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| **English Language Arts Grade 1:** [**Sample Text Set**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2)**/Unit Plan** |
| **Read-Aloud Anchor Text***Mooncake*, Frank Asch (Literary) | **Related Texts***Literary Texts** *Goodnight Moon*, Margaret Wise Brown
* *Papa, Please Get the Moon for Me*, Eric Carle (Read Aloud)
* *Kitten’s First Full Moon*, Kevin Henkes ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar)
* *Moondance*, Frank Asch (Read Aloud)
* *Bear Shadow*, Frank Asch (Read Aloud)

*Read-Aloud Informational Texts** The Moon, Carmen Bredeson
* Excerpt from *The Moon,* Allison Lassieur
* Excerpts from *The Moon Book*, Gail Gibbons
* Excerpt *Me and My Shadow*, Arthur Dorros

*Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)** “[Moon Pictures](http://dsc.discovery.com/tv-shows/curiosity/topics/moon-pictures.htm),” *Curiosity* on Discovery.com (Photographs)
 | **Unit Focus**Students will learn factual information about the moon and how light creates shadows. Noting that authors oftentimes use their imaginations to create stories, students will explore how misconceptions and misunderstandings can often be cleared up by gaining knowledge through observations or reading about others people’s findings in text. They will begin to use evidence to investigate what is true and what is myth in various tales about the moon. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) |
| **Text Complexity Rationale**Text complexity ranges from grades 1 to 3. The lower complexity text levels (those not labeled as read-aloud texts) allow on-or above-level students the opportunity to read along during whole-class instruction and to explore and practice the standards more independently. | **Reading**[[RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1)](http://www.corestandards.org/ELA-Literacy/RL/1/1), [[RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2)](http://www.corestandards.org/ELA-Literacy/RL/1/2), [[RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3)](http://www.corestandards.org/ELA-Literacy/RL/1/3), [[RL.1.4](http://www.corestandards.org/ELA-Literacy/RL/1/4)](http://www.corestandards.org/ELA-Literacy/RL/1/4), [[RL.1.5](http://www.corestandards.org/ELA-Literacy/RL/1/5)](http://www.corestandards.org/ELA-Literacy/RL/1/5), [[RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7)](http://www.corestandards.org/ELA-Literacy/RL/1/7), [[RL.1.9](http://www.corestandards.org/ELA-Literacy/RL/1/9)](http://www.corestandards.org/ELA-Literacy/RL/1/9), [RL.1.1 0](http://www.corestandards.org/ELA-Literacy/RL/1/10)[[RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1)](http://www.corestandards.org/ELA-Literacy/RI/1/1), [[RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2)](http://www.corestandards.org/ELA-Literacy/RI/1/2), [[RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3)](http://www.corestandards.org/ELA-Literacy/RI/1/3), [[RI.1.4](http://www.corestandards.org/ELA-Literacy/RI/1/4)](http://www.corestandards.org/ELA-Literacy/RI/1/4), [[RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6)](http://www.corestandards.org/ELA-Literacy/RI/1/6), [[RI.1.7](http://www.corestandards.org/ELA-Literacy/RI/1/7)](http://www.corestandards.org/ELA-Literacy/RI/1/7), [[RI.1.9](http://www.corestandards.org/ELA-Literacy/RI/1/9)](http://www.corestandards.org/ELA-Literacy/RI/1/9) |
| **Reading Standards: Foundational Skills[[1]](#footnote-1)**[[RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1)](http://www.corestandards.org/ELA-Literacy/RF/1); [RF.1.3b, d](http://www.corestandards.org/ELA-Literacy/RF/1); [RF.1.4a-c](http://www.corestandards.org/ELA-Literacy/RF/1) |
| **Sample Shared Research and Writing [[2]](#footnote-2)**Through shared investigation of the informational and non-print texts, locate the knowledge and evidence needed to clear up misconceptions and misunderstandings about the moon that are held by a character from the anchor or a related literary text. Create a written explanation for the chosen character. | **Writing** [[W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2)](http://www.corestandards.org/ELA-Literacy/W/1/2), [[W.1.3](http://www.corestandards.org/ELA-Literacy/W/1/3)](http://www.corestandards.org/ELA-Literacy/W/1/3), [[W.1.5](http://www.corestandards.org/ELA-Literacy/W/1/5)](http://www.corestandards.org/ELA-Literacy/W/1/5), [[W.1.6](http://www.corestandards.org/ELA-Literacy/W/1/6)](http://www.corestandards.org/ELA-Literacy/W/1/6), [[W.1.7](http://www.corestandards.org/ELA-Literacy/W/1/7)](http://www.corestandards.org/ELA-Literacy/W/1/7), [[W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8)](http://www.corestandards.org/ELA-Literacy/W/1/8)  |
| **Speaking and Listening**[SL.1.1a-c](http://www.corestandards.org/ELA-Literacy/SL/1), [[SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2)](http://www.corestandards.org/ELA-Literacy/SL/1/2), [[SL.1.3](http://www.corestandards.org/ELA-Literacy/SL/1/3)](http://www.corestandards.org/ELA-Literacy/SL/1/3), [[SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4)](http://www.corestandards.org/ELA-Literacy/SL/1/4), [[SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5)](http://www.corestandards.org/ELA-Literacy/SL/1/5), [[S[L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6)](http://www.corestandards.org/ELA-Literacy/SL/1/6)](http://www.corestandards.org/ELA-Literacy/SL/1/6)  |
| **Language**[[L.1.1a-c, e-fg, j](http://www.corestandards.org/ELA-Literacy/L/1)](http://www.corestandards.org/ELA-Literacy/L/1); [L.1.2a-b, d-e](http://www.corestandards.org/ELA-Literacy/L/1); [[L.1.5a](http://www.corestandards.org/ELA-Literacy/L/1) , d](http://www.corestandards.org/ELA-Literacy/L/1); [[L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6)](http://www.corestandards.org/ELA-Literacy/L/1/6)  |

**What will students know and be able to do by the end of this unit?**

Students will demonstrate an understanding of the unit focus and meet the expectations of the Common Core State Standards on the unit assessments.

**[Daily Performance Tasks](#Pacing)**

***Daily instruction and tasks aligned to the CCSS prepare students to meet the expectations of the unit assessments.***

Students will demonstrate their daily:

1. Understanding of texts and the “big ideas” by meeting grade level CCSS expectations for reading, listening, and language;
2. Ability to express their understanding by meeting grade level CCSS expectations for speaking, writing, and language.

**Unit Assessment**

***Students will demonstrate understanding of the “big ideas” through various assessments:***

1. A [culminating writing task](#CulminatingTask), which assesses whether students met the expectations of the CCSS while demonstrating understanding of the unit texts.
2. A [cold read assessment](#ColdRead), which assesses whether students can listen to or read “new” text(s) and apply the same level of understanding and mastery of the CCSS.
3. An [extension task and accompanying presentation](#ExtensionTask), which assesses student ability to apply understanding of the “big ideas” to other texts, their lives, and/or the real world.

[**Unit Focus**](#UnitFocus)

***The “big ideas” of this unit include:***

1. What is real and imaginary? How can you tell?
2. Why do we read different kinds of books?
3. How can we solve problems and clear up misunderstandings?
4. How does writing help us understand what we read and communicate ideas with others?

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| **TYPE** | **CONTENT** | **CCSS ALIGNMENT** |
| **Culminating Writing Task**  | **Student Prompt:** Choose a character we’ve read about. What does this character not understand about the moon? Write a letter to your character that explains what they need to know to clear up their misunderstanding. Be sure to include at least one fact from the texts we have studied. | [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2); [RL.1.5](http://www.corestandards.org/ELA-Literacy/RL/1/5); [W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2); [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8); [L.1.1a-c, e, g, j](http://www.corestandards.org/ELA-Literacy/L/1); [L.1.2a-b](http://www.corestandards.org/ELA-Literacy/L/1); [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6)  |
| **Teacher Note:** Students are asked toIdentify a character that misunderstands information about the moon and identify the misunderstanding. (Unit Focus #1)Determine knowledge about the moon that will clear up the misunderstanding. (Unit Focus #3)Write a letter explaining the knowledge. (Unit Focus #4) |

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| **TYPE** | **CONTENT** | **CCSS ALIGNMENT** |
| **Cold-Read Assessment** | **Student Prompt:** Listen to the teacher read *Papa, Please Get the Moon for Me* by Eric Carle. The answer a combination of orally read multiple-choice and constructed-response questions[[3]](#footnote-3). Sample questions:1. What happens in this story that is real? What is imaginary?
2. Explain to Monica why Papa can’t get the moon for her.
3. How are Papa and Bear alike? Describe both of them and what is similar.
4. What facts does the author know about the moon? Select a drawing that illustrates the author’s knowledge of this fact. Why did you select this illustration?
 | *(****Note:*** *Standards alignment depends on question content)*[RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3), [RL.1.5](http://www.corestandards.org/ELA-Literacy/RL/1/5), [RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7), [RL.1.9](http://www.corestandards.org/ELA-Literacy/RL/1/9); [SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2), [S[L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6)](http://www.corestandards.org/ELA-Literacy/SL/1/6); [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6)  |
| **Teacher Note:** Students are asked toCompare the experiences of characters in various books. (Unit Focus #2)Explain how learning about the moon can clear up misunderstandings about the moon. (Unit Focus #1 and #3)Identify the difference between events that are real and imaginary. (Unit Focus #1 and #2)*(If you do not have a copy of the book, and animated version is available at,* [*http://www.dailymotion.com/video/xhkc9d\_papa-please-get-the-moon-for-me\_creation*](http://www.dailymotion.com/video/xhkc9d_papa-please-get-the-moon-for-me_creation)*.)* |

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| **TYPE** | **CONTENT** | **CCSS ALIGNMENT** |
| **Extension Task and** **Presentation** | **Student Prompt:** Use the information researched through the informational texts to create a class “Moon Facts” book. Complete a page for the book by selecting three facts about the moon to write about in complete sentences and then illustrate your page. When your page is done, share your facts with the class to describe the moon. | [W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2), [W.1.7](http://www.corestandards.org/ELA-Literacy/W/1/7), [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8); [SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4), [SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5), [S[L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6)](http://www.corestandards.org/ELA-Literacy/SL/1/6); [L.1.1a-c, e, g, j](http://www.corestandards.org/ELA-Literacy/L/1); [L.1.2a-b](http://www.corestandards.org/ELA-Literacy/L/1); [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6)  |
| **Teacher Note:** After the book is complete and the pages have been presented, place the book in the classroom library or a literacy station for students to read independently. If time allows, engage students in digitally publishing the class book. ([W.1.6](http://www.corestandards.org/ELA-Literacy/W/1/6)) |

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| **INSTRUCTIONAL DAYS** | **TEXT(S)[[4]](#footnote-4)** | **CCSS ALIGNMENT** |
| **First weeks of school** | **Teacher Note:** Use the beginning weeks of school to establish routines and classroom organization (small-groups, literacy stations, whole-class routines) and actively engage students in group reading activities of books with content that is well suited for the beginning of school. For example, *First Day Jitters* by Julie Danneburg is a good read-aloud book for asking comprehension questions (e.g., “Why won’t Sarah get out of bed? Were you surprised at the end? Let’s look back through the pictures. Can we figure out who Mrs. Hartwell/Sarah is before the end?”) and conducting [shared writing](http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html) activities. | Varies depending on the selected texts |
| **Unit Days 1-4** | *Moondance*, Frank Asch (Read Aloud) | [Whole-Class Performance Tasks](#Days1to4) Small-Group Instruction |
| **Unit Day 5** | *Mooncake*, Frank Asch (Read Aloud) | [Whole-Class Performance Tasks](#Day5) Small-Group Instruction |
| **Unit Days 6-7** | *Goodnight Moon*, Margaret Wise Brown and *Mooncake*, Frank Asch (Read Aloud) | [Whole-Class Performance Tasks](#Days6to7) Small-Group Instruction |
| **Unit Days 8-11** | Pages 1-4, 7, and 21-25 of *The Moon Book*, Gail Gibbons (Read Aloud) and *Mooncake*, Frank Asch | [Whole-Class Performance Tasks](#Days8to11) Small-Group Instruction |
| **Unit Days 12-14** | *The Moon*, Carmen Bredeson, “Visiting the Moon” from *The Moon*, Allison Lassieur (Read Aloud) | [Whole-Class Performance Tasks](#Days12to14) Small-Group Instruction |
| **Unit Days 15-17** | *Mooncake*, Frank Asch | [Whole-Class Performance Tasks](#Days15to17) Small-Group Instruction |
| **Unit Days 18-21** | *Kitten’s First Full Moon*, Kevin Henkes ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar) and *Mooncake*, Frank Asch | [Whole-Class Performance Tasks](#Days18to21) Small-Group Instruction |
| **Unit Days 22-25** | Pages 1-19 of *Me and My Shadow*, Arthur Dorros (Read Aloud) and *Bear Shadow*, Frank Asch (Read Aloud)  | [Whole-Class Performance Tasks](#Days22to25) Small-Group Instruction |
| **Unit Days 26-27** | Culminating Writing Task | [Unit One Assessments](#CulminatingTask) |
| **Unit Days 28-29** | *Papa, Please Get the Moon for Me*, Eric Carle and Cold-Read Assessment | [Unit One Assessments](#ColdRead) |
| **Unit Days 30-32** | Extension Task and Formal Presentation | [Unit One Assessments](#ExtensionTask) |

**Appendix**

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| **DAYS 1-4** |
| **Text:***Moondance*, Frank Asch (Read Aloud) | **Text Connections** |
| This text provides opportunities for students to read and understand a complex text with teacher support. Students will closely examine the vocabulary and identify the main character and explore his interactions with the moon over the course of this and several texts by the same author. This lesson provides an introduction to the recurring character of Bear and invites students to determine the misconceptions Bear has based on previous learning they gained in kindergarten (Unit 6). They will repeat this process with learning they gain during this unit, so this experience prepares students for the [Culminating Writing Task](#CulminatingTask). |
| [**Reader and Task Considerations**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2) |
| Given the readability of the text and the time of year, this text is best done through read aloud. During subsequent readings, teachers can pull out particular words, sentences, passages, and/or pictures so students can interact with the print of the text. These can be displayed using sentence strips, chart paper, a projection device, or a big book (if available).  |
| **SAMPLE WHOLE-CLASS PERFORMANCE TASKS/PROMPTS** |
| * **Ongoing throughout the unit:** Using key details and illustrations, identify and describe the characters, setting, and major events of literary texts and keep track of the descriptions through a graphic organizer or class chart. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3), [RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7))
* **Ongoing throughout the unit:** Build a vocabulary display that students can rely on in their writing. For example, after the first reading of *Moondance*, ask students to locate academic vocabulary words that suggest feelings or appeal to the senses (e.g., *suggested*, *chuckled*, *cried*, *replied*, *asked*, *sighed*, *gazed*, *looking*, *watched*). Discuss with students the shades of meaning among the words and how they represent different ways to say and do things. Then reinforce the concept in a literacy station activity. For example, students could act out the words and have a partner guess the word. Display those words for students to use when they write. ([RL.1.4](http://www.corestandards.org/ELA-Literacy/RL/1/4), [L.1.5a](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.5d](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6))
* Lead a teacher-guided discussion to retell the major events of *Moondance*. Then ask and answer questions about key details to determine what Bear wants and how his problem is solved. What is Bear confused about? Identify key details that make this book imaginary. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2), [RL.1.5](http://www.corestandards.org/ELA-Literacy/RL/1/5), [SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2))
* Then, as a [shared writing](http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html) task, ask students how they would explain to/convince Bear he is not dancing with the clouds or the rain, and write a note to Bear in which the class names the topic, supply some facts about the topic based on *Moondance* and prior knowledge from kindergarten, and provide a sense of closure. Demonstrate how to write complete sentences using capital letters and end punctuation. Ask for suggestions from students to improve the response, revising it as necessary. As needed, engage students in practicing spelling and conventions by “[sharing the pen](http://books.google.com/books?id=6lqRW80nRzEC&pg=PA3&lpg=PA3&dq=interactive+writing+sharing+the+pen+how+to&source=bl&ots=KEocfhvOCJ&sig=KDb-40OGUfJcL7GRVk8stHkVf34&hl=en&sa=X&ei=HvuwUYrELcvcqwGigIHoAQ&ved=0CEMQ6AEwAzgK#v=onepage&q=interactive%20writing%20sharing%20the%20pen%20how%20to&f=false)” with them. Then have students write their own response or rely on the model, adding an appropriate illustration to their individual note. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2), [RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1), [W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2), [W.1.5](http://www.corestandards.org/ELA-Literacy/W/1/5), [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8), [SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1), [SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5), [S[L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6)](http://www.corestandards.org/ELA-Literacy/SL/1/6), [L.1.1a](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.2a-b, d-e](http://www.corestandards.org/ELA-Literacy/L/1))
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**English Language Arts/Literacy Grade 1 Unit One Sample Daily Whole-Class Performance Tasks/Prompts**

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| **DAY 5** |
| **Text:***Mooncake*, Frank Asch (Read Aloud) | **Text Connections** |
| As an anchor text, this text provides opportunities for students to read and understand a complex text with teacher support. Students will closely examine the vocabulary and identify the main character and explore his interactions with the moon over the course of this and several texts by the same author. Students will return to this text throughout the unit and pull out deeper meaning based on the associated texts. This lesson continues student exploration of Bear and Little Bird and engages them in basic comprehension of the text for later reading. |
| **Reader and Task Considerations** |
| Focus the first read aloud of this text on identifying reoccurring characters. Students should gain an understanding of how Bear feels about the moon. Given the readability of the text and the time of year, this text is best done through read aloud. During subsequent readings, teachers can pull out particular words, sentences, passages, and/or pictures so students can interact with the print of the text. These can be displayed using sentence strips, chart paper, a projection device, or a big book (if available). |
| **SAMPLE WHOLE-CLASS PERFORMANCE TASKS/PROMPTS** |
| * **Ongoing throughout the unit:** Using key details and illustrations, identify and describe the characters, setting, and major events of literary texts and keep track of the descriptions through a graphic organizer or class chart. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3), [RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7))
* **Ongoing throughout the unit:** Build a vocabulary display that students can rely on in their writing. For example, after the first reading of *Mooncake*, ask students to locate academic vocabulary words that suggest feelings or appeal to the senses (e.g., *attached*, *climbed*, *climbing*, *knocked*, *tasted*, *shuddered*, *prepared*). Discuss with students the conventions of inflection forms. Then reinforce the concept in a literacy station activity. Display those words for students to use when they write. ([RL.1.4](http://www.corestandards.org/ELA-Literacy/RL/1/4), [RF.1.3f](http://www.corestandards.org/ELA-Literacy/RF/1), [L.1.1e](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6))
* Retell the major events of the story and demonstrate a basic understanding of point of view by identifying who is telling the story at various points in the text. The ask students, “What does Bear want?” ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2), [RL.1.6](http://www.corestandards.org/ELA-Literacy/RL/1/6))
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**English Language Arts/Literacy Grade 1 Unit One Sample Daily Whole-Class Performance Tasks/Prompts**

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| **DAYS 6-7** |
| **Text One:***Goodnight Moon*, Margaret Wise Brown | **Text Connections** |
| *Goodnight Moon* serves as a model for thinking about misunderstandings we (or characters) have about the moon. The narrator refers to a “picture of a cow jumping over the moon” and Bunny says goodnight to the moon as if it can hear him. However, we also learn from the text that the moon shines and can be seen at night. |
| **Reader and Task Considerations** |
| Given the lower readability of this text along with its repetition and rhyme, this text can be done as a shared reading in which students read along with the teacher. The text can be displayed using a projection device or big book (if available). (**Note:** an animated version with subtitles for reading along is available [here](http://www.amara.org/en/videos/sGoVq3yO7Lqa/info/goodnight-moon-story-in-high-quality/).) Since this text is not complex, it can be used for teaching Reading Standards for Foundational Skills during whole-class instruction. However, teachers will need to ensure students are meeting the expectations for foundational skills in small-group instruction by monitoring student progress and reinforcing skills with additional texts suited for reading instruction. |
| **Text Two:***Mooncake*, Frank Asch (Read Aloud) | **Text Connections** |
| Students will closely examine the vocabulary and explore Bear’s interactions with the moon, setting them up to establish the difference between what is real and imaginary and how we can use information from observations and texts to clear up misunderstandings. ([Unit Focus #1, #2, and #3](#UnitOverview)) |
| **Reader and Task Considerations** |
| As this is a subsequent reading of this text, students should be able to view the text through a projection device or big book form (if available). Demonstrate to students how to track print and interact with the text of *Mooncake* while the teacher reads aloud. |
| **SAMPLE WHOLE-CLASS PERFORMANCE TASKS/PROMPTS** |
| * Create a class three-column chart and label the columns: Moon Facts, ?, and Moon Fiction. Determine key questions to ask when a detail is added, i.e., “Is this detail real (fact) or imaginary (fiction)? How do we know? (What is the source?) If we don’t know, how can we find out?” and demonstrate how to write the key questions using words from the vocabulary display and proper conventions. When details are added that cannot be determined as real or imaginary, place them in the “?” column until additional information is gathered. Fill in the chart as a class with basic information and observations of the students (e.g., the moon is in the sky, it shines at night, it gets smaller/goes away/disappears, etc.) and commonly heard or read phrases or ideas (e.g., a cow jumping over the moon, the moon is made of cheese, the man in the moon, aliens on the moon, etc.), asking the questions for each detail. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [W.1.7](http://www.corestandards.org/ELA-Literacy/W/1/7), [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8), [SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1))
* Engage in a shared reading of *Goodnight Moon*, and the model how to fill in details on the class three-column chart after reading *Goodnight Moon*. ([RF.1.4a-c](http://www.corestandards.org/ELA-Literacy/RF/1))
* Then reread *Mooncake* aloud. Ask students to retell the major events of the story. During the retelling, identify what Bear wants, what his problem is, and describe how he tries to solve his problem. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2), [RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3), [RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7), [SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2))
* Working in pairs, develop an entry from *Mooncake* to add to the class chart. Share the entries with the class. As they share, ask student pairs the key questions and why they chose their detail. Engage additional students in evaluating the details pairs provide, i.e., “Is this a good detail to add?” “Do you have any questions about what this pair shared?” etc., and model writing the detail as appropriate. If possible, invite some students to write their responses on the chart. Then discuss why they think one or two of the details under “Moon Fiction” exist. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [W.1.7](http://www.corestandards.org/ELA-Literacy/W/1/7), [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8), [SL.1.1a-c](http://www.corestandards.org/ELA-Literacy/SL/1), [SL.1.3](http://www.corestandards.org/ELA-Literacy/SL/1/3))
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**English Language Arts/Literacy Grade 1 Unit One Sample Daily Whole-Class Performance Tasks/Prompts**

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| **DAYS 8-11** |
| **Text One:** Pages 1-4, 7, 21-25 of *The Moon Book*, Gail Gibbons (Read Aloud)  | **Text Connections** |
| This text provides students with information about the characteristics of the moon and introduces them to differences in books that provide information and books that tell a story. ([Unit Focus #1 and #2](#UnitOverview)) Students will learn to locate details to prove whether an idea is fact or fiction. Some information they should learn: What is the moon made of? How have we observed and explored the moon? They will compare these ideas with *Mooncake* and discuss the difference between what is real or imaginary. Learning these facts will be important for student work with the [Culminating Writing Task](#CulminatingTask) and the [Extension Task](#ExtensionTask). |
| **Reader and Task Considerations** |
| The readability of *The Moon Book* is likely beyond what most students can read independently. Students can, however, view the illustrations and look at the layout of a page to be introduced to the overall organization and features of an informational text, such as diagrams, labels, captions, etc., to see how information can come from both words and pictures. |
| **Text Two:** *Mooncake*, Frank Asch  | **Text Connections** |
| Rereading this text in with *The Moon Book* allows students the opportunity to determine what is real and what is imaginary. While they may discover that all details in stories are not fiction, they will begin to understand the reasons and purposes for reading different kinds of texts, including how to use details from texts to answer questions and clear up misunderstandings. ([Unit Focus #2 and #3](#UnitOverview)) |
| **Reader and Task Considerations** |
| Since this is the third time this text is being read over multiple days, students should be able to interact with the text more independently. Although many may not be able to read every word on the page, they should have a general idea of what is happening throughout the text to be able to handle working with portions of the printed text (words, sentences, passages, and/or pictures) displayed on sentence strips, chart paper, projection device or big book form (if available). ([RL.1.10](http://www.corestandards.org/ELA-Literacy/RL/1/10)) |
| **SAMPLE WHOLE-CLASS PERFORMANCE TASKS/PROMPTS** |
| * Read aloud the excerpts from *The Moon Book*. Ask students to retell key details (identifying where they learned the detail—either from words or illustrations) and determine the main topic (e.g., “Why did astronauts travel to the moon? How did they get there? How do you know?”). Review the class chart: What details on the chart relate to information provided by *The Moon Book*? Can any details be revised or questions answered? (**Note:** Track how students use information from texts and/or experience to answer questions and/or clear up misunderstandings by changing the color of the font when statements are revised. Similarly, when students reference “Moon Facts” to prove a detail is real or imaginary, mark the detail with a star or check, etc.) Add new details from *The Moon Book* to the class three-column chart, asking students the key questions. ([RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1), [RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2), [RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6), [RI.1.7](http://www.corestandards.org/ELA-Literacy/RI/1/7), [SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1), [SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2), [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6))
* Review the major events of *Mooncake*. Then, with a partner, determine whether Bear did or did not travel to the moon. Encourage students to ask questions, such as, “Why do you think that? What information do you have?” ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2), [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8), [SL.1.1a-c](http://www.corestandards.org/ELA-Literacy/SL/1))
* Then reread the section in *Mooncake* which tells the story of Bear’s trip to the moon. Thinking about information from *The Moon Book*, ask students to identify one detail in *Mooncake* they think is imaginary. (Students can refer to the class three-column chart as needed.) Write at least two complete sentences which identify the detail and explains why it is imaginary. Use words from the vocabulary display as needed to help with writing, and then draw an illustration that supports the writing. Share the writing with a partner to evaluate the detail: Do you agree or disagree with your partner? Why? As a class, compare the sections in *The Moon Book* and *Mooncake*, which discuss travel to the moon. Which one has facts? Which one is fiction? How do you know? Update the class chart. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1); [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2); [RL.1.5](http://www.corestandards.org/ELA-Literacy/RL/1/5); [W.1.7](http://www.corestandards.org/ELA-Literacy/W/1/7); [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8); [SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1); [SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2); [L.1.1a-b, g](http://www.corestandards.org/ELA-Literacy/L/1); [L.1.2a-b](http://www.corestandards.org/ELA-Literacy/L/1); [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6) )
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**English Language Arts/Literacy Grade 1 Unit One Sample Daily Whole-Class Performance Tasks/Prompts**

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| **DAYS 12-14** |
| **Text One:***The Moon*, Carmen Bredeson (Read Aloud) | **Text Connections** |
| This text provides more information about the moon, how it was formed, its physical characteristics, and how it has been studied and explored. Students will use this text to gain further factual information about the moon, which they can use to determine what is real and imaginary ([Unit Focus #1](#UnitOverview)). Learning about the moon will help students with the [Culminating Writing Task](#CulminatingTask) and [Extension Task](#ExtensionTask).  |
| **Reader and Task Considerations** |
| This book is on-level for grade 1. With some teacher prompting and support, students should be able to read and understand this text by the end of the year ([RI.1.10](http://www.corestandards.org/ELA-Literacy/RI/1/10)). At this point in the year, though, most students are going to need more support with this text and need to engage with it through a read aloud. Some students will probably be able to read along as the teacher reads it aloud. |
| **Text Two:** “Visiting the Moon” from *The Moon*, Allison Lassieur (Read Aloud) | **Text Connections** |
| This text provides students with even further information about how the moon has been studied and explored. Students will continue to learn the various reasons for reading texts and how texts can provide similar and different information. ([Unit Focus #1 and #2](#UnitOverview)).  |
| **Reader and Task Considerations** |
| The readability of *The Moon* is likely beyond what most students can read independently. Students can still be shown how to use the text features (e.g., Table of Contents or index, page numbers, titles, etc.) and guide the teacher during the read aloud. |
| **SAMPLE WHOLE-CLASS PERFORMANCE TASKS/PROMPTS** |
| * **Ongoing throughout the unit:** Build a vocabulary display that students can rely on in their writing. For example, engage students in asking and answering questions to determine meaning of key terms in the informational texts (e.g., *Moon’s surface*, *areas*, *craters*, *lava*, *lunar*, *shape*, *amount,*  *full*, *quarter*, *crescent*, *sliver*, *Moon rocks*, *dust*, *soil*, *astronauts*, *rockets*, *spacecraft*, *space suits*, *tanks*). Then ask students to identify the main categories of the nouns and sort the words into their categories. Reinforce understanding in a literacy station activity by asking students to identify at least one key attribute of a noun that distinguishes it from the others in its category. Display these words for students to use when they write. ([RI.1.4](http://www.corestandards.org/ELA-Literacy/RI/1/4) , [L.1.1b](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.5a-b](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6))
* Engage students in asking and answering questions about the illustrations and details to determine the main topic of *The Moon* by Carmen Bredeson. Then add details the three-column chart, asking students the key questions. Track how students use information from texts and/or experience to answer questions and/or clear up misunderstandings by changing the color of the font when statements are revised. Similarly, when students reference “Moon Facts” to prove a detail is real or imaginary, mark the detail with a star or check, etc. As students gain more knowledge from texts, demonstrate how to expand the sentences on the chart using conjunctions that signal simple relationships. ([RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1), [RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2), [RI.1.7](http://www.corestandards.org/ELA-Literacy/RI/1/7), [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6))
* Review the three-column chart to determine what additional information the class needs to learn. Model for students how search for answers to questions, by saying, “I know we went to the moon, but I want to learn more about what we found there.” Then use text features to locate and read “Visiting the Moon” from *The Moon* by Allison Lassieur. Ask students to work with a partner to identify additional information they need and direct the teacher in using the text features to locate and read additional pages or chapters. Add details to the chart and identify the source for each detail as it is being added (i.e., experience, single text (words? or pictures?), or multiple texts). ([RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1), [RI.1.5](http://www.corestandards.org/ELA-Literacy/RI/1/5), [RI.1.7](http://www.corestandards.org/ELA-Literacy/RI/1/7))
* Evaluate the three-column chart as a class to determine what information is from “Visiting the Moon” that is not in other texts and what information can be found in more than one text. Determine how the words, pictures, and information in various texts are connected. ([RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1), [RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3), [RI.1.9](http://www.corestandards.org/ELA-Literacy/RI/1/9))
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**English Language Arts/Literacy Grade 1 Unit One Sample Daily Whole-Class Performance Tasks/Prompts**

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| **DAYS 15-17** |
| **Text:** *Mooncake*, Frank Asch  | **Text Connections** |
| Students are asked to extend and connect their understanding of a text to explore how to communicate similar ideas in writing. ([Unit Focus #4](#UnitOverview)) |
| **Reader and Task Considerations** |
| Since this is the fourth time this text is being read over multiple days, students should be able to interact with the text more independently. Although many may not be able to read every word on the page, they should have a generally idea of what is happening throughout the text to be able to handle working with the printed text. ([RL.1.10](http://www.corestandards.org/ELA-Literacy/RL/1/10)) |
| **SAMPLE WHOLE-CLASS PERFORMANCE TASKS/PROMPTS** |
| * Reread *Mooncake* aloud as students follow along. Ask students, “Does Bear get what he wants?” Prompt students as necessary, i.e., review the “Moon Facts” on the three-column chart; ask, “What does Bear want? Does he travel to the moon? Does he eat the moon? How do you know? Are the events in this book real or imaginary?” ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2), [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8))
* Then extend their knowledge about real and imaginary events. Conduct a [shared writing](http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html) task, in which students recount the story of Bear’s trip to the moon, including temporal words to signal event order. Demonstrate how to write a complete sentence using nouns from the vocabulary display, temporal words (i.e., *first*, *then*, *before*, *after*), and basic subject-verb agreement. Engage students by asking for suggestions and then “[sharing the pen](http://books.google.com/books?id=6lqRW80nRzEC&pg=PA3&lpg=PA3&dq=interactive+writing+sharing+the+pen+how+to&source=bl&ots=KEocfhvOCJ&sig=KDb-40OGUfJcL7GRVk8stHkVf34&hl=en&sa=X&ei=HvuwUYrELcvcqwGigIHoAQ&ved=0CEMQ6AEwAzgK#v=onepage&q=interactive%20writing%20sharing%20the%20pen%20how%20to&f=false)” to expand the sentences using adjectives and conjunctions. Ask students to independently write a story about a trip they take to the moon. Have them recount details from the informational texts and using temporal words to signal event order. Work with a peer to strengthen writing by expanding sentences as demonstrated in the shared writing and using words from the vocabulary display. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1); [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2); [RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3), [W.1.3](http://www.corestandards.org/ELA-Literacy/W/1/3); [W.1.5](http://www.corestandards.org/ELA-Literacy/W/1/5); [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8); [SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1); [S[L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6)](http://www.corestandards.org/ELA-Literacy/SL/1/6); [L.1.1a-c, f-g, j](http://www.corestandards.org/ELA-Literacy/L/1); [L.1.2a-b](http://www.corestandards.org/ELA-Literacy/L/1); [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6))
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**English Language Arts/Literacy Grade 1 Unit One Sample Daily Whole-Class Performance Tasks/Prompts**

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| **DAYS 18-21** |
| **Text One:***Kitten’s First Full Moon*, Kevin Henkes ([Appendix B](http://www.corestandards.org/assets/Appendix_B.pdf) Exemplar)  | **Text Connections** |
| Similar to Bear, Kitten is intrigued by the moon and hopes to eat it. Reading this text provides students the opportunity to continue investigating why a character would have misunderstandings and how those can be cleared up. ([Unit Focus #3](#UnitOverview)) This also prepares students to be able to do a similar investigation for the [Cold-Read Assessment](#ColdRead). |
| **Reader and Task Considerations** |
| Given the supportive illustrations and repetition in the text, this text can be done as a shared reading in which students read along with the teacher. The text can be displayed using a projection device or big book (if available). Additionally, since this text is less complex, it offers opportunities for integrating the Reading Standards for Foundational Skills into whole-class instruction. Teachers will need to continue to offer skills-based instruction in small groups with additional texts suited for reading instruction. |
| **Text Two:***Mooncake*, Frank Asch | **Text Connections** |
| This lesson engages students in comparing and contrasting the experiences of Bear with a character from another text, further deepening student understanding of the anchor text. This is a final read of the text before students complete the [Culminating Writing Task](#CulminatingTask).  |
| **Reader and Task Considerations** |
| As this is a subsequent reading of this text, allow students to view the text as the teacher reads aloud. |
| **SAMPLE WHOLE-CLASS PERFORMANCE TASKS/PROMPTS** |
| * Engage in a shared reading of *Kitten’s First Full Moon*, focusing on recognizing and reading grade-appropriate irregularly spelled words and discussing the use of prepositions (*down*, *through*, *past*, *by*) to be used in writing for later units. ([RL.1.10](http://www.corestandards.org/ELA-Literacy/RL/1/10), [RF.1.4a-c](http://www.corestandards.org/ELA-Literacy/RF/1), [L.1.1i](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6) )
* **Ongoing throughout the unit:** Build a vocabulary display that students can rely on in their writing. For example, after the first reading of *Kitten’s First Full Moon*, ask students to locate academic vocabulary words that suggest feelings or appeal to the senses (e.g., *stretched*, *wiggled*, *sprang*, *leaped*, *raced*, *pinching*, *tumbled*, *bumping*, *banging*, *waiting* ). Discuss with students the conventions of inflection forms. Then reinforce the concept in a literacy station activity, and display those words for students to use when they write. ([RL.1.4](http://www.corestandards.org/ELA-Literacy/RL/1/4), [RF.1.3f](http://www.corestandards.org/ELA-Literacy/RF/1), [L.1.1e](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6))
* **Ongoing throughout the unit:** Using key details and illustrations, identify and describe the characters, setting, and major events of literary textsand keep track of the descriptions through a graphic organizer or class chart. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3), [RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7))
* Determine what Kitten wants and describe why she is confused, using key details and illustrations from the text. Why would Kitten think the moon is a bowl of milk? Then working in pairs, use the three-column chart to identify at least one fact that would help Kitten understand that the moon is not a big bowl of that she can lick. Add details to the three-column chart as necessary, answering the key questions. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2), [RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3), [RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7), [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8), [SL.1.1a-c](http://www.corestandards.org/ELA-Literacy/SL/1))
* Ask students to produce and expand complete sentences using frequently occurring conjunctions to signal simple relationships, i.e., Provide students with a several sentence starters to complete with an original idea or details from the text (i.e., Kitten saw the moon and thought it was a bowl of milk, so she \_\_\_\_\_. Kitten tried to climb a tree to reach the bowl of milk, but she\_\_\_\_\_. Finally, Kitten got a bowl of milk because she \_\_\_\_\_.). ([L.1.1g](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.1j](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6))
* Read *Mooncake* aloud as students follow along. While rereading, prompt students at various points in the text to use the three-column chart and explain how Bear or Little Bird would respond differently if he learned the same facts about the moon they did. Ask, “What facts do you think the author knows about the moon? ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.10](http://www.corestandards.org/ELA-Literacy/RL/1/10), [RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1), [RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3), [SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1))
* Complete a “T” chart as a class. One side should include descriptions and details that illustrate Bear and his adventures with the moon; the other side should include descriptions and details that illustrate Kitten and her adventures with the moon. Then discuss as a class, “What is similar about Bear and Kitten’s experiences with the moon? What is different?” ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2), [RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3), [RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7), [RL.1.9](http://www.corestandards.org/ELA-Literacy/RL/1/9))
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**English Language Arts/Literacy Grade 1 Unit One Sample Daily Whole-Class Performance Tasks/Prompts**

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| **DAYS 22-25** |
| **Text One:***Bear Shadow*, Frank Asch (Read Aloud) | **Text Connections** |
| This text, similar to the other Frank Asch texts in the unit, presents Bear who misunderstands something about the world around him. Since students have been working on using informational texts to determine what is fact and fiction and to clear up misunderstandings, including this text provides them the opportunity to apply the those skills to a new text, which will prepare them for the [Cold-Read Assessment](#ColdRead). |
| **Text Two:** Pages 1-19 of *Me and My Shadow*, Arthur Dorros (Read Aloud)  | **Text Connections** |
| This text offers opportunities for students to gain knowledge about shadows, how they are created from blocking light and how shadows affect how we view the moon. Students will learn to locate evidence or facts to prove whether an idea is real or imaginary. Some information they should learn: What causes shadows? How is the moon affected by shadows? They will compare these ideas with *Bear Shadow* and discuss the difference between what is real or imaginary. |
| **Reader and Task Considerations** |
| (**Note:** If this text is not available, consider using *What Makes a Shadow?*, Clyde Robert Bulla) |
| **SAMPLE WHOLE-CLASS PERFORMANCE TASKS/PROMPTS** |
| * **Ongoing throughout the unit:** Build a vocabulary display that students can rely on in their writing. For example, after reading these two texts, ask students to sort verbs according to their tenses (e.g., Bear Shadow: *passed*, *exclaimed*, *hammered*, *slammed*, *opened*, *tired*, *annoyed*, *pulled*, *scared*, *walked*; Me and My Shadow: *walks*, *jumps*, *follows*, *blocked*, *blocks*, *passes*). Discuss with students the conventions of forming present and past tenses. Then reinforce the concept in a literacy station activity in which student use the appropriate verbs in sentences. Display these words for students to use when they write. ([L.1.1e](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.5a](http://www.corestandards.org/ELA-Literacy/L/1), [L.1.6](http://www.corestandards.org/ELA-Literacy/L/1/6))
* Read *Bear Shadow* aloud. Then ask students to work in pairs to use key details and illustrations from the text to identify and describe the character, setting, and major events of *Bear Shadow*. Record (using words and/or pictures) the information on a graphic organizer. Then use the graphic organizer to determine what Bear wants and how he is confused. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2), [RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3), [RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7), [SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2))
* As a class, create a new three column chart using the same process as before. Label the columns: Shadow Facts, ?, Shadow Fiction. Working in pairs, fill in the chart based on experience/observations and information from *Bear Shadow*. Use the same process as the moon chart (i.e., asking each other the key questions). (**Note:** This may require some additional modeling of providing basic information from experience and observations (e.g., everything has a shadow during the day when the sun is out, shadows change shape and size, etc.) or an idea from *Bear Shadow* (e.g., we can escape our shadows, shadows can be nailed down, we can hide from our shadows).) ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [W.1.7](http://www.corestandards.org/ELA-Literacy/W/1/7), [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8), [SL.1.1a-c](http://www.corestandards.org/ELA-Literacy/SL/1))
* Share the three-column charts as a class to identify where students still have questions and ways to help Bear understand more about shadows (i.e., “We want to help Bear understand. What do you need to tell him about shadows?”). Then read aloud the excerpt from *Me and My Shadow*. Add facts from the text to the three-column chart on shadows (e.g., shadows are created by blocking light, shadows change how we see the moon, etc.). ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1), [RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3), [W.1.7](http://www.corestandards.org/ELA-Literacy/W/1/7), [W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8), [SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1))
* Review the “Shadow Facts” on the three-column chart. Then reread *Bear Shadow* as students follow along. While rereading, prompt students at various points in the text to use the three-column chart and explain how Bear would respond differently if he learned the same facts about shadows they did. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1), [RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3), [SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1))
* Use a graphic organizer with a small group to record information about one of the literary texts from the unit (e.g., *Moondance*, *Mooncake*, *Kitten’s First Full Moon*, and *Bear Shadow*): Who is the main character? What does the main character want? What is one thing the main character misunderstands? Does the main character get what he or she wants? How does that happen? Then present the information to the class as the teacher creates class notes. Discuss what is similar and different between the texts and the characters. ([RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1), [RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2), [RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3), [RL.1.9](http://www.corestandards.org/ELA-Literacy/RL/9), [SL.1.1a-c](http://www.corestandards.org/ELA-Literacy/SL/1), [SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4), [SL.1.6](http://www.corestandards.org/ELA-Literacy/SL/1/6))
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1. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts or no text, when appropriate. Systematic and explicit instruction of the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) should occur through small-group literacy instruction and be based on individual student needs, focusing on a progression of sub-skills that are formally assessed at various points throughout the year. This plan does not address small-group literacy instruction or systematic and explicit instruction of the reading foundational skills. [↑](#footnote-ref-1)
2. “Shared Research and Writing” refers to student-led inquiry activities; these are extension activities that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards. [↑](#footnote-ref-2)
3. Ensure that students have access to the complete texts as they are testing; while students may not be able to read the words, they can refer to the pictures. [↑](#footnote-ref-3)
4. Texts can be written or visual, print or multimedia. [↑](#footnote-ref-4)