All units in SRA Open Court Reading are organized around a central theme. Some units allow students to expand their perspectives on universal themes, such as Be My Friend and Art in Motion, by relating what they read to their own experiences. Other units, such as Science Cycles and Stars and Stripes, involve students in the research process, giving them the tools they need to discover and learn on their own and as part of a collaborative group. Each selection in a unit adds more information or a different perspective to students’ growing knowledge of the unit theme or concept.

Each unit also has an Inquiry to investigate. Inquiry is a time within the lesson that allows students to research a topic that interests them and that is related to the theme. Inquiry begins in Lesson 1 and develops across each unit. At the end of each unit, students will present the results of their investigations through a variety of formats.

**Inquiry is designed to help students**

- deepen their comprehension by enabling them to apply the skills they are learning to texts and activities of their own choosing.
- synthesize and organize what they are learning in order to present their findings to their classmates.
- determine suitable avenues of Inquiry and methods of presentation.
- become more independent and responsible about their time and efforts.
- work efficiently in collaborative groups.

**Lesson Format**

All lessons are divided into three parts:

- **Part 1: Foundational Skills** focuses on phonological and phonemic awareness, phonics and decoding, and building fluency.
- **Part 2: Reading and Responding** addresses comprehension, vocabulary, fluency, and Inquiry.
- **Part 3: Language Arts** contains the writing process; penmanship; grammar, usage, and mechanics; and spelling.

Instructional and management routines are incorporated into each part of the lesson.

At the beginning of the year, the teacher will model reading skills and strategies for students by reading aloud from the Grade 1 Big Books. Starting midway through Unit 5, students will transition to reading on their own when the First Reader is introduced. Units 5 and 6 each use a Big Book for the beginning of the unit, with teachers modeling fluent reading. The First Reader is used during the second half of these units, with teachers providing support and prompting as students use the reading skills and strategies. By Unit 7, students begin to lead the reading in the Student Anthologies as they transition to becoming independent readers.

**Assessment**

SRA Open Court Reading has a four-step assessment cycle. It starts with a Diagnostic Assessment used for screening at the beginning of the year. Tools to monitor progress and differentiate instruction are built into each lesson. At the end of each lesson is a Lesson Assessment, while a Unit Assessment concludes each unit. A Benchmark Assessment is available to monitor student progress periodically over the course of the school year.
Workshop

Workshop is the time each day set aside for small-group instruction. Workshop develops over time as students internalize classroom routines that promote independence. During Workshop, you will be working with small groups of students while other students are practicing and reviewing skills, developing listening skills, working on fluency, reading a wide range of other materials, writing, or engaging in Inquiry activities.

Workshop areas that focus on different areas of literacy should be set up in your classroom. For example:

**Reading Area**
Provide as many books as possible for your classroom Reading Area. During the course of the year, students will be asked to do much reading on specific subjects. Prepare your classroom ahead of time by bringing in books on the concepts or themes students will be studying. You should encourage students to bring in books that they have enjoyed and want to share with their classmates.

**Listening Area**
Each selection in *Rhyme Stew*, the *Big Books, First Reader*, and *Student Anthologies* is recorded for use in your classroom. As you read each selection, encourage students to listen to the recording during Workshop.

**Fluency Area**
This area can be incorporated into the Reading Area. It should contain items such as leveled reading materials, *Decodables*, computers, and timers. This is an ideal place to keep student fluency folders to chart their progress in fluency.

**Computer Area**
Students can use computers in each of the other areas or you might have a designated Computer Area. Students can practice lesson skills in phonics, vocabulary, comprehension, and spelling by using *SRA Open Court Reading eGames*, or they can use the Internet along with *eInquiry* to help with their Inquiry projects.

**Writing Area**
The Writing Area should contain materials students can use to write and illustrate their work and to facilitate students’ efforts as they work together on unit investigations, including:
- pens, pencils, markers, and crayons
- assorted paper
- old magazines students can cut up
- scissors and staplers
- age-appropriate reference books, such as dictionaries, encyclopedias, and thesauruses
- computers—preferably with Internet access. The *SRA Open Court Reading* Home page (see http://connected.mcgraw-hill.com/) includes materials specifically related to the unit themes.
- books on the themes students are studying

**Game Area**
This area should be filled with games that support the various skill strands found in each lesson. These can be computer games, board games, or a variety of other materials. *SRA Open Court Reading* contains an assortment of manipulatives that support the lessons and that can be stored in this area.
Whole Group and Small Group Instruction

Workshop helps teachers combine whole- and small-group instruction based upon the needs of their students to maximize instructional time. Workshop is flexible whole- and small-group instruction. Students work on assigned and self-selected, purposeful activities that reinforce and extend the instruction in *SRA Open Court Reading* while the teacher works with small groups of students who are grouped based upon their instructional needs. The teacher works with small groups on the following activities: preteaching, reteaching, providing intervention, working on fluency, holding writing conferences, doing informal assessment, listening to students read, and extending learning. During this time of small-group instruction, the rest of the students in the class are working independently, in pairs, or collaboratively in small groups.

Teachers often ask “When should we do Workshop?” Some teachers like to start the day with Workshop. Lists that contain activities that students “May Do” and “Must Do” should be set up on the board, or students can continue working on something from the prior day. Some teachers like to have Workshop after each part of the lesson—Part I: Foundational Skills, Part 2—Reading and Responding, and Part 3—Language Arts. This enables the teacher to reteach a concept from a part or preteach for the next part of the lesson. Some teachers do a Workshop block in the morning and another one in the afternoon. Others find that a single Workshop block fits their schedule best. Whatever the case may be, Workshop should be flexible and work well for both you and your students.

**Teacher-Directed Activities**
- Preteach
- Reteach
- English Learner Support
- Writing Conference with an individual student

**Independent/Partner Work**
- Inquiry
- Fluency
- Skills Practice
- Writing Conference with peers
One of the primary goals of *SRA Open Court Reading* is to help you and your students form a community of learners. To do this, sharing information is essential. The **Concept/Question Board** is an integral part of the learning environment. It is a place where students can share their growing knowledge about a unit theme or concept by posting on the Board newspaper clippings, magazine articles, information taken from the Internet, photographs, and other items that might be of interest or helpful to their classmates. As the class progresses through a unit, the Board serves as the place where common interests become evident. As these interests emerge, students can use them as the basis for forming collaborative groups to investigate ideas in greater depth.

In addition, the Board encourages students to ask questions that arise from reading and discussion. The questions can be written directly on a sheet of paper attached to the Board, or they can be written on separate slips of paper and pinned to it. Self-sticking notes also can be used. The **Concept/Question Board** lets students know that questions are not problems but a way of learning. Questions thus become a springboard for further investigation. Collaborative groups can be formed around common questions. The Board should change constantly, reflecting the developing and changing interests of the class.
Launch the Theme

EXPLAIN to students that they will be learning about friendship during this unit. Tell students they will read a variety of selections that teach them about what it means to be a good friend and the value of friendship. Have students turn to Be My Friend Big Book 1, pages 4–5 and discuss the various sections on the pages.

BIG Idea

READ the BIG Idea question to students. Discuss what it means to be a good friend. Then discuss the kinds of things good friends do for one another. Tell students to keep the BIG Idea question in mind as they read the selections throughout the unit.

Theme Connections

READ the Theme Connections question on Be My Friend Big Book 1, page 5. Review each photograph with students. Then have students use the three photographs to discuss the question.
Background Builder Video

PLAY the Background Builder Video to give students additional background information about the theme. Discuss what they learned about friendship from the video.

Inquiry

EXPLAIN to students that they will begin a unit investigation about friendship and will continue this investigation over the course of the unit. At the end of the unit, students will present the results of their investigation.

Concept/Question Board

START a Be My Friend Concept/Question Board. Begin by posting a few pictures or words that represent the concept of friendship. Explain to students that this is a place where they can post questions about the theme and anything related to the concept of friendship. Tell students to refer to the Board regularly throughout the unit as they read and learn more about friendship. Before you begin the unit, ask students if they have any initial questions about friendship and post their questions on the Board.

Inquiry Planner

USE the steps below to have students research the theme Be My Friend.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 1 Generate Ideas</td>
<td>Think of questions and decide on a few to research: for example, How can I make a sad friend feel better?</td>
</tr>
<tr>
<td>LESSON 2 Choosing a Question, Collecting Information</td>
<td>If your class decides to write a story about friendship, they will need to think about the steps they need to take, the materials they need, and what jobs are necessary. Have them continue gathering, reviewing, and organizing their information for the project throughout the coming week.</td>
</tr>
<tr>
<td>LESSON 3 Finalizing Projects, Share Presentations</td>
<td>Invite students to share what they learned, what they enjoyed most, and what they would do differently for a similar project.</td>
</tr>
</tbody>
</table>
Assessment is an ongoing cycle.

1. **Screen**
   Administer the Diagnostic Assessment to students entering class after the school year has begun to identify those who are at risk for reading failure.

2. **Diagnose and Differentiate**
   Diagnose students’ strengths and weaknesses, and differentiate instruction according to their abilities.

3. **Monitor Progress**
   Monitor progress weekly, monthly, or anytime as needed with formative assessments. Group students based on these formative assessment results.

   - **FORMAL ASSESSMENT**
     - Lesson and Unit Assessments
     - Benchmark Assessments
     - Writing Rubrics
   - **INFORMAL ASSESSMENT**
     - Skills Practice
     - Comprehension Rubrics
     - Listening and Speaking Rubrics
     - Inquiry Rubrics

4. **Measure Outcomes**
   Assess student understanding and measure outcomes by using results from the Lesson and Unit Assessments or Benchmark Assessments.
**English Learners**

The digital *English Learner Teacher’s Guide* provides support for students at four levels of English language proficiency. Certain lessons are designed to be taught before the lessons in the *SRA Open Court Reading* program during Workshop time, while others may reteach, reinforce, or review the skills introduced in the core program.

In addition, English Learner tips, found throughout the *SRA Open Court Reading Teacher’s Editions*, provide support for some of the more challenging aspects of learning English, such as vocabulary acquisition and the correct use of prepositions. The following is an example of an English Learner tip:

**EL English Learner • Grade 1 EL Tip**

**PREPOSITIONS** The following prepositions appear on pp. 42–43 of the *Big Book*: about, off, on, from, to, on, and of. During Workshop, ask students questions that require them to use the prepositions in their responses. For example: “What does Ms. Novak’s class learn about? Where did Ms. Novak’s grandma come from? What does Ms. Novak point to on the map of the world?”

**Meet Individual Needs**

The digital *Intervention Teacher’s Guide* provides focused, direct support for students who need to review the skills introduced in the *SRA Open Court Reading* program. Lessons are designed to be used flexibly and may be taught in a single, separate intervention session, or as small group or individual instruction during Workshop time. Written practice is included in *Intervention Support*.

In addition, support is provided throughout the *SRA Open Court Reading Teacher’s Editions* for Approaching, On, and Beyond Level Students through focused, differentiated instruction tips found within the lessons. These tips are designed to review and reinforce the skills at point of use.

**Differentiated Instruction: Vocabulary**

**AL APPROACHING LEVEL** If students have difficulty with the selection words and definitions, then during Workshop say a sentence that contains one of the words and have students create a sentence that follows your model.

**OL ON LEVEL** If students would benefit from extra practice with the words, give them sentence stems during Workshop and have them complete each sentence stem with a vocabulary word.

**BL BEYOND LEVEL** If students need a challenge, have them use the words during Workshop to describe how they solved a disagreement with a friend.
LESSON 1

Foundational Skills

Phonological and Phonemic Awareness

Phonics and Decoding
- Review /k/ spelled c, k, and ck; /aw/ spelled al and all; and /r/ spelled r
- Reading Decodable Books, stories 19–23

Reading and Responding

Comprehension Strategies
- Summarizing
- Visualizing

Access Complex Text
- Making Inferences

Writer’s Craft
- Character
- Language Use

Vocabulary

Language Arts

Writing
- Writing a Description: Describing an Event

Penmanship
- Lowercase Letters o and a

Grammar, Usage, and Mechanics
- Adjectives

BIG Idea

What does it take to be a good friend?
LESSON 2

Phonological and Phonemic Awareness

Phonics and Decoding
- Review /f/ spelled f and ff; final /s/ spelled ss; /g/ spelled g; and /j/ spelled j
- Reading Decodable Books, stories 24–28

Comprehension Strategies
- Making Connections
- Summarizing

Access Complex Text
- Making Inferences
- Fact and Opinion

Writer’s Craft
- Point of View
- Text Features

Vocabulary

LESSON 3

Phonological and Phonemic Awareness

Phonics and Decoding
- Review /j/ spelled dge; /u/ spelled u; and /z/ spelled z, zz, and _s
- Reading Decodable Books, stories 29–33

Comprehension Strategies
- Predicting
- Asking and Answering Questions

Access Complex Text
- Cause and Effect
- Main Idea and Details

Writer’s Craft
- Plot
- Point of View

Vocabulary

Writing
- Writing a Narrative

Penmanship
- Lowercase Letters e and c

Grammar, Usage, and Mechanics
- Possessive Nouns

Writing
- Writing a Narrative

Penmanship
- Alignment and Lowercase Letters a, e, and c

Grammar, Usage, and Mechanics
- Action Verbs and Helping Verbs
### DAY 3
- **Warm Up**, p. T484
- **Phonemic Awareness**, pp. T484-T485
- **Phonics and Decoding**, pp. T485-T488
  - /z/ spelled z and zz

### DAY 4
- **Warm Up**, p. T502
- **Phonemic Awareness**, p. T502
- **Phonics and Decoding**, pp. T503-T505
  - /z/ spelled _s

### DAY 5
- **Warm Up**, p. T516
- **Phonemic Awareness**, p. T516
- **Phonics and Decoding**, pp. T517-T519
  - Review /j/ spelled dge; /u/ spelled u; and /z/ spelled z, zz, and _s

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### Build Background, p. T489
- **Preview the Selection**, p. T490
- **Read the Selection**, p. T491
- **Comprehension Strategy**, pp. T492-T497
  - Asking and Answering Questions

### Practice Vocabulary, p. T506
- **Close Reading**, p. T506
- **Access Complex Text**, pp. T507, T509, T510, T512
  - Main Idea and Details
- **Writer’s Craft**, pp. T508, T511
  - Point of View
- **Inquiry**, p. T513

### Writing a Narrative, p. T500
  - Action Verbs

### Writing a Narrative, p. T514
- **Editing and Publishing Grammar, Usage, and Mechanics**, p. T515
  - Action Verbs and Helping Verbs

### Writing a Narrative, p. T528
- **Presenting Penmanship**, p. T529
  - Lowercase letters a, e, and c
- **Grammar, Usage, and Mechanics**, p. T529
  - Action Verbs and Helping Verbs
- **Theme Wrap-Up and Review**, p. T530-T531

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### Differentiated Instruction, pp. T485, T486, T488, T491, T498, T499
- **English Learner**, pp. T486, T488, T489, T494

### Differentiated Instruction, pp. T506, T512, T514
- **English Learner**, pp. T504, T510

### Differentiated Instruction, pp. T518, T526
- **English Learner**, pp. T524

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### Comprehension Rubrics, p. T492

### Inquiry Rubrics, p. T513

### Comprehension Rubrics, p. T523
- **Writing Rubrics**, p. T528
- **Lesson and Unit Assessment 1**, pp. T519, T527, T529
Warm Up

Rhyming

DISPLAY and read “Day at the Beach” on Rhyme Stew Big Book pages 14–15. Ask students to say rhyming words for the following words from the poem:

day bay, say, way

glide hide, ride, side

sand band, hand, land

Sound/Spelling Card Review

POINT to a Sound/Spelling Card that students have learned, such as Card 7—Gopher, and have them say the sound and spelling. /g/ spelled g Ask a volunteer to say and spell a word that contains the sound/spelling. Possible Answer: gas, g-a-s. Continue with two or three other Sound/Spelling Cards, such as Card 10—Jump, Card 6—Fan, and Card 20—Timer.

