



Marietta City Schools 2023-2024 District Unit Planner

First Grade

Topic Title:

#1 Stories that Build Community

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? Fictional stories can help us understand real life situations.

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.

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.

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)

ELAGSE1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Essential Questions

Factual-

The people or animals in a story are called the characters of the story. Who are the characters in (chosen story)?

What is (the main character) doing at the beginning of the story?

What problem does (the main character) encounter?

Inferential-

How does (one character)'s actions make the other characters feel? How do you know?

How do (one or more characters) feelings change from the beginning to the end of the story?

What would happen in real life if we made the same choices as (the main character)?

Fables are written to teach a lesson. What is the lesson, or moral, of this fable?

Critical Thinking-

Were your predictions about what happens in the story/fable correct? Why or why not?

The setting of a story is where it takes place. Could this story have taken place in another setting?

(Display an illustration from the book) The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the story?
How do you know?

What could (the main character) have done differently to solve the problem they encountered?

Tier II Words- High Frequency Multiple Meaning

empathy, persevere, related, polite, honest, cooperate, discovery, transforming,
community, coincidence, unique, diversity, adversity, interrupt, patient

Multiple Meaning: sagged

Tier III Words- Subject/ Content Related Words

winsome, begrudging, haven, scowl, twitch, genius, haste

Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.

Transfer of Integrated Skills:

Description: Story Map

1. Display the [Story Map](#) organizer and provide each student, pair, or small group with a printed copy.
2. Allow students to select a book of their choice from the titles that have been read during this unit.
3. Students should use words or phrases from the story to complete each section of the Story Map. They may refer to the text and illustrations but may not copy entire sentences.
4. Each student should record a retelling of the story using their Story Map and a recording feature in Schoology or Flipgrid.

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.

ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

ELAGSE1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.

Writing Task and Rubric:

Description:

- [Our Class Is a Family](#)
 - Students will provide a written response based on the text “Our Class is a Family” detailing what is important about them as a way to allow students and staff to get to know them.
- [This is a School](#)
 - Students will provide a written response based on the text “This is a School” detailing what makes their school special.
- [My Mouth is a Volcano](#)
 - Students will provide a written response based on the text “My Mouth is a Volcano” detailing a time that made them feel like they might erupt.

Name: _____ Date: _____

Five Star Sentence Checklist

handwriting	★
spaces between words ↑ ↑	★
Capital and lowercase letters	★
. ! ?	★
like to spelling my the j u m p m p	★

[Writing Rubric](#)

Objective or Content		Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension		<p>14-Day Plan: Stories that Build Community</p> <ul style="list-style-type: none"> Hook texts: <i>Mae's First Day of School</i>, <i>First Day Jitters</i>, <i>First Day Critter Jitters</i> Visual Texts: <i>First Grade Stinks</i>, <i>Back to School!</i>, <i>Lola Goes to School</i>, <i>Sofia's First Day of School</i>, <i>Inside Out</i> (clip), <i>The Present</i> Accessible Complex Texts: <i>School's First Day of School</i>, <i>Wemberly Worried</i>, <i>Chrysanthemum</i>, <i>A Letter from Your Teacher</i>, <i>Our Class is a Family</i>, <i>How Full is Your Bucket?</i>, <i>Do Unto Others</i>, <i>Ruby the Copycat</i>, <i>All Are</i> 	

		<p><i>Welcome, My Mouth is a Volcano, A Bad Case of Tattle Tongue</i></p> <ul style="list-style-type: none">● Target Texts: <i>The World Needs More Purple People, This is a School</i>		
Connected Writing Activities		Focus skill: Note-taking JOTT and 2 column organizer		
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				
Additional Suggested High Quality Complex Texts				
Additional Suggested Experiential Resources <ul style="list-style-type: none">● Refer to the Top Ten Tools materials for Tool 7 Fluency to lead a Lava Reading activity (p. 11) using one of the fables or short stories presented early in this unit to build fluency by focusing on rate, prosody, and self-monitoring.● Refer to the Top Ten Tools materials for Tool 6 Comprehension to lead Barrel of Monkey lesson (p. 6) to deepen comprehension of the links between sentences in fables and stories from this unit.				