**Understanding by Design Unit Template**

For support documents, please follow the pathway: T:\Smartboard\English\_Language\_Arts\Grade2\UbDunits

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of Unit** | | Robert Munsch Reading/Speaking | | **Grade Level** | | 2 | | |
| **Curriculum Area** | | ELA | | **Time Frame** | | 4 weeks | | |
| **Developed By** | |  | | **ELA Context** | | Personal and Philosophical | | |
| **School** | |  | | | | | | |
| **Identify Desired Results (Stage 1)** | | | | | | | | |
| **Content Standards –Curricular Outcomes** | | | | | | | | |
| **CR2.4**  **Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions**  **CC2.3**  **Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions**  **AR2.2**  **Set personal goals as a result of group discussions (e.g., “What did I do well?”, “How could I be a better viewer, listener, reader, representer, speaker, and writer?”).** | | | | | | | | |
| **Essential Questions** | | | **Enduring Understandings** | | | | | |
| **Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding.** | | | **What do you want students to understand & be able to use several years from now?** | | | | | |
| How can I improve my speaking/reading?  What is my speaking/reading goal?  What steps can I take to achieve my goal?  Who can help me achieve this goal?  How will I keep track of my progress? | | | The ability to set realistic goals and create a plan to achieve those goals.  The knowledge of why and ability to read with expression. | | | | | |
| **Misconception** | | | | | |
| **Unit Question (ELA context)** | | | **(Optional)** | | | | | |
| How do we feel when we do something for the first time?  How are others’ feelings the same or different from mine?  How can I improve? | | |  | | | | | |
| **Knowledge**  Students will know… | | | **Skills**  Students will be able to… | | | | | |
| CR2.4  Read and retell (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events).  CC2.3  Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and communicate meaning when speaking.  AR2.2  Reflect, with guidance, on own strategies (“What do I do well? How could I be better?”). | | | CR2.4  Read aloud with fluency, expression, and comprehension any familiar text that is appropriate for grade 2.  Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when reading.  CC2.3  Select and use task-relevant before, during, and after strategies when speaking to communicate meaning.  Deliver brief recitations (e.g., recite poems, rhymes, verses, and finger plays), participate in choral readings, and give oral presentations about familiar experiences or interests, organized around a coherent focus  AR2.2  Reflect, with guidance, on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what they like in a text.  Review own work and set goals to improve it (e.g., check for missing words in writing). | | | | | |
| **Assessment Evidence (Stage 2)** | | | | | | | | |
| **Performance Task Description** | | | | | | | | |
| **The performance task describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below:** | | | | | | | Helpful tips for writing a performance task. | |
| **Goal:** Students will be able to orally read and answer questions about a Robert Munsch book of their choice in front of an audience. Students will be able to practice, reflect, and improve on speaking and reading abilities.    **Role:** Students will become experts on a Robert Munsch book. They will read with expression and fluency and be knowledgeable about the origins of their selected book.  **Audience**: Teacher and students  **Situation:** Students must become knowledgeable about a Robert Munsch book. They will need to read this book with expression and fluency in front of an audience. Students must also reflect on a personal goal to improve their reading or speaking.  **Product/Performance:** Oral reading in front of the class and a self-evaluation on their goals.  **Standards**: See attached rubric. | | | | | | | **Goal:**  What should students accomplish by completing this task? | |
| **Role:**  What role (perspective) will your students be taking? | |
| **Audience:**  Who is the relevant audience? | |
| **Situation:**  The context or challenge provided to the student. | |
| **Product/Performance:**  What product/performance will the student create? | |
| **Standards**  **(Create the rubric for the Performance Task)** | |
| **BLOOMS TAXONOMY:**  REMEMBERING: Can the students recall or remember the information?  UNDERSTANDING: Can the students explain ideas or concepts?  APPLYING: Can the students use the information in a new way?  ANALYZING: Can the students distinguish between the different parts?  EVALUATING: Can the students justify a stand or decision?  CREATING: Can the students create new product or point of view? | | **Digital Taxonomy for Bloom:**  KNOWLEDGE: Highlighting, bookmarking, social networking, searching, googling  COMPREHENSION: Advanced searches, blog journaling, twittering, commenting  APPLICATION: Running, loading, playing, operating, hacking, uploading, sharing, editing  ANALYSIS: Mashing, linking, tagging, validating, cracking, reverse-engineering  SYNTHESIS: Programming, filming, animating, blogging, wiki-ing, publishing, podcasting, video casting  EVALUATION: Blog commenting, reviewing, posting, moderating, collaborating, networking, posting moderating | | | | | | |
| **Standards Rubric**  **The standards rubric should identify how student understanding will be measured.** | | | | | | | | |
| **Please attach rubric to unit plan.** | | | | | | | | |
| **Other Assessment Evidence: (Formative and summative assessments used throughout the unit to arrive at the outcomes.)** | | | | | | | | |
| **Conversation** | **Observation** | | | | **Product** | | | |
| Group Discussions  Guided Reading Groups  Individual Conferences | Oral Reading  Running Records | | | | Speaking Goal  Reading Goal  Self-Evaluations  Peer-Evaluations  Retelling worksheets  Story Box | | | |
| **Learning Plan (Stage 3)** | | | | | | | | |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** | | | | | | | | |
| **Set reading and speaking goals with students at the beginning of the unit.**  **Allow students time to reflect on and review goals.**  **Discuss and explain performance task early in the unit.**  **Give students a copy of the student rubric that they will use for self-evaluation.** | | | | | | | | |
| **How will you hook students at the beginning of the unit? (motivational set)** | | | | | | | | |
| **Class survey/poll of favourite book by Robert Munsch.**  **Exploring Robert Munsch website. Who is Robert Munsch?** [**www.robertmunsch.com**](http://www.robertmunsch.com) | | | | | | | | |
| **What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge? How will you organize and sequence the learning activities to optimize the engagement and achievement of all students?** | | | | | | | | |
| * **Lesson 1 – Hook, Line, and Sinker** * **Class survey/poll of favourite book by Robert Munsch.** * **Explore the Robert Munsch website** [**www.robertmunsch.com**](http://www.robertmunsch.com) **(All about Robert Munsch)** * **After exploring the website have students choose a book off of the site and listen to Robert Munsch read the story.** * **Discuss what students liked about the story. Discuss the way Robert Munsch read the story. What did the speaker do to make the story better?** * **Create a poster listing attributes of a good speaker (expression, fluency, different voices, speak and read aloud in clear voice with appropriate volume and pace, eye contact with audience).** * **Lesson 2 – Goal Setting** * **Set individual reading goals with students during guided reading groups throughout the week. (Reading Goal handout)** * **Read aloud “Mud Puddle” by Robert Munsch** * **After reading have students retell events of the story (who, what, where, when, why, how)** * **Share with students that “Mud Puddle” is the first book Robert Munsch wrote.** * **Discuss how students feel when they try something for the first time.** * **Tell student that they will all be expected to read aloud to the class (performance task)** * **Have students share their feelings (scared, nervous, excited, etc.) about having to read aloud. Make connections between how students are feeling.** * **Explain that students will have plenty of time to practice and set goals to be a better speaker.** * **Allow students time to think about their speaking and set goals for themselves. (Speaking Goal handout)** * **Lesson 3 – Exploring Robert Munsch** * **Set out a variety of Robert Munsch books and poems.** * **Allow students a full class to explore and read the books and poems by Robert Munsch.** * **Monitor the class and share information about the books with students. Point out to students that most of Robert Munsch’s books include information about where Robert Munsch got the idea for his story at the back of the book.** * **Lesson 4 – Text and Punctuation** * **Listen to “50 Below Zero” on Tumblebooks** * **Review the book on the Smartboard, stopping on each page to discuss the text and punctuation (words in all capital letters, exclamation marks, question marks, words that stretch, bold and italic print, etc.). Discuss how these changes in text would change the book.** * **Partner students. Each group will choose and practice reading a Robert Munsch book, paying attention to the cues in the text.** * **Have each group share their favourite line from the book they selected.** * **Lesson 5 – Reader’s Theater Exercises** * **Read aloud portions of “Pigs” by Robert Munsch covered in black paper (pretending it is two different books) to students. Read the first portion without expression and the second portion with expression.** * **Ask students which book they liked better. Discuss why students liked the second book better. Show students that it was the same book but the difference was in the way the story was read.** * **As a whole group have students practice Reader’s Theaters Exercises** [**http://www.readerstheater.com/blasts/March2010/ReadingExercise27.pdf**](http://www.readerstheater.com/blasts/March2010/ReadingExercise27.pdf) * **Lesson 6 – Retelling** * **Review retelling with students. Discuss main characters, setting, beginning, middle, and end.** * **Tell students that they will be listening to a story by Robert Munsch and will then need to retell it.** * **Play “A Promise is a Promise” by Robert Munsch from** [**www.robertmunsch.com**](http://www.robertmunsch.com) * **Allow students to work on retelling handout. Scribe when necessary.** * **Lesson 7 – Choices, Choices!** * **Set out a variety of Robert Munsch books and poems.** * **Students will be allowed to select a piece to practice for the next couple weeks. Students may work with a partner or individually.** * **Once students have selected their books and partners they can begin to practice their reading.** * **After practicing aloud, students will be encouraged to find information about the book they have chosen. If the information is not located at the back of the book students will be required to research online.** * **Lesson 8 & 9 – Practice Makes Perfect** * **Students will be given the entire period to practice reading their books.** * **Students will also be given the student copy of the rubric they will use for their self-evaluations.** * **I will monitor and assist each set of students.** * **Lesson 10 – Progress Monitoring** * **Students will refer back to their Reading and Speaking Goals to reflect on what they have achieved and what they can still work on. Good Speaker Poster will be displayed on Smartboard.** * **Lesson 11 – Retelling Again** * **Students will complete a Story Box for the story they have chosen to read aloud to the class.** * **Lesson 12 – Finish up** * **Students will be given time to finish up their Story Boxes.** * **Students who finish can continue to practice their stories.** * **Lesson 13 – Nerves!** * **Students complete the worksheet “I feel, I imagine...” to describe how they feel about speaking in front of the class and how they believe others feel.** * **As a whole group we discuss how everyone is feeling and what steps we could take to make everyone comfortable (e.g., recording performances)** * **Discuss what it means to be a good audience** * **Individual conferences if necessary.** * **Lesson 14 – Peer Evaluations** * **Students are partnered or paired with another group to practice. Students provide each other feedback by filling out the Peer Evaluation checklist.** * **Lesson 15 – Final Practice** * **Students are given the entire period to go over peer evaluations and practice.** * **Students must also fill out their Speaking and Reading Goals for the last time.** * **Lesson 16 – 19 Performance Task** * **Performance Task (3 per class) any extra time will be for groups/individuals to continue to practice** * **Lesson 20 – Wrap-up!** * **Self-evaluations and final progress monitoring on reading and speaking goals.** * **Watch or read a student selected Robert Munsch book.** | | | | | | | | **Time Frame** |
| **1 period**  **1 period**  **1 period**  **1 period**  **1 period**  **1 period**  **1 period**  **2 periods**  **1 period**  **1 period**  **1 period**  **1 period**  **1 period**  **1 period**  **4 periods**  **1 period** |
| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work based on your essential questions and enduring understandings?** | | | | | | | | |
| * **Weekly progress monitoring of reading and speaking goals.** | | | | | | | | |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** | | | | | | | | |
| * **Weekly progress monitoring of reading and speaking goals.** * **Self-evaluations and student rubric.** * **Peer-evaluations.** | | | | | | | | |
| **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?** | | | | | | | | |
| * **Various book levels and poems** * **Additional practice time (if required)** * **Various lengths of books and poems** * **Option to work with a partner** * **Option to record their reading instead of speaking in front of whole group** | | | | | | | | |
| **What resources will you use in the learning experiences to meet the outcomes?** | | | | | | | | |
| * [**www.robertmunsch.com**](http://www.robertmunsch.com) * **Various Robert Munsch books and poems** * [**www.tumblebooks.com**](http://www.tumblebooks.com) * **Reader’s Theater Exercises** [**http://www.readerstheater.com/blasts/March2010/ReadingExercise27.pdf**](http://www.readerstheater.com/blasts/March2010/ReadingExercise27.pdf) | | | | | | | | |
| **Assess and Reflect (Stage 4)** | | | | | | | | |
| **Required Areas of Study:**  **Is there alignment between outcomes, performance assessment and learning experiences?** | | | | | | | |  |
| **BAL’s:**  **Does my unit promote life long learning, encourage the development of self and community, and engage students?** | | | | | | | |  |
| **CELS & CCC’s:**  **Do the learning experiences allow learners to use multiple literacies while constructing knowledge, demonstrating social responsibility, and acting autonomously in their world?** | | | | | | | |  |
| **Adaptive Dimension:**  **Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs of all my students?** | | | | | | | |  |
| **Instructional Approaches:**  **Do I use a variety of teacher directed and student centered instructional approaches?** | | | | | | | |  |
| **Student Evaluation:**  **Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes?** | | | | | | | |  |
| **Resource Based Learning:**  **Do the students have access to various resources on an ongoing basis?** | | | | | | | |  |
| **FNM/I Content and Perspectives/Gender Equity/Multicultural Education:**  **Have I nurtured and promoted diversity while honoring each child’s identity?** | | | | | | | |  |
| **Blueprint for Life:**  **Have I planned learning experiences in the unit that prepare students for a balanced life and/or work career?** | | | | | | | |  |

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.