

“Grammar/Writing Curriculum for Primary Grades”

EDUO 9931

3 Semester Credits/Units

April 2 – 20, 2019

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Syllabus

Location and Dates:

Location: Bellevue School 1020 E. Bellevue Rd Atwater, CA 95301

Dates: April 2-20, 2019 Tuesdays/Thursdays 4:00pm – 7:30 pm; Saturdays 6th, 13th and 20th 8:00 am – 5:00 pm

Course Overview

To provide various literacy curriculum pieces that address grammar and writing for the primary grades. Participants will gain curriculum and ideas ready to teach within their classrooms. Teacher “Book Talks” will provide a collection of literature titles to use for future reads with their students.

Course Description

Focus on developing curriculum pieces for grammar and writing within the primary classroom. Read Alouds from various literacy titles will help enrich language, develop vocabulary, and reinforce the relationship between the spoken and written words. Teachers will develop writing pieces for all writing levels such as emergent, beginning, and independent writers.

Course Objectives

Teachers will have the opportunity to:

1. Participate in presenting a lesson within the theme of class.
2. Present lessons that supports both English Speaking Students and EL Students.
3. Complete various curriculum pieces that support CCSS as well as the ELD Standards.
4. Identify and label curriculum with CCSS according to the grade level taught by each teacher.

Course Assignments

1. Research and address standards for all curriculum developed during class sessions according to the participants grade level. A “Curriculum Standards Log” will be turned in on the last class session.
2. Present a lesson of choice to the class. Each lesson will include a Lesson Write Up with copies of any worksheets/materials needed to complete lesson for all participating teachers and instructor.
3. Complete a “Book Talk” with the class. Introduce literature book along with ISBN number and give a brief overview about the story. Create a collection of literature titles to use for future reads with students.

April 2 Course Expectations/Introductions

Book Talks/Lesson Sign ups

“Cookie Jar” Writing Booklet

- ** Prewriting Activities Read-Aloud “The Doorbell Rang”
- ** Brainstorm and list various kinds of cookies
- ** Graphing students favorite cookie
- ** Story Illustration with student writing using cookie jar shape lined paper. Choose from list of Story Starters.
- ** Cookie Counting Book

“Piggy Bank” Writing Booklet

- ** Prewriting Activities Read-Aloud “A Chair For My Mother”
- ** Brainstorm about things students would like and how they would save money
- ** Graphing various coins
- ** Story Illustration with student writing using pig shape lined paper. Choose from list of Story Starters.
- ** How Much Money Is In My Bank?

- ** Book Talk Mrs. Zambrano

- ** Research/write up CCSS and label each curriculum piece according to grade level taught by each teacher.

April 4 “Doghouse” Writing Booklet

- ** Prewriting Activities Read-Aloud “The Best Thing About A Puppy”
- ** Brainstorm and list various breeds of dogs. Student discussions about their pet dogs. How they care for them? What they feed them? What pet looks like?

“Lunch Box” Writing Booklet

- ** Prewriting Activities Read-Aloud “I Need A Lunch Box”
- ** Brainstorm various foods one would pack into lunchbox. Sort foods into Food Groups.
- ** Story Illustrations with writing using lunchbox lined paper. Choose from list of Story Starters

- ** “Action Verb Shoe Book” Present/past tense action vocabulary

- ** Sentence Starters Color Coded Cards
Illustrate and expand sentences adding adjectives

- ** Research/write up CCSS and label each curriculum piece according to grade level taught by each teacher.

- ** Teacher Lesson Presentation

- ** Teacher “Book Talk”

April 6

“Pocket” Writing Booklet

- ** Prewriting Activities Read-Aloud “A Pocket for Corduroy”
- ** Graphing small/large pockets students are wearing
- ** Story Illustration with student writing using pocket shape lined paper. Choose from list of Story Starters.

“Fishbowl” Writing Booklet

- ** Prewriting Activities Read-Aloud “A Million Fish”
- ** Story Illustration with student writing using fish bowl shape lined paper. Choose from list of Story Starters.
- ** Compare and contrast various fish from pictures for vocabulary development.

“Circus Tent” Writing Booklet

- ** Prewriting Activities Read-Aloud “Clifford at The Circus”
- ** Discussion about animals, objects, costumes worn, and people found in a circus.
- ** Story Illustration with student writing using circus tent shape lined paper. Choose from list of Story Starters.
- ** Juggling Clowns – A Counting Book

“ Duck” Writing Booklet”

- ** Prewriting Activities Read-Aloud “Come Along Daisy”
- ** Story Illustration with student writing using duck shape lined paper. Choose from list of Story Starters.
- ** Brainstorm about what students know about ducks.
- ** “Animal Mothers and Babies” Book

- ** “Adjectives” Paint Pallet with vocabulary
- ** “Similes” Mouse Book with similes vocabulary

- ** Parts of a Letter Boy/Girl Poster

- ** “Shirt Book” Dads Are
- ** Compound Words Strip Book “Animal Facts”
- ** Compound Words Strip Book “Nature Words”

- ** Leprechaun Art with vocabulary labeling

- ** Shamrock Sense Writing
- ** Compound Words Booklets Flip Book Writing and Reading Compound Words
- ** Compound Words Read and Write Compound Words within sentences.
- ** Compound Words Word Wallet for (foot, hand, and head)

- ** Teacher Lesson Presentation
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- ** Teacher Book Talk
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- ** Research/write up CCSS and label each curriculum piece according to grade level taught by each teacher.

April 9

“Pet Cage” Writing Booklet

- ** Prewriting Activities Read-Aloud “Me and My Pet Rabbit”
- ** Brainstorm kinds of pets kept in a cage and graph students favorite.
- ** Story Illustration with student writing using pet cage shape lined paper. Choose from list of Story Starters.

“Chicken Coop” Writing Booklet

- ** Prewriting Activities Read-Aloud “The Chicken Sisters”
- ** Story Illustration with student writing using coop shape lined paper. Choose from list of Story Starters.
- ** “Mother Hen’s Chicks” A Chicken Counting Book

- ** “Suffixes” Train Cars with vocabulary

- ** Comprehension Critters Reading Strategies

- ** Homophones Read and Write Book

- ** Homophones Accordion Fold Book

- ** Teacher Lesson Presentation

- ** Teacher Book Talk

- ** Research/write up CCSS and label each curriculum piece according to grade level taught by each teacher.

April 11

“Tool Box” Writing Booklet

- ** Prewriting Activities Read-Aloud “Tool Box”
- ** Story illustration with student writing using toolbox shaped lined paper. Choose from list of Story Starters.
- ** Name The Tool – Riddle Book

“Jar” Writing Booklet

- ** Prewriting Activities Read - Aloud “The Dream Jar”
- ** Story Illustration with student writing using jar shaped lined paper. Choose from list of Story Starters.
- ** How Many Jellybeans Math Book

- ** “Contraction’s” Picnic Basket with vocabulary

- ** Sequencing Picture Story with Writing “A Cat Grows”

- ** Sequencing Picture Story with Writing “Color Easter Eggs”

** Beginning Sounds Flip Book (Sounds b,c,d)

** Beginning Sounds Flip Book (Sounds f,g,h)

** Homophones Strip Book “Weather Tales”

** Homophones Strip Book “Homophones Rhymes”

** Homophones Strip Book “Homophone Triplets”

** Homophone Strip Book “Homophone Trio”

** Teacher Lesson Presentation

** Teacher Book Talk

** Research/write up CCSS and label each curriculum piece according to grade level taught by each teacher.

April 13

“Shoes” Writing Booklet

** Prewriting Activities Read-Aloud “Alligator Shoes”

** Story illustration with student writing using shoebox shaped lined paper. Choose from list of Story Starters.

** Brainstorm and list different kinds of shoes. Graph number of students wearing different type of shoes.

“ Mailbox” Writing Booklet

** Prewriting Activities Read –Aloud “A Letter To Amy”

** Story Illustration with student writing using mailbox shaped lined paper. Choose from list of Story Starters.

** Post Card To Pen Pal

“Soup Pot” Writing Booklet

** Prewriting Activities Read – Aloud “ Alphabet Soup”

** Story Illustration with student writing using pot shaped lined paper. Choose from list of Story Starters.

** Brainstorm kinds of soups. Graph student’s favorite soup.

“Seed Packet” Writing Booklet

** Prewriting Activities Read – Aloud “From Seed to Plant”

** Story Illustration with student writing using seed packet shaped lined paper. Choose from list of Story Starters.

** Seed Catalog

** “Homophones” Bear with vocabulary

** “Compound Words” Watermelon with vocabulary

** Sequencing Picture Story with Writing “Have a Banana”

** Sequencing Picture Story with Writing “Birthday Cake”

** Beginning Sounds Flip Book (Sounds j,k,l)

** Beginning Sounds Flip Book (Sounds m,n,p)

- ** Beginning Sounds Flip Book (Sounds q,r,s)
- ** Beginning Sounds Flip Book (Sounds t,v,w)
- ** Beginning Sounds Flip Book (Sounds w,y,z)

- ** Common Homophones Accordion Book
- ** Homophone Pictures Accordion Book
- ** Homophone Strip Book “Homophone Riddles”
- ** Suffixes Read and Write Book (ful, less, er, ly, and ness)
- ** Prefixes Read and Write Book (un, dis, re)

- ** Teacher Lesson Presentation
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- ** Teacher Book Talk
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- ** Research/write up CCSS and label each curriculum piece according to grade level taught by each teacher.

April 16

“Purse” Writing Booklet

- ** Prewriting Activities Read – Aloud “Lilly’s Purple Plastic Purse”
- ** Story Illustration with student writing using purse shape lined paper. Choose from list of Story Starters.

“Truck” Writing Booklet

- ** Prewriting Activities Read – Aloud “ The Little Black Truck”
- ** Story Illustration with student writing using truck shape lined paper. Choose from list of Story Starters.
- ** Where’s The Truck – Positional Words

- ** “Homographs” Paint Brush Book with vocabulary

- ** Sequencing Picture Story with Writing “Birthday Cake”
- ** Sequencing Picture Story with Writing “The Snowman”

- ** Ending Sounds Word Wallet (Sounds b, d, t)
- ** Ending Sounds Word Wallet (Sounds g,k,l)

- ** Teacher Lesson Presentation

- ** Teacher Book Talk

- ** Research/write up CCSS and label each curriculum piece according to grade level taught by each teacher.

April 18**“Moon” Writing Booklet**

- ** Prewriting Activities Read – Aloud “Papa, Please get The Moon for Me”
- ** Story Illustration with student writing using moon shape lined paper. Choose from list of Story Starters.
- ** Brainstorm some of the things we see at night in the sky. Student sharing.
- ** Moon Phases

“Bucket” Writing Booklet

- ** Prewriting Activities Read – Aloud “There’s a Hole in My Bucket”
- ** Story illustration with student writing using bucket shape lined paper. Choose from list of Story Starters.
- ** Bucket, Bucket, How Many In a Bucket Addition Sentences

- ** “Prefixes” Train with vocabulary

- ** Sequencing Picture Story with Writing “Breakfast Time”
- ** Sequencing Picture Story with Writing “Growing Corn”

- ** Ending Sounds Word Wallet (Sounds m,n,s)
- ** Ending Sounds Word Wallet (Sounds p,t,x)

- ** Teacher Lesson Presentation

- ** Teacher Book Talk

- ** Research/write up CCSS and label each curriculum piece according to grade level taught by each teacher.

April 20**“Nests” Writing Booklet**

- ** Prewriting Activities Read – Aloud “ A Nest Full of Eggs”
- ** Story Illustration with student writing using nest shape lined paper. Choose from lists of Story Starters.
- ** Discuss different types of nests: building, materials, durability, and use of nest.

“Camping” Writing Booklet

- ** Prewriting Activities Read _ Aloud “ Amelia Bedelia Goes Camping”
- ** Story Illustration with student writing using tent shape with lined paper. Choose from list of Story Starters.
- ** A Camping Dictionary

- ** Father’s Day Neck Tie Writing

- ** “Adverbs” Hot Balloon with vocabulary
- ** “Pronouns” Heart with vocabulary
- ** “Rhymes” School House with vocabulary

- ** Sequencing Picture Story with Writing “Dog’s Bath”
- ** Sequencing Picture Story with Writing “Fly A Kite”
- ** Sequencing Picture Story with Writing “Catch the Ball”

- ** The Writing Process: Elements of a Story
- ** Four Genres of Writing: Letter, Narrative, Persuasive, and Expository

- ** Prefix Strip Book "Let's Do It Again" using re-
- ** Prefix Accordion Book "Number Prefixes" using uni, bi, and tri
- ** Suffix Accordion Book "Two Suffixes" using -ful and -less
- ** Suffix Strip Book "Busy People" using -er, -ly, and -ness
- ** Adding Prefixes and Suffixes Mini Book
- ** Terrific People Mini Book using Prefixes and Suffixes
- ** Prefixes and Suffixes Strip Book "Rosa's Birthday"

- ** Teacher Lesson Presentation
- ** Teacher Lesson Presentation
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- ** Teacher Lesson Presentation

- ** Teacher Book Talk
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- ** Teacher Book Talk

- ** Research/write up CCSS and label each curriculum piece according to grade level taught by each teacher.

Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
Participate in all class discussion and activities	Is more of an observer than participant	Not attentive to group discussions
Active in Collaboration with grade level	Interacted periodically	Non-participant
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses shows evidence of new knowledge evidenced by resources found for project	Most responses show evidence of new knowledge evidenced by some resources found for projects	Responses show little to no evidence of new knowledge evidenced by few resources found for project
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.