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**TEXAS**

**ELEMENTARY LITERACY PROGRAM**

Kindergarten

**SKILLS 1**

**TEACHER GUIDE**

Kindergarten

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# **Skills 1**

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**Teacher Guide**

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# Introduction

## WELCOME

Dear Kindergarten Teacher,

Welcome to the program! This program is divided into two strands: a Skills Strand and a Knowledge Strand. You are currently reading the introduction to Unit 1 of the Skills Strand.

Some key aspects of the Skills Strand are listed below. (To learn more about the two strands and the rationale for this approach, please consult Appendix A at the end of this unit.)

- This program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- This program includes explicit, systematic phonics instruction, but the instruction differs from the type of phonics usually taught in the United States in that it begins with a focus on sounds and then links those sounds to spellings (i.e., written letters).

In a typical phonics lesson in the United States, the teacher writes the letter 'm' on the board/chart paper and says, "This is the letter 'em'. It says /m/." As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: "Today's sound is /m/." You will then lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/.

Once students are familiar with the sound, you will show them how to draw a "picture of the sound." You will write the letter 'm' on the board/chart paper and explain this is how to make a picture of the /m/ sound.

- This program uses a synthetic phonics approach which teaches students to read by blending through the word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- This program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. The system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program avoids the use of letter names in the early lessons of Kindergarten, because what is most important for reading is not the letter names but the sound values the letters stand for. To read the word *cat*, it is essential to think and say /k/ /a/ /t/, not "see aay tee."



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## SKILLS STRAND COMPONENTS

Here is a list of the components you will use as you teach the Kindergarten Skills Strand:

- Teacher Guide (one per unit; beginning in Unit 1)
- Activity Book (one per student per unit; beginning in Unit 1)
- Blending Picture Cards (one set per classroom; Unit 2)
- Large Letter Cards (one set per classroom; beginning in Unit 3)
- Sound Posters and Sound Cards (one set per classroom; beginning in Unit 3)
- Picture Reader (one per student; Units 3–8)
- Big Book (one per unit; Units 4–8)
- Chaining Folder and Small Letter Cards (one set per student; beginning in Unit 5)
- Decodable Reader (one per student per unit; beginning in Unit 6)
- *Assessment and Remediation Guide* (available online, one per unit; Units 1–9)

Please note that only the Teacher Guide and Activity Book are used in Unit 1. The other components listed above will be introduced gradually throughout the year. For more detailed descriptions of these components, see Appendix C in this Teacher Guide.

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## UNIT AND LESSON FEATURES

Within each Teacher Guide, you will find the following elements in the order listed:

- A **Table of Contents** which provides a quick overview of the time allocation, skills, and activities included in each lesson and the unit as a whole.
- A lesson-by-lesson **Alignment** chart indicating which the Texas Essential Knowledge and Skills standards are addressed in each lesson.
- Individual lessons for the unit
- Each lesson begins with a list of the **Primary Focus Objectives**. These objectives are tagged with the corresponding standards. The objectives are repeated in subsequent parts of the lesson in association with the specific instructional activity with which they are associated.

- A list of the **Formative Assessment** opportunities within the lesson. These assessments are linked to the Primary Focus Objectives and are also tagged with the corresponding standards. Not every Primary Focus Objective is evaluated in every lesson. Rather, specific objectives are evaluated in different lessons; over the course of the entire unit, the Primary Focus Objectives are assessed on multiple occasions so you have a clear sense of individual student progress with regards to unit skills before the end of the unit.
- A **Lesson at a Glance** chart listing the lesson's instructional activities, the materials needed, and the amount of time allotted to each activity.
- **Advance Preparation** tips prompting teachers to select and/or prepare lesson materials prior to the lesson.

Whenever a lesson activity suggests that the teacher write something on the board/chart paper, this information is included in Advance Preparation. Additionally, this type of material, as well as any Activity Book pages that the teacher is to model completing with the students, is also available online as **digital components** that the teacher may access and project during the lesson; URLs are provided.

Finally, **Universal Access** preparation prompts are also included to ensure that teachers are ready to adapt specific activities as needed for special needs students and/or English Language Learners.

- Throughout the lesson, **Support** and **Challenge** sidebars provide further guidance to assist teachers in differentiating instruction. **Access** sidebars provide specific tips for working with English Language Learners.
- **Take-Home** activity pages are also identified at the end of some lessons to maximize reinforcement of skills taught during the lesson and to encourage family member involvement. Use of these activity pages is optional, but highly recommended. Should you choose to use them, please distribute the pages to students and instruct them to take them home to complete. At your discretion, these **Take-Home** pages may also be used in classroom centers during other times of the day.
- Foundational skills remediation **Additional Support** activities are suggested at the end of each lesson for more practice and follow-up reinforcement of skills outside the 60-minute instructional block devoted to the program. These activities can be used with any students needing more help, including students with special needs and English Language Learners.
- **Student Performance Assessment(s)** representing an end-of-unit assessment are included in the final lesson(s) of each unit.

- **Pausing Point** suggestions for further practice and reinforcement for use at the end of the unit follow the last unit lesson. Pausing Point activities are organized by the unit objectives they address. **It is strongly recommended that you pause for 2 or 3 days at the end of each unit to solidify the skills that have been introduced in the unit.** All students will benefit from an additional opportunity to re-read pages from the Picture Reader and the decodable student Readers. It is particularly important to make use of targeted activities if the end-of unit assessment and/or formative assessments indicate that any students are experiencing difficulties with specific skills taught during the unit.
- **Appendices** providing more detailed information about are sometimes included in the Teacher Guide.
- **Teacher Resources**, comprised of assorted forms and documents for monitoring student progress, as well an Answer Key for the unit Activity Book pages, complete each Teacher Guide.

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## UNIT 1 GOALS

In many ways, Units 1 and 2 are the most important of the Kindergarten Skills Strand units. Units 1 and 2 lay the groundwork for teaching students to read and write, which you will begin to do in Unit 3.

Unit 1 has three main purposes. The first purpose is to increase students' awareness of environmental noises and words within sentences. Paying attention to environmental noises and to words within sentences prepares students to pay attention to sounds within words. The ability to hear sounds (i.e., phonemes) is crucial for writing; when we write a word, we essentially write one symbol (either a single- or multiple-letter spelling) for each sound in the word. For this reason, it is important to begin to increase students' awareness of the sounds they hear.

The second purpose of Unit 1 is to teach students to draw a number of writing strokes used to create letters (e.g., horizontal lines, vertical lines, circles, etc.). As students learn to draw these writing strokes, their fine motor skills will increase, and they will begin to master the tripod grip. This will prepare students to write letters in Unit 3.

The third purpose of Unit 1 is to teach students the meanings of various position words (e.g., *right*, *left*, *top*, *bottom*, etc.). In Unit 3, students will begin to read and write. Reading and writing are done from left to right and top to bottom, so it will be helpful if students are able to identify the left side, right side, top, and bottom of a page. Additionally, when teaching students to write letters, you will use position words. Finally, you will often use position words when explaining activity pages to students.

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## UNIT 1 LESSON STRUCTURE

Each Unit 1 lesson is divided equally between auditory activities and prewriting activities. The auditory activities are intended to increase students' awareness of environmental noises and/or words, and the prewriting activities are intended to prepare students to write letters, words, and sentences. The Lesson at a Glance chart at the beginning of each lesson has icons to help you distinguish the two parts of each lesson: auditory exercises are marked by an ear icon, and prewriting exercises are marked by a hand icon.

For the handwriting activities in the early Kindergarten units, it is strongly recommended that all students use crayons. For all early handwriting, in fact, it is preferred that students use small or broken crayons. While this may sound odd, these smaller stubs increase the likelihood of students grasping the writing utensil with the preferred tripod or quadrupod grip. Furthermore, writing with crayons provides students with increased sensory input as they practice writing. This is because crayon wax has greater resistance to paper than graphite or ink. The push-pull motion will strengthen finger and hand muscles, permitting students greater control and endurance when writing.

A Note About Time Management: You should use the time allotments listed in the Lesson at a Glance chart (and listed throughout the lesson) to guide you as you teach the lesson activities. For example, in Lesson 8, you should try to spend about 10 minutes on the "Teacher-Student Echo" activity. You may find that 10 minutes is enough time to teach all of the sentences listed in the lesson plan, or, depending on any number of variables, you may find you can only complete half of them.

If you are forced to choose, it is better to leave out a few items in each activity rather than to teach one activity in full and omit other activities. In other words, your primary goal should be to teach all of the exercises in the lesson rather than to teach every item in every exercise.

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## UNIT 1 ASSESSMENT

### Pretests

You will administer a blending pretest in Lesson 4 and a writing strokes pretest in Lesson 6. Instructions for administering and scoring the pretests are included in the lessons. The purpose of the pretests is strictly to establish a baseline for every student.

This program has been designed to be suitable for the majority of Kindergarten students. Thus, these pretests are not meant to identify students who are not ready for the Kindergarten sequence. They are intended to help you determine what students already know and establish benchmarks against which you can document students' progress.

## Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring student performance and progress in key skills:

- Identification of different types and units of sounds (musical instrument sounds, words in a spoken sentence, etc.)
- Copying of vertical, horizontal, and diagonal lines and circles
- Understanding the following positional words: *left*, *right*, *top*, *middle*, and *bottom*

Quick “Checks for Understanding” are also designated in various lessons.

Careful attention to this information, collected on a daily basis, will enable you to quickly determine which students may benefit from reteaching and/or more practice in particular skills, using the Additional Support activities found at the end of each lesson.

## Student Performance Assessment

In Lesson 10, you will be prompted to use activity pages during instructional time to assess students’ ability to copy a circle and horizontal, vertical, and diagonal lines; to understand the position words *left*, *right*, *top*, *middle*, and *bottom*; and to discriminate the number of words heard in a spoken sentence. Instructions for administering and scoring the assessment are included in Lesson 10.

Look over the assessment in Lesson 10 before teaching Unit 1 in order to understand the level of mastery expected of students.

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### IS UNIT 1 NECESSARY FOR ALL STUDENTS?

Some teachers may be unaccustomed to spending instructional time on the types of phonological awareness and prerequisite writing skills that are the focus of instruction in Unit 1. Students enter Kindergarten classrooms with a wide range of experiences making them more or less ready for Kindergarten instruction. Some students may have attended preschool; others may not. Some students may have had picture books read aloud to them on a regular basis while, again, others may not. As noted earlier, the activities included in Units 1 and 2, while seemingly simple, lay a critical foundation for the reading instruction in later units. The time spent practicing these skills at the start of the year is time well spent, as it will enable students to approach the early reading activities with success. **It is strongly suggested that you start instruction for your entire class with Unit 1 and not be tempted to skip these lessons.**

If you believe students in your Kindergarten classroom have entered school particularly well prepared, you may want to administer the Unit 1 Student Performance Assessment, as described in Lesson 10, to all students during the first day or two of school. There are a total of 14 items on this assessment. If all students in your classroom answer at least 12 of 14 items correctly, with no more than 1 item missed per section (Part 1, 2, or 3), you might consider starting instruction with Unit 2. You should not consider skipping Unit 1, however, under any other circumstances, even if just a few students perform below this benchmark. Instruction in the early units of the Kindergarten program (Units 1–4) is explicitly designed to be implemented as whole group instruction. Based on extensive experience in field testing this program, this approach is considered to be the most effective and efficient way to ensure the reading success of all students.

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## **APPENDICES**

Unit 1 includes three appendices that provide additional information about the Kindergarten program. Appendix A explains the philosophy and theoretical principles that underlie the approach to teaching reading. Appendix B provides an overview of the Kindergarten Skills Scope and Sequence, and Appendix C provides more detailed information about the different Skills program components.

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## **TEACHER RESOURCES**

At the back of this Teacher Guide, you will find a section titled Teacher Resources. In this section, you will find assorted forms and charts that may be useful, including:

- Anecdotal Skills Record—Unit 1
- Sample Anecdotal Skills Record
- Blending Pretest Class Record Sheet
- Unit 1 Writing Strokes Pretest Scoring Guide
- Unit 1 Writing Strokes Pretest Class Summary Sheet
- Record Sheet for Unit 1 Assessment
- Additional Support Activity Pages
- Activity Book Answer Key
- Appendices

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## ASSESSMENT AND REMEDIATION GUIDE

A separate, online-only publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found on the program's digital components site along with additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

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## ADDITIONAL MATERIALS NEEDED IN UNIT 1

Some additional materials (most typically available in Kindergarten classrooms) are needed for specific lessons of Unit 1. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of these additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used.

- rhythm band instruments or other objects that make sounds (1)
- beanbags, small balls, or other small objects, one per student (1)
- chart paper (1)
- broken crayons for all students (Please see explanation regarding the use of crayon pieces in Lesson 1, Drawing Time.) (1)
- small stickers, any type (2)
- mats, one per student; may be a placemat, construction paper; see directions in Lesson 3 (3)
- peel-and-stick magnetic strips (3)
- counting cubes, four per student plus five for you; if cubes are not available other markers or manipulatives may be used (3)
- stamp and ink pad (3)
- peel and stick red dots (3)
- peel and stick green stars (3)
- rough- or silky-textured glove (4)
- modeling clay or other soft modeling compound (5)
- digital components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided on the program's digital components site. (3)

## PREREQUISITE SKILLS

# Reading and Writing

## PRIMARY FOCUS OF LESSON

## Prerequisite Foundational Skills

- ✦ Students will segment spoken sentences into words. **TEKS K.2.A.iii**  
Students will identify environmental sounds by counting the number of environmental sounds heard and identify whether they are the same or different. **Prerequisite Skill**
- ✦ Students develop social communication such as introducing himself/herself and using common greetings. **TEKS K.1.E**
- ✦ Students will identify and use words that name actions, directions, and positions. **TEKS K.3.C**

## Prerequisite Writing Skills

- ✦ Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**

## FORMATIVE ASSESSMENT

Observation	<b>Anecdotal Skills Record</b> Listening to Environmental Noises ✦ <b>Prerequisite Skill</b>
Observation	<b>Anecdotal Skills Record</b> Spatial and Bodily Awareness ✦ <b>TEKS K.3.C</b>
Observation	<b>Anecdotal Skills Record</b> Draw on a Vertical Surface ✦ <b>Prerequisite Skill</b>

- ✦ **TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence;
- TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Prerequisite Foundational Skills</b>			
Warm-Up: Count with Fingers (Phonological Awareness)	Whole Group	10 min.	
Listening to Environmental Noises: - Knock and Count - Same or Different? (Phonological Awareness)	Whole Group	20 min.	<input type="checkbox"/> musical instruments or classroom objects
Left/Right Discrimination: - Greeting (Print Concepts)	Whole Group	10 min.	
Spatial and Bodily Awareness: - Follow Me (Print Concepts)	Whole Group	5 min.	<input type="checkbox"/> one beanbag, foam ball, or small object per student
<b>Prerequisite Writing Skills</b>			
Draw on a Vertical Surface	Whole Group	15 min.	<input type="checkbox"/> crayons <input type="checkbox"/> chart paper
<b>Take-Home Material</b>			
Overview			<input type="checkbox"/> Activity Page 1.1

## ADVANCE PREPARATION

### Note to Teacher

In this lesson, students will be asked to participate in an exercise that includes shaking hands. Please be aware that greeting a person by shaking his or her hand and looking him or her in the eyes is not a universal social tradition. In addition, this exercise may be difficult for students with autism.

### Prerequisite Foundational Skills

- Gather a collection of musical instruments or classroom objects that make a variety of sounds.
- Collect a soft object for each student (e.g., beanbags, foam balls, or other squishy items).

### Prerequisite Writing Skills

- Provide crayons for students to use and tape multiple pieces of chart paper to the wall at a height that students can reach.

### Universal Access

- Collect musical instruments or objects that make different noises to use in the Same or Different? activity.

## Lesson 1: Emergent Reading Skills

# Prerequisite Foundational Skills



## Primary Focus

- ✚ Students will segment spoken sentences into words. **TEKS K.2.A.iii**

Students will identify environmental sounds by counting the number of environmental sounds heard and identify whether they are the same or

- ✚ different. **Prerequisite Skill**

- ✚ Students develop social communication such as introducing himself/herself and using common greetings. **TEKS K.1.E**

- ✚ Students will identify and use words that name actions, directions, and positions. **TEKS K.3.C**

## WARM-UP (10 MIN.)

### Count with Fingers

**Note:** In this exercise, students will practice counting to ten using their fingers. This task is important because it visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers. This exercise will be repeated at the beginning of each lesson in Unit 1. If you find that counting to ten is too difficult for students at this point, have them count to five and increase to ten when students are ready.

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

## LISTENING TO ENVIRONMENTAL NOISES (20 MIN.)

### Knock and Count

**Note:** This exercise is important because it requires students to distinguish discrete noises (in this case, knocks). This is similar to distinguishing discrete sounds in spoken words. The ability to distinguish sounds is a prerequisite for writing; to write a word, you must know how many sounds are in the word so you can write a spelling for each sound.

- ✚ **TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence; **TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

- Tell students to listen and watch as you knock on your desk.
- Knock on your desk one to three times with your right hand. As you knock, raise one finger on your left hand for each knock, starting with your thumb. (To students, you should appear to be lifting your fingers from left to right.)
- Repeat the knocks at a slower pace. Have students raise one finger for each knock (ideally from left to right, but do not dwell on this).
- Have students hold up their hands, indicating with their raised fingers how many times you knocked.
- Repeat several times, varying the number of knocks.



### Check for Understanding

Watch as students raise their fingers to see that they are successfully distinguishing discrete sounds.

### Same or Different?

**Note:** This exercise familiarizes students with the sources of noises and helps them to discriminate between them.

- Gather various rhythm instruments or classroom objects that make distinctive noises (e.g., stapler, pencil sharpener, scissors).
- Familiarize students with the instruments or objects by naming each object, and with the noises they make by producing the noises.
- Make two noises and ask students whether the noises were the same or different.
- If students were successful, repeat with the instruments or objects now hidden from view.



### Check for Understanding

Make two sounds and have students stand up if the sounds are different, but remain seated if the sounds are alike.

### Challenge

For students who find this easy, knock on the desk four or five times with your right hand, while raising a finger on your left hand for each knock.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Foundational Skills

#### **Foundational Literacy Skills**

To help students become familiar with the terms *same* and *different*, make two noises that sound the same and tell students, “Noises that sound alike are the same.” Make two noises that sound different and tell students, “Noises that do not sound alike are different.”

**ELPS 1.C**



### Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to differentiate like and different sounds and to distinguish between discrete sounds in the Anecdotal Skills Record.

### Support

If a student avoids physical contact, ask them to look directly at the other person instead of shaking hands.

## LEFT/RIGHT DISCRIMINATION (10 MIN.)

### Greeting

**Note:** Shaking hands teaches American social skills and social communication. Additionally, a firm grip develops hand awareness and increases muscle tone in the hand, which is useful for writing. Finally, this exercise familiarizes students with their right hand (and with the concept of *right* in general). This knowledge will be beneficial when students are taught

to read and write from left to right. **TEKS K.1.E**

- Tell students, "When we greet a person, we shake the person's right hand."
- Greet one student after the other by saying "Hello," looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, \_\_\_\_\_. We greet others by shaking their right hand. I'm using my right hand to shake your right hand."
- Encourage students to greet you properly: "Hello, \_\_\_\_\_. I'm using my right hand to shake your right hand."

## SPATIAL AND BODILY AWARENESS (5 MIN.)

### Follow Me

**Note:** This exercise familiarizes students with position words, which you will use when teaching letter forms and when teaching the directionality of reading and writing (i.e., top to bottom/left to right). It also develops gross motor skills. The position word *left* is intentionally avoided to emphasize the

right hand and right side of the body. **TEKS K.3.C**

**TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

- Give each student a beanbag, foam ball, or other small object.
- Have students stand about an arm's length apart.
- Stand with your back to students and tell them to do what you do.
- Be sure to emphasize the position words *top*, *bottom*, *over*, *under*, *right*, *other side*, and *around* by saying what you are doing as you do it.
- Complete the following actions in order before varying the game:
  - Move the ball to the *top* of your head.
  - Lift up your foot and move the ball down to the *bottom* of your foot.
  - Raise your arm sideways and move the ball *over* your arm.
  - Raise your arm sideways and move the ball *under* your arm.
  - Move the ball to the *right* of your body.
  - Move the ball to the *other side* of your body.
  - Move the ball *around* your legs.



### Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to demonstrate understanding of directionality, and establish bodily and spatial awareness in the Anecdotal Skills Record.

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## Lesson 1: Emergent Writing Skills

# Prerequisite Writing Skills



**Primary Focus:** Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**

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### DRAW ON A VERTICAL SURFACE (15 MIN.)

**Note:** In this exercise, students will learn to control movement at the shoulder, elbow, wrist, and fingers to make marks on paper with small crayons. The small size of the crayons encourages the pincer grasp, which leads into the efficient tripod grip. The tripod grip will be taught in the next lesson.

- Have students draw on the vertical surface. Encourage a range of motion, from large movements made at the shoulder and elbows to small movements made at the wrists and fingers.



### Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to hold the crayon and make marks in the Anecdotal Skills Record.

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End Lesson

# Take-Home Material

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### OVERVIEW

- Have students give Activity Page 1.1 to a family member.

Activity Page 1.1



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## Lesson 1: Prerequisite Foundational Skills Remediation

# Additional Support

### MORE HELP WITH LISTENING TO ENVIRONMENTAL NOISES

#### Listening Walk

**Note:** This is an excellent transition exercise. You may use this exercise when the class is outside or walking to and from the classroom.

- Take a walk with students.
- Tell students to raise their hands and wait to be called on if they would like to identify a noise they hear.
- Call on students to share.

**Note:** You may wish to adapt the question-and-answer structure found in *Brown Bear, Brown Bear, What Do You See?* For example, “Brandon, Brandon, what do you hear?” Answer: “I hear a bird chirping in my ear.”

- After the walk, ask students which noise they heard first/last and which noise was the quietest/loudest.

#### What’s That Sound?

- If using, make enough copies of **Activity Page TR 1.1** for each student to have an animal picture card.
- Have students sit in a circle.
- Provide each student with either a **tool**, an **instrument**, or an animal picture card.
- Have one student sit in the middle of the circle and close his or her eyes (or use a **blindfold**).
- Point to a student in the circle and have that student make the sound with his or her object or the animal sound for his or her picture.
- The student in the middle names the sound heard and continues naming until a sound is missed or all the sounds are identified.
- Have students take turns sitting in the center. Objects or animal cards can be exchanged to extend the game.



## 2

## PREREQUISITE SKILLS

## Reading and Writing

## PRIMARY FOCUS OF LESSON

## Prerequisite Foundational Skills

- ✦ Students will segment spoken sentences into words. **TEKS K.2.A.iii**  
Students will identify environmental sounds by counting the number of environmental sounds heard and identify whether they are the same or
- ✦ different. **Prerequisite Skill**  
Students will identify and use words that name directions
- ✦ and positions. **TEKS K.3.C**

## Prerequisite Writing Skills

- ✦ Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**  
Students will use spatial words while practicing writing strokes in the air and on
- ✦ paper. **TEKS K.3.C**  
Students will identify and use words that name directions
- ✦ and positions. **TEKS K.3.C**

## FORMATIVE ASSESSMENT

## Observation

**Anecdotal Skills Record** Listening to Environmental Noises

✦ **Prerequisite Skill**

## Observation

**Anecdotal Skills Record** Spatial and Bodily Awareness

✦ **TEKS K.3.C**

## Observation

**Anecdotal Skills Record** Draw on a Vertical Surface

✦ **Prerequisite Skill**

- ✦ **TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence; **TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Prerequisite Foundational Skills</b>			
Warm-Up: Count with Fingers (Phonological Awareness)	Whole Group	5 min.	
Listening to Environmental Noises: - Knock and Count - Same or Different? (Phonological Awareness)	Whole Group	20 min.	<input type="checkbox"/> musical instruments or classroom objects
Left/Right Discrimination: - Greeting (Print Concepts)	Whole Group	10 min.	<input type="checkbox"/> small stickers
Spatial and Bodily Awareness: - Follow Me (Print Concepts)	Whole Group	5 min.	<input type="checkbox"/> one beanbag, foam ball, or small object per student
<b>Prerequisite Writing Skills</b>			
Finger/Hand Awareness: - Finger Introduction - Introduce the Tripod Grip	Whole Group	10 min.	<input type="checkbox"/> crayons
Draw Vertical Lines on a Vertical Surface	Whole Group	10 min.	<input type="checkbox"/> crayons <input type="checkbox"/> chart paper
<b>Take-Home Material</b>			
Vertical Line Practice			<input type="checkbox"/> Activity Page 2.1

---

## ADVANCE PREPARATION

### Prerequisite Foundational Skills

- Gather a collection of musical instruments or classroom objects that make different sounds.
- Provide stickers for students to use to identify their right hand.
- Collect a beanbag, foam ball, or small object for each student.

### Prerequisite Writing Skills

- Provide crayons for students to use and tape multiple pieces of chart paper to the wall at a height that students can reach.

### Universal Access

- For students having difficulty drawing vertical lines, prepare chart paper with stars along the top to indicate a starting point and a dot along the bottom to indicate an ending point.

## Lesson 2: Emergent Reading Skills

# Prerequisite Foundational Skills



## Primary Focus

✦ Students will segment spoken sentences into words. **TEKS K.2.A.iii**

Students will identify environmental sounds by counting the number of environmental sounds heard and identify whether they are the same or

✦ different. **Prerequisite Skill**

Students will identify and use words that name directions

✦ and positions. **TEKS K.3.C**

## WARM-UP (5 MIN.)

### Count with Fingers

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

## LISTENING TO ENVIRONMENTAL NOISES (20 MIN.)

### Knock and Count

- Tell students to listen and watch as you knock on your desk.
- Knock on your desk one to four times with your right hand. As you knock, raise one finger on your left hand for each knock, starting with your thumb. (To students, you should appear to be lifting your fingers from left to right.)
- Repeat the knocks at a slower pace. Have students raise one finger for each knock (ideally from left to right, but, again, do not dwell on this).
- Have students hold up their hands, indicating with their raised fingers how many times you knocked.
- Repeat several times, varying the number of knocks.

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iii) identifying the individual words in a spoken sentence;  
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Ask yes/no questions using simple phrases and pointing to the ears (e.g., “Is this sound the same as this sound?”).

#### Intermediate

After asking each question, provide students with a specific sentence frame, “The sounds are (the same/different).”

#### Advanced/ Advanced High

Encourage each student to expand and/or build from other students’ responses (e.g., “The sounds are alike because it is the same object.”).

#### ELPS 1.C

#### Challenge

Arrange a set of instruments or objects where students can see them. Have an identical set of instruments or objects hidden from view.

Make the noise of an instrument or object out of view and ask students to identify the instrument or object making the same noise. Repeat and ask them to select an instrument or object making a different noise.

You may also hand one instrument or object to each student and ask the student to make the same noise or a different noise.

## Same or Different?

- Gather various rhythm instruments or classroom objects that make distinctive noises.
- Familiarize students with the instruments or objects by naming each object, and with the noises they make by producing the noises.
- Make two noises and ask students whether the noises were the same or different.
- Repeat until students have had significant practice.
- If students were successful, repeat with the instruments or objects now hidden from view.



### Observation: Anecdotal Skills Record

Make notes pertaining to each student’s ability to differentiate like and different sounds and to distinguish between discrete sounds in the Anecdotal Skills Record.

## LEFT/RIGHT DISCRIMINATION (10 MIN.)

### Greeting

- Greet one student after the other by saying “Hello,” looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, “Hello, \_\_\_\_\_. We greet others by shaking their right hands. I’m using my right hand to shake your right hand.”
- Encourage students to greet you properly: “Hello, \_\_\_\_\_. I’m using my right hand to shake your right hand.”
- After shaking each student’s right hand, place a small sticker on it to remind him or her which side is the right side.
- Tell students, “What’s left is the *left* hand.”



### Check for Understanding

As you shake each student's right hand, note students' ability to demonstrate an understanding of directionality.

## **SPATIAL AND BODILY AWARENESS (5 MIN.)**

### **Follow Me**

- Give each student a beanbag, foam ball, or other small object.
- Have students stand about an arm's length apart.
- Stand with your back to students and tell them to do what you do.
- Make sure to emphasize the position words *top*, *bottom*, *over*, *under*, *right*, *other side*, and *around* by saying what you are doing as you do it.
- Complete the following actions in order before varying the game:
  - Move the ball to the *top* of your head.
  - Lift your foot and move the ball down to the *bottom* of your foot.
  - Raise your arm sideways and move the ball *over* your arm.
  - Raise your arm sideways and move the ball *under* your arm.
  - Move the ball to the *right* of your body.
  - Move the ball to the *other side* of your body.
  - Move the ball *around* your legs.

### Challenge

As students master position words, increase the length of your statements and make them more specific. For example, say, "Move the ball to the middle of your right arm, under your elbow." To make this an excellent oral language exercise, have students say what they are doing.



### Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to demonstrate understanding of directionality, and establish bodily and spatial awareness in the Anecdotal Skills Record.

## Lesson 2: Emergent Writing Skills



# Prerequisite Writing Skills

### Primary Focus

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**

Students will use spatial words while practicing writing strokes in the air and on paper. **Prerequisite Skill**

Students will identify and use words that name directions and positions. **TEKS K.3.C**

### FINGER/HAND AWARENESS (10 MIN.)

#### Finger Introduction

**Note:** This exercise is important because knowing finger names is useful for learning the tripod grip.

- Raise your thumb, and tell students you are holding up your thumb.
- Raise each of your remaining fingers (one at a time), and tell students what they are called (*pointer or index finger, middle finger, ring finger, pinkie*).
- Tell students to touch their thumb to the tips of their other fingers. This movement is called finger-thumb opposition and develops finger awareness.
- Tell students to repeat after you, pretending their thumb is greeting each of their fingers.
- Touch your thumb to your pointer finger, and say, "Hello, pointer finger! Hello, thumb!"
- Touch your thumb to your middle finger, and say, "Hello, middle finger! Hello, thumb!"
- Touch your thumb to your ring finger, and say, "Hello, ring finger! Hello, thumb!"
- Touch your thumb to your pinkie, and say, "Hello, pinkie! Hello, thumb!"

### Support

Having students practice finger-thumb opposition (touching the thumb to each finger) helps to prepare them for the tripod grip. When students begin writing, have them practice finger-thumb opposition for 30 seconds before asking them to pick up a writing utensil.

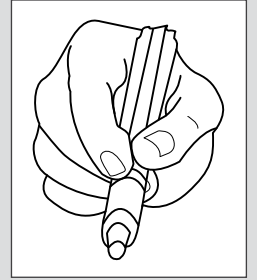
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

## Introduce the Tripod Grip

**Note:** The standard writing grip is the tripod grip. Make the tripod grip by pinching the base of a writing utensil with the thumb and pointer finger and resting the shaft of the writing utensil on the tip of the middle finger.

- Provide each student with a small piece of crayon.
- Model the tripod grip for students.
- Have students use the tripod grip to hold their crayons.
- Circulate among the students and correct their grips as needed. (It is important that students learn the correct way to hold a writing utensil because a proper grip ensures efficient, smooth, and tension-free handwriting.)

**Note:** Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the quadrupod grip, is fine as well.



### Check for Understanding

Observe each student's ability to grip the crayon.

## DRAW VERTICAL LINES ON A VERTICAL SURFACE (10 MIN.)

**Note:** Drawing vertical lines will prepare students to write the letters 'a', 'b', 'd', 'h', 'i', 'k', 'l', 'm', 'n', 'p', 'q', 'r', 't', and 'u'.

- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Draw a vertical line on the board/chart paper. Explain that a vertical line is a straight line that goes up and down. Tell students, "When we draw a vertical line, we will start at the top and finish at the bottom." **TEKS K.3.C**

**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



- Invite students to trace vertical lines on their desks (or in the air) with their fingers.
- Have students draw vertical lines on the chart paper.
- Circulate among the students to correct grips and assist students in drawing vertical lines.



### Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to hold the crayon and make marks in the Anecdotal Skills Record.

End Lesson

# Take-Home Material

## **VERTICAL LINE PRACTICE**

- Have students take Activity Page 2.1 home to complete with a family member.

Activity Page 2.1



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## Lesson 2: Prerequisite Foundational Skills Remediation

# Additional Support

### MORE HELP WITH LISTENING TO ENVIRONMENTAL NOISES

#### “Old MacDonald”

##### Same or Different?

- Sing the song, “Old MacDonald.” As you sing each verse, do the following:
  - Repeat the animal sounds as usual (e.g., “with a quack, quack here, and a quack, quack there. Here a quack, there a quack, everywhere a quack, quack”)
  - Change with different animal sounds (e.g., “with a quack, chirp here, and a quack, chirp there. Here a quack, there a chirp, everywhere a quack, chirp”)
- At the end of each verse, have students identify the animal sounds as the same or different.

### MORE HELP WITH DRAWING VERTICAL LINES

#### Tray Tracing

- Give each student a **shallow tray containing sand or rice**.
- Have students trace vertical lines in the sand or rice.

### MORE HELP WITH FINE MOTOR SKILLS

#### Fine Motor Activities

- Develop fine motor skills by having students complete one or several of the following activities:
  - Build with blocks
  - Pour water from a pitcher to a cup
  - Cut and paste
  - String beads
  - Lace hole-punched cards
  - Screw and unscrew lids

## 3

## PREREQUISITE SKILLS

## Reading and Writing

## PRIMARY FOCUS OF LESSON

**Prerequisite Foundational Skills**

Students will segment spoken sentences into words by counting fingers and moving cubes. **TEKS K.2.A.iii**

Students will identify and count environmental sounds using a variety of classroom objects. **Prerequisite Skill**

Students will identify and use words that name actions, directions, position; sequences, categories, and locations. **TEKS 3.K.C**

Students develop social communication such as introducing himself/herself and using common greetings. **TEKS K.1.E**

**Prerequisite Writing Skills**

Students will hold a writing utensil with a tripod (or pincer) grip and make vertical marks on paper using small crayons. **Prerequisite Skill**

## FORMATIVE ASSESSMENT

Observation

**Anecdotal Skills Record** Listening to Environmental Noises

**Prerequisite Skill**

Observation

**Anecdotal Skills Record** Spatial and Bodily Awareness

**TEKS K.3.C**

Activity Page 3.1

**Trace Vertical Lines**

**Prerequisite Skill**

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Prerequisite Foundational Skills</b>			
Warm-Up: Count with Fingers (Phonological Awareness)	Whole Group	5 min.	
Listening to Environmental Noises: - What Did You Hear? - How Many Noises? (Phonological Awareness)	Whole Group	20 min.	<input type="checkbox"/> musical instruments or classroom objects <input type="checkbox"/> peel-and-stick magnetic strips <input type="checkbox"/> five demonstration cubes <input type="checkbox"/> red dot and green star stickers <input type="checkbox"/> cubes (two per student) <input type="checkbox"/> small mats (one per student)
Left/Right Discrimination: Greeting (Print Concepts)	Whole Group	5 min.	<input type="checkbox"/> stamp and ink pad or stickers
Spatial and Bodily Awareness: - Follow Me (Print Concepts)	Whole Group	10 min.	<input type="checkbox"/> one beanbag, foam ball, or small object per student
<b>Prerequisite Writing Skills</b>			
Finger/Hand Awareness: - Review the Tripod Grip	Whole Group	5 min.	<input type="checkbox"/> crayons
Vertical Line Practice	Whole Group	15 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> crayons
<b>Take-Home Material</b>			
Strengthen Fine Motor Skills			<input type="checkbox"/> Activity Page 3.2

## ADVANCE PREPARATION

### Prerequisite Foundational Skills

- Gather a collection of musical instruments or classroom objects that make different sounds.
- Provide stickers for students to use to identify their right hand.
- Collect a beanbag, foam ball, or small object for each student.
- Have multiple cubes and a mat ready to use when needed.
- Prepare mats by placing a green “start star” sticker on the left and a red “stop dot” sticker on the right (see Digital Component 3.1 in *How Many Noises?*). You will need one mat and two cubes for each student.

### ➤ Digital Component 3.1

- For demonstration purposes, copy the mat onto the board or another magnetic surface (Digital Component 3.1) or prepare to display the digital version. Also apply a small magnetic strip to five cubes that you will use for demonstration purposes throughout the unit.

### Prerequisite Writing Skills

### ➤ Digital Component 3.2

- Create an enlarged version of Activity Page 3.1 (Digital Component 3.2) to display for Vertical Line Practice, or use the digital version.

### Universal Access

- Put stickers on the areas representing *top*, *bottom*, etc., for students who have difficulty with vocabulary.

## Lesson 3: Emergent Reading Skills

# Prerequisite Foundational Skills



## Primary Focus

Students will segment spoken sentences into words by counting fingers and

moving cubes. **TEKS K.2.A.iii**

Students will identify and count environmental sounds using a variety of

classroom objects. **Prerequisite Skill**

Students will identify and use words that name actions, directions, position;

sequences, categories, and locations. **TEKS 3.K.C**

Students develop social communication such as introducing himself/herself and

using common greetings. **TEKS K.1.E**

## WARM-UP (5 MIN.)

### Count with Fingers

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

## LISTENING TO ENVIRONMENTAL NOISES (20 MIN.)

### What Did You Hear?

**Note:** In this exercise, students will learn to identify noise sequences. This will prepare them for a future exercise in which they have to identify words within phrases. Students will also identify the sources of noises by naming the objects making the noises. This will prepare them to associate a sound with a letter.

- Gather various rhythm instruments or classroom objects and familiarize students with them by naming and producing a noise with each selected item.
- Hide the instruments or objects from view and have students identify them by the noises they make. Students should name the instruments or objects.
- Make the noises of two instruments or objects, one after the other, with the instruments or objects hidden from view.

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence;  
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

## Challenge

If you have two sets of instruments, place one set where students can see them and hide the other set from view. Play the instruments from the hidden set. Have a student play instruments in the same order you played the hidden instruments.

## Support

“Feeling” the noises might be beneficial to some students. Instead of placing the cubes on the mat, let students place the cubes in their hands.

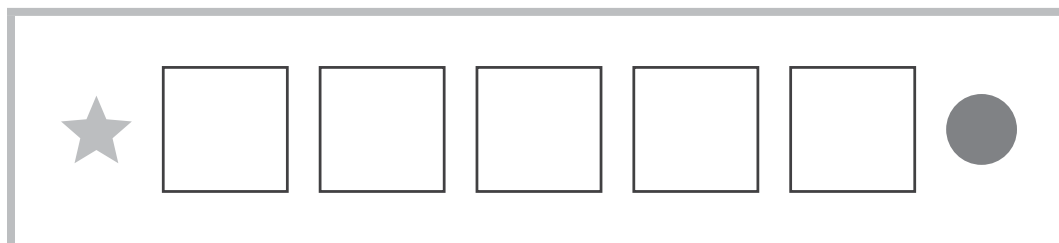
- Have a student name the two instruments or objects and use them to copy the noises in the correct sequence.
- Repeat with several sequences of two noises until students have had significant practice.

### How Many Noises?

**Note:** This exercise familiarizes students with noise sequences. They will represent a noise with an object by placing a cube on a mat for each noise they hear. This is similar to representing a sound with a letter. Placing the cubes left to right introduces the same directionality used when reading print. **TEKS K.3.C**

- Display the demonstration mat and cubes you prepared in advance for all students to see.

### ➤ Digital Component 3.1



- Make sure that from the students' perspective, you appear to be placing the cubes from left to right on the demonstration mat.
- Select a student to come forward and make a noise using one instrument or object.
- Once the student has made a noise, move one cube forward on the mat.
- Clear your mat and ask another student to come forward and make two different noises. For each noise, slide a cube on your mat. Place the cubes on the mat from left to right from the students' perspective.
- Distribute one mat and two cubes to each student.
- Explain that for each sound students hear, they should place one cube on the mat.
- Tell students that the green star on the mat means “Go!” or “Start!” and the red dot means “Stop!” They should always slide their first cube on the left side of the mat where the green star is located. They should place the second cube next to it, placing them in a line toward the red dot.

**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

**Note:** Instead of making noises with instruments or objects, you could have students move cubes according to knocks.

**SOUNDS:**

(silence)      first sound (bell)      second sound (drum)

**MAT:**

The diagram illustrates a sound discrimination activity. It features three mats, each with a star on the left and a dot on the right. The first mat is labeled '(silence)'. The second mat is labeled 'first sound (bell)' and has a cube in the center with an upward arrow below it. The third mat is labeled 'second sound (drum)' and has two cubes in the center with an upward arrow below them. Above the mats are icons for a bell and a drum.



### Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to differentiate like and different sounds and to distinguish between discrete sounds in the Anecdotal Skills Record.

## LEFT/RIGHT DISCRIMINATION (5 MIN.)

### Greeting

- Greet one student after the other by saying "Hello," looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, \_\_\_\_\_. We greet others by shaking their right hands. I'm using my right hand to shake your right hand."
- Encourage students to greet you properly: "Hello, \_\_\_\_\_. I'm using my right hand to shake your right hand."
- After shaking each student's right hand, place a small sticker on it to remind him or her which side is the right side.
- Tell students, "What's left is the *left hand*."

### Challenge

Instead of greeting each student yourself, have students greet each other.





## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Ask yes/no questions using simple phrases and pointing to the correct body area (e.g., “Is this the top?”).

#### Intermediate

After asking each question, provide students with a specific sentence frame (e.g., “The bottom is . . .”).

#### Advanced/

#### Advanced High

Encourage student to expand and/or build from other students’ responses (e.g., The student says, “This is the top because it is here.” while pointing to a picture or to himself.).

**ELPS 1.C**

## SPATIAL AND BODILY AWARENESS (10 MIN.)

### Follow Me

- Give each student a beanbag, foam ball, or other small object.
- Have students stand about an arm’s length apart.
- Stand with your back to students and tell them to do what you do. Turn your head around to monitor the class. If another adult is in the room, have him or her demonstrate the motions.
- Make sure to emphasize the position words *top*, *bottom*, *over*, *under*, *right*, *left*, and *around* by saying what you are doing as you do it.
- Complete the following actions in order before varying the game:
  - Move the ball to the *top* of your head.
  - Lift your foot and move the ball down to the *bottom* of your foot.
  - Raise your arm sideways and move the ball *over* your arm.
  - Raise your arm sideways and move the ball *under* your arm.
  - Move the ball to the *right* of your body.
  - Move the ball to the *left* of your body.
  - Move the ball *around* your legs.



### Observation: Anecdotal Skills Record

Make notes pertaining to each student’s ability to demonstrate understanding of directionality, and establish bodily and spatial awareness in the Anecdotal Skills Record.

### Lesson 3: Emergent Writing Skills

# Prerequisite Writing Skills



**Primary Focus:** Students will hold a writing utensil with a tripod (or pincer) grip and make vertical marks on paper using small crayons. **Prerequisite Skill**

## FINGER/HAND AWARENESS (5 MIN.)

### Review the Tripod Grip

- Provide each student with a small piece of crayon.
- Model the tripod grip for students. Make the tripod grip by pinching the base of a writing utensil with the thumb and pointer finger and resting the shaft of the writing utensil on the tip of the middle finger.
- Have students use the tripod grip to hold their crayons.
- Circulate among the students and correct their grips as needed.

**Note:** Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the quadrupod grip, is fine as well.

## VERTICAL LINE PRACTICE (15 MIN.)

**Note:** When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure that their posture is suitable for writing.

### ➤ Digital Component 3.2

- Distribute and display Activity Page 3.1 you prepared in advance.
- Tell students, “The activity page shows a bird in a cage, but the cage is missing its bars.”
- Tell students you are going to add bars to the cage so the bird cannot fly away. They should do the same on their activity page.

### Activity Page 3.1



- Show students how to add bars to the cage by tracing the dotted lines. As you draw, explain that you are adding bars to the cage by drawing vertical lines from top to bottom, starting at the stars.
- Demonstrate (provide guided practice) until students are ready to work independently.
- Tell students that once they have finished the front of the activity page, they should complete the back of the activity page.
- If students finish early, they may color the pictures and/or draw a picture containing at least one vertical line.



### Activity Page 3.1: Trace Vertical Lines

Collect Activity Page 3.1 to assess each student's ability to make vertical lines.

End Lesson

# Take-Home Material

## STRENGTHEN FINE MOTOR SKILLS

- Have students give Activity Page 3.2 to a family member.

Activity Page 3.2



## Lesson 3: Prerequisite Foundational Skills Remediation

# Additional Support

## MORE HELP WITH LEFT/RIGHT DISCRIMINATION

### Color Strips

- Give each student a **strip of paper** that has a row of colored dots on it. The dot on the far left should be green and the dot on the far right should be red. Between the green and red dots, place dots of other colors. The colors need to be in the same order on all student strips.
- Tell students you are going to say the names of the colors on the strip from left to right. Students should touch each color as you say its name.

- Say the color names from left to right.
- Repeat multiple times.

## MORE HELP WITH LISTENING TO ENVIRONMENTAL NOISES

### “The Wheels on the Bus”

#### Count the Number of Sounds

- Sing the song, “The Wheels on the Bus,” varying the number of times the sound word in each verse is repeated (one to four times).
- At the end of each verse, have students tell how many times they heard the sound.

#### Same or Different?

**Note:** For “The Wheels on the Bus,” restrict the song to objects with sounds (e.g., wipers/swish, baby/wah, money/clink, motor/vroom, horn/beep).

- Sing the song, “The Wheels on the Bus.” As you sing each verse, do the following:
  - Repeat the same sound as usual (e.g., “beep, beep, beep”)
  - Change with different sounds (e.g., “beep, beep, honk”; “swish, swash, swish”; “clink, clank, clank”)
- At the end of each verse, have students identify the sounds as the same or different.

## MORE PRACTICE WITH TRIPOD GRIP

### Trace Pictures

**Note:** This activity page provides one large image and four smaller images to allow students to practice with larger or more refined drawing motions as needed.

- Make one copy of **Activity Page TR 3.1** for each student.
- Have students trace over the pictures in crayon multiple times using a different color each time.

## 4

## PREREQUISITE SKILLS

## Reading and Writing

## PRIMARY FOCUS OF LESSON

**Prerequisite Foundational Skills**

Students will segment spoken sentences into words by counting fingers and moving cubes for each word spoken. **TEKS K.2.A.iii**

Students will identify and count environmental sounds using a variety of classroom objects. **Prerequisite Skill**

Students will demonstrate understanding of directionality by placing cubes on a mat from left to right and by extending the right hand to greet others. **TEKS K.3.C; TEKS K.1.E**

**Prerequisite Writing Skills**

Students will hold a writing utensil with a tripod (or pincer) grip and make horizontal marks on paper using small crayons. **Prerequisite Skill**

## FORMATIVE ASSESSMENT

Observation

**Anecdotal Skills Record** Listening to Environmental Noises

**Prerequisite Skill**

Observation

**Anecdotal Skills Record** Left/Right Discrimination

**TEKS K.3.C; TEKS K.1.E**

Activity Page 4.2

**Horizontal Line Practice**

**Prerequisite Skill**

Activity Page 4.1

**Blending Pretest**

**TEKS K.2.A.viii**

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence; **TEKS K.3.C** Identify and use words that name action; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Prerequisite Foundational Skills</b>			
Warm-Up: Count with Fingers (Phonological Awareness)	Whole Group	5 min.	
Listening to Environmental Noises: - What Did You Hear? - How Many Noises? (Phonological Awareness)	Whole Group	20 min.	<input type="checkbox"/> musical instruments or classroom objects <input type="checkbox"/> three demonstration cubes <input type="checkbox"/> cubes (three per student) <input type="checkbox"/> small mats (one per student)
Left/Right Discrimination: - Greeting (Print Concepts)	Whole Group	5 min.	<input type="checkbox"/> rough or silky glove
<b>Prerequisite Writing Skills</b>			
Finger/Hand Awareness: Review the Tripod Grip	Whole Group	5 min.	<input type="checkbox"/> crayons
Draw Horizontal Lines on a Vertical Surface	Whole Group	10 min.	<input type="checkbox"/> crayons <input type="checkbox"/> chart paper
Horizontal Line Practice	Independent	15 min.	<input type="checkbox"/> Activity Page 4.2
Blending Pretest	One-on-One		<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Unit 1 Blending Pretest Class Record Sheet
<b>Take-Home Material</b>			
Horizontal Line Practice			<input type="checkbox"/> Activity Page 4.3

## ADVANCE PREPARATION

### Note to Teacher

During this lesson, you will begin administering a blending pretest to students individually. You will only be able to administer the test to a few students during this lesson, but you will continue to administer it to other students in subsequent lessons. This blending pretest assesses the ability to take isolated oral sounds and combine them to form a word. Blending ability is highly correlated with early reading ability; this test is being administered now to establish a baseline for each student. The Unit 1 Blending Pretest Class Record Sheet is included in Teacher Resources. Individual scoring sheets for each student are included in the Student Activity Books (Activity Page 4.1).

You will administer the pretest to one student at a time, while the remainder of the class completes Activity Page 4.2 or other work you deem appropriate. Display and demonstrate how to complete Activity Page 4.2 for the entire class and then pull aside one student at a time for the blending pretest.

It is strongly recommended that you create an assessment portfolio for each student and store his or her assessments (including pretests) in it. Throughout the year, you can refer to the folders to see how students are progressing.

### Prerequisite Foundational Skills

- Gather a collection of musical instruments or classroom objects that make different sounds.
- Provide stickers for students to use to identify their right hand.

### ➤ Digital Component 3.1

- For How Many Noises?, prepare three cubes and a mat for each student. Also, prepare to display the demonstration mat you prepared in Lesson 3 (Digital Component 3.1). You will need three demonstration cubes.

### Prerequisite Writing Skills

- Provide crayons for students to use and tape multiple pieces of chart paper to the wall at a height that students can reach.

### ➤ Digital Component 4.1

- Create an enlarged version of Activity Page 4.2 (Digital Component 4.1) to display for Horizontal Line Practice, or use the digital version.

### Universal Access

- Find pictures to represent the instruments or classroom objects making noises.

## Lesson 4: Emergent Reading

# Prerequisite Foundational Skills



## Primary Focus

Students will segment spoken sentences into words by counting fingers and

moving cubes for each word spoken. **TEKS K.2.A.iii**

Students will identify and count environmental sounds using a variety of

classroom objects. **Prerequisite Skill**

Students will demonstrate understanding of directionality by placing cubes on a mat from left to right and by extending the right hand to greet others.

**TEKS 3.K.C**

## WARM-UP (5 MIN.)

### Count with Fingers

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

## LISTENING TO ENVIRONMENTAL NOISES (20 MIN.)

### What Did You Hear?

- Gather various rhythm instruments or classroom objects and review them for students by naming and making a noise with each selected item.
- Hide the instruments or objects from view and have students identify them by the noises they make. Students should respond with the names of the instruments or objects.
- Make the noises of two instruments or objects, one after the other, with the instruments or objects hidden from view.
- Have a student name the two instruments or objects and use the instruments to produce noises in correct sequence.
- Repeat with several noise sequences of up to three noises each until students have had significant practice.

**Note:** For more student involvement, have the student who correctly identifies the instruments or objects make the next set of noises.

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence; **TEKS K.3.C** Identify and use words that name action; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.



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## Foundational Skills

### Foundational Literacy Skills

Provide pictures to support noises.

#### Beginning

Ask yes/no questions using simple phrases and pointing to the ear (e.g., “Did you hear a \_\_\_\_\_?”).

#### Intermediate

After asking each question, provide students with a specific sentence frame (e.g., “I heard a . . .”).

#### Advanced/

#### Advanced High

Encourage each student to expand and/or build from other students’ responses (e.g., “That noise was a \_\_\_\_\_.”)

**ELPS 1.C**



## How Many Noises?

- Gather various rhythm instruments or classroom objects.

### ➤ Digital Component 3.1

- Display the demonstration mat you prepared in advance for all students to see.
- Make sure that from the students' perspective, you appear to be placing the cubes from left to right on the demonstration mat.
- Select a student to come forward and make a noise using one instrument or object.
- Once the student has made a noise, move one cube forward on the mat. Place the cubes on the mat from left to right from the students' perspective.
- Clear your mat and ask a student to come forward and make up to three noises. For each noise, slide a cube on your mat.
- Distribute one mat and three cubes to each student.
- Explain that for each noise students hear, they should place one cube on the mat from left to right.
- Repeat with several noise sequences of up to three noises.
- If you have a tuning fork, you may wish to sound it and place it on each student's hand. This will allow students to actually feel the vibrations that result in the noise.

**Note:** One fun way to clear the mat is to brush off the cubes while making a “whoosh” sound.



#### Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to move cubes to represent counted words in the Anecdotal Skills Record.

---

## LEFT/RIGHT DISCRIMINATION (5 MIN.)

**Note:** The rough or silky glove stimulates the student's sense of touch.

### Greeting

- Today, wear some sort of rough or silky glove to shake each student's right hand.
- Greet one student after the other by saying "Hello," looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, \_\_\_\_\_. We greet others by shaking their right hands. I'm using my right hand to shake your right hand."
- Encourage students to greet you properly: "Hello, \_\_\_\_\_. I'm using my right hand to shake your right hand."
- After shaking each student's right hand, ask the student how the glove feels. Is it rough? Is it silky?
- Ask, "What's left?" (*The left hand!*)



### Observation: Anecdotal Skills Record

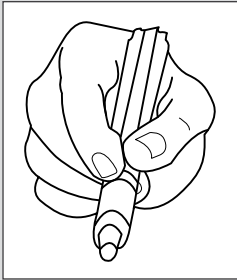
Make notes pertaining to each student's ability to demonstrate understanding of directionality, and establish bodily and spatial awareness in the Anecdotal Skills Record.

## Lesson 4: Emergent Writing Skills

# Prerequisite Writing Skills



**Primary Focus:** Students will hold a writing utensil with a tripod (or pincer) grip and make horizontal marks on paper using small crayons. **Prerequisite Skill**



### Support

If students have trouble drawing horizontal lines, draw stars on the paper to indicate where they should start each horizontal line.

Tell students to “start at the star.” If necessary, draw dots to indicate end points, and tell students to “stop at the dot.”

### Challenge

Have two students draw two long horizontal lines on a piece of chart paper.

Have the other students draw short vertical lines across the two horizontal lines. The students have created train tracks! If there is time, students may draw trains on the track.

### FINGER/HAND AWARENESS (5 MIN.)

#### Review the Tripod Grip

- Provide each student with a small piece of crayon.
- Model the tripod grip for students. (The tripod grip is made by pinching the base of a writing utensil with the thumb and pointer finger and resting the shaft of the writing utensil on the tip of the middle finger.)
- Have students use the tripod grip to hold their crayons.
- Circulate among the students to correct grips.

**Note:** Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the quadrupod grip, is fine as well.

### DRAW HORIZONTAL LINES ON A VERTICAL SURFACE (10 MIN.)

**Note:** Drawing horizontal lines will prepare students to write the letters ‘e’, ‘f’, ‘t’, and ‘z’.

- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Draw a horizontal line on the board/chart paper. Explain to students that a horizontal line is a straight line that goes from side to side. Tell students, “When we draw a horizontal line, we will start on the left and finish on the right.”
- Invite students to trace horizontal lines on their desks (or in the air) with their fingers.
- Have students draw horizontal lines on the chart paper.

- Circulate among the students to correct grips and assist students in drawing horizontal lines.
- Remind students how to draw a vertical line.
- Have students draw vertical lines on the chart paper.
- Then, have them alternate drawing horizontal and vertical lines on the chart paper.

## HORIZONTAL LINE PRACTICE (15 MIN.)

**Note:** When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

### ➤ Digital Component 4.1

- Distribute and display Activity Page 4.2.
- Tell students, “The activity page shows a student and a ladder, but the ladder is missing its steps.”
- Tell students that you are going to add steps to the ladder so the student can reach the top. They should do the same on their activity pages.
- Show students how to add steps to the ladder by tracing the dotted lines. As you draw, explain that you are adding steps to the ladder by drawing horizontal lines from left to right, starting at the stars.
- Demonstrate (provide guided practice) until students are ready to work independently.
- Tell students that once they have finished the front of the activity page, they should complete the back of the activity page.
- If students finish early, they may color the picture and/or draw a picture containing at least one horizontal line.
- If students are able to work independently, administer the blending pretest (Activity Page 4.1) to individual students. If they are not, look for other opportunities to administer the pretest.

### Activity Page 4.2





## Activity Page 4.2: Horizontal Line Practice

Collect Activity Page 4.2 to assess each student's ability to make horizontal lines.

## Activity Page 4.1



### BLENDING PRETEST

#### Administration

- Remove Activity Page 4.1 from each student's Activity Book prior to administering the test.
- Sit close to the student so he or she can clearly hear you and see your mouth.
- Tell the student you are going to say some sounds slowly. The student should listen to all of the sounds; when you finish, the student should try to say the sounds "fast" or "all together" so he or she is saying a real word.
- Explain that you can only say the sounds one time, so the student must watch and listen carefully.
- Demonstrate saying the sounds in a segmented fashion, pausing for about one second between sounds. For example, demonstrate with /m/ . . . /ee/, then say *me*. Demonstrate again with /s/ . . . /a/ . . . /d/, then say *sad*.
- Administer the test items. If the student misses the first five items, you may discontinue the test.

#### Scoring

Score each student's overall performance. The correct answer for each item is given in parentheses. Give one point for each correct answer and zero points for an incorrect answer. At the beginning of Kindergarten, any score greater than zero is a good outcome. A score of five or more is very good. Such a score indicates the student can hear discrete sounds and can blend them to make a word. Since blending is one of the key skills required for reading (along with knowing letter-sound correspondences), students who do well on this pretest are likely to learn to read quickly. On the other hand, students who cannot blend may struggle with reading—at least in the initial phases. These students may need additional support in order to learn to blend successfully. You will want to keep a close eye on them during the first several units of Kindergarten.

# Take-Home Material

## HORIZONTAL LINE PRACTICE

- Have students take Activity Page 4.3 home to complete with a family member.

Activity Page 4.3



## Lesson 4: Prerequisite Foundational Skills Remediation

# Additional Support

## MORE HELP WITH LISTENING TO ENVIRONMENTAL NOISES

### Listening Walk

- Follow procedures outlined in Lesson 1 for the Listening Walk.

## MORE HELP WITH DIRECTIONALITY

### Left/Right Discrimination

- Make one copy of **Activity Page TR 4.1** for each student.
- Ask students questions about the objects on the page, being sure to use position words:
  - Which object is in the middle of your page?
  - What object is to the left of that picture?
  - What is the object under that picture?
  - Which object is at the top and the right of your page?
  - Is there an object above that picture?
- **Variations:**
  - Provide the same page or different pages (i.e., some students get the front side of the activity page while other students get the back) to each student.
  - Cover the pictures with blocks or cut square of paper, and ask students questions until all the objects are revealed.
  - Reverse, covering the pictures as questions are asked until the page is full.

## 5

## PREREQUISITE SKILLS

## Reading and Writing

## PRIMARY FOCUS OF LESSON

**Prerequisite Foundational Skills**

Students will demonstrate phonological awareness by identifying the individual words in a spoken sentence. **TEKS K.2.A.iii**

Students will count environmental sounds using a variety of classroom objects.

**Prerequisite Skill**

Students will identify and use words that name actions, directions, positions, sequences, categories, and locations. **TEKS K.3.C**

Students will develop social communication such as introducing himself/herself and using common greetings. **TEKS K.1.E**

**Prerequisite Writing Skills**

Students will demonstrate understanding of directionality by manipulating modeling clay and tracking pictures from left to right. **Prerequisite Skill**

Students will hold a writing utensil with a tripod (or pincer) grip and make circular marks on paper using small crayons. **Prerequisite Skill**

## FORMATIVE ASSESSMENT

Observation

**Anecdotal Skills Record** Listening to Words

**TEKS K.2.A.iii**

Activity Page 5.1

**Tracking Practice**

**Prerequisite Skill**

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence; **TEKS K.3.C** Identify and use words that name action; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Prerequisite Foundational Skills</b>			
Warm-Up: Count with Fingers (Phonological Awareness)	Whole Group	5 min.	
Listening to Environmental Noises: How Many Noises? (Phonological Awareness)	Whole Group	10 min.	<input type="checkbox"/> musical instruments or classroom objects <input type="checkbox"/> cubes (three per student) <input type="checkbox"/> small mats (one per student)
Listening to Words: Hear Words in Phrases and Sentences (Phonological Awareness)	Whole Group	10 min.	<input type="checkbox"/> three demonstration cubes <input type="checkbox"/> cubes (three per student) <input type="checkbox"/> small mats (one per student)
Left/Right Discrimination: - Greeting (Print Concepts)	Whole Group	5 min.	<input type="checkbox"/> small red dot stickers
<b>Prerequisite Writing Skills</b>			
Fine Motor Skills: Make Vertical Lines, Horizontal Lines, and Circles with Modeling Clay	Whole Group	10 min.	<input type="checkbox"/> modeling clay
Draw Circles to the Left on a Vertical Surface	Whole Group	10 min.	<input type="checkbox"/> crayons <input type="checkbox"/> chart paper
Track from Left to Right and Top to Bottom	Whole Group	10 min.	<input type="checkbox"/> Activity Page 5.1
<b>Take-Home Material</b>			
Circle Practice			<input type="checkbox"/> Activity Page 5.2



## ADVANCE PREPARATION

### Prerequisite Foundational Skills

- Gather a collection of musical instruments or classroom objects that make different sounds.
- Provide stickers for students to use to identify their right hand.
- For How Many Noises? and Hear Words in Phrases and Sentences, prepare three cubes and a mat for each student.

### ➤ Digital Component 3.1

- For Hear Words in Phrases and Sentences, prepare to display the demonstration mat you prepared in Lesson 3 (Digital Component 3.1). You will need three demonstration cubes.

### Prerequisite Writing Skills

- Provide each student with modeling clay for Fine Motor Skills.
- Provide crayons for students to use and tape multiple pieces of chart paper to the wall at a height that students can reach.

### Universal Access

- Gather pictures of someone hitting a ball, something to accurately represent a cold day, a boy hugging his mom, a piece of chocolate, dogs, and cats to use for Listening to Words.

## Lesson 5: Emergent Reading Skills

# Prerequisite Foundational Skills



## Primary Focus

Students will demonstrate phonological awareness by identifying the individual

✚ words in a spoken sentence. **TEKS K.2.A.iii**

Students will count environmental sounds using a variety of classroom

✚ objects. **Prerequisite Skill**

Students will identify and use words that name actions, directions, positions,

✚ sequences, categories, and locations. **TEKS K.3.C**

Students will develop social communication such as introducing himself/herself

✚ and using common greetings. **TEKS K.1.E**

## WARM-UP (5 MIN.)

### Count with Fingers

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

## LISTENING TO ENVIRONMENTAL NOISES (10 MIN.)

### How Many Noises?

- Gather various rhythm instruments or classroom objects and distribute one mat and three cubes to each student.
- Explain that for each noise students hear, they should place one cube on the mat.
- Make the noise of one instrument or object and have students move one cube forward on the mat.
- Have students clear their mats.
- Repeat this process several times, making up to three noises.
- Be sure students line up the cubes from left to right.

✚ **TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence; **TEKS K.3.C** Identify and use words that name action; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.



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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Ask yes/no questions using simple phrases and pointing to the ear (e.g., “Did you hear three noises?”).

#### Intermediate

After asking each question, provide students with a specific sentence frame (e.g., “I heard \_\_\_\_\_ noises.”).

#### Advanced/

#### Advanced High

Encourage student to expand and/or build from other students’ responses (e.g., “If you heard two noises, how many cubes would you put on the mat?”).

#### **ELPS 1.C**

## LISTENING TO WORDS (10 MIN.)

### Hear Words in Phrases and Sentences

**Note:** In this exercise, students move away from environmental noises and learn to break phrases and sentences into words. This process sets the stage for breaking words into sounds. Students will learn this skill in Unit 2. Placing the cubes from left to right reinforces the directionality used in reading. Again, students will represent a noise (in this case, a word) with an object (a cube). This will prepare them to associate a sound with a sound

✚ picture or letter. **TEKS K.2.A.iii**

#### ➤ Digital Component 3.1

- Display the demonstration mat and cubes you prepared in advance for all students to see.
- Make sure that from the students' perspective, you appear to be placing the cubes from left to right on the demonstration mat.
- Explain to the class that phrases and sentences are made up of words. Tell the class to listen for the individual words in the phrases and sentences you are going to say.
- Say, "Hit the ball." twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words. Count the words with your fingers.
- Say the sentence a third time and move one cube onto the mat for each word you speak, counting the words with your fingers as you go.
- Place the cubes on the mat from left to right from the students' perspective.
- Ask a student to move the cubes and count the words.
- Distribute one mat and three cubes to each student.
- Complete the remaining phrases and sentences, or create your own using the names of students in your class, such as "Susan's red shirt." Be sure to only use phrases and sentences with three words.

- |                  |                        |
|------------------|------------------------|
| 1. Hit the ball. | 4. Chocolate is sweet. |
| 2. a cold day    | 5. Dogs can bark.      |
| 3. He hugs Mom.  | 6. Cats can purr.      |

✚ **TEKS K.2.A.iii** Demonstrate phonological awareness by identifying the individual words in a spoken sentence.

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### Foundational Skills

#### Foundational Literacy Skills

Before reading each phrase/sentence, use the images that you prepared in advance to provide students with context for each example. Prior to reading "Hit the ball." point to a picture of someone hitting a ball. Have students say, "Hit the ball." Repeat the process with the remaining phrases.

**ELPS 1.A**



### Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to move cubes to represent counted words in the Anecdotal Skills Record.

## LEFT/RIGHT DISCRIMINATION (5 MIN.)

### Greeting

- Greet one student after the other by saying "Hello," looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, \_\_\_\_\_. We greet others by shaking their right hands. I'm using my right hand to shake your right hand."
- Encourage students to greet you properly: "Hello, \_\_\_\_\_. I'm using my right hand to shake your right hand."
- After shaking each student's right hand, place a red dot sticker on his or her right hand.
- Ask, "What's left?" (*The left hand.*)

## Lesson 5: Emergent Writing Skills

# Prerequisite Writing Skills



### Primary Focus

Students will demonstrate understanding of directionality by manipulating modeling clay and tracking pictures from left to right. **Prerequisite Skill**

Students will hold a writing utensil with a tripod (or pincer) grip and make circular marks on paper using small crayons. **Prerequisite Skill**

## FINE MOTOR SKILLS (10 MIN.)

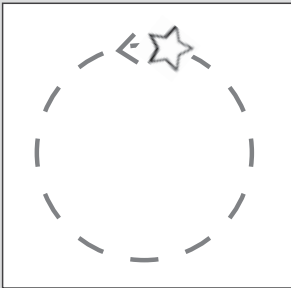
### Make Vertical Lines, Horizontal Lines, and Circles with Modeling Clay

**Note:** This exercise is designed to strengthen fine motor muscles and reinforce the concept of vertical and horizontal lines. It also introduces students to circles.

## Support

If students have trouble drawing circles, draw stars on the paper to indicate where they should start each circle. Draw a dot inside of each star to indicate where students should stop each circle.

Tell students, "Circles are special because they start and stop at the same spot." Instruct students to "start at the star and stop at the dot."



## Challenge

Invite students to name some objects that are circle shaped (e.g., cookies, soccer balls, oranges, plates, the moon, etc.). Have students draw something that is circle shaped.

## Activity Page 5.1



- Provide each student with a piece of modeling clay. Keep a piece for yourself, too.
- Using the modeling clay, show students how to make a line: roll the modeling clay into a ball, and then place the ball on a flat surface and roll it into a line.
- Explain to students that you can make a vertical line by positioning the line from top to bottom and a horizontal line by positioning the line from side to side.
- Have students make vertical and horizontal lines using modeling clay.
- Demonstrate forming a modeling clay line into a circle.
- Have students make modeling clay circles.

## DRAW CIRCLES TO THE LEFT ON A VERTICAL SURFACE (10 MIN.)

**Note:** Drawing circles to the left will prepare students to write the letters 'a', 'c', 'd', 'e', 'g', 'o', and 'q'.

- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.
- Draw a circle to the left on the board/chart paper. Explain to students that when we draw a circle to the left, we start near the top and move to the left.
- Invite students to trace circles to the left on their desks (or in the air) with their fingers.
- Have students draw circles to the left on the chart paper.
- Circulate among the students and correct grips and assist students in drawing circles to the left.

## TRACK FROM LEFT TO RIGHT AND TOP TO BOTTOM (10 MIN.)

**Note:** This activity page teaches students left-to-right tracking, which is crucial for reading and writing. It is also an excellent whole group oral exercise. To help students with left-to-right directionality, you may wish to have them color each star green and have them add a red "stop dot" to the end of each row.

- Distribute Activity Page 5.1.
- Tell students to place their pointer fingers on the first star.

- Ask students, “What is the next picture?”
- Once the class has provided the correct answer (*a bird*), ask students to place their pointer fingers on the bird.
- Repeat with each of the remaining pictures in the first row.
- Complete the items in the second, third, and fourth rows in the same fashion as the first row. Then complete the back of the activity page.



### Activity Page 5.1: Tracking Practice

Observe each student’s ability to track the pictures from left to right on Activity Page 5.1.

End Lesson

# Take-Home Material

## CIRCLE PRACTICE

- Have students take Activity Page 5.2 home to complete with a family member.

Activity Page 5.2



## Lesson 5: Prerequisite Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRACKING

### Track from Left to Right and Top to Bottom

- Make copies of one or more of the tracking practice pages (**Activity Page TR 5.1**) for students.
- Have students practice tracking from left to right and top to bottom, touching each object on the activity page as they practice. Prompt students with questions such as:
  - Where do you start for tracking?
  - Where is the end for tracking?
  - Can you move your finger to show me where to go from the start?
  - Where do you go once you get to the end of the line?

- Can you show me tracking to the end of the line from here? (Select a spot other than the beginning or end of the page.)
- Can you track the whole page for me?

---

## MORE HELP WITH DIRECTIONALITY

### Position Words

- Make one copy of the front of **Activity Page TR 5.2** for each student.
- Make one copy of the front of **Activity Page TR 5.3** on cardstock for each student, and cut out the figures for students to use during the activity.
- Have students arrange the cut-out figures according to the prompts you give to practice directionality. Prompts may include:
  - Put the table in the *middle* of the room.
  - Put the apple *under* the table.
  - Move the apple to the *top* of the table in the *middle*.
  - Slide the apple to the *right*.
  - Push the table *around* the room.

## PREREQUISITE SKILLS

# Student Performance Assessment

## PRIMARY FOCUS OF LESSON

**Prerequisite Foundational Skills**

Students will segment spoken sentences into words by counting fingers and moving cubes for each word spoken. **TEKS K.2.A.iii**

Students will count the number of environmental sounds heard using a variety of classroom objects. **Prerequisite Skill**

Students will demonstrate understanding of directionality by placing cubes on a mat from left to right. **TEKS K.C.3**

**Prerequisite Writing Skills**

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**

## FORMATIVE ASSESSMENT

Observation

**Anecdotal Skills Record** Listening to Environmental Noises

**Prerequisite Skill**

Activity Pages 6.1, 6.2

**Writing Strokes Pretest**

**Prerequisite Skill**

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence;  
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Prerequisite Foundational Skills</b>			
Warm-Up: Count with Fingers (Phonological Awareness)	Whole Group	5 min.	
Listening to Environmental Noises: - How Many Noises? (Phonological Awareness)	Whole Group	10 min.	<input type="checkbox"/> musical instruments or classroom objects <input type="checkbox"/> cubes (four per student) <input type="checkbox"/> small mats (one per student)
Listening to Words: Hear Words in Phrases and Sentences (Phonological Awareness)	Whole Group	10 min.	<input type="checkbox"/> four demonstration cubes <input type="checkbox"/> cubes (four per student) <input type="checkbox"/> small mats (one per student)
<b>Prerequisite Writing Skills</b>			
Writing Strokes Pretest	Whole Group	20 min.	<input type="checkbox"/> Activity Pages 6.1, 6.2 <input type="checkbox"/> crayons <input type="checkbox"/> Unit 1 Writing Strokes Pretest Scoring Guide
Draw Circles to the Left	Independent	15 min.	<input type="checkbox"/> Activity Page 6.3 <input type="checkbox"/> crayons
<b>Take-Home Material</b>			
Increase Sound and Word Awareness			<input type="checkbox"/> Activity Page 6.4

## ADVANCE PREPARATION

### Note to Teacher

Students will also take a writing strokes pretest during this lesson. This pretest assesses fine motor skills and prewriting abilities. The results will indicate which students are almost ready to begin writing letters and which students may need extra support over the course of this and the following unit. This pretest is to be administered to the entire class as a group.

Continue to administer the blending pretest (from Lesson 4) to individual students while the class is completing Activity Page 6.3 or doing other work you deem appropriate.

### Prerequisite Foundational Skills

- Gather a collection of musical instruments or classroom objects that make different sounds.

#### ➤ Digital Component 3.1

- For Hear Words in Phrases and Sentences, prepare four cubes and a mat for each student. Also, prepare to display the demonstration mat you prepared in Lesson 3 (Digital Component 3.1). You will need four demonstration cubes.

### Prerequisite Writing Skills

#### ➤ Digital Component 6.1

- Create an enlarged version of Activity Page 6.3 (Digital Component 6.1) to display for Draw Circles to the Left, or use the digital version.

### Universal Access

- Gather pictures of a green plant, a hot sun, a fast car, a red crayon (or other object), a phone, and someone practicing something to use for Listening to Words.

## Lesson 6: Emergent Reading Skills

# Prerequisite Foundational Skills



## Primary Focus

Students will segment spoken sentences into words by counting fingers and moving cubes for each word spoken. **TEKS K.2.A.iii**

Students will count the number of environmental sounds heard using a variety of classroom objects. **Prerequisite Skill**

Students will demonstrate understanding of directionality by placing cubes on a mat from left to right. **TEKS K.C.3**

ENGLISH  
LANGUAGE  
LEARNERS



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Ask yes/no questions using simple phrases and pointing to the ear (e.g., “Did you hear three noises?”).

#### Intermediate

After asking each question, provide students with a specific sentence frame (e.g., “I heard \_\_\_\_\_ noises.”).

#### Advanced/ Advanced High

Encourage student to expand and/or build from other students’ responses (e.g., “If you heard two noises, how many cubes would you put on the mat?”).

**ELPS 1.C**

## WARM-UP (5 MIN.)

### Count with Fingers

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

## LISTENING TO ENVIRONMENTAL NOISES (10 MIN.)

### How Many Noises?

- Gather various rhythm instruments or classroom objects and distribute one mat and four cubes to each student.
- For each noise students hear, they should place one cube on the mat.
- Make one noise using an instrument or object and have students move one cube forward on the mat.
- Have students clear their mats.
- Repeat this process several times, making up to four noises.
- Make sure students line up the cubes from left to right.

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence;  
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



## Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to differentiate like and different sounds and to distinguish between discrete sounds in the Anecdotal Skills Record.

### LISTENING TO WORDS (10 MIN.)

#### Hear Words in Phrases and Sentences

##### ➤ Digital Component 3.1

- Display the demonstration mat and cubes you prepared in advance for all students to see.
- Make sure that from the students' perspective, you appear to be placing the cubes from left to right on the demonstration mat.
- Tell the class you want them to learn to hear the individual words in the phrases and sentences you are going to say.
- Say, "the green plant," twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words. Count the words with your fingers.
- Say the phrase a third time and move one cube onto the mat for each word you speak, counting the words with your fingers as you go.
- Place the cubes on the mat from left to right from the students' perspective.
- Ask a student to move the cubes and count the words.
- Distribute one mat and four cubes to each student.
- Complete the remaining phrases and sentences, or create your own using the names of students in your class.

**Note:** The examples in the box contain three or four words. Start with three-word phrases and sentences and extend to four words.

- |                            |                      |
|----------------------------|----------------------|
| 1. the green plant         | 4. A car goes fast.  |
| 2. Practice makes perfect. | 5. Red is a color.   |
| 3. The sun is hot.         | 6. A phone can ring. |



ENGLISH  
LANGUAGE  
LEARNERS

#### Foundational Skills

##### Foundational Literacy Skills

Before reading each phrase/sentence, use the images that you prepared in advance to provide students with context for each example. Prior to reading "the green plant," point to a picture of a green plant. Have students say, "the green plant." Repeat the process with the remaining phrases.

**ELPS 1.C**

## Lesson 6: Emergent Writing Skills and Pretest

# Prerequisite Writing Skills



**Primary Focus:** Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**

### WRITING STROKES PRETEST (20 MIN.)

#### Administration

- Distribute Activity Pages 6.1 and 6.2.
- Provide each student with a small piece of crayon.
- Instruct students to copy each stroke in the box provided. Feel free to demonstrate on the board/chart paper using strokes not being tested (e.g., a triangle, a square, a heart).

#### Scoring

Collect the completed pretests and evaluate them using the Unit 1 Writing Strokes Scoring Guide provided in Teacher Resources. Students who receive a “Progressing” or “Ready” evaluation for most of the strokes are probably ready to attempt to write letters, a task introduced in Unit 3. Handwriting will improve as students practice drawing the strokes covered in Units 1 and 2. Students who receive a “Not Yet Ready” evaluation on several of the strokes will probably need additional support as they work through the fine motor exercises and writing stroke exercises in Units 1 and 2. These students will need to improve significantly during Units 1 and 2 in order to succeed in Unit 3 and beyond. Consider encouraging the families of these students to practice the activities on Activity Page 3.2 from Lesson 3.

Keep the results of this test in your assessment portfolio.

### DRAW CIRCLES TO THE LEFT (15 MIN.)

**Note:** When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

Activity  
Pages 6.1, 6.2



## ➤ Digital Component 6.1

- Distribute and display Activity Page 6.3.
- Explain that the activity page shows some snowmen, but each snowman is missing three snowballs.
- Tell students you are going to add three snowballs to each snowman. They should do the same on their activity page.
- Show students how to add snowballs to one of the snowmen by tracing the dotted circles. As you draw, explain that you are adding snowballs to the snowman by drawing circles to the left, starting at the stars.
- Demonstrate (provide guided practice) until you feel students are ready to work independently.
- Tell students that once they have finished the front of the activity page, they should complete the back of the activity page.
- If students finish early, they may color the pictures and/or draw a picture containing at least one circle.

End Lesson

# Take-Home Material

## INCREASE SOUND AND WORD AWARENESS

- Have students take Activity Page 6.4 home and practice with a family member.

### Lesson 6: Prerequisite Foundational Skills Remediation

# Additional Support

## MORE HELP WITH DRAWING VERTICAL LINES

### Tray Tracing

- Give each student a **shallow tray containing sand or rice**.
- Have students trace vertical lines in the sand or rice.

### Activity Page 6.3



### Activity Page 6.4



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## MORE PRACTICE WITH TRIPOD GRIP

### Trace Pictures

**Note:** The activity page provides one large image and four smaller images to allow students to practice with larger or more refined drawing motions as needed.

- Make one copy of **Activity Page TR 6.1** for each student.
- Have students trace over the pictures in crayon multiple times using a different color each time.

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## MORE HELP WITH LISTENING TO ENVIRONMENTAL NOISES

### Which One?

- Have students sit in a circle.
- Make enough copies of **Activity Page TR 1.1** for each student to have an animal picture card.
- Provide each student with an animal picture card .
- Pull one student away from the group, and have this student close his or her eyes (or use a blindfold). Give the student a particular sound to listen for.
- Signal students in the circle to start making their respective sounds at the same time. At the same time, guide the listening student around the circle.
- Once the listening student hears the target sound, he or she should look to see if he or she is correct.
- The student who had the target sound then becomes the listening student.

## PREREQUISITE SKILLS

# Reading and Writing

## PRIMARY FOCUS OF LESSON

**Prerequisite Foundational Skills**

Students will demonstrate phonological awareness by identifying the individual words in a spoken sentence. **TEKS K.2.A.iii**

Students will count the number of environmental sounds heard, stepping forward each time a sound is produced. **Prerequisite Skill**

Students will demonstrate understanding of directionality by tracking pictures from left to right. **TEKS K.2.D.ii**

**Prerequisite Writing Skills**

Students will use spatial words while practicing writing strokes in the air and on paper. **TEKS K.3.C**

Students will hold a writing utensil with a tripod (or pincer) grip and make diagonal marks on paper using small crayons. **Prerequisite Skill**

## FORMATIVE ASSESSMENT

Observation

**Anecdotal Skills Record** Listening to Environmental Noises

**Prerequisite Skill**

Activity Page 7.1

**Diagonal Line Practice**

**Prerequisite Skill**

- TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence;  
**TEKS K.2.D.ii** Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Prerequisite Foundational Skills</b>			
Warm-Up: Count with Fingers (Phonological Awareness)	Whole Group	5 min.	
Listening to Environmental Noises: Step Forward for Noises (Phonological Awareness)	Whole Group	10 min.	<input type="checkbox"/> musical instruments or classroom objects
Listening to Words: - Teacher-Student Echo (Phonological Awareness)	Whole Group	10 min.	
<b>Prerequisite Writing Skills</b>			
Draw Diagonal Lines on a Vertical Surface	Whole Group	10 min.	<input type="checkbox"/> crayons <input type="checkbox"/> chart paper
Diagonal Line Practice	Independent	15 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> crayons
Track from Left to Right and Top to Bottom	Whole Group	10 min.	<input type="checkbox"/> Activity Page 7.2 <input type="checkbox"/> crayons
<b>Take-Home Material</b>			
Diagonal Line Practice			<input type="checkbox"/> Activity Page 7.3

## ADVANCE PREPARATION

### Note to Teacher

Continue to administer the blending pretest (from Lesson 4) to individual students while the class is completing Activity Page 7.1 or doing other work you deem appropriate.

### Prerequisite Foundational Skills

- Gather various musical instruments or objects that make noises.

### Prerequisite Writing Skills

- Tape multiple pieces of chart paper to the wall at a height that students can reach.
- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for Diagonal Line Practice, or use the digital version.

### Universal Access

- Make a large green “start star” and a large red “stop dot” for Step Forward for Noises.
- Gather pictures of a big cat, a small house, a heart or other representation of the expression of love, a representation of a hot day, people playing games, students and a teacher in a classroom, girls clapping, clear desks, books put away on a shelf, and a clean room to use for Listening to Words.
- Prepare chart paper with green stars at the starting points and red dots at the ending points for Draw Diagonal Lines on a Vertical Surface.

## Lesson 7: Emergent Reading Skills

# Prerequisite Foundational Skills



## Primary Focus

Students will demonstrate phonological awareness by identifying the individual words in a spoken sentence. **TEKS K.2.A.iii**

Students will count the number of environmental sounds heard, stepping forward each time a sound is produced. **Prerequisite Skill**

Students will demonstrate understanding of directionality by tracking pictures from left to right. **TEKS K.2.D.ii**

## WARM-UP (5 MIN.)

### Count with Fingers

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

## LISTENING TO ENVIRONMENTAL NOISES (10 MIN.)

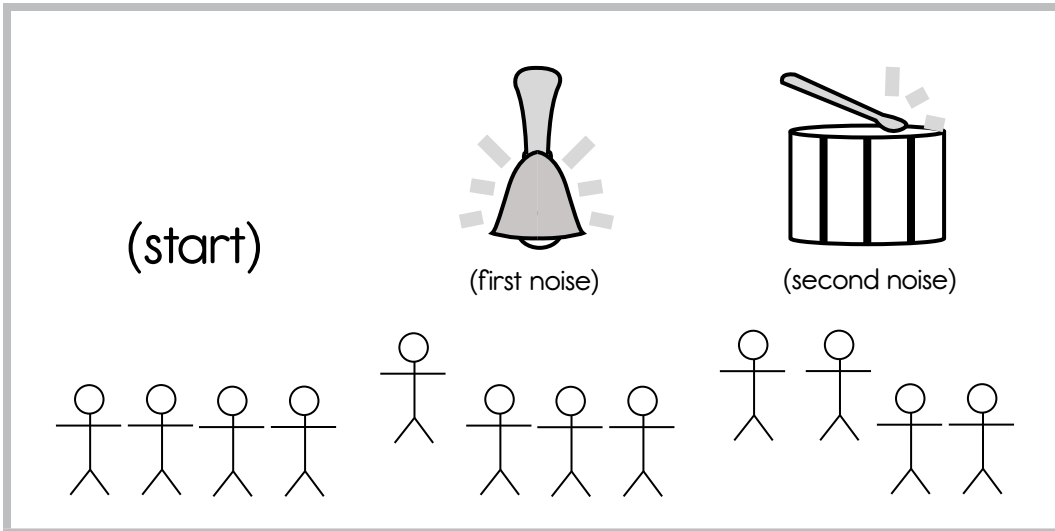
### Step Forward for Noises

- Gather various musical instruments or objects that make noises.
- Select four students and have them line up facing the class.
- Make one to four noises with the instruments or objects. Have one student step forward for each noise.
- Make sure students step forward from left to right.
- Repeat until students have had significant practice.

## Support

To help the class with left-to-right directionality, place a large green “start star” to the left of the line of students and a large red “stop dot” to the right.

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence;  
**TEKS K.2.D.ii** Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep.



### Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to differentiate like and different sounds and to distinguish between discrete sounds in the Anecdotal Skills Record.

## LISTENING TO WORDS (10 MIN.)

### Teacher-Student Echo

**Note:** This exercise will help students develop the skills needed to break phrases and sentences into words. **TEKS K.2.A.iii**

- Say a phrase or sentence, clap for each word, and then signal the number of claps with your fingers.
- Have the class or a student repeat the phrase or sentence and clap for each word.
- Complete the remaining phrases and sentences or create your own using the names of students or other things familiar to students (e.g., events, places, etc.).

**Note:** The examples below contain three to five one-syllable words. Start with three-word phrases and sentences and then extend to five words.



ENGLISH  
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### Foundational Skills

#### Foundational Literacy Skills

Before reading each phrase/sentence, use the images that you prepared in advance to provide students with context for each example. Prior to reading "the big cat," point to a picture of a big cat. Have students say, "the big cat." Repeat the process with the remaining phrases.

**ELPS 1.C**

**TEKS K.2.A.iii** Demonstrate phonological awareness by identifying the individual words in a spoken sentence.



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Ask yes/no questions using simple phrases (e.g., “Did you clap three words?”).

#### Intermediate

After asking each question, provide students with a specific sentence frame (e.g., “I clapped \_\_\_\_\_ words.”).

#### Advanced/

#### Advanced High

Encourage each student to expand and/or build from other students’ responses (e.g., “If there were three words in the sentence, how many times did you clap?”).

**ELPS 1.C**

### Support

If students have trouble drawing diagonal lines, you can draw stars on the paper to indicate where they should start each diagonal line. Tell students to “start at the star.” If necessary, draw dots to indicate end points, and tell students to “stop at the dot.”

1. the big cat
2. the small house
3. I love you.
4. It is hot.
5. We can play games.
6. We are in class.
7. The girls can clap.
8. The desks are all clear.
9. The books are all here.
10. The room is so clean.



### Check for Understanding

Observe each student’s ability to clap the number of words correctly.

## Lesson 7: Emergent Writing Skills

# Prerequisite Writing Skills



### Primary Focus

Students will use spatial words while practicing writing strokes in the air and on paper. **TEKS K.3.C**

Students will hold a writing utensil with a tripod (or pincer) grip and make diagonal marks on paper using small crayons. **Prerequisite Skill**

## DRAW DIAGONAL LINES ON A VERTICAL SURFACE (10 MIN.)

**Note:** Drawing diagonal lines will prepare students to write the letters ‘k’, ‘v’, ‘w’, ‘x’, ‘y’, and ‘z’.

- Tape multiple pieces of chart paper to the wall at a height that students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.

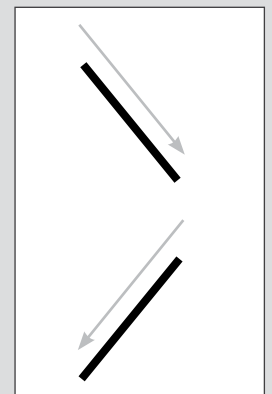
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and location.

- Draw a diagonal line from top to bottom and left to right on the board/chart paper. Explain to students that a diagonal line is a slanted line. Tell students, “We can draw a diagonal line by starting at the top left and finishing at the bottom right.”
- Ask students to trace diagonal lines from top to bottom and left to right on their desks (or in the air) with their fingers.
- Have students draw diagonal lines from top to bottom and left to right on the chart paper.
- Draw a diagonal line from top to bottom and right to left on the board/chart paper. Tell students a diagonal line can also be drawn by starting at the top right and finishing at the bottom left.
- Ask students to trace diagonal lines from top to bottom and right to left on their desks (or in the air) with their fingers.
- Have students draw diagonal lines from top to bottom and right to left on the chart paper.
- Circulate among students to correct grips and assist students as they draw diagonal lines.



### Check for Understanding

Observe students' ability to trace diagonal lines with a finger on their desks or in the air.



### Challenge

Ask students to find vertical, horizontal, and diagonal lines in the classroom.

## DIAGONAL LINE PRACTICE (15 MIN.)

**Note:** When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

### ➤ Digital Component 7.1

- Distribute and display Activity Page 7.1.

- Explain that the activity page shows some houses, but each house is missing its roof.
- Tell students you are going to add a roof to each house. They should do the same on their activity pages.
- Show students how to add a roof to each house by tracing the dotted lines. As you draw, explain that you are adding a roof to each house by drawing one diagonal line from top to bottom and right to left and another diagonal line from top to bottom and left to right, starting at the star.
- Demonstrate (provide guided practice) until students are ready to work independently.
- Tell students that once they have finished the front of the activity page, they should complete the back of the activity page.
- If students finish early, they may color the pictures and/or draw a picture containing at least one diagonal line.

### Activity Page 7.1



#### Activity Page 7.1: Diagonal Line Practice

Collect and review the activity page to determine each student's ability to make diagonal lines.

### TRACK FROM LEFT TO RIGHT AND TOP TO BOTTOM (10 MIN.)

- Distribute Activity Page 7.2.
- Tell students to place their pointer fingers on the first star.
- Ask students, "What is the next picture?"
- Once the class has provided the correct answer (*a mouse*), tell students to place their pointer fingers on the mouse.
- Repeat with each of the remaining pictures in the first row.
- Complete the items in the second, third, and fourth rows in the same fashion as the first row. Complete the rows on the back of the activity page.

### Activity Page 7.2



# Take-Home Material

## DIAGONAL LINE PRACTICE

- Have students take Activity Page 7.3 home to complete with a family member.

### Activity Page 7.3



## Lesson 7: Prerequisite Foundational Skills Remediation

# Additional Support

## MORE HELP HEARING WORDS IN SENTENCES

### Leap Frog

- Make three “lily pads” out of construction paper.
- Place the three lily pads in a row on the floor. You may wish to tape the lily pads in place.
- Say a three-word sentence and have a student jump on the first pad for the first word, the second pad for the second word, and the third pad for the third word.
- If students are ready for longer sentences, tape down as many as five lily pads and say sentences containing up to five words.
- **Variation:** Instead of having students jump from lily pad to lily pad, have them jump on a hopscotch board.

## MORE PRACTICE WITH TRIPOD GRIP

### Trace Pictures

**Note:** The activity page provides one large image and four smaller images to allow students to practice with larger or more refined drawing motions as needed.

- Provide each student with a copy of **Activity Page TR 7.1**.
- Have students trace over the pictures in crayon multiple times using a different color each time.



## 8

## PREREQUISITE SKILLS

## Reading and Writing

## PRIMARY FOCUS OF LESSON

**Prerequisite Foundational Skills**

Students will segment spoken sentences into words by counting fingers and clapping hands for each word spoken. **TEKS K.2.A.iii**

Students will count the number of environmental sounds heard, stepping forward each time a sound is produced. **Prerequisite Skill**

**Prerequisite Writing Skills**

Students will use spatial words while practicing writing strokes in the air and on paper. **TEKS K.3.C**

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**

## FORMATIVE ASSESSMENT

**Observation**

**Anecdotal Skills Record** Listening to Environmental Noises

**Prerequisite Skill**

**Activity Page 8.1**

**Review Vertical and Horizontal Lines**

**Prerequisite Skill**

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence;  
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

**LESSON AT A GLANCE**

	<b>Grouping</b>	<b>Time</b>	<b>Materials</b>
<b>Prerequisite Foundational Skills</b>			
Warm-Up: - Count with Fingers - What Is This? (Phonological Awareness and Foundational Skills)	Whole Group	10 min.	<input type="checkbox"/> crayons <input type="checkbox"/> chart paper
Listening to Environmental Noises: Step Forward for Noises (Phonological Awareness)	Whole Group	10 min.	<input type="checkbox"/> musical instruments or classroom objects
Listening to Words: Teacher-Student Echo (Phonological Awareness)	Whole Group	10 min.	
<b>Prerequisite Writing Skills</b>			
Draw Squares on a Vertical Surface	Whole Group	15 min.	<input type="checkbox"/> crayons <input type="checkbox"/> chart paper
Review Vertical and Horizontal Lines	Independent	15 min.	<input type="checkbox"/> Activity Page 8.1

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## ADVANCE PREPARATION

### Prerequisite Foundational Skills

- Gather various musical instruments or objects that make noises.

### Prerequisite Writing Skills

- Provide crayons for students to use and tape multiple pieces of chart paper to the wall at a height that students can reach.

### ➤ Digital Component 8.1

- Create an enlarged version of Activity Page 8.1 (Digital Component 8.1) to display for Review Vertical and Horizontal Lines, or use the digital version.

### Universal Access

- Gather pictures of a glass of milk, dogs, a person with cats and dogs, and people eating lunch in a room to use for Listening to Words. In addition, prepare to act out the phrase, “One, two, three, look at me.”
- For Draw Squares on a Vertical Surface, draw a star on paper for each square to indicate where students should start. Draw a dot inside of each star. If more support is needed, you may draw a dot for each of the remaining three corners as well.

## Lesson 8: Emergent Reading Skills

# Prerequisite Foundational Skills



## Primary Focus

Students will segment spoken sentences into words by counting fingers and

clapping hands for each word spoken. **TEKS K.2.A.iii**

Students will count the number of environmental sounds heard, stepping forward

each time a sound is produced. **Prerequisite Skill**

## WARM-UP (10 MIN.)

### Count with Fingers

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

### What Is This?

- Draw a vertical line on the board/chart paper and ask students to identify it.
- Repeat with a horizontal line, a circle, a diagonal line from top to bottom and left to right, and a diagonal line from top to bottom and right to left.

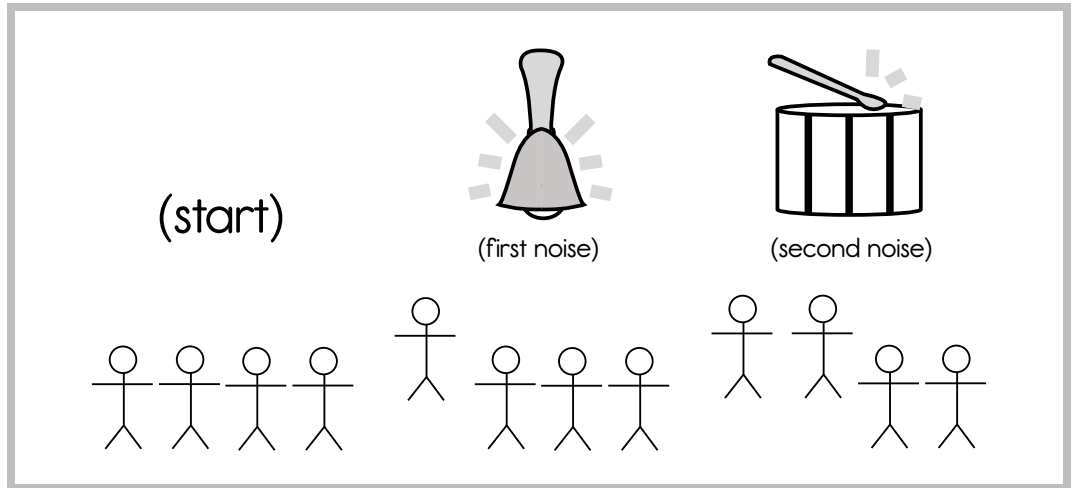
**Note:** Students should simply answer “diagonal line” for both diagonal lines.

## LISTENING TO ENVIRONMENTAL NOISES (10 MIN.)

### Step Forward for Noises

- Gather various musical instruments or objects that make noises.
- Select four students and have them line up facing the class.
- Make one to four noises with the instruments or objects. Have one student step forward for each noise.
- Make sure students step forward from left to right.
- Repeat until students have had significant practice.

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence.



### Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to differentiate like and different sounds and to distinguish between discrete sounds in the Anecdotal Skills Record.

## LISTENING TO WORDS (10 MIN.)

**Note:** One way to increase students' attention span for language is by having them memorize nursery rhymes (e.g., "Jack Be Nimble").

### Teacher-Student Echo

- Say a sentence, clap for each word, and then signal the number of claps with your fingers.
- Have the class or a student repeat the sentence and clap for each word.
- Complete the remaining sentences or create your own sentences with classroom examples.

**Note:** The examples below contain three to six words. Start with three-word phrases and sentences and then extend to six words.



ENGLISH  
LANGUAGE  
LEARNERS

1. Milk is white.
2. Dogs are pets.
3. I like cats and dogs.
4. One, two, three, look at me.
5. We eat lunch in the room.

## Foundational Skills

### Foundational Literacy Skills

Before reading each phrase/sentence, use the images that you prepared in advance to provide students with context for each example. Prior to reading “Milk is white,” point to a picture of a glass of milk. Have students say, “Milk is white.” Repeat the process with the remaining phrases.

**ELPS 1.C**

## Lesson 8: Emergent Writing Skills

# Prerequisite Writing Skills



### Primary Focus

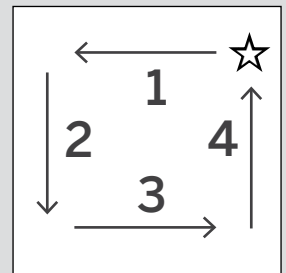
Students will use spatial words while practicing writing strokes in the air and on paper. **TEKS K.3.C**

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**

## DRAW SQUARES ON A VERTICAL SURFACE (15 MIN.)

**Note:** This exercise is important because understanding that writing strokes can be combined to create a shape is similar to understanding that writing strokes can be combined to create a letter.

- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Draw a square on the board/chart paper, starting at its upper right corner. Explain to students that a square is made up of four lines: a horizontal line, then a vertical line, then another horizontal line, and then another vertical line. Encourage students to draw these squares without picking up their crayons (as shown).



**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

## Support

If students have trouble drawing squares, draw stars on the paper to indicate where they should start each square. Draw a dot inside of each star.

Tell students, “Squares start and stop at the same spot.” Instruct students to “start at the star and stop at the dot.” If students need even more support, draw a dot for each of the remaining three corners and tell students to “turn at each dot.”

## Challenge

Ask students to name some objects that are the shape of a square (e.g., boxes, windows, tiles, etc.). Have students draw something that is in the shape of a square.

## Activity Page 8.1



- Ask students to trace squares on their desks or in the air with their fingers.
- Have students draw squares on the chart paper.
- Circulate among the students to correct grips and assist students as they draw squares.

## REVIEW VERTICAL AND HORIZONTAL LINES (15 MIN.)

**Note:** When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

### ➤ Digital Component 8.1

- Distribute and display Activity Page 8.1.
- Explain that the front of the activity page has four hats and four people.
- Tell students you are going to draw a line from each hat to the person below. They should do the same on their activity pages.
- Show students how to trace the dotted lines. As you draw, tell students you are connecting each hat to its owner by drawing a vertical line from top to bottom, starting at the star.
- Have students turn Activity Page 8.1 over.
- Explain that the back of the activity page shows animals and their homes.
- Tell students you are going to draw a line from each animal on the left to its home on the right. They should do the same on their activity pages.
- Show students how to trace the dotted lines. As you draw, tell students you are connecting each animal to its home by drawing a horizontal line from left to right, starting at the star.
- Demonstrate (provide guided practice) until you feel students are ready to work independently.
- Students who finish early may color the pictures and/or draw a picture containing at least one vertical line and at least one horizontal line if time permits.



## Activity Page 8.1: Review Vertical and Horizontal Lines

Collect Activity 8.1 to review and monitor each student's ability to complete the task.

End Lesson

### Lesson 8: Prerequisite Foundational Skills Remediation

# Additional Support

## MORE WRITING STROKES PRACTICE

### Vertical Lines, Horizontal Lines, and Circles

- Make one copy of **Activity Page TR 8.1** for each student.
- Have students practice drawing vertical lines, horizontal lines, and circles.

## MORE HELP WITH DIRECTIONALITY

### Left/Right Discrimination

- Make one copy of **Activity Page TR 8.2** for each student.
- Ask students questions about the objects on the page, making sure to use position words:
  - Which object is in the middle of your page?
  - What object is to the left of that picture?
  - What is the object under that picture?
  - Which object is at the top and the right of your page?
  - Is there an object above that picture?
- **Variations:**
  - Provide the same page or different pages (i.e., some students get the front side of the activity page while other students get the back) to each student.
  - Cover the pictures with blocks or cut square of paper, and ask students questions until all the objects are revealed.
  - Reverse, covering the pictures as questions are asked until the page is full.



## 9

## PREREQUISITE SKILLS

## Reading and Writing

## PRIMARY FOCUS OF LESSON

**Prerequisite Foundational Skills**

Students will segment spoken sentences into words by counting fingers and stepping forward for each word spoken. **TEKS K.2.A.iii**

Students will count the number of environmental sounds heard, stepping forward each time a sound is produced. **Prerequisite Skill**

Students will demonstrate understanding of directionality by stepping forward from left to right and by manipulating modeling clay. **TEKS K.3.C**

**Prerequisite Writing Skills**

Students will use spatial words while practicing writing strokes in the air and on paper. **TEKS K.3.C**

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**

## FORMATIVE ASSESSMENT

Observation

Anecdotal Skills Record Fine Motor Skills

✦ **TEKS K.3.C**

Activity Page 9.2

Review Circles and Diagonal Lines

✦ **Prerequisite Skill**

✦ **TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence;  
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Prerequisite Foundational Skills</b>			
Warm-Up: Count with Fingers (Phonological Awareness)	Whole Group	5 min.	
Listening to Words: - Step Forward for Words - Circle the Cubes (Phonological Awareness)	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> crayons
Fine Motor Skills: Make Circles and Triangles with Modeling Clay (Print Concepts)	Whole Group	10 min.	<input type="checkbox"/> modeling clay
<b>Prerequisite Writing Skills</b>			
Draw Triangles on a Vertical Surface	Whole Group	15 min.	<input type="checkbox"/> crayons <input type="checkbox"/> chart paper
Review Circles and Diagonal Lines	Independent	10 min.	<input type="checkbox"/> Activity Page 9.2
<b>Take-Home Material</b>			
Understand Position Words			<input type="checkbox"/> Activity Page 9.3

## ADVANCE PREPARATION

### Note to Teacher

Continue to administer the blending pretest (from Lesson 4) to individual students while the class is completing independent work you deem appropriate.

### Prerequisite Foundational Skills

#### ➤ Digital Component 9.1

- Create an enlarged version of Activity Page 9.1 (Digital Component 9.1) to display for Circle the Cubes, or use the digital version.
- Provide each student with a piece of modeling clay.

### Prerequisite Writing Skills

- Provide crayons for students to use and tape multiple pieces of chart paper to the wall at a height that students can reach.
- Provide pieces of crayon for students.

#### ➤ Digital Component 9.2

- Create an enlarged version of Activity Page 9.2 (Digital Component 9.2) to display for Review Circles and Diagonal Lines, or use the digital version.

### Universal Access

- Gather pictures of cats in a box, a cat that is not black, a cat sitting on a rug, a small gray cat that looks happy, gray and black cats, and a black cat to use for Listening to Words.
- Make a large green “start star” and a large red “stop dot” for Step Forward for Noises.
- For Draw Triangles on a Vertical Surface, draw stars on chart paper to indicate where students should start each triangle. Draw a dot inside of each star to indicate where students should stop each triangle. If students need more support, draw a small triangle for each of the remaining two corners

## Lesson 9: Emergent Reading Skills

# Prerequisite Foundational Skills



## Primary Focus

Students will segment spoken sentences into words by counting fingers and

stepping forward for each word spoken. **TEKS K.2.A.iii**

Students will count the number of environmental sounds heard, stepping forward

each time a sound is produced. **Prerequisite Skill**

Students will demonstrate understanding of directionality by stepping forward from

left to right and by manipulating modeling clay. **TEKS K.3.C**

## WARM-UP (5 MIN.)

### Count with Fingers

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

## LISTENING TO WORDS (20 MIN.)

### Step Forward for Words

- Select six students and have them line up facing the class.
- Have students count from one to six from left to right, each student stepping forward as he or she says his or her number. Repeat until the students can do this fluently.
- Say the first sentence, counting the number of words with your fingers.
- Repeat the sentence and have students step forward from left to right. One student steps forward for each word.
- Select another six students and repeat the process with the next sentence.
- Continue until all students have had a turn.

## Support

To help the class with left-to-right directionality, place a large green “start dot” to the left of the line of students and a large red “stop dot” to the right.

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence;  
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



## Foundational Skills

### Foundational Literacy Skills

Before reading each phrase/sentence, use the images that you prepared in advance to provide students with context for each example. Prior to reading “The cats are in the box,” point to a picture of cats in a box. Have students say, “The cats are in the box.” Repeat the process with the remaining phrases.

**ELPS 1.C**

### Activity Page 9.1



- |                             |                                 |
|-----------------------------|---------------------------------|
| 1. The cats are in the box. | 4. The small gray cat is glad.  |
| 2. The cat is not black.    | 5. Gray and black cats are fun. |
| 3. A cat sat on the rug.    | 6. The black cat is a friend.   |

### Circle the Cubes

#### ➤ Digital Component 9.1

- Distribute and display Activity Page 9.1 and provide each student with a small piece of crayon.
- Tell students you are going to say a sentence and they should track how many words are in the sentence by circling a cube on Activity Page 9.1 for each word.
- Ask students to look at the first row of cubes.
- Slowly say the first sentence from the following box. Model the activity and have students do the same on their activity pages.
- Complete the remaining sentences.

- |                     |                     |
|---------------------|---------------------|
| 1. Mike is tall.    | 3. She laughed.     |
| 2. I like hot days. | 4. The flower grew. |

### FINE MOTOR SKILLS (10 MIN.)

#### Make Circles and Triangles with Modeling Clay

- Provide each student with a piece of modeling clay.
- Using the modeling clay, show students how to make a line: roll the modeling clay into a ball, and then place the ball on a flat surface and roll it into a line.
- Have students make their own modeling clay lines.
- Demonstrate forming a modeling clay line into a circle.
- Have students make modeling clay circles.
- Demonstrate combining three modeling clay lines to make a triangle.
- Have students make modeling clay triangles.



## Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to demonstrate understanding of directionality, and establish bodily and spatial awareness in the Anecdotal Skills Record.

### Lesson 9: Emergent Writing Skills

# Prerequisite Writing Skills



#### Primary Focus

Students will use spatial words while practicing writing strokes in the air and on paper. **TEKS K.3.C**



Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**



## DRAW TRIANGLES ON A VERTICAL SURFACE (15 MIN.)

**Note:** This exercise is important because understanding that writing strokes can be combined to create a shape is similar to understanding that writing strokes can be combined to create a letter.

- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Draw a triangle on the board/chart paper. Explain that a triangle is made up of three lines: a diagonal line, a horizontal line, and another diagonal line.
- Ask students to trace triangles on their desks (or in the air) with their fingers.
- Have students draw triangles on the chart paper.
- Circulate among the students to correct grips and assist students as they draw triangles.

#### Support

If students have trouble drawing triangles, draw stars on the paper to indicate where they should start each triangle. Draw a dot inside of each star to indicate where students should stop each triangle. Tell students, "Triangles start and stop at the same spot." Instruct students to "start at the star and stop at the dot." If students need even more support, draw a small triangle for each of the remaining two corners and tell students to "turn at the triangles."

## REVIEW CIRCLES AND DIAGONAL LINES (10 MIN.)

**Note:** When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

### ➤ Digital Component 9.2

- Distribute and display Activity Page 9.2.
- Explain that the front of the activity page has six cars and six garages, but the cars cannot enter the garages because there are no driveways.
- Tell students you are going to draw a circular driveway for each car. They should do the same on their activity pages.
- Show students how to trace the dotted circles. As you draw, tell students you are giving each car a driveway by drawing a circle to the left.
- Explain that the back of the activity page shows four animals and four homes.
- Tell students you are going to draw a line from each animal to its home. They should do the same on their activity pages.
- Show students how to trace the dotted lines. As you draw, explain that you are connecting each animal to its home by drawing a diagonal line, starting at the star.
- Demonstrate (provide guided practice) until students are ready to work independently.

### Activity Page 9.2



### Challenge

For students who finish early, have them color the pictures and/or draw a picture containing at least one circle and at least one diagonal line.



### Activity Page 9.2: Review Circles and Diagonal Lines

Collect Activity Page 9.2 to review and monitor each student's ability to complete the task.

# Take-Home Material

## UNDERSTAND POSITION WORDS

- Have students take Activity Page 9.3 home to complete with a family member.

Activity Page 9.3



## Lesson 9: Prerequisite Foundational Skills Remediation

# Additional Support

## MORE WRITING STROKES PRACTICE

### Diagonal Lines

- Make one copy of **Activity Page TR 9.1** for each student.
- Have students practice drawing diagonal lines.

## MORE HELP WITH DIRECTIONALITY

### Position Words

- Make one copy of **Activity Page 9.2** for each student.
- Make one copy **Activity Page 9.3** on cardstock for each student, and cut out the figures for students to use during the activity.
- Have students arrange the cut-out figures according to the prompts you give to practice directionality. Prompts may include:
  - Put the farmer in the *middle* of the farm.
  - Move the hay to the *left* of the farmer.
  - Move the pig to the *top* of the hay in the *middle*.
  - Slide the pig to the *right*.
  - Push the tractor *around* the farmer.



## 10

## UNIT ASSESSMENT

# Student Performance Assessment

## PRIMARY FOCUS OF LESSON

**Prerequisite Foundational Skills**

Students will segment spoken sentences into words by counting fingers and by moving cubes for each word spoken. **TEKS K.2.A.iii**

Students will demonstrate understanding of directionality by stepping forward from left to right. **TEKS K.3.C**

**Prerequisite Writing Skills**

Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**

Students will identify and use words that name positions. **TEKS K.3.C**

## FORMATIVE ASSESSMENT

## Observation

**Anecdotal Skills Record** Listening to Words

**Prerequisite Skill**

## Activity Page 10.1

**Student Performance Assessment: Part 1 (Writing Strokes) and Part 2 (Position Words)**

**TEKS K.3.C**

## Activity Page 10.2

**Student Performance Assessment: Part 3 (Word Discrimination)**

**TEKS K.2.A.iii**

**TEKS K.2.A** Demonstrate phonological awareness by (iii) identifying the individual words in a spoken sentence;  
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Prerequisite Foundational Skills</b>			
Warm-Up: - Count with Fingers - What Is This? (Phonological Awareness)	Whole Group	10 min.	<input type="checkbox"/> crayons <input type="checkbox"/> chart paper
Listening to Words: - Hear Words in Phrases and Sentences - Step Forward for Words (Phonological Awareness)	Whole Group	20 min.	<input type="checkbox"/> five demonstration cubes <input type="checkbox"/> cubes (five per student) <input type="checkbox"/> small mats (one per student)
<b>Prerequisite Writing Skills</b>			
Student Performance Assessment: - Part 1 (Writing Strokes) - Part 2 (Position Words)	Independent	20 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> green, red, yellow, orange, and blue crayons for each student
Student Performance Assessment: Part 3 (Word Discrimination)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 10.2 <input type="checkbox"/> crayons
<b>Take-Home Material</b>			
Tracking Practice			<input type="checkbox"/> Activity Page 10.3

## ADVANCE PREPARATION

### Note to Teacher

This is the last lesson in Unit 1. During this lesson, you will assess students to ascertain their understanding of the material presented in Unit 1.

Activity Pages 10.1 and 10.2 are assessment activity pages. The front of Activity Page 10.1 evaluates each student's ability to draw a vertical line, a horizontal line, a circle, a diagonal line from top to bottom and left to right, and a diagonal line from top to bottom and right to left. The back of Activity Page 10.1 tests each student's understanding of the position words *left*, *right*, *top*, *middle*, and *bottom*. Activity Page 10.2 assesses each student's ability to hear separate words in sentences.

### Prerequisite Foundational Skills

- For Hearing Words in Phrases and Sentences, prepare three cubes and a mat for each student. Also, prepare to display the demonstration mat you prepared in Lesson 3 (Digital Component 3.1). You will need five demonstration cubes.

### Prerequisite Writing Skills

- Prepare to provide each student with green, red, yellow, orange, and blue crayons for the Student Performance Assessment.

### Universal Access

- Prepare a few sentences of no more than three words for students who are struggling with longer sentences.
- Gather pictures of a plant with leaves, people sitting on chairs, five grapes, a swing, pears and plums, and hotdogs to use for Listening to Words.

## Lesson 10: Emergent Reading Skills

# Prerequisite Foundational Skills



## Primary Focus

Students will demonstrate phonological awareness by identifying the individual

✚ words in a spoken sentence. **TEKS K.2.A.iii**

Students will demonstrate understanding of directionality by stepping forward

✚ from left to right. **TEKS K.3.C**

## WARM-UP (10 MIN.)

### Count with Fingers

- Count aloud from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

### What Is This?

- Draw a vertical line on the board/chart paper, and ask students to identify it.
- Repeat with a horizontal line, a circle, a diagonal line from top to bottom and left to right, and a diagonal line from top to bottom and right to left.

**Note:** Students should simply answer “diagonal line” for both diagonal lines.

## LISTENING TO WORDS (20 MIN.)

✚ **Hear Words in Phrases and Sentences** **TEKS K.2.A.iii**

### ➤ Digital Component 3.1

- Display the demonstration mat and cubes you prepared in advance for all students to see.
- Make sure that from the students' perspective, you appear to be placing the cubes from left to right on the demonstration mat.
- Tell the class you want them to try to hear the individual words in the sentences you are going to say.
- Say, “We sit on chairs.” twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words.

✚ **TEKS K.2.A.iii** Demonstrate phonological awareness by identifying the individual words in a spoken sentence;  
**TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



## Foundational Skills

### Foundational Literacy Skills

Before reading each sentence, use the images that you prepared in advance to provide students with context for each example. Prior to reading “The plant has leaves,” point to a picture of a plant with leaves. Have students say, “The plant has leaves.” Repeat the process with the remaining phrases.

**ELPS 1.C**

### Support

Give students sentences with fewer words (no more than three) to identify.

### Challenge

Have students make up a longer sentence and demonstrate their ability to take the correct number of steps.

- Say the sentence a third time and move one cube onto the mat for each word you speak, counting the words out loud.
- Make sure that from the students' perspective, you appear to be placing the cubes from left to right.
- Ask an individual student to move the cubes and count the words.
- Give each student a small mat and five cubes.
- Complete the remaining sentences or create your own sentences.

**Note:** The examples below contain four to five words. Start with four-word sentences and extend to five words.

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. The plant has leaves.      | 4. The boys like to swing.    |
| 2. We sit on chairs.          | 5. Pears and plums are fruit. |
| 3. Each girl has five grapes. | 6. I eat pizza for lunch.     |



### Check for Understanding

Monitor students as they move their cubes onto the mat. Make sure they are connecting the correct number of cubes with the number of words in a sentence.

### Step Forward for Words

- Select six students and have them line up facing the class.
- Have students count off from one to six from left to right, each student stepping forward as he or she says his or her number. Repeat until students can do this fluently.
- Say the first sentence, counting the number of words with your fingers.
- Repeat the sentence and have students step forward from left to right. One student steps forward for each word.
- Select another six students and repeat the process with the next sentence.
- Continue until all students have had a turn.

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. Birds can sing and lay eggs. | 4. Cats run up trees really fast. |
| 2. Cats like to play and purr.  | 5. Cows eat grass and give milk.  |
| 3. Dogs like to bark and lick.  | 6. Some bears like to eat bugs.   |



## Observation: Anecdotal Skills Record

Make notes pertaining to each student's ability to differentiate like and different sounds and to distinguish between discrete sounds in the Anecdotal Skills Record.

### Lesson 10: Student Performance Assessment

# Prerequisite Writing Skills



- ✦ **Primary Focus:** Students will hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons. **Prerequisite Skill**
- ✦ Students will identify and use words that name positions. **TEKS K.3.C**

## STUDENT PERFORMANCE ASSESSMENT (20 MIN.)

### Part 1 (Writing Strokes)

- Distribute Activity Page 10.1.
- Provide each student with a green crayon, a red crayon, a yellow crayon, an orange crayon, and a blue crayon.
- Instruct students to copy each shape shown on the front of the activity page.

### ✦ Part 2 (Position Words) **TEKS K.3.C**

- Once students have completed the front of the activity page, have them turn Activity 10.1 over.
- Hold up a green crayon, and tell students to quickly color the box on the left green.
- Wait for students to finish coloring.
- Hold up a red crayon, and tell students to quickly color the box on the right red.

- ✦ **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

### Activity Page 10.1





- Wait for students to finish coloring.
- Hold up a yellow crayon, and tell students to quickly color the top box yellow.
- Wait for students to finish coloring.
- Hold up an orange crayon, and tell students to quickly color the middle box orange.
- Wait for students to finish coloring.
- Hold up a blue crayon, and tell students to quickly color the bottom box blue.
- Wait for students to finish coloring and collect papers.

### STUDENT PERFORMANCE ASSESSMENT (10 MIN.)

#### Part 3 (Word Discrimination)

- Distribute Activity Page 10.2.
- Tell students you are going to say a sentence. Explain that students should indicate how many words are in the sentence by circling a cube for each word.
- Direct students' attention to the first row of cubes.
- Slowly say the first sentence from the following box. Tell students to circle a cube for each word in the sentence.
- If necessary, repeat the sentence.
- Complete the activity using the remaining sentences.

- |                      |                   |
|----------------------|-------------------|
| 1. I smiled.         | 3. He has toys.   |
| 2. They found a bug. | 4. She has a cat. |

### SCORING AND ANALYSIS

Collect completed Activity Pages 10.1 and 10.2, and use the following procedure for scoring and analysis.

When evaluating the front of Activity Page 10.1, refer to the Writing Strokes Pretest Scoring Guide located in Teacher Resources. Note whether a student's writing stroke falls into the "Not Yet Ready" category. Record a Part 1 (Writing Strokes) score on the back of the activity page.

When evaluating the back of Activity Page 10.1, check to see if the left box is colored green, the right box is colored red, the top box is colored yellow, the middle box is colored orange, and the bottom box is colored blue. If a box is the wrong color or if it is not colored, mark it wrong. Record a Part 2 (Position Words) score on the back of the activity page.

When evaluating Activity Page 10.2, check to see if two cubes are circled for item 1, four cubes are circled for item 2, three cubes are circled for item 3, and four cubes are circled for item 4. Record a Part 3 (Word Discrimination) score on the front of the activity page.

There are fourteen items in the Unit 1 assessment. Students who miss three items or less overall are performing well. However, a score of 2 or less in any one section (Part 1, 2, or 3) may indicate that students would benefit from additional practice in the given area.

Use the Record Sheet for Unit 1 Assessment found in Teacher Resources to record every student's performance on each section. Once this Record Sheet is complete, you should be able to scan it quickly to determine whether there are groups of students who might benefit from additional practice in a given area. If there are students who would benefit from more practice, it is recommended that you pause—no more than one week—before continuing to Unit 2. There are numerous activities included in the Unit 1 Pausing Point or Additional Support that may be used to provide additional practice. If there are only one or two specific students who seem to be experiencing difficulty, you may decide to continue to Unit 2 without pausing. Be sure to look for opportunities to work with these individual students one-on-one to provide additional practice in weak areas.

If students perform poorly on Part 1, provide additional practice, especially in activities labeled More Help with Fine Motor Skills and More Help with Drawing and Tracing. You may also use the activities in Unit 1, Section IV of the *Assessment and Remediation Guide* (located on the program's digital components site).

If students perform poorly on Part 2, provide additional practice from Pausing Point sections More Help with Directionality, Develop Bodily and Spatial Awareness, and More Help with Position Words. You may also use the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

If students perform poorly on Part 3, provide additional practice using various activities included in the Pausing Point. You may also use the activities in Unit 1, Sections I and II of the *Assessment and Remediation Guide*.



There have only been three lessons since the Writing Strokes Pretest was given, so it is quite likely some students will not show a great deal of improvement. Students will continue to work on writing strokes throughout Unit 2. The assessment at the end of that unit will offer another indication of handwriting skills.

Keep the results of these assessments in each student's assessment portfolio.

End Lesson

# Take-Home Material

## TRACKING PRACTICE

Activity Page 10.3



- Have students take Activity Page 10.3 home to complete with a family member.

## Lesson 10: Prerequisite Foundational Skills Remediation

# Additional Support

## MORE HELP WITH LISTENING TO ENVIRONMENTAL NOISES

### Find the Animal: Where Are You?

- Make enough copies of **Activity Page TR 1.1** for each student to have an animal picture card.
- Have students sit in a circle.
- Provide each student with an animal picture card.
- Have one student sit in the middle of the circle and close his or her eyes (or use a blindfold).
- Once the student in the middle of the circle closes his or her eyes, pick a second student to hide.

- Once that student is hidden, have him or her make the sound of the animal on his or her Picture Card.
- The sound signals the student in the middle to open his or her eyes and say, “\_\_\_\_\_, \_\_\_\_\_, where are you?” filling in the blank with their guess about what the sound is (e.g., if the sound is a dog barking, the student says, “Dog, dog, where are you?”).

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## **MORE WRITING STROKES PRACTICE**

### **Diagonal Lines**

- Make one copy of **Activity Page TR 10.1** for each student.
- Have students practice drawing diagonal lines.

# Pausing Point

This is the end of Unit 1. You should pause here and spend additional time reviewing the material taught in Unit 1. Students may do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

## PAUSING POINT TOPIC GUIDE

### More Help with Listening to Environmental Noises

Knock and Count	Page 103
Same or Different?	Page 103
What Did You Hear?	Page 103
How Many Noises?	Page 104
Step Forward for Noises	Page 104
Listening Walk	Additional Support Lessons 1,4; Page 104
Tick-Tock, Find the Clock	Page 105
Find the Animal	Page 105
What's that Sound?	Additional Support Lesson 1
"Old MacDonald"	Additional Support Lesson 2
"The Wheels on the Bus"	Additional Support Lesson 3
Which One?	Additional Support Lesson 6
<b>Recreate a Noise Sequence</b>	
Clap the Pattern	Page 105

### **More Help Hearing Words in Phrases and Sentences**

Hear Words in Phrases and Sentences	Page 106
Teacher-Student Echo	Page 106
Step Forward for Words	Page 106
Grocery Shopping	Page 107

### **Represent a Word with a Movement/Object**

Count with Fingers	Page 107
Count with Cubes	Page 107
Leap Frog	Additional Support Lesson 7; Page 108
“Head, Shoulders, Knees, and Toes”	Page 108

### **More Help with Directionality**

Greeting	Page 109
Left/Right Hand Discrimination	Page 109
Trace Lines	Page 109
Color Strips	Additional Support Lesson 3; Page 109
Track from Left to Right and Top to Bottom	Additional Support Lesson 5

### **More Help with Fine Motor Skills**

Fine Motor Activities	Additional Support Lesson 2; Page 110
Modeling Clay Shapes	Page 110

### **Develop Bodily and Spatial Awareness**

Follow Me	Page 110
Gross Motor Activities	Page 111

### **More Help with Position Words**

“The Grand Old Duke of York”	Page 111
Position Words	Additional Support Lessons 5,9

### **Identify Shapes**

What is This?	Page 111
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## More Help with Drawing and Tracing

Draw on a Vertical Surface	Page 112
Draw on a Horizontal Surface	Page 112
Coloring Sheets	Page 112
Trace and Copy Shapes	Page 112
Tray Tracing	Additional Support Lessons 2,6; Page 112
Trace Pictures	Additional Support Lessons 3,6,7
Vertical Lines, Horizontal Lines, and Circles	Additional Support Lesson 8
Diagonal Lines	Additional Support Lesson 9

## MORE HELP WITH LISTENING TO ENVIRONMENTAL NOISES

### Knock and Count

- Tell students to listen and watch as you knock on your desk.
- Knock on your desk one to three times with your right hand. As you knock, raise one finger on your left hand for each knock, starting with your thumb. (To students, you should appear to be lifting your fingers from left to right.)
- Repeat the knocks at a slower pace. Have students raise one finger for each knock (ideally from left to right, but do not dwell on this).
- Have students hold up their hands, indicating with their raised fingers how many times you knocked.
- Repeat several times, varying the number of knocks.

### Same or Different?

- Gather various rhythm instruments or classroom objects that make distinctive noises (e.g., stapler, pencil sharpener, scissors).
- Familiarize students with the instruments or objects by naming each object, and with the noises they make by producing the noises.
- Make two noises and ask students whether the noises were the same or different.
- If students were successful, repeat with the instruments or objects now hidden from view.

### What Did You Hear?

- Gather various rhythm instruments or classroom objects and familiarize students with them by naming and producing a noise with each selected item.
- Hide the instruments or objects from view and have students identify them by the noises they make. Students should name the instruments or objects.
- Make the noises of two instruments or objects, one after the other, with the instruments or objects hidden from view.
- Have a student name the two instruments or objects and use them to copy the noises in correct sequence.
- Repeat with several sequences of two noises until students have had significant practice.

## How Many Noises?

- Place a mat and two cubes for all students to see.
- Make sure from the students' perspective, you appear to be placing the cubes from left to right.
- Select a student to come forward and make a noise using one instrument or object.
- Once the student has made a noise, move one cube forward on the mat.
- Clear your mat and ask another student to come forward and make two different noises. For each noise, slide a cube on your mat. Place the cubes on the mat from left to right from the students' perspective.
- Distribute one mat and two cubes to each student.
- For each sound students hear, they should place one cube on the mat.
- Tell students that the green star on the mat means "Go!" or "Start!" and the red dot means "Stop!" They should always slide their first cube on the left side of the mat where the green star is located. They should place the second cube next to it, placing them in a line toward the red dot.

## Step Forward for Noises

- Gather various musical instruments or objects that make noises.
- Select four students and have them line up facing the class.
- Make one to four noises with the instruments or objects. Have one student step forward for each noise.
- Make sure students step forward from left to right.
- Repeat until students have had significant practice.

## Listening Walk

- Take a walk with students.
- Tell students to raise their hands and wait to be called on if they would like to identify a noise they hear.
- Call on students to share.

**Note:** If you like, you can adapt the question-and-answer structure found in *Brown Bear, Brown Bear, What Do You See?* For example, "Brandon, Brandon, what do you hear?" Answer: "I hear a bird chirping in my ear."

### Challenge

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Have students point to the sources of the sounds they hear.

- After the walk, ask students which noise they heard first or last and which noise was the quietest or loudest.

### **Tick-Tock, Find the Clock**

- Let students listen to the noise made by a kitchen timer or a wind-up toy.
- Have students close their eyes.
- Hide the object somewhere in the classroom.
- Have students open their eyes.
- Ask a student to locate the object by “following its sound.”
- Once the student has found the object, let him or her hide it.

### **Find the Animal**

- Have the class sit in a circle.
- Select one student to sit blindfolded in the center of the circle.
- Select a second student to go somewhere in the classroom and make an animal sound.
- Ask the blindfolded student what animal his or her classmate is pretending to be and point to the location of the sound.
- After the blindfolded student gives the correct answers, he or she becomes the next animal impersonator, and a new student moves to the center of the circle.

---

## **RECREATE A NOISE SEQUENCE**

**Note:** The following Pausing Point activity may also help students develop the skill of recreating noises: What Did You Hear?

### **Clap the Pattern**

- Tell students you are going to clap out a pattern for them to repeat.
- Start with one or two claps, and gradually increase to five claps.
- Variation: Have students clap their knees, head, etc.

## **Challenge**

Have students draw something they heard during the walk. Make a class book with the drawings.



## **MORE HELP HEARING WORDS IN PHRASES AND SENTENCES**

### **Hear Words in Phrases and Sentences**

- Position your mat and cubes so students can see them.
- Explain to the class that phrases and sentences are made up of words. Tell the class to listen for the individual words in the phrases and sentences you are going to say.
- Say, “Hit the ball.” twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words. Count the words with your fingers.
- Say the phrase a third time and move one cube onto the mat for each word you speak, counting the words with your fingers as you go.
- Place the cubes on the mat from left to right from the students’ perspective.
- Ask a student to move the cubes and count the words.
- Distribute one mat and three cubes to each student.
- Create your own phrases and sentences using the names of students in your class, such as “Susan’s red shirt.” Make sure to only use phrases and sentences with three words.

### **Teacher-Student Echo**

- Say a phrase or sentence, clap for each word, and then signal the number of claps with your fingers.
- Have the class or a student repeat the phrase or sentence and clap for each word.
- Complete the remaining phrases and sentences or create your own using the names of students or other things familiar to students (e.g., events, places, etc.).

### **Step Forward for Words**

- Select six students and have them line up facing the class.
- Have students count from one to six from left to right, each student stepping forward as he or she says his or her number. Repeat until the students can do this fluently.
- Say a sentence, counting the number of words with your fingers.
- Repeat the sentence and have students step forward from left to right. One student steps forward for each word.

- Select another six students and repeat the process with the next sentence.
- Continue until all students have had a turn.

### **Grocery Shopping**

- Gather five pictures of items that can be purchased at a grocery store.
- Have the class identify each item.
- Display one of the pictures, and tell the class, “Tonight, I am going to buy [name of item] from the grocery store.”
- Have students repeat the sentence.
- Display a second picture alongside the first, and tell the class, “Tonight, I am going to buy [name of first item] and [name of second item] from the grocery store.”
- Have students repeat the sentence.
- Continue until all five pictures are displayed and all five items are included in the sentence.
- Remove the pictures and see if students can repeat the final sentence without the picture clues.
- Extension: Use this exercise to strengthen counting skills by having students count the items.

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## **REPRESENT A WORD WITH A MOVEMENT/OBJECT**

**Note:** The following Pausing Point activities may also help students develop the skill of representing words movements/objects: Hear Words in Phrases and Sentences, Teacher-Student Echo, and Step Forward for Words.

### **Count with Fingers**

- Count from one to ten. Lift one finger for each number as you count.
- Have students repeat after you.

### **Count with Cubes**

- Give each student a mat and ten cubes.
- Have each student position his or her mat with the green star on the left and the red dot on the right.
- Have students count from one to ten, placing one cube on their mat for each number.

**Note:** Students should place each cube between the green star and the red dot, with each additional cube getting closer and closer to the red dot.)

### **Leap Frog**

- Make three “lily pads” out of construction paper.
- Place the three lily pads in a row on the floor. You may wish to tape the lily pads in place.
- Say a three-word sentence and have a student jump on the first pad for the first word, the second pad for the second word, and the third pad for the third word.
- If students are ready for longer sentences, tape down as many as five lily pads and say sentences containing up to five words.
- **Variation:** Instead of having students jump from lily pad to lily pad, have them jump on a hopscotch board.

### **“Head, Shoulders, Knees, and Toes”**

- Sing the song “Head, Shoulders, Knees, and Toes” as a class.
- Each time you say the name of a body part, touch that body part.
- Sing the song a second time, increasing the tempo.

Head, shoulders, knees, and toes

Knees and toes

Head, shoulders, knees, and toes

Knees and toes

Eyes and ears and mouth and nose

Head, shoulders, knees, and toes

Knees and toes

### **MORE HELP WITH DIRECTIONALITY**

**Note:** The following Pausing Point activities may also help students’ understanding of directionality: Count with Fingers, How Many Noises?, Step Forward for Noises, Hear Words in Phrases and Sentences, and Step Forward for Words.

## **Greeting** **TEKS K.1.E**

**Note:** Shaking hands teaches American social skills and communication skills. Additionally, a firm grip develops hand awareness and increases muscle tone in the hand, which is useful for writing. Finally, this exercise familiarizes students with their right hand (and with the concept of right in general). This knowledge will be beneficial when students are taught to read and write from left to right.

- Tell students, “When we greet a person, we shake the person’s right hand.”
- Greet one student after the other by saying “Hello,” looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, “Hello, . We greet others by shaking their right hand. I’m using my right hand to shake your right hand.”
- Encourage students to greet you properly: “Hello, . I’m using my right hand to shake your right hand.”

### **Left/Right Hand Discrimination**

- Distribute Activity Page PP.1.
- Provide each student with a red and a green crayon.
- Tell students to place their hands on top of the hands on the activity page.
- Have students determine which hand is the left hand and which hand is the right hand.
- Tell students to color the left hand green and the right hand red.
- If time permits, students may decorate the hands with patterns.

### **Trace Lines**

- Draw a horizontal line, a vertical line, and a diagonal line on a sheet of paper.
- Give each student a photocopy of the sheet and a small piece of crayon.
- Tell students to trace each line from left to right. (If necessary, model this on the board/chart paper.)


**Note:** You can place a green “start star” on the left of each sheet and a red “stop dot” on the right to help students with left-to-right directionality.

### **Color Strips**

- Give each student a strip of paper that has a row of colored dots on it. The dot on the far left should be green and the dot on the far right should be red. Between the green and red dots, place dots of other colors. The colors need to be in the same order on all student strips.

## Activity Page PP.1



 **TEKS K.1.E** Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

- Tell students you are going to say the names of the colors on the strip from left to right. Students should touch each color as you say its name.
- Say the color names from left to right.
- Repeat multiple times.

---

## MORE HELP WITH FINE MOTOR SKILLS

### Fine Motor Activities

- The following activities are excellent for strengthening fine motor skills: building with blocks, pouring water from a pitcher to a cup, cutting and pasting, hole punching, stringing beads onto thread, lacing hole-punched cards.

### Modeling Clay Shapes

- Have students use modeling clay to make the strokes and shapes covered in Unit 1.

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## DEVELOP BODILY AND SPATIAL AWARENESS

### Follow Me

- Give each student a beanbag, foam ball, or other small object.
- Have students stand about an arm's length apart.
- Stand with your back to students and tell them to do what you do.
- Make sure to emphasize the position words *top*, *bottom*, *over*, *under*, *right*, *other side*, and *around* by saying what you are doing as you do it.
- Complete the following actions in order before varying the game:
  - Move the ball to the *top* of your head.
  - Lift your foot and move the ball down to the *bottom* of your foot.
  - Raise your arm sideways and move the ball *over* your arm.
  - Raise your arm sideways and move the ball *under* your arm.
  - Move the ball to the *right* of your body.
  - Move the ball to the *other side* of your body.
  - Move the ball *around* your legs.

## Gross Motor Activities

- The following activities are excellent for strengthening gross motor skills: throwing a ball overhand, hopping on one foot, playing tag, kicking a ball, marching, dancing to a song.



### MORE HELP WITH POSITION WORDS

TEKS K.3.C

**Note:** The following Pausing Point activity may also help students' recognition of position words: Follow Me.

### “The Grand Old Duke of York”

- Recite the following poem, emphasizing the position words *up*, *top*, and *down*.
- As you recite the poem, invite the class to act it out.

The grand old Duke of York,  
He had ten thousand men.  
He marched them up to the top of the hill,  
And he marched them down again.  
When they were up, they were up.  
And when they were down, they were down.  
And when they were only halfway up,  
They were neither up nor down.

### IDENTIFY SHAPES

#### What is This?

- Draw a vertical line on chart paper and ask students to identify it.
- Repeat with a horizontal line, a circle, a diagonal line from top to bottom and left to right, and a diagonal line from top to bottom and right to left.
- **Variation:** Have students take turns drawing shapes on the board/chart paper for the class to identify.

 **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

## MORE HELP WITH DRAWING AND TRACING

**Note:** The following Pausing Point activity may also help students develop drawing and tracing skills: Trace Lines.

### Draw on a Vertical Surface

- Have students draw vertical lines (see Lesson 2), horizontal lines (see Lesson 4), circles (see Lesson 5), diagonal lines (see Lesson 7), squares (see Lesson 8), or triangles (see Lesson 9) on pieces of chart paper that have been affixed to the wall.

### Draw on a Horizontal Surface

- Have students sit at their desks and draw vertical lines (see Lesson 2), horizontal lines (see Lesson 4), circles (see Lesson 5), diagonal lines (see Lesson 7), squares (see Lesson 8), or triangles (see Lesson 9) on sheets of paper.

### Coloring Sheets

- Distribute Activity Pages PP.2, PP.3, PP.4, or PP.5.
- Provide students with crayons.
- Instruct students to outline the figure several times using different colored crayons. Students may decorate the figure using the strokes they have learned in this unit if time permits.
- **Extension:** Have students decorate the figure with specific patterns of writing strokes.

**Note:** If you prefer, you may have students draw and color their own pictures.

### Trace and Copy Shapes

- Distribute Activity Page PP.6.
- Provide each student with a small piece of crayon.
- Have students trace and draw each shape.

### Tray Tracing

- Give each student a shallow tray containing sand or rice.
- Have students trace any of the Unit 1 shapes in the sand or rice.

Activity Pages  
PP.2—PP.6



# Teacher Resources

Kindergarten	Skills 1
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**Teacher Guide**



# Teacher Resources

Anecdotal Skills Record—Unit 1

Sample Anecdotal Skills Record

Unit 1 Blending Pretest Class Record Sheet

Unit 1 Writing Strokes Pretest Scoring Guide

Unit 1 Writing Strokes Pretest Class Summary Sheet

Record Sheet for Unit 1 Assessment

Additional Support Activity Pages

Activity Book Answer Key

Appendices

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart

**ANECDOTAL SKILLS RECORD—UNIT 1**

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

## SAMPLE ANECDOTAL SKILLS RECORD

Below is an example of a completed Anecdotal Skills Record. A blank Anecdotal Skills Record is found on the previous page. You will need to make a copy of the blank Anecdotal Skills Record for each student. As you observe each student, make notes about their acquisition of skills on his or her respective Anecdotal Skills Record.

**Name:** T. Ellis

*Lesson: 1 (Listening to Environmental Noises) T. said that the sound the book and the sound the chalk made were the same. I demonstrated the sounds for him a second time (closing the book hard, then drawing the chalk across the board) and asked him again if they made the same sound; he said no, then mimicked the two different sounds to demonstrate his understanding.*

*Lesson: 3 (Spatial and Bodily Awareness) T. had an easy time with the "over/under" and "bottom/top" directions but required extra repetitions in order to get the hang of left vs. right. I demonstrated left/right a second time, and he was able to recognize and perform the position move on a second try.*

*Lesson: 4 (Listening to Environmental Noises) T. successfully slid one cube for each sound he heard every time. He did an excellent job of recognizing when a different number of sounds were being made and adjusting the number of cubes.*





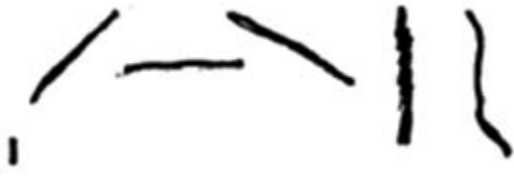
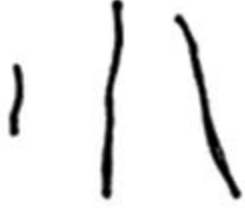



*Lesson: 5 (Listening to Words) T. had trouble with the sentence "Chocolate is sweet," moving two blocks for the word 'chocolate.' He was successful moving the blocks for all the sentences with monosyllabic words.*

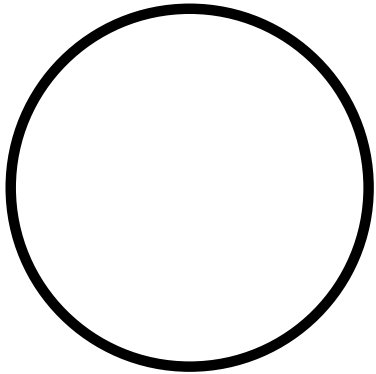
*Lesson: 6 (Listening to Words) T. did a perfect job of moving one cube per word spoken. He was initially placing the words in reverse order (right to left). He started putting them in the correct order after I had the class hold up their left hand and reminded them to place the blocks in order from left to right.*



## UNIT 1 WRITING STROKES PRETEST SCORING GUIDE

Rate each student's attempt to copy each writing stroke as Not Yet Ready (NYR), Progressing (P), or Ready (R).

	<p>Not Yet Ready (NYR): No attempt or mark on paper whatsoever.</p> <hr/> <p>Progressing (P):</p>  <hr/> <p>Ready (R):</p> 
	<p>NYR: No attempt or mark on paper whatsoever.</p> <hr/> <p>P:</p>  <hr/> <p>R:</p> 
	<p>NYR: No attempt or mark on paper whatsoever.</p> <hr/> <p>P:</p>  <hr/> <p>R:</p> 



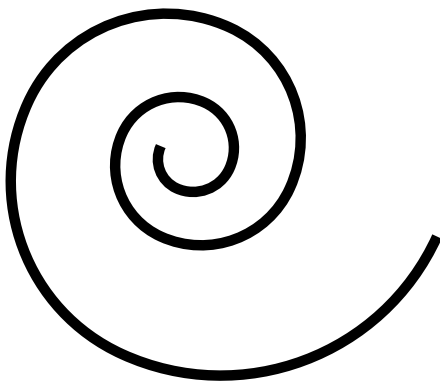
NYR:



P:



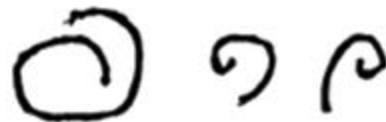
R:



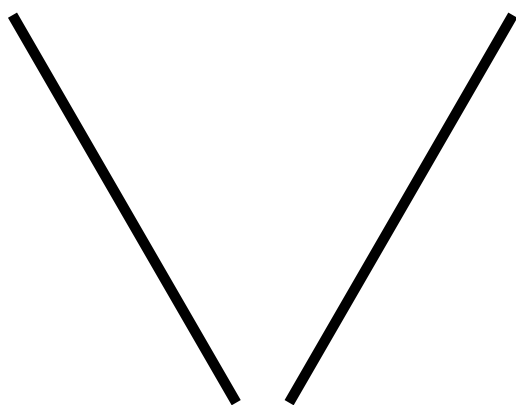
NYR:



P:



R:



NYR:

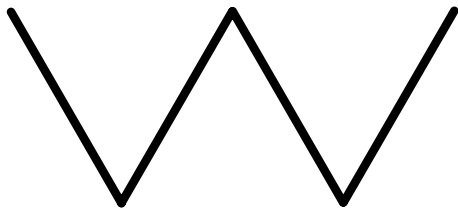


P:



R:





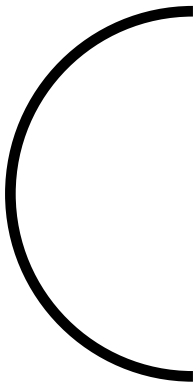
NYR:



P:



R:



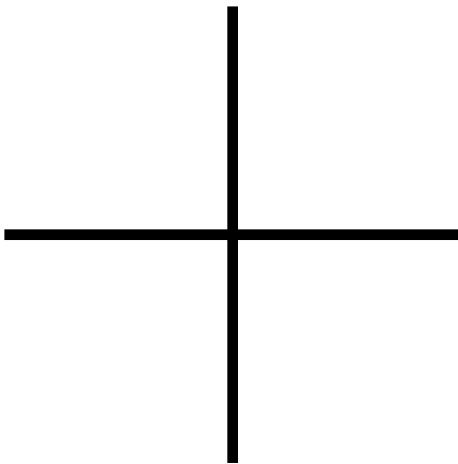
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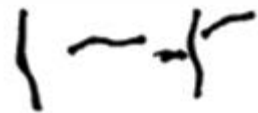
P:



R:



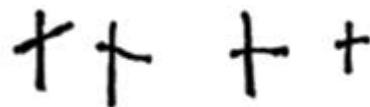
NYR:

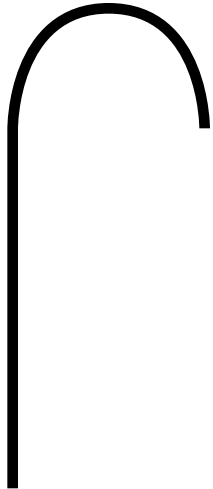





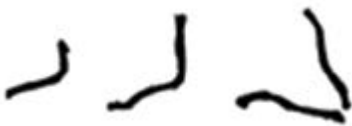

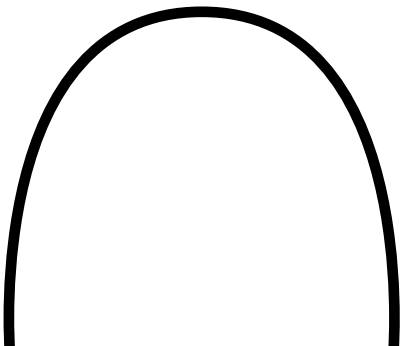





P:

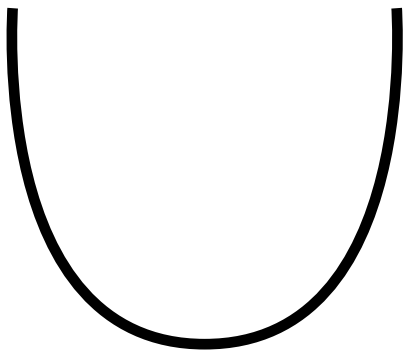


R:



	<p>NYR:  </p> <hr/> <p>P:  </p> <hr/> <p>R:  </p>
	<p>NYR:  </p> <hr/> <p>P:  </p> <hr/> <p>R:  </p>
	<p>NYR:  </p> <hr/> <p>P:  </p> <hr/> <p>R:  </p>





NYR:



P:



R:



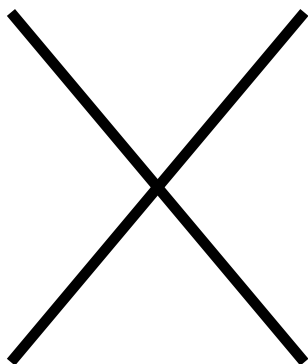
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P:



R:



NYR:

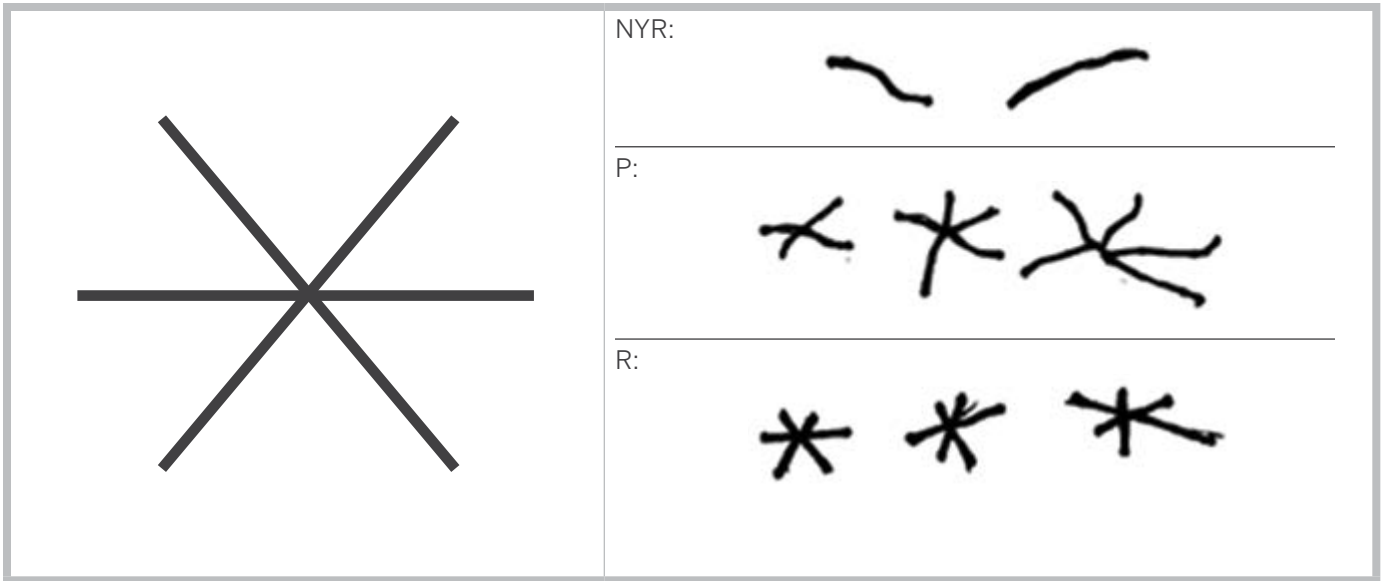


P:



R:





Assign the following points for each rating:

NYR	0
P	0.5
R	1

Interpretation:

12 or more points	Strong
8–11 points	Good to Fair
7 or fewer points	Weak

**Note:** Students will continue to practice Writing Strokes throughout Units 1 and 2 and should demonstrate progress by the end of Unit 2.

**UNIT 1 WRITING STROKES PRETEST CLASS SUMMARY SHEET**

<b>Name</b>														
horizontal line														
vertical line														
dot														
circle														
spiral														
diagonal lines														
zigzag														
moon														
plus sign														
cane														
hook														
hump														
cup														
wavy line														
X														
star														
Total														





# Additional Support Activity Pages

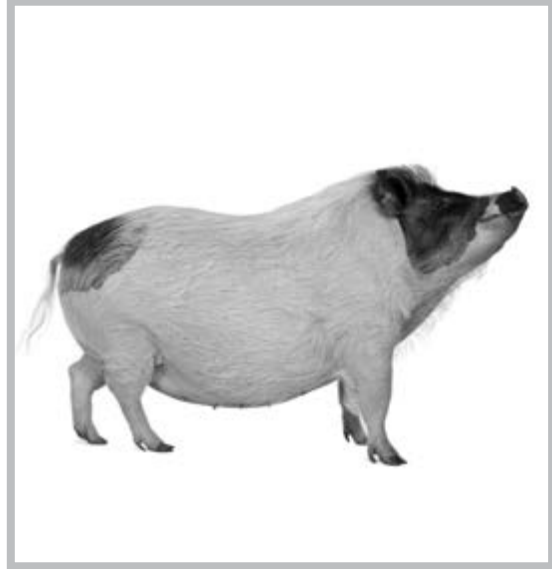
Kindergarten	Skills 1
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**Teacher Guide**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1



Directions: Copy on card stock and cut to create picture cards for use with More Help with Listening to Environmental Noises activities.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



Directions: Copy on card stock and cut to create picture cards for use with More Help with Listening to Environmental Noises activities.



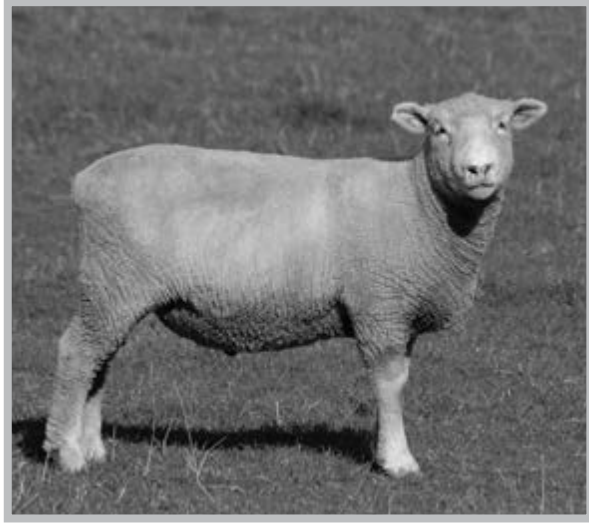


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

CONTINUED



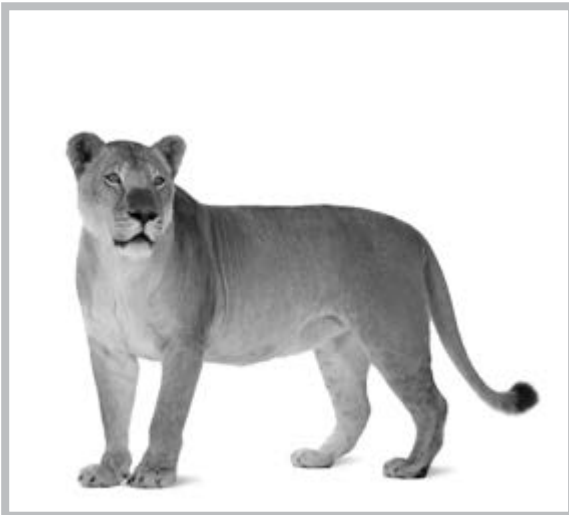
Directions: Copy on card stock and cut to create picture cards for use with More Help with Listening to Environmental Noises activities.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



Directions: Copy on card stock and cut to create picture cards for use with More Help with Listening to Environmental Noises activities.

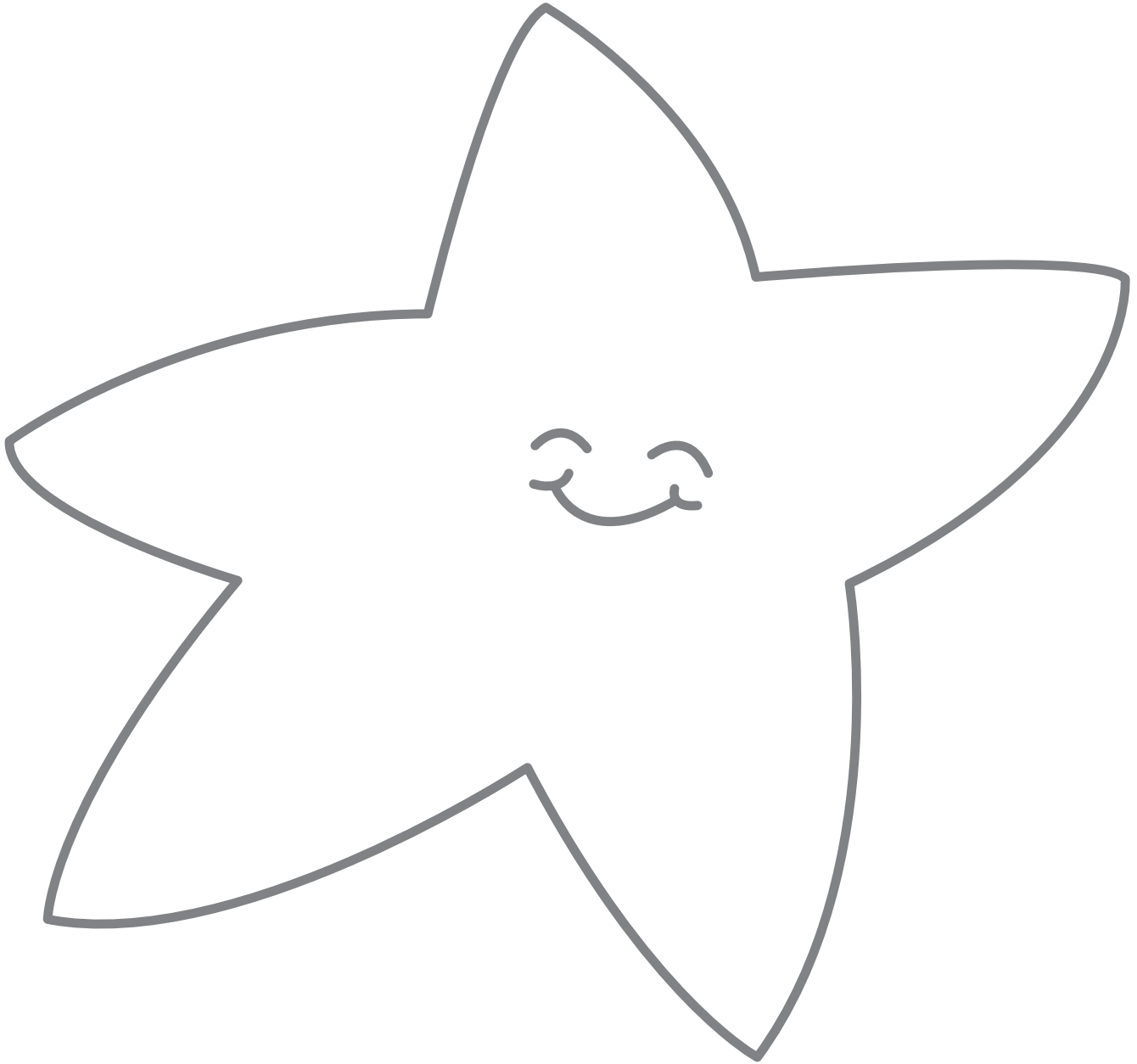


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 3.1

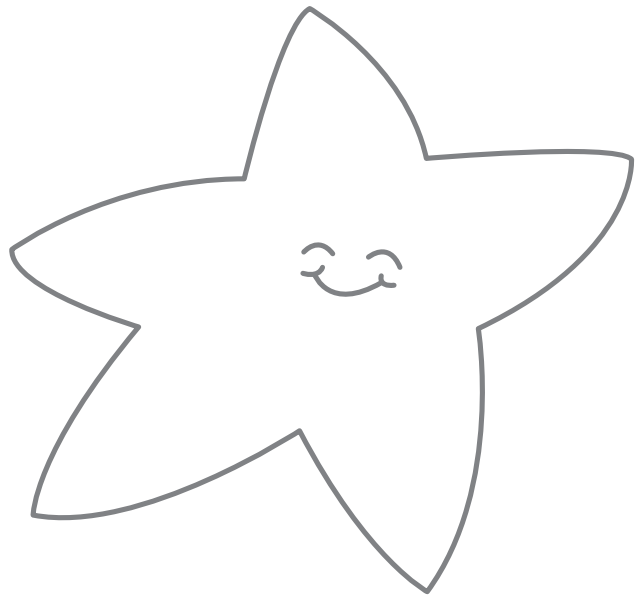
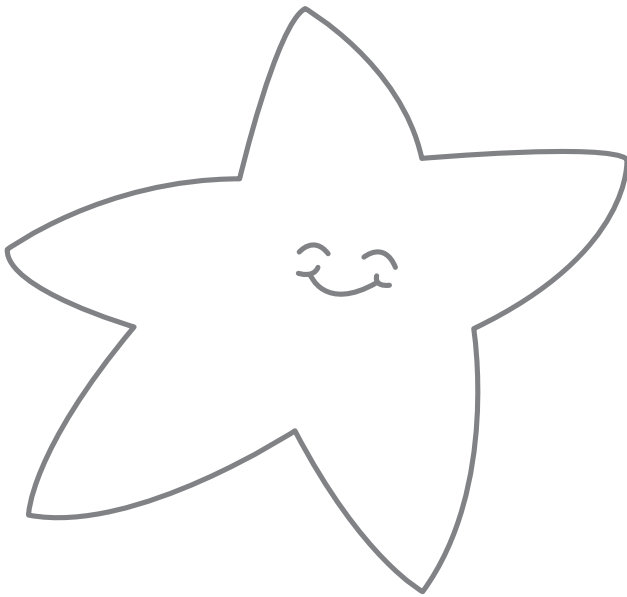
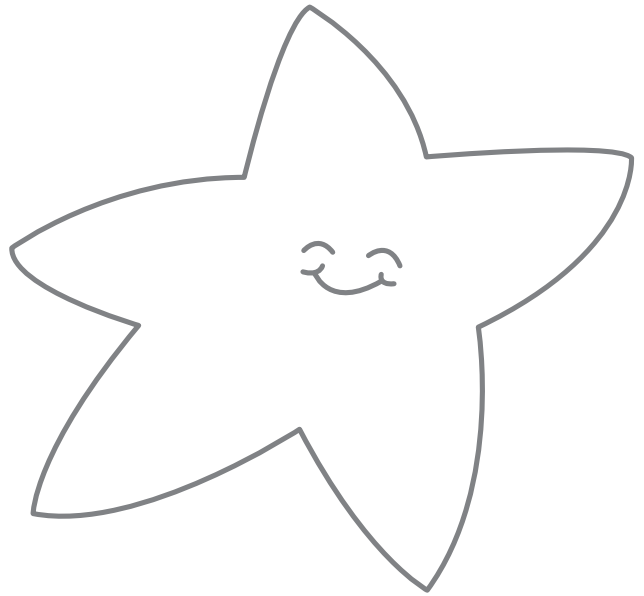
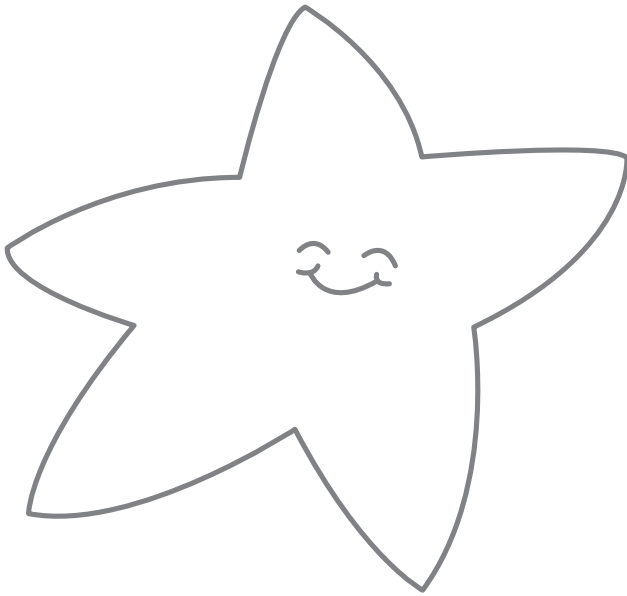
Directions: Have students trace over the image multiple times using a different color each time.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Have students trace over the image multiple times using a different color each time.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.1

Directions: Have students answer questions (utilizing position words) about the objects on the page (e.g., What is in the middle?).



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Have students answer questions (utilizing position words) about the objects on the page (e.g., What is in the middle?).

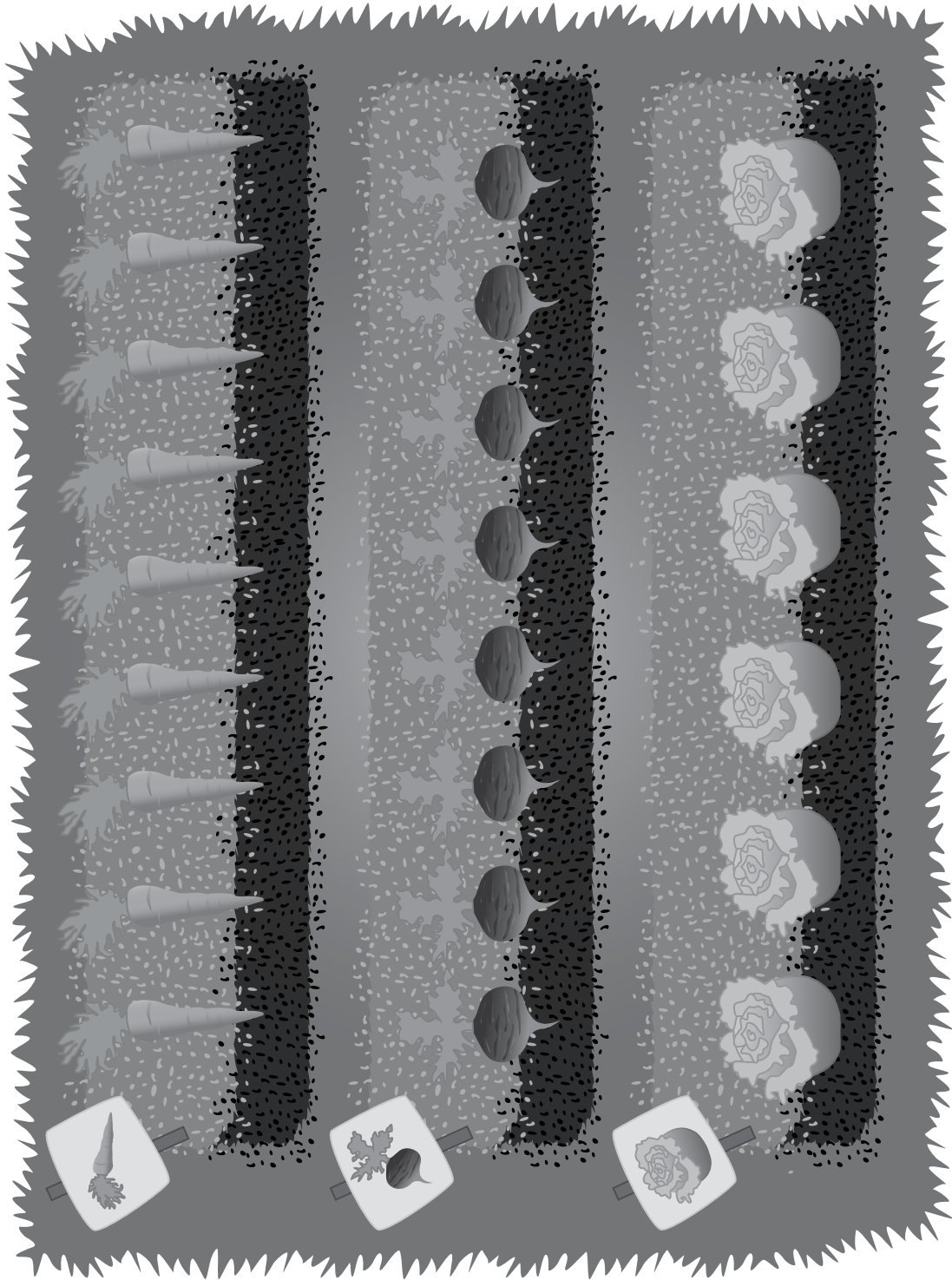


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

*Directions: Have students practice tracking from left to right and top to bottom.*



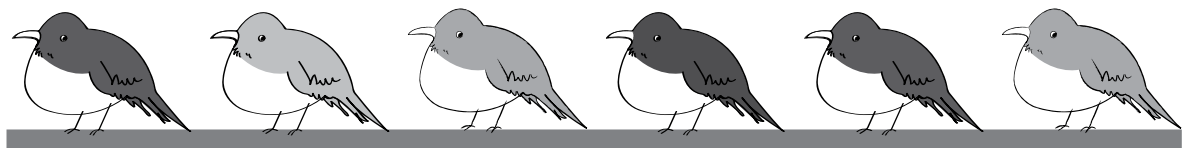
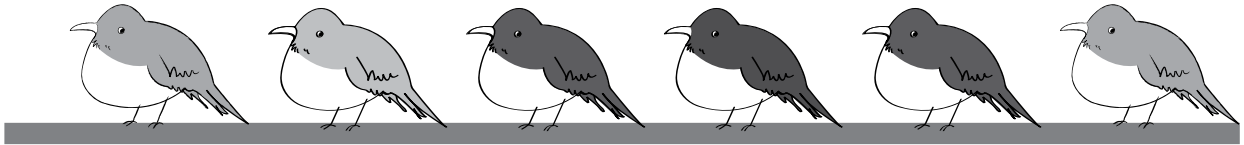
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

CONTINUED

Directions: Have students practice tracking from left to right and top to bottom.





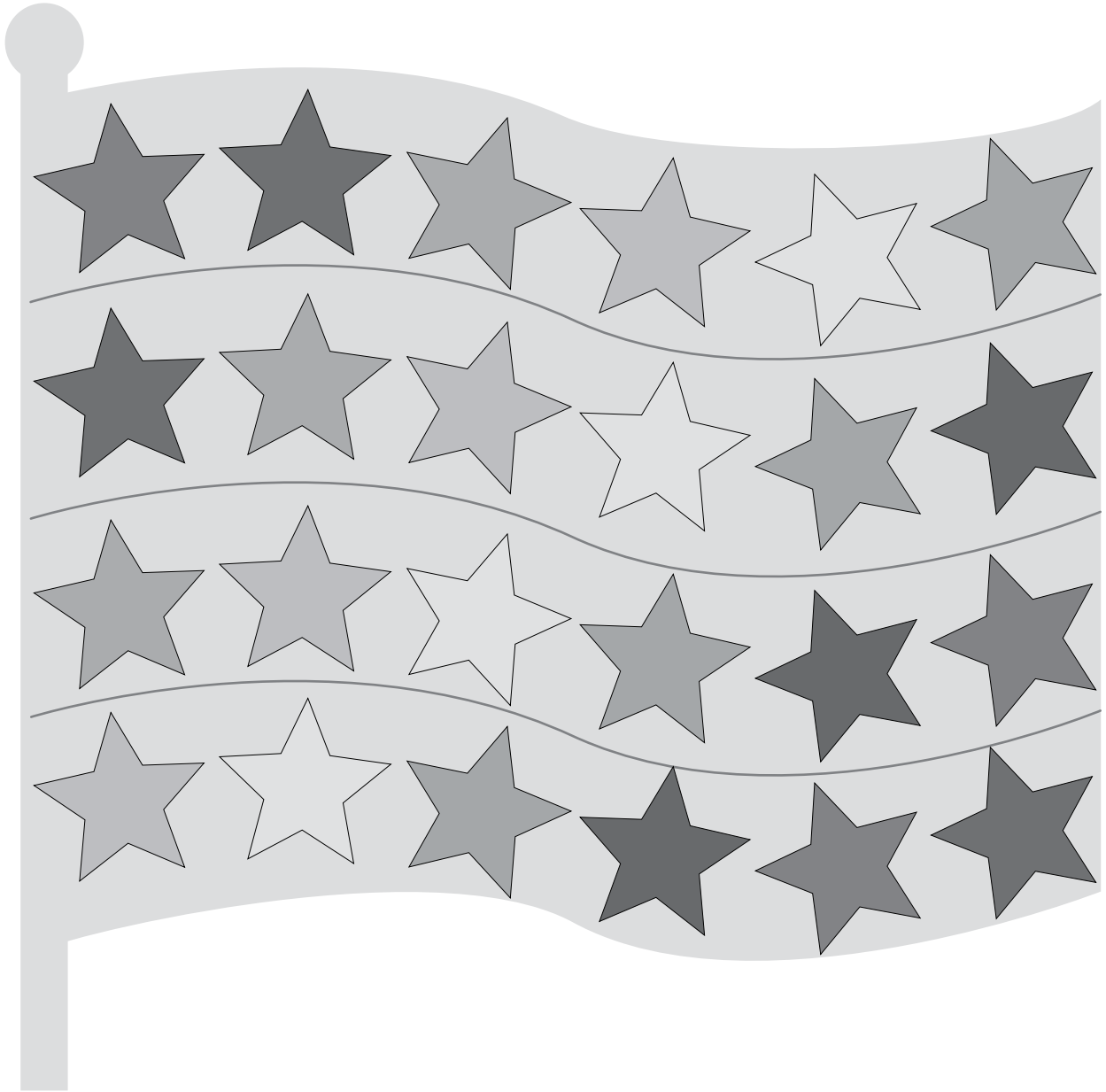
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

CONTINUED

Directions: Have students practice tracking from left to right and top to bottom.









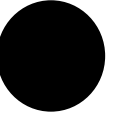
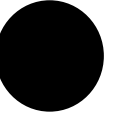










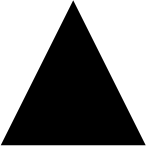

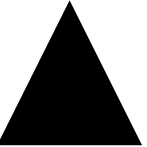

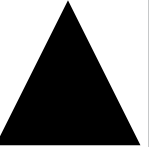









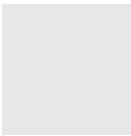

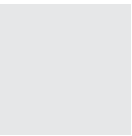

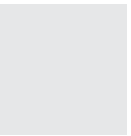

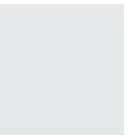

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

CONTINUED

Directions: Have students practice tracking from left to right and top to bottom.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.2

Directions: Have students arrange cut-outs according to directions utilizing position words (e.g., Put the apple under the chair.)

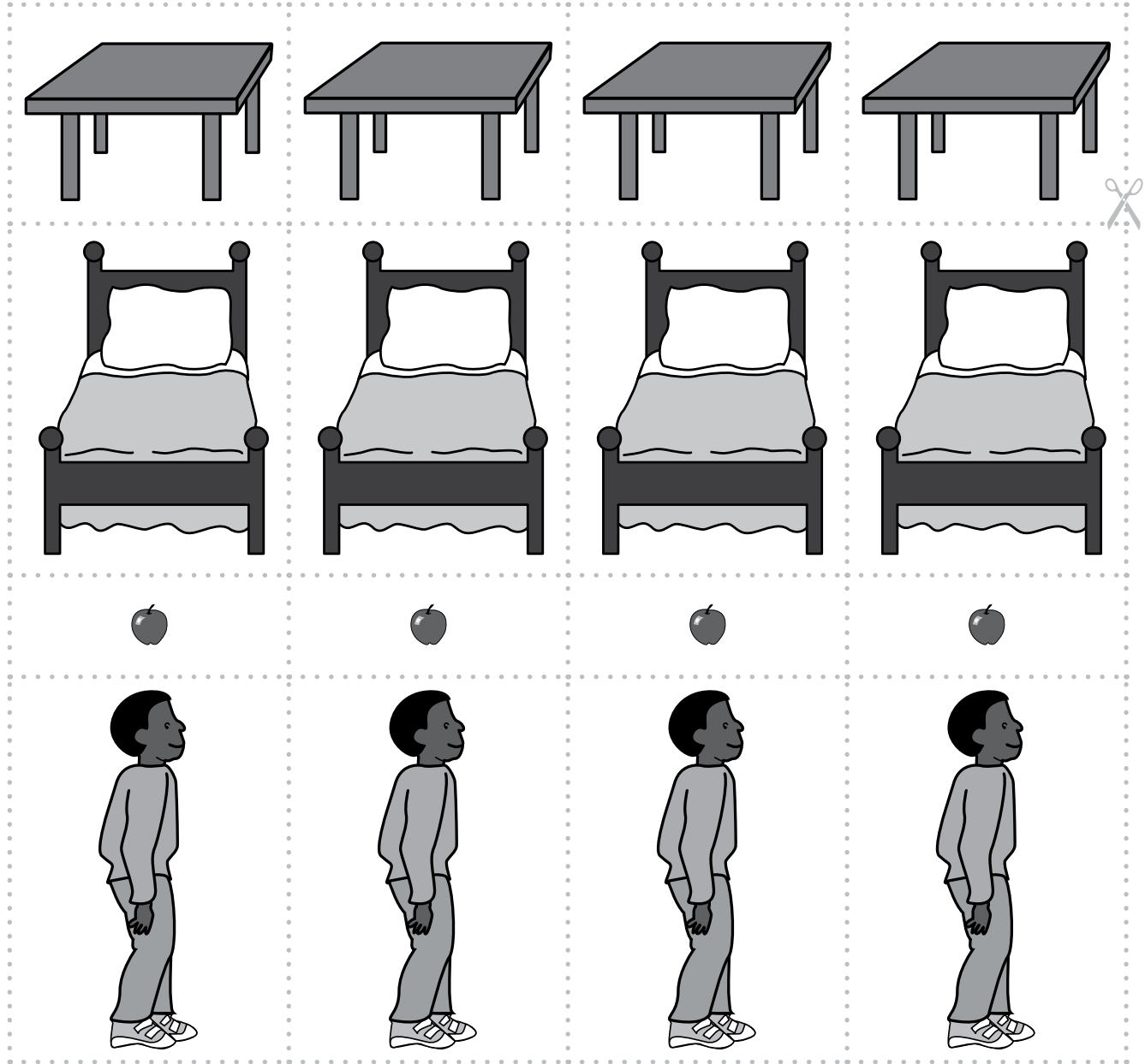


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.3

Directions: Copy on card stock and cut out figures to use with Activity Page TR 5.2.

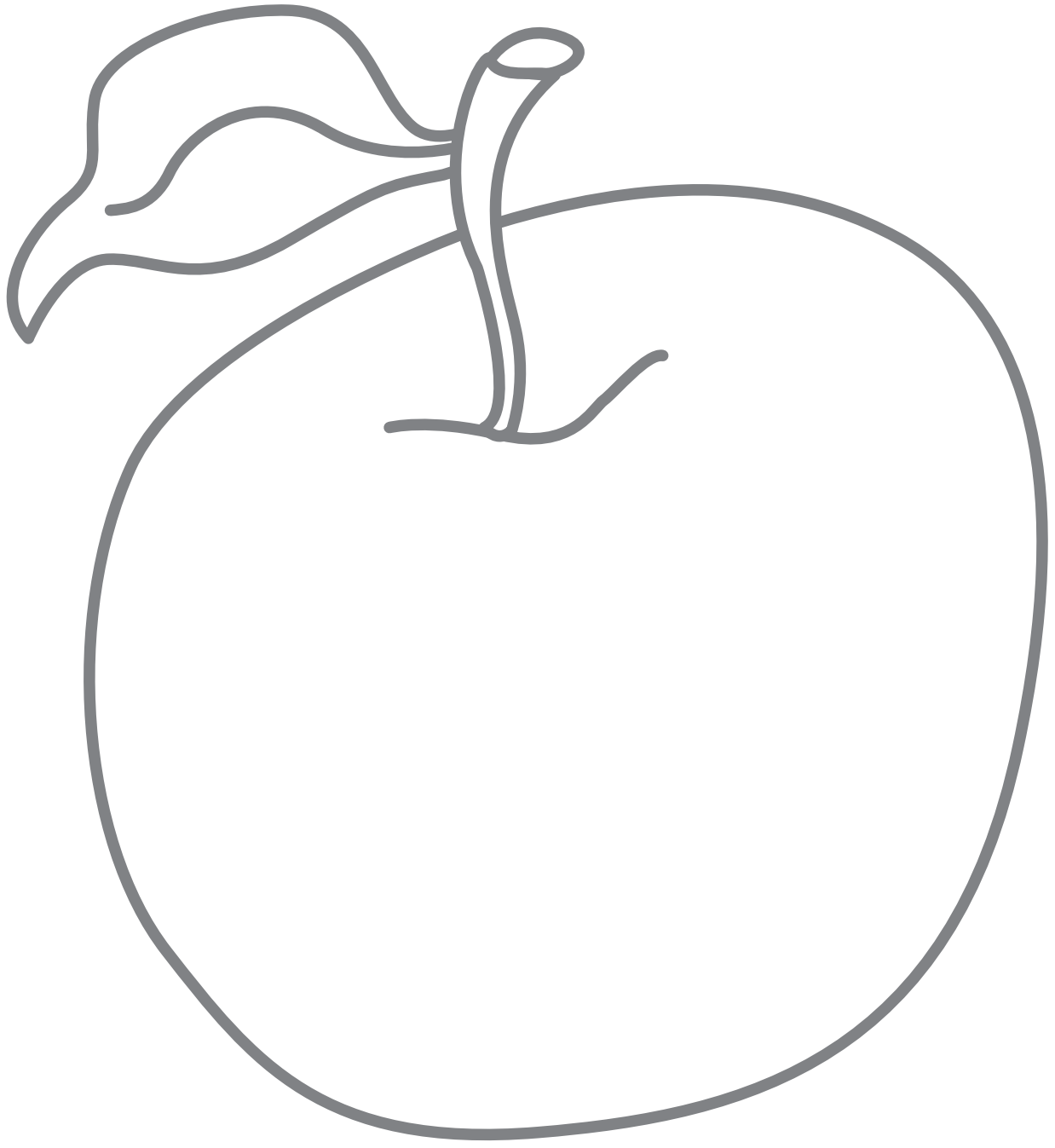


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.1

Directions: Have students trace over the image multiple times using a different color each time.



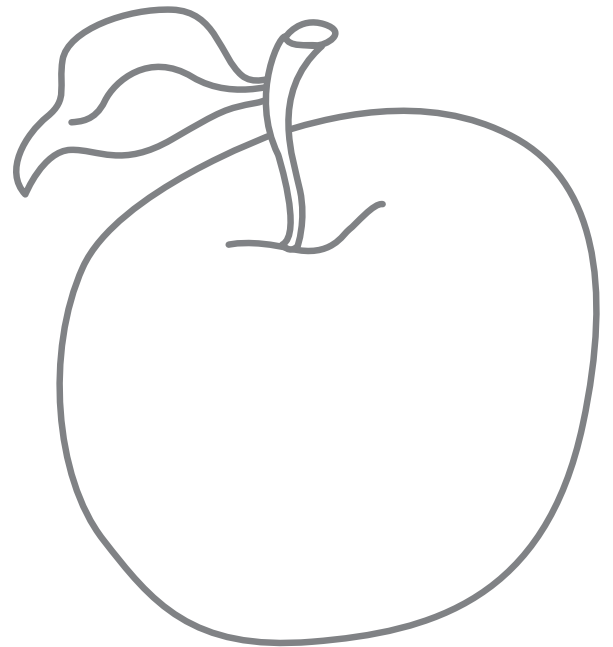
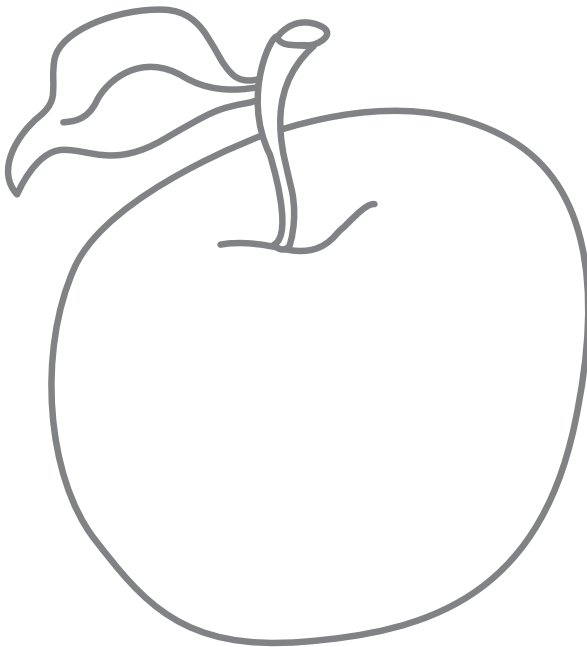
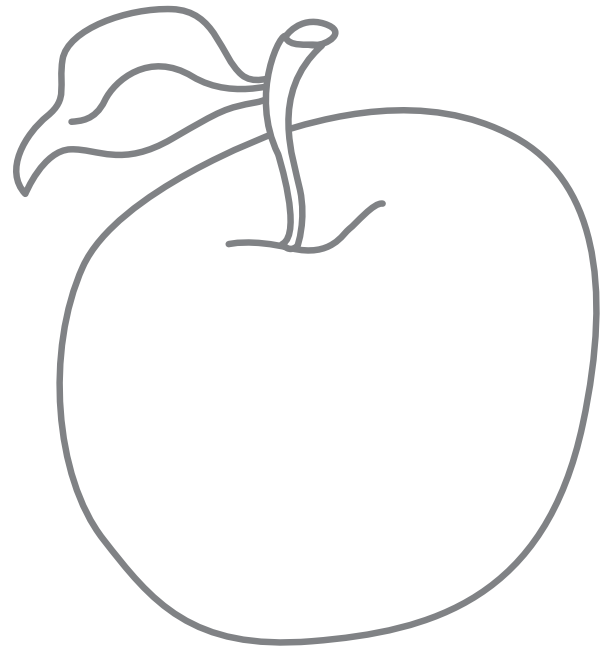
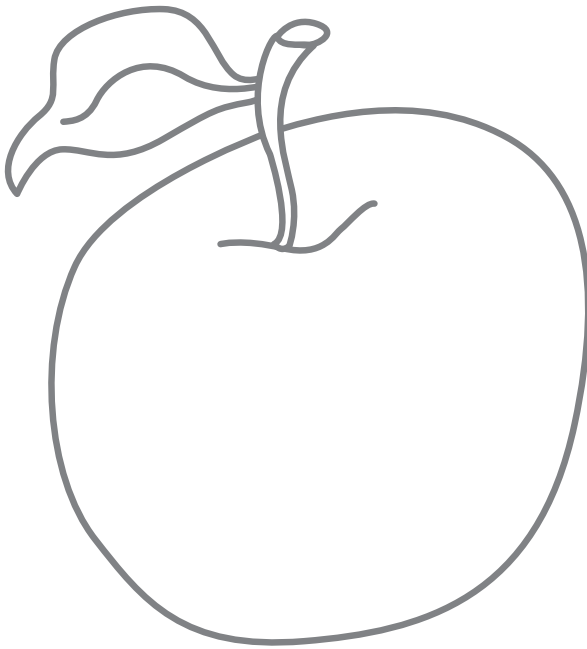
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.1

CONTINUED

*Directions: Have students trace over the image multiple times using a different color each time.*

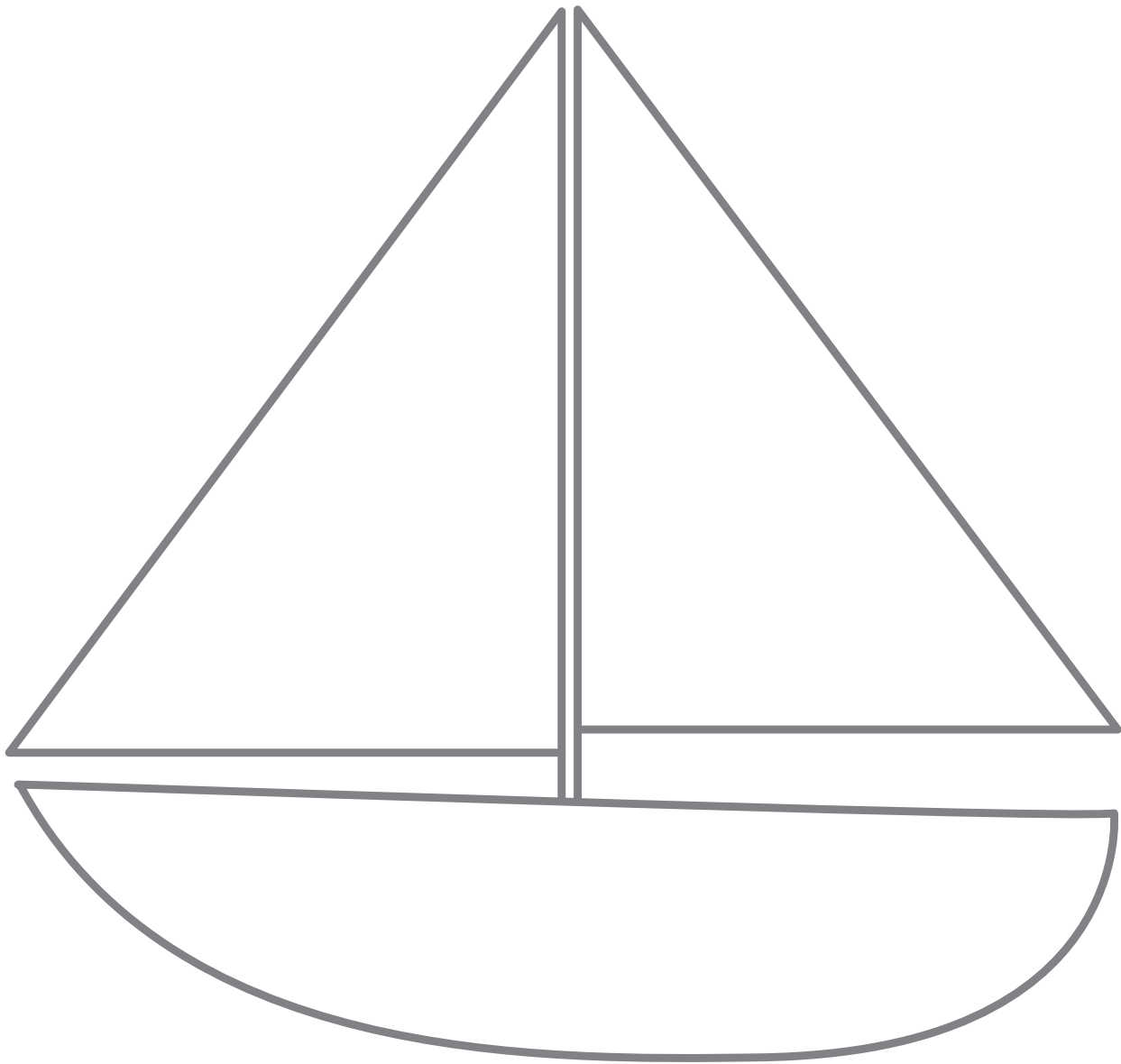


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 7.1

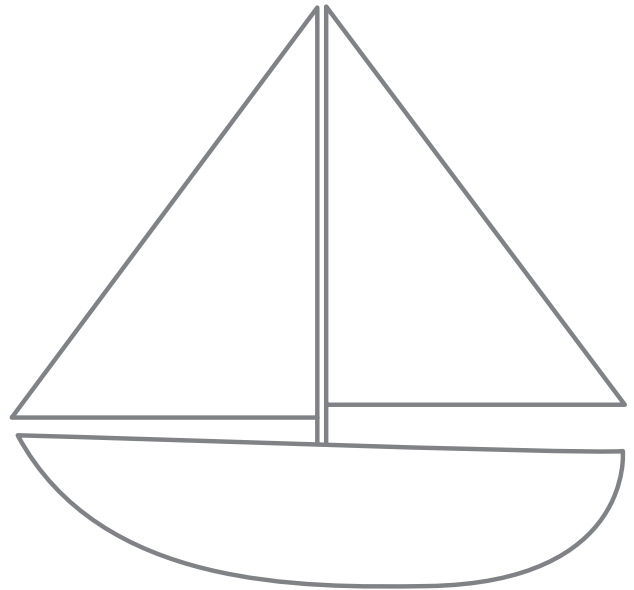
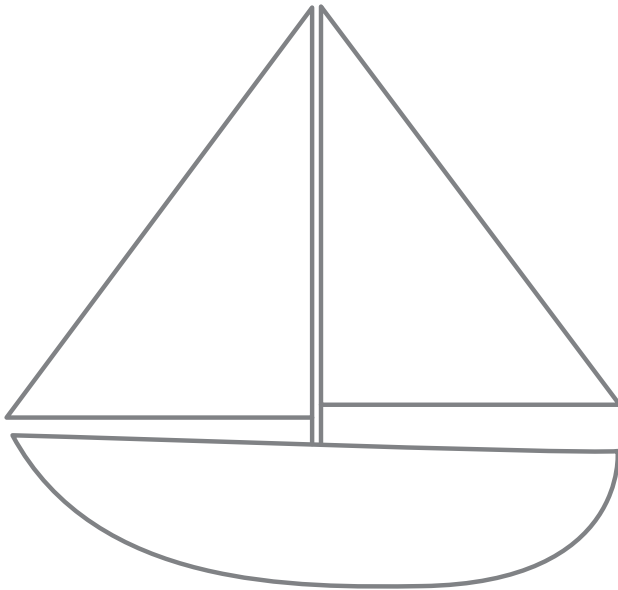
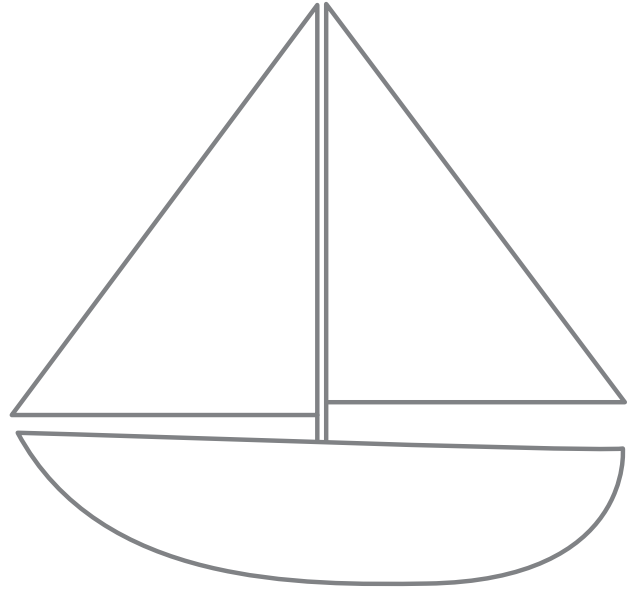
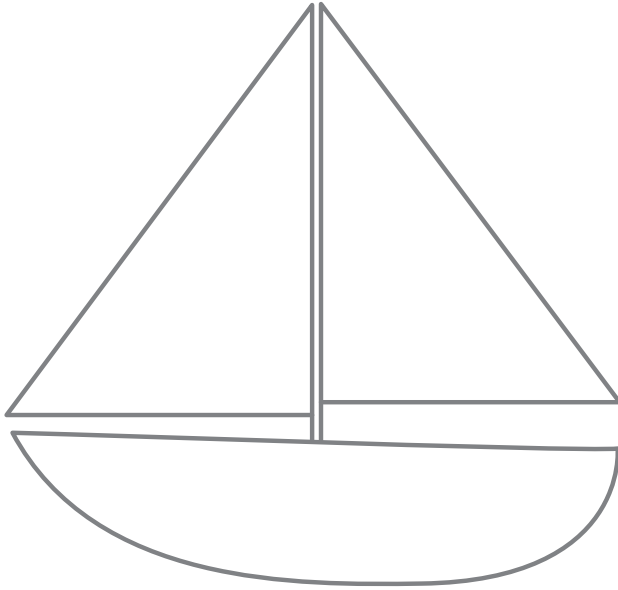
Directions: Have students trace over the image multiple times using a different color each time.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Directions: Have students trace over the image multiple times using a different color each time.



