



Name: *Mac's Big Wish* Grade 1 - Literacy.

Author: Kacie Kennett, M.Ed., Teacher at The Child Center, Eugene, Oregon

Date: 7/6/22

Subject: Literacy Reading

Grade: 1

Unit/Standard:

CCSS.ELA-Literacy.RL.1.1
Ask and answer questions about key details in a text.

Learning Objective:

Students will be able to answer and ask questions about *Mac's Big Wish* in partner groups and in the whole group.

Materials Needed:

Mac's Big Wish
ISBN 9781643883885
Projector
Markers
Poster for anchor chart
Importance of questions poster
(asking and answering questions helps us better understand the text)

Introduction/Warm-Up: About 10 minutes

1. Show students the questions poster and explain why asking questions about a text helps us to better understand the story. We can use words such as: "who, what, when, where, and why?" (~2 minutes)
2. Ask students why they think it is important to ask and answer questions about a story, first they share with a partner, and then with the whole group. (~3 minutes)
3. Show students the book cover for *Mac's Big Wish* and ask them what they see on the cover then ask for volunteers to share aloud with the group. (~1 minute)
4. Ask students what questions they have after seeing the cover of the book, and if they have any predictions about what it will be about. Share in partners, and then with the whole group. (~3 minutes)
5. As the students share their questions about the book cover, record the questions on poster paper titled "Questions" with 3 columns: "Before, During, After." Print their questions under the "before" column.



Explicit Instruction: About 25 minutes

1. Begin reading aloud *Mac's Big Wish*, stopping at certain pages to ask questions and discuss questions they may have during the read aloud.
2. Stop at pg. 6 (sample discussion questions: How do you think the animals feel at Mr. Puddleton's Pet Rescue based on the picture? How long do you think Mac has been at the pet rescue? Do any of you have a pet you rescued or adopted?)
3. Stop at pg. 8 and 9, ask students what questions they can think of about these two pages. If needed, guide them to look at the pictures for support. (sample questions: What do you think the man was doing before visiting the pet rescue? How do you think Mac felt when Sandy the retriever was adopted?)
4. Stop at pg. 11, ask students what questions they have about the new character Emma. Record any questions students have about the text so far on the poster under the "during" column.
5. Stop at pg. 17, look at the illustration. Ask students what they think Mac is imagining in the picture. Ask students to make any predictions or share any questions they have.
6. Stop at pg. 23, ask students how Mac might be feeling at this point. Ask students if they have any connections to this part of the story.
7. Stop at pg. 31, ask students what questions they have. (Sample: Where do you think they are going? How do you think Mac is feeling now?)
8. Stop at pg. 33, ask students what predictions/questions they have.
9. Stop at pg. 39, ask students what questions they can think of. (Sample: Where is Mac living now?)
10. Stop on pg. 42-43, ask the students: How have Mac's thoughts about himself changed? Does his wish come true? Ask students what questions they have now that the story is finished. Record their ideas under the "after" column.

Supported Practice: ~15 minutes

1. After the story, re-read the questions that are listed on the poster (before, during, after) and ask if there are any questions we can answer now that we have finished the story.
2. Let students discuss in partners, and then in the whole group: which questions can be answered.
3. Record answers next to the questions.
4. Ask students if they have any other observations or comments about *Mac's Big Wish*.

Individual Practice: ~25 minutes

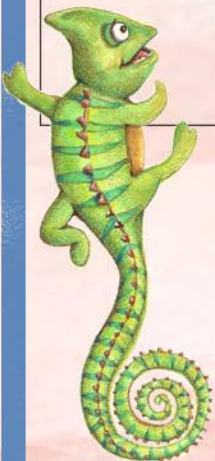
1. Art is one way to communicate. Today your art lesson will be to draw and color.
2. Ask students to draw a picture using a pencil of a wish they have for themselves.
3. Brainstorm ideas for a personal wish on the whiteboard together (place they want to visit, pet they hope to have someday, future job they want to do, etc.)
4. Give students ~15-20 minutes to draw and color their "Wish" picture
5. When they complete their art, ask for any volunteers who would like to share their wish with the whole group.
6. Let other students ask questions about the wish/pictures being shared..

Differentiation:

1. If students don't engage in whole group participation, check in with them one on one to see what they think.
2. Let students make their own recording sheet with three columns: before, during, after to independently write their questions. .
3. Have a who, what, when, where, and why sheet on the board and fill in questions using only those prompts when brainstorming questions about the story.
4. If students don't enjoy drawing, let them use writing instead: write about a wish you would like to come true someday.

Assessment:

Individual practice could be: imagine you are a pet (any pet) and you want to get to know your potential owner before going home with them. What questions would you ask the potential owner? How would you decide if they are the right owner for you?





Notes:

A large, empty rectangular box with a thin black border, intended for taking notes.

