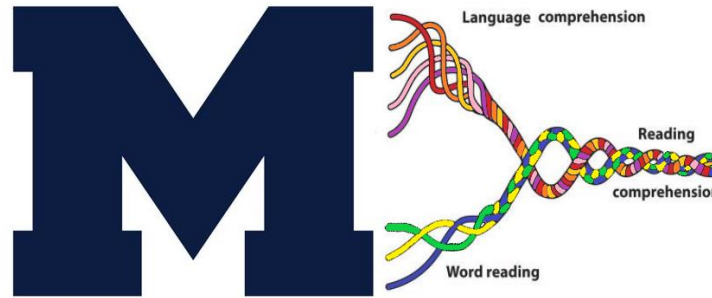




FIRST GRADE KNOWLEDGE-BASED UNITS



Theme	<i>Unit #3: Animals and Habitats</i>	Suggested Duration	<i>3 weeks</i>
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GSE Standards

Priority Standards

ELAGSE1RL5 Explain major differences between texts that tell stories and texts that give information.

ELAGSE1RI2 Identify the main topic and retell key details of a text.

ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas.

ELAGSE1L5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

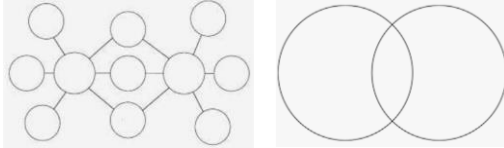
Essential Questions		
<p>Factual—</p> <p>What is a habitat?</p> <p>What are an animal’s basic needs?</p> <p>What are a plant’s basic needs?</p>	<p>Inferential—</p> <p>Where do you find food, water, and shelter in your habitat?</p> <p>Which plants and animals depend on each other the most?</p> <p>How do people affect the habitats we live in?</p>	<p>Critical Thinking-</p> <p>Why can’t all animals live in all habitats?</p> <p>What would happen if a drought kept any rain from falling in a habitat for a long time?</p>
Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
air, water, food, eat, drink, needs	shelter, nutrients, survival, depend, rely	reproduce, interdependent, carnivore, herbivore
Science of Reading Strategies		
<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Phonemic Awareness Strategy</p> <p>Elkonin Boxes are a great multisensory activity to improve phoneme segmenting abilities. Provide blocks or tokens. Have students move and say key words from books in this unit as they separate the tokens into little boxes-- <i>shelter</i> /sh/ /ĕ/ /l/ /t/ /er/ or <i>food</i> /f/ ū/ /d/. Listening to segment phonemes rather than decode or spell graphemes allows you to use words that involve letter sounds not already taught.</p>	<p>Vocabulary Strategy</p> <p>Concept Sort: Create a set of index cards featuring key vocabulary from this unit along with a picture that represents the word. Collaboratively sort the words into categories that align with big ideas in this unit--mammals, birds, young animals, features, habitats, weather.</p>

Assessments

Formative Assessment(s):

Description: Compare Habitats

1. Provide students with a Double Bubble Map or Venn Diagram and explain its use for comparing similarities and contrasting differences between objects or ideas.



2. Differentiate task complexity by assigning students to either compare/contrast two animals discussed in this unit including how their needs are met in their habitats or compare/contrast their survival in their own habitat as people with the survival of an animal of their choice in another habitat.

Standards:

ELAGSE1RI2 Identify the main topic and retell key details of a text.

ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSE1RI7 Use illustrations and details in a text to describe its key ideas.

Summative Assessment(s):

Description: [District Mini Assessment: "My Dog Spot" and "Fruit Cycle"](#)

Standards:

ELAGSE1RI2 Identify the main topic and retell key details of a text.

ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Writing Task and Rubric:

Description: Show What You Know

1. Allow each student to choose one animal and one plant from this unit that share the same habitat.
2. Have students create an illustration and description of the animal and plant in their habitat. The illustration and description should include:
 - a. Names of animal, plant, and habitat of their choice
 - b. Sources of food, water, and shelter
 - c. Any ways that the animal and plant interact with one another

Standards:

ELAGSE1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

ELAGSE1RI2 Identify the main topic and retell key details of a text.

ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSE1RI6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

	4	3	2	1
Animal and Plant	Includes details and ideas relevant to the main topic and supports a central idea or text with relevant information.	Includes details and ideas relevant to the main topic and supports a central idea or text with relevant information.	Includes details and ideas relevant to the main topic and supports a central idea or text with relevant information.	Does not include relevant information.

	are these same habitats	habitats		
Habitats	Depicts a different habitat	Depicts 3 birds	Depicts 1 or 2 of the birds	Does not depict basic needs in habitat

	h o s e n h a b i t a t	a n d s h e l t e r) i n t h e h a b i t a t		t a t
C o h e r e n c e	Ill u s t r a t i o n o r t e x t c o n t a i n s a d d i	Ill u s t r a t i o n a n d t e x t m a t c h c o m p l	Ill u s t r a t i o n a n d t e x t h a v e s o m e	Ill u s t r a t i o n a n d t e x t a r e i n c o m p l e t

ti o n a l a c c u r a t e i n f o r m a t i o n	et e l y	c o n t r a d i c t i o n s	e o r a b s e n t
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Objective or Content	Learning Experiences	Differentiation Considerations				
Building Background Knowledge Through The Berger Framework	Berger Framework: <i>The Great Kapok Tree</i> Berger Framework: <i>What Do Animals Need to Survive</i> Berger Framework: <i>Seeds to Plants</i>					
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	<p><i>The Great Kapok Tree</i> represents an interesting blend of information and entertainment. Have students collaborate to create a T-Chart of fictional and realistic elements in the book.</p> <table border="1" data-bbox="705 1153 1590 1313"> <thead> <tr> <th data-bbox="705 1153 1135 1217">Realistic</th> <th data-bbox="1135 1153 1590 1217">Fictional</th> </tr> </thead> <tbody> <tr> <td data-bbox="705 1217 1135 1313">Chopping down trees Animals living in trees</td> <td data-bbox="1135 1217 1590 1313">Animals talking to people Man sleeping through all that action</td> </tr> </tbody> </table>	Realistic	Fictional	Chopping down trees Animals living in trees	Animals talking to people Man sleeping through all that action	
Realistic	Fictional					
Chopping down trees Animals living in trees	Animals talking to people Man sleeping through all that action					

Performance Task - students should use both written and verbal expression to complete the task.

Throughout this unit, students will encounter many different ways that animals look, move, eat, and communicate.

1. Have each student create a personal thesaurus to build an understanding of nuance between word meanings related to those categories. For example:

L O O K fu rr y, h ai ry , fu zz y, s m o ot h	M O V E w al k, cli m b, lu m b er , d as h
E A T bi te , g n a w , te	C O M M U NI C A T E b ar

ar	k,
,	s
c	q
h	u
e	a
w	w
	k,
	h
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- Keep the sentence frame “*I can _____ like a _____.*” posted throughout the unit. Whenever a student learns about an animal they find particularly interesting, allow them to act out on of the new vocabulary words related to that animal. But first they must introduce their action using the sentence frame.

Recommended High Quality Complex Text By Lexile Band

The Great Kapok Tree (This book can be found in Media Centers and at <https://openlibrary.org/>)
 Seeds to Plants (District provided with previous transdisciplinary unit)
 What Do Animals Need to Survive? (District provided with previous transdisciplinary unit)
 The Arctic Habitat
 Desert Giant: The World of the Saguaro Cactus
 Can We Share the World with Tigers?
 About Birds: A Guide for Children