Interdisciplinary Unit

First Grade Unit 2

2015-2016

Concept: Relationships

Essential Question: How are things that seem opposite related to one another?

Deepening Questions:

What is unique about nonfiction vs. fiction text?

How do people make choices about how to earn and spend money?

How do the characteristics of animals help them survive in their environment?

How can I use what I know about number relationships to help me solve addition and subtraction problems?

Suggested Trade Book Resource:

Bear Snores On by Karma Wilson (Lexile: 280, GR: K)

Time For Kids: Bears (GR: I)

Do Bears Sleep All Winter by Melvin Berger (Lexile: 750, GR: P)

Pigeon Wants a Puppy by Mo Willems (GR: I)

Let's Classify Animals! (My Science Library) by Kelli Hicks (lexile: 600, GR: M)

Easy Make & Learn Projects: Animal Habitats: by Donald Silver

Animal Habitats by Julie Lundgren (GR: H)

What if You Had Animal Teeth by Sandra Markle (Lexile: 940, GR: M)

What Do You Do With a Tail Like This? by Steve Jenkins (Lexile: 620, GR: K)

Rosie’s Walk by Pat Hutchins (GR: F)

12 Ways to Get to 11 by Eve Merriam (number bonds) (GR: K)

Sheep in a Shop by Nancy Shaw (Lexile: 150, GR: G)

Do I Need It or Do I Want It? By Jennifer Shaw

Something Good by Robert Munsch (Lexile: 520, GR: K)

HOOK: *The Bear Dance* by William Holbrook Beard



 Ask students to do a See/Feel/Hear chart (attachment) where they record what they see in the painting, what they would feel (e.g., cool since it’s in the forest) and hear (drums beating.) Students will notice the bears are acting like humans. Challenge them to make any connections they can between bears and humans (e.g., bears will sometimes try to find humans’ food in the forest.) Have the students write a story about what might have occurred.

Section 1: Animal Stories

States: all

Deepening Questions: What is unique about nonfiction vs. fiction text?

* **Fiction Vs. Non-fiction**
	+ *Article on Non-fiction and Informational Text:* [*http://teacher.scholastic.com/products/scholasticprofessional/authors/pdfs/duke\_sample\_pages.pdf*](http://teacher.scholastic.com/products/scholasticprofessional/authors/pdfs/duke_sample_pages.pdf)
	+ Read a fiction animal story and then a non-fiction about the same animal
		- *Bear Snores On* and *Time for Kids: Bears*
	+ Create anchor charts for Fiction and Non-fiction
		- Find a nonfiction book about one kind of animal that uses illustrations. Ask students to distinguish which is which based on the pictures alone. This will help break any myths about the pictures telling if the book is fiction vs. non-fiction.
			* *Do Bears Sleep All Winter?*  By Melvin Berger
		- Example: <http://firstgradewow.blogspot.com/2012/07/fiction-and-nonfiction-compare-anchor.html>
	+ Features of Non-fiction (label, caption, diagram, photograph)
		- Feature scavenger hunt
	+ Create Venn Diagram comparing Fiction and Non-fiction books
		- See example in post here: <http://stuckeyinsecond.blogspot.com/2010_12_01_archive.html>
	+ Sort animal books into fiction and nonfiction based on Anchor Charts.
		- Use Scholastic book order forms. Have students cut out pictures of books and sort them into the correct category. See example here: <http://thefirstgradefairytales.blogspot.com/2012/10/fun-fiction-vs-nonfiction-activity.html>
* **Quotation Mark (Writing Dialogue)**
	+ Characters Talking (deciding who is saying what)
		- Using the quotes worksheet (attachment)
		- Pick a story such as *Pigeon Wants a Puppy by*  Mo Willems. Ask students to notice how speech bubbles are used to show how a character talking. Ask students to imagine a way the author can show a character is talking without a speech bubble. Follow the example here: <http://finallyinfirst.blogspot.com/2013/09/quotation-marks-narratives-and-freebies.html>.
		- What Does the Fox Say? Use speech bubble attached to a fox for students to make up what they think a fox may say (encourage them to use real sentences and not sounds.) Then ask them to write a sentence using quotation marks as dialogue.
		- As a class, read a paragraph with dialogue. Invite students to add elbow macaroni as quotation marks when appropriate.
		- Extension: Fill in the missing quotation marks. (attachment)
* **Informative Writing (telling about an animal)**
	+ Animal Research Project
		- Visit <http://www.wegivebooks.org/books> for free online books about different animals.
		- Students will pick from a list of animals (predetermined by the teacher according to available resources).
		- Animal Inquiry Project

http://www.readwritethink.org/classroom-resources/student-interactives/animal-inquiry-30020.html

* + Oral/Media Presentation
		- Have students either present their projects orally or through digital media.
* **Optional: Narrative (writing fiction from the animal’s perspective)**
	+ An Animal Story (Trait-Voice)
		- Students will create a narrative story with a beginning, middle, end from the viewpoint of one animal. (It may help to have students pair up and do a joint story on the two animals they previously researched.)
* **Optional: Opinion (what animal is best and why?)**
	+ “Here’s why this animal is best…”
		- Students will select an animal (either their own researched animal or an animal they learned about from another student.) They should list facts about the animal to make an argument for why that animal stands out.
* **Exploring animals in art**
	+ Different types of Art (abstract vs. realistic)
		- Use “The Dot” by Peter H. Reynolds as a way to start the discussion.
		- Abstract Art vs. Realistic:
			* *The Snail* by Henri Matisse
			* Show a pairing of paintings such as The Flamingoes by Henri Rousseau vs. Flock of Birds by Paul Klee. Complete a Venn Diagram about each one. Lead a discussion with students why each artist chose to represent the animal(s) in that style. (*Cinquenta, tigre real* by Salvador Dali and *Portrait of a Royal Tiger* by George Stubbs)
		- Create a piece of abstract art and a piece of realistic art
			* Based on their research animal, students will create two pieces of art (abstract and realistic.) Students can use drawing or water colors for their realistic while they may use torn pieces of paper for their abstract.

Section 2: Animals and their Environment

States: Minnesota, Michigan, Indiana, Ohio, Wisconsin

\*\*\*Illinois and Missouri only cover up to “Basic Needs of Animals” (not animal habitats)

Deepening Questions: How do the characteristics of animals help them survive in their environment?

* **Characteristics of Animals (physical and behavioral)**
	+ Physical Traits
		- Skin (scales, fur), Wings/Legs
	+ (When state standard dictates, parent/baby connection.)
	+ Behavioral Traits
		- What do animals eat? Video on animals http://www.pbslearningmedia.org/resource/tdc02.sci.life.colt.eat/what-do-animals-eat/
		- Journeys Lesson 7: How do animals communicate? “How animals communicate?”
* **Animal Groups** (MMH A Closer Look: Unit B, Chapter 3)
	+ **Learn about the groups of animals (mammals, birds, reptiles, amphibians, fish, and insects.)**
		- <http://www.wegivebooks.org/books> Read aloud any of these free books:
			* *Reptiles*, *Big Cats*, *Fishy Tales* (easy reader), *Ape*, *Snakes,* *Duck Pond Dip* (easy reader), *Mammals*, *Eyewonder: Bugs*
		- Identify distinguishing features of animals in each group
		- Create a chart for animal groups and their characteristics.
		- Online game in sorting characteristics: <http://www.sheppardsoftware.com/content/animals/kidscorner/games/animalclassgame.htm>
* Performance Assessment: Animal Description (students pick one animal and write main idea sentence and details to describe the animal and its characteristics including its classification group.)
	+ **Animal classification**
		- Sort animals into the correct groups based on group characteristics
* **Basic Needs of Animals**
	+ **Investigate basic needs of animals**
		- MMH A Closer Look Unit B Lesson 2
		- Video slideshow of animal needs: <https://www.youtube.com/watch?v=Pe9kSlVeEIM>
		- Create a web where basic needs-air, shelter, water, food-then give examples of each one.
* **Parent/Offspring**
	+ Animals and their Babies
	+ Inherited traits
	+ Alike/Different
* **Animals in their Habitat (adaptation)**
	+ **Adaptation**
		- MMH *A Closer Look* Unit B. (Select parts on adaptation.
		- Read *What If You Had Animal Teeth?* by Sandra Markle. Students will then brainstorm a list of animals and their teeth “functions.” They will complete a project in which they would tell what animal teeth they would like and how it would help them. <http://oceansoffirstgradefun.blogspot.com/2013/03/what-if-you-had-animal-teeth.html>
		- Read *What do you do with a tail like this?* by Steven Jenkins and draw a “new animal” (give it different things such as big eyes for nocturnal) to help it adapt to a new environment. (see examples http://finallyinfirst.blogspot.com/search?updated-max=2011-03-13T20:40:00-07:00&max-results=5)
		- Journeys Lesson 22: (adaptation) Why do some animals have spots or stripes? “Amazing Animals” (animals having specific parts that help them adapt to their environment)
		- Comparing two bears and how the adapt: Panda and Polar Bear by Matthew J. Baek.
* **Habitats** (video on all kinds of habitats: https://www.youtube.com/watch?v=7Klscf43X4w)
	+ Water Habitats
		- Oceans
			* Read *A House for Hermit Crab* by Eric Carle. Replicate the hermit crabs shell and all the things he collected from his ocean habitat along his way.
			* Watch video on ocean habitats (<https://www.youtube.com/watch?v=jLlspBfXAik>) and list kinds of things in that habitat.
			* Journeys Lesson 11: What kinds of plants and animals would you find in the ocean? Ocean Habitat “At Home in the Ocean”
		- Freshwater
			* Freshwater habitats information sheet (attachment.)
			* Sketch a lake habitat worksheet (attachment.)
		- Artic
			* Adaptation using fur, blubber (place hand in bag full of ice using a glove-fur, butter-blubber, regular hand-no adaption) and record the observations
	+ Land Habitats
		- Rain Forest
			* Journeys Lesson 12: How are jungle animals different from animals on the farm? (Rain Forest) “How Leopard Got his Spots”
		- Grassland
		- Forest
		- Desert
	+ Identify different habitats for the animal given by completing the
		- “What’s My Habitat?” worksheet (attached)
		- Habitat Animal Sorting game http://www.scholastic.com/magicschoolbus/games/habitat/index.htm
	+ Habitat Mural: Review each kind of habitat and let a student group take one of the sections of the habitat mural to illustrate. <http://fun-in-first.blogspot.com/2011/09/habitats.html>
* **Map skills**
	+ Vocabulary (location words) near, far, left, right
	+ Cardinal Directions
		- Play Simon Says using cardinal directions for students to face.
	+ Finding locations on a map
		- Community map- students find their way around a “community” using the map and given directions
		- Treasure Hunt-Teacher creates a directions (and overall map) for students to follow using direction words. They will find printed “treasures” at these places.
	+ Create a map
		- Read *Rosie’s Walk* by Pat Hutchins and then have students create a map based on her experiences.
* Project Based Learning Activity:
	+ Design a Zoo
		- Students will design a zoo map that incorporates the climate and environmental characteristics of native habitats for each zoo animal. Consider dividing out the jobs:

Zoologist: studying and understanding animals and their behavior

Animal Care Worker: managing animals, knowing dietary needs, understanding animal behavior

Veterinarian: managing the health and wellness of all animals

Zoo maintenance workers: maintaining zoo grounds

Botanist: work with plants

Landscape architect/designer: design animal habitats

* + - Create a map for the zoo and visitor guide information
			* http://www.teacherspayteachers.com/Product/Zoo-Map-Pack-242602

Section 3: Relationships in Addition and Subtraction (properties of operations)

Deepening Question: How can I use what I know about number relationships to help me solve addition and subtraction problems?

* **Addition**
	+ **Composing Numbers**
		- French Fry Facts : students put in different ways each number can be made. (<http://first-grade-fever.blogspot.com/2011/09/french-fry-math-center-freebie-super.html>)
		- Number Sense bracelets: http://mathcoachscorner.blogspot.com/2013/07/using-number-bracelets-to-develop.html?utm\_source=feedburner&utm\_medium=email&utm\_campaign=Feed:+MathCoachsCorner+(Math+Coach%27s+Corner)
* **Missing Addend**
	+ - Show total amount, have students look away and cover an amount, ask students to figure out the covered amount.
		- Balancing Equations (http://www.teacherspayteachers.com/Product/Balancing-Equations-Missing-Addend-Addition-Subtraction-Practice-250869
		- Missing Addend worksheets (attached)
		- Play “Snap” Each player has a set of linking cubes. The players together turn

over one number card in their deck. They both take that many cubes and link them

together to create two trains. They place their trains behind their backs and at

the same time they snap their trains into two parts. They each then have to show

their parts and say the matching number fact that is represented.

* **Subtraction**
	+ **Decomposing Numbers**
	+ **Number Bonds**
		- <http://mathcoachscorner.blogspot.com/2013/07/teaching-number-bonds.html>
		- <http://www.bloglovin.com/viewer?blog=4183845&post=2334042259>
* **Commutative Property**
* **Fact Families**
	+ Demonstrate how addition and subtraction work in forming a fact family.
		- Fact Family Cards: <http://firstgradeschoolbox.blogspot.com/search/label/Fact%20Families>

Section 4: Economics

States: All

Deepening Question: How do people make choices about how to earn and spend money?

HMH Social Studies textbook Unit 6 *The Marketplace*

* Review needs of living things need (see earlier in unit)
* **Needs and Wants**
	+ - Wants and Needs Graphic Organizer
		- Use magazine pictures and have students sort into needs and wants
		- Sorting Needs and Wants (attachment)
	+ Performance Assessment: Write a descriptive paragraph talking about something that you want.
* **Making Choices**
	+ - Read *Sheep in a Shop* by Nancy Shaw. Lead a discussion about the choices the sheep needed to make while they were shopping for the birthday gift. How do people earn money for what they buy?
		- Read the book *Do I Need It? or Do I Want It?: Making Budget Choices* by Jennifer A. Larson
* **Goods and Services** (HMH Lesson 1)
	+ - Read *What Do People Do All Day* by Richard Scarry (long book, read maybe only a few sections). Make a list of people who are producing goods and people who are producing services.
	+ Goods and Services sort (attachment)
	+ Distinguishing between goods and services
		- Goods/Services graphic organizer (attachment)
	+ Comparing Goods and Services
		- Venn diagram
		- Goods and Services worksheet (attachment)
	+ Introduction to Service Governments Provide
		- (Fire, Police, Waste Management, etc.)
	+ Introduction to Scarcity
		- Old Mother Hubbard: lesson in scarcity (attachment)
* **Currency and Trade**
	+ Trading to obtain goods and services
	+ Using money to obtain goods and services
		- **\*Possibly introduce money (covered in 2nd grade common core math)**
* **Consumer and Producers**
	+ Jobs People Do
		- Jobs in the Community worksheet (attachment)
		- Community Jobs booklet (attachment)
	+ Definition of Consumer/Producer
	+ Identifying Producers and Consumers
		- Buyers and Sellers
		- “Am I Producers or Consumer?” Give students examples such as “I buy a gallon of milk at the store” and have them hold up signs that say “consumer.”

Additional Resources: Making a Town http://www.teacherspayteachers.com/Product/Economics-Unit-823387

Finance in the Classroom: <http://financeintheclassroom.org/passport/first/social_studies.shtml>

<http://www.takechargeamerica.org/financial-education/teaching-resources/first-grade/#firstgrade>

http://teacherkimbo.blogspot.com/2012/01/needs-wants-goods-and-services.html