**Understanding by Design Unit Template**

T:\Smartboard\English\_Language\_Arts\Grade 1\UbD units\Family Stories

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| **Title of Unit** | | **Family Stories** | | **Grade Level** | | 1 | | |
| **Curriculum Area** | | **ELA** | | **Time Frame** | |  | | |
| **Developed By** | |  | | **ELA Context** | | Imaginative and Literary | | |
| **School** | |  | | | | | | |
| **Identify Desired Results (Stage 1)** | | | | | | | | |
| **Content Standards –Curricular Outcomes** | | | | | | | | |
| **CR1.1** Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:  • identity (e.g., All About Me)  • community (e.g., Friends and Family)  • social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.  **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).  **CC1.1** Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on:  • identity (e.g., Feelings)  • community (e.g., Neighbourhood)  • social responsibility (e.g., Plants and Trees).  **CC1.4** Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.  **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?** | | | | | |
| What can writers and readers do to try to spell unknown words?  Where do writing ideas come from?  How do effective writers entertain their readers?  What do good speakers sound like? | | | Personal experiences can be shared so that others can enjoy them.  Writing can be revised so that it can become clearer and contain more details for the audience’s enjoyment.  Writing can be edited so that it can be more easily read and understood by the audience.  The semantic, syntactic, and graphophonic cueing systems can be used to read text. | | | | | |
|  | | | **Misconception** | | | | | |
| **Unit Question (ELA context)** | | | **(Optional)** | | | | | |
| Why do we tell stories? | | |  | | | | | |
| **Knowledge**  Students will know… | | | **Skills**  Students will be able to… | | | | | |
| CR1.1 c. that aspects of stories and characters from various texts can be related to personal feelings and experiences.  CC1.1 a. that words, symbols, and other forms, including appropriate technology, can be used to express understanding of topics, themes, and issues related to identity, community, and social responsibility.  CC1.3 h. Stories can be retold using a beginning, middle, and end, and details regarding who, what, when, where, why, and how.  CC1.4 a. Recognize that writing is a process focused upon conveying meaning to self and others.  AR1.1 a. that viewing, listening, reading, speaking, writing, and other representing experiences can be reflected on in the context of teacher-led discussions. | | | CR1.1 b. Make and share connections among texts, prior knowledge, and personal experiences.  CR1.1 d. Show awareness of the experiences and ideas of other persons encountered through text.  CR1.3 d. Retell stories (including oral traditions shared by Elders and Knowledge Keepers) by relating the sequence of story events by answering who, what, when, where, why, and how questions.  CR1.3 e. Listen to texts and retell the most important information (e.g., who, what, when, where, why, and how).  CR1.4 f. Identify the sequence of an informational text and respond to who, what, when, where, why, and how questions.  CC1.1 b. Dictate to another person and compose stories that tell personal feelings, ideas, experiences, opinions, observations, and reactions.  CC1.1 d. Create stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments.  CC1.1 e. Ask and answer questions to help satisfy group curiosity and information needs on a specific topic.  CC1.3 i. Relate an important event or personal experience in a simple sequence.  CC1.4 d. Write about familiar topics using the learned vocabulary to express ideas.  CC1.4 i. Write a complete sentence with six words or more using capitals, correct spacing, and some punctuation. | | | | | |
| **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. | |
| You are a storyteller. You will write and illustrate a collection of language experience stories to share with your classmates. As an author, you will write entertaining stories about things that happened to you and your family. You will speak clearly as you read your stories aloud to a peer so that s/he can understand you. You will be able to answer questions about your stories and will be able to ask your peers questions about their stories. You will be able to write at least one sentence independently. It is to have at least six words, capitals, spaces between the words, and end with punctuation. You will use some of the exciting words from your word bank in your writing. You will make a digital presentation using Photostory for your audience to enjoy. | | | | | | | **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.** | | | | | | | | |
| Please attach rubric to unit plan. | | | | | | | | |
| **Other Assessment Evidence: (Formative and summative assessments used throughout the unit to arrive at the outcomes.)** | | | | | | | | |
| **Conversation** | **Observation** | | | | **Product** | | | |
| Notice what recommendations students make regarding revising and editing their writing and the writing of their peers. | Anecdotal notes and the anchor chart checklist can be used to assess students’ writing development and their continuing mastery of both oral and written recounts. | | | | Students’ daily writing and drawings will be assessed in terms of the characteristics of effective recounts and students’ abilities to create a message that conveys meaning, spell, use punctuation and print. | | | |
| **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, performance task and student-friendly rubric given at beginning of the unit, exemplars | | | | | | | | |
| **How will you hook students at the beginning of the unit? (motivational set)** | | | | | | | | |
