

# First Grade Unit 6 Planning Guide

The following texts have been provided by the district for use with the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

## Around the World with a Glass Slipper

“What can versions of the same story teach us about different cultures?”

**6 weeks**

APRIL 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2014						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Link to Pacing Guide  
[Unit 6](#)

### Sample Activities and Assessments (pg. 109-111 Common Core Curriculum Maps)

The listed standards appear on the 4<sup>th</sup> Quarter Scoring Guide

#### 1. Reading/Literary

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.  
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

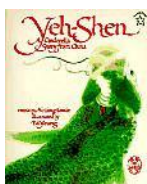
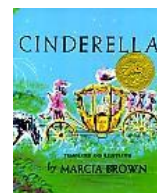
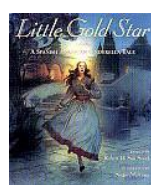
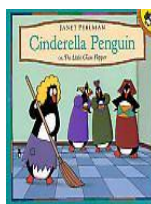
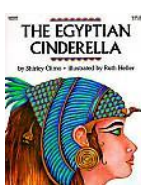
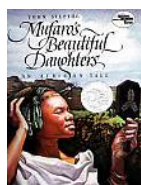
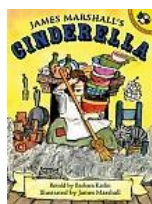
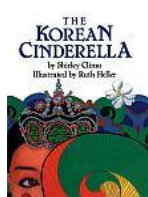
#### 2. Reading/Opinion Writing

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

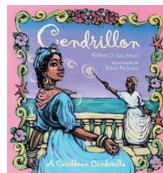
#### 3. Reading/Literary/Multimedia Presentation

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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



3<sup>rd</sup> Grade  
HM Reading  
3.2. Horizons  
pg. 283  
(limited illustrations)



4<sup>th</sup> Grade  
HM Reading  
Traditions  
pg. 329

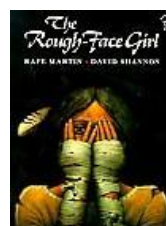
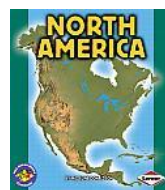
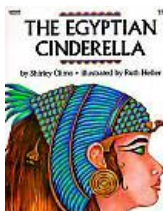
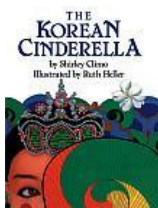
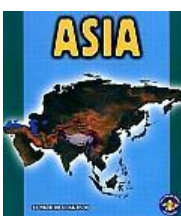
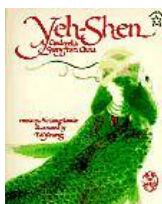
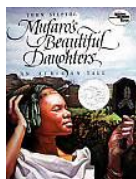
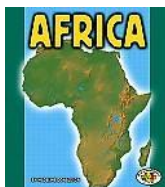


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## 4. Reading/Informational Text/Literary

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

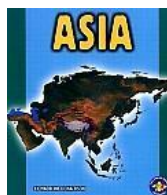
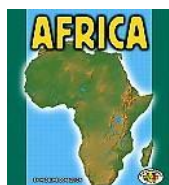
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).



## 5. Reading/Informational Text- Compare and contrast two books about the same continent.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).



## 6. Reading /Informational Text/Presentation- Research countries focusing on contributions/inventions. Create a "museum" of artifacts representing the contributions.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

RI.1.2. Identify the main topic and retell key details of a text.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

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### 7. Art/Language- Use describing words to tell about the masks.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.



Shaman's  
Mask



Devil Dance  
Mask



Captain  
Scaramouche



Asian Puppet  
Mask



African  
Mask



Australian  
Display Mask

# First Grade Unit 6 Planning Guide

## Text Talk Texts

[Text Talk Tier II words and kid friendly definitions](#) are also available on the district curriculum webpage for these titles.

	<i>James Marshall's Cinderella</i> (Barbara Karlin and James Marshall)	ragged	dirty, old clothing
		shrieked	to scream
		enchanted	charming and delightful
	<i>Mufaro's Beautiful Daughters</i> (John Steptoe)	beamed	to shine to smile widely
		scolded	to tell someone they did something wrong in an angry way
		anxious	wanting to do something impatient and concerned
	<i>Yeh-Shen: A Cinderella Story from China</i> (Al-Ling Louie and Ed Young) (EA)	crafty	good at tricking people
		filthy	dirty
		tattered	torn in shreds or pieces
	<i>Cinderella Penguin</i> (Janet Perlman)	cozy	warm, friendly and comfortable
		shabby	worn often and not clean
		delicate	easily broken
	<i>The Korean Cinderella</i> (Shirley Climo)	jealous	wanting someone or something belonging to another person
		flustered	upset and behaving awkwardly (not normal)
		glimpse	quick look
	<i>Little Gold Star</i> (retold by Robert D. San Souci)	misery	deep sadness; feeling like there is no hope
		hideous	frightening in looks
		elegant	graceful and attractive

### The following standards are paced for quarter 4 but are not included in unit activities:

- RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.
- 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.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- L.1.1.i.** Use frequently occurring prepositions (e.g., during, beyond, toward).
- L.1.5.a.** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5.b.** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.1.5.d.** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.