

## Unit 2: Fall

<b>Unit #:</b>	APSDO-00014588	<b>Duration:</b>	40.0 Day(s)	<b>Date(s):</b>	10-06-2014 to 10-06-2014
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**Team:**  
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**Grades:**  
 1

**Subjects:**  
 English Language Arts

### Unit Focus

In this unit, students will focus on the season of fall. First grade students will use their senses to experience the characteristics of fall. They will create writing based on their observations, which will include writing a friendly letter. Students will read a variety of fiction and nonfiction texts and learn how to distinguish between the two based on the text features. In phonics students will focus on recognizing the vowel sounds (short o, short e, short u), the digraphs /th/, /sh/, and r controlled vowel A-or. In grammar, students will be able to distinguish the difference between telling and asking sentences and identify nouns in a sentence. Primary instructional materials for this unit include the following titles: *Kindness is Cooler Mrs. Ruler*, *The Apple Pie That Papa Baked*, *Why Do Leaves Change Colors?*, *Leaf Man*, *Red Leaf Yellow Leaf*, *Leaf Trouble*, *Pumpkin Pumpkin*, *Pumpkin Soup*, *Room on the Broom*, *The Biggest Pumpkin Ever*, *Thanksgiving is for Giving Thanks*, *The Very Quiet Cricket*.

### Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Common Core</b>  <i>English Language Arts: 1</i></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text. <i>CCSS.ELA-LITERATURE.RL.1.1</i></li> <li>• Ask and answer questions about key details in a text. <i>CCSS.ELA-LITERACY.RI.1.1</i></li> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <i>CCSS.ELA-LITERATURE.W.1.2</i></li> </ul>	<p><b>T1</b> (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p><b>T2</b> (T20) Student Lens: Active readers think critically about what they read.</p> <p><b>T3</b> (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p><b>T4</b> (T21) Student lens: Powerful writers think critically about what they write.</p> <p><b>T5</b></p> <p>Thematic: Students will be able to use their five senses to experience and describe the world through the lens of seasonal change.</p>	
	Meaning	
	Understandings	Essential Questions

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. *CCSS.ELA-LITERATURE.RL.1.4*
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. *CCSS.ELA-LITERATURE.RL.1.5*
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. *CCSS.ELA-LITERACY.RI.1.5*
- Use the illustrations and details in a text to describe its key ideas. *CCSS.ELA-LITERACY.RI.1.7*

**U1** (U601) To be effective, writing (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.

**U2** (U900) Rules of grammar and mechanics are conventions of language that guide writers and readers through the text.

**U3** (U201) Identifying the genre of a text, and how the purpose, point of view, and organizational structure helps readers analyze and comprehend the text.

**U4**

Thematic: The change of each season creates a set of predictable behaviors in nature, animals, and people.

**Q1** (Q601) Why am I writing this piece? Who will read this? (K-1) How do my audience and purpose influence the way I plan/write? (2-3) How do my audience and purpose influence the structure, language, and style of this piece? (4-12)

**Q2** (Q602) How do I make my writing easy to understand? (K-2) How do I make my writing interesting, engaging, and effective given my audience and purpose? (3-12)

**Q3** (Q900) Why do we have/need rules of writing? (K-12)

**Q4** (Q200) What do active readers do? (K-12)

**Q5** (Q201) What are my strategies for reading this text? How do I know if they are working? (K-12)

**Q6** (Q103) What is my purpose for reading? (K-12) How does it influence how I read? (3-12)

**Q7** (Q203) What do I notice about the look of this text (e.g., text features, text structure)? How does this help me get ready to read? (K-12)

**Q8** (Q204) How do authors make specific language, narrative, structure, and/or style choices to communicate their ideas? How does that affect my reading? (K-12)

**Q9**

Writing: How do I use details in my writing to describe the picture (mental image) I see?

**Q10**

Thematic: What does this season (fall) look like? What changes do you see? (e.g., trees, weather)

**Q11**

Thematic: How do seasonal changes affect living things (i.e. animals, people, plants)?

Acquisition of Knowledge and Skill	
Knowledge	Skills
	<p><b>S1</b> Identify the stages in the life cycle of a plant</p> <p><b>S2</b> Use senses to make observations of the world around them</p> <p><b>S3</b> Create writing based on their observations</p> <p><b>S4</b> Write friendly letters using a template</p> <p><b>S5</b> Distinguish between fiction and non-fiction texts using text structure and features</p> <p><b>S6</b> Recognize the vowel sounds (short o, shrt e, short u), the phonograms -all, -ang, -ing, digraphs /th/, /sh/, and r controlled vowel -or</p> <p><b>S7</b> Distinguish the difference between telling and asking sentences, identify naming and telling parts of a sentence, and identify nouns</p> <p><b>S8</b> Understand the difference between wants and needs</p> <p><b>S9</b></p>

