**Literacy Focus:**

Writing:

Goal: Students use the skills of invented spelling, chunks, word wall words, and phonics skills to write about farms.

Comprehension:

Goals: Students listen to text for understanding. They should then be able to do the following: identify the purpose for the text, re-tell key concepts, and compile information from text.

Vocabulary:

Goals: Students identify unknown words, write or draw definition of words, and use words correctly in context.

Prerequisites: In order for the students to be able to reach these goals they must have the following skills:

* Know all letters and sounds in the alphabet
* Be familiar with word wall words and be able to locate word wall words in the classroom
* Be familiar with the chunks learned in class, and be able to use them to write words
* Be able to listen critically for information
* Be able to record information either pictorially or with words

Group/Learner Characteristics: Based on the CBM test data from my kindergarten class, not all of my students have these prerequisite skills. As part of the instruction, students will need opportunity to practice and gain these skills. The learning activities will be both a chance to gain and a chance to practice these skills. As a whole, the students enjoy writing, but there are many different levels of proficiency. Some students still rely solely on pictures to tell their stories, some can write a few words, some are able to write full sentences. All are still relying heavily on invented spelling. The students need more practice with using chunks, word wall words, and phonics concepts. Many of these students have very short attention spans, but they love listening to stories. The key is to get them to listen critically for information. Vocabulary development is a newer concept for the kids—it has not been stressed heavily in the learning environment up to this point. I will need to take this into account as I introduce the vocabulary aspects of this unit.

**Learning Activities:**

**Writer’s workshop:**

Each writer’s workshop block consists of one mini lesson at the beginning, followed by time given to students to write independently. The final portion of the activity is time for students to share their writing with each other. Students have already been introduced to the concept of invented spelling. We have been working on this concept all year long, and most can do this, although some still need practice. It is a good starting point on this writing development process as it is a familiar task. We have also been stressing the use of writing word wall words correctly, but the students are still working on this concept. They need more practice using the word wall words correctly. Using chunks correctly in writing will be a new concept for the kids and will need to be practiced many more times through this school year.

Lesson Objectives:

1. Lesson one (focus on invented spelling): Students will be able to write at least one sentence in their writing notebooks about farms using invented spelling correctly matching at least beginning and ending sounds with correct letters.
2. Lesson two (focus on word wall words): Students will be able to write at least one sentence in their writing notebooks about farms using correct word wall word spelling with at least 90% accuracy.
3. Lesson three (focus on chunk words): Students will be able to write at least one sentence in their writing notebooks about farms using at least one chunk word spelled correctly.

Feedback and Evaluation:

Writer’s workshop is set up on a regular basis in the classroom so that I can meet with a few students each time in conferences. During conferences we go through the students’ writing together to check for understanding. I coach them and encourage them, I also praise them for doing things right. This is the perfect setting for both feedback and evaluation of the student writing. I take notes on the students’ writing, and I use that feedback to help me plan future writing mini-lessons. I write notes on their writing to help them remember what things they need to be working on.

**Narrative Text Comprehension Activities:**

The students have had many opportunities to hear narrative text read to them in the classroom. They have also had many opportunities to answer questions related to the text and to think more deeply about text read. This learning activity will give them the opportunity to learn how to record information about what they have heard in stories.

Learning objective:

After having a story read to them, students will be able to correctly identify and draw a representation of the beginning, middle, and end of a narrative story on a graphic organizer with 100% accuracy. This will be accomplished through three learning activities:

1. Lesson one will be teacher directed, and teacher will do a shared writing activity with the students. The teacher will model the process of identifying and recording beginning, middle, and end of a story.
2. Lesson two will shift the burden to the students. Working in groups, they will work together on the process of identifying and recording beginning, middle, and end of a story.
3. The students will then have the opportunity to try the concept independently during listening center. They will listen to a story at the listening center and they fill out their own graphic organizer showing beginning, middle, and end.

Feedback and Evaluation:

During the teacher directed portion of the learning activity, feedback will be given orally. As the students move to the small group portion of the learning activity, the teacher will walk through the room taking anecdotal notes on the students. She will also evaluate the completed graphic organizer showing beginning, middle, and end. Feedback will be given orally to the groups as they work on the assigned task. The teacher will then grade the final graphic organizer produced independently by the students at the listening center.

**Informational text Comprehension Learning Activities:**

While students have been exposed to expository text in the classroom before, we have not yet focused on it in detail. This will be an opportunity for the students to be able to listen critically for information, and record the information learned. It will start out fairly simple, as this is a new task for them. Because students are still learning to read, they will need adult help to read the expository text.

Learning objective:

Students will be able to accurately write and draw a picture showing three farm animal facts learned from informational text on a farm animal report in an understandable way. This will be accomplished through the following learning activities:

1. Class will read an informational big book together as a shared read. Using highlighter tape, and with teacher direction, student will pick out “big ideas” from the text. As a class, teacher and students will record information highlighted.
2. At the book nook center, students will be exposed to several books about farm animals. With teacher help, and with help from pictures, students will fill out a graphic organizer with information gained from the text.
3. As a homework assignment, students will write a farm animal report with help from parents.

Feedback and Evaluation:

Students will receive verbal feedback during shared reading and writing activity. Teacher will use graphic organizer made during centers to check for understanding. She will also give verbal feedback to students as they complete the center. The teacher will asses final homework assignment on farm animals.

**Vocabulary learning activities:**

Up to this point in the year, vocabulary work has been fairly informal. Students have been exposed to grade level vocabulary, and they have done some homework including vocabulary. Much of the vocabulary instruction that has been given has been math-related. We have a math vocabulary word wall that we refer to frequently and have discussed. At this point, now, I want the students to be introduced to some content vocabulary (science and social studies). While this will not be an intensive vocabulary instruction, I do want the students to have some exposure to the concept.

Learning Objective:

Students will be able to fill out a graphic organizer by correctly writing content area vocabulary words and drawing a picture to show the meaning of each vocabulary word. This will be accomplished through the following activity:

1. Teacher will read farm story to the class, highlighting key vocabulary words. After reading the story, teacher and students will go through highlighted words and make actions to go with each word to help students remember the definition. After thoroughly going through the words together as a class, students will then work independently at desks completing vocabulary graphic organizer.

Feedback and Evaluation:

During the whole class instruction, the teacher will be monitoring and checking for understanding by using questioning strategies and watching student participation. As students work on graphic organizer, teacher will be walking through the room assisting students and giving feedback. The graphic organizer will be used to check for final understanding.