

ST11500

Grade 1

# STELLA

Storytelling and Retelling and Higher-order Thinking for  
English Language and Literacy Acquisition

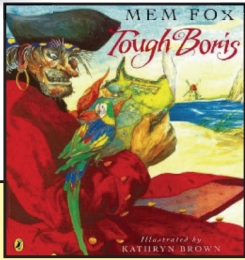
## Teacher Guide



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**Story Vocabulary**  
violin, tough,  
massive

# STELLA



## Build Background Vocabulary

Say, A **violin** is a musical instrument. *Un violín es un instrumento musical. We will see a violin in our story.* Ask students to pretend to play a violin.

Introduce the vocabulary word card **tough**. Say, **Tough** means having strong muscles or strong feelings. *Rudo significa tener músculos fuertes o sentimientos fuertes.*

Demonstrate raising your arm and making a fist. Flex your arm muscles and point to them to indicate strength. Say, *The tough man lifted the heavy box of books.* Invite the students to complete the sentence stem as they pretend to lift something heavy.

I am tough. I can lift \_\_\_\_\_.

Introduce the vocabulary word card **massive**. Say, **Massive** means very large and heavy. *Masivo significa muy grande y pesado.* Ask, *What can you lift that is massive?*

## Read Aloud

✓ Use strategic questioning strategies to encourage student involvement, accountability, and oral language development.

Place *Tough Boris* on the document camera. Read the title of the book and identify the author and illustrator, reminding students of how each contributes to the book. Then, picture walk and talk through the book. Use the questions to prompt student responses.

Pages 1 and 2: *I see a pirate. I predict he is one of the characters in this story. His name is Tough Boris.* Encourage students to identify additional characters as you continue through the story.

Pages 3 and 4: *What is happening? ¿Qué está pasando? What did they find?*

Pages 5 and 6: *I see the word massive on this page. Massive means very large and heavy. Which pirate is massive?*

Pages 7 and 8: Look at the picture. *What is happening in the picture? Where are the pirates?*

Pages 9 and 10: *What do you think the pirates found?*

Pages 11 and 12: *The pirate has a violin. What happened to the violin?*

Pages 13 and 14: *What do you think the pirate is saying to the others?*

Pages 15 and 16: *The pirates are searching for something. Predict what they are hoping to find.*

Pages 17 and 18: *What do you think the pirate hears?*

Pages 19 and 20: *What is the boy pirate doing? Look at the faces of the other pirates. How do you think the other pirates feel?*

Pages 21 and 22: *The setting is where the story takes place. What does this picture tell us about the setting?*

Pages 23 and 24: *What do you think is happening on these pages?*

## MATERIALS LIST

Document Camera  
*Tough Boris*  
Chart Paper, Markers  
AOWL Card 1-1  
STELLA Workbooks  
**Vocabulary cards:**  
#1 tough, #2 massive

## English Language Arts and Reading Standards

I.C.1. Uses illustration, text, and context to clarify word meaning.

III.A.1. Asks questions before, during, and after reading to deepen understanding.

III.B.6. Responds to text using newly acquired vocabulary.

III.C.1. Identifies and describes the main character and reason for their actions.

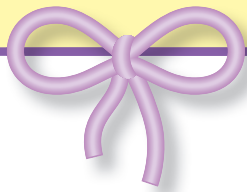
III.C.3. Describes the story setting.

**English Language Proficiency Standards**

V.A.3. Reuses new language (basic and academic) in meaningful ways.

V.C.2. Uses grade-level content area vocabulary with increasing accuracy.

V.D.1. Uses graphic organizers, illustrations, and focus vocabulary as pre-reading supports to improve comprehension.



Pages 25 - 28: *Look at the next four pages. Describe what is happening.*

Page 29: *How does this story end?*

Recall story elements in an anchor chart. Draw a four-column chart and label the columns **Characters, Settings, Problem, and Solution**. Share, *A character is a person in the story. Animals can also be characters. El personaje es el protagonista de una historia. Los animales también pueden ser personajes de una historia.* Invite students to share answers for the Characters column. Take their dictation.

