

Grade 1 Unit 4 Reading: Meeting Characters and Learning Lessons

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 3**
Length: **8 Weeks**
Status: **Published**

Course Pacing Guide

Model

Unit	MP/Trimester	Weeks
Building Good Reading Habits	1	8
Learning About the World	2	8
Readers Have Big Jobs to Do	3	8
Meeting Characters and Learning Lessons	3	8

Unit Overview

Meeting Characters and Learning Lessons

The final unit of Lucy Grade 1 Reading Workshop is about the power of a story, and with it, of imagination. After a sequence of units that focused tightly on the reading processes-on cross checking and integrating multiple sources of information and on reading across the world-this is a unit that helps kids experience the power of a story. The unit teaches empathy, imagination, envisionment, and prediction.

Bend 1: Going on Reading Adventures

The first bend invites readers to track the events of a story-paying attention to shifts in setting, using pictures and words to keep track of the story events and "keep up" with the character, along the way making predictions that look ahead and anticipate what's to come. Teachers will also help readers hold on to longer and more complex texts by determining the importance to retell key details in sequence.

Bend 2: Studying Characters in Books

In the second bend, students will focus on characters. Students will learn all about main and secondary characters, growing ideas about how they feel as well as what they might be saying or thinking.

Bend 3: Learning Important Lessons

The third bend digs deeper, supporting children in pulling the life lessons from their stories. Your'll teach

children that readers pull lessons from the stories they read, comparing cracking open a book to cracking open a fortune cookie, and being left with a message.

Bend 4: Growing Opinions About Books

In the final bend, you'll encourage readers to share the opinions they have about books. Children will think about the stories they love the most and make recommendations to share the reasons why.

Read-Aloud and Shared Reading

Upstairs Mouse, Downstairs Mole by Wong Herbert Yee

Session 1:

- Sneak Peek
- Use details to track the trouble in the story
- Discuss qualities of a strong book talk

Session 2:

- List details about the characters from prior chapters
- Support learning more about characters
- Put parts together to learn more about characters

George and Martha by James Marshall

Day 1: Warm up, Book Introduction and MSV

Day 2: Cross-checking Sources of Information

Day 3: Word Study

Day 4: Fluency

Day 5: Putting It All Together

Enduring Understandings

- Reading expands an understanding of the world, its people and oneself.

- Readers develop a deeper understanding through reflection of text.
- In order to fully understand a story, the characters, setting and plot need to be sequenced from the beginning to the end.

Essential Questions

- Why do people read?
- What are readers thinking about as they read?
- How does reading influence us?
- How do readers reflect and respond to their reading?

New Jersey Student Learning Standards (No CCS)

LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.

Amistad Integration

- District Mandated Diversity Lessons
- Selecting diverse text to support reading strategies: **Last Stop on Market Street** by Matt de la Pena; **Those Shoes** by Maribeth Boelts; **Each Kindness** by Jacqueline Woodson.
- Utilizing responsive classroom techniques, strategies and skills.

Holocaust/Genocide Education

- District Mandated Diversity Lessons
- Selecting diverse text to support reading strategies especially those with the theme acceptance.
- Utilizing responsive classroom techniques, strategies and skills.

Interdisciplinary Connections

HPE.2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HPE.2.2.2.C.CS1	Character traits are often evident in behaviors exhibited by individuals when interacting with others.
SOC.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.6.1.4.A.CS2	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
1-ESS1-2.3.1	Make observations (firsthand or from media) to collect data that can be used to make comparisons.
1-LS1-2.8	Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.
1-LS1-2.8.1	Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.

Resources and Technology

- Epic Digital Library <https://www.getepic.com/>
- Lucy Calkins Digital Anchor Charts <https://www.heinemann.com/extracreditclub/default.aspx>

TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.2.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

21st Century Themes/Careers

- Demonstrate creativity and innovation.
- Model integrity, ethical leadership and effective management.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Communicate clearly and effectively and with reason.
- Act as a responsible and contributing citizen

Financial Literacy Integration

Activities:

- Discuss why you would make a recommendation.
- How does your past reading experience influence current decisions
- Teach students what responsibility is, "What are some responsibilities you have as a reader?"
- What responsible decisions must you make as a book shopper e.g. Just Right Books v. Interest Books
- Discuss on historical figures were shaped by their financial obligations.
- Read a nonfiction book on money i.e. **My Money Book** by Holly Hartman

Resources:

Money in Our Community Lessons (Scholastic):

<http://www.scholastic.com/browse/article.jsp?id=3758520>

PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.2	Identify age-appropriate financial goals.
PFL.9.1.4.C.5	Determine personal responsibility related to borrowing and lending.
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.

Instructional Strategies & Learning Activities

- Start with a real-life connection
- Review past strategies and objectives
- Link the objective to real-world learning
- Explicit teaching of the strategy
- Guided practice
- Think, pair, share
- Visual aides/cues i.e. anchor chart, graphic organizers
- Conferring
- Gradual release of responsibility
- Cooperative learning
- Tiered instructional activities
- Differentiated instruction
- Small-group instruction

Differentiated Instruction

- Individualized Pacing
- Preferential Seating

- Leveled Texts
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Relationship-Building & Team-Building
- Self-Directed Learning
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping/Partnerships
- Graphic Organizers
- Assessment Design & Backwards Planning
- Student Interest

Formative Assessments

- Anecdotal Notes
- Running Records
- Reading Logs
- Benchmark Assessments
- Participation in collaborative conversations
- Post workshop share of skills and strategies

Summative Assessment

- Fountas and Pinnell Benchmark Assessment
- Reading Notebook

Benchmark Assessments

- Fountas and Pinnell Benchmark Assessment
- Words Their Way Primary Spelling
Inventory: https://mypearsontraining.com/assets/files/documents/WTW6e_Inventories_1507909154.pdf

Alternate Assessments

- TC Running Records: <https://readingandwritingproject.org/resources/assessments/running-records>

Closure

- Students share book recommendations
- Book Tasting celebration
- Reading Celebration! Students open a new part of the classroom library, schedule a reading trip to another classroom or student created project i.e. cereal box book, poster, or recording.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Kids answer the following prompt: "What good reading habits have we discussed? What strategies will you continue to use to grow as a reader?"
- Students model new reading strategies in front of the class.
- Record a student using a reading strategy
- Ask a question. Give students ten seconds to confer with peers before taking volunteers.
- Direct students to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Post-it notes to mark reading strategies.
- Reading notebook entry
- After reviewing the learning strategy, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Slow Down (I could use some extra help).

ELL

- Alternate Responses i.e. hand signals
- Sentence Starters
- Extended Time
- Additional Teacher Modeling
- Simplified Written and Verbal Instructions
- Peer Mentors
- Translation Applications

Special Education

List is not inclusive but may include the following accommodations. Please refer to individual IEP accommodations and goals.

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for recorded responses
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with picture definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Grade spelling separately from content.
- Allow take-home tests.
- Show a model of the end product of directions (e.g., a reading journal or post-it note).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones
- Make a small copy of the anchor chart or learning objective
- Strategy bookmark
- Reading toolkit

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- Digital texts
- extended time
- reduced homework or classwork
- verbal, visual, or technology aids
- modified texts or audio-video materials
- behavior management support
- adjusted schedule

- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Have student restate information
- Small copy of the anchor chart or learning objective
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Sentence starters
- Use of a whisper phone
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Extended time
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Examples may include:

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests

- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking