

# STORIES

What stories can we tell? / ¿Qué cuentos podemos contar?

QUARTER 1-Shared Reading

## STAGE 1: DESIRED LEARNING

**Essential Question:** What stories can we tell? / ¿Qué cuentos podemos contar?

**Essential Understanding:** Students will uncover the art of storytelling through the lens of mentor author and illustrator, Christian Robinson. They will examine the characters and settings within his books through descriptive analysis. Using the notice and wonder process, students will analyze the pictures and words Robinson uses to help describe these elements to the readers of his books. Students will understand that adjectives and verbs can help to further explain what something looks like or is doing.

Chronology is the main thread that will connect all four literacy units in first grade. With prompting and support, students will begin their understanding of this concept by retelling a story using the major events and/or key details in order, over a period of time. They will understand that authors and illustrators provide clues to indicate time passing. Authors may sometimes use verbs to convey a sense of past, present, and future such as yesterday, today, and tomorrow. Illustrators might indicate time through the sun, moon, and stars or if a character has changed clothes throughout the story. Students will discover that many stories unfold through a chronological sequence of major events sometimes leading to a central message or lesson. Students will also explore chronology through timelines. First-grade students should have a basic understanding of these by second grade.

In this unit, students will understand that stories are created by authors and illustrators through their unique experiences, imagination, and the world around them. Students will dig into the bookmaking process of Christian Robinson and gain insight into the inspiration for his ideas. *“Drawing became a way to make space for himself [Robinson] and to create the kind of world he wanted to see”* (The Art of Fun, 2023).

Students explore their own identity and the identity of their classmates through inquiry questions such as, *“How do we get ideas for stories?”* and *“How do writers tell their stories?”*. Through these discussions, they will have a developing understanding of how their life, family, and experiences are both the same and different from others around them. *“Talking about their own experiences can be the basis for authentic and purposeful writing”* (Biliteracy from the Start, 2014). These experiences of identity will be the inspiration for many of the books they make throughout first grade.

**Looking Back:** Throughout Kindergarten, students explored stories during purposeful play and oral language practice *“As in the approaches for reading instruction, oracy is a central element of writing instruction. It can help children to organize their ideas and to expand their oral language over time.”* (Biliteracy from the Start,

2014). In Unit 1: My Classroom Community, students developed a basic understanding of the similarities and differences between fiction and non-fiction texts. They can name parts of a book such as the front cover, back cover, and title page, as well as understand how books open, reading from left to right, top to bottom. Students also have a basic understanding of the author and illustrator's roles in bookmaking. The skill and knowledge from kindergarten play a foundational role in Making Books. With guidance, students will make connections between the elements of a published book and the ones they will create in first grade.

In Unit 2: Feelings and Fairy Tales, students explore elements of fiction stories. They understand how to identify the characters and settings within a story. First grade will then build on the identification of these elements by using words (adjectives and verbs) to describe the characters and setting. The foundational knowledge students have about characters and settings will support students with their ideas about characters and settings they might use during making books.

Kindergarten's unit will also provide students with a basic understanding of sequencing major events. They will understand that fiction stories have a beginning, middle, and end. This concept will support first grade as they begin to add additional key details to the chronological order of the major events in a story. Through the use of fairy tales and nursery rhyme poems, students also understand that some authors write stories to teach readers a lesson or provide a central message. First grade expands on this learning in the Stories unit through several types of texts.

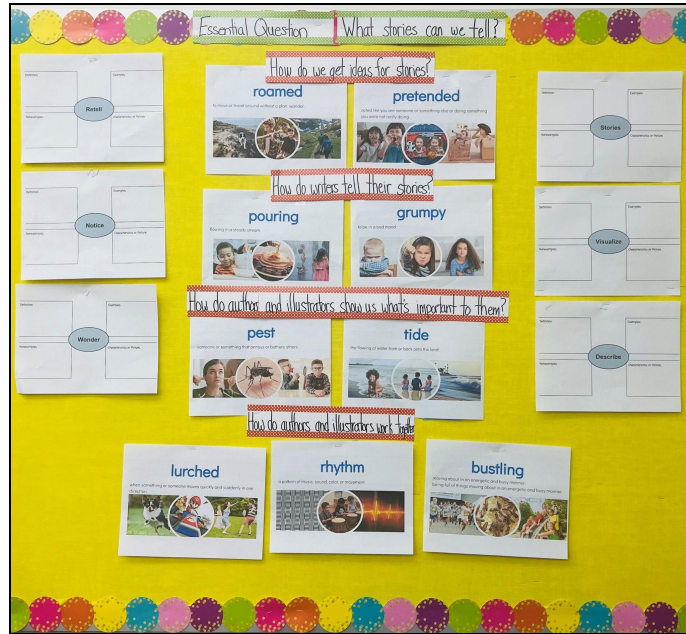
**Looking Ahead:** This unit launches Making Books in first grade, which will be taught and expanded upon during writing time. Based on mentor authors and illustrators, like Christian Robinson, students will see themselves as authors and illustrators. "A mentor is a person who does the same thing you are learning to, but with a lot more skill and experience" (All About the Authors, 2016). Through the understanding of how books are created and stories are developed, students will make their own books by telling the stories they have to tell. Students' understanding of the different genres of books throughout each of the four literacy units will help them to make a variety of books based on their interests, background knowledge, and daily life.

In each of the subsequent units (Friends, Space, and Maps), students will have the opportunity to gain additional background knowledge on a variety of topics. Students will be able to use this knowledge to make a variety of books based on their interests. In Unit 3: Space, students will conduct research to learn more about a planet and make an informative book.

## STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day to day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

**Literacy Board.** Each classroom will have a designated space for the Literacy Board. This board will be the anchor for shared reading as it will house the Essential Question, Unit Vocabulary, Inquiry Questions, Story Vocabulary, and different charts. This board will be built as a class and should not be all put together prior to the unit.



## INQUIRY PLANNER

### Unit Launch

2 Sessions

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| 1. How do we get ideas for stories?                                  | ¿Cómo podemos conseguir ideas para los cuentos?                                |
| 2. How do writers tell their stories?                                | ¿Cómo los escritores cuentan sus cuentos?                                      |
| 3. How do authors and illustrators show us what's important to them? | ¿Cómo nos muestran los autores e ilustradores lo que es importante para ellos? |
| 4. How do authors and illustrators work together?                    | ¿Cómo trabajan juntos los autores e ilustradores?                              |

7 Sessions

8 Sessions

7 Sessions

11 Sessions

### Unit Closing

2 Sessions

### Unit Extension

Optional

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QUARTER 1-Shared Writing

## STAGE 1: DESIRED LEARNING

**Essential Question:** What stories can we tell? / ¿Qué cuentos podemos contar?

**Essential Writing Tasks:** Students will make at least one book during this unit that includes pictures and words. The number of details and words will vary depending on the student's foundational skills such as handwriting, encoding, fine motor control, and more. The book should tell a story about something they want to share or a story they want to tell the class. This quarter, students are encouraged to write books about themselves, their family, and/or topics they care about (e.g., playing a certain game, a special family trip, what they did over the summer, etc.) This connects to the Christian Robinson author/illustrator study because students will learn that he creates his books based on the stories he sees in the world.

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In each of the subsequent units (Friends, Space, and Maps), students will have the opportunity to gain additional background knowledge on various topics. Students will be able to use this knowledge to make a variety of books based on their interests. In Unit 3: Space, students will conduct research to learn more about a planet and make an informative book.

**Connection to Technology:** In Kindergarten, with the teacher facilitating the process, made a class book each quarter. Students created one page to contribute to the book on Book Creator using art tools. They learned basic book-creator skills through this process.

In First Grade, students will have the opportunity to use Book Creator to house their books. We will continue to make ALL of our books by hand. Students will not be making books on Book Creator. The reasoning behind this decision is that students need to create and build their graphomotor connection between letter sounds and letter formation. In this unit, students will be asked to take a picture of each page in their book and then record themselves reading the book.

In Second Grade, students will be using Book Creator to type their stories and then record themselves reading the story. Students will then take photos of their illustrations. In Unit 2, the second-grade students will then move on to creating their entire book digitally.

## STAGE 3: THE LEARNING PLAN

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### TASK PLANNER

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|--|------------|
| 1. Capitalize Names / Making Books Launch      | 2 Sessions |
| 2. Beginning Capital / Making Books Launch     | 5 Sessions |
| 3. Spacing / Making Books Launch               | 5 Sessions |
| 4. Ending Period                               | 4 Sessions |
| 5. Simple Sentence                             | 5 Sessions |
| 6. Crafting a Background                       | 4 Sessions |
| 7. Common Nouns                                | 5 Sessions |
| 8. Crafting the Illusion of Motion with Detail | 5 Sessions |
| 9. Common Verbs                                | 4 Sessions |

