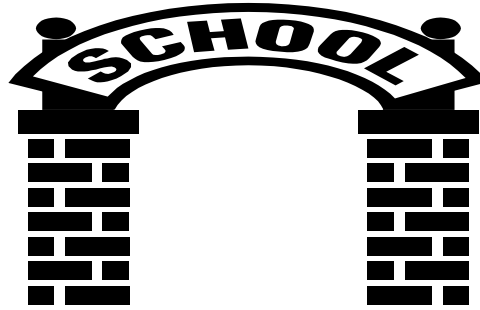


Project GLAD Links to Open Court



Unit Theme: School

Grade: K

Contents

- ∑ Lesson Plans (12 Days)
- ∑ Resources (Necessary items to implement strategies and copies of assessments)
- ∑ Appendix (Description of Strategies)

Kindergarten Lesson Order: School

Day	Unit Selection	Comprehension Skill Requirement/Linguistic Patterns
1.	Chrysanthemum	Focus and Motivation Day
2.		
3.	Look Out Kindergarten, Here I Come	Draw Conclusions
4.	Look Out Kindergarten, Here I Come	Draw Conclusions
5.	Look Out Kindergarten, Here I Come	Draw Conclusions
6.	Boomer Goes to School	Draw Conclusions
7.	Boomer Goes to School	Draw Conclusions
8.	Boomer Goes to School	Draw Conclusions
9.		
10.		
11.	I Brought a Worm	Draw Conclusions
12.	I Brought a Worm	Draw Conclusions
13.	Annabelle Swift, Kindergartner	Draw Conclusions
14.	Annabelle Swift, Kindergartner	Draw Conclusions
15.	Annabelle Swift, Kindergartner Review all stories	
16.		
17.		

18.		
19.		
20.		

Day # 1	Daily Lesson Plan
Focus/Motivation (Activate Prior Knowledge)	Signal Word and Cognitive Content Dictionary Word: mouse Incentives Observation Charts: (1) classroom (2) animals: mouse, dog, worm (3) playground (4) getting ready for school Inquiry Chart: Why do people go to school? What do people do at school?
Input (Build background)	
Guided Oral Practice	T-Graph for Social Skills: Use the character trait, "responsibility"
Reading/Writing	Listen and Sketch: Chrysanthemum (TE pg. T31) <ul style="list-style-type: none"> ∑ Give instructions ∑ Have students listen as you read a chunk aloud ∑ Say "pick up pencil and sketch" ∑ Give about 2 minutes, then say "Put down your pencil" ∑ Repeat the process ∑ When finished, have student share with a partner and compare/contrast

Day # 3	Daily Lesson Plan
	Selection Title: <i>Look Out Kindergarten, Here I Come</i>
Focus/Motivation (Activate Prior Knowledge)	Signal Word and Cognitive Content Dictionary Word: letters Incentives Team Points based on T Graph (responsibility)
Input (Build background)	Create pictorial Input Chart (see resources for black line of Pictorial)
Guided Oral Practice	Chant: Kindergarten Teach Linguistic Pattern:
Reading/Writing	Open Court TE Shared Reading Red Section: 1 st read

Day # 4	<p style="text-align: center;">Daily Lesson Plan</p> <p><i>Selection Title: Look Out Kindergarten, Here I Come</i></p>
Focus/Motivation (Activate Prior Knowledge)	<p>Signal Word and Cognitive Content Dictionary Word: numbers</p> <p>Incentives</p>
Input (Build background)	<p>Review Pictorial Input Chart with word cards or post its</p> <p>Teach Linguistic Patterns</p>
Guided Oral Practice	<p>Chant: Kindergarten</p> <p>Practicing Linguistic Patterns: My Turn, Your Turn or Talking Stick</p>
Reading/Writing	<p>Open Court TE Shared Reading Red Section: 2nd read</p>

Day # 5	<p style="text-align: center;">Daily Lesson Plan</p> <p>Selection Title: <i>Look Out Kindergarten, Here I Come</i></p>
Focus/Motivation (Activate Prior Knowledge)	Signal Word and Cognitive Content Dictionary Word: art Incentives
Input (Build background)	Review Pictorial Input Chart with word cards or post its Teach Linguistic Patterns
Guided Oral Practice	Chant: Kindergarten Process Grid: Row 1- <i>Look Out Kindergarten, Here I Come</i> Practicing Linguistic Patterns: My Turn, Your Turn or Talking Stick
Reading/Writing	Open Court TE Shared Reading Red Section: 2nd read

Day # 6	Daily Lesson Plan
	Selection Title: <i>Boomer Goes to School</i>
Focus/Motivation (Activate Prior Knowledge)	Signal Word and Cognitive Content Dictionary Word: share Incentives Team Points based on T Graph (responsibility)
Input (Build background)	Create pictorial Input Chart (see resources for black line of Pictorial)
Guided Oral Practice	Chant: Boomer Goes to School Teach Linguistic Pattern:
Reading/Writing	Open Court TE Shared Reading Red Section: 2nd read Pg. 26-43

Day # 7	Daily Lesson Plan Selection Title: <i>Boomer Goes to School</i>
Focus/Motivation (Activate Prior Knowledge)	Signal Word and Cognitive Content Dictionary Word: paint Incentives Observation Charts: Inquiry Chart:
Input (Build background)	Review Pictorial Input Chart with word cards or post its Teach Linguistic Patterns
Guided Oral Practice	Chant: <i>Boomer Goes to School</i> Practicing Linguistic Patterns: <i>My Turn, Your Turn</i> or <i>Talking Stick</i>
Reading/Writing	Open Court TE Shared Reading Red Section: 2nd read Pg. 26-37

Day # 8	<p align="center">Daily Lesson Plan</p> <p>Selection Title: <i>Boomer Goes to School</i></p>
Focus/Motivation (Activate Prior Knowledge)	<p>Signal Word and Cognitive Content Dictionary Word: play</p> <p>Incentives</p>
Input (Build background)	<p>Review Pictorial Input Chart with word cards or post its</p> <p>Teach Linguistic Patterns</p>
Guided Oral Practice	<p>Chant: <i>Boomer Goes to School</i></p> <p>Process Grid: Row 2- <i>Boomer Goes to School</i></p> <p>Practicing Linguistic Patterns: My Turn, Your Turn or Talking Stick</p>
Reading/Writing	<p>Open Court TE Shared Reading Red Section: 2nd read Pg. 38-43</p>

Day # 11	Daily Lesson Plan
	Selection Title: <i>I Brought a Worm</i>
Focus/Motivation (Activate Prior Knowledge)	Signal Word and Cognitive Content Dictionary Word: brought Incentives Team Points based on T Graph (responsibility)
Input (Build background)	Create pictorial Input Chart (see resources for black line of Pictorial)
Guided Oral Practice	Chant: Nobody Likes Me Teach Linguistic Pattern:
Reading/Writing	Open Court TE Shared Reading Red Section: 1 st read T196 in TE

Day # 12	<p align="center">Daily Lesson Plan</p> <p>Selection Title: <i>I Brought a Worm</i></p>
Focus/Motivation (Activate Prior Knowledge)	Signal Word and Cognitive Content Dictionary Word: shared Incentives
Input (Build background)	Review Pictorial Input Chart with word cards or post its Teach Linguistic Patterns
Guided Oral Practice	Chant: Nobody Likes Me Practicing Linguistic Patterns: My Turn, Your Turn or Talking Stick Farmer in the Dell/ Sentence Patterning Chart: Create using the noun: <u>students</u> <i>Sing</i> <i>Reading Game</i> <i>Trading Game</i> Process Grid: Row 3- I Brought a Worm
Reading/Writing	Open Court TE Shared Reading Red Section: 2nd read T208 in TE

Day # 13	Daily Lesson Plan
	Selection Title: <i>Annabelle Swift, Kindergartner</i>
Focus/Motivation (Activate Prior Knowledge)	Signal Word and Cognitive Content Dictionary Word: mother Incentives Team Points based on T Graph (responsibility)
Input (Build background)	Create pictorial Input Chart (see resources for black line of Pictorial)
Guided Oral Practice	Chant: Off to School We Go Teach Linguistic Pattern:
Reading/Writing	Open Court TE Shared Reading Red Section: 1 st read T256 in TE and T284 Pg. 1-15

Day # 14	<p style="text-align: center;">Daily Lesson Plan</p> <p>Selection Title: <i>Annabelle Swift, Kindergartner</i></p>
Focus/Motivation (Activate Prior Knowledge)	<p>Signal Word and Cognitive Content Dictionary Word: jumped</p> <p>Incentives</p>
Input (Build background)	<p>Review Pictorial Input Chart with word cards or post its</p> <p>Teach Linguistic Patterns</p>
Guided Oral Practice	<p>Chant: Nobody Likes Me</p> <p>Practicing Linguistic Patterns: My Turn, Your Turn or Talking Stick</p> <p>Farmer in the Dell/ Sentence Patterning Chart: Create using the noun: <u>students</u></p> <p style="padding-left: 40px;"><i>Sing</i></p> <p style="padding-left: 40px;"><i>Reading Game</i></p> <p style="padding-left: 40px;"><i>Trading Game</i></p> <p>Process Grid: Row 4- Annabelle Swift Kindergartner</p>
Reading/Writing	<p>Open Court TE Shared Reading Red Section: 1st read 16-28 T302</p>

Day # 15

Daily Lesson Plan

Selection Title: Annabelle Swift,
Kindergartner

Comprehension Skill Requirement: _____

Signal Word & Cognitive Content Dictionary Word: *whispered*

**Focus/
Motivation**
(Activate Prior
Knowledge)

Incentives:

Team Points based on T-Graph

Process Observation Chart

Process Inquiry Chart from Day 1

Input
(Build
Background)

Chants, poems, songs: All chants from entire School unit

**Guided
Oral
Practice**

Practicing Linguistic Patterns: *My Turn, Your Turn* or *Talking Stick*
(Practice all from entire unit)

Review Process Grid

**Reading/
Writing**

Open Court TE Shared Reading Red Section: *2nd Read*