

GRADE 1 – UNIT 1 Connecting to Our World	
Module A	Module B
Anchor and Supporting Texts	Anchor and Supporting Texts
<p><i>Stellaluna</i> 550L Literary Text</p> <p>Supporting Text "Dragons and Giants," from <i>Frog and Toad Together</i> by Arnold Lobel 450L</p> <p>Student Resources / Poetry Collection</p> <p>Poetry</p> <ul style="list-style-type: none"> "Batty" by Shel Silverstein "The Little Birds" by Anonymous 	<p><i>Elephants and Their Calves</i> 370L Informational Text</p> <p>Supporting Text "What Do You Do with a Tail Like This?" by Steve Jenkins & Robin Page 620L</p> <p>Student Resources / Poetry Collection</p> <p>Poetry</p> <ul style="list-style-type: none"> "The Elephant" by Arnold Sundgaard "The Caterpillar" by Christina Rossetti
Standards Highlights	Standards Highlights
<p>Characters Recount Narrative</p>	<p>Main Idea Questions and Answers Informative</p>
GOALS	GOALS
<p>Readers will retell stories, including key details, and demonstrate understanding the central message or lesson.</p> <p>Writers will write a narrative story in which they recount one or more sequenced events, and in which setting plays a role.</p> <p>Learners will recognize important relationships between characters.</p>	<p>Readers will read informational texts in search of answers to questions.</p> <p>Writers will create one informational piece on a topic they are interested in learning more about.</p> <p>Learners will explore a variety of informational texts while asking and answering questions.</p>
Big Idea and Content Connection	Big Idea and Content Connection
<p>Connections/Relationships</p>	<p>Connections/Relationships</p> <p>Science Content Connection 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>
Enduring Understandings	Enduring Understandings
<p>Readers understand that they improve their comprehension by identifying and understanding the story elements of a text.</p> <p>Writers understand that details play a role in explaining characters, central message and setting of the story.</p> <p>Learners understand that characters relate to one another.</p>	<p>Readers understand informational text is written differently than literary text and makes different demands on the reader.</p> <p>Writers understand that different genres have different structures and conventions.</p> <p>Learners understand that living things have certain behaviors that shape them and allow them to survive.</p>
Essential Questions	Essential Questions
<p>Reading: What makes a good retelling?</p> <p>Writing: How do writers create interesting characters?</p>	<p>Reading: How do text features in an informational text help readers understand the main topic and key details in a the story?</p> <p>Writing: How does the organizational structure of question and answer help a writer explain information?</p>
Sample Writing Activities	Sample Writing Activities
<p>1. Students will retell the story <i>Stellaluna</i> by acting out the story. [L1] They will then write a recount that includes key details [L2 and L3]. L3 is Formative Assessment point.</p> <p>2. Students will write a narrative that describes a relationship between two characters we've read about, <i>Stellaluna</i> and <i>Frog</i>, for example. They write details about what the characters in their story do or feel as they work on their stories. [L4–13] Formative Assessment is at L7</p> <p>3. Student will share their opinion of one or more of the characters in <i>Stellaluna</i> or "Frog and Toad." [L9]</p> <p>4. Students will write or dictate a strong ending for their stories about a friendship between two characters. [L10]</p>	<p>1. After listening to <i>Elephants and Their Calves</i>, students will practice asking and answering questions about it with a partner. Students will then add to their Q&A book 2 facts they have learned about how elephant parents help their calves survive and include one text feature. [L6]</p> <p>2. Students will think about the facts they have learned in the books <i>Elephants and Their Calves</i> and <i>What Do You Do With a Tail Like This?</i> Students will use the information from both texts to share something they learned about elephants, using words and pictures. [L9]</p> <p>3. Animal Poster: What are three ways that animals use their body parts to survive? Children will do shared research on an animal that they want to know more about. If possible, they use the books and internet site listed at the back of <i>Elephants</i> book. They use information they find to create a poster. [L12]</p>

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