

MStM Reading/Language Arts Curriculum Lesson Plan Template

Grade Level: Kindergarten

Teacher: Mrs. Henson & Mrs. Webster

Reading/Language Arts Standard/Benchmark:

Standard 1: Students will use multiple strategies to read a variety of texts.

A. Identify the characteristics of a variety of literary forms of genres.

Grade Level Objective:

1.A.K.1: Use a variety of skills to distinguish nonfiction from fiction text.

Instructional Strategies:

Students will read a sampling from each genre area, a non fiction text and a fiction text. “Animals in the Park” from Week 1, Day 1 (p.S7) read aloud story and talk about the pictures and the make believe aspect of the story. Make a list of what makes the story make believe or non fiction. Introduce the vocabulary “non-fiction”. Read aloud “Signs in the Park” from Week 1, Day 3 (S19) and compare to “Animals in the Park.” Make a list of the characteristics of non-fiction and fiction texts. Use these indicators to help distinguish non-fiction and fiction texts as you continue reading stories whole group and small group.

Assessment: Ongoing assessment and through discussion in small group guided reading groups.

Instructional Timeline:

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Standard 1: Students will use multiple strategies to read a variety of texts.

B. Identify similarities and differences in terms of setting character, events, recurring themes.

Grade Level Objective:

1.B.K.1: Identify the characters, setting, problem and solution of a story.

Instructional Strategies:

Read aloud “The Picnic at Apple Park.” (p.99) Preview and predict after displaying the cover. Discuss who the story might be about by looking at the cover, introduce the vocabulary “character, setting, problem and solution” relating the words to a situation or story they are already familiar with, such as the character in our story last week was duck. This story has Joe and Jack as characters. Do this for each new vocabulary word. Then read aloud “The Picnic at Apple Park” and identify the characters, setting, problem and solution. Make a list and follow up with similar activities with different read alouds.

Assessment: Ongoing assessment and through discussion in both whole and small group guided reading groups.

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Standard 1: Students will use multiple strategies to read a variety of texts.

D. Summarize, paraphrase and sequence text to identify main idea and details.

Grade Level Objective:

1.D.K.1: Answer questions about essential elements of a text.

Instructional Strategies:

Use story puppets along with the book to read aloud “Little Red Hen” read a variety of versions of the story over a few days. Have discussions about main characters, setting, problem, and solution while comparing the different versions of the story. Decide on the parts of the story that fit in categories of “beginning, middle, and end.” Make a list on the board and add parts as discussion continues. To end the lesson have students create puppets of their own for each main character and present a retelling of “Little Red Hen” in small groups for the class.

Assessment: Ongoing assessment and through discussion in both whole and small group guided reading groups. Along with accurate completion of the retelling of “Little Red Hen” in small group.

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Reading/Language Arts Standard/Benchmark:

Standard 1: Students will use multiple strategies to read a variety of texts.

F. Apply prior knowledge and relate it to new text.

Grade Level Objective:

1.F.K.1: Connect life experiences to the information in the text. (MCGF)

Instructional Strategies:

Read aloud “I Measure Myself” from the Big Book of Explorations (p.S43). Encourage children to talk about what they liked about the poem. Make observations from the picture, “What body parts did the person who wrote the poem measure?” “Why is it a good thing to be growing?” Have students illustrate a personal experience in response to text. Ask the students if they have memories of growing or being measured. Extend the lesson by having students in partner pairs measure their selves head to toe with classroom objects as measuring units.

Assessment: Have students illustrate a time when they were little or a time they remember being measured above a sentence page that reads, “I am growing.”

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MStM Reading/Language Arts Curriculum Lesson Plan Template

Grade Level: Kindergarten

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Reading/Language Arts Standard/Benchmark:

Standard 2: Students will read for fluency, comprehension and purpose in content areas.

B. Demonstrate consistently pre-reading skills of previewing text, establishing a purpose for reading and making simple predictions.

Grade Level Objective:

2.B.K.1: Identify author, illustrator, cover. (C)

2.B.K.2: Predict what comes next.

2.B.K.3: Identify and explain that print is a source of information and enjoyment.

Instructional Strategies:

Show students the book “I am Picking Apples” (p.220) from on level options for guided reading. Let students look at the cover to predict what the story will be about. Introduce the vocabulary, “author” as the person who wrote the story and relate that to the students as authors of classroom books. Introduce vocabulary, “illustrator” as the person who drew the pictures of the story. Tell the students that they can figure a lot about the story by looking at the cover of the book. Start reading the story and stop to check for understanding and to predict what comes next in the story. At the end of reading the story discuss how the story gave us information.

Assessment: Running records, and listening to students read and respond in guided reading groups.

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Grade Level: Kindergarten

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Reading/Language Arts Standard/Benchmark:

Standard 2: Students will read for fluency, comprehension and purpose in content areas.

C. Decode words.

Grade Level Objective:

2.C.K.1: Identify letters matched to a sound.

2.C.K.2: Blend letter sounds in one-syllable words.

2.C.K.3: Use basic word analysis strategies.

Instructional Strategies:

Introduce high frequency word “can” (p.S33) to students with word card. Display the card and read the word. Point to each letter in the word and have children say the letter name with you. Then have children say the word. Display “Sing, Talk, Rhyme” Chart 5. And have students raise their hand or point to the word “can” when they see or hear it in the poem. Identify the letter sounds in the word and put them together to spell can whole group. Extend the activity with rhymes. Show how students can change the first letter of the word to make a new word with the same ending sound.

Assessment: Participation in morning letter sound stretches and participation in discussion of high frequency cards. Sight word drills will also be an assessment of this skill.

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Reading/Language Arts Standard/Benchmark:

Standard 2: Students will read for fluency, comprehension and purpose in content areas.

E. Determine meaning of unknown words.

Grade Level Objective:

2.E.K.1: Apply new vocabulary through stories and instruction.

Instructional Strategies:

Introduce the oral vocabulary story “The Rabbit and the Coyote” using Card 1 and read the title aloud. (p.117) Ask children to tell what they think is happening in the picture. Read the story on the back of the cards. You may wish to check the children’s understanding using the Activate Background Knowledge, Compose Sentences and Discuss Prompts. Pause at each oral vocabulary word and read the definition. See the routines listed on (p.117) to give examples of the vocabulary word used in sentences.

Assessment: Completed Post and Tally charts whole group.

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Reading/Language Arts Standard/Benchmark:

Standard 2: Students will read for fluency, comprehension and purpose in content areas.

F. Demonstrate competence in vocabulary usage and word recognition.

Grade Level Objective:

2.F.K.1 Use a variety of strategies to develop and expand vocabulary.

Instructional Strategies:

Introduce a new word each day to sound out, spell and read. Give pictures to go along with the word. Model it in a sentence and have other students give examples of it in a sentence. Make a list of rhyming words that go with that new vocabulary word. Write the word on the board and keep a tally of how often the word is used in oral language.

Assessment: Completed Post and Tally charts whole group.

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Reading/Language Arts Standard/Benchmark:

Standard 2: Students will read for fluency, comprehension and purpose in content areas.

G. Consistently confirm and revise simple predictions about text.

Grade Level Objective:

2.G.K.1: Answer questions regarding text.

Instructional Strategies:

Complete a think aloud activity on the second reading of a big book. Stop on each page and say aloud what you are thinking. Model the type of thinking you are doing, what you are noticing, how you are connecting it to previous stories you have read. Next ask the students questions about the story and have them make inferences and predictions. Make sure to continue to follow up to check for understanding and revising predictions as you continue reading. See an example activity with big book “The Picnic at Apple Park” (p.106).

Assessment: Teacher Observation and activities completed in guided reading groups.

Instructional Timeline:

MStM Reading/Language Arts Curriculum Lesson Plan Template

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Reading/Language Arts Standard/Benchmark:

Standard 3: Students will demonstrate knowledge of process, audience, purpose and format in written work.

A. Draft, revise, edit, and publish a written composition conveying intended purpose.

Grade Level Objective:

3.A.K.1: Create a class book. (C)

Instructional Strategies:

Read “The Important Book” and list the things that were talked about in the book. Then go back and recall the important thing about each object. Next display a sample class book page made with the teacher as the subject. Give students time to brainstorm their own ideas about what is important about them. Share some examples and then let students start writing on their own class book page. Help students complete their page and edit as needed then bind into a class book which can be viewed during free reading time.

Assessment: A completed page from each student. The final published product.

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Reading/Language Arts Standard/Benchmark:

Standard 3: Students will demonstrate knowledge of process, audience, purpose and format in written work.

A. Draft, revise, edit, and publish a written composition conveying intended purpose.

Grade Level Objective:

3.A.K.2: Be able to write 26 upper and lower case letters.

Instructional Strategies:

Using daily handwriting practice pages to complete as a class as well as silly sentence activities using “who, what, where” picture cards as story starters. Each is given a half page of writing lines with expectations to write a complete sentence using the writing lines to form the letters correctly. Other practices include writing letters with their fingers in shaving cream on their desks, using pipe cleaners to form letters, writing in sand with sticks to get familiar with letter formation, and much more.

Assessment: Writing samples of letter formation completed in area where example letters are not shown. Report card assessments.

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Reading/Language Arts Standard/Benchmark:

Standard 3: Students will demonstrate knowledge of process, audience, purpose and format in written work.

A. Draft, revise, edit, and publish a written composition conveying intended purpose.

Grade Level Objective:

3.A.K.3: Be able to spell or type one syllable decodable words and sight words that are grade appropriate (T).

Instructional Strategies:

Give students an incomplete sentence with a blank area for a CVC word. Let students finish or complete the sentence by using letter sounds to sound out a CVC word that makes sense in the sentence.

Take students to computer lab and open up a word processing program and let students type words as the teacher dictates CVC words or familiar sight words. Print off the student's work and let students read their completed lists to a partner.

Assessment: Typed sight word list completed by the student or student work samples from filling in sentences.

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Reading/Language Arts Standard/Benchmark:

Standard 4: Students will use correct grammar, mechanics, spelling and usage in written work.

A. Demonstrate the ability to use descriptive language.

Grade Level Objective:

4.A.K.1: Use writing as a tool for learning to communicate information and ideas.

Instructional Strategies:

Read aloud a poem or story about families, discuss differences and similarities in families within you classroom. Make a web or example of one person's family on the board and help students come up with labels for each member. Next give students time to work with a model in front of them to guide their instruction. (See writing workstation flip chart p.5) Have students label "My family" on the top of the page and draw the members of their families. Students then can label the people in their families and share their posters whole group.

Assessment: Finished poster completed with labels and shared with the class.

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Reading/Language Arts Standard/Benchmark:

Standard 4: Students will use correct grammar, mechanics, spelling and usage in written work.

A. Demonstrate the ability to use descriptive language.

Grade Level Objective:

4.A.K.2: Construct a sentence using a describing word.

Instructional Strategies:

Read aloud or have a student read a story about bugs. Or set a stuffed animal bug or plastic toy bug on the table where the writing center will be located. Instruct students to draw or construct with paper shapes their own unique bug. Next show students a finished product you have completed ahead of time. Ask students to model after your example. They must write a sentence describing their bug, such as "My bug is black with blue spots." Then have students read their finished product to a friend to insure their sentence makes sense.

Assessment: Modeled and shared writing, independent work that is turned in, and report card assessments.

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Reading/Language Arts Standard/Benchmark:

Standard 4: Students will use correct grammar, mechanics, spelling and usage in written work.

B. Use conventions of print in writing.

Grade Level Objective:

4.B.K.1: Write left to write.

Instructional Strategies:

Come up with five to seven high frequency words that could be put into a sentence. Display the words in random order and in random spots on the white board. Help students identify the words and read the words aloud. Give students sentence strips and ask students to take the vocabulary and sight words given on the board and write them into a sentence going from the left to the right on the sentence strip. Let students turn in their sentences for checking and then let them cut them apart and practice putting them together in a complete sentence.

Assessment: Modeled and shared writing, independent work that is turned in, and report card assessments.

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Reading/Language Arts Standard/Benchmark:

Standard 4: Students will use correct grammar, mechanics, spelling and usage in written work.

B. Use conventions of print in writing.

Grade Level Objective:

4.B.K.2: Print upper and lower case letters correctly.

Instructional Strategies:

Give students a letter of the day or letter of the table if using it at a writing center. Read the alpha-tales story that focuses on that letter. Display the letter card for the letter that gives the proper formation for both the capital and lower case version of that letter. Give students paper to draw an animal or object that starts with that letter. Have the students write on the given writing lines both the upper case and lower case of the letter to make their own version of the teacher's letter card. Have students keep their own finished letter cards for reference as they complete future independent work. (For example see Writing Workstation Flip Chart p.46)

Assessment: Completed checklists, checked student work, and report card one-on-one assessments.

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Reading/Language Arts Standard/Benchmark:

Standard 4: Students will use correct grammar, mechanics, spelling and usage in written work.

B. Use conventions of print in writing.

Grade Level Objective:

4.B.K.3: Use capital letters at the beginning of first and last names.

Instructional Strategies:

Read aloud, “Brown Bear, Brown Bear, What Do You See?” to the class in the whole group setting. Ask them to identify patterns they found in the book. Next pass name cards or picture cards prepared ahead of time of each student in the class, making sure students do not receive their own name or picture card. Give them a piece of paper with writing lines to be placed in a class book. Have students model after the story, “Carter, Carter, who do you see? I see _____ looking at me.” Make sure the students include first and last name of the student they are to be “seeing” like the bear in the story. Check for appropriate capital letters at the beginning of both their name and their partner’s name.

Assessment: Completed checklists, checked student work, and report card one-on-one assessments.

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Reading/Language Arts Standard/Benchmark:

Standard 4: Students will use correct grammar, mechanics, spelling and usage in written work.

B. Use conventions of print in writing.

Grade Level Objective:

4.B.K.4: Identify the uses of ending punctuation in print.

Instructional Strategies:

After introducing the appropriate usage of period, question mark, and exclamation mark, give each student three 4x6 cards to write a period, question mark, and exclamation mark on. Have students hold all three cards and listen to you read a sentence as you dictate it on the white board. Have students hold up the card they think is appropriate for the end of the given sentence. Let one student come up and write the appropriate punctuation on the board.

Assessment: Completed checklists, checked student work, and report card one-on-one assessments where students accurately identify punctuation.

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MStM Reading/Language Arts Curriculum Lesson Plan Template

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Reading/Language Arts Standard/Benchmark:

Standard 5: Students will consider purpose, audience, and roles in spoken communication.

A. Communicate ideas clearly.

Grade Level Objective:

5.A.K.1: Share information and ideas audibly.

5.A.K.2: Share information using complete sentences.

Instructional Strategies:

Have students bring in an object from home that starts with one of the letters we have talked about during the past week for Show and Tell Friday. Let students stand up and share their object and share information about the object they brought. Make sure the students talk loud enough for all students to hear them and speak clear enough for everyone to understand. Encourage students to use 'who, what, where' in their sentences when they are speaking about their object.

Assessment: Make a tally mark or complete checklist while students are sharing with the class to monitor their progress.

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Grade Level: Kindergarten

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Reading/Language Arts Standard/Benchmark:

Standard 5: Students will consider purpose, audience, and roles in spoken communication.

B. Use appropriate body language when speaking.

Grade Level Objective:

5.B.K.1: Sit quietly, look at speaker and/or attend to media.

Instructional Strategies:

Give students opportunity to practice expected behavior by learning cheers and chants. When students hear a chant they start in and do the said behaviors such as, “tootsie roll, lolly pop, we’ve been talking, now let’s stop!” Let students practice work voices, whisper voices and no voices with the given visual cues. Also have community guests come in to speak or read aloud stories to the class so students can practice sitting quietly with adults who are not their teacher.

Assessment: Report card social emotional chart and updates sent home.

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MStM Reading/Language Arts Curriculum Lesson Plan Template

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Reading/Language Arts Standard/Benchmark:

Standard 6: Students will use listening skills for interpretation, feedback, and analysis.

A. Participate in group discussions.

Grade Level Objective:

6.A.K.1: Demonstrate taking turns.

6.A.K.2: Stay on task.

6.A.K.3: Use appropriate voice level.

Instructional Strategies:

After reading “The Squeaky Old Bed” whole group aloud, review the stories characters and the main ideas and re-read the story. Break students into small groups to practice the story retail. Have students present their re-telling of “The Squeaky Old Bed” taking turns as the characters talk, staying focused on the task at hand, making sure they know the flow of the story and use an appropriate voice level to be heard while presenting. Students will practice staying on task, listening to the speaker and using no voices while other groups present.

Assessment: Observation and checklist made by the teacher during presentations and report card assessment on social emotional behavior.

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Reading/Language Arts Standard/Benchmark:

Standard 6: Students will use listening skills for interpretation, feedback, and analysis.

B. Use questions as a problem solving technique.

Grade Level Objective:

6.B.K.1: Respond to who, what, and where questions after listening to a text. (MCGF)

Instructional Strategies:

Read aloud to students, “Andre” a poem from Big Book of Explorations, Vol:1. (See p.46 in Unit 1 teacher book.) Display the poem “Andre” and have students identify sight words or high frequency words before reading the poem. Then read the poem aloud to the class and use a story cube or story wands to help students answer ‘who’ the poem was about, ‘what’ happened in the story to the character, ‘where’ the poem is taking place.

Assessment: Observation during whole group discussions, monitoring student response with checklists and one-on-one conversations in guided reading groups.

Instructional Timeline:

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Grade Level: Kindergarten

Teacher: Mrs. Henson & Mrs. Webster

Reading/Language Arts Standard/Benchmark:

Standard 6: Students will use listening skills for interpretation, feedback, and analysis.

B. Use questions as a problem solving technique.

Grade Level Objective:

6.B.K.2: Identify unfamiliar words and ask what they mean.

Instructional Strategies:

During guided reading small groups, give students a story without introducing them to unknown vocabulary words prior to reading. (See “I Am in My Attic” on pg. 232 Unit 1.) Have students whisper read the story to themselves at their own rate. After all students have had a chance to read the book at least once, ask the students to use their “spy eye” to point out words they were unfamiliar with. Once each child has found one word that gave them trouble, model a think aloud question on a word you ‘didn’t know.’ Let them use this time to ask questions about the meaning of their word. Encourage them to connect the word to other familiar words.

Assessment: Observation during whole group discussions, monitoring student response with checklists and one-on-one conversations in guided reading groups.

Instructional Timeline:

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Reading/Language Arts Standard/Benchmark:

Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying viewed media.

A. Interpret connections between viewed media and course content.

Grade Level Objective:

7.A.K.1: Compare and contrast viewed media and course content and use a range of strategies to interpret visual media.

Instructional Strategies:

Read aloud, “The Very Hungry Caterpillar,” or have students read the story independently in small groups. Then view the video, “The Very Hungry Caterpillar,” and complete a whole group Venn Diagram with pictures and labels. Have students share and help label things that were in the book, movie and both. What was missing from the book or the movie?

Assessment: Completed Venn Diagram, oral participation, and teacher observation.

Instructional Timeline:

MStM Reading/Language Arts Curriculum Lesson Plan Template

Grade Level: Kindergarten

Teacher: Mrs. Henson & Mrs. Webster

Reading/Language Arts Standard/Benchmark:

Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying viewed media.

B. Demonstrate his/her understanding of viewed media as a narrative form.

Grade Level Objective:

7.B.K.1: Describe how literary forms can be represented in visual narratives. (T)

Instructional Strategies:

Read aloud “Peter’s Chair,” and re-read in the small group form. (See p.174 Unit 1) Complete a Think Aloud whole group as the third time around with the story. Have students brainstorm what this book would be like if it were a movie or a play. How could you expand this character, how would they feel, what would they say, in other situations. Have students brainstorm some ideas of what the main character would say or do in a given situation.

Assessment: Teacher observation and checklist during whole group discussion.

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Reading/Language Arts Standard/Benchmark:

Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying viewed media.

C. Evaluate viewed media.

Grade Level Objective:

7.C.K.1: Identify effects of using media on society and culture.

Instructional Strategies:

Prior to the lesson tape record a few children's commercials from your local TV station. Let student's view the media in a whole group setting. Allow students to discuss after the commercials are finished and while they are talking make lists on the board of some of the phrases they use. Next gather the student's attention and have them read the phrases aloud that you have recorded on the board. What impression did the commercials have on you without knowing? How does media affect our so-called needs and wants? Continue brainstorming and discussing the effects of using media on society.

Assessment: Teacher observation and student participation during whole group discussion.

Instructional Timeline:

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Grade Level: Kindergarten

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Reading/Language Arts Standard/Benchmark:

Standard 8: Students will consider purpose, ethical concerns, and evaluate processes in research activities.

C. Uses multiple resources to find information for a research topic.

Grade Level Objective:

8.A.K.1: Identify that dictionaries and encyclopedias are used to gather data.

Instructional Strategies:

When introducing the various winter holidays celebrated around the world have students in small groups use dictionaries and encyclopedias to learn more about each holiday. Complete the first research together as a class, and use child encyclopedias for the students to look up each holiday. Make a list or present with a poster to the rest of the class as you celebrate each holiday as a class.

Assessment: Turned in posters and teacher observation during whole group class activities.

Instructional Timeline: