**Understanding by Design Unit Template**

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| **Title of Unit** | **All About Me!**  This unit is designed to extend students’ understanding of themselves and their world. | | **Grade Level** | One | | |
| **Curriculum Area** | ELA | | **Time Frame** | 4 weeks | | |
| **Developed By** |  | | **ELA Context** | Personal and Philosophical | | |
| **School** |  | | | | | |
| **Identify Desired Results (Stage 1)** | | | | | | |
| **Content Standards –Curricular Outcomes** | | | | | | |
| **CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).**  **CR1.4 Read and comprehend grade-appropriate texts, (including narratives, informational texts, scripts, poems) by relating the sequence (i.e. beginning middle and end), the key points (who, what, where, when, and why), and the problems and solutions.**  **CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity.**  **CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.**  **AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.** | | | | | | |
| **Essential Questions** | | **Enduring Understandings** | | | | |
| **Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding.** | | **What do you want students to understand & be able to use several years from now?** | | | | |
| As a listener, what am I communicating?  How do I know if my speech was effective? What adjustments do I need to make?  What did I find out about myself during the writing experience? How will that shape what I do? | | * The way a listener conducts himself/herself communicates a specific message to the speaker. * The way the speaker presents and the content of the speech affects the engagement of the listener. * Writers develop their ideas through the selective inclusion of evidence. * Students must be active participants in their own learning. | | | | |
| **Misconception** | | | | |
| **Unit Question (ELA context)** | | **(Optional)** | | | | |
| Who am I?  What makes me special and different from everyone else? | | Everyone is the same. | | | | |
| **Knowledge**  Students will know… | | **Skills**  Students will be able to… | | | | |
| **CR1.3**  … what makes a good listener – (sit still, not distracting others; focus on the speaker; thinking about what the speaker is saying (making connections); ask appropriate questions).  … how to retell stories by responding to stories orally and through drawing.  … that language has sound sequences related to concepts of repetition and pattern.  … that speech can be broken down into words, words into sounds (segmenting and blending).  … that they can use their prior knowledge and personal experiences to predict what will happen in texts.  **CR1.4**  … that listening to or reading stories can be enjoyable and they can read short familiar texts with increasing fluency.  … that they can make connections between stories and their own experiences.  .. that, with support, they can match voice to print (recognize words as individual units, use left to right and top to bottom progression in order to follow words in the correct order as they are read, and match one-to-one a word being read and its printed form).  … that they can recognize and read key words in the context of poems, the morning message, rhymes, and songs (I, am, have, can, see, like, my, me, and, the, of, we, are, look, at, to), Academic vocabulary - name, draw,  **CC1.1**  … that what can be said can be written and read.  … that writers have a purpose for writing.  … written texts remain constant and there are certain conventions of writing that must be followed (left to right and top to bottom progression, words are made up of letters with their corresponding sound).  … that they can participate in language experience, and patterned, shared and interactive writing.  **CC1.3**  … their ideas and comments are important and valuable during discussions.  … that they can experiment with rhythms and sounds of language (rhyming, alliteration, manipulation of sounds).  … pictures can be organized to express ideas and tell stories. (Before strategy)  … that speakers present information and ideas in complete sentences. (During strategy)  … that they can share ideas, information, and feelings in a brief presentation to a familiar audience. (During strategy)  … they can retell interesting or important aspects of favorite or familiar topics and stories. (After strategy)  … that they can add more information by answering questions from an audience.  **AR1.1**  **…** that students must be active participants in their learning.  … they can think about their own listening skills including listening quietly, taking turns and asking appropriate questions.  ... that they can think about their own reading skills including checking for meaning and sounding out words.  … that engaging in self-reflection can improve the way we communicate through writing. speaking and representing.    … they can reflect on their own speaking skills (i.e. speaking loudly enough for everyone to hear and taking turns). | | a. Listen and respond appropriately to a range of communications  b. Use appropriate Before, During, and After strategies when listening  c. Use applicable pragmatic, textual, syntactical, semantic/lexical/morphological, grapgophonic, and other communication cues and conventions.  d. Retell stories by relating sequence of story events by answering who, what, when, where, why and how questions  f. Listen courteously and attentively to understand the meaning and intent of others  g. Listen to carry out directions with four to six simple steps    a. Read and interpret own writing, experience charts, labels, symbols and print in the environment.  b. Select and use the appropriate Before, During, and After strategies when reading.  c. Use applicable cues and conventions when reading.  i. Read and reread “just-right” texts for a sustained 10-15 mins daily.  j. Begin to utilize silent reading (Daily 5 implementation).    b. Dictate to another person and compose stories that tell personal feelings, ideas, experiences, opinions, observations, and reactions.  e. Use inquiry to explore a question or topic related to theme “All About Me”  Use the language of inquiry (e.g. “I want to find out if…” “I know…”  Ask questions to satisfy personal curiosity about themselves and peers and discuss information needs.  Ask and answer questions to help satisfy group curiosity and information needs about themselves and peers.  a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read.  b. Select and use appropriate Before, During, and After strategies to communicate meaning.  c. Use applicable cues and conventions to construct and communicate meaning when speaking.  d. Share and talk about what is being learned, and stay on topic when speaking.  f. Answer questions in complete sentences.  h. Retell stories using beginning, middle. And end, and include details regarding who, what, when, where, why, and how.  j. rehearse and deliver brief short poems, rhymes, songs, stories aout familiar experiences or interests.  a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions.  b. Co-reflect (with teacher or other adult) on viewing, listening, reading, speaking, writing, and other forms of representing to identify strengths and to discuss attributes of, and strategies used by good viewers, listeners, readers, representers, speakers, and writers. | | | | |
| **Assessment Evidence (Stage 2)** | | | | | | |
| **Performance Task Description** | | | | | | |
| **The performance task describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below:** | | | | | Helpful tips for writing a performance task. | |
| **Goal:** Your goal is to express in oral and written format what makes you special and different from everyone else**.**  **Role:** You are a new student in the class. You need to share your “life-story” with your class members.  **Audience: T**he students in your class will be your audience.  **Situation:** You will make a booklet to show what makes you special and different from others.  **Product/ Performance:** You will make a booklet about yourself. You will collect work done during the unit and include photographs, drawings and simple sentences. You will begin to develop writing skills by providing captions for your pictures and drawings; this may be dictated to the teacher.  After your booklet is finished you will orally present your booklet to your class demonstrating your competence as a speaker. Your classmates may ask two questions based on your presentation. You will have two minutes to explain your booklet to your class.    **Standards:** See rubric below. | | | | | **Goal:**  What should students accomplish by completing this task? | |
| **Role:**  What role (perspective) will your students be taking? | |
| **Audience:**  Who is the relevant audience? | |
| **Situation:**  The context or challenge provided to the student. | |
| **Product/Performance:**  What product/performance will the student create? | |
| **Standards**  **(Create the rubric for the Performance Task)** | |
| **BLOOMS TAXONOMY:**  REMEMBERING: Can the students recall or remember the information?  UNDERSTANDING: Can the students explain ideas or concepts?  APPLYING: Can the students use the information in a new way?  ANALYZING: Can the students distinguish between the different parts?  EVALUATING: Can the students justify a stand or decision?  CREATING: Can the students create new product or point of view? | **Digital Taxonomy for Bloom:**  KNOWLEDGE: Highlighting, bookmarking, social networking, searching, googling  COMPREHENSION: Advanced searches, blog journaling, twittering, commenting  APPLICATION: Running, loading, playing, operating, hacking, uploading, sharing, editing  ANALYSIS: Mashing, linking, tagging, validating, cracking, reverse-engineering  SYNTHESIS: Programming, filming, animating, blogging, wiki-ing, publishing, podcasting, video casting  EVALUATION: Blog commenting, reviewing, posting, moderating, collaborating, networking, posting moderating | | | | | |
| **Standards Rubric**  **The standards rubric should identify how student understanding will be measured.** | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Criteria** | **Exceeding** | **Meeting** | **Beginning** | **Not Yet** | | **CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity.** | Writing – Writes original stories to narrate, explain, and describe.  Uses complete sentences with capital letters and periods consistently. | Writes stories about familiar events and experiences with a minimum of five sentences.  Uses complete sentences of six words or more using capitals, correct spacing and some punctuation. | Creates short text with own ideas following a model.  Writes complete sentences in three to four words, but sometimes uses incomplete sentences. | Draws pictures and attempts to add print to communicate ideas following teacher modeling.  Presents ideas in simple sentences or incomplete sentences | | **CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate** | Speaking – generates and contributes ideas on particular topics with appropriate facts and details. | Talks about ideas, experiences, and preferences related to texts and familiar topics. | Conveys own thoughts clearly when relating own events and retelling a story; asks appropriate questions, participates in group experiences. | Talks about basic ideas and experiences, recalls and retells directions, asks permission. | | **AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.** | Demonstrates the behaviours of good listeners, readers, speakers and writers. | Identifies what good listeners, readers, speakers and writers do. | Identifies, with teacher’s guidance, what good listeners, readers, speakers and writers do. | Reflects, with teacher guidance and modeling, on what good listeners, readers, speakers and writers do. | | | | | | | |
| **Other Assessment Evidence: (Formative and summative assessments used throughout the unit to arrive at the outcomes.)** | | | | | | |
| |  |  |  | | --- | --- | --- | | **Observation** | **Conversation** | **Product** | | Oral Language Checklist  Listening Skills Checklist and/or rubric  Anecdotal Records | Dialogue with Students  Self-Assessment of Listening and Speaking Skills  *How did I listen?*  *Me as a Speaker?*  *Thinking About My Work* | Performance Task Rubric  Speaking and Listening Rubric (see below)  Retelling Rubric |   Speaking And Listening Rubric:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Criteria** | **Exceeding** | **Meeting** | **Beginning** | **Not Yet** | | **Thinking**  *CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how)***.** | Explores/expresses original / creative thoughts when speaking to others | Explores/expresses own thoughts when speaking to others | Demonstrates some ability to explore/express thoughts when speaking to others | Demonstrates a limited ability to explore/express thoughts when speaking to others | | Integrates and extends the ideas of others when speaking | Builds on the ideas of others when speaking | Demonstrates some ability to build on ideas of others | Demonstrates a limited ability to build on the ideas of others | | **Communication**  *CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.* | Expresses ideas, opinions, feelings clearly and in an engaging manner when speaking to others in terms of:  Fluency  Volume  Speed  Intonation  inflection | Expresses ideas, opinions, feelings clearly when speaking to others in terms of:  Fluency  Volume  Speed  Intonation  inflection | Expresses ideas, opinions, feelings with partial clarity when speaking to others in terms of:  Fluency  Volume  Speed  Intonation  inflection | Expresses ideas, opinions, feelings with limited clarity when speaking to others in terms of:  Fluency  Volume  Speed  Intonation  inflection | | Explores new vocabulary successfully | Uses new vocabulary effectively | Attempts to use new vocabulary | Uses a limited vocabulary | | Establishes and maintains eye contact when speaking | Maintains appropriate eye contact when speaking | Maintains eye contact some of the time when speaking | Has difficulty maintaining appropriate eye contact when speaking | | Uses gestures naturally and effectively when speaking | Uses gestures effectively when speaking | Makes some use of gestures when speaking | Makes limited use of gestures when speaking | | Responses to questions are clear, appropriate and insightful | Responses to questions are clear and appropriate | Responses to questions are somewhat clear and generally appropriate | Responses to questions are hesitant or unclear and may not be appropriate | | **Active Listening**  *CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how)***.** | Listens attentively and respectfully to others’ ideas, opinions, points of view | Listens attentively to others’ ideas, opinions, points of view | Listens some of the time to others’ ideas, opinions, points of view | Demonstrates limited ability to listen to others’ ideas, opinions, points of view | | Asks insightful questions | Asks appropriate questions | Attempts to ask appropriate questions | Asks few questions | | Encourages speaker through appropriate use of posture and body language | Demonstrates appropriate posture and body language when listening to others | Demonstrates appropriate posture and body language some of the time when listening to others | Has difficulty demonstrating appropriate posture and body language when listening to others |   Retelling Rubric (Reading and Listening)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CR1.4 Read and comprehend grade-appropriate texts, (including narratives, informational texts, scripts, poems) by relating the sequence (i.e. beginning middle and end), the key points (who, what, where, when, and why), and the problems and solutions.** | Reads and retells independently using the key ideas, and ideas of a story. | Reads and retells the sequence and key points (who, what, where, when, how, why) of a text. | Reads and retells stories by relating most key points. | Reads and retells some ideas in simple texts. | | **CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).** | Listens and retells and elaborates independently the key ideas.  Carries out directions with more than six steps.  Sets goals for listening. | Listens and retells the sequence and key points of a text  Follows directions with four to six simple steps.  Listens attentively and with respect. | Listens and retells with some detail the basic ideas of a text.  Follows two and three step instructions.  Listens to the ideas of others. | Listens and retells a few or little of ideas or details in the text.  Follows one-step oral directions correctly.  Listens with prompting. Takes turns most of the time. | | | | | | | |
| **Learning Plan (Stage 3)** | | | | | | |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** | | | | | | |
| Post essential questions around the room in language the students can understand.  Performance task and rubric will be explained to the students prior to the start of the unit.  Student-teacher discussions and observations will focus on the essential questions and what they mean. | | | | | | |
| **How will you hook students at the beginning of the unit? (motivational set)** | | | | | | |
| Bring in some personal items about yourself (teacher). Give a short oral presentation about your items and why they are important to you. Tell students something about yourself. Make an experience chart about yourself and the items. | | | | | | |
| **What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?** | | | | | | |
| “Student of the Day” featuring each student during the duration of the unit. Interview the “Student of the Day” and use their name for phonemic awareness activities (rhyming, alliteration, tongue twisters, blending or segmenting, letter recognition). This can be done during Morning Message, or as a mini-lesson during Shared Writing/Reading. Student of the Day” interview can be printed on chart paper or printed off the Smart board to include in a class big book. Type the interview info so that it could be included in their portfolio/booklet.   * Modeling and practicing the behaviours of good listeners, speakers, readers, writers and representers. * Modeled, shared, interactive and independent writing on various related topics using frame sentences. * Class sharing time when students practice their speaking and listening skills – use a “talking stick” strategy to get students to take turns.   **All About Me Unit:**   * + **Guided/Independent Reading:** During this 4 week unit, students will read books at their own level dealing with personal and family-related topics (e.g. PM readers, Literacy 2000, Little Celebrations, Ready Readers, teacher/class made booklets). Students will make and read “little” books. These booklets will highlight basic sight vocabulary and focus on the topic being studied. *(CR1.4 Read and comprehend grade-appropriate texts, (including narratives, informational texts, scripts, poems) by relating the sequence (i.e. beginning middle and end), the key points (who, what, where, when, and why), and the problems and solutions.)*   + **Teacher–led Class /Group Discussions** will occur daily throughout the unit. Students will be encouraged to practice their speaking and listening skills in an informal situation. (*CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.)*   + **Writing** **(CC1.1)** (modeling the conventions of writing; attributes of a good writer)   Shared and Interactive writing during Morning Message.  Independent writing using frame sentences such as “I am…” “I can…” “I like…” “I have…”   * **Speaking/Listening** **(CC1.3 / CR1.1)** * (Teacher modeling of what a good speaker/listener does; student practice) * Oral communication during Sharing Time/Circle Time when students talk about themselves, ask questions of each other and practice answering questions asked. Students take turns speaking while others listen for information. * A great resource for developing oral (and written) language is the kit ***Let’s Talk About It***by Mondo (distributed by Nelson Publishing. Each kit consists of a large poster-sized easel containing 48 photographs for discussion and early reading and writing. Selected pictures from each kit could be use for this unit to stimulate oral language; build background knowledge and begin to engage in conversations, taking turns speaking and listening.   **Topic 1: Me, Myself and I**  **Lesson 1: Who Am I?** (Vocabulary- I, am, me, myself, name, is, my)  Introduce unit by bringing in some personal items about yourself (teacher). Give a short oral presentation about your items and why they are important to you. Tell students something about yourself. Make an experience chart about yourself and the items.  Take students outside and take photographs of them to make a scrapbook or big book for the class library. (Book could be based on *Brown Bear, Brown Bear*…)  **Read Aloud: *Chrysanthemum* by Kevin Henkes.**  *(CR1.1 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).)*  Students will discuss names and why they are important (part of who they are) *(CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.)*  Students will make a representation of themselves and their name to be included in their “booklet folder” they are collating toward the performance task. *(CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity.)*  **Topic 2: My Family**  **Shared Reading**: *Clifford’s Family* Norman Bridwell (TRC Big Book OS E BRI)  Read Aloud/Shared Reading: *A House is a House For Me*  **Read Aloud:** *Mama, Do You Love Me?*  and Papa*, Do You Love Me?* by Barbara Joosse; *My Kokum Called Today*  Iris Loewen *(CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why band how)*  **Read Aloud**: *It’s Mine* Leo Lionni (Text Talk – focuses on relationships)  Students will make representations of their family to be included in their “booklet folder” they are collating toward the performance task.  *(CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity.)*  **Topic 3: Me and My Friends**  **Shared Reading**: *Your Friends are my Friends*  (TRC Big Book OS 372.412 YOU) (*CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate)*  *Polar Bear, Polar Bear, what do you hear?* Bill Martin (TRC Big Book OS E MAR) (*CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate)*  *Brown Bear, Brown Bear What Do You See?* Bill Martin (TRC Big Book OS E MAR) (*CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate)*  **Read Aloud:** *Time for School, Nathan* by Lulu Delacre *(CR1.1 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).)*  Students will make representations of themselves and their friends to be included in the “booklet folder” they are collating toward the performance task. *(CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity.)*  **Topic 4: A Healthy Me.**  **Read Aloud:** *Andrew’s Loose Tooth* by Robert Munsch; *Hattie and the Fox* by Mem Fox *Gregory the Terrible Eater* Mitchell Sharmat (Text Talk – focused on likes and dislikes); *Children on the Move: An Active Living Alphabet*  by June LeDrew; *Girls on the Move: An Active Living Alphabet* and *Dance on the Move: An Active Living Alphabet* also by June LeDrew  *(CR1.1 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).)*  **Shared Reading:** *Eating the Alphabet* Lois Ehlert (TRC Big Book OS 582.16 EHL)  Students will make representations of foods they like/dislike, healthy/unhealthy foods and ways they stay healthy to be included in the “booklet folder” they are collating toward the performance task.  *(CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity.)*  During the final week students will be given the opportunity to put their booklet (performance task) together ready to present to their classmates over the next few days. They will have the opportunity to practice their speaking skills with a partner before presenting to the class. (*CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate. AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.)*  Presentation of their booklets to the class. Because of the ability to sit and focus their attention by Grade 1 students at the beginning of the year it is suggested the presentations be broken into short sessions. The teacher will evaluate student’s speaking skills during their “formal” presentation using the Standards Rubric. The booklet will be collected for final evaluation.  Following this, in discussion with the teacher students will complete the “Me as a Speaker” Checklist*.*  *(CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.*  *AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers****, speakers****, and writers do.)* | | | | | | **Time Frame** |
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| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?** | | | | | | |
| Teacher will develop a set of posters based on a cartoon (frog) character that signals the students (e.g. STOP and THINK: “How am I doing?” “Can I do this better?” “What have I learned?” Display the posters throughout the room as constant reminders.  Teacher-led discussion and practice. (Use Daily 5 format) | | | | | | |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** | | | | | | |
| **Self-assessment forms** - these would need to be completed during an interview/conference with an adult.  *How did I listen?*  *Me as a Speaker?*  *Thinking About My Work*    **Teacher-led Discussions** where students can practice their emerging listening and speaking skills | | | | | | |
| **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?**   * Guided/Independent Reading: During this 4 week unit students will read books at students own level dealing with personal and family-related topics (e.g. PM readers, Literacy 2000, Little Celebrations, Ready Readers, teacher/class made booklets). Students will make and read “little” books. These booklets will highlight basic sight vocabulary and focus on the topic being studied. *(CR1.4 Read and comprehend grade-appropriate texts, (including narratives, informational texts, scripts, poems) by relating the sequence (i.e. beginning middle and end), the key points (who, what, where, when, and why), and the problems and solutions.)* * Teacher-assisted story writing * Modeling and demonstrating what is expected as good listeners, speakers, readers and writers. | | | | | | |
| **What resources will you use in the learning experiences to meet the outcomes?** | | | | | | |
| **Read Aloud:** (Modeling the attributes of a good listener; listening to comprehend) *( CR1.3)*  *Chrysanthemum* by Kevin Henkes  *Mama, Do You Love Me?*  Papa*, Do You Love Me?* by Barbara Joosse;  *My Kokum Called Today*  Iris Loewen  *It’s Mine* Leo Lionni (Text Talk – focuses on relationships)  *Time for School, Nathan* by Lulu Delacre  *Andrew’s Loose Tooth* by Robert Munsch;  *Hattie and the Fox* by Mem Fox  *Gregory the Terrible Eater* Mitchell Sharmat (Text Talk – focused on likes and dislikes)  *Children on the Move: An Active Living Alphabet*  by June LeDrew  *Girls on the Move: An Active Living Alphabet* by June LeDrew  *Dance on the Move: An Active Living Alphabet* also by June LeDrew  *The Pow-Wow* Darrell Pelletier  *Children of the Yukon* Ted Harrison  *There’s a Nightmare in my Closet*  M Mayer  *Alligator Pie* Dennis Lee (poetry)  *Franklin in the Dark* P. Bourgeois  *Olivia* I. Falconer  *Red is Best* K. Stinson  *Butterscotch Dreams* S. Dunn (poetry  **Shared Reading:** (modeling the attributes of a good reader; concepts of print; phonemic awareness activities; alphabet recognition) *(CR1.4)*  *Time To Play; I’m Busy*; (Collections 1)  *A Special Kind of Me* Phoebe Rankin (TRC Big Book 05-811RAN)  *Through the Eyes of a Child* (TRC Theme Kit (TKT 158THR 2 K2)  *Your Friends are my Friends*  (TRC Big Book OS 372.412 YOU)  *Just Me*  Ron Bacon (TRC Big Book OS E BAC)  *Clifford’s Family* Norman Bridwell (TRC Big Book OS E BRI)  *Eating the Alphabet* Lois Ehlert (TRC Big Book OS 582.16 EHL)  *Brown Bear, Brown Bear What Do You See?* Bill Martin (TRC Big Book OS E MAR)  *Polar Bear, Polar Bear, what do you hear?* Bill Martin (TRC Big Book OS E MAR)  **Expanded Expression Toolkit** – for increasing the length of stories, both oral and written.  **Let’s Talk About It**  - photographic resource designed to increase oral language – choose topic-related photographs.  **Text Talk** (kit for Vocabulary Development and Read aloud comprehension – use topic-related books) | | | | | | |
| **Assess and Reflect (Stage 4)** | | | | | | |
| **Required Areas of Study:**  **Is there alignment between outcomes, performance assessment and learning experiences?** | | | | | |  |
| **BAL’s:**  **Does my unit promote life long learning, encourage the development of self and community, and engage students?** | | | | | |  |
| **CELS & CCC’s:**  **Do the learning experiences allow learners to use multiple literacies while constructing knowledge, demonstrating social responsibility, and acting autonomously in their world?** | | | | | |  |
| **Adaptive Dimension:**  **Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs of all my students?** | | | | | |  |
| **Instructional Approaches:**  **Do I use a variety of teacher directed and student centered instructional approaches?** | | | | | |  |
| **Student Evaluation:**  **Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes?** | | | | | |  |
| **Resource Based Learning:**  **Do the students have access to various resources on an ongoing basis?** | | | | | |  |
| **FNM/I Content and Perspectives/Gender Equity/Multicultural Education:**  **Have I nurtured and promoted diversity while honoring each child’s identity?** | | | | | |  |
| **Blueprint for Life:**  **Have I planned learning experiences in the unit that prepare students for a balanced life and/or work career?** | | | | | |  |

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.