

Literacy Instruction Framework

A Day of Reading & Writing Instruction in Half-Day Kindergarten

Mid October

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

15 Minutes Whole-Group Explicit Reading Instruction

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

9:10 – 9:13 (3 minutes)

Phonemic Awareness: Students will sing one song, such as [Alphabet Rap](#) or the Name Game song to reinforce initial letter sounds. (RF.K.2d, RF.K.1d, RF.K.3a)

9:13 – 9:25 (12 minutes)

Phonics/[Handwriting](#): (Day 1) The teacher will introduce the name and sound for the letter *Rr*, following the scope and sequence from the Core Source Book. The teacher will model for students how to produce the sound of the letter with their mouth. The students will practice the sound. The teacher will model the correct letter formation for writing an uppercase and lowercase *Rr*. The students will practice writing uppercase and lowercase *Rr* on a white board. Using a white board without lines, allows students to approximate while writing.

(RF.K.1d, L.K.1a, RF.K.3a)

Phonics/[Vocabulary](#): (Day 2) The teacher will draw a [Circle Map](#) on chart paper with the letter *Rr* in the center. The class will brainstorm words that begin with the sound. After discussing these vocabulary words, the teacher will write the word and include a sketch or picture of the word on the Circle Map. The class will review and read all of the words they brainstormed. Students will be given lined paper to practice writing the letter *Rr*.

(Day 3) The class will review the vocabulary from the Circle Map and recall the initial sound of *Rr*. The class will vote on a word/picture from the Circle Map that will represent the letter for their classroom alphabet chart. For example, the class may select *robot*. A picture of a robot will be hung on the alphabet chart. The class will create and practice a movement to associate with the sound and picture. Students will use the visual cue (robot picture), auditory cue (sound of *Rr*), and kinesthetic cue (robot motion) to recall the letter *Rr*. The teacher can hang the [Circle Maps](#) around the room to add to the environmental print while reinforcing vocabulary. (L.K.2c, SL.K.5, SL.K.1a, RF.K.1b)

Additional Follow-Up Activities: (Day 3) Students draw [Sound Lines](#) on their white board. The teacher will say a word containing the initial or final sound of *Rr*. [Students](#) will listen for the sound at the beginning or end of the word and write the letter on either the first (beginning) or second (final) sound line. For example, if the word is *read*, the [students](#) write an *r* on the first sound line. Students will create their own Circle Maps by drawing pictures of words that begin with the letter *Rr* and labeling the pictures. Teachers with Smart Boards or Promethean Boards

can visit www.starfall.com and play the ABC song for students to track the print and practice the letter names and sounds. The teacher can play the animated book to accompany each alphabet letter. Students can add any new words learned from the website to their Circle Maps. (RF.K.2d, SL.K.5, RF.K.3a, RF.K.1d)

By day 4, a new letter should be introduced and the process repeated with the new letter.

10 Minutes Reading and Analysis of Complex Text Literature/Informational Text

Students are at their seats and relocate to the whole-group instruction area for the read aloud.

9:30 – 9:40 (10 minutes)

Language: (Day 1) The teacher will introduce the high frequency word(s) for the week (you) and review previous weeks' words (on, in). The teacher will read aloud, *From Seed to Pumpkin* by Wendy Pfeiffer, for enjoyment. (RF.K.3c, RF.K.5, RF.K.6)

Vocabulary/Reading Informational Text: (Day 2) The [teacher](#) will teach vocabulary words prior to reading (moist, prickly) and “tell” words while reading (soil, roots). The teacher will read up to page 13 of [From Seed to Pumpkin](#). The teacher will lead a discussion on the main topic of the text and ask students to retell key details of the text thus far. Remaining parts of the story will be read throughout the week. (RI.K.2, RI.K.4)

In order for half-day students to experience paired texts, a poem about pumpkins, such as [“Pumpkin Pumpkin”](#), can be sent home and the students can practice reading the poem orally each night for homework. The same poem can be placed in the poetry station for students to read and manipulate during literacy stations.

From Seed to Pumpkin

30 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.

9:45 – 10:15 (30 minutes)

Explanation/Review of Literacy Stations and Purposeful Learning Tasks

Refer to the separate [literacy stations planning template](#).

ABC/Word Study: The students will sort picture cards of items that begin with the initial sound of *Rr* and those that do not begin with *Rr* (previous letter sounds learned). 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 attempt to label the pictures (initial, final, medial sound) using a dry erase marker. (L.K.5a, RF.K.1b, L.K.2c)

Library: The students will choose literary and informational books 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 book orally to a buddy or through a written book review. (RL.K.10, RI.K.10, SL.K.6)

Poetry: Students will correctly sequence the “Pumpkin Pumpkin” poem in a [pocket chart](#). Students will match the correct picture from the poem with the corresponding text on sentence strips. Students will read the poem aloud to practice fluency, while tracking print. Students will locate high frequency words 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 use the sentence frame, “I can _____.” Students will use the word wall, if needed, to write the words “I can _____” on both sides of a sheet of paper. The sentences can also be written on the back of [pictures](#) to provide a scaffold to those who need it. Students will use the word bank or brainstorm words on their own to complete the sentence frames. Students will illustrate both sides of the paper. Illustrations will match the text. (L.K.1f, L.K.2 a,c-d, RF.K.3c, W.K.8)

Big Book: The students will choose familiar big books 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 Starfall. (RF.K.3a, RF.K.2a-e)

Listening: The students will listen to a story, “[Pick a Pumpkin Mrs. Millie](#)” by Judy Cox with purpose and respond through written form (pictures or words). (SL.K.2, W.K.2, W.K.3)

Flexible Small-Group Instruction

The teacher will meet with two groups daily for 10-15 minutes each. The highest needs groups will be seen most frequently. These groups have been determined using data from various site based assessments. No more than five students will be placed per group. The three main groupings stages are listed below. An additional group may be added to any stage, depending on the needs of the class.

Refer to the separate lesson template for the structure of small group lessons.

Alphabet Group: Students will learn letters and sounds. This group meets daily and goes to the teacher table first, so they are less distracted. Text: [Wordless Book](#) (RF.K.3a, RF.K.3c)

Blending Group: Students will practice blending CVC words. Text: [Letters/Sounds](#) (RF.K.3b, RF.K.3c)

Early Reading Group: Students will read decodable books to prepare for leveled readers. Text: [Predictable Text](#) (RF.K.3, RF.K.3c)

5 Minutes Closure

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

10:15 – 10:20 (5 minutes)

The teacher will select a sentence frame relating to literacy station time and ask students to orally complete the sentence. For example, “One new thing I learned at stations today is ____.” Or “I helped a friend during literacy stations today by ____.” These sentence frames promote a class discussion on what went well and what needs troubleshooting during station time. (SL.K.1a, SL.K.6)

Writing 20 Minutes

Students are seated on the rug in whole-group instruction area for the mini-lesson, return to their seat for independent writing time, and then meet again on the rug for closure.

10:25 – 10:30 (5 minutes)

Mini-lesson: (Day 1) The teacher will create a [Tree Map](#) on chart paper with *Pumpkins* as the topic. The teacher will discuss how the class has learned some key details about pumpkins through the read aloud *From Seed to Pumpkin*. The teacher will write the word *are* on the first “branch” of the Tree Map. Through shared writing, the students will brainstorm ideas to be added to the Tree Map (pumpkins are... orange, big, round, soft, etc.). The teacher will [model how to complete the sentence](#) (while pointing to each word on the Tree Map), *Pumpkins are orange*. The students will orally share their sentence idea with their writing partner.

(Day 2) The teacher will review and model how to choose one idea from the Tree Map and write the complete sentence, *Pumpkins are* _____. The teacher will also model drawing with details so the illustration supports the written text. (L.K.1f, L.K.6, L.K.5a, RI.K.7, L.K.2)

10:30 – 10:40 (10 minutes)

Small-Group/Independent Work: (Day 1) Students will write in a Writer’s Notebook containing blank pages to allow for approximation. Students will write their own sentence about pumpkins. Students will complete the sentence frame, *Pumpkins are (orange, round, little, etc.)* _____. Students can use the Tree Map ideas for support. Some students may write more than one sentence or combine two ideas for a compound sentence. The teacher will circulate and conference with individuals or small table groups.

(Day 2) Students will finish their sentence(s) and draw a detailed picture to support their sentence. The teacher will circulate and conference with individuals or small table groups. If students finish the assignment, they can free write in their journal. (W.K.2, L.K.2d, RI.K.7, RF.K.1a-c, L.K.1f)

10:40-10:45 (5 minutes)

Closure: Students will share their completed sentence(s) and illustration with their writing partner. The teacher will [choose a few students](#) to share on the Elmo to show examples of different student writing features. (SL.K.1a, SL.K.6)

This lesson can be integrated with the science curriculum to provide more time for writing.

During science time, the word 'have' can be added to the second branch of the Tree Map. Using the same format described above, students can brainstorm and complete the following sentence frame, Pumpkins have (stems, seeds, skin, etc.) _____. Students can illustrate their sentence to match their text. A third branch of the Tree Map can eventually be added with the word 'can' to create a third sentence, Pumpkins can (be carved into a jack-o-lantern, be cooked in a pie, be grown on a farm or bought at the store, etc.)_____. This lesson can be used for other science and social studies topics such as insects, community helpers, penguins, etc.