



1ST GRADE **ELA**

Student Materials

Unit 1 *Being a Good Friend*





Daily Lesson Materials

Name: _____

Date: _____

1. On page 4, how does the little girl feel? Why?

2. How does Rigoberto feel? Why?

3. On page 12, how does the little girl feel? Why?

4. On page 16, how does the little girl feel? Why?

5. Why does the little boy feel left out?

6. What does Angelina do that is **brave**?

7. What does Angelina learn when she starts to share who she is?

Name: _____

Date: _____

brave

What lesson does Angelina learn?

Name: _____

Date: _____

1. How does Molly Lou feel about her teeth? What in the story makes you think that?

2. What does "fumble-fingered" (p. 13) mean? How does Molly Lou feel about being fumble-fingered?

3. What do you predict will happen when Molly Lou Melon starts at a new school? What in the story makes you think that?

4. How does Molly feel when Ronald Durkin makes fun of her for being different? What in the story makes you think that?

5. What do the other kids think about Molly, and why do they think that?

6. How does Ronald change from the beginning to the end of the story? Why does he change?

Name: _____

Date: _____

proud foolish

Describe Molly Lou Melon. What do her actions tell the reader about what she is like?

Name: _____

Date: _____

Write a complete sentence about Molly Lou Melon.

Name: _____

Date: _____

1. Who is talking? How do you know?

2. What is Ruby doing when she arrives at the door on her first day of school? Why is she doing this?

3. On page 4, Miss Hart says, "What a **coincidence!**" What does she mean by that?

4. What is Ruby doing? Why is she copying Angela?

5. How has Angela changed? Why have Angela's feelings about Ruby changed?

6. Why does Miss Hart keep Ruby after school? What advice does she give Ruby?

7. What happens when Ruby tells the truth about what she did over the weekend, instead of copying Angela? (pp. 23–29)

Name: _____

Date: _____

coincidence copycat

What important lesson does Ruby learn at the end of the text?

Name: _____

Date: _____

1. Who is telling the story?

2. What does Brian want? How do you know?

3. How does Brian feel? How do you know?

4. Why does Brian draw a superhero who has the power to make friends wherever he goes? How does this connect to what Brian wants?

5. How is Brian feeling? Why?

6. Why does Brian write a letter to Justin?

7. Why does the author include the description, "wishing he could draw a hole right there to swallow him up"?

What does the description show about how Brian is feeling?

8. How does Brian change from the beginning of the story to the end? Why?

Name: _____

Date: _____

invisible include

What does Brian want throughout the story? How do you know?

Name: _____

Date: _____

1. How does the author show that Lily and Salma are good friends?

2. Why do Lily and Salma argue? How does it make them feel?

3. How does the girls' fight impact the entire school? Why? How does it make the girls feel?

4. The author says Salma and Lily felt "**ashamed** by what they saw." (p. 20) Why do Salma and Lily feel **ashamed**?

5. What lesson do the girls learn? How do they learn this lesson?

Name: _____

Date: _____

misunderstood insults ashamed

What lesson do Salma and Lily learn about friendship? How do they learn this lesson?

Name: _____

Date: _____

1. Who is talking on this page? How do you know?

2. How does Unhei feel at the airport? Why?

3. What happens on the bus ride to school? How does it make Unhei feel?

4. Why does Unhei say she has not picked a name yet?

5. How does Unhei's mother respond when Unhei says she wants a new name?

6. How does Unhei feel about her name around Mr. Kim? Why?

Name: _____ Date: _____

Read the sentence. Then, write the words that answer *who/what* and *is doing*.

1. Unhei stood in the doorway.

<i>who/what:</i>	<i>is doing:</i>

2. Mr. Kim put groceries in the bag.

<i>who/what:</i>	<i>is doing:</i>

3. The bus gets to the school.

<i>who/what:</i>	<i>is doing:</i>

4. Her grandmother wipes away tears.

<i>who/what:</i>	<i>is doing:</i>

5. Unhei looks at strange buildings.

<i>who/what:</i>	<i>is doing:</i>

6. Her mother is shocked.

<i>who/what:</i>	<i>is doing:</i>

Name: _____

Date: _____

pronounce

How does Unhei feel about the first day at her new school? Why?

Name: _____

Date: _____

1. What is the name jar? How does it make Unhei feel?

2. How does Unhei feel when she shows Joey her name stamp? How do you know?

3. What does the letter from Unhei's grandmother say? How does it make her feel?

4. What happens at Mr. Kim's store? How does it make Unhei feel?

5. Why does Joey take the jar? Did he do the right thing?

Name: _____ Date: _____

Read the sentence. Then, write the words that answer *who/what* and *is doing*.

1. Unhei nods and unfolds a piece of paper.

<i>who/what:</i>	<i>is doing:</i>

2. She presses the wooden block on the ink pad.

<i>who/what:</i>	<i>is doing:</i>

3. Everyday, the jar got fuller.

<i>who/what:</i>	<i>is doing:</i>

4. Everyone thinks about this.

<i>who/what:</i>	<i>is doing:</i>

5. The letter is from her grandma.

<i>who/what:</i>	<i>is doing:</i>

6. Joey leaves the store.

<i>who/what:</i>	<i>is doing:</i>

Name: _____

Date: _____

Why does Unhei decide to keep her name?

Name: _____

Date: _____

1. Who is talking on these pages? How do you know?

2. How does Jamaica feel about her boots? How does Brianna **influence** how she is feeling? Use the word **influence** in your answer.

3. How does Jamaica feel about her new boots? How does Brianna **influence** how she is feeling?

4. What does Jamaica say to Brianna? Why does she say this?

5. Why does Jamaica change her mind about her boots? What does she learn?

Name: _____

Date: _____

influence jealous

How do Jamaica and Brianna feel at the end of the book? Why?

Name: _____

Date: _____

1. Why is the narrator's summer not starting out as a perfect summer? How does it make him feel?

2. What does the narrator think about enemy pie? How do his feelings change?

3. What does the narrator have to do for the day? Why? How does it make the narrator feel?

4. How has the narrator changed? What causes the narrator to change? Give two specific examples.

5. How does the narrator feel when he realizes the enemy pie is safe?

6. Does enemy pie really exist?

Name: _____

Date: _____

enemy satisfied

Why do the narrator and Jeremy Ross become friends?

Name: _____

Date: _____

1. Who is talking on these pages? How do you know?

2. How is Big AI feeling? How do you know?

3. What does Big AI want? Name two actions Big AI takes to make friends.

4. What is Big AI doing? Why?

5. What do the little fish realize?

6. What saves Big Al from the fishermen?

Name: _____

Date: _____

lonely fierce appearance

What lesson can be learned from Big Al and the little fish?

Name: _____

Date: _____

1. What evidence does the author include to show that Matthew and Tilly are good friends? Give two specific examples.

2. The author writes, "sometimes, though, Matthew and Tilly got sick of each other" (p. 12). What does it mean to get sick of someone?

3. How do Matthew and Tilly behave when they are "sick of each other"? Why?

4. How do Matthew and Tilly feel when they are playing alone? How do you know?

Name: _____

Date: _____

What do Matthew and Tilly realize about friendship?

Name: _____

Date: _____

1. Who is talking on these pages? How do you know?

2. What is the setting?

3. What happens in the beginning of the story?

4. How are Chloe and the other classmates treating Maya?

5. What happens next?

6. What happens at the end of the story?

Name: _____

Date: _____

kindness

Retell what happens in *Each Kindness*.

Name: _____

Date: _____

1. How is Maya feeling? How do you know?

2. How are Chloe and the other classmates treating Maya?

3. Why does Chloe not want to play with Maya?

4. Based on what we have read so far, how does Chloe feel about the way she is treating Maya? Give two specific examples from the text.

5. How does the kindness activity make Chloe feel? Give two specific examples from the text.

Name: _____

Date: _____

judge

What does Chloe learn?

Name: _____

Date: _____

What does it mean to be a good friend?

