

<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Big Idea</b>	
Communication Arts			Rationale, Course Description, Most Important Learner Outcomes, and Evaluation	<a href="#">View</a>
Communication Arts	K	Reading 1	1A Develop and apply skills and strategies to the reading process by using concepts of print	<a href="#">View</a>
Communication Arts	K	Reading 2	1B, 1C Develop and apply skills and strategies to the reading process by using phonemic awareness and phonics	<a href="#">View</a>
Communication Arts Math	K	Reading 3	1D, 1E Using fluency and vocabulary to develop and apply skills to the reading process	<a href="#">View</a>
Communication Arts	K	Reading 4	1F, 1G, 1H,1I Making connections through pre-reading, during reading, and post-reading of fiction and non-fiction literature	<a href="#">View</a>
Communication Arts	K	Reading 5	2A, 2B, 2C Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	<a href="#">View</a>
Communication Arts	K	Reading 6	3A, 3B, 3C, 3D Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times	<a href="#">View</a>
Communication Arts Math	K	Writing 1	1A Apply a writing process in composing text	<a href="#">View</a>
Communication Arts	K	Writing 2	2A, 2B, 2C, 2E, 2F Compose well-developed text using standard English conventions such as handwriting, spelling, punctuation, and capitalization	<a href="#">View</a>
Communication Arts	K	Writing 3	3A, 3C, 3E Write effectively to the audience with purpose in various forms and types of writing	<a href="#">View</a>

Communication Arts	K	Listening & Speaking	1A, 1B, 2A, 2B Develop and apply effective listening and speaking skills	<a href="#">View</a>
Communication Arts Math	K	Information Literacy	1A, 1D Develop and apply effective research process skills to gather, analyze and evaluate information	<a href="#">View</a>

## **RATIONALE**

The basic activities in an effective communication arts program equip students to combine a variety of sequentially acquired skills to derive meaning from text and communication. The kindergarten teachers guide students through a communication arts program to help them learn, practice, apply, and integrate specific skills so that they can become independent readers and writers. However, students need to go beyond basic activities to become proficient readers, creative writers, and expressive speakers who can benefit from the pleasures, inspirations and knowledge gained from knowing how to read and effectively communicate.

## **COURSE DESCRIPTION**

The kindergarten communication arts course has four main components including reading, writing, phonics, listening and speaking. The communication arts curriculum provides the learner with a foundation on which to build. Various approaches are used to integrate all components.

## **MOST IMPORTANT LEARNER OUTCOMES**

Students will be able to

1. Develop effective speaking and listening skills and habits.
2. Use appropriate letter names to identify letters and letter sound strategies to identify words.
3. Understand the distinction between words and sentences.
4. Understand oral language can be expressed in written form and apply writing skills.
5. Read for meaning using applied comprehensive skills.
6. Employ appropriate strategies for locating and using information.
7. Develop appropriate skills for penmanship.
8. Use technology to locate information.

## **EVALUATION**

Students will be evaluated primarily through objective testing, assessment checklist, writing skills, and oral language. Daily assignments, classroom activities and discussion will be considered. Mastery learning will be used to re-teach and re-test when appropriate

<b>Phelps County R-3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Reading 1	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> CA 2, 3	
<b>Show-Me Standards Process:</b> 1.5, 1.6	
<b>Grade Level Expectations:</b> 1AK, 1A1	
<b>Benchmarks:</b> Use print concepts to develop and apply skills and strategies to the reading process	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Demonstrate basic concepts of print           <ul style="list-style-type: none"> <li>• directionally</li> <li>• print tells the story</li> <li>• word by word matching</li> </ul> </li> <li>2. Demonstrate concepts of print           <ul style="list-style-type: none"> <li>• upper-and-lowercase letters</li> <li>• first and last letters in words</li> <li>• spaces between words</li> <li>• letter and word order</li> <li>• punctuation has meaning</li> </ul> </li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. I have <b>name cards to name objects in the room</b> to pictures such as door, window, computer, etc. I will point to each word and show them the left-to-right directionality to which we read. I will then explain to the class how letters of the alphabet, when put together, forms words just like their names. Then I show them the word wall. I then collect the name cards and pass them out to see if they can match the names with the objects in the room.</li> <li>2. I will show them all of the books in my library and how they are full of words that when put together tells a story. I then let someone pick a book for me to read to the class. We will also go to the computer lab where they will be visiting websites which have has online stories for them to listen to (Links to Fun Reading Sites for Kids).</li> <li>3. I have <b>two sets of word cards from the Word Wall Word List</b> which I will mix- up for the class to match.</li> <li>4. I have alphabet picture cards on my walls. I explain how some of the letters are called uppercase and some are called lowercase. We use the uppercase at the beginning of proper nouns like their names. On each paper we do, they write their name using a capital or uppercase letter. I will use magnetic letters and my white board as well as the Alphabet Learning Center. We will go to the computer lab and go to several web sites listed on my resource page for enrichment.</li> </ol>	

5. I have made a game from Dr. Jean's web site called **Ogre**. I made a set of upper/lowercase letter cards and four ogre cards. I decorated a plastic coffee can and made a slit in the top to place the cards in. We pass the can around and pull out a card, then they have to identify the letter or they may "call a friend" (on a pretend or play phone). If they find someone with the matching upper/lower case letter, they may take their card to add to their own. If they get an ogre card, they will lose all of their cards.
6. I also made a game from **Dr. Jean's site called flippers**. It is played in a group of two. I made 3 1/2" circles and put uppercase letters on one side and lowercase on the other. The student uses flippers to turn the card over to check their answer answers. They will use a small chalkboard to keep score by using tally marks.
7. We will begin each day with a question about something we are learning about. I will have the students help me to write a sentence about the topic and show them how a space is left between words. We will then graph our answer to the question. The students will summarize the graph and I will write the summary on the board. They will then copy the summary on lined paper, I will give them spacemen (clothes pins which look like astronauts) to help them with spacing. I will explain that each sentence ends with a punctuation mark. I will show them examples on the board and I will also point them out when reading big books.
8. Take the class to the Computer Lab and have them play the game on the internet called **"ABC: Magnetic Letters on our mini Fridge Door"**. There will be a row of uppercase and lowercase letters as well as various punctuation marks for them to drag and spell words or make sentences.
9. Write predictable sentences on white board such as: I like red. ( Billy) I like green. (Sue), then cut them apart and have them put them in the correct order including punctuation.

#### **Assessments-**

Teacher observation

End of the quarter check list

Worksheet for upper/lowercase matching

#### **Relevant Links:**

<http://members.abcteach.com/>

<http://www.teachingfirst.net/reading.htm>

<http://teachers.santee.k12.ca.us/carl/>

[http://drjean.org/htm/monthly\\_act/act\\_2004/11\\_Nov\\_2004/11\\_2004h.html](http://drjean.org/htm/monthly_act/act_2004/11_Nov_2004/11_2004h.html)

<http://www.shambles.net/ABC/>

**Resources:**

Alphabet Letter Patterns, Labels, Pocket Chart Cards from [abcteach.com](http://abcteach.com)

Links to Fun Reading Sites for Kids [teachinfirst.com](http://teachinfirst.com)

Word Wall Word List

Lined paper and Lined Poster for White Board

Dr. Jean's web site [dr.jean.org](http://dr.jean.org)

Alphabet Learning Center and magnetic letters

ABC Magnetic Letters on our mini Fridge Door [shambles.net](http://shambles.net)

The book Predictable Charts from Carson Dellosa, Inc.

**Relevant Links** :Lessons for teaching letter recognition <http://www.auburn.edu/~murraba/construct.html>

<b>Phelps County R-3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Reading 2	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> CA 2, 3	
<b>Show-Me Standards Process:</b> 1.5, 1.6	
<b>Grade Level Expectations:</b> 1BK, 1B1, 1CK, 1C1	
<p><b>Benchmarks:</b></p> <p>Use phonemic awareness and phonics to develop and apply skills and strategies to the reading process</p>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Develop ability to hear and say separate sounds (<b>phonemes</b>) in words (<b>phonemic awareness</b>) <ul style="list-style-type: none"> <li>• produce rhyming words</li> <li>• isolate consonant sounds</li> <li>• blend onset and rime</li> <li>• blend spoken phonemes</li> </ul> </li> <li>2. Develop ability to hear and say separate sounds in words <ul style="list-style-type: none"> <li>• separate and say sounds in words</li> <li>• blend sounds to form words</li> <li>• replace beginning and ending sounds to form new words</li> </ul> </li> <li>3. Develop alphabet and phonics knowledge <ul style="list-style-type: none"> <li>• by demonstrating an awareness that letters represent sounds (<b>phonics</b>) and a string of letters represent words</li> <li>• name most letters</li> <li>• say sounds associated with most letters</li> <li>• write letter that goes with spoken sound</li> </ul> </li> <li>4. Develop and apply <b>decoding strategies</b> to “problem solve” regularly spelled one-or-two syllable words when reading</li> </ol>
<p><b>Activities and Assessments:</b></p> <ol style="list-style-type: none"> <li>1.The student will match lowercase letters to uppercase letters on worksheets.</li> <li>2.They will be given worksheets from <i>The Teacher’s Helper Magazine</i> (located in our LMC) to help teach matching uppercase to lowercase and also concepts of print.</li> <li>3.Play the game <b>Letter Aerobics</b> where the children put their hands in the air for tall lowercase letters, touch their waist for small lowercase letters, and touch their toes for lowercase letters with a tail that hangs down.</li> </ol>	

4. Play the game **Alphabet Bingo**.
5. While in the computer lab, have them access sites that teach alphabet recognition and formation.  
(Some web sites will be listed under resources.)
6. When singing the many alphabet songs with Dr. Jean's C.D. (listed under resources), have them snap vowels and clap consonants.
7. Have the students use play dough to make letters.
8. Have them cut out and reassemble the puzzle letters from **KIDZCLUB.COM**.
9. The students will match pictures with the beginning sounds.
10. They will be given seasonal worksheets from *The Teacher's Helper Magazine* (located in our LMC) for beginning, middle, and ending sounds as well as rhyming.
11. Go to the **Enchanted Learning** web site and print off the Rebus Rhymes to read to the class.
12. Match rhyming pictures on the white board.
13. **Play file folder games for beginning, ending, and rhyming sounds** (made from Carson Dellosa File Folder Game books).
14. Introduce the word families on the white board.
15. Using the puppets and various items in the classroom, have them match the items to the beginning sound cards.
16. Using the puppets and various items in the classroom, have them match the items to the ending sound cards.
17. Have the students chant and count the syllables in a word.
18. Have the students count words in a sentence and stress to them that every sentence begins with a capital letter and ends with a period.
19. **Making Words**-This activity is especially helpful for learning word families. The children are given strips of grid paper. They cut off three squares. In the middle and last squares they write the ending sound of a word family (such as \_at). The children will write one beginning sound in each successive square. These are cut up and the children can exchange the beginning sounds to make different words bat, cat, fat, hat, rat...and so on. These are used in class and then placed in an envelope and sent home with the children.
20. We will go to the computer lab and on **Gamequarium Junior** we will play Rhymes and Phonics Fun.

**Assessment:**

Alphabet flash cards and checklist

Tests from the *Modern Curriculum Press Phonics* series

Level K and Level A.

Alphabet Assessment

Alphabet Letters and Sounds Recognition

Phonemic Awareness Assessment-Kindergarten

**Relevant Links:**

<http://teams.lacoe.edu/documentation/classrooms/patti/k1/teacher/assessment/alphabet.html>

Lessons for teaching phoneme awareness <http://www.auburn.edu/~murraba/construct.html>  
Kindergarten Skill Test <http://www.tampareads.com/skills/kindergarten/test-html.htm>  
Gamequarium.com <http://gamequarium.com/>

### **Resources:**

Library to use with the VCR : *Mother Goose “A Rappi ’n & Rhymin’ Special”*,

*Blues Clues and 123’s*,

*Richard Scary’s Best Sing-Along Mother*

Carson Dellosa File Folder Games P-K-1and Kindergarten Phonics and Reading

Dr. Jean’s Super Strategies for “Jump-Starting” Beginning Reading by Jean Feldman p.43.

The following songs are also on the c.d.: Dr. Jean “Is Everybody Happy?” :*Nursery Rhyme Medley, Lettercise, Vowel Song, Letter Dance.* Dr. Jean’s “Kiss Your Brain”: *Who Let the Letters Out?, Letter Aerobics, The Alphabet in my Mouth, and the Vowel Cheer .*

The Teacher Helper Magazine located in our LMC GFR2 Video “Goose”

Computer Lab

### **Relevant Links**

1BK & 1CK (Find correlated lesson activity) Smarttech.com

<http://correlation.edgate.com/reports;jsessionid=E19E83AF9C6D0ED67A520F329569E2C7>

<b>Phelps County R-3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Reading 3	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> CA 2,3	
<b>Show-Me Standards Process:</b> 1.5, 1.6	
<b>Grade Level Expectations:</b> 1DK, 1EK, 1E1	
<b>Benchmarks:</b> Develop and apply skills and strategies such as reading fluency and vocabulary to the reading process	<b>Performance Indicators:</b> <ol style="list-style-type: none"> <li>1. Read simple text           <ul style="list-style-type: none"> <li>• containing a small bank of <b>high-frequency words</b></li> <li>• consisting of environmental print</li> </ul> </li> <li>2. Develop <b>vocabulary</b> by listening to and discussing unknown words in stories</li> <li>3. Develop vocabulary through text, using           <ul style="list-style-type: none"> <li>• <b>base words</b></li> <li>• <b>classroom resources</b></li> </ul> </li> </ol>
<b>Activities and Assessments:</b>	
<ol style="list-style-type: none"> <li>1. At the beginning of each school year, I start out by first adding the names of my students to their mailboxes.</li> <li>2. Make a Word Wall using the words from our reading units from McGraw Hill. Everyday during circle time, we recite the high-frequency words which have been added to our word wall.</li> <li>3. I also have a set of word cards with pictures on them that I use from Ed Helper.</li> <li>4. The Guided reading series contains a set of Kindergarten Readers which has pictures with words under them.</li> <li>5. We play games like <b>Flashlight Word</b>. We start off the game by turning off the lights and pointing the flashlight at a particular word on the Word Wall. The teacher calls on a student to read the word. When the child has read the word, it is their turn to shine the flashlight on a word and call on another student to read. The children really enjoy this because they get the chance to be the teacher.</li> <li>6. <b>Find the Word</b>-Teacher chooses a word from the word wall. Say the word, then, using a pointer stick, tap and say several letters in that word but not the whole word: fit f-i. Call on a student to finish spelling the word out loud: "t". If the student correctly finished spelling the word, that child gets to call out a word, tap and spell the word and call on another student to finish. Do several additional words.</li> <li>7. <b>Bang</b>-All the sight words we have learned are put in a bucket. If they can read the word, they get to</li> </ol>	

keep it. If they cannot, the word is returned to the bucket. If they pull a card with the word **Bang!** from the bucket, all the cards they have collected so far must be returned to the bucket. The child with the greatest number of cards when the game ends is the winner and gets to pick out a sticker.

8. **Erasing Relay**-Write two columns of words on the board that are approximately equal in difficulty. Include as many words on the board as there are children in the relay. Children are divided into 2 teams, and will stand in two lines at right angles to the chalkboard. At the signal, the first child in each line points at the first word in his respective column of words and reads that word. If he or she reads the word correctly, he or she is allowed to erase that word. The game is won by the side that erases all the words first.
9. **The Head Chair**-Mark one chair in the circle as the “Head Chair”. The teacher shows cards with sight words on them to the child in the head chair and that child attempts to read the word. A child can stay in this chair only until he or she misses a word. When they miss a word, they go to the end chair and all the children will move up one chair. The object of the game is to try to end up in the “Head Chair”.
10. **Who Wants to Read Like a Millionaire?**-Divide the class into two teams. Using index cards prepared with the sight words, give each student a chance to read a word (going back and forth from team to team). The student may use a lifeline and call a friend (on the top or pretend phone) in the classroom to help them read the word. This game can turn noisy. I made it a rule that if you talk and it is not your turn, your team loses a point.
11. I have made a set of popcorn words (words that are used frequently) and I will give a student a word card and have them find the matching popcorn card. They then have to say the word on the card or phone a friend. We sometimes divide up and play the game in teams making tally marks on the board.
12. If we come to an unknown word in a story, we stop and discuss it. I have them tell me what they think the word means and can they use it in a different sentence. In the poem *Jack and Jill* Jack fell down and broke his crown. What do they think a crown is? Does everybody have a crown?
13. Use examples of environmental print in the room to read. Materials such as their empty box of cereal, pizza boxes, candy wrappers, etc.
14. I will be using worksheets from **Carl’s Corner** web site to help them work with their sight words. Worksheets from the Configure Station, coloring in the words on a puzzle, and fill in the blanks.
15. At Learning Centers, they will construct sight words by using magnetic letters and flash cards of sight words.
16. At Learning Centers, they will use stamp pads and sight words to make and trace sentences.
17. Put the sight words on the pattern of a **bug. Label them words that bug us.** Have them smack the bugs with a fly swatter as they say them.
18. Chose any of the activities from Word Wall Activities from Teaching First.

Assessments: Teacher observation at circle time. We will use the word cards and test them individually on a quarterly test. Listening to them read aloud during guided reading.

**Relevant Links:**

Carl's Corner <http://teachers.santee.k12.ca.us/carl/>

Ed Helper <http://www.edhelper.com>

Dr. Jean [http://drjean.org/html/monthly\\_act/act\\_2004/11\\_Nov\\_2004/11\\_2004h.html](http://drjean.org/html/monthly_act/act_2004/11_Nov_2004/11_2004h.html)

Teaching First <http://www.teachingfirst.net/wordwallact.htm>

The Lesson Bank <http://www.teachers.net/lessons/posts/485.html>

**Resources:**

Ed Helper Dolch Sight Words and worksheets <http://www.edHelper.com>

Games from Dr. Jean [http://www.drjean.org/html/cdsf/friends\\_lyrics3.html](http://www.drjean.org/html/cdsf/friends_lyrics3.html)

Carl's Corner <http://teachers.santee.k12.ca.us/carl/>

Games from Kinderhive

[http://shallowfordfalls.typepad.com/jpieczko/kinderhive\\_home/index.html](http://shallowfordfalls.typepad.com/jpieczko/kinderhive_home/index.html)

**Relevant Links:** 1DK & 1EK (Find correlated lesson activity) Smarttech.com

<http://correlation.edgate.com/reports;jsessionid=E19E83AF9C6D0ED67A520F329569E2C7>

<b>Phelps County R-3</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Reading 4	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> CA 2, 3, 7	
<b>Show-Me Standards Process:</b> 1.5, 1.6, 3.5	
<b>Grade Level Expectations:</b> CA1FK, CA1GK, CA1HK, CA1IK	
<p><b>Benchmarks:</b></p> <p>Develop and apply skills and strategies to the reading process in order to make connections and aid comprehension</p>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. Develop and apply with assistance, <b>pre-reading strategies</b> to aid comprehension <ul style="list-style-type: none"> <li>• access prior knowledge</li> <li>• preview text and picture</li> <li>• make general prediction</li> </ul> </li>   <li>2. During reading or <b>read alouds</b>, develop and utilize, with assistance strategies to <ul style="list-style-type: none"> <li>• self-question and correct</li> <li>• <b>infer</b></li> <li>• <b>predict</b> and check using <b>cueing systems</b> <ul style="list-style-type: none"> <li>▪ meaning</li> <li>▪ structure</li> <li>▪ visual</li> </ul> </li> </ul> </li>   <li>3. Develop and demonstrate, with assistance, <b>post-reading skills</b>, after reading to <b>respond</b> to text <ul style="list-style-type: none"> <li>• question to clarify</li> <li>• <b>retell</b></li> <li>• illustrate</li> <li>• re-enact stories</li> </ul> </li>   <li>4. Identify connections with assistance, between <ul style="list-style-type: none"> <li>• text ideas...similarities and differences in various and make-believe works (<b>fiction</b> and <b>non-fiction</b>)</li> <li>• text ideas and own experiences</li> </ul> </li> </ol>

### Activities and Assessments:

1. Everyday during circle time, we recite the high-frequency words which have been added to our word wall.
2. In reading, at the beginning of each day, we begin by taking a picture walk through our featured text. We point to the high-frequency words that they have already been exposed to and make inferences about the picture clues. We then read the book aloud.
3. We listen to the story on C.D. and I ask questions pertaining to the characters in the story as well as the main idea. We do workbook pages which contain beginning sounds for the letter of the week. The student also illustrates a picture with a sentence related to the story.
4. Some books will be shadow-read (repeat after the teacher) the big book which is the featured text. Display and go over the *Phonics Songs and Rhymes* chart and sing it aloud with the music C.D. The students then use a marker and circle in the letter of the week. We do phonics pages with the beginning sound and they also match rhyming pictures.
5. The students read in chant to the teacher the featured text which is in big book form. We also read aloud a book from our classroom library which pertains to our theme of the week.  
A Allow the children to read to me the featured book.  
We make small books with a band of high frequency words. The students read the book with the  
t teacher, then we send the books home to read with their parents.
6. At the beginning of each quarter, we send home a list of words the student is expected to know by the end of the quarter. There is a list of 30 sight words as well as a list of high frequency words from the word wall that we go over daily.

#### **Assessment:**

#117 Two-Way Immersion Reading Assessment Scale—Kindergarten

The Benchmark Assessment and Skill Development Checklist in our Scott Foresman Reading series 2002 “Getting to Know Us”

Sight Word Recognition from my Scott Foresman Reading series

Listening Rubric from <http://www.teach-nology.com/cgi-bin/listening.cgi>

#### **Relevant Links:**

Word Wall Activities from <http://www.teachingfirst.net/wordwallact.htm>

Pre-Primer sight word list from <http://www.edhelper.com/themes/SightWords-WordWall1.htm>

Both of the assessment reading scales were pulled from the internet web site

<http://intranet.cps.k12.il.us/Assessment/htm>

**Resources:**

LMC/ Books pertaining to the unit of study

Computer Lab/**Read Write Think** [http://www.readwritethink.org/Jack and Jill](http://www.readwritethink.org/Jack%20and%20Jill)

List of the 100 Words Most Frequently Used in Books for Beginning Readers

<http://www.mcrel.org/resources/literacy/road>

*Relevant Links:* 1FK, 1GK, & 1HK ([Find correlated lesson activity](#)) Smarttech.com

<http://correlation.edgate.com/reports;jsessionid=E19E83AF9C6D0ED67A520F329569E2C7>

<b>Phelps County R-3 School</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Reading 5	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> CA 2, 3	
<b>Show-Me Standards Process:</b> 1.5, 1.6	
<b>Grade Level Expectations:</b> CA2AK, CA2BK, CA2CK <span style="float: right;"><b>ST 2,3 1.5,1.6</b></span>	
<b>Benchmarks:</b> Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Locate and apply information in title, pictures and names of author and illustrator, with assistance</li> <li>2. Respond to <b>rhythm, rhyme</b> and <b>alliteration</b> in oral reading of poetry and prose</li> <li>3. Use details from story elements (main characters and problem)</li> </ol>
<p style="text-align: center;"><b>Activities and Assessments:</b></p> <ol style="list-style-type: none"> <li>1. I will display a big book and explain the parts (front, back, spine, title).</li> <li>2. I will point out to them that the person who wrote the book is called the author and the one who does the pictures is the illustrator. Sometimes they will include a dedication to someone special.</li> <li>3. Explain that pictures will usually give them clues about what is happening in the story.</li> <li>4. The student is asked to illustrate their favorite character or story setting.</li> <li>5. We will use graphic organizers to develop, organize, and represent ideas.             <ol style="list-style-type: none"> <li>a. Word web-if the topic is about winter, we would list characteristics of winter by using illustrations. (use word web from edHelper.com)</li> <li>b. KWL. The teacher charts K-what the children know about the topic, W-what they want to know about the topic, and after studying the topic the teacher charts L-what they learned. (use the KWL chart from Houghton Mifflin English)</li> </ol> </li> <li>6. Participate in classroom activities such as class walks or field trips and write about these first hand experiences and the information gained from these experiences.</li> <li>7. Involve community members/helpers in these units of study.</li> <li>8. Use dictionaries, word walls, and other classroom resources.</li> <li>9. Use technology to locate information.</li> </ol>	

**Assessment:** can be made by handing out library books and asking them to point to the various parts of the book

***Relevant Links:***

<http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/print/concep>

<http://www.eduplace.com/graphic/organizers>

<http://www.edhelper.com/teacher/graphic>

**Resources:**

LMC

***Relevant Links:***

2AK, 2BK, & 2CK (Find correlated lesson activity) Smarttech.com

<http://correlation.edgate.com/reports;jsessionid=E19E83AF9C6D0ED67A520F329569E2C7>

<b>Phelps County R-3 School</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Reading 6	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content: CA 3</b>	
<b>Show-Me Standards Process: 1.5, 1.6, 2.4, 3.5</b>	
<b>Grade Level Expectations: CA3AK, CA3A1, CA3BK, CA3CK, CA3C1, CA3DK</b>	
<b>Benchmarks:</b> Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction materials.	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Develop an awareness that text and pictures provide information</li> <li>2. Respond to rhythm, rhyme and alliteration in oral reading of nonfiction text</li> <li>3. In response to text           <ul style="list-style-type: none"> <li>• develop questions to clarify meaning</li> <li>• answer questions</li> <li>• and discuss text</li> <li>• recognize important information</li> <li>• identify supporting details</li> </ul> </li> <li>4. Follow a simple pictorial/written directions, with assistance</li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. We begin by bringing in environmental print and see if they can recognize the containers just by looking at the pictures on the cereal boxes, cookie containers, etc.</li> <li>2. As we begin to read a book we first look at the cover and discuss what we think the book may be about. We then take a picture walk through the book. After we read the book, we ask questions to see if our predictions were right. I tell them that often pictures will help us to determine what the text is trying to tell us. We use this strategy in guided reading if they become stuck on a word that they may not be familiar with.</li> <li>3. Using books with C. D. read the text.</li> <li>4. In the computer lab we will visit web sites with on-line nursery rhymes, and Starfall.com</li> <li>5. Following the reading of a book, we ask questions about the character's and the content of the story.</li> </ol>	

What was the story about? Who were the main characters? Would you have changed the ending. We then go back to their seats to write about their favorite part of the book or draw a picture putting themselves as the main character.

6. I have a book with worksheets and the pages have four boxes in which they are to complete a task using the pictorial directions.
7. I have a series of records in which they have to listen to a series of directions to color worksheets.

***Assessments:***

Teacher observations and Informal assessments

The Benchmark check list included in our Reading series.

***Relevant Links:***

Mother Goose Nursery Rhymes <http://www.apples4theteacher.com/langarts.html>

The Land of Nursery Rhymes <http://www.calicocookie.com/teachers.html>

Illustrated Mother Goose and other rhymes <http://enchantedlearning.com/Home.html>

**Resources:**

Computer Lab

The book Following Direction by Carson Dellosa

***Relevant Links:***

3Bk, 3Ck, & 3DK (Find correlated lesson activity) Smarttech.com

<http://correlation.edgate.com/reports;jsessionid=E19E83AF9C6D0ED67A520F329569E2C7>

<b>Phelps County R-3 School</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Writing 1	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> CA 1, 4	
<b>Show-Me Standards Process:</b> 1.4, 1.8, 2.1, 2.2	
<b>Grade Level Expectations:</b> CA1AK	
<b>Benchmarks:</b> Apply a writing process in composing text	<b>Performance Indicators(Local Objective):</b> 1. Follow a writing process to <ul style="list-style-type: none"> <li>• generate a <b>draft</b> through pictures and words</li> <li>• revise text, with assistance, to make oral idea match written text and edit by crossing out letters or words and making substitutions</li> <li>• publish or share stories with assistance</li> </ul>
<b>Activities and Assessments:</b>	
<ol style="list-style-type: none"> <li>1. Each morning will be started with an entry in their Morning Journals. The journal pages will have a typed sentence at the top of each page and they will draw a response. Example: Draw how you felt about coming to school today. As the year advances, these will include math sentences, sentences using sight words, and simple stories.</li> <li>2. The class will also be doing predictable sentences with ideas from Carson Dellosa “Predictable Charts”. Example: I like red. (Tommy) I like blue.( Sandy) The students will then copy two or three of the sentences on their writing paper. The teacher will then collect the papers and pass them out to the students so they can find and correct punctuation, capitalization, and spelling. The class will cross out the mistakes and then go over them in class.</li> <li>3. The class will be making individual books to share with the class and to take home to read with their families. For instance, they will be using patterns to cut out the well for <i>Jack and Jill</i> and a copy of the words to the poem and glue them to construction paper.</li> </ol>	
<p><b>Assessment:</b> Examples of work. A rubric to be used for assessing their work. (included in notebook)</p>	

**Resources:**

“Smart Start” writing paper, chart paper, “Morning Journals”

Nursery Rhymes, Carson Dellosa Predictable Chart book

***Relevant Links:***

Enchanted Learning <http://www.enchantedlearning.com/Home.html>

<b>Phelps County R-3 School</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Writing 2	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content: CA 1</b>	
<b>Show-Me Standards Process: 1.6, 2.1, 2.2</b>	
<b>Grade Level Expectations: CA2AK, CA2BK, CA2CK, CA2EK, CA2FK</b>	
<b>Benchmarks:</b> Compost well-developed test using standard English conventions such as handwriting, capitalization, spelling, and sentence construction	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Form letters correctly, using left-to-right directionality</li> <li>2. Capitalize first letters of own first and last names</li> <li>3. In composing text, use period at end of sentence, with assistance</li> <li>4. In writing, use <ul style="list-style-type: none"> <li>• correct spelling of own first and last names</li> <li>• <b>semi-phonetic spelling</b></li> </ul> </li> <li>5. In composing text, write sentences with assistance</li> </ol>
<p style="text-align: center;"><b>Activities and Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Kindergarten, will receive copy of their name in dot-to-dot form for them to trace.</li> <li>2. The teacher will point out how each name begins with a capital letter.</li> <li>3. In handwriting, teach them the basic strokes and the names of the lines.</li> <li>4. Do several worksheets of tracing lines and circles to teach directionality and basic strokes.</li> <li>5. Use the plastic sleeves containing their name which has been written on lined paper. They will then trace over it with markers.</li> <li>6. Use lined dry and erase boards that go with the “Smart Start” writing paper. They will practice their abc’s and numbers by using markers and erasers.</li> <li>7. Use the computer program, “<b>Primary Tablet</b>” and make copies of sight words that go with the reading unit for them to trace.</li> <li>8. Write Predictable Charts on white board (Example: I like to eat ____ . ) The teacher writes the sentences and the children copy it on their own lined writing paper. The class then may exchange papers and read and write each others sentence.</li> <li>9. In the McGraw Hill Reading series, read aloud a story and then in the workbook pages illustrate their favorite part and then share their pictures to the class.</li> <li>10. Second Quarter, write a sentence on the white board about different topics each day and have them copy it on lined paper.</li> <li>11. Near mid-year, we will start our journal writing. The journal has a space at the top to illustrate the story and everyone copies it from the white board.</li> </ol>	

12. Third-Quarter, the students are composing their own stories and using semi-phonetic spelling.
13. Go to the computer lab and practice writing their names using the **Smart Board** tools.
14. They will be given colored paper and crayons to write sight words.
15. They will be given writing prompts from the Writing Workshop: Helping Writers Choose and Focus on a Topic for their journal writing

***Assessments:***

Common Assessment for Communication Arts

Handwriting rubric from [www.teach-nology.com](http://www.teach-nology.com)

**Resources:**

Computer: C.D. Primary Tablet; Preschool/Kindergarten Writing sheets from *The Learning Page* <http://www.learningpage.com> ; Reading and Writing <http://www.mantee.k12.fl.us/sites/elementary/palmasola/>

Books: *Instant Stationery with Thematic Toppers* from Scholastic, *Draw-Write-Now* from Barker Creek Publishing, *Alphabet File-Folder Word Walls* from Scholastic.

*Predictable Charts* from Carson-Dellosa Company, Inc.

***Relevant Links:***

<http://www.readwritethink.org/lessons/lesson-view-printer-friendly>

Journal Writing Ideas <http://teachers.net/lessons/posts/1492.html>

Make Journal Writing Easy for your Elementary Students <http://www.gigglepotz.com/writingone.htm>

<b>Phelps County R-3 School</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Writing 3	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content: CA 4</b>	
<b>Show-Me Standards Process: 1.8, 2.1</b>	
<b>Grade Level Expectations: CA3AK, CA3CK, CA3EK</b>	
<b>Benchmarks:</b> Write effectively to the audience with purpose in various forms and types of writing such as narrative, descriptive, expository, and persuasive writing.	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Plan and tell stories (through pictures and words) about familiar experiences and events, with teacher assistance</li> <li>2. Plan and tell an idea through pictures and words using factual information, with teacher assistance</li> <li>3. Develop an awareness of <b>audience</b> and <b>purpose</b> in composing text, with assistance</li> </ol>
<b>Activities and Assessments:</b>	
<ol style="list-style-type: none"> <li>1. Each morning the students will be given a morning journal. The journal will have a sentence at the top of the page, which will be read by the teacher, and the student is to draw a picture to go along with the sentence.</li> <li>2. As the school year progresses, they will be given journals made from “Smart Start” story paper (this has a space at the top to draw and several lines to write) and they will be allowed to draw pictures and write about their experiences, with teacher assistance. They will then be asked to share with the class.</li> <li>3. The class will also be drawing pictures and writing words about stories we read in class.</li> <li>4. They will be given writing prompts from the Writing Workshop: Helping Writers Choose and Focus on a Topic for their journal writing.</li> </ol>	
<b>Assessment:</b>	
Common Assessments for Communication Arts	
<b>Relevant Links:</b>	
Handwriting rubric from <a href="http://www.teach-nology.com">www.teach-nology.com</a>	

**Resources:**

Writing Workshop: Helping Writers Choose and Focus on a Topic

<b>Phelps County R-3 School</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Listening and Speaking	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> CA 5, 6	
<b>Show-Me Standards Process:</b> 1.5, 1.6, 1.10, 2.1, 2.3	
<b>Grade Level Expectations:</b> CA1AK, CA1BK, CA2AK, CA2BK, ST CA 5,6 1.5, 1.6, 1.10 CA 5,6 2.1,2.3	
<b>Benchmarks:</b> Develop and apply effective listening and speaking skills	<b>Performance Indicators(Local Objective):</b> <ol style="list-style-type: none"> <li>1. Listen           <ul style="list-style-type: none"> <li>• for enjoyment</li> <li>• for information</li> <li>• for simple directions, with teacher assistance</li> </ul> </li> <li>2. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance</li> <li>3. When sharing ideas or experiences           <ul style="list-style-type: none"> <li>• speaks audibly</li> <li>• use age-appropriate language</li> </ul> </li> <li>4. Give simple oral directions with teacher assistance</li> </ol>
<b>Activities and Assessments:</b> <ol style="list-style-type: none"> <li>1. Each student is assigned to be helper of the day. That student is the teaching assistant for the Morning Meeting.</li> <li>2. We write and illustrate important events during our school year in our journals. We then share them in class.</li> <li>3. During free time, children are encouraged to look at books in our classroom library. Once a week, we go to the LMC and the school librarian reads to them.</li> <li>4. We listen to books and CDs in the room for enjoyment. Then, we do a project that correlates with the book that has been read.</li> </ol>	

5. We have several books on video in the LMC that we watch during Rest Time.

**Assessments:**

Common Assessment for Communication Arts

**Resources:**

Classroom library

Books/tapes

Record player

C. D. player

Television

Examples from the LMC video library: Dr. Seuss' *I'm Not Going To Get Up Today*, *The Thorax*, *The Cat in the Hat*, *Dr. Seuss ABC*, *Green Eggs and Ham*, *Horton Hears a Who*, *The Robert McCloskey Library*, *Five Lionno Classics*, *The Ezra Jack Keats Library*, and many more.....

**Relevant Links:**

Jan Brett <http://www.seaworld.org/>

Land of Nursery Rhymes <http://www.landofnurseryrhymes.co.uk/index.htm>

Story-It <http://www.storyit.com/>

<b>Phelps County R-3 School</b>	<b>Board Approved Date:</b> <b>Modification Date:</b>
<b>Subject:</b> Communication Arts	<b>Class Name:</b> Kindergarten
<b>Unit:</b> Information Literacy	<b>Duration:</b> Ongoing
<b>Show-Me Standards Content:</b> CA 2, 3, 4	
<b>Show-Me Standards Process:</b> 1.1, 1.2, 1.4, 1.7, 1.8	
<b>Grade Level Expectations:</b> CA1AK, CA1DK, ST CA 2,3 1.1, 1.2 CA 4 1.4,1,7, 1.8	
<b>Benchmarks:</b> Develop and apply effective research process skills to gather, analyze and evaluate information	<b>Performance Indicators(Local Objective):</b> 1. Develop an awareness of resources on topics of interest  2. Develop and awareness, through discussion, that credit is to be given for others' ideas, images and information, with assistance
<b>Activities and Assessments:</b>  1. Students will be given various informational materials such as diagrams, charts, posters, etc. and they will be asked to give information regarding each. 2. They will be able to identify the title or main idea of what the material is about. 3. They will be able to take this information and formulate questions or make inferences. 4. They will identify that all information or pictures.  <i>Assessment</i> can be made by student feedback.	
<b>Resources:</b>  Big Books, charts, C.D.'s, videos, DVD's and reading books.  <b>Relevant Links:</b> Word Wall Stories <a href="http://www.pgskids/lions/games/wall_a.html">http://www.pgskids/lions/games/wall_a.html</a>	