



Knowledge Building



Teacher Guide

Grade K
Module 1



Knowledge Building Teacher Guide
Grade K Module 1



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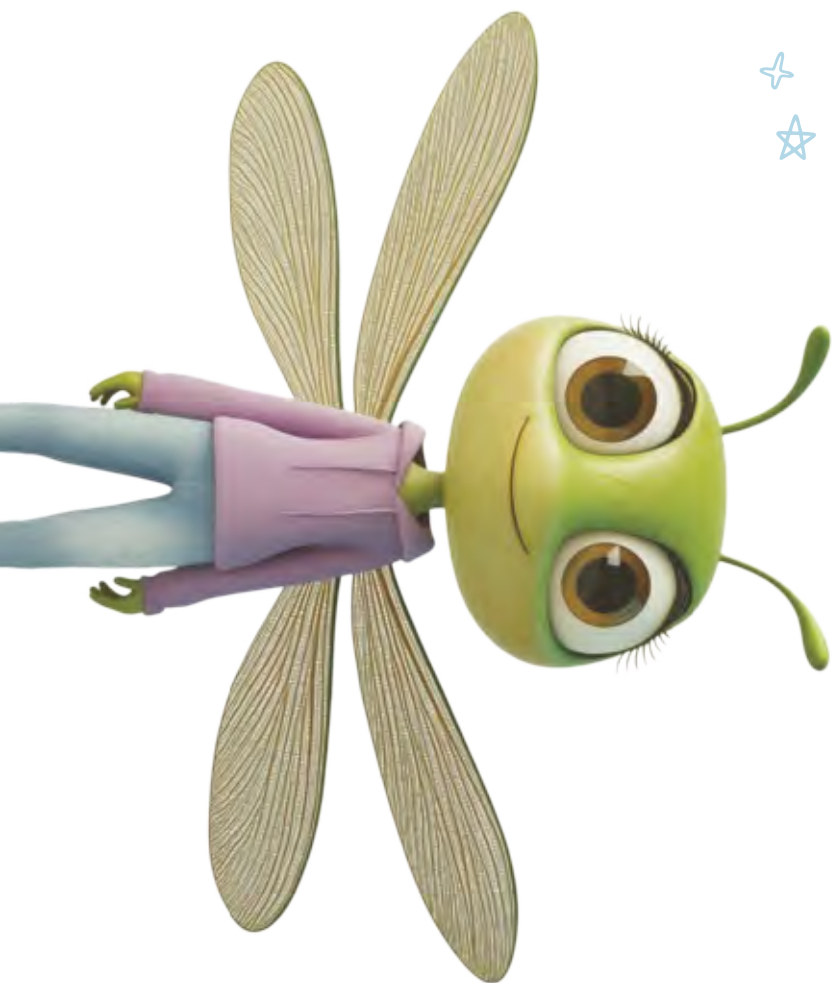
Knowledge Building Teacher Guide

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Welcome to Dragonfly



Grounded in the Science of Reading, knowledge-rich content, and immersive storytelling, Dragonfly turns K-5 classrooms into launchpads of imagination and exploration. It **supports every teacher** with a friendly, engaging framework that finally makes the knowledge-building literacy model approachable and intuitive-to-use. It **ignites student curiosity** with compelling texts and playful media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy, and it **transforms learning** by fostering collaboration, confidence, and joy—equipping every student with the literacy and life skills to thrive beyond the classroom.





Lift Off with Literacy

Support Every Teacher.

With an intuitive-to-use, knowledge-rich framework, Dragonfly supports every teacher in the mission-critical work of developing foundational literacy skills and building deep comprehension.

Ignite Curiosity.

Dragonfly nurtures every student's innate curiosity through immersive storytelling, expressive writing, and engaging media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy.

Transform Learning.

Built for lifelong literacy, Dragonfly transforms learning by turning the focus from isolated skill-building to growing knowledge and fostering collaboration and confidence—equipping every student with the literacy and life skills to thrive beyond the classroom.





Knowledge-Rich Literacy Grounded in the Science of Reading

Where Knowledge and Skills Come Together for Lasting Literacy

Dragonfly puts the Science of Reading into action—combining content-rich **knowledge-building instruction** with explicit foundational skills to support every aspect of skilled reading.

Language Comprehension

At the heart of Dragonfly is the understanding that comprehension begins with knowledge. Each unit immerses students in high-interest topics across science, social studies, and literature. As they read, write, and discuss, students strengthen the cognitive tools needed for deep understanding.

Dragonfly strengthens language comprehension by developing:

Background knowledge
through science- and content-aligned units

Vocabulary
in context through rich, complex texts

Language structures
through frequent speaking and writing

Verbal reasoning
through text-based discussions

Literacy knowledge
through exposure to a variety of genres and text types

Word Recognition

Dragonfly supports explicit, systematic skill instruction. Daily foundational lessons provide clear, research-aligned instruction in the mechanics of reading.

Students build mastery in:

Phonological Awareness: Engaging media and manipulatives helps students develop the ability to hear and work with sounds in spoken words.

Decoding (and Spelling): Students learn to read and spell words through explicit phonics and fluency practice using custom-made decodables.

Sight Recognition: Students build automatic word recognition to read with ease and understanding.

Why Dragonfly Works

- Fully aligned to the **Science of Reading**
- Connects **knowledge-building** with skills practice—not skills in isolation
- Integrates **vocabulary and comprehension** from day one
- Emphasizes **fluency, decoding, and background knowledge** equally
- Provides meaningful **reading, writing, and discussion** opportunities



Increasingly Strategic

Skilled Reading

Increasingly Automatic

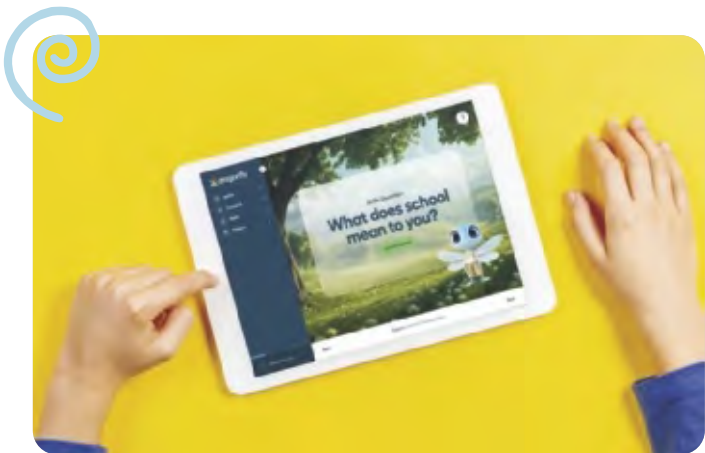
Dragonfly ensures students aren't just learning how to read—they're learning how to think, communicate, and understand the world through reading.

Knowledge Building Program Components

Student Components

Student Companion

The Student Companion is an all-in-one resource that provides learners with the opportunity to complete activities in a meaningful way as they work as a whole group, in small groups, or independently.



Student Digital Course

The Student Digital Course includes a variety of digital resources and dynamic media aligned to the course scope and sequence. All are fully designed to support whole-class or small-group instruction, or individual exploration of content.

Student Trade Books

A diverse array of engaging and complex trade books, including both fiction and nonfiction, across various genres and text types support module learning and cultivate curiosity and engaged readers.





Teacher Components

Teacher Edition

Provides explicit and systematic instruction for reading and writing, including integrated point of use supports for multilingual learners, differentiation, cross curricular connections, and more!

- 4 modules for every grade
- 3 units per module
- 3–4 weeks of instruction per module

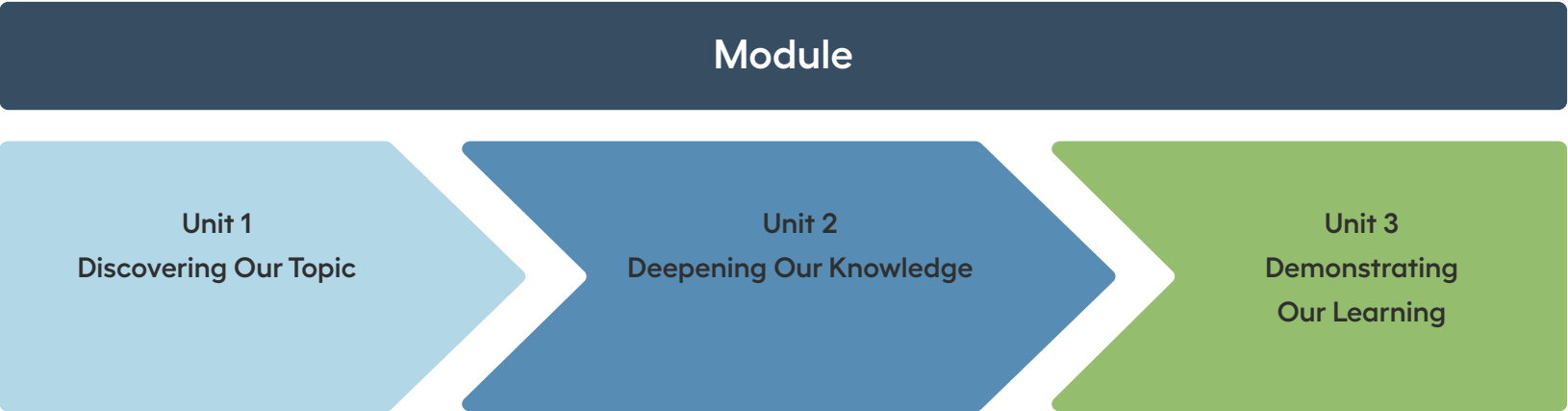


Teacher Digital Course

Resources to support the Student Digital Course. Includes all Teacher Resources, including assessments and data tools.



Overall Curriculum Structure



Unit 1
Discovering Our Topic

Students build a strong foundation in the module’s topic while developing key character habits such as empathy, integrity, and respect. Engaging texts and interactive lessons deepen content knowledge and connect learning to core values. This unit sparks a love of learning, encourages collaboration, and lays the groundwork for future exploration.

Unit 2
Deepening Our Knowledge

Students deepen their understanding through close reading, research, and curiosity-driven lessons. They develop key habits like initiative, responsibility, and perseverance while gaining confidence in discussion and writing. The unit fosters collaboration and sharpens literacy skills, preparing students for the challenges of Unit 3.

Unit 3
Demonstrating Our Learning

Students showcase their mastery, drawing on the habits of character they’ve developed. They synthesize their knowledge, apply their understanding, and complete a performance task that reflects their learning through a real-world product.



Unit	# of Lessons
Unit 1: Discovering Our Topic	12-15
Unit 2: Deepening Our Knowledge	12-15
Unit 3: Demonstrating Our Learning	12
Performance Task (Vary by Module)	~ 3

Knowledge Building Program Modules

Dragonfly takes a content-focused approach, building literacy through deep exploration of topics. Students read, write, and discuss diverse texts, gaining knowledge, vocabulary, and comprehension in context.

Modules Topic Include:

K
Grade

- Module 1: Toys and Play
- Module 2: Weather Wonders
- Module 3: Trees are Alive
- Module 4: Enjoying and Appreciating Trees

1
Grade

- Module 1: Tools and Work
- Module 2: A Study of the Sun, Moon, and Stars
- Module 3: Birds’ Amazing Bodies
- Module 4: Caring for Birds

2
Grade

- Module 1: Schools and Community
- Module 2: Fossils Tell of Earth’s Changes
- Module 3: The Secret World of Pollination
- Module 4: Providing for Pollinators

3
Grade

- Module 1: Overcoming Learning Challenges Near and Far
- Module 2: Adaptations and the Wide World of Frogs
- Module 3: The Art of Storytelling
- Module 4: Water Around the World

4
Grade

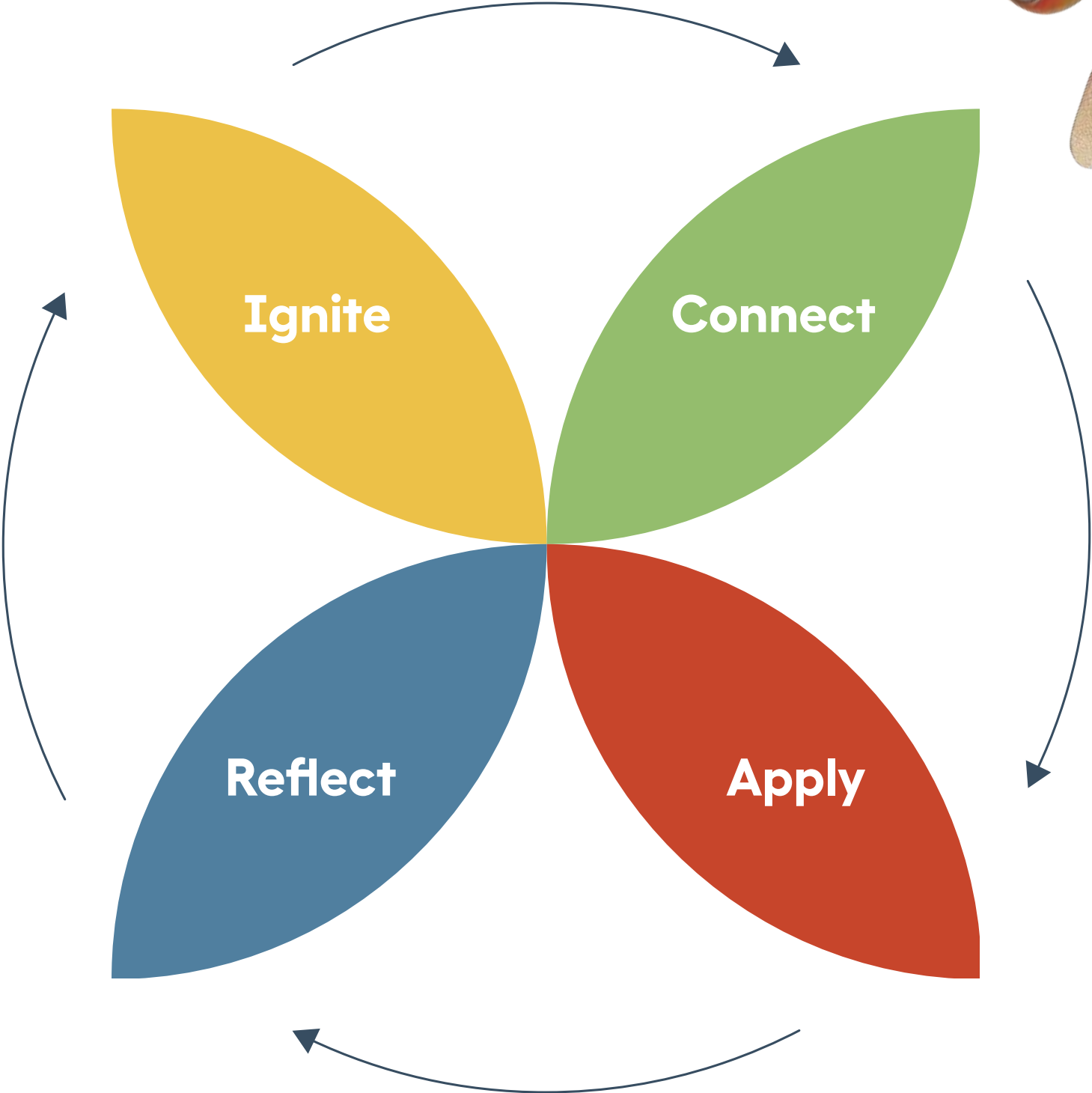
- Module 1: Poetry, Poets, and Becoming Writers
- Module 2: Animal Defense Mechanisms
- Module 3: The American Revolution
- Module 4: Hope in Action: Moving Toward Change

5
Grade

- Module 1: Stories of Human Rights
- Module 2: Biodiversity in the Rain Forest
- Module 3: Athlete Leaders of Social Change
- Module 4: The Impact of Natural Disasters

Lesson Instructional Model

Every Dragonfly lesson is a mini adventure—carefully designed to lift curiosity, build skills, and grow character. The consistent, easy-to-follow lesson model keeps students engaged while giving teachers a clear, supportive structure. Whether they’re igniting ideas, connecting through collaboration, applying what they’ve learned, or pausing to reflect, students stay active and curious—and teachers feel confident and in control. With Dragonfly, every lesson is a smooth takeoff toward deeper learning!



Ignite

In the Ignite section, students will activate their minds and connect prior knowledge to achieve a deeper understanding of the lesson content. Teachers will set the course with clear learning targets and a Habit of Character focus, fueling both growth and discovery in every lesson.

Estimated Time: 5–10 minutes

Connect

Connect brings learning to life through instruction, practice, and collaboration. It adapts to student growth, reinforces key habits, and supports deeper engagement and knowledge transfer.

Time: 10–35 minutes

Apply

Apply empowers students to show learning independently, connecting daily lessons to assessments. Quick exit tickets provide formative data, guiding instruction and boosting familiarity with assessment formats.

Time: 10–35 minutes

Reflect

Reflect becomes a vital part of learning, helping students build metacognition through discussion, self-monitoring, and shared strategies. It deepens understanding, reinforces skills, and nurtures character.

Time: 5–10 minutes





Toys and Play

Module 1

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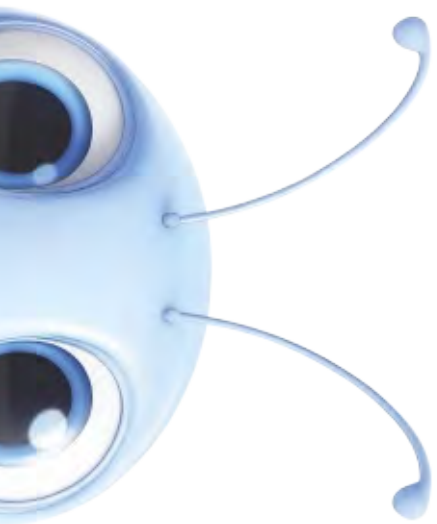
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Module 1

Toys and Play



Guiding Questions

- What can we do to make playing together fun?
- What makes toys fun?
- Which classroom toy do I prefer? Why do I prefer that classroom toy?
- What toys do others prefer? Why do they prefer those toys?

Module Description

In this module, students build literacy and citizenship skills as they discover the topic of toys and play. Students first explore norms for sharing toys, playing together, and cooperating in structured discussions. Next, they deepen their knowledge by describing toy attributes and writing about their own toy preferences. To demonstrate their learning at the end of the module, students interview a classmate about a preferred classroom toy and create informative writing about how that classmate plays with the toy.

The number of lessons in Module 1 is slightly reduced to provide time for teachers and students to acclimate to new kindergarten routines and expectations.

Performance Task Overview

Performance Task: Describing a Classmate's Toy Preference

Summary: In this performance task, students demonstrate their understanding of perspective by writing an informative piece about a classmate's preferred classroom toy. After interviewing a partner to learn which classroom toy they prefer and how they like to play with it, students draw and label the classmate playing with the toy. Next, they complete two cloze sentences to name the toy and describe how their partner plays with it. They share their completed writing and illustration during the end of module Celebration of Learning.

Standards: W.K.2, W.K.8, SL.K.1.A, SL.K.1.B, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1.D

Required Texts

Title	Author	ISBN	Quantity
<i>Llama Llama Time to Share</i>	Anna Dewdney	9780670012336	eight per classroom
<i>Toys Galore</i>	Peter Stein	9780763662547	one per classroom
<i>Have Fun, Molly Lou Melon</i>	Patty Lovell	9780399254062	eight per classroom

Module-at-a-Glance

Unit 1

Discovering Our Topic: Learning to Play With Others

Big Ideas

- People can learn to play together through cooperation.
- People use strategies to cooperate when they play together.
- People take care of materials that are important to them.

Instructional Focus

- Build background knowledge about what makes playing together fun.
- Closely read aloud *Llama Llama Time to Share*.
- Develop language by exploring classroom toys.
- Establish speaking and listening routines and classroom playing commitments.
- Write and draw about classroom playing commitments.

Priority Standards: RL.K.1, RL.K.6, RL.K.7, W.K.2

Unit 2

Deepening Our Knowledge: Becoming Toy Experts

Big Ideas

- Toys can be described in different ways.
- Everyone has preferences and reasons for their preference.

Instructional Focus

- Participate in a focused read-aloud of “Attributes of Toys”.
- Develop language by sorting classroom toys based upon attributes.
- Participate in a focused read-aloud of *Toys Galore*.
- Complete informative writing to describe attributes of classroom toys.
- Practice speaking and listening skills by discussing personal toy preferences.
- Complete opinion writing to share personal toy preferences.

Priority Standards: RI.K.1, W.K.1, L.K.1.F, L.K.5.A, L.K.5.C

Unit 3

Demonstrating Our Learning: Toys Our Classmates Prefer

Big Ideas

- Using your imagination makes toys fun.
- People prefer to play with different toys for different reasons.
- Everyone has preferences and reasons for their preference.

Instructional Focus

- Closely read *Have Fun, Molly Lou Melon*.
- Create a handmade toy.
- Interview a classmate about a preferred classroom toy.
- Create informative writing about a classmate’s preferred classroom toy.
- Share and celebrate classroom toy preferences with others.

Priority Standards: RL.K.4, RL.K.7, W.K.2, L.K.1.D, L.K.1.F

Discovering Our Topic

Learning to Play With Others

Unit Introduction

In this unit, students explore the question “What can we do to make playing together fun?” as they investigate classroom toys, engage in structured conversations, and participate in close read-alouds of *Llama Llama Time to Share* by Anna Dewdney. Students practice identifying the author and illustrator of a text and use illustrations to reflect on what the main character learns about playing with others. Throughout the unit, students practice norms for sharing toys, caring for classroom materials, and interacting with classmates. They document and synthesize their learning through peer discussions and shared writing experiences.



Unit Task

In this unit, students will participate in a small group speaking and listening task to use illustrations and details from *Llama Llama Time to Share* when answering questions about a character.



Texts

- “Talk and Listen” song
- “Play Today” poem
- *Llama Llama Time to Share* by Anna Dewdney



Priority Standards

RL.K.1, RL.K.6, RL.K.7, W.K.2

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Unit-at-a-Glance

LESSON

1

A Letter from the Principal and Playing Together

p. 6

Daily Learning Targets

- I can listen and take turns while talking with my classmates about play.
- I can draw a picture to show how to make playing together fun.



Instructional Standards: RL.K.10, W.K.2, SL.K.1.A, SL.K.3, SL.K.4, SL.K.6

LESSON

2

Close-Read Aloud, *Llama Llama Time to Share* (Session 1) and Play Exploration

p. 17

Daily Learning Targets

- I can listen and take turns while playing and talking with my classmates.
- I can identify the author/illustrator of the text *Llama Llama Time to Share* and explain her role.



Instructional Standards: RL.K.1, RL.K.6, SL.K.1.A, SL.K.1.B

LESSON

3

Close-Read Aloud, *Llama Llama Time to Share* (Session 2) and Play Exploration

p. 27

Daily Learning Targets

- I can listen and take turns while playing and talking with my classmates.
- I can use illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*.



Instructional Standards: RL.K.1, RL.K.6, RL.K.7, SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6, L.K.1.F

LESSON

4

Close-Read Aloud, *Llama Llama Time to Share* (Session 3) and Play Exploration

p. 38

Daily Learning Targets

- I can listen and take turns while playing and talking with my classmates.
- I can use illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*.



Instructional Standards: RL.K.1, RL.K.6, RL.K.7, SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6, L.K.1.F



**Close-Read Aloud Task,
*Llama Llama Time to
Share* and Reflecting
on Play**

p. 48

Daily Learning Targets

- I can listen and take turns while talking with my classmates about illustrations and details in the text *Llama Llama Time to Share*.
- I can use illustrations and details in the text to answer questions about a character in *Llama Llama Time to Share*.

Instructional Standards: RL.K.1, RL.K.6, RL.K.7

LESSON

5



**A Letter Back to
the Principal and
End-of-Unit Assessment**

p. 57

Daily Learning Targets

- I can listen and take turns while talking with my classmates about play.
- I can answer questions about toys and stories to demonstrate what I've learned in this unit.

Instructional Standards: W.K.2, SL.K.1.A, SL.K.1.B, SL.K.2, SL.K.4

LESSON

6



**My Playing
Commitment**

p. 66

Daily Learning Targets

- I can use pictures and words to describe my playing commitment.
- I can listen and take turns while talking with my classmates about my playing commitment.

Instructional Standards: W.K.2

LESSON

7

NOTES

Each lesson is designed for 60 minutes of instruction. This unit includes **two flex days** to use at your discretion to meet the needs of your students.

A Letter from the Principal and Playing Together



Purpose

In this lesson, students are introduced to the module’s topic of toys and play while beginning to learn classroom discussion routines. This lesson introduces students to the concept that people can show their thoughts and ideas through drawing.

By the end of the lesson, students should be able to do the following:

- Listen and take turns while discussing play with classmates.
- Draw a picture that represents their idea about how to make playing together fun.



Learning Targets

- I can listen and take turns while talking with my classmates about play.
- I can draw a picture to show how to make playing together fun.



Prepare in Advance

Teacher

You may wish to create physical copies of the following material to display in the classroom:

- Think-Pair-Share Protocol anchor chart

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- Discovery Point: Toys and Play
- Class Clues: Think-Pair-Share

Agenda

Ignite (5 minutes)

- Topic Introduction
- Module Overview
- Discovery Point
- Learning Targets

Connect (25 minutes)

- Read Aloud
- Protocol Introduction
- Participate in the Protocol
- Draw to Share Ideas

Apply (20 minutes)

- Your Turn

Reflect (10 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes

Standards

Instruction

RL.K.10, W.K.2, SL.K.1.A, SL.K.3, SL.K.4, SL.K.6

Application

W.K.2, SL.K.1.A, SL.K.3, SL.K.4, SL.K.6



Topic Introduction

Introduce the Topic

- Gather students in a whole group.
- Define *play*.
 - SAY** When we play, we do an activity that is fun.
- Define the word *toy*, and prompt students to reflect silently.
 - SAY** A toy is something we play with. Close your eyes and think quietly about your answer to the next question.
 - ASK** What toy do you like to play with the most? *(Answers will vary.)*
 - SAY** With your eyes still closed, imagine you are playing with that toy. Now, open your eyes.
- Stand up and act out kicking a soccer ball quietly and safely.
 - SAY** I like to play with a soccer ball. When I close my eyes, I see myself kicking the ball.
- Invite students to pretend to play with their favorite toy.
 - SAY** Now, you will act out playing with your favorite toy safely.
- Refocus the group, and model sharing with a student volunteer before allowing him or her to whisper share with you.
 - SAY** Watch us as we take turns whisper sharing our favorite toys.
 - SAY** My favorite toy is a soccer ball. What is yours?
- Provide time for the student volunteer to respond.
- Invite students to whisper share with a classmate.
 - SAY** Now, you will whisper share the name of the toy you pretended to play with.
- Introduce the module topic.
 - SAY** It looks like you already have some experience playing with toys. Throughout this module, we will work together to figure out how we can make play fun in our classroom, and become play experts.

What is play?

Play is when we do an activity that is fun.

Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the topic with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the topic.
- Give a visual preview of the unit. Display pictures of some of the different kinds of toys students will learn about during the unit.

Instruction SL.K.1.A, SL.K.4

Application SL.K.1.A, SL.K.4

Module Overview

Guiding Questions: Introduce and Discuss

- Explain that in this module, students will focus on questions to guide their learning.
- Read the guiding questions aloud.
- Tell students they learn how to make playing together fun by becoming play experts.

Guiding Questions

What can we do to make playing together more fun?

What makes toys fun?

Which classroom toy do I prefer?
Why do I prefer that classroom toy?

What toys do others prefer? Why do they prefer those toys?

Differentiation

Approaching

- Ask students to break down the guiding questions into smaller parts.

Beyond

- Ask students to restate the guiding questions in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the guiding questions with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Give a visual preview of the unit. Display pictures of some of the different kinds of play students will learn about during the unit.

Instruction RL.K.10

Discovery Point

Share the Discovery Point Video

- Direct students' attention to the video.
 - SAY** Let's explore what we'll learn about toys and play in this module.
- Play the video.
- Invite students to share what they noticed or questions about the module guiding questions, the video, or both.
 - ASK** What did you notice? (*We will be learning about toys and play.*)
 - ASK** What do you wonder? (*Answers will vary but may include students wondering how to make play more fun.*)



Differentiation

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (e.g., *school* in English and *escuela* in Spanish), and home-language connections.
- Invite students to connect the topic to their home languages and cultures.

Approaching/MLL

- Pause the video at key points, and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of what students observed and wonder.
- Examples:
 - "I noticed in the video _____."
 - "I wonder _____."

Instruction RL.K.10

Application SL.K.1.A

Learning Targets

Introduce the Learning Targets

- Explain the purpose of learning targets.
 - SAY** Learning targets are our goals for each lesson. They help each of us understand what we need to accomplish or learn during our lesson. We will review our learning targets each day at the start of the lesson and reflect on them at the end of each lesson.
- Direct students' attention to the learning targets and read the learning targets aloud.
 - **Learning Target #1:** I can listen and take turns while talking with my classmates about play.
 - **Learning Target #2:** I can draw a picture to show how to make playing together fun.

Learning Targets

1. I can listen and take turns while talking with my classmates about play.
2. I can draw a picture to show how to make playing together fun.

Differentiation

Approaching

- Ask students to repeat the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Restate the learning targets in simpler language, and connect them to something familiar.

Instruction RL.K.10, W.K.2, SL.K.1.A, SL.K.3, SL.K.4, SL.K.6

25

Connect

Suggested Pacing: 25 minutes

Read Aloud

Read and Discuss

1. Gather students in a whole group.
SAY The class has received a letter from a very special person.
2. Direct students' attention to the Letter from the Principal, and fluently read it aloud without interruption.
ASK Who wrote the letter? (*the principal*)
3. Reread the third sentence, beginning with "As your principal . . ."
ASK What do we learn is one of the principal's jobs? (*to help us stay safe, learn, and have fun*)
4. Reread the fourth sentence, beginning with "I know you have already . . ."
ASK What are some fun things we have already done in kindergarten this year? (*read books, played on the playground and in the classroom, and sung songs*)
5. Reread the first sentence of the second paragraph, emphasizing the word *experts*.
SAY The principal wants you to become play experts. An expert is someone who knows a lot about something. Experts fill their brain with information by reading, talking to others, and most importantly, doing a lot of what they are learning about. To become play experts, you are going to have to play a lot.

Letter from the Principal

Dear Kindergarten Students,
Welcome to our school!



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Paraphrase the letter in more comprehensible language when necessary.



Approaching/MLL

- Before reading the Letter from the Principal, activate background knowledge by inviting students to consider who wrote the letter as they listen. Example: “As I read this special letter, listen for clues to see if you can figure out who wrote the letter. What do you think that person’s job is?”
- Some students may not understand who the school principal is. For context, display a picture of the school principal or refer to one of the principal’s recognizable routines during the day. Example: “Mrs. Tompkins is the woman who says goodbye to you right before you go home.”
- After reading the Letter from the Principal and showing a picture of the principal, optimize relevance by contextualizing information for students with prompts. Example: “Give a thumbs-up if you have seen our principal before.”

Application SL.K.4

Protocol Introduction

Introduce the Protocol

1. Introduce the purpose of the think-pair-share protocol.

SAY Today, we will work with our partners to use the think-pair-share protocol. This activity helps us have fair and meaningful conversations. It gives us enough time to think, share our ideas, and listen to what others have to say.
2. Direct students’ attention to the video.

SAY Let’s preview this protocol by watching Class Clues.
3. Play the video.
4. Invite students to share what they noticed or questions about the video and protocol.

ASK What did you notice? *(Answers will vary.)*

ASK What do you wonder? *(Answers will vary.)*
5. Read aloud the think-pair-share protocol steps from the anchor chart as you model with a student volunteer.

SAY First, my partner and I will think about the topic. We will practice with the topic of our favorite food.

SAY Next, my partner and I will decide who will go first. I will go first.

SAY Now, I will share my idea. My favorite food is pizza.

SAY Finally, I will listen to what my partner shares.
6. Allow time for the student volunteer to respond with his or her favorite food.
7. Refocus the group and ask students what they noticed during the modeling of the protocol.

ASK What did you notice during our think-pair-share? *(Answers will vary but may include noticing partners looking at each other, taking turns, or speaking in full sentences.)*
8. Move students into pairs, and label one student in the partnership Partner A and the other Partner B. Use picture icons or labels as needed.
9. Pose the question, and give students time to think silently about their answers to the question.

SAY The topic you will share about is your favorite food.

ASK What is your favorite food? *(Answers will vary.)*
10. Invite Partner A to ask Partner B the question.
11. Give Partner B a specified time frame (e.g., 30 seconds) to share his or her response.
12. Have partners reverse roles to repeat the process.

Think-Pair-Share

1. Think about the topic.
2. Pair up with a partner.
3. Share with your partner.
4. Listen to your partner share.

Differentiation



Approaching

- After you and the student volunteer model how to think-pair-share, enhance the capacity for self-monitoring by asking explicit reflection questions. Example: “What did it look like to think-pair-share? What did it sound like?”

Beyond

- Circulate and listen as students share with their partners. Ask additional questions to deepen thinking.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Not all students may be comfortable or familiar with speaking with other students during class. Assure students that speaking with one another is an important part of learning and that they will soon know the rules for when it is time to speak and when it is time to listen.

Instruction SL.K.1.A, SL.K.3, SL.K.4, SL.K.6

Application SL.K.1.A, SL.K.3, SL.K.4, SL.K.6

Participate in the Protocol

Facilitate the Protocol

- Tell students they will now practice the think-pair-share protocol using a sentence frame.

SAY You will now practice the think-pair-share protocol using a sentence frame. Let's read the sentence frame together.
- Ask students to reflect quietly on their answer before beginning the think-pair-share protocol.

ASK What is one thing that makes playing together fun? *(Answers will vary.)*
- Move students into pairs, and tell them to label themselves Partner A and Partner B.
- Invite Partner A to ask Partner B the question.
- Give Partner B a specified time frame (e.g., 30 seconds) to share his or her response.
- Have partners reverse roles to repeat the process.
- Tell students they provided good examples of how to make playing together fun.

SAY It sounds like everyone has an idea for how to make playing together fun. Keep that idea in mind as I share my own idea through drawing.

Think-Pair-Share

What is one thing that makes playing together fun?

Differentiation



Approaching

- Before beginning the think-pair-share protocol, activate background knowledge by inviting students to demonstrate what it looks like or sounds like to do each step.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Circulate and listen as students share with their partners. Ask additional questions to deepen thinking.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- After brainstorming and partner sharing, ask two or three students to share their ideas with the whole class. Write the ideas on the board with illustrations.
- Provide role-play opportunities for the protocol.

Instruction W.K.2

Application SL.K.1.A, SL.K.3, SL.K.4, SL.K.6

Draw to Share Ideas

Model Drawing

1. Invite students to share their ideas from the think-pair-share using the sentence frame.

ASK What makes playing together fun? *(Answers will vary but may include sharing or having lots of toys.)*

SAY Not only will you talk about your great ideas with one another, but you will also write and draw about them. First, I will show you how to draw an idea, then it will be your turn.
2. Direct students' attention to the Making Playing Together Fun response sheet, which also appears in their student companions.
3. Think aloud what to draw.

SAY One thing that I think will make playing together fun is taking turns. We need to take turns with our toys so everyone has a chance to play. I could show that in a picture by drawing my hand giving another person a toy. I think I will draw clay as my toy because I see clay in our classroom.
4. Using a pencil, model drawing a picture of two hands sharing a toy.

SAY I can look at my hand to get an idea of how to draw my fingers. I will draw five fingers on my hand. I want to draw a round shape, too, to show the clay.

SAY Then, I will draw another hand on the page. That's my friend's hand. I will draw a piece of clay in my friend's hand, too, to show that we both had a turn.
5. Summarize the activity.

SAY I drew a picture to show that taking turns is one way to make playing together fun.

Drawing to Share Ideas



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the second learning target, promoting higher-level thinking.

MLL

- Provide a translation of important vocabulary, such as *play* and *fun*, in students' home languages.

Approaching/MLL

- Foster community by discussing how to ask peers and teachers for help.
- Example:
ASK You might get stuck trying to come up with your own idea to draw. What can you do if you need help?
(Raise your hand or quietly ask a peer.)

Instruction W.K.2

Apply

20

Suggested Pacing: 20 minutes

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we learned how to share our ideas using the think-pair-share protocol, and we discussed what would make playing more fun.
- Direct students' attention to the Making Playing Together Fun response sheet, which also appears in their student companions.
- Explain the task.
SAY You will now draw the idea you shared with your partner during the think-pair-share protocol. You will use the response sheet in your student companions. To do this, you will draw what makes playing together more fun.
- Check for clarifying questions.
- Release students to begin the task, and circulate to support.

One thing that makes playing together fun is _____.



Differentiation

Approaching

- As students begin independent writing, consider alternative drawing/writing utensils to vary methods for fine motor response. Examples: fine-tipped markers vs. pencils, a name stamper or preprinted name stickers, preprinted images that students can select to glue down.

Beyond

- Provide an extension activity or application for students who complete the task early.

MLL

- If students struggle to put words to their ideas, invite them to mime their thoughts. Remind them of the word or concept they recalled, and have them repeat it. Prompt them to repeat the sentence back after scribing it.

Approaching/MLL

- Provide ample wait time and then prompt students with an appropriate cue if they get stuck.

Application W.K.2

Reflect

Suggested Pacing: 10 minutes

Share and Reflect

Activity Share

- Have students return to the whole group with their drawings.
SAY Now, we will share our drawings with a partner. Watch me as I share my drawing using the sentence frames.
- Model sharing your drawing.
SAY I drew two hands with clay. This shows that we can make playing together fun by taking turns.
- Invite students to begin sharing their drawings using the think-pair-share protocol and sentence frames.
SAY As you share with your partner, use the sentence frames to say what you drew and what your drawing shows.
- Circulate and provide positive feedback.

Sentence Frames

I drew _____.
 This shows _____.

Differentiation

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Beginning students may have trouble verbalizing their work. Help them identify key elements of their illustration, and allow them to repeat words and phrases.

Approaching/MLL

- Encourage the student to repeat one word or phrase in each sentence frame at a time.

Application W.K.2, SL.K.1.A, SL.K.4

Progress Reflection

Learning Target #1

- Explain the purpose of reflecting on progress toward meeting the learning targets.
SAY Reflecting on your progress toward meeting learning targets helps you to understand what you have learned and what you still need to work on.
- Direct students' attention to the Learning Target Tracker in their student companion.
- Explain the ratings in the top row of the tracker.
SAY *Approaching* means you are working on meeting the lesson's learning targets or goals. If you have *met* the learning targets, this means you know and can successfully do what we focused on today. And finally, *exceeds* means that you were able to go above and beyond the lesson's goals.
- Read aloud Learning Target #1.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can listen and take turns while talking with my classmates about play.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application SL.K.1.A, SL.K.3, SL.K.4, SL.K.6

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can draw a picture to show how to make playing together fun.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application W.K.2

Close Read-Aloud, *Llama Llama Time to Share* (Session 1) and Play Exploration



Purpose

In this lesson, students learn to identify the author/illustrator of *Llama Llama Time to Share*. This lesson also provides students with the opportunity to explore collaborative play to build speaking and listening skills.

By the end of the lesson, students should be able to do the following:

- Listen and take turns while playing and talking with classmates.
- Identify the author/illustrator of *Llama Llama Time to Share*.



Learning Targets

- I can listen and take turns while playing and talking with my classmates.
- I can identify the author/illustrator of the text *Llama Llama Time to Share* and explain her role.



Prepare in Advance

Teacher

- *Llama Llama Time to Share* by Anna Dewdney
- Clay or other suitable material

You may wish to create physical copies of the following materials to display in the classroom:

- Discussion Norms anchor chart
- Authors and Illustrators chart

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- “Talk and Listen” song
- Class Clues: Think-Pair-Share



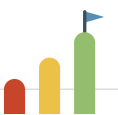
Agenda

- **Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- **Connect (25 minutes)**
 - Concept Introduction
 - Concept Model
 - Close Read-Aloud: *Llama Llama Time to Share*
 - Discussion Norms Introduction
- **Apply (20 minutes)**
 - Your Turn
- **Reflect (10 minutes)**
 - Share and Reflect
 - Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RL.K.1, RL.K.6, SL.K.1.A, SL.K.1.B

Application

RL.K.1, RL.K.6, RF.K.1.A, SL.K.1.A, SL.K.1.B

Activate Prior Knowledge

Song Connection

- Gather students in a whole group.
- Direct students' attention to the "Talk and Listen" song.
SAY This song will remind us about something we did in the previous lesson and that we will practice doing again today.
- Sing the song aloud fluently.
- Repeat singing the song aloud with students twice.
ASK What is this song about? (*talking and listening, thinking about the question, looking at one another, and taking turns*)
SAY The song tells us important things to do when we talk and listen to one another. You will have a lot of practice in this lesson learning how to talk and listen to one another.

"Talk and Listen" Song

Are you talking? Are you listening?
All my friends, all my friends.
We'll think about the question,
Look at one another,
And take turns, and take turns.

Differentiation

Beyond

- Challenge students to link the song to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Use illustrations and hand gestures to signal keywords in the "Talk and Listen" song.
Examples:
 - When singing the word *talk*, move your hand away from your mouth.
 - When singing the word *listen*, cup your hand behind your ears.
 - Hold up a picture of a student talking while singing the word *talk*.

Approaching/MLL

- Before singing the "Talk and Listen" song, activate background knowledge by previewing the question you will ask.
ASK What is this song about?
- Offer alternatives for auditory information by providing visual notations of music or sound and using facial expressions or hand gestures to convey the meaning of the song.

Application RF.K.1.A, SL.K.1.A, SL.K.1.B

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can listen and take turns while playing and talking with my classmates.
- **Learning Target #2:** I can identify the author/illustrator of the text *Llama Llama Time to Share* and explain her role.

Learning Targets

1. I can listen and take turns while playing and talking with my classmates.
2. I can identify the author/illustrator of the text *Llama Llama Time to Share* and explain her role.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why the learning targets are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning targets.
- Restate the learning targets in simpler language, and connect them to something familiar.

Instruction RL.K.1, RL.K.6, SL.K.1.A, SL.K.1.B

Connect

25

Suggested Pacing: 25 minutes

Concept Introduction

Define Authors and Illustrators

1. Direct students' attention to *Llama Llama Time to Share* by Anna Dewdney.

SAY Today, we will read *Llama Llama Time to Share* by Anna Dewdney. In this book, we will meet two animals. The two animals are the book's main characters. Characters are who the book is about.
2. Point to the cover of *Llama Llama Time to Share*.

ASK What do you see on the book cover? (*I see a llama and a gnu/ wildebeest. I see a picture of two animals. I see animals holding toys.*)
3. Remind students of the lesson's second learning target.

SAY Remember our second learning target: "I can identify the author/ illustrator of the text *Llama Llama Time to Share* and identify her role." *Identify* means "to tell who or what something is."

SAY Today, we will talk about who authors and illustrators are and how they work together to tell stories.
4. Introduce the concept.

SAY The author of a book writes the words, and the illustrator draws the pictures. Authors and illustrators work together to tell the story and help us understand it better. Sometimes, the author and illustrator are the same person.

FICTION

Llama Llama Time to Share





Differentiation

Beyond

- Ask students to provide other examples to illustrate the concept for their peers.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Display the text on a document camera or present an enlarged copy of it to help direct students to the appropriate sentences on each page during the close read-aloud.
- As you introduce the characters on the cover, clarify the meaning of *characters* by using images of familiar characters next to pictures of books. Example: “David is the character in the book: *No, David!*”

Instruction RL.K.6

Concept Model

Model Authors and Illustrators

1. Explain that you will be modeling how to apply the concept to *Llama Llama Time to Share*.
SAY To understand who the author and illustrator are, we need to know how to do several things.
2. Model how to locate the author and the illustrator on the cover. Read the title aloud.
SAY The title of the book is *Llama Llama Time to Share*. First, I’ll look for the author’s and the illustrator’s names on the book cover.
3. Point to the name of the author/illustrator.
SAY The author is named Anna Dewdney. She has written a lot of books about the character, Llama Llama. Give a thumbs-up if you’ve ever read a Llama Llama book before.
SAY Sometimes, the author and illustrator are the same person. If I see just one name here, that person did both jobs. There is only one name, so Anna Dewdney is both the author and illustrator of this book.
4. Explain the author’s role.
SAY The author writes the words in the story. Let’s look at an example. This sentence on page 2 says, “Llama Llama playing . . .” The author wrote those words to tell us what happens in the story.
5. Explain the illustrator’s role.
SAY The illustrator creates the pictures by drawing, painting, or even using a computer. Pictures in stories are called illustrations. Let’s look at the illustration on page 2.
6. Point to the illustration on page 2, and describe the details the illustrator included that match the author’s words.
SAY The illustrator showed Llama Llama playing with toys just like the words said.
7. Check for understanding.
SAY The author writes the words, and the illustrator draws the pictures.
ASK What is the job of an author? (*Authors write the words in stories.*)
ASK What does an illustrator do? (*Illustrators create pictures or illustrations.*)
8. Provide students with the rationale for this skill.
SAY Authors and illustrators work as a team to bring stories to life.

Authors and Illustrators

What does the author do?
The author writes the words.

What does the illustrator do?
The illustrator creates the pictures.

Differentiation

Beyond

- Ask students to provide other examples to illustrate the concept for their peers.

MLL

- Encourage students to connect new vocabulary to their home language by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- As you discuss the word *author*, clarify vocabulary by providing examples of other authors. Example: “Another author, who wrote the book _____, is . . .”
- As you discuss the word *illustrator*, clarify vocabulary by providing examples of other illustrators. Example: “Another illustrator, who created the illustrations for _____, is . . .”

Instruction RL.K.6

Close Read-Aloud: *Llama Llama Time to Share*

Read and Discuss

1. Fluently read aloud *Llama Llama Time to Share* without interruption.
 - SAY** Think about the words the author wrote and the illustrations the illustrator created.
 - ASK** What is this story about? (*Llama Llama won't share his toys, and Nelly wants to play with them.*)
2. Review the think-pair-share protocol.
 - SAY** We practiced the think-pair-share protocol in our previous lesson. We will use this protocol a lot this year as we become talking and listening experts. Let's rewatch the Class Clues video. As you watch, see if you can find one thing students do during the protocol.
3. Play the video.
4. Summarize the video.
 - ASK** What is one thing students in the video did during the think-pair-share protocol? (*One student talked at a time; the listener looked at the speaker; they took turns.*)
 - SAY** Now, we'll discuss *Llama Llama Time to Share* using the protocol. Close readers talk about the text with classmates. Talking about the text helps you better understand the story. The topic you will share about is, “authors and illustrators.”
5. Invite students to think-pair-share.
 - ASK** What did the author of *Llama Llama Time to Share* do? (*The author wrote the words.*)
 - ASK** What did the illustrator of *Llama Llama Time to Share* do? (*The illustrator created the pictures.*)
6. Invite student volunteers to share their responses with the whole group.

FICTION

Llama Llama Time to Share





Differentiation

Beyond

- Allow students to lead discussions to deepen engagement with the material.

MLL

- During partner discussion, display the cover of *Llama Llama Time to Share* to remind students as they discuss with their partners.

Approaching/MLL

- Not all students may have the experience of visiting one another's homes to play. Explain this concept before beginning the reading. Example: "Sometimes, children like to visit a friend or neighbor to play. An adult might even come with them. This is a story about a new friend of Llama's who visits him at his home."
- After reading *Llama Llama Time to Share*, optimize relevance by contextualizing information based on students' experiences and preferences.

Examples:

- "Give a thumbs-up if you have had to share a toy before."
- "Whisper to the student next to you one material you might have to share in kindergarten."

Instruction RL.K.1, RL.K.6

Application RL.K.1, RL.K.6

Discussion Norms Introduction

Introduce and Discuss

1. Direct students' attention to the "Play Today" poem, part 1, and fluently read the poem aloud.
2. Reread the poem with students.
 - SAY** I will reread the poem. This time, read it aloud with me.
3. Read the second line aloud, beginning with "Let us talk . . ."
 - ASK** Do these words remind you of anything we have learned?
(*"Talk and Listen" song; first learning target*)
4. Introduce the discussion norms.
 - SAY** Norms are the normal things that are expected of us every day. Discussion norms help us talk and listen to one another in a respectful and organized way during partner or group conversations. They help ensure everyone feels heard and valued, making our conversations more enjoyable and helping us learn from one another.
5. Direct students' attention to the Discussion Norms anchor chart, and read each norm aloud.
 - SAY** You will have a lot of practice this year learning how to talk and listen to one another. It will be important to keep these norms in mind.
6. Focus on the bullet that says "Listen to others." Explain why it is important to do and how to do it.
 - SAY** When we listen to others, we pay close attention to what they say. We can show we are listening by looking at the speaker, staying quiet while the speaker is talking, and keeping our bodies calm. Listening carefully makes other people feel important, like their ideas matter.

"Play Today" Poem (Part 1)

Can you come and play today,
will you play with me?
Let us talk about it, and then we
will see.
Let's pretend to make a cake.
Put it in the oven and let it bake.
If it's not working, then it's okay.
Maybe we can find another way.
What do you think we should do?
Let's take turns playing who is who.

7. Focus on the bullet that says “Take turns speaking.” Explain why it is important to do and how to do it.
SAY When we take turns speaking, we go back and forth. We listen quietly without interrupting until it is our turn to speak. We can share our ideas without being interrupted and let our classmates’ ideas be heard, too.
8. Introduce the clay or other suitable material.
SAY Talking during play is one important way that you can have fun while playing. It will be important to talk during today’s play. It is almost time to play with the clay.
9. Invite students to reflect quietly on how they would like to play with the clay.
ASK What could you make using clay? How could you pretend with it? *(Answers will vary.)*
10. Invite a student to the front.
SAY I’ll start by sharing my ideas about what I could make with the clay. While I talk, my partner will listen without interrupting. When I’m done, it will be my partner’s turn to respond. Then, I’ll listen carefully while my partner speaks. We’ll take turns.
11. Model taking turns speaking and listening with the student.
12. Connect the norms to play exploration.
ASK What are important things you can do while talking and listening with your partner as you play? *(Take turns; listen to others.)*



Differentiation

Beyond

- Challenge students to link the learning targets to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Optimize the relevance of discussion norms.
ASK Why are the discussion norms important? What will they help us do?

Approaching/MLL

- As you prepare the “Play Today” poem, guide information processing by including images or physical actions to represent how talking can help students make play decisions.

Instruction SL.K.1.A, SL.K.1.B

Your Turn

Collaborative Practice

- Recap the lesson.
 - SAY** Today, we sang a song about playing together, learned norms for talking to one another, read a book about Llama Llama playing with a friend, and practiced reciting a poem about how we can talk while we play to have more fun.
- Explain the task.
 - SAY** You will now play with clay with your classmates. You will practice listening and taking turns as you play and talk with your classmates.
- Read the task criteria.
- Check for clarifying questions.
- Release students to begin the task, and circulate to support.

Task Criteria

1. Talk quietly with your classmates.
2. Use the clay carefully.
3. Share what you are making.
4. Clean up when playtime is done.

Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Beginning students may not initially engage with their play through speaking. While circulating, prompt students by asking questions.
 - Examples:
 - "What are you making?"
 - "Is this fun? Sometimes when we have fun, we say, 'This is fun.' Can you say that?"
- Invite students to use their home language during play exploration. This will make them more comfortable engaging with the content, and it will facilitate the transfer of language skills across languages.
- As students talk, notice instances in which they omit the articles *a* or *the*. Identify the error, and recast the sentence correctly. Invite students to repeat. Example: "You put clay back in the box. Now you say it."

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- Allow extra time for processing and responding to questions.

Application SL.K.1.A, SL.K.1.B

Reflect

Suggested Pacing: 10 minutes

Share and Reflect

Activity Share

- Direct students' attention to the Discussion Norms anchor chart and read the chart aloud.

SAY As you share with your partner, remember to make sure you listen and take turns speaking.

- Invite students to use the think-pair-share protocol.

SAY Now, you will talk to your partner about how you played with the clay.

- As students talk, circulate and listen.
- Invite a few students to share with the whole group.
- Conduct a second round of the think-pair-share protocol.

ASK What is the job of an author? What is the job of an illustrator? (*Authors write words. Illustrators create pictures.*)

- Invite a few students to share with the whole group.

Discussion Norms

- Listen to others.
- Take turns speaking.

Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Rephrase the learning targets in comprehensible terms, and encourage students to express their understanding in their own words or home language.

Approaching/MLL

- As students share with their partners, provide options for communication by prompting students who need support with sentence starters. Example: "One thing I made with clay was _____. I made this because . . ."

Application RL.6, SL.K.1.A, SL.K.1.B

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can listen and take turns while playing and talking with my classmates.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application SL.K.1.A, SL.K.1.B

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can identify the author/illustrator of the text *Llama Llama Time to Share* and explain her role.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application RL.K.1, RL.K.6



Close Read-Aloud, *Llama Llama Time to Share* (Session 2) and Play Exploration



Purpose

In this lesson, students learn how to use illustrations and words in *Llama Llama Time to Share* to describe a character's feelings. This lesson continues to provide students with the opportunity to explore collaborative play to build speaking and listening skills.

By the end of the lesson, students should be able to do the following:

- Listen and take turns while playing and talking with classmates.
- Identify Llama Llama's feelings using details and illustrations in the text.



Learning Targets

- I can listen and take turns while playing and talking with my classmates.
- I can use illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*.



Prepare in Advance

Teacher

- *Llama Llama Time to Share* by Anna Dewdney
- Pattern blocks or other suitable materials

You may wish to create physical copies of the following materials to display in the classroom:

- Discussion Norms anchor chart
- Illustrations chart
- Llama Llama's Feelings chart

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- "Talk and Listen" song



Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (25 minutes)**
 - Close Read-Aloud: *Llama Llama Time to Share* (Part 1)
 - Close Read-Aloud: *Llama Llama Time to Share* (Part 2)
 - Close Read-Aloud: *Llama Llama Time to Share* (Part 3)
 - Close Read-Aloud: *Llama Llama Time to Share* (Part 4)
 - Play Norms
- Apply (20 minutes)**
 - Your Turn
- Reflect (10 minutes)**
 - Share and Reflect
 - Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RL.K.1, RL.K.6, RL.K.7, SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6, L.K.1.F

Application

RL.K.1, RL.K.7, RF.K.1.A, SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6, L.K.1.F

Activate Prior Knowledge

Song Connection

- Gather students in a whole group.
- Model singing the “Talk and Listen” song.
SAY If you remember this song from the previous lesson, please sing it with me.
- Sing the song a second time as a whole group.
- Direct students’ attention to the Discussion Norms anchor chart.
SAY You did a great job with your discussions in the previous lesson when we played with clay. We will continue to practice talking with classmates today by adding a new norm to the chart: Talk about the question.
- Invite students to reflect quietly on why talking is important during play.
ASK Why do you think it is important to talk to one another while you play? (*Talking might help solve problems.*)
- Invite a student to the front.
SAY I’ll start by sharing my ideas about why talking to one another during play is important. We will stay on topic and only talk about the question. While I talk, my partner will listen without interrupting. When I’m done, it will be my partner’s turn to respond. Then, I’ll listen carefully while my partner speaks. We’ll take turns.
- Model taking turns speaking and listening with the student.
- Connect the new norm to the lesson.
SAY When you share with a partner, remember to stay on topic and talk about the question.

“Talk and Listen” Song

Are you talking? Are you
listening?
All my friends, all my friends.
We’ll think about the question,
Look at one another,
And take turns, and take turns.

Differentiation

Beyond

- Challenge students to link the song to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home language responses when appropriate.

Approaching/MLL

- As you discuss the importance of talking to one another while you play, foster community by introducing and displaying a visual depicting strategies students can use for when problems arise during play (e.g., give a hug, draw a picture, choose something new to play together).
- Offer alternatives for auditory information by providing visual notations of music or sound and using facial expressions or hand gestures to convey the meaning of the song.

Application RF.K.1.A, SL.K.1.A, SL.K.1.B

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can listen and take turns while playing and talking with my classmates.
- **Learning Target #2:** I can use illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*.

Learning Targets

1. I can listen and take turns while playing and talking with my classmates.
2. I can use illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*.

Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why the learning targets are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to explain the learning targets.
- Restate the learning targets in simpler language, and connect them to something familiar.

Instruction RL.K.1, RL.K.6, RL.K.7, SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6, L.K.1.F

Connect

25

Suggested Pacing: 25 minutes

Close Read-Aloud: *Llama Llama Time to Share* (Part 1)

Introduce the Focus Question

1. Direct students' attention to *Llama Llama Time to Share* by Anna Dewdney.
 - SAY** Over the next few lessons, we will continue to read *Llama Llama Time to Share*. As we discussed in the previous lesson, the author and illustrator of this book are the same person.
 - ASK** What do authors and illustrators do? (*Authors write words. Illustrators create pictures.*)
 - SAY** The author writes the words, and the illustrator creates the pictures. Anna Dewdney is both the author and illustrator of this book, which means she wrote the words and created the illustrations.

FICTION

Llama Llama Time to Share



- Share the focus of the close read-aloud.

SAY Over the next few days, we will read this book and think about why one character, Llama Llama, shares a toy with another character, Nelly Gnu.

- Read the first focus question aloud.

SAY Our focus question is: “Why does Llama Llama share?” As we read the book, I want you to think about this question. Today, we will focus on the characters’ feelings. Thinking about how the characters feel helps us answer questions about the story. Pay close attention to the words the author wrote and the pictures the illustrator created.



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.

MLL

- Provide a translation of important vocabulary or sentence frames in students’ home languages.

Approaching/MLL

- Display the text on a document camera, or present an enlarged copy of it, to help direct students to the appropriate sentences on each page during the close read-aloud.
- Students may find responding to text-dependent questions challenging. Model thinking aloud the answers to the questions, and remind students that there are important clues in the illustrations. Provide extra wait time for students to process the questions and formulate answers.

Instruction RL.K.6

Close Read-Aloud: *Llama Llama Time to Share* (Part 2)

Define Illustrations in Stories

- Set a clear objective for students.

SAY Remember that our second learning target is about using illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*. Today, we will learn how to use illustrations and details from our story to understand the characters, where they are, how they might feel, and what happens in the story.

- Introduce the concept.

SAY Illustrations are the pictures or drawings in a book or text that help tell the story. Readers use illustrations to understand the story. Illustrations can show what the characters, places, and events look like, making it easier to imagine what is happening. Illustrations help you “see” the story. Sometimes, illustrations give extra clues about a character’s feelings or what might happen next.

What Are Illustrations?

Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Provide a translation of important vocabulary in students' home languages.

Approaching/MLL

- Preteach emotion words from *Llama Llama Time to Share*, such as *worried* and *nervous*. Example: "People can be worried when they think something bad will happen or they might get into trouble. Have you ever been worried?"

Instruction RL.K.7

Close Read-Aloud: *Llama Llama Time to Share* (Part 3)

Model Illustrations in Stories

1. Model how to use the illustrations to understand the story.
SAY As I read, I will look closely at the illustrations in the story. That means I will look carefully at the pictures to consider how they help me understand who's in the story and what happens in the story.
2. Direct students' attention to, and read aloud, pages 2–3.
3. Point out the word *visit*.
SAY *Visit* means "to go somewhere and spend time with someone." I see that the new neighbors are visiting Llama Llama's house. It looks like Nelly Gnu and Mommy Gnu are the visitors. The illustrations show me this, too.
4. Read pages 4–5 aloud.
SAY Looking at the illustrations, I see that Llama Llama and Nelly are both holding something. It looks like they are both holding toys or dolls.
5. Read pages 6–7. Describe the characters.
SAY I notice something about Llama Llama's face. His eyes are wide. His mouth is in a big "O" shape.
6. Draw students' attention to Llama Llama's face in the illustration.
SAY Make a face similar to Llama Llama's face in the illustration.
SAY Llama Llama's face in the illustration makes me think that when his mom says, "Don't forget to share," Llama Llama might have started to feel sad or worried. Give a thumbs-up if you have ever felt sad or worried.
7. Direct students' attention to the Llama Llama's Feelings chart.
SAY We will use this chart to think about moments in the story when Llama Llama feels happy and moments when he feels upset. Feeling upset can mean being mad, sad, or worried.
SAY Since this is our first time using the chart, I will show you how we can use it to track Llama Llama's feelings. I notice that in the illustration on page 7, Llama Llama does not look like he feels happy, so I will place a mark in the Upset column for that page.
8. Direct students' attention to the bottom of page 7.

Close Readers

Look closely at the pictures.

9. Provide students with the rationale for this skill.

SAY It is important to pay close attention to the images in the stories that we read because they help describe what happens in the story. It is our job to look closely at each illustration, photograph, or picture in the stories.

ASK What makes illustrations so important in a story? (*Illustrations help readers understand the story. They show us what characters, settings, and events look like. Illustrations help us “see” the story.*)



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Introduce key vocabulary and concepts through visuals, real-life connections, or bilingual glossaries to build background knowledge.

Approaching/MLL

- Prepare students for finding details as clues for emotions. Example: Make a frown, and ask: “How do I feel? How do you know? What is a detail on my face that tells you I am sad?” Briefly introduce the words *smile* and *frown*.

Instruction RL.K.1, RL.K.7

Close Read-Aloud: *Llama Llama Time to Share* (Part 4)

Guided Practice: Illustrations in Stories

1. Explain to students that you will now use illustrations to help them understand stories.

SAY As we keep reading *Llama Llama Time to Share*, we will think about the illustrations together.

2. Read aloud pages 8–9 without stopping.
3. Reread the first two sentences on page 9.
4. Invite students to examine the picture of Llama Llama at the top of page 9.

SAY Look at Llama Llama’s face in this illustration. The illustration shows Llama Llama frowning.

ASK What could a frown mean? (*It means you are unhappy or sad.*)

5. Introduce sentence frames.

SAY We will now practice speaking while using complete sentences. Sentence frames help us share information in complete sentences. A complete sentence is a group of words that tell a whole idea and make sense. For example, if I say, “is sad,” that is an incomplete thought. If I say, “Llama Llama is sad,” that is a complete thought. Let’s read aloud the sentence frames together. Your complete sentences might sound like: “I see Llama Llama frowning. I think he feels sad.”

6. Direct students’ attention to the illustration of Llama Llama at the bottom of page 9.
7. Invite students to use the think-pair-share protocol and sentence frames to discuss how Llama Llama feels in the illustration.

ASK How does Llama Llama feel? (*sad*)

ASK Why do you think Llama Llama feels that way? (*Llama Llama is frowning and is not playing with Nelly Gnu.*)

8. Invite students to share which column of the Llama Llama’s Feelings chart to mark for page 9.

ASK Which side of the chart should we mark for how Llama Llama’s feels on page 9? (*Upset column*)

SAY Point to which side.

Sentence Frames

I see Llama Llama _____.
I think he feels _____.

9. Place a mark in the Upset column.

SAY We will read more about Llama Llama in the next lesson and continue to use the illustrations to help us understand the story better.



Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.

Approaching/MLL

- To practice using the present simple tense to talk about feelings, prompt students to answer key questions with a sentence frame.
Examples:
- “Llama feels ____.”
- “Gnu feels ____.”
- If students omit the -s at the end of *feels*, recast the sentence and prompt them to repeat it.
- As you review the Llama Llama’s Feelings chart, vary the methods of response. Invite students to show you, with facial expressions, the meaning of each emotion.

Instruction RL.K.1, RL.K.7, SL.K.4, SL.K.6, L.K.1.F

Application RL.K.1, RL.K.7, SL.K.4, SL.K.6, L.K.1.F

Play Norms

Read and Discuss

1. Direct students’ attention to the “Play Today” poem, part 2, and read it aloud fluently, pointing to each word as you say it.
2. Reread the poem with students.
SAY I will reread the poem, and this time, read it aloud with me.
3. Invite responses from the group.
ASK What toy do you think this part of the poem is about? (*blocks or building blocks*)
4. Point to line 7 of this part of the poem, and read it aloud.
ASK What is happening here? (*They are trading toys.*)
SAY Trading means “giving something you have to someone else who then gives you something of their own in return.”
5. Introduce the pattern blocks or other suitable materials.
SAY Today, you will continue to learn to play together by exploring with these pattern blocks.
ASK What could you make with the blocks? How could you pretend with them? (*Answers will vary.*)
6. Remind students that they will become play experts.
SAY Remember, in the Letter from the Principal, the principal challenged us to become play experts by learning to play together. Talking during play is one important way that you can have fun while playing and become an expert.

“Play Today” Poem (Part 2)

Can you come and play today,
will you play with me?
Let us talk about it, and then we
will see.
I want the blue blocks to build
my tower,
But you have the last one in your
flower.
If it’s not working, then it’s okay.
Maybe we can find another way.
Maybe a trade is what to do.
Here is a purple one for your
blue.

Differentiation



Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.

MLL

- Use word banks, pictures, and cognates. Example: *school* in English and *escuela* in Spanish.

Approaching/MLL

- Briefly explain trading. Give a blue block to one student and hold a purple block. Example: "If I want to trade, that means I want Claudia to give me her purple block, and I will give Claudia my blue block so that it is fair."
- Demonstrate trading with the student. Provide a sentence frame so students can practice trading. Example: "I'll give you my _____ for your _____."
- Show a few examples of premade block sculptures so that students who may have never played with them have a concrete model for possible outcomes.

Instruction RL.K.1, SL.K.1.A, SL.K.1.B

Apply

Suggested Pacing: 20 minutes

20

Your Turn

Collaborative Practice

- Recap the lesson.
 - SAY** Today, we sang a song about playing together, used norms for talking to one another, read more about Llama Llama playing with a friend, and practiced reciting a poem about how we can share and trade while we play to have more fun.
- Explain the task.
 - SAY** You will now get a chance to play with blocks with your classmates. You will practice listening and taking turns while playing and talking.
- Read aloud the task criteria.
- Check for clarifying questions.
- Release students to begin the task, and circulate to support.

Task Criteria

1. Talk quietly with your classmates.
2. Use the blocks carefully.
3. Take turns, and share blocks with others.
4. Clean up when playtime is done.

Differentiation



Beyond

- Circulate and listen as students play. Ask additional questions to deepen thinking.

MLL

- Dictate key instructions for students to recite so they practice using verbal language. Stop often to check for comprehension.
- Invite students to use their home language during play exploration. This will make them more comfortable engaging with the content, and it will facilitate the transfer of language skills across languages.

Approaching/MLL

- As students talk with peers during play, provide options for communication by prompting students with sentence frames.

Examples:

- "I like how you are using the blocks to ____."
- "I am using blocks to make _____. Do you want to help me?"

Application SL.K.1.A, SL.K.1.B

10

Reflect

Suggested Pacing: 10 minutes

Share and Reflect

Think-Pair-Share

- Direct students' attention to the Discussion Norms anchor chart, and read the chart aloud.
- **SAY** Remember, as you share with your partner, make sure you listen, take turns speaking, and talk about the question.
- Invite students to use the think-pair-share protocol.
- **ASK** How did you play with the blocks? *(Answers will vary.)*
- As students talk, circulate and listen.
- Invite a few students to share with the whole group.
- Conduct a second round of the think-pair-share protocol.
- **ASK** What are illustrations, and how do they help us understand the story? *(Illustrations are the pictures in stories; they show what happens in the story.)*
- Invite a few students to share with the whole group.

Discussion Norms

- Listen to others.
- Take turns speaking.
- Talk about the question.

Differentiation

Beyond

- Encourage students to evaluate their strategies and consider ways to deepen their understanding.

MLL

- Use sentence frames to prompt discussion and to model standard syntax. Model using the sentence frames, and invite students to use them during the think-pair-share protocol.

Examples:

- "I made ____."
- "I played with ____."
- "I took care of the blocks when I ____."

Approaching/MLL

- As students talk with partners about their play, provide graduated levels of support for sharing by prompting students to give specific details.
Examples:
 - “What color of blocks did you use?”
 - “What shape of blocks did you use?”
 - “What did you make with your blocks?”
- After students share with their partners, optimize choice by recording their ideas for playing with pattern blocks on a whiteboard or chart paper labeled “Playing with Pattern Blocks” that can be used in subsequent sessions. Consider printing and posting photos of students as examples of ways to play with pattern blocks.

Application RL.K.7, SL.K.1.A, SL.K.1.B

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can listen and take turns while playing and talking with my classmates.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson’s learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application RL.K.1, RL.K.7, L.K.1.F

Close Read-Aloud, *Llama Llama Time to Share* (Session 3) and Play Exploration



Purpose

In this lesson, students continue to learn how to use illustrations and words in *Llama Llama Time to Share* to understand a character's feelings. This lesson provides students with another opportunity to explore collaborative play as they continue to build speaking and listening skills.

- By the end of the lesson, students should be able to do the following:**
- Listen and take turns while playing and talking with classmates.
 - Identify Llama Llama's feelings using illustrations and details in the text.



Learning Targets

- I can listen and take turns while playing and talking with my classmates.
- I can use illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*.



Prepare in Advance

Teacher

- *Llama Llama Time to Share* by Anna Dewdney
- Dramatic play toys or other suitable materials

You may wish to create physical copies of the following materials to display in the classroom:

- Discussion Norms anchor chart
- Turn and Talk Protocol anchor chart
- Llama Llama's Feelings chart

Student

- Student companion

All other necessary materials are included within the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (25 minutes)

- Protocol Introduction
- Close Read-Aloud: *Llama Llama Time to Share* (Part 1)
- Close Read-Aloud: *Llama Llama Time to Share* (Part 2)
- Play Norms

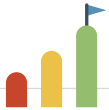
Apply (20 minutes)

- Your Turn

Reflect (10 minutes)

- Share and Reflect
- Progress Reflection

60 **Total Lesson Time**
60 minutes



Standards

Instruction

RL.K.1, RL.K.6, RL.K.7, SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6, L.K.1.F

Application

RL.K.1, RL.K.7, SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6, L.K.1.F

Activate Prior Knowledge

Reflective Learning

- Remind students that they have been learning about play.
SAY We have been learning how to become play experts.
- Have students think-pair-share with a partner.
ASK What are some things that play experts do to take care of play materials? (*treat them gently or carefully, put them away when done, don't make a mess*)
- Invite a few students to share their responses with the whole group.
SAY We can take care of our materials by being gentle and cleaning up when done. Let's continue becoming play experts.

Becoming Play Experts

What are some things that play experts do to take care of play materials?

Differentiation

Beyond

- Challenge students to generate questions about the topic.

MLL

- Remind students that *take care of* are words that we hear a lot together, and they mean "to help people or things we care about."
ASK What is the meaning of *care* in the languages we speak at home?
Invite all students to repeat the translation in a different home language.
- Encourage students to discuss what they learned with a partner using their home language.

Approaching/MLL

- Incorporate hands-on materials, visuals, and movement to help make the concept of caring for materials more concrete and accessible.

Application SL.K.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can listen and take turns while playing and talking with my classmates.
- Learning Target #2:** I can use illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*.

Learning Targets

- I can listen and take turns while playing and talking with my classmates.
- I can use illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why the learning targets are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar.

Instruction RL.K.1, RL.K.6, RL.K.7, SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6, L.K.1.F

Connect

25

Suggested Pacing: 25 minutes

Protocol Introduction

Introduce and Facilitate the Protocol

1. Seat students in close proximity to at least one other student.
 - SAY** Close readers talk with classmates about the text. One strategy readers use to share ideas is called turn and talk. Today, we will work together to use the turn and talk protocol.
2. Direct students' attention to the video.
 - SAY** Let's preview this protocol by watching Class Clues.
3. Play the video.
4. Invite students to share what they noticed or questions about the video and the protocol.
 - ASK** What did you notice? *(Answers will vary.)*
 - ASK** What do you wonder? *(Answers will vary.)*
5. Read aloud the turn and talk steps from the anchor chart as you model with a student volunteer.
 - SAY** First, my partner and I will think about the topic. Our topic to think about will be, "things we like to do outside."
 - SAY** After we have both thought about the topic, we will turn to each other to talk about the topic and decide who will go first.
 - SAY** I will share first, so my partner will listen while I share.
 - SAY** One thing I like to do outside is to go for a long walk.
 - SAY** Finally, I will listen to what my partner shares.
6. Allow time for the student volunteer to share what he or she likes to do outside.



7. Refocus the group, and ask students what they noticed during the modeling of the protocol.
ASK What did you notice during our turn and talk? (*Answers will vary but could include noticing partners looking at each other, taking turns, or speaking in full sentences.*)
8. Remind students about having meaningful, on-topic conversations.
SAY You can ask your partner to tell you more, explain why you agree, or ask questions if you don't understand something your partner says.
9. Pose the following question, and give students time to think silently about what they will share.
ASK What is the job of an author? (*Authors write the words in stories.*)
SAY Now, turn and talk with your partner about the job an author does.
10. Pose this next question, and give students time to think silently about what they will share.
ASK What is the job of an illustrator? (*Illustrators create the pictures or illustrations.*)
SAY Now, turn and talk with your partner about the job an illustrator does.
11. Invite a few students to share their responses with the whole group.



Differentiation

Beyond

- Allow students to lead discussions to deepen engagement with the protocol.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the protocol with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- After you and the student volunteer model how to turn and talk, enhance the capacity for self-monitoring by asking explicit reflection questions. Example: "What did it look like to turn and talk? What did it sound like?"

Instruction SL.K.1.A, SL.K.6

Application SL.K.1.A, SL.K.6

Close Read-Aloud: *Llama Llama Time to Share* (Part 1)

Read and Discuss

1. Direct students' attention to *Llama Llama Time to Share* by Anna Dewdney.
SAY Today, we will continue to read *Llama Llama Time to Share*. Remember, Anna Dewdney is both the author and illustrator of this book.
ASK What did Anna Dewdney do for this book? (*wrote the words and created the pictures*)
2. Direct students' attention to the Llama Llama's Feelings chart, and use the book to share examples of illustrations in the text.
3. Fluently read aloud pages 2–11.
SAY Listen carefully to the words and consider whether they match the illustrations.
4. Call on one or two students to share what has happened so far in the text.
ASK What has happened in the story so far? (*Llama llama has a friend over and doesn't feel very happy about sharing.*)

FICTION

Llama Llama Time to Share



5. Read aloud page 12, and focus on the illustration. Point out Nelly Gnu.
ASK What does Nelly Gnu do? (*Nelly Gnu takes Fuzzy Llama.*)
6. Read aloud pages 13 and 14.
SAY I'll reread page 14. This time, read it aloud with me.
7. Reread page 14 and invite students to join you.
8. Direct students' attention to the word *disaster*. Invite them to examine it closely.
ASK What do you notice about how that word appears in the text? (*It is red and darker than the other words.*)
SAY A *disaster* is "something really bad that happens."
9. Model determining Llama Llama's feelings based on the illustration on page 13.
SAY In looking at the illustrations on this page, I notice that Llama Llama looks upset by the disaster. His face shows me he might be alarmed or worried that Nelly has Fuzzy Llama. So, I will place a mark in the Upset column for page 13.
10. Place a mark in the Upset column.
SAY Let's keep reading. Pay close attention to the illustrations to consider whether they match the words.



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.

MLL

- Invite students to reference the translation of *Llama Llama Time to Share* in their home languages.

Approaching/MLL

- Display the text on a document camera or present an enlarged copy of it to help direct students to the appropriate sentences on each page during the close read-aloud.
- After reviewing the Llama Llama's Feelings chart, optimize individual choice by inviting students to choose one feeling to show with a facial expression.

Instruction RL.K.1, RL.K.6, RL.K.7

Close Read-Aloud: *Llama Llama Time to Share* (Part 2)

Read and Discuss

1. Read page 15 and focus on the words.
ASK What is happening now? (*Llama Llama is mad that Nelly Gnu has Fuzzy Llama.*)
2. Reread the first sentence on page 15.
ASK What does Llama Llama say? (*that Fuzzy Llama isn't Nelly Gnu's toy*)
3. Reread the second sentence on page 15.
ASK What does Llama Llama say is not fair? (*that Nelly Gnu has Fuzzy Llama, his toy*)
4. Read the sentence on pages 16–17 without expression. Point out the words in the sentence.
ASK Why do you think the author wrote "doesn't like" that way? (*because Llama Llama really doesn't like to share*)

FICTION

Llama Llama Time to Share



5. Reread the sentence on pages 16–17 with expression, emphasizing the word *doesn't*.
SAY Let's reread this sentence, and this time, let's read it like the author wanted us to. Read it with me and use your voice for how you think Llama Llama feels.
6. Direct students' attention to the illustration.
SAY Let's make our faces look like Llama Llama's.
ASK How do you think Llama Llama feels now? (*angry, upset*)
7. Invite students to use the think-pair-share protocol and sentence frame.
SAY We learned about sentence frames in our previous lesson. Let's use another sentence frame today: "I think Llama Llama feels _____ because _____." There are two blanks to add your own words and make a complete sentence. It might sound like: "I think Llama Llama feels angry because he doesn't like to share."
ASK Why do you think Llama Llama feels angry? (*because Nelly Gnu has his toy*)
8. Direct students' attention to the Llama Llama's Feelings chart and the illustration of Llama Llama on page 16.
ASK Which column should we mark to show how Llama Llama feels? (*Upset column*)
9. Point to the Upset column of the Llama Llama's Feelings chart, and place a mark in that column for page 16.
10. Refocus the whole group.
SAY You used the details and illustrations to describe how Llama Llama feels.



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.

MLL

- Invite students to discuss the text with a partner in their home languages.

Approaching/MLL

- Stop at strategic points and do a think-aloud to make your thought process explicit.

Instruction RL.K.1, RL.K.7, SL.K.4, SL.K.6, L.K.1.F

Application RL.K.1, RL.K.7, SL.K.4, SL.K.6, L.K.1.F

Play Norms

Read and Discuss

1. Direct students' attention to the "Play Today" poem, part 3, and read the poem aloud fluently, pointing to each word as you say it.
SAY I will reread the poem, and this time, read it aloud with me.
2. Invite responses from the group.
ASK What type of play do you think this part of the poem is about? (*playing a game or playing together*)
SAY The toys we will use today are toys that you can pretend with, or play pretending games with.
3. Point to line 7 of this part of the poem and reread it aloud.
SAY *Include* means "to invite others to play" or to "say 'yes' when others ask to play."

"Play Today" Poem (Part 3)

Can you come and play today,
 will you play with me?
 Let us talk about it, and then we
 will see.
 We'll play a game, just me and
 my friend.
 It's in the rules, and the rules
 don't bend.
 If it's not working, then it's okay.
 Maybe we can find another way.
 The game can change to include
 you.
 Because this is more fun too.

4. Introduce the dramatic play toys or other suitable materials.

SAY Today, you will continue to learn to play together by exploring more toys.

ASK How could you play pretend with these toys? *(Answers will vary.)*

5. Direct students' attention to the Discussion Norms anchor chart and read the chart aloud.

6. Remind students they will become play experts.

SAY As you become play experts, it will be important to listen to others, take turns speaking, and talk about how you are playing with the materials.



Differentiation

Beyond

- Allow students to lead discussions to deepen engagement with play norms.

MLL

- Introduce language for including others and asking to play together.

Examples:

- "May I play with you?"
- "Would you like to play with us?"
- Have students chorally repeat the phrases and practice asking with their partners. Role-play or fishbowl a scenario in which this language applies.

Approaching/MLL

- After you introduce the toys, support strategy development by providing time for students to think quietly about how they could play with each kind of toy. Invite students to give you a thumbs-up when they have come up with an idea.

Instruction RL.K.1, SL.K.1.A, SL.K.1.B

Apply

Suggested Pacing: 20 minutes

20

Your Turn

Collaborative Practice

- Recap the lesson.

SAY Today, we used norms for talking to one another, read more about Llama Llama, and practiced reciting a poem about how we can include one another while we play to have more fun.
- Explain the task, reading aloud the task criteria.

SAY You will now get a chance to play with dramatic play toys with your classmates. You will practice listening, taking turns, and sharing how you play with the materials.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Task Criteria

- Talk quietly with your classmates.
- Use the toys carefully.
- Take turns, and share toys with others.
- Clean up when playtime is done.

Differentiation

Beyond

- Circulate and listen as students play. Ask additional questions to deepen thinking.

MLL

- Review language for including others and asking to play together.
Examples:
 - “May I play with you?”
 - “Would you like to play with us?”
 - Prompt students to practice using these phrases as they play with their dramatic toys.

Approaching/MLL

- Direct students’ attention to the cover of *Llama Llama Time to Share*, and point to Nelly Gnu. Explain that Nelly wants to be included in Llama Llama’s game because it is more fun to play together. Connect the text to classroom play, and encourage students to include one another.

Application SL.K.1.A, SL.K.1.B

10

Reflect

Suggested Pacing: 10 minutes

Share and Reflect

Turn and Talk

- Direct students’ attention to the Discussion Norms anchor chart, and read the chart aloud.
SAY Remember, as you share with your partner, make sure you listen, take turns speaking, and talk about the question.
- Invite students to use the turn and talk protocol.
ASK How did you play with the dramatic play materials? (*Answers will vary.*)
- As students talk, circulate and listen.
- Invite a few students to share with the whole group.
- Conduct a second round of the turn and talk protocol.
ASK How did the illustrations help you understand how Llama Llama feels in the story? (*They show us his face and what he is doing, that he feels upset.*)
- Invite a few students to share with the whole group.

Discussion Norms

- Listen to others.
- Take turns speaking.
- Talk about the question.

Differentiation

Beyond

- Challenge students to apply what they learned to real-world scenarios or cross-subject connections.

MLL

- Point out that when students converse, it is polite to make eye contact. Be aware that in some cultures, making eye contact is less common or even considered impolite. If students are uncomfortable making eye contact at first, allow them to operate within their comfort level. Demonstrate what it looks like to make eye contact and encourage students to practice.

Approaching/MLL

- As students turn and talk, provide options for communication by prompting them to use sentence frames for talking about dramatic play toys. Example: "When I was playing with _____, I pretended to _____."

Application RL.K.7, SL.K.1.A, SL.K.1.B

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can listen and take turns while playing and talking with my classmates.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application SL.K.1.A, SL.K.1.B, SL.K.4, SL.K.6

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use illustrations and details in the text to describe how a character feels in *Llama Llama Time to Share*.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application RL.K.1, RL.K.7, L.K.1.F

Close Read-Aloud Task, *Llama Llama Time to Share* and Reflecting on Play



Purpose

In this lesson, students practice using illustrations and details in the text *Llama Llama Time to Share* to answer questions about a character. This lesson provides students with the opportunity to collaborate in groups to determine the meanings of illustrations in the text.

By the end of the lesson, students should be able to do the following:

- Listen and take turns while discussing illustrations and details in the text *Llama Llama Time to Share*.
- Use details and illustrations from the text to answer questions about a character in *Llama Llama Time to Share*.



Learning Targets

- I can listen and take turns while talking with my classmates about illustrations and details in the text *Llama Llama Time to Share*.
- I can use illustrations and details in the text to answer questions about a character in *Llama Llama Time to Share*.



Prepare in Advance

Teacher

- *Llama Llama Time to Share* by Anna Dewdney

You may wish to create physical copies of the following material to display in the classroom:

- Llama Llama's Feelings chart

Student

- *Llama Llama's Time to Share* by Anna Dewdney (one copy per group of students)
- Student companion

All other necessary materials are included within the digital lesson.



Media

- "Talk and Listen" song



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (30 minutes)

- Close Read-Aloud: *Llama Llama Time to Share* (Part 1)
- Close Read-Aloud: *Llama Llama Time to Share* (Part 2)
- Close Read-Aloud: *Llama Llama Time to Share* (Part 3)

Apply (15 minutes)

- Your Turn

Reflect (10 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RL.K.1, RL.K.6, RL.K.7

Application

RL.K.1, RL.K.7, RF.K.1.A, SL.K.1.A, SL.K.1.B

Activate Prior Knowledge

Song Connection

- Gather students together in a whole group.
- Direct students' attention to the "Talk and Listen" song.
 - SAY** We will sing the "Talk and Listen" song together. As you sing, think about what the song helps you remember to do.
- Sing the entire song with students.
- Discuss the song.
 - ASK** What does the song remind you to do when you talk with others?
(*Think about the question; look at the person talking; take turns.*)
 - SAY** Remember that talking with others means sharing your own ideas, listening to others' ideas, and asking questions about their ideas. This helps us learn from one another. It will be important in our work today.

"Talk and Listen" Song

Are you talking? Are you listening?
All my friends, all my friends.
We'll think about the question,
Look at one another,
And take turns, and take turns.

Differentiation

Beyond

- Challenge students to link the song to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect the song to their home languages and cultures by using bilingual resources or allowing home language responses when appropriate.

Approaching/MLL

- Offer alternatives for auditory information by providing visual notations of music or sound and using facial expressions or hand gestures to convey the meaning of the song.

Application RF.K.1.A, SL.K.1.A, SL.K.1.B

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can listen and take turns while playing and talking with my classmates about illustrations and details in the text *Llama Llama Time to Share*.
- Learning Target #2:** I can use illustrations and details in the text to answer questions about a character in *Llama Llama Time to Share*.

Learning Targets

- I can listen and take turns while talking with my classmates about illustrations and details in the text *Llama Llama Time to Share*.
- I can use illustrations and details in the text to answer questions about a character in *Llama Llama Time to Share*.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why the learning targets are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to explain the learning targets.
- Restate the learning targets in simpler language, and connect them to something familiar.

Instruction RL.K.1, RL.K.6, RL.K.7

Connect

30

Suggested Pacing: 30 minutes

Close Read-Aloud: *Llama Llama Time to Share* (Part 1)

Read and Discuss

- Direct students' attention to *Llama Llama Time to Share*, and review the roles of the author and illustrator.

SAY We will continue reading *Llama Llama Time to Share*. Before we do, let's identify the author and illustrator. Anna Dewdney is the author because she wrote the words, and she is the illustrator because she also drew the pictures.

ASK What is the job of authors? (*writing the words*)

ASK What is the job of illustrators? (*creating the pictures*)

- Set the purpose for reading.

SAY Today, while we read, we will continue to use the illustrations and details from the text to answer questions about the characters. Illustrations help us understand the characters and how they feel in different parts of the story.

SAY Listen carefully to the words and consider whether they match the illustrations.

- Read pages 22–24 aloud and invite students to use the think-pair-share protocol.

ASK Why does Mama Llama put Fuzzy Llama on the stairs? (*Llama Llama is not ready to share Fuzzy Llama.*)

- Read pages 25–26 aloud.

ASK What do Llama Llama and Nelly Gnu want to do? (*Llama Llama wants to play with tractors. Nelly Gnu wants to play dress-up.*)

FICTION

Llama Llama Time to Share



5. Read page 27 aloud.

ASK Which picture shows Llama Llama and Nelly Gnu playing together? (*the bottom picture on page 27*)

6. Direct students' attention to the Llama Llama's Feelings chart and illustration at the bottom of page 27.

ASK What do you notice about how Llama Llama and Nelly Gnu play? (*They are playing kitchen. They are cooking. They are playing together. They are getting along. They are smiling.*)

SAY Look at Llama Llama's face. Let's make our faces look like Llama Llama's face in this picture.

ASK How do you think Llama Llama feels here and why? (*He is happy because he is playing with a friend and sharing his toys.*)

ASK What do you see in the picture that makes you think that? (*He is smiling.*)

7. Point to the Happy column of the Llama Llama's Feelings chart. Place a mark in that column for page 27.

SAY Llama Llama feels happy in this picture because he is smiling and sharing with his friend, so I will place a mark in the Happy column. Let's keep reading, paying close attention to the illustrations.



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas to answer questions during the close read-aloud.

Approaching/MLL

- Before the close read-aloud session, highlight critical features by previewing the question you will ask. Some students may not be familiar with the types of games or toys pictured in the book. Take a moment to provide some context. Ask what kinds of games others play. Example: "Look, they are pretending to cook in a toy oven. Has anybody ever played that game? What kinds of games do you play at home?"
- Enhance students' capacity for self-monitoring progress by developing a silent signal. As you read, proactively prompt students to use the silent signal if they learn the answer to a question you will ask.

Instruction RL.K.1, RL.K.6, RL.K.7

Close Read-Aloud: *Llama Llama Time to Share* (Part 2)

Read and Annotate

1. Direct students' attention to pages 28–29. Reread the last sentence on page 29.

ASK How does Llama Llama feel now, and how do you know? (*He looks like he feels happy; he is smiling.*)

2. Refer to the Llama Llama's Feelings chart.

ASK In which column should I mark Llama Llama's feelings when he decides to share Fuzzy Llama? (*Happy column*)

3. Place a mark in the correct column for page 29.

SAY I think Llama Llama feels happy in this picture because he is smiling and sharing with his friend, so I will place a mark in the Happy column.

Llama Llama Time to Share

I see Llama Llama _____.
I think he feels _____
because _____.

4. Direct students' attention to the Llama Llama sentence frames.
SAY In a moment, you will talk to your partner using these sentence frames. Let's read the sentence frames together.
5. Model using the sentence frames for page 29.
SAY Let me show you how to use the sentence frames. I see Llama Llama smiling. I think he feels happy because he is sharing with his friend.
6. Read pages 30–32 aloud.
7. Invite students to use the think-pair-share protocol and sentence frames for page 32.
ASK What do you see in the illustration? (*I see Llama Llama smiling and waving goodbye to his new friend.*)
ASK How does Llama Llama feel here, and how do you know? (*I think he feels happy because it was fun to share and play.*)
SAY We can tell a lot about how Llama Llama feels by looking at the illustrations.



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.

MLL

- During discussions and activities, pair MLLs with peers who exhibit proficient or exemplary oral language skills to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- During group discussions, display pictures from *Llama Llama Time to Share* to remind students of things that they can discuss with their group.

Instruction RL.K.1, RL.K.7

Application RL.K.1, RL.K.7

Close Read-Aloud: *Llama Llama Time to Share* (Part 3)

Facilitate the Task

1. Remind students that they have been using illustrations and details from the text to answer questions about Llama Llama.
SAY We have read *Llama Llama Time to Share* over several days and gathered enough information to answer the question: "What does Llama Llama learn about playing with others?"
2. Move students into small groups and introduce the task.
SAY You will work with your group to answer questions about the text.
3. Guide students through a collaborative speaking and listening task.
SAY Look at the front cover of the text with your group. Point to the author's name.
ASK What does the author do? (*writes the words*)
SAY Point to the illustrator's name. Remember, in the book *Llama Llama Time to Share*, the illustrator is the same person as the author.

Authors and Illustrators

What does the author do?
The author writes the words.

What does the illustrator do?
The illustrator creates the pictures.

ASK What does the illustrator do? (*creates the pictures*)

SAY Decide which picture shows what Llama Llama learns about playing with others. Tell your group why you chose that picture.

ASK What does Llama Llama learn about playing with others? (*Page 27 or page 28: Llama Llama learns that it is fun to play with others. It is fun to share.*)

SAY Choose one picture that shows when Llama Llama takes care of others. Tell your group why you chose that picture.

ASK When does Llama Llama take care of others? (*Page 27 or 28: Llama Llama takes care of Nelly when he agrees on playtime games and shares Fuzzy Llama.*)

4. Summarize the activity.

SAY We looked carefully at the illustrations to determine Llama Llama's feelings. Authors and illustrators use illustrations to help us understand more about the story and the characters.



Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide a translation of important vocabulary and sentence frames in students' home languages.

Approaching/MLL

- The verbal and written instructions may be confusing for some students. While circulating, prompt students if they do not understand that they can choose more than one picture. Example: "Do you notice any other pictures of Llama Llama doing a good job of playing?"
- As students think-pair-share, build fluencies with graduated levels of support by differentiating expectations for speaking. Example: Some students might express ideas in complete sentences, while others may express them in two-word phrases.

Instruction RL.K.1, RL.K.7

Application RL.K.1, RL.K.7

Apply

Suggested Pacing: 15 minutes

Your Turn

Collaborative Practice

- Recap the lesson.
SAY Today, we practiced using illustrations in the text to describe how a character's feelings change throughout *Llama Llama Time to Share*.
- Direct students' attention to the illustrations on pages 27 and 28.
- Reread pages 27–28 aloud.
- Explain the task.
SAY You will now use the think-pair-share protocol and sentence frames to share what Llama Llama learns about playing with others.
ASK What does Llama Llama learn about playing with others? *(In this picture, I see Llama Llama sharing. This shows that Llama Llama learns that playing is more fun when we share.)*
- Summarize the activity.
SAY We looked carefully at the illustrations and text to help us understand more about what the characters do and feel.

What does Llama Llama learn about playing with others?

In this picture, I see _____.
 This shows that Llama Llama learns _____.

Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Beginning proficiency students may have trouble using the sentence frames correctly. If they still struggle to speak, prompt them to identify details in the pictures. Example: Model pointing to a picture of Llama Llama and Nelly Gnu playing nicely together. Prompt students to point to the picture and repeat the word *sharing*.

Approaching/MLL

- As students work on the task, facilitate personal coping skills by offering suggestions for what to do if students don't know which picture to choose. Example: "It's okay if you are unsure about which picture shows what Llama Llama learns about playing with others. Closely look at the pictures and just try your best."

Application RL.K.1, RL.K.7, SL.K.1.A, SL.K.1.B

Reflect

Suggested Pacing: 10 minutes

Share and Reflect

Activity Share

- Sing the “Talk and Listen” song.
- Invite students to turn and talk with a partner.
- **SAY** We have practiced the “Talk and Listen” song and shared what Llama Llama learns about playing with others.

ASK What can we learn about playing with others from Llama Llama?

(Playing together is fun; we can work to solve problems.)

- Call on a few students to share their ideas.
- Summarize the lesson.

SAY Today, we carefully looked at the illustrations and details to learn more about a character’s feelings. Studying illustrations helped us determine the character’s feelings and the lesson the character learns at the end of the story.

What can we learn about playing with others from Llama Llama?

Differentiation

Beyond

- Challenge students to apply what they learned to real-world scenarios or cross-subject connections.

MLL

- For collaborative activities, pair MLLs with peers who have proficient or exemplary oral language skills to promote language practice.

Approaching/MLL

- Students who are less confident verbally may remain silent as the class sings chorally. If students struggle with the words, encourage them to do their best. Invite a student to show leadership by serving as a model for singing.

Application RL.K.1, SL.K.1.A

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.

Learning Target

I can listen and take turns while talking with my classmates about illustrations and details in the text *Llama Llama Time to Share*.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application SL.K.1.A, SL.K.1.B

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use illustrations and details in the text to answer questions about a character in *Llama Llama Time to Share*.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application RL.K.1, RL.K.7

A Letter Back to the Principal and End-of-Unit Assessment



Purpose

In this lesson, students review key concepts from the unit and complete the end-of-unit assessment. This lesson provides students with the opportunity to reflect on their learning about playing with others.

By the end of the lesson, students should be able to do the following:

- Listen and take turns while talking with classmates about play.
- Complete the end-of-unit assessment.



Learning Targets

Instruction

- I can listen and take turns while talking with my classmates about play.

Assessment

- I can answer questions about toys and stories to demonstrate what I've learned in this unit.



Prepare in Advance

Teacher

- If administering the assessment on paper, print copies for students from the assessments PDF.
- If administering the assessment digitally, assign it to students from the Assess tab of your teacher account.

You may wish to create physical copies of the following material to display in the classroom:

- Commitments for Playing Together chart

Student

- One playing commitment photograph per pair of students
- Student companion

All other necessary materials are included within the digital lesson.

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (20 minutes)

- Shared Reading
- Playing Commitments
- Shared Writing

Apply (25 minutes)

- Your Turn

Reflect (10 minutes)

- Share and Reflect
- Progress Reflection

Total Lesson Time
60 minutes



Standards

Instruction

W.K.2, SL.K.1.A, SL.K.1.B, SL.K.2, SL.K.4.

Application

RL.K.1, RL.K.6, RL.K.7, W.K.2, SL.K.1.A, SL.K.1.B, SL.K.2, SL.K.4, SL.K.6

Assessment

RL.K.1, RL.K.6, RL.K.7, W.K.2

Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the module guiding question and read it aloud.
- Remind students that, so far, they have learned how to work together and make playing together fun.
ASK Based on our learning in this unit so far, what can we do to make playing together fun? *(Answers will vary but may include sharing or playing with others.)*
- Allow a few students to share their answers.
- Expand on each student's comment by adding clarity or addressing any misconceptions.
- Tell students that, today, they will have a chance to show what they've learned by taking the end-of-unit assessment.

Module Guiding Question

What can we do to make playing together fun?

Differentiation

Beyond

- Challenge students to link their learning to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect to their own experiences with the content in their home languages and cultures by using bilingual resources or allowing responses in their home languages when appropriate.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Application SL.K.1.A, SL.K.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can listen and take turns while talking with my classmates about play.
- **Learning Target #2:** I can answer questions about toys and stories to demonstrate what I've learned in this unit.

Learning Targets

1. I can listen and take turns while talking with my classmates about play.
2. I can answer questions about toys and stories to demonstrate what I've learned in this unit.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why the learning targets are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar.

Instruction W.K.2, SL.K.1.A, SL.K.1.B, SL.K.2, SL.K.4

Application RL.K.1, RL.K.6, RL.K.7, W.K.2

Connect

20

Suggested Pacing: 20 minutes

Shared Reading

Read and Discuss

1. Gather students in a whole group.
2. Direct students' attention to the Letter from the Principal.
SAY We read the Letter from the Principal together during our first lesson. Now that you are becoming play experts, I will reread it. As I read, think about what the principal asks us to do.

3. Fluently read aloud the letter without interruption.
4. Discuss the letter.

ASK What does the principal ask us to do? (*become play experts, explore our materials, learn about and play with one another*)

SAY I will think carefully about phrase "play experts." Experts get information by reading, talking to others, and, most importantly, doing a lot of what they are learning about.

ASK What are some ways that we have become play experts? (*reading about playing, singing songs about playing, playing together*)

SAY The word *experts* reminds me of another important word, *strategy*. Say it with me.

SAY The word *strategy* means "a plan for accomplishing a goal." Our goal as a class is to play and learn together.

ASK What strategies do we use as play experts that help us learn together? (*including others, sharing materials, using kind words*)

Letter from the Principal

Dear Kindergarten Students,

Welcome to our school! We are so happy you are a student here. As your principal, one of my jobs is to make sure you stay safe, learn a lot, and have fun together.

5. Invite students to use the think-pair-share protocol.

ASK What is a strategy you have used to become a play expert? (*Answers will vary but may include talking with classmates, playing with toys, or writing and drawing toys.*)

SAY The principal is proud of the hard work you have done to become play experts.



Differentiation

Beyond

- Ask students to restate *play experts* in their own words and explain why such expertise is important.

MLL

- During discussions and activities, pair MLLs with peers who have exhibited proficient or exemplary oral language skills to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- As you discuss the word *expert*, clarify vocabulary by providing examples of other kinds of experts. Example: "A painter is an expert at painting, and a doctor is an expert at keeping our bodies healthy."
- As you discuss the word *strategy*, model thinking aloud strategies to apply. Example: "If my goal is to use a purple block, and Xin Tao has the block that I need, what is a good strategy, or plan, I can use to play with the purple block? Maybe I can take it? Is that a good strategy? No? Oh, maybe I can trade, or ask Xin Tao. Those are better strategies for playing. Let's think of some more strategies."

Instruction SL.K.1.A, SL.K.4

Application SL.K.1.A, SL.K.4

Playing Commitments

Facilitate the Activity

- Direct students' attention to the Commitments for Playing Together chart and read the chart aloud.
- Highlight the word *commitments* in the title.

ASK After hearing what is listed on this chart, what do you think the word *commitment* means? (*"something that you agree to and promise to do"*)

SAY A *commitment* is "something you agree to and promise to do." Once a person agrees to a commitment, it is important to keep that commitment and follow it. As a class, you will have commitments for playing together. It will be important to follow your commitments so that everyone can work and play together and take care of class materials.
- Move students into pairs and introduce the playing-commitment photographs.

SAY Each picture shows students demonstrating, or showing, a playing commitment.
- Provide one photograph to each pair of students.

SAY In a moment, you will look at pictures of students playing together and talk to your partner using sentence frames. Let's first read the sentence frames together.
- Model using the sentence frames.

SAY Let me show you how to use the sentence frames: "In this picture, I see students playing with the same toys. I think they are doing a good job of sharing."

Commitments for Playing Together

- Including Others
- Taking Care of Materials
- Sharing
- Using Kind Words

6. Invite students to use the think-pair-share protocol and sentence frames.

ASK What do you see happening in your picture? *(In this picture, I see students smiling. I think they are doing a good job of sharing.)*
7. As students talk, circulate and listen.
8. Refocus the group and call on a few students to share their ideas.

SAY Now that you have studied your picture with a partner, let's consider how the pictures connect to our Commitments for Playing Together chart.

ASK Who has a picture that involves including others, and what does it show? *(Answers will vary but may include inviting others to join in or including others' ideas during play.)*

ASK Who has a picture that involves taking care of materials, and what does it show? *(Answers will vary but may include using supplies responsibly or putting things away.)*

ASK Who has a picture that involves sharing, and what does it show? *(Answers will vary but may include using toys together or giving each other pieces.)*

ASK Who has a picture that involves using kind words, and what does it show? *(Answers will vary but may include students smiling or everyone looking happy together.)*
9. Summarize the activity.

SAY We can demonstrate our playing commitments in many ways, such as inviting others to play, cleaning up our materials, offering our favorite toys to classmates, and speaking kindly.



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Invite students to discuss the task with a partner in their home languages.

Approaching/MLL

- If some beginning students are still unable, or too uncomfortable, to demonstrate their knowledge through speech, allow them to identify key concepts by pointing to the photographs. Example: "Which picture shows students sharing? Point to the picture of students sharing blocks."
- As you discuss the word *commitment*, clarify vocabulary by providing examples of other kinds of commitments. Example: "When I signed up to play soccer this fall, I made a commitment to play soccer with my team."

Instruction SL.K.1.A, SL.K.1.B, SL.K.2

Application SL.K.1.A, SL.K.1.B, SL.K.2

Shared Writing

Write a Letter to the Principal

1. Introduce the letter back to the principal.
SAY Let's share our great ideas with the principal. I started our letter already. You can help me complete the letter by using what you've learned about playing together.
2. Read the letter aloud fluently, without interruption.
3. Complete the letter using students' input, referring to the Commitments for Playing Together chart as necessary.
4. Reread the letter fluently without stopping.
SAY This is a great letter. Now, I will read our work so we can make sure it makes sense. Once the letter's ready, I will give it to the principal so the principal knows all that you've learned.

Dear Principal,

We've been learning a lot about how to work and play together. We have learned to include others. That means _____. We have learned to take care of our materials. That means _____. We have learned to share. That means _____. We have learned to use kind words. That means _____. We hope you will come watch us play so we can show you how we are working hard to honor these commitments.
 From,
 The kindergarteners

Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Embed support for unfamiliar vocabulary by providing explanations and visual examples. This will help students make connections and support comprehension during shared writing.

Instruction W.K.2, SL.K.4

Apply

Suggested Pacing: 25 minutes

Your Turn

Assessment

- Recap the lesson.
SAY Throughout this unit, we have learned so many things. We can identify the author and illustrator of a text. We know how to use illustrations to help us understand the story and answer questions.
- Explain the task.
SAY You will now show what you've learned by taking the end-of-unit assessment.

Now, it's time to take your assessment.

- Direct students who will be completing the digital assessment to its location.
SAY Navigate to the assessment tile in your assignments. Do not start the test until instructed. Give me a thumbs-up when you have found the assessment in your assignments. Remember to click “play” on each element to listen to the text.
- For students who will be taking the paper-and-pencil assessment, have them write their names at the top.
SAY Make sure you are on the first page of the assessment and write your name at the top.
- If students are completing the paper-and-pencil assessment, you may either play the audio in the digital assessment for them or read the assessment aloud.
- Check for clarifying questions.
- Release students to begin the assessment and circulate to monitor.

Application RL.K.1, RL.K.6, RL.K.7, W.K.2

Reflect

Suggested Pacing: 10 minutes

10

Share and Reflect

Assessment Reflection

- Share that today, students took the end-of-unit assessment to show what they have learned in this unit.
- Have students use the turn and talk protocol with their partners to answer the following questions:
 - “What is one thing you feel you did well? Why do you think that?”
(Answers will vary.)
 - “What is one thing you think you could do better next time?”
(Answers will vary.)
- Allow a few students to share with the whole group after having a chance to talk with their partners.

What was one thing you feel you did well? Why do you think that?

I did well at _____.

I know because _____.

What is one thing you think you could do better next time?

Next time, I can improve on _____.

Differentiation

Beyond

- Challenge students to connect their current reflections to prior ones, fostering self-reflection on areas of growth and areas of opportunity.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Allow students to refer to the assessment as a visual aid while they reflect on their progress.
- Provide options for expression and communication by prompting students to respond orally to the questions in a think-pair-share before having them respond to the questions as a whole group.
- Provide sentence frames:
 - I did well at _____. I know because _____.
 - Next time, I can improve on _____.

Application SL.K.1.A, SL.K.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can listen and take turns while talking with my classmates about play.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application SL.K.1.A, SL.K.1.B, SL.K.2, SL.K.4, SL.K.6

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.

Learning Target

I can answer questions about toys and stories to demonstrate what I've learned in this unit.

- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application RL.K.1, RL.K.6, RL.K.7, W.K.2

My Playing Commitment



Purpose

In this lesson, students reflect on what they have learned about sharing and playing together. This lesson provides students with the opportunity to set a personal goal regarding a playing commitment.

By the end of the lesson, students should be able to do the following:

- Use pictures and words to describe a playing commitment.
- Listen and take turns while continuing a conversation with classmates about play.



Learning Targets

- I can use pictures and words to describe my playing commitment.
- I can listen and take turns while talking with my classmates about my playing commitment.



Prepare in Advance

Teacher

You may wish to create physical copies of the following material to display in the classroom:

- Commitments for Playing Together chart

Student

- Student companion

All other necessary materials are included within the digital lesson.

Agenda

- **Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- **Connect (30 minutes)**
 - Task Introduction
 - Participate in the Protocol
 - Playing Commitments
- **Apply (15 minutes)**
 - Your Turn
- **Reflect (10 minutes)**
 - Share and Reflect
 - Progress Reflection

60 Total Lesson Time
60 minutes

Standards

Instruction

W.K.2

Application

W.K.2, SL.K.1.A, SL.K.1.B



Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the Commitments for Playing Together chart.
SAY In the previous lesson, we looked at photographs and discussed commitments for playing together.
- Invite students to turn and talk with a partner.
ASK What does *commitment* mean? (*"something that you agree to and promise to do"*)
ASK Why are playing commitments important? (*Playing commitments are important for taking care of one another and the class materials as we work and play together.*)
- Direct students' attention to the letter back to the principal.
SAY In the previous lesson, we also wrote a letter to the principal about our playing commitments. Today, we will make our letter even better by drawing pictures of our playing commitments to include with the letter.
- Fluently read aloud the letter.
SAY As I read, think about the playing commitments we talked about in the previous lesson.

Commitments for Playing Together

- Including Others
- Taking Care of Materials
- Sharing
- Using Kind Words

Differentiation

Beyond

- Challenge students to generate questions about the topic.

MLL

- Working independently with the concept of commitment may be challenging and feel abstract for MLLs. Review the meaning of *commitment*, and remind students that they are making a promise about playing well with other students.

Approaching/MLL

- Rephrase the question: "Why are our playing commitments important?" Tell students that when something is important, it means we should care very much about it.
 Examples:
 - "Why do we care about our playing commitments?"
 - "Why is it helpful to agree to share and use kind words?"

Application SL.K.1.A

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can use pictures and words to describe my playing commitment.
- **Learning Target #2:** I can listen and take turns while talking with my classmates about my playing commitment.

Learning Targets

1. I can use pictures and words to describe my playing commitment.
2. I can listen and take turns while talking with my classmates about my playing commitment.



Differentiation

Approaching

- Ask students to break down the learning targets into smaller parts.

Beyond

- Ask students to restate the learning targets in their own words and explain why the learning targets are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to explain the learning targets.
- Restate the learning targets and connect them to something familiar.

Application W.K.2

Connect

Suggested Pacing: 30 minutes

30

Task Introduction

Model Drawing

1. Introduce the upcoming writing task.
SAY We will choose a playing commitment as a goal for ourselves. Then, we will describe the playing commitment. To describe something means to use a lot of details. We will use a lot of details while drawing pictures to describe a playing commitment.
2. Model setting a goal for a playing commitment.
SAY I am thinking about what playing commitment I want to choose as a goal. My playing commitment is to include others. I will think to myself, "How can I include others?"
3. Invite students to use the turn and talk protocol.
ASK What can I draw that shows including others? *(Answers will vary but may include inviting others to play, sharing materials, or making sure everyone has a group.)*
4. Direct students' attention to the My Playing Commitment response sheet, which also appears in their student companion.
5. Model drawing your playing commitment while you think aloud.
SAY Now, I'll draw myself including others. I am at the art table and talking to my classmates. I am saying, "Will you please join me at the art table?"

My Playing Commitment

My playing commitment is _____.

6. Add labels from around the classroom.

SAY Now, I'll add labels to my drawing. I can use words around the classroom. I see the word *art* near our art table. I can copy *a-r-t*. I see the word *share* on the *Llama Llama Time to Share* book cover, so I will write that down, too. I can copy *s-h-a-r-e*.

I will share the art supplies while I include others.

7. Summarize the activity.

SAY I have finished describing my playing commitment by drawing and labeling my picture.



Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide sentence starters to help MLLs organize their thoughts and express ideas.

Approaching/MLL

- As you model drawing and labeling a personal commitment, facilitate personal coping skills by demonstrating how to use classroom resources to help with spelling. Example: "Oh, no. I want to label my picture with the word *play*, but I do not know how to spell it. What can I do?"

Instruction W.K.2

Application SL.K.1.A

Participate in the Protocol

Facilitate the Protocol

1. Direct students' attention back to the Commitments for Playing Together chart.

SAY In a moment, you will choose your playing commitment. Think carefully before you make your commitment.

2. Model using the sentence frame.

SAY For example, I will commit to including others by inviting them to the art table.

3. Invite students to reflect silently on a playing commitment before using the think-pair-share protocol and sentence frame.

ASK What is one playing commitment that you want to work on this year? *(Answers will vary but may include inviting others to play, sharing materials, making sure everyone has a group.)*

4. Summarize the activity.

SAY You have made a commitment about playing together that you'll want to work extra hard on this year. I can't wait to see your playing commitments in action.

Sentence Frame

I will commit to _____
by _____.

Differentiation



Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide visual aids and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Optimize the relevance of playing commitments by mentioning personalized goals. Example: “I know D’Shaun told me how he will work extra hard to include others by inviting them to join in recess games. And Pshyrah shared that she wants to work on taking care of materials by cleaning up materials and remembering to put them back where they belong.”

Instruction W.K.2

Application W.K.2, SL.K.1.A

Playing Commitments

Guided Practice: Model and Facilitate

1. Tell students they will now act out their playing commitments.
SAY You are almost experts in playing commitments. Now, it’s time to practice by acting out your playing commitment with your partner.
2. Model acting out the playing commitment of including others.
SAY Watch me as I act out my playing commitment. I will act out “including others” by waving my hand and pointing to my area with a smile on my face. This way, others know I want them to join me.
3. Move students into pairs around the room, and have them face each other. Label Partner A and Partner B.
4. Invite Partner A to share his or her playing commitment by acting it out. Circulate and listen for actions and words related to playing commitments. Repeat with Partner B.

Commitments for Playing Together

- Including Others
- Taking Care of Materials
- Sharing
- Using Kind Words



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- During discussions and activities, pair MLLs with peers who have proficient or exemplary oral language skills to encourage language development and idea sharing in a safe environment.

Approaching/MLL

- Check to make sure all students remember their commitments and that they are able to verbalize them in English. If some students have forgotten their commitments, help them remember or choose a new one.
- Monitor the kinds of ideas students share. Are they on topic? Note students who may need additional support.

Instruction W.K.2

Application W.K.2, SL.K.1.A, SL.K.1.B

Apply

Suggested Pacing: 15 minutes

Your Turn

Independent Practice

- Recap the lesson.

SAY Today, we all chose and described a playing commitment. You watched me draw my playing commitment using details and labels in my picture. Then, you chose your own playing commitment and acted it out with a partner.
- Direct students' attention to the My Playing Commitment response sheet, which also appears in their student companion.
- Explain the task while drawing students' attention to your example.

SAY You will now draw your playing commitment. After you finish drawing, you will add labels to show how we use the playing commitment in our classroom. You will use the response sheet in your student companion.
- Check for clarifying questions.
- Release students to begin tasks and circulate to support.

My Playing Commitment

My playing commitment is _____.

Differentiation

Beyond

- Provide an extension activity or application for students who complete the task early.

MLL

- Have students act out what they learned before drawing it and labeling the drawing.

Approaching/MLL

- Before students create their drawings, guide visualization by giving explicit prompts for how students might plan their drawings. Example: "First, decide on the commitment. Next, draw a simple picture of yourself in our classroom. Last, add details to your picture to show how you are following the commitment."

Application W.K.2

Reflect

Suggested Pacing: 10 minutes

Share and Reflect

Activity Share

- Gather students in a whole group, ensuring each student has the My Playing Commitment response sheet.
- SAY** You have all done great work describing a playing commitment today. In a moment, you will share your drawing with your partner. When you talk with your partner, you will use the sentence frames. Let's read the sentence frames together.
- Model using the sentence frames.
- Invite students to use the think-pair-share protocol and sentence frames.
- ASK** What is your playing commitment, and what does your drawing show? *(Answers will vary but may resemble: My playing commitment is taking care of materials, and my drawing shows me cleaning up my mess.)*
- Observe and note students' ideas and thoughts as they share with their partners.
- Allow a few students to share with the whole group after partner discussions end.

My Playing Commitment

My playing commitment is _____.

My drawing shows _____.

Differentiation

Beyond

- Encourage students to evaluate their strategies and consider ways to deepen their understanding.

MLL

- Beginning students may have trouble verbalizing their work. Help them identify key elements of their drawings, and allow them to repeat words and phrases. Example: If students drew themselves sharing markers, point to their drawings of markers and say, "Share markers." Encourage the students to repeat the phrase.

Approaching/MLL

- Before students share with their partners, optimize choice by inviting students to suggest potential responses for sharing.

Examples:

- "I like the detail you included in your drawing."
- "I like the way you labeled your picture."

Application W.K.2, SL.K.1.A

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can use pictures and words to describe my playing commitment.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application W.K.2

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete the Learning Target Tracker in their student companions to indicate their progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can listen and take turns while talking with my classmates about my playing commitment.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams to help students reflect on the learning target.

Application: SL.K.1.A, SL.K.1.B

Facts That Fly!

In this book, you'll have fun learning how toys help us play and how the weather changes all around us.

Did you know? . . .

- Sharing toys can help you make new friends.
- You can make your own toys.
- Weather can change every day.



D F K K - T S