

Unit planning Template

1. **Title Page, Table of Contents**
2. **Overview/Rationale/Introduction**

Overview: This unit consists of three GLCES for first graders that focus on places that are familiar to students and identifying characteristics about those places. One of the GLCES specifically focuses on how that place changes and what can be done to adapt to the changes that take place. The students will learn about physical and human characteristics and how to tell one from another, how to identify characteristics that make up a place and why they belong there, and also how to adapt to an environment when it changes. Through this lesson students will have a better understanding of their surroundings and what makes up the places they go in their daily life.

Rational: It is important that students learn about the characteristics of a place, because the student must know the difference between what a physical feature is and what humans made. Students must also be able to recognize places by what is in them. This unit is very important for the early years and will help students recognize the difference between physical and human characteristics and the difference between different places such as a classroom and a playground. This lesson promotes students thinking for the future in not only history but also for other subjects such as science and language arts.

GLCE (coding and wording); Verb(s) underlined; type of learning: Knowledge, Skill, Reasoning, Product	1-G2.0.1 <u>Distinguish</u> between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places. *reasoning.*			
Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
Physical characteristics of a place describe the natural environment which includes features such as; weather/climate, soil, vegetation, minerals, and	Students will understand that places have different characteristics.	The students will receive a sheet that has a physical side and human side, and they will draw corresponding pictures in each.	Human characteristics Physical characteristics	I can tell the difference between physical characteristics and human characteristics of places.

<p>animal life. Human characteristics of a place describe people in that place and the modifications they have made on it, such as; human-made features (modifications people have made on land), language, religion, political system, economic activities, and population distributions.</p>				
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<p>GLCE (coding and wording) and Verb underlined</p>		<p>1-G2.0.2 <u>Describe</u> the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom). *performance/skill*</p>		
<p>Knowledge (K)</p>	<p>Understand (U)</p>	<p>DO: Demonstration of Learning (DOL)</p>	<p>Vocabulary</p>	<p>I Can</p>
<p>Unifying characteristics are things that make up a certain place. There are many unifying characteristics that make up a school and classroom. These include playgrounds (e.g. baseball court, swings, soccer net), a library (e.g., books, book shelves, computers, tables), and the restroom (e.g. toilet, sink, stalls).</p> <p>Boundaries are lines that</p>	<p>Students will understand that there are different things that make up different places.</p>	<p>Students will be given a certain region of their school or classroom. The student will have to draw the place and then unifying characteristics within the place and label them. They will tell a partner why the unifying characteristics belong there.</p>	<p>Unifying characteristics boundaries regions</p>	<p>I can identify certain features in different areas of my school.</p>

mark the limit of an area. A region is an area of division of a certain place.				
GLCE (coding and wording) and Verb underlined	1-G2.0.3 <u>Describe</u> ways in which people modify (e.g cutting down trees, building roads) and adapt to the environment (e.g. clothing, housing, transportation). *performance/skill*			
Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
Modifying means to make changes to something, and adapt means to become adjusted to those new conditions. People modify the environment by cutting down trees, building new roads, and building new buildings/houses. Humans have to then adapt to the modifications made to the environment.	Students will understand that the environment changes and how people adjust to those changes.	Students will pick out of a hat a slip of paper that has a place on it. The student will then list all the modifications that could be made on the environment and how people would have to adjust to those changes if they were to happen.	Modify Adapt	I can tell ways in which the environment is modified and how people adapt to those modifications.

Lessons: How will you take them where they need to go? (Step-by-Step plan)	Resources needed: What materials and
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Instructional strategies/Social constructs: How will they work? <i>(AND what will YOU do?)</i>	resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i>
<p>Lessons: How will you take them where they need to go? Use Gradual release/ITIP: Anticipatory Set: (the hook) Teacher does it. Modeling: teacher Guided Practice: Teacher and students work together and/or students work in pairs or small groups. Independent practice: Students draw and list characteristics independently Checking for Understanding: informative assessment</p> <p>Consider HOTS/Blooms/Vocabulary Use Strategies, e.g., QAR, 10x10, Informational Text Literature Circles, simulations, etc.</p> <p>Instructional strategies/Social constructs: How will they work?</p> <ul style="list-style-type: none"> • Technology • In partners • Using maps • Going outside and exploring different characteristics • Independent 	<p>Resources needed: What materials and resources will they need ? <i>(also included on Works Cited page)</i></p> <ul style="list-style-type: none"> • Texts/articles/pictures • Web site(s) • Paper/Pencil/markers • Any materials from the curriculum library. • Outside features such as leaves, sticks, baseball etc.
<p>5. Assessment ideas: <i>a. How will you know they've learned it?</i> (Summative – Students demonstrate their learning.) The students drawings, lists, and conversations in class <i>b. How will you grade it?</i> Rubric, informative assessment</p>	

<p>Vocabulary Lessons: How will you take them where they need to go? <i>(Step-by-Step plan)</i> Instructional strategies/Social constructs: How will they work?</p>	<p>Resources needed: What materials and resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i></p>
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(AND what will YOU do?)	
<p>Lessons: Using Marzano’s Six Steps for Intentional Instruction in Vocabulary:</p> <p>Step 1 <i>Provide a description, explanation, or example of the new term.</i></p> <p>This step is not just teacher talk and kids listen. See column two.*</p> <p>Teacher will introduce <i>each</i> word <i>according to the best way that students of that grade level will understand it.</i> Consider developmental abilities. It bears repeating that this step is not just teacher talk and kids listen.</p> <p>This may include reading trade books that use the words or concepts in context, bringing in realia, artifacts, visual images, discussion (word relationships, word families, synonyms, roots and affixes, etc.), video, storytelling, or other introductory means, using common everyday language. Students could use the Circle Map Thinking Map to capture their learning. The words will be added to the Word Wall.</p>	<p>Resources needed: What materials and resources will they need ? (also included on Works Cited page) Includes: List of Vocabulary words per GLCE that will be taught in the lessons. (Not included in this sample template) Resource W</p> <p>*Step one Script: Resource “X”</p> <p>Resources for Introducing Words: Beck, Isabel (2002) <i>Bringing Words to Life</i>, Chapter 2, “Introducing Vocabulary” and Chapter 6, “Making the Most of Natural Contexts.”</p> <p>Marzano, R. and Pickering, D. (2005), <i>Building Academic Vocabulary: Teacher’s Manual</i>, Chapter 3, “Teaching the Selected Terms”</p>
<p>Step 2 <i>Ask students to restate the description, explanation, or example in their own words</i></p> <p>Students will use the descriptions and discussions from Step 1 as words are introduced to write their own meanings and</p>	<p>Possible resources students will create to collect this information could include a Foldable, Vocabulary journal, Interactive notebook, etc.</p> <p>Resource “Y” – Page for Personal Vocabulary Journal</p>

<p>understandings. (Kindergarteners will not be able to write correctly, but you may have them use invented spelling or just draw as in Step 3.)</p> <p>Teacher will clear up any misconceptions at this point in order to clarify and correct students' understanding.</p>	<p>Resource for making Foldables: Zike, Dinah (2000) <i>Foldables</i>. New York, NY: Macmillan/McGraw-Hill</p>
<p>Step 3 <i>Ask students to construct a picture, symbol, or graphic representing the term.</i></p> <p>Students will use the descriptions and discussions from Steps 1 and 2 as words are introduced to draw a visual representation of the word(s).</p>	<p>Possible resources students will create to collect this information could include a Foldable, Vocabulary journal, Interactive notebook, etc.</p>
<p>Step 4 <i>Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.</i></p> <p>Students will review their knowledge and understanding of the new vocabulary through such activities as Comparisons (Venn or Foldable) Free Association Word Mosaics Double Bubble Comparison Matrix/Chart Classifying Terms Solving/Creating Analogies/Metaphors Etc.</p>	<p>Resources for Vocabulary Activities: Beck, Isabel (2002) <i>Bringing Words to Life</i>, Chapter 4, "Developing Vocabulary in the Earliest Grades," and Chapter 5, Developing Vocabulary in the Later Grades." Marzano, R. and Pickering, D. (2005), <i>Building Academic Vocabulary: Teacher's Manual</i>, Chapter 4, "Review Activities and Games."</p>
<p>Step 5 <i>Periodically ask students to discuss the terms with one</i></p>	

<p><i>another.</i></p> <p>At any time the class is working with words, teacher will provide opportunities for students to talk with one another about the words. They can use word families, put the words in stories, write analogies ,etc.</p> <p>They will use various strategies, e.g., Think, Pair, Share, Back-to-Back whiteboards, Frayer models, concept maps, etc.</p>	
<p>Step 6 <i>Involve students periodically in games that allow them to play with terms.</i></p> <p>Games such as the following should be played as often as possible to gain that emotional connection, competitive component, and to build a classroom climate of enjoyable activity.</p> <p>Possible Games: Jeopardy \$100,000 Pyramid Pictionary Vocabulary Charades Name that Category Taboo Draw Me Talk a Mile a Minute Etc.</p>	<p><u>Resource for Playing Games with Words:</u> Marzano, R. and Pickering, D. (2005), <i>Building Academic Vocabulary: Teacher’s Manual</i>, Chapter 4, “Review Activities and Games”</p> <p><i>Other possible resources:</i> Allen, Janet (1999) <i>Words, Words, Words: Teaching Vocabulary in Grades 4-12</i> Graves, Michael (2009) <i>Teaching Individual Words: One Size Does Not Fit All</i> Graves, Michael (2006) <i>Vocabulary Book: Learning and Instruction</i>, Michael Graves Academic Vocabulary, Retrieved 2/23/12 from http://jc-schools.net/tutorials/vocab/strategies.html Games and Activities that Build Academic Vocabulary, Retrieved 2/23/12 from http://www.sedl.org/afterschool/downloads/vocab_games_pp.pdf</p>

Resource Attachments, labeled A, B, C, D, ... for the lesson above.

Attachment W (two pages)

Portable Word Wall - Directions

Write the title of the topic, issue, or concept being introduced at the top of the page.

Give students 30-45 seconds to write down as many words as they know about that subject. You may also have them work in a pair or small group of 3.

At the end of that short time, ask them, “Is there anyone who has 30 words?” Ask for a number that nobody could have so that all students are on a level field and nobody feels either superior or inferior. This helps your lower students to be more willing to participate and volunteer in this activity. Then, come down in your numbers until you have someone (group) with the most to start with.

A rep from the group reads their words box-by-box, slowly. All class members write down the words in their boxes.

Ask if anyone has any more words not yet mentioned. Students add to their boxes.

This sheet becomes the basis for the vocabulary in the unit or concept and becomes a portable word wall. Students add to the sheet as they learn new words, or teacher adds words as they are studied.

Alternative idea:

Write two names, concepts, ideas for comparison and/or contrast at the top of the page, each in a different color pen/pencil.

Students take notes about the topic in the color assigned. After reading or other study, the students write a comparison about the two topics.

Topic/Issue/Concept:

A - B

C - D

E - F

G - H

I - J

K - L

M - N

O - P

Q - R

S - T

U - V

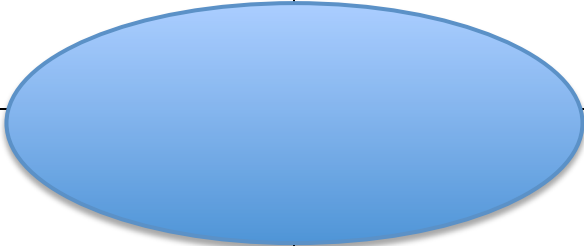
W - X - Y - Z

Attachment Y

What I think it means:

Definition in my own words:

Picture of what I think it is:	Examples:



Citation Page in APA Format for ALL materials and resources used in the unit. 10 minimum for full credit.

See <http://www.nwmissouri.edu/library/CITING/APA.htm> for help. Use the **resources below ONLY** if you've used ideas from them in your lessons.**

Works Cited

****Beck, I., McKeown, M., and Kucan, L.(2002) *Bringing Words to Life*. New York, NY: The Guilford Press**

Marzano, R. and Pickering, D. (2005), *Building Academic Vocabulary: Teacher's Manual*. Alexandria, VA: Association for Supervision and Curriculum Development

****Zike, Dinah (2000) *Foldables*. New York, NY: Macmillan/McGraw-Hill**