



## English Language Arts Kindergarten

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# Hazelwood School District

## **Mission Statement**

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

## **Vision Statement**

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

## **Goals**

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

## Curriculum Overview

Early Literacy Data for kindergarten students indicates the need for curriculum revision. According to AIMS Web literacy probes, only 60.8% of students leave kindergarten able to name all of their letters, identify corresponding letter sounds and blend sounds together to make simple constant vowel consonant (CVC) words which are critical to future reading success.

In addition to the analyzed data trends, a change in state standards and reading level expectations has resulted in a need for intensive curriculum revision to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. After a careful review of annual data and longitudinal cohort data it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes systematic and explicit phonemic awareness and phonics instruction, reading strategies, the writing process, and writing that is defined by the standards-based scoring guides for each genre.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for 21<sup>st</sup> century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students, with the exception of phonemic awareness and phonics instruction which require systematic and explicit instruction as the building blocks for encoding and decoding to read. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own. Spelling should be taught to mirror the grade-level phonics continuum to teach students the spelling rules and word patterns they are learning. An additional 3-5 personalized spelling words that are misspelled in students' writing should be incorporated into their weekly spelling list. Handwriting is not taught in isolation, but rather part of learning about letters, sounds and the patterns found within the English Language.

The Hazelwood Required Instructional Components for kindergarten through second grade should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, and word study that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. One of the provided Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening and writing instruction.

COURSE TITLE: ENGLISH LANGUAGE ARTS K

GRADE LEVEL: KINDERGARTEN

**Course Description:**

The English Language Arts course is designed to promote the development of essential literacy skills for primary readers. Students will develop their phonics, vocabulary, speaking, and listening skills. As students read and apply their growing comprehension skills, they will acquire oral language through discussion and collaborative reading and writing with their peers that will help them acquire new information from print and electronic texts. Primary readers and writers will develop their stamina for reading and writing longer texts and the ability to make meaning of both fiction, nonfiction and poetry. Students will develop foundational life-long reading, writing, speaking, listening, and thinking strategies to help them make meaning of the world around them.

**Course Rationale:**

The English Language Arts curriculum is considered essential for the academic, social, and cognitive development of students who are expected to become successful and productive members of society. The English Language Arts curriculum contains the listening, discourse, reading, and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the English Language Arts curriculum students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing, and various forms of print and electronic media.

The English Language Arts curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence, and prepare them to express their own ideas artfully and effectively. The English Language Arts curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21<sup>st</sup> Century.

**Course Scope and Sequence**

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>
40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes

## Unit Objectives

### Unit 1

1. With prompting and support, the learner will ask and answer questions about key details in a story.
2. With prompting and support, the learner will understand and use question words.
3. With prompting and support, the learner will name the author and illustrator of a book and define the role of each in telling the story.
4. With prompting and support, the learner will ask and answer questions about key details in an informational text.
5. With prompting and support, the learner will name the author and illustrator of a text and define the role of each in presenting the ideas or information in informational text.
6. The learner will follow words from left to write, top to bottom, and page by page.
7. The learner will recognize that spoken words are represented by written language in text.
8. The learner will demonstrate an understanding that words are separated by spaces in print.
9. The learner will identify the front cover, back cover, and title page of a book.
10. The learner will recognize and name all upper and lower case letters of the alphabet.
11. The learner will know and apply grade-level phonics and word analysis skills in decoding words.
12. The learner will read common high frequency words by sight.
13. The learner will use a combination of drawing, dictating, and writing to narrate a single event.
14. The learner will print all upper and lower case letters.
15. The learner will use frequently occurring nouns and verbs.
16. The learner will form regular plural nouns **orally** by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
17. The learner will use the most frequently occurring prepositions.
18. The learner will sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
19. The learner will identify real-life connections between words and their use (e.g., note places at school that are colorful).
20. The learner will participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups following agreed upon rules, speaking about the topics, and texts under discussion.
21. The learner will continue a conversation through multiple exchanges.
22. The learner will produce and expand complete sentences in shared language experiences.
23. The learner will describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
24. The learner will speak audibly and express thoughts, feelings, and ideas clearly.
25. The learner will add drawings or other visual displays to descriptions as desired to provide additional detail.

### Unit 2

1. With prompting and support, the learner can identify characters, setting, and major events in a story.
2. The learner can understand and use question words.
3. With prompting and support, the learner can identify the main topic and retell key details of a text.
4. The learner will associate the sounds with the common spellings (graphemes) for the five major long vowels.

