**First Grade Module 2 – Cycle 1- Developing Critical Readers, Writers,**

**and Thinkers Around Narrative Text**

This lesson map for Module 2 provides a snapshot of combined reading and writing lessons in a specific sequence. Please note that although we have numbered them 1, 2, 3 …some lessons could easily span more than one day or have days in between. The focus standards are suggestions which you will want to narrow for the day and the suggested book title may be replaced with a similar text if more appropriate for your purpose. Priority standards are highlighted in gray.

Many of the lesson rationales have been pulled or adapted from Schoolwide Inc. units whom we purchased our Mentor Texts from. *Another great resource is Portland Public School’s writing Curriculum that follows Lucy Calkins’ Writers Workshop. Here is the link: http://www.pps.k12.or.us/departments/curriculum/2071.htm*

The Lesson Maps are designed primarily for your whole group instruction. As described in the GCR2 Literacy Blueprint, whole group is only part of a balanced literacy program. It’s important to remember that during this “unit” you should also be doing small group instruction based on student need and instructional level and ensure students have time for independent practice reading and writing.

Cycle one for this module centers around understanding story elements within fiction text and how these components can help us understand what is being read. This module also includes tales/fables.

Cycle two for this module centers on “story telling” and reading and writing personal narratives.

The following culturally conscious teaching strategies are important to keep in mind throughout your lessons-

1. Provide multiple opportunities for structured oral language practice, including turn and talk, small group, and whole group discussion.
2. Provide sentence frames as a starting point for discussion and written responses, e.g. “I believe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
3. Deliberately teach academic vocabulary needed to be successful on the tasks. For example, if asking a student to compare, first define compare and provide examples of how to compare.
4. Give positive and specific affirmation of student effort and habits of mind, along with academic outcome.

**Starting with an Immersion Phase**

One way to set the stage for this cycle is to immerse students in the Mentor Texts prior to starting the following lessons. It is recommended that you spend 3-5 days reading all books or excerpts from longer texts in the cycle while students listen just for pleasure. This allows them to “marinate” in the genre, focus solely on listening, and gives them an opportunity to discuss patterns they see and hear. By doing this for the first read, teachers can keep their subsequent lessons focused on the strategy or craft by highlighting specific areas of the text, and allows students to shift from attending to the text with a “reader lens” to attending to the text with a “writer lens” depending on the focus of the lesson.

**First Grade Module 2 Cycle 1**

**Lesson 1 – What makes a narrative writing? Where do authors of narrative writing get their ideas?**

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| **Reading:**  **“The Look and Sound of Stories”** | **Rationale:**  Readers use what they know about the look, sound and purpose of different genres to engage with and understand texts. Students will discuss, define, and distinguish between storybooks and informational books and will then think more deeply about the look, sound and purpose of fictional stories.  *SW Rdg .Fiction -Lesson 1* | **Possible text:**  Using *The Mightiest* by Keiko Kasza  And/or any of the books from the module or fiction books you have read to your class | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7, 1.SL.1 | **Notes:**  Introduction to fiction. You may want to make a “T” chart to do a comparison of fiction and nonfiction texts….  Or can do an anchor chart just about the components of “fiction.”  Story Elements: Possible list   * Characters * Setting * Problem/Solution * Beginning, Middle, Ending * Written Language: “Once upon a time,” “happily ever after.” |
| **Writing:**  **“New Stories”** | **Rationale:**  Students will preview the mentor texts and begin to connect storytelling to the personal narratives they will read and write.  *SW Writing Lesson 1* | **Possible Texts:**  Using *Little Nino’s Pizzeria* by Karen Barbour | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1, 1.L.4 | **Notes:**  How is storytelling like our own lives?  Help students see the connection of their telling a story to reading a story about an event in someone’s life.  Model writing about something that has happened in your life or an experience that all of the children have shared: an assembly, field trip, school function, going to the fair…etc  Before students begin writing about their own person experiences have them share with a partner what they want to write about, Have them think about it in small manageable chunks. You may want them to use a graphic organizer to organizer their thinking….Model this first if you are going to use this as a tool for them. Could be very simple:  Who is in the story? Where did the event take place? What happened?  Here is a link to another great resource for writing personal narratives. This writing unit uses many of the mentor text that are in this first grade module:  <http://www.humbleisd.net/cms/lib2/TX01001414/Centricity/Domain/34/STAAR/WWS/1st%20Grade%20Personal%20Narrative%2011-12.pdf> |

**Lesson 2- How are traditional tales like storytelling? What stories have you heard many times at home?**

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| **Reading:**  **“Traditional Tales: Common Language and Elements”** | **Rationale:**  Readers reread and think closely about story elements from beginning to end. Students will reread and retell The Mightiest, a traditional tale with predictable elements and central message.  *SW Rdg. Fiction -Lesson 1* | **Possible text:**  Using *The Mightiest* by Keiko Kasza | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7, 1.RL3  1.SL.1 | **Notes:**  In this lesson you want to help students understand the elements of fiction writing and specifically "traditional tales."  Fiction stories have "characters." Sometimes it is the main character telling the story and sometimes someone else is sharing what happened to someone else.  During the read you will share the "problem" in the story which is typical in fiction writing, especially traditional tales. The rest of the story is usually around solving the problem. It usually isn't solved with the attempt.  Use and anchor chart to discuss how traditional tales/storytelling and fiction stories usually work: Refer back to the story as you discuss each element.  Beginning:   * Introduce characters and setting * discover the problem   Middle   * Attempts to solve the problem   Ending:   * Problem is solved - There is often a message or "moral to the story. |
| **Writing:**  **“Writing is Storytelling”** | **Rationale:**  Writers often derive inspiration from the stories they themselves love to hear. Students will use stories they love to hear or know from their personal experience to help them generate ideas for writing.  *SW Writing- Generating Ideas I: Mini-Lesson 1* | **Possible Texts:**  Using *The Keeping Quilt* by Patricia Polacco | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1,  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  This lesson will probably take several days to a week or so.  You will want students to think about events/stories that they have heard from their personal experiences...Ask students to tell about stories that are shared in their family....Things that may have happened to their mom and dad, grandparents or themselves that is often referred back to. (Kind of like that "Thanksgiving story" that is shared every year.)  Or things they have that remind them of special times with someone special.  After reading *The Keeping Quilt* by Patricia Polacco, model writing a personal story that can be connected to the story/theme of storytelling.  Have students think, share with a partner a story they remember hearing and what they are going to write about before sending them off to do their independent writing. Storytelling is an important part of students’ “rehearsal” before writing. Provide time and opportunity for  students to tell their stories before writing. Students plan their stories before writing by telling their story  across the pages. After storytelling, students begin to draw and write their stories.  As always you will want them to follow your writers' workshop expectations. Give them reminder of what is expected and how to begin their work. |

**Lesson 3- What do you remember? How does the structure of fiction writing help you understand what you have read and help you as a writer?**

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| **Reading:**  **“Familiar Stories: What Do You Remember?”** | **Rationale:**  Readers bring their background knowledge to make predictions and understand characters and their problems. Students will recall a traditional tale and examine how storybook language, transition words, and illustrations are used to move stories along.  *SW Rdg. Fiction -Lesson 4* | **Possible text:**  Using *The Three Little Pigs* retold by James Marshall | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.2 | **Notes:**  Using background knowledge helps students infer and make predictions. Using a familiar story, *The Three Little Pigs,* you can demonstrate how students can use what they already know to read/understand a new story/book.  Before reading talk about how fiction often starts, "Once upon a time..." What do they know about this story? How will it begin? As you read, can they predict what is going to be said? "...not by the hair of my chinny, chin, chin"  Predict what happens after the wolf blows down the first two houses....wolf gobbles them up. Is this like stories they have read? Different?  Read the rest of the book...how is this version same/different than others they have read?  Can also point out transition words....first, second, third, the next day, etc. |
| **Writing:**  **“ Story Structure”** | **Rationale:**  Writer’s plan the structure of their writing and envision its organization as a whole when they draft. Students will recognize how stories are structured and begin to use a narrative structure to organize their own writing.  *SW Fiction Writing – Drafting I* | **Possible Texts:**  Using *Little Nino’s Pizzeria* by Karen Barbour  Or  The Three Little Pigs, used in the reading lesson. | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1,  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  If you want to build off the reading lesson, you can refer back to the reading lesson and talk about the structure of fiction: Beginning, Middle, End and focus on transition words. Model using transition words to begin your own story or do an interactive story that the students can write with you. Could write about something happening when they go to the gym or somewhere else. Demonstrate how to incorporate the transition words from the beginning of the story to the end. You may only use "first, second" and then let the students try their own story using transition words to keep the story going and organized. |

