

Fountas and Pinnell Mini Lesson Scope and Sequence  
Kindergarten

<b>Guided Reading</b>
SAS.U1 Monitoring, Searching, and Self Correcting <ul style="list-style-type: none"><li>• Lesson 1 Look at the picture and think what would make sense.</li><li>• Lesson 2 Read the sentence again and get your mouth ready.</li><li>• Lesson 3 Read the sentence again and think what would make sense, sound right, and look right.</li></ul>
SAS.U2 Solving Words <ul style="list-style-type: none"><li>• Lesson 1 Use your finger to help you learn how to take apart new words.</li><li>• Lesson 2 Look for a part of the word that can help.</li><li>• Lesson 3 Use the information from the sentence or the book to understand the meaning of a word.</li><li>• Lesson 4 When you come to a work you don't know, you can work it out.</li></ul>






<b>Read Alouds</b>
LA.U.1 Thinking and Talking about Books <ul style="list-style-type: none"><li>• Lesson 1 The title tells where the book is about.</li><li>• Lesson 2 The author wrote the book. The illustrator created the pictures.</li></ul>
SAS.U3 Maintaining Fluency <ul style="list-style-type: none"><li>• Lesson 4 Make the word sound important when you see a bold or dark print.</li><li>• Lesson 5 Make your voice a little louder when you see a word in capital letters.</li><li>• Lesson 6 Put your words together so it sounds like talking.</li></ul>






<b>Management</b>
<b>Timeline:</b> September, October

IRA:		
Lesson Plans	Notes	IRAs
MGT.U1 Working Together in the Classroom <ul style="list-style-type: none"> <li>Lesson 1 Use an appropriate voice level.</li> <li>Lesson 2 Move from one spot to another quickly and silently.</li> <li>Lesson 3 Listen carefully to each other.</li> <li>Lesson 4 Do your best work.</li> <li>Lesson 5 Find ways to solve problems when you need help.</li> <li>Lesson 6 Take good care of classroom materials.</li> </ul>		
MGT.U2 Using the Classroom Library for Independent Reading <ul style="list-style-type: none"> <li>Lesson 1 Take good care of the books in the classroom library.</li> <li>Lesson 2 The classroom library is organized to find good books.</li> <li>Lesson 3 Read silently so everyone can enjoy reading.</li> <li>Lesson 4 Return your book to the same basket.</li> </ul>		
MGT.U3 Engaging in Classroom Literacy Work <ul style="list-style-type: none"> <li>Lesson 5 Read a book from your browsing box.</li> </ul>		
LA.U1 Thinking and Talking about Books <ul style="list-style-type: none"> <li>Lesson 3 Think about the books you read and talk about your thinking with others.</li> <li>Lesson 4 Turn and talk to share your thinking with others.</li> </ul>		<p><b>Lesson 3-</b> I Love You All Day Long, I'm a Little Teapot, On Market Street</p> <p><b>Lesson 4-</b> ABC I Like Me, Wemberly Worried</p> <p><b>Lesson 5-</b> Baa Baa Black Sheep</p>

<ul style="list-style-type: none"> <li>Lesson 5 When you read, mark places you want to talk about.</li> <li>Lesson 6 Read the book again to enjoy it and learn more.</li> </ul>		<b>Lesson 6-</b> One Dark Night
<b>WAR.U2 Using a Reader's Notebook</b> <ul style="list-style-type: none"> <li>Lesson 5 Write and draw to show things you like to read about.</li> </ul>	<b>Include additional lessons about students' reading life</b>	
<b>LA.U17 Using Pictures in a Book to Tell the Story</b> <ul style="list-style-type: none"> <li>Lesson 1 Use the pictures to read a story</li> <li>Lesson 2 Each time you tell the story from a picture book, add more information.</li> <li>Lesson 3 The important things that happen in a story are always the same.</li> </ul>		<b>Lesson 1-</b> Look Out Kindergarten, Here I Come, Jonathan and His Mommy, The Girl and His Bicycle  <b>Lesson 2-</b> Look Out Kindergarten, Here I Come, Float, The Girl and His Bicycle  <b>Lesson 3-</b> Elizabeth's Doll, Look Out Kindergarten, Here I Come
<b>SAS.U3 Maintaining Fluency</b> <ul style="list-style-type: none"> <li>Lessons 1 Make your voice go down and come to a full stop when you see a period</li> <li>Lesson 2 Make your voice go up when you see a question mark.</li> <li>Lesson 3 Read the sentence with strong feeling when you see an exclamation point.</li> </ul>		<b>Lesson 1-</b> The Magic Fish, Sleepy Bears  <b>Lesson 2-</b> The Little Red Hen, The Magic Fish, Creak  <b>Lesson 3-</b> Harriet, You'll Drive Me Wild, Sleepy Bears, Yo Yes

<b>Introduce Centers</b>		
<b>Timeline:</b> November (after conferences)		
<b>IRAs</b>		
<b>Lesson Plans</b>	<b>Notes</b>	<b>IRAs</b>
MGT.U3 Engaging in Classroom Literacy Work <ul style="list-style-type: none"> <li>• Lesson 1 Read a book from the classroom library or your book box.</li> <li>• Lesson 2 Listen to a book in the listening center.</li> <li>• Lesson 3 Work on words in the word work center.</li> <li>• Lesson 4 Write and draw in the writing center.</li> <li>• Lesson 5 Read a book from your browsing box.</li> <li>• Lesson 6 Read and illustrate a poem in your poetry notebook.</li> <li>• Lesson 7 Read around the room using a pointer.</li> <li>• Lesson 8 Read and put together a story, song, or poem in the pocket chart.</li> <li>• Lesson 9 Read a book with a partner.</li> <li>• Lesson 10 Look at your list of what to do during reading time.</li> </ul>	<b>Include in centers:</b> <b>Writing Center</b> <b>Independent Reading Center</b> <b>Word Work Center</b> <b>Listening Center</b>  <b>Start Guided Reading</b>	

<b>Author Study- Eric Carle</b>
<b>Timeline:</b> December
<b>IRA:</b>

Lesson Plans	Notes	IRAs
LA.U3 Noticing How Authors Tell Their Stories <ul style="list-style-type: none"> <li>Lesson 1 Authors have special ways of writing that you can notice when you study their books.</li> </ul>		<b>Lesson 1-</b> Eric Carle stories
WAR.U6 <ul style="list-style-type: none"> <li>Lesson 1 Share your opinion about a book.</li> <li>Lesson 2 Share your opinion about authors you love.</li> </ul>		<b>Lesson 1-</b> Lost, Dog's Colorful Day  <b>Lesson 2-</b> Eric Carle books, your favorite author
LA.U2 Noticing How Authors Tell their Stories <ul style="list-style-type: none"> <li>Lesson 1 Sometimes author's use patterns to tell their stories or give information.</li> <li>Lesson 2 Sometimes authors tell a story in the order it happened.</li> <li>Lesson 3 Sometimes authors repeat a part of a story and add something new until the end.</li> </ul>		<b>Lesson 1-</b>

<b>Fiction</b>		
<b>Timeline:</b> January		
<b>IRA:</b>		
Lesson Plans	Notes	IRAs
LA.U6 Studying Fiction and Nonfiction	Use chart on p 415 to keep track of WAR.U4 lessons	

<p>WAR.U4 Writing about Fiction Books in a Reader's Notebook</p> <ul style="list-style-type: none"> <li>• LA.U6 Lesson 1 Fiction books are alike in some ways.</li> <li>• LA.U6 Lesson 5 The author tells about things that are made-up in fiction books.</li> <li>• LA.U6 Lesson 7 Writers tell stories that have characters, a problem, and a solution</li> <li>• WAR.U4 Lesson 1 Tell the title and author when you share your thinking about a book.</li> </ul>		
<p>LA.U14 Understanding Characters in Stories</p> <p>WAR.U4 Writing about Fiction Books in a Reader's Notebook</p> <ul style="list-style-type: none"> <li>• LA.U14 Lesson 1 Stories have important characters.</li> <li>• LA.U14 Lesson 2 Sometimes the animals act like people in stories.</li> <li>• LA.U14 Lesson 3 The words and pictures help you understand how a character feels.</li> <li>• LA.U14 Lesson 4 Sometimes you feel like a character in a book.</li> <li>• WAR.U4 Lesson 5 Tell what a character is like.</li> </ul>		
<p>LA.U13 Understanding How Stories Work</p>		

<p>WAR.U4 Writing about Fiction Books in a Reader's Notebook</p> <ul style="list-style-type: none"> <li>• LA.U13 Lesson 1 A story has a problem that gets solved.</li> <li>• LA.U13 Lesson 2 Sometimes a character has a problem that is like a problem you have had.</li> <li>• LA.U13 Lesson 3 Stories usually end when the problem is solved</li> <li>• LA.U13 Lesson 4 Think about how the story will end.</li> <li>• LA.U13 Lesson 5 Talk about the problem and how it is solved when you tell about a story.</li> <li>• WAR.U4 Lesson 3 Tell the story problem.</li> </ul>		
<p>LA.U12 Thinking about Where Stories Happen</p> <p>WAR.U4 Writing about Fiction Books in a Reader's Notebook</p> <ul style="list-style-type: none"> <li>• LA.U12 Lesson 1 The picture and the words show where a story happens.</li> <li>• LA.U12 Lesson 2 Stories happen in different places.</li> <li>• WAR.U4 Lesson 4 Tell where a story takes place.</li> </ul>		
<p>LA.U6 Thinking about the Author's Message</p>		

<ul style="list-style-type: none"> <li>Lesson 1 The author gives a message in a story.</li> </ul>		
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<b>Nonfiction</b>		
<b>Timeline:</b> February-March		
<b>IRA:</b>		
<b>Lesson Plans</b>	<b>Notes</b>	<b>IRAs</b>
LA.U6 Studying Fiction and Nonfiction <ul style="list-style-type: none"> <li>Lesson 3 Nonfiction books are alike in some ways.</li> <li>Lesson 4 The definition of nonfiction is what is always true about it.</li> <li>Lesson 6 The author tells about things that are made-up in fiction books.</li> <li>Lesson 8 Writers tell true facts in nonfiction books.</li> <li>Lesson 9 Think about whether a book is fiction or nonfiction when you read.</li> </ul>		
LA.U9 Learning about Nonfiction Books <ul style="list-style-type: none"> <li>Lesson 6 Think about what you know about a topic before you read.</li> <li>Lesson 1 Nonfiction writers tell information about a topic.</li> </ul>	lessons spread throughout unit Use when needed	



<ul style="list-style-type: none"> <li>• Lesson 2 The authors of nonfiction books you know and care about their topics.</li> <li>• Lesson 3 Sometimes non-fiction writers tell information in the order it happens.</li> <li>• Lesson 4 Sometimes the author of a nonfiction book tells about many different kinds of people and places.</li> <li>• Lesson 5 An author has a reason for writing a nonfiction book.</li> <li>• Lesson 7 Think what you learned about a topic after you read.</li> </ul>		
<p>WAR. U5 Writing About Nonfiction Books in a Reader's Notebook</p> <ul style="list-style-type: none"> <li>• Lesson 1 Tell the topic of a nonfiction book.</li> <li>• Lesson 2 Tell something you learned from a nonfiction book.</li> <li>• Lesson 3 Tell an interesting fact about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• (keep chart p 425)</li> </ul>	
<p>LA.U10 Learning Information from illustrations/ Graphics</p> <ul style="list-style-type: none"> <li>• Lesson 1 Some non-fiction books have illustrations and some have photographs.</li> </ul>	<p>combine 3 lessons into 1</p>	

<ul style="list-style-type: none"> <li>• Lesson 2 The illustrations and photographs show information about a topic.</li> <li>• Lesson 3 Authors and illustrators label illustrations and photographs to give more information</li> </ul>		
<p>LA.U11 Using Text Features to Gain Information</p> <ul style="list-style-type: none"> <li>• Lesson 1 A table of contents lists the smaller topics in a nonfiction book.</li> <li>• Lesson 2 Authors and illustrators use sidebars to tell more about a topic.</li> <li>• Lesson 3 Read all the parts of a page in a nonfiction book.</li> </ul>		
<p>LA.U8 Thinking about Author's Message</p> <ul style="list-style-type: none"> <li>• Lesson 2 The author gives a message in a nonfiction book.</li> </ul>		

<b>Character Study/Author Study-Karma Wilson</b>		
<b>Timeline:</b> March		
<b>IRA:</b>		
<b>Lesson Plans</b>	<b>Notes</b>	<b>IRAs</b>
LA.U15 Getting to Know the Characters in Stories.		

<ul style="list-style-type: none"> <li>• Lesson 1 Characters in a story can be different or alike.</li> <li>• Lesson 2 Notice what the characters say and what they do.</li> <li>• Lesson 3 Think about why a character says or does something.</li> <li>• Lesson 4 Think about whether you would like to be friends with a character.</li> <li>• Lesson 5 Think about whether you would act like the character.</li> </ul>		
<p>WAR.U4 Writing About Nonfiction Books in Reader's Notebook</p> <ul style="list-style-type: none"> <li>• Lesson 2 Tell how the character feels.</li> </ul>	<p>lessons spread throughout unit Use as needed</p>	
<p>LA.U16 Understanding Character Change</p> <ul style="list-style-type: none"> <li>• Lesson 1 Characters change from the beginning to the end of a story.</li> <li>• Lesson 2 A character can learn a lesson in a story.</li> </ul>		
<p>LA. U8 Thinking about Author's Message</p> <ul style="list-style-type: none"> <li>• Lesson 3 Some authors give the same message.</li> </ul>		
<p>WAR.U6 Writing Opinion about Books</p> <ul style="list-style-type: none"> <li>• Lesson 3 Share your opinion about characters you love.</li> </ul>		

Illustrator Study: Lois Ehlert

**Timeline:** April

IRA:		
Lesson Plans	Notes	IRAs
LA.U3 Studying Authors and Illustrators <ul style="list-style-type: none"> <li>Lesson 2 Illustrators have special ways of illustrating that you can notice when you study their books.</li> </ul>		
LA.U18 Looking Closely at Illustrations <ul style="list-style-type: none"> <li>Lesson 1 The illustrator shows information in the pictures that the author does not tell in the words.</li> <li>Lesson 2 The illustrator shows sound and movement in the pictures to help you understand the story.</li> <li>Lesson 3 The illustrator puts details in the background to help you understand the story.</li> <li>Lesson 4 The illustrator draws the character so they look the same on every page.</li> <li>Lesson 5 Illustrator draws the background the same way through the book.</li> </ul>		

<b>Animal Tales</b>
<b>Timeline:</b> May

**IRA:** Animal Tales text set \*replace some books

Lesson Plans	Notes	IRAs
<p>LA.U.7 Animal Tales</p> <ul style="list-style-type: none"><li>• Lesson 1 Animal tales are alike in some ways.</li><li>• Lesson 2 The definition of an animal tale is what is always true about it.</li><li>• Lesson 3 Animal characters act like people in animal tales.</li><li>• Lesson 4 Animal tales have good characters and bad characters.</li><li>• Lesson 5 Good things happened to the good characters. Bad things happen to the bad characters.</li><li>• Lesson 6 The number three is often important in animal tales.</li><li>• Lesson 7 Words are repeated over and over in some animal tales.</li></ul>		