? How many strings does Anasi have around his waist by the middle of the story? What happens at the end of the story?

Making Inferences: Have children read pages 8-9 aloud. Ask: *How many strings does Anasi have around his waist? Have them read pages 10-11 aloud. Then ask: How many strings are around Anasi's waist now? How do you think Anasi got 8 strings around his waist?*

Word Study: Contractions. The teacher will have students turn to page 3 and find the word *we'll*. The teacher will ask students to read the sentence aloud. The teacher will write the word *we'll* on the board and explain to students that this is the shortened form of *we will*. Teacher will point out that the apostrophe replaces the letters *wi*. Teacher will list the following words on the board: *I'll, didn't, couldn't, and you'll*.

Students may use expo markers to try and write one or more of the two words making up the contraction.

G. CONDUCT POST-ASSESSMENT FOR STUDENTS TO INDEPENDENTLY DEMONSTRATE KNOWLEDGE AND COMPETENCIES:

Teacher will use the leveled “Behaviors to Notice and Support” reference card provided by the Fountas and Pinnell Guided Reading Program Teacher’s Guide to monitor and assess student performance.

**The lesson plan above is based on the Celebration Press Reading Good Habits Great Readers teaching plan reference card.*

Blue Group Guided Reading Lesson

Title: *Just Us Women*, Level: J

D. ACTIVATE STUDENT PRIOR KNOWLEDGE

Introduction to Text: The teacher will ask students to share special times they have had with an adult family member, especially a relative who is not mom or dad. The teacher will read aloud the title of the book and the author's name. The teacher will then explain that "*this book is about a girl who goes on a road trip with her aunt. They plan to do things together that they enjoy but other members of their family do not.*"

Picture Walk: Teacher and students will turn the pages of the book evaluating the pictures and making connections to their own background knowledge and the title of the book.

Key Vocabulary: The teacher will point out the following key words and explore whether students have prior knowledge about these words: bushel, famous, junk, markets, reminder, and statues.

E. PROVIDE FOR NEW KNOWLEDGE ACQUISITION:

Reading the Text: Students will whisper read the text. Teacher will listen to students in turn as they read. Students will raise their voices to an audible level when the teacher turns her attention to them. Teacher will listen to student read making note of student reading behaviors, areas of strength, and challenge. If necessary teacher may use selected prompts suggested by the Fountas and Pinnell Guided Reading Teacher's Guide including:

- Read it with your finger
- Try ____ would that make sense?
- Do you have enough (or too many) words?
- Read that again and start the word
- Were you right?
- Check it. Does it sound right to you?
- You almost got that. See if you can find what is wrong.
- Check the picture
- What else could you try?
- Do you know another word like that?
- I like the way you worked that out.
- Your nearly right, try that again.
- Can you put your words together so that it sounds like talking?

F. ADJUST ASSIGNMENTS FOR STUDENT APPLIED PRACTICE:

Understanding Genre: Together with students determine that this story is realistic fiction which means that it is a made up story that *could* happen in real life.

Discussion of Text/Making Inferences: Explain to the students that often when we read a book we need to make inferences. This means that a reader can figure out more than what the text states directly.

- Ask students to figure out whether the story has happened yet. With students, determined that the story is set in the future and is something that the main character is excited about. On pages 14-16, have the students evaluate what the characters might buy at the roadside market.
- Infer, using p. 16 if needed, what they bought at the roadside market.
- What can the students infer about the aunt by reading pages 10 and 11? (The reader can infer that the aunt is forgetful because she forgot the lunches and the map last year.)

Word Study: Contractions Teacher will have students find the word *I'm* on page 9. Teacher will explain that a contraction is a shortened way of writing two words such as isn't for is not. Explain that an apostrophe replaces the letter or letters left out of the shortened form. Have students identify the two words on page 9 that the shorted form *I'm* replaces.

- Repeat with the following contractions: *can't* (page 17), *it's* (page 27) and *we're* (page 17). Students may practice writing these words on their own whiteboards.

G. CONDUCT POST-ASSESSMENT FOR STUDENTS TO INDEPENDENTLY DEMONSTRATE KNOWLEDGE AND COMPETENCIES:

Teacher will use the leveled “Behaviors to Notice and Support” reference card provided by the Fountas and Pinnell Guided Reading Program Teacher’s Guide to monitor and assess student performance.

