

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 1/ **What Makes Me Unique: An Informational Study of Animal Diversity through Biome Exploration** Course Code: ELA

COURSE INTRODUCTION:

Students in first grade build on skills taught in kindergarten. These skills include reading, writing, listening, and speaking. Although this list is not all inclusive. Students should have exposure to the following foundational skills: print concepts, phonological awareness, phonics, basic decoding, fluency, and word recognition. Building on these skills, students will advance their literacy understandings. As they continue to grow, students will participate in a wide variety of read-alouds and literacy experiences. These units are designed to incorporate various activities in a wide-range of curricular areas. Students will explore animal diversity by traveling through a variety of biomes. They will expand their knowledge of text features and character traits. Students will also learn to express opinions through writing.

UNIT DESCRIPTION:

Students will be encouraged to read and look for main ideas and facts on their own and in small groups. By reading and exploring in groups, students will learn about finding the main idea of a text and topic through the use of the information found in books as well as the illustrations provided. Students will learn about the features of non-fiction text and use this knowledge to complete a variety of tasks. Students will get to activate, build, and add on to their schema with all that they learn. Authentic and engaging activities will allow students to explore animal diversity and biomes.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal

SUGGESTED UNIT TIMELINE: 4-6 weeks

CLASS PERIOD (min.): can be incorporated in different parts of the day (reading, writing, social studies, etc.)

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Design for Learning principles are available at www.cast.org .						
Provide Feedback						
ESSENTIAL QUESTIONS:						
1. What can informative texts teach us about animal diversity?						
2. If we traveled to six different biomes, what would we find?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Students will read a variety of non-fiction texts that are grade and age appropriate.	R.10: Read and comprehend complex literary and informational texts independently and proficiently.	R.1.D.1.a R.1.D.1.b	1.5	RI.1.10		1
2. Students will study text features to create their own non-fiction text.	R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	R.3.A.1	1.6 2.1	RI.1.5		1 2

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<p>3. Students will listen to non-fiction texts on the topic of animals and biomes.</p>	<p>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>R.3.C.1.d R.3.C.1.e R.1.H.1.c</p>	<p>1.5</p>	<p>RI.1.2</p>	<p>1</p>
<p>4. Students will ask and answer questions throughout a story.</p>	<p>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.</p>	<p>R.1.H.1.a R.1.H.1.b R.3.C.1.a R.3.C.1.b R.3.C.1.c</p>	<p>1.5 1.6</p>	<p>RI.1.1</p>	<p>1 2</p>
<p>5. Students will read a variety of books on the same topic and compare and contrast the texts and information.</p>	<p>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>R.1.I.1.a</p>	<p>1.5 1.6</p>	<p>RI.1.9</p>	<p>1 2</p>
<p>6. Through the use of illustrations students will describe important parts of a book.</p>	<p>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>R.3.A.1</p>	<p>1.6</p>	<p>RI.1.7</p>	<p>2</p>

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<p>7. Students will use non-fiction texts to compose an informational piece of writing.</p>	<p>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.3.A.1.a</p>	<p>1.6 2.1</p>	<p>W.1.2</p>		<p>2</p>
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ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

1. Students will be given a page with a picture and sentence about each of the six biomes taught. The page will have a word bank and students will fill in the name of the biome under each picture/sentence.

See Summative Assessment _ Biome Identification

2. For comparing and contrasting, students will be given a blank Venn diagram to compare and contrast two animals from our unit.

See Formative Assessment 1_Compare-Contrast

3. Students will be given a page that has the biomes listed and students will write the name of one animal that lives in each biome.

See Summative Assessment _ Animal Naming

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

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Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	<p>1. The teacher will take students to the library or have a variety of books for students to choose from.</p> <ul style="list-style-type: none">- the teacher should let students know what the subjects of the books are- the teacher should setup a way for students to select books that they are interested in
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
2	<p>2. The teacher will model how to locate text features for students and then give students prompts to find features on their own.</p> <ul style="list-style-type: none">- the teacher will give students instruction to help guide them in the making of their own non-fiction book- the teacher will provide necessary materials (paper, books, markers, etc.)
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
3	<p>3. The teacher will model during a read aloud, how to find the main idea of a non-fiction story using supporting details.</p> <ul style="list-style-type: none">- the teacher will take students to a different biome to study each week- the teacher will provide students with materials to record important facts and observations for their journal- the teacher will model using main ideas to help write their own informational piece
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
4	<p>4. The teacher will read aloud non-fiction text about the six biomes in this unit.</p> <ul style="list-style-type: none">- the teacher will model asking questions throughout various parts of the story- the teacher will stop and ask students specific questions during the read aloud- the teacher will setup stations around the room with illustrations and facts for each of the biomes taught

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Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
5	<p>5. The teacher will put students into different groups based on topics to be studied.</p> <ul style="list-style-type: none">- the teacher will provide each group with several books on the same topic- the teacher will give students the task of reading the books and finding similarities and differences within the same topics- the teacher will model using information to write two different pieces, each containing different information
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
6	<p>6. The teacher will model and read aloud using several illustrations for students.</p> <ul style="list-style-type: none">- the teacher will model talking through an illustration to help determine key ideas in a book using more than just words- the teacher will discuss how illustrations can help them find these ideas in a book- the teacher will create a chart about how illustrations help authors
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
7	<p>7. The teacher will model researching for students through a variety of methods.</p> <ul style="list-style-type: none">- the teacher will show students how non-fiction text can help them find information on a topic- the teacher will model using the internet to find information- the teacher will provide encyclopedias and dictionaries for students to conduct research- the teacher will model the steps of writing to help students complete an informational piece

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Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	<p>1. Students will work in small groups to research and read about the diversity among animals that live in each of the six biomes taught.</p> <ul style="list-style-type: none"> - students can buddy read with one another to expand their reading - students can use pages to help record important information and facts that they find <p>See Instructional Activity 1_Fantastic Facts</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
2	<p>2. Students will complete a variety of tasks given by the teacher to practice utilizing those features (locating pages on certain topics, looking up unknown words, etc.).</p> <ul style="list-style-type: none"> - students will create their own non-fiction book and include as many text features as they can - students may work with one another in cooperative learning groups to help complete the task. <p>See Instructional Activity 2_Text Features</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
3	<p>3. Students will listen to non-fiction text and determine the main idea of the story and provide supporting details.</p> <ul style="list-style-type: none"> - students will create a journal to record observations for each of the biomes they visit - students will keep a list of important facts from each biome observation - students will use the main ideas and create their own informational piece of writing <p>See Instructional Activity 3_Journal Page and Instructional Activity 3_Main Idea</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)

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4	<p>4. Students will listen to read aloud and ask questions throughout the story</p> <ul style="list-style-type: none"> - students will answer various questions throughout the story - students will travel to biomes around the room in groups to try and find answers to questions using materials at each station <p>See Instructional Activity 4_ Questions I Have</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
5	<p>5. Students will work in pairs or groups and read a variety of books on one topic.</p> <ul style="list-style-type: none"> - students will compare and contrast the information in each of the books - the students will use what they have learned and write a non-fiction piece using information and facts they have found in their reading
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
6	<p>6. Students will listen to read alouds that include a variety of illustrations and help the teacher determine key ideas from these illustrations.</p> <ul style="list-style-type: none"> - students will work together to find text supported details on a given topic using illustrations - students will explain how the illustrations helped them determine key ideas in a book - students will model the importance of using illustrations in their own writing <p>See Instructional Activity 6_ Mental Images</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
7	<p>7. Students will practice researching on their own or in small groups using a variety of methods.</p> <ul style="list-style-type: none"> - students will use a variety of non-fiction texts to help them list important facts and details on the main idea

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- students will have access to a computer to use sites provided by the teacher to conduct research
- students will look up important information in encyclopedias and use dictionaries for difficult vocabulary
- students will follow the writing process and turn their research into an informational piece of writing

UNIT RESOURCES: (include internet addresses for linking)

Teachers can allow students to choose some of the animals to explore during this unit. Therefore, teachers would locate a variety of animal books based off the interest of students. Some books that could be used for this unit include:

Johansson, Philip. *Marshes and Swamps: A Wetland Wed of Life*. Berkeley Heights: Enslow Pub., 2008.

Smithyman, Kathryn. *The Ocean Biome*. NY: Crabtree Pub., 2003.

Star, Fleur. *Desert*. NY: DK Pub., 2007.

Gifford, Clive. *The Kingfisher Young People's Book of Living Worlds*. NY: Kingfisher, 2002.

Kalman, Bobbie. *The ABCS of Habitats*. NY: Crabtree Pub., 2008.

Morris, Neil. *Forests*. NY: Crabtree Pub., 1998.

Lock, Deborah. *Forest*. NY: DK Pub., 2004.

Silver, Donald. *Arctic Tundra*. Scientific American Books for Young Readers, 1994.

Silver, Donald. *Seashore*. Scientific American Books for Young Readers, 1993.

Rothschild, David. *Earth Matters*. NY: DK Pub., 2008.

Schofield, Jennifer. *Animal Babies in Grasslands*. NY: Kingfisher, 2004.

Schofield, Jennifer. *Animal Babies in Ponds and Rivers*. NY: Kingfisher, 2004.

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Bullard, Lisa. *Loud and Quiet: An Animal Opposites Book*. Bloomington: Capstone Press, 2006.

Bullard, Lisa. *Long and Short: An Animal Opposites Book*. Bloomington: Capstone Press, 2006.

Bullard, Lisa. *Wet and Dry: An Animal Opposites Book*. Bloomington: Capstone Press, 2006.

Bullard, Lisa. *Fast and Slow: An Animal Opposites Book*. Bloomington: Capstone Press, 2006.

Websites that could be used for this unit include:

<http://kids.nceas.ucsb.edu/>

<http://www.mbgnet.net/>

This unit allows for differentiation in all areas to better meet student needs. Please refer to the accommodations/modifications document for more ideas on how to differentiate instruction.