

TEACHING LANGUAGE ARTS WITH SAYINGS AND PHRASES

Grade Level or Special Area: Kindergarten

Written by: Lori Dawn Montanez, Swallows Charter Academy, Pueblo West, CO

Length of Unit: 11 Lessons (throughout the year), (15 – 30 minutes each)

I. ABSTRACT

While exploring monthly Sayings and Phrases, students will be introduced to a variety of Language Arts concepts. These lessons will begin in August or September and end in May or June corresponding with the *Core Knowledge K-8 Guide: A Model Monthly Topic Organizer* and your school calendar.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an appreciation for reading and an understanding of a variety of materials. (adapted from the Colorado State Standards for Reading and Writing – Standard 1)
2. Students will develop an awareness of writing and speaking for a variety of purposes. (adapted from the Colorado State Standards for Reading and Writing – Standard 2)
3. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (adapted from the Colorado State Standards for Reading and Writing – Standard 3)

B. Content from the *Core Knowledge Sequence*

1. Sayings and Phrases p. 10
2. Book and Print Awareness p. 7
3. Phonemic Awareness p. 7
4. Decoding and Encoding p. 7
5. Reading and Language Comprehension p. 8
6. Writing and Spelling p. 8

C. Skill Objectives

1. Understand directionality of print.
2. Follow written text when the text is read aloud.
3. Recognize the difference between capital and lower case letters.
4. Create a message by drawing, telling, and/or emergent writing.
5. Understand and follow directions.
6. Listen to and understand text.
7. Know the letters in their name.
8. Know that words are separated by spaces.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Core Knowledge Foundation. *Core Knowledge Sequence: Content Guidelines For Grades K-8*. Core Knowledge Foundation. Charlottesville, VA. 1999. 1-890517-20-8. pp.7-10
2. Hirsch, Jr. E.D. and Holdren, John. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. 0-385-31841-3. pp. 109-112

3. Editors of Scholastic Inc. *“Scholastic Children’s Dictionary”* New York: Usborne Publishing Ltd., 1996. 0-590-25271-2.
 4. Core Knowledge Foundation. *Core Knowledge Preschool: Content and Skill Guidelines for Preschool*. Core Knowledge Foundation. Charlottesville, VA. 1997. 1-8905/7-21-6. pp.25-60.
- B. For Students
1. An understanding of the Language Arts concepts as outlined in the *Core Knowledge Preschool: Content and Skill Guidelines for Preschool*. Core Knowledge Foundation. Charlottesville, VA. 1997. 1-8905/7-21-6. pp.25-60.

IV. RESOURCES

- A. Core Knowledge Foundation. *Core Knowledge Sequence: Content Guidelines For Grades K-8*. Core Knowledge Foundation. Charlottesville, VA. 1999. 1-890517-20-8. (All lessons)
- B. Core Knowledge Foundation. *Core Knowledge K-8 Guide: A Model Monthly Topic Organizer*. Core Knowledge Foundation. Charlottesville, VA. 2000. 1-890517-26-7. (All lessons)
- C. Hirsch, Jr. E.D. and Holdren, John. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. 0-385-31841-3. (All lessons)
- D. Core Knowledge Foundation. *Core Knowledge Preschool: Content and Skill Guidelines for Preschool*. Core Knowledge Foundation. Charlottesville, VA. 1997. 1-8905/7-21-6. (All lessons)
- E. Editors of Scholastic Inc. *Scholastic Children’s Dictionary*. Usborne Publishing Ltd. USA. 1996. 0-590-25271-2. (All lessons)

V. LESSONS

Lesson One: “Do unto others as you would have them do unto you” (15 – 30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.
 - c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding
 - d. Reading and Language Comprehension
 - e. Phonemic awareness
 - f. Sayings and Phrases
 3. Skill Objective(s)
 - a. Understand directionality of print.
 - b. Follow written text when the text is read aloud.
 - c. Recognize the difference between capital and lower case letters.
 - d. Create a message by drawing, telling, and/or emergent writing.
 - e. Understand and follow directions.
 - f. Listen to and understand text.
 - g. Know the letters in their name.

B. *Materials*

1. Chart paper
2. Laminator and laminating materials
3. Dry erase marker
4. Appendix A – Student worksheet (one for each student)
5. A pencil and crayons for each student
6. Appendix B - Assessment (Lesson One) (one for each student)
7. Alphabet poster with both capital and lower case letters
8. Children’s dictionary

C. *Key Vocabulary*

1. Sayings and phrases – use definition from the *Core Knowledge Sequence*, p.10
2. Do unto – to treat
3. Would have – would like
4. Period – a mark used to show that a sentence has ended

D. *Procedures/Activities*

1. Write the saying, “Do unto others as you would have them do unto you” on chart paper and laminate it.
2. Copy enough of Appendix A and Appendix B for each student.
3. Begin by explaining to your students that every month the class will be introduced to one or two sayings or phrases.
4. Define what a saying or phrase is using the definition from the book, *Core Knowledge Sequence*, p.10.
5. Say, “Our first saying is, ‘Do unto others as you would have them do unto you’.”
6. Explain *Key Vocabulary* words from above.
7. Ask students if there are any other words in this saying that they do not understand.
8. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
9. Ask students if anyone knows what this saying might mean. Accept any possible answers.
10. Give the meaning and the example for this saying from, *What Your Kindergartner Needs to Know*. p.110.
11. Pass out Appendix A – students will need a pencil.
12. Have students write their name on their worksheet.
13. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
14. Say, “Let’s take a closer look at this saying.”
15. Ask, “What does every sentence begin with?” Accept any possible answers.
16. Explain that a sentence always begins with a capital letter. Have a poster of capital and lower case letters hanging nearby for reference.
17. Circle the capital letter on your laminated chart paper then have students do the same on their worksheet.
18. Walk around and quickly check that students have done their work correctly. If needed, have them make corrections.
19. Ask students, “What is at the end of this sentence?” Accept any possible answers.
20. Explain that this sentence ends with a period. Define what a period is, using the definition from *Key Vocabulary* words above.
21. Circle the period on your laminated chart paper then have students do the same on their worksheet.

22. Walk around and quickly check that students have done their work correctly. If needed, have them make corrections.
 23. Ask, "Which direction do we read?" Accept any possible answers.
 24. Explain that we always read from left to right.
 25. Ask students if they know their left hand from their right hand.
 26. Give clues to tell left and right hands apart. (The thumb and pointer fingers of your left hand form a capital L. Most people write with their right hand.)
 27. Write a capital L on the left side and a capital R on the right side of on your laminated chart paper then have the students do the same on their worksheet.
 28. Walk around and quickly check that students have done their work correctly. If needed, have them make corrections.
 29. Explain that we also read from the top of the page to the bottom.
 30. Draw a triangle on the top of your laminated chart paper and an arrow pointing downward at the bottom, then have students do the same on their worksheet.
 31. Walk around and quickly check that students have done their work correctly. If needed, have them make corrections.
 32. Say, "Place your pointer finger on the capital D at the beginning of this sentence and let's read it."
 33. Explain to students that they will need to point to each word as you read it together.
 34. Begin reading, pointing to each word as you read it on your laminated chart paper. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
 35. Pass out crayons and have students turn their worksheet over.
 36. Review the meaning of the saying.
 37. Have students create a picture that illustrates the meaning of this saying.
 38. Have students hand in their worksheets. Assess worksheets using Appendix B.
- E. *Assessment/Evaluation*
1. Initial Assessment – Student answers to questions
 2. Teacher observation – Monitoring progress throughout lesson
 3. Summative Assessment - See Appendix B

Lesson Two: "A place for everything and everything in its place" (15 – 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.
 - c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding
 - d. Reading and Language Comprehension
 - e. Phonemic awareness
 - f. Sayings and Phrases
 3. Skill Objective(s)
 - a. Understand directionality of print.

- b. Follow written text when the text is read aloud.
- c. Recognize the difference between capital and lower case letters.
- d. Create a message by drawing, telling, and/or emergent writing.
- e. Understand and follow directions.
- f. Listen to and understand text.
- g. Know the letters in their name.
- h. Know that words are separated by a space.

B. *Materials*

- 1. Chart paper
- 2. Laminator and laminating materials
- 3. Dry erase marker
- 4. Appendix C – Student worksheet (one for each student)
- 5. A pencil and crayons for each student
- 6. Appendix D - Assessment (Lesson Two) (one for each student)
- 7. Children’s dictionary

C. *Key Vocabulary*

- 1. Place – where something belongs
- 2. Space – an empty place

D. *Procedures/Activities*

- 1. Write the saying, “A place for everything and everything in its place” on chart paper and laminate it.
- 2. Copy enough of Appendix C and Appendix D for each student.
- 3. Begin by asking students, “Who remembers what a saying or phrase is.” Give students time to answer.
- 4. Review the definition of sayings or phrases using the definition from the book, *Core Knowledge Sequence*, p.10.
- 5. Review the last saying, “Do unto others as you would have them do unto you.”
- 6. Introduce the new saying, “A place for everything and everything in its place.”
- 7. Explain *Key Vocabulary* words from above.
- 8. Ask students if there are any other words in this saying that they do not understand.
- 9. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
- 10. Give the meaning and the example for this saying from, *What Your Kindergartner Needs to Know*. p.111.
- 11. Pass out Appendix C – students will need a pencil.
- 12. Have students write their name on their worksheet.
- 13. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
- 14. Say, “Let’s take a closer look at this saying.”
- 15. Ask, “What does every sentence begin with?” Give students time to answer.
- 16. Review that a sentence always begins with a capital letter.
- 17. Circle the capital letter on your laminated chart paper then have students do the same on their worksheet.
- 18. Walk around and quickly check that students have done their work correctly. If needed have them make corrections.
- 19. Ask students, “What is at the end of this sentence?” Give students time to answer.
- 20. Explain that this sentence ends with a period. Review what a period is, using the definition from *Key Vocabulary* words from Lesson One.

21. Circle the period on your laminated chart paper then have students do the same on their worksheet.
 22. Walk around and quickly check that students have done their work correctly. If needed, have them make corrections.
 23. Ask, "Which direction do we read?" Give students time to answer.
 24. Review that we always read from left to right.
 25. Ask, "How can you tell your left hand from your right hand?" Give students time to answer.
 26. Review clues on how to tell left and right hands apart. (The thumb and pointer fingers of your left hand form a capital L. Most people write with their right hand.)
 27. Write a capital L on the left side and a capital R on the right side of your laminated chart paper then have students do the same on their worksheet.
 28. Walk around and quickly check that students have done their work correctly. If needed have them make corrections.
 29. Review that we also read from the top of the page to the bottom.
 30. Draw a triangle on the top and an arrow pointing downward at the bottom of your laminated chart paper, then have students do the same on their worksheet.
 31. Walk around and quickly check that students have done their work correctly. If needed have them make corrections.
 32. Say, "Let's look closer at this saying."
 33. Ask, "Who can tell me what is between each word in our sentence?" Give students time to answer.
 34. Explain that there is always a space between words.
 35. Define the word space using the definition from *Key Vocabulary* words above.
 36. Put a slash (/) mark between each word on your laminated chart paper then have the students do the same.
 37. Walk around and quickly check that students have done their work correctly. If needed have them make corrections.
 38. Say, "Place your pointer finger on the capital A at the beginning of this sentence and let's read it."
 39. Remind students that they will need to point at each word as you read it together.
 40. Begin reading, pointing to each word as you read it on your laminated chart paper. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
 41. Pass out crayons and have students turn their worksheet over.
 42. Review the meaning of the saying.
 43. Have students create a picture that illustrates the meaning of this saying.
 44. Have students hand in their worksheets. Assess worksheets using Appendix D.
- E. *Assessment/Evaluation*
1. Initial Assessment – Student answers to questions
 2. Teacher observation – Monitoring progress throughout lesson
 3. Summative Assessment - See Appendix D

Lesson Three: "Practice makes perfect" (15 – 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.

- c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 - 2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding
 - d. Reading and Language Comprehension
 - e. Phonemic awareness
 - f. Sayings and Phrases
 - 3. Skill Objective(s)
 - a. Understand directionality of print.
 - b. Follow written text when the text is read aloud.
 - c. Recognize the difference between capital and lower case letters.
 - d. Create a message by drawing, telling, and/or emergent writing.
 - e. Understand and follow directions.
 - f. Listen to and understand text.
 - g. Know the letters in their name.
 - h. Know that words are separated by a space.
- B. *Materials*
 - 1. Chart paper
 - 2. Laminator and laminating materials
 - 3. Dry erase marker
 - 4. Appendix E (one for each student)
 - 5. A pencil and crayons for each student
 - 6. Appendix F - Assessment (Lesson Three) (one for each student)
 - 7. Children's dictionary
- C. *Key Vocabulary*
 - 1. Practice – doing something over and over
 - 2. Perfect – without making any mistakes
- D. *Procedures/Activities*
 - 1. Write the saying, "Practice makes perfect" on chart paper and laminate it.
 - 2. Copy enough of Appendix E and Appendix F for each student.
 - 3. Review the last two sayings.
 - 4. Introduce the new saying, "Practice makes perfect."
 - 5. Explain *Key Vocabulary* words from above.
 - 6. Ask students if there are any words in this saying that they do not understand.
 - 7. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
 - 8. Give the meaning and the example for this saying from, *What Your Kindergartner Needs to Know*. p.111.
 - 9. Pass out Appendix E – students will need a pencil.
 - 10. Have students write their name on their worksheet.
 - 11. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
 - 12. Ask students, "What does every sentence begin with?" Give students time to answer.
 - 13. Review that every sentence begins with a capital letter."
 - 14. Circle the capital letter on your laminated chart paper then have students do the same on their worksheet.

15. You may still want to walk around and quickly check that students do their work correctly. Don't have them do corrections until after their work has been assessed and you can work with each student individually on the concepts they do not understand.
16. Ask students, "What is at the end of this sentence?" Give students time to answer.
17. Say, "This sentence ends with a period." Review what a period is, using the definition from *Key Vocabulary* words - Lesson One.
18. Circle the period on your laminated chart paper then have the students do the same on their worksheet.
19. Ask, "Which direction do we read?" Give students time to answer.
20. Review that we always read from left to right.
21. Ask, "Who can tell me how to tell your left hand from your right hand?" Give students time to answer.
22. Review clues on how to tell left and right hands apart. (The thumb and pointer fingers of your left hand form a capital L. Most people write with their right hand.)
23. Write a capital L on the left side and a capital R on the right side of your laminated chart paper then have students do the same on their worksheet.
24. Review that we also read from the top of the page to the bottom.
25. Draw a triangle on the top of your laminated chart paper and an arrow pointing downward at the bottom then have students do the same on their worksheet.
26. Ask, "Who can tell me what is between each word in our sentence?" Give students time to answer.
27. Review that there is always space between each word in a sentence.
28. Put a slash mark (/) between each word on your laminated chart paper then have students do the same on their worksheet.
29. Say, "Let's take a closer look at this saying." "Are there any words that begin with the same letter?" Give students time to answer.
30. Say, "There are two words that begin with the same letter." "They are 'Practice' (point to it on the laminated chart paper) and 'perfect' (point to it on the laminated chart paper).
31. Ask, "What is the letter that 'Practice' and 'perfect' begin with?" Give students time to reply.
32. Say, "The words Practice and perfect both begin with the letter p." "Who can tell me what the difference is between the letter P at the beginning of the word Practice and the letter p at the beginning of the word perfect." Give students time to answer.
33. Say, "One is a capital letter P and the other is a lower case p."
34. Say, "The capital letter P is at the beginning of the word Practice and is circled." "Who can tell me why it is circled?" Give students time to answer.
35. Say, "The letter P at the beginning of the word Practice is circled because it is the first word of the sentence and the first word in a sentence is always capitalized."
36. Underline the letter P on your laminated chart paper then have students do the same on their worksheet.
37. Say, "The lower case p is at the beginning of the word perfect."
38. Underline the lowercase p on your laminated chart paper then have students do the same on their worksheet.
39. Say, "Place your pointer finger on the capital P at the beginning of this sentence and let's read it"
40. Remind students that they will need to point at each word as you read it together.

41. Begin reading, pointing to each word as you read it on your laminated chart paper. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
 42. Pass out crayons and have students turn their worksheet over.
 43. Review the meaning of the saying.
 44. Have students create a picture that illustrates the meaning of this saying.
 45. Have students hand in their worksheets. Assess worksheets using Appendix F.
- E. *Assessment/Evaluation*
1. Initial Assessment – Student answers to questions
 2. Teacher observation – Monitoring progress throughout lesson
 3. Summative Assessment - See Appendix F

Lesson Four: “Where there’s a will there’s a way” (15 – 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.
 - c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding
 - d. Reading and Language Comprehension
 - a. Phonemic awareness
 - b. Sayings and Phrases
 3. Skill Objective(s)
 - a. Understand directionality of print.
 - b. Follow written text when the text is read aloud.
 - c. Recognize the difference between capital and lower case letters.
 - d. Create a message by drawing, telling, and/or emergent writing.
 - e. Understand and follow directions.
 - f. Listen to and understand text.
 - g. Know the letters in their name.
 - h. Know that words are separated by a space.
 - i. Develop an awareness of simple contractions.
 - j. Develop an understanding for the use of apostrophes.
- B. *Materials*
1. Chart paper
 2. Laminator and laminating materials
 3. Dry erase marker
 4. Appendix G (one for each student)
 5. A pencil and crayons for each student
 6. Appendix H - Assessment (Lesson Four) (one for each student)
 7. Children’s dictionary
- C. *Key Vocabulary*
1. There’s – there is
 2. Will – to want something badly enough

3. Contraction – two words combined with an apostrophe
 4. Apostrophe – a mark that shows that letters have been left out
- D. *Procedures/Activities*
1. Write the saying, “Where there’s a will there’s a way.”
 2. Copy enough of Appendix G and Appendix H for each student.
 3. Review the last three sayings.
 4. Introduce the new saying, “Where there’s a will there’s a way.”
 5. Explain *Key Vocabulary* words from above.
 6. Ask students if there are any words in this saying that they do not understand.
 7. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
 8. Give the meaning and the example for this saying from, *What Your Kindergartner Needs to Know*. p.112.
 9. Pass out Appendix F– students will need a pencil.
 10. Have students write their name on their worksheet.
 11. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
 12. Ask students, “What does every sentence begin with?” Give students time to answer.
 13. Review that every sentence begins with a capital letter.
 14. Circle the capital letter on your laminated chart paper then have the students do the same on their worksheet.
 15. You shouldn’t need to walk around the room any longer to check if students are following directions correctly.
 16. Ask students, “What is at the end of this sentence?” Give students time to answer.
 17. Say, “This sentence ends with a period.”
 18. Circle the period on your laminated chart paper then have students do the same on their worksheet.
 19. Ask, “Which direction do we read? ” Give students time to answer.
 20. Review that we always read from left to right.
 21. Write a capital L on the left side and a capital R on the right side of your laminated chart paper then have the students do the same on their worksheet.
 22. Review that we also read from the top of the page to the bottom.
 23. Draw a triangle on the top and an arrow pointing downward at the bottom of your laminated chart paper, then have the students do the same on their worksheet.
 24. Ask, “Who can tell me what is between each word in this sentence?” Give students time to answer.
Review that there is always a space between each word in a sentence.
 25. Put a slash mark between each word on your laminated chart paper then have students do the same on their worksheet.
 26. Say, “Let’s take a closer look at this sentence.”
 27. Ask, “Who can tell me the two words that are the same in this saying?” Give students time to answer.
 28. Say, “The two words that are the same are ‘there’s’.”
 29. Point to and underline these two words on the laminated chart paper then have students do the same on their worksheet.
 30. Ask, “What do you notice about these two words?” Give students time to answer.
 31. Say, “There is a contraction in these words.”

32. Define what a contraction is using the definition from the *Key Vocabulary* words above.
 33. Define what an apostrophe is using the definition from the *Key Vocabulary* words above.
 34. Say, “The apostrophe in the word There’s means that letters have been left out.” The apostrophe in the word there’s means there is.
 35. Circle the apostrophes in the words there’s on the laminated chart paper then have students do the same on their worksheet.
 36. Say, “Place your pointer finger on the capital W at the beginning of this sentence and let’s read it.”
 37. Remind students that they will need to point at each word as you read it together.
 38. Begin reading, pointing to each word as you read it on your laminated chart paper. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
 39. Pass out crayons and have students turn their worksheet over.
 40. Review the meaning of the saying.
 41. Have students create a picture that illustrates the meaning of this saying.
 42. Have students hand in their worksheets. Assess worksheets using Appendix H.
- E. *Assessment/Evaluation*
1. Initial Assessment – Student answers to questions
 2. Teacher observation – Monitoring progress throughout lesson
 3. Summative Assessment - See Appendix H

Lesson Five: “Great oaks from little acorns grow” (15 – 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.
 - c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding
 - d. Reading and Language Comprehension
 - e. Phonemic awareness
 - f. Sayings and Phrases
 3. Skill Objective(s)
 - h. Understand directionality of print.
 - i. Follow written text when the text is read aloud.
 - j. Recognize the difference between capital and lower case letters.
 - k. Create a message by drawing, telling, and/or emergent writing.
 - l. Understand and follow directions.
 - m. Listen to and understand text.
 - n. Know the letters in their name.
 - o. Know that words are separated by a space.
 - p. Develop an awareness of bends

- B. *Materials*
1. Chart paper
 2. Laminator and laminating materials
 3. Dry erase marker
 4. Appendix I (one for each student)
 5. A pencil and crayons for each student
 6. Appendix J - Assessment (Lesson Five) (one for each student)
 7. Children's dictionary
 8. Blends poster
- C. *Key Vocabulary*
1. Great – very big or large
 2. Oaks – trees that produce acorns
 3. Acorn – the seed (nut) from an oak tree
 4. Blend – two letters that together make one sound
- D. *Procedures/Activities*
1. Write the saying, "Great oaks from little acorns grow."
 2. Copy enough of Appendix I and Appendix J for each student.
 3. Review the last four sayings.
 4. Introduce the new saying, "Great oaks from little acorns grow."
 5. Explain *Key Vocabulary* words from above.
 6. Ask students if there are any words in this saying that they do not understand.
 7. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
 8. Give the meaning and the example for this saying from, *What Your Kindergartner Needs to Know*. p.111.
 9. Pass out Appendix I– students will need a pencil.
 10. Have students write their name on their worksheet.
 11. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
 12. Say, "Let's take a closer look at this saying."
 13. Ask students, "What does every sentence begin with?" Give students time to answer.
 14. Say, "Every sentence begins with a capital letter."
 15. Have students circle the capital letter on their worksheet.
 16. Ask students, "What is at the end of this sentence?" Give students time to answer.
 17. Say, "This sentence ends with a period."
 18. Have students circle the period on their worksheet.
 19. Ask, "Which direction do we read?" Give students time to answer.
 20. Review that we always read from left to right.
 21. Have students write a capital L on the left side and a capital R on the right side of their worksheet.
 22. Review that we also read from the top of the page to the bottom.
 23. Have students draw a triangle on the top and an arrow pointing downward on the bottom of their worksheet.
 24. Ask, "Who can tell me what is between each word in our sentence?" Give students time to answer.
 25. Review that there is always a space between each word in a sentence."
 26. Have students put a slash mark between the words on their worksheet.
 27. Say, "Let's take a closer look at this sentence."

28. Ask, "Who can tell me the two words that begin the same in this saying?" Give students time to answer.
 29. Say, "The two words that begin the same are great and grow." "They both begin with the letters gr."
 30. Explain that the letters gr are a blend. Have a blends poster nearby for reference.
 31. Define the word blend using the definition from the *Key Vocabulary* words above.
 32. Have students practice saying the blend sound for gr.
 33. Underline the gr at the beginning of the words great and grow on the laminated chart paper then have students do the same on their worksheet.
 34. Say, "Place your pointer finger on the capital G at the beginning of this sentence and let's read it."
 35. Remind students that they will need to point at each word as you read it together.
 36. Begin reading, pointing to each word as you read it on your laminated chart paper.
 37. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
 38. Pass out crayons and have students turn their worksheet over.
 39. Review the meaning of the saying.
 40. Have students create a picture that illustrates the meaning of this saying.
 41. Have students hand in their worksheets. Assess worksheets using Appendix J.
- E. *Assessment/Evaluation*
1. Initial Assessment – Student answers to questions
 2. Teacher observation – Monitoring progress throughout lesson
 3. Summative Assessment - See Appendix J

Lesson Six: "Look before you leap" (15 – 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.
 - c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding
 - d. Reading and Language Comprehension
 - e. Phonemic awareness
 - f. Sayings and Phrases
 3. Skill Objective(s)
 - a. Understand directionality of print.
 - b. Follow written text when the text is read aloud.
 - c. Recognize the difference between capital and lower case letters.
 - d. Create a message by drawing, telling, and/or emergent writing.
 - e. Understand and follow directions.
 - f. Listen to and understand text.
 - g. Know the letters in their name.

- h. Know that words are separated by spaces.
- B. *Materials*
- 1. Chart paper
 - 2. Laminator and laminating materials
 - 3. Dry erase marker
 - 4. Appendix K – Student worksheet (one for each student)
 - 5. A pencil and crayons for each student
 - 6. Appendix L - Assessment (Lesson Six) (one for each student)
 - 7. Children’s dictionary
- C. *Key Vocabulary*
- 1. Look – be careful and think
 - 2. Leap – rush into something
- D. *Procedures/Activities*
- 1. Write the saying, “Look before you leap” on chart paper and laminate it.
 - 2. Copy enough of Appendix K and Appendix L for each student.
 - 3. Review the last five sayings.
 - 4. Introduce the new saying, “Look before you leap.”
 - 5. Explain *Key Vocabulary* words from above.
 - 6. Ask students if there are any other words in this saying that they do not understand.
 - 7. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
 - 8. Give the meaning and the example for this saying from, *What Your Kindergartner Needs to Know*. p.111.
 - 9. Pass out Appendix K – students will need a pencil.
 - 10. Have students write their name on their worksheet.
 - 11. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
 - 12. Say, “Let’s take a closer look at this saying.”
 - 13. Ask students, “What does a sentence begin with?” Give students time to answer.
 - 14. Review that every sentence begins with a capital letter.”
 - 15. Have students circle the capital letter on their worksheet.
 - 16. Ask students, “What is at the end of this sentence?” Give students time to answer.
 - 17. Say, “This sentence ends with a period.”
 - 18. Have students circle the period on their worksheet.
 - 19. Ask, “Which direction do we read? ” Give students time to answer.
 - 20. Review that we always read from left to right.
 - 21. Have students write a capital L on the left side and a capital R on the right side of their worksheet.
 - 22. Review that we also read from the top of the page to the bottom.
 - 23. Have students draw a triangle on the top and an arrow pointing downward at the bottom of their worksheet.
 - 24. Ask, “Who can tell me what is between each word in our sentence?” Give students time to answer.
 - 25. Say, “There is a space between each word in a sentence.”
 - 26. Have students put a slash mark between the words on their worksheet.
 - 27. Say, “Let’s take a closer look at this saying.” “Are there any words that begin with the same letter?” Give students time to answer.

28. Say, "There are two words that begin with the same letter." "They are Look (point to it on the laminated chart paper) and leap (point to it on the laminated chart paper).
29. Ask, "What is the letter that Look and leap begin with?" Give students time to reply.
30. Say, "The words Look and leap both begin with the letter L." "Who can tell me what the difference is between the letter L at the beginning of the word Look and the letter l at the beginning of the word leap." Give students time to answer.
31. Say, "One is a capital letter L and the other is a lower case l."
32. Say, "The letter L is at the beginning of the word Look and is circled." "Who can tell me why it is circled?" Give students time to answer.
33. Say, "The letter L at the beginning of the word Look is circled because it is the first word of the sentence and the first word in a sentence is always capitalized."
34. Underline the capital letter L on your laminated chart paper then have students do the same on their worksheet.
35. Say, "The lower case l is at the beginning of the word leap."
36. Underline the lowercase l on your laminated chart paper then have students do the same on their worksheet.
37. Say, "Place your pointer finger on the capital L at the beginning of this sentence and let's read it "
38. Remind students that they will need to point at each word as you read it together.
39. Begin reading, pointing to each word as you read it on your laminated chart paper. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
40. Review the meaning of the saying.
41. Pass out crayons and have students turn their worksheet over.
42. Have students create a picture that illustrates the meaning of this saying.
43. Have students hand in their worksheets. Assess worksheets using Appendix L.

E. *Assessment/Evaluation*

1. Initial Assessment – Student answers to questions
2. Teacher observation – Monitoring progress throughout lesson
3. Summative Assessment - See Appendix L

Lesson Seven: "Better safe than sorry" (15 – 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.
 - c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding
 - d. Reading and Language Comprehension
 - e. Phonemic awareness
 - f. Sayings and Phrases

3. Skill Objective(s)
 - a. Understand directionality of print.
 - b. Follow written text when the text is read aloud.
 - c. Recognize the difference between capital and lower case letters.
 - d. Create a message by drawing, telling, and/or emergent writing.
 - e. Understand and follow directions.
 - f. Listen to and understand text.
 - g. Know the letters in their name.
 - h. Know that words are separated by spaces.
 - i. Develop an awareness of double consonants.
- B. *Materials*
1. Chart paper
 2. Laminator and laminating materials
 3. Dry erase marker
 4. Appendix M (one for each student)
 5. A pencil and crayons for each student
 6. Appendix N - Assessment (Lesson Seven) (one for each student)
 7. Children's dictionary
- C. *Key Vocabulary*
1. Better safe – better not to take a chance
 2. Sorry – hurt
 3. Double consonants – two consonants together in a word
 4. Consonant – a letter of the alphabet that is not a vowel
- D. *Procedures/Activities*
1. Write the saying, “Better safe than sorry” on chart paper and laminate it.
 2. Copy enough of Appendix M and Appendix N for each student.
 3. Review the last six sayings.
 4. Introduce the new saying, “Better safe than sorry.”
 5. Explain *Key Vocabulary* words from above.
 6. Ask students if there are any other words in this saying that they do not understand.
 7. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
 8. Give the meaning and the example of this saying from, *What Your Kindergartner Needs to Know*. p.109.
 9. Pass out Appendix M – students will need a pencil.
 10. Have students write their name on their worksheet.
 11. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
 12. Say, “Let’s take a closer look at this saying.”
 13. Ask students, “What does a sentence begin with?” Give students time to answer.
 14. Review that every sentence begins with a capital letter.”
 15. Have students circle the capital letter on their worksheet.
 16. Ask students, “What is at the end of this sentence?” Give students time to answer.
 17. Say, “This sentence ends with a period.”
 18. Have students circle the period on their worksheet.
 19. Ask, “Which direction do we read? ” Give students time to answer.
 20. Review that we always read from left to right.
 21. Have student write a capital L on the left side and a capital R on the right side of their worksheet.

