# Marietta City Schools
## 2023-2024 District Unit Planner

| | *First Grade* | | |
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| **Topic Title:** | *Unit #7 Form & Function of Fairy Tales & Poems* | **Unit Duration** | *2 weeks* |

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

*What enduring understandings will students gain from this unit?* Authors use magical elements in fairy tales and specific word choice in poems to spark a reader's imagination.

| GSE Standards |
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| **ELA**<br><br>ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.<br><br>ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.<br><br>ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.<br><br>ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.<br><br>ELAGSE1RL9 Compare and contrast the adventures and experiences of characters in stories.<br><br>ELAGSE1RL10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.<br><br>ELAGSE1L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.<br><br>ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |

| Essential Questions |
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**Factual—**

What is a poem?

How does poetry look different from stories or informational texts?

How does poetry sound different from stories or informational texts?

Who is/are the main character(s)?

Where does the story take place?

Which elements of the story are realistic and which ones are fantastical?

**Inferential—**

How does the main character's action impact the other characters in the story?

How does the setting affect the story?

How does magic or imagination play a role in the story?

How does an author choose the words to include in their poems?

How can appealing to our physical senses create an emotional feeling?

**Critical Thinking-**

Are poems more or less effective when every line rhymes?

Is the main character a hero or a villain?

Would the story change if it were in a different setting? Why or why not?

How do you know this story is a fairy tale?

| **Tier II Words-** High Frequency Multiple Meaning | **Tier III Words-** Subject/ Content Related Words |
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| retell, lesson, sequence, problem, solution, visualize, adventures, story, senses, identify, phrases, rhyme, sensory | hero, heroine, villain, poem, poetry |

| **Assessments-** 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed. |
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**Transfer of Integrated Skills**:

- **Description**: ReadWorks "Drinking Fountain"
    1. Provide students with a copy of the passage and read the text aloud.
    2. In small groups or one-on-one, read the questions to students for them to answer. Differentiate support by having students use approximate spelling or dictation of the constructed response questions.

    ELAGSE1RL1 Ask and answer questions about key details in a text.
    ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
    ELAGSE1L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
    ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- **Description**: Telling Real from Fiction
    1. Have students fold a piece of paper in half four times to create 16 squares then label two squares as column headings *Possible* and *Imaginary*.

| **Possible** | **Imaginary** |
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|  |  |

    2. Display and describe Fairy Tales Image Cards #1-6, 10-11, 13-17 one at a time and have students decide whether the image shows something that is possible in real life.

        A spindle; Kings and queens; Fairies; Sleeping; Spinning straw into gold; Castles; Dropping bread; Candy house; Hugging parents; Trading cows for beans; Climbing a beanstalk; Giants; Golden eggs

    3. As you show and describe pictures, students should write a word or phrase for each image in a box on paper under the heading it aligns with.

    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.
    ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
    ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.

Last Revised: December 2023

**Writing Task and Rubric:**

- **Description**: Model creating a Seven Line Sensory Poem then have students create their own using a topic of their choice.

  *Subject*
  *Something you see*
  *Something you smell*
  *Something you hear*
  *Something you taste*
  *Something you touch*
  *Repeat subject*

  ELAGSE1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
  ELAGSE1RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

|  | 4 | 3 | 2 | 1 |
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| Word Choice | Names and describes objects related to the 5 senses using strong verbs or adjectives | Names and describes objects related to the 5 senses using acceptable verbs or adjectives | Names but does not describe objects related to the 5 senses | Does not name objects related to the 5 senses |
| Accuracy | Each object and description relates to something different about the chosen subject | All objects and descriptions align with the chosen subject | Some objects and descriptions do not align with the chosen subjects | No objects and descriptions align with the chosen subjects |

- **Description**: Adapting a Story

  In *The Three Little Pigs*, the pig siblings build their houses out of progressively more sturdy materials with the last one thwarting the wolf.

  1. Task students with rewriting the story by choosing three different materials for the pigs to use. Emphasize that the materials still need to be progressively more sturdy with the last one being strong enough to withstand the wolf's attempts to blow it down.
  2. Provide students with the Narrative Writing Checklist to consult as they plan, and score the final products using the Narrative Writing Rubric.

  ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
  ELAGSE1RL7 Use illustrations and details in a story to describe its characters, setting, or events.
  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.

| Objective or Content | Learning Experiences | Differentiation Considerations |
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| **Daily Lessons for Text Comprehension** | *10-Day Plan: Form & Function of Fairy Tales & Poems* | |
| **Connected Structured Literacy Activities** | ● Phonemic Awareness:<br>Refer to the Word Chaining strategies on the Tool 4 padlet and use key one-syllable vocabulary from this unit as the starting word for different chains. Possible starting words include *tale, prince, trick, save.*<br><br>● Fluency:<br>Poetry is an ideal tool to develop the prosody and rate aspects of fluency simultaneously. Refer to the Tool 7 handouts for guidance on implementing Tally Reading (pdf pg. 42, 56) and Repeated Reading (pdf pg. 44, 57). Differentiate for readiness by adjusting to what degree you hold students accountable for vocal expression in order to earn a tally.<br><br>● Vocabulary:<br>Modify the Match Up strategy from Florida Center for Reading Research to address shades of meaning with sensory words by having students match 3 cards instead of 2. For example:<br>*warm, hot, blazing*<br>*cool, cold, freezing*<br>*dim, bright, blinding*<br><br>● **Concept Sort:**<br>1. Create a set of index cards featuring key vocabulary from this unit.<br>2. Students add a representative picture to each card.<br>3. Collaboratively, the whole class or small groups sort the words into categories that align with big ideas in this unit--heroes, villains, settings, problems, solutions.<br>4. Students add new vocabulary to the established categories as they arise in books during this unit.<br><br>● Story Creation:<br>1. Divide the class into three groups.<br>2. Mix up the Fairy Tales Image Cards, and give each group five or six cards. Tell students that they will make up a new fairy tale using the images on the cards as prompts.<br>3. Ask students in each group to sit in a circle and then explain that they will take turns adding to the story as they draw a card from the pile.<br>4. Start each group off with the words, "Once upon a time . . . " Then have students take turns choosing a card and adding to the story to create a continuous narrative, using the picture as a prompt. You may want students to lay the cards out in order so that they can retell their mixed-up fairy tale again. | |

|  | 5. After the last card is played, say together, "and they lived happily ever after." After the groups have made up their stories, have the groups come back together and share with the class.<br>6. You may also do this in a large group with all seventeen cards for a really mixed-up fairy tale!<br><br>● Character Sketch<br>    1. Collaboratively create a Character Sketch profiling one of the main characters from a book in this unit. Be sure to emphasize the purpose of adding additional background information that the author did not provide.<br>    2. Have students choose another character from the same or another book in this unit to create a Character Sketch.<br>    3. Once sketches are complete, group students who chose the same character or characters from the same book to compare their work to discover similar and different choices they made in creating their sketches. |  |
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| **Connected Writing Activities** | *Embedded into daily slides:*<br>● *Day 2/3: Because, But, So*<br>● *Day 7: Sentence expansion*<br>● *Day 9: Question words* |  |

| **Additional Planning Resources** | | | | |
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| 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** |
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**Suggested High Quality Complex Texts**
- Goldilocks and the Three Dinosaurs
- Sleeping Beauty (From CKLA)
- Strega Nona Meets Her Match
- A New Green Day
- Jack and the Beanstalk
- Pinocchio
- Little Red Riding Hood

**Suggested Experiential Resources**