Instructional Unit Title: Transformations Around Me

Reading, Writing, and Communicating 1st Grade

The teacher may brainstorm with students the unique aspects of their surroundings so that students can begin to identify and define their physical community.

The teacher may utilize informational texts and images of rural and urban areas so that students can create a working and shared definition of the physical aspects of a (rural) community. [Understanding text, Responding to text]

The teacher may utilize photographs and informational texts so that students can analyze how communities change physically over time.
[Understanding text, Responding to text]

The teacher may read a short informational text about seasons, (e.g., Changing Seasons by Sian Smith) so that students can identify the changes in their physical community according to different seasons. [Understanding text, Producing text]

The teacher may read both fictional and informational texts about fall and the physical changes that occur in their environment so that students can analyze specific characteristics of the fall season. [Understanding text, Responding to text]



The teacher may bring in artifacts associated with spring, (e.g., clothing, seeds, garden tools, models of planting, cultivating, and spraying equipment) so that students can connect these artifacts with specific adaptations people make in this community.

[Producing text]

The teacher may read both fictional and informational texts about spring and the physical changes that occur in their environment so that students can analyze specific characteristics of the spring season. [Understanding text, Responding to text]

The teacher may bring in artifacts associated with winter, (e.g., clothing, sleds and things used for sleds, snowshoes, tumbleweeds, models of snow removal equipment) so that students can connect these artifacts with specific adaptations people make in this community. [Producing text]

The teacher may read both fictional and informational texts about winter and the physical changes that occur in their environment so that students can analyze specific characteristics of the winter season. [Understanding text, Responding to text]

The teacher may bring in guest speakers and artifacts associated with fall (e.g., canning supplies, models of harvesting implements, blaze orange safety vests, bird calls, binoculars) so that students can connect these artifacts with specific adaptations people make in this community. [Producing text]



The teacher may read both fictional and informational texts about summer and the physical changes that occur in their environment so that students can analyze specific characteristics of the summer season. [Understanding text, Responding to text]

associated with summer, (e.g., clothing, seeds, garden tools, models of planting, cultivating, spraying, and harvesting equipment) so that students can connect these artifacts with specific adaptations people make in this community. [Producing text]

The teacher may bring in artifacts



PERFORMANCE ASSESSMENT: You are an expert on your local (rural) community and you are going to be a "tour guide" for other 1st graders in Colorado who live in other (urban/suburban) communities! To help these other 1st graders get to know your community a bit, you will choose your favorite season and describe in writing one activity that is unique to your community during that season. You will work in small groups to then create a short video that will show your expert knowledge of how people in your community adapt to their environment during the season you have chosen to discuss.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.