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| Diocese of Wheeling-Charleston | | | | | |
| CASE Unit Planner | | | | | |
| Name of Teacher: **Tabatha Wood and Laura Kelley** | | | Grade Level: **First Grade** | | |
| Subject Area: **English/Language Arts, Science, Social Studies, Math, and Religion** | | | Cross Curricular Opportunities: **Yes-Science, Social Studies, Math, Religion, and ELA** | | |
| Unit Title: **Spring** | | | Estimated Duration of Unit (between 2-9 weeks):  **4 weeks** | | |
| Overview of Unit: **Students will learn about different types of animals, where they live, what they eat, ways we can care for them, and ways they can help us.** | | | | | |
| Forms of Text (nonfiction/fiction): **Realistic Non-fiction, Expository Non-fiction, Animal Fantasy, Fiction** | | | Teaching Strategies: **Small Groups, Large Group, Centers** | | |
| Catholic Identity Connection: **Renewal/Rebirth and caring for all of God’s creation.** | | | | | |
| Assessment (authentic/published - summative/formative): We Believe Ch. 24 Religion test, Journals, completed Center Activities | | | | | |
| Standard Number | Standards | Description of Activity | | Resources | Date of Completion |
| **Science**  **Life Cycles** |  |  | |  |  |
| SC.O.1.2.03  SC.O.1.1.03 | Describe changes in the life cycle of living organisms.  Demonstrate curiosity, initiative and creativity by questioning observations of changes in the environment (e.g. life cycles, motion of celestial objects, or sun and shadow). | Learning Center activities: objects and labels of frog, butterfly and duck in different stages of development.  Create a life cycle booklet for frog and ducksequencing activity. Life cycle chart for butterfly | | Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson  Books:  Butterfly and Caterpillar  The Butterfly  Tadpole and Frog  The Frog  The Big Wide-Mouthed Frog | 4/30/16  (Available in learning centers in Week 3 & 4)  4/30/16  (Week 4) |
| SC.O.1.1.06 | Collect, record and compare information using a variety of classification systems (e.g. ordering, sorting or sequencing) and using a variety of communication techniques (e.g. sketches, pictographs, or models). | Buzzin’ Body Parts  Sheet  How Do You Know It’s An Insect? Sheet  Insect Word Book  Research Project on different plants/insects | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson  Books:  The Insect Book  How Do You Know It Is An Insect?  The Seed  The Tiny Seed | 4/30/16  (Weeks 3 & 4) |
| SC.O.1.3.02 | Use models as representations of real things. | Life cycle of butterfly and frog activities | | nationalgeographickids.com  Teacher-made materials | 4/30/16  (Learning centers week 3 & 4) |
| S.J. SC. 1. 2. a | Sequence pictures of events to illustrate the changes in the life cycle of plants and animals | Spring Picture Books  Learning Center picture/label matching  Who’s Hiding?  Complete picture/ description match and create book to description of the animal/amphibian.  Where’s My Mother? Cut/paste babies to mothers | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson  Books:  Butterfly and Caterpillar  The Butterfly  Tadpole and Frog  The Frog  The Big Wide-Mouthed Frog | 4/29/16  (Week 1,2,3,&4)  4/15/16  (Week 2)  4/23/16  (Week 3)  4/29/16  (Week 3 & 4)  4/29/16  (Week 4) |
| S.J. SC. 1. 2. b | Relate observations of the butterfly’s life cycle to student’s own growth and change. | Paper plate activity – create human cycle on one side/butterfly on the other. | | Teacher-made materials | 4/23/16  (Week 3) |
| **Plant Life** |  |  | |  |  |
| SC.0.1.2.02 | Identify that most living things need water, food, light and air. | Plant Needs activity sheet  Plant Parts activity sheet | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson  Books:  The Seed  The Tiny Seed | 4/8/16  (Week 1) |
| S.J. SC. 1.2.j | Learn about the different plants by creating a class book. | . Learning Center plant activity  Research Project on different plants/insects | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/15/16  (Week 2) |
| SC.O.1.2.07 | Recognize that materials can be recycled and used again, sometimes in different forms. | Earth Day activity sheet | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/29/16  (Week 4) |
| SC.O.1.3.05 | Develop respect and responsibility for the environment by engaging in conservation practices (e.g. recycling, or trash clean-up) |  | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/23/16  (Week 3) |
| SC.O.1.2.14 | Observe, identify and record changes in weather and effects on living organisms. | Spring Thing – sheet to identify items related to Spring and related to holidays | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson  Books:  What Makes a Rainbow?  Kites  Cloudy With A Chance of Meatballs  Just a Rainy Day  It Looked Like Spilt Milk | 4/8/16  (Week 1) |
| **Social Studies** |  |  | |  |  |
| SS.1.C.1 | Model patriotism, cooperation, tolerance and respect for others within school and community |  | |  |  |
| SS.1.C.3 | Investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g. Memorial Day, art and literature that demonstrate community traditions, etc.) | Spring Things-activity which identifies items related to Spring and related holidays.  Spring Books | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/29/16  (Week 1,2,3,&4) |
| SS.1.G.2 | Describe how climate and location affect the way people live, work and play. | Earth Day activity | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/29/16  (Week 4) |
| SS.1.G.3 | Give examples of natural resources and their uses. | Earth Day activity | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/29/16  (Week 4) |
| SS.1.E.2 | Distinguish between personal needs and wants and the consequences of personal choices | Earth Day activity | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/29/16  (Week 4) |
| **Language**  **Arts** |  |  | |  |  |
| ELA.1.R.C1.1 | Ask and answer questions about key details in a literary text. | Spring, Easter Books | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/29/16  (Week 1,2,3,&4) |
| ELA.1.R.C1.3 | Describe characters, settings and major events in a story, using key details in literary texts. | Spring, Easter Books | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson  Book:  The Tale of Peter Rabbit  So Many Bunnies  I Need an Easter Egg  The Bunny Who Found Easter  Bad, Bad Bunny Trouble  The Bunny Book  The Best Thing About Easter | 4/29/16  (Week 1,2,3,&4) |
| ELA.1.R.C2.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in an information text. | Spring, Easter Books | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/29/16  (Week 1,2,3,&4) |
| ELA.1.R.C7.1 | Read on-level text with purpose and understanding. | Egg Command Cards – choose egg from basket, read sentence in egg and do what it says, e.g. Hop on one foot 10 times. | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/15/16  (Week 1&2) |
| ELA.1.L.C15.2 | Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. | Journal  My Little Book of Peter Rabbit – fill-in blank using word bank  Easter Egg Glyph  Hoppin’ Good Colors – color names on Bunny Easter eggs  Egg Hunt – identify antonym and synonym words and color | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/29/16  (Week 1,2,3,&4)  4/23/16  (Week 3)  4/8/16  (Week 1)  4/15/16  (Week 2)  4/15/16  (Week 2) |
| ELA.1.W.C9.2 | Write informative/explanatory texts in which they name a topic, supply some facts and the topic and provide some sense of closure. | Research plant/insect | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/23/16  (Week 3) |
| ELA.2.W.C11.1 | Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a sequence of instructions) | Research plant – how to plant a seed and care of it. | | nationalgeographickids.com  Teacher-made materials  Teacherpayteachers.com  Brainpop  Nancy Larson | 4/29/16  (Week 4) |
| **Math** |  |  | |  |  |
| 1.1.b | Count forwards to 100 by 2’s, 5’s, and 10’s. | Easter Egg Connect the dots – counting by 5’s | | Sadlier Gr. 1 Math Book and Supplemental Book  Teacher-made materials  Teacher-pay-teachers.com  Math manipulatives | 4/8/16  (Week 1) |
| 1.4.c | Estimate and count the number of square units needed to cover a given area using manipulatives. | Measuring with Easter Eggs activity sheet | | Sadlier Gr. 1 Math Book and Supplemental Book  Teacher-made materials  Teacher-pay-teachers.com  Math manipulatives | 4/15/16  (Week 2) |
| M.1.NBT.2 | Understand a two –digit number represents amounts of tens and ones. Understand the following as special cases:  a.10 can be thought of as a bundle of ten ones – called a ten.  b.The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.  c.The number 10, 20, 30, 40, 50, 60, 70 ,80 ,90 refer to one, two three, four, five, six, seven, eight, or nine tens (and 0 ones). | Building Numbers two digit numbers and adding the numbers together without regrouping using Base Ten Blocks and Chicks in math center | | Sadlier Gr. 1 Math Book and Supplemental Book  Teacher-made materials  Teacher-pay-teachers.com  Math manipulatives | 4/29/16  (Week 1,2,3,&4) |
| M.1.MD.3 | Tell and write time in hours and half-hours using analog and digital clocks. | Bunny Telling Time | | Sadlier Gr. 1 Math Book and Supplemental Book  Teacher-made materials  Teacher-pay-teachers.com  Math manipulatives | 4/23/16  (Week 3) |
| **Religion** |  |  | |  |  |
| 1.I.1 | God loves and cares for us(CCC 220-221 | Sadlier Workbook – Ch. 22 activities and chapter test | | Sadlier We Believe - Ch.22 | 4/29/16  (Week 1,2,3&4) |
| 1.I.5 | Jesus is our savior, for He brings forgiveness (CCC 457) | Sadlier Workbook – Ch. 22 activities and chapter test | | Sadlier We Believe - Ch.22 | 4/23/16  (Week 1,2,&3) |
| 1.I.8 | We learn about the:  Death and Resurrection of Jesus | Sadlier Workbook – Ch. 22 activities and chapter test | | Sadlier We Believe - Ch.22 | 4/15/16  (Week1&2) |
| 1.I.20 | God made us to live in heaven with Him. (SBG). | Sadlier Workbook – Ch. 22 activities and chapter test | | Sadlier We Believe - Ch.22 | 4/15/16  (Week1&2) |
| 1.III.5 | God wants us to take care of the world (SBG). | Sadlier We Believe – Ch. 24 activities and chapter test  Earth Day activities – make group posters using coffee filters and washable markers: 4 groups – recycling, reusing, care for nature, etc. | | Sadlier We Believe - Ch.24 | 4/29/16  (Week 4) |
| Differentiated Instruction Opportunities/Overview: **Leveled Readers, Center activities,** | | | | | |
| Cross Curricular Opportunities level: **Each subject area, Standard Number, Standards, Description of Activity. Resources, Date of Completion is listed above.** | | | | | |
| Standard Number | Standards | Description of Activity | Resources | | Date |
| Social Studies |  | Listed above. |  | |  |
| ELA |  | Listed above. |  | |  |
| Math |  | Listed above. |  | |  |
| Religion |  | Listed above. |  | |  |
| **Teaching Strategies Checklist** | | | | | |
| Writing | | | | | |
| X | Paragraph | | | | |
| X | Essay (narratives, fairy tales, realistic fiction) | | | | |
|  | Summary | | | | |
| X | Research | | | | |
| X | Detailed answers (text supported) | | | | |
| X | Notes (note taking skills, outlines) | | | | |
| X | Complete sentences | | | | |
| Reading | | | | | |
| X | Informational text | | | | |
| X | Lexile | | | | |
| X | Complex literature |  |  | |  |
| X | Speaking | | | | |
| X | Listening | | | | |
| X | Varied strategies and instructional methods | | | | |
| X | Critical thinking in whole class discussion | | | | |
| X | Student led activities | | | | |
| X | common core standards (literature circles) | | | | |
| Technology | | | | | |
| X | Smart board | | | | |
| X | Computers | | | | |
| X | iPads | | | | |
| X | PowerPoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
| X | Used multiple resources | | | | |
|  | Domain Vocabulary | | | | |
| X | Cross-Curricular | | | | |
| X | Collaborative engagement (meaningful feedback) | | | | |
| X | Higher level learning and teaching | | | | |
| Assessment | | | | | |
| X | Project based | | | | |
| X | Writing prompt | | | | |
|  | Portfolio | | | | |
| X | Observation | | | | |
|  | Quiz | | | | |
| X | Technology based | | | | |
| X | Test | | | | |
|  | Student created test | | | | |
| X | Presentation | | | | |
| X | Journal | | | | |
|  | Think, pair, share | | | | |
| X | Summary | | | | |
| X | Oral questioning | | | | |
| X | Analogy | | | | |
|  | PowerPoint, or movie maker | | | | |
| Authenticity | | | | | |
| X | Various activities | | | | |
| X | Inquiry, research and evidence | | | | |
| X | Evidence of time management and planning | | | | |
| X | Problem solving strategies | | | | |
| Summary of unit upon completion: | | | | | |
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