** The lesson plan above is based on the Fountas and Pinnell Guided Reading program teaching plan reference card.*

Pink B Group Guided Reading Lesson

Title: The Creature Vanishes

Level: P

D. ACTIVATE STUDENT PRIOR KNOWLEDGE:

The teacher will welcome students to the guided reading session and note that they have now been reading and discussing *The Creature Vanishes* for the past 5 class sessions. The teacher ask students a questions similar to the following :

- *How has reading this book and talking about it chapter-by-chapter been different from reading a book on your own? Do you think you understand the book better than you would have if you had been reading it on your own?*

The teacher will further activate prior knowledge by asking students to summarize what Luke and the kids have done so far to solve the mystery. The teacher will ask the students to:

- *Read the last two chapter titles to predict how the story will end.*

Key Vocabulary: The teacher will discuss the meaning of the following words with students:

- *Fake (p. 56)* – Discuss the meaning of the words with students and evaluate how a fake footprint may be different from a real one.
- *Clearing (p. 55)* – evaluate the meaning of this word. Can students identify an area around their school that might be considered a “clearing?”

E. PROVIDE FOR NEW KNOWLEDGE ACQUISITION:

Reading the Text The teacher will allow students to read chapter 6. Students may read the chapter silently and raise their voice to a quiet, but audible, level when the teacher directs attention to them. The teacher will provide prompts as necessary to read words. Additionally, teacher may prompt for understanding with phrases such as the following:

- *Can you read that section again and explain it to me in different words?*
- *Tell me what you are seeing in your mind as you read this part.*

F. ADJUST ASSIGNMENTS FOR STUDENT APPLIED PRACTICE:

Discuss the Text: With students, the teacher will discuss the text to distinguish between the facts and opinions offered in the text.

Word Study: Abbreviations The teacher will ask students the name of Luke’s teacher. The teacher will write “Mrs. Delgado” on the board and explain that Mrs. is a shortened, or abbreviated, form of the word mistress. Ask students to note how abbreviations must begin and end (capital letter, period). Have students find two other abbreviations that are used in the text. Students may then develop a list of other common abbreviations and the words they stand for.

G. CONDUCT POST-ASSESSMENT FOR STUDENTS TO INDEPENDENTLY DEMONSTRATE KNOWLEDGE AND COMPETENCIES:

As a concluding activity for the book, the teacher will have students create a summary of The Creature Vanishes as it might appear on a book jacket. Provide students several books that they may review as samples. Remind students that their goal should be to include the main events in the story and to make a reader excited to read the book.

Students will use a rubric to make a preliminary attempt to self-assess their own work. The teacher will conference with students to review the work completed and confirm, or adjust, rubric score as needed.

**The lesson plan above is based on the Celebration Press Reading Good Habits Great Readers teaching plan reference card.*

G. CONDUCT POST-ASSESSMENT FOR STUDENTS TO INDEPENDENTLY DEMONSTRATE KNOWLEDGE AND COMPETENCIES:

Students and teacher may use the attached rubric to provide assessment for the reader's theatre.

Pink A Group Guided Reading Lesson

Title: Flat Stanley, Level: M

D. ACTIVATE STUDENT PRIOR KNOWLEDGE

The teacher will explain to students that they have been reading Flat Stanley during the past 7 class sessions, and have thoroughly explored the text from a comprehension perspective. The teacher will explain that now, through the use of a reader's theatre script, they will have the opportunity to practice reading the story aloud in a way that makes the story enjoyable to the rest of the class.

The teacher will work with students to identify the things that make reading aloud enjoyable for them as listeners. If necessary teacher will prompt students to identify variables including timing, emphasis, intonation, and phrasing. (Students do not need to learn those exact words)

E. PROVIDE FOR NEW KNOWLEDGE ACQUISITION:

Teacher will distribute the text and indicate the parts that have been preliminarily selected. (When students become more proficient at Reader's Theatre they may work together to distribute parts.)

The teacher will allow students to read the script silently and then ask students to explain how the script is similar to and different from the actual book.