Share, *The setting is where and when the story takes place. El ambiente es dónde y cuándo se desarrolla o toma lugar la historia.* Invite students to share answers for the Settings column and take their dictation. Share, *Tomorrow we will read the story and add to the anchor chart. Mañana leeremos la historia y la agregaremos a nuestra gráfica de apoyo.*

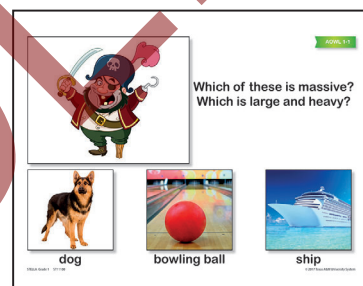
Tough Boris			
Characters	Settings	Problem	Solution

**AOWL**



Review **tough** with the vocabulary card. Say, *Tough means having strong muscles or strong feelings. Rudo significa tener músculos fuertes o sentimientos fuertes.* Demonstrate tough muscles again.

Share the vocabulary card for **massive**. Remind the students, *Massive means very large and heavy.*



Display the AOWL Card 1-1 and say, *The pirate's muscles were massive.* Ask the photo question prompt and invite students to choose one of the objects that is massive.

*Which of these is massive? Which is large and heavy?* Name each of the photos if needed.

dog    bowling ball    ship

Encourage students to use a complete sentence to answer.

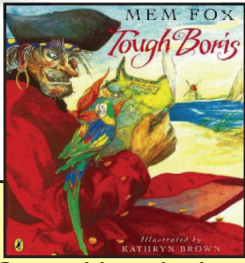
A \_\_\_\_\_ is massive.

**Shared Writing**

Pass out workbooks.

Write the sentence stem on the board. Invite students to respond. Take their dictation and encourage them to "read" the sentence with their answer.

Ask students to illustrate their responses and copy the sentences. Assist with writing as needed.



**Story Vocabulary**  
violin, tough, massive,  
scruffy, greedy

### MATERIALS LIST

Document Camera  
*Tough Boris*  
Anchor Chart, Markers  
AOWL Card 1-2  
STELLA Workbooks  
**Vocabulary cards:**  
#1 tough, #2 massive,  
#3 scruffy, #4 greedy

### English Language Arts and Reading Standards

I.C.1. Uses illustration, text, and context to clarify word meaning.  
III.A.1. Asks questions before, during, and after reading to deepen understanding.  
III.B.6. Responds to text using newly acquired vocabulary.  
III.C.2. Describes the story's plot development: main idea, problem, solution.

# STELLA



## Build Background Vocabulary

Place *Tough Boris* on the document camera, showing pages 3 and 4. Review the vocabulary word card **tough**. Say, **Tough** means having strong muscles or strong feelings. *Rudo significa tener músculos fuertes o sentimientos fuertes. Pirates must have strong muscles to move a treasure chest.*

Turn to pages 5 and 6. Review the vocabulary word card **massive**. Say, **Massive** means very large and heavy. *Describe which pirate is massive.*

Introduce the vocabulary word card **scruffy**. Say, **Scruffy** means not neat and not clean. *Desaliñado significa no ordenado y no limpio.*

Say, *Sometimes, a dog or cat can be scruffy.* Invite students to share a time when they might have been scruffy. (Prompts: after playing a soccer game, after playing in the sand at the beach, etc.)

Introduce the vocabulary word card **greedy**. Say, **Greedy** means wanting to have more of something that is not needed, like money or food. *Codicioso significa querer tener más de algo que no se necesita, como dinero o comida. Have you ever been greedy? What did you want but did not need?*

## Read Aloud

✓ Use strategic questioning strategies to encourage student involvement, accountability, and oral language development.

Place *Tough Boris* on the document camera. Turn to the cover of the book. Read the title of the book and identify the author and illustrator, reminding students of how each contributes to the book. Review the characters and setting the students identified in the previous lesson. Read the story and pause to prompt student understandings with questions.

