

# Foster Heights Intellectual Preparation

## Module: Unpacking Module 3: Trees Are Alive

Step 1: Read and discuss the Module Overview.

<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of this module?</li> <li>• What are the four Ts?</li> <li>• What are the essential questions for this module?</li> </ul>	<p><b>Purpose:</b> In this module, students observe and explore living things and make connections about living things and what they need. Students build deep knowledge about the scientific topic of living things, and trees, specifically. Module 3 builds a deep knowledge for students to then apply in Module 4.</p> <p><b>The 4 T's:</b>  <b>Topic:</b> Trees are Alive  <b>Task:</b> Informational Collage presenting information about students' researched trees.  <b>Targets:</b> CCSS explicitly taught and assessed: W.K.2, W.K.5, W.K.8  <b>Texts:</b> <i>Are Trees Alive?</i>; <i>The Tree in the Ancient Forest</i>; <i>What's Alive?</i>; <i>Be a Friend to Trees</i>; "Clay Leaves"; "Connecting Trees"; "What's Alive and What's Not?"; "A Tree Is a Living Thing"; "We Depend on Trees"; "Who Depends on a Tree?"</p> <p>Essential Questions:  <b>What do all living things need to live and grow?</b>  <ul style="list-style-type: none"> <li>■ All living things need food, water, air, and the ability to move and grow.</li> </ul> <b>What do researchers do?</b>  <ul style="list-style-type: none"> <li>■ They try to find out more about ideas and information that make them curious.</li> </ul> <b>How do we know that something is living?</b>  <ul style="list-style-type: none"> <li>■ It eats food, drinks water, breathes air, and moves and grows.</li> </ul> <b>How do living things depend on trees to meet their needs?</b>  <ul style="list-style-type: none"> <li>■ Living things depend on trees for food, water, air, shelter, wood, and sap.</li> </ul> <b>What patterns can we observe in how living things meet their needs?</b>  <ul style="list-style-type: none"> <li>■ All living things need food, water, air, and the ability to move; however, different living things may meet those needs in similar or different ways.</li> </ul> </p>
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Step 2: Read and discuss the Performance Task.

<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What do students need to know for the final performance task?</li> <li>• What do students need to do for the final performance task?</li> <li>• How will we get them there?</li> <li>• How will we know students are successful?</li> <li>• What would an independent exemplar response look like?</li> </ul>	<p><b>Synopsis:</b> In this performance task, students create an informational collage to demonstrate their expertise about a tree, its needs, and the animals it provides food for. The collage contains three distinct parts: the tree collage, an informational writing piece that describes the tree, its needs, and shares information about one animal that depends on the tree for food, and an accurately colored animal puppet that represents the animal from their writing. Students use notes from their small group research to inform their writing, as well as the tree collage. They also use peer feedback to revise their writing and collage and practice presenting their informational tree collage in preparation for sharing them with visitors at the end of module celebration.</p> <p><b>Need to Know:</b> what trees are, their needs, what animals trees are connected to, information about animals dependent on trees</p> <p><b>Need to Do:</b> 3-Part Process, students need to: 1. Create an informational tree collage 2. Create an informational writing piece about trees, their needs, and a fact about one animal that depends on the tree for food 3. Create an accurately colored animal puppet to represent their selected animal</p> <p>Students will be successful when they can express information about trees, the needs of trees, and animals that are dependent on trees</p>
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# Foster Heights Intellectual Preparation

## Units: Unpacking the Units

Step 3: Read and discuss each unit overview and assessments for the unit.

### UNIT 1 OVERVIEW

#### ★ TEST DRIVE THE ASSESSMENTS

End of Unit Assessment - [LINK STUDENT EXEMPLAR](#)

Success Criteria:

- I can describe how living things are similar using ideas from the *What’s Alive?*
- I can explain whether something is living or nonliving using evidence from research and observations.

Skills Needed:

- Using learned information to explain learning
- Pulling details and information from text, research, and observations

Scaffolds Needed:

- Understand what it means to de
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#### ★ UNIT PLANNING

1. Highlight the assessment lessons in yellow.
2. Identify the non-negotiables for each lesson.
  - a. Learning Target (I AM LEARNING TO...)
  - b. Instructional Resources
  - c. Mini-Lesson Focus/Explicit Instruction
  - d. Success Criteria (I CAN...) - THIS IS YOUR DAILY FORMATIVE ASSESSMENT
  - e. Scaffolds
3. Identify weekly signals.
4. Highlight lessons with opportunities for [Next Level Transformations](#) in green.
5. Under the non-negotiables, identify the shifts being made in a different color.
  - a. Is this a PERSONAL, STUDENT-LED, REAL WORLD, STUDENT-OWNED, or COLLABORATIVE shift?
  - b. What additional resources, activities, or scaffolding is necessary to make this shift?

		Lesson 1	Lesson 2	Lesson 3	WEEKLY
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					<b>SIGNAL</b>
		<p>I am learning to explain whether something is living or nonliving using information from observations. I am learning to ask and answer questions about my observations.</p> <p><a href="#">Unit 1: Lesson 1:</a> Speaking and Listening: Inquiring about Living and Nonliving Things</p> <p>Word Wall: living, observation, observe, nonliving, researcher</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u> - Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.</p>	<p>I am learning to seek out examples and patterns in the world around me to research living and nonliving things. I can record my observations with words and drawings like a researcher.</p> <p><a href="#">Unit 1: Lesson 2:</a> Reading and Writing: What are Living and Nonliving Things?</p> <p>Word Wall: pattern, leaves, roots, noun, living, alive, seek out, pattern, world, growing, funny, undergrounds, petal, observation</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u> - Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.</p>	<p>I am learning to read a text to research what makes something living. I can record information from my research about what makes something living.</p> <p><a href="#">Unit 1: Lesson 3:</a> Reading and Writing to Research: Living Things Need Food and Water</p> <p>Word Wall: nutrients, energy roots, wilt, noun, singular, alike, criteria, food, water, air, energy, move, grow, lap, nibble, sunlight, nutrients, observe closely, revise,</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u> - Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.</p>	<p>I can record my observations from my research about what makes something living.</p> <p>(Utilizing Performance Task from Monday/Tuesday for weekly signal - I can share a narrative about the weather.)</p> <p>Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation. (analyze writing samples from lessons 4 and 5 for this weekly signal)</p>
<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>			<b>WEEKLY SIGNAL</b>
<p>I am learning to read a text to research what makes something living. I am learning to record information from my research about what</p>	<p>I am learning to read a text to research what makes something living. I am learning to record information from my research about what</p>	<p>I am learning to use research to confirm ideas about what makes something alive. I am learning to record evidence from my research about the living</p>			<p>I can record information about the living and nonliving things around me.</p> <p>Teachers will monitor, listen, and acknowledge</p>

<p>makes something living.</p> <p><a href="#">Unit 1: Lesson 4:</a> Reading and Writing to Research: Living Things Need Air</p> <p>Word Wall: noun, singular, plural, beak, hatch, underside, seedling, breathe, air, revise,</p> <p><a href="#">Supporting Materials</a></p> <p><a href="#">Formative Assessment:</a> - Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.</p>	<p>makes something living.</p> <p><a href="#">Unit 1: Lesson 5:</a> Reading and Writing to Research: Living Things Move and Grow</p> <p>Word Wall: seed, bend, follow, plural, singular, revise</p> <p><a href="#">Supporting Materials</a></p> <p><a href="#">Formative Assessment:</a> - Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.</p>	<p>and nonliving things around me.</p> <p><a href="#">Unit 1: Lesson 6:</a> Writing and Speaking: Sharing Our Ideas about Living and Nonliving Things</p> <p>Word Wall: criteria, confirm, revise, exploring, exploring, scavenger hunt</p> <p><a href="#">Supporting Materials</a></p> <p><a href="#">Formative Assessment:</a> - Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.</p>			<p>student engagement to keep track of students progress and participation. (Analyze writing samples from lesson 6 for this weekly signal)</p>
	<b>Lesson 7</b>	<b>Lesson 8</b>			<b>WEEKLY SIGNAL</b>
	<p>I am learning to describe how living things are similar using ideas from the text <i>What's Alive?</i> I can explain whether something is living or nonliving using evidence from research and observations.</p> <p><a href="#">Unit 1: Lesson 7:</a> Reading and Writing: Unit 1 Assessment, Pt I and Preparing for a Science Talk</p> <p>Word Wall: evidence, plants, observed,</p> <p><a href="#">Supporting</a></p>	<p>I am learning to describe how living things are similar using ideas from the text <i>What's Alive?</i> I am learning how to explain whether something is living or nonliving using evidence from research and observations.</p> <p><a href="#">Unit 3: Lesson 8:</a> Unit 1 Assessment: Part II and Science Talk</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p>			<p>I can use evidence from research and observations from the text <i>"What's Alive"</i> to explain whether something is living or nonliving.</p> <p><a href="#">- Summative Assessment</a></p> <p><a href="#">- Teacher Assessment Checklist</a></p>

	<p><a href="#">Materials</a></p> <p><u>Formative Assessment:</u> - Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.</p>	<p><u>Formative Assessment:</u> - Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.</p>			
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## UNIT 2 OVERVIEW

### ★ TEST DRIVE THE ASSESSMENTS

End of Unit Assessment - LINK STUDENT EXEMPLAR

Success Criteria:

- I can listen carefully to another's ideas and ask questions when I do not understand something.
- I can write a focus statement that describes how animals depend on trees for food.
- I can write detail sentences that give examples of how animals depend on trees for food.

Skills Needed:

- Sentence mechanics
- Writing to Inform
- Writing Topic Sentence
- Writing Supporting Detail Sentences

Scaffolds Needed:

- Letter vs word vs sentence
- Sentence Structure: CAPS
- Informative Writing
- Topic and Supporting Detail Writing Structure

### ★ UNIT PLANNING

1. Highlight the assessment lessons in **yellow**.
2. Identify the non-negotiables for each lesson.
  - a. Learning Target
  - b. Instructional Resources
  - c. Mini-Lesson Focus/Explicit Instruction
  - d. Success Criteria (Daily Formative Assessment)
  - e. Scaffolds
3. Identify weekly signals.
4. Highlight lessons with opportunities for [Next Level Transformations](#) in **green**.
5. Under the non-negotiables, identify the shifts being made in a different color.
  - a. Is this a PERSONAL, STUDENT-LED, REAL WORLD, STUDENT-OWNED, or COLLABORATIVE shift?
  - b. What additional resources, activities, or scaffolding is necessary to make this shift?

			Lesson 1	Lesson 2	WEEKLY SIGNAL
			<p>I am learning to share my observations and questions on a new research topic.</p> <p>I am learning to determine the main idea of the text The Tree in the Ancient Forest.</p>	<p>I am learning to determine the main idea of the text Be a Friend to Trees.</p> <p><a href="#">Unit 2: Lesson 2:</a></p> <p>Reading, Speaking and Listening, and Writing: How Living Things Depend on Trees</p>	<p>This week's weekly signal: Module 3 Unit 1 Summative Assessment</p>

			<a href="#">Unit 2: Lesson 1:</a> Reading, Speaking, and Listening: Discovering the Unit 2 Guiding Question  Word Wall: depend  <a href="#">Supporting Materials</a>  <a href="#">Formative Assessment:</a> -	Word Wall: sap, twig, bud, bark  <a href="#">Supporting Materials</a>  <a href="#">Formative Assessment:</a> -	
Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	WEEKLY SIGNAL
I am learning to determine the main idea of the text Be a Friend to Trees.  <a href="#">Unit 2: Lesson 3:</a> Reading, Speaking and Listening, and Writing: How Living Things Depend on Trees  Word Wall: shelter, oxygen  <a href="#">Supporting Materials</a>  <a href="#">Formative Assessment:</a> - Teacher will do check-ins on student class notes/research pages to assess weekly signal	I am learning to research the text and its pictures to find information about how people depend on trees for food.  I am learning to collaborate to create class notes that show how people depend on trees for food.  <a href="#">Unit 2: Lesson 4:</a> Shared Research: Reading and Taking Notes  Word Wall: nut, fruit, seeds  <a href="#">Supporting Materials</a>  <a href="#">Formative Assessment:</a> - Teacher will do check-ins on student class notes/research pages to assess weekly signal	I am learning to discuss how people depend on trees using our shared notes.  I am learning to contribute ideas about the focus statement in a piece of shared writing.  <a href="#">Unit 2: Lesson 5:</a> Shared Research: Turning Notes into Writing, Part I  Word Wall: n/a  <a href="#">Supporting Materials</a>  <a href="#">Formative Assessment:</a> - Teacher will do check-ins on student class notes/research pages to assess weekly signal	I am learning to contribute to the detail sentences and concluding statement in a piece of shared writing.  <a href="#">Unit 2: Lesson 6:</a> Shared Research: Turning Notes into Writing, Part II  Word Wall: n/a  <a href="#">Supporting Materials</a>  <a href="#">Formative Assessment:</a> - Teacher will do check-ins on student class notes/research pages to assess weekly signal	I am learning to read a text to research how animals depend on trees for food.  I am learning to collaborate to create class notes that show how animals depend on trees for food.  <a href="#">Unit 2: Lesson 7:</a> Reading Aloud to Research: Pages 14–17 of Be a Friend to Trees  Word Wall: flower, inner bark  <a href="#">Supporting Materials</a>  <a href="#">Formative Assessment:</a> - Teacher will do check-ins on student class notes/research pages to assess weekly signal	I can write to share information about how people depend on trees.  - Teacher will do check-ins on student class notes/research pages to assess weekly signal
NO SCHOOL	Lesson 8	Lesson 9	Lesson 10	Lesson 11	WEEKLY SIGNAL

	<p>I am learning to prepare for writing by creating notes that show how animals depend on trees for food.</p> <p>I am learning to share my notes with a partner and ask questions about his or her notes.</p> <p><a href="#">Unit 2: Lesson 8:</a> Speaking, Listening, and Writing: Preparing to Write about How Animals Depend on Trees</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><a href="#">Formative Assessment:</a> -</p>	<p>I am learning to listen carefully to another's ideas and ask questions when I do not understand something.</p> <p>I am learning to write a focus statement that describes how animals depend on trees for food.</p> <p><a href="#">Unit 2: Lesson 9:</a> Unit 2 Assessment, Part I: Writing a Focus Statement</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><a href="#">Formative Assessment:</a> -</p>	<p>I am learning to write detail sentences that give examples of how animals depend on trees for food.</p> <p><a href="#">Unit 2: Lesson 10:</a> Unit 2 Assessment, Part II: Writing Detail Sentences</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><a href="#">Formative Assessment:</a> -</p>	<p>I am learning to write detail sentences that give examples of how animals depend on trees for food.</p> <p>I am learning to write a concluding sentence that states the topic in a different way.</p> <p><a href="#">Unit 2: Lesson 11:</a> Unit 2 Assessment, Part III: Writing a Detail Sentence</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><a href="#">Formative Assessment:</a> -</p>	<p>Unit 2 Summative Assessment</p> <p>I can write detail sentences that give examples of how animals depend on trees for food. (10,11)</p> <p><a href="#">- Summative Assessment</a></p> <p><a href="#">- Teacher Assessment Checklist</a></p>
<b>Lesson 12</b>					<b>WEEKLY SIGNAL</b>
<p>I am learning to collect research from different places to discuss the answer to a question.</p> <p>I am learning to participate in a conversation to share how living things depend on trees to meet their needs.</p> <p><a href="#">Unit 2: Lesson 12:</a> Speaking and Listening: Sharing Our Learning about Animals That Depend on Trees for Food</p>					<p>Module 3 Unit 3 Week 1 Weekly Signal</p>



Word Wall: n/a  <a href="#">Supporting Materials</a>  <a href="#">Formative Assessment</a> : -					
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a. WHAT STANDARD IS TARGETED?

- i. **RI.K.7-** *describe relationships between visuals and text*

b. HOW ARE STUDENTS EXPECTED TO SHOW MASTERY OF THAT STANDARD IN THAT MODULE? HOW IS THAT SCAFFOLDED THROUGH THE UNIT?

- i. [EL NCS Assessment](#)

- ii.

c. CREATE A “FRESH TEXT” ASSESSMENT

- i. [Teacher Toolbox from Iready support](#)

- ii. Create a 3-5 questions assessment using a new text that assesses this standard

## UNIT 3 OVERVIEW

### ★ TEST DRIVE THE ASSESSMENTS

End of Unit Assessment - LINK STUDENT EXEMPLAR

Success Criteria:

- I can show what I know about trees through writing and collage.
- I can give and receive feedback that is kind, helpful, and specific.

Skills Needed:

- Sentence mechanics
- Writing to Inform
- Writing Topic Sentence
- Writing Supporting Detail Sentences
- Understanding/Creating a Collage

Scaffolds Needed:

- Letter vs word vs sentence
- Sentence Structure: CAPS
- Informative Writing
- Topic and Supporting Detail Writing Structure
- Background on what collages are

### ★ UNIT PLANNING

1. Highlight the assessment lessons in yellow.
2. Identify the non-negotiables for each lesson.
  - a. Learning Target
  - b. Instructional Resources
  - c. Mini-Lesson Focus/Explicit Instruction
  - d. Success Criteria (Daily Formative Assessment)
  - e. Scaffolds
3. Identify weekly signals.
4. Highlight lessons with opportunities for [Next Level Transformations](#) in green.
5. Under the non-negotiables, identify the shifts being made in a different color.
  - a. Is this a PERSONAL, STUDENT-LED, REAL WORLD, STUDENT-OWNED, or COLLABORATIVE shift?
  - b. What additional resources, activities, or scaffolding is necessary to make this shift?

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	WEEKLY SIGNAL
	I am learning to share my observations and questions about a new research topic.	I am learning to research important information about the sugar maple tree using the words and	I am learning to use information from research to contribute to a piece of shared writing.	I am learning to use information from research to contribute to a piece of shared writing.	I can use information from research to contribute to a piece of shared writing.

	<p>I am learning to describe what makes something high quality.</p> <p><a href="#">Unit 3: Lesson 1:</a> Reading, Speaking, and Listening: Discovering a New Research Topic</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u> -Teacher will check shared writing pieces to assess weekly standard (TR/F)</p>	<p>pictures of a text.</p> <p>I am learning to find and record important information to contribute to class notes.</p> <p><a href="#">Unit 3: Lesson 2:</a> Research Reading: The Sugar Maple</p> <p>Word Wall: trunk, branch</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u> -Teacher will check shared writing pieces to assess weekly standard (TR/F)</p>	<p>I am learning to show what I know about trees through writing and collage.</p> <p><a href="#">Unit 3: Lesson 3:</a> Shared Research Writing: Drafting the Focus Statement and Detail Sentence</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u> -Teacher will check shared writing pieces to assess weekly standard</p>	<p>I am learning to give and receive feedback that is kind, helpful, and specific.</p> <p><a href="#">Unit 3: Lesson 4:</a> Shared Research Writing: Drafting Detail Sentences</p> <p>Word Wall: n/a</p> <p>Supporting Materials (none listed)</p> <p><u>Formative Assessment:</u> -Teacher will check shared writing pieces to assess weekly standard</p>	-Teacher will check shared writing pieces to assess weekly standard
<b>Lesson 5</b>	<b>Lesson 6</b>	<b>Lesson 7</b>	<b>Lesson 8</b>	<b>Lesson 9</b>	<b>WEEKLY SIGNAL</b>
<p>I am learning to research a text to answer a question using the words and pictures.</p> <p>I am learning to describe my tree and what it needs using information from my research.</p> <p><a href="#">Unit 3: Lesson 5:</a> Small Group Research: Reading and Taking Notes</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u> Teachers will monitor, listen, and</p>	<p>I am learning to describe my tree and what it needs using my research notes.</p> <p>I am learning to discuss the needs of my tree and identify patterns among different types of trees.</p> <p><a href="#">Unit 3: Lesson 6:</a> Small Group Research: Taking Notes and Unit 3 Assessment, Part I</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u></p>	<p>I am learning to research a text to answer a question using the words and pictures.</p> <p>I am learning to research a text to answer a question using the words and pictures.</p> <p><a href="#">Unit 3: Lesson 7:</a> Small Group Research: Reading and Taking Notes</p> <p>Word Wall: provide</p> <p>Supporting Materials (none listed)</p> <p><u>Formative Assessment:</u></p>	<p>I am learning to describe what animals depend on my tree using my research notes.</p> <p>I am learning to discuss the needs of my tree and identify patterns among different types of trees.</p> <p><a href="#">Unit 3: Lesson 8:</a> Small Group Research: Taking Notes and Unit 3 Assessment, Part II</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative</u></p>	<p>I am learning to write about patterns in living things using my research.</p> <p>I am learning to discuss the patterns in how living things meet their needs.</p> <p><a href="#">Unit 3: Lesson 9:</a> Small Group Research: Taking Notes and Unit 3 Assessment, Part III</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u> Teachers will</p>	<p>I can discuss the needs of trees and identify patterns among different types of trees.</p> <p>-Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.</p>

acknowledge student engagement to keep track of students progress and participation.	Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.	Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.	<u>Assessment:</u> Teachers will monitor, listen, and acknowledge student engagement to keep track of students progress and participation.	monitor, listen, and acknowledge student engagement to keep track of students progress and participation.	
<b>Lesson 10</b> Performance Task	<b>Lesson 11</b> Performance Task	<b>Lesson 12</b> Performance Task	<b>Lesson 13</b> Performance Task	<b>Lesson 14</b>	<b>WEEKLY SIGNAL</b>
<p>I am learning to show what I know about trees through writing and collage.</p> <p>I am learning to give and receive feedback that is kind, helpful, and specific.</p> <p><a href="#">Unit 3: Lesson 10:</a> Performance Task: Drafting a Focus Statement and Creating an Informational Tree Collage</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u></p>	<p>I am learning to show what I know about trees through writing and collage.</p> <p>I am learning to give and receive feedback that is kind, helpful, and specific.</p> <p><a href="#">Unit 3: Lesson 11:</a> Performance Task: Drafting Detail Sentence 1 and Continuing an Informational Tree Collage</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u></p>	<p>I am learning to show what I know about trees through writing and collage.</p> <p>I am learning to give and receive feedback that is kind, helpful, and specific.</p> <p><a href="#">Unit 3: Lesson 12:</a> Performance Task: Drafting Detail Sentence 2 and Continuing an Informational Tree Collage</p> <p>Word Wall: n/a</p> <p>Supporting Materials (none listed)</p> <p><u>Formative Assessment:</u></p>	<p>I am learning to show what I know about trees through writing and collage.</p> <p><a href="#">Unit 3: Lesson 13:</a> Performance Task: Drafting Detail Sentence 3 and Completing an Informational Tree Collage</p> <p>Word Wall: n/a</p> <p>Supporting Materials (none listed)</p> <p><u>Formative Assessment:</u></p>	<p>I am learning to share information about living things and their needs with others.</p> <p>I am learning to read my writing aloud using a strong and clear voice.</p> <p><a href="#">Unit 3: Lesson 14:</a> Speaking and Listening: Preparing to Share Our Work</p> <p>Word Wall: n/a</p> <p>Supporting Materials (none listed)</p> <p><u>Formative Assessment:</u></p>	<p>Performance Task</p> <p>I can show what I know about trees through writing and collage.</p> <p><a href="#">Performance Task Materials</a></p>
<b>Lesson 15</b>					<b>WEEKLY SIGNAL</b>
<p>I am learning to read my writing aloud using a strong and clear voice.</p> <p>I am learning to share information about living things with others.</p> <p><a href="#">Unit 3: Lesson 15:</a> Speaking and</p>					Module 4 Unit 1 Lessons 1-4 Weekly Signal

<p>Listening: Sharing and Celebrating Our Work</p> <p>Word Wall: n/a</p> <p><a href="#">Supporting Materials</a></p> <p><u>Formative Assessment:</u></p>					
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