HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Teacher Name: Cassandra Catania Subject: Reading Proposed Dates: 11/6/14-1/23/15 Grade Level (s) Kindergarten

Building: HTELC

Unit Plan

Unit Title: Friends and Family: Working with Others

Essential Questions: How do you make friends? What are the characteristics of a good friend? Why is it important to have friends? What is a family? Why is it important to work well with others at (school, community, and world)? What does working well with others look like?

Standards: 1.1.K.A, 1.1K.B, 1.1.K.C, 1.1.K.D, 1.1.K.E, 1.2.K.A, 1.2.K.B, 1.2.K.C, 1.2.K.E, 1.2.K.F, 1.2.K.G, 1.2.K.H, 1.2.K.I, 1.2.K.J, 1.2.K.K, 1.2.K.L, 1.3.K.A, 1.3.K.B, 1.3.K.C, 1.3.K.D, 1.3.K.E, 1.3.1.F, 1.3.K.G, 1.3.K.H, 1.3.K.I, 1.3.K.J, 1.3.K.J, 1.3.K.K, 1.4.K.A, 1.4.K.B, 1.4.K.C, 1.4.K.D, 1.4.K.E, 1.4.K.F, 1.4.K.G, 1.4.K.H, 1.4.K.I, 1.4.K.J, 1.4.K.L, 1.4.K.M, 1.4.K.N, 1.4.K.O, 1.4.K.P, 1.4.K.P, 1.4.K.T, 1.4.K.U, 1.4.K.V, 1.4.K.W, 1.4.K.X, 1.5.K.A, 1.5.K.B, 1.5.K.C, 1.5.K.D, 1.5.K.E, 1.5.K.G,

Summative Unit Assessment: Picture or Collage

Summative Assessment Objective	Assessment Method (check one)					
Students will draw, write a narrative, or role play how to interact with others appropriately with at least one connection to a piece of thematic work.	X_ Rubric Checklist Unit Test Group Student Self-Assessment					
appropriately with at least one connection to a piece of thematic work.	Other (explain)					

DAILY PLAN

[Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
		Students will-demonstrate		Circle time, practice book, kid writing, independent	W	McGraw-Hill Wonders Unit 3	Formative-Choral response,
		phoneme/grapheme	1	work, graphic organizer, white boards		Journals	thumbs up/down, observation,
		correspondence by connecting the			S	Projectors	questioning, discussion, practice
	1	correct letter to the sound it		Teaching strategies: explicit teaching, guided practice,		Document Camera	book pages, kinesthetic
		represents.		didactic questions, reflective discussions,	1	Whiteboards	assessment, journal response,
				brainstorming, compare and contrast, writing to inform,		Computers	graphic organizer, peer
		Students will-use a combination of		journals, role-playing, guided viewing, storytelling,			assessments, whiteboards, visual

	drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 77-78	representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of	1	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, inwester sale playing, guided viewing, compared.	W S I	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer
2	drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 79	assessments, whiteboards, visual representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
3	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	W S I	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 80-82	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
4	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,	W S I	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual

	drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.		concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 83	representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
5	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	W S I	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 84	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation. Summative- ELA Checklists, kid
	supply some information about the topic. Students will-actively engage in group reading activities with purpose and understanding. Students will-demonstrate	2	Circle time, practice book hid writing independent	\A/	McCrow Hill Woodays Unit 2	writing rubric Student Self - Assessment-Picture Drawing Rubric Formative-Choral response,
6	phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	S	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 85-86	thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
7	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of	1	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,	W S I	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual

	drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 87	representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
8	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	S I	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 88-90	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
9	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	W S I	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 91	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
10	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of	1	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,	W S I	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 92	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual

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	drawing, dictating, and writing to	3	concept mapping, guided listening, cooperative			representation.
	compose texts in which they name		learning, peer partner learning, report, and homework			
	what they are writing about and					Summative- ELA Checklists, kid
	supply some information about					writing rubric
	the topic.					
						Student Self - Assessment-Picture
	Students will-actively engage in					Drawing Rubric
	group reading activities with	2				ŭ
	purpose and understanding.					
	Students will-demonstrate		Circle time, practice book, kid writing, independent	W	McGraw-Hill Wonders Unit 3	Formative-Choral response,
	phoneme/grapheme	1	work, graphic organizer, white boards	• • •	Journals	thumbs up/down, observation,
		1	work, graphic organizer, write boards	S		questioning, discussion, practice
	correspondence by connecting the			3	Projectors	
	correct letter to the sound it		Teaching strategies: explicit teaching, guided practice,		Document Camera	book pages, kinesthetic
	represents.		didactic questions, reflective discussions,		Whiteboards	assessment, journal response,
			brainstorming, compare and contrast, writing to inform,		Computers	graphic organizer, peer
	Students will-use a combination of		journals, role-playing, guided viewing, storytelling,			assessments, whiteboards, visual
11	drawing, dictating, and writing to	3	concept mapping, guided listening, cooperative		Your Turn PB 93-94	representation.
11	compose texts in which they name		learning, peer partner learning, report, and homework			
	what they are writing about and					Student Self - Assessment-Picture
	supply some information about					Drawing Rubric
	the topic.					
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	Students will-actively engage in					
	group reading activities with	2				
	purpose and understanding.	_				
	Students will-demonstrate		Circle time, practice book, kid writing, independent	W	McGraw-Hill Wonders Unit 3	Formative-Choral response,
	phoneme/grapheme	1	work, graphic organizer, white boards		Journals	thumbs up/down, observation,
	correspondence by connecting the	1	work, graphic organizer, write boards	S	Projectors	questioning, discussion, practice
	correct letter to the sound it		Teaching strategies: explicit teaching, guided practice,	3	Document Camera	book pages, kinesthetic
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	represents.		didactic questions, reflective discussions,	I	Whiteboards	assessment, journal response,
			brainstorming, compare and contrast, writing to inform,		Computers	graphic organizer, peer
	Students will-use a combination of		journals, role-playing, guided viewing, storytelling,			assessments, whiteboards, visual
12	drawing, dictating, and writing to	3	concept mapping, guided listening, cooperative		Your Turn PB 95	representation.
	compose texts in which they name		learning, peer partner learning, report, and homework			
	what they are writing about and					Student Self - Assessment-Picture
	supply some information about					Drawing Rubric
	the topic.					
	Students will-actively engage in					
	group reading activities with	2				
	purpose and understanding.					
	Students will-demonstrate		Circle time, practice book, kid writing, independent	W	McGraw-Hill Wonders Unit 3	Formative-Choral response,
	phoneme/grapheme	1	work, graphic organizer, white boards		Journals	thumbs up/down, observation,
	correspondence by connecting the			S	Projectors	questioning, discussion, practice
13	correct letter to the sound it		Teaching strategies: explicit teaching, guided practice,		Document Camera	book pages, kinesthetic
	represents.		didactic questions, reflective discussions,	L	Whiteboards	assessment, journal response,
	. cp. cociico.		brainstorming, compare and contrast, writing to inform,	ļ .	Computers	graphic organizer, peer
	Students will-use a combination of		journals, role-playing, guided viewing, storytelling,		Computers	assessments, whiteboards, visual
	Students win-use a Combination of		Journals, role-playing, guided viewing, storytelling,	<u> </u>		assessificities, writtenudius, visudi

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	drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 96-98	representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of	1	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,	S I	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual
14	drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 99	representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
15	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	W S I	McGraw-Hill Wonders Unit 3 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 100	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation. Summative- ELA Checklists, kid writing rubric Student Self - Assessment-Picture
	Students will-actively engage in group reading activities with purpose and understanding.	2				Drawing Rubric
16	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of	1	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,	W S I	McGraw-Hill Wonders Unit 4 Journals Projectors Document Camera Whiteboards Computers	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual

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	drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 101-102	representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
17	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	S I	McGraw-Hill Wonders Unit 4 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 103	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.
	what they are writing about and supply some information about the topic. Students will-actively engage in group reading activities with	2				Student Self - Assessment-Picture Drawing Rubric
	purpose and understanding.					
18	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	S I	McGraw-Hill Wonders Unit 4 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 104-106	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation. Student Self - Assessment-Picture
	supply some information about the topic. Students will-actively engage in group reading activities with purpose and understanding.	2				Drawing Rubric
19	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of	1	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,	W S I	McGraw-Hill Wonders Unit 4 Journals Projectors Document Camera Whiteboards Computers	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual

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	drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 107	representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of	1	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,	S I	McGraw-Hill Wonders Unit 4 Journals Projectors Document Camera Whiteboards Computers	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual
20	drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 108	representation. Summative- ELA Checklists, kid writing rubric Student Self - Assessment-Picture
	Students will-actively engage in group reading activities with purpose and understanding.	2				Drawing Rubric
21	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	W S I	McGraw-Hill Wonders Unit 4 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 109-110	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
22	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of	1	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,	W S I	McGraw-Hill Wonders Unit 4 Journals Projectors Document Camera Whiteboards Computers	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual

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	drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 111	representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
23	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	S	McGraw-Hill Wonders Unit 4 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 112-114	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
24	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.	3	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling, concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework	W S I	McGraw-Hill Wonders Unit 4 Journals Projectors Document Camera Whiteboards Computers Your Turn PB 115	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation. Student Self - Assessment-Picture Drawing Rubric
	Students will-actively engage in group reading activities with purpose and understanding.	2				
25	Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents. Students will-use a combination of	1	Circle time, practice book, kid writing, independent work, graphic organizer, white boards Teaching strategies: explicit teaching, guided practice, didactic questions, reflective discussions, brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,	W S I	McGraw-Hill Wonders Unit 4 Journals Projectors Document Camera Whiteboards Computers	Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual

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	drawing, dictating, and writing to compose texts in which they name	3	concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework		Your Turn PB 116	representation.
	what they are writing about and		3, p. 1 , 1 , 1 , 1 , 1 , 1 , 1 , 1 , 1 , 1			Summative- ELA Checklists, kid
	supply some information about the topic.					writing rubric
	·					Student Self - Assessment-Picture
	Students will-actively engage in group reading activities with	2				Drawing Rubric
	purpose and understanding.	2				
	Students will-demonstrate		Circle time, practice book, kid writing, independent	W	McGraw-Hill Wonders Unit 4	Formative-Choral response,
	phoneme/grapheme correspondence by connecting the	1	work, graphic organizer, white boards	S	Journals Projectors	thumbs up/down, observation, questioning, discussion, practice
	correct letter to the sound it		Teaching strategies: explicit teaching, guided practice,	3	Document Camera	book pages, kinesthetic
	represents.		didactic questions, reflective discussions,	I	Whiteboards	assessment, journal response,
	Students will-use a combination of		brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,		Computers	graphic organizer, peer assessments, whiteboards, visual
26	drawing, dictating, and writing to	3	concept mapping, guided listening, cooperative		Your Turn PB 117	representation.
26	compose texts in which they name		learning, peer partner learning, report, and homework			
	what they are writing about and supply some information about					Student Self - Assessment-Picture Drawing Rubric
	the topic.					Drawing Rubite
	Students will-actively engage in group reading activities with	2				
	purpose and understanding.	2				
	Students will-demonstrate		Circle time, practice book, kid writing, independent	W	McGraw-Hill Wonders Unit 4	Formative-Choral response,
	phoneme/grapheme	1	work, graphic organizer, white boards	S	Journals	thumbs up/down, observation,
	correspondence by connecting the correct letter to the sound it		Teaching strategies: explicit teaching, guided practice,	3	Projectors Document Camera	questioning, discussion, practice book pages, kinesthetic
	represents.		didactic questions, reflective discussions,	1	Whiteboards	assessment, journal response,
	Students will-use a combination of		brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,		Computers	graphic organizer, peer assessments, whiteboards, visual
	drawing, dictating, and writing to	3	concept mapping, guided listening, cooperative		Your Turn PB 118	representation.
27	compose texts in which they name		learning, peer partner learning, report, and homework			·
	what they are writing about and supply some information about					Student Self - Assessment-Picture Drawing Rubric
	the topic.					Drawing Rubite
	Charles will and I					
	Students will-actively engage in group reading activities with	2				
	purpose and understanding.					
	Students will-demonstrate	_	Circle time, practice book, kid writing, independent	W	McGraw-Hill Wonders Unit 4	Formative-Choral response,
	phoneme/grapheme correspondence by connecting the	1	work, graphic organizer, white boards	S	Journals Projectors	thumbs up/down, observation, questioning, discussion, practice
28	correct letter to the sound it		Teaching strategies: explicit teaching, guided practice,		Document Camera	book pages, kinesthetic
	represents.		didactic questions, reflective discussions,	1	Whiteboards	assessment, journal response,
	Students will-use a combination of		brainstorming, compare and contrast, writing to inform, journals, role-playing, guided viewing, storytelling,		Computers	graphic organizer, peer assessments, whiteboards, visual
<u> </u>		L	1 7 /	<u> </u>	I	,,

	drawing, dictating, and writing to	3	concept mapping, guided listening, cooperative		Your Turn PB 119-122	representation.
	compose texts in which they name		learning, peer partner learning, report, and homework		1041 14111 213 111	- opresentation
	what they are writing about and		3, 1			Student Self - Assessment-Picture
	supply some information about					Drawing Rubric
	the topic.					5 5 1 1
	•					
	Students will-actively engage in					
	group reading activities with	2				
	purpose and understanding.					
	Students will-demonstrate		Circle time, practice book, kid writing, independent	W	McGraw-Hill Wonders Unit 4	Formative-Choral response,
	phoneme/grapheme	1	work, graphic organizer, white boards		Journals	thumbs up/down, observation,
	correspondence by connecting the			S	Projectors	questioning, discussion, practice
	correct letter to the sound it		Teaching strategies: explicit teaching, guided practice,		Document Camera	book pages, kinesthetic
	represents.		didactic questions, reflective discussions,	1	Whiteboards	assessment, journal response,
			brainstorming, compare and contrast, writing to inform,		Computers	graphic organizer, peer
	Students will-use a combination of		journals, role-playing, guided viewing, storytelling,			assessments, whiteboards, visual
29	drawing, dictating, and writing to	3	concept mapping, guided listening, cooperative		Your Turn PB 123-125	representation.
23	compose texts in which they name		learning, peer partner learning, report, and homework			
	what they are writing about and					Student Self - Assessment-Picture
	supply some information about					Drawing Rubric
	the topic.					
	6. 1					
	Students will-actively engage in	_				
	group reading activities with	2				
	purpose and understanding. Students will-demonstrate		Circle time, practice book, kid writing, independent	W	McGraw-Hill Wonders Unit 4	Formative-Choral response,
	phoneme/grapheme	1	work, graphic organizer, white boards	VV	Journals	thumbs up/down, observation,
	correspondence by connecting the	1	work, graphic organizer, write boards	S	Projectors	questioning, discussion, practice
	correct letter to the sound it		Teaching strategies: explicit teaching, guided practice,		Document Camera	book pages, kinesthetic
	represents.		didactic questions, reflective discussions,	l i	Whiteboards	assessment, journal response,
	represents.		brainstorming, compare and contrast, writing to inform,		Computers	graphic organizer, peer
	Students will-use a combination of		journals, role-playing, guided viewing, storytelling,			assessments, whiteboards, visual
	drawing, dictating, and writing to	3	concept mapping, guided listening, cooperative		Your Turn PB 126	representation.
30	compose texts in which they name		learning, peer partner learning, report, and homework			,
1	what they are writing about and		5, 1 , 5, 1, 1 , 1 , 1 , 1 , 1 , 1 , 1 ,			Summative- ELA Checklists, kid
1	supply some information about					writing rubric
	the topic.					
1						Student Self - Assessment-Picture
	Students will-actively engage in					Drawing Rubric
	group reading activities with	2				
	purpose and understanding.					