

Grade/Unit #	First Grade
Lesson #	10
Objective:	- Explain why the lion changes his mind and what lesson the author is trying to teach us by using key details about the character to show understanding of the lesson. - Students will orally expand a sentence using the word 'but.'
Target Task	Why did the lion change his mind about the mouse at the end of the story?
Writing Expectations	- Students will write 1-2 sentences explaining why the lion changed his mind. - Some students might attempt to use the word 'but' to answer the question.
Standards:	- RL.1.2— Retell stories, including key details, and demonstrate understanding of their central message or lesson. - RL.1.3— Describe characters, settings, and major events in a story, using key details. - RL.1.7— Use illustrations and details in a story to describe its characters, setting, or events. - SL.1.1— Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups 1.8.b-i Capitalize proper nouns (months, days of the week, people, holidays, geographic names, and the word "I"). 1.8.g-iii- Spell all words from the prompt / text correctly. - L.1.1, L.1.2, L.1.6, RL.1.1, RL.1.10, RL.1.4, SL.1.2
Materials:	- Book: <i>The Lion and the Mouse</i> by Bernadette Watts  The Lion and the Mouse .pdf  1.2.10 Target Task.pdf  1.2.10 Slides - Unit lessons anchor chart

Building Background and Engagement (5 minutes):

- Introduction:** Say: "Today, we will read a fable called The Lion and the Mouse. **A fable is like a folktale; it's also a story that is passed down. Usually, fables have animals as the main characters, and they usually teach a lesson at the end of the story.** The mouse is scared of the lion when they meet, but the lion says, Don't worry, I won't hurt you! The mouse is so thankful, he promises to help the lion one day! The lion does not believe it! I wonder what will happen?"

- Vocabulary:**

1. Introduce the word. Have students repeat the word at least 3 times. segment syllables	2. Give a student-friendly definition of the word.	3.Characterize the word and how it is typically used. Explain the meaning in everyday language.	4. Give an example of how you might use the word in everyday language.	5. Engage students in the meaning of the word. Ask students to play with the words in a fun and engaging way!
amazement amaze-ment	feeling of great surprise	noun. Someone might use it to describe that they were very surprised	I was AMAZED when I saw my little brother learned how to ride a bike without training wheels.	When have you felt amazed?

Engaging with the Text (20 minutes):

- Read aloud the text to students to model fluent reading. Consider which questions you will use a Turn & Talk Protocol, Cold Call, or have a discussion on.

- **How does the lion react to the little mouse?(p. 6)**
 - *The lion is angry that the mouse woke him up.*
 - Additional Supports:
 - To help students understand how the lion reacts, draw students' attention to the following description: "snarled angrily"
 - Also, guide students to notice the facial expressions on the angry lion versus the lion who is still sleeping. How do facial expressions help us figure out how the lion is feeling? How do they help us figure out what it means to snarl?
- **Why does the lion change his mind about the mouse? (p. 8)**
 - *The lion changes his mind because he sees that it was only a harmless little mouse that woke him up.*
 - Additional Supports:
 - Teach the meaning of the word "harmless." Explain that when a word has -less on the end, it means "without." So this word means the mouse is without harm; it would not hurt anything.
 - Why is the mouse harmless?
 - Explain that when you repay someone, you return a favor, action or object
- **How does the lion respond to the mouse? Why? (p. 9)**
 - *The lion laughs and says that a mouse cannot help a lion as big and strong as him.*
 - Additional Supports:
 - Tell students when someone 'responds' they say or do something. How does the lion respond to the mouse? What does he do or say to the mouse?
- **What is the lion's problem? How is he feeling? (p. 17)**
 - *The problem is that the lion is caught in the net, and none of the animals can help.*
 - *The lion feels angry because he is roaring a lot.*
 - *The lion is frustrated because the animals cannot help him.*
 - Language support: Explain the word 'entangled,' which means to become tied up or caught.
- **How does the small mouse repay the big strong lion?(p. 22)**
 - *The mouse repays the lion by chewing through the ropes to free him from the net.*
 - Additional Supports
 - Language Support: Tell students that when you 'repay' someone, you are doing a favor for a person, or doing something because they did something for you.
- **How does the Lion respond to the mouse's help? (p. 22)**
 - *The lion apologizes for laughing at the mouse. He promises never to laugh at someone weaker or smaller again. He also promises to protect the mouse.*
- **What lesson did the lion learn? (p. 24)**
 - *The lion learned that you should not judge someone by his or her size.*
 - Additional supports:
 - What did the lion think of the mouse at the beginning?
 - How did his opinion of the mouse change?
 - What does he think about the mouse at the end?
 - What does he learn?

Building Deeper Meaning (20 minutes):

- (2 minutes) Send students to write their names at their tables
 - All students should know how to spell their first name and last name using the HWT lines. Remind students to write neatly. Highlight students who wrote their names neatly.
- (10 minutes) Mini-Lesson
 - **Tell students that before we start our target task today, we will practice expanding sentences. This means we are going to work on writing first-grade sentences. Tell students that we already practice making sentences “jucier” or “fancier” when we use the word ‘because.’ There’s another word that can help us write juicy/fancier sentences it’s the word ‘but.’**
 - Show slide 5.
 - **Tell students that the word ‘but’ is used when you want to show contrast between two ideas or you want to show a change in direction or ideas.**
 - Show Slides 6-8, with different sentence stems. For each sentence, follow the procedure below to have students orally practice expanding with the word ‘but’.
 - 1. Read the sentence stem to students.
 - 2. Give students an example (ideally one you don’t think they will come up with)
 - 3. Have students turn and talk with a partner to try to expand the sentence.
 - 4. Call on a couple of students to try to expand the sentences.
 - 5. Write down students’ examples
 - 6. Repeat the above process with each sentence stem. If you think students do not need the example for the last sentence, skip step 2.
 - Potential Student Answers:
 - Slide 6. *Anansi tried to trick Little Bush Deer, but:*
 - *he could not trick her.*
 - *Little Bush Deer tricked Anansi.*
 - *Little Bush Deer had seen Anansi trick the other animals.*
 - *Little Bush Deer did not say, “Oh, what a strange moss-covered rock.”*
 - Slide 7. *Anansi went to Warthog for justice but:*
 - *Warthog did not believe Anansi*
 - *Warthog though Anansi was lying*
 - *Warthog did not think Anansi did all that work.*
 - Slide 8. *The lion said the mouse was too small but:*
 - *the mouse helped the lion.*
 - *the mouse proved he could help the lion.*
 - *the mouse chewed the net and freed the lion.*
 - Tell students, “When you are writing today you can try using the word ‘because’ or ‘but’ to make your sentence even fancier and first-grade ready.
 - Show and read the target task to students. **“Why did the lion change his mind about the mouse at the end of the story?”**
 - Have students turn and talk, **“Why did the lion change his mind about the mouse at the end of the story?”**
 - **Potential Student Answers:**
 - *The lion changed his mind because the mouse helped him.*
 - *The lion thought the mouse was too little to help, but the mouse was able to help him.*
 - *The lion changed his mind because the mouse bit the net and freed him.*
 - *The lion changed his mind because he was amazed that the mouse could help him.*
 - **Additional supports:**
 - Give students one of the following oral sentence stems:

- “The lion changed his mind because _____.”
- “The lion thought _____ but _____.”
- “The lion said _____ but the mouse _____.”

- (8 minutes) Independent Writing

- Send students to write their answers.
- Students followed the following procedure when independently writing in kindergarten: remind students as needed to:
 - 1. Plan it out! - Students plan out their sentences using a whisper voice. Each word is a finger.
 - This is recommended for students who might miss finger spaces. Students do not always need to plan it out on their fingers, but they should always whisper their sentence orally before writing.
 - Students could also whisper their answers to their cupped hands ‘turtle’ or their palm ‘phones’
 - 2. Scoop syllables- Students scoop multisyllabic words as needed.
 - 3. Chop the sound- Students segment the phonemes they hear in each word.
- Additional Supports:
 - As needed, remind students, “Every sentence starts with a capital letter and ends with punctuation.”
 - Give students feedback on how to include details by asking:
 - **What did the lion think about the mouse at the beginning? What did the lion think about the mouse at the end?**
 - **What did the little mouse do to change the lion's mind?**
 - Show students the slides with the character names. **Tell students that in this story we do not know the names of the lion or the mouse, so they are lowercase. They are just a lion and a mouse.**
 - Circulate to ensure students use their spelling strategies to spell words they do not know.
 - Students should spell their Kindergarten spelling words correctly. This document is intended for your reference; please do not print it for students.
 -  **Teacher Spelling Word Reference Sheets** Prioritize having students sound out words, but if they are on this list, remind them which spelling patterns say a specific phoneme.
- [You can use this Progress Monitoring Feedback Guide](#) to mark up students' papers and give them feedback on:
 - Punctuation
 - Capitalization
 - Spellings
 - Neat handwriting

Closing (5 minutes):

- “In fables and folktales, the author often tells a story in which the characters learn some lesson that will help them in life. **What lesson can we learn from this story?”** Chart student answers on this unit's lessons anchor chart.
 - *Potential Answers:*
 - Always be kind and help those in need.
 - Never judge someone by their size.
 - Always repay people for their kindness.
 - Even someone small can help.

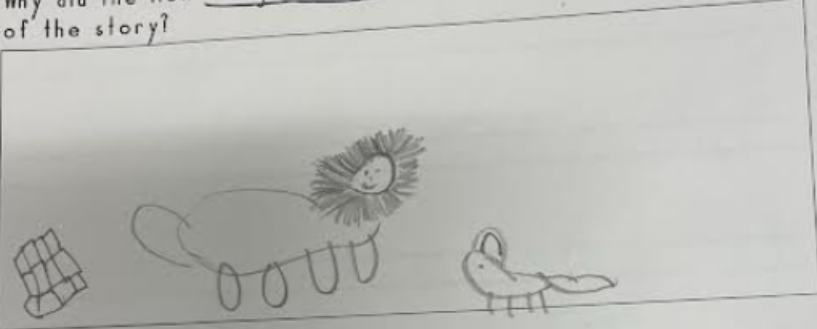
The writing below is a strong student writing example.

1.2.9

Name: Jacob

Vocabulary:
amazement

Why did the lion change his mind about the mouse at the end of the story?



Because the lion thot the
mouse was weke and
uselees but was he weke?
he was Strongr than
ever! he was a hero
for the lino!