Pages 1 and 2: *Here is one of the characters. Where are the pirates? (on a beach) The setting is the location where the story is happening.*

Pages 3 and 4: *How are these pirates tough?*

Pages 7 and 8: *Describe a scruffy pirate. Scruffy means not neat and not clean.*

Pages 9 and 10: Look at the picture. **Greedy** means wanting to have more of something that is not needed. *How were the pirates greedy?*

Pages 11 and 12: *Who do you predict took the violin?*

Pages 13 and 14: *Why is Tough Boris angry?*

Pages 15 and 16: *Who took the violin? Was your prediction correct?*

Pages 19 and 20: *Why do you think the boy pirate wanted the violin?*

Pages 23 and 24: *How do you think the pirate feels?*

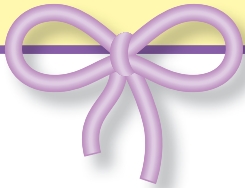
Page 29: *How do you think the boy feels?*

### English Language Proficiency Standards

V.A.3. Reuses new language (basic and academic) in meaningful ways.

V.C.2. Speaks using grade-level content area vocabulary with increasing accuracy.

V.D.1. Uses graphic organizers, illustrations, and focus vocabulary as prereading supports to improve comprehension.



Recall story elements recorded on the anchor chart in the previous lesson. Invite students to add to the Characters and Settings columns if they choose. Share, *The problem is something between one or more characters that must be solved by the end of the story.* Ask, *What was the problem in this story?* If needed, guide the students to think of the boy pirate and what was taken from him. Ask, *How did he use his violin?* Allow time for responses. Share, *Tomorrow we will look for the solution in this story.*

Tough Boris			
Characters	Settings	Problem	Solution

## AOWL



Review the vocabulary word card **greedy**. Say, *Greedy means wanting to have more of something not needed, like money or food. The pirates were greedy. They wanted the gold coins and the boy's violin.*

Review the vocabulary word card **scruffy**. Say, *Scruffy means not neat and not clean. I was scruffy when I built a sand castle on the beach.*



Display the AOWL Card 1-2 and invite students to choose one of the objects that is scruffy.

Say, *The man was scruffy and needed to take a bath. Which of these things is scruffy?* Name each of the photos if needed.

dog                      jeans                      pirate

Encourage students to use a complete sentence to answer.

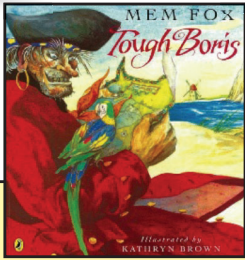
The \_\_\_\_\_ is/are scruffy.

### Shared Writing

Pass out workbooks.

Write the sentence stem on the board. Invite students to respond. Take their dictation and encourage them to read the sentence with their answer.

Ask students to illustrate their response and copy the sentence. Assist with writing as needed.



**Story Vocabulary**  
violin, tough, massive,  
scruffy, greedy,  
fearless, scary

### MATERIALS LIST

Document Camera  
Tough Boris  
Anchor Chart, Markers  
AOWL Card 1-3  
STELLA Workbooks  
**Vocabulary cards:**  
#1 tough, #2 massive,  
#3 scruffy, #4 greedy,  
#5 fearless, #6 scary

### English Language Arts and Reading Standards

I.C.1. Uses illustration, text, and context to clarify word meaning.

III.A.1. Asks questions before, during, and after reading to deepen understanding.

III.B.6. Responds to text using newly acquired vocabulary.

III.C.2. Describes the story's plot development: main idea, problem, solution.

# STELLA



## Build Background Vocabulary

Review previous vocabulary words. Write the words on the board (**tough, massive, scruffy, greedy**). Then write and read the sentences. Invite students to complete the sentences using the descriptive words in the word bank.

### Word Bank

massive  
scruffy  
tough  
greedy

The dirty pirate was \_\_\_\_\_. (scruffy)

The \_\_\_\_\_ pirates grabbed the gold coins. (greedy)

Boris the pirate was \_\_\_\_\_. (massive)

The \_\_\_\_\_ pirate had strong muscles. (tough)

Place *Tough Boris* on the document camera, showing pages 13 and 14. Introduce the vocabulary word card **fearless**. Say, **Fearless** means not afraid. *Sin miedo significa no tener. Who looks fearless on this page?*

Turn to page 6. Introduce the vocabulary word card **scary**. Say, **Scary** describes something that causes fear. **Scary** (temible) describe algo que causa miedo. *What is scary about this picture?*

## Read Aloud

✓ Use strategic questioning strategies to encourage student involvement, accountability, and oral language development.

Turn to the cover of *Tough Boris*. Read the title of the book. Say, *We learned that Tough Boris and the other pirates can be tough and massive. Listen as I read for more words that describe the pirates.* Read the story aloud. Pause on the pages listed to engage students to identify the solution in the story.

Pages 9 and 10: Pause to look at the pictures, starting on the copyright page (boy pirate is sitting on a rock) and continuing through page 10. *How did the boy pirate get on the ship? Recall how the pirates got the boy's violin.*

Pages 11 and 12: *How did the boy get his violin back?*

Pages 19 and 20: *How did the boy use his violin to calm the scary pirates?*

Page 24: *What did the boy share with Tough Boris? Why?*

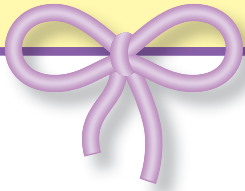
Page 29: *How do you think the boy feels?*

## English Language Proficiency Standards

V.A.3. Reuses new language (basic and academic) in meaningful ways.

V.C.2. Speaks using grade-level content area vocabulary with increasing accuracy.

V.D.1. Uses graphic organizers, illustrations, and focus vocabulary as prereading supports to improve comprehension.



Recall story elements recorded on the anchor chart in previous lessons. Review the students' responses in the Characters, Settings, and Problem columns. Share, *The solution is how the problem in the story is solved. La solución es cómo se resuelve el problema de la historia.* Guide students to discuss how the boy used his violin. Record their dictation in the Solution column.

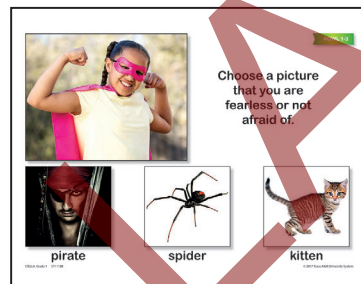
Tough Boris			
Characters	Settings	Problem	Solution

## AOWL



Review the vocabulary word card **scary**. Say, *Scary describes something that causes fear. I do not like scary movies.*

Review the vocabulary word card **fearless**. Say, *Fearless means not afraid. Who was fearless in our story?*



Display the AOWL Card 1-3 and invite students to choose one of the objects they are fearless of.

Say, *The little boy was fearless when he saw the pirate. Choose a picture that you are fearless or not afraid of. Name each of the photos if needed.*

pirate                  spider                  kitten

Encourage students to use a complete sentence to answer.

I am fearless of \_\_\_\_\_.

## Shared Writing

Pass out workbooks.

Write the sentence stem on the board. Invite students to respond. Take their dictation and encourage them to "read" the sentence with their answer.

Ask students to illustrate their response and copy the sentence. Assist with writing as needed.

## Directed Maker Space

### Make an Instrument

Materials: paper towel rolls, paper clips, coins, string, rubber band, wire net, tape, paper cups

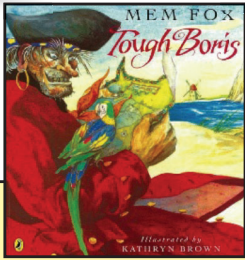
Invite students to investigate different sounds they can make using a variety of materials. Guide students to use the materials to construct an instrument that makes a sound they consider calming. Encourage students to explain and demonstrate how their instrument works.



### MAKER SPACE

**Note:** Invite students to use any additional materials from the Maker Space Big Box.





**Story Vocabulary**  
violin, tough, massive,  
scruffy, greedy, fearless,  
scary, cry

### MATERIALS LIST

Document Camera  
*Tough Boris*  
Anchor Chart, Markers  
"Like and Do Not Like"  
Handout  
AOWL Card 1-4  
STELLA Workbooks  
**Vocabulary card:**  
#7 cry

### English Language Arts and Reading Standards

I.C.1. Uses illustration, text, and context to clarify word meaning.  
III.A.1. Asks questions before, during, and after reading to deepen understanding.  
III.A.5. Makes inferences based on text evidence (with adult assistance).  
III.B.6. Responds to text using newly acquired vocabulary.

# STELLA



## Build Background Vocabulary

Ask the students to recall the characters in the story (*Tough Boris*, the boy pirate, the parrot, the other pirates).

Review previous vocabulary words. Write the words on the board (**tough, massive, scruffy, greedy, fearless, scary**). Read a sentence and ask students to give a thumbs up if they agree or a thumbs down if they do not agree.

A dirty pirate is scruffy.

The greedy pig shared his food with the other pigs.

Halloween costumes are sometimes scary.

Superman is fearless.

Introduce the vocabulary word card **cry**. Say, *To cry is when tears fall from your eyes. Sometimes, when crying, people make loud noises because of pain, sadness, or other strong feelings. Al llorar, a veces las personas hacen ruidos fuertes debido al dolor, la tristeza u otros sentimientos. When do you cry? I cry when \_\_\_\_\_.*

Say, **Cried** means it has already happened. *Yesterday, the pirate cried and cried.*

## Read Aloud

✓ Use strategic questioning strategies to encourage student involvement, accountability, and oral language development.

Copy a set of "Like and Do Not Like" Cards for each student and distribute them to students to use in the following activity.

Place *Tough Boris* on the document camera. Read the title of the book and identify the author and the illustrator. Review the anchor chart from Day 3 and invite students to add additional responses. Say, *Today, we will talk about the story, and you can share what you liked or did not like about the story.*

Say, *A critic is someone who tells what he or she likes or does not like about a story. Un crítico es alguien que dice lo que le gusta o no le gusta de una historia. You will be a critic as we review the story.*

Ask, *Did you like the title of the story? Show your answer with a card. Tell your partner why you liked or did not like the title.*

Say, *The characters are the people or animals in a story. Did you like or not like the characters in **Tough Boris**? Show your answer with a card. Turn and tell your partner why you liked or did not like the characters in **Tough Boris**.*

Say, *The problem in a story is something between one or more characters that needs to be solved. El problema en una historia es algo que pasa entre uno o más personajes que debe ser resuelto.* Ask, *What do you think was a problem in the story?*

Ask, *Did you like or not like the solution in this story? Turn and tell your partner why you liked or did not like the solution in **Tough Boris**.*

Ask, *Do you think someone else would like this book? Turn and tell your partner why.*

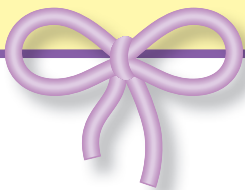
## English Language Proficiency Standards

V.A.3. Reuses new language (basic and academic) in meaningful ways.

V.C.2. Speaks using grade-level content area vocabulary with increasing accuracy.

V.C.4. Expresses own feelings and opinions by using single words/short phrases to more extended discussions.

V.D.1. Uses graphic organizers, illustrations, and focus vocabulary as prereading supports to improve comprehension.



## AOWL



Review the vocabulary word card **cry**. Say, *Cry is when tears fall from your eyes. Sometimes, when crying, people make loud noises because of pain, sadness, or other strong feelings. Llorar es cuando las lágrimas caen de tus ojos. Al llorar, a veces las personas hacen ruidos fuertes debido al dolor, la tristeza u otros sentimientos. Who cried in the story?*

Review the vocabulary word card **greedy**. Say, *Greedy means to want more of something that is not needed, like food or money.*



Display the AOWL Card 1-4 and invite students to choose one of the objects that makes them greedy.

Say, *The man was greedy because he wanted all of the money. Which of these makes you greedy?* Name each of the photos if needed.

money                  hot dogs                  toys

Encourage students to use a complete sentence to answer.

\_\_\_\_\_ make/makes me greedy.

## Shared Writing

Pass out workbooks.

Write the sentence stem on the board. Invite students to respond. Take their dictation and encourage them to "read" the sentence with their answer.

