

SIOP Unit Plan

June 30, 2010

Theme: Ocean Animals

Lesson 1 Topic: An Introduction to various ocean animals

Grade Level: Kindergarten (see Chart)

Class Make-up-18 children in classroom, 9 boys and 9 girls

Standards:

Content areas:

ELA:

W-K-2: In response to literary or informational text, students show understanding of plot/ideas/concepts by...

Representing understanding of text through pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds)

W-K-9.5: Using phonemic awareness and letter knowledge to spell independently (using phonemic or temporary spelling) and logically representing consonant sounds.

R-K-4.2: Demonstrating initial understanding of elements of literary texts read aloud by...

Responding to simple questions about the book's content and generating questions pertaining to a story.

R—K-16: Generates a personal response to what is read aloud through a variety of means by...

Comparing stories or other texts to personal experience, prior knowledge, which might include other texts.

Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions)

Science:

LSI (K-2)—4: Students demonstrate understanding of structure and function-survival requirements by...

Identifying the specific **functions** of the physical structures of a plant or an animal

Comment [LF1]: The students didn't really learn about the functions in this lesson. They only described the ocean animals.

WIDA:

WIDA Language Arts: Prek-K, L S R W: Beginning and Expanding (L2 and L4)

Comment [LF2]: You should also have Social and Instructional Language for WIDA.

Science: Prek-K, L S R W: Beginning and Expanding (L2 and L4)

Objectives: The students will:

Content:

ELA: After listening to the story "Commotion in the Ocean," students will verbally identify ocean animals they remember from the story. Following group discussion led by the teacher, students will activate prior knowledge by describing their favorite ocean animal to the class, giving clear reasons why.

Comment [LF3]: Your reading and writing objectives should be separated.

Science: The students will maintain a classroom "ocean" environment with live fish and starfish to demonstrate an understanding of structure and function-survival requirements. They will be able to identify specific functions and physical structures of their ocean animals.

Comment [LF4]: I didn't see this in the lesson.

Language: Linguistic:

The students will be able to identify rhyming words presented in the story (phonology component of language)

Language: Communicative:

When using English, the students will describe ocean animals and identify their favorite ocean animal following the story.

Cross Cultural:

The students will build on prior knowledge and generate a list (dictation to teacher) of ocean animals in their native country.

Learning Strategies:

Social/Affective Strategies: Cooperative Learning

Materials:

Book: "Commotion in the Ocean"

Pencils

Paper

Crayons

Stickers

Markers

Fish tank (all parts including filter)

Various tank fish and starfish

Pictures of ocean animals and their match in print

Key Vocabulary:

Ocean, Commotion, Scamper, Grin, Skewer, Bellow, Slither

Lesson Steps: Objectives for the Lesson

Comment [LF5]: I didn't see this in the lesson.

***Teacher to list and discuss lesson steps for children prior to beginning motivation.**

Objectives will be simplified for student understanding.

Motivation: The teacher will activate prior knowledge by giving an example of her favorite ocean animal and why it has become her favorite. Students will then be invited to share their favorite ocean animal and/or experience with visiting a beach or aquarium. Animals will be listed by the teacher on a large sheet to visit and add to following the story.

Comment [LF6]: This could be leveled for WIDA. How would your 2's and 4's respond?

Method and Procedures: The teacher will picture walk prior to her read aloud to the whole group/class. During the picture walk, the teacher will pose questions to ensure comprehension. Key vocabulary will be discussed and listed on the board. The teacher will ask her students about each vocabulary word and what they think it means. She will then discuss words they do not know and provide definitions through gestures, verbal exchange, and prior knowledge.

Mini-Lesson: Rhyming:

As a class, the students will work with the teacher on identifying rhymes presented verbally and listed on the board. The teacher will guide the students in understanding and recognizing rhyming words. The students will then have an opportunity to practice by using pictures of items and matching it to its rhyming picture (ex: picture of a cup, student will have to match it to a picture of a pup). The students will be told, "This is called rhyming."

The teacher will then read the story aloud to the group, stopping to discuss key vocabulary, point out rhyming words, and pose "WH" questions. As the story

progresses, students will be invited to fill in the missing rhyming words if appropriate.

(Listening)

Mini-Lesson: Cooperative Learning:

Teacher will model “good” collaboration and “bad” collaboration with her classroom assistant. Students will be asked to function in groups of 3 and have a recorder (using drawing or writing to record answers), a timekeeper who can monitor a stop watch set for 10 minutes, and a reporter who will report to the class. All roles will be modeled by the teacher prior to getting started. The students will be told, “This is called cooperative learning and it is important because it helps us learn how to work with others.” Students will be paired in groups of two to practice cooperative learning by playing various games together (Level 2s complete a puzzle, Level 4s Candy Land, Natives Chutes & Ladders). Teacher and para will review how to play the game w/ each group.

Following the story, students will be invited to add to our list of ocean animals generated in the motivation portion of our lesson. They will also be invited to share about ocean animals that exist in their native country to make a cross-cultural connection.

Comment [LF7]: This seems out of order - are things missing?

Leveling of the lesson:

Following the story and class discussion, the students will be broken into three groups:

- Native speakers will describe their favorite ocean animal and why it is their favorite by writing 2 sentences.
- Level 4s will pick one animal and describe it by writing one sentence.
- Level 2s will pick one animal and draw it. They will then tell the teacher or para about to scribe.
- **Whole Group:**

Students will be asked to join the teacher back on the carpet as a whole group. The students will share their favorite animals along w/ their description. All work will be collected and made into a class book for the classroom library. (Reading and Speaking)

Review:

Teacher will throw a large beach ball to review. Students will be asked the following questions if they catch the ball:

Name a favorite ocean animal

Name a vocabulary word and what it means

“Give me a rhyming word for FISH”... “Give me a rhyming word for SHARK” (natives and L4s) or “Do SHARK and FISH rhyme?” (Level 2s)

Does a tiger live in the ocean? (Level 2) or Would you want to swim with a shark?

(Level 4) or Would you want to swim with an octopus? Why or why not? (natives)

The class will then re-visit list of objectives, checking off each completed task.

Comment [LF8]: Nice!

Assessment:

Science: Teacher will present pictures of ocean and non-ocean animals and ask students what animals are present in the ocean and which were not.

ELA: The teacher will assess journaling “book page” kid writing using teacher created writing rubric specific to writing assignment.

Linguistic: Students will match ocean animals (pictures) w/ pictures of items that rhyme.

Communicative: Teacher will evaluate this skill using a teacher generated checklist designed to assess student presentation of favorite animal. Checklist will look at clarity of description, details provided by students and speaking level of student.

At home Connection:

Go home and ask an adult about an ocean animal they find interesting and where they learned about their animal (native or on a vacation?). Report back to class.

Comment [LF9]: This could be leveled also.

Unit 2- Characteristics of Fish

Grade Level: Kindergarten (see Chart)

Class Make-up-18 children in classroom, 9 boys and 9 girls

Theme: Ocean Animals

Science, Language Arts, Social Studies

Standards:

Science: LS1 (K-2)-4 Students demonstrate understanding of structure and function- survival requirements by...**4a** identifying the specific functions of the physical structures of an animal (e.g. webbed feet for swimming)

Language Arts: R-K-4 Students will demonstrate an initial understanding of elements of literary texts read aloud by... R-K-4.2 Responding to simple questions about a book's content (e.g., what did that hungry caterpillar eat?) EXAMPLES (of responses):

Drawing, reenacting parts of a story, etc. W-K-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by...W-K-2.1 Representing understanding of text through pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds)

Social Studies: Students will describe homes, habitats using short sentences or phrases.

WIDA:

Science-PreK-K-Levels 2&4 LSRW

Language Arts-PreK-K-Levels 2&4 LSRW

Social Studies-Prek-K-Levels 2&4 LSRW

Objectives:

Content:

Science:

Students will show an understanding of the parts of a fish and their function by drawing and labeling a fish.

ELA:

Students will listen to a non-fiction text about fish and answer multi leveled comprehension questions about the book.

Students will respond to non-fiction text about fish by drawing or writing in science notebook.

Social Studies:

Students will list features of fish habitats.

WIDA:

Science-Students will use a labeled picture of a fish to check their work in their science notebook for accuracy.

ELA-Students will verbally describe their favorite fish to the class after listening to a read aloud and writing about their favorite fish.

Social Studies- Students will describe fish habitats.

Linguistic: Students will make a list of rhyming words in the word family “ish”.

Comment [LF10]: You should have Social and Instructional also.

Comment [LF11]: You don't need WIDA objectives - they are your standards used to guide your instruction.

Communicative: Using English, students will describe a part of a fish and its function and share with the group using written and spoken language.

Cross-Cultural-Students will write and report out about a habitat in their native country.

Learning Strategies-Cooperative Learning-Think-Pair-Share

Materials: Texts-“About Fish, A Guide For Children” by Catherine P. Sill, paper, pencils, markers, crayons, science journals, word family house -at, Ocean Theme class library with various levels of texts both fiction and non-fiction, chart paper, matching game, large laminated fish

Key Vocabulary: fin, gill, habitat, scale

Mini Lesson: Cooperative Learning Strategy- Think, Pair, Share

Students use this strategy often but it is one that needs to be reviewed frequently. Students are paired by the teacher at first, making sure that an ELL child is paired with a native speaker. As the school year goes on children are allowed to choose their partner at the discretion of the teacher. Teacher “Boys and girls, we are going to practice our Cooperative Learning Strategy, Think, Pair, Share because it is very important for us to work together. It really helps our learning to grow. Who can tell me some of the rules we have when we do Think Pair Share?” Teacher points to rules on the poster.

Comment [LF12]: Nice idea!

Teacher “So the practice question today is “What is your favorite kind of food?” Students think about the question quietly to themselves for a few seconds. T “Ok, turn to your partner and share. Remember to think of the rules and take turns.” Students get about 30 to 60 seconds to share. T “1,2,3 turn to me. If you want to share raise your hand.” Teacher calls upon several children to share. They must report out what their

partner has said using their partner's name. For example, Jamel will say "Peter said his favorite food was..." The teacher helps facilitate this.

Mini Lesson: Labeling

Teacher: "One of the text features of Non-Fiction books is Labeling." Teacher shows book with good labeling example. "You are going to be labeling an illustration that you are going to draw later. Notice how they make nice straight lines to the flower's stem and then write stem. That lets the reader know that that part of the flower is the ____What?"

Motivation:

*Teacher will list and discuss lesson objectives before beginning Motivation. She will simplify into child friendly language.

Teacher will use a KWL chart to introduce Fish. Students have used this procedure before and do not need a review. T will show a photo of a fish. T "What do you think this is? Yes it is a fish. Teacher points to chart paper with objectives printed on it. "Today we are going to learn about Fish. We will learn about the parts of a fish and what they are used for. You are also going to draw and label a fish and tell about its parts. But first I want to see what you already know. Raise your hand if you can tell me some things you already know about fish." Teacher records answers in the What We Think We Know column. T "Wow, you know so much already. I wonder if anyone has any questions about fish that we can put in the What We Want to Know column." Teacher writes any questions in that column.

Method/Procedures:

Teacher will look at what the children already know and then read the questions aloud. Teacher “These are great questions. When we have a question that we don’t know the answer to, where can we go to get the answer?” Hopefully students will answer book, library, TV, computer, mom, etc. Teacher “I have a great book about Fish today that I would like to read to you that may answer some of these questions”

Teacher shows the cover of the book “About Fish, a Guide for Children” By Catherine Sill and asks “What do you think this book is about?” During the read aloud the teacher will use the Think Pair Share Cooperative Learning strategy explained in the mini-lesson above. During the TPS, teacher will ask various levels of questions to check for comprehension. It is also during the read aloud that vocabulary words will be introduced and explained. The book explains each fish part and function. Following the read aloud, students will be redirected to their questions to see if any have been answered. If so, teacher will add those answers to the chart under What We Have Learned. Items will be added to the KWL chart throughout the unit.

Students will then proceed to their tables in small heterogeneous groups to draw, label, and write about their fish. Students will then be asked to share their drawings and read one sentence that they have written about a fish part and its function. Before they share their work, teacher will review class generated chart with Good Ideas for Sharing Work listed on it.

Teacher will write the word habitat on chart paper and ask “what do you think this word means?” Teacher will have discussion about it with the students. Once students understand that it is another word for where something lives the teacher will ask students to name some things that a fish would need in its habitat. The classroom fish tank will be

observed and a discussion will take place as to whether or not items need to be added or removed. The teacher would then ask students if they know habitats of other animals. If they cannot come up with one by themselves the teacher will give the names of animals to discuss such as the polar bear or a lizard. Teacher will play a matching game where students match the animal to its habitat, naming the animal and a feature of the habitat orally in a whole group. Students will return to tables of small heterogeneous groups to individually make a list of at least 5 important features of an ocean habitat. Students will be allowed to share with each other at the tables to come up with the features. Once lists are complete, students will share as a whole group and teacher will record on chart paper.

Teacher “We have been talking about word families. Let’s look at the one we did yesterday, the “at” family. Who would like to read the words in that family?” Student will read the words. “Today we are going to make the “ish” word family and I bet you know one right away!” Students should say “fish”. Teacher has a student pass out magnadoodles. Teacher “On your magnadoodle I want you to think of all the words you can are in the “ish” word family. When you are done put the pen down and look up. We will record the word on the big fish.

Practice/Application:

ELA, Reading, WIDA: During the read aloud,

Native- Students will listen to the book “About Fish, A Guide for Children” by Catherine P. Sill and answer knowledge, comprehension, analysis questions, synthesis and evaluation questions.

Comment [LF14]: What about leveling?

Comment [LF15]: This section should be with the activity in the description part of the lesson.

Beginning-Students will listen to the book “About Fish, a Guide for Children” by Catherine P. Sill and answer knowledge and comprehension questions.

Expanding- Students will listen to the book “About Fish, A Guide for Children” by Catherine P. Sill and answer knowledge, comprehension, analysis questions, and evaluation.

ELA, Writing, Science, WIDA: After the read aloud, students will be asked to think of the fish in the book and pick out one that they liked. They will draw a picture of this fish. They will label the parts of the fish. Teacher “What are the parts of a fish? What colors can they be?” Teacher will make a list on chart paper. Teacher “Boys and girls, today you are going to draw a detailed picture of you favorite fish from the book. You are going to label the fish’s parts and write one sentence about what the part is used for. When everyone is finished you will share your favorite fish with the class.”

Native- In their science journals, students will show and understanding of the parts of a fish and what each part is used for by drawing a fish and gluing prepared part labels to each part. Students will write a short sentence using inventive spelling and key vocabulary, telling what each part is used for in a small group.

Beginning-In their science journals, students will show and understanding of the parts of a fish and what each part is used for by drawing a fish and gluing prepared part labels to each part. Students will orally discuss the function of each part, using key vocabulary, with the teacher.

Expanding- In their science journals, students will show and understanding of the parts of a fish and what each part is used for by drawing a fish and gluing prepared part labels to

each part. Students will write a short sentence using inventive spelling and key vocabulary, telling what each part is used for in a small group with native peers.

Communicative: After writing in their journals

Native: Students will, using English, orally present their drawing of a fish and tell about one of its parts and its function using detailed related sentences.

Beginning: Students will, using English, orally present their drawing of a fish and tell about one of its parts and its function using phrases or chunks of language.

Expanding: Students will, using English, orally present their drawing of a fish and tell about one of its parts and its function using longer phrases and related sentences.

Social Studies:

Native: Students will write a list and draw 5 features of a fish's habitat.

Beginning: Students will choose from pictures, 5 features of a fish's habitat and glue them to paper.

Expanding: Students will choose from pictures, 5 features of a fish's habitat glue them to paper, and write the word under it.

Language:

Native: Students will write at least 3 words from the "ish" word family.

Beginning: Students will write at least 1 word from the "ish" word family, can be a non-sense word.

Expanding- Students will write at least 2 words from the "ish" word family.

Review/Assessment:

The questioning portion of the lesson observation will be the main assessment tool for Reading. The teacher will listen to students during their pairing and sharing to

Comment [LF16]: You have good leveling here, but it should be included in the body of the lesson with each activity.

determine if comprehension is there. If not, work with children on individual basis will be done.

The assessment on the Science and Writing portion of the lesson will be their drawings and writing about fish characteristics and functions in their science journals. A checklist will be attached to the child's entry based on our report card scale of 1-4, 4 being exceeding the standard.

Assessing Social Studies portion will be assessed by their lists of habitat features. A simple rubric will be used to assess understanding. Linguistic goal will be assessed through their ability to write a word in the word family "ish" and through teacher observation.

*Teacher will review lesson objectives with children and check off which ones were accomplished.

Extension:

Native: For homework, students will think of an animal that is native to their country and draw a picture of it in its habitat and write two sentences about it. Parents and siblings are encouraged to help.

Beginning: For homework, students will think of an animal that is native to their country and draw a picture of it in its habitat. Parents and siblings are encouraged to help.

Expanding: For homework, students will think of an animal that is native to their country and draw a picture of it in its habitat and write one sentence about it. Parents and siblings are encouraged to help.

Lesson 3 Topic: Keeping Our Oceans Clean

Standards:

Content Areas:

Science: LS1 (K-2)-2 Students demonstrate understanding of structure and function-survival requirements by...

Observing that plants need water, air, food and light to grow; observing that animals need water, air, food and shelter to grow.

ELA: Reading K7-7.1 & 7.2 Demonstrate initial understanding of informational texts read aloud (expository and practical texts) by...

Obtaining information, using text features (e.g., title and illustrations) EXAMPLE:

From the picture on the cover, what do we think this book will tell us?

Using explicitly stated information to answer questions EXAMPLE: So, what did we learn about what owls eat?

SS: C&G (5 K-2) 3: Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...

Listing the pros and cons of personal decisions (e.g., littering or recycling)

WIDA:

Science: Prek-K, LSRW: Beginning and Expanding (L2 and L4)

SS: Prek-K, LSRW: Beginning and Expanding (L2 and L4)

ELA: Prek-K, LSRW: Beginning and Expanding (L2 and L4)

Objectives:

Science: The students will demonstrate an understanding of why it is important to keep oceans clean.

Comment [LF17]: Social and Instructional is needed.

ELA: Reading: When shown the book, “All the Way to the Ocean,” the students will make a prediction about what the book is about.

ELA: Writing: Students will write about what they think the book is about.

SS: Students will list the role they can take in their community to keep local ocean environments clean.

WIDA:

SS: Students will compare and contrast pictures of clean vs. polluted ocean environments.

ELA: Students will complete rhymes to the song, “Down by the Bay”

Science: Students will sequence how garbage gets from storm drain to the ocean.

Linguistic:

Students will create a rhyme to the tune “Down by the Bay”

Communicative:

Using English, students will describe ways they can help keep oceans clean.

Cross Cultural:

Students will discuss pollution in their native country and draw a picture of it.

Materials:

Books: “All the Way to the Ocean,” and “Down by the Bay”

Pencils

Paper

Crayons

Markers

Bottled Water (clean and polluted)

Comment [LF18]: Not needed - keep them all together under objectives.

Comment [LF19]: Would kindergarten students know this about their native country?

Fish Tank (including filter)

Various fish

Pictures of clean and polluted ocean environments

Pictures to sequence garbage from storm drain to ocean

Key Vocabulary:

Storm drain, pollution, environment, trash, healthy, eco-system

Motivation:

The teacher will present two bottles of water for the students to study, one will be clean and one will have added dirt/debris to symbolize polluted water. The teacher will ask, which one would you want to drink? If it were a big ocean, which one would you want to go swimming in?

****Objectives listed on the board and simplified for student understanding****

Method:

Science: Students will hold bottles of water presented during motivation and pass them around taking turns stating why ocean animals would do better in the clean environment.

The teacher will list responses on the board.

ELA: The teacher will show the students the book, “All the Way to the Ocean,” and ask what they predict the book is about? They will be reminded to look at the details in the picture. The students will be grouped in twos to Think, Pair, Share (taught in lesson 2) about what they think the book is about, then report back to the class as a whole.

ELA-R: The teacher will read aloud “All the Way to the Ocean,” pausing to ask multi-leveled comprehension questions.

ELA-W: Prior to read aloud and following vocabulary review, students will be asked to write/draw what they think the book is about in their journals.

SS: Following the read aloud, students will Think, Pair, Share (taught in lesson 2) about their role in keeping our ocean environments clean.

Communicative: The students will then describe their *partner's* thoughts to the whole class.

Linguistic: The students will create a rhyme to the tune “Down by the Bay” using various rhyme patterns and including the use of nonsense words for level 2 students. (Rhyme taught in lessons 1 & 2).

Comment [LF20]: Would all of the students be able to create their own rhymes?

WIDA:

SS: With a native partner, level 2s will compare and contrast clean and polluted ocean environments using pictures. They will list (L2 draw, natives write) up to five characteristics of polluted water. Level 4's will do this activity, using drawings, independently.

ELA: The students will create a rhyme to the tune “Down by the Bay” using various rhyme patterns and including the use of nonsense words for level 2 students. (Rhyme taught in lessons 1 & 2).

Comment [LF21]: This is repeated.

Science: Students will sequence the stages garbage (pollution) takes from the storm drain to the ocean using pictures of its effects on the ocean. Natives will sequence 5 pictures, Level 4s will sequence 4 pictures, and Level 2s will sequence 3 pictures.

Mini-Lesson:

Prior to review, students will learn and practice “Thumbs Up, Seven Up” with the teacher to be sure to understand the procedure we will use when we review our lesson.

Comment [LF22]: This seems more like a list of activities than a cohesive lesson. I'm not sure why you have ELA, SS, WIDA, etc. listed. It should flow more like a natural lesson.

Review:

Based on our game, “Thumbs Up, Seven Up,” students will play in the same manner, but this time the seven chosen will have to present the person they think tagged them w/ a question about ocean environments within our lesson. Example questions presented include:

How does garbage affect our oceans?

What can you do to help keep oceans clean?

What does pollution mean? (or another key vocab. Word)

The class will then re-visit their list of objectives, checking off each objective completed together.

Assessment: See Chart

At Home Connection:

Students will collect pictures from magazines or other sources, with the help of a grown up at home, that show ocean environments. Students can choose from personal pictures of vacations, pictures of places they’d like to visit, or pictures of polluted environments they would like to see change. They will bring in the pictures for a day of “Show and Tell.”

Comment [LF23]: Are you providing the magazines? What if the students don't have those at home?

Comment [LF24]: [REDACTED]
You did a nice job incorporating SS into your science topic. The idea for a lesson on pollution was great. You did carry rhyme and cooperation throughout your unit, which was nice to see. It did feel like some of the lesson lacked a natural progression and unity. Also, see my notes about the lesson objectives (re:WIDA) and notes about lesson 3.
38 / 45

SPED 553 Rubric for the Unit Plan

	Approaches Standard	Meets Standard	Exceeds Standard
Specification of the ELLs with exceptional needs for Whom The Unit is Designed CEC 2 ICC2K1, ICC2K2, ICC2K3 5points	Candidate demonstrates some understanding of and response to important ELL learner characteristics. Points Awarded:	Candidate demonstrates satisfactory understanding of and response to the most important developmental, linguistic, and cultural characteristics of ELL learners. Points Awarded: 4	Candidate demonstrates a superior understanding of and response to a wide range of important ELL learner characteristics Points Awarded:
Theme, Disciplines and Standards CEC 7 ICC7K2, ICC7K3, ICC7S1, 5points	<ul style="list-style-type: none"> • Candidate demonstrates some ability to plan standards-based lessons and to organize instruction around a theme, incorporating at least two disciplines and referencing some relevant standards of those disciplines. (Including the WIDA ESL Standards; NECAP GLEs) Points Awarded:	<ul style="list-style-type: none"> • Candidate demonstrates satisfactory ability to plan standards-based lessons and to organize instruction around a theme, incorporating at least three disciplines and referencing relevant standards of those disciplines. (Including the WIDA ESL Standards; NECAP GLEs). Points Awarded: 4	<ul style="list-style-type: none"> • Candidate demonstrates superior ability to plan standards-based lessons and to organize instruction around a theme, incorporating three or more disciplines and referencing a wide range of relevant standards of those disciplines. (Including the WIDA ESL Standards; NECAP GLEs). Points Awarded:
Unit Goals and Objectives CEC 7 ICC7S6, ICC7S8 10 points	<ul style="list-style-type: none"> • Candidate demonstrates some ability to write linguistic, communicative, content, learning skills/strategies, and cross-cultural objectives for their lessons/unit, however the objectives are lacking in some way or another. Points Awarded:	<ul style="list-style-type: none"> • Candidate demonstrates satisfactory ability to write linguistic, communicative, content, learning skills/strategies, and cross-cultural objectives for their lesson/unit. Points Awarded: 9	<ul style="list-style-type: none"> • Candidate demonstrates superior ability to write linguistic, communicative, content, learning skills/strategies, and cross-cultural objectives for their lesson/unit. Points Awarded:
Planning of Lesson/Unit Learning Activities (including extension activities to the home and community)	<ul style="list-style-type: none"> • Candidate demonstrates some ability to apply current theories and research pertaining to sheltered instruction to activity selection and design. • Candidate does not select or design activities that meet all of the criteria established. • Candidate does not or minimally incorporates 	<ul style="list-style-type: none"> • Candidate demonstrates satisfactory ability to apply current theories and research pertaining to sheltered instruction to activity selection and design. • Candidate selects and designs activities that meet all of the criteria established. • Candidate incorporates activities that extend learning 	<ul style="list-style-type: none"> • Candidate demonstrates superior ability to apply current theories and research pertaining to sheltered instruction to activity selection and design. • Candidate selects and designs activities that meet all of the criteria established and does so in an exemplary way.

CEC 7: ICC7K1, ICC7S8, ICC7S10, GC7S2, GC7S1 ICC7S3 10points	activities that extend learning to the family and community. Points Awarded:	to the family and community. Points Awarded: 8	• Candidate consistently incorporates activities extends learning to the family and community. Points Awarded:
Classroom Materials And Resources Used in the Unit CEC 7: ICC7S11 GC7S4 5 points	Candidate demonstrates some ability to select appropriate materials for ELL learners and the goal of the unit. However, the materials lack variety and/or the materials are limited in some other way. Points Awarded:	Candidate demonstrates satisfactory ability to select appropriate materials for ELL learners and the goals of the unit. The candidate provides print and non-print materials that promote the goals of the unit. Points Awarded: 4	Candidate demonstrates a superior ability to select appropriate materials for ELL learners and the goals of the unit. The candidate provides a rich variety of materials to promote language and conceptual development. Points Awarded:
Evaluation Activities are Well-Designed/Planned CEC 7 ICC7S13 ICC7S15 10 points	• Candidate demonstrates some ability to assess the learners' attainment of the unit objectives. Performance indicators are complete or are not well written. Points Awarded:	• Candidate demonstrates satisfactory ability to assess the learners' attainment of the unit objectives. Performance indicators are satisfactorily constructed. Points Awarded: 9	• Candidate demonstrates a superior ability to use performance assessment to assess the learners' attainment of the unit objectives. Performance indicators are extremely well designed. Points Awarded:

Name _____

Score 1 38

Date 7.1.2010

Score 2 _____

Date _____