



# Grade 1 - Unit 3 - Reading and Writing Gingerbread Stories

## Unit Focus

In this mini-unit, students will begin to explore traditional tales by focusing on variations of Gingerbread stories. While reading classic versions and newly adapted tales, students will begin to retell stories using the story elements character, setting, problem, and solution. Students will work with a writing partner to draft their own gingerbread tale. They will use a checklist to make sure to carefully add all of the story elements.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li>English Language Arts: 1<ul style="list-style-type: none"><li>Reading Literature<ul style="list-style-type: none"><li>Ask and answer questions about key details in a text. (CCSS.ELA-LITERATURE.RL.1.1)</li><li>Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS.ELA-LITERATURE.RL.1.2)</li><li>Identify who is telling the story at various points in a text. (CCSS.ELA-LITERATURE.RL.1.6)</li><li>Demonstrate understanding of the organization and basic features of print. (CCSS.ELA-LITERACY.RF.1.1)</li><li>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS.ELA-LITERACY.RF.1.1.A)</li><li>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS.ELA-LITERACY.RF.1.2)</li><li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS.ELA-LITERACY.RF.1.2.B)</li><li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS.ELA-LITERACY.RF.1.2.C)</li><li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS.ELA-LITERACY.RF.1.2.D)</li><li>Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.1.3)</li><li>Decode regularly spelled one-syllable words. (CCSS.ELA-LITERACY.RF.1.3.B)</li><li>Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS.ELA-LITERACY.RF.1.3.E)</li></ul></li></ul></li></ul></li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. <b>T2</b> Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages. <b>T3</b> Listen, exchange, evaluate, and build upon ideas.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Readers use appropriate strategies to construct meaning from texts. <b>U2</b> Readers identify key details to summarize and analyze objectively and accurately. <b>U3</b> Readers ask and answer questions to deepen understanding and promote further thinking. <b>U4</b> Determining an author's point of view and craft moves helps the reader better interpret and explain the text. <b>U5</b> Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting. <b>U6</b> Rules of grammar, spelling and mechanics are conventions of language that guide writers and readers.	<i>Students will keep considering...</i> <b>Q1</b> What's my strategy for reading this text? How do I know if it is working? <b>Q2</b> How might I best retell this story? <b>Q3</b> What's the author's point of view? How does it influence the author's message and reader's interpretation? <b>Q4</b> How do I develop and refine my idea(s)? <b>Q5</b> Why do we have/need rules of language?

## Stage 1: Desired Results - Key Understandings

- Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-LITERACY.RF.1.4)
- Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF.1.4.A)
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELA-LITERACY.RF.1.4.B)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-LITERACY.RF.1.4.C)
- Writing
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS.ELA-LITERATURE.W.1.5)
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS.ELA-LITERATURE.SL.1.1)
- 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). (CCSS.ELA-LITERACY.SL.1.1.A)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS.ELA-LITERACY.SL.1.1.B)
- Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS.ELA-LITERACY.SL.1.1.C)
- Speaking & Listening
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS.ELA-LITERATURE.SL.1.2)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.1.1)
- Print all upper- and lowercase letters. (CCSS.ELA-LITERACY.L.1.1.A)
- Use common, proper, and possessive nouns. (CCSS.ELA-LITERACY.L.1.1.B)
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS.ELA-LITERACY.L.1.1.C)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.1.2)
- Capitalize dates and names of people. (CCSS.ELA-LITERACY.L.1.2.A)
- Use end punctuation for sentences. (CCSS.ELA-LITERACY.L.1.2.B)
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS.ELA-LITERACY.L.1.2.D)
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS.ELA-LITERACY.L.1.2.E)

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*

**K1** Gingerbread tales are a type of folk tale.

**K2** Tales use repeated patterns.

**K3** Tales can be retold in a different way.

**K4** Readers and writers use phonics patterns to read and write.

**K5** Vocabulary: common, proper, and possessive nouns, singular and plural nouns, suffix, glued sounds, accuracy, prosody, pronouns

#### Skill(s)

*Students will be skilled at...*

**S1** Identifying the most important events in the story.

**S2** Reading with fluency and intonation to reflect comprehension.

**S3** Identify the characters and setting in the story and why they are important.

**S4** Using a plan to draft a story with a beginning, middle, and end.

**S5** Baseword and suffix with the suffix -s

**S6** Pluralization

**S7** Reading with accuracy and prosody

**S8** Glued Sounds: ang, ing, ong, ung, ank, ink, onk, unk

**S9** Blending and reading words with ng or nk

**S10** Segmenting and spelling words with ng or nk

**S11** Using capitalization for names, the pronoun I, and at the beginning of a sentence.

**S12** Using end punctuation.

**S13** Use common, proper, and possessive nouns.

## Stage 1: Desired Results - Key Understandings

### Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. *(POG.5.2)*