Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Kindergarten	**Reading**		"Little Chick's Big Day" by Mary DeBall Kwitz

Length of Unit	Time of Year Taught	Expected Prior Knowledge
Five days	Fourth Quarter	Students should be able to listen as the teacher reads a story aloud and respond appropriately to group or individual activities associated with the story.

Unit Description

Strand(s), Concept(s), and PO(s) *List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.*	**Strand 2: Comprehending Literary Text** **Concept 1: Elements of Literature** Identify, analyze, and apply knowledge of the structures and elements of literature. PO 2. Identify elements of a story, including characters, setting, and key events.
Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.*	1. Students will be able to draw the main character in a setting based on an event from the story "Little Chick's Big Day" by Mary Kwitz DeBall. 2. Students will dictate or write about their drawings using "who, what, where" cues. 3. Their ability to express understanding of the character, event, and setting will be assessed using the Understanding Story Elements Checklist. (attached)
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	Applying the checklist in the 4th quarter of the school year, Kindergarten students are expected to be: ▪ at the Proficient level in their ability to draw and use oral language to dictate their understanding of character, setting and event. ▪ at the Developing level in their ability to write words explaining their understanding of character setting and event.
Materials/Resources Needed *(Include all items for the entire unit.)*	At least one copy of "Little Chick's Big Day by Mary De Ball Kwitz, chart paper, story paper, pencils, crayons, popsicle sticks, glue and photocopied picture of Little Chick and Broody Hen are needed for this unit. Adult volunteers may be needed to help with dictation during the assessment.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	Activate Prior Knowledge: 1.Show students the front cover and title page illustration of the book Little Chick's Big Day by Mary DeBall Kwitz. 3. Ask students to predict what they think the story will be about. Read aloud to students, pausing at page 4. 1. Ask students to show you their thumbs up or down if they like to take naps. 2. Continue reading aloud to page 15 and ask what Little Chick is seeing in the pond. 3. After reading, discuss the story. Show students one of the illustrations,	1. Teacher reviews the story by asking them to recall the beginning, middle and end of the story. 2. Teacher writes the sentence "Come Little Chick" on the board. 3. Remind students that Broody Hen says this to Little Chick several times during the story. 4. Teacher writes, "I am too big for naps" on the board and ask students who says this in the story. 5. Teacher asks students to read the sentences on the board when she/he points to them as the story is read aloud 6. Teacher shows illustrations as it is read aloud. 7. After reading,	1. Teacher photocopies a picture of each, Little Chick and Broody Hen, from the book. Make enough copies for half the class to have little chick and the other half to have Broody Hen. 2. Demonstrate how to glue the picture onto the top half of a popsicle stick to make a simple puppet. 3. Pass out popsicle sticks and glue, then tell the students that half of them will receive Little Chick pictures and half will have Broody Hen pictures to glue on their popsicle sticks.	1. Teacher writes the following story summary frame on a sheet of chart paper so all students can see: Little Chick did not want to take a nap, so _____ but _____ so_____ 2. Ask students to think about what Little Chick did not want to do in the story. Write the correct response "take a nap" on the 1st blank line. 3. Continue filling in the blanks with correct responses to the following: *So, what did Little Chick do?* *But after awhile at the pond, what did she think?* *So what did Little*	1. Review and re-re-read the story summary and illustrations. Directions for **summative assessment**: 2. The teacher holds up story paper and asks students to draw a picture of a scene from the student in which Little Chick is doing something. Be sure to show where Little Chick is during the event. 3. The teacher points to the lines on the paper and tells students to write about their picture or raise their hand and one of the adults will write it

	for example, a scene at the pond. 4. The teacher asks, *Who are the characters in the story?* *What are some of the events in the story?* *Where did some of the events take place?* 5. Lead a discussion about a time what students did when they didn't want to take a nap. (Text-self connection)	review the concepts of character, event and setting (who, what, where) while showing 2 or 3 illustrations.	4. As the teacher reads the story, students with Little Chick "puppets" will act out what Little Chick does and says in the story and those with Broody Hen, will act out what she does and says. 5. After reading, the teacher asks students to share their favorite character, setting, and event.	*Chick do next?* 4. Place copies of the story illustrations next to each of the parts of the story summarized. 5. Teacher asks students to read the summary as she/he points to the words. 6. Ask students to get out their character puppets and pair up students so that one has Little Chick and the other student has Broody Hen. 7. Teacher directs the students to use their puppets to act out the events summarized.	down for them. 4. Remind students to answer <u>who, what, and where</u> when they tell or write about their picture. 4. Ask students to work alone quietly. 5. The teacher and volunteers should pass out coloring sheets or another quiet activity when students are finished with the assessment.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	1. Students preview the book with the teacher's guidance and make predictions about the story. 2. Students listen as the teacher reads the story aloud and respond to questions. 3. Students view the illustrations and think about who, what, and where questions asked by the teacher. 4. Students talk about a time when they didn't want to take a nap.	1. Students recall and discuss the beginning, middle and end of the story. 2. Students watch as the teacher writes two short sentences on the board. 3. Students read each sentence with teacher's guidance. 4. Students join in while the teacher reads aloud by reading the appropriate sentence as the teacher points and the character "speaks." 5. Students view story illustrations and discuss who is in the picture, what is happening, and where it takes place.	1. Students listen to the directions about how to make a popsicle stick puppet. 2. Students make their puppets. 3. Students form two groups: one group has Little Chick puppets and the other has Broody Hen. 4. Students act out the events in the story as the teacher reads the story aloud. 5. Students return to their desks, put away their puppets and discuss their favorite characters, events, and settings.	1. Students respond to the teacher's questions and watch as she/he writes on large chart paper. 2. Students read the story summary written on the chart paper with guidance from the teacher. 3. Students watch as the teacher places illustrations from the story next to each event summarized. 4. Student's get out their character puppets and get into pairs as the teacher directs. 5. Pairs of students act out the events written and illustrated on the chart paper summary.	1. Students listen to directions. 2. Students draw a picture of an event in the story with Little Chick in a particular setting. 3. Some students are able to write about their drawings, and other will need to dictate their thoughts. 4. Students work independently and quietly.

Summative Assessment – Kindergarten

1. Given story paper, students will be able to draw Little Chick in a setting based on an event from the story "Little Chick's Big Day" by Mary Kwitz DeBall.
2. On the lines below the drawing, students will be able to use oral language to dictate, or independently write words to demonstrate what they know about Little Chick in the setting and event that they drew.
3. Their ability to express understanding of the character, event, and setting will be assessed using the following checklist.

Understanding Story Elements Checklist (Kindergarten)

Student_____ **Date**_____

	Not Yet	Developing	Proficient
Student demonstrates understanding of the character, setting and event through drawing.			
Student demonstrates understanding of the character, setting and event through oral language dictation.			
Student demonstrates understanding of the character, setting and event by independently writing words.			

In the 4th quarter of the school year, Kindergarten students are expected to be:

- Proficient in their ability to draw and use oral language to dictate their understanding of character, setting and event.
- Developing in their ability to write words explaining their understanding of character setting and event.