Phonemic Awareness

Phoneme Blending: Single-Syllable Words

TELL students you are going to say some words one sound at a time. Tell them to listen carefully and, on your signal, to blend the sounds to say the word.

/ā/ /k/ ache

/k/ /ā/ /l/ cold

/b/ /ā/ /k/ bake

Phoneme Segmentation: Final Consonant Sounds

BRING out Lion Puppet. Tell students that you will say a word, and they will say only the final sound of the word. Demonstrate with the puppet.

Teacher: maze Teacher: plan

Puppet: /z/ Puppet: /n/

Turn over the game to students, using the following words:

sleep /p/ make /k/ treat /t/ squirm /m/

pail /l/ group /p/ around /d/ brush /sh/

English Learner

PHONEME BLENDING If students have difficulty blending phonemes into words, work with them in small groups. Say, “/ā/ /k/. Repeat after me. /ā/ /k/.” /ā/ /k/ “/ā/ /k/ makes the word ache. What is the word?” ache Continue with other three-phoneme words, such as make, pat, sit, coat, and fan.
Phonics and Decoding

/j/ spelled ■dge

Introduce the Sound/Spelling

USE Routine 1, the Introducing Sounds and Spellings Routine, and Sound/Spelling Card 10—Jump to introduce /j/ spelled ■dge.

Point to the picture and ask students to name the card. *Jump* Ask them to say the sound. /j/

Then point to the j spelling and remind students that this spelling for /j/ most often comes at the beginning of a word or syllable. Point to the ■dge spelling and tell them that this spelling most often comes at the end of a word or syllable. Ask students what the green box in front of the spelling ■dge tells them. If necessary, remind them that the green box means the spelling always comes after a short-vowel sound. Tell them they will call this spelling “green box ■dge.”

Play or read the Jump story again:

When Jenny jumps her jump rope, it sounds like this *(quickly)*: /j/ /j/ /j/ /j/ /j/.

When Jackson jumps his jump rope, it sounds like this *(quietly)*: /j/ /j/ /j/ /j/ /j/.

The judges generally agree that Jenny jumps most rapidly *(quickly)*: /j/ /j/ /j/ /j/ /j/.

When Jenny jumps, she jumps to this jingle:

“Jump, jump, jump; jump so quick.
Whenever I jump, I like to kick.” /j/ /j/ /j/ /j/ /j/.

The judges generally agree that Jackson jumps most quietly *(quietly)*: /j/ /j/ /j/ /j/ /j/.

When Jackson jumps, he jumps to this jingle:

“Jump, jump, nice and quiet.
See what happens when you try it.” /j/ /j/ /j/ /j/ /j/.

(To students:) Jump rope like Jenny *(quickly)*: /j/ /j/ /j/ /j/ /j/.

(To students:) Jump rope like Jackson *(quietly)*: /j/ /j/ /j/ /j/ /j/.

Review the name of the card, the sound /j/, and the spelling ■dge. Point to the ■dge spelling, and ask students what the green box means. *The spelling always comes after a short-vowel sound.*

Teacher Tip

INTRODUCING SOUNDS AND SPELLINGS You may want to use tape or self-sticking notes to cover the ge and gi_ spellings on Card 10—Jump until these spellings are introduced later in the program.
**Generating Words**

**ASK** students to think of words that end with /j/. Write their suggestions on the board. Circle the spelling in each word and tell students to say the sound as each spelling is circled. If they suggest a word that ends with ge, such as large, write that word in a different column. Point out that /j/ can be spelled in several different ways and that they will learn about the other spellings later.

End the activity by reviewing **Sound/Spelling Card** 10—Jump. Have students give the name of the card, the sound, and the target spelling. Ask them how they can use this card to help them remember the sound and spelling. We can look at the card and think about the sound that the jump rope makes: /j/ /j/ /j/ /j/ /j/.

**Blending**

**USE** Routine 2, the Sound-by-Sound Blending Routine, and Routine 4, the Blending Sentences Routine, to have students blend the words and sentences.

Before blending the sentences, introduce the high-frequency word to. Display and read the word. Repeat it and have students read it several times. Then spell it with students. Write the word on an index card and add it to the High-Frequency Word Bank.

**About the Words**

1. Have students identify the words that contain /k/. dock, lock Tell them to name the spelling for that sound. ck Ask them to identify the sound that changes in these pairs of words: dock, dodge; lock, lodge. The final /k/ changes to /j/.
2. Have students identify the words that contain /g/. rig, ridge bag badge Tell them to name the spelling for that sound. g Ask them to identify the sound that changes in these pairs of words: rig, ridge; bag, badge. The final /g/ changes to /j/.
3. Remind students that a consonant blend is a combination of two or more consonant sounds that are each heard when the word is pronounced. Have students identify the consonant blend in each word. brick: br; bridge: br; frost: fr; fridge: fr
4. Review /j/ spelled j. Have students identify the vowel change in the pairs of words: jab, job; jog, jig. The a in jab changes to o in job. The o in jog changes to i in jig.

**About the Sentences**

1–2. Have students identify the words with /j/ spelled j and the words with /j/ spelleddge.

j: Jack, jog, jam; dge: bridge, fridge

**Differentiated Instruction**

**APPROACHING LEVEL** If students have a difficult time thinking of words, give them clues to help them generate words. Possible clues include: I’m thinking of something a police officer wears (badge); I’m thinking of something that lets us drive over water (bridge); I’m thinking of a type of soft candy (fudge).

**Teacher Tip**

**NON-TRANSFERABLE /J/** Some languages do not have /j/, and j might be pronounced something close to /h/. Contrast words beginning with /h/ and /j/ using El Photo Library Cards 81–84 and 91–93. Introduce each card and have students repeat after you. Then, alternate between cards beginning with /h/ and ones beginning with /j/, saying the name, and have students raise their hand if they hear a word beginning with /j/.
Developing Oral Language

REVIEW the words by giving clues such as the following. Have students identify and read the word that answers the clue.

- A door might have one. *lock*
- These are types of movements. *dodge, jab, jog, jig*
- You might talk about these words when discussing boats. *dock, rig*
- A police officer might wear this. *badge*
- A house might be made of this. *brick*
- You might see this in very cold weather. *frost*
- Cars might drive over this. *bridge*

Guided Practice

HAVE students complete *Skills Practice 1* pages 83–84 for additional practice with /j/ spelled *dge* and for dictation. Review the sound/spellings at the top of page 83. Then have students complete the activities on the pages. Students can use the bottom of page 84 for dictation. Be sure to have students proofread their work.

Dictation and Spelling

USE Routine 7, the Sounds-in-Sequence Dictation Routine, for the words on Line 1 and Routine 8, the Whole-Word Dictation Routine, for the words on Line 2. Use Routine 9, the Sentence Dictation Routine, for the sentence. Remind students to refer to the Sound/Spelling Cards when they are writing the words. After each line, write the words and sentence on the board and have students proofread the spelling of their words.

<table>
<thead>
<tr>
<th>Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>rig</em></td>
<td>1. Madge had a badge.</td>
</tr>
<tr>
<td>2. <em>brick</em></td>
<td></td>
</tr>
</tbody>
</table>
Fluency: Reading a Decodable Book

Core Decodable 29: Jack’s Job

/j/ spelled ■dge

High-Frequency Words

REVIEW the high-frequency word to by pointing to it in the High-Frequency Word Bank and having students read the word. For additional practice with high-frequency words, have students look through the story and identify any high-frequency words that they recognize. Tell students to practice reading the words until they can read them automatically and fluently.

Reading the Decodable

USE Routine 5, the Reading a Decodable Routine, as you read the story with students.

After students read the title, point to the apostrophe and s in Jack’s. Ask students to explain what the apostrophe and s show. They show Jack has something. Ask what Jack has. Jack has a job.

Have students browse the story and discuss what they think it will be about.

The first time through, have students read a page silently. Then have one student read it aloud. Repeat this procedure for each page.

Reread the story at least twice, calling on various students to read. Then have the entire class do a choral reading of the story.

Checking Comprehension

TALK with students about the story and answer any questions they have. Ask them to identify any difficult words in the book.

Have students retell the story.

ASK individual students the following questions. Tell them to answer in complete sentences and to use the high-frequency words they have learned.

• What does Jack’s job have? Jack’s job has a badge.
• What does Jan have? Jan has a flat on the bridge.
• Who gets the bridge traffic to pass? Jack gets the bridge traffic to pass.

Building Fluency

BUILD fluency by having students reread Core Decodable 29 twice with a partner, alternating pages. For additional practice, have students read Practice Decodable 25, Jill.

Teacher Tip

COMPREHENSION To ensure that they focus on the text rather than the illustrations, tell students to point to the words in the story that support their answers.
Build Background

Background Information

**ASK** students whether they know the story of “The Three Little Pigs.” Call on volunteers to briefly retell the story, prompting them to tell how each little pig built a house and what the wolf did to each house.

**Genre**

**TELL** students that they will be listening to a story called “No Wolves Allowed,” which is also about three little pigs and a wolf. Explain that this story is a *fable*. Introduce to them the elements of a fable.

- A fable is a very short story.
- It has only a few characters who are often animals or things that talk and act like people.
- It teaches a lesson, or moral.

**Essential Question**

**READ** the Essential Question on page 28. Tell students to think about the Essential Question as you read “No Wolves Allowed.”

*What can others teach you about friendship?*

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**English Learner**

**ADDITIONAL INSTRUCTION** The *English Learner Teacher’s Guide* provides English learners with support for reading and discussing the selections, developing vocabulary, using comprehension strategies, accessing complex text, and identifying elements of writer’s craft.

**Differentiated Instruction**

**APPROACHING LEVEL** If students have difficulty understanding the fable genre, then review other fables with them during Workshop, such as “The Tortoise and the Hare.” Discuss the lesson each story tells.

**CCSS**

- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details.
**Preview the Selection**

**Browse**

FOLLOW Routine 12, the Reading the Selection Routine, to browse “No Wolves Allowed.” Display *Be My Friend Big Book 2* and have a student turn to the Table of Contents page. Point to and read aloud the title and the beginning page number of “No Wolves Allowed.”

Have another student turn to page 28. Ask students to compare the title and page number on the page to those on the Table of Contents page. Read the names of the author and illustrator aloud.

Help students browse pages 28–31 of the selection. For example, have them notice the names of the three little pigs and the wolf and identify what the pigs plan to do. Have them use the information they get from browsing to predict what the selection is about.

**Set Purposes**

REMIND students that it is important to have a purpose for reading. Tell them that as they listen to the selection, they should think about how the pigs and the wolf act toward each other and why they act in those ways.

**BIG Idea:** What does it take to be a good friend?

READ the Big Idea question before the class reads the selection. Tell students to keep this idea in mind as they listen to the selection.

**Teacher Tip**

BROWSING For this selection, have students browse only the first few pages. This will keep them interested in reading further without spoiling the ending of this story.

**Home Connections**

LETTER Send home a copy of *Home Connection* (available in either English or Spanish) that goes with this lesson. After reading the selection with students in class, encourage students to discuss the selection with their families and complete the activity provided.
Read the Selection

As you read the entire selection, continue to reinforce for students the idea that we read words along the line from left to right and that those lines are read moving downward from the top to the bottom of the page.

Comprehension Strategy

MODEL the use of the Predicting comprehension strategy during the first reading of the selection.

Remind students that predicting means “thinking about what will happen next” in a story. To make predictions, readers connect clues and events in the text to their personal experiences and other reading. After making a prediction, they continue reading to look for details in the text that confirm their predictions. Stress that not all predictions are confirmed. If a prediction is not confirmed, a reader can use new information to revise his or her prediction.

Monitor Progress

INFORMAL ASSESSMENT Use the Comprehension Strategies Rubrics in the Level Appendix to determine whether a student is using the strategy Predicting.
Comprehension Strategy

Making Predictions

**TEACHER MODEL:** This story sounds familiar. I know that in “The Three Little Pigs,” there also was a wolf and that the pigs built houses out of different materials, which the wolf huffed and puffed and blew down. I predict that the pigs will build a clubhouse, and that Walter Wolf will blow it down. Let’s keep reading to find out!

**Differentiated Instruction**

**APPROACHING LEVEL** Ensure that students understand that predictions are not wild guesses. They are based on clues in a story and on what the reader already knows.

**English Learner**

**IRREGULAR VERB** Explain to students that went, in the second sentence on page 28, is the past-tense form of the verb go. So, we learn here that the pigs go to the same school.
Comprehension Strategy

Making and Confirming Predictions

2 TEACHER MODEL: The pigs are building a clubhouse, so part of my prediction is confirmed. Walter Wolf has not shown up yet, though.

3 TEACHER MODEL: The little pigs don’t seem to be able to work well together. Peter yells and stamps his foot when Poppy tells him that his blocks will not make a good clubhouse. I predict that Poppy is right. Blocks can get knocked over easily. I predict that this is what the wolf will do.

Differentiated Instruction

AL RETEACH For students needing additional support, use the Intervention Teacher’s Guide during Workshop to reteach the comprehension strategy and vocabulary words taught in this lesson.
Walter Wolf saw the pigs playing next door. He saw their clubhouse and the sign that read, “No Wolves Allowed!” The sign made him feel very angry.

Walter didn’t huff. He didn’t puff. But he did kick his football at the blocks. He knocked the clubhouse down.

Comprehension Strategy

Confirming Predictions

TEACHER MODEL: Walter Wolf has shown up, and when he sees the “No Wolves Allowed” sign on the clubhouse, he knocks it down. So both of my predictions are confirmed. But Walter does not huff and puff and blow the clubhouse down, he knocks it down by kicking a football at it!

Teacher Tip

COMPREHENSION STRATEGIES Although the Predicting comprehension strategy is being modeled in this lesson, encourage students to use any strategies they would like to help them understand the selection. Students may want to make connections to a version of “The Three Little Pigs” that they know.
Comprehension Strategy

Making Predictions

TEACHER MODEL: The pigs are going to build a new clubhouse. But again, they do not agree. Polly wants to use a big box, but Poppy says that a box will not make a good clubhouse because it will get soggy in the rain. I think that is true, but I predict that a box will also be easy for Walter Wolf to destroy. Let’s keep reading to see if my prediction is confirmed.
“You never like my ideas,” Polly cried as tears fell down her face. “Fine,” Poppy said. “Let’s try it.” So the three little pigs used the big box to build a clubhouse.

Walter Wolf saw the pigs playing next door. Their new clubhouse had an even bigger sign above the door that said “No Wolves Allowed!” The sign made him feel very angry.

Walter didn’t huff. He didn’t puff. He took a deep breath and sprayed water into their yard with the garden hose. He knocked the clubhouse down.

“Walter! You are not nice!” Poppy cried. “No wolves allowed!” Polly added as she tapped the sign.
Comprehension Strategy

Making and Confirming Predictions

6 TEACHER MODEL: My prediction is confirmed. Rain does not destroy the pigs’ clubhouse. Walter does, by spraying it with a hose.

7 TEACHER MODEL: It looks like the little pigs have given up their idea to build a clubhouse together. Poppy is working alone to build one, and Peter and Polly are each playing by themselves. I predict that Walter will show up, knock down Poppy’s clubhouse, and chase all the pigs away.

Teacher Tip

PREDICTING Make sure that students understand that predictions are not right or wrong. They are confirmed or not confirmed by information in the text.
Comprehension Strategy

Making and Confirming Predictions

**TEACHER MODEL:** My prediction was not confirmed. Walter does not destroy the clubhouse or chase the pigs away. Instead, he tells them how badly they have been treating each other. I predict that the pigs and Walter will now work together to build a clubhouse.

**Differentiated Instruction**

**BEYOND LEVEL** If students are ready, then pause and have them give their predictions about how the story will end.
“I have ideas too, you know,” Walter added. “You did not even try to include me.”

Poppy, Polly, and Peter knew that Walter was right.

“Will you tell us your ideas now?” they asked.

“Sure,” Walter said.

Walter and the three pigs talked about their ideas. They built a fine clubhouse together, and they were all happy with their new creation. Then they asked everyone in the neighborhood to join their club.

**Comprehension Strategy**

**Confirming Predictions**

**TEACHER MODEL:** The information in the text confirms my prediction. The pigs and Walter talk about their ideas. Then they build a fine clubhouse and invite everyone to join their club. The little pigs have learned a valuable lesson: Working together gets things done right!

**Teacher Tip**

**PREDICTING** If students have made predictions, then ask whether the predictions have been confirmed by the information in the text.
Print and Book Awareness

**REVIEW** the story with students. Use the following suggestions to reinforce students’ understanding of capital and lowercase letters and sentence boundaries.

**Capital and Lowercase Letters**

**ASK** students where capital letters are used in print. Capital letters are used at the beginnings of names and at the beginnings of sentences. Explain that capital letters are also used at the beginnings of words in titles. Display page 28 of *Be My Friend Big Book 2* and read the selection title aloud. Point to the beginning letter in each word and have students name it.

**Spacing Between Sentences**

**DISPLAY** page 33 and read aloud the first sentence. Then point to the spaces between the first and second sentences and explain that sentences don’t always stay on one line. Call on a volunteer to come to the book and point to the end of the second sentence. Continue this process with the remaining sentences on the page. Remind students that lengths of sentences vary.

Discuss the Selection

**Discussion Starters**

**REMINDE** students that you asked them to think about how the pigs and the wolf act toward each other and why they act in those ways. Have students discuss their ideas and encourage them to build on the comments of others. Guide the discussion by asking them to tell the events in order.

Ask the students the following questions to help generate further discussion about “No Wolves Allowed.” Throughout the discussion, encourage students to ask new questions about the story.

- **Why does Walter Wolf destroy the pigs’ clubhouses?** Walter gets angry when he sees the No Wolves Allowed signs.
- **How do the pigs and Walter become friends?** They talk together. Walter tells the pigs that they were not nice to each other and the pigs ask him for his ideas about building a clubhouse.
- **How is “No Wolves Allowed” like “Friends Find Solutions?” How are they different?** They are the same because they tell how friends solve conflicts. They are different because “No Wolves Allowed” is fiction and has illustrations. “Friends Find Solutions” is nonfiction and has photos.

**Essential Question**

**REVIEW** the Essential Question for “No Wolves Allowed” with students: What can others teach you about friendship? Have students discuss their answers. Possible Answer: Other people can show you how friends should really treat each other. Other people can let you know that you are not being friendly to them.

**Differentiated Instruction**

**ON LEVEL** If students can correctly identify capital and lowercase letters but seem unclear about when they are used, then have them reread a previously read Decodable during Workshop. Have them identify each capital letter and where it appears in print.

**Teacher Tip**

**DISCUSSION** Remind students to speak loudly enough for everyone to hear and to use complete sentences to answer the questions.
Genre Review

REVIEW  the elements of a fable with students. Ask them to give examples of the following elements in “No Wolves Allowed.”

• A fable has only a few characters who are often animals or things that talk and act like people. Possible Examples: The characters in the story are three little pigs and Walter Wolf. All the animals can talk and do things that people can do. The little pigs go to school and build clubhouses. Walter kicks a football and uses a garden hose.
• It teaches a lesson, or moral. Possible Examples: Walter helps the little pigs learn that it is better to work together toward a common goal than to fight over whose idea is best.

Develop Vocabulary

USE  Routine 13, the Selection Vocabulary Routine, as you display the vocabulary words. Say each word as you write it. Then point to the word, say it again, and have students repeat the word after you.

Words and Definitions

The definition for the word **stormed** is “went off quickly and angrily, often in a loud way.” Let’s look at the selection to verify that definition. Turn to page 43 and read the dialogue. What does Walter Wolf describe that helps you understand the definition of **stormed**? Possible Answer: Walter describes how all the little pigs acted when they had a disagreement. Polly cried and Poppy went off quickly and angrily.

The word **solve** is defined as “to find the answer to a problem.” Let’s look at Walter’s dialogue on page 43 and see whether this is how the word is used in the selection. What did the pigs not do that helps you understand the meaning of **solve**? Possible Answer: The pigs did not work together to find an answer to their disagreement.

The pigs’ problem is that they have a **conflict**. A **conflict** is “a strong disagreement.” How does the dialogue on page 43 help you understand this definition? When the pigs had a strong disagreement, they did not work together to solve it.

The word **neighborhood** is defined as “a section of a town or city.” Let’s look at the selection to verify that definition. Turn to page 45 and read the text. If the pigs and Walter asked everyone in the neighborhood to join their club, who did they ask? They asked everyone who lived nearby in their section of town.

Differentiated Instruction: Vocabulary

**AL**  APPROACHING LEVEL  If students have difficulty with the selection vocabulary words and definitions, then reteach the meaning of each word during Workshop and have students use the words in oral sentences.

**OL**  ON LEVEL  If students would benefit from extra practice with the words, then have them draw pictures of the words that show their meanings during Workshop.

**BL**  BEYOND LEVEL  If students need a challenge, then during Workshop have them use the words to tell another episode of the story involving the three pigs and Walter Wolf.

Teacher Tip

**PARTS OF SPEECH**  The parts of speech, for each selection vocabulary word developed on this day, are as follows: **stormed** verb, **solve** verb, **conflict** noun, and **neighborhood** noun.
Writing a Narrative

Revising

Instruct

**REMIND** students that they are working on narrative writing by describing an event that happened at school. Ask students to name the three parts their narratives must have. *a beginning, a middle, and an end* Remind students that organizing their writing in this logical sequence will help their readers better understand what they write.

Explain to students that an important element in narrative writing is *setting*. Tell them the setting of a narrative is where and when the story takes place. *at school* Tell them they need to think about when the event takes place. As they revise their narratives, they will add details about where and when the event happened. Use the ePresentation visuals on How Can I Make My Writing Better? to review ways to make their writing better. Then, using Routine 16, the Modeling Writing Strategies Routine, review how adding details and creating vivid images are important strategies for writing.

Guided Practice

**DISPLAY** the Revising checklist on *Skills Practice 1* page 85. Using Routine 18, the Checklist Routine, explain its purpose, and describe how students should use it. Read aloud the checklist, and answer any questions students may have about it. Model revising by using the checklist with your example draft.

Apply

**HELP** students use your model and the Revising checklist on *Skills Practice 1* page 85 to revise their narratives of a school event. Help students make corrections and answer questions they may have about the revision process. Remind students to make sure their details are in the correct order of beginning, middle, and end. Help students to include setting details that describe the time and place of the school event. Make sure students have written their names on their narratives, and help them add titles. Allow time for students to continue working on illustrations for their narratives.

Assessment

You may use any of the Writing Rubrics found in the Level Appendix to evaluate students’ descriptions. Share with students how you will evaluate their writing.

English Learner

**WRITING** The English Learner Teacher’s Guide provides a more structured and streamlined writing assignment for students who are not able to complete the core writing assignment.

Differentiated Instruction

**APPROACHING LEVEL** If students have difficulty understanding the concept of setting, work with them in small groups during Workshop. Show students pictures from familiar stories, and have them take turns telling where and when each story takes place. Initially, make sure to choose illustrations with clear settings.
Penmanship
Alignment and Lowercase Letters o, a, e, and c

Instruct
DISPLAY the chart paper with margins. (See Teacher Tip.) Have students notice these red lines on the left and right sides of the page. Explain that these lines show where on a page to begin writing and where to stop.

Use a green marker to make a large dot on the left margin line. Explain that this dot shows where to begin writing on a line. Use a red marker to make another dot on the right margin line. Explain that this dot shows where to stop writing on a line. Remind students that English is written from left to right. Demonstrate by writing several words or sentences on the paper.

Distribute handwriting paper and markers or crayons to students. Have them follow your model and make dots on their papers. Review the letter formations for lowercase o, a, e, and c. Model how to form each one by writing the letters on the board. Have students name each letter and then describe the strokes as you write them. Point out similarities in how these letters are formed; for example, all the letters have curves.

Guided Practice
HAVE students use their index fingers to trace each letter on the Letter Cards as they say the letter name.

Apply
HAVE students use their prepared handwriting paper for letter formation practice. Have them write each letter four times within the lines as they say the letter name. Remind them to make sure that their letters are between the margins and that there is appropriate space between each of their letters.

Have students proofread their letters by circling any incorrect letters and making them better by rewriting them above or next to the original letters. Then have them underline their best o, a, e, and c.

Teacher Tips
PLAN AHEAD Before this activity, prepare a piece of lined chart paper with left and right margins marked. To mark margins, use a red pen or marker and draw a straight, vertical line about one inch from the left side and one inch from the right side of the paper. After the activity, save the chart paper for Lesson 3, Day 2.

PENMANSHIP MODELS The penmanship models available in ePresentation contain the images and strokes for both the capital and lowercase versions of each letter for comparison purposes. For this lesson, focus on the lowercase form of the model when using this resource with students.