**Lesson 4- Can you visualize what is happening in the story?**

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| **Reading:**  **“Make a Movie in Your Mind”** | **Rationale:**  Readers engage with fictional texts as they visualize who, when, where and what. Students will make movies in their minds as they follow characters and events of a story from beginning to end.  *SW Rdg. Fiction -Mini-Lesson 2* | **Possible text:**  Using *Blackout* by John Rocco | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  This book is about what happens when the power goes out. Have students use their background knowledge/experience to think about a time when they lost power. Have students think about the five senses as they relate to the events/characters in the story or during their personal experience. Can they make a picture/movie in their mind on what is happening?  Can they make a picture of a story they are reading now? What do they see when they close their eyes and think about what is happening? What does it smell like? Feel like? Can they describe the picture in their mind so others can make their own picture of it? Can they feel it?  Have students draw their picture and then write about it using those descriptive words.  Help children understand how making a picture in their mind can help them understand the characters in the story better and remember important details. |
| **Writing:**  **“Personal Narratives Have a Strong Sense of Place”** | **Rationale:**  Students will examine how authors use illustrations and descriptive details to re-create the special places where important events and memorable moments occurred. *Use My Little Island* by Frané Lessac.  *SW Fiction Writing -Lesson 4* | **Possible text:**  Using *My Little Island* by Frané Lessac. | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1, 1.W.5  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  This lesson is about understanding the importance of the setting. How to use descriptive words and pictures to help convey the story, We need to think about if the setting is just background or if it is important to the story. If it is important then as writers we need to make sure that we are describing it in our writing. In the book *My Little Island* the author describes and shows how beautiful his home/country is.  Help your students think about how they can share the setting in their story. You can make an anchor chart of things they may want to include in their story:   * The time - day/night.....The Weather? * Where does the story take place? * Does the setting change over time?   Module adding the setting to a story you have written together as a class...or one that you can add a setting to.  How does it help the reader? Does it make it more interesting? Have your students practice on a new piece or add to a previous writing. |

**Lesson 5- How does one story help you predict what will happen in a different, but similar story? What can you write about?**

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| **Reading:**  **“A Different Twist on a Familiar Tale”** | **Rationale:**  Readers notice similarities and differences when reading different versions of a familiar story. Students will learn how knowing the structure and elements of one familiar tale can help us read and understand a different version of the story.  *SW Rdg. Fiction - Lesson 5* | **Possible text:**  Using *The 3 Little Dassies* by Jan Brett | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  As readers we use books that we are familiar with to predict how similar versions will play out. *The Little Dassies* follow the pattern of the Three Little Pigs. The characters however are dassies, animals that live in the African desert. The three sisters each build their own home, but are threatened by an Eagle. Students will have an opportunity to predict what will happen as they listen to the story.  After reading compare how the *Three Little Pigs* and The Little Dassies are the same/different. Could easily do a Venn Diagram to show this comparison.  It is important to share how knowing one story helped them predict/comprehend this new story. Using background knowledge was important for making these connections.  As with most of Jan Brett's books, there are many clues in the illustrations that help students predict what will happen next.  If you visit Jan Brett's website: [janbrett.com](http://www.janbrett.com/index.html) you can get a copy of a Reader's Theater script for this story along with lots of other ideas/materials for her books. |
| **Writing:**  **”Brain-storming Ideas for personal narratives"** | **Rationale:**  Sometimes writers get stuck and can't think of something to write about. When writers get stuck sometimes they stop and brainstorm with a friend or by themselves to think of ideas and make a list of those ideas.  *Not a SW Writing Lesson* | **Possible Texts:**  Writing folders and/or their list of ideas for writing. | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1,  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  Model how you brainstorm ideas. Close your eyes and think about an idea....could be a happy or funny time or scary. Maybe a time when you did something with a friend, such as going to the beach or taking your dog for a walk. Or when you went on a roller coaster....etc. Model thinking out loud. Write these on your writing list of ideas.  Have students close their ideas and think about their own life....and things they could write about...have them share some of these ideas with a partner and then have some share with the whole class. If they have their writing folders with them they could write down some of their own ideas or that share by their classmates....or they can write them when they go back to their writing spots.  Send your students off to write....maybe try writing on one of their new ideas. |

**Lesson 6 - What questions do I have? How will they help me understand/remember what I have read? How do the pictures help tell the story?**

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| **Reading:**  **“It’s All in the Questions”** | **Rationale:**  Thoughtful readers generate questions as they read to promote engagement and deepen understanding. Students will learn to ask questions about the text before, during and after they read.  *SW Rdg. Fiction Mini-Lesson 3* | **Possible text:**  Using *The Lion and the Mouse* by Jerry Pinkney | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  Great resource for using the book *The Lion and the Mouse* by Jerry Pinkney: http://www.hachettebookgroup.com/\_assets/books/educatorguides/PR1245\_%20TheLion&theMouse\_EG.pdf  Some key questions to ask as you read.   1. What is unusual about the front cover of this book? Ask your students to follow the lion’s gaze. What is he looking at? What could he be thinking about? Flip to the back cover and ask the same questions about the mouse.   2. The lion could have easily crushed the mouse when they first met. Instead, he lets go of the little creature. Why?  3. Two men set a trap for the lion. Why? What do your students think they will do with him?  4. Why does the mouse help the lion?  5. Why does the mouse keep a rope knot?  6. There are many fine conventional retellings of this fable, including one in Jerry Pinkney’s Aesop’s Fables. Read one of them aloud to your class. What are the similarities your students find in the two versions? Beyond the written text, what are the differences they find?   1. Aesop’s fables often feature a moral at the end. What is an appropriate one for The Lion & the Mouse? |
| **Writing:**  **“Information comes from more than just words”** | **Rationale:**  Writers use their illustrations to help tell their story. They need to ask themselves, "What will help my reader understand my story?" Does my picture help them know how the character is feeling, thinking, doing?" What do I need to add?  *Not a SW Lesson* | **Possible texts**  For the writing you can also use students' drafts to model adding details to clarify what is happening in a story. | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1, 1.W.5  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  Model analyzing a picture that goes along with either one of your writings or a student's draft. (Make sure you have their permission to use their illustration/story...let them know how you are going to use it so as not to embarrass them.)  Read the draft and look at the picture....does it relay the message that the author wants to share? What could they add to give clarity, more emotion, more understanding of what is happening? Show how you can add to a picture to make it more engaging. |

**Lesson 7–How do you use your personal experiences and background knowledge to support your understanding of what has been read? How does writing your stories help you remember what has happened?**

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| **Reading:**  **“It Could Happen to You”** | **Rationale:**  Readers use their personal schema to connect with and understand realistic fiction stories. Students will use their background knowledge and textural evidence to make predictions and follow a series of realistic events that unfold over time and conclude in a surprising way.  *SW Reading Fiction Lesson 8* | **Possible Texts:**  Using *Blackout* by John Rocco | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  Using text clues and background knowledge to make predictions and inferences when reading realistic fiction.  Show students how relying on what they know about people in real life and real situations can help them make inferences. Have them think about a time when they lost power at their home....what things happened? What were people doing? What do they know about the girl in the book before the lights went out?  Stop when you get to the part where the lights go out....what are they going to do? What did they do when they lost power?  Continue reading....stopping and inferring/predicting....charting the students' thinking.  Make a chart of their inferences based on BK and clues from the text.   |  |  |  | | --- | --- | --- | | Readers develop inferences by:  1. Noticing clues about the character in the text (text clues)  2. Combining the clues with what they already know about people like this (Background Knowledge)  3. Stating an idea (Inference) | | | | **Text**  **Clues** **+** | **Background**  **Knowledge** **=** | **Inferences** | | It says..... I know...... So I think.... | | | |
| **Writing:**  **“Writing to Remember”** | **Rationale:**  Writers write personal narratives to remember who they were and where they have been. Students will remember and reflect on who they were and what they did when they were younger compared to who they are now.  *SW Writing – Generating Ideas IV* | **Possible Texts:**  Using *When I was Five* by Arthur Howard | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1, 1.W.5  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  This story is about a person remembering what it was like when they were 5 and shared experiences and now he is 6. He has different ideas about what he likes/thinks about but one thing doesn't change...his best friend. This is an example of writing about times remembered. Here is another opportunity to generate ideas for writing and/or writing personal narratives.  Using their writings for this topic could be a time to reinforce using the word wall to find how to spell words or how to use some phonics skills to write unknown words....sound it out, stretch it out and write what you hear....what is a word that I know that sounds like this word (rimes), etc.  Can also use this time to teach about punctuation, capital letters etc. |

