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Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching

Interdisciplinary Unit Title: Daily Lesson Plans Week 3

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Grade Level: 1-2

Subject Area(s): ELA, Math, Science, Social Studies, and Art

Standards Correlation
ELA
Inquiry Bases Literacy (I)

Standard 1: Formulate relevant, self-generated questions bases on interests and/or needs that can be investigated.

1.1 Translate "wonderings" into questions that lead to group conversations, explorations, and investigations.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.

3.2 Select the most important information, revise ideas, and record and communicate findings.

Standard 4: Synthesize information to share learning and/or take action.

4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.

4.2 Determine appropriate tools to communicate findings.

4.3 Reflect on findings and take action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

5.1 Recognize the value of individual and collective thinking.

5.2 Monitor and assess learning to guide inquiry.

Reading – Literary Text Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions,

inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.

5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Describe the relationship between the illustrations and the characters, setting or events.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.

7.1 Retell texts, including beginning, middle, and end; use key details to determine the theme in a text heard or read.

7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Read or listen closely to:

a. describe characters' actions, and feelings;
b. compare and contrast characters' experiences to those of the reader;
c. describe setting;
d. identify the plot including problem and solution; and
e. describe cause and effect relationships.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.

11.1 Identify the author's purpose—to explain,

11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

13.1 Engage in whole and small group reading with purpose and understanding.

Writing - Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.

1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.

2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

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Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.

.3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.

3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

. 6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.

Communication (C)

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.

1.2 Practice the skills of taking turns, listening to others, and speaking clearly.

1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.

1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.

3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

Language, Craft and Structure (LCS)

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.

Math

Measurement and Data Analysis

Geometry

1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.

1.MDA.3 Use analog and digital clocks to tell and record time to the hour and half hour.

1.MDA.4 Collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts and tallies.

Science

Science and Engineering Practices:

Standard 1.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

1.S.1A.1 Ask and answer questions about the natural world using explorations, observations, or structured investigations.

1.S.1A.2 Develop and use models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.

1.S.1A.3 With teacher guidance, conduct structured investigations to answer scientific questions, test predictions and develop explanations: (1) predict possible outcomes, (2) identify materials and follow procedures, (3) use appropriate tools or instruments to collect qualitative and quantitative data, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.

1.S.1A.4 Analyze and interpret data from observations, measurements, or investigations to understand patterns and meanings

1.S.1A.6 Construct explanations of phenomena using (1) student-generated observations and measurements, (2) results of scientific investigations, or (3) data communicated in graphs, tables, or diagrams.

1.S.1A.7 Construct scientific arguments to support claims or explanations using evidence from observations or data collected.

Social Studies

Standard 1-4: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.

1-4.2 Compare the daily lives of families together in America and across the world, including the roles of family members, typical food, clothing, and shelter; and the ways that families earn a living.

Health

Standard 2: The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

P-1.2.1 Identify ways that a person's family, friends, and school can support his or her health practices and behaviors.

Standard 7: The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

M-1.7.2 Discuss ways to be a good friend.

I-1.7.1 Identify safety rules at home (including "lock the door when you leave the house,").

Art

Standard 1: The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

VA1-1.1 Use his or her own ideas in the creation of works of visual art.

VA1-1.3 Use a variety of materials, techniques, and processes to create works of visual art.

Duration: 1 week

Grouping: small group, whole group, independent

Lesson Objective(s): Define the difference between traditional and fractured fairy tales.
Compare/contrast story elements
Conduct a scientific experiment and record findings
Create a wanted poster for the villain
Use 2 and 3-D shapes to make composite shapes
Create visual art from vocabulary words
Create fractured fairy tales

Materials: Book of "The Three Little Pigs" and other fractured fairy tales, large chart tablet, markers, unifix cubes, paper clips, glue, brow paper bags, paper plates, crayons, computer, large class world map, small student world maps, variety of building materials, small fan,

Procedures: Learning Cycle, 5E, or 7E preferred

Engage	ELA-Engage the students by reading the fairy tale of "The Three Little Pigs" and also reading fractured fairy tales of the same story. Elicit prior knowledge by expanding on the following questions: • What is a fairy tale? What is a fractured fairy tale? • What story elements do these two types of stories contain? Math-Engage the students by asking the students to predict about how they can determine what materials would be strongest when building a house. Science-Engage the students by having them to begin to design a house that the wolf could not blow down. Social Studies – The students will help create a list of different ways families help each other. Art-Engage the children's artistic ability by having them sketch their houses.
Explore	ELA- Students will be able to compare and contrast the story elements from the different types of stories. Create a double bubble map Math-Students will use 2 and 3 – d shapes to create composite shapes. Science- Students will use the engineering design process to construct a structure that can withstand a strong wind gust. Art- Engage the children's artistic ability by letting them design and create settings and characters for a fractured fairy tale.
Explain	ELA-Discuss results of the double bubble map that the children will help create. Math- Students will create a chart showing the result of how their structures did against a strong wind. Science-Students will explain what happened to their structures.

Elaborate	ELA-Read the original tale of "The Three Little Pigs" and read 1-2 of the Fractured fairy tales of the same story. Compare and contrast several of the fractures fairy tales. Create a wanted poster of the villain from one of the fractured fairy tales. Math- Create new chart showing results after students have a change to redesign their structures. Science-Children will work through the design process and redesign their structures addressing any weak areas. Art-Children will perform their fractured fairy tales for the class.
Evaluate	ELA-Ticket out the door. Stand/sit – students will stand if they agree with the information from the teacher and will remain sitting if they disagree. Pair/share – Teacher will ask a question and have students' pair up and discuss what they think. Teacher will walk around the room listening in to student's discussions. Group Huddle – Students huddle up to discuss information and come to a consensus. Wordle of vocabulary from fractured fairy tales. Science-Write about the engineering design process and what they learned.