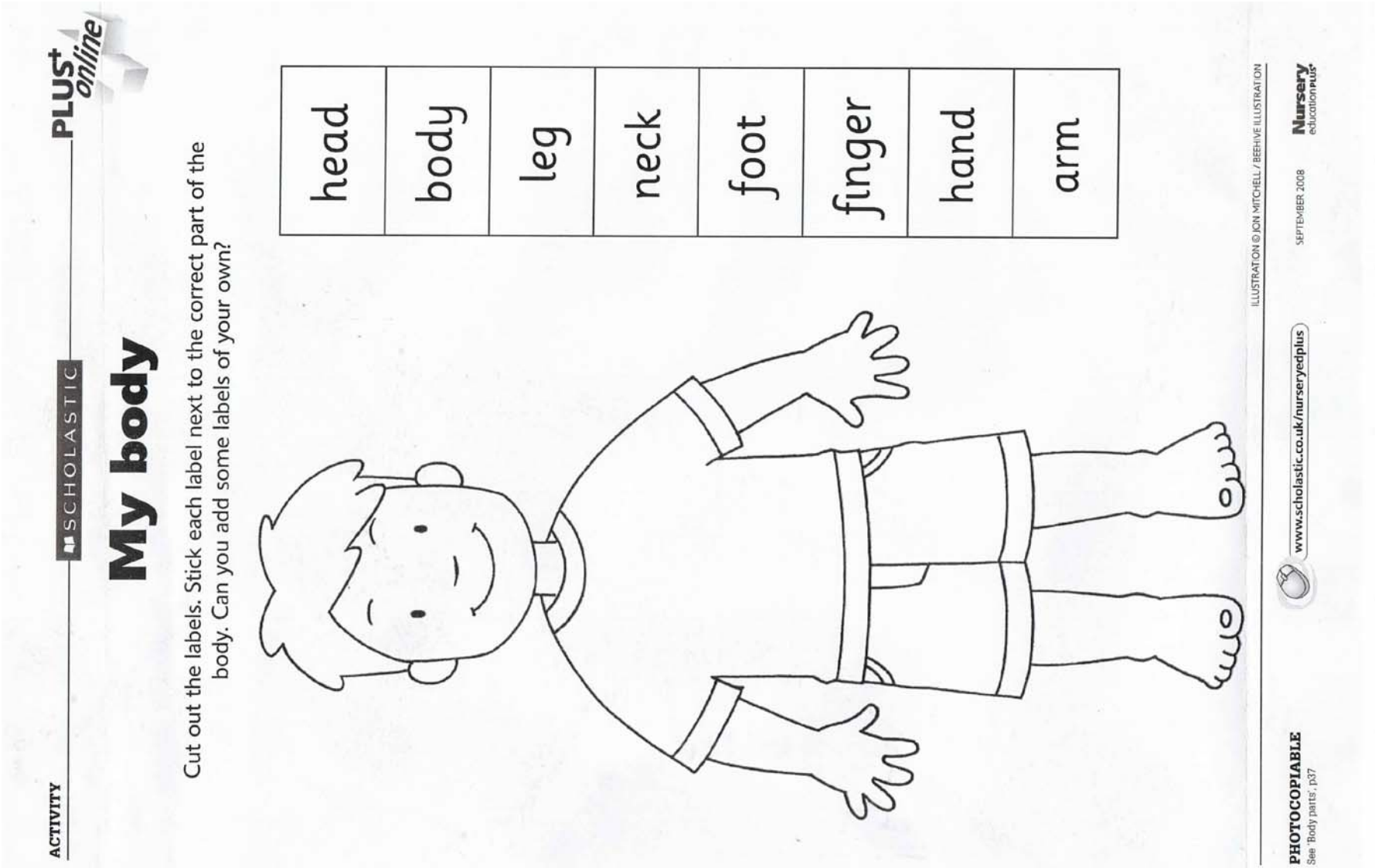
Curriculum Sample Template
Max. 8 Pages

Grade Level	KINDERGARTEN	**Content Area**	READING
Course Title (grades 9-12 Only)			
Length of Unit	2 days	**Time of Year**	1st quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students should be able to write their name and hold a book right side up, and turn the pages.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The lesson is part of the thematic unit "All about me". The lesson will follow the Gradual Release model of instruction, incorporating the "I do", "we do", "you do". The text will be from Reading A-Z resource for all three languages (Spanish and Mandarin will translate). The "I do" section will include modeled reading/think aloud by the teacher. The "we do" section will be taught through small reading groups with guided practice opportunities. The "you do" section will be independent practice at learning stations.		
Standard Number and Description *List the Number* and full description for the required Standard.*	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Students will label a body using key vocabulary from the text. Students will provide an oral retell with the following question prompt: What was the story mostly about? Tell me some details that you learned about from the book.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Scoring rubric: 4 – exceeds 3 – meets 2 – approaches 1 – falls far below		
Materials/Resources Needed	*My Body* by Elizabeth Austin, paper, pencils, My Body worksheet (www.scholastic.co.uk/nurseryedplus)		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instruction (English, Spanish and Mandarin)	Student Activities (English, Spanish and Mandarin)
1	The teacher will build background by doing physical activities and asking students which part of their body they used. For example: What part of your body do you use when you wave? The teacher will reinforce that shape, size and color of people is different. The teacher will lead students through a book walk as a whole group. Ask students what they think the book will be about. Introduce the vocabulary (ie. Arm, belly, body, chest, foot, hand, head, leg). The teacher will go through each page of the book with the students. The teacher will explain that the title and cover page often give clues to the main idea of a book (what the book is mostly about). The teacher will give each student a copy of the book, the teacher will read aloud and ask students to follow along by pointing to each word, to the end of page 5. The teacher will ask students what the book is mostly about so far. The teacher will then read while the students will follow along by pointing to the words to the end of the text. The teacher will discuss with the class each page and whether it is a part of the main idea or if it is a detail. The teacher will model how to draw a body and label the body on the board.	The students will name each part of the body as they look through the book with the teacher. After listening/following along with the teacher to page 5, the students will discuss in pairs details about parts of the body that they read about in the text.
2	The teacher will review main idea (what the story is mostly about) and details. The teacher will read the first two pages with the class and then have the students read the rest independently. The teacher will remind students about the labeled body from previous day, relating the whole body as the main idea, and the pieces as the details.	Before re-reading the text, students will tell a buddy details they remember from the text. The students will label a picture of their body. (This will be a summative assessment for the lesson)

Paste Summative Assessment Here:



ACTIVITY

SCHOLASTIC

PLUS+ online

My body

Cut out the labels. Stick each label next to the correct part of the body. Can you add some labels of your own?

head
body
leg
neck
foot
finger
hand
arm

ILLUSTRATION © JON MITCHELL / BEEHIVE ILLUSTRATION

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Nursery education PLUS+

www.scholastic.co.uk/nurseryedplus

PHOTOCOPIABLE

See 'Body parts', p37

Paste Answer Key/Scoring Rubric Here:

Scoring Rubric

Name:…….. Date:……

Grade: ……. Teacher……

Standard	1	2	3	4
Main Idea and Details	0-1 of the key details and no main idea	Student identifies the main idea of the text and 2-4 of the key vocabulary terms from the text as details.	Student identifies the main idea of the text and 5-7 of the key vocabulary terms from the text as details.	Student identifies the main idea of the text and all the key vocabulary from the text as details