

## Language Arts Pacing Guide

Grade: K EL Module 1- Toys and Play Unit 3 -Writing to Show Our Learning: Toys Our Classmates Prefer Dates: 9/3/24-10/25/24

Day/ Date	Lesson Number/ Name (page #s)	Time	Learning Targets	Lesson Activities	Ongoing Assessment	Resources
	Lesson 1: Reading, Speaking, and Listening: Close Read aloud Session 1 Sorting Photos  Pages: 206-216	60 min	<ul style="list-style-type: none"> <li>■ I can identify the characters and setting in a story that is read to me. (RL.K.1, RL.K.3)</li> <li>■ I can sort toys into groups of toys now and toys from long ago. (L.K.5a)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Reading Aloud: Letter from the Principal</a> (10 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Close Read-aloud. Session 1: Have Fun, Molly Lou Melon</a> (20 minutes)</p> <p><a href="#">Noticing and Wondering: Sorting Photos of Toys</a> (20 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Establishing Discussion Norms: Ways We Ask Others Questions anchor chart</a> (10 minutes)</p>	<p>During Work Time A, monitor students' general understanding of the text Have Fun, Molly Lou Melon by listening to them discuss the main characters and setting of the text (RL.K.1, RL.K.3).</p> <p>During Work Time B, circulate and observe how students sort the photos of toys. Listen for them to explain how they are making groups as they sort the photos and support as needed (L.K.5a).</p>	<p>Ways we ask others questions anchor chart</p> <p>Conversation Partner chart</p> <p>Grandma Teaches Molly Lou Anchor Chart</p> <p>Word Wall word: imagination</p>
	Lesson 2: Reading, Speaking, and Listening: Close Read aloud Session 2 and Exploring Photos  Pages: 217-227	60 min	<ul style="list-style-type: none"> <li>■ I can describe what Grandma teaches Molly Lou about toys using details in the text. (RL.K.1, RL.K.4, RL.K.7)</li> <li>■ I can ask a question to learn about my classmate. (SL.K.3, L.K.1d)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Song and Movement: "Toys from Long Ago" Song</a> (5 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Close Read-aloud. Session 2: Have Fun, Molly Lou Melon, Pages 1-8</a> (20 minutes)</p> <p><a href="#">Noticing and Wondering: Toys Long Ago Guessing Game</a> (20 minutes)</p> <p><a href="#">Reading Aloud: Playing with Friends</a> (10 minutes)</p> <p><b>Closing and Assessment</b></p>	<p>During Work Time A, listen for students to describe what Grandma teaches Molly Lou using details in the text (RL.K.1).</p> <p>During Work Time B, circulate and listen for students to use the guessing game sentence frame to name and describe photos of toys from long ago (SL.K.3).</p> <p>During the Closing, students turn and talk to a classmate to practice the skill of asking a question. Monitor students</p>	<p>Ways we ask others questions anchor chart</p> <p>Conversation Partner chart</p> <p>Grandma Teachers Molly Lou anchor chart</p> <p>Shape words anchor chart</p>

				<p><a href="#">Reflecting on Learning</a> (5 minutes)</p>	<p>as they ask a question and listen to their partner’s response. Also, listen for students to share their partner’s idea with the whole group. Direct students to the Ways We Ask Others Questions anchor chart as needed and consider using the Speaking and Listening Checklist to monitor progress (SL.K.3).</p>	
<p>Lesson 3: Reading, Speaking, and Listening: Close Read aloud Session 3 and Play and Exploration</p> <p>Pages: 228-238</p>	<p>60 min</p>	<ul style="list-style-type: none"> <li>■ I can describe what Grandma teaches Molly Lou using details in the text. (RL.K.1, RL.K.4, RL.K.7)</li> <li>■ I can ask questions to learn about my classmates. (SL.K.3, L.K.1d, L.K.1f)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Song and Movement: Toys from Long Ago” song</a> (5 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Close Read-aloud. Session 3: Have Fun, Molly Lou Melon, Pages 9–14</a> (20 minutes)</p> <p><a href="#">Play and Exploration: Hot and Cold Game</a> (20 minutes)</p> <p><a href="#">Reading Aloud: Playing with Friends</a> (10 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Reflecting on Learning</a> (5 minutes)</p>	<p>During Work Time A, listen for students to describe what Grandma teaches Molly Lou using details in the text (RL.K.1).</p> <p>During Work Time B, monitor students’ participation in the Hot and Cold game by listening for them to correctly provide clues about the location of the hidden thimble. To support positive play, refer to the Commitments for Playing Together anchor chart as needed (SL.K.3).</p> <p>During the Closing, students turn and talk to a classmate to practice the skill of asking a question. Monitor students as they ask a question and listen to their partner’s response. Also, listen for students to share their partner’s idea with the whole group. Direct students to the Ways We Ask Others Questions anchor chart as needed (SL.K.3, L.K.1, L.K.1d, L.K.1f).</p>	<p>Ways we ask others questions anchor chart</p> <p>Conversation partner chart</p> <p>Grandma Teaches Molly Lou Anchor Chart</p> <p>Commitments for playing together anchor chart</p> <p>Ways we ask others questions anchor chart</p>	
<p>Lesson 4: Reading, Speaking, and Listening: Close Read</p>	<p>60 min</p>	<ul style="list-style-type: none"> <li>■ I can describe the toys that Gertie and Molly Lou prefer by using details in the text. (RL.K.1, RL.K.4, RL.K.7)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Song and Movement: “Toys from Long Ago” Song</a> (5 minutes)</p>	<p>During Work Time A, listen for students to describe the toys Molly Lou and Gertie prefer using details in the text (RL.K.1, RL.K.4, RL.K.7).</p>	<p>Toys Molly Lou and Gertie Prefer anchor chart</p> <p>Ways we ask</p>	

	<p>aloud Session 4 and Play and Exploration</p> <p>Pages: 237-246</p>		<ul style="list-style-type: none"> <li>I can ask questions to learn about my classmates. (SL.K.3, L.K.1d, L.K.1f, L.K.5b)</li> </ul>	<p><b>Work Time</b></p> <p><a href="#">Close Read-aloud, Session 4: Have Fun, Molly Lou Melon, Pages 15–20</a> (20 minutes)</p> <p><a href="#">Play and Exploration: Drop the Handkerchief Game</a> (20 minutes)</p> <p><a href="#">Reading Aloud: Playing with Friends</a> (10 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Reflecting on Learning</a> (5 minutes)</p>	<p>During Work Time B, monitor students’ participation in the Drop the Handkerchief game to ensure that students move safely around the circle. To support positive play, refer to the Commitments for Playing Together anchor chart as needed.</p> <p>During the Closing, monitor students as they ask a question and listen to their partner’s response. Also, listen for students to share their partner’s idea with the whole group. Direct students to the Ways We Ask Others Questions anchor chart as needed (SL.K.3, L.K.1, L.K.1d, L.K.1f).</p>	<p>others questions anchor chart</p> <p>Commitments for Playing Together anchor chart</p>
	<p>Lesson 5: Reading, Speaking, and Listening: Close Read aloud Session 5 and Drawing and Writing</p> <p>Pages: 246-255</p>	<p>60 min</p>	<ul style="list-style-type: none"> <li>I can describe the toys that Gertie and Molly Lou prefer using details in the text. (RL.K.1, RL.K.7)</li> <li>I can draw a new toy using pictures and words. (W.K.2)</li> <li>I can ask questions to learn about my classmates. (SL.K.3, SL.K.4, L.K.1d, L.K.1f)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Poem and Movement: “Jack-in-the-Box” poem</a> (5 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Close Read-aloud, Session 5: Have Fun, Molly Lou Melon, Pages 21–24</a> (20 minutes)</p> <p><a href="#">Drawing and Writing: Imagining a New Toy</a> (20 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Sharing and Learning: Toy Drawings</a> (10 minutes)</p>	<p>During Work Time A, listen for students to describe the toys Molly Lou and Gertie prefer using details in the text (RL.K.1, RL.K.7).</p> <p>During Work Time B, listen as students share their toy idea with a partner to notice whether they are able to think of an idea and then share it. As students draw and write about a new toy, circulate and notice whether they are able to record their idea using pictures and words (W.K.2, SL.K.4).</p> <p>During the Closing, listen as students ask a partner a question about their drawing of a toy. Notice whether students use question words to form a question, and whether the question makes sense. Redirect students to the Ways We Ask Others Questions anchor chart as needed (SL.K.3, SL.K.4, L.K.1, L.K.1d, L.K.1f).</p>	<p>Toys Molly Lou and Gertie Prefer anchor chart</p> <p>Color words anchor chart</p> <p>Conversation Partner chart</p> <p>Size words anchor chart</p> <p>Shape words anchor chart</p> <p>Texture words anchor chart</p> <p>Ways we ask others questions anchor chart</p> <p>Recycled</p>

						materials for handmade toys
Lesson 6: Reading, Speaking, and Listening: Close Read aloud Session 6 and Developing Language  Pages: 256-264	60 min	<ul style="list-style-type: none"> <li>I can describe how Gertie’s toy preferences changed using details in the text. (RL.K.1, RL.K.4, RL.K.7)</li> <li>I can create a toy using my drawing. (W.K.2)</li> <li>I can ask questions to learn about my classmates. (SL.K.3, SL.K.4, L.K.1d, L.K.1f)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Poem and Movement: “Little Ball” poem</a> (5 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Close Read-aloud, Session 6: Have Fun, Molly Lou Melon, Pages 25–29</a> (20 minutes)</p> <p><a href="#">Developing Language: Creating a New Toy</a> (30 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Reflecting on Learning</a> (5 minutes)</p>	<p>During Work Time A, listen for students to describe how Gertie’s toy preferences have changed using details in the text (RL.K.1, RL.K.4, RL.K.7).</p> <p>During Work Time B, circulate and observe as students create their toy. Notice whether students are able to use their drawing as a plan for creating their toy. Also, notice whether they are able to describe the toy they are creating (W.K.2, SL.K.4).</p> <p>During the Closing, listen for students to ask their partner a question about his or her toy creation. Also, listen for students to answer questions about their own toy creations (SL.K.3, SL.K.4, L.K.1d, L.K.1f).</p>	<p>Toys Molly Lou and Gertie Prefer anchor chart</p> <p>Ways We Ask others questions anchor chart</p> <p>Conversation Partner chart</p> <p>Recycled materials for handmade toys</p>	
Lesson 7: Reading, Speaking, and Listening: Close Read aloud Session 7  Pages: 265-274	60 min	<ul style="list-style-type: none"> <li>I can use details from the text to describe how Gertie’s toy preferences change. (RL.K.1, RL.K.7)</li> <li>I can ask questions to learn about my classmates’ toy creations. (SL.K.3, L.K.1d)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Song and Movement: “My Favorite Toys” song</a> (5 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Close Read-aloud, Session 7: Have Fun, Molly Lou Melon</a> (20 minutes)</p> <p><a href="#">Culminating Task: Sharing Ideas about Gertie</a> (10 minutes)</p> <p><a href="#">Structured Discussion: Learning about Classmates’ Toy Creations</a> (15 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Reflecting on Learning</a> (10 minutes)</p>	<p>In this lesson, students finish listening to Have Fun, Molly Lou Melon and complete a culminating task to describe how Gertie’s toy preferences change throughout the course of the text. This lesson provides an opportunity to assess students’ progress toward RL.K.1, RL.K.7, and SL.K.3. Collect students’ response sheets for the culminating task to serve as evidence of progress toward standards RL.K.1 and RL.K.7 and to inform instruction for subsequent lessons (RL.K.1, RL.K.7, SL.K.3).</p> <p>During the paired discussion in Work Time C, observe and note evidence of</p>	<p>Discussion Norms anchor chart</p> <p>Ways we ask others questions anchor chart</p> <p>Conversation anchor chart</p>	

					progress toward standard SL.K.3 on the Speaking and Listening Checklist (SL.K.3).	
Lesson 8: Speaking and Listening: Learning about Others Toy Preferences  Pages: 275-282	60 min	<ul style="list-style-type: none"> <li>I can ask questions to learn about the toys my classmates prefer. (SL.K.3, L.K.1d)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Song and Movement: "My Favorite Toys" Song</a> (5 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Modeling: Asking Others Questions</a> (15 minutes)</p> <p><a href="#">Speaking and Listening: Whole Class Interview Practice</a> (15 minutes)</p> <p><a href="#">Speaking and Listening: Peer Interview Practice</a> (20 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Reflecting on Learning</a> (5 minutes)</p>	<p>During Work Time B, listen as students ask questions and document progress toward SL.K.3 on the Speaking and Listening Checklist. Use this information to support students who struggle to ask questions during Work Time C.</p> <p>During Work Time C, circulate and listen as pairs practice interviewing each other, focusing on those students whom you have yet to observe showing progress toward SL.K.3.</p>	<p>Ways we ask others questions anchor chart</p> <p>Conversation anchor chart</p> <p>Llama Llama puppet</p>	
Lesson 9: Unit 3 Assessment, Part 1: Interviewing a Classmate  Pages: 283-290	60 min	<ul style="list-style-type: none"> <li>I can ask questions to learn about the toys my classmates prefer. (W.K.8, SL.K.3, L.K.1d)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Song and Movement: "My Favorite Toys" Song</a> (5 minutes)</p> <p><a href="#">Engaging the Learner: Introducing the Assessment</a> (5 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Unit 3 Assessment, Part I with Group A: Interviewing a Classmate</a> (20 minutes)</p> <p><a href="#">Unit 3 Assessment, Part I with Group B: Interviewing a Classmate</a> (20 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Reflecting on Learning</a> (10 minutes)</p>	<p>During Work Times A and B, observe as students interview each other and document progress and mastery of SL.K.3 and W.K.8 on the Speaking and Listening Checklist (see Assessment Checklists).</p>	<p>Toy Baskets</p>	

<p>Lesson 10: Unit 3 Assessment, Part 2: Interviewing a Classmate</p> <p>Pages: 291-298</p>	<p>60 min</p>	<ul style="list-style-type: none"> <li>I can ask questions to learn about the toys my classmates prefer. (W.K.8, SL.K.3, L.K.1d)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Song and Movement: “My Favorite Toys” Song</a> (5 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Unit 3 Assessment, Part II with Group A: Interviewing a Classmate</a> (20 minutes)</p> <p><a href="#">Unit 3 Assessment, Part II with Group B: Interviewing a Classmate</a> (20 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Reflecting on Learning</a> (15 minutes)</p>	<p>During Work Times A and B, observe as students interview one another and document progress and mastery of SL.K.3 and W.K.8 on the Speaking and Listening Checklist (see Assessment Checklists) (W.K.8, SL.K.3).</p>	<p>Toy Baskets</p>
<p>Lesson 11: Performance Task-Informational Writing: Describing a Classmate’s Toy Preference</p> <p>Pages:299- 306</p>	<p>60 min</p>	<ul style="list-style-type: none"> <li>I can describe the toy my classmate prefers using pictures and words. (W.K.2, W.K.8, L.K.2c, L.K.2d)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Song and Movement: “Little Ball” Song</a> (5 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Drawing and Writing: Describing a Classmate’s Toy Preference</a> (20 minutes)</p> <p><a href="#">Independent Writing: Describing a Classmate’s Toy Preference</a> (30 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Reflecting on Learning</a> (5 minutes)</p>	<p>During Work Time A, as students draft their writing and drawings about a classmate’s toy preferences, circulate and note progress toward the writing and language standards of this lesson (W.K.2, W.K.8, L.K.2c, L.K.2d).</p>	<p>Color words anchor chart</p> <p>Shape words anchor chart</p> <p>Size words anchor chart</p> <p>Texture words anchor chart</p> <p>Classroom Toys anchor chart</p>
<p>Lesson 12: Performance Task-Informational Writing: Describing a Classmates Toy Preferences</p>	<p>60 min</p>	<ul style="list-style-type: none"> <li>I can describe the toy my classmate prefers using pictures and words. (W.K.2, W.K.8, L.K.2c, L.K.2d)</li> <li>I can share my writing using a strong and clear voice. (SL.K.6)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Song and Movement: The “Little Ball” song</a> (5 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Drawing and Writing: Describing How a Classmate Plays</a> (15 minutes)</p>	<p>During Work Times A and B, as students draw, label, and then write about how a classmate plays with a preferred toy, circulate and note progress on the writing and language standards of this lesson (W.K.2, W.K.8, L.K.2c, L.K.2d).</p> <p>During Work Time C, circulate and</p>	<p>Color words anchor chart</p> <p>Shape words anchor chart</p> <p>Size words anchor chart</p>

	Pages: 307-315			<p><a href="#">Independent Writing: Describing How a Classmate Plays</a> (15 minutes)</p> <p><a href="#">Speaking and Listening: Sharing Our Work</a> (15 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Shared Writing: A Letter Back to the Principal</a> (10 minutes)</p>	<p>note progress toward SL.K.6 as students practice sharing their writing and drawing by reading it aloud (see Speaking and Listening Checklist). Make note of students who struggle to speak audibly and clearly and consider supporting them further with extra practice and increased prompting.</p>	<p>Texture words anchor chart</p> <p>Classroom Toys anchor chart</p> <p>Ways we share our work anchor chart</p> <p>Conversation Partner chart</p>
Lesson 13: Speaking and Listening: Sharing and Celebrating Our Classmates Toy Preferences	Pages: 316-323	60 min	<ul style="list-style-type: none"> <li>I can share my writing using a strong and clear voice. (SL.K.6, L.K.6)</li> </ul>	<p><b>Opening</b></p> <p><a href="#">Song and Movement: Singing Songs about Toys</a> (10 minutes)</p> <p><b>Work Time</b></p> <p><a href="#">Choral Reading: Letter Back to the Principal</a> (5 minutes)</p> <p><a href="#">Speaking and Listening: Sharing and Celebrating Our Writing</a> (15 minutes)</p> <p><a href="#">Developing Language: Teaching Others about Playing with Our Classroom Toys</a> (20 minutes)</p> <p><b>Closing and Assessment</b></p> <p><a href="#">Reflecting on Learning</a> (10 minutes)</p>	<p>Use the Speaking and Listening Checklist to track students' progress toward the standards listed for this lesson (see Assessment Checklists) (SL.K.6).</p> <p>During Work Times B and C, listen for students making progress toward SL.K.6 as they present their writing and answer visitors' questions (SL.K.6).</p> <p>Collect students' reflection forms from the Closing and Assessment to assess their progress toward L.K.6.</p>	<p>Ways We Share our work anchor chart</p> <p>Name tags for students and visitors</p> <p>Toy Baskets</p>

\*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