



Essential Question: What can we learn from stories?
Moonshot Academy Summer - Literacy Off the Page

Essential Question(s)/Big Idea	Meaningful Text(s)
<p><i>What can we learn from stories?</i></p> <p>Mindful Routines</p> <p>Materials needed for Unit</p> <p>CROWD Questions</p>	<p><i>Coyote: A Trickster Tale from the American Southwest</i> by Gerald McDermott</p> <p><i>All About Coyotes</i>: An informational text</p> <p><i>Tortoise and Hare</i> from A Treasury of Five Minute Stories</p> <p><i>Zomo the Rabbit</i> by Gerald McDermott</p>
Power Standards	Additional Learning Goals
<p>LAFS.1.RI.1.1 Ask and answer questions about key details in a text.</p> <p>LAFS.1.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>LAFS.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>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.</p> <p>LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>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.</p>	<p>Music Standards</p> <p>MU.1.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</p> <p>Visual Arts Standards</p> <p>VA.1.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p> <p>Social Skills</p> <p>SP.PK12.US.20.4 Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.</p> <p>SP.PK12.US.3.2a Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning and participating in small and large groups.</p>
Written and Artistic Products	Culminating Experience
<p>Storyboarding, CSI, character masks, coyote rain song and dance, rain sticks, Tortoise and Hare craft puppets, Zomo craft, student created trickster book.</p> <p>*The totem poles are used as a continuous interactive learning showcase (vocabulary words, pictures, symbols, what the story teaches us)</p> <p>Crow Mask KIM Strategy</p> <p>Zomo Mask Turtle Mask</p> <p>Coyote Mask</p>	<p>Presentation of the three meaningful texts and what the students learned from them. Totem Poles demonstrate the learning from each story. Students retell each story using puppets, masks, rainsticks, etc. Students also create and share their own trickster tales (can use props as well)</p> <p>*Any additional movement they learn through Ballet of Vero Beach</p>
Unit Vocabulary	
<p><u>Coyote: A Trickster Tale</u>: Plucked, steady, jerky, boastful, flock, chanting, winced, chuckled</p> <p><u>All About Coyotes</u>: den, mammal, packs, pups, wild, hunt, pointy, bushy</p> <p><u>Tortoise & Hare</u>: hopeless, sprinted, speck, wobbling</p> <p><u>Zomo</u>: clever, wisdom, courage, caution, earn, scooped, sprinkled, impossible</p>	



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Through an interdisciplinary curriculum anchored in both ELA and Arts Integration, students become aware of how stories help teach us something. By the end of the unit, students should be able to answer the essential question: *How can we learn from stories?* This Enriched Literacy unit plan exposes students to a variety of arts experiences to support literacy development. Students read numerous trickster tales, folktales and nonfiction texts while also having the opportunity to build background knowledge, vocabulary and connections to real world applications. Students deepen visual literacy skills through interaction with works of art, they learn a variety of visual arts techniques through art-making, and they develop performing arts skills through drama, music, and movement activities. Students reinforce foundational literacy skills through each of these art forms and showcase their learning at the end of the program in a culminating performance that features their original writing and artwork.

Students hear and read multiple texts related to the essential question, including *Coyote: A Trickster Tale from the American Southwest*, *All About Coyotes: An informational text*, *Tortoise and Hare*, *Zomo the Rabbit* and a multitude of stories from *A Treasury of Five Minute Stories*. They create a variety of art and written projects that demonstrate comprehension of these texts and reinforce key standards that they will display on the totem poles. They use works of art as inspiration to create their own writing, demonstrate knowledge of vocabulary and comprehension of text. They revise, discuss, and reflect on their own work and the work of their peers. This is a collaborative and iterative process. Through experiencing the process of putting together a performance, students develop perseverance, collaboration, and self-regulation while demonstrating a deep grasp of the essential question and improved literacy skills.

Overall Road Map:

- ❖ 4 weeks, 5 days per week
- ❖ Daily Mindful Routine
- ❖ Culminating Showcase on the last day
- ❖ Can arrange one or two day visits from the Ballet of Vero Beach

WEEK 1 - Coyote: A Trickster Tale from the American Southwest by Gerald McDermott

WEEK 2 - All About Coyotes: An informational text

WEEK 3 - Tortoise and Hare from *A Treasury of Five Minute Stories*

WEEK 4 - Zomo the Rabbit by Gerald McDermott

Applied Literacy Daily Lessons include at least 1 or more of the following (45 min):

- Building Community
- Entering Text
- Direct instruction
- Vocabulary Routine including KIM Strategy
- Enrichment
- Writing (Authentic Creating and Responding to Text)

Enrichment (30-45 min):

- Students create visual art pieces and written work to demonstrate their understanding

Interactive Read-Aloud (10-15 minutes)

- Teacher reads aloud connected text while engaging students using the CROWD Strategy