

Unit 7: From Scenes to Series (Weeks 34-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 7: From Scenes to Series

Unit Rationale

Students will complete their last unit of the year by writing multiple realistic fiction books that contain the same characters. The class will reflect on a familiar series and discuss the characters and various events that occur. Then, students will invent their own characters and brainstorm problems and/or adventures they need to overcome in each book. They will include descriptive writing to portray their characters' specific thoughts, feelings, and actions throughout each book. Also, students will practice immediately rereading their work to edit misspelled words, punctuation, and grammar as they write. Writers will help their characters develop and reflect on universal themes throughout the series. Students will publish their series and use a rubric to self-score it. Writers will celebrate their hard work through sharing their characters' many adventures with their classmates.

Interdisciplinary Connections: NJSL Standards for ELA, Social Studies, Science and/or Math

ELA.L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
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Integration of Computer Science and Design Thinking

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
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Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

New Jersey Student Learning Standards: Content Area

ELA.W.AW.1.1	With prompts and support, write opinion pieces on a topic or texts.
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ELA.W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
ELA.W.WP.1.4	With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
ELA.SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA.SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See CrossWalk

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Instructional Plan

<https://docs.google.com/document/d/1rIeCY-quYIXfzgzmszfBxbIr0VGL9E0t06ULCALBeMQ/edit>

Skill Set #1: Writers Include Main and Supporting Characters

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #2: Writers Develop Character Dialogue

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #3: Writers Include a Problem/Solution for Each Story

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Skill Set #4: Writers Use Accurate Punctuation, Snap Words, and Phonetic Spelling

See attached for Student Learning Intentions or We are learning to ... (WALT) and Student Success Criteria ... "I can statements"

[Learning Intentions](#)

Refer to Instructional Plan document for Instructional Strategies and Activities, Formative Assessments, Instructional Materials and Resources, and Reflections and Suggested Modifications

Pre-Assessments

Writing (in process and as a completed work)

Student/Teacher conference

Writing Notebook/Folder entries

Teacher Observation

Essential Questions

Why do writers include more than one character in fiction books?

Why do writers include story elements within literary fiction?

How can writers develop and incorporate dialogue to show a character's thoughts/feelings?

Why do writers use accurate ending punctuation, spelling of high frequency words, and phonetic spelling?

21st Century Life and Career

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

SEL Competencies

SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals

- SEL.PK-12.3.1 Recognize and identify the thoughts, feelings, and perspectives of others
- SEL.PK-12.3.2 Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
- SEL.PK-12.4.1 Develop, implement and model effective problem-solving, and critical thinking skills
- SEL.PK-12.4.2 Identify the consequences associated with one's actions in order to make constructive choices
- SEL.PK-12.5.2 Utilize positive communication and social skills to interact effectively with others