Grade Level	Content Area	Unit Title
1st Grade	Writing Standards: Text Types and Purposes	National Symbols and Monuments

Length of Unit	Time of Year Taught	Expected Prior Knowledge
9 Days	2nd Quarter	Students will have the ability and knowledge of how to read, write (complete sentences), and listen to each other in order to work cooperatively in a group. They will have the ability to utilize and research using 21st Century skills.

Unit Description

This mini-unit is part of an interdisciplinary unit of study on National Symbols and Monuments, reaching Language Arts, Social Studies, and Technology standards. This unit of study focuses on identifying national symbols and monuments that represent American democracy and values. National symbols and monuments are interesting and relevant to this population of students, as they live in the United States of America and experience the value of their meaning through national holidays and everyday life. Through research, documentation of observational notes, and student collaboration, students will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Standards: See instructions on page 15.	Strand: Writing Standards Cluster: Text Types and Purposes Standard: #2
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The summative assessment consists of a completed page for the class American Alphabet Book. Students will be assessed individually. Each page for the class American Alphabet Book will be assessed on the introduction of the topic and its related information through use of supportive facts and illustrations. Each page for the class American Alphabet Book must include the topic labeled by its alphabetical letter combined with some facts about that topic and a closing comment on why that topic is important to American democracy and values. Neatness, quality, and effort will also be used to assess the page for the class American Alphabet Book.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Alphabet Book Rubric Mastery = 20/24 The scoring rubric for the summative assessment is attached
Materials/Resources Needed *Include all items for the entire unit.*	A is for America: A Patriotic Alphabet Book H is for Honor: A Military Family Alphabet Books relevant to topic Computer access to Ben's ABCs/Symbols of US Government www.bensguide.gpo.gov/k-2/index.html Chart paper, paper, drawing and writing utensils ABC Recording Form

	Alphabet Book Requirement Rubric

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Opening Question: What does honor mean to you? Direct students to find a pyramid buddy and discuss what honor means to them. Have the students share with the class what honor means to their buddy. Record student suggestions on chart paper with the opening question written on the top. Read aloud H is for Honor. Introduce chart paper with questions displayed around the room for Word Carousel. Read questions with the class. What does honor mean to you? What does courage mean to you? What does freedom mean to you? What does brave mean to you? What does military mean to you? What does America mean to you?	Opening Question: What does being an American mean to you? Direct students to find a pyramid buddy and reread/discuss questions on chart paper from Lesson 1. Have the students share with the class what being an American means to their buddy. Record student suggestions on chart paper labeled "Being an American". Read aloud A is for America. Students discuss the author's purpose for writing A is for America. Teacher records student suggestions on chart paper labeled "Author's Purpose" from Lesson 1. Introduce ABC Recording Form. Explain to the students that in today's lesson they will be working with their group to collect information on national symbols and monuments that represents American democracy and values. Instruct them to use	Opening Question: What does information or explanatory text mean to you? Direct students to find a pyramid buddy and discuss what information/explanatory text means to them. Have the students share with the class what information/explanatory text means to their buddy. Record student suggestions on the whiteboard. After student input, write on the whiteboard: Informational/explanatory text names a topic and supplies some facts about the topic. Inform the students that they will be creating a class Alphabet Book that illustrates and explains important national symbols and monuments that represents American democracy and values. Explain to the students that today they are going to Mix, Match, and Freeze, rotating in pairs around the room sharing the symbols and monuments written on	Opening Question: What does being an author mean to you? Direct students to find a pyramid buddy and discuss what being an author means to them. Have the students share with the class what being an author means to their buddy. Record student suggestions on chart paper from Lessons 1 and 2 labeled "Author's Purpose." Introduce Alphabet Book Requirement Rubric and model with student input a sample page: A is for Author. Explain to the students that today they will write and illustrate a page for the class alphabet book about their topic. Instruct them to reference the Alphabet Book Requirement Rubric so that their completed page meets all specified criteria.	Opening Question: What does information or explanatory text mean to you? Review student suggestions and definition on the whiteboard from Lesson 3. Read aloud class American Alphabet Book. Ask the students to reference the American Alphabet Book Requirement Rubric. Direct students to find a pyramid buddy and discuss whether or not the class alphabet book did a good job meeting the requirements of an informational text. Have the students share their buddy's comments with the class.

	Explain to the students that today they will rotate in groups around room writing on chart paper what each word means to them. Afterwards, have the students rotate to read comments. Have students gather and discuss author's purpose for writing H is for Honor. Record student suggestions on chart paper labeled "Author's Purpose".	ideas from H is for Honor and A is for America, as well as the website Ben's Guide to US Government for Kids (Ben's ABCs/ Symbols of US Government). The information should include national symbols and monuments for each letter of the alphabet.	their ABC Recording Form, writing down any new information their groups did not have written down on their form prior to the activity. Afterwards, assign students their letter of the alphabet for the book and have them choose a symbol or monument from the list on their ABC Recording Form to write about. Inform the students that they will be working on creating their informational texts from research that they will be conducting about their topic.		

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities and Timeline	Students will rotate together in groups during Word Carousel. At each piece of chart paper, they will read and discuss the question together. Afterwards, each student will write and illustrate on the chart paper what that word	Students will work together in groups to create a list of national symbols and monuments that represents American democracy and values and record their list on the ABC Recording Form. Students will record ideas from H is for Honor, A is for America, and Ben's ABCs (website).	Students will Mix, Match, and Freeze, rotating in pairs around the room sharing the symbols and monuments written on their ABC Recording Form, writing down any new information their groups did not have written down on their form prior to the activity. Each letter of the alphabet must have at least one symbol, monument, or event listed under its heading. After choosing their topic, students will reconvene in their groups and resume researching the web and books for relevant facts about their topic. They will record facts about their topic on the back of their ABC	Students will use the facts about their topic written on the back of their ABC Recording Form to write and illustrate their page for the class alphabet book.	Students will use the Alphabet Book Requirement Rubric to comment about another student's page and reflect on their own page about their topic.

	means to them.		Recording Form.		

Alphabet Book – National Monuments

Your job is to create a page for our classroom alphabet book. You will each receive the letter you are responsible for.
Here is what you need to include on your page based on the rubric you were given:

- The letter you were given
- Write about a National Monument or Symbol beginning with that letter
- Explain why the National Monument or Symbol is important and support with details
- Create and illustration to go with your page
- Use correct grammar
- Include a closing comment of your opinion about the National Monument or symbol
- Color your illustration

We will be taking all the pages and creating our class reference book.

Summative Assessment

The summative assessment consists of a completed page for the class American Alphabet Book. Students will be assessed individually. Each page for the class American Alphabet Book will be assessed on the introduction of the topic and its related information through use of supportive facts and illustrations. Each page for the class American Alphabet Book must include the topic labeled by its alphabetical letter combined with some facts about that topic and a closing comment on why that topic is important to American democracy and values. Neatness, quality, and effort will also be used to assess the page for the class American Alphabet Book.

Alphabet Book Rubric					
Criteria	**Expert (4)**	**Practitioner (3)**	**Apprentice (2)**	**Novice (1)**	**Score**
Informational Book Format	Letter of the alphabet, topic title, and author's' name, are included.	Two items are missing from the Alphabet Book page.	One item is missing from the Alphabet Book page.	More than one item is missing from the Alphabet Book page.	
Topic	Topic is clearly explained and includes excellent supporting details.	Topic is explained and includes good supporting details.	Topic is explained and includes few or no supporting details.	Topic is questionable and has no supporting details.	
Illustrations	Shows the page's topic, very neatly colored, and contains many specific details.	Shows the page's topic, neatly colored, and contains some details.	Shows the page's topic, colored, and contains some details.	Doesn't support the page's topic and contains few or no details.	
Closing Comment and Supported Opinion	Your opinion is clearly stated, giving 2 reasons for your preference.	Your opinion is clearly stated, giving 1 reason for your preference.	Your opinion is clearly stated, giving no reasons for your preference.	Your opinion is not clear and you gave no reasons for your preference.	
Grammar/ Mechanics	Flawless use of grammar, spelling, and punctuation.	Appropriate use of grammar, spelling and punctuation.	Errors in grammar, spelling, and/or punctuation.	Errors in grammar, spelling, and punctuation that inhibit understanding.	
Neatness/Effort	Page is exceptionally neat, attractive to the eye and easy to read. Evidence of great effort.	Page is neat overall, and easy to read. Evidence of good effort.	Page is fairly neat, but may be difficult to read at time. Evidence of some effort.	Page is sloppy and illegible. Evidence of little to no effort.	
Name	**Total Score**				