| * Arrange to have an engaging experience as a class (i.e., building a snowman, baking cookies, planting a garden). Capture the main events with a digital camera. Review the experience by viewing the pictures on a SMARTboard and recording students’ words as they recount each event on a language experience chart. Practice reading the recount through shared, echoed, and individual reading. Next day provide groups of students with copies of digital pictures and corresponding sentence strips. Have students match each picture with the sentence strip describing it and then arrange them in sequential order. Read the recount again together as a class and then show students a prepared Photostory presentation recounting the experience. Draw students attention to vocabulary used to sequence time (transition words) e.g., yesterday, today, tomorrow, first, next, after that, last, a year ago, last night, afterwards, the next day, much later, a little later, soon after that, before long, finally. Have these words and phrases written on strips placed in a pocket chart for future referral and manipulation. Share with students that we will be learning how to tell and write personal stories and that we will all have an opportunity to share our favourite story using Photostory. | | | | | | | | |
| **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?** | | | | | | | | |
| * Reread our language experience chart and view our Photostory that recounts our experience. Introduce our essential question and review the goals for this unit including the rubric written in student-friendly language SO THAT STUDENTS are aware of what they will be learning and expected to do. Send home letters to parents requesting digital photos of an important event in the child’s life (Alternatively, have students use a paint program to represent the events for the Photostory presentation).      * Begin having a daily news sharing time where students are encouraged to share personal recounts of activities they have recently participated in SO THAT STUDENTS receive practice in recounting personal experiences. Encourage students to practice using the time sequencing words as they recount. Record students’ recounts on a chart so that it can be used for reading practice and reflection on how to sequence and tell an entertaining recount. As each student receives a turn to recount, the teacher should also record key details of each recount in a organizational chart that organizes information into: who, where, when, what, and why. Model and practice how to answer 5 w questions regarding each recount using the chart. Model how to highlight specific information that denotes who, when, where, what, why in the text of student recounts. End these daily sessions by giving all students the opportunity to recount events in their lives and write about topics of their choice in personal journals staying with the children as they write, reminding them to say words slowly, to listen for sounds, to reread often with their fingers under the print, to leave spaces between their words SO THAT STUDENTS have the support they need to develop into writers. * Share the book *The Snowy Day* by Ezra Jack Keats SO THAT STUDENTS practice a variety of comprehension strategies as part of engaging in a read-aloud. The Snowy Day is a story that most students would be able to relate to as it describes a boy’ outside activities in the snow. Have students predict and preview what the story will be about. Read the story aloud. Have students review the illustrations to recount Peter’s activities while the teacher records sequentially on a timeline. Have students read each activity and then act out each activity to retell the story through dramatization. Read literature aloud to students from the genres of memoir, personal narrative, and realistic fiction (see Resources for additional possible titles) SO THAT STUDENTS see and hear how writers compose these forms of texts. Read-alouds can be extended to newspaper reports, letters, diary and journal entries, retellings, biographies, and autobiographies if related to the themes being shared by the students or teacher. Students can collaboratively discuss the purpose, use of form, content presented, structure and organization of the text, and the type of language used. * Review our timeline we created for *The Snowy Day*. Model how to capture the meaning of the story in the beginning, middle, and ending using a large three page booklet. Model how to draw and write a sentence representing the beginning, middle, and ending on each of the three pages SO THAT STUDENTS can begin to write their own three-part recounts. Have students think of their own snowy day stories. Have them touch each page of their own three-page booklets and visualize and verbally what would go on each page. Have students draw their three-part story and then write the corresponding description of each section of the story with as much teacher support as necessary for the students to experience success. Continue a similar process with other literature in this genre (see Resources for additional titles). Encourage students to incorporate transition words that sequence time into their recounts. * After some practice writing three-page recounts, students can begin experimenting with adding additional techniques to their recount writing. Model how to use Comic Life to relate a recount SO THAT STUDENTS obtain practice using dialogue in their recounts. The use of speech bubbles in Comic Life will encourage students to begin to consider what key characters were saying during their true-life story.      * While reading –aloud literature or the teacher’s own recount (journal entry), the teacher can draw students attention to the difference between simply retelling actions and feelings SO THAT STUDENTS are guided to share internal events as well as the external in their recounts. Examples can be organized in a T-chart “What I (or the character) did” and “What I (or the character) felt.” Students should not be expected to use these techniques without a lot of modeling, discussion, and support. One way of encouraging students to reflect on their feelings is to use sentence starters such as “I thought,” “I wondered,” “I noticed,” “I wished,” “I remembered,” or “I felt.” * Have students begin to reflect on their ability to write recounts during teacher-led discussions SO THAT STUDENTS begin to take responsibility for their writing growth. With students, devise an anchor chart of questions guiding students towards the writing of an effective recount. Questions could include: “Does my writing make sense?” “Is my recount a true story?” “Does my recount have a beginning, middle, and ending?” “Are my story events in order?” “Does my recount include dialogue?” “Does my recount include transition words?” “Does my recount include my thoughts and feelings?” Provide daily opportunities for students to share their writing with a partner or with various class groupings so that an atmosphere of community is nurtured amongst student writers. Guide students in how to assess their writing using the anchor chart questions typed as a checklist. * Once students have had much opportunity to practice and reflect on their ability to write recounts, allow them to choose their favourite one to publish SO THAT STUDENTS are given the opportunity to engage in the entire writing process in a supported manner. Choose a few students a day to share their writing with the class. Type or write out the students’ writing so the entire class can read it. Have students suggest how to revise and edit each students writing, make the changes directly to the enlarged text, and give the student time to incorporate their peers’ suggested revisions. Publish at least one recount from each student and have them read it to audiences within the school. It would be nice to use a computer program to publish so that more than one copy can be made so one can go home and some can remain in the classroom library. * Begin creating a photostory of each student’s favourite recount. Contact parents again regarding the possibility of obtaining digital pictures for the photostories or use a paint program. Review the student-friendly rubric discussing the requirements. Create and share one student photostory a day after coaching students on how to speak clearly and giving them time to practice their fluency for the recording. Conference with students after to help them self-assess their performance using the rubric and to share the teacher observations’ regarding what the student did well and what s/he needs to work on next SO THAT STUDENTS can plan how to improve their language learning for the future. | | | | | | | | Time Frame |
|  | | | | | | | | Day 3  (1 lesson)  Start on Day 4  (Daily for at least 2-3 weeks depending on student interest and need)  Start Read Alouds on Day 5 and continue  daily for at least 3 weeks.  Don’t teach The Snowy Day and introduce the three part booklets until 2-3 weeks of immersion in the genre of recounts has taken place.  Practice 3-part stories for 2 weeks  Introduce dialogue 4 weeks into unit  Introduce internal thoughts and feelings 5 weeks into unit  Introduce self-assessment 5 weeks into the unit  Begin publishing recounts 6 weeks into the unit  Begin creating photostories and conferencing 7 weeks into the unit |
| **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?** | | | | | | | | |
| Students will be given ample opportunities to share their writing and participate in self and peer assessment. They will learn the writing process as they draft many recounts and revise, edit, and publish some recounts. | | | | | | | | |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** | | | | | | | | |
| Students will be given daily practice in the skills they will be expected to exhibit. Students will be immersed in the genre they are expected to create. Their reading, writing, and self-assessment abilities will be scaffolded through teacher modeling and guided support. Additional writing techniques will be slowly added as proficiency is attained. Teacher-led discussionsin self-assessment with the support of checklists and rubrics. | | | | | | | | |
| **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?** | | | | | | | | |
| If students do not offer to share any personal experiences from home, arrange to have some at school such as an art experience, dramatic play, or outing. Take pictures of the experience and encourage students to use digital cameras as well to capture what is important. Students will be given opportunities to share their thought and writing with each other.  Students will be given word bank books. More teacher assistance will be provided if necessary in terms of sharing the writing task with the teacher. Allowing students to communicate more through pictures and oral recounts but still expecting them to produce at least one 6 word sentence independently.  Students that can write more detail will be encouraged to increase their 3 part stories to add more events if necessary. | | | | | | | | |
| **What resources will you use in the learning experiences to meet the outcomes?** | | | | | | | | |
| Literature that can possibly be used in read-alouds depending on student interest:  *The Snowy Day* – Ezra Jack Keats, *Sadie and the Snowman* – Allen Morgan, *Owl Moon* - Jane Yolen, *A Chair For My Mother* \_Vera B. Williams, *When I was Young in the Mountains* -Cynthia Rylant, *Frog and Toad are Friends* - Arnold Lobel, *Goggles* - Ezra Jack Keats, *The Art lesson* – Tomie DePaola*, Red is Best*, - Stinson, *Alexander and the Terrible, Horrible, No Good, Very Bad Day* - Judith Viorst, *Chicken Sunday* – Patricia Polacco, *Just Us Women* - Jeannette Franklin Caines, *The Two of Them* - Aliki, *Shortcut* – Donald Crews, *A Chair for my Mother* – Vera B. Williams*, Fireflies* – Julie Brinckloe, *The Kissing Hand* – Audrey Penn, *Salt Hands* – Jane Chelsea Aragon, *Do Like Kyla* – Angela Johnson, *Joshua’s Night Whispers* – Angela Johnson, *Night Shift Daddy* – Eileen Spinelli, *I Fly* - Anne Rockwell  To create this unit, Small Moments: Personal Narrative Writing by Calkins and Oxenhorn (2003) and First Steps in Writing (2006) were consulted. | | | | | | | | |
| **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.