

Understanding by Design (UbD)

BHAG: Learners will create an ePortfolio to share their work, reflect on their growth and develop their voice in a blended learning environment.

Stage 1: Desired Results

Content Standard:

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Understanding(s)/Goals

Students will understand that:

Learning the foundational skills for language will help develop and improve phonological and phonemic awareness, spelling, handwriting and print awareness.

It is important to share and collaborate with the community to make the connection between what they learn and how it applies in the real world.

Essential Question(s):

1. Why is it important to learn how to read?
2. Why do we need to practice our listening skills?
3. Is it important to be able to sound out letters to spell words? Why or why not?
4. What are the differences and similarities between uppercase and lowercase letters?
5. Why is it important to develop print awareness skills?
6. Do you think it is necessary to collaborate with others? Why or why not?
7. Explain why it is important to share your knowledge with your community.
8. How will you apply what you learn in the classroom to the real world?
9. Why is it important to reflect on your work?
10. How will you share your knowledge with the world?

Student objectives (outcomes/transfer):

Students will engage in academic and authentic conversations and activities with opportunities for cross-curricular content and student choice using ePortfolios (to the best of their capabilities) as a tool to collect resources and connect knowledge.

Students will develop and build foundational language knowledge to become self-directed, critical leaders and learners who work collaboratively with their community continuing to share their knowledge through ePortfolios.

Stage 2: Assessment Evidence

Performance Task(s):

Daily journal entry of various topics (retelling of story, name practice, predictions, etc.)

Media reflection of various stories

Written reflection of various stories

Partner and group talk about different story elements and print awareness

Spelling activities that can be used for reflection and growth via ePortfolio

Other Evidence:

Ongoing formative assessment of learning activities:

- 1:1 conferences
- Peer collaboration
- Teacher observation
- Self-reflection
- Listening comprehension activities
- Weekly letter/sight word/sound assessments
- Exit tickets

Stage 3: Learning Plan

Learning Activities:

- Class discussion and partner collaboration of why a foundation of basic language skills are important and how we will use them in the classroom and in the real world (W,H)
- Table discussion and self-reflection of what books learners have read and their different story elements (W,H,T,O)
- Learners will create a story using the different story elements discussed and their growing phonological and phonemic skills (H,EE,E,T,O)
- Learner will choose which audio book they will listen to and take a comprehension assessment after (R,E)
- Whole group read alouds to model thinking while providing listening comprehension opportunities (E)
- Partner, small group, and full class discussions after read alouds (H, EE)
- Modeled and guided writing activities such as letters to Santa or pen pals (R, E)
- Daily journal entry of personal choice using growing language skills and new vocabulary (EE)
- Write and illustrate a different ending to one of your favorite fables and add it to your ePortfolio to present to a member of the community (R,E,H,T,O)
- Small group reviews about various writing activities (print awareness, story elements, etc.) (R,EE,O)
- Learners will create their own flashcards of sight words and/or new vocabulary and share with another learner and add to their ePortfolio (EE,O,R)