22. Review that we also read from the top of the page to the bottom.
 23. Have students draw a triangle on the top and an arrow pointing downward at the bottom of their worksheet.
 24. Ask, “Who can tell me what is between each word in our sentence?” Give students time to answer.
 25. Review that there is always a space between each word in a sentence.
 26. Have students put a slash mark between the words on their worksheet.
 27. Say, “Let’s take a closer look at this saying.”
 28. Say, “Look at the word ‘Better.’” “Do you see two letters together that are the same?”
 29. Say, “The two letters that are the same are t and t.” “When two letters are together it is called a double consonant.”
 30. Define double consonant using the definition from the *Key Vocabulary* words above.
 31. Circle the double consonant in the word ‘Better’ then have students do the same on their worksheet.
 32. Define the word consonant using the *Key Vocabulary* words from above.
 33. Ask, “Do you see any other words in this sentence that has a double consonant?”
 34. Say, “The word ‘sorry’ has a double consonant, there are two letter r’s in the word ‘sorry.’”
 35. Circle the double consonant in the word sorry then have students do the same on their worksheet.
 36. Say, “Place your pointer finger on the capital B at the beginning of this sentence and let’s read it”
 37. Remind students that they will need to point at each word as you read it together.
 38. Begin reading, pointing to each word as you read it on your laminated chart paper. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
 39. Pass out crayons and have students turn their worksheet over.
 40. Review the meaning of the saying.
 41. Have students create a picture that illustrates the meaning of this saying.
 42. Have students hand in their worksheets. Assess worksheets using Appendix N.
- E. *Assessment/Evaluation*
1. Initial Assessment – Student answers to questions
 2. Teacher observation – Monitoring progress throughout lesson
 3. Summative Assessment - See Appendix N

Lesson Eight: “A dog is man’s best friend” (15 – 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.
 - c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding

- d. Reading and Language Comprehension
 - e. Phonemic awareness
 - f. Sayings and Phrases
3. Skill Objective(s)
- a. Understand directionality of print.
 - b. Follow written text when the text is read aloud.
 - c. Recognize the difference between capital and lower case letters.
 - d. Create a message by drawing, telling, and/or emergent writing.
 - e. Understand and follow directions.
 - f. Listen to and understand text.
 - g. Know the letters in their name.
 - h. Know that words are separated by spaces.
 - i. Develop an understanding for the use of apostrophes.
- B. *Materials*
- 1. Chart paper
 - 2. Laminator and laminating materials
 - 3. Dry erase marker
 - 4. Appendix O (one for each student)
 - 5. A pencil and crayons for each student
 - 6. Appendix P - Assessment (Lesson Eight) (one for each student)
 - 7. Children's dictionary
- C. *Key Vocabulary*
- 1. Friend – loyal and loving
 - 2. Apostrophe – a mark used to show ownership
- D. *Procedures/Activities*
- 1. Write the saying, “A dog is man’s best friend” on chart paper and laminate it.
 - 2. Copy enough of Appendix O and Appendix P for each student.
 - 3. Review the last seven sayings.
 - 4. Introduce the new saying, “A dog is man’s best friend.”
 - 5. Explain *Key Vocabulary* words from above.
 - 6. Ask students if there are any other words in this saying that they do not understand.
 - 7. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
 - 8. Give the meaning and the example of this saying from, *What Your Kindergartner Needs to Know*. p.110.
 - 9. Pass out Appendix O – students will need a pencil.
 - 10. Have students write their name on their worksheet.
 - 11. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
 - 12. Say, “Let’s take a closer look at this saying.”
 - 13. Ask students, “What does a sentence begin with?” Give students time to answer.
 - 14. Review that every sentence begins with a capital letter.”
 - 15. Have students circle the capital letter on their worksheet.
 - 16. Ask students, “What is at the end of this sentence?” Give students time to answer.
 - 17. Say, “This sentence ends with a period.”
 - 18. Have students circle the period on their worksheet.
 - 19. Ask, “Which direction do we read? ” Give students time to answer.
 - 20. Review that we always read from left to right.

21. Have students write a capital L on the left side and a capital R on the right side of your laminated chart paper then have students do the same on their worksheet.
 22. Review that we also read from the top of the page to the bottom.
 23. Have students draw a triangle on the top and an arrow pointing downward at the bottom of their worksheet.
 24. Ask, “Who can tell me what is between each word in our sentence?” Give students time to answer.
 25. Review that there is always a space between each word in a sentence.
 26. Have students put a slash mark between the words on their worksheet.
 27. Say, “Let’s take a closer look at this saying.”
 28. Say, “In Lesson Four, “Where there’s a will there’s a way”, you learned that an apostrophe was a mark to show that letters had been left out of a word.”
 29. Ask, “Is there an apostrophe in this sentence?”
 30. Say, “There is an apostrophe in the word man’s.” “The apostrophe in this word means something different.”
 31. Define the word apostrophe using the definition from *Key Vocabulary* words from above.
 32. Say, “The apostrophe in the word man’s shows ownership.” “The man owns the dog.”
 33. Circle the apostrophe in the word man’s then have students do the same on their worksheet.
 34. Say, “Place your pointer finger on the capital A at the beginning of this sentence and let’s read it ”
 35. Remind students that they will need to point at each word as you read it together.
 36. Begin reading, pointing to each word as you read it on your laminated chart paper. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
 37. Pass out crayons and have students turn their worksheet over.
 39. Review the meaning of the saying.
 40. Have students create a picture that illustrates the meaning of this saying.
 41. Have students hand in their worksheets. Assess worksheets using Appendix P.
- E. *Assessment/Evaluation*
1. Initial Assessment – Student answers to questions
 2. Teacher observation – Monitoring progress throughout lesson
 3. Summative Assessment - See Appendix P

Lesson Nine: “The early bird gets the worm” (15 – 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.
 - c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding
 - d. Reading and Language Comprehension

- e. Phonemic awareness
 - f. Sayings and Phrases
3. Skill Objective(s)
- a. Understand directionality of print.
 - b. Follow written text when the text is read aloud.
 - c. Recognize the difference between capital and lower case letters.
 - d. Create a message by drawing, telling, and/or emergent writing.
 - e. Understand and follow directions.
 - f. Listen to and understand text.
 - g. Know the letters in their name.
 - h. Know that words are separated by spaces.
 - i. Develop an awareness of blends.
- B. *Materials*
- 1. Chart paper
 - 2. Laminator and laminating materials
 - 3. Dry erase marker
 - 4. Appendix Q (one for each student)
 - 5. A pencil and crayons for each student
 - 6. Appendix R - Assessment (Lesson Nine) (one for each student)
 - 7. Children's dictionary
- C. *Key Vocabulary*
- 1. Early – before
 - 2. Blend – two letters that together make one sound
- D. *Procedures/Activities*
- 1. Write the saying, “The early bird gets the worm.” on chart paper and laminate it.
 - 2. Copy enough of Appendix Q and Appendix R for each student.
 - 3. Review the last eight sayings.
 - 4. Introduce the new saying, “The early bird gets the worm.”
 - 5. Explain *Key Vocabulary* words from above.
 - 6. Ask students if there are any other words in this saying that they do not understand.
 - 7. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
 - 8. Give the meaning and the example of this saying from, *What Your Kindergartner Needs to Know*. p.110.
 - 9. Pass out Appendix Q – students will need a pencil.
 - 10. Have students write their name on their worksheet.
 - 11. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
 - 12. Say, “Let’s take a closer look at this saying.”
 - 13. Ask students, “What does a sentence begin with?” Give students time to answer.
 - 14. Review that every sentence begins with a capital letter.”
 - 15. Have students circle the capital letter on their worksheet.
 - 16. Ask students, “What is at the end of this sentence?” Give students time to answer.
 - 17. Say, “This sentence ends with a period.”
 - 18. Have students circle the period on their worksheet.
 - 19. Ask, “Which direction do we read? ” Give students time to answer.
 - 20. Review that we always read from left to right.
 - 21. Have students write a capital L on the left side and a capital R on the right side of their worksheet.

