

## Literacy Instruction Framework

### A Day of Reading & Writing Instruction in Full-Day Kindergarten

Second Semester

*Click on the blue underlined words to see video clips, pictures, or documents of the various lesson components.*

#### 25 Minutes Whole-Group Explicit Reading Instruction

Students are seated on the rug in whole-group instruction area.

**9:10 – 9:15** (5 minutes)

**Phonemic Awareness:** Students will sing [“I Can Spell Hat”](#) to review and practice previously learned onsets and rimes (-at, -og, -et). Students will sing the [song](#) again using examples of words with the [-un rime](#) (bun, sun, fun). (RF.K.2a, RF.K.2e)

**9:15 – 9:30** (15 minutes)

**Phonics:** Teacher will introduce the -un rime by calling it a word family and making an analogy to a house where family members live. Teacher will show the students a picture of each -un word (run, fun, sun, and shun) and share what the word means. These are the same -un words the students saw when they sang “I Can Spell Hat.” Students will identify the initial sound (onset) for each word, including the *sh* digraph. Students will recognize that the -un rime will be consistent in each word because all four words belong to the same word family. Students will use Total Physical Response (TPR) to segment the -un words. Students’ hands will be a rollercoaster going up and down a hill to segment and blend onsets and rimes. Teacher will complete the -un family anchor chart through shared writing. (RF.K.2c-e)

**9:30 – 9:35** (5 minutes)

**High-Frequency Words:** Teacher will review previous week’s sight words (two and to). Teacher will introduce this week’s sight words (four and for). Teacher will help students identify which word, *for* or *four* is correct within the context of a sentence. Students will identify, write, and spell the correct word on a T chart. Students will do “fast write” to practice writing the sight words accurately and quickly on their white boards. (RF.K.3c, L.K.1e, L.K.4a)

#### 30 Minutes Reading and Analysis of Complex Text Literature/Informational Text

Students are seated on the rug in whole-group instruction area for the read aloud.

**9:35 – 9:40** (5 minutes) Students will watch a short video clip, “Thunder and Lightning,” from Discovery Education. With a partner, students will recall previous information learned about thunder storms, as well as new learning that occurred from the video clip.

**9:40 – 10:05** (25 minutes)

**Vocabulary/Reading Literature:** The teacher will ask students to recall the three things that happen during a thunderstorm – lightning, thunder, and rain. Students will recall the roles of an author and illustrator in a text. After reviewing what thunder boomer means, the teacher will continue reading the literary text, [Thunder Boomer!](#) by Shutta Crum. [Thunder Boomer!](#), a literary text, can be paired with [Feel the Wind](#), an informational text, for a unit on weather. The teacher will read aloud pages 16-20 focusing on ways in which the illustrations support the text and how the illustrations provide new information. The beginning of the story was read earlier in the week. On page 16, the teacher will teach the word *herd*. She will use Total Physical Response

(TPR) to demonstrate how the mother herds or gathers the children inside. Students will find evidence in the illustrations to support the words in the text and locate the evidence by coming up to the Promethean Board and pointing to the evidence. The book will be on the ELMO. Why was mother herding the children inside? On page 17, dad is drenched. The students will look for more evidence in the illustrations. Teacher will give examples of drenched and use TPR to explain the meaning of the word. Teacher will teach the words grumpy, stalks, and sops in the same manner. On pages 18-19, teacher will review onomatopoeia words (Zzzzt!, Boom! Boom!, Thump-wump! etc.) Teacher will discuss the word follow, using TPR to model how thunder follows lightning. (RL.K.1, RL.K.4, RL.K.6, RL.K.7, RI.K.6)

See March 2015 edition of [The Kindergarten Chronicles](#) for more weather lesson ideas.

### 60 Minutes Differentiated Reading Instruction

Students are at their seats, working at different literacy stations around the classroom, and meeting at the teacher table for small group instruction. Below are some literacy station activities based on the “organic” planning approach. Refer to the [Literacy Stations Planning Template](#) for more details.

**10:10 – 10:20** (10 minutes)

#### **Explanation/Review of Literacy Stations and Purposeful Learning Tasks**

**10:20 – 11:00** (50 minutes)

**ABC/Word Study:** The students will review and sort words containing the *-at*, *-og*, and *-et* rimes. Students will read their sorts to a partner and then listen to a partner read their sort. Students will check each other for accuracy. Students will choose one word containing the *-at*, *-og*, and *-et* rime and write a sentence for each word. (RF.K.1b, RF.K.3d, L.K.2d)

**Library:** The students will choose literary and informational books about weather that were previously read aloud during class from the labeled book baskets or individual book boxes. Students will read the pictures and/or words. Students may read to themselves or to a buddy. Students will share their favorite part of a book orally to a buddy or through a written book review. (RL.K.10, RI.K.10, SL.K.1)

**Poetry:** Students will correctly sequence the “Rain, Rain Go Away” poem in a pocket chart. Students will insert different classmate’s names on sentence strips into the poem and read the poem aloud while tracking print. Students will locate high frequency words in the poem and frame them. Students will locate rimes in the poem and frame them. Students will practice previous weeks’ poems using the same strategies and techniques. (RF.K.1a-c, RF.K.3c, RF.K.4)

**Writing:** Students will compose an informative/explanatory piece in which they name a type of weather and supply some information about the topic. Students can create a step book and use the weather anchor charts created in class for assistance with vocabulary. Students will refer to the classroom word wall for assistance with high frequency words. Students will illustrate each page and illustrations will match the text. (W.K.2, RF.K.3c, L.K.2a-d)

**Big Book:** The students will choose familiar big books about weather (*It Looked Like Spilt Milk*, *What Will the Weather Be Like Today?*, and *One Stormy Night*) that were previously read aloud during class. Students will read the pictures and/or words. Students may read to themselves or to a buddy. Students can use pointers to track the print as they read. Students will share their

favorite part of book orally to a buddy or through a written book review. (RF.K.4, RL.K.10, RI.K.10, SL.K.6)

**Computer/Technology:** The students will practice skills already taught using computer programs specific to the school site such as Earobics, ABC Mouse, or Smarty Ants. (RF.K.3a, RF.K.2a-e)

**Listening:** The students will listen to the story *Cloudy with a Chance of Meatballs* by Judi Barrett with purpose and respond through written form (pictures or words). (SL.K.2, W.K.2, W.K.3)

**10:10-11:00** (50 minutes)

### **Flexible Small-Group Instruction**

The teacher will meet with three to four groups daily for 10-15 minutes each. These groups have been determined using data from various site based assessments. No more than five to six students will be placed per group. Refer to the [Small Group Template](#) for more details.

Picture cards are ideal for the small group lessons described below. There are free resources available on Carl's Corner website.

Here are the direct links to the word families chosen for this lesson:

<http://www.carlscorner.us.com/Toons%20CD%20Files/Toons%20Practice%20Pages/Toons%20Word%20Family%20Sets/Toons%20ab.pdf>

<http://www.carlscorner.us.com/Toons%20CD%20Files/Toons%20Practice%20Pages/Toons%20Word%20Family%20Sets/Toons%20un.pdf>

### **Skills Focus Lesson – Alphabet Group**

Phonemic Awareness (2-3 minutes) - Play “Do these words rhyme?” Provide students with two picture cards from the *-un* and *-ab* rimes. Here are some examples: *-un* (fun, bun, sun, nun, spun, shun, run) and *-ab* (cab, nab, scab, tab, gab, dab). Students identify if the two words rhyme and explain their reasoning. (RF.K.2a)

Alphabet Recognition/Phonics (5 minutes) - Many students at this level may still be confused at the directionality of *u* and *n*. Using a whiteboard, practice writing the letters by dictating which letter you would like them to write. Produce the sounds of *u* and *n* and have students write the correct letter. (L.K.1a, RF.K.3a)

Vocabulary/High Frequency Words (3-5 minutes) - Many words with the *-un* rime will be unfamiliar to your students. Using the picture cards, discuss the clues and why a particular picture is used for the words. Students at this level understand *sun* because the picture is a common noun, but *spun* may need more development because the picture might show a spider on a web. Practice HFW using the “fast write” technique described above. (K.L.6, RF.K.3c)

Text (5-7 minutes) –Students will read a decodable book to reinforce the sound of short *u*. (RF.K.4)

### **Skills Focus Lesson – Blending Group**

Phonemic Awareness (2-3 minutes) - Play “Do these words rhyme?” Provide students with two word cards using the *-un* and *-ab* rimes. Here are some examples: *-un* (fun, bun, sun, nun, spun, shun, run) and *-ab* (cab, nab, scab, tab, gab, dab). Students identify if the two words rhyme and explain their reasoning. If time permits, segment and blend the sounds in the *-un* words using Elkonin boxes. (RF.K.2a,c)

Alphabet Recognition/Phonics (5 minutes) - Provide spelling practice to the students by showing them an *-un* picture card and having them write the *-un* word. This group will also benefit from sound-by-sound blending work. (L.K.2d)

Vocabulary/High Frequency Words (3-5 minutes) - Many words with the *-un* rime will be unfamiliar to your students. Using the picture cards, discuss the clues and why a particular picture is used for the words. Students at this level understand sun because the picture is a common noun, but spun may need more development because the picture might show a spider on a web. Practice HFW using the “fast write” technique described above. (K.L.6, RF.K.3c)

Text (5-7 minutes) – Students will read a text to reinforce sound vowel sounds and HFW. (RF.K.4)

### **Skills Focus Lesson – Early Reading Group**

Phonemic Awareness (2-3 minutes) – Pairs will do a Blind Sort with the *-ab* and *-un* rimes.

Partners will sit back to back. Partner A will read a word and partner B will have to listen and identify which rime (*-ab* or *-un*) the word contains. Partners correct each other immediately if an error is made and show the person the word card. Switch roles. (RF.K.2a,c)

Alphabet Recognition/Phonics (5 minutes) – This group should begin applying their knowledge of the *-un* rime to multisyllabic words that include the *-un* rime. For example, give the word *thunder* and see if they can spell it applying their word knowledge. Other examples include *funny*, *running*, and *dunk*. (Although the *-unk* rime may be taught at a different time.) Dictate sentences with *-un* words and HFW for the students to write on their white boards. (L.K.2a-d)

Vocabulary/High Frequency Words (3-5 minutes) – Many words with the *-un* rime will be unfamiliar to your students. Using the picture cards, discuss the clues and why a particular picture is used for the words. Students at this level understand sun because the picture is a common noun, but spun may need more development because the picture might show a spider on a web. Practice HFW using the “fast write” technique described above. (K.L.6, RF.K.3c)

Text (5-7 minutes) - Students will read a text to reinforce decoding and comprehension skills. (RF.K.4, RL.K.3)

### **5 Minutes Closure**

Students are seated on the rug in whole-group instruction area.

**11:05 – 11:10** (5 minutes)

The teacher will select a sentence frame relating to literacy station time and ask students to orally complete the sentence. Students will turn to a partner and share. For example, “On a scale of 1-5, I give myself a \_\_\_ during station time today because \_\_\_.” Or “What did I do to help myself become a better thinker at stations today?” Students can share out their response or their partner’s response with the whole group. These sentence frames promote a class discussion on what went well and what needs troubleshooting during station time. (SL.K.1a, SL.K.6)

**Lunch**

## Writing 40 Minutes

Students are seated on the rug in whole-group instruction area.

**12:00 – 12:15** (15 minutes)

**Mini-lesson:** Teacher will review opinion writing on favorite kinds of weather from previous day. Teacher will have students recall two things they need to do as writers – state their opinion and provide details. Students will think about themselves as writers using conventions. Teacher will review the [Student Guide for Opinion Writing](#) from the [K Formative Assessment Tools](#). Teacher will review the four bullets under the Conventions section of the Student Guide and ask students to provide examples. Using a writing “sample” from a previous year’s student, students will look for convention errors (capitals, punctuation, spacing, spelling, etc.). Students will identify and discuss the errors with a partner and then share out whole group. Teacher will make the corrections using the Elmo and a blue pen. Teacher will explain how partners will edit each other’s paper for conventions using a blue pen.

**12:15 – 12:35** (20 minutes)

**Small-Group/Independent Work:** Students will share their opinion piece on their favorite kind of weather with a partner. Partners will spread out around the room and sit on the floor together. Partners will edit each other’s paper using the Convention section of the Student Guide and a blue pen. Partners will write on each other’s paper to correct the convention error(s). Teacher will be conferencing with pairs of students as they edit.

**12:35-12:40** (5 minutes)

**Closure:** Teacher will ask, “What did you do as writers today?” Students will share out examples of the types of conventions they edited while conferencing with their partner. Teacher will ask students to give a thumb up if they feel very confident with editing for conventions, a thumb sideways if they feel somewhat confident editing for conventions, and a thumb down if they don’t understand how to edit for conventions. (K.W.1, K.W.8, SL.K.6, RF.K.1, RF.K.3a, L.K.1a, L.K.2)

