

Around the World with a Glass Slipper

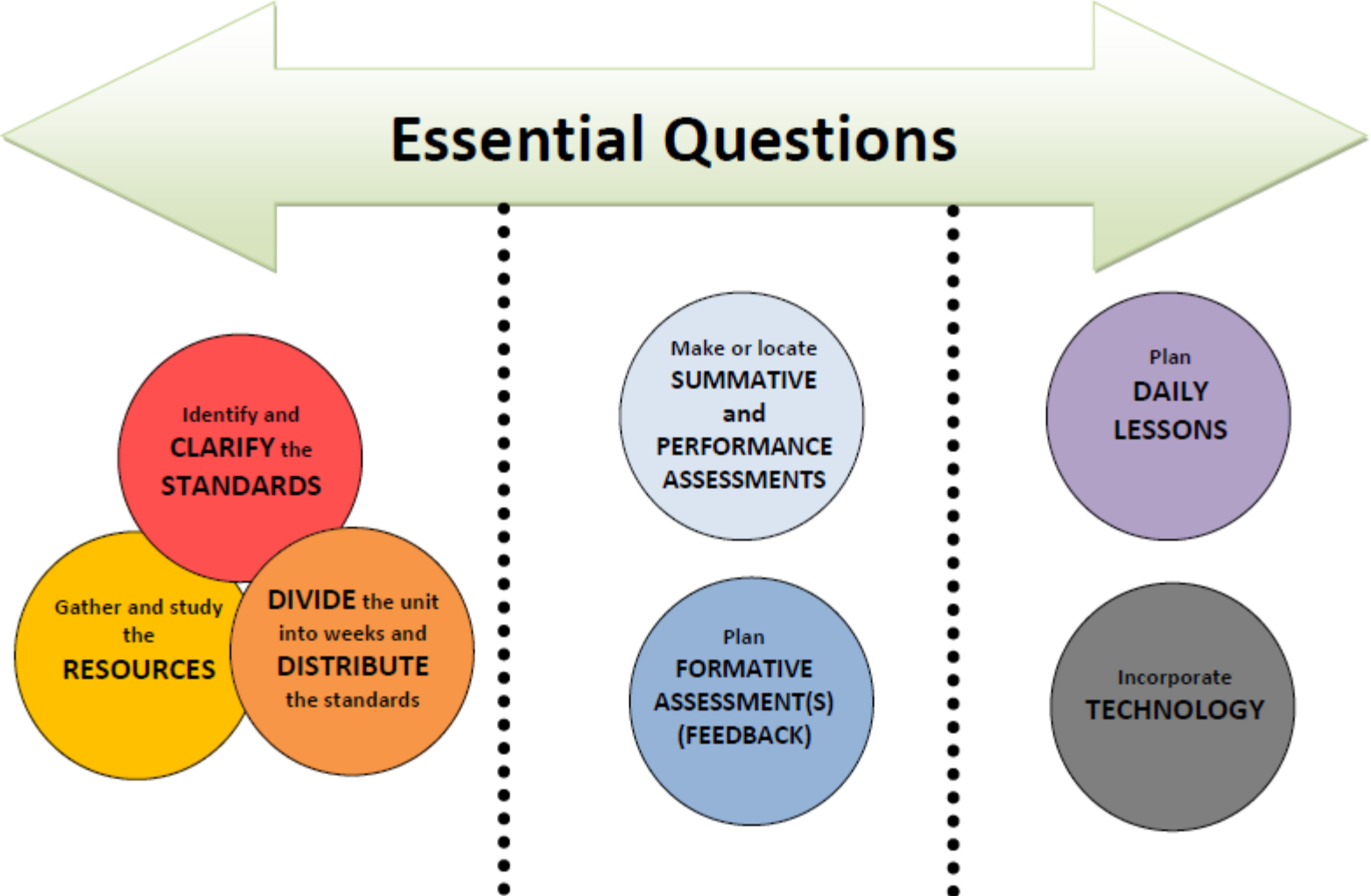
First Grade Unit 6



Planning Team

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Chelsea

Essential Questions



Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

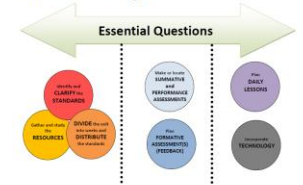
DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

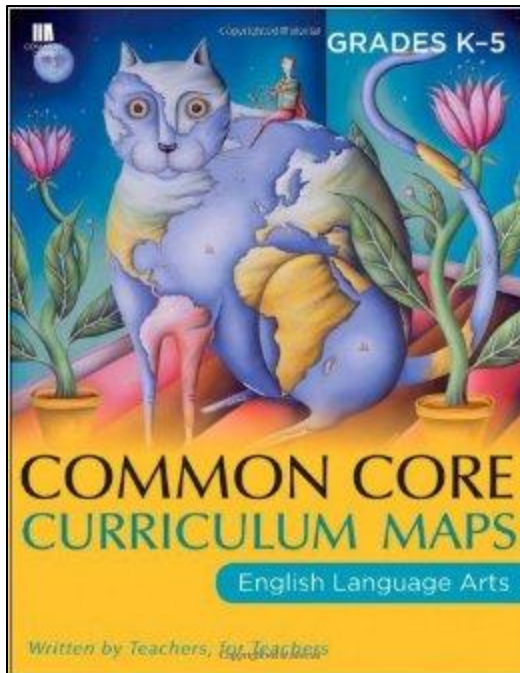
Plan
FORMATIVE
ASSESSMENT(S)
(**FEEDBACK**)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY



Around the World with a Glass Slipper



Essential Question

How do words and illustrations help us understand 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.

d 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).

Poem

"Star Light, Star Bright"

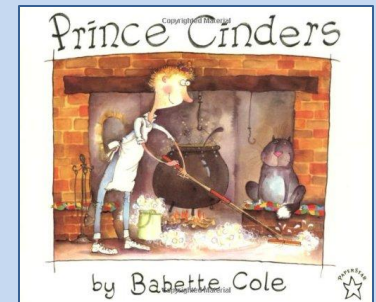
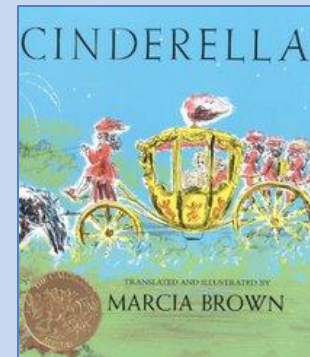
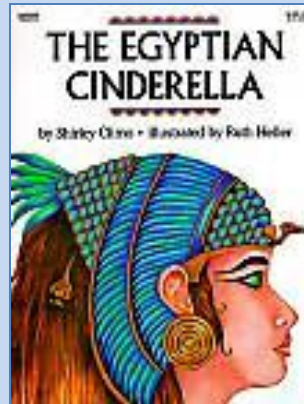
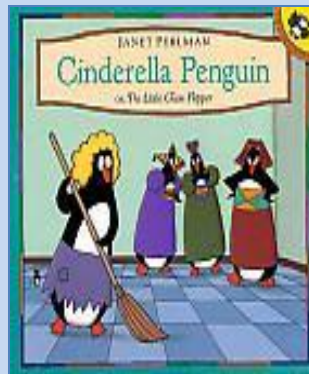
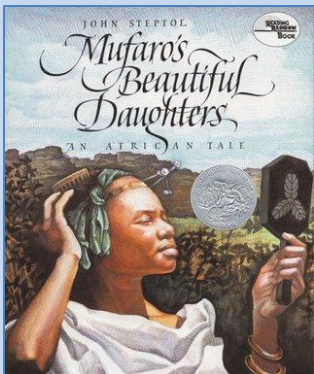
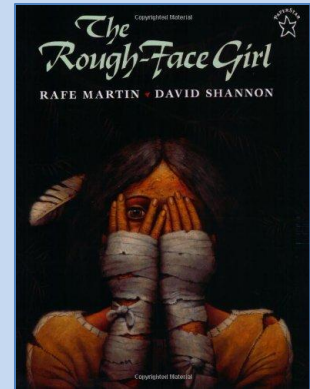
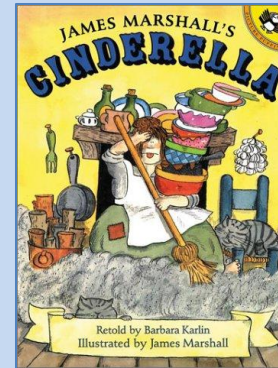
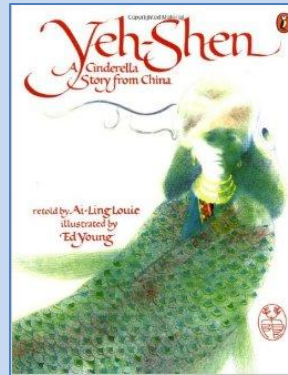
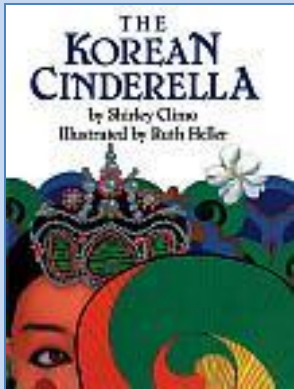
1st Grade

