Language Arts Pacing Guide

Grade: K EL Module 1- Toys and Play Unit 1 -Engaging In Close Read Alouds Dates: 9/3/24-10/25/24

Day/ Date	Lesson Number/ Name (page #s)	Time	Learning Targets	Lesson Activities	Ongoing Assessment	Resources
	Lesson 1: Speaking and Listening: Playing Together Pages: 28-38	60 min	■ I can participate in conversations with my classmates. (SL.K.1) ■ I can draw a picture to show how to make playing together fun. (W.K.2)	**Opening** Reading Aloud: Letter from the Principal (10 minutes) **Work Time** Introducing Learning Targets: "The Magic Bow" (5 minutes) Structured Discussion: What Can We Do to Make Playing Together Fun? (15 minutes) Independent Writing: What Can We Do to Make Playing Together Fun? (20 minutes) **Closing and Assessment** Reflecting on Learning (10 minutes)	Circulate and observe students' interactions as they engage in conversations with one another. (Use the Speaking and Listening Checklist to assess students' progress.) Collect students' Making Playing Together Fun response sheets from Work Time C to gather initial evidence on what they already know about playing.	Think-Pair-Share anchor chart and Protocol Conversation Partner anchor chart Word Wall Words: play, toy (Make sure word wall set up)
	Lesson 2: Reading, Speaking, and Listening: Close Read-Aloud Session 1 and Play and Exploration with Play Dough Pages: 39-48	60 min	■ I can participate in conversations with my classmates. (SL.K.1) ■ I can identify characters in a story that is read to me. (RL.K.1, RL.K.3)	**Opening** Establishing Norms for Conversation (5 minutes) **Work Time** Close Read-aloud, Session 1: Llama Llama Time to Share (15 minutes) Developing Language: Play and Exploration with Play Dough (30 minutes) **Closing and Assessment** Reflecting on Learning (10 minutes)	During Work Time B, circulate and observe. Consider using the Speaking and Listening Checklist to assess students' progress. During the Think-Pair-Share, listen as students converse about their playtime.	Discussion Norms Anchor Chart Conversation Partner Anchor Chart Think-Pair-Share Anchor 3 lb tubs of play dough

	Lesson 3: Reading, Speaking, and Listening: Close Read aloud Session 2 and Play and Exploration with Pattern Blocks Pages: 49-58	60 min	■ I can participate in conversations with my classmates about our play and our materials. (SL.K.1) ■ I can use illustrations in the text to describe how Llama Llama feels. (RL.K.1, RL.K.7)	**Opening** Reinforcing Norms for Conversation (5 minutes) **Work Time** Close Read-aloud, Session 2: Llama Llama Time to Share (20 minutes) Developing Language: Play and Exploration with Pattern Blocks (25 minutes) **Closing and Assessment** Reflecting on Learning (5 minutes) Shared Writing: Ways We Take Care Brainstorm Chart (5 minutes)	During Work Time B, circulate and observe students' interactions as they play together. Consider using the Speaking and Listening Checklist. During the Think-Pair-Share protocol in the Closing, observe students conversing about their playtime.	Class set of Pattern Blocks Discussion Norms Anchor Chart Llama Llama Feelings Anchor Chart Think-Pair-Share Anchor Chart and Protocol
	Lesson 4: Reading, Speaking, and Listening: Close Read-Aloud Session 3 and Play and Exploration with Dramatic Toys Pages: 59-67	60 min	■ I can participate in conversations with my classmates about our play and our materials. (SL.K.1) ■ I can use illustrations in the text to describe how Llama Llama feels. (RL.K.1, RL.K.7)	**Opening** Toys and Play Word Wall (5 minutes) **Work Time** Close Read-aloud, Session 3: Llama Llama Time to Share (20 minutes) Developing Language: Play and Exploration with Dramatic Toys (25 minutes) **Closing and Assessment** Reflecting on Learning (5 minutes) Shared Writing: Ways We Take Care Brainstorm Chart (5 minutes)	During Work Time B, circulate and observe students' interactions as they play together. Consider using the Speaking and Listening Checklist to assess students' progress. During the Think-Pair-Share protocol in the Closing, listen as students converse about their playtime.	Class set of dramatic play toys. Word Wall Word: include Llama Llama Feelings Anchor Chart Think-Pair-Share anchor chart and Protocol
	Lesson 5: Unit 1	60 min	■ I can participate in conversations with my	**Opening**	Students finish listening to Llama	Class set of whiteboards and

	Assessment: Close Read-aloud Culminating Task and Reflecting on Playing with Others Pages 68-76		classmates. (SL.K.1) ■ I can use details from the text to explain how and why Llama Llama changes his mind about sharing. (RL.K.1, RL.K.7)	Setting a Purpose: "Talk and Listen" Song (5 minutes) **Work Time** Close Read-aloud, Session 4: Llama Llama Time to Share (15 minutes) Exploring Classroom Toys or Unit 1 Assessment: Close Read-aloud Culminating Task (30 minutes) **Closing and Assessment** Reflecting on Learning (10 minutes)	Llama Time to Share and complete a culminating task to answer the focusing question: "What does Llama Llama learn about sharing with others?"As students complete the culminating task in small groups, gather evidence. During the paired discussion portion of the assessment, observe and note evidence of students' progress toward the Speaking and Listening Checklist.	whiteboard markers Llama Llama Feelings Anchor Chart Think-Pair-Share anchor chart and Protocol
	Lesson 6: Shared Writing: A Letter Back to the Principal Pages 77-86	60 min	■ I can participate in conversations with my classmates about our play and our materials. (SL.K.1)	**Opening** Engaging the Learning: Reviewing the "Play Today" Poem (5 minutes) Shared Reading: Letter from Principal (5 minutes) **Work Time** Structured Discussion and Role Play: Commitments for Playing Together (15 minutes) Shared Writing: Letter to the Principal (20 minutes) **Closing and Assessment** Writing and Drawing: Reflecting on Personal Playing Commitments (15 minutes)	Use the Speaking and Listening Checklist (see Assessment Checklists) to track students' progress toward SL.K.1. During Work Time A, circulate and listen for students to provide details about sharing materials and playing together.	Commitments for Playing Together Anchor Chart (Photographs of students showing commitments) Class set of whiteboards and whiteboard markers Think-Pair-Share Anchor Chart and Protocol Discussion Norms Anchor Chart
	Lesson 7: Independent Writing and	60 min	■ I can write with pictures and words to describe my playing commitment.	**Opening** Building Vocabulary: "Play Today" poem (5	Use the Formative Assessment sheet (see Assessment Checklists) for this unit to track students' progress toward	Commitments for Playing Together Anchor Chart

	Drawing: My Playing Commitment Pages 87-94		(W.K.2) ■ I can participate in conversations with my classmates about our play and our materials. (SL.K.1)	minutes) **Work Time** Shared Reading: Commitments for Playing Together and Letter to the Principal (10 minutes) Small Group Practice: Playing Commitments Role Play (10 minutes) Independent Writing and Drawing: My Playing Commitment (20 minutes) **Closing and Assessment** Sharing and Celebrating: Pair Share (10 minutes)	SL.K.1. Focus on students who have yet to demonstrate progress toward these standards. During Work Time B, circulate and observe students individually writing and drawing about their personal playing commitment. Collect students' work from Work Time B and assess their writing and drawing samples.	

Module 1 (6 weeks k-2, 8 weeks 3-8) 9/3/24- 10/25/24
Module 2- 10/28/24- 12/20/24 (wiggle room to line up unpacking module 3 pd)
Module 3- 1/21/25- 3/21/25
Module 4- 3/24/25- 5/30/25