

# Implementing *K for ME*

Day 1



Department of  
Early Childhood



# The goal for our time together



Learn about the *K for ME* Curriculum and remain **curious** about how to support implementation



# Housekeeping

- Zoom and In-person
- Breaks and Lunch
- Handout Folder
- Parking Lot Questions
- If you need assistance.....
- Certificates of Contact Hours



# Community Meeting: Name Game





# Agenda

Introduction

Program overview

Break

Read Alouds

Lunch

Centers

Foundational Principles

Questions



# Introduction to K for ME

## Boston's Story

2005--Public Pre-K

2021--Focus on Early Learning (PK-2)

### Foundational Principles:

- Young children are capable of complex, higher-order thinking.
- Children are active participants in their learning.
- Meaningful knowledge is constructed through robust interactions and high engagement.
- Instruction is impactful because teachers become researchers for their classrooms.



## Maine's Story

### Critical Components

- Interdisciplinary—aligned to Maine Learning Results
- Focused, sequential skills and concepts
- Explicit and intentional instruction
- Framed by proven, effective teaching practices, including purposeful play and project-based experiences

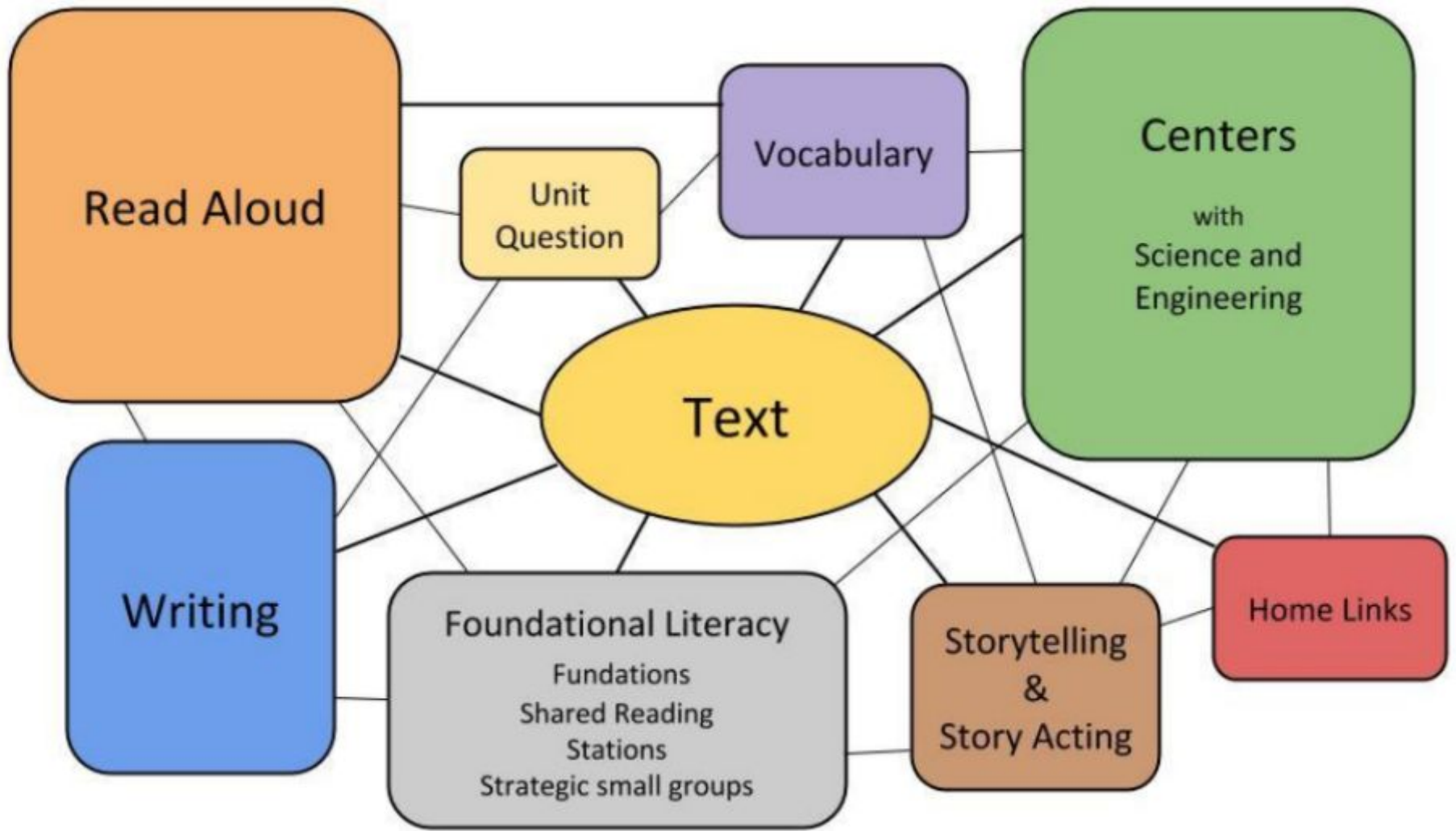
2018-19: PK for ME pilot

2019-21: K for ME pilot

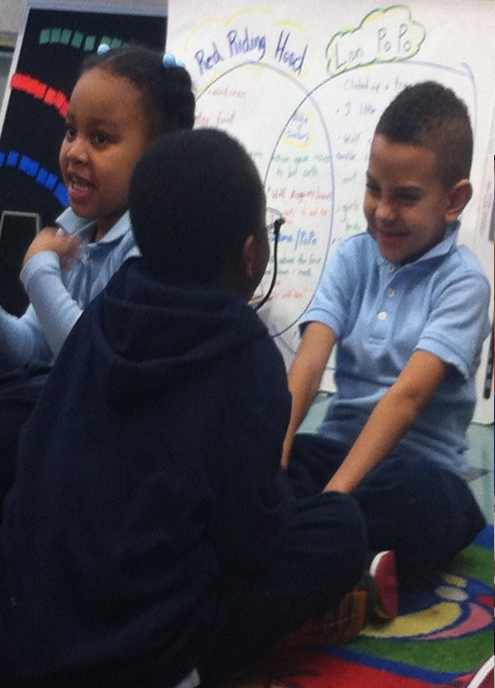


# Understanding *K* for *ME*: The Framework









Our  
Community  
6 weeks



Animals &  
Habitats  
10 weeks



Construction  
8 weeks



Our Earth  
8 weeks

# Unit of Study Themes

The following is a *suggested* schedule; individual pacing will be dependent on contexts

September						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
17	18	19	26	27	28	29
30	31					

February						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- Unit 1 :Our Community
- Unit 2 Animals and Habitats
- Unit 3:Construction
- Unit 4:Our Earth

Note: one extra week per Unit to allow for flexibility



# Components of the Day

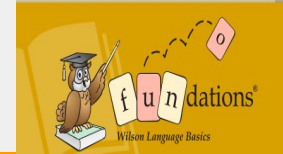
Intro to  
Centers &  
Centers



Community  
Meeting



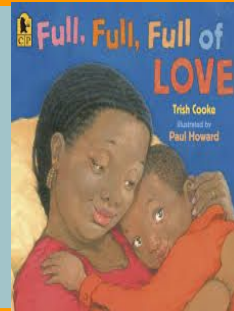
Phonics



Thinking & Feedback



Read Aloud



Small Groups and  
Literacy Stations



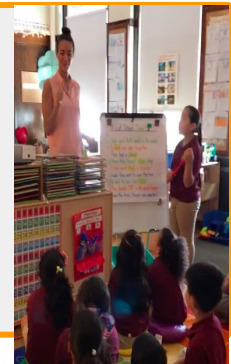
Writing



Storytelling  
Story Acting



Shared  
Reading



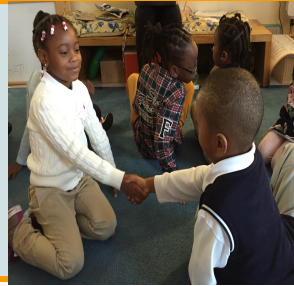
# Time *suggested* for Components

Intro to  
Centers &  
Centers



**70 min.**

Community  
Meeting



**10 min.**

Phonics

**30 min.**



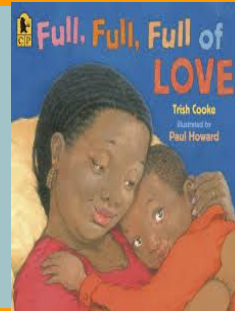
Thinking & Feedback

**10 min.**



Read Aloud

**20 min.**



Small Groups and  
Literacy Stations

**20 min.**



Writing

**30 min.**



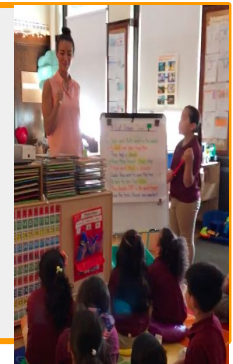
Storytelling  
Story Acting

**15 min.**



Shared  
Reading

**10 min.**



# Boston Sample Daily Schedule

Time	Minutes	Component
8:30 - 8:45	15	Morning Routines Community Building/Social Emotional curriculum; <b>Storytelling/Acting:</b> Gathering children's stories, adults tell stories (1x/week)
8:45 - 8:50	5	<b>Vocabulary</b>
8:50 - 9:10	20	<b>Read Aloud</b>
9:10 - 9:15	5	movement break
9:15 - 10:30	1h 15	<b>Centers</b> , includes Science and Engineering Intro to Centers, Centers, Thinking & Feedback
10:30 - 11:00	30	<b>Writing</b>
11:00 - 11:20	20	<b>Foundations</b>
11:25 - 12:10	45	Lunch and Recess
12:10 - 12:40	30	<b>Stations and Small Groups</b>
12:40 - 12:50	10	<b>Shared Reading</b>
12:55 - 1:40	45	Special (Common Planning Time)
1:45 - 2:45	60	Math Core Curriculum Number Talks (2x/week)
2:45 - 3:00	15	<b>Story Acting</b> , Closing and Dismissal



# Teacher Sample Daily Schedule

8:30 - 8:45	Arrival/Breakfast
8:50 - 9:00	Intro to Centers
9:00-9:10	Shared Reading
9:10-9:50	Literacy Block
9:50-10:00	Read Aloud
10:00-11:00	K2 Centers
11:00-11:10	Thinking and Feedback
11:15 - 11:40	Lunch
11:40 - 12:10	Writing
12:15 - 12:40	Recess
12:45 - 12:55	Math Lesson
12:55 - 1:30	Math Centers
	Snack
1:30 - 2:10	WIN / Jolly Phonics
2:10 - 2:50	Specials
3:05 -	Dismissal

# Teacher Sample Daily Schedule

9:05-9:40	Specials
9:30-10:00	Bathroom.
10:00-10:10	Community of Learners. Adult Storytelling. Shared Read.
10:10-10:30	Read Aloud
10:30-11:00	Phonics
11:00-11:20	Lunch.
11:25-11:45	Stations:
11:45-12:15	Math
12:00-12:30	Bathroom.
12:30-12:50	Recess.
12:50-1:20	Writing
1:20-2:05	Intro to Centers. Centers. Thinking and Feedback.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Arrival Journal Entry Sign-In	Arrival Journal Entry Sign-In	Arrival Journal Entry Sign-In	Arrival Journal Entry Sign-In	Arrival Journal Entry Sign-In
9:00-9:45	Community Meeting Second Step Read Aloud	Community Meeting Second Step Read Aloud	Community Meeting Second Step Read Aloud	Community Meeting Second Step Read Aloud	Community Meeting Second Step Read Aloud
9:45-10:00	Intro to Centers	Intro to Centers	Intro to Centers	Intro to Centers	Intro to Centers
10:00-11:00	Centers	Centers	Centers	Centers	Centers
11:00-11:10-	Thinking and Feedback	Thinking and Feedback	Thinking and Feedback	Thinking and Feedback	Thinking and Feedback
11:10-11:30	Phonics	Phonics	Phonics	Phonics	Phonics
11:30-11:50	Writing	Writing	Writing	Writing	Writing
11:55-12:25	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	Recess	Recess	Recess	Recess	Recess
1:15-1:55	Art	Art	Art	Art	Art
1:55-2:10	Story Acting	Story Acting	Story Acting	Story Acting	Story Acting
2:10-2:40	Math	Math		Math	Math
2:40-3:00	Literacy Stations	Literacy Stations		Literacy Stations	Literacy Stations
3:00-3:15	Dismissal	Dismissal		Dismissal	Dismissal

# Teacher Sample Weekly Schedule



Community Meeting = **10 minutes**

Read Aloud = **20 minutes**

Centers (intro-10, centers-60, thinking and feedback-10) = **1 hour 20 minutes**

Writing = **30 minutes**

Phonics = **30 minutes**

Stations/Small Groups = **20 minutes**

StoryTelling and Acting = **10 minutes**

Shared Reading = **10 minutes**

## Don't Forget

Specials      Math

Lunch and  
Recess

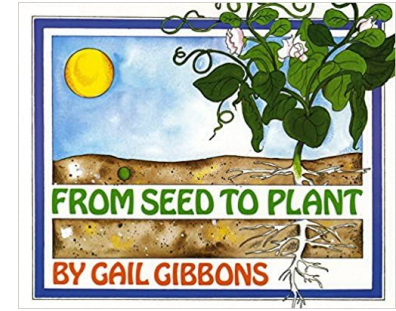
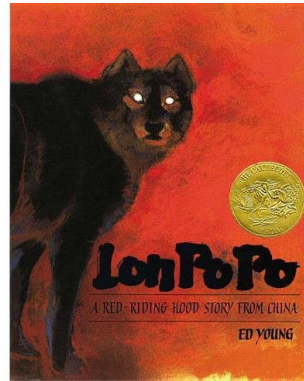
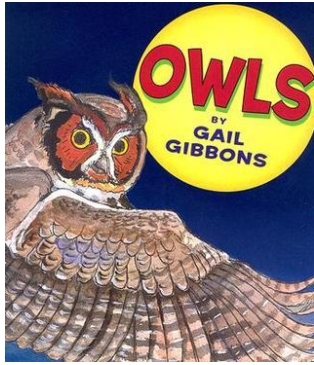
Etc.

# Your Turn

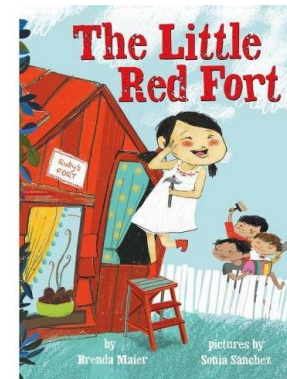
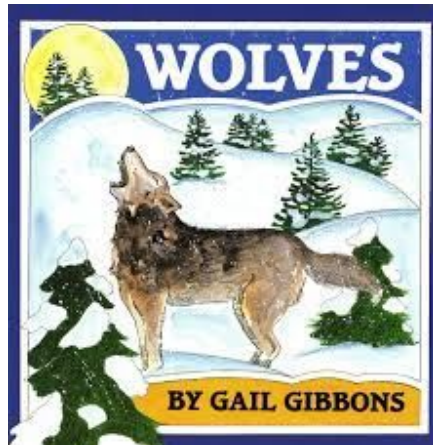
- ★ What are you thinking about?
- ★ What do you wonder?
- ★ What do you already know?
- ★ What connections are you making?
- ★ What similarities can you see?
- ★ What is causing disequilibrium for you right now?



Break



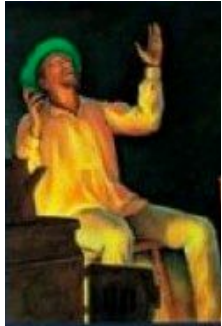
# Read Alouds





# Read Aloud - Unit Essential Questions

## Unit 1



Who and what makes a community?

**What does it mean to be a member of a community?**

## Unit 2



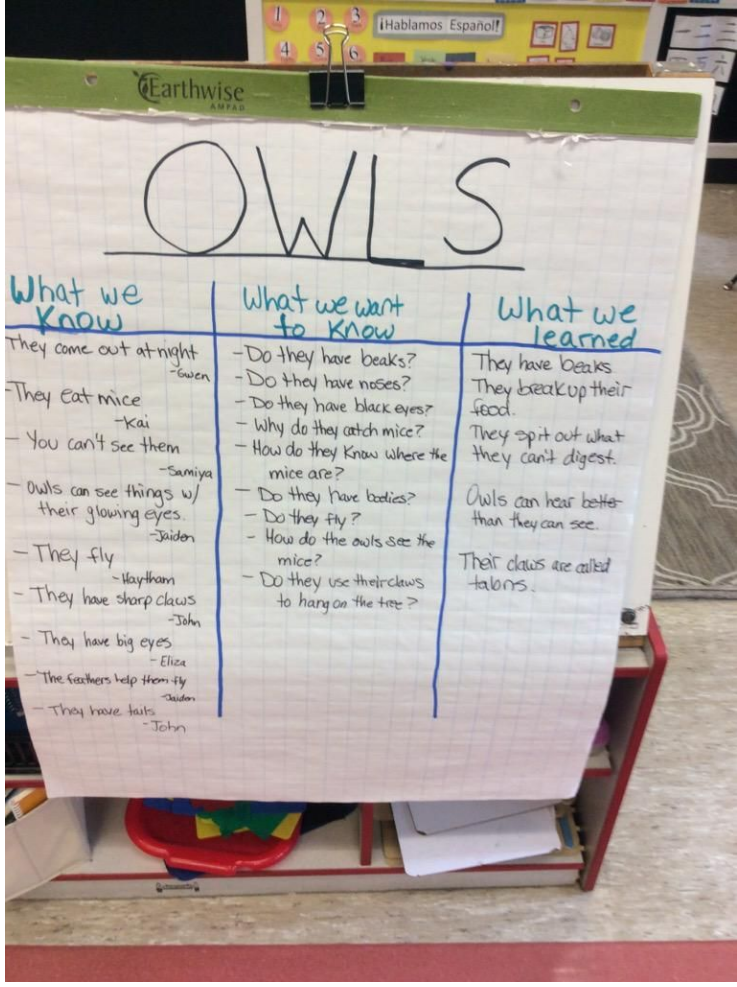
- How do animals form communities, work together, and use and adapt to their environments?
- How do animals grow and change over time?
- Why is it important to protect the environment?
- What do you want to learn more about animals and their habitats?
- What do animals need to survive?

# Read Aloud







- Children collectively develop as a community of readers.
- Children discuss and write about text, grounding both conversation and written response in the text itself.
- Children learn how to analyze a variety of texts in multiple ways.
- Through discussion with teacher and peers, children flexibly use academic and content-related vocabulary.
- Children access culturally-sustaining texts at grade level and above.

# Read Aloud



KWLM chart: Tadpoles & Frogs

What we think we <b>Know</b> 	What we <b>Wonder</b> 	What we <b>Learned</b> 	What we want to know <b>More</b> about 
<ul style="list-style-type: none"> <li>• Tadpoles grow into frogs</li> <li>• Frogs ribbit</li> <li>• Frogs jump on lily pads and rocks</li> <li>• Frogs hide in water</li> <li>• Frogs lay eggs that then turn into tadpoles</li> <li>• Frogs have long tongues to catch flies</li> </ul>	<ul style="list-style-type: none"> <li>• Where do frogs go in winter</li> <li>• Do frogs sleep</li> <li>• How long do frogs live</li> <li>• What do frogs eat in winter</li> </ul>		



# Read Aloud

## Informational Text Features

### Table of Contents

Table of Contents

Splash!	Page 4
Croak!	Page 8
Frog Food	Page 12
Every Size and Color	Page 16
Watch Out!	Page 20
Frog Babies	Page 24
Toads Are Frogs, Too!	Page 28
Super Frogs!	Page 30
Picture Glossary	Page 32

### Croak!

heading

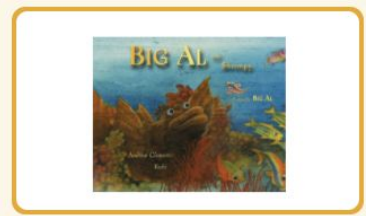
Look at this frog croaking! Some frogs' throats puff up when they make sounds. Each type of frog makes its own sound.

Lake frog

label



photograph



fierce

<https://learnersdictionary.com/word-of-the-day/2018/12/25>

# Read Aloud

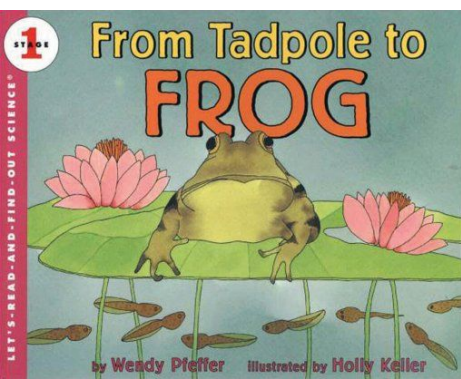
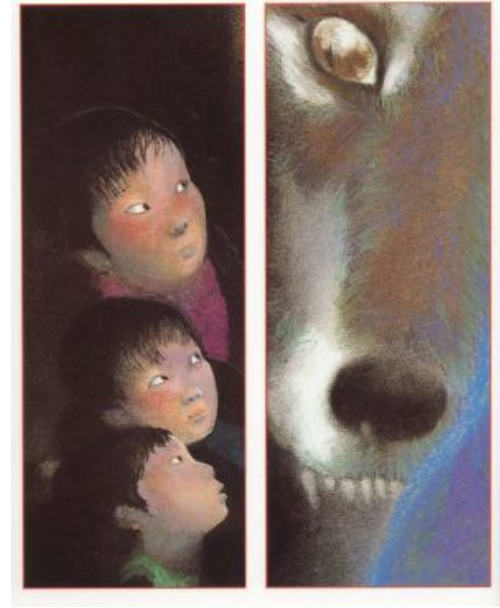
Name \_\_\_\_\_

Date \_\_\_\_\_

**What is something or someone that changed in the story *City Green*?**

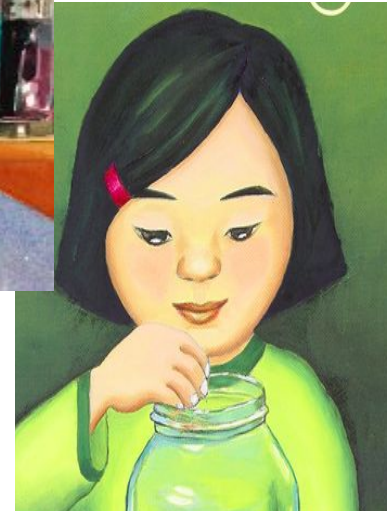
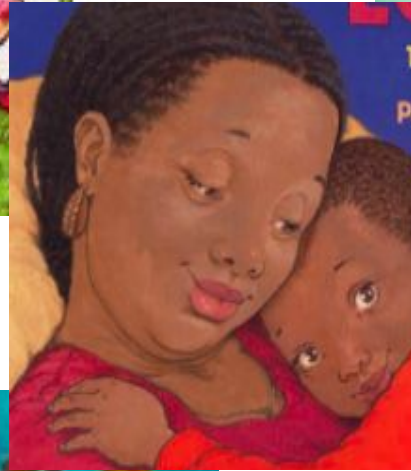
At first...	At the end...
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

# Read Aloud





# Unit 1: *Our Community*

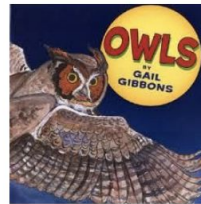


Opportunity to  
look through  
Unit 1 Texts.

# Owls

Unit 2: Animals and Habitats

WEEK 6 Day 3



## Read Aloud *Owls*

Read 1 of 6, Pages 1-7



Model lesson: "Owls" by Gail Gibbons



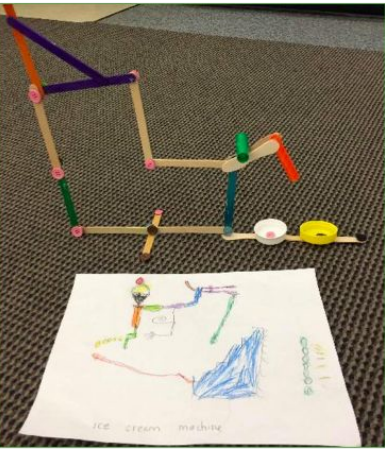


**Lunch**



# The Centers



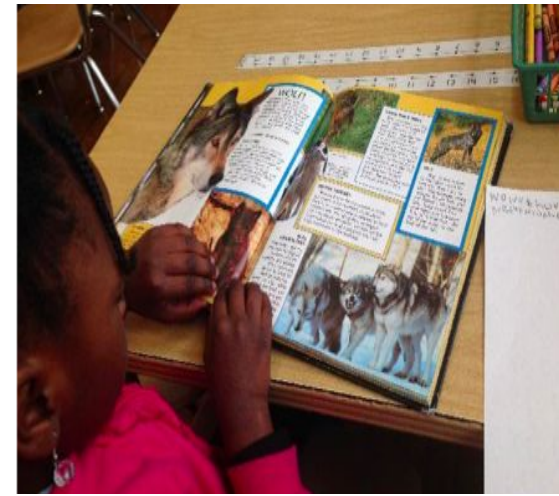


## Art Studio

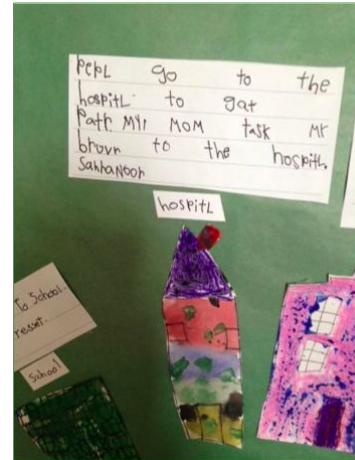


## STEM & Discovery

## Library & Listening



## Writing & Drawing



## Blocks

## Dramatization





# Blocks

I am playing, and I am developing motor skills, math and science concepts, oral language, social skills, self-regulation, and my imagination.

I may be a builder, an architect, or an engineer when I grow up.

This is how I learn.







## Dramatization

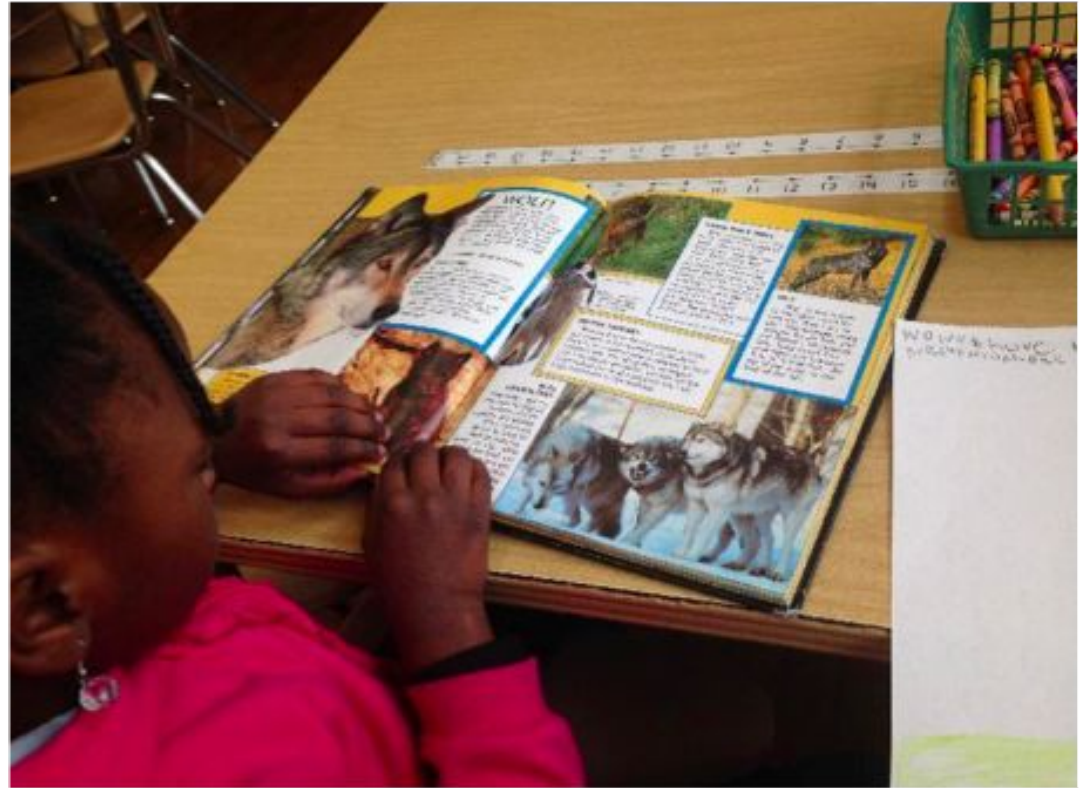
I am playing,  
and I am developing social  
skills, oral language, my  
imagination, responsibility,  
organization, and executive  
functioning.

I may be a parent, performer,  
chef, politician, clothing  
designer... I can be anything  
when I grow up.

This is how I learn.

## Library & Listening

I am playing,  
and I am developing  
alphabet knowledge, oral  
language, knowledge  
about print, listening  
skills, hand-eye  
coordination, concepts  
about the world and my  
community, and the  
desire to read.



## Writing & Drawing

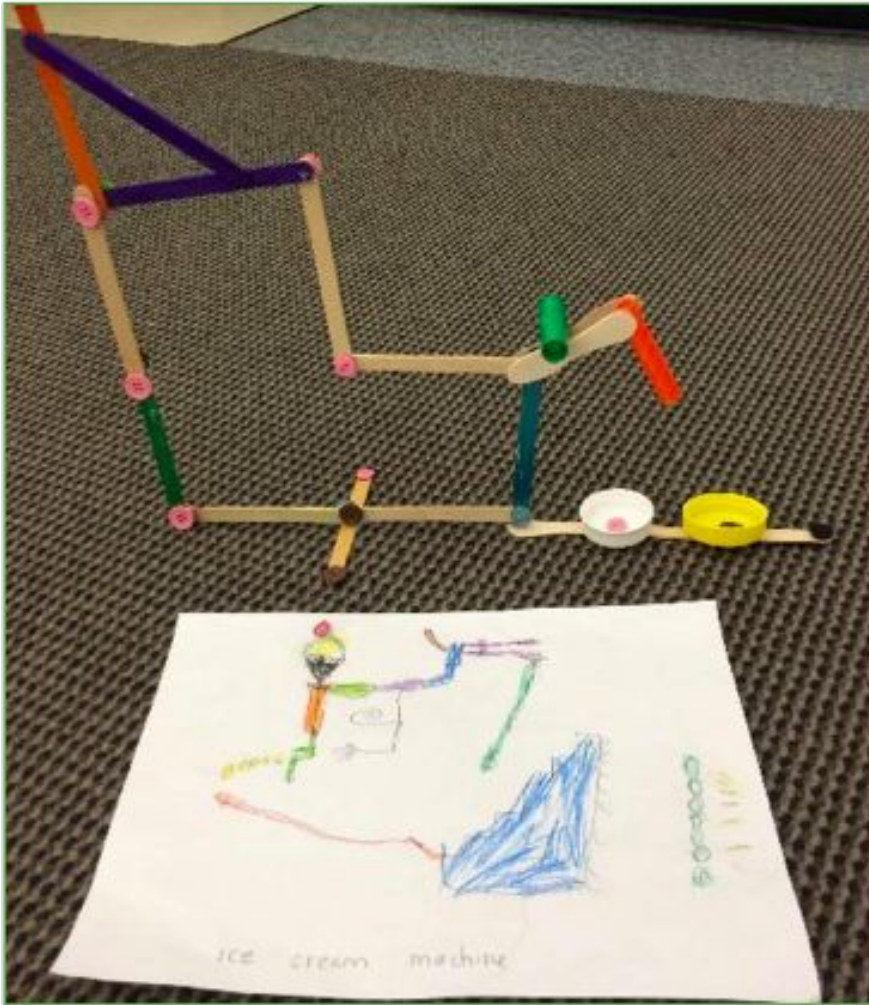
I am practicing literacy skills, thinking about composition, working with others, and communicating my ideas about things that are important to me.

I will use writing skills in anything I do when I grow up.

This is how I learn.



## Art Studio



I am playing,  
and I am experimenting with  
different media, fostering my  
creativity and imagination,  
collaborating, expressing my  
ideas, and solving problems.

I may be a painter, a sculptor,  
an engineer or an inventor  
when I grow up.

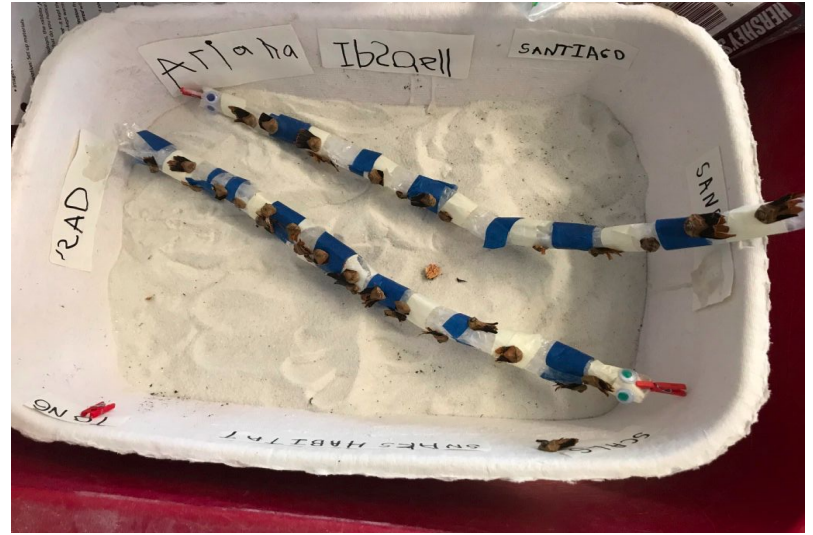
This is how I learn.





**Beautiful Stuff**

“To a young child, the world is full of materials to touch, discover, and explore. To find, collect, sort, and use materials is to embark on a special kind of adventure. For adults, gathering materials means rediscovering the richness and beauty in natural, unexpected, and recyclable objects that are all around us, but not often noticed.”








BAMA

WALKER  
MAYOR  
ISPS OF  
OS

ANITA  
SS AM  


# Process



1. Discuss Beautiful Stuff, make a list of ideas.
2. Send family letters home.
3. Collect materials
4. Sort the materials. Organize.
5. Children explore!



scissors  
glue  
w

paper

paper

glue

tolha pöytä

paper

glue

paper

Puffs Basic

clay

string

paper

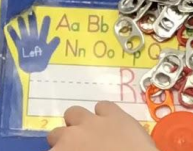
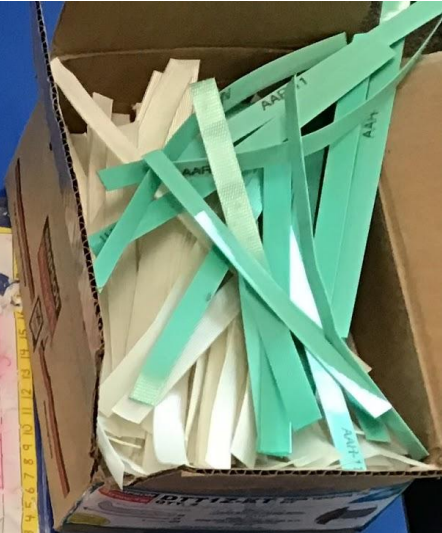
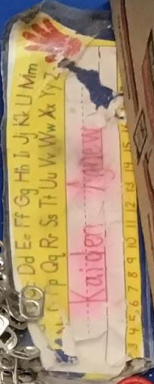
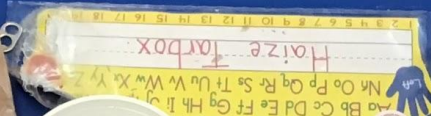
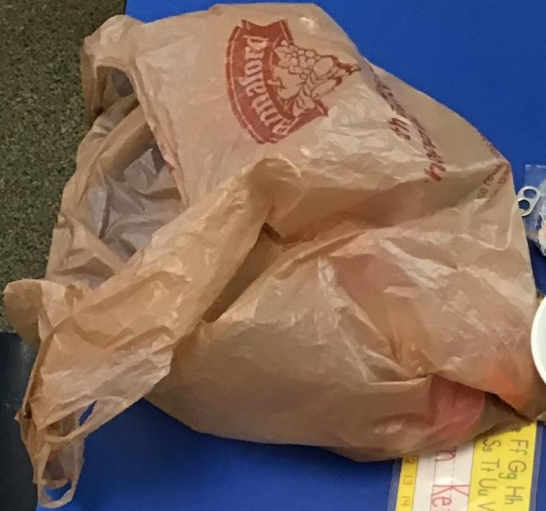
paper

paper

flashes

paper







# STEM: Discovery

I am playing,  
and I am developing sensory  
skills, problem solving skills,  
language skills, learning the  
scientific process, and  
building curiosity about the  
world.

I may be a doctor, lab  
technician, pharmacist or  
farmer when I grow up.

This is how I learn.



# STEM Investigations

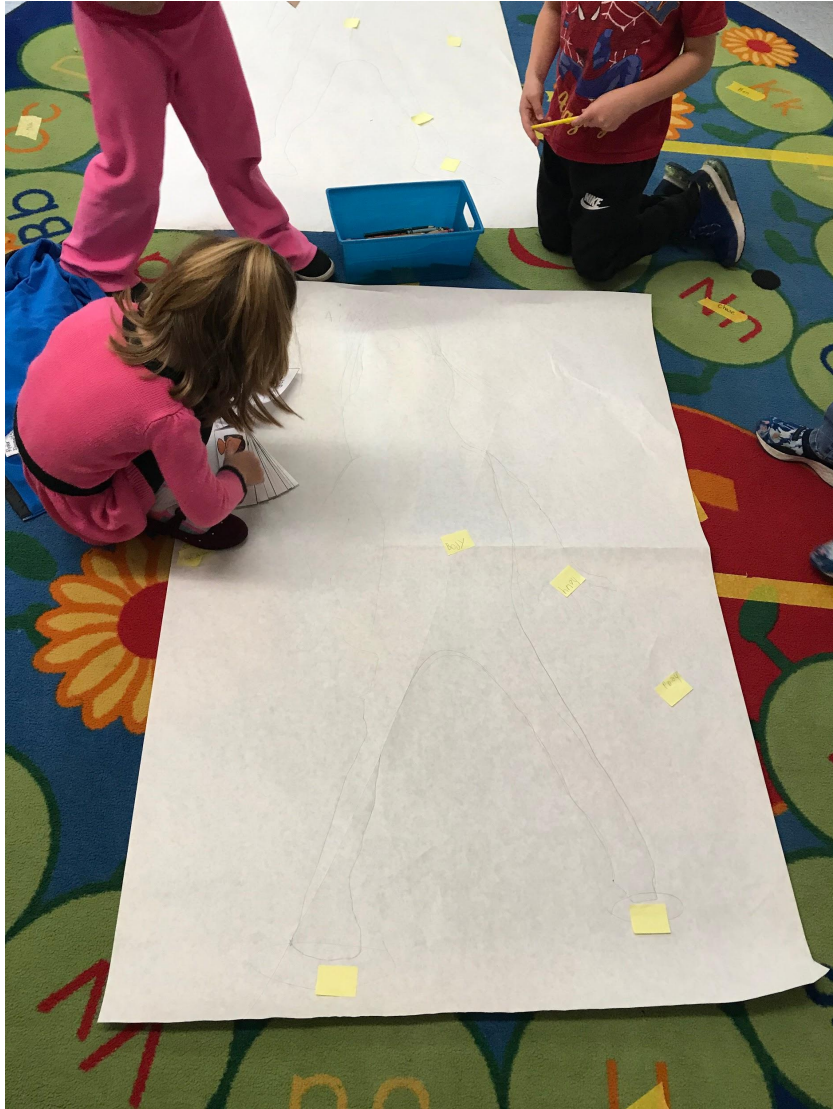


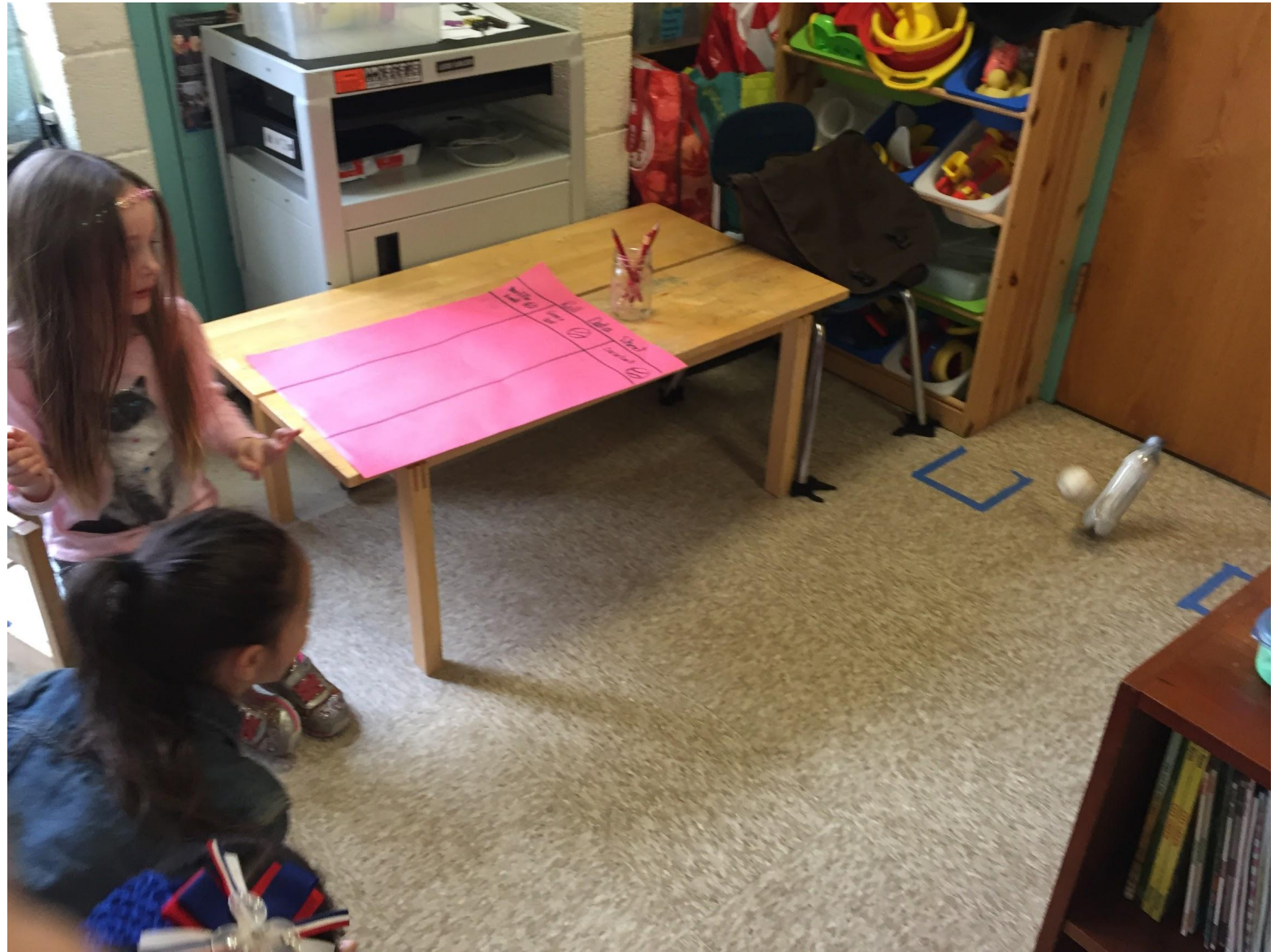


Children entering kindergarten are ready to engage in science exploration, but most early learning programs do not do enough to build on those abilities.

Science learning experiences provide rich contexts for language and literacy development.

While all children benefit from science lessons, the most at-risk students need science the most.





1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25



# Typical STEM lesson structure

## **Introduction**

- Read and discuss focus question
- Develop an investigation plan and data collection method

## **Active Investigation**

- Children lead activity
- Teacher asks guiding questions

## **Sharing our Research**

- Children share their data collection
- Children and adults develop common STEM language through dialogue





## Discovery Table: Birds' Beaks

Children use tools to investigate how different birds might use their beaks to pick up and eat various foods.

<b>Big Idea</b>	Animals need food, water and air to survive.
<b>Guiding Question</b>	What do animals need to survive?
<b>Vocabulary</b>	<b>characteristic:</b> an identifying quality or trait of a person or animal
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Owl Moon</i>, Jane Yolen Flag pages 25-26, showing a close up of the owl.</li> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● clothespins, about 5</li> <li>● toothpicks, about 5</li> <li>● plastic spoons, about 5</li> <li>● small manipulatives (such as Unifix cubes)</li> <li>● cotton balls</li> <li>● pennies or small plastic bingo counters</li> <li>● small, shallow containers, to hold cotton balls, cubes, and pennies</li> <li>● Birds' Beaks Images</li> <li>● Birds' Beaks Data Chart, 1 copy per child</li> </ul> <p>Place the materials in the Discovery Table. Organize the pennies, cotton balls, and cubes in the small containers.</p>
<b>Intro to Centers</b>	<p><i>We have been reading this story, Owl Moon. Let's look at the illustration of the owl.</i></p> <p>Open the book to the flagged pages.</p> <p><i>Owls have different body parts than people. We have arms, and owls have wings! People have lips, and owls have beaks. Here is the owl's beak. What do you notice about the shape of the beak?</i></p> <p><i>An owl is one kind of bird; there are many more kinds of birds!</i></p>

# Components of Centers

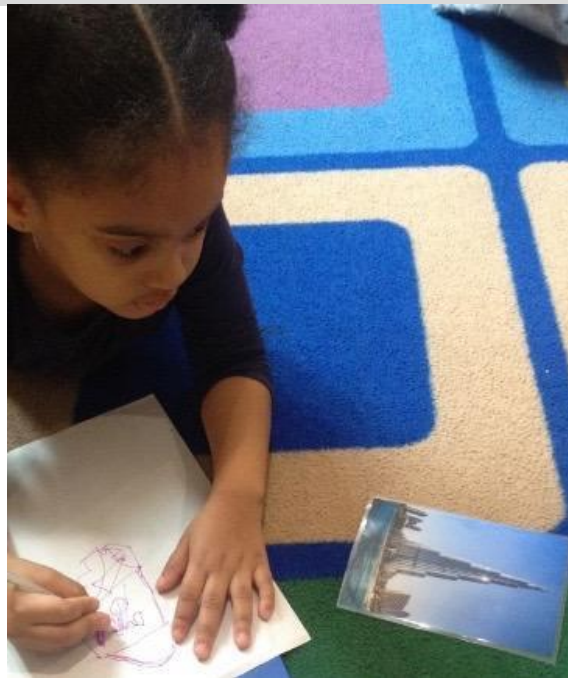
## Intro to Centers

(10 min)



## Centers

(50-60 min)



## Thinking and Feedback

(10 min)



# Components of Centers

Thinking and

Feedback

Intro to Centers

(10 min)

Centers

(50-60 min)

(10 min)





# Elements of an Intro to Centers

## Steps for Watercolor Painting



- Adult introduces or highlights 1 - 2 new Centers
  - makes connections
  - uses critical vocabulary
  - models how to use materials
  - shows student work
- Adult reminds children of all other Centers that are open
- Children make a plan for working
- Children are released to Centers efficiently

# Components of Centers

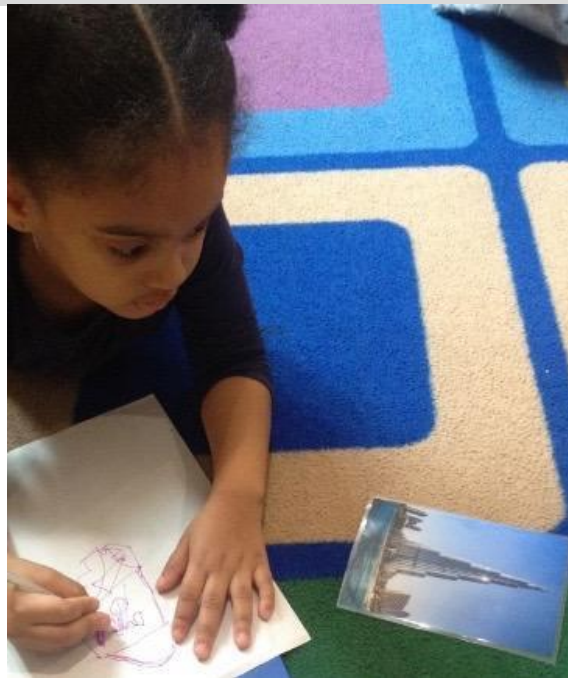
## Intro to Centers

(10 min)

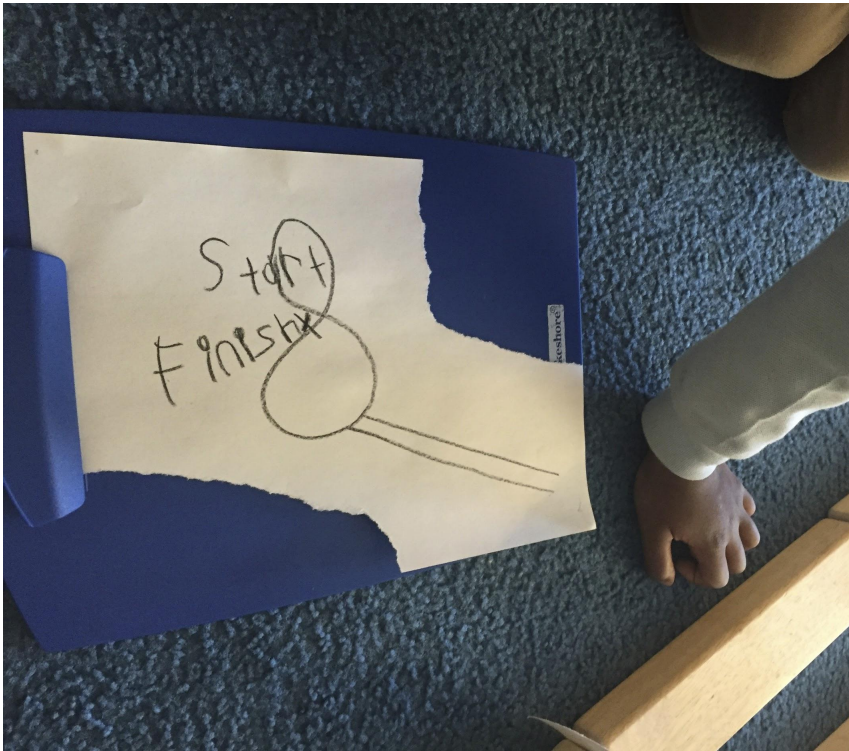


## Centers

(50-60 min)



# Choice





## Centers are not...

just free play

a break for teachers

## Centers are...

a time to choose from a variety of hands-on materials to communicate ideas

suggested by teachers, negotiated by children

opportunities for thinking, talking, vocabulary development

chosen by children

work that culminates over time

# Components of Centers

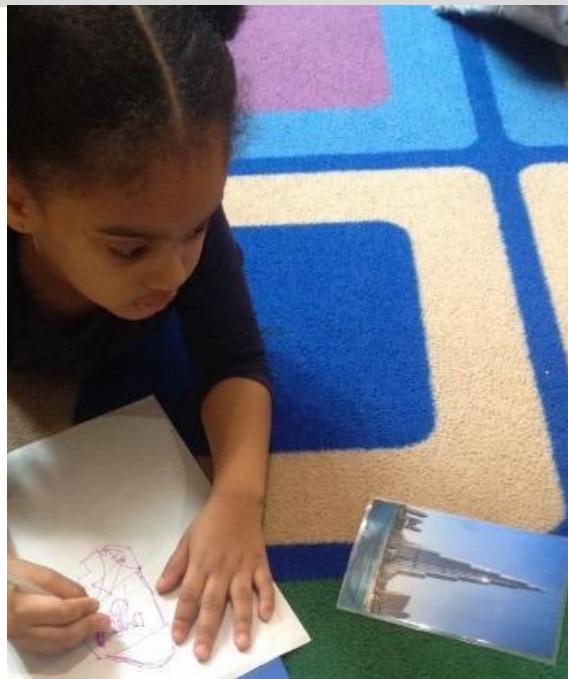
## Intro to Centers

(10 min)



## Centers

(50-60 min)



## Thinking and Feedback

(10 min)





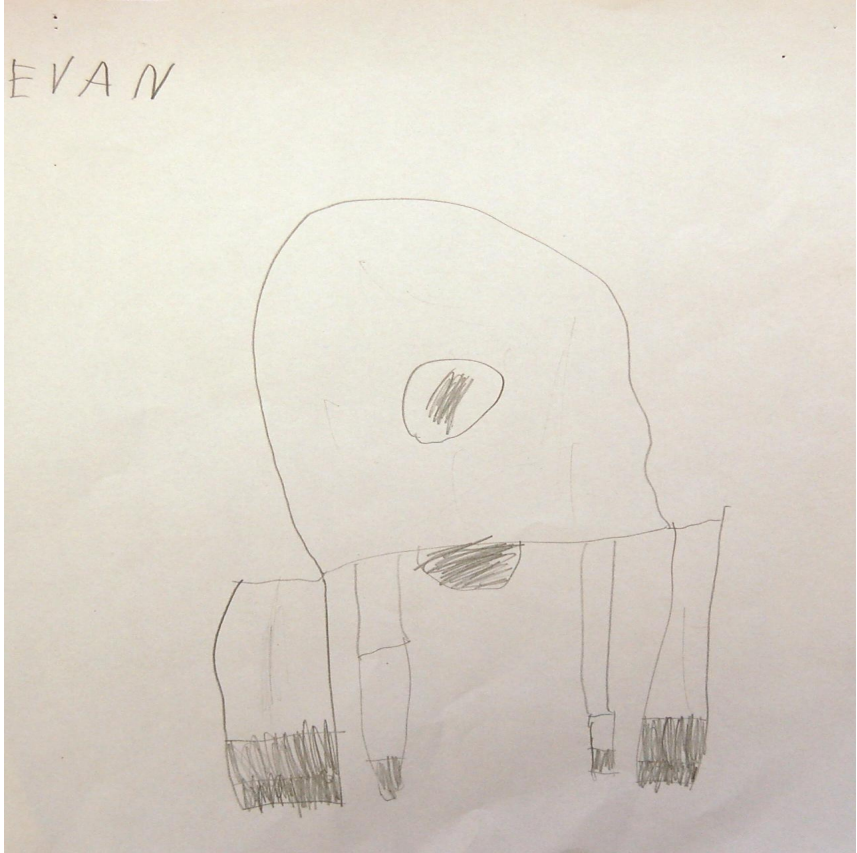


Kind

Specific

Helpful

# Sharing vs. Feedback



# Center Simulation

- Intro to Centers (Modeled for All)

**Art Table:** creating Beautiful Stuff nests and owls

**Easel:** painting inspired by owls

**Blocks:** building owl habitats

**Dramatization:** pretending to be owls

**Library & Listening:** reading with a partner

**Discovery Table/STEM:** bird beaks

**Writing & Drawing:** writing informational books about owls.

- Center Time (Experience in sites/individually)

- Thinking and Feedback (Experience in sites/Virtually)

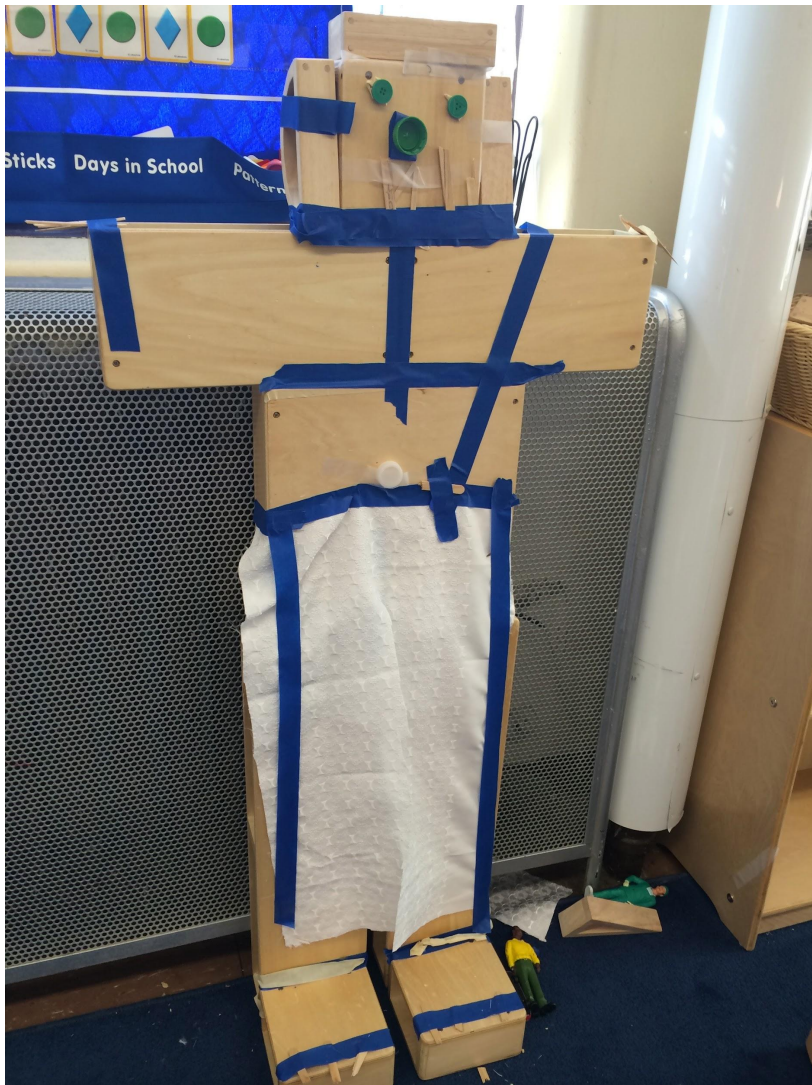
- Break Time



# Exploring Centers









# Pedagogy and Theory

What is something you know how to do well?

... how did you learn it?

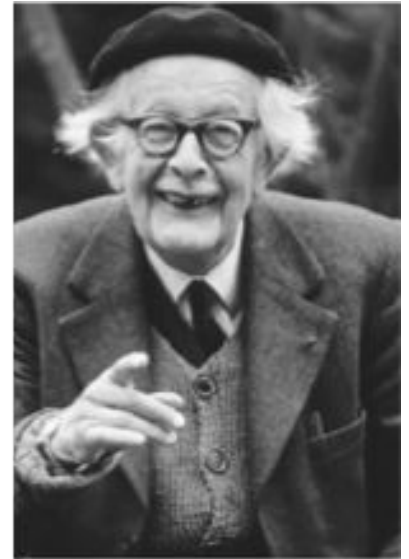
... how do you continue to improve?

# Cognitive Development in Young Children

**Human knowledge is constructed:** learners build new knowledge upon the foundation of previous learning

**Learning is social:** grounded in specific cultural context and furthered by observing, through interactions with peers, and with instruction from more experienced partners

This requires rethinking the role of the adults and the learners...

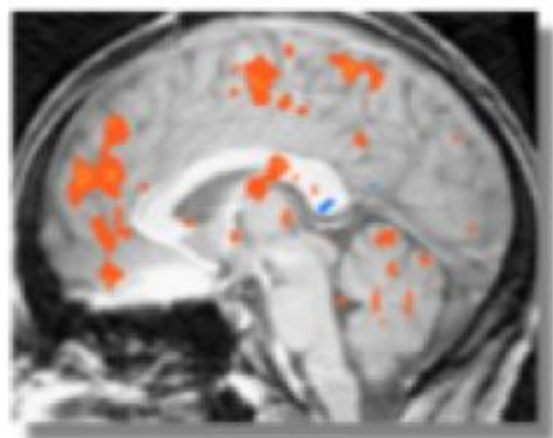
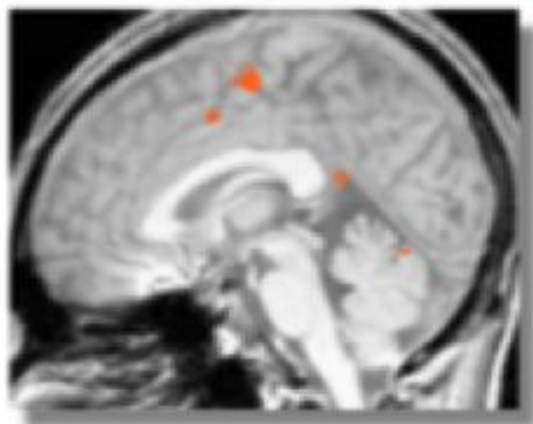
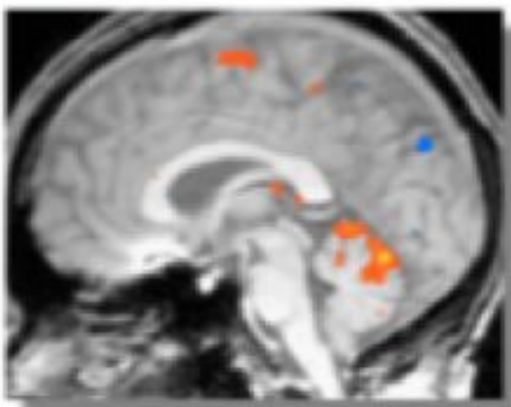


“I was inspired by Hannah’s painting.”





# Universal Design for Learning

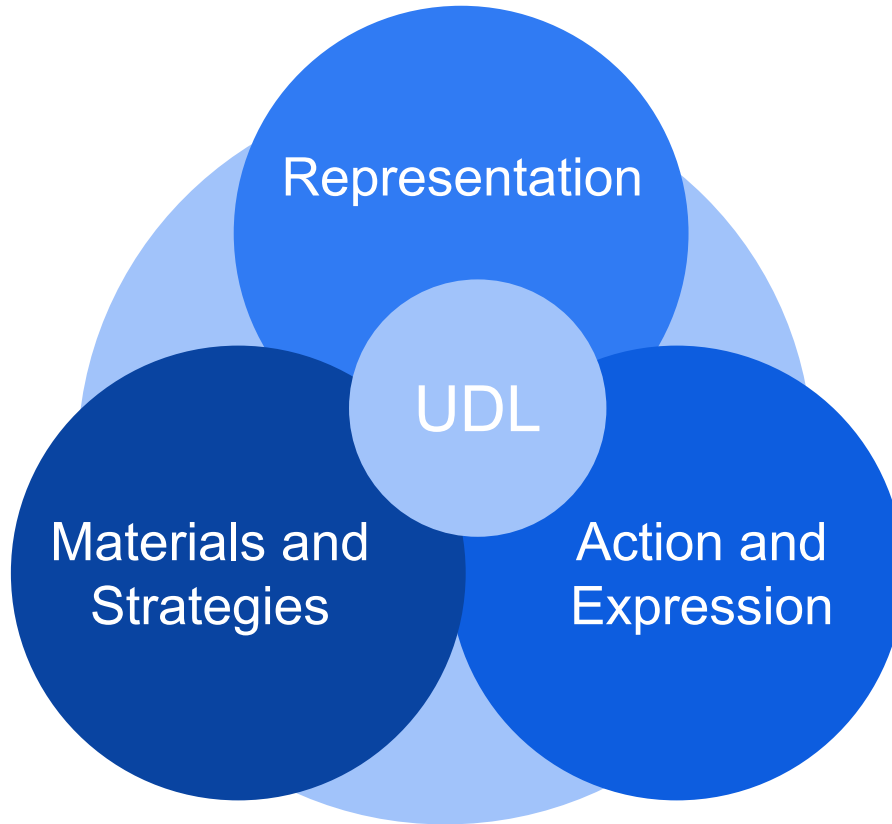




Goal. Barriers. Design. For all.



