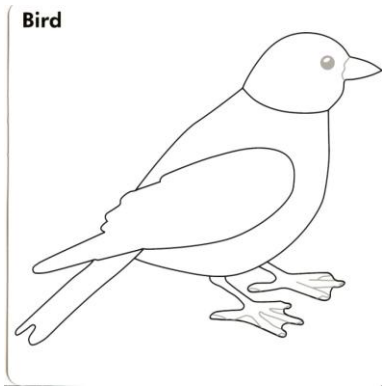
Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Kindergarten	**Writing**	**N/A**	Label Parts of a bird

Length of Unit	Time of Year Taught	Expected Prior Knowledge
The length of unit is dictated by the amount of time a student is in the second period (practice) of a lesson. Typically 3-5 days of consistent practice is sufficient time for mastery.	Beginning of year	Ability to write words using a guide.

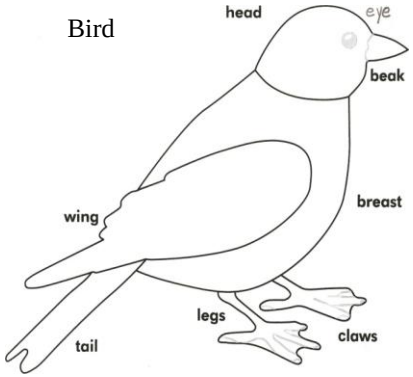
Unit Description

Student will be able to write the parts of the bird after labeling them with 80% accuracy.

Strand(s), Concept(s), and PO(s)	W00-S3-C2-PO1 **Strand 3: Writing Applications** Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections. **Concept 2: Expository** Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a **thesis** based on research, observation, and/or experience. **PO 1.** Participate in creating expository texts (e.g.**,** labels**,** lists, observations, journals, summaries) through drawing or writing.
Summative Assessment	Student will draw and label parts of the bird from memory, and then write them on assessment form with 80% accuracy. Parts include: Bird, breast, beak, eye, head, feet, nostrils, wing, tail.



Bird



Assessment Scoring	Possible points: 9 total. Based on a 3 point scoring rubric for each of the 3 area assessed. Grading scale included below.
Materials/Resources Needed	• Parts of the bird 3 part cards. • Bird puzzle. • Parts of a bird control mat. • Parts of a bird blank mat. • Label cards for blank mat.

	Lesson 1 **Puzzle**	**Lesson 2** **Trace Puzzle**	**Lesson 3** **Match Labels**	**Lesson 4** **3 part Cards**	**Lesson 5** **Label/Write**
Lesson Instruction	Invite the child to work with the parts of a bird puzzle. Remove the puzzle and the labeled mat of the parts of a bird from the shelf. One by one, move all puzzle pieces onto the mat in the appropriate places, while stating the name of the body part. *[This exercise refines visual discrimination by doing matching work, as well as increases students' vocabulary].* Upon completion, return puzzle pieces to frame. Return all materials back to proper place and indicate to child that he may now work with the material.	Invite the child to do a different work with the parts of a bird puzzle. Build the puzzle on the mat as before. Show child how to remove one piece, place it on a blank paper in the same relative position as in the puzzle, and then carefully trace around it. *[This exercise refines children's control of a pencil].* Return the piece to the mat, and select another piece. Place it and trace it before returning it. Continue until all pieces have been traced. Select colors and begin coloring in the drawing.	Invite the child to do a different work with the parts of a bird puzzle. This time, instead of using the side of the mat with the parts labeled, turn the mat over and show child the unlabeled drawing of the bird. As a group, place the labels of the parts of a bird onto the puzzle (not the mat), on the parts that they represent: beak, eye, head, etc. Use the labeled side of the mat as a control to check work.	Invite child to work with the three-part cards for the parts of a bird. [The three parts include a labeled picture, a picture, and a label]. Lay out cards that include picture and label first as controls. Locate cards that have pictures only and match to control cards. *[Matching works develop and refine visual discrimaination, an important pre-reading skill].* Match labels to appropriate pictures, using controls as necessary. Replace materials to shelf and indicate to child that he may now work with the parts of a bird 3-part card work.	Pass out students' drawings of the bird from Lesson 2. Show the labeled side of the mat that goes with the puzzle. Say that today we are going to label our drawings of the parts of a bird. Do it orally first, as a pre-lesson assessment of who knows the names of the parts of a bird. Then place the labels on the mat and ask children to copy them onto their drawing next to the appropriate part.

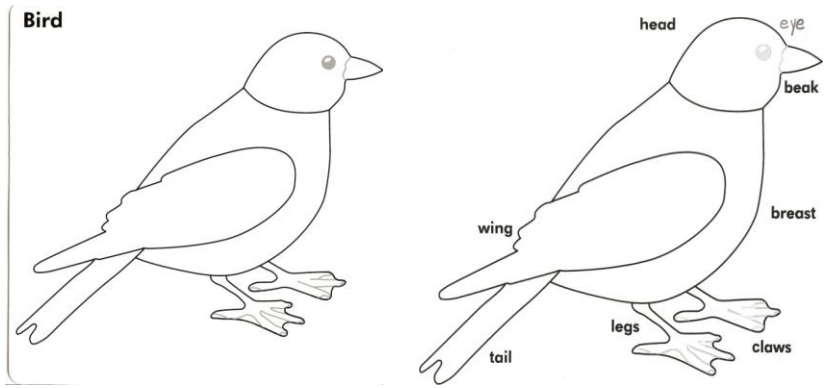
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Student builds the parts of a bird puzzle on a mat that contains the names of the parts. This follows a lesson in which the parts were named as the pieces were removed from the frame and placed on the mat.	Child builds the puzzle on the mat as before. She then removes one piece of the puzzle from the mat and places it on a blank paper in the same relative position as in the puzzle. Student carefully traces around the puzzle piece, returns the piece to the mat, and selects another piece. She places it and traces it before returning it. Student continues until all pieces have been traced, whereupon she selects colors and colors in the drawing.	Child uses the puzzle of the parts of a bird, and turns the mat over to the side that contains an unlabeled drawing of the bird. He places labels onto the actual puzzle (not the mat) on the parts that they represent: beak, eye, head, etc. He checks work using the labeled side of the mat as a control.	Student lays out labeled picture cards first (as controls). She then matches picture cards to control cards, and finally matches labels to appropriate pictures, using controls as necessary. [The 3-part cards and puzzles are interchangable works that give the students variety in obtaining the same objective of labeling the parts of a bird.].	Following a group review of the parts of a bird during which labels of the parts are placed on the corresponding piece of the puzzle, the student does either of the following works independently. Using a control chart, child places labels on the part of the puzzle to which they apply and/or copies labels onto her drawing from Lesson 2, next to the appropriate parts.

Summative Assessment

Student will draw and label parts of the bird from memory, and then write them on assessment form with 80% accuracy.

Parts include: Bird, breast, beak, eye, head, feet, nostrils, wing, tail.

Students will be scored on a rubric to include parts labeled, handwriting neatness, and tracing or drawing ability.



Score: _____
9

Student _____

Assessor _____

Date _____

Scoring Rubric
Kindergarten Writing – Label Parts of a Bird (or other animal)

PARTS OF A BIRD	Above standard (3 points)	Standard (2 points)	Attribute still a goal (1 point)	Score
trace parts ***(refinement of: pincer grip, pencil control, visual discrimination)***	can compose a drawing of an animal by placing and tracing each piece of the animal puzzle in the appropriate location	can compose a drawing of an animal by placing and tracing some to most pieces of the animal puzzle in the appropriate location	cannot compose a drawing of an animal by placing and tracing pieces of the animal puzzle in the appropriate location	
labels a drawing with names of parts	can label a drawing of an animal with 8-9 of the parts accurately named	can label a drawing of an animal with 6-7 of the parts accurately named	can label a drawing of an animal with 5 or less of the parts accurately named	
handwriting	neat and properly formed letters	somewhat neat and/or somewhat properly- formed letters	letters not neat and letters not properly formed	
total				

Grading Scale:

8-9 Exceeding
6-7 Meeting
5-4 Needs more practice
3 or less -Needs intervention