

Classroom Supplement and Lesson Plans

KINDERGARTEN

Teacher's Manual

Sample

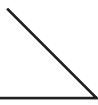
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Incorporating the Methods of
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Teaching Writing: Structure and Style
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CONTENTS



Section I: Introduction

• How to Use	5
• Teaching Materials	7
• A Message from the Author	9
• Foundations of Structure and Style	11
• Teaching Writing: Structure and Style	13
• Preparing the Teacher	17
• Preparing the Classroom	19
• Preparing the Students	21

Pacing Charts

• Pacing Chart: Kindergarten	24
• Introduction to Primary Level Writing	27

Section II: Lesson Plans

• Phase 1: Introduction to Pre-Writing	29
• Lesson Plans: Weeks 1-12	33
• Phase 2: Introduction to Unit 1: Note Making and Outlines	129
• Lesson Plans: Week 13	131
• Introduction to Unit 2: Writing from Notes	139
• Lesson Plans: Weeks 14-17	141
• Introduction to Unit 3: Retelling Narrative Stories	173
• Lesson Plans: Weeks 18-20	177
• Introduction to Unit 5: Writing from Pictures	201
• Lesson Plans: Weeks 21-24	205
• Phase 3: Revisiting to the Structural Units	237
• Lesson Plans: Weeks 25-30	243

Section III: Appendices

1. What Are We Really Doing Here?	289
2. Primary Level Handwriting	291
3. The Letter Stories	299
4. Poetry as an Integrator	301
5. Introduction to Sound City	305
6. Foundational Concepts for the Classroom Teacher	309

HOW TO USE

The *Classroom Supplement and Lesson Plans* are designed to help you create lesson plans to teach Structure and Style in your classroom. This book is organized as follows:

- **Section I** contains the foundational material to prepare you to use Structure and Style in the classroom.
- **Pacing Chart** provides the summary of the year's lessons.
- **Section II** includes a year of lesson plans referencing the student handouts making it easy for you to incorporate Structure and Style in your classroom.
- **Blackline masters** of the student books required for this course are provided with this Teacher's Manual. See page 21 for how to prepare student notebooks. Binders and preprinted student materials are also available. See page 7 for details.
- The **Appendix** contains additional articles for you to reference to learn more about Structure and Style and to manage specific areas of lesson planning or teaching.

Quick Start Guide

step
1.

Teacher Training



Attend a two-day *Teaching Writing: Structure and Style* seminar, or watch the DVD series. While it is not necessary to watch all ten hours before you begin, it is recommended.

Familiarize yourself with the *Teaching Writing: Structure and Style Seminar Workbook*. Pay special attention to pages that give an overview of Structure and Style.

step
2.

Preparation



Read through Section I of this Teacher's Manual. Follow the instructions to prepare your classroom to facilitate teaching writing. Examine the pacing chart and lesson plans. Adjust them as needed to fit your schedule.

Prepare student materials as described on page 21.

During your first week of class, acquire a baseline writing sample from each of your students. This will help you gauge the effectiveness of this method and will

provide an artifact to verify progress to students, parents, and administrators. For your convenience there is a Baseline Writing Sheet included in the Student Writing Portfolio.

step
3.

Teaching



Begin formal instruction using the lesson plans provided in Section II of this document. Continue through the lessons following the suggested course in the pacing chart.

Continue to merge the *Classroom Supplement* ideas with your yearlong plan. Be intentional. Establish a schedule. Commit to consistency.

Support

Join our classroom teacher's online support group. (Go to IEWSchools.com/forum and look for Full-Time Schoolteachers and Administrators.) Connect with your mentor or other classroom teachers who are implementing Structure and Style methods for support and encouragement.

TEACHING MATERIALS

Core Materials

Teaching Writing: Structure and Style

This seminar is the place to start. The DVD training can be watched (or re-watched) to prepare lessons, clarify ideas, or imitate instructional methods. The *Seminar Workbook* contains the models and teaching methods for each structural unit.

IEWSchools.com/TWSS2-D

Classroom Supplement and Lesson Plans (*This is the resource you are now reading.*)

Specifically designed for the teachers who interact with their students five days a week, this supplement provides a one-year pacing guide and sample lesson plans to help the teacher utilize this program for the first time. Includes blackline masters of student notebook materials. IEWSchools.com/CS-PK

Helpful Teaching Tools

Flip Chart

The flip chart is a non-consumable set of full-color posters illustrating the poetry, models, and source texts used in this course.

IEWSchools.com/SWP-PK-F

Student Writing Portfolio Kindergarten

To save time copying, order these printed pads along with the binder with ready-made tabs. (The blackline masters of this product are included in the *Classroom Supplement and Lesson Plans Kindergarten*.)

- Binder: IEWSchools.com/SWP-P-B
- Printed pads: IEWSchools.com/SWP-PK-P
- Replacement blackline masters:
IEWSchools.com/SWP-PK-BL

Tools for Young Writers

This tri-folder comes with a set of stickers for students to use to build a writing tools folder containing grammar reminders and handy word lists.

IEWSchools.com/SWP-P-TL

IEW Teachers Support (Chat) Group

This free online chat support group is designed to meet the needs of traditional five-day-a-week classroom teachers. To find the group, click on the link for Full-Time Schoolteachers and Administrators at IEWSchools.com/forum.

Mentoring from the IEW Classroom Consultant

This is your means of continued support throughout your first year. In addition to our IEW Teachers support group (see above), mentoring provides extra email and phone support. This can be renewed annually if needed.

IEWSchools.com/CCM

PACING CHART: CLASSROOM SUPPLEMENT LEVEL PK

WK	UNIT	THEME/TOPIC FOR DISCUSSION	POEM	PRINTING/WRITING	TOOLS STICKER	LANGUAGE ACQUISITION		
						GRAMMAR/MECHANICS	PHONICS	WORD BANKS
1	PreW	Rhyme & Rhythm/Clocks	The Clock	c, o, a	Nouns	nouns: people, place, thing synonyms, antonyms	rhymes -and, -ight	little big
2	PreW	Rhyme & Rhythm/Animals and Motion	Jump or Jiggle	d, g, u	Verbs	verbs	-ump	move fly
3	PreW	Rhyme & Rhythm	Humpty Dumpty	i, l, k	Contractions	proper nouns story elements contractions: couldn't	-all, -ump	sat big
4	PreW	Rhyme & Rhythm	Celery	b, r, e		story versus statement	syllables, vowels soft sound of c aw, ew	cook develop hard/soft
5	PreW	Rhyme & Rhythm	Little Jack Horner	p, t	End Marks	class journal, sentence structure, capitals, end marks	or, er a as article voiced/whispered	eat good/bad
6	PreW	Rhyme & Rhythm	Singing Time	m, n, h	Pronouns Adjectives	pronouns: I adjectives	-ing Magic e	poke nice (weather) bad (weather)
7	PreW	Rhyme & Rhythm	Hickory Dickory Dock	y, f	Capitals	capitalization	ck, or, ou/ow sounds of y	adj. w/ mouse
8	PreW	Rhyme & Rhythm	Dickory Dickory Dare	s, qu		prepositions	ew, ow are, air	fly/flew
9	PreW	Birds of a Feather	The Owl	v, w		contractions: aren't "to be" verbs articles	the (article) jail words ow, oa, Magic e	wise old
10	PreW	Birds of a Feather	The Vulture	j, x, z	Adverbs	pronouns: he, you, us adverbs	ea = long/short e (eels/eats) wh, y=i	-ly adverbs eats (adverbs)
11	PreW	Birds of a Feather	The Blackbirds	Twins: Cc, Oo, Pp, Ss, Uu, Vv, Ww, Xx, Yy, Zz		compound words	ck, er, ir, ay, ill	compound words quickly slowly
12	PreW	Birds of a Feather	The Robins	Bb, Ii, Jj, Kk, Ll, Mm, Tt, Aa, Dd, Ee, Ff, Gg, Hh, Nn, Qq, Rr	Possessives	possessives, verb tenses (past)	ai, they	happily went
13	Unit 1	On s Farm	Old MacDonald	Pigs	Unit 1	quotation marks	spelling non- words ar, oo, oi, oy	animal sounds had, colors, pretty mud (adj.)
14	Unit 2	On s Farm, helping the farmer	Little Boy Blue	Dairy Cows	Unit 2 4-Point Check	contractions: he's	ay, ar, ue, ee, or, y=i, ow/open-o	young
15	Unit 2	On s Farm, shepherd	Little Bo Peep	Sheep		homophones contractions: doesn't, they'll	Decorative e ee/ea, ai, ing come	come

WK	UNIT	THEME/TOPIC FOR DISCUSSION	POEM	PRINTING/WRITING	TOOLS STICKER	LANGUAGE ACQUISITION		
						GRAMMAR/MECHANICS	PHONICS	WORD BANKS
16	Unit 2	On a Farm, food for farmers	Pease Porridge Hot	Pease Porridge	Dress-Ups: -ly adverb	DU: -ly adverbs alliteration	cold/old, hot/pot -old, ge ea, or, Magic-e,	hot cold old (add)
17	Unit 2	Creepy Crawlers, spiders	Little Miss Muffet	Spiders	Dress-Ups: strong verb	strong verbs	er, ur, ite/ight -ing/'ong	
18	Unit 3	Creepy Crawlers, spiders	Itsy Bitsy Spider	Use poem for SSC.	Unit 3	verbs/adverbs	sh, th, ou/ow ai, again	carried went up
19	Unit 3	Creepy Crawlers, mice	Three Blind Mice	Use poem for SSC.		possessives/plurals	Magic e, ce ar/er, ai, ee	ran see
20	Unit 3	Creepy Crawlers, worms	Ooey Gooey	Use poem for SSC.	Dress-Ups: quality adjective		ight, oo, ee wor, ai, oa	mighty move (add)
21	Unit 5	Writing from Pictures, birds	Sing a Song of Sixpence	Picture: Bird with Golden Ring	Unit 5 Dec. Alliteration	contractions: wasn't commas	-ing/-ong ck, ir, wh Magic e	
22	Unit 5	Writing from Pictures, cats	Pussy-Cat Pussy-Cat	Picture: Catching the Cat	Dress-Ups: who-which	quotation marks	Jail been ook, No Job e	
23	Unit 5	Writing from Pictures, sailing	Rub-a-Dub-Dub	Picture: In a Barrel		Review parts of speech.	Open e, er	boat
24	Unit 5	Writing from Pictures, horses	All the Pretty Little Horses	Picture: Horsing Around		contraction: don't	bye/cry Syllable e	pretty (add) said
25	Unit 2	Code of the West, horses	Old MacDonald Had a Ranch	Horses		Composition Checklist editing		-ly adverbs
26	Unit 2	Code of the West, pigs, wagon trains	Review	Pigs (from Week 13)		editing		-ly adverbs
27	Unit 2	Code of the West, cattle	Review	Dairy Cows (from Week 14)		editing		-ly adverbs who-which clauses
28	Unit 2	Code of the West, sheep, fencing	Review	Sheep (from Week 15)		editing		-ly adverbs who-which clauses banned words: eat
29	Unit 2	Code of the West, ranches, tall tales	Review	Ranch Animals (choice)		editing		-ly adverbs who-which clauses more banned words
30	Unit 5	Native Americans and the West	Review	My Ranch Adventure		editing		-ly adverbs who-which clauses banned words

INTRODUCTION TO PRE-WRITING

This first phase is done orally for both teacher and student and lays a solid foundation for actual writing by marking words on the poetry poster, building a word wall, and beginning a class journal to develop the foundation composition.

Goals: The teacher will

- Introduce students to a variety of stories and poems.
- Use the poetry to integrate language and phonics.
- Teach students to differentiate between a poem that tells a story and one that just makes a statement.
- Teach students how to identify the elements of a story, including characters, plot, problem, and resolution.
- Build patterns of rhythm and rhyme.
- Introduce students to the structure of a sentence, a paragraph, and a story.

Daily Lesson Plans

The first page of each week provides a week summary chart which displays

- objectives
- summarization of the week's teaching
- materials list
- lessons extensions to integrate other subjects

The summary is followed by detailed daily lesson plans describing the elements of each lesson and picturing the handouts or flip chart pages needed for the lesson.

Please do as much as you are able of the suggested activities, but do not add stress to yourself or to your students. At this point remember that exposure to a wide variety of sources is the goal, not mastery. The pacing choice is yours based on the ability level of your students.

Poetry

- Poetry is used as an integrator.
- Begin each week with a new poem. Read and enjoy the poem each day.
- Each poem can be displayed using the illustrated *Flip Chart*. This chart may be written on to highlight elements of phonics and language. The poem may also be displayed on a smart board for marking.
- Use the illustrations to aid in comprehension.
- Discuss unfamiliar words and phrases.
- Practice memorizing the poem each day. Praise students who can recite the poem by the end of the week.

CS-PK: Pre-Writing			Week 1
Plan 1: Poetry with Words	Anticipated Oral & Written	These Rhyme and Rhin	
<small>Objective: Students will learn to: Listen to a poem. Identify the elements of a poem. Memorize a poem. Read a poem. Differentiate between a poem that tells a story and one that just makes a statement. Identify the elements of a story, including characters, plot, problem, and resolution. Build patterns of rhythm and rhyme. Introduce students to the structure of a sentence, a paragraph, and a story.</small>			
<small>Materials: Poetry book, poster board, markers, paper, pencil, tape, glue, scissors, ruler, and a clock.</small>			
Day 1: Poetry	"The Clock" Read and discuss how to listen, rhyming words. Discuss what time it is. Ask questions about the poem. Ask students to draw a clock. Flip Chart = "The Clock" Poem with words. Anticipated Oral & Written = "The Clock" Poem with words. These Rhyme and Rhin = "The Clock" Poem with words.	Flip Charts and Student Materials	
Day 2: Poetry	"The Clock" Poem with words. Listen to a poem. Find a character. Differentiate between a poem that tells a story and one that just makes a statement. Identify the elements of a story, including characters, plot, problem, and resolution. Build patterns of rhythm and rhyme. Introduce students to the structure of a sentence, a paragraph, and a story.	Flip Charts = "The Clock" Poem with words. Anticipated Oral & Written = "The Clock" Poem with words. These Rhyme and Rhin = "The Clock" Poem with words.	
Day 3: Poetry	"The Clock" Poem with words. Listen to a poem. Find a character. Differentiate between a poem that tells a story and one that just makes a statement. Identify the elements of a story, including characters, plot, problem, and resolution. Build patterns of rhythm and rhyme. Introduce students to the structure of a sentence, a paragraph, and a story.	Flip Charts = "The Clock" Poem with words. Anticipated Oral & Written = "The Clock" Poem with words. These Rhyme and Rhin = "The Clock" Poem with words.	
Day 4: Poetry	"The Clock" Poem with words. Listen to a poem. Find a character. Differentiate between a poem that tells a story and one that just makes a statement. Identify the elements of a story, including characters, plot, problem, and resolution. Build patterns of rhythm and rhyme. Introduce students to the structure of a sentence, a paragraph, and a story.	Flip Charts = "The Clock" Poem with words. Anticipated Oral & Written = "The Clock" Poem with words. These Rhyme and Rhin = "The Clock" Poem with words.	
Day 5: Poetry	"The Clock" Poem with words. Listen to a poem. Find a character. Differentiate between a poem that tells a story and one that just makes a statement. Identify the elements of a story, including characters, plot, problem, and resolution. Build patterns of rhythm and rhyme. Introduce students to the structure of a sentence, a paragraph, and a story.	Flip Charts = "The Clock" Poem with words. Anticipated Oral & Written = "The Clock" Poem with words. These Rhyme and Rhin = "The Clock" Poem with words.	
<small>Additional Lesson Extensions: • PE: What Time Is It, Mr. Fox? (Students to act out the fox's role in the story. Students to make a clock and tell time. Students to draw a clock face and tell time.) • Math: Telling time using the clock cards in set. Students to draw a clock face and tell time. They are trying to cross the time when the hands meet. Students to draw a clock face back to the beginning. The person he circles then becomes the fox. • Literature: Other clock stories or poems (e.g. "My Grandfather's Clock").</small>			
<small>Institute for Excellence in Writing. All Rights Reserved. 33</small>			

The Clock

Attributed to Mother Goose

There's a neat little clock,
In the schoolroom it stands,
And it points to the time
With its two little hands.

And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.



STORY SEQUENCE CHART

- I. Characters and Setting
(Who-What-When-Where)
- II. Plot or Problem
(What do they need or want?
What think? What say?)
- III. Climax and Resolution
(How is the need resolved? What happens after? What is the message or lesson?)

MARKING THE POEM

It is a good exercise to mark up the poem, underlining or circling the words and letters found in the poem. This will help your students see the phonics and parts of speech.

Although the *Flip Chart* was not intended to be consumable, it does have a plastic film which may handle erasable markers.

If you have a smart board, you can display the poem located in these teacher's notes and mark it right on the board.

You can also copy words from the poem onto another sheet of paper and mark them there. This provides the added benefit of sorting the words into parts of speech or phonetic patterns.

SAMPLE WORD BANK

happy
excited
overjoyed
delighted
cheerful
glad
pleased

Story or Statement

- The poetry also invites discussion about what makes a story.
- Some poems provide a narrative, while others just state facts. Point out the differences (see Week 3).
- Stories follow a specific path defined by the Story Sequence Chart.
 - Stories often begin by identifying a character and the setting. Look for *who, what, when, where*.
 - The story will lead to either a problem or a surprise, which may appear happy or sad (climax).
 - The problem will have to be solved or the surprise revealed (resolution or conclusion).
 - The story must have an ending that makes the story seem finished. The ending might include an assessment of the main character or a moral to be stressed.
- Explore the Story Sequence Chart with every story read. If desired, use the Unit 3 Story Sequence Chart visual provided in the *Flip Chart* page 28.

Language Acquisition: Grammar and Mechanics

- The poem can also be used to reinforce grammar and phonetic teaching.
- As you teach the basic parts of speech (nouns, verbs, adjectives, adverbs), find examples in the poem.
- Increase students' listening and speaking vocabulary by creating word walls, banks, and lists of synonyms. The word banks will naturally reinforce the parts of speech.
- Choose simple verbs and adjectives from the poem to expand and explore through the creation of a word bank or list. This is not a banned words list that is recommended for older students. It is language enrichment.
- Large paper may be used for the lists, and then those lists may be posted on the wall for future reference. Most students will not be able to read the words; however, they will learn that the spoken word is the written word. A few students may be able to read them and thus continue to be challenged.
- Use the word lists to allow students to experiment with and have fun with words.

Language Acquisition: Phonics

- Use rhyming to help develop phonemic awareness of the sounds in a word.
- Find phonograms in the poetry and word banks even if the letters and digraphs have not been taught yet for reading. Immersion in the elements of language and reading now will set the stage for independent reading later.
- If desired, create a "Sound City" to house and organize the multi-letter phonograms. Details to create this wall poster are located in Appendix 5.
- When letters are placed inside vertical bars, e.g., |ʃ| or |er|, it indicates the sound of the letters. Breves are used for short sounds; macrons for long sounds. When letters are not placed inside bars, e.g., *sh*, then the letter names are intended (*s-h*).

Printing

- The printing lessons use letter stories to teach the sound and formation of each letter. If you are using an alternative handwriting program, this element of the lesson may be used for enrichment.
- Use the Printing Reminders sign to ensure that students develop good habits in posture and pencil grip.
- Letters are initially printed in letter blocks. Guidelines are presented later. Feel free to permit students to write without lines and spaces if needed.
- See Appendix 2 for additional handwriting tips, including strategies to help students exhibiting dysgraphia.



Additional Lesson Extensions

- Additional activities that integrate the poetry into other subjects are provided at the bottom of each week's summary page.
- Include them in your lesson planning as possible, but do not feel like you need to include them all.
- For more games and activity ideas, see the help page at IEWSchools.com/csp-help (This is a password-protected page. To access it, log in to your account, and use the password: schools.)

CS-PK: Pre-Writing

Week 1

Phase 1: Fun with Words

Assignment: Oral → Written

Theme: Rhyme and Rhythm

Objectives. Student will be able to

- learn to know and have fun with rhyme and rhythm
- participate in choral reading/reciting
- learn to print lowercase letters

	DAILY LESSONS	Flip Charts and Student Handouts
Day 1	Poetry “The Clock.” Read and discuss line by line; discuss clocks. Discuss unfamiliar words. Discuss clocks. SH 1.1. Gram. Introduce nouns. Underline in poem. Find in classroom. Phonics Rhyme: What makes rhyme? Final consonant, vowel sound: stands/hands, bright/right. Printing Have students complete the Baseline Writing Sample (SH 1.2) to the best of their ability. Introduce Printing Reminders. Teach c using letter story. SH 1.3.	<i>Flip Chart p. 1: The Clock</i> SH 1.1 Poetry Take-Home Page SH 1.2 Baseline Writing Sample* <i>Flip Chart p. 2: Printing Reminders</i> SH 1.3 The Happy Letter: c
Day 2	Poetry “The Clock.” Read with expression; listen for rhymes. Choral read. Gram. Review nouns. Nouns sticker. Introduce noun test. Phonics Review rhyme. Listen for final consonant sounds in rhyming words. Printing Review Printing Reminders. Review c. Introduce o. SH 1.4.	<i>Flip Chart p. 1: The Clock</i> Tools: Nouns sticker <i>Flip Chart p. 2: Printing Reminders</i> SH 1.4 The Sad Letter: o
Day 3	Poetry “The Clock.” Read to class. Define <i>right</i> . Discuss things that are right to do. Choral reading. Practice memorizing line by line. Gram. Review nouns. Clock noun? Describing word: <i>little</i> . Create word bank. Define <i>synonym</i> . Phonics Tap rhythm. Review rhymes. Rhyming sounds in words. Printing Review Printing Reminders. Review c and o. Introduce a. SH 1.5.	<i>Flip Chart p. 1: The Clock</i> Tools: Nouns sticker <i>Flip Chart p. 2: Printing Reminders</i> SH 1.4 The Sad Letter: o
Day 4	Poetry “The Clock.” Read to class. How keep face “clean and bright”? Choral reading. Practice memorizing line by line. Gram. Review synonyms for little. Define antonyms. Create word bank: <i>big</i> . Phonics Review sounds of c, o, and a. Find letters in poem. Printing Check pen grip. Cut out Matching Game Cards (SH 1.6). Review c, o, and a. SH 1.6 and 1.7.	<i>Flip Chart p. 1: The Clock</i> <i>Flip Chart p. 2: Printing Reminders</i> SH 1.6 Matching Game Cards SH 1.7 Printing Review
Day 5	Poetry “The Clock.” Recite as class. Students recite to class or partner. Celebrate those who have memorized. SH 1.8. Gram. Review nouns, synonyms, and antonyms. Add to word banks. Phonics Review rhyming words. Find c, o, and a in poem. Printing Review c, o, and a. Matching Game. Review Printing Reminders. Spelling letter sounds. SH 1.9.	<i>Flip Chart p. 1: The Clock</i> SH 1.8 Portfolio Page* <i>Flip Chart p. 2: Printing Reminders</i> SH 1.9 Printing Review*

The handouts marked with an * should be placed in the students' Student Writing Portfolio when completed.

See the Detailed Lesson Plans on the following pages for additional details for teaching these lessons.

Additional Lesson Extensions

- **PE:** What Time Is It, Mr. Fox? (similar to Mother, May I?) One student is at an end of the field. He is Mr. Fox. The other students ask what time it is. He responds with a time that indicates how many steps they are allowed to take. They are trying to cross the line where he is. However, if he says “9 o’clock,” he chases them back to the beginning. The person he catches then becomes Mr. Fox.
- **Art:** Have students draw a clock or make one using a paper plate. Attach hands with a brad.
- **Science:** Discuss clocks, time, and the sun.
- **Math:** Tell time using the clocks made in art.
- **Social Studies:** Discuss the clothing of the girl in the picture. What can they tell about her from her clothing? Or discuss the history of clocks.
- **Literature:** Other clock stories or poems (e.g., “My Grandfather’s Clock”).

The Clock

attributed to Mother Goose

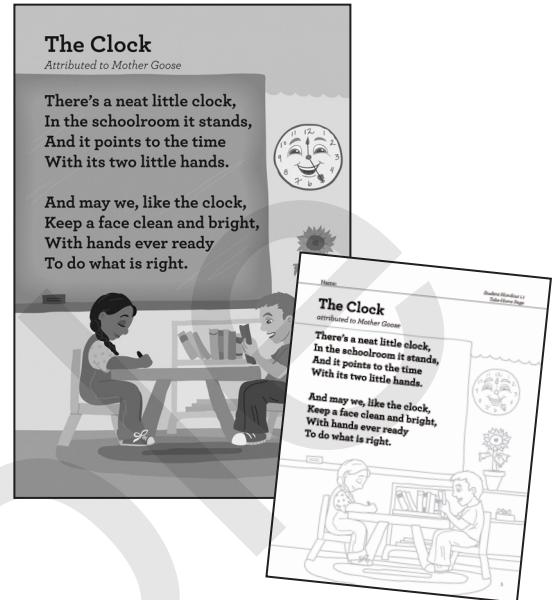
**There's a neat little clock,
In the schoolroom it stands,
And it points to the time
With its two little hands.**

**And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.**

Week 1: Day 1

Poetry

- Present poem “The Clock” (*Flip Chart, page 1*).
- Read aloud with expression to whole class.
- Discuss the meaning two lines at a time.
- Discuss unfamiliar words and define the words.
- Reread poem. Discuss:
 - Do all clocks have hands?
 - What other kinds of clocks are there?
- Distribute poetry take-home page (**Student Handout 1.1**).

**Grammar/Mechanics**

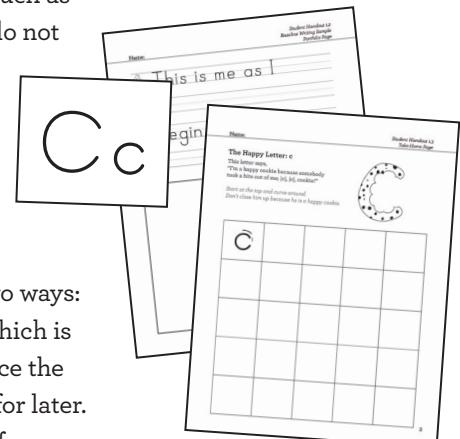
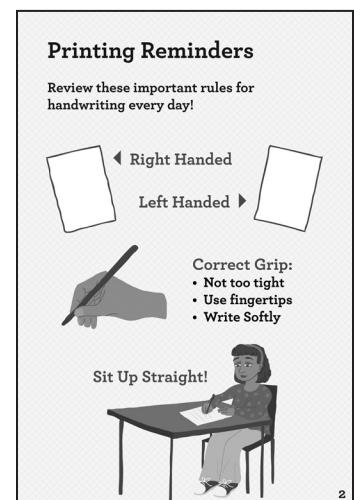
- Define nouns: people, places, and things.
- Find nouns in the poem.
- Name other nouns in the classroom.

Phonics

- What makes words rhyme?
- Listen for final consonant and vowel sounds in the poem, and find rhyming words: *stands/hands, bright/right*.

Printing. The Happy Letter: c

- Using the Printing Reminders Sign (*Flip Chart, page 2*), discuss proper posture/pen grip for handwriting. This page of the flip chart may be removed from the collection and posted somewhere for daily reference throughout the year.
- Begin the lesson by collecting a baseline writing sample using **Student Handout 1.2**. Students may attempt the copy work if they desire. Everyone should draw a picture of themselves in the picture box. When complete, have students store them behind the Finished Work tab of their Student Writing Portfolio.
- Introduce the letter c. Say the sound (the hard |c| or |k| sound, not the name of the letter). Write a c on the whiteboard and say: |c| is the happy letter. He is happy because he is a cookie, and somebody took a bite!
- Say: To make a |c|, I start up on the right. (Relate to an object in the room, such as the windows or the wall.) Do not pick your pen up! Go up and around, but do not close it up. |c|, |c| cookie! Be sure your students start near the top of the c and circle all the way around.
- Tell them to imagine they are drawing a circle around a head. Starting at the temple, move around the top of the head and around to the chin stopping at the jaw line.
- Begin an alphabet wall by printing **Cc on a card** and placing it on the wall.
- Explain to your students that every letter in the alphabet is presented in two ways: lowercase, which is what you are teaching now, and uppercase or capital, which is what the letter looks like when it is all dressed up. Students will only practice the lowercase now, but should become familiar with the look of the uppercase for later.
- Practice several lowercase c's on the whiteboard, and then move to paper. If students need more practice, form the letter out of play dough or use finger paint.
- Use **Student Handout 1.3** take-home page for practice.



Week 1: Day 2

Poetry

- Read “The Clock,” (*Flip Chart, page 1*) aloud with expression to class, listening for rhyming words.
- Choral read the poem as class. (Most students will not be reading at this point but will follow along.)

The Clock
Attributed to Mother Goose

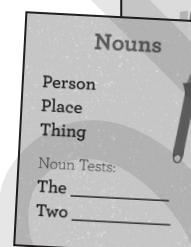
There's a neat little clock,
In the schoolroom it stands,
And it points to the time
With its two little hands.

And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.

1

Grammar/Mechanics

- Review nouns: people, places, and things.
- Review other nouns in the classroom and in the poem. Underline them in the poem, or begin a list of nouns.
- Add the **Nouns sticker** to the Tools folder. (See page 7 for more information on this product.)
- Introduce the noun test, which works best for things or animals: the _____ or two _____

**Phonics**

- Review rhyming words.
- Listen for final consonant and vowel sounds in rhyming words (*and, ight*).

Printing Reminders

Review these important rules for handwriting every day!

Right Handed

Left Handed

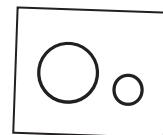
Correct Grip:
• Not too tight
• Use fingertips
• Write Softly

straight!

2

Printing. The Sad Letter (o)

- Review the Printing Reminders sign (*Flip Chart, page 2*).
- Review the letter c. Practice on plain paper.
- Using the **Student Handout 1.4** take-home page, introduce the letter o.
- Draw one on the board and say: This is the sad letter |ɔ|. He is sad because nobody took a bite out of him. He says, “Ahh, nobody took a bite out of me.”
- Teach: To form the letter, start just like the happy letter, but continue around until you meet where you started.
- Be sure your students do not get into the habit of starting the o at the top; it starts like the c to the right. (Relate to an object in the room.)
- If desired, have your student place a breve (˘) over the |ɔ|. (A breve is the shape of a reverse arc, or a smile.) You will do this with all the vowels as they are first introduced since you will be teaching the short sounds with the letter stories. Later, the long sounds (the vowel names) can all be taught in one lesson. The long sounds will be marked with a macron (˘), which is the shape of a line over the vowel.
- Before practicing the new letter, revisit and discuss the Printing Reminders sign. Also, print **Oo on a card**, and add it to the alphabet wall.



PHASE 2: INTRODUCTION TO THE STRUCTURAL UNITS

UNIT 1: NOTE MAKING AND OUTLINES

This phase continues with modeling but transitions students into actual writing (copying). During this phase the structural units are explored orally while the teacher models the actual writing. Students practice handwriting in copy work.

Units 1 and 2 lay the foundation for the entire program. Unit 1 emphasizes language acquisition and word discrimination. Words are weighed, evaluated, and placed in a usable format called a Key Word Outline (KWO). By completing this unit, students also learn the value of well-chosen words. Unit 1 is illustrated on the *Flip Chart* page 17.

Teaching Writing: Structure and Style

To prepare to teach note making and outlines, watch the Unit 1 session of *Teaching Writing: Structure and Style*, and review the related pages of the *Seminar Workbook*.

The illustration shows a teacher standing and holding a flip chart. The flip chart has a title 'Note Making and Outlines' at the top. Below the title is a box labeled 'Name _____ Date _____'. To the right of the box is a diamond-shaped graphic containing the text '3 words max!'. At the bottom of the flip chart, there is a list: '• Read.' '• Look up.' '• Speak.' To the right of the flip chart, there is a small illustration of a teacher holding a piece of paper. The page number '17' is located in the bottom right corner of the illustration area.

Goals of Unit 1: Students will

- Select key words from each sentence that the teacher will record in a basic outline format. This will help students to recall ideas from each sentence.
- Communicate the main idea of a source (retell) using key word outlines.
- Continue to expand vocabulary by adding to classroom word banks.

Teaching Procedure:

1. Read and discuss.

- Initially, every lesson involves board demonstration and group participation.
- Read the entire passage to the class from the flip chart or handout. Invite students to read chorally with you.
- After reading the source text, ask questions for content understanding. The source texts are not intended to be read independently, but are chosen to enrich your students' vocabulary. A child's listening vocabulary is much larger than his reading vocabulary.
- If you wish to use content from your curriculum, simply switch the source text. The lesson plan and outlining procedure remain the same; only the text needs to change. Since the teacher is doing the reading, the reading level of the source text can be at a K listening level. The key is to use short sentences.

Source Text

Pigs

Pigs are called hogs or swine. They have no sweat glands. They cannot sweat to cool off. They roll in the mud to cool their skin. The mud dries and protects them from the sun.

Pigs	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____

Sample Outline	
Pigs	
I. called, hogs, swine	
1. no, sweat, glands	
2. cannot, sweat, cool	
3. roll, mud, cool	
4. mud, dries, protects	

2. Key Word Outline

- Create a key word outline template on the board or on large poster paper. Count the number of sentences in the source, and prepare that many lines for the outline.
- Chorally read/recite one sentence at a time choosing two or three key words or synonyms from each sentence. Chorally reading/reciting and then writing keeps the students actively engaged in the process. Students help to determine which words in each sentence are the key words.
- As the class chooses two to three key words or synonyms from the sentence, the teacher records the words on the outline template. In this simple outline format, one note (consisting of two or three words) is taken from each sentence in the paragraph.
- The first line uses a Roman numeral, while the remaining lines use Arabic numerals. Later, the Roman numeral will indicate topic. It is important to keep the outline format the same as that taught in *Teaching Writing: Structure and Style*. Continuity from year to year is vital for success.

3. Test outline by retelling.

- Once the outline is complete, the teacher guides the students to tell back the information from the KWO (oral). The goal is not repeating verbatim or memorizing the source text. Students are encouraged to use their own words, sentences, and ideas.
- To help students recreate the sentence, point to the key words needed. Once students get the idea, the teacher can stop pointing.
- If students struggle to create a sentence, the outline should be changed at this time to assist students with sentence construction.

4. Copy Work

- Student handouts provide copy work related to the poetry or source text with an illustration box. Some students may only manage the illustration.
- Do that which is developmentally appropriate for your students. The goal, not the requirement, is to finish in the time allotted.

Reminders:

- Continue to model the writing process:
 - Read source text.
 - Discuss meaning.
 - Chorally read/recite, and choose key words.
 - Teacher records outline.
 - Students retell from outline.
- At this level, all of the work is completed orally with the teacher writing on the board or large poster paper.
- Student handouts reinforce the source text with pictures to be colored. At this time, their

composition is in the form of a colored picture instead of printing. Students may also draw a picture of their favorite part of the poem demonstrating comprehension.

- If choosing your own source text, the children may draw a picture of the poem or story as their composition.
- There are three strands to our methodology: structure, style, and you. You are integral for success. Have fun!

CS-PK: Unit 1

Week 13

Phase 2: Working with Words

Assignment: Oral

Theme: On a Farm

Objectives. Student will be able to <ul style="list-style-type: none"> create a Key Word Outline (KWO) locate nouns and verbs in a sentence use adjectives and adverbs 		
	DAILY LESSONS	Flip Charts and Student Handouts
Day 1	Poetry Review “The Robins.” Discuss where different kinds of birds live. Introduce “Old MacDonald Had a Farm” (SH 13.1). Gram. Create list of animals and their sounds. Phonics <i>oo</i> in <i>moo</i> . Find other words that rhyme with <i>moo</i> . Copy Work Review guidelines and capitals. Introduce copy work. Revisit end marks. Explain comma in copy work (SH 13.2).	<i>Flip Chart p. 14: The Robins</i> <i>Flip Chart p. 15: Old MacDonald</i> <i>SH 13.1 Poetry Take-Home Page</i> <i>Flip Chart p. 13: Alphabet</i> <i>SH 13.2 Copy Work</i>
Day 2	Poetry Read “Old MacDonald.” Listen for story elements. Story or statement? Gram. Review verbs. Word bank: <i>had</i> . Phonics <i>oi</i> in <i>oink oy</i> . Writing Sing “Old MacDonald” using various animals. At <i>pig</i> , introduce source text (FC p. 17 and SH 13.3). Read and discuss. Create outline template. Copy Work Discuss and assign copy work and drawing (SH 13.4).	<i>Flip Chart p. 15: Old MacDonald</i> <i>Flip Chart p. 16: Pigs</i> <i>SH 13.3: Pigs</i> <i>Flip Chart p. 13: Alphabet</i> <i>SH 13.4 Copy Work</i>
Day 3	Poetry Read “Old MacDonald.” Sing using different animals. Gram. Review adjectives; describe <i>farm</i> . Word bank: <i>pretty</i> . Phonics <i>ar</i> in <i>farm</i> . Brainstorm words with <i>ar</i> . Writing Introduce Unit 1. Read “Pigs.” Create KWO. Test the outline by retelling. Copy Work Read and discuss SH 13.5. Assign copy work and drawing.	<i>Flip Chart p. 15: Old MacDonald</i> <i>Flip Chart p. 17: Unit 1</i> <i>Flip Chart p. 16: Pigs</i> <i>SH 13.3 Pigs</i> <i>Flip Chart p. 13: Alphabet</i> <i>SH 13.5 Copy Work</i>
Day 4	Poetry Read or sing “Old MacDonald.” Practice memorizing. Gram. Introduce and use quotation marks. Phonics Review <i>oo</i> in <i>moo</i> and <i>ar</i> in <i>farm</i> . Make rhyming sentences, e.g., The cow took a bow. Writing Unit 1 sticker to <i>Tools</i> . Retell paragraph. Word bank: adjectives describing <i>mud</i> . Compare oral retelling to original paragraph. Copy Work Read and discuss SH 13.6. Assign copy work and drawing.	<i>Flip Chart p. 15: Old MacDonald</i> <i>Flip Chart p. 17: Unit 1</i> <i>Tools: Unit 1 sticker</i> <i>Flip Chart p. 16: Pigs</i> <i>SH 13.6 Copy Work</i>
Day 5	Poetry Recite “Old MacDonald.” Gram. Find nouns in poem. Add adjectives. Class journal. Phonics Review. Writing Retell from outline; use adjectives. Copy Work Discuss favorite animals and their sounds. Assign SH 13.7.	<i>Flip Chart p. 15: Old MacDonald</i> <i>Flip Chart p. 17: Unit 1</i> <i>Flip Chart p. 13: Alphabet</i> <i>SH 13.7 Poetry Portfolio Page*</i>

* Place in Student Writing Portfolio when completed. Detailed teacher's notes to follow.

Additional Lesson Extensions

- PE:** Animal Walk: Name different animals.
- Science:** Study various farm animals: what they eat, what care they need, and what they are raised for.
- Music:** Sing the song. Make up new verses.
- Art:** Illustrate the poem. Find pictures in a magazine of their favorite animal. Have students draw different animals to create MacDonald’s Farm. Mount on a bulletin board.
- Math:** Develop story problems with farm animals. “If you have five cows, how many legs do you have?” Introduce skip counting (counting by fours) 4, 8, 12, 16, 20, etc.
- Social Studies:** Discuss the term *agriculture*. Name things that are regionally grown on farms, and animals that are raised on farms.
- Literature:** Any farm book: *The Day Jimmy’s Boa Ate the Wash*; *Mrs. Piggle-Wiggle’s Farm*.

Old MacDonald

by Mother Goose

**Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had a cow, E-I-E-I-O.
With a “moo, moo” here
And a “moo, moo” there,
Here a “moo,” there a “moo,”
Everywhere a “moo, moo,”
Old MacDonald had a farm, E-I-E-I-O.**

(Additional verses can be added by singing through the first verse again but using horse / sheep / dog / cat / mouse / duck / pig / rabbit [wiggle its nose].)

Pigs

Pigs are called hogs or swine. They have no sweat glands. They cannot sweat to cool off. They roll in the mud to cool their skin. The mud dries and protects them from the sun.

Week 13: Day 1

Poetry

- Review “The Robins” (*Flip Chart, page 14*). Robins and some other animals can be in the city or the country. Some animals live mostly in specific places, like the animals on a farm.
- Introduce “Old MacDonald Had a Farm” (*Flip Chart, page 15*). Read poem aloud to class.
- Discuss how E I E I O is there for the sake of rhyme but doesn’t mean anything. Other poems they have learned that include sounds that are not words include *hickory dickory dock* and *dickory dickory dare*.
- Students may color the pictures on **Student Handout 13.1**.

Grammar and Mechanics

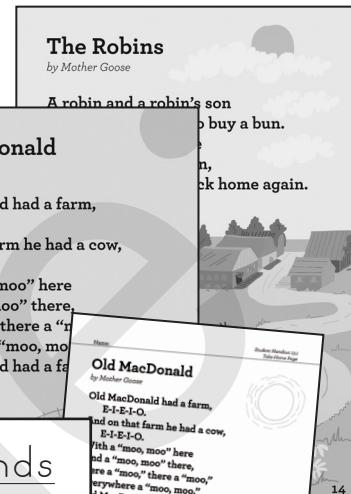
- Begin a list of farm animals and their sounds. Explain that they are not words but can be indicated with letters.
- If desired, underline the phonograms in each animal sound.
- For fun, introduce the term *onomatopoeia*—sound words.

Phonics

- Underline *oo* in *moo* and say the sound. Add *oo* to U Street in Sound City.
- Brainstorm for words that rhyme with *moo* (*shoe, grew, do, etc.*). Most of the words will not be spelled the same, but for now, students are listening for similar sounds.

Copy Work

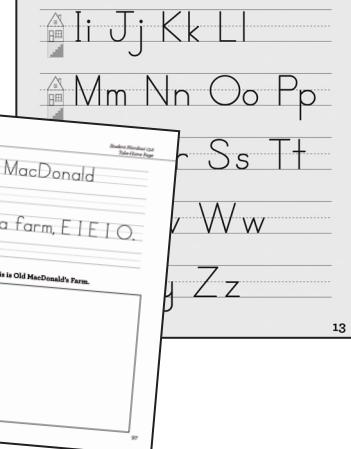
- Revisit guidelines and capital letters using *Flip Chart page 13*. Review rules for capital letters.
- Introduce handwriting practice using copy work. Discuss spacing between letters in a word and spacing between words. Point out the capital letter.
- Review end marks, and reference the **End Marks sticker** in their *Tools* folder. Focus on periods for statements. Read today’s sentence to students. What does the sentence start with? End with?
- Point out the comma after *farm*, and explain that it is a period with a hook that is used in sentences to indicate a pause.
- Students complete copy work using **Student Handout 13.2**.



Animal Sounds

pig	<u>oink</u>
cow	<u>moo</u>
horse	<u>neigh</u>
donkey	<u>hee-haw</u>
dog	<u>bark</u>
dog	<u>arf</u>
cat	<u>meow</u>
sheep	<u>baa</u>
rooster	<u>cock-a-doodle-doo</u>
hen	<u>cluck</u>
duck	<u>quack</u>

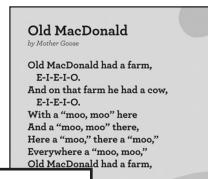
a A	B b	C c	D d
e E	F f	G g	H h



Week 13: Day 2

Poetry

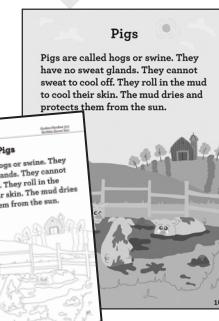
- Reread “Old MacDonald Had a Farm” (*Flip Chart*, page 15) aloud with expression to the whole class.
- Reread aloud with expression to whole class. Have students listen for story elements.
- Ask: Does this poem tell a story or just make a statement? (statement)

**Grammar and Mechanics**

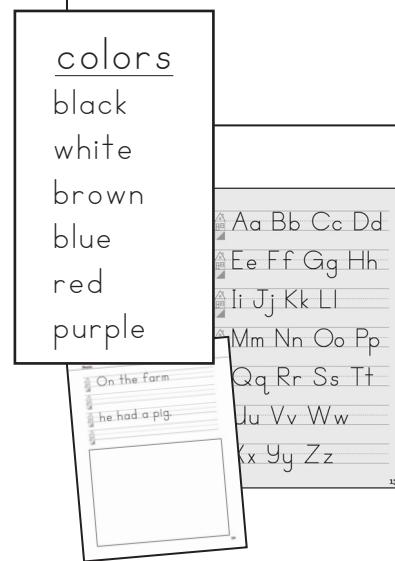
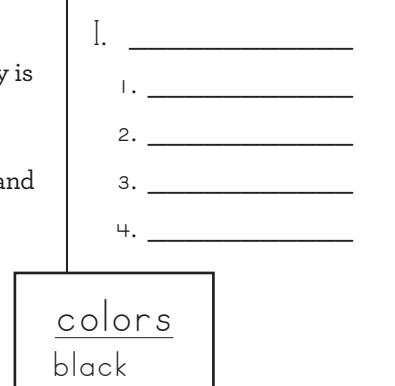
- Review verbs. Underline *had*.
- Brainstorm alternative words. Create word bank.

**Phonics**

- Ask: What sound does a pig make? Listen for the sounds in *oink*, and point out what letter(s) spell each sound.
- Write *oink* on the board, and underline *oi*. Brainstorm other words that use the *oi* sound (*boil, soil, oyster, boy, toy*, etc.). Underline *oy*. Notice that *oi* is usually used in the middle of words. *Oy* is always at the end. Add *oi/oy* houses to Sound City. They can be in their own section—a farm!

**Writing**

- Sing “Old MacDonald.” Let students choose the animals on the farm that you will sing about. When someone says “pig,” sing the verse, and then introduce the new source text “Pigs.”
- Distribute **Student Handout 13.3**. Using *Flip Chart* page 16, introduce the paragraph entitled “Pigs.”
- Spend a few minutes discussing the paragraph to ensure comprehension. The source texts are not intended to be read independently, but are intended to enrich your students’ vocabulary. A child’s listening vocabulary is much larger than his reading vocabulary.
- Help students count the sentences (5). Create a blank KWO template on a large piece of paper for the story. Be sure to start with a Roman numeral I, and then use Arabic numerals from 1 to 4.
- Build anticipation by telling students that “we will do something very important with the lines tomorrow.”
- Students may color the picture on their handout.
- Have students save this handout in the pocket of their *Tools* folder. Remind them that tomorrow you will do something very important with the lines.

**Copy Work**

- Continue to display and review *Flip Chart* page 13 as long as needed.
- Revisit adjectives.
- Colors describe nouns. Brainstorm what colors different farm animals can be. Begin a color word list. What color is a pig? (usually pink, brown, black, and white) Ask: What kind of pig might be blue? (A piggy bank!)
- Distribute **Student Handout 13.4**.
- Revisit capitals and end marks.
- Students practice printing using copy work.

