

Unit 1: Engaging in Close Read-aloud: Learning to Play with Others

In the first unit of this model, students practice norms and behaviors for sharing and caring for classroom toys and interacting with peers. Students consider the unit guiding question—“What can we do to make playing together fun?”—as they explore classroom toys, engage in structured conversations, and read about playing together. Students receive a letter from the principal in Lesson 1, which gives them a compelling reason to explore their classroom toys and develop strategies for playing together. In the first portion of the unit, students engage in a series of close read-alouds of the anchor text *Llama Llama Time to Share* by Anna Dewdney. For the Unit 1 Assessment, students use illustrations from the text to reflect on what the main character, Llama Llama, has learned about playing with others. (**RL.K.1, RL.K.7, SL.K.1**)

During the second portion of the unit, students document and synthesize their learning through structured discussions and shared writing experiences. Through these activities, students generate the Commitments for Playing Together anchor chart, which is a resource that will guide their play and interactions throughout the year. At the end of the unit, students collectively write a letter back to their principal and individually illustrate one of the Commitments for Playing Together as a way to share their learning from the unit. (**W.K.2, SL.K.1**)



Guiding Questions and Big Ideas

What can we do to make playing together fun?

- *People take care of materials that are important to them.*
- *People use strategies to cooperate when they play together.*

The 4 T's			
TOPIC	TASK		
Learning to play with others	Responding to Text: Thinking about Illustrations and Speaking		
TARGETS	TEXTS		
(CCSS explicitly taught and assessed): RL.K.1, RL.K.7, SL.K.1	<i>Llama Llama Time to Share</i>		

Unit 1 Assessment

Responding to Text: Thinking about Illustrations and Speaking

This assessment focuses on students' comprehension of literary text read aloud. It centers on

CCSS ELA RL.K.1, RL.K.7, and SL.K.1. After being presented with a variety of scenes from the text *Llama Llama Time to Share*, students choose the illustrations that best answer the focusing question: “What does Llama Llama learn about playing with others?” Then, using the pictures they chose, they engage in a conversation with a partner explaining their work. This assessment builds on experiences of reading, speaking, and listening from previous lessons but involves less teacher support. It provides formative data to be used to guide instruction throughout the module.

Assessment Checklists

Throughout this unit, teachers use the Speaking and Listening Checklist to gather data on students’ progress toward SL.K.1. See the Assessment Overview and Resources for this module.

Habits of Character

Work to Become Ethical People

Social-Emotional Learning Focus

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to become ethical people** by treating others well. Throughout Unit 1, students practice respectful behavior as they engage in conversations and play experiences with peers and practice caring for one another and classroom materials.

This unit is approximately 1.5 weeks or 7 sessions of instruction.



Week-at-a-Glance

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 W.K.2, SL.K.1	Speaking and Listening: Playing Together 1. Opening A. Reading Aloud: Letter from the Principal (10 minutes) 2. Work Time A. Introducing Learning Targets: “The Magic Bow” (5 minutes) B. Structured Discussion: What Can We Do to Make Playing Together Fun? (15 minutes) C. Independent Writing: What Can We Do to Make Playing Together Fun? (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Listen to partner conversations about playing together. “Making Playing Together Fun” response sheets. Speaking and Listening checklist (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Think-Pair-Share anchor chart Conversation Partner anchor chart Think-Pair-Share protocol

