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Tacky the Penguin: "What's the Problem?" [1st grade]

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EDUCATION DEPARTMENT OF TRINITY UNIVERSITY

Understanding by Design Curriculum Units

Tacky the Penguin: “What’s the problem?”

Audrey Tan

2008

UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Tacky the Penguin: “What’s the problem?”

Grade Level: 1

Subject/Topic Area: Language Arts

Designed By: Audrey Tan

Time Frame: 15 days

School District: North East Independent School District

School: Hardy Oak Elementary

Brief Summary of Unit (Including curricular context and unit goals)

This unit is designed as a mid-year unit for 1st grade language arts. Students will have had some exposure to story elements and will have written a few stories independently.

The unit is designed around the Tacky the Penguin books written by Helen Lester. In this unit, students will explore problems and solutions in both real life and literature. They will learn how to recognize problems and solutions in stories. Students will understand how conflict and resolution engage and entertain readers. The students will listen, compare, and analyze the problems and solutions in three different books. They will realize the power of choice that an author possesses when developing a story.

Throughout the unit students will develop their idea of problems and solutions. Their understanding will deepen through exposure and discussion of problems and solutions. Students will also connect problems and solutions in texts to problems and solutions in their own personal lives.

To conclude the unit, students will be asked to write a problem and solution story. Students will create problems and solutions. They will then choose one each as their central conflict and resolution. They will also be asked to explain their choices. Students will be assessed using a rubric on three categories: problem and solution, story development, and entertainment value. The goal is with their new knowledge of problems and solutions, students will be able to create an engaging story around a central imaginative problem and solution.

Unit: Tacky the Penguin: “What’s the problem?”

Grade: 1st

Stage 1: Desired Results

Understandings

Students will understand that...

- People confront problems and must find solutions daily.
- Most stories have problems and solutions.
- There are multiple solutions to a problem.
- Problems and solutions make stories more interesting.
- Writing an entertaining story should include a problem and solution.

Essential Questions

- What is a problem?
- What is a solution?
- How do we find a problem in a story?
- Why did the author choose this solution?
- How can I create an engaging story by using problems and solutions?

Knowledge and Skills

Students will know... Students will be able to...

1.D *Listen critically to interpret and evaluate*

12.G *Identify similarities and differences across texts such as in topics, characters, and problems*

14.I *Recognize the story problem(s) or plot*

18.F *Write in different forms or different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain*

Stage 2: Assessment Evidence

Performance Task:

Students will brainstorm problems and multiple solutions. They will choose one problem and one solution and must explain why they chose that particular solution. Students will then create their own engaging story that focuses on their problem and solution. They will be assessed using a writing rubric.

Other evidence:

- Choose Your Own Adventure Story
- Venn Diagram
- Problem and solution matching game
- Role playing multiple solutions
- Reader’s response

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: Introduction

- Discussion: Have you ever had a problem? What was your problem? How did you solve your problem? What was your solution?
- **What is a problem? What is a solution?** Define problem and solution. Fill out definition worksheet.
 - Webster’s:
 - any questions involving doubt, uncertainty or difficulty

- a question proposed for solution or discussion
 - Children's:
 - something that is difficult to do or hard to understand
- Everybody faces problems and must find solutions every day.
 - When you wake up and decide what to wear that is a problem.
 - Deciding what to eat.
 - Making choices as school.
- Write about a personal problem and solution.
 - Model
 - Students will write in journal.

Day 2: Stories

- Stories usually have problems and solutions like real life.
- Read Tacky the Penguin.
- Discussion: What was the problem in the story? **How did you find the problem?** What was the solution in the story?
- Fill in *Somebody, Wanted, But, So...Chart*
- Discuss examples of other problems in literature.
 - Three Little Pigs
 - Hansel and Gretel
- Present students with story and have them write about the problem and solution in journal.

Day 3: Multiple solutions

- Making choices at school
 - When someone makes you mad at school that is a problem.
 - What could you do?
 - What are some other solutions?
- There is usually more than one solution to a problem.
- Read Tacky in Trouble.
 - Stop at page 21. What is Tacky's problem? What could he do? What are some solutions?
 - Brainstorm and have students write down their ideas for a solution.
 - Share and role-play the solutions.

- Continue to read
- Fill out chart
- Write an alternate solution to their previous journal entry problem.

Day 4: Problems make stories interesting

- Review Tacky the Penguin and Tacky in Trouble.
- Did you like the stories? Why? Problems make stories more interesting and fun to read and listen to. They remind us of real life because everyone has problems. They help us feel scared or nervous when a character has a problem and happy and excited when they find a solution.
- Discuss problems and solutions.
 - How did you feel when Tacky had to confront the hunters? What about when he scared them away?
 - How did you feel when Tacky thought he couldn't get back home? What about when he was reunited with his friends?
- Complete Venn Diagram comparing the two stories
- Students will respond to the question, "Which story is more interesting and entertaining? Why?" in journals.

Day 5: Choice of problems and solutions

- Read Tacky and the Emperor
 - Stop at page 25.
 - What's the problem in the story?
 - Predict some solutions that the author might use
 - Finish story
 - What was the solution?
 - Fill out chart
- **Why did the author choose this solution?** What makes her choice a good choice?
- Choose Your Own Adventure Book
 - Group write a story
 - Brainstorm possible problems
 - Remind students that the problem needs to fit the story
 - Is the problem interesting? Engaging? Would you want to read this story?
 - Campaign and vote

- Each student will write their own solution to the problem to create a class book.
 - Remind students that their solutions must solve the problem
 - Is this the best solution? Why?
 - Does it solve the problem? Would you read this story and like it? Love it?

Day 6: Introduction to Writing Project

- Warm-up: Problem and solution matching game
- Introduce and describe problem and solution story
 - Discuss rubric and answer questions
- **How can you create an engaging story by using problems and solutions?**
- Problem and solution worksheet
 - Review *Someone, Wanted, But, So...* Chart
 - Brainstorm possible problems
 - Complete worksheet
 - Conference about problem

Day 7: Solutions

- Review problems
- Students will choose their central problem for story
- Brainstorm solutions for problems
- Complete worksheet
- Conference about solutions

Day 8: Writing

- Students will review solutions and choose one for their story's problem
- Complete worksheet to explain their choice
- Students will brainstorm and complete a story board
 - Characters
 - Setting
 - Problem
 - Solution
 - Beginning, middle, end

- Begin writing story

Day 9: Writing

- Students will continue to write story
- Conference with students

Day 10: Writing

- Students will continue to write story
- Conference with students

Day 11: Writing

- Students will continue to write story
- Conference with students
- Begin editing
- Students will begin final draft

Day 12: Writing

- Students will continue to write story
- Conference with students
- Editing
- Students will work on final draft

Day 13: Finishing Touches

- Students will work on final draft
- Editing
- Illustrating

Day 14: Finishing Touches

- Students will work on final draft
- Editing
- Illustration

Day 15: Sharing

- Read and share
- Author's chair

Name: _____

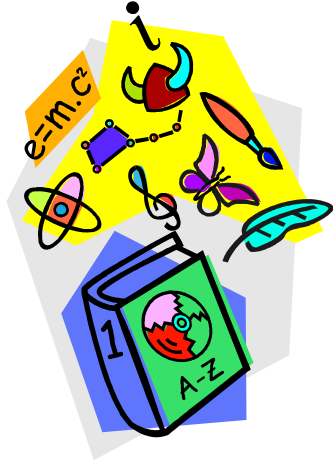
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Problem and Solution Definitions

As a class we have defined the words PROBLEM
and SOLUTION.

Problem: _____

Solution: _____



Name: _____

Date: _____

My Story's Problems

Directions: Brainstorm and come up with three problems that you think would make a story super interesting. Fill out the worksheet to show your problems.



Problem 1:

Somebody: _____

Wanted: _____

But: _____

Problem 2:

Somebody: _____

Wanted: _____

But: _____

Problem 3:

Somebody: _____

Wanted: _____

But: _____

Name: _____

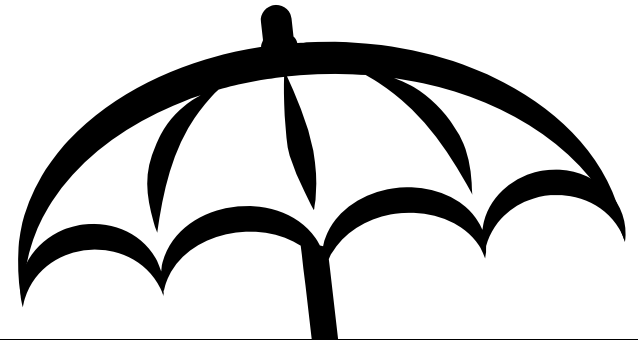
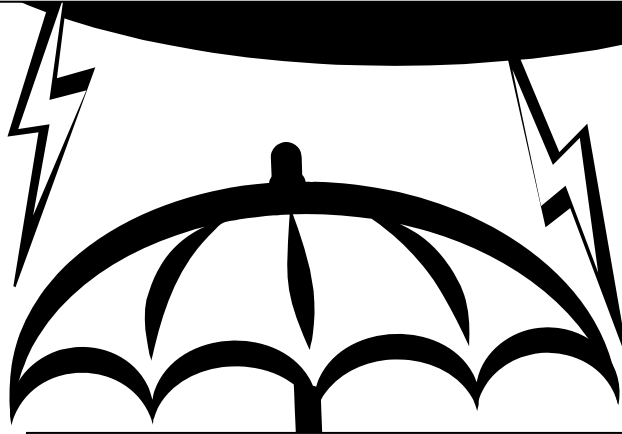
Date: _____

The problem in my story is:

Somebody: _____

Wanted: _____

But: _____



Solution 1:

So: _____

Solution 2:

So: _____

Solution 3:

So: _____

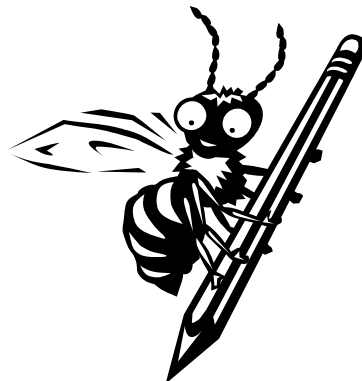
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My Story's Solution

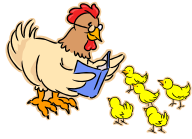
Directions: Chose the solution that you think will best solve your stories problem. Explain to me why you think that this is the best solution for you story.

I chose solution _____. I think that it is the best solution because

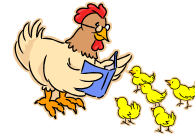


Name: _____

Date: _____



Story Board



<p style="text-align: center;"><u>Characters</u></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p style="text-align: center;"><u>Setting</u></p> <p>My story takes place: Where: _____</p> <p>_____</p> <p>When: _____</p> <p>_____</p>
<p style="text-align: center;"><u>Problem and Solution</u></p> <p>Problem: _____</p> <p>_____</p> <p>_____</p> <p>Solution: _____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><u>Beginning</u></p> <p>In the beginning _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;"><u>Middle</u></p> <p>In the middle _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><u>End</u></p> <p>In the end _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Name: _____

Title: _____

Problem and Solution Story Rubric

	Problem and Solution	Story Development	Entertainment Value
3	<ul style="list-style-type: none">▪ Your problem and solution are really fun and interesting.▪ Your solution solves your problem.▪ You can explain why I chose this solution.	<ul style="list-style-type: none">▪ Your story has a clear beginning, middle, and end.▪ I feel like I know your characters from your descriptive words.	<ul style="list-style-type: none">▪ Your problem and solution make your story very interesting.▪ I love to read it.
2	<ul style="list-style-type: none">▪ Your problem and solution are sort of fun and interesting.▪ Your solution begins to solve your problem.▪ You can begin to explain why you chose this solution.	<ul style="list-style-type: none">▪ Your story has 2 of the 3 (beginning, middle, and end).▪ I am beginning to know your characters from your descriptive words.	<ul style="list-style-type: none">▪ Your problem and solution make your story sort of interesting.▪ I like to read it.
1	<ul style="list-style-type: none">▪ Your problem and solution is not very fun and interesting.▪ Your problem still needs to be solved.▪ You know why you chose this solution but you cannot explain it.	<ul style="list-style-type: none">▪ Your story has a beginning, a middle, or an end.▪ I do not know your characters from your descriptive words.	<ul style="list-style-type: none">▪ Your problem and solution do not really make your story very interesting.▪ I had a hard time reading it.

Comments: _____
