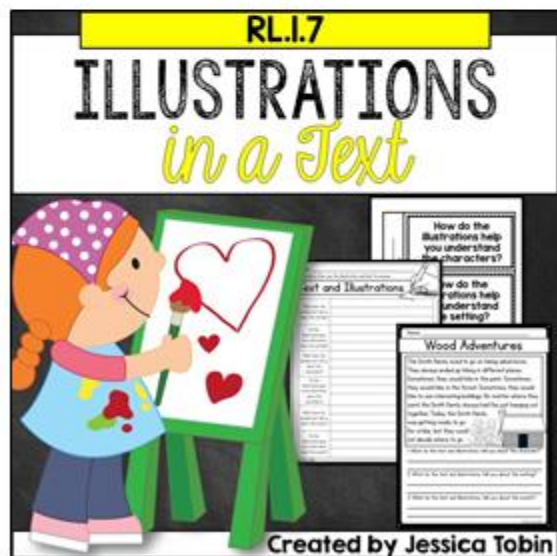


# RL.1.7

This ELA unit provides resources to use while teaching the standard **RL.1.7**, which states that students will be able to **"Use illustrations and details in a story to describe its characters, setting, or events."**



## Using This Unit

Let's look at the structure of this unit.

### Lessons

- There are 3 mini lessons in this unit. Each mini lesson 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 used 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 three 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**  
I can use illustrations to describe characters, setting, or events.

**Mini-Lesson Wordless**

**Activities to Teach**

**Step 1:** Teacher will gather a collection of wordless books. He or she will choose one or more to read aloud to the class.

**Step 2:** Now, allow the students to read the wordless book with partners. Teach one page at a time to the students. Students will turn and talk to their partner about the picture.

**Step 3:** Students will work with partners of 3 to read a sentence strip and find the picture. They must use the sentence strip to find the picture that tells the same story.

**Step 4:** Students will now work with partners to draw a detailed picture. In this picture, they are drawing the picture for their partner to guess. They will write all about the illustration, including the characters, setting, and big event. They will then read back what they wrote about their partner's picture. They will compare how the two students interpreted the picture.

**1st Grade Reading: Literature Lesson**  
I can use illustrations to describe characters, setting, or events.

**Mini-Lesson 2: Finding Character and Setting**

**Activities to Teach**

**Step 1:** Teacher will read about Officer Buckle. In this story, the story is being told by the pictures. Students will turn and talk to their partner about the picture.

**Step 2:** Teacher will display one picture at a time to display under the document camera. Students will describe the picture.

**Step 3:** Students will work with partners to draw a detailed picture. In this picture, they are drawing the picture for their partner to guess. They will write all about the illustration, including the characters, setting, and big event. They will then read back what they wrote about their partner's picture. They will compare how the two students interpreted the picture.

**1st Grade Reading: Literature Lesson**  
I can use illustrations to describe characters, setting, or events.

**Mini-Lesson 3: Pictures that Tell**

**Activities to Teach**

**Step 1:** Students will work with partners of 3 to read a sentence strip and find the picture. They must use the sentence strip to find the picture that tells the same story.

**Step 2:** Students will now work with partners to draw a detailed picture. In this picture, they are drawing the picture for their partner to guess. They will write all about the illustration, including the characters, setting, and big event. They will then read back what they wrote about their partner's picture. They will compare how the two students interpreted the picture.

**Step 3:** Students will then read back what they wrote about their partner's picture. They will compare how the two students interpreted the picture.

**My Wordless Book**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Retell the story in your own words.

Illustrate one event. Describe the event.

**Illustrations**

With your partner, choose two of the illustration cards and describe.

Describe the characters.

Describe the setting.

Describe the event.

**Illustration**

Name: \_\_\_\_\_

**Illustration Explanation**

What do you see in the illustration?

Tell a story using your partner's illustration.

