



We Can!

BUILD BACKGROUND
Theme 1, Grade 1

California State Standards

Reading

- Structural Features of Informational Materials 2.1
 - Identify text that uses sequence or other logical order.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.2
 - Respond to who, what, when, where, and how questions.

California State Standards

Reading

- Comprehension and Analysis of Grade-Level-Appropriate Text 2.6
 - Relate prior knowledge to textual information.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.7
 - Retell the central ideas of simple expository or narrative passages.

California State Standards

Reading

- Narrative Analysis of Grade-Level-Appropriate Text 3.1
 - Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

California State Standards

Reading

- Narrative Analysis of Grade-Level-Appropriate Text 3.1
 - Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Written and Oral English Language Conventions

- Sentence Structure 1.1
 - Write and speak in complete, coherent sentences.

California State Standards

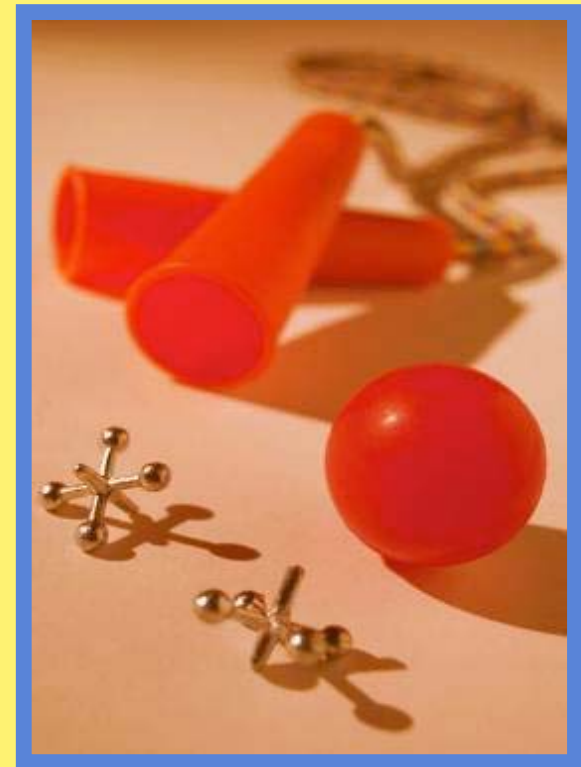
Listening and Speaking

- Speaking Applications 2.2
 - Retell stories using basic story grammar and relating the sequence of story events by answering *who*, *what*, *when*, *where*, *why*, and *how* questions.
- Speaking Applications 2.3
 - Relate an important life event or personal experience in a simple sequence.

Building Background

“We Can!”

- Tell about things you have learned to do at school.
- Complete the sentence:
 - “I can _____.”



Story Vocabulary

“We Can!”

- draw
- read
- write

draw

John and Sarah love to **draw** pictures for their mom.



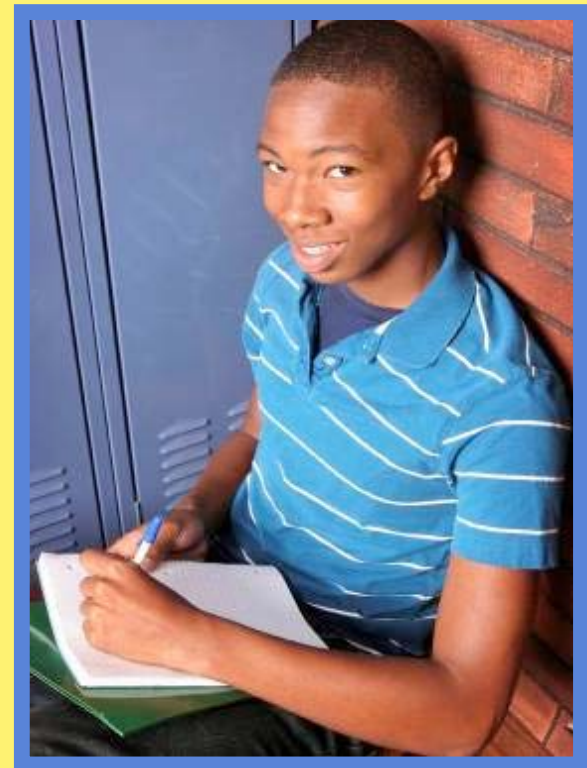
read

At night, my mom and
I **read** together.



write

Jamal is going to **write**
a letter to a friend.



Strategy Focus: Summarize “We Can!”

- Turn to Anthology page 69.
- Read the selection title and the author.



Purpose Setting

“We Can!”

- Read to find out what the boys and girls in the story can do.
- Don't forget to use your other reading strategies as you read the story.



Compare and Contrast “We Can!”

Thinking about how things are alike and different can help you remember and retell stories.



Compare and Contrast “We Can!”

- Look for things that the story characters do that you do at school, too.
- Look for something the characters do that you may not do.



Focus Questions

“We Can!”

- Turn to Responding on page 82.
- Read the questions aloud.
- Keep the questions in mind as you read “We Can!”.



Comprehension/Critical Thinking

“We Can!”

What can Pat and Pam both do?



Comprehension/Critical Thinking

“We Can!”

Can you do the things
Pat and Pam can do, too?



Strategy Focus “We Can!”

Tell me in one sentence what we have learned about Pat and Pam so far.



Comprehension/Critical Thinking

“We Can!”

How did you read the word
Pat on page 75?



Comprehension/Critical Thinking

“We Can!”

What do Pam and Nat do that is the same?



Comprehension/Critical Thinking

“We Can!”

What do Pam and Nat do differently?



Comprehension/Critical Thinking

“We Can!”

What can both Pam
and Pat do?



Comprehension/Critical Thinking

“We Can!”

- Look at the pictures on pages 78-79.
- What are Pam and Pat drawing?



Comprehension/Critical Thinking

“We Can!”

- Look again at pages 78-81.
- What did the children do first to make fans: draw on the paper or fold the paper?



Comprehension/Critical Thinking

“We Can!”

What did the children do at the very end of the story?



Strategy Focus “We Can!”

What can the children
in this story do?



Retelling the Story: Compare and Contrast “We Can!”

Summarize the story by telling the class how Pam, Pat, and Nat are alike and how they are different.