Students will participate in their initial practice sessions with teacher listening. Teacher will listen to students read and will make notations on the script as the student's read aloud. After listening to initial run through, teacher will offer initial comments such as:

- *Does that word make sense in context? Can you read around the word if you are unclear about the word?*
- *Can you look at parts of the word to figure out the word?*
- *What do you think the character was feeling at this point? How can you show that feeling in your voice and the way you read?*
- *Would you read this part immediately after the other part or would it make more sense to have some sort of pause in between words.*

If necessary, teacher will conference with individual students to ensure that students have accurate pronunciation of all words and also to enable students to read the script fluently and with prosody.

F. ADJUST ASSIGNMENTS FOR STUDENT APPLIED PRACTICE:

Teacher will dismiss students to rehearse their reader's theatre script. Students will meet with teacher during subsequent session to practice reading the script and then may perform it in front of the class.

G. CONDUCT POST-ASSESSMENT FOR STUDENTS TO INDEPENDENTLY DEMONSTRATE KNOWLEDGE AND COMPETENCIES:

Students and teacher may use the attached rubric to provide assessment for the reader's theatre.

Attachments

LEVEL E

USING THE GUIDED READING PROGRAM

Characteristics of Text

Level E books are generally longer than books at previous levels, with either more pages or more lines of text on a page. Some have sentences that carry over several pages and have a full range of punctuation. The text structure is generally more complex: stories have more or longer episodes,

and informational books have more difficult ideas and concepts. However, in texts with more difficult concepts, there are usually repeating language patterns that offer some support. There are more multisyllabic and compound words at this level.

Behaviors to Notice and Support

	Child's Name							
Tracks print with eyes except at points of difficulty								
Uses language syntax and meaning to read fluently, with phrasing								
Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection								
Rereads to self-monitor or self-correct phrasing and expression								
Recognizes many words quickly and automatically								
Figures out some longer words by taking them apart								
Relates texts to others previously read								
Reads for meaning but checks with the visual aspects of print (letters, sounds, words)								
Rereads to search for meaning and accuracy								
Remembers details and uses them to clarify meaning								
Demonstrates understanding by talking about text after reading								



USING THE GUIDED READING PROGRAM

Characteristics of Text

In general, the books at Level I are longer and more complex than at Levels G and H. The size of print is smaller and there are many more lines of print on the page. Books have longer sentences and paragraphs. There are more multisyllabic words, requiring complex word-solving skills. This level

offers a greater variety of texts, including so are informational, with technical language. I in the text are more highly elaborated. Illustr enhance the story, but provide low support f understanding meaning.

Behaviors to Notice and Support

	Child's Name							
Actively figures out new words, using a range of strategies								
Follows the print with eyes								
Reads fluently, slowing down to figure out new words and then resuming speed								
Begins to silently read some of the text								
In oral reading, rereads some words or phrases to self-correct or improve expression								
Rereads to search for meaning								
Flexibly uses meaning, language syntax, and visual information to figure out new words and to monitor reading								
Self-corrects errors that cause loss of meaning								
Rereads when necessary to self-correct, but not as a habit								
Demonstrates understanding of the story and characters								
Goes beyond the text in discussions and interpretations								
Sustains problem solving and development of meaning through a longer text and over a two- or three-day period								

USING THE GUIDED READING PROGRAM

LEVEL

J

Characteristics of Text

Although it supports essentially the same reading behaviors, Level J offers books that are more difficult and varied than those at Level I. It includes informational books with new concepts and exciting chapter books with complex narratives and memorable characters. The amount of print varies; some Level J books have full pages of text with few illustrations. Generally, illustrations

enhance the text but offer little support for understanding text meaning or figuring out new words. The difficulty of the language also varies. There are books with easy and familiar language and others with literary language or other challenges. Texts have many high-frequency words but may also have unfamiliar and/or technical words.

