

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, 1.1.K.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.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.R, 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.	<input checked="" type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Unit Test <input type="checkbox"/> Group <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Other (explain)

DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	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

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

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

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

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

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

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

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

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

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

	<p>drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.</p> <p>Students will-actively engage in group reading activities with purpose and understanding.</p>	<p>3</p> <p>2</p>	<p>concept mapping, guided listening, cooperative learning, peer partner learning, report, and homework</p>		<p>Your Turn PB 119-122</p>	<p>representation.</p> <p>Student Self - Assessment-Picture Drawing Rubric</p>
29	<p>Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.</p> <p>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.</p> <p>Students will-actively engage in group reading activities with purpose and understanding.</p>	<p>1</p> <p>3</p> <p>2</p>	<p>Circle time, practice book, kid writing, independent work, graphic organizer, white boards</p> <p>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</p>	<p>W</p> <p>S</p> <p>I</p>	<p>McGraw-Hill Wonders Unit 4</p> <p>Journals</p> <p>Projectors</p> <p>Document Camera</p> <p>Whiteboards</p> <p>Computers</p> <p>Your Turn PB 123-125</p>	<p>Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.</p> <p>Student Self - Assessment-Picture Drawing Rubric</p>
30	<p>Students will-demonstrate phoneme/grapheme correspondence by connecting the correct letter to the sound it represents.</p> <p>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.</p> <p>Students will-actively engage in group reading activities with purpose and understanding.</p>	<p>1</p> <p>3</p> <p>2</p>	<p>Circle time, practice book, kid writing, independent work, graphic organizer, white boards</p> <p>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</p>	<p>W</p> <p>S</p> <p>I</p>	<p>McGraw-Hill Wonders Unit 4</p> <p>Journals</p> <p>Projectors</p> <p>Document Camera</p> <p>Whiteboards</p> <p>Computers</p> <p>Your Turn PB 126</p>	<p>Formative-Choral response, thumbs up/down, observation, questioning, discussion, practice book pages, kinesthetic assessment, journal response, graphic organizer, peer assessments, whiteboards, visual representation.</p> <p>Summative- ELA Checklists, kid writing rubric</p> <p>Student Self - Assessment-Picture Drawing Rubric</p>