



**Literacy Design
Collaborative**

"Transformations Around Me: Urban Life vs. Rural Life"

★ TASK ★ LADDER

by Gena D. Rowell

This module is meant to be taught as a stand-alone or in conjunction with the Colorado Department of Education Instructional Unit Sample for First Grade Reading, Writing, and Communicating entitled, "Transformations Around Me", drawing on knowledge gained from the unit's Learning Experience #2, which establishes foundational understanding for the rest of the unit. This unit can be found at: <https://www.cde.state.co.us/standardsandinstruction/instructionalunits-1stgrade>

Unit Description: This unit centers around the attributes of physical communities and the adaptations that people make in order to be successful in particular environments. During the 6-8 weeks of the unit, students will examine their own physical community. They will respond to text and images and construct short written pieces for different purposes/audiences (including letters to pen pals, newspaper "articles," etc.) documenting changes that occur and adaptations people make across seasons. The learning experiences build to a performance assessment that asks students to write (and create videos) about an adaptation, in the form of a favorite activity, they make in a particular season.

This module focuses on the second performance task: "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".

GRADES

1

DISCIPLINE

 **ELA**

COURSE



**Language
Arts**

PACING

 **9hr**

"Transformations Around Me: Urban Life vs. Rural Life"

 "Living in Urban Communities" by Kristin Sterling

<p>This is a book recommended on accompanying CDE Sample Instructional Unit. A similar book about city/urban life could be used.</p>

 Fiction Option: "Town Mouse, Country Mouse" by Jan Brett

<p>This is a fictional story that can still be used for the kids to work on comparisons between the two lifestyles.</p>

Student Work Rubric - Informational or Explanatory Task - Grade 1

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Response does not address the prompt, does not name a topic, or is mostly off-topic.	Names a topic; response is loosely related to the prompt and the topic, or is partially off-topic .	Names a topic; response addresses the prompt and is related to the topic.	Names a clear topic; response addresses the prompt and stays focused on the topic .
Use of Sources	Includes no information from sources.	Includes information from sources loosely related to topic.	Includes information from sources related to the topic.	Includes detailed information from sources related to the topic.
Development	Lists no facts or facts unrelated to the topic.	Lists facts loosely related to the topic.	Lists facts related to the topic.	Lists and elaborates on some facts related to the topic.
Organization	Sentences have no evident relationship with each other.	Sentences are related to each other.	Sentences are related to each other; provides a sense of closure .	Sequences sentences with a beginning, middle, and end ; provides a sense of closure.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Conventions (Grade 1 examples)	Most words spelled phonetically Use of capital letters inconsistent Appropriate spacing between words Little to no use of punctuation	Most frequent-use words spelled correctly Some words spelled phonetically End punctuation used inconsistently First word in each sentence capitalized Pronoun "I" capitalized	Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences Dates and names capitalized Use of commas in dates and series of words	Holidays, product names and geographic names capitalized Use of apostrophe to form contractions Conventional spelling of new words
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Since we live in a rural/urban area we know a lot about what that is like. We are going to learn more about what it is like to live in a rural/urban area, which is quite different from what you see on a typical day. We will do some reading and writing that will help us understand what some of those differences are, as well as what any similarities might be between rural and urban areas.

Extension

As suggested in the Sample Curriculum Unit, for an extension students may also write an opinion piece on why they believe the area they live in - rural or urban - is a better place to live. This may be specified as to why it is a better place for each of them to live based on each of their own interests and desires.

Section 2: What Skills?

Preparing for the Task

ACTIVATING PRIOR KNOWLEDGE: Ability to show prior knowledge about the characteristics of country and city life.

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns in relation to city and country living.

TASK ANALYSIS: Ability to understand and explain the task's prompt.

READING OF THE RUBRIC: Ability to read the rubric and define the elements.

Reading Process

ESSENTIAL VOCABULARY: Ability to understand and use relevant vocabulary.

NOTE-TAKING: Ability of the student to determine important details or facts vital to supporting the main idea: the differences between the characteristics of rural and urban areas.

ENHANCING COMPREHENSION: Ability of student to take the information from the reading and notes and start compiling it for comparisons.

Transition to Writing

INDIVIDUAL PRESENTATIONS: Ability of the student to take a piece of information from the texts and present information about it to the class.

Writing Process

OUTLINING THE WRITING: Ability to put notes into outline form.

TITLE PAGE: Ability to make a title page/cover for book.

