

Curriculum Unit Design Template

Title of Unit/ Theme Plants and Community Change	Grade level/s Grade 1
Curriculum areas- literacy, science	Time Frame- 3 weeks (x minutes/day)
Developed by Mary Chavers	
I. OVERVIEW AND LEARNING GOALS	
Description Students explore two stories about passionate individuals who changed their communities through planting trees and gardens, and learn about what trees and plants need to grow.	
Essential Question How does hard work and determination change a community?	Texts <ul style="list-style-type: none"> • <i>The Tree Lady</i> by H. Joseph Hopkins, Illustrated by Jill McElmury • <i>Wangari's Trees of Peace</i> by Jeannette Winter • <i>The Noisy Paintbox</i>, Barb Rosenstock
Learning outcomes Students will: <ul style="list-style-type: none"> • Use illustrations and details in a story to describe its characters, setting and events • Compare and contrast two stories with similar themes • Identify the parts of a plant • Understand what plants need to grow 	Alignment with standards LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting or events LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories S.C.1.L.14.1 Make observations of living things in their environment using their five senses S.C.1.L.14.2 Identify the major parts of plants, including stem, root, leaves and flowers
II. ASSESSMENT & DOCUMENTATION	
Artistic and written processes/products	Formative assessment- <i>Looking and listening for students' demonstration of skills and understanding of...</i>
<ul style="list-style-type: none"> • Entering text strategy: Call and Response 	<ul style="list-style-type: none"> • key details and vocabulary through repeating story nuggets as teacher previews the text

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<ul style="list-style-type: none"> • Understanding story, strategy: color, symbol, image 	<ul style="list-style-type: none"> • theme and main idea
<ul style="list-style-type: none"> • Class will make a Venn Diagram to compare similarities and differences between texts 	<ul style="list-style-type: none"> • similarities and differences between the two texts
<ul style="list-style-type: none"> • Observing artwork of Tree on campus using strategy: See, Think, Wonder 	<ul style="list-style-type: none"> • students' observations, connections and questions
<ul style="list-style-type: none"> • Observing barren landscape of Kenya and the umbrella trees of Kenya and discuss using strategy: See, think, wonder. 	<ul style="list-style-type: none"> • Understanding the plight of Kenya and the impact of Wangari's hard work and determination.
<ul style="list-style-type: none"> • Use strategy See, Think, Wonder to explore all the parts of a tree before sketching and labeling. 	<ul style="list-style-type: none"> • Parts of tree complete and accurate
<ul style="list-style-type: none"> • Performed tableaux for Tree Lady (beginning, middle and end) and monologues to explain 	<ul style="list-style-type: none"> • understanding of setting, Characters, events, sequence
<ul style="list-style-type: none"> • Performed tableaux for parts of a plant 	<ul style="list-style-type: none"> • knowledge of the role/job of each plant part
<ul style="list-style-type: none"> • Create cutouts using camera lens strategy depicting a scene from one of the texts showing how main character changed her community. 	<ul style="list-style-type: none"> • understanding of story, main events and
<ul style="list-style-type: none"> • Written answer to – How did the main character change her community? 	<ul style="list-style-type: none"> • the Essential Question.
<ul style="list-style-type: none"> • Class mural of “what plants need?” 	<ul style="list-style-type: none"> • What plants need? Mural demonstrates understanding of what plants need to grow and parts of a plant
<ul style="list-style-type: none"> • Students will plant marigold seeds. 	<ul style="list-style-type: none"> • Application- what plants need to grow
Culminating Performance/Exhibition <ul style="list-style-type: none"> • Kandinsky Trees- Using a diagram as a guide, students create their own 	

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Kandinsky-style tree collages including: using colored paper circles in which they describe for each story: the characters, setting, events, and words and phrases that spoke to them, using complete sentences. Finally, they write a response to the question, "How can hard work and determination change my community?"

- Once students have completed their trees, they add a picture of themselves to their trees.
- Students will share with partners, class and parents how they can change their community.
- See rubric for assessment of culminating product/performance

III. LEARNING PLAN *incorporating the performance cycle, description of each learning experience, specific learning goals, activities, texts and resources, assessment, etc. Each learning activity/ lesson is linked to the performance cycle.*

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