First Grade – Unit/Module 8 – Tell Me a Story

Mission Statement
The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff. Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview
In Module 8: In this module, children will enjoy classic tales and contemporary stories as they get to know storytellers from long ago and from the present. Children will deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges. Children will discover that characters in stories rarely get things right the first time they try something new. Like real people, characters often overcome challenges by refusing to give up and trying again. Essential Question: ***What lessons can we learn from stories?***

Standards Covered in Current Unit/Module
Related Standards and Learning Goals

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text
- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- 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.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit/Module Weekly Learning Activities and Pacing Guide			
20 - 25 Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**

Module 8– Week 1	• RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
	• RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
	• RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
	• RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
	• RL.PP.1.5. Identify who is telling the story at various points in a text.
	• RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give
		Obj. We are learning to:
		• Build knowledge and language about story elements when reading and discussing Follow the Story Path.
		• Identify characteristics of informational texts.
		• Locate and gain information from print and graphic features, and differentiate between information from the words and visuals in a text.
		• Build knowledge and language about how authors use humor to engage readers and communicate a lesson when reading and discussing Interrupting Chicken.
		• Identify features of fantasies.
		• Create mental images of characters, the setting, and story events using descriptive language from the story.
		• Use details in the text and illustrations to identify and describe story characters and the reasons for their actions.
		• Understand the meaning of new vocabulary
		
		Suggested Formative Assessment(s):
		• Weekly Assessment – Selection Quiz – Interrupting Chicken
		• Weekly Assessment – Comprehension: Text Features,
			• Texts
			  ○ myBook – Follow the Story Path
			  ○ Big Book – Chicken Little
			  ○ myBook – Interrupting Chicken
			• Materials – Whole Group
			  ○ Family Letter to Send Home
			  ○ Teacher's Guide/Teaching Pal Book 3
			  ○ Get Curious Video – "The Mouse and the Lion"
			  ○ myBook – Follow the Story Path
			  ○ Big Book – Chicken Little
			  ○ myBook – Interrupting Chicken
			  ○ myBook
			  ○ Know It, Show It
			  ○ Teacher's Guide
			  ○ Bookstix
			  ○ Anchor Chart – Text Features, Theme, Create Mental Images, Characters, Media Literacy: Digital Texts and Features

	information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.imations) to describe key ideas. ● 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. ● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	Characters,; Generative Vocabulary –Words about actions and directions;, Vocab Strategy – Classify and Categorize;, Grammar – Possessive Nouns; Phonics – Inflectional Suffix -ed; Irregular Words ● Teacher Observation ● Turn and Talks, Think Pair Share, Active Viewing ● Response to Text – Accountable Talk ● KWL Chart	○ Reading Graphic Organizers – Text Features, Theme, Create Mental Images, Characters, Media Literacy: Digital Texts and Features ○ Vocabulary Cards – Power Words: *follow, interrupt, involved, relaxing, supposed, warn* Big Idea Words *– amuse, entertain, literature;* Generative Vocabulary *– Words about actions and directions* ○ Knowledge Maps ● Activities ○ View and Respond to Get Curious Video ○ Build Background Knowledge ○ Text Features ○ Theme ○ Create Mental Images ○ Characters ○ Media Literacy: Digital Texts and Features ○ Listening Comprehension
Module 8 – Week 1	Small Group/Differentiation – Materials – Small Group/Differentiation ** ○ Decodables ○ Tabletop Minilessons ○ ELL Tabletop Minilessons ○ Language Graphic Organizer Small Group/Differentiation – Activities ○ Cloze Reading ○ Choral Reading ○ Reading Corner – Children use the "partner reading" routine to practice this week's fluency skill or another area of need. Use the decodable text of another familiar text. ○ Reader's Theater – Preview Readers' Theater 8 – "Goldilocks and the Three Bears," and assign parts to mixed-ability groups of five children. The part of the Baby Bear is ideal for struggling readers, while the Narrator's lines can be read by a proficient reader. ○ Research/Inquiry Project – Have groups work on the module project: "Explore Traditional Tales"; Remind children that their focus this week is to set a goal and gather information about traditional stories.		

