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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.1.3  SL.1.1c  W.1.2  Sci. 1.L.1 | | | | RL 1.7, RL 1.4, RF 1.2b, RF 1.2d  SL 1.5, SL 1.1a, SL 1.1b,  L1.1a, L1.2e, L1.2b, L1.2d  Sci. 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. | | | | | | |
| **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. | | | | | | |
| **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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