

Unit 4: Animals Everywhere

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **5 weeks**
Length: **5 weeks**
Status: **Published**

Unit Overview

For each lesson in the unit will include:

- Building background
- Vocabulary
- Comprehension
- Phonics
- Fluency
- Writing
- Grammar
- Spelling
- Unit Assessment
- Fluency Assessment

Transfer

Students will be able to independently use their learning to...

- Apply various comprehension strategies to connect and make meaning with text.
- Independently apply decoding strategies for learned phonics skills while reading.
- Transfer vocabulary and sight word acquisition and usage across content.
- Grammar, Spelling, and vocabulary skills applied in all writing across the curriculum.

Meaning

Understandings

SWBAT:

- Categorize/Blend/Segment/Identity/Substitution Phoneme
- Produce/Identify Rhyme
- How to ask/answer questions about text
- How to read with expression to make connections within text, recognize and comprehend intonation
- Identify plot:sequence, main ideas and details, sentence clues, point of view, and phrasing in text
- Identify various genres of text such as fantasy, floktale, informational text/ nonfiction

- Use apostrophes with contractions, capitalization and end Punctutation, proper nouns(capitalization),
- Organize a writing piece
- Use varying sentence length

Essential Questions

Big Idea: What animals do you know about? What are they like?

- Week 1: How do animals' bodies help them?
- Week 2: How do animals help each other?
- Week 3: How do animals survive in nature?
- Week 4: What insects do you know about?
- Week 5: How are they alike of different?
- Week 6: How do people work with animals?

Application of Knowledge and Skill

Students will...

- Answer and ask questions about a grade-appropriate text read aloud or an oral presentation
- Use grade-appropriate grammar and usage in isolation such as: adverbs, inflectional endings -ed, -ing, -s, contractions, compound words, proper nouns, root words, prefixes re-, pre-, un-, capitalization and punctutation
- Recognize and recall specific oral, academic, and high frequency vocabulary
- Recognize grade-appropriate irregularly spelled words
- Recognize or recall the point of view, plot (sequence), main idea and details, and phrasing in text
- Make connections within text
- Use specific word choice and organization when writing stories and reports
- Identify the differences within the genres of Folktale, Fantasy, and Informational Text

Students will be skilled at...

Students will be skilled at:

- Applying capitalization to proper nouns
- Appying appropriate end punctutation to sentences
- Asking/answering questions
- Identifying Main idea/details
- Visualize to assist with comprehension

- Identify Point of View

Academic Vocabulary

- Week 1 about, animal, carry, eight, give, our (special, splendid)
- Week 2 because, blue, into, or, other, small (danger, partner)
- Week 3 find, food, more, over, start, more (search, seek)
- Week 4 caught, flew, know, laugh, listen, were (beautiful, fancy)
- Week 5 found, hard, near, woman, would, write (clever, signal)

Learning Goal

- Students will be able to independently use their learning to interact with texts, respond to text, compare texts, decode words, and write a response to questions in all academic environments.

Comprehension Skills

Students will be able to:

- Build background knowledge
- Develop concept understanding
- Develop reading strategy Ask and Answer Questions
- Understand folktale genre
- Build concept understanding
- Identify cause and effect
- Make text connections to the world
- Understand nonfiction genre
- Compare and contrast information
- Review vocabulary
- Identify sequence of events in a text
- Develop reading strategy
- Understand fantasy genre
- Develop reading strategy visualize

LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.

LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.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.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Writing Traits

SWBAT:

- Organize ideas for writing
- Participate in shared and independent writing
- Use a variety of digital tools to produce writing with guidance and support from a teacher
- Participate in various stages of the writing process (Pre-Write/Brainstorm, Rough Draft, Revise, Edit, Publish)
- Write an expository piece
- Utilize varying sentence length

LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Grammar

SWBAT:

- Use end punctuation for sentences
- Capitalize dates and names of people
- Underline titles of books
- Identify irregular verbs

LA.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.C	Use commas in dates and to separate single words in a series.

Summative Assessment

- Wonders Unit 4 Assessment
- Writing Rubric
- Foundations Fluency Assessments
- Fastbridge Universal Screening

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Formative Assessment and Performance Opportunities

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- Writing Checklist
- Writing Conferencing
- Running Record
- Wonders Weekly Assessment
- Fastbridge Progress Monitoring

Accommodations/Modifications

Accommodations

- Small Group instruction to preview/review content
- Repeated Reading of Text
- Exposure to text (Not Cold Read)
- Slow pacing of instruction
- Vocabulary/Content Resource Sheet
- Visual and digital display as well as explanation of domain specific and academic vocabulary
- Use of highlighting tape to draw attention to key words and phrases
- Provide Graphic Organizer/Post it notes during close reading/Highlighters
- Print Text so students can write/highlight directly on text
- Extra time for assessments
- Read questions to students aloud
- Provide Divider for Focus
- Provide Reading Tracker

- Provide phonics linked alphabet (Foundations Strip)
- Provide Reading Phone
- Scoop fluency passages
- Have student provide a retelling

For Grammar/Writing

- Sentence Strips
- Provide sentence starters
- Provide list of transition words, sight words, and commonly misspelled words
- Provide examples of grammatical concept
- Larger grid writing paper
- Graphic organizers for paragraph/essay structure

Modifications

- Interactive Text
- Utilize Approaching Level Assessments
- Provide at home access to classroom resources
- Use eAssessment tool to eliminate multiple choice answers
- Read story to students aloud or allow students to utilize Wonders website to read
- Provide simpler vocabulary words for unit (See Approaching Level Vocabulary Words)
- Change Reading Level for individual students within ConnectEd
- ELL: Place picture cues near unknown words

For Grammar/Writing

- Fill in the blank or multiple choice grammar questions
- Provide definitions of grammatical concept
- Submit answers in outline form rather than sentence/paragraph form
- Allow students to type answers rather than write answers
- Slant board
- Raised line paper

ELL Modifications: Application of SIOP teaching strategies put in place including a slower pace of verbal instruction, various representations of directions, repetition of difficult content sentences and vocabulary, visual and digital display as well as explanation of domain specific and academic vocabulary. Verbal communication of not only concept but also language goals. Written and verbal examples given of these goals.

Concepts evaluated for age level as well as cultural appropriateness based on the student's background

Interdisciplinary Connections

- In "A Model," students will make an animal out of clay or dough and try to show the animal in motion.
- Civics, Government, Human Rights: Unit 4, Wk 5
- History, Culture, Perspective (holidays): Unit 4, Wk 5
- Economics, Innovation, Technology: Unit 4, Wk 5

- A Model- How do animals' bodies help them?

1-LS1-1.LS1.A.1	All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
1-LS1-2.LS1.B.1	Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.
1-LS1-1.LS1.D.1	Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.

Unit Resources

- Big Book and Little Book of Reading/ Writing Workshop
- Literature Big Books
- Literature Anthology
- Interactive Read-Aloud Cards
- Teacher Editions
- Teaching Poster
- Leveled Readers
- Classroom Library Tradebooks
- Your Turn Practice Book
- Visual Vocabulary
- Leveled Workstation Activity Cards
- Retelling Cards
- Photo Cards
- High-Frequency Word Cards
- Response Board
- Weekly Assessment
- Unit Assessment
- Benchmark Assessment

- Foundations Sound Key Word Cards
- Foundations Magnetic Boards
- Foundations Dry Erase board
- Foundations Echo Owl
- Foundations Posters
- Foundations Composition Book
- Foundations Notebook
- Foundations Journal
- Foundations Trick Words
- Foundations Fluency Resources (phrases, real words, trick words, sounds)