

Pre-K, TK, K & 1st Grade Lesson Integration Tool

Teacher _____ Subject _____ Date _____

Content Standard _____

Content Objective _____

Language Standard _____

Language Objective _____

Differentiation _____

Title of mentor text _____

Ancillary Materials _____

POST ON WALL: _____

PRETEACHING VOCABULARY & DISCOURSE: Targeted words & clusters for reading comprehension, discussions, and text-based writing		
Tier 1	Tier 2	Tier 3
METHODS AND PROCEDURES (10 minutes)		
5 Steps for Pre-K, TK, K & 1 st Grade Word 1		
1. Teacher asks students to repeat the word or phrase. Asks students to repeat 3 times.	1.	
2. States the word in context it will be used.	2.	
3. Explains the meaning with examples or student-friendly definitions.	3.	
4. Engages students in activities to develop word/concept knowledge.	4.	
5. Reminds students how and when to use it.	5.	

Word 2	
1. Teacher asks students to repeat the word or phrase. Asks students to repeat 3 times.	1.
2. States the word in context it will be used.	2.
3. Explains the meaning with examples or student-friendly definitions.	3.
4. Engages students in activities to develop word/concept knowledge.	4.
5. Reminds students how and when to use it.	5.
Word 3	
1. Teacher asks students to repeat the word or phrase. Asks students to repeat 3 times.	1.
2. States the word in context it will be used.	2.
3. Explains the meaning with examples or student-friendly definitions.	3.
4. Engages students in activities to develop word/concept knowledge.	4.
5. Reminds students how and when to use it.	5.

Word 4	
1. Teacher asks students to repeat the word or phrase. Asks students to repeat 3 times.	1.
2. States the word in context it will be used.	2.
3. Explains the meaning with examples or student-friendly definitions.	3.
4. Engages students in activities to develop word/concept knowledge.	4.
5. Reminds students how and when to use it.	5.
Word 5	
1. Teacher asks students to repeat the word or phrase. Asks students to repeat 3 times.	1.
2. States the word in context it will be used.	2.
3. Explains the meaning with examples or student-friendly definitions.	3.
4. Engages students in activities to develop word/concept knowledge.	4.
5. Reminds students how and when to use it.	5.

Team Formation and **Team Building** Activities:

Discourse strategy throughout the lesson (Corners, Clock Buddies, Circle of Friends, etc.)

Teacher Read-Aloud-Think-Aloud to model strategy students need to use: (3 minutes)

Partner Reading + Summary (pages ____) (10 or 15 minutes)

Student reading approach after Partner Reading:

Choral reading (pages ____) (5 minutes)

Silent reading + buddy summaries (pages ____) (10 minutes)

After-Reading Strategies to Anchor Knowledge, Language, and Literacy:

(Formulating Questions, Numbered Heads Together, Round Table, Graphic Organizer, Team Presentation, Jigsaws, etc.) (20 + minutes)

Writing Strategies for:

Drafting (**Write-Around** 8 to 10 minutes)

Revising (15 minutes)

Editing (15 minutes plus mini-lesson)

Publishing (computer)

Performance Assessments for:

Vocabulary

Reading

Writing

Content Knowledge

Teacher Reflection with the EOP:

Targeted EOP Indicators:

Reflection:

Next steps: