

# Around the World with a Glass Slipper

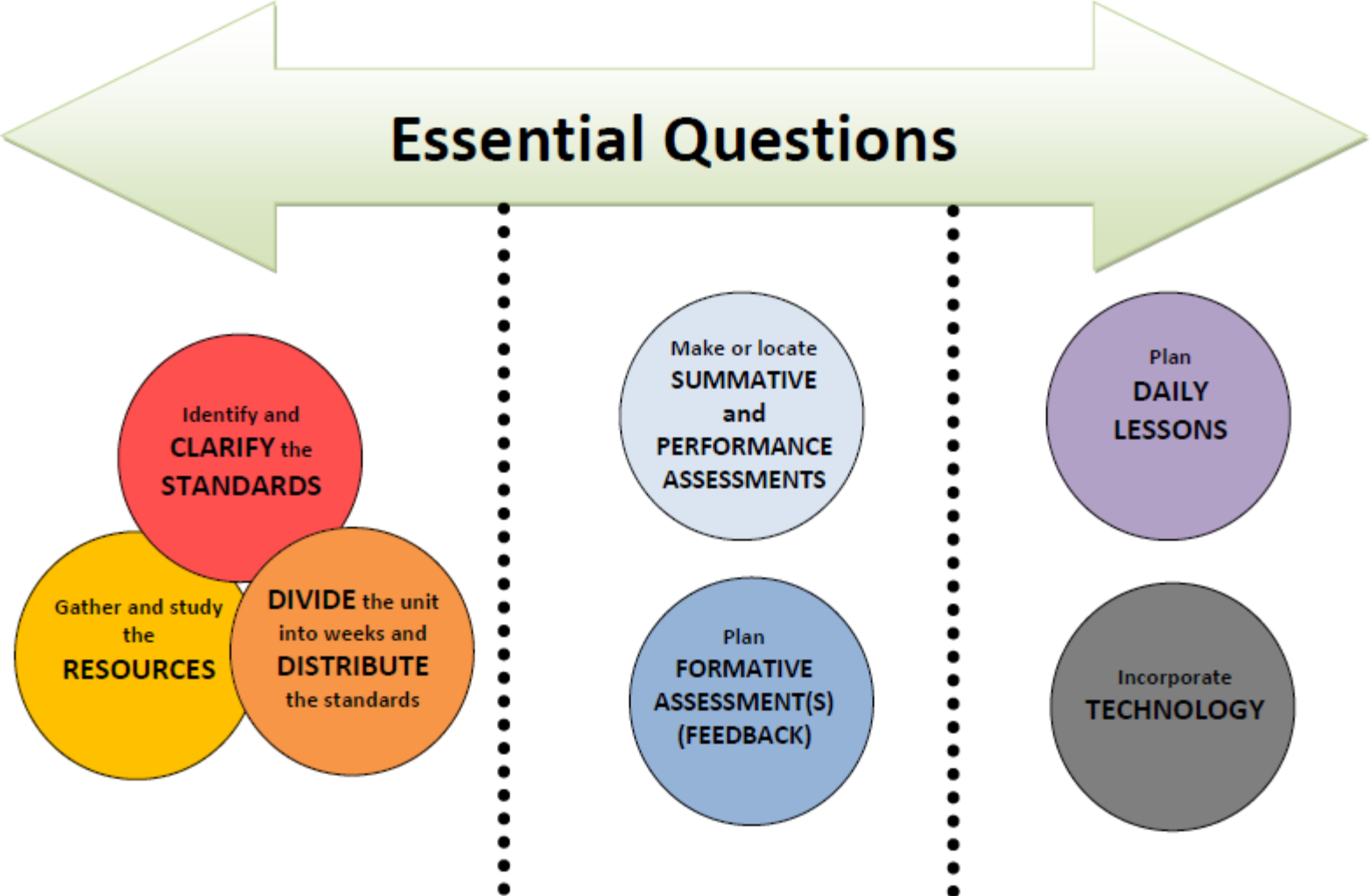
First Grade Unit 6



## Planning Team

Amy Johnson, Anne Saullo, Mandy Oyler, Kristy Brown, Barbara Jackson, and intern  
Chelsea

# Essential Questions



Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

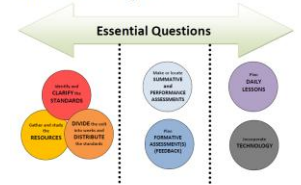
**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

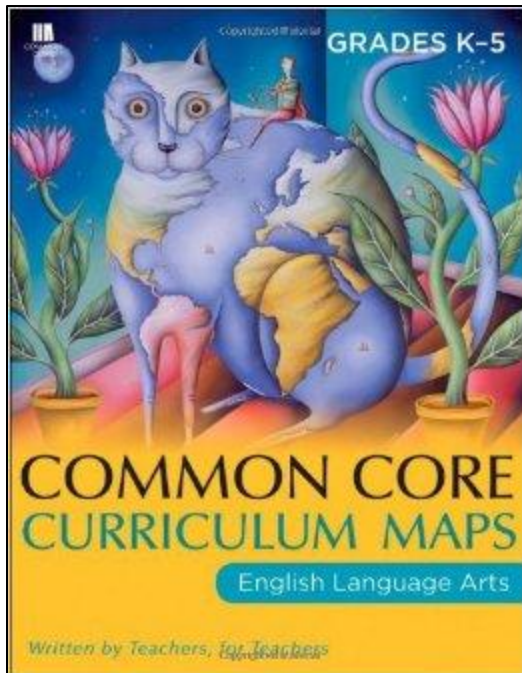
Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**



# Around the World with a Glass Slipper



**Essential Question**

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



# Around the World with a Glass Slipper

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

In this sixth six-week unit of first grade, students compare and contrast multiple versions of Cinderella while learning about continents and cultures.

## Reading Standards for Literature

### Key Ideas and Details

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

### Craft and Structure

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

### Integration of Knowledge and Ideas

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.

## Reading Standards for Informational Text

### Key Ideas and Details

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

RI.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.1.6 Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

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

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

## Reading Standards: Foundational Skills

### Phonological Awareness

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

### Phonics and Word Recognition

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

### Fluency

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing Standards

natory texts in which they name a topic, supply some facts about the topic, and provide

### Writing

ort from adults, use a variety of digital tools to produce and publish writing, including in

### Knowledge

earch and writing projects (e.g., explore a number of "how-to" books on a given topic  
nce of instructions).

## Speaking and Listening Standards

### tion

ive conversations with diverse partners about grade 1 topics and texts with peers and  
ps.

ersations by responding to the comments of others through multiple exchanges.

y confusion about the topics and texts under discussion.

ts about what a speaker says in order to gather additional information or clarify  
od.

### id Ideas

usual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## Language Standards

### sh

if the conventions of standard English grammar and usage when writing or speaking.  
ctives.

ts, demonstratives).

ositions (e.g., during, beyond, toward).

re simple and compound declarative, interrogative, imperative, and exclamatory  
pts.

if the conventions of standard English capitalization, punctuation, and spelling when

separate single words in a series.

r words with common spelling patterns and for frequently occurring irregular words.

tically, drawing on phonemic awareness and spelling conventions.

re

meaning of unknown and multiple-meaning words and phrases based on grade 1 reading  
from an array of strategies.

s a clue to the meaning of a word or phrase.

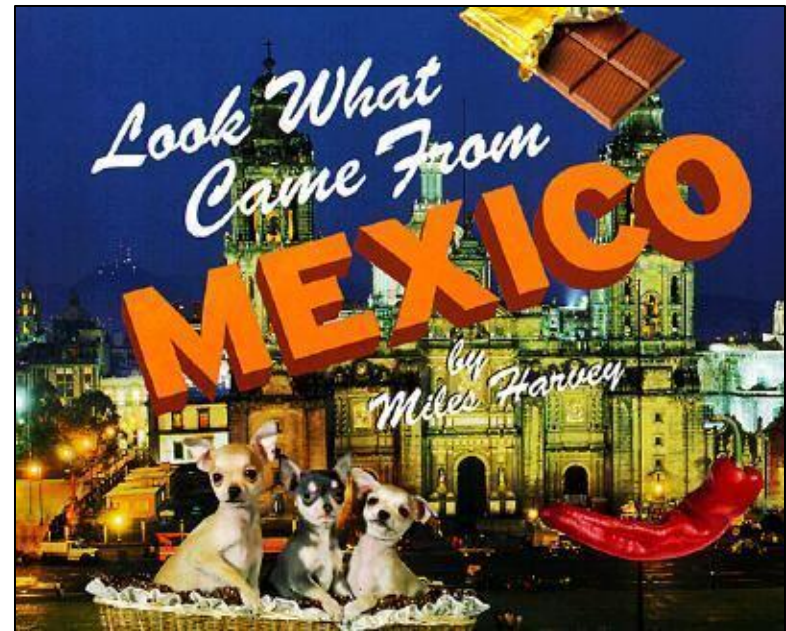
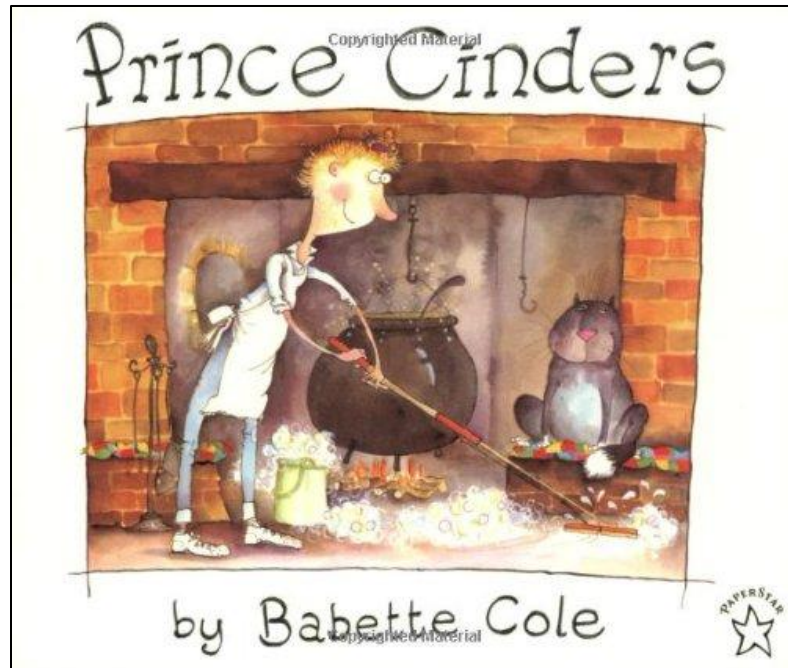
kes as a clue to the meaning of a word.

root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

quired through conversations, reading and being read to, and responding to texts,  
irring conjunctions to signal simple relationships (e.g., because).



# New Texts



# Poem

"Star Light, Star Bright"

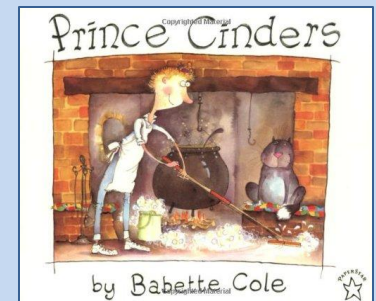
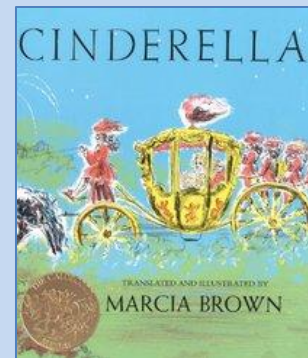
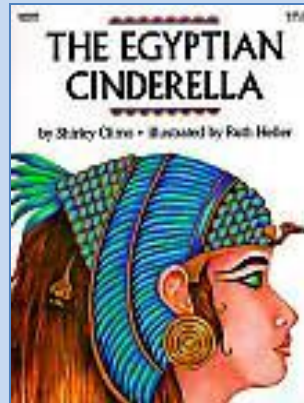
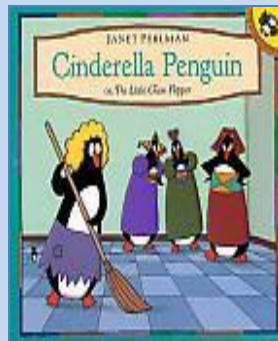
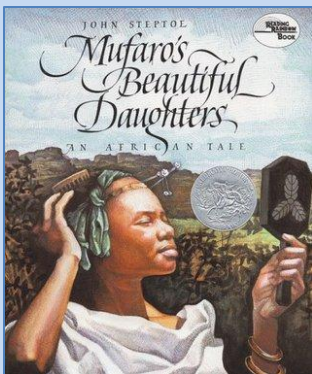
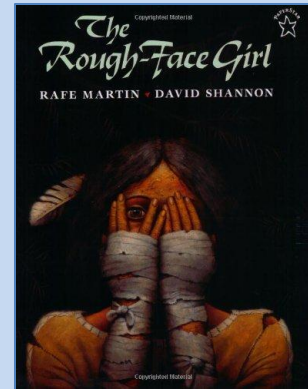
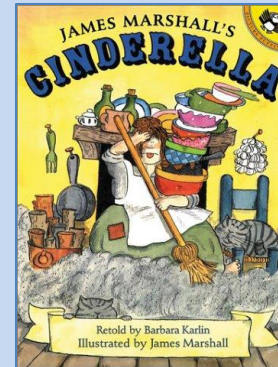
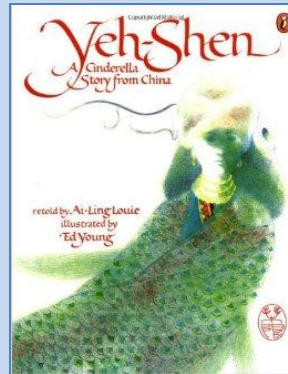
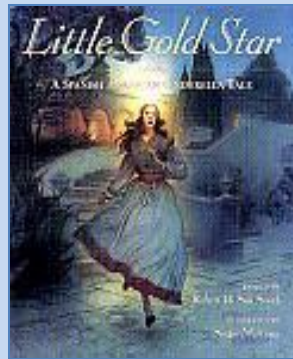
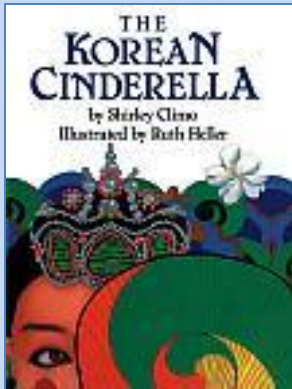
1<sup>st</sup> Grade

Print Resources

Unit 6

## Literature

### Read Aloud





# Art



Shaman's  
Mask



Devil Dance  
Mask



Captain  
Scaramouche



Asian Puppet  
Mask



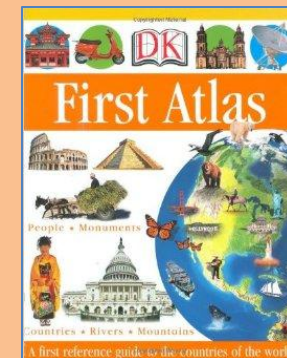
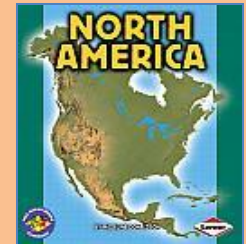
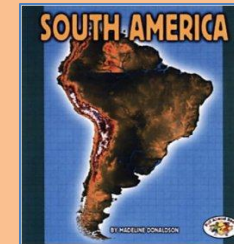
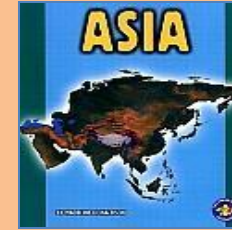
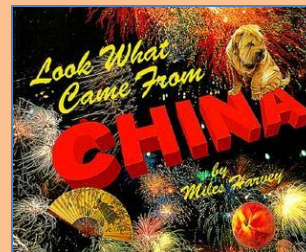
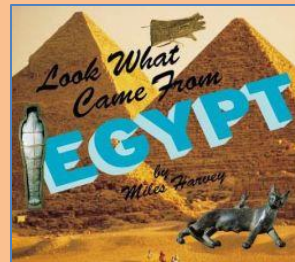
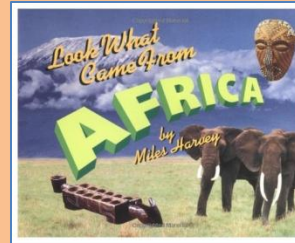
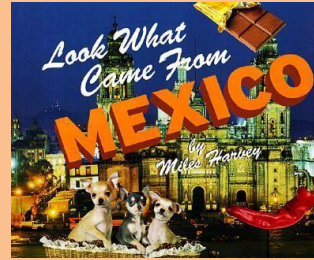
African Mask



Australian Display  
Mask

## Informational Text

### Read Aloud



Week	Standards	Texts	Suggested Activities
1	<p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RI.1.5:</b> 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><b>L.1.1. f.</b> Use frequently occurring adjectives. (ex magnificent golden horse, six white mice,.... James Marshal)</p> <p><b>L.1.1.g.</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	<div data-bbox="962 187 1184 478"> </div> <p><b>Text Talk</b></p> <div data-bbox="1172 505 1416 779"> </div> <p><b>Text Talk</b></p> <div data-bbox="948 853 1238 1096"> </div> <p><b>New Text</b> 😊</p>	<p>*Introduce EQ * Tell kids that we will be comparing the stories we read to learn more about how</p> <p><b>Day 1:</b> James Marshall (video is on Learn360)</p> <p><b>Day 2:</b></p> <p><b>Day 3:</b></p> <p><b>Day 4:</b></p> <p><b>Day 5:</b></p> <p>youtube on Prince Cinders</p>



Week	Standards	Texts	Suggested Activity
2	<p><b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <b>“How do I know?”</b> <b>“Where did I get the information from?”</b></p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events. <b>“How do the illustrations tell me more?”</b></p> <p><b>RL.1.9:</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>W.1.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  <b>**TEACHER LEAD WHOLE GROUP</b>  <b>**Bubble chart with topic in center. Write facts then color code features that go together.</b></p> <p><b>L.1.1. f.</b> Use frequently occurring adjectives. (Lots of them in Cinderella Books!)</p> <p><b>L.1.1.g.</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because). (Yeh Shen)</p>	<div data-bbox="832 169 1060 428"></div> <div data-bbox="1103 154 1300 428"></div> <p data-bbox="1103 428 1300 478"><b>Text Talk</b></p> <div data-bbox="929 551 1238 801"></div> <div data-bbox="832 822 1060 1113"></div> <div data-bbox="1089 836 1306 1110"></div> <p data-bbox="1089 1125 1306 1175"><b>Text Talk</b></p>	<p>*Introduce the 2 Cinderella from Asia. Connect to the stories read last week. Tell students we will be reading new stories from Asia.</p> <p><b>Day 1:</b> Asia Info gathering</p> <p><b>Day 2:</b></p> <p><b>Day 3:</b></p> <p><b>Day 4:</b></p> <p><b>Day 5:</b></p> <p>First Atlas ”Now we are going to learn about Cinderellas from around the World”</p>



Week	Standards	Texts	Suggested Activity
3	<p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <b>“How do I know?”</b> <b>“Where did I get the information from?”</b></p> <p><b>RI.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events. <b>“How do the illustrations tell me more?”</b></p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas. <b>“How do the illustrations tell me more?”</b></p> <p><b>RI.1.9</b> Compare and contrast the adventures and experiences of characters in stories. <b>compare Cinderella stories</b></p> <p><b>RI. 1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). compare continents</p> <p><b>W.1.2</b> <b>informative **comparison matrix and sentence frames</b></p> <p><b>L.1.1. f.</b> Use frequently occurring adjectives. (Lots of them in Cinderella Books!)</p> <p><b>L.1.1.g.</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>	<div data-bbox="900 139 1128 382"> </div> <div data-bbox="1205 139 1441 445"> </div> <div data-bbox="915 474 1159 751"> </div> <div data-bbox="1205 474 1449 762"> </div> <div data-bbox="1232 762 1425 811"> <p><b>Text Talk</b></p> </div> <div data-bbox="915 822 1236 1079"> </div> <div data-bbox="915 1085 1078 1119"> <p>New Text ☺</p> </div>	<p><b>Day 1:</b> Asia Info gathering</p> <p><b>Day 2:</b></p> <p><b>Day 3:</b></p> <p><b>Day 4:</b></p> <p><b>Day 5:</b></p>



Weeks	Standards	Texts	Suggested Activity
4	<p><b>L.1.1. f.</b> Use frequently occurring adjectives. (Lots of them in Cinderella Books!)</p> <p><b>RL.1.2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, <b>or pieces of information in a text.</b></p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events. “How do the illustrations tell me more?”</p> <p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas. “How do the illustrations tell me more?”</p>	    	<p><b>Day 1:</b></p> <p><b>Day 2:</b></p> <p><b>Day 3:</b></p> <p><b>Day 4:</b></p> <p><b>Day 5:</b></p>
and		<p><b>Text Talk</b></p>	
5	<p><b>(wk4) W1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>**Writing comes from text dependent questions.</b></p> <p><b>**Mentor Text-</b> Use the little books for mentor introductory and conclusion sentences.</p> <p><b>(wk 5&amp;6)</b></p> <p><b>W.1.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.1.7:</b> Participate in shared research and writing projects</p>		





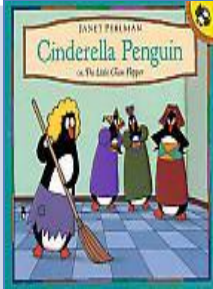
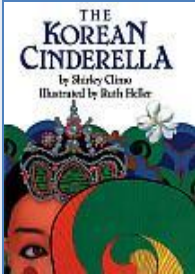
Week	Standards	Texts	Suggested Activity
6	<p>(wk 5&amp;6)</p> <p><b>W.1.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.1.7:</b> Participate in shared research and writing projects</p> <p><b>L.1.1. f.</b> Use frequently occurring adjectives. (Lots of them in Cinderella Books!)</p>	<p><u><b>Continent Research</b></u></p> <p><b>**Look What Came From.....**</b></p> <p>-Table of Contents: Food, Art, Fashion, and musical instruments</p> <p><b>**Use District Art Pieces**</b></p> <div data-bbox="994 554 1161 741" data-label="Image"> </div> <p><b>Text Talk</b></p> <p><b>*Summative Assessment</b></p>	<p><b>Day 1:</b></p> <p><b>Day 2:</b></p> <p><b>Day 3:</b></p> <p><b>Day 4:</b></p> <p><b>Day 5:</b></p>



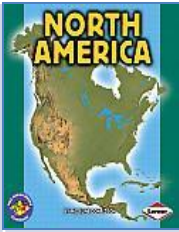
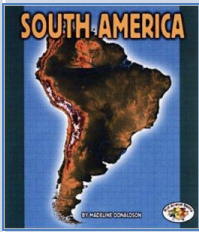
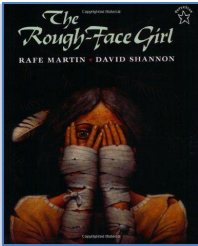

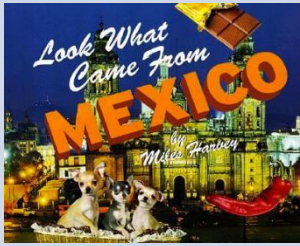

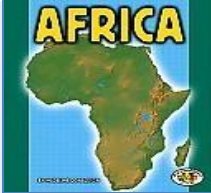
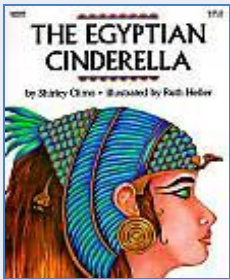


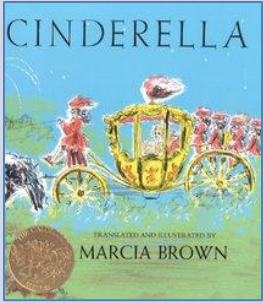
Week	Standards	Essential Questions
1		<p><b>EQ:</b> How do words and illustrations help us understand different cultures?</p> <p>*Introduce EQ to give kids an idea about what will be happening.</p> <p>* Tell kids that we will be comparing the stories we read to learn more about how</p>
2		Continue to 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.

Backward Unit Planning 1.0



Week	Standards	Texts	Assessments
1	RL.1.2 RL.1.4 RL.1.7 RL.1.9 L.1.1. f. L.1.1.g.	  	RL.1.9 – Comparison Matrix for Cinderella stories with sentence frames for writing *Kristy
2	RI.1.6 RI.1.7:  RL.1.7 RL.1.9:  W.1.6:  L.1.1. f. L.1.1.g.	    	RL.1.7- key details from text and illustrations in PPT or SmartBoard *Barbara and Anne



Week	Standards	Texts	Assessments
3	RI.1.6 RI.1.7 RL.1.7 RI.1.9 RL.1.9 W.1.2	    	RI.1.9- Comparison matrix and sentence frame for continents. (Focus on different features than what we discussed for the shared research project.) <b>**???</b>
4/5	RI.1.3 RI.1.6 RI.1.7  RL.1.7 RL.1.9  W.1.6  L.1.1. f. L.1.1.g.	    	RL.1.2- Retelling W.1.2- Africa (graphic organizer) RI.1.3- ?  <b>*Didn't have a lot of notes for assessments here. What do y'all think?</b>
6	W.1.6 W.1.7 RL.1.9	What Came From... Books Continents Books  	RL.1.7- key details from text and illustrations assessment *Anne  RI.1.7, W.1.6, and W1.7 – organizer for research, copy pictures for facts put in PPT, writing booklet template *Mandy



# RESOURCES



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