**Kalvels’ EDTC 602 Backward Design Unit**

**Unit Title:** Animals and their Needs **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Your Name:** Julie Kalvels

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**Context Map:** You will begin to analyze the barriers and challenges that may impact your planning. You will identify the external forces, the stakeholders, and the impact the external forces and stakeholders represent.

***External Forces:* *What are the economic, political, social, environmental, and technological forces or trends that impact your work?***

***Economic*:** I would like to purchase iPads, reading and math subscriptions, non-fiction books and other technologies for the classroom. In our classroom we get $300 dollars a year to spend. This money goes towards supplies, literacy centers and other educational needs for me room. There are so many more items I would love to have, but money is a factor!

***Political*:** How much money our school gets from the state and federal government is determined by political leaders. This impacts what I am able to purchase in my classroom.

***Social*:** Social media and the internet impacts how I communicate with my parents on what we are doing in the classroom, for example, websites, newsletters and emails. All my parents have access to computers and emails on a daily basis, which makes communication easy, yet can be time consuming at the same time.

***Environmental*:** I teach in a fairly new school with a rapidly growing community of new parents and kids moving in each year. In the next year or two there will be a need for redistricting neighborhoods and schools. This impacts our schools current population. Because it is a new school I am fortunate to have lots of great technology including, 4 computers, SMARTboard, document camera, and a whole room microphone system.

***Technological:*** Each year technology changes and the schools are trying to keep up. Technology is changing the way we access information and the way we teach our units in the classroom. New technology requires time and significant need for ongoing staff development training. This and the technology itself both costs money.

**Stakeholders*: What points of view do these stakeholders represent? What does each of these groups want you to do?***

***Community:*** Today’s students are the future community members. I think the community members around my school want to be involved and make an impact on the schools, but don’t know how they can help. I think they want teachers to try and involve them as much as possible. They want to be asked to come in and help teach particular skills. Community members vote for taxes and possible mill levy’s that effects what we do in the classroom. We need to invite them into our schools, so they can make informed decisions when asked to vote on important issues. They want their schools to have high test scores, win awards and be known in the community for their excellence!

***Teacher:*** As a teacher, I believe that all teachers truly want to inspire their kids to want to learn and grow on their own! Every teacher wants to reach every child at their level, no matter where that might be. I think teachers want other teachers to embrace 21century skills and change with the times. Schools are acquiring new technology at a fast rate. Teachers cannot still be teaching the way they were taught before the technology revolution. This impacts my classroom and how I teach all my lessons!

***Parents:***  Parents want you to love their child and give them individualized special attention. They want to be informed of their child’s progress throughout the year. They are part of the teaching team too- they want opportunities to be involved! Schooling does not start and stop at school; it is an ongoing process that started even before they started talking. Parents are my clients, I need to make them happy and make them feel that their voice is heard!

***Students:*** They want to have fun while learning. They want to learn, grow, laugh, play and foremost be liked by their friends. They have not known a world without technology. They want to use SMART boards, iPads and computers in the classroom. That’s what motivates them and allows them to have fun at school! When they graduate school they will not be writing on chalkboards, they will have an iPad.

***Policy Makers at the district level*:** They determine how and where money gets spent for our district. They determine our schools literacy and math programs. They determine what products are purchased the classroom for example mac vs. dell computers. They are in charge of offering different staff developments and helping their teachers to stay in tune with the best practices.

***Policy Makers at the state and federal level:*** They see the big pictures. They determine how much money goes to our school districts. They create the state content standards. They set the expectations for what we are supposed to teach at each grade level and the tests that we use to measure growth. For example, my children should be reading at a DRA 3 level when they leave Kindergarten. There is a new policy being enforced in the 2013-2014 school year called the Colorado READ Act that will effect my classroom. When the children enter Kindergarten if they are not tested at a certain level an Early Literacy Plan will have to be written on each child. Another job they have is to examine all policies to see if they enable innovation or restrict it.

***Technologists:*** They want teachers to embrace and feel comfortable using technology. They want to support teachers in their understanding of the 21st century skills. They want to help teachers realize the impact that technology can have in the classroom. It increases opportunities for interaction, expression and engagement. Information is not static, it’s fluid! The internet is fluid and allows us to access current information with a click of the mouse. This can enhance every classroom!

***Administrators at the site level:*** They are the building blocks of our school. They set the tone and expectations for our schools professional learning community. They want to get teachers, parents, student and administrators to collaborate and have everyone work together toward a common goal- educating our kids to make one years growth! They want teachers to plan, share knowledge, and evaluate student progress together with their team mates. They are supportive and encourage their teachers to think outside the box and push themselves to be the best that they can! They observe and evaluate their teachers and help talk about how they can grow and learn. They lead a committee which decides where technology fits into the building and what technologies go to each grade level.

***Administrators at the district level*:** Promote learning from all schools in the district. Collect data and compare and contrast what works and what needs to be improved upon. They have the big picture in mind. They make decisions and buy programs to save time and money throughout the district. For example, buying an online program to take attendance enter report card grades. They want me collect data in my classroom and submit end of the year progress on a spreadsheet, so they can compare scores amongst their schools.

***Forces That Impact: As you consider the external forces and the stakeholder points of view, what barriers are the most critical to overcome?***

I think the most critical barriers for me to overcome in my Kindergarten classroom are the economic factors, and administrators at the site and district level. Our school purchased two iPads to be used with the second grade teachers. So far they have been using them for themselves to help collect and record observational student data. No student apps have been purchased as of yet. I would like six iPads for the kids to use during center rotations. We teach handwriting, letter names and sounds and many more topics where there is an abundance of great apps that can be used in the classroom to support what is being taught. If I only had the money! Another barrier is time to administer all the required beginning, middle and end of the year tests. In Kindergarten the tests cannot be given as a group. The assessments involve 1:1 testing with each individual child. This takes lots of time away from instruction.

