



We Can!

BUILD BACKGROUND
Theme 1, Grade 1

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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.

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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.

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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.

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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.

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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.

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Building Background
“We Can!”

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



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Story Vocabulary
“We Can!”

- draw
- read
- write

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draw


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



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read

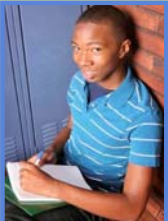
At night, my mom and I **read** together.



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write


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



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Strategy Focus: Summarize
“We Can!”


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



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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.



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Compare and Contrast
“We Can!”


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



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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.



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Focus Questions
“We Can!”


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



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Comprehension/Critical Thinking
“We Can!”


What can Pat and Pam both do?



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Comprehension/Critical Thinking
“We Can!”



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



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Strategy Focus
“We Can!”


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



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Comprehension/Critical Thinking
“We Can!”


How did you read the word *Pat* on page 75?



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Comprehension/Critical Thinking
“We Can!”


What do Pam and Nat do that is the same?



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Comprehension/Critical Thinking
"We Can!"


What do Pam and Nat do differently?



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Comprehension/Critical Thinking
"We Can!"


What can both Pam and Pat do?



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Comprehension/Critical Thinking
"We Can!"


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



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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?



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Comprehension/Critical Thinking
“We Can!”


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



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Strategy Focus
“We Can!”

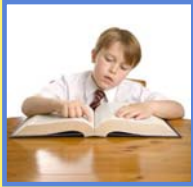
What can the children in this story do?



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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.



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