ELAR Kindergarten Unit 01 Exemplar Lesson 01: Sharing Ideas and Messages

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

Students recognize the different modes of communication: listening, speaking, reading, and writing. They understand that one can listen and read to receive a message from others and can speak and write to convey a message to others. Students utilize their emerging alphabetic knowledge to decode messages (read) and encode messages (write). Isolated practice and meaningful application of skills increases the proficiency with which students read and write.

Performance Indicators

Kindergarten ELAR Unit 01 PI 01
Given a set of upper- and lower-case letters that appear in your name, spell your name. Read your name aloud. Point to an upper-case letter in your name and then point to a lower-case letter in your name.
Standard(s): K.1B, K.1D
ELPS: ELPS.c.4A, ELPS.c.4B, ELPS.c.5A

Kindergarten ELAR Unit 01 PI 02
Listen to a poem that has multiple pairs of rhyming words. Orally identify rhyming words from non-rhyming words. Generate words that rhyme with other words from the poem.
Standard(s): K.2C, K.2D, K.7A
ELPS: ELPS.c.2A, ELPS.c.2C, ELPS.c.3A

Key Understandings

- Understanding that print is associated with spoken language supports the development of reading and writing.
- Awareness of sound patterns of spoken words supports the development of word reading.
- Effective listeners respond to spoken messages.
- Writers develop ideas about what they know.
- Effective oral conventions enhance interpretation of the message.

## 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.1 Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

- **K.1A** Recognize that spoken words can be represented by print for communication.
- **K.1B** Identify upper- and lower-case letters.
- **K.1D** Recognize the difference between a letter and a printed word.
- **K.1F** Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.
- **K.1G** Identify different parts of a book (e.g., front and back covers, title page).

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

- **K.2C** Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?").
- **K.2D** Distinguish orally presented rhyming pairs of words from non-rhyming pairs.

### K.7 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:

- **K.7A** Respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.
**K.8**  **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

- **K.8A** Retell a main event from a story read aloud.

**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)(with adult assistance).

**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).

- **K.13E** Share writing with others (with adult assistance).

**K.16**  **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:

- **K.16A** Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):
  - **K.16A.ii** nouns (singular/plural).
  - **K.16A.v** pronouns (e.g., I, me).

- **K.16B** Speak in complete sentences to communicate.

**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:
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.17A</td>
<td>Form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression).</td>
</tr>
<tr>
<td>K.18</td>
<td>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</td>
</tr>
<tr>
<td>K.18C</td>
<td>Write one's own name.</td>
</tr>
<tr>
<td>K.21</td>
<td>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:</td>
</tr>
<tr>
<td>K.21A</td>
<td>Listen attentively by facing speakers and asking questions to clarify information.</td>
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<tr>
<td>K.22</td>
<td>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:</td>
</tr>
<tr>
<td>K.22A</td>
<td>Share information and ideas by speaking audibly and clearly using the conventions of language.</td>
</tr>
<tr>
<td>K.23</td>
<td>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:</td>
</tr>
<tr>
<td>K.23A</td>
<td>Follow agreed-upon rules for discussion, including taking turns and speaking one at a time.</td>
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<tr>
<td>K.Fig19</td>
<td>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:</td>
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<tr>
<td>K.Fig19E</td>
<td>Retell or act out important events in stories.</td>
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</table>

**Ongoing TEKS**

TEKS alignment coming soon.

**Materials**

- Alphabet cards (1 set)
- Alphabet cards-upper-case (1 set)
- Alphabet chart or banner with pictures (1)
- Card stock, 8 ½ x 11 (45 of one color, 10 of another color, 24 white)
- Chart paper
- Crayons (1 set per student)
- Handwriting paper (1 per student)
- Highlighter (1)
- Highlighter tape (1 roll)
- Large magnetic board
- Letter cards lower-case-a-z-lower-case (1 set of large cards)
- Letter cards upper-case-A-Z-upper-case (1 set of large cards)
- Magnetic letters (any 10)
- Magnetic numbers (any 10)
- Note card (multiple packs)
- Paper bag-small (1 per student)
- Paper-12X18 (2 per student)
- Paper-unlined (multiple sheets per student and teacher)
- Plastic letters (1 set of any 5 per student)
- Plastic letters A-Z and/or a-z (4 sets)
- Plastic letters-upper- and lower-case A-T (6 each)
- Plastic letters-upper- and lower-case (1 set per student)
- Pocket chart (1)
- Pointer-small (1)
- Scissors (class set)
- Sentence strips (1 each per student)
- Sentence strips, 2 colors (1 each per student)
- Small plastic ball (1)
- Sticky note-large (multiple packs)
- Zipper bag or 6X9 envelope (1 per student)
- Product labels such as a cereal box, milk cartoon, tissue box (3)
- Grade-appropriate big book or picture book with large print for **Read Aloud** (multiple titles)
- Grade-appropriate fictional big book (multiple titles)
- Grade-appropriate fictional book (class set or 1 different book per student)
- Grade-appropriate rhyming fictional story with a clear sequence of events (2-3 titles)
- Grade-appropriate nursery rhyme (2)
- Collection of grade-appropriate engaging books for student selection

### 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.

- Handout: T Chart (1 per student)
- Handout: Rain, Rain, Go Away! (1 per student)
- Handout: Letter Sorting Mat (1 per student)

### Resources and References

None identified.

### Possible/Optional Literature Selections

None identified
# Sharing Ideas

## Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 01</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
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<td></td>
<td>K.1B</td>
<td>K.1F K.21A</td>
<td>K.1F</td>
<td>K.13A K.18C</td>
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## Key Understandings and Guiding Questions

- Understanding that print is associated with spoken language supports the development of reading and writing.
- What do we use to write a person’s name?
- Effective listeners respond to spoken messages.
- What does a good listener do?
- What is a good listener?
- Understanding that print is associated with spoken language supports the development of reading and writing.
- What does a good reader do while reading?
- Writers develop ideas about what they know.
- How can you use writing to share your ideas?

## Vocabulary of Instruction

- Alphabet
- Letter
- Listen
- Independent
- Reading
- Idea
- Writing

## Materials

- Sentence strip (1 per student)
- Uppercase alphabet card set (1)
- Pocket chart (1)
- Chart paper (if applicable)
- Note card (6)
- Grade-appropriate big book or picture book with large print for Read Aloud (1)
- Chart paper (if applicable)
- Collection of grade-appropriate engaging books for student selection
- Chart paper (if applicable)
- Unlined chart paper for teacher writing
- Blank sheet of paper (1 per student)
- Highlighter (1)
- Chart paper (if applicable)

## Advance Preparation

1. Prepare to display visuals as appropriate.
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<thead>
<tr>
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<tr>
<td>2.</td>
<td>Write each student’s name on a sentence strip.</td>
<td>2. Draw or electronically generate simple pictures of each of the following on separate note cards: eyes, lips, hands, feet, ears, and brain. These will be used multiple times throughout Daily Lessons 1-4 Shared Reading and Independent Reading.</td>
<td>2. Collect several grade-appropriate books. Choose books that have engaging pictures or stories that students may be familiar with. Lay the books out on a table or on the floor so students can easily see them. Determine how to organize the books for student selection.</td>
<td>2. If using butcher paper (instead of chart paper), cut to the size of a small table top.</td>
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<td>3.</td>
<td>Either purchase or create a set of upper-case alphabet cards. Each card displays one letter.</td>
<td>3. Select a grade-appropriate picture book for Read Aloud. A big book is recommended.</td>
<td>3. Determine classroom procedures for Independent Reading and plan to provide directions and model during the Mini Lesson.</td>
<td>3. A highlighter can be used as a scaffolding tool. If a student cannot write his or her name, write it with a highlighter and have the student trace.</td>
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<td>4.</td>
<td>Collect the sentence strips with student names from Daily Lesson 1 Word Study (1 per student)</td>
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<td></td>
<td>4. Collect the sentence strips with student names from Daily Lesson 1 Word Study (1 per student)</td>
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### Background Information

Letter-name knowledge alone, before reading instruction, is one of the strongest predictors of ease with literacy acquisition (Bond & Dykstra, 1998; Share et al., 1987; Riley, 1996). The Kindergarten student must become acquainted with the entire alphabet as quickly as possible. Thus, the Kindergarten student must gain proficiency with recognition of the letters and application of their sounds.

Daily Shared Reading is present in quality Kindergarten language arts instruction. During Shared Reading time, the teacher shares the task of reading a carefully selected enlarged text with a group of students. The students are gathered on the floor and sit closely together. The selected text is often a big book, which contains predictable language patterns, ample picture support, and large spacing between words to support the auditory.

Even though many students will not be reading when they begin Kindergarten, providing an “Independent Reading time” allows students an opportunity to handle and peruse books of interest. Books covering a large variety of genres and topics should be provided. During Independent Reading time, students should read books that they enjoy. Students who are in the beginning stages of reading will read out loud. It is necessary that they receive the auditory.

Writing or drawing a story is a form of encoding our ideas and understandings into a message. We can later revisit what we have encoded and remember those ideas and then use them to share our ideas with others. Encoded messages must carry meaning; thus, they must be able to be decoded. The emergent writer is not yet conventional. However, they can look at their work and remember their ideas, or decode their previously...
### Daily Lesson #: 01

<table>
<thead>
<tr>
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<tr>
<td>automatically. This is called alphabetic knowledge, also referred to as graphophonemic knowledge. A strong foundation in graphophonemic knowledge supports students in efficiently reading new words in context and isolation.</td>
<td>emergence of one-to-one self-monitoring. Students are successful because the teacher provides support as it is needed. This Shared Reading time is meant to be an enjoyable and risk-free reading experience.</td>
<td>reinforcement that comes with reading aloud. It is difficult for students in Kindergarten to read silently. Picture books, wordless books, big books, or story books that have already been shared in class may be used for students who are not yet reading, or who are at the earliest stages of reading (often referred to as the &quot;emergent&quot; stage). Alphabet books and non-fictional books on different topics are often great motivators for reluctant readers.</td>
<td>encoded message. Decoding a message involves extracting meaning. In Kindergarten, telling about one's picture can be considered the very beginning of decoding.</td>
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### Teacher Notes

- **Daily Lessons 1-10 in Word Study** focus on identifying upper- and lower-case letters and recognizing and naming the letters in sequence. It is important to start Kindergarten with a solid foundation of alphabetic knowledge. Instruction in phonological awareness skills and the common sounds for letters will follow later in Unit 01.

- **Shared Reading** is a wonderful time to explore books with Kindergarten students. Each teacher will establish his or her own routines for gathering area where books will be read aloud by the teacher. Lesson 01 focuses on listening and speaking skills that are important for learning to be a part of a large group. These skills may need to be addressed as a part of additional lessons, as necessary, in each individual classroom.

- **This Daily Lesson introduces the routine of Independent Reading.** The focus of the lesson is to show students what they will be doing and how they should act during Independent Reading. "Reading" at this point will consist of holding the book properly, turning pages carefully, looking at pictures, and looking for letters they know. Students may only be able to read independently for 2-3 minutes at first. Base the times on the needs of the class. When students are no longer focused on the task, regroup them and close Independent Reading time.

- While some of the students in the class may have observed family members writing for a variety of purposes, others may have never had this opportunity. For this reason, during introductory lessons, it is critical that writing is modeled extensively by thinking aloud in order to demonstrate independent writing behaviors. Most importantly at this stage, stress that writing has a purpose. Writing is a way to convey ideas. Students must understand that their writing, whether drawn or conventionally written, must represent an idea with meaning.
<table>
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</table>
|                   |            |                | Consider organizing Independent Reading books in baskets by topic or develop another organizational structure to assist students with book browsing. This routine will continue to be practiced throughout Unit 01. | The following routine will be followed when writing:  
  • 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) |
## Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 01</th>
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</tr>
</thead>
</table>
| **Duration and Objective** | Suggested Duration: 20-25 min.  
Content Objective: Students recognize that names are made of letters. | Suggested Duration: 25-30 min.  
Content Objective: Students demonstrate effective listening skills. | Suggested Duration: 10-15 min.  
Content Objective: Students demonstrate appropriate behaviors for Independent Reading, including holding a book properly. | Suggested Duration: 25-30 min.  
Content Objective: Students generate ideas through discussion and create drafts by drawing and/or writing. |

| **Mini Lesson** | 1. Place sentence strips with student names in the pocket chart.  
2. Ask: **What have I written on the cards?** (names)  
3. Assist students in recognizing that each sentence strip contains a student's first name written with letters.  
4. Explain that names are made up of special combinations of letters. | 1. Inform students that good listeners use their whole bodies to listen, not just their ears.  
2. Display the note card with the eye. Ask: **How do good listeners use their eyes?** Discuss responses (e.g., eyes on speaker).  
3. Display the note card with the lips. Ask: **How do good listeners use their lips?** Discuss responses (e.g., mouths closed, ask questions, give compliments).  
4. Display the note card with the hand. Ask: **How do good listeners use** | 1. Provide directions and modeling while explaining classroom procedures for Independent Reading (e.g., location of books, reading spots, behavior, duration, returning books).  
2. With student participation, model what a reader looks like during Independent Reading. Include modeling proper book handling. | 1. Explain that students will write each day. Ask: **Where do writers get ideas to write about?** Explain that is easiest to write about ideas you know a lot about.  
2. Explain that in Kindergarten, students will use the following steps when writing:  
   - **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) |
their hands? Discuss responses (e.g., hands to themselves).

