



Unit 9: Forms of Narrative Fiction
Grade 1

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Read Aloud	Teachers Choice	Teachers Choice	Teachers Choice	Teachers Choice	Teachers Choice
Reading Workshop	What is drama? ~Elements of drama <ul style="list-style-type: none"> ➤ Character ➤ Setting ➤ Problem ➤ Solution ➤ Dialogue ➤ Audience ➤ Scenes/Acts ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.1.A.5.a</i>	What is drama? ~Elements of drama <ul style="list-style-type: none"> ➤ Character ➤ Setting ➤ Problem ➤ Solution ➤ Dialogue ➤ Audience ➤ Scenes/Acts ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.1.A.5.a</i>	Understanding Drama ~ Identify character, dialogue and scenery (setting) ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.1.A.5.a</i>	Understanding Drama ~ Identify story elements (character, dialogue, setting/scenery) ~What is this play about? ~ How does the title contribute to meaning? ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.1.A.5.a</i>	Understanding Drama ~ Identify story elements ~ Identify dialogue ~What is this play about? ~ How does the title contribute to meaning? ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.1.A.5.a</i>
Word Study	Word Wall Words: louder, smartest, screaming, talked, finds	Adding Endings to compare (-er/-est)	Adding Endings to compare (-er/-est)	Adding Endings for tense (-ed/-ing/-s)	Adding Endings for tense (-ed/-ing/-s)
Writing Workshop Reference:	*Authors as Mentors Noticing a New Text Structure: A Many Moments Story	*Authors as Mentors Noticing a New Text Structure: A Many Moments Story *Brainstorming *Conferring	*Authors as Mentors Noticing a New Text Structure: A Many Moments Story *Brainstorming *Conferring	*Authors as Mentors Trying a New Text Structure: Writing a Many Moments Story *Drafting *Conferring	*Authors as Mentors Trying a New Text Structure: Writing a Many Moments Story *Drafting *Conferring
Notes	Visit the website http://www.teachingheart.net/readerstheater.htm for printable scripts	<i>Talk w/ Art teacher about play selection so props and costumes may be created</i>	Writing Workshop: Lucy Calkins Book 5 Sessions 9, 10, 11		

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Read Aloud	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>
Reading Workshop	Understanding Drama ~ Identify story elements ~ Identify dialogue -What is this play about? ~ How does the title contribute to meaning? ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.1.A.5.a</i>	Demonstrate Understanding ~ What happened in this story? ~ What is the main idea? (identify and explain) ~ Make personal connections to main idea ~ IR ~ GR or conferring ~Literacy Centers ~ Share <i>VSC: 3.1.A.5.a</i>	Demonstrate Understanding ~ What happened in this story? ~What is the main idea? (identify and explain) ~ Make personal connections to main idea ~ IR ~ GR or conferring ~Literacy Centers ~ Share *inform students of auditions for upcoming play <i>VSC: 3.1.A.5.a</i>	Demonstrate Understanding ~ Compare and contrast: how are a story and a play alike? Different? ~ use graphic organizers to capture story elements and comparisons	Demonstrate Understanding ~ Compare and contrast: how are a story and a play alike? Different? ~ use graphic organizers to capture story elements and comparisons
Word Study	Word Wall Words: bench, fox, kiss, crash, book	Plurals (singular vs plural)	Plurals (add –s/-es)	Plurals (add –s/-es)	Plurals (add –s/-es)
Writing Workshop	*Authors as Mentors Trying a New Text Structure: Writing a Many Moments Story *Drafting *Conferring	*Authors as Mentors Trying a New Text Structure: Writing a Many Moments Story *Drafting *Conferring	*Authors as Mentors Trying a New Text Structure: Writing a Many Moments Story with Details *Revising	*Authors as Mentors Trying a New Text Structure: Writing a Many Moments Story with Details *Revising	*Authors as Mentors Trying a New Text Structure: Writing a Many Moments Story with Details *Revising

Fund for Educational Excellence: Scope and Sequence

			*Conferring	*Conferring	*Conferring
	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Read Aloud	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>	Teachers Choice Focus On Reading Strategies: Questioning, Inferring, Predicting, Connections, Synthesizing, etc. Refer to Chapter 7 from <i>Strategies That Work</i> and Chapter 9 from <i>Reading With Meaning</i>
Reading Workshop	Selecting/Casting for Readers Theater - hold student auditions if necessary for specific roles	Selecting/Casting for Readers Theater - hold student auditions if necessary for specific roles	Selecting/Casting for Readers Theater - hold student auditions if necessary for specific roles	Readers Theater Rehearsal - students work on individual parts -class rehearses together	Readers Theater Rehearsal - students work on individual parts -class rehearses together
Word Study	Word Wall Words: preview, untie, remove, afternoon, morning	Prefixes (pre, re, un)	Prefixes (pre, re, un)	Prefixes (pre, re, un)	Prefixes (pre, re, un)
Writing Workshop	*Authors as Mentors Trying a New Text Structure: Writing a Many Moments Story with Details *Revising *Conferring	Authors as Mentors *Publishing *Conferring	*Authors as Mentors *Publishing/Adding *Pictures *Conferring	*Authors as Mentors *Celebration/Sharing stories	*Authors as Mentors *Celebration/Sharing stories
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Read Aloud					
Reading Workshop	Readers Theater Rehearsal - fluency and expression practice - develop scenery - students work on individual parts - class rehearses together	Readers Theater Rehearsal - fluency and expression practice - develop scenery - students work on individual parts -class rehearses together	Readers Theater Rehearsal - fluency and expression practice - develop scenery - students work on individual parts -class rehearses together	Readers Theater Rehearsal - fluency and expression practice - develop scenery - students work on individual parts -class rehearses together	Final Production - invite parents, administrators or other classes into classroom or auditorium for production
Word Study	Word Wall Words: helpful, careless, friendly, tomorrow, yesterday	Suffixes (-ful, -less, -ly)	Suffixes (-ful, -less, -ly)	Suffixes (-ful, -less, -ly)	Suffixes (-ful, -less, -ly)
Writing Workshop					
Notes					