HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name : Cassandra Catania Subject : Reading Proposed Dates: 9/23/14 – 11/5/14 Grade Level (s) Kindergarten**

**Building : HTELC**

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| **Unit Plan** |
| **Unit Title:** School – A New World to Explore  **Essential Questions:** Why are rules important? Why do we have to go to school? What is expected of me at school? What is a community? Do other places have rules beside school? Why is it important to try new things? What does it mean to be a “caring kid”? How can we get along with new friends? How do baby animals move? How can your senses help you learn? How do tools help us explore? What shapes do you see around you? What kind of bugs do you know about?  **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.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 a picture or create a collage depicting how rules learned in school are applied in their everyday lives with at least one connection to a piece of thematic work. | \_\_X\_ Rubric \_\_\_ Checklist \_\_\_\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other (explain) | |

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| **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 drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 27-28 | 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 |
| 2 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 29 | 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 |
| 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 30, 31, 32 | 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 |
| 4 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 33 | 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 |
| 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 supply some information about the topic.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  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 representation.  Summative- ELA Checklists, kid writing rubric  Student Self - Assessment-Picture Drawing Rubric |
| 6 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 35-36 | 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 |
| 7 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 37 | 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 |
| 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 38, 39, 40 | 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 |
| 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 41 | 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 |
| 10 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  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 representation.  Summative- ELA Checklists, kid writing rubric  Student Self - Assessment-Picture Drawing Rubric |
| 11 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 43-44 | 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 |
| 12 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 45 | 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 |
| 13 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 46, 47, 48 | 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 |
| 14 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 49 | 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 |
| 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 1  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 representation.  Summative- ELA Checklists, kid writing rubric  Student Self - Assessment-Picture 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 drawing, dictating, and writing to compose texts in which they name what they are writing about and supply some information about the topic.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 51-52 | 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 |
| 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 what they are writing about and supply some information about the topic.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 53 | 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 |
| 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 supply some information about the topic.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 54-56 | 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 |
| 19 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 57 | 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 |
| 20 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 58 | 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 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 59-60 | 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 |
| 22 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 61 | 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 |
| 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 62-64 | 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 |
| 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 65 | 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 |
| 25 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 66 | 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 Drawing Rubric |
| 26 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 67 | 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 |
| 27 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 68 | 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 |
| 28 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 69-72 | 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 |
| 29 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 73-75 | 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 |
| 30 | 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.  Students will-actively engage in group reading activities with purpose and understanding. | 1  3  2 | 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 2  Journals  Projectors  Document Camera  Whiteboards  Computers  Your Turn PB 76 | 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 Drawing Rubric |