UNIT PLANNING TEMPLATE - Terri Wilkinson

|  | **Unit Topic / Guiding Question: Parts of Speech** | | | | | | |
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|  | **Rationale:**  **This unit will provide the students with a foundational understanding of parts of speech, enabling them to construct clear and creative sentences. By learning the roles of nouns, verbs, adjectives, and adverbs, students improve their writing, reading and comprehension, and overall communication skills.** | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| Using language in creative and playful ways helps  We understand how language works. | | | How do the different parts of speech work together to help us communicate our ideas clearly and creatively? | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   students will share ideas during discussions, groups activities and presentations  students identify parts of speech and use them to convey meaning in their writing and speaking | * Creative Thinking * Critical & Reflective Thinking   students use descriptive language and parts of speech to write stories or poems, expressing their ideas creatively  students analyze sentences to identify and classify parts of speech, applying their learning to construct grammatically correct sentences | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility   students reflect on their learning progress through self assessment and recognize how their language choices impact communication  collaborative activities encourage team work, respect and inclusivity | |
|  | **Learning Standards – Curricular Competencies:**  **Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation** | | | | | |
|  | **KNOW** | **Learning Standards - Content:**   * [**sentence structure**](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core#;) * [**conventions**](https://curriculum.gov.bc.ca/curriculum/english-language-arts/3/core#;) | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * *Learning requires exploration of one’s identity.* * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**   * **through sentence construction, students see how words and their usage affect meaning and communication** * **the unit incorporates storytelling and creative writing as a tool for sharing ideas** * **students will gradually build their understanding of parts of speech through scaffolded lessons and practice** * **creative writing encourages students to express their thoughts, experiences and individuality** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | * classroom discussion and brainstorming * exit slips * class activities * worksheets * partner and group work | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | * creative writing task * parts of speech quiz * final presentations | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *lesson 1-3* | *Nouns* | | | **What is a Noun?**   * **introduce nouns using a read aloud example - A mink, a Fink, a Skating Rink: What is a Noun?** * **brainstorm a list of nouns around the classroom with the students** * **activity as a whole class - example - Noun Scavenger Hunt**   **Common vs. Proper Nouns**   * **teach students the difference between common and proper nouns** * **activity as a whole class - example - Sort nouns into common and proper nouns**   **Singular and Plural Nouns**   * **introduce students to pluralization rules** * **activity as a whole class - example - Plural Bingo** | | | |
| *lessons 4-6* | *Verbs* | | | **What are verbs?**   * **Introduce action words with a song - example “The Verb Song” or “The Verb Rap Song”** * **Brainstorm a list of verbs students did in the song, at recess or during the day** * **activity as a whole class - example - Play charades and students act out the verbs (run, jump, swim, dance, sing, clap, laugh, wave, crawl, fly)**   **Linking Verbs**   * **explain linking verbs to students and give example (is, am, are, was, were)** * **students complete a worksheet completing sentences using linking verbs**   **Review Nouns and Verbs**   * **class review or nouns and verbs** * **worksheet that includes activities like matching, sorting, or sentence practice** * **activity - Noun and Verb Sentence Challenge** | | | |
| *Lessons 7-9* | *Adjectives* | | | **What are adjectives?**   * **introduce adjectives as words that describe** * **using an object (stuffed animal) brainstorm as a class descriptive words to describe it**   **Comparing Adjectives**   * **explain comparative and superlative adjectives (bigger, biggest)** * **fill in the blank sentences with comparative adjectives**   **Adjective Detective**   * **read aloud example - “Snowman at night”** * **students find adjectives in the story, and class makes a list** * **writing activity - students write a short description of a favorite food or item using at least 3 adjectives** | | | |
| *Lessons 10-12* | *Adverbs* | | | **What are Adverbs?**   * **explain adverbs as words that modify verbs, adjectives or other adverbs** * **activity - Play “How?” - students act out a verb (jump, clap) and others suggest adverbs ( quickly, slowly)**   **Finding Adverbs in Sentences**   * **students identify adverbs in a passage** * **activity - students write sentences using a verb and adverb (run fast, talk quietly)** | | | |
| *Lesson 13* | *Review and Wrap up* | | | **Creative Writing Review**   * **students write a short story using at least 5 nouns, 3 verbs, 2 adjectives and 1 adverb** * **students can share their stories with a partner or the whole class**   **Parts of Speech qui** | | | |
|  |  | | | **( insert more rows as needed)** | | | |
|  | **Resources needed:** | | | | | | |
|  | * **TPT website** * **books and texts** * **worksheets and printables** * **flashcards, whiteboards, markers** * **bingo cards** * **coloured pencils, crayons or markers** * **manipulatives** * **word cards or sentence strips** * **youtube video** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **Fine Arts**   * **drama and performance of acting out verbs** * **creative expression through body language, movement and improvisation** * **creative expression through writing personal sentences** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |