

Grade/Unit #	First Grade Unit 4: Love Makes a Family
Lesson #	10
Objective:	- Explain the lesson that the narrators are trying to teach. - Identify the four types of sentences: command, question, exclamatory, and statement.
Target Task:	What lesson did the narrators teach us?
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.
Materials:	- Book: <i>I Am Perfectly Designed</i> by Karamo Brown with Jason “Rachel” Brown  1.4.10 Target Task.pdf  1.4.10 Sentence Work (Note: Each page has two worksheets)  1.4.10 Lesson Slides

Building Background and Engagement (5 minutes):

- Introduction:**
 - Tell students, “Today we are reading *I Am Perfectly Designed* by Karamo Brown with Jason “Rachel” Brown. The authors are real-life father and son! *Show students the photograph of Karamo and Jason on the back cover.* Their family was tiny. It was just a dad, Karamo, and Jason, his son. Some families have one parent, and that is perfect for them! The authors wanted to write a book showing a family like theirs!”
- Set a Purpose:**
 - “The two authors wrote this book because they wanted us to learn something important about ourselves. We will listen carefully to the story and think, “What could the narrators be trying to teach us?” Hint, it’s a lesson we should always remember about ourselves.”

Engaging with the Text (20- 30 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.
 - Note: While you are reading, whenever the narrators say that the son is “perfectly designed” really emphasize those words. We want students to internalize that messaging about themselves and their families. You could even have students finish the statement as they notice the pattern.
“Perfectly...*designed*”
- Optional: Since this is a shorter book, consider watching this [short video](#) of Karamo Brown reading the book. Then read the book aloud, stopping to ask the questions below. (0:28-6:49)
- The dad tells his son, “He is perfectly designed, from his head to his toes.” What do you think he means? (p.4)**
 - He means that he is perfect just the way he is!*

- *He means he loves him just the way he is!*
 - Additional supports:
 - Tell students that designed is another word for made. The dad is trying to tell him that he is perfect just the way he is.
 - Ask students, “Why do you think the dad tells his son he is perfect?”
 - *He wants his son to feel happy about who he is and what he looks like*
 - *He wants his son to know he loves him just as he is.*
- **The son is remembering all the fun things he did with his dad. What did the dad and son do together? (p.12)**
 - *They walked all over the city together.*
 - *The dad would carry the boy on his shoulders.*
 - *They would watch the stars and moon together on the roof of their building.*
 - *They dressed up as a waffle and maple syrup for Halloween.*
- **How does the dad make his son feel better? (p.18)**
 - *He wraps his arms around him and hugs him.*
 - *He reminds him that “he is perfectly designed” and it is okay to have lots of feelings*
 - Additional Supports:
 - Ask students: “What does the dad say to the boy?” “What does the dad remind him of?”
 - After students answer, tell them, “Remember that all of you are also perfectly designed, and it is always okay to have lots of feelings. It is okay to be mad, sad, or confused.”
- **Why do you think the dad tells his son he will always think of him? (p.28)**
 - *He tells him that because he loves his son very much.*
 - Additional Supports:
 - Ask students, “If the dad tells the son he will always think of him, how do you think he feels about the son?”

Building Deeper Meaning (20 minutes):

- (2 minutes) Send students to write their names on their tables.
 - All students should know how to spell their first name and last name using the HWT lines.
- (4 minutes) **Writing Mini-Lesson**
 - Show and read the target task to students. “**What lesson did the narrators teach us?**” Give students time to think independently.
 - Have students turn and talk. “**What lesson did the narrators teach us?!**” Then call on a few students to share.
 - Potential student answers.
 - *The narrators taught us that we are all perfectly designed. The dad keeps telling the son that he is perfectly designed.*

- *The narrator taught us that all our families are perfectly designed. At the end of the story, the boy says that they are perfectly designed for each other.*
 - Additional Supports:
 - Ask students:
 - “What does the author keep reminding the son?”
 - “What is something that the dad and son keep repeating?”
 - Say, “When an author or narrator keeps repeating a message, it's because it's important and they also want us to remember it. The message that keeps getting repeated is usually a lesson for the readers.”
 - Note: If students only produce the lesson but not the text evidence during the discussion, it is okay. We will go over that during our mid-writing interruption.
- (10 minutes) **Independent Writing**
 - Send students to write their answers at their tables. **Have students independently orally plan their answers before beginning to write.**
- (4 minutes) **Mid-Writing Interruption**
 - **Model including details from the story**
 - Use neat handwriting to write the following target task answer.
 - *We learned that we are all perfectly designed.*
 - Think Aloud: “This answer does tell us the lesson we learned, but it also makes me wonder **how** we learned it. Usually, when we write a lesson, we also want to explain how we learned it using important details from the story. What important details can I include? What happened in the story that made us think this was the lesson? What did the narrators keep telling each other?”
 - *The dad keeps telling the son that he is perfectly designed.*
 - *The dad tells his son that he is perfectly designed from his head to his toes.*
 - *At the end of the story, the boy says that they are perfectly designed for each other.*
 - Model adding one or two of these additional details.
 - Remove your teacher model and have students reread their work to see if they need to add another detail.
- Potential Strategic Monitoring Feedback
 - First circulation: Ensure students are on task and are starting to answer the questions.
 - Second circulation: Use feedback codes to quickly provide students with feedback on writing conventions.
 - Third circulation: Check to see who implemented their feedback and who needs more support with their writing.

- Additional Supports:
 - For spelling:
 - Tell students to scoop their syllables and chop the sounds in each syllable.
 - Use words from the prompt or around the classroom to help you.
 - Show students the slides with the different places.
 - Students should spell their Kindergarten spelling words correctly.
 - ➦ **Teacher Spelling Word Reference Sheets** Prioritize having students sound out words, but if they are on this list, remind them which spelling patterns to use for a specific phoneme.
 - Do not dictate for emergent writers, but do support them by:
 - Drawing lines after they plan their sentence, where each word goes on their paper.
 - Helping them use the above spelling strategies.
 - Generating ideas:
 - Pull a small group or individual students who are struggling to orally plan out their sentences to provide them with more support, or even allow them to use the book to remember details.
 - You can also allow students to draw first, so they can begin to generate ideas, and then you can support them with a sentence stem.
 - [You can use this Progress Monitoring Feedback Guide](#) to mark up students' papers and give feedback.

Sentence Work (10 minutes)

Teacher Content Note: The following sentence type work is adapted from *The Writing Revolution 2.0* by Judith C. Hochman and Natalie Wexler. They recommend explaining the four types of sentences — declarative, imperative, interrogative, and explanatory — to students. This will enable students to vary sentence structure, help with punctuation, and reinforce spelling, vocabulary, and content knowledge. We will revisit the identification of sentence types in future lessons, both orally and in writing.

- Briefly review the four types of sentences and the punctuation you use with each type.
 - **Statements (.)**: Explains an idea or argument. It is the most common.
 - **Questions (?)**: Ask something and always end in a question mark.
 - **Exclamation (!)**: Expresses a strong emotion
 - **Command (. or !)**: Gives advice, directions, or expresses a request or an order.
- Distribute the sentence worksheet. ➦ 1.4.10 Sentence Work
- Show students the following sentences.
 - As a class, work on identifying the sentence types. Support students with the language of statements, exclamations, and commands, after they identify what each sentence is doing.
 - **If you think students are ready to do this without as much support, have them work with a partner to identify the sentences. Then briefly review them as a class.**
 - 1. *Can you help me set the table for dinner?* (question)
 - Ask, “What kind of sentence is this? How do you know?”

- 2. *I'm so excited we're having dinner with our cousins! (exclamation)*
 - Ask, "What kind of sentence is this? Why?"
- 3. *Please put the dirty dishes in the sink. (command)*
 - Ask, "What kind of sentence do you think this is? Does it tell something or does it give directions?"
 - *It's giving directions!*
 - "That's right! Remember that a sentence that gives directions is called a command."
- 4. *My family likes to eat dinner together every night. (statement)*
 - Ask, "What kind of sentence do you think this is? Does it tell or ask something?"
- As an optional extension, challenge students to write a **question** on their worksheet! It can be based on their lives, families, or the book.

Closing (5 minutes):

- Highlight the work of a student who included a clear lesson learned and details from the story about how they learned the lesson.
- Show students your Family Anchor Chart.
 - Have students answer the following questions to fill out the chart.
 - Who is in this family?
 - What traditions did this family have?
 - How does this family show love and care?
- Close by telling students, "We always have to remember that each one of us is perfectly designed from our heads to our toes. We also have to remember that even though all our families are different, they are all perfectly designed and made for each one of us."

Potential filled out Family Anchor Chart

	● dad ● son	● celebrate Halloween ● explore and walk together	● always think of each other ● dad tells his son they are "perfectly designed for each other"
---	--	--	--