First Grade

Melinda Rafail’s

**Common Core Curriculum Maps**

Unit 4

Outline / Summary

*Alexander and the Horrible, No Good, Very Bad Day* (Judith Viorst and Ray Cruz) (Read Aloud)

*Alexander, Who’s Not (Do You Hear Me? I Mean It!) Going to Move* (Judith Viorst, Ray Cruz, and Robin Preiss Glasser) (Read Aloud)

*Feelings* (Aliki)

*“When Sophie Gets Angry--Really, really Angry...’’* (Molly Bang)

**Essential Question of the Unit:**How do you know what a character is feeling and when these feelings change?

**Objectives:**

-Identify words and phrases in stories or poems that suggest feelings and appeal to the senses.

-Write a narrative text with a focus on feelings.

-Revise writing using temporal words, feeling words, and vivid verbs.

**Focus Standards:**

RL.1.4:  Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL. 1.8: Identify the reasons an author gives to support points in a text.

W.1.5: With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

L.1.5: With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.

SL.1.4: Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

**Summary**

**Lesson 1**:  “*Alexander and the No Good Very Bad Day”*

Follow the plot of “Alexander and the No Good Very Bad Day” (RL.1.1, RL.1.2, RL.1.3)

Identify words and phrases in stories or poems that suggest feelings and appeal to the senses. (RL.1.7)

Explore Alexander’s actions (RL. 1.2, SL 1.1, SL.1.2)

Examine Viorst’s use of illustrations to depict the events in the story (RL.1.7)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)

**Lesson 2:** *“Alexander Who’s Not (Do You Hear Me? I Mean It!) Going To Move”*

Follow the plot of *“Alexander Who’s Not (Do You Hear Me? I Mean It!”*

Identify words and phrases in stories or poems that suggest feelings and appeal to the senses. (RL.1.)

Explore Alexander’s actions (RL.1.2, SL1.1, SL.1.2)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)

Examine Viorst’s use of illustrations to depict the events in the story (RL.1.7)

**Lesson 3:  “***Feelings***”** (Aliki)

Identify words and phrases in stories or poems that suggest feelings and appeal to the senses. (RL.1.7)

Examine word relationships and nuances in word meanings. (L.1.5)

**Lesson 4:** *“When Sophie Gets Angry--Really, Really Angry..”* (Molly Bang)

Identify words and phrases in stories or poems that suggest feelings and appeal to the senses. (RL.1.7)

Examine Bang’s use of illustrations to depict the events in the story (RL.1.7)

Examine word relationships and nuances in word meanings. (L.1.5)

**Lesson 5**

Write a narrative text with a focus on feelings. (W.1.5)

Revise/add details to a personal narrative (W.1.5)

Revisit previous lesson’s talk (RL.1.2)

Illustrate written passages (SL.1.5)

Display and share written reflections (SL.1.1)

**Objectives:**

Revisit stories about feelings (R.L1.1, RL. 1.2, SL.1.1)

Select a favorite story

Identify the reason for choosing the story (RL.1.2, RL.1.3)

Articulate a position in support of that choice (W1.1, W.1.2, W.1.3)

**Required Materials:**

Above books, paper, pencils

**Procedure**s:

1.  A brief teacher-led discussion revisits previously read stories about feelings.

2.  Step by Step:

    a. Students think about a time when they were angry or had strong feelings.

    b. Students write a personal narrative about a time when they were angry/had strong feelings and what made them feel better.

        -A sentence that identifies what happened.

        -A sentence that tells how they were feeling.

        -A sentence (or more depending on the students ability)  that tells what happened to make them feel better. Students with lower abilities will write “Sometimes I feel \_\_\_\_\_\_\_\_\_\_\_\_ when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

    c.  Students work with a partner to revise/add to their paragraph.

3. Closure:

Student volunteers, taking turns, read their paragraphs aloud.

**Differentiation:**

*Advanced:*  Encourage students to add an additional paragraph. After students complete the best paragraphs they can, give them the opportunity to revise and edit with a partner.  Students will re-write and illustrate.

*Struggling:*

Prepare a “fill in the blank” version of the paragraph, giving students a structure  for their personal narrative writing. See above.

**Assessment**:

Students’ paragraphs enable teachers to assess:

-Students’ ability to listen and follow directions.

-Students’ basic comprehension of stories read in the beginning of the week.

-Students’ ability to share feelings.

-Students’ ability to put thoughts/sounds on paper.