

Understanding by Design: Mountain Home School District 193

Designer Name: 1st Grade Teachers edited by Kaye G. and Lisa R.

Date: April 25, 2014

Subject Area: English Language Arts

Grade Level: 1st Grade

Unit Title/Focus: I am Brave

Estimated Amount of Instructional Time: 25 days

Stage 1 – (Desired Results)

Common Core State Standards (CCSS)

Domain: Reading Literature

- Key ideas and details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Domain: Reading Informational Text

- Key ideas and details
- Craft and Structure

Domain: Reading Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition

Domain: Writing

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

Domain: Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Domain: Language

Conventions of Standard English
Vocabulary Acquisition and Use

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)

CCSS Reading Standards for Literature

- RL.1.2 Retell
- RL.1.3 Describe text elements with details
- RL.1.4 Identify sensory words and phrases that show feelings
- RL.1.6 Identify who is telling the story at various points in the text
- 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
- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

CCSS Reading Standards for Informational Text

- RI.1.1 Ask and answer questions about key details
- RI.1.2 Main idea and details
- RI.1.3 Make connections
- RI.1.5 Know and use various text features

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)

- What does it mean to be brave?
- What are you scared of?
- Why are spiders scary to most people?
- What makes something scary?
- Why is it important to face some fears?

CCSS Reading Foundational Skills

- RF.1.1 Demonstrate basic features of print
- RF.1.1a Recognize features of a sentence
- RF.1.2 Demonstrate spoken words, syllables, and sounds
- RF.1.2c Pronounce initial, medial vowel, and final sounds including consonant blends
- RF.1.2d Segment spoken single-syllable words
- RF.1.3 Know/apply grade-level phonics & word analysis skills in decoding words
- RF.1.3a Know the spelling-sound correspondences for common consonant digraphs
- RF.1.3b Decode regularly spelled one-syllable words
- RF.1.3.e Decode 2-syllable words following basic patterns by breaking the words into syllables
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words

CCSS Writing

- W.1.1 Write an opinion piece
- W.1.2 Write an informative/explanatory text
- W.1.3 Write a narrative of a single event
- W.1.5 With guidance, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing
- W.1.7 Participate in shared research and writing projects
- W.1.8 With guidance, recall/gather information from personal experiences and research sources to answer a question

CCSS Speaking and Listening

- SL.1.2 Ask and answer questions in a text read aloud or information presented orally or through other media
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL.1.6 Produce complete sentences when appropriate to task and situation

CCSS Language

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.1.1a Print all upper- and lowercase letters
- L.1.1j Produce and expand complete simple and compound sentences
- L.1.2 Command of conventions
- L.1.2d Demonstrate use of conventional spellings for words with common spelling patterns and irregular words
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies
- L.1.4a use sentence-level context as a clue to the meaning of a word or phrase
- L.1.4c identify frequently occurring root words and their inflectional forms
- L.1.5 With guidance, demonstrate understanding of word relationships and nuances in word meanings
- L.1.5a Sort words

Students will...

- Blend, spell, and read words with specific sound/spelling patterns

- Write words using blending and segmenting skills
- Correctly spell untaught phonetically correct words
- Learn and correctly use selection vocabulary in speech and writing
- Identify elements and purposes of reading different genres
- Independently read, listen to and discuss different reading genres
- Use comprehension strategies when listening to and independently reading passages
- Discuss and retell events from a reading selection
- Fluently read grade level passages
- Ask and answer questions
- Alphabetize
- Demonstrate knowledge of synonyms and antonyms
- Plan, write, publish, and orally present persuasive posters
- Use the writing process to write, publish, and orally present a summary with the correct sequence
- Use the writing process to write, publish, and orally present a summary with the correct sequence
- Use the writing process to write, publish, and orally present a fable
- Capitalize proper nouns and beginning of sentences
- Stay on the topic when speaking
- Write imperative and exclamatory sentences in writing
- Identify and use contractions
- Correctly spell words from the weekly list using a variety of spelling strategies
- Gain information from a variety of sources
- Write different types and lengths of sentences (declarative, interrogative, explanatory, exclamatory)
- Form all upper and lowercase letters while controlling the size and spacing of letters
- Use the writing process to publish and present final writing projects
- Demonstrate understanding of adjectives that compare by correctly using them in oral & written language
- Identify base words, prefixes, and suffixes
- Generate inquiry questions about a topic
- Find and use research materials at a library or online
- Investigate & research a theme, making and revising conjectures as knowledge is attained

Big Idea

Imagine It! Big Idea: Why is it important to face some fears?

What Students will know: (what knowledge will they acquire)

What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)

Essential Skills, Strategies, and Concepts

- Comprehension strategies and skills
- Adjectives that compare
- Antonyms
- Synonyms
- Kinds of Sentences
- Capitalization
- Contractions

- Write a fable
- Make a persuasive poster
- Make an oral presentation
- Use research materials
- Read and comprehend grade level fiction and non fiction
- Write different types of sentences of differing lengths
- Spell words correctly
- Fluently read and comprehend decodable texts, anthologies, leveled readers, & transfer reading skills to other reading materials
- Listen attentively and participate in class discussions
- Read and respond using comprehension strategies to age appropriate reading passages
- Correctly spell unit words & untaught words containing regular sound/spellings
- Correctly use contractions
- Name synonyms and antonyms
- Add prefixes and suffixes to a base word
- Develop characters and dialog in a story

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)

- Create a persuasive poster using the writing process – lesson assessment writing rubric
- Write a fable – lesson assessment writing rubric
- Make an oral presentation – teacher observation
- Use research materials – teacher observation and librarian feedback
- Read and comprehend grade level fiction and non fiction – oral fluency assessments, teacher observation, lesson assessments
- Write different types of sentences
- Spell words correctly
- Fluently read and comprehend decodable texts, anthologies, leveled readers, & transfer reading skills to other reading materials
- Listen attentively and participate in class discussions – teacher observation
- Read and respond using comprehension strategies to age appropriate reading passages
- Correctly spell unit words & untaught words containing regular sound/spellings – writer's notebook check and weekly spelling assessment
- Correctly use prefixes and suffixes – lesson assessment
- Use concept vocabulary – lesson assessment, teacher observation, writing samples
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Other Evidence: (quizzes, tasks, academic prompts, homework, observations)

Students will be able to demonstrate proficiency with 80% accuracy on end of week assessments which include the following:

- Comprehension
- Vocabulary
- Sentence writing
- Phonics skills
- Declarative sentences
- Interrogative sentences
- Exclamatory sentences
- Capitalization
- Comparative adjectives
- Antonyms
- Synonyms
- Fluency (95% accuracy reading 60 words per minute)

Other Assessment Tools to be used as needed:

- STAR Test
- Core Phonics Survey
- Aimsweb Progress Monitoring Tools

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:

Lesson Activities:

DRAFT

| <u>Dates</u> | <u>Unit 10-I Am Brave</u> | <u>Support Resources</u> | <u>Leveled Readers</u> | <u>Academic Vocabulary</u> | <u>Suggested Writing Activities</u> | <u>Grammar Usage & Mechanics</u> |
|-----------------------------------|--|---|---|--|---|---|
| Unit 10, lessons 1-5 Week 35 | Read Aloud: "The Bravest of the Brave" "My Brother is Afraid of Everything" Lesson 1-5 (T2 – T109) | Decodables 112 Reteach 2 pp. 187-200 Skills Practice 2 pp. 1-22 EL Support, Unit 10 L. 1-5 Challenge 2 pp. 71-75 Lesson/Unit Assess.2, pp. 91-96 | Leveled Readers: Strategic: "Lynn Goes to Camp" BM: "Time to Fly!" EL: "Fly, Andy" Adv.: "Terrell's Undersea Adventure" | Dim Surely boldly trembling clenched beards underneath think buried | -Tell a story about a time they had to be brave. -Create a poster explaining something that scared them, add pictures of things or items that can help them face their fears -Name one thing you are most afraid of and explain why you feel that way? -Write sentences or a story using vocabulary words -Write sentences or a story using weekly spelling words | Review Adjectives that Compare (T58-T59) Review Synonyms and Anonyms (T75) (T109) For Student Practice-Skills Practice Workbook 2 (pp.189-190) |
| Unit 10, lessons 6-10 Week 36 | "There's a Big, Beautiful World Out There!" "Night Comes" Lesson 6-10 (T110– T205) | Decodables 113 Reteach 2 pp. 151-158 Skills Practice 2 pp. 201-212 EL Support, Unit 10 L. 6-10 Challenge 2 pp. 76-79 Lesson/Unit Assess.2 pp.97-102 | Leveled Readers: Strategic: "Helen Keller Learns to Speak" BM: "Rosa Parks Sits Down" EL: "Rosa Parks" Adv.: "Martin Luther King Jr: A Great Leader" | spooky thrill solo sneaking peeking sly news shadows | -Write a summary to summarize the anthology selection "There's a Big Beautiful World Out There." -Describe something that you would miss if you hid under your covers -Write sentences or a story using vocabulary words -Write sentences or a story using weekly spelling words | Review Kinds of Sentences (T158-T159, T177, T205) For Student practice-Skills Practice Workbook 2 (pp. 203-204) |
| Unit 10, lessons 11-15 Week 37 | "Clyde Monster" "The Mice and Council" Lesson 11-15 (T206 – T303) | Decodables 114 Reteach 2 pp. 159-168 Skills Practice 2 pp. 313-226 EL Support, Unit 10 L.11-15 Challenge 2 pp. 80-84 Lesson/Unit Assess.2 pp.103-108 | Leveled Readers: Strategic: "Helen Keller Learns to Speak" BM: "Rosa Parks Sits Down" EL: "Rosa Parks" Adv.: "Martin Luther King Jr: A Great Leader" | suggest excitement usually clumsy worry refuse trouble point out exclaim absolutely scared clever squealed | Topics to consider: -A time when you learned something new. -A time you had an accident. -A time you were afraid to try new things. -Write sentences or a story using vocabulary words -Write sentences or a story using weekly spelling words -write a fable | Review Capitalization (T 262-263, T283, T305) For Student practice-Skills Practice Workbook 2 (pp. 217-218) |

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| Unit 10, lessons 16-20 Week 38 | "Ira Sleeps Over Lesson 16-20 (T303 – T398) | Decodables 115 Reteach 2 pp. 169-176 Skills Practice 2 pp. 227-238 EL Support, Unit 10 Lessons 16-20 Challenge 2 pp. 85-89 Lesson/Unit Assess.2 pp. 109-114 | Leveled Readers: Strategic: "Will Wants a Beard" BM: "Going On An Airplane" EL: "A Plane Ride" Adv.: "Amber Can Spell" | problem match changed mind comfort teddy bear decide magnifying glass wrestling goggles office | -write and perform a play/puppet show about being brave -Write about what you liked the most about first grade (class field day, holiday, best day of school, etc.) | Review: Contractions (T360-T361, T389, T405) For Student practice-Skills Practice Workbook 2 (pp.231-232) |
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| Assessment Tasks that Provide Evidence for Claims including DOK | <input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one): |
| | <input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one): |
| | <input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one): |
| | <input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one): |
| Achievement Level Descriptors | ALD #1: ALD #2: ALD #3: ALD #4: (circle one): |
| Materials/Resources | <p>Required Curriculum Resources</p> <ul style="list-style-type: none"> • Student Anthology Book 2 • Decodable Books • Sound/Spelling Cards • Skills Practice Worksheets • High Frequency Flash Cards • Transparencies • <i>The Bravest of the Brave</i> Read Aloud • Home Connections • Writer's Notebooks • Language Arts Big Book • Lesson Assessments <p>Supplement Resources</p> <ul style="list-style-type: none"> • http://candauscrew.blogspot.com/ (Units 1-10 activities designed for Imagine It!) • www.gooru.com • www.gonoodle.com • Discovery Education (http://www.sde.idaho.gov/site/isee/) • G:Drive Imagine It! Resources Folder • Vocabulary Journal (hard copy at each school) • www.spellingcity.com • Imagine It! Leveled Readers • Theme Related Trade & Resource Books |