

Understanding by Design: Mountain Home School District 193

**Designer Name:** 1<sup>st</sup> Grade Teachers edited by Kaye G. and Lisa R.

**Date:** April 25, 2014

**Subject Area:** English Language Arts

**Grade Level:** 1<sup>st</sup> Grade

**Unit Title/Focus:** Our Neighborhood at Work

**Estimated Amount of Instructional Time:** 15 days

Stage 1 – (Desired Results)

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

**CCSS Reading Standards for Literature**

- RL.1.1 Ask and Answer questions about key details
- RL.1.2 Retell
- RL.1.3 Describe text elements with details

**CCSS Reading Standards for Informational Text**

- RI.1.2 Main idea and details
- RI.1.3 Make connections
- RI.1.6 Distinguish differences among pictures, illustrations, and information provided by the words in a text
- RI.1.7 Use illustrations and details to describe key ideas
- RI.1.8 Author's Purpose

**CCSS Reading Foundational Skills**

- RF.1.1 Demonstrate basic features of print
- RF.1.2 Demonstrate spoken words, syllables, and sounds
  - RF.1.2a Distinguish long and short vowel sounds
  - RF.1.2d Segment spoken single-syllable words
- RF.1.3 Know/apply grade-level phonics & word analysis skills in decoding words
  - RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds
  - RF.1.3f Read words with inflectional endings
  - RF.1.3g Recognize and read grade-appropriate irregularly spelled words

**CCSS Speaking and Listening**

- SL.1.1 Participate in collaborative conversations about grade 1 topics and texts
- SL.1.1c Ask questions to clear up any confusion about the topics
- SL.1.2 Ask and answer questions in a text read aloud or information presented orally or through other media

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

**Unit Essential Question:**

- How do different types of work impact our daily lives, neighborhoods, and the world?
- Why is it important to work together?
- What do you want to be when you get older?

**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

**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.1.1f Use frequently occurring adjectives
- 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.1.5 With guidance, demonstrate understanding of word relationships and nuances in word meanings
- L.1.5a Sort words
- L.1.5b Define words by category and by one or more key attributes

**Student will:**

- Identify and isolate consonants, consonant blends, digraphs, r-controlled vowels, schwa, 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 and sound combinations
- 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
- Identify and read high frequency words

- Replace sounds and sound combinations in different positions within a word
- Capitalize the beginning of sentences
- 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: cover, title page, table of contents, glossary, and headings
- Discuss and retell events from a reading selection
- Identify, use, and write declarative sentences, interrogative, exclamatory, & imperative sentences
- Write and revise topic sentences
- Ask and answer questions
- Learn the elements of an invitation and a friendly letter
- Use the writing process to write an invitation and a friendly letter
- 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
- Follow and give directions
- Use correct spacing between words
- Identify sentence boundaries
- Use resources to collect facts & make, confirm, and/or revise conjectures
- Publish and present writing
- Alphabetizing
- Learn to make introductions of visitors

### Big Idea(s)

**Imagine It! Big Idea:** Why is work important?

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

**Essential Skills, Strategies, and Concepts**

- Asking Questions
- Clarifying

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

- Create an invitation and a friendly letter using the writing process

<ul style="list-style-type: none"> <li>• Classify Categorize</li> <li>• Summarize</li> <li>• Main Idea/Details</li> <li>• Declarative Sentences</li> <li>• Interrogative Sentences</li> <li>• Exclamatory Sentences</li> <li>• Imperative Sentences</li> <li>• Adjectives</li> <li>• Adjectives that compare</li> <li>• Comprehension strategies</li> <li>• Invitation and friendly letter writing</li> <li>• Information and Narrative writing</li> <li>• Phonemic awareness and Phonics</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Create informational and Narrative writing with a good topic sentence using the writing process</li> <li>• Use concept vocabulary in speech and writing</li> <li>• Fluently read and comprehend decodable texts and transfer knowledge to other reading materials</li> <li>• Listen attentively</li> <li>• Read and respond using comprehension strategies to age appropriate reading passages</li> <li>• Write letter/sound correspondences</li> <li>• Follow and give directions</li> </ul>
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**Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)**

<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> <li>• Invitation and Friendly letter writing – lesson assessment writing rubric</li> <li>• Informational and Narrative writing – lesson assessment writing rubric</li> <li>• Use concept vocabulary – lesson assessment and teacher observation</li> <li>• Fluently read and comprehend decodable texts – teacher observation</li> <li>• Listen attentively – teacher observation</li> <li>• Read and respond using comprehension strategies to age appropriate reading passages – lesson assessment and teacher observation</li> <li>• Write letter/sound correspondences – teacher observation, scoring of skills practice worksheets</li> <li>• Write an invitation and Friendly letter using the writing process – lesson assessment writing rubric</li> </ul>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Students will be able to demonstrate proficiency with 80% accuracy on end of week assessments which include the following:</p> <ul style="list-style-type: none"> <li>• Sound Blending</li> <li>• High-Frequency Words</li> <li>• Compare and Contrast</li> <li>• Main Idea and Details</li> <li>• Classifying and Categorize</li> <li>• Reality and Fantasy</li> <li>• Grammar, Usage and Mechanics</li> <li>• Selection Vocabulary</li> </ul> <p>Other Assessment Tools to be used as needed:</p> <ul style="list-style-type: none"> <li>• STAR Test</li> <li>• Core Phonics Survey</li> <li>• Aimsweb Progress Monitoring Tools</li> </ul>
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**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 1</u>	<u>Support Resources</u>	<u>Academic Vocabulary</u>	<u>Suggested Writing Topics</u>	<u>Grammar</u>

<p><b>Week 1 Unit 4 Lessons 1-5</b></p>	<p>Read Aloud: “What I Want to Be”  “Everybody Works” (Big Book)  “Worksong” (Big Book)  Lesson 1-5 (T2 – T127)</p>	<p><i>Decodables 56-60</i> <i>Reteach pp. 109-118</i> <i>Skills Practice pp. 139-152</i> <i>EL Support, Unit 4 L. 1-5</i> <i>Challenge pp. 55-59</i> <i>Lesson/Unit Assess. pp. 73-76</i></p>	<p>Protecting steel rescue imagine gliding fancy delivering volunteer creating earn hobby errands bold keening occupation</p>	<p>Why is work important?  Write about what you want to be when you grow up?  Why do people work?  How is volunteering different from work?  What types of work do children do?</p>	<p>Review: Declarative and Interrogative Sentences (T66-T67) Introduce: Exclamatory Sentences (T66-T67) Review (T90-T91)  For Practice use Skills Practice Workbook Pp. 145-146</p>
<p><b>Week 2 Unit 4 Lessons 6-10</b></p>	<p>“Quinto’s Neighborhood” (Big Book)  “Firefighters” (Big Book)  Lesson 6-10 (T128 – T269)</p>	<p><i>Decodables 61-64</i> <i>Reteach pp. 119-128</i> <i>Skills Practice pp. 153-164</i> <i>EL Support, Unit 4 L. 6-10</i> <i>Challenge pp. 60-64</i> <i>Lesson/Unit Assess. pp. 77-80</i></p>	<p>nurse grandfather clocks seamstress sparks roll call platform ladder equipment</p>	<p>Write an informational paragraph about the career you would choose. Be sure to include facts and details about that particular job. Could compile in a class book.  Draw a picture of some kind of work and describe the drawing including facts and details.  What jobs do people do in your neighborhood?</p>	<p>Review: Declarative, Interrogative, and Exclamatory Sentences (T184-T185)  Introduce: Imperative Sentences – Introduce (T184-T185) Review- (T214-T215, T255)  For Practice use Skills Practice Workbook Pp.159-160</p>
<p><b>Week 3 Unit 4 Lessons 11-15</b></p>	<p>“ A Busy Day at Mr. Kang’s Grocery Store” (Big Book) “Wake Up!” (Big Book) Lesson 11-15 (T270-T377)</p>	<p><i>Decodables 65-67</i> <i>Reteach pp. 129-136</i> <i>Skills Practice pp. 165-178</i> <i>EL Support, Unit 4 L.11-15</i> <i>Challenge pp. 65-68</i> <i>Lesson/Unit Assess. pp. 81-84</i></p>	<p>sharp cartons bouquet delivered generous clatter taxi arrange customs rooster country</p>	<p>Complete the activities from above.  Name a business and what kinds of jobs are done there?</p>	<p>Review Adjectives and Introduce Adjectives that compare (T312-T313, T351) For Practice use Skills Practice Workbook Pp.171-172</p>

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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

<b>Assessment Tasks that Provide Evidence for Claims including DOK</b>	<input type="checkbox"/> <b>Claim #1/DOK 1, 2, 3, 4 (circle one):</b> <input type="checkbox"/> <b>Claim #2/DOK 1, 2, 3, 4 (circle one):</b> <input type="checkbox"/> <b>Claim #3/DOK 1, 2, 3, 4 (circle one):</b> <input type="checkbox"/> <b>Claim #4/DOK 1, 2, 3, 4 (circle one):</b>
<b>Achievement Level Descriptors</b>	<b>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</b>
<b>Materials/Resources</b>	<b>Required Curriculum Resources</b> <ul style="list-style-type: none"> <li>• Big Books (Unit 4 Book 1 &amp; Unit 4 Book 2)</li> <li>• Decodable Books</li> <li>• Sound/Spelling Cards</li> <li>• Skills Practice Worksheets</li> <li>• Alphabet Letter Cards</li> <li>• High Frequency Word Cards</li> <li>• Transparencies</li> <li>• <i>What I Want to Be?</i> Read Aloud</li> <li>• Home Connections</li> <li>• Writer's Notebooks</li> <li>• Language Arts Big Book</li> <li>• Lesson Assessments</li> <li>• Career Resource Books</li> <li>• Routine Cards (for teacher reference)</li> </ul> <b>Supplemental Resources</b> <ul style="list-style-type: none"> <li>• <a href="http://candauscrew.blogspot.com/">http://candauscrew.blogspot.com/</a> (Units 1-10 activities designed for Imagine It!)</li> <li>• <a href="http://www.gooru.com">www.gooru.com</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• Discovery Education (<a href="http://www.sde.idaho.gov/site/isee/">http://www.sde.idaho.gov/site/isee/</a>)</li> <li>• G:Drive Imagine It! Resources Folder</li> <li>• Vocabulary Journal (hard copy at each school)</li> </ul>