INTRODUCTORY SENTENCE: Ability to write an introductory sentence that focuses the writing task.

MAIN BODY - BOOK PAGES: Ability to write factual sentences on pages about the types of things seen in the urban and rural environments.

REVISE AND EDIT: Ability to make changes to improve writing.

CLASS PRESENTATION OF FINAL DRAFT: Ability to read and show a final copy to the class.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	<p>ACTIVATING PRIOR KNOWLEDGE: Ability to show prior knowledge about the characteristics of country and city life.</p>	<p>CITY AND COUNTRY LIFE DRAWING CHART</p> <p>I would like you to draw some pictures on this chart to show what you know about living in the country and living in the city.</p>	<ul style="list-style-type: none"> Completed chart with at least one picture on each column of the "City" and "Country" chart 	<ul style="list-style-type: none"> Tell the students that you want to find out what they know about living in the city and living in the country. Hand out the chart. Display a large version of the chart they can all see. Practice sounding out and reading the words together. Verify that each child knows which word is which. Have students draw a picture or pictures under each heading that depicts what they would see if they lived in that place. Save the pictures and discussion to use in the next mini-task. Accommodations: For students that have trouble reading the two words, you may want to have them do one column at a time after being helped reading that one heading. Extension: Students who are able can write labels or words describing the picture or parts of the picture *Special Vocabulary Note: For the beginning steps of the module, the vocabulary "city" and "country" is being used, as it is the vocabulary the students are more familiar with at this level. It is also the vocabulary used in some of the suggested texts, as well as in some of the CDE "Transformations Around Me" Unit. In the Instructional Skill of Vocabulary, the students will transition into using the higher level vocabulary of "urban" and "rural" instead.
Standards:				
<p>W.1.8 : With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>				
Additional Attachments:				
<p> pic chart3.pdf</p> <p> pic chart2.pdf</p> <p> pic chart1.pdf</p> <p> City vs. Country chart.docx</p>				
20 mins	<p>TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns</p>	<p>COMPARING DRAWING CHART TO IMAGES</p> <p>We will now look at some pictures of things we see in the city and things we see in the country. We will talk with a partner</p>	<p>Participation in the class and partner discussion, with the ability to tell whether their drawings show some of the same items that the teacher's</p>	<ul style="list-style-type: none"> Show images of the city and see if they can identify them as "city" images. The attached pdf shows some images, or you may simple google images or find others that you prefer if you want to make them larger or in color. Repeat this process with "country" images. Give the students their drawing chart that they

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	<p>in relation to city and country living.</p>	<p>about your picture you drew to see if you thought of some of the same things.</p>	<p>pictures do, indicating a city or country connection.</p>	<p>completed in the prior mini-task. As the images are shown and identified, have a class discussion about how we know whether those images are from the city or country. Allow students to share experiences. Ask the students to indicate or discuss if they included any of the same or similar images in their own drawings.</p> <ul style="list-style-type: none"> ● Put the students in partners and have them tell the partner about their drawings and why they drew certain images in the "City" or "Country" columns.
<p>Standards:</p> <p>SL.1.1 : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups</p>				
<p>Additional Attachments:</p> <p></p>				
<p>10 mins</p>	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt.</p>	<p>TASK PROMPT ANALYSIS We are going to talk about what we are going to do for the next couple of weeks to help us learn about what it is like to live in the city or the country.</p>	<p>Students should participate in the discussion and highlighting of task prompt.</p>	<ul style="list-style-type: none"> ● Hand out or display the task prompt. Section by section, discuss what each part means. Highlight key vocabulary and discuss what it means. If relevant, pictures may be drawn on the displayed prompt to help students remember what the words mean. Pictures may also be drawn on the attached Urban vs. Rural chart, showing pictures that depicts what those words mean.
<p>Additional Attachments:</p> <p> </p>				
<p>50 mins</p>	<p>READING OF THE RUBRIC: Ability to read the rubric and define the elements.</p>	<p>RUBRIC ANALYSIS As a group, we will read the parts of the rubric and highlight and write down what each part means. Use your own paper to highlight and add a graphic to help remember this part.</p>	<p>Product: Small group discussion. Posters for each piece of rubric. Student presentations of posters</p> <ul style="list-style-type: none"> ● All participating ● Elaborates or asks clarifying questions of each other to show engagement ● Students will show understanding of language in rubric by using kid friendly language accurately ● Students highlight and add pictures to their own rubric copies. 	<ul style="list-style-type: none"> ● Remind students what the task is and that we will end by writing a book. Tell them we will use a rubric to tell how well we did and if we put all of the needed parts in the book. ● Teacher will display rubric and hand out rubric to each student ● Teacher will use a poster or display for "focus" and read the rubric and then deconstruct, using kid friendly language. ● The teacher and students will work together, through each element of the rubric that will be used, defining and rewording each element so that it is using kid friendly language/graphics. ● Teacher will ask each student to write a goal for themselves based on the rubric. <p>*It is common at the first grade level to focus only on certain elements of the rubric for a particular writing assignment. The attached rubric focuses on the elements of "Focus", Reading/Research, Development, and Content Understanding. You may adjust to use additional elements as you see fit, based on purpose and student experience.</p> <p>*It may further the understanding of the rubric for the</p>

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students to review the rubric again just prior to starting the writing assignment.

Standards:

CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Additional Attachments:

 [Adjusted 1st Grade Rubric.pdf](#)

Reading Process

30 mins

ESSENTIAL VOCABULARY:

Ability to understand and use relevant vocabulary.

VOCABULARY WORD SORT CHART

Sort the city and country vocabulary words into the categories of city/urban and country/rural.

Meets expectations if:

- The student completes the sorting chart with each word in the correct category.

"Word sorts" help students recognize the relationships among key concepts. Students are asked to sort vocabulary terms into different categories, after defining the headings of the categories.

- Pass out the attached chart that has the category headings of "City = Urban" and "Country = Rural".
- Talk to the kids about the new higher level vocabulary words that will be used to mean "city" and "country". Practice reading the words together.
- Pass out the other attached sheet that has a variety of country and city-related vocabulary words - images that might be seen in one of those places. Practice reading the words together.
- Give the students time to cut out the image/word cards.
- Model for the students how to choose a card from the stack and place it under the correct category.
- For practice, place students in partners and have them each place all of their cards under the categories on their chart. Then the partners should compare to see if they placed their cards in the same categories. If they have differences they should discuss this to see if they can determine correct placement.
- Finally, each student will independently remix the cards and then glue them one by one onto the chart under the correct categories.

Standards:

CCR.L.6 : Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCR.L.3 : Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Additional Attachments:

 [Vocabulary Cards for Sorting.docx](#)

 [Urban vs. Rural chart.docx](#)

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<p>1 hr and 30 mins</p>	<p>NOTE-TAKING: Ability of the student to determine important details or facts vital to supporting the main idea: the differences between the characteristics of rural and urban areas.</p>	<p>PICTURE AND WORD NOTE-TAKING ON CHARACTERISTICS We will now read some different books/texts on what it is like to live in the urban or rural areas. We will take some word and picture notes as we read together to help us remember what read.</p>	<p>A completed set of notes that includes at least one picture and/or characteristic of each page for each text will meet expectations.</p>	<ul style="list-style-type: none"> ● Book One: Pick one of the fiction books listed as suggested texts, or use another text of your own that is about city/urban and country/rural life. Give each student the attached note-taking form. Show a larger display of the form to model filling in the title and taking notes. Explain to the students that this is a fiction text. Talk about what that means. Tell the students that they will be reading about what it is like for two characters to live in the city or country. Fill in the title of the book on the designated line. Show and explain to the students how one side of the form is for writing down notes or drawing pictures about what the characters saw in the city/urban area, and one side of the form is for writing down what the characters saw in the country/rural area. Read the book, stopping after a new physical characteristic is seen in the rural or urban area. Ask the kids what was seen. Show them how to write a word and/or draw a small picture about that characteristic. Do this throughout the book. ● Book Two: Pick one of the non-fiction books listed as suggested texts, or use one of your own choice. You may need to use two separate books that describe the two different places. Before starting this book, explain to the students that this book is non-fiction text and that it contains real factual information about the urban and rural areas. Repeat the same note-taking process with this book that you did with the fiction book. ● Accommodations: For students who are able to read on their own, they could do a pre-reading or post-reading of the text if it is at an independent reading level. It is important they they still participate in the note-taking session. The students may also be able to read a page of the text aloud to the other students if they have practiced at a prior time. Some students may also be able to only draw pictures, while others can easily write words. Allow time and support for both. If some are unable to write or draw on the smaller spaces of the attached form, the form could be enlarged or pictures could be added on a separate paper.
<p>Standards:</p> <p>RI.1.7 : Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.2 : Identify the main topic and retell key details of a text.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 notes 2.pdf 📄 notes 1.pdf 📄 Urban vs. Rural Note-taking form.docx 				
<p>30 mins</p>	<p>ENHANCING COMPREHENSION:</p>	<p>VENN DIAGRAM FOR COMPARISON AND</p>	<ul style="list-style-type: none"> ● The Venn Diagram should be 	<ul style="list-style-type: none"> ● Notes taken from text readings should be given to the students.

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Ability of student to take the information from the reading and notes and start compiling it for comparisons.

CONTRAST

You will now take the information from the notes you took on the country/rural and city/urban books and place it in a Venn Diagram to see what is the same and different about the two places.

completed accurately with all information from the notes taken from the text readings, including a minimum of 3 items per section of the diagram.

- Hand out the attached Venn Diagram form and have students label the circles "Urban" and "Rural". Review the meaning of that vocabulary. Explain and model for students how to place the items that are only about "Urban" areas under the outside portion of that circle. Show the same for the "Rural" circle. Then ask them for an idea of something that is in both places (people, for example) and place it in the joined, overlapping portion of the diagram.
- Practice as a class with several items from one of the texts how to correctly place it in the attached Venn Diagram.
- Then have the students finish placing the rest of the notes into the circles. Due to the larger handwriting typical of students this age, you may need to have more than one copy of the Venn Diagram available if they have many items on the notes.
- Point out to students that if they have listed a certain item more than one time between the different books that they do not need to repeat the listing.

Standards:

RI.1.9 : Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.3 : Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Additional Attachments:

 **Class Sample**

 **Venn-Diagrams-with-Lines-2.pdf**

Transition to Writing

45 mins

INDIVIDUAL PRESENTATIONS:

Ability of the student to take a piece of information from the texts and present information about it to the class.

URBAN AND RURAL CHARADES OR DRAWING

You will be given a piece of paper with the name of an item you might see in a rural or urban area. You will have to, first, tell us if it is an item from the city or country. Then without talking you will either act out or draw it to see if we can guess what item you are showing us.

- The student should be able to correctly tell the class if the item they have been given is from the urban or rural area and then give a visual display (acting or drawing) of that item.
- Ahead of time, cut out strips or cards with common items seen in the rural or urban area. These items may be used from the vocabulary words and cards used in the vocabulary mini-task.
- Have each student draw a word or card. Have the students try to read the word on their own. Assist those who need it with reading help or visual clues.
- Call the students in front of the class, one at a time, to "show us" their word. Explain to them that they must first tell us if the item is from a rural or urban area. Then give them the option to either act out what the item is or to draw it on the board. The presenting student may then call on other students to see if they can figure out what word is being acted out or drawn.
- In the event that the student incorrectly identifies the location, have a discussion as a class about where the object comes from and how they know that.
- Extension: Students could draw or write down what items are being acted out or drawn by the

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				other students. Also, the cards the students are drawing can then be added to the class venn diagram or their own venn diagram that was created in the previous mini-task.
Standards:				
SL.1.5 : Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.				
Additional Attachments:				
 				
Writing Process				
30 mins	OUTLINING THE WRITING: Ability to put notes into outline form.	TURNING NOTES INTO AN OUTLINE We will use this outline form to put our notes together in a way that tells about what objects we see in rural and urban areas. This will help us do our writing later.	Completed outline form with at least 3 items per category will be used for scoring.	<ul style="list-style-type: none"> ● Have notes and venn diagram available. ● Give each student an attached outline form. ● Read through each category together and ask for suggestions for each category, based on the notes and diagram. Allow students to pick which options from their notes to add as long as they are correct options. ● Continue filling in all categories. Allow students who are able to read and write independently to work ahead.
Standards:				
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.				
Additional Attachments:				
   				
25 mins	TITLE PAGE: Ability to make a title page/cover for book.	BOOK TITLE PAGE/COVER As you know, we are going to be making a book that tells about urban and rural areas. Today we will make a cover for that book.	The completed cover page will be used for scoring.	<ul style="list-style-type: none"> ● Show the students different examples of book covers and ask what all of them have: title, pictures, and author/illustrator's name. ● Pass out the attached template paper to use as the book cover. You may just use blank paper, but the attached document can act as a template to assist and organize the student. ● Talk about possible titles that would work for this book and how they must be focused to the topic: urban and rural areas. Show the students how to write a title down and put capital letters at the beginning of the important words since it's like a name. Have the students pick a title, after telling you what they are planning to use, and then write it down on the title line. ● Then have them put down their own names as the author/illustrator, after reviewing what an author and illustrator does.

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				<ul style="list-style-type: none"> ● Have them label each picture box on the page as "Urban" and "Rural" and then draw a representative picture of each. Circulate and make sure the pictures are accurate for the area, asking them questions about why they chose what they did, especially if the picture is not an accurate representation.
<p>Standards:</p> <p>SL.1.5 : Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>RI.1.2 : Identify the main topic and retell key details of a text.</p>				
<p>Additional Attachments:</p> <p> Cover.docx</p>				
25 mins	<p>INTRODUCTORY SENTENCE: Ability to write an introductory sentence that focuses the writing task.</p>	<p>INTRODUCTORY SENTENCE As a group, we are going to decide on an introductory sentence that will start out our book on urban and rural communities.</p>	<p>Participation in the development of a group introductory sentences, as well as having a written sentence chosen from the group work, will be used for scoring.</p>	<ul style="list-style-type: none"> ● Explain to students that an introductory sentence tells the reader what they will be reading about in the rest of the book. Remind students that they will be writing a book that compares rural and urban areas, as indicated in the task. Also remind or show students any prior writings they have done and point out introductory sentences. Refer to the "Focus" element of the rubric and how this introductory sentence will focus what they will be writing about throughout the book. ● Show or discuss with students samples of introductory sentences that might be used in different scenarios. For example, if you were going to write a book about how caterpillars change into butterflies, your introductory sentence would stay focused by being only about caterpillars and butterflies. Ask the students for examples. Offer an example to get them started: "Many changes happen to a caterpillar as it changes into a butterfly." ● Now tell students that they need one that will be about comparing urban and rural areas. Ask them for examples that they will just say aloud. For the students who seem to understand and are giving good examples, let them go ahead and write their sentence down. Other students may need to be grouped together for more support. You may develop a sentence as a group, write it down for all to see, and then have the students write it down. An attached paper may be used to write the introductory sentence on, which will be similar in format to the rest of the book's pages. ● If time permits, have students read their sentence aloud to the class, a group, or a partner.
<p>Standards:</p> <p>SL.1.6 : Produce complete sentences when appropriate to task and situation.</p>				
1 hr	<p>MAIN BODY - BOOK PAGES: Ability to write factual sentences on</p>	<p>BOOK PAGES</p> <ul style="list-style-type: none"> ● You will now write informational 	<ul style="list-style-type: none"> ● Completed book pages that include a complete sentence 	<ul style="list-style-type: none"> ● A review of the rubric prior to starting the writing may be helpful in focusing the students and helping them focus on their own personal goals.

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pages about the types of things seen in the urban and rural environments.

sentences on each page of your book that tell about the types of vehicles, buildings, and animals that you might see in the urban or rural environments.

with 2 characteristics of designated place will be used for scoring.

- The pages of the book will be put in the same order that the outline note-taking form was laid out. Pass out the attached book page forms one at a time, by category. Each will be used for each page of the book. When the book is finished the introductory sentence(s) should be on page prior to this, and then each of these pages should be facing one another. That way when looking in the book, the reader will see a "rural" page on one side, and the "urban" page right across from it. This will be explained to the students when they put the book together.
- So, for example, have two of the attached pages for each student that are from the "Animals/People" category. On one of the pages, students will use their notes from the outline to help them construct a fact sentence about the animals that might be seen in a rural environment, as well as a sentence about people. The sentence about people could include the types of workers, the amount of people, etc. On the other "Animals/People" page, have students do the same but for the urban environment. Modeling and working together should be done at least through the first set of pages.
- Continue to do this for each set of pages: Buildings and Vehicles. Gradually release responsibility to the students as they understand so that ultimately they will be working independently.
- Optional Final Page: Attached is a page that can be added to the book to identify characteristics in urban and rural environments that are the same. The Venn Diagram used within the module could be used to assist in the creation of this page.
- Students should also add a drawing that depicts their writing. For some students, it may aid in their understanding to do the drawing prior to the writing.
- Extension: Always allow students who are able to write more or work independently to do so.
- Accommodations: Some students may need more modeling or support. Sentence starters or partial use of dictation may be necessary in some cases.

Standards:

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.

Additional Attachments:

 [Some things are the same in the rural and urban environment.docx](#)

 [Urban Vehicles.docx](#)

 [Rural Vehicles.docx](#)

 [Urban Buildings.docx](#)

 [Rural Buildings.docx](#)

 [Urban Animals and People.docx](#)

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Rural Animals and People.docx				
25 mins	<p>REVISE AND EDIT: Ability to make changes to improve writing.</p>	<p>PARTNER PRESENTING TO IMPROVE You will read your book and show your pictures to a partner. They will listen and watch for any parts that are confusing or might need fixed. If you agree, you will fix those parts to make your book better. Then you will switch and help look for ways to improve his/her book.</p>	<p>Partner interaction and adjustments to book will be used as verification or scoring.</p>	<ul style="list-style-type: none"> ● Give students their completed drafts of their books. Place them in partners that will work effectively together. Adult observation of their interactions will improve this process. ● Model with a partner how to read and show the book, one page at a time, stopping for the partner to make suggestions. Model saying one positive thing about each page as well. Model showing how a period was forgotten or how handwriting may be difficult to read, or other typical revision or editing issues. The student should fix any issues as they go through the book so parts won't be forgotten. When one partner has finished going through the book, the process should be repeated with the other partner. ● Have the students proceed as they saw in the modeling process. One or more adults should observe and assist in the process.
<p>Standards:</p> <p>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.</p>				
40 mins	<p>CLASS PRESENTATION OF FINAL DRAFT: Ability to read and show a final copy to the class.</p>	<p>PRESENTATION OF BOOK We will now take turns reading and showing our final books to the whole class.</p>	<p>The completed book will be used for scoring with the rubric.</p>	<ul style="list-style-type: none"> ● Model reading a book and showing pictures to the class. ● After reading the book, allow audience questions for the presenting student to answer. ● Have students take turns until everyone has had a turn. ● You may choose to video the presentations to share with parents. ● Accommodations: Students who struggle to read or present in front of others, may need practice prior to the class presentations in order to be better prepared and feel more comfortable. ● Extension: Students who were able to work ahead independently may have also done the suggested extension in the CDE Unit, which was to write about their opinion of whether rural or urban communities were better to live in. If they have done this extension, with adult support, they may present that at this time as well.
<p>Standards:</p> <p>SL.1.2 : Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>RI.1.10 : With prompting and support, read informational texts appropriately complex for grade 1.</p>				
<p>Additional Attachments:</p> <p>🔗 See Uploaded Student Work in "Results" section of module.</p>				

Instructional Resources

Student Handout

-  **City vs. Country chart.docx**
-  **Outline form.docx**
-  **Urban vs. Rural chart.docx**
-  **Urban vs. Rural Note-taking form.docx**
-  **Vocabulary Cards for Sorting.docx**
-  **Vocabulary_Cards_Additional.docx**
-  **Cover.docx**
-  **Introductory Sentence.docx**
-  **Rural Animals and People.docx**
-  **Urban Animals and People.docx**
-  **Rural Buildings.docx**
-  **Urban Buildings.docx**
-  **Rural Vehicles.docx**
-  **Urban Vehicles.docx**
-  **Some things are the same in the rural and urban environment.docx**

Teacher Resource

-  **Slide Images City and Country.pdf**

Section 4: What Results?

Student Work Samples

Advanced

 rubric ka.pdf

 cover a.pdf

 intro a.pdf

 p1 a.pdf

 p2 a .pdf

 p3 a.pdf

 p4 a.pdf

 p5 a.pdf

 p6 a.pdf

 p7 a.pdf

Meets Expectations

 rubric me.pdf

 cover me.pdf

 intro me.pdf

 p1 me.pdf

 p2 me.pdf

 p3 me.pdf

 p4 me.pdf

 p5 me.pdf

 p6 me.pdf

 p7 me.pdf

Approaches Expectations

 cover ae.pdf

 intro ae.pdf

 p1 ae.pdf

 p2 ae.pdf

 p3 ae.pdf

 p4 ae.pdf

 p5 ae.pdf

 p6 ae.pdf

 p7 ae.pdf

Not Yet

 cover ny .pdf

 intro ny.pdf

 p1 ny.pdf

 p2 ny.pdf

 p3 ny.pdf

 p4 ny.pdf

 p5 ny.pdf

 p6 ny.pdf

 p7 ny.pdf

Teacher Reflection

Overall, the module was enjoyed by the students and they were able to effectively produce the final writing product. In comparison with prior work, they individually have grown since the last scoring on the LDC rubric.

I had some struggles with the pacing of this module, for a variety of reasons. The time of year that I chose to teach it, there were many interruptions in the schedule. This caused the module to drag out longer than originally intended. So while the students were excited initially, they became a bit disinterested as it wore on for a little too long. So I would recommend making sure that the indicated pacing written into the module is followed as closely as possible, knowing that not all interruptions can be predicted.

Vocabulary was a bit of a struggle for some of the students in this module. In the first mini-tasks, prior to the vocabulary task, the terms used are "city" and "country" because the students do not yet know what "rural" and "urban" mean. After the vocabulary mini-task, it becomes important to use the new vocabulary when referring to each location, and to encourage the students to do so as well. They will naturally want to continue using "city" and "country", or at least that was my experience in our rural location. One of the students came up with the idea that "rural" sounds like a tractor - "rur, rur, rur" and a tractors are located in the country, so that helped the students associate "rural" with "country".

It was also a challenge for struggling readers to tell the difference between the words "country" and "city" when reading, because they both started with a "c". Switching to "rural" and "urban" alleviated some of that confusion, but it is still something they need to work on, not just avoid by using different vocabulary. Adding picture clues helped with this.

When producing the final writing product, the more proficient writers, were able to catch onto starting the

sentences with "I see..." and then were able to work ahead on their own. That allowed me to assist the students who needed more help in their writing. It was actually their idea as a group to start the sentences with "I see...".

A couple of the students wanted to have a character, but through discussion they realized that would make the book seem more fictional than informational, so they decided they wanted to be like a "teacher" in their informational books and tell what they would see in each type of place.

By the end of the module, the students were able to make generalizations about the characteristics seen in the two different environments. They were also able to think of many similarities and exceptions that you don't typically find in a location, which I felt actually deepened their critical thinking and discussion.

All Attachments

- 📄 rubric ka.pdf : <https://s.ldc.org/u/b5tr22ogyiunar2sblfjua0r>
- 📄 cover a.pdf : <https://s.ldc.org/u/86ov8ezbni5k74benfz9j2ldy>
- 📄 intro a.pdf : <https://s.ldc.org/u/3p5y0z2f7iv8jk3clqfzcz0w5>
- 📄 p1 a.pdf : <https://s.ldc.org/u/f2568miipnevs92o16q0ugvkr>
- 📄 p2 a .pdf : <https://s.ldc.org/u/4x9a894jb19ftt5rxkxdy3z37>
- 📄 p3 a.pdf : <https://s.ldc.org/u/fkx99h17inxsh2p92w2z6qpb>
- 📄 p4 a.pdf : <https://s.ldc.org/u/3ze0zmi1rthuchmp6x2jm9qt5>
- 📄 p5 a.pdf : <https://s.ldc.org/u/ewzgwxxwmq5opc22vnwyi4tka>
- 📄 p6 a.pdf : <https://s.ldc.org/u/sea4vu1ktxm9x29uunv55lya>
- 📄 p7 a.pdf : <https://s.ldc.org/u/bk9d2qvoyhnyub9tjv6lni63o>
- 📄 rubric me.pdf : <https://s.ldc.org/u/euhne6qu5ijp09yxigfkdocm0>
- 📄 cover me.pdf : <https://s.ldc.org/u/d0wgink61qa95f10yu96vqah3>
- 📄 intro me.pdf : <https://s.ldc.org/u/5rxmeh2q9e0kmz4499ssu5t8n>
- 📄 p1 me.pdf : <https://s.ldc.org/u/atp1bwoueh6aw19hp5hk9yr0c>
- 📄 p2 me.pdf : <https://s.ldc.org/u/xxekuav8okpr0d6fqyq1fj78>
- 📄 p3 me.pdf : <https://s.ldc.org/u/d1qxkiu7vvjtl63762wrv2j9q>
- 📄 p4 me.pdf : <https://s.ldc.org/u/1v3f3hzv9pz56aepsqn8w8ofr>
- 📄 p5 me.pdf : <https://s.ldc.org/u/65jgvx9p3hahrtowilvu2sz0>
- 📄 p6 me.pdf : <https://s.ldc.org/u/3sg0d046hlu9te9jnlstogo>
- 📄 p7 me.pdf : <https://s.ldc.org/u/dvuu4wtyi1z77xn3qtwumpkxe>
- 📄 cover ae.pdf : <https://s.ldc.org/u/er7a3dvnfk3bfqqsewlcg9pf7>
- 📄 intro ae.pdf : <https://s.ldc.org/u/65bbh3ge2lix0k3wa9zyzuvb>
- 📄 p1 ae.pdf : <https://s.ldc.org/u/6zxw4gksbc25cyhj9b4fzc21e>
- 📄 p2 ae.pdf : <https://s.ldc.org/u/6s27n9tn1x9o6qvkq5x0ohgv5>
- 📄 p3 ae.pdf : <https://s.ldc.org/u/4qvr312376nze79jv1kv7crp3>
- 📄 p4 ae.pdf : <https://s.ldc.org/u/90hip412rj415dnpz93wq4fjq>
- 📄 p5 ae.pdf : <https://s.ldc.org/u/swjublvlhc5cdhrot6eo3gx9>
- 📄 p6 ae.pdf : <https://s.ldc.org/u/6fb1j8o3nwyankh7d22o5den8>
- 📄 p7 ae.pdf : <https://s.ldc.org/u/364atco0gl5b922rxdgz79k3n>
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- 📄 intro ny.pdf : <https://s.ldc.org/u/8ufuxpasgkj0m92vq58itjyuq>
- 📄 p1 ny.pdf : <https://s.ldc.org/u/56qi073579zs7jvf95ffxodqg>
- 📄 p2 ny.pdf : <https://s.ldc.org/u/85jwnt9yfovvwxz8h3uel63h9>
- 📄 p3 ny.pdf : <https://s.ldc.org/u/5akdbjmaoyg7ho1hyacauw07p>
- 📄 p4 ny.pdf : <https://s.ldc.org/u/15wep66xcv0o9tbapzm4idfoi>

- 📄 p5 ny.pdf : <https://s ldc.org/u/8vbta9r09ih3u1umidwk8ifgs>
- 📄 p6 ny.pdf : <https://s ldc.org/u/zx4wyypsrgyv93yngbtk2>
- 📄 p7 ny.pdf : <https://s ldc.org/u/2o9ec3yf9vl8itok3ztrh733e>
- 📄 City vs. Country chart.docx : <https://s ldc.org/u/74q9kdhf30qh9o13gq3xjufxa>
- 📄 Outline form.docx : <https://s ldc.org/u/2eu4569fqplrp5g4vhw9b4rps>
- 📄 Urban vs. Rural chart.docx : <https://s ldc.org/u/796kj8491uqx2vh9j1xwoj3w0>
- 📄 Urban vs. Rural Note-taking form.docx : <https://s ldc.org/u/5rd8yn1smu7vfk4dxw6xyel3n>
- 📄 Vocabulary Cards for Sorting.docx : <https://s ldc.org/u/3c5ie0ydj2xgovbjdnt2ayahx>
- 📄 Vocabulary_Cards_Additional.docx : <https://s ldc.org/u/3uuw7r4x2xd4l2umz0vq2f3xp>
- 📄 Cover.docx : <https://s ldc.org/u/3gz11yjbvmrplxakhjx7ocvnl>
- 📄 Introductory Sentence.docx : <https://s ldc.org/u/9zw152l4iejkwqg5zyyh3ddj>
- 📄 Rural Animals and People.docx : <https://s ldc.org/u/67u2p5n82dg2qyw8mruxzf9ut>
- 📄 Urban Animals and People.docx : <https://s ldc.org/u/8fjg5bg6hgnaown0ovs23ke1e>
- 📄 Rural Buildings.docx : <https://s ldc.org/u/6miuz4oj7pncshvkgap1juxx7>
- 📄 Urban Buildings.docx : <https://s ldc.org/u/3eqrmpq7mrwite2sbt2oxpiav>
- 📄 Rural Vehicles.docx : <https://s ldc.org/u/95z4ee00o7qe7x70vk370quyx>
- 📄 Urban Vehicles.docx : <https://s ldc.org/u/ed0a0mqylgdfvr28f9rhy0djb>
- 📄 Some things are the same in the rural and urban environment.docx : <https://s ldc.org/u/diajcxiti5s8tzo4bd9zjtnjsk>
- 📄 Slide Images City and Country.pdf : <https://s ldc.org/u/e0thlo8w6qhimyqko8x4opxlt>