

Language Arts Pacing Guide

Grade: K

EL Module 1- Toys and Play Unit 2 Speaking and Listening-Becoming Toy Experts

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: Describing Toys Pages: 107-112	60 min	<ul style="list-style-type: none"> ■ I can describe a toy. (SL.K.1, SL.K.4, L.K.1f) 	<p>Opening</p> <p>Back-to-Back and Face-to-Face: Letter from the Principal (10 minutes)</p> <p>Work Time</p> <p>Working with Vocabulary: Toys and Play Word Wall (10 minutes)</p> <p>Developing Language: Exploring and Describing Toys (30 minutes)</p> <p>Closing and Assessment</p> <p>Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> ■ Observe students’ ability to follow the steps of the Back-to-Back and Face-to-Face protocol. ■ During Work Time A, listen for students to correctly suggest names of classroom toys. ■ During Work Time B and the Closing, use the Speaking and Listening Checklist to track students’ progress toward the standards listed. Listen for students to use physical attributes (color, shape, size, or texture) when describing their toy to a partner or the whole group. 	Back to Back and Face to Face anchor chart and protocol
	Lesson 2: Reading and Discussion: Describing the Color and Size of Toys Pages: 113-122	60 min	<ul style="list-style-type: none"> ■ I can describe the attributes of a toy by telling about its color and size. (SL.K.1, SL.K.4, L.K.1f) 	<p>Opening</p> <p>Engaging the Reader: Toy Riddles, Pages 1-6 (5 minutes)</p> <p>Work Time</p> <p>Reading Aloud: Attributes of Toys, Pages 1-4 (10 minutes)</p> <p>Engaging the Learner: Attributes Game and Charts (15 minutes)</p> <p>Developing Language: Exploring and</p>	<ul style="list-style-type: none"> ■ Use the Speaking and Listening Checklist to track students’ progress toward the Speaking and Listening standards listed. ■ During the Opening, listen for students to use the attributes listed in the riddle to correctly guess the toy name. As needed, guide them toward noticing these words. 	Prepare Toys and Play Word Wall cards by choosing six to eight toys that are available in your classroom. Write or type the words in large print on a card and create or find a visual to

				<p>Describing Toys (20 minutes)</p> <p>Closing and Assessment</p> <p>Reflecting on Learning (10 minutes)</p>	<ul style="list-style-type: none"> ■ During Work Time B, listen for students to suggest appropriate color and size attributes to add to the Color Words and Size Words anchor charts. ■ During Work Time C, listen for students to use color and size attributes to describe their toy. ■ During the Closing, observe students who have not yet shared ideas to add to the Color Words and Size Words anchor charts. Invite those students to share; support as needed. 	<p>accompany each word. Examples might include blocks, cars, dolls, puppets, Legos, pattern blocks, play dough, and puzzles.</p> <p>Color Words Anchor Chart and Size Words Anchor Chart</p> <p>Classroom toys will be needed throughout this unit for both play and exploration. Consider choosing toys similar to those in Unit 1.</p>
	<p>Lesson 3: Reading and Discussion:</p> <p>Describing the Shape and Texture of Toys</p> <p>Pages: 123-132</p>	<p>60 min</p>	<ul style="list-style-type: none"> ■ I can describe the attributes of a toy by telling about its shape and texture. (SL.K.1, SL.K.4, L.K.1f) 	<p>Opening</p> <p>Engaging the Reader: Toy Riddles, pages 7–10 (5 minutes)</p> <p>Work Time</p> <p>Reading Aloud: Attributes of Toys, pages 5–9 (10 minutes)</p> <p>Engaging the Learner: Attributes Game and Charts (15 minutes)</p> <p>Developing Language: Exploring and Describing Toys (20 minutes)</p> <p>Closing and Assessment</p>	<ul style="list-style-type: none"> ■ Use the Speaking and Listening Checklist to track students’ progress toward the Speaking and Listening standards listed. During the Opening, listen for students to use the attributes listed in the riddle to correctly guess the toy name. As needed, guide students toward noticing these words. ■ During Work Time B, listen for students to suggest appropriate shape and texture attributes to add to the Shape Words and 	<p>Shape Words Anchor Chart</p> <p>Texture Words Anchor Chart</p>

