**Understanding by Design Unit Template**

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| **Title of Unit:**  | Dr. Seuss  | **Grade Level** | 1-2 |
| **Curriculum Area:**  | ELA/Arts Ed. | **Time Frame** | 6-8 weeks |
| **Developed By:**  |  | **ELA Context** | Sequence of Events, Rhyming Words, Patterning **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).** **CC1.2****Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).****AR1.1****Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.****CP1.8****Create art works that express own ideas and explore different forms (e.g., painting,****drawing, printmaking) and media (paint, found objects).****CP1.4****Use language, visual images, and other ways (e.g. movement, sound effects) to****represent ideas both in and out of role.** | **CR2.3****Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.****CC2.2****Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.****AR2.1****Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., “What did I learn?”).****CP2.8****Create art works using a variety of visual art concepts (e.g., secondary colors), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g. paper, found objects, paint, crayons).****CP2.4****Contribute ideas when engaged in a variety of drama strategies (e.g., role, parallel****play, journeys, meetings) and during periods of reflection.** |
| **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?**  |
| What can I do to become a better at viewing, listening, speaking, and representing.- What does a good listener listen for?- What does a good viewer look for?- What do good speakers sound like?- What does good representing look like?Why is story sequence important?Why do we remember the poetry we do? | Students will develop a love of literature. Students will understand…- that our response to poetry (as with all texts) is personal and grounded in our own experiences.- that the poetry we remember are the ones with emotional impact and personal connection. |
|  | **Misconception** |
| **Unit Question (ELA context)** | **(Optional)** |
| How does the author teach rhyme using play on words and has readers develop connections with the fictional characters?  | Fictional characters are viewed as real life people.  |
| **Knowledge**Students will know… | **Skills**Students will be able to… |
| **CR1.3/CR2.3**….how to retell stories by relating a sequence of events by answering who, what, when, where, why and how questions.….that they can use their prior knowledge and personal experiences to make connections to the text.…that they can preview a text to help them understand.….demonstrate how to listen attentively and understand as a listener through body language and facial expressions (e.g., nodding in agreement).….listen to carry out directions with four to six simple texts.…. how to listen and demonstrate comprehension by retelling key points (who, what, where, when, and why) with support from the text.…. to listen and independently follow a series of related directions orinstructions related to class activities.**CC1.2/CC2.2**….how to display the main ideas in a logical sequence using different means. … how to check for details in the text. ….how to follow a model to communicate ideas.**AR1.1/AR2.1**….how to seek feedback from peers, teacher, and others. … how to explain the strategies they used and why they were used**CP1.8/CP2.8**....how to recognize that what is seen of an object changes with differentpoints of view.….how to classify different kinds of shapes using own words (e.g., rounded,lumpy, square) and apply to own work.**CP1.4/CP2.4**…how to use movement to express ideas in drama. …how to use visual images and language to represent ideas, both in and out of role.  | …. activate and build on prior knowledge. (B)….preview a text. (B)…demonstrate active listening behaviors (e.g., giving non-verbal acknowledgement, asking questions) (D)….ask questions to satisfy personal curiosity and to make sense of oral language (D)…..construct meaning by using the language cueing systems in oral texts, including the phonemic system (hearing and segmenting initial, final, and medial sounds) (D)….make and check predictions using prior knowledge and oral text features to understand information (D)….make connections between texts, prior knowledge, and personal experiences (D)….retell stories by relating the sequence of story events (A)…..tell what is learned by answering who, what, when, where, why, and how questions (A)…..relate aspects of stories and characters from oral texts to personal feelings and experiences (A)… create pictures to represent their understanding of the text (A)… identify the main ideas by using the illustrations (D) [CC1.2/CC2.2]…..share ideas and experiences using various forms such as pattern stories and illustrations for particular audiences (D)….represent the beginning, middle, and end of a variety of texts (D)…. create a visual representation to demonstrate their understanding (A) [CC2.2]…. develop a dramatization to express their understanding (D) [CC2.2]….reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions (A)[AR2.1/AR2.1]… identify and explore many different colors in their own art work (D)[CP1.8/CP2.8] …investigate and illustrate how the same color can be light or dark (A) [CP2.8]…express ideas by speaking in role. (D) [CP1.4]…demonstrate ability to focus on the main idea of each dramatic episode. (D) [CP1.4]….describe the main ideas in each dramatic episode. (D) [CP2.4] |
| **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. |
| The kindergarten students would like to learn more about rhyming words and patterns. As an expert, you will become an author/illustrator of a Dr. Seuss children’s book. In this book, you are going to write and illustrate a retelling of your favorite Dr. Seuss story using pictures and/or words. You will create and practice your book in class through partner and shared reading until you are ready to present your story to the kindergarten students.Your book will entertain the kindergarten students with beautiful full page illustrations. You will include 4 key elements using EET and the Go Map format: first, next, then, last; using pictures and/or words to retell the story. The cover of your book needs to include the book title, author/illustrator’s name, and an illustration that portrays one key element from the story. Your book will include the following:1. A cover that includes: -Title (of your favorite Dr. Seuss story) -Full color illustration (related to topic) -Author name (your name) -Date (month and year worked on)2. 4 or more pages  -One important key element  -Full color illustration on each page - Use rhyming words throughout the storybook. You will do the following:1.Create your book according to the outline above2.Practice presenting your book with a classmate3.Present your book to a group of kindergarten students -Use a clear voice -Speak up so that everyone can hear | **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, googlingCOMPREHENSION: Advanced searches, blog journaling, twittering, commentingAPPLICATION: Running, loading, playing, operating, hacking, uploading, sharing, editingANALYSIS: Mashing, linking, tagging, validating, cracking, reverse-engineeringSYNTHESIS: Programming, filming, animating, blogging, wiki-ing, publishing, podcasting, video castingEVALUATION: Blog commenting, reviewing, posting, moderating, collaborating, networking, posting moderating |
| **Standards Rubric****The standards rubric should identify how student understanding will be measured.**  |
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| Level Criteria | 4Mastery | 3Proficiency | 2Approaching | 1Beginning |
| CR1.3Listen 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, retells, and elaborates, independently, the key ideas (who, what, when, where, how, why) of a text. Carries out directions with more than four (4) steps. | Listens and retells the sequence and key points (who, what when, where, how, and why) of a text; follows directions with three (3) to four (4) simple steps. | Listens and retells with some detail the basic ideas of a text. Follows two (2) step instructions. | Listens and retells a few or little of the ideas or details in the text. Follows one-step oral directions correctly. |
| CC1.2Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings). | Representing: Represents key ideas and events with elaboration and details that enhance the message. Writing: Writes original stories and informational texts to narrate, explain, and describe. | Representing: Represents key ideas and events with elaboration. Writing: Writes stories and short informational texts about familiar events and experiences, with a minimum of five sentences. | Representing: Represents ideas and events with few details. Writing: Creates short text with own ideas following a model. | Representing: Represents basic ideas and events with limited details. Writing: Draws pictures and attempts to add print to communicate ideas following teacher modeling. |
| AR1.1Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do. | Demonstrates the good behaviors 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. |
| CP1.8Create art works that express own ideas and explore different forms (e.g., painting,drawing, printmaking) and media (paint, found objects). | Creates pictures that comprehensively represents their ideas of the main ideas and provides adequate details. | Creates pictures that accurately represents their ideas of the main ideas and provides relevant details. | Creates pictures that generally represents their ideas of the main ideas and provides minimal details. | Creates pictures that partially represents their ideas of the main idea of the story but lacks details. |
| Characteristics of Successful Learners  | CConsistently | UUsually | SSometimes | RRarely |
| Confidence: The student is able to present their assignment to peers using volume and tone of voice to captivate the audience. |  |  |  |  |

**Grade 1 Rubric****Grade 1 Student Rubric**

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| LevelCriteria | C:\Documents and Settings\nvilleneuve\Local Settings\Temporary Internet Files\Content.IE5\36MWMQTT\MC900440456[1].wmf | C:\Documents and Settings\nvilleneuve\Local Settings\Temporary Internet Files\Content.IE5\R31RHDFC\MC900434389[1].wmf | C:\Documents and Settings\nvilleneuve\Local Settings\Temporary Internet Files\Content.IE5\JCL1YC1C\MC900434411[1].wmf | C:\Documents and Settings\nvilleneuve\Local Settings\Temporary Internet Files\Content.IE5\L47Q4CKZ\MC900433819[1].png |
| CR1.3 | I got them all.  | I know all the characters and the problem.  |  I got the main idea.  | I don’t understand.  |
| CC1.2 | I drew pictures and wrote my story all by myself.  | I drew pictures and my teacher needed to correct some words.  | I drew a picture but needed my teacher to write words that I didn’t know.  | I drew pictures but didn’t write anything.  |
| AR1.1 | I sat like Bobby and listened.  | I sat like Bobby but I was talking to my neighbors.  | I sat like Bobby but I didn’t listen.  | I was having trouble sitting like Bobby. We had a job to do.  |
| CP1.8 | My pictures told the story. | My pictures helped tell the story but I forgot some pictures. | I only had 2 pictures for my story.  | I drew a picture.  |
| Confidence |  |  |  |  |

**Grade 2 Rubric**

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| --- | --- | --- | --- | --- |
| Level Criteria  | 4 Mastery | 3Proficiency | 2Approaching | 1Beginning |
| CR2.3Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations. | Listens, retells, and elaborates, independently, the key ideas (who, what, when, where, how, why) of a text. Carries out directions with more than four (4) steps. | Listens and retells the sequence and key points (who, what when, where, how, and why) of a text; follows directions with three (3) to four (4) simple steps. | Listens and retells with some detail the basic ideas of a text. Follows two (2) step instructions. | Listens and retells a few or little of the ideas or details in the text. Follows one-step oral directions correctly. |
| CC2.2Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details. | Writes, independently, using descriptive sentences, correct punctuation, quotation marks and spelling and uses consistent letter formation. | Writes relevant details in appropriate sentences using a variety of spelling strategies with some correct punctuation. Prints legibly. | Writes simple sentences with assistance and prompting. Beginning to use capitals and periods and uses some spelling strategies. Prints legibly but not consistently. | Writes using limited details with teacher modeling and assistance. Needs guidance to check spelling and punctuation. Letter size and formation lacks consistency. |
| AR2.1Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., “What did I learn?”). | Reflects and represents ideas in a way that captures a personal connection to the story. | Reflects and represents ideas in a way that captures the story. | Reflection is teacher prompted and represents ideas in a way that generally captures the story. | Reflection is teacher guided and represents ideas in a way that does little to capture the story. |
| CP2.8Create art works using a variety of visual art concepts (e.g., secondary colors), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g. paper, found objects, paint, crayons). | Creates pictures that uses a variety of primary and secondary colors to enhance the comprehension and represents the main ideas of the story and provides adequate details. | Creates pictures that uses 4 or more primary and secondary colors to accurately represent the main ideas of the story and provides relevant details. | Creates pictures that use 3 or 4 primary and secondary colors that generally represents the main ideas of the story and provides minimal details. | Creates pictures that use the primary colors that partially represents the main idea and lacks details. |
| Characteristics of Successful Learners | CConsistently | UUsually | SSometimes | RRarely |
| Confidence: The student is able to present their assignment to peers using volume and tone of voice to captivate the audience. |  |  |  |  |

**Grade 2 Student Rubric**

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| **Level** **Criteria** |  |  |  |  |
| CR2.3 | I got all the main ideas.  | I got 3 main ideas.  | I got 2 main ideas.  | I don’t know what happened. |
| CC2.2 | I wrote all by myself.  | My teacher needed to correct my spelling.  | I needed my teacher to help me write.  | I couldn’t write so I had to draw pictures.  |
| AR2.1 | I had the same thing happen to me as in the story.  | I understand the story.  | I needed my teacher to ask me questions about the story.  | My teacher asked me questions about the story but I couldn’t answer all of them.  |
| CP2.8 | I used all the primary and secondary colors in my picture. | I used 4 or more primary and secondary colors in my pictures.  | I used 3 or 4 primary and secondary colors in my pictures.  | I only used primary colors in my pictures.  |
| Confidence |  |  |  |  |

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| **Other Assessment Evidence: (Formative and summative assessments used throughout the unit to arrive at the outcomes.)** |
| **Conversation** | **Observation** | **Product** |
| - oral discussions- student/teacher conferences- class meetings | - running records- checklists | - rubrics- performance tasks- portfolios |
| **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?** |
| - peer evaluation - self evaluation- class discussions- present the rubric- talk about the performance task- post the performance task on the wall |
| **How will you hook students at the beginning of the unit? (motivational set)** |
| - dress up like Cat in the Hat**-** read the story ‘The Cat in the Hat’ will expression and talk about what happened in the story. |
| **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? How will you organize and sequence the learning activities to optimize the engagement and achievement of all students?** |
| **Lesson 1: Introduction (CR1.3/CR2.3)(AR1.1/AR2.1)(CC1.2/CC2.2)**Come into class after recess dressed up as “The Cat in the Hat”. Explain why I am there and that I need some grade 1-2 students to come on an adventure with me. Remind the students that I am looking for the students that are sitting like Bobby to go sit at the carpet. Once I have everyone sitting quietly at the carpet, begin reading “The Cat in the Hat” with lots of expression and show the pictures to emphasis the understanding of what is happening in the story. Once the story has been read, have the students go back to their desks, row by row from the carpet. Remind the students that I am looking for students that are like Bobby. Once everyone is quiet, review the story and use a graphic organizer on the SMARTBoard and check for comprehension and for sequence of events. **Lesson 2: Review of Introduction (CC1.2/CC2.2)(CP1.8/CP2.8)**Review “The Cat in the Hat” story and see if the students remember any key events that occurred. Place the Notebook file from the previous day on the SMARTBoard and see if they have placed the events into the correct sequence. Have the students draw pictures in their ELA notebooks and place the story title and date on the page. Grade 1- need to utilize primary colors; Grade 2- need to utilize primary and secondary colors. **Lesson 3: The Cat in the Hat Rhyming Words (AR1.1/AR2.1)**Reread the story and look for specific rhyming words to begin our classroom word wall and have the students begin their individual dictionaries. **Lesson 4: Go To Map- The Cat in the Hat (CC1.2/CC2.2)**Using the sequence of events from the previous day, utilize the Go To Map and fill in the *FIRST, NEXT, THEN and LAST* and have the students copy the information from the SMARTBoard onto their Go To Maps and place them into their ELA duo-tangs for this unit. **Lesson 5: Yertle the Turtle (CC1.2/CC2.2)(AR1.1/AR2.1)(CR1.3/CR2.3)**Have students sitting like Bobby at their desks and begin reading the story “Yertle the Turtle”. Go page by page and ask prompting questions about the key events throughout the story. Once the story has been read have the students go into peer partners and review the key events. Have the partners fill in a Go To Map. **Lesson 6: Sequence of Events- Yertle the Turtle (CC1.2/CC2.2)(CP1.8/CP2.8)**Have the partners draw pictures and write words that correspond to the events. If time permits have students present their booklet to the classroom explaining the key events. Grade 1- need to utilize primary colors; Grade 2- need to utilize primary and secondary colors.**Lesson 7: Rhyming Words- Yertle the Turtle (AR1.1/AR2.1)**Reread the story and look for specific rhyming words to begin our classroom word wall and have the students begin their individual dictionaries.**Lesson 8: Go To Map- Yertle the Turtle (CC1.2/CC2.2)**Have students review their partner booklets and fill in the Go To Map individually to see if the events have changed from the previous day. Have the students place the organizer in their duo-tangs. Have the students write the important events in a story form. **Lesson 9: Green Eggs and Ham**  **(CR1.3/CR2.3)(CC1.2/CC2.2)(AR1.1/AR2.1)**Have students sitting like Bobby at their desks and begin reading the story “Green Eggs and Ham”. Go page by page and ask prompting questions about the key events throughout the story. Once the story has been read have the students go into peer partners and review the key events. Have the partners fill in a Go To Map.**Lesson 10: Sequence of Events- Green Eggs and Ham (CC1.2/CC2.2)(CP1.8/CP2.8)**Review “Green Eggs and Ham” story and see if the students remember any key events that occurred. Place the Notebook file from the previous day on the SMARTBoard and see if they have placed the events into the correct sequence. Have the students draw pictures in their ELA notebooks and place the story title and date on the page. Grade 1- need to utilize primary colors; Grade 2- need to utilize primary and secondary colors.**Lesson 11: Green Eggs and Ham Rhyming Words (AR1.1/AR2.1)**Reread the story and look for specific rhyming words to begin our classroom word wall and have the students begin their individual dictionaries.**Lesson 12: Go To Map- Green Eggs and Ham (CC1.2/CC2.2)**Using the sequence of events from the previous day, utilize the Go To Map and fill in the *FIRST, NEXT, THEN and LAST* and have the students copy the information from the SMARTBoard onto their Go To Maps and place them into their ELA duo-tangs for this unit.**Lesson 13: If I Ran the Zoo (CR1.3/CR2.3)(CC1.2/CC2.2)(AR1.1/AR2.1)**Have students sitting like Bobby at their desks and begin reading the story “If I Ran the Zoo”. Go page by page and ask prompting questions about the key events throughout the story. Once the story has been read have the students go into peer partners and review the key events. Have the partners fill in a Go To Map.**Lesson 14: Sequence of Events- If I Ran the Zoo (CC1.2/CC2.2)(AR1.1/AR2.1)(CP1.8/CP2.8)**Review “If I Ran the Zoo” story and see if the students remember any key events that occurred. Place the Notebook file from the previous day on the SMARTBoard and see if they have placed the events into the correct sequence. Have the students draw pictures in their ELA notebooks and place the story title and date on the page. Grade 1- need to utilize primary colors; Grade 2- need to utilize primary and secondary colors.**Lesson 15: If I Ran the Zoo Rhyming Words (AR1.1/AR2.1)**Reread the story and look for specific rhyming words to begin our classroom word wall and have the students begin their individual dictionaries.**Lesson 16: Go To Map- If I Ran the Zoo (CC1.2/CC2.2)**Using the sequence of events from the previous day, utilize the Go To Map and fill in the *FIRST, NEXT, THEN and LAST* and have the students copy the information from the SMARTBoard onto their Go To Maps and place them into their ELA duo-tangs for this unit.**Lesson 17: Oh, the Places You’ll Go (CC1.2/CC2.2)(AR1.1/AR2.1)(CR1.3/CR2.3)**Have students sitting like Bobby at their desks and begin reading the story “Oh, the Places You’ll Go”. Go page by page and ask prompting questions about the key events throughout the story. Once the story has been read have the students go into peer partners and review the key events. Have the partners fill in a Go To Map.**Lesson 18: Sequence of Events- Oh, the Places You’ll Go (CC1.2/CC2.2)(AR1.1/AR2.1)(CP1.8/CP2.8)**Review “Oh, the Places You’ll Go” story and see if the students remember any key events that occurred. Place the Notebook file from the previous day on the SMARTBoard and see if they have placed the events into the correct sequence. Have the students draw pictures in their ELA notebooks and place the story title and date on the page. Grade 1- need to utilize primary colors; Grade 2- need to utilize primary and secondary colors.**Lesson 19: Oh, the Places You’ll Go Rhyming Words (AR1.1/AR2.1)**Reread the story and look for specific rhyming words to begin our classroom word wall and have the students begin their individual dictionaries.**Lesson 20: Go To Map- Oh, the Places You’ll Go (CC1.2/CC2.2)**Using the sequence of events from the previous day, utilize the Go To Map and fill in the *FIRST, NEXT, THEN and LAST* and have the students copy the information from the SMARTBoard onto their Go To Maps and place them into their ELA duo-tangs for this unit.**Lesson 21: Horton Hears a Who! (CC1.2/CC2.2)(AR1.1/AR2.1)(CR1.3/CR2.3)**Have students sitting like Bobby at their desks and begin reading the story “Horton Hears a Who”. Go page by page and ask prompting questions about the key events throughout the story. Once the story has been read have the students go into peer partners and review the key events. Have the partners fill in a Go To Map.**Lesson 22: Sequence of Events- Horton Hears A Who! (CC1.2/CC2.2)(AR1.1/AR2.1)(CP1.8/CP2.8)**Review “Horton Hears a Who” story and see if the students remember any key events that occurred. Place the Notebook file from the previous day on the SMARTBoard and see if they have placed the events into the correct sequence. Have the students draw pictures in their ELA notebooks and place the story title and date on the page. Grade 1- need to utilize primary colors; Grade 2- need to utilize primary and secondary colors.**Lesson 23: Go To Map- Horton Hears A Who (CC1.2/CC2.2)**Using the sequence of events from the previous day, utilize the Go To Map and fill in the *FIRST, NEXT, THEN and LAST* and have the students copy the information from the SMARTBoard onto their Go To Maps and place them into their ELA duo-tangs for this unit.**Lesson 24: Horton Hears a Who Rhyming Words (AR1.1/AR2.1)**Reread the story and look for specific rhyming words to begin our classroom word wall and have the students begin their individual dictionaries.**Lesson 25: Horton Hears a Who- Drama Events (CP1.4/CP2.4)**Taking the sequence of events from the story, break the students into small groups and give the students a specific key event with rhyming words from the event. The students need to use the words in their scene. Have students create props for their scene. **Lesson 26: Horton Hears a Who Video (AR1.1/AR2.1)**Watch the video “Horton Hears a Who” for the final activity for this unit. **Lesson 27: Dr. Seuss Booklet (CC1.2/CC2.2)** Go through the rubric and explain the expectations and art outcomes of the assignment. Have students begin working on their rough  copy of their Dr. Seuss story. Using words from all of the stories, the students will individually create booklets to present to the  kindergarten students. Students will create a good copy and the finish product will be laminated and placed in the school library or  classroom library. Grade 1- need to utilize primary colors; Grade 2- need to utilize primary and secondary colors.**Lesson 28: Presentation (AR1.1/AR2.1)**Students will practice speaking in front of their peers before presenting to the kindergarten students. Their peers will give them feedback of their tone of voice, volume and expression using a rubric. **Lesson 29: Final Presentation (AR1.1/AR2.1)**The students will present to the kindergarten students using an expressive tone of voice and entertain the students.  | **Time Frame** |
|  |  **2 periods** **2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods** **2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****2 periods****4 periods****4 periods****4 periods****2 periods****2 periods****2 periods** |
| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work based on your essential questions and enduring understandings?** |
| In classroom discussions, review the Dr. Seuss story that we read the previous day. Ask students key questions, to remind them of the important events that occurred in the story. Give a personal connection to the students to an event and ask them if that has ever happened to them or do they know someone that it happened to. Have the journal entries to connect to an event in the story such as “Wacky Wednesday”, have you ever woke up and the strangest things occurred? Also review sight words, check for understanding, blending sounds, flipping sounds and use pictures to reiterate the words.  |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** |
| The students will use a student rubric throughout the unit to evaluate their knowledge. We will have class discussions throughout the unit. The morning message will begin to use rhyming words to show the patterns that are created and to emphasis the words. The students will also do peer reading and we will continue to do shared reading in small groups to emphasis the students’ needs. Retelling sequence of events to a partner or in student/teacher conferences.  |
| **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?** |
| For my student that is non-verbal: they will use manipulate letters to form words and draw a picture to show their understanding. They will also create a list of rhyming words to place in their ELA notebookFor my advance students, they will create 4 to 5 letter rhyming words to place in their ELA notebooks that we can add to the Word Wall as well as write a short story using those rhyming words. For my students that have difficulties, they will create pictures as well as write 3 letter rhyming words and place in their ELA notebooks to place on the Word Wall. Model and demonstrate what a good listener, speaker, readers and writers do.  |
| **What resources will you use in the learning experiences to meet the outcomes?** |
| Dr. Seuss : “Your Favourite Dr. Seuss Stories:A Baker’s Dozen” Storybook* “The Cat in the Hat”
* “Yertle the Turtle”
* “Green Eggs and Ham”
* “Horton Hears a Who!”
* “If I Ran the Zoo”
* “Oh, the Places You’ll Go”

Word wall rhyming words from the storiesThe Daily 5The CaféGo To Map graphic organizer |
| **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.