

Around the World with a Glass Slipper

In this sixth six-week unit of first grade, students compare and learn about continents and cultures.

ESSENTIAL QUESTION: What can different versions of the same story teach us about different cultures?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Key Ideas and Details RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Craft and Structure RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>Integration of Knowledge and Ideas RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Have students retell one of the Cinderella stories used this week using a role play, puppets, graphic organizer, Smartboard presentation, or Reader's Theater activity.</p> <p>Compare two Cinderella stories representing different continents (if possible) to determine similar and different themes of the two versions. Discuss why there may be these similarities and differences.</p> <p>Contrast versions of Jack and the Beanstalk stories from different cultures (or other stories).</p> <p>Have students retell one of the Cinderella stories used this week using a role play, puppets, graphic organizer, Smartboard presentation, or Reader's Theater activity. (RL.1.2)</p> <p>Compare two Cinderella stories representing different continents (if possible) to determine similar and different themes of the two versions. Discuss why there may be these similarities and differences. (RL.1.9)</p> <p>Have students retell one of the Cinderella stories used this week using a role play, puppets, graphic organizer, Smartboard presentation, or Reader's Theater activity. (RL.1.2)</p> <p>Compare two Cinderella stories representing different continents (if possible) to determine similar and different themes of the two versions. Discuss why there may be these similarities and differences. (RL.1.9)</p>

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Reading Standards for Informational Text	
<p>Key Ideas and Details</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>Have students read one nonfiction book about a continent or country. After students finish, have them find and review a fairy tale that is set in a similar place in culture. Discuss what the students saw in both books (e.g. geography, people, clothing, food, places, and customs). Discuss how the books are different (e.g. One tells a story; the other gives factual information). (RL.1.5, RL.1.7, RI.1.9)</p>

<p style="text-align: center;">Writing Standards</p>	<p>Do a modeled writing opinion piece, choosing which continent you would rather live in from the two that were researched this week. Include at least two reasons why you would choose that continent and have a strong conclusion. See the rubric for examples of what is expected and compare, so that the students will see what their writing will need to include in the coming weeks. (If you feel your students are ready, have them write their own opinion piece on this topic this week). (W.1.1, W.1.6)</p> <p>Refer back to your modeled writing piece from week one and have the students write their own opinion piece on which continent they would choose to live in from the continents researched so far. Have them peer edit one another's work. Refer to the rubric for what is expected of them at this level. (W.1.1)</p> <p>Have students plan their own Cinderella story using a graphic organizer that is created by the class or see sample or sample 2. You may want to discuss common elements from the Cinderella stories so far (i.e. an evil character, a good character, magical element, glass slipper or something similar that is left behind, etc.). Students can use this planning sheet when they begin drafting their story next week.</p> <p>Have students draft, revise, and publish their own Cinderella story, using the planning graphic organizer they created last week. (W.1.3, W.1.5)</p>
<p style="text-align: center;">Speaking and Listening Standards</p> <p>Presentation of Knowledge and Ideas SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <i>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).</i> 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.</p>	<p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p>

Language Standards	
<p>Conventions of Standard English</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i></p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>a. Capitalize dates and names of people.</i> <i>b. Use end punctuation for sentences.</i> <i>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i> <i>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <i>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</i></p>	
<p>Required Independent Reading Texts:</p>	<p>Literary Texts</p> <p><i>There's a Map on my Lap!</i> by Tish Rabe</p> <p><i>Mapping Penny's World</i> by David J. Smith</p> <p><i>People Around the World</i> by Antony Mason</p> <p><i>Mexico</i> by David F. Marx</p> <p><i>Monsoon</i> by Uma Krishnaswami</p> <p><i>Wow, Canada</i> by Vivien Bowers</p> <p><i>Living in a Desert</i> by Jan Kottke</p> <p><i>Cinderella Penguin</i> by Janet Perlman and John Peterson-week 2</p> <p><i>Prince Cinders</i> by Babette Cole-week 2</p> <p>Informational Texts</p> <p><i>Maps and Globes</i> by Jack Knowlton and Harriett Barton</p> <p><i>Looking at Maps and Globes</i> by Carmen Bredson</p> <p><i>Types of Maps</i> by Mary Dodson Wade</p> <p><i>Australia</i> by Madeline Donaldson-week 2</p> <p><i>Antarctica</i> by Madeline Donaldson-week 2</p>

	<p><i>Look What Came From Australia</i> by Kevin Davis-week 2</p> <p><i>DK First Atlas</i> by Anita Ganeri and Chris Oxlade-week 2</p>
<p>Authentic Assessments:</p>	<p>Locate countries within the continent being studied and highlight them on a map. See the following link for printable maps or look them up online to color in on the Smartboard. Refer to the Atlas for country and city locations. Locate nearby oceans, and identify other landforms and features on the maps. (G.1.1.5, G.1.1.6, G.1.1.8, G.1.1.9, G.1.1.12, G.1.1.4, ESS.8.1.1)</p> <p>Read Cinderella stories or other informational stories about the continent being studied this week and analyze elements of the culture and how the location impacts how people live there. (G.2.1.1, G.2.1.2, G.1.1.7) For examples, see the following site: Fairy tales around the world.</p> <p>Read Cinderella stories or other informational stories about the continent being studied this week and analyze elements of the culture and how the location impacts how people live there. (G.2.1.1, G.2.1.2, G.1.1.7) For examples, see the following site: Fairy tales around the world.</p> <p>Locate countries within the continent being studied and highlight them on a map. See the following link for printable maps or look them up online to color in on the Smartboard. Refer to the Atlas for country and city locations. Locate nearby oceans, and identify other landforms and features on the maps. (G.1.1.5, G.1.1.6, G.1.1.8, G.1.1.9, G.1.1.12, G.1.1.4, ESS.8.1.1)</p> <p>Have students investigate African folklore and the use of masks, using the following site.</p> <p>Read Cinderella stories or other informational stories about the continent being studied this week and analyze elements of the culture and how the location impacts how people live there. (G.2.1.1, G.2.1.2, G.1.1.7) For examples, see the following site: Fairy tales around the world.</p> <p>Locate countries within the continent being studied and highlight them on a map. See the following link for printable maps or look them up online to color in on the Smartboard. Refer to the Atlas for country and city locations. Locate</p>

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Compare [masks/fans](#) from all of the continents that have been addressed in this unit, comparing why they think different materials were used in each mask. What do they think each mask/fan represents or was used for? How does each mask/fan embody something from that culture? (G.2.1.1, G.1.1.7)

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Have the students create a map of a familiar place and label cardinal directions, etc., including elements they have seen in maps addressed throughout the unit. (G.1.1.10, G.1.1.11, G.1.1.13)