

Lessons and Activities Level K

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Management Guide (7 pages) Teacher's Guide (7 pages) Instructional Routine Cards (6 pages) Student Guided Practice Book (6 pages) Games Booklet (2 pages)



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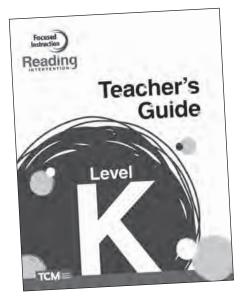


Management Guide

Level

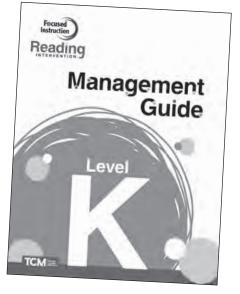


Resource Overview

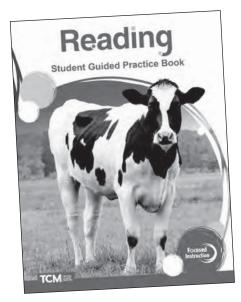


Teacher's Guide

Deliver 30 easy-to-use, research-based lessons that include explicit instruction of key reading comprehension skills and strategies.

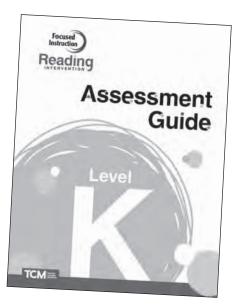


Management Guide Explore best practices for implementing effective reading intervention.



Student Guided Practice Book

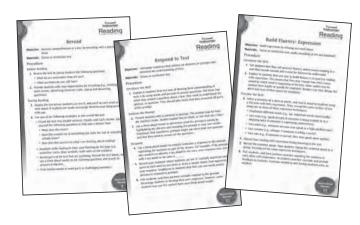
Full-color student activities, including differentiated student pages for each lesson. All student pages are available on the TCM Learning Platform.



Assessment Guide

Monitor progress through flexible assessment opportunities, including a placement test, benchmark assessments, checklists, rubrics, and summative assessments.

Resource Overview (cont.)



Instructional Routine Cards Support instruction through consistent routines for students as they read a variety of texts.



TCM Learning Platform

Access all program resources and enhance instruction through lesson slides, support videos, assignable student pages, and digital assessments with student performance reporting.



Games Booklet This resource, used with the game cards, allows students to build vocabulary by exploring word parts and morphology.



Build-a-Word Cards

Six decks each of game cards support students as they explore the complexities of word analysis.

TCM Learning Platform

All program components are accessible in digital form via the TCM Learning Platform. This digital platform also houses additional resources for the successful implementation of *Focused Instruction: Reading Intervention*. Information for accessing the digital resources can be found in the TCM Learning Platform Quick Start Guide. Scan the QR code or visit this link to get started: **tcmpub.digital/FIR/quickstart**.



Assessments and Reporting

Assessments can be assigned to students and completed on the TCM Learning Platform. All items are standards-aligned and autoscored providing immediate feedback to students and teachers. Performance Reports allow teachers to monitor student performance, identify gaps,





and determine next steps for instruction.

Digital Student Guided Practice Book Pages

Each page of the *Student Guided Practice Book*

is offered in digital form. Students can print

and download pages, enabling easy sharing of completed learning activities.

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Lesson Instruction Slides

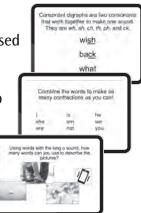
Lesson Instruction slides support the delivery of instruction during Parts 1 and 2 of each lesson. They help teachers connect the dots between

student-facing content and instructional strategies.



Quick View Slides

Each lesson includes a Quick View presentation to be accessed during instruction in Part 5. These Quick View slides offer opportunities for whole-group analysis of word parts and morphology by building and breaking down singleand multisyllable words.



Home-School Connection

The TCM Learning Platform is available to students and their families from any connected device. Each lesson series includes a family engagement letter to further support the home-school connection.



Videos

Teachers can access professional development videos that support program implementation and delivery of instruction. See page 57 for more information about these videos. To access the



Reading Intervention videos, scan the QR code or visit this link: tcmpub.digital/FIR/videos.

