

**West Carroll Special School District
Instructional Plan/Pacing Guide, 2016-2017**

Teacher: Brittany Foster			Co-Teacher: Daralyn Martin		
Subject: Reading/Language			Grade Level: Pre-K		
Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery	Pacing (Beginning and ending dates of instruction)
				What student generated product will demonstrate that he/she has met the learning expectation?	
-	RL.PK.5. Participate in listening to common types of text (e.g., storybooks, nursery rhymes, and poetry). RL.PK.10. Actively listen and participate in small and large group activities when literature is read aloud or discussed.	I will read storybooks, nursery rhymes, and poetry in small and large group activities.	Students will actively listen and participate during small and large group.	Students will actively listen and participate during small and large group by following directions, paying attention, and being willing to participate. I will use teacher observation to assess this skill.	Aug. 11 - Oct. 7
-	L.PK.1. Through adult modeling, guidance and support, use complete sentences to express a thought or idea. L.PK.1c. With modeling and support, use the plural form of regular nouns in oral communication.	When speaking to the students, we will model and encourage the use of complete sentences to express a thought or idea and encourage the use of plural form of regular nouns in oral communication.	Students will use complete sentences to express a thought or idea and use the plural form of regular nouns in oral communication.	Students will be encouraged to use and be asked to repeat complete sentences to express a thought or idea and encourage the use of plural form of regular nouns in oral communication. This will continue all year.	Aug. 11 - Oct. 7
-	L.PK.6. Frequently use the vocabulary words and phrases acquired through conversations and listening to books read aloud.	When speaking to the students, we will model and encourage the use of	Students will use vocabulary words and phrases acquired through conversations and	Students will be encouraged to use vocabulary words and	Aug. 15 - Oct. 7

		vocabulary words and phrases acquired through conversations and listening to books read aloud.	listening to books read aloud.	phrases acquired through conversations and listening to books read aloud. This will continue all year.	
-	RF.PK.2a. Recognize and discriminate rhyming words in spoken language.	Nursery Rhymes: We will have a weekly Nursery Rhyme that we will focus on. Each week we will work on recognizing the rhyming words.	Students will pick out the rhyming words in our Nursery Rhyme.	Students will pick out the rhyming words in our Nursery Rhyme when I say a section of the rhyme to them.	Aug. 24 - Oct. 7
-	RF.PK.1c. With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read. RF.PK.3c. Recognize own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).	Sight Words: -We will begin learning the 40 Pre-Primer Sight Words. -We will be using the Smart Board, Flash cards, games and books to learn our words throughout the year.	Students will know the sight words when assessed.	Students will say the word when I show them a Flash Card.	Aug. 22 - Oct. 7
-	RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters. RF.PK.3a. Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words. RF.PK.3d. With guidance and support, discriminate between words with the same and different first letter sounds. RF.PK.2e. With guidance and	Zoo Phonics: Our curriculum gives a multitude of activities for this every week. Some include: Literacy: Knowledge and Appreciation of Books, Phonemic Awareness/Pre-Writing Experiences, Poetry and Nursery Rhymes, Audio, Video, Music, Alphabet Cards, Activities, Smart Board Games, Puppets, Posters, Games and Stamps.	Students will Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters, have basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or	Students will be assessed weekly on each letter, its sound and visual discrimination of the letter.	Aug. 22 - Oct. 7

	support, identify whether or not two words begin with the same sound.		common words, discriminate between words with the same and different first letter sounds and identify whether or not two words begin with the same sound.		
-	<p>L.PK.1a. With modeling and support print some upper- and lower-case letters (letters may not be of conventional size or shape).</p> <p>L.PK.2a. Show awareness of the difference between upper- and lower-case letters.</p>	Zoo Phonics: Our curriculum gives a multitude of activities for this every week. Some include: Literacy: Knowledge and Appreciation of Books, Phonemic Awareness/Pre-Writing Experiences, Poetry and Nursery Rhymes, Audio, Video, Music, Alphabet Cards, Activities, Smart Board Games, Puppets, Posters, Games and Stamps.	Students will print some upper- and lower-case letters (letters may not be of conventional size or shape) and will know the difference between upper- and lower-case letters.	Students will be assessed weekly on printing letters and knowing the difference between upper and lower case letters.	Aug. 23 - Oct. 7
1	<p>RL.PK.1. With modeling and support, ask, and answer (respond to) questions about text read aloud. RL.PK.4. Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words related to text.</p>	T14 Read Aloud: -I will read the students the book, Only You. We will have questions and answers throughout the reading. We will also talk about new vocabulary during the reading.	Students will know what a question is, what "new vocabulary" means and what show me they know what to do with questions and vocabulary.	Students will be able to ask and answer questions about the reading and will learn to use new vocabulary from the text.	Aug. 22 - Oct. 7
1	<p>L.PK.1b. With modeling and support, use frequently occurring (often theme-based) vocabulary words. L.PK.4. With guidance and support, ask or answer questions about the</p>	T14 Vocab: I will read the book, Only You, and then we will use the new vocabulary we learn in our	Students will know the vocabulary for body parts and the location on their body.	Students will be able to point to, shake or do whatever direction is given by the song. I will observe	Aug. 22 - Oct. 7

	meaning of new and unfamiliar words and phrases introduced through current themes and related books, activities, and play. L.PK.5. With guidance and support, explore the meaning of unfamiliar words found from themes, books and conversations and incorporate them into everyday vocabulary.	song and dance session. We will also incorporate other body part vocabulary words.		to see they are on target with the correct vocabulary word/body part.	
1	RF.PK.1a. Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back. RI.PK.5. Identify that the title of the book is found on the front cover. RI.PK.6. With guidance and support, identify the role of the author and the illustrator. RL.PK.6. With guidance and support identify the role of the author and the illustrator.	T21 Parts of a book: - I will use the book, The Check-Up, to present these Print Concepts: parts of a book, cover contents of a book and roles of the author and illustrator.	Students will know the parts of a book, cover contents of a book and roles of the author and illustrator.	Students will be able to correctly answer questions about parts of a book, cover contents of a book and roles of the author and illustrator. They will also be able to point to the specific part of the book requested.	Aug. 25 - Oct. 7
1	RI.PK.1. With modeling and support, ask and answer questions about informational text. RF.PK.1b. Recognize spoken words can be written and read. RF.PK.1. Demonstrate understanding of basic features of print; distinguish between words and pictures.	T21 Print and Spoken Words : - I will use the book, The Check-Up, to make the association between print and spoken words and we will be having a Q/A session on the informational items from our text.	Students will know how to make the association between print and spoken words and learn how to ask and answer informational questions.	Students will be able to make the association between print and spoken words and learn how to ask and answer informational questions.	Aug. 26 - Oct. 7
1	RI.PK.3. With guidance and support, relate informational text to personal experience or other text. RI.PK.4. Develop new vocabulary by engaging in meaningful discussions and	T20 Explore Body Parts: -I will read the poem, Here Are My Eyes, and talk about the Body Parts Chart. Then we will use the new vocabulary we	Students will know the vocabulary for body parts and the location on their body.	Students will be able to point to, shake or do whatever direction is given by the song. I will observe to see they are on target	Aug. 26 - Oct. 7

	activities to promote learning of unfamiliar words found in informational text.	learn in our song and dance session.		with the correct vocabulary word/body part.	
1	RI.PK.2. With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities. RI.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings, or predict events in the story. RI.PK.9. With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.	T27: We will discuss the Oral Language Card 1 – At the Doctor's Office. We will discuss the character, setting and events of the story. We will then relate the card to our book, The Check-Up. We will also relate these topics to our lives.	Students will recall important age appropriate facts from informational text by engaging in meaningful discussions and activities, discuss the use of illustrations to support the descriptions of characters, settings, or predict events in the story and relate the story to previously read stories, ideas in the themes, or personal life experiences.	Students will be able to recall facts during a Q/A session and give me examples of a time our story related to their life. They will also be able to tell me the character, setting and events of the story.	Aug. 31 - Oct. 7
1	RF.PK.2. Demonstrate increasing understanding of spoken words, syllables, and sounds. RF.PK.2b. Participate in oral activities to introduce counting syllables in familiar words and words in a sentence.	T55: We will be using Twinkle, Twinkle Little Star to explore syllables, words and sounds. We will clap, stomp and jump syllables of the words to make it fun and engaging.	Students will Demonstrate increasing understanding of spoken words, syllables, and sounds.	Students will be able to clap the appropriate number of syllables in a word.	Sept. 1 - Oct. 7
1	RI.PK.2. With guidance and support, recall important facts to retell a familiar story in sequence.	T 63: We will be retelling the tale. We will read, Head, Body, Arms and Legs. We will then use the puppets to retell the story by recalling the important facts.	Students will recall important facts to retell a familiar story in sequence.	Students will use the puppets to retell the story in sequence.	Sept. 8 - Oct. 7

1	RF.PK.3. Demonstrate word awareness by identifying familiar words in books and the environment and begin making connection that letters in words make sounds.	T93: We will read, Day with Dad and Jonathan and His Mommy. We will demonstrate word awareness by identifying familiar words in books and the environment and begin making connection that letters in words make sounds by picking out the words and charting them on the Smart Board. We will use the document camera so that we can pick them out as a class,	Students will identify familiar words in books and the environment and begin making connection that letters in words make sounds by picking out the words and charting them on the Smart Board.	Students will be asked to point to a familiar word on the board.	Sept 12 - Oct. 7
1	RL.PK.3. With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme. RI.PK.7. With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings or to predict events in the text. RF.PK.4. Demonstrate awareness that books carry a message. Can retell the story events and overall theme in familiar picture books, by using illustrations (observing and discussing) to support "reading" the words in the text. L.PK.2. Use some letters to represent ideas and inconsistently use conventions of standard English capitalization and punctuation. L.PK.2c. Show awareness of conventional letter-sound relationships through use of invented spelling in writing.	T133: We will be using the Flip Chart with the rhyme, Three Little Kittens. We will be identifying the major characters, settings, and events and then we will draw an illustration representing the characters, setting and a major event from the story. We will then write a one sentence summary of the story that the student will compose and write.	Students will identify the major characters, settings, and events in whole group. identify the major characters, settings, and events in whole group. Then they will draw an illustration representing the characters, setting and a major event from the story. Then write a one sentence summary of the story that the student will compose and write.	Students will be asked to identify the major characters, settings, and events in whole group. Then they will draw an illustration representing the characters, setting and a major event from the story. Then write a one sentence summary of the story that the student will compose and write.	Sept 15 - Oct. 7

1	L.PK.5a. Sort familiar objects into categories and identify the "common" factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors).	T164: We will use the Baa, Baa, Black Sheep Flip Chart as well as the Colors Flip Chart to discuss colors. We will also be reading an altered version of Baa, Baa, Black Sheep called Baa, Baa, RAINBOW Sheep to discuss colors more. We will then go to our tables and sort the sheep according to colors and glue them into the appropriate box.	Students will sort the sheep according to colors and glue them into the appropriate box.	Students will be asked to do this task independently to check for mastery of color sorting.	Sept 26 - Oct. 7
2	RI.PK.9. With guidance and support, explore and identify the similarities and differences between books on the same topic. RI.PK.10. Actively listen and participate in small and large group activities when informational text is read aloud or discussed.	T6 : We will read the book, Owl Babies as well as other informational books about Owls. We will then explore and identify the similarities and differences between books on the same topic. We will chart these on the board.	The student, in whole group will participate in our group discussion and help chart the similarities and differences between books on Owls.	I will use teacher observation during our whole group session to check for mastery.	Sept 28 - Oct. 7
2	L.PK.1e. Appropriately use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	T18: We will have a discussion about prepositions and position words and what that means. We will then begin our study on specific words. Today's words will be in and out. We will talk about, demonstrate role play scenes using these words. Then we will go to our tables and do the activity.	Students will participate in group and then do the table activity.	Students will be asked to glue certain pictures in or out on their paper. I will check for mastery.	Sept 28 - Oct. 7

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2	L.PK.If. With scaffolding and specific feedback from adults, participate in shared language activities and use increasingly complex and varied spoken vocabulary.	T158: We will read Bombaloo and as a whole group we will participate in shared language activities and use increasingly complex and varied spoken vocabulary.	Students will participate in shared language activities and use increasingly complex and varied spoken vocabulary.	I will use teacher observation and encouragement to have children participate in shared language activities and use increasingly complex and varied spoken vocabulary.	Nov 1 - Feb. 10
3	L.PK.Id. With guidance and support, use question words (e.g., <i>who, what, where, when, why, how</i>) to gather information. L.PK.5b. Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).	T14: We will read Knuffle Bunny Too. We will use question words (e.g., <i>who, what, where, when, why, how</i>) to gather information and demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).	Students will participate in whole group using question words (e.g., <i>who, what, where, when, why, how</i>) to gather information and demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).	I will use teacher observation and encouragement to have children participate in using question words (e.g., <i>who, what, where, when, why, how</i>) to gather information and demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).	Nov 7 - Feb. 10
3	L.PK.2d. With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.	T13 We will use the Flip Chart Teddy Bear, teddy Bear to	Students will participate in whole group to identify initial letter of familiar words.	I will use teacher observation and encouragement to have	Nov 9 - Feb. 10

		identify initial letter of familiar words.		children participate in identifying initial letter of familiar words.	
3	L.PK.5c. Make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).	T42: We will use the story Stone Soup as well as other stories to make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).	Students will participate in whole group to make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).	I will use teacher observation and encouragement to have children participate in making meaningful connections between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).	Nov 15 - Feb. 10
3	L.PK.4a. Recognize that some words have more than one meaning as used in a conversation or as found in a book (i.e., bank, <i>a place to keep money</i> , and bank <i>the edge of a river</i>).	T114: We will use the story Goat in the Chile Patch as well as other stories to recognize that some words have more than one meaning as used in a conversation or as found in a book (i.e., bank, <i>a place to keep money</i> , and bank <i>the edge of a river</i>).	Students will participate in whole group to recognize that some words have more than one meaning as used in a conversation or as found in a book (i.e., bank, <i>a place to keep money</i> , and bank <i>the edge of a river</i>).	I will use teacher observation and encouragement to have children participate in recognizing that some words have more than one meaning as used in a conversation or as found in a book (i.e., bank, <i>a place to keep money</i> , and bank <i>the edge of a river</i>).	Dec 5 - Feb. 10
4	L.PK.5d. With guidance and support, describe and demonstrate the different meaning of similar verbs used in daily conversations and across activities (e.g., talk/chat, whisper/yell).	T14: We will read the book, It's Mine and describe and demonstrate the different meaning of similar verbs used	Students will participate in a discussion and demonstration in whole group of the different	Students will participate in a discussion and demonstration in whole group of the different	Jan. 5 - Feb. 10

		in daily conversations and across activities (e.g., talk/chat, whisper/yell).	meaning of similar verbs used in daily conversations and across activities (e.g., talk/chat, whisper/yell).	meaning of similar verbs used in daily conversations and across activities (e.g., talk/chat, whisper/yell).	
-	*****	*****	*****	All Standards above will be assessed for completion.	Feb. 6-10