*The **WHAT** of learning:*  
present information in  
different ways



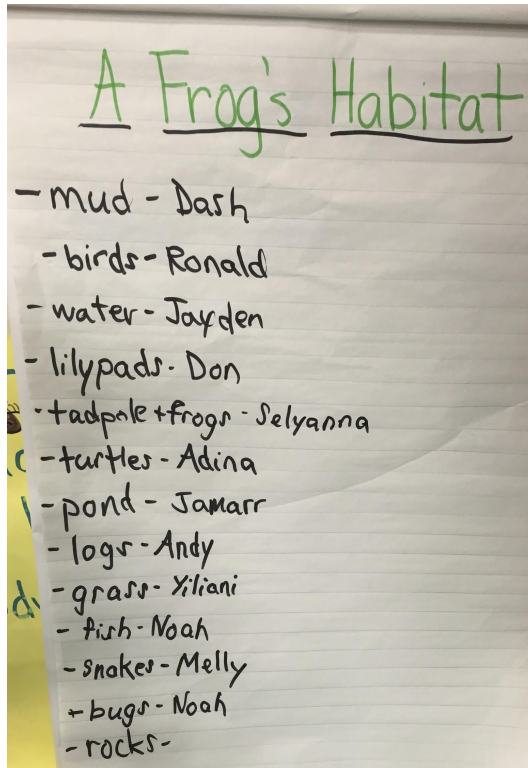
*The **WHY** of learning:*  
stimulate interest

*The **HOW** of learning:*  
differentiate ways  
children can express  
understanding

# Universal Design for Learning: Planning for Variability



# Teaching from an integrated approach



provides opportunities for authentic experiences

helps children make connections across content areas



multiple sources and experiences to build children's skills and expand their understanding



# Pedagogical shifts mean changes in **thinking**:

*from...*

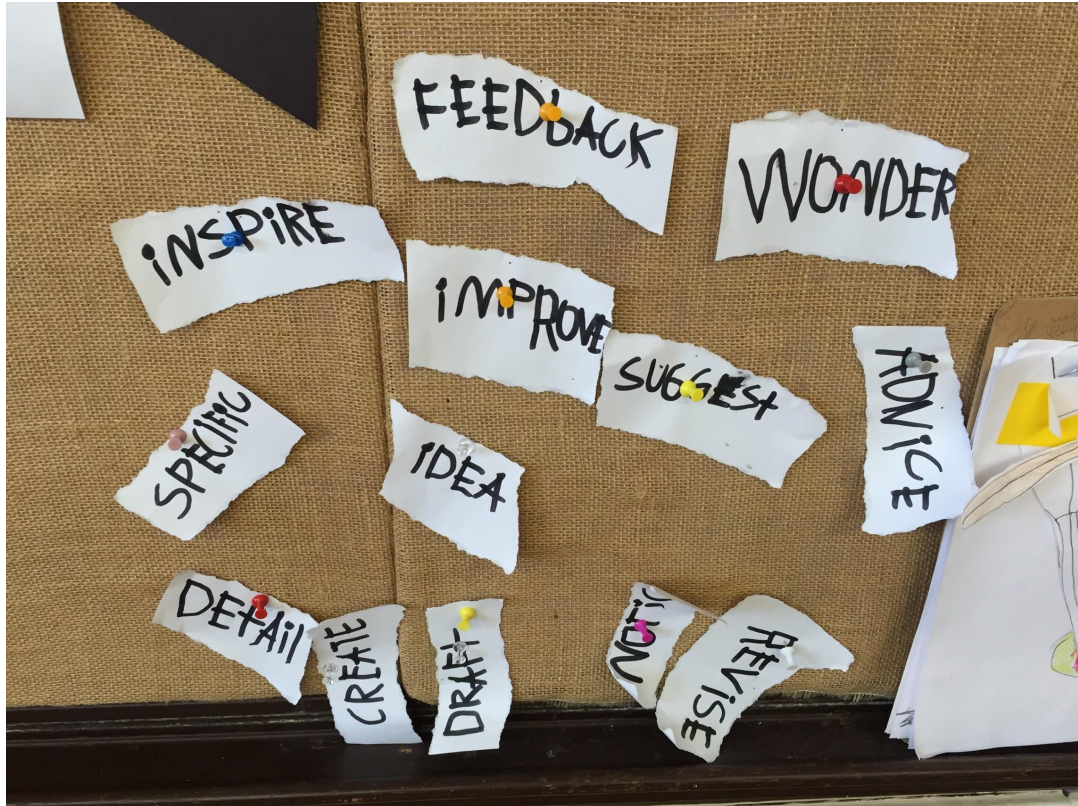
seeing play as  
**separate** from  
learning



*to...*

understanding play as how  
children learn:

purposeful engagement with  
ideas, materials and others



**Questions or  
Comments**

**Confirming/  
Surprising  
Ideas**



*Play is the  
highest form of  
research.*

**-Albert  
Einstein**

**Implementing *K for ME***

**Day 2**



Department of  
Early Childhood



# Agenda

Literacy

Break

Writing

Lunch

Storytelling/Acting

Environment

Guide Walk/Preparing for Unit 1

Questions/Closing



# Literacy

## WOLVES

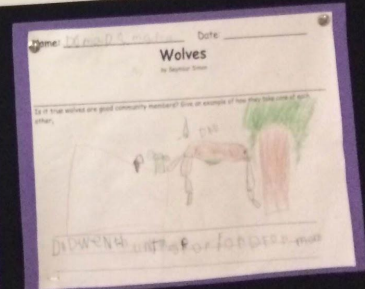
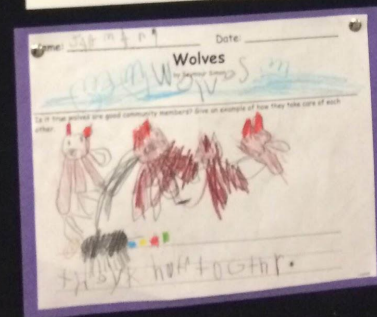


Eat Meat, SNIFF

CUPDIE, Eat a BUNNY

Hunt FOR MY Prey, & Eat FOOD

HOWL, ZIEEPIN THEM.



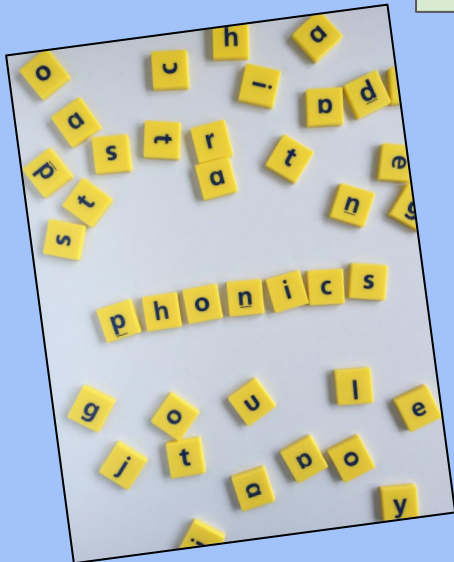
# Explicit and Systematic Literacy

**Phonics**  
30 minutes

**Shared  
Reading**  
10 minutes



**Stations**  
20 minutes



**Vocabulary**  
(Read Aloud)  
5 minutes



# Explicit Literacy Block Components

Component	Minutes/Day	Notes
Phonics	20-30 minutes	Daily sequential and purposeful instruction
Shared Reading	10 minutes	Reading of text, vocabulary, print concepts, reinforcement of phonological and phonemic awareness skills
Stations	20 minutes	5-6 Stations while teacher pulls small strategic groups <ul style="list-style-type: none"><li>● Shared Reading</li><li>● Word Work</li><li>● Writing Practice</li><li>● Listening and Speaking</li><li>● Independent and/or Partner Reading</li><li>● Computer or Listening Station (optional)</li></ul>
	<b>TOTAL:</b> 60 minutes	

# Phonics Component

## **Outcomes:**

- Synthesize the importance of phonics research and the application of phonics.
- Recognize the importance of daily consistent phonics instruction
- Apply phonics skills practiced in the shared reading component

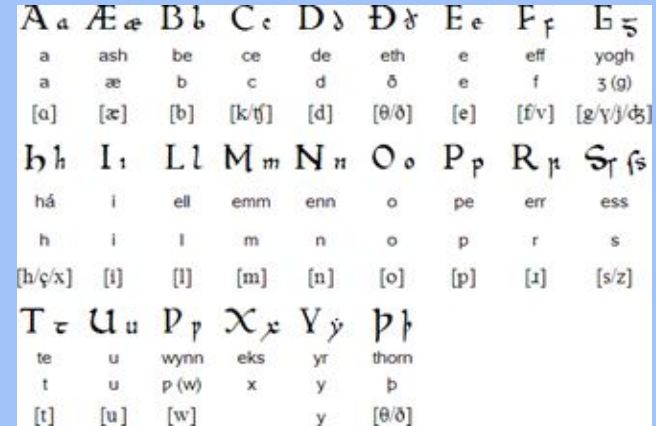
# The History of Reading Written English



**Ancient Sumeria –  
5,000 years ago**



**Greeks added vowels -  
2,000 vowels**



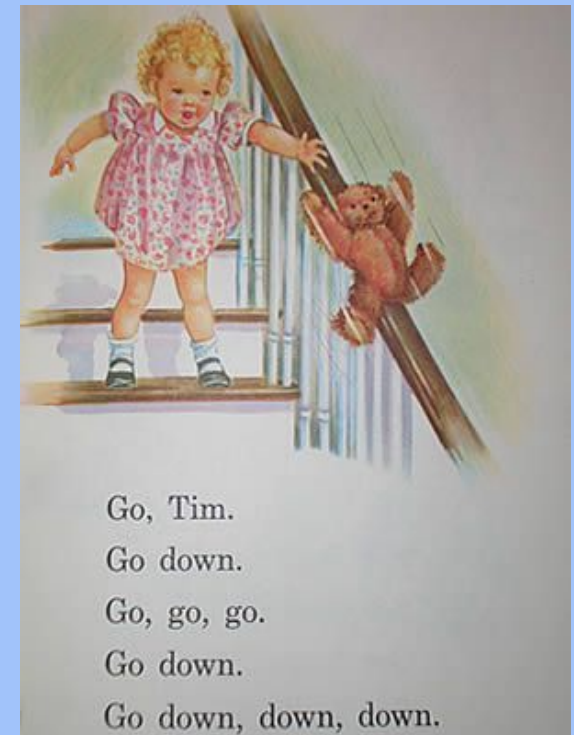
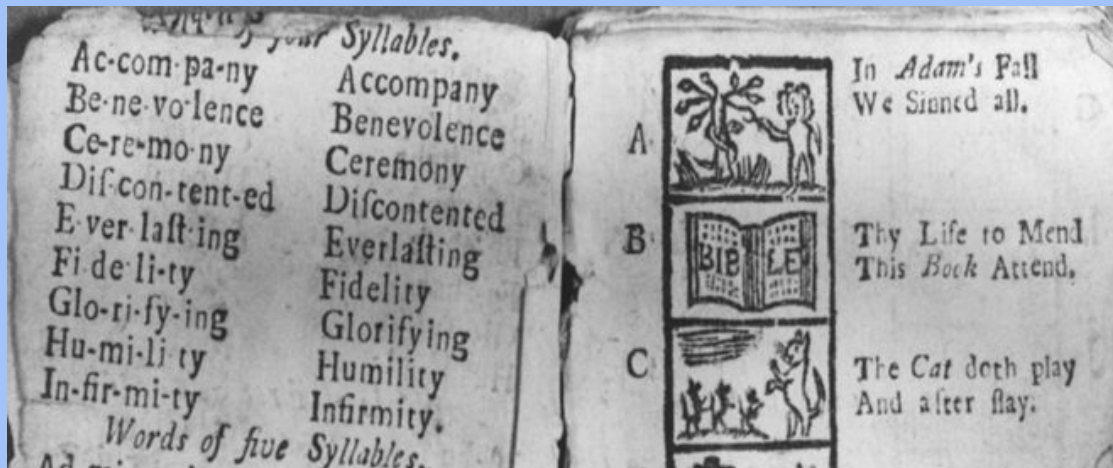
**England adopts in the  
form of Latin - 1,000  
years ago**

**The current system of the English language combines the history of the printed with word and spelling influences from a melting pot of influence from other languages. Spoken communication is a natural development for nearly all people - the reading and writing of printed language is not.**



# The History of Teaching Phonics

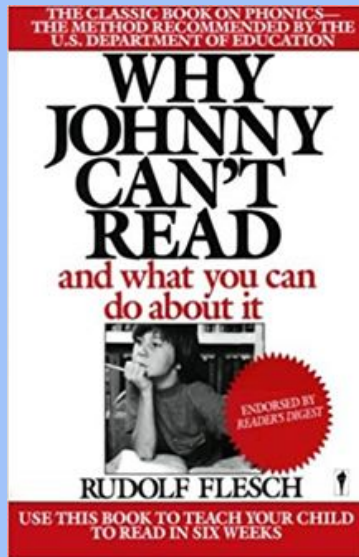
## The Alphabetic Method



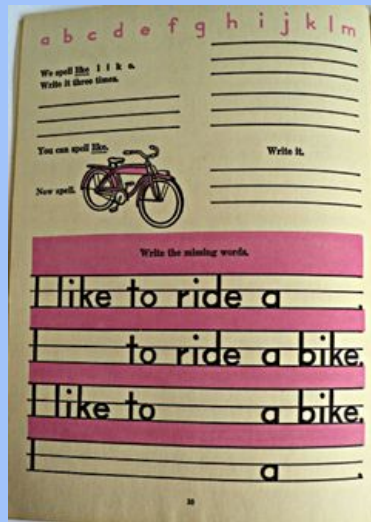
## The Word Method

# The Evolution of Phonics Instruction

1955 - Why Johnny Can't Read Published



1970s- Whole Language - "Real Books" Replace the Basal Readers



1960- Response to the Book

Pitman's Initial Teaching Alphabet

Character	Name	Example	Character	Name	Example
aa	ate	ate	y	yes	yes
bb	bee	bee	z	zed	zed
c	see	see	s	see	see
d	dee	dee	wh	when	when
ee	see	see	th	the	the
f	fee	fee	th	the	the
g	gee	gee	rh	rhyme	rhyme
h	hee	hee	th	the	the
ie	see	see	j	jee	jee
i	see	see	ll	lee	lee
k	key	key	r	ree	ree
l	lee	lee	g	gee	gee
ll	see	see	h	hee	hee
ll	see	see	hh	see	see
oo	see	see	o	see	see
p	pee	pee	ll	see	see
r	ree	ree	o	see	see
s	see	see	ll	see	see
t	tee	tee	oo	see	see
llk	see	see	oo	see	see
v	see	see	oo	see	see
llv	see	see	oo	see	see
llv	see	see	oo	see	see
llv	see	see	oo	see	see

1992- Balanced Reading - Authentic Texts & Analytic Phonics

# Research: Need for Phonics Instruction



National Literacy Strategy  
Clackannanshire Study  
Rose Report

National Reading Panel  
Reading First  
No Child Left Behind



**Consistent research for 50-60 years but  
inconsistent implementation in the U.S.**



# Types of Phonics Instruction

<b>Analytic Phonics</b>	<b>Synthetic Phonics</b>
Starts from whole words and breaks them down to the parts.	Starts from word parts and builds them up to the whole.
Learning the rules of language through inferences and exposure to words in books and other print.	Explicit and rote learning of the rules of the English language and printed English text.
Focus on creating meaning from text.	Focus on coding and decoding language.
Children learn from patterns, rhyme, and analogy.	Children learn through systematic learning of phonemes and graphemes.
Allows for guessing and inference from context.	Enables reading to occur without understanding context.
Practice opportunities occur as they arise in leveled texts.	Practice opportunities are purposefully designed using decodable texts.

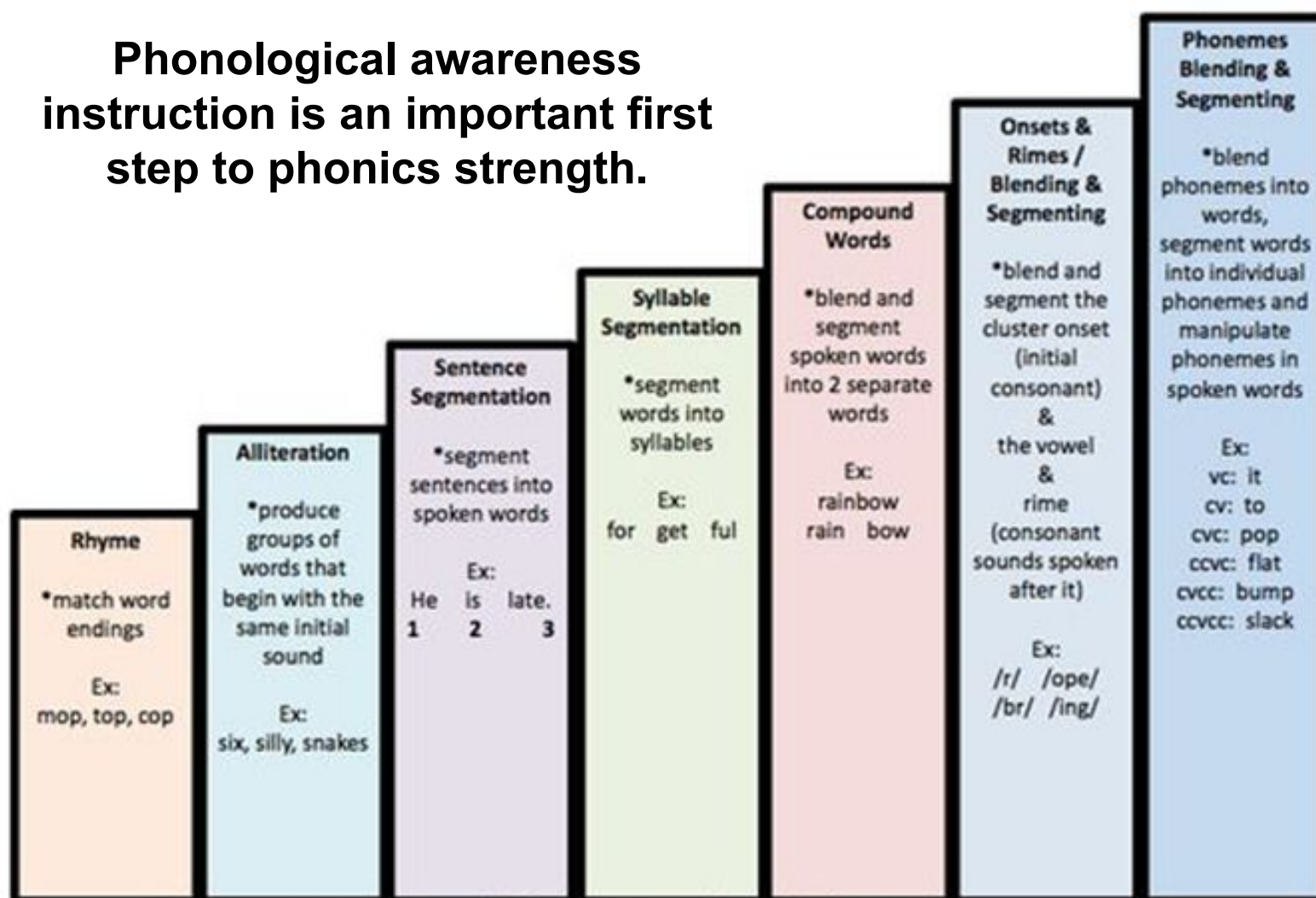


**POINTS  
TO  
PONDER**

- ❖ Intentional instruction in phonological awareness and phonics is beneficial for all students and crucial for tangled learners.
- ❖ Students who can not distinguish and manipulate sounds orally have a much harder time making connections between sound and print which directly affect learning to read.
- ❖ We have 26 letters but 44 sounds.
- ❖ The skills we expect students to master in phonological awareness are directly opposite from everything they have learned prior to school age.

# Phonological Awareness Progression

Phonological awareness instruction is an important first step to phonics strength.





# Moving Along the Progression

## **Oral Rhymes and Alliteration:**

Rhyme and alliteration both involve words that share a common feature or sound. Hearing rhyme requires attention to the ending sound in words, while alliteration requires attention to the beginning. Activities that develop rhyming and alliteration help children develop an ear for sounds.

## **Words in Sentences:**

Understanding that sentences are made up of words and that words are made up of sounds is an important phonological awareness skill.

## **Syllables in Words:**

Syllables are the smallest part of a word that contains a vowel. More than 80% of words in English have more than one syllable. It is much easier to read and write a new, unfamiliar word in chunks than to try to sound out all the letters in one long, continuous string.

# Moving Along the Progression

## Onset and Rime in Words:

The "onset" is the initial phonological unit of any word (e.g. c in cat) and the term "rime" refers to the string of letters that follow, usually a vowel and final consonants (e.g. at in cat).

## Phonemes in Words

Phonemes are the individual sounds that make up words. Some letters have more than one phoneme (e.g., long and short vowel sounds). Some phonemes can be represented by more than one letter (for example, a /k/ sound can be written with the letter C or the letter K, or even CK).

Sometimes a single phoneme is written with multiple letters (such as the /sh/ in ship).

# 5 Basic Phonics Skills

1. Learning letter sound connections to symbols
2. Learning letter formation
3. Blending letter sounds
4. Segmenting sounds in words
5. “Tricky” or “High-frequency” words

★ 1st four skills are taught simultaneously each day and tricky words are added throughout lessons.



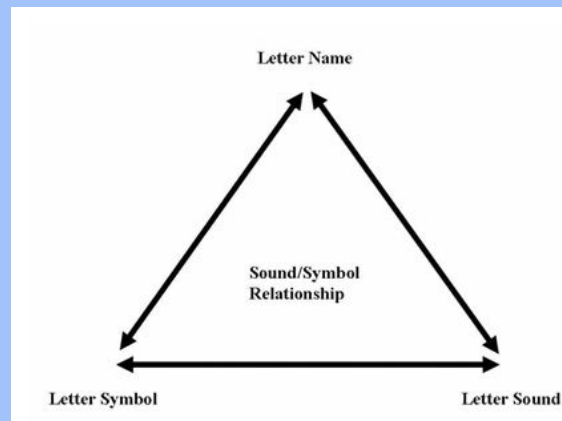
# Phonics

- Phonics brings print into the picture and makes connections to the phonological awareness skills.
- Students learn to match sounds to the letter or letters that represent the sounds in print.
- Phonics instruction should be in a logical, organized sequence.
- Children need frequent, authentic opportunities for practice.

# Connections from Sound (Phonological Awareness) to Symbol (Phonics)

**Alphabetic Principle** - Connecting speech sounds to letters

- Letters represent sounds
- Letters go together to make words
- Changing letters in words changes the sounds in the word



**Letter Formation** - need a lot of practice and attention to pencil grip.

# Blending – leading to reading

- They have started this orally and now they are moving to print.
- Students can blend words sound by sound by writing or reading one sound at time.
- Teacher models
- Start with smaller words
- Practice with the decodable words that align with the sounds learned.
- No such thing as too much practice.
- Make opportunities for authentic practice in words and decodable texts.

## **Segmenting** – leading to writing

- They have started this orally and now they are moving to print.
- Students must segment and record the sounds they hear
- Teacher models with magnetic letters & sharing the pen
- Start with smaller words
- Practice with the decodable words that align with the sounds learned through single words then words and phrases in dictation.
- No such thing as too much practice.
- Make opportunities for authentic practice independent writing.

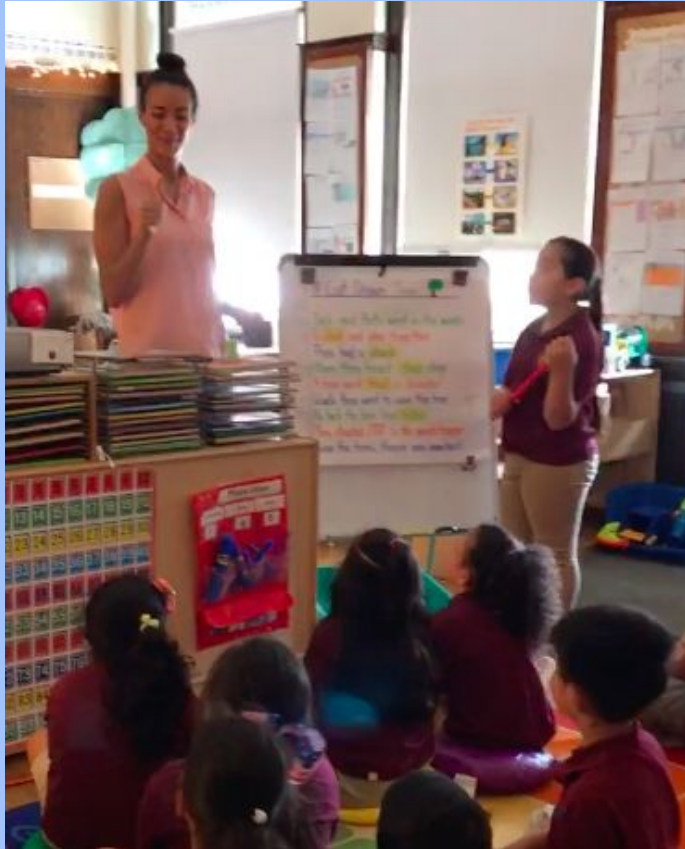


# Sometimes Words Are Just Tricky

- Some words cannot be decoded
- Students need to read and spell these words
- Introduce – talk about, often fun to try to read with sounds for students to understand what makes it tricky
- Review and practice
- Look, copy, cover, write, check
- Word walls
- Include practice in authentic places
- Play games, find them in reading, practice daily as you add more.

TIME FOR  
A BREAK

# Shared Reading (10 minutes)



Children develop as a joyful community of readers.

Children develop as fluent readers through practices as echo, choral and paired reading.

Children practice and apply knowledge and skills in print concepts, phonological awareness, phonics, and word recognition.

Children engage in explicit instruction in phonological awareness beyond what is offered through the phonics program.

# Shared Reading (10 minutes)

*K for ME* provides one Shared Reading text each week,

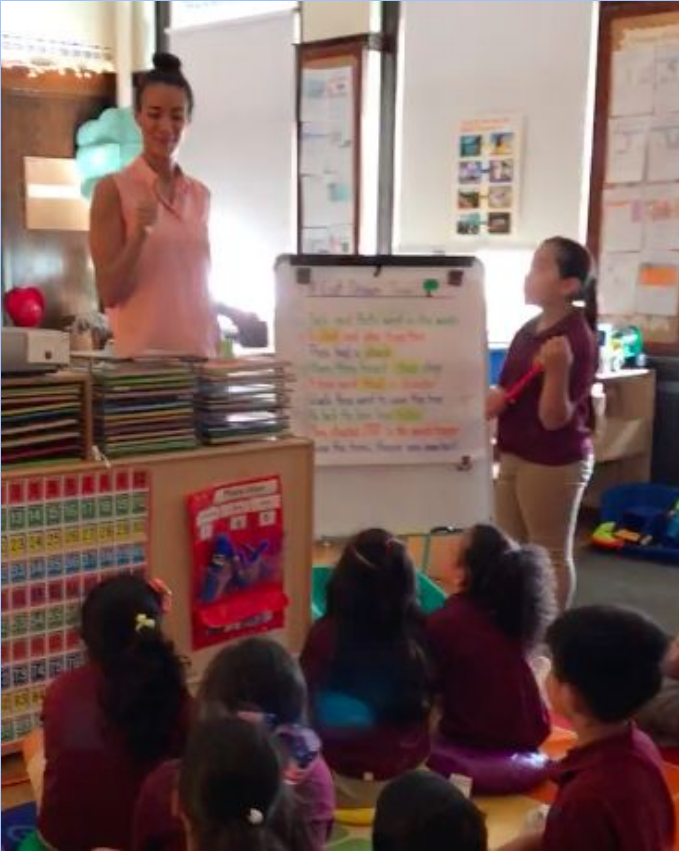
A scope and sequence that maps texts, skills, standards, and alignment to **Fundations** is provided for each unit. Lesson guides are provided for three sessions each week with one text, with flexibility for teachers to make decisions about text selection and the focus of shared reading on the remaining two days.

Simple, repetitive rhymes and songs are especially important in the early weeks of kindergarten as children develop into a community of readers and learn the routines of Shared Reading. Teachers may use the provided Rhymes, Poems, and Songs packet.

Optional extension activities extend practice with the phonological awareness and phonics goals highlighted in the Shared Reading lessons.



# Shared Reading Practices (10 minutes)



- Shared Text
- Repeated Exposure
- Track Print
- Comprehension
- Formative Assessment

# Shared Reading (10 minutes)

Read 1	Introduce text Model fluent and expressive reading Discuss meaning of vocabulary words
Read 2	Print concepts Phonological awareness
Read 3	Acting out Practice phonological awareness skills Extend text (game, writing, discussion)

## Unit 2 Week 7 Shared Reading

### Going to the Zoo

Grandma's\* taking us to the zoo tomorrow,  
Zoo tomorrow, zoo tomorrow.

Grandma's taking us to the zoo tomorrow.  
We can stay all day.

We're going to the zoo, zoo, zoo.

How about you, you, you?

You can come, too, too, too.

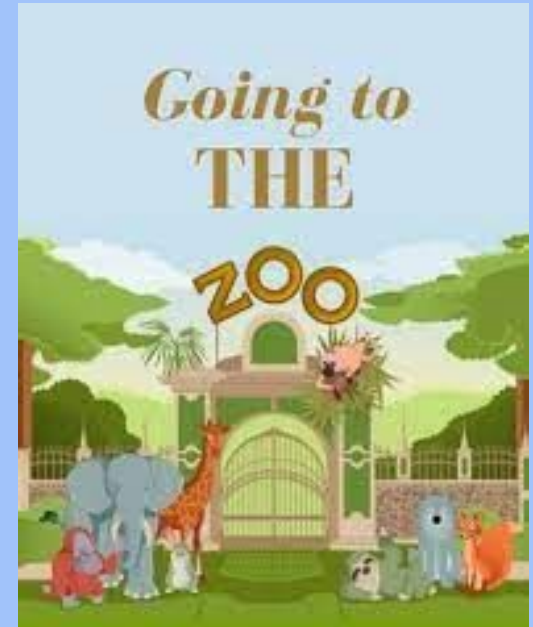
We're going to the zoo, zoo, zoo.

Look at all the yellow ducks a-quack, quack, quacking,  
Great big bills a-quack, quack, quacking.

Look at all the yellow ducks a-quack, quack, quacking.  
We can stay all day.

Look at all the quails' wings flip-flap flapping,  
Quiet, quiet wings flip-flap flapping.

Look at all the quails' wings flip-flap flapping,  
We can stay all day.



## Shared Reading (10 minutes)

- **What phonics instruction/skills will be taught in week 15 of your phonics program?**
- **How will you reinforce these skills in the shared reading lesson for this week?**

Jolly Phonics

From Phonics to Reading - Blevins

F & P Phonics

Others?



# Scope and Sequence - Jolly Phonics Weeks 1-12

Suggested Timetable: First 12 Weeks of *Jolly Phonics*

Teaching		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Weeks 9-12
Letter Recognition	<ul style="list-style-type: none"> <li>• Sound sheets &amp; actions</li> <li>• Flash cards &amp; games</li> <li>• Sound books</li> <li>• Letter sound frieze: put up section by section</li> </ul>	s a t i p	n c k e h r	m d g o u	l f b a i j	oa ie ee or z w	ng v oo oo y x	ch sh th th qu ou	oi ue er ar	Continue reviewing letter sounds
		<ul style="list-style-type: none"> <li>• Introduction of letter sounds and actions through stories, at a rate of one sound a day</li> <li>• Review of letter sounds until the students know them well</li> </ul>								Learning the sounds of the capital letters in preparation for reading books
Letter Formation	<ul style="list-style-type: none"> <li>• Multisensory practice:               <ul style="list-style-type: none"> <li>- pencil hold</li> <li>- correct formation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Feeling the letter shapes: air writing / grooved letters in the <i>Finger Phonics</i> books</li> <li>• Neat letter-formation practice: sound sheets, dry-wipe boards, lined paper</li> </ul>								
Blending	<ul style="list-style-type: none"> <li>• Hearing the word after the sounds have been spoken by the:               <ul style="list-style-type: none"> <li>a) teacher b) students</li> </ul> </li> <li>• Letter games/activities</li> <li>• Word boxes</li> </ul>	<ul style="list-style-type: none"> <li>• Aural blending:               <ul style="list-style-type: none"> <li>- adult says sounds in word</li> <li>- students identify word</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Blending words with:               <ul style="list-style-type: none"> <li>- initial consonant blends e.g. <i>stop</i> and <i>flag</i></li> <li>- double letters e.g. <i>duck</i> and <i>hill</i></li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• Word boxes/strips: for students who can blend and know most letter sounds</li> <li>• Red <i>JP Readers</i>: for students who can blend word boxes and know the first 12 tricky words</li> </ul>			
		<ul style="list-style-type: none"> <li>• Blending simple words that use the known letter sounds, including words with digraphs</li> </ul>								
Identifying Sounds in Words	<ul style="list-style-type: none"> <li>• Encoding regular words</li> <li>• Writing simple sentences</li> <li>• Dictation</li> </ul>	Identifying sounds in words: <i>Is there a /s/ in nest? Is it at the beginning, the middle, or the end?</i>		<ul style="list-style-type: none"> <li>• Dictation of letter sounds and simple regular words</li> </ul>		<ul style="list-style-type: none"> <li>• Dictation of letter sounds and simple regular words with digraphs</li> </ul>				
				<ul style="list-style-type: none"> <li>• Counting the sounds:               <ul style="list-style-type: none"> <li>- Teacher calls out simple words e.g. <i>dog, clap, sheep</i></li> <li>- Class responds with individual sounds, holding up a finger for each sound: /d-o-g/ (3 sounds, 3 fingers); /c-l-a-p/ (4 sounds, 4 fingers); /sh-ee-p/ (3 sounds, 3 fingers)</li> </ul> </li> </ul>						
Tricky Words	<ul style="list-style-type: none"> <li>• Reading tricky words</li> <li>• Learning the spelling of tricky words</li> </ul>		Learning to write first name					Learning to read and spell the first 12 tricky words: <i>I, the, he, she, me, we, be, was, to, do, are, all</i>		

# Scope and Sequence - Jolly Phonics Weeks 13-24

Blue Section

Suggested Timetable: Weeks 13–24 of *Jolly Phonics*

Week:	13	14	15	16	17	18	19	20	21	22	23	24
Letter Recognition	<ul style="list-style-type: none"> <li>Review of the 42 letter sounds, plus the alternatives that have been taught</li> </ul>											
	<ul style="list-style-type: none"> <li>Teaching the &lt;y&gt; spelling for the /ee/ sound</li> <li>Review of the short vowels</li> <li>Teaching that, in some words with short vowels, the consonant is doubled, or &lt;ck&gt; is used</li> </ul>				<ul style="list-style-type: none"> <li>Teaching "magic &lt;e&gt;": a_e, e_e, i_e, o_e, u_e</li> <li>Teaching &lt;ue&gt; and &lt;u_e&gt; for the long /oo/ sound</li> </ul>		Teach <ay> for /ai/ & <oy> for /oi/	Teach <ea> for the /ee/ sound	Teach <y> for the /ie/ sound	Teach <ow> for the /oa/ sound	Teach <ir> & <ur> for the /er/ sound	Teach <ew> for /ue/ & /oo/
Letter Formation	<ul style="list-style-type: none"> <li>Review of the lower-case letters, plus the capital letters that have been taught</li> <li>Introduction of the letter names through reciting/singing the alphabet</li> </ul>											
	Teaching capitals: S A T I P N	Teaching capitals: C K E H R M D	Teaching capitals: G O U L F B	<ul style="list-style-type: none"> <li>Capital J</li> <li>Reviewing digraphs: ai, ee, ie, oa, ue</li> </ul>	<ul style="list-style-type: none"> <li>Capitals: Z W V</li> <li>Reviewing digraphs: ng, oo</li> </ul>	<ul style="list-style-type: none"> <li>Capitals: Y X Q</li> <li>Reviewing digraphs: ch, sh, th</li> </ul>	Review: - alphabet - capitals	<ul style="list-style-type: none"> <li>Review: - capitals A to M - formation b &amp; d</li> </ul>	Review: capitals N to Z	Review: caterpillar /c k/ letters c a d o g q	Review: tall letters b d f h k l t	Review: letters with tails g j p q y
Blending / Reading	<ul style="list-style-type: none"> <li>Reading words, phrases, and sentences as frequently as possible, and using blending for unknown words</li> </ul>											
	<ul style="list-style-type: none"> <li>Blending words with &lt;y&gt; for the /ee/ sound</li> </ul>		Blending words with <ck>	Review: double letters & <ck> words	Blending words with "magic <e>"		Sufficient teaching now covered for students to start reading <i>Jolly Phonics Readers</i> , yellow level. Only give to confident readers at this stage.					
	<ul style="list-style-type: none"> <li>Blending words with double letters</li> </ul>				Comprehending sentences	Blend <ay> & <oy> words	Blend <ea> words	Blend <y> as /ie/ words	Blend <ow> as /oa/ words	Blend <ir> & <ur> words	Blend <ew> words	
Identifying Sounds in Words / Writing	<ul style="list-style-type: none"> <li>Calling out sounds in given words and holding up a finger for each sound</li> <li>Writing words and sentences from dictation</li> <li>Modeling the writing of sentences with the students</li> <li>Encouraging independent writing</li> </ul>											
	Doubling rule for words ending in <y> as /ee/	Identifying short vowels in words	Short vowel & <ck> rule	Spelling words with double letters	Spelling words with "magic <e>": a_e, e_e, i_e, o_e, u_e	Spelling /ai/ & /oi/ words using correct alternative	Writing <ϕ> & <ϕ> words using correct formation	Spelling words that use digraphs		Spelling <ir> and <ur> words	Spelling <ew> words	
Tricky Words	<ul style="list-style-type: none"> <li>Review: reading and spelling the tricky words that have been taught</li> </ul>											
	Teach: you your	Teach: come some	Teach: said here there	Teach: they	Teach: go no so	Teach: my one by	Teach: only old	Teach: like have	Teach: live give	Teach: little down	Teach: what when why	Teach: where who which



# Scope and Sequence - From Phonics to Reading

## Grade K, Level K

	Main Skill	Word Study or Extra Focus	Phonemic Awareness
1	Mm	Alphabet Recognition	• Recognize Rhyme • Clap Syllables • Blend Syllables • Identify Words in a Spoken Sentence
2	Short a	Alphabet Recognition	• Recognize Rhyme • Clap and Count Syllables • Blend Syllables • Identify Words in a Spoken Sentence
3	Ss	Alphabet Recognition	• Oral Blending • Isolate Beginning Sounds • Alliteration • Identify Words in a Spoken Sentence
4	Tt	Alphabet Recognition	• Recognize Rhyme • Blend Syllables • Isolate Beginning Sounds • Identify Words in a Spoken Sentence
5	Pp	Alphabet Recognition	• Oral Blending • Clap and Count Syllables • Isolate Beginning and Ending Sounds • Identify Words in a Spoken Sentence
6	Nn	Plural Nouns with -s	• Oral Blending • Recognize Rhyme • Isolate Beginning and Ending Sounds
7	Short i	Inflectional Ending -s	• Oral Blending • Recognize Rhyme • Isolate Beginning and Ending Sounds
8	Cc	Ending _ck	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds
9	Ff	Distinguish Initial and Final Consonant Sounds	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds
10	Dd	Distinguish Initial and Final Consonant Sounds	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds
11	Hh	Inflectional Ending -s	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds
12	Short o	Distinguishing Initial and Medial Vowel Sounds	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds
13	Rr	Ending _ck	• Oral Blending • Oral Segmentation • Isolate Beginning, Medial, and Ending Sounds
14	Bb	Plural Nouns with -s	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds
15	Ll	Double Final Consonants	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds
16	Kk	Ending _ck	• Oral Blending • Recognize and Produce Rhyme • Isolate Beginning, Medial, and Ending Sounds



# Scope and Sequence - Fountas and Pinnell

#	Lesson	Title	Teaching Suggestions for Extending Learning
<b>Early in the Year</b>			
1	ELC 1 page 75	Recognize your name	There may be a few children in your class who do not yet recognize their names. Repeat the lesson with a small group, reducing the number of names to make it easier. Have them trace the first letter and tell what they notice about their names. Work until each child can find his name rapidly, without hesitation.
2	ELC 2 page 79	Recognize your name	Repeat the lesson using the name chart made in Lesson ELC 1. Play a game matching the name card to the name on the chart. Give each child an individual copy of the name on the chart and have children quickly circle their own names and then point to the names of others in the class. Use the name chart as a constant resource for interactive writing and encourage children to use it in their independent writing.
3	PA 1 ✓ Page 109	Hear and Say Rhyming Words	Repeat the lesson with a variety of rhymes. Use Sing A Song of Poetry or Words that Sing. Have children highlight words that rhyme. They may notice that sometimes the endings look the same and sometimes they don't. Have children highlight ending parts of rhyming words that look the same.
4	PA 2 ✓ Page 113	Hear and Say Rhyming Words	Use shared reading to help children enjoy poetry. After a poem is familiar, have them identify and highlight rhyming words. You may want to say a word and have children think of a word that rhymes. You can use this game as children line up or come to group meeting.
5	PA 3 ✓ Page 117	Hear and Connect Rhyming Words	Repeat the lesson with a small group of children who need more support. If the whole group needs more work on sorting, repeat the lesson with other pictures. Use simple poems in shared reading. Have children identify and highlight rhyming words. Play a game by saying two words. Children stand and clap if the words rhyme.
6	LK 1 ✓ Page 215	Understand that Words are Formed with Letters	Repeat the lesson as needed until most children can make their names. Bring together a small group of children who still need more support in making their names. Have them work with the name puzzle until they can do it and check letter by letter. Have children sit in a circle with name puzzles in front of them. They can tell what they notice about their names and the names of their friends.
7	WSA 1 ✓ Page 455	Recognize and Find Names	Notice children who have difficulty recognizing their names and convene them in a small group. Make a quick name chart with the children. (This will limit the number of names and make it easier.) Repeat the lesson and play a short Lotto game with them if time allows. Recognizing one's name in many contexts is an exercise in quick letter/word recognition. When there is a great deal of print in the room, you can have children (or half of the group) move quickly without talking to a place that has their names. They read the name and say the first letter. Then they go quickly to a word that starts the same. Possibilities are word wall, name charts, helpers' chart, pieces of interactive writing.
8	LK 2 ✓ Page 219	Recognize the Distinctive Features of Letter Forms	Repeat the lesson using other letters. Refer to Ways to Sort or Match Letters in Online Resources. Set up a sorting area where children can play at sorting letters.

9	LK 3 ✓ Page 223	Recognize the Distinctive Features of Letter Forms	For children who need more support making letters, work with them in a small group. Have them trace letters and use the Verbal Path for the Formation of Letters in Online Resources. They can say it aloud as they trace letters or make them on the table using larger movements. They can also write on the chalkboard using the verbal path, said aloud as they write. (Children will learn more about the verbal path in LK 5).
10	LK 4 ✓ Page 227	Recognize Letters and State Their Names	You may wish to repeat the lesson using other letters. Work with a small group of children if needed to teacher them to use a model to recognize like letters quickly and group them together.
11	ELC 3 ✓ Page 83	Match a Spoken Word with a Group of Letters	Repeat the lesson, generating other sentences, cutting them up, putting them in the pocket chart and reading them word by word. As free-time activity, children can reconstruct the sentence. Work with a small group of children who have difficulty coordinating this task. Be sure to stress crisp pointing under the words.
12	ELC 4 ✓ Page 87	Match a Spoken Word with a Group of Letters	Repeat the lesson with other sentences. You can use some familiar sentences from interactive writing or shared reading. As children draw, have them dictate a sentence about their drawings. Write it quickly on a sentence strip while they read it. They can put together their sentence several times and glue it on the picture.
13	LK 5 ✓ Page 231	Recognize the Distinctive Features of Letter Forms	Bring together a small group of children who need more practice making letters. Observe their formulation of letters closely. Encourage them to use large movements to write on the chalkboard saying aloud the verbal path (see the verbal path for the formation of letters in online resources). In interactive writing, use the verbal path as children contribute letters to a piece.
14	LK 6 ✓ Page 235	Recognize Letters and State Their Names	Repeat the lesson several times until children develop automatic recognition of all the letters and can easily read their individual Alphabet Linking Charts (final page). Work with a small group if needed. Use the enlarged version of the chart until you can point to a letter without saying it and ask children to "read" the letter and pictures. Use the chart as a resource in interactive writing. Place a copy of the chart in the child's writing folder.
15	LK 7 ✓ Page 239	Recognize Letters and State Their Names	Tape an alphabet strip to the top of every place at the table or to the top of each child's desk. Repeat the lesson until children can quickly and easily match magnetic letter to the alphabet strip in the pocket chart. Play a line-up game in which children have a letter for a "ticket." The child places the letter on an alphabet strip to get in line.
16	LK 8 ✓ Page 243	Recognize Letters and State Their Names	You may have a number of children who have trouble recognizing their names and/or who look only at the first letter. Meet with them in small group and have them sit in a circle with the name puzzle envelope in front of them as a model (see LK 1) 1. They mix up the letter cards of their names – with a partner sitting next to them – and play "alphabet soup" using the model. Have each child tell what she notices about her name and her partners name. Challenge children to tell more than the first letter. Have each child go up to the Alphabet Linking Chart and locate a letter that is in her name (any letter).



## Unit 1 Week 3

### My Name

Everybody has a name

Some are different

Some, the same!

What is new to you,

Is familiar to me.

We each have names

Special to our family.

I like my name,

It's nice to me.

I am exactly who

I want to be!



# Stations

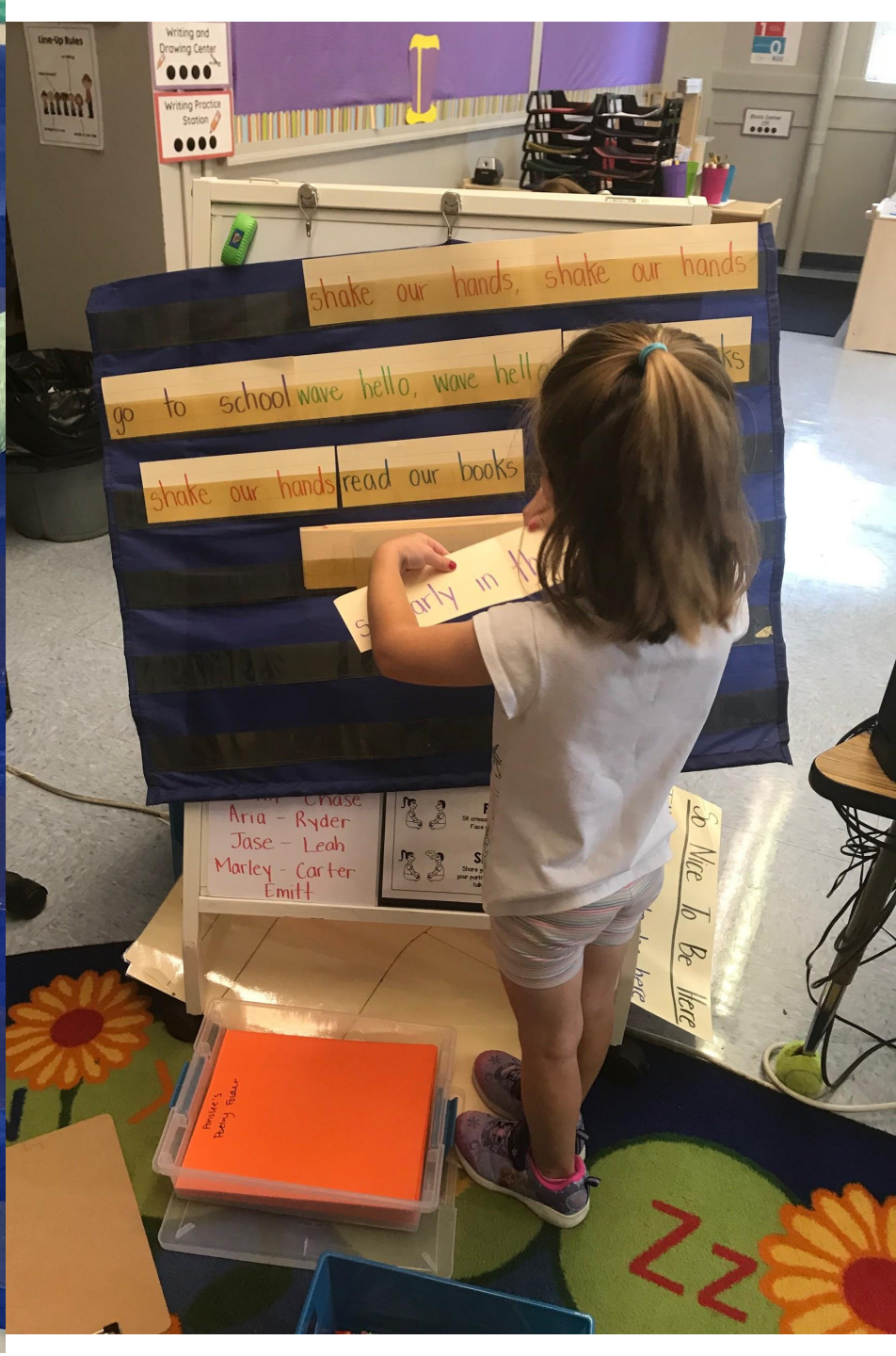
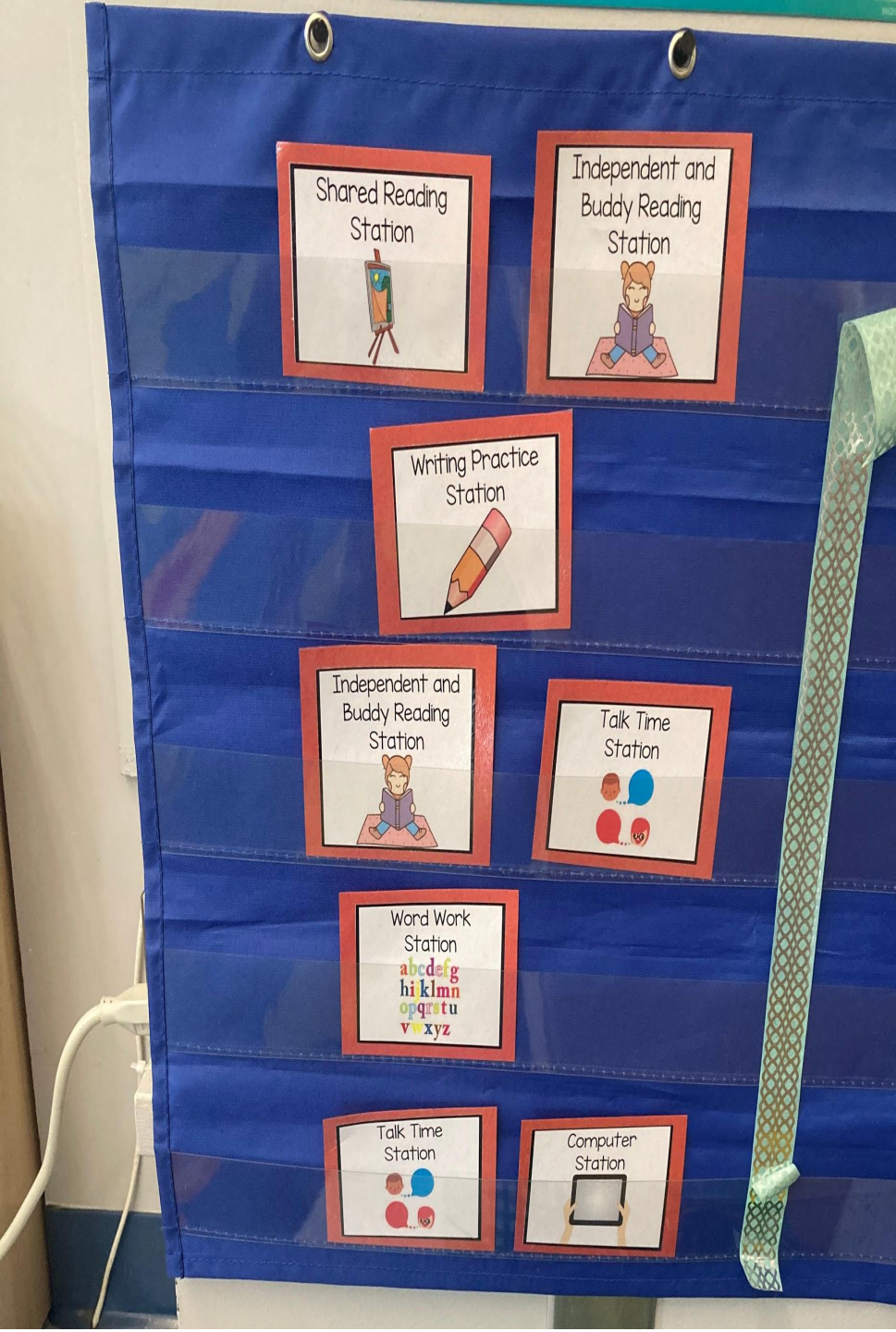
<b>Shared Reading</b>	Poem and song book or chart
<b>Word Work</b>	Play with sounds and words
<b>Writing practice</b>	Fine motor practice and letter/word refinement
<b>Listening and Speaking</b>	Vocabulary and oral language
<b>Independent or Partner Reading</b>	Interact with texts
<b>Computer Literacy Program or Listening Center (optional)</b>	Intentional applications and/or recorded stories

# Unit 2 Week 7 Stations

Station	Activities	Materials Add writing and drawing tools at each station.
<b>Strategic Small Group Instruction</b>		Dedicate the majority of Stations time to strategically targeted small group instruction.
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● collection of high-interest picture books, including on the topic of study (animals and habitats)</li> </ul>
<b>Pocket Chart</b>	“Six Green and Speckled Frogs”	<ul style="list-style-type: none"> <li>● “Six Green and Speckled Frogs” sentence strips</li> <li>● pocket chart</li> <li>● “Six Green and Speckled Frogs” on chart</li> <li>● “Six Green and Speckled Frogs” child copies</li> <li>● pointer</li> <li>● drawing tools, optional</li> </ul>
<b>Listening &amp; Speaking</b>	Talk Time	<ul style="list-style-type: none"> <li>● Week 7 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul>
	Listen and Respond	<ul style="list-style-type: none"> <li>● technology for listening to recorded text</li> <li>● <i>Owls</i> recording</li> <li>● <i>Owls</i>, Gail Gibbons</li> <li>● conversation prompts, cut apart</li> </ul>

<p><b>Writing</b></p>	<p>All books about owls</p>	<ul style="list-style-type: none"> <li>● books about owls</li> <li>● writing prompt sheet, one copy for each child</li> <li>● writing and drawing tools</li> </ul>
<p><b>Word Work</b> aligned with Foundations <b>Unit 1 Week 12</b></p>	<p>Sorting Beginning Sounds and Letters (qu, z, y, x)</p>	<ul style="list-style-type: none"> <li>● Sorting Sheets, 5 copies</li> <li>● Letter Cards, 5 sets, cut apart</li> <li>● Picture Cards, 5 sets, cut apart</li> <li>● envelopes, one for each set of cards</li> </ul>
	<p>Beginning Sound BINGO 2 (Rr, Xx, Yy, Zz, Ww, Ququ, Jj, Pp, Ll, Kk/Cc, Hh, Vv)</p>	<ul style="list-style-type: none"> <li>● BINGO boards (4, or 2 copies of each for 2 sets)</li> <li>● letter cards, 8 copies on stiff paper and cut apart, or magnetic letters</li> <li>● basket or bag to hold letter cards</li> </ul>
	<p>Read, Build, Write</p>	<ul style="list-style-type: none"> <li>● Read, Build, Write Sheets, one for each child</li> <li>● magnetic letters or letter tiles</li> </ul>
	<p>Matching Rhymes</p>	<ul style="list-style-type: none"> <li>● Week 7 We Rhyme! boards, 4-6</li> <li>● Rhyming Pictures cards, cut apart</li> </ul>









Marley  
Sophia

Bena





Liam U


tri  
s  
f


Name: \_\_\_\_\_

**Word Work Station**


Read the word. Build the word. Write the word.


Read the word	Build the word	Write the word
little		 _____  -----  _____  _____

Record yourself saying the word. 


Circle the word. 

like Little can Look  
am will no little can  
little like will not  
see little

Mix and fix. 

Trace the word. 

l i t t l e

Type the word. 

Little



**Word Work**

aligned with  
Foundations  
**Unit 3 Week 1**

Make it Rhyme

Changing Ending  
Sounds

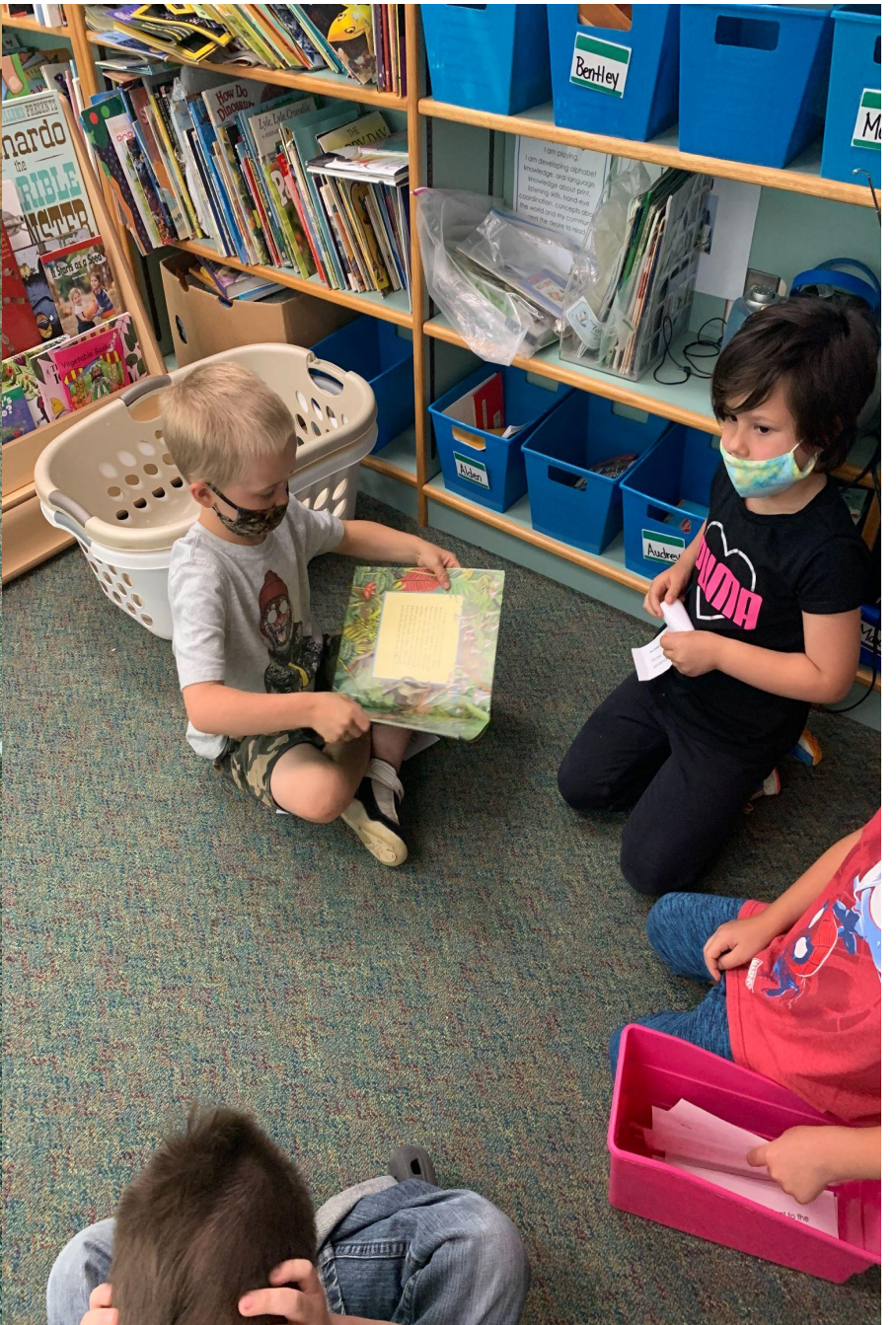
Read, Build, Write  
Trick Words

● Make it Rhyme sheets, one for each child

● Changing Ending Sounds sheets, one for each child

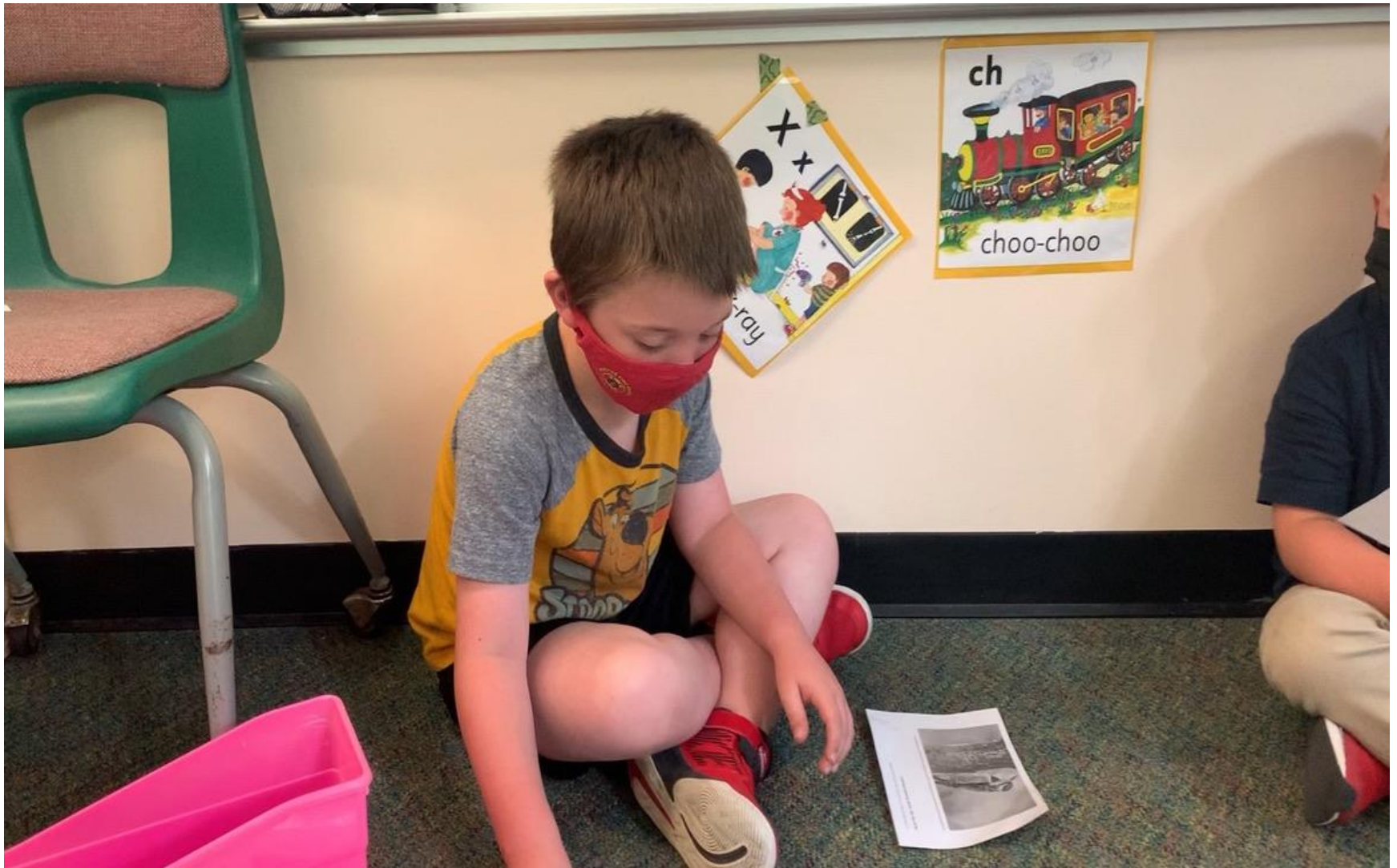
● Read, Build, Write Sheets, one for each child  
● magnetic letters or letter tiles







# Listening and Speaking: Talk Time



# Stations

## Strategic Small Group Instruction

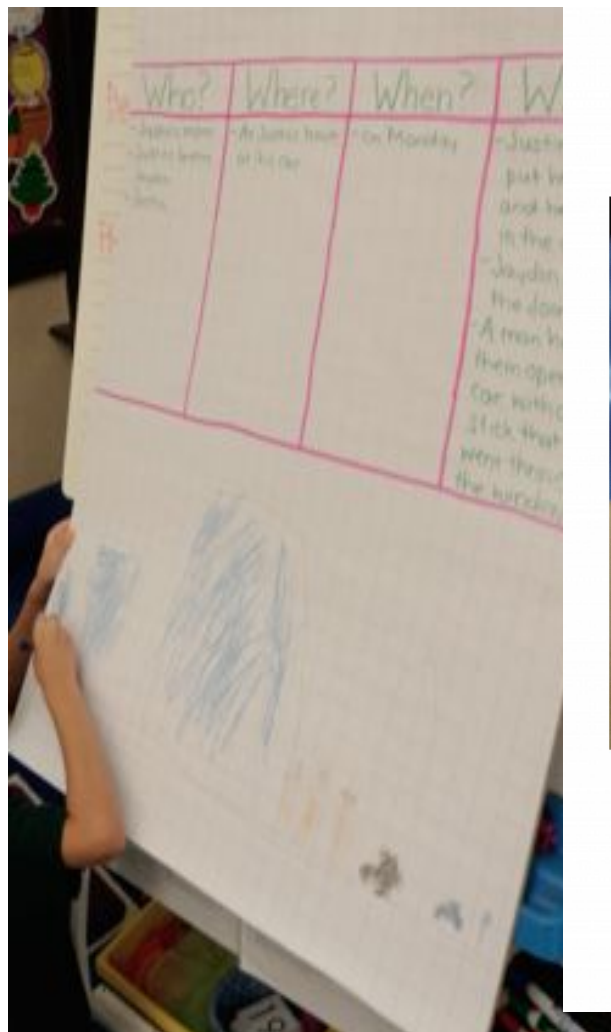
- Maximum of 5 - 6 students in a group in order to provide direct instruction to each learner.
- Form groups based on similar strengths and needs.
- Grouping patterns should be flexible.
- Purposefully planned teacher directed lessons.



