

Lesson Plan by : J. Ortiz, Grade 1, Arnone School
Title : Chibi – A True Story from Japan
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The Ten Important Sentences

- 1) One Spring morning a brown-and-gold duck flew over a skyscraper in Tokyo, Japan.
- 2) After a quick look around, the duck settled down in a clump of ivy by the pool and proceeded to build her nest.
- 3) As soon as number ten was fluffed out and steady on her feet, the mother duck led her entire brood out of the nest and onto the ledge above the pool.
- 4) Sato-san named her Chibi, which means “tiny”.
- 5) Soon four thousand people a day were visiting the Mitsui Office Park to seek Oka-san and her ducklings.
- 6) But right across the street was an ideal place for growing ducklings--the great moat in the Emperor’s Gardens.
- 7) Many of them had traveled a long way to capture on film the exciting moment when the *kamo* crossed the eight-lane avenue.
- 8) Waving his arms frantically, he shouted at the driver to stop.
- 9) Calmly she herded her brood across four lanes, up onto the divider, then down onto the remaining four lanes.
- 10) But he was happy that he was the one who had helped the duck family to cross the avenue safely.

Fact & Opinion

Write F for fact and O for opinion

- _____ 1. One Spring morning a brown-and-gold duck flew over a skyscraper in Tokyo, Japan
- _____ 2. It didn’t seem to bother her that she was in an office park in downtown Tokyo...or that she was only a stone’s throw away from Uchibori Dori, the eight-lane avenue where three hundred cars a minute roar in and out of the city.
- _____ 3. It seemed as if the tenth egg might be a dud.
- _____ 4. That was when the workers in the offices in Mitsui Office Park saw the ducks for the first time.
- _____ 5. Tokyo TV started to broadcast a “Duck Watch” on the evening news.
first time.
- _____ 6. She repeated the trip seven times that morning.
- _____ 7. She paddled around, encouraging her family to join her.

_____ 8. Her brothers and sisters were already swimming away from her with Oka-san, who seemed not to realize that Chibi had been left behind.

_____ 9. The top of the wall must have seemed as high as Mount Fuji to her.

_____ 10. But he was happy that he was the one who had helped the duck family to cross the avenue safely.

Cause

One egg cracked, then another egg hatched, then seven more.

Eleven wild kamo are living around the pool!

The duck family had outgrown the little pool at the office park.

At that moment a sports car came speeding down the broad avenue.

Chibi joined her family in the garden moat of the Emperor of Japan.

Effect

There was a commotion in the ivy.

The ducks caused a sensation.
Word spread like wildfire.

Oka-san was planning to cross Uchibori Dori!

Sato-san, who was about to take a picture, dropped his camera and ran into the street

Sato-san was happy that he was the one who had helped the duck family to cross the avenue safely.

Vocabulary:

Personalization

-photographer *-anxiously* *-encouraging*

Demonstration

-hatched *-scraggly* *-mournfully*

Dramatization

-spied *-brooded* *-snuggled* *-dozed* *-swerved* *-glided*
-commotion *-paddling* *-clambered* *-ignored* *-teetered* *-screeched*

Exemplification

-dud

Illustration

-skyscraper *-ledge* *-Mount Fuji* *-clump* *-moss*

Definition

-sensation *-notified*

Week Activities:

Monday:

READ STORY – IDENTIFY TEN IMPORTANT SENTENCES

Introduce vocabulary, discuss, and display on Work Wall. Students read story with a partner, or independently. Teacher writes “Ten most important sentences” on overhead projector. Class discussion of story and ten sentences. Class decides if ten sentences tell the story. Class discussion--identify genre and author’s purpose.

Tuesday:

FACT / OPINION

Review vocabulary (see chart)--photographer, encouraging, anxiously, mournfully, scraggly. Review and chant “ten important sentences” as rap, etc. Ten students read and act-out ten sentences. Students read ten Fact and Opinion Sentences. Using individual flip cards FACT/OPINION, students decide if each sentence is a fact or opinion.

Discuss each sentence and “prove” that it’s a fact; students will change each opinion to a different opinion to prove it’s an opinion. Ex.: Sentences 2 and 3 on FACT/OPINION paper have words “seem” and “seemed”. Students can change the opinion to the opposite.

Wednesday:

SEQUENCE EVENTS

Make large sentence strips of the Ten Important Sentences. Then students hold the strips in scrambled order. Students place the sentence in the correct order. Class decides if order is correct.

At individual desks, students cut up individual papers with the Ten Important Sentences. Scramble the sentences, and put back in their correct order, then number the sentences.

Class discussion of the sequencing using the words “before” and “after”. Students go back to book and identify what happened “right before” and “right after” the “sentences.”

Review all dramatization vocabulary (chart). Play charades--students and teacher act-out words, and other students guess the vocabulary word.

Thursday:

CAUSE/EFFECT

Review vocabulary (chart) – skyscraper, clump, ledge, moss, Mount Fuji. Draw illustrations of each. Chant the ten Sentences.

Teacher writes a list of causes on overhead, or chalkboard. Students write each cause and find the effect for each in the story, then write the effect on a cause/effect graphic organizer.

Friday:

MAIN IDEA

Review vocabulary--sensation, notified. Locate in dictionary and write definitions.

Review dictionary skills. Chant Ten Important Sentences.

Identify Main Idea.

Make flip books to arrive at main idea. Each flip has the question and answer. Who? Did what? Where? When? Why? The last page of flip book, which is the largest page will have the main idea written and a sketch drawn to demonstrate all five elements.