

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:** What's the Weather

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

Stage 1 – (Desired Results)

*State Content and Skill Standards: Common Core State Standards (CCSS)*

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

- Phonological Awareness
- Phonics and Word Recognition
- Fluency

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)*

**Common Core State Standards (CCSS)**

**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
- RL.1.9 Compare and contrast

**CCSS Reading Standards for Informational Text**

- RI.1.1 Ask and answer questions
- RI.1.2 Main idea and details
- RI.1.3 Make connections
- RI.1.5 Use text features to find information
- RI.1.6 Distinguish differences among pictures, illustrations, and information provided by the words in a text

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

- How does weather affect our lives?
- What causes the weather to change?
- What causes rain and snow?
- How is the weather in the morning different from the weather in the afternoon?

RI.1.7 Use illustrations and details to describe key ideas

### **CCSS Reading Foundational Skills**

RF.1.2 Demonstrate spoken words, syllables, and sounds

RF.1.2d Segment spoken single-syllable words

RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words

RF.1.3d Every syllable has a vowel sound

RF.1.4 Read with sufficient accuracy and fluency to support comprehension

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.1.5 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.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### **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.1.1b use common, proper, and possessive nouns

L.1.1c use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2a Capitalize dates and names of people.

L.1.2b Use end punctuation for sentences.

L.1.2c use commas in dates and to separate single words in a series.

Students 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
- Write a list
- Identify and understand the use of ellipses
- Use pictures to generate writing ideas
- Capitalize the beginning of sentences, names, days , months and the pronoun I
- 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 sentences
- Write and revise lists
- Use the writing process to write instructions in the correct sequence
- Ask and answer questions
- Use the writing process to write news stories
- Use commas
- Understand the difference between formal and informal language
- Identify and use time and order words
- 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
- Use correct spacing between words
- Use resources to collect facts & make, confirm, and/or revise conjectures
- Publish and present writing

### Big Idea(s)

**Imagine It! Big Idea:** What is weather?

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

**- Essential Skills, Strategies, and Concepts**

Comprehension strategies

Vocabulary

Reading books at grade level

Grammar Usage and Mechanics

- Capitalization

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

- Write a newspaper article using the writing process
- Create informational writing with a good topic sentence and details using the writing process

<ul style="list-style-type: none"> <li>○ Peoples Names</li> <li>○ Names of special things and places</li> <li>○ Days of the Week</li> <li>○ Months of the Year</li> <li>● Punctuation <ul style="list-style-type: none"> <li>○ Comma between date and year</li> <li>○ Declarative and interrogative sentences</li> </ul> </li> <li>● Plural Nouns</li> </ul>	<ul style="list-style-type: none"> <li>● Use concept vocabulary in speech and writing</li> <li>● Fluently read and comprehend decodable texts and transfer reading skills 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>● Write a newspaper article using the writing process- 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> </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>● Letters and sounds</li> <li>● High frequency words</li> <li>● Main idea and details</li> <li>● Special Texts</li> <li>● Cause &amp; Effect</li> <li>● Adjectives</li> <li>● Plural nouns</li> <li>● Pronouns</li> <li>● Sequence</li> <li>● Selection vocabulary</li> <li>● Write instructions</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:*

Dates	Unit 5-What's the Weather	Support Resources	Academic Vocabulary	Writing Topics	Grammar, Usage & Mechanics
Unit 5, lessons 1-5  Week 15	Read Aloud: "I Call it Sky"  "When a Storm Comes Up"  "Listen to the Rain"  Lesson 1-5 (T2 – T129)	Decodables 68-70 Reteach pp. 137-144 Skills Practice pp.179-192 EL Support, Unit 5 L. 1-5 Challenge pp. 69-72 Lesson/Unit Assess. pp. 97-100	funnel government shelter breeze clouds sky flashes whirl column entire sucked sprinkle	Write daily observations of the weather  Write a list of items needed for a certain kind of weather  Use selection vocabulary to write sentences or stories  Write sentences responding to the big book read alouds  Practice writing sentences with friends' names (using capital letters, of course)  Choose a type of weather. Write facts and opinions about this particular type of weather.	Capitalization: for peoples names and names of special things (T64-T65, T92-T93)  For Practice- Use Skills Practice Workbook (Pp.185-186)
Unit 5, lessons 6-10  Week 16	"On the Same Day in March: A Tour of the World's Weather"  "Clouds, Rain, Snow, and Ice"  "A Good Day for Kites"  Lesson 6-10 (T130 – T253)	Decodables 71-74 Reteach pp.145-152 Skills Practice pp.193-206 EL Support, Unit 5 L.6-10 Challenge pp. 73-76 Lesson/Unit Assess. pp. 101-104	weather sparkles patch pale huddled sleet thermometer	What weather do you look forward to most?  Tell a story about the adventure you had on a rainy day.  Compare and contrast two different types of weather  Describe what wind socks and kites do when the wind is strong	Capitalization: Days of the Week and Months of the year Punctuation: Commas between Date and Year (T187, T208-209, T241)  For Practice- Use Skills Practice Workbook (Pp. 199-200)
Unit 5, lessons 11-15  Week 17	"Deserts"  "Snow is Good!"  "Hurricanes"  Lesson 11-15 (T254 – T357)	Decodables 75-78 Reteach pp.153-160 Skills Practice pp. 207-220 EL Support, Unit 5 L. 11-15 Challenge pp. 77-80 Lesson/Unit Assess. pp. 105-108	shivered storing cactus deep fluffy tornado shatter swirling late flashes flood	Describe a desert and what animals you might see there.  Explain how snow helps people and animals.  Write an organized sequence of how to get ready for certain types of weather.  Have students write to describe facts and details about a type of weather that interests them.	Plural Nouns – Change y to an I and add es (T293, T316-317, T337)  For Practice- Use Skills Practice Workbook (Pp. 213-214)

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: <b>ALD #3:</b> ALD #4: (circle one):
Materials/Resources	Required Curriculum Resources <ul style="list-style-type: none"> <li>• Big Book Unit 5</li> <li>• First Readers</li> <li>• Decodable Books</li> </ul>

- Sound/Spelling Cards
- Skills Practice Worksheets
- Alphabet Letter Cards
- Alphabet Flash Cards
- High Frequency Word Cards
- Transparencies
- *I Call it Sky* Read Aloud
- Home Connections
- Writer's Notebooks
- Language Arts Big Book
- Lesson Assessments
- Animal Resource Books
- Routine Cards (for teacher reference)

**Supplemental Resources**

- <http://candauscrew.blogspot.com/> (Units 1-10 activities designed for Imagine It!)
- [www.gooru.com](http://www.gooru.com)
- [www.gonoodle.com](http://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.noaa.gov](http://www.noaa.gov)