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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 2: Small Moments/ Personal Narratives  |
| **Grade Level: 1** |
| **Duration:**Trimester 1 |
| **Description:**In this unit, students write focused personal narratives, or small moments. Students will develop strategies for finding story ideas, storytelling, and planning their writing with focus and organization in mind. Strategies to spell words will also be taught in order for the students to become more proficient, independent writers.  |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Routines and management
* Writing with independence
* Writing with stamina
* Writing with focus and organization
* Storytelling
* Elaboration

**Grammar Skills*** Spelling strategies
* Capitalization of beginning of sentences
* Capitalize I
* Write stories in first person
* Write past tense stories
* End punctuation
* Spacing
 | **Understandings:** * Writing partners practice storytelling before they write.
* Write independently with stamina.
* Writers write true, small moment stories from their lives.
* Small moment stories are focused and organized with a beginning, middle, and end.
* Writers independently revise and edit their small moment stories.
* Read like writers and notice the characteristics of personal narratives.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
* W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
* L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.1.1.A Print all upper- and lowercase letters.
* L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
* L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* L.1.2.A Capitalize dates and names of people.
* L.1.2.B Use end punctuation for sentences.
* L.1.2.C Use commas in dates and to separate single words in a series.
* L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
* L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
* L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
* RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
* SL.1.1.A Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
* SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
* SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
* SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.
* SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
* SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
* SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
* SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
* SL.1.6 Produce complete sentences when appropriate to task and situation.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
* 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

*Social Studies:** 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. (Diversity)
* 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. Holocaust/Amistad/Pacific Islanders

*Career Readiness Practices* * Act as a responsible and contributing community members and employee
* Model integrity, ethical leadership, and effective management
* Use technology to enhance productivity increase collaboration and communicate effectively

**Social Emotional Learning*** Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness

**Computer Science: Computing Systems*** 8.1.2.CS.1 Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally

**Interaction of Technology and Humans*** 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

**Life Literacies and Key Skills: Technology Literacy*** 9.4.2.TL.2: Create a document using a word processing application.

**Life Literacies: Critical thinking and Problem Solving:*** 9.4.2.CT.3: Use a variety of types of thinking to solve problems

**Life Literacies and Key Skills: Global and Cultural Awareness*** 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
* 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
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| **Essential Questions** |
| * What is a small moment story?
* How do writers find personal narrative story ideas?
* How do writers tell and write true stories from their lives?
* How do writers write with a focus?
* How do writers write a story with a beginning, middle, and an end?
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| **Student Learning Objectives** |
| ***Students will …*** * Practice storytelling with partners before they write.
* Read like writers and notice the characteristics of personal narratives.
* Independently write true story ideas from their lives, with stamina.
* Understand that small moment stories are focused and organized with a beginning, middle, and an end.
* Independently revise and edit their small moment stories.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*****Suggested Mini Lessons:** * **Writers thinkabout a true story from their own lives.** (Small Moments*,* pg. 11)

 - Demonstrate how writers think of a thing that happened to them, then touch and tell by sketching across pages before they write.* **Writers writea true story from their own live by thinking about first times and last times.** (Small Moments, pg. 14)

 - Model how to think about the first times and last times they have done something (ex. first time a tooth fell out).* **Writers think about story ideas by using strong feelings.** (Small Moments*,* pg. 26)

 - Demonstrate how writers think of a strong feeling to find story ideas (times I was worried, times I was scared, etc.). * **Writers stretch words to spell them.** (Small Moments*,* pg. 30)

 - Model how writers say the word slowly, hearing sounds and writing them. * **Writers use the word wall to help them spell high frequency words.** (Small Moments*,* pg. 37)

 - Demonstrate how writers don’t stretch out sight words, they use the word wall to help them spell correctly. * **Writers review strategies to spell words.** (Small Moments, pg. 39)

 - Create a class chart with different strategies to write tricky words.* **Writers zoom in and focus on a small moment.** (Small Moments, pg. 41)

 - Demonstrate how writers think of tiny, focused story ideas – not big watermelon stories.* **Writers practice storytelling with writing partner before they write. (**Small Moments*,* pg.47)

 **-** Demonstrate how writing partners use storytelling to help one another with their writing, adding even more details. * **Writers read their own writing, like books.** (Small Moments*,* pg. 57)

 - Demonstrate how writers reread as they write, fixing mistakes as they go along. * **Writers unfreeze characters to make them move.** (Small Moments, pg. 70)

**-** Model how writers create action in their stories through character movement (people talk and do things in stories).* **Writers tell stories bit by bit.** (Small Moments, pg. 78)

**-** Demonstrate how writers tell their stories step by step, bit by bit to stretch the small moment.* **Writers capture stories and tell them across their fingers.** (Small Moments, pg. 86)

**-** Model how writers organize sequential stories by using their finger and writing with a beginning, middle, and end. * **Writers make characters think and feel.** (Small Moments, pg. 88)

**-** Model how writers bring their stories to life by making their characters think and feel.* **Writers use familiar words to spell new words.** (Small Moments, pg. 101)

**-** Demonstrate how writers figure out unknown words by thinking of words they already know how to spell.* **Writers select their favorite stories to revise and edit.**

**-** Model how writers reread stories all of their writing in their writing folders and choose their favorite one to publish.* **Writers use all they know to revise.** (Small Moments, pg. 145)

**-** Demonstrate how writers revise by thinking about what they already learned about small moment stories.* **Writers edit using proper conventions.** (Small Moments, pg. 109)

**-** Model how writers check for a capital letter in the beginning of their sentences and end with a punctuation mark.* **Writers edit using a checklist.** (Small Moments, pg. 151)

**-** Demonstrate how writers edit using a checklist.* **Writers publish favorite pieces of writing.** (Small Moments, pg. 159)

**-** Model how to color the sketches and create a cover.* **Writers celebrate by sharing a published piece with the class.** (Small Moments, pg. 165)

- Conduct a museum walk for students to share published stories with their classmates.***Strategies for Differentiated Instruction*:****English Language Learner (ELL):** * Use graphic organizers to organize thoughts.
* Use pictures to help tell/write a story.
* Conduct small groups to help students edit their work.
* Create a “map of my heart” to generate ideas that are special and relevant to the student (pictures or words can be used).

**Special education:*** Provide a personal dictionary in writing folders to help students with difficult words.
* Create class checklists to help with editing.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Create a “map of my heart” to generate ideas that are special and relevant to the student (use pictures or words).

**At-Risk:*** Pre-teach skills to students in small groups to introduce new writing skills before the whole class lessons.
* Provide a personal dictionary in writing folders to help students with difficult words.
* Create class checklists to help with editing.
* Differentiate paper choices with a bigger sketch box and less lines for writing.
* Have students work with peers when editing their work.
* Create a “map of my heart” to generate ideas that are special and relevant to the student (use pictures or words).

**Gifted and Talented (G & T):*** Provide students with more sophisticated paper choices and additional lines to write.
* Encourage students to add more descriptive details to their work.
* Encourage students to publish more than one narrative.
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| **Materials** |
| **Materials:** * Small Moments: Writing with Focus, Detail, and Dialogue
* Writing Folders
* Chart paper
* Markers
* Writing tools
* Anchor charts
* Multiple choices of writing paper
* Word Wall
* Mentor Texts
* Construction paper
* Flexible seating options
* Smart Board activities

  **Suggested** **Mentor Texts:** * *Night of the Veggie Monster* by George McClements
* *Henry and Mudge and the Happy Cat* by Cynthia Rylant
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| **Assessments** |
| Formative:* Skills checklists
* Rubrics
* Teacher observations
* Conferring Notes
* Read Works Open-ended questions
* Journal assignments

Summative:* Student Writing Folders
* District created inter-disciplinary assessments
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| **Modifications** |
| **English Language Learners (Create statements from bullets)*** + Create charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Mentor Texts
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need)
	+ Paper choice
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need)
* Working with partners
* Modeling
* Paper choice
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Small group work (strategy lessons based upon skill/need)
* Paper choice
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Extended writing time
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |