

End of Unit Assessment

Materials and Preparation

- End of Unit Assessment slide
- projector and screen
- End of Unit Assessment prompt, one copy for each child
- End of Unit Assessment image, one copy for each pair of children
- End of Unit Assessment rubric

In advance of the week, plan a schedule for each small group to complete the assessment.

Rather than facilitate strategic small group instruction, teachers administer the End of Unit Assessment in small groups, with some children continuing work at the Writing Station. Children will have had an opportunity to think and talk together about the text, *Cristal Martinez: Caretaker of Our Earth*, on Day 1 of this week; introduce the assessment on Day 2 or later in the week. Children will benefit from various levels of support as they respond to the assessment prompt: some will work with a teacher from start to finish for support in providing a response with drawing and writing as well as orally; others will be launched by the teacher and continue independently at the Writing Station. Writing will include a range from labels to full sentences, with teachers encouraging children to attempt a sentence with inventive spelling.

In small groups, show the images and text on the slides and on paper, and read the prompt aloud. Invite children to talk with a partner after each question.

Listen to the words, and look closely at the photograph of REEP.

1. *What steps did Cristal and her friends take to turn a vacant lot into a garden? Use at least two details from the text.*
2. *How did Cristal and her friends work together to be Caretakers of the Earth?*

As children talk with partners, listen to and record their responses.

Refer to the assessment sheet.

You can continue to talk, and also draw and write to show your thinking.

Distribute copies of the images and the assessment sheet. As children begin drawing and writing, continue to collect oral responses from children who benefit from a one-to-one conversation to best demonstrate their understanding. Invite them to access relevant resources in the classroom, such as vocabulary cards. Release children to the Writing Station to continue working on the assessment independently, as they are ready.

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction		Dedicate the majority of Stations time to strategically targeted small group instruction.
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including on the topic of study (conservation, recycling)
Pocket Chart	“Have a Ball”	<ul style="list-style-type: none"> ● “Have a Ball” sentence strips ● pocket chart and pointer ● “Have a Ball” on chart ● “Have a Ball”/“A Seed Needs” child copies ● drawing tools
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 8 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● “Cristal Martinez: Caretaker of the Earth” recording ● “Cristal Martinez: Caretaker of the Earth” ● conversation prompts, cut apart
Writing	End of Unit Assessment	<ul style="list-style-type: none"> ● assessment image, 1 for each pair ● assessment sheet, 1 for each child ● writing and drawing tools ● assessment slides ● assessment rubric
Word Work	Matching Sentences to Pictures	<ul style="list-style-type: none"> ● Matching Sentences to Pictures sheets, one for each child
	Illustrating Sentences	<ul style="list-style-type: none"> ● Illustrating Sentences sheets, one for each child ● drawing tools (colored pencils or fine markers)
	Read, Build, Write Trick Words	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles