

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: Home Sweet Home

Estimated Amount of Instructional Time: 25 days

Stage 1 – (Desired Results)

State Content and Skill Standards:

Domain: Reading Standards for Literature

- Key Ideas and Details
- Craft and Structure
- Range of Reading and Level of Text Complexity

Domain: Reading Standards for Informational Text

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

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)

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

Common Core State Standards (CCSS)

Unit Essential Question:

CCSS Reading Standards for Literature

- RL.1.1 Ask and Answer questions about key details
- RL.1.4 Identify words and phrases that suggest feelings
- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events
- RL.1.10 Read poetry appropriate for Grade 1

- What makes a good home?
- What kinds of home are there?
- What are homes made of?
- What is a home?

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.1.4 Clarify the meaning of words and phrases
- RI.1.7 Use illustrations and details to describe key ideas
- RI.1.8 Identify the reasons an author gives to support points in a text

- RI.1.9 Identify basic similarities and differences between two texts
- RI.1.10 Read informational text appropriate for Grade 1

CCSS Reading Foundational Skills

- RF.1.2 Demonstrate spoken words, syllables, and sounds
- RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words
- RF.1.3a Decode and spell words containing consonant Digraphs
- RF.1.3.e Decode 2-syllable words following basic patterns by breaking the words into syllables
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension
- RF.1.4a Read text with 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

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 and conversations 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 visuals to clarify

Language

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.1.1b use common, proper, and possessive nouns
- L.1.1d use personal, possessive, and indefinite pronouns (I, me, my; they, them, their; anyone everything)
- L.1.1e Use past, present, and future verbs appropriately
- L.1.5 Demonstrate understanding of word relationships and nuances in word meanings
- L.1.5b Define words by category and by one or more

key attributes

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

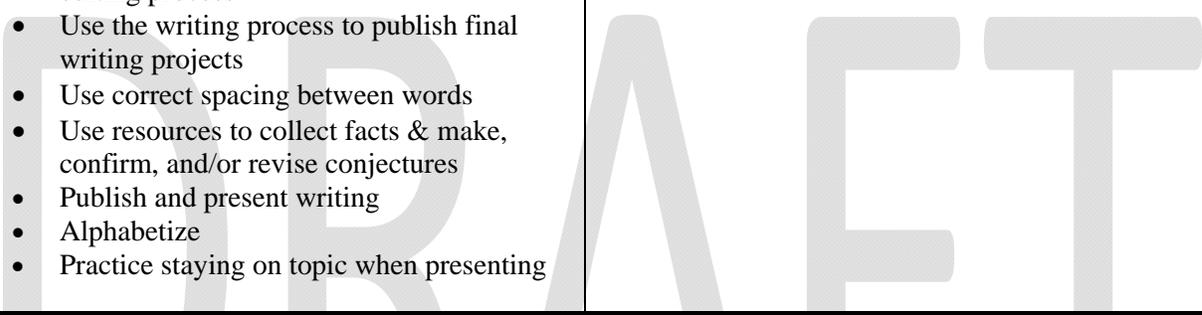
L.1.4a use sentence-level context as a clue to the meaning of a word or phrase

L.1.4b use frequently occurring affixes as a clue to the meaning of a word

L.1.4c identify frequently occurring root words and their inflectional forms

STUDENTS WILL UNDERSTAND THAT...

- 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
- 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 a report

<p>and to write an explanation of a process about a chosen topic in the correct sequence</p> <ul style="list-style-type: none"> • Ask and answer questions • 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 letter • Review and Use singular, plural, and possessive nouns • Use and Review present- , past-, & future-tense verbs • Review and use proofreading marks in the editing process • 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 • Alphabetize • Practice staying on topic when presenting 	
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Big Idea

Imagine It! Big Idea: Why are homes important?

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> • Summarize • Compare & Contrast <p>Writing Focus:</p> <ul style="list-style-type: none"> • Create varied writing experiences which introduce a topic or name of the book they are writing about and state an opinion, supply a reason for the opinion, and provide some sense of closure. (W1) • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W2) • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal order, and provide some sense of closure. (W3) 	<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 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 • 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
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<p>Grammar Usage & Mechanics:</p> <ul style="list-style-type: none"> • Present-Tense Verbs • Past-Tense Verbs • Future-Tense Verbs • Singular, Plural, and Possessive Nouns • Pronouns and Possessive Pronouns 	<p>comprehension strategies to age appropriate reading passages</p> <ul style="list-style-type: none"> • Correctly spell unit words & untaught words containing regular sound/spellings • Correctly use pronouns, past-, present-, and future-tense verbs
<p>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</p>	
<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 nonfiction – oral fluency assessments, teacher observation, lesson assessments • Write longer sentences-teacher observation • Spell words correctly-lesson assessment & teacher observation • Write a paragraph-lesson rubric • Fluently read and comprehend decodable texts, anthologies, leveled readers, & transfer reading skills to other reading materials-teacher observation • Listen attentively and participate in class discussions – teacher observation • Read and respond using comprehension strategies to age appropriate reading passages-teacher observation • Correctly spell unit words & untaught words containing regular sound/spellings – writer’s notebook check and weekly spelling assessment • Correctly use pronouns, past-, present-, and future- tense verbs – lesson assessment • Use concept vocabulary – lesson 	<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) • Past-, present-, future-tense • Fluency <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

assessment, teacher observation,
writing samples

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:

