

**Grade:** First Grade

**Unit Name:** Meeting Characters & Learning Lessons

**Length of Unit:** March 14- May 2 (24 days- 1 week off for spring break)

**Question 1: What do we want students to learn and be able to do?**

**Step 1: Identify the essential standards for the unit.**

**Essential standards taught in this unit:**

**7.1 Retell text including beginning, middle, and end, use key details to determine the theme in a text heard or read.**

8.1 Read or listen closely to

- a. Describe character's actions & feelings**
- b. Compare & contrast character's experiences to those of the reader**
- ~~c. Describe setting~~
- ~~d. Identify plot including problem & solution; and~~
- ~~e. Describe cause and effect relationships~~

**Supporting Standards taught in this unit:**

~~5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.~~

5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

**Question 2 (summative/end of unit): How will we know if they have learned it? What evidence will tell us they meet the standards by the end of the unit?**

**Step 2: Discuss evidence of the end in mind (summative measure):** How will you know if students achieved these standards? What type of task could they perform or complete by the end of the unit? With what level of proficiency? With what type of problems or text?

*End of unit test will include 2 passages with multiple choice & short answer questions extending over 2 days.*

**Day 1:**

**Listening to a text, students will be able to describe characters' actions using a short response.**

**Students will be able to describe characters' feelings by selecting the appropriate response in a multiple choice format.**

**Students will be able to compare the characters' experiences with their own by using a**

short response.

Students will be able to contrast the characters' experiences with their own by using a short response.

Day 2:

After reading a text, students will be able to determine the beginning, middle, and end by selecting the appropriate response.

Students will be able to use key details to determine the theme of the passage by selecting the appropriate response.

**Step 3: Share the specific learning targets (bite-size pieces of learning) that lead to students accomplishing the unit goals. Be sure to identify the main ideas emphasized in the unit.** (Notes: try to limit to no more than 5 per unit, use unwrapping standards template to guide you in creating learning targets)

- Make changes to character trait questions on pre/post and break it down further.
- Modify quick checks to multiple choice. Mix question types. Modify unit CFA's maybe take out a few? Evidence for theme-remove, Think about a different book for theme.

Learning Targets (Step 3)	Assessment Items (Step 4)
<b>I can retell a text including beginning, middle, and end.</b> <ul style="list-style-type: none"><li>● In a text read or heard</li></ul>	<u>SeeSaw 3 questions:</u> <ul style="list-style-type: none"><li>● Which detail happened in the middle of the story?</li><li>● Which detail happened at the end of the story?</li><li>● Which detail happened in the beginning of the story?</li></ul> When reading aloud/shared reading alternate the order of questioning.
<b>I can use key details to determine the theme.</b> <ul style="list-style-type: none"><li>● In a text read or heard</li></ul>	Stop and Jot- post it <u>Theme</u> <ul style="list-style-type: none"><li>● Which key detail from the text supports the theme you chose?</li></ul>
<b>I can describe characters' actions.</b> <ul style="list-style-type: none"><li>● In a text read or heard</li></ul>	Stop and Jot- post it <ul style="list-style-type: none"><li>● Describe what the character did in the story.</li><li>● The character did this... so they felt... and they learned ...</li></ul>
<b>I can describe characters' feelings.</b>	Stop and Jot- post it- <u>Feelings</u>

<ul style="list-style-type: none"> <li>● In a text read or heard</li> </ul>	<ul style="list-style-type: none"> <li>● Describe how the character felt in the story.</li> <li>● The character did this... so they felt... and they learned ...</li> </ul>
<p>I can compare characters' experiences to my own.</p> <ul style="list-style-type: none"> <li>● In a text read or heard</li> </ul>	<p>Think about the character ____ How are you alike?</p>
<p>I can contrast characters' experiences to my own.</p> <ul style="list-style-type: none"> <li>● In a text read or heard</li> </ul>	<p>Think about the character ____ How are you different?</p>
<p>I can make predictions.</p> <ul style="list-style-type: none"> <li>● In a text read or heard</li> <li>● Using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</li> </ul>	
<p>I can use key details to make inferences.</p> <ul style="list-style-type: none"> <li>● In a text read or heard</li> </ul>	
<p>I can use key details to draw conclusions.</p> <ul style="list-style-type: none"> <li>● In a text read or heard</li> </ul>	

**Question 2.5 (formative/CFAs): Where in the unit does it make sense to see if our students are learning what we are teaching? What evidence will we collect along the way?**

**Step 4: Do the following -**

- Identify the specific learning targets that will be commonly assessed (formatively). Your team should collectively monitor learning targets that are typically challenging for students.
- Identify or develop brief but aligned assessment items that will provide usable evidence about students' understanding and skill. Discuss the level of proficiency you would expect for the assessment item or items.

**Step 5: Plan the sequence of instruction and the timing for common formative assessments.** As the team designs the plan, they should include the quality instructional practices that support high levels of student learning (What are the best instructional practices or strategies we will embed in this unit?)

Unit 4 CFAs

Sequential Plan for Unit Instruction and Monitoring Learning				
Date 2023	Days	Lessons or Activities	Shared/Read Aloud	Embedded Assessment Checkpoints (Formative and summative)
<b>Bend 1: Going on Reading Adventures (envisioning, making predictions, retelling)</b> <b>*Work theme into Read Aloud after predicting and retelling work</b>				
3/20	Day 1 Pre assessment ☰ Unit 4 Test- Characters actions, feelings, retell, theme, compare and cont			
3/21	Day 2 pre assessment ☰ Unit 4 Test- Characters actions, feelings, retell, theme, compare and contr			
3/22	1	Session 1 – Readers Preview Stories to Get Ready for Reading Adventures	<i>Iris and Walter</i> (Demonstration Text)	☰ Unit 4 pre/post grading key
3/23	2	Session 2– Readers Use the Storyline to Predict	<i>George and Martha</i> (shared)	
3/24	3	Session 3 - Readers Retell to Retain the Story	<i>Upstairs Mouse Downstairs Mole</i> (Read Aloud 1)	
3/27	4	Session 4 - Readers Revisit Books to Notice More	<i>The Crayon Box that Talked</i> (Read Aloud 2)	
3/28	5	Session 5–Readers Reread to Notice Pages that go Together		<a href="#">3 questions SeeSaw- Knuffle Bunny</a>
<b>Bend II: Studying Characters in Books</b> <b>*Be intentional about teaching character and theme during shared and read aloud</b>				
3/29	6	Session 6 – Learning about the Main Character	<i>Mr. Putter and Tabby</i> (Demonstration Text)	
3/30	7	Session 7 – Readers Learn about Characters by Noticing Their Relationships	<i>Frog and Toad Are Friends</i> (Shared)  <i>Jabari Jumps</i> (Read Aloud 1)  <i>Sheila Rae the Brave</i>	Stop and jots with both read alouds through the week  Stop and jot twice- once for actions and once for feelings.  <a href="#">CFA Jabari Jumps</a>

3/31	8	Session 8 - Rereading to Learn More about Characters	(Read Aloud 2)	
4/3	9	Session 9 – Readers Become the Character		<a href="#">CFA Sheila Rae the Brave</a>
4/4	10	Put on the Character’s Face (feelings characters have) <ul style="list-style-type: none"> <li>Serravallo Lesson – 6.3</li> </ul>		<a href="#">UPDATED poppleton CFA for 2023-24 school year</a> Chapter 1 (characters’ actions and feelings) –Poppleton felt annoyed with Cherry Sue so he sprayed her with the hose. –Cherry Sue invited Poppleton to ...
4/5	11	Session 10 – Characters’ Feelings Change, and So Do Readers’ Voices	<i>Mr. Putter and Tabby Drop the Ball</i> (Demonstration Text)	
4/6	12	Feelings Change <ul style="list-style-type: none"> <li>Serravallo Lesson – 6.4 (<i>Iris and Walter</i>)</li> </ul>	<i>Pinky and Rex</i> (Shared)	
4/7	13	Session 11- Clues Help Readers Know How to Read a Story	<i>The Most Magnificent Thing</i> (Read Aloud 1)  <i>Stand Tall Molly Lou Melon</i> (Read Aloud 2)	
4/18	14	Back Up Ideas About Characters with Evidence <ul style="list-style-type: none"> <li>Serravallo Lesson – 6.6 (<i>Iris and Walter</i>)</li> </ul>		•
4/19	15	Session 12 – Readers Reread to Smooth out Their Voices and Show Big Feelings		CFA- Characters’ feelings (George and Martha story 1) (SeeSaw) <ul style="list-style-type: none"> <li>How do you know ___ feels</li> <li>_____</li> <li>What evidence supports how the character feels?</li> </ul>
Spring Break				
<b>Bend III: Learning Important Lessons (Theme)</b> <b>** teach that theme is NOT just one word **</b> <b>7.11- ongoing theme chart</b>				
4/20	16	The difference between plot and theme <ul style="list-style-type: none"> <li>Serravallo Lesson 7.2</li> </ul>	<i>Ish</i> (Demonstration Text)  <i>Houndsley and Catina</i>	

4/21	17	Session 13 – Discovering the Lessons Familiar Stories Teach	(shared)	
4/24	18	Session 14 - Readers Always Keep Life Lessons in Mind	<i>STUCK</i> (Read Aloud 1)	<a href="#">Stop and Jot</a> – Identify theme and how do you know? <a href="#">Giraffe's cant dance</a>
4/25	19	Session 15 – Readers Make Comparisons	<i>Each Kindness</i> (Read Aloud 2 – Just read <use for CFA>)	
4/26	20	Session 16 - Readers Group Books by the Lessons they Teach	Other RA ideas – <i>Giraffes Can't Dance, I Am Enough, I Like Myself, The Giving Tree, Thelma the Unicorn</i>	<a href="#">CFA</a> – <a href="#">Each Kindness</a>
<b>Bend IV: Growing Opinions About Books</b>				
4/27	21	Session 17 - Readers Share Their Opinions about Books	<i>Giraffes Can't Dance, I Am Enough, I Like Myself, The Giving Tree, Thelma the Unicorn</i>	
4/28	22	Session 18 – Readers Rehearse What They Will Say		
5/1	23	Unit test day 1		Summative Assessment: Day 1
5/2	24	Unit test day 2		Summative Assessment: Day 2

Notes: