

Day # 41

Read Aloud Trade Book: Animal Babies in the Grassland

Subject: Language Arts/Adjectives for Colors

Grade: Kindergarten

Date:

Teachers: Bedard, Bellflower, Brooks, Chatman, Edmond, Overton, Sealy and Horton

Standard(s)

ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

ELACCKW7: Participate in shared research and writing projects.

ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

WIDA's ELP Standard 1: Social and Instructional Language.

WIDA's ELP Standard 2: The language of Language Arts.

Warm-up: Daily Fix It: The students will make corrections to the sentences using capitalization and ending the sentence with appropriate punctuation.(ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.)*pam lives in a Pretty pink house.* (Pam lives in a pretty pink house.)

Lesson Activities:

- The teacher will remind the children that describing words, or adjectives, tell about people, animals, places, and things. The teacher will say: The gray elephant ran. The teacher will ask: What color word was the elephant? The teacher will tell the children that gray is the describing word that tells about the elephant. The teacher will ask: What is the color word that describes grass? (*green*, Green is the adjective that describes grass. The grass is green.) The teacher will continue by asking: What color words would you use to describe zebra? (black and white) The teacher will give the students an opportunity to answer this question. The teacher will tell the children that gray, black, and white are all color words. Color words are describing words, or adjectives. The teacher will display Picture Cards alligator, duck, elephant, fox, frog, kangaroo, pig, rabbit, tiger, and zebra. The children will name the color of the animal. If the children disagree on a color of the animal, the teacher will explain that many animals come in more than one color. (ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.)
- The teacher will ask the children to help her make a list of adjectives that describe the color of animals. The teacher will write the children's responses on the board. The teacher will encourage the children to name a variety of colors. The teacher that they will use some of the words to write a sentence. The teacher will suggest that they use pink. (Ex. The pink pig lives in a red barn.) The teacher will remind the children that when we write a sentence, we use an uppercase letter for the first word. The uppercase letter in this sentence is T. The sentence ends with a period. The teacher will write two other sentences to go with other animal Picture Cards. The teacher will ask the children to name the describing words. (ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.)

Essential Questions: How can words help us know what something looks like?

Remedial/Emergent

Acceleration/On-Level

Enrichment/Independent

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| <p>Students will fold their paper in half. The teacher will direct the students to draw a picture of an animal using the correct colors on one-half of the paper. Then have the students to draw the same animal on the other half, but color it incorrectly. The children will show and tell about their pictures with their classmates.</p> | <p>Students will fold their paper in half. The teacher will direct the students to draw a picture of an animal using the correct color on one-half of the paper. Then have the students to draw the same animal on the other half, but color it incorrectly. The students will label their pictures with the appropriate color words.</p> | <p>Students will fold their paper in half. The teacher will direct the students to draw a picture of an animal using the correct color on one-half of the paper. Then have the students to draw the same animal on the other half, but color it incorrectly. The students will label their pictures with a short sentence using the color word.</p> |
| <p>Closure: Display Animal Babies in the Grasslands. Point to the zebra. What color is the zebra? Remind the students that black and white are color words that describe a zebra.</p> | | |
| <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher will observe the children as they write/say the color word(s) they used to describe the animal they drew. • The teacher will provide appropriate feedback to the student's responses. | | |

Day # 42

Read Aloud Trade Book: Animal Babies in the Grasslands

Subject: Language Arts/Adjectives for Shapes

Grade: Kindergarten

Date:

Teachers: Bedard, Bellflower, Brooks, Chatman, Edmond, Overton, Sealy and Horton

Standard(s):

ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

ELACCKW7: Participate in shared research and writing projects.

ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

WIDA's ELP Standard 1: Social and Instructional Language.

WIDA's ELP Standard 2: The language of Language Arts.

Warm-up: Daily Fix It: The students will make corrections to the sentences using capitalization and ending the sentence with appropriate punctuation. (ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.)

my pup is on the rug (My pup is on the rug.)

Lesson Activities:

- The teacher will display the egg picture card. The teacher will tell the students that this is a picture of an egg. The teacher will ask: How could we describe the shape of the egg? The teacher will say: An egg is an oval shape. Words that help explain the shape of something are describing words, or adjectives. The teacher will display a square object. The teacher will say: This [book] is a square shape. The teacher will ask the children to locate other things in our classroom that are square shapes. The teacher will continue this activity with other shapes. (ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question. ELACCKW7: Participate in shared research and writing projects.)
- The teacher will discuss Animal Babies in the Grassland. The teacher will ask the children to describe the animals they see. The teacher will encourage the students to describe size, color, shape, and any other characteristics they notice. The teacher will tell the children that all of these animals look different from each other, but there is something I like about each of them. The teacher will ask: Can you pick an animal you like? Can you tell why you like it? The teacher will model by saying: I like the elephant because it is tall and has a round tummy. For my sentence I am going to write: I like the big elephant. The teacher will encourage the students to respond using complete sentences. (ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.)

Essential Questions: How can words help us know what something looks like?

Remedial/Emergent

Students will walk around the classroom and look for objects that begin with the letter Pp.

Acceleration/On-Level

Teacher will give the students a piece of construction paper with the letter Pp written across the top. Students will

Enrichment/Independent

Teacher will give the students a piece of construction paper with the letter Pp written across the top. Students will

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| | walk around the classroom and look for objects that begin with the letter Pp. The students will draw or write about the objects they found. | walk around the classroom and look for objects that begin with the letter Pp. The students will write about the objects they found. |
| Closure: Remember that different things have different shapes. What are some shapes that you see around you? | | |
| <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher will observe the children and ask questions as they write/ draw about Pp objects they found in the classroom. | | |

Day # 43

Read Aloud Trade Book: Animal Babies in the Grassland

Subject: Language Arts/Adjectives for Colors

Grade: Kindergarten

Date:

Teachers: Bedard, Bellflower, Brooks, Chatman, Edmond, Overton, Sealy and Horton

Standard(s) for the day:

ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

ELACCKW7: Participate in shared research and writing projects.

ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

WIDA's ELP Standard 1: Social and Instructional Language.

WIDA's ELP Standard 2: The language of Language Arts.

Warm-up: Daily Fix It: The students will make corrections to the sentences using capitalization and ending the sentence with appropriate punctuation. (ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.)

we swim in the ocean (We swim in the ocean.)

Lesson Activities:

- The teacher will say: We see different colors all around us. The teacher will ask: Who is wearing something red? Who is wearing something blue? The teacher will say: These are color words used to describe other things. (ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.)
- The teacher will display the pail Picture Card. The teacher will say: This is a pail. The teacher will ask: What sounds do you hear at the beginning of pail? What letter stands for /p/? The teacher will continue this review using the letters and sounds with the following picture cards: pen, pig, and puzzle. The teacher will ask the children to suggest other words that begin or end with /p/. The teacher will write their suggestions on the board.

The teacher will write the following sentence frames on the board.

We have a _____ of the petting zoo. (map)

We _____ little pigs in the pen. (pat)

We _____ the button to get food pellets. (tap)

(ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.)

ELACCKW7: Participate in shared research and writing projects.)

Essential Questions: How can words help us know what something looks like?

Remedial/Emergent

Paper Plate P's

As a class the students will write a list of foods that start with /p/. The students will write the letter Pp on their

Acceleration/On-Level

Paper Plate P's

As a class the students will write a list of foods that start with /p/. The students will write the letter Pp on their

Enrichment/Independent

Paper Plate P's

As a class the students will write a list of foods that start with /p/. The students will write the letter Pp on their

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| <p>paper plate and will select one word from the list to copy on their plate or they may draw a picture of their food.</p> | <p>paper plate and will select any of the foods they listed to copy onto their plate. The students will draw a picture of the food(s) they selected.</p> | <p>paper plate and will select any of the food they listed to copy onto their plate. The students will draw a picture of the food(s) they selected.</p> |
| <p>Closure: Today we read about the ocean world. What animals and plants live in the ocean?</p> | | |
| <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher will observe the children as they participate in making the food list, as they write and illustrate their selection on their Paper Plate Pps. • The teacher will give appropriate feedback. | | |

Day # 44

Read Aloud Trade Book: Animal Babies in the Grasslands

Subject: Language Arts/Proper Nouns

Grade: Kindergarten

Date:

Teachers: Bedard, Bellflower, Brooks, Chatman, Edmond, Overton, Sealy and Horton

Standard(s) for the day:

ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

ELACCKW7: Participate in shared research and writing projects.

ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

WIDA's ELP Standard 1: Social and Instructional Language.

WIDA's ELP Standard 2: The language of Language Arts.

Warm-up: Daily Fix It: The students will make corrections to the sentences using capitalization and ending the sentence with appropriate punctuation. (ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.)

A baby panda is A cub (A baby Panda is a cub.)

Lesson Activities:

- The teacher will hold up AlphaBuddy. The teacher will ask: What kind of bear is this? What is his name? The teacher will respond to children's answers. The teacher will say: That's right. It's AlphaBuddy. A word that names a particular person, animal, place or thing is called a proper noun. AlphaBuddy is a proper noun. The teacher will help children to identify proper nouns. The teacher will say: Have you ever heard of the city of London? London isn't just any city. It is a particular place. London is a proper noun. Let's think of more proper nouns. The teacher will ask the children for the name of their town, the name of their school. (ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.)

The teacher will display the Pp alphabet card. The teacher will ask: What is the name of this picture? (penguin) What sound do you hear at the beginning of penguin? What letter stands for /p/? The children will point out words in Tam and Sam Go to the Zoo that begin or end with /p/. The teacher will ask: What other animal names begin with /p/? The teacher will write the children's responses on the board. The teacher will say: We can't pat real animals at the zoo. Let's write a sentence about an animal that we can pat that begins with /p/. (ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question. ELACCKW7: Participate in shared research and writing projects.)

Essential Questions: What is a proper noun?

Remedial/Emergent

Give each child several dog and puppy patterns. Ask the students to pretend they are

Acceleration/On-Level

Give each child several dog and puppy patterns. Ask the students to pretend they are

Enrichment/Independent

Give each child several dog and puppy patterns. Ask the students to pretend they are

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| <p>the pets' owners and give a proper name to each pet. The teacher will model writing each proper name by making a list of the children's responses on a chart.</p> | <p>the pet's owners and give a proper name to each pet. Using the list they made in class, the students will label their picture.</p> | <p>the pet's owners and give a proper name to each pet. Using the list they made in class, the students will label their picture. Children in this group will be encouraged to write a short sentence about their pet.</p> |
| <p>Closure: What is special about the way we write a proper noun?</p> | | |
| <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher will observe the children as they dictate, write and draw about their imaginary pet. • The teacher will provide appropriate feedback to the student's responses. | | |

Day # 45

Read Aloud Trade Book: Animal Babies in the Grasslands

Subject: Language Arts/Adjectives for Shapes

Grade: Kindergarten

Date:

Teachers: Bedard, Bellflower, Brooks, Chatman, Edmond, Overton, Sealy and Horton

Standard(s) for the day:

ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

ELACCKW7: Participate in shared research and writing projects.

ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

WIDA's ELP Standard 1: Social and Instructional Language.

WIDA's ELP Standard 2: The language of Language Arts.

Warm-up:

Daily Fix It: The students will make corrections to the sentences using capitalization and ending the sentence with appropriate punctuation. (ELACCKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.)

the puppy plays with me (The puppy plays with me.)

Lesson Activities:

- The teacher will display the pig Picture Card. The teacher will ask: What is the name of this animal? (pig) What shape is the pig? (round) Round is a shape word that describes the pig: the round pig. The teacher will review shape words with the following Picture Cards: box, block, egg, quarter, sun, yo-yo, wagon, desk, tent. (ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.)
- The teacher will display the following items: Animal Babies in the Grasslands, My Map, Tam and Sam Go to the Zoo, Sing With Me Chart 9B, Phonics Songs and Rhymes Chart 9. The teacher will tell the children that we have read three new books this week, and we sang two new songs. The teacher will ask: *Which one was your favorite?* The teacher will tell the students that her favorite was the song about the animals. The teacher will tell the children that today we will write about an animal we'd like to be. Ex: Mr. Chin would like to be a crab. Hailey would like to be a zebra. Thomas would like to be a mouse. The teacher will continue the list with the children and have the children echo read the complete list. (ELACCKW8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question. ELACCKW7: Participate in shared research and writing projects.)

Essential Questions: How can words help us know what something looks like?

Remedial/Emergent

The children will copy the sentence they dictated in class.

Acceleration/On-Level

The children will copy the sentence they dictated and illustrate it.

Enrichment/Independent

The children will copy the sentence they dictated and illustrate it.

Closure: This week we learned about the letter Pp. What is the sound for Pp? Name two words that begin with /p/.

Assessment:

- Teacher will observe the children as they write/dictate and illustrate a sentence about an animal they would like to be.
- The teacher will give appropriate feedback.