5. The learner will, with prompting and support, ask and answer questions about unknown words in a text.
6. The learner will recognize common types of texts (e.g., storybooks, poems).
7. The learner will recognize and produce rhyming words.
8. The learner will blend and segment onsets and rimes of single-syllable spoken words.
9. The learner will isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
10. The learner will capitalize the first word in a sentence and the pronoun *I*.
11. The learner will recognize and name end punctuation.
12. The learner will use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
13. The learner will use a combination of drawing, dictating, and writing to compose informative texts in which they name what they are writing about and supply some information about the topic.
14. The learner will print a letter or letters for most consonant and short-vowel sounds (phonemes).
15. The learner will demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
16. The learner will read emergent-reader texts with purpose and understanding.

### Unit 3

1. With prompting and support, retell familiar stories, including key details.
2. With prompting and support, describe the connection between two individuals, ideas, events, or pieces of information in a text.
3. 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).
4. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
5. With prompting and support, identify the reasons an author gives to support points in a text.
6. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
7. The learner can pronounce, blend, and segment syllables in spoken words.
8. The learner can distinguish between similarly spelled words by identifying the sounds of the letters that differ.
9. The learner will use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
10. The learner will participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
11. The learner can identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
12. The learner can distinguish shades of meaning among verbs describing the same general action (*walk, march, strut, prance*) by acting out the meanings.
13. The learner can confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

### Unit 4

1. With prompting and support, the learner will retell familiar stories, including key details.

2. The learner can use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. With guidance and support from adults, the learner can recall information from experiences or gather information from provided sources to answer a question.
4. With guidance and support from adults, the learner can respond to questions and suggestions from peers and add details to strengthen writing as needed.
5. With guidance and support from adults, the learner will explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
6. The learner can use the most frequently occurring inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
7. The learner will add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.



## Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	K – 5 <sup>th</sup> Grade High Frequency Word Lists

A list of High Frequency Tier 1 words for each grade are taught throughout each quarter. Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. Tier 2 words are determined based upon the commonly used academic words within each text read with students. The key Tier 3 academic vocabulary words for each are listed below.

### Unit 1

character, setting, problem, solution, detail, illustration, author, illustrator, plot, topic, setting, text, detail, illustration, photograph, author, illustrator, left to right, spacing, text, print, top, bottom, front cover, back cover, title page, identify, alphabet, capital letters, upper case, lower case, letter sounds, consonant, vowels, short vowel sounds, high frequency word, sight word, sentence, spacing, sight word, punctuation, capital, period, narrative story, illustrate, uppercase, capital, lowercase, handwriting, noun, verb, singular, plural, prepositions: *to, from, in, out, on, off, for, of, by, with*, attribute, category, sort, same, different, connection, word, conversation, exchange, elaborate, active listening, presentation, events, share, label, effective

### Unit 2

beginning, middle, end, problem, topic, setting, text, detail, illustration, photograph, letter sounds, vowels, short vowel, long vowel, question, meaning, fiction, non-fiction, poem/poetry, rhyme, rhyming words, sound alike, word endings, blend, segment, onset, rime, capitalization, punctuation, capital letter, period, checklist, *l*, sequence, reaction, ending, beginning, middle, end, how-To, transitional words, sequence, reaction, closing sentence, expert, first, next, then, last, opposites

### Unit 3

character, setting, problem, solution, retell, person, idea, event, information, connection, text, similar, categories, word, text, one to one match, compare/contrast, characters, adventures, events, experiences, main point, evidence, author, descriptions, differences, illustrations, informational text, procedures, similarities, text topic, syllable, segment, blend, letters, sounds, words, parts of words, change, onset, rime, opinion, reason, author study, verb, action, character, setting, problem, solution, detail, question, "I wonder..."

### Unit 4

character, setting, problem, solution, beginning, middle, end, research, record, facts, questions, edit, revise, details, period, question mark, exclamation mark, capital letter/lowercase letter, space, who, what, when, where, why, how, collaboration, digital tools (e.g., digital photography, clip art, blogging, internet, texting, multimedia movies, word processing, etc.), publish, meanings of each affix and inflection, word, letter, sound, change

## Course Materials and Resources:

As emerging readers, kindergarten students will receive explicit systematic phonemic awareness and phonics instruction. Each classroom teacher will receive a **Fundations Level K Kit** and a class set of student materials. Beyond **Fundations** instruction, teachers should ensure they have covered the phonemic awareness and phonics skills identified on the **Hazelwood Word Work Continuum**.

### Teachers will receive the following texts:

- Whole Class Book Sets
- Classroom sets for small groups/Literature Circle Novel Sets
- Classroom Library Books
- Decodable text

Text listed below are provided for each teacher as a class set of 30. Additional sets of thematically related text based upon literacy, social studies or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

As developing readers, kindergarten students will receive text sets containing controlled reading texts for students to practice applying emerging phonics, sight words and reading fluency skills.

**Note:** Leveled readers/texts from the previous reading programs and books available bookrooms should remain in use for guided reading groups or student's independent reading. The science and social studies leveled online readers may be integrated as a thematically related way for students to practice their reading skills and develop content knowledge.

### Hazelwood School District Kindergarten Tiered Vocabulary List

- Sight Word List (see Appendices)
- Academic Vocabulary list (included in each guide)

### Writing Instruction:

- Strategies for Writers Teacher's Guide
- Strategies for Writers Student Workbook

### Additional Resources:

- Online Text
  - News ELA
  - Readworks

- Online Dictionary and Thesaurus Resources
  - <http://www.merriam-webster.com/dictionary>
  - <http://www.thefreedictionary.com>
- Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown

## Recommended Pacing Guide

The pacing below is recommended but not required. The books listed below are provided for each teacher as a class set of 30 and were selected based upon the appropriateness of their topic and reading level to teach identified skills within each unit.

Additional sets of thematically related text based upon literacy, social studies or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

As developing readers, Kindergarten students will receive text sets containing controlled reading texts for students to practice applying emerging phonics, sight words and reading fluency skills. The decodable text should be integrated into student partner practice and independent reading.

### Unit 1

Whole Group Books		
Title	Genre	Standard
Spoon – Amy Krouse Rosenthal	Informational	RI.K.1., RI.K.5, RI.K.6
George’s Store at the Shore – Francine Bassede	Informational	RI.K.1., RI.K.5, RI.K.6
Wemberly Worried – Kevin Henkes	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Mama, Do You Love Me? – Barbara M. Joosse	Informational	RI.K.1., RI.K.5, RI.K.6
Chicka Chicka Boom Boom – Bill Martin, Jr.	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Pete the Cat White Shoes – Eric Litwin	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
All About You – Catherine & Lawrence Anholt	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Do Like Kyla – Angela Johnson	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Alphabet Adventure – Audrey Wood	Informational	RI.K.1., RI.K.5, RI.K.6
Five Creatures – Emily Jenkins	Informational	RI.K.1., RI.K.5, RI.K.6

Classroom Libraries		
Title	Genre	Standard
Big and Small, Room for All – Jo Ellen Bogart	Informational	RI.K.1., RI.K.5, RI.K.6
Jump, Frog, Jump – Robert Kalan	Informational	RI.K.1., RI.K.5, RI.K.6
Kindergarten ABC – Jacqueline Rogers	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Kindergarten Kids – Ellen B. Senisi	Informational	RI.K.1., RI.K.5, RI.K.6
No, David! – David Shannon	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Abuela – Arthur Dorros	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Collections – Margaret Ballinger & Rachel Gosset	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Goodnight Gorilla – Peggy Rathmann	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
A Color of His Own – Leo Lionni	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Froggy Goes to School – Jonathan London	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Clifford the Big Red Dog – Norman Bridwell	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
How Does a Dinosaur Say Goodnight? – Jane Yolen & Mark Teague	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c
Goodnight Moon ABC – Margaret Wise Brown	Fiction	RL.k.1, L.k.1d, RL.k.6, RF.k.1a, RF.k.1b, RF.k.1c, RF.k.1d, RF.k.3a-c

District Unit Curriculum Objectives	Writing Genre	Strategies for Writer's Corresponding Pages
<b>Unit 1: Narrative Writing</b>		
14	*Story about Me	4-14
	Picture Book (beginning, middle, end)	18-28
	Story about an Event	32-42
<b>District Narrative Writing Prompt:</b> Draw a picture and write about something you like to do.		
<b>NOTE:</b> The pages listed are the lessons for emerging writers. For differentiation, there are additional lessons in narrative writing for developing writers on pages 170-210 and for advanced writers on pages 338-377.		

## Unit 2

Whole Group Books		
Title	Genre	Standard
The Little Red Mouse ... and the Big Hungry Bear – Don & Audrey Wood	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Swimmy – Leo Lionni	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
The Day the Crayons Quit – Drew Daywalt	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Say Hello to Zorro – Carter Goodrich	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Beatrice Doesn't Want To – Laura Numeroff	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Mr. Duck Means Business – Tammi Sauer	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Llama Llama and the Bully Goat – Anna Dewdney	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
You Will Be My Friend – Peter Brown	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
The Biggest Pumpkin Ever – Steven Kroll	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Bear Shadow – Frank Asch	Information	RI.K.2
How to Babysit a Grandpa – Jean Reagan	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d

Classroom Libraries		
Title	Genre	Standard
More Bears! – Kenn Nesbitt	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Cookie's Week – Cindy Ward & Tomie dePaola	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Mouse Count – Ellen Stoll Walsh	Information	RI.K.2
Alice the Fairy – David Shannon	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Do Your Ears Hang Low? – Caroline Jayne Church	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Bearobics – Vic Parker	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Each Peach Pear Plum – Janet & Allan Ahlberg	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Caps, Hats, Socks, and Mittens – Louise Borden	Information	RI.K.2

Bear's Bargain – Frank Asch	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Happy Birthday, Moon – Frank Asch	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Duck! Rabbit! – Amy Krouse Rosenthal & Tom Lichtenheld	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
It's Mine! – Leo Lionni	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d
Chick 'n' Pug – Jennifer Sattler	Fiction	RL.K.3, RL.K.5, RF.K.2a, RF.K.2c, RF.K.2d, LK.1d

District Unit Curriculum Objectives	Writing Genre	Strategies for Writer's Corresponding Pages
<b>Unit 2: Informative/ Explanatory Writing</b>		
14-15	*Picture Book (beginning, middle, end)	18-28
	*How-To: Directions	60-70
	Story about an Event	32-42
<p><b>District Narrative Writing Prompt:</b> Imagine you are playing with a friend. Write a story about a game you will play with your friend. Tell your friend how to play the game.</p> <p><b>Note:</b> The pages listed are the lessons for emerging writers. For differentiation, there are additional lessons in narrative writing for developing writers on pages 170-210 and for advanced writers on pages 338-377. Lessons for How-To: Directions are only on the pages listed above.</p>		

### Unit 3

Whole Group Books		
Title	Genre	Standard
The Jacket I Wear in the Snow – Shirley Neitzel	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
The Snowy Day – Ezra Jack Keats	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
We're Going on a Lion Hunt – David Axtell	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
Red Riding Hood – James Marshall	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
We Are in a Book – Mo Willems	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
A Fine, Fine School – Sharon Creech	Information	RI.K.2, RF.K.4
Don't Let the Pigeon Drive the Bus – Mo Willems	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
Building A House – Byron Barton	Information	RI.K.2, RF.K.4
Push and Pull – Patricia J. Murphy	Information	RI.K.2, RF.K.4

Classroom Libraries		
Title	Genre	Standard
The Post Office Book – Gail Gibbons	Information	RI.K.2, RF.K.4
Snow Rabbit, Spring Rabbit – Il Sung Na	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
Froggy Gets Dressed – Jonathan London	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
ABC Drive! – Naomi Howland	Information	RI.K.2, RF.K.4
Five Little Monkeys Sitting in a Tree – Eileen Christelow	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
Silly Sally – Audrey Wood	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
Today is Monday – Eric Carle	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
Miss Bindergarten Stays Home from Kindergarten – Joseph Slate	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
Clap Your Hands – Lorinda Bryan Cauley	Information	RI.K.2, RF.K.4
Lola at the Library – Anna McQuinn & Rosalind Beardshaw	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d
The Three Billy Goats Gruff – pictures by Ellen Appleby	Fiction	RL.K.3, RL.K.4, RL.K.5, RF.K.2.d, RF.K.3a, LK.1.d

District Unit Curriculum Objectives	Writing Genre	Strategies for Writer's Corresponding Pages
Title	Genre	Standard
10-11	*I Like...Because...Book	88-98
	My Friend's Favorite	102-112
	The Best...	116-126
<p><b>District Opinion Writing Prompt:</b> What is your favorite book? Draw and write to tell what the book is and why you like it.</p> <p><b>Note:</b> The pages listed are the lessons for emerging writers. For differentiation, there are additional lessons in writing book opinions for developing writers on pages 284-294. Lessons for advanced writers are found on pages 422-460 which includes lesson for writing opinions about a poem, a letter to an adult and a speech.</p>		



## Unit 4

Whole Class Books		
Book	Genre	Standard
10 Things I can do to Help my World (science)	Informational	RI.K.3, RI.K.8
On the Go (soc st)	Informational	RI.K.3, RI.K.8
Cows to the Rescue – John Himmelman	Informational	RI.K.3, RI.K.8
Hooway for Wodney Wat – Helen Lester	Fiction	RL.K.2, RL.K.7,RL.K.9
Duck on a Bike – David Shannon	Fiction	RL.K.2, RL.K.7,RL.K.9
The Little Engine That Could – Watty Piper	Fiction	RL.K.2, RL.K.7,RL.K.9
Dragons Love Tacos – Adam Rubin	Fiction	RL.K.2, RL.K.7,RL.K.9
On the Go – Ann Morris	Informational	RI.K.3, RI.K.8
10 Things I can Do to Help My World – Melanie Walsh	Informational	RI.K.3, RI.K.8
Flower Garden – Eve Bunting	Informational	RI.K.3, RI.K.8
Is Your mama a Llama? – Steven Kellogg	Fiction	RL.K.2, RL.K.7,RL.K.9

Class Library		
Book	Genre	Standard
Creature Features – Maria Valdez	Fiction	RL.K.2, RL.K.7,RL.K.9
On the Move – Lynette Evans	Informational	RI.K.3, RI.K.8
A Plant Picture – Claudia Moore	Informational	RI.K.3, RI.K.8
Animal Families – Peter & Connie Roop	Informational	RI.K.3, RI.K.8
Handa’s Surprise – Eileen Browne	Fiction	RL.K.2, RL.K.7,RL.K.9
Clifford’s Field Day – Norman Bridwell	Fiction	RL.K.2, RL.K.7,RL.K.9
Does A Kangaroo Have A Mother, Too? – Eric Carle	Fiction	RL.K.2, RL.K.7,RL.K.9
Animals A to Z – David McPhail	Informational	RI.K.3, RI.K.8
Big Red Barn – Margaret Wise Brown	Fiction	RL.K.2, RL.K.7,RL.K.9
If You Give ... – Laura Numeroff	Fiction	RL.K.2, RL.K.7,RL.K.9
I Spy Animals – Jean Marzollo	Informational	RI.K.3, RI.K.8

District Unit Curriculum Objectives	Writing Genre	Strategies for Writer's Corresponding Pages
Title	Genre	Standard
2-5	*All About Book	46-56
	Book of Facts (Advanced Writers)	396-406
<p><b>District Informative/Explanatory Prompt:</b> Write a story that tells information about an animal.  Note: There are no lessons for developing writers that match this prompt. Lessons for developing writers include writing a recipe, an observation and a compare and contrast report and are found on pages 212-250.</p>		

# Hazelwood Required Components K-2<sup>nd</sup>

## Component 1: Word Work and Vocabulary

- Each word work section should begin with a learning target, include a strong/weak example and end with a quick formative check
- The **Fundations** program should be taught daily, whole-group for 25-30 minutes to incorporate concepts of print, phonemic awareness, phonics, and word work from the Hazelwood Word Work Continuum
- Sight word vocabulary should be taught using **Fundations Trick Word** and the list provided by the district
- Vocabulary Instruction should include:
  - Visual examples
  - Identification of supporting context clues within text
  - Multiple exposures to words over the cycle of instruction

## Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction (i.e. gradual release).

- Establish Purpose/Share comprehension learning targets and essential questions.
- Modeling and Thinking aloud to promote student internalizing reading comprehension strategies
- Includes strong and weak examples and visual “Showing not telling” of the text using text annotation and/or graphic organizers
- Guided and supported practice on a short excerpt of text with immediate feedback
- Formative check using a slightly longer segment of the text
- Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check

## Component 3: Independent Student Practice with teacher support and active reading strategies for accountability and to serve as Checking for Understanding (CFU)

- Active Reading Strategy directly linked to the focus comprehension strategy or skill
- Method to help students “show their work” through interactive reading, questioning or responding
  - Graphic organizer
  - Strategy guides
  - Questions, story response from, post-its, etc.

## Component 4: Daily Writer’s Workshop

- Mini-lesson
- Writing Time (includes peer and teacher conferences)
- Student Sharing

## English Language Arts Daily Instructional Options

### Grades K-2

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p><b>Component 1: Word Work and Vocabulary</b>                      *Each Word work section should begin with a learning target, include a strong/weak example and end with a quick formative check</p>	<p><b>Foundations (25-30 min)</b></p> <ul style="list-style-type: none"> <li>• Introduces phonemic awareness and phonics skills aligned to Hazelwood Word Work Continuum</li> <li>• Trick words will teach sight words; however, the additional sight word list should be incorporated as well</li> <li>• Spelling and handwriting are incorporated as part of learning to apply phonics skills</li> </ul>			
<p><b>Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction or Gradual Release.</b></p> <ul style="list-style-type: none"> <li>▪ Establish Purpose/Share comprehension learning targets and essential questions.</li> <li>▪ Modeling (includes strong and weak examples and visual “Showing not telling” of the text)</li> <li>▪ Guided and supported practice on a short excerpt of text with immediate feedback</li> <li>▪ Formative check using a slightly longer segment of the text</li> </ul> <p>*Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check</p>	<p><b>Read Aloud (10-15 min.)</b></p> <ul style="list-style-type: none"> <li>• Teachers read aloud from an intentionally elected trade book to model specific reading skills or strategies</li> <li>• Teacher incorporate anchor charts, graphic organizer and questioning to promote student comprehension and internalization of the good reading behaviors</li> </ul> <p><b>Shared Reading (20-25 min.)</b></p> <ul style="list-style-type: none"> <li>• Read with students to model and facilitate cycles of practicing the skills with immediate feedback</li> <li>• Teacher reads the text more than once to highlight vocabulary meaning and deeper comprehension</li> <li>• Short segments of student practice or partner practice should be built in</li> </ul>	<p><b>Modeling and Supported Practice (35 min.)</b></p> <ul style="list-style-type: none"> <li>• Establish a purpose (share learning targets)</li> <li>• Model using a related higher level text, challenging portion of the current text or high-interest portion of the current text</li> <li>• Practice formats:                             <ul style="list-style-type: none"> <li>○ Partner Reading with discussion prompts</li> <li>○ Small group reading with graphic organizers</li> <li>○ Individual, partner or triad reading with annotations</li> <li>○ Teacher circulates to listen prompt, ask questions and check for understanding</li> </ul> </li> <li>• Cycle can repeat with the next section of text if students are struggling</li> </ul>	<p><b>Mini-lesson (20 min.)</b></p> <ul style="list-style-type: none"> <li>• Establish a purpose (share learning targets)</li> <li>• Model applying the skill</li> <li>• Provide guided practice paired with feedback</li> <li>• Formative Check</li> </ul>	<p><b>Modeling and Guided Practice (40 min.)</b></p> <ul style="list-style-type: none"> <li>• “A” Days: Mini-lesson, Read Aloud and Shared Reading lesson or Modeling and Supported Practice lesson followed by independent practice</li> <li>• “B” Days: Between 1<sup>st</sup> and 2<sup>nd</sup> Close Read or Reciprocal Reading Groups as deemed appropriate by the teacher knowledge of the text and skill (or task)</li> </ul>

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p><b>Component 3: Independent Student Practice with teacher support, active reading strategies and checking for understanding.</b></p>	<p><b>Guided Reading (20-25 min)</b></p> <ul style="list-style-type: none"> <li>• Students read independently to apply the strategy and skill modeled during the Read Aloud and practiced during Shared Reading</li> <li>• The teacher meets with small-groups of students to reteach skills and/or circulates to provide student support</li> </ul>	<p><b>Independent Student Practice (20-25 min)</b></p> <ul style="list-style-type: none"> <li>• Students read the next section of text and apply it to their reading</li> <li>• Use any of a variety of formats including               <ul style="list-style-type: none"> <li>○ Literature circles</li> <li>○ Reciprocal Reading Groups</li> <li>○ After-reading discussion Partners/triads</li> </ul> </li> <li>• Formative check should be built into active reading strategies</li> </ul>	<p><b>Independent Reading and Student Work (40 min)</b></p> <ul style="list-style-type: none"> <li>• Using any of a variety of formats including               <ul style="list-style-type: none"> <li>○ Literature circles</li> <li>○ Reciprocal Reading Groups</li> <li>○ After-reading discussion Partners/triads</li> </ul> </li> <li>• Teacher Small Group Instruction               <ul style="list-style-type: none"> <li>○ Re-teaching mini-lessons</li> <li>○ Meeting with Lit. Circles or Reciprocal Groups</li> </ul> </li> </ul>	<p><b>Independent Student Practice (20 min)</b></p> <ul style="list-style-type: none"> <li>• "A" Days include Guided Reading or a form of Independent Student Practice</li> <li>• "B" Days will vary based upon the strategy employed.</li> </ul>
<p><b>Component 4: Writer's Workshop</b></p> <ul style="list-style-type: none"> <li>▪ Approximately 45 minutes of writing focused instruction</li> <li>▪ Topics for writing are aligned to the genre taught during the unit but should integrate other subject areas. Noted in unit integration boxes</li> </ul>	<p><b>Mini-lesson (15 min)</b></p> <ul style="list-style-type: none"> <li>• Focus lesson that includes               <ul style="list-style-type: none"> <li>○ Modeling writing with an intentional writing skill/strategy focus</li> <li>○ Explaining and facilitating student practice of a particular skill</li> <li>○ Sharing mentor text to highlight specific authoring skills</li> </ul> </li> </ul> <p><b>Writing Time (20-25 min.)</b></p> <ul style="list-style-type: none"> <li>• Includes peer revision and editing conference</li> <li>• Teacher/student conferences to establish writing goals and provide feedback</li> </ul> <p><b>Student Sharing (5 min.)</b></p> <ul style="list-style-type: none"> <li>• Students share published and "in process" work for peer feedback</li> </ul>			

## Sample “Hybrid” Day Reading Schedule K-2

Monday	Tuesday	Wednesday	Thursday	Friday
Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)
<b>Mini-Lesson (15-20min)</b> <ul style="list-style-type: none"> <li>Teacher modeling using text or skill specific materials</li> <li>Setting up new books</li> <li>Modeling Lit. Circle Roles</li> <li>10 Min. provide spelling words</li> </ul>	<b>Whole Group Close Read (60 min)</b> <ul style="list-style-type: none"> <li>Read 1 Example: Getting the GIST</li> <li>Read 2 Example: Interactive read with partners on a particular skill such as reading for important details</li> <li>Read 3 Example: Independent read for main idea and author’s point of view paired with a response activity for feedback</li> </ul>	<b>Mini-Lesson (15-20min)</b> <ul style="list-style-type: none"> <li>Teacher modeling using text or skill specific materials</li> <li>Setting up new books</li> <li>Modeling Lit. Circle Roles</li> <li>10 Min. provide spelling words</li> </ul>	<b>Whole Group Close Read (60 min)</b> <ul style="list-style-type: none"> <li>Read 1 Example: Getting the GIST</li> <li>Read 2 Example: Focused on a particular skill such as reading to understand character traits</li> <li>Read 3 Example: reading for details to compare and contrast a character in the story to one from your literature circle book</li> <li>Interactive response activity should be integrated after or as part of the third read</li> </ul>	<b>Mini-Lesson (15-20min)</b> <ul style="list-style-type: none"> <li>Teacher modeling using text or skill specific materials</li> <li>Setting up new books</li> <li>Modeling Lit. Circle Roles</li> <li>10 Min. provide spelling words</li> </ul>
<b>Transition (5 Min)</b> <ul style="list-style-type: none"> <li>Start students reading to ensure each understands their “job”</li> </ul>		<b>Transition (5 Min)</b> <ul style="list-style-type: none"> <li>Start students reading to ensure each understands their “job”</li> </ul>	<b>Transition (5 Min)</b> <ul style="list-style-type: none"> <li>Start students reading to ensure each understands their “job”</li> </ul>	<b>Transition (5 Min)</b> <ul style="list-style-type: none"> <li>Start students reading to ensure each understands their “job”</li> </ul>
<b>Literature Circles (35 Min)</b> <ul style="list-style-type: none"> <li>Students read, complete skill-specific graphic organizers and literature circle roles</li> <li>Teacher meets with:               <ul style="list-style-type: none"> <li>Grp 1(15 min)-Word Work /Phonics</li> <li>Grp 2(15 min)-Skill Group</li> </ul> </li> </ul>		<b>Literature Circles (35 Min)</b> <ul style="list-style-type: none"> <li>Students read, complete skill-specific graphic organizers and literature circle roles</li> <li>Teacher meets with:               <ul style="list-style-type: none"> <li>Grp 1(15 min)-Word Work /Phonics</li> <li>Grp 2(15 min)-Skill Group</li> </ul> </li> </ul>	<b>Literature Circles (35 Min)</b> <ul style="list-style-type: none"> <li>Students read, complete skill-specific graphic organizers and literature circle roles</li> <li>Teacher meets with:               <ul style="list-style-type: none"> <li>Grp 1(15 min)-Word Work /Phonics</li> <li>Grp 2(15 min)-Skill Group</li> </ul> </li> </ul>	<b>Literature Circles (35 Min)</b> <ul style="list-style-type: none"> <li>Students read, complete skill-specific graphic organizers and literature circle roles</li> <li>Teacher meets with:               <ul style="list-style-type: none"> <li>Grp 1(15 min)-Word Work /Phonics</li> <li>Grp 2(15 min)-Skill Group</li> </ul> </li> </ul>
<b>Literature Circles Meet (15 Min)</b> and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions		<b>Literature Circles Meet (15 Min)</b> and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions		<b>Literature Circles Meet (15 Min)</b> and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions
<b>Writer’s Workshop 45 Minutes</b>				
<b>Closing (5 Min)</b>				

## Activities and Games to Increase Retention of Basic Sight Words

The following activities will assist student in mastering the basic sight words that make up 50% - 70% of the word in most written material.

### Activities:

#### 1. Overlearning

- Hold up the word, say the word and use it in a sentence.
- Have students say the word once.
- Have the students say the word five times.
- Have the student say the word five times loudly.
- Have the student whisper the word five times.
- Have the students close their eyes and focus to see the word on their eyelids.
- Have the students spell the word
- Have the students describe how they are going to remember the word (mnemonic device).
- Have the students trace in the air, on their knees, or a partners back and repeat it each time it is written.

2. Create Study Buddies. Carve out some time in the day to have students use flash cards in partner of the basic sight words. Have each partner sign off on a sheet indicating when words are mastered and provide a reward to partnerships that master a certain number of words.

3. Create charts to display team and/or partner progress.

4. Pass out a few basic sight word cards to each student. Each student goes to the board and writes his/her word. All other students participate by saying the word out loud.

5. Allow students to create a notebook of mastered sight words.

6. Provide time for students to use the words from their notebooks to create sentences or stories. It is fine for these stories to be silly or nonsensical. Encourage students to use the names of classmates in these stories. They may illustrate these stories, too. Provide team or partner practice in reading these silly sentences or stories.

7. Have students identify troublesome words and write them on cards. Use these cards to form sentences.

8. Create sentences with sight words omitted and have students supply the missing word.

9. Use the troublesome words in sentences and underline them.

10. Create sentence using the sight words on a single list. An example of Basic Sight Word Sentences from List I might look like:

- She said that it was you.
- She said it was his.

11. Cut letters from sand paper and have students create the words and run their fingers over each letter as they say the word out loud.





## Activities and Games to Increase Retention of Basic Sight Words

### 3. Word Order

- Create the following examples:

A

why	_____
what	_____
when	_____
where	_____
which	_____

B

c	_____
d	_____
g	_____
b	_____
f	_____

C

sound	_____
frog	_____
wolf	_____
rabbit	_____
pass	_____

D

cat	_____
mule	_____
cage	_____
pill	_____
duck	_____

- Play a recording or read words or sounds to students.
- Each set of words or sounds provides practice in only one area.
- Directions for the sheets might look like:
  - Sheet A: Number the words in the order in which they are read.
  - Sheet B: Number the letters that match the beginning sounds as you them.
    - Cat
    - Duck
    - Food
    - Good
    - Can
  - Sheet C:
    - Put a 1 in front of the word with a long /a/ sound.
    - Put a 3 in front of the word with a short /a/ sound.
    - Etc.
  - Sheet D: Number the words in the order they are given that have the ending sound of /f/, /t/, /g/, /d/, /s/.
  - Create your own ideas.

### 4. Passport

- Students play this as a class or team.
- Create flash cards with sight words that may look like a passport.
- Choose one student to be the captain (one who knows the words fairly well).
- The captain calls the port (word or words on cards).
- Student(s) who have the card must say it and show it to the captain to board the boat.
- This same game can be played with consonants and vowels to practice phonics skills.

### 5. Word in a Box

- Students sit in a circle around a box.
- Each student is given several words on cards.

## Activities and Games to Increase Retention of Basic Sight Words

- Read a story aloud to the students.
- As the student(s) hear the word on his/her card, they say
  - \_\_\_\_\_ goes in the box.

### 6. Word Football

- Draw a football on a large poster board.
- Game begins at the 50-yard line where the football is placed.
- Cards are placed face up in the table.
- Two students or teams take turns reading the words.
- A correctly read word moves the football 10-yards towards the opponent's goal.
- An incorrectly read word is considered a fumble and moved 10-yards toward students goal.
- Each time the ball crosses the end zone, 6 points are earned.
- The scoring side gets a chance to read and one more word for an extra point.
- A variation of baseball can be used.

### 7. Word Checkers

- Create a checkerboard
- Cover the black squares with words.
- Play the same as checkers.
- Players must say the word before they place the checker on the square.
- Extra practice: say the word several times before placing the checker on the square.
- Phonics sounds may be used instead of sight words.

### 8. Gamble for Words

- Place the words in a pocket chart.
- Students roll a dice.
- He/she may take the number of cards indicated on the dice.
- She/he must pronounce the words as they are picked up.
- Pass to another student.
- Object of the game is to gather as many cards as possible.

### 9. Word Match

- Deal four cards each to students.
- Place them face up in front of each student.
- Place five cards face up in the center of the group.
- Remainder of the deck is placed face down in the middle of the group.
- Player one has a matching card with one in the middle of the table.
- Student must pick up the matching card, pronounce it, keep it, and place pair of cards face down next to him/her.
- Student continues playing until she/he no more pairs.
- Student draws four more cards and replaces the five cards in the middle of the table.
- Play passes to the left.

## Activities and Games to Increase Retention of Basic Sight Words

### 10. Rolling for Words

- Cut up squares of different colored construction paper.
- Separate according to color.
- Write sight words on each square.
- Student rolls a die.
- Count out the number of squares as indicated on the die.
- Student must pronounce all of the words in order to keep all of them.
- The student with the most is the winner.

### 11. Finding Rhyming Words

- Place sight words in a pocket chart.
- Ask students to find a word in the chart that rhymes with a teacher word.
- The student that finds it gets the word.
- The most words wins.

### 12. Concentration

- Create two sets of cards with sight words.
- Spread out face down in rows.
- Students select a card and try to find its match.
- Students must say each word as it is turned over.
- They keep matching cards.

## Activities and Games to Increase Retention of Basic Sight Words

### English Language Arts Curriculum

#### Kindergarten Sight Words

a	get	my	there
all	go	no	these
am	had	not	they
an	has	now	this
and	have	number	time
are	he	of	to
as	her	oil	two
at	him	on	up
be	his	one	use
been	how	or	was
but	I	other	water
by	If	out	way
call	in	part	we
can	into	people	were
come	is	said	what
could	it	see	when
day	its	she	which
did	like	so	who
do	long	some	will
down	look	than	with
each	made	that	word
find	make	the	write
first	may	their	yes
for	me	them	you
from	more	then	your