

Jumping Into Junior Great Books

Language Arts

Grade 1

Students will be introduced to different forms of literature as they explore parts of stories that make books come alive. Students will act as authors and illustrators as they enjoy dramatizations, reader responses and on-going class discussions.

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

Course: Jumping Into Junior Great Books

Marking Period or Trimester: One Trimester

Pacing: 8 weeks

NJSLS

Anchor Standards

Reading - NJLSA.R1, NJLSA.R10

Strand 1: Reading - Key Ideas and Details RL.2.1, RL.2.2; Range of Reading and Level of Text Complexity RL.2.10

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Weeks 1-3	Writers use words to help readers visualize ideas when they write poems.	How does an author tell a story through a poem?	Poems are a form of storytelling.
Week 4	Readers can understand more about a story when they analyze story details.	What story details are important to recall during and after reading?	Story details engage the reader and make the text more enjoyable.
Week 5	Writers use titles and details to help readers understand a story.	How do readers use titles and details to understand poems and stories?	The title and details of a text provide clues to the underlying theme of a poem or story.
Weeks 6-7	Decisions have consequences.	What is the connection between a decision and its consequence?	Thinking ahead can lead to a better result.
Week 8	Collaborating with others can be enjoyable.	How can each individual’s idea be valued?	Considering many different ideas can make a project more creative.

Evidence of Learning

Students will produce illustrations, descriptions, stories and poems, based on text details. Students will complete graphic organizers to retell and sequence events, to identify cause and effect relationships. Students will present original work and participate in collaborative exercises with the group.

Activities

Create an animal, illustrate it and compose a descriptive paragraph about it. Create an original story with a unique character, in the pattern of a character of a previously read poem. Discuss story elements of poems and stories. Dramatize and retell poems and stories. Create an original illustration based on a read-aloud poem. Arrange story events in proper sequence. Create a poem, based on a story character. Show cause and effect relationships within a story, on a graphic organizer.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading and tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ ● NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