| Module 8– Week 2 | RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. 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. 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. | **Obj. We are learning to**:
Build knowledge and language about lessons learned from traditional tales when reading and discussing Little Red Riding Hood.
Identify characteristics of dramas.
Connect the ideas in this text with real-life personal experiences, society in general, and ideas in other texts.
Describe characters, dialogue, and setting in a drama.
Build knowledge and language about lessons learned from traditional tales when reading and discussing Little Red Riding Hood.
Identify characteristics of dramas.
Connect the ideas in this text with real-life personal experiences, society in general, and ideas in other texts.
Describe characters, dialogue, and setting in a drama.
Understand the meaning of new vocabulary
Suggested Formative Assessment(s):
Weekly Assessment – Selection Quiz – <u>Little Red Riding Hood; The Grasshopper & the Ants</u> Weekly Assessment – Comprehension – Elements of Drama, Setting,Ideas and Support,; Vocabulary – Inflection -Suffixed -ly, -ful; Grammar – Indefinite pronouns;; Phonics - y as /ĭ/, y as /ī/, y as /ē/, All Jobs of y ; Irregular Words Teacher Observation Turn and Talks, Think Pair She Response to Text – Accountable Talk KWL Chart | Texts Read Aloud Book – <u>Red Knit Cap Girl and the Reading Tree</u> myBook – <u>Little Red Riding Hood</u> myBook – <u>The Grasshopper and the Ants</u> Family Letter to Send Home Teacher's Guide Read Aloud Book – <u>Red Knit Cap Girl and the Reading Tree</u> myBook – <u>Little Red Riding Hood</u> myBook – <u>The Grasshopper and the Ants</u> myBook Know It, Show It Teacher's Guide Bookstix Anchor Chart – theme, make connections, elements of drama, make inferences, setting Reading Graphic Organizer: theme, make connections, elements of drama, make inferences, setting Vocabulary Cards – Power Words: ***autumn, boldly, chirped, labor, sly, storyteller*** Big Idea Words – ***amuse, entertain, literature;*** Generative Vocabulary – ***Suffixes -less, -ful*** Knowledge Maps Activities Build background knowledge Theme Make Connections Elements of Drama Make Inferences Generative Vocabulary: Suffix -ly Listening Comprehension |

	1-ESS1-1., Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.] 1-ESS1-2., Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]		
Module 8– Week 2	Small Group/Differentiation – Materials – Small Group/Differentiation - Decodables - Tabletop Minilessons - ELL Tabletop Minilessons - Language Graphic Organizer Small Group/Differentiation – Activities - Cloze Reading - Choral Reading - Reading Corner – Children use the "partner reading" routine to practice this week's fluency skill or another area of need. Use the decodable text of another familiar text. - Reader's Theater – Provide Readers' Theater 8, "Goldilocks and the Three Bears." Ask children to create or find props, such as bowls or a table. - Research/Inquiry Project – Have groups work on the module project: "Explore Traditional Tales"; Remind children that their focus this week is to develop ideas to write a short scene for the class drama.		

Module 8 – Week 3	- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). - RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). - RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). - RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). - RL.PP.1.5. Identify who is telling the story at various points in a text. - RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. - 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. 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	**Obj. We are learning to:** - Build knowledge and language about Aesop, the fables he wrote, and how they are used today when reading and discussing Thank You, Mr. Aesop. - Identify characteristics of informational texts. - Synthesize information to create new understanding. - Identify the topic and central idea of a text using text evidence and relevant supporting details. - Build knowledge and language about the importance of persistence when watching, listening to, and discussing The Tortoise and the Hare. - Identify features of videos. - Use descriptive language and details in the text and illustrations to identify and describe story characters and the reasons for their actions. - Understand the meaning of new vocabulary **Suggested Formative Assessment(s):** - Weekly Assessment – Selection Quiz – <u>Thank You, Mr. Aesop</u> - Teacher Observation - Turn and Talks, Think Pair Share - Response to Text – Accountable Talk - KWL Chart **Summative Assessment: Module Assessment**	- Texts - Read Aloud Book – <u>My Name is Gabriela</u> - myBook – <u>Thank You, Mr. Aesop</u> - myBook – <u>The Tortoise and the Hare</u> - Materials – Whole Group - Family Letter to Send Home - Teacher's Guide - Read Aloud Book – <u>My Name is Gabriela</u> - myBook – <u>Thank You, Mr. Aesop</u> - myBook – <u>The Tortoise and the Hare</u> - myBook - Know It, Show It - Teacher's Guide - Bookstix - Anchor Chart – Point of View, Synthesize, Topic and Central Idea, Characters - Reading Graphic Organizer: Point of View, Synthesize, Topic and Central Idea, Characters - Vocabulary Cards – Power Words: *lesson, nonsense, reply, tale, wise;* Big Idea Words – *appreciate, duty, participate;* Generative Vocabulary – *Suffix -ly* - Knowledge Maps - Activities - Build Background Knowledge - Point of View - Synthesize - Topic and Central Idea - Characters - Listening Comprehension
Module 8 – Week 3	Small Group/Differentiation – Materials – Small Group/Differentiation Decodables		

- o Tabletop Minilessons
- o ELL Tabletop Minilessons
- o Language Graphic Organizer

Small Group/Differentiation – Activities
- o Cloze Reading
- o Choral Reading
- o Reading Corner – Children use the "partner reading" routine to practice this week's fluency skill or another area of need. Use the decodable text of another familiar text.
- o Reader's Theater – Provide Readers' Theater 8, "Goldilocks and the Three Bears." Ask children to create
- o or find props, such as bowls or a table.
- o Research/Inquiry Project – Have groups work on the module project: Explore Traditional Tales. ; Remind children that their focus this week is to develop ideas to write a short scene for the class drama.
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Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements