**Literacy Curriculum Outline 2014-15**

*Kindergarten*

|  |  |  |
| --- | --- | --- |
| ***Month*** | ***Reading*** | ***Writing*** |
| [September](#September) | Words Around Us/Favorite Stories   * Name study * Environmental print * Predictable charts/class books | * Oral storytelling and dramatic play |
| October | * Emergent Stories | * What do writers write about? Narratives |
| November | Emergent Stories  Model and Practice Reading Response and Non Fiction Response once a week | * Continue writing narratives… * Begin reading response and non fiction response once a week |
| December/  January | Nursery Rhymes/ Predictable Texts | * Writing stories across pages |
| February/March | * Author Study | * Writing like a mentor author |
| April | * Character Study | * Opinion |
| May | * Nonfiction Reading and Writing | |
| May/June | * Books for Summer | * Opinion Piece |

**September**

**Resources**

Month By Month Phonics – For Kindergarten

[Fountas and Pinnell](http://www.phonicsminilessons.com/explorethecomponents/gradek/toc.html)

Fundations

Sounds and Motion

Handwriting without Tears

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Reading**  **Strategies** | **Phonics** | **Centers** |
| AA | **Mastery of:**  - Telling a story by looking at a picture  Holding a book  Turning pages  Distinguishing between words and pictures  **Exposure to Repeated Readings of Familiar and predictable stories** | **Model/Practice**  Phonological Awareness  Phonemic Awareness  Names  Rhymes  Fonts/Letters (based on have introduced)  Concept of a Word | **Reading Center**  **Writing Center**  **Playdough Letters**  **Listening Center**  **Dramatic Play** |

[**Standards**](http://www.thecurriculumcorner.com/thecurriculumcorner123/2012/08/18/common-core-checklists/)

**Week 1/2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | 1  Kindergarten Here I come | 2  B Bear and Lolly | 3  Ms Bindergarten | 4  No David | 5  Pete the Cat |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Will you be my Friend By Eric Carle*  Talk about title, cover…go on a picture walk… focus on vocab (animals)  Read for enjoyment | Read for enjoyment  Read Pictures to complete phrase | Look at sentence will you be my friend…encourage kids to say along  Day 1 | Read and Encourage children to join in the reading…Act out the book | Read for enjoyment  Predict the animal on the next page by the tail of the previous page |
| **Afternoon**  **Message**  **Page 14 MBM**  **MATH** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you  \*in math | How many words | What am I telling you |
| **Handwriting**  **HWT** | Shake hands  p. 23 | Hand skills  p. 26  Mat Man | Crayon Song p. 29  Mat Man | Mat Man  p.36  Crayon Song | Re do Shake hands |
| **Predictable Charts**  **MBM 16-18** | My name is\_\_\_\_Day 1, 2, 3 Dictation | Day 4 and 5 Touch reading the sentences | Day 5  Make a Class Book |  | My Name is… |
| **Phonics**  [**F&P**](http://www.phonicsminilessons.com/explorethecomponents/gradek/planningtools.html)  **\*delay start** | Not starting yet |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop** | Writing workshop routines  Getting materials  Putting away | Writing workshop routines  Getting materials  Putting away | Writing Routines  Getting materials  Putting away |  | My Name is Book… |
| **Getting to Know You**  **MBM 19-22**  **During content week 1** | Choose 2 Names per Day  Cheer Name and talk about letters in name | Clap Syllables | Interview and teacher records | Children draw a picture of the child and write their name. |  |
| **Sounds in Motion** | Whole Body Listening | Introduce A B | A B story | Practice AB | Practice A and B  And Syllables |
| **Alphabet Poem**  [**/b/**](#Bisforball)B is for ball  B is for bat  B is for bug  On my cat. |  |  |  |  |  |

Code: Red - Art/Writing Activity (goal 1 per day)

**Week 3**

**Centers for 45 minutes**

**Including writers workshop center**

**And ABC enter…initial testing (DRA)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits | Throughout day when time permits | Throughout day when time permits | Throughout day when time permits | Throughout day when time permits |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Head To Toe*  *Read for enjoyment* | Read for enjoyment  Read Pictures to complete phrase | Highlight pictures matching words | Read and Encourage children to join in the reading…Act out the book |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you | How many words | What am I telling you |
| **Handwriting**  **HWT** | ABCs teacher model pointing | ABCs students practice pointing to letters while we sing | Talk about lines and curves with wooden letters | Begin making PMBA with wooden sticks | Catch up day |
| **Predictable Charts**  **MBM 16-18** | During Content  (Learning)  It is… | During Content…(Summer Trees.. It has |  |  |  |
| **Phonics**  [**F&P**](http://www.phonicsminilessons.com/explorethecomponents/gradek/planningtools.html)  **\*delay start** | Not starting yet |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop**  **During Centers in AM and Literacy (8-12 children per day)** | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. |
| **Getting to Know You**  **MBM 19-22**  **Begin during Literacy Week 2** | Choose 2 Names per Day  Cheer Name and talk about letters in name | Clap Syllables | Interview and teacher records | Children draw a picture of the child and write their name. | Children draw a picture of the child and write their name. |
| **Sounds in Motion** | Practice BA | Introduce PM movements  Practice BAPM movements | Introduce Blending BA, AP, BAM, MAP | Practice BAPM movements  Practice Blending BA, AP, BAM, MAP | Practice BAPM movements  Practice Blending BA, AP, BAM, MAP |
| **Alphabet Poem**  **/a/**  A is for Alligators  A is for ants.  A is for apples.  On my Pants | Practice daily with other poems ask what two words rhyme, what words begin with the same sound as | Practice daily with other poems ask what two words rhyme, what words begin with the same sound as | Practice daily with other poems ask what two words rhyme, what words begin with the same sound as | Practice daily with other poems ask what two words rhyme, what words begin with the same sound as | Practice daily with other poems ask what two words rhyme, what words begin with the same sound as |

Code: Red - Art/Writing Activity (goal 1 per day)

**Week 4**

**Centers for 45 minutes**

**Including writers workshop center**

**And ABC enter…initial testing (DRA)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | No School | No School |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Head To Toe*  *Read for enjoyment* | Read for enjoyment  Read Pictures to complete phrase | Sounds in motion story |  |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class** | Wood Pieces with Music page 85  And make MAPB | Polish sort and trade wood pieces page 87 and Make DEG | Wood pieces in a bag (page 87) and make H I J |  |  |
| **Predictable Charts**  **MBM 16-18** | During Content  (Learning)  It is… | Dictate sentences during centers and cut up 2-3 per day… A summer tree has \_\_\_\_\_\_\_ |  |  |  |
| **Phonics**  [**F&P**](http://www.phonicsminilessons.com/explorethecomponents/gradek/planningtools.html)  **\*delay start** | Not starting yet |  |  |  |  |
| **Story Writing**  **Writers’**  **Workshop**  **During Centers in AM and Literacy (8-12 children per day)** | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. |  |  |
| **Getting to Know You**  **MBM 19-22**  **Begin during Literacy Week 2** | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records |  |  |
| **Sounds in Motion** | Practice BAPM movements  Practice Blending BA, AP, BAM, MAP  Clap syllables daily | Nonsense Poem with Syllables | Barbee’s Adventure  Story  1.Practice vocabulary with pictures and motions  2. Tell story with children helping to point |  |  |
| **Alphabet Poem**  **/a/**  A is for Alligators  A is for ants.  A is for apples.  On my Pants |  |  |  |  |  |

Code: Red - Art/Writing Activity (goal 1 per day)

**Week 5**

**Centers for 45 minutes**

**Including writers workshop center**

**And ABC enter…initial testing (DRA)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | No School | No School |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Head To Toe*  *Read for enjoyment* | Read for enjoyment  Read Pictures to complete phrase | Sounds in motion story |  |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Wood Pieces with Music page 85  And make MAPB | Polish sort and trade wood pieces page 87 and Make DEG | Wood pieces in a bag (page 87) and make H I J |  |  |
| **Predictable Charts**  **MBM 16-18** | During Content  (Learning)  It is… | Dictate sentences during centers and cut up 2-3 per day… A summer tree has \_\_\_\_\_\_\_ |  |  |  |
| **Phonics**  [**F&P**](http://www.phonicsminilessons.com/explorethecomponents/gradek/planningtools.html)  **\*delay start** | Introduce in Centers.  Magnetic names and mangnadoodles  Star names (pm) | Name Chart page 71-72 |  |  |  |
| **Story Writing**  **Writers’**  **Workshop**  **During Centers in AM and Literacy (8-12 children per day)** | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. | Children will write stories independently and will dictate their stories for teacher. |  |  |
| **Getting to Know You**  **MBM 19-22**  **Begin during Literacy Week 2** | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records | Choose 2 Names per Day  Cheer Name and talk about letters in name  Clap Syllables  Interview and teacher records |  |  |
| **Sounds in Motion**  **Week 3** | Practice BAPM movements  Practice Blending BA, AP, BAM, MAP  Introduce w I g k  Sounds  Blend wig, pig, map, | Practice abkimpwg  Practice blending  Map, bag, cap, bak, pak | Discrimination word pairs b and p  Big  Pig  Bug  pug | Wanda Witch Story |  |
| **Alphabet Poem**  **/a/**  M is for Monster  M is for Mop  M is for Monster spinning a Top |  |  |  |  |  |

**October**

**Week 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | No School | No School |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Super Mouse Series…Story 1* | Read for enjoyment  Concepts of print. | Read pictures to complete phrase | Who is the character?  What is the Setting? | Retell the Story |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Frog Jump Letter Practice | Frog Jump Letter Practice | Frog Jump Letter Practice | Frog Jump Letter Practice | Frog Jump Letter Practice |
| **Predictable Charts**  **MBM 16-18** | A Fall Tree Has… |  |  |  |  |
| **Phonics** | Name Puzzels  Tree Book  Put Sentences together  Did You Ever | Name Puzzels  Tree Book  Put Sentences together  Did You Ever | Name Puzzels  Tree Book  Put Sentences together  Did You Ever | Name Puzzels  Tree Book  Put Sentences together  Did You Ever | Name Puzzels  Tree Book  Put Sentences together  Did You Ever |
| **Story Writing**  **Writers’**  **Workshop** | Children will write stories independently  One focus group per day | Children will write stories independently  One focus group per day | Children will write stories independently.  One focus group per day | Children will write stories independently.  One focus group per day | Children will write stories independently.  One focus group per day |
|  | | | | | |
| **Sounds in Motion**  **Week 6**  **tdnu** | Practice movements  Introduce new sounds | Practice blending | Discrimination word pairs b and p  Big  Pig  Bug  pug | practice | Practice |
| **Alphabet Poem**  **/c/** |  |  |  |  |  |

Code: Red - Art/Writing Activity (goal 1 per day)

\*next week good morning song and rhyming

**November**

**Week 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Read Aloud** | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day | Throughout day when time permits  \*at least 2 per day |  |  |
| **Shared reading with Predictable Big Books**  **Page 10 -13 MBM** | *Super Mouse Series* | Read for enjoyment  Concepts of print. | Read pictures to complete phrase |  |  |
| **Morning**  **Message**  **Page 14 MBM**  **During Math** | Dear class,  Today is\_\_\_  We will\_\_\_\_  Love\_\_\_\_ | Focus on naming letters while writing | What am I telling you |  |  |
| **Handwriting**  **HWT**  **Make letters 3 per day based on kids names in your class**  **Make it with sticks and make it with skywriting** | Frog Jump Letter Practice | Frog Jump Letter Practice | Frog Jump Letter Practice |  |  |
| **Predictable Charts**  **MBM 16-18** | A Family Has… |  |  |  |  |
| **Phonics** | Clapping Syllables in I like Poem | Clapping Syllables in I like poem | Writing words using syllables |  |  |
| **Story Writing**  **Writers’**  **Workshop** | Children will write stories independently  One focus group per day | Children will write stories independently  One focus group per day | Children will write stories independently.  One focus group per day |  |  |
|  | | | | | |
| **Sounds in Motion**  **Week 6**  **tdnu** | Practice movements  Introduce new sounds | Practice blending | Discrimination word pairs b and p  Big  Pig  Bug  pug |  |  |
| **Alphabet Poem**  **/c/** |  |  |  |  |  |

Code: Red - Art/Writing Activity (goal 1 per day)

\*next week good morning song and rhyming

**My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Baa baa black sheep**

**Have you any wool**

**Yes sir, yes sir,**

**Three bags full.**

**One for my master**

**One for the dame,**

**One for the little boy,**

**Who lives down the lane.**

**Baa baa black sheep**

**Have you any wool**

**Yes sir, yes sir,**

**Three bags full.**

**B is for ball.**

**B is for bat.**

**B is for bug.**

**On my cat.**

**A is for alligator.**

**A is for ants.**

**A is for apples,**

**On my Pants.**

**M is for muffin.**

**M is for mop.**

**M is for monster,**

**Spinning a top.**

**P is for popcorn.**

**P is for pants.**

**P is for porcupines,**

**Doing a dance.**

**G is for gift.**

**G is for grape.**

**G is for gorilla,**

**Wearing a cape.**

**C is for cape.**

**C is for cat.**

**C is for caterpillar,**

**Sitting on a mat.**

**K is for koala.**

**K is for kite.**

**K is for kangaroo,**

**Playing with a knight.**

**H is for hamster.**

**H is for hop.**

**H is for hippo,**

**Spinning a top.**