

Age: Kindergarten

Setting: Public School Classroom

Learning Activity / Center	Brief Description	Milestone/Standard	Aspect of Language Development
1. Dramatic Play Area set up as a kitchen.	Table, chairs, plastic food, kitchen play set, plastic dishes and silverware The students will be able to play in the kitchen area in their free time. They will be able to work on communicating with their classmates while playing.	K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. <b>Follow agreed upon rules for discussions</b> (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. <b>Continue a conversation through multiple exchanges</b> K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. K. SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>Pragmatics:</b> Students will take turns talking with one another. They will have to communicate when sharing kitchen items. <b>Semantic Knowledge:</b> Students will be able to create word associations about kitchen tools. <b>Syntactic Knowledge:</b> Students will be able to practice correct word structure when talking with classmates.
2. Library	Bookshelves filled with books, comfortable chairs, and lamps Students will be able to read in the library during "Read to Self" and "Read to Partner" rotations. Students may also choose to spend their free time reading.	K.RF.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. <b>Recognize spoken words are represented in written language by specific sequences of letters.</b> c. Understand words are separated by spaces in print. d. <b>Recognize and name all uppercase and lowercase letters of the alphabet.</b> K.RF.4 Read with sufficient accuracy and fluency to support comprehension.8 a. <b>Read grade level text with purpose and understanding.</b> b. <b>Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.</b> c. <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>	<b>Phonological Knowledge:</b> Students will be able to work on sounding out their words when reading. <b>Syntactical Knowledge:</b> Students will be able to read stories that will help them learn proper word structure. <b>Morphemic Knowledge:</b> Students will be able to see and listen to correct word order in stories.

<p>3. Word Wall</p>	<p>Bulletin board, words printed on card stock, stapler          The sight words students have learned will be on the "Word Wall". Students will be able to refer to them while reading and writing.</p>	<p>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.          a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.          b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.          c. Decode and use CVC words.          d. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).          e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.          L.2 Within the context of authentic English writing<sup>19</sup> and speaking...          Introduce:          a. Recognize and name end punctuation.          b. Use end punctuation for sentences.          c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.          d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.          e. Use conventional spelling for high-frequency and other studied words.          f. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).</p>	<p><b>Phonological Knowledge:</b>          Students will be able to consult the word wall when reading words.  <b>Morphemic Knowledge:</b>          Students will be able to look at the words as they are used with different prefixes and suffixes.</p>
<p>4. Calendar Time</p>	<p>Calendar          A calendar with different segments will be posted on the wall in the room. The first-morning activity will be going through the calendar and its different</p>	<p>K.RL.10 Actively engage in group reading activities with purpose and understanding.<sup>1</sup>          K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers</p>	<p><b>Semantic Knowledge:</b>          Students will be able to learn schemata when talking about the calendar terms.  <b>Syntactic Knowledge:</b></p>

	<p>activities. There will be segments where the daily schedule will be listed, day of the week, date, and sentence written by the teacher.</p>	<p>and adults in small and larger groups. a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. K.L.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	<p>Students will be able to learn the correct order when talking about the different segments of calendar time. <b>Morphemic Knowledge:</b> Students will be able to learn the correct word use when talking about the day and different calendar components.</p>
<p>5. Book Bags</p>	<p>An assortment of books, bags, markers, and pencils The teacher will introduce a set of books that the students can choose to bring home to read to their family. The book bag will also contain a notebook for students to write down what occurred in the story and draw pictures.</p>	<p>K.RF.4 Read with sufficient accuracy and fluency to support comprehension.8 a. Read grade level text with purpose and understanding. b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. K.W.3 Write narratives using a combination of drawing, and writing. a. Narrate a single event or several loosely linked events. b. Tell about the events in the order in which they occurred. c. Provide a reaction to what happened.</p>	<p><b>Phonological Knowledge:</b> Students will be able to work on sounding out words when reading the stories. <b>Syntactic Knowledge:</b> Students will get to read the correct word of sentences and practice writing the correct word order in the notebook. <b>Morphemic Knowledge:</b> Students will learn the correct word structure of words when reading.</p>