

L.K.I.f

This ELA unit provides resources to use while teaching the standard **L.K.I.f**, which states that students will be able to **“Produce and expand complete sentences in shared language activities.”**



Using This Unit

Let's look at the structure of this unit.

Lesson Plans

- There are 5 steps in the lesson plan of this unit. Depending on how long you have for mini lessons for Language, you can choose to do all 5 steps in one day or break it up over 2-4 days. I suggest at least 10 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your activities together may take a week to complete.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within their partner/independent time.

Centers

- These can be used throughout the unit as you see fit, too. They can be used during group work, down time, or however they fit into your current ELA block structure.

Assessment

- There is one informal assessment activity at the end of the lesson plan. When you're finished teaching your unit, use this assessment with your students.

Mini Lessons

There is a lesson plan outline in this unit. There are five steps within this unit, which may take about a week to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

Kindergarten Language Lesson	L.K.1.f
I can produce and expand complete sentences.	
Produce and expand complete sentences in shared language activities.	
Vocabulary: sentence complete sentence expand	Materials: Anchor chart, Sentence strips, Script, Picture Sentences, Word
<p>Activities to Teach:</p> <p>Step 1: Teacher will create an anchor chart with students all about complete sentences or simply display the mini poster and discuss.</p> <p>Step 2: Students will participate in a He-For-She activity. They will round the room, pair up with a new partner, and share if the sentence teacher just read is complete or incomplete.</p> <p>Step 3: Teachers and students will participate in a verbal sentence building activity. Teacher will read the script, asking partners to expand on each sentence.</p> <p>Step 4: Teacher will show an image on the board, one at a time. Students create a sentence about the image and share with their closest partner. Partner they share with must confirm if the sentence is complete or if it is incomplete.</p> <p>Step 5: Students will work on completing incomplete sentences. With a partner they will be given their sentence cards, which are incomplete. Then, they will turn down their picture cards. They will read the four complete sentences, new pictures and start over.</p>	
Suggested Group/Partner Centers: -Center #1-3 in group	Suggested Independent: -Graphic Organizer
<p>Assessment:</p> <p>Say two complete sentences and two incomplete sentences to a partner and ask if they are complete or incomplete. Then, ask for student to expand the sentence "My dog eats."</p>	

Sentences

A sentence is one complete thought.


-has a **subject** (who or what)


-has a **verb** (what is doing)


 The bunny sits on the grass.


 I can see the red car.

 It grows in the garden.

 The two kids play in the park.

 The cat.

 The dog is white.

 is black.

Expanding Sentences Script

"Sit knee to knee with your partners. We're going to build and expand sentences together."

-First, I would like for the partner with longer hair to say the sentence, "The cat sits". Go.

-Now, I would like for the partner with shorter hair to say the sentence, "The cat sits", but this time, but this

I see the

I am a

It is a

I can see

 goat.	 frog.
 butterfly.	 bird.
 bee.	 horse.
 dog.	 deer.

Extra Resources

On top of the lesson plans you get for the L.K unit, you also get centers and graphic organizers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review.

Complete Sentences
Name: _____ L.K.1.F.
Tell your partner a complete sentence about the picture, then write it.
1. 2.
the cat.
We sit in there.

Complete Sentences
Name: _____ L.K.1.F.
Circle the X or check if the sentence is complete or not.
1. 2.
The pig is pink.
The cat is black.

Expanding Sentences
Name: _____ L.K.1.F.
Expand the sentence by adding the color of the animal.
Example: The dog sleeps. The dog sleeps in the house.
1. 2.
The dog sleeps. _____
The cat plays. _____
The pig eats. _____

Expanding Sentences
Name: _____ L.K.1.F.
Expand the sentence by adding where it happens.
Example: A fish swims. A fish swims in the water.
1. 2.
The pig runs. _____
I see the sun. _____
_____ can jump. _____
That volcano. _____
He _____
We sit in a van. _____
_____ a box. _____

Center 2: Create color sentences by rearranging the words to make a complete sentence. L.K.1.F.
The pig is pink.
The cat is black.

Center 3: One of a time, each person in your group says one sentence for each image. Then, record one. L.K.1.F.

Centers

Graphic Organizers

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Language Domain

GROWING- All 6 ELA Domains



Kindergarten BUNDLE
L- Language

Kindergarten Language Skills
PRINTING LETTERS NOUNS & VERBS PLURAL NOUNS QUESTION WORDS

Kindergarten Language Skills
PREPOSITIONS COMPLETE SENTENCES CAPITALIZATION PUNCTUATION

Kindergarten Language Skills
PHONEMES SPELLING WORDS MULTIPLE MEANINGS INFLECTIONS & AFFIXES

Kindergarten Language-Vocabulary
SORTING OBJECTS ANTONYMS REAL-LIFE CONNECTIONS SHADES OF MEANING

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ALL-YEAR ELA
Kindergarten

Kindergarten Common Core WRITING BUNDLE

Kindergarten FOUNDATIONAL SKILLS RF.K BUNDLE

Kindergarten BUNDLE
RI- Informational

Kindergarten BUNDLE
L- Literature

Kindergarten BUNDLE
L- Language

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