***Supports*: *As you consider the external forces and the stakeholder points of view, what supports are in place that will boost your work?***

Teachers, students, and the community will boost my work as I’m teaching my lesson. I have a community contact I will be using for a neat hands-on project to hatch chicks in incubators. An agricultural student from CSU will also be coming to talk about how to care for chicks teaching the kids a little about where food comes from and how it gets from farm to table. My Kindergarten colleagues and I will be collaborating together throughout the lessons and talking about what worked and what we would do differently next time. When teaching this unit I’m sure I will not get it right the first time, each time I teach I always seem to tweak and change little things to improve each lesson. My teacher colleagues will be more support system where we can bounce ideas off and improve the unit each time it is taught. The students will boost my work by just showing up with their eager smile and thirst for knowledge. They are what make my day every day!

**Theory of Action:** Now that you have an overview of the environment and stakeholders, you will develop a theory of action that will focus your unit or training. This theory of action will require you to gather and analyze your current state through data, visualize your desired state, and identify action steps to achieve your desired state.

***Audience*: *Who is the audience? Who will be participating in the unit?***

My unit will be designed for 20 Kindergarten students.

***Current State: Describe your current state using available data (quantitative and qualitative). Be sure to describe your current state in terms of achievement scores, State Content Standards, 21st Century Skills, NETS, and Workforce Readiness Skills. What does it currently look like, sound like, and feel like?***

I will be creating a science unit from our Core Knowledge curriculum entitled *Animals and their Needs*. This will be a cross curricular unit covering not only our core science standards, but also many reading and writing standards as well. I have a very high class this year. They are working above grade level in most areas of reading and writing. In terms of reading achievement scores they are supposed to be at a DRA level 3 at the end of the year. Mid-year testing indicated that 5 children were on grade level with a DRA 1 or 2 and 15 children exceed expectations with a DRA score between 3-16. I had 4 kids test at a DRA 16. This presents many challenges to my every day lessons. I must differentiate all my work stations (centers) each day to accommodate for my high level achievers and my lower level students. I am constantly pushing and teaching beyond our Kindergarten standards and hit many 1st grade standards as a result. For assessing writing in our school we use the six trait six point rubric for k-2 writers. Most of my class is currently at the Emerging or Developing stages of writing. This means they are attempting phonetic spelling, spell some high frequency words correctly, usually uses capitals and periods, and may have limited mix of upper and lower case letters. Through observation and past experiences when teaching science and social studies units my children know the basic knowledge of what I am teaching, but have a hard time answering the higher level questions connecting why things happen and looking at the bigger picture. Since we do not have standardized test scores in science, most of the data I collect is made by observations, asking questions and evaluating culminating projects. This occurs throughout each lesson and guides me in making informed decisions of where our learning needs to go.

***Desired State: Describe your desired state using the data you’ve analyzed for the current state. What is it that you will be working toward achieving? Again be sure to describe your desired state in terms of achievement scores, State Content Standards, 21st Century Skills, NETS, and Workforce Readiness Skills. What will the desired state look like, sound like, and feel like?***

The first half of this unit will consists of teaching the core science standards to what animals need to survive. Here are some of the standards that will be covered:

* Animals, like plants, need food, water, and space to live and grow.
* Plants make their own food, but animals get food from eating plants or other living things.
* Offspring are very much (but not exactly) like their parents.
* Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.
* Pets have special needs and must be cared for by their owners.

The second part will consist of the children using the knowledge they have learned, plus researching a little extra about a particular animal of their choice to create an animal research project. They will create a flip book by researching specific questions about a particular animal. They will use several resources to complete this research such as computers, conducting an interview, and looking at books in the library with their book buddies. The computer lab will be checked out to complete the online research. I will be creating a Webquest, which will allow me to put many children friendly links about animals in one area. I will give the instructions on how to explore the Webquest by typing and orally by creating a Voki. This will help differentiate for my low and high readers. Completing this project will allow them to further develop their reading and writing skills while at the same time learning about animals. I will grade the flip books using the six traits writing rubric and a rubric created by the children. Expectations are that everyone will be at the Developing stage. In guided reading groups the children will read books about many different kinds of animals. I will encourage them to use their reading strategies. Expectations will be that 100% of the class will be a DRA level 3 by the end of the year. I have three children who are receiving reading interventions 4 times a week. I expect them to continue growing and be on track to be a DRA 3 by the end of the year. If they were a DRA 3 already I expect them to make further leaps. I will periodically give running records to guide my instruction and teach and reteach strategies as they arise.

This unit will be enhanced even further by using technology! We will cover NETS standard number three, Research and information fluency. The students will get the opportunity to transfer their data onto slides which will then be put together to create a class PowerPoint teaching about animals and their needs.

My goal is for every student to be able to talk openly and teach others about what animals need to survive. This will be done through presenting their projects to each other and to their book buddies. I will test each child’s understanding further by giving a quiz using a set of classroom clickers and asking questions to the whole class. My expectations are that every child will score a 100% on the quiz!

***Theory of Action: What steps of action will you take to achieve your desired state? What will you do specifically?***

* They will be given many non-fiction books at their reading level to locate information. Books and poems will be read by the teacher and students not just during core time, but during literacy work stations as well.
* Vocabulary terms will be posted in the room and reviewed daily such as animal, habitat, environment, offspring and characteristics.
* As a whole class we will fill out a KWL chart to see what they know about animals, what they want to know about animals, and at the end we will write what we learned about animals.
* Bring in lots of pet care supplies like brushes, food dishes, leash, fish nets, cages, toys, food, etc. as well as some stuffed animals that match the care supplies. Display the supplies and ask the students what are all of these supplies used for. Talk about the ways we need to care for our pets. Bring out the stuffed animals and have a child match the animal to the proper care supplies. I will show the children some animal pet pictures on the SMART board. They will have to tell me how to care for each animal. For example, there will be a picture of a cat and I will ask “If you were visiting a friend’s house and you saw a cat, how should you treat the cat? After discussing many animals, they will each be given an animal to draw and write about how to care for it. This will be collected and made into a class book!
* Animal showcase: A parent letter will be sent out a week before I teach the unit asking parents if they would like to bring their pet into school. They would give a 10 minute presentation to the class introducing the pet, telling what it likes to eat, how you care for it, and possibly some tricks. The children can help with the presentation. This will help with public speaking and presentation skills. There will be a question and comments session at the end.
* We will watch 10 eggs hatch in our classroom and talk about how a chick’s mom cares for the eggs and young chicks once they hatch. This will allow the children to observe an animal firsthand and learn about their needs and the responsibility that is required in caring for a pet. This will lead into talking about other types of animals and what makes a good pet.
* Read the book “Chicken and Egg” by Christine Back. We will talk about what happens inside the egg by creating a lifecycle wheel showing pictures of Day 1 to Day 21. Each day we will be observing the eggs and talking about what’s happening inside, by looking back at the lifecycle wheel. They will also be keeping a chick journal where they can write their observations each day like good scientists do!
* An agricultural student from CSU will also be coming to talk about how to care for chicks teaching the kids a little about where food comes from and how it gets from farm to table
* We will play charades by acting out some animals in front of the class and see if people can guess what animal is being depicted. We will learn that animals have special characteristics that make them unique and that is how we are able to guess which animal the children mimic. Children will get a bag of lots of different types of animal pictures. In partners they must look at the animals and sort them according to a certain criteria. They must choose the criteria for example, animals that live on land vs. water. Animal that have wings or tails.
* Read the book “Wild Animals ABC: An Alphabet Book” by Michael Dahl. Talk about what animals the animals in the book needed to survive? Discussion will arrive to the fact that what animals need and what we need are the same! Food, water, air and shelter. Students will write about what animals need to survive and draw a picture.
* Read the book “Whose House Is This? A Look at Animal Homes-Webs, Nests, and Shells” by Elizabeth Gregoire. Have a discussion if they are the same or not. Why? An animal’s home is called its Habitat. They will then create an animal homes book by cutting out animals and pasting them on a paper and drawing its habitat surrounding each animal. Play the “Guess the Animal” game by describing it’s habitat.
* Read the book “Amazing Mammals” by Alexandra Parsons. Bring out animal cards and baby animal cards. Choose an animal that is similar as an adult and a baby, like a tiger. Ask the kids are they both the same. Discuss the color, size and age. Choose an animal that is not the same as an adult, like a frog and a tadpole. Ask are they both the same. Yes, they are, but some babies don’t look like their mommy. Discuss the word offspring. In pairs have the students play a memory game matching the mommy and baby animals. Teacher will observe and assess students on their ability to match the pairs correctly.
* The children will go on a field trip to Lee Martinez Farm to see firsthand what animals need to survive.
* Have the students complete a culminating activity by researching an animal and making a flip book. They will create slideshows of their book, which will be compiled into a classroom PowerPoint slideshow teaching about animals and their needs. This is described in more detail in the desired state section above.
* I will continuously assess understandings of concepts throughout the lesson by asking questions and evaluating the activities performed. I will adjust instruction accordingly. My ELL student might need a little support with the vocabulary. I will have lots of pictures and visuals throughout the lessons.
* This unit will be made up of engaging reading, writing, science, and technology lessons! We will have fun and laugh! The learning will come through all of these experiences!

**Backward Design Map**

**Unit Design:** Using a backward planning process, you will begin to identify the content and process of your unit or training. In this process you will need to identify your end of unit series goal. You will also need to identify the target goal for each lesson session within your unit series.

I’m going to be using the backwards design template from the book *Understanding by Design* by Wiggins and McTighe.

**Stage 1: Identify Desired Results**

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| **Established Goals:** Core Science Standard Number 2: Animals and their Needs: Animals are living things that require food, water, air and shelter to survive. They exhibit distinct traits. |
| **Understandings:** Students will understand…* Animals, like their plants, need food, water, and space to live and grow.
* Plants make their own food, but animals get food from eating plants or other living things.
* Offspring are very much (but not exactly) like their parents.
* Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.
* Pets have special needs and must be cared for by their owners.
 | **Essential Questions:** What questions will foster inquiry, understanding, and transfer of learning…* What do animals need to survive?
* Can animal, like plants, make their own food?
* What is an animal’s habitat?
* How do some animals care for their young?
* What are some important responsibilities of a pet owner?
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| **Students Will Know/Key Knowledge:*** Key terms: animal, habitat, offspring, pet, environment, characteristics.
* Animals need food, water, air, and shelter to survive and grow.
* Animals obtain food by eating plants or other living things.
* An animal’s habitat is the environment in which it lives.
* Most animal babies are cared for by their parents until they are able to live and survive on their own.
* Pets are dependent on their owners for their survival; being a pet owner requires a great deal of responsibility.
 | **Students will be able to:*** Research a particular animal finding answers to questions.
* Tell about what a particular animal needs in order to survive.
* Make a PowerPoint slide describing an animal and its needs.
* Draw and write how to take care an animal.
* Compare and contrast animals and their habitats.ass teaching others about a particular animal.istiresponsibilty i talk about ask
* Recognize and match animal babies their mommy’s.
* Ask questions of interest about particular animals during the Animal Showcase.
* Present their animal project flip book to the class teaching others about a particular animal.
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**Stage 2: Assessment Evidence**

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| **Performance Tasks: What evidence will show that students understand?*** Research Project: Create a flip book describing what an animal needs to survive. Questions that will be answered on each animal include: What do they eat? What do they look like? Where do they live (habitat)? How are they born? How do they care for their offspring?
* Using Voicethread the children will explain how they care for a pet their pet at home.

**Other Evidence: (e.g., tests, quizzes, prompts, work samples, observations)*** KWL chart given at the beginning and end
* End of the unit quiz using classroom clickers
* Ongoing observation of children performing tasks each day- this will guide my instruction and let me know if I need to speed up or slow down
* 6 trait writing rubric to assess writing of final research project

**Student Self-Assessment and Reflection: How will students reflect upon and self-assess their learning?** * Share their animal flip books to their book buddies and to each other. They will ask questions and provide comments to their peers.
* Self-assess their own flip book using the rubric created at the beginning by the whole class. This will take place during guided reading instruction so they can talk about what they scored themselves and why. And answer questions like: If you were to create another book what would you do differently? What was their favorite part of the research assignment?
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**Stage 3: Learning Plan**

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| **Note: In Kindergarten we teach our Core Curriculum in the afternoons for approximately one hour.****Preparatory Work:** Animal showcase: A parent letter will be sent out a week before I teach the unit asking parents if they would like to bring their pet into school. They would give a 10 minute presentation to the class introducing the pet, telling what it likes to eat, how you care for it, and possibly some tricks. The children can help with the presentation. This will help with public speaking and presentation skills. There will be a question and comments session at the end. **Day 1** **(Monday)**Whole class, create a KWL chart to see what they know about animals, what they want to know about animals, and at the end we will write what we learned about animals. Introduce the Essential Questions and discuss the end of the unit animal research project flip book. (This lesson will be divided in half because the kids go to technology for 30 then come back and continue this lesson.) Bring in lots of pet care supplies like brushes, food dishes, leash, fish nets, cages, toys, food, etc. as well as some stuffed animals that match the care supplies. Display the supplies and ask the students what are all of these supplies used for. Talk about the ways we need to care for our pets. Bring out the stuffed animals and have a child match the animal to the proper care supplies. I will show the children some animal pet pictures on the SMART board. They will have to tell me how to care for each animal. For example, there will be a picture of a cat and I will ask “If you were visiting a friend’s house and you saw a cat, how should you treat the cat? After discussing many animals, they will each be given an animal to draw and write about how to care for it. This will be collected and made into a class book! Depending on the amount of time remaining and student interest the writing portion of this activity could be carried over to be completed during literacy centers the next day.**Day 2 (Tuesday)**Introduce key vocabulary terms and post up in the room: animal, habitat, environment, offspring and characteristics.We will watch 10 eggs hatch in our classroom and talk about how a chick’s mom cares for the eggs and young chicks once they hatch. This will allow the children to observe an animal firsthand and learn about their needs and the responsibility that is required in caring for a pet. This will lead into talking about other types of animals and what makes a good pet. Read the book “Chicken and Egg” by Christine Back. We will talk about what happens inside the egg by creating a lifecycle wheel showing pictures of Day 1 to Day 21. Each day we will be observing the eggs and talking about what’s happening inside, by looking back at the lifecycle wheel. They will also be keeping a chick journal where they can write their observations each day like good scientists do! This will be happening each morning during literacy station centers. **Day 3 (Wednesday)**We will play charades by acting out some animals in front of the class and see if people can guess what animal is being depicted. We will learn that animals have special characteristics that make them unique and that is how we are able to guess which animal the children mimic. Children will get a bag of lots of different types of animal pictures. In partners they must look at the animals and sort them according to a certain criteria. They must choose the criteria for example, animals that live on land vs. water. Animal that have wings or tails. There is a game that is similar to this on the SMART board, we can play if there is any extra time.**Day 4 (Thursday)**Read the book “Wild Animals ABC: An Alphabet Book” by Michael Dahl. Talk about what animals the animals in the book needed to survive? Discussion will arrive to the fact that what animals need and what we need are the same! Food, water, air and shelter. Using popplet.com create a graphic organizer whole class about what animals need to survive. Watch the Magic School Bus video about what animals need to survive. Tomorrow in their journals during centers they will write about what animals need to survive.**Day 5 (Friday)**Animal showcase Day: Today will be the day that parents bring in their pets from home and share a 10 minute presentation with the class. Students will have a chance to ask questions. I will take pictures of each pet with their owners. In the afternoon, I will put one picture from each pet on voicethread. The child will then get to describe how they take care of their pet recording their voice on voicethread. This will create a class voicethread showcasing all the animals that came into our class. This will also give an opportunity for the children to practice public speaking nice and loud into a microphone! While I am working with individual students the rest of the group will be writing about favorite presentation today and telling why it was their favorite.**Day 6 (Monday)**What Animals eat! Ask: What is your favorite food? Animals have their own favorite type of food too. Some animals eat just meat, some eat just plants, and some eat both. Describe the vocabulary carnivore, herbivore, omnivore. Have three stations placed around the room. One with plants, one with play food and meat and one with both plants and play food. Choose some students and give them pictures of different animals. They must walk to the food that the animal on their card eats. Discuss choices and get them to explain why they went to where they went. Pass out a meat and animals matching worksheet. See if they can fill it out on their own.**Day 7 (Tuesday)**Read the book “Whose House Is This? A Look at Animal Homes-Webs, Nests, and Shells” by Elizabeth Gregoire. Have a discussion if they are the same or not. Why? An animal’s home is called its Habitat. They will then create an animal homes book by cutting out animals and pasting them on a paper and drawing its habitat surrounding each animal. Play the “Guess the Animal” game by describing its habitat.**Day 8 (Wednesday)**Read the book “Amazing Mammals” by Alexandra Parsons. Bring out animal cards and baby animal cards. Choose an animal that is similar as an adult and a baby, like a tiger. Ask the kids are they both the same. Discuss the color, size and age. Choose an animal that is not the same as an adult, like a frog and a tadpole. Ask are they both the same. Yes, they are, but some babies don’t look like their mommy. Discuss the word offspring. In pairs have the students play a memory game matching the mommy and baby animals. Teacher will observe and assess students on their ability to match the pairs correctly. If time allows read the book “Do you See What I See.”**Day 9 (Thursday)**The children will go on a field trip to Lee Martinez Farm to see firsthand what animals need to survive.**Day 10-19**Animal Research Project: they will create a flip book by researching specific questions about a particular animal of their choice. They will use several resources to complete this research such as computers, conducting an interview, and looking at books in the library with their book buddies. The computer lab will be checked to complete the online research. I will be creating a Webquest, which will allow me to put many children friendly links about animals in one area. I will give the instructions on how to explore the Webquest by typing and orally by creating a Voki. This will help differentiate for my low and high readers while at the same time thinking about universal design components. Completing this project will allow them to further develop their reading and writing skills while at the same time learning about animals. I will grade the flip books using the six traits writing rubric and a rubric created by the children. The children will also get to self-assess their work by scoring their own book using the rubric they created. **Day 20**They will present their books to the class and to their book buddies. I will test each child’s understanding further by giving a quiz using a set of classroom clickers and asking questions to the whole class. My expectations are that every child will score a 100% on the quiz! Revisit the KWL chart and write what they have learned about Animals and their Needs! |

**Pedagogy/Process**

**Briefly describe teaching strategies that you will use. Explain your infusion of technology and how that matches your ACTION PLAN.**

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My teaching style is very visual and hand-on. I like the constructivists theory that children need to be active learners and do rather than being passive listeners. When teaching I often times call on children to come up the front or think pair share and get them talking to their neighbors and thinking. I like the big idea to come from them in a roundabout way rather than me telling them what we are learning. I like them discovering it. In Kindergarten they can only sit and listen for about 10-20 minutes depending on the time of day. After that they check out, start wiggling and not listening to me. All my lessons consists of a 10-15 minute whole class activity followed by a hands-on project where children can demonstrate their learning and I can walk around and assess if they understood the lesson. The activities I give are not just worksheets, but rather activities that promote collaboration and discovery to keep the children thinking on their feet. I agree that learning is social and in order to process and learn they need to talk about what they are learning and connect in to their prior knowledge. I like to constantly ask questions and when they answer test their answer with another question, so they can explain their rational. This type of questioning gives them ownership of their learning. It also allows me to see if I need to adjust my instruction and reteach a concept better.

Marzano’s Instructional strategies will be used in this unit.

Use of Graphic Organizers- We will be completing a KWL chart on the SMARTboard at the beginning and end of the unit. We will make sort animals according to their characteristic using a graphic organizer. We will compare and contrast animal habitats. The class created self-assessment rubric will be a graphic organizer. We will create a class Popplet about what animals need to survive.

Summarizing and Note-taking- This will be incorporated when the student complete their end of the unit research project. They will be taking notes answering specific questions about their particular animal.

Praise/recognition/feedback- Throughout all lessons I will be positive and upbeat. Give lots of praise and recognize individuals doing their best. When I give praise I try not to just say great, good job, well done. I try my best to give specific feedback by saying “wow, look at \_\_\_ they are doing wonderful because they are …...” That way other kids hear what they are doing right and will adjust what they are doing to copy the same behavior. Positive reinforcement works in my room whether it’s behavior or work related!

Practice- After teaching each lesson I will give the students time to demonstrate their learning and deepening their understanding by doing hands on activities that involve talking and collaborating with their peers.

Nonlinguistic representations- I will incorporate lots of visuals with the aid of the SMARTboard. We will play charades to act out animal characteristics. We will role play and have fun while learning. I like to play around, act and be silly with the kids. This makes for a fun, creative learning environment that keeps the kids thinking and wondering what is she going to do next!

Collaborate- They will collaborate with each other when playing games, talking on the carpet, and researching with their book buddies.

Setting Goals- Students will be creating their own goals of the research project by creating a rubric. This will also set the standards high. Creating the KWL chart will focus the goals and determine what they want to accomplish. I model expected behaviors on work and have the students reflect along the way. When completed the research project they will have a checklist that will help organize the process and allow them to set goals along the way.

Exploration- I feel like this is my strength. I like to create opportunities for students to ask questions and discover the learning on their own rather than me lecturing this is what you need to know. Many times I like to read books and get the students to reflect on what was read to discover a truth that we will then explore in an activity. This helps connect the idea to real the real world too.

**How technology will be used as a tool to enhance my lessons.**

The following technology will be used throughout my unit to enhance the teaching of my big idea, which is: Animals are living things that require food, water, air and shelter to survive. They exhibit distinct traits.

* Creating a Webquest with child friendly links to find information on animals.
* Creating a Voki to give directions on how to navigate the Webquest.
* I will use the SMARTboard every day to display graphic organizers, play games, show PowerPoint on animals and watch videos.
* Document camera to display student work and show examples of what to do.
* We will create a class Popplet describing what animals need to survive.
* The children will use Voicethread to talk about how they care for their pets at home.
* Clickers will be used for an end of the unit quiz.
* I will have an iPod to video tape learning throughout the unit and will be taking pictures with my camera. These will be posted to our classroom website. The students can then share their learning with their family members.

This unit will cover the following NETS for Students standards:

1.b.- Create original works as a means of personal or group expression

2.a - Interact, collaborate, and publish with peers, experts, or others employing a variety of

 digital environments and media

3.b- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety

 of sources and media

4.a.- Identify and define authentic problems and significant questions for investigation

4.b- Plan and manage activities to develop a solution or complete a project

5.b.- Exhibit a positive attitude toward using technology that supports collaboration, learning,

 and productivity

6.a.- Understand and use technology systems

**Progress Tracking Tool:**

1. Explain the purpose of your tool relative to the mapping you have already completed for your final project.

I chose to focus the tracking tools I created on the research project the kids are creating at the end of our unit.

* The purpose of the Animal Research Project Checklist is to guide the students through the research process and organize their planning so they can refer back to and make sure they are on the right track for completing all the appropriate steps. Even though some of my kids can’t read it, it will be attached to a research folder and when I conference with the students about their process we can check the list off together and determine the next steps.
* I also created an Animal Report Book Rubric the children are going to be creating together as a class when I introduce the research project. I will tell them the middle section of what I think an ok effort is on their book and then they help me fill in the two columns on either side of ok. I have found in the past when creating rubrics that I need to give a starting point and then they can more easily see what worst and better than that first expectation would be. The second page of the rubric is a self-reflection page I will ask the students during our end of the book conference and after they have self-assessed their own rubric.
* The book buddy quiz consist of questions that my kids will ask their book buddies before they present their flip book to them. It will be an informal discussion. They do not have to write anything down. They will then share their book will their book buddy and then the third grade book buddies will turn around and ask the same questions to my kids. They will record my children’s response on the provided sheet. This will be one of the ways I track to see if my students understand the essential questions and the purpose of our animals unit. My kindergarteners do not receive letter grades in science and social studies. Their report card has a P for participation. Luckily next year a report card committee will be forming and reviewing our very subjective report cards and making them more standards based.

2. Describe your target audience for the communication of progress.

The target audience that will receive the graded rubric, self-evaluation questions, book buddy quiz and the animal flip book would be the parents. It will be great for the kids to share the process of researching and explaining the book to their parents. The rubric and questions will let the parents know what we have been doing in class, how their child did and also serve as a guide for asking questions about the project to their kids. Parents tell me all the time that when their child comes home and they ask what they did in school they say, “I don’t know.” Sending these tracking tools home will help guide the communication between parent and child.

3. Substantiate your design decisions based on the investigations and discussions just completed.

By creating a report checklist and a rubric for the students to self-reflect throughout the process they know my high expectations and what is expected from them. These items will help organize their thought process and allow them to help themselves and reflect on how they are doing and what they can do differently to be better. They will have a choice in what animal they would like to know more about and they will be exited learning new facts about something that interests them. Looking at Gagne’s wheel my design will consist remembering, applying, analyzing, creating and evaluating. For a 5 and 6 year olds this can be a challenge, but one that I know my kids will rise to the occasion of completing! They love doing work that I say is first or second grade work, but I think they are smart enough now to do.

4. Remember to submit your working tool to your facilitator.

The three tracking tools I created are attached along with this document.

**Sample Lesson or Agenda and Supplemental Materials**

(Starts on the next page)(Scroll Down☺)

|  |
| --- |
| **Collaborative Lesson Plan Template** |
| **Name of collaborative project: A NEW ZOO! Kindergarten Animal Research Project** | **Grade Level: Kindergarten** | **Curricular Connections: Science and Literacy: Reading and writing** |
|  | **Library Media Teacher:** | **Technology Teacher:** | **Classroom Teacher:** |
| **Name:** | Judy Baechle | Brad Flickenger | Julie Kalvels |
| **Length of Unit:** | 1 class period (30min.) | 7 class periods (30min.) | 5 weeks of various whole class lessons at least 4 class periods of center rotations. |
| **Approx. Start Date:** | Week of 5/13/13 | Week of 5/13/13 | Week of 5/13/13 |
| **Standards:** | 4.2a- Participate in shared research and writing projects3.1d-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.4.1b- Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.3.2b.iiv. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | NETS: = Standard Utilized 1b. Create original works as a means of personal or group expression2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats3b. Locate, organize, and evaluate information from a variety of sources and media.4b. Plan and manage activities to complete a project6b. Select and use applications effectively and productivelyBlooms Digital Taxonomy: | Core Science Standard Number 2: Animals and their Needs: Animals are living things that require food, water, air and shelter to survive. They exhibit distinct traits.3.1b- 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.3.2b.iiv. - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.4.1b- Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry. |
| **Essential Question(s), Goal(s), Objectives:**What do we want students to know and be able to do? | --Students will be able to choose books and find information about a particular animal.--Students will be able to ask question to guide their inquiry--Students will be able to sound out words and write sentences about a particular animal--Students will be able to work collaboratively with their book buddies to answer questions about their animal. | --Students will be able to open a program on the computer.--Students will be able to maximize the screen by clicking on the box in the corner.--Students will be able to navigate the mouse and click on different objects on the computer. --Students will explore a website and find information about a particular animal.--Students will be able to ask questions and problem solve.--Students will make a PowerPoint slide describing an animal its needs. | --Students will be able to research a particular animal finding answers to questions.--Students will be able to create a flip book describing a particular animal.--Students will be able to discuss what a particular animal needs in order to survive.--Students will be able to sound out words and write the sounds that they hear.--Students will be able to present their animal project flip book to the class teaching others about a particular animal. |
| **Type of Collaboration:**Dependent or Independent | Dependent: Teacher must introduce the project and talk about the various parts before the library and technology teacher teach their lessons. |
| **Cross Curricular Skills Attained:**How will students benefit from this collaboration? | --Students will be able to choose books for a particular purpose and find information from the resource. | --Student will be able to use their mouse skills and knowledge of how to click to navigate various programs on the computer to find out information about animals and their needs. | --Students will be able to consolidate their knowledge about animals and their needs by creating a flip book. --Students will be able to communicate and share this information with others. |
|  |  |  |  |
| **Teaching Responsibilities:** | **Day 3 (30minutes)**There will be 5 adults helping out today in the library. The librarian, 3rd grade book buddy teacher, a parent volunteer, my Para and of course me. There are tables set up in the back of the library and a cart with lots of animal books. I will have checked to make sure we have books on all the animals they are researching. If needed I could go and check out other books from the public library and have them available too. \*The children will have their research folders and as they find answers to questions they will write each fact down on a separate note card. They will write the resources down on the resource section of their folder. \*Teachers will walk around and help out where needed. Every once in a while I will stop and show someone’s notecard and compliment them for taking neat notes and keeping them organized in their research folder. My class loves compliments and rewards. I will also be passing around BOB Bucks for those groups who are working well together and problem solving on their own. \*My kids are expected to do the writing not the 3rd graders. The 3rd graders are there to support and read the content to determine which facts are important to the project. \*I will remind them to site their sources every once in a while! \*I will be taking pictures and videoing parts of their work as well. My plan is to create a video of the research process which will allow the parents to see how much hard work went into creating their projects. It will go up on our class website along with the PowerPoint presentation at the end of the unit!\*After researching for 30 minutes in the library they will then walk next door to the computer lab to continue their research process. | **Day 3 (30 minutes)**Our book buddies will still be with us! The Kinders will sit on the chairs and the third graders will stand behind them or try and squeeze in on the same chair! \*The research folders will be paced on the table beside the computers. The first thing they need to do is determine which questions they still need to answer. I will give them a few minutes to look over the questions and decide. \*Next the kindergarteners can show their book buddies the website I created with the links to great animal sites. They will know how to access it from our Bethe website. (They click on teachers, Mrs. Kalvels, and then the link to the animal research project webpage). \*Teachers will continue to walk around and help support where they are needed. I will be videoing parts of this research as well! If any common problems arise I will stop the class and address them with everyone. \*On the research section of the website I created <http://kalvelsanimalproject.weebly.com>I will be sure to have links for all the animals the children have chosen to research. \*For my more abled children I will try and challenge them to write down more facts per index card!**3rd Week**Mr. Flickinger, the technology specialist, will have slowly introduced Pixie, PowerPoint and Popplet to the kids prior to this week. \*The students will now have a choice to create slides of their animal using PowerPoint or create a Popplet. They will be transferring information from their flip books. Everyone will get to paint a picture of their animal using Pixie. This will then be saved and uploaded onto the PowerPoint. At the end the Popplet’s, pixie pictures and slides will all be created into a PowerPoint Presentation that will go on our classroom website. \*There will be lots of modeling and showing how to create slides, pictures, saving and so forth.\*There will be 3 parent volunteers, Mr. Flickinger, and myself in the lab. This will be an adult/student ratio of 1:4. \*This will be challenging and I will see how it goes. Another option would be to ask the book buddies to come one of the days, but I’d like to see my kid’s problem solve and give it a go on their own first. \*I will be videoing parts of these sessions too! | **Day 1:**Whole class: Introduce the research project to the class. We are going to be creating our own zoo! We will become zookeepers and learn about how to care for all our animals. We have been studying about animals and their needs for the past few weeks. Now is our chance to put what we know to use! Each person is going to choose one animal they would like to keep at our zoo. Your job is to find information about your animal and create a flip book that will help other zookeepers know how to care for your animal. After creating a flip book you will then have a choice to either transfer your information onto a slide using PowerPoint or create a Popplet. Show the students the website I created using the SMARTboard <http://kalvelsanimalproject.weebly.com/>. Go through each page of the website explaining how to navigate. Today they are going to choose an animal they want to have in our zoo. \*The children will have 20 minutes to look through all the animal books I checked out from the library. Their goal is to be thinking of an animal they would like to teach others about. \*Next they will go to the computer lab for 30minutes. They will access the website I showed them and they can search and explore the many animal sites. Keeping in mind their top choices of animals. I will give them sticky notes for them to write down the top 3 animals they would like to discover.\*Once back in the classroom we will make a list of all the animals that will be in Mrs. Kalvels’ Class Zoo! For homework this week they will be asked to bring in some pictures of the animals they’ve chosen to research. They will use the pictures in their flip book.**Day 2**Whole Class: Set up research folders. This will help us organize the information we find. Define and discuss “research,” “resources” and “facts.” As a class brainstorm research questions they could ask about each animal. Write each question on chart paper. For example: Where do they live? What do they eat? What are they like? How are they born? How do they raise their young? How long do they live? How do they get their food? Choose 3 questions each child must answer about their animal. Then the kids can choose 2 or more of any of the other questions to answer. \*Have the kids go back to their desk and show them an example research folder and all the parts. Next, pass out a file folder, envelope, 3 labels and index cards to each child. They need to write their name on the tab of the folder and assemble the research folder to mimic your model. Write “Research” “Resources” and “Facts” on each sticky label and place them in the correct spot on the folder. The students will write the three questions the teacher chose for them to answer plus any other questions they choose. Each question will be written on a different colored card and added to their research folder under the Research section. Pass out the animal research project checklist and staple it to the back of their folder. Talk about how they will use it.**Day 3**Research Day! Our book buddies have joined us for the morning. We checked out the library and computer lab, so today we hope to do most of our research. With the book buddies sitting together on the carpet talk about how to look at books and record information on notecards. Model using the document camera for everyone to see. Talk about how to site the resources. Now it is their turn. Go to the library first then the computer lab. (See Day 3 on library and technology teacher sections)**Day 4**We will begin whole class with the children in their seats and their research folders on their desks. Have them look at the checklist on the back. Check off the sections of the research folder they have completed. Write down the names of any children who are behind or need more time. Tomorrow is Friday Fun Day so, if you do not finish the required research by tomorrow you will have to spend some of your Friday Fun day completing. They will have today during one of their center rotations to continue their research. A parent will be there to help. \*Now it’s time to talk about the flipbook. As a class we will create a rubric for the criteria of how the information will be presented in the flip book. I will set the benchmark of what an “ok” book will look like and they will tell me what worse and better looks like. I’ve attached a sample rubric of what this will look like. \*I will have already stapled and made the flip books. I will pass them out and have the students write a title and draw a picture on the front cover. \*I will show them an example of what their final book should look like. Next week in centers they will begin transferring their information from the research folder to their flip books.**Day 5**This is Friday Fun Day and catch up day! My Para and I will be working with children one on one and helping them catch up! Or if earlier in the week I noticed someone doing sloppy work or not doing their best this time will be used for them to go back and make their work better. I set high expectation and my children produce great work because they know they won’t get away with fluff!**2nd week**All this week during our literacy center rotations they will have a chance to complete their flip books. There will be a parent volunteer at this table to guide work and make sure progress is steady. They will have their research folder and checklist on the back to keep them organized. On the checklist there are step by step procedures for how to complete the flip book. I will be showing examples of excellent art work, great sentences and praising all along the way. Each day I will be sure to explain the expectations. During quiet time I will pull children aside that I think need more one on one support, so they will not fall behind. The flip books should be completed by the end of this week. On Friday have the students look at their checklist and check make sure all the tasks have been completed in the flipbook section. If work still needs to be done they will finish it before Friday Fun Day. **3rd Week**We will have the lab checked out every day Monday-Friday 12:30-1:00. See technology section! During guided reading groups this week the children will grade their own flip book using the class rubric. They will also answer questions and self-evaluate the research process. A little each week the students will get to come to the front of the class and share their books with the class! A good zookeeper knows all about the animals at their zoo!**4th Week**This week individual students will work on finishing PowerPoint or Popplet. Classroom teacher will compile all slide shows and Popplet’s together and put on the classroom website. **5th Week**Presentation week! The students will share their flip books and PowerPoint presentation with their book buddies. They will take the book buddy quiz. I will be videoing and taking lots of pictures to display on our website. I will also interview some children on camera and ask them what they liked best about the research project!  |
| **Differentiate:** | Book Buddies: Our book buddies are already paired up according to reading abilities. My high kids are grouped with the 3rd graders lower kids and vice versa. These groups were determined after initial DRA 2 testing at the beginning of the year.ELL- I have one ELL student. This lesson supports her because it is very visual. Teacher and book buddy can read the information in the books about her animal. They can help guide her in answering and writing the answers. Allow her to speak and explain what she is writing down and make sure she understands the information she is writing. She might have to draw a picture and her book buddy can write the sentence for her. | Seating arrangements in the lab: In the computer lab, Mr. Flick assigns seats by sitting those who might need more help with those that are tech savvy. He determined the groupings after observing his first class period. He also sits Leilany, my ELL student, on the computer closest to him at the front of the class, because she needs more guidance.Typing information: When creating a slide I will let me lower kids record their voice telling their information rather than typing. I will let the others record as well, but they still need to type.  | Researching: For my lowest reading group who will need the most help in finding information in books I will have them sit near me and help read some of the information in the books. They are also paired up with some high 3rd graders who will be able to assist when finding information on the web. Writing: Students who cannot write on their own, which is my lowest ability group; I will help them come up with sentences to write. Write it down for them to copy my words. For Leilany, my ELL student, I will have her copy one sentence on her own and then I will write the rest with a yellow highlighter for her to trace over.High kiddos: I will have even very high expectations with these kids. I will challenge their ability to write smart sentences that are longer and have adjectives.  |
| **Assessment:**Include any tools:(rubric, checklist, exit ticket) | * A class created rubric will be used to hold the students to a high standard when making their flip books. At the completion of the book the students will be able to score their own books. The teacher will also score their books. They can compare scores. There will also be a student reflection page where the students will self-assess the research process and answer questions like: If you were to create another book what would you do differently? What was their favorite part of the research assignment?
* During the sharing session with their book buddies, the book buddies will have a book buddy quiz they will ask their partner about animals and their needs.
* Throughout all the lessons and reflection sessions all the teachers will be making informal observations checking for understanding of animals and their needs. Teachers will make note of the children’s ability to find information and complete the project. If I determine that someone needs more assistance in completing their book or does not understand I might pull them aside during quiet time for one to one reinforcement and talk about solutions.
 |
| **Culminating Task/Product:** | Students will be creating an animal flip book describing an animal and its needs. They will create a Popplet or a PowerPoint slide about their animal, which will be put onto a class PowerPoint Presentation and be shared on our class website.  |
| **Resources Needed:**Technology, Materials, URL’s  | C:\Users\bearbait\Desktop\research-folder.jpgTeacher created website describing the project and providing appropriate websites to find information about different animals. This website address will be linked to our class website page. Here is the link: <http://kalvelsanimalproject.weebly.com/>Book buddy quizAnimal research project checklistFile Folder for the research folderEnvelopes, paper, stick on labels, colored notecards Schedule three separate sessions with our 3rd grade book buddiesSchedule three computer lab sessions with Mr. FlickA range of animal books from the libraryClipboards, pencils, crayons, glueFlip books made from 3 pieces of construction paper folded over and stapledHomework assignment find pictures of your animal and bring them to schoolChart paper for the student created MatrixComputer program: Popplet and PowerPointVideo camera using the iPadCamera |
| **Reflection on Lesson:**What worked? What needs to be revised? How did you personally benefit from this collaborative project? Actual time needed to complete lesson/unit? |  |

"I see and I forget. I hear and I remember. I do and I understand."

Supplemental Resources for the unit are on the next view pages!

Animal Research Project Checklist

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research Folder:

􀂉Labels for RESEARCH QUESTIONS, RESOURCES, FACTS

􀂉Questions taped into folder

􀂉Resources labeled and taped into folder

􀂉Facts in envelope for each question

Flipbook:

􀂉Draw a picture of your animal. Glue it on the first flap of your book.

􀂉Label the flaps with:

1. Picture and title

2. Where do they live?

3. What do they eat?

4. What do they look like?

5. Other facts

6. Meet the Author

􀂉Fill in your “Meet the Author” page and glue it on last flap.

􀂉Glue map in “Where do they live?” section and mark the map appropriately.

􀂉Write sentences from the facts you have collected in your facts envelope for each flap section on white lined paper.

􀂉Edit.

􀂉Cut out the fact sentences and glue them to the appropriate page in your flipbook.

􀂉List all of your resources on the back of your flip book.

􀂉(Draw more pictures to add if you want.)

􀂉Show your book to someone else and ask them to help you do the final editing.

􀂉Give your research folder and flipbook to Mrs. Kalvels for a final editing conference.

PowerPoint

Draw a picture of your animal in Paint. Save it to your lab folder.

Open your PowerPoint template.

Import your picture to the first slide.

Write the title and your name on the first slide.

Mark the map on the second slide with the draw tools.

Copy your sentences to the correct slide from your flip book.

SAVE it to your lab folder.

**Book Buddy Quiz**

**My Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ My Book Buddies Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Questions | Answers |
| What do animals need to survive? |  |
| Can animal, like plants, make their own food? |  |
| What is an animal’s habitat? |  |
| How do some animals care for their young? |  |
| What are some important responsibilities of a pet owner? |  |
| Do all animal mommy and babies look alike? Why? |  |

**Animal Report Book Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1****Do over** | **2****Not very good** | **3****OK** | **4****Very good** | **5****Awesome!** |
| **Research Folder**research-folder.jpg | 0, 1, 2 questions | 3 required questions answered | 5 research questions, answers on colored cards and show resources used | 6 questions | More than 6 questions |
| **Information**http://t3.gstatic.com/images?q=tbn:ANd9GcT202VC7UOtU-9bax4BgejdKRL7HTrl6C5m8ouXBwI7wAWJECx2 | One or two words or some questions not answered | Not complete sentences given for answers | 1 complete sentences for each answer | 2 sentences for each answer | More than two sentences for each answer |
| **Pictures**http://t2.gstatic.com/images?q=tbn:ANd9GcSiKU2nHClvmc00VKLlspo3p9FE_tIh12R-BsCIUm3RqQqEy2Js | No picture | Black and white picture or hastily drawn | One high quality colored picture on the cover of book | 2 high quality pictures | 3 or more high quality pictures |
| **Writing Skills**http://t2.gstatic.com/images?q=tbn:ANd9GcQcElR_EOLNlgPhwy9mCBUS7ib0Gnf4flNIhBWVyMlz91X7-Sl4 | No capitals and periods are used | A few sentences have capitals and periods | Most sentences have capitals and periods | All capitals are correct and all periods are correct | Advanced capitalization and punctuation skills |
| **Neatness**http://t2.gstatic.com/images?q=tbn:ANd9GcRSKRUx9qnf3hpJjGQuv6InUONaFtvR4TGyWmWjCEFkMsj278DXpQ | Can’t read,no spaces,not on line | Some spaces, a little hard to read | Neat and readable spaces | Very good handwriting | AWESOME! All letters are same size, spaces are equal, etc. |