

<p>Reading/Fiction: Stories from other Countries</p> <p>Writing What You Saw</p> <p>Creative Writing with Adjectives.</p>	<p>PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read aloud discussions, during peer sharing, within play scenarios)</p> <p>K.ELAL.5. [KR.1] Develops and answers questions about a text</p> <p>PK.ELAL.6. [PKR.2] Retells stories or share information from a text</p> <p>K.ELAL.6. [KR.2] Retells stories or shares key details from a text</p> <p>PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text</p> <p>K.ELAL.7. [KR.3] Identifies characters, settings, major events in a story, or pieces of information in a text</p> <p>PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p> <p>K.ELAL.8. [KR.4] Identifies specific words that express feelings and senses</p> <p>PK.ELAL.9 [PKR.5] Interacts with a variety of genres</p>	<p>A. READING AND WRITING: The United States & South America.</p> <p>Follow a similar format as the one listed below as you read books to the whole class or small groups. HERE WE ARE LOOKING AT FICTIONAL TALES, STORIES AND MYTHS rather than non-fiction. You may illustrate this difference throughout this session.</p> <p>REVIEW from PREVIOUS SESSIONS: An important question to ask would be HOW DOES WHAT WE READ connect with WHAT WE KNOW about the geography and culture of the place?</p> <ol style="list-style-type: none"> 1. Pre-Reading: <ol style="list-style-type: none"> a. What is the title of the book? b. Make a prediction! Based on the title, what will the book be about? c. Who is the author? What does an author do? d. Is there an illustrator? If so, who is the illustrator? What is the illustrator's role? How do the illustrations enhance the story? What medium did the illustrator use? Are their photographs? If so, point out that this is an element of non-fiction texts. 2. During Reading: <ol style="list-style-type: none"> a. Read through the Table of Contents if the book has one. Invite Learners to think about
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	<p>(e.g., storybooks, poems, songs)</p> <p>K.ELAL.9. [KR.5] Identifies literary and informational texts</p> <p>PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator</p> <p>K.ELAL.10. [KR.6] Names the author and illustrator and defines the role of each in presenting the ideas in a text</p> <p>PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)</p> <p>K.ELAL.11. [KR.7] Describes the relationship between illustrations and the text</p> <p>PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)</p> <p>K.ELAL.12. [KR.8] Identifies specific information to support ideas in a text</p>	<p>additional information that may be covered in the book that they didn't think of when looking at the title.</p> <p>b. As you read, stop every few pages or at the end of each section/chapter to discuss the text. You may ask questions like: i. What is the main idea of this section? What was this section mostly about?</p> <ul style="list-style-type: none"> ● What are some details we learned? ● Do you have any questions? Is there anything you are wondering? ● Does this part remind you of something (in your life, in another text, in the world)? <p>As you come across possible new vocabulary, model how to figure out what the word means. Utilize the glossary to find the definition of bolded words.</p> <p>B. READ a book about PRESIDENT WASHINGTON & THE CHEROKEE.</p> <p>Here are some questions. You may always bring them back to the discussion of fundamental needs.</p> <ul style="list-style-type: none"> ● What did George Washington believe was best for America? ● How was Washington kind? ● What needs or wants did Washington talk about? ● Why is a President important? ● Where have Presidents lived?
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	<p>K.ELAL.16. [KW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence</p> <p>K.ELAL.17. [KW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work, or poem)</p> <p>K.ELAL. 18. [KW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge</p> <p>K.ELAL. 19. [KW.7] Recalls and represents relevant information from experiences or gathers information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing)</p>	<p>row. WRITE OR DRAW THE SAME three scenarios but on different days.</p> <ol style="list-style-type: none"> 4. We have different views of something depending on the day we are having (WHAT a joy to learn this at 4 years old!) 5. Create a WALL OF SEEING, so each child can see and define PERCEPTION. Seeing and perception are two very different things! This could be intersected by the DRAWING A SOUTH AMERICAN PLANT WORK. <p>F. Adjectives:</p> <ol style="list-style-type: none"> 1. PRESENT the introduction to Adjectives if not done already. 2. ASK children to come up with describing words to describe you as an Educator. When they do, write on a slip of paper and tape it to yourself making a great visual. 3. LEARNERS will then use describing words to describe South America. They will practice their writing on paper or with the movable alphabet to do this. HOW MANY WORDS CAN THEY COME UP WITH TO DESCRIBE IT... count the total for math work!
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<p>Varies by Grade</p>		<p>Continue to offer EVERY opportunity for a presentation in CURSIVE.</p> <p>USE SANDPAPER letters to reinforce the use of cursive. Make certain children are touching these materials often in their work plan.</p> <ul style="list-style-type: none">● Lowercase Print<ul style="list-style-type: none">○ u, i, e, l, k, y, j● Lowercase Cursive<ul style="list-style-type: none">○ e, l, f, h, k, r, s
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