

**GRADE 1****ELA CCGPS UNIT PLAN: 1st 9 WEEKS**

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS: LITERARY

THEME: *Mapping our Worlds: Dreams and Reality*

PART 1 EXTENDED TEXT (4.5 WEEKS):

The Wonderful Wizard of Oz by Frank L. Baum (read-aloud) (1000L)

<http://www.literature.org/authors/baum-l-frank/the-wonderful-wizard-of-oz/>

Or

The Wizard of Oz by Baum/Santore (illustrated)

Or

The Wonderful Wizard of Oz by Baum/Sabuda (illustrated/pop-up)

THEMATICALLY CONNECTED SHORT TEXTS:

1. *Cinderella* (any classic version or view one at <http://www.childrenstory.com/tales/1page/cinderella.html>)
2. *Cinder-Elly* by Frances Minters
3. *Mufaro's Beautiful Daughters* by John Steptoe (and other Cinderella stories from around the world) (720L)
4. *Over in the Meadow* by John Langstaff (book) (450L)

SUPPLEMENTARY MATERIAL:**POEMS:**

"If I Were King" by A.A. Milne

http://www.famouspoetsandpoems.com/poets/a_a_milne/poems/15339

"A Great Lady" from *The Jingle Book* by Carolyn Wells

<http://www.podcast.com/Arts/l-295017.htm> (podcast)

http://www.gutenberg.org/files/24560/24560-h/24560-h.htm#Page_18 (e-book)

SONGS/AUDIO:

Fairy Tale Songs Download:

<http://www.songsforteaching.com/store/fairy-tales-mini-album-download-with-lyrics-pr-58178.html>

"Somewhere Over the Rainbow" lyrics:

<http://www.stlyrics.com/lyrics/thewizardofoz/somewhereovertherainbow.htm>

"Over in the Meadow" (song and video)

<http://www.youtube.com/watch?v=dOX8T3YMA0g> or <http://www.youtube.com/watch?v=C6ljGXMMB-g>

Audio and Text of Grimm's Cinderella:

<http://www.nationalgeographic.com/grimm/cinderella.html>

VIDEOS:

The Muppets: Wizard of Oz

The Wizard of Oz (classic)

Fairy Tale e-book interactive read-alouds:

<http://www.bbc.co.uk/cbeebies/stories/theme/fairytales/>

PART 2 EXTENDED TEXT (4.5 WEEKS):

Me on the Map by Joan Sweeney (280L)

THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and informational):

1. *How to Make an Apple Pie and See the World* by Marjorie Priceman (590L)
2. *Follow the Water from Brook to Ocean* by Arthur Dorros (600L)
3. *Bringing the Rain to Kapiti Plain* by Verna Aardema
4. *Water, Water, Everywhere* by Cynthia Overbeck Bix and Mark J. Rauzon
5. *Water's Way* by Lisa Westburg Peters (580L)

SUPPLEMENTARY MATERIAL:**POEMS:**

"Nobody Knows Where Our Bus Driver Goes" by Jeff Mondak

<http://www.jeffspoemsforkids.com/s1.php?id=11> (poem in verse)

<http://www.songramp.com/mod/mps/viewtrack.php?trackid=41913> (poem performed as a song)

"April Rain Song" by Langston Hughes

<http://www.poetryfoundation.org/poem/182174> (poem)

<http://www.poetryfoundation.org/features/video/6> (video and read-aloud by poet)

"Where is the Rain?" and "The Rain Song" traditional African literature

<http://www.canteach.ca/elementary/africasong.html>

"Fog" by Carl Sandburg

<http://carl-sandburg.com/fog.htm>

SONGS/AUDIO/VIDEO:

Reading Rainbow Episode: "Bringing the Rain to Kapiti Plain"

www.discoveryeducation.com

Maps and Globes (United Streaming video)

PART 1 WRITING FOCUS (Narrative)

These prompts will be your assessments for the first 4.5 weeks:

The Wonderful Wizard of Oz

After modeling the "Story Sack" for *The Wonderful Wizard of Oz*, students will select 5 items they would place in a "Story Sack" for their own journey. Students will then write a story with themselves as the main characters and choose a fantasy travel companion. In the story, students have to travel to a strange land through a strange mode of travel and describe all of the unusual people and the weird things they do while there, including items from their Story Sack.

Cinderella

After reading several fairy tales and identifying the key elements of a fairy tale, students will create their own fairy tale based on a class-created anchor chart and writing map including characters, setting, and plot (sequence of events).

PART 2 WRITING FOCUS (Narrative)

This prompt will be your assessment for the second 4.5 weeks:

How to Make an Apple Pie and See the World

After reading *How to Make an Apple Pie and See the World*, Students will choose a “dish” they would like to make and tell a story detailing how and where they traveled across the world to collect the ingredients needed to make the dish.

Me on My Map

After reading *Me on the Map*, have students identify all of the places they live (i.e. city, state, house). Choose one of those places as the setting for a story. Create a graphic organizer web for everything you could see and do in that location. Write a personal narrative telling what you did one day in that location.

A Drop of Water

In this writing task, students become a drop of water. Using the information in *Follow the Water from Brook to Ocean* and *Water’s Way*, students create a flow chart showing how a raindrop moves from one place to another. Students will have to use the point of view of the raindrop but will use the flow chart to tell what they did in each step finally coming to a resting place.

RESEARCH CONNECTIONS:

Settings in the World

Identify the landforms used as settings in the fairy tales or other unit texts (e.g. Kansas’s plains in *The Wizard of Oz*). Select one and research key facts about the landform. Create a pop-up card including labeled parts on the top inside of the card and a short factual description on the bottom. Create a landform museum with the cards.

<http://www.enchantedlearning.com/geography/landforms/glossary.shtml>

<http://www.harcourtschool.com/activity/typesofland/typesofland.html>

http://www.harcourtschool.com/activity/types_of_land_2/index.html

Map of Oz: <http://www.hungrytigerpress.com/tigertreats/ozmapwp.shtml>

Using a map, such as the Map of Oz, write “How-To” directions for getting from one place on the map to the other. This can also be done whole group by creating a room-size map with a compass rose and having students write a direction at each location in the room for others to follow using a Treasure Hunt format.

Weather Catastrophes

After reading Ch. 1 in *The Wizard of Oz*, compare a cyclone with a tornado. Make a class Cyclone vs. Tornado T-chart with illustrations and descriptions of each, providing individual students to contribute to the chart.

http://www.diffen.com/difference/Cyclone_vs_Tornado

<http://www.davidtan.org/differences-cyclone-vs-hurricane-vs-tornado/>

Rainbows

After listening to the song “Somewhere Over the Rainbow”, identify the stage of the water cycle in which a rainbow would appear and what colors make-up a rainbow.

<http://www.weatherwizkids.com/weather-optical-illusions.htm>

Countries Around the World

Choose the country of origin from one of the Cinderella stories. Create a class KWL chart about the country. Identify the key questions the class would like to answer. Use websites and reference materials to locate facts that answer the questions. Make a travel postcard for the country with a picture and a bulleted list of country facts.

<http://kids.yahoo.com/reference/world-factbook>

<http://kids.nationalgeographic.com/kids/places/find>

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<http://kids.yahoo.com/reference/world-factbook>

<http://kids.nationalgeographic.com/kids/places/find>

The Water Cycle

Students will generate a shared writing on how the water travels through the water cycle.

http://www.epa.gov/ogwdw/kids/flash/flash_watercycle.html

<http://www.kidzone.ws/water/>

<http://www.watereducation.org/doc.asp?id=1022>

Continents and Oceans

As a class, students will generate a list of questions they have about the geography of our world. These questions will guide the exploration of the world using Google Earth. Students will then create a class book of Fun Facts about our world.

<http://www.myschoolhouse.com/courses/O/1/76.asp>

www.googleearth.com

<http://www.enchantedlearning.com/geography/>

Maps and Globes

Share examples of different types of maps and globes. Have students identify the similarities and differences and discuss the names of the different types. View the Reading Rainbow video "Alistair in Outer Space" at www.discoveryeducation.com. Use a Video Response log or 3x3 log to record in writing and/or drawing 3 parts of a map, 3 uses for a map, and 3 things a mapmaker needs.

ROUTINE WRITING (Tasks can be completed as a class on anchor charts or in class-made books or can be used as journal writing topics throughout the unit):

Fairy Tales Cast of Characters

The class will create a Cast of Characters to display in the classroom by dictating ideas about each character while the teacher models writing that describes the character and his/her actions/feelings

The Yellow Brick Road

Students will complete a "mind map" of each location in Dorothy's travels down the Yellow Brick Road.

Character Diary

Choose a fairy tale character. Write the date on the top of each entry and then tell what happened from the point-of-view of the character. (ex. "Today I, ...")

Response to Literature

Students will respond to a prompt about a specific story and give an example from the text. For example, "If I click my ruby red slippers, I wish I could ...just like Dorothy landed in Oz".

Small Moments Writing

After reading several versions of *Cinderella* and/or *The Wonderful Wizard of Oz*, students will rewrite what would happen the first time Cinderella or Dorothy meets their Fairy Godmother, focusing on the introduction to her, what should be asked of her, and how the dreams come true.

Recipe Writing

Students will learn how to write a list of ingredients and then write how-to steps for making a dish using temporal words.

Passport

Students will create a passport book for the *How to Make an Apple Pie and See the World* and include a title, detail and picture for each location.

My Book of Maps

Students will create their own atlas by making several maps related to their own place on the map. For example, a map of their room, a map of their state, a map of the world. They can make a paper doll of themselves that moves from map to map. Alternatively, this can be done using a technology application like Pixie, Photo Story, or PowerPoint.

Reader's Response Journal

Students will keep a journal of locations shared through reading. The journal could include mini KW 2-column charts made from pictures, labels, and sentences based on the level of the student.

Mind Maps

Students can use mind mapping strategies throughout this unit and should be encouraged to participate in shared writing activities as well as independent opportunities to use mapping techniques. Examples include flow charts, story maps, questioning maps, character maps, cycle or wheel diagrams, etc.

PLANS FOR ASSESSMENT 1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

The Wonderful Wizard of Oz

After modeling the “Story Sack” for *The Wonderful Wizard of Oz*, students will select 5 items they would place in a “Story Sack” for their own journey (at least 1 setting card/picture, 1 character card/action figure, and 3 detail items). Students will then write a story with them as the main character and choose a fantasy travel companion. In the story, students have to travel to a strange land through a strange mode of travel and describe all of the unusual people and the weird things they do while there, including items from their Story Sack.

SKILL BUILDING TASKS

This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundational standards, while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.

ESSENTIAL QUESTION: What are the important elements of a story/fairy tale?

Task: Pre-Reading/Story elements/Fairy Tale Genre

Standards:

ELACC1RL1: Ask and answer questions about key details in a text

ELACC1RL3: Describe characters, settings, and major events in a story, using key details

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
(k. Prints with appropriate spacing between words and sentences)

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media

Instruction(1-2 DAYS)

- Ask students to share their ideas about stories (literary texts) by creating a class chart titled “Stories have/are/can be...”. Use a morning message format to record each student’s dictated responses. Model appropriate printing with appropriate letter formation/spacing. Let students reread their responses to the class.
- Once students have all responded, guide students to find common answers and create a Story Elements anchor chart including, at a minimum, Characters, Setting, Sequence of Events or Plot. Other words that can be used here include Beginning/Middle/End, Details, etc.
- Tell students you are going to share some secret items about a new read-aloud story that will give some clues about the story’s characters, settings, and events. Using a Story Sack (see below), pull out one item at a time and have students identify the item and discuss which story element they think it relates to. You may choose to use this time to also focus on the vocabulary and/or spelling of the item names by creating labels or using a chart to list them. Some students may begin to identify with the story, so be prepared to either encourage this revelation or suggest keeping it a secret. These items can be used for reference throughout the reading of the text.
- Once all items are revealed, share the title, author, and background of the book, including that it is a member of the fairy tale genre. When sharing this information, model the appropriate punctuation/capitalization for writing titles and authors.
- Have students brainstorm other fairy tales they know and then following a similar format as above with the story, have students generate ideas about what fairy tales are and what makes them more than just a story.
- Create a “What is a Fairy Tale?” anchor chart. Be sure to include the following at a minimum:
 - Make-believe or fantasy stories with magic and enchantment

- Beginning and ending words
- Characters often include royalty, but always include good vs. evil (wicked)
- Stories passed down through generations

A Story Sack is a way to bring the story to life for the students and create a literary experience that is hands-on, focused on the key details, and fun! For this story, you may use any bag, but a colorful, “magical” bag is the best to create the mood for the story. Items that could be included in the bag are character cards, ruby (or silver) slippers, a witch’s hat or green wig, picture of a tornado, a picture of a meadow/plain, a brick painted yellow, a crown or wand, straw, an oil can, a stuffed dog in a basket, large lollipops, a lion’s mask, etc.

ESSENTIAL QUESTION: How do we identify the most important information in a story?

Task: Asking guiding questions (5 Ws + H)

Standards

ELACC1RL1: Ask and answer questions about key details in a text.

ELACC1RL3: Describe characters, settings, and major events in a story, using key details.

ELACC1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

ELACC1W7: Participate in shared research and writing projects.

ELACC1W8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

ELACC1SL4: Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on First Grade reading and content.

Instruction(1-3 DAYS)

- Read-aloud Chapters 1-2 of *The Wonderful Wizard of Oz*.
- Introduce the 5 Ws + H (Who, What, When, Where, Why, How) to students as the important questions words to help understand more about a text. Help students make connections to the story elements anchor chart, i.e. Who = Characters, When and Where = Setting.
- After Ch. 1, have students Think-Pair-Share several question/answer combinations about the setting, characters and events. These can be shared aloud or monitored by the circulating teacher.
- Teachers may want to begin both a setting chart and a character chart at this point or the comparisons can be done later.
- Make sure weather is brought up as part of the setting. Reread and/or record specific lines in the text that refer to the weather, such as “...there came a great shriek from the wind, and the house shook...” and “...in case a mighty whirlwind arose” (Ch. 1). Discuss the meaning of a cyclone and its common synonyms - whirlwind, tornado, funnel cloud. **(Optional research connection available here.)**
- After Ch. 2, have students share aloud the one thing that first comes to their minds about the chapter. Begin to record the descriptive words and phrases by using a shared/modeled writing process.
- Talk to students about how news reporters give us the facts of a story and have to use question words to find out those facts through interviews and research. Tell students they will be eye witnesses on tonight’s episode of the Munchkin News.
- Using the “Think, Draw, Label, Write, and Add Details” approach to writing, have students illustrate their interpretation of the key event in Ch. 2 and then, write a one-sentence, eye-witness account of what happened today in Munchkin Land. Remind students to include character and setting words.
- Allow students to conference with a partner or the teacher and practice reading their sentence aloud.
- Use a flip video camera or other recording device to allow each “munchkin” to give their best report of what happened today in Munchkin Land. To make this more interactive, use props or costumes, such as an elf or jester hat, and solicit the help of another teacher, a parent, or even an older students to be the reporter.

***Assessment Opportunity**

ESSENTIAL QUESTION: What type of words describe who and when?

Task: Sequence of Events: Introducing Characters/Temporal Words

Standards

ELACC1RL1: Ask and answer questions about key details in a text

ELACC1RL3: Describe characters, settings, and major events in a story, using key details

ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media

ELACC1SL4: Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACC1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Instruction(3-4 DAYS)

- Ask students to identify the main character in the story so far (Dorothy). Begin a character map or web for Dorothy either as a class or as individuals in a journal or “Cast of Characters” booklet. Pictures of Dorothy can be provided to cut and paste to the center of the map/web. This will be the model for the remaining key characters.
- Read-aloud Ch. 3-6 one chapter at a time. These chapters introduce the Scarecrow, Tinman, and Cowardly Lion. For each chapter, create a new character map/web for the new character. Make sure to include not only the physical characteristics, but also the emotions and personalities of the characters, the setting of their introduction, and their reason for going to find the wizard.
- Specifically, characters can be categorized according to their “strong feelings”. This is an excellent introduction into adjectives and how they do not just have to describe how something/somebody looks. This is an opportunity to move beyond the typical “5 senses” approach to description and include how a character feels and what they think.
- Using character cards from the Story Sack, ask students to sequence the introduction of characters from the story. Relate these to ordinal numbers. Create a list of ordinal numbers and characters in a shared writing format.
- Ask what other words could introduce when something happens in a story. Use prompting and modeling to elicit responses, such as “First, Dorothy found the scarecrow, and _____ she found the Tin Man.” Be sure to include next, then, last, and after on the list but also encourage higher-level words like finally, eventually, afterwards, and following. See this list for other appropriate 1st grade temporal words:
<http://www.firstschoolyears.com/literacy/sentence/grammar/prepositions/resources/temporal%20prepositions%20word%20bank.pdf>
- Take plenty of opportunities daily to include temporal words in oral and written communication. Use the “I do, we do, we do, we do, YOU do” philosophy of scaffolding to practice this with students (the YOU DO will come in the assessment).
- At this point, consider a modeled or shared writing about your school day schedule as compared to Dorothy’s day so far.

ESSENTIAL QUESTION: What types of words describe where and how?

Task: Sequence of Events: Setting and Action Words

Standards

ELACC1RL1: Ask and answer questions about key details in a text

ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1RL3: Describe characters, settings, and major events in a story, using key details

ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

f. Read words with inflectional endings.

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal

words to signal event order, and provide some sense of closure

ELACC1W7: Participate in shared research and writing projects.

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC1SL4: Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELACC1L5d: With guidance and support from adults, explore word relationships and nuances in word meanings: Distinguish shades of meaning among verbs differing in manner and adjectives by defining or choosing them or by acting out the meanings.

Instruction(2 DAYS)

- Create a model of a Yellow Brick Road prior to this activity. Ideally, this would be on the floor or on banner paper for students to interact with, but alternatively, it could be on chart paper, a bulletin board, or an interactive whiteboard.
- Remind students that all of the characters are now following the same path to see the wizard in the Emerald City, but each character travels that path differently. Talk about all of the ways someone can walk, or move down the Yellow Brick Road. As students suggest VERBS, record these on a chart. Students can take turns acting each word out as they travel on your class Yellow Brick Road. Use examples from the story to guide this list, such as "...the Lion stately striding at Dorothy's side"(Ch. 6) or "the Scarecrow often stumbled down the yellow bricks" (Ch. 4).
- Initially use the present tense of the verbs during brainstorming, then provide an opportunity for a 2nd mini-lesson on how to show something happened in the past. Use the chart to identify the process of making a present tense verb into a past tense verb (e.g. hop+p+ed=hopped).
- Read-aloud Ch. 7-10. If you created a setting chart at the beginning of the unit, add each new setting to that chart as you read (e.g. Poppy Field, Forest, the Great Gulf, and The Guard Gate). Otherwise, begin a setting chart now.
- Divide students into small groups and assign each group a setting from Ch. 1-10. Have the groups illustrate the setting on large construction paper. Students may produce labels for their illustrations if you choose.
- Direct each student to choose a verb from the generated list and write a sentence on a sentence strip about how a character traveled through the setting, for example *The Cowardly Lion leaped across the great gulf.* (Provide a frame sentence for students to use if desired.) Post these illustrations around the room. Have students read their sentence strips aloud and select a classmate to act it out at the appropriate "location" in the classroom.

(Optional research connection available here.)

***Assessment Opportunity**

ESSENTIAL QUESTION: What types of words describe what and why?

Task: Imagery and Prediction

Standards

ELACC1RL4: Use illustrations and details in a story to describe its characters, setting, or events.

ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a. May include oral or written prewriting.

ELACC1W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media

ELACC1SL4: Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACC1L1f: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC1L5a: With guidance and support from adults, explore word relationships and nuances in word meanings: Sort words into categories to gain a sense of the concepts the categories represent.

Instruction(1 DAY)

NOTE: This task is about the Emerald City where everything is green. You may want to have a GREEN day where you decorate the room in green, use

only green writing utensils, have green snack, etc.

- Have students predict why they may see so much green in the room. Some students may be able to make the connection that the characters have finally reached the Emerald City. Write EMERALD = GREEN on the board or on chart paper. Ask students to brainstorm a list of other words that name the color green (e.g. celery, jade, neon green). Encourage students to look at their crayon boxes or provide a variety of crayons. It may help to show how many color variations are named after things (nouns).
- Read-aloud Ch. 11. As you are reading aloud, have students use their green writing utensils to draw as many green items as they hear. Encourage students to label the items. After the chapter is read, have students share the items they drew and as they share, record them in category groups, but do not label the categories. Give students opportunities to discover the system you are using and label the groups appropriately.

Note: At this point, you will stop doing a close read of the book. You may continue to read the remainder of the book as a read-aloud; however, please be aware that some of the later chapters can be a little scary and/or confusing.

- Remind students that even though they reached the Emerald City, this is not the end of the adventure. Introduce the word BECAUSE as a Very Important Word! Create a poster or slide of the word in large letters. Provide students their own BECAUSE task cards. Share that this word gives us more information, usually a reason or an example, that answers WHY.
- Model for students how to state a prediction, “ I think...because...” or “I believe...because...”. Each time you model a prediction, have students hold up their task cards to show you expect a reason/example for the prediction. Have students use Think-Pair-Share partners to make predictions about what could happen next in the story. Don't forget to use the task cards during the process. Remind students this is a fairy tale and therefore any make-believe ideas are welcome. These opinions can also be written in a journal, on a class shared writing chart, or as a production piece.

ESSENTIAL QUESTION: How do authors choose “just right” words?

Task: Word Choice

Standards

ELACC1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

- a. May include oral or written prewriting.

ELACC1W7: Participate in shared research and writing projects.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELACC1SL1f: Use frequently occurring adjectives.

ELACC1L5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort words into categories to gain a sense of the concepts the categories represent.

Instruction(1 DAY)

NOTE: This task may be done at this time in the pacing or at the conclusion of the book's read-aloud and/or after watching *The Wizard of Oz* video.

- Remind students that this story is a fairy tale and is make-believe. Focus on the words fiction and fantasy to describe the genre. This genre often comes from an author's imagination or dreams. Dorothy also had dreams.
- On a chart or interactive whiteboard, share the lyrics to the song “Somewhere Over the Rainbow”:
<http://www.stlyrics.com/lyrics/thewizardofoz/somewhereovertherainbow.htm>
- Ask students to identify what words in the song show that it is about a dream. Annotate those words by circling, highlighting, etc. Have students look at the rhyming words and the rhyme scheme in the song as well and annotate those.
- Other possible topics of analysis include the simile in “when troubles melt like lemon drops”, the word *lullaby* inside of a song, and positional words like *away*, *above*, and *beyond*.
- Finally, students may complete a similar color word activity as above where they list synonyms for each color word. For example, RED=ROSE or BLUE=NAVY.

(Optional research connection available here.)

Instruction(1 DAY)

- Share the book, song, video, or poem *Over in the Meadow* with students. The book by Ezra Jack Keats is the best choice for this task, but others can be used for more interactivity.
NOTE: There are many variations to this book/song/poem. If you choose more than one format to share, make sure you know if they share the same lyrics or words.
- Create a Venn diagram for the class to compare this text with the song “Somewhere Over the Rainbow”. Be sure to include similarities of rhythm and rhyme, descriptive settings, positional words (over), repetition of phrases, stanzas or verses and differences of fantasy(dream) vs. reality, many animals vs. one animal, speaker, etc.
- Create a 3-column chart labeled animal, number, action word (verb). While rereading each verse or page, guide students in completing the chart with the animal name, the number of babies, and the action they take “in the sand and the sun”.
- Highlight or annotate the rhyming pairs and the use of positional words in the text.
- Other possible topics of analysis include quotation marks and the use of the word *said*, repetition of phrases inside of a stanza, and the setting of a meadow compared to a plain in *Wizard of Oz*.
- Have a MadLib-style frame structure printed out for each student in order to create a collaborative class book. Students will select their own words to place in the blanks and illustrate a picture that matches the details. (A technology connection could be made by using a template on a PowerPoint or Pixie slide.)

_____ in the _____, in the _____ and the _____ lived an old mother _____ and her little _____
Preposition setting/place noun animal animal number

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors create stories?

Task: Writing a Narrative

The Wonderful Wizard of Oz

After modeling the “Story Sack” for *The Wonderful Wizard of Oz*, students will select 5 items they would place in a “Story Sack” for their own journey. Students will then write a story with themselves as the main characters and choose a fantasy travel companion. In the story, students have to travel to a strange land through a strange mode of travel and describe all of the unusual people and the weird things they do while there, including items from their Story Sack.

Standards:

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

- a. May include oral or written prewriting.

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop).
- e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- i. Use frequently occurring prepositions (e.g. *during, beyond, toward*).

ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- a. Capitalize dates and names of people.

- b. Use end punctuation for sentences.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Instruction:

NOTE: This part of the unit should be initiated at a time during the unit when the teacher determines he/she has adequate days to provide small group/individual instruction and conferencing as needed to complete the task.