Behaviors to Notice and Support

	Child's Name							
uses multiple sources of information to process text smoothly								
uses multiple strategies to figure out new words while focusing on meaning								
analyzes words from left to right, using knowledge of sound/letter relationships								
uses known words and word parts to figure out new words								
reads fluently, slowing down to figure out new words and then returning to normal reading speed								
flexibly uses meaning, language syntax, and visual information to monitor reading								
self-corrects errors that cause loss of meaning								
reads when necessary to self-correct, but not as a habit								
reads to search for meaning								
demonstrates understanding of the story and characters								
goes beyond the text in discussions and interpretations								
sustains problem-solving and development of meaning through a longer text read over several days								
fluently reads sections of text								
makes inferences, predicts, and analyzes character and plot								

USING THE GUIDED READING PROGRAM



Characteristics of Text

In general, books at this level are longer and ideas and language are more complex than at previous levels. Level P has a variety of informational texts, including history and biography. Through this program, students become familiar with texts that

are organized differently and learn how to gain information from them. Other genres include chapter books that explore the problems of early adolescence.

Behaviors to Notice and Support

	Student's Name							
reads silently, reads rapidly and with attention to meaning								
actively acquires new vocabulary through reading								
demonstrates facility in text interpretation while reading orally, with fluency and phrasing								
oral reading, figures out new words rapidly while reading smoothly and expressively								
maintains attention to a text read over many days, remembering details and revising interpretations as new events are encountered								
demonstrates interest in reading an extended text over a longer time period								
reads silently, demonstrates understanding and justification in interpreting meaning								
compares the text with other books in an analytic way								
goes beyond the text to speculate on alternative meanings								
demonstrates the ability to summarize and extend the text in writing								

Reader's Theater - Flat Stanley

Source: [mrsshenger](#) at Scholastic.com

Role	Student
Narrator 1:	
Narrator 2:	
Narrator 3:	
Narrator 4:	
Narrator 5:	
Narrator 6:	
Arthur:	
Mrs. Lambchop	
Mr. Lambchop:	
Stanley:	
Dr. Dan:	
Mr. Dart:	
Thief 1:	
Thief 2:	

Narrator 1: Stanley Lambchop a seven year old boy was sleeping one night in the room he shared with his brother Arthur.

Arthur: Hey come and look!

Mrs. Lambchop : Hay is for horses, Arthur, not people.

Arthur: But look

Narrator 2: Arthur pointed to Stanley. Across Stanley's bed lay the enormous bulletin board. It had fallen on Stanley during the night. Mr. and Mrs. Lambchop hurried to lift it from the bed. But Stanley wasn't hurt.

Stanley: What's going on here?

Mrs. Lambchop: Heavens

Arthur: Gosh, Stanley's flat

Mr. Lambchop: He's as flat as a pancake. Darnedest thing I've ever seen! Let's all have breakfast. Then we'll hear what Dr. Dan has to say.

Narrator 3: Stanley and his parents went to see Dr. Dan.

Dr. Dan: How do you feel?

Stanley: Sort of tickly after I got up. But I feel fine now.

Dr. Dan: Well, that's mostly how it is with these cases.

Narrator 4: The nurse took Stanley's measurements. He was four feet tall, about a foot wide, and a half an inch thick.

Narrator 5: Being flat was fun for Stanley. He enjoyed going in and out of rooms by sliding through the crack at the bottom of the door. Arthur tried too, but he just banged his head.

Narrator 6: Being flat was also exciting.

Stanley: Mom, My friend Thomas in California invited me to visit him during Christmas vacation.

Mrs. Lambchop: Stanley, we don't have the money to send you in an airplane but I have a great idea.

Narrator 1: Mr. Lambchop brought home an enormous brown paper envelope from work.

Mr. Lambchop: Stanley, try this on for size. Get into the envelope and we will mail you to California. We will give you an egg-salad sandwich to eat on the way. We will take you to the mailbox on the corner when you are ready.

Narrator 2: Stanley had a fine time in California. He laid in the sun, ate ice cream, went to the beach and drove around in a sports car.

Narrator 3: Thomas's family returned him in a beautiful white envelope they had made themselves. They marked it AIRMAIL and wrote VALUABLE and THIS END UP on both sides.

Narrator 4: The next week Stanley went to the park with his friends. He watched boys flying some big kites.

Arthur: Some day, I would like to have a big kite.

Stanley: you can fly me, Arthur. Come on! I will give you a spool of string. Attach it to me and I will run.

Narrator 5: Soon the wind caught Stanley and up, up, up he went. Arthur let out all the string and Stanley soared high above the trees. Everyone stood still to watch.

Narrator 6: Arthur got tired of running with the string and he wedged it into the tree.

Arthur: I am going to go get a hot dog. Stanley will be okay for a while.

Narrator 1: Arthur was busy eating and didn't notice that Stanley became tangled in the branches of the tree. Stanley yelled for a half an hour before Arthur heard him and climbed up to set him free.

Arthur: I am sorry Stanley. I am so sorry Stanley.

Stanley: I am mad at you. Don't talk to me.

Narrator 2: By the next morning, everything was fine. Mr. Lambchop and Stanley met their neighbor Mr. O.J. Dart on his way to work. He looked worried.

Mr. Dart: Hi. I am so upset. You know that I am the director of the Famous Museum of Art. Another valuable painting was stolen from the museum last night!

Mr. Lambchop: Do they know who stole the painting?

Mr. Dart: The police suspect a gang of sneak thieves. They work at night by sneakery, which makes them very difficult to catch.

Stanley: I have an idea.

Narrator 3: Stanley whispered the idea to Mr. Dart.

Mr. Dart: Excellent. We'll try out your plan tonight.

Narrator 4: That evening Stanley's parents dropped him off at the museum. Mr. Dart showed Stanley the most expensive painting in the world. Next to it was an empty picture frame.

Mr. Dart: And now, Stanley, it's time for your disguise.

Stanley: Mr. Dart, I brought my own disguise. It is a really good one. It is my cowboy hat and a red bandana.

Mr. Dart: I'm sorry. But we don't have cowboy pictures here. You must wear the disguise I have chosen.

Narrator 5: Mr. Dart gave Stanley a dress, hat and blonde wig.

Stanley: I'll look like a girl!

Narrator 6: But Stanley was a good sport, so he put it on. He climbed into the empty picture frame and stood very still.

Mr. Dart: Very nice. I will leave you here and go off to arrange the rest of the plan.

Narrator 1: Now Stanley was alone. The hall was very dark, but enough moonlight came through the windows for him to see the painting.

Stanley: Maybe the sneak thieves won't come.

Narrator 2: A glow of yellow light shone suddenly in the center of the hall. A trapdoor opened in the floor. The sneak thieves, carrying lanterns, came up into the hall.

Thief 1 - There's the most expensive painting in this museum Luther, grab it.

Thief 2 - Max, in all of this great city, there is no one to suspect us.

Narrator 3: The thieves saw Stanley in his frame.

Thief 1 - Look at that picture. I thought sheep girls were supposed to smile. This one looks scared.

Narrator 4: Stanley managed a tiny smile.

Thief 2 - She is smiling, sort of. And what a pretty little thing she is, too.

Narrator 5: Stanley became furious. He didn't like being called a pretty little thing.

Stanley: POLICE! MR. DART! THE SNEAK THIEVES ARE HERE!

Thief 1 - Luther, I think I heard the sheep girl yell.

Thief 2 - Oh, boy! Yelling pictures! We both need a rest.

Mr. Dart: You'll get a rest, all right. You'll get ar-rested, that's what!

Narrator 6: The sneak thieves were quickly handcuffed and let away to jail. Stanley was given a medal and his picture was in all the newspapers.

Narrator 1: For awhile Stanley was famous. People would see him and stop.

People: That is the boy who caught the museum robbers.

Narrator 2: But then people began to make fun of him.

People: Hi Super-skinny.

Narrator 2: Late one night Arthur woke up to Stanley crying.

Arthur: What's wrong?

Stanley: I want to be a regular shape again, like other people. It's not fair.

Arthur: You're brave. You really are.

Narrator 3: Then Arthur had an idea. He turned on the light and ran to the toy box in the corner. He pulled out an old bicycle pump.

Arthur: Got it!

Stanley: Ok, but take it easy.

Narrator 4: Stanley stood with the end of the hose in his mouth, clamping his lips tightly so no air could escape. Arthur began to pump.

Arthur: If it hurts or anything, wiggle your hand.

Narrator 5: Stanley's top half began to swell. Stanley got BIGGER and BIGGER. His pajama bottoms burst off. Soon almost his whole body was round.

Stanley: My right foot is still flat.

Arthur: Shake it. Maybe the air can't get in.

Narrator 6: He shook his foot twice and it swelled to match the other one. There stood Stanley Lambchop, as if he had never been flat at all.

Stanley: Thank you, Arthur. Thank you very much.

Narrator 1: Mr. and Mrs. Lambchop came to see what the boys were up to so late at night.

Mrs. Lambchop: *George! Stanley's round again.*

Arthur: *I'm the one who did it. I blew him up.*

Narrator 2: *Mrs. Lambchop made hot chocolate and they all celebrated.*

Mr. and Mrs. Lambchop: *Good night boys.*

Stanley and Arthur: *Goodnight mom and dad.*

Narrator 3: *Very soon all the Lambchops were asleep.*

Name: _____ Date: _____

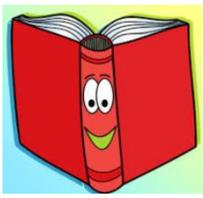
Readers Theater Rubric

Name: _____

Individual Scores	4–Excellent	3–Good	2–Fair	1–Needs Improvement
Delivery	Student read the script with confidence and expression, made gestures and good eye contact, and used props to add to the performance	Student read the script with some expression, gestures, eye contact, and use of props	Student read the script but had little expression, few gestures, little eye contact, or did not use props appropriately	Student had difficulty reading the script and consistently did not use expression, eye contact, or props appropriately
Cooperation with group	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas well	Student worked cooperatively with group in most aspects of the project and shared most responsibilities and ideas	Student worked cooperatively with group in some aspects of the project but sometimes could not agree on what to do and wasted time	Student did not work cooperatively together with group and could not agree on what to do. Student did not share responsibilities or ideas and wasted time
Comments				

Group Members: _____

Group Scores	4–Excellent	3–Good	2–Fair	1–Needs Improvement
On-task participation	High level of active, on-task participation from all group members	Majority of group members on-task and actively participating	Moderate level of on-task work or few of the group members actively participating	Low level of active participation from majority of group members
Comments				



Name: _____

The Creature Vanishes Book Jacket Project

Create a book jacket for *The Creature Vanishes*. Look at the front and back of *The Creature Vanishes* to notice the details about what a book jacket looks like. **FIRST**, write the summary for the back cover. The summary should include the title, setting, characters, and a short summary of the book. It should make the reader excited to read the book! **NEXT**, make a new front cover for the book. Include title, author, and cover picture.

The Creature Vanishes Book Jacket Project Rubric

Use this rubric to evaluate your own work. Turn in your completed rubric along with your book jacket project. Final score will be determined after conference with teacher.

	Exceeds (3pts) 	Meets (2 pts) 	Needs More Work (0-1pt.) 
Back Cover - Summary	The back cover provides a detailed summary of the story.	The back cover provides some summary of the story.	The back cover provides little or no summary of the story.
Back Cover – Entices Reader	The back cover makes the reader extremely interested in reading the story.	The back cover makes the reader somewhat interested to read the story.	The back cover gives the reader very little motivation to read the story.
Front Cover	The cover is creative and vividly depicts the story.	The cover depicts the story.	The cover provides little or no depiction of the story.
Effort	The product clearly displays that a great deal of effort was used in the completion of the final product.	The product displays an average amount of effort.	More effort was needed to make this a complete product.

Points: _____ / _____

Keep all response sheets in your literacy center folder.

_____ 's Literacy Centers

Center Type	Activity	Date & Initials
Non Fiction / Informational Reading	<p align="center">Biography Comparison</p> <p>Use biography books provided to find information at least one of the historical figures included in the basket and complete the response sheet provided.</p>	
Non Fiction / Informational Reading	<p align="center">Text Feature Hunt</p> <p>Read the booklet provided and complete the text feature activity.</p>	
Non-Fiction / Informational reading	<p align="center">Scholastic Weekly Readers</p> <p>Put your name on the weekly reader and complete the activity on the back page.</p>	
Reading	<p align="center">Reading Task Card</p> <p>Reread a book that you have been reading at your level. Choose <u>ONE</u> task card and respond according to prompt with lots of detail!!</p>	
Reading	<p align="center">Digging Deeper into a Text</p> <p>Use the book provided and complete the response sheet.</p>	
Reading	<p align="center">Science/Social Studies Investigation Station</p> <p>Read the book provided and complete the response sheet provided.</p>	
Writing	<p align="center">Writing Bingo</p> <p>Find your Writing Bingo Card. Choose an box and follow the directions in that box. Put an X on the card when you complete that choice.</p>	
Poetry	<p align="center">Poetry</p> <p>Choose a poem and fill out the response sheet with the following:</p> <ul style="list-style-type: none"> • Find all of the sight words you know. • Write down the rhyming pairs • Look for words using the spelling pattern of the week. 	
Phonics	<p align="center">Phonics - Word Building</p> <p>Use the word sort sheet to explore the spelling pattern of the week.</p>	
Phonics	<p align="center">Task Card Frenzy</p> <p>Choose a set of task cards and play the game, write the new words on the response sheet provided.</p>	
Phonics/Sight Words	<p align="center">Sight Word Sleuths</p> <p align="center">(** Teacher permission only***)</p>	

Computer	Explore the Literacy section of Ms. Jones' website or visit the bookmarked interactive sites.	
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_____ 's ELA Computer Log

Date	STAR Reading	Moby Max	RAZ-Kids	Study Island	Teacher Suggested	Buddy Check <small>(Initial and Check)</small>

_____ 's Independent reading Log

Independent Reading Date: _____	What I am reading today:	Pages Read: _____
Independent Reading Date: _____	What I am reading today:	Pages Read: _____
Independent Reading Date: _____	What I am reading today:	Pages Read: _____
Independent Reading Date: _____	What I am reading today:	Pages Read: _____
Independent Reading Date: _____	What I am reading today:	Pages Read: _____

Name: _____

Use this sheet to show what you have learned at your center!

Name: _____

Use this sheet to show what you have learned at your center!

Text Feature Hunt

Read: _____

1. What is the headline on page _____?

2. Look at the photo on page _____. Who or what is in the photo?

3. What is the headline on page _____?

4. What is the bold word on page _____? _____

What do you think this word means? Explain your answer.

5. Look at the photo on page _____. Explain who or what is in this photo.

6. What text feature helped you learn what was in this photo?

(E.g. Caption, headline, bold word)



Poetry



Poem:

Author:

rhyming words	sight words I know	Words with weekly spelling pattern (<u> </u>)

Illustrate the poem.

Biography Comparisons

Find the following information in your text. Answer the question and write the page number where you found your text evidence.

	Jefferson	Carver	Lewis and Clark
Born:			
Died:	Pg. ____	Pg. ____	Pg. ____
Rights fought for	Pg. ____	Pg. ____	Pg. ____
Accomplishments	Pg. ____	Pg. ____	Pg. ____
Character Traits	Pg. ____	Pg. ____	Pg. ____
Famous Quotes	Pg. ____	Pg. ____	Pg. ____

Spelling Pattern of
the Week:

Phonics - Word Work Station

1. Color code words according to directions on word sort sheet.
2. Fill out the table below.

Write the word	stamp the word	write a sentence with word

Investigation Station



Name: _____

Investigate these **BOLD WORDS**.

BOLD WORD	Page	Meaning
Sound		
Vibration		
Volume		
Pitch		



Writing Bingo

Read The Day Jimmy's Boa Ate the Wash.

Write another ending for the story and illustrate your story.

Write a poem about something you are learning in school.

Write a friendly letter to Dr. Otway and try to persuade her to build a first grade swimming pool.

Write a "**How To Guide**" and use your sequential ordering words (First, Next, Then, Finally)

Ideas:

- How to make a pizza
- How to wrap a present
- How to plant a flower

Write a story about anything you want and illustrate it. Your story must have a beginning paragraph, a middle paragraph, and an ending paragraph.

Create a **Venn Diagram**. Use this diagram to compare and contrast two things.

Ideas:

- Compare and contrast two animals
- Compare and contrast somebody to you
- Sounds that keep you safe vs. sounds that entertain you

Read Don't Let the Pigeon Stay Up Late. **Write** a list of reasons that your parents should let you stay up late this Friday night.

Write a friendly letter to your Kindergarten teacher about the most important things you have learned in first grade.

Book Report

Summarize one of the books that you read during guided or independent reading recently.

Tell me about it

- 1 Think of an information book you have read.
- 2 Imagine you are going to write an informational book.
- 3 What could you write about?

Name that genre

- 1 Which genre best describes your book?
- 2 Pretend that you are the author and rewrite a scene or chapter in any way you like.

What's it to You

- 1 How does your book make you feel?
- 2 Can you relate the story's message to your own life?

MORAL OF STORY

- 1 What is the moral of your story?
- 2 Do you think this is an important lesson?
- 3 What could you write about?

STORY SEQUELS

- 1 Choose a book you've finished and think of a sequel.
- 2 Create a title for your sequel and write a brief summary of the story.

GLOSSARIES

- 1 Look through your book and choose four or five words that are important.
- 2 Create a glossary for these words.
- 3 Be sure to put the words in alphabetical order and include their definitions.

ALL ABOUT ME

- 1 Imagine you are a character from your story. Write a short autobiography about yourself.
- 2 If you don't have all the information you need, use your imagination to fill in the details.

JUST FACTS

- 1 Choose a nonfiction book you have not read. Copy and answer the following questions.
- 2 What do I already know about the topic? Why does the author want me to read this book? What do I think I will learn? What do I want to learn?

THE AUTHOR

- 1 Think about the author of your book. What kinds of things do you imagine are important to the author?
- 2 What is he or she like? What does he or she like? What do they enjoy doing?
- 3 Write down reasons for your answers.

READER'S REVIEW

- 1 Without giving the ending away, write a review about the book and your overall opinion. Be sure to include facts from the book.
- 2 Would you recommend this book? Why or why not?

TIME LINES

- 1 Draw two time lines on your paper.
- 2 Label one "What Happened" and the other "What I felt."
- 3 On the 1st, write the important events from the story in order. On the 2nd, write how you felt as you read these events.

COMING SOON

- 1 Pretend that your book is now a movie and draw a poster advertising it.
- 2 Be sure to show the title and make the poster exciting so people will want to see the movie.

Judge a Book

- 1 Pick a book that interests you but you have not read yet.
- 2 Look at and read over the book's front and back covers.
- 3 What do you predict the book will be about?

BEGINNING

- 1 Think about your book. What may have happened before the story began?
- 2 Write the events down and explain why you think they may have occurred.

THE WINNER IS

- 1 Think about an information book that you have read.
- 2 Create an award for that author.
- 3 Write a paragraph about why you chose to award that author.

INTERVIEW

- 1 Imagine that you are interviewing the author of your book.
- 2 Write down five questions you would like to ask.

Dear Diary

- 1 Choose a character from your book.
- 2 Pretend you are the character and write a diary entry about an event from your story.
- 3 Describe what you thought and how you felt.

New Ending

- 1 Think of a good book that you have read.
- 2 Pretend that you are the author and rewrite the ending in any way you like.

Extra! Extra!

- 1 Write a newspaper article about an exciting event from your story.
- 2 Be sure to answer the questions of who, what, where, when and why.
- 3 Don't forget to give your article an attention grabbing title!

Take Two

- 1 Imagine that two characters from a story are having a conversation about the story's ending.
- 2 Write the dialogue between these characters. Include what they think and how they feel.

CARTOON SUMMARY

- 1 Fold your paper into four sections to make boxes for a cartoon strip.
- 2 In each section, illustrate the main events in your story.
- 3 Be sure to number the events in order, and add a sentence below each picture to describe the scene.

TIME LINE

- 1 Create a time line that shows the important events of a book you are reading.
- 2 Use illustrations and sentences to label the time line in order from beginning to end.

READ THIS!

- 1 Think of a nonfiction book that taught you about an interesting subject.
- 2 Create a newspaper ad telling why students should read this book.
- 3 Be sure to make your ad interesting and exciting.

LESSONS LEARNED

- 1 Did the main characters of your book learn any lessons from the story?
- 2 Have you ever learned a similar lesson?
- 3 How does the story's lesson relate to your life?