Level K Standards Correlation

Standard	Focused Instruction: Reading Intervention Level K
Foundational Skills—Print Concepts	
Follow words from left to right, top to bottom, and page by page.	Lesson 2; Lesson 3; Lesson 12; Lesson 21; Lesson 26
Recognize that spoken words are represented in written language by specific sequences of letters.	Lesson 5; Lesson 14; Lesson 16; Lesson 22; Lesson 28
Understand that words are separated by spaces in print.	Lesson 7; Lesson 11; Lesson 19; Lesson 24; Lesson 30
Recognize and name all upper- and lowercase letters of the alphabet.	Lesson 1; Lesson 4; Lesson 6; Lesson 8; Lesson 9; Lesson 10; Lesson 13; Lesson 15; Lesson 17; Lesson 18; Lesson 20; Lesson 23; Lesson 25; Lesson 27; Lesson 29
Foundational Skills—Phonological Awa	reness
Recognize and produce rhyming words.	Lesson 29; Lesson 30
Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.	Lesson 5; Build It!
Foundational Skills—Phonics and Word Re	cognition
Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	Lesson 30; All games
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Lesson 3; Lesson 5; Lesson 21
Count, pronounce, blend, and segment syllables in spoken words.	Lesson 2
Blend and segment onsets and rimes of single syllable spoken words.	Lesson 29; Build It!
Know and apply grade-level phonics and word analysis skills in decoding words.	Lesson 2; All games
Foundational Skills—Fluency	
With support, read emergent-reader texts with purpose and understanding.	All lessons
Literature—Key Ideas and Details	
With prompting and support, ask and answer questions about key details in a text.	Lesson 2; Lesson 4; Lesson 18
With prompting and support, retell familiar stories, including key details.	Lesson 15; Lesson 16; Lesson 17
With prompting and support, identify characters, settings, and main events within a story.	Lesson 5; Lesson 6; Lesson 7; Lesson 8; Lesson 23
Literature—Craft and Structure	
Ask and answer questions about unknown words in a text.	Lesson 2; Lesson 18; Lesson 22; Lesson 30

Level K Standards Correlation (cont.)

Standard	Focused Instruction: Reading Intervention Level K
Recognize common types of texts.	Lesson 6; Lesson 26; Lesson 27; Lesson 29
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Lesson 22
Literature—Integration of Knowledge an	d Ideas
With prompting and support, describe the relationship between illustrations and the story in which they appear.	Lesson 26
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Lesson 4; Lesson 9
Informational Text—Key Ideas and De	tails
With prompting and support, ask and answer questions about key details in a text.	Lesson 1
With prompting and support, identify the main topic and retell key details of a text.	Lesson 10; Lesson 11; Lesson 12; Lesson 13; Lesson 14; Lesson 19
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Lesson 3
Informational Text—Craft and Struct	ure
With prompting and support, ask and answer questions about a text.	Lesson 1; Lesson 11; Lesson 12; Lesson 13; Lesson 14
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Lesson 19; Lesson 20; Lesson 21; Lesson 25; Lesson 26
Informational Text—Integration of Knowledg	e and Ideas
With prompting and support, describe the relationship between illustrations and the text in which they appear.	Lesson 19; Lesson 20; Lesson 21; Lesson 25; Lesson 26
With prompting and support, identify the reasons an author gives to support points in a text.	Lesson 23
With prompting and support, identify basic similarities in and differences between two texts on the same topic.	Lesson 24
Language—Vocabulary Acquisition	I
Identify new meanings for familiar words and apply them accurately.	Lesson 8; Lesson 16; Lesson 21
Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	Lesson 3; Lesson 21; Lesson 23
Sort common objects into categories to gain a sense of the concepts the categories represent.	Lesson 3; Lesson 11; Lesson 12; Lesson 15; Lesson 25; Sort It!
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.	Lesson 10; Lesson 13; Lesson 26; Lesson 27; Lesson 28
Identify real-life connections between words and their use.	Lesson 1; Lesson 6; Lesson 8; Lesson 19; Lesson 21

Level K Standards Correlation (cont.)

Standard	Focused Instruction: Reading Intervention Level K				
Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.	Lesson 4; Lesson 9; Lesson 14; Lesson 18; Lesson 24				
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Lesson 2; Lesson 7; Lesson 16; Lesson 17; Lesson 19; Lesson 20				
Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Lesson 1; Lesson 4; Lesson 12; Lesson 18; Lesson 20; Lesson 21				
With guidance and support from adults, explore word relationships and nuances in word meanings.	Lesson 1; Lesson 4; Lesson 5; Lesson 7; Lesson 10; Lesson 13				
Writing—Opinion and Argumentativ	'e				
Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or a text with at least one supporting reason.	Lesson 3; Lesson 11				
Writing—Informative and Explanato	Writing—Informative and Explanatory				
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Lesson 1; Lesson 2; Lesson 4–10; Lesson 12–21; Lesson 23; Lesson 24–28; Lesson 30				
Writing—Narrative					
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Lesson 22; Lesson 29				

WIDA Standards	
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	All lessons
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	All lessons

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Learning Outcome

Identify the main topic and retell key details in a nonfiction text. Throughout the lesson, use the *Determine the Main Topic* (page 73 of the *Assessment Guide*) when you see the icon to collect formative assessment data and measure students' progress toward the learning outcome.

Lesson Preview

	Part 1	Part 2	Part 3	Part 4	Part 5
Summary	Students explore word relationships to understand word meanings, participate in a read- aloud of a text, and learn to identify the main topic and key details.	Students participate in a read-aloud of a text and practice identifying the main topic and key details in order.	Students complete a formative assessment and practice building CVC words by playing Build It!	Students participate in differentiated instruction and write about the text.	Students practice reading with expression and use a new text to ask and identify the main topic and key details in order.
Materials	 page 59 of the student book Instructional Routines 1 and 3 <i>Concept Map</i> (page 202) images of sequential steps for planting a seed 	 pages 59–60 of the student book Instructional Routines 2 and 4 <i>Concept Map</i> (from Part 1) 	 pages 60–61 of the student book game cards page 10 of the <i>Games Booklet</i> page 103 of the <i>Assessment Guide</i> <i>Concept Map</i> (from Part 2) 	 pages 62–63 of the student book Instructional Routines 4 and 12 images of a sequential process 	 page 64 of the student book Instructional Routines 3 and 13 Lesson 10 Quick View slides

Possible Student Misconception

Students who have difficulty recalling information may struggle to remember the sequential details included in the texts. Have students create simple images on sticky notes that represent the steps in each text, and prompt them to practice placing the images in sequential order and describing them. You may also draw or locate images for students to sequence and describe.

Encourage students to use ordinal numbers (e.g., *first*, *second*, *third*) when describing the images.





Multilingual Support

This icon indicates places where multilingual support is built into the lesson.



Remember

Send home the family engagement letter for Lessons 10–11.

Lesson 10 Instruction slides available.

Main Topic and Key Details

Vocabulary Warm-Up

Se an whole group 5–10 min.

- 1. Read aloud the following sentence from "Make a Home for a Goldish" (page 59 of the student book): This will keep the water from getting dirty.
- 2. Follow the *Build Vocabulary* routine (card 1) using the word *dirty*, ensuring that students understand that dirty means "something has dirt on it."
- **3.** Say, "Antonyms are words that are opposites of each other, like big and small. Understanding antonyms can help us visualize and understand new words. What are some antonyms of *dirty?*"
- 4. Have partners brainstorm antonyms of *dirty*, and then share their responses with the group. Guide students to the following antonyms: clean and clear.
 - 5. Model rewording the original sentence using the word *clean*. (This will keep the water clean.) Tell students that the words *dirty* and *clean* are related; they are opposites.

Explain



- 6. Prior to the lesson, locate and prepare to share the following images: a seed being planted in soil, soil being watered, and a seedling sprouting. Say, "I will show you some pictures. Think about the big idea, or main topic, that connects them." Show the images one at a time in random order, and have partners guess the topic.
- 7. Invite partners to share their predictions with the whole group and explain their thinking. Tell students that the big idea, or main topic, connecting the pictures is growing, or growing seeds.
- 8. Say, "The main topic of a nonfiction text is what the text is mostly about. The details in stories give more information or specific examples."

9. Have partners discuss the details they see in each picture. Invite partners to share with the whole group. As students share, emphasize that the details give more information about the main topic (growing seeds).

Multilingual Support

Provide additional opportunities for students

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to determine the topics of sets of images and

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describe the details. .

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Read the Text



- 10. To activate and build students' background knowledge, explain and display images of the basic supplies needed to set up a fish tank (tank, filter, water, and air).
- **11.** Follow the *Shared Reading* routine (card 3) to read aloud "Make a Home for a Goldfish."

Practice the Skill



- **12.** Display *Concept Map* (page 202). In the center circle, write and read aloud the sentence frame *This text is mostly about* .
- 13. Say, "The main topic is what the text is mostly about. Many times, authors give clues in the title or within the text." Use a think-aloud model to develop and record the following main topic: This text is mostly about how to make a home for a goldfish.
- 14. Have student volunteers share key details from the text that provide examples of steps for making a home for a goldfish. (buy a tank, fill the tank with water, add a filter, put in plants, add a detail, put the fish inside) Record students' responses on Concept Map.

Lesson 10 Instruction slides available.

Part 2

Lesson 10

Main Topic and Key Details

Review and Apply the Skill

10–15 min. Se a a whole group

- 1. Display *Concept Map* from Part 1 of the lesson. Review what the main topic of a passage is, emphasizing that the title gives clues to what the text is mostly about.
- 2. Say, "Key details give specific examples or facts about the main topic. Sometimes, authors share key details in sequential order, which means they are in order from first to last."
- 3. Ask, "What is the first thing you need to do when you make a home for a goldfish?" (Buy a tank.) Explain to students that this detail is important because it is the first step for making a home for goldfish. Record this detail on Concept Map, and label it with a 1.
- **4.** Display the text, and draw students' attention to the numbered steps. Explain that sometimes authors use numbers to show the sequence, or order, of key details.
- **Multilingual Support**
- Make connections to step-by-step processes
- that students complete during their daily
- routines, such as tying their shoes or lining
- up in the classroom. Have students practice
- identifying and numbering the steps in these

.

- familiar routines to build understanding of
- sequential text structure. . . .

Read



- **5.** Say, "As we reread the text today, listen for the order of the key details. We will practice putting the details in sequential order."
- 6. Follow the *Reread* routine (card 4) using "Make a Home for a Goldfish." Record additional details on *Concept Map*, ensuring that each step is listed.
- 7. After reading, review the key details that you recorded. Emphasize that each detail supports the main topic by explaining a step in making a home for a goldfish. Work together to number the details in sequential order.
- **8.** Have students work independently or with partners to complete How Do You Make a Goldfish Home? (page 60 of the student book).

Concepts of Print: Recognize and Name Letters



- **9.** Follow Steps 3–4 of the *Alphabet Arc* routine (card 2) to introduce the names of three or four capital or lowercase letters. Choose which letters to teach based on your scope and sequence. (See page 56 in the Management Guide for more information.)
- **10.** Follow Steps 5–7 of the routine to reinforce the new letters. Then, follow the same steps to review three or four previously taught letters.

Skill Warm-Up

5-10 min.

- 1. Display the completed *Concept Map* from Part 2 of the lesson, and reference it while reviewing the main topic and key details in "Make a Home for a Goldfish."
- Pair students, and have partners practice retelling the key details in sequential order. Invite volunteers to retell the key details to the whole group.
 - **3.** Tell students that they will each complete a quick check to show that they can identify the main topic and key details in a text.

Quick Check



- **1.** Have students complete *Quick Check* (page 61 of the student book).
- **2.** Review the correct answers together as a group. Answers are provided on page 188 in this book.
- **3.** Based on the results of the *Quick Check* and your observations throughout the lesson, identify students who may benefit from focused reteaching and students who may benefit from extended learning opportunities. See page 57 of the *Assessment Guide* for more information about analyzing formative assessment data and making these instructional decisions. Differentiation will take place on the next day of instruction.

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Multilingual Support
Prior to completing the Quick Check,
review the terms before and after with
students. You may consider using "Make
a Home for a Goldfish" to ask students
questions using the frames What happens
before _____? and What happens after
_____?
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Interactive Word Study

🅎 15-20 min. 🗿 🖓 😰 small group

- **1.** Facilitate Build It! (page 10 in the *Games Booklet*). Directions are also provided on page 190 of the student book.
- 2. As students play, listen to ensure they understand how to use letters to build words. For students needing support, model saying the sound of each letter as you place cards to build CVC (Consonant-Vowel-Consonant) words.
- **3.** Annotate your observations using the *Gameplay Checklist* (page 103 of the *Assessment Guide*).

Differentiation

Based on the results of the previous day's *Quick Check* and observations throughout the lesson, place students in two groups. (See page 57 of the *Assessment Guide* for more information about analyzing formative assessment data and making these instructional decisions.)

- For students who require reteaching, deliver the Focus Mini-Lesson while the other students independently complete *Feeding a Pet—Extend* (page 62 of the student book).
- Then, have the groups switch, and deliver the Extend Mini-Lesson to students who meet or exceed the expected benchmarks while the other students complete *Feeding a Pet—Focus* (page 63 of the student book).

Writing About Text



- **1.** Follow the *Reread* routine (card 4) using the *Quick Check* story, "Feed a Goldfish."
- 2. Follow the *Respond to Text* routine (card 12).
- **3.** After finishing the differentiated lessons, give students more time to complete their writing pieces.

Multilingual Support

- Work as a group to brainstorm a list of
- familiar pets and the basic steps for feeding
- them. Draw and label simple pictures for
- students to reference as they complete their
- writing pieces.

Focus Mini-Lesson



- 1. Prior to the lesson, locate and prepare to share three images of a sequential processes, such as washing hands or getting ready for school.
- 2. Say, "Sometimes, the main topic of a text is about how to do something. When this is the case, the key details are usually sequential steps, explaining how to complete each part, one step at a time. The order is important."



- 3. Display the images you prepared in random order. Ask, "What are these pictures mostly about?" Pair students, and have partners discuss the main topic of the images. Guide students to use the sentence frame, *These pictures are mostly about* _____.
- 4. Have students assist you as you place the images in sequential order. Once the images are correctly ordered, model describing the images using simple sentences and the transition words *first, next*, and *last*.
- **5.** Repeat with additional simple sequential processes as time allows.

Extend Mini-Lesson



- **1.** Follow the *Reread* routine (card 4) using "Make a Home for a Goldfish."
- 2. Assign each student a step from the text. Distribute sticky notes to students, and instruct them to use words and pictures to describe their assigned steps.
- 3. Work together as a group to place the sticky notes in sequential order. Display the sticky notes.
- **4.** Pair students, and have partners practice retelling the key details from the text in sequential order.

Quick View



- **1.** Display *Quick View Lesson 10* where all students can see it.
- After displaying the slides, work together to brainstorm additional words that begin with /l/. Emphasize to students that the letter / represents the sound /l/.

Fluency Practice



1. Follow the *Build Fluency: Expression* routine (card 12) using the following sentence from "Make a Home for a Goldfish" (page 59 of the student book):

"They will love their tank!"

Summative Assessment

A summative assessment to gauge student progress toward mastery of the learning outcomes for Lessons 10–11 is provided on page 116 of the *Assessment Guide*. It is recommended this assessment be administered after Lesson 11.

Independent Work



1. Follow the *Shared Reading* routine (card 3) to read aloud "Clean a Fish Tank" on *Practice Main Topic and Key Details* (page 64 of the student book), and have students work independently or with partners to complete the activity.

Multilingual Support

- Have partners use the images and blank
- drawing frames to retell the key details

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- before drawing and writing.
- **2.** You may provide students with the following activity to complete instead of or in addition to the activity in the student book.
 - On a separate sheet of paper, create a sixth step for cleaning a fish tank. What could you do after you return the fish to the tank? Write a sentence and draw a picture.



Instructional Routine

Build Vocabulary

Objective: Explicitly teach new vocabulary to help students build their depth of knowledge.

Materials: fiction or nonfiction text

Procedure Introduce the Skill

- 1. Before the lesson, select no more than three words in the text that have useful applications across content and contexts and that also may be unfamiliar to students. Prepare to share student-friendly definitions of the words.
- 2. Tell students they will learn meanings for words that will help them understand what they read.

Define the Words

- **3.** Write the words you selected where students can see them. Read the words aloud, and have students repeat them.
- **4.** Ask students to rate their understanding of the meaning of each word using the following hand gestures:
 - thumbs up: know it well
 - thumb to the side: know it a little
 - thumb down: do not know it
- 5. For words students identify that they know well, have them define the words and record their responses. Share the student-friendly definitions you prepared, one at a time. Discuss students' definitions compared to the definitions you provide.

Build Vocabulary (cont.)

Engage with the Words

- **6.** Select at least one of the following strategies for students to engage with the words:
 - Provide pictures that support the definitions of the words in context. For example, when introducing the word team, share a picture of a sports team.
 - Have students demonstrate the words through short skits or hand gestures, or help students find real-life examples of words.
 - Have students look for word parts they know (e.g., un-, -ed, -s). Discuss how understanding these parts can help them understand the whole word.
 - Provide words related to the selected words, and have students discuss the connections. For example, when defining the word mad, share the words upset and angry. Discuss the relationship among the words, including organizing the words in order of intensity.

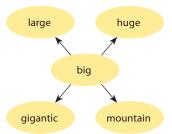
Multilingual Support

Support students in creating illustrated dictionaries they can add and refer to throughout the year. Scribe the definitions of the words, and have students draw pictures. Use the following graphic organizer for each entry.

Word	Meaning	Picture

Scaffolded Support

Work with students to create word association webs using the selected words. For example, for the word big, work with students to generate a map with written words or drawings that represent words, such as huge, large, gigantic, and mountain.



This routine is based on "Effective Vocabulary Instruction Fosters Knowing Words, Using Words, and Understanding How Words Work" by Margaret McKeown.



Alphabet Arc

Objective: Recognize and name capital and lowercase letters.

Materials: Lowercase Alphabet Arc (digital file), Capital Alphabet Arc (digital file), capital and lowercase letter manipulatives or cards

Procedure

Introduce the Skill

- 1. Provide students with Lowercase Alphabet Arc, and display a copy where students can see it. Say, "Every letter has a name. We will use the alphabet song and the Lowercase Alphabet Arc to practice naming each letter." Sing the alphabet song together, pointing to each letter as it is sung. Have students point to the letters on their alphabet arcs.
- **2.** Continue to follow Step 1 until students have demonstrated mastery of one-to-one correspondence with the letters while singing the song.

Introduce the Letters

- 3. Select three or four capital or lowercase letters to introduce, and write them where students can see them. (See the Alphabet Pacing Plan in the Management Guide for more information on selecting letters.) One at a time, say, "This is a lowercase/capital _____." Have students repeat the names of the letters and skywrite the letters using their pointer fingers.
- 4. As a group, discuss the lines that form each letter, such as horizontal and vertical lines, curves, diagonals, and the heights of the lines.

Use the Alphabet Arc

- 5. Distribute a copy of Lowercase Alphabet Arc or Capital Alphabet Arc to each student, depending on which letters you are teaching. Say the names of each newly introduced letter one at a time, and have students locate them on their alphabet arcs. Have students repeat the names of the letters as they trace them with their fingers on the arcs.
- **6.** Gather students together, and have them assist you as you model matching letter cards or manipulatives to the alphabet arc.
- 7. Pair students or have them work in small groups. Distribute a set of letter manipulatives or cards to each group, and have them match the cards or manipulatives of the newly introduced letters to the alphabet arcs.

Instructional Routine

Alphabet Arc (cont.)

Multilingual Support

- When singing the alphabet song, sing slowly and clearly enunciate the letters l, m, n, o, and p. Have students watch your mouth as you form the letters, and repeat them slowly.
- Use the Build Vocabulary routine (card 1) to explicitly teach the terms students will use to describe the lines that form the letters in Step 4 (e.g., horizontal, vertical, diagonal).

Scaffolded Support

- During Step 3, provide students with textured surfaces, such as sandpaper, shaving cream, or sand trays, to practice forming the letters and promote development of sensory pathways that support memory.
- During Step 4, model using chenille stems to describe the lines that form the letters. Provide students with chenille stems, and have them practice forming the lines.
- During Step 6, provide students with only letter cards and manipulatives that have been taught rather than a full set. As students master letters, add in unfamiliar letters during this step for students to locate the correct cards or manipulatives.

This routine is based on a strategy from Literacy Strategies for Early Childhood by Jodene L. Smith.



Shared Reading

Objective: Build knowledge and vocabulary while listening to a text read aloud. **Materials:** fiction or nonfiction text, audio recording of the text (optional)

Procedure

Activate and Build Background Knowledge

- 1. Display the text where students can see it. Read the title and author aloud. Discuss the illustrations or photographs.
- 2. Ask students to make predictions about what the text will be about. For nonfiction texts, ask, "What do you already know about this topic?" For fiction texts, ask, "What do you think will happen?"
- **3.** Be prepared to address student misconceptions as they share their background knowledge and make predictions. This may include watching videos, referencing reliable internet sources, or displaying images during or after reading.

Read-Aloud

- 4. Explain to students that one way to read a text is to follow along as someone else reads it aloud. Suggest that students use their fingers or straight edges to hold their place as they listen and follow along. (Rather than reading aloud yourself, you may choose to play the audio of the text and have students follow along.)
- 5. To increase student engagement and accountability during a read-aloud, consider one of the following strategies:
 - **Echo Reading**—The teacher reads aloud one section of the text and stops. Students echo the teacher by reading aloud the same section of text in the same way.
 - Fill-in-the-Blank Reading—The teacher reads aloud, and students follow along. The teacher leaves out key words, and students decode the missing words.
 - **Partner Reading**—Pair students and have them read short sections of the text, describe the pictures, or retell sections of text that have already been read aloud.



Shared Reading (cont.)

6. Pause periodically as you read to ask questions specified in the lesson plans or to monitor for understanding. For example, you may ask, "What is happening in the story?" or "What have you learned so far?"

Connect New and Prior Knowledge

- 7. After reading, facilitate a discussion with students about how the information in the text connects to what they already know or how it helped them come to a new understanding.
- **8.** Provide students with the following sentence frames to facilitate discussion.
 - I learned _____.
 - This reminds me of _____.
 - Now, I also know _____.
 - I used to think _____, but now I know _____.

Multilingual Support

- Read slower than your natural pace. Carefully enunciate each word to help students follow along.
- When activating background knowledge, provide the sentence frames, I know _____ or I think _____. Model using the sentence frames before asking students to share their responses.
- Display pictures or images representing important words, phrases, or plot points in the text. Reference these images during reading to help students visualize new concepts and to support comprehension.

Scaffolded Support

- When using the fill-in-the-blank read-aloud strategy, determine the words students will fill in before you read aloud and share them with students. Have students quickly practice pronouncing each word.
- Follow the Build Vocabulary routine (card 1) to introduce new vocabulary before reading, and have students mark or identify the words in the text as you read.

This routine is based on Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction by Doug Lemov, Colleen Driggs, and Erica Woolway.



Make a Home for a Goldfish

You bought a goldfish at the pet store! Here is how to make a home for your new buddy.

- **1.** Buy a tank. Make sure it is the right size. It should be big.
- 2. Fill the tank with fresh water.
- **3.** Add a filter to the tank. This will keep the water from getting dirty.
- **4.** Put in some plants. This will add air to the water.
- **5.** Add a detail. This might be a shell or a log. This will give the goldfish a place to hide.
- **6.** Put your fish inside. They will love their tank!

—Amanda Jackson Green



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Name:

/Lesson 10 Independent

Practice

How Do You Make a Goldfish Home?

Directions: Listen to "Make a Home for a Goldfish." Use the Word Bank to fill in the key details. Then, draw a picture of a completed goldfish home.

	tank	Word Banl filter	k plants
1.	Buy a		
2.	Fill the tank	with water.	
3.	Add a		
4.	Put in some		·
5.	Add a deta	il. {	



Directions: Listen to your teacher read the text. Then, answer each question.

Feed a Goldfish

Here is how to feed your goldfish.

- **1.** Open the food carton.
- **2.** Shake a small bit of food into the water.
- **3.** Watch your fish eat!
- **4.** Repeat at the same time each day.

1.	Fill	in	the	b	lank.	
	Thi	s te	ext	is	most	ly

- about how to ____.
- take care of a goldfish
- B feed a goldfish
- make a home for a goldfish

- 2. What do you need to do before you shake food in the water?
 - Open the food carton.
 - B Watch your fish eat.
 - Repeat at the same time each day.
- **3.** Write the numbers 1–3 to place the key details in order.

____Shake a small bit of food into the water.

____Watch your fish eat.

____Open the food carton.

Lesson 10 Formative

ssessment

Date: _____

Name:

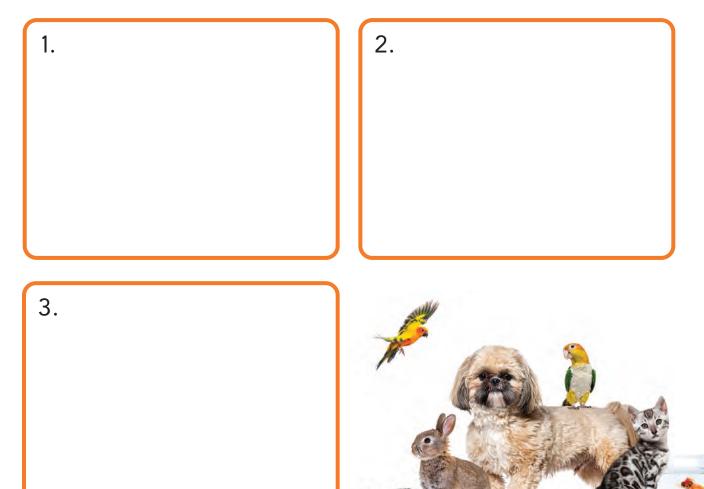
/ Lesson 10 Writing—Extend

Feeding a Pet

Directions: Listen to the prompt. Then, complete the activity.

In "Feed a Goldfish," the author writes the steps for feeding a goldfish. Draw the steps for feeding another pet. The pet can be real or made up! Complete the sentence.

My text is mostly about how to feed _____

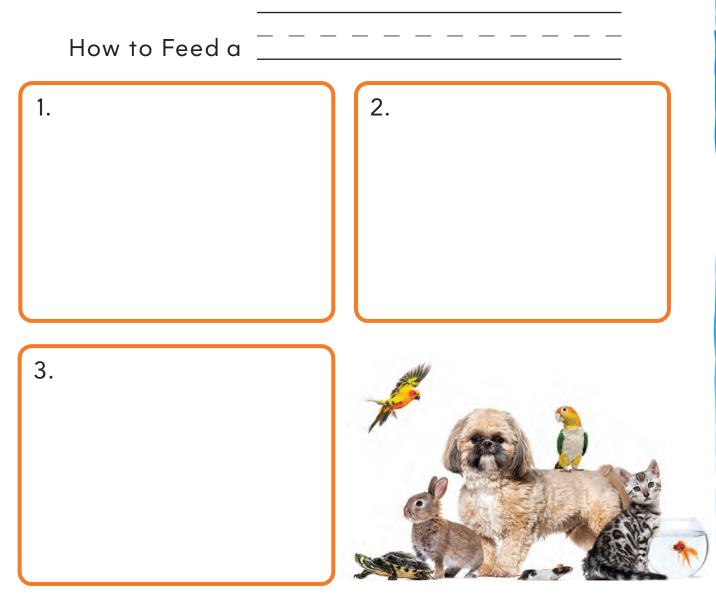




Feeding a Pet

Directions: Listen to the prompt. Then, complete the title and draw pictures.

In "Feed a Goldfish," the author writes the steps for feeding a goldfish. Draw the steps for feeding another pet. The pet can be real or made up! Complete the title.



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/Lesson 10 Independent

Practice

Practice Main Topic and Key Details

Directions: Listen to the text. Then, draw and label one key detail.

Clean a Fish Tank

This is how you clean a fish tank.

- 1. Put your fish into a bowl of fresh water.
- 2. Take everything out of the tank.
- 3. Scrub the tank with hot water. Do not use soap! This can harm the fish. Then, rinse the tank.
- **4.** Add fresh water, new plants, and the filter.
- **5.** Return the fish to the tank.





Game Overview

Students each hold one card in their hands and take turns flipping over cards from the draw pile, placing them face up in the center of the gameplay area. The first player to combine the card in their hand with any combination of face-up cards to form a word wins the round. **Note:** Use only the lowercase letter cards for this game.

Teacher Tip: Some students may not be developmentally ready to build words. Consider adapting the game to have students match the cards in their hands to the capital or lowercase letters. If you adapt the game in this way, the winner of the game is the first to make a match. Have students name the letters and say the sounds as they flip cards over.

Multilingual Support

Create a list of three to five CVC words and display them where students can see. Have students try to build one of the words, referencing the posted words as they play.

Scaffolded Support

Play with a smaller deck of cards by removing some of the game cards. Include cards with one or two phonics patterns that students require additional support with and include patterns that students have already mastered.

Game Variations

Take Two

• Players hold two cards in their hands. The first player to combine both cards with any combination of face-up cards to form a word wins the round.

Roll and Flip

• Players roll a number cube to determine how many cards from the center pile they will flip over during each turn.

Team Up

• Players are paired or placed in small groups. Each team holds one card per player, and they work together to form words using the cards in their hands and the face-up cards.



Build It!

Skill: Use consonants and vowels to build words. **Materials:** deck of game cards **How to Win:** The first player to use the card in their hand and any face-up card(s) to build a word wins.

Setup

- 1. Shuffle the game cards.
- Sit in a circle, and pass out one card to each player. Place the remaining cards in a face-down pile in the center of the circle.
- **3.** The oldest player goes first. Then, continue taking turns around the circle.

How To Play

- 1. On your turn, flip over one card from the center pile. Place it face up in the center of the playing space.
- 2. Try to create a word with the card in your hand plus any face-up cards. If you can build a word, place the game cards in order in the center of the playing space. Then, read aloud the word. Work together as a group to decide if the cards form a word.
- **3.** If the cards do not form a word, it is the next player's turn. That player repeats Steps 1–2. If the cards form a word, you win.

