

First Grade: An Awfully BIG A-VENTURE!



Rosewood Magnet School
Mary A. Chavers
Megan Stranzin
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Standards

Literature:

***LAFS.1.RL.1.1** Ask and answer questions about key details in a text.

***LAFS.1.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

***LAFS.1.RL.1.3** Describe characters, settings, and major events in a story, using key details.

LAFS.1.RL.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.

LAFS.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Writing:

LAFS.1.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

LAFS.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Speaking and Listening:

LAFS.1.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. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Social Studies:

SS.1.C.2.1. Explain the rights and responsibilities students have in the school community.

SS.1.C.1.2. Give examples of people who have authority to make and enforce laws in the school and community.

SS.1.C.2.2. Describe the characteristics of responsible citizenship in a school community.

S.S.1.C.2.4. Show respect and kindness to people and animals

* Focus Standards

Essential Question:

How do we create a compassionate community where we can take risks, persevere, and have lots of adventures?

Learning Goals:

I can retell stories including key details and demonstrate understanding of their central message or lesson.

I can Ask and answer questions about key details in a text.

I can describe characters, settings, and major events in a story, using key details.

Vocabulary

LAFS.1.RI.2.4

- **responsibility**: having job that you are expected to do or take care of someone
- **procedures**: a series of jobs or actions that are done in a certain order
- **expectations**: a belief that something will happen
- **authority**: the power to give orders or make decisions
- **community**: a group of people who live in the same area or have the same interests
- **perseverance**: the quality that allows someone to continue trying to do something even if it is difficult
- **compassion**: a feeling of wanting to help someone
- **adventure**: an exciting or dangerous experience
- **legal**: an action that is allowed by the laws or the rules
- **illegal**: an action that is not allowed by the laws or the rules
- **odyssey**: an adventurous and long trip
- **lair**: a place where someone hides or where someone goes to be alone and to feel safe or comfortable

Picture cards

Responsibility	 A cartoon illustration of a young girl with blonde pigtails, wearing a pink shirt and blue pants, standing next to a white laundry basket filled with clothes. She is holding a yellow cloth, appearing to be washing or drying it.
Procedures	 A cartoon illustration of a hand holding a stylus, pointing to a checklist on a tablet screen. The checklist has several items with checkboxes, and the tablet is surrounded by yellow starburst effects.
Expectations	 A cartoon illustration of three children (two boys and one girl) sitting in a circle on a red mat. They are all smiling and looking towards the center, suggesting a group activity or discussion.
Authority	 A cartoon illustration of two police officers in blue uniforms. One officer is a Black man saluting, and the other is a white woman standing at attention.
Community	 A cartoon illustration of a colorful town skyline with various houses and buildings. A string of colorful flags and bunting is strung across the top of the scene.
Perseverance	 A cartoon illustration of a girl with brown hair sitting on the floor, looking up at a large, open book or a stack of papers. She is holding a pencil, suggesting she is studying or working on a project.

Compassion



Adventure



Legal



Illegal



Odyssey



Lair



Texts

*Ollie's Odyssey by William Joyce

Stand Tall Molly Lou Melon

Anything is Possible

The Girl Who Never Makes Mistakes

Beekle

Schubert Books (Read during Morning Meeting)

Materials

- Post- it notes
- Chart paper
- Boxes
- Markers
- Tape
- Felt: different colors: Favorites
- Clean junk: Creeps
- Dot Camera
- iPad
- Construction Paper

Summative Assessments

- Students will create their own booklets about Ollies' Odyssey. They will illustrate and write about a character, setting, and main events from the story. They will illustrate and write the central message from the story. (book attached)
- ***LAFS.1.RL.1.2, LAFS .1.RL.1.1, LAFS.1.RL1.3, LAFS.1.RL.3.7***

Summative/Cumulative Project

- Part One: Students will work in small groups to create their own community for their Creeps and Favorites. They will design a community with boxes and other materials. Students will then write about how their community will function (rules and procedures) and what role each Creep and Favorite will have inside that community. (Sheet attached)
LAFS.1.RL.1.2, LAFS.1.RL.1.1, LAFS.1.RL.3.7
- Part Two: Students will then create a video in their small group showing how to be responsible and safe within their school community. Each group will highlight one person in their video to showcase their role within the school community. (Student directions attached.)
SS.1.C.2.1. SS.1.C.1.2., SS.1.C.2.2., S.S.1.C.2.4.

Rubric: Summative Assessment

Standard	2	1	0
LAFS.1.RL.1.2 LAFS .1.RL.1.1 LAFS.1.RL1.3 LAFS.1.RL.3.7	Students were able to draw and write the setting of Ollie's Odyssey	Students were able to write or draw the setting of Ollie's Odyssey	Students were not able to write or draw the setting of Ollie's Odyssey
LAFS.1.RL.1.2 LAFS .1.RL.1.1 LAFS.1.RL1.3 LAFS.1.RL.3.7	Students were able to draw and write about one character in Ollie's Odyssey	Students were able to draw or write about one character in Ollie's Odyssey	Students were not able to draw or write about any characters in Ollie's Odyssey.
LAFS.1.RL.1.2 LAFS .1.RL.1.1 LAFS.1.RL1.3 LAFS.1.RL.3.7	Students were able to identify an important event Billy had in Ollie's Odyssey	Students were able to identify a partial event Billy had in Ollie's Odyssey	Students were not able to identify an event Billy had in Ollie's Odyssey
LAFS.1.RL.1.2 LAFS .1.RL.1.1 LAFS.1.RL1.3 LAFS.1.RL.3.7	Students were able to identify an important event Ollie had in Ollie's Odyssey.	Students were able to identify a partial event Ollie had in Ollie's Odyssey	Students were not able to identify an event Ollie had in Ollie's Odyssey.
LAFS.1.RL.1.2 LAFS .1.RL.1.1 LAFS.1.RL1.3 LAFS.1.RL.3.7	Students were able to identify an important event Zozo had in Ollie's Odyssey	Students were able to identify a partial event Zozo had in Ollie's Odyssey	Students were not able to identify an event Zozo had in Ollie's Odyssey
LAFS.1.RL.1.2 LAFS .1.RL.1.1	Students were able to identify a central message of Ollie's Odyssey	Students were able to identify a partial central message of Ollie's Odyssey	Students were not able to identify a central message of Ollie's Odyssey
LAFS .1.RL.1.1	Students were able to write a question about Ollie's Odyssey		Students were not able to write a question about Ollie's Odyssey

$$14 - 12 = 2$$

$$9 - 11 = 2$$

$$0 - 8 = 1$$

Rubric: Cumulative Assessment

	2	1	0
LAFS.1.RL.1.2 LAFS.1.RL.1.1 LAFS.1.RL.3.7	Students were able to build a community for their creeps and favorites.	Students built a partial community for their creeps and favorites.	Students were not able to build a community for their creeps and favorites.
LAFS.1.RL.1.2 LAFS.1.RL.1.1 LAFS.1.RL.3.7 SS.1.C.1.1	Students included both rules and procedures for their community.	Students included either just the rules or the procedures for their community.	Students were not able to create rules or procedures for their community.
LAFS.1.RL.1.2 LAFS.1.RL.1.1 LAFS.1.RL.3.7	Students were able to give the roles for both the creeps and favorites.	Students were able to give the roles for either their creeps or their favorites.	Students were not able to give the roles for the creeps or favorites.
SS.1.C.1.1 SS.1.C.1.2 SS.1.C.2.2 SS.1.C.2.4	Students are able to show how to be responsible and safe in their area of the school.	Students are able to show how to be responsible or safe in their area of the school.	Students are not able to show how to be responsible or safe in their area of the school.
SS.1.C.1.1 SS.1.C.1.2 SS.1.C.2.2 SS.1.C.2.4	Students are able to identify a person of authority that helps to keep them safe in their area of the school.		Students were not able to identify a person of authority that helps to keep them safe in their area of the school.
SS.1.C.1.1 SS.1.C.1.2 SS.1.C.2.2 SS.1.C.2.4	Students are able to create a question to ask a person of authority about their area of the school.	Students write a sentence about a person of authority in their area of the school.	Students are not able to ask a question to a person of authority about their area of the school.
SS.1.C.1.1 SS.1.C.1.2 SS.1.C.2.2 SS.1.C.2.4	Students are able to work together in groups with respect and kindness.	Students are sometimes able to work together in groups with respect and kindness.	Students did not show each other respect and kindness.

14 - 12 = 3

9 - 11 = 2

0 - 8 = 1

Rituals and Routines for Building Community:

- Morning Meeting:
 1. Greeting or song
 2. Safe Keepers
 3. Sharing
 4. I Love You Ritual
 5. Wish Well: wish students that are absent well and other concerns the students have
 6. Review Expected Behaviors
 7. Classroom Promise
 8. Daily Commitment: Students will choose something to commit to each day. They can choose from the Classroom Promise or classroom expectations.
- Classroom Jobs:
 1. Each student has a job.
 2. Jobs can rotate daily or weekly
 3. Some examples are: greeter, line leader, door holder, caboose, safe keeper, messenger, calendar helper, technology, pencil monitor
- Classroom Promise
 1. Students will come up with a classroom promise/pledge at the beginning of the year.
 2. Each morning they will recite it.
 3. Each morning they will make a daily commitment and discuss at the end of the day if they did it or not
- Safe Space Creation
 1. Teacher will set up a Safe Space in the room
 2. They class will make a Friends and Family Book, How to Be Helpful Book, and others to add to the Safe Space
 3. The following will be in the Safe Space; Stuffed animals, feeling cards, stress balls, a mirror, an old non-working cell phone
 4. Students will be able to go to the Safe Space as needed. ALL procedures will be practiced when the Safe Space is introduced.
- Friends and Family Book:
 1. Students will bring pictures of friends and family to place in binder to go in Safe Space
- Kindness Reporter or Bucket Fillers
 1. Students will share acts of kindness at the end of each day and they will add a something to the Kindness Jar or Bucket (pomp om). When the bucket is full the class will celebrate.
- Closing Meeting
 1. Students will reflect on their day. They will share something they learned, something they learned, something they would like to work on tomorrow,
 2. Students will look at their commitment.
 3. Students will share acts of kindness in Kindness Jar or Bucket.
- Wish Well:
 1. Teacher will create a Wish Well (a pizza pan) with the student's names and pictures and a large heart.
 2. If a student is absent their name or picture will be placed in the heart. Students are wished well during morning meeting.
- Welcome Back
 1. A puppet or stuffed animal will be used to welcome absent students back to school when they are absent.

Background:

* These skills will be taught in the first few days prior to this unit beginning.

Inquiry Wall: Community

- Students will write or illustrate on post - it notes what they think community is or means.
- Students will go back to the Inquiry Wall throughout the Unit to determine if they were correct or had misconceptions. Any new learning will be added.

Conscious Discipline:

- Class Promise: Students will come up with a class promise. Students will say this promise every day and base their daily commitment on the items from this class promise.
- Safe Space: Students will learn what they safe space is, how and when they use the safe space, and the procedures.
- Safe Keepers: After reading Only One You, students will get a rock and paint the rock to represent themselves. The rock will become their safe keeper. Each morning the teacher will state that her job is to keep the class safe and the students will state that it is their job to help keep it safe.
- Classroom Jobs: Each week classroom jobs are assigned. Each job will be explained and students will be show how to do their job and practice.
- Rituals and Routines: Bathroom, Lunchroom, Walking in Line, Lining up, Water Fountain, Flexible Seating, Expected Behaviors. Students will practice what to do and not to do and they will create picture directions on the class iPad to display in the room to remind them of the classroom expected behaviors.

Reflection Journals:

- Students will use shaving cream and food coloring to create the cover of their reflection journals.
- Teacher will help students put these journals together.

Week 1

Vocabulary Words: compassion, community, odyssey

These words will be introduced. The students will discuss what they think the words mean. Then the teacher will give the definitions. Students will come up with tableaus for each word. Words will be reviewed each day.

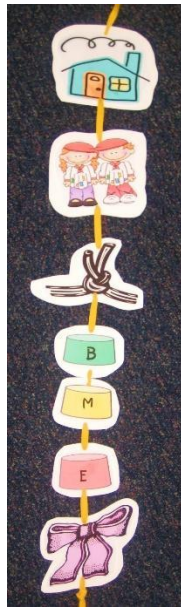
Lesson 1

- **Community Building:** Me Too!
Students will sit in a circle and state one thing about themselves. The other students will reply "Me too" if they are in agreement. (5 minutes)
- **Entering Text:** Mind Mapping Friendship: What is Friendship? Students will be placed in small groups and they will write or draw pictures about friendship. Share out and discuss.
- **Read Aloud:**
Chapter One Synopsis: Billy was born and his Mom created Ollie.
Chapter Two Synopsis: Ollie adjusting to his new world.

**Reflection Journals will be used throughout the unit. After the chapters are read, students will have a few moments to write or draw what they learned or enjoyed about those chapters.*

Lesson 2

- **Community Building:** Students will look at pictures of toys with a partner. They will choose one picture of a toy and share a story or memory of that toy with their partner.
- **Review Chapter 1 and 2**
Discussion Questions:
What does it mean to be afraid?
After Billy was born, Billy's parents became afraid. What caused Billy's mother and father to be afraid? How do grown-ups handle being afraid? How do you handle being afraid?
As Billy's mother made a toy for Billy, what special materials did she use? Was this toy a miraculous toy? How did this toy get its name?
- **Big Story Rope:** Students will create a big story rope listing the characters, setting, major events, and central message of the story. They can add to the story rope at throughout the unit.



***LAFS.RL1.1 & RI 1.1 , LAFS.RL1.2 & RI 1.2**

- **Read Aloud**
Chapter 3 Synopsis: Keep Billy Safe
- **Connection to Text Focus: Favorites**
Children Create their Favorite with different colored felt: Students will name and share their Favorite.

*Take pics of kids with their created Favorite and place in binder in safe space.

Lesson 3

- **Community Building:** The Keepers of Safeness; Students will go around the circle and say one word that makes them feel safe.
- **Review Chapter 3**
Discussion Questions:
Compare Ollie's life beginnings to Billy's. How did this change as Billy started going through phases?
Every night Billy's mother instructed Ollie to keep Billy safe. What did she mean by that?
- **Entering Text:** Zoom in picture of Creeps and or Zozo from book.
- **Read Aloud and Connecting with Text:**
Chapter 4 Synopsis: Zozo
Stop at page 32
Discuss Zozo and his community
Students will create a heart and write one thing inside that describes Zozo.
Share and glue their hearts inside big heart
Continue and finish reading Chapter 4
Students will make a different heart: describe how Zozo is now and add to heart
Students will discuss why Zozo's heart changed: turn and talk

Lesson 4

- **Community Building:** Going on a A-venture: students will get a strip of paper with an a-venture. They will act out the a-venture with their partner. The class will guess their a-venture.
- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
(Pick and choose from this list. Do not do all.)
 1. What was a Bonk-a-Zozo?
 2. What was the purpose of Bonk-a-Zozo?
 3. Describe the inventor of Zozo. How did he treat Zozo?
 4. How did he treat the children who came to his booth?
 5. How did Zozo feel when a child missed bonking him?
 6. One day the inventor brought a new toy to Bonk-a-Zozo. What was the toy? How was she different from the other toys? As time passes, what was Zozo's feelings toward this toy? With whom did Zozo make a connection?
 7. Zozo was unable to forget his memory of a little girl walking away with the toy dancer, and saying, "You will be my favorite." How did this memory affect Zozo?
 8. When hard times descended upon Bonk-a-Zozo, and the toys became distraught, who said, "All will be well, Zozo will find a way"?
 9. What effect did this have on Zozo? What effect did it have on the toys?
 10. As time passed and nothing happened, how did Zozo feel? What happened inside Zozo that rarely happens to toys?
 11. Time passes and a new owner takes over the Bonk-a-Zozo.
Discuss the differences between the original owner and the new owner.
 12. Who would you prefer to run Bonk-a-Zozo? Why did the clientele for the Bonk-a-Zozo change? How did Zozo react to this change?
- **Review vocabulary words and add: adventure, expectations, legal, and illegal**
These words will be introduced. The students will discuss what they think the words mean. Then the teacher will give the definitions. Students will come up with tableaus for each word. Words will be reviewed each day.
- **Entering Text:** A piece text will be read to students. Teacher will model annotation: mark things that surprised them with an exclamation point, mark things they wondered about with a question mark, and circle words that they did not understand. Students will illustrate a mental picture in their mind of what they saw. Text attached.
- **Read Aloud:**
Chapter 5 Synopsis; A-ventures and Expectations
Group students into three groups: Billy, Ollie, and Mom. When you read page 45 students will read their part. Students will be asked to read for a purpose and listen for all the a-ventures Billy and Ollie go on.
- **Connection to Text:** Focus: Legal and Illegal in Billy and Ollie's World (pieces of text attached) and Connect to our School Community: Chart. Students will illustrate on post -it notes things illegal or legal in their school community.
- **Art Activity:** Students go on A-ventures every day. Discuss the a-ventures Billy and Ollie went on. They will then create a Paper Cut out and write about an a-venture they have been on.

Lesson 5

- **Community Building:** Create A-venture Friends
Each Student will get a secret friend. Each student will decorate a bag and place their bag somewhere around the room. Throughout the unit their "secret friend" will have opportunities to draw pictures or write notes of friendship or encouragement and deliver them to their bags secretly.
- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
Discuss the rules your parents insist you obey. Are they similar to the rules Billy and Ollie must obey? What are the consequences for disobeying?
- **Read Aloud:**
Chapter 6 Synopsis: The Creeps Watching Billy and Ollie
Chapter 7 Synopsis: Zozo's Anger and Army of Creeps
- **Connection to Text:** Students will make a Creep.
 1. Students will be given a number 1-5 to determine what Creep they will create.
 2. Students will use page 54 - 55 as a resource to create their Creep
 3. Students will build their own Creep that clearly demonstrates its role.
 4. Students will use clean recycled materials.
 5. After 15 minutes students will get into groups of Creeps with the same number and share out what they did and how it showed their role.
 6. Students will go back and revise
 7. After 15 more minutes students will form groups of Creeps 1- 5 and they will share out what they did and how it showed their role
 8. Students will then write about their Creep; Character description***LAFS R.L.1.1. LAFS.1.W.2.5***

Week 2

Lesson 1

Vocabulary Words: *perseverance, lair, procedures*

These words will be introduced. The students will discuss what they think the words mean. Then the teacher will give the definitions. Students will come up with tableaus for each word. Words will be reviewed each day.

- **Community Building:** Students will get a card with a picture on it. They will form partners and stand back to back. Partner A will describe the object to partner B using lots of descriptive words. Partner B will guess what the picture is. Once they guess correctly they will switch roles. (use carnival pictures on index cards)
- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
 1. Who were the Creeps?
 2. Who was the Boss of the Creeps?
 3. Why did Zozo create the Creeps?
 4. Why were the Creeps watching Billy and Ollie?
- **Entering Text:** Use picture of Ollie in backpack on page 77. Visual Thinking Strategy: Think Puzzle Explore with the picture. Complete this whole group as a class.
- **Read Aloud:**
Chapter 8 -9 Synopsis: Wedding
- **Connection to Text:** Students will create their own backpack using a paper bag. They will write how Billy will feel when he discovers Ollie is gone and then will write or illustrate what will Billy do next on the back of the paper bag.

Lesson 2

- **Community Building: Trust Your Friend**
 - o Students will form partners. They will choose a Partner A and Partner B.
 - o Partner A will close their eyes. Partner B will lead Partner A around the room. There is no talking.
 - o Partner A needs to keep their partner safe.
 - o After a few minutes, they will switch roles.
 - o Discuss how this activity made them feel.
 - o Which role did they like best? Why?
- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
 1. As Billy and Ollie discussed not taking Ollie to a wedding, Billy mentioned that grown-ups do not have toys. Discuss if this is a true statement. Where do parents' toys go? Billy's mother points to her chest when asked where her favorite toy is. What does this mean?
 2. How did Billy manage to take Ollie to the wedding? How much planning was involved? How did this method of transportation help the Creeps capture Ollie?

- **Read Aloud:**
Chapter 10 – 11 Synopsis: Ollie is Kidnapped and Billy realizes Ollie is gone
- **Connection to Text:** Teacher and students will create a story map. They will use the story map to show the Creeps' steps to accomplish their goal: Kidnap Ollie. Story map will be created on large paper with a large creep in the middle of the paper.

Lesson 3

- **Community Building: Creep Tag**
Two students will be Creeps. Two students will be Billy and Ollie. Do not tell the others who has these roles. The Creeps will creep around and tag you and say "Zozo" and you have to freeze. You stay frozen until Billy and Ollie rescue you. If a Creep tags Billy or Ollie they switch roles.
- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
 1. When the Creeps took Ollie, each Creep had a specific task or job. What were the tasks? Discuss the necessity for the Creeps to work together, plan together, and cooperate to capture children's favorite toys? What did they do with the favorite toys?
- **Entering Text:** Use text attached. Students will read together, annotate the text (same procedures) and illustrate what they think the text means. Students will share their illustrations and predictions.
- **Read Aloud:**
Chapter 12 Synopsis: Zozo's Lair and when Ollie meets Zozo.
- **Connection to Text:** Students will use a t chart of Ollie and Zozo. They will illustrate and or write on post -it notes how Ollie treated Billy and how Zozo treated the toys in his lair. They will compare and contrast the chart. Then the students will connect to themselves by showing how they would want to be treated by a friend. Give a sentence starter: I know my friend is being respectful and kind when_____.
S.S.1. C.2.4.

Lesson 4

Vocabulary Words: *authority*

These words will be introduced. The students will discuss what they think the words mean. Then the teacher will give the definitions. Students will come up with tableaus for each word. Words will be reviewed each day.

- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
 1. Where did the Creeps take Ollie? What was it like? Who lived there?
 2. What happened when a toy escaped?

3. Discuss Zozo's comment: "IT IS NOT MY FAVORITE." What was Zozo's favorite? Why was Zozo so angry? What did Zozo mean when he called Ollie *just* a plush?

- **Read Aloud:**

Chapter 13 Synopsis: Billy prepares to sneak out of house

Chapter 14 Synopsis: Room of Dark Deeds: Where Zozo makes the Creeps

Chapter 15 Synopsis: Billy watching TV preparing to sneak out of house

- **Connection to Text:** Students will use backpack and create and label things that they would take on the A - Venture if they were Ollie.

Lesson 5

- **Community Building:** Mirror Activity

1. Students will become partners.
2. Partner A and Partner B
3. Partners will face each other.
4. Partner will A will make a movement Partner B will 'mirror' or do the same movement
5. After a few minutes, they will switch roles.

- **Review Previously Read Chapters and Story Rope**

- Discussion Questions:**

1. Billy prepared for his adventure by filling his backpack with what he thought he would need. Discuss the items Billy took with him and why he felt they were necessary. Can you think of anything else he needed? Of all the things he took, what do you think was the most important item and why? *Partners will share what they created yesterday in their backpacks and why each*
2. What was Zozo's *Room of Darkness*? What does this room tell you about Zozo's personality? What special item does Zozo have in this room?
3. Was it a wise idea for Billy to head out in the dead of night to look for Ollie? How would your family react if you snuck out at night?

- **Entering Text:** Use page 132 for a Visual Thinking Strategy: See, Think, Wonder

- **Read Aloud:**

Chapter 16 Synopsis: Ollie escapes

Chapter 17 Synopsis: Fireflies - Billy leaves house

- **Connection to Text:** Students will create a fire fly and inside the wings they will write or illustrate one person who has authority to help and guide them in their lives and who can make an enforce laws in our community. Share out and make a class list from their responses.
SS.1. C.1.2.

Week 3

Vocabulary Words: *responsibility*

These words will be introduced. The students will discuss what they think the words mean. Then the teacher will give the definitions. Students will come up with tableaus for each word. Words will be reviewed each day.

Lesson 1

- Review Previously Read Chapters and Story Rope

- Discussion Questions:

1. How did Ollie escape? Who helped him? Why did the Forgotten Toys help Ollie?
2. Do you think Billy will find Ollie? Why or why not? Who is helping Billy? Why do think the fireflies are helping Billy? Where do you think the fireflies will lead Billy?
3. How are the Forgotten Toys and the fireflies alike?

- Entering Text: See, Think, Wonder: Small groups will get the picture on page 149. They will complete the see, think, wonder as a group. Then groups will share out their thoughts.

- Read Aloud:

Chapter 18 Synopsis: Ollie meets the black dog and the dangerous kids.

Chapter 19: Billy follows the fireflies into the Dark Carnival.

- Connecting Text: Discuss Pretending and Real Life:

Ollie wondered if kids forget their toys, and this made him worry. Ollie wondered about the difference between pretend and real life. What are the differences between the two?

Discuss in partners and write responses on post - it notes and add to chart. Students will create a camera lens of either something that really happened in the story or something that Billy and Ollie pretended.

Lesson 2

- Community Building: This Is Not a Stick:

(<http://www.artslit.org/activity>)

- Review Previously Read Chapters and Story Rope

- Discussion Questions:

1. Who did Ollie meet after he escaped from Zozo's lair? How did they treat Ollie? How did that make Ollie feel? What did Ollie think about the older kids?
2. What did Billy do to make sure he could get home and not become lost? Do you think that was a good idea? Why or why not?
3. How are the fireflies continuing to help Billy?

- **Entering Text:** Pictures from pages 162, 169, 171, 172 Gallery Walk See, Think, Wonder: students will fill out a See, Think, Wonder form as they walk around the room. Share out with group.
- **Read Aloud:**
Chapter 20 Synopsis: Ollie meets the Can Man
Chapter 21 Synopsis: The Creeps are closing in on Ollie.
Chapter 22 Synopsis: Ollie meets Tinny. Billy and Ollie see each other.
- **Connecting Text: Compassionate Can Man** Describe in your own words the characteristics of Can Man. What did his actions tell you about his character? How did Can Man make Ollie feel? Do the same with Tinny? Refer to the central message about kindness and caring for one another. Lines from text will be chosen and students will paper cut out to illustrate that line of text. They will then write that explaining how their piece of the text shows the central message. (Text attached)

Lesson 3

- **Community Building:** Garden Tea Party:
 - o Students will be one of the characters from the story: Ollie, Billy, Zozo
 - o They will introduce themselves as that character to their partner
 - o The partners will ask each other a question about their and they will answer as that character**LAFS1R.L.1.1.**
- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
 1. Billy and Ollie finally see each other. Unfortunately, the Creeps are there too! What do you predict will happen? Why do you feel that way?
 2. Name characters in the story that showed compassion. Discuss with your partner who the character was and how that character showed compassion in the story.
- **Entering Text:** Use page 178 and do a Zoom In with the picture
- **Read Aloud:**
Chapter 23 Synopsis: Billy saves Ollie. Ollie meets the Junkyard Gang. Ollie thinks he has been forgotten.
- **Connection to Text:** Use pictures pages 182- 185
 1. Turn and Talk: Answer essential question referring to the Junkyard Gang: How do the Junkyard Gang create a compassionate community? How were they able to take risks? How do you think they will persevere? What kind of adventures do you think they will go on?
 2. Students will make their Junkyard Gang for their communities. Students will bring in one unused older object from home. They will add eyes and a mouth, and they will give their object a name. Students will then write about the junkyard gang supports the central message of being compassionate to Ollie. How did the Junkyard Gang treat Ollie? How did this make Ollie feel?

Lesson 4

- **Community Building: Woosh, Bang, Pow**
(<http://www.artslit.org/activity>)
- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
 1. How did Ollie react after he finally met up with Billy, and Billy just tossed him as far as he could? Who helped Ollie in his time of despair? What brings all the junkyard friends to Ollie's assistance?
- **Entering Text: Annotating Text** (see attached)
- **Read Aloud:**
Chapter 24 Synopsis: Billy is taken to Zozo's lair.
Chapter 25 Synopsis: The Junkyard Gang decides to help Ollie save Billy.
- **Connection to Text:** Students will act out scenes from story: Billy throwing Ollie, Billy being taken by the Creeps, Junkyard gang joining the quest to save Billy. They will also add monologues about how each of the characters feel.

Lesson 5

- **Community Building:** Students will perform tableaux and monologues from yesterday's chapters
- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
 1. What did Super Creep tell Zozo was the reason for kidnapping Billy?
 2. How did he think Billy was going to be able to help Zozo?
- **Entering Text: Use page 212 and do a Zoom In (Visual Thinking Strategy).**
- **Read Aloud:**
Chapter 26 Synopsis: The Junkyard Gang travels to the Dark Carnival and sees the merry - go - round.
Chapter 27 Synopsis: Zozo tries to get Billy to favorite his doll.
- **Connection to Text:** Students will create a class aria about Ollie and the Junkyard Gang trying to save Billy. Students will create a class 'merry-go- round' with their bodies and sing their song.

Students will reread a piece of text on page 213. They will form groups of three. They will create an Junkyard Gang Vehicle. They will create a vehicle that will be able to travel on land, air, or sea. They will write about how their vehicle works and its purpose.

LAFS.1. W.2.5

Week 4

(Community Building During Week 4: Choose activities that have previously been done throughout the unit or go to www.artslit.org to choose a new activity.)

Lesson 1

- **Review ALL vocabulary words:** Choose One Activity
 1. Play It's a Match with picture cards
 2. Roll the Dice Game: Make a sentence, make a tableau, say definition
 3. Clap out syllables
- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
 1. As Ollie headed out to rescue Billy, he decided that being a real-life hero was stronger than a pretend hero. What did Ollie mean by that thought?
 2. Ollie and his friends sang a song for the horses on the merry-go-round. This gave the horses more heart and strength than they thought they had. Ollie thought remembering was a powerful thing. What did he mean by this?
- **Read Aloud:**
Chapter 28 Synopsis: The Junkyard Gang and Ollie go into the tunnel.
Chapter 29 Synopsis: They make it to the Forgotten Favorites door and see Billy.
Chapter 30 Synopsis: Billy refuses to favorite the doll and Zozo threatens Billy.
- **Connection to Text:** Ollie is trying to keep Billy safe. The Junkyard Gang is helping Ollie rescue Billy. How do you stay safe in your school community? Write and illustrate a small poster depicting how to be safe in school. Add posters to classroom safe space.
SS.1.C.2.1, SS.1.C.2.2

Lesson 2

- **Review ALL vocabulary words:** Choose One Activity
 1. Play It's a Match with picture cards
 2. Roll the Dice Game: Make a sentence, make a tableau, say definition
 3. Clap out syllables
- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
 1. How was this adventure different from Billy and Ollie's pretend adventure?
 2. How did Ollie show that he was brave?
 3. What do you think the fireflies were trying to tell Ollie? What makes you say that?
- **Read Aloud:**
Chapter 31 Synopsis: The Junkyard Gang attack Zozo and The Creeps and rescue Billy.
- **Connection to Text:** Slide Show Story Telling
 1. Students will be put in groups of three
 2. Students will be given a phrase from Chapter 31
 3. Students will come up with a story around that phrase with a beginning, middle, and end
 4. One student will be the narrator
 5. The other two students will come up with three slides to depict their story (phrases attached)

Lesson 3

- **Review ALL vocabulary words:** Choose One Activity
 1. Play It's a Match with picture cards
 2. Roll the Dice Game: Make a sentence, make a tableau, say definition
 3. Clap out syllables
- **Review Previously Read Chapters and Story Rope**
Discussion Questions
 1. Why did Ollie tell Billy not to take the dancer doll?
 2. Why did the Super Creep tell Billy he had to stop Zozo? Did this surprise you? Why or why not?
- **Read Aloud:**
Chapter 32 Synopsis: Zozo is attacking in his scorpion. Billy saves Ollie with a flagpole.
Chapter 33 Synopsis: The fireflies create Nina and Zozo begins to remember. The tunnel collapses and Zozo saves everyone.
- **Connection to Text:** Students will create a Stop Motion Movie from a scene read previously. They will first create a storyboard depicting the beginning, middle, and end of that scene. They will create their characters, setting, and props. They will create and video the movie.
LAFS.1.RL.1.2, LAFS .1.RL.1.1, LAFS.1.RL1.3, LAFS.1.RL.3.7

Lesson 4

- **Review Previously Read Chapters and Story Rope**
Discussion Questions:
 1. Fireflies played an important role. What was the significance of the fireflies?
 2. What did Zozo need to remember so he could dissolve his hate?
 3. When Zozo got rid of his hate, how did he help Billy, Ollie, and the Junkyard Gang?
 4. What happened to Zozo after he helped Billy, Ollie, and the toys?
- **Read Aloud:**
Chapter 34 Synopsis: Ollie and Billy realize that this situation has changed them. They say goodbye to the Junkyard Gang. The Creeps help the Forgotten Favorites go home.
- **Connection to Text:** Students will finish creating and videotaping their Stop Motion Movie. The movies will be shown and discussed. *LAFS.1.RL.1.2, LAFS .1.RL.1.1, LAFS.1.RL1.3, LAFS.1.RL.3.7, LAFS.1.SL.1.1*

Lesson 5

- **Review Previously Read Chapters and Story Rope**

- **Discussion Questions:**

1. Why do you think it was so hard for Ollie to say goodbye to the Junkyard Gang?
2. How do the Creeps change? Why do you think they decided to change?

- **Read Aloud:**

- Chapter 35 Synopsis: Billy and Ollie head home. The police are at Billy's house.

- Chapter 36 Synopsis: Billy and Ollie are home safely.

- **Discussion Questions:**

1. How did Billy and Ollie feel as they saw the police cars with flashing lights outside their home?
2. How would you react if you came home to police cars outside your home?
3. Was Billy in trouble for having an adventure? Discuss the different ways Billy could explain his leaving the house at night.
4. What do you think Billy and Ollie's next a-venture will be?

- **Connection to Text:** Students will create an icon to represent the story.

Week 5

- Work on Summative and Cumulative Assessments.
- Pace as needed based on class needs.
- Final day students will present their videos to the class.

Supplemental Texts

(Utilize within unit)

Text: Stand Tall, Molly Lou Melon

- Entering Text: See, Think, Wonder
- Read Text: Use Story Ropes- Whole group as a class and then students will practice with small story ropes and partners. They will determine the characters, setting, beginning, middle, end, and central message of the story. **LAFS.RL.1.1, LAFS.R.L.1.2.**

Center Activities:

Center 1: Poetry: A new poem will be introduced each week.

Students will practice reading the poem and coming up with movements for different phrases of the poem. Focus on: fluency, sight words, and grammar skills.

Students will read the poem three times in their poetry folders, highlight or "butter" the trick words, illustrate the poem, and play either a grammar game or sight word game.

Center 2: Art: Students will create a self-portrait of themselves. Students will then write words around their self - portrait in speech bubbles depicting things they can say or do to help all kids in their class and school feel like they belong. **S.S.1.C.2.4**

Center 3: Content: Students will choose one person from our school to write and illustrate a postcard to send to him or her. (principal, assistant principal, student support staff, custodians, or lunchroom staff). They will introduce themselves, ask a question about their job or how they keep us safe at school, and then they will tell that person one way they can "stand tall" (be responsible) at school. Students will illustrate the front of their postcards. The postcards will be delivered by students at the end of the week.

SS.1.C.1.2, SS.1.C.2.2

Center 4: Fluency: Students can read at this time from designated passages and answer questions. Students will then go to the reading center and explore boxes of books based on the following themes: friendship, perseverance, vehicles, plants, and animals.

Center 5: Technology: Students will go on I Ready

Text: Beekle

- Entering Text: Call and Respond
- Read Text: Use Story Ropes- Whole group as a class and then students will practice with small story ropes and partners. They will determine the characters, setting, beginning, middle, end, and central message of the story. **LAFS.RL1.1, LAFS.R.L.1.2., LAFS.R.L.1.3, LAFS.RL.3.7**

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Center 1: Poetry: A new poem will be introduced each week.

Students will practice reading the poem and coming up with movements for different phrases of the poem. Focus on: fluency, sight words, and grammar skills.

Students will read the poem three times in their poetry folders, highlight or "butter" the trick words, illustrate the poem, and play either a grammar game or sight word game.

Center 2: Art: Imaginary Pocket Friends: Students will create an imaginary pocket friend that personifies its maker and can fit into an Altoids Box or candy tin. Students will use felt and other materials. Students will name their pocket friend and write a positive message inside the box. Students will create a character description for their pocket friend. *LAFS.1.RL.1.3, LAFS.1.RL.3.7*

Center 3: Content: Students will create a character description for Beekle. *LAFS.1.RL.1.3, LAFS.1.RL.3.7*

Center 4: Fluency: Students can read at this time from designated passages and answer questions. Students will then go to the reading center and explore boxes of books based on the following themes: friendship, perseverance, vehicles, plants, and animals.

Center 5: Technology: Students will go on I Ready.

Text: Anything Is Possible

- Entering Text: See, Think, Wonder
- Read Text: Use Story Ropes- Whole group as a class and then students will practice with small story ropes and partners. They will determine the characters, setting, beginning, middle, end, and central message of the story. *LAFS.RL.1.1, LAFS.R.L.1.2.*

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Center 2: Art: Finish Imaginary Pocket Friends

Center 3: Content: STEM Paper Airplane Challenge

Problem: they wanted to send a note to a friend. Could they make a paper airplane that would fly from one side of the room to the other?

Students will illustrate or write what worked and did not work and why they think that happened.

SC.1.P.13.1

Center 4: Fluency: Students can read at this time from designated passages and answer questions. Students will then go to the reading center and explore boxes of books based on the following themes: friendship, perseverance, vehicles, plants, and animals.

Center 5: Technology: Students will go on I Ready.

Text: The Girl Who Never Makes Mistakes

- Entering Text: Annotating Text: Students will get a piece of text. The class will read, annotate, and illustrate the text and write the big idea.
- Read Text: Use Story Ropes- Whole group as a class and then students will practice with small story ropes and partners. They will determine the characters, setting, beginning, middle, end, and central message of the story.
LAFS.RL.1.1, LAFS.R.L.1.2.

Center Activities:

Center 1: Poetry: A new poem will be introduced each week.

Students will practice reading the poem and coming up with movements for different phrases of the poem. Focus on: fluency, sight words, and grammar skills.

Students will read the poem three times in their poetry folders, highlight or "butter" the trick words, illustrate the poem, and play either a grammar game or sight word game.

Center 2: Art: Paper Cut - Out a time they made a mistake and write a small moment story about their mistake. LAFSW.1.3

Center 3: Content: STEM Tallest Cup Tower Challenge

Students will discuss what happened when their tower fell. Did they give up? Did they persevere? How did they revise their tower?

Center 4: Fluency: Students can read at this time from designated passages and answer questions. Students will then go to the reading center and explore boxes of books based on the following themes: friendship, perseverance, vehicles, plants, and animals.

Center 5: Technology: Students will go on I Ready.