**Lesson 8- Reading: What do you know about the characters? How do you make your narrative writing more personal?**

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| **Reading:**  **“What Makes Them Tick?”** | **Rationale:**  Readers infer characters’ traits as they pay attention to the characters’ words and actions. Students will describe characters’ traits in a familiar traditional tale to better understand the main characters and the author’s message.  *SW Reading Fiction*  *Mini-Lesson 6* | **Possible text:**  Using *The Three Little Pigs* retold by James Marshall | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  From the book: *The Reading Strategies Book* by Jennifer Serravallo:  One way to better understand a character is to role-play as the character....to stand in their shoes...to do what they do, say what they say and act how they act. In the story The Three Little Pigs you can have students act out the scenes in the book...Prompts to help them:   * How would your character act? * How would your character's voice sound like? * How do you think your character felt...can you show how they felt? * What kind of person do you think he/she is? * Based on what the character did or said, what are you thinking now? |
| **Writing:**  **“Personal Narratives Make it Personal”** | **Rationale:**  Students will examine the components of many personal narratives, including realistic details and first-person narrators, using *When I Was Five* by Arthur Howard.  *SW Writing Lesson 2* | **Possible Texts:**  Using *When I Was Five* by Arthur Howard. | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1, 1.W.5  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  Here is an opportunity to do some oral planning and stretching across pages. Using the book *When I Was Five,* show how the author tells his story over many pages. Read a page....turn the page....when another page....turn the page. Notice how the author uses several pages to share an idea. He used details and illustrations to share his story.  Model orally telling a story while touching each page. May want to keep it to 1-3 sentences per page. Show where you would stop writing on one page and then go to the next page. Have students practice telling their story as they touch each page.  Have students try this is if they are going to begin a new story during independent writing time.  During sharing time...have a student or two share their writing if they gave this strategy a try. |

**Lesson 9 –What happened in the story? How does retelling help you remember what has been read? What are some family traditions/rituals that you can share in your writings?**

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| **Reading:**  **“Retelling Stories with Meaning”** | **Rationale:**  Readers retell stories because it helps them become more effective readers and communicators. Students will identify key points in fictional text to help them remember and retell important details of the story.  *Not an SW Lesson* | **Possible text:**  You can use any of the books read so far in this unit. | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  One strategy that Jennifer Serravallo suggests in her book with beginning readers is called "Lean on the Pictures." Student(s) touch the page, look at the picture and says the most important thing that happened. Go on to the next page, touch, look at the picture and say the most important thing that happened. A reminder about what are key elements of fiction: characters, problem, solution and beginning, middle and ending.  Some prompts to provide students:   * What happened first? * Touch the page...look at the picture to remind you. * I noticed you said what happened on that page in a brief way. * Turn to say what happened next. Make sure it connects to what you just said. * Use "next...," "then...," "and then...," * You can skip a page if nothing major happened. * What's the next important thing that happened? Turn until you find that page. |
| **Writing:**  **“Writing Rituals”** | **Rationale:**  Writers of personal narratives draw upon familiar rituals and traditions for their topics. Students will recognize the rituals that have personal significance for them make excellent topics to share with others.  ***SW Writing – Generating Ideas V*** | **Possible Texts:**  Using *I Love My Hair* by Natasha Tarpley | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1, 1.W.5  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  Do your students still need some ideas on what to write about? Using this book as a model, students can write about family rituals or traditions. What are things that they do frequently as a family or something they do with their mom or dad or grandparent?  Do they go to the library every week? Do they have Sunday dinner at grandma's house? Does their mom or dad read to them before they go to bed? These are all possible ideas for writing. |

**Lesson 10- What is the author purpose? What connections can you make?**

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| **Reading and Writing**  **“No Place Like Home”** | **Rationale:**  Writers of personal narratives often explore the feelings associated with being “at home” or “going home” to a particular place. Students can readily recognize the sense of place that characterizes the personal narratives they read and emulate the theme of home in their own writings and drawings.  *Not a SW Reading Lesson*  ***SW Writing – Generating***  ***Ideas II*** | **Possible Texts:**  Using *My Steps* by Sally Derby | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  **Reading:** In the book *My Steps* the author shares how the front step is like "home."  Before reading have students share their ideas of what a "home" is. What makes it that special place where we feel safe, cared for...etc.  As you read, find evidence from the text that shows why the author thinks her front steps are "home" to her. It is a place she plays, she takes care of it, is it a place where family and friends gather....are they able to make connections to what happens on the front steps to those things they may have added to "what makes a home" chart?  How does the author feel about her home? How do we know this?  **Writing:**  After reading and discussing the story can students share with a partner and as a group places that they feel are like home?  Can you give an example to share with your students? Tell your students that this could be something they write about.  Model your own thinking and planning of what you would write.  What is a place that you feel is like home? Why? Orally plan your writing so the students can hear your thinking. What reasons are you going to write about? What order?  Have students share what they could write....how would they get started? What reasons could they write? Have them share with a friend. Have one or two of them share their plan before sending them off to independent writing. |

**Lesson 11- Is it Fiction or nonfiction? Can fiction have true statements? What is the structure of diary writing?**

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| **Reading:**  **"Making a Connection"** | **Rationale:**  Readers of fiction sometimes need to differentiate some of the text from fiction to nonfiction. Authors often add facts to their fiction writing.  The reader often needs to make connections with what they already know to help them recognize when the author shares true information.  *Not a SW Lesson* | **Possible text:**  Using *Diary of a Spider* by Doreen Cronin | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  Sometimes fiction books have facts in them too. Make a T-chart with Facts on one side and Fiction on the other. Read the story to the students....then recall fact/fiction statements in the book....put them in the correct column on the chart. As readers we sometimes have to determine what is true/false when reading a fiction story. |
| **Writing:**  **“A Sense of Closure”** | **Rationale:**  Writers plan the structure of their writing and envision its organization so that it includes a beginning, middle and end. Students will learn that writing with a sense of closure is important to a cohesive narrative.  *SW Writing Fiction- Drafting Lesson II* | **Possible Texts:**  Using *Diary of a Spider* by Doreen Cronin,  *My Little Island* by Frané Lessac, *My Visit to the Aquarium* by Aliki and Students’ drafts | **Common Core State Standards:**  **1.W.3** | **Notes:**  If using Diary of a Spider and you have not read it to the class....you will want to begin by talking about the genre of diary writing. Have students ever kept a diary or personal journal? What are the characteristics of diary writing? How is it different than a more traditional personal narrative?   1. Each section has a date 2. Short story....or just a few sentences for each entry 3. Diaries often share about one's feelings/thinking. Usually their point of view.   For a more prompted writing experience you can have students write their own diary or write the diary of another animal, bug, etc. Putting in the perspective of that character. |

**Lesson 12- Can you make connections between books? How does this connection help you understand/remember what has been read? How can adding details make your writing more interesting and engaging for the reader?**

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| **Reading:**  **"Book to Book Connections"** | **Rationale:**  Readers make connections between books they have read. These connections help deepen their comprehension of both books.  *Not an SW lesson* | **Possible text:**  Using *The Three Little Pigs* retold by James Marshall and *The 3 Dassies* by Jan Brett | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  In the previous lesson, children were making connections with the characters/events in the book Diary of a Spider.  Talk to your students how they can also make connections between *The Three Little Pigs* retold by James Marshall and *The 3 Dassies* by Jan Brett. Both of these books have the same basic story line. |
| **Writing:**  **“Details, Details, Details”** | **Rationale:**  Writers revise by adding sensory details and concrete examples to make their writing more interesting and clearer to readers. Students will revise their work to create more substantive and descriptive drafts and further their understanding of the writing process.  *SW Writing Lesson – Revising II* | **Possible Texts:**  Using *My Little Island* by Frané Lessac.  and/or students’ drafts | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1, 1.W.5  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  Choose just a few pages from My Little Island to show how the author used details in her words and illustrations to make the story more interesting. Example: Page 12  The author said "the sun is just peeking over the mountaintops..." instead of just saying "the sun was out" or "Many people balance baskets loaded with cinnamon and fresh nutmeg and other things to sell". The author added lots of details...not just carrying baskets on their heads.  Can you use a student's writing to model how they could add some details to a sentence or two to make their story more interesting? Have students look through their writings and see if they can find one that they can add details or have them try adding them to a new story. |

**Lesson 13- How does punctuation help you read and understand what you are reading and makes it more meaningful?**

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| **Reading:**  **“Say Good-bye to Robot Reading and pay Attention to Punctuation”** | **Rationale:**  Readers look at chunks of the text when reading instead of word by word. They also look at the punctuation to help them determine how they are going to “say” what they are reading.  *Not an SW Lesson* | **Possible text:**  *When I Was Five* by Arthur Howard  (another consideration is one that lends itself to reading with more expression like *The Three Little Pigs*) | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  You want students to read fluently and not word by word. One way to do this is to read a few words together. This is called a phrase. To do this you can scoop up a few words at a time. Demonstrate with a page or two from a book…Sometimes picture books do this for us….like *When I Was Five* by Arthur Howard. One sentence goes across several pages. For beginning readers encouraging them to slide their finger over several words to help them “scoop” up phrase to read.  Have students practice with you.  Prompts:   * What words will you scoop up together? * Scoop under those words. * Now read those few words all in one breath. * Try it again; read all the words without pausing. * That sounded word by word; try it again by scooping. * Let me scoop for you and you read the words. * Repeat after me. (Read in phrases and have student read the same words as you just read.) |
| **Writing:**  **“Putting a Stop to it”** | **Rationale:**  Writers use punctuation to show clearly where sentences end. Students will consider readers’ needs and edit their papers to ensure clear end punctuation.  *SW Writing Lesson –*  *Editing II* | **Possible Texts:**  Using *Do Like Kayla* by Angela Johnson  and/or students’ drafts | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1, 1.W.5  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  Recommend using student work/drafts to demonstrate using punctuation or previous models of writing. You will want to choose a piece that could show different types of punctuation and where maybe run on sentences could be edited with punctuation in new places. If you don’t have a student sample, you can do an interactive writing with your students and together decide where to put the appropriate punctuation. This is also a good time to look remind students about capitalizing the first word in a sentence. |

**Lesson 14- How do you see yourself as a reading and writer? What are your next steps to move you forward with your reading and writing?**

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| **Reading:**  **“Am I engaged with my reading?”** | **Rationale:**  Readers need to be aware when they are having a hard time staying engaged in their book. Readers sometimes need a strategy or two to help them get reengaged.  *Not a SW Lesson* | **Possible text:**  Independent reading book | **Common Core State Standards:**  1.RL.1, 1.RL.2, 1.RL.5, 1.RL.7  1.SL.1, 1.SL.4 | **Notes:**  Students sometimes need help getting started with a new book or staying with it. Together as a class make an anchor chart of strategies the students can use when they feel they are having trouble staying with a book: Jennifer Serravalle shares a strategy of helping students stay engaged in their independent reading book.  Choose Engagement    I’m going to keep my attention in the book!  I’m going to read it likes it’s interesting  Prompts:   * Get your mind ready * Read it out loud like it’s the most interesting thing you’ve ever read * Now keep reading like that in your mind * Do you see a difference in your attention? * What’s changed for you as a reader? * How is this strategy helping you? * When you stop, how do you get yourself back in the book? * What are you thinking as you read?   Part of being an engaged reader is feeling like you’re really “getting it.” We want students to read a bit and then notice if their mind was wandering or if they were thinking about what they were reading….maybe drawing a picture in their mind or making connections. If they aren’t getting it you may encourage your students to choose an easier book to read or adjust their pace. |
| **Writing:**  **“Finishing Touches”** | **Rationale:**  Writers of children’s literature take pride in the finished products and delight in knowing that their work will reach readers. Students who take ownership of their writing, like the professional writer they read do, write with greater enthusiasm and confidence.  *SW Writing Lesson – Publishing I* | **Possible Texts:**  Using students’ drafts | **Common Core State Standards:**  1.W.3, 1.SL.1, 1.L.1, 1.W.5  1.L.2, 1.L.4, 1.SL.4 | **Notes:**  This is a great time to meet with students one on one and have them reflect on their writing piece. Have them fill out a simple self-reflection checklist form or rubric as they look at their final writing piece. There are some writing rubrics in the ebinder. If they have not set writing goals this would be a good time to establish a goal or two that they can work towards. |

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**Celebration: Be sure to include a day for celebrating students’ hard work on their narratives at the end of this cycle. This may be another lesson, or at another time of the day, with your reading buddies, or whatever way works best for you and your students.**