April Gr. 1 WRITING: Fiction: With book review

Content Area: **English**
Course(s):
Time Period: **April**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Text Type: Opinion/Argument
Schoolwide's Fiction unit (w/ Book Review included) emphasizes the imaginative nature of fiction while encouraging students to see how fiction writers often draw their inspiration and material from real life. The fiction books in this unit are especially well suited for first grade readers because they offer imaginative plots and creative casts of characters that touch on real themes to which your students will readily relate. The problems our heroes encounter and solve and the life lessons they learn are all age-appropriate experiences that mirror feelings and events first grade students are undergoing in their own lives. When young readers feel a connection between themselves and the stories they read, they are much more eager and motivated to create their own stories for others to read. In addition, because so many of the books seem to come from the minds of young protagonists, the story elements are easy for students to recognize and emulate. Teachers will be delighted to see how enthusiastically students respond to seeing their own emotions and experiences reflected in the characters, narrators, plots, and themes of these wonderful books and how confidently they respond as writers to producing texts that mirror the writing strategies and genre features covered in the unit. This unit of study will allow students to not only enjoy many popular pieces of fiction but also form opinions about the books they have read. In their book reviews, students will describe the book they have read, offer an opinion about that book, supply a reason to support their opinion, and provide some sense of closure.

Enduring Understandings

Learning to write fiction using the same techniques and processes as real writers is fun and productive.

Essential Questions

How do authors get inspiration for thier stories, and what process do they use to be successful writers?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
Understanding and Appreciating Fiction
uses all of the mentor texts from the unit, particularly You Can Do It, Sam by Amy Hest.
Rationale: Fiction writers are storytellers who aim to entertain, provide enjoyment, reveal human nature, kindle the imagination, or explain aspects of life, culture, and nature. Students will be introduced to this fiction unit of study by exploring two types of fiction (realistic and fantasy) and comparing and contrasting the purposes, features, and structures of each.
Common Core State Standards: W.1.3, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 2:
The Impact of Setting
uses You Can Do It, Sam by Amy Hest and Big Al by Andrew Clements.
Rationale: Fiction writers can make their readers feel like they are in their stories by clearly describing what the characters see and/or where the stories take place. Students will learn about the impact a clear setting can have on their readers.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 3:
Connecting With Characters
uses When Sophie Gets Angry—Really, Really Angry . . . by Molly Bang.
Rationale: Fiction writers create and develop characters with diverse personalities and human qualities and who experience similar problems that the writers experience in their own lives. Students will recognize how fiction writers introduce main characters to their readers and how their qualities, characteristics, and emotions mirror those of people whom we encounter in our daily lives.
Common Core State Standards: W.1.3, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 4:
Problems and Solutions
uses A Weekend With Wendell by Kevin Henkes.
Rationale: Fiction writers plan their stories by inventing characters and exploring possible problems they could encounter. Students will discover how stories are made more interesting when the writer stretches out the character's problem over several pages.
Common Core State Standards: W.1.1, W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 5:
What Makes Realistic Fiction Funny?
uses Good Dog, Fergus! by David Shannon and Don't Let the Pigeon Stay Up Late! by Mo Willems.

Rationale: Fiction writers often make us laugh at the people, places, and things in our world. Students will describe
their reactions to the events of a story using relevant details while expressing their ideas, thoughts, and feelings
clearly.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Day 6:
Putting It All Together
uses Stand Tall, Molly Lou Melon by Pattie Lovell.
Rationale: Fiction writers use a structure that is organized and sequenced to orient readers, introduce them to their
characters, develop experiences and events, and provide a conclusion that follows from the narrated experiences
and events. Students will discover how all of the elements of fictional writing create a clear narrative structure.
Common Core State Standards: W.1.1, W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6,
L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Mini-Lessons

Generating Ideas I: Real Problems and Real Solutions
uses Big Sister and Little Sister by Charlotte Zolotow.
Rationale: Fiction writers often create characters who encounter conflicts or problems they must resolve. Students
will consider problems they have experienced and solved in their own lives and brainstorm possible story ideas
based on those experiences.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Generating Ideas II: The Look of My Character
uses Stand Tall, Molly Lou Melon by Patty Lovell and A Weekend With Wendell by Kevin Henkes.
Rationale: Fiction writers create characters who possess realistic, external human qualities. Students will use
illustrations and words to describe the external human looks and qualities of the main characters they will include in
their stories.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Generating Ideas III: Real Settings
uses You Can Do It, Sam by Amy Hest.
Rationale: Fiction writers transport readers to interesting places by using specific details and descriptions.

Students will reflect on the places they have visited and the settings they have been exposed to in books they read
and listen to in order to create illustrations and brief descriptions of possible settings for their own stories.
Common Core State Standards: W.1.2, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6,
L.1.1, L.1.2, L.1.4, L.1.6

Generating Ideas IV: Real Emotions
uses When Sophie Gets Angry—Really, Really Angry . . . by Molly Bang and Big Al by Andrew Clements.
Rationale: Fiction writers create characters who encounter and experience strong, universal emotions. Students will examine how writers incorporate realistic emotions into their stories and consider their own strong emotional
experiences for story possibilities.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.4, L.1.5, L.1.6

Generating Ideas V: Problems We Encounter
uses The Perfect Pet by Margie Palatini and Stand Tall, Molly Lou Melon by Patty Lovell.
Rationale: Fiction writers develop the action in their stories by integrating conflicts and problems in their plots.
Students will consider real problems and issues from their own lives that they may incorporate into their story structures.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.6

Selecting: What Type of Fictional Story Will I Tell?
uses Don’t Let the Pigeon Stay Up Late! by Mo Willems, A Weekend With Wendell by Kevin Henkes, Good Boy,
Fergus! by David Shannon, and You Can Do It, Sam by Amy Hest.
Rationale: Fiction writers think about what effect they want to have on their readers before choosing the genre of
fiction they want to write (realistic or fantasy) and the idea they wish to develop. Students will consider the type of
fictional story they would like to write and the purpose for their writing, and they will select an idea from their Writing Folders based on the purpose, audience, and genre.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.6

Drafting I: Begin With the Four Ws
uses You Can Do It, Sam by Amy Hest and A Letter to Amy by Ezra Jack Keats.
Rationale: Fiction writers begin their stories by introducing their readers to the main characters and the story setting. Students will consider how, as writers, they too should address the four Ws—who, what, where, and when—in the beginnings of their stories.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,

L.1.2, L.1.4, L.1.6

Drafting II: Words That Signal Event Order
uses Big Al by Andrew Clements, Big Sister and Little Sister by Charlotte Zolotow, and students' drafts.
Rationale: Fiction writers use transitions and temporal words to signal event order, propel their stories forward, and
demonstrate the passage of time. Students will consider how to use transitions and temporal words in their own
stories to help move them along.
Common Core State Standards: W.1.3, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2,
L.1.6

Drafting III: A Sense of Closure
uses The Perfect Pet by Margie Palatini, Big Sister and Little Sister by Charlotte Zolotow, and students' drafts.
Rationale: Fiction writers end their stories by resolving conflicts, sharing lessons learned, expressing a strong feeling, and/or tying up loose ends. Students will examine conclusions in the unit mentor texts and consider the
best ways to conclude their own pieces.
Common Core State Standards: W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.6

Revising I: Creating Vivid Stories
uses You Can Do It, Sam by Amy Hest, When Sophie Gets Angry—Really, Really Angry . . . by Molly Bang, and
students' drafts.
Rationale: Fiction writers use descriptive details and vivid verbs to engage their readers and describe their characters' feelings and actions. Students will locate places in their drafts to add details and action for the purpose
of engaging their readers and creating more vivid pieces.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5,
SL.1.6, L.1.1, L.1.2, L.1.5, L.1.6

Revising II: Add Some Dialogue
uses A Weekend With Wendell by Kevin Henkes and students' drafts.
Rationale: Writers use dialogue to add life and realism to their characters. Students will show readers their characters' feelings, problems, and personalities by adding dialogue to their drafts.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Revising III: Speak in a Real Voice
uses Don't Let the Pigeon Stay Up Late! by Mo Willems and students' drafts.
Rationale: Fiction writers create characters who speak directly to readers in their own distinct voices. Students will

explore ways to give each of their characters a voice.
Common Core State Standards: W.1.3, W.1.5, W.1.6, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.6

Editing I: Capitalization Counts
uses all of the mentor texts from the unit, particularly The Perfect Pet by Margie Palatini, and students' drafts.
Rationale: Writers capitalize the first words in their sentences and the word "I." They also capitalize proper nouns,
including the names of their characters. Students will edit a final draft to ensure they have correctly capitalized the
word "I," the beginnings of their sentences, and their characters' names.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.6

Editing II: Check It Out
uses The Perfect Pet by Margie Palatini and students' drafts.
Rationale: Writers edit their pieces to ensure accuracy and avoid errors that prevent readers from gaining clear meanings from the text. Students will use a checklist to guide them through the editing process.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1,
L.1.2, L.1.6

Publishing: Color Your Cover Story
uses Good Boy, Fergus! by David Shannon, When Sophie Gets Angry—Really, Really Angry . . . by Molly Bang, and
students' final drafts.
Rationale: Cover illustrations help writers create anticipation for their stories and clue readers in on what (and who)
their stories are about. Students will consider how the cover illustrations of unit books hint at the story's message
and mood, and they will create cover illustrations for their own published pieces.
Common Core State Standards: W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5,
SL.1.6, L.1.1, L.1.2, L.1.6

Integration of Career Exploration, Life Literacies and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

Students will learn about the career of book reviewer.

9.1.2.CAP	Career Awareness and Planning
9.4.2.CI	Creativity and Innovation
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
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).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.5	Describe the difference between real and virtual experiences.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
CRP.K-12.CRP6	Demonstrate creativity and innovation.

Technology and Design Integration

Students will interact with the Smartboard during lessons, and compose final published pieces on the computer.

Students will add digital pictures with their written pieces.

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.2	Create a document using a word processing application.

TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Interdisciplinary Connections

Connections with real world experiences as developed in the mentor texts and individual leveled reading texts will make interdiciplinary connections.

6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning

will be assigned as appropriate.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussions

Teacher conferences

anecdotal records

Appendices from the unit

Benchmark Assessments

Writing Sample administered twice a year.

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection
uses a self-reflection questionnaire.
Rationale: All writers engage regularly in self-reflection to learn and grow as writers. Students will reflect on their
growing understanding of the writing process and the features that fiction writers use in their pieces.

Finial writing piece assessment

Instructional Materials

Schoolwide, Inc. "Fiction with Book Review" teacher instructional unit.

Mentor Texts
Big Al
by Andrew Clements
Big Sister and Little Sister
by Charlotte Zolotow
Don’t Let the Pigeon Stay Up
Late!
by Mo Willems
Good Boy, Fergus!
by David Shannon
A Letter to Amy
by Ezra Jack Keats
The Perfect Pet
by Margie Palatini

Stand Tall, Molly Lou Melon
by Patty Lovell
A Weekend With Wendell
by Kevin Henkes
When Sophie Gets Angry—
Really, Really Angry . . .
by Molly Bang
You Can Do It, Sam
by Amy Hest

a variety of Leveled readers for individual reading based on reading level and interest

Standards

LA.RL.1.1	Ask and answer questions about key details in a text.
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.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.W.1.9	(Begins in grade 4)