

Albert's Paw Says It First: Feelings You Can See Albert Adds Up! - Grade 1 - Short lesson

TIME

OBJECTIVE

PRODUCT

9 minutes Infer a character's feeling from actions and exact words on the page. Two oral feeling-and-evidence statements about Albert. Essential question: What do Albert's actions and words show about how he feels?

Materials

- The book
- Prepared excerpts printed in this lesson
- Feelings chart Text to mark
- Opening - Albert's paw "crept" toward the book and he "begged" to read first
- Later - nobody has said yes and Albert says he will get more stuff Prepared text Albert's paw crept toward the book. "Please let me read it first," he begged. "I'll let you play with one of my favorite toys." "She still hasn't said yes," he told them. "I'll get more stuff."

Lesson sequence

1 Read what Albert's paw does - 5 min Read the opening excerpt with a partner. Have students point to crept, act out the slow hand movement, name a feeling for Albert, and identify the exact word that supports it. 2 Draw the feeling that keeps him going - 4 min Read the later excerpt. Have students draw Albert's face on the feelings chart and finish: "Albert keeps going because ____."

Teacher key

A supported response may describe Albert as eager, determined, impatient, or strongly interested. The evidence must come from the printed words or actions, such as crept, begged, or "I'll get more stuff." Support & extension

Support:

Stay with the first excerpt. Act out the creeping paw, choose a feeling from two or three options, and point to the word that supports it.
Extension: Explain how Albert's actions reveal what he wants before he says it directly.

Assessment

- Names a reasonable feeling for Albert
- Points to crept, begged, or another exact source detail as evidence
- Explains what keeps Albert trying after Wanda has not agreed

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