Grade Level	KG	**Content Area**	**English Language Arts-Writing—*Writing Reports***
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4-6wks	**Time of Year**	January-February (Spring)
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Experience the impressionistic story of the coming of life to earth • Able to sit in a small group presentation without being bothersome • Understanding the concept of a "unit" such as a specific quantity or measure • Prior knowledge in subject areas such as reading and writing (explanatory/informational/persuasive) • Prior lessons in the parts of a composition (writing)		
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.*	**From the Whole to its Parts** The impressionistic lesson The Story of Life presents the coming of life to our planet, and provides the initial platform for jumping off into a variety of related topics—botany, zoology, classification system--the whole to its parts. In this order the students are provided the context into which they can start to ***formulate their own questions, focus the direction of their research, and organize their thoughts.*** The Montessori curriculum revolves around students practicing essential skills and strategies necessary to become a successful life-long learner--learning about how we learn. Using concrete models and structures (i.e., 3 part card materials, time line structures, classification cards, etc.) that have been presented as well as practiced, the students begin to design their own time lines, and begin to compose & publish "mini researches" and other compositions. The Kindergartener is at the beginning (emerging skills) of this learning process, which means they are at the most precise level for instruction and practice. Students at this level require considerable modeling, prompting and assistance throughout the complete process including, navigating through non fictional texts and other printed resources; production & distribution of various writing & compositions; researching to build & present knowledge; and experiencing a variety of writing genres, both fiction and non-fiction. **Biology** is presented within our "cultural" framework which includes the all sciences, geography, social studies, art, music and drama. ELA and math skills are developed and strengthened within each of these areas. **Etymology & Nomenclature Studies** Etymological knowledge (vocabulary) is a critical component of developing language literacy. Vocabulary skills not only enrich and strengthen fluency and comprehension in reading and writing, they provide deeper access to and understanding in the cultural areas of study, such as biology. At the elementary level, vocabulary studies ("nomenclature") are presented within the cultural context of the present group of students. Unlike the pre-school child who unconsciously "absorbs" vocabulary, the elementary child is "delicate" to the historical roots and significance of words. Content-specific nomenclature is presented and taught all of the time, especially during shared reading experiences on		

	focused topics of study. **CURRICULAR SAMPLE** ***Overview*** This lesson provides three types of reports that can be written and shared by kindergarten students. These reports allow young students to see themselves as writers with important information to share with others. In the first report, students report what they've learned about an apple using all five senses by completing a simple report form. In the second activity, they explore a variety of nonfiction media about animals of their choice. After they write journal pages recording simple information about the animals, completed pages are compiled into a booklet, and students create clay representations of their selected animals. In the final report, students use facts they have researched to create and share original "Who Am I?" cards about their selected animal. ***Student Objectives*** With prompting and support students will ▪ *participate in research & compose informative/explanatory texts* ▪ *record their discoveries using a combination of drawing, dictating, and writing* ▪ *share their research (reports) with others*
Standard Number and Description *List the Number* and full description for the required Standard.*	**K.W.2** Grade: K Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory 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.*	The *Animal Inquiry* interactive is a versatile tool that can enhance student inquiry in research at the elementary level. The graphic organizer invites students to explore four facets of animals (basic facts, animal babies, interaction with others, and habitats). The possibilities for extensions or adaptations, moreover, make this a nice complement to "inquiry-based" projects. The follow-up writing prompts can be used to organize research questions and/or topics as well as to record findings & details. After completing individual sections or the entire organizer, students have the ability to print out their final versions for feedback, further revision, and assessment. The cumulative activity for this curricular sample is to have students use facts they have researched to compose and share original "Who Am I?" cards about their selected animal. These are assessed using the Kinder CSS Writing Assessment Checklist. Students are also taught to self-assess through the use of a rubric. The student and the teacher conference together to score the rubric.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points*	Kinder CSS Writing Assessment Checklist items are scored using the following KEY: 1=Skill is Emerging 2=Practicing & Developing Skill

are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable	3=Skill Proficient & Mastered Skills are teacher-assessed and points are assigned to the skill range identified on the checklists. Mastery is assessed as part of the overall standards for success for the *Text Types & Purposes* cluster of the Writing CCS. For the purpose of this sample, mastery for the W.2 standard is achieved when the student scores a 3 on a minimum of 3 writing samples assessed: ✓ *The student uses a combination of drawing, dictating, and writing to compose informative/explanatory text about: (Selected animal)* ✓ *The student names/identifies the animal they are writing about.* ✓ *The student supplies several relative facts or details about their chosen animal.* ✓ *The student provides sense of closure, "Who Am I?"*
Materials/Resources Needed	Montessori 3 part cards for animals of 5 Kingdoms Montessori first knowledge cards for animals—"Who Am I?" cards **Report 1: Documentation of a Science Exploration** ➢ ***Example: An Apple Report*** Each student will need to bring an apple from home, or the teacher should provide each child with an apple to examine and work with. Wooden centimeter cubes Balances String and scissors Apple report forms Pencils, colored pencils, markers, crayons Books to enrich this project might include ▪ •*The Apple Pie Tree by Zoe Hall* ▪ •*Pick Me An Apple! From Seed to Tree by Shelly Rotner* ▪ •*An Apple a Day by Melvin Berger* ▪ •*Growing Apples and Pumpkins by Amy and Richard Hutchings* ▪ •*The Seasons of Arnold's Apple Tree by Gail Gibbons* ▪ •*Johnny Appleseed by Madeline Olsen* ▪ •*I Am an Apple by Jean Marzollo* Bookmarked Websites (teacher needs to have this done prior to lessons) **Report 2: Picture Journaling** ➢ ***Example: An Animal Report*** A rich variety of nonfiction picture books about many different animals. Such books might include the following: ▪ •My Big Big Book of Animals by Barbara Taylor ▪ •My First Book of Nature: How Living Things Grow by Dwight Kuhn ▪ •My First Book of Animals: From A to Z—More than 150 Animals Every Child Should Know by Christopher Egan, Lorraine Hopping Egan, Thomas Campbell Jackson, and Diane Molleson ▪ •ZooBooks published by Wildlife Education, Ltd.

	▪ •Scholastic's Rookie Read-About Science sets ▪ •Books from the Life Cycles Set or the World of Animals Set published by Newbridge ▪ •First Discovery Books published by Scholastic ▪ •What's Inside? Books published by Scholastic ▪ •First Facts Books published by KidsBooks Incorporated ▪ •The Magic School Bus series of books by Joanna Cole ▪ •Reading Discovery Books by Carolyn MacLulich published by Scholastic ▪ •The Milk Makers by Gail Gibbon ▪ •Science for Emergent Readers series from Scholastic Videos/DVD's about animals, such as the following: ▪ •*Nature Series videos, especially the "A First Look" series distributed by Diamond Entertainment Corporation* ▪ •*National Geographic Kids video series, especially the "Really Wild Animals" sets narrated by Dudley Moore* Bookmarked Websites about animals Student copies *Animal Inquiry Map* General writing supplies (pencils, markers, crayons, colored pencils, etc.) Clay A chart tablet and marker **Journals:** one per student developed from the questions the children decide their reports should answer. (Make extra copies of each page for children that want to revise their first attempts.) One writing file folder per student during the drafting and writing process. **Report 3: *Who Am I?* (riddle) Writing Combined with Art Productions** ➢ ***Example: Turning Animal Reports into Who Am I? cards (riddles)*** A rich variety of nonfiction picture books about many different animals Videos about animals Bookmarked Websites about animals Blank sheets of paper to take notes 9 X 12 inch sheets of construction paper in a variety of colors Art supplies: markers, paint, clay, construction paper in an assortment of colors, tissue paper, etc. Computer for word processing, printer, and paper Upper grade study buddies Riddle Books, such as the following: ▪ •Animal Q & A: Whose Baby Am I? by Shirley Greenway ▪ •Where Am I?: Learning Riddles by Peter Ziebel ▪ •It Begins with an A by Stephanie Calmenson ▪ •What Am I? by N. N. Charles ▪ •Set 1: Little Riddles by Educational Insights: riddle cards with 4 clues and the pictured answer on the back

* ***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**
Lessons 1 -2 **REPORT 1:** Documentation of a Science Exploration	Students may work alone, in pairs, or in small groups to do their explorations and record their findings for this report. Each student will need an apple and a copy of the report form. Read through & review the reporting form with the students. Refer to the *Five Senses Chart* to review how we learn about things through our five senses. They will be using all five senses: seeing the apple, touching (and measuring the apple), smelling it, tasting it, and hearing the crunch as they bite into it. They will record the color they see and a picture of the apple, the measurements they take, and the way the apple tastes. Using the *Vermont Apples Website*, have students try to identify their apples by variety. Students report their discoveries by sharing their reports with other members of the class, with other people in your school, and with their parents when they take their reports home.	Related follow up work with laying out 3 part cards for animals Individually or with a partner, read & solve Who Am I? cards Browse class resource library for books about animals of interest Have choices of other fruits or vegetables for students to document and explore in the same manner as the lesson. Students can complete the report form. Hold "mini fairs" for students to share their science explorations with 1st & 2nd graders.
Lessons 2-5 **REPORT 2:** **Picture Journaling**	Introduce your students to the nonfiction picture books you have assembled. Take picture walks through a sample of the books you have collected. Encourage the students to browse through the books to decide what animal they wish to choose for further research as the topic of their reports. Assemble the children around the chart tablet labeled: *What We Wonder About and Want to Know About Animals*. Brainstorm with the children some things that they want to learn about their animals. Then star the items that are general enough to include all of the chosen animals that will be researched. The list typically includes: what the animal looks like, what it looked like when it was a baby, where its home is, and what it eats. Prepare journal pages to address those topics. Use the pictures and page numbers so students can make connections between themselves and their animals. For instance on a sheet labeled "My animal lives ____" include a picture of a house with the written information. If the animal's shelter is distinct enough, can include a picture of the animal's house with written information. Once each child has chosen several books, arrange for upper grade study buddies to come and read to your students. Two 20-minute periods usually work best. Then have students draw and write about what they learned on their journals pages. Encourage them to write about what they have drawn. (Children may dictate, label, or write about their pictures.)	Students share their reports with one another, other classes, their parents during conferences or an open house, and/or at an educational fair. Field trip to public library to collect additional books for research. Home extension: have parents assist their children in assembling additional information to add to their research. Students browse bookmarked websites for more about their selected animals. Art extension: Students make a clay representation of their animals.

	Have the computer center set up with the bookmarked Websites about animals. As students complete the pages of their reports, they add them to their file folders. When all pages are completed, each student's journal is stapled together into a booklet. Return to your chart: *What We Wonder About and Want to Know About Animals*. Have students share informally what they learned from their research and record in a section entitled: *What We Learned About Animals*. Encourage students to dialogue and do some comparing and contrasting of their chosen animals.	
3 **REPORT 3:** ***Who Am I?—*** **Riddle Writing Combined with Art Productions**	Introduce your students to the nonfiction picture books you have assembled. Take picture walks through a sample of the books you have collected. Encourge the students to browse through the books to decide what animal they wish to choose for further research as the topic of their reports. Once an animal has been chosen, the students need time to research their animals. It may be helpful to meet with upper-grade study buddies to help the kindergartners read their books, review computer sites, or view videos about their animals. The students should be directed to find 3-5 interesting facts about their animals. They may record what they learn on blank sheets of paper. Introduce the riddle books and review a few of the Montessori First Knowledge of Animals cards. Discuss what makes good clues: giving you enough information to allow others to make a good guess without telling them the answer. Model writing clues about animals (Choose an animal no one has chosen to model). Practice writing clues & riddles as a group. Direct the children to look at their animal journals or the information they have collected about their animals and think about the clues they want to use in their own riddles. The children share their clues with one another. Some of the students may discover that their clues are too general. They should be encouraged to revise their clues and print out new ones. They may also try these out on friends to see if they are better. When everyone has their list of clues typed in large print on 9 X 5 inch sheets of computer paper, assemble the riddles:	Meet with one student at a time at the computer for mini-writing process conferences. They dictate their clues while you type them and print them out. Culminating activity: Organize an “educational fair” where students can display and share their journal booklets, clay sculptures and Who Am I? riddles with elder students and/or parents.

	Each student chooses a 9 X 12 inch of colored construction paper and folds it in half in a hamburger fold (9 X 6). Glue their clues on the front side (fold is at the top). Open the card and have the students draw a picture of their animal inside. Each student should label the picture with the animal's name. Each student then makes an art production of their animal using any of the supplies listed above. Remind them to make their pictures look as much like their animal as possible. Display these riddles. Surround the riddles with the art productions, but do not put the riddles beside their matching art. Other students can try to solve the riddle and can flip open the card to check their answer with the matching art & animal's name. **Examples of Animal *Who Am I?* Cards** My animal is a pet that lives in a house with us and sleeps in a basket. Its babies are called kittens, and they drink milk from their mother. They are born alive from their mother's body. It eats special food we buy for it, but once it caught and ate a mouse. It needs shots and goes to the vet when it is sick. ***Who Am I?*** My animal lives on a farm. Its babies are called calves. It eats grass in the pasture when the weather is nice, but lives in the barn and eats grain and hay in the winter. It gives milk that the farmer sells to the dairy. When the milk leaves the dairy, it goes to stores so we can buy it and take it home. ***Who Am I?***	

Summative Assessment:

Kinder--Writing CCS Assessment
Student:
Date:
Unit/Lesson: Guided Writing—*Writing Reports*
Student Sample Description: "Who Am I?" cards/Animals

KEY: 1=Emerging 2=Practicing & Developing 3=Proficiency & Mastery	
Text Types and Purposes	**RATING**
1. The student uses a combination of drawing, dictating, and writing to compose ***informative/explanatory text*** *about: __(Selected animal)_*	
2. The student names/identifies the animal they are writing about.	
3. The student supplies several relative facts or details about their chosen animal.	
4. The student provides sense of closure, "Who Am I?"	
Production and Distribution of Writing	
5. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
6. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose.	
7. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
8. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Research to Build and Present Knowledge	
9. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
10. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
K.W.9 (Begins in grade 4)	
Range of Writing	
K.W.10 (Begins in grade 3)	
Observation Notes:	**TOTAL**

Answer Key/Scoring Rubric: N/A—including in summative checklist above