

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: Away We Grow!

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
- 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.1.3 Describe text elements with details

RL.1.5 Explain major differences between books that tell stories and books that give information

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

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

Why are plants important?

What do seeds need to grow?

Where do new plants come from?

What are some different kinds of plants?

and poetry of appropriate complexity for grade 1

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
- RI.1.7 Use illustrations and details to describe key ideas
- RI.1.9 Identify basic similarities and differences between two texts

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
- 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.1.6 Use digital tools to publish 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 about grade 1 topics and texts
 - SL.1.1b Build on other’s talk by responding to comments of others

- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion
- 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.1.5 Create multi-media visuals to clarify claims

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.1.1d use personal, possessive, and indefinite pronouns (I, me, my, then, them their, anyone, everything)
- 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

Students will...

- Blend, spell, and read words with specific sound/spelling patterns
- Write words using blending and segmenting skills
- Use pictures to generate feelings in writing
- Spell untaught words phonetically
- 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
- Expand sentences by adding details, compound subjects, and compound predicates
- Demonstrate knowledge of synonyms to distinguish shades of meaning among words
- Ask and answer questions
- Plan, write, publish, and orally present book reports
- Plan, write, publish, and orally present writing that explains a process
- Use the writing process to write, publish, and orally present a summary
- Write a coherent paragraph with a good topic sentence and supportive details
- Identify and use contractions
- Correctly spell words from the weekly list using a variety of spelling strategies
- Gain information from a variety of sources
- Change the syntax of sentences to make writing more interesting
- 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
- Apply the writing process to write on a given topic in a timed writing situation
- Identify and correctly use singular, plural, and possessive pronouns
- 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
- Fluently read grade level passages

Big Idea(s)

How do plants grow?

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

- Summarize
- Compare & Contrast
- Changing Sentences
- Synonyms
- Antonyms
- Contractions

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 summary
- Write a book report
- Make an oral presentation
- Use research materials
- Read and comprehend grade level fiction and non fiction
- Write longer sentences
- Spell words correctly
- Write a paragraph

	<ul style="list-style-type: none"> 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 pronouns
--	--

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"> Write a summary using the writing process – lesson assessment writing rubric Write a book report – lesson assessment writing rubric Make an oral presentation – teacher observation Use research materials – teacher observation Read and comprehend grade level fiction and non fiction – oral fluency assessments, teacher observation, lesson assessments Write longer sentences Spell words correctly Write a paragraph 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 pronouns – lesson assessment Use concept vocabulary – lesson assessment, teacher observation, writing samples 	<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"> Comprehension Vocabulary Sentence writing Phonics skills Declarative sentences Interrogative sentences Pronouns (singular, plural, possessive) Synonyms <p>Other Assessment Tools to be used as needed:</p> <ul style="list-style-type: none"> 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 8- Away We Grow!</u>	<u>Support Resources</u>	<u>Leveled Readers</u>	<u>Academic Vocabulary</u>	<u>Suggested Writing Prompts</u>	<u>Grammar Usage & Mechanics</u>
Unit 8, lessons 1-5	Read Aloud: “Cactus Hotel”	Decodable 102 Reteach 2 pp. 55-64 Skills Practice 2 pp. 79-90	Strategic: “Wonderful Water Plants” BM: “Fruits with Seeds” EL: “Fruits Have Seeds” Adv.: “The Great Mushroom Hunt”	plants soil root shoots glisten seedling nectar cactus sprouts	Brainstorm in response to text what plants need in order to grow OR how to grow a plant. Then, write with a partner to explain.	Changing Sentences (T60-T61, T77, T11)
Week 25	“How a Seed Grows” Lesson 1-5 (T2 – T113)	ELSG, Unit 8 L. 1-5 Challenge 2 pp. 28-32 Lesson/Unit Assess. 2,				For Student Practice- Use Skills Practice Workbook 2 (pp.71-72)

