ELAR Kindergarten Unit 04 Exemplar Lesson 01: Extending Literacy through Procedural and Expository Text

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Organizer

Lesson Synopsis

During this lesson students extend their literacy skills through procedural and expository text. Students follow pictorial directions and identify the meanings of specific signs found in the community. Students write captions for illustrations when creating a book of signs. The comprehension skills are expanded to include monitoring and adjusting comprehension by rereading a portion aloud. Word Study focuses on blending spoken phonemes, segmenting spoken one-syllable words, identifying the sounds letters represent, and decoding VC and CVC words.

Performance Indicators Kindergarten ELAR Unit 04 PI 01

Demonstrate letter sound correspondence to decode and spell CVC words.


ELPS: ELPS.c.1B, ELPS.c.2A, ELPS.c.2B, ELPS.c.3A, ELPS.c.4A, ELPS.c.5A, ELPS.c.5C

Kindergarten ELAR Unit 04 PI 02

Examine the cover and illustrations of a teacher selected expository text to make inferences and predictions about the text. Draw a picture to show one prediction. Using appropriate conventions, write a simple sentence stating your prediction. Listen to the text read aloud. In a small group, verbally tell whether your prediction is correct or not and explain why (based on text evidence).


ELPS: ELPS.c.1E, ELPS.c.1F, ELPS.c.2E, ELPS.c.2I, ELPS.c.3B, ELPS.c.3C, ELPS.c.3D, ELPS.c.3E, ELPS.c.3G, ELPS.c.3H, ELPS.c.4D, ELPS.c.4G, ELPS.c.4J, ELPS.c.5B, ELPS.c.5G
Follow pictorial directions to create a product (e.g., recipe, science experiment, or art project).

Standard(s): K.11A, K.Fig19A, K.Fig19C

ELPS: ELPS.c.1E, ELPS.c.1F

Create a book of specific signs found in your community. Include illustrations and captions for each sign. Share your book with the class.


ELPS: ELPS.c.1C, ELPS.c.1F, ELPS.c.3B, ELPS.c.3E, ELPS.c.3F, ELPS.c.3G, ELPS.c.3J, ELPS.c.4C, ELPS.c.5B

Key Understandings

- Awareness of sound patterns of spoken words supports the development of word reading and spelling.
- Readers use a variety of skills and processes to identify the author's purpose and to understand procedural text.
- Understanding the meaning of symbols and words enhances understanding of the environment around us.
- Effective oral conventions enhance interpretation of the message.
- Authors use words and illustrations to communicate ideas and information.
- Readers use illustrations to make predictions, draw conclusions, and make inferences.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g., sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

K.2 Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:

- Blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man).
- Segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).
sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

K.3A Identify the common sounds that letters represent.
K.3B Use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words).

K.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

K.4A Predict what might happen next in text based on the cover, title, and illustrations.

K.5 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

K.5A Identify and use words that name actions, directions, positions, sequences, and locations.
K.5D Use a picture dictionary to find words.

K.10 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:

K.10D Use titles and illustrations to make predictions about text.

K.11 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

K.11A Follow pictorial directions (e.g., recipes, science experiments).
K.11B Identify the meaning of specific signs (e.g., traffic signs, warning signs).

K.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

K.12A Identify different forms of media (e.g., advertisements, newspapers, radio programs)
### Writing/Writing Process

**K.13** Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

- **K.13A** Plan a first draft by generating ideas for writing through class discussion (with adult assistance).

### Writing/Expository and Procedural Texts

**K.15** Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

- **K.15A** Dictate or write information for lists, captions, or invitations.

### Oral and Written Conventions

**K.16** Oral and Written Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

- **K.16A** Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
  - **K.16A.iii** descriptive words.
  - **K.16A.iv** prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over).

- **K.16C** Use complete simple sentences.

### Oral and Written Conventions/Handwriting, Capitalization, and Punctuation

**K.17** Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

- **K.17A** Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).
- **K.17B** Capitalize the first letter in a sentence.
- **K.17C** Use punctuation at the end of a sentence.
<table>
<thead>
<tr>
<th><strong>K.18</strong></th>
<th><strong>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>K.18A</strong></td>
<td>Use phonological knowledge to match sounds to letters.</td>
</tr>
<tr>
<td><strong>K.18B</strong></td>
<td>Use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., “cut”).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>K.Fig19</strong></th>
<th><strong>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K.Fig19A</strong></td>
<td>Discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language).</td>
</tr>
<tr>
<td><strong>K.Fig19C</strong></td>
<td>Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud).</td>
</tr>
<tr>
<td><strong>K.Fig19D</strong></td>
<td>Make inferences based on the cover, title, illustrations, and plot.</td>
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</tbody>
</table>

**Ongoing TEKS**

<table>
<thead>
<tr>
<th><strong>K.1</strong></th>
<th><strong>Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</strong></th>
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<tbody>
<tr>
<td><strong>K.1A</strong></td>
<td>Recognize that spoken words can be represented by print for communication.</td>
</tr>
<tr>
<td><strong>K.1B</strong></td>
<td>Identify upper- and lower-case letters.</td>
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<tr>
<td><strong>K.1C</strong></td>
<td>Demonstrate the one-to-one correspondence between a spoken word and a printed word in text.</td>
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<tr>
<td><strong>K.1F</strong></td>
<td>Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.</td>
</tr>
<tr>
<td><strong>K.1G</strong></td>
<td>Identify different parts of a book (e.g., front and back covers, title page).</td>
</tr>
</tbody>
</table>

<p>| <strong>K.2</strong> | <strong>Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</strong> |</p>
<table>
<thead>
<tr>
<th>K.2B</th>
<th>Identify syllables in spoken words.</th>
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<tbody>
<tr>
<td>K.2C</td>
<td>Orally generate rhymes in response to spoken words (e.g., &quot;What rhymes with hat?&quot;).</td>
</tr>
<tr>
<td>K.2E</td>
<td>Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., &quot;baby boy bounces the ball&quot;).</td>
</tr>
<tr>
<td>K.2F</td>
<td>Blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat).</td>
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<tr>
<td>K.2H</td>
<td>Isolate the initial sound in one-syllable spoken words.</td>
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</tbody>
</table>

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<tr>
<th>K.13</th>
<th>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</th>
</tr>
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<tbody>
<tr>
<td>K.13E</td>
<td>Share writing with others (with adult assistance).</td>
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</table>

<table>
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<tr>
<th>K.16</th>
<th>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.16B</td>
<td>Speak in complete sentences to communicate.</td>
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</table>

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<tr>
<th>K.18</th>
<th>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</th>
</tr>
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<tbody>
<tr>
<td>K.18C</td>
<td>Write one's own name.</td>
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</table>

<table>
<thead>
<tr>
<th>K.21</th>
<th>Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.21A</td>
<td>Listen attentively by facing speakers and asking questions to clarify information.</td>
</tr>
<tr>
<td>K.21B</td>
<td>Follow oral directions that involve a short related sequence of actions.</td>
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<tr>
<th>K.22</th>
<th>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.22A</td>
<td>Share information and ideas by speaking audibly and clearly using the conventions of language.</td>
</tr>
</tbody>
</table>
K.23 Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to:

K.23A Follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

Materials

- Alphabet cereal (1-2 boxes, optional)
- Candy coated chocolate candies (1 red, yellow, and green per student, optional)
- Chart paper (if applicable)
- Clipboard (1 per student)
- Collection of grade-appropriate expository texts for student selection
- Collection of grade-appropriate texts for student selection
- Collection of texts containing pictures of and information about signs
- Colored marker (1 red, yellow, green)
- Construction paper (2 per student)
- Dictionary (1)
- 2-3 examples of captions for illustrations (1 copy of each)
- Glue (1 per 2 students)
- Grade-appropriate book for Read Aloud (1)
- Grade-appropriate expository text (1)
- 3-5 grade-appropriate procedural text examples containing ample pictorial support (1 copy of each)
- Graham cracker (2 per student, optional)
- Highlighter tape or wax-coated strip (1 package)
- Markers (1 set)
- Note card (multiple packs)
- Object to be described (1)
- Paper plate (2 per student optional)
- Paper, ½ sheet-plain (1-2 per student)
- Paper, 8 ½ x 11 or ½ sheet of newspaper (1 per student, optional)
- Paper, lined (2 per student)
- Paper, plain (2 per student)
- Peanut butter or frosting (2 containers, optional)
- 10 picture cards or objects (5 that begin with U and 3-5 that do not)
- 10 picture cards or objects (5 that begin with Y and 5 that do not)
- 10 picture cards or objects (5 that begin with J and 5 that do not)
- 10 picture cards or objects (5 that begin with W and 5 that do not)
- Picture dictionary (1 per 2 students)
- Plastic knife (2 per small student, optional)
- Procedural text examples from Shared Reading
- Scissors (1 per student)
- Small paper plates or circles cut out of green construction paper (set of 8)
- Small paper plates or circles cut out of green construction paper (8 per every 2 students)
- Sticky note (multiple)
- Tissue box or brown paper bag (1)
- Various forms of media depicting signs (e.g., newspapers, advertisements, video clips, online digital images)
- White frosting or vanilla or plain yogurt (1-2 tubs, optional)

**Attachments**

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Teacher Resource: Edible Traffic Light (1)
- Teacher Resource: Edible Whiteboard (1)
- Teacher Resource: Letter-Sound Deck (1)
- Teacher Resource: Letter-Sound Routine (1)
- Teacher Resource: Paper Hats (1)
- Teacher Resource: Phonological Awareness Practice (1)
- Teacher Resource: Show Me the Green Light (1)
- Teacher Resource: Signs All Around Us (1 + 1 per student)

**Resources and References**

None identified

**Possible/Optional Literature**

None identified
<table>
<thead>
<tr>
<th>Selections</th>
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Kindergarten  
English Language Arts and Reading  
Unit: 04  
Lesson: 01  
Suggested Duration: Days 1-8
# Extending Literacy through Procedural and Expository Text

## Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 1</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
<td>TEKS</td>
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<tr>
<td></td>
<td>K.3A,B</td>
<td>K.1B</td>
<td>K. Fig 19C</td>
<td>K.21 A,B</td>
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## Key Understandings and Guiding Questions

- **Awareness of sound patterns of spoken words support the development of word reading and spelling.**
  - Why is it helpful to practice letters and sounds? How does this help you as a reader and writer?

- **Readers use a variety of skills and processes to identify the author’s purpose and to understand procedural text.**
  - How do pictorial directions help readers understand procedural text?

- **Readers use a variety of skills and processes to identify the author’s purpose and to understand procedural text.**
  - What is the purpose of procedural text?

- **Readers use illustrations to make predictions, draw conclusions, and make inferences.**
  - How does making predictions help you as a reader?

- **Effective oral conventions enhance interpretation of the message.**
  - Authors use words and illustrations to communicate ideas and information.
  - How does sharing your ideas in discussion prepare you for writing?

## Vocabulary of Instruction

- **Letter**
- **Procedural**
- **Predict**
- **Descriptive word**
### Daily Lesson #: 1

<table>
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<th>SHARED READING</th>
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</thead>
<tbody>
<tr>
<td>• Sound</td>
<td>• Pictorial</td>
<td>• Purpose</td>
<td>• Sentence&lt;br&gt;• Capitalize&lt;br&gt;• Punctuation</td>
</tr>
</tbody>
</table>

#### Materials

- 10 picture cards or objects (5 that begin with Y and 5 that do not)<br>
- Chart paper (if applicable)
- 3-5 grade-appropriate procedural text examples containing ample pictorial support (1 copy of each)<br>
- Graham cracker (1 per student, optional)<br>
- Candy coated chocolate candies (1 red, yellow, and green per student, optional)<br>
- Peanut butter or frosting (2 containers, optional)<br>
- Paper plate (1 per student optional)<br>
- Plastic knife (1 per small student, optional)<br>
- Chart paper (if applicable)
- Collection of grade-appropriate texts for student selection<br>
- Procedural text examples from Shared Reading<br>
- Chart paper (if applicable)

- Tissue box or brown paper bag (1)<br>
- Object to be described (1)<br>
- Sticky note (multiple)<br>
- Chart paper (if applicable)

#### Attachments and Resources

- Teacher Resource: Letter-Sound Routine (1)<br>
- Teacher Resource: Edible Traffic Light (1) *optional*
### Advance Preparation

1. Prepare to display visuals as appropriate.
2. Locate the Y card from Teacher Resource: **Letter-Sound Deck**.
3. Gather five picture cards or objects representing words that begin with /y/ (include one-syllable CVC words and multisyllabic words) and five that do not.

1. Collect examples of grade-appropriate procedural text containing ample pictorial support. Carefully select texts that are developmentally appropriate and contain significant pictorial support to support following the directions. Some suggestions include recipes, game instructions, instructions for assembling a toy, science experiments, steps for completing a craft, or teacher-created directions with pictorial support.

3. Preview Teacher Resource: **Edible Traffic Light** to determine if it will be used in Learning Applications. Enlarge the document or prepare to

1. Prepare to display visuals as appropriate.
2. Prepare a collection of familiar and unfamiliar fictional texts, poems, folktales, fables, and expository texts for student selection.
3. Select an object that can be described using many different words.
**Daily Lesson #: 1**

<table>
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<tr>
<td>project it for students to see. Prepare and organize the materials in preparation for Learning Applications. A similar procedural text with pictorial directions will need to be selected and prepared if this one is not used.</td>
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</table>

**Background Information**

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<thead>
<tr>
<th>Procedural text - a type of informational text that is written with the intent to explain the steps in the procedure, as in a recipe</th>
<th>Inference - a logical guess made by connecting bits of information. Readers make inferences by drawing conclusions, making generalizations, and making predictions. Steps to making predictions include, but are not limited to:</th>
<th>Descriptive words - typically adjectives that describe a noun</th>
</tr>
</thead>
</table>
| Pictorial directions include, but are not limited to:  
  - Recipes  
  - Science experiments |  
  - Preview and discuss the cover, title and illustrations before listening to or reading a text  
  - Use illustrations to predict what might happen next in a text while reading or listening to it | |
| Other possible examples of pictorial directions include: instructions, directions, manuals, game rules, craft project | | |
### Daily Lesson #: 1

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<tr>
<th></th>
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<tr>
<td></td>
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<td>Possible purposes for reading:</td>
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<td></td>
<td></td>
<td></td>
<td>- To learn</td>
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<td></td>
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<td>- To enjoy language</td>
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<td></td>
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<td>- To become involved in real and imagined events, settings, and actions</td>
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### Teacher Notes

This Instructional Routine uses Teacher Resource: Edible Traffic Light. If a different activity is planned, Learning Applications will need to be adjusted accordingly. Please adhere to local and district policies regarding food in the classroom. If food of minimal nutritional content is not allowed consider replacing them with alternatives. Exchange frosting w/plain or vanilla yogurt. Use ring shaped fruit cereal instead of chocolate candy.

This Instructional Routine provides the opportunity for students to self-select texts and read for enjoyment and will be continued in Daily Lessons 2 and 3.

During Daily Lessons 1 and 2 students explore descriptive words. First learning to understand their function and then learning to incorporate them into their writing, in order to compose a stronger and clearer writing piece.
<table>
<thead>
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<th>INDEPENDENT READING</th>
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</tr>
</thead>
</table>
| **Duration and Objective** | Suggested Duration: 15-20 min.  
Content Objective: Students identify the sound for the letter Y. | Suggested Duration: 25-30 min.  
Content Objective: Students follow pictorial directions. | Suggested Duration: 15-20 min.  
Content Objective: Students discuss purposes for reading and make predictions about what might happen next in text. | Suggested Duration: 25-30 min.  
Content Objective: Students use descriptive words to improve oral and written communication. |
| **Mini Lesson** | 1. Use Teacher Resource: **Letter-Sound Routine** (steps 1-10) to introduce the letter Y. Suggested words for phonological practice include: yellow, yummy, yak, yarn. | 1. Show the collection of procedural text examples. Explain that procedural text teaches or tells about how to do something. Write the word *procedure* for all to see and read the word. Ask: *Where have you heard this word before?* Discuss school and classroom examples of procedures. Point out any posted procedures in the classroom. Share that when procedures are written down it is called procedural text. | 1. Remind students that it is important to have a purpose for reading. Display the collection of procedural text from Shared Reading. Ask: *What is the purpose for reading procedural text?* Discuss responses. | 1. Explain that during this lesson students will use descriptive words, also called adjectives. Elaborate that knowing how to use such words can improve the quality of their spoken or written message. |
| | 2. Restate that a procedure tells what steps to follow to complete a task. Display one of the prepared examples of procedural text. Ask: *What does this* | 2. Display a fictional text from the prepared collection. Ask: *What is the purpose for reading fictional stories?* Discuss responses. | 2. Show the tissue box. Explain that there is an object inside and that everyone will have a turn feeling the object in order to brainstorm descriptive words to describe it. |
| | | 3. Display an expository text from the prepared collection. Ask: *What is the purpose for reading expository text?* Discuss responses. | 3. Pass the tissue box around. Allow each student 2-5 seconds to reach their hand inside of the box and describe what they feel. | |
| | | 4. Review that establishing a | | |

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| Learning Applications | 1. Quickly review the letter Y picture cards with students by naming each picture and clapping the syllables. | 1. Display and discuss Teacher Resource: **Edible Traffic Light.** Model following the | 1. Students choose a text from the collection and establish a purpose for reading. Students **Think,** | 1. Pull the object out of the box. Write a simple sentence for all to see. The following is an |
|                       | purpose for reading and making predictions while reading helps the reader understand the author’s message. | purpose for reading and making predictions while reading helps the reader understand the author’s message. | purpose for reading and making predictions while reading helps the reader understand the author’s message. | purpose for reading and making predictions while reading helps the reader understand the author’s message. |
|                       | 5. Using a text from the prepared collection, model making predictions based on the cover, title and illustrations. Be certain to model one example of predicting what might happen next in the text based on an illustration. | 5. Using a text from the prepared collection, model making predictions based on the cover, title and illustrations. Be certain to model one example of predicting what might happen next in the text based on an illustration. | 5. Using a text from the prepared collection, model making predictions based on the cover, title and illustrations. Be certain to model one example of predicting what might happen next in the text based on an illustration. | 5. Using a text from the prepared collection, model making predictions based on the cover, title and illustrations. Be certain to model one example of predicting what might happen next in the text based on an illustration. |
|                       | 6. Explain to students that they will establish a purpose for reading their self-selected texts and will make predictions while reading. | Explain to students that they will establish a purpose for reading their self-selected texts and will make predictions while reading. | Explain to students that they will establish a purpose for reading their self-selected texts and will make predictions while reading. | Explain to students that they will establish a purpose for reading their self-selected texts and will make predictions while reading. |

Text explain to the reader? How are the pictures/graphics helpful to the reader? Discuss responses. Repeat with the other prepared examples.

Purpose for reading and making predictions while reading helps the reader understand the author’s message.

Using a text from the prepared collection, model making predictions based on the cover, title and illustrations. Be certain to model one example of predicting what might happen next in the text based on an illustration.

Explain to students that they will establish a purpose for reading their self-selected texts and will make predictions while reading.

As students make contributions transcribe a representation of their descriptive words onto sticky notes and post them on the board or a chart paper.

After everyone has had a turn, collect the tissue box. Read each sticky note then place it somewhere on the box.
2. Create an Anchor Chart: Words that Begin with Y. Model sounding out and writing the words that name the picture cards that begin with Y. Involve students as appropriate. As time allows, add additional student generated examples.

3. Model decoding 2-3 grade appropriate words on the Anchor Chart. Lead students in decoding the same words.

4. Post the Anchor Chart as a reference for reading and writing.

pictorial directions to create the snack. Ask: What can a reader do if they don't understand the directions? Discuss and explain that readers can reread the words, study the pictorial directions, or ask for help.

2. Students follow pictorial directions to create edible traffic lights using graham crackers, peanut butter or frosting, and candy coated chocolate candies.

3. Monitor and assist as needed.

4. Students eat their snacks.

Turn, Talk to share with a partner.

2. Individually, students preview the text and make one prediction based on the cover, title, or illustrations. Students Think, Turn, Talk to share with a partner.

3. Students read independently for a developmentally appropriate duration.

4. Actively monitor and provide assistance.

example: I felt a ball in the box.
Think Aloud while capitalizing the first letter and using a period at the end.

2. Explain that the sentence could be more informative if descriptive words were added.

3. Select one of the sticky notes from the box.

4. Model restating the sentence, incorporating a descriptive word. Write it for all to see. The following is an example of a restated sentence: I felt a bumpy ball in the box.

5. Invite a student to pick a sticky note from the box.

6. Assist the student in reading the word, and restating the sentence, incorporating the descriptive word. Write the sentence for all to see. Share the pen as appropriate.
7. Repeat steps five and six until all sticky notes have been selected.

8. Read the new sentences aloud. Explain that descriptive words improve the quality of spoken or written messages. Invite students to underline the capital letter and ending punctuation for each sentence.

| **Closure** | 1. To conduct a quick review of /y/, model isolating the initial sound in one-syllable spoken words beginning with /y/. For example, yak = /y/. Repeat and have students echo. Name additional words and instruct students to isolate the initial sound. Suggested words are: yard, yet, yell, yoke, yarn. | 1. Ask: **How do pictorial directions help readers understand procedural text?** Discuss responses. | 1. Ask: **Why do readers establish a purpose for reading?** Discuss responses. | 1. Ask: **How do descriptive words improve writing?** Discuss responses. | 1. Ask: **How do descriptive words improve writing?** Discuss responses. |

Engage in Guided Reading and Guided Writing Instruction as appropriate.
# Extending Literacy through Procedural and Expository Text

## Lesson Preparation

<table>
<thead>
<tr>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS</td>
<td>Ongoing TEKS</td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
</tr>
</tbody>
</table>

## Key Understandings and Guiding Questions

- **Awareness of word patterns supports the development of word reading and spelling.**
  - Why is it helpful to practice letters and sounds? How does this help you as a reader and writer?
- **Readers use a variety of skills and processes to identify the author’s purpose and to understand procedural text.**
  - How do pictorial directions help readers understand procedural text?
- **Readers use a variety of skills and processes to identify the author’s purpose and to understand procedural text.**
  - What is the purpose of procedural text?
- **Authors use words and illustrations to communicate ideas and information.**
  - Why do writers use descriptive words?

## Vocabulary of Instruction

- **Letter**
- **Procedural**
- **Predict**
- **Descriptive word**
<table>
<thead>
<tr>
<th>Daily Lesson #: 2</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Sound</td>
<td>• Pictorial</td>
<td>• Purpose</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Purpose</td>
<td></td>
<td>• Sentence</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Capitalize</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Punctuation</td>
</tr>
</tbody>
</table>

**Materials**

- Grade-appropriate text for Read Aloud (1)
- Note card (6)
- Chart paper (if applicable)
- 2-3 grade-appropriate procedural text examples containing ample pictorial support (1 copy of each)
- Paper, 8 ½ x 11 or ½ sheet of newspaper (1 per student, optional)
- Chart paper (if applicable)
- Collection of grade-appropriate engaging texts for student selection
- Procedural text examples from Shared Reading
- Chart paper (if applicable)
- Markers (1 set)

**Attachments and Resources**

- Teacher Resource: **Phonological Awareness Practice** (1)
- Teacher Resource: **Paper Hats** (1, optional)

**Advance Preparation**

1. Prepare to display visuals as appropriate.
2. Preview Teacher Resource: **Phonological Awareness Practice** and select key words for the review in Learning Applications.
1. Prepare to display visuals as appropriate.
2. Add 2-3 additional examples of grade-appropriate procedural text containing ample pictorial support to those gathered for Daily Lesson
1. Prepare to display visuals as appropriate.
2. Refer to Daily Lesson 1 Independent Reading
1. Prepare to display visuals as appropriate.
2. Teacher written sentences from Daily Lesson 1 will be used.
<table>
<thead>
<tr>
<th>Daily Lesson #: 2</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Write the following letters on index cards: i, p, s, t, l, d. Write one letter on each card.</td>
<td>1. Carefully select examples that are developmentally appropriate and contain significant pictorial support to support following the directions. Some suggestions include recipes, game instructions, instructions for assembling a toy, science experiments, steps for completing a craft, or teacher-created directions with pictorial support.</td>
<td>3. Duplicate the examples so that each small group of 3-5 students has 2 different texts.</td>
<td>4. Preview Teacher Resource: Paper Hats to determine if it will be used in Learning Applications. Enlarge the document or prepare to project it for students to see. Prepare and organize the materials in preparation for Learning Applications.</td>
<td></td>
</tr>
<tr>
<td>Daily Lesson #: 2</td>
<td>WORD STUDY</td>
<td>SHARED READING</td>
<td>INDEPENDENT READING</td>
<td>WRITING</td>
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<tr>
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<td>similar procedural text with pictorial directions will need to be selected and prepared if this one is not used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Refer to Daily Lesson 1 Shared Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Background Information**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Refer to Daily Lesson 1 Shared Reading</th>
<th>Refer to Daily Lesson 1 Independent Reading</th>
<th>Refer to Daily Lesson 1 Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Notes</td>
<td>Refer to Daily Lesson 1 Word Study</td>
<td>This Instructional Routine uses Teacher Resource: Paper Hats. If a different activity is planned, Learning Applications will need to be adjusted accordingly.</td>
<td>Refer to Daily Lesson 1 Independent Reading</td>
<td>Refer to Daily Lesson 1 Writing</td>
</tr>
</tbody>
</table>

Teacher Notes

Refer to Daily Lesson 1 Word Study

This Instructional Routine uses Teacher Resource: Paper Hats. If a different activity is planned, Learning Applications will need to be adjusted accordingly.
## Instructional Routines

### Daily Lesson # 2

<table>
<thead>
<tr>
<th>Duration and Objective</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Duration:</strong> 20-25 min.</td>
<td><strong>Suggested Duration:</strong> 25-30 min.</td>
<td><strong>Suggested Duration:</strong> 10-15 min.</td>
<td><strong>Suggested Duration:</strong> 25-30 min.</td>
<td></td>
</tr>
<tr>
<td><strong>Content Objective:</strong> Students apply knowledge of previously learned letters and sounds to encode and decode words.</td>
<td><strong>Content Objective:</strong> Students follow pictorial directions.</td>
<td><strong>Content Objective:</strong> Students discuss purposes for reading and make predictions about what might happen next in text.</td>
<td><strong>Content Objective:</strong> Students use descriptive words to improve oral and written communication.</td>
<td></td>
</tr>
</tbody>
</table>

### Mini Lesson

1. Select a text to read aloud.
2. Review key phonological awareness skills using words from the text. Reference Teacher Resource: *Phonological Awareness Practice* for suggestions.

1. Show the collection of procedural text examples. Explain that procedural text teaches or tells about how to do something.
2. Review the concepts from Daily Lesson 1. Write the word *procedure* for all to see and read the word. Ask: *Where have you heard this word before?* Discuss school and classroom examples of procedures. Point out any posted procedures in the classroom. Share that when procedures are written down it is called procedural text.
3. Ask: *What is the purpose for reading procedural text?*

1. Remind students that it is important to have a purpose for reading. Display an example of procedural text from Shared Reading. Ask: *What is the purpose for reading this procedural text?* Discuss and clarify responses.
2. Display a fictional text from the prepared collection. Ask: *What is the purpose for reading fictional stories?* Discuss responses.
3. Display an expository text from the prepared collection. Ask: *What is the purpose for reading expository text?* Discuss responses.

1. Conduct the handwriting routine.
2. Revisit previous learned information about descriptive words, also called adjectives. Review that knowing how to use descriptive words can improve the quality of spoken and written messages.
3. Display the teacher written sentences from Daily Lesson 1. Ask: *What type of letter do all sentences begin with? What ending punctuation do you see at the end of each sentence?* Discuss and point out these features in the displayed sentences.
<table>
<thead>
<tr>
<th>Learning Applications</th>
<th>1. Display the prepared note cards one at a time.</th>
<th>1. Display and discuss Teacher Resource: <strong>Paper</strong></th>
<th>1. Students choose a text from the collection and</th>
<th>1. Distribute a sheet of paper to every student.</th>
</tr>
</thead>
</table>

Discuss responses. Explain that each procedural text has specific purpose. For example, the purpose for reading and following the steps in a recipe is to prepare a food item.

4. Distribute the prepared small group copies of grade-appropriate procedural text to groups of 3-5 students. Instruct students to examine the procedural texts and discuss the purpose for each. Monitor small groups and provide support as needed.

5. Each small group shares the purpose for one of the procedural texts they discussed. Model and provide the following response stem: *The purpose of this procedural text is _______________.*

4. Review that establishing a purpose for reading and making predictions while reading helps the reader understand the author’s message.

5. Using a text from the prepared collection, model making predictions based on the cover, title and illustrations. Be certain to model one example of predicting what might happen next in the text based on an illustration.

6. Explain to students that they will establish a purpose for reading their self-selected texts and will make predictions while reading.

4. Instruct students to listen for the descriptive words as the sentences are read aloud.

5. Select various students to identify the descriptive words and come to the front to underline them with a colored marker.

6. Explain that students will draw an object and use descriptive words to tell about it. Model as needed using the following writing routine: **Think** (think about ideas to write about) **Tell** (talk about your ideas) **Draw** (sketch pictures to tell about your ideas) **Write** (label your drawings with letters or words; write words and sentences when ready)
2. Select students to identify each letter and its sound. Have the remainder of the students echo.

3. Say the word lip. Instruct students to echo and then segment the word into phonemes. Model locating the corresponding letters and arranging them to form the word. Run a finger under the word from left to right and blend the sounds. Say the word. Instruct students to echo.

4. Repeat step 3 with the words sip, dip, and tip. Invite various students to come to the front and participate. Provide support, but encourage students to apply previously learned skills. The remainder of the students will say the sounds aloud and echo after the student blends the sounds.

Hats. Model following the pictorial directions to create the paper hat. Ask: What can a reader do if they don’t understand the directions? Discuss and explain that readers can reread the words, study the pictorial directions, or ask for help.

2. Students follow pictorial directions to create paper hats.

3. Monitor and assist as needed.

establish a purpose for reading. Students Think, Turn, Talk to share with a partner.

2. Individually, students preview the text and make one prediction based on the cover, title, or illustrations. Students Think, Turn, Talk to share with a partner.

3. Students read independently for a developmentally appropriate duration.

4. Actively monitor and provide assistance.

2. Students think of an object, tell a partner about it, and then draw the object. Those that are able, write descriptive words about the object. As time allows, students may write a complete sentence telling about the object.

3. Briefly confer with each student and have them tell about their picture. Encourage them to use descriptive words to tell about the object. Either have students dictate or write a sentence about their picture, incorporating one descriptive word an appropriate conventions.

Engage in Guided Reading and Guided Writing Instruction as appropriate.

Closure
1. Say various CVC words
1. Ask: How do pictorial
1. Ask: Why do readers
1. Conduct Author’s Chair

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<table>
<thead>
<tr>
<th>2. Group students with a partner. Instruct them to listen to the words, echo, and then segment the sounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>directions help readers understand procedural text?</strong> Discuss responses.</td>
</tr>
<tr>
<td><strong>establish a purpose for reading?</strong> Discuss responses.</td>
</tr>
<tr>
<td>routine.</td>
</tr>
</tbody>
</table>
## Lesson Preparation

### WORD STUDY

<table>
<thead>
<tr>
<th>TEKS</th>
<th>Ongoing TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.3A, B</td>
<td>K.1B, K.2B, F</td>
</tr>
<tr>
<td>K.18A, B</td>
<td>K.Fig19A, C, K.11A</td>
</tr>
</tbody>
</table>

### SHARED READING

<table>
<thead>
<tr>
<th>TEKS</th>
<th>Ongoing TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.21A, B</td>
<td>K.Fig19A, D, K.4A, K.11A</td>
</tr>
</tbody>
</table>

### INDEPENDENT READING

<table>
<thead>
<tr>
<th>TEKS</th>
<th>Ongoing TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.1F, G</td>
<td>K.5D, K.21B</td>
</tr>
</tbody>
</table>

### WRITING

<table>
<thead>
<tr>
<th>TEKS</th>
<th>Ongoing TEKS</th>
</tr>
</thead>
</table>

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## Key Understandings and Guiding Questions

- Awareness of sound patterns of spoken words supports the development of word reading and spelling.
  - Why is it helpful to practice letters and sounds? How does this help you as a reader and writer?

- Readers use a variety of skills and processes to identify the author’s purpose and to understand procedural text.
  - How do pictorial directions help readers understand procedural text?

- Readers use a variety of skills and processes to identify the author’s purpose and to understand procedural text.
  - What is the purpose of procedural text?
  - How does making predictions help you as a reader?

- Authors use words and illustrations to communicate ideas and information.
  - How is a picture dictionary helpful to writers?

## Vocabulary of Instruction

- Letter
- Procedural
- Predict
- Picture dictionary
<table>
<thead>
<tr>
<th>Daily Lesson #: 3</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sound</td>
<td>Pictorial</td>
<td>Purpose</td>
<td>Definition</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>10 picture cards or objects (5 that begin with J and 5 that do not)</td>
<td>Grade-appropriate procedural text containing ample pictorial support</td>
<td>Collection of grade-appropriate engaging texts for student selection</td>
<td>Picture dictionary (1 per 2 students)</td>
</tr>
<tr>
<td></td>
<td>Small paper plates or circles cut out of green construction paper (set of 8)</td>
<td>Graham cracker (1 per student, optional)</td>
<td>Chart paper (if applicable)</td>
<td>Dictionary (1)</td>
</tr>
<tr>
<td></td>
<td>Chart paper (if applicable)</td>
<td>Alphabet cereal (1-2 boxes, optional)</td>
<td></td>
<td>Chart paper (if applicable)</td>
</tr>
<tr>
<td><strong>Attachments and Resources</strong></td>
<td>Teacher Resource: Letter-Sound Routine (1)</td>
<td>Teacher Resource: Edible Whiteboard (1, optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Resource: Letter-Sound Deck (1)</td>
<td></td>
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<tr>
<td>Daily Lesson #: 3</td>
<td><strong>WORD STUDY</strong></td>
<td><strong>SHARED READING</strong></td>
<td><strong>INDEPENDENT READING</strong></td>
<td><strong>WRITING</strong></td>
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<tr>
<td><strong>Advance Preparation</strong></td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
</tr>
<tr>
<td></td>
<td>2. Locate the J card from Teacher Resource: <strong>Letter-Sound Deck</strong>.</td>
<td>2. Preview Teacher Resource: <strong>Edible Whiteboard</strong> to determine if it will be used for the Performance Indicator.</td>
<td>2. Refer to Daily Lesson 1 Independent Reading</td>
<td>2. Preview the picture dictionary and select 3-4 words for students to locate.</td>
</tr>
<tr>
<td></td>
<td>3. Gather five picture cards or objects representing words that begin with /j/ (include one-syllable CVC words and multisyllabic words) and five that do not.</td>
<td>Enlarge the document, prepare to project it or duplicate one copy for each student. Prepare and organize the materials in preparation for assessing the Performance Indicator. A similar procedural text with pictorial directions will need to be selected and prepared if this one is not used.</td>
<td>3. Refer to Daily Lesson 1 Shared Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Create a set of green plates or circles made of construction paper, depicting the following lower-case letters: h, a, t, m, p, o, l, i.</td>
<td>5. Make a caterpillar face on a green plate or with construction paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Background Information</strong></td>
<td></td>
<td>This Instructional Routine assesses Performance Indicator 03.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Notes</strong></td>
<td>Refer to Daily Lesson 1 Word Study</td>
<td>This <strong>Instructional Routine</strong> uses Teacher Resource: <strong>Edible Whiteboard</strong>. If a different activity is planned, Learning Applications</td>
<td>This <strong>Instructional Routine</strong> serves as an introduction to using a picture dictionary to locate words. The use of a picture dictionary will</td>
<td></td>
</tr>
</tbody>
</table>
Daily Lesson #: 3

<table>
<thead>
<tr>
<th>Daily Lesson #: 3</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>will need to be adjusted accordingly. Please adhere to local and district policies regarding food in the classroom. If food of minimal nutritional content is not allowed consider replacing items with alternatives.</td>
<td></td>
<td>be incorporated into future writing Daily Lessons.</td>
</tr>
</tbody>
</table>

Kindergarten
English Language Arts and Reading
Unit: 04
Lesson: 01
Suggested Duration: Days 1-8

Last Updated 05/08/2013
<table>
<thead>
<tr>
<th>Duration and Objective</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
Content Objective: Students identify the sound for the letter J. | Suggested Duration: 15-20 min.  
Content Objective: Students follow pictorial directions. | Suggested Duration: 25-30 min.  
Content Objective: Students discuss purposes for reading and make predictions about what might happen next in text. |  |

**Mini Lesson**

1. **Use Teacher Resource:** *Letter-Sound Routine* (steps 1-10) to introduce the letter J. Suggested words for phonological practice include: jump, jar, jog, jet, and John.

2. Quickly review the letter J picture cards with students by naming each picture and clapping the syllables.

3. Create an Anchor Chart: *Words that Begin with J.* Model sounding out and writing the words that name the picture cards that begin with J. Involve students as appropriate. As time allows, add additional student generated examples.

1. **Ask:** What is the purpose for reading procedural text? Discuss responses.


3. Explain that students will independently follow pictorial directions to create a product (Edible Whiteboard). Read aloud the steps for creating the Edible Whiteboard or other teacher-created procedural text with

1. Remind students that it is important to have a purpose for reading. Display an example of procedural text from Shared Reading. Ask: What is the purpose for reading this procedural text? Discuss responses.

2. Display a fictional text from the prepared collection. Ask: What is the purpose for reading fictional stories? Discuss responses.

3. Display an expository text from the prepared collection. Ask: What is

1. Display a picture dictionary. Share that this text is called a picture dictionary. Explain that readers and writers use dictionaries to understand words. Conduct a text walk of the picture dictionary. Display the "adult" dictionary and explain that older students and adults also use dictionaries.

2. Distribute picture dictionaries to pairs of students. Provide time for the partners to freely explore the resource. Confer with partners and ask probing questions.
<table>
<thead>
<tr>
<th>Learning Applications</th>
<th>1. Explain that students will review previously learned letters and their sounds to form words.</th>
<th>pictorial directions. Explain related procedures and expectations.</th>
<th>the purpose for reading expository text? Discuss responses.</th>
<th>3. Conduct a discussion about what the students observed when exploring the picture dictionary. List ideas on chart paper or the board.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students follow pictorial directions to create Edible Whiteboards or other teacher-determined</td>
<td></td>
<td>4. Ask: What can a reader do if they don’t understand the directions? Discuss and explain that readers can reread the words, study the pictorial directions, or ask for help.</td>
<td>4. Review that establishing a purpose for reading and making predictions while reading helps the reader understand the author’s message.</td>
<td>4. Explain and model how the dictionary is organized alphabetically, pausing to comment on various words encountered. Instruct students to follow along in their dictionaries.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Using a text from the prepared collection, model making predictions based on the cover, title and illustrations. Be certain to model one example of predicting what might happen next in the text based on an illustration.</td>
<td>5. Using a text from the prepared collection, model making predictions based on the cover, title and illustrations. Be certain to model one example of predicting what might happen next in the text based on an illustration.</td>
<td>5. Write one of the selected words on the board or chart paper. Read the word aloud and model locating it in the picture dictionary. Read aloud the definition. Say the definition and instruct students to repeat. Explain that a definition explains what a word means.</td>
</tr>
<tr>
<td>1. Students choose a text from the collection and establish a purpose for reading. Students Think,</td>
<td></td>
<td>6. Explain to students that they will establish a purpose for reading their self-selected texts and will make predictions while reading.</td>
<td>6. Explain to students that they will establish a purpose for reading their self-selected texts and will make predictions while reading.</td>
<td></td>
</tr>
</tbody>
</table>
2. Display the paper plates on the floor or use the chalkboard or whiteboard ledge.

3. Display the caterpillar face. Explain that you will spell words using the plates with letters and that they will be placed close together to form the caterpillar body.

4. Demonstrate saying a CVC word, segmenting into phonemes, and then locating the corresponding letters needed to spell the word. Assemble the word, placing the plates close together to resemble a caterpillar.

5. Instruct the students to watch closely and check the sounds to make sure the plates are in the correct order.

6. Continue in this manner, reviewing CVC words containing previously learned letters.

**Turn, Talk to share with a partner.**

- Actively monitor students to observe for their ability to follow the pictorial directions accurately and to monitor comprehension. Refer to the Unit 04 Assessment Appendix for the rubric.

2. Individually, students preview the text and make one prediction based on the cover, title, or illustrations. Students **Think, Turn, Talk** to share with a partner.

- Students read independently for a developmentally appropriate duration.

3. Students read independently for a developmentally appropriate duration.

4. Actively monitor and provide assistance.

**dictionary. Provide extensive support and modeling.**

2. Once the word is found, solicit student input to determine what the word means from the pictures and words.

3. Repeat for the remaining selected words.
<table>
<thead>
<tr>
<th>closure</th>
<th>1. Invite students to take turns coming to the front and arranging the plates to form CVC words.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Ask: <strong>How is a picture dictionary helpful to writers?</strong> Discuss responses.</td>
</tr>
</tbody>
</table>
Extending Literacy through Procedural and Expository Text

Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 4</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
<td>TEKS</td>
<td>TEKS</td>
</tr>
</tbody>
</table>

Key Understandings and Guiding Questions

- Awareness of word patterns supports the development of word reading and spelling.
  - Why is it helpful to practice letters and sounds? How does this help you as a reader and writer?

- Understanding the meaning of symbols and words enhances understanding of the environment around us.
  - Why is it important to understand the meanings of signs in your community?

- Understanding the meaning of symbols and words enhances understanding of the environment around us.
  - Why is it important to understand the meanings of signs in your community?

- Authors use words and illustrations to communicate ideas and information.
  - How is a picture dictionary helpful to writers?

Vocabulary of Instruction

- Letter
- Sound
- Word
- Sign

Materials

- Grade-appropriate text for Read Aloud (1)
- Clipboard (1 per student)
- Collection of texts containing pictures of
- Picture dictionary (1 per 2 students)
<table>
<thead>
<tr>
<th>Daily Lesson #: 4</th>
<th><strong>WORD STUDY</strong></th>
<th><strong>SHARED READING</strong></th>
<th><strong>INDEPENDENT READING</strong></th>
<th><strong>WRITING</strong></th>
</tr>
</thead>
</table>
|                  | • Small paper plates or circles cut out of green construction paper (8 per every 2 students)  
|                  | • Paper, lined (1 per student)  
|                  | • Chart paper (if applicable) | • Paper, plain (1 per student)  
|                  | • Chart paper (if applicable) | • Chart paper (if applicable) | • Chart paper (if applicable)  

**Attachments and Resources**

|                  | **Teacher Resource:** *Phonological Awareness Practice* (1) | **Teacher Resource:** *Signs All Around Us* (1) | | |

**Advance Preparation**

1. Prepare to display visuals as appropriate.
2. Preview the Teacher Resource: *Phonological Awareness Practice* and select key words for the review in Learning Applications.
3. Create a set of green plates or circles made of construction paper, depicting the following lower-case letters: h, a, t, m, p, o, l, i.

1. Prepare to display visuals as appropriate.
2. Reproduce Teacher Resource: *Signs All Around Us* in color. Cut out each card and display in a pocket chart. The cards will be used again during Daily Lesson 6.

1. Prepare to display visuals as appropriate.
2. Assemble a collection of resources for student review. Examples of items to include in the collection are texts, teacher- and student-made texts, published texts, clipart, newspapers, magazines, and even photographs of local community landmarks and signs.
3. The signs from Teacher Resource: *Signs All Around* will be used in this Instructional Routine.

3. Preview the picture dictionary to ensure that the prepositions in, on, under, and over are included. If not, adjust the guided practice in Learning Applications to...
**Daily Lesson #: 4**

<table>
<thead>
<tr>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information</strong></td>
<td>Specific signs include, but are not limited to:</td>
<td>Specific signs include, but are not limited to:</td>
<td>Preposition - a word that relates its object to another word in the sentence (e.g., at in at school or of in of your writing)</td>
</tr>
<tr>
<td></td>
<td>• Traffic signs</td>
<td>• Traffic signs</td>
<td>Prepositional phrase - a phrase that begins with a preposition and is followed by an object (e.g., on the road and by her)</td>
</tr>
<tr>
<td></td>
<td>• Warning signs (e.g., poison symbols)</td>
<td>• Warning signs (e.g., poison symbols)</td>
<td></td>
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<tr>
<td></td>
<td>• Environmental print (e.g., exit, restrooms)</td>
<td>• Environmental print (e.g., exit, restrooms)</td>
<td></td>
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</tbody>
</table>

**Teacher Notes**
Refer to Daily Lesson 1 Word Study
The closure of this lesson begins to prepare students for more formal spelling practice through spelling two dictated CVC words.

During Daily Lessons 4-5 students learn the meaning of symbols and words on signs in their environment. There are many grade-appropriate texts about signs available. Additionally, use clipart, newspapers, magazines, and photographs of local community landmarks and signs to compliment instruction during these lessons.
Some examples of important signs include stop signs, exit signs, school zone signs, railroad signs, poison symbols, and traffic lights.

Note that the collection required for this lesson need not be limited to leveled children's texts. It is difficult to find leveled texts for emergent readers focused solely on the topic of signs. Please feel free to include other resources depicting signs. The objective of this practice is to provide students with exposure to reading different signs and an opportunity to discuss their meanings with other readers.
<table>
<thead>
<tr>
<th>Daily Lesson # 4</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| **Duration and Objective** | Suggested Duration: 25-30 min.  
Content Objective: Students apply knowledge of previously learned letters and sounds to encode and decode words. | Suggested Duration: 25-30 min.  
Content Objective: Students identify the meanings of specific signs in the community. | Suggested Duration: 10-15 min.  
Content Objective: Students identify the meanings of specific signs in the community. | Suggested Duration: 20-25 min.  
Content Objective: Students use picture dictionaries to find words in preparation for writing. |

| **Mini Lesson** | 1. Select a text to read aloud.  
2. Review key phonological awareness skills using words from the text. Reference the Teacher Resource: **Phonological Awareness Practice** for suggestions. | 1. Inform students that they will be learning to identify the meanings of specific signs. Ask: **Where are some places you see signs in the community?** Students **Think, Turn, Talk** discuss what they already know about signs.  
2. Invite various students to share what they know about signs or what they heard their partner share about signs. List ideas on the board or chart paper.  
3. Review each sign card. | 1. Explain that making meaning from signs is a form of reading. Point out the signs in the pocket chart from Shared Reading.  
2. Students listen as you read the statements listed below. Directly following the reading of each statement, invite a student to identify the corresponding sign card by locating in the pocket chart. Provide support as it is needed. | 1. Conduct the handwriting routine.  
2. Explain that students will be creating a text of signs found in the community. This lesson will help them prepare for their writing by exploring signs and words to describe them.  
3. Display the following prepositions: in, on, under, over. Read each aloud. Explain that these words are called prepositions and they describe locations and positions. |
and its meaning from Teacher Resource: Signs All Around Us.

4. Display the cards in a pocket chart for all to see. Explain that signs are easily recognized and widely used in our community. Elaborate that they serve as labels for places and things that are important.

5. Ask: Which of these signs have you seen before? Discuss responses.

6. Guide students in determining the purpose for each sign and why it is relevant to have an easy to recognize sign shape, symbol, or color. For example, discuss that many signs that signal drivers to slow down are yellow or that signs meant to warn or alert us are red.

4. Display the EXIT sign. State the following sentence: I found the EXIT sign over the door. Ask: Where did I find the EXIT sign? Guide students to use the prepositional phrase over the door.

5. Display the STOP sign. State the following sentence: I saw the STOP sign on the road. Ask: Where did I see the STOP sign? Guide students to use the prepositional phrase on the road.

6. Display the CAUTION sign. State the following sentence: I saw the CAUTION sign under the bridge. Ask: Where did I see the CAUTION sign? Guide students to use the prepositional phrase under the bridge.

7. Display the POISON sign. State the following sentence: I found the POISON sign in the
8. **Choral Read** the prepositions. Review that these words describe locations and positions. Share that writers use prepositions to add detail to their writing. Explain that people use prepositions when speaking to give directions or explain something.

9. Display the picture dictionary. Review its purpose and how it helps readers and writers. Explain that today students will find prepositions and words from signs in the picture dictionary.

10. Model finding one of the prepositions or sign words in the picture dictionary.
## Learning Applications

1. Display the plates on the floor or use the chalkboard or whiteboard ledge.

2. Explain that students will listen to words, segment them into sounds, and then spell the words using the letters written on the green plates.

3. Model saying a CVC word, segmenting it into phonemes, and then locating the corresponding letters needed to spell the word. Assemble the word, placing the plates close together to resemble a caterpillar.

4. Instruct students to watch closely and check letters along to make sure the plates are in the correct order.

5. With a partner, students repeat steps three and four.

## Kindergarten

### English Language Arts and Reading

#### Unit: 04

#### Lesson: 01

#### Suggested Duration: Days 1-8

1. Provide each student with a clipboard, blank sheet of paper, and a pencil.

2. Instruct students to form a line and take them on a quick tour inside of the school building.

3. Point out signs within the school and encourage students to either draw or write the word from the sign. Some examples of signs commonly found in schools are exit, fire extinguisher, library, and bathroom.

4. Remind students to save the discussions for the classroom.

1. In partners, students choose texts containing signs from the prepared collection.

2. Students read or make observations about the signs included in the text. Students discuss ideas in partners.

3. Encourage discussion about how the signs are useful/helpful to their community.

1. Distribute picture dictionaries text containing signs to pairs of students.

2. Provide guided practice by locating one preposition in the picture dictionary together.

3. Students work in pairs to find the posted prepositions and sign words in a picture dictionary.

4. Confer with students and provide targeted assistance.
using other CVC words. The following words may be used: hat, mat, pat, hot, pot, lot, hit, pit, lit, lip, hip. Encourage hands-on participation.

6. Students will practice spelling short three-letter words like hot. Distribute lined paper to each student and explain procedures for spelling two dictated CVC words such as: mat, lip. Model as needed and then slowly dictate each word and instruct students to write the word on the lined paper.

Engage in Guided Reading and Guided Writing Instruction as appropriate.

<table>
<thead>
<tr>
<th>Closure</th>
<th>1. Ask: Why is it helpful to learn about letters and sounds? How does this help you as a reader and writer? Discuss responses.</th>
<th>1. Once in the classroom, review the class observations made during the tour.</th>
<th>1. Ask: How do signs help keep us safe? What would happen if we did not have signs? Discuss responses.</th>
<th>1. Ask: What do the words in, on, over, and on describe? Discuss responses.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Ask: Why is it important to understand the meanings of signs in your community? Discuss responses.</td>
<td>2. Ask: Why is it important to understand the meanings of signs in your community? Discuss responses.</td>
<td>2. Ask: How is a picture dictionary helpful to writers? Discuss responses.</td>
<td>2. Ask: How is a picture dictionary helpful to writers? Discuss responses.</td>
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</table>

Closure
Extending Literacy through Procedural and Expository Text

Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 5</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
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<td>TEKS</td>
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<td>Ongoing</td>
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<tr>
<td></td>
<td>K.3A,B</td>
<td>K.1B</td>
<td>K.5A</td>
<td>K.5A</td>
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<td></td>
<td></td>
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<td>K.1C</td>
<td>K.22A</td>
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<td>K.23A</td>
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<td>K.5A</td>
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<td></td>
<td></td>
<td></td>
<td>K.11B</td>
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<td></td>
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<td>K.13A</td>
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<td>K.15A</td>
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<td>K.17A</td>
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<td>K.18A</td>
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<td>K.18C</td>
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</tbody>
</table>

Key Understandings and Guiding Questions

- Awareness of sound patterns of spoken words support the development of word reading and spelling.
  - Why is it helpful to practice letters and sounds? How does this help you as a reader and writer?

- Understanding the meaning of symbols and words enhances understanding of the environment around us.
  - Why is it important to understand the meanings of signs in your community?

- Understanding the meaning of symbols and words enhances understanding of the environment around us.
  - Why is it important to understand the meanings of signs in your community?

- Effective oral conventions enhance interpretation of the message.
  - How does sharing your ideas in discussion prepare...
<table>
<thead>
<tr>
<th>Daily Lesson #: 5</th>
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<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
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</thead>
<tbody>
<tr>
<td>Vocabulary of Instruction</td>
<td>• Letter</td>
<td>• Sign</td>
<td>• Sign</td>
<td>• Sign</td>
</tr>
<tr>
<td></td>
<td>• Sound</td>
<td>• Color word</td>
<td>• Preposition</td>
<td>• Caption</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Red</td>
<td></td>
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<td></td>
<td></td>
<td>• Yellow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Green</td>
<td></td>
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<tr>
<td>Materials</td>
<td>• 10 picture cards or objects (5 that begin with U and 5 that do not)</td>
<td>• Note card (1 per student)</td>
<td>• Collection of texts containing pictures of and information about signs</td>
<td>• Paper, ½ sheet-plain (1-2 per student)</td>
</tr>
<tr>
<td></td>
<td>• Chart paper (if applicable)</td>
<td>• Colored marker (1 red, yellow, green)</td>
<td>• Chart paper (if applicable)</td>
<td>• 2-3 examples of captions for illustrations (1 copy of each)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chart paper (if applicable)</td>
<td></td>
<td>• Chart paper (if applicable)</td>
</tr>
<tr>
<td>Attachments and Resources</td>
<td>• Teacher Resource: Letter-Sound Routine (1)</td>
<td>• Teacher Resource: Show Me the Green Light (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher Resource: Letter-Sound Deck (1)</td>
<td></td>
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</tr>
<tr>
<td>Advance Preparation</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
</tr>
<tr>
<td></td>
<td>2. Locate the U card from</td>
<td>2. Transcribe the song from</td>
<td>2. Refer to Daily Lesson 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Preview the provided</td>
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<tr>
<td>Daily Lesson #: 5</td>
<td>WORD STUDY</td>
<td>SHARED READING</td>
<td>INDEPENDENT READING</td>
<td>WRITING</td>
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</tr>
<tr>
<td>Teacher Resource: Letter-Sound Deck.</td>
<td>Teacher Resource: Show Me the Green Light onto chart paper. Underline each color word using the corresponding colored marker.</td>
<td>Independent Reading</td>
<td>rubric for the Performance Indicator. It is found in the Unit Assessment Appendix.</td>
<td></td>
</tr>
<tr>
<td>3. Gather five picture cards or objects representing words that begin with /u/ and five that do not. (Words that start with U include: umbrella, under, up, upset, upstairs).</td>
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</tbody>
</table>

### Background Information

Refer to Daily Lesson 4 Shared Reading

- Preposition - a word that relates its object to another word in the sentence (e.g., at in at school or of in of your writing)
- Prepositional phrase - a phrase that begins with a preposition and is followed by an object (e.g., on the road and by her)

This Instructional Routine partially assesses Performance Indicator 05.

### Teacher Notes

Refer to Daily Lesson 1 Word Study

- Daily Lessons 5-8 involve students in each creating a text of specific signs found in the community. In Daily Lessons 5-6, students will create at least two pages with one sign and one caption each day. In Daily Lesson 7, students will assemble the texts and design a cover. In Daily Lesson 8, students will share their texts with the class using Author’s Chair routine.
<table>
<thead>
<tr>
<th>Daily Lesson # 5</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| **Duration and Objective** | Suggested Duration: 20-25 min.  
Content Objective: Students identify the sound for the letter U. | Suggested Duration: 20-25 min.  
Content Objective: Students identify the meanings of specific signs in the community. | Suggested Duration: 15-20 min.  
Content Objective: Students identify the meanings of specific signs in the community and use prepositions to describe the location of signs. | Suggested Duration: 25-30 min.  
Content Objective: Students create a book of signs found in the community. |
| **Mini Lesson** | 1. Use Teacher Resource: **Letter-Sound Routine** (steps 1-10) to introduce the letter U. Suggested words for phonological practice include: umbrella, under, up, upset, umpire. | 1. Display the song from the Handout: **Show Me the Green Light**, previously written on chart paper.  
2. Explain that this song reviews the traffic light signs and what they mean.  
3. Solicit student assistance in locating the following words: green, yellow, red, go, slow, and stop.  
4. Review previously learned information about descriptive words (Daily Lessons 1 and 2, Writing). Ask: **Which of these words describes a color? Which of these** | 1. Review that making meaning from signs is a form of reading. Point out the signs in the pocket chart from Shared Reading.  
2. Review the prepositions in, on, over, and under from Daily Lesson 4 Writing.  
3. Model the following to practice using prepositions:  
   - Select a sign card from the pocket chart.  
   - Place the card in, on, over, or under a | 1. Review what has been learned about signs in previous Daily Lessons.  
2. Display and discuss Performance Indicator 05. Share and explain the rubric if applicable.  
3. Display and explain the prepared examples of captions for illustrations.  
4. On chart paper, model illustrating a specific sign and adding a caption below it. **Think Aloud** to match letters to sounds when spelling. Keep the teacher writing for Daily Lesson 6. |
describes a speed (or how fast you should go)? Provide support as it is needed.

- Ask: Where is the sign? Guide students to respond using the response stem: The ______ sign is ______ the ________.

4. Repeat the steps above, allowing students to position the sign cards.

5. Explain to students that they may use the signs in the pocket chart, signs they are familiar with, or signs from any of the resources explored in previous Daily Lessons to assist with creating their book.

6. Share that their book must have at least four pages, with one illustrated sign and caption on each page. The caption can be the name of the sign or other simple information about the sign. They will create pages in Daily Lessons 5 and 6.

7. Remind students to match letters to sounds to spell words. They may find words in the picture dictionary.

Learning Applications

1. Quickly review the letter U picture cards with students by naming each picture and clapping the syllables.

2. Create an Anchor Chart: Words that Begin with U.

1. Review that signs in our environment are important to recognize. Elaborate that some contain symbols, words, or colors that convey meaning.

1. In partners, students choose texts containing signs from the prepared collection.

2. Students read or make observations about the

1. Distribute ½ sheets of plain paper to each student.

2. Students use the writing routine Think, Tell, Draw, and Write. Students think
Model sounding out and writing the words that name the picture cards that begin with U. Involve students as appropriate. As time allows, add additional student generated examples.

3. Model decoding 2-3 grade appropriate words on the Anchor Chart. Lead students in decoding the same words.

4. Post the Anchor Chart as a reference for reading and writing.

2. Sing the song several times and have students echo.

3. Distribute a note card to each student.

4. Assign each student one of the three traffic light colors or allow them to choose one.

5. Students color a circle using their marker on one side of the card and write the corresponding color word on the other side of the card. Remind them to use the song printed on the chart paper if they need assistance spelling the color word.

6. After everyone is finished instruct them to sing the song once more. This time all students sing the first, third, and fifth line...and the students with the specific color sing the second, fourth, and sixth line.

3. Encourage discussion about how the signs are useful/helpful to their community.

3. Students discuss ideas in partners.

3. Students need to complete two pages.

4. Confer with students to provide targeted instruction and assistance.

5. Instruct students to label their work with their name and collect it.

Engage in Guided Reading and Guided Writing Instruction as appropriate.
| Closure | 1. Ask: Why is it helpful to practice letters and sounds? How does this help you as a reader and writer? Discuss responses. | 1. Ask: How do signs help keep us safe? What would happen if we did not have signs? Discuss responses. | 1. Ask: Why is it important to understand the meanings of signs in your community? Discuss responses. | 1. Ask: What resources did you use to assist with writing today? Discuss responses. |
## Extending Literacy through Procedural and Expository Text

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 6</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
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<td>Ongoing TEKS</td>
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</tr>
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</table>

### Key Understandings and Guiding Questions

- Awareness of word patterns supports the development of word reading and spelling.  
  - Why is it helpful to practice letters and sounds? How does this help you as a reader and writer?

- Understanding the meaning of symbols and words enhances understanding of the environment around us.  
  - Why is it important to understand the meanings of signs in your community?

- Readers use a variety of skills and processes to identify the author’s purpose and to understand procedural text.  
  - What is the purpose of procedural text?

- Readers use illustrations to make predictions, draw conclusions, and make inferences.  
  - How does making predictions help you as a reader?

- Understanding the meaning of symbols and words enhances understanding of the environment around us.  
  - Why is it important to understand the meanings of signs in your community?

- Effective oral conventions enhance interpretation of the message.  
  - How does sharing your ideas in discussion prepare you to understand the message?
## Daily Lesson #: 6

<table>
<thead>
<tr>
<th></th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
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</thead>
<tbody>
<tr>
<td><strong>Vocabulary of Instruction</strong></td>
<td>- Letter</td>
<td>- Sign</td>
<td>- Predict</td>
<td>- Sign</td>
</tr>
<tr>
<td></td>
<td>- Sound</td>
<td></td>
<td>- Purpose</td>
<td>- Caption</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>- Grade-appropriate text for Read Aloud (1)</td>
<td>- Various forms of media depicting signs (e.g., newspapers, advertisements, video clips, online digital images)</td>
<td>- Collection of grade-appropriate texts</td>
<td>- Paper, ½ sheet-plain (1-2 per student)</td>
</tr>
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<td></td>
<td>- Highlighter tape or wax-coated strip (1 package)</td>
<td>- Scissors (1 per student)</td>
<td>- Chart paper (if applicable)</td>
<td>- Chart paper (if applicable)</td>
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<td></td>
<td>- Chart paper (if applicable)</td>
<td>- Construction paper (1 per 2 students)</td>
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<td>- Glue (1 per 2 students)</td>
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<td>- Chart paper (if applicable)</td>
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<tr>
<td><strong>Attachments and Resources</strong></td>
<td>- Teacher Resource: Phonological Awareness Practice (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advance Preparation</strong></td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
</tr>
<tr>
<td></td>
<td>2. Preview the Teacher Resource: Phonological</td>
<td>2. Locate and prepare various examples of media</td>
<td>2. Refer to Daily Lesson 1 Independent Reading</td>
<td>2. Locate the teacher writing from Daily Lesson 5.</td>
</tr>
<tr>
<td>Daily Lesson #: 6</td>
<td>WORD STUDY</td>
<td>SHARED READING</td>
<td>INDEPENDENT READING</td>
<td>WRITING</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>Awareness Practice and select key words for the review in Learning Application.</td>
<td>depicting images of signs. Conduct an internet search using the keywords signs or community signs. Choose to view images and videos. Prepare to present the media to students. 3. Prepare print media (newspapers, magazines, advertisements) for students to explore and cut out examples of signs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Background Information**

This Instructional Routine partially assesses Performance Indicator 05.

**Teacher Notes**

This Instructional Routine provides the opportunity for students to self-select texts and read for enjoyment. The handwriting routine will not be conducted in this Instructional Routine to allow time for the Performance Indicator.
## Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 6</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| **Duration and Objective** | Suggested Duration: 20-25 min.  
Content Objective: Students display phonological awareness. | Suggested Duration: 25-30 min.  
Content Objective: Students identify the meaning of specific signs. | Suggested Duration: 10-15 min.  
Content Objective: Students discuss purposes for reading and make predictions about what might happen next in text. | Suggested Duration: 25-30 min.  
Content Objective: Students create a book of signs found in the community. |

### Mini Lesson

|  | 1. Select a short text to read aloud.  
2. Review key phonological awareness skills using words from the text. Refer to Teacher Resource: **Phonological Awareness Practice** for suggestions. | 1. Review previously learned information about signs. Explain that making meaning from signs is a form of reading.  
2. Display an advertisement and a newspaper. Explain these are called print media. Point out any signs found in the media examples.  
3. If possible, show examples of signs found in digital and electronic media. Inform students that this type of media is called digital or electronic. Involve students in naming the signs and identifying their purposes.  
4. Ask: *Why is it important to know how to read* | 1. Review that establishing a purpose for reading and making predictions while reading helps the reader understand the author’s message.  
2. Using a text from the prepared collection, model making predictions based on the cover, title and illustrations. Be certain to model one example of predicting what might happen next in the text based on an illustration.  
3. Explain to students that they will establish a purpose for reading their self-selected texts and will make predictions while reading. | 1. Display and review Performance Indicator 05. Share and explain the rubric if applicable.  
2. Review the teacher writing from Daily Lesson 5.  
3. Reminds students that they may use the signs in the pocket chart, signs they are familiar with, or signs from any of the resources explored in previous Daily Lessons to assist with creating their book.  
4. Remind students that the book must have at least four pages, with one illustrated sign and caption on each page. The caption can be the name of the sign or other... |
<table>
<thead>
<tr>
<th>Learning Applications</th>
<th>signs? How are signs important to our community? Encourage discussion.</th>
<th>simple information about the sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Say the following words: rug, hug, bug, mug. Ask: What do you hear that is the same in each word? /ug/</td>
<td>5. Remind students to match letters to sounds to spell words. They may find words in the picture dictionary.</td>
<td></td>
</tr>
<tr>
<td>2. Write the rime ug for all to see.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Model saying each individual sound and then blend them to make the rime.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain to students that the word part ug is part of many words and that recognizing it quickly will help them to be better readers and writers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Write the word bug for all to see. Model segmenting the word into onset and rime and then blending to make the word. Ask</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Distribute the prepared print media to each student or small group. Provide each student with a piece of construction paper and a pair of scissors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Model locating and cutting out signs. Explain that students will locate signs, cut them out, and glue them to construction paper. Model as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In partners, students locate signs in print media. They cut out the signs and glue them to construction paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Actively monitor and provide assistance as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students choose a text from the collection and establish a purpose for reading. Students Think, Turn, Talk to share with a partner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Individually, students preview the text and make one prediction based on the cover, title, or illustrations. Students Think, Turn, Talk to share with a partner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students read independently for a developmentally appropriate duration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Actively monitor and provide assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Distribute ½ sheets of plain paper to each student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students use the writing routine Think, Tell, Draw, and Write. Students think about the sign they wish to illustrate, they tell a partner about it, they draw the sign, and then they dictate or write a caption.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students need to complete two pages.</td>
<td></td>
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</tr>
<tr>
<td>4. Confer with students to provide targeted instruction and assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Instruct students to label their work with their name and then collect it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
students to name other words with the *ug* and write them on the board, modeling how to use letter sound correspondence to spell.

6. Share that today students will practice spelling short three-letter words like *bug*. Distribute lined paper to each student and explain procedures for spelling 3-4 dictated CVC words such as: *hug, cat, mop, fib*. Model as needed and then slowly dictate each word and instruct students to write the word on the lined paper.

| Engage in Guided Reading and Guided Writing Instruction as appropriate. |
|---|---|---|---|
| **Closure** | 1. In partners, students take turns reading the words they spelled. | 1. Partners join together to form a small group of four. Students share the meanings of their collected signs. | 1. Ask: **Why do readers establish a purpose for reading?** Discuss responses. | 1. Ask: **What resources did you use to assist with writing today?** Discuss responses. |
Extending Literacy through Procedural and Expository Text

Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 7</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
</tr>
<tr>
<td></td>
<td>K.3A,B</td>
<td>K.1B</td>
<td>K.1F,G</td>
<td>K.5A</td>
</tr>
<tr>
<td></td>
<td>K.18A,B</td>
<td>K.2B, F,H</td>
<td>K.Fig19A,D</td>
<td>K.11B</td>
</tr>
<tr>
<td></td>
<td>K.4A</td>
<td>K.10D</td>
<td>K.4A</td>
<td>K.13A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>K.10D</td>
<td>K.15A</td>
</tr>
</tbody>
</table>

Key Understandings and Guiding Questions

- Awareness of sound patterns of spoken words supports the development of word reading and spelling.
  - Why is it helpful to practice letters and sounds? How does this help you as a reader and writer?
- Readers use illustrations to make predictions, draw conclusions, and make inferences.
  - How does making predictions help you as a reader?
- Readers use illustrations to make predictions, draw conclusions, and make inferences.
  - How does making predictions help you as a reader?
- Understanding the meaning of symbols and words enhances understanding of the environment around us.
  - Why is it important to understand the meanings of signs in your community?
- Effective oral conventions enhance interpretation of the message.
  - How does sharing your ideas in discussion prepare
### Vocabulary of Instruction

- Letter
- Sound
- Predict
- Prediction
- Predict
- Prediction
- Sign
- Caption

### Materials

- 10p Picture cards or objects (5 that begin with W and 5 that do not)
- Chart paper (if applicable)
- Grade-appropriate expository text (1)
- Chart paper (if applicable)
- Collection of grade-appropriate engaging expository texts for student selection
- Chart paper (if applicable)
- Construction paper (1 per student)
- Chart paper (if applicable)

### Attachments and Resources

- Teacher Resource: Letter-Sound Routine (1)
- Teacher Resource: Letter-Sound Deck (1)

### Advance Preparation

1. Prepare to display visuals as appropriate.
2. Locate the W card from Teacher Resource: Letter-Sound Deck.
3. Gather 5 picture cards or objects representing words that begin with /w/
<table>
<thead>
<tr>
<th>Daily Lesson #: 7</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(include one-syllable CVC words and multisyllabic words) and 5 that do not.</td>
<td><strong>Inference</strong> - <em>a logical guess made by connecting bits of information</em>. Readers make inferences by drawing conclusions, making generalizations, and making predictions.</td>
<td><strong>Inference</strong> - <em>a logical guess made by connecting bits of information</em>. Readers make inferences by drawing conclusions, making generalizations, and making predictions.</td>
<td>This Instructional Routine partially assesses Performance Indicator 05.</td>
</tr>
<tr>
<td><strong>Background Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Notes</strong></td>
<td>Students should make predictions before and during reading by using titles and illustrations. Students are expected to predict what might happen next based on the cover, title, and illustrations.</td>
<td>Students should make predictions before and during reading by using titles and illustrations. Students are expected to predict what might happen next based on the cover, title, and illustrations.</td>
<td></td>
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</tbody>
</table>
## Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 7</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration and Objective</strong></td>
<td>Suggested Duration: 20-25 min. Content Objective: Students identify the sound for the letter W.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students make predictions about text.</td>
<td>Suggested Duration: 10-15 min. Content Objective: Students make predictions about text.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students create a book of specific signs found in the community.</td>
</tr>
<tr>
<td><strong>Mini Lesson</strong></td>
<td>1. Use Teacher Resource: Letter-Sound Routine (steps 1-10) to introduce the letter W. Suggested words for phonological practice include: watch, wax, wag, water, win, window.</td>
<td>1. Ask: What parts of the text can you use to help you to think about the text before and during reading? Encourage discussion. Remind the students that they can use the title, cover, and the illustrations/photographs inside to think before and during reading.</td>
<td>1. Review previously learned information about making predictions. 2. Remind the students that they can use text and illustrations/photographs inside a text to help them formulate predictions before and during reading and that doing so can improve their comprehension.</td>
<td>1. Explain that today students will create covers for their books. Review the information to be included on a book cover: title, author, illustration. 2. Model and explain how to create a book cover by folding piece of construction paper and placing the book pages inside. Demonstrate adding a title to the cover and writing the author’s name.</td>
</tr>
</tbody>
</table>
|                  | 2. Explain that those sources of information can help readers make predictions about the text. | 3. Conduct a Book Walk of the selected text: - Show the text. Read the title and instruct students to look at the cover closely. - Ask: Is this text fiction or not? | 3. Using a text from the prepared collection, model making a prediction about the text using the following response stem: I predict ____ because ______. | }
informational? How do you know? Explain that this text is expository.
- Ask: What is the purpose for reading this text? Discuss responses.
- Show 2-3 illustrations or photographs from the text. Students Think, Turn, Talk to share observations.

4. Model making a prediction about the text using the following response stem: I predict ____ because ______.

5. Guide students to formulate plausible predictions about the text based upon the information contained in the title, cover, and previewed pages. Students may use the response stem: I predict ____ because ______.

6. Draw a thought bubble at the top of a piece of chart
<table>
<thead>
<tr>
<th>Learning Applications</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quickly review the letter W picture cards with students by naming each picture and clapping the syllables.</td>
<td>1. Conduct a <strong>Read Aloud</strong> of the selected text, stopping periodically to revisit the predictions make in the Mini Lesson. Place a check next to the predictions that were correct and an X over those that were not correct.</td>
<td>1. Students select texts for Independent Reading.</td>
</tr>
<tr>
<td>2. Create an Anchor Chart: Words that Begin with W. Model sounding out and writing the words that name the picture cards that begin with W. Involve students as appropriate. As time allows, add additional student generated examples.</td>
<td>2. Guide students to locate the title and observe the illustrations then prompt them to formulate a prediction.</td>
<td>2. Guide students to locate the title and observe the illustrations then prompt them to formulate a prediction.</td>
</tr>
<tr>
<td>3. Model decoding 2-3 grade appropriate words on the Anchor Chart. Lead</td>
<td>3. Instruct them to turn to a partner and share their prediction using the stem: <em>I predict that _____ because _____.</em></td>
<td>3. Instruct them to turn to a partner and share their prediction using the stem: <em>I predict that _____ because _____.</em></td>
</tr>
<tr>
<td></td>
<td>4. Students read independently for a developmentally appropriate duration.</td>
<td>4. Students read independently for a developmentally appropriate duration.</td>
</tr>
</tbody>
</table>
Engage in Guided Reading and Guided Writing Instruction as appropriate.

| Closure | 1. To conduct a quick review of /w/, model isolating the initial sound in one-syllable spoken words beginning with /w/. For example, wag = /w/. Repeat and have students echo. Name additional words and instruct students to isolate the initial sound. Suggested words are: win, well, wall, window, water, wide. | 1. Ask: **What parts of a text can you use to make predictions? How does making predictions help you as a reader?** Discuss responses. | 1. Ask: **What parts of a text can you use to make predictions? How does making predictions help you as a reader?** Discuss responses. | 1. Discuss expectations for sharing completed books during Daily Lesson 8. Model appropriate oral conventions. |
## Extending Literacy through Procedural and Expository Text

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 8</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
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<td>TEKS</td>
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<td>Ongoing TEKS</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>K.1F,G</td>
</tr>
</tbody>
</table>

### Key Understandings and Guiding Questions

- **Awareness of sound patterns of spoken words supports the development of word reading and spelling.**
  - Why is it helpful to practice letters and sounds? How does this help you as a reader and writer?

- **Readers use illustrations to make predictions, draw conclusions, and make inferences.**
  - How does making predictions help you as a reader?

- **Readers use illustrations to make predictions, draw conclusions, and make inferences.**
  - How does making predictions help you as a reader?

- **Understanding the meaning of symbols and words enhances understanding of the environment around us.**
  - Why is it important to understand the meanings of signs in your community?

- **Effective oral conventions enhance interpretation of the message.**
  - How does sharing your ideas in discussion prepare...
# Daily Lesson #: 8

<table>
<thead>
<tr>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
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</thead>
<tbody>
<tr>
<td>Vocabulary of Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Letter</td>
<td>• Predict</td>
<td>• Predict</td>
<td>• Sign</td>
</tr>
<tr>
<td>• Sound</td>
<td>• Prediction</td>
<td></td>
<td>• Caption</td>
</tr>
<tr>
<td>• Word</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paper, lined (1 per student)</td>
<td>• Paper, plain (1 per student)</td>
<td>• Collection of grade-appropriate engaging expository texts for student selection</td>
<td>• Chart paper (if applicable)</td>
</tr>
<tr>
<td></td>
<td>• Chart paper (if applicable)</td>
<td>• Chart paper (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Attachments and Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance Preparation 1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
<td>1. Prepare to display visuals as appropriate.</td>
</tr>
<tr>
<td>2. Prepare a grade-appropriate length (8-10) list of CVC words containing letters previously taught for students to decode. Make accommodations based on student need.</td>
<td>2. Pre-fold (in half, horizontally) pieces of plain paper to use during Learning Applications.</td>
<td></td>
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<tr>
<td>3. Prepare a grade-appropriate length (3-5)</td>
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</table>
### Daily Lesson #: 8

<table>
<thead>
<tr>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>list of CVC words containing letters previously taught for students spell. This list should be different from the list prepared for decoding and will be dictated to students in a whole-group setting. Consider preparing special paper for students that contains numbered lines.</td>
<td></td>
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<tr>
<td>4. The letters that have been taught thus far are as follows:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Consonants t, p, n, s, l, d, f, h, g, k, c, m, r, b, y, j, w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Short vowels i, a, o, e, u</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Background Information

This Instructional Routine assesses Performance Indicator 01.

This Instructional Routine assesses Performance Indicator 01.

This Instructional Routine completes Performance Indicator 05.

### Teacher Notes

The spelling portion of the Performance Indicator will be conducted whole-group. The decoding portion needs to be

Refer to Daily Lesson 7 Shared Reading

This lesson is repeated from Daily Lesson 7. Instruct students to select a different text than the one used during the previous
<table>
<thead>
<tr>
<th>Daily Lesson #: 8</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>conducted one-on-one, so plan accordingly. Consider having students work at workstations or independently so you can work with individual students. This Performance Indicator will continue to be assessed during Independent Reading.</td>
<td></td>
<td>lesson.</td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 8</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| **Duration and Objective** | Suggested Duration: 20-25 min.  
Content Objective: Students decode and spell CVC words. | Suggested Duration: 25-30 min.  
Content Objective: Students make predictions about text. | Suggested Duration: 10-15 min.  
Content Objective: Students make predictions about text. | Suggested Duration: 25-30 min.  
Content Objective: Students share completed sign books with the class. |

| **Mini Lesson** | 1. Explain that today students will spell and decode three letter words containing a consonant, vowel, consonant. Write a CVC word for all to see. Point out the consonant, vowel, consonant. Name each letter and then model blending the sounds to decode the word. Explain that students will each have a turn reading a short list of CVC words to the teacher. | 1. Ask: How can you use information from the text to make predictions before and during reading?  
Encourage discussion. Remind the students that they can use the title, cover, and the illustrations/photographs inside to think before and during reading.  
2. Conduct a Book Walk of the selected text: | 1. Review previously learned information about making predictions.  
2. Remind the students that they can use text and illustrations/photographs inside a text to help them formulate predictions before and during reading and that doing so can improve their comprehension.  
3. Using a text from the prepared collection, model | 1. Review expectations for sharing books with the class. |
2. Share that students will first spell dictated words. Distribute the lined paper to each student and explain the procedures for spelling dictated words. Model as needed.

3. Dictate each word from the list and provide time for students to spell the words.

   - Show the text. Read the title and instruct students to look at the cover closely.
   - Ask: Is this text fiction or informational? How do you know? Explain that this text is expository.
   - Ask: What is the purpose for reading this text? Discuss and clarify responses.
   - Show 2-3 illustrations or photographs from the text. Students Think, Turn, Talk to share observations.

3. Students make predictions using the response stem: I predict _____ because _______.

   making a prediction about the text using the following response stem: I predict _____ because _______.

Learning Applications

<table>
<thead>
<tr>
<th>1. Individually assess each student’s ability to decode</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distribute the prepared folded paper.</td>
</tr>
<tr>
<td>1. Students select a book and make a prediction</td>
</tr>
<tr>
<td>1. Conduct Author’s Chair routine. Each student</td>
</tr>
</tbody>
</table>
the prepared list of CVC words.

2. Students work independently at workstations or complete other prepared practice activities.

2. Instruct students to draw and write words to tell their predictions.

3. Conduct a Read Aloud of the selected text, stopping periodically to allow time for students to revisit their predictions.

4. Instruct students to open the flap and use the space on the inside to draw pictures and write words about the new information learned in their text.

based on the title and illustrations. Students share their predictions with a partner.

2. Students read independently for a developmentally appropriate duration.

3. Continue assessing the Performance Indicator from Word Study as needed.

Engage in Guided Reading and Guided Writing Instruction as appropriate.

Closure

1. Continue assessing the Performance Indicator.

1. Students share completed folded organizers with a partner. Monitor discussions and clarify responses as necessary.


1. Ask: How did writing books about signs help you learn more about the signs in your community? Discuss responses.

Bold black definitions: Standards for Ensuring Success from Kindergarten to College and Career, 2009 University of Texas System/Texas Education Agency
Edible Traffic Light

Follow the pictorial directions to create a traffic light using graham crackers, peanut butter or frosting, and colorful coated chocolate candies.

1. Spread peanut butter or frosting onto a graham cracker.

2. Put three colorful coated chocolate candies on the cracker.
Edible Whiteboard

Follow the pictorial directions to create a whiteboard using graham crackers, white frosting, and alphabet cereal.

1. Use a plastic knife to spread white frosting onto a graham cracker.

2. Put alphabet cereal on the cracker. Make a word if you’d like to.
Letter-Sound Deck

A a

B b

C c
Letter-Sound Deck

D d

E e

F f
Letter-Sound Deck

J  j

K  k

L  l
Letter-Sound Deck

M m

N n

O o
Letter-Sound Deck

P p

Q q

R r
Letter-Sound Deck

S s

T t

U u
Letter-Sound Deck

V    v

W    w

X    x

W watermelon

X box

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Letter-Sound Deck

Y y

Z z
Letter-Sound Routine

Phonological Awareness
1. Instruct students to listen for the sound ___ at the beginning of words presented orally. If a presented word begins with ___, students show thumbs up. If it begins with another sound, students show thumbs down. Suggested words are listed in the Daily Lessons.

2. Say: **The letter ___ makes the sound ___. Watch my mouth.** Say the letter name followed by the letter sound. (example, I, /i/)

3. Students repeat the name of the letter and the letter sound.

4. Ask students to notice what their mouths and throats do as they echo the sound. Possible prompts include: *What do your lips, tongue, and throat do as you make this sound? Is your mouth opened or closed? Does your throat wiggle? Is your voice on or off? Do you feel air coming out of your mouth?*

5. Ask students to listen and echo again.

6. Review: **The letter ___ makes the sound ___.**

7. Gather 5 picture cards or objects that represent words that begin with the target letter and 5 that do not. Say the word that names the picture or object. Instruct students to repeat the word. Ask: **Does this word start with the sound ____?** Place the cards or objects with the target sound on a pocket chart or ledge. (optional, may be substituted with a similar meaningful application of phonological awareness)

Phonics Use Teacher Resource: **Letter-Sound Deck.**
8. Show the card for the letter ___. Explain that each Letter-Sound Card has a picture which will help students remember the sound that the letter makes. Say: **The picture for __ is _____.** (e.g., The picture for “A,a” is apple.)

9. Instruct students to repeat after you in the following pattern: letter name, picture, letter sound (e.g., A, apple, /æ/). Add this new card to the Letter-Sound Deck to be reviewed daily.

10. Review all previously introduced cards by following the pattern in step 9.

Student Practice Provide opportunities for meaningful practice in building, reading, and writing words with introduced sounds. Consider using the following as appropriate:

- **Build Words**
  See the Daily Lesson for a suggested interactive learning experience and a list of possible words. *(The word list will contain only words that can be made using the letters introduced up to that point in the Daily Lessons.)*

- **Decode Words**
  Display words on the pocket chart or board. Choose a method for students to read the words: choral reading, partner reading, individually, around the circle, boys/girls, etc.

- **Write Words**
  Model the process by writing one word at a time. Say the word. Repeat the word slowly, stretching out the sounds. Ask students to write the word. *(It may be necessary to review the word one phoneme at a time and for students to write the corresponding grapheme.)* Check the spelling of the word.
Paper Hats

Materials:
8 ½ x 11 paper (for a small hat) or
½ sheet of newspaper (for a child sized hat)
Tape (optional)

Instructions:
1. Fold the paper in half.

2. Fold down each side to make triangles.

3. Fold one bottom flap up then flip the hat over and fold the other bottom flap up.
   *add tape if needed
Phonological Awareness Practice

1. **Syllables** – I will say a word from the story. Repeat the word after me. Clap and say each syllable.

   ______________  ______________  ______________
   ______________  ______________  ______________

2. **Initial Sounds** – I will say a one-syllable word from the story. Repeat the word after me. Then tell me the sound that you hear at the BEGINNING of the word.

   ______________  ______________  ______________

3. **Rhyme** – I will say a word from the story. Repeat the word after me. Then tell me a word that rhymes with the word from the story.

   ______________  ______________  ______________

4. **Alliteration** – I will say a word from the story. Repeat the word after me. Then tell me another word that starts with that sound.

   ______________  ______________  ______________

5. **Blending Onset/Rime** – I will say a one-syllable word from the story. Repeat the word after me. Then say the “beginning part” and the “vowel part”. (For example – dog, /d/ /og/)

   ______________  ______________  ______________

6. **Blending Sounds** – I will say the sounds of a word from the story. Blend the sounds together to make the word. (2 or 3 phonemes)

   ______________  ______________  ______________
   ______________  ______________  ______________

7. **Segmenting Sounds** – I will say a word from the story. Repeat the word after me. Then say each sound in the word one at a time.

   ______________  ______________  ______________
   ______________  ______________  ______________
Show Me the Green Light
To the tune of "Who let the dogs out?"

Show me the green light.
Go, go, go, go!

Show me the yellow light.
Slow, slow, slow, slow!

Show me the red light.
Stop, stop, stop, stop!
Signs All Around Us

CAUTION

STOP

EXIT

R R R

Traffic Light