

ribes Kit?

ed in the story.

a hole



Retail Stories

Name: _____

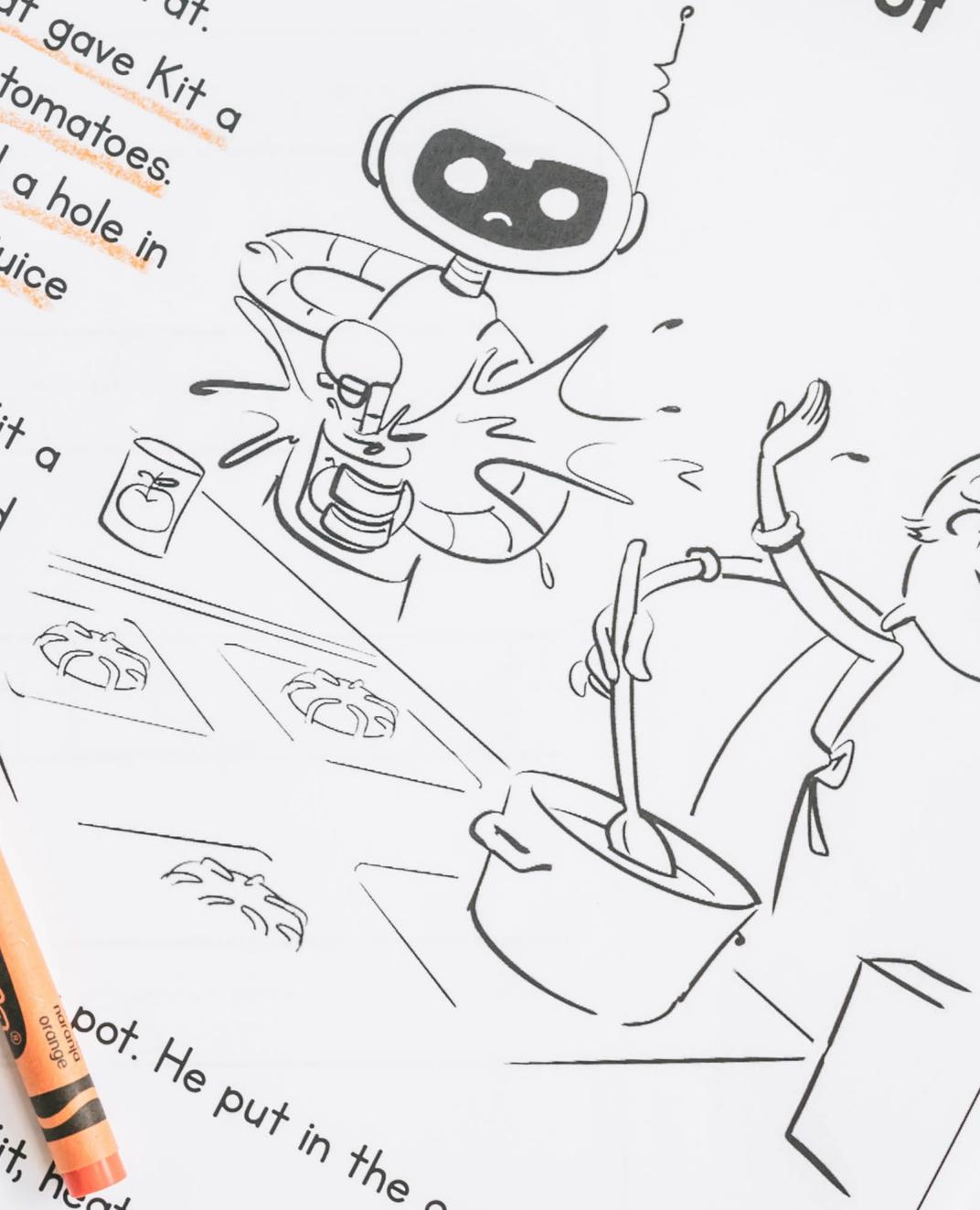
Kitchen Robot

"I'm Pat. This is my robot Kit. Watch us cook soup," said Pat.

Pat gave Kit a can of tomatoes. Kit poked a hole in it. Tomato juice sprayed out.

Pat gave Kit a carrot. Kit peeled it quickly. Bits of carrot flew over.

Pat put the tomatoes in the pot. He put in the noodles. Kit splashed it. "Let's cook the noodles. Kit, heat it got too hot. The noodles maybe we'll go out. a pizza



Read and Answer Questions

- a. Jack's tooth ble
- b. Jack bit his per
- c. Jack was hung
- d. Jack's tooth

2. Draw an importa

3. What happ

- a. Jack
- b. Jack
- c. Jack
- d. Jack

4. What

360L

Retell Stories

Name: _____

Date: _____

Loose Tooth

In the morning, Jack got dressed. He made toast for breakfast. He bit into the toast.

"Ouch!" he cried. "My tooth!"

Jack had a loose tooth. It wiggled. It wobbled.

At school, Jack put his pencil in his mouth. Without thinking, he bit down on it.

"Oh, no, my loose tooth!" he cried.

Now the tooth was very loose. It bled a little. At night, Jack did not want to eat his taco. His tooth was hanging on by a string. Jack's sister told him to pull the tooth. Jack was too afraid to pull it.

Before bed, Jack brushed his teeth. He was very gentle. The tooth wiggled and wobbled. Jack rinsed with water. When he spit the water, the tooth came out, too! It didn't even hurt.

"I hope the Tooth Fairy comes," said Jack.





470L

Retell Stories

Name: _____

Date: _____

Sister War

"Hey!" yelled Emily. "That's my kit!"

"So?" asked Carly. "You're wearing my sweater."

That's how the sister war started. The twins decided that sharing was just not worth it. From now on, it would be every sister for herself.

Emily laid a long strip of tape down the middle of their bedroom. She put all of her things on her side of the room. Carly put all of her things on her own side of the room. They split the closet in half. They split the doorway in half.

At first, each sister stayed on her own side. The family's tablet battery died. She stretched the cord to an outlet on Carly's side of the room. Carly plucked it out of the wall.

Then Carly turned the lights off. Carly put all her toys in neat piles on her side of the room. Carly "Toss your toys over there," she said. "I'll give you my tablet," Emily said.

"I'm not making anyone happy," Emily said. "Even the twins don't like this." "I'll give you my tablet," Emily said. "I'll give you my tablet," Emily said. "I'll give you my tablet," Emily said.

"I'll give you my tablet," Emily said. "I'll give you my tablet," Emily said. "I'll give you my tablet," Emily said. "I'll give you my tablet," Emily said.



Ask and Answer Questions

1. Draw a picture of the _____



2. What was the _____

- a. They were _____
- b. They lived _____
- c. They shared _____

3. What happened _____

- a. Emily needed _____
- b. Carly used _____
- c. Emily turned _____

4. What is a _____

The _____

5. What is _____

- a. Shared _____
- b. Sister _____
- c. If you can't _____

STORY MORALS

1st grade

Table of Contents

*This product includes 12 Lexile® leveled passages in the 1st Grade Florida B.E.S.T. Text Complexity Band (the range for 1st grade is BR-430L).

1. Moral Anchor Chart
2. Moral Practice Page
3. Moral Mentor Text
4. Grounded- 200L
5. Kitchen Robot- 220L
6. Loose Tooth- 230L
7. Flat Tire- 240L
8. Frog and the Crocodile- 240L
9. The Lion and the Mouse- 290L
10. Babies Don't Wait- 310L
11. The Donkey- 360L
12. Treasure Hunter- 410L
13. Sister War- 430L
14. Assessment
 - Dino Race- 240L
 - Bunny Buddies- 250L

ABOUT LEXILE LEVELS



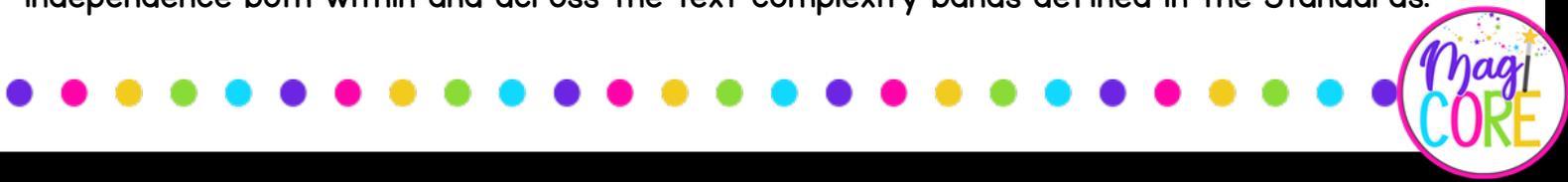
MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Florida B.E.S.T. Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Florida B.E.S.T. Expectations
K-1	BR-430L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

Student Practice Pages: These are extra, short practice pages for students to use as part of the mini lesson. After the anchor chart is introduced and completed as a class, practice pages can be completed as guided practice or independent practice.

Mentor Text: The mentor texts included in this lesson come directly from the Florida B.E.S.T standards **mentor text recommendations for first grade**. These texts tend to be significantly longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling.

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers chose to use the assessment passages separately in order to differentiate assessments.

Anchor Chart

Moral

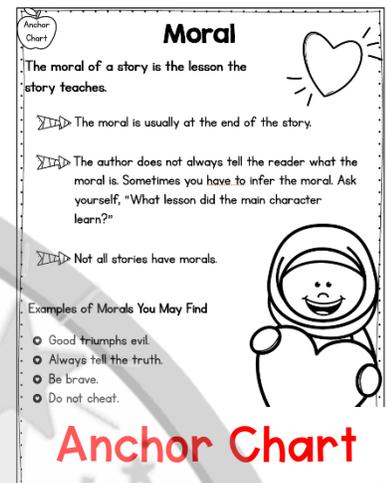
The moral of a story is the lesson the story teaches.

- ▶▶▶ The moral is usually at the end of the story.
- ▶▶▶ The author does not always tell the reader what the moral is. Sometimes you have to infer the moral. Ask yourself, "What lesson did the main character learn?"
- ▶▶▶ Not all stories have morals.

Examples of Morals You May Find

- Good triumphs evil.
- Always tell the truth.
- Be brave.
- Do not cheat.

Anchor Chart



Student Practice

Moral

The moral of a story is the _____ the story teaches.

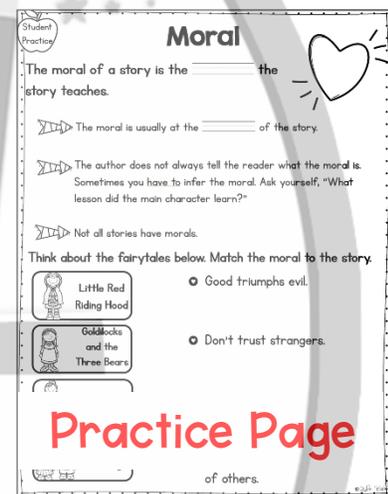
- ▶▶▶ The moral is usually at the _____ of the story.
- ▶▶▶ The author does not always tell the reader what the moral is. Sometimes you have to infer the moral. Ask yourself, "What lesson did the main character learn?"
- ▶▶▶ Not all stories have morals.

Think about the fairytales below. Match the moral to the story.

 Little Red Riding Hood	○ Good triumphs evil.
 Goldilocks and the Three Bears	○ Don't trust strangers.

_____ of others.

Practice Page



Mentor Text

Characters, Settings, Events, Name: _____ Date: _____

The Tale of Peter Rabbit

Once upon a time there were four little Rabbits, and their names were— Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

"Now my dears," said old Mrs. Rabbit one morning, "you may go into you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. Now run along, and don't get into mischief. I am going out."

Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries: But Peter, who was very naughty, ran straight away to Mr. McGregor's garden,

Mentor Text

Whom should he meet but Mr. McGregor!



How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

Day 1- Day 2: Introduce the key vocabulary with the character, setting, and events anchor charts. Go through each anchor chart together to practice. As part of the mini lesson, have students complete the student practice in partners or independently. Review practice together. Please Note: Anchor charts should be reviewed as a part of the mini lesson each day.

Day 3: Read the mentor text together. Complete the questions as a group. Ensure you model and practice coloring text evidence in the indicated crayon colors.