Dates	Unit 9: Home, Sweet Home	Support Resources	Leveled Readers	Academic Vocabulary	Writing Topics	Grammar, Usage, and Mechanics
Week 1 Unit 9 Lessons 1-5	Read Aloud: "A House is a House for Me" "Homes" Lesson 1-5 (T2 – T107)	Decodable 107 Reteach 2 pp. 111-120 Skills Practice. 2 pp. 143-154 EL Support, Unit 9 L. 1-5 Challenge 2 pp. 56-60 Lesson/Unit Asses. 2, pp.87-92	Strategic: "A Trip to the City" BM: "Neena's New Home" EL: "A New Home" Adv.: "Going Home"	strays dwelling reflections germs roof simple home at hand wood woven shelter Artic	Model writing about a time you got lost beginning with a plan for writing about a time you got lost-who, what, where, when, why, how. Students create their plan and show me to check if they are on the right track with narrative. Then, have students write about a time they got lost. If you were to build a home, what materials would you use? How would you decorate your home? Write an information paragraph about an animal of choice and its habitat. Conduct research and create a diorama. Be sure to include facts and details about the animal and habitat. Present project to class.	Grammar lessons will not begin until Unit 1 Lesson 3.
Week 2 Unit 9 Lessons 6-10	"Homes Around the World" "Building a House" Lesson 6-10 (T108 – T213)	Decodable 108 Reteach 2 pp. 121-132 Skills Practice. 2 pp. 157-170 EL Support, Unit 9 L. 6-10 Challenge 2 pp. 61-66 Lesson/Unit Asses. 2, pp.93-98	Strategic: "A Trip to the City" BM: "Neena's New Home" EL: "A New Home" Adv.: "Going Home"	builders porch hut electrician pueblo tin fold bulldozer carpenters bricklayers plumber cement	Write an information paragraph about the steps involved in building a home. Use details from the story to support your ideas. Hold individual writing conferences. How are the homes in "Homes Around the World" similar to the homes in "Homes"? What could you do to make a house look pretty outside?	Introduce, letter, word, sentence pp.T66-67 Review letter, word, sentence pp.T91 Introduce: letter writing left to right, top to bottom, pp.T91 Review T127
Week 3 Unit 9 Lessons 11-15	"The White House" "Snail's Pace" Lesson 11-15 (T214 – T305)	Decodable 109 Reteach 2 pp. 133-142 Skills Practice. 2 pp. 171-186 ELSG, Unit 9 L. 11-15 Challenge 2 pp. 67-72 Lesson/Unit Asses. 2, pp.99-104	Strategic: "Now and Then" BM: "Animals in the Woods" EL: "Who Lives in the Woods?" Adv: "Before Electricity"	White House symbol president United States Washington, D.C. Oval Office trudge famous address important tarry	How is the White House different from other homes you have learned about in this unit? How is the White House a symbol?	Introduce nouns T209, T242-243, T287
Week 4 Unit 9 Lessons 16-20	"Finding Shelter" "Home" Lesson 16-20 (T306 – T405)	Decodable 110 Reteach 2 pp. 145-156 Skills Practice 2 pp. 187-200 EL Support, Unit 9 Lessons 16-20 Challenge 2 pp. 73-78 Lesson/Unit Assessment Book 2, pp.105-110	Leveled Readers: Strategic: "Now and Then" BM: "Animals in the Woods" EL: "Who Lives in the Woods?" Adv.: "Before Electricity"	hibernating thaw underground creatures protect shady enemies nests area feeling belonging	Imagine that one morning a neighbor discovers a mysterious shape in the grass in his backyard. He knows you like a mystery and calls you over. Write about what you think it is, how it got there, and who made it. How do some animals stay warm in the winter? Why do animals live in different kinds of homes? How are animals' homes like the homes people live in?	Introduce singular and plural T356-357, T378-379, T411

Week 5 Unit 9 Lessons 21-25	“The House is Made Of Mud” Lesson 21-25 (T406 – T505)	Decodable 111 Reteach 2 pp. 157-168 Skills Practice 2 pp. 187- 212 EL Support, Unit 9 Lessons 21-25 Challenge 2 pp. 79-84 Lesson/Unit Assessment Book 2, pp.111- 132	Leveled Readers: Strategic: “Homes to Go” BM: “Homes Over Time” EL: “Homes Then and Now” Adv.: “Animals Underground”	mice share windows yard share tunnels floor mud fence cacti	Also, objective is to conclude narrative-like. Share fairy tale endings prior to writing. Teachers leave a bag on your desk and step out of the room for a few seconds. Explain prior to leaving for students to imagine that when you leave, the bag begins to move, write a story to tell about what it was, what happened, your reaction, etc. Students share writing with a buddy and use peer editing checklist. What makes a home special?	Review Present-, Past-, and Future-Tense Verbs (T446-447) (T489) Student Practice-Skills Practice Workbook 2 pp.179-180
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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>A House Is a House for Me</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