**The boy is riding a bicycle.**

**The girl is seeing a flower.**

**She is blowing a bubble.**

**She played in the sand.**

**The flowers are purple, and yellow.**

**The bunnies are hopping on her.**

**She is reading a book.**

**That is a sand castle.**

**They are enjoying a picnic.**

**The crab is happy.**

**His snorkel is green.**

**The girl is chasing the dog.**

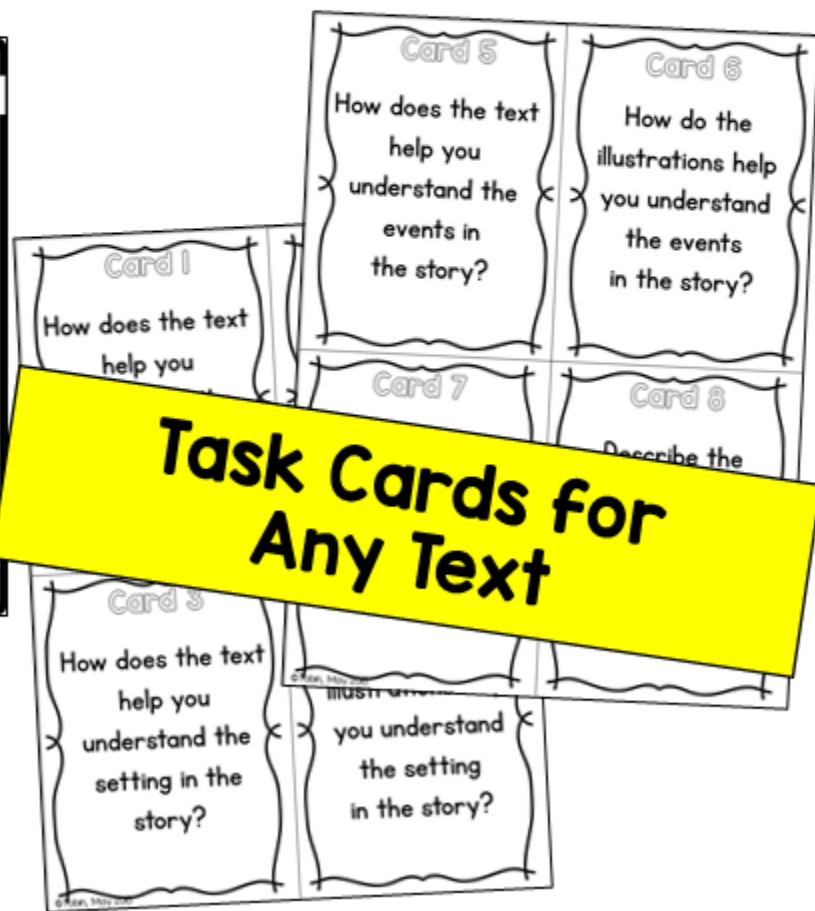
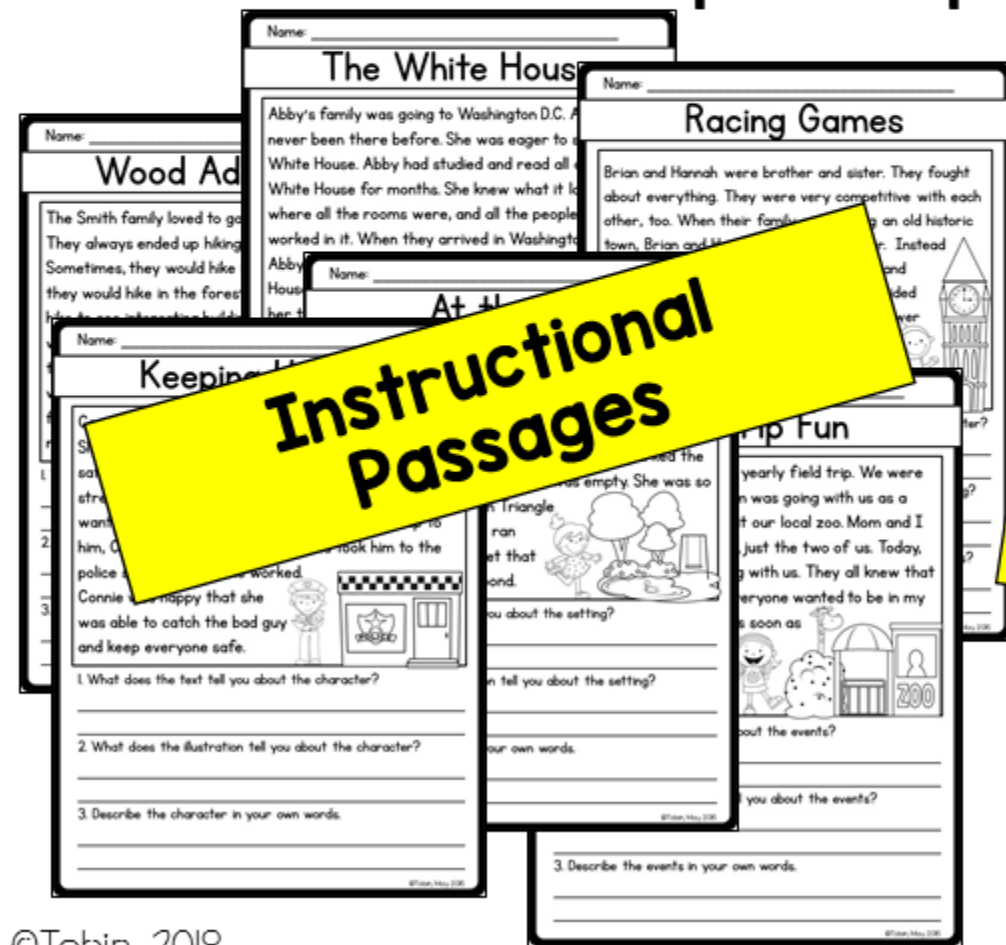
©Tobin, 2018

# 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.

**Instructional  
Passages**

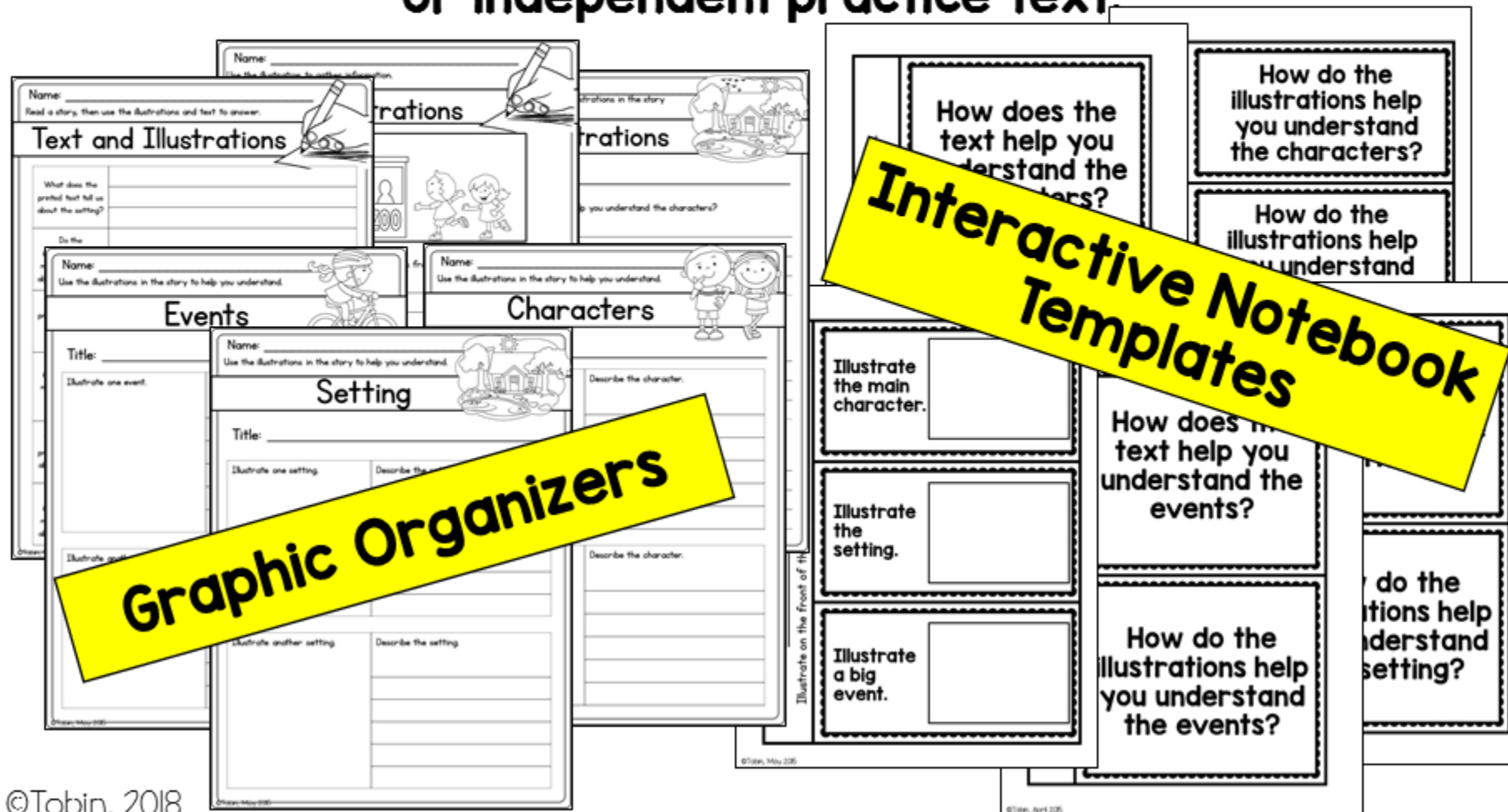
**Task Cards for  
Any Text**





# 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.



# 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:

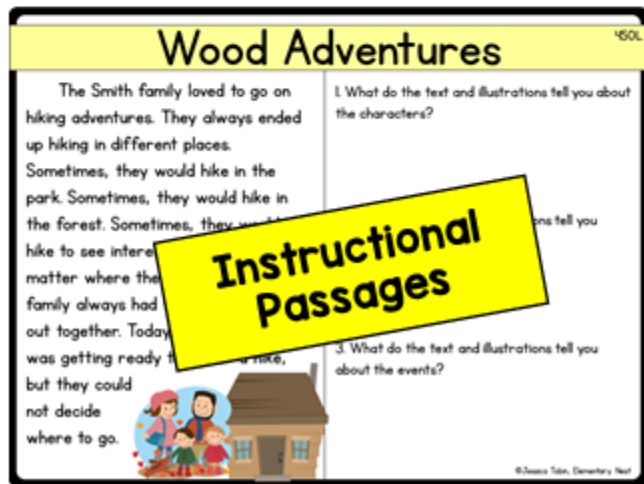
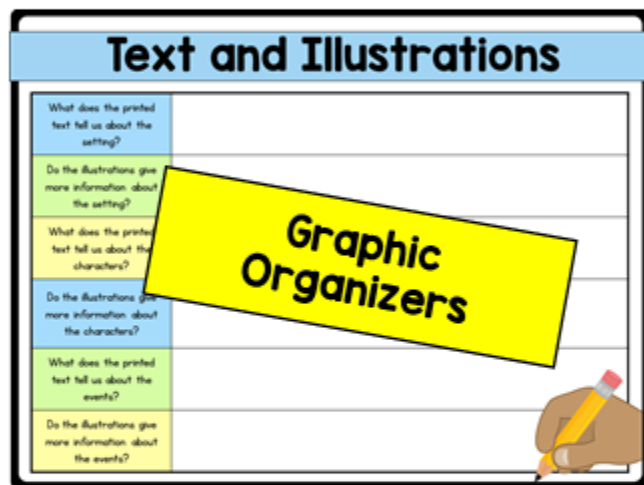
- A Google Classroom account

## 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.



# 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.

## Illustrations Assessment

Name: \_\_\_\_\_

RL L7

Alex was my new baby brother. He was a little bit naughty and was always causing trouble. One night, Mom and Dad heard loud thumps coming from Alex's room. I saw out my room. I peeked my head out of my door but I heard Mom and Dad telling me I was not allowed to do



What can you tell about the character from this picture?

- The character like to go to school.
- The character has a pet dog.
- The character has a new sibling.
- The character is funny.

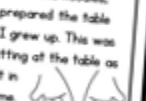
What can you tell about the setting from the picture?

- They were on the road.
- They were at the beach.
- They went to the museum.
- They sat in their kitchen.

Write a possible event using the illustration.

## level.

I did it! I cooked spaghetti all by myself. I boiled the noodles, cooked the meat, stirred in the sauce, and prepared the table for my family. I wanted to be a chef when I grew up. This was my first night of practice. My family was sitting at the table as I walked in. They were clapping as I brought in the spaghetti. They were all very proud of me. When I walked in, though, I tripped on the rug. You won't believe what happened next.



How do illustrations help readers?

- They give them something to laugh about.
- They give more detail.
- They show the reader what the author looks like.
- Illustrations do not help readers.

What can you tell about the character from this picture?

- The character like to go to school.
- The character has a pet dog.
- The character has a new sibling.
- The character is funny.

What can you tell about the setting from the picture?

- They were on the road.
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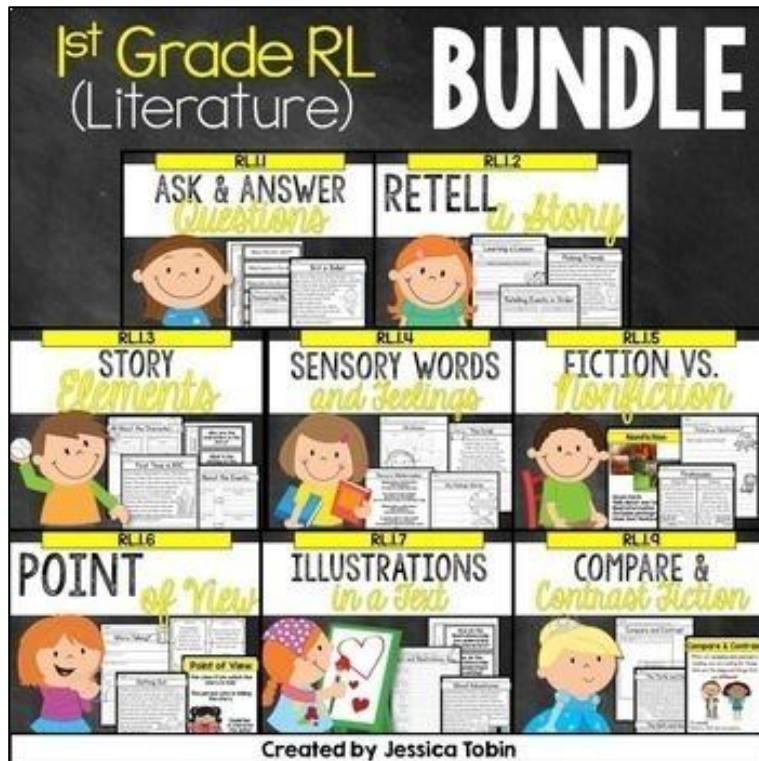
Write a possible event using the illustration.

Key Provided for Assessment

# 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

