

# THEMATIC UNIT

## Related to ELA Prototypes



Theme: **Cooperation**

Suggested for: **First Grade**

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## ~Thematic Units~

Dear Colleagues:

The purpose of this project was to organize thematic units related to previously published MEAP ELA prototypes using best practices in reading and writing.

These were developed by, **real teachers**, just like you! We worked to make them teacher friendly for easy implementation in your classroom. Teachers from school districts across St. Clair County gathered the material. The packets are a mirror of what each group of teachers thought important to your grade level and the themes in the prototypes.

Every packet includes **THEME RELATED TEXT SETS**. These are titles that can be used in a variety of ways to develop a deeper understanding of themes. We have noted the **PAIRED TEXTS** (look for the #2) and **LISTENING PIECE** (#3) that are included in the prototypes. We have added titles we used in a **FRAYER'S MODEL** (#1) with blank worksheets to use with other titles. These are used to develop the theme before the first writing piece in the prototypes.

A **PROFUNDITY MATRIX** was developed for each set of paired texts in the prototype to help in identifying possible themes. The matrix also helps look across text to make cross text connections. Blank copies of this chart are included and can be used in your classroom to help students make connections between other texts.

**CROSS TEXT QUESTIONS** were written and answered to aid in responding to both the multiple choice questions and the provocative question given in the second writing piece of the ELA MEAP assessment.

Many packets include one or more **WRITING MODELS** for the second writing piece. We suggest you use these before or after student writing to exhibit a well written constructed response.

The **TEACHER SUGGESTION PAGE** is a personal response by the individuals involved in the project. Some contain anecdotes from the use of the material in their classrooms. Others contain a plethora of ideas to implement. We hope these help.

**OTHER ACTIVITIES** (#4) are poems, plays, articles, reader's theater presentations and related suggestions to develop understanding of the themes.

It is our sincere hope these packets are useful to you and your students.

Happy reading and writing!

# ELA Prototype Materials

- **Thematically related texts**
- **Fruyer's Model examples**
- **Writing from knowledge and experience using narrative strategies**
- **Profundity examples**
- **Cross Text Question examples**
- **Writing in Response to Reading example**

These materials were designed to provide examples of instructional approaches that will help you and your students prepare for the ELA assessment. The examples are all possible answers; they are not to be considered the "right" answers. We wanted to provide examples of other teachers' thinking through Fruyer's Profundity and cross text questions to guide you through your own thinking.

The sequence of instruction would be to introduce the theme through using the Fruyer's Model of concept attainment. Have students write from knowledge and experience. Think through each reading selection using the profundity scale to create a matrix by which cross text questions can be posed and answered. Examples and blank copies are provided to help you in planning instruction.

## Thematically Related Text Sets – Cooperation

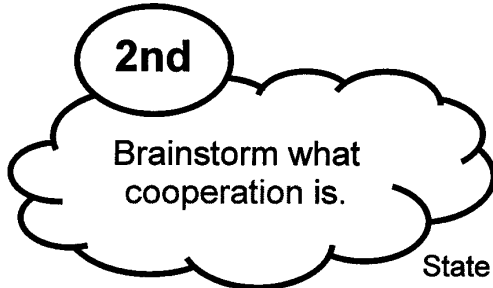
CODE	TITLE	AUTHOR
1	Pigs Aplenty / Pigs Galore	David McPhail
1	Cleo Cooperates	Scholastics Books
2a	It's Mine	Leo Lionni
2a	Farmer Duck	Martin Waddell
2b	The Enormous Potato	Aubrey Davis
2b	The Great Big Enormous Turnip	Alexei Tolstoy
2c	The Giant Jam Sandwich	Lord John Vernon
2c	Muffin Dragon	Stephan Cosgrove
3	Tops and Bottoms	Janet Stevens
4 Activity	Stone Soup	Marcia Brown
4 Venn Diagram	Piggy Monday	Suzanne Bloom
4 Making the Words	Just a Little Bit	Ann Tompert
4 Shape Go! Map	The Big Pumpkin	Erica Siverman
4 Retelling Story Wheel	The Doorbell Rang	Pat Hutchins

**Code Key:**  
**Suggested Uses**

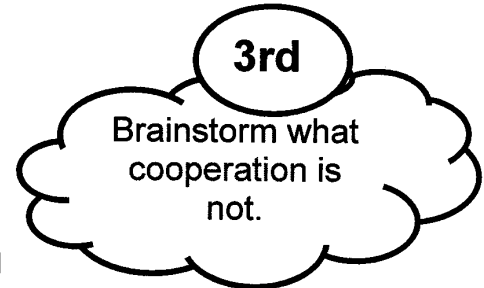
- 1 – Frayer's Model
- 2 – Paired Text
- 3 – Listening
- 4 – Other

# How to Use Frayer's Model to Develop Student Understanding of Themes

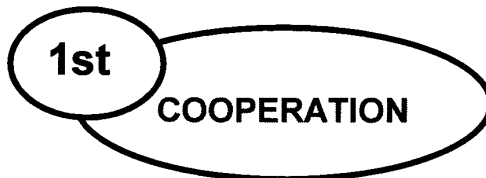
Cooperation is...



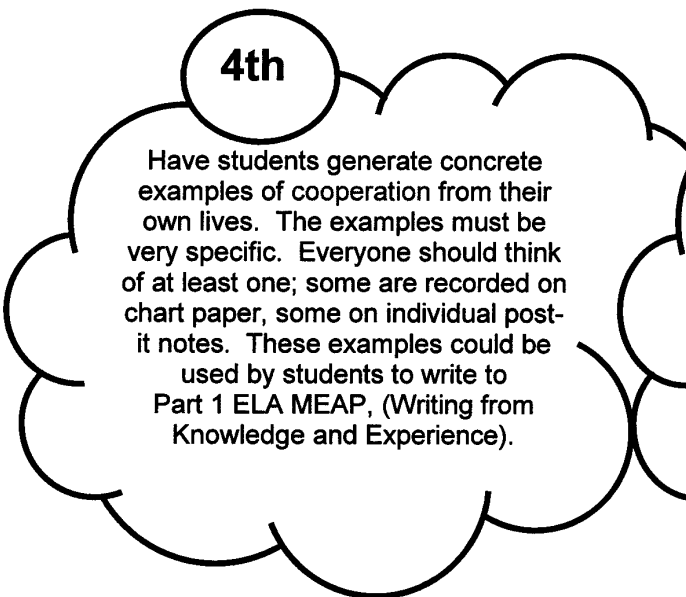
Cooperation is not...



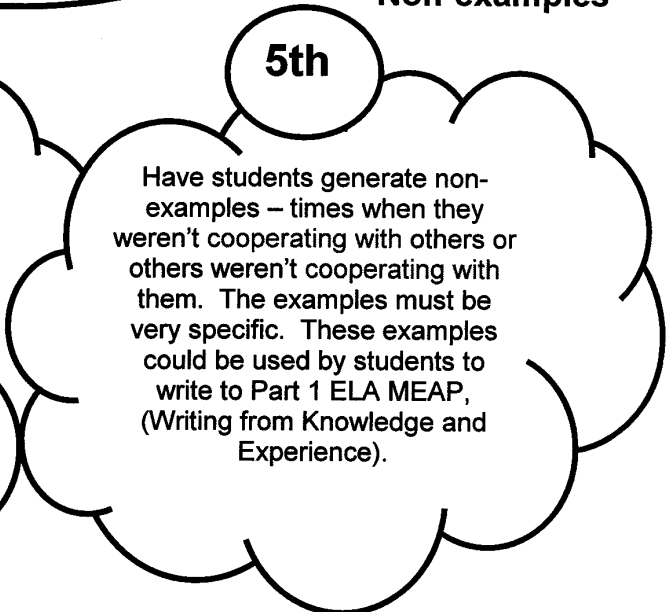
State theme in center oval



Examples



Non-examples



**6<sup>th</sup>** Read a book about "Cooperation" that is not in the prototype. Have students listen for clear examples and non-examples of cooperation. Use names and situations specific to the reading selection, when recording the examples.

**7<sup>th</sup>** Have students identify clear examples from the 1<sup>st</sup> reading selection to record on the chart.

**8<sup>th</sup>** Have students identify clear examples from the 2<sup>nd</sup> reading selection to record on the chart.

**9<sup>th</sup>** Have students listen for clear examples and non-examples of cooperation during part three of the prototype to record on the chart.

**10<sup>th</sup>** Students who need help can use the clear examples from this chart when writing to Part II ELA MEAP, Response to Reading.

# Example of Frayer's Model

## Cooperation is...

Follow directions  
Following rules  
Getting along with others  
Finishing projects with someone  
Working as a team  
Caring about others  
Doing your part

## Cooperation is not...

Thinking about yourself  
Breaking rules  
Fighting  
Being selfish



## Examples:

Kayla put the papers on Mrs. Smith's desk like she was asked.  
Marcus did not talk while waiting in line.  
Cindy and Tina worked together to complete their math assignment.

## Non examples:

Billy and Tom were fighting over the basketball.  
Zachary pushed to the front of the line.  
Henry did not help his group build the tower.

...from *Pigs Aplenty / Pigs Galore*, by David McPhail

## Examples:

Pigs sweeping the floor.  
Pigs scrubbing the wall.  
The man gave them brooms, pails and mops to clean the house.  
Pigs brushing their teeth and tails.

## Non examples:

Pigs making oatmeal in the sink.  
Pigs fighting over pizza.  
Pigs making loud noises.  
Pigs leaving banana peels on the floor.

...as you continue through the prototype add examples from each of the reading and listening selections

# FRAYER'S MODEL

Cooperation is...

Cooperation is not...



Examples:

Non examples:

## Writing From Knowledge and Experience

The English Language Arts MEAP assessment requires students to write from knowledge and experience. Students may choose the style or genre of writing that suites them best. However, the majority of students choose to write personal narratives. Dr. Elaine Weber, Barbara Nelson and Ray Woods, the authors of *Profiles in Writing 2002*, have granted us permission to offer you some information from their book. This information will help you instruct students in personal narratives.

These resources will provide you with:

- Description of the four qualities of writing the MEAP assessment used to evaluate student writing;
- A model for creating writing prompts;
- Examples of well written student papers;
- Attributes of writing that commonly appear at this grade level;
- Strategies used by narrative writers; and
- Examples of student papers with the narratives strategies highlighted.

# *attributes of* **writing**

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## **Note**

This year the Profiles Project has reorganized the attributes of writing to align with the 4-trait rubric most widely used by Profiles Network members:

### **Focus on Content and Ideas**

**Organization**

**Voice/Style,**

**and**

**Conventions.**

### **focus** on content

Focus refers to concentration on the content and ideas of the piece of writing and to the development of the content and major ideas with appropriate details, examples, etc.

### or g a n i z a t i o n

Organization refers to the structure of a piece of writing with logical sequence; beginning, middle, and end; flow; cohesion, coherence, unity, effective leads; transitions and conclusions; sense of wholeness, etc.

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### **Voice/style**

Voice refers to the writer's ability/attempts to engage and interest the reader through stylistic elements and techniques such as: descriptive detail, precise word choice, sentence variety, strong verbs, humor, figurative language, personal reflection, etc.

### **con·ven·tion(s)**

Conventions refer to a writer's presentation of a piece of writing through accurate and effective use of writing form including: directionality, spacing, mechanics (capitalization, punctuation), grammar and usage, spelling, etc.

## **Note**

See *Attributes*, pages 30-42, for more details.

# profiles prompt

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## Topic

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A Special Place

## Thinking About The Topic

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Do you have a favorite place that is important to you?

- Where or what is this place or space? (indoors, outdoors, your bedroom, closet, tree house, a place you like to visit, etc.)
- What is it like there?
- What do you do there
- Why is it special to you?

## Writing About The Topic

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Write about a special place.

You might, for example, do one of the following:

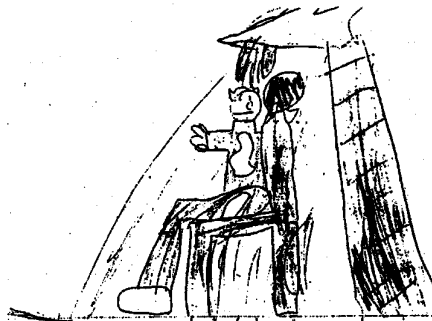
- describe in detail a place that is important to you.
- or ■ tell what you like to do in your special place.
- or ■ tell why your special space is important to you.
- or ■ write about the topic in another way.

You may use examples from real life, from what you read or watch, or from your imagination.  
Your writing will be read by interested adults.

# grade one (A Special Place)



At a tropical island  
it smells like fresh  
coconut. I see a big fish  
jumping out of the water  
a coconut tree shades me,  
I took a coconut and ate it!



I accidentally opened a  
coconut and lots of co-  
conut milk fell on me and I got  
wet. But it tasted good.

## focus on content

- ✓ on topic
- ✓ developed with appropriate details
- ✓ pictures match text

## organization

- ✓ lead grabs reader
- ✓ clear beginning, middle, and end

## Voice/style

- ✓ engages reader
- ✓ sensory imagery (shade from tree, fish jumping)
- ✓ risk-taker with words (accidentally)
- ✓ humor evident (coconut milk falling on me)
- ✓ well-developed vocabulary
- ✓ simile (smells like fresh coconut)

## con-ven-tion(s)

- ✓ varied sentence structure
- ✓ risks with spelling of unfamiliar words

# grade one (A Special Place)

My special place is my tree house. I go there to have my privacy, when my buddies come over we go up there so all of us can have own privacy together. When we go up there we bring toys. When we are done we bring all of the stuff down. It is like music! It is special because you can do what ever you want. That is what I can tell you about my special place.

## focus on content

- ✓ stays on topic
- ✓ develops with appropriate details

## organization

- ✓ clear beginning, middle, and end
- ✓ ideas are connected and sequenced

## Voice/style

- ✓ engages reader
- ✓ shows emotion
- ✓ uses a simile (It's like music)
- ✓ includes interesting vocabulary - privacy
- ✓ takes risks
- ✓ point of view from child's eye

## con-ven-tion(s)

- ✓ uses complex sentences
- ✓ risks with spelling of unknown words

# attributes **grade one**

## **focus** on content

- ✓ addresses the topic/focused
- ✓ develops with appropriate details/examples
- ✓ match between pictures and story
- ✓ text enhances drawing
- ✓ demonstrates logical reasoning
- ✓ includes a title
- ✓ shows that student sees beyond own experience
- ✓ generates a list of suggestions
- ✓ significance of topic is evident
- ✓ relates writing to one topic or theme

## **organization**

- ✓ includes beginning, middle, and end
- ✓ develops events sequentially (simple narrative)
- ✓ obvious sense of story
- ✓ good lead sentence(s)
- ✓ good closing sentence(s)
- ✓ ideas are connected
- ✓ incorporates cause and effect
- ✓ lead grabs reader

## **Voice/style**

- ✓ engages readers/evokes emotion
- ✓ shows awareness of the reader/audience
- ✓ risks with interesting words
- ✓ uses a variety of sentence structure
- ✓ shows emotion
- ✓ creates an image
- ✓ uses similes
- ✓ creates suspense
- ✓ uses poetic voice
- ✓ gives descriptive detail
- ✓ uses humor
- ✓ includes personal reflection
- ✓ creative use of language
- ✓ demonstrates a sense of fantasy
- ✓ uses strong verbs
- ✓ point of view is clearly from the child's eyes/first person
- ✓ uses punctuation to influence meaning (ellipses for suspense, etc.)
- ✓ sensory imagery
- ✓ well-developed vocabulary

## **con-ven-tion(s)**

- ✓ control of sound-letter correspondence is evident (uses blends and digraphs)
- ✓ uses upper and lower case letters appropriately
- ✓ uses proper spacing between letters, words, and sentences
- ✓ shows sense of word order
- ✓ uses complete sentences
- ✓ applies capital letter rules (beginning of sentences, "I")
- ✓ uses basic end punctuation (periods/question mark ) and experiments
- ✓ demonstrates control of mechanics (esp. verbs)
- ✓ uses complex sentences
- ✓ uses contractions correctly
- ✓ uses ellipses
- ✓ moving toward conventional spelling
- ✓ spells high-frequency words correctly
- ✓ uses invented spelling including use of vowels
- ✓ varied sentence structure

## *strategies used by* **narrative writers**

*The next step* in the Profile process, after selecting the most effective writings and holistically scoring the papers with a rubric, is to identify writing strategies used by the authors of the effective papers. The following list of writers' strategies is a combination of the original list that came from the New Standards Project shared by Sally Hampton and modified by Barbara Nelson to include the writing strategies of Barry Lane. These writing strategies can be taught in focused lessons. It is also a way to talk about narrative writing with students during writing conferences. The list of strategies used by narrative writers follows:

1. forecasting
2. flashback / flash forward
3. foreshadowing
4. compressing - shrink a century
5. naming (specific names of people or objects quantities, number)
6. describing visual details of scenes, objects, or people (size, colors, shapes, feature, dress) binoculars
7. describing sounds or smells of the scene - snapshots
8. narrating specific action (movements, gestures, postures, expressions) snapshots
9. creating dialogues, interior monologues, or expressing remembered feelings or insights at the time of the incident - thoughtshots
10. slowing the pace to elaborate the central moment in the incident - explode a moment
11. using syntax to support meaning
12. creating suspense or tension - explode a moment
13. including the element of surprise
14. comparing or contrasting other scenes or people
15. detailing subjects's routines habits or typical activities - binoculars
16. humor or irony
17. repetition / recurring events, objects, phrases
18. using various characters' voices to narrate a story
19. inserting historical or factual information into a story
20. figurative language - simile, metaphor, personification, onomatopoeia, alliteration
21. effective lead
22. effective conclusion, ending
23. literary allusion
24. creative, insightful word choice/word order (eg. active not passive voice, strong verbs, interesting or unusual use of or combination of words, etc.)
25. transitions
26. engaging audience intentionally and effectively (questioning, conversational tone)

## strategies used by narrative writers (cont.)

Samples of writing strategies found in the student writing samples (pp. 12–27) featured in this yearbook follow:

### Kindergarten

My special place is my grandma Pekas you git to Hav a BrthDay and you Ken go swimming. the Brthday is the Best To Do At My Grandma Pekus win you Hav a Brthday you git to Huv a dllshli (delicious)

**word choice detail, taste** Cac And you git to Dekrat the Shchrcmr's (decorate the streamers)

**word choice, detail** On The Selling and it's Fun to woch the Brthday Boy or a Brthday Gr **specific action**

But it's alwas Fan To Go swimin Pekus I git to Jup in the Pool And that is Fun To Jup in The pool.

### First Grade

At a tropical island it smells **snapshot-smell** like fresh cokanut **simile**. I see a big fish jumping out of the water a cokaanut tree shades **word choice** me. I took a cokanut and ate it I axedently **word choice** opened a cokanut and lot's of coca milk fell on me and I got wet **humor**. But it tasted good **contrast**

## Using Profundity in the First Grade Classroom

Using profundity in the first grade classroom requires extensive modeling by the teacher. This is most effective when the children are exposed to repeated reading of the text over a span of several days.

### **First Reading**

The teacher reads the book to students for enjoyment.

### **Second Reading**

The teacher reads the book, stopping to model a discussion about the actions of one particular character and why the character did what he/she did.

### **Third Reading**

The teacher reads the book, stopping to model a discussion about whether the actions of the character were right or wrong and what the character got as a result of his or her actions.

### **Fourth Reading**

The teacher reads the book and models a discussion about the theme (lesson learned) of the book and links that to the children's lives.

### **Later Experiences with Different Books**

Later, children are ready to participate in the discussions themselves. Once they get better at being insightful and understand the process, they are ready to begin discussing profundity across texts, that is, comparing and contrasting the actions of characters in two different books.

### **\*\*A note about Frayer's Model\*\***

This activity is most meaningful to children when extended throughout the unit, allowing children to add to the different lists as they learn more about the topic. It is also valuable to apply Frayer's Model to a variety of texts.

## Profundity Matrix Friendship

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?
<p>The Giving Tree</p> <p>By: Shel Silverstien</p> <p>Character: The Tree</p>	<p>The Tree entertained the boy everyday</p> <p>The Tree gave parts of itself to the boy to make him happy</p> <p>The Tree provided the boy a place to rest</p>	<p>The Tree loved the boy</p> <p>The Tree wanted to make the boy happy</p> <p>The Tree had nothing else left to give the boy</p>	<p>The Tree was right because it enjoyed having the boy there</p> <p>The Tree was wrong because it gave away what made it a tree</p> <p>The Tree was right because it got happiness from the boy's companionship</p>	<p>The Tree received companionship from the boy</p> <p>The Tree knew it made the boy feel happy</p> <p>The Tree felt needed and important because it provided comfort</p>		<p>Empathy/Caring</p> <p>Or</p> <p>Helping Others</p> <p>Or</p> <p>Balance</p>	
<p>The Meanest Thing to Say</p> <p>By: Bill Cosby</p> <p>Character: Bill</p>	<p>Bill couldn't think of anything except, mean things to say to Michael</p> <p>Bill talked to his dad about the mean things Michael was saying at school</p> <p>Bill asked Michael to play at recess</p>	<p>Bill was worried about what Michael was going to say the next day</p> <p>Bill was upset about the contest</p> <p>Bill felt sorry for Michael and liked him</p>	<p>Bill was wrong because he could have thought of a better way to deal with Michael</p> <p>Bill was right because his dad helped him see a positive way to interact with Michael</p> <p>Bill was right because he was being nice</p>	<p>Bill could not do his homework</p> <p>Bill learned other ways to deal with Michael</p> <p>Bill gained a new friend</p>		<p>Choices</p> <p>Or</p> <p>Conflict</p> <p>Or</p> <p>Empathy/Caring</p>	

## Profundity Matrix Friendship

Titles of paired texts	List three important actions of one character	Why did the character act this way?	Was it right or wrong for the character to act this way?	What did the character get from acting this way?	How am I like the characters in this story?	What is the lesson learned from this story?	How has this lesson learned changed the way I think?

## **CROSS TEXT QUESTIONS FOR “IT’S MINE” AND “FARMER DUCK”**

**Q. Did the Frogs and the Animals do the same kinds of things? How were their actions similar or different?**

A. Yes, the characters in both stories needed each other. However the Frogs in It’s Mine did not work together until the end of the story. The Animals in Farmer Duck worked together throughout the story.

**Q. How are their reasons for acting the way they did similar or different?**

A. The Animals worked together to help the Duck, while the Frogs worked together to save themselves.

**Q. Did you agree more with how the Frogs acted or how the Animals acted? Why?**

A. We agree more with the things that the Animals did because their actions were done to help others.

**Q. Did the Frogs and Animals get the same thing for their actions? Why or why not?**

A. Yes, they both got what they wanted.

**Q. If both of the characters learned the same lesson, what was the lesson?**

A. They learned that working together makes life better.

**Q. If each of the characters learned a different lesson, what were the lessons learned?**

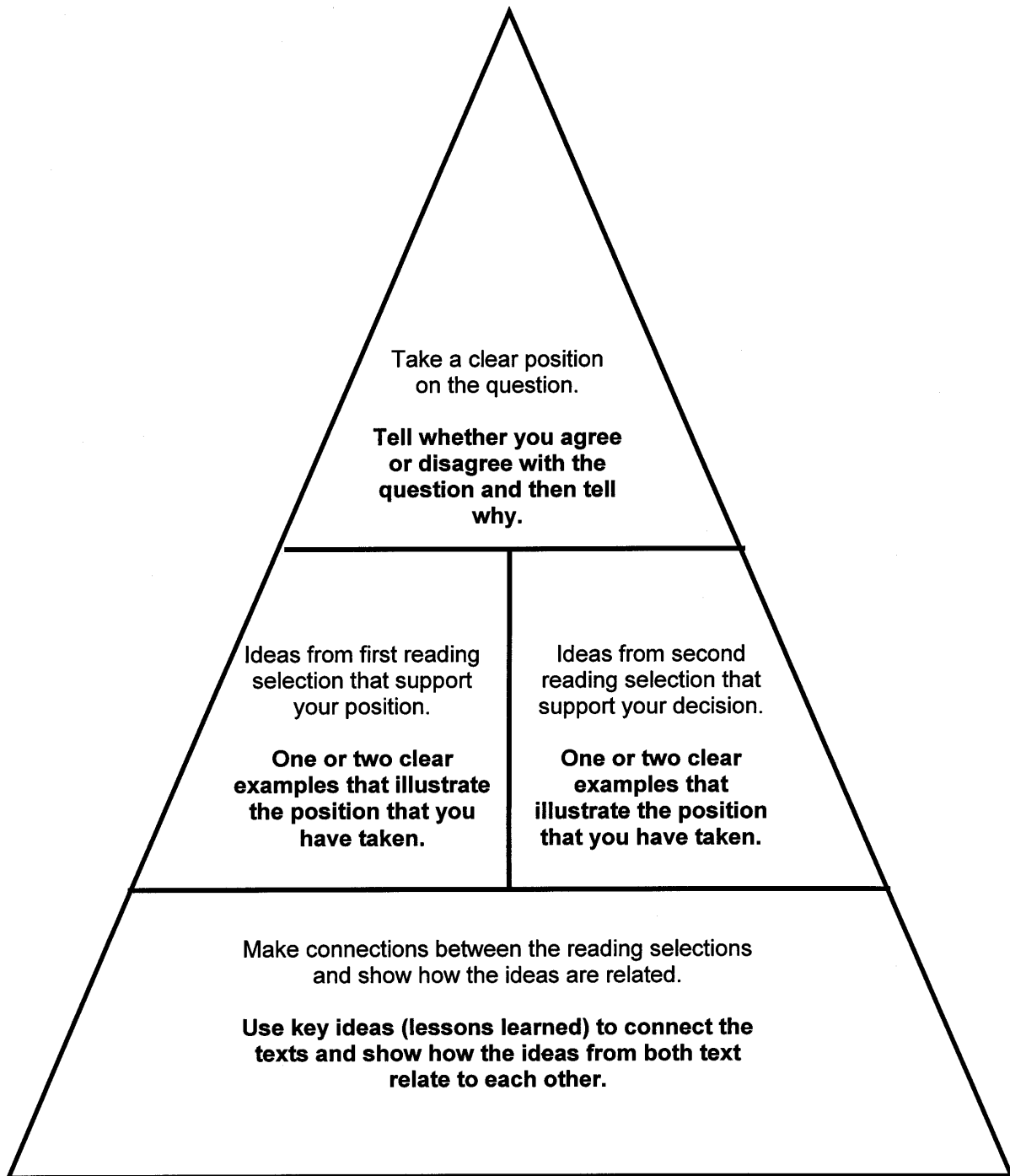
A. Both characters learned the same lesson.

**Q. Do you agree or disagree that the theme of these two stories is “Cooperation?”**

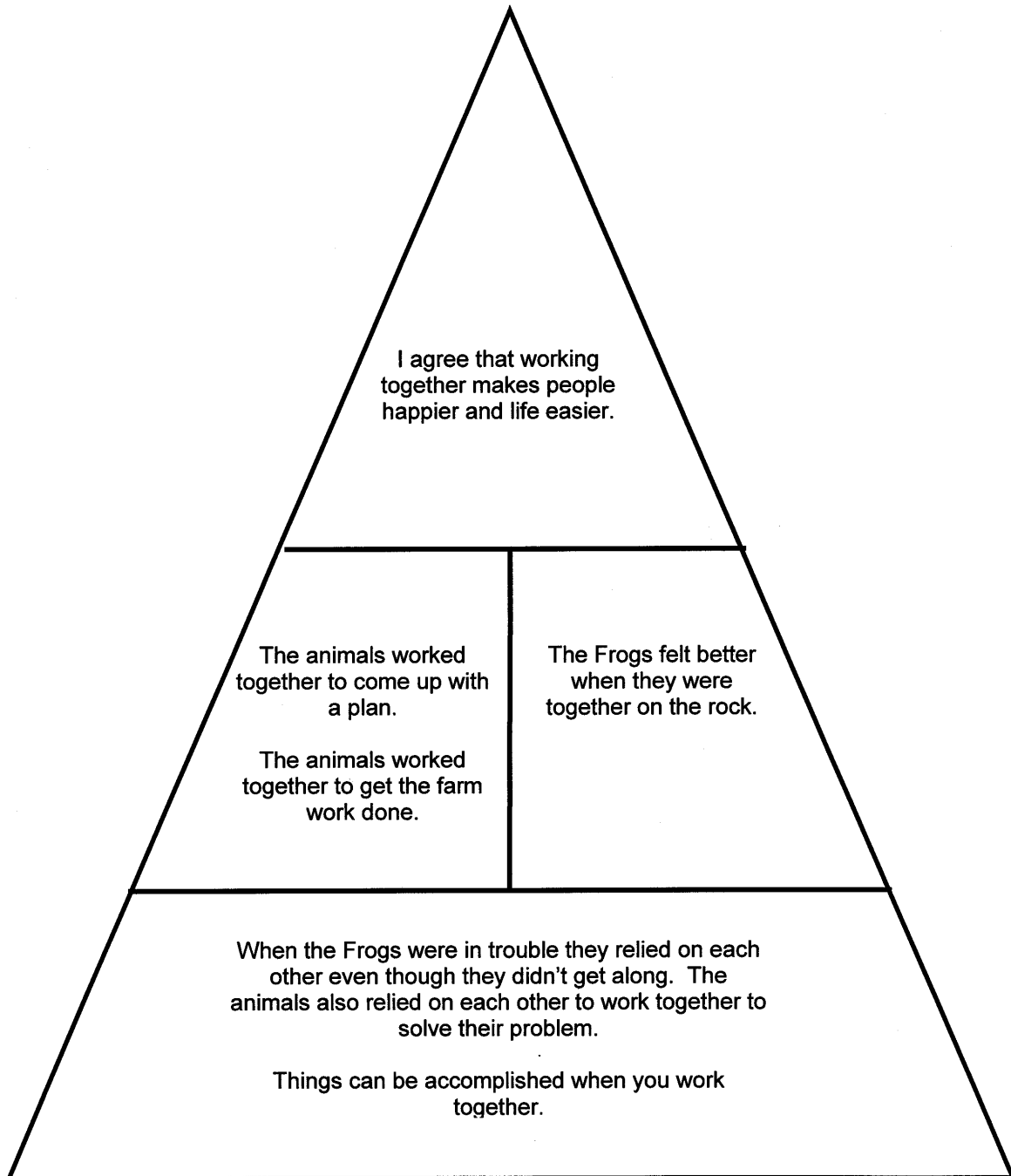
A. We agree.

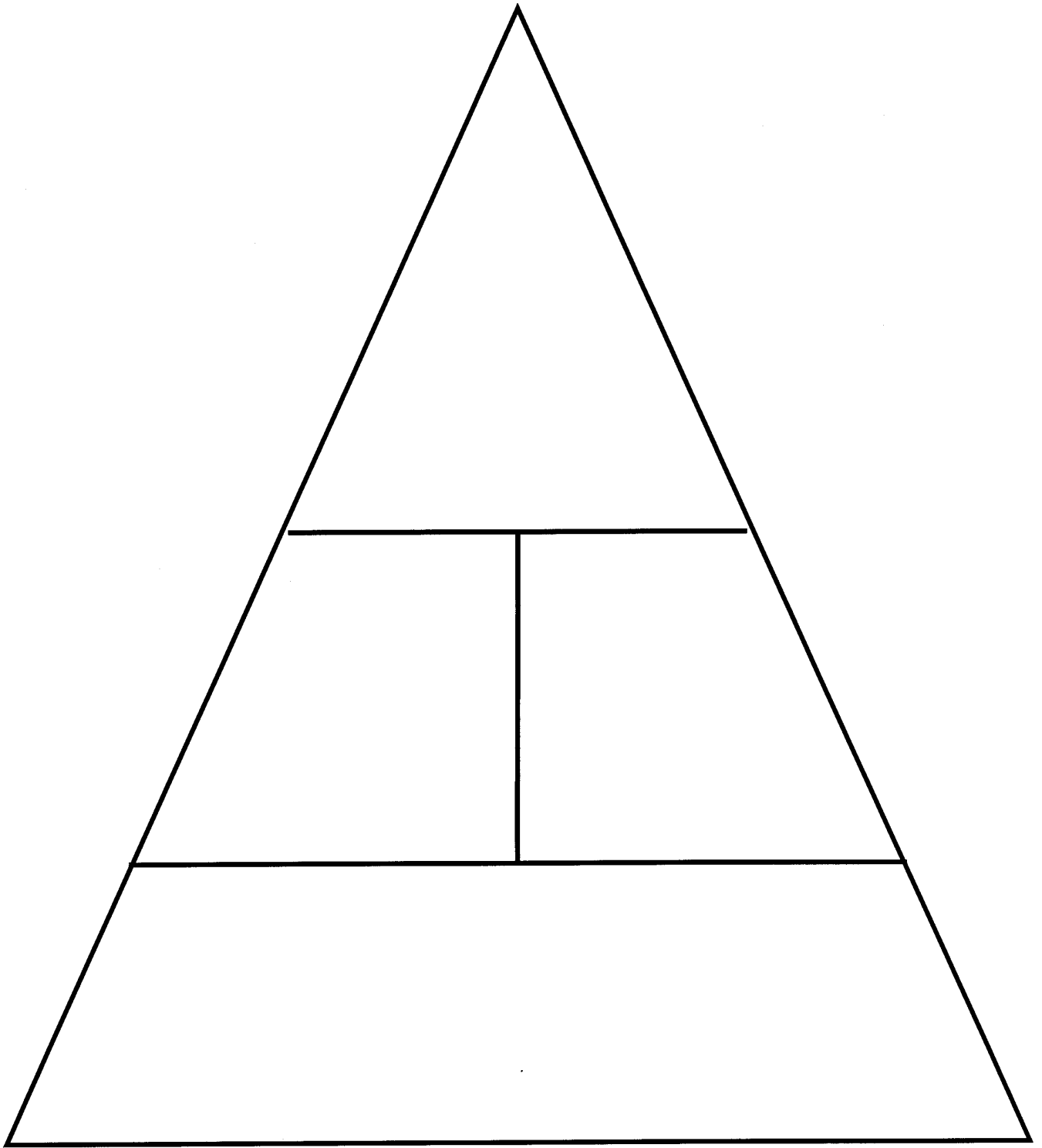
# **Simple Graphic Organizer and Examples to Help Students Organize Writing Ideas for Writing in Response to Reading**

Teacher Version  
**Writing in Response to Reading (part 2)**  
**Cooperation – First Grade**



## Writing in Response to Reading (part 2) Cooperation – First Grade





**Related  
Language Arts Activities  
To do  
Before, During and After  
Prototype**

# Stone Soup

## Utensils:

Large pot  
Wooden spoon  
Hot plate/stove  
Bowls  
Spoons  
Knife  
Cutting board

## Ingredients:

Potatoes  
Carrots  
Onions  
Garlic  
Tomatoes  
Ground beef  
Beef bouillon  
Celery

## Directions:

Prior to making Stone Soup, send home a parent letter saying the class will be cooperating to make Stone soup. List the items needed for the soup, and assign students to bring in each item.

## Read: *Stone Soup*, by Marcia Brown

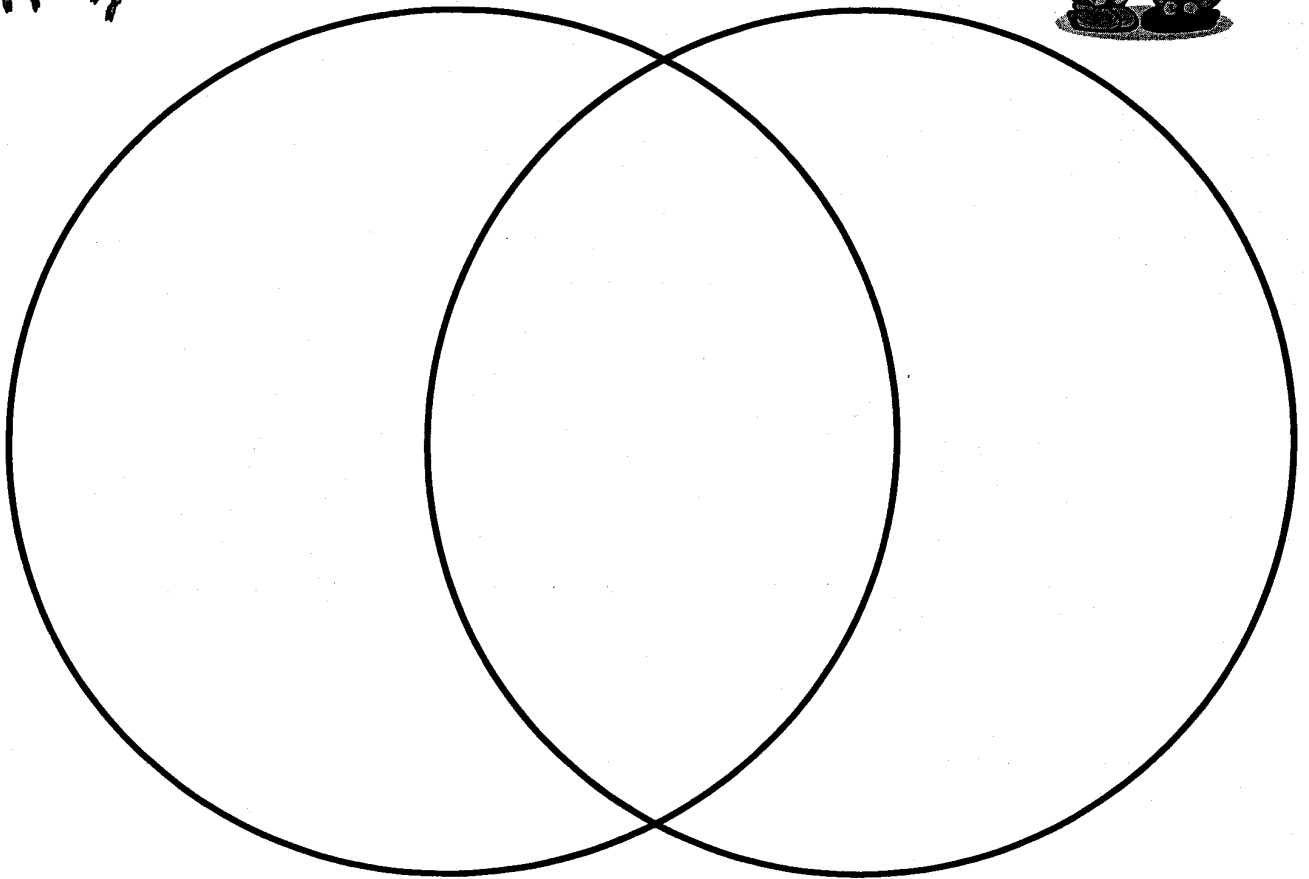
- Place bouillon in the pot and place on the stove / hot plate. Bring to a boil.
- When bouillon is heating, have each student slice his or her vegetable / item (with adult supervision).
- With adult supervision, have students add their item to the bouillon. Cook and enjoy!

# Piggy Monday Venn Diagram



School Children

Self



## Cooperation, Making the Words

- Take two letters and make *or*.
- Now make the two-letter word *go*.
- Make the word *do*.
- Change the first letter and make the word *on*.
- Now this is a real trick. Don't add any letters and don't take any letters away. Just change where some of the letters are and you can change *on* to *no*.
- Add a letter to the end of the word *no* and make the three letter word *nod*.
- Change the first letter of the word *nod* and make the word *rod*.
- Now make the three letter word *our*.
- Make the word *dug*.
- We will make one more three-letter word and it is the word *dog*.
- Add a letter to the middle of the word *dog* and make the word *Doug*. Don't forget what you need to do when it is a name.
- Make one more four-letter word *undo*.
- Now hold up five-fingers and make the five-letter word *round*.
- Has anyone figured out what word we can make with all six letters? Take all six of your letters and make *ground*.

### Sort

- Have the students sort the words using a variety of patterns.
- Take the word *run* and have them find the other words that begin with *r*.
- Take the word *dog* and have them find the other words that end in *g*.
- Have them find the compound word.

### Writing

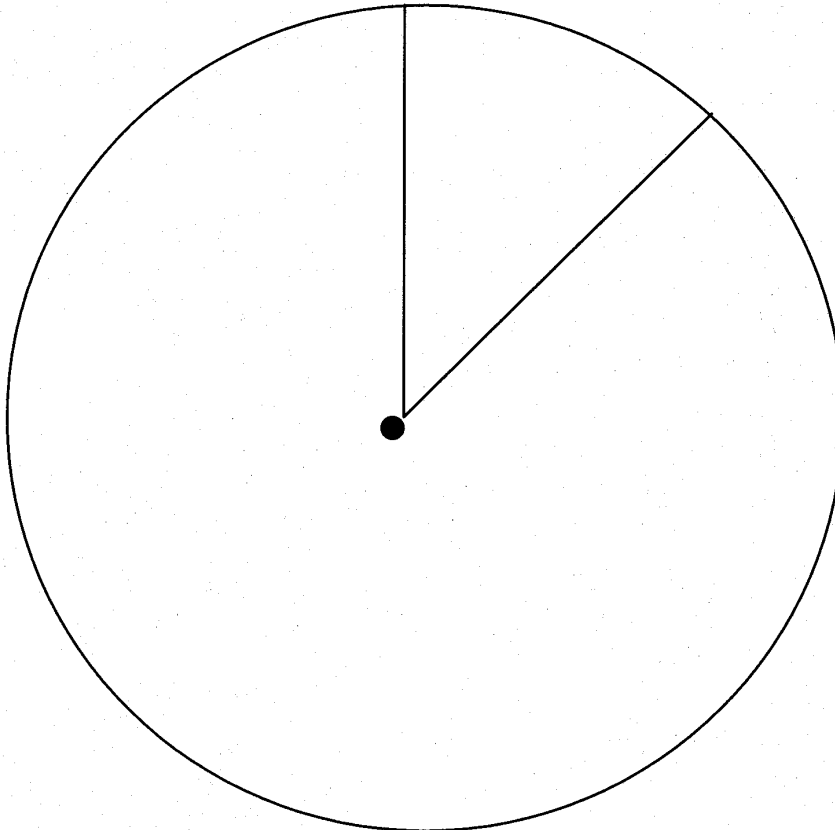
- Think of a time you were at the park and cooperated with others.

# Retelling Wheel

**Materials:** Circle pattern, construction paper, crayons or markers and a brad

**Instructions:** After reading the book "The Doorbell Rang" discuss the sequence of the events in the book. Discuss all of the characters. Give thoughts about how the children felt in the story. Ask, "How many times did the doorbell ring?"

1. Make two Circles with the circle pattern. Cut them out.
2. Cut a slice out of one of the wheels.
3. Attach circles at the center with a brad.
4. Have the children write about the story or draw a picture in the window.
5. Each time the wheel is turned and reveals another drawing or written item.

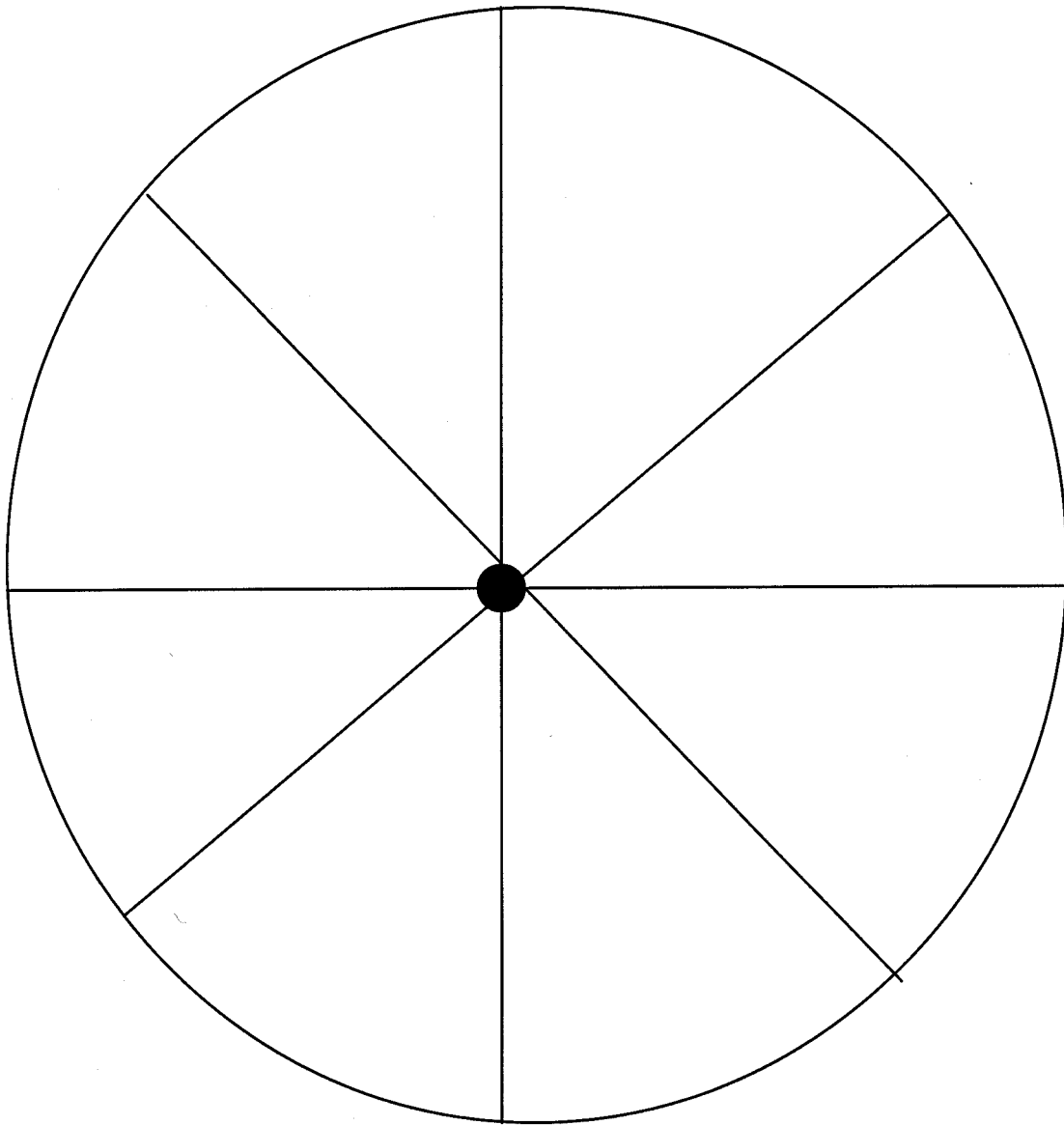


# Circle Pattern for retelling wheel

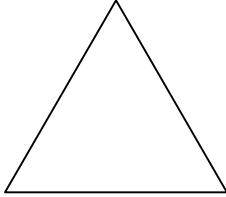
Copy pattern onto white paper

Cut out circle w/ lines

Use circle to pattern another circle onto colored paper for top.



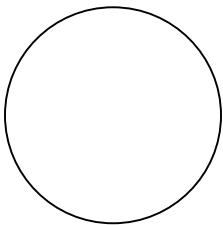
## Shape Go! Map



The *beginning* of the story is represented by a triangle, because there are three things that we usually find out in the beginning of the story: the setting, the characters, and the problem or goal.



The *middle* of the story is represented by a rectangle. This is where we usually find out the events that take place in order for the character(s) to solve the problem. (We teach children to generalize or summarize to approximately four events, thus representing the four sides.)

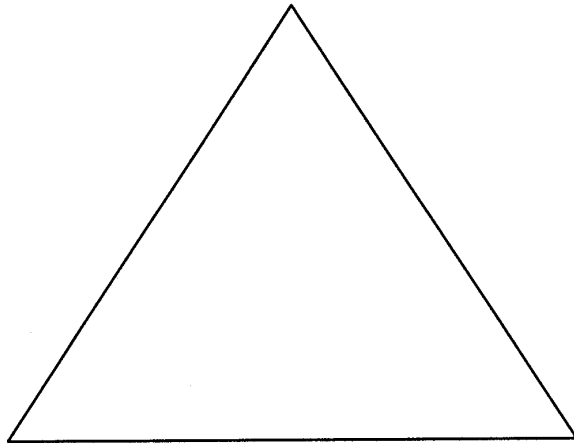


The *end* is represented by a circle, which illustrates the idea that “what goes around comes around.” This means that we usually find out the resolution of the problem in the end of the story.

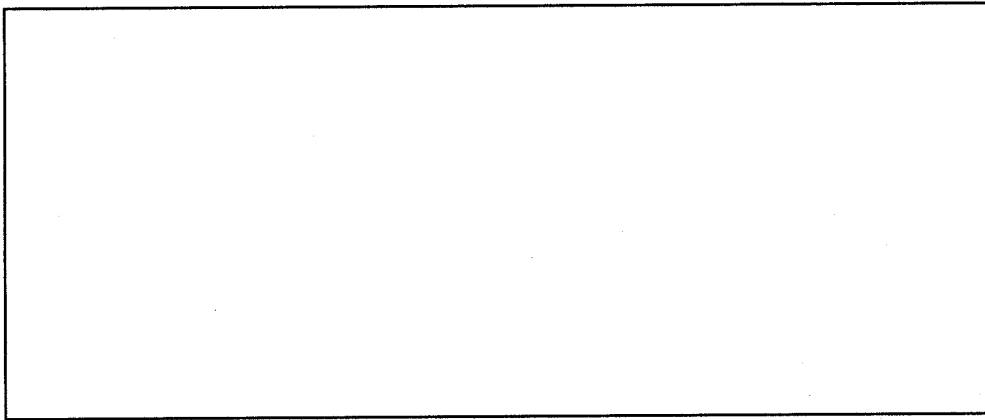
# Go Map

Name \_\_\_\_\_

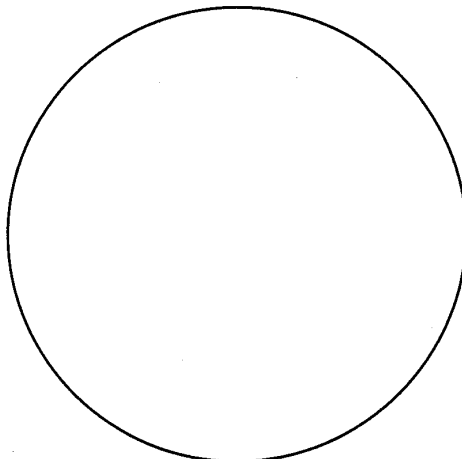
Story \_\_\_\_\_



**Beginning**



**Middle**



**End**