Understanding By Design Unit Template

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| Title of Unit | Examining Silly Stories | Grade Level | 3 |
| Subject | English Language Arts | Time Frame | ? |
| Developed By | Paul Woolley | | |
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| Stage 1 - Identify Desired Results | | | |
| Broad Areas of Learning  How are the BAL incorporated into this unit? | | | |
| Lifelong Learners-Students will engage with the topic and become aware of any current issues that may be taking place, to figure out what is happening in the world To become a lifelong learner, you must be totally committed to, and be enthusiastic about, the pursuit of learning, and believe that learning is a journey and not a destination.  Sense of Self, Community, and Place-. A sense of self is defined as one's perception of oneself and an awareness of who they truly are. Each person's sense of self is directly related to how they feel about themselves, their levels of self-esteem, and their confidence or lack thereof. Students will realize that they all play a role in the development in the world regardless of their age or abilities  Engaged Citizens-. An active and engaged citizen is someone who cares about his or her community enough to change it. Anyone can become an active and engaged citizen and help to make their community a better place. | | | |
| Cross curricular Competencies  How will this unit promote the CCC? | | | |
| Developing Thinking-Students will construct knowledge to make sense of the world and environment around them.  And how their actions and choices affect people and things around them. Learning to think critically may be one of the most important skills that today's children will need for the future. By allowing students to think differently, we are helping them hone their creative problem solving skills. Students should be constantly thinking about what they are learning and in this unit the lessons will build off of each other so that what they have previously learned will help them in future lessons.  Developing Identity and Interdependence-Achieving true identity and interdependence requires understanding, valuing, and caring for oneself and for others, and understanding and valuing social and environmental interdependence and sustainability.  Students should be able to create their own identity without environmental influences and they should be comfortable with who they are as individuals. And that they are all unique individuals and that they should be confident that wherever they are they can be free to be themselves. Identity is the qualities, beliefs, personality, looks and/or expressions that make a person. Having a good sense of humour can really help to shape a person’s identity and is something they can be known for.    Developing Literacies- Literacy provide many opportunities, including the use of various language systems and media, to interpret the world and express understanding of it.  A literacy rich environment emphasizes the importance of speaking, reading, and writing in the learning of all students.    Developing Social Responsibility- Student social responsibility mainly focuses on taking responsibility for one's own actions. It is a promise everyone should make for the society while working for the social, cultural and, ecological causes. It requires the ability to participate with others in accomplishing goals. Student participation in solving social problems has the power to promote the personal and collective identity. | | | |
| Learning Outcomes  What relevant goals will this unit address?  (must come from curriculum; include the designations e.g. IN2.1) | | | |
| [**CR3.3**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=29&oc=64363)  Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.  [**CR3.2**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=29&oc=64352)  View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.  [**CR3.1**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=29&oc=64347)  Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:   * identity (e.g., Spreading My Wings) * community (e.g., Hand in Hand) * social responsibility (e.g., All Together) and make comparison with personal experiences.   [**CP3.7**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=10&oc=60411)  Create visual art works that express ideas about the natural, constructed, and imagined environments.  **USC3.2**  Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.  [**CC3.2**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=29&oc=64391)  Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.  [**CC3.4**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=29&oc=64409)  Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail. | | | |
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| Students will understand that...  Humour keeps readers turning pages.  Humour also requires us to slow down and pay attention  Humour actually encourages readers to read closely, and that makes the reading experience more immersive  Telling a joke or at least including humour is great advice for writers,. | | Content specific….   What is a noun?  What is a verb?  What is an adjective?  What is a silly story?  How do authors make silly stories?  What is humor?  Why is it important in life?  What is onomatopoeia?  What are the text to connections? | |
| I Can Statements | |  | |
| I can read and comprehend, listen to, and view a variety of texts.  I can select and use appropriate strategies to construct meaning before during and after reading.  I can summarize what I hear and put it in my own words.  I can also tell what I like and don’t like about it.  I can draw conclusions, too.  I can select and use appropriate strategies to construct meaning before during and after listening.  I can summarize what I hear and put it in my own words.  I can also tell what I don’t like about it.  I can draw conclusions, too.  I can explain the ideas and details in texts I view.  I can support what I say.  I can also tell how special effects such as: colour, layout, medium, fonts, add to the meaning.  I can listen and retell the main ideas and details in what I hear, even when they are not obvious. I can also follow spoken directions and demonstrations.  I can communicate my ideas and experiences in clear, easy-to-follow writing: a short report; a procedure; a letter; a story; a script; a poem.    • Explain the importance of nurturing my inner-self.  • Explain several thoughts, feelings and actions that might nourish the inner self and several that might damage it. | |  | |

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| Stage 2 – Assessment Evidence | | |
| Performance Task  Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (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)  By what criteria will performances of understanding be judged? | | |
| GRASPS Elements of the Performance Task | | |
| G – Goal  What should students accomplish by completing this task? | G- The goal is that students will be able to understand the importance of using humour in their writing. This causes readers to keep on reading and become more immersed in what they are reading  R- For students to be active participants in their own learning, they must take an active role in formative assessment. It is especially important for young students to be actively involved in their classes and their assessment as every year expectation increase and the more prepared, they are at a young age, the better they can do.  A-The audience is going to be everyone in the room. And when they hand stuff in, the audience will be myself. I will use their answers to help me figure out where they are at in terms of meeting the expectations for what is to be done.  S- The challenge will be getting them to see the importance of incorporating humour into their writing whenever it is appropriate to do so of course. I am also hoping that they can share some silly stories either from past experiences or ones they have read. The majority of the stories are real life  P- They will be working n multiple worksheets both in paper form and online. They will also be doing some drawings to add further detail and show what they know in a different form. | |
| R – Role  What role (perspective) will your students be taking? |
| A – Audience  Who is the relevant audience? |
| S – Situation  The context or challenge provided to the student. |
| P – Product, Performance  What product/performance will the student  create? |
| S – Standards & Criteria for Success  Create the rubric for the Performance Task | Assessment should focus on supporting children’s progress towards learning of knowledge. Also, assessment tasks should provide teachers with meaningful, useful insight in the form of information about a child’s learning and ability to apply their learning to a broad range of contexts. Lastly, assessments should enable dependable claims to be made about children’s learning particularly when communicating with parents. Having a clear and defined rubric will help when communicating with parents because there will be solid proof of what was being assessed. The rubric I will be using is very clear and can easily be used as evidence to show growth or lack thereof and it has a heavy focus on ability and effort as students will be evaluated based on their level of understanding and comprehension. | |
| Other Evidence  Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes. | | Student Self-Assessment  How will students reflect upon or self-assess their learning? |
|  | | The ability to assess one’s own and others work is a complex cognitive and social skill that requires guidance and practice in order to develop over time. Starting self-assessment at a young age will help prepare students for their coming years in schools |
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| Stage 3 – Learning Plan  What teaching and learning experiences will you use to:   * Achieve the desired results identified in Stage 1? * Equip students to complete the assessment tasks identified in Stage 2? | | | | |
| Where are your students headed?  Where have they been? How will you make sure the students know where they are going?  What experiences do the learners bring to the unit?  How have the interests of the learners been ascertained?  Have the learners been part of the pre-planning in any way?  What individual needs do you anticipate will need to be addressed?  Learning environment:  Where can this learning best occur?  How can the physical environment be arranged to enhance learning? | | | | |
| In terms of where the students are heading, they are heading towards a better understanding of the importance of using humour both in writing and in real life. Teachers need to identify lesson learning goals that should be clearly identified and communicated to students so that they know where they are heading.  Some students will need support in writing out what they want to say. In this case I will lightly write out the words they want to use and then they can trace over them.  . It is important that teachers activate students' prior knowledge as a first step. As it can help students gain a better understanding if they are able to add to or use prior knowledge. Background knowledge is an essential component in learning because it helps us make sense of new ideas and experiences. | | | | |
| How will you engage students at the beginning of the unit? (Motivational set) | | | | |
| They will be able to create their own Mad Libs.  These are short silly stories that encourage them to use their imaginations and creativity  They will be able to see how fun it is to include humour in writing | | | | |
| 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? | | | | |
