

WEEK 5

Stations

Mid-Unit Assessment

Materials and Preparation

- Mid-Unit Assessment slide
- projector and screen
- Mid-Unit Assessment sheet, one copy for each child
- Mid-Unit Assessment Image, one copy for each pair of children
- Mid-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 Mid-Unit Assessment in small groups, with some children continuing work at the Writing Station. Children will benefit from various levels of prompting and support as they respond to the assessment prompt: some will work with a teacher from start to finish and provide a mostly oral response; others children will be launched by the teacher and then continue independently at the Writing Station. Children will have had an opportunity to think together about the assessment text and its big ideas during the previous week's Read Aloud; during the assessment, they pull from that discussion as they think, draw, and write independently to demonstrate their understanding. In Unit 2, while teachers rely on oral responses to assess children's full understanding, all children also respond to the prompt with drawing. Some children will begin to also respond with labeling and writing.

In small groups, show the image on the slide and on paper, and read the prompt aloud.

*Choose **one** of these questions: What information did you learn about **frogs**? Or, what information did you learn about **salmon**?*

Turn and talk with a partner.

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 image and the assessment sheet. As children begin drawing (and possibly 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 posted in the classroom. Release children to the Writing Station to continue working on the assessment independently, as they are ready.

See reverse for Stations overview page.

WEEK 5

Stations

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 (animals and habitats)
Pocket Chart	“Who Fed the Chickens?”	<ul style="list-style-type: none"> ● “Who Fed the Chickens?” sentence strips ● pocket chart to accommodate sentence strips ● “Who Fed the Chickens?” on chart ● “Who Fed the Chickens?” child copies ● pointer ● drawing tools, optional
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 5 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 ● <i>Owl Moon</i> recording ● <i>Owl Moon</i>, Jane Yolen ● conversation prompts, cut apart ● headphones (optional)
Writing	Mid-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	Sorting Beginning Sounds and Letters (v, w, k, h)	<ul style="list-style-type: none"> ● Sorting Sheets, 5 copies ● Letter Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Beginning Sound BINGO 2 (Rr, Ee, Ss, Dd, Ww, Gg, Jj, Pp, Ll, Kk/Cc, Hh, Gg)	<ul style="list-style-type: none"> ● BINGO boards (4, or 2 copies of each for 2 sets) ● letter cards, 8 copies on stiff paper and cut apart, or magnetic letters ● basket or bag to hold letter cards
	Read, Build, Write	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles ● pencils