

Understanding by Design
Unit planning template
Identify Goals & Understandings > Assessment > Activities

Stage 1

Desired Results
School Driven

Established Goals/Transfer Goal:

Students will learn to actively listen, ask questions, and answer using multi-word responses in academic and social settings.

TEKS K.1(A) — Listen actively and ask questions to understand information and answer questions using multi-word responses.

Students will understand that:

- Listening helps us learn from others.
- Good questions help make meaning clearer.
- Speaking in complete thoughts helps others understand us.

Essential Questions:

- What does it mean to be a good listener?
- How can questions help us learn?
- Why is it important to answer using more than one word?
- What does an active listener look like, sound like, and do?

Students will know...

- What a question is.
- What a complete thought sounds like (multi-word responses).
- “Listening body” skills (eyes watching, ears listening, voice quiet, body still).

Students will be able to...

- Ask questions beginning with who, what, when, where, why, and how.
- Participate in conversations using multi-word responses.
- Listen to a story and share a detail back to the group.
- Respond to teacher or peer questions using at least 4–6 words.

Stage 2

Assessment Evidence:

Teacher and School Driven

How will we know if students have learned?

Formative Assessments:

- Think-pair-share
- Teacher checklist for listening behaviors
- Oral questioning during read-aloud
- Student questioning cards
- Exit ticket: “Ask one question about the story.”

Summative

Goal:

Students will demonstrate active listening and oral communication by asking one question and giving one multi-word response after hearing a short text.

Role:

Listening investigator / classroom speaker

Audience:

Classmates and teacher

Situation:

After listening to a teacher read-aloud on a familiar topic (animals, weather, community helpers, etc.)

Performance:

Students will:

1. Ask one relevant question using a question word.
2. Answer one question using 3 or more words to show understanding.

Standards (Criteria for Success):

- Uses a question word
- Stays on topic
- Multi-word answer (3+ words)
- Audible voice and eye contact

Key Criteria

- 4: Asks a meaningful question + gives a 5+ word response with details
- 3: Asks a question + gives a 3-word response
- 2: Gives either a question or a multi-word

Other Evidence

- Audio recordings
- Teacher observation notes
- Peer listening checklist
- Sentence stem usage
- Family homework: “Ask someone a question at

answer, not both

- 1: Gives one-word answers or no response

home and tell us their answer.”

Stage 3

Learning Plan Activities:

(Teacher Driven)

How will students engage in learning?

W – Where are we going?

Teacher explains: “We are learning to listen, ask questions, and answer using big kid sentences.”

H – Hook

- Show pictures of “good listening vs. not listening”
- Puppet demonstration with silly wrong answers

E – Equip

Activities:

- Daily turn-and-talks
- Sentence stems posted on anchor chart
- “Question of the day” practice
- Read-aloud: students must ask 1 question about the story

R – Rethink / Revise

Predictable misunderstandings:

- One-word answers (e.g., “dog,” “yes,” “home”)
- Off-topic questions (“Do you like pizza?”)

Teacher strategies:

- Model full sentence response
- Provide visual cue cards (“who/what/where/why/how”)

E – Self-Evaluate

Students complete fast reflection:

- Thumbs up if they asked a question today
- “Tell a partner your full sentence answer”

T – Tailor

Differentiation:

- AAC users may select sentence icons on an iPad
- ELL students receive sentence frames with visuals
- Advanced students ask 2 follow-up

Resources

- TEKS K.1(A) Listening & Speaking
- Sentence stem anchor chart (“I think..., I wonder..., I learned..., My question is...”)
- Read-aloud books (fiction or nonfiction)
- Kid-friendly videos (PBS Kids, National Geographic Kids)
- AAC visual core-board for speaking practice

questions

O – Organize

Sample 5-day sequence:

1. **Day 1:** What does active listening look like?
2. **Day 2:** Asking who/what/where questions.
3. **Day 3:** Answering in multi-word sentences.
4. **Day 4:** Partner listening center using picture books.
5. **Day 5:** GRASPS performance task.

Reflection

Intervention

If students don't get it:

- Model sentence stems in small groups
- Use 1:1 verbal prompting ("say 5 words")
- Provide visual choice boards

Enrichment

If students master it:

- Have students record a "question & answer podcast"
- Student leader facilitates turn-and-talk
- Introduce "because" conjunction to extend thinking