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| **Unit Information** |
| **Unit Theme: Unit 1****Animals, Tame and Wild** | **Unit 1: Animals, Tame and Wild** | **Grade****Level:** | **1** |
| **Integrated Subject/Topic:** | **English Language Arts / Science**  |
| **Length (in weeks/days):****1st  2nd 3rd 4th**  | **6 weeks** |
| **Developers:** | **Monica Brodie, Anna Collier, Pam Day, Caroline Ellison, Lynne Jones, Elizabeth Martin, Kimberly Quesinberry** |

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| **What’s The Big Idea (s)?** |
| **RL.1.3-** I can describe the characters, setting and major events of a story using key details through pictures, writing and discussion.**SL.1.1c-** Asking questions can help me understand a new topic through discussion.**W.1.2-** Knowing facts and details about a topic will help you write informative text.**Sci. 1.L.1-** Plants and animals live in different environments that help them survive. |
| **Essential Questions** |
| **RL.1.3-** How can I describe the characters, setting and major events using key details?**SL.1.1c-** How can asking questions help me to understand the text?**W.1.2-** How can I write an informative text about a topic?**Sci. 1.L.1-** What do plants and animals need to survive? |
| **Priority Standards** | **Supporting Standards** |
| RL.1.3SL.1.1cW.1.2Sci. 1.L.1 | RL 1.7, RL 1.4, RF 1.2b, RF 1.2dSL 1.5, SL 1.1a, SL 1.1b, L1.1a, L1.2e, L1.2b, L1.2dSci. 1.L.1.1 |
| **Possible Minilessons Statements** |
| * Characters are the people or animals in stories. They can be make-believe or real.
* Setting is the time and place in which a story happens. Settings can be make-believe or real.
* Plot is the pattern of important events in a story. Every story has a beginning, middle and end.
* The main idea is what is what an article or story is mainly about.
* You should think about what happens and why it happens as you read.
* Story structure is how a story is arranged.
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| **Possible I Can Statements** |
| **RL.1.3-** I can tell about people, places and events in a story.**SL.1.1c-** I can ask questions when I do not understand what my teacher and classmates are discussing.**W.1.2-** I can write informative/explanatory texts.**Sci. 1.L.1-** I canunderstand how different environments and human behaviors can effect animal and plant survival. |
| **Problem-Based / Hands-On Learning Activities** |
| * Habitat project using materials of their choice.(Ex. poster, 3-D model, PowerPoint)
* Animal book created and presented by individual students or small groups.
* Weekly centers to reflect skills being taught.
* Sort pictures by cause and effect.
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| **Essential Vocabulary** |
| wants, needs, environment,survive, plants, animals, character, setting, plot, main idea, details, cause and effect, air, water, light, food, shelter, space, behavior, habitat, observe, living, non-living, tame, wild, short vowels, sentences, punctuation |  |  |  |
| **Resources** |
| Leveled readers and read alouds for each story, library books on plants and animals, Smart Board activities, word family books, decodable readers, selected poems and songs**Helpful websites:** [www.discoveryeducation.com](http://www.discoveryeducation.com), <http://kids.nationalgeographic.com/kids/animals/creaturefeature>, <http://www.brainpopjr.com/search/?keyword=Animals>  |
| **Achievement Targets- Assessment****What are the tasks implied by the verbs in the standards? What will the student be able to do?** |
| **Diagnostic** | **Informal** | **Formal** |
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