

Grade 1 Module 8

Tell Me a Story

Essential Question: What lessons can we learn from stories?

Overview

In this module, students will deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges. Students will discover that characters in stories rarely get things right the first time they try something new. Like real people, characters often overcome challenges by refusing to give up and trying again. Students will be exposed to classic stories to analyze characters, setting and dialogue. Students will also learn about the most famous storyteller of fables, Aesop. They will discover that not only have his stories been told and retold for many years, modern versions are still be written and read today.

Students will write a personal narrative. They will write a story about someone who helped them solve a problem. Students will develop an understanding on how authors chart a story to organize a beginning, middle and end, use dialogue, and use vivid adjectives to create pictures in the reader's mind. Students will have the opportunity to publish and share their personal narrative.

Social Studies Connection: What Stories Teach Us

Putnam BOCES- Unit 2: We Are Family

NYSS 1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.

NYSS 1.8b Oral histories, biographies, and family timelines relate family histories.

Goal(s): I can use lessons from stories to help me overcome challenges.

I can identify how people and stories have a past and change over time.

Module 8 Essential Question: What lessons can we learn from stories?

Week 1				Vocabulary	
Academic Critical Vocabulary: <u>Big Idea Words</u> : literature, amuse, entertain 1L4 <i>Chicken Little</i> : pastime, rush, panted, bother, anxious, gratefully 1L4 <i>Interrupting Chicken</i> : interrupt, follow, involved, supposed, relaxing, warn 1L4 Vocabulary Strategy: Classify and Categorize Generative Vocabulary: Words About Actions and Directions					
Reading		Writing			
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills		
<i>Follow the Story Path</i> (Teaching Pal/myBOOK) 1RF4a <i>Chicken Little</i> (Big Book) 1R7 <i>Interrupting Chicken</i> (Teaching Pal/myBOOK) 1RF4a	Module Launch Text Features*: bold texts, diagrams 1R1 , 1R7 Read for Understanding Theme: topic, moral 1R2 , 1R7 Create Mental Images: describing words 1SL1a Media Literacy: Digital Texts and Features: digital tools, digital texts, applications and websites 1R1 , 1SL2 Close Read Characters* : adjectives, reasons, actions 1R3 Bold means priority skill* Means assessed at end of week or end of module	Narrative: Personal Narrative Focus Statement: Special People Can Help Us Solve Problems. <i>The Kissing Hand</i> Writing Prompt: WRITE a story about someone who helped you solve a problem. Instructional Vocabulary: Problem, verb, dialogue, prediction, essay, introduction, body, conclusion, relevant.	Introducing the Focal Text: Priming the Students-Connect to the Topic. Priming the Text-Prepare to Read 1R1 , 1R9 ; 1SL1 ; 1SL4 ; 1SL6 The Read: Read and Explore 1R1 ; 1R3 ; 1R9 ; 1SL3 Vocabulary: Review the Focal Text 1R8 ; 1L4a Prewriting I: Finding a Topic- Discuss the Writing Prompt, Brainstorm Topics, Set Writing Goals 1SL1 ; 1SL4 ; 1SL6 ; 1W3 Prewriting II: Developing a Topic- Analyze the Story, Complete a Model, Plan Writing) 1W3 ; 1SL1 Bold means priority skill* Means assessed at end of week or end of module		

Foundational Skills	Grammar Skills
High Frequency Words along, answer, children, going, mother, talk, upon, woman 1RF3g Phonological Awareness blend phonemes, isolate phonemes, identify vowel, segment phonemes 1RF2 Phonics Long o (oa, ow); Long o, i (oe, ie) 1RF3b Fluency Reading Rate 1RF4a Spelling Long o 1RF3b	Lesson 1: Possessive Pronouns* Anchor Standard 1 (PK-2L1) Lesson 2: Using My, Your, His, and Her* Anchor Standard 1 (PK-2L1) Lesson 3: Using Mine, Yours, His, Hers, Their, and Theirs* Anchor Standard 1 (PK-2L1) Lesson 4: Review Names of Months, Days, and Holidays. Anchor Standard 1 (PK-2L1) Lesson 5: Connect to Writing: Using Possessive Pronouns. Anchor Standard 1 (PK-2L1)

	Foundational Skills		Grammar Skills	
	High Frequency Words bring, eyes, family, girl, move, soon, together, warm 1RF3g Phonological Awareness blend phonemes, manipulate phonemes; add, delete 1RF2 Phonics Long i (igh, y); Long i, o 1RF3b Fluency Expression 1RF4a Spelling Long i Patterns 1RF3b		Lesson 6: Indefinite Pronouns* Anchor Standard 1 (PK-2L1) Lesson 7: Indefinite Pronouns for Nouns Not Named* Anchor Standard 1 (PK-2L1) Lesson 8: Using Indefinite Pronouns* Anchor Standard 1 (PK-2L1) Lesson 9: Review Future Tense. Anchor Standard 1 (PK-2L1) Lesson 10: Connect to Writing: Using Indefinite Pronouns. Anchor Standard 1 (PK-2L1)	
Week 3	Vocabulary			
	Academic Critical Vocabulary: <i>My Name is Gabriela</i> : chose, beyond, express, pretended, taught, grand <i>Thank You, Mr. Aesop</i> : lesson, wise, nonsense, tale, reply Big Idea Words: literature, entertain, amuse Generative Vocabulary: Suffix -ly			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	<i>My Name is Gabriela</i> (Read Aloud) 1R7 <i>Thank You, Mr. Aesop</i> (Teaching Pal/myBOOK) 1RF4a <i>The Tortoise and the Hare</i> (Teaching Pal/myBOOK) 1RF4a	Read for Understanding Point of View: first person, third person 1SL3 Synthesize: important ideas, big idea 1R1, 1R7 Characters*: adjectives, reasons, actions 1R3 Close Read Topic and Central Idea* : important idea, evidence 1R2 Bold means priority skill* Means assessed at end of week or end of module	Narrative: Personal Narrative <i>The Kissing Hand</i>	Revising II: Using Vivid Verbs- Introduce Vivid Verbs, Experiment with Vivid Verbs. Anchor Standard 1 (PK-2L1) Revising III: Using Vivid Adjectives- Introduce Adjectives, Experiment with Adjectives Anchor Standard 1 (PK-2L1) Editing: Clocking- Edit Writing with Checklist Anchor Standard 1SL1a, 1SL1b, Anchor Standard 2 (PK-2L1) Publishing-Publish Stories, Review Writing Goals 1W3, 1SL1a, 1SL1b, 1SL2, 1SL6, Anchor Standard 2 (PK-2L1) Sharing- Share Stories 1SL1, 1SL2, 1SL6

				Bold means priority skill* Means assessed at end of week or end of module
		Foundational Skills	Grammar Skills	
		High Frequency Words brown, few, funny, myself, new, once, thank, words 1RF3g Phonological Awareness blend phonemes, manipulate phonemes; change, segment, count phonemes 1RF2 Phonics r-Controlled Vowel <i>ar</i> , Two Syllable Words 1RF3 , 1RF3e Fluency Phrasing 1RF4a Spelling r-Controlled Vowel <i>ar</i> 1RF3	Lesson 11: Contractions* Anchor Standard 2 (PK-2L2) Lesson 12: Contractions with Not* Anchor Standard 2 (PK-2L2) Lesson 13: Contractions with Pronouns* Anchor Standard 2 (PK-2L2) Lesson 14: Review Prepositions and Prepositional Phrases. Anchor Standard 2 (PK-2L2) Lesson 15: Connect to Writing: Using Contractions. Anchor Standard 2 (PK-2L2)	