22. Review that we also read from the top of the page to the bottom.
23. Have students draw a triangle on the top and an arrow pointing downward at the bottom of their worksheet.
24. Ask, “Who can tell me what is between each word in our sentence?” Give students time to answer.
25. Review that there is always a space between each word in a sentence.
26. Have students put a slash mark between the words on their worksheet.
27. Say, “Let’s take a closer look at this saying.”
28. Ask, “Who can tell me the two words that begin the same in this saying?” Give students time to answer.
29. Say, “The two words that begin the same are the and the.” “They both begin with the letters th.”
30. Explain that the letters th are a blend. Have a blends poster nearby for reference.
31. Define the word blend using the definition from the *Key Vocabulary* words above.
32. Have students practice saying the blend sound for th.
33. Underline the th at the beginning of these on your laminated chart paper then have students do the same on their worksheet.
34. Say, “Place your pointer finger on the capital T at the beginning of this sentence and let’s read it ”
35. Remind students that they will need to point at each word as you read it together.
36. Begin reading, pointing to each word as you read it on your laminated chart paper. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
37. Pass out crayons and have students turn their worksheet over.
38. Review the meaning of the saying.
39. Have students create a picture that illustrates the meaning of this saying.
40. Have students hand in their worksheets. Assess worksheets using Appendix R.

E. *Assessment/Evaluation*

1. Initial Assessment – Student answers to questions
2. Teacher observation – Monitoring progress throughout lesson
3. Summative Assessment - See Appendix R

Lesson Ten: “It’s raining cats and dogs” (15 – 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.
 - c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding
 - d. Reading and Language Comprehension
 - e. Phonemic awareness
 - f. Sayings and Phrases

3. Skill Objective(s)
 - a. Understand directionality of print.
 - b. Follow written text when the text is read aloud.
 - c. Recognize the difference between capital and lower case letters.
 - d. Create a message by drawing, telling, and/or emergent writing.
 - e. Understand and follow directions.
 - f. Listen to and understand text.
 - g. Know the letters in their name.
 - h. Know that words are separated by spaces.
 - i. Develop an understanding for the use of apostrophes.
- B. *Materials*
 1. Chart paper
 2. Laminator and laminating materials
 3. Dry erase marker
 4. Appendix S (one for each student)
 5. A pencil and crayons for each student
 6. Appendix T - Assessment (Lesson Ten) (one for each student)
 7. Children's dictionary
- C. *Key Vocabulary*
 1. It's – it is
 2. Raining cats and dogs – raining very, very hard
- D. *Procedures/Activities*
 1. Write the saying, "It's raining cats and dogs."
 2. Copy enough of Appendix S and Appendix T for each student
 3. Review the last three sayings.
 4. Introduce the new saying, "It's raining cats and dogs."
 5. Explain *Key Vocabulary* words from above.
 6. Ask students if there are any words in this saying that they do not understand.
 7. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
 8. Give the meaning and the example for this saying from, *What Your Kindergartner Needs to Know*. p.111.
 9. Pass out Appendix S– students will need a pencil.
 10. Have students write their name on their worksheet.
 11. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
 12. Ask students, "What does every sentence begin with?" Give students time to answer.
 13. Review that every sentence begins with a capital letter.
 14. Have students circle the capital letter on their worksheet.
 15. Ask students, "What is at the end of this sentence?" Give students time to answer.
 16. Say, "This sentence ends with a period."
 17. Have students circle the period on their worksheet.
 18. Ask, "Which direction do we read? " Give students time to answer.
 19. Review that we always read from left to right.
 20. Have students write a capital L on the left side and a capital R on the right side of their worksheet.
 21. Review that we also read from the top of the page to the bottom.
 22. Have students draw a triangle on the top and an arrow pointing downward at the bottom of their worksheet.

23. Ask, "Who can tell me what is between each word in this sentence?" Give students time to answer.
Review that there is always a space between each word in a sentence.
 24. Have students put a slash mark between each word on their worksheet.
 25. Say, "Let's take a closer look at this sentence."
 26. Say, "This sentence has an apostrophe in the word It's."
 27. Review the definitions for apostrophe from the *Key Vocabulary* words in Lessons Four and Eight.
 28. Say, "The apostrophe in the word It's means that letters have been left out." "It's means it is."
 29. Underline the word It's on your laminated chart paper then have students do the same on their worksheet.
 30. Circle the apostrophe in the word It's.
 31. Say, "Place your pointer finger on the capital I at the beginning of this sentence and let's read it."
 32. Remind students that they will need to point at each word as you read it together.
 33. Begin reading, pointing to each word as you read it on your laminated chart paper. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
 34. Pass out crayons and have students turn their worksheet over.
 35. Review the meaning of the saying.
 36. Have students create a picture that illustrates the meaning of this saying.
 37. Have students hand in their worksheets. Assess worksheets using Appendix T.
- E. *Assessment/Evaluation*
1. Initial Assessment – Student answers to questions
 2. Teacher observation – Monitoring progress throughout lesson
 3. Summative Assessment - See Appendix T

Lesson Eleven: "April showers bring May flowers" (15 – 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for reading and an understanding of a variety of materials.
 - b. Students will develop an awareness of writing and speaking for a variety of purposes.
 - c. Students will develop an awareness of writing and speaking using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Book and Print Awareness
 - b. Writing and Spelling
 - c. Decoding and Encoding
 - d. Reading and Language Comprehension
 - e. Phonemic awareness
 - f. Sayings and Phrases
 3. Skill Objective(s)
 - a. Understand directionality of print.
 - b. Follow written text when the text is read aloud.
 - c. Recognize the difference between capital and lower case letters.
 - d. Create a message by drawing, telling, and/or emergent writing.
 - e. Understand and follow directions.

- f. Listen to and understand text.
- g. Know the letters in their name.
- h. Know that words are separated by spaces.
- i. Develop an awareness of rhyming words.

B. *Materials*

- 1. Chart paper
- 2. Laminator and laminating materials
- 3. Dry erase marker
- 4. Appendix U (one for each student)
- 5. A pencil and crayons for each student
- 6. Appendix V - Assessment rubric (Lesson Eleven) (one for each student)
- 7. Children's dictionary

C. *Key Vocabulary*

- 1. Showers – spring rains
- 2. Rhyme – words that end with the same sounds

D. *Procedures/Activities*

- 1. Write the saying, "April showers bring May flowers."
- 2. Copy enough of Appendix U and Appendix V for each student
- 3. Review the last three sayings.
- 4. Introduce the new saying, "April showers bring May flowers."
- 5. Explain *Key Vocabulary* words from above.
- 6. Ask students if there are any words in this saying that they do not understand.
- 7. Look up any other words that need to be defined in the dictionary with the students and give the meaning.
- 8. Give the meaning and the example for this saying from, *What Your Kindergartner Needs to Know*. p.109.
- 9. Pass out Appendix U– students will need a pencil.
- 10. Have students write their name on their worksheet.
- 11. Hang up laminated chart paper so that it is visible to all students. You will need a dry erase marker.
- 12. Ask students, "What does every sentence begin with?" Give students time to answer.
- 13. Review that every sentence begins with a capital letter.
- 14. Have students circle the capital letter on their worksheet.
- 15. Ask students, "What is at the end of this sentence?" Give students time to answer.
- 16. Say, "This sentence ends with a period."
- 17. Have students circle the period on their worksheet.
- 18. Ask, "Which direction do we read?" Give students time to answer.
- 19. Review that we always read from left to right.
- 20. Have students write a capital L on the left side and a capital R on the right side of their worksheet.
- 21. Review that we also read from the top of the page to the bottom.
- 22. Have students draw a triangle on the top and an arrow pointing downward at the bottom of their worksheet.
- 23. Ask, "Who can tell me what is between each word in this sentence?" Give students time to answer.
- 24. Review that there is always a space between each word in a sentence.
- 25. Have students put a slash mark between each word on their worksheet.
- 26. Say, "Let's take a closer look at this sentence."
- 27. Say there are two words that rhyme in this saying."

28. Define rhyme using the definition from *Key Vocabulary* words above.
 29. Ask, “What are the two words that rhyme in this saying?”
 30. Say, “The two words that rhyme in this saying are showers and flowers.”
 31. Practice rhyming words with students using different word families.
 32. Circle the words showers and flowers on your laminated chart paper than have students do the same on their worksheet.
 33. Say, “Place your pointer finger on the capital A at the beginning of this sentence and let’s read it.”
 34. Remind students that they will need to point at each word as you read it together.
 35. Begin reading, pointing to each word as you read it on your laminated chart paper. Observe students to make sure they are pointing to each word on their worksheet while they are reading along with you.
 36. Pass out crayons and have students turn their worksheet over.
 37. Review the meaning of the saying.
 38. Have students create a picture that illustrates the meaning of this saying.
 39. Have students hand in their worksheets. Assess worksheets using Appendix V.
- E. *Assessment/Evaluation*
1. Initial Assessment – Student answers to questions
 2. Teacher observation – Monitoring progress throughout lesson
 3. Summative Assessment - See Appendix V

VI. CULMINATING ACTIVITY

- A. This will be a whole group activity.
- B. Appendices W through GG are the eleven Kindergarten sayings and phrases written in Rebus form.
- C. Hold up one of the culminating appendices (appendices can be chosen at random, not given in order).
- D. Say, “Look at this saying.” “Which saying is this?” Give students time to answer.
- E. If students guess wrong, give the correct answer.
- F. Ask, “What is the meaning of this saying?” Give students time to answer.
- G. Review the meaning and the example for this saying from, *What Your Kindergartner Needs to Know*. Pp. 109 – 112.
- H. Ask students to give examples of this saying in their lives.
- I. Continue until all the culminating appendix worksheets have been discussed.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Side 1 “Do unto others as you would have them do unto you”
- B. Appendix A: Side 2 “Do unto others as you would have them do unto you”
- C. Appendix B: Assessment Lesson One
- D. Appendix C: Side 1 “A place for everything and everything in its place”
- E. Appendix C: Side 2 “A place for everything and everything in its place”
- F. Appendix D: Assessment Lesson Two
- G. Appendix E: Side 1 “Practice makes perfect”
- H. Appendix E: Side 2 “Practice makes perfect”
- I. Appendix F: Assessment Lesson Three
- J. Appendix G: Side 1 “Where there’s a will there’s a way”
- K. Appendix G: Side 2 “Where there’s a will there’s a way”
- L. Appendix: H: Assessment Lesson Four
- M. Appendix I: Side 1 “Great oaks from little acorns grow”
- N. Appendix I: Side 2 “Great oaks from little acorns grow”
- O. Appendix J: Assessment Lesson Five

- P. Appendix K: Side 1 “Look before you leap”
 Q. Appendix K: Side 2 “Look before you leap”
 R. Appendix L: Assessment Lesson Six
 S. Appendix M: Side 1 “Better Safe than sorry”
 T. Appendix M: Side 2 “Better Safe than sorry”
 U. Appendix N: Assessment Lesson Seven
 V. Appendix O: Side 1 “A dog is man’s best friend”
 W. Appendix O: Side 2 “A dog is man’s best friend”
 X. Appendix P: Assessment Lesson Eight
 Y. Appendix Q: Side 1 “The early bird gets the worm”
 Z. Appendix Q: Side 2 “The early bird gets the worm”
 AA. Appendix R: Assessment Lesson Nine
 BB. Appendix S: Side 1 “It’s raining cats and dogs”
 CC. Appendix S: Side 2 “It’s raining cats and dogs”
 DD. Appendix T: Assessment Lesson Ten
 EE. Appendix U: Side 1 “April showers bring May flowers”
 FF. Appendix U: Side 2 “April showers bring May flowers”
 GG. Appendix V: Assessment Lesson Eleven
 HH. Appendix W: Culminating Activity Rebus “Do unto others as you would have them do unto you”
 II. Appendix X: Culminating Activity Rebus “A place for everything and everything in its place”
 JJ. Appendix Y: Culminating Activity Rebus “Practice makes perfect”
 KK. Appendix Z: Culminating Activity Rebus “Where there’s a will there’s a way”
 LL. Appendix AA: Culminating Activity Rebus “Great oaks from little acorns grow”
 MM. Appendix BB: Culminating Activity Rebus “Look before you leap”
 NN. Appendix CC: Culminating Activity Rebus “Better Safe than sorry”
 OO. Appendix DD: Culminating Activity Rebus “A dog is man’s best friend”
 PP. Appendix EE: Culminating Activity Rebus “The early bird gets the worm”
 QQ. Appendix FF: Culminating Activity Rebus “It’s raining cats and dogs”
 RR. Appendix GG: Culminating Activity Rebus “April showers bring May flowers”

VIII. BIBLIOGRAPHY

- A. Colorado Department of Education. *Colorado Model Content Standards: Reading and Writing*. www.cde.state.co.us.
 B. Core Knowledge Foundation. *Core Knowledge Preschool: Content and Skill Guidelines for Preschool*. Core Knowledge Foundation. Charlottesville, VA. 1997. 1-8905/7-21-6.
 C. Core Knowledge Foundation. *Core Knowledge Sequence: Content Guidelines For Grades K-8*. Core Knowledge Foundation. Charlottesville, VA. 1999. 1-890517-20-8.
 D. Core Knowledge Foundation. *Core Knowledge K-8 Guide: A Model Monthly Topic Organizer*. Core Knowledge Foundation. Charlottesville, VA. 2000. 1-890517-26-7.
 E. Hirsch, Jr. E.D. and Holdren, John. *What Your Kindergartner Needs to Know*. New York: Dell Publishing, 1996. 0-385-31841-3.
 F. Scholastic Inc., ed. *Scholastic Children’s Dictionary*. Usborne Publishing Ltd. USA. 1996. 0-590-25271-2.

Appendix A: Side 1

Name _____

Do unto others as you would have them do unto you.

Appendix A: Side 2

Do unto others as you would have them do unto you.

This saying is called the Golden Rule. People use it to mean: Treat people as you would like to be treated yourself. It comes from the Bible.

“Molly, stop drawing on Becky’s picture,” said the babysitter. “Would you like Becky to mess up your picture? Remember: Do unto others as you would have them do unto you.”

Appendix B: Assessment Lesson One

Name _____

1. Circle the capital letters.

Q w e R T

2. Circle what's wrong with this sentence.

do unto others as you would have them do unto you.

Appendix C: Side 1

Name _____

A place for everything and everything in its place.

Appendix C: Side 2

A place for everything and everything in its place.

This saying means you should put things where they belong. People use this saying when they want people to be neat.

When Andrea came in from playing, she would always kick off her shoes in the hall. Her mother said, “Andrea, your shoes don’t belong in the hall. Please put them in the closet. Remember: A place for everything and everything in its place.”

Appendix D: Assessment Lesson Two

Name _____

1. Circle the lower case letters.

A s D f G

2. Write a punctuation mark at the end of this sentence?

A place for everything and everything in its place

Appendix E: Side 1

Name _____

Practice makes perfect.

Appendix E: Side 2

Practice makes perfect.

People use this saying to mean that doing something over and over makes you good at it.

Lucy liked taking piano lessons. She practiced every day. Sometimes it was hard, but she felt proud when she learned to play her first song without making any mistakes. She understood now why her teacher always said, “Practice makes perfect.”

Appendix F: Assessment Lesson Three

Name _____

1. Draw a line from the capital to the lower case letter.

Z

x

X

z

C

c

M

n

N

m

2. Put a slash (/) mark between each word in this sentence.

Practice makes perfect.

Appendix G: Side 1

Name _____

Where there's a will there's a way.

Appendix G: Side 2

Where there's a will there's a way.

This saying means if you want to do something badly enough, you'll find a way to do it.

Lillian had tried and tried to jump rope fifty times in a row, but she always messed up after forty jumps. “Agh!” she said to her friend Betty. “I don’t know if I’ll ever do fifty!”
“Oh yes you will,” said Betty. “Keep trying. Where there’s a will there’s a way.”

Appendix H: Assessment Lesson Four

Name _____

1. Circle the capital letters.

y U I o P

Where there's a will there's a way.

1. Circle the capital letter at the beginning of the sentence above.
2. Circle the period at the end of the sentence above.
3. Put a slash (/) mark between each word in the sentence above.

Appendix I: Side 1

Name _____

Great oaks from little acorns grow.

Appendix I: Side 2

Great oaks from little acorns grow.

This saying means that, just as a small acorn can grow into a towering oak tree, something that starts out small or not very important can turn out big or very important.

Abraham Lincoln was born in a log cabin and read books by firelight. Even though his family was poor, he became one of the greatest presidents of the United States. His life is true to the saying, “Great oaks from little acorns grow.”

Appendix J: Assessment Lesson Five

Name _____

1. Circle the lower case letters.

h J k L z

2. Circle what's wrong with the sentence below.

great oaks from little acorns grow.

Appendix K: Side 1

Name _____

Look before you leap.

Appendix K: Side 2

Look before you leap.

This saying means that you should be careful and think before you rush into doing something.

“Mom!” said Andrew with excitement. “Ben says he’ll trade me all his toy cars for my bike? Isn’t that great?”
“I don’t know, Andrew is it?” asked his mother. “You ride your bike every day, and a bike costs a lot more than toy cars. Do you really want to trade? You’d better look before you leap.”

Appendix L: Assessment Lesson Six

Name _____

1. Draw a line from the capital to the lower case letter.

L

k

S

d

K

l

D

s

B

b

2. Put the missing punctuation mark at the end of the sentence below.

Look before you leap

Appendix M: Side 1

Name _____

Better safe than sorry.

Appendix M: Side 2

Better safe than sorry.

People use this saying to mean it's better not to take a chance than to do something that might be very risky. They say this because you're less likely to be hurt or make a bad mistake when you're careful.

Alex dared Carlos to walk on the railing of the old bridge. "No way, Alex," said Carlos. "It's a long fall into the river. Better safe than sorry."

Appendix N: Assessment Lesson Seven

Name _____

1. Circle the capital letters.

P o u Y T

2. Put a slash (/) mark between each word in the sentence below.

Better safe than sorry.

Appendix O: Side 1

Name _____

A dog is man's best friend.

Appendix O: Side 2

A dog is man's best friend.

Some people think that a dog is more than a pet. They think a dog can also be a really good friend. That's because dogs, like good friends can be loyal and loving.

Peter had lost his lunch money and torn his favorite shirt. As he walked home, he was feeling sad, but then he heard his dog, Prince, barking. "Prince," Peter laughed, "it's true: A dog is man's best friend."

Appendix P: Assessment Lesson Eight

Name _____

1. Circle the lower case letters.

B n m H t

A dog is man's best friend.

1. Circle the capital letter at the beginning of the sentence above.
2. Circle the period at the end of the sentence above.
3. Put a slash (/) mark between each word in the sentence above.

Appendix Q: Side 1

Name _____

The early bird gets the worm.

Appendix Q: Side 2

The early bird gets the worm.

This saying means that you can usually get ahead of others if you get going before they do. Sometimes people say it to someone who needs a little extra push to do what he is supposed to do.

“Hey, Billy,” said Juan, “did you hear? Cary’s Card Shop is opening early on Saturday, and the first fifty people in the shop get free baseball cards!”

“That’s great!” answered Billy. “Let’s find out what time they open and be waiting at the door. The early bird gets the worm, you know.”

Appendix R: Assessment Lesson Nine

Name _____

1. Draw a line from the capital to the lower case letter.

A **r**

R **a**

W **w**

X **m**

M **x**

2. Put a capital L on the left side and a capital R on the right side of this worksheet.

3. Draw an arrow along the sentence below that shows the direction we read.

The early bird gets the worm.

Appendix S: Side 1

Name _____

It's raining cats and dogs.

Appendix S: Side 2

It's raining cats and dogs.

People use this saying to mean that it is raining very, very hard.

“We’d better ride the bus home today. If we walk, we’ll get soaked. It’s raining cats and dogs.”

Appendix T: Assessment Ten

Name _____

It's raining cats and dogs.

1. Circle the capital letter at the beginning of the sentence above.
2. Circle the period at the end of the sentence above.
3. Put a slash (/) mark between each word in the sentence above.
4. Put a capital L on the left side and a capital R on the right side of this worksheet.

Appendix U: Side 1

Name _____

April showers bring May flowers.

Appendix U: Side 2

April showers bring May flowers.

People use this saying to mean that something unpleasant can cause something pleasant to happen, just as spring rains cause flowers to bloom.

Bob had caught chicken pox and he couldn't go to the fair. "Cheer up, Bob," said his mother. "April showers bring May flowers: you have to stay home, but now we have time to work on that big new puzzle you've been wanting to put together."

Appendix V: Assessment Lesson Eleven

Name _____

April showers bring May flowers.

1. Circle the Capital letter at the beginning of the sentence above.
2. Circle the period at the end of the sentence above.
3. Put a slash (/) mark between each word in the sentence above.
4. Put a capital L on the left side and a capital R on the right side of this worksheet.

5. Draw an arrow along the sentence above that shows the direction we read.

Appendix W

Do unto



as



would have them do

unto



Appendix X

A  for everything
and

everything in its



Appendix Y



makes 100%.

Appendix Z

Where there's a



there's a



Appendix AA

 from little  grow.

Appendix BB

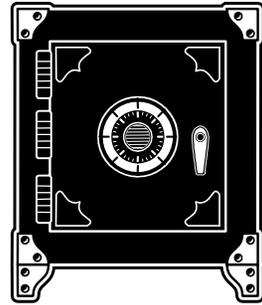


before you



Appendix CC

Better



than



Appendix DD

A  is  best friend.

Appendix EE

The early  gets the 

Appendix FF

It's



and



Appendix GG

April  bring

May 