Curriculum Area: ELA

Unit Topic: Story Elements

Grade Level: 1

Time Frame: 2 Weeks

Summary of Unit/Concept Development: Building on the retelling of stories with details, students delve deeper by focusing on the categorizing of story details. Focusing on the central message of stories, students examine character traits. Students are introduced to the relationship between punctuation and reading expression as well as review who is telling the story. Topic-specific titles pertaining to technical texts encompass the informational texts.

Unit Essential Question(s):	
Who is the main character in the story? What is the problem or plot in the story? What clues tell you where and when the story takes place? How are the characters behaving, or feeling at the beginning, middle and end of the story?	
Enduring Understanding/Big Idea	Standards
Authors choose key details to describe characters, setting and events that will help readers understand stories.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

Learning Goals/Targets: (link goals and t)

Students will understand :	**Evidence of understanding will include:**

Authors choose key details to describe characters, setting and events that will help readers understand stories.	Identifying the character in a story or play Describing or graphically represent characters, setting and major event in a story or play Using key details to support descriptions of characters, setting and major events Successful completion of academic choice project.

Students will be able to:	**Evidence of ability will include:**
Students will be able to use details to describe characters from a story.	Graphic organizers and Literature response journals.
Use details to describe the setting of a story.	Graphic organizers and Literature response journals.
use details to describe the major events in a story.	Graphic organizers and Literature response journals.

Learning Sequence: (Supply information that covers the following topics)

Unit organization – what are the teaching and learning strategies that will be use?

(learning tasks must be engaging, varied, relevant, and purposeful)

Prior knowledge will be assessed through/by: 1.) Formative assessment utilizing teacher observation. Following the reading of *Caps for Sale* (Slobodkina), students will be asked to turn-and-talk about what they know about the purpose of characters in a story as the teacher circulates throughout the room monitoring their conversations.

2.) Teacher have students re-tell the story in small groups then will re-read Caps for Sale and have children revise their thinking. Students will act out the story as the Cap Peddler and monkeys. Could the story have worked had the author chosen elephants or peacocks? Why or why not. Students will respond in their reader response journals and illustrate their thinking.

3.) Teacher will read *Helga's Dowry* (dePaola) and have the students created a list of words that describe Helga (smart, a troll, magic, etc.), and then to describe other characters. Students and teacher will complete a graphic organizer (Words/Actions) on the SmartBoard or similar tool. Students will complete the same graphic organizer for *Caps for Sale* independently or in pairs.

4.) Teacher will review the idea of character and ask the students to think about the characters in *Lilly's Purple Plastic Purse* (Henkes) as she reads it aloud. Who are the important characters? In small groups, students will determine the most important character and why, and list some things that describe her/him to be shared back to the class. In their literature response journals, students will write what they think Lilly's parents' note to Mr. Slinker said.

5.) Teacher will read *King Bidgood's in the Bathtub* (Woods) and review the idea of characters. Who is the main character? What are other important characters? Teacher will introduce the idea of "setting" as the place where a story happens. What is the setting for this book? What things have you every pretended in a bathtub? Would you like to have lunch in the tub? How about a ball? Teacher will hold a reader's theater with the students reading parts of the page, king, queen, duke, etc. In their reader response journals, they will retell the story and illustrate a favorite scene.

6.) Teacher will show some of the journal illustrations depicting the setting from *King Bidgood's in the Bathtub* and ask for ideas about the setting of other books read (*Caps for Sale*, *Helga's Dowry*). The teacher will read *Officer Buckle and Gloria* (Rathman). Where did this story mostly take place? What happened first…in the middle…at the end? Teacher will introduce the idea of "problem," and have pairs of children discuss then share what they think the problem in the story was (e.g., safety is important, stick with your buddy). How was the problem "solved?" (e.g. safety talks by Office Buckle, keeping Officer Buckle and Gloria together). Students will make a star-shaped safety tip in their journals and write about their view of the problem and its solution. Students will make a flip book of one of the books read with one page each for "character," "setting," "problem," and "solution."

7.) Teacher will review the safety tips developed by the students and then lead a class discussion about the characters, setting, problem, and solution in *Officer Buckle and Gloria*. What were the beginning, middle, and end of the story? The teacher will re-read *Office Buckle and Gloria* and have the students pay special attention to the illustrations. After re-reading the book, s/he will state that illustrations can give more information to the reader than the words do. The students will point out that Officer Buckle couldn't see what Gloria was doing but the reader could and that Office Buckle saw Gloria on TV and then knew it, but the words never say it. Students will write about their favorite scene in the Literature Response journals.

8.) Teacher will read Dr. DeSoto (Steig) and lead a discussion about the characters, setting, problem and solution then read The Sweetest Fig (VanAllsburg) with a similar discussion. With a partner, the students will describe the similarities and differences between Dr. DeSoto and M. Bibot. Students will share the results of their discussion and the teacher will create a Venn Diagram depicting these comparisons and contrasts. Students will complete their own Venn Diagram.

9.) Academic Choice Project Presentations

Vocabulary: Character, setting, problem, solution, sequence, key details, events, main topic, compare and contrast

Instruction Strategies: Literature will be the springboard for each lesson; strategies will include direct instruction, readers' theater, immersion in the texts via student portrayals, partner and group discussion, literature response journals, and graphic organizers

Opportunities for teacher to provide feedback: thumbs-up/thumbs-down/ exit tickets, feedback on literature response journals

Opportunities for student self-reflection: partners discussions, literature response journals

Resources for students to use to explore ideas and solve problems: Classroom library to include character-rich picture and level-appropriate chapter books

Literature resources for teachers: The *Frog and Toad* Series (Lobel), *Helga's Dowry* (Lobel), *Lilly's Purple Plastic Purse* (Henkes), *Office Buckle and Gloria* (Rathman), *King Bidgood's in the Bathtub* (Woods), *Caps for Sale* (Slobodkina), *Dr. DeSoto* (Steig), *The Sweetest Fig* (VanAllsburg)

Ways for children to monitor own progress: Literature response journals, and a check-list of terminology and concepts will be provided to each child who may check them off as mastered when each item as okayed by a teacher.

Collaborative learning components: think-pair-share, turn and talk, readers' theater, kinesthetic re-tell

Accessibility for All (Differentiation through readiness, process, content and/or product): Montessori groups are always based on readiness. While this lesson is designed for first grade, it is quite possible and likely that, in a K/1 classroom, there would be kindergarteners who would be ready for and included in this unit. Likewise, in a 1/2/3 class, there would be second graders who would benefit from a "refresher" in this way before they moved on to more advanced story-element work. Graphic organizers will be an especially good aid for visual/spacial learners. Auditory learners are initiated into story-elements via literature and direct

instruction. Students with interpersonal strength benefit from working with others, whereas those with interpersonal strength can choose to work on their own or with others. Because children must fetch books from the classroom shelves to work with at their self-chosen work site, kinesthetic learners are able to move throughout their day in a Montessori classroom.

Rigorous, high level of student inquiry

- Examples of questions that will guide research and reflection:

  How would the story change if the character behaved differently?

  Which words or sentences help you know what the character (setting, etc.) was like?

  How do illustrations provide details that words do not?

  If you could change the end of the story, how would you change it and why?

  In your opinion, how did the character change from the beginning of the story to the end?

- Use of technology

  Students will video tape each other acting out the stories and use those recordings as a springboard for discussion

  On-line audio books enabling emergent readers to hear pertinent literature independently

  Opportunities to hear professional actors read pertinent literature

  Raz-Kids

- Opportunities to form and revise explanations

  - Literature response journal short and extended written responses (evaluated and responded to by both peers and the teacher)
  - Book talks
  - Individual, partner, and group work discussions with a peer(s)

- Informal teacher check-ins

- Opportunities to communicate results
  - Literature response journal short and extended written responses.
  - Book talks.
  - Individual, partner, and group work discussions with a peer(s).
  - Formal student-teacher conferences.
  - Summative assessment (Academic Choice Project).
  - Graphic organizers pertinent to subject area being addressed in each lesson.

- Opportunities for higher-level thinking
  - The students will participate in small group reading sessions (teacher-led) with teacher selected books designed to facilitate group discussion surrounding story elements. The teachers will use Blooms Taxonomy in order to formulate questions to facilitate discussions with the students.
  - Students will be provided with an academic choice project designed to enable them to represent their understanding of the lessons as taught. Students will be provided with choices differentiated by learning style, but will they also be provided with a rubric of must-haves to be included in their final project.

Real World Context that allows students to make connections to the real world:

- The students will make text-to-text, text-to-self, and text-to-world connections in both verbal and written form.
- The students will attend a play presented by a local theater company in order to see (in person) each of the elements as they appear in the story.

Assessment: (clearly linked to learning goals/must require transfer to skills and knowledge)

List of multiple assessment measures (ex. portfolio, project, responses, etc)

- Student-directed portfolio to include chosen reading journal entries, graphic organizers, and academic choice project.

Self-Assessment:

- Students will evaluate each piece of work to determine areas of success and difficulty and will, with a teacher, develop a plan for improvement.

Reflection and/or Goal Setting: Students will evaluate each piece of work to determine areas of success and difficulty and will, with a teacher, develop a plan for improvement. In Montessori, self-assessment, reflection, and goal-setting are an on-going process and discussion between the student and the teacher.

Curriculum Area: Mathematics/Geometry

Unit Topic: Fractions

Grade Level: 1

Time Frame: 6 - 10 lessons depending on the learners

Summary of Unit/Concept Development:

This unit will teach the concepts of fractions using Montessori curriculum, materials, activities, and lessons as well as readily-available instructional resources and materials. Students will use fraction skittles, fraction insets, and other hands-on manipulative materials to separate a whole into equal parts, identify one-third and one-fourth, separate a whole into parts using non-unit fractions, and determine how people use fractions in their every-day lives.

Unit Essential Question: When is it important to identify geometric figures and fractional parts?	
Enduring Understanding/Big Idea	Standards
Fractions are equal parts of a whole.	1.G.3: Partition circles and rectangles into two and four equal shares. Describe the shares using the words halves, fourths, and quarters, and use the phrases *half of*, *fourth off* and *quarter of*. Describe the role as *two of*, or *four of* the shares Understand that decomposing into more equal shares creates small shares.

Learning Goals/Targets: (link goals and targets to unit big ideas and current research)

Students will understand :	Evidence of understanding will include:
Fractions are equal parts of a whole.	Students will verbally articulate that fractions must be equal. Students will draw and label a circle or square divided into 2, four, or three equal parts.

Students will be able to:	Evidence of ability will include:
Separate a given object or drawing into equal parts.	Working with fraction insets, students will distinguish between halves, quarters, and thirds.
Name and signify the equal parts of 1/2, 1/4, and 1/3.	Students will shade and label the fractions of 1/2, 1/4, and 1/3.
Identify that 1/2 and 2/4 are equivalent fractions.	Students will match equivalent fractions of 1/2 and 2/4.
Explain that the denominator is the bottom number in a fraction and tells how many parts make up a whole and the numerator is the top number in a fraction and tells how many parts of the whole	Students will label the denominator and numerator in a fraction and match the correct definition to each.

Learning Sequence: (Supply information that covers the following topics.)

Unit organization – what are the teaching and learning strategies that will be use? (Learning tasks must be engaging, varied, relevant, and purposeful.)

Prior knowledge will be assessed through/by: 1.) The teacher will introduce the topic of fractions by having the students put one-half of a pile of counters in one bowl and one-half into another. They will then break their group into halves, with the teacher included in case of an odd number of students in the lesson. The idea of fractions will be introduced through questioning the group using real-life examples of the use of the word "half," e.g.: half and hour, half a gallon of milk, half a cookie, half a mile. What do the students understand that word, half, to mean? Can they give other examples? The teacher will read *Apple Fractions* (Pallotta). If they are available, give each child 1/4 of an apple.

Lessons: 2.) The teacher will re-read *Apple Fractions* to re-awaken the idea of fractions then tell a brief history of fractions beginning with the origin of the word, "fraction," coming from the Latin *fractus* meaning broken. Many ancient peoples needed fractions primarily in trading and developed their own systems of writing fractions down. India had the most developed system, but it wasn't until about 1,500 years ago that Arabs began writing one number above another with a line or slash between the two. The teacher will show 1/2 on the smart board and use the language of one half, these explain that the bottom number, the denominator, tells how many parts make up the whole and the numerator, the top number, tells how many parts there are of the whole. The teacher will introduce the fraction skittles to show one-whole and give that terminology, halves, quarters, and thirds.

Follow-up work to this introduction will be practicing with the fraction skittles and labeling them. Children will have a check list of terms and understanding. As each term is correctly defined to a teacher, the child will be able to check it off on the list. Children will also make an entry in their math journals.

3.) The problem of the day on the board will be: "There were 4 birds on the sill. Half were black. How many were black?)

The teacher will read *The Hersey's Chocolate Fraction Book* and discuss the many ways a chocolate bar can be broken. Review the notion that "fraction" comes from the L *fractus*. "Does anyone remember what that word meant?" "What is important about how a

chocolate bar should be broken when it is being shared?" "Do you care how a chocolate bar (or anything else) is separated when you have to share it? Why?" Review the nomenclature of denominator and numerator. Using the fraction skittles, review halves, quarters, and thirds. Bring out the fraction in-sets and stress the concept of a whole. "Which in-set needs to parts to make a whole?" etc.

Follow-up work is to practice and explore with the fraction in-sets. Children will also make an entry in their math journals.

4.) Re-read *The Hersey's Chocolate Fraction Book.* Using the fraction in-sets have children show a whole, half, third, and quarter. If more review is necessary, play a game: "Mike, this is a whole. Please hand this whole to Jamal and tell him it is a whole. Jamal, please hand the whole to Lewis and tell him what you are giving him." Do this also with a half, third, and quarter. Write 1/1, 1/2, 1/3, and 1/4 on cards to be placed under the appropriate in-set pieces. Ask the students what they notice. (They should notice that, the bigger the piece, the smaller the denominator and that the denominator tells how many parts the whole should have.)

Follow-up work for this lesson is a shading work sheet asking students to shade one whole, 1/2, 1/3, and 1/4 of a variety of shapes. Children will also make an entry in their math journals.

5.) Read *Give Me Half* (Murphy). Discuss the problem in the book and how the brother and sister solved it. "There were 8 slices of pizza. How many parts made up the whole?" "How many parts made up a half of the pizza?" "Have you ever eaten four pieces of pizza?" "If four parts made up half the pizza, how would we write that? What number would we need for the denominator and what number would we need for the numerator?" "Can anyone tell me another way to write this same amount of a pizza?" "How would you write that?" Show that 1/2 and 4/8 are "Equivalent fractions." "Using the fraction in-sets, can you find any other equivalent fraction for 1/2?" (The fraction in-sets will allow for 2/4, 3/6, 4/8, and 5/10.)

Follow-up work for this lesson is to trace the fraction in-set pieces, and show the discovered equivalences for 1/2. Children will also make an entry in their math journals.

6.) Re-read *Give Me Half* and have the children retell the story. Have them show their equivalency charts and explain what fraction in-sets they were able to use to make 1/2. Ask if the children notice anything about the relationship between the numerator and the denominator. Some may notice that if you double the numerator, you get the denominator. Have the children think about any other ways they have noticed fractions their lives, other than sharing a pizza pie. Describe the project the students will work on showing how fractions are used in daily life. They may work in the classroom and/or get ideas from home.

Follow-up work for this lesson is the culminating activity requiring the students to make booklet, poster or chart showing ways they or people use fractions in everyday life. Children will also make an entry in their math journals.

7.) If cooking is possible, work with the students to make apple crisp. Have the students cut apples into halves the quarters, etc. Measure out the amount of liquid and sugar needed using measuring cups, etc.

Children will also be exploring with the fraction skittles, in-sets, and circles and developing their projects.

8.) Students will complete a summative assessment to include shading in given amounts of a shape, dividing a shape into halves or quarters, and matching the words "whole, half, third, quarter/fourth, numerator, and denominator" to images depicting these terms.

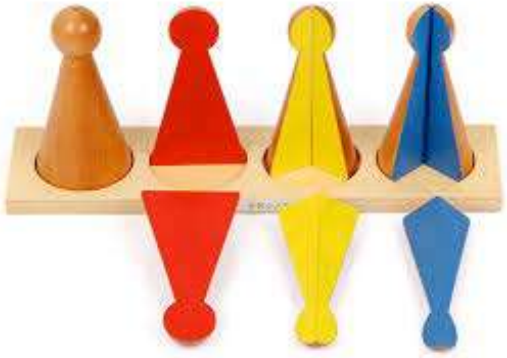
Vocabulary: Fraction (from the L. *fractus*, broken); denominator, numerator, whole, half, quarter/fourth, third, equivalent.

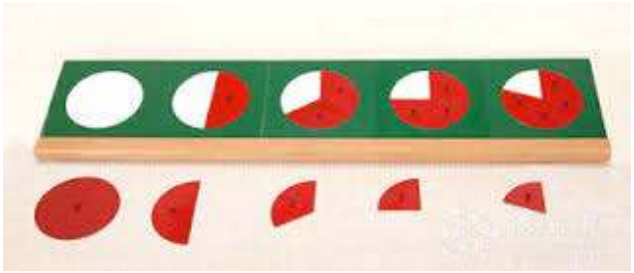
Instruction Strategies: Literature, direct instruction, practice and exploration with hands-on Montessori and other available fractions tools, shading sheets, math journals.

Opportunities for teacher to provide feedback: Through direct instruction and small-group lessons, teachers will assess initial comprehension. As teachers check work done independently or with a peer using hands-on materials, they will assess growing comprehension and help children layer understanding via on-site challenges.

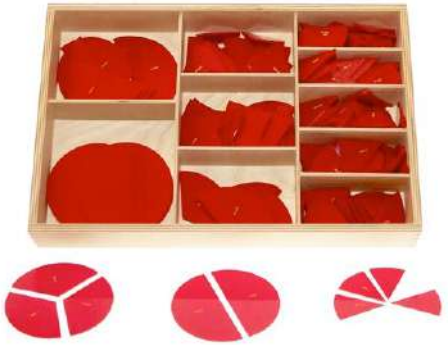
Opportunities for student self-reflection: Students will draw and write in their math journals, including responses to problems of the day.

Resources for students to use to explore ideas and solve problems: Montessori Fraction Skittles,





Fraction In-sets, and circles.



Other resources: *The Hersey's Chocolate Fraction Book* (Jerry Pallotta), *Fraction Action* (Loreen Leedy), *Give me Half* (Stuart Murphy), *Apple Fractions* (Donna Townsend); fraction bars; shading sheets

Ways for children to monitor own progress: Students will be challenged with a fractions-related problem of the day. Their responses, in words or pictures, will be recorded in a math journal to be discussed with the teacher. A check-list of terminology and concepts will be provided to each child who may check them off as mastered when each item as okayed by a teacher.

Collaborative learning components: Montessori materials lend themselves to partners work. In working together, the students will learn from and help each other discover equivalences, practice terminology, and correct errors.

Accessibility for All (Differentiation through readiness, process, content and/or product): Montessori groups are always based on readiness. While this lesson is designed for first grade, it is quite possible and likely that, in a K/1 classroom, there would be kindergarteners who would be ready for and included in this unit. Likewise, in a 1/2/3 class, there would be second graders who would benefit from a "refresher" in this way before they moved on to more advanced fractions work. Hands-on, concrete Montessori didactic materials work well for tactile, visual/spacial learners. Auditory learners are initiated into fractions via literature and direct instruction. Students with interpersonal strength benefit from working with others, whereas those with interpersonal strength can choose to work on their own or with others. Because children must fetch materials from the classroom shelves to work with at their self-chosen work site, kinesthetic learners are able to move throughout their day in a Montessori classroom.

Rigorous, high level of student inquiry

- Examples of questions that will guide research and reflection
  - How do people use fractions in everyday life?
  - Why are fractions important?
  - Explain your thinking.
  - Can you tell me more about that?
  - Describe what you drew.
- Use of technology
  - Smart board Fraction Question of the Day to welcome children into the classroom and to provide a formative assessment check-in process throughout the progression of the lessons.
  - Montessori Youtube Fraction videos for those students who either need reinforcement or who respond well to screen resources
- Opportunities to form and revise explanations

- Math journal short and extended written responses
- Number/math talks
- Partners work discussions with a peer
- Informal teacher check-ins

- Opportunities to communicate results
  - Math journal short and extended written responses
  - Number/math talks
  - Partners work discussions with a peer
  - Formal student-teacher conference
  - Summative assessment

- Opportunities for higher-level thinking
  - Experimentation with Montessori hands-on materials
  - Students will create project that demonstrates their understanding and recognition of how fractions are used in every-day life.

Real World Context that allows students to make connections to the real world:

- Practical life activities such as cooking and/or woodworking projects (measurement is prior knowledge taught before fractions
- In the course of completing the aforementioned project, students will make real-world connections to fractions.

Assessment: (clearly linked to learning goals/must require transfer to skills and knowledge)

List of multiple assessment measures (ex. portfolio, project, responses, etc)

- Student-directed portfolio to include chosen math journal entries, shaded worksheets, and student fractions project
- Self-Assessment: Students will evaluate each piece of work to determine areas of success and difficulty and will, with a teacher, develop a plan for improvement.
- Summative assessment to include shading in given amounts of a shape, dividing a shape into halves or quarters, and matching the words "whole, half, third, quarter/fourth, numerator, and denominator" to images depicting these terms.

Reflection and/or Goal Setting: Students will evaluate each piece of work to determine areas of success and difficulty and will, with a teacher, develop a plan for improvement.

In Montessori, self-assessment, reflection, and goal-setting are an on-going process and discussion between the student and the teacher.