Grade 1 - Unit 4 Reading - Tales

Madison Public Schools

Unit Focus

First grade students read and learn about animal characters first in our favorite characters unit and then again in our folk and fairy tales unit. Though many students are familiar with movie versions of folk and fairy tales and enjoy the genre as a magical princess genre, our first grade readers will dive into folk and fairy tales with a more critical lens as you use inquiry and comparing and contrasting of folk and fairy tale characters, settings, problems and structure to build on their comprehension and understanding of the genre. Students will focus on the concept of good vs. evil as you explore the flat characters that writers of tales create in the traditional story arc that reveals a clear lesson to readers. They will build a shared understanding of many traditional tales in our first grade curriculum. They will read many versions of the traditional stories and include some funny versions of tales. Your readers will extend their reading powers in a variety of genres. Students will set goals for themselves as readers.

Reading Skills: Summarizing, Interpreting

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 1

- Reading Literature
  - Retell stories, including key details, and demonstrate understanding of their central message or lesson. *(CCSS.ELA-LITERATURE.RL.1.2)*
  - Describe characters, settings, and major events in a story, using key details. *(CCSS.ELA-LITERATURE.RL.1.3)*
  - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. *(CCSS.ELA-LITERATURE.RL.1.4)*
  - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. *(CCSS.ELA-LITERATURE.RL.1.5)*
  - Identify who is telling the story at various points in a text. *(CCSS.ELA-LITERATURE.RL.1.6)*
  - Use illustrations and details in a story to describe its characters, setting, or events. *(CCSS.ELA-LITERATURE.RL.1.7)*

Transfer

Students will be able to independently use their learning to...
T1   Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Analyzing)
T2   Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Alternate Perspectives)
T3   Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)
T4   Identify current grade level high frequency words (snap words).
T5   Know and apply grade level phonics and word analysis skills in decoding words.
T6   Decode words with vowel teams.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... U1 Readers use narrative text structures to understand, question, and interpret text. U2 Critical readers reflect on and question the text, consider different perspectives to examine author's message. U3 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema). U4 Theme: Readers use patterns in stories and characters to understand an author's message.	*Students will keep considering...* Q1 What is this story really about? Q2 What clues help me know this character on the inside and outside? Q3 Why should I talk and listen to others? How does my talking and listening change the way I think? The way others think? Q4 Theme: What character and problem patterns help me to learn a lesson from a story? Q5 How can I use vowel teams to be a better reader and writer?

Compare and contrast the adventures and experiences of characters in stories. *(CCSS.ELA-LITERATURE.RL.1.9)*	U5 Students use their knowledge of letter sounds and words to become better at decoding and encoding.	Q6 How can we use our snap words to be a better reader and writer?

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *(CCSS.ELA-LITERACY.RF.1.2)*
    - Distinguish long from short vowel sounds in spoken single-syllable words. *(CCSS.ELA-LITERACY.RF.1.2.A)*
    - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. *(CCSS.ELA-LITERACY.RF.1.2.C)*
    - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). *(CCSS.ELA-LITERACY.RF.1.2.D)*
- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.1.3)*
    - Know final -e and common vowel team conventions for representing long vowel sounds. *(CCSS.ELA-LITERACY.RF.1.3.C)*
    - Recognize and read grade-appropriate irregularly spelled words. *(CCSS.ELA-LITERACY.RF.1.3.G)*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. *(CCSS.ELA-LITERACY.L.1.4)*
    - Use sentence-level context as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.1.4.A)*

Student Growth and Development 21st Century Capacities Matrix
Critical Thinking
- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*

Global Thinking
- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. *MM.5.2*

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... K1 Fairy Tales are a kind of Folk Tale. K2 Tale characters are flat. K3 Content Vocabulary: Folk Tale, Fairy Tale, Fable, Flat Characters, Hero, Villain, Character, Setting, Plot, Narrator, Dialogue, Conflict, Problem, Solution, Lesson, Fantasy, Traditional Literature, Personification, Magic, Good vs. Evil, Trickster, Repeating ideas, Happy Ending, retold, plot time line, plot mountain, suspense, tone, vowel teams,	*Students will be skilled at...* S1 Retelling read texts. S2 Identifying the most important event in a story. S3 Interpreting character traits based on actions, thoughts and dialogue. S4 Reading with fluency and intonation to reflect comprehension. S5 Figuring out the meaning of new words based on the context in the story. S6 Identifying the setting of a story and explaining why it is important to the story. S7 Identifying the lesson in a story. S8 Using a plot mountain to summarize story elements S9 Using a plot mountain to interpret story events. S10 Identify the vowel sound in each word. S11 Decode grade level words. S12 Recognize grade level snap words. S13 Decode and encode words with common vowel teams.