Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
KG	**English Language Arts-Writing**		It's All About Me

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons	First Quarter	Organize, relate, and analyze information verbally, use various art tools and techniques to complete drawing and writing projects. Letter to sound knowledge.

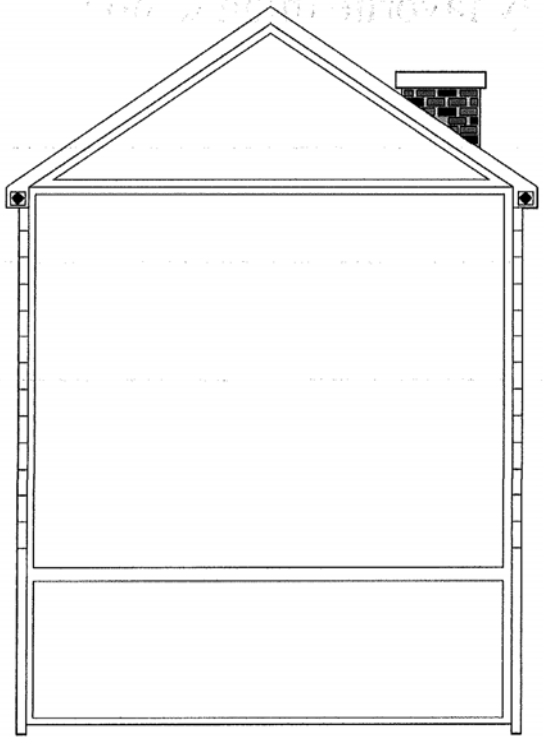
Unit Description: Use of descriptive vocabulary and pictures to convey information about self and others.

Standards: Common Core State Standards for ELA	**Strand:** Writing Standards **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 *In addition to the description, include a copy of the summative assessment in the application package.*	Students will construct a "letter home" by using markers, stamps, pens, and pencils.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Letter Home Scoring Rubric will be used to score the summative assessment. Maximum score is 12. Students must score at least 10 points to demonstrate 80% mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Bullard, Lisa, and Brandon Reibeling. Marvelous Me: inside and out. Minneapolis, MN: Picture Window, 2003. Print. Harrison, David L., and Rob Shepperson. Vacation: We're Going to the Ocean : Poems. Honesdale, PA: Wordsong, 2009. Print. Soft nerf balls, whiteboard, copy of house, pictures, chart of questions, Writing Journals, Crayons, Markers, Pencils, Name-Dot Tracing, Paper, Magnetic Letters, ABC Letter stamps, crayons, envelopes, paper people cut-outs.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline Each lesson is expected to take approximately 45 minutes	**Getting to Know You** *Key Vocabulary*: family, parents, siblings, hobby Learning Context: Large group setting and class discussion. Materials: "Talking Ball" 1-3 soft Nerf balls. Whiteboard, print-out of house Objective: 1) Identify own written name. 2) Verbally relate two personal facts about family and/or hobbies. Introduction: Teacher will introduce self and identify name on board. Teacher will tell 2 personal facts about her own family and hobbies. The teacher will introduce a "talking ball" which will be passed to students when it is his or her turn to share. Instruction and Practice: Teacher will pass 1-3 talking balls (depending	**Marvelous Me** *Key Vocabulary:* favorites, feelings, name, pet, brothers, sisters Learning Context: Large group setting and class discussion for introduction to lesson and reading. Following large group discussion, children will be broken up into pairs. Materials: *Marvelous Me: Inside and Out*, chart of questions, paper people cut-outs, crayons Objective: 1) Student will be able to cooperatively interact with a peer in order to ask and gain new information. 2) Student will draw pictures that convey meaning. Introduction: Teacher will read "Marvelous Me: Inside and Out" to the class. The teacher will draw attention to key	**Vacations!** *Key vocabulary:* journal, vacation, trip, travel Learning Context: Large group setting for reading, individual writing for journals Materials: Writing Journals, "Vacation: We're Going to the Ocean" Crayons, pencils Objective: 1) Draw a picture with imitative text, letters, or recognizable words to convey meaning. Introduction: Teacher will read "Vacation: We're Going to the Ocean". She will ask open ended questions to the class such as "How did they get there?" "What did she do?" "Why did she look so happy?" Instruction and Practice: The teacher will provide each child with a writing	**What's My Name?** *Key vocabulary:* alphabet, trace, first and last name, letter sounds Learning context: Large group setting around whiteboard, individual work for journals Materials: Name dot tracing and paper. Magnetic letters. Objective: 1) Write own name on personal work. Introduction: The teacher will initiate large group discussion on names. Key questions: Why do we have names? What do they mean? Can you name a friend, pet, or family member? Instruction: The teacher will use cues and models to assist students in identifying the sounds and letters of their names. The teacher will monitor students for pencil grasp	**Letters Home** *Key Vocabulary:* letter, send, mail, envelope, stamp Learning Context: In a large group, the teacher will ask the students leading questions about giving and receiving written letters. Materials: papers, ABC letter stamps, crayons, envelopes Objective: 1) The student will use letter stamps to stamp his or her name 2) The students will use letter stamps to form imitative sentences or real words to convey meaning from left to right in horizontal text. Introduction: The teacher will show and read the class a letter or postcard he or she has received. The teacher will point out where the letter shows who it is to and who it is from.

	on class size) to students. The teacher will provide cues and picture models (of vocabulary words) to encourage the students to share. During discussion, the teacher will draw attention to key vocabulary words written on the white board such as “family” “parents” “mother” “father” “sibling” “hobby”. At the end of the discussion, teacher invites students to find their house (identify their name) and take it to table for activity.	vocabulary, feelings, and pictures. Instruction and Practice: Following reading, the teacher will model questions to ask someone to get to know them using a chart: “What is your name?” “Do you have a pet?” “How many brothers do you have?” Etc. She will then separate the class in pairs of two and provide people cut-outs for each child. The teacher will ask the pairs to find out as much about each other as possible (refer to chart of questions) and draw pictures about their partner on the paper cut out. Be prepared to share. Advanced students may write words as well.	and drawing page. She will provide a “word bank” on the board of methods of travel (airplane, car, cruise ship) paired with a picture. Students are to complete the page and be ready to share.	and letter orientation while students copy their names. .	Instruction and Practice: The teacher will provide letter stamps, papers, and envelopes at each table. 1) The student will use letter stamps to stamp his or her name 2) The students will use letter stamps to form imitative sentences or real words to convey meaning from left to right in horizontal text. While students are working, the teacher will check for letter to sound approximation. .

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	When the ball is passed, the student will be asked to find his or her "house" posted on the board with his or her name. The student will be prompted with letter and sound names if unable to locate name. The student will be asked to share something about his/her family or favorite things to do. Review and Assessment Activity: After large group discussion, the student will take his or her house with name printed on it from the board for table groups. Students are to draw a picture of family members in the house. On back, they are to complete the sentence: My favorite thing to do is_____ and illustrate. Teacher will monitor as students work.	Instruction and Practice: The students will be instructed to make the paper person resemble their partner. The paper person should have pictures about their partner. Review and Assessment: The class will form a large group and the teacher will select pairs to share what they learned about each other with the class.	Instruction and practice: Students will select pictures of the method of travel used for a previous vacation, using a word bank. The student will draw a picture of his/her favorite vacation and will copy the word that matches the mode of travel to or from the vacation.. Review and Assessment: As a large group, the students will share pictures. The teacher will draw attention to the travel words and ask students to identify the initial sound of each word.	Instruction and practice: The students come to the white board and see if they can make the first sound of their name. The teacher will prompt them to find the letter that makes the same sound. Review and Assessment: The students will return to their seats and will be provided a dot trace of their first and last name. The paper will also have space for writing name without dot traces.	Instruction and practice: The students will write a letter home using the stamps and drawings about one favorite activity that school day. The students will use pictures and text to convey meaning. Review and Assessment: The students will address the envelope by stamping his or her name in a "FROM" box and the recipient's name in a "TO" box.



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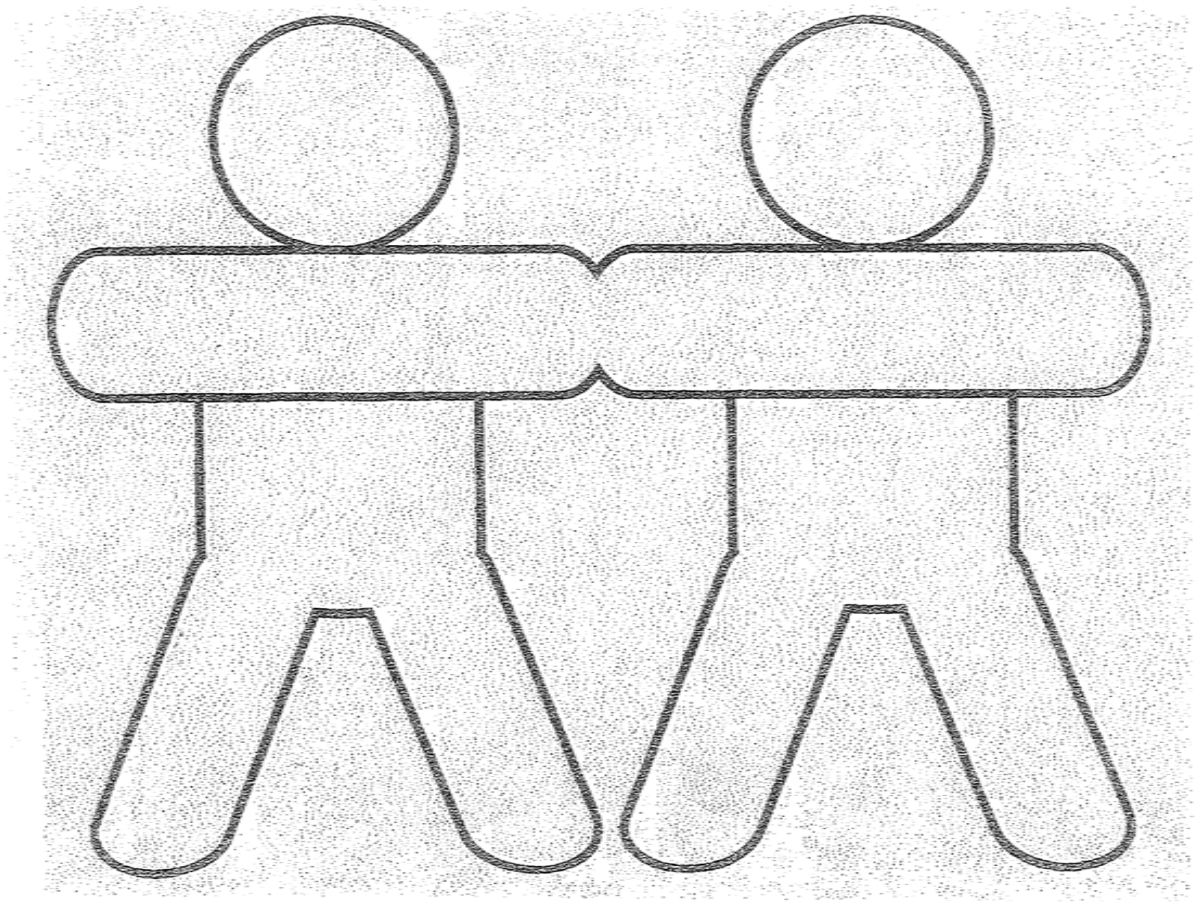
My favorite thing to do is

_____

_____

_____



Summative Assessment: The students will write a letter home using the stamps and drawings about one favorite activity that school day. The students will use pictures and text to convey meaning.

Letter Home Scoring Rubric				
	1	2	3	4
Organization	Student did not use imitative text or real words to convey meaning.	Student uses imitative text at random and does not connect writing or pictures to meaning.	Student uses imitative text or real words to convey meaning. Text is not orientated from left to right.	Student uses imitative text or real words to convey meaning. Text is orientated from left to right.
Spelling	Student was unable to identify letters for initial sounds of words and names.	Student was able to identify only the initial sound or letter of his/her name but not the name of the recipient.	Student was able to identify the letter for initial sounds of his/her name and that of the recipient.	Student was able to identify the letter for initial sounds of his/her name and that of the recipient. Student attempted initial sounds for other words.
Illustration	The illustration has no connection to topic.	The picture minimally represents the topic.	The picture represents the topic clearly.	The picture represents the topic clearly and enhances/supports the material.