

# Model Growing Number Patterns

## Grade 1 · Lesson pack 8 CLASSROOM LESSONS

|   |                                              |
|---|----------------------------------------------|
| 4 | mathematics and math-through-reading lessons |
| 4 | reading and language lessons                 |

### 30 minutes per lesson

Each lesson includes a teachable sequence, support and extension, an observable checkpoint, a functional student page, required printable resources, and a teacher key.

## Where this fits in your year · New York

GRADE 1 ADDITION RELATIONSHIPS AND STORY COMPREHENSION Place this pack in New York's Grade 1 work with addition and story sequence after children can count a set reliably. Lessons 1 and 2 make totals to 16 visible with counters and cards. In Lesson 1, students build two equal groups, join them, count the total, and record a matching addition equation.

Lessons 3 and 4 connect ordered story events to the number chain and ask children to describe 4 and 8 using more, fewer, double, and half. The reading lessons fit beside early comprehension and oral-language work. Students identify useful details in a functional sign, infer a feeling from words and actions, distinguish requests, offers, and thanks in dialogue, and retell the problem, response, and resolution. No ELA code is printed because a verified jurisdiction-specific ELA source was not supplied. Treat the mathematics reference below as curriculum placement.

The pack does not ask students to interpret and solve an unknown word problem, develop all addition and subtraction situations, vary the unknown position, or demonstrate fluency. Add those elements separately when the broader expectation is the instructional goal.

### Curriculum placement

No code is printed in this edition because a complete coded expectation was not verified from the supplied regional source set.

#### Teacher must add

Consult the current Grade 1 mathematics curriculum before assigning a reference. Add an explicit unknown problem and collect the student representation required by the selected expectation.

Review status: Ready · Careful curriculum placement with limitations stated.

## Teacher overview

This book offers a strong Grade 1 bridge between story sequence and a visible number pattern. The pack stays with concrete models and language children can demonstrate: equal groups, counting to 16, more and fewer, half and double, useful details, feelings supported by evidence, dialogue purposes, and ordered retelling.

## PREPARATION

Use the original book or licensed text. Prepare only the short passages named in each lesson; do not display a passage with its answer already stated. Print the student and resource pages before teaching. For Lesson 2, copy the four rosters from the book onto blank name cards and verify every recurring name before class.

## LESSON MAP

1. Two Signs Are Twice One Sign
2. Count the Names, Check the Number
3. Put the Signs Back in Order
4. Four More and Half as Many
5. Lost Dog: What a Sign Has to Say
6. A Shaky Voice: How the Book Shows Sadness
7. I'll Make Another One: Words People Use to Help
8. First, Then, At the End

Math skill Math skill Math through reading Math through reading Reading and language Reading and language

Reading and language

Reading and language

1. Two Signs Are Twice One Sign

|                        |                                                                                                 |
|------------------------|-------------------------------------------------------------------------------------------------|
| <b>MATH SKILL</b>      |                                                                                                 |
| <b>TIME</b>            | 30 minutes                                                                                      |
| <b>OBJECTIVE</b>       | Build doubles to 16 as two equal groups and record each double as an addition equation.         |
| <b>STUDENT PRODUCT</b> | A completed doubling mat and four equations: $1 + 1$ , $2 + 2$ , $4 + 4$ , and $8 + 8$ .        |
| <b>MATERIALS</b>       | The book; 16 counters per pair; printable doubling mat; pencil.                                 |
| <b>BOOK EVIDENCE</b>   | The story moves from one sign to two, then names $2 + 2 = 4$ , $4 + 4 = 8$ , and $8 + 8 = 16$ . |

## Lesson sequence

|           |       |
|-----------|-------|
| Connect · | 4 min |
|-----------|-------|

Reread the moment when a second sign is “twice as good as one.” Ask: What must be true of the two groups when we make a double?

|         |       |
|---------|-------|
| Build · | 9 min |
|---------|-------|

Place one counter in the first row and make an equal second row. Join and count. Repeat with 2, 4, and 8 in the first row.

|          |       |
|----------|-------|
| Record · | 8 min |
|----------|-------|

After each build, write the matching addition equation. Read each equation as “double \_\_\_\_ is \_\_\_\_.”

|         |       |
|---------|-------|
| Check · | 5 min |
|---------|-------|

Compare two rows of 4 with one row of 8. Identify which model proves  $4 + 4 = 8$  and explain why.

|         |       |
|---------|-------|
| Close · | 4 min |
|---------|-------|

Name the sign total at each rung and state what stays the same in every doubling step.

### WATCH FOR

A child may add two instead of making a second equal group. Match the second row counter-for-counter before counting.

### SUPPORT

Stop after  $2 + 2 = 4$ ; keep both rows visible and aligned.

### EXTEND

Cover the second row. Predict the total, uncover, and verify.

## Student page · Two Signs Are Twice One Sign

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

\_\_\_\_\_ TODAY I WILL Build doubles to 16 as two equal groups and record each double as an addition equation.

Start with 1. Make an equal second row.

Equation: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ Start with 2. Make an equal second row.

Equation: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ Start with 4. Make an equal second row.

Equation: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ Start with 8. Make an equal second row.

Equation: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Date: \_\_\_\_\_

## Teacher key · Two Signs Are Twice One Sign

### EXPECTED RESPONSE

Equations:  $1 + 1 = 2$ ;  $2 + 2 = 4$ ;  $4 + 4 = 8$ ;  $8 + 8 = 16$ . Two rows of 4 prove  $4 + 4 = 8$  because they show two equal groups of four.

### WHAT MAKES THE RESPONSE SECURE

The student completes the stated action accurately and explains it with visible evidence from the counters, cards, organizer, or book. Accept oral responses, teacher scribing, manipulatives, drawing, or pointing when the mode preserves the mathematical or reading demand.

### COMMON CORRECTION

A child may add two instead of making a second equal group. Match the second row counter-for-counter before counting.

2. Count the Names, Check the Number

|                   |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| <b>MATH SKILL</b> |                                                                                     |
| <b>TIME</b>       | 30 minutes                                                                          |
| <b>OBJECTIVE</b>  | Count a growing set to 16 with one-to-one correspondence and verify a stated total. |

|                        |                                                                                                                  |
|------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>STUDENT PRODUCT</b> | Four organized name-card sets correctly counted as 2, 4, 8, and 16.                                              |
| <b>MATERIALS</b>       | The book; teacher-prepared name cards copied from the four rosters; printable count mats.                        |
| <b>BOOK EVIDENCE</b>   | The book prints rosters beside stated totals, allowing students to count the names and test each printed number. |

## Lesson sequence

|           |       |
|-----------|-------|
| Connect · | 4 min |
|-----------|-------|

Reread the first roster. Ask how a reader could check whether the number beneath it is correct.

|         |       |
|---------|-------|
| Count · | 8 min |
|---------|-------|

Place one card for each named child in a row. Touch and move each card once while counting.

|        |       |
|--------|-------|
| Grow · | 8 min |
|--------|-------|

Repeat with the rosters for 4, 8, and 16. Arrange counted cards in rows of four.

|         |       |
|---------|-------|
| Check · | 6 min |
|---------|-------|

Partners recount one another's 16-card set from a different starting card. Explain why the total does not change.

|         |       |
|---------|-------|
| Close · | 4 min |
|---------|-------|

Complete: "The printed total is reliable because \_\_\_\_."

### WATCH FOR

Do not make duplicate cards for the same child. Before teaching, copy each printed name exactly and confirm recurring names.

### SUPPORT

Work with 2, 4, and 8; provide cards already arranged in rows.

### EXTEND

Predict the next total in the pattern and justify 32 without building every card.

## Student page · Count the Names, Check the Number

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

### TODAY I WILL

Count a growing set to 16 with one-to-one correspondence and verify a stated total.

Place one copied name card in each box. Touch and move every card once as you count.

Roster with printed total 2 My count: \_\_\_\_\_ Partner's recount: \_\_\_\_\_ Roster with printed total 4 My count: \_\_\_\_\_ Partner's recount: \_\_\_\_\_ Roster with printed total 8 My count: \_\_\_\_\_ Partner's recount: \_\_\_\_\_ Roster with printed total 16 My count: \_\_\_\_\_ Partner's recount: \_\_\_\_\_

## Teacher key · Count the Names, Check the Number

### EXPECTED RESPONSE

The verified totals are 2, 4, 8, and 16. A secure explanation says every card was counted once and only once; changing the starting card does not change how many cards are in the set.

## WHAT MAKES THE RESPONSE SECURE

The student completes the stated action accurately and explains it with visible evidence from the counters, cards, organizer, or book. Accept oral responses, teacher scribing, manipulatives, drawing, or pointing when the mode preserves the mathematical or reading demand.

## COMMON CORRECTION

Do not make duplicate cards for the same child. Before teaching, copy each printed name exactly and confirm recurring names.

3. Put the Signs Back in Order

## MATH THROUGH READING

|                        |                                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------|
| <b>TIME</b>            | 30 minutes                                                                                       |
| <b>OBJECTIVE</b>       | Sequence story events and connect each event to the growing totals 1, 2, 4, 8, and 16.           |
| <b>STUDENT PRODUCT</b> | An ordered five-part story chain with a matching counter model beneath each event.               |
| <b>MATERIALS</b>       | The book; printable event-strip template; 16 counters per pair.                                  |
| <b>BOOK EVIDENCE</b>   | The sign-making events occur in a fixed story order and the totals increase along that sequence. |

## Lesson sequence

|           |       |
|-----------|-------|
| Connect · | 5 min |
|-----------|-------|

Record five short sign-making events from the book on the printable strips. Read them aloud and listen for order clues.

|            |       |
|------------|-------|
| Sequence · | 8 min |
|------------|-------|

Pairs place the strips in story order and verify each placement in the book.

|         |       |
|---------|-------|
| Model · | 8 min |
|---------|-------|

Build the matching total beneath each strip: 1, 2, 4, 8, 16.

|            |       |
|------------|-------|
| Diagnose · | 5 min |
|------------|-------|

Move one strip. Students find the break using both story sense and number order.

|         |       |
|---------|-------|
| Close · | 4 min |
|---------|-------|

Explain why a correctly ordered story restores the number pattern.

## WATCH FOR

Students may order only by numerals. Require one story clue for every placement.

## SUPPORT

Use the first four events and mark the first and last positions.

## EXTEND

Dictate a plausible sixth event and predict its total.

# Student page · Put the Signs Back in Order

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

Date: \_\_\_\_\_

TODAY I WILL Sequence story events and connect each event to the growing totals 1, 2, 4, 8, and 16.

Glue or copy the events in order. Draw or place counters beneath each event.

1. Event Model 1 counter here
2. Event Model 2 counters here
3. Event Model 4 counters here
4. Event Model 8 counters here
5. Event Model 16 counters here

# Teacher key · Put the Signs Back in Order

## EXPECTED RESPONSE

Correct order follows the five sign-making events as they appear in the book, paired with 1, 2, 4, 8, and 16. Evidence must include a story-order clue, not only the numerals.

## WHAT MAKES THE RESPONSE SECURE

The student completes the stated action accurately and explains it with visible evidence from the counters, cards, organizer, or book. Accept oral responses, teacher scribing, manipulatives, drawing, or pointing when the mode preserves the mathematical or reading demand.

## COMMON CORRECTION

Students may order only by numerals. Require one story clue for every placement.

4. Four More and Half as Many

## MATH THROUGH READING

|                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| TIME            | 30 minutes                                                                     |
| OBJECTIVE       | Describe the relationship between 4 and 8 using more, fewer, double, and half. |
| STUDENT PRODUCT | A matched-row model and four accurate comparison sentences.                    |
| MATERIALS       | The book; 12 counters per pair; printable comparison page.                     |
| BOOK EVIDENCE   | Adjacent rungs in the book’s doubling chain provide a concrete pair: 4 and 8.  |

# Lesson sequence

|           |       |
|-----------|-------|
| Connect · | 4 min |
|-----------|-------|

Display 4 counters and 8 counters in aligned rows. Ask what students notice before counting.

|         |       |
|---------|-------|
| Build · | 7 min |
|---------|-------|

Build a row of 4 and a row of 8 from the same starting line. Match the first four counters vertically.

Say it four ways · 10 min Complete the four comparison frames on the student page and check each against the unchanged model.

|         |       |
|---------|-------|
| Check · | 5 min |
|---------|-------|

Decide whether “Four is four fewer than eight” agrees with the same picture and explain.

|         |       |
|---------|-------|
| Close · | 4 min |
|---------|-------|

Choose the sentence that best matches the book’s word “doubling” and defend the choice.

### **WATCH FOR**

Half means one of two equal parts, not simply a smaller number. Separate 8 into two matched groups of 4.

### **SUPPORT**

Use two colours, one for each group of 4, and read the frames aloud.

### **EXTEND**

Repeat all four comparisons for 8 and 16.

## **Student page · Four More and Half as Many**

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

\_\_\_\_\_ TODAY I WILL Describe the relationship between 4 and 8 using more, fewer, double, and half.

Draw or place 4 counters and 8 counters in aligned rows.

8 is \_\_\_\_\_ more than 4.

4 is \_\_\_\_\_ fewer than 8.

8 is double \_\_\_\_\_.

4 is half of \_\_\_\_\_.

Which sentence best matches “doubling”?

Why?

Date: \_\_\_\_\_

## **Teacher key · Four More and Half as Many**

### **EXPECTED RESPONSE**

8 is 4 more than 4. 4 is 4 fewer than 8. 8 is double 4. 4 is half of 8. The book’s word “doubling” is matched most directly by “8 is double 4.”

### **WHAT MAKES THE RESPONSE SECURE**

The student completes the stated action accurately and explains it with visible evidence from the counters, cards, organizer, or book. Accept oral responses, teacher scribing, manipulatives, drawing, or pointing when the mode preserves the mathematical or reading demand.

### **COMMON CORRECTION**

Half means one of two equal parts, not simply a smaller number. Separate 8 into two matched groups of 4.

5. Lost Dog: What a Sign Has to Say

## READING AND LANGUAGE

|                        |                                                                                                        |
|------------------------|--------------------------------------------------------------------------------------------------------|
| <b>TIME</b>            | 30 minutes                                                                                             |
| <b>OBJECTIVE</b>       | Identify the purpose and useful details of a lost-dog sign.                                            |
| <b>STUDENT PRODUCT</b> | A revised sign that adds at least two useful identifying or contact details.                           |
| <b>MATERIALS</b>       | The book; printable sign-review and revision page; pencil or crayons.                                  |
| <b>BOOK EVIDENCE</b>   | The story embeds a lost-dog sign with a heading, Theo's name, descriptive information, and a location. |

## Lesson sequence

|          |       |
|----------|-------|
| Notice · | 5 min |
|----------|-------|

Compare the sign with the surrounding story paragraph. Name two ways the sign looks or sounds different.

|          |       |
|----------|-------|
| Locate · | 7 min |
|----------|-------|

Find the heading, Theo's name, a describing detail, and the location. State what each part helps a reader know.

|         |       |
|---------|-------|
| Judge · | 8 min |
|---------|-------|

Consider "very soft" and "likes peanut butter." Explain why neither is as useful for visual identification as colour, size, markings, or a collar.

|           |       |
|-----------|-------|
| Improve · | 6 min |
|-----------|-------|

Revise the sign with two useful details. Use a safe contact method rather than a child's full home address.

|         |       |
|---------|-------|
| Close · | 4 min |
|---------|-------|

Complete: "A lost-dog sign needs \_\_\_\_ because \_\_\_\_."

### WATCH FOR

A charming fact is not automatically identifying. Ask whether a stranger could use it to recognize the dog safely.

### SUPPORT

Offer pairs of possible additions; have the student choose the more useful one and explain.

### EXTEND

Explain why a phone number or trusted adult's contact is safer and more useful than a child's full address.

## Student page · Lost Dog: What a Sign Has to Say

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

### TODAY I WILL

Identify the purpose and useful details of a lost-dog sign.

Circle the details that help someone recognize or safely return a dog: colour · favourite food · size · very soft · collar · markings · trusted adult's phone number

## DOG'S NAME

## WHAT THE DOG LOOKS LIKE

## LOST DOG

## COLLAR OR TAG

## LAST SEEN

## SAFE CONTACT

## Teacher key · Lost Dog: What a Sign Has to Say

### EXPECTED RESPONSE

Useful answers include colour, size, breed, distinctive markings, collar/tag information, last-seen location, and a trusted adult's contact. "Very soft" and "likes peanut butter" are not strong visual identifiers.

### WHAT MAKES THE RESPONSE SECURE

The student completes the stated action accurately and explains it with visible evidence from the counters, cards, organizer, or book. Accept oral responses, teacher scribing, manipulatives, drawing, or pointing when the mode preserves the mathematical or reading demand.

### COMMON CORRECTION

A charming fact is not automatically identifying. Ask whether a stranger could use it to recognize the dog safely.

6. A Shaky Voice: How the Book Shows Sadness

## READING AND LANGUAGE

|                        |                                                                                                                          |
|------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>TIME</b>            | 30 minutes                                                                                                               |
| <b>OBJECTIVE</b>       | Infer a character's feeling from words and actions and cite one detail as evidence.                                      |
| <b>STUDENT PRODUCT</b> | A feeling-and-evidence response about Benny at two moments in the story.                                                 |
| <b>MATERIALS</b>       | The book; printable feeling-and-evidence organizer.                                                                      |
| <b>BOOK EVIDENCE</b>   | The narration shows Benny's sadness through a shaky voice, a faded smile, stillness, and his response when Theo returns. |

## Lesson sequence

|        |       |
|--------|-------|
| Read · | 5 min |
|--------|-------|

Reread the first selected moment. Notice what Benny says, how his voice sounds, and what his body does.

|         |       |
|---------|-------|
| Infer · | 7 min |
|---------|-------|

Name the feeling without searching for a printed feeling word.

|         |       |
|---------|-------|
| Prove · | 8 min |
|---------|-------|

Complete: “Benny feels \_\_\_\_ because the text shows \_\_\_\_.”

|           |       |
|-----------|-------|
| Compare · | 6 min |
|-----------|-------|

Reread the reunion. Identify what changes and choose one detail that proves the change.

|         |       |
|---------|-------|
| Close · | 4 min |
|---------|-------|

Explain how an author can show a feeling without naming it.

### **WATCH FOR**

A reasonable feeling word still needs textual evidence. Do not accept an unsupported label.

### **SUPPORT**

Offer two feeling choices and reread one evidence sentence.

### **EXTEND**

Explain why “usually” matters in the description of Benny.

## **Student page · A Shaky Voice: How the Book Shows Sadness**

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

### **TODAY I WILL**

Infer a character’s feeling from words and actions and cite one detail as evidence.

### **WHEN THEO IS MISSING**

#### **BENNY FEELS...**

#### **THE BOOK SHOWS...**

#### **THIS DETAIL PROVES THE FEELING BECAUSE...**

### **WHEN THEO RETURNS**

#### **BENNY FEELS...**

#### **THE BOOK SHOWS...**

#### **THIS DETAIL PROVES THE FEELING BECAUSE...**

## **Teacher key · A Shaky Voice: How the Book Shows Sadness**

### **EXPECTED RESPONSE**

First moment: sad, worried, or discouraged, supported by his shaky voice, faded smile, or stillness.

Reunion: relieved or happy, supported by his changed words, voice, expression, or actions when Theo returns.

### **WHAT MAKES THE RESPONSE SECURE**

The student completes the stated action accurately and explains it with visible evidence from the counters, cards, organizer, or book. Accept oral responses, teacher scribing, manipulatives, drawing, or pointing when the mode preserves the mathematical or reading demand.

### **COMMON CORRECTION**

A reasonable feeling word still needs textual evidence. Do not accept an unsupported label.

7. I’ll Make Another One: Words People Use to Help

## READING AND LANGUAGE

|                        |                                                                                                         |
|------------------------|---------------------------------------------------------------------------------------------------------|
| <b>TIME</b>            | 30 minutes                                                                                              |
| <b>OBJECTIVE</b>       | Distinguish an offer, a request, and a thank-you response in dialogue.                                  |
| <b>STUDENT PRODUCT</b> | A correctly performed three-line dialogue using all three speech purposes.                              |
| <b>MATERIALS</b>       | The book; printable OFFER, REQUEST, and THANKS cards; printable dialogue cards.                         |
| <b>BOOK EVIDENCE</b>   | Characters offer to make signs, ask others for help, thank one another, and respond in direct dialogue. |

## Lesson sequence

|          |       |
|----------|-------|
| Listen · | 5 min |
|----------|-------|

Read three brief exchanges from the book. Students signal offer, request, or thanks.

Find clues · 7 min Notice words and punctuation that help reveal each speaker's purpose.

|        |       |
|--------|-------|
| Sort · | 7 min |
|--------|-------|

Sort the printable dialogue cards under OFFER, REQUEST, and THANKS. Explain one choice.

|           |       |
|-----------|-------|
| Perform · | 7 min |
|-----------|-------|

Partners create and perform a three-line exchange: request, offer, thanks.

|         |       |
|---------|-------|
| Close · | 4 min |
|---------|-------|

Name one phrase that makes help sound respectful and clear.

### WATCH FOR

“Would you like...?” can be an offer even though it is a question. Attend to purpose, not punctuation alone.

### SUPPORT

Use the printed sentence starters and rehearse orally.

### EXTEND

Revise a command so it becomes a respectful request.

## Student page · I'll Make Another One: Words People Use to Help

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

### TODAY I WILL

Distinguish an offer, a request, and a thank-you response in dialogue.

## REQUEST OFFER THANKS

Perform your three-line dialogue. Put a check beside each purpose you used.

- request

- offer
- thanks

## Teacher key · I'll Make Another One: Words People Use to Help

### EXPECTED RESPONSE

"Could you help me make a sign?" = REQUEST. "I can make another one." = OFFER. "Thank you for helping." = THANKS. Accept equivalent lines when their purposes are clear.

### WHAT MAKES THE RESPONSE SECURE

The student completes the stated action accurately and explains it with visible evidence from the counters, cards, organizer, or book. Accept oral responses, teacher scribing, manipulatives, drawing, or pointing when the mode preserves the mathematical or reading demand.

### COMMON CORRECTION

"Would you like...?" can be an offer even though it is a question. Attend to purpose, not punctuation alone.

8. First, Then, At the End

### READING AND LANGUAGE

|                        |                                                                                                                             |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>TIME</b>            | 30 minutes                                                                                                                  |
| <b>OBJECTIVE</b>       | Retell the story in order using the central problem, response, and resolution.                                              |
| <b>STUDENT PRODUCT</b> | A three-part oral or written retell using First, Then, and At the end.                                                      |
| <b>MATERIALS</b>       | The book; printable three-part retell organizer.                                                                            |
| <b>BOOK EVIDENCE</b>   | The plot has a clear problem (Theo is missing), response (signs spread), and resolution (the ice-cream driver returns him). |

## Lesson sequence

|         |       |
|---------|-------|
| First · | 6 min |
|---------|-------|

Reread the opening. State the problem and identify who is affected.

|        |       |
|--------|-------|
| Then · | 7 min |
|--------|-------|

Select the central middle event that best explains how the community responds.

At the end · 7 min Reread Theo's return. Explain how the driver knew where to bring him.

|          |       |
|----------|-------|
| Retell · | 6 min |
|----------|-------|

Tell the story in three connected sentences using the sequence words.

|         |       |
|---------|-------|
| Close · | 4 min |
|---------|-------|

Remove one part from a sample retell. Explain what important information is missing.

### WATCH FOR

A list of events is not yet a focused retell. Require the problem, main response, and resolution.

## **SUPPORT**

Use picture cues and allow an oral retell with teacher scribing.

## **EXTEND**

Add one sentence explaining how the middle events cause the ending.

## **Student page · First, Then, At the End**

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

\_\_\_\_\_ TODAY I WILL Retell the story in order using the central problem, response, and resolution.

FIRST What is the problem? Who is affected?

THEN How does the community respond?

Date: \_\_\_\_\_

AT THE END How is the problem resolved?

## **Teacher key · First, Then, At the End**

### **EXPECTED RESPONSE**

First: Theo is missing and Benny is worried/sad. Then: Benny and the community make and spread lost-dog signs. At the end: an ice-cream driver uses the sign information to return Theo. Accept accurate wording supported by the book.

### **WHAT MAKES THE RESPONSE SECURE**

The student completes the stated action accurately and explains it with visible evidence from the counters, cards, organizer, or book. Accept oral responses, teacher scribing, manipulatives, drawing, or pointing when the mode preserves the mathematical or reading demand.

### **COMMON CORRECTION**

A list of events is not yet a focused retell. Require the problem, main response, and resolution.

## **Printable resources · Event strips and name cards**

Lesson 3: copy one short sign-making event from the book onto each strip, then cut.

### **EVENT 1**

### **EVENT 2**

### **EVENT 3**

### **EVENT 4**

### **EVENT 5**

Lesson 2: copy roster names exactly, one name per card. Print additional copies as needed.

## **Printable resources · Dialogue sort cards**

Cut apart. Students sort by purpose, then use the blank cards to make their own exchange.

Could you help me make a sign?

I can make another one.

Thank you for helping.

Would you like me to help?

Please pass me the paper.

Thanks! That was kind.