				<p>Reflecting on Learning (10 minutes)</p>	<p>Texture Words anchor charts.</p> <ul style="list-style-type: none"> ■ During Work Time C, listen for students to use shape and texture language to describe their toy. ■ During the Closing, observe students who have not yet shared ideas to add to the Shape Words and Texture Words anchor charts. 	
<p>Lesson 4: Speaking and Listening: Describing and Sorting Toys Pages: 133-141</p>	<p>60 min</p>	<ul style="list-style-type: none"> ■ I can describe the attributes of a toy by telling about its color, size, shape, and texture. (SL.K.1, SL.K.4, L.K.5c) ■ I can sort toys into groups by the same attribute. (L.K.5a) 	<p>Opening Engaging the Reader: Toy Riddles, Pages 11–14 (5 minutes)</p> <p>Work Time Shared Writing: Writing a Toy Riddle (10 minutes) Engaging the Learner: Attributes I Spy Game (15 minutes) Developing Language: Sorting Toys (20 minutes)</p> <p>Closing and Assessment Back-to-Back and Face-to-Face: Sharing about Sorting (10 minutes)</p>	<ul style="list-style-type: none"> ■ Throughout the lesson use the Speaking and Listening Checklist to track students' progress toward the Speaking and Listening standards listed. ■ During Work Time A, students should generate attributes used to describe a particular toy. ■ During Work Time B, observe students to determine whether they are able to recognize the words on the color, size, shape, and texture cards. ■ During Work Time C, listen for students to use descriptive language when sorting toys. ■ During the Closing, listen for students to participate in the Back-to-Back, Face-to-Face protocol. 	<p>Back to Back and Face to Face anchor chart an protocol</p> <p>Color words anchor chart</p> <p>Size words anchor chart</p> <p>Shape words anchor chart</p> <p>Texture words anchor chart</p>	
<p>Lesson 5: Speaking and Listening:</p>	<p>60 min</p>	<ul style="list-style-type: none"> ■ I can participate in conversations with my classmates about the toys we prefer. (SL.K.1, L.K.1f) 	<p>Opening Engaging The Learner: "Toys in Our Class" song (10 minutes)</p>	<ul style="list-style-type: none"> ■ During Work Time B, listen as students describe their preferences using sentence frames. Document student progress toward L.K.1f on the 	<p>Think Pair Share anchor chart</p> <p>Color Words anchor chart</p>	

	<p>Toy Preferences</p> <p>Pages: 142-151</p>			<p>Work Time</p> <p>Reading Aloud: Toys Galore (15 minutes)</p> <p>Building Vocabulary: Would You Prefer? (10 minutes)</p> <p>Structured Discussion: Toy Preferences (15 minutes)</p> <p>Closing and Assessment</p> <p>Drawing and Writing: My Preferred Toy (10 minutes)</p>	<p>Speaking and Listening Checklist.</p> <ul style="list-style-type: none"> ■ During Work Time C, listen to student conversations and document progress toward SL.K.1 and L.K.1f on the Speaking and Listening Checklist. ■ Collect student drawings from the Closing. Use these work samples to support and adjust instruction during the writing and drawing portions of Lessons 6–7. 	<p>Size Words anchor chart</p> <p>Shape Words anchor chart</p> <p>Texture Words anchor</p> <p>Discussion Norms anchor chart</p> <p>Conversation Partners chart</p> <p>Think Pair Share protocol</p>
	<p>Lesson 6:</p> <p>Writing and Drawing:</p> <p>Describing Classroom Toys</p> <p>Pages 152-161</p>	<p>60 min</p>	<ul style="list-style-type: none"> ■ I can use details from the text to describe the ways we can play with toys. (RI.K.1, RI.K.4) ■ I can use pictures and words to describe a classroom toy. (W.K.2, L.K.5c, L.K.6) 	<p>Opening</p> <p>Engaging the Learner: Would You Prefer? (5 minutes)</p> <p>Work Time</p> <p>Focused Read-aloud: Toys Galore, Pages 1–11 (15 minutes)</p> <p>Modeling: Examining and Drawing Toys (10 minutes)</p> <p>Independent Practice: Examining and Drawing Toys (20 minutes)</p> <p>Closing and Assessment</p> <p>Think-Pair-Share: Sharing Drawings (10 minutes)</p>	<ul style="list-style-type: none"> ■ During Work Time A, listen for students to identify words that describe toys and the actions that toys make. Document progress on the Speaking and Listening Checklist. ■ During Work Time C, circulate and observe students individually drawing and writing about a classroom toy. Collect student drawing and writing samples to assess progress. 	<p>Color Words anchor chart</p> <p>Size Words anchor chart</p> <p>Shape Words anchor chart</p> <p>Texture Words anchor chart</p> <p>Classroom Toys Chart</p> <p>Think pair share protocol</p>

<p>Lesson 7:</p> <p>Reading Informational Text and Writing and Drawing: Describing Classroom Toys</p> <p>Pages 162-170</p>	<p>60 min</p>	<ul style="list-style-type: none"> I can use details from the text to describe the ways we can play with toys. (RI.K.1, RI.K.4) I can use pictures and words to describe a classroom toy. (W.K.2, L.K.5c, L.K.6) 	<p>Opening</p> <p>Engaging the Learner: Would You Prefer? (5 minutes)</p> <p>Work Time</p> <p>Focused Read-aloud: Toys Galore. Pages 12–23 (15 minutes)</p> <p>Modeling: Examining and Drawing Toys (10 minutes)</p> <p>Independent Practice: Examining and Drawing Toys (20 minutes)</p> <p>Closing and Assessment</p> <p>Back-to-Back and Face-to-Face: Sharing Drawings (10 minutes)</p>	<ul style="list-style-type: none"> During Work Time A, listen for students to identify words that describe toys and the actions that toys make. During Work Time C, circulate and observe students individually drawing and writing about a classroom toy. Collect drawings with accompanying labels to assess progress. 	<p>Color Words anchor chart</p> <p>Size Words anchor chart</p> <p>Shape Words anchor chart</p> <p>Texture Words anchor chart</p> <p>Back to Back and Face to Face anchor chart and protocol</p>
<p>Lesson 8:</p> <p>Speaking and Listening: Discussing Toy Preferences</p> <p>Pages 171-179</p>	<p>60 min</p>	<ul style="list-style-type: none"> I can use details from the text to describe the ways we can play with toys. (RI.K.1, RI.K.4) I can participate in conversations with my classmates about the toys we prefer. (SL.K.1, L.K.1f, L.K.6) 	<p>Opening</p> <p>Engaging the Learner: “Toys in Our Class” song (5 minutes)</p> <p>Work Time</p> <p>Focused Read-aloud: Toys Galore. Pages 24–30 (15 minutes)</p> <p>Modeling: Discussing Toy Preferences (10 minutes)</p> <p>Structured Play and Discussion: Discussing Toy Preferences (20 minutes)</p> <p>Closing and Assessment</p> <p>Sharing Toy Preferences (10 minutes)</p>	<ul style="list-style-type: none"> Use the Speaking and Listening Checklist (see Assessment Checklists) to track students’ progress toward speaking and listening standards listed for this lesson. During Work Time C, listen as pairs state their toy preferences and reasoning behind those preferences. Note evidence of progress. During Work Time C, listen for students using descriptive language and vocabulary gained from the focused read-aloud sessions and structured discussion (L.K.6). Note those who struggle with this skill and adjust support and instruction during the assessment portion of 	<p>Color Words anchor chart</p> <p>Size Words anchor chart</p> <p>Shape Words anchor chart</p> <p>Texture Words anchor chart</p>

<p>Lesson 9: Unit 2 Assessment, Part 1: Selecting, Writing, and Talking About Our Classroom Toy Preferences Pages 180-188</p>	<p>60 min</p>	<ul style="list-style-type: none"> I can write about the classroom toy I prefer. (W.K.1, L.K.6) I can participate in conversations with my classmates about the classroom toy I prefer. (SL.K.1) 	<p>Opening Engaging the Learner: “Toys in Our Class” song (10 minutes)</p> <p>Work Time Unit 2 Assessment, Part I: Selecting, Writing, and Talking about the Classroom Toy I Prefer (25 minutes)</p> <p>Shared Writing: Letter Back to the Principal (15 minutes)</p> <p>Closing and Assessment Reflecting on Learning (10 minutes)</p>	<p>Lesson 9.</p> <ul style="list-style-type: none"> Use the Informational/Explanatory Writing and Speaking and Listening Checklists (see Assessment Checklists) to track students’ progress toward the standards listed for this lesson. During Work Time A, watch and listen for evidence of students’ following the Conversation Norms during the Back-to-Back and Face-to-Face protocol. Collect students’ completed Unit 2 Assessment, Part I recording forms at the end of the lesson and assess their writing samples for progress. 	<p>Discussion Norms anchor chart</p> <p>Back to Back and Face to Face anchor chart</p> <p>Back to Back and Face to Face protocol</p>
<p>Lesson 10; Unit 2 Assessment, Part 2: Writing About the Classroom Toys We Prefer Pages 189-195</p>	<p>60 min</p>	<ul style="list-style-type: none"> I can describe the classroom toy I prefer using pictures and words. (W.K.1, L.K.5c, L.K.6) I can participate in conversations with my classmates about the classroom toy I prefer. (SL.K.1) 	<p>Opening Engaging the Learner: “Toys in Our Class” song (5 minutes)</p> <p>Work Time Unit 2 Assessment, Part II: Writing about the Classroom Toys We Prefer (30 minutes)</p> <p>Structured Discussion: Sharing the Classroom Toys We Prefer (15 minutes)</p> <p>Closing and Assessment Choral Reading: Letter Back to the Principal (5 minutes)</p> <p>Building Vocabulary: “Toys in Our Class” song (5 minutes)</p>	<ul style="list-style-type: none"> Use the Speaking and Listening Checklist (see Assessment Checklists) to track students’ progress toward SL.K.1. During Work Time B, listen for evidence of students following the Discussion Norms during the Back-to-Back and Face-to-Face protocol. Collect students’ completed Unit 2 Assessment, Part II recording forms at the end of the lesson and assess their writing samples for progress. 	<p>Color words anchor chart</p> <p>Size words anchor chart</p> <p>Shape words anchor chart</p> <p>Texture words anchor chart</p> <p>Discussion norms anchor chart</p> <p>Back to Back and Face to Face to Face protocol</p>

K Module 1 Unit 2

*This unit is approximately 2 weeks or 10 sessions of instruction

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