

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: Where Animals Live

Estimated Amount of Instructional Time: 15 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

Domain: Reading Literature

- Key ideas and details
- Integration of Knowledge and Ideas

Domain: Reading Informational Text

- Key ideas and details
- Craft and Structure
- Integration of Knowledge and Ideas

Domain: Reading Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognitions
- Fluency

Domain: Writing

- Text Types and Purposes
- Research to Build and Present Knowledge

Domain: Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Domain: Language

- Conventions of Standard English

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

Common Core State Standards (CCSS)

CCSS Reading Standards for Literature

RL.1.1 Ask and answer questions about key details

RL.1.3 Describe text elements using key details

RL.1.7 Describe text elements using visuals & text

RL.1.9 Compare and contrast

CCSS Reading Standards for Informational Text

RI.1.1 Ask and answer questions about key details

RI.1.2 Retell-main idea and key details

RI.1.3 Describe connections

RI.1.4 Ask and answer questions to clarify meaning

RI.1.6 Information provided by visuals vs. text

RI.1.7 Use visuals and text to describe key ideas

CCSS Reading Foundational Skills

RF.1.1 Features of print

RF.1.1a Features of a sentence

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

- How do people impact the homes of animals in good ways and in bad ways?
- What are the similarities and differences in the animals' homes?
- What similarities exist between a good animal home and a good home for a person?

RF.1.2a Long and short vowels
RF.1.2b Blending single-syllable words
RF.1.2c Isolate & pronounce initial & final sounds (phonemes)
RF.1.2d Segment phonemes (single-syllable words)
RF.1.3 Apply grade level phonics
RF.1.3b Decode regularly spelled one-syllable words
RF.1.3d Every syllable has a vowel to determine # of syllable
RF.1.3.e Decode 2-syllable words following basic patterns by breaking the words into syllables
RF.1.4b Read with fluency
RF.1.4c Monitor and self-correct while reading

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.1.7 Shared research and writing
W.1.8 Recall/gather information to answer questions

CCSS Speaking and Listening

SL.1.1a Agreed-upon rules for discussions
SL.1.1b Responding to comments
SL.1.1c Ask and answer questions to clarify
SL.1.2 Ask and answer questions about key details
SL.1.4 Describe places with relevant details
SL.1.5 Create visuals to clarify
SL.1.6 Produce complete sentences

CCSS Language

L.1.1b Use common and proper nouns
L.1.2a Capitalize names of people
L.1.2b End punctuation
L.1.2e Spell untaught words phonetically
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (because)

Students will...

- Identify and isolate consonants, consonant blends, and vowel sounds in the beginning, middle, and end of words
- Segment and count phonemes in a word
- Blend, spell, and read words with specific sound/spelling patterns
- Write letters to represent specific sounds
- Write words using blending and segmenting skills
- Build fluency by accurately reading decodable books with sounds, spellings, and high frequency words that have been explicitly taught
- Begin identifying and reading high frequency words
- Replace sounds in different positions within a word
- Be introduced to contractions
- Identify and match initial consonant sounds
- Identify, segment, and drop sounds in varying positions

<p>within words</p> <ul style="list-style-type: none"> • Identify and count vowel spellings to determine the number of syllables in words • Say words containing specific sounds in varying positions within words • Spell untaught words phonetically • Learn selection vocabulary • Identify elements and purposes of reading different genres • Listen to and discuss different reading genres • Use comprehension strategies when listening to a reading passage • Identify and use parts of a book • Discuss and retell events • Ask and answer questions • Write descriptions • Identify and use adjectives, nouns, action verbs, and helping verbs • Identify and print all upper and lowercase letters while controlling the size and spacing of letters • Use the writing process to publish final writing projects • Identify needs, and collect facts and ideas to answer a question • Use resources to revise conjectures, if necessary • Correctly add prefixes and suffixes to base words • Make a presentation while speaking clearly on a given writing project 	
---	--

Big Idea(s)

What makes a good home for an animal?

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> • Print & Text Features / Elements • Brainstorming • Decoding • Producing complete sentences • Segmenting Phonemes • Clarifying • Asking Questions • Word Choice • Visualizing • Cause and Effect • Key Details • Inquiry • Making/Describing Connections 	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> • Write a description using the writing process that includes adjectives • Use concept vocabulary in speech and writing • Fluently read and comprehend decodable texts • Listen attentively • Read and respond using comprehension strategies to age appropriate reading passages • Write letter/sound correspondences • Name nouns • Write a word poem using the writing process • Show understanding of action verbs and helping verbs
---	--

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

<p><i>Performance Tasks: (what authentic performance task (s) will students</i></p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework,</i></p>
---	--

demonstrate understanding; by what criteria will it be judged?)

- Description writing – lesson assessment writing rubric
- Use concept vocabulary – lesson assessment and teacher observation
- Fluently read and comprehend decodable texts – teacher observation
- Listen attentively – teacher observation
- Read and respond using comprehension strategies to age appropriate reading passages – lesson assessment and teacher observation
- Write letter/sound correspondences – teacher observation, scoring of skills practice worksheets
- Name nouns- teacher observation, scoring of skills practice worksheets
- Write a word poem using the writing process – lesson assessment writing rubric
- Show understanding of action verbs and helping verbs – lesson assessment, skills practice sheets, and teacher observation

observations)

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

- Syllables
- High frequency words
- Cause and effect
- Print recognition
- Beginning consonants
- Grammatical components of nouns, verbs, adjectives
- Classifying and categorizing
- Ending consonants
- Main idea and details
- Selection vocabulary
- Write about a given prompt (animals)

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:

Learning Activities:

<u>Dates</u>	<u>Unit 2</u>	<u>Support Resources</u>	<u>Academic Vocabulary</u>	<u>Suggested Writing Topics</u>	<u>Other Topics</u>	<u>Grammar Usage & Mechanics</u>
Unit 2, lessons 1-5 Week 6	Read Aloud: "Animal Habitats" "Red-Eye Tree Frog"* "Under the Ground" Lesson 1-5 (T2 – T147)	*Suggested skill and strategies to focus on: Predicting Decodables 19-25 Reteach pp. 37-48 Skills Practice pp. 55-68 EL Support, Unit 2 Lessons 1-5 Challenge pp. 19-24 Lesson/Unit Assessments pp. 25-28	poisonous rain forest iguana	Whole class shared research & writing about an animal's home (informative/explanatory) Shared writing experience comparing and contrasting animals homes (informative/explanatory) What is your favorite animal? Why? (opinion) Individual writing about an animal and its habitat using sentence frames if needed (informative/explanatory)		Adjectives – (T74-75) Practice- Use Skills Practice workbook Pp. 61-62

Unit 2, lessons 6-10 Week 7	“Day and Night in* the Desert” “Animals Black and White” Lesson 6-10 (T148 – T289)	*Predicting *Classify and Categorize *Compare and Contrast Decodables 26-31 Reteach pp. 49-60 Skills Practice pp. 69-82 EL Support, Unit 2 Lessons 6-10 Challenge pp. 25-30 Lesson/Unit Assessments pp. 29-32	desert prey prediction confirmed protection	How do animals survive in their habitats? (use sentence frames to assist, if needed) What might happen if an animal’s habitat suddenly changes? (opinion) Create a class informational book about animal habitats. Use information from stories read so far to include in their book (informative/explanatory) Draw a scene with animals, label the animals, write about the animals in the scene What makes a good home for an animal?	Possessive Nouns- Introduce- (T 198-199) Review-(T232- 234) Use Skills Practice workbook for practice- (Pp.75-76)
Unit 2, lessons 11-15 Week 8	“Polar Bears” “Barn” “Eggs” Lesson 11-15 (T290 – T413)	*Main Idea and Details –emphasis on answering Q’s Decodables 32-37 Reteach pp. 61-72 Skills Practice pp. 83-96 EL Support, Unit 2 Lessons 11-15 Challenge pp. 31-36 Lesson/Unit Assessments pp. 33-36	camouflage nests marsh	Write answers to given questions (recall information) Use more peer editing page, hold writing conferences with students, and share.	Action Verbs- Introduce- (T348-T349) Review (T368-T369) Helping Verbs- Introduce (T368-369) Use Skills Practice Book- Pp. (89-90)

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

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"> • Big Books (Unit 2 Book 1, Unit 2 Book 2, & Rhyme Stew) • Decodable Books • Lion Puppet • Sound/Spelling Cards • Skills Practice Worksheets • Alphabet Letter Cards • High Frequency Word Cards • Transparencies • <i>Animal Habitats</i> Read Aloud • Home Connections • Writer’s Notebooks • Language Arts Big Book • Lesson Assessments • Animal Resource Books • Routine Cards (for teacher reference) <p>Supplemental 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/) • National Geographic Kids (http://kids.nationalgeographic.com/) • G:Drive Imagine It! Resources Folder • Vocabulary Journal (hard copy at each school)