**Subject area/course**: ELA/Reading/Writing

**Grade level/band**: 1st

**Task source**: New Hampshire Task Bank; Authors: Jill Lizier, Gail Gwynne, Amy MacDougall, Joyce Corbin

**Welcome to Winter**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will read and listen to multiple realistic fiction books centered on the topic of winter. They will choose and recommend the book they think best represents winter in their community. They will then present their opinion/explanation. At the end of the task, students will vote on the book that best represents winter in their community.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

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

**RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.

**RL.1.9:** Compare and contrast the adventures and experiences of characters in stories.

**W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.1.7:** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**1.SL.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1. **Critical abilities**

**Research:** Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

**Analysis of Information:** Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Communication in Many Forms:** Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

1. **Other standards**

*New Hampshire Competencies:*

**Reading Literature Competency**: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

**Writing Arguments Competency**: Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

**Speaking**: Students will demonstrate the ability to speak purposefully and effectively - strategically making decisions about content, language use, and discourse style.

1. **Time/schedule requirements:**

This task is designed to be completed over the course of two days. However, it is intended to be part of a longer, month-long unit. See “Connections to Curriculum” below.

1. **Materials/resources:**
* Graphic Organizer to use once student chooses a book
* Kid friendly rubric to guide in planning how to present their opinion.
* Multiple leveled books
* Map of Florida and visuals of what Florida looks like during the seasons (or other state/region that differs from your local context)
* Average temperature comparison
1. **Prior knowledge:**

This task will take place in the winter. The students will cover fact, opinion, understanding realistic fiction, and story elements (see connection to curriculum). Students should also be familiar with book talks and presentation of information (poster). In addition, prior to the two-day task, see teacher directions below about suggested titles for realistic winter fiction reading.

1. **Connection to curriculum:**

Over the course of the unit, the focus will be realistic fiction. This will take place during reading and writing time. It will be a month-long study. The month-long study will include lessons on:

* Story elements
* Comparing and contrasting
* Fact and opinion
* Winter in your region vs. winter in a different region

 *Possible formative assessments as part of larger unit:*

* Along the way we will have discussions about realistic fiction and important elements of these stories.
* Students will use written responses to discuss fact and opinion.
* Students will draw a picture of what Florida looks like in the winter.
* Lucy Calkins realistic fiction writing will be assessed through the Lucy Calkins Narrative Writing Rubric, or other CCSS narrative rubric for first grade.
1. **Teacher instructions:**
2. The task itself will take 2 days. Prior to the two days, use these suggested titles for winter realistic fiction reading (or titles that best match winter in your region):
	* + The Snowy Day by Ezra Jack Keats
		+ Caps, Hats, Socks, and Mittens by Louise Bordon
		+ Owl Moon by Jane Yolen
		+ Stopping by Woods on a Snowy Evening by Robert Frost
		+ White Snow, Bright Snow by Alvin Tresselt
		+ Dear Rebecca, Winter is Here by Jean Craighead George
		+ Frozen Noses by Jan Carr
		+ Stella, Queen of the Snow by Marie-Louise Gay
3. Students choose the book they think is best for representing winter in their community. Lay the books out on a table. Have them choose the best book. Have many options available so that they are able to choose the best one.
4. Students will fill out the graphic organizer using the text they choose.
5. Students will create a way to share their opinion on why their text best represents winter in their community.
6. Presentations may be made in the form of a letter, poster, book report, or any other media of their choosing. Students will use the kid friendly rubric to guide their creation.
7. **Student support:**
* Students can listen to books through technology
* Teacher and peer read-aloud
* Scribing for the student
1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the Welcome to Winter rubric. Note that there is a version to provide students as well as a teacher version.