



Comprehensive Curriculum

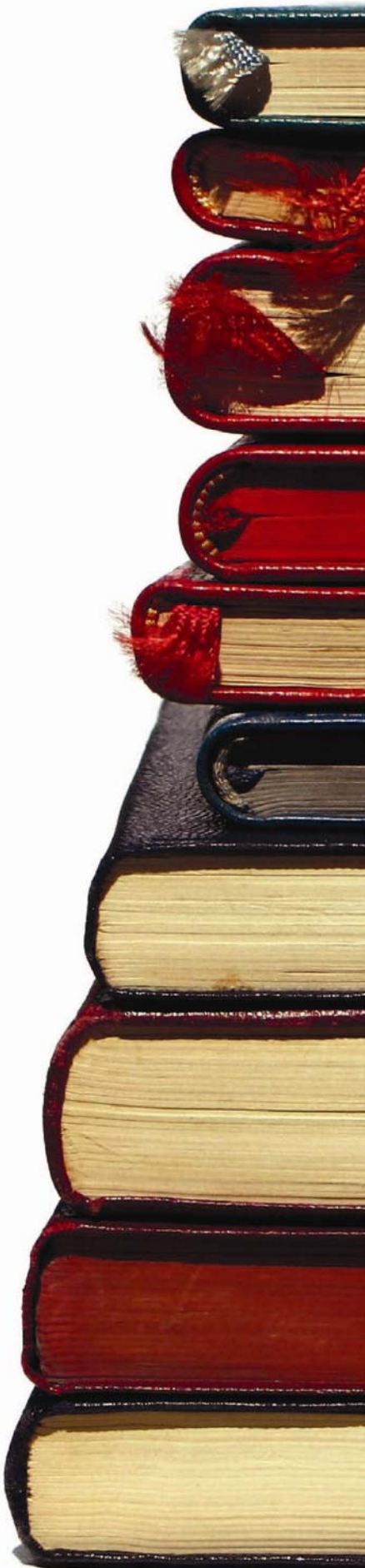
Revised 2008

Kindergarten English Language Arts



Louisiana Department of
EDUCATION

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**Kindergarten
English Language Arts**

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Louisiana Comprehensive Curriculum, Revised 2008 Course Introduction

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of *iLEAP* assessments.

District Implementation Guidelines

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLEs can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/1de/uploads/11056.doc>.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url <http://mconn.doe.state.la.us/accessguide/default.aspx>.



Kindergarten
English Language Arts
Unit 1: Learning About Me

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas and varied in difficulty depending on the developmental level of the students.



Unit Description

This unit focuses on the understanding of self as an individual and as part of a group through activities that encourage oral language and vocabulary development. Oral and written forms of communication will be used in the identification of who and what are important in one's life. The writing of an "All About Me" chart provides the opportunity to use new vocabulary and to record information important in one's life which promotes the concept that print contains a meaningful message.

Student Understandings

Students describe personal characteristics and participate in discussions as they identify people, experiences, and events that are important in their lives. Students recognize their own names and other students' names. They will discuss their roles in the classroom and family while exploring written and oral language through participation in reading and discussing stories, writing class books, singing songs, playing games, and following oral directions. Students bring meaning to print when they record important information about themselves through the writing of an "All About Me" autobiographical chart.

Guiding Questions

1. Can students recognize unique characteristics they possess?
2. Can students recognize their own first and last names?
3. Can students follow oral directions?
4. Can students identify who and what are important in their lives?
5. Can students express themselves in complete sentences?
6. Can students write about their own lives?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
02a.	Demonstrate understanding of alphabetic principle by doing the following: distinguishing and naming all uppercase and lowercase letters (ELA-1-E1)

GLE #	GLE Text and Benchmarks
02b.	Demonstrate understanding of alphabetic principle by doing the following: identifying own first and last name (ELA-1-E1)
04.	Recognize and understand words found in environmental print (ELA-1-E1)
05.	Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
06.	Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2)
07a.	Demonstrate understanding of book and print concepts by locating front and back covers, title pages, and inside pages of a book (ELA-1-E2)
07b.	Demonstrate understanding of book and print concepts by identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence (ELA-1-E2)
07c.	Demonstrate understanding of book and print concepts by isolating individual words in print (ELA-1-E2)
10.	Answer questions about the important characters, setting, and events of a story (ELA-1-E5)
11.	Describe the connections between life experiences and texts (ELA-1-E6)
12.	Respond to stories, legends, songs and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
13.	Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)
14a.	Demonstrate understanding of information in texts read aloud by making predictions using prior knowledge and pictures (ELA-7-E1)
16.	Describe the role of an author and illustrator (ELA-7-E3)
17.	Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3)
19.	Write using developmental/ inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)
20.	Create compositions by participating in shared writing activities (ELA-2-E1)
21.	Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2)
22.	Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)
23.	Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
25.	Write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures (ELA-2-E4)
27.	Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6)
28.	Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page (ELA-3-E1)

GLE #	GLE Text and Benchmarks
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31.	Identify and use uppercase and lowercase letters at the beginning of own first and last names (ELA-3-E2)
33.	Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)
34.	Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
35.	Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)
36.	Relate an experience or creative story in a logical sequence (ELA-4-E3)
38.	Recite short poems, rhymes, and songs (ELA-4-E4)
41.	Participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper (ELA-4-E7)
42.	Use a computer mouse to navigate the screen (ELA-5-E1)
44.	Use technology to produce class work (ELA-5-E4)

Sample Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of these activities. When appropriate, each activity should allow students to share, for the purpose of developing vocabulary and phonological processing skills.

Activity 1: My Name is Important! (GLEs: 02a, 02b, 11, 31, 33, 35, 38, 41)

Materials List: *Chrysanthemum* by Kevin Henkes or various books from the classroom or school library related to names, name card labels for each student to be placed in several locations around the classroom, helper chart, various name songs or chants

Young children are naturally interested in their names. It is usually the first written language that they recognize. Therefore, it is very powerful to use students' names as a teaching tool that promotes name recognition and introduces letters. Use an *opinionnaire* ([view literacy strategy descriptions](#)) to open a discussion on names. *Opinionnaires* are developed by generating statements about a topic that force students to take positions and defend them. The emphasis is on students' points of view and not the "correctness" of their opinions. For this activity, the teacher should make the statement: "No one would want to be named after a flower." The students will generate their own opinions about the statement, debate the statement, and discuss the origin of their own names. (Some sample guiding question may include: Are any of you named after a flower?, Does any one in your family have the same names?, Are you named after anything special?, etc.)

Read the book *Chrysanthemum* by Kevin Henkes or a similar book that focuses on children's names and going to school. After reading *Chrysanthemum*, return to the discussion to see if any opinions have changed. Parental involvement may be gained by sending a letter home, informing the parents of the class discussion about names. The letter can request that parents write any stories they have about the choosing of their child's name and send it in to be shared with the class. The stories will be shared as they are received.

- Other books that may be used include *Ashok by Any Other Name* by Sandra S. Yamate, *The Name Jar* by Yangsook Choi, *My Name Is Yoon* by Helen Recorvits, *Mommy Doesn't Know My Name* by Suzanne Williams, *Christopher Changes His Name* by Itah Sadu or *Hooway for Wodney Wat* by Helen Lester. One has to consider available resources, students' interest, and personal favorites when choosing books.

The students will learn to identify their names and the names of their classmates through a print-rich environment. Students' name cards will be used to label their cubbies, seats, and folders. Add each student's name to a word wall which can be read and used as a reference for writing. The name cards may be used in various ways to promote name recognition. The following are some examples.

- Name cards for each student and a class list will be placed in the writing center to be used as needed.
- A folder-helper job may be added to the helper chart. The folder helper may place students' daily folders in the cubbies before the end of the day, matching the names on the folders to the names on the cubbies. The folder helper may work by him/herself or may have the teacher or a peer assist with the task.
- During transition times, name cards may be held up to let students know when to line up, or the teacher may hold up the name cards to allow a student's name to be inserted into a familiar chant or song in which students clap the beats in their names. The class will welcome students to school by inserting their names in the following song.

(Tune: Shortnin' Bread)
Welcome _____, _____, _____
Welcome _____, to our school.

Activity 2: Shared Reading (GLEs: 04, 05, 06, 07a, 07b, 07c, 11, 13, 14a, 16)

Materials List: classroom library and books from the school library as needed. Books need to be from a variety of texts (ex., fiction, nonfiction, contemporary and classic works), chart paper, pointers, masking cards, highlighter tape, sticky notes, Sample Reading Rubric BLM

In early childhood, classroom reading will be taught daily. The instruction of reading takes many different forms that enable the teacher to address the conventions of print (orientation, spacing, directionality, one to one, letter identification, word identification, locating rhyming words, sentence identification, etc.), grammatical features in reading

(capitalization, punctuation, grammatical choices, etc.), story elements, and comprehension skills (visualizing, comparing text to self and text to text, inferencing, predicting, sequencing, summarizing, etc. Grammatical choices can include parts of speech, descriptive language, purpose, type of written works, etc. The different forms of reading include shared, guided, read aloud, and independent. The use of the different forms of reading is powerful in that the skills taught in reading are used to support writing development. The skills addressed during shared reading depend on the developmental level of the students. Therefore, it is important that the teacher assess the students at the beginning of the year and periodically throughout the year. Both formal and informal assessments are recommended.

Shared Reading is a small- or whole-group activity in which teacher and students simultaneously read and reread aloud from an enlarged text (ex., nursery rhymes, morning message, big books, poetry, songs, class logs or journals, recipes, directions, lists, word walls, sentence stripes for use in pocket charts, or any appropriate selection). Shared reading affords the teacher the opportunity for demonstrating and modeling the joys of reading while introducing and demonstrating beginning reading and writing strategies in context. Through the shared reading activity, the students will actively participate in the reading process. They will build a sense of story and the ability to predict, and gain meaning from print and illustrations. They will develop oral language, vocabulary, fluency, phrasing, early reading strategies and concepts of print. Also shared reading is the platform for students to develop an understanding of meaning, structure, and visual cues. Shared reading should be done throughout the school year and is cited throughout the *Comprehensive Curriculum* document through various activities.

Read a large-print book such as *From Anne to Zach* by Mary Jane Martin as a shared reading. Model and discuss the following concepts: front and back covers, title, roles of author/illustrator, where to start, read from top to bottom, left to right. After the first reading, a reading rubric should be co-constructed to aid the students in all forms of reading, throughout the reading process. At this age level, it would be appropriate to use symbols or pictures along with the statements. Some examples of rubric statements teacher and students may develop together are:

1. Start reading in the front of the book (ex., use the picture of the front cover of a book)
2. Read from top to bottom (ex., use an arrow to show direction)
3. Read from left to right (ex., use an arrow to show direction)
4. Point to each word (ex., use a picture of a pointing finger)

The teacher needs to model the use of the rubrics, before and during reading. Additional rubric statements should be added after reading strategies are taught throughout the year. Some examples are:

5. I see lots of words I know (ex., use a picture of eyes)
6. Get your mouth ready to say the first sound of the word (ex., use a picture of a mouth)
7. Think about the words and the picture of the story (ex., use a picture of a brain)
8. Look across the word

9. Say the parts you know, put the parts together
10. Ask yourself these questions:
 - a. Does that make sense? (ex., use a question mark)
 - b. Does that sound like a real word?
 - c. Does that look right?
 - d. Do I need to try again?

After co-construction of the reading rubric it should be displayed for use throughout the school year. Since it is a working rubric, it needs to be updated as skills are taught. See Sample Reading Rubric BLM.

Activity 3: Class Name Books (GLEs: 02a, 02b, 05, 19, 20, 21, 23, 31)

Materials List: paper to make class book, markers, crayons, some type of binding to hold book together, photograph of each student

It is highly recommended that class books be created with photographs and/or students' names. Kindergarten students continue to display an egocentric interest in self. They are more highly motivated to read books in which their names and/or photographs are incorporated. Students' names will be inserted into class books with repetitive text. Examples for books include familiar songs, chants, and books such as:

- An "Alphabet Name" book which can be made, after the shared reading of *From Anne to Zach* by Mary Jane Martin or similar name or alphabet book. This book is constructed with enough sheets to represent each letter of the alphabet. The top of the page has a large capital and lowercase letter written on it. The students' names are written on the pages of the letters in their name. For example, the name Patrick would be written on the Pp, Aa, Tt, Rr, Ii, Cc, and Kk pages of the book. On each page write the designated letter in red. For example, P in Patrick would be in red on the Pp page, a would be in red on the Aa page and so on. This may take a few days to complete with all of the students' names. Do a few pages or a few names a day. Once the students can write or copy their names, another book can be made allowing the student to write their own names using red and black markers.
- "Who Stole the Cookie From the Cookie Jar?" Student's name stole the cookie from the cookie jar. Who me? Yes, you! Couldn't be. Then, who? One page for each student.
- "I Wish I Had a Little Red Box." I wish I had a little red box to put my student's name in. I'd take him/her out and go kiss, kiss, kiss, and put them back again. One page for each student.
- "Kindergarten, Kindergarten, What Do You See?" I see student's name looking at me. Student's name, student's name, who do you see? One page for each student.

The books may be made during whole-group, small-group, or center time. Books may be placed in the reading center to become part of the students' familiar reading repertoire and may be read during group, transition, and/or center times. The following sites have examples of books that include students' names:

- “Mrs. Levin’s Pre-K Pages” –
 - <http://www.pre-kpages.com/classbooks.html>
- “Back to School With a Blast” –
 - http://www.drjean.org/html/monthly_act/act_2004/07_08July_Aug/07_2004_d.html
- “Mrs. Meacham’s Classroom Snap Shots” –
 - <http://www.jmeacham.com/predictable.charts.htm#sep>

Activity 4: Name Games and Sorts (GLEs: 02a, 02b, 07c, 31, 33, 35)

Materials List: photograph of each student, name cards, a ball, name puzzles, letters, sorting mat, photo/name cards

Students will recognize their names and their classmates’ names as they play games. Some examples of games which can be played during whole group, small group, or center time include:

- Memory game in which students match name cards with photograph cards of themselves and their classmates.
- Kinesthetic games, in which one student calls another student’s name, and then rolls a ball to the student.
- Oral games, based upon the game “Simon Says,” in which students take turns giving oral one- and two-step directions. Students will follow the directions given by the lead student. For example, Lee may say the following: “Lee says sit down and touch your head.” Students will respond accordingly. If Lee does not say his name, students will not follow the directions.
- Name puzzles may be assembled by looking at their names and the names of classmates. Students can compare and contrast names, and count and identify the letters with teacher support. This activity may be introduced in small groups. The teacher may wish to place photocopies of students’ photographs in the center to match with the names as well.
- Sort letters in the student’s name in a simple sorting mat. This should be modeled in a whole- or small-group setting, then placed in centers. Example:

Letters in my name	Letters not in my name

- Students will use photo/name cards to sort in various ways. They will use *graphic organizers* ([view literacy strategy descriptions](#)) to sort and discuss the results of their sorts. *Graphic organizers* are visual displays of information that help students organize information to promote comparison of data and comprehension of written language. The discussions will include comparisons such as more, less, the same, alike, different, longer, shorter, etc. The following are some examples of sorts: boys and girls, number of letters in one’s name,

alphabetically by the first letter in one's name, etc. Sorting mats may be made using poster board. Examples of sorting mat structures:

Boy and Girl:

Boys in Our Class	Girls in Our class

Number of Letters in One's Name:

2	3	4	5	6	7	8	9

Alphabetical Order Names:

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

The following are some useful websites that focus on names. The sites include explanations, games, sorts, class books, activities, lessons, and resources.

- "Names" –
 - <http://www.pre-kpages.com/names.html>
- "My Name is Special" –
 - <http://comsewogue.k12.ny.us/~rstewart/k2001/Themes/names/names.htm#Poems%20&%20Songs>
- "What's in a Name" -
 - <http://www.kinderkorner.com/names.html>
- "Names" –
 - <http://www.hubbardscupboard.org/names.html>
- "All About Names Unit" –
 - <http://www.theteachersroom.com/names.htm>
- "Names" –
 - <http://www.thevirtualvine.com/Names.html>

Activity 5: Alike and Different (GLEs: 05, 11, 12, 33, 34)

Materials List: *We Are All Alike, We are All Different*, by the Cheltenham Elementary School kindergarteners or various books from the classroom or school library related to likenesses and differences, word grid

Students will explore similar and different characteristics which they and their classmates possess. The teacher will read the book, *We Are All Alike, We are All Different*, by the Cheltenham Elementary School kindergarteners or a similar book about likenesses and differences. Students' vocabulary will be expanded as they discuss and identify their characteristics and use new vocabulary during a *word grid* ([view literacy strategy descriptions](#)) activity. A blank large version of a *word grid* will be displayed. The students will identify a variety of characteristics mentioned in the story. These will be recorded across the top of the grid moving from left to right. When an acceptable number of characteristics have been identified, the student's names can be added to the vertical dimension of the grid. The teacher will demonstrate filling in the grid to show how the students are alike and different. The *word grid* will be used for the basis of discussions comparing similar or different characteristics.

	brown hair	black hair	curly hair	straight hair
Joe	x			x
Betty		x	x	
Sue				x
Bill	x			x

Other books that may be used are listed in the resources at the end of the unit. One has to consider available resources, students' interest, and personal favorites when choosing books.

Activity 6: I Like Me (GLEs: 05, 11, 12, 14a, 25, 27, 33, 34, 42, 44)

Materials List: various books from the classroom or school library as needed, paper, markers, crayons, pencils, chart paper, name cards, Feeling Cube BLM, 3" cube-shaped box, Internet, computer

The students will discuss and identify things they like about themselves, things they can learn, and their feelings after listening to related literature and participating in related activities. After exploring literature that promotes students' understanding of themselves, they will create a *Who Am I?* book found on the website <http://www.Starfall.com> under It's Fun to Read activity. To create the book, the students will click on characteristics that match their own. They may also click and drag body part words to match the correct body parts. The following are examples of related literature and activities that promote self awareness:

- *I Like Me*, by Nancy Carlson, is a book that explores self-esteem in children's daily life. Use *DR-TA* (*directed reading – thinking activity*) ([view literacy strategy descriptions](#)), which is an instructional approach that invites students to

make predictions, and then check their predictions during and after the reading. DR-TA provides a frame for self-monitoring because students should pause throughout the reading to ask students questions. In using *DR-TA* students will make predictions about the story based on the cover and title. These predictions may or may not be recorded. As the story is shared, stop at various points to model (think aloud) how to use context and picture cues when inferring the meaning of unknown vocabulary words. After the reading, students will dictate or use inventive spelling to identify things that make them feel successful. This may be more appropriate for small groups or pairs of students, depending upon the students' levels of development. If not available, other appropriate books include *What I Like About Me* by Allia Zobel – Nolan, *I Like Myself!* by Karen Beaumont, *I'm Gonna Like Me: Letting Off a Little Self-Esteem* by Jamie Lee Curtis

- After listening to a book in which a character learns something new, students will answer the following question: “What can I learn to do?” The following are two examples of appropriate books: *Leo the Late Bloomer* by Robert Krauss or *Whistle for Willie* by Ezra Jack Keats. Students will participate in a discussion of things they are learning to do. Ask guiding questions, such as What can you learn to do with your shoelaces?, How high do you think you can learn to count?, etc. Students will be encouraged to express their thoughts and ideas in complete sentences. They will agree upon one or two things they need to learn during the kindergarten year, such as tying shoes, counting to 50, reading their friends' names, etc. These skills will be recorded on charts and placed in the classroom. When a skill has been accomplished, it will be indicated on the chart. This activity will begin as whole group and continue in small groups until all skills are accomplished.
- Students will identify their feelings as they explore books and poems that provide insights into a wide range of emotions. Some examples include *How Are You Feeling?* by Saxton Freymann and Joost Elffers, *There's a Nightmare in My Closet* by Mercer Meyer, *Faces* by Francois Robert, etc. Using the Feeling Cube BLM, cut the pictures and glue or tape them onto each side of a 3” cube-shaped box to create a feelings cube. Discuss the feelings that correspond to the facial expressions on the feeling cube. The students will take turns tossing the cube and naming the emotion depicted. The students may relate incidents that made them feel or experience the emotion tossed on cube.

Activity 7: What Do I Like? (GLEs: 04, 19, 21, 27)

Materials List: various books or songs from the classroom or school library, What I Like BLM, binding for book, reading rubric, environmental print items

Introduce the students to the song *I Like Me* from the *I Am Special Just Because I'm Me* CD by Thomas Moore. Students create a class book entitled *What I Like*. Each student will be given What I Like BLM which has the following repetitive text: I like _____. Yes I do! I like _____. How about you? They will dictate or use inventive spelling to

complete the sentences. They will also draw an illustration to support their text. Bind their work to create a class book. Use the book and the reading rubric to model reading and then place it in the class library for the students to explore and enjoy as part of their familiar reading material. Another class book that can be made depicting what students like is an environmental print book. Students will bring environmental print from home of one or two items they like, for instance, a waffle box, cereal box, juice label, a lotion bottle, etc. These may be cut and used to create a class book that students can read. After the book is introduced to whole or small groups, it can be placed in the class library for familiar reading material. It may also be referred to during writing activities. Other songs or books that may be used are listed in the resources at the end of the unit. One has to consider available resources, students' interest, and personal favorites when choosing books.

Activity 8: I Am a Student (GLEs: 33, 34, 41)

Materials List: floor puzzles, Team Puzzle BLM, photographs of students, chart paper

Students will identify roles and responsibilities of being a classroom member to build a classroom community. The students will be divided into groups of two or three. Each group will work together to put a floor puzzle together. When all groups are done (or nearly done), they will come together as a whole and discuss the following:

- Did your group finish the puzzle?
- What did your puzzle look like when finished?
- Do you prefer to work in a small group or by yourself?
- Do you think your group worked well together? Why or why not?

Inform the students that there are many times when people have to work together. Some examples include:

- Sports- football, basketball, soccer, kickball, etc.
- Family- doing household chores, packing for a trip, preparing for a party, etc.
- Work- restaurants, doctors' offices, banks, etc.

Explain to the students that they will work together as a class community and school community throughout the year. When working together they were able to finish the puzzles in a short time. Together the class will accomplish many things during the day. They may even work together on projects as a school to accomplish things. The class will discuss what would have happened if all the floor puzzles were mixed up so the group would have had pieces from other puzzles (The puzzle would not have worked.). That is what would happen if one or some of the students did not make good choices during the day; our class would not work well. Therefore, every class member will play an important role in the classroom community. Each student will make a puzzle piece for a Class Community puzzle using the Team Puzzle BLM; this will be displayed as a reminder to work together. Students will sign their names in large letters for people to see (assist as needed). They can decorate any part of the puzzle that is outside the black box. Tell the students that tomorrow a surprise will appear in the black box. Take pictures of the students and paste them on their puzzle piece: then display the puzzle the next day (see photograph below of an example). A group discussion will remind the

students that they must work together to be part of a community. But as part of the school community, everyone must feel safe and respected. Discuss what it means to be “safe” and “respected.” *Brainstorm* ([view literacy strategy descriptions](#)) ideas for what a class community can do to make sure that everyone feels safe and respected. The teacher will write the students’ ideas on the board or chart paper. After the list of ideas has been generated, circle the ones that are similar, using different colored markers (example: don’t hit or play nice) and discuss how they are similar. Cooperatively, the class will summarize the similar things. The teacher will write the summarized statements on chart paper and display it next to the Class Community puzzle to be used throughout the year. Some of the following are examples of summarized statements:

- 1. Be Safe, 2. Be Respectful, 3. Be Responsible, 4. Be A Learner
- 1. Respect Self, 2. Respect Others, 3. Respect Things
- 1. Be Nice, 2. Be a Good Listener, 3. Clean up Your Area



Activity 9: I Am Part of a Family (GLEs: 22, 25, 27)

Materials List: Paper Doll Chain BLM, large sheets of paper, precut paper doll chain, one for each student containing the correct number of dolls as family members, crayons, markers, envelopes, paper, writing utensils, a book of student addresses

The night before this activity, send home a home learning assignment and encourage family involvement to complete a list which includes each family member’s name. The teacher will precut paper doll chains (one for each student containing the same number of dolls as family members), using the Paper Doll Chain BLM for pattern and instructions. The next day, as a small group, students label precut paper doll chains using the list as a guide. Depending on the students’ writing developmental level, they may either dictate, use inventive spelling, or copy the names of their family members. They then will draw features to resemble each member. An example of a completed doll family depicting the teacher’s family will be shown as a model. The students will share with the class by presenting their doll family and telling the class about their family. These doll families will be displayed on a bulletin board to promote the concept that the students are members of a home family as well as a school family. Students may then be encouraged to write letters to family members. Envelopes, paper, writing utensils, and a book of student addresses will be placed in the writing center to promote letter writing after it has been properly modeled by the teacher.

Activity 10: I Am a Friend (GLEs: 10, 11, 17)

Materials List: various books from the class or school library, puppets

Students will explore similarities and differences among friends. They will listen to and discuss three or more books about friends, comparing and contrasting the characters in

the stories. They will also identify their favorite characters and explain why they were chosen as favorites. Assist the students by asking guiding questions. The following are some examples of guiding question:

- Was this character a good friend? If so, what did the character do or say to show that he/she was a good friend?
- Is this character like you in any way? Does this character like the same things as you, live in the same kind of place as you, act like you, have the same feelings as you do, or have the same kind of family that you do?
- Would you like to be friends with this character? Why or why not?
- What would you like to tell this character if you met him/her?
- Why did you like this character more than another character?

Role playing could be incorporated into this activity. The students may act out characteristics of a good friend. Puppets may be used as props if available.

Suggested books may include the following: *Franklin's Secret Club* by Paulette Bougeois, *Alexander and the Wind-Up Mouse* by Leo Lionni, *Will I Have a Friend?* by Miriam Cohen, and *Charlie the Caterpillar* by Dom Deluise. Books will be placed in the class library after they have been read for students to explore and retell.

Activity 11: All About Me (GLEs: 21, 22, 23, 28, 30, 31, 36)

Materials List: chart paper, photographs, scissors, crayons, markers, drawing paper, craft items to decorate chart, All About Me Checklist BLM

Students will work with the teacher to create an “All About Me” chart. Each week a student will be chosen as the student of the week. The student of the week will be asked to tell the class about him/herself by creating an All About Me chart. Parents will be asked to send photographs from home. The student will work with the teacher to create an All About Me chart that will include photographs, drawings, writings, birthplace, family members, favorite things to do, and places visited. The students will use developmental/inventive spelling or dictation for the writings on the chart. The students will share their charts with the class when they are complete. The charts will then be displayed in the classroom for the week.

