

Mid-Unit Assessment

Materials and Preparation

- Mid-Unit Assessment slide
- projector and screen
- Mid-Unit Assessment prompt, one copy for each child
- Mid-Unit Assessment images, 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 have had an opportunity to think and talk together about the two texts, *The Gift of the Tree* and *The Great Kapok Tree*, in Weeks 2 and 3. They 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 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. By Unit 3, 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 illustration from The Gift of the Tree.

How does the squirrel depend on the tree to survive?

Use details from the illustration to support your ideas.

Listen to the words and look closely at the illustration from The Great Kapok Tree.

How does the bee depend on the tree?

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	“Reduce, Reuse, Recycle”	<ul style="list-style-type: none"> ● “Reduce, Reuse, Recycle” sentence strips ● pocket chart and pointer ● “Reduce, Reuse, Recycle” on chart ● “Reduce, Reuse, Recycle” child copies ● drawing tools
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>Recycle!</i> recording ● <i>Recycle!</i>, Gail Gibbons ● conversation prompts, cut apart
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	Word Hunt	<ul style="list-style-type: none"> ● Word Hunt cards, cut apart, one set for each child ● Word Hunt recording sheets, one for each child ● pencils
	Matching Pictures with Words with Digraphs	<ul style="list-style-type: none"> ● Sorting Sheet, 5 copies ● Word Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Say, Tap, Build, Read	<ul style="list-style-type: none"> ● Say, Tap, Build, Read sheets, one for each child ● pencils ● letter tiles