

Grade: TK		Subject: ELA – Comprehension	Theme: Parts of a Book
Essential Question: What can we learn from the parts of a book?	Suggested Resources: <ul style="list-style-type: none">• Songs about parts of a book (i.e., “Parts of a Book” by Dr. Jean) [Online lyrics: http://www.drjean.org/html/monthly_act/act_2005/11_Nov/pg04.html]• Books for each student (i.e., “The School” by Heidi Butkiss) [Easy reader download: http://www.heidisongs.com/Free_Downloads/assets/School_Objects_Reader.pdf]• Various books from classroom library, school library, or city library• Various big books• Recommended: Personal books for each student to use for Days 4-10 (i.e., blank, legal sized papers folded in half and stapled)• Option: Introduce a “Morning Message.” You may include it as part of your opening routine. Materials needed for Morning Message: pretend microphones, Wikki Stix, magnifying glasses, pointers.• Option: If you already have a daily “Morning Message” routine, you may introduce, review, or reinforce the skills for standard ELA-F1a. You may also introduce, review, or reinforce the skills for standard ELA-L10 by writing a sentence frame that introduces the activity for the day. For example, “Today we will be authors.” (Day 7)		Integration of Catholic Values: Parts of the church – each part has a purpose that helps people engage in the Mass (altar, pews, singing, prayers, homily, etc.)
Enduring Understanding: Once you know the parts of a book, you can make better predictions about what any book is about.			SLE(s): * Please refer to your school SLE’s.
Standards: ELA-F1a Follow words from left to right, top to bottom, page by page ELA-L9 Identify front cover and back cover of a book ELA-L10 Identify additional parts of a book (e.g., title page, author, illustrator, page number)			

<p>Concepts:</p> <p>ELA-F1a</p> <ul style="list-style-type: none"> • word • page • turn • directions – left/right, top/bottom <p>ELA-L9</p> <ul style="list-style-type: none"> • book • front cover • back cover <p>ELA-L10</p> <ul style="list-style-type: none"> • title page • author • illustrator • name • page number 	<p>Skills:</p> <p>ELA-F1a</p> <ul style="list-style-type: none"> • Identify a word • Follow words from left to right • Follow words from top to bottom • Identify a page • Follow words page by page <p>ELA-L9</p> <ul style="list-style-type: none"> • Identify front cover of a book • Identify back cover of a book <p>ELA-L10</p> <ul style="list-style-type: none"> • Identify title page of a book • Identify author of a book • Identify illustrator of a book • Identify page number of a book 	<p>Social-Emotional Development Connection:</p> <p>SE-3b Follow social and classroom rules</p> <p>SE-3c Respond positively to redirection from adults</p> <p>SE-3g Complete a task</p> <p>SE-3h Keep personal space and classroom areas orderly</p> <p>SE-4a Communicate preferences</p> <p>SE-4b Make choices</p> <p>SE-5a Ask for help when needed</p> <p>SE-5b Use verbal and nonverbal communication effectively</p> <p>SE-5c Develop age-appropriate attention span</p> <p>SE-5d Follow one and two-step directions</p> <p>SE-6a Participate positively and cooperatively in group activities</p> <p>SE-6b Share and take turns</p> <p>SE-6c Use polite words</p> <p>SE-6d Help others</p>
<p>Summative Assessment:</p> <p>One-on-one assessment</p> <ul style="list-style-type: none"> • Students will identify (point to) three words in an unfamiliar text. The unfamiliar text may be a book from the classroom library or from a sample text of a Morning Message. (ELA-F1a) • Students will follow (point to) words from left to right of an unfamiliar text. The text is a sentence comprised of four or more words. (ELA-F1a) • Students will follow (point to) words from top to bottom of an unfamiliar text. The text is comprised of four or more sentences. (ELA-F1a) • Students will follow (point to) words page by page of an unfamiliar text. The text is comprised of four or more pages. (ELA-F1a) • Students will identify (point to) the front cover of an unfamiliar book. (ELA-L9) • Students will identify (point to) the back cover of an unfamiliar book. (ELA-L9) • Students will identify (point to) the title page of an unfamiliar book. (ELA-L10) • Students will identify (point to) the author's name on an unfamiliar book. (ELA-L10) • Students will identify (point to) the illustrator's name on an unfamiliar book. (ELA-L10) • Students will identify (point to) a page number of an unfamiliar book. (ELA-L10) 		

Instructional Sequence				
<p>Day 1:</p> <p>O Students will identify what a word is. Students will follow words from left to right.</p>	<p>Day 2:</p> <p>O Students will follow words from top to bottom.</p>	<p>Day 3:</p> <p>O Students will identify what a page is. Students will follow words page by page.</p>	<p>Day 4:</p> <p>O Students will identify the front cover of a book.</p> <p>M <i>(recommended activity to incorporate into the methodology)</i> Students draw pictures to represent oral language on the front cover of their personal books.</p>	<p>Day 5:</p> <p>O Students will identify the back cover of a book.</p> <p>M <i>(recommended activity to incorporate into the methodology)</i> Students draw pictures to represent oral language on the back cover of their personal books.</p>
<p>Day 6:</p> <p>O Students will identify the title page of a book.</p> <p>M <i>(recommended activity to incorporate into the methodology)</i> Students will identify the title page of their personal books independently.</p> <p>Students create and dictate the title of a personal book independently. (An adult will transcribe the title for them.)</p>	<p>Day 7:</p> <p>O Students will identify the author's name on a book cover.</p> <p>M <i>(recommended activity to incorporate into the methodology)</i> Students write their names independently on the corresponding author's space of their personal book.</p>	<p>Day 8:</p> <p>O Students will identify the illustrator's name on a book cover.</p> <p>M <i>(recommended activity to incorporate into the methodology)</i> Students write their names independently on the corresponding illustrator's space of their personal book.</p>	<p>Day 9:</p> <p>O Students will identify the page number in a book.</p> <p>M <i>(recommended activity to incorporate into the methodology)</i> Students trace pre-printed page numbers independently in their personal books.</p>	<p>Day 10:</p> <p>O Students share their personal examples of each part of a book.</p> <p>M <i>(recommended activity to incorporate into the methodology)</i> Students draw pictures to represent oral language on six pages of their personal books.</p> <p>Students share their completed work (personal book) with the whole group.</p>