Print Resources

Unit 6

Literature

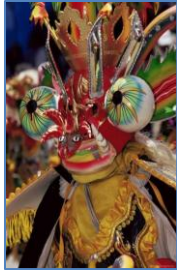
Read Aloud



Art



Shaman's
Mask



Devil Dance
Mask



Captain
Scaramouche



Asian Puppet
Mask



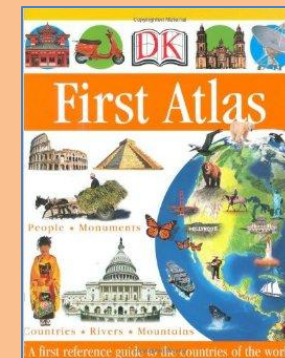
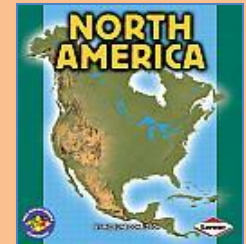
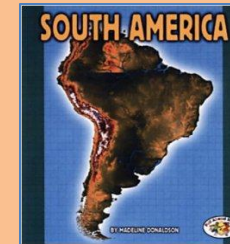
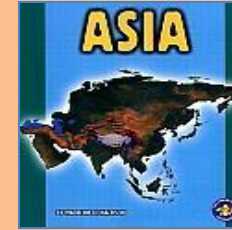
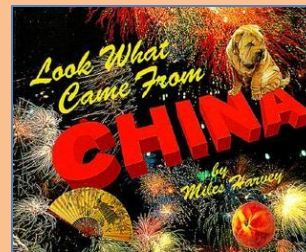
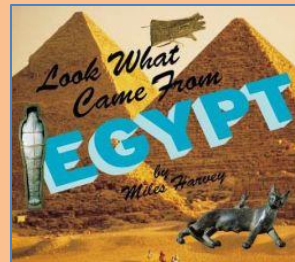
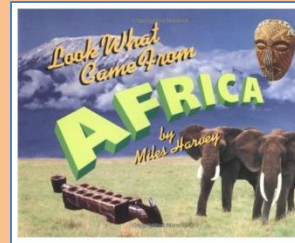
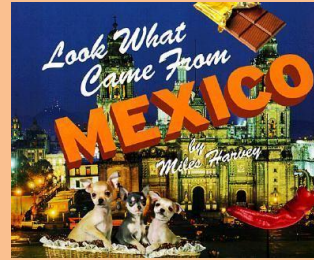
African Mask



Australian Display
Mask

Informational Text

Read Aloud





Fluency Practice 😊

- Readers Theater
- Cinderella Poems
- Continent Poems

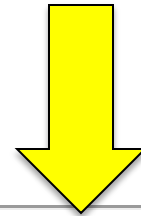
all linked

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)

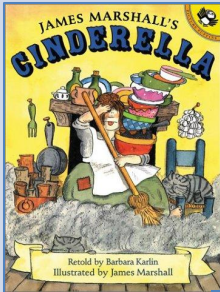
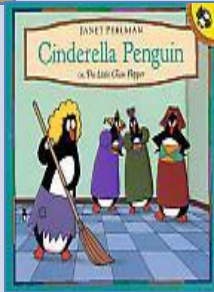
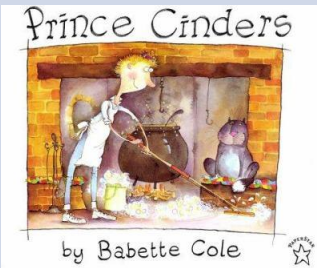
Continents:

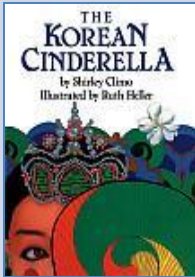
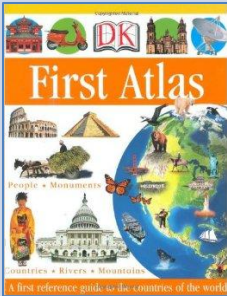
- Teacher Created Resources has several great links!



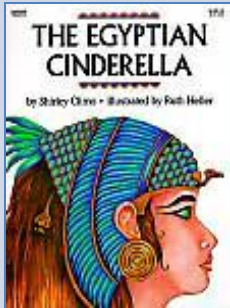
TECH Resources

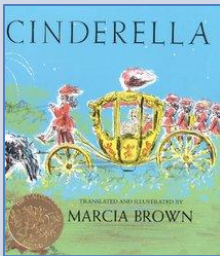
Unit 6 Media Resources [SMART](#)
Compare/Contrast Cinderella
[SMART](#)
Cinderella Around the World
[SMART](#)

Week	Standards	Texts	Suggested Activities
1	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>L.1.1. f. Use frequently occurring adjectives. (ex magnificent golden horse, six white mice,.... James Marshal)</p> <p>L.1.1.g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>*All 3 books are available online.</p> <ul style="list-style-type: none"> • Prince Cinders- Youtube (movie version) • Prince Cinders- Youtube (eBook version) • Cinderella Penguin- Youtube • James Marshall's Cinderella- Learn360 	<div>  <p>Text Talk</p>  <p>Text Talk</p>  <p>New Text 😊</p> </div>	<p>*Introduce EQ * Tell kids that we will be comparing the stories we read to learn more about how</p> <p>Day 1: RL.1.7- Prince Cinders- Talk about the different information provided by the illustrations vs. the words. *Organizer linked</p> <p>Day 2: RL.1.4- Cinderella Penguin- Identify feel words throughout book. *Organizer linked</p> <p>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</p> <p>Day 4: Text Talk & L.1.1.f- Review favorite book. Use highlighter tape to mark adjectives</p> <p>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</p>

Week	Standards	Texts	Suggested Activity
2	<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>RL.1.9: Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</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>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). (Yeh Shen)</p>	<div>   </div> <p>Text Talk</p> <div>    </div> <p>Text Talk</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>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</p> <p>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</p> <p>Day 3: RI.1.7 - The Korean Cinderella : *long book*. Key point “<i>How do the illustrations tell me more?</i>” We suggest writing in response to the story since the book is so long. This standard is assessed at other times in the unit.</p> <p>Day 4: RI.1.7 & L.1.1.g- Yeh-Shen *long book* same as the previous door. (Talk about frequently occurring conjunctions)</p> <p>Day 5: RI.1.9- Compare both books. A matrix and a double bubble are linked. *Organizer Linked</p> <p>***First Atlas “We are going to learn about</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>New Text ☺</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</p>

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>	<div>   </div> <p>Text Talk</p> <div>   </div>	<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)</p>

Week	Standards	Texts	Suggested Activity
5 and 6	<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>  <p>Text Talk</p> <p>summative assessment</p> <p>***</p> <p>Borrow Kindergarten Unit 5 books for more resources</p> <p>***</p> </div>	<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</p>

Week	Standards	Essential Questions
1		<p>EQ: 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





RESOURCES



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