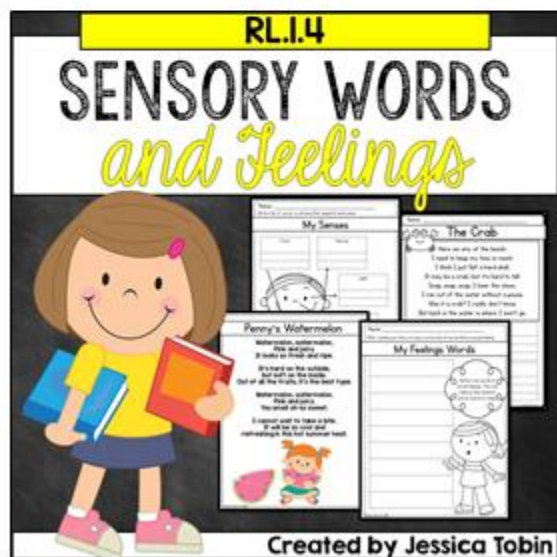


# RL.1.4

This ELA unit provides resources to use while teaching the standard **RL.1.4**, which states that students will be able to **"Identify words and phrases in stories or poems that suggest feelings or appeal to the senses."**



## Using This Unit

Let's look at the structure of this unit.

### Lessons

- There are 3 mini lessons in this unit. Each mini lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

### Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

### Reading Passages

- These can be use throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

### Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

### Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.



# Mini Lessons

There are four mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

**Suggested Read Alouds**

- 1st Grade Reading: Literature Lesson** RL.1.4- I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Mini-Lesson Focus:** Feelings- Words and Phrases
- Activities to Teach:**
  - Step 1: Teacher will read a fictional text in classroom library. Throughout the book, have students answer questions about words and feelings.
  - Step 2: Teacher will read aloud one sentence at a time. While the teacher reads, students will take turns saying a word or phrase that suggests a feeling or appeal to the senses.

**1st Grade Reading: Literature Lesson** RL.1.4- I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**Mini-Lesson Focus:** Sensory Words and Phrases

**Activities to Teach:**

- Step 1: Teacher will pass out one watermelon candy to each student. Allow students to taste, smell, and feel the candies. Students will share sensory words and phrases with partners to describe senses related to these watermelon candies. They will work with a partner to fill their words and phrases into a chart.
- Step 2: Students and teacher will chorally read Penny's Watermelon. Teacher will read aloud the text one time alone, then ask for students to read with partners to fill out Penny's Watermelon.

**Our Watermelon**

What did our candy **LOOK** like?

What did our candy **SMELL** like?

What did our candy **FEEL** like?

What did our candy **SOUND** like?

What did our candy **TASTE** like?

**Penny's Watermelon**

What did Penny's watermelon **LOOK** like?

What did Penny's watermelon **SMELL** like?

What did Penny's watermelon **SOUND** like?

What did Penny's watermelon **FEEL** like?

What did Penny's watermelon **TASTE** like?

**Our Haunted House**

What we might **SEE** at the haunted house.

What we might **HEAR** at the haunted house.

What we might **SMELL** at the haunted house.

**Our Ocean Words**

What we might **SEE** of the ocean.

What we might **HEAR** at the ocean.

What we might **SMELL** at the ocean.



## Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers, task cards, and interactive notebook templates** to use with any read-aloud or independent practice text.

The collage features several reading passages and task cards. The passages include:

- My Lucky Shirt:** A short story about a red shirt that gets stained.
- The Pond:** A poem about a pond with frogs and toads.
- The Crab:** A poem about a crab.
- My Germs:** A poem about germs.
- The Elephant House:** A poem about an elephant.

There are also several task cards with questions like:

- Does this story or poem appeal to your sense of touch? If so, how?
- How does this story or poem make you feel? How did the author feel?
- Does this story or poem appeal to your sense of hearing? If so, how?
- Does this story or poem appeal to your sense of smell? If so, how?
- What was your favorite part of the story?
- Summarize the story or poem.

A large yellow banner across the center reads: **Task Cards for Any Text**.



# Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

**Graphic Organizers**

**Interactive Notebook Templates**



# Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

## What you need:

- A Google Classroom account

## What to do:


- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

## Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

My Poem	
Title of Poem	
Words in the poem that appealed to my sense of sight	
Words in the poem that appealed to my sense of sound	
Summary of the poem.	


**Graphic Organizers**



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The Elephant House					
Nate went to the zoo for the very first time. As soon as he walked in, Nate heard a loud noise. It sounded like a horn on a train or a car. Nate knew he wanted to see the animal that made the noise. He started walking. He heard the sound again, so he stopped. As soon as he got the sound, he saw a beautiful, large elephant standing in the house.	<table border="1"><tr><td>What does the character hear?</td><td></td></tr><tr><td>What words or phrases appeal to his sense of sight?</td><td></td></tr></table>	What does the character hear?		What words or phrases appeal to his sense of sight?	
What does the character hear?					
What words or phrases appeal to his sense of sight?					

**Instructional Passages**

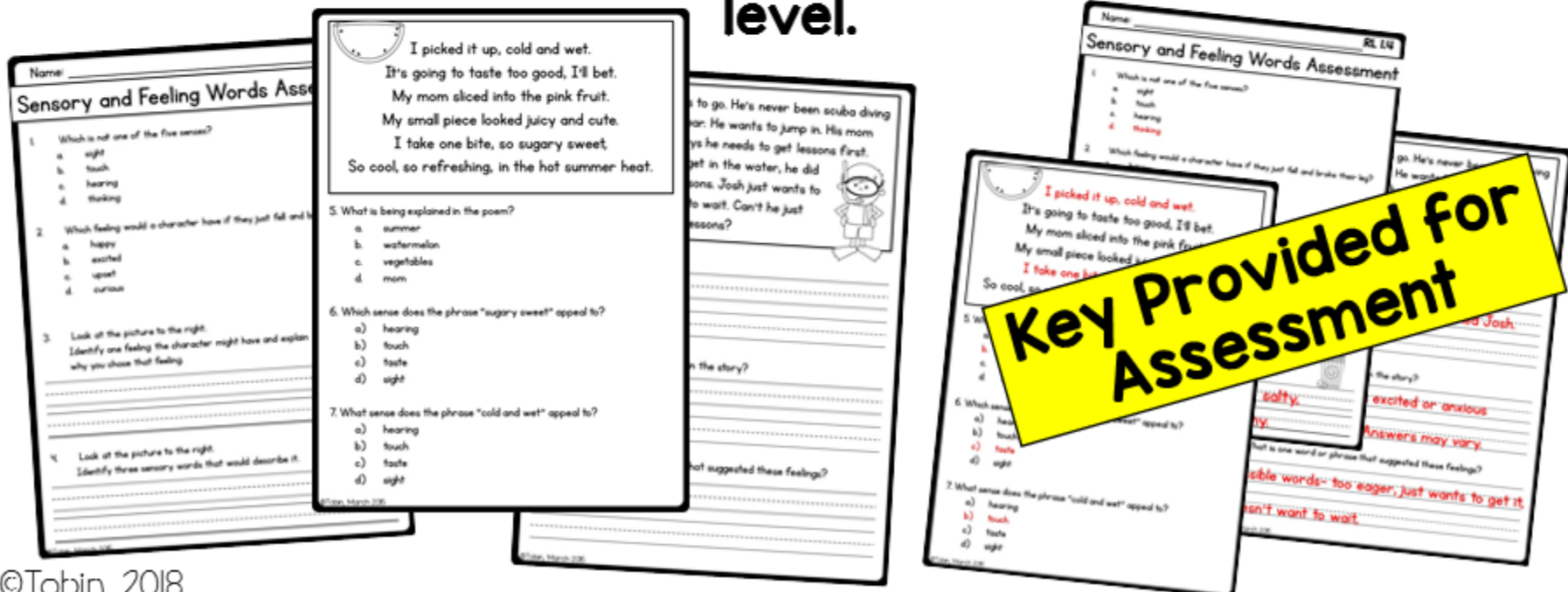


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# Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning and middle of the year, I **suggest** reading the assessment aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

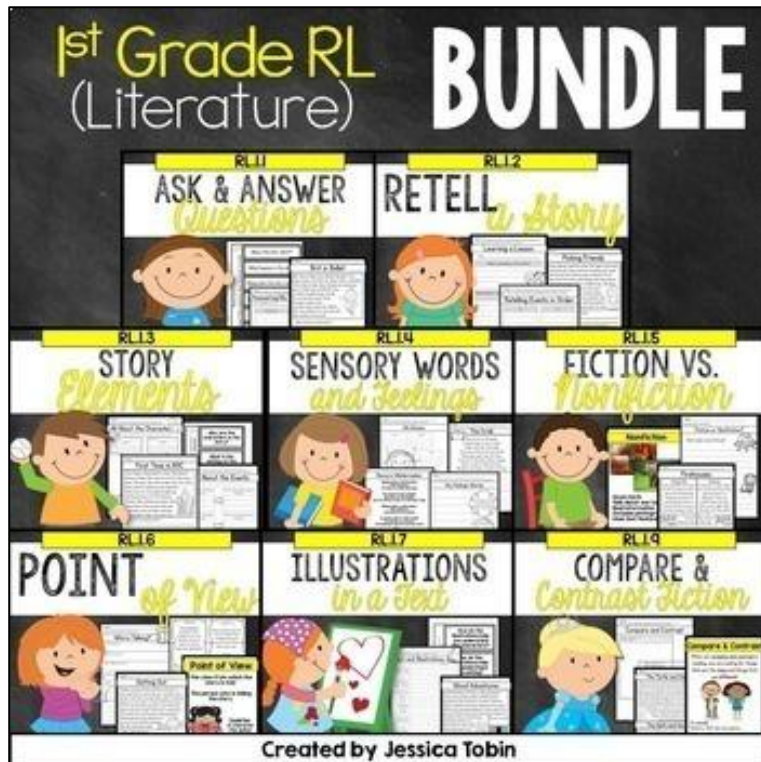




# Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

## Literature Domain



-or-

## All 6 ELA Domains