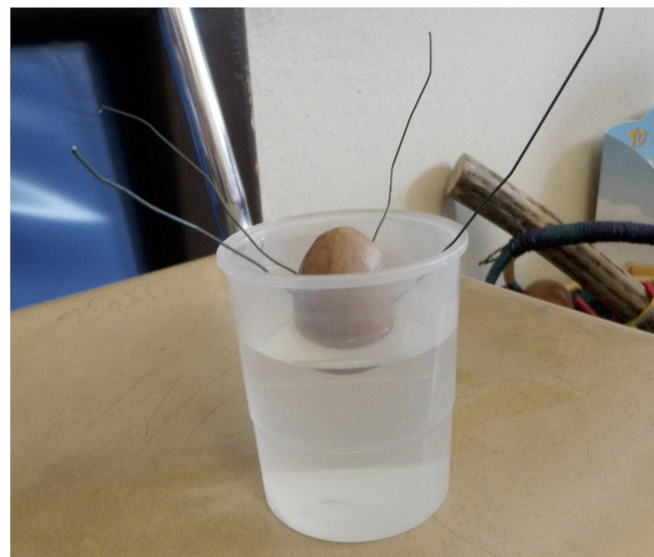
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# Writing: Systemic Functional Linguistics (SFL)



## Plant an Avocado



By Mrs. Vilcapoma's Class

“Although the problem is not necessarily inherent in the method, in some instances adherents of process approaches to writing create situations in which students ultimately find themselves held accountable for knowing a set of rules about which no one has ever directly informed them.”

*Other People's Children*, Lisa Delpit

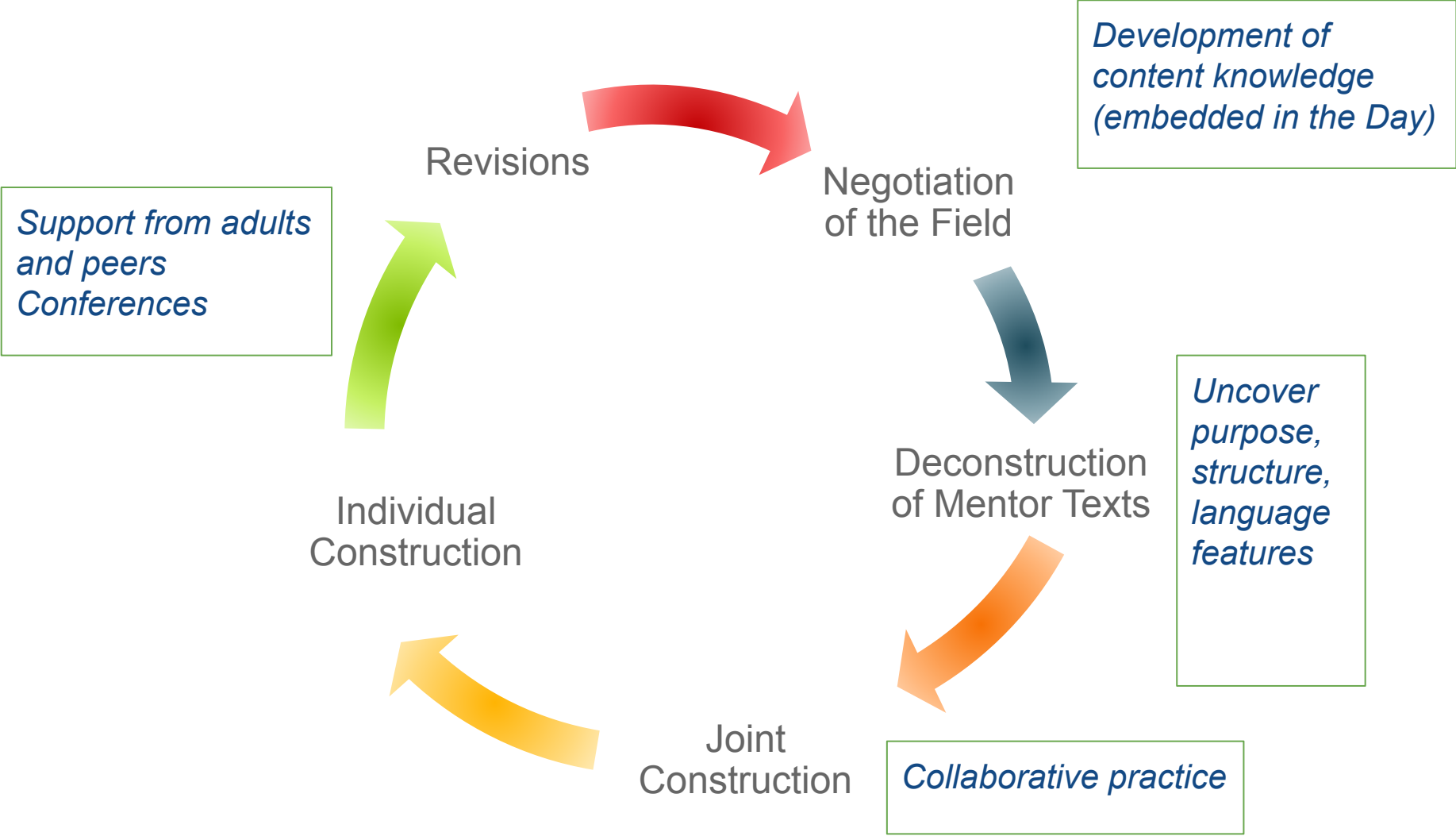
# Writing (30 minutes)



- Children learn the purpose, structure, and language of various **genres** of writing (narrative, informational, argument).
- Children write to authentic **audiences** for authentic **purposes**.
- Children write using **a variety of media**.

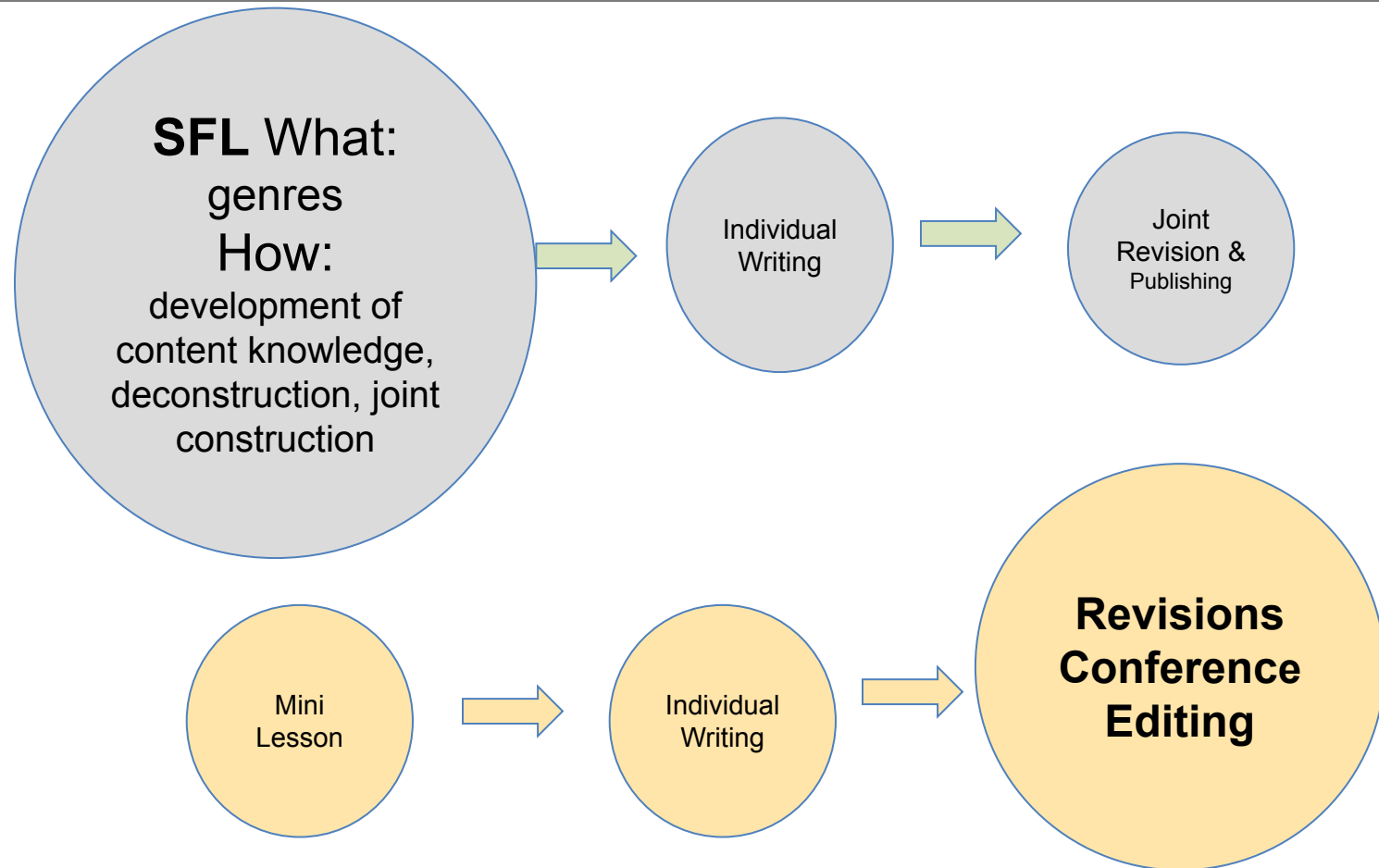


# SFL Teaching and Learning Cycle



# SFL Compared to Writers Workshop

Focus on genre units: Students become experts in writing in various genres



Focus on the process: pre-writing, drafting, revising/editing, publishing

Genres in <i>K for ME</i>	
<i>Our Community</i>	Storytelling & Writing Basics
	Personal Recount
<i>Animals and Habitats</i>	Personal Recount
	Report
	Explanation
<i>Construction</i>	Fictional Narrative
	Procedure
<i>Our Earth</i>	Personal Recount (poem)
	Argument

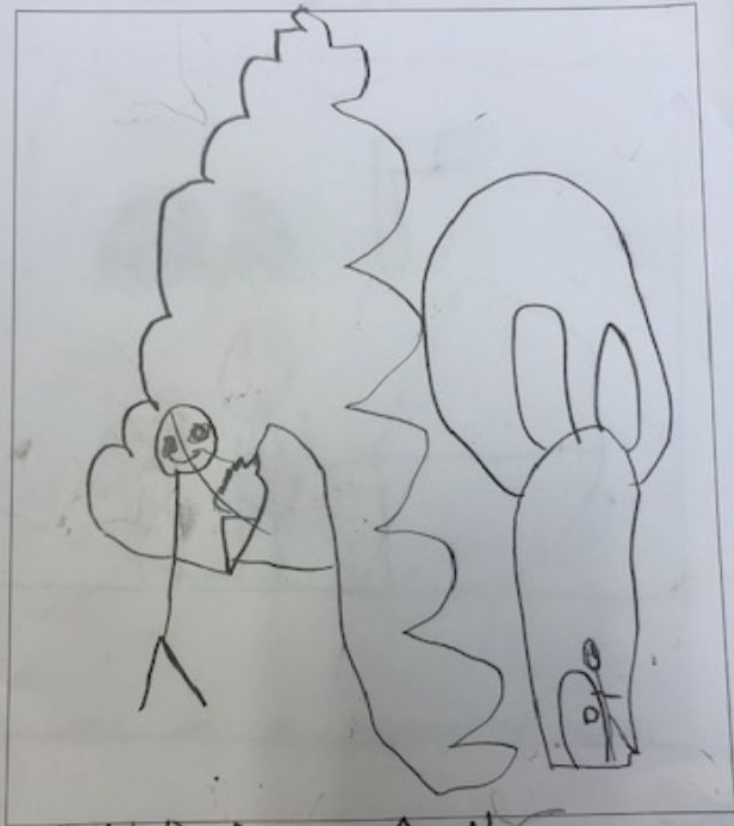
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.



Submarine Adventure



By CHRISTIAN

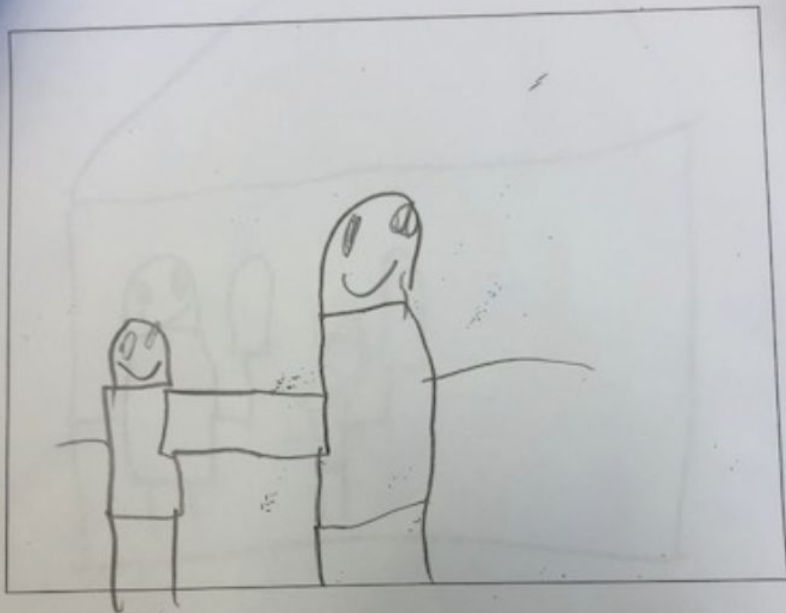


Name: CHRISTIAN



I went on a submarine with  
my brother.

Name: \_\_\_\_\_



when we came off I gave

him a hug.

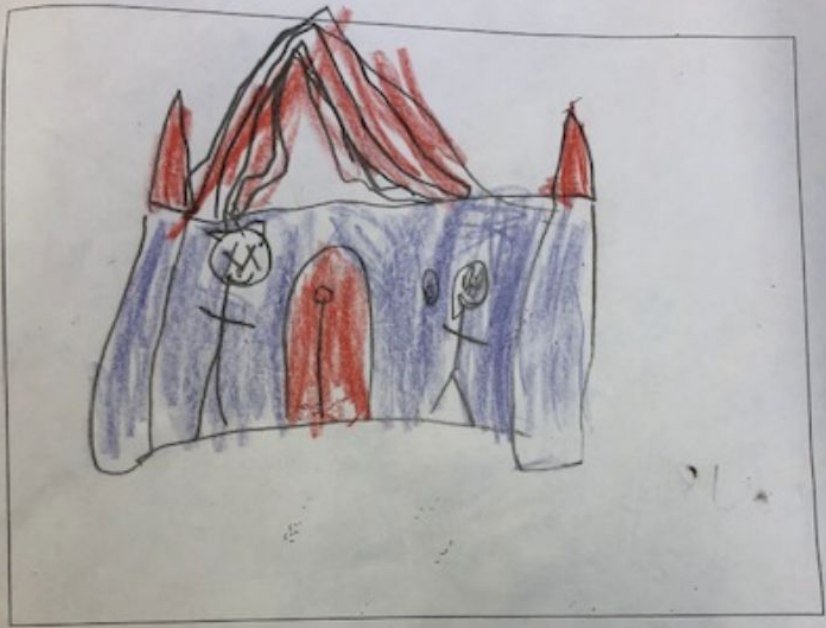
Name: BASPIE



we went home and had

popsicles.

Name: \_\_\_\_\_



It was a fun day.

\_\_\_\_\_



What do you notice?

What connections are you making?

What are you wondering?

**How will this work support children's writing development?**





Lunch

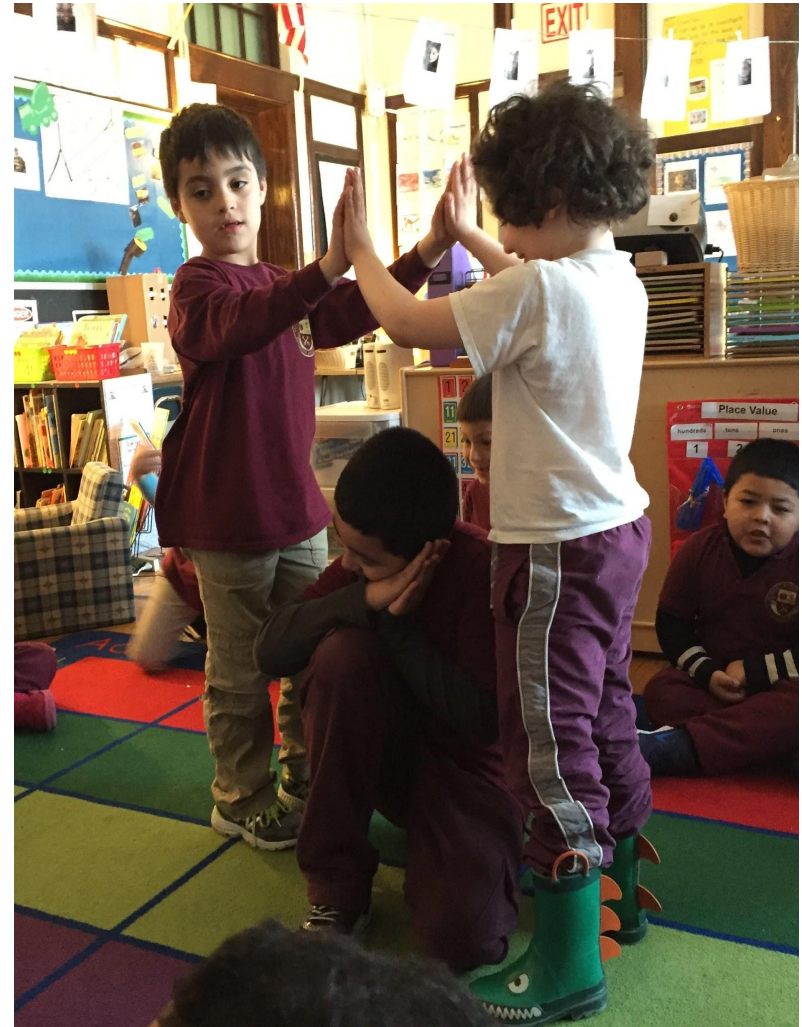
# Storytelling & Story Acting

Adults telling stories

Getting dictation from  
children

Dramatization

Communication



# Storytelling & Story Acting

Adults telling stories

Getting dictation from  
children

Dramatization

Communication







# Environment and Routines

“The layout of the physical environment fosters encounters, communication, learning, and relationships.”

# A welcoming and accessible place for living and learning

## Who is the environment for?

- What do you want to accomplish in it?
- How will the space relate to the curriculum?
- What are your goals for the classroom environment?
- Is your classroom a place for order, beauty, aesthetic?
- Is there a cozy, comfortable, private area for children?
- Do you consider nature and living things in your classroom?
-





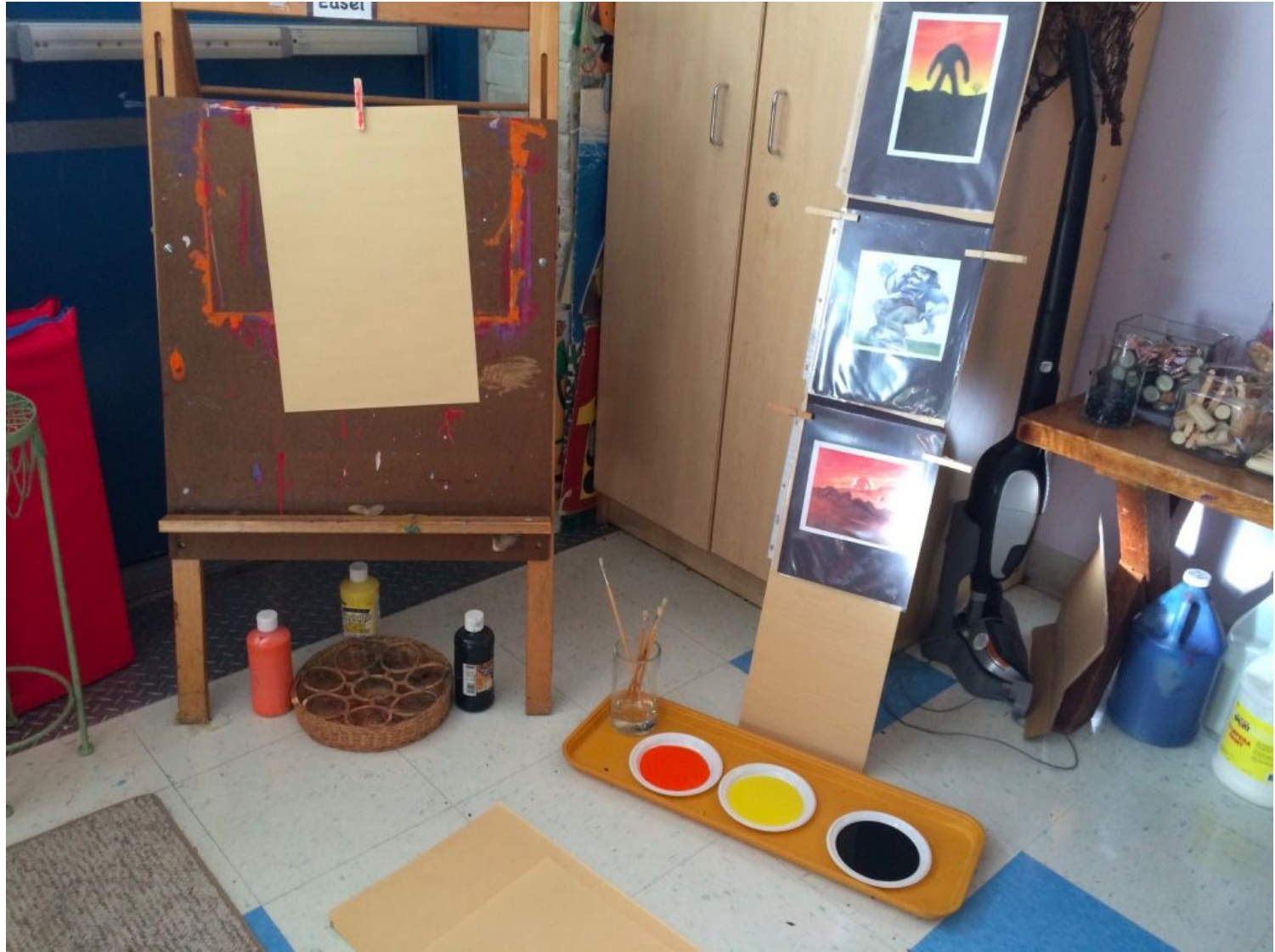




























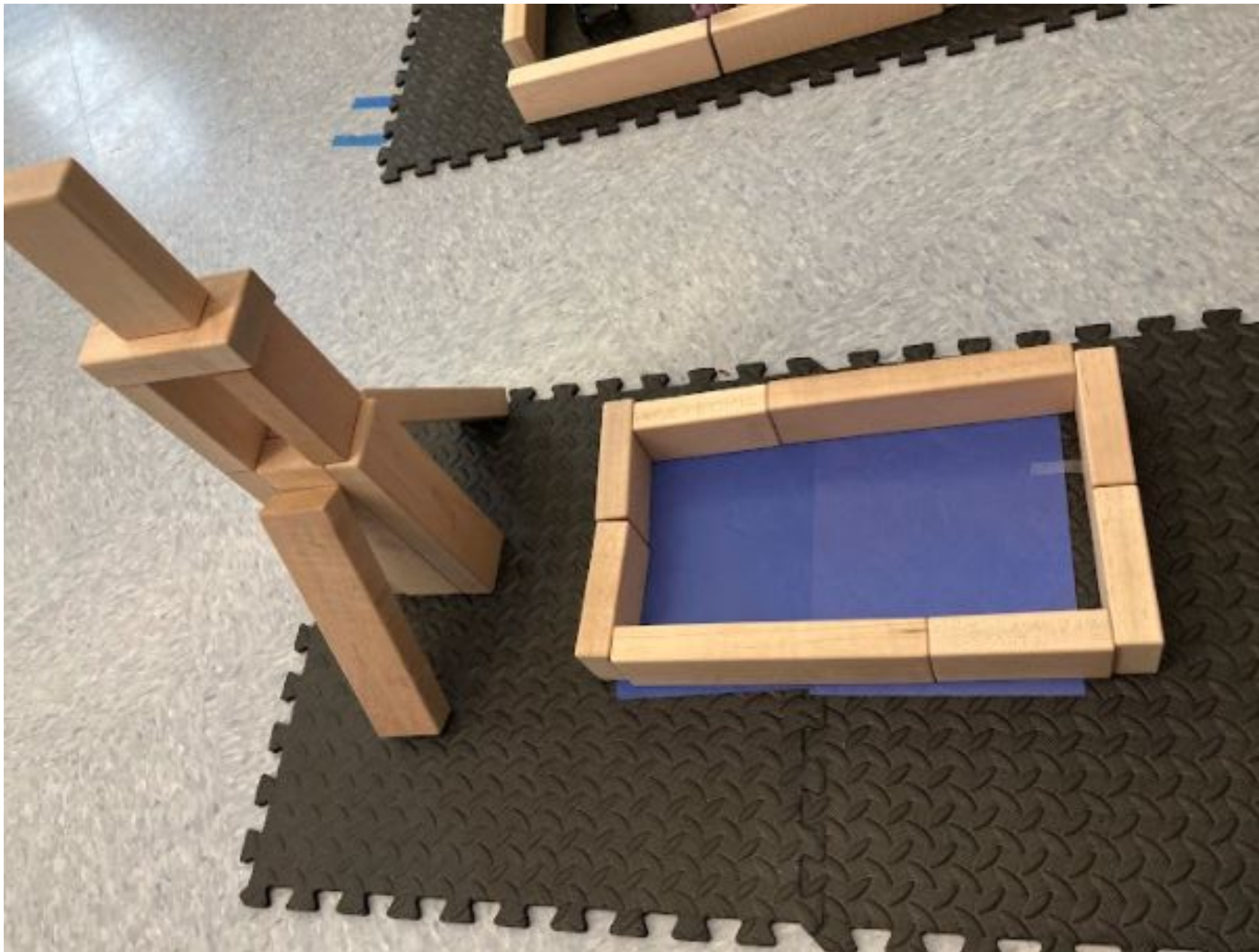












# Writing Center

We are:

- Using handwriting practice sheets
- Using tracing and writing practice sheets
- Using letter cards and dot markers
- Practicing with the right hand and left hand
- Practicing with the right hand and left hand



BbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz



Can you copy the letters in your name?



Can you trace the letters with your finger?







systems to support learning

# CENTERS

Writing & Drawing



Library & Listening



Art Studio



Easel



Dramatization



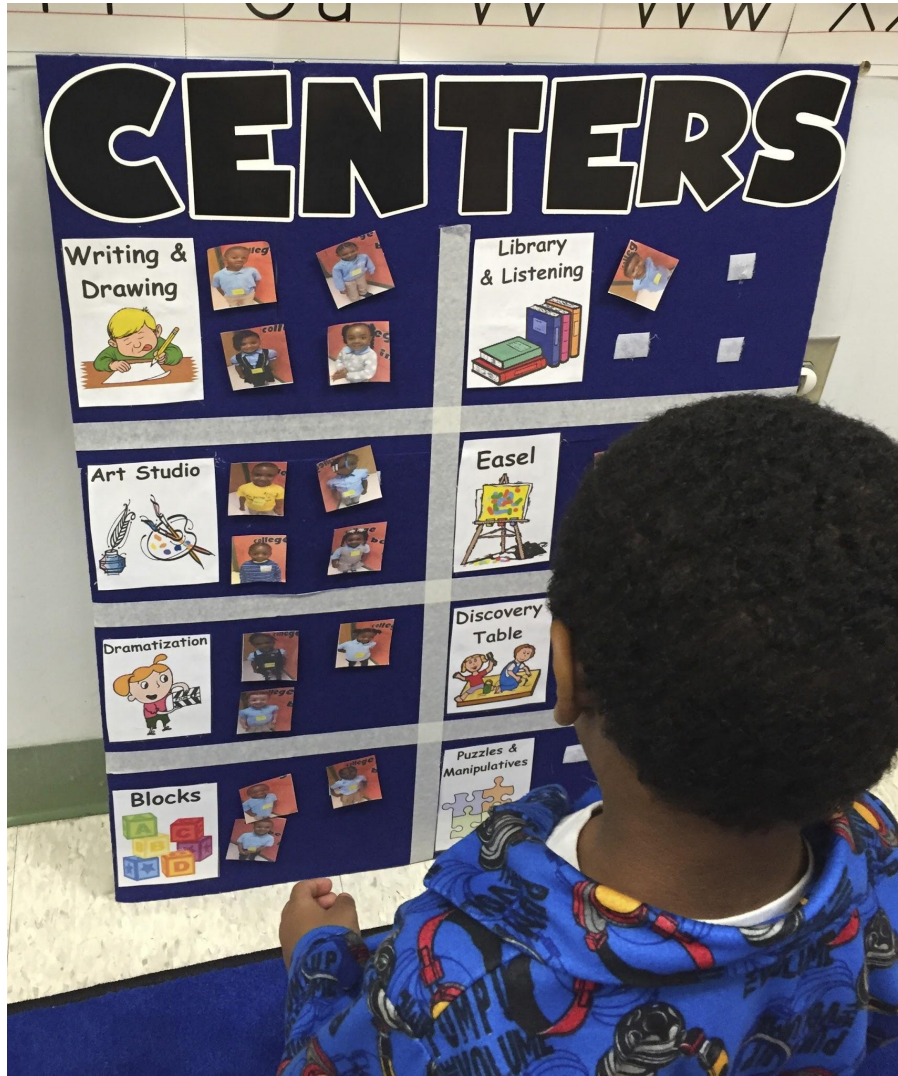
Discovery Table



Blocks



Puzzles & Manipulatives











Dramatization

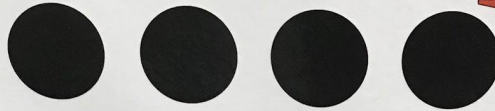
# Art Studio



--	--	--	--



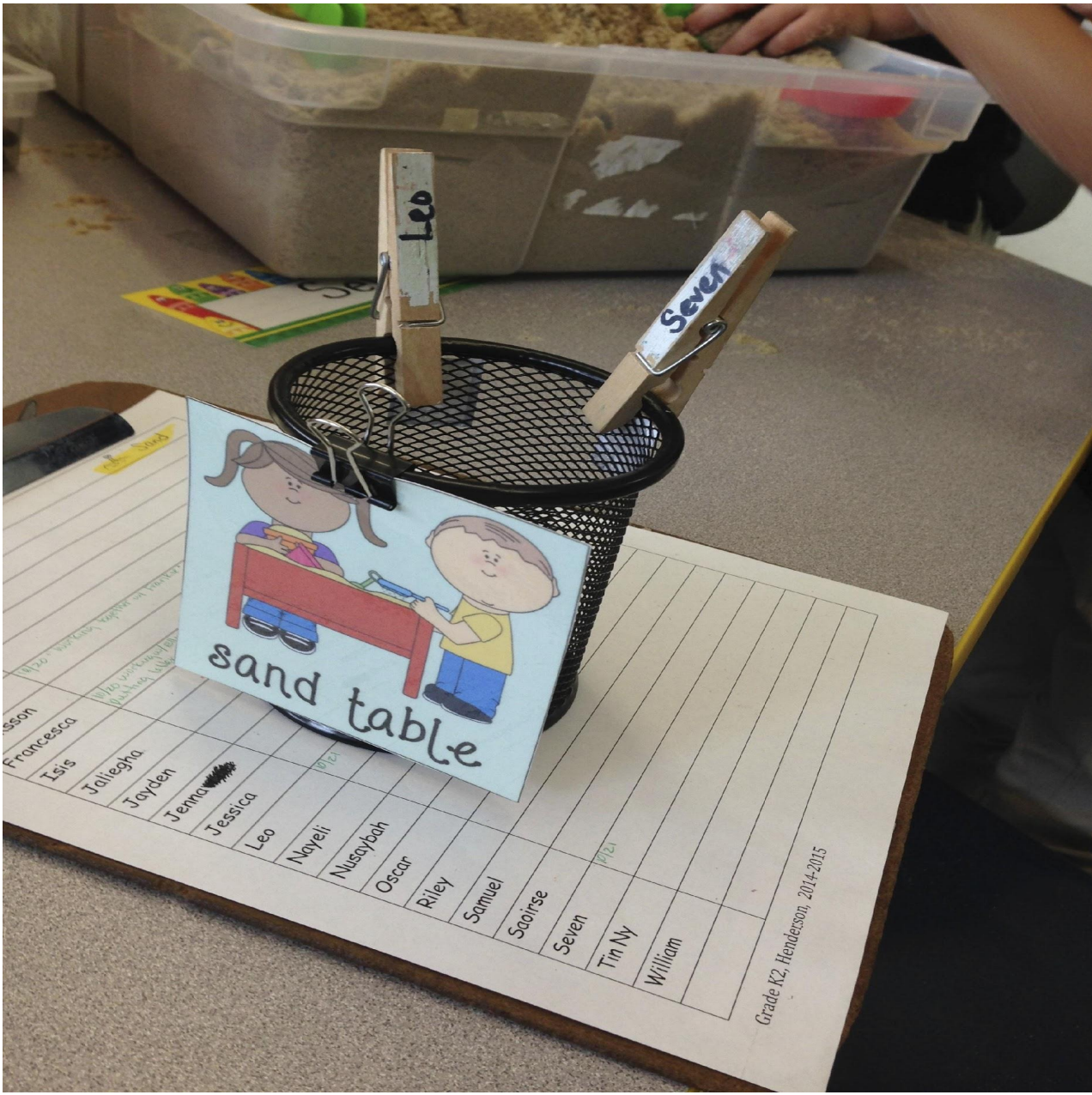
# Writing and Drawing Center



# Writing Practice Station



Ss



sand table

Francesca	
Isis	
Jalliegha	
Jayden	
Jemma	
Jessica	
Leo	
Mayeli	
Nusaybah	
Oscar	
Riley	
Samuel	
Saoirse	
Seven	
Tin Ny	
William	





Block Center



Eliel

Jaylen

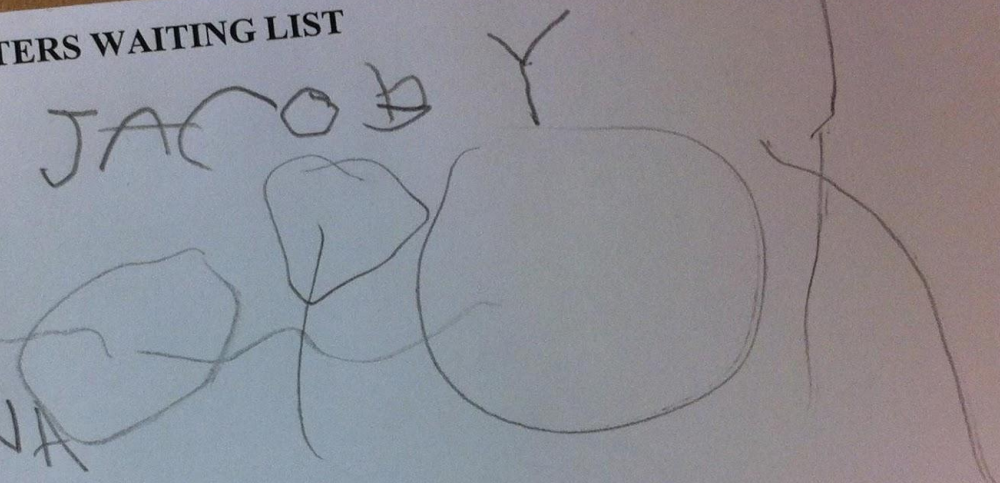
William

Armoir

Lakeshore



CENTERS WAITING LIST

1. JOSEPH JACOB Y  


2.  
3. ALXNA

4. ~~KAXLA~~ K I  
JAC

5. MADISON

## Consider your environment/routine

- Reflect on what your previous classrooms have looked like and what you are currently thinking about. Consider any inspiration.
- Envision your dream classroom (draw a map). OR create a list of items/furniture you may need.
- Create your classroom schedule.

**Exchange feedback with colleagues.**

# A welcoming and accessible place for living and learning

## Who is the environment for?

- What do you want to accomplish in it?
- How will the space relate to the curriculum?
- What are your goals for the classroom environment?
- Is your classroom a place for order, beauty, aesthetic?
- Is there a cozy, comfortable, private area for children?
- Do you consider nature and living things in your classroom?
-



# Preparing for Unit 1

*What does **community** mean to you?*

# Unit 1: *Our Community*



*Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.*

What does it mean to be a member of a community?

Why is collaboration and working together important?

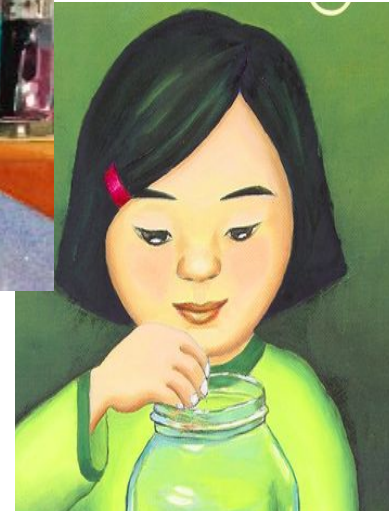
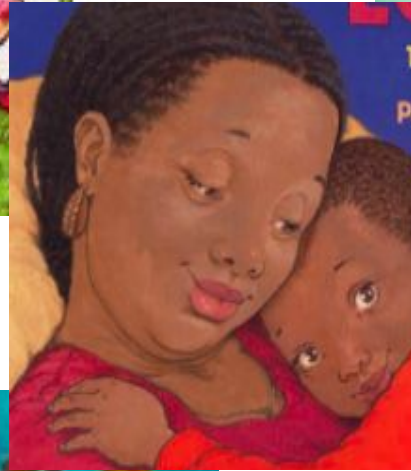
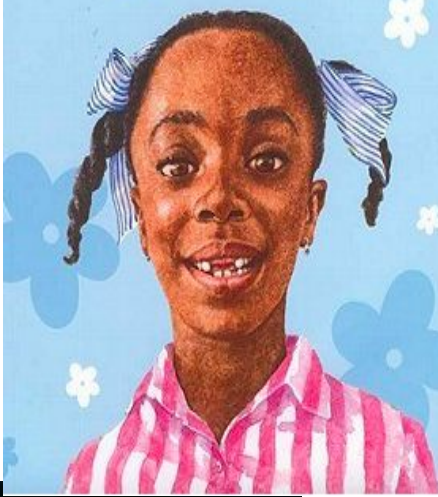


Some Important Words:

Collaborate  
Communicate



# Unit 1: *Our Community*



What is the role of read alouds in the curriculum?

# Website Walk

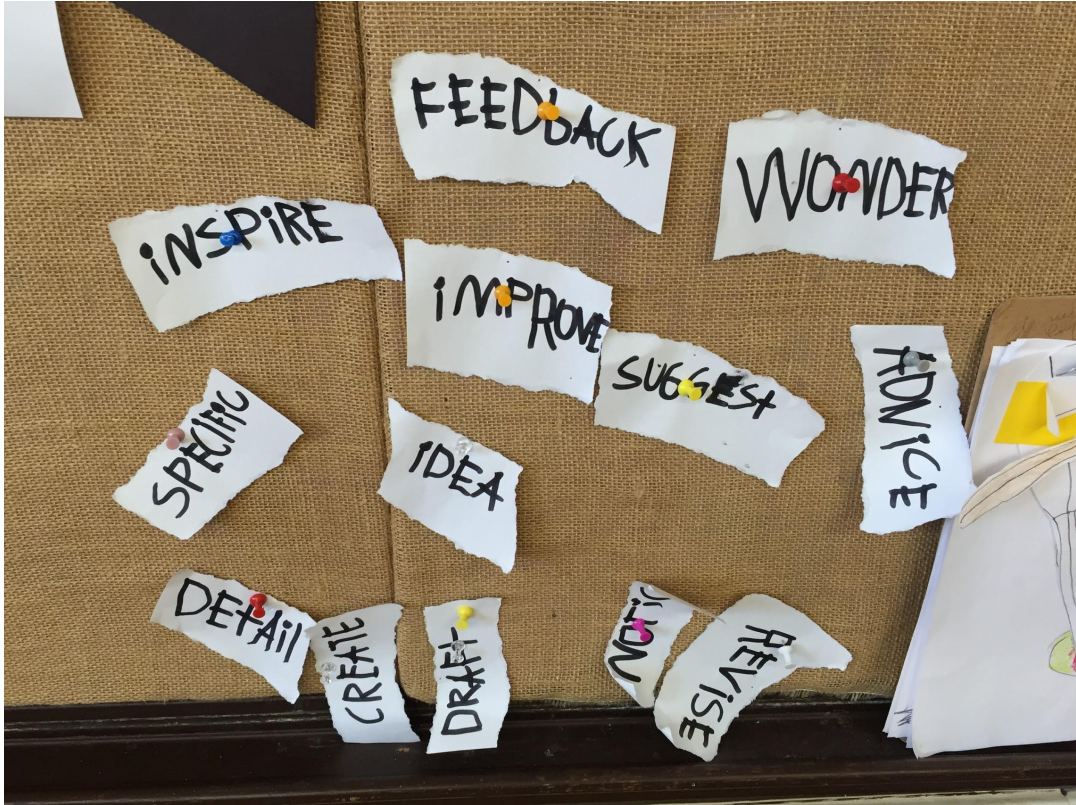
# Towns in Maine Lesson Re-Write



I can ask questions and say what I learned from the informational slides “Towns in Maine.”

I can name the neighborhood I live in, as well as some places in my neighborhood where people live, work, or play together.





## Questions or Comments

# Closing Circle

Share aloud or type into the chat box:  
How are you feeling about the  
curriculum as you prepare to leave  
today?