Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
First Grade	**Writing**		**All About Arizona Animals**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 lessons (225) minutes	**3rd Quarter**	Students will have knowledge of how to use of word wall, a writer's checklist (editor's marks) and will know how to use peer review and feedback techniques. Students will know how to create realistic drawings and how to use their writing journals.

Unit Description

Using the "All About Animals" non-fiction book series, the students will research an Arizona animal, compile 2-3 facts and write a grade appropriate report using the writing process.

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	**Strand 3: Concept 2: Expository** Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience. **PO 1.** Create expository texts (e.g., labels**,** lists, observations, journals) through drawing and/or writing.
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	Students will have multiple opportunities to be formatively assessed throughout the unit by meeting with peers and the teacher to review their drafting and publishing progress in comparison to a first grade report requirements poster, for creating a draft. The summative assessment will be in the form of the completed animal report and will be assessed with the "Publishing Checklist" for publishing.
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable,*	The summative assessment is the animal report, which will be scored using the Publishing Checklist. 80% of the students will meet all of the criteria listed on the checklist.

to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.	
Materials/Resources Needed *(Include all items for the entire unit.)*	"All About Animals" non-fiction books about animals that live in Arizona CD of animal sounds in nature Chart paper, writing journals and drawing utensils Music and lyrics to songs from the Banana Slugs String Band (Dirt Made My Lunch CD) "Publishing Checklist" for animal reports First grade report requirements (poster)

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Lesson Instruction	**1. Hook:** Students gather in the discussion space and listen to a CD of animal sounds and imagine they are one of the animals in its habitat. **2.** The teacher instructs and models how to create a movement piece for an animal from the CD. The students create their own movement piece about the animal they have chosen by	**1. Hook:** Students gather in circle and chant/sing "Super Gato" (a fun Spanish/English movement activity about being Super Cats). **2.** Teacher will remind the students that they are not cats but they are animals; animals who write and teach! Review (choral read) the "Important Ideas In Animal Books" (poster) that the	**1. Hook:** Gather students in the discussion space to sing " Bats Eat Bugs", by the Banana Slug String Band. **2.** Class will review the poster for the animal reports (first grade report requirements poster). Teacher will ask for volunteers to clarify the purpose (to teach) for writing the reports, what kind of facts they may	**1. Hook:** Gather students to sing "Nocturnal Animals" by the Banana Slug String band. **2.** Teacher reads aloud Frogs once more reminding students of their role as authors and teachers. Teacher has students review and choral read their generated list of fact ideas. **3.** Teacher reviews the guiding poster	**1. Hook:** Gather students to sing "Everybody Does What They Do Best", by Ralph's World. **2.** Teacher holds up some of the non-fiction books the children have been using and celebrates authors and all about books briefly. Teacher asks students to pat themselves on the backs for all the

	listening to the animal sounds CD. The students move about the room as their imagined animal. **3.** Students move to discussion space and when they arrive there, they are asked to change from their animal selves back into readers and writers who want to teach about their chosen animal. **4.** Each student turns and talks to a partner about their animal and shares at least one fact. 5. Teacher reads aloud Frogs by Caroline MacLulich. Teacher asks students to listen for what they think might be important information about frogs shared by the author. 6. Reading partners take a "Just Right" non-fiction animal book and read it together looking for ideas authors might	students and teacher generated the previous day. **3.** Students reread the "All About Animals" book about their chosen animal and gather information/facts to write about their animal. **4.** Teacher introduces the first grade report requirements poster and models with students' input (call and response) a rough draft with a title and three facts about the book Frogs. **5.** Teacher instructs students to work independently on writing a draft with a title about their animal in their writing journals. **6.** Writers come together in a group to listen to the drafts in progress and give feedback.	include, how many facts and what needs to be at the beginning of the reports (a title). **3.** Students go back to working on their drafts, keeping in mind the purpose and requirements for their expository writing. **4.** Teacher will check in with a "thumbs up/ thumbs down survey" on how the students are feeling about their progress. Note any students who give a "thumbs down" or "thumb sideways" and teacher confers with those students. **5.** Teacher asks for a show of hands of those who think they are ready to read their work to a partner for feedback about revision. Teacher pairs up ready students. **7.** Writers give their journals to the teacher and come	(first grade report requirements poster). **4.** The teacher asks students to hold up fingers for the number of facts they have so far. Note any who seem a little behind and confer with them. **5.** Students continue with the writing process moving into revising and editing with a partner or the teacher when they are ready. **6.** The teacher directs the students to turn to a blank lineless page in the back of their writing journals and to start a rough sketch of their animal. They will finish their writing and drawing tomorrow.	hard work they have done thus far! **3.** Teacher introduces the publishing checklist (Publishing Checklist for Animal Reports). Each student receives a copy to use for their report. **4.** Students begin the publishing process using their drafts. **5.** Students meet with teacher to discuss work and check list guidelines. **6.** Students make any changes pointed out during teacher conferences and completes their checklist. **7.** As students finish the written portion of the reports, they begin tto draw their animals.

	include in ‘all about’ books about animals. 7. After reading, students offer ideas about what should be included in ‘all about’ books on animals. 8. Teacher records student suggestions and guides topics on chart paper (see poster: “Important Ideas In Animal Books”). Teacher ensures that at least 3-5 important ideas are generated.		together in a group to listen to the teacher share some of the completed drafts and give feedback.		**8.** When work is completed students place the reports in the Finished Work basket. Teacher assesses the reports using the checklist.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	**1.** Students gather in the discussion space and listen to a CD of animal sounds and imagine they are one of the animals in its habitat. **2.** The students create their own movement piece about the animal they have chosen when listening to the animal sounds CD. The students move about the room as their imagined animal. **3.** Students return to sitting in the discussion space. **4.** Students 'turn and talk' to a neighbor about their animal and shares at least one fact. **5.** Students listen to teacher read-aloud: Frogs by Caroline	**1.** Students gather in the discussion space circle and chant/sing "Super Gato" (a fun Spanish/English movement activity about being Super Cats). **2.** Students chorally review the list of ideas they co-created with the teacher on the previous day (Important Ideas In Animal Books poster. **3.** Students get the animal books they were reading yesterday and reread them looking for information that might answer some of the questions on the revised (Important Ideas In Animal Books poster). **4.** Students review the	**1.** Students gather in the discussion space and sing " Bats Eat Bugs", by the Banana Slug String Band. **2.** Class will review the poster for the animal reports (first grade report requirements poster). **3.** Students go back to working on their drafts, keeping in mind the purpose and requirements for their expository writing. **4.** Students will conference with their teacher if they feel they need some assistance. Otherwise they will continue with their drafts. **5.** If some students are ready they are	**1.** Students gather in the discussion space to sing "Nocturnal Animals" by the Banana Slug String band. **2.** Students listen to the teacher read Frogs. **3.** Students will review and choral read the poster for the reports (first grade report requirements poster). **4.** Those that need to conference with the teacher do so at this time to get assistance. **5.** Students continue to work on their reports. When they have a final draft of written report, the teacher instructs them to use the blank pages in the back of their writing journal.	**1.** Students gather in the discussion space to sing "Everybody Does What They Do Best", by Ralph's World. **2.** Children celebrate the good work the authors of the books they have been using and their own hard work. **3.** Students review the publishing checklist and receive a copy. **4.** Students get their writing journals and begin to publish their drafts on the publishing paper in the classroom. **5.** Students meet

	MacLulich listening for what they think might be important information about frogs. Students share, through call and response, information thought to be important. **6.** Students join their reading partners and together read some of the "Just Right" non-fiction animal books. Looking for ideas about what authors might include in books about animals. **7.** Students come together in the discussion place and review and contribute a teacher student generated list (Important Ideas In Animal Books chart).	report requirements poster and help (through call and response) the teacher model and draft using the as a guide (first grade report requirements poster) to write a title with three facts about the book Frogs. **5.** Students go to work independently on writing a draft about their animal, with a title, in their writing journals. **6.** The students give their journals to the teacher and take their place in the discussion space. Teacher reads the drafts aloud and students give feedback.	ready for feedback they can partner up with someone else who is ready. Paired students read their drafts and receive and give feedback with their partner. **7.** Students gather together in the discussion space to hear some finished drafts and provide feedback.	Students begin to sketch their animal. **6.** All students begin their drawing even if their draft isn't finished.	with teacher for conferences about the publishing. **6.** Students continue working on the publishing with their post-conference edits and revisions and fill out the 'Publishing Checklist'. **7.** As students finish the written portion of the reports, they draw their animals. **8.** When work is completed students place the reports in the Finished Work basket.

Checklist For Publishing

Are all the words in your report spelled correctly? (10pts)

☐ Yes ☐ No

Do your sentences start with a capital letter and end with a period? (10pts)

☐ Yes ☐ No

Are your facts about the animal in your report?(10pts)

☐ Yes ☐ No

Do you have a color drawing of your animal?(10pts)

☐ Yes ☐ No

Total points possible: 40 points
Mastery: 35-40 points
Approaching: 30-35 points
Falls Below Expectation: >30 points

* The summative assessment is the animal report, which will be scored using the Publishing Checklist. 80% of the students will demonstrate "Mastery" level.