Students’ writing during this activity will provide a sample of their understanding that print is linear and proceeds from top-to-bottom and left-to-right on the page. Students may be given a tool to use, such as a craft stick, to assist with leaving spaces between words. Students will choose appropriate punctuation for their sentences on their own or during a discussion with the teacher. The length of the text and the amount of detailed information given in the text will represent the students’ levels of development. The All About Me Checklist BLM may be used to keep notes on the students’ work.

Sample Assessments

General Guidelines

It is recommended that the teacher conduct formal and informal assessments at the beginning of the year as pretest and periodically throughout the year. Knowledge of the student is a great asset for the teacher. Students' learning takes place in their zone of proximal development. Therefore, assessments need to inform the teacher of the students' knowledge base so the teacher can plan and scaffold to meet the needs and learning styles of the students. Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, formal and informal assessments, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to show effectively student growth over time.

General Assessments

- Checklist to record the student's ability to follow one- and two-step directions
- Anecdotal notes of students identifying names
- Writing samples
- Checklist of student's ability to describe himself/herself or another student with three or more descriptive words
- Anecdotal notes, or checklist of the student's ability to use complete sentences during discussions
- Anecdotal notes of students' ability to sustain normal conversations
- Anecdotal notes of book concepts

See General Assessment Checklist BLM for a quick checklist that may be recorded.

Activity-Specific Assessments

- Activity 2: Assess the students' knowledge of books through the use of concepts about print assessment. With this assessment a book is used and the students are asked several questions to determine their knowledge. This should be administered one-to-one and at or near the beginning of the year as a pretest, then periodically throughout the year to assess student achievement progress. See Concepts About Print Assessment BLM for a sample assessment. The following links have examples of concepts about print assessments.
 - <http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/print/conceptst.html>
 - <http://www.jmeacham.com/docs/assessment/concpets.of.print.BLANK.doc>

- Activity 7: Keep anecdotal notes of students' drawing and writing ability during the construction of the class book. Also their reading of environmental print they bring from home. The notes will be made while students are sharing the print brought from home with the class or while they are reading the class book made with the environmental print samples. The date will be recorded on notes.
- Activity 11: The teacher will observe and keep notes regarding the student's writing ability on a simple checklist. See All About Me Checklist BLM

Resources

Children's Books

- Aliko, *Here Are My Hands*
- Bougeois, Paulette. *Franklin's Secret Club*
- Carle, Eric. *From Head To Toe*
- Carle, Eric. *The Very Hungry Caterpillar*
- Carlson, Nancy. *I \ Like Me.*
- Cheltenham Elementary School Kindergarteners. *We Are All Alike, We Are All Different*
- Cohen, Miriam. *Will I Have a Friend?*
- Deluise, Dom. *Charlie the Caterpillar*
- Freymann, Saxton and Elffers, Joost. *How Are You Feeling?*
- Henkes, Kevin. *Chrysanthemum.*
- Keats, Ezra Jack. *Whistle for Willie*
- Krauss, Robert. *Leo the Late Bloomer*
- Lionni, Leo. *Alexander and the Wind-Up Mouse*
- Mayer, Mercer. *There's a Nightmare In My Closet*
- Robert, Francois. *Faces*
- Shannon, David. *No, David!*
- Shannon, David. *David Goes to School*
- Super Gretchen, *What Is a Family?*

Additional Resources

Children's Books

- Anholt, L. *Degas and the Little Dancer: A Story About Edgar Degas.*
- Carle, E. *Flora and Tiger: 19 Very Short Stories from My Life.*
- Henkes, K. *The Biggest Boy.*
- Martin, J. *Snowflake Bentley.*
- Miller, M. *Now I'm Big.*
- Miller, W. *Zora Hurston and the Chinaberry Tree.*
- Orgill, M. *If Only I Had a Horn: Young Louis Armstrong.*

- Polacco, P. *Firetalking*.
- Powers, M. E. *Our Teacher's in a Wheelchair*.
- Wallner, A. *Beatrix Potter*.
- Winter, J. *My Name is Georgia*.
- Winters, K. *Abe Lincoln: The Boy Who Loved Books*.

Additional books that may be used for activity 5:

- Fox, Mem. *Whoever You Are* (Reading Rainbow Book)
- Hamanaka, Sheila. *All the Colors of the Earth*
- Kates, Bobbi. *We're Different, We're the Same*
- Katz, Karen. *The Colors of Us*
- Mitchell, Lori. *Different Just Like Me*
- Parr, Todd. *It's Okay To Be Different*
- Simon, Norma. *Why Am I Different?*
- Simon, Norma. *All Families Are Special*

Additional songs or books that may be used for activity 7:

- Carlson, Nancy. *I Like Me!*
- Hartmann, Jack & Dr. Bailey, Becky. Look at Me from *It Starts in the Heart CD*
- Kuskin, Karla. *I Am Me*
- Nolan, Allia. *What I Do Best*
- Palmer, Hap. Sammy (I'm Glad I'm Me) from *Getting to Know Myself CD*
- Palmer, Hap. What a Miracle from *Walter the Waltzing Worm*
- Zobel – Nolan, Allia. *What I Like About Me*

Kindergarten
English Language Arts
Unit 2: Exploring Written Language

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas and varied in difficulty depending on the developmental level of the students.



Unit Description

The unit focuses on exploring written language to build an understanding that print has meanings. It promotes the recognition of concepts about print and story elements. This is accomplished through exposure to a variety of literature, writing experiences, and discussions in order to develop literacy skills.

Student Understandings

Students will identify concepts of print and story elements in literature. They will identify the role of authors and illustrators, make predictions based on context and picture cues, sequence story events in selected readings, participate in discussions about literature, and participate in various writing components, all of which will promote the understanding that print contains a message and is meaningful.

Guiding Questions

1. Can students identify the role of an author and an illustrator?
2. Can students identify and locate parts of a book, print message, sentences, words, and letters?
3. Can students identify the main character, setting, plot, and sequence of events in stories?
4. Can students make predictions of story developments using illustrations and context cues?
5. Can students identify the beginning, middle, and end of stories?
6. Can students construct stories with a recognizable beginning, middle, and end that are sequential and clear to their intended audience?

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
04.	Recognize and understand words found in environmental print (ELA-1-E1)

GLE #	GLE Text and Benchmarks
05.	Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
06.	Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2)
07a.	Demonstrate understanding of book and print concepts by doing the following: locating front and back covers, title pages, and inside pages of a book (ELA-1-E2)
07b.	Demonstrate understanding of book and print concepts by doing the following: identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence (ELA-1-E2)
07c.	Demonstrate understanding of book and print concepts by doing the following: isolating individual words in print (ELA-1-E2)
08.	Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4)
09.	Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or by the individual student (ELA-1-E5)
10.	Answer questions about the important characters, setting, and events of a story (ELA-1-E5)
11.	Describe the connections between life experiences and texts (ELA-1-E6)
12.	Respond to stories, legends, songs, or other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
14a.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: making predictions using prior knowledge and pictures (ELA-7-E1)
14b.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: using at least five pictures to sequence the events of the story (ELA-7-E1)
14c.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: drawing conclusions from text (ELA-7-E1)
14d.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: using pictures to resolve questions (ELA-7-E1)
15.	Identify problems in texts and offer possible solutions (ELA-7-E2)
16.	Describe the role of an author and an illustrator (ELA-7-E3)
17.	Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3)
18.	Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4)
19.	Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)
20.	Create compositions by participating in shared writing experiences (ELA-2-E1)

GLE #	GLE Text and Benchmarks
21.	Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2)
22.	Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)
23.	Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
24.	Actively discuss ideas and select a focus for group stories (ELA-2-E3)
25.	Write informal notes, lists, letters, personal experiences and stories using developmental/inventive spelling and pictures (ELA-2-E4)
27.	Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6)
28.	Demonstrate an understanding of letter placement in text by writing letters and words from left-to-right and top-to-bottom on a page (ELA-3-E1)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31.	Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
32.	Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5)
33.	Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)
34.	Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
43.	Identify that a computer has a keyboard to enter information (ELA-5-E1)
44.	Use technology to produce class work (ELA-5-E4)

Sample Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of these activities. When appropriate, each activity should allow students to share for the purpose of developing vocabulary and phonological processing skills.

Activity 1: Writing/Grammar (GLEs: 06, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 32, 43, 44)

Materials List: board, chart paper, corrective tape, word wall, classroom dictionaries, paper, and journals/logs, Sample Writing Rubric BLM

In early childhood classrooms, writing/grammar will be taught daily. The instruction of writing/grammar takes many different forms that enable the teacher to address not only the conventions of writing (orientation, spacing, directionality, one to one, and letter formation) but also grammatical features of writing (inventive spelling, capitalization, punctuation, grammatical choices). Grammatical choices can include verb tense, parts of speech, descriptive language, purpose, type of writing, etc. The different forms of writing include shared (interactive), guided and independent. The use of the different forms of writing is powerful in that the skills taught in writing are used to support reading development. The skills addressed during shared writing depend on the developmental level of the students. Therefore, it is important that the teacher assess the students at the beginning of the year and periodically throughout the year. Both formal and informal assessments are recommended. Kindergarteners' written communications begin with drawings and move to written language with their drawings. Their written language starts with simple labels and then simple sentences. Their writing progresses through various stages: scribble, letter-like forms, random letter, and then inventive spelling.

Shared (interactive) writing is a process where the teacher and students collaborate to write a text together, using a "shared pen" technique. The students write the parts they know while the teacher fills in the unknown and guides the writing process. It can be done whole-class or in small groups. Shared writing is a powerful tool used with beginning writers to demonstrate how writing/grammar works. It shows students how their ideas can be recorded on paper and brings meaning to print. It allows the student to participate actively in the writing process, giving them opportunities to develop concepts about print (orientation, directionality, one-to-one matching, etc.). Shared writing should be done throughout the school year and is cited throughout the *Comprehensive Curriculum* document in various activities.

- A writing rubric should be co-constructed to aid the students in all forms of writing throughout the writing process. At this age level, it would be appropriate to use symbols or pictures along with the statements. Some examples of rubric statements teacher and students may develop together are:

1. Start writing on the left side (ex., Use a smiley face on the left side of paper to indicate where to begin.)
2. Write moving to the right (ex., Use an arrow to show direction.)

The teacher needs to model the use of the rubrics before, during, and after writing activities. Additional rubric statements should be added after skills are taught throughout the year. Some examples follow in 3-5.

3. Start the sentence with a capital letter (ex., Use ^ to show capital.)
4. Leave spaces between the words (ex., Use a picture of a spaceman.)
5. End the sentence with punctuation

After co-construction of the writing rubric it should be displayed for use throughout the school year. Since it is a working rubric, it needs to be updated as skills are taught. See Sample Writing Rubric BLM. As an alternative to "sharing the pen," the teacher may "share the keyboard." The computer provides for easy editing and immediate publishing of work. Students are able to see the text and read the print as seen in books. Interactive writing using word processing programs also allows for modeling of basic word processing skills in an authentic setting.

Guided writing is designed to teach specific skills or strategies to the whole class, small group, or individual. In this process the students do their own writing with the teacher's scaffolding support through mini-lessons and conferences.

Independent writing occurs any time students write on their own. Students select topics and are in charge of their own writing. This is used to practice writing skills and strategies which support reading development. Examples of a student's writing may include journal entries, response logs, creative stories, poems, and personal experiences.

Activity 2: Interactive Word Wall (GLEs: 07c, 20, 23)

Materials List: display area, words on cards, various shared reading books

This activity is done throughout the year. Set up an area in the class to display a high-frequency word wall that is visible to all students. If space is limited, here are a few suggestions: a tri-fold presentation board, individual tri-fold folders, individual word walls, the space under the alphabet, portable word wall on a shower curtain, etc. The word wall will be used to provide reference for students during their reading and writing. Words will be placed gradually on the word wall after they are introduced. Introduce a word during or after a shared reading selection that contains the word. Be selective about what words go on the wall, limit additions to really common words which are used often in reading and writing (high-frequency words). Make a big deal of adding a word. Chant or cheer the spelling of the word together. Then have the students write the word in the air, on a friend's back, or on paper (when appropriate for their developmental level).

Examples of chants or cheers include:

- Movie star kisses- Have the students put their hands to their mouth and throw each letter a kiss.
- Voices- Change your voice for each repetition, loud, soft, whisper, squeak, growl, baby talk, etc.
- Dancing- Move side to side.

At this age level it is a good idea to place the students' names on the word wall. During shared writing, model how to use the word wall as a reference and allow the students to practice using the word wall. The following websites contain explanations, chants and cheers, variation ideas, lesson examples, word list, and printable word cards:

- "TeacherNet.Com" -Interactive Word Walls explanations guides and activities
 - <http://www.teachnet.com/lesson/langarts/wordwall062599.html>
- "The School Bell"- Explanation, ideas for creating word walls, and Dolch Kits
 - http://www.theschoolbell.com/Links/word_walls/words.html
- "ABC Teach"- Explanation and printable word walls
 - http://www.abcteach.com/directory/teaching_extras/word_walls/
- "Word Wall Activities"-
 - <http://www.teachingfirst.net/wordwallact.htm>
- "Scholastic"-

- <http://content.scholastic.com/browse/article.jsp?id=4380>
- “Education World”- Lesson plans and activities
 - http://www.education-world.com/a_lesson/lesson/lesson328.shtml
- “About.Com”- Dolch word cards
 - <http://specialed.about.com/od/literacy/a/dolch.htm>

Activity 3: Morning Message (GLEs: 06, 07b, 07c, 20, 23)

Materials List: board or chart paper, markers, pointers, correction tape, highlighting tape, writing rubric, word walls, alphabet and sound charts, name list

Students will participate in jointly composing and writing the morning message. This activity should be done daily throughout the year, gradually increasing writing strategies as the students’ developmental levels increase. The writing rubric will be referred to as the students are engaged in creating text. Model the use of other classroom resources for the students, such as, a word wall, alphabet and sound charts, name list, etc. During the morning message, the teacher is modeling the writing process in order for students to begin to understand the connections between written and oral language. Some examples of concepts that are addressed include text orientation, directionality, return sweep, print carries a message, punctuation, one-to-one correspondence, spacing, etc. The morning message is written on a board or chart paper. Materials needed, such as markers, pointers, correction tape, highlighting tape, etc., are placed close at hand. The leader of the day sits in front next to the teacher. His/Her name is used to make the message meaningful to the students. For example, the first sentence may be: “(Leader’s name) is the leader today.” Write the sentence spelling the words aloud, using fingers to make spaces, and placing a period while saying the word “period.” Everyone reads the first line, and then the leader dictates the second line of the message. Write the second line modeling the writing process, and then everyone reads the entire message as the teacher and then the leader point to the words. The message can now be used to explore language skills. Some examples are finding capital or lowercase letters, relating the letters to the students’ names, reviewing writing strategies, etc. The message is now part of familiar reading and is placed where the students can read it during literacy stations. In the beginning of the year, the teacher will be the scribe of the message; but as the students learn letters and their sounds, the pen will be shared, and they will take a more active role in writing the message. The following links are resources which include variations, explanations, resources, and examples of the morning message.

- “Mrs. Levin’s Pre-K Pages, Morning Message” –
 - <http://www.pre-kpages.com/mornmessage.html>
- “Mrs. Meacham’s Classroom Snap Shots, Morning Message” –
 - <http://www.jmeacham.com/message.htm>
- “Mrs. Nelson’s Class Morning Message” –
 - <http://www.mrsnelsonclass.com/teacherresources/teachingwriting/morningmessage.aspx>
- “Interactive Writing” –
 - <http://king.prps.k12.ca.us/pifer/kinder/InteractiveWriting.htm>

- “Morning Message” –
 - http://www.hubbardscupboard.org/morning_message.html

Activity 4: Journaling (GLEs: 07c, 22, 23, 25, 27, 28, 29, 30, 32)

Materials List: journals (one per student), crayons, markers, pencils, writing rubric, word wall, alphabet and sound charts

Students will write a journal entry daily throughout the year. Journals give students a sense of ownership over their writing work, build the understanding that print contains a message, and allow students to develop their writing skills in a risk-free situation. Journal entries provide writing samples that show growth over time. These writing samples can be assessed and analyzed periodically to determine students’ developmental levels. Students move through various writing stages; the more they write, the quicker they move through the stages. At this age written communication starts from drawings, then drawing with labels. The labeling of their drawings moves through the various stages of writing: scribble, letter-like forms, random letters, and inventive spelling. The developmental level of the student will determine if the teacher will scribe what is dictated by the student or if the student will use inventive spelling. The students will use various resources to aid in the writing process: the writing rubric, word walls, alphabet and sound charts, name list, etc. A few students a day will share their work with the class. A sharing system must be developed to ensure that all students get an equal amount of sharing time. The following links are resources which include explanations, printable resources, and examples of journal entries.

- “Mrs. Levin’s P-K Pages, Journals –
 - <http://www.pre-kpages.com/journals.html>
- “Mrs. Meacham’s Classroom Snap Shots, Writing” -
 - <http://www.jmeacham.com/writing.mini.lessons.htm>
 - <http://www.jmeacham.com/mini.offices.htm>
- “Mrs. Nelson’s Class, Individual writing offices –
 - http://www.mrsnelsonclass.com/teacherresources/teachingwriting/student_offices.aspx

Activity 5: Story Time (GLEs: 05, 06, 07a, 07b, 07c, 14a, 14b, 14d, 21, 27)

Materials List: texts from classroom library or school library (texts may include big books, poetry, nursery rhymes, songs, charts, etc.), Sample Reading Rubric BLM from Unit 1, pointers, highlighter tape, masking cards, sticky notes, literacy response logs (one per student)

Students will explore books in small or whole groups throughout the year. They will simultaneously read and reread aloud from an enlarged text. Model reading strategies for the students, such as directionality; one-to-one correspondence; the use of visual, structural, and meaning cues in the reading process; etc. Begin by leading the students in

a picture walk of the story. Students will make predictions during the picture walk to build comprehension and a sense of story. Model the use of the reading rubrics co-constructed in unit 1. After a story is read to the students, the story may be used to develop many different literacy skills. Some examples include sequencing the story (orally or with picture cards); finding letters, words, sentences, or punctuation using highlighter tape or masking cards; practicing one-to-one correspondence and return sweep using a pointer or finger; etc. In the beginning of the year, stress basic concepts of print to the students. As the students' developmental levels increase (to include letter sound correspondence, word concepts, and a few known fluency words), then introduce them to reading strategies, such as reading known words; looking at the picture for meaning cues; rereading for meaning; getting one's mouth ready to read unknown word; attempting unknown word; questioning if it makes sense, sounds right, and looks right. The literature used in story time should be placed in literacy stations in order to give students the opportunity to practice concepts about print and reading strategies. The stories can also be used in activities like making a class book from a variation of the story, role playing of story, graphing the story elements, making text-to-self connection, making text-to-text connections, etc.

Students can also write in a literacy response *learning log* ([view literacy strategy descriptions](#)). A literacy response *learning log* is a place where students can record their thoughts, feelings, questions, and insights concerning literature. Responding to literature is a powerful tool to aid in comprehension. At this age level, responses would start as whole- or small-group activities modeling what is expected from the students. Eventually it would be independent, with the students illustrating a response and/or using inventive spelling. Students are to be given a literacy response *learning log* (which may be a notebook, or a binder or folder with pages). After they listen to a book or story, they can draw and color a number of happy faces to show how much they liked it (1 face = not that much, 2 faces = I liked it, 3 faces = I liked it very much). Once students learn and are proficient at using this basic response, then they can be taught to draw and write about their favorite part of a book or story. This would be done using dictation or inventive spelling depending on the developmental level of the student. This activity will be referenced throughout the *Comprehensive Curriculum* document.

When choosing a book for these activities, consider available resources, students' interest, and personal favorites. The links in the resources at the end of the unit include some suggested books that can be used in kindergarten.

Activity 6: Playful Word Games (GLEs: 05, 07c, 14a, 14d)

Materials List: texts from classroom library or school library (texts may include big books, poetry, nursery rhymes, songs, charts, etc.)

Students will develop an understanding of the patterns in text through the following:

- Students will sing songs that teach the names and spellings of colors and those that teach knowledge of opposite words. Students will also sing songs such as

- “Catalina Matalina” or read nursery rhymes that include rhyming words.
- Students will identify color words, opposites, and rhyming words as they work with puzzles, computer programs, and classroom games. Students will engage in games that require them not only to identify opposites and rhyming words but also to list opposites and rhyming words.

Students will use this knowledge of rhyming words, opposites, and color words to identify patterns in text. Students will take picture walks through books such as *Moo, Moo, Brown Cow* by Jakki Wood and *Zoo Looking* by Mem Fox that include color word and rhyming word patterns. During the picture walks, students will describe what is happening in each picture, with teacher support. While discussing the pictures, students will identify patterns and predict the text based on the illustrations and the patterns. Students will then read the text as a whole group, a small group, or individually. They may engage in choral reading or guided reading. The books will then be placed in an area of the classroom where they will be easily accessible.

Other books that may be used are listed in the resources at the end of the unit. One has to consider available resources, students’ interest, and personal favorites when choosing books.

Activity 7: Independent Reading (GLEs: 04, 05)

Materials List: classroom library and books from the school library at various reading levels. Some examples include texts (nursery rhymes, books, songs, poems, lists, environmental print, etc) that have been read in class or used in shared and guided reading, texts made by the students (class books, charts, lists, etc.) and environmental print. The selection of reading materials should be changed regularly, with the students taking part in the sifting and sorting process.

Independent reading is defined as any time a student reads alone. Independent reading may take place during various times of the day. It is important to include this activity daily in order for students to practice reading, to apply strategies presented during shared and guided reading, and to experience the joy and success of reading. Some examples of independent reading time include familiar rereading during guided reading instruction, choosing an easy or instructional-level book or reading the room during literacy stations, and D.E.A.R. (a designated time reserved in the classroom schedule for both students and their teachers to “Drop Everything And Read”). D.E.A.R. time provides an opportunity for students to read according to a variety of student interest and abilities. For students at this age level, it is important to model pre-reading skills. Model for the students how to talk about each picture when they are unable to read the words and read by memorization of short repetitive text. Provide students with a variety of texts that have been introduced through whole- or small-group activities to ensure success in the pre-reading and early emergent reading stages.

Activity 8: Author Study (GLEs: 08, 09, 10, 14c, 15, 16, 17, 18, 27, 33)

Materials List: texts from classroom library or school library (at least four books by the author of study), chart paper, markers, biographical information about the author, author’s website, literacy response learning log (one per student)

Students will participate in whole-group author studies through shared reading and read-alouds throughout the year. Learning about authors will increase the students’ interest in reading and writing. The study will bring meaning to print as professional writers and illustrators become real people. Therefore, students will realize they can be authors also. Students have an opportunity to discover the genres and styles which appeal to them most as readers. Display biographical information about the author in the library station. If available, display websites or watch videos about the author to facilitate discussions, such as how they create concepts of books, what genre or style they use, what type of artwork they use to illustrate their books, etc. At least four books written by the author should be read and compared. They should be placed in the class library along with other books by this author to be explored by the students. There are many ways to explore literature during an author study. The following are some examples:

- A class *graphic organizer* ([view literacy strategy descriptions](#)), such as an Author Study Graph, can be filled out after reading each book. Lead a discussion having the students identify or recall the pertinent information. Write this onto the graph as students respond to the discussion. Example:

Author Study: Robert Munsch			
Book Title	Characters	Problem and Solution	Things We Learned About the Author
<i>Thomas’ Snowsuit</i>	Thomas, Mom, Teacher, Principal	Thomas did not want to wear his snowsuit because he did not like it.	He likes to write funny stories about real feelings.
<i>50 Below Zero</i>	Jason, Dad, Mom	Jason’s father is sleepwalking and he keeps waking Jason up. Jason ties him to the bed.	He writes funny stories, and the end of the story is like the beginning of the story.
Fill out a row of the graph for each book in the author study. It can be used to discuss the author’s style, comparing authors, comparing texts, comparing characters, etc.			

- Write a class letter as a shared writing activity or send individual letters to the author (depending on the developmental level of students).
- Integrate math by graphing favorite characters or books, having students use name/picture cards on a sorting matt or writing their name under their favorite.
- Students write a response in a literacy response *learning log* ([view literacy strategy descriptions](#)) either about an individual book (e.g., favorite part of book) or about the author’s collection studied (e.g., favorite book). This can be a drawing, dictation, or inventive spelling depending on the developmental level of the student.

- Make text-to-text or text-to-self connections

The following links are resources which include explanations, printable materials, lesson examples and resources, links to various author sites, and examples of extension activities.

- “ReadingLady.com, Author Studies” –
 - http://www.readinglady.com/Author_Studies/index.html
- “Author Study Resources, Kindergarten” –
 - <http://www.mcps.k12.md.us/schools/rmcluster/authorstudy.htm#grk>
- “Author Studies” –
 - http://www.mrsmcdowell.com/author_studies.htm
- “Children’s Literature Web Guide, Authors and Illustrators on the Web” –
 - <http://www.acs.ucalgary.ca/~dkbrown/authors.html>
- “KidsRead.com” –
 - <http://www.kidsreads.com/authors/authors.asp>

Activity 9: Class Book (GLEs: 8, 19, 20, 21, 23, 24, 33, 34)

Materials List: paper to make a class book, markers, crayons, familiar book for comparison, some type of binding to hold the book together, writing rubric, word wall

As a shared or interactive writing activity, students will participate in writing and illustrating a class book. Class books may be written in response to an author study, a shared reading story, an illustrator’s style, an integration of disciplines (e.g., math, science, etc), students’ creative ideas, etc. Many different class books should be made throughout the year. The students will *brainstorm* ([view literacy strategy descriptions](#)) to develop a theme, characters, settings, plot, and sequence of events for the class book. During this brainstorming session, students will express their ideas in complete sentences that reflect an understanding of the topic of the conversation. Lead the students in the discussion to insure that their ideas fit into the story and are logical, assist them with choosing between or among ideas, and guide the students to cooperate and negotiate in making choices. The story will then be written by sharing the pen with the student or by the teacher as the scribe, depending on time or developmental levels of the students. The students will refer to the writing rubric, word wall, and alphabet charts. The students may need to be prompted to use these resources. Scaffold students as needed in the writing process. Students will work in small groups to illustrate the story. They will prepare a final product by comparing their work to a familiar book, locating and examining the book’s cover, title page, and inside pages, and discussing the components found within the book. Guide the students to add the following components to their book: a cover, names of authors and illustrators, page numbers, a copyright date, and a dedication. Bind the book, read it to the students, and place it in the class library to be read by the students at various times. It may take several days to make a class book from start to finish. The following links are resources that include explanations, printable materials, and lesson examples and resources:

- “Mrs. Meacham’s Classroom Snap Shots, Predictable Charts and Class Books” -
 - <http://www.jmeacham.com/predictable.charts.htm>

- “Mrs. Levin’s P-K Pages, Class Books –
 - <http://www.pre-kpages.com/classbooks.html>
- “Mrs. McDowell” –
 - <http://www.mrsmcdowell.com/class%20books.htm>
- “Back to School Books” –
 - http://www.drjean.org/html/monthly_act/act_2005/08_Aug/index.html
- “Class Books” –
 - <http://kidscount1234.com/class.html>
- “Class Books” –
 - <http://plymouth.k12.ct.us/pss/staff/andrade/ClassBooks.htm>
- “Read Write Think, Flip Book” – on this site a class flipbook can be made-
 - <http://www.readwritethink.org/materials/flipbook/>

Activity 10: Let’s Read, Compare, and Connect (GLEs: 09, 10, 11, 12, 14c, 27, 33, 34)

Materials List: variety of books from classroom library or school library as needed, graphic organizer such as Venn diagram or chart, markers

In conjunction with shared reading or read-alouds, students will work as a whole group or in small groups using *graphic organizers* ([view literacy strategy descriptions](#)), to make comparisons, contrasts, and connections with texts that have similar themes, same authors, or similar characters. Readers think about things they know and have experienced to help them understand new information that they read or hear about in a book. In helping students to relate unfamiliar text to their prior knowledge or personal experiences, opportunities should be provided for students to make connections to the text. Three connections promote comprehension and bring meaning to print: text-to-self, text-to-text, and text-to-world. A connection is made anytime one thinks, “That reminds me of...”

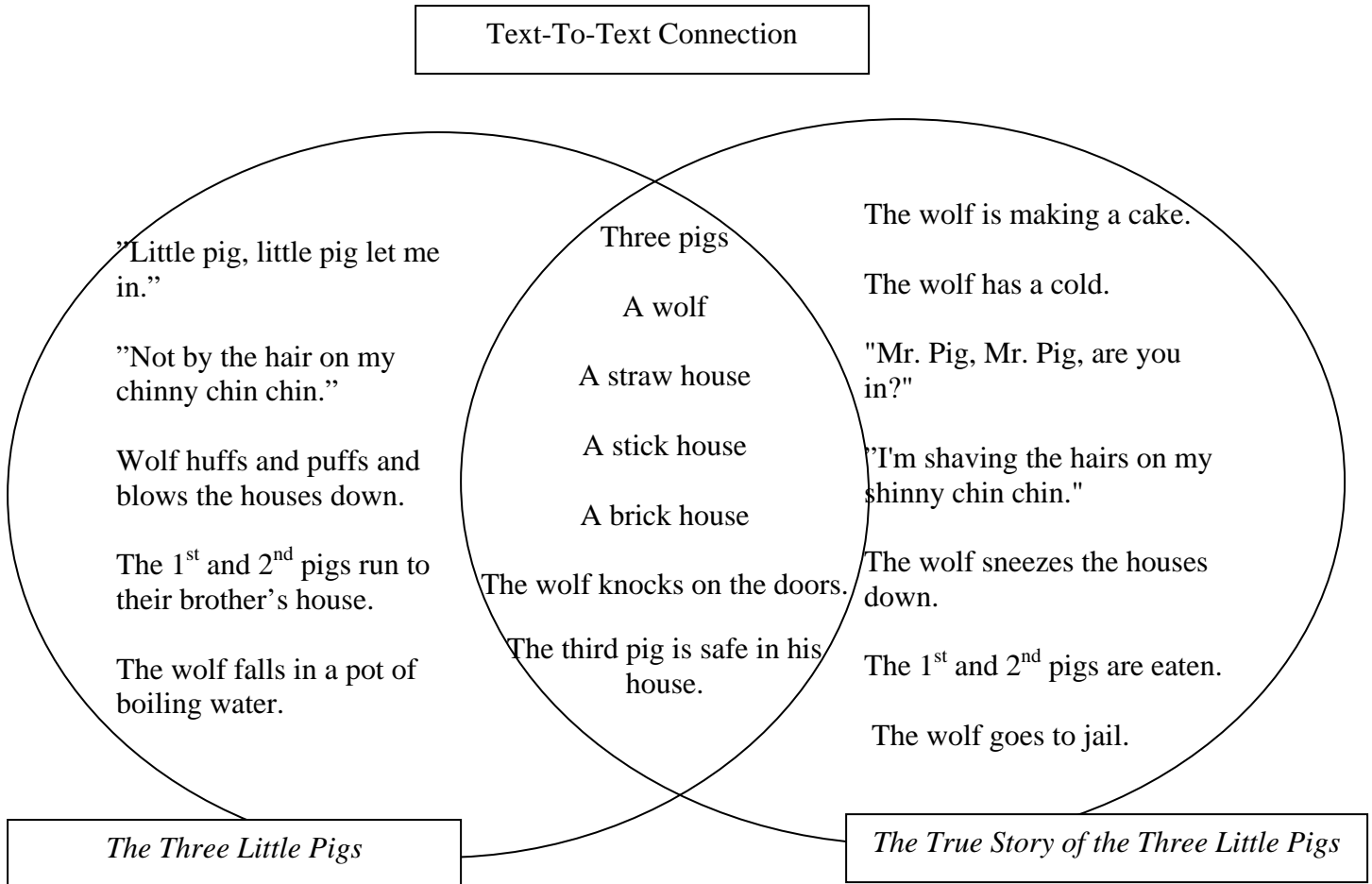
- An example of a text-to-self connection activity would be to make a class chart listing students and their connections to a story such as *Where’s Spot?* by Eric Hill. Write or “share the pen” as the students make connections with text.

Text to Self Connections	
Name	Connection
Beth	I have a dog.
Patrick	I hid from my mom in the clothes rack at the store.
Michelle	I looked all over my house for my toy dog. He was in my bed.

Or students may use their literacy response *learning logs* ([view literacy strategy descriptions](#)) to draw a picture with a statement (dictated or inventive spelling) to record the connection they make.

- An example of a text-to-text connection activity is a comparison of *The Three Little Pigs* and *The True Story of the Three Little Pigs* by Jon Scieszka. A Venn diagram or chart can be used to identify similarities and differences between the stories. Guide the students in a discussion which compares the two texts, and

write their responses onto the Venn diagram or chart. Then have the students sign their names on a graph under a picture of the pigs or the wolf to indicate which story they believed to be the true story. Or the students can draw a picture of a pig or wolf in their literacy response *learning logs* to indicate their belief.



Making connections should take place throughout the school year. It should happen naturally with the discussions of books, poems, nursery rhymes, songs, or through planned activities. Talking about connection brings meaning to print and fosters comprehension. The following links are resources that include explanations and printable materials:

- "WiLearns" –
 - <http://wilearns.state.wi.us/apps/default.asp?cid=710>
- These sites contain printable graphic organizers:
 - http://www.eduplace.com/kids/hme/k_5/graphorg/
 - <http://www.eduplace.com/graphicorganizer/>
 - <http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>
 - <http://www.teach-nology.com/worksheets/graphic/>

Activity 11: Beginning, Middle, and End (GLEs: 8, 19, 20, 28, 29, 30, 31, 34)

Materials List: paper folded into three (one per student), markers, pencils, crayons, writing rubric, word walls, various props for role playing

As a shared writing activity, students will work individually or in small groups to create a story about a favorite book character. Students will plan the beginning, the middle, and the end of the story with teacher assistance. Ask the students questions to help them during the planning process. The questions may include the following:

- Who else will be in your story? Will they be animals or people?
- Where will the animals and/or people be?
- What will they do first?
- What will they do next?
- What will they do at the end of the story?

Students will then create the stories they planned (i.e., beginning, middle, and end). Using paper folded in thirds, students will write their story in parts. Scaffold the students according to their developmental needs during the writing process. The students will use inventive spelling, dictation, classroom resources such as writing rubric and word walls, and drawings. Students' writings will provide samples of their understanding of print. Students will complete their stories by adding covers and/or title pages. Students will capitalize the first letter of their first and last names during the process. The students may then role-play their stories in front of the class, to a small group, or with a partner. They may create props, use puppets, or use objects from the class as props. This activity may occur over time, giving all students ample time to produce and role play a story. Their stories may be placed into the students' familiar reading repertoire.

Sample Assessments

General Guidelines

It is recommended that the teacher conduct formal and informal assessment at the beginning of the year as pre-tests and periodically throughout the year. Knowledge of the student is a great asset for the teacher. Students' learning takes place in their zone of proximal development. Therefore, assessments need to inform the teacher of the students' knowledge base so the teacher can plan and scaffold to meet the needs and learning styles of the students. Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to show effectively student growth over time.

General Assessments

- Teacher notes regarding students' ability to use and/or recognize concepts of print, letter/sound relationship, and classroom resources
- Journal entry samples
- Anecdotal records of students' knowledge of concepts of print, letters, words, sentences, the use of reading strategies, ability to predict, identify story elements, and ability to retell a sequence of events in stories
- Observation notes of student's role-playing or telling a story in a logical sequence
- *Literacy response learning log* samples
- Shared writing samples

Activity-Specific Assessments

- Activity 1: Writing samples should be taken and analyzed at the beginning of the year as a pre-assessment and periodically throughout the year to determine the developmental writing stage and growth of the students. The teacher should have knowledge of learner to continually increase their learning while not frustrating them. The following links explain the developmental stages of writing which will help in the analysis of the writing samples:
“Developmental Writing Stages” -
 - <http://gkestner.com/WritingStages.htm>“Stages of Writing Development” -
 - http://www.sedubois.k12.in.us/~jblackgrove/stages_of_writing.htm
- Activity 4: Periodically collect and copy journal entries to analyze. Determine the writing stage of the student, and once the student is in the inventive spelling stage, the teacher also analyzes to discover the conventions of print that the student is using, confusing, or neglecting. This will guide the teacher in scaffolding the learning of the student.
- Activity 5 and 10: The teacher will use a checklist with these activities. The checklist may include items such as the following:
 - Student identifies or demonstrates concepts of print
 - Student identifies characters in stories.
 - Student describes characters.
 - Student identifies events.
 - Student identifies problems.
 - Student identifies solutions.
 - Student identifies at least one similarity among stories.
 - Student identifies at least one difference among stories.
 - Student accurately recalls sequence of events.
 - Student makes at least one text-to-self connection
 - Student makes at least one text-to-text connection

See Sample Checklist A BLM and Sample Checklist B BLM. The samples are

guides and may be adjusted to fit the needs of the students at the time of assessment as the year progresses.

Resources

The following links include some suggested books that can be used in kindergarten.

- “Scholastic”- the site is divided by months and themes-click on the “Book for teaching...” to find book list-
http://teacher.scholastic.com/lessonplans/gradesPreKK_curriculum.htm
- “Kindergarten Books and Authors”- <http://www.snowhawk.com/kids/kbooks.html>
- “Tippecanoe County Public Library, Youth Services”-
<http://www.tcpl.lib.in.us/youth/firstdaykind.htm> “Between the Lions”-
http://pbskids.org/lions/parentsteachers/activities/recommended_books.html
- “Carol Hurst’s Children’s Literature Site”-
<http://www.carolhurst.com/titles/k.html>
- “Best Kindergarten Books”-
http://www.associatedcontent.com/article/82429/best_kindergarten_books.html
- “Agate Books”- <http://www.agatebooks.com/beginning-reader/index.html>
- “Predictable Books”- http://www.earlyliterature.ecsd.net/predictable_books.htm
- “Hubbard’s Cupboard”-
http://www.hubbardscupboard.org/Quick_Reference_Shared_Reading_Book_List_PDF

Additional books that may be used for activity 6:

- Carle, Eric. *Eric Carle's Opposites*
- Martin, Bill Jr. *Brown Bear, Brown Bear, What Do You See?*
- Shapiro, Arnold. *Mice Squeak, We Speak*
- Williams, Sue. *I Went Walking*

Kindergarten
English Language Arts
Unit 3: Rhythm and Rhyme Time

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas and varied in difficulty depending on the developmental level of the students.



Unit Description

This unit focuses on the identification of rhyming word patterns. This is done through listening, speaking, viewing, reading, and writing selected literature, such as books, nursery rhymes, poems, and songs.

Student Understandings

Students will match similar patterns of sounds in word endings and beginnings. As their auditory discrimination skills develop, they will hear similar endings and beginnings of words. Students will also locate rhyming patterns in written words with similar endings as their visual skills develop. They will develop an understanding of sounds in the English language through word play.

Guiding Questions

1. Can students recite short poems, rhymes, and songs?
2. Can students identify rhyming words orally?
3. Can students create rhyming words orally and in written form?
4. Can students write alternative endings and verses for familiar nursery rhymes, poems, and songs?
5. Can students use word play to create rhyme?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Demonstrate understanding of phonemic awareness by creating rhyming words (ELA-1-E1)
01c.	Demonstrate understanding of phonemic awareness by identifying when words begin with the same sound (ELA-1-E1)
01d.	Demonstrate understanding of phonemic awareness by listening to three sounds (phonemes) and recognizing that two are the same (ELA-1-E1)
01e	Demonstrate understanding of phonemic awareness by listening to and deleting or

GLE #	GLE Text and Benchmarks
	adding a beginning, a middle, or a final sound to a word (ELA-1-E1)
02a.	Demonstrate understanding of alphabetic principle by distinguishing and naming all uppercase and lowercase letters (ELA-1-E1)
02b.	Demonstrate understanding of alphabetic principle by identifying own first and last name (ELA-1-E1)
05.	Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
07c.	Demonstrate understanding of book and print concepts by doing the following: isolating individual words in print (ELA-1-E2)
09.	Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student (ELA-1-E5)
10.	Answer questions about the important characters, setting, and events of a story (ELA-1-E5)
11.	Describe the connections between life experiences and texts (ELA-1-E6)
12.	Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
14a.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: making predictions using prior knowledge and pictures (ELA-7-E1)
14c.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: drawing conclusions from text (ELA-7-E1)
14d.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: using pictures to resolve questions (ELA-7-E1)
19.	Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)
20.	Create compositions by participating in shared writing activities (ELA-2-E1)
23.	Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
26.	Use rhyme and alliteration in group-shared writing activities (ELA-2-E5)
27.	Use developmental/inventive spelling, supported by pictures to represent a word or idea to respond to a life experience or texts read aloud (ELA-2-E6)
28.	Demonstrate an understanding of letter placement in text by writing letters and words from left-to-right and top-to-bottom on a page (ELA-3-E1)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31.	Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
34.	Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
38.	Recite short poems, rhymes, and songs (ELA-4-E4)
39.	Listen to and recite short poems and stories for an audience (ELA-4-E5)
41.	Participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper (ELA-4-E7)
43.	Identify that a computer has a keyboard to enter information (ELA-5-E1)

GLE #	GLE Text and Benchmarks
44.	Use technology to produce class work (ELA-5-E4)

Sample Activities

Some activities provide suggestions for context; however, subject matter will often provide the context in which the activities should be used and may affect the order of the activities. Activities should allow students to develop vocabulary and phonological processing skills.

Activity 1: Rhyme from Around the World (GLEs: 05, 12, 38, 39)

Materials Lists: a variety of familiar nursery rhymes, props, camera, music and art material, Rhyme Assessment BLM

Students will recite familiar nursery rhymes in choral speaking activities during group or transition times. They will have opportunities to role play nursery rhymes with props during group and center times. Props may include headbands, story necklaces, and clothing. Photographs of students role playing may be taken in order to make a class book of nursery rhymes. Students will identify characteristics of nursery rhymes including short text, rhyming words, and only one or two characters. Students will then explore rhymes with props, music, and art from various cultural perspectives, comparing the length of the text, the presence of rhyming words, and the number of characters to that in familiar nursery rhymes. *Jamil Went Down the Hill: An African Mother Goose* is an example of a book appropriate for this activity.

The Rhyme Assessment BLM may be used to assess the student’s understanding of rhyme (see Activity-Specific Assessments for helpful links). It is important that students explore rhyming words throughout the entire school year since they develop at different rates. Students should actively participate in songs, fingerplays, rhymes, and/or poems on a daily basis. Students’ knowledge of rhyming words should be assessed near the beginning of the school year and periodically throughout to determine their base knowledge and growth of rhyming words.

Activity 2: Exploring Sounds in Text (GLEs: 01a, 01c, 05, 07c, 14a)

Materials List: various texts from the classroom and school library, sticky notes, writing media

Kindergarten students must develop phonological awareness. This is the understanding about sounds of the English language and includes a sense of rhyme, alliteration, syllables, phonemic segmentation, and blending. Start with rhyme and alliteration

because it is the easiest and most natural way to focus on sounds. There are many children's books, nursery rhymes, and poems that feature rhyme and alliteration and thus give students the opportunity to play with sounds. Repeated reading of these texts helps students become attuned to the sound similarities in the text. Using shared reading activities, read aloud to the students engaging them in actively identifying the sounds in words. The following are some examples:

- Pause before reading the second word in a rhyming pattern and allow the students to say the rhyming word. For example, if reading the book *Down by the Bay* by Raffi, pause before reading the second rhyming word in the text. "Did you ever see a fly wearing a (pause to allow students to respond) tie?"
- Use sticky notes and cover the second word in a rhyming pattern. Then read with the students and have them guess what word the rhyming word may be underneath the sticky note. Write their guesses on top of the sticky note. Then read the sentences together, each time changing the last word to one of the guesses. The student will decide which word would make sense in the sentence. Finally, reveal the "secret" word to the students. For example, if reading the book *I Can't Said the Ant* by Polly Cameron read "That's the ticket said the..." have the word "cricket" covered with a sticky note and write the students' guesses on the note.
- Stop after reading a rhyming pair and then have the students identify the rhyming words. For example, if reading the book *Silly Sally* by Audrey Wood, read the text "Silly Sally went to town, walking backwards, upside down." Stop reading and have the students identify the rhyming pair (town, down).
- Ask the students what sound is heard in the beginning of the words in alliteration.
- Engage the students in creating additional verses that follow similar sound patterns.

Examples of rhyming books include *Down by the Bay* by Raffi, *I Can't Said the Ant* by Polly Cameron, *Ten Black Dots* by Donald Crews, *A Winter Day* and *A Beach Day* by Bruce Macmillan, *Silly Sally* by Audrey Wood, etc. The following websites include lists of rhyming books:

- http://www.literatureforliterature.ecsd.net/rhyming_books.htm
- <http://www.huronline.org/announcements/Booklist0303.pdf>

Activity 3: Rhyme and Alliteration in Songs (GLEs: 01a, 01c, 38)

Materials List: various songs, chants, jingles, nursery rhymes, and fingerplays from the classroom or school music library

Singing and listening to songs will help to attune students to the sounds of the spoken language. Manipulating the sounds in words can be challenging for some students. Therefore, give them many opportunities to learn the song before expecting them to engage actively in manipulating the sounds. Play or sing "The Name Game," originally sung by Shirley Ellis. Sing the song over and over, substituting the names of different students on every round. Here are some examples:

Beth Beth Bo Beth, Banana Fanna Fo Feth, Fee Fi Mo Meth, Beth!

Demi Demi Bo Bemi, Banana Fanna Fo Femi, Fee Fi Mo Memi, Demi!
Kaleb Kaleb Bo Baleb, Banana Fanna Fo Faleb, Fee Fi Mo Maleb, Kaleb!
Kailey Kailey Bo Bailey, Banana Fanna Fo Failey, Fee Fi Mo Mailey, Kailey!

Other fun songs that play with sounds include:

- “Willaby Wallaby Woo,” “Spider on the Floor,” and “Down by the Bay” from *Singable Songs for the Very Young*, by Raffi, “Apples and Bananas” from *One Light, One Sun*, by Raffi, etc.
- Traditional chants and jingles such as “Miss Mary Mack Mack Mack,” etc.
- Nursery rhymes, such as, “Twinkle, Twinkle, Little Star,” “Hey Diddle Diddle”
- Fingerplays such as “The Eensy Weensy Spider”

Songs, chants, jingles, nursery rhymes and fingerplays can be used orally or can be written down to become reading material. Engage students actively in the sounds of language by:

- Having students participate in reciting these
- Giving students many opportunities to identify rhyming pairs or beginning sounds in alliteration
- Allowing students to create additional verses that follow similar patterns

Activity 4: Extend Text and Songs (GLEs: 01a, 05, 19, 20, 26, 27)

Materials List: various texts from the classroom or school library, Three Little _____ BLM, literacy response logs

Kindergarten children need many opportunities to invent rhyme and play with sounds. Rhyming can be a challenge for students, and they need scaffolding to create rhyme. The use of texts and songs provides a delightful means to promote awareness of sounds and encourage students to invent their own rhymes. The following are some examples:

- Read books like *There’s a Wocket in My Pocket* by Dr. Seuss. These books encourage students to explore with pure nonsense rhymes. After reading this to the students, ask them to think of animals that would live under the rug, in the desk, in the class, in the lunchroom. Guide the students to ensure that they rhyme (e.g., a grub, snug, or frug may live under the rug).
- Read books like *One Sun* or *Play Day* by Bruce McMillian containing two-word rhymes called hink pinks. Students can use this format for creating class books. The student can find, photograph, illustrate, create, or label two word rhymes they think of. Here are some examples: Kevin eleven, fat cat, glad dad, blue glue, Tim slim, fake cake, mouse house, mad lad, etc.
- Read a nursery rhyme, such as *The Three Little Kittens*. Display a sentence strip with the sentence- Three little _____ lost their _____. Model the process of filling in the blanks. Have the students come up with things that might rhyme. Write their ideas on chart paper (e.g., dogs frogs, boys toys, girls curls, pigs wigs, bats hats, etc.). Demonstrate how to say the words, listening for the rhyme. Give each student a copy of Three Little _____ BLM and have them copy, use inventive spelling or dictate their rhyme depending on their developmental level. Then

students can illustrate their text. Bind, read, and place this class book into the class library for further exploration.

- Read rhyming books like *I Can't Said the Ant* by Polly Cameron. Have the students create rhymes that follow the pattern in the book (e.g., “What a bug,” said the rug; “Watch the hog,” said the dog; “Don’t dare, said the chair”)
- Sing “Down by the Bay,” by Raffi with students. Have the students place rhyming picture cards in the following line of text: Did you ever see a _____ lying on a _____ down by the bay! (e.g., gate plate, jar car, key tree, ring swing etc.) Or have them suggest rhyming pairs to fill in the blanks. The following website shows another example and a game for this song:

➤ <http://www.swlauriersb.qc.ca/schools/olp/bay/bay.htm>

After listening to rhyming text or songs, the students can write a pair of rhyming words which they like to say in their *literacy response learning logs* ([view literacy strategy descriptions](#)). They may dictate, or use inventive spelling, then illustrate the words.

These are just a few examples of how to extend text and songs. Use favorite rhyming text and songs and extend them in a variety of ways either orally or written. The important thing is to provide many opportunities for students to play with the sounds of the English language.

Activity 5: Match and Sort Pictures (GLEs: 01c, 01d)

Materials List: header cards for rhyming sorts, various rhyming pictures, header cards for beginning sound sorts, various beginning sound pictures, pocket chart

After reading text such as rhyming books, nursery rhymes, poems, or songs, have the children sort or match rhyming pictures. Display a set of pictures to the students. Model how to match the rhyming words. For example “*Whale* rhymes with *pail*, so I will put it with the whale.” Scaffold the rhyming sort activity by placing three pictures at a time (two rhyming, one that does not rhyme). Name all three pictures and ask the students to find the rhyming pair. Once students understand rhyme, increase the skill by setting up two rhyming sorts and lead the students in sorting pictures by the rhyming sound. For example,

- Put two rhyming picture cards out as headers (e.g., hat, coat) in the top of a pocket chart.
- Say the rhyming words.
- Take one picture card for each rhyme and position it under the column heading as a model.
- Hand students one card at a time and ask them to say the word. Make sure they are calling the picture by the name you expect (i.e., **rabbit** instead of **bunny**).
- Ask them to position the card in the appropriate column to match the rhyming words.
- Ask them to repeat all the words in the column to check that the card is in the right place.

After the students are proficient with two columns, increase to three and then to four columns. Once they have mastered this, you can add a miscellaneous or “?” column for

anything that doesn't fit.

Since alliteration helps students to listen to sounds and builds phonemic awareness, use the same sorting techniques to match and sort pictures with the same beginning sounds. Read text with alliteration. Have students identify words from the story that start the same. Then sort pictures of familiar object (e.g., snake, cat, dog, etc.). Scaffold this activity by starting with three pictures (two that begin the same, one that does not). Model how to match the pictures with the same beginning sounds. For example, “*Ball* and *bacon* start the same, so I will put them together. *Sun* and *sandwich* start the same, so I will put them together.” Once students understand the skill, set up two or more sorts with beginning sound and lead the students in sorting the pictures. For example,

- Put two letter/picture cards out as headers (e.g., Bb/ball, Ss/sun) in the top of a pocket chart.
- Say the letter sound.
- Take one picture card for each sound and position it under the column heading as a model.
- Hand students one card at a time and ask them to say the word. Make sure they are calling the picture by the name you expect (i.e., **rabbit** instead of **bunny**).
- Ask them to position the card in the appropriate column to match the sound of the beginning consonant.
- Ask them to repeat all the words in the column to check that the card is in the right place.
- After the students are proficient with two columns, increase to three and then to four columns. Once they have mastered this, you can add a miscellaneous or “?” column for anything that doesn't fit.

These sorts may be placed in centers for students to practice.

The following links have interactive beginning sound games:

- “Scholastic”- Clifford the Big Red Dog: Sound Match Activity - <http://teacher.scholastic.com/clifford1/flash/phonics/index.htm>
- “Read Write Think” – Picture Match <http://www.readwritethink.org/materials/picturematch/>
- “Professor Garfield”- Chicken Coop- <http://www.professorgarfield.org/Phonemics/chickenCoop.html>
- “Nick’s Noggin”- Maisy’s Blocks <http://www.noggin.com/games/maisy/blocks/>

Activity 6: Let’s Play with Sounds (GLEs: 01a, 01c, 34, 41)

Materials List: beanbag, grab bag, items that are conducive to rhyming, surprise, box, rhyming bag with poem, props for professor-know-it all, Rhyming Checklist BLM

The following games can be used to help students play with the sounds in the English language. These are just samples of games that can be played during whole- or small-group instruction. Nonsense words are acceptable when students have to produce rhyming words. The important thing is that students are given many opportunities to play

with the sounds of language.

- Once the students are proficient at producing rhyming words, divide the class into groups of three or four students to be the rhyming *professor know-it-alls* ([view literacy strategy descriptions](#)). Have the groups prepare by thinking of words for the *know-it-alls* to produce rhymes for. Call on a group to come up and have them dress up (e.g., graduation caps, tie, clip board, lab coat, or any smart-looking dress available). Ask students to stand in the front of the class. Invite the other groups to give them words for them to produce rhymes. Demonstrate that they should huddle as a team to talk about the possible rhymes, then return to their positions and give one to three words that rhyme. They should answer in complete sentences (e. g., _____ rhymes with _____.) After a few minutes, a new group of *professor know-it-alls* will take their turn. This should be done until all groups have had a chance to be *know-it-alls*. The *know-it-all* activity may be done over a period of time rather than all in one day. This technique can be used to produce words with the same beginning sounds as well.
- Seat the students in a circle. Toss a beanbag to a student and say, “The truck is loaded with cheese.” The student tosses the bean bag back and says, “The truck is loaded with (e.g., peas, keys).” and then tosses it back. Repeat, “The truck is loaded with cheese.” Now toss the beanbag to another student saying, “The truck is loaded with (new word).” The students must say a word to rhyme with the new word. Students may need help making up words. This game can also be used to produce words with the same beginning sounds.
- Students pass a grab bag with items inside. Each student will pull an item from the bag, name the item, and name a word that rhymes with the item or that starts with the same beginning sound as the item.
- Give the students a word. An item that rhymes with the word will be placed in a surprise box. Students will reach inside the surprise box and try to identify the item, based upon how it feels and the knowledge that it rhymes with the word they were given.
- Say two words that either rhyme or do not rhyme while students listen. If the words rhyme, the students will participate in a bodily movement, such as hopping up, standing up, giving a “high five” to a friend, or clapping their hands
- For a home learning experience, send a rhyming bag home with a different child each night. Attach the following poem on the outside of the bag:

I don't mean to brag,
But I have something in my bag.
And if you listen to this clue,
I'll bet you can guess it, too!
It rhymes with _____

The student and his/her family are to place an object from home into the bag and write a rhyming hint on the line. The next day they will read their hint, and the class will brainstorm different rhyming words that could be in the bag.

The Rhyming Checklist BLM may be used periodically during the activities to record students' ability to create rhyme.

The following websites have online rhyming games, and sample activities:

- Reggie's Rhino Rhyming games -

- <http://teacher.scholastic.com/activities/bll/reggie/index.htm>
- Elmo’s World Rhyming -
 - <http://pbskids.org/sesame/elmosworld/index.html>
- Memory game -
 - http://www.sadlier-oxford.com/phonics/grade_k_1/rhyming_k_1/hifreq.htm
- Gus and Inky interactive story and game -
 - <http://www.getreadytoread.org/games/game2/index.html>
- Professor Garfield -
 - <http://www.professorgarfield.org/Phonemics/introCharacters.html>

Activity 7: Listen, Change (GLEs: 01a, 01d, 01e, 26)

Materials List: word grid, dry erase boards and markers, magnetic letters, magnetic boards, poster, writing media

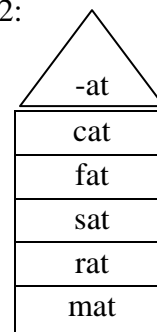
Students will explore the oral and visual similarity of rhyming words. Teacher and students will co-construct a *word grid* ([view literacy strategy descriptions](#)) to study and compare rhyming words. Shown in example 1, the defining information will be placed across the top of the *word grid* and the words to compare down the left side of the *word grid*. The words generated for the *word grid* may come from a variety of sources (ex., words taken from shared or guided reading books, objects pulled from a grab bag, words generated by students, etc). Once the grid is constructed, the teacher and students will discuss the likenesses and differences of the oral and visual aspects of the words. This can be a whole-class or small-group activity. The construction of the *word grid* should be scaffolded by filling in one row at a time for children at this age level.

Example 1:

	Rhymes With:		
	cat	dog	hit
hat	Y	N	N
sit	N	N	Y
mat	Y	N	N
hog	N	Y	N

Word Grid

Example 2:



Word Family House

After exploring words in the *word grid*, the student will notice that rhyming words end the same. Make word family houses as shown in example 2 for students to practice. This will be done throughout the school year as different word families are explored. For example, when students are brainstorming words that rhyme with “cat,” write them in a “house” on a poster and have students use dry erase boards to write each letter as they are told. Then they can erase the first letter (the onset) and then write a new onset in its place. The houses may be posted in the room as references and for students to read during their time at centers. Students can practice changing onset of a rhyme in small groups

with magnetic letters. Have the students spell a known single-syllable word with magnetic letters, then repeat the same word so there are two words on the board. Students will then create rhyming words under the first word by changing the onset on the second word. It is important to leave the first word whole as a reference while changing the onset beneath it.

Activity 8: Fun with Letters (GLEs: 02a, 02b, 29, 30, 31, 43, 44)

Materials List: name cards and list, objects labeled for a “name hunt,” variety of material to practice names (ex., shaving cream, water paints, sand, markers, etc.), computer

Have students name letters while playing a “What’s My Name?” game. Hold up a letter card for students to see and give students an oral clue. For instance, hold up the letter “J” and say the following: My name rhymes with “bake” and starts with the letter “J.” What’s my name? My name is _____.

Next have students practice writing or constructing their own first and last names, with proper capitalization, spacing between words, and proper figure grounding on a line. Provide a variety of materials for manipulation including shaving cream, sand, rice, paint in a plastic bag, watercolor paints, pudding, chalk, Playdough®, string, magnetic letters and boards, paper, computer, etc. Place name cards and a list of students in centers. Have each student write not only his/her name, but also the names of their classmates. The students can practice typing their names (or classmates’ names) using a computer. Students may require assistance with using a computer keyboard for this activity.

Activity 9: A Class Book (GLEs: 01a, 07c, 19, 23, 28, 43, 44)

Materials List: template of rhyming words (1 per child) or computer and template, paper, markers, crayons

Students will dictate or type a pair of rhyming words with teacher assistance as they create a theme-based book. Themes may include the following:

- I like _____, and I like _____.
- I see a _____ and a _____.

If students use a computer to type rhyming words, the teacher may provide a computer template and assistance with the keyboard. Once each student has created a page with a pair of rhyming words, the students will illustrate their writings. Students will then examine a published book to determine what needs to be added to transform their pages into a class book. With teacher assistance, students will determine that they must add a cover and a title page with a title and the names of authors and illustrators. Students will brainstorm, list, and vote on an appropriate title. Students will examine the back of the title page and determine they must add a dedication and a copyright date. Students will examine the pages of the book and determine they must add page numbers. Students will

then add a back cover. Students will take turns reading the book to the class, following the text with a pointer from left to right and isolating each word in the process. The teacher will point along with students who require assistance isolating text. Students may chorally read the book, and the book may be sent home with one child each night for independent reading or for reading with parents.

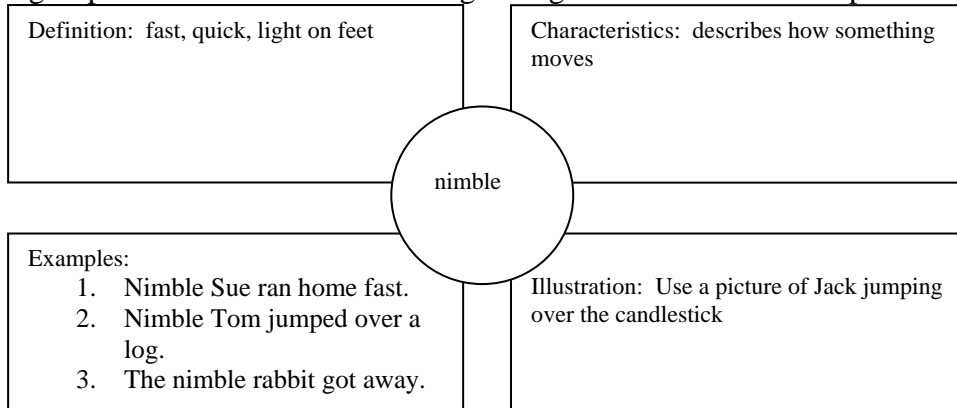
Students may require assistance with using a computer keyboard for this activity. Students may also require assistance thinking of two words that rhyme and writing those words. Each student will only be required to write two words for this activity. The teacher will discuss the rhyming word endings during the writing process.

Activity 10: Vocabulary Development (GLEs: 09, 10, 11, 14a, 14c, 14d)

Materials List: various texts from the classroom and school library, charts, word wall, paper for vocabulary cards, and binder or folder.

This activity will be used throughout the year. The students will listen to a story related to the subject matter being taught. As the teacher shares the story, she/he will stop at various points to discuss vocabulary. Through the use of context and picture cues, the students will infer the meaning of unknown vocabulary words. Meanings will be confirmed collaboratively. Listed below are some suggestions to develop vocabulary. It is important to consider the students' developmental levels and the time of year when implementing these activities. The writing activities in kindergarten may be more shared and guided rather than independent.

- Record vocabulary words on special word wall for use during writing or oral language activities.
- Students will create sentences during shared, guided or independent writing.
- Teacher and students work together to make large *vocabulary cards* ([view literacy strategy descriptions](#)) of “special vocabulary” words. The cards can be put together alphabetically to form a class dictionary which may be used as a reference source during reading and writing. Due to the developmental stage of the students, the vocabulary cards will be modified in that they will all be done as a group with the teacher’s role being both guide and scribe. Example:



- Make a tally chart listing “special vocabulary” words. Have the students record their oral or written word use frequency by placing a tally mark each time they use one of the “special vocabulary” words appropriately in a sentence.

Special Vocabulary	# of times used
Nimble	HHH I
Enormous	II
Jovial	HHH III
Contrary	HHH

Nursery rhymes are full of interesting words such as *nimble*, *contrary*, *fetch*, *tuffet*, *sport*, etc.

Sample Assessments

General Guidelines

It is recommended that the teacher conduct formal and informal assessment at the beginning of the year as pre-test and periodically throughout the year. Knowledge of the student is a great asset for the teacher. Students’ learning takes place in their zone of proximal development. Therefore, assessments need to inform the teacher of the students’ knowledge base so the teacher can plan and scaffold to meet the needs and learning styles of the students. Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations, formal and informal assessments, and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to show effectively student growth over time.

If some students are not achieving adequate progress with rhyme or alliteration, it is recommended that they be placed in small skills groups to address these concerns. They need more opportunities to play with the sounds of the English language.

General Assessments

- Anecdotal notes of students’ creating rhyming words
- Anecdotal notes of students’ reciting rhymes, poems, or chants
- Work samples of students’ inventive spellings or dictations of rhyming words
- Work samples of students’ illustrations matching the text

Activity-Specific Assessments

- Activity 1: Assess the students’ understanding of rhyme. Use Rhyme Assessment BLM. Administering recognition of rhyme assessments near the beginning of the year to know if students can and can not create rhyme is helpful.

The students should periodically be checked until they have mastered this skill. The following are some examples and resources that may help in assessing rhyme:

- <http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/rhyme/rhyme.html>
 - http://ggg.umn.edu/get/procedures_and_materials/Rhyming/index.html
 - http://www.bridgew.edu/Library/CAGS_Projects/MMAURANO/Shar-edReading.htm#rhyming The link contains a rhyming assessment and rubric. It also has an example of rhyming words picture sort used as an assessment of students' understanding of rhyme.
- Activity 6: Use Rhyming Checklist BLM periodically during the rhyming activities.
 - Activity 8: Collect work samples of the students' name writing. Analyze the writings for capitalization, spacing, and figure grounding on a line. Collect samples of students' names throughout the year to document their development levels over time.

Kindergarten
English Language Arts
Unit 4: The Wonder of Words—Poetry

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas and varied in difficulty depending on the developmental level of the students.



Unit Description

This unit focuses on poetry as an enjoyable way to communicate thoughts and feelings. Poetry will be used to promote speaking, listening, and writing skills. Poetry brings together sounds and words in unique ways to create pictures in the mind of the reader.

Student Understandings

Students will listen to, read, and interpret vivid, descriptive language found in poetry. Students will identify components of poetry, including rhyming words, descriptive words, similes, metaphors, alliteration, onomatopoeia, and rhythm. Students identify the different moods and feelings that poetry elicits. Students will compare poetry and prose, then identify text as a poem. Students will use the knowledge gained from this unit to create their own poetry.

Guiding Questions

1. Can students identify the type of text read as poetry?
2. Can students identify different emotions and feelings conveyed by poems?
3. Can students respond to poetry by describing their feelings, objects, or events?
4. Can students listen to and recite short poems?
5. Can students identify alliteration?
6. Can students create rhyming words?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Demonstrate understanding of phonemic awareness by doing the following: creating rhyming words (ELA-1-E1)
01c.	Demonstrate understanding of phonemic awareness by doing the following: identifying when words begin with the same sound (ELA-1-E1)
07b.	Demonstrate understanding of book and print concepts by doing the following: identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence (ELA-1-E2)

GLE #	GLE Text and Benchmarks
07c.	Demonstrate understanding of book and print concepts by doing the following: isolating individual words in print (ELA-1-E2)
08.	Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4)
11.	Describe the connections between life experiences and texts (ELA-1-E6)
12.	Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
13.	Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)
14c.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: drawing conclusions from text (ELA-7-E1)
17.	Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3)
21.	Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2)
26.	Use rhyme and alliteration in group-shared writing activities (ELA-2-E5)
28.	Demonstrate an understanding of letter placement in text by writing letters and words from left-to-right and top-to-bottom on a page (ELA-3-E1)
33.	Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)
38.	Recite short poems, rhymes, and songs (ELA-4-E4)
39.	Listen to and recite short poems and stories for an audience (ELA-4-E5)
43.	Identify that a computer has a keyboard to enter information (ELA-5-E1)
44.	Use technology to produce class work (ELA-5-E4)

Sample Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of the activities. When appropriate, each activity should allow students to share for the purpose of developing vocabulary and phonological processing skills.

Activity 1: “Poetry Is . . .” (GLE: 01a, 12, 13, 14c, 33, 38)

Materials List: variety of poems from the school or classroom library, reading rubric from Unit 1, pointers (e.g., magic wands)

Before reading poems, students will generate questions they have about poetry based on

SQPL- Student Questions for Purposeful Learning ([view literacy strategy descriptions](#)). Present the students with the following thought-provoking prompt: Poetry looks the same as other types of writing (e. g., books, letters, etc.) Model by contributing a question based on the prompt. Then allow the students to pair up and come up with one good question based on the prompt statement. Elicit students' questions and write them on chart paper or on the board. Mark any question asked more than once with a smiley face to indicate importance. When students finish, the teacher may contribute questions. Students will listen to and recite simple poems from authors of different cultures. Poems will be presented in large primary print. Teacher and students will model left-to-right and top-to-bottom progression as they read the print from the chart. Refer to the reading rubric from Unit 1, Activity 2. Special pointers, such as magic wands, may be used. Prior to or during the readings, point to and explain the meaning of different forms of punctuation. Students will read the lines with the teacher accordingly. Students will participate in a discussion to identify characteristics of poetry and to answer questions they developed in simple language (e.g., rhyming words, short lines, tells how the poet feels or thinks about something, poems looks different from prose). Continue the discussions using the poems as visuals until all the students' questions are answered.

Teacher Note: Poetry should be integrated into units taught throughout the school year so students may develop vocabulary skills, may explore language and feelings, and may identify rhyming words. The teacher may choose to introduce different forms of poetry based upon students' developmental levels and interests.

Activity 2: Play with Sounds (GLEs: 13, 17)

Materials List: variety of poems from the school or classroom library, instruments, role-playing props

Poems have rhythm through the ordered application of stress from one syllable to the next. The rhythm, as in music, may be fast or slow to convey specific meanings. Fast selections may evoke excitement, tension, and suspense; whereas, a slower cadence suggests peacefulness, harmony, and comfort. Students will listen to different rhythmic styles of poetry. Students will explore the rhythm of the poems through body movement, such as clapping, tapping, or snapping; or students will use musical instruments to respond to the poetry. Students will be encouraged to respond through dance and role play as well.

Teacher Note: During this activity, students should use body and facial expressions to convey the mood or the feeling elicited by the poetry.

Activity 3: Poetry and Feelings (GLEs: 12, 17, 33)

Materials List: variety of poems from the school or classroom library, large word grid, markers, poster or chart paper

Read pieces of poetry that elicit different emotions. The students' understanding that poems elicit feelings will be expanded through discussions and cooperatively constructing a *word grid* ([view literacy strategy descriptions](#)) to show how each poem makes them feel. A blank large version of a *word grid* will be displayed. Place the title of the poems along the left vertical dimension and the feeling words such as *happy*, *sad*, *mad*, and *silly* along the top horizontal dimension. The students will then match a poem with a feeling word and discuss. Poems from different cultures will be read to the students, and a wide variety of poets will be introduced. Students will discuss their feelings related to the poetry and will discuss how they think the poet felt while writing the poem and why they think the poet wrote the poem. Provide support by asking guiding questions. For instance, if a poem contains the word *joy*, define the term and ask the students what might have made the poet feel happy. Reread lines of the poem if students need help recalling the text. For instance, the word *joy* might be used in conjunction with a poem about the winter. It may be present in a line about sledding. After defining the word, reread the line to assist students in making the connection. The *word grid* is an ongoing activity that may be added each time a poem is read. The *word grid* may then be used to compare the different feelings elicited in each poem. Example:

Title	Happy	Sad	Silly	Mad
<i>The First Day of Kindergarten</i> by Robert Pottle			√	
<i>At the Seaside</i> by Robert Louis Stevenson	√			

Teacher Note: This may be an ongoing activity that occurs over time. It is important to note that students will develop language skills at different points of the year. Repeating an activity or presenting it as an ongoing activity allows for all students' individual levels and needs to be addressed.

Activity 4: Vivid Descriptions (GLEs: 07b, 11, 21, 28, 43, 44)

Materials List: variety of objects appropriate for describing, paper, markers, Sample Writing Rubric BLM from Unit 2, interactive word wall developed in Unit 2

Students will explore a variety of objects and participate in a class discussion to create descriptions of the objects. Objects may include natural items, such as shells, tree bark, grass, flowers, rocks, and fur. Using the five senses, students will be encouraged to examine textures, sizes, colors, weights, uses, and additional characteristics of the

objects. Students' descriptions will be recorded by the teacher in the form of complete sentences. Ask the students to think about how they would like the sentences to be read (e.g., "It is rough." or "It is rough!"). Students will choose appropriate punctuation for the ends of sentences, and the teacher will record the punctuation chosen by the students. The Sample Writing Rubric BLM from Unit 2 and word wall developed in Unit 2 will be referred to as resources. Students' descriptions and the objects will be displayed in the classroom or will be used to create a class book. If a class book is made, students will participate in the process by assisting with typing their names for the cover and title page. Assist students with capitalization of the first letters of their names and with the use of the keyboard. This may be done throughout the school year, having objects correlated around themes or events.

Teacher Note: A thesaurus may be introduced during this activity, depending upon students' developmental levels and interests. This activity will increase students' vocabulary and understanding of language so students can more readily understand the poetry in this unit.

Activity 5: Poetry, Similes, and Metaphors (GLEs: 08, 21, 28, 33)

Materials List: various books from the classroom or school library, paper, markers or pencils

Students will use their imagination to examine clouds in search of shapes and objects they may see. The book *Little Cloud* by Eric Carle or *It Looks Like Spilt Milk* by Charles G. Shaw may be used with this activity. Students will draw and use dictation or inventive spelling to label shapes and objects seen in the clouds. Assist the students in making the connection that sometimes an object may resemble another object in some aspect, although it will never be the same. Then introduce the concept of similes and metaphors. For example, have students feel flour and tell the students that, "It is like baby powder," or "It is as white as snow." Students will then participate in class discussions to describe objects using similes and metaphors. For instance, cotton candy may be displayed. Lead the students with: "It is like _____," and "It is as sticky as _____." Students will feel the cotton candy and complete the sentences, then continue to describe additional objects or materials.

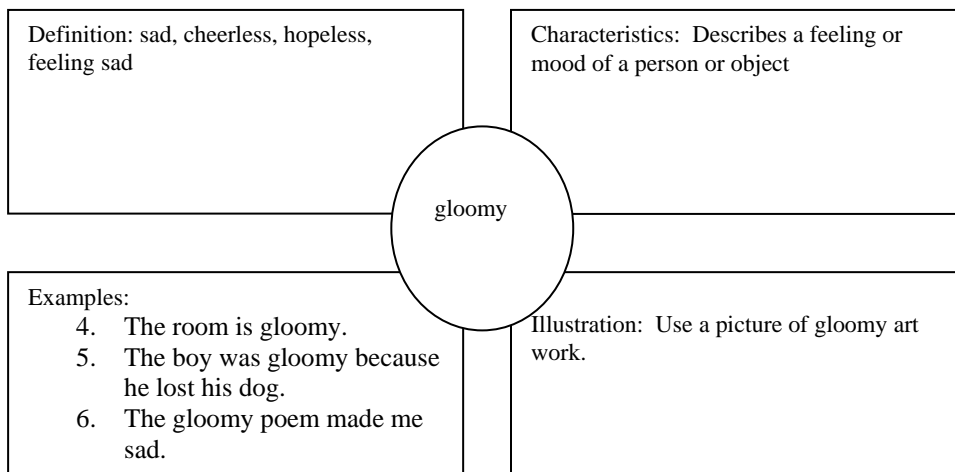
- Other books that may be appropriate for this activity include *Once Upon A Cloud* by Rob D. Walker, *Hi, Clouds* by Carol Greene, *Cloud Boy* by Rhode Montijo, *Sometimes I Feel Like a Storm Cloud* by Lezlie Evans

Teacher Note: The intent of this activity is to introduce students to the concept of relating objects to one another in order that they may more fully comprehend text in poems and books.

Activity 6: Poetry Is Art and Music (GLEs: 07c, 38, 39)

Materials List: variety of poems from the school or classroom library, various highlighting material for identifying words, musical instruments, various songs and pieces of art, various forms of art media, various templates, markers or pencils

Students will participate in choral readings of poems for enjoyment. Model finding words that are repeated or that help make a picture in the mind. Students may use markers, highlighters, highlighting tape, flyswatter with middle cut out, or colored cellophane to identify these words. Students will ask questions about words the poet has chosen and will *brainstorm* ([view literacy strategy descriptions](#)) their definitions, personal meanings, and the author’s decision to use them. Provide support by asking guiding questions. Students will explore different interpretations of words the poet has chosen by reading them with different voices, with different tones, and with musical instrument accompaniment. After identifying descriptive words in poetry, students will choose words to describe a musical composition or a limited number of pieces of art (i.e., three or four). Provide support by helping students recall the vocabulary. For instance, ask, “Which painting reminds you of the word *gloomy* in the poem?” Students will gain a sense of how poetry is a form of expression that uses words, just as art is a form of expression that uses colors, lines, and shapes. These words can then be made into large *vocabulary cards* ([view literacy strategy descriptions](#)). The cards can be put together alphabetically to form a class dictionary which may be used as a reference source during reading and writing. Because of the developmental stage of the students, the *vocabulary cards* will be modified in that they will all be done as a group with the teacher’s role being both a guide and a scribe. Example:



Students will then use art media to create their own works of art and will use dictation or inventive spelling to represent what their artwork is communicating. Give students a template from which to work for this activity. For instance, provide a sheet of paper with a beginning of a sentence (e.g., “This makes me feel...” or “I think this is...”) for students to complete. Interpretations will be displayed along with poems and pieces of artwork.

Teacher Note: It is important to note that students will be aware of the teacher's enthusiasm and enjoyment of poetry during this unit. If the teacher finds a word intriguing or exciting and conveys this with his/her voice, it is more likely the students will do so as well. It is also important to note that the students' use of vocabulary will depend upon their past experiences, developmental levels, and interests. The teacher's role is to value students' expressions while helping them to build their vocabulary. It is particularly important that the teacher value the students' expressions as related to their own artwork.

Activity 7: I Am a Poet! (GLEs: 13, 21, 26, 38, 39)

Materials List: chart paper, markers, variety of objects and pictures, Poetry Checklist BLM

After exploring the characteristics of poetry, its rhythm, its descriptive language, its ability to elicit emotions, and its relationship to art and music, the students will participate in a shared writing activity to create their own poems. The following process will be used:

- Display a variety of objects and pictures in which students may be interested. Work with small groups of students and have them describe the objects and pictures through a discussion of each. Use guiding questions and prompts to scaffold support for each student during the discussion process.
- Students will then choose an object or a picture from among the display and will write a poem about it. Assist in this process by asking for student descriptions, by helping students *brainstorm* ([view literacy strategy descriptions](#)) rhyming words, by asking students how they would like the line to be read (e.g., “The boy is sad.” or “The boy is sad!”), and by rereading the poem during its progression so that students may edit and add to the poem during the writing process. For instance, if the students choose a picture of a boy eating ice cream, ask them what is happening in the picture. One student may say, “A boy has ice cream,” and another student may say, “He likes to eat ice cream.” Assist them in choosing between the two lines and in brainstorming a word that rhymes with *ice cream*. If students think of the word *dream*, help them create a sentence with that word. Then ask the students what else they would like to say about the picture. A student might say, “It is cold.” Record the dictation and help the students *brainstorm* words that rhyme with *cold*. This will continue until the poem has at least four lines. Reread the poem after each line is created, so students may listen to the rhythm of the poem.
- With teacher support, students will read and/or recite their poems to the class. The teacher may have students show support for one another during the readings and/or recitations by showing a “thumbs-up,” snapping their fingers, or clapping in a special manner (e.g., pinkie clap) during the activity.

The Poetry Checklist BLM may be used to record student's ability to create rhyming words and recite poetry.

Teacher Note: The intent of this activity is for students to recall the characteristics of poems they described in Activity 1, to use these characteristics as they work with the teacher to create their own poem, and to list rhyming and descriptive words. This activity focuses on the process of writing a poem versus the product itself.

Activity 8: Words That Show Sounds (GLEs: 01c, 07c, 11)

Materials List: variety of poems, song, or chants from the school or classroom library, highlighting tape, word grid, markers, Rebus Chart BLM, Word Find Checklist BLM

Students will continue to explore poetry, songs, or chants as they are introduced the literary devices of alliteration and onomatopoeia.

- Students will listen to and/or chorally read selected text, identifying words that begin with the same consonant. Students will highlight the words with highlighting tape.
- Students will listen to and/or chorally read selected text, identifying words that denote sounds, such as *bam* and *whack*. Students will highlight the words with highlighting tape (a removable translucent film). A *word grid* ([view literacy strategy descriptions](#)) will be co-constructed with students. The onomatopoeia words are placed on the vertical axis and the descriptors will be placed on the horizontal axis.

	Loud	Medium	Soft
Bam	√		
Whack	√	√	
Hiss			√
Rustle			√
Beep		√	

- Students will think about how the words (*alliteration* or *onomatopoeia*) make them feel and will express their thoughts during a whole- or small- group discussion. The Rebus Chart BLM of emotions may be provided to support students during the discussion. Ask students to think about times or things in their lives that make them feel as they do after hearing the words in the text.

The Word Find Checklist BLM may be used to record student responses.

Teacher Note: “Alliteration” repeats initial consonant sounds, and “onomatopoeia” is the use of words to imitate the sounds they denote, such as “whirr” or “vroom.” The book Bam, Bam, Bam is an appropriate book to introduce the concept of onomatopoeia.

Activity 9: Reciting Is Fun (GLEs: 33, 38, 39)

Materials List: variety of poems, songs, or chants from the school or classroom library, various art work eliciting feelings, variety of music eliciting feelings

Model the recitation of various forms of poetry, songs, or chants. Display a piece of art

work or play music during the recitation, explaining how the poetry, songs chants, art, and/or music elicit feelings. Assist students with identifying how the poem, songs or chants make them feel and assist them with choosing a piece of art or music that elicits those same feelings. Students will present their poem, song, or chant while playing music or showing art that matches the feelings.

Teacher Note: Samples of acrostic, haiku, cinquain, diamante, and free verse may be provided from which students may choose.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to show effectively student growth over time.

General Assessments

- Teacher notes on student's ability to use directionality
- Observation notes of student's ability to identify feelings conveyed by poetry
- Work samples of student's inventive spelling in poems
- Anecdotal notes of student's ability to express thoughts in complete sentences
- Checklist of student's ability to find words that begin with the same letter in poems

Activity-Specific Assessments

- Activity 4: Record students' dictations on a list during a class discussion in which students describe objects. Students' dictations will be photocopied or rewritten as anecdotal notes. Dictations will provide evidence of a student's ability to use appropriate vocabulary when describing objects and to express thoughts in complete sentences. Also record their ability to stay on topic and to participate in a discussion of topics of interest.
- Activity 7: Use a checklist to document the student's ability to create rhyming words and recite poetry. The checklist may include the following:
 - Student creates rhyming words.
 - Student recites poem.
 - Student uses inflection while reciting poetry.(See Poetry Checklist BLM)

- Activity 8: Use a checklist of student's ability to identify words that begin with the same consonant sound, represent a sound, or rhyme with other words. (See Word Find Checklist BLM)

Kindergarten
English Language Arts
Unit 5: A Look into Books

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas and varied in difficulty depending on the developmental level of the students.



Unit Description

This unit focuses on the use of meaningful print with predictable text patterns, repetitive language, and simple illustrations to focus on book and print concepts, story elements, and comprehension skills.

Student Understandings

Students will use predictable text patterns and repetitive language in meaningful print. Students will learn and identify many aspects of book and print concepts. Students will gain experience with identifying story details, retelling stories in a logical sequence, and listening for similarities and differences in stories read aloud (text-to-text connections). Students will connect life experiences to printed text (text-to-self connections) through opportunities to write.

Guiding Questions

1. Can students use predictable text patterns and repetitive language in text?
2. Can students identify and locate parts of a book, such as the front and back covers and the text pages?
3. Can students differentiate between illustrations and print?
4. Can students identify print concepts such as capitalization, punctuation, letters, words, sentences, etc?
5. Can students identify characters, settings, and plots in familiar stories?
6. Can students compare and contrast characters, settings, and plots from familiar stories (text-to-text comparisons)?
7. Can students accurately sequence story events and draw conclusions from text read aloud?
8. Can students identify information from a graphic organizer?

Unit 5 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
05.	Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
06.	Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2)
07a.	Demonstrate understanding of book and print concepts by locating front and back covers, title pages, and inside pages of a book (ELA-1-E2)
07b.	Demonstrate understanding of book and print concepts by identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence (ELA-1-E2)
07c.	Demonstrate understanding of book and print concepts by isolating individual words in print (ELA-1-E2)
08.	Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4)
09.	Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student (ELA-1-E5)
10.	Answer questions about the important characters, setting, and events of a story (ELA-1-E5)
11.	Describe the connections between life experiences and texts (ELA-1-E6)
12.	Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
14a.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: making predictions using prior knowledge and pictures (ELA-7-E1)
14b.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: using at least five pictures to sequence the events of a story (ELA-7-E1)
14c.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: drawing conclusions from text (ELA-7-E1)
14d.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: using pictures to resolve questions (ELA-7-E1)
15.	Identify problems in texts and offer possible solutions (ELA-7-E2)
16.	Describe the role of an author and an illustrator (ELA-7-E3)
17.	Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3)
18.	Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4)
20.	Create compositions by participating in shared writing activities (ELA-2-E1)
22.	Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)

GLE #	GLE Text and Benchmarks
23.	Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
24.	Actively discuss ideas and select a focus for group stories (ELA-2-E3)
27.	Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6)
28.	Demonstrate an understanding of letter placement in text by writing letters and words from left-to-right and top-to-bottom on a page (ELA-E-E1)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31.	Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
33.	Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)
34.	Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
36.	Relate an experience or creative story in a logical sequence (ELA-4-E3)
37.	Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3)
39.	Listen to and recite short poems and stories for an audience (ELA-4-E5)
40.	Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption (ELA-4-E6)
43.	Identify that a computer has a keyboard to enter information (ELA-5-E1)
44.	Use technology to produce class work (ELA-5-E6)

Sample Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of the activities. When appropriate, each activity should allow students to share for the purpose of developing vocabulary and phonological processing skills.

Activity 1: Share Our Favorite Stories (GLEs: 05, 06, 07a, 07b, 07c, 14b, 36)

Materials List: a variety of books from the classroom or school library, board or chart paper, markers, sentence strips, props to act out stories, picture cards for sequencing, reading rubric co-constructed in Unit 1, writing rubric co-constructed in Unit 2

Students will listen to and respond to folktales or stories, such as *The Three Bears*, *Stone Soup*, *Rosie's Walk*, *Caps for Sale*, *The Little Red Hen*, *I Know an Old Lady Who Swallowed a Fly*, *The Napping House*, *If You Give a Mouse a Cookie*, etc. The students

will identify the title of the story on the cover. They will use *DR-TA* (*directed reading – thinking activity*) ([view literacy strategy descriptions](#)) and make predictions about the story based on the cover and title. These predictions may be recorded on chart paper or the board and reviewed before reading. Ask the students to listen closely to see if their predictions were correct. Periodically pause to ask which predictions were correct and gather new predictions. The title will then be reread on the title page. Model left-to-right progression and introduce the term *title page*. The reading rubrics co-constructed in Unit 1 will address book and print concepts that are developmentally appropriate for the students, such as punctuation, directionality, concepts of words and sentences, story element, etc. Throughout the year, concepts that are addressed will be added to the reading rubric to foster use of this classroom resource. As the story is shared, stop at various points to model (think aloud) how to use context and picture cues when inferring the meaning of unknown vocabulary words. The students will respond to the text through the following:

- Students will participate in the readings by saying the repetitive text. Write the refrain on the board, modeling linear and left-to-right progression. Point out the beginning capital letter and the spaces between words in the refrain. Discuss the punctuation and its meaning. Model the appropriate voice inflections. Students will read the refrain as the teacher sweeps from left to right. Students may take turns sweeping the refrain from left to right as well. They may use props such as, a magic wand, a pointer with a glove or special object on the end, or finger pointers. Place materials in the reading center for students to use during retellings. This shared reading activity can be modified to address appropriate print and book concepts as needed throughout the year.
- Students will retell the folktales in the reading center or during group time using puppets, flannel board pieces, story necklaces made by the students with a computer drawing program (e.g., *KidPix*®), picture cards with at least five pictures to sequence, and murals.

Teacher Note: Demonstrate how to leave spaces between words, using fingers or a tool, such as a craft stick during modeled writing of refrains. Also refer to the writing rubric and word wall from Unit 2 to assist with the writing process. Students may then apply these to their writing, if developmentally ready to do so. It is important to note that students will be at different stages of the writing process throughout the year. Therefore, repeated modeling of writing and instructions on using classroom resources are needed all year long.

Activity 2: Acting Out Folktales or Stories (GLEs: 05, 09, 39, 40)

Materials List: books from the classroom or school library as needed, videos or films as needed, props for acting folktales or stories, art materials, tapes of stories, tape recorder, video camera (if available)

After listening to shared reading or read-alouds or watching videos or films of familiar folktales or stories, students will role play and retell first as a whole or small group, then

in the dramatic play or reading stations. Props provided by the teacher or props made by the students with art materials will be used for retellings. Assist the students with locating objects in the classroom that may be used as props as well. Instead of telling students where to find the objects, use leading questions, such as, “What do we have in the block center that is a long, thin cylinder like a magic wand?” Students may also participate in recreating the settings of the text. For example, students may cut red rectangles for bricks and tape them on a box to represent the bricks of the third little pig’s house. Encourage the students to create signs appropriate for the literacy centers, such as a sign for the mill in the story of *The Little Red Hen*. If available, a video camera may be used to film performances.

Teacher Note: To help students stay on track during the retellings, the teacher may provide tape recordings of the texts. This is especially useful with certain stories, such as “The Three Little Pigs,” in which students need assistance with pacing the retelling. Tapes of the stories may also be played during quiet times of the day, requiring students to use their imagination to visualize the text while listening to the stories without simultaneously looking at the illustrations.

Activity 3: Print Has Meaning (GLEs: 05, 06, 07c, 08, 28, 39)

Materials List: pocket chart, sentence strips, word cards, pointers

Students will use a pocket chart, sentence strips, and word cards to retell or revise folktales or stories. For instance, *The Three Bears* can be broken into simple sentences with a beginning and an end. The first part of the sentence, which will be placed on a single sentence strip, may read, “Goldilocks saw a . . .” The last part of the sentence, which will contain not only the word/words but also the corresponding picture, may read, “bowl of porridge” or “big chair.” The students will use these cards with the illustration to complete the sentence (e.g., “Goldilocks saw a big chair.”). They will then read and respond with an appropriate refrain, such as “But it was too hard.” The students may then complete the sentence with another word card (e.g., medium chair), read the sentence, and say an appropriate refrain (e.g., “But it was too soft.”).

The sentences will contain appropriate capitalization and punctuation in order to model their usage for students. The students will use a pointer or their finger to track the words as they read. They will take turns reading the text. This activity may be introduced during whole or small groups and then placed in literacy stations after modeling and guided practice have occurred.

Activity 4: Summarize (GLEs: 08, 09, 10, 14c, 15, 18, 23, 27, 28, 30, 33, 34, 36)

Materials List: books from the classroom or school library as needed, flyswatter with center cut, dice with guiding words written, one step book for each student, pictures for sequencing beginning, middle, and end of stories, paper divided into three sections (one

for each student), Writing Rubric from Unit 2

Students will summarize details about stories using one of the following suggestions:

- Students will identify details of traditional tales or stories using the six guiding question words (*who, what, when, where, why, how*) to summarize the story events. During the discussion, students will be encouraged to respond in the form of complete sentences. Scaffolding may be needed depending on the developmental levels of the students. For instance, reminders about details, guiding questions or pictures from the book may be used to scaffold the students. When choosing a guiding question word, props may be used. For example, a flyswatter with the center cut out could be used to swat one of the words written on the board or dice with the words written on the sides could be rolled. Students would then answer the question using the chosen word. (e.g., “Why did he do that? Because he needed to get some money.” This activity will be introduced during small or whole group and is appropriate for use with all books throughout the year. As the students’ book knowledge develops, they can then begin to formulate questions with the six guiding words. When students are developmentally ready, they may participate in a *professor know-it-all* ([view literacy strategy descriptions](#)) activity. Divide the class into groups. Have the groups prepare by thinking of questions using the six guiding questions for the *know-it-alls* to answer. Call on a group to stand in front of the class and have them dress up (e.g., graduation caps, tie, clip board, lab coat, or any smart-looking dress available). Invite the other groups to ask them questions about the story. Demonstrate that they should huddle as a team to talk about the possible response, then return to their positions and give the answer in complete sentences. After a few minutes, ask a new group of *professor know-it-alls* to take their turn. This should be done until all groups have had a chance to be *know-it-alls*.
- Students will sequence stories using pictures of familiar stories. Pictures will be given to groups of students. They will confer and then line up the pictures in the proper sequence. The groups will take turns coming to the front of the room to sequence their story.
- Students will use a step book to record the sequence of events in the folktale or story. A step book has two or more pieces of paper layered so each piece is longer than the next. The paper is folded over to create the appearance of steps. The book is stapled at the top. Ask the students what happened first in the story, what happened next, and so on until the students have discussed, illustrated, and written the events in the story. The teacher may ask students what words should be written on each page, and the teacher and students may work together to sound out and identify the letters they will write. This will take the form of inventive spelling, with students writing only those letters they hear. Carefully scaffold the students according to their developmental writing level. Following this activity, blank step books may be placed in the writing center for students to use.
- Students will use a piece of paper divided into three sections to record the beginning, middle, and ending of the folktale or story. Students will use inventive spelling, illustrations, and the classroom resources such as the word wall and Writing Rubric from Unit 2. Students’ writing will demonstrate their

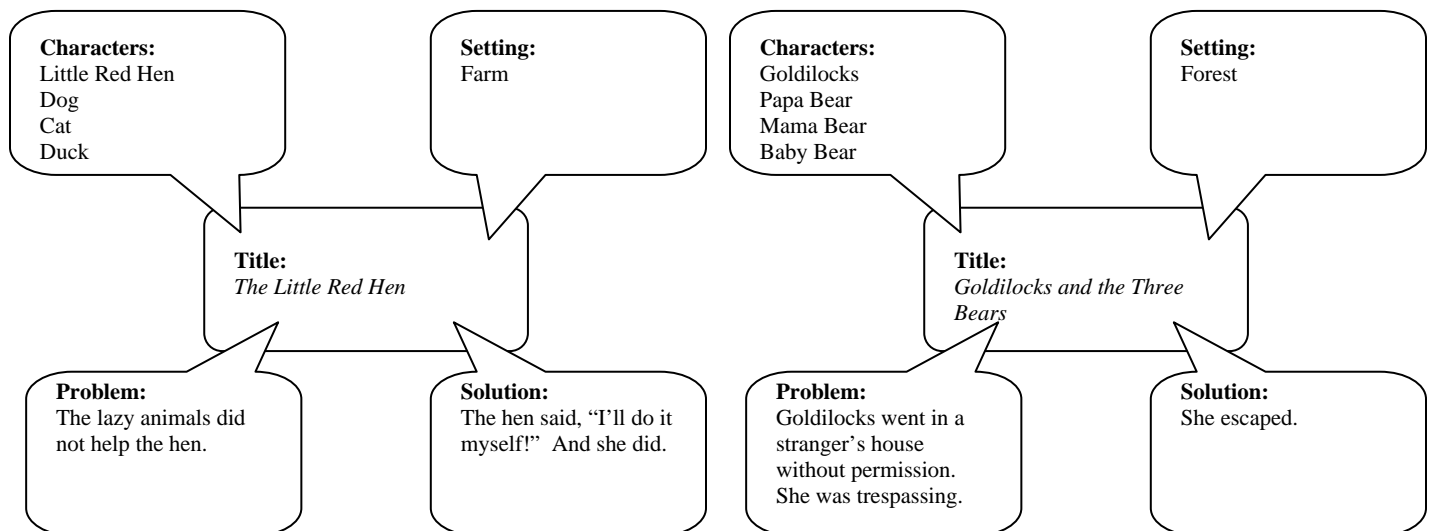
understanding of spaces and directionality. Ask leading questions such as the following: What happened first? What happened in the middle of the story? and What happened last?

These activities should be adjusted to meet the students' developmental level needs. Illustrations may be used alone or with written labels, or these activities may be shared, interactive, or guided.

Activity 5: How Is It Organized? (GLEs: 08, 09, 10, 14b, 14c, 23, 27, 28, 30, 33, 34, 36, 37)

Materials List: books from the classroom or school library as needed, graphic organizers, word wall, Writing Rubric from Unit 2, paper, index cards, markers, pencils, crayons, Story Map BLM

Students will make text-to-text connections by comparing and contrasting folktales or stories. During group discussions relating to the texts, students will demonstrate the ability to sustain a conversation and to express ideas in complete sentences. Students will use *graphic organizers* ([view literacy strategy descriptions](#)), such as, story maps, webs, charts, graphs, or Venn diagrams to compare and contrast the components of text, including setting, characters, problems, and solutions. The following is an example of a comparison of two stories using one type of story map:



Some examples of questions to use in a discussion to compare texts include these:

- Do the stories contain characters, settings, problems, and solutions?
- How many characters are in each story? (more, less, same)
- Are the settings the same or different?
- If the setting of a story were different, would that affect the outcome of the story?
- Can you think of a different solution to the problems in the stories?

The story maps or other organizers can be kept and used throughout the year as a basis of discussions with other texts. See Story Map BLM for a blank story map that may be used.

Students' responses will be recorded on the *graphic organizers* through dictation or as a shared writing experience using classroom resources such as the word wall, writing rubric from Unit 2, etc. Students may also participate in the writing activity through the use of inventive spelling and illustrations to label or fill in the *graphic organizer* (story map, chart, picture graph, story sequence map, or web). Students may write high-frequency words such as "yes" and "no" for a chart about whether characters were "good" or "bad" in the stories. Students' writing may be done on index cards and taped onto the *graphic organizer*. The pictures and writing should be displayed. The writing in this activity will be scaffolded to meet the needs of the individual students since the writing development of students will vary.

See Unit 2, Activities 4 and 9, Sample Checklist BLM, this checklist may be used for this activity.

The following are some useful websites that focus on *graphic organizers* and their uses with text:

- "Education Place" – sample *graphic organizers*
 - <http://www.eduplace.com/graphicorganizer/>
- "Graphic Organizers" - sample *graphic organizers*
 - <http://www.region15.org/curriculum/graphicorg.html>
- "Freeology.com" – includes samples of *graphic organizers* (Note: Scroll down after the advertisements to see the organizers there are several pages. Click on the numbers to see the next page. Some are too high; be selective and choose or adapt grade appropriate organizers.)
 - <http://www.freeology.com/graphicorgs/>
- "ReadWriteThink" - includes lesson plans that use an interactive story map tool (Note at this age level this would be done as a shared or modeled activity)
 - http://www.readwritethink.org/student_mat/student_material.asp?id=8
 - <http://www.readwritethink.org/materials/storymap/>
- "Story Maps Lesson plans" – includes a lesson plan and a template on making a story map using Power Point
 - http://presentationsoft.about.com/od/powerpointlessonplans/qt/storymap_1_esson.htm
- "Four Block Literacy" - includes explanations and samples of *graphic organizers*
 - http://www.k111.k12.il.us/lafayette/fourblocks/graphic_organizers.htm
- "Enchanted Learning.com" – includes samples of *graphic organizers*, explanations on how to use them. (Note: Some examples are too difficult. Be selective and choose or adapt grade-appropriate organizers)
 - <http://www.enchantedlearning.com/graphicorganizers/storymap/>

Activity 6: I Have a Solution (GLEs: 09, 14a, 14d, 15, 16, 27, 28, 29, 30, 31)

Materials List: books from the classroom or school library as needed, paper, markers, pencils, colors, word wall, Writing Rubric from Unit 2

Students will participate in the following activities as the teacher introduces folktales or stories unfamiliar to the class:

- Students will use *DR-TA* (*directed reading – thinking activity*) ([view literacy strategy descriptions](#)) by using the covers of the books to predict the themes and settings of the text, examining each cover’s illustrations and the title in the process. Ask leading questions, such as the following: Who or what is on the cover? Where is this person or animal? How can you tell this person or animal is there? What do you think might happen in this story?
- Discuss the roles of the author and the illustrator and where their names are located on the book. Then have students identify that the names listed on the cover belong to the author and the illustrator. Have students identify the roles of the author and the illustrator. Create a song, such as *The Parts of a Book*, to the tune of *The Farmer in the Dell* to assist the students with recalling the information.

➤ Lyrics: *The Parts of a Book*

The parts of a book
The parts of a book
Hi-ho, the derry-o
The parts of a book

The author writes the words
The author writes the words
Hi-ho, the derry-o
The author writes the words

The illustrator draws the pictures
The illustrator draws the pictures
Hi-ho, the derry-o
The illustrator draws the pictures

Other verses that may be used when appropriate include:

The characters are the people
The setting is the place
The plot is the story

- Students will use the illustrations on the book’s inside pages to identify problems the characters may have, to predict how problems will be solved in a story, and to confirm or correct hypotheses. Ask leading questions during the discussion, such as these:
 - What do you think will happen next?

- Do you think he/she will get in trouble?
- Do you think he/she has a problem?
- What do you think the problem is?
- How could he/she solve the problem?
- How would you solve the problem?
- Predictions from at least one story will be recorded on paper, with students using inventive spelling, copying print from the word wall, and creating illustrations to match the text. They will also use the Writing Rubric from Unit 2 as a resource. Provide assistance with inventive spelling or dictation as needed, based upon the students' developmental levels. Students' writing will provide samples of their understanding of proper figure grounding on a line and leaving spaces between words. Students will label their predictions with their names. They will capitalize the beginning letters of their first and last names. Their work may be made into a class book with an introductory page, the hypotheses pages in the middle, and the book's solution at the end. This book may be made available for students to reread in the classroom or may be sent home with the students to be shared with their families.

Teacher Note: All parts of this activity are appropriate for group times. The teacher may choose to read part of a story during a group time, have students record predictions during a center or small-group time, and then read the rest of the story and compare predictions to the actual solution in the story during a following group time.

Activity 7: These Are Similar and Different (GLEs: 05, 08, 09, 10, 12, 14b, 14c, 16, 17, 33, 34, 37)

Materials List: books from the classroom or school library as needed, props for retelling, picture cards for sequencing, graphic organizers, markers

Students will listen to and respond to multicultural folktales or stories, such as *Abiyoyo*, *Lon Po Po*, and *Flossie and the Fox*. Students will respond to the stories through retellings, summarizing or comparing, or class discussions. The following are examples of such instructional techniques:

- Students will engage in retellings using story necklaces, props, puppets, and/or flannel board pieces. They will use picture cards to retell, placing at least five picture cards in the proper sequence during the retelling. This will be introduced during a group time and will be placed in the reading center for student retellings. Observe the retelling, valuing the student's creativity, while providing necessary scaffolding through prompts and suggestions to assist with recalling the sequence of events as needed. For example, suggest that the students look at the book during the retelling; ask students to think about what would logically happen next in the story; retell the story along with the students, etc.
- Students will use *graphic organizers* ([view literacy strategy descriptions](#)) to summarize or compare and contrast the stories. First discuss the stories with the students, expressing ideas in complete sentences and sustaining a conversation on

a topic. As a shared writing experience, students will then participate in completing *graphic organizers*. For example, a Venn diagram can be used to compare *Lon Po Po* and *Little Red Riding Hood*. Here are some examples of what the students may discover:

1. The mother went to the grandmother's house in one story, while Little Red Riding Hood went to the grandmother's house in the other story.
2. There is a sneaky wolf in both stories.

Another example is the use of a chart with one side for characters in the familiar version of the story and the other side of the chart for characters in the multicultural version of the story.

- Students will identify the books' authors and illustrators and their roles. Students will discuss why the authors may have chosen to write the stories (i.e., to teach a lesson, to teach an academic skill, to tell a favorite story, to tell of something that really happened). Provide assistance by asking guiding questions, such as these: Do you think the author wanted us to learn something from this story? How do you think he/she wants us to treat our friends? What do you think he/she wants us to do with numbers? Do you think this really happened? Do you think he/she liked hearing this story when he/she was a little boy/girl? Students will discuss the illustrations and whether they feel they match the mood of the text.

Activity 8: Writing as a Response (GLEs: 22, 23, 24, 27, 28, 29, 30, 43, 44)

Materials List: books from the classroom or school library as needed, paper, markers, pencils, word wall, Writing Rubric from Unit 2

Students will participate in writing activities in response to folktales. The writing at this level can be shared, modeled, guided, or independent. The following are some examples of writing as a response to literature; the type of writing will depend on the ability level of the students and the professional judgment of the teacher:

- Write a letter of apology from Goldilocks to the three bears.
- Create a cookbook in response to *The Little Red Hen*.
- Write a letter to a folktale character.
- Create new endings for folktales.
- Write an entry in a *literacy response learning log* ([view literacy strategy descriptions](#)). A *literacy response learning log* is a place where students can record their thoughts, feelings, questions, and insights to literature. The type of response will depend on the developmental level of the students. (See Unit 2, Activity 4)
- Create an innovative class book based on familiar literature.
- Use *RAFT writing* ([view literacy strategy descriptions](#)) in response to folktales. This form of writing gives students the freedom to project themselves into unique roles and look at content from unique perspectives. From these roles and perspectives, *RAFT writing* has been used to explain process, describe a point of view, envision a potential job or assignment, or solve a problem. It is the kind of

writing that when crafted appropriately should be creative and informative. The following are the prompts are what *RAFT* stands for:

- R = role (Who is the writer, and what is role of the writer?)
- A = audience (To whom are you writing?)
- F = format (What format should the writing be in?)
- T = topic (What are you writing about?)

At first, this type of writing will be done in small-group or whole-group settings, with the teacher modeling the procedure with the students' input. Once the students learn the procedure, it can be done as group or individual writing (Depending on the developmental level of the student the writing may be drawn, dictated, or inventive spelling. The students can even act out their *RAFT*.) The following are some examples for using *RAFT writing* in response to folktales.

- *The Little Red Hen*
 - R = Little Red Hen
 - A = The other animals in the story
 - F = Letter
 - T = How you made me feel and why I did not share
- *Goldilocks and The Three Bears*
 - R = Baby Bear
 - A = His friends
 - F = Oral
 - T = Retell to his friends what happened when he found the girl in his bed
- *Little Red Riding Hood*
 - R = Little Red Riding Hood
 - A = Her mother
 - F = Acting out
 - T = The events of her adventure with the wolf
- *The Gingerbread Man*
 - R = Gingerbread Man
 - A = Other cookies
 - F = List
 - T = Whom to watch out for that may want to eat them

Make reference to the classroom resources before, during, and after the writing process in order to promote the use of these resources. Some classroom resources include word walls, Writing Rubric from Unit 2 (the rubric will be updated as new skills are introduced), letter/sound charts, picture dictionary, etc. Take notes or writing samples to evaluate the students' writing development. Students' writing samples may demonstrate an understanding that text proceeds from left to right and top to bottom, spaces are left between words, and capitals are used at the beginnings of their first and last names. It may also show their ability to print upper and lowercase letters.

The computer may be used as a platform for producing a written response to literature. The "share the pen" procedure may be substituted with "share the keyboard." The computer provides for easy editing and immediate publishing of work. Students are able to see the text and read the print as seen in books. Interactive or shared writing using

word processing programs also allows for modeling of basic word processing skills in an authentic setting. Students may also use the computer to illustrate their work using programs such as Kidpix, Kidspiration, etc.

Activity 9: Have You Ever Felt Like This? (GLEs: 11, 33, 34)

Materials List: books from the classroom or school library as needed, chart/graph, markers

Following a shared reading or read aloud, students will relate problems or feelings in folktales to their personal lives. Students will respond to questions, such as the following:

- Have you ever had a friend who would not help you?
- How did that make you feel?
- Has someone ever taken something of yours without asking?
- Would you have shared with Goldilocks?
- How do you think each of the three bears felt?
- Have you ever felt scared?
- Has an animal ever chased you?
- Have you ever gotten a letter from a friend or family member?
- How did you feel when you received the letter?
- Have you ever been hungry, but nothing was cooked? What did you do?

Students' oral responses will be in the form of complete sentences. If students' responses are in the form of words or phrases, model responses for them in complete sentences. The student responses may be recorded on a chart/graph.

Activity 10: A Class Folktale (GLEs: 07a, 07b, 16, 20, 24, 33)

Materials List: books from the classroom or school library as needed, paper, pencils, markers, colors, some type of binding to bind the completed class book, Writing Rubrics from Unit 2

Students will *brainstorm* ([view literacy strategy descriptions](#)) ideas for a class folktale and vote on a theme. They will plan characters, setting, and a beginning, middle, and an ending. Students will use this plan to participate in a shared writing experience, creating and illustrating a folktale. They will use classroom resources such as the word wall and Writing Rubrics from Unit 2. Scaffold the students in the use of punctuation during the writing process. The story may include one page and illustration per student, or students may work in small groups to create illustrations to match the text. Students will then compare and contrast their story to a familiar folktale, determining what must be added to create a book (a cover, the author's and illustrator's names, page numbers, a copyright date, and a dedication). The completed and edited (corrective feedback) folktale may then be placed in a center for student readings and retellings.

Teacher Note: The teacher will take an active role in this process. He/she will assist the students with brainstorming ideas, with using words to express ideas, with thinking about whether ideas fit into the story and are logical, with choosing between or among ideas and with cooperating and negotiating.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to show student growth over time effectively.

General Assessments

- Teacher notes of student understanding of the meaning of punctuation as evidenced by the student's repeating refrains with corresponding inflection
- Checklist or work sample of student's ability to sequence at least five illustrations from the story
- Work samples of student's dictation or inventive spelling during the comparing and contrasting of folktales
- Work sample of student's prediction of solution to the problem in a folktale
- Anecdotal notes or student work samples that indicate the student's ability to draw conclusions based on text and illustrations
- Checklist regarding student's ability to stay on topic and express thoughts in complete sentences during class discussions (See Oral Response Checklist BLM)

Activity-Specific Assessments

- Activity 1: The teacher will create a checklist to use during student's role play. The checklist may include the following items:
 - Student accurately retells sequence of events.
 - Student uses vocabulary from story.
 - Student identifies characters in story.
 - Student uses props to retell story.
 - Student recreates setting from story with props.
 - Student communicates thoughts to others, using complete sentences.
 - Student communicates feelings to others, using complete sentences.See Sample Role Playing Checklist BLM- This checklist can be used as is, or the items may be changed to fit the needs of the students at time of assessment.

- Activity 3: The teacher will observe the student's ability to isolate individual words in print, to read print from left-to-right and top-to-bottom, and to identify and use punctuation accordingly as the student reads from the pocket chart. The teacher will take notes on the observation. Assessment will continue throughout the year, to account for individual differences in students' developmental levels. Students not developmentally ready to read from the pocket chart at this time of the year may see other students model the reading process on a frequent basis throughout the year and may be ready to do so themselves at a later time.
- Activity 4: The teacher will collect the student's summaries of the beginning, middle, and ending of a story. These work samples will indicate the student's ability to identify the sequence of events and the major components of the plot. The work samples will also indicate the student's ability to represent information with illustrations and inventive spelling. The teacher will note whether the student used the writing rubric, word wall, peer support, and/or teacher support in the process.

Kindergarten
English Language Arts
Unit 6: The Author's Chair

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas and varied in difficulty depending on the developmental level of the students.



Unit Description

This unit focuses on exposure to different styles of writing used by various authors. Additionally, this unit focuses on an author's purpose and how story elements are developed and used as well as how students may use those techniques in writing their own stories.

Student Understandings

Students will listen to literature from a variety of authors who represent and write about different cultural and ethnic groups. Students will identify the author's purpose for writing a story, the components of a book, and the story elements. Students will respond to the literature through role-playing, discussions, writing, and drawing activities.

Guiding Questions

1. Can students identify the roles of an author and an illustrator?
2. Can students determine the author's purpose for writing?
3. Can students retell story details and accurately sequence story events?
4. Can students compare similarities and differences of selected literature with regard to characters, story problems and solutions, setting, and plot?
5. Can students respond to texts read aloud through role-playing, discussions, writing, and drawing?
6. Can students predict story development using illustrations and prior knowledge?
7. Can students create their own stories with story elements and a logical sequence of events?

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
07a.	Demonstrate understanding of book and print concepts by doing the following: locating front and back covers, title pages, and inside pages of a book (ELA-1-E2)
07b.	Demonstrate understanding of book and print concepts by doing the following: identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence (ELA-1-E2)
07c.	Demonstrate understanding of book and print concepts by doing the following: isolating individual words in print (ELA-1-E2)
08.	Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4)
09.	Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student (ELA-1-E5)
10.	Answer questions about the important characters, setting, and events of a story (ELA-1-E5)
11.	Describe the connections between life experiences and texts (ELA-1-E6)
12.	Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
13.	Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)
14a.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including making predictions using prior knowledge and pictures (ELA-7-E1)
14b.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including using at least five pictures to sequence the events of a story (ELA-7-E1)
14c.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including drawing conclusions from text (ELA-7-E1)
14d.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including using pictures to resolve questions (ELA-7-E1)
16.	Describe the role of an author and an illustrator (ELA-7-E3)
17.	Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3)
19.	Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)
20.	Create compositions by participating in shared writing activities (ELA-2-E1)
22.	Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)
23.	Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
24.	Actively discuss ideas and select a focus for group stories (EA-2-E3)
27.	Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6)

GLE #	GLE Text and Benchmarks
28.	Demonstrate an understanding of letter placement in text by writing letters and words from left-to-right and top-to-bottom on a page (ELA-3-E1)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31.	Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
32.	Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5)
33.	Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)
34.	Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
36.	Relate an experience or creative story in a logical sequence (ELA-4-E3)
37.	Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3)
39.	Listen to and recite short poems and stories for an audience (ELA-4-E5)
40.	Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption (ELA-4-E6)

Sample Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of the activities. When appropriate, each activity should allow students to share for the purpose of developing vocabulary and phonological processing skills.

Activity 1: An Author Study (GLEs: 07a, 08, 12, 13, 14a, 14d, 16, 17, 33, 34)

Materials List: various texts from classroom library or school library (at least four books by the author of study), chart paper, markers, biographical information about the author, computer with Internet connections, author’s website, props for professor know-it-alls

Students will listen to and explore books (fiction and nonfiction) by different authors. Some suggested authors include Jan Brett, Leo Lionni, Patricia Polacca, Donald Crews, Vera Williams, Verna Aardema, Jim Arnosky, Patricia McKissack, Frank Asch, Eric Hill, Eric Carle, etc. Students will describe the role of the author. They will become aware that authors can be male or female and that they come from a variety of cultural backgrounds. The students will identify the different emotions and feelings authors use in their writing as students participate in the following:

- Students will identify the authors of books by examining the titles of the books

- and/or the illustrations on their covers. Lead a discussion on the role of the author and the illustrator. Encourage students to make predictions about the themes and characters based upon the titles and illustrations. If the author has several books with many of the same characters and similar settings, have the students look at pictures of possible characters and use a *graphic organizer* ([view literacy strategy descriptions](#)) such as a t-chart to compare people or animals that might belong in the story. For instance, as a shared writing activity based on Marcus Pfister stories, a rabbit named Hopper lives in the Arctic. Students may look at pictures of animals and identify them as a friend to Hopper or as a predator to Hopper.
- Engage students in class discussions to determine what they know about authors and what additional information they want to learn about them. Ask guiding questions during the discussion, such as the following: “Is the author male or female?” and “Is the author young or old?” Also use “I wonder” statements, as a modified *SQPL* ([view literacy strategy descriptions](#)), to cause the students to wonder. Some examples may include the following: I wonder where he/she grew up. I wonder what his/her family is like. I wonder what made him/her decide to write about this, etc. Encourage the students come up with “I wonder” statements using complete sentences. Record these, and as the answers are discovered through reading the authors’ stories and background information, record the answers. Go over all the facts learned about the authors.
 - Students will learn more about the authors on the Internet or by listening to their autobiographies/biographies and by discussing the photographs and/or illustrations. Assist small groups of students with typing in the authors’ names and with using the mouse to search for information on an author. Have the group of students help present the information gathered from the search to the rest of the class. They may be the *professor know-it-alls* ([view literacy strategy descriptions](#)). Divide the rest of the students into groups. Have them prepare by thinking of questions about the authors that they would like the *know-it-alls* to answer. Have the *know-it-alls* stand in front of the class dressed up (e.g., graduation caps, tie, clipboard, lab coat, or any smart-looking dress available). Invite the other groups to ask them questions about the author. Demonstrate that they should huddle as a team to talk about the possible response, then return to their positions and give the answer in complete sentences. Each time you study a new author or illustrator, have a different group be the *professor know-it-alls*.
 - As a shared writing activity, students will write letters to authors, when possible, to ask unanswered questions. Letters can be written using slow-word and slow-sentence dictation and classroom resources, such as the writing rubric, word wall, and picture dictionary.

Students will use information learned about authors and their understanding of the authors’ works to identify the authors’ feelings and emotions represented in the written text through role-play, illustrations, or discussions. (An illustrator’s study can also be done. Students love to compare different art media used to create the illustrations in text.)

Activity 2: What About Me? (GLEs: 11, 27, 32)

Materials list: various texts from the classroom or school library, journals (one per student), markers, colors, pencils, word wall, Writing Rubric BLM from Unit 2, letter/sound chart, dictionary

Students will write and/or illustrate journal entries that reflect how they would respond to events from authors' stories that are read in class. Some examples of journal entries might include the following:

- How would you trick the trolls? (Jan Brett's *Trouble With Trolls*)
- What is a chore you really do not like to do? (Patricia Polacca's *Babushka's Doll*)
- What story would you tell with your artwork? (Vera Williams' *Cherries and Cherry Pits*)
- What animal would you like to study and write about? (Jim Arnosky's *All About Alligators*)
- Can your friend do something you cannot? (Leo Lionni's *Fish is Fish*)
- How do you get to your grandmother's house? (Donald Crews' *Bigmama's*)
- What does your family do together? (Carmen Lomas Garza's *Family Pictures*)
- Have you ever had to trap an animal? How did you do it? (Verna Aardema's *Who's in Rabbit's House?*)

Scaffold the students as needed through dictation, or encourage inventive spelling by saying words slowly and listening for sounds heard and record. Emphasize the use of classroom resources, such as the word wall, Writing Rubric BLM from Unit 2, letter/sound charts, picture dictionary, etc. It is important that a non-threatening environment be provided for writing, in which students are encouraged to use their skills and are challenged while feeling successful during the writing process.

Activity 3: Read and Respond (GLEs: 14c, 16, 40)

Materials List: various texts, audiotapes of text, and videotapes of text from the classroom or school library, paper, color, pencils, markers, Venn Diagram BLM

Students will respond to stories told through media with the following:

- Students will explore books on audiotapes. Students will listen to the stories on tape without the books during quiet times. This may precede or follow readings of the book. Students may respond to what they hear by working on murals or illustrations. Students may express the emotions they interpret in the stories with color, movement, or facial expressions in their artwork. Students will discuss their artwork and how its relationship to what they heard in the stories.
- Students will explore books on videotapes. Students will compare video versions to hardback or paperback versions using a *graphic organizer* ([view literacy strategy descriptions](#)) such as a Venn diagram (See Venn Diagram BLM). This may be done as a whole- or small-group activity. Students will identify variations in text and illustrations with teacher support, which may include asking guiding

questions, making “I wonder” statements, and giving cues that remind students of events or quotes from the text. Students will identify the authors and illustrators of the stories.

Teacher Note: It is important that students have a great deal of experience with looking at the illustrations while listening to and discussing text, but it is also important that students have the opportunity to listen to stories and to picture what they hear, using only their imaginations.

Activity 4: Similarities Among Books by an Author (GLEs: 09, 10, 27, 28, 29, 30, 37)

Materials List: various texts from the classroom or school library, chart paper, markers, pencils, index cards, word wall, Writing Rubric BLM from Unit 2, letter/sound chart

Support students while they compare and contrast several books by an author and complete at least two *graphic organizers* ([view literacy strategy descriptions](#)) about story elements. During the discussion, students will identify similarities and differences in story characters, settings, plots, and endings. Assist the students during the discussion by asking guiding questions, such as the following:

- Who are the important people/animals in the stories?
- Are the same people/animals in the different stories? Do they look the same? Do they act the same?
- How are the people/animals different?
- Where are the people/animals in this story?
- Where are they in the other stories?
- Did the people/animals in this story feel the same way they did in another story?
- Did they have the same problem?
- What did they do to solve their problem?
- What did the person/animal do at the end of this story?
- What happened at the end of the other stories?

Following the discussion, students will contribute to *graphic organizers* by providing illustrations, inventive spelling, and slow-word and slow-sentence dictations. For instance, if the *graphic organizer* is a chart that lists characters and authors’ stories, students may participate by writing “yes” or “no” to identify whether a particular character was present in a particular story. If the *graphic organizer* is a web, students may write and/or illustrate information for the web (e.g., characters) on index cards that students will place on the web when complete. If the *graphic organizer* is a graph of favorite characters, students can illustrate and write the names of favorite characters on index cards to be placed on the graph. If the *graphic organizer* is a story map, students may draw illustrations to represent the events in the story and use inventive spelling to describe the events. Students’ writing from the *graphic organizers* may provide samples of their understanding that print is linear and proceeds from left-to-right and top-to-bottom, and that there are spaces between words.

Assist the students by recording their dictations, sounding out words with students, identifying letters and letter sounds, encouraging the use of classroom resources, finding words around the room for students to copy, encouraging students to write complete sentences, encouraging students to use punctuation and proper capitalization, and/or encouraging students to leave spaces between words. The teacher's role will depend upon each student's developmental level. Provide the necessary scaffolding for student development without interfering with the student's sense of accomplishment. The Writing Rubric BLM from Unit 2 that is used as a classroom resource may also be used to assess student writing.

These sites contain printable graphic organizers:

- “Education Place” – sample *graphic organizers*
 - <http://www.eduplace.com/graphicorganizer/>
- “Graphic Organizers” - sample *graphic organizers*
 - <http://www.region15.org/curriculum/graphicorg.html>
- “Freeology.com” – includes samples of *graphic organizers* (Note: Scroll down after the advertisements to see the organizers there are several pages. Click on the numbers to see the next page. Some are too high; be selective and choose or adapt grade appropriate organizers.)
 - <http://www.freeology.com/graphicorgs/>

Activity 5: More About the Author (GLEs: 07b, 07c, 12, 16, 20, 22, 23, 24, 27, 28, 29, 30)

Materials List: various texts from the classroom or school library, sentence strips, pocket chart, markers, pencils, colors, paper, word wall, letter/sound chart, Writing Rubric BLM from Unit 2

Students will continue to explore an author's style as they *brainstorm* ([view literacy strategy descriptions](#)) other possible endings for stories and how the text might change with that ending. Two stories may be chosen for this activity.

- With the first story, students will engage in writing a new ending and will alter the text accordingly as a group activity. Lead this activity by asking for students' ideas, helping students think about whether their ideas would fit into the story they are creating, helping students choose among ideas, and recording students' ideas for the new version. Model the use of classroom resources during the writing process. The new ending and altered text will be placed in a pocket chart. Students will chorally read the new ending (optimally two to four sentences long) and explore different voices, expressions, and punctuation. Assist the students with identifying the forms of punctuation and their meanings. Students will take turns pointing to the words with pointers as the class reads along. They will determine which way of reading the material most accurately fits the author's style.
- With the second story, students will write their own (individual) new endings to the story, using dictation, inventive spelling, illustrations, and/or classroom resources (i.e., sound/word wall, peer support, teacher support, Writing Rubric

BLM from Unit 2) to create the text. The length of the text and amount of scaffolding will depend upon the students' levels of development. A writing sample may be collected of the students' understanding that text is written from left to right and top to bottom on the page, that text is linear, and that there are spaces between the words. Provide support by assisting students with *brainstorming* ideas, recording students' dictations, assisting students with segmenting words, assisting students with identifying letters and letter sounds, and finding words around the room for students to copy. Students will take turns reading their compositions to the class.

Some books with endings that could be easily changed include: *Fish Is Fish*, *Alexander and the Wind-Up Mouse*, *Strega Nona*, *Babushka's Doll*, *Where the Wild Things Are*, *Who's in Rabbit's House*, and *King Bidgood's in the Bathtub*. Set the stage for this activity by having a template from which students may work. For instance, following the reading of the book "*Alexander and the Wind-Up Mouse*," students may be given the beginning of a sentence, such as "Alexander wished for _____, and this is what happened." Students may use this template, filling in the blank and then completing the story.

Activity 6: More About the Illustrator (GLE: 16)

Materials List: various texts from the classroom or school library, various art media, paper

Students will explore and discuss techniques and media used by the illustrator to create illustrations. For instance, Jan Brett's illustrations contain borders with small details. Donald Crews' illustrations contain bold colors. Lois Ehlert's illustrations consist of torn paper and real life objects. Marcus Pfister's illustrations are created with watercolors. Students will engage in an art activity to replicate the illustrator's technique and style.

The intent of this activity is not for students to reproduce illustrations but to understand more fully how books are created as they engage in exploration with the appropriate art medium.

Activity 7: Acting Out Favorite Stories (GLEs: 14b, 39)

Materials List: various texts from the classroom or school library, puppets, flannelboard pieces, picture cards, large paper, color, markers, story necklaces

As a shared reading activity, students will retell favorite stories through at least two of the following:

- Students will retell stories with puppets, flannelboard pieces, or picture cards.
- Students will sequence at least five picture cards during the retelling.
- Students will create and choose appropriate props to act out stories in the reading

- or dramatic play centers. They may illustrate a backdrop for the story.
- Students will create murals of the sequence of events in the story during a small-group time.
- Students will act out the story using story necklaces during group times.

Activity 8: Present to Others (GLEs: 19, 22, 23, 28, 29, 30, 31, 36)

Materials List: various texts from the classroom or school library, paper, pencils, colors, markers, word wall, letter/sound chart, Writing Rubric BLM from Unit 2, spacing tool

As a shared writing activity, students will write about a favorite character through the following process:

- Students will vote on and choose a favorite character from an author's story.
- Students who are ready for the planning process of writing will brainstorm the setting, characters, and beginning, middle, and ending of the story with the teacher. Students may use a piece of paper folded into thirds to illustrate ideas for the events in the story. As students are brainstorming and illustrating, ask the students to think about how the characters would act and/or feel in the setting they have chosen.
- Students will illustrate events in the story.
- Students will create text for the story through dictation, and/or inventive spelling depending upon their developmental levels. Those students developmentally ready to do so will choose appropriate punctuation for their stories and will use craft sticks or another appropriate tool to ensure proper spacing between words. Encourage the use of classroom resources, such as word wall, Writing Rubric BLM from Unit 2, letter/sound chart, etc.
- Students will create covers for their stories, writing a title with teacher support and writing their first and last names with beginning letters capitalized.
- Students will share their stories with the class.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

General Assessments

- Checklist of student's ability to identify the roles of the author and illustrator as stories are read
- Teacher notes of student's use of the classroom writing resources
- Work samples of inventive spelling in journal entries and illustrations that match the text
- Work samples of student's comprehension of text, especially characters and setting, in the form of murals or illustrations
- Checklist of student presentation of story: eye contact, complete sentences, logical sequence, props

See Blank Checklist #1 BLM and Blank Checklist #2 BLM to record assessments on. Use the checklist that best fits the data to be recorded. These may be used for Activities 1, 3, 4, or 8.

Activity-Specific Assessments

- Activity 2: Collect or photocopy work samples of students' dictations and/or inventive spelling. Work samples will indicate the students' understanding of the story and the ability of students to solve problems and/or to connect the story to life experiences.
- Activity 5: Collect work samples of students' inventive spelling. Work samples will reflect student's ability to recall and describe characters from stories. If the character's name is written during this activity, the work sample will indicate the students' understanding that only the first letter of a name is capitalized. The writing should reflect the students' understanding that print proceeds from left-to-right and is linear. The writing will be a sample of the students' fine motor skills as well.
- Activity 7: Keep anecdotal records of students retelling stories. Note the students' method of retelling (e.g., puppet), the students' use of text or vocabulary from the story, the ability of students to recall the sequence of events, the students' use of inflection and different voices to represent characters, the students' use of props, and the students' understanding and recreation of the setting.

Resource List:

The following list includes some suggested authors that can be used for author studies. This list is by no means a complete list of authors or books. One has to consider available resources, students' interest, and personal favorites when choosing an author to study.

Aardema, Verna	<p><i>Who's in Rabbit's House?</i> <i>Why Mosquitoes Buzz in People's Ears</i> <i>Bringing the Rain to Kapiti Plain</i> <i>What's so Funny, Ketu?</i></p> <p>http://www.readinglady.com/Author_Studies/index.html</p>
Arnosky, Jim	<p><i>All About Alligators</i> <i>Raccoons and Ripe Corn</i> <i>Deer at the Brook</i> <i>All About Deer</i> <i>All About Owls</i></p> <p>http://www.jimarnosky.com/ http://coe.west.asu.edu/students/dcorley/authors/Arnosky.htm</p>
Asch, Frank	<p><i>Happy Birthday, Moon</i> <i>The Last Puppy</i> <i>Moonbear</i> <i>Just Like Daddy</i></p> <p>http://www.frankasch.com/splash.html http://coe.west.asu.edu/students/dcorley/authors/Asch.htm</p>
Brett, Jan	<p><i>Trouble With Trolls</i> <i>The Hat</i> <i>The Mitten (retold and illustrated by Jan Brett)</i> <i>Hedgie's Surprise</i></p> <p>http://www.janbrett.com/ http://coe.west.asu.edu/students/dcorley/authors/Brett.htm http://www2.scholastic.com/browse/contributor.jsp?id=1500</p>
Carle, Eric	<p><i>The Very Hungry Caterpillar</i> <i>The Grouchy Ladybug</i> <i>Walter the Baker</i> <i>The Honeybee and the Robber</i> <i>The Very Busy Spider</i> <i>The Secret Birthday Message</i> <i>Brown Bear, Brown Bear, What Do You See?</i> (written by Bill Martin, Jr; illustrated by Eric Carle)</p> <p>http://www.eric-carle.com/ http://coe.west.asu.edu/students/dcorley/authors/Carle.htm</p>

<p>Crews, Donald</p>	<p><i>Ten Black Dots</i> <i>Freight Train</i> <i>School Bus</i> <i>Bigmama's</i></p> <p>http://www.nccil.org/experience/artists/crewsfam/dcrews.htm</p>
<p>Ehlert, Lois</p>	<p><i>Growing Vegetable Soup</i> <i>Planting a Rainbow</i> <i>Red Leaf, Yellow Leaf</i> <i>Waiting for Wings</i> <i>Color Zoo</i></p> <p>http://www.readingrockets.org/books/interviews/ehlert http://www.harcourtbooks.com/authorinterviews/bookinterview_Ehlert.asp http://www2.jsonline.com/lifestyle/parenting/mar03/ehlert0307.asp http://falcon.jmu.edu/~ramseyil/ehlert.htm</p>
<p>Hill, Eric</p>	<p><i>Spot Goes to School</i> <i>Spot Goes to a Party</i> <i>Spot's First Walk</i> <i>Spot's Big Book of Colors, Shapes, and Numbers</i> <i>Spot's Busy Year</i> <i>Where's Spot</i></p> <p>http://www.funwithspot.com/ http://us.penguingroup.com/nf/Author/AuthorPage/0,,1000015103,00.html http://www.readinglady.com/Author_Studies/index.html</p>
<p>Lionni, Leo</p>	<p><i>Fish is Fish</i> <i>Alexander and the Wind-Up Mouse</i> <i>Swimmy</i> <i>A Color of His Own</i> <i>Inch by Inch</i></p> <p>http://www.randomhouse.com/author/results.pperl?authorid=17763 http://www.shrewsbury-ma.gov/schools/Beal/Curriculum/media/Lionni/leolionni.html http://coe.west.asu.edu/students/dcorley/authors/Lionni.htm</p>
<p>Munsch, Robert</p>	<p><i>Thomas' Snowsuit</i> <i>Purple, Green and Yellow</i> <i>50 Below Zero</i> <i>Love You Forever</i></p> <p>http://www.robertmunsch.com/ http://coe.west.asu.edu/students/dcorley/authors/Munsch.htm</p>
<p>Pfister, Marcus</p>	<p><i>The Rainbow Fish</i> <i>Chris and Croc</i> <i>The Copycat Fish</i></p>

	<p><i>Rainbow Fish and the Big Blue Whale</i></p> <p>http://content.scholastic.com/browse/contributor.jsp?id=3482</p>
Polacca, Patricia	<p><i>Babushka’s Doll</i> <i>Thunder Cake</i> <i>The Keeping Quilt</i> <i>Chicken Sunday</i></p> <p>http://www.patriciapolacco.com/index.htm http://www.readinglady.com/Author_Studies/index.html</p>
Sendak, Maurice	<p><i>Where the Wild Things Are</i> <i>In Grandpa's House</i> <i>Outside Over There</i></p> <p>http://www.kidsreads.com/authors/au-sendak-maurice.asp http://www.pbs.org/wnet/americanmasters/database/sendak_m.html http://childrensbooks.about.com/cs/authorsillustrato/a/sendakartistry.htm</p>
Williams, Vera	<p><i>Cherries and Cherry Pits</i> <i>A Chair for My Mother</i></p> <p>http://www.kidsreads.com/authors/au-williams-vera.asp</p>

Additional author study resource:

- “DC Children’s Authors” – contains list of authors, books, and ideas
<http://coe.west.asu.edu/students/dcorley/authors/Authors.htm>
- “Readinglady.com” – contains authors and ideas
http://www.readinglady.com/Author_Studies/index.html
- “Scholastic.com Librarian” - contains an author and illustrator index
http://www.scholastic.com/librarians/ab/biolist_nopqr.htm
- “Random House” – contains an author search to find background information on authors, author events, and author alerts
<http://www.randomhouse.com/author/>
- “Harper Collins Children’s” – contains a search of authors and illustrators
<http://www.harpercollinschildrens.com/HarperChildrens/Kids/AuthorsAndIllustrators/Browse.aspx>
- “Children’s Literature” – contains information and reviews
<http://www.childrenslit.com/childrenslit/home.htm>

Kindergarten
English Language Arts
Unit 7: Multicultural Literature

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas and varied in difficulty depending on the developmental level of the students.



Unit Description

This unit focuses on exposure to stories, legends, songs, and other literature from diverse cultural and ethnic groups. Multicultural stories, poems, and songs presented will center on traditional foods from various cultures.

Student Understandings

Students will recognize and appreciate differences in cultures and ethnic groups and will understand that family traditions are a part of our unique qualities as a blended society. Using a variety of multicultural literature, family interviews, and informational text about different cultures, students will listen to and respond to various texts including true and fictional stories, poems, and songs. They will retell important facts, draw conclusions, identify story elements, and make real-life connections from the text.

Guiding Questions

1. Can students identify types of text read aloud, including a true or fictional story, a poem, and a song?
2. Can students retell important facts from text read aloud?
3. Can students draw conclusions from text read aloud?
4. Can students determine important characters, setting, and plot from text read aloud?
5. Can students describe the connections between life experiences and text?

Unit 7 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
04.	Recognize and understand words found in environmental print (ELA-1-E1)
05.	Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
06.	Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2)

GLE #	GLE Text and Benchmarks
07a.	Demonstrate understanding of book and print concepts by doing the following: locating front and back covers, title pages, and inside pages of a book (ELA-1-E2)
07b.	Demonstrate understanding of book and print concepts by doing the following: identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence (ELA-1-E2)
07c.	Demonstrate understanding of book and print concepts by doing the following: isolating individual words in print (ELA-1-E2)
08.	Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E2)
09.	Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student (ELA-1-E5)
10.	Answer questions about the important characters, setting, and events of a story (ELA-1-E5)
11.	Describe the connections between life experiences and texts (ELA-1-E6)
12.	Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role playing, and drawing (ELA-6-E1)
13.	Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)
14c.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: drawing conclusions from text (ELA-7-E1)
14d.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including: using pictures to resolve questions (ELA-7-E1)
16.	Describe the role of an author and an illustrator (ELA-7-E3)
18.	Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4)
20.	Create compositions by participating in shared writing activities (ELA-2-E1)
21.	Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2)
22.	Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)
23.	Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
25.	Write informal notes, lists, letters, personal experiences and stories using developmental/inventive spelling and pictures (ELA-2-E4)
27.	Use developmental/inventive spelling, supported by pictures to represent a word or idea to respond to a life experience or texts read aloud (ELA-2-E6)
28.	Demonstrate an understanding of letter placement in text by writing letters and words from left-to-right and top-to-bottom on a page (ELA-3-E1)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
30.	Print letters and words with proper figure grounding on a line with appropriate spaces between words (ELA-3-E1)

GLE #	GLE Text and Benchmarks
33.	Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)
34.	Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
37.	Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3)
40.	Respond to video-film versions of a story read-aloud through activities such as role-playing, illustrating, and discussing without interruption (ELA-4-E6)
42.	Use a computer mouse to navigate the screen (ELA-5-E1)
43.	Identify that a computer has a keyboard to enter information (ELA-5- E1)
44.	Use technology to produce class work (ELA-5-E4)
45.	Read and interpret a classroom schedule (ELA-5-E6)

Sample Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of the activities. When appropriate, each activity should allow students to share for the purpose of developing vocabulary and phonological processing skills.

Activity 1: Similarities and Differences Among Class Cultures (GLEs: 09, 10, 11, 20, 21, 23, 28, 29, 30, 33, 34)

Materials list: book from the school or classroom library which includes a classroom setting, chart paper, markers, paper, pencils, markers, colors, Sample Writing Rubric BLM from Unit 2

Read a book about another classroom, such as *Ms. Bindergarten Gets Ready for Kindergarten*, and have students compare and contrast their own classroom with the classroom in the story or another in the school. Before reading, open a discussion using an *opinionnaire* ([view literacy strategy descriptions](#)) statement such as, “All classrooms are alike.” Students will then have to take a stand if they agree or disagree. Record their opinions on chart paper or the board. Then lead the students into a comparison of their classroom to a classroom in a book. They may then compare their classroom to another in the school by doing one of the following activities:

- During shared writing, create an interview form with questions the students may have regarding the other classroom. Model how to state the questions. For instance, say, “We have a class pet. I wonder if the other class has a pet. I can turn that into a question by asking, ‘Do they have a class pet?’” Then model proper sentence construction referring to the Sample Writing Rubric BLM from Unit 2 (begins on the left, leave spaces, end with punctuation, reread to generate next word, say words slowly, and record sounds heard). Discuss the shape of the

question mark and its meaning as it is written. Students may then record their own questions in the form of an interactive, shared-pen or inventive spelling activity. The type of writing activity (dictation or inventive spelling) will depend upon students' developmental levels and the time of the school year during which students are writing. Once the list of questions is complete, students will use it to explore the other classroom. Answers may be recorded in "yes" or "no" form or the students may simply discuss their findings.

The students may explore the other classroom and record their findings in the form of a list with repetitive text. For instance, model beginning a sentence with the words "They have." Say, "They have a class pet." Record the statement on a list, modeling proper sentence construction using the Sample Writing Rubric BLM from Unit 2. Then encourage students to list what they observed in the other classroom, beginning each sentence with the words, "They have." Record the students' dictations. Then give students the opportunity to chorally read the list with the teacher. The students may also illustrate their sentences.

Following this whole- or small-group activity, check if the students' opinions have changed by restating the *opinionnaire* statement, "All classrooms are alike." Record their new opinions next to their original.

Students must be given the opportunity to observe and to express their thoughts throughout the school year, to increase vocabulary, and to develop communication skills. During these discussions, assist students with vocabulary and the formation of complete sentences.

Activity 2: A Theme That Brings People Together (GLEs: 11, 12, 42)

Materials List: various texts from the classroom and school library (cultural books autobiographies, informational books), computer with Internet connection

Students will listen to literature from diverse cultural and ethnic groups centered on a theme of traditional foods from various cultures. Appropriate books for the unit of study might include *Nino's Pizzeria* by Karen Barbour, *Daddy Makes the Best Spaghetti* by Anna Grossnickle Hines, *Corn is Maize* by Alikei, *Crickets and Corn* by Peg Back, *The Popcorn Book* by Tomie dePaola, *Everybody Cooks Rice* by Norah Dooley, *Chicken Soup with Rice* by Maurice Sendak, *The Doorbell Rang* by Pat Hutchins, *How My Family Lives in America* by Susan Kuklin, *Round is a Mooncake: A Book of Shapes* by Roseanne Thong, etc. Students will participate in a discussion of the literature, analyzing the information from the books and comparing the information to life experiences. During the discussion, ask leading questions, such as the following:

- Have you ever eaten this food?
- Where did you eat this food?
- Who were you with when you ate this food?
- Did you like the food?
- Who are the people in the story? Family? Friends?

- Where are the people in the story?
- What are they doing together?
- What is the same about this house and your house?
- What is different about this house and your house?
- Why do you think they do some different things?
- Does everyone have to do the same things?
- What do you eat at your house? Why?

Following the discussion, students will work in small groups, with assistance, to explore the Internet to learn about the cultural backgrounds of the authors and illustrators. Searching the web will give students the opportunity to demonstrate competency in manipulating the computer's mouse. Students will also learn more about the author's and illustrator's cultures by asking the librarian for autobiographies and for information regarding countries, cities, and neighborhoods that influenced the author's writing. Students will pretend read and discuss the factual books and their pictures with the teacher during a center, small-group, or whole-group time. These books may be displayed, along with items from the culture, in a classroom center.

When choosing multicultural literature for the classroom, examine the background of the authors and illustrators to ensure that the cultures are accurately represented in the text and the illustrations. Inaccurate information can create misrepresentations of cultures in students' minds. See the resource list for books that may be appropriate.

Activity 3: Recording Real Life Experiences (GLEs: 11, 27, 33, 34)

Materials List: chart paper, markers, appropriate graphic organizer, paper, pencils, colors, Discussion Checklist BLM, Venn Diagram BLM from Unit 6

After reading literature from Activity 2, students will record factual information from life experiences onto a *graphic organizer* ([view literacy strategy descriptions](#)). This may take one of the following forms.

- Students will use a theme (e.g., foods, lifestyles, customs, or geography) to compare and contrast a piece of multicultural literature to their own life experiences. During the small- or whole-group discussion, students will be encouraged to express ideas in complete sentences and will dictate information to be recorded on a Venn diagram (see Venn Diagram BLM from Unit 6).
- Students will work together in small or whole group to complete a bar graph. For instance, students may participate in a taste test in order to complete a graph of favorite types of multicultural foods, or students may graph favorite pizza toppings following a reading of the book, *Nino's Pizzeria*.
- Students will identify words and/or pictures as belonging to a culture as they sort information onto a t-chart. If words are used, the teacher will read the words for the students. If pictures are used, model writing as labels for the pictures are created.

- Comparisons of cultural information to life experiences may be recorded in a class book or pocket chart with repetitive text. For instance, a sentence may read, “Nino eats pizza, but I eat _____.” Students will dictate or share the pen to complete the sentence. They will then illustrate their sentence. Books that students work to create are often the favorite books in the classroom. These books should be placed in the reading center for students to read, and/or they may be sent home with the students to share with their parents.

Use the Discussion Checklist BLM to assess the students’ skills as they relate to their real life experience while participating in class discussions.

These sites contain printable graphic organizers that may be used during class discussions:

- “Education Place” – sample *graphic organizers*
 - <http://www.eduplace.com/graphicorganizer/>
- “Graphic Organizers” - sample *graphic organizers*
 - <http://www.region15.org/curriculum/graphicorg.html>
- “Freeology.com” – includes samples of *graphic organizers* (Note: Scroll down after the advertisements to see the organizers. There are several pages. Click on the numbers to see the next page. Some are too difficult. Be selective and choose or adapt grade appropriate organizers.)
 - <http://www.freeology.com/graphicorgs/>

Activity 4: Read and Respond (GLEs: 08, 09, 10, 12, 13, 14c, 18, 33, 34)

Materials List: various stories, legends, songs, poems and literature related to diverse cultural and ethnic groups from the class or school library; paper; pencil; colors; markers

Students will listen to stories, legends, songs, poems, and other literature from diverse cultural and ethnic groups and respond by asking and answering questions about important characters, settings, and plots and by describing people, places, things, locations, and actions. Students will actively participate in the discussion; encourage the students to stay on topic and to express questions and ideas in complete sentences. Ask leading questions and provide corrective feedback to guide the discussion. The following are some sample question that may be used:

- Are you curious about anything in the story? What do you want to know?
- What do you think the character, the person, will do next?
- Why do you think the character, the person, did what he/she did?
- Why do you think the character, the person, feels that way?
- What do you notice about where the story takes place?
- Was there a problem in the story? If so, how was it solved? What would you have done if you had had that problem?
- Would an event have occurred if something else had not happened in the story?
- Why do you think the characters, the people in the story, do some things that we do not do?
- Would the character, the person, have acted in the same way if he/she lived in our town?

- Do people who share the same culture as the characters live in our town?
- What does this story, this legend, explain? Is this a logical explanation?
- Why do you think this song was written? What does it tell us?
- What did the poet want us to know?

Have the students respond to literature by recording one of the following: the characters, the setting, a problem, an event, the sequence of events, what they predict the character will do next in the story, what they predict will happen next in the story, or a life experience related to the story. The recordings will consist of an illustration and labeling using dictation or inventive spelling depending on the developmental level of the student.

Also, have the students identify the types of texts read aloud as stories, poems, rhymes, or songs. For instance, support them by asking guiding questions such as, “Is this a story like *Corduroy*, a poem like *I Like Me*, a rhyme like *Humpty Dumpty*, or a song like *The Bear Went Over the Mountain*. Actual samples of books, poems, rhymes, and songs may be provided to help those students who are visual learners.

Activity 5: Student Research (GLEs: 06, 07b, 09, 12, 13, 14c, 14d, 20, 21, 23, 42, 43)

Materials List: various texts from the classroom and school library (cultural books autobiographies, informational books), computer with Internet connection, chart paper, markers, paper, pencils, colors, word wall, Sample Writing Rubric BLM from Unit 2

Using the *SQPL strategy* ([view literacy strategy descriptions](#)) present the students with the following thought-provoking prompt: “People from all around the world have the same traditions.” Have the students generate questions concerning aspects of other cultures they would like learn about. Have the students conduct research to find the answers to their questions. Students may vote upon a culture for further study, the teacher may observe the students expressing interest in one culture in particular, or a culture may be represented by a student in the class. Students will then explore the culture through the following steps:

- Students will use information from the texts read in class and from life experiences to dictate what they know about the culture to the teacher. Provide support by asking leading questions and by encouraging students to look at the pictures to recall information. Record the students’ dictations and refer to the Sample Writing Rubric BLM from Unit 2, pointing out that print proceeds from left to right and top to bottom, that sentences begin with a capital letter and end with punctuation, and that there are spaces between words.
- Students will brainstorm questions they may have regarding the culture and dictate the questions to the teacher. Point out the shape and the meaning of the question mark as it is written.
- Lead students, as individuals or small groups, in research to answer the cultural questions and to gain additional knowledge. Students will work with the teacher to look up cultural information on the Internet. Students will look at pictures in factual books and listen to the teacher read the text to draw conclusions about the

- culture. Students may take a field trip or listen to a guest speaker talk about and show items from the culture. During this exploration, encourage the students to recognize that foods, clothing, and celebrations are important aspects of culture.
- Students will record information they learn through artistic representations (e.g., drawings, paintings, sculptures) and dictation or inventive spelling. Students may use the following sources: the sound/word wall, the teacher, Sample Writing Rubric BLM from Unit 2, and peers during the writing process. Students may also use items from the classroom to represent information they learn about the culture (e.g., a horse from the block center to show that horses are important to the culture).
 - Students will present what they have learned to the class by showing and discussing pictures from books, pictures printed from the Internet, items from the classroom, and/or students' writing and artwork. Assist the students with their presentations by asking questions and helping students recall information. Students will be encouraged to use complete sentences during the presentations.
 - Direct the students' attention back to the *SQPL* questions and discuss which ones were answered through their research on cultures.

Activity 6: Similarities and Differences Among Cultures (GLEs: 09, 11, 12, 14c, 20, 21, 27, 33, 34, 37)

Materials List: various texts from the classroom and school library (cultural books autobiographies, informational books), art materials to create mural, chart paper, markers, paper, pencils, colors, Venn Diagram BLM from Unit 6

Students will participate in a discussion to compare and contrast cultural information from the fiction and non-fiction books read in class. During the discussion, ask guiding questions and encourage students to use complete sentences to express their ideas. After the discussion, students may engage in one or more of the following activities:

- Students may create murals to represent the different cultures, including the classroom culture.
- Students may dictate information for a Venn diagram (see Venn Diagram BLM from Unit 6) to the teacher.
- Students may dictate information to complete a chart with categories that include clothing, food, customs, and housing. Students may provide illustrations and inventive spelling for the chart, if developmentally ready to do so.

After comparing and contrasting information regarding various cultures, students will examine their own cultures to determine similarities and differences among the cultures of class members. The teacher will lead the class in a discussion, focusing on the importance of respect for one another and each and every culture. The teacher, sensitive to each student's feelings and personalities, may choose to limit the discussion to a particular theme such as foods eaten, holiday celebrations, family names, or family traditions. Information discussed may follow a family interview. The information provided by the students, such as favorite family recipes or family traditions, will be

compiled into a class book. Students will provide illustrations and will contribute to the writing process during a shared-pen writing activity. Teachers may choose to have children contribute one or two words or complete sentences, depending on each child's individual level. A computer template may be used for this activity.

Activity 7: Foods From Different Cultures (GLEs: 07c, 21, 22, 33, 34, 43, 44)

Materials List: various foods from different cultures, rebus recipes, chart paper, markers, paper, pencils, colors, computer, classroom writing resources (e.g., Sample Writing Rubric BLM from Unit 2, word wall, etc.)

Students will compare and contrast foods or ingredients from different cultures as they engage in a taste test, as they cut and explore the textures of foods, or as they follow a rebus recipe and participate in a cooking activity. Encourage students to use all five senses during the activity and to express ideas and feelings in complete sentences. Use *RAFT writing* ([view literacy strategy descriptions](#)) in response to elicit their ideas about the foods. This form of writing gives students the freedom to project themselves into unique roles and look at content from unique perspectives. From these roles and perspectives, *RAFT writing* has been used to explain process, describe a point of view, envision a potential job or assignment, or solve a problem. It is the kind of writing that when crafted appropriately should be creative and informative. This is what *RAFT* stands for:

- R = role (Who is the writer? What is role of the writer?)
- A = audience (To whom are you writing?)
- F = format (What format should the writing be in?)
- T = topic (What are you writing about?)

At first this type of writing will be done as small-group or whole-group modeling of the procedure with the students' input. Once the students learn the procedure, it can be done as group or individual writing (Depending on the writing developmental level of the students, the writing may be drawn, dictated, or inventive spelling. The students can even act out their *RAFT*.) The following are some examples for using *RAFT writing* in response to elicit their ideas about the foods.

- Mexican Tortilla
 - R = Tortilla
 - A = Children in the class
 - F = Letter
 - T = How I look, taste, and smell
- Italian Pizza
 - R = Pizza
 - A = Children in the class
 - F = List
 - T = The ingredients I need

Make reference to the classroom resources before, during, and after the writing process in order to promote the use of these resources. Some classroom resources include word walls, Sample Writing Rubric BLM from Unit 2 (The rubric will be updated as new skills

are introduced), letter/sound charts, picture dictionary, etc.

The computer may be used as a platform for producing a written response. The “share the pen” procedure may be substituted with “share the keyboard.” The computer provides for easy editing and immediate publishing of work. Students are able to see the text and read the print as seen in books. Interactive or shared writing using word processing programs also allows for modeling of basic word processing skills in an authentic setting. Students may also use the computer to illustrate their work using programs such as Kidpix, Kidspiration, etc. Allow students to share their *RAFTs* with the class. Students should listen for accuracy and logic in their classmates’ *RAFTs*.

Activity 8: Communication in Different Cultures (GLEs: 12, 40)

Materials List: various books on audiotape or videotape and songs from the class or school library containing words from another culture

Students will have the opportunity to learn three to five words from another culture while participating in one or more of the following activities:

- Incorporate communication from different cultures into the daily routine. Use at least five words from another culture’s language or five words from sign language into the daily routine while counting, giving directions, or identifying objects.
- Provide books on audiotape or videotape, such as *Grandma’s Helper* or *Strega Nona*, that introduce students to a few words from another culture. Students may listen to these books during group time or in the listening center and may discuss the illustrations and the text or answer questions about the culture.
- Sing songs with the students that contain words from another culture.

Learning a few words from another language not only increases the students’ understanding of the differences among cultures, but also allows students to use their ability to create sounds from different languages. Family or community members from other cultures may be invited to share their cultural artifacts, language experiences, traditions, etc., with the class. This would expose the students to real life experiences and build community.

Activity 9: Role Play (GLEs: 04, 12, 25)

Materials List: various texts from the classroom and school library (cultural books autobiographies, informational books), props for role playing, Sample Role Playing Checklist BLM from Unit 5

Students will engage in retellings and role play through the following:

- Students will act out stories, legends, and other literature from diverse cultural and ethnic groups during group times and/or during center times. Students may create their own props or use those provided by the teacher. Items specific to different cultures may include pasta strainers, colanders, chopsticks, woks, play

- dough and rolling pins, pots, bread pans, clothing, menus from multicultural restaurants, cookbooks, factual books from various cultures, etc.
- Students will engage in task-oriented role play. Provide props in order for children to role play a variety of occupations throughout the year, understanding that some cultures value and promote task-oriented play versus imaginative play. Dramatic play centers such as a restaurant, a grocery store, or a post office will allow students to engage in imaginative play in a comfortable manner, using environmental print during the process. Props may include food containers, stamps, signs appropriate for the center, note pads, writing utensils, tablecloths, menus, pricing signs, food labels, envelopes, an address book which contains students' names and addresses, etc.

Along with anecdotal notes, the Sample Role-Playing Checklist BLM from Unit 5 can be used to record students' skills during the activity.

Activity 10: Throughout the Year (GLEs: 07a, 07b, 16, 22, 33, 45)

Materials List: calendar, time line, various cultural books from the class or school library, daily schedule, paper, pencils, markers, colors

Students will continue to explore different cultures during the school year.

- Students will use the calendar or a number line to record special holidays and celebrations throughout the year and identify those that may or may not be the same for all cultures. Provide books and/or cultural items that correspond with the holidays and celebrations. Share these during group and center times.
- In connection with the daily schedule, students will think about how cultures are different. For instance, following a study of Native Americans, refer to the time of day and what the students will be doing, based upon the daily schedule. Remind the students that Native Americans who lived long ago would not have used the clock but would have used the sun's position in the sky to determine the time of day. The class may go outside to observe the sun's position.
- Students will participate in creating group stories, with illustrations or photographs, in which every student shares one sentence about daily, weekly, monthly, or holiday traditions that are a part of the kindergarten year. Students will choose the punctuation for the sentences after listening to the teacher read the sentences with different forms of punctuation (e.g., "We made ornaments." or "We made ornaments!"). Students will examine a published book to determine what needs to be added to the pages they have created in order to publish their material. With teacher support, students will discover that they need to add front and back covers with the names of authors and illustrators, a title page, page numbers, a copyright date, and a dedication.

Activity 11: Home-School Connection (GLE: 05)

Materials List: various predictable, repetitive books with simple illustrations from the class or school library

The teacher will provide books with predictable, repetitive text, and simple illustrations for students to read in the classroom and/or with parents. Be aware of the students' home cultures, understanding that both non-fiction and fiction books should be provided in order for students and parents to build upon life experiences while sharing this learning activity. Books for this activity may include commercial books, books made by the students with teacher support, or books made by the teacher. Magazine pictures or pictures from discarded textbooks may be used to make actual books with simple text.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to show effectively student growth over time.

General Assessments

- Anecdotal notes of each student's ability to point and click with a computer mouse
- Work samples of the student's dictations or use of inventive spelling when completing a sentence
- Work samples of the student's illustrations of conclusions that were drawn regarding a particular culture, based upon the text and illustrations in books and on websites
- Checklist of a student's ability to compare one classroom to another using complete sentences to express thoughts
- Anecdotal notes of each student's ability to locate information on the calendar or number line regarding special events or celebrations
- Anecdotal notes of a student's ability to predict text from illustrations

Activity-Specific Assessments

- Activity 3: The class discussion in which students relate information from multicultural literature to their own life experiences will be recorded on a

checklist with room for anecdotal notes. Items on the checklist may include the following:

- Student uses complete sentences to express thoughts.
- Student recalls factual information from texts.
- Student recalls information about the characters, setting, and events in the text.
- Student stays on topic.
- Student relates _____ to life experience.

See Discussion Checklist BLM for a sample of the above-mentioned checklist.

- **Activity 4:** Collect students' work sample related to a story read in class. Students may be asked to illustrate and label one of the following:
 - the characters
 - the setting
 - a problem
 - an event
 - the sequence of events
 - what they predict the character will do next in the story
 - what they predict will happen next in the story
 - a life experience related to the story

- **Activity 9:** Keep anecdotal notes or use a checklist to record how students represent information about cultures or their retellings of stories or events from stories read in class. Note if the student accurately retells the sequence of events, if the student uses language from the text, if the student uses new vocabulary introduced during the unit of study, if the student identifies characters through role play, if the student uses props to role play, if the student attempts to recreate the setting of the story, and if the student uses complete sentences to express his/her ideas to others during role play. See Unit 5 Sample Role Playing Checklist BLM

Resources

Websites for Multicultural Literature and Education

- “Early Years Experience” – this site includes a list of multicultural festivals around the year grouped by seasons- <http://www.bigeyedowl.co.uk/multi-cultural.htm>
- Multicultural Books for 3's, 4's, 5's and Kindergartners- an alphabetical booklist of multicultural books- <http://www.elmhursthistoricalmuseumfoundation.com/kids/kidsbooklists/multi-3-k.php>
- “Best Children’s Books”- this site contains resource for multicultural literature (there are various links that can be explored)-<http://www.best-childrens-books.com/multicultural-childrens-books.html>

- “Google Earth”- free download that uses maps, satellite imagery, and 3D graphics to show the world- <http://earth.google.com/>
- “Shirley’s Preschool Activities”- this site has many multicultural resources (there are various links that can be explored)- <http://www.shirleys-preschool-activities.com/around-the-world-preschool-theme.html>

Website for Author Information

- “Scholastic.com Librarian” - contains an author and illustrator index http://www.scholastic.com/librarians/ab/biolist_nopqr.htm
- “Random House” – contains an author search to find background information on authors, author events, and author alerts <http://www.randomhouse.com/author/>
- “Harper Collins Children’s” – contains a search of authors and illustrators <http://www.harpercollinschildrens.com/HarperChildrens/Kids/AuthorsAndIllustrators/Browse.aspx>

**Kindergarten
English Language Arts
Unit 8: Listen, Speak, Write**

Time Frame: The content of this unit should be taught throughout the year with activities integrated into all content areas and varied in difficulty depending on the developmental level of the students.



Unit Description

This unit focuses on developing listening, speaking, and writing skills through a study of animals in familiar children's books.

Student Understandings

Students will respond in verbal and written form to stories, songs, fingerplays, and poems. They will participate in class discussions (by asking and answering questions), role-playing, shared and independent writing, and making connections to life experiences in order to bring meaning to both written and spoken language.

Guiding Questions

1. Can students initiate and sustain a conversation?
2. Can students ask and answer questions about read-aloud text and class discussions?
3. Can students discuss ideas and select a focus for student-generated stories?
4. Can students make connections and relate life experiences in a logical sequence?
5. Can students participate in shared writing experiences by making contributions?
6. Can students identify text as fiction or non-fiction?
7. Can students use background knowledge and picture cues to make predictions?
8. Can students create simple texts using prior knowledge?

Unit 8 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
01a.	Demonstrate understanding of phonemic awareness by doing the following: creating rhyming words (ELA-1-E1)
07a.	Demonstrate understanding of book and print concepts by doing the following:

GLE #	GLE Text and Benchmarks
	locating front and back covers, title pages, and inside pages of a book (ELA-1-E2)
07c.	Demonstrate understanding of book and print concepts by doing the following: isolating individual words in print (ELA-1-E2)
09.	Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student (ELA-1-E5)
10.	Answer questions about the important characters, setting, and events of the story (ELA-1-E5)
11.	Describe the connections between life experiences and texts (ELA-1-E6)
13.	Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)
14a.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including making predictions using prior knowledge and pictures (ELA-7-E1)
14c.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including drawing conclusions from text (ELA-7-E1)
14d.	Demonstrate understanding of information in texts read aloud using a variety of strategies, including using pictures to resolve questions (ELA-7-E1)
15.	Identify problems in texts and offer possible solutions (ELA-7-E2)
18.	Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4)
20.	Create compositions by participating in shared writing activities (ELA-2-E1)
21.	Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2)
22.	Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)
23.	Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
24.	Actively discuss ideas and select a focus for group stories (ELA-2-E3)
26.	Use rhyme and alliteration in group-shared writing activities (ELA-2-E5)
27.	Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6)
28.	Demonstrate an understanding of letter placement in text by writing letters and words from left-to-right and top-to-bottom on a page (ELA-E-E1)
29.	Print all uppercase and lowercase letters (ELA-3-E1)
30.	Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
33.	Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)
34.	Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
35.	Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)
36.	Relate an experience or creative story in a logical sequence (ELA-4-E3)
38.	Recite short poems, rhymes, and songs (ELA-4-E4)

GLE #	GLE Text and Benchmarks
39.	Listen to and recite short poems and stories for an audience (ELA-4-E5)
42.	Use a computer mouse to navigate the screen (ELA-5-E1)
43.	Identify that a computer has a keyboard to enter information (ELA-5-E1)
44.	Use technology to produce class work (ELA-5-E4)

Sample Activities

Some activities provide suggestions for context; however, classroom themes and events will often provide the context in which the activities should be used and may affect the order of the activities. When appropriate, each activity should allow students to share for the purpose of developing vocabulary and phonological processing skills.

Activity 1: Poems, Songs, and Fingerplays (GLEs: 01a, 26, 38, 39)

Materials List: various poems, songs, and fingerplays from the school and class library, pocket charts, sentence strips, various props, Reading Rubric BLM from Unit 1, class writing resources, chart paper, markers, word card with corresponding pictures

Students will sing songs, participate in fingerplays, and read poems about animals as they explore written and oral language and play with the sounds of the language. This may be done through one or more of the following activities:

- Students will sing songs and/or recite fingerplays. Songs and fingerplays will give the students an opportunity to play with the sounds of language (rhyming and alliteration). They also allow students to role play through movements and vocal expression. They may sing and recite fingerplays during group and transition times. Song charts and fingerplays may be placed in the reading center along with props, such as puppets, picture cards, magnetic glove and pieces, etc., for student use for retellings.
- Students will read familiar poems about animals, such as “Hey, Diddle Diddle, The Cat and the Fiddle.” Poems will be displayed in a big book, on a chart stand, or in a pocket chart. They will be used to model directionality and one to one. Correspondence. Then have students take turns pointing to the words of the poem with a pointer and reading the poem from left-to-right and top-to-bottom. Point along with those students who are continuing to work on this skill. Refer to the Reading Rubric BLM from Unit 1.
- Students will play with the rhyming words in songs or poems. Provide a familiar song or poem on a pocket chart and word cards with corresponding pictures for students to use to replace the rhyming words in the songs or poems. For instance, students may replace the words “black” and “back” in the rhyme “Miss Mary Mack” with the words “red” and “head.” In this instance, Miss Mary Mack would be dressed in red and would have silver buttons all down her head. Or they may

replace “peep” and sheep” in the rhyme “Little Bo Peep” with words “Pat” and “cat.” Then read the new rhyme, Little Bo Pat has lost her cat. After modeling this activity, place the song chart or poem in the reading center for students to use.

- Students may work together as a class or in small groups to use what they have learned about a particular animal to create an original poem. During this process, provide support by asking students what they know about an animal. For instance, ask the students what they know about an elephant. The students may say that an elephant is big. Help them state the fact in a short sentence and then help them *brainstorm* ([view literacy strategy descriptions](#)) words that rhyme with “big.” After that, assist the students in using the rhyming word they choose to create a second short sentence. This will be repeated until several lines of the poem have been written. Record the students’ dictations, modeling writing procedures and the use of classroom resource in the process.

The following links include many animal rhymes, fingerplays, and songs

- “Gayles Preschool Rainbow” - <http://www.preschoolrainbow.org/animal-rhymes.htm>
- “Enchanted Learning” - <http://www.enchantedlearning.com/themes/faranimals.shtml>
- “KidzSing Garden of Songs” - <http://www.gardenofsong.com/>
- “Kididdles” - <http://www.kididdles.com/>

Activity 2: How Do I Describe Animals? (GLEs: 33, 34)

Materials List: *The Pet Show* by Ezra Jack Keats or a similar story about animals, various stuffed animals, large bag, various animal pictures, Oral Response Checklist BLM

Students will examine animals and use adjectives to describe their characteristics as they participate in a group discussion describing stuffed animals or photographs of animals. Encourage students to state descriptions in the form of complete sentences. The Oral Response Checklist BLM may be used to record students’ oral skills. Read *The Pet Show* by Ezra Jack Keats or a similar story about animals. Then use one of the following activities.

- Have students bring stuffed animals from home for a pet show. Have some extra stuffed animals for those students who do not bring one from home. Have the students participate in a group discussion to describe the stuffed animals. Model the use of descriptive vocabulary during the discussion and assist the students with describing each animal by asking guiding questions. Award blue ribbons to each stuffed animal based upon students’ descriptions. Categories for awards may include the following: longest, tallest, thinnest, hairiest, fastest, slowest, most gentle, and most fearsome.
- Students will participate in a guessing game. Each student will have a turn to place an animal in a bag without the other students seeing the animal. Classmates will then ask questions about the animal as they attempt to guess its identity.

Begin the questioning by asking students to think about what colors animals are, what foods animals eat, where animals live, and what additional bodily characteristics animals have (i.e., tail, fur, scales, number of legs). Then encourage the students to state their questions in the proper format. The questioning will continue until the students guess the animal's identity. This activity may be done in small groups, several whole-group times, and transition times.

Throughout the year, teach conceptual adjectives, in addition to those adjectives that describe characteristics that can be directly observed. For instance, the adjective "gentle" cannot be seen by looking at an animal, but can be seen by observing the animal and discussing its behavior.

Activity 3: Move Like The Animals (GLE: 35)

Materials List: various props for acting out and exploring animal characteristics

Students will move like animals as they participate in the following:

- Students will participate in a game in which the students and the teacher will take turns describing animals' movements. Descriptions will take the form of one- and two-step oral directions and will increase students' vocabulary in terms of body parts and positional words. The following are some examples of appropriate directions for moving:
 - Horse- "Flick your tail from left to right. Pick one foot up."
 - Bird- "Stick your elbows out. Lift them above your shoulders. Drop them below your shoulders."

Students will respond to what they hear by moving accordingly.

- Students will use props to act out and explore animal characteristics and behaviors. The following are a few examples:
 - Have students represent the metamorphosis from caterpillar to butterfly by using props such as: white sheet (egg); green shirt and antennae pipe cleaners for headband (caterpillar); toilet paper or sheet (chrysalis); and colorful shirt, antennae pipe cleaners on headband, and poster board wings (butterfly).
 - Have students use objects, such as rakes or fake fingernails, to dig in the sand table for insects and/or worms as some birds do.
 - Have students use poster board cut into different shapes to experiment with how wings capture the wind as birds' wings do.
 - Have students use long, sticky objects such as a popsicle stick with double stick tape on the end to capture plastic insects as frogs' tongues do.
 - Have students use a shovel or other object to move back and forth in the water table to see how the fish's tail acts as a rudder.

Support the role play through modeling and scaffolding.

Activity 4: Animals (GLEs: 09, 11, 13, 14c, 33, 34)

Materials List: various fiction and nonfiction books from the class or school library

Students will label books as fiction or nonfiction as they compare both types of books. Students will participate in shared reading with a fictitious book, such as *The Grouchy Ladybug* or *The Very Hungry Caterpillar*. They will comprise a list of facts about the subject of the story through a shared writing where students may dictate, illustrate or use inventive spellings. Following the reading and discussion of the fictitious book, read a factual book about the same subject matter. Have the students compare the information from the factual book to the fictitious book. Encourage them to express their ideas in complete sentences. Ask the students to consider the following questions afterwards.

- What is nonfiction?
- Why do we read nonfiction books?
- What is fiction?
- Why do we read books of fiction?
- How do the illustrations in books that are fiction and nonfiction differ?
- How does the wording in books that are fiction and nonfiction differ?
- How do the titles of books that are fiction and nonfiction differ?

Activity 5: Information in a Story, Too (GLE: 13)

Materials List: various fiction and nonfiction books from the class or school library, fiction and nonfiction labels with pictures, Venn Diagram BLM from Unit 7, markers

Students will sort and classify books by “fiction” and “nonfiction” through two of the following activities.

- Students will organize books in the reading center by sorting and placing them in containers labeled “fiction” and “nonfiction.” Labels will include a picture of the type of book next to the word in order to help students identify containers. Provide assistance with sorting by type as needed.
- Students will identify books as “nonfiction” or “fiction” as they are read during group times. Ask the students to describe what information they used to help them identify the book (e. g., pictures, charts, title, story, etc). Ask the students to think about whether the nonfiction books provide better information about the animal or whether the fiction books provide more accurate information.
- Students will dictate information to be placed into a *graphic organizer* ([view literacy strategy descriptions](#)) such as a Venn diagram (see Venn Diagram BLM in Unit 7). Ask guiding questions to help students compare and contrast books and develop an understanding that most stories contain some elements of truth, whether it is regarding factual information or information about feelings. For instance, a lion in a book might become sad if he has no friends and may cry. The lion’s crying is fiction, while feeling sad when one has no friends is a true part of life.

Activity 6: Ask Questions (GLEs: 09, 10, 13, 14c, 18, 22, 23, 28, 29, 30, 33)

Materials List: various texts or multimedia sources on animals from the class or school library, Web BLM, index cards or paper, markers, pencils, crayons

Students will identify the main ideas and some details as they listen to and discuss factual books or multimedia sources about an animal. Sources may include *Animal Planet*, *National Geographic*, websites, and videos. Students will then use inventive spelling and illustrations to represent main ideas and details about an animal to fill in a *graphic organizer* ([view literacy strategy descriptions](#)) such as a class web (see Web BLM). Provide the students index cards or small pieces of paper, which may be attached to the web after students have completed their writing. Support students' writing based upon their needs. This may include assisting students with segmenting words, identifying letters and letter sounds, encouraging students to listen for additional letters in words, relating words to those found in the classroom or words with which the students are familiar, and/or encouraging the use of classroom resources. Students' illustrations and writings will be placed on the class web. Students will divide information into categories. Some examples of appropriate categories include habitat, diet, predators, prey, characteristics that help the animal hunt or avoid becoming prey etc. The web will then be used to discuss what they have learned about the animal. Students will examine additional factual books or multimedia sources about other animals throughout the school year. They will use similar categories to ask questions about these animals. They will answer the questions by drawing conclusions from the text. Their discoveries may be recorded in a web, a mural, a class book, a chart, etc.

Activity 7: How Do I Organize What I Am Learning? (GLEs: 09, 14a, 14c, 14d, 22, 27, 29, 42)

Materials List: KWL Chart BLM one for each group, markers, pencils, crayons, various texts on animals, computer with Internet connection, bookmarks, various art material to create animal representation, paper, props for professor know-it-alls

Students will work in small groups. Each group will be assigned a different animal to research as they participate in the following process:

- Each group will use the *graphic organizer* ([view literacy strategy descriptions](#)) known as the KWL chart to organize information already known and information students want to learn about the animal. The KWL chart will be divided into three sections: What I Know, What I Want to Know, and What I Learned (see KWL Chart BLM). Students will dictate information for the first two categories of the KWL chart that will be recorded. Ask guiding questions to help the students recall prior knowledge about the animal. For example, "Do you know what a lion eats?"
- Reread the students' dictations regarding what they want to learn about the animals. Students will then look through books in an attempt to answer their questions. They will predict the text of factual books by examining the pictures and will use this information to answer questions about the animals. Assist the

- students as they predict the text by asking guiding questions. Read some of the text to the students to support predictions, to clarify misunderstandings, and to provide additional information.
- Help students locate additional information from the Internet or from other sources. If students use the Internet, assist them with use of the keyboard and mouse and read the text to the students. If students need information from another source (pet stores, zoos, universities, etc.), have them write letters, using classroom resources and teacher support, or assist them in making phone calls to the appropriate people.
 - Students will dictate the information they have learned about the animal to fill in the third section of the KWL chart. They will then organize the information for a presentation to the class. They may place bookmarks in the books to mark photographs or illustrations they wish to share with classmates; they may use *PlayDough*[®] or art materials to create representations (e.g., tissue paper surrounding a *PlayDough*[®] snake to represent shedding skin); and/or they may draw and write information using inventive spelling and teacher support. Assist students with thinking of the best ways to represent the information.
 - Each small group will report its findings to the class. During the presentation, the students will discuss the photographs or illustrations in books, recalling factual information; will demonstrate information they have learned (e.g., showing the students a giraffe and a tree and how the giraffe's neck allows it to eat leaves from the upper part of the tree, demonstrating with yarn the length of an elephant, or sliding the tissue paper from a *PlayDough*[®] snake to show that snakes shed their skin) and will show their illustrations and writings to the class. Students will answer the teacher's and the classmates' questions during the presentation. They may be the *professor know-it-alls* ([view literacy strategy descriptions](#)). Divide the rest of the students into groups. Have them prepare by thinking of questions about the animal that they would like the *professor know-it-alls* to answer. Have the *professor know-it-alls* stand in front of the class dressed up (e.g., graduation caps, tie, clipboard, lab coat, or any smart-looking dress available). Invite the other groups to ask them questions about the animal. Demonstrate that they should huddle as a team to talk about the possible response, then return to their positions and give the answer in complete sentences.

Activity 8: Interactive Read-Aloud (GLEs: 09, 10, 14a, 14c, 15, 18)

Materials List: various books from the school and classroom library, sticky notes

Students will participate in interactive read-alouds to foster their listening comprehension. This will be done by using *reciprocal teaching* ([view literacy strategy descriptions](#)), which is interactive, supported instruction wherein the teacher or peer leads a group of students as they talk their way through text to understand it. They stop at regular intervals to predict, ask question, clarify, and summarize. *Reciprocal teaching* is modified in that it is a listening comprehension procedure at this level rather than a reading comprehension procedure. An interactive read-aloud will be used to model the

cognitive behavior involved in reading comprehension. Students need to hear that proficient readers are always engaged in making sense of what they read. Then through the participation in group discussions, the students will begin to take on the process of talking about and comprehending the written language. It may be best to address each process independently, and ensure student understanding of the procedure and terminology before moving to the next process. Once all processes are addressed sufficiently, then they may be integrated. This is not meant to take place in one lesson, but rather extended throughout many lessons with careful scaffolding over the course of the year. The following is an example of the steps for an interactive read-aloud that may be used:

- Choose a book carefully be sure it addresses the process to be taught.
- Read the book several times to become very familiar with it. Mark the book at stopping places to model the thought process or engage students to respond to the text. Sticky notes with prompts written on them may be used to mark the book. This helps to keep the focus on the process being addressed.
- Before reading, explain to the student what process will be the focus.
- During reading, make explicit reference to the process of focus. Stop and model or engage the students to participate. For example, have the students pair-up (e.g., “One, two, three, eye to eye, knee to knee”) and share their response to prompts with each other. Monitor students during this time. Then get students’ attention (e.g., “One, two, three, eyes on me”) and praise good responses heard, being specific. For example: “I heard some good predicting. John said he thought that it might be the children making the noise and not a robber.” Students responses may also be written so that they can see how their predictions changed, check if all their questions were answered, etc.
- After reading, direct the students’ attention to the process of focus and review important discoveries made.

The following are some examples of explanations and prompts for each process.

➤ Predicting

- Explanation – A proficient reader is constantly thinking ahead, predicting where the text may be heading. Predicting helps to develop a purpose for reading, as readers continue through a text to confirm or disprove their guesses about the material.
- Prompts – I can look at the title and all the visual clues on the page. What do I think we will be reading about? Thinking about what I have read and discussed, what do I think might happen next? I wonder... I predict....

➤ Questioning

- Explanation – Questioning is used to talk your way through a book: Why does the author tell me this? What seems to be the most important point or idea? Did I understand this correctly? Some questions will relate to the most important details, but many of them should target your understanding of the text as a whole.
- Prompts – One question I had about what I read was..... What were you thinking about as you were reading? What question(s) can you ask about what you read? I’m curious about....

- Clarifying
 - Explanation – Clarifying is the process of identifying aspects of the text that were not totally clear. A proficient reader might use a number of fix-up strategies to clarify (e. g., rereading, going on to hope that confusions will be eventually resolved, zeroing in on difficult vocabulary, consulting with another reader, and so forth).
 - Prompts – One of the words I wasn't sure about was.... What other words do we know that we can use in place of ...? What words or ideas need clarifying for you? This is confusing to me. I need to _____ (strategy) to try to figure out this word. What does _____ mean? What is...?
- Summarizing
 - Explanation – Summarizing what is read. When modeling summarizing, note that a proficient reader pauses every few pages and paraphrases what was read to “make sure you got it.” Emphasize that summarizing targets the main idea or gist of a passage and is not merely a list of details.
 - Prompts – What does the author want me to remember or learn from this text? What is the most important information in this text? What kind of “teacher” question can I ask about the main idea? In my own words, this is about... The main point was... The author wanted me to remember.

Interactive read-alouds can also be used to model the following reading skills: inferring, visualizing, synthesizing, making connections.

Lesson example of an interactive read aloud

http://www.readwritethink.org/lessons/lesson_view.asp?id=241

<http://books.heinemann.com/shared/onlineresources/E01056/IRAlessonforGoodnight%20Moon.pdf>

http://www.paonebook.org/pdf/interactive_read_aloud_script.pdf (Microsoft Office may prompt for your approval for this site. Click OK to open PDF file.)

<http://teachersnetwork.org/ntol/howto/childlit/readaloud.htm>

Activity 9: Take Offs (GLEs: 07a, 07c, 20, 21, 24, 26, 36, 43, 44)

Materials List: various books from the school or classroom library, paper, pencils, markers, crayons, classroom resources, Writing Sample Notes BLM

Students will use their imagination to create new endings, new versions, or sequels to familiar stories. The following are examples that may be used:

- Through the use of inventive spelling, illustrations, and/or classroom resources, the students will write one or two sentences to create a different ending to a story. For instance, after listening to a story such as *Rooster's Off to See the World* by Eric Carle, students may suggest other places Rooster might go instead of home.

- Students will use inventive spelling, illustrations, and classroom resources, or participate in a shared writing activity to create a new version of a story. For example, after listening to *Goldilocks and the Three Bears*, a new version may be “Goldilocks and the Three Cats.” Another example is “The Very Hungry Child,” eating something and changing into something else as in the book, *The Very Hungry Caterpillar* by Eric Carle. Ask guiding questions and encourage students to cooperate and to choose from among ideas during the story’s creation. A template may be provided for this activity so that students may change the story by changing only a few words.
- Students will create sequels to familiar stories. For example, after reading *The Meanies* and *The Meanies Came to School* by Joy Cowley, the students may plan a sequel to these stories such as “The Meanies Came Home with Me” or “The Meanies Go to the Store.” Students will use inventive spelling, illustration, and classroom resources or participate in shared writing to create sequels. Students may use a word-processing program to create the covers and title page. They may take turns typing in their names. When the book is complete, students will take turns being the “guest reader” and will read the book to the class with teacher support.

Student writing samples may be collected and analyzed to determine the writing stage of the student. Once the student is in the inventive spelling stage, also analyze the sample to discover the conventions of print that the student is using, confusing, or neglecting. This will guide the teacher in scaffolding the learning of the student. Notes may be recorded on the Writing Sample Notes BLM, and may include how the student created the idea for the story.

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records, as well as student-generated products, may be included in the portfolio. All items should be dated and clearly labeled to show effectively student growth over time.

General Assessments

- Notes of questions students formulate while participating in a guessing game
- Checklist of student’s ability to form a complete sentence while asking questions and to formulate questions related to the characteristics of animals
- Checklist or teacher’s notes regarding student’s ability to create one- and two-step directions and to follow one- and two-step directions
- Checklist of student’s ability to participate in fingerplays, to recite poems, and to sing songs

Activity-Specific Assessments

- Activity 2: Create a checklist with space for teacher notes. The checklist may contain the following items:
 - Student expresses thoughts in complete sentences.
 - Student stays on topic.See Oral Response Checklist BLM

- Activity 6: Note each student’s ability to recall factual information from text and to draw conclusions from text and illustrations as they participate in the creation of a web, mural, class book, chart, etc. Collect the samples of students’ drawings and writings. Analyze the writing samples for the following: print proceeding from left-to-right and top-to-bottom, inventive spelling, understanding of spatial relations in writing, use of punctuation, knowledge of high-frequency words, and use of the sound/word wall and other classroom resources.

- Activity 9: Collect or photocopy samples of students’ writing. Analyze the sample to determine the writing stage of the student. Once the student is using inventive spelling, also analyze sample to discover the conventions of print that the student is using, confusing, or neglecting. Note the following aspects of the student’s writing: use of the sound/word wall, teacher assistance, peer assistance, or other classroom resources. Note how the student created the idea for the story. For example: If the student was rewriting an ending, did he/she think about the events that had already occurred in order to plan a logical ending? If this is a sequel, did the student think about the logical sequence of events and plan a beginning, middle, and ending? Does the text contain descriptive information? Does the text contain complete sentence? Notes may be recorded on the Writing Sample Notes BLM. The following links explain the developmental stages of writing which will help in the analysis of the writing samples:
 - “Developmental Writing Stages” -
 - <http://gkestner.com/WritingStages.htm>
 - “Stages of Writing Development” -
 - http://www.sedubois.k12.in.us/~jblackgrove/stages_of_writing.htm

Resource List:

The following list includes some fictional animal books and nonfiction series that can be used. This list is by no means a complete list. One has to consider available resources, students’ interests, and personal favorites when choosing books.

Fiction Animal Books

<i>1, 2, 3 to the Zoo</i> by Eric Carle
<i>Animals Should Definitely Not Wear Clothing</i> by Judi Barrett, Ron Barrett
<i>Baboon</i> by Kate Banks and Georg Hallensleben
<i>Big Blue Whale</i> by Nicola Davies
<i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr.
<i>Do You Want to Be My Friend?</i> by Eric Carle
<i>Flotsam</i> by David Wiesner
<i>From Head to Toe</i> by Eric Carle
<i>Giraffes Can't Dance</i> by Giles Andreae
<i>Good Night, Gorilla</i> by Peggy Rathmann
<i>If You Give a Mouse a Cookie</i> by Laura Numeroff
<i>Is Your Mama a Llama?</i> by Deborah Guarin
<i>Lost in the Woods : A Photographic Fantasy</i> by Carl R. Sams, Jean Stoick
<i>Make Way for Ducklings</i> by Robert McCloskey
<i>Mama Cat Has Three Kittens</i> by Denise Fleming
<i>Polar Bear, Polar Bear, What Do You Hear?</i> by Bill Martin
<i>Stellaluna</i> by Janell Cannon
<i>Stranger in the Woods : A Photographic Fantasy</i> by Carl R. Sams, Jean Stoick
<i>The Kissing Hand</i> by Audrey Penn
<i>The Mitten</i> by Jan Brett
<i>The Rainbow Fish</i> by Marcus Pfister
<i>The Very Busy Spider</i> by Eric Carle
<i>The Very Hungry Caterpillar</i> by Eric Carle
<i>When Mama Mirabella Come Home</i> by Douglas Wood

Non fiction Animal Books

<i>National Geographic Encyclopedia of Animals</i> by Staff of National Geographic
Zoo Animals Series Heinemann http://www.heinemannclassroom.com/products/series.asp?id=1403428794
Pets at My House Series Heinemann http://www.heinemannclassroom.com/products/series.asp?id=1403460248
Life Cycles Series Heinemann http://www.heinemannclassroom.com/products/series.asp?id=1403467781
About ____; a Guide for Children by Cathryn Sill Peachtree Publishers http://www.peachtree-online.com/search.aspx?q=cathryn%20sill
Animal Kingdom Series for Ages 5-6 Acorn Naturalist http://www.acornnaturalists.com/store/Animal-Kingdom-Series-for-Ages-5-6-C479.aspx?UserID=6663168&SessionID=S7Rgni8UxdKIgH9jsUQR
<u>A+ Books</u> Capstone Press Wide variety of topics with full-color illustrations; includes alphabet and number books about specific topics. Scroll Through to search for animal books. http://www.capstonepress.com/asp/pDetail.aspx?EntityGUID=b6a9c994-e5f7-41b3-9753-c8a8d18b4484