

Unit 3: Winter

Unit #:	APSDO-00014589	Duration:	50.0 Day(s)	Date(s):	12-08-2014 to 12-08-2014
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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 winter. The students will use their five senses to explain the changes during the winter season. The first grade students will define the elements of story and use them in oral and written retellings. The students will also identify and record facts from informational texts. They will learn to integrate these facts into a paragraph. First grade students will explore the ideas and understand the importance of giving and receiving. Phonics focus will be on digraphs, r-controlled vowels, -le ending and long vowels. Children will identify nouns, compound words, plurals and put words in alphabetical order. Primary instructional materials for this unit include the following titles: *The Giving Tree*, *Owen*, *Owl at Home*, *Winter Wonderland (Picture the Seasons)*, *Katy and the Big Snow*, *Remarkable Reindeer*, *Rookie Reader: Living in the Arctic*, *Rookie Reader: The Top and Bottom of the World*, *Rookie Reader: Antarctica*, *Who Lives Here? Polar Animals*, *The Kissing Hand*, *The Three Snow Bears*, *Cool Penguins*, *Powerful Polar Bears*, *Sleek Seals*, *Wonderful Wolves*, *Harpo the Baby Seal*, *Baby Seal*, *Seals (Polar Animals)*, *Polar Bears National Geographic Reader*, *Polar Bears*, *Polar Bear Night*, *Arctic Hares (Animals that Live in the Tundra)*, *Arctic Hares (Polar Animals)*, *Penguins National Geographic Reader*, *Penguin Pete*, *Arctic Foxes*, *The Mitten*, *The Hat*, *The Snowy Day*, *Caps For Sale*, *Winter Eyes*.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer
<p>Common Core <i>English Language Arts: 1</i></p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. <i>CCSS.ELA-LITERATURE.RL.1.1</i> • Identify the main topic and retell key details of a text. <i>CCSS.ELA-LITERACY.RI.1.2</i> • Retell stories, including key details, and 	<p>T1 (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>T2 (T20) Student Lens: Active readers think critically about what they read.</p> <p>T3 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p>T4 (T21) Student lens: Powerful writers think critically about what they write.</p> <p>T5</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>

<p>demonstrate understanding of their central message or lesson. <i>CCSS.ELA-LITERATURE.RL.1.2</i></p> <ul style="list-style-type: none"> • 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> • Describe characters, settings, and major events in a story, using key details. <i>CCSS.ELA-LITERATURE.RL.1.3</i> • Describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>CCSS.ELA-LITERACY.RI.1.3</i> • 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. <i>CCSS.ELA-LITERATURE.W.1.3</i> • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <i>CCSS.ELA-LITERACY.RI.1.4</i> • 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. <i>CCSS.ELA-LITERACY.RI.1.5</i> • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <i>CCSS.ELA-LITERACY.RI.1.6</i> • Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). <i>CCSS.ELA-LITERATURE.W.1.7</i> • Use illustrations and details in a story to 	Meaning	
	Understandings	Essential Questions
	<p>U1 (U200) Effective readers use appropriate strategies (as needed) to construct meaning from texts.</p> <p>U2 (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.</p> <p>U3</p> <p>Thematic: The change of each season creates a set of predictable behaviors in nature, animals, and people.</p>	<p>Q1 (Q104) How does what I read (e.g., genre, text structure, story elements) influence how I should read? (2-12)</p> <p>Q2 (Q108) How do people, events, and ideas change/develop within the text? (K-12) Whose voices are heard/not heard? (6-12)</p> <p>Q3</p> <p>What are the five story elements in a fiction story? How do they help you as a reader and writer?</p> <p>Q4</p> <p>Thematic: What does this season (winter) look like? What changes do you see? (e.g., trees, weather)</p> <p>Q5</p> <p>Thematic: How do seasonal changes affect living things (i.e. animals, people, plants)?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skills
	<p>S1</p> <p>Define the five narrative elements: setting, characters, problem, events, solution</p> <p>S2</p> <p>Retell a story using the five elements (oral and written)</p> <p>S3</p> <p>Write a narrative including beginning, middle</p>	

<p>describe its characters, setting, or events. <i>CCSS.ELA-LITERATURE.RL.1.7</i></p> <ul style="list-style-type: none"> • Identify the reasons an author gives to support points in a text. <i>CCSS.ELA-LITERACY.RI.1.8</i> • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <i>CCSS.ELA-LITERATURE.W.1.8</i> • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <i>CCSS.ELA-LITERACY.RI.1.9</i> • With prompting and support, read informational texts appropriately complex for grade 1. <i>CCSS.ELA-LITERACY.RI.1.10</i> 		<p>and end</p> <p>S4</p> <p>Identify and record facts from informational texts that support the main idea</p> <p>S5</p> <p>Understand the importance of giving and receiving</p> <p>S6</p> <p>Recognize how living things and the environment change or adapt during winter</p> <p>S7</p> <p>Identify digraphs /ch/, /tch/, /wh/, /qu/, r-controlled vowels, ending -le, long vowels (o, e, a, long e with y)</p> <p>S8</p> <p>Identify nouns and proper nouns, pronouns, compound words, alphabetical order and plurals</p> <p>S9</p> <p>Write a paragraph with a clearly stated main idea and supporting details</p>
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