

2016

Pre-School & Kindergarten Language Art Curriculum Unit

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**Preschool & Kindergarten:
Language Arts Curriculum Unit**

By: Victoria Sutton

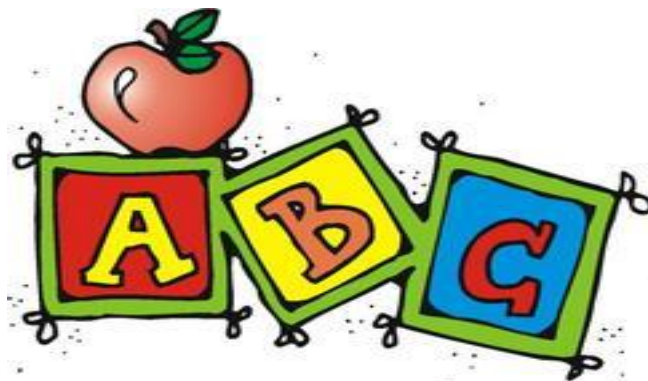


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Reflective Essay for Victoria Sutton's Curriculum Unit

Throughout the time I was creating my curriculum unit, I had to think about what strategies of teaching that I wanted to use. After some research, I found that I mainly used active learning strategies. Along with finding these strategies, I did face some difficulties throughout my time creating the curriculum unit.

“Active learning includes a variety of teaching methods such as small group discussion, cooperative learning, role playing, hands-on projects, and teacher driven questioning”(Farrell, 2009). Throughout the lessons in my curriculum unit, I used the variety of teaching methods. Some of the lessons had discussions amongst the children, there were some where the children would work together, they would have an activity they would complete that would be hands-on for them to learn in some lessons, and there were lessons where I as the teacher would be asking questions. Within active learning teaching methods, there are five common elements that are included. The elements are: children involving in more than just listening within the lesson, the development of skills has more emphasis than the transmittal of information, the children are involved in higher order thinking skills, the children are involved in activities like reading, writing, and discussing, and the children's exploration of attitudes and values is emphasized (Farrell, 2009). In each of the lessons within my unit, I did my best to incorporate each of those five elements.

When I began making the curriculum unit, my goal was to provide lessons for every language arts/reading standard for grades preschool through third grade. This aspect was shown to be difficult. It was hard to create detailed lessons for every grade and all the standards. I was able to create lessons for each standard, but some of them were not as thorough as they needed to be. So, I had a meeting with the advisors of my project about what I should do to help make it a little easier to

create. After the meeting, I made the decision to just focus on making lessons for the preschool reading comprehension standards and the kindergarten reading literature standards. With these lessons, I experienced difficulty when making the differentiation aspects to the lesson. While writing the differentiation, I had to sit and really think about what could be done in order to meet every single need of the children in the classroom. Another difficulty that I encountered was ensuring that each of the lessons had the five elements to active learning since that was the strategy that I wanted to use. I did my best with every lesson, some lessons may not have an element, but I tried to have at least part of each element in the lessons.

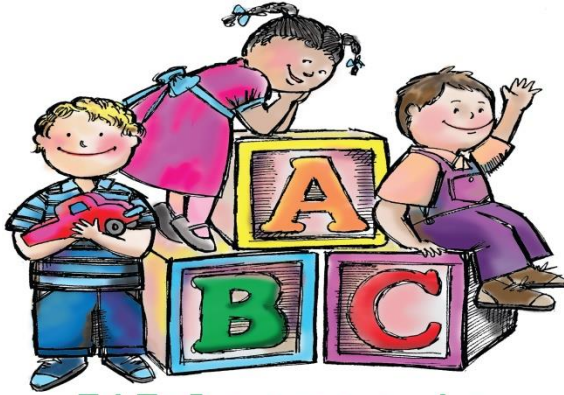
Overall, I enjoyed creating the curriculum unit. The unit has the potential to help within my own future classroom where I will teach. My dream is to teach in a kindergarten classroom, so if that happens I can try to incorporate the lessons that I have created within this unit. In any classroom that I will teach in, I can incorporate the teaching strategies that I used within the unit and I can continue searching for more teaching strategies to use in my own classroom.

References

Farrell, J. (2009). *Active Learning: Theories and Research*. *The*

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Turner, N., & Traxler, M. (2000). *Children's literature for the primary inclusive classroom*. Albany, N.Y.: Delmar.



Welcome to Preschool

Ohio Early Learning and Development Standards

Domain: Language and Literacy Development

Pre-School (3-5)

Strand: Reading

Topic: Reading Comprehension

- ❖ Ask and answer questions, and comment about characters and major events in familiar stories.
- ❖ Retell or re-enact familiar stories.
- ❖ Identify characters and major events in a story.
- ❖ Demonstrate an understanding of the differences between fantasy and reality.
- ❖ with modeling and support, describe what part of the story the illustration depicts.
- ❖ with modeling and support, name the author and illustrator of a story and what part each person does for a book.
- ❖ with modeling and support, identify the topic of an informational text that has been read aloud.
- ❖ with modeling and support, describe, categorize and compare and contrast information in informational text.
- ❖ with modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).
- ❖ Actively engage in group reading with purpose and understanding.

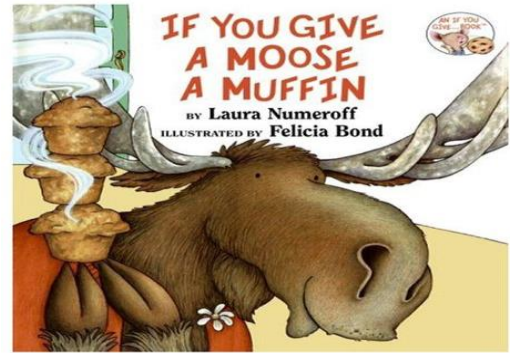
If You Give a Moose a Muffin!

Name: Victoria Sutton

Grade: Preschool

Time Frame: 20-25 minutes

Topic: *If You Give a Moose a Muffin*



1. ODE EARLY LEARNING CONTENT STANDARDS

Reading: Reading Comprehension

- Ask and answer questions and comment about characters and major events in familiar stories.
- Retell or re-enact familiar stories.
- Identify characters and major events in a story.
- Actively engage in group reading with purpose and understanding.

2. OBJECTIVES

- The children will be able to identify the characters that were in *If You Give A Moose A Muffin*.
- The children will be able to use props to act out the story while the story is read.
- The children will be able to answer basic questions (comprehension/prediction) about the story (before, during, after).

3. RESOURCES

- *If You Give a Moose a Muffin* by Laura Numeroff
- Crayons for each child
- Character Identification worksheet for each child
- Moose and Boy Template for each child
- Scissors for each child
- Glue for each child
- Pencils for each child
- Props (moose; muffin; muffin tin; blackberry jam jar; paint palette; paintbrush; button; white sheet; two clothespins; blackberry; moose finger puppet; mouse finger puppet)

4. ACADEMIC VOCABULARY

- **Character:** the people, animals, or things that talk or move in a story.

5. PROCEDURES

READINESS (ENGAGEMENT)

- Read the title: *If You Give a Moose a Muffin* written by Laura Numeroff and illustrated by Felicia Bond.
- Ask/Say:
 - what does the author do? what does the illustrator do?
 - Has anyone read this book before?
 - Look at the cover. What do you think the book is going to be about?
 - Does the title tell you what the book is going to be about?
 - Look at the moose. How do you think the moose will act in the story?
- Before we read, there are a few directions that I need to give you.
 - **One:** I am going to give each of you a prop or object that goes along with the story.
 - **Two:** when you see your prop in the story, act out what your prop is doing. To act out with your prop means to do what the prop does in the story. For example, if you have the moose, you can act out with the moose by going to the boy and asking for a muffin.
- Distribute props to each child.
- Read *If You Give a Moose a Muffin*.
- while reading:
 - On the page where the moose is sewing the button back on the sweater, ask “what do you think the moose is going to do next?”
 - On the page where the moose asks for old socks, ask “why did the moose ask for old socks?”
 - On the page where the moose asks for cardboard and paints, ask “what do you think the moose is going to do with the cardboard and paints?”
 - when the boy’s mother is seen, ask “Do you think the boy’s mother sees the moose in her house?”
 - occasionally remind children to use their props during the story.
- Once the story is completed, transition the next activity by asking, “what are characters?” Allow time for responses.

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- After the children have responded, say, “In the story there were different characters in the story. Characters are the people, animals, or things that have an action in the story. They talk or move within the story. What characters were in *If You Give A Moose A Muffin?*” Allow time for responses. The children should respond with the moose, the boy, and the boy’s mom.
- Show the children the moose and the boy template.
- Explain to the children that they will be making their own moose and/or boy (If time allows, they could make both) by saying, “To make your moose you will follow these steps:
 - First, you will color each part of the moose. Then, you will cut out each part of the moose. Finally, you will glue the pieces of your moose together to form your moose.
- “To make the boy you will follow these steps:
 - First, you will cut out pieces of the boy (hair, a head, shirt, pants, shoes, and arms). Then, glue them to a piece of construction paper and draw a face on the boy.
- Have children go to their tables.
- Pass out all materials children will need to complete their character (glue, scissors, crayons, templates). They can choose which they would like to create.
- Allow the children to create their characters.
- Once all have finished their characters, pass out character identification paper.
- When all children have received a paper, give instructions for the paper and read the questions.
- Directions: “You will be read a question about a character in the story. Then you will circle the answer to the question.”
- “First question: which character in the story asks for a muffin? The choices are boy, moose, and the boy’s mom. Circle your answer.” Allow time for the children to circle their answers.
- “Second question: which character makes a muffin for the moose? The choices are the boy, the moose, and the boy’s mom. Circle your answer.” Allow time for the children to circle their answers.
- “Third question: which character came home and did not see the moose? The choices are the boy, the moose, and the

boy's mom. Circle your answer." Allow time for the children to circle their answer.

- "Fourth question: Draw a picture of one of the characters from the story." Allow time for the children to finish drawing.
- After all children have finished say, "Please turn in your questions paper and bring your character creation to the carpet."

CLOSURE

- When all children are on the carpet, say, "I hope you enjoyed *If You Give a Moose a Muffin*. Now, we are going to use our characters to re-tell the story."
- Have the children re-tell the story using their character creations. For example, they can use the moose to ask for a muffin, then use the boy to make the muffin the moose asked for.
- After each child has finished their re-telling ask, "why did you choose to make this character?" Allow time for them to respond.
- After all children have re-told the story, say "Tomorrow we are going to continue reading a story and learning about the characters in the story."

ASSESSMENT (EVALUATE)

- The children's responses to what characters are in the story will be recorded. Their character identification paper will be collected and graded using a rubric. The rubric is as follows:
 - The children will receive five points if they circle the correct answer for one through three AND draw a picture of a character.
 - The children will receive four points if they circle the correct answer for one through three BUT draw a picture that is NOT a character.
 - The children will receive three points if they circle the correct answer for one through three AND do NOT draw a picture.
 - The children will receive two points if they ONLY circle the correct answers for two questions.
 - The children will receive one point if they ONLY circle one or less correctly.
- Observations of the children using their props while the story is read will show how they used them to act out the story. I will be looking to see if the children used their

props in the correct manner, for example using the moose to ask for a muffin and using the muffin to give to the moose to eat.

- The questions asked before, during, and after the story will show their ability to answer basic (comprehension/prediction) questions.

6. DIFFERENTIATION

- Assist children who may have difficulty when cutting out their templates by holding their hand and cutting with them or helping them hold the scissors in the correct position. The same can occur when coloring and gluing as needed.
- Pre-cut templates of the moose parts and the parts of the boy could be used as well for the children to create their characters if they have difficulty cutting.
- On the character identification paper, the wording of the questions for the children will be leveled. When the wording is needed to be leveled, the different levels will work on the paper in groups and be read the questions.
 - Lower level: the questions will be simple and not require a high level of thinking/remembering.
 - Target level: the questions will be directed towards the grade level (developmental range for the age). These are the questions within the body of the lesson plan.
 - Higher level: the questions will be more complex and require higher level thinking.
- The questions asked during the story will be level as well in the same manner as the questions on the character identification paper.

7. ENRICHMENT

- The children can talk about what they created with their parents at home and create more characters from the story with parents at home to help enrich their learning.
- The children could make muffins with their parents at home and ask people if they would like to have any muffins.

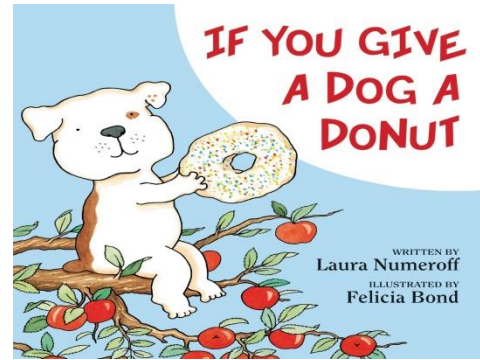
If You Give a Dog a Donut!

Name: Victoria Sutton

Grade: Preschool

Time Frame: 20-25 minutes

Topic: *If You Give a Dog a Donut*



1. ODE EARLY LEARNING CONTENT STANDARDS

Reading: Reading Comprehension

- Ask and answer questions and comment about characters and major events in familiar stories.
- Retell or re-enact familiar stories.
- Demonstrate an understanding of the differences between fantasy and reality.

2. OBJECTIVES

- The children will be able to answer basic questions (comprehension/prediction) about the story (before, during, after).
- The children will be able to retell the story using characters that they re-create.
- The children will be able to demonstrate the difference between fantasy and reality through a discussion about what the dog in the book did and what dogs as pets do.

3. RESOURCES

- *If You Give a Dog a Donut* by Laura Numeroff
- Different parts of a dog printed on various colors of construction paper
- Scissors
- Glue
- Pencils

4. ACADEMIC VOCABULARY

- **Dog:** a furry animal with four legs, a pointed nose, and a tail
- **Fantasy:** imagination or something imagined
- **Reality:** a person, thing, or event that is real

- **Donut:** a small, sweet cake shaped like a ring, that has been fried in deep fat

5. PROCEDURES

READINESS (ENGAGEMENT)

- Read *If You Give a Dog a Donut*.
- Before reading:
 - Ask, “who is the author?” Allow time for responses. They should respond with Laura Numeroff. Then ask, “what does the author do?” Allow time for responses. They should respond with who writes the words.
 - Repeat for illustrator. Allow time for responses. They should respond with who draws the pictures.
 - Ask, “what do you think is going to happen in the story?” Allow time for responses. They could respond with anything that comes to their mind.
- while reading:
 - On the page where the dog drinks all the apple juice, ask “what do you think the dog will want next?” Allow time for responses. They could respond with anything they think about.
 - After the dog picks apples, ask “what will the dog want to do next?” Allow time for responses. They could respond with anything that comes to their mind.
 - After the dog made a home run, ask “Have you ever made a home run in baseball?” Allow time for responses. They could answer yes or no. Then ask, “How did you feel?” Allow time for responses. They could say they were happy or sad or any other feeling that they may feel.
 - when the dog is acting as a pirate, ask “what will the dog do as a pirate?” Allow time for responses. They could give any response that appears in their mind.
 - when the kite gets stuck in the apple tree, ask “How could they get the kite out of the tree?” Allow time for responses. They could respond with climbing to get the kite, calling a firefighter, or anything else they may think about.
- After reading:
 - Ask, “what did the dog want first?” Allow time for responses.
 - Continue asking sequencing questions until all activities have been named. Allow time for responses after each question.

- Ask, “what happened while the dog was playing baseball?” Allow time for responses. They should respond with the dog hitting a homerun.
 - Ask, “what did the dog pretend to be with the bandana that he used to dry off with?” Allow time for responses. They should respond with pirate.
 - The book will be available for the children to look through it.
- Transition to next activity by saying: “Now that we have read about the dog in the story, we are going to create the dog from the story on our own.”

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- After introducing that the children are going to create their own dog from the story, have the children return to their seats by calling names or colors of clothing they are wearing.
- Explain the activity to the children by saying, “You will get each part of the dog, then you will cut out each part of the dog, and draw a face and the design they would like their dog to have (spots, patches, etc.)”
- Begin activity.
- Create a Dog Activity:
 - Pass out the different dog parts, scissors, glue, crayons, and pencils to each child.
 - Have the children cut out the different dog parts.
 - Have the children glue the dog together.
 - Have the children draw a face and spots or patches or whatever they want to on their dog.
 - Have the children write their name on the back of the dog.
 - After they have completed their dogs, the children can use the dog to retell the story they just heard.
- Once the dog activity is completed, introduce the next activity. The children will have a discussion about what the dog did in the story and what dogs in real life do.
- Explain what fantasy and reality are to the children. Say, “There are things that can happen within your imagination and there are things that occur within your own life. The things that happen in your imagination, will not actually happen within your own life.”
- Ask the children what some of the things the dog in the story did. Wait for responses, then ask if a dog they could have as a pet would do that. Allow time for responses on each question.

- Ask, “What would a dog that can be your pet do if you had/have one?” Allow time for responses.
- Ask, “Did the dog in the story do those things?” Allow time for responses.
- To transition to the closure question, ask the children to name one thing the dog did in the story.

CLOSURE

- After the children have named one thing the dog did in the story, ask, “What did you learn about the dog in the story?” Allow time for responses. Then ask, “What did you learn about the dog that you can have as a pet?”
- Go around to each child and write what they tell you on a piece of paper.
- After each child has gone, say “Tomorrow we are going to continue learning about what can happen in your imagination and what can happen in your life.”

ASSESSMENT (EVALUATE)

- Observations of the children answering and asking questions throughout the story will be used as well as observations of the children’s answers to what the dog did in the story and what dogs do as pets.
- The children will be asked what they learned about what the dog in the story and what a dog as a pet can do. Their answers will be recorded. If the children were able to identify something a real dog would do over what was in the story, they will receive a check plus. If they were unable to identify what a real dog could do, then they will receive a check minus.
- The questions asked before, during, and after the story will show their ability to answer basic (comprehension/prediction) questions.

6. DIFFERENTIATION

- Assist children who have difficulty when cutting out the different parts of the dog by holding their hand and cutting with them and/or putting the scissors in the correct position. Pre-cut templates of each part of the dog could be used as well.
- For children who have difficulty naming things the dog in the story did and/or what a dog as a pet can do, they will be prompted with questions to help them such as “When a dog gets hungry what might it do?”

- For children who excel with naming things the dog in the story did and/or what a dog as a pet can do, they can draw a picture the dog in the story and list what he did. Then, draw a picture of a dog that could be a pet and write what he would do.

7. ENRICHMENT

- The children can talk about what they learned about the dog in the story and dogs as pets with their parents/guardians at home to help enrich their learning.
- The children could make or get doughnuts with their parents at home and ask people if they would like to have any doughnuts.

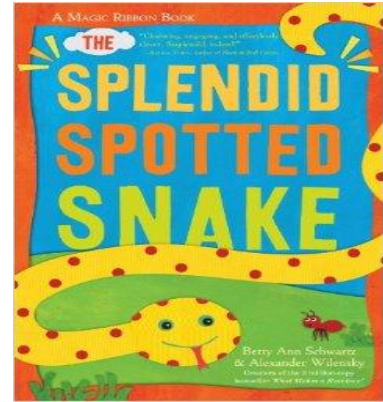
The Splendid Spotted Snake!

Name: Victoria Sutton

Grade: Preschool

Time Frame: 15 minutes

Topic: Colors



1. ODE EARLY LEARNING CONTENT STANDARDS

- Reading: Reading Comprehension: Identify characters and major events in a story.

2. OBJECTIVES

- The children will identify the main character in *The Splendid Spotted Snake*.
- The children will identify the different colors.

3. RESOURCES

- *The Splendid Spotted Snake* by Betty Ann Schwartz & Alexander Wilensky
- Snake template printed on yellow construction paper.
- Crayons/Markers
- Glue
- Scissors
- Various colors of construction paper
- “what colors do you like?” song from youtube:
<http://www.youtube.com/watch?v=tQASH8bbkUY&feature=share>

4. ACADEMIC VOCABULARY

- **Red:** the color of a stop sign
- **Blue:** the color of the sky
- **Green:** the color of grass
- **Purple:** the color of a plum
- **Orange:** the color of a carrot
- **Black:** the color of the road
- **White:** the color of snow
- **Yellow:** the color of the sun

5. PROCEDURES

READINESS (ENGAGEMENT)

- Play “What colors do you like?” song from youtube:
<http://www.youtube.com/watch?v=tQASH8bbkUY&feature=share>
- After the video, ask “What colors do you see in the room?” Allow time for responses. They could respond with any color in the room they can see.
- Transition the children to the next activity by saying: “Now, I want you to turn and face me and sit criss cross applesauce hands in your lap with your listening ears. We are going to read a story about a snake and different colors.”

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Read the title and author of *The splendid spotted snake* by Betty Ann Schwartz & Alexander Wilensky.
- Then, ask “What does the author do?” Allow time for responses. The children should respond with writes the words. Then ask, “What does the illustrator do?” Allow time for responses. The children should respond with draws the pictures.
- Begin reading the book.
- While reading:
 - On the page where the snake just got purple spots, ask, “What color spots do you think the snake will get next?” Allow time for responses. The children could respond with any color.
 - On the page where the snake got the final set of spots, say, “Now the snake has all his spots. What do you think is going to happen to the snake next?” Allow time for responses. The children could respond with anything in their mind about what will happen.
- After finishing the story say, “We are going to create our own character from the story. What character are we going to create?” Allow time for responses. They should respond with snake.
- “Yes! We are going to create your very own snake! You will make your snake by decorating it with different colored spots, then you will cut out your snake and glue it onto construction paper.”
- After instructions, transition the children to their seats by saying, “If you are wearing ____ you may come get a paper with a snake on it and return to your seat.”
- Allow children to begin creating their snakes when everyone has returned to their seats. Give instructions again as needed and assist where needed.

- when children have finished their snakes, pass out a paper that says, “The main character was _____. My character’s name is _____.” Read this paper to the children then have them fill in the paper. Assist with writing as needed.
- “Once your answers are written, glue the paper to your creation.”
- After the children have the paper glued to their creation, go around to each child and ask what colors their snake has then record their answer on the back or on the bottom of their creation.
- Transition children to closure by saying: “Now, when you are finished, think about a story you would like to tell about how your snake got its colors. Then take your paper and go to the carpet.”

CLOSURE

- Ask each child to tell their story.
- while each child is telling their story, record or write exactly what they say.
- when all children have finished, say “Tomorrow we will continue learning about characters. Place your snakes in the turn in basket on my desk.”

ASSESSMENT (EVALUATE)

- The children’s snake creations will be collected and graded with a rubric. The rubric is as follows: The children will receive a star if they identified both the snake and the colors. The children will receive a check if they identified just the snake or just the colors. The children will receive a check minus if they did not identify either the snake or the colors.

6. DIFFERENTIATION

- Assist children who may have difficulty decorating by helping them grip the crayon or scissors correctly as well as holding their hand and moving it with them when coloring or cutting. If needed, have the snake template pre-cut for them.
- For children that are advanced learners, a color matching game will be provided for them to complete after they finish their snake.
- For children who are having difficulty to learn colors, they can decorate their snake with the different colors they do know then with assistance, will be asked the other

colors through prompting of the definition of the color they are trying to know.

- For children that excelled with identifying the character in the story, have them create their own character to go along with the story.
- For children who have difficulty identifying the character in the story, prompt them with questions such as “Who was in the story?”

7. ENRICHMENT

- To extend learning, a math sorting activity can be completed. The math sorting activity would have a variety of objects that are each a different color and the children would sort the objects by color. The objects could be buttons, sixlets candy, gumballs, gumdrops, etc.

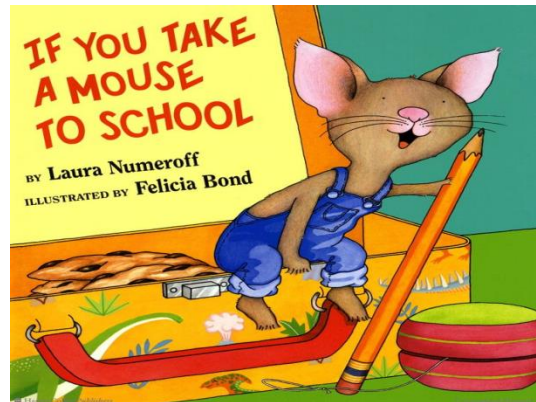
If You Take a Mouse to School!

Name: Victoria Sutton

Grade: Preschool

Time Frame: 20-25 minutes

Topic: Fantasy/Reality



1. ODE EARLY LEARNING CONTENT STANDARDS

Reading: Reading Comprehension

- Demonstrate an understanding of the differences between fantasy and reality.

2. OBJECTIVES

- The children will be able to create a mouse puppet and describe what the mouse in the story did compared to what an actual mouse would do.

3. RESOURCES

- *If You Take a Mouse to School* by Laura Numeroff and illustrated by Felicia Bond
- Pencils, markers, crayons, etc.
- Paper bag (one for each child)
- Overall template on various colors of construction paper (one for each child)
- Circle ears template on pink construction paper (one for each child)
- Triangle head template and arms template on brown construction paper (one for each child)
- Glue
- Scissors

4. ACADEMIC VOCABULARY

- **Fantasy:** something imagined that will not actually happen
- **Reality:** something that would actually happen

5. PROCEDURES

READINESS (ENGAGEMENT)

- Read *If You Take a Mouse to School* by Laura Numeroff and illustrated by Felicia Bond
- while reading:
 - On the page where the mouse needed a notebook and pencils, ask “what else would the mouse need to go to school?”
 - On the page where the mouse tried a science experiment, ask “what does the mouse need to do now?” wait for answers, then ask “where would he go to wash up?”
 - On the page where the mouse decides to write his own book, ask “what will the mouse need to write a book?”
 - On the page where the mouse put the book in the lunchbox, ask “why did the mouse tuck his book in a safe place in the lunch box?”
 - After the mouse shoots a basket, ask “what sport do you think the mouse will do next?”
- After the story is finished, ask:
 - would a mouse actually do all those things?
 - why would a mouse do (or not do) those things?
 - Have you seen a mouse do those things?
- Transition the children to the next activity by saying, “Now, we are going to create a puppet of a character from the story. What character do you think we are going to create?” Allow time for responses. They could respond with any character from the story. Then say, “We are going to make a mouse puppet! If you are wearing _____, you may come get a paper bag to be the start of your puppet, then go to your seat.”

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Once all children are at their seats say, “Along with the paper bag, you will get overalls, circles for the ears to the mouse, a triangle for the head, and arms. You will cut each of these out and glue them onto the bag. (Show example). You can draw a face on your mouse if you would like.”
- Pass out other materials and allow children to begin.
- when all children have the mouse created, pass out a paper with the following saying: “The mouse in the story can _____, but a real mouse cannot.” Read the paper to the children and say, “Fill in the blank on the paper then glue the paper to your puppet.” (Assist with writing as needed)
- Transition the children to the closure by saying: “Take your puppet to the carpet and think of one more thing a real mouse could do along with what you have written.”

CLOSURE

- when all children have returned to the carpet, say “You are going to use your puppet to tell what you wrote and one more thing a real mouse can do.”
- Have the children use their puppets to read what their paper on the mouse says.
- Then, have each child name something a real mouse would do.
- Record each child’s answer through writing or a voice recorder.
- when all have went, say, “Nice job identifying what a real mouse can do! Tomorrow we will learn what a pig can do for real and what one does in a story!”

ASSESSMENT (EVALUATE)

- The children’s mouse puppet answers will be recorded in another form so they can take home their puppet.
- The children’s responses to what a real mouse would do will be recorded.
- If the children were able to identify something a real mouse would do over what was in the story, they will receive a check plus. If they were unable to identify what a real mouse could do, then they will receive a check minus.

6. DIFFERENTIATION

- Assist children who may have difficulty when cutting by putting the scissors in correct position or holding their and cutting with them. The same can occur with writing one the paper to glue on their puppet.
- For children have difficulty thinking of what the mouse in the story did compared to what a real mouse would, give them two scenarios and have them choose which one happened in the story then explain that a real mouse could not do that.
- For children who can name many different things the mouse did in the story, have them provide three answers and provide one thing a real mouse does to record on their paper on their mouse puppet.

7. ENRICHMENT

- At home, the children can share their creations and what the mouse in the story did compared to what a real mouse does with their parents/guardians.

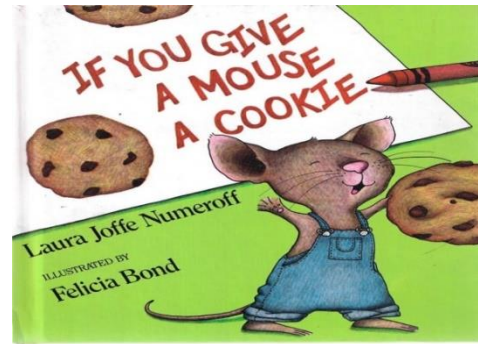
If You Give a Mouse a Cookie!

Name: Victoria Sutton

Grade: Preschool

Time Frame: 20-25 minutes

Topic: *If You Give a Mouse a Cookie*



1. ODE EARLY LEARNING CONTENT STANDARDS

Reading: Reading Comprehension

- with modeling and support, describe what part of the story the illustration depicts.
- with modeling and support, name the author and illustrator of a story and what part each person does for a book.

2. OBJECTIVES

- The children will be able to illustrate and describe a scene from the story.
- The children will be able to name the author and illustrator then describe what they do.

3. RESOURCES

- *If You Give a Mouse a Cookie* by Laura Numeroff
- Illustration worksheet
- Pencils, Markers, crayons, colored pencils, etc.

4. ACADEMIC VOCABULARY

- **Author:** the person who writes the words to a story
- **Illustrator:** the person who draws the pictures to a story
- **Illustration:** the pictures in the story.

5. PROCEDURES

READINESS (ENGAGEMENT)

- Favorite Cookie Activity
 - Make a chart with a variety of different cookies to choose from on it.
 - Each cookie type should have a picture of what the cookie is so the children can easily identify what the cookie is.

- Go around to each child and ask “what is your favorite cookie on the chart?” Once the child has answered, give them a piece of paper to write their name on, then allow them to place the paper in the row/column with their favorite cookie.
 - After every child has placed their name in a cookie place, count the number of people who liked each cookie and write the number on a piece of paper then place it above/beside the names.
 - Then, ask “which cookie has the most votes?” Allow time for responses. Answer will vary depending on actual numbers. Repeat the same with which has the least amount.
- Transition the children to the next activity by saying: “Now, we are going to read a story about a mouse who likes cookies.”

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Read the title: *If You Give a Mouse a Cookie* written by Laura Numeroff and illustrated by Felicia Bond.
- Ask/Say:
 - who is the author and what does the author do? who is the illustrator and what does the illustrator do?
 - Look at the cover. What do you think the book is going to be about?
 - Begin reading *If You Give a Mouse a Cookie*
 - On the page where the mouse is sewing the button back on the sweater, ask “what do you think the mouse is going to do next?”
 - On the page where the mouse just got milk, ask “what will the mouse ask for next?”
 - On the page where the mouse has just swept all the rooms in the house, ask “what do you think the mouse is going to do next?”
 - On the page where the mouse has finished cleaning, ask “why does the mouse want to take a nap?”
 - when the mouse gets up to draw a picture, ask “would you want to draw a picture when you see the pictures in a story?” If they say yes, ask why they would want to draw a picture.
 - when the mouse is thirsty, ask “what does it mean when the mouse is thirsty?” Then, wait for responses, then ask “what would you get to drink?” Again wait for responses, then ask “where would you get something to drink?”

- Once the story is completed, introduce the next activity.
- Ask the children “what did you see happen in the story?”
- Show the children the illustration worksheet.
- Say, “You are going to draw your favorite picture from the story and will tell me what is happening in the story.”
- Have children go to their tables.
- Pass out all materials children will need to complete their character (worksheet, pencils, crayons, etc.)
- Allow the children to illustrate their scenes.
- As children finish, ask them to describe their pictures and write what they say on the lines below the picture.
- Transition the children to the closure by saying: “Think about what made you draw the scene you did and return to the carpet with your paper.”

CLOSURE

- After all children are on the carpet, say “we are going to share what we drew on our papers.”
- Have the children share the illustrations they drew.
- After each child shares ask, “why did you draw that scene?” Allow time for responses then ask, “while drawing the pictures, were you acting as the author or illustrator?” Allow time for responses then ask, “when you described the picture to the teacher, were you acting as the author or illustrator?”
- Record the children’s answers.
- After all have shared say, “Tomorrow we are going to read more stories and learn about their pictures.”

ASSESSMENT (EVALUATE)

- The children’s illustration worksheets will be collected and graded using a rubric. The rubric is as follows:
 - The children will receive three points if they draw a scene from the story AND describe the scene to the teacher.
 - The children will receive two points if they draw a scene from the story BUT do NOT describe the scene.
 - The children will receive one point if they draw or describe a scene BUT it does not apply to the story.
 - The children will receive no points if they do not draw or describe a scene from the story or a scene at all.
- Observations of the children answering the questions about the author and illustrator will be recorded.

6. DIFFERENTIATION

- For children having difficulty to remember a scene from the story, describe two or three scenes to the children and have them choose one to draw on their paper.
- For children who are advanced with remembering the scenes, allow them to draw the different scenes they remember and have them choose one to share with the class.
- For children who have the ability to write more legibly, allow them to write their description on the lines below their illustration.

7. ENRICHMENT

- The children can talk about the different scenes that happened in the story with their parents at home and draw them out as they are talking to their parents.
- The children could make cookies with their parents at home and ask for some of the items the mouse asked for within the story.

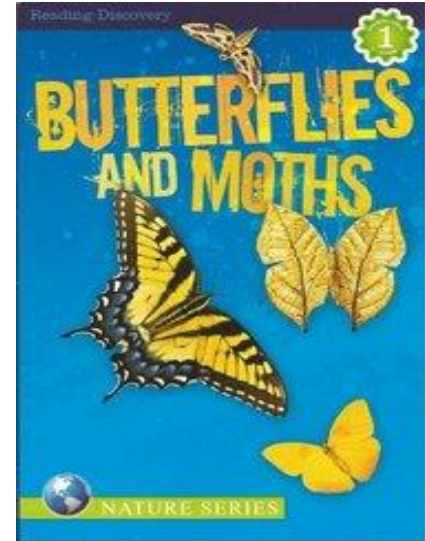
Butterflies and Moths!

Name: Victoria Sutton

Grade: Preschool

Time Frame: 20-25 minutes

Topic: Insects/Animals



1. ODE EARLY LEARNING CONTENT STANDARDS

Reading: Reading Comprehension

- with modeling and support, identify the topic of an informational text that has been read aloud.
- with modeling and support, describe, categorize and compare and contrast information in informational text.

2. OBJECTIVES

- The children will be able to identify the topic of the book *Butterflies and Moths*.
- The children will be able to describe, categorize, compare, and contrast the information from *Butterflies and Moths* through answering questions and making a chart.

3. RESOURCES

- *Butterflies and Moths* by Kathryn Knight
- Chart Paper
- Markers, Crayons, etc.
- Paint
- Popsicle sticks (one for each child)
- Googly Eyes
- Moth template (one for each child)
- Pictures of moths and butterflies
- Paper plates (one for each child)
- Scissors
- Glue

4. ACADEMIC VOCABULARY

- **Butterfly:** a brightly colored flying insect
- **Moth:** a flying insect similar to a butterfly

- **Life cycle:** how the insects life starts and continues to grow

5. PROCEDURES

READINESS (ENGAGEMENT)

- Read *Butterflies and Moths* by Kathryn Knight
- After the story is finished, ask:
 - what was the story we read about?
 - what was something you learned about in the story?
(Allow every child to answer and try to get a different answer from each child)
- Transition the children to the next activity through saying, "Now, we are going to create a comparison chart on butterflies and moths."

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Say, "A comparison chart is a way we can organization the information we just learned about butterflies and moths. Information about the butterflies is placed on one side then information about the moths is placed on the other side and what is the same is put in between the information of both."
- Make a chart to compare the butterflies to the moths.
 - On one side of the chart, place a picture of a butterfly at the top. In the middle, place a picture of both a butterfly and a moth at the top. Then, on the other side, place a picture of just a moth at the top.
- Before writing the comparisons on the chart created, brainstorm a list of what could be on the chart to help the children have an idea of what they will be doing. To brainstorm, ask "what is something you think we could put on the butterfly side?" Allow time for responses. Then repeat for moths and the section for the same.
- After brainstorming ideas, fill in the chart.
- Ask the children:
 - How are the moth and butterflies similar?
 - How are the moth and butterflies different?
 - How big is the moth? How big is the butterfly?
 - what does their life cycle look like? when asking this question, explain what life cycle means (it is how they start out in life and continue to grow)

- Allow time for the children to respond after each question and write their responses in the chart. If needed, prompt with questioning for information to put on the chart.
- Once the chart is finished, transition to next activity by saying, “Now, you are going to create your own butterfly and moth. First, we will create the butterfly. If you are wearing _____ you may come get a popsicle stick to begin your butterfly then return to your seat.”
- After all children are to their seats, say, “To create the butterfly you will color or paint a popsicle stick for the body of the butterfly. Then, you will cut a paper plate into four pieces to look like the wings of a butterfly. Once you have the wings, you can decorate the wings how you would like to. Then, you will glue the wings onto the popsicle stick and glue two googly eyes on the top of the popsicle stick for eyes. You can also draw antennas at the top.” (Give these step by step. When the children finish one step, go on to the next).
- Allow children to begin making their butterfly.
- When all children have finished their butterfly, say, “You may place your butterfly in your cubby and come get the paper to color your moth.”
- Say, “When you are at your seat with your moth paper, you may color it then you will cut out the moth and put in your cubby when finished.”
- Allow children to color their moths.
- Transition the children to the next activity saying: “Think about what you have learned about butterflies and moths and return to the carpet.”

CLOSURE

- After all children have returned to the carpet, have them share the butterflies and moths that they created.
- When sharing, ask “why did you put _____ on your _____ (butterfly or moth)?” Allow time for responses.
- Then, ask, “what did you learn about butterflies and moths?” Allow time for responses.
- Go through each child and record their responses.
- After all children have shared, say “Tomorrow we will compare what learned about butterflies and moths to what we learn from the information in *The Grouchy Ladybug*.”

ASSESSMENT (EVALUATE)

- Observations of the children's answers on the topic of the story, about what should be on the chart, and what they shared about moths and butterflies will be recorded.

6. DIFFERENTIATION

- For children have difficulty thinking of what should go on the chart, prompt them with questions to help them get an idea of what could go on the chart.
- For children who are naming many different ideas for the chart, ask them more complex questions about the butterflies and moths.

7. ENRICHMENT

- The next day in class, the children will be comparing the informational text about butterflies and moths to the story *The Grouchy Lady Bug* by Eric Carle.

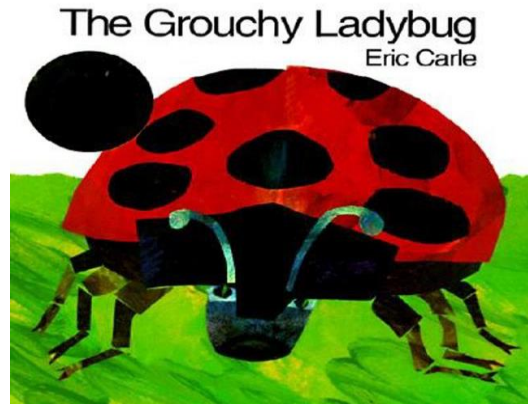
The Grouchy Ladybug!

Name: Victoria Sutton

Grade: Preschool

Time Frame: 20-25 minutes

Topic: Insects/Animals



1. ODE EARLY LEARNING CONTENT STANDARDS

Reading: Reading Comprehension

- with modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).

2. OBJECTIVES

- The children will be able to discuss similarities and differences between *Butterflies and Moths* by Kathryn Knight and *The Grouchy Ladybug* by Eric Carle.

3. RESOURCES

- *Butterflies and Moths* by Kathryn Knight
- *The Grouchy Ladybug* by Eric Carle
- Chart Paper
- Markers, Crayons, etc.
- Paint
- Paint brushes
- Construction paper (one each child)
- Googly eyes (two for each child)

4. ACADEMIC VOCABULARY

- **Butterfly:** a brightly colored flying insect
- **Moth:** a flying insect similar to a butterfly
- **Ladybug:** a small beetle with a round back with red wings and black spots; insect

5. PROCEDURES

READINESS (ENGAGEMENT)

- Read *The Grouchy Ladybug* by Eric Carle

- while reading:
 - At 6:00, 11:00, 3:00, and 5:00, ask “what animal/insect do you think the lady bug is going to go to next?”
- After the story is finished, ask:
 - what was the story we read about?
 - what was something you learned about in the story? (Allow every child to answer and try to get a different answer from each child)
- Transition children to the next activity by reminding or re-explaining what a comparison chart is. “A comparison chart is a way we can organization the information we just learned about butterflies and moths. Information about the butterflies is placed on one side then information about the moths is placed on the other side and what is the same is put in between the information of both.”

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Make a chart to compare *The Grouchy Ladybug* by Eric Carle to *Butterflies and Moths* by Kathryn Knight.
 - On one side of the chart, place a picture of a butterfly and moth at the top. In the middle, place a picture of both a butterfly and a moth and the ladybug at the top. Then, on the other side, place a picture of a ladybug at the top.
- Before writing the comparisons on the chart created, brainstorm a list of what could be on the chart to help the children have an idea of what they will be doing. To brainstorm, ask “what happened in the stories?” Allow time for responses.
- After brainstorming ideas, fill in the chart.
- Ask the children:
 - How are the stories similar?
 - How are the stories different?
- Allow time for responses after each question.
- Once the chart is finished, transition to next activity by saying, “You will now create your own lady bug.”
- Say, “To create the ladybug you will:
 - Have the heel of your foot painted black, then the rest of your foot red.
 - Place your foot on a piece of construction paper.
 - Wash your foot off.
 - Paint legs and spots on your ladybug.
 - Glue googly eyes to the head of your ladybug.”

- Give these directions step by step and allow the paint to dry before placing googly eyes on the ladybug.
- Transition the children to the closure by saying: “Think about the similarities and differences that you learned from each story and go to the carpet.”

CLOSURE

- After the children have returned to the carpet, have the children share the ladybugs that they created.
- Then, ask “what was a similarity between the stories?” Allow time for responses. Then, ask, “what was a difference between the stories?” Allow time for responses.
- Repeat this with each child.
- Record the answers the children give.
- After all have went, say, “Tomorrow we will compare these to a story about bees.”

ASSESSMENT (EVALUATE)

- Observations of the children’s answers on similarities and differences will be recorded.

6. DIFFERENTIATION

- For children having difficulty thinking of what should go on the chart, prompt them with questions to help them get an idea of what could go on the chart.
- For children who are naming many different ideas for the chart, ask them more complex questions about the similarities and differences.

7. ENRICHMENT

- At home, the children can share their creations and the comparisons of the stories with their parents/guardians.



Welcome to Kindergarten

Kindergarten Language Arts Common Core Standards

Reading Literature

Key Ideas and Details

1. with prompting and support, ask and answer questions about key details in a text.
2. with prompting and support, retell familiar stories, including key details.
3. with prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. with prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. with prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

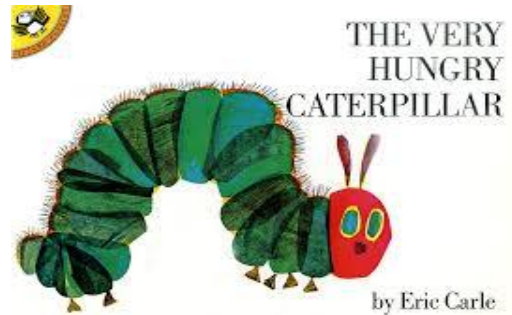
The Very Hungry Caterpillar!

Name: Victoria Sutton

Grade: Kindergarten

Time Frame: 5 minutes

Topic: Reading Literature



1. LANGUAGE ARTS COMMON CORE STANDARDS

RL.K.1

Reading Literature: Key Ideas and Details

- with prompting and support, ask and answer questions about key details in a text.

2. OBJECTIVES

- The children will be able to ask and answer questions about the story *The Very Hungry Caterpillar* by Eric Carle.

3. RESOURCES

- *The Very Hungry Caterpillar* by Eric Carle

4. ACADEMIC VOCABULARY

- **Caterpillar:** the baby of a butterfly

5. PROCEDURES

READINESS (ENGAGEMENT)

- Show the children the cover of the book.
- Read the title of the book: *The Very Hungry Caterpillar*. Then ask, “what do you think this book is going to be about?” Allow time for responses. The children could respond with anything they may be thinking about.
- After their responses, say, “This book is about how a caterpillar changes through its lifetime.”
- Transition the children by saying: “Now, we are going to read *The Very Hungry Caterpillar*.”

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Read *The Very Hungry Caterpillar* by Eric Carle.

- while reading:
 - Read the first three pages then stop. Ask the children to brainstorm what type of foods he/she might eat if hungry. Allow the children time to brainstorm. Then, have them share what they think.
 - After they share ask, "would caterpillars eat those kinds of foods?" Allow time for responses. Depending on the types of foods they name, the caterpillar may or may not eat them.
 - As you finish reading each day of the week, ask, "what day comes next?" Allow time for responses.
 - Have the children make predictions about what the caterpillar might eat next.
- Transition children to closure by saying: "Think about what happened in the story because there are going to be some questions asked. You can use the book to look at."

CLOSURE

- After reading the story, ask the children:
 - what day of the week did the egg hatch into a small caterpillar?
 - why was the caterpillar so hungry?
 - was the caterpillar eating the right kind of food to help him grow?
 - How many things did he eat on Monday?
 - Did he eat more or less on Tuesday? How much more?
 - How does that amount compare to what he ate on wednesday and Thursday?
 - How many things did he eat from Monday through Friday?
 - How many things did he eat on Saturday?
 - why didn't he feel well on Saturday?
 - For how many weeks was the caterpillar in the cocoon? How many days is that?
 - what day of the week was it when the butterfly came out of the cocoon?
- Allow time for responses after each question.

ASSESSMENT (EVALUATE)

- The children will be assessed through observation of the answers the children provide. The answers that they provide will be recorded/wrote down for future reference.

6. DIFFERENTIATION

- For children who may have difficulty answering questions, the children can be asked simpler versions of the question being asked.
- For children who excel with answering questions, they can be asked more complex questions about the story.

7. ENRICHMENT

- The children can look through the book during center time and read the book if they are able to.
- They can also have the book read to them at home with questions asked to them.

The Very Quiet Cricket!

Name: Victoria Sutton

Grade: Kindergarten

Time Frame: 20-25 minutes

Topic: Reading Literature



1. LANGUAGE ARTS COMMON CORE STANDARDS

RL.K.1; RL.K.2

Reading Literature: Key Ideas and Details

- with prompting and support, ask and answer questions about key details in a text.
- with prompting and support, retell familiar stories, including key details.

RL.K.4

Craft and Structure

- Ask and answer questions about unknown words in a text.

2. OBJECTIVES

- The children will be able to ask and answer questions about the story *The Very Quiet Cricket*.
- The children will be able to sequence the insects that appeared in *The Very Quiet Cricket*.
- The children will be able to ask and answer questions about unknown (vocabulary) words in *The Very Quiet Cricket*.

3. RESOURCES

- *The Very Quiet Cricket* by Eric Carle
- Sequencing activity worksheet for each child
- Vocabulary words for each child
- Insect pictures to match/sort vocabulary words
- Scissors
- Glue

4. ACADEMIC VOCABULARY

- **Insect:** a small animal with a hard body; a bug
- **Cricket:** an insect related to a grasshopper

- **Locust/Cicada:** a large insect with a stout body and two pairs of thin, clear wings
- **Bumblebee:** a large, furry bee, often with black and yellow stripes
- **Dragonfly:** a brightly colored insect with a long, narrow body
- **Chirped:** to make a short sound with a high pitch
- **whizzed:** to make a buzzing or hissing sound by, or as if by, flying swiftly through the air
- **Buzzed:** a soft, low hum
- **Flying:** to move through the air by means of wings

5. PROCEDURES

READINESS (ENGAGEMENT)

- Read *The Very Quiet Cricket* by Eric Carle
- Before reading:
 - Ask, “who is the author?” wait for a response, then ask “what does the author do?”
 - Ask, “who is the illustrator?” wait for a response, then ask, “what does the illustrator do?”
 - Ask, “what do you think the story is going to be about?”
- while reading:
 - On each page ask, “what insect do you think the cricket is going to see next?”
 - On the page where the cicada comes into the story, ask, “Does anyone know what a cicada is?” Allow time for a response, and if there are no answers about what a cicada is, take some time to explain what the cicada is.
 - On the page where the cricket meets the lady cricket, ask, “what do you think is going to happen when he rubs his wings together?”
- After reading:
 - Ask, “what was the cricket doing to try and communicate with the other insects?”
 - Ask, “what was the worm nibbling through?”
 - Ask, “what were the insects that the cricket saw on his journey?”
- Allow response time for all questions.
- Transition to next activity through saying, “Tell me an event that happened in the story and return to your seat.”

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Say, “We are going to take pictures of the insects from the story and glue them in order of when the cricket saw them.”
- Pass out the sequencing worksheet, scissors, and glue.
- Say, “Cut out the different pictures of the characters to sequence from the story.”
- “Which insect did the cricket see first?” Allow time for the children to think. “Take that insect and glue it in the number one place on the paper.
- Continue asking about which insects the cricket saw in order until all insect pictures are glued in their spots.
- Collect papers as they finish.
- Transition to vocabulary activity by saying, “Now, there might have been some words or insects in the story that you did not know what they are or what they mean. We are going to talk about what each of the insects are and some of the words that you may not have known that go along with the insects.”
- Place the vocabulary word cards on the board. Then, go through and read each of the words so the children know what the words say.
- Ask the children if they know what any of the words mean. Allow them to respond.
- Go through each word and explain what the word means or what the word represents. (the academic vocabulary can be used for this)
- “Now, you are going to take each of these cards and match them to the insect they belong to.”
- Ask, “What insect did the cricket see first in the story?” Allow time for responses. Then, place the picture card of that insect up on the board.
- Ask, “What did that insect do in the story? Use the vocabulary words to tell me.” Allow time for responses. Then, place the vocabulary word beside the picture.
- Say, “This is what you will do with each of the pictures and the vocabulary words.”
- Pass out picture cards and vocabulary word cards.
- “When you have your cards you may begin.”
- Walk around the room while they complete the activity and record their answers.
- Transition to closure activity through collecting the vocabulary words and the picture cards. “When I have collected your cards you may go to the carpet.”

CLOSURE

- when all children are on the carpet, ask “what did you learn from the story today?” Allow time for responses.
- Ask, “what insect did the cricket see first?” Allow time for responses. Continue in the sequence until all insects have been named.
- Once all are named, say “Tomorrow we are going to continue sequencing different events in a story.”

ASSESSMENT (EVALUATE)

- The children will be assessed through observation of the answers the children provide. The answers that they provide will be recorded/wrote down for future reference. They will also be assessed through observation of where they have the vocabulary words placed.
- The children will be assessed through their sequencing activity worksheet. It will be collected and graded using a rubric. The rubric is as follows:
 - If the children correctly order all insects, they will receive 5 points.
 - If the children correctly order all except two insects, they will receive 4 points.
 - If the children correctly order half of the insects, they will receive 3 points.
 - If the children correctly order one less than half of the insects, they will receive 2 points.
 - If the children correctly order two of the insects, they will receive 1 point.
 - If the children correctly order none of the insects, they will receive 0 points.

6. DIFFERENTIATION

- For children who may have difficulty answering questions, the children can be asked simpler versions of the question being asked.
- For children who excel with answering questions, they can be asked more complex questions about the story.
- For children who may difficulty with sequencing the insects that appeared, the children can sequence a fewer amount of the insects.
- For children who are excelling with sequencing the insects, the children can write a fact they know about the insects below each of them.

- For children who have difficulty with the vocabulary, fewer words can be used.
- For children who are excelling with the vocabulary, more words can be used.

7. ENRICHMENT

- The children can look through the book during center time and read the book if they are able to.
- They can also have the book read to them at home with questions asked to them.
- During centers, the children can use the vocabulary words and picture cards to continue sorting them and learning the meanings and what insect they match.

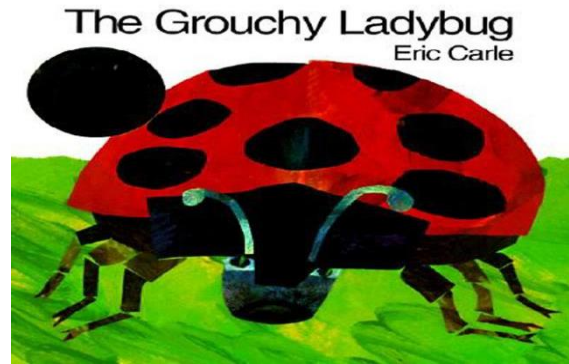
The Grouchy Ladybug!

Name: Victoria Sutton

Grade: Kindergarten

Time Frame: 15-20 minutes

Topic: Reading Literature



1. LANGUAGE ARTS COMMON CORE STANDARDS

RL.K.2

Reading Literature: Key Ideas and Details

- with prompting and support, retell familiar stories, including key details.

2. OBJECTIVES

- The children will be able to sequence the animals that appeared in *The Grouchy Ladybug* according to the time they appeared in the story.

3. RESOURCES

- *The Grouchy Ladybug* by Eric Carle
- Layer book rectangles with times in the top corner
- Template with the different animals that appeared in the story
- Scissors
- Glue
- Pencils
- Clock template
- Stapler

4. ACADEMIC VOCABULARY

- **Insect:** a very small animal with a hard covering over its body

5. PROCEDURES

READINESS (ENGAGEMENT)

- Read *The Grouchy Ladybug* by Eric Carle
- while reading ask:

- At 6:00, 11:00, 3:00, and 5:00, ask “what animal/insect do you think the lady bug is going to go to next?”
- After the story is finished, ask:
 - what was the story we read about?
 - what was something you learned about in the story? (Allow every child to answer and try to get a different answer from each child).
- Transition to next activity by saying, “Tell me a time from the story and the animal that appeared then return to your seat.”

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Once the children have returned to their seats, say, “You are going to cut out animals from the story and place them in the time they appeared.”
- Sequencing activity:
 - Have the children cut out the layer book rectangles with the times at the top.
 - Have the children cut out the different animals that appeared in the story.
 - Have the children glue each animal into the correct rectangle with the time the animal appeared.
 - Have the children write the name of the animal (spell the name of the animal on the board for the children to copy).
 - Have the children cut out the clocks.
 - Have the children glue a clock onto each rectangle.
 - Have the children fill in the clock with the time of day for each animal (assist as needed when writing the times).
 - Have the children put their rectangles in order from the earliest time to the latest time.
 - Staple the children’s rectangles to form a book.
- Transition to closure by saying: “Think about the order of the animals that appeared in the story and return to the carpet.”

CLOSURE

- Once all children have completed their sequencing book, have the children give the order of the book: what animal appeared first and at what time then go in order from there until each child has a turn.

- If there are more children than animals in the story, have them share something that occurred in the story without the ladybug traveling to find different animals.
- “Tomorrow continue reading stories and talking about the events that occurred in them.”

ASSESSMENT (EVALUATE)

- The children will be assessed through their sequencing activity they complete. It will be collected and graded using a rubric. The rubric is as follows:
 - The children will receive one point for every animal they correctly match to the time the animal appeared. There is a total of twelve possible points.

6. DIFFERENTIATION

- For children who have difficulty when cutting, assist them as they cut by putting the scissors in the correct position or holding their hand and cutting with them or provide pre-cut templates of the animals, rectangles, and clocks for each child.
- For children who are having difficulty remembering the animal that appeared in the times provided, prompt them with questions to help them decide and remember the information.
- For children who are excelling with sequencing the animals, have the children re-tell the story to each other.

7. ENRICHMENT

- The children can look through the book during center time and read the book if they are able to.
- They can also have the book read to them at home with questions asked to them.
- The children can create sequencing popsicle stick cards with each animal and can re-tell the story with the popsicle sticks.

The Mixed Up Chameleon!

Name: Victoria Sutton

Grade: Kindergarten

Time Frame: 20-25 minutes

Topic: Reading Literature



1. LANGUAGE ARTS COMMON CORE STANDARDS

RL.K.3

Reading Literature: Key Ideas and Details

- with prompting and support, identify characters, settings, and major events in a story.

RL.K.10

Reading Literature: Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding.

2. OBJECTIVES

- The children will be able to identify characters, settings, and major events from the story through illustrating a scene and writing a description of it.
- The children will participate in the story using felt pieces and a felt board.

3. RESOURCES

- *The Mixed Up Chameleon* by Eric Carle
- Felt pieces for each character in the story
- Felt board
- Chameleon drawing and writing worksheet
- Chameleon video (<https://www.youtube.com/watch?v=Bhrowoqbe9A>)
- Crayons, markers, pencils, etc.
- Felt (for enrichment)
- Character cut outs (for enrichment)
- Templates with scenes in the story to cut out and sequence (for the children who are advanced)

4. ACADEMIC VOCABULARY

- **Chameleon:** a slow moving lizard with a long tongue and the ability to change color

5. PROCEDURES

READINESS (ENGAGEMENT)

- watch information video about chameleons (<https://www.youtube.com/watch?v=Bhrowoqbe9A>)
- Ask, "What did you learn from the video?"
- Transition to next activity by saying, "We are going to read a story about a chameleon."

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Read *The Mixed Up Chameleon* by Eric Carle
- Before reading:
 - Explain that the children will each get a character in the story and when the character in the story they have appears, they need to come up and place it on the felt board.
 - Pass out a character to each child
 - Read the title, author, and illustrator.
 - Ask, "What does the author do? Illustrator?"
- while reading:
 - Remind children as needed to bring up their felt pieces when they appear in the story.
 - Ask:
 - Can you see the chameleon? (on each page)
 - Where is it? (on each page)
 - What animal do you think the chameleon will be next? (after each animal)
 - What is happening to the chameleon after he sees each animal?
- After reading:
 - Ask:
 - What did he want to be at the end of the story?
 - What color does he turn when hungry? When warm?
 - Where did he go after he ate?
 - What animals were in the story?
- Allow time for responses after each question.
- Transition to drawing activity by "Think about a scene from the story."
- Drawing activity:

- Pass out the template for drawing to each child
- Have the children draw their own chameleon and a scene from the story.
- Have the children write what their scene is (what is happening in their scene)
- Transition to closure by saying: “Be ready to share what you drew from the story and return to the carpet.”

CLOSURE

- Once all children have returned to the carpet, have the children share with the class what they have drawn.
- Record the answers that the children give.
- After all children have shared, say “Tomorrow, we are going to sequence events in a story.”

ASSESSMENT (EVALUATE)

- The children will be assessed through observation of how they interact with the felt board during the story and how they share their drawings.
- The children will also be assessed through their drawing and description that they created. It will be collected and graded using a rubric. The rubric is as follows:
 - If the children draw a chameleon, a scene, and write about their scene they will receive four points.
 - If the children draw a chameleon and a scene from the story BUT not write about the scene, they will receive three points.
 - If the children ONLY write a scene, or draw a chameleon or a scene, they will receive two points.
 - If the children draw a chameleon and a scene, BUT not a scene from the story, they will receive one point.

6. DIFFERENTIATION

- For children who have difficulty with writing, have them verbally tell the teacher the scene and write exactly what they said.
- Assist children in spelling words they are unsure about.
- Give children reminders to bring their felt pieces up.
- For children who are having difficulty remembering a scene, prompt them with questions to remember or give examples of a scene from the story and not from the story. Then, have them choose which occurred in the story.

- For children who are advancing in the activity, have the children cut out events that occurred in the story and sequence when they occurred.

7. ENRICHMENT

- The topic of camouflage will be talked about the next day and activities with the chameleon blending in will be completed.
- The children will make their own felt pieces later on in the day to take home and they can be used at home to tell the story.

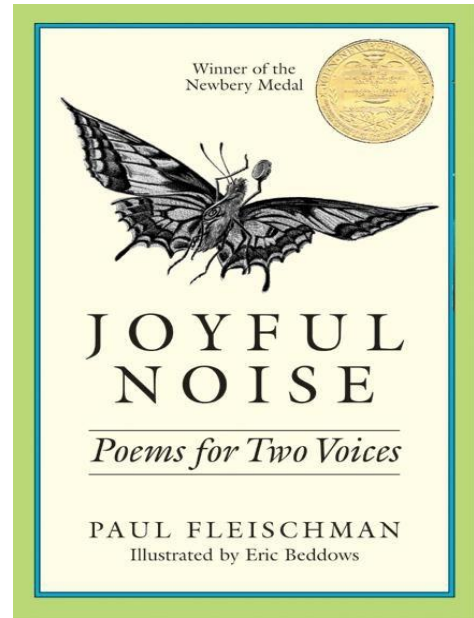
Joyful Noise!

Name: Victoria Sutton

Grade: Kindergarten

Time Frame: 20-25 minutes

Topic: Reading Literature



1. LANGUAGE ARTS COMMON CORE STANDARDS

RL.K.4 and RL.K.5

Reading Literature: Craft and Structure

- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).

2. OBJECTIVES

- The children will be able to ask and answers questions about words that may be unknown to them in *Joyful Noise* by Paul Fleischman.
- The children will be able to recognize what type of text *Joyful Noise* is.

3. RESOURCES

- *Joyful Noise* by Paul Fleischman
- Chart in the shape of a book
- Circles to write book types on
- Lined paper
- Pencils
- Glue

4. ACADEMIC VOCABULARY

- **Poem:** written work to get to a reader's imagination or emotions
- **Cinch:** easy
- **Prudent:** wise; smart
- **Cicada:** an insect with long wings
- **Shrill:** high pitched
- **Pulsing:** vibrates

- **Chrysalis:** what an insect is in until changing into another form of the insect
- **Cease:** end
- **Vanished:** disappear

5. PROCEDURES

READINESS (ENGAGEMENT)

- Read poems from *Joyful Noise* by Paul Fleischman
 - Water Striders
 - Ask, “Do you know what cinch means?” “what does it mean?” Allow time for responses. If they do not know what the word means, allow them to ask then give them the definition.
 - Then repeat the same for the word prudent.
 - Allow children to ask questions about any other words they do not know what it means.
 - Cicadas
 - Ask, “Do you know what cicada means?” “what does it mean?” Allow time for responses. If they do not know what the word means, allow them to ask then give them the definition.
 - Then repeat the same for the words shrill and pulsing.
 - Allow children to ask questions about any other words they do not know what it means.
 - Chrysalis Diary
 - Ask, “Do you know what chrysalis means?” “what does it mean?” Allow time for responses. If they do not know what the word means, allow them to ask then give them the definition.
 - Then repeat the same for the words cease, and vanished.
 - Allow children to ask questions about any other words they do not know what it means.
- Transition to next activity by reviewing the different types of books that they have read as a class in the last few days.

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Have book chart ready to place circles on.
- Say, “We are going to make a chart about the different types of texts (books) that we have read. You will get a circle and on that circle write or draw a type of text

(book) that you have read or that we have read in class. Once you have it written or drawn, bring your circle up and glue it onto our chart.”

- Allow children to begin writing and placing circles on the chart.
- “Now that everyone has placed their circles on the chart, I want you tell me what type of text you wrote and what an example of the text is.” Go around to each child until all children have went. Allow time for them to respond. They could respond with “I put poems and an example is *Joyful Noise*.” “I put fiction and an example is *The Very Hungry Caterpillar*.”
- Transition to closure by saying: “Think about all the books you have read and what types they are then return to the carpet.”

CLOSURE

- Once all children are on the carpet, say “we are all going to write on a piece of paper one type of book that we have read at any point or you have read outside of class and an example of that type of text/book. If you need helping writing raise your hand and I will come to help write it for you.”
- Allow them to begin writing. Assist as needed.
- when all children have finished say, “Bring your paper up to me and read to me what you wrote.”
- Once all have handed their paper in say, “Tomorrow we are going to continue learning about poems.”

ASSESSMENT (EVALUATE)

- The children will be assessed through observations of how they respond to the questions asked during the story. Their answers will be recorded (written or taped).
- The children will also be assessed through the paper they write in the closing activity. This paper will be collected and graded using the following rubric:
 - If they write the type of a text and an example of the type of text they will get a star.
 - If they just write the type of a text but a text that is a non-example they will get a check plus.
 - If they write just a type of text or just an example they will receive a check.
 - If they write a type of text or an example that does not apply they will receive a check minus.

6. DIFFERENTIATION

- For children who have difficulty with fine motor skills, have the children verbally tell the teacher the types of texts they have read and an example of each type of books they have read and write them down.
- For children who are having difficulty answering what the word means, use the word in a different sentence to try and help them get a better meaning of what the word may be.
- For children who are excelling with the word meanings, give them a word that is not in the text and ask them if they know what it means.
- For children who are having difficulty naming the type of text, have them name books they have read and give them options of the type to choose from.
- For children who are excelling with the types of text and the examples of the books they have read from each type, have them write two types and two-three examples for each.

7. ENRICHMENT

- The children can look through the different types of books during center time and read the book if they are able to.
- They can also have the books read to them at home with questions asked to them.

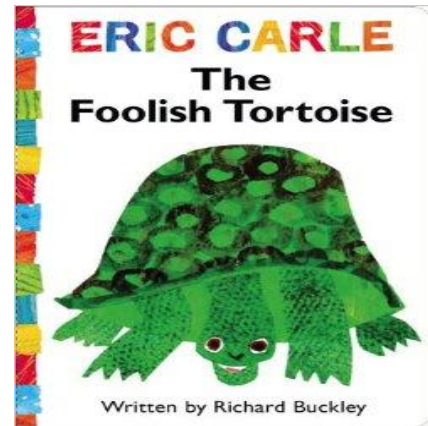
The Foolish Tortoise!

Name: Victoria Sutton

Grade: Kindergarten

Time Frame: 20-25 minutes

Topic: Reading Literature



1. LANGUAGE ARTS COMMON CORE STANDARDS

RL.K.6

Reading Literature: Craft and Structure

- with prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.7

Reading Literature: Integration of Knowledge and Ideas

- with prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

2. OBJECTIVES

- The children will be able to name and describe the author and illustrator of the story.
- The children will be able to re-create a scene from the story using paint and write what the illustration represents.

3. RESOURCES

- *The Foolish Tortoise* by Eric Carle
- Paint (various colors)
- Paint brushes
- Large construction paper (one for each child)
- Pencils
- Tortoise video (<https://www.youtube.com/watch?v=zwTD3iHoh78>)

4. ACADEMIC VOCABULARY

- **Tortoise:** a type of turtle that lives on land

5. PROCEDURES

READINESS (ENGAGEMENT)

- Play tortoise fact video (<https://www.youtube.com/watch?v=zwTD3iHoh78>).
- Ask, “what did you learn about the tortoise?” Allow time for responses. They could respond with any piece of information from the video that was new to them.
- Transition to next activity by saying, “Now, we are going to read a story about a tortoise.”

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- Read *The Foolish Tortoise* written by Richard Buckley and illustrated by Eric Carle
- Before reading:
 - Read the title, author, and illustrator.
 - Ask, “who is the author?” Allow time for responses. They should respond with Richard Buckley.
 - Then ask, “what does the author do?” Allow time for responses. They should respond with writes the words.
 - Ask, “who is the illustrator?” Allow time for responses. They should respond with Eric Carle.
 - Then ask, “what does the illustrator do?” Allow time for responses. They should respond with draws the pictures.
- while reading:
 - When the tortoise takes off his shell, ask “what do you think will happen to him with his shell off?” Allow time for responses. They could respond with any information that comes to their mind.
 - On the page with the fish, ask “what animal do you think he will see next?” Allow time for responses. They could respond with any animal that comes to their mind.
 - On the page where it is raining, ask “How do you think the tortoise feels?” Allow time for responses. They could respond with any feeling that comes to their mind.
 - On the page where the wind is blowing, ask “will the tortoise find his shell again?” Allow time for responses. They could respond with yes or no.
 - On the page where he finds his shell, ask “what will he do now that he has his shell back?” Allow time for

responses. They could respond with any information that comes to their mind.

- After reading ask:
 - why did the tortoise take off his shell? Allow time for responses. They could respond with any information that comes to their mind.
 - what animals did the tortoise see on his journey? Allow time for responses. They should respond with all animals from the story.
 - what kind of weather occurred in the story? Allow time for responses. They should respond with all the weather that was in the story.
 - How would you feel if you were the tortoise? Allow time for responses. They could respond with any feeling that comes to their mind.
- Transition to painting activity through saying, “Now, we are going to create a scene from the story using paint. Think about what scene in the story was your favorite. Once you have that scene in your mind, come get a piece of large construction paper to paint on and return to your seat. I will place a paper plate with the different colored paints and a paint brush at your table. The brush on the plate with the color needs to stay with that color.”
- Allow children to begin painting their scene.
- “Now, that everyone has finished painting their scene, go line up to wash the paint off your hands. Then, return to your seat when you have washed your hands and take out a pencil. With your pencil, write what your scene represents then at the bottom write your name for being the author and illustrator of your painting.”
- Assist children that may have difficulty with fine motor skills. To assist them, have them verbally tell you what their scene represents and write the scene for them. Have them write their name.
- Transition to closure by saying: “Now, you are going to share your paintings with the class. Return to the carpet with your painting.”

CLOSURE

- Once all children have returned to the carpet with their painting, have each child show the class what they have painted then have them describe their painting.
- While the children are sharing their scenes, record what they are saying to the class either through writing it down or taping it.

- “Tomorrow we are going to compare this book to *Rooster’s Off to See the World*.”

ASSESSMENT (EVALUATE)

- The children’s answers to the author and illustrator questions will be recorded.
- The children will be assessed through their painting they created. It will be collected and graded using the following rubric:
 - If the children draw a scene and write about their scene from the story, they will receive a star.
 - If they draw a scene and write about the scene but the two do not relate, they will receive a check plus.
 - If they just draw a scene or just write about a scene from the story, they will receive a check.
 - If they draw a scene or write about a scene but it is not from the story, they will receive a check minus.

6. DIFFERENTIATION

- For children who have difficulty with fine motor skills, assist them as they paint their scene from the book by holding their and moving it as needed. Also, ask them to tell what their picture represents and write exactly what they say.
- For children who have difficulty remembering scenes from the book, prompt them with questions or give them two scenes and ask them to choose which one was in the story.
- For children who are excelling with painting their scene from the story, allow them to create another scene from the story.
- For children having difficulty answering the questions about the story, ask simpler questions. Then, for children who can easily answer the questions about the story, ask more complex questions.

7. ENRICHMENT

- The children can have another book read to them or look through one during center time, then they can draw a picture from those stories and write what they are showing.

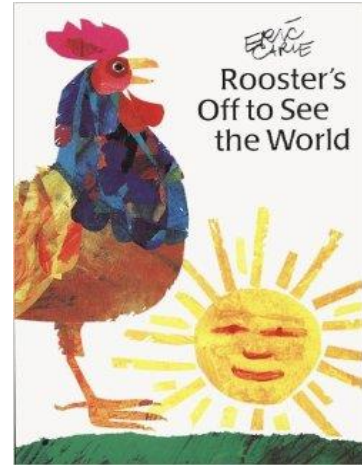
Rooster's Off to See the World!

Name: Victoria Sutton

Grade: Kindergarten

Time Frame: 20-25 minutes

Topic: Reading Literature



1. LANGUAGE ARTS COMMON CORE STANDARDS

RL.K.9

Reading Literature: Integration of Knowledge and Ideas

- with prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

2. OBJECTIVES

- The children will be able to compare and contrast the adventures and experiences that the characters in *The Foolish Tortoise* and *Rooster's Off to See the world* take.

3. RESOURCES

- *Rooster's Off to See the World* by Eric Carle
- Chart Paper
- Crayons, markers, pencils, etc.
- Rooster and tortoise templates
- Circle templates on white paper (small, medium, and large circles)
- Feathers
- Orange paint
- Yellow beaks for each child made from construction paper
- Various colors of construction paper
- Googly eyes
- Head, legs, and tail of the tortoise

4. ACADEMIC VOCABULARY

- **Rooster:** a male chicken

5. PROCEDURES

READINESS (ENGAGEMENT)

- Read *Rooster's Off to See the World* by Eric Carle
- while reading:
 - On the page with the frogs, ask “what animal will the rooster see next?” Allow time for responses. They could respond with any animal that comes to their mind.
 - On the page with four turtles, ask “How many animals will he see next?” Allow time for responses. They could respond with any number that comes to their mind.
 - On the page where the fish leave, ask “why are the fish leaving?” Allow time for responses. They could respond with any information that comes to their mind.
 - On the page where the cats left, ask “what will the rooster do now?” Allow time for responses. They could respond with any information that comes to their mind.
- After the story is finished, ask:
 - what animal came first in the story?
 - what animal came second in the story?
 - what animal came third in the story?
 - what animal came fourth in the story?
 - what animal came fifth in the story?
 - Allow time for responses after each question. They should respond with the correct order of animals.
- Transition to next activity by reviewing what happened in *The Foolish Tortoise*.

FOCUS OF LESSON (EXPLORE, EXPLAIN, EXTEND)

- “We are going to make a chart that compares (shows what is the same and different) the adventures of the tortoise to the adventures of the rooster.”
- Place a chart to compare the adventure of the tortoise to the adventures of the rooster on the board.
 - On one side of the chart, place a picture of a tortoise at the top. In the middle, place a picture of both a tortoise and a rooster at the top. Then, on the other side, place a picture of just a rooster at the top.
- Before writing the comparisons on the chart created, brainstorm a list of what could be on the chart to help the children have an idea of what they will be doing. To brainstorm, ask the children questions about what they remember from the stories.
- After brainstorming ideas, fill in the chart.
- Ask the children:
 - what did the tortoise do in the story?

- what did the rooster do in the story?
- what did the tortoise and the rooster do that were similar?
- Allow time for responses after each questions and write exactly what the children say to answer the questions.
- Once the chart is finished, transition to next activity by saying, “Now we are going to create our own rooster and tortoise.”
- Start with creating the tortoise. Say, “To create the tortoise you will:
 - Cut out the shell of the tortoise
 - Then, cut out the head, legs, and tail to the tortoise
 - Then, glue the head, legs, and tail onto the shell of the tortoise.
 - Then, draw eyes on the tortoise’s head
 - Then, decorate the tortoise’s shell.”
- Allow them to begin. “when you are finished, come get the first piece of your rooster.”
- “To create the rooster you will:
 - Cut out the two circle templates.
 - Then, glue the two circles on to a piece of construction paper.
 - Then, I will give you two googly eyes and a yellow beak to glue onto the head of your rooster.
 - Then, you will choose four feathers to glue onto the roosters body.
 - Then, you will paint your hand orange to place on top of the rooster’s head.” (The paint can sit on a plate in the middle of table or the teacher can paint each child’s hand)
- Allow children to begin.
- Transition to closure by saying: ““when you are finished creating your rooster, place it on the drying rack and return to the carpet. Now, you are going to get into groups and discuss the two stories.”

CLOSURE

- Once all children have returned to the carpet say, “You are going to get into groups to talk about the two stories. Numbers __ and __, you are a group (continue until all children are in a group). while talking about the stories, you should talk about what was the same and different

between them. When you are finished, come back to the carpet.”

- “Now, that everyone is back on the carpet, I want each partner to share one thing you talked about from the story.” Go around until all children have shared. Recording their answers as they respond.
- “Tomorrow we are going to sequence the order of events in a story.”

ASSESSMENT (EVALUATE)

- The children will be assessed through observations of what they say during the chart activity and their sharing at the end of the lesson. Their answers will be written down or tape recorded.

6. DIFFERENTIATION

- For children who have difficulty with fine motor skills, assist them as they cut by holding their and moving it with them or placing the scissors in the correct position. Pre-cut templates of the circles, head, legs, and tail of the tortoise could be provided for each child.
- For children who are having difficulty remembering what the two animals did in the story, prompt them with questions.
- For children who are can easily name what the two animals did in the story, have them choose two similarities between the story and draw a picture or write about them.

7. ENRICHMENT

- The children can look through the books during center time to help gain more insight to what the similarities and differences are between the characters.
- They can also use their creations at home to tell their families what happened in each story.