		pp.41-46		survive aside	<p>Describe how a saguaro cactus gives shelter to animals</p> <p>Write spelling words in sentences or a story</p> <p>Write vocabulary words in sentences or a story</p> <p>Describe your favorite flower or other plant</p> <p>Describe plants that you have seen around your school or home</p> <p>Write daily observations about seed experiment</p>	
Unit 8, lessons 6-10 Week 26	<p>“The Garden”</p> <p>“Saguaro”</p> <p>Lesson 6-10 (T114 – T215)</p>	<p>Decodable 103</p> <p>Reteach 2 pp. 65-76</p> <p>Skills Practice 2 pp. 91-104</p> <p>ELSG, Unit 8 L. 6-10</p> <p>Challenge 2 pp. 33-38</p> <p>Lesson/Unit Assess.2, pp.47-52</p>	<p>“Wonderful Water Plants”</p> <p>BM: “Fruits with Seeds”</p> <p>EL: “Fruits Have Seeds”</p> <p>Adv.: “The Great Mushroom Hunt”</p>	<p>Flower</p> <p>Quite</p> <p>Shouted</p> <p>Seeds</p> <p>Noise</p> <p>Poems</p> <p>Tight</p> <p>Saguaro</p> <p>Spread</p> <p>still</p>	<p>In response to text, describe facts and details about an animal that interests you. Illustrate this animal. Complete the writing process with this piece.</p> <p>Write spelling words in sentences or a story</p> <p>Write vocabulary words in sentences or a story</p> <p>Write information from research to support inquiry</p> <p>Use the writing process to write, publish, and present book reports about</p>	<p>Review: Possessive Nouns and Pro-Nouns (T164-T165)</p> <p>Introduce: Plural Possessive Pro-Nouns (T164-T165)</p> <p>Review: Plural Possessive Pro-Nouns (T183,T211)</p> <p>For Student Practice- Use Skills Practice Workbook 2 (pp. 81, 82)</p>

					"The Garden"	
Unit 8, lessons 11-15 Week 27	"Green and Growing: A Book about Plants" Lesson 11-15 (T216 – T305)	Decodable 104 Reteach 2 pp. 77-88 Skills Pract. 2 pp. 105-118 ELSG, Unit 8 L.11-15 Challenge 2 pp. 39-44 Lesson/Unit Assess.2, pp.53-58	Leveled Readers: Strategic: "The Apple Man" BM: "George Washington Carver" EL: "The Plant Man" Adv.: "Luther Burbank Loved Plants"	senses stems energy blooming shrub vine blade rooted pods store boggy depend	See above and continue with inquiry See above and continue with book reports Compare and contrast 2 different plants from the reading	Synonyms (T260-T261, T273, T299) For Student Practice- Use Skills Practice Workbook 2 (pp.97-98)
Unit 8, lessons 16-20 Week 28	"Flowers" "Flowers at Night" Lesson 16-20 (T306 – T399)	Decodable 105 Reteach 2 pp. 89-100 Skills Practice 2 pp. 119-130 EL Support, Unit 8 L. 16-20 Challenge 2 pp. 45-50 Lesson/Unit Assess.2, pp.59-64	Leveled Readers: Strategic: "The Apple Man" BM: "George Washington Carver" EL: "The Plant Man" Adv.: "Luther Burbank Loved Plants"	pollen stamens pistil buds petals bright nectar tucked care	Write the steps describing how to care for plants Write inquiry presentation Use the writing process to write a story summary on one of the selections that were read	Antonyms (T346-T347, T363, T391) For Student Practice- Use Skills Practice Workbook 2 (pp. 107-108)
Unit 8, lessons 21-25 Week 29	"Plants that Eat Animals" Lesson 21-25 (T400 – T497)	Decodable 106 Reteach 2 pp. 101-110 Skills Practice 2 pp. 131-142 EL Support, Unit 8 L. 21-25 Challenge 2 pp. 51-55 Lesson/Unit Assess.2, pp.65-70	Leveled Readers: Strategic: "Pumpkins!" BM: "These Plants Eat Bugs" EL: "A Fun Class Trip" Adv.: "Bread Is For Everyone"	wetlands insects liquid trapping attracts entice	Describe how plants entice insects Continue the writing process of summary writing Write vocabulary words in sentences or a story Write information from research to support inquiry	Contractions (T440-T441, T465, T481) For Student Practice- Use Skills Practice Workbook 2 (pp. 121-122)



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	Required Supplemental Resources <ul style="list-style-type: none"> • Student Anthology Book 1 • Decodable Books • Sound/Spelling cards • Skills Practice Worksheets • High Frequency Flash Cards • Transparencies • <i>Cactus Hotel</i> Read Aloud • Home Connections • Writer’s Notebooks • Language Arts Big Book • Lesson Assessments • Leveled Readers Supplement Resources <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 • Examples of Make Believe Stories • www.spellingcity.com • Plant Resource Books