




Literacy Squared®
Three-Day Plan for Oracy and Lotta Lara

Title of text: From Head to Toe

Grade: Kinder

Dates:

Each day that you teach this lesson, sing the song, “Head, Shoulders, Knees, and Toes,” with the students. The version in the power point is modified to reflect the vocabulary in this book.

D	Introduction/Summary: This book is about different animals and they explain how they can move a part of their body.									
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y	Vocabulary: Review the body parts with the image in the PowerPoint: head, shoulders, arms, hands, knees, legs, foot/feet, toe/toes. Go over song, “Head, Shoulders, Knees, and Toes,” with children and sing with them. Have them point to the appropriate body part to learn the language.									
1	<p>1. Reading of the Text: The text for this book can be found in the PowerPoint. It should be projected in order to read it together as a class.</p> <ul style="list-style-type: none"> ● For the first read, the teacher reads the book out loud for enjoyment ensuring understanding. As the teacher is reading the book use gestures so children learn the actions/movement along with the body parts. ● Echo reads - The teacher reads a line and the students echo. Be sure that the line you select to read is not too long or too short. <p>2. Oracy: Language focus: Identify main idea</p> <p>Comprehension questions with language structures: After the reading of the text, create a chart (on chart paper) with the students. See example below:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Animal</th> <th style="width: 33%;">Action/Movement</th> <th style="width: 33%;">Body part</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">  penguin </td> <td>turn</td> <td>head</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Use the following sentence structure: A <u>(animal name)</u> can <u>(action)</u> its <u>(body part)</u>. (A gorilla can thump its chest). The chart should remain up and visible to all the students so that they may reference it as they engage in the following activity.</p> <p>Collaborative structure to be used: Circles and squares – Since this will likely be new for kindergarten students, model for students how to engage in circles and squares.</p> <p><i>Dialogue 1:</i> A: What is the book about? B: This book is about ____ . What do you think? A: This book is about _____.</p>	Animal	Action/Movement	Body part	 penguin	turn	head			
Animal	Action/Movement	Body part								
 penguin	turn	head								

	<p><i>Dialogue 2:</i> A: What did you learn from the book? B: I learned a (animal) can _____ (action). What did you learn? A: I learned a/an ____ (animal) can ____ (action) .</p>
<p>D a y 2</p>	<p>Review Vocabulary: Sing song, “Head, Shoulders, Knees, and Toes”</p> <p>1. Reading of the Text - The text is read several times following these guidelines.</p> <ul style="list-style-type: none"> ● Echo reads - The teacher reads a line and the students echo. Be sure that the line you select to read is not too long or too short. ● Choral read – The teacher and the students read the text together. Be sure that the children understand that they have to listen to one another and to the teacher to be sure that they are not going ahead or falling behind. <p>2. Oracy: Language focus: Give an opinion</p> <p>Collaborative structure to be used: Circles and Squares</p> <p>Structured dialogue questions/language structures: Circle: What animal from the book do you like the most? Square: I like the ____ the most. Circle: What can the ____ do? Square: The ____ can _____. Can you do it? Circle: I can do it! Square: Then do it!</p>
<p>D a y 3</p>	<p>Review Vocabulary: Before or after singing the song, do a quick assessment by playing “Simon Says” to see if the students have learned the body parts. It may also be interesting to include the movement/action words from the book in the game of “Simon Says.”</p> <p>1. Reading of the Text: The text is read several times following these guidelines.</p> <ul style="list-style-type: none"> ● Echo reads - The teacher reads a line and the students echo. Be sure that the line you select to read is not too long or too short. ● Choral read – The teacher and the students read the text together. Be sure that the children understand that they have to listen to one another and to the teacher to be sure that they are not going ahead or falling behind. <p>2. Oracy: Language focus: Ask and answer questions using the language of body parts and animals.</p> <p>Collaborative structure/s to be used: Think-Pair-Share</p> <p>Picture cards of the animals and body parts. In pairs, children will put the stacks of cards facedown and pick an animal and body part and engage in the following dialogue</p> <p>Structured dialogue questions/Language structures: A: Does the ____ (animal) have a ____ (body part)? B: Yes, it does have _____. Or No, it does not have _____.</p> <p>This lesson can be extended to teach the contraction – doesn’t</p>

