

Kindergarten	Meaning-Based Map: EL Curriculum-at-a-Glance	Module 1
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The guidance documents also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum maps are meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between skills-based and meaning-based competencies, which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should integrate practice of both competencies, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. <p>For additional information, visit the specified grade’s K-3 Journeys Foundational Skills Scope & Sequence.</p>		

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Guidance for the ELA Block		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:</p> <ul style="list-style-type: none"> • Building Foundational Literacy Skills (minimum 60 minutes daily) – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts. • Working with High-Quality Texts (60 minutes daily EL lessons) – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit. • A Volume of Reading (as much as possible) – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation. <p>These recommendations align to the TDOE recommendations for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive a total of 150 minutes of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) Foundational Literacy instruction (60-90 minutes-please see Suggested Foundational Skills Block Framework document for guidance on how to structure your foundational literacy time).</p>		
Guidance for Small Group Instruction		
<p>Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with workstations. The teacher led guided group provides a context in which the teacher can provide additional support for students in working students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Most often students work independent of the teacher while in their workstations. Therefore, workstations are not used to introduce new knowledge or concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.</p> <p>Possible workstations for K – 2nd grade are listed below.</p> <ul style="list-style-type: none"> • Guided Reading - The teacher provides support for small, flexible groups of students, assisting them to use reading strategies, such as context clues, letter and sound knowledge, syntax, and word structure, to make meaning of texts. The teacher may support students in working with complex texts or decodable texts during guided reading. Along with the use of decodable texts, the teacher may provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers. • Reading Comprehension – In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text (usually the anchor text or another related text), including using graphic organizers to summarize and make meaning from the text and writing or illustrating in response to reading. • Vocabulary – This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. Suggestions for vocabulary words are listed in the guidance document, and possible activities include the <i>Journeys</i> flipbooks, word games, word sorts, and using words in context. • Fluency – In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. Practice materials can include student books, passages, leveled readers, and <i>Journeys</i> cold read passages. • Phonics – In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. This practice can occur through activities such as using magnetic/manipulative letters, picture sound sorts, letter tiles, sight word activities, word building activities, and using the <i>Journeys</i> flipchart. • Independent Reading - One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading. 		

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

ESSA

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

ESL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level. Additionally, the State has provided the document [Teaching Literacy in Tennessee: English Learner Companion](#) which is meant to provide practical guidance for teaching English Learners.

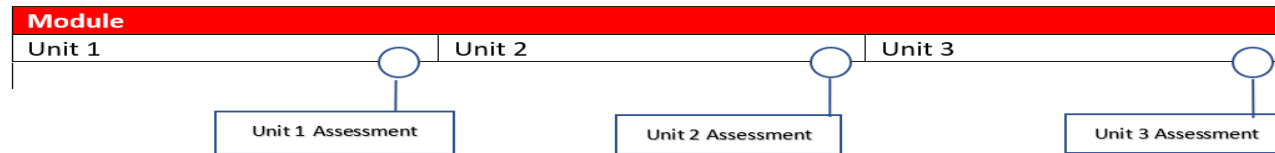
Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow guidance document.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Meaning-Based Instruction: Structure of an EL Module:

Across all K-5 classrooms, students experience four modules over the course of a school year. In K-2, Module 1 is a bit shorter (six weeks rather than eight), so teachers have time to do the other important work of getting classroom routines and culture in place, which often takes more time and deliberate attention for primary-aged students. Each module has a consistent structure of three units, each of which includes one formal assessment.



3 Dimensions of Student Work: Principles that underlie the curriculum:



- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.

Module Overview: Kindergarten Module 1: Toys and Play Overview

In this module, students build their literacy and citizenship skills as they engage in a study of toys and play. In Unit 1, students consider norms and behaviors for sharing toys and interacting with peers through structured conversations, learning experiences such as role-play and guided discovery of toys, and an analysis of the text *Llama Llama Time to Share* by Anna Dewdney.

In Unit 2, students learn more about toys as they consider what makes something a toy and what makes toys fun. They learn to sort and describe toys by specific attributes. They also begin to think about perspective as they discuss and write about their own toy preferences, using language and ideas from the text *Toys Galore* by Peter Stein.

In Unit 3, students deepen their understanding of perspective as they read the text *Have Fun, Molly Lou Melon* by Patty Lovell. Students also learn about toys from a historical perspective using the text *Playing with Friends: Comparing Past and Present* by Rebecca Rissman. As a culmination of the unit, students interview a classmate about his or her preferred classroom toy. They use the information from the interview to create their performance task: an informational piece of writing and drawing about their classmate’s preferred toy and how the classmate likes to play with it. **This performance task centers on CCSS ELA W.K.2, W.K.8, L.K.2c, and L.K.2d.**

Guiding Questions and Big Ideas

What can we do to make playing together fun?

- People can learn to play and work together through cooperation.

What makes toys fun?

- Using your imagination makes toys fun.

Which classroom toy do I prefer? Why do I prefer that classroom toy?

- Everyone has preferences and reasons for their preference.

What toys do others prefer? Why do they prefer them?

- Different people prefer different toys for different reasons.

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
<p>Topic Toys and play</p>	<p>Task Informational writing describing a classmate’s toy preference</p>
<p>Targets (CCSS explicitly taught and assessed): RL.K.1, RL.K.7, W.K.1, W.K.8, SL.K.1, S.L.K.3</p>	<p>Texts <i>Llama Llama Time to Share, Toys Galore, Playing with Friends and Have Fun, Molly Lou Melon</i></p>



Kindergarten Module 1: Toys and Play Unit 1: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students work to become ethical people by treating others well. Throughout Unit 1, students practice respectful behavior as they engage in conversations and play experiences with peers and practice caring for one another and classroom materials.

Unit Assessment: Responding to Text-Thinking about Illustrations and Speaking

This assessment focuses on students’ comprehension of literary text read aloud. It centers on CCSS ELA RL.K.1, RL.K.7, and SL.K.1. After being presented with a variety of scenes from the text *Llama Llama Time to Share*, students choose the illustrations that best answer the focus question: “What does Llama Llama learn about playing with others?” Then, using the pictures they chose, they engage in a conversation with a partner to explain their work. This assessment builds on experiences of reading, speaking, and listening from previous lessons but involves less teacher support. It provides formative data to be used to guide instruction throughout the module.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students’ progress toward SL.K.1.

Required Unit Trade Book(s): *Llama Llama Time to Share*

Suggested Pacing: *This unit is approximately 1.5 weeks or 7 sessions of instruction.*

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 W.K.2, SL.K.1 <u>TN Standards</u> K.W.TTP.2, K.SL.CC.1	Speaking and Listening: Playing Together 1. Opening A. Reading Aloud: Letter from the Principal (10 minutes) 2. Work Time A. Introducing Learning Targets: “The Magic Bow” (5 minutes) B. Structured Discussion: What Can We Do to Make Playing Together Fun? (15 minutes) C. Independent Writing: What Can We Do to Make Playing Together Fun? (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)	<ul style="list-style-type: none"> I can participate in conversations with my classmates. (SL.K.1) I can draw a picture to show how to make playing together fun. (W.K.2) 	<ul style="list-style-type: none"> Listen to partner conversations about playing together. “Making Playing Together Fun” response sheets. Speaking and Listening checklist (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Think-Pair-Share anchor chart Conversation Partner anchor chart Think-Pair-Share protocol

<p>Lesson 2</p> <p>RL.K.1, RL.K.3, SL.K.1</p> <p><u>TN Standards</u></p> <p>K.RL.KID.1, K.RL.KID.3, K.SL.CC.1</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 1 and Play and Exploration with Play Dough</p> <p>1. Opening A. Establishing Norms for Conversation (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 1: <i>Llama Llama Time to Share</i> (15 minutes) B. Developing Language: Play and Exploration with Play Dough (30 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can participate in conversations with my classmates. (SL.K.1) • I can identify characters in a story that is read to me. (RL.K.1, RL.K.3) 	<ul style="list-style-type: none"> • RL Formative Assessment sheet (see Assessment Overview and Resources). • Speaking and Listening Checklist (see Assessment Overview and Resources). • Listen to partner and whole group conversations about playing together. 	<ul style="list-style-type: none"> • Discussion Norms anchor chart • Conversation Partner anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol
<p>Lesson 3</p> <p>RL.K.1, RL.K.7, SL.K.1</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.KID.3, K.SL.CC.1</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 2 and Play and Exploration with Pattern Blocks</p> <p>1. Opening A. Reinforcing Norms for Conversation (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 2: <i>Llama Llama Time to Share</i> (20 minutes) B. Developing Language: Play and Exploration with Pattern Blocks (25 minutes)</p> <p>3. Closing and Assessment A. Shared Writing: Ways We Take Care Brainstorm Chart (5 minutes) B.</p>	<ul style="list-style-type: none"> • I can participate in conversations with my classmates about our play and our materials. (SL.K.1) • I can use illustrations in the text to describe how Llama Llama feels. (RL.K.1, RL.K.7) 	<ul style="list-style-type: none"> • RL Formative Assessment sheet (see Assessment Overview and Resources). • Speaking and Listening checklist (see Assessment Overview and Resources). • Listen to partner conversations about playing with pattern blocks. 	<ul style="list-style-type: none"> • Discussion Norms anchor chart • Llama Llama’s Feelings anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol
<p>Lesson 4</p> <p>RL.K.1, RL.K.7, SL.K.1</p> <p><u>TN Standards</u></p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 3 and Play and Exploration with Dramatic Toys</p> <p>1. Opening A. Toys and Play Word Wall (5 minutes)</p>	<ul style="list-style-type: none"> • I can participate in conversations with my classmates about our play and our materials. (SL.K.1) • I can use illustrations in the text to describe how Llama Llama feels. (RL.K.1, RL.K.7) 	<ul style="list-style-type: none"> • RL Formative Assessment sheet (see Assessment Overview and Resources). • Speaking and Listening checklist (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> • Llama Llama’s Feelings anchor chart • Think-Pair-Share anchor chart • Think-Pair-Share protocol

<p>K.RL.KID.1, K.RL.IKI.7, K.SL.CC.1</p>	<p>2. Work Time A. Close Read-aloud Session 3: <i>Llama Llama Time to Share</i> (20 minutes) B. Developing Language: Play and Exploration with Dramatic Toys (25 minutes) 3. Closing and Assessment A. Reflecting on our Learning (5 minutes) B. Shared Writing: Ways We Take Care Brainstorm Chart (5 minutes)</p>		<ul style="list-style-type: none"> • Listen to partner conversations about playing with dramatic play toys. 	
<p>Lesson 5 RL.K.1, RL.K.7, SL.K.1</p> <p><u>TN Standards</u> K.RL.KID.1, K.RL.IKI.7, K.SL.CC.1</p>	<p>Unit 1 Assessment: Close Read-aloud Culminating Task and Reflecting on Playing with Others</p> <p>1. Opening A. Setting a Purpose: "Talk and Listen" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 4: <i>Llama Llama Time to Share</i> (20 minutes) B. Play with Classroom Toys or Unit 1 Assessment (30 minutes)</p> <p>3. Closing A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can participate in conversations with my classmates. (SL.K.1) • I can use details from the text to explain how and why Llama Llama changes his mind about sharing. (RL.K.1, RL.K.7) 	<ul style="list-style-type: none"> • RL Formative Assessment sheet (see Assessment Overview and Resources). • Speaking and Listening checklist (see Assessment Overview and Resources). • Llama Llama Learns about Playing response sheets. 	<ul style="list-style-type: none"> • Llama Llama's Feelings anchor chart • Think-Pair-Share anchor chart • Discussion Norms anchor chart • Think-Pair-Share protocol
<p>Lesson 6 SL.K.1</p> <p><u>TN Standards</u> K.SL.CC.1</p>	<p>Shared Writing: A Letter Back to the Principal</p> <p>1. Opening A. Engaging the Learner: Reviewing the "Play Today" Poem (5 minutes) B. Shared Reading: Letter from the Principal (5 minutes)</p>	<ul style="list-style-type: none"> • I can participate in conversations with my classmates about our play and our materials. (SL.K.1) 	<ul style="list-style-type: none"> • Speaking and Listening checklist (see Assessment Overview and Resources). • Listen to partner conversation about play commitments. 	<ul style="list-style-type: none"> • Commitments for Playing Together anchor chart • Think-Pair-Share anchor chart • Discussion Norms anchor chart • Think-Pair-Share protocol

	<p>2. Work Time A. Structured Discussion and Role Play: Commitments for Playing Together (15 minutes) B. Shared Writing: Letter to the Principal (20 minutes) Closing and Assessment C. Writing and Drawing: Reflecting on Personal Playing Commitments (15 minutes)</p>			
<p>Lesson 7 W.K.2, SL.K.1 <u>TN Standards</u> K.W.TTP.2, K.SL.CC.1</p>	<p>Independent Writing and Drawing: My Playing Commitment 1. Opening A. Building Vocabulary: "Play Today" Poem (5 minutes) 2. Work Time A. Shared Reading: Playing Commitments and Letter to the Principal (10 minutes) B. Small Group Practice: Playing Commitments Role Play (10 minutes) C. Independent Writing and Drawing: My Playing Commitments (20 minutes) 3. Closing and Assessment A. Sharing and Celebrating: Pair Share (10 minutes)</p>	<ul style="list-style-type: none"> • I can write with pictures and words to describe my playing commitment. (W.K.2) • I can participate in conversations with my classmates about our play and our materials. (SL.K.1) 	<ul style="list-style-type: none"> • Formative Assessment Sheet (see Assessment Overview and Resources). • My Playing Commitment student response sheets. 	<ul style="list-style-type: none"> • Commitments for Playing Together anchor chart



Kindergarten Module 1: Toys and Play Unit 2: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students work to become ethical people by treating others well. Throughout Unit 2, students continue to practice respectful behavior as they engage in conversations and play experiences with peers and practice caring for one another and classroom materials.

Unit Assessment: Writing about the Classroom Toys We Prefer

This assessment centers on CCSS ELA W.K.1, L.K.5c, L.K.6. For this assessment, students use a combination of drawing, dictating, and writing to communicate a preference about which classroom toy they prefer. The assessment is in two parts. In the first, students respond to the prompt: “Which of these classroom toys do you prefer?” During the second part of the assessment, students respond to the prompt: “Draw the classroom toy you prefer. Write at least one word to describe the toy.” This assessment builds on experiences of reading, speaking, and listening from previous lessons but involves less teacher support. It provides baseline data to be used to guide instruction throughout the module.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening and Opinion Writing checklists to gather data on students’ progress toward SL.K.1, SL.K.4, W.K.1, and L.K.6.

Required Unit Trade Book(s): *Toys Galore*

Suggested Pacing: *This unit is approximately 2 weeks or 10 sessions of instruction.*

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>SL.K.1, SL.K.4, L.K.1, L.K.1f</p> <p>TN Standards</p> <p>K.SL.CC.1, K.SL. PKI.4, K.FL.SC.6, K.FL.SC.6g</p>	<p>Speaking and Listening: Describing Toys</p> <p>1. Opening</p> <p>A. Back-to-Back and Face-to-Face: Letter from the Principal (10 minutes)</p> <p>2. Work Time</p> <p>A. Working with Vocabulary: Toys and Play Word Wall (10 minutes)</p> <p>B. Developing Language: Exploring and Describing Toys (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> I can describe a toy (SL.K.1, SL.K.4, L.K.1, L.K.1.F). 	<ul style="list-style-type: none"> Observe students following steps in Back-to- Back and Face-to-Face protocol Naming classroom toys Describing toys using physical attributes (color, shape, size, texture) 	<ul style="list-style-type: none"> Back-to-Back and Face-to- Face anchor chart Back-to-Back and Face-to-Face protocol

<p>Lesson 2</p> <p>RI.K.4, SL.K.1, SL.K.4, L.K.1, L.K.1.f</p> <p>TN Standards</p> <p>K.RI.CS.4, K.SL.CC.1, K.SL.PKI.4, K.FL.SC.6, K.FL.SC.6g</p>	<p>Reading and Discussion: Describing the Color and Size of Toys</p> <p>1. Opening A. Engaging the Reader: <i>Toy Riddles</i>, Pages 1-6 (5 minutes)</p> <p>2. Work Time A. Reading Aloud: <i>Attributes of Toys</i>, Pages 1-4 (10 minutes) B. Engaging the Learner: Attributes Game and Charts (15 minutes) C. Developing Language: Exploring and Describing Toys (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe the attributes of a toy by telling about its color and size (SL.K.1, SL.K.4, L.K.1, L.K.1.F). 	<ul style="list-style-type: none"> • Naming color and size words • Describing toys using physical attributes (color, shape, size, texture) 	<ul style="list-style-type: none"> • Color Words anchor chart • Size Words anchor chart
<p>Lesson 3</p> <p>RI.K.4, SL.K.1, SL.K.4, L.K.1, L.K.1f</p> <p>TN Standards</p> <p>K.RI.CS.4, K.SL.CC.1, K.FL.SC.6, K.FL.SC.6g</p>	<p>Reading and Discussion: Describing the Shape and Texture of Toys</p> <p>1. Opening A. Engaging the Reader: <i>Toy Riddles</i>, Pages 7-10 (5 minutes)</p> <p>2. Work Time A. Reading Aloud: <i>Attributes of Toys</i>, Pages 5-9 (10 minutes) B. Engaging the Learner: Attributes Game and Charts (15 minutes) C. Developing Language: Exploring and Describing Toys (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe the attributes of a toy by telling about its shape and texture (SL.K.1, SL.K.4, L.K.1, L.K.1f). 	<ul style="list-style-type: none"> • Naming shape and texture words • Describing toys using physical attributes (color, shape, size, texture) 	<ul style="list-style-type: none"> • Shape Words anchor chart • Texture Words anchor chart
<p>Lesson 4</p> <p>SL.K.1, SL.K.4, L.K.5, L.K.5a,</p>	<p>Speaking and Listening: Describing and Sorting Toys</p> <p>1. Opening</p>	<ul style="list-style-type: none"> • I can describe a toy by telling about its color, size, shape, and texture. (SL.K.1, SL.K.4, L.K.5c) 	<ul style="list-style-type: none"> • Describing toys using physical attributes (color, shape, size, texture) 	<ul style="list-style-type: none"> • Back-to-Back and Face-to-Face anchor chart • Color Words anchor chart • Size Words anchor chart

<p>L.K.5c</p> <p>TN Standards</p> <p>K.SL.CC.1, K.SL.PK1.4, K.FL.VA.7b, K.FL.VA.7bi, K.FL.VA.7biii,</p>	<p>A. Engaging the Reader: <i>Toy Riddles</i>, Pages 11-14 (5 minutes)</p> <p>2. Work Time</p> <p>A. Shared Writing: Writing a Toy Riddle (10 minutes)</p> <p>B. Engaging the Learner: Attributes I Spy Game (15 minutes)</p> <p>C. Developing Language: Sorting Toys (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Back-to-Back and Face-to-Face: Sharing About Sorting (10 minutes)</p>	<ul style="list-style-type: none"> • I can sort toys into groups by the same attribute (L.K.5a) 		<ul style="list-style-type: none"> • Shape Words anchor chart • Texture Words anchor chart • Back-to-Back and Face-to-Face protocol
<p>Lesson 5</p> <p>SL.K.1, L.K.1, L.K.1f</p> <p>TN Standards</p> <p>K.SL.CC.1, K.FL.SC.6, K.FL.SC.6g</p>	<p>Speaking and Listening: Toy Preferences</p> <p>1. Opening</p> <p>A. Engaging the Learner: Toys in Our Class Song (10 minutes)</p> <p>2. Work Time</p> <p>A. Reading Aloud: <i>Toys Galore</i> (15 minutes)</p> <p>B. Building Vocabulary: Would You Prefer? (10 minutes)</p> <p>C. Structured Discussion: Toy Preferences (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Drawing and Writing: My Preferred Toy (10 minutes)</p>	<ul style="list-style-type: none"> • I can participate in conversations with my classmates about the toys we prefer. (SL.K.1, L.K.1f) 	<ul style="list-style-type: none"> • Observe students using sentence frames to describe toy preferences • Drawing and labeling a preferred classroom toy 	<ul style="list-style-type: none"> • Think-Pair-Share anchor chart • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart • Discussion Norms anchor chart • Conversation Partners chart • Think-Pair-Share protocol

<p>Lesson 6</p> <p>RI.K.1, RI.K.4, W.K.2, L.K.5c, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, R.RI.CS.4, KW.TTP.2, K.FL.VA.7biii, K.FL.VA.7c</p>	<p>Writing and Drawing: Describing Classroom Toys</p> <p>1. Opening A. Engaging the Learner: Would You Prefer? (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>Toys Galore</i>, Pages 1-11 (15 minutes) B. Modeling: Examining and Drawing Toys (10 minutes) C. Independent Practice: Examining and Drawing Toys (20 minutes)</p> <p>3. Closing and Assessment A. Think-Pair-Share: Sharing Drawings (10 minutes)</p>	<ul style="list-style-type: none"> • I can use details from the text to describe the ways we can play with toys. (RI.K.1, RI.K.4) • I can use pictures and words to describe a classroom toy. (W.K.2, L.K.5c, L.K.6) 	<ul style="list-style-type: none"> • Describing toys using physical attributes and verbs to describe ways to play with toys • Drawing and labeling a classroom toy 	<ul style="list-style-type: none"> • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart • Classroom Toys chart • Think-Pair-Share protocol
<p>Lesson 7</p> <p>RI.K.1, RI.K.4, W.K.2, L.K.5c, L.K.6</p> <p><u>TN Standards</u></p> <p>K.RI.KID.1, K.RI.CS.4, K.W.TTP.2, K.FL.VA.7biii, K.FL.VA.7c</p>	<p>Reading Informational Text and Writing and Drawing: Describing Classroom Toys</p> <p>1. Opening A. Engaging the Learner: Would You Prefer? (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>Toys Galore</i>, Pages 12-23 (15 minutes) B. Modeling: Examining and Drawing Toys (10 minutes) C. Independent Practice: Examining and Drawing Toys (20 minutes)</p> <p>3. Closing and Assessment A. Back-to-Back and Face-to-Face: Sharing Drawings (10 minutes)</p>	<ul style="list-style-type: none"> • I can use details from the text to describe the ways we can play with toys. (RI.K.1, RI.K.4) • I can use pictures and words to describe a classroom toy. (W.K.2, L.K.5c, L.K.6) 	<ul style="list-style-type: none"> • Describing toys using physical attributes and verbs to describe ways to play with toys • Drawing and labeling a classroom toy 	<ul style="list-style-type: none"> • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart • Back-to-Back and Face-to-Face anchor chart • Back-to-Back and Face-to-Face protocol

<p>Lesson 8</p> <p>RI.K.1, RI.K.4, SL.K.1, L.K.1, L.K.1f, L.K.6</p> <p>TN Standards</p> <p>K.RI.KID.1, K.RI.CS.4, K.SL.CC.1, K.FL.SC.6, K.FL.SC.6g, K.FL.VA.7c</p>	<p>Speaking and Listening: Discussing Toy Preferences</p> <p>1. Opening A. Engaging the Learner: "Toys in Our Class" Song (5 minutes)</p> <p>2. Work Time A. Focused Read-aloud: <i>Toys Galore</i>, Pages 24-30 (15 minutes) B. Modeling: Discussing Toy Preferences (10 minutes) C. Structured Play and Discussion: Discussing Toy Preferences (20 minutes)</p> <p>3. Closing and Assessment A. Sharing Toy Preferences (10 minutes)</p>	<ul style="list-style-type: none"> • I can use details from the text to describe the ways we can play with toys. (RI.K.1, RI.K.4) • I can participate in conversations with my classmates about the toys we prefer. (SL.K.1, L.K.1.F, L.K.6) 	<ul style="list-style-type: none"> • Observe students using sentence frames to discuss toy preferences • Describing toys using physical attributes and verbs to describe ways to play with toys 	<ul style="list-style-type: none"> • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart
<p>Lesson 9</p> <p>W.K.1, L.K.6, SL.K.1</p> <p>TN Standards</p> <p>K.W.TTP.1, K.RL.KID.1, K.SL.CC.1</p>	<p>Unit 2 Assessment, Part I: Selecting, Writing and Talking About Our Classroom Toy Preferences</p> <p>1. Opening A. Engaging the Learner: "Toys in Our Class" Song (10 minutes)</p> <p>2. Work Time A. Unit 2 Assessment, Part I: Selecting, Writing and Talking about the Classroom Toy I Prefer (25 minutes) A. Shared Writing: Letter Back to the Principal (15 minutes)</p> <p>3. Closing and Assessment Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can write about the classroom toy I prefer. (W.K.1, L.K.6) • I can participate in conversations with my classmates about the classroom toy I prefer. (SL.K.1) 	<ul style="list-style-type: none"> • Unit 2 Assessment, Part I recording forms • Observe students following discussion norms during Back-to-Back and Face-to-Face protocol 	<ul style="list-style-type: none"> • Discussion Norms anchor chart • Back-to-Back and Face-to-Face anchor chart • Back-to-Back and Face-to-Face protocol

<p>Lesson 10</p> <p>W.K.1, L.K.5c, L.K.6, SL.K.1</p> <p><u>TN Standards</u></p> <p>K.W.TTP.1, K.FL.VA.7b, K.FL.VA.7c, K.SL.CC.1</p>	<p>Unit 2 Assessment, Part II: Writing about the Classroom Toys We Prefer</p> <p>1. Opening A. Engaging the Learner: "Toys in Our Class" song (5 minutes)</p> <p>2. Work Time A. Unit 2 Assessment, Part II: Writing about the Classroom Toys We Prefer (30 minutes) B. Structured Discussion: Sharing the Classroom Toys We Prefer (15 minutes)</p> <p>3. Closing and Assessment A. Choral Reading: Letter Back to the Principal (5 minutes) B. Building Vocabulary: "Toys in our Class" Song (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe the classroom toy I prefer using pictures and words. (W.K.1, L.K.5c, L.K.6) • I can participate in conversations with my classmates about the classroom toy I prefer. (SL.K.1) 	<ul style="list-style-type: none"> • Unit 2 Assessment, Part II recording forms • Observe students following discussion norms during Back-to-Back and Face-to-Face protocol 	<ul style="list-style-type: none"> • Color Words anchor chart • Size Words anchor chart • Shape Words anchor chart • Texture Words anchor chart • Discussion Norms anchor chart • Back-to-Back and Face-to-Face anchor chart • Back-to-Back and Face-to-Face protocol
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Kindergarten Module 1: Toys and Play Unit 3: Curriculum Guidance

Habits of Character: Work to Become Ethical People Social-Emotional Learning Focus

In this module, students work to become ethical people by treating others well. Throughout Unit 3, students continue to practice respectful behavior as they engage in conversations and play experiences with peers and practice caring for one another and classroom materials.

Unit Assessment: Speaking and Listening: Interviewing a Classmate about a Favorite Classroom Toy

This assessment centers on CCSS ELA W.K.8 and SL.K.3. For this assessment, students interview a classmate, asking questions such as: “Which of these classroom toys do you prefer?” and “How do you like to play with that toy?” They then use this information to complete their performance task, writing and drawing about their classmate’s preferred toy. These partner interviews will take place in small groups during Lessons 9 and 10 of the unit.

Assessment Checklists: Throughout this unit, teachers use the Speaking and Listening to gather data on students’ progress with **SL.K.1, SL.K.3**.

Required Unit Trade Book(s): *Have Fun Molly Lou Melon and Playing with Friends*

Suggested Pacing: This unit is approximately 3 weeks or 13 sessions of instruction

Lesson and CCSS/TN	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1</p> <p>RL.K.1, RL.K.3, L.K.1, L.K.1d, L.K.5, L.K.5a</p> <p>TN Standards K.RL.KID.1, K.RL.KID.3,</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 1 and Sorting Photos</p> <p>1. Opening A. Reading Aloud: Letter from the Principal (10 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 1: <i>Have Fun, Molly Lou Melon</i> (20 minutes) B. Noticing and Wondering: Sorting Photos of Toys (20 minutes)</p> <p>3. Closing and Assessment A. Establishing Discussion Norms: Ways We Ask Others Questions anchor chart (10 minutes)</p>	<ul style="list-style-type: none"> I can identify the characters and setting in a story that is read to me. (RL.K.1, RL.K.3) I can sort toys into groups of toys now and toys long ago. (L.K.5a) 	<ul style="list-style-type: none"> RL Formative Assessment Sheet to track students’ progress toward the RL standards Listen to students discuss the main characters and setting of the text Listen for students to explain how they are making groups as they sort the photos 	<ul style="list-style-type: none"> Ways We Ask Others Questions anchor chart Conversation Partner chart Grandma Teaches Molly Lou anchor chart

<p>Lesson 2</p> <p>RL.K.1, RL.K.4, RL.K.7, SL.K.3, SL.K.4, L.K.1, L.K.1d, L.K.1f</p> <p>TN Standards</p> <p>K.RL.KID.1, K.RL.CS.4, K.RL.IKI.7, K.SL.CC.3, K.SL.PKI.4, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 2 and Exploring Photos</p> <p>1. Opening A. Song and Movement: "Toys from Long Ago" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 2: <i>Have Fun, Molly Lou Melon</i>, Pages 1–8 (20 minutes) B. Noticing and Wondering: Toys Long Ago Guessing Game (20 minutes) C. Reading Aloud: <i>Playing with Friends</i> (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe what Grandma teaches Molly Lou about toys using details in the text. (RL.K.1, RL.K.4, RL.K.7) • I can ask a question to learn about my classmate. (SL.K.3, L.K.1.d) 	<ul style="list-style-type: none"> • RL Formative Assessment Sheet to track students' progress toward the RL standards • Listen for students to describe what Grandma teaches Molly Lou • Listen for students to use the guessing game sentence frame to name and describe photos of toys from long ago • Monitor students as they ask a question and listen to their partner's response. 	<ul style="list-style-type: none"> • Ways We Ask Others Questions anchor chart • Conversation Partner chart • Grandma Teaches Molly Lou anchor chart • Shape Words anchor chart
<p>Lesson 3</p> <p>RL.K.1, RL.K.7, SL.K.3, L.K.1, L.K.1d, L.K.1f</p> <p>TN Standards</p> <p>K.RL.KID.1, K.RL.IKI.7, K.SL.CC.3, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 3 and Play and Exploration</p> <p>1. Opening A. Song and Movement: "Toys from Long Ago" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 3: <i>Have Fun, Molly Lou Melon</i>, Pages 9–14 (20 minutes) B. Play and Exploration: Hot and Cold Game (20 minutes) C. Reading Aloud: <i>Playing with Friends</i> (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe what Grandma teaches Molly Lou using details in the text. (RL.K.1, RL.K.4, RL.K.7) • I can ask questions to learn about my classmates. (SL.K.3, L.K.1.d, L.K.1.f) 	<ul style="list-style-type: none"> • RL Formative Assessment Sheet to track students' progress toward the RL standards • Listen for students to describe what Grandma teaches Molly Lou • Monitor students as they ask a question and listen to their partner's response. 	<ul style="list-style-type: none"> • Ways We Ask Others Questions anchor chart • Conversation Partner chart • Grandma Teaches Molly Lou anchor chart • Commitments for Playing Together anchor chart • Ways We Ask Others Questions anchor chart
<p>Lesson 4</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 4 and</p>	<ul style="list-style-type: none"> • I can describe the toys that Gertie and Molly Lou prefer using 	<ul style="list-style-type: none"> • RL Formative Assessment Sheet to track students' progress 	<ul style="list-style-type: none"> • Toys Molly Lou and Gertie Prefer anchor chart

<p>RL.K.1, RL.K.4, RL.K.7, SL.K.3, L.K.1, L.K.1d, L.K.1f, L.K.5, L.K.5b</p> <p>TN Standards</p> <p>K.RL.KID.1, K.RL.CS.4, K.RI.IKI.7, K.SL.CC.3, K.FL.SC.6, K.fL.SC.6e, K.FL.SC.6g, K.FL.VA.7b, K.FL.VA.7bii</p>	<p>Play and Exploration</p> <p>1. Opening A. Song and Movement: "Toys from Long Ago" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 4: <i>Have Fun, Molly Lou Melon</i>, Pages 15–20 (20 minutes) B. Play and Exploration: Drop the Handkerchief Game (20 minutes) C. Reading Aloud: <i>Playing with Friends</i> (10 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<p>details in the text. (RL.K.1, RL.K.4, RL.K.7)</p> <ul style="list-style-type: none"> I can ask questions to learn about my classmates. (SL.K.3, L.K.1.d, L.K.1.f, LK.5.b) 	<p>toward the RL standards</p> <ul style="list-style-type: none"> Listen for students to describe the toys Molly Lou and Gertie prefer Monitor students as they ask a question and listen to their partner's response. 	<ul style="list-style-type: none"> Ways We Ask Others Questions anchor chart Commitments for Playing Together anchor chart
<p>Lesson 5</p> <p>RL.K.1, RL.K.7, W.K.2, SL.K.3, SL.K.4, L.K.1, L.K.1d, L.K.1f</p> <p>TN Standards</p> <p>K.RL.KID.1, K.RL.IKI.7, K.W.TTP.2, K.SL.CC.3, K.SL.PKI.4, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 5 and Drawing and Writing</p> <p>1. Opening A. Poem and Movement: "Jack-in-the-Box" Poem (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 5: <i>Have Fun, Molly Lou Melon</i>, Pages 21–24 (20 minutes) B. Drawing and Writing: Imagining a New Toy (20 minutes)</p> <p>3. Closing and Assessment A. Sharing and Learning: Toy Drawings (10 minutes)</p>	<ul style="list-style-type: none"> I can describe the toys that Gertie and Molly Lou prefer using details in the text. (RL.K.1, RL.K.7) I can draw a new toy using pictures and words. (W.K.2) I can ask questions to learn about my classmates. (SL.K.3, SL.K.4, L.K.1.d, L.K.1.f) 	<ul style="list-style-type: none"> RL Formative Assessment Sheet to track students' progress toward the RL standards Listen for students to describe the toys Molly Lou and Gertie prefer Observe students' writing and drawing. Listen as students ask a partner a question about their drawing of a toy. 	<ul style="list-style-type: none"> Toys Molly Lou and Gertie Prefer anchor chart Color Words anchor chart Conversation Partner chart Size Words anchor chart Shape Words anchor chart Texture Words anchor chart Ways We Ask Others Questions anchor chart
<p>Lesson 6</p> <p>RL.K.1, RL.K.4, RL.K.7,</p>	<p>Reading, Speaking, and Listening: Close Read- aloud Session 6 and Developing Language</p>	<ul style="list-style-type: none"> I can describe how Gertie's toy preferences changed using details in the text. (RL.K.1, RL.K.4, RL.K.7) 	<ul style="list-style-type: none"> RL Formative Assessment Sheet to track students' progress toward the RL standards Listen for students to describe 	<ul style="list-style-type: none"> Toys Molly Lou and Gertie Prefer anchor chart Ways We Ask Others Questions anchor chart

<p>SL.K.3, SL.K.4, L.K.1, L.K.1d, L.K.1f</p> <p>TN Standards</p> <p>K.RL.KID.1, K.RL.CS.4, K.RL.IKI.7, K.SL.CC.3, K.SLPKI.4, K.FL.SC.6, K.FL.SC.6e, K.FL.SC.6g</p>	<p>1. Opening A. Poem and Movement: "Little Ball" Poem (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 6: <i>Have Fun, Molly Lou Melon</i>, Pages 25–29 (20 minutes) B. Developing Language: Creating a New Toy (30 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can create a toy using my drawing. (W.K.2) • I can ask questions to learn about my classmates. (SL.K.3, SL.K.4, L.K.1.d, L.K.1.f) 	<p>how Gertie's toy preferences have changed</p> <ul style="list-style-type: none"> • Observe as students create their toy • Listen for students to ask and answer questions about the toy creations 	<ul style="list-style-type: none"> • Conversation Partner chart
<p>Lesson 7</p> <p>RL.K.1, RL.K.7, SL.K.3, L.K.1, L.K.1d</p> <p>TN Standards</p> <p>K.RL.KID.1, K.RI.IKI.7, K.SL.CC.3, K.FL.SC.6, K.FL.SC.6e</p>	<p>Reading, Speaking, and Listening: Close Read-aloud Session 7</p> <p>1. Opening A. Song and Movement: "My Favorite Toys" Song (5 minutes)</p> <p>2. Work Time A. Close Read-aloud Session 7: <i>Have Fun, Molly Lou Melon</i> (20 minutes) B. Culminating Task: Sharing Ideas about Gertie (10 minutes) C. Structured Discussion: Learning about Classmates' Toy Creations (15 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can use details from the text to describe how Gertie's toy preferences change. (RL.K.1, RL.K.7) • I can ask questions to learn about my classmates' toy creations. (SL.K.3, L.K.1d) 	<ul style="list-style-type: none"> • Student response sheets for the culminating task • Speaking and Listening Checklist 	<ul style="list-style-type: none"> • Discussion Norms anchor chart • Ways We Ask Others Questions anchor chart • Conversation Partner chart
<p>Lesson 8</p> <p>SL.K.3, L.K.1, L.K.1d</p>	<p>Speaking and Listening: Learning about Others' Toy Preferences</p> <p>1. Opening A. Song and Movement: "My Favorite Toys" Song (5</p>	<ul style="list-style-type: none"> • I can ask questions to learn about the toys my classmates prefer. (SL.K.3, L.K.1.D) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist • Listen as pairs practice interviewing each other 	<ul style="list-style-type: none"> • Ways We Ask Others Questions anchor chart • Conversation Partner chart

<p>TN Standards</p> <p>K.SL.CC.3, K.FL.SC.6, K.FL.SC.6e</p>	<p>minutes)</p> <p>2. Work Time</p> <p>A. Modeling: Asking Others Questions (15 minutes)</p> <p>B. Speaking and Listening: Whole Class Interview Practice (15 minutes)</p> <p>C. Speaking and Listening: Peer Interview Practice (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (5 minutes)</p>			
<p>Lesson 9</p> <p>W.K.8, SL.K.3, L.K.1, L.K.1d</p> <p>TN Standards</p> <p>K.W.RBPK.8, K.SL.CC.3, K.FL.SC.6, K.FL.SC.6e</p>	<p>Unit 3 Assessment, Part I: Interviewing a Classmate</p> <p>1. Opening</p> <p>A. Song and Movement: “My Favorite Toys” Song (5 minutes)</p> <p>B. Engaging the Learner: Introducing the Assessment (5 minutes)</p> <p>2. Work Time</p> <p>A. Unit 3 Assessment, Part I with Group A: Interviewing a Classmate (20 minutes)</p> <p>B. Unit 3 Assessment, Part I with Group B: Interviewing a Classmate (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can ask questions to learn about the toys my classmates prefer. (W.K.8, SL.K.3, L.K.1d) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist to use as students interview each other 	
<p>Lesson 10</p> <p>W.K.8, SL.K.3, L.K.1, L.K.1d</p> <p>TN Standards</p> <p>K.W.RBPK.8, K.SL.CC.3, K.FL.SC.6, K.FL.SC.6e</p>	<p>Unit 3 Assessment, Part II: Interviewing a Classmate</p> <p>1. Opening</p> <p>A. Song and Movement: “My Favorite Toys” Song (5 minutes)</p> <p>2. Work Time</p> <p>A. Unit 3 Assessment, Part II with Group A: Interviewing a Classmate (20 minutes)</p> <p>B. Unit 3 Assessment, Part II with Group B: Interviewing a</p>	<ul style="list-style-type: none"> • I can ask questions to learn about my classmates’ toy preferences. (W.K.8, SL.K.3, L.K.1d) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist for use as students interview each other 	

	<p>Classmate (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (15 minutes)</p>			
<p>Lesson 11</p> <p>W.K.2, W.K.8, L.K.2, L.K.2c, L.K.2d</p> <p><u>TN Standards</u></p> <p>K.W.TTP.2, K.W.RBPK.8, K.FL.SC.6, K.FL.WC.4b, K.FL.WC.4d</p>	<p>Performance Task – Informational Writing: Describing a Classmate’s Toy Preferences</p> <p>1. Opening A. Song and Movement: “Little Ball” Song (5 minutes)</p> <p>2. Work Time A. Drawing and Writing: Describing a Classmate’s Toy Preference (20 minutes) B. Independent Writing: Describing a Classmate’s Toy Preference (30 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p>	<ul style="list-style-type: none"> • I can describe the toy my classmate prefers using pictures and words. (W.K.2, W.K.8, L.K.2c, L.K.2d) 	<ul style="list-style-type: none"> • Observe students’ writing and note progress toward the writing and language standards of this lesson 	<ul style="list-style-type: none"> • Color Words anchor chart • Shape Words anchor chart • Size Words anchor chart • Texture Words anchor chart • Classroom Toys anchor chart
<p>Lesson 12</p> <p>W.K.2, W.K.8, SL.K.6, L.K.2, L.K.2c, L.K.2d</p> <p><u>TN Standards</u></p> <p>K.W.TTP.2, K.W.RBPK.8, K.SL.PKI.6, K.FL.SC.6, K.FL.SC.6h, K.FL.WC.4d</p>	<p>Performance Task – Informational Writing: Describing a Classmate’s Toy Preferences</p> <p>1. Opening A. Song and Movement: The “Little Ball” Song (5 minutes)</p> <p>2. Work Time A. Drawing and Writing: Describing How a Classmate Plays (15 minutes) B. Independent Writing: Describing How a Classmate Plays (15 minutes) C. Speaking and Listening: Sharing Our Work (15 minutes)</p> <p>3. Closing and Assessment A. Shared Writing: A Letter Back to the Principal (10 minutes)</p>	<ul style="list-style-type: none"> • I can describe the toy my classmate prefers using pictures and words. (W.K.2, W.K.8, L.K.2c, L.K.2d) • I can share my writing using a strong and clear voice. (SL.K.6) 	<ul style="list-style-type: none"> • Observe students’ writing • Speaking and Listening Checklist for use as students practice sharing their writing 	<ul style="list-style-type: none"> • Color Words anchor chart • Texture Words anchor chart • Shape Words anchor chart • Size Words anchor chart • Classroom Toys anchor chart • Ways We Share Our Work anchor chart • Conversation Partner chart

<p>Lesson 13</p> <p>SL.K.6, L.K.6</p> <p><u>TN Standards</u></p> <p>K.SL.PK1.6, K.FL.VA.7c</p>	<p>Speaking and Listening: Sharing and Celebrating Our Classmates' Toy preferences</p> <p>1. Opening A. Song and Movement: Singing Songs about Toys (10 minutes)</p> <p>2. Work Time A. Choral Reading: Letter Back to the Principal (5 minutes) B. Speaking and Listening: Sharing and Celebrating Our Writing (15 minutes) C. Developing Language: Teaching Others about Playing with Our Classroom Toys (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> • I can share my writing using a strong and clear voice. (SL.K.6, L.K.6) 	<ul style="list-style-type: none"> • Speaking and Listening Checklist • Listen for students making progress toward SL.K.6 as they present their writing and answer visitors' questions • Students' reflection forms from the Closing and Assessment 	<ul style="list-style-type: none"> • Ways We Share Our Work anchor chart
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*To peruse the details of this module and other Kindergarten modules access the following web address- <http://curriculum.education.org/curriculum/ela/grade-K/>