Interdisciplinary Unit

First Grade Unit 4

2015-2016

Concept: Transformation

Essential Question:

Can things transform into something new yet still remain the same?

Deepening Questions:

What is matter, how can it be classified, and how does it change?

How can I use what I know about tens and ones to add and subtract two-digit numbers?

How does a story change from the beginning to the end?

How a character transforms over the course of the story?

Suggested Trade Book Resources:

What is Matter? Rookie Reader by Don L. Curry (Lexile: 340, GR: I)

Many Kinds of Matter by J ennifer Boothroyd (Lexile: 500)

A Snowy Day by Ezra Jack Keats (GR: J)

Sweet Coco: Chocolate Maker's Apprentice by Jake Perez (Lexile: 570)

Chocolate Touch by Patrick Skene Catling (Lexile: 770, GR: N)

The Little Old Lady who Swallowed Some Books by Lucille Colandro (Lexile: 600, GR: K)

Harry, the Dirty Dog by Gene Zion (Lexile: 700, GR: J)

Peter’s Chair by Ezra Jack Keats (Lexile: 390, GR: J)

Stand Tall Molly Lou Melon by Patty Lovell (Lexile: 560, GR: L)

Hook:

Tea by Mary Cassatt

What is the story in the painting? How does the elements in the picture help to tell that story?

How might the story be different in an hour?

When making tea (in a tea pot), what happens? (steam)

Section 1: Matter

States: Michigan, Indiana, Missouri, Ohio, Wisconsin (NOT: Illinois, Minnesota)

Deepening Questions:

What is matter, how can it be classified, and how does it change?

* Observing Matter
	+ - Experimenting with matter-lists several hands-on experiments (attachment)
	+ Properties of Matter
		- Video: <https://www.youtube.com/watch?v=jd0RXHfIKJQ&feature=BFa&list=PL06A02CB85DCC692B&lf=plpp_video>
		- (solid-holds it’s shape unless you do something to change it, liquid- has no shape and can be poured, gas-has no shape and some are invisible)
		- Worksheet on properties of matter (attachment)
	+ Sort by Properties of Matter
		- Shape, Size, Weight, Sink/Float
	+ Measuring Matter
		- Measure mass using a balance
		- Measure volume using beakers or measuring cups
	+ Solids, Liquids, Gases
		- Sorting solids, liquids, gases (attachment)
* Changes in Matter
	+ - Changing matter activities (attachment)
	+ Changes of State
		- Physical Changes/Chemical Changes
			* Experimenting with changes in state: Ice cube melt and heat water
			* Change liquid and solid into a gas: <http://mrstsfirstgradeclass-jill.blogspot.com/2011/12/states-of-matter.html>
		- Applying heat (evaporation)
			* *Sweet Coco* by Jake Perez, use study of changes in chocolate to read this fiction story
			* Chocolate experiment: (attachment) <http://onceuponafirstgradeadventure.blogspot.com/2012/04/chocolate-lovers-lesson-on-matter-with.html>
	+ Making Mixtures
		- What is a mixture
			* Float and sink experiment
		- Making different mixtures
			* + http://fun-n-first.blogspot.com/2011/02/bartholomew-and-oobleck.html
			* How things dissolve
			* Special Soap close reading passage (attachment)

Section 2: Two-Digit Addition and Subtraction

States: all

Use My Math, Chapter 6

Deepening Question:

How can I use what I know about tens and ones to add and subtract two-digit numbers?

* Add Tens
* Count On Tens and Ones
* Add Tens and Ones
	+ - Two digit addition handout (attachment)
* Guess, Check, Revise (problem solving strategies)
* Add Tens and Ones with Regrouping
	+ - Two digit addition and subtraction with regrouping: (TPT $5): <https://www.teacherspayteachers.com/Product/Two-and-Three-Digit-Addition-Games-WITH-REGROUPING-1656475>
* Subtract Tens
* Count Back by Tens
* Relate Addition and Subtraction of Tens

Section 3: Stories (story structure) PLOT

States: all

Deepening Question:

How does a story change from the beginning to the end?

* Story elements (characters, setting)
	+ Identifying characters
	+ Setting (or settings)- when and where
		- http://mrswheelerfirst.blogspot.com/2014/09/character-setting.html
	+ \*\*Beginning, Middle, End covered in later activities
* Sequence the events in order
	+ The Little Old Lady who Swallowed Some Books by Lucille Colandro
		- Complete activities (attachment)
* Story sequence (beginning, middle, end)
	+ Do several close reading and identify/summarize beginning, middle, end
		- Harry the Dirty Dog by Gene Zion (attachment)
		- Graphic organizers (attachment-see last pages)
	+ Practice retelling with beginning, middle, end
		- Graphic organizer (attachment)
* PERFORMANCE TASK: Write a personal narrative. Brainstorm a list of important events in your life. Pick one and develop a list of small moments. Sequence the story using transition words.
	+ - Writing personal narratives (TPT $5): <https://www.teacherspayteachers.com/Product/Personal-Narrative-Writing-Unit-Small-Moments-247799>
		- <https://www.teacherspayteachers.com/Product/Personal-Narrative-Writing-Packet-for-Primary-Grades-Common-Core-430577>
* Plot
	+ Not Norman by Kelly Bennett (https://www.youtube.com/watch?v=t54NeUv-8qk)
	+ http://thegoodlife-lindsay.blogspot.com/2012/08/all-about-character-traits.html

Section 4: Character Traits

States: all

Deepening Questions:

How a character transforms over the course of the story?

* Using Adjectives
	+ - http://www.turtlediary.com/grade-1-games/ela-games/describing-words.html
* Inside Traits/Outside Traits
	+ - <http://www.myprimaryparadise.com/2013/09/25/quite-a-character-teaching-character-traits/>
		- Boo: *Stand Tall Molly Lou Melon*: identify outside and inside traits of Molly
* Character Feelings
* Character Development (beginning, middle, end)
	+ - <http://firstgradeshenanigans.blogspot.com/2013/04/character-traits.html>
		- One Bad Apple by Edward Hemingway (wegivebooks.org) (attachment)
* Character traits change in a story
	+ - Bad Case of Stripes
		- Read Peter’s Chair : http://sommerpride.blogspot.com/2013/09/close-reading-and-text-dependent.html
		- One Bad Apple by Edward Hemingway (wegivebooks.org) (attachment)
* PERFORMANCE TASK: Creating a character and writing his/her story. Use a graphic organizer to create a fiction story then write a story using beginning, middle, end.
* Character Analysis
* <http://snippetsbysarah.blogspot.com/2014/10/teaching-character-analysis-in-primary.html>

ELA Standards:

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| CCSS.ELA-LITERACY.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| CCSS.ELA-LITERACY.RL.1.3 | Describe characters, settings, and major events in a story, using key details. |
| CCSS.ELA-LITERACY.RL.1.9 | Compare and contrast the adventures and experiences of characters in stories. |
| CCSS.ELA-LITERACY.RI.1.2 | Identify the main topic and retell key details of a text. |
| CCSS.ELA-LITERACY.RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| CCSS.ELA-LITERACY.W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| CCSS.ELA-LITERACY.W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CCSS.ELA-LITERACY.W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CCSS.ELA-LITERACY.SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CCSS.ELA-LITERACY.SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| CCSS.ELA-LITERACY.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| CCSS.ELA-LITERACY.SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |

Standards by State:

Ohio

Social Studies

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| History OH.1.1 | Time can be divided into categories (e.g., months of the year, past, present and future). |
| History OH.1.2 | Photographs, letters, artifacts and books can be used to learn about the past. |
| History OH 1.3 | The way basic human needs are met has changed over time. |

Science

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| PS 1.1 | Properties of objects and materials can change.Objects and materials change when exposed to various conditions, such as heating or freezing. Not all materials change in the same way. |

Michigan

Science

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| MI.P.PM.01.11. | Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating. |
| MI.P.PM.01.21 | Demonstrate that water as a solid keeps its own shape (ice). |
| MI.P.PM.01.22. | Demonstrate that water as a liquid takes on the shape of various containers. |

Social Studies

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| 1-C2.0.2 | Identify important symbols of the United States of America (e.g. Statue of Liberty, Uncle Sam, White House, Bald Eagle.) |
| 1-H2.0.1 | Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. |
| 1-H2.0.4 | Retell in sequence important ideas and details from stories about families or schools. |
| 1-H2.0.5 | Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past. |
| 1-H2.0.6 | Compare life today with life in the past using the criteria of family, school, jobs, or communication. |
| 1-H2.0.7 | Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g. Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents’ Day) |

Missouri

Science

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| MO.1.1.1.A.a | Given an equal-arm balance and various objects, illustrate arrangements in which the beam is balanced |
| MO.1.1.1.A.b | Measure and compare the mass of objects (more/less) |
| MO.1.1.1.A.c. | Order objects according to mass |
| MO.1.1.2.A.c. | Describe the change in temperature of an object as warmer or cooler |
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Social Studies

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| Ss1 1.10 | Recognize and explain the significance of the following national symbols:* Statue of Liberty
* Nation’s capitol
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| SS3 1.10 | Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln |
| SS7 1.5, 1.10 | Identify and use primary and secondary sources (diaries, letter, people, interviews, journals and photos) |

Wisconsin

Science

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| WI.1.D.4.3 | Understand\* that substances can exist in different states-solid, liquid, gas |
| WI.1.D.4.4. | - Observe\* and describe\* changes\* in form, temperature, color, speed, and direction of objects and construct\* explanations\* for the changes |

Social Studies

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| B.4.1 | Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts |
| B.4.3 | Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events |
| B.4.4 | Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups |
| B.4.6 | Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags |
| B.4.7 | Identify and describe important events and famous people in Wisconsin and United States history |
| B.4.8 | Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment |

Minnesota

Science

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| 1.1.1.1.2 | Recognize that describing things as accurately as possible is important in science because it enables people to compare their observations with those of others.  |
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Social Studies

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| 1.4.1.2.1 | Ask basic historical questions about a past even in one’s family, school or local community. |
| 1.4.1.2.2 | Describe how people lived at a particular time in the past based on information found in historical records and artifacts. |
| 1.4.2.4.1 | Compare and contrast family life from earlier times and today. |
| 1.4.2.4.2 | Compare and contrast buildings and other technologies from earlier times and today. |

Illinois

Science

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| 12.C.1b | Compare large-scale physical properties of matter (e.g., size, shape, color, texture, odor). |

Social Studies

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| 16.A.1a | Explain the difference between past, present and future time; place themselves in time. |
| 16.A.1b | Ask historical questions and seek out answers from historical sources(e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources). |
| 16.B.1b | (US) Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition (e.g., Lincoln’s Birthday, Martin Luther King’s Birthday, Pulaski Day, Fourth of July, Memorial Day, Labor Day, Veterans’ Day, Thanksgiving). |
| 16.C.1a  | (US) Describe how Native American people in Illinois engaged in economic activities with other tribes and traders in the region prior to the Black Hawk War. |
| 16.D.1 | (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community. |

Indiana

Science

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| IN.1.1.1 | Use all senses as appropriate to identify the component parts of objects and the materials from which they are made. |
| IN.1.1.2 | Characterize materials as solid or liquid, investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties). |
| IN.1.1.3 | Experiment with simple methods for separating solids and liquids based on their physical properties. |

Social Studies

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| 1.1.1 | Compare the way individuals lived in the past with the way they live in the present. |
| 1.1.2 | Compare past and present similarities and differences in community life through different forms of media, biographies, oral histories, folklore, video images, etc. |
| 1.1.3 | Identify American songs and symbols and discuss their origins. |
| 1.1.5 | Identify people and events observed in national celebrations and holidays. |
| 1.1.7 | Use the terms past and present; yesterday, today and tomorrow; next week and last week to sequentially order events that have occurred in the school. |