

Assessment

Formal and informal assessment processes will be used to facilitate teaching, learning, and evaluation of my unit. Due to the age of the students, I have decided that informal assessments will be most applicable to their learning. The more formal assessment I will use is when I assess their letter to someone special about what they now know about being kind. More than assessing grammar and conventions, I am more interested in the content and understanding of the activities. The pre-assessment for my unit will consist of a concept map on several prompt questions regarding being kind to others. The map will be filled out at the beginning, and at the end of the unit, we will go back to it and add on anything that we have learned in a different color as part of our post assessment. The pre-assessment will show me in which area the students are lacking clear information and can adapt my lessons from there. This will also be the start of our concept development.

My hopes is that students will gain a clear understanding of all elements of being kind to others and carry it on outside of school. Different ways of documentation will occur throughout the unit to show student learning such as the Let's Be Kind book made by the students, stories on being kind, a service learning project, and discussions as a whole group as well as literature circles.

Unit Outline

Week 1

Monday: Introduction to lesson and Pre-assessment

Tuesday: Read together as a class Chester's Way
Discuss meaning of book (LT 1)

Wednesday: Introduction to Literature Circles (Schlick Noe, Litcircles.org)
Model Literature Circles with parent volunteers

Thursday: Present books and vote on books to be used for Literature Circles

Friday: Read Thank You, Mr. Falker
Discuss how the characters were kind to each other
Start generating a list on chart of ways to be kind (LT 1,2,3,7)
Send literature circles book home to be read over weekend

Week 2

Monday: Literature Circles #1
Discuss meaning of book and how it showed kindness (LT 1)

Tuesday: Kindness Quilt Lesson (LT 4) (Schlick Noe, Litcircles.org)
Students create a piece of quilt based on their literature circle book
(see page 12)

Wednesday: Lesson on Making Connections (LT 5) (Routman)
Read When Vera was Sick for modeling lesson
Use this book for independent practice (See page 11)
(Finish Kindness Quilt piece if not finished yet)

Thursday: Literature Circles #2
Re-read book, discuss connections to lit circle book
Making Connections assignment (LT 5)

Friday: Class meeting: discussing similarities in the books read so far
Adding to class chart of ways to be kind (LT 1,2,3,7)

Week 3

Monday: Literature Circles #3
Read new book; discuss connections and meaning (LT 5)

Tuesday: Begin on Classroom's Let's be Kind! book (LT 1)

Wednesday: Continue on Let's be Kind! book (LT 1)

Thursday: Literature Circles #4
Re-read book; discuss how you think the character feels when they are kind or when someone is kind to them; do you think it was easy for them to be kind? (LT 3)

Friday: Class meeting: discussion of what feelings come with being kind to others and the fact that sometimes it takes effort to be kind
Add to class chart these ideas (LT 1,2,3,7)

Week 4

Monday: Writing stories about being kind (fiction or non-fiction) (LT 6)
Pre-write (Routman) (See pages 13 & 14)

Tuesday: Continue with Pre-write or write draft (LT 6)

Wednesday: Continue with Writing process (LT 6)

Thursday: Share in Literature Circles their stories
Self-evaluation (See page 15)
(Process may seemed rushed, but they will have more time to write during writer's workshop)

Friday: Post Assessment (LT 1,2,3,7)
Concept Development Lesson- Letter to someone special
(LT 1,2,3,7)

My lessons throughout the unit will address the diversity of learners because it uses different channels in which students will learn. For example, students will listen as well as discuss books and the meaning behind them. Students will also work in large and small groups as well as independently. There will be at least two adults in the classroom during reading time, so students feel comfortable with asking for help and know that we are there to help them be successful. In addition, a lot of modeling, guided, and independent practice is done throughout the lessons to ensure that students understand what is expected of them.