| # | Lesson Title | Lesson Activities | CCCs | Resources |
| 1  30 Min | Introducing Silly Stories  Nouns Verbs Adjectives  Nouns-Person Place, thing  Adjective-action words  Verbs-Describing words | Come up with a list of a verb’s adjectives and nouns on the board as a refresh  Create a mad lib as a class-MadLib.com  Create mad libs on their own-Carry over to Tuesday if needed |  |  |
| 2  25-30 Min | BOO By Robert Munsch | What adjectives were used in the story  Compare and contrast how they trick or treat vs how the character does  Write about your favourite Halloween costume or Halloween experience |  |  |
| 3  30 Min | Stephanie’s Ponytail | Health Connection  Strong sense of self- After a while she started to ignore the fact that the other kids and teachers were following her  What is a trend  Why do we always follow others in trends  Worksheet from binder |  |  |
| 4  20-25 Min | Zoom | Write about a time you travelled at a high speed using adjectives  Work with adjectives  What are some adjectives to describe speed-  Q and A about the book  Animal speeds cut and paste least to greatest-Math connection |  |  |
| 5  25-30 Min | Smelly Socks-Probably 2 days | Thursday-Introduce onomatopoeia-Finish remembrance day writing  Seesaw activity- choose a sound that represents the picture and write a sentence using that word  Friday  Art Connection-Create your own smelly socks- Using warm and cool colours  Smelly Socks Worksheet from binder Onomatopeia  Write about your favourite article of clothing How often do you wear it? What do you like about it? |  |  |
| 6  30 Min | I’m so embarrassed | Discuss text-world text-self text-media text-text what do they each mean detailed explanation  Comprehension questions-Binder  Write about a time you felt embarassed |  |  |
| 7  25-30 Min | Remembrance Day Nov 10th | Read In Flanders Fields  Watch appropriate videos  Acrostic poetry-What is it?  Why do we remember?-word wall  What are some words we can use to describe soldiers?  Seesaw-Remember Acrostic poem-similar to Halloween quilt |  |  |
| 8  30 Min | First Nations Legends/Trickster stories | Treaty Ed Connection  Read a trickster story/legend  What is trickster tale?  What is a legend?  What happens in a trickster story? |  |  |
| 9  20-25 Min | Cloudy With a Chance of Meatballs | What foods would you like to fall from the sky?  Write them, then draw them  What is your favourite meal? Write about it |  |  |
| 10  20-25 Min | David’s Father by Robert Munsch | Compare a parental figure to David’s Father write 3-4 things draw a picture  Discuss perspectives and point of view |  |  |
| 11  20-25 Min | Fifty Below Zero | Should you be outside when it is that cold out?  Comprehension questions fill in the blank ,matching  Writing  Favourite winter/cold day experience ever |  |  |
| 12  30 Min | MMM Cookies | How to story  What are the steps to making a cookie/-Worksheet  Write a how to about something must have at least 4 steps  Draw pictures after to represent each step |  |  |
| 13  20-25 Min | The Paper Bag Princess | Imagine a different ending  Write it then draw it |  |  |
| 14 | Alligator Baby | Discuss elements of a story/plot. Setting characters, conflict, resolution, rising action  Story retell activity  If you could have an animal as a baby which animal would you choose? |  |  |
| 15 | Playhouse | What would your dream playhouse look like?  Write about it then draw it  Arts Ed and Science Connection |  |  |
| 16 | Moira’s Birthday | Write about your favourite birthday party ever  How much food would you have?  How many people?  What would you do? |  |  |
| 17 | Create a silly story  Can be made up  Or a modified true story  Use lots of verbs and adjectives | Create a silly story  Can be made up  Or a modified true story  Use lots of verbs and adjectives |  |  |
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| Assess and Reflect (Stage 4) | |
| Considerations | Comments |
| Required Areas of Study:   Is there alignment between outcomes, performance assessment and learning experiences? | Yes  Assessment is done the same way for everything-consistent expectations |
| 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 and diversities of all my students? | For struggling students:  Sit with them  Write for them lightly but only what they say  Make sure they are on task and focused  For students who need a challenge:  Encourage them to think deeper  Write more, 2-3 instead of 1 thing  Let them work on their own |
| Instructional Approaches:  Do I use a variety of teacher directed and student centered instructional approaches? | Modelled reading-Read aloud  Explicit Teaching  Experiential learning  Demonstrations  Guides for Reading  Listening and Viewing  Concept Attainment  Compare and contrast |
| Resource Based Learning:   Do the students have access to various resources on an ongoing basis? | Yes |
| FNM/I Content and Perspectives/Gender Equity/Multicultural Education:  Have I nurtured and promoted diversity while honouring each child’s identity? | Yes |

From:  Wiggins, Grant and J. McTighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)

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| Not Yet Meeting Grade Level Outcomes (NY) | Beginning to Meet Grade Level Outcomes (B) | Meeting Grade Level Outcomes (M) | Enriched Understanding (EU) |
| Does not yet  Is unable to  Seldom  Struggles To  Has difficulty  Does Not Understand  Has not Yet Demonstrated  Needs a Lot Of Assistance | Sometimes  Is Developing  Understands Some of  Has a Basic Understanding  With Support and Prompting  Has Some Difficulty With | Consistently  Completely  Understands Most  Has Fully Demonstrated  Has Developed  Engaged Learning  Independently | Goes Beyond  Skillfully Uses  Understands How and Why  Comprehensive Understanding  Excellent and Highly Proficient  Analyzes and Applies |