



Marietta City Schools 2023-2024 District Unit Planner

1st Grade

Topic Title:

Unit #5 Stories from Around the World

Unit Duration

3 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Students will gain a global perspective of holiday traditions around the world as a reflection of different cultures.

GSE Standards

ELA

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.

ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.

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.

ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Social Studies

SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.

SS1G3 Locate major topographical features of the earth's surface. a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. b. Locate the major oceans: Arctic, Atlantic, Pacific, Southern, and Indian. c. Identify and describe landforms (mountains, deserts, valleys, and coasts).

Essential Questions

Factual—

Who is the main character in the story?
Where does the story take place?
What major problem do the characters face?

Inferential—

How is the main character treated by other characters?
How does the setting influence specific details in the story?
What is the source of the major problem?

Critical Thinking-

What parts of the story could not happen in real life?
Which version of the story do you prefer? Why?

Tier II Words- High Frequency Multiple Meaning

Tier III Words- Subject/ Content Related Words

character, prefer, version, setting, plot, foreign, deeds, cunning

Assessments

Transfer of Integrated Skills:

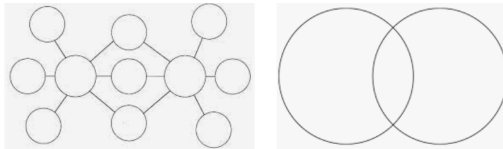
- Have individuals, partners, or small groups complete a Somebody Wanted But So Then profile of one of the stories in this unit. For example,

Somebody	Cinderella
Wanted	Wanted to go to the ball
But	But she was not allowed, had no way of getting there, had nothing fancy to wear
So	So her fairy godmother used magic to help her get the things she needed
Then	Then she lost her shoe at the ball and the prince used it to find her

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.

- Compare Stories

1. Provide students with a Double Bubble Map or Venn Diagram and revisit its use for comparing similarities and contrasting differences between objects or ideas.



2. Assign or allow students to choose two similar stories from this unit to compare and contrast based on the characters, setting, and major events.

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.
 ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.

Writing Task and Rubric:

As part of their Summative Assessment, have students use [Divided Writing Paper](#) and additional [Writing Lines](#) to draft an informational writing illustrating and describing the similarities and differences between their characters. Provide students with the [Informational Writing Checklist](#) to guide their work and use the [Informational Writing Rubric](#) to score their final product.

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
 ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.
 ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<i>15-Day Plan: Stories Around the World</i>	

Connected Structured Literacy Activities	<p><i>Phonics Strategy:</i> Refer to the Tool 4 handouts to lead students through Building Words (pg. 30) activities using key words from this unit that feature known letter-sound spellings--<i>plot, tale, same, place</i></p> <p><i>Fluency Strategy:</i> Refer to the Tool 7 handouts to lead students through Spin, Say, Write (pg, 17-19) using key vocabulary as the basis for reviewing a previously taught skill. For example, CVCe with initial blends--<i>place, spike, pride, plume, stone, trade.</i></p>				
Connected Writing Activities					
Additional Planning Resources					
MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)	
Additional Instructional Resources					
Suggested High Quality Complex Texts					
Suggested Experiential Resources					