- Each of the steps outlined below should be modeled using the teacher’s own Story Sack, including selecting items, creating a story map, etc. before the student independently begins each step.
- Provide students a sack or other container for their Story Sack. Prior to this day, directions should be sent home as to how to collect items for a Story Sack (5 items with 1 being connected to a character, 1 connected to a setting, and 3 additional detail items). Alternatively, if students do not have the resources at home, the teacher may provide choices in the classroom with a box for characters, a box for settings, and a box of additional items or pictures. Students should have their sack with 5 collected items ready at the beginning of this task.
- Give students a blank story map including boxes for setting, characters, and events (B/M/E or first/then/finally). Using the items in the Story Sack, students should place the items in an appropriate box and complete the story map using drawings, labels, or phrases.
- Use a Kid-Friendly Story Rubric with the class and make sure each student understands the components of the rubric. Make sure the anchor charts used during the unit are displayed for student referral including verbs, positional words, transitions, etc.
- After the teacher has modeled writing a narrative, students will now write a narrative using their Story Sack items and story maps.
- Teachers will then complete the process by modeling simple editing steps (i.e. capital letters, end punctuation, letter formation and spacing) and conferencing with students.
- Students will edit with teachers and peers and complete a final, published copy with detailed, colored illustrations. The publication of the story can be on a single page or as a “Story Across Pages”.

PLANS FOR ASSESSMENT 2: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

Cinderella

After reading several fairy tales and identifying the key elements of a fairy tale, students will create their own fairy tale based on a class-created anchor chart and writing map including characters, setting, and plot (sequence of events).

SKILL BUILDING TASKS

This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundational standards, while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.

ESSENTIAL QUESTION: What makes a story a fairy tale?

Task: Story Mapping

Standards

ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1RL3: Describe characters, settings, and major events in a story, using key details.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.

Instruction (1 DAY)

- Go back to the “What is a Fairy Tale?” anchor chart created earlier in the unit. Review these elements with the students and use examples from *The Wonderful Wizard of Oz* to assess understanding. Ask students to brainstorm another list of fairy tales and give examples from each of those as well. For example, the talking mirror in Snow White is make-believe, the story of Rapunzel has a villain (or antagonist), or the royal characters in Sleeping Beauty. Most likely, students will suggest Cinderella as well, but try to wait to address that fairy tale.
- Introduce a Story Map with a beginning, middle, and end. Remind students of the beginning and ending fairy tale words (Once upon a Time and Happily Ever After), but ask what happened in the middle. Use a story map with a larger middle section to highlight the point that the events in the middle of the story include many of the key details:



- Read-aloud one of the original Cinderella stories. Have students confirm it is a fairy tale by giving examples from the story to describe the fairy tale elements. Guide students to complete a BME Story Map based on that story.

***Assessment Opportunity**

ESSENTIAL QUESTION: How are all fairy tales alike?

Task: Compare/Contrast Fairy Tale Elements

Standards

ELACC1RL3: Describe characters, settings, and major events in a story, using key details.

ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Instruction (1 DAY)

- Now that several fairy tales have been read, have students brainstorm a list of key characters from the fairy tales. As students are sharing characters, write these names in 2 different lists or on 2 different charts (1 for “good” characters and 1 for “evil” characters). Do not label these 2 groups yet; wait for students to discover the process you are using to sort the characters.
- Once students have identified the categories, label each group as Good vs. Evil. This is a great opportunity to also introduce the literary terms *protagonist* and *antagonist*. These are not 1st grade words, but students can begin to see word origins and stems through a short discussion of the 2 words. Have students give specific examples from the texts for each character and its placement in its given group.
- Most students have experience with fairy tales and students have already shared some of that background knowledge on the previous day, so feel free to include a second opportunity to add on to the lists with other fairy tale characters. Examples of protagonists include Snow White, Prince Charming, Little Mermaid, etc. and examples of antagonists include The Wicked Witch, The Queen, Cinderella’s Step-sisters, etc.
- As a class, use a Venn diagram to compare/contrast *The Wizard of Oz* and *Cinderella*. Begin with the characters as a starting point and pay close attention to the fairy godmother/good witch/wizard connection. To encourage more student participation, use the **5 Ws + H** question words from earlier in the unit and ask students to use the word **BECAUSE** when sharing ideas.

ESSENTIAL QUESTION: How can the same story be told differently?

Task: Comparing different versions of the same Fairy Tale

Standards

ELACC1RL3: Describe characters, settings, and major events in a story, using key details.

ELACC1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.

ELACC1W7: Participate in shared research and writing projects.

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peer and adults in small and larger groups.

Instruction(2-3 DAYS)

- Read-aloud several other versions of Cinderella, such as *Cinder-Elly* and *Mufaro's Beautiful Daughters*. As you are reading, let students share ideas about how these stories relate to the original Cinderella.
- For each story, create a chart with the title and author of the book as well as the setting and character names. Use modeled writing to then write a few brief sentences to describe the plot. **(Optional research connection available here.)**
- Divide the class into groups and assign each group a different version. Using the story charts, ask each group to complete a Venn diagram comparing their group's version to the original Cinderella.
- Go back to the Fairy Tale anchor chart and check again to see if all of the elements are represented in each book.
- Use a Readers' Theater, such as the one found at <http://www.salem.k12.va.us/south/cinderella/play.htm> to allow students to practice reading skills and the use of the story elements in text. (This Reader's Theater focuses on Cinderella around the world and would be particularly appropriate if the optional research connection is included.)

ESSENTIAL QUESTION: How can poems be fairy tales?

Task: Poetry as Literature/Rhyming Words

Standards

ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use common, proper, and possessive nouns.

ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Instruction(1 DAY)

- Provide a visual of the poems:
"If I Were King" by A.A. Milne
http://www.famouspoetsandpoems.com/poets/a_a_milne/poems/15339
"A Great Lady" from *The Jingle Book* by Carolyn Wells
http://www.gutenberg.org/files/24560/24560-h/24560-h.htm#Page_18 (e-book)
- You may also provide student copies to use individually or to include in a poetry notebook.
- Identify why these poems are included with the fairy tale unit. In other words, what fairy tale elements are also included in these poems? Focus on the inclusion of royalty as a main character, the settings of foreign lands, and the make-believe or dream world of each poem.
- Identify the rhyming words by highlighting and then making a chart with the rhyming pairs and label the rhyme scheme in pattern form.
- After identifying the rhyming pairs in "A Great Lady", tell students that most of these words are all nouns – persons, places, or things. See if they can

identify the “non-nouns”.

- After making a rhyming pair chart for “If I Were King”, ask students if they see a common pattern among the rhyming pairs. Guide students to identify the first word as a place with a capital letter. Introduce these words as proper nouns because they name a specific place. Compare these to the common nouns from “A Great Lady”. Have students take turns coming up to trace and/or highlight the capital letter as they read the proper noun.
- Ask students to select one of the poems and create an illustration for the poem if it were to be included in a children’s book. Remind students to use details and words from the poem in their illustrations for a good picture-story match. As students are drawing, be sure to ask individual students to share what specific text examples they used when creating their illustrations.

*Assessment Opportunity

ESSENTIAL QUESTION: What elements make up a good Fairy Tale?

Task: Using story elements to write a Fairy Tale

Cinderella

After reading several fairy tales and identifying the key elements of a fairy tale, students will create their own fairy tale based on a class-created anchor chart and writing map including characters, setting, and plot (sequence of events).

Standards

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

- a. May include oral or written prewriting.

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop).
- e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- i. Use frequently occurring prepositions (e.g. *during, beyond, toward*).

ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Instruction

NOTE: This part of the unit should be initiated at a time during the unit when the teacher determines he/she has adequate days to provide small group/individual instruction and conferencing as needed to complete the task.

- Provide students a blank Fairy Tale Elements chart (Characters – Good & Evil, Setting, Sequence of Events – BME with “Once upon a time” and “Happily Ever After” listed appropriately.).
- Review the Kid-Friendly Story Rubric with the class and make sure each student understands the components of the rubric. Make sure the anchor charts used during the unit are displayed for student referral including verbs, positional words, transitions, etc.
- Allow students to reference the anchor charts to prewrite ideas in the story map. Since coming up with original ideas for a fairy tale at this point in 1st grade may be difficult for some students, the teacher may choose to brainstorm ideas as a class and give several options for each character and setting. Students can then choose from a “menu” of ideas to write an original story.

- Encourage students to use the fairy tale beginning and endings.
- After the teacher has modeled writing a narrative, students will now write their own fairy tale from their prewriting.
- Teachers will then complete the process by modeling simple editing steps (i.e. capital letters, end punctuation, letter formation and spacing) and conferencing with students to make sure they are using the fairy tale elements in their own way.
- Students will edit with teachers and peers and complete a final, published copy with detailed, colored illustrations. The publication of the story can be on a single page or as a “Story Across Pages”.
- Alternatively, students may publish their fairy tales using Pixie, PowerPoint, PhotoStory, or any other presentation program. Alternatively, they can use a program like Story Creator at www.myths.e2bn.org.

PLANS FOR ASSESSMENT 3: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

How to Make an Apple Pie and See the World

After reading *How to Make an Apple Pie and See the World*, Students will choose a “dish” they would like to make and tell a story detailing how and where they traveled across the world to collect the ingredients needed to make the dish.

SKILL BUILDING TASKS

This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundational standards, while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.

ESSENTIAL QUESTION: What happens between start and finish?

Task: Steps in a Process – Retelling using Key Details

Standards

ELACC1RL1: Ask and answer questions about key details in a text.

ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a. May include oral or written prewriting.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use common, proper, and possessive nouns.

Instruction (3-4 DAYS):

- Get together a discovery basket with several of the ingredients from the book (e.g. cinnamon stick, wheat, apple, sugar cane) and a world map. Before reading, allow students to explore the items and make predictions about the text.
- Read aloud *How to Make an Apple Pie and See the World*. After reading, ask students to compare their predictions with the story. Discuss what makes this story similar to the texts from Unit 1 (not reality, dreamer character, lands around the world) and different (real places, could be a real person, real ingredients to make a real dish). **This text bridges the gap between the fantasy and the reality while still focusing on narrative mentor text.**
- Provide the frame sentence: She took _____ to _____ to get _____. Ask students what types of words should fit in the blanks based on the story. They should come up with transportation (noun), location (proper noun), and ingredient (noun). Guide students to use the sentence to

retell orally a detail from the story. Then place the key nouns in a 3-column chart. Complete this until there are no more suggestions.

- Reread the story and have students check to make sure all details are on the chart. While creating the chart, you may want to address the common vs. proper noun rule introduced in the first half of the unit.
- Have students create their own 3-column chart. Each student should title their chart with a “dish” they would like to create. (This can be real or made up. It is not the accuracy of the recipe that matters.) Then, students need to list at least 5 ingredients in the far right column, 5 places to get those ingredients in the middle, and 5 ways to get to those places on the left.
- Students will use this chart to write a story about how they traveled to collect their ingredients for their dish. While students may use the frame sentences as the body of the story, encourage them to change the sentences a little each time by adding temporal words or vivid verbs.
- Once they have written the body of the story, reread the beginning and ending of the text and guide students to use creative beginnings and endings through peer and teacher conferences. Celebrate and share the great examples of creativity.

PLANS FOR ASSESSMENT 4: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

Me on My Map

After reading *Me on the Map*, have students identify all of the places they live (i.e. city, state, house). Choose one of those places as the setting for a story. Create a graphic organizer web for everything you could see and do in that location. Write a personal narrative telling what you did one day in that location.

SKILL BUILDING TASKS

This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundational standards, while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.

ESSENTIAL QUESTION: How can different settings/events be related?

Task: Predicting and Sequencing Events

Standards

ELACC1RI1: Ask and answer questions about key details in a text.

ELACC1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELACC1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ELACC1RI10: With prompting and support, read informational texts appropriately complex for grade 1.

ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use common, proper, and possessive nouns.

ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

d. Capitalize date and names of people and places.

Instruction (1 DAY):

- Create a pocket chart kit for *Me on the Map* by cutting a paperback copy of the book apart. Use the pictures only and then label index cards with the locations in the book (e.g. room, city, and continent). Ask students to match the picture with the correct label. Then, ask students to work together to guess the sequence of the book. Alternatively, this could be done with scanned images and text boxes on an interactive whiteboard.

- Once students have it correct or are at a point where they are not making any progress, stop and read the book aloud. After the read-aloud, ask students if they would like to correct the sequence. Discuss the correct sequence of smallest to biggest locations and how each is within the next.
- Review the definition of a noun from the first half of unit 1 and the difference between a common and proper noun. Use the locations from the book as a formative assessment for students understanding of this standard and then add these words to the list created previously or make a new chart to confirm the correct answers for student. Model and review the use of correct capitalization when writing these words.
- Continue using the text in guided reading groups and/or as an independent or center reading/listening activity. Allow students to practice retelling to a partner using the pocket chart items.

ESSENTIAL QUESTION: How do authors share the same information in different ways?

Task: Compare/Contrast literary and informational texts

Standards

ELACC1RL1 and ELACC1RI1: Ask and answer questions about key details in a text.

ELACC1RL3: Describe characters, settings, and major events in a story, using key details.

ELACC1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

ELACC1RL6: Identify who is telling the story at various points in a text.

ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.

ELACC1RI9: Identify basic similarities in and differences between two texts on the same topic.

Instruction(1 DAY)

- Create a chart that lists *Me on the Map* and *How to Make an Apple Pie and See the World* as the two categories or headings.
- Using the 5 Ws + H questions, have students share the key details about each story. Read a section of each text and specifically identify the speaker in each text.
- Using the items on the class-generated chart, have students create a Venn diagram comparing the two books.
- Once the diagrams are completed, model the creation of an anchor chart that describes Informational Text and one that describes Literary Text. These anchor charts can be works-in-progress and added onto throughout the year. Include each of the above texts as mentor examples. Students may also begin to create genre lists of these books in their reading and/or writing journals.

***Assessment Opportunity**

ESSENTIAL QUESTION: What is an atlas?

Task: Writing facts and supporting details

Standards

ELACC1RI1: Ask and answer questions about key details in a text.

ELACC1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- Capitalize dates and names of people and places.
- Use end punctuation for sentences.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Instruction (3-4 DAYS)

My Book of Maps: Students will create their own atlas by making several maps related to their own place on the map. Review examples from *Me on the Map*, including a map of their room, a map of their state, or a map of the world. Alternatively, this can be done using a technology application like Pixie, Photo Story, or PowerPoint.

- Introduce the frame sentence: This is me on a map of my _____. Provide several examples of maps for the students (city, state, country, etc.). Have students select a map and then orally share the frame sentence with the correct ending. Each day, guide students to create a couple pages of My Atlas. Provide them an appropriate map, which they will color, and glue on the page. Then students will write the appropriate frame sentence and add a second detail sentence of their own.
- Once each page is complete, students will create a My Atlas cover page and a paper doll of him. This paper doll should be attached with a string and housed in a pocket. When the book is complete, the attached paper doll can “travel” to each page while the student reads the book to a peer.
- A final page can be added to the back that includes a world map with continents and oceans labeled by the student to address the SS standards attached to this text.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does an author introduce, tell, and conclude a good story?

Task: Writing a Personal Narrative

Me on My Map

After reading *Me on the Map*, have students identify all of the places they live (i.e. city, state, house). Choose one of those places as the setting for a story. Create a graphic organizer web for everything you could see and do in that location. Write a personal narrative telling what you did one day in that location.

Standards

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a. May include oral or written prewriting.

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop).

e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

j. Produce and expand complete simple and compound declarative sentences in response to prompts.

ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Instruction

NOTE: This part of the unit should be initiated at a time during the unit when the teacher determines he/she has adequate days to provide small group/individual instruction and conferencing as needed to complete the task.

- Provide students a blank Story Map.

- Review a Kid-Friendly Story Rubric with the class and make sure each student understands the components of the rubric. Make sure the anchor charts used during the unit are displayed for student referral including literary texts, common/proper nouns, verbs, positional words, transitions, etc.
- Ask students to choose one of the “maps” from their atlases as the setting and write that in the story map. Also, list themselves as the main characters. At this time, there is no need to include an additional character – they can be added later.
- The teacher models the story map process by selecting a map, herself as the main character, and the process of generating ideas or events that could happen in that location. Students will then complete the brainstorm process by entering their own ideas on the Story Map.
- The teacher should reread the first page of each of the above stories and lead students to including good introduction sentences to begin their writing.
- Then, students will continue writing their sequenced events into their stories.
- Finally, reread the final pages of each book and guide students to create good endings.
- Teachers will then complete the process by modeling simple editing steps (i.e. capital letters, end punctuation, letter formation and spacing) and conferencing with students to make sure they are using the fairy tale elements in their own way.
- Students will edit with teachers and peers and complete a final, published copy with detailed, colored illustrations. The publication of the story can be on a single page or as a “Story Across Pages”.

ESSENTIAL QUESTION: How do poets share their ideas?

Task: Poetry analysis

Standards

ELACC1RL6: Identify who is telling the story at various points in a text.

ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use common, proper, and possessive nouns.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Instruction (1 DAY)

- Provide the poem “Nobody Knows Where Our Bus Driver Goes” on chart paper or the interactive whiteboard for students. You may also provide student copies to use individually or to include in a poetry notebook.
- Read aloud the poem to the class as they follow along on either copy. Ask students to identify what they noticed about the poem. Some examples to elicit include rhyming words, repetition of phrases, such as “Nobody knows”, and the proper noun Mars.
- Allow students to highlight or circle rhyming word pairs in the text. Point out the new example of rhyming word pairs that are not in sequential lines. Guide students in identifying the rhyme scheme and labeling it with letters.
- Listen to the poem as a song and share with students the relationship, poems + music = songs. Other words to share/introduce include lyrics, verses/stanzas, and refrains.
- Reread the poem and encourage students to read the repeating parts chorally.
- Ask students if they can guess why this poem may be introduced in our unit about maps. Many students will find the word map in the text. Brainstorm a list of all the places the bus driver could go while the kids are at school. Use a common vs. proper noun chart and allow students to come write their ideas on the chart using appropriate punctuation and phonetic spelling.
- Orally, create additional stanzas as a class using the brainstormed locations and the rhyme scheme.
- Students may illustrate a stanza of the poem or one of the newly created stanzas as a response.

***Assessment Opportunity**

PLANS FOR ASSESSMENT 5: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

A Drop of Water

In this writing task, students become a drop of water. Using the information in *Follow the Water from Brook to Ocean* and *Water's Way*, students create a flow chart showing how a raindrop moves from one place to another. Students will have to use the point of view of the raindrop but will use the flow chart to tell what they did in each step finally coming to a resting place.

NOTE: This part of the unit is heavily connected to the 1st grade GPS about the Water Cycle. For optimum student understanding, ELA lessons should be integrated with the science lessons.

SKILL BUILDING TASKS

This unit is intended to meet the shared reading and writing workshop segments of a balanced literacy program. Reading foundational standards, while reinforced in this unit, should be taught directly during daily guided reading and explicit phonics instruction.

ESSENTIAL QUESTION: How do sounds influence reading?

Task: Sensory Details

Standards

ELACC1RL1: Ask and answer questions about key details in a text.

ELACC1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peer and adults in small and larger groups.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Instruction(2-3 DAYS)

- Ask students to close their eyes and listen carefully. Provide several examples of weather sounds. Examples include rain sticks, taps and claps, storm recordings, rain dance music, etc. When students open their eyes, have students Think-Pair-Share about the sounds they heard. Share these ideas quickly with the class and make the connection that they all have to do with weather and rain.
- Discuss the importance of rain using high-level questions, such as:
 - Why do we need rain?
 - What makes rain?
 - What would happen if we had too much or not enough rain?
 - What are sounds rain makes?
- Show the PBS Reading Rainbow video ***Bringing the Rain to Kapiti Plain*** (or read the book). Discuss and have students share details from the book by answering 5 Ws + H questions.
- Identify the setting of the book as Kenya and locate Kenya on the map. Identify it as a country and then add the name of the continent and the oceans nearby. Refer back to *Me on the Map* and guide students in a discussion of how that book would change for a child who lives in Kenya. Have students identify any other connections they can make between the two books (make sure repetitive lines comes is shared as an example).
- Provide students a copy of the repetitive parts of the book and/or display them for the class. Reread the book and allow students to chorally chant the repetitive parts of the book.

- In Kapiti Plain, the rainmaker was the bow and arrow. Share the rain stick and other rain sounds again and talk about how different cultures communicate about rain (e.g. Native American rain dances). Ask students if their culture has any traditions about rain and weather (old wives' tales are another good example).
- Share the poem "Where is the Rain?" and/or the chant "Rain Song" at <http://www.canteach.ca/elementary/africasong.html>.
- Allow students to repeat the chants, use class-made rain sticks, and dance as the poems/chants are read.
- Talk about the feeling of the characters (animals) in the story and poems when there is no rain. Ask students to identify specific examples from the text and use the word BECAUSE when sharing their ideas.
- You may want to introduce the word onomatopoeia and ask students to brainstorm a list of rain words that name a sound (e.g. pitter patter, clap of thunder, drip drop, etc.) "Rain Song" also has two African words that name a sound.

ESSENTIAL QUESTION: What other types of maps are there?

Task: Using a flowchart

Standards

ELACC1RI1: Ask and answer questions about key details in a text.

ELACC1RI2: Identify the main topic and retell key details of a text.

ELACC1RI7: Use illustrations and details in a text to describe its key ideas.

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Instruction (1-4 DAYS)

NOTE: This task can be done before, after, or during the study of the steps of the Water Cycle in science standards.

- Give students a large cutout of a raindrop or have them trace one in their journal. Tell students you will read a book aloud to them about the Water Cycle and tell them their job is to record all of the places that a drop of water can be found in the book. Just like the child in *Me on the Map* can live in more than one place at a time, so can water. This can be done through illustrations or words.
- Read aloud *Water's Way* or any other book about the water cycle. Give time for students to record information. After reading, let students share their recordings and place these on a class-generated chart. Align each idea to a step in the Water Cycle. (This can be done with categories already labeled, using the discovery method, or sorted after the words are recorded, depending on the level of understanding of the science standards.)
- Review the book as a class using the illustrations to confirm the recorded information.
- Provide a copy of a flow chart. Explain that maps do not just have to be about a physical location, like in *Me on the Map*. For example, a Story Map provides information about how to get through a story. A flow chart shows how to get through the steps of a process. Fill in the steps of a flowchart for the water droplet in the story or provide descriptions already written for students to sequence in a flowchart.
- Review the anchor chart of temporal/transition words from earlier in the unit. Show how these words go on the arrows of a flowchart between events.
- Have students use their droplets to share with a classmate their oral retelling of how the water flows through the water cycle.
- This process can be repeated with *Follow the Water from Brook to Ocean*. In this story the water droplets actually become water and show how the different bodies of water are connected. Another flowchart showing the path of the water can be used.
- Additionally, the vocabulary connected to the names of the bodies of water (e.g. brook) can be used as an enrichment activity.

ESSENTIAL QUESTION: How can I organize connected ideas?

Task: Mind mapping or webbing

Standards

ELACC1RI1: Ask and answer questions about key details in a text.

ELACC1RI2: Identify the main topic and retell key details of a text.

ELACC1RI7: Use illustrations and details in a text to describe its key ideas.

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Instruction

- Share the title of the book *Water, Water, Everywhere*. Ask students to predict what the book will be about. Use the word WATER as the key concept for the task. Show students how to create a mind map or a web using WATER as the center.
- Before reading the book, ask students to generate ideas from previous texts and background knowledge that could be included on the map. Show students how to connect ideas on the map using text boxes and connecting lines/arrows. This can be done digitally as well using Kidspiration.
- Read aloud the book to the class and ask students to look for additional ideas that could be included on the map/web. At the conclusion of the book, ask for students-generated additions and allow students to come show where the ideas should go using connectors and text boxes.
- Students and teachers can also create a Wordle document to show the key concepts and details about water and the water cycle.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do I write as another character?

Task: Writing a 1st person narrative

A Drop of Water

In this writing task, students become a drop of water. Using the information in *Follow the Water from Brook to Ocean and Water's Way*, students create a flow chart showing how a raindrop moves from one place to another. Students will have to use the point of view of the raindrop but will use the flow chart to tell what they did in each step finally coming to a resting place.

Standards

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

a. May include oral or written prewriting.

ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print all upper- and lowercase letters.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop).

e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

i. Use frequently occurring prepositions (e.g. *during, beyond, toward*).

ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

b. Use end punctuation for sentences.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Instruction

NOTE: This part of the unit should be initiated at a time during the unit when the teacher determines he/she has adequate days to provide small group/individual instruction and conferencing as needed to complete the task.

- Give students a blue water droplet cutout. Allow students to either paste a photo of their face on the droplet or draw a picture of their own face on the droplet. Explain that they will become the water droplet and the main character of a story. This should provide a visual reminder of their role. Ask the

question, “If you are main character and you are writing about yourself, what types of words will you have to use?” Generate a list of personal pronouns, such as *I, we, me, us*.

- Provide students a blank flowchart.
- Review a Kid-Friendly Story Rubric with the class and make sure each student understands the components of the rubric. Make sure the anchor charts used during the unit are displayed for student referral including water mind maps, common/proper nouns, verbs, positional words, transitions, etc.
- The teacher models the first step of the flowchart by selecting a starting point for the water droplet. Share several different ideas aloud so students do not copy the same place (e.g. a river in Africa, a puddle on the sidewalk, a cloud in the stormy sky).
- Students should then complete their flowchart with places the droplet travels to. The teacher should monitor the work to make sure the ideas are logical in sequence.
- Next, the teacher will review temporal words from the anchor chart and guide students to add these to the flowchart on the connection arrows.
- Finally, the teacher should model and generate ideas for how to begin (e.g. one day, yesterday afternoon) and end the story.
- Students will now use this information to write a story of them as a water droplet.
- Teachers will then complete the process by modeling simple editing steps (i.e. capital letters, end punctuation, letter formation and spacing) and conferencing with students.
- Students will edit with teachers and peers and complete a final, published copy with detailed, colored illustrations. The publication of the story can be on a single page or as a “Story Across Pages”.