Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	5 lessons, each lesson will be one day	**Time of Year**	4th quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students are expected to be able to form letters and understand sequence. They should be able to draw basic figures such as shapes and people.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The teacher will use direct instruction to allow for repetition throughout the different lessons. Students will complete two similar writing samples by working cooperatively in groups and receiving prompting and guidance from the teacher. She will use scaffolding techniques to allow for support when necessary while allowing students the opportunity to generate independent ideas and express creativity. Differentiated Instruction will be used to meet the needs of different learners by providing written notes and drawing samples when necessary.		
Standard Number and Description *List the Number* and full description for the required Standard.*	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/expository texts in which they name what they are writing about and supply some information about the topic		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Students will show beginning proficiency in creating informative/ expository texts by using a combination of drawing, dictating and writing to compose a Mother's Day letter for Mother's Day. During the last lesson, the teacher will pass out the assignment and review the directions as a group. The students will then be asked to complete three steps. 1. Drawing a picture of their mother or grandmother, 2. Write two facts about this person and 3. Name the paper.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Scoring Rubric will be used to score the summative writing assignment. Students will be scored in three areas: 1. Naming what they will be writing about, 2. drawing a picture of their mother or grandmother and 3. Writing two details about that person. They will be given a 1-4 score based on their performance whereas a 4=excellent, 3=good, 2=fair, and 1=poor. Students must receive a score of 10/12 (83%) to show mastery of this standard.		
Materials/Resources Needed	Books: Are *You My Mother* by P.D. Eastman and *Mother's Day* by Anne Rockwell, dry erase board and markers for the teacher, colored pencils or markers for the students, social script for cooperative group		

	work, Principal or VIP person in the school, Mother's Day Summative Writing Assignment and scoring rubric

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Teacher will ask all of the students close their eyes and picture the school principal in their minds. She will have them raise their hand in the air when they are able to picture him. Once all hands are in the air the teacher will ask the students to come up with something that they know about the principal. The teacher will call on the students one at a time and write their ideas down on the board. The teacher will guide the students into generating true facts about the principal and also encourage them to build on their ideas by asking probing questions. Once all of the statements are on the board the teacher will pass out lined writing paper and ask the students to get their pencils out of their decks. They will be instructed to copy down two facts from the board and will then have the remainder of class time to draw a picture of the principal using colored pencils. The teachers will collect all of the papers when they are finished.	• Students will raise hands and contribute to the class discussion about the principal. • Students will write down two facts from the board about the principal onto their paper. * • The students will use colored pencils to draw a picture of the principal. *
2	The teacher will have created her own picture of the principal along with two facts that were on the board during the previous lesson. She will show this paper to all of the students. She will tell the students that she is going to come up with a name for her picture and she will make a 'thinking' face for a few seconds while the students watch. She will then title her paper 'The Best Principal' by writing this at the top of her paper. The teacher will place the students in groups of three and have them share their papers with each other. She will instruct them to work together to come up with ideas for a title for their own papers and will give them 10 minutes to do this. Students may need to use a social script to assist them in knowing what to say and do when working cooperatively with others. The teacher will walk around the classroom checking in with each of the groups to make sure they are on the right track. She will encourage the students to come up with a name that is	• Students will listen to teacher as she shares her principal picture. • Students will work cooperatively with peers and take turns reading papers aloud to one another. • Students will talk with one another about possible names for their stories. Each student will be encouraged to come up with a different title. • Students will follow teacher directions to sit back in their seats. • Students will volunteer to share their papers with the whole class.

	unique and has something to do with the picture that they have drawn and the facts that they wrote down. Once the time is up, students will be directed back to their own seats. The teacher will ask for volunteers to come up to the front of the room to share their papers. Students will read their facts, share their picture and their title. The teacher will provide feedback on the titles and remind the students to be creative and unique with the names. The teacher will tell the students that the principal will be coming to the room the following day and they will be able to share their papers with him if they would like to.	
3	The teacher announces that the principal will be coming to the class shortly and will ask for volunteers to read their stories. She will choose five students and direct the rest of the students to the carpet. Once the principal arrives, he will be directed to the carpet and will be instructed to sit in the chair facing the students. Once the teacher explains what the students have been working on, the volunteers will read their stories one by one. After the five stories have been read the teacher will hand the principal a spiral bound copy of all of the stories for him to keep. As a special treat, she will have the principal read a story to the class titled Are *You My Mother* by P.D. Eastman. The students will say good-bye to the principal and head back to their desks. At their desks the teacher will ask the students about the book they had just read. She will write down the names of all of the different 'mothers' and have the students identify things they noticed about the different characters. The students will dictate this information to the teacher and she will write it on the board.	• Students will volunteer to read the stories aloud to the principal. • Students will follow teacher direction to sit on the carpet. • The five chosen students will read the stories aloud. • Students will be active listeners while their classmates read their stories. • Students will be active listeners when the principal reads his story. • Students will follow teacher directions to return to their seat. • Students will contribute ideas about the different characters that the teacher is writing about on the board.
4	The teacher will again read *Are You My Mother* as a review. She will also review the chart on the board with facts about all of the different characters and ask the students if there is anything they would like to add. She will then pass out paper and have the students choose one of the characters they would like to write about. She will place them in groups depending on which character they choose to write about. They	• Students will actively listen to the story as it is read aloud one more time. • Students will share any new ideas they have about the characters in the book. • Students will each choose a character to write about

	will work cooperatively to draw pictures and copy down two facts about the character they chose. They will also be asked to name their paper. The teacher will walk around the room and provide assistance as needed.	and will work cooperatively to draw pictures about their character. They will also write down two facts about the character and give their paper a title. *
5	The teacher will talk with the student's about Mother's Day. She will explain that it is coming up in a few days and she will read the book *Mother's Day* by Anne Rockwell aloud to the class. Once she is done with the book she will ask the students to close their eyes and picture either their mother or grandmother. While their eyes are closed she will walk around and pass out the summative writing assessment. She will then tell them to open their eyes and will explain the assignment. Each student will be expected to draw a picture of their mother or grandmother and write two things about them. They will also have to give their paper a name. Students will have 20 minutes in class to work on this assignment independently. The teacher will walk around the room and provide assistance as needed.	• Students will be active listeners as the teacher reads a Mother's Day story. • Students will have class time to complete the summative assessment independently. * • Students will ask for help if needed from the teacher.

* Some students may have trouble copying off the board and may need the teacher to provide notes at their desk instead. Students may also need samples of pictures to copy as opposed to generating a completely new picture from scratch. Accommodations such as these will be identified in the student's IEPs and will not count against them during scoring of the summative assessment.

Student Name:_____

Draw a picture of your mother or grandmother and write two things that are special about her. Write a title at the top of the page that describes what the writing is about.

Title: _____

1. _____

_____

2. _____

_____

Student:_____

Summative Writing Assignment Scoring Rubric Total _____/12

	4 - Excellent	3- Good	2- Fair	1- Poor
Student names what they are writing about	Student gives the paper a name that supports the writing topic	Student gives an adequate name.	Student gives a name, but it does not support the writing topic	Student does not give a name.
Student creates a picture that gives information about the topic	Student creates a detailed picture that supports the writing topic.	Student creates an adequate picture.	Student creates a picture, but it is not consistent with the writing topic.	Student does not create a picture.
Student writes two facts that support the topic.	Student writes two facts that are complete and support the topic. Minor spelling and grammar errors are acceptable.	Student writes two adequate facts.	Student writes two facts but they are not consistent with the writing topic or students writes only one fact that supports the topic.	Student does not include two facts that support the topic.

Student will achieve mastery if they score a 10/12 (83%).