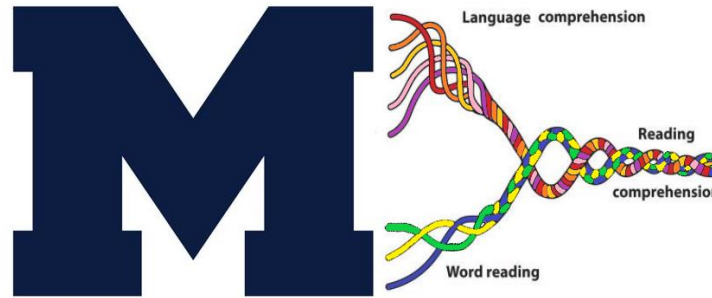




FIRST GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #1: Stories</i>	Suggested Duration	<i>3 weeks</i>
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GSE Standards

Priority Standards

ELAGSE1RL1: Ask and answer questions about key details in a text.

ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details.

ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)

ELAGSE1L6: 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.

Essential Questions

<p>Factual—</p> <p>The people or animals in a story are called the characters of the story. Who are the characters in (chosen story)?</p> <p>What is (the main character) doing at the beginning of the story?</p> <p>What problem does (the main character) encounter?</p>	<p>Inferential—</p> <p>How does (one character)'s actions make the other characters feel? How do you know?</p> <p>How do (one or more characters) feelings change from the beginning to the end of the story?</p> <p>What would happen in real life if we made the same choices as (the main character)?</p> <p>Fables are written to teach a lesson. What is the lesson, or moral, of this fable?</p>	<p>Critical Thinking-</p> <p>Were your predictions about what happens in the story/fable correct? Why or why not?</p> <p>The setting of a story is where it takes place. Could this story have taken place in another setting?</p> <p>(Display an illustration from the book) The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the story? How do you know?</p> <p>What could (the main character) have done differently to solve the problem they encountered?</p>
<p>Tier I Words (conversational)</p>	<p>Tier II Words (transdisciplinary)</p>	<p>Tier III Words (content-specific)</p>
<p>father, son, family, trouble</p>	<p>spider, prize, globe, mysterious, rescue, argued, split</p>	<p>Ghana, Ashanti</p>
<p>Science of Reading Strategies</p>		
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Fluency Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 7 Fluency to lead a Lava Reading activity (p. 11) using one of the fables or short stories presented early in this unit to build fluency by focusing on rate, prosody, and self-monitoring.</p>	<p>Comprehension Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 6 Comprehension to lead Barrel of Monkey lesson (p. 6) to deepen comprehension of the links between sentences in fables and stories from this unit.</p>
<p>Assessments</p>		

Formative Assessment(s):

Description: Matching Morals to Fables

Use or adapt the provided [Google Slide](#) and prompts to include fables the class has read during this unit. Have students identify the six fables illustrated on the instructional master. Either print each student a copy of the slide or have them divide a plain piece of paper in 6 boxes and write the number in the box that matches each illustration.

Directions: *I will read a sentence about one of the fables you have heard. You will put the number that I say beside the picture that shows the fable being described.*

1. In this fable, a shepherd boy gets bored tending the sheep and decides to cry “wolf” when there really isn’t a wolf. (The Boy Who Cried Wolf)
2. The moral of this fable is “Don’t count your chickens before they’re hatched, or don’t count on something before you have it.” (The Maid and the Milk Pail)
3. In this fable, a farmer learns a lesson about not being greedy. (Goose and the Golden Egg)
4. In this fable, an animal character is stingy and refuses to budge so others can eat. (Dog in the Manger)
5. In this fable, an animal character gets sold at the market because of his disguise. (Wolf in Sheep’s Clothing)
6. The phrase “sour grapes” comes from this fable. (The Fox and the Grapes)

Standards:

ELAGSE1RL1: Ask and answer questions about key details in a text.

ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

Summative Assessment(s):

Description: Story Map

1. Display the [Story Map](#) organizer and provide each student, pair, or small group with a printed copy.
2. Allow students to select a book of their choice from the titles that have been read during this unit.
3. Students should use words or phrases from the story to complete each section of the Story Map. They may refer to the text and illustrations but may not copy entire sentences.
4. Each student should record a retelling of the story using their Story Map and a recording feature in Schoology or Flipgrid.

Standards:

ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details.

ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

ELAGSE1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.

Writing Task and Rubric:

Description: Adapting an Existing Story

1. Watch *The Tale of Peter Rabbit* on [Epic](#) and pause along the way to complete a [Story Map](#) organizer focusing on the most important parts of the story.
2. After watching and discussing the completed Story Map, bring students attention to the fact that this is the second time Peter had lost his clothes recently.
3. Brainstorm other ways that Peter may have lost his clothes the first time. As the students share their ideas, talk through but do not record how the characters, setting, and plot would be different for a story written about that adventure.
4. Provide students, partners, or small groups with a blank Story Map for them to plan a story based on another way Peter may have lost his clothes.
5. Once they have completed their Story Map, provide students with three [Story Paper](#) pages to write the beginning, middle, and end of their adapted story.

Standards:

ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ELAGSE1W3: 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.

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Characters	All characters are named specifically in the text and shown in illustrations as appropriate	All or some characters are described by category (rabbit, person) rather than name in text and shown in illustrations as appropriate	Some characters are either only described in the text OR only shown in illustrations but not both	Does not generate characters for a new story
Setting	Where and when the story takes place are clearly described in the text and shown in illustrations	Where and when the story takes place are described in general terms (one day) in the text and shown in illustrations	Where OR when the story takes place is described in text and shown in illustrations but not both	Does not generate a setting for a new story
Plot	Uses additional sentences or pages to add details beyond a clearly described and coherent beginning, middle, and end	Clearly describes a beginning, middle, and end that address the prompt and flow coherently from one to the next	Describes one or two events that address the prompt	Does not generate a plot for a new story

Objective or Content	Learning Experiences	Differentiation Considerations
Building Background Knowledge Through The Berger Framework	Berger Framework: Anansi the Spider	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	Display digital version of <i>The Boy Who Cried Wolf</i> from Epic <ol style="list-style-type: none"> 1. Begin with pg. 22-23 to provide background on fables 2. Review the title page illustration and moral to predict what lie the boy will tell and what might happen as a result. 3. Use the clickable glossary function to highlight key vocabulary on each page: shepherd, lonely, crying, flock, trick, crept/steal, needed, fooled/meal 4. Lead students in a whole group or partner discussion to brainstorm other ways the boy could have handled his loneliness. For each suggestion, decide whether it would have been completely safe or if it might have led to problems of its own. 	Extension for accelerated class or small group: Use Six Thinking Hats approach to increase the rigor and comprehensiveness of the alternate solutions discussion.
Performance Task - students should use both written and verbal expression to complete the task.	Assign small groups of students to collaborate with each other and the teacher to stage a reader's theater production using a simplified script version of a story or fable from the unit. Include a writing element by having students reword the prepared script in their own words on an index card for each character.	
Recommended High Quality Complex Text By Lexile Band		
<p>*Preview all books for content before reading to students to look for any questionable material*</p> <p>Anansi the Spider: A Tale from the Ashanti (Can be found for free at https://openlibrary.org/)</p> <p>The Boy Who Cried Wolf (This book can be found in Media Centers and at https://openlibrary.org/)</p> <p>The Fox and the Grapes (This book can be found in Media Centers and at https://openlibrary.org/)</p> <p>Medio Pollito/Half Chick (This book can be found in Media Centers and at https://getepic.com)</p>		