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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.1.2.03SC.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 materialsTeacherpayteachers.comBrainpopNancy LarsonBooks: Butterfly and CaterpillarThe ButterflyTadpole and FrogThe FrogThe 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 PartsSheetHow Do You Know It’s An Insect? SheetInsect Word BookResearch Project on different plants/insects | nationalgeographickids.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy LarsonBooks:The Insect BookHow Do You Know It Is An Insect?The SeedThe 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.comTeacher-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 matchingWho’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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy LarsonBooks:Butterfly and CaterpillarThe ButterflyTadpole and FrogThe FrogThe 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 sheetPlant Parts activity sheet |  nationalgeographickids.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy LarsonBooks:The SeedThe 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 activityResearch Project on different plants/insects | nationalgeographickids.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy LarsonBooks:What Makes a Rainbow?KitesCloudy With A Chance of MeatballsJust a Rainy DayIt 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy Larson | 4/29/16(Week 4) |
| SS.1.G.3 | Give examples of natural resources and their uses. | Earth Day activity | nationalgeographickids.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy LarsonBook:The Tale of Peter RabbitSo Many BunniesI Need an Easter EggThe Bunny Who Found EasterBad, Bad Bunny TroubleThe Bunny BookThe 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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. | JournalMy Little Book of Peter Rabbit – fill-in blank using word bankEaster Egg GlyphHoppin’ Good Colors – color names on Bunny Easter eggsEgg Hunt – identify antonym and synonym words and color | nationalgeographickids.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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.comTeacher-made materialsTeacherpayteachers.comBrainpopNancy 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 BookTeacher-made materialsTeacher-pay-teachers.comMath 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 BookTeacher-made materialsTeacher-pay-teachers.comMath 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 BookTeacher-made materialsTeacher-pay-teachers.comMath 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 BookTeacher-made materialsTeacher-pay-teachers.comMath 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 testEarth 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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