5. Display the note card with the feet. Ask: How do good listeners use their feet? Discuss responses (e.g., feet still).

6. Display the note card with the ears. Ask: How do good listeners use their ears? Discuss responses (e.g., ears open, to hear the speaker).

7. Display the note card with the brain. Ask: How do good listeners use their brain? Discuss responses (e.g., to think about what the speaker is saying).

3. Facilitate a discussion about generating ideas using the following questions or similar questions:
   • What is your favorite food?
   • What is your favorite place to visit?
   • Who is in your family?
   • What do you like about school?

4. Encourage a discussion of the questions to promote oral language fluency. Remind students to use their listening skills during the discussion. Encourage students to elaborate on their contributions.

5. Explain that talking is one way to share ideas.

6. Share that writing (drawing a meaningful picture) is another way to share ideas.

7. Inform students that writers can draw pictures of their ideas. Writers are careful to include details in
8. **Think Aloud** to select a topic to write about. Tell about the idea and then quickly sketch a simple drawing on chart paper. **Think Aloud** while adding labels (single letters and words) to the drawing.

| Learning Applications | 1. Withdraw a name from the pocket chart and model | 1. Inform students that they will use their whole bodies | 1. Students select books and read and/or retell stories | 1. In partners, students discuss ideas. |
with a sentence stem like: 
This name is _____. It 
starts with the letter ___. 
Ask students to 
echo saying: Hello, ____ (name).

2. Give the card to the 
student whose name you 
read. Quickly repeat with 
al cards.

3. Using the alphabet cards, 
display the letter A.

4. Ask: Does anyone’s 
name start with A? 
Students whose names 
begin with A bring their 
name card to the pocket 
chart.

5. As they place their name 
card in the pocket chart, 
each student completes 
the following sentence 
stems: My name is 
_______. My name

(eyes, lips, hands, feet, 
ears, and brain) to be 
good listeners while a 
book is read aloud.

2. Follow this Shared 
Reading Routine: 
• Conduct a Book Walk 
of the selected text: 
  ◦ Show and 
discuss the 
cover 
  ◦ Read the title, 
author, and 
illustrator 
  ◦ Model how to 
hold a book and 
turn pages 
  ◦ Preview and 
discuss 2-3 
illustrations 
  ◦ Pose questions 
that activate 
background 
knowledge, elicit 
predictions, and 

independently for a 
developmentally 
appropriate length of time.

2. Actively monitor students 
and provide assistance to 
those who are holding 
their books incorrectly.

3. Explain that they will each 
use their ideas to create a 
picture and that this will be 
their writing.

3. Provide each student with 
a piece of paper and 
instruc them to draw 
pictures to express their 
ideas.

4. Monitor closely and 
count brief conferences 
with students (e.g., assist 
them in thinking of 
additional ideas, assist 
in drawing a simple picture, or adding 
details).

5. Ask students to add their 
name to their writing just 
like authors do. If 
necessary, students can 
use their sentence strip 
with their name on it (used 
in Word Study) and copy 
the letters.
## Engagement in Guided Reading and Guided Writing Instruction as Appropriate.

<table>
<thead>
<tr>
<th>Closure</th>
<th>Engagement in Guided Reading and Guided Writing Instruction as Appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask: <strong>What do we know about our names?</strong> Discuss responses (e.g., names are made up of letters).</td>
<td>1. Ask: <strong>What do good listeners do?</strong> Discuss responses.</td>
</tr>
<tr>
<td>2. Instruct students to point to one of the pictures (eyes, lips, hands, feet, ears, brain), and explain how they use that body part to listen attentively.</td>
<td>1. Ask: <strong>What did you do that a good reader does?</strong> Discuss responses.</td>
</tr>
<tr>
<td>1. Students share their writing in small groups or partners.</td>
<td>6. The highlighter can be used as a scaffolding tool. If a student needs additional support, write his or her name with a highlighter and instruct the student to trace it.</td>
</tr>
</tbody>
</table>

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6. Continue through the alphabet in order until each student has had a turn.

- establish purpose for reading
  - Conduct a **Read Aloud** of the selected text, stopping periodically to reinforce effective listening skills through modeling, thinking aloud, and interactive questioning.
## Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 02</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
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<tbody>
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<td></td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
<td>TEKS</td>
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<td>K.16Av</td>
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<td>K.16B</td>
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### Key Understandings and Guiding Questions

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How are letters different from numbers or other symbols?
- Effective listeners respond to spoken messages.
  - What do good listeners look like?
- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What does a good reader do while reading?
- Writers develop ideas about what they know.
- Effective oral conventions enhance interpretation of the message.
  - How can you use writing to share your ideas?

### Vocabulary of Instruction

- Alphabet
- Letter
- Number
- Listen
- Independent
- Read
- Idea
- Writing
- Mural

### Materials

- Any 10 magnetic letters (1 each)
- Any 10 magnetic
- Note card (1 per student)
- Grade-appropriate big
- Collection of grade-appropriate engaging books for student
- Chart paper (if applicable)
<table>
<thead>
<tr>
<th>Daily Lesson #: 02</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>numbers (1 each)</td>
<td>book or picture book with large print for Read Aloud (1)</td>
<td>selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Large magnetic board (1)</td>
<td>• Chart paper (if applicable)</td>
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<td></td>
<td>• 5 plastic letters (1 set per student)</td>
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<tr>
<td></td>
<td>• 5 plastic numbers (1 set per student)</td>
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<td></td>
<td>• Chart paper (if applicable)</td>
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**Attachments and Resources**

- Handout: **T-Chart** (1 per student)

**Advance Preparation**

1. Prepare to display visuals as appropriate.
2. Place name cards from Daily Lesson 1 in pocket chart.
3. Duplicate Handout: **T-Chart** (1 per student).
4. For each student, make a combination set of any (5) plastic letters and any (5) plastic numbers.

1. Prepare to display visuals as appropriate.
2. Prepare picture note cards by drawing simple pictures of eyes, lips, hands, feet, ears, and brain, so that every student will have (1) card with one of the pictures on it.
3. Collect note cards from Daily Lesson 1 Shared Reading (6).
4. Prepare to use teacher writing and student work, used during Daily Lesson 1.

**Background Information**

Refer to Daily Lesson 1 Word Study

Refer to Daily Lesson 1 Shared Reading

Refer to Daily Lesson 1 Independent Reading

Refer to Daily Lesson 1 Writing

**Teacher Notes**

Writing is a way to convey ideas.
is critical that students understand that their writing, whether drawn or conventionally written, must represent an idea with meaning.
<table>
<thead>
<tr>
<th>Daily Lesson # 02</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 discriminate letters from numbers.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students demonstrate effective listening skills.</td>
<td>Suggested Duration: 10-15 min. Content Objective: Students demonstrate appropriate behaviors for Independent Reading, including holding a book properly.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students use pronouns and speak in complete sentences to tell about their writing.</td>
</tr>
</tbody>
</table>
| **Mini Lesson** | 1. Ask: *What did we learn yesterday about our names?* Discuss responses.  
2. Put 3-4 magnetic letters on one side of the magnetic board and ask: *What do these have in common?* Discuss responses.  
3. Put 3-4 magnetic numbers on the other side of the board. Ask: *What do these have in common?* Discuss responses.  
4. Conduct a discussion with students about the difference between letters and numbers. | 1. Play a game of Simon Says. Say: *Simon Says touch your hand.*  
3. Repeat with the following: eyes, lips, feet, ears, brain. Each time ask: *How do good listeners use their _____?* Discuss responses. | 1. Model holding a book. Instruct students to give thumbs up if the book is being held correctly or thumbs down if it is incorrect. Use several books and hold the books several different ways (correct, upside down, sideways, with the cover facing you/pages out, etc.).  
2. Review procedures for Independent Reading and model expectations. | 1. Review that writing is a way to share ideas with others.  
2. Display the teacher writing sample used in Daily Lesson 1.  
3. Invite students to look at the picture and report the ideas that come to mind.  
4. Display the following list of words: *I, me, my*. Title the list *Word Bank*.  
5. Explain that these words are pronouns or special words that can be used when talking about yourself.  
6. Share that writers tell their ideas. |
5. Explain that letters are used to read and write. Numbers are used to count and solve math problems.

6. Remove the letters and numbers from the board.

### Learning Applications

<table>
<thead>
<tr>
<th>Learning Applications</th>
<th>1. Draw a T-Chart on the board.</th>
<th>1. Inform students that they will use their whole body (eyes, lips, hands, feet, ears, and brain) to be good listeners while you read a book aloud.</th>
<th>1. Students select books and read and/or retell stories independently for a developmentally appropriate length of time.</th>
<th>1. Provide each student with the picture they worked on during the previous lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Label the left column with <em>Letters (A)</em> and the right column with <em>Numbers (1)</em>. The symbols serve as examples to assist non-readers.</td>
<td>2. Follow this Shared Reading Routine:</td>
<td>2. Monitor and provide assistance to any students who are holding their</td>
<td>2. In small groups, students take turns speaking in complete sentences and using pronouns</td>
<td></td>
</tr>
</tbody>
</table>

- **Think Aloud** while modeling speaking in complete sentences and using pronouns to talk about the drawing.

- Provide examples and non-examples of complete sentences when talking about the teacher drawing.

- Stories in complete sentences and that today students will use pronouns and complete sentences to talk about their drawings.
3. Inform students that they will help sort the letters and numbers into the correct columns.

4. Review each letter before they are mixed together with the numbers.

5. Solicit student assistance to name each letter and ask students to echo.

6. Place 10 letters and 10 numbers in a cup or tub and mix them.

7. Explain that the "sort" involves placing the letters and the numbers in separate columns.

8. Provide assistance to those students unfamiliar with letters and numbers as each student takes a turn reaching into the cup or tub and places the letter or number in the correct column.

9. Involve the whole class as individual students take turns by having them signal with a "thumbs up”

- Conduct a **Book Walk** of the selected text:
  - Show and discuss the cover
  - Read the title, author, and illustrator
  - Model how to hold a book and turn pages
  - Preview and discuss 2-3 illustrations
  - Pose questions that activate background knowledge, elicit predictions, and establish purpose for reading

- Conduct a **Read Aloud** of the selected text, stopping periodically to reinforce effective listening skills through modeling, thinking aloud, and interactive questioning.

3. Monitor groups and provide additional modeling as needed.
or "thumbs down" to show if they agree or disagree with the placement of each item.

10. Distribute Handout: T-Chart (Letters (A) / Numbers (1)) and a set of (5) plastic letters and (5) plastic numbers to each student. Allow time for students to sort.

Engage in Guided Reading and Guided Writing Instruction as appropriate.

<table>
<thead>
<tr>
<th>Closure</th>
<th>1. Ask: <strong>How are letters different from numbers?</strong> Discuss responses (e.g., letters are used to read and write and numbers are used to count and solve math problems).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Distribute to each student one note card with a picture of one of the body parts used when listening attentively.</td>
</tr>
<tr>
<td></td>
<td>2. Instruct students to stand up when the body part that is drawn on their card is being discussed. Read the following sentences aloud one at a time:</td>
</tr>
<tr>
<td></td>
<td>• I keep these to myself in my lap when I am listening. (hands)</td>
</tr>
<tr>
<td></td>
<td>• I use these to look at the speaker. (eyes)</td>
</tr>
<tr>
<td></td>
<td>• I keep these still and quiet on the floor.</td>
</tr>
<tr>
<td></td>
<td>1. In partners or small groups, students share about the books they read. Consider providing a sentence stem to scaffold the discussion. For example, <strong>I read a book about_______.</strong></td>
</tr>
<tr>
<td></td>
<td>1. <strong>Why is important to speak in complete sentences when sharing ideas?</strong> Discuss responses.</td>
</tr>
<tr>
<td>(feet)</td>
<td>I use this to think about what the speaker is saying. (brain)</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>I keep these closed while the speaker is speaking. (lips)</td>
</tr>
<tr>
<td></td>
<td>I keep these open while the speaker is speaking. (ears)</td>
</tr>
</tbody>
</table>
## Sharing Ideas

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 03</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>TEKS</td>
<td>TEKS</td>
<td>TEKS</td>
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<tr>
<td></td>
<td>Ongoing</td>
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<td>TEKS</td>
<td>TEKS</td>
<td>TEKS</td>
<td>TEKS</td>
</tr>
<tr>
<td></td>
<td>K.1B</td>
<td>K.21A</td>
<td>K.1F</td>
<td>K.13A,E</td>
</tr>
<tr>
<td></td>
<td>K.1D</td>
<td>K.23A</td>
<td></td>
<td>K.16Av</td>
</tr>
</tbody>
</table>

### Key Understandings and Guiding Questions

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What do you know about the letters of the alphabet?
  - Effective oral conventions enhance interpretation of the message.
  - How can we have a good discussion?
  - What rules do we need in order to have a discussion?
  - What does a good reader do while reading?

### Vocabulary of Instruction

- Alphabet
- Letter
- Upper-case
- Lower-case

- Listen
- Speaking
- Discussion
- Taking turns

- Independent
- Read

- Idea
- Writing

### Materials

- Alphabet chart or alphabet banner with pictures (1)
- Grade-appropriate big book or picture book with large print for
- Collection of grade-appropriate engaging books for student
- Chart paper (if applicable)
### Daily Lesson #: 03

#### WORD STUDY
- 2 colors of sentence strips (1 each per student)
- Quart size zipper bag or 6x9 envelope (1 per student)
- Small pointer (1)
- Chart paper (if applicable)

#### SHARED READING
- Read-Aloud (1)
- Chart paper (if applicable)

#### INDEPENDENT READING
- selection
- Chart paper (if applicable)

#### WRITING

### Attachments and Resources

### Advance Preparation

1. Prepare to display visuals as appropriate.
2. Display an alphabet chart or alphabet banner with the letters of the alphabet in order. This chart can be made or purchased.
3. Make Name Puzzles for each student. On one sentence strip, write the student’s name. On the other colored sentence strip, write the student’s name and cut between each of the letters. Place all the pieces in a zipper bag or a 6x9 envelope

1. Prepare to display visuals as appropriate.
2. Collect note cards from Daily Lesson 1 Shared Reading.
3. Prepare to use teacher writing and student work used during Daily Lesson 1 Writing.
<table>
<thead>
<tr>
<th>Daily Lesson #: 03</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Select an alphabet song that focuses on the NAMES of letters in alphabetical order, rather than letter sounds.</td>
<td></td>
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</tr>
</tbody>
</table>

**Background Information**
- Refer to Daily Lesson 1 Word Study
- Refer to Daily Lesson 1 Shared Reading
- Refer to Daily Lesson 1 Independent Reading
- Refer to Daily Lesson 1 Writing

**Teacher Notes**
- Refer to Daily Lesson 1 Word Study
- Refer to Daily Lesson 1 Independent Reading
- When modeling independent writing behaviors, stress to students that their writing, whether drawn or conventionally written, represents ideas. Assure students that new writers, like themselves, sometimes use invented spelling to write words that they do not know how to spell. Be aware that beginning writers first hear the hard consonant sounds in the initial and final positions of words (e.g., the word *cat* may be written *kt* or *ct*). Additionally, the insertion of symbols and incorrect letters sometimes occurs as students attempt to make their story look like text in a book.
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 03</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 letters and recognize the difference between a letter and a word.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students demonstrate effective listening and discussion skills</td>
<td>Suggested Duration: 10-15 min. Content Objective: Students demonstrate appropriate behaviors for Independent Reading, including holding a book properly.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students generate ideas through discussion and create drafts by drawing and/or writing.</td>
</tr>
</tbody>
</table>

#### Mini Lesson

**1.** Remind students that they have been learning about the alphabet. Explain that the 26 letters of the alphabet are in a special order called ABC order, or alphabetical order.

**2.** Sing the traditional alphabet song to the tune of "Twinkle, Twinkle, Little Star."

**3.** Direct students to look at the alphabet chart or banner.

**4.** Ask: **What do you see on the chart?** Discuss responses.

---

**1.** Ask: **What is a discussion?** Discuss responses (e.g., taking turns talking about a certain topic or having a conversation).

**2.** With four students, model a discussion on a common topic.

**3.** Ask: **What are some rules we will need to follow when we have discussions?** Discuss responses.

**4.** Teach children the following hand signals for discussion rules:

**1.** Display, one at a time, each of the note cards with eyes, ears, lips, hands, feet, and brain. Ask: **How do good readers use their ____?** Discuss responses.

**2.** Ask a student to model the appropriate behavior associated with each of the body parts.

**3.** Choose 4 students to model holding a book several different ways. Students choose which student is holding the book properly.

**4.** Display the modeled teacher writing used in previous lessons.

**2.** Review what was learned about using drawn pictures to tell about ideas in Daily Lesson 2.

**3.** Explain that writers write words to tell about their ideas.

**4.** Talk aloud about the teacher drawing and then add appropriate labels. Model saying a word, then make the sound of each letter before writing it. Reinforce the use of the
5. Chant the letters together in a rhythmic fashion, touching each letter with the small pointer.

- Raise your hand to speak. (Put hand in air.)
- Listen to the speaker. (Put hand by ear.)
- No interruptions.
- (Make an x with two fingers and hold it over mouth.)
- Speak one a time. (Hold up one finger.)

pronouns *I, me, my*, and *mine* as applicable. Inform students that it is fine to label with single letters. Model this with the teacher drawing by writing just the first letter of a word.

| Learning Applications | 1. Play the selected alphabet song for students and sing along together several times. Allow different students to take turns using the pointer on the alphabet chart as the song is sung. | 1. Remind students that they will use their whole bodies (eyes, lips, hands, feet, ears, and brain) to be good listeners while you read a book aloud. | 1. Students select books and read and/or retell stories independently for a developmentally appropriate length of time. |
| | 2. Follow this Shared Reading Routine: | 2. Monitor and provide assistance to any students who are holding their | 2. Provide students with the picture they worked on during Daily Lesson 1. In partners, students talk about their pictures. |
| | | | 2. Students add labels to their drawings. If time allows, students may |
2. Explain that when we write our names or other words, we use the letters of the alphabet in a special order, not ABC order.

3. Using one student’s Name Puzzle, model the following procedure on the pocket chart for students:
   - Find the name strip that has the complete name written on it and place it at the top of the pocket chart.
   - Place the other letters in random order in the middle of the pocket chart.
   - Name and touch the first letter of the name.
   - Find that letter in the middle and place it directly under the name strip.
   - Repeat with the other letters.
   - Read the name.
   - Conduct a Book Walk of the selected text:
     - Show and discuss the cover
     - Read the title, author, and illustrator
     - Model how to hold a book and turn pages
     - Preview and discuss 2-3 illustrations
     - Pose questions that activate background knowledge, elicit predictions, and establish purpose for reading
     - Conduct a Read Aloud of the selected text, stopping periodically to reinforce effective listening skills.

books incorrectly.

3. Confer with students individually or in small groups to assist with adding labels to the drawings. Remind students to Think, Tell, Draw, and Write. It will be helpful for students to tell about their drawings before adding labels.

begin a new draft on a new topic (idea).
4. Distribute the Name Puzzles. Guide students through the steps listed above.

5. Allow time for students to practice independently. Monitor students and provide assistance, if necessary.


3. After reading the book, explain that the class is going to have a discussion about their favorite part of the book. Review the rules for discussion using the hand signals.

4. Ask students to verbally respond using the following sentence stem: My favorite part of the book was ___.

5. As appropriate, give feedback and correction regarding the discussion rules. This process will be repeated in the closure of Independent Reading so that half of the students could participate at this point and half in Independent Reading.

Engage in Guided Reading and Guided Writing Instruction as appropriate.

**Closure**

1. Choose four or five students to demonstrate placing their name puzzle together on the pocket chart saying the letter names.


1. Ask students to verbally respond using the following sentence stem: My favorite part of the book was ___.

1. Ask 2-3 students to share their labeled drawings.
# Sharing Ideas

## Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 04</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.1B</td>
<td>K.1B</td>
<td>K.1F</td>
<td>K.16Av</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K.21A K.23A</td>
<td></td>
<td>K.13E</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K.21A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K.22A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K.23A</td>
</tr>
</tbody>
</table>

## Key Understandings and Guiding Questions

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What do we know about letters?
- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How can you identify letters in books?
- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What does a good reader do while reading?
- Writers develop ideas about what they know.
  - How can you use writing to share your ideas?

## Vocabulary of Instruction

- Alphabet
- Letter
- Upper-case
- Lower-case
- Letter
- Word
- Idea
- Writing
<table>
<thead>
<tr>
<th>Daily Lesson #: 04</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| **Materials**     | • Upper- and lower-case plastic letters A-Z (1 set per student)  
                    • Alphabet cards (1 set)  
                    • 8 ½ x 11 cardstock (42 of one color, 10 of a different color)  
                    • Chart paper (if applicable)  
                    • Colored highlighter tape (1 roll)  
                    • Grade-appropriate big book or picture book with large print for Read Aloud (1)  
                    • Chart paper (if applicable)  
                    • Note cards from Shared Reading, Daily Lesson 1 (6)  
                    • Collection of grade-appropriate engaging books for student selection  
                    • Chart paper (if applicable)  
                    • Chart paper (if applicable) |
| **Attachments and Resources** |  |  |  |  |
| **Advance Preparation** | 1. Prepare to display visuals as appropriate.  
2. Place the following plastic letters (A, a, B, b, C, c, D, d) in individual bags for students.  
3. Collect the following cards from the alphabet card set: A, a, B, b, C, c, D, d  
4. Create large letter cards on 8 ½ x 11 cardstock with black marker or generate them with a computer in a large font. Make an upper- and lower-case card for | 1. Prepare to display visuals as appropriate.  
1. Prepare to display visuals as appropriate.  
1. Prepare to display visuals as appropriate.  
2. Prepare a bulletin board or other display area to post student writing. |
<table>
<thead>
<tr>
<th>Daily Lesson #: 04</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>each letter. Place the vowels on a different colored card than the consonants. Attach string to the back of the cards so they can be worn like a necklace with the letter showing to the front. Daily Lesson 4 will use A, a, B, b, C, c, and D, d. Future Daily Lessons will use the remaining cards.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>5. Collect the sentence strips with names from Daily Lesson 1 Word Study.</td>
<td></td>
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</tr>
</tbody>
</table>

**Background Information**

**Teacher Notes**

- Students will practice letter identification skills each day with 4-5 new letters (going in alphabetical order) while reviewing previously learned letters. Additional whole group or small group practice in Learning Centers may be necessary depending on the prior knowledge of the students in each individual classroom. This Daily Lesson introduces Aa, Bb, Cc, and Dd.

- Students will use the skills practiced in the Word Study component of Daily Lesson 4, recognizing letters, during Shared Reading. This Daily Lesson needs to follow an introduction of the letters Aa, Bb, Cc, and Dd. It is important to note that many books use a different font for lower-case a than we use for printing the letter. This may need to be shown to students depending on the font of the book selected.
# Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 04</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 letters and recognize the difference between a letter and a word. | Suggested Duration: 25-30 min.  
Content Objective: Students identify letters of the alphabet in text. | Suggested Duration: 10-15 min.  
Content Objective: Students demonstrate appropriate behaviors for Independent Reading, including holding a book properly. | Suggested Duration: 25-30 min.  
Content Objective: Student share ideas with others through their writing and demonstrate effective listening skills. |

| Mini Lesson | 1. Review the alphabet chart and selected alphabet song from Daily Lesson 3 Word Study. Call on different students to use the pointer to touch letters on the alphabet chart or alphabet banner while the class chants and/or sings.  
2. Distribute name cards from Daily Lesson 1 Word Study to students.  
3. Display the note card with the letter A. Explain that the name of this letter is A and when A is written this way it is the upper-case A. | 1. Show students the book that you will be reading aloud.  
2. Explain that authors use the letters of the alphabet to write the words in a book. We can look in the book and find letters we know.  
3. Open the book to a page and point to the letter a. Explain that we know it is the letter a because of the shape of the letter. Trace the letter a to emphasize the shape of the letter. Repeat with 2-3 more | 1. Display, one at a time, each of the note cards with eyes, ears, lips, hands, feet, and brain. Ask: **How do good readers use their ____?** Discuss responses.  
2. Ask a student to model the appropriate behavior associated with each of the body parts. | 1. Review expectations for effective listening from Daily Lesson 1 Shared Reading.  
2. Explain that students will share their writing with the class.  
3. With the teacher drawing, model how to share writing using a posted sentence stem. For example, **My picture/story is about_____.** Reinforce good listening skills by praising students who listened attentively while you shared. |
### Learning Applications

<table>
<thead>
<tr>
<th>1. Distribute to each student his or her individual bag of letters.</th>
<th>1. Follow this Shared Reading Routine:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Instruct students to rehearse, individually, what they are going to share. Remind them to use the sentence stem.</th>
<th>1. Students select books and read and/or retell stories</th>
</tr>
</thead>
</table>

| 4. Now point to a letter (a, b, c, d) and ask: **Does anyone recognize this letter by looking at its shape?** Repeat with 2-3 more letters. | 1. Students take turns using a posted sentence stem to |

| Explain that A can be written a different way. Display the card with the lower-case a. Ask students to name the letter. Explain that when a is written this way it is the lower-case a. |  |  | 

| 4. Instruct students to look at their name card for the letter a. If they find it, instruct them to stand up and put their finger on the letter a. Select on several students to show the letter a on their name card to the class. |  |  | 

| 5. Repeat steps 3-5 with the letters b, c, and d. |  |  | 

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**Kindergarten English Language Arts and Reading**

**Unit: 01**

**Lesson: 01**

**Suggested Duration: Days 1-12**
letters. Instruct students to pull all of the letters out of the bag and place them on the table in front of them.

2. Display the note card with the letter A and ask students to find that letter and hold it up. Have students echo “This is the upper-case letter A.” Repeat procedure with lower-case a. Repeat with the letters Bb, Cc, and Dd.

3. Instruct students to gently mix the letters to play a matching game. As a letter is called out, students put one pointer finger on the upper-case letter and one pointer finger on the lower-case letter. Repeat with all letters several times. Collect bags of letters.

4. Distribute the upper-case large letter cards to four students (A, B, C, D). Model how to wear the card correctly. Place them in random order.

- Conduct a **Book Walk** of the selected text:
  - Show and discuss the cover
  - Read the title, author, and illustrator
  - Model how to hold a book and turn pages
  - Preview and discuss 2-3 illustrations
  - Pose questions that activate background knowledge, elicit predictions, and establish purpose for reading

- Conduct a **Read Aloud** of the selected text, stopping periodically to reinforce letter identification.

2. Actively monitor students as they read independently.

2. Facilitate a Letter Hunt by involving students in locating letters in the text. Explain how students can independently for a developmentally appropriate length of time.

2. As students finish, post the writing pieces on the prepared bulletin board or other display space.
5. Explain that you can recognize the letters and put them in ABC order. Ask: **Which letter comes first?** The student wearing letter card A moves to the front of the line.

6. Ask: **Which letter comes next?** Students say “B” and the student with the B letter card moves next to A. Echo the letters in order. Repeat this process until all of the letters through D are in order.

7. Select four other students and give them the lower-case cards to wear. Ask them to remain seated. Say the letter “A”. Ask students to point to the person who is wearing the lower-case a large letter card. Place that student next to the student with the upper-case A. Repeat with all the remaining letters in order. Collect the letter cards.

8. Distribute Name Puzzles to hunt for letters of the alphabet by looking at the shape of the letter. Ask: **Does anyone see the letter a?**

3. Ask a student to put a piece of highlighter tape on top of the letter a.

4. Repeat this process with the letters b, c, and d. Continue as time allows.
students. Remind students that the letters in their name have a special order. Follow the procedures for Name Puzzles in Daily Lesson 3 Word Study and allow students to practice.

Engage in Guided Reading and Guided Writing Instruction as appropriate.

<table>
<thead>
<tr>
<th>Closure</th>
<th>1. Use the alphabet cards to review the letters practiced today as a whole group. Practice the letters in the correct sequence.</th>
<th>1. Ask: How can you find letters you know in books? Discuss responses.</th>
<th>1. Ask students to verbally respond using the following sentence stem: My favorite part of the book was ___.</th>
<th>1. Ask: How do writers share their ideas? Discuss responses (e.g., drawing pictures, letters, and sounds).</th>
</tr>
</thead>
</table>
## Sharing Ideas

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 05</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>
<tr>
<td></td>
<td>K.1B</td>
<td>K.1G</td>
<td>K.1F</td>
<td>K.13A</td>
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<td></td>
<td></td>
<td></td>
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<td>K.16Aii</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K.22A</td>
</tr>
</tbody>
</table>

### Key Understandings and Guiding Questions

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What do we know about letters?
- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What can you learn by looking at the parts of a book?
- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What does a good reader do while reading?
- Writers develop ideas about what they know.
  - What do writers write about?

### Vocabulary of Instruction

- Alphabet
- Letter
- Upper-case
- Lower-case
- Book
- Front cover
- Back cover
- Author
- Illustrator
- Title page
- Page
- Turn
- Gently
- Idea
- Writing
- Noun
### Daily Lesson #: 05

<table>
<thead>
<tr>
<th><strong>Materials</strong></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>
<tbody>
<tr>
<td></td>
<td>• Alphabet chart or banner with pictures (1)</td>
<td>• Grade-appropriate fictional big book (1)</td>
<td>• Collection of grade-appropriate engaging books for student selection</td>
<td>• Large sticky note (3 per student)</td>
</tr>
<tr>
<td></td>
<td>• Small pointer (1)</td>
<td>• Grade-appropriate fictional books (class set or 1 different book per student)</td>
<td>• Chart paper (if applicable)</td>
<td>• Chart paper (if applicable)</td>
</tr>
<tr>
<td></td>
<td>• Set of alphabet cards (1)</td>
<td>• Chart paper (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Large letter cards—upper- and lower-case A-H (1 each)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chart paper (if applicable)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attachments and Resources</strong></th>
<th><strong>Advance Preparation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Prepare to display visuals as appropriate.</td>
</tr>
<tr>
<td></td>
<td>2. Gather the following cards from the alphabet card set: E, e, F, f, G, g, H, h.</td>
</tr>
<tr>
<td></td>
<td>3. Prepare large letter cards for upper-case A-H and lower-case a-h.</td>
</tr>
<tr>
<td></td>
<td>1. Prepare to display visuals as appropriate.</td>
</tr>
<tr>
<td></td>
<td>2. Select a grade-appropriate big book.</td>
</tr>
<tr>
<td></td>
<td>3. Gather copies of grade-appropriate fictional books for students to use. The books can be different titles.</td>
</tr>
<tr>
<td></td>
<td>1. Prepare to display visuals as appropriate.</td>
</tr>
<tr>
<td></td>
<td>2. Create Anchor Chart: Nouns. Make a three-column chart, titled <em>Nouns</em>. Label one column <em>Person</em>, another <em>Place</em>, and the third <em>Thing</em>. Add a simple drawing or electronically generated picture to each column (e.g., stick figure, house, book). This will be used in Daily Lesson 6 Writing as well.</td>
</tr>
<tr>
<td>Daily Lesson #: 05</td>
<td>WORD STUDY</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Background Information</td>
<td>Refer to Daily Lesson 1 Word Study</td>
</tr>
<tr>
<td>Teacher Notes</td>
<td>Students will practice letter identification skills each day with 4-5 new letters (going in alphabetical order) while reviewing previously learned letters. Additional whole group or small group practice in Learning Centers may be necessary depending on the prior knowledge of the students in each individual classroom.</td>
</tr>
<tr>
<td>Daily Lesson #: 05</td>
<td>WORD STUDY</td>
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<td></td>
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</tbody>
</table>
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 05</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 letters and recognize the difference between a letter and a word.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students identify the parts of a book.</td>
<td>Suggested Duration: 10-15 min. Content Objective: Students read independently and demonstrate proper book handling.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students generate ideas for writing by identifying nouns from their lives.</td>
</tr>
</tbody>
</table>

#### Mini Lesson

1. **Review the alphabet chant and selected alphabet song from Daily Lesson 3 Word Study.** Select different students to use the pointer to touch letters on the alphabet chart or alphabet banner while the class chants and/or sings.

2. **Distribute name cards from Daily Lesson 1 Word Study to students.**

3. **Hold up the alphabet card with the letter E.** Explain that the name of this letter is E and when it is written this way it is the uppercase E. Explain that it can be written a different way. Display the card with the lower-case e. Ask students to name the letter. Explain that when it

1. **Display the big book.** Explain that books have special parts that give us information.

2. **Touch the front cover of the book and explain that all books have a cover for protection but it also tells the reader the title of the book, the name of the author, and the name of the illustrator.**

3. **Continue demonstrating the name and purpose for the following book parts: back cover, author, illustrator, and title page.**

1. **Model how to gently turn the pages of a book.**

2. ** Invite 3-4 students to demonstrate turning the pages in the correct order, one page at a time.**

3. **Discuss why it is important to turn the pages gently.**

1. **Review the following steps:**
   - **Think** (think about ideas to write about)
   - **Tell** (talk about your ideas)
   - **Draw** (sketch pictures to tell about your ideas)
   - **Write when ready** (label your drawings with letters or words; write words and sentences when ready)

2. **Explain that writers gather ideas for writing by thinking about their lives.** Explain that writers use words that name people, places, and things when thinking about and writing about their lives. Inform students that these words are called nouns. Instruct...
is written this way it is the lower-case e.

4. Instruct students to look at their name card for the letter e. If they find it, instruct them to stand up and put their finger on the letter e. Ask several students to display the letter e on their name card to the class.

5. Repeat steps 3-4 with the letters f, g, and h.

**Learning Applications**

1. Distribute the upper-case large letter cards to 8 students (A, B, C, D, E, F, G, H). Model how to wear the card correctly.

2. Inform students that the letters we are using right now are called upper-case letters or capital letters. Ask: Which letter comes first?

3. The student with the letter card A stands in front of the class.

1. Distribute a book to each individual student. Inform students that we are going to play a "Simon Says" game to find the parts of their books (e.g., Simon says touch the back cover.).

2. Continue with prompts to find each part of the book several times. Collect the books from the students.

3. Follow this **Shared Reading Procedures:**

   1. Students select books and read independently for a developmentally appropriate length of time.
   2. Actively monitor students as they read and provide support as needed.

   1. Provide each student with three large sticky notes.
   2. Instruct the students to think of examples of nouns from their own lives. Direct students to sketch an example of each type of noun.
   3. In partners, students share their drawings of nouns.
   4. Select students individually to take turns placing their sticky notes in the corresponding column on the chart in the appropriate columns.

3. Display Anchor Chart: Nouns. Assist students in identifying 2-3 examples of each type of noun. Record nouns on the chart in the appropriate columns.

4. Instruct students to echo the word **noun.**
4. Ask: **Which letter comes next?** Students say "B" and the student with the B letter card stands next to A in order. Echo and repeat the letters in order: A, B.

5. Repeat step 4 until all of the letters through H are in order.

6. Distribute the lower-case cards to eight other students to wear. Ask them to remain seated until their letter name is called.

7. Say the letter a. Ask students to point to the person who is wearing the lower-case a large letter card. Ask that student to stand next the student with the upper-case A. Repeat the process with the remaining seven letters, in order.

- Conduct a **Book Walk** of the selected text:
  - Show and discuss the cover
  - Read the title, author, and illustrator
  - Model how to hold a book and turn pages
  - Preview and discuss 2-3 illustrations
  - Pose questions that activate background knowledge, elicit predictions, and establish purpose for reading

- Conduct a **Read Aloud** of the selected text, stopping periodically to reinforce the parts of a book and effective listening.

4. Review the parts of the book after reading the story aloud.

5. Write the corresponding word under each sticky note. Read the lists aloud. Explain that the words are all nouns and that a noun is a word that names a person, place, or thing.

---

*Suggested Duration: Days 1-12*
Engage in Guided Reading and Guided Writing Instruction as appropriate.

| Closure | 1. Use the alphabet cards to review the letters practiced today as a whole group. Practice the letters in the correct sequence.  
2. Ask: **What did we do today with the letters?** Discuss responses. | 1. Show students a different book. Call on individual students to find and show the book parts including the front cover, back cover, author, illustrator, and title page. | 1. Ask: **Why is it important to turn the pages gently?** Which way do we turn the pages? Why is that important? Discuss responses. | 1. Ask: **How can thinking of nouns (people, places, and things) from your life help you as a writer?** Discuss responses. |
## Sharing Ideas

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 06</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>TEKS</td>
<td>TEKS</td>
<td>TEKS</td>
<td>TEKS</td>
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<tr>
<td></td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
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<tr>
<td></td>
<td>TEKS</td>
<td>TEKS</td>
<td>TEKS</td>
<td>TEKS</td>
</tr>
<tr>
<td></td>
<td>K.1B,D</td>
<td>K.1A,G</td>
<td>K.1F</td>
<td>K.13A</td>
</tr>
<tr>
<td></td>
<td>K.18C</td>
<td>K.12A</td>
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<td>K.16Ai,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K.18C</td>
</tr>
</tbody>
</table>

### Key Understandings and Guiding Questions

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What do you know about letters and your name?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What is the same about print and spoken language?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What does a good reader do while reading?

- Effective oral conventions enhance interpretation of the message.
  - What do writers write about?

### Vocabulary of Instruction

- Alphabet
- Letter
- Upper-case
- Lower-case

- Print
- Word
- Front cover
- Back cover
- Author
- Illustrator
- Title page

- Writing
- Noun
<table>
<thead>
<tr>
<th>Daily Lesson #: 06</th>
<th>MATERIALS</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Alphabet chart or banner with pictures (1)</td>
<td>• Example of product labels such as a cereal box, milk cartoon, tissue box (3)</td>
<td>• Collection of grade-appropriate engaging books for student selection</td>
<td>• 12X18 sheet of paper (1 per student)</td>
</tr>
<tr>
<td></td>
<td>• Small pointer (1)</td>
<td>• Grade-appropriate fictional big book or large picture book (1)</td>
<td>• Chart paper (if applicable)</td>
<td>• Chart paper (if applicable)</td>
</tr>
<tr>
<td></td>
<td>• Set of alphabet cards (1)</td>
<td>• Grade-appropriate fictional books (class set or 1 different book per student)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2 different color sentence strips (1 each per student)</td>
<td>• Chart paper (if applicable)</td>
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<td></td>
<td>• Scissors (class set)</td>
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<td></td>
<td>• Zipper bag or 6x9 envelope (1 per student)</td>
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<td></td>
<td>• Chart paper (if applicable)</td>
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**Attachments and Resources**

**Advance Preparation**

1. Prepare to display visuals as appropriate.
2. Gather the following cards from the alphabet card set: I, i, J, j, K, k, L, l.
3. Write each student's first name on a sentence strip.
4. On a different colored strip, write the letters of each student's first name, out of order. One quick
**Daily Lesson #: 06**

<table>
<thead>
<tr>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>way to do this, ensuring that no letters are missed is to write the letters in alphabetical order, vowels first. For example, the name Alex would be easily scrambled by writing the vowels in alphabetic order, followed by the consonants in alphabetic order.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><img src="image1" alt="Alex" /></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Aelx" /></td>
<td></td>
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</tr>
</tbody>
</table>

**Background Information**

<table>
<thead>
<tr>
<th>Noun - names a person, place or thing</th>
</tr>
</thead>
</table>

**Teacher Notes**

Daily Lesson 6 adds the standard for students to write their own name. Students will need daily practice putting the letters of their name in order. Additional letter recognition activities may be placed in Learning Centers for students to have opportunities for additional practice and reinforcement of the skills introduced during the Word

Refer to Daily Lesson 1 Independent Reading

Refer to Daily Lesson 5 Writing During the Closure of this lesson, students will participate in Author’s Chair. The student in the author’s chair reads aloud or orally describes their writing. Peers have an opportunity to respond to what is shared. Sharing writing and thoughts is a motivating force for children to write more in the future.
<table>
<thead>
<tr>
<th>Daily Lesson #: 06</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>Study lesson.</td>
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</table>

Students should become increasingly more comfortable with drawing/writing to share their ideas, as a result of engaging in shared writing activities led by the teacher. The teacher continues to stress the purpose of writing. Writing is a way to convey ideas.
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 06</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 letters and recognize the difference between a letter and a word. | Suggested Duration: 25-30 min.  
Content Objective: Students make connections between spoken words and print. | Suggested Duration: 10-15 min.  
Content Objective: Students read independently and demonstrate proper book handling. | Suggested Duration: 25-30 min.  
Content Objective: Students convey ideas by drawing and speaking. Students use nouns in the context of writing and speaking. |

| **Mini Lesson** | 1. Review the alphabet chant and selected alphabet song from Daily Lesson 3 Word Study. Call on different students to use the pointer to touch letters on the alphabet chart or alphabet banner while the class chants and/or sings. | 1. Call on a student and ask: **What is your name?**  
Write the student's name so everyone can see it. Explain that every word we say can be written down. Repeat the process with several more names. | 1. Review and model the established procedures for Independent Reading. Point out positive student behaviors and discuss areas for improvement. | 1. Display Anchor Chart: Nouns from Daily Lesson 5 Writing. |
|                 | 2. Provide each student with the two strips corresponding to their name. Tell students to look at the two strips and determine which one is their name with the letters | 2. Display different product labels (e.g., cereal box, milk cartoon, tissue box) for students. Ask: **How do we know what is in this box?** Discuss responses (e.g., the box has a label, it has words on it). Explain | 2. Ask students to select books for Independent Reading. Gather students and play a game of I Spy. For example, say **I spy the back cover.** Then, students show a partner the back cover of the book. Repeat the process with the other book parts. | 2. Review the chart. Read the listed nouns aloud. |
|                 | 3. Explain that students are going to think about the important people, places, and things in their lives as they write today. | 4. Instruct students to choose one of the sticky notes from the chart that they would like to write (draw) about. | 3. Explain that students are going to think about the important people, places, and things in their lives as they write today. | 4. Instruct students to choose one of the sticky notes from the chart that they would like to write (draw) about. |
3. Ask students to turn to a partner and share how they determined which strip shows their name with the letters in the correct order. Instruct students to place the one that is not correct on the floor upside down and to hold the correct strip for use in the next part of the lesson.

4. Remind students that a name, just as any other word, is made up of a special combination of letters, in a special order.

5. Display the alphabet card with the letter I. Explain that the name of this letter is I and when I is written this way it is the upper-case I. Explain that it can that the words on products we use in our lives give us information.

3. Direct the student’s attention things around the classroom that are labeled (e.g., computer, table, classroom library, word wall). Explain that we communicate with words; words we speak and words we write. Model saying a word and writing a word.

4. Inform students that if you have a message to share, you can either say it out loud or write it down. Deliver a message orally (for example: I have a dog.), then write it down. Explain that the words are the same as the verbal message.

5. Select a sticky note and model thinking about the person, place, or thing for students. Explain why it is important and share an interesting story that may have happened related to it.
be written a different way. Display the card with the lower-case i. Ask students to name the letter. Explain that when it is written this way it is the lower-case I.

6. Instruct students to look at their name card for the letter i. If they find it, instruct them to stand up and put their finger on the letter i. Call on several students to show the letter i on their name card to the class.

7. Repeat steps 5-6 with the letters j, k, and l.

Learning Applications

1. Students find the strip with his/her complete name, and set it aside. Explain to them that the other strip contains the letters of their name, out of order.

2. Demonstrate how to cut in


2. Explain that if the author

1. Students read independently for a developmentally appropriate length of time.

2. Actively monitor students as they read and provide support as needed.

1. In partners or small groups, students discuss their sticky notes.

2. Students draw and label on their sticky note to share about their selected noun.
a straight path within the space so that the letters are cut apart, while each letter remains intact.

3. Students cut out the letters. Explain that the cut letters are their puzzle pieces and that the strip containing their correct name is the example to follow.

4. Instruct students to put the letters of their name in the correct order and in close proximity. Instruct them to repeat the process several times.

5. Remind students to check their name puzzle with their correct name.

6. Distribute to each student a zipper bag or 6x9 envelope and instruct students to place the cut up letters of their name inside the bag.

was here in our classroom, he/she could tell us the story using spoken words. However, the author used printed words so his/her story can be shared without him/her being here.

3. Follow this Shared Reading Routine:

- Conduct a Book Walk of the selected text:
  - Show and discuss the cover
  - Read the title, author, and illustrator
  - Model how to hold a book and turn pages
  - Preview and discuss 2-3 illustrations
  - Pose questions that activate

3. Confer with students as they write. Ask guiding questions to prompt them to add details to their drawings. Encourage labeling by instructing students to write single letters or use invented spelling to tell about their drawings.
7. Model for students how to trace their name in crayon on the strip that has the complete name. Emphasize going in order from left to right, one letter at a time.

8. Allow time for students to trace their name using three different colored crayons. *(Since this is a first attempt, students will not know correct starting places or formation of the letters. This skill will continue to be taught throughout Unit 01 and other units, and is an important part of small group instruction.)*

9. Instruct students to place the name strip in the bag with the cut-up letters and save for Daily Lesson 7 Word Study.

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**Engage in Guided Reading and Guided Writing Instruction as appropriate.**

**Closure**

| 1. Distribute the upper-case alphabet cards A-L. Chant the alphabet together slowly and then have the students trace their name in crayon on the strip that has the complete name. Emphasize going in order from left to right, one letter at a time. | 1. Ask: **How are spoken words and printed words the same and different?** Discuss | 1. Select 2-3 students to show a page in their book that was interesting and tell one thing about the text. | 1. Introduce the **Author’s Chair** routine and explain procedures for sharing and listening. Ask 2-3 students to share a page in their book that was interesting and tell one thing about the text. |
| student with that card stand up and show the card. Repeat the process again with the lower-case alphabet cards a-l so that every student has the opportunity to hold a card. Collect the cards. |
| responses. Reinforce the understanding that spoken words are represented by print. |
| 2. Ask: **Where are places we find printed words?** Reinforce that printed words can be found in books, on products we use in our daily lives, and in many places in the world around us. Ask the students to look for words when they are in other places in the school and when they are at home. |
| book. |
| volunteers to share their writing. |
## Sharing Ideas

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 07</th>
<th>WORD STUDY</th>
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</table>

### Key Understandings and Guiding Questions

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How can you help yourself to remember the letters and their sounds?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - Does it matter how you hold a book when you read?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How do you know which way to read the words in a book?

- Effective oral conventions enhance interpretation of the message.
  - How can you use writing to tell about yourself?

- Effective listeners respond to spoken messages.
  - What is a compliment?

### Vocabulary of Instruction

- Letter
- Word
- Top
- Bottom
- Idea
## Daily Lesson #: 07

### WORD STUDY
- Left
- Right
- Page

### SHARED READING
- Set of alphabet cards (1)
- Large letter cards—upper- and lower-case A-P (1 each)
- Handwriting paper (1 per student)
- Chart paper (if applicable)

### INDEPENDENT READING
- Small pointer (1)
- Previously read grade-appropriate fictional book (1)
- Grade-appropriate fictional big book or large picture book (1)
- Grade-appropriate fictional books (class set or 1 different book per student)
- Chart paper (if applicable)

### WRITING
- Collection of grade-appropriate engaging books for student selection
- Chart paper (if applicable)
- 12X18 sheet of paper (1 per student)
- Chart paper (if applicable)

### Materials

### Advanced Preparation
1. Prepare to display visuals as appropriate.
2. Gather the upper- and lower-case letters A-P from the large letter cards from Daily Lesson 4 Word Study.
3. Find the following alphabet

### Attachments and Resources

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<table>
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<tr>
<th>Daily Lesson #: 07</th>
<th>WORD STUDY</th>
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<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cards: M, m, N, n, O, o, P, p.</td>
<td>titles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Set aside the name cards from Daily Lesson 1 and name strip bags from Daily Lesson 6 for each student.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Create a practice sheet for each student to trace his/her name. Use handwriting paper, a dotted font on the computer, or an online resource.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Background Information**
Refer to Daily Lesson 5 Writing

**Teacher Notes**
Refer to Daily Lesson 1
Independent Reading
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 07</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 demonstrate alphabetic knowledge by recognizing and naming the letters of the alphabet. Students sequence the letters in their name and begin to write their name.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students hold a book right side up, turn pages correctly, and show that reading moves top to bottom and left to right.</td>
<td>Suggested Duration: 10-15 min. Content Objective: Students hold a book right side up, turn pages correctly, and show that reading moves top to bottom and left to right.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students convey ideas by drawing and speaking.</td>
</tr>
</tbody>
</table>

#### Mini Lesson

1. Play a game of Guess the Letter to review upper- and lower-case A-L. To play, draw part of a letter then stop and have students predict which letter is being written. Finish the letter and name it together.

2. Distribute name cards from Daily Lesson 1 to students.

3. Hold up the alphabet card with the letter M. Explain that the name of this letter is M and when M is written this way it is the upper-case M. Explain that it can

1. Display a page in a book that has been read aloud previously. While pointing, read the words in random order. Ask: **Did what I read make sense to you? Why or why not?** Discuss responses.

2. Read the page correctly while pointing to the words. Ask: **Did it make sense this time? Why or why not?** Discuss responses.

3. Display the page and explain how the words on the page are read going from top to bottom and left

1. Display the first page of one of the books from the collection. Turn to the first page. Ask: **Where do I start reading?** Discuss responses and clarify misconceptions.

2. Review how to locate the first word and track from top to bottom and left to right.

3. Display several pages, then ask different students to touch the starting place and track top to bottom and left to right with their finger to demonstrate.

1. Review 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. Ask: **What makes you special?** Students discuss responses with a partner or small group. If
### Learning Applications

1. Play the Alphabet Eraser
2. Follow this **Shared**
3. Students read
4. Distribute plain paper. In

---

1. **Think Aloud** about what makes you special. Draw a simple picture of yourself and something that makes you special. Tell about the picture. Label the picture with single words and letters. Remind students that if they aren’t ready to write words, they may write single letters. Model saying a word to match the drawing and then adding only the first letter as a label.

4. Model writing your name on your paper.

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4. Students use large movements with their bodies and stretch their hands from top (reaching toward the ceiling) to bottom (touching the floor). Practice several times moving from top to bottom. Repeat the same concept moving from left to right.

5. Demonstrate for students how to hold the book right side up and turn the pages correctly.

---

4. Instruct students to look at their name card for the letter m. If they find it, instruct them to stand up and put their finger on the letter m. Select several students to show the letter m on their name card to the class.

5. Repeat steps 3-4 with the letters n, o, and p.

---

- How are you different in how you look?
- How are you different in what you like to do?
- How are you different in what you like to eat?
- How are you different in other ways?

---

1. Write a different way. Display the card with the lower-case m. Ask students to name the letter. Explain that when it is written this way it is the lower-case m.

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game. Divide the board into 3-4 sections. Assign one student per section. Write the letters m, n, o, and p. The letters can be in the same order or in a different order. Call out a letter and have students erase that letter. Continue until all letters have been erased. Play another round or play until all students have had a turn. (This game can easily be adapted and played with small individual dry erase boards where students can write letters on their own. Students write the same four letters. The teacher calls out the letters in a random order to be erased.)

2. Distribute the upper-case large letter cards to students (A-P). Model how to wear the card correctly.

Reading Routine:

- Conduct a **Book Walk** of the selected text:
  - Show and discuss the cover
  - Read the title, author, and illustrator
  - Model how to hold a book and turn pages
  - Preview and discuss 2-3 illustrations
  - Pose questions that activate background knowledge, elicit predictions, and establish purpose for reading
- Conduct a **Read Aloud** of the selected text, stopping independently for a developmentally appropriate length of time.

2. Actively monitor students as they read and provide support as needed

2. Students draw pictures of themselves showing one thing that makes them special.

3. Confer with students as they write. Ask guiding questions to prompt them to add details to their drawings. Encourage labeling by instructing students to write single letters or use invented spelling to tell about their drawings.

4. Instruct students to write their names on their papers. Students may refer to the sentence strip used in Word Study.
3. Explain that we can recognize letters and put them in ABC order. Ask: **Which letter comes first?** The student with letter card A moves to the front of the line.

4. Ask: **Which letter comes next?** Students say “B” and the student with the B letter card move next to A. Echo the letters in order. Repeat the process until all of the letters through P are in order.

5. Repeat the activity with the lower-case large letter cards.

6. Distribute the name puzzle bags from Daily Lesson 6. Remind students that the letters in their name have a special order. Allow time for students to practice putting their name in order. With a partner, students take turns saying the letters and placing them in the correct order. Collect the bags.

periodically to reinforce holding a book right side up, turning pages correctly, and reading moving top to bottom and left to right through modeling, thinking aloud, and interactive questioning. If using a big book, consider using a pointer while reading aloud.

2. Distribute a book to each student. Ask them to hold it right side up in their lap.

3. Next, ask students to practice turning the pages gently, one at a time in the correct order.

4. Instruct students to turn to the first page in their book and put their finger on the first word. Model how to follow the words from top to bottom and left to right. Ask different students to demonstrate with their book.
7. Students use paper with their pre-printed name to practice writing the letters of their name. Monitor and assist individual students on correct letter formation.

Engage in Guided Reading and Guided Writing Instruction as appropriate.

**Closure**

1. Use the alphabet cards to review the names of the letters (A-P) in upper- and lower-case.


1. Review the procedures and expectations for *Author’s Chair*. Invite 2-3 students to share their writing and encourage the other students to compliment the writers.
## Sharing Ideas

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 08</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.1B</td>
<td>K.1B,F,G</td>
<td>K.1F</td>
<td>K.13E</td>
</tr>
<tr>
<td></td>
<td>K.18C</td>
<td></td>
<td></td>
<td>K.16Aii, B</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>K.21A</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K.22A</td>
</tr>
</tbody>
</table>

### Key Understandings and Guiding Questions

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How can you tell the difference between the letters of the alphabet?
- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What do you know about books?
- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How are speaking and writing alike?
- Writers develop ideas about what they know.
  - Where do writers get ideas for writing?
- Effective listeners respond to spoken messages.
  - How can you share your ideas with others?

### Vocabulary of Instruction

- Letter
- Sorting
- Top
- Bottom
- Left
- Right
- Page
- Independent
- Read
- Writing
- Idea
- Share

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<table>
<thead>
<tr>
<th>Daily Lesson #: 08</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| 1. Prepare to display visuals as appropriate. | • Front cover  
• Back cover  
• Author  
• Illustrator  
• Title page | • Small pointer (1)  
• Grade-appropriate fictional big book or large picture book (1)  
• Grade-appropriate fictional book (class set or 1 different book per student)  
• Chart paper (if applicable) | • Collection of grade-appropriate engaging books for student selection  
• Chart paper (if applicable) | • Chart paper (if applicable) |
| 2. Gather the upper- and lower-case letters A- |  |  |  |  |
| Materials | • Alphabet chart or banner with pictures(1)  
• Small pointer (1)  
• Small plastic ball (1)  
• Set of alphabet cards (1)  
• Set of plastic letters of upper- and lower-case A-T (6 of each)  
• Cardstock (24)  
• Chart paper (if applicable) | • Small pointer (1)  
• Grade-appropriate fictional big book or large picture book (1)  
• Grade-appropriate fictional book (class set or 1 different book per student)  
• Chart paper (if applicable) |  | |
| Attachments and Resources | • Handout: Letter Sorting Mat (1 per student) |  |  | |
| Advance Preparation |  |  |  |  |

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<table>
<thead>
<tr>
<th>Daily Lesson #: 08</th>
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<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T from the large letter cards.</td>
<td>3. Gather copies of grade-appropriate fictional books for student use. The books may be of different titles.</td>
<td></td>
<td>Daily Lesson 6 and 7.</td>
</tr>
<tr>
<td></td>
<td>3. Locate the following alphabet cards: Q, q, R, r, S, s, T, t.</td>
<td></td>
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<tr>
<td></td>
<td>4. Duplicate on cardstock and laminate Handout: <strong>Letter Sorting Mat</strong> if it is going to be used later in Learning Centers. If not, then duplicate it on regular copy paper (1 per student).</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>5. At the top of each mat, write four letters. Create two mats for each of the following sets of letters: abcd, efg, ijkl, mnop, qrst, ABCD, EFGH, IJKL, MNOP, and QRST.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>6. For each individual mat, prepare a bag of plastic letters that contains at least three of each letter on that mat.</td>
<td></td>
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<tr>
<td></td>
<td>7. Create a practice sheet for each student to trace his/her name. Use</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Daily Lesson #: 08

<table>
<thead>
<tr>
<th>WORD STUDY</th>
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<th>INDEPENDENT READING</th>
<th>WRITING</th>
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</thead>
<tbody>
<tr>
<td>handwriting paper, a dotted font on the computer, or an online resource.</td>
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</tbody>
</table>

### Background Information

### Teacher Notes

This **Instructional Routine** introduces four more letters of the alphabet. Additional letter recognition activities may be placed in Learning Centers for students to have opportunities for additional practice and reinforcement of the skills introduced during the Word Study lesson.

The sorting mat activity may be done by individual students or partners. It may also be set up as stations around the room that students move to as directed.

Refer to Daily Lesson 7 Writing
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 08</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
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<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration and Objective</strong></td>
<td>Suggested Duration: 25-30 min. Content Objective: Students demonstrate alphabetic knowledge by recognizing and naming the letters of the alphabet. Students sequence the letters in their name and begin to write their name.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students identify upper- and lower-case letters in the text of a book. Students identify the parts of a book, hold the book correctly, and turn the pages.</td>
<td>Suggested Duration: 10-15 min. Content Objective: Students read independently and demonstrate reading from top to bottom and left to right.</td>
<td>Suggested Duration: 20-25 min. Content Objective: Students share their writing with others.</td>
</tr>
</tbody>
</table>

#### Mini Lesson

1. Play Alphabet Toss using a small ball. Stand in a circle. One student starts by saying "A" and then gently tosses the ball to another student. That student says "B" and tosses the ball. Continue through the entire alphabet. *(A similar game that emphasizes speed is Alphabet Hot Potato. Using the ball, go around the circle with each student naming one letter and quickly passing it to the next person.)*
2. Distribute name cards from Daily Lesson 1 to students.
3. Remind students that all books have parts in common (front cover, back cover, author, illustrator, title page). Ask student volunteers to point to these parts on the big book.
4. Review how to hold a book correctly. Turn the pages, and show that readers read top to bottom, left to right.
5. Use large movements and stretch hands from top (reaching toward the ceiling) to bottom (touching the floor). Practice several times moving from top to bottom, 1. Review the established procedures for Independent Reading by selecting 2-3 students to model how to select a book and read independently in designated spaces.
2. Review the concept of top to bottom and left to right using the large movements practiced during Shared Reading.
3. Display one page of the book and touch a random word. Ask: **Do I start reading here?** Repeat this procedure several times and touch different words on the page. Ask: **Which way do I read this page?**
4. Provide each student with their picture from the previous lesson.
5. Explain that students will take turns sharing their writing in small groups. Divide students into small groups.
6. Select a small group to model the procedures.

**Mini Lesson**

1. Remind students that all books have parts in common (front cover, back cover, author, illustrator, title page). Ask student volunteers to point to these parts on the big book.
2. Review how to hold a book correctly. Turn the pages, and show that readers read top to bottom, left to right.
3. Use large movements and stretch hands from top (reaching toward the ceiling) to bottom (touching the floor). Practice several times moving from top to bottom, 1. Review the established procedures for Independent Reading by selecting 2-3 students to model how to select a book and read independently in designated spaces.
2. Review the concept of top to bottom and left to right using the large movements practiced during Shared Reading.
3. Display one page of the book and touch a random word. Ask: **Do I start reading here?** Repeat this procedure several times and touch different words on the page. Ask: **Which way do I read this page?**
4. Provide each student with their picture from the previous lesson.
5. Explain that students will take turns sharing their writing in small groups. Divide students into small groups.
6. Select a small group to model the procedures.
3. Display the alphabet card with the letter Q. Explain that the name of this letter is Q and when Q is written this way is the upper-case Q. Explain that it can be written a different way. Display the card with the lower-case q. Ask students to name the letter. Explain that when it is written this way it is the lower-case q.

4. Instruct students to look at their name card for the letter q. If they find it, instruct them to stand up and put their finger on the letter q and show it to the class.

5. Repeat steps 3-4 with the letters r, s, and t.

emphasizing the vocabulary. Repeat the same concept moving from left to right.

4. Explain that words in books are written using the 26 letters of the alphabet. Open the big book to a page. Starting with the first word, identify the letters. Allow students to take turns coming to the front and using the pointer to name the letters in a word. for student assistance in finding the right starting place.

4. Next, track the text with your finger going backwards and in a random way. Ask: Is this the way the words should be read? Discuss responses.

5. Choose a student to demonstrate tracking correctly from top to bottom and left to right. Repeat steps 3 and 4 with several more pages and different students demonstrating.

Choose a student from the small group to share his or her writing. Instruct the student to make eye contact with the other students and then tell about his or her picture.

6. After the student has shared, have him or her select a different student to take a turn.

<table>
<thead>
<tr>
<th>Learning Applications</th>
<th>1. Students, either individually or with a</th>
<th>1. Follow this Shared Reading Routine:</th>
<th>1. Students read independently and/or</th>
<th>1. Students take turns sharing their writing in</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Students take turns sharing their writing in</td>
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</table>
partner, pull out the plastic letters and Handout: **Letter Sorting Mat.** They name the letters one at a time and place them in the correct column. Monitor and provide assistance as students are working.

2. When finished, students practice with other sorting mats.

3. Students use paper with their pre-printed name to practice tracing the letters of their name. Monitor and assist individual students with correct letter formation.

- Conduct a **Book Walk** of the selected text:
  - Show and discuss the cover
  - Read the title, author, and illustrator
  - Model how to hold a book and turn pages
  - Preview and discuss 2-3 illustrations
  - Pose questions that activate background knowledge, elicit predictions, and establish purpose for reading

- Conduct a **Read Aloud** of the selected text, stopping periodically to reinforce uppercase and lowercase letters in text and parts of a book, holding a book correctly and turning pages.

2. Actively monitor students as they read and provide support as needed.

2. Observe small groups to informally assess speaking and listening skills.
2. Divide students into pairs. Distribute a book to each student. Ask students to hold the book right side up in their laps.

3. Name parts of the book one at a time (front cover, back cover, author, illustrator, title page) and ask students to show their partners each part.

4. Next, instruct students to practice turning the pages gently, one at a time in the correct order.

5. Instruct partners to turn to the first page and then take turns showing the first word. Instruct partners to show how to follow the words from top to bottom and left to right.

6. Partners choose one page and take turns naming letters they recognize.

Engage in Guided Reading and Guided Writing Instruction as appropriate.

<table>
<thead>
<tr>
<th>Closure</th>
<th>1. Display a student’s name. Choose a different student</th>
<th>1. Ask: <strong>What do you know about books?</strong> Discuss</th>
<th>1. Choose several students to show a page from their</th>
<th>1. Ask: <strong>Why do writers share their writing with</strong></th>
</tr>
</thead>
</table>

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<th>**</th>
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<tbody>
<tr>
<td>to name the letters in order.</td>
<td>responses (e.g., the parts of a book, the direction that words are read, words are made of different letters).</td>
<td>book and tell one thing about the book.</td>
<td>others? Discuss responses.</td>
</tr>
<tr>
<td>2. Ask the student whose name it is if the letters were named correctly.</td>
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<tr>
<td>3. Repeat several times with different names. Remind students that our names are made of letters in a special order.</td>
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</tbody>
</table>
# Sharing Ideas

## Lesson Preparation

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<tr>
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<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
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<tbody>
<tr>
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<td>TEKS</td>
<td>Ongoing TEKS</td>
<td>TEKS</td>
<td>Ongoing TEKS</td>
</tr>
<tr>
<td></td>
<td>K.1B K.18C</td>
<td>K.Fig19E K.8A</td>
<td>K.1F</td>
<td>K.13 K.16Av,B K.18C K.22A</td>
</tr>
</tbody>
</table>

## Key Understandings and Guiding Questions

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How can you identify the letters of the alphabet?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - Why do stories happen in a certain order?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How do you know which way to read the words in a book?

- Writers develop ideas about what they know.
  - How can you get ideas for writing?

- Effective oral conventions enhance interpretation of the message.
  - What is the best way to share your ideas?

## Vocabulary of Instruction

- Alphabet
- Letter

- Sequence
- Order of events

- Page

- Idea
## Daily Lesson #: 09

### WORD STUDY
- Small pointer (1)
- Alphabet chart or banner with pictures (1)
- Set of alphabet cards (1)
- Set of large letter cards upper-case A-Z-upper-case (1)
- Set of large letter cards lower-case a-z-lower-case (1)
- Set of plastic letters A-Z and/or a-z (4)
- Handwriting paper (1 per student)
- Chart paper (if applicable)

### SHARED READING
- Grade-appropriate rhyming fictional story with a clear sequence of events (1)
- Chart paper (if applicable)

### INDEPENDENT READING
- Collection of grade-appropriate engaging books for student selection
- Chart paper (if applicable)

### WRITING
- Grade-appropriate rhyming fictional story with a clear sequence of events from Shared Reading (1)
- Highlighter (1)
- Chart paper (if applicable)

### Materials

#### Attachments and Resources

#### Advance Preparation
1. Prepare to display visuals as appropriate.
2. Create, or gather from previous lessons, the large letter cards (A-Z and a-z-upper- and lower-case).
3. Create a practice sheet for 1. Prepare to display visuals as appropriate.
4. Select a grade-appropriate rhyming book with clear sequence of events for Read Aloud.
5. Prepare to display visuals as appropriate.
6. Prepare to display visuals as appropriate.
<table>
<thead>
<tr>
<th>Daily Lesson #: 09</th>
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<th>SHARED READING</th>
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<tr>
<td></td>
<td>each student to trace his/her name. Use handwriting paper, a dotted font on the computer, or an online resource.</td>
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</tr>
</tbody>
</table>

### Background Information

### Teacher Notes

This **Instructional Routine** introduces the last six letters of the alphabet. Additional letter recognition activities may be placed in Learning Centers for students to have opportunities for additional practice and reinforcement of the skills introduced during the Word Study Lessons. Depending on the prior knowledge of students, some classes may need continuous review of letter names through direct instruction or Learning Centers added to future lessons.

Daily Lessons 9-11 focus on retelling or acting out events from a story. Nursery rhymes and rhyming books provide the foundation for these lessons. See the Lesson Organizer page for suggested resources.

This Daily Lesson continues to practice the behaviors of Independent Reading. Daily Lessons 9-11 review the components of print awareness focusing on how to hold a book, turn pages, and track words correctly. The same review is repeated intentionally for reinforcement and mastery of these concepts. If students need review on specific print awareness skills, the individual teacher can adjust the lesson accordingly.

Daily Lessons 9-12 continue to provide additional opportunities for students to create meaningful messages through pictures. Students will generate ideas for writing after reading familiar books.
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 09</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Objective</strong></td>
<td>Students demonstrate alphabetic knowledge by recognizing and naming the letters of the alphabet. Students sequence the letters in their name and begin to write their name.</td>
<td>Students retell important events from a story.</td>
<td>Students hold a book right side up, turn pages correctly, and track top to bottom and left to right during Independent Reading.</td>
<td>Students generate ideas for writing by listening to a familiar book. Students share their writing using complete sentences.</td>
</tr>
</tbody>
</table>

**Mini Lesson**

1. Distribute the uppercase large letter cards to six students (U, V, W, X, Y, Z). Model how to wear the card correctly.
2. Inform students that the letters we are using right now are called upper-case letters or capital letters. Explain that these are the last letters of the alphabet. Introduce each of the letters briefly.
3. Practice naming the letters in alphabetical order and in random order.
4. Select six other students and give them the lowercase cards to wear. Ask

1. Show the cover of the book for **Read Aloud**. Ask: *What would happen if I started reading the book from the last page or a middle page?* Discuss responses (e.g., stories usually have events that happen in a certain order or sequence).
2. Review the concepts of holding a book right side up, turning pages correctly, and tracking top to bottom and left to right. Call on students to demonstrate each concept using a big book.
3. Review Independent Reading procedures as needed.

1. Explain that, during this lesson, students will write about their favorite part from the book read aloud during Shared Reading.
2. Review the book by sharing the illustrations and discuss main events.
3. **Think Aloud** to tell about your favorite part of the story using the sentence stem: *My favorite part of the story was________.*
them to remain seated until they are called.

5. Say the letter *u*. Ask students to point to the person who is wearing the lower-case *u* large letter card. Ask that student to stand next the student with the uppercase *U*. Repeat the process with the remaining five letters, in order.

<table>
<thead>
<tr>
<th>Learning Applications</th>
<th>1. Distribute the upper-case large letter cards to</th>
<th>1. Follow this <strong>Shared Reading Routine:</strong></th>
<th>1. Students read independently and/or</th>
<th>1. In partners or small groups, students tell about</th>
</tr>
</thead>
</table>

Kindergarten
English Language Arts and Reading
Unit: 01
Lesson: 01
Suggested Duration: Days 1-12
students (A-Z). Practice chanting the alphabet slowly. Students stand up when their letter is named and line up in alphabetical order. Repeat with the lower-case large letter cards.

2. Play the Alphabet Race game to practice rapid letter recognition. Divide students into four lines. Place each of the four sets of plastic letters about 10 feet away from each line. The letters can either be placed in alphabetical order or in a random pile. Call out a letter name. The first student from each line races to their set of letters and finds the letter that was named then takes it back to their group. Continue until all letters have been called.

3. Provide students with a paper that has their name written in print to trace. Monitor and provide assistance to individual students as needed.

4. Actively monitor students as they read and provide support as needed.

- Conduct a Book Walk of the selected text:
  - Show and discuss the cover
  - Read the title, author, and illustrator
  - Model how to hold a book and turn pages
  - Preview and discuss 2-3 illustrations
  - Pose questions that activate background knowledge, elicit predictions, and establish purpose for reading

- Conduct a Read Aloud of the selected text, stopping periodically to discuss the important events in the story.

2. After reading the story, model how to retell the

3. Confer with students as they write. Ask guiding questions to prompt them to add details to their drawings. Encourage labeling by instructing students to write single letters or use invented spelling to tell about their drawings.

4. Instruct students to write their names on their papers. Use a highlighter to scaffold for those needing support.
<table>
<thead>
<tr>
<th>Closure</th>
<th>1. Write a student’s name on the board. Select a different student to name the letters in order.</th>
<th>1. Ask: <strong>What things do you do in your lives that happen in a certain order?</strong> Possible responses could include a bedtime routine, the routine of the school day, sports practice, etc.</th>
<th>1. Choose students to show a page in their book that was interesting and tell one thing about the book.</th>
<th>1. Review procedures for and conduct <strong>Author’s Chair</strong> routine. As time permits, invite 3-5 students to share.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ask the student whose name it is if the letters were named correctly. Repeat the procedure several times.</td>
<td></td>
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<tr>
<td>3. Remind students that our names are made of letters</td>
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</table>

Engage in Guided Reading and Guided Writing Instruction as appropriate.

Students on correct letter formation.

Important events in the story. Draw a simple picture on chart paper for each major event as it is retold.

3. Explain that students will act out the important events from the story.

4. Remind students that all stories happen in a certain order, or sequence. Assign story parts to students and instruct them to act out the book in the correct sequence. Reinforce the idea of sequence of events.

Closure

1. Write a student’s name on the board. Select a different student to name the letters in order.

2. Ask the student whose name it is if the letters were named correctly. Repeat the procedure several times.

3. Remind students that our names are made of letters.
in a special order.
## Sharing Ideas

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 10</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>TEKS</td>
<td>Ongoing TEKS</td>
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<td>Ongoing TEKS</td>
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<td>K.1B</td>
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<td>K.18C</td>
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<tr>
<td></td>
<td>K.1C</td>
<td>K. Fig19E</td>
<td></td>
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<td></td>
<td>K.7A</td>
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<tr>
<td></td>
<td>K.8A</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>K.1F</td>
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<td>K.13A</td>
<td></td>
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<tr>
<td></td>
<td>K.16Av,B</td>
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<td></td>
<td>K.22A</td>
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</tbody>
</table>

### Key Understandings and Guiding Questions

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What do you know about the letters of your name?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How are speaking and writing alike?
  - How do you know which way to read the words in a book?

- Awareness of the sound patterns of spoken words supports the development of word reading.
  - Why do nursery rhymes or stories happen in a certain order?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How do you know which way to read the words in a book?

- Writers develop ideas about what they know.
  - How can you get ideas for writing?

- Effective oral conventions enhance interpretation of the message.
  - What is the best way to share your ideas?
## Vocabulary of Instruction

<table>
<thead>
<tr>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Letter</td>
<td>• Rhyme</td>
<td>• Page</td>
<td>• Idea</td>
</tr>
<tr>
<td>• Rhyme</td>
<td>• Rhythm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rhythm</td>
<td>• Sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sequence</td>
<td>• Page</td>
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</tr>
</tbody>
</table>

## Materials

<table>
<thead>
<tr>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set of plastic letters A-Z and/or a-z (4)</td>
<td>• Small paper bag (1 per student)</td>
<td>• Collection of grade-appropriate engaging books for student selection (1+ per student)</td>
<td>• Grade-appropriate familiar fictional book different from Daily Lesson 9 (1)</td>
</tr>
<tr>
<td>• Small pointer (1)</td>
<td>• Sentence strips (varies)</td>
<td>• Chart paper (if applicable)</td>
<td>• Highlighter (1)</td>
</tr>
<tr>
<td>• Chart paper (if applicable)</td>
<td>• Chart paper (if applicable)</td>
<td>• Chart paper (if applicable)</td>
<td>• Chart paper (if applicable)</td>
</tr>
</tbody>
</table>

## Advance Preparation

1. Prepare to display visuals as appropriate.
2. Determine ahead of time if students are going to complete the Performance Indicator individually while other students are working.

1. Prepare to display visuals as appropriate.
2. Select several nursery rhymes for students to retell or act out using finger puppets or paper bag puppets.

1. Prepare to display visuals as appropriate.
1. Prepare to display visuals as appropriate.
<table>
<thead>
<tr>
<th>Daily Lesson #: 10</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>at Learning Centers or if all students will have individual sets of letters and will complete the Performance Indicator in a whole class setting. Prepare materials accordingly.</td>
<td>3. Prepare materials/templates for finger puppet and/or paper bag puppet templates. 4. Write the words on sentence strips, one line of the rhyme per sentence strip for each nursery rhyme.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Background Information**

This Instructional Routine assesses Performance Indicator 01.

- Rhythm - regular patterns that emphasize sound
- Rhyme - identical or very similar recurring final sounds in words; in poetry, rhyming words may occur at the ends of lines or within lines

**Teacher Notes**
## Instructional Routines

### Daily Lesson # 10

<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>Content Objective</strong></td>
<td>Students place the letters of their name in order and read the name aloud.</td>
<td>Students retell important events from a nursery rhyme.</td>
<td>Students hold a book right side up, turn pages correctly, and track top to bottom and left to right during Independent Reading.</td>
<td>Students generate ideas for writing by listening to a familiar book. Students share their writing using complete sentences.</td>
</tr>
<tr>
<td><strong>Suggested Duration</strong></td>
<td>20-25 min.</td>
<td>25-30 min.</td>
<td>10-15 min.</td>
<td>25-30 min.</td>
</tr>
</tbody>
</table>

### Mini Lesson

1. Review the letters of the alphabet using an alphabet chant and a selected alphabet song. Call on different students to use the pointer to touch letters on the alphabet chart or alphabet banner while the class chants and/or sings.
2. Using one set of letters, review that names are made of letters in a special order. Demonstrate how to make a name using the letters and then read the name.
3. Read aloud a nursery rhyme to students. Discuss how each nursery rhyme has a rhythm to it and includes rhyming words.
4. Explain that all stories, including nursery rhymes, have events that happen in a certain order, or sequence, to tell the story. Read back through the nursery rhyme one section at a time and talk about what event happened in that part. Ask students to explain the events in their own words.
5. Rearrange the sentence strips and read the nursery rhyme in a mixed-up order. Ask: Did that happen?
6. Review the concepts of holding a book right side up, turning pages correctly, and tracking top to bottom and left to right during Independent Reading.
7. Inform students that during this lesson, they will write about their favorite part in a familiar book.
8. Reread the familiar book, stopping to **Think Aloud** about what is happening.
9. Explain that reading books helps writers gather ideas to write about.
10. **Think Aloud** to tell about your favorite part.
## Learning Applications

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call on students individually to demonstrate proficiency with Performance Indicator: Using plastic upper- and lower-case letters, students spell and read their name aloud. Ask students to point to an upper-case letter in their name and then point to a lower-case letter in their name.</td>
</tr>
<tr>
<td>2.</td>
<td>Monitor and assess students’ knowledge of the letters in their name.</td>
</tr>
<tr>
<td>3.</td>
<td>Divide students into groups. Distribute copies of a familiar nursery rhyme.</td>
</tr>
<tr>
<td>4.</td>
<td>Distribute a template for a finger puppet or paper bag puppet and give directions for making puppets. (optional)</td>
</tr>
<tr>
<td>5.</td>
<td>Work with each group to recite and retell their nursery rhyme. Allow time for student groups to practice.</td>
</tr>
</tbody>
</table>

## Engage in Guided Reading and Guided Writing Instruction as appropriate.

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ask: Why is it important to know how to spell, read, and write your name? Discuss responses.</td>
</tr>
<tr>
<td>2.</td>
<td>Groups of students perform the nursery rhymes for the whole class.</td>
</tr>
<tr>
<td>3.</td>
<td>Choose students to show a page in their book and tell one thing about an event from that page.</td>
</tr>
<tr>
<td>4.</td>
<td>Conduct Author’s Chair routine, and reinforce effective listening skills through praise and recognition.</td>
</tr>
</tbody>
</table>

## Closure

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In partners or small groups, students tell about their favorite part of the familiar story.</td>
</tr>
<tr>
<td>2.</td>
<td>Distribute plain paper and instruct students to draw and label a picture to tell about their favorite part of the story.</td>
</tr>
<tr>
<td>3.</td>
<td>Confer with students. Encourage them to add details to their drawings and add labels consisting of words, letters, and invented spelling.</td>
</tr>
<tr>
<td>4.</td>
<td>Instruct students to write their names on their papers.</td>
</tr>
</tbody>
</table>
## Sharing Ideas

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 11</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.2C,D</td>
<td></td>
<td>K.Fig19E K.7A K.8A</td>
<td>K.1F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K.13A K.16Av,B K.18C K.22A</td>
</tr>
</tbody>
</table>

### Key Understandings and Guiding Questions

- Awareness of sound patterns of spoken words supports the development of word reading.
  - Why are rhyming words important to readers and writers?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - What is the same about nursery rhymes?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - How do you know which way to read the words in a book?

- Writers develop ideas about what they know.
  - How can you get ideas for writing?

- Effective oral conventions enhance interpretation of the message.
  - Why do you share your ideas?

### Vocabulary of Instruction

- **Rhyme**
- **Rhythm**
- **Sequence**
- **Page**
- **Independent reading**
- **Idea**
<table>
<thead>
<tr>
<th>Daily Lesson #: 11</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
| **Materials**     | • Set of five paired rhyming picture cards (1 per group)  
                     • Pair of grade-appropriate nursery rhymes (1)  
                     • Chart paper (if applicable)  | • Set of markers or crayons (1 set per student)  
                     • Drawing paper (1 per student)  
                     • Chart paper (if applicable)  | • Collection of grade-appropriate engaging books for student selection  
                     • Chart paper (if applicable)  | • Highlighter (1)  
                     • Grade-appropriate familiar fictional book different from Daily Lesson 10 (1)  
                     • Chart paper (if applicable)  |
| **Attachments and Resources** | | | | |
| **Advance Preparation** | 1. Prepare to display visuals as appropriate.  
  2. Write two nursery rhymes on chart paper. This Daily Lesson uses "Humpty Dumpty" and "Hickory Dickory Dock" as examples. A different nursery rhyme may be chosen from district resources.  
  3. Create or download picture cards with rhyming pairs of words. Include five pairs of words for each set of cards.  | 1. Prepare to display visuals as appropriate.  
  2. Make a set of sequencing cards by drawing four simple pictures to correspond with the sequence of events for selected nursery rhymes.  | 1. Prepare to display visuals as appropriate. |
### Background Information

Rhyming is an important phonological skill that helps young children develop an awareness of similarities and differences in how words sound. The ability of Kindergarten students to distinguish and produce rhyming words will vary greatly depending on the amount of exposure prior to starting school. The ability to generate rhyming words is a reflection of an understanding of the concept of rhyme.

Refer to Daily Lesson 10 Shared Reading

### Teacher Notes

Students who lack experience may need additional practice with rhyming songs, poems, and books in order to internalize the concept of rhyme. This Daily Lesson uses "Humpty Dumpty" and "Hickory Dickory Dock" as examples. A different nursery rhyme may be chosen from district resources.

The following Instructional Routine uses "Hickory Dickory Dock" as an example. A different nursery rhyme may be chosen from district resources.
### Instructional Routines

<table>
<thead>
<tr>
<th>Daily Lesson # 11</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 distinguish rhyming pairs of words from non-rhyming pairs and generate new rhyming words when given a key word.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students retell the important events in a nursery rhyme and respond to the rhythm and rhyme.</td>
<td>Suggested Duration: 10-15 min. Content Objective: Students hold a book right side up, turn pages correctly, and track top to bottom and left to right during Independent Reading.</td>
<td>Suggested Duration: 25-30 min. Content Objective: Students generate ideas for writing by listening to a familiar book. Students share their writing using complete sentences.</td>
</tr>
<tr>
<td><strong>Mini Lesson</strong></td>
<td>1. Display and read aloud the nursery rhyme &quot;Humpty Dumpty,&quot; then choral read together. Say these words: <strong>wall, fall.</strong> Ask: <strong>What do you hear that is the same in these words?</strong> Lead students to understand that the words both end with <strong>all.</strong> Ask: <strong>What other words can we think of that have all at the end?</strong> Either say them orally or write them on a list. Explain that words that end with the same vowel part are called rhyming words.</td>
<td>1. Ask: <strong>What are some things we do in our classroom that we always do in a certain order, or sequence?</strong> Examples might include lining up for lunch, procedure for coming to the whole group area/carpet, morning procedures for entering the classroom. 2. Review that every story happens in a certain order, or sequence, just like we sometimes do things in a certain order. 3. Read aloud the selected</td>
<td>1. Review the concepts of holding a book right side up, turning pages correctly, and tracking top to bottom and left to right. Call on students to demonstrate each concept using a big book.</td>
<td>1. Explain that, during this Daily Lesson, students will write about their favorite part in a familiar book. 2. Reread the familiar book, stopping to <strong>Think Aloud</strong> about what is happening. 3. Explain that reading books can give us ideas for writing. <strong>Think Aloud</strong> to tell about your favorite part. Use the sentence stem: <strong>My favorite part of the story is __________.</strong></td>
</tr>
</tbody>
</table>

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Kindergarten
English Language Arts and Reading
Unit: 01
Lesson: 01
Suggested Duration: Days 1-12
2. Repeat step 1 with "Hickory Dickory Dock" and the rhyming words *dock, clock*. Brainstorm other words that end with *ock*.

3. Using the words from the nursery rhymes, play a game of Do They Rhyme? Say two words from the nursery rhyme or from the list and ask students to show thumbs up if they rhyme or thumbs down if they do not rhyme. For example: *dock, one; clock, tock; mouse, ran; men, again*. Continue the game with other words or picture cards.

**Learning Applications**

1. Divide students into groups of 2-3. Give each group a set of rhyming picture cards. Instruct students to name the pictures and find the matching pairs. Instruct students to switch sets and continue practicing.

2. Actively monitor students as they read and provide support as needed.

1. Students read independently and/or retell for a developmentally appropriate amount of time.

1. In partners or small groups, students take turns using the sentence stem to share about their favorite parts of the story.

2. Distribute plain paper and instruct students to draw and label pictures to share their favorite part of the story.
Hickory Dickory Dock,
The mouse ran up the clock.
The clock struck one
The mouse ran up the clock.
Hickory Dickory Dock!
Hickory Dickory Dock,
The mouse ran up the clock.
The clock struck two
The mouse ran up the clock.
Hickory Dickory Dock!

1. Select several picture cards to use as a review. Display a picture card and ask students to say words that rhyme with the picture.

2. Distribute a page for each student to illustrate. Assemble the book. While assembling the book, ask: How do I know which order the pages should go in? What do we call that? Discuss responses.

3. Confer with students. Use questioning to prompt them to add details to their drawings. Assist students with adding labels to their drawings. Instruct students to write their names on their papers.

4. Conduct Author's Chair routine. Select 2-3 students to comment and provide feedback on the shared writing.
## Sharing Ideas

### Lesson Preparation

<table>
<thead>
<tr>
<th>Daily Lesson #: 12</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
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<tr>
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<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

### Key Understandings and Guiding Questions

- Awareness of sound patterns of spoken words supports the development of word reading.
  - How do you know when words rhyme?

- Awareness of sound patterns of spoken words supports the development of word reading.
  - What do you know about rhyming words?

- Understanding that print is associated with spoken language supports the development of reading and writing.
  - Why do authors write a book in a certain order?

- Writers develop ideas about what they know.
  - How can you get ideas for writing?

- Effective oral conventions enhance interpretation of the message.
  - What is the best way to share your ideas?

### Vocabulary of Instruction

- Rhyme
- Rhyme
- Sequence
- Idea

### Materials

- Plastic ball (1)
- Chart paper (if Grade-appropriate)
- Grade-appropriate
- Grade-appropriate
<table>
<thead>
<tr>
<th>Daily Lesson #: 12</th>
<th>WORD STUDY</th>
<th>SHARED READING</th>
<th>INDEPENDENT READING</th>
<th>WRITING</th>
</tr>
</thead>
</table>
|                   | • Rhyming picture card (1 card per student)  
                   • Manila or construction paper (1 per student)  
                   • Chart paper (if applicable) | applicable | nursery rhyme and/or a fictional book read in previous lessons (1)  
                   • Collection of previously read grade-appropriate nursery rhymes and/or fictional books  
                   • Collection of grade-appropriate engaging books for student selection  
                   • Chart paper (if applicable) | familiar fictional book different from Daily Lesson 11 (1)  
                   • Highlighter (1)  
                   • Chart paper (if applicable) |

### Attachments and Resources
- • Handout: *Rain, Rain, Go Away!* (1 per student)

### Advance Preparation
1. Prepare to display visuals as appropriate.
2. Write the words to “Rain, Rain, Go Away!” on chart paper.
3. Duplicate one small (half-sheet or smaller) rhyming picture card for each student.
   1. Prepare to display visuals as appropriate.
   2. Gather nursery rhymes and poems used in previous lessons.
   3. Duplicate Handout: *Rain, Rain, Go Away!* (1 per student)
   1. Prepare to display visuals as appropriate.
   2. Choose a previously read nursery rhyme or *Read Aloud* book to use as a model.
   1. Prepare to display visuals as appropriate.
<table>
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<tr>
<td>4. Conduct an online search for possible resources for video clips with music and finger play motions, rhyming cards, and additional rhyming activities.</td>
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**Background Information**

This Instructional Routine assesses Performance Indicator 02.

**Teacher Notes**

UNDERDEVELOPED CONCEPT: It is not unusual for students to confuse words that rhyme with pairs of words that begin with the same initial sound. Continuous instruction and practice will lead to eventual understanding.
### Instructional Routines

<table>
<thead>
<tr>
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</thead>
</table>
| **Duration and Objective** | Suggested Duration: 20-25 min.  
Content Objective: Students distinguish rhyming pairs from non-rhyming pairs and generate rhyming words. | Suggested Duration: 25-30 min.  
Content Objective: Students listen to a poem and identify rhyming words from non-rhyming words. Students generate words that rhyme with other words from the poem. | Suggested Duration: 10-15 min.  
Content Objective: Students retell an important event from an Independent Reading book. | Suggested Duration: 25-30 min.  
Content Objective: Students generate ideas for writing by listening to a familiar book. Students share their writing using complete sentences. |
| **Mini Lesson** | 1. Display the words to the rhyme “Rain, Rain, Go Away!” Sing the song together.  
2. Circle or highlight the rhyming words on the chart (away, day, play). Brainstorm other words that rhyme with day.  
3. Use the Rhyming Picture Cards from Daily Lesson 11 to play Do They Rhyme? Display two picture cards and ask students to name the pictures. Instruct students to show thumbs up if they rhyme and thumbs down if not. | 1. Display and read together chorally a few of the nursery rhymes and poems practiced in Daily Lessons 9-11.  
2. After reading each one, say one of the words from the poem that has a rhyming word in the poem. (For example: In Humpty Dumpty, say wall.) Ask:  
*What is a word in the poem that rhymes with ___? What other words can you think of that rhyme with ___?*  
3. Review that rhyming words sound the same at the end. | 1. Ask: What is the purpose of Independent Reading? Discuss responses, including learning how to handle books and discovering what types of books the students enjoy.  
2. Review that stories happen in a certain order, or sequence, just like we do things in a certain order.  
3. Display an example from a nursery rhyme or book previously read and discuss the sequence of events from that selection. | 1. Explain that during this lesson students will write about their favorite part in a familiar book.  
2. Reread the familiar book stopping to Think Aloud about what is happening.  
3. Remind students that reading can give us ideas to write about.  
4. Model using complete sentences while telling about your favorite part of the familiar story. Use the sentence stem: *My favorite part of the story is _______.* |
they do not rhyme. Ask: What part of the word sounds the same? (For example: If the words are sock and block, the students should respond by saying ock.)

4. Explain that it is the ending part of the word that makes a rhyme and not the beginning sound. Give some examples and non-examples.

4. Explain to students that they have two choices for Independent Reading. They may choose a new book or a familiar book/nursery rhyme to read from the collection. Remind students to hold the book correctly and to turn pages gently.

5. Quickly sketch a simple drawing of your favorite part of the story. Write a simple sentence to tell about the picture.

Learning Applications

1. Students sit in a circle to play the game “Roll the Ball”. To play, show a rhyming picture card and ask students if they can think of words that rhyme. Roll the ball to three different students. After the three words have been given, all students repeat the rhyming words aloud.

1. Call on students individually to demonstrate proficiency with Performance Indicator 02.

2. While assessing students, other students can work in centers or complete Handout: Rain, Rain, Go Away! Students write their name and the name of a friend in the blanks and draw a picture of what they like to play when it is not raining.

2. Actively monitor students as they read and provide support as needed.

1. Students read independently and/or retell for a developmentally appropriate amount of time.

1. Remind students of the 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)
1. Instruct students to glue that picture on the left side of a piece of construction or manila paper.

3. Model for students how to think of a rhyming word that matches the picture and draw it on the right side. Allow time for students to complete their picture. Write the word under the picture for each student.

2. Students turn to a partner to tell about their favorite part using the sentence stem.

3. Instruct students to draw and label a picture about their favorite part.

4. Confer with students and assist them in adding labels to their drawings. Support those who are ready to write phrases or sentences.

5. Instruct students to write their names on their papers.

<table>
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<th>Engagement in Guided Reading and Guided Writing Instruction as appropriate.</th>
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<tr>
<td><strong>Closure</strong></td>
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<td>1. Select 3-5 students to show their rhyming pictures, or divide students in groups of four and ask each student to share with their group.</td>
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<tr>
<td>1. Ask: <strong>Which nursery rhyme or poem is your favorite? Why?</strong> Discuss responses.</td>
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<tr>
<td>1. Select students to show a page in their book and tell what important event was happening at that point of the story or choose a student to retell 2-3 events from their story in order.</td>
</tr>
<tr>
<td>1. Conduct <strong>Author's Chair</strong> routine using the sentence stem: <strong>My favorite part of the story is_________.</strong></td>
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**Bold black definitions:** Standards for Ensuring Success from Kindergarten to College and Career, 2009 University of Texas System/Texas Education Agency
### T Chart

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<thead>
<tr>
<th>Letters (A)</th>
<th>Numbers (1)</th>
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</table>
Rain, Rain, Go Away!

Rain, rain, go away!
Come again another day.
______________ and ________________
want to play.

Rain, rain, go away!
Letter Sorting Mat