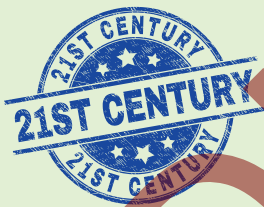
Ask students to circle the picture that matches their response and copy the sentence. Assist with writing as needed.

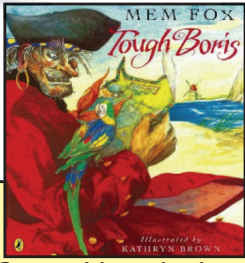
## 21st Century Entrepreneurial Skills (Financial Literacy)

### Receiving Money

Materials: paper and pencils (optional)

As a whole group, briefly discuss why taking other people's money or possessions, which is what Pirates do, is hurtful to others. Encourage children to turn-and-talk with a partner to discuss better, more helpful ways to earn or receive money. Debrief the conversation as a whole group by comparing and contrasting the ideas and suggestions students generated during the turn-and-talk discussion.





### Story Vocabulary

violin, tough, massive, scruffy, greedy, fearless, scary, cry

### MATERIALS LIST

Document Camera

*Tough Boris*

Anchor Chart, Markers

AOWL Cards 1-1, 1-2, 1-3, 1-4

STELLA Workbooks

#### Vocabulary cards:

#1 tough, #2 massive, #3 scruffy, #4 greedy, #5 fearless, #6 scary, #7 cry

### English Language Arts and Reading Standards

I.C.1. Uses illustration, text, and context to clarify word meaning.

III.B.5. Illustrates and writes to interact with text read, heard or viewed.

III.B.6. Responds to text using newly acquired vocabulary.

# STELLA



## Review Vocabulary

Review previous vocabulary words. Write the words on the board (**tough, massive, scruffy, greedy, fearless, scary, cry**). Read a sentence and ask students to give a thumbs up if they agree or a thumbs down if they do not agree the sentence is correct.

A dirty pig is scruffy.

The greedy man gave his money to the library.

The girl cried when she won the prize.

The football player was not tough.

## Read Aloud Review

✓ Use strategic questioning strategies to encourage student involvement, accountability, and oral language development.

Place *Tough Boris* on the document camera. Read the title of the book and identify the author and the illustrator. Review the anchor chart from Day 3. Post the vocabulary cards on the board so students can see the pictures and words. Pass out the STELLA workbooks. Model the story line on the board or chart paper.

Say, *Today, we will write a story. The title of our story this week is Tough Boris.* Write: Tough \_\_\_\_\_. *Fill in the name of the pirate character for your story.* Allow time for students to write. *Write your name under the title. You are the author of this story!*

Read pages 3 through 16. Say, *You can describe your pirate.* Write: \_\_\_\_\_ is \_\_\_\_\_. Model completing the sentence using one student's pirate name and ask a volunteer to provide a describing word. Allow time for students to write the sentence. Assist with describing words if needed.

Suggest students add another line to describe their pirate using the same model as above.

Monitor student responses and provide assistance as needed. Encourage students to illustrate what they are writing.

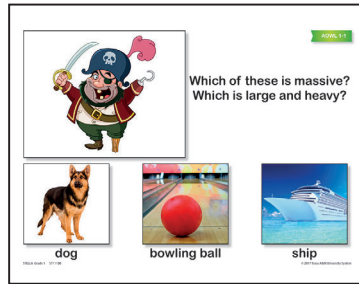
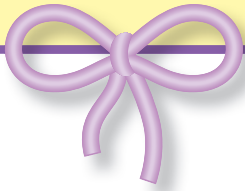
Ask for volunteers to share their stories. Support their efforts to use complete sentences.

## English Language Proficiency Standards

V.A.3. Reuses new language (basic and academic) in meaningful ways.

V.C.2. Speaks using grade-level content area vocabulary with increasing accuracy.

V.D.1. Uses graphic organizers, illustrations, and focus vocabulary as prereading supports to improve comprehension.



## AOWL



Review the AOWL cards used with *Tough Boris*. Share the photo question prompt and invite students to choose an answer. Encourage students to use a complete sentence.

Clarify understanding of the vocabulary if needed.

## Alphabet Knowledge

Review the vocabulary cards by asking students to name the first letter of each word. Invite a volunteer to place the card under the appropriate letter on the letter wall.



## GRADE 1 STELLA Standards

### I. Language and Communication

#### A. Listening Skills

I.A.1. Listens actively to others.

I.A.2. Asks and answers (multi-word responses) to better understand information.

#### B. Speaking Skills

I.B.1. Shares relevant information.

I.B.2. Speaks clearly using appropriate volume and tone.

I.B.3. Uses appropriate language conventions when speaking.

#### C. Vocabulary Skills

I.C.1. Uses illustration, text, and context to clarify word meaning.

I.C.2. Identifies and uses action, positional, sequence, category, and location words.

### II. Beginning Reading and Writing

#### A. Phonological Awareness

II.A.1. Produces rhyming words.

II.A.2. Recognizes a series of words that begin with the same spoken sound (alliteration).

### III. Comprehension

#### A. Understanding Text

III.A.1. Asks questions before, during, and after reading to deepen understanding.

III.A.2. Makes and corrects/confirms predictions about text (with adult assistance).

III.A.3. Creates mental images to enhance comprehension.

III.A.4. Makes text-to-self, text-to-text, and text-to-world connections (with adult assistance).

III.A.5. Makes inferences based on text evidence (with adult assistance).

III.A.6. Synthesizes information to create new understanding.

#### B. Responding to Text

III.B.1. Describes personal connections to text.

III.B.2. Writes short comments on literature and informational text.

III.B.3. Uses text evidence to support an answer.

III.B.4. Retells text accurately to preserve meaning.

III.B.5. Illustrates and writes to interact with text read, heard or viewed.



## GRADE 1 STELLA Standards

III.B.6. Responds to text using newly acquired vocabulary.

### C. Analyzing Text

III.C.1. Identifies and describes the main character and reason for their actions.

III.C.2. Describes the story's plot development: main idea, problem, solution.

III.C.3. Describes the story setting.

III.C.4. Understands characteristics of folktales, fables, fairy tales, nursery rhymes.

III.C.5. Recognizes features of informational (nonfiction) text: main idea, graphic captions, table of contents, facts.

III.C.6. Identifies different parts of a book.

III.C.7. Discusses how the author uses words to help the reader visualize.

### IV. Science

#### A. Scientific Inquiry, Reasoning and Problem Solving

IV.A.1. Asks questions about living things, events, and objects in the natural world.

#### B. Physical Science Skills

IV.B.1. Classifies objects by properties, such as size, weight, color, shape, and texture.

IV.B.2. Predicts and identifies changes in matter due to heating and cooling.

#### C. Life Science Skills

IV.C.1. Sorts and classifies living and nonliving based on characteristics of each.

IV.C.2. Observes and records animal life cycles (chicken, fish, frog).

#### D. Earth Science Skills

IV.D.1. Identifies characteristics of seasons of the year and day/night.

IV.D.2. Records weather changes from day to day and over seasons (hot/cold, clear/cloudy, calm/windy, etc.)

IV.D.3. Demonstrates that air is all around us.

### V. English Language Proficiency

#### A. Learning Strategies

V.A.1. Uses prior knowledge and experiences to understand English meanings.

V.A.2. Uses graphic organizers, memorizing, comparing/contrasting, and reviewing to increase vocabulary understanding.

V.A.3. Reuses new language (basic and academic) in meaningful ways.

V.A.4. Uses acquired language to support learning new language.





## GRADE 1 STELLA Standards

### B. Listening

V.B.1. Learns new vocabulary during classroom discussions and interactions.

V.B.2. Checks understanding of spoken language during classroom instruction and asks for clarification as needed.

V.B.3. Uses visual, contextual and linguistic supports to confirm understanding.

V.B.4. Demonstrates listening comprehension in English by following directions, responding, collaborating, and summarizing.

### C. Speaking

V.C.1. Uses high-frequency words to identify and describe people, places, and objects to expand English vocabulary.

V.C.2. Speaks using grade-level content area vocabulary with increasing accuracy.

V.C.3. Participates in cooperative interactions by sharing information.

V.C.4. Expresses own feelings and opinions by using single words/short phrases to more extended discussions.

V.C.5. Demonstrates increasing English proficiency by narrating, explaining, and describing.

### D. Reading

V.D.1. Uses graphic organizers, illustrations, and focus vocabulary as prereading supports to improve comprehension.

V.D.2. Uses visual and contextual support and peer/teacher support to read grade-level text, develop vocabulary, and grasp language structure to understand text.

V.D.3. Demonstrates comprehension by participating in shared reading, retelling, and responding to questions.

V.D.4. Demonstrates comprehension by narrating, describing, and explaining text with more detail.

V.D.5. Demonstrates comprehension by distinguishing main ideas from details and summarizing text.

V.D.6. Demonstrates comprehension by making predictions, connecting ideas, and drawing inferences from text.

### E. Writing

V.E.1. Writes using newly acquired vocabulary and grade-level content vocabulary.

V.E.2. Narrates, describes, and explains with increasing detail in writing.



# Materials

Program Materials	Materials to Gather
<b>Lesson 1: Tough Boris</b>	
<ul style="list-style-type: none"> <li>• <b>AOWL Cards:</b> 1-1, 1-2, 1-3, 1-4</li> <li>• <b>Vocabulary Cards:</b> #1 tough, #2 massive, #3 scruffy, #4 greedy, #5 fearless, #6 scary, #7 cry</li> <li>• <b>Anchor Chart 1</b></li> <li>• <b>Handout:</b> "Like and Do Not Like"</li> <li>• <b>STELLA Workbooks</b></li> </ul>	<ul style="list-style-type: none"> <li>• document camera</li> <li>• chart paper</li> <li>• markers</li> <li>• Directed Maker Space (see p. 6)</li> <li>• 21 Century Skills (see p. 8)</li> </ul>
<b>Lesson 2: The Three Bears</b>	
<ul style="list-style-type: none"> <li>• <b>AOWL Cards:</b> 2-1, 2-2, 2-3, 2-4</li> <li>• <b>Vocabulary Cards:</b> #8 wee, #9 porridge, #10 keyhole, #11 parlor, #12 bed, #13 cushion, #14 pillow, #15 frightened</li> <li>• <b>Anchor Chart 2</b></li> <li>• <b>Handout:</b> "Like and Do Not Like"</li> <li>• <b>STELLA Workbooks</b></li> </ul>	<ul style="list-style-type: none"> <li>• document camera</li> <li>• chart paper</li> <li>• markers</li> <li>• sentence strips</li> <li>• objects in three sizes</li> <li>• Directed Maker Space (see p. 16)</li> <li>• 21<sup>st</sup> Century Skills (see p. 20)</li> </ul>
<b>Lesson 3: The Three Little Pigs</b>	
<ul style="list-style-type: none"> <li>• <b>AOWL Cards:</b> 3-1, 3-2, 3-3, 3-4</li> <li>• <b>Vocabulary Cards:</b> #16 bundle, #17 chin, #18 build, #19 turnip, #20 angry, #21 climb, #22 fair</li> <li>• <b>Anchor Chart 3</b></li> <li>• <b>STELLA Workbooks</b></li> </ul>	<ul style="list-style-type: none"> <li>• document camera</li> <li>• chart paper</li> <li>• markers</li> <li>• sentence strips</li> <li>• Directed Maker Space (see p. 24)</li> <li>• 21<sup>st</sup> Century Skills (see p. 28)</li> </ul>
<b>Lesson 4: The Three Billy Goats Gruff</b>	
<ul style="list-style-type: none"> <li>• <b>AOWL Cards:</b> 4-1, 4-2, 4-3, 4-4</li> <li>• <b>Vocabulary Cards:</b> #23 valley, #24 bridge, #25 gobble, #26 heavy, #27 hooves, #28 tramp, #29 meadow</li> <li>• <b>Anchor Chart 4</b></li> <li>• <b>STELLA Workbooks</b></li> </ul>	<ul style="list-style-type: none"> <li>• document camera</li> <li>• chart paper</li> <li>• markers</li> <li>• Directed Maker Space (see p. 34)</li> <li>• 21<sup>st</sup> Century Skills (see p. 38)</li> </ul>