<table>
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<tr>
<th>Teacher: Beth Routzahn</th>
<th>Grade Level: First Grade</th>
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</thead>
<tbody>
<tr>
<td>Subject: Literacy/ELA</td>
<td>Lesson: Reading Profiles and Connecting to Text</td>
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<tr>
<td>Time: 8:20am – 9:00 am</td>
<td>Date: 9/23-9/25</td>
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</tbody>
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**Standards:**

ELA.1.RL.7 Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution (CC.1.RL.7). (Comprehension)

ELA.1.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in stories (CC.1.RL.9). (Analysis)

ELA.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (CC.1.RI.4). (Comprehension)

**Objective:**

Students will observe and analyze illustrations and characters in stories to access a deeper understanding of literature.

Students will use illustrations to connect to text as a strategy for comprehension.

**Learning Targets:**

I can analyze illustrations in a text to tell how characters are feeling.

I can use illustrations to help me understand the meaning of new phrases.

I can make connections to literature.

**Materials:**

- Reading portraits powerpoint
- Reading portraits art prints
- *A Sweet Smell of Roses* by Angela Johnson
- *Library Lion* by Michelle Knudsen
- *Do Not Bring Your Dragon To The Library* by Julie Gassman
- “preview” screenshots of pages from above listed books
- Reading strategies posters

**Introduction:**

Introduce topic: *Today, we will be exploring a new way of reading! This “new” way doesn’t use words. Turn and talk to your neighbor about what you think this new way of reading might look like.*

1. Students get into groups of 3.
2. Each group gets an art print to analyze.
3. Students discuss as a group what story their print might be telling and why they think that.
4. Groups share with the class.
5. Teacher takes notes as groups share to come back to points students are making.
6. Teacher passes out prints from above listed read alouds; repeat steps 3-5.
7. Teacher introduces reading portraits by going briefly over facial expression, focal point, and gesture.
8. Students revisit their group’s images and explores if there is anything more they can understand from their images. New information is shared.
9. Teacher reads *Library Lion*, asking questions while reading about the illustrations on pages.
10. ***the next day*** Teacher introduces *Do Not Bring your Dragon to the Library* and asks students to predict what may happen based off of the front cover.
11. Students recreate the character’s expression.
12. Teacher reads book and asks comprehension questions, also points out images in book.
13. ***the next day*** Introduces non-fiction book *A Sweet Smell of Roses*.
14. Students predict what this book may be about based off of the cover.
15. Teacher picture walks through story. Students are asked to turn to a friend and tell them how the story may go.
16. Teacher reads story. On page 8, teacher reads quote “We are right. We march for equality and freedom.” And shows image to students. Students infer what the word equality means using context clues and the illustration.
17. The rest of the book is read, taking note of the symbolic red throughout the book.

**Closure:**

When in reader’s workshop, students are using the illustrations in their reading books to practice these skills. At the end of reader’s workshop, students share with their partner something they learned from the illustrations and story.

**Differentiation:**

Students in yellow or 1G may need support with finding books that have characters showing expression, as many of these books have simple, concrete/familiar illustrations. These students will be grouped with 2B and 1-2R readers.