Toys and Play

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 2 RL.K.1, RL.K.3, SL.K.1	Reading, Speaking, and Listening: Close Read-aloud Session 1 and Play and Exploration with Play Dough 1. Opening A. Establishing Norms for Conversation (5 minutes) 2. Work Time A. Close Read-aloud Session 1: <i>Llama Llama Time to Share</i> (15 minutes) B. Developing Language: Play and Exploration with Play Dough (30 minutes) 3. Closing and Assessment A. Reflecting on Learning (10 minutes)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> RL Formative Assessment sheet (see Assessment Overview and Resources). Speaking and Listening Checklist (see Assessment Overview and Resources). Listen to partner and whole group conversations about playing together. 	<ul style="list-style-type: none"> Discussion Norms anchor chart Conversation Partner anchor chart Think-Pair-Share anchor chart Think-Pair-Share protocol
Lesson 3 RL.K.1, RL.K.7, SL.K.1	Reading, Speaking, and Listening: Close Read-aloud Session 2 and Play and Exploration with Pattern Blocks 1. Opening A. Reinforcing Norms for Conversation (5 minutes) 2. Work Time A. Close Read-aloud Session 2: <i>Llama Llama Time to Share</i> (20 minutes) B. Developing Language: Play and Exploration with Pattern Blocks (25 minutes) 3. Closing and Assessment A. Shared Writing: Ways We Take Care Brainstorm Chart (5 minutes)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> RL Formative Assessment sheet (see Assessment Overview and Resources). Speaking and Listening checklist (see Assessment Overview and Resources). Listen to partner conversations about playing with pattern blocks. 	<ul style="list-style-type: none"> Discussion Norms anchor chart Llama Llama's Feelings anchor chart Think-Pair-Share anchor chart Think-Pair-Share protocol
Lesson 4 RL.K.1, RL.K.7, SL.K.1	Reading, Speaking, and Listening: Close Read-aloud Session 3 and Play and Exploration with Dramatic Toys 1. Opening A. Toys and Play Word Wall (5 minutes) 2. Work Time A. Close Read-aloud Session 3: <i>Llama Llama Time to Share</i> (20 minutes) B. Developing Language: Play and Exploration with Dramatic Toys (25 minutes) 3. Closing and Assessment A. Reflecting on our Learning (5 minutes) B. Shared Writing: Ways We Take Care Brainstorm Chart (5 minutes)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> RL Formative Assessment sheet (see Assessment Overview and Resources). Speaking and Listening checklist (see Assessment Overview and Resources). Listen to partner conversations about playing with dramatic play toys. 	<ul style="list-style-type: none"> Llama Llama's Feelings anchor chart Think-Pair-Share anchor chart Think-Pair-Share protocol
Lesson 5 RL.K.1, RL.K.7, SL.K.1	Unit 1 Assessment: Close Read-aloud Culminating Task and Reflecting on Playing with Others 1. Opening A. Setting a Purpose: "Talk and Listen" Song (5 minutes) 2. Work Time A. Close Read-aloud Session 4: <i>Llama Llama Time to Share</i> (20 minutes) B. Play with Classroom Toys or Unit 1 Assessment (30 minutes) 3. Closing A. Reflecting on Learning (10 minutes)	<ul style="list-style-type: none"> I can participate in conversations with my 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) 	<ul style="list-style-type: none"> RL Formative Assessment sheet (see Assessment Overview and Resources). Speaking and Listening checklist (see Assessment Overview and Resources). Llama Llama Learns about Playing response sheets. 	<ul style="list-style-type: none"> Llama Llama's Feelings anchor chart Think-Pair-Share anchor chart Discussion Norms anchor chart Think-Pair-Share protocol

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6 SL.K.1	Shared Writing: A Letter Back to the Principal 1. Opening A. Engaging the Learner: Reviewing the “Play Today” Poem (5 minutes) B. Shared Reading: Letter from the Principal (5 minutes) 2. Work Time A. Structured Discussion and Role Play: Commitments for Playing Together (15 minutes) B. Shared Writing: Letter to the Principal (20 minutes) 3. Closing and Assessment A. Writing and Drawing: Reflecting on Personal Playing Commitments (15 minutes)	<ul style="list-style-type: none"> I can participate in conversations with my classmates about our play and our materials. (SL.K.1) 	<ul style="list-style-type: none"> Speaking and Listening checklist (see Assessment Overview and Resources). Listen to partner conversation about play commitments. 	<ul style="list-style-type: none"> Commitments for Playing Together anchor chart Think-Pair-Share anchor chart Discussion Norms anchor chart Think-Pair-Share protocol
Lesson 7 W.K.2, SL.K.1	Independent Writing and Drawing: My Playing Commitment 1. Opening A. Building Vocabulary: “Play Today” Poem (5 minutes) 2. Work Time A. Shared Reading: Playing Commitments and Letter to the Principal (10 minutes) B. Small Group Practice: Playing Commitments Role Play (10 minutes) C. Independent Writing and Drawing: My Playing Commitments (20 minutes) 3. Closing and Assessment A. Sharing and Celebrating: Pair Share (10 minutes)	<ul style="list-style-type: none"> I can write with pictures and words to describe my playing commitment. (W.K.2) I can participate in conversations with my classmates about our play and our materials. (SL.K.1) 	<ul style="list-style-type: none"> Formative Assessment Sheet (see Assessment Overview and Resources). My Playing Commitment student response sheets. 	<ul style="list-style-type: none"> Commitments for Playing Together anchor chart

Accountable Independent Reading

The ability to read and comprehend text is the heart of literacy instruction. Comprehension is taught, reinforced, and assessed across all three components of this primary curriculum: integrated module lessons, integrated Labs, and the Reading Foundations Skills block (see the module overview).

For Unit 1, during the independent reading in the Skills block, reinforce the comprehension skills and standards that students are practicing during the integrated Literacy block:

- **RLK.1:** With prompting and support, ask and answer questions about key details in a text.
 - Invite the students to point at a picture in a narrative text and then answer questions about the illustration.
 - Read aloud the first few pages of a narrative text and ask: “What questions do you have? What are you wondering?”

- **RL.K.7:** Use the illustrations and details in a text to describe its key ideas.
 - When conferencing with students, ask them explain how the illustration or details in the text relate to the key ideas in the text.
 - Ask:

“How do these illustrations help you understand the text?”

Supporting English Language Learners

Whereas the Meeting Students’ Needs column in each lesson contains support for both ELLs and Universal Design for Learning (UDL), ELLs have unique needs that cannot always be met with UDL support. According to federal guidelines, ELLs must be given access to the curriculum with appropriate supports, such as those that are identified for ELLs in the Meeting Students’ Needs column.

- **Prioritizing lessons for classrooms with many ELLs:** Consider prioritizing and expanding instruction in Lessons 1–5 to support practice and mastery of the Think-Pair-Share protocol and to spend additional time on the close read-aloud. If necessary, place less focus and condense instruction on creating personal playing commitments during Lessons 6 and 7. While the playing commitments are valuable, students will draw greater benefit from more exposure to academic text and from participating in structured conversations about academic topics.
- **Language Dives:** All kindergartners participate in their first whole-class Language Dive in Module 2. Kindergarten ELLs can participate in their first full, optional Language Dive in Module 1, Unit 3. To gradually immerse ELLs in the Language Dive routine, Units 1 and 2 offer optional Mini Language Dives for ELLs. Language Dives are guided conversations about the meaning of a sentence from the central texts, models, or learning targets. The conversation invites students to unpack complex syntax, or “academic phrases,” as a necessary component of building both literacy and habits of mind. Students then apply their understanding of language structure as they work toward the assessments and performance task. Language Dives follow a Deconstruct-Reconstruct-Practice routine, in which students discuss and play with the meaning and purpose of the sentence and each chunk of the sentence; put the chunks back together into the original order and any possible variations; and practice using the chunks in their own speaking and writing. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own. In addition, Language Dive conversations can hasten overall English language development for ELLs. Avoid using Language Dives to lecture about grammar; they are designed to prompt students as they grapple with the meaning and purpose of the chunks and the sentence. For more information on Language Dives, refer to the Supporting English Language Learners Guidance and Appendix.
- **Goal 1 Conversation Cues:** Encourage productive and equitable conversation with Conversation Cues, which are questions teachers can ask students to help achieve four goals: (Goal 1) encourage all students to talk and be understood; (Goal 2) listen carefully to one another and seek to understand; (Goal 3) deepen thinking; and (Goal 4) think with others to expand the conversation (adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Refer to the Appendix for the complete set of cues. Goal 1 Conversation Cues are introduced in Lesson 3. Heightened language processing and development is a primary potential benefit for ELLs.

- **Diversity and inclusion:** Investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families. Integrate this background into the classroom as students explore informational texts taking place across different cultures and countries. This is the first unit of the year. Students, especially newcomers, may be reticent to speak and participate. Allow them time to settle in to the new classroom environment and culture. Invite students to participate, but avoid putting them on the spot if it makes them feel bashful or self-conscious. Some students may find some of the protocols strange or inappropriate because they are not accustomed to interacting with peers of the opposite gender. Allow them to observe and ease into the experience. Consult with a guidance counselor, school social worker, or ESL teacher for further investigation of diversity and inclusion concerns.
- **Strategic grouping:** As students are invited to pair up for various tasks and protocols, seriously consider matching ELLs to a partner who has greater language proficiency. The conversations that happen as a result of such strategic grouping will greatly serve the language development of both partners.
- **Language processing time:** Give ELLs sufficient time to think about what they want to say before they share with other students or write.
- **Play and collaboration:** Students will have time to explore toys in their groups. This unstructured, social interaction is beneficial for ELLs because it will allow them time to experiment and to discover classroom toys, as well as social skills, on their own terms. It may also pose a challenge for some students who have trouble verbalizing their thoughts. If there are students who speak the same home language, consider grouping them together and allowing them to discuss the activities in their home language. While circulating, facilitate ELLs' participation by suggesting activities they can do or phrases they can use to interact.
- **Close reading and identifying characters' feelings:** Students will participate in a series of close reading sessions during which they will hone their comprehension and interpretive skills by determining key details and events within the text. Use illustrations and visual information as much as possible to support student comprehension.
- **Celebration:** Celebrate the courage, enthusiasm, diversity, and bilingual skills that ELLs bring to the classroom.

Preparation and Materials

For basic lesson preparation, refer to the materials list and Teaching Notes in each lesson. The following are unusual materials that may take more time or effort to organize or prepare.

- Lesson 1: Word Wall words: play, toy
- Lesson 2: Three 3-pound tubs of play-dough
- Lesson 3: Class set of pattern blocks
- Lesson 4: Class set of dramatic play toys; Word Wall word: include
- Lesson 5: Class set of whiteboards and whiteboard markers
- Lesson 6: Photographs of students showing commitments; class set of whiteboards and whiteboard markers
- Lesson 7: N/A
- Index cards for Toys and Play Word Wall