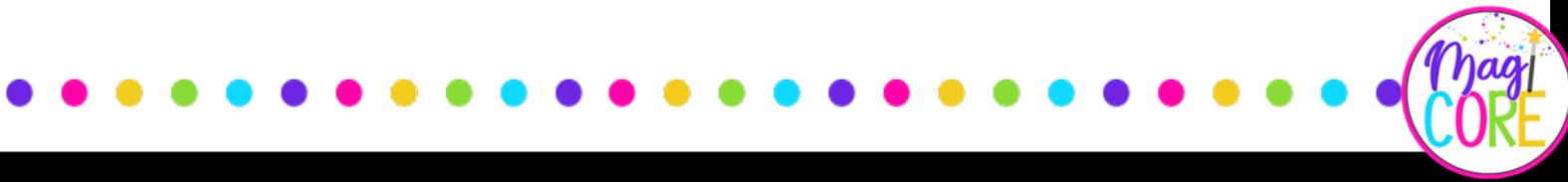
Day 4: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 5: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

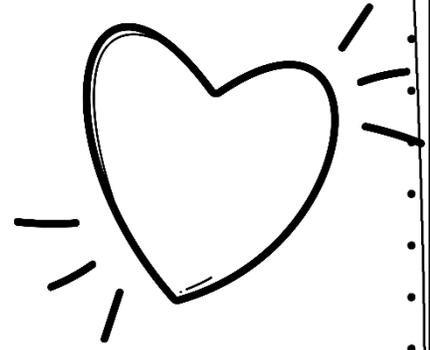
Day 6-7: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 8: By the end of the unit, most of your class should be showing mastery of the passages. This is time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



Moral



The moral of a story is the lesson the story teaches.

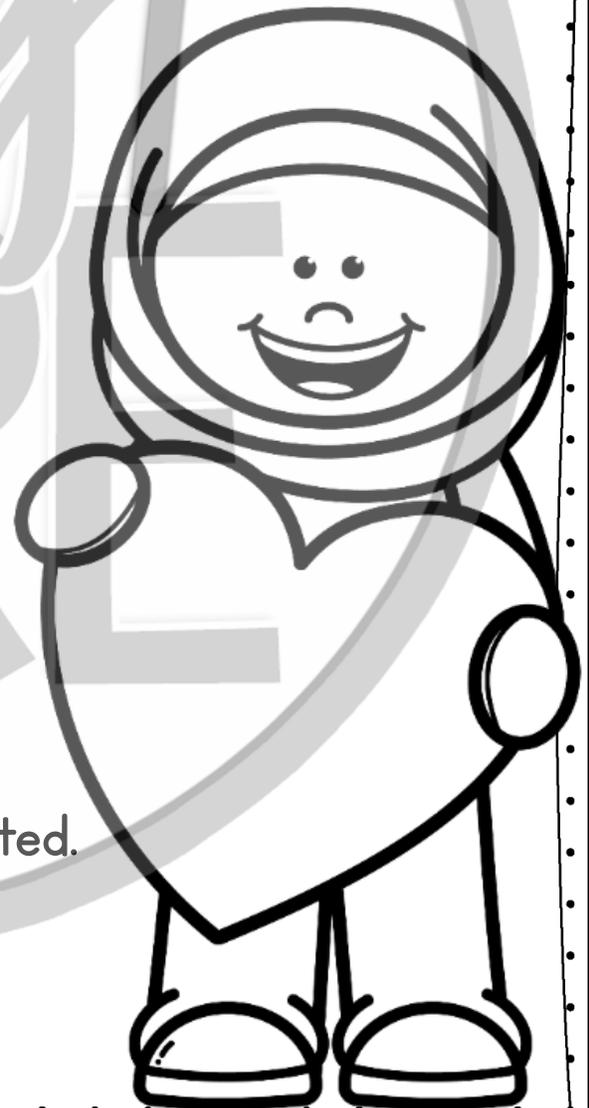
➡ The moral is usually at the end of the story.

➡ The author does not always tell the reader what the moral is. Sometimes you have to infer the moral. Ask yourself, "What lesson did the main character learn?"

➡ Not all stories have morals.

Examples of Morals You May Find

- Good triumphs evil.
- Always tell the truth.
- Be brave.
- Do not cheat.
- Treat others as you want to be treated.
- Be honest.
- Take responsibility.



Loose Tooth

In the morning,
Jack got dressed. He made
toast for breakfast. He bit
into the toast.

“Ouch!” he cried.

“My tooth!”

Jack had a loose
tooth. It wiggled. It wobbled.

At school, Jack put
his pencil in his mouth.
Without thinking, he bit
down on it.

“Oh, no, my loose tooth!” he cried.

Now the tooth was very loose. It bled a little.

That night, Jack did not want to eat his taco. His tooth
was hanging on by a string. Jack’s sister told him to pull the tooth.

Jack was too afraid to pull it.

Before bed, Jack brushed his teeth. He was very gentle.
The tooth wiggled and wobbled. Jack rinsed with water. When he
spit the water, the tooth came out, too! It didn’t even hurt.

“I hope the Tooth Fairy comes,” said Jack.



1. What is the problem in the story?



- a. Jack wanted the Tooth Fairy to come.
- b. Jack had a loose tooth.
- c. Jack hurt his tooth.

2. How was the problem solved?



3. What lesson did Jack learn?



- a. Jack learned it didn't hurt when his tooth came out.
- b. Jack learned losing teeth hurts.
- c. Jack learned you should not eat toast.

4. Is this lesson true for everyone?

YES

NO

5. Is there a moral? If so, what is the moral of the story?

Sister War

"Hey!" yelled Emily. "That's my art kit!"

"So?" asked Carly. "You're wearing my sweater."

That's how the sister war started. The twins decided that sharing was just not worth it. From now on, it would be every sister for herself.

Emily laid a long strip of tape down the middle of their bedroom. She put all of her things on her side of the room. Carly put all of her things on her own side of the room. They split the closet in half. They split the doorway in half.

At first, each sister stayed on her own side. Then Emily's tablet battery died. She stretched the cord to an outlet on Carly's side of the room. Carly plucked it out of the outlet.

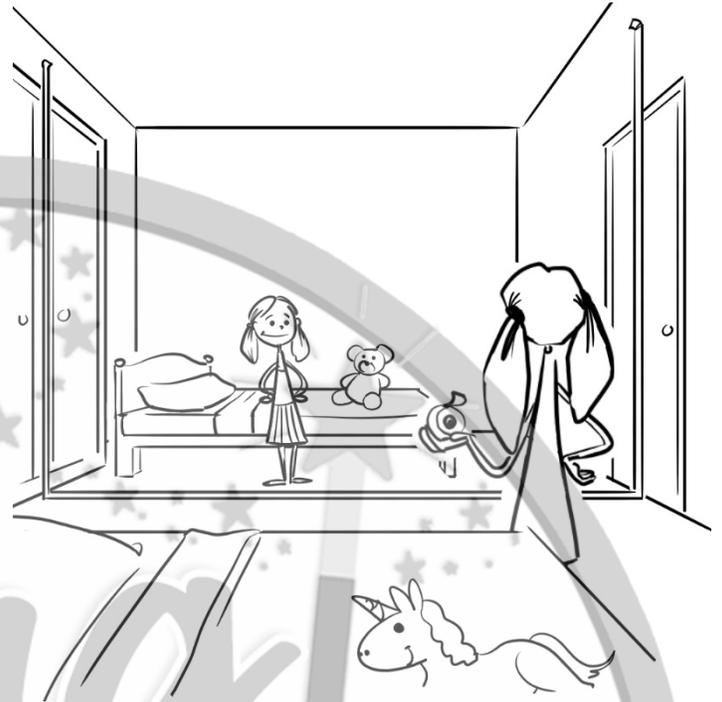
Then Carly set all her trading cards in neat piles on her bed. Emily turned the fan on high. Cards blew everywhere.

"That's for unplugging my tablet," Emily said.

The sister war was not making anyone happy. Even the twins' mom and dad were fed up.

"You girls have got to sort this out," they said.

Finally, the girls came up with a solution. They would share the room, their toys, and their clothes. The only rule was they had to ask permission first. The sister war was over.



Morals

1. What is the problem in the story?



- a. Emily and Carly do not want to share.
- b. Carly wants her own room.
- c. Emily would not stay on her side of the room.

2. How was the problem solved?



3. What lesson did the twins learn?



- a. Emily and Carly learned splitting their room solved their problems.
- b. Emily and Carly learned you should ask permission to use someone else's things.
- c. Emily and Carly learned you should not use other people's things.

4. Is this lesson true for everyone?

YES

NO

5. Is there a moral? If so, what is the moral of the story?

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Good to Go



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