

Around the World with a Glass Slipper

First Grade Unit 6



Planning Team

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Social Studies Integration Team-

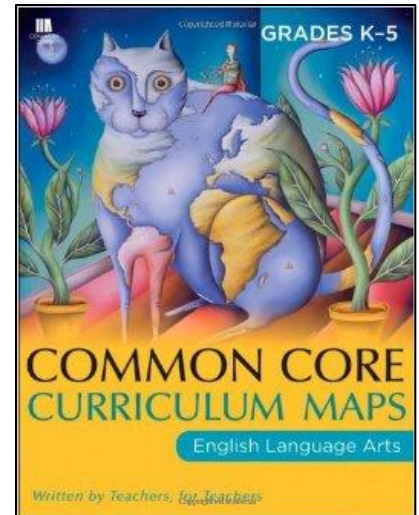
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Around the World with a Glass Slipper

Essential Question

*How do words and illustrations help
us understand different cultures?*



How do words and illustrations help us understand different cultures?

1

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

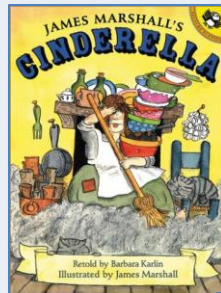
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

L.1.1. f. Use frequently occurring adjectives. (ex magnificent golden horse, six white mice,.... James Marshal)

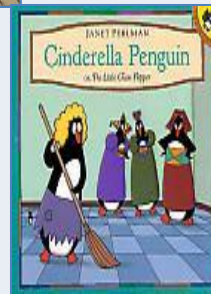
L.1.1.g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

*All 3 books are available online.

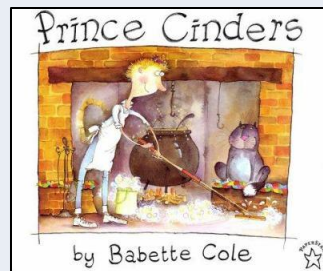
- [Prince Cinders- Youtube](#) (movie version)
- [Prince Cinders- Youtube](#) (eBook version)
- [Cinderella Penguin- Youtube](#)
- [James Marshall's Cinderella- Learn360](#)



Text Talk



Text Talk



*Introduce EQ * Tell kids that we will be comparing the stories we read to learn more about how

Day 1: RL.1.7- Prince Cinders- Talk about the different information provided by the illustrations vs. the words.

***Organizer linked**

Day 2: RL.1.4- Cinderella Penguin- Identify feel words throughout book.

***Organizer linked**

Day 3: RL.1.2- Cinderella- discuss how characters change throughout the story. Talk about how the problem and resolution helps change the character.

***Organizer linked**

Day 4: Text Talk & L.1.1.f- Review favorite book. Use highlighter tape to mark adjectives

Day 5: RL.1.9: Compare all 3 books using matrix. This standard is repeated for several weeks. Each time the matrix gets a little more difficult.

***Organizer linked**

Week

Standards

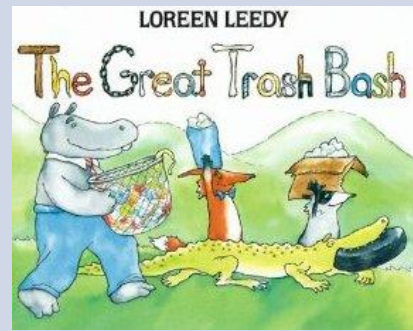
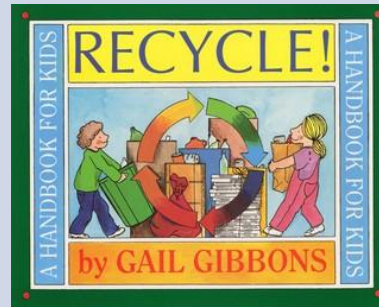
Texts

Suggested Activities

Social Studies- Week 1

G.9.1.1 Explain positive and negative effects humans have on the environment (e.g., litter, pollution, planting trees, recycling)

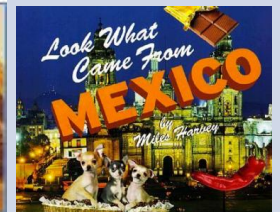
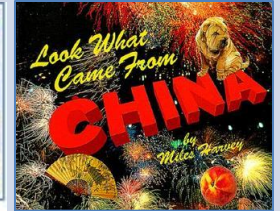
G.9.1.2 Discuss how cultural characteristics create diversity in a community, place, or region



[BrainPop Recycle](#)

Earth Day is on April 22! That may be a great day to discuss G.9.1.1.

As you read the “Look What Comes From...” books throughout the unit, discuss cultural characteristics of each region.



Week	Standards	Texts	Suggested Activity
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2

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. **“How do the illustrations tell me more?”**

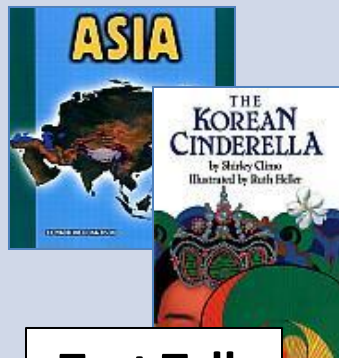
RL.1.9: Compare and contrast the adventures and experiences of characters in stories.

RI.1.7: Use the illustrations and details in a text to describe its key ideas.

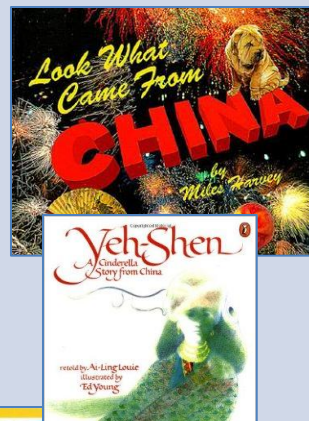
W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

L.1.1. f. Use frequently occurring adjectives. (Lots of them in Cinderella Books!)

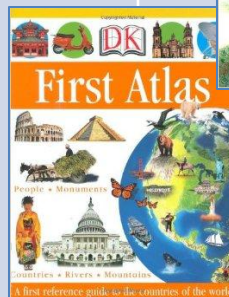
L.1.1.g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). (Yeh Shen)



Text Talk



Text Talk



*Introduce the 2 Cinderella from Asia. Connect to the stories read last week. Tell students we will be reading new stories from Asia.

Day 1: RI.1.7- Look What Came From China- Key questions to ask while reading- “What details do the illustrations provide that the words do not?” “How do the words describe key details on this page?”

***Organizer Linked**

Day 2: RI.1.2 & W.1.6- Asia- Take notes while reading. After reading about Asia- model how to color code facts that go together.

***note taking**

Day 3: RL.1.7 - The Korean Cinderella : *long book*. Key point “How do the illustrations tell me more?” We suggest writing in response to the story since the book is so long. This standard is assessed at other times in the unit.

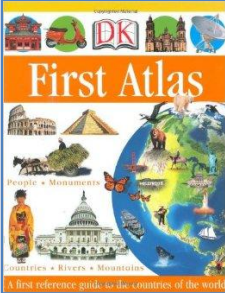
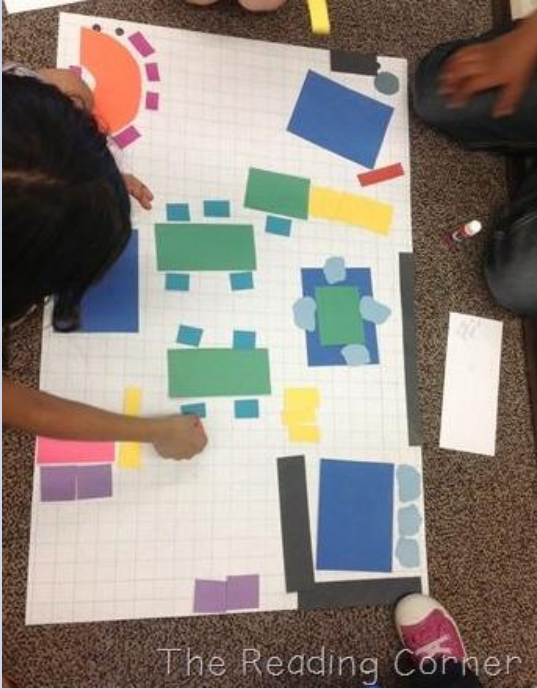
Day 4: RL.1.7 & L.1.1.g- Yeh-Shen *long book* same as the previous door. (Talk about frequently occurring conjunctions)

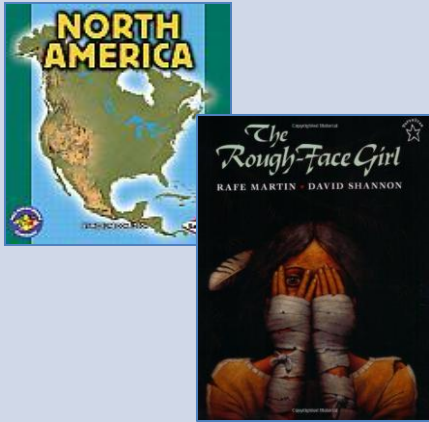

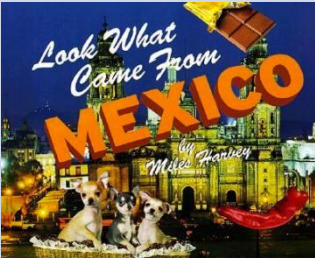
Day 5: RL.1.9- Compare both books. A matrix and a double bubble are linked.

***Organizer Linked**

*****First Atlas** “We are going to learn about Cinderella stories from around the World” Introduce Atlas briefly, show students the gist of how it works and how much information it provides. Do not go into details.

Social Studies- Week 2

Week	Standards	Texts	Suggested Activity
	<p>G.8.1.1 Use map keys, legends, symbols, compass rose, and directional words to show a relationship between places</p> <p>G.8.1.2 Use maps, globes, and photographs to describe the physical and human characteristics of a familiar place</p> <p>G.8.1.3 Construct and label maps of familiar places</p>	 <p>BrainPop Reading Maps</p>	<p>Make a map of the school together (including a key, legend, compass rose, and directional words), then have student create a map of the classroom in groups. (Include a map key to include what each symbol stands for).</p>  <p>The Reading Corner</p>

Week	Standards	Texts	Suggested Activity
3	<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. “How do I know?” “Where did I get the information from?”</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events. “How do the illustrations tell me more?”</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas. “How do the illustrations tell me more?”</p> <p>RI.1.9 Compare and contrast the adventures and experiences of characters in stories. compare Cinderella stories</p> <p>RI. 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). compare continents</p> <p>W.1.2 informative **comparison matrix and sentence frames</p> <p>L.1.1. f. Use frequently occurring adjectives. (Lots of them in Cinderella Books!)</p> <p>L.1.1.g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	  <p style="text-align: center;">Text Talk</p> 	<p>Day 1: RI.1.7: Look What Came From Mexico- Key questions to ask while reading- “What details do the illustrations provide that the words do not?” “How do the words describe key details on this page?” *Organizer Linked</p> <p>Day 2: RI.1.6- South America- Add to organizer to RI.1.9 (finish on Day 3) **Students will identify where they find information (pictures/ words) on a page copies from text *Organizer Linked</p> <p>Day 3: RI.1.9- North America- After completing organizer have students identify similarities and differences. Then they will respond to the prompt *Organizer Linked</p> <p>Day 4: RL..1.7-The Rough-Face Girl-Talk about illustration “How do the illustrations tell me more about the character, setting, or events?” *Organizer Linked</p> <p>Day 5: RL.1.9-Little Gold Star- After reading both stories have students identify similarities then complete comparison matrix *Organizer Linked</p>

Week	Standards	Texts	Suggested Activity
Social Studies- Week 3	<p>E.7.1.2 Identify goods that are both imported to and exported from Arkansas and the United States</p> <p>G.11.1.1 Discuss how the consumption of products connects the local community to distant places</p>	<p>See next 2 slides for more information</p>	

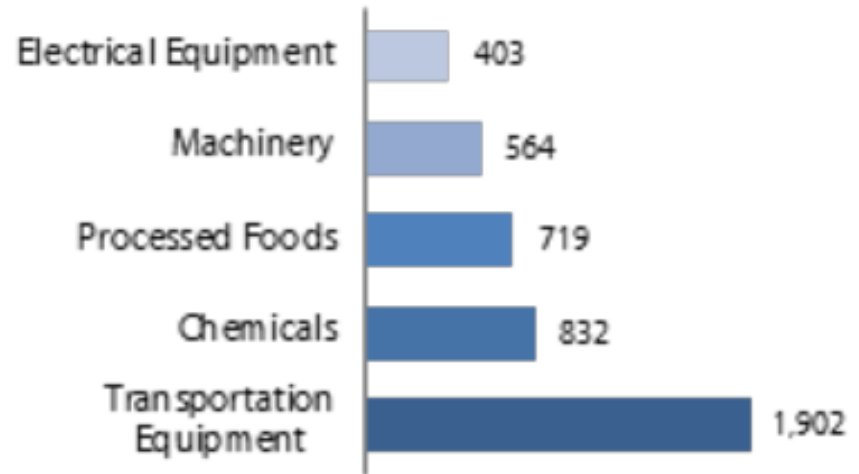
Arkansas's Top 5 Exports

1. Aircraft engines and parts
2. Electric Plugs and sockets
3. Chicken
4. Rice
5. Bleach

Arkansas's Top Imports

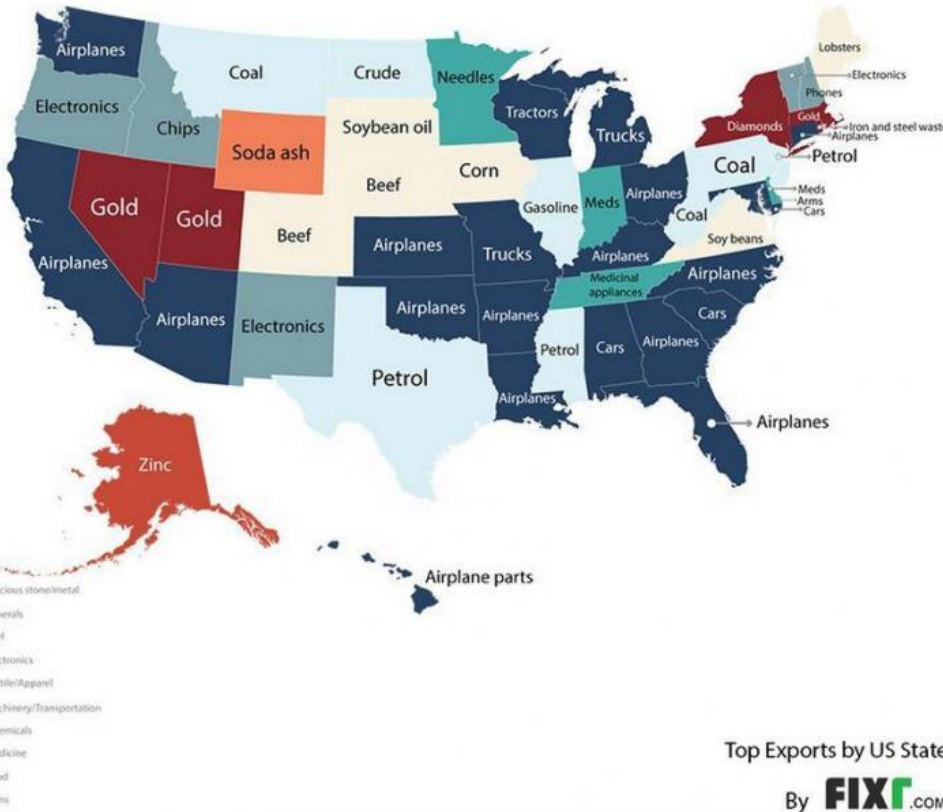
1. Aircraft parts
2. Television parts

Arkansas's Top 5 Export Industries (Value in Millions of US dollars)



E.7.1.2 Identify goods that are both imported to and exported from Arkansas and the United States

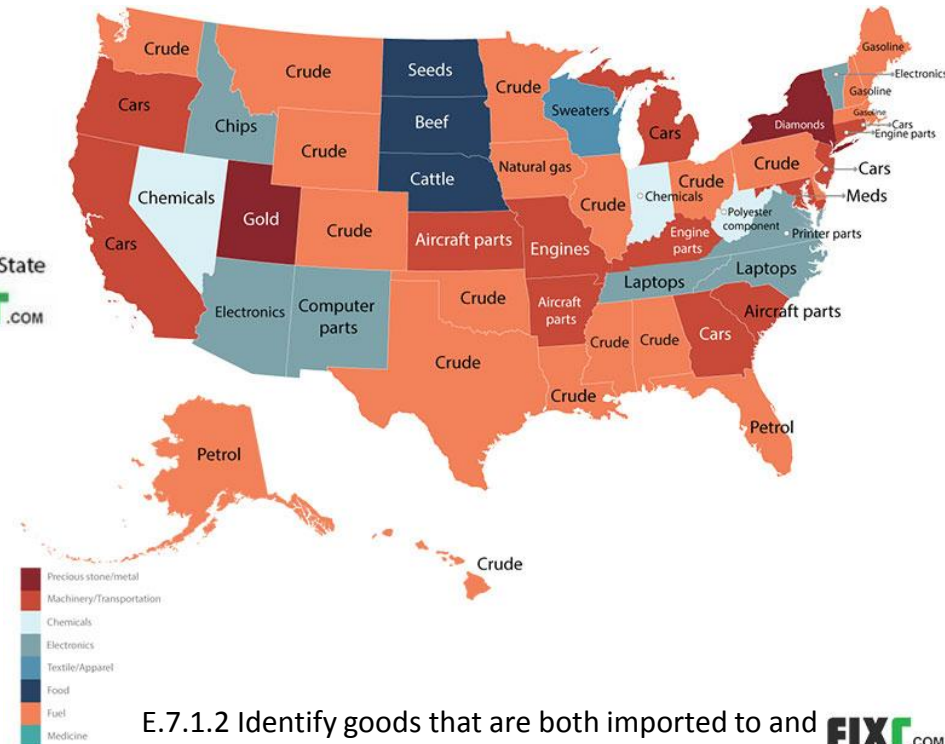
Top Exports of Each State



Top Exports of U.S.

1. Machines, engines, and pumps
2. Electrical Equipment
3. Oil
4. Vehicles
5. Aircraft & Spacecraft

Top Imports of Each State



Top Imports of U.S.

1. Oil
2. Machines, engines, and pumps
3. Electrical Equipment
4. Vehicles
5. Medical & Technical Equipment

E.7.1.2 Identify goods that are both imported to and exported from Arkansas and the United States

Weeks	Standards	Texts	Suggested Activity
4	<p>L.1.1. f. Use frequently occurring adjectives. (Lots of them in Cinderella Books!)</p> <p>RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. “How do the illustrations tell me more?”</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas. “How do the illustrations tell me more?”</p> <p>(wk4) W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **Writing comes from text dependent questions. **Mentor Text- Use the little books for mentor introductory and conclusion sentences.</p>	 <p style="text-align: center;">Text Talk</p>	<p>Week 4:</p> <p>Day 1: RI.1.3- Look What Came from Africa- While reading talk about how pieces of information connects (food is to culture...) “How does the information in each section relate to the section title and the main topic of the whole text?” *note taking</p> <p>Day 2: RI.1.7-Africa *Organizer Linked</p> <p>Day 3: RI.1.3- Look What Came from Egypt- While reading talk about how pieces of information connects (food is to culture...) “How does the information in each section relate to the section title and the main topic of the whole text?” *note taking</p> <p>Day 4: RL.1.2- The Egyptian Cinderella - discuss how characters change throughout the story. Talk about how the problem and resolution helps change the character. *organizer linked</p> <p>Day 5: RL.1.2- Mufaro’s Beautiful Daughters (same as previous day) *organizer linked</p>

Weeks

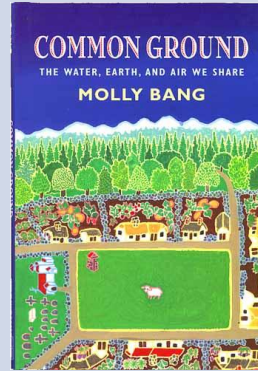
Standards

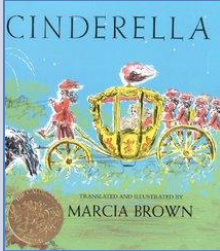
Texts

Suggested
Activity

Social Studies- Week 4

G.10.1.1 Explain ways people use natural resources in the community in which they choose to settle



Week	Standards	Texts	Suggested Activity
<p style="text-align: center; font-size: 2em; font-weight: bold;">5 and 6</p>	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. “How do the illustrations tell me more?”</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.7: Participate in shared research and writing projects</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>L.1.1. f. Use frequently occurring adjectives. (Lots of them in Cinderella Books!)</p>	<p><u>Continent Research</u> **Look What Came From.....** -Table of Contents: Food, Art, Fashion, and musical instruments</p> <p>**Use District Art Pieces**</p> <div style="text-align: center;">  <p style="font-size: 1.5em; font-weight: bold;">Text Talk</p> </div> <p>summative assessment***</p> <p style="text-align: center; font-size: 1.2em;">Borrow Kindergarten Unit 5 books for more resources ***</p>	<p>Week 5: -Day 1: RL.1.7 - Review Cinderella stories from unit. Read last book. Give summative assessment *Assessment Linked -Day 2-5: Shared Research</p> <p>Week 6:</p> <p>Shared Research Project W.1.6, W.1.7, R.1.5 -Group students and decide which continents you would like your students to research. -Students will use the CCSS books, notebooks, CCSS art work and masks from around the world. -They are to use a graphic organizer to gather information then present their project. They will also write an informative chapter book on their topic. -Students can.... - create/use CCSS mask for their continent - draw pictures/ use internet - use maps - make a poster - use text feature *then students will write a mini book *Organizer Linked *Mini Book Linked</p>

Week	Standards	Essential Questions
1		<p>EQ: How do words and illustrations help us understand different cultures?</p> <ul style="list-style-type: none">*Introduce EQ to give kids an idea about what will be happening.* Tell kids that we will be comparing the stories we read to learn more about how
2		Continue to touch on EQ throughout the unit. Discuss connections between cultural aspects from story books and informational books.
3		
4		
5		
6		This is the time for children to come back and write in response to the essential question. At this time the EQ has been addressed several times during the unit.



Fluency Practice 😊

- Readers Theater
- Cinderella Poems
- Continent Poems

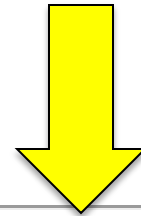
all linked

Cinderella:

- [Prince Cinders- Youtube](#) (movie)
- [Prince Cinders- Youtube](#) (eBook)
- [Cinderella Penguin- Youtube](#) (eBook)
- [Yeh Shen- Youtube](#) (movie)
- [James Marshall's Cinderella- Learn360](#) (movie)
- [Draw Me a Story: Cinderella- Learn360](#)
- [Mufaro's Beautiful Daughters- Reading Rainbow- Learn360](#) (eBook)

Continents:

- Teacher Created Resources has several great links!



TECH Resources

Unit 6 Media Resources [SMART](#)
Compare/Contrast Cinderella
[SMART](#)
Cinderella Around the World
[SMART](#)

Essential Questions

Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY