Grade Level	**Kindergarten**	**Content Area**	**Writing**
Course Title (grades 9-12 Only)			
Length of Unit	**4 days**	**Time of Year**	**2nd 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 recognize and form letters and understand sequence. They have demonstrated mastery of AZ 2010 ELA standards K.RI.1-3.		
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 following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to K.W.2. (2) Direct Instruction: teacher-led and driven instruction. (3) Instruction in Small Class Size: 20-1 student-teacher ratio. (4) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (5) Differentiated Instruction: small group or one-on-one differentiated instruction used with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; accessing prior knowledge; visual aids, visual presentations).		
Standard Number and Description	**K.W.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.*	Students will demonstrate synthesis of informative/explanatory text by using a combination of drawing, dictating, and writing to create a book about the first Thanksgiving; in this book they will record important and interesting information about this event.		
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.*	Using the Thanksgiving Book Scoring Rubric, Mastery: 80%. Grading Scale: 12 points possible. 11-12 points = Exceeds the Standard, 9-10 points = Meets Standard. Mastery: 80%, 7-8 points = Approaches Standard, 0-6 points = Falls Below Standard		
Materials/Resources Needed	Pencils, crayons, markers for each student/table, and chart paper and markers for the teacher. Books: *Pilgrim's First Thanksgiving* by Ann McGovern and Elroy Freem, and *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* by Kate Waters, *The Story of the Pilgrims"* by H.L. Ross, *The Story of Thanksgiving* by Nancy Skarmeas, *The First Thanksgiving Feast* by Joan Anderson Scoring Rubric.		

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective ─ Students use drawing, writing, and dictating to create information about Early Americans.** • Explain to students they will learn about Early Americans. • To help students access prior learning, the teacher begins the discussion about Early Americans, using chart paper to create a KWL chart. Begin discussion by asking what they **K**now about Early Americans. Record student answers on the chart, to be accessed later in the lesson. • Now, discuss what they **W**onder/want to know about. Record student answers. • Discuss who the Early Americans were. Where did they come from? *(England*) Why did they leave England? *(King/religious)* • Read *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl.* The teacher will guide students through the text structure noticing illustrations and genre represented by the text in order to familiarize them with the way information is presented. • Once the text is finished being read, the teacher will ask students to tell the subject of the book. Lead the conversation to the question, "Does the title of the book help you know what the book is about?" • Ask students for some important ideas they learned from *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl.* Record these ideas on chart paper. • Next read *Samuel Eaton's* Day: *A Day in the Life of a Pilgrim Boy* • Repeat the process by guiding students through the text structure noticing illustrations represented by the text. Again lead the conversation to the question, "Does the title of the book help you know what the book is about?" • Guide the discussion around important ideas told by the author and record these on the chart paper. • Give each child two pieces of paper, and at their tables provide	• Students contribute to discussion about early Americans. • Students listen to the reading of *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl* and *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*. • Following the teacher's guidance, students discuss the important and interesting ideas learned from the text. • Students create a "hamburger" book with a title page and 5 "inside" pages for writing about Early Americans.

	pencils, crayons, markers. Show the students how to fold their papers in half ("hamburger" style). Ask them to write their name at the bottom of the first page. Then, in the middle of the first page write the words Early Americans. Demonstrate for the students so they know exactly what to do. • Explain how their book has 5 inside pages, where they will begin to record important ideas they learn from books we read the next few days. • Direct them to choose two ideas from the readings to write or draw on page 1 and 2 of their book. (for clarification, teacher's sample must show numbered pages) • While the students work, circle the room to ask each student to explain the choices made in their picture, based upon their familiarity with the subject. • Use formative assessments to identify at-risk students, and provide them with small groups or one-on-one differentiated instruction with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).	
2	**Day 2: Objective ─ Students use drawing, writing, and dictating to create information about Plymouth Rock, the Mayflower, and the life of Pilgrims** • Review KWL from previous day. Should they add anything? • To help them recall the readings from the previous lesson and connect it to their own lives, discuss what happened after the Pilgrims landed at Plymouth Rock. Do the students think life was easy? What could have been difficult? How would it be different from today? • Discuss what life was like for the Pilgrims in America. Was it different than life was in England? • Read: *The Story of the Pilgrims* by H.L. Ross, using guided reading strategies to help students identify the main point on each page. • Once the text is finished being read, the teacher will ask students	• Students contribute to discussion about the life of early Pilgrims in America and consider how life is different today. • Students listen to the reading of: "*The Story of the Pilgrims.*" • Students discuss with the teacher, important and interesting ideas from the reading. • Students complete pages 3 and 4 in their Early American book.

	to tell the subject of the book. Lead the conversation to the question, "Does the title of the book help you know what the book is about?" • Ask, "What were some important or interesting ideas the author shared about pilgrims' lives?" Record these on the chart paper. • Next, guide students in completing page 3 and 4 of their Early American book. • While the students work, circle the room to ask each student to explain the choices made in their picture, based upon their familiarity with the subject. • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools such as demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations.	
3	**Day 3: Objective ─ Students use drawing, writing, and dictating to create information about the duties of the Pilgrim men, women, and children** • Using the guided reading strategies from the previous lessons, discuss the duties of men and women. Do the students have duties/chores at home? What are they? • Discuss that the Pilgrims had certain duties everyday so that things could work smoothly. • Discuss pilgrim women, men, and children duties/chores. • Reread: *The Story of the Pilgrims* by H.L. Ross. • Once the text is finished being read, the teacher will ask students guide students and complete page 5 in the book. Remind students to label their drawings. • While the students work, circle the room and ask each student to explain the choices made in their picture, based upon their familiarity with the subject. • When students are finished with their booklet on Early Americans, tell them to share their book with a partner by telling the subject of the book, the title of the book, and explaining	• Students listen to the second reading of *The Story of the Pilgrims.* • Students contribute to discussion. • Students complete page 5 in their Early American book. When completed, students share with each other by telling the main idea, the title, and an explanation of the information found on each page of the book. • Books are displayed in the room upon completion.

	information they provided through words and illustrations on each page. • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).	
4	**Day 4: Objective ─ Summative Assessment.** **Students will demonstrate synthesis of informative/explanatory text by using a combination of drawing, dictating, and writing to create a book about the first Thanksgiving; in this book they will record important and interesting information about this event.** **•The summative assessment is separate from instruction, and it assesses individual, unassisted students.** • Explain to students that today they will work independently to create a new book based on the first Thanksgiving; and this book will be used for their summative assessment. • Read: "*Pilgrim's First Thanksgiving* by Ann McGovern and Elroy Freem. In this book, the Pilgrims and Native Americans came together for 3 days to celebrate their blessings. • Then read: "*The First Thanksgiving Feast*" by Joan Anderson; and as always, make sure students can look at the pictures, as this book has photos of a reenactment. • Provide the necessary materials to students so that they can create their 5-page "hamburger" book about the first Thanksgiving. • Review the following assessment directions (written on the board): 1) Put your name and the title of your book on the first page 2) On each "inside" page of your book, draw or write one idea you learned about the first Thanksgiving 3) Your book has 5 inside pages, so you must have 5 total	• Students listen to the reading of "*Pilgrim's First Thanksgiving"* and "*The First Thanksgiving Feast*. • Each student independently creates a book on the first Thanksgiving where he/she records important and interesting ideas about this event. **• Summative Assessment:** Each student's Thanksgiving Book will be scored using the scoring rubric.

	ideas about the first Thanksgiving. 4) You will share your book with the teacher when you are finished. • Give students time to work independently on their project. Afterwards, go around the room to record and if necessary listen to student as they explain the information in their books. **Summative Assessment:** The Thanksgiving booklet will be scored using the scoring rubric.	

Summative Assessment

K.W.2 Students will demonstrate synthesis of informative/explanatory text by using a combination of drawing, dictating, and writing to create a book about the first Thanksgiving; in this book they will record important and interesting information about this event.

Student Name _____

	1	2	3	Total
1. Student names what they are writing about.	Student is not clear about the topic of the writing, drawing or dictating.	Student is somewhat clear or only slightly confused when asked about the topic.	Student clearly knows the topic of the text they are drawing, dictating, and writing about.	
2. Student uses writing to supply information for the text.	Student did not fill in blanks, or only filled in a few letters.	Student attempted to fill in each blank but he/she may be missing letters.	Student correctly filled in each blank.	
3. Student uses pictures to supply information for the text.	Student did not draw pictures, or drew pictures that did not correlate with the page.	Student drew no or few added details.	Student drew pictures on each page to add correct details.	
Total points: Score:				

Grading Scale: 9 points possible
8-9 points = Exceeds the Standard
6-7 points = Meets Standard. Mastery: 80%.
4-5 points = Approaches Standard
0-3 points = Falls Below Standard