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Date: _____

Write a story about a time you were a good friend. Be sure to include:

- A beginning, middle, and end
- You as the main character
- Details about your actions, motivation, and/or feelings

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

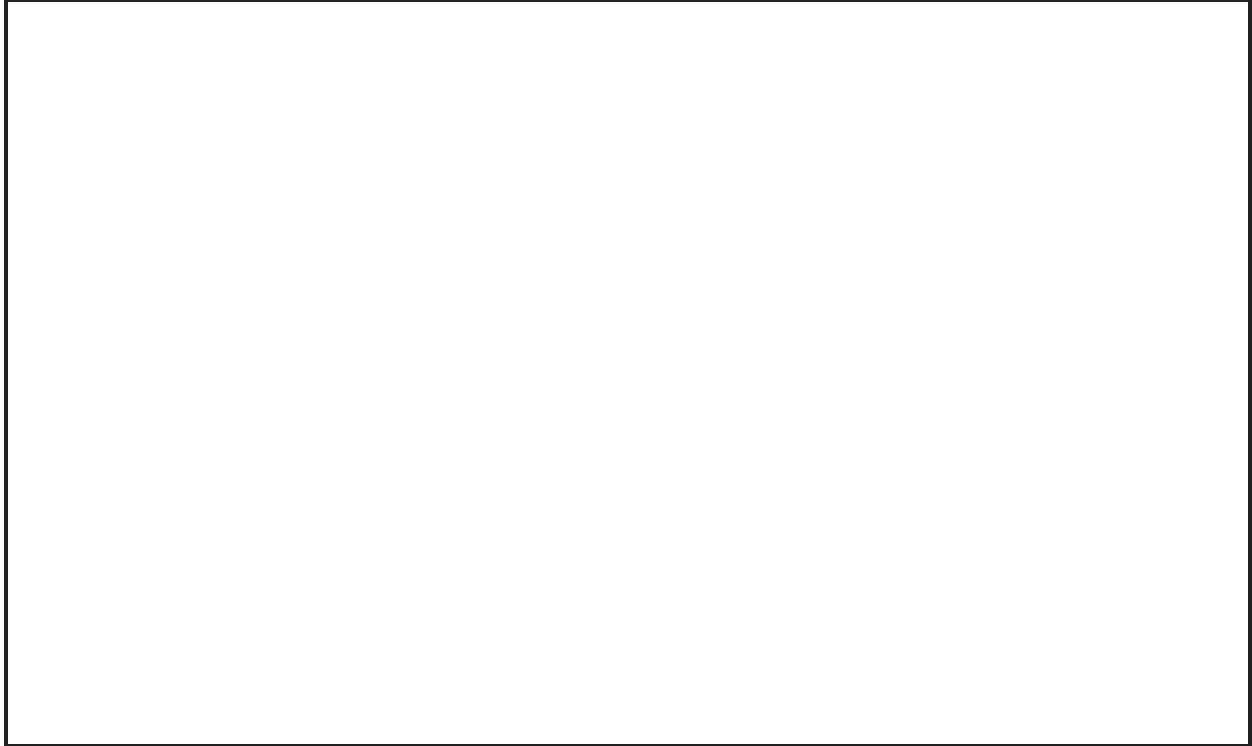
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Date: _____

Brainstorm the beginning, middle, and end of your story using the graphic organizer.

A large, empty rectangular box with a black border, intended for students to brainstorm the beginning, middle, and end of their story.

Four horizontal lines for additional brainstorming or notes.

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

--	--	--

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Date: _____

Draft a story about a time you were a good friend. Be sure to include:

- A beginning, middle, and end
- You as the main character
- Details about your actions, motivation, and feelings

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

--	--	--

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Date: _____

Revise your narrative to include the words "first, next, and last" to signal the order of events.



Vocabulary

Name: _____

Date: _____

appearance

noun

the way that someone or something looks

ashamed

adjective

feeling sorry and embarrassed about your words or actions



brave

adjective

having the strength to do something hard or scary



coincidence

noun

when two things happen at the same time by accident



copycat

noun

someone who repeatedly copies what others say or do (title)



enemy

noun

a person who you do not like



fierce

adjective

scary or mean



foolish

adjective

feeling silly or embarrassed



identity

noun

how someone sees themselves

include

verb

to invite everyone, not leave anyone out



influence

verb

to affect someone else's thoughts or feelings



insults

noun

things people say to make someone feel bad



invisible

adjective

unable to be seen or felt; something you cannot see



jealous

adjective

feeling upset by what someone else has or does



judge

verb

to decide what you think about something



kindness

noun

a nice thing someone does for someone else



lonely

adjective

feeling sad when you are alone because you wish you had company



misunderstood

verb

to have not understood correctly



pronounce

verb

to say with your voice a certain way

proud

adjective

feeling really good about yourself or someone else



satisfied

adjective

happy





Unit Rubrics & Assessments

Opinion Writing Rubric

1st Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Organizational Structure Includes an opinion, supporting sentences, and a concluding sentence in the correct order	4 3 2 1	
Introduction Introduces a clear opinion in one sentence May use a sentence stem, such as: <ul style="list-style-type: none"> • I prefer _____ • I feel _____ • In my opinion, _____ 	4 3 2 1	
Conclusion Includes a concluding sentence that restates the opinion; <u>may</u> use a different sentence type	4 3 2 1	

Development	Rubric Score	Notes
Reasons Includes 2–3 reasons to support opinion; Reasons are either personal experience, or facts and details	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple sentences; Varies sentence types Uses nouns correctly, including common, proper, and possessive nouns; singular and plural nouns with matching verbs; personal, possessive, and indefinite pronouns Uses verbs correctly, including past, present, and future verb tense Uses frequently occurring adjectives correctly	4 3 2 1	
Conventions Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, dates, names of people Uses correct punctuation conventions, including end of a sentence, commas in dates, commas to separate single words in a series	4 3 2 1	

Narrative Writing Rubric

1st Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Event Sequence Includes a beginning, middle, and end	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story; Pronouns match the narrator in the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Includes many words to describe the place and time of the story	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes multiple characters and develops at least one character with multiple details and descriptions	4 3 2 1	
Plot Includes a beginning with details that hook the reader; Includes many details to introduce the problem and describe character feelings; Includes an end that shows how the problem is solved	4 3 2 1	
Precise Words and Phrases Uses several temporal words to help the events in the story unfold logically	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple sentences; Varies sentence types Uses nouns correctly, including common, proper, and possessive nouns; singular and plural nouns with matching verbs; personal, possessive, and indefinite pronouns Uses verbs correctly, including past, present, and future verb tense Uses frequently occurring adjectives correctly	4 3 2 1	
Conventions Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, dates, names of people Uses correct punctuation conventions, including end of a sentence, commas in dates, commas to separate single words in a series	4 3 2 1	

Name: _____ Date: _____

Single Point Opinion Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Reasons		I include 2–3 reasons to support my opinion.	
		My reasons come from my own experience or from facts.	
Introduction		I introduce my opinion in one sentence.	
		I use an opinion sentence stem to introduce my opinion. <ul style="list-style-type: none"> ● I prefer ____ ● I feel ____ ● In my opinion, ____ 	
Conclusion		I have a concluding sentence to restate my opinion.	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Characters		I include myself as the main character.	
		I name and describe my actions, motivations, and/or feelings.	
Plot		I begin my story by describing the characters and setting.	
		I include many details to describe the problem in the middle of the story.	
		I include an ending that shows how the problem is solved.	
Precise words and phrases		I use 3 or more temporal words to show the order of events in my story.	

Name: _____ Date: _____

Editing Checklist

Language and Conventions Focus Area	✓
I write sentences that tell <i>who/what</i> .	
I write sentences that tell what <i>who/what</i> is <i>doing</i> .	
I use capital letters at the beginning of the sentence.	
I use punctuation at the end of the sentence.	

My writing goal:

Name: _____ Date: _____

1. Why doesn't the girl want to go back to school?

2. What does Momma say to the girl?

3. What question do you have about the book?

4. Why does the girl feel **proud** at the end of the story?

[For the teacher to fill out:]
5. Language Score: _____

Name: _____ Date: _____

Part 1: Vocabulary

1. Pick 3 of the vocabulary words below. For each word, draw a picture or use the word in a sentence.

kindness	include	ashamed	proud	brave	invisible
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Word: _____

Word: _____

Word: _____

Part 2: Writing

2. How can you be a good friend? Use an example from a story we read together, and 1–2 vocabulary words.



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/1st-grade/materials/>