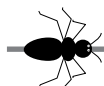


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.1

Directions: Students trace the dotted lines, starting at the ant, for vertical line, horizontal line, and circle practice.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.2

*Directions: Have students answer questions (utilizing position words) about the objects on the page (e.g., What is in the middle?).*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.2

CONTINUED

Directions: Have students answer questions (utilizing position words) about the objects on the page (e.g., What is in the middle?).



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.1

*Directions: Students trace the dotted lines, starting at the star, for diagonal line practice.*

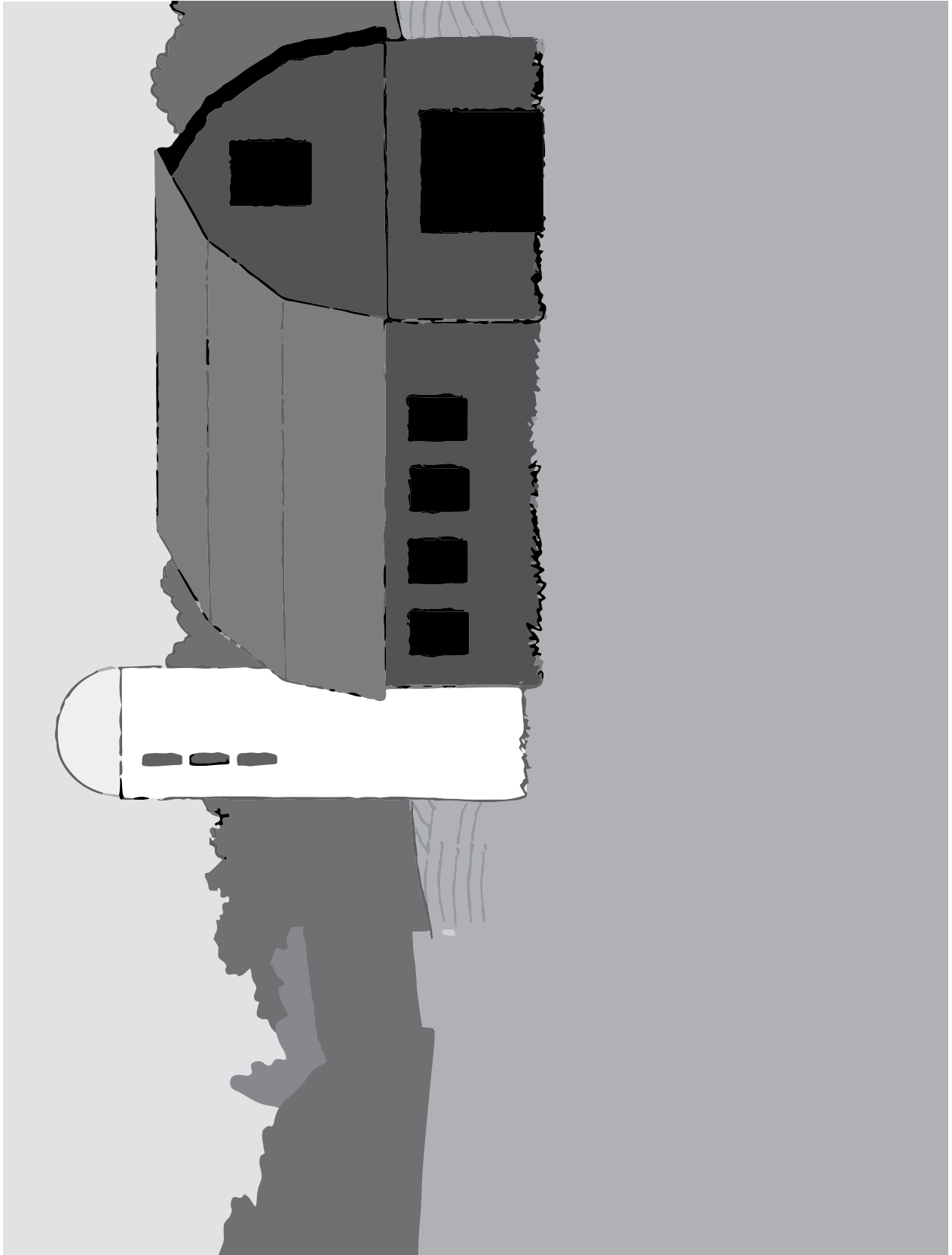


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.2

Directions: Have students arrange cut-outs according to directions utilizing position words (e.g., Walk the pig around the barn.).

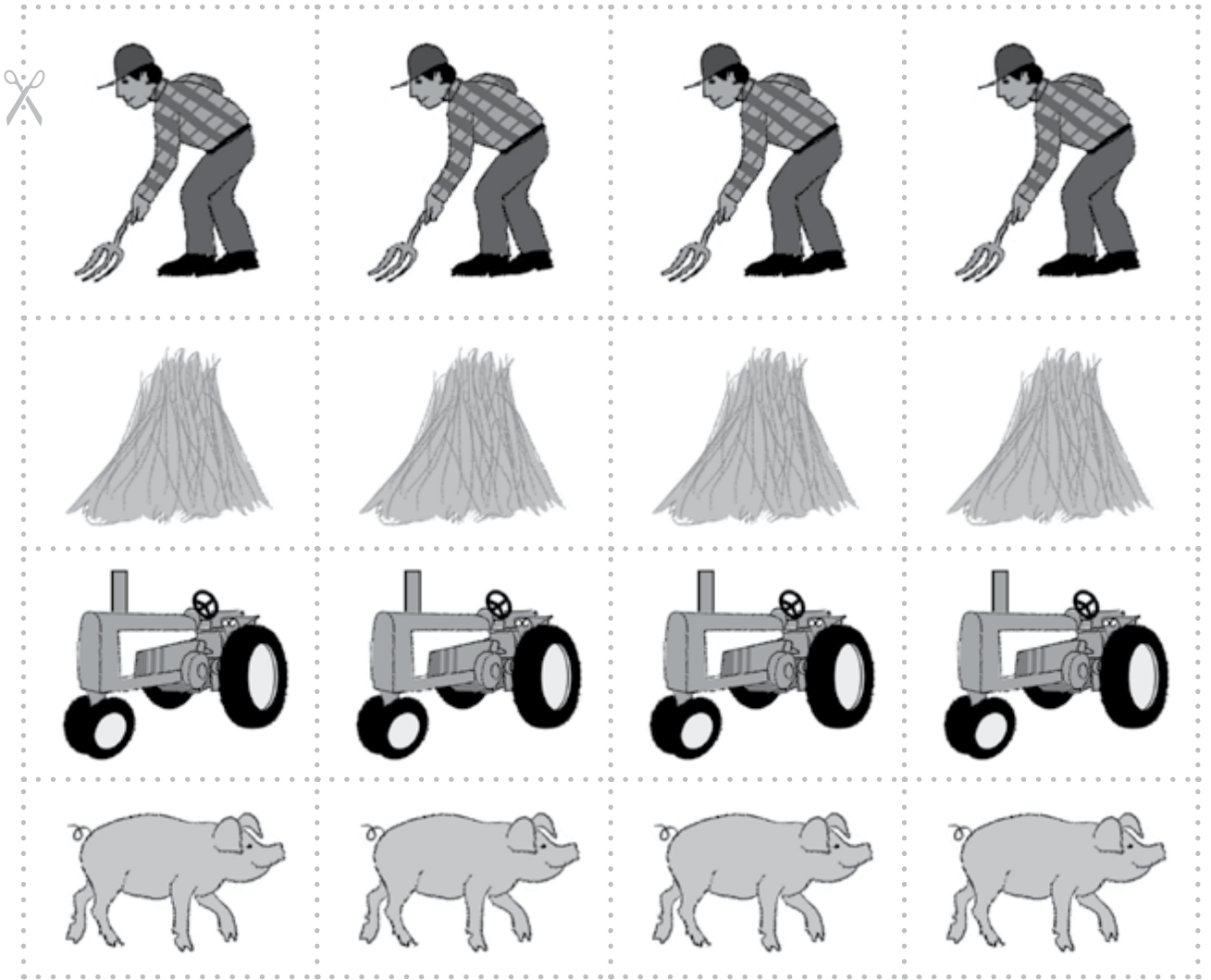


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.3

Directions: Copy on card stock and cut out figures to use with Activity Page 9.2.

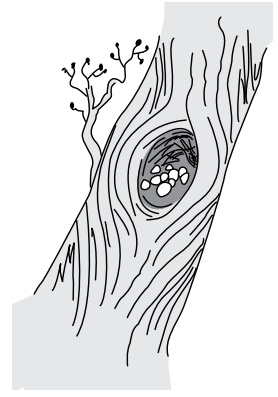
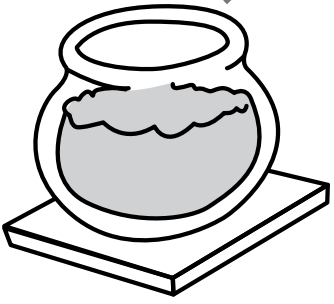
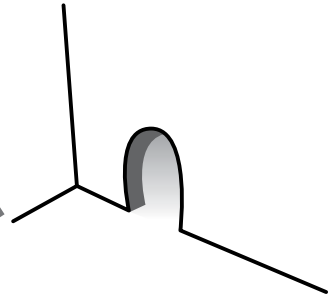
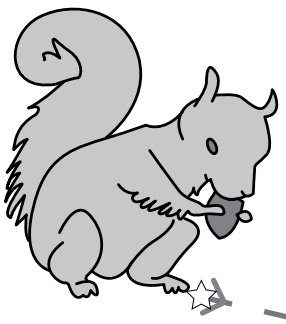
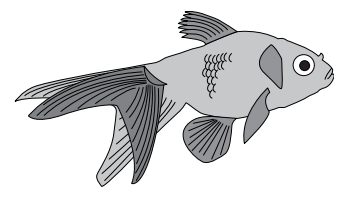
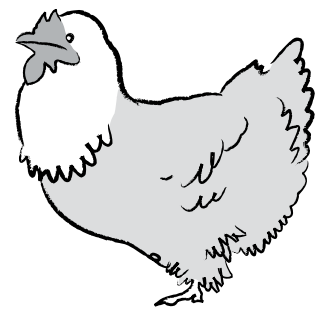
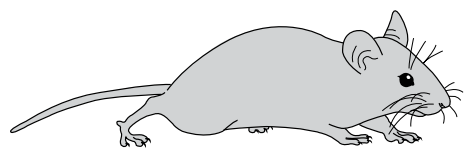


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.1

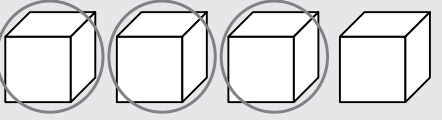
Directions: Students trace the dotted lines, starting at the star, for diagonal line practice.

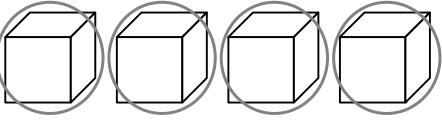


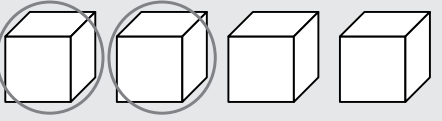
# ACTIVITY BOOK ANSWER KEY

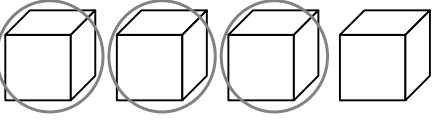
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 9.1 Activity Page

Directions: For each sentence, ask students to circle one cube for each word in the sentence read aloud.

1. 

2. 

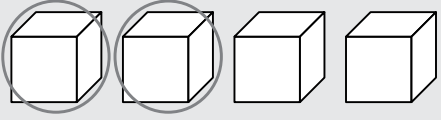
3. 

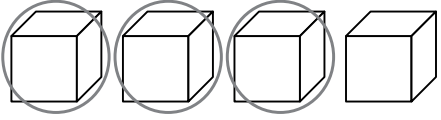
4. 

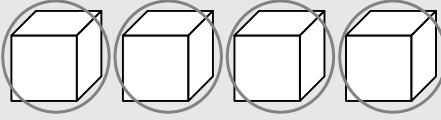
Skills 1 35

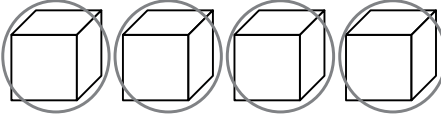
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 10.2 Activity Page  
PART THREE

Directions: For each sentence, ask students to circle one cube for each word in the sentence read aloud.

1. 

2. 

3. 


4. 


Part Three, Word Discrimination Score: \_\_\_\_\_

Skills 1 43

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PP.1 Activity Page

Directions: Ask students to color the left hand green and the right hand red. Students may decorate the hands (optional).





Skills 1 47



# Appendix A: About this Program

## THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: decoding skills and language comprehension *ability*.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, he or she will not be able to achieve reading comprehension, no matter how much oral language he or she can understand. Even if the person *can* decode the words on the page, that in and of itself is still no guarantee of reading comprehension (as Hirsch discovered in his experiments). If the sentences the person is attempting to read are sentences he or she could not understand if they were read aloud to him or her, then there is not much hope that he or she will understand them during independent reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single-word reading or pseudoword reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is a rapid and accurate decoder and also able to understand a wide range of oral language—for

instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$R = D \times C$$

In this equation, each of the letters is a variable that stands for a specific skill:

**R** is a measure of reading comprehension ability.

**D** is a measure of decoding skills.

**C** is a measure of language comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where zero stands for no ability whatsoever and one stands for perfect, not-to-be-improved-upon ability. Obviously most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ( $D > 0$ ) and you also have some language comprehension ability ( $C > 0$ ), you will probably also have some reading comprehension ability ( $R > 0$ ). How much reading comprehension ability you have will depend on the exact values of  $D$  and  $C$ .

What does it mean to have no decoding ability ( $D = 0$ )? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ( $C = 0$ )? Basically, it means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability ( $D > 0$ ) but not language comprehension ability ( $C = 0$ ). Why would you learn to read

and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages ( $D > 0$ ), but they would have scored a zero on any measure of language comprehension ( $C = 0$ ). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills ( $D = 0$ ). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him ( $C > 0$ ). Between Milton and his daughters, you might say, there was reading comprehension ( $R$ ), but the younger generation brought the decoding skills ( $D$ ) and the elderly poet brought the language comprehension ( $C$ ).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are *reading* Russian. You would have some rudimentary decoding skills ( $D > 0$ ), but you would be lacking language comprehension ( $C = 0$ ). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

## HOW THESE IDEAS INFORM THIS PROGRAM

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children over the course of Grades K–2. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–2.

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms

they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, and thus increasing the range of materials they are equipped to understand; first orally and later via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

This program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Knowledge Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that *both strands are crucial for reading comprehension in later grades*. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the “fourth-grade slump,” and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade, but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more of the variation among students as time went by. What this tells us is that once the intricacies of decoding are mastered (and in English this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

If you understand Hirsch's insight into the importance of background knowledge, and you understand the simple view of reading, you can understand why this program has two strands of instruction, and why both strands are very important. The next several sections of this appendix will tell you about the Skills Strand.

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## **TWO MISCONCEPTIONS ABOUT READING AND WRITING**

The Skills Strand teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

## LEARNING TO READ AND WRITE IS NOT NATURAL

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken, but not written or read.

Ten thousand years ago this was the norm, rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

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### **LEARNING TO READ AND WRITE IS NOT EASY**

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one to one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. In order to read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all of the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (in order to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare 'B' to 'b', 'D' to 'd', 'H' to 'h', 'R' to 'r', 'Q' to 'q'. At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.



If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, to blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that there are many letters in English that can be pronounced different ways. We could also point out that reading a word like *thin* requires students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e', and realize it controls the pronunciation of the 'a' earlier.

Even without these additions it is clear that the English writing system is quite complicated.

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## THE PROBLEM WITH WHOLE LANGUAGE

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all of this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called "Whole Language" approaches. Whole Language instruction is based on the assumption that learning to read is natural, and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind*. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn “Whole Tennis” and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

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## KEY ASPECTS OF THE SKILLS STRAND

Some key aspects of the Skills Strand are listed below.

- This program teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- This program rejects the Whole Language notion that exposure to rich language and lots of environmental print is sufficient to ensure mastery of the writing system.
- This program explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of “analytic” phonics).
- This program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- This program includes phonics instruction, but the instruction differs from the phonics usually taught in the United States in that it begins with sounds and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter ‘m’ on the board and says, “This is the letter ‘em’. It says /m/.” As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: “Today’s sound is /m/.” You will lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a “picture of the sound.” You will write the letter ‘m’ on the board and explain that this is how we make a picture of the /m/ sound.

- This program focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *-ick* and initial clusters like *st-* are not taught as units but as combinations.
- This program uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- This program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program includes words, phrases, and stories for students to read and activity pages for them to complete that allow for focused, distributed practice working with the letter-sound correspondences students have been taught.
- This program does not require students to read words that go beyond the letter-sound correspondences they have been taught. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.
- This program does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- This program carefully controls the introduction of Tricky Words and words with ambiguous or rare spellings in Kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught.
- This program avoids letter names in the early lessons of Kindergarten, because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”
- This program teaches lowercase letters first and introduces the uppercase letters later.

# Appendix B: Kindergarten Scope and Sequence

## SCOPE AND SEQUENCE OF KINDERGARTEN SKILLS INSTRUCTION

The Skills Strand for Kindergarten is divided into ten units. In the course of these ten units you will introduce ten vowel sounds and twenty-five consonant sounds and teach students the most common, or least ambiguous, spelling for each sound. You will teach students to read words by blending through the word and to spell words by segmenting them into sounds and writing a spelling for each sound. You will lead the class in various chaining exercises that help build word decoding skills and supervise the completion of activity pages. Once students' word reading skills are strong, you will introduce them to book reading. You will also introduce high-frequency Tricky Words that do not play by the rules.

Although the main focus in Kindergarten is to teach blending and the basic code, you will also introduce a small number of spelling alternatives—the 'c', 'k', and 'ck' spellings for /k/ (cat, kit, black), the 's' spelling for /z/ (is, has, dogs), a number of double-letter spellings for consonant sounds (dress, sell, stuff), and a few spellings for /d/ and /t/ in past-tense words (played, walked). We think you will be pleasantly surprised by how well your Kindergarten students are reading by the end of the year. This was a reaction we encountered many times when these materials were first piloted between 2007 and 2010.

The first two units set the stage for the eight that follow. In these two units you will teach students to hear words and phonemes in words. You will also teach students to hold a writing utensil (initially a crayon) and make marks on paper. The oral language and handwriting skills are presented separately in Units 1 and 2, but these two streams of instruction are combined beginning in Unit 3 when students begin to use handwriting skills to make pictures of sounds (letters). In Unit 3, you will introduce eight sounds, and a single-letter spelling for each sound (e.g., /m/ spelled 'm', /a/ spelled 'a', /t/ spelled 't'). Students will learn to read and spell two- and three-letter words that can be constructed using these eight spellings. More sounds and single-letter spellings are introduced in Units 4 and 5. Students continue to read, spell, copy, and write words that can be made with the spellings they have learned.

The first story is presented in Big Book form at the end of Unit 4. There is another Big Book in Unit 5. By Unit 6, the students will be reading stories in their own individual Readers.

As you move through the sequence, students will learn more sounds and spellings and will begin to blend and read longer words. In Unit 6, they will learn to read consonant clusters in words like spot and desk; they will also learn the letter names. In Unit 7, they will learn consonant sounds written with digraphs such as the 'ch' spelling for the /ch/ sound. In Unit 8, students will learn the double-letter spellings for consonant sounds such as 'mm' in summer. In Unit 9, students will have learned all uppercase letters and will begin answering comprehension questions in written form. Unit 10 covers the "long" vowel sounds, each with its basic code spelling. The outline below gives a more detailed breakdown of what is covered in each unit.

In addition to decoding skills, students will be introduced to high-frequency "Tricky Words" starting in Unit 3. The term *Tricky Words* is used to refer to words that do not follow the pattern of previously taught letter-sound correspondences. Tricky Words are introduced in a very scaffolded way using the Picture Reader. The Picture Reader presents one Tricky Word at a time with colorful rebus pictures. Each page in the Picture Reader has a very limited amount of written text, coupled with different rebus pictures. You will display a copy of the page and demonstrate how to "read" what is written on the page, asking students to then join you.

Much of the instruction in the early units of Kindergarten is whole group instruction. However, if some members of the class begin to fall behind, you may need to supplement the whole group instruction and add one to three small group sessions per week.

### **Unit 1**

- phonological awareness (hearing environmental sounds, hearing words in phrases and sentences)
- prewriting skills (tripod grip, lines, circles, etc.)

### **Unit 2**

- phonemic awareness (hearing sounds in words)
- oral blending of sounds (e.g., given /f/ . . . /i/ . . . /sh/, the student can blend the sounds to make the word *fish*)
- prewriting skills

### Unit 3

- first letter-sound correspondences: /m/ spelled 'm', /a/ spelled 'a', /t/ spelled 't', /d/ spelled 'd', /o/ spelled 'o', /k/ spelled 'c', /g/ spelled 'g', and /i/ spelled 'i'
- reading and writing one-syllable words containing up to three letters (VC and CVC words)
- word-building and chaining exercises
- Tricky Words *one, two, three* (in Picture Reader only)

### Unit 4

- more letter-sound correspondences: /n/ spelled 'n', /h/ spelled 'h', /s/ spelled 's', /f/ spelled 'f', /v/ spelled 'v', /z/ spelled 'z', /p/ spelled 'p', and /e/ spelled 'e'
- reading and writing one-syllable words containing up to three letters (VC and CVC words)
- reading short phrases
- first story (a phrase story in Big Book format)
- word-building and chaining exercises
- dictation exercises
- Tricky Words *the, a* (in Picture Reader only)

### Unit 5

- more letter sound-correspondences: /b/ spelled 'b', /l/ spelled 'l', /r/ spelled 'r', /u/ spelled 'u', /w/ spelled 'w', /j/ spelled 'j', /y/ spelled 'y', /x/ spelled 'x', and /k/ spelled 'k'
- reading and writing one-syllable words containing up to three letters (VC and CVC words)
- reading short phrases and sentences beginning with uppercase letters that look like the lowercase letters ('C', 'F', 'K', 'M', 'O', 'P', 'S', 'T', 'U', 'V', 'W', 'X', 'Z')
- reading stories (a Big Book)
- introduce punctuation (period)
- word-building and chaining exercises
- dictation exercises
- Tricky Words *blue, yellow, look* (in Picture Reader only)

## Unit 6

- initial and final consonant clusters (e.g., *clip* and *task*)
- reading and writing one-syllable words containing up to five letters (CVCC, CCVC, CCVCC)
- /z/ spelled 's'; plural words ending in the letter 's' sounded /s/ or /z/
- letter names and "The Alphabet Song"
- punctuation (period, question mark, exclamation point, comma, apostrophe, quotation marks)
- reading decodable stories
- Tricky Words *I, are, little* (in Picture Reader only)

## Unit 7

- consonant sounds spelled with digraphs: /ch/ spelled 'ch', /sh/ spelled 'sh', /th/ spelled 'th', /th/ spelled 'th', /qu/ spelled 'qu', and /ng/ spelled 'ng'
- reading and writing one-syllable words containing up to seven letters
- reading decodable stories
- Tricky Words *down, out, of* (in Picture Reader only)

## Unit 8

- double-letter spellings for consonant sounds: /b/ spelled 'bb', /d/ spelled 'dd', /f/ spelled 'ff', /g/ spelled 'gg', /k/ spelled 'cc' and 'ck', /l/ spelled 'll', /m/ spelled 'mm', /n/ spelled 'nn', /p/ spelled 'pp', /r/ spelled 'rr', /s/ spelled 'ss', /t/ spelled 'tt', and /z/ spelled 'zz'
- reading decodable stories
- Tricky Words *funny, all, from, was* (in Picture Reader and in decodable stories)

## Unit 9

- uppercase letters
- reading decodable stories
- answering questions about stories in written form
- Tricky Words *word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, there* (in decodable stories)

## Unit 10

- letter-sound correspondences for the e-controlled vowels: /ee/ spelled 'ee', /ae/ spelled 'a\_e', /ie/ spelled 'i\_e', /oe/ spelled 'o\_e', and /ue/ spelled 'u\_e'
- reading decodable stories
- answering questions about stories in written form
- Tricky Words *he, she, we, be, me, they, their, my, by, you, your* (in decodable stories)
- Units 1–10 Comprehensive Student Performance Assessments



# Appendix C: Components of Program

## COMPONENTS

The components for the Skills Strand for Kindergarten are as follows:

### Teacher Guides

- The Teacher Guides outline the lessons. There is one Teacher Guide for each unit.

### Activity Books

- The Activity Books contain activity pages for students to complete as part of the lessons. There is one Activity Book for each unit. When it is possible to include 100% decodable instructions, they are printed on the top of the activity page. When it is not possible to do this, family member/teacher instructions are printed vertically along the left side. Each student should have an Activity Book.

### Picture Reader

- A separate 120-page Picture Reader with colorful rebus pictures and high-frequency words selected from the Dolch Sight and Fry Instant Word Lists is used to gradually introduce important high-frequency words (called Tricky Words) in a highly controlled manner over the course of instruction in Units 3–8. Related activity pages and take-home mini-books also provide additional practice and reinforcement.
- Each page in the Picture Reader has a very limited amount of written text coupled with the rebus, presented using highly predictable, repetitive language to ensure success. Students work with only a few pages from the Picture Reader at a time.
- This highly scaffolded approach for introducing high-frequency Tricky Words early in students' Kindergarten reading experience reduces the level of cognitive demand so students can focus solely on remembering the Tricky Word(s) without also being called upon to make use of the code knowledge they have learned to decode other words in the text. Starting in Unit 8, these same Tricky Words are gradually incorporated into the decodable stories of the Unit Readers, posing a greater, but now accessible, challenge, for students.

Kindergarten  
Teacher Guide



Kindergarten  
Activity Book



Picture Reader





## Readers

- The Readers contain 100% decodable texts for students to read in Units 6–10. There is a Reader for each of the units listed, and new spellings taught in the unit are printed in bold throughout the Reader to help students master new material. The last few stories in each Reader are stories for the Pausing Point, which can be either assigned or omitted depending on the needs of students in the class. Ideally, each student should have his or her own Reader. The Activity Books include take-home copies of each story for further practice.
- On the on the program's digital components site, you can find digital versions of the Skills stories. These digital files allow you to present a Skills story as a demonstration story, using a computer and a projector or a smart board, instead of the Big Book. Using projection allows for much larger images and print size, but it requires some equipment. If you wish to use the digital files, you will need a computer with at least a 19-inch monitor, or a projector system or smart board. You can use either the Big Book or the digital files to present a demonstration story. Only a few Readers will be made available as Big Books; all of the Readers will be available online. In other words, if you want to present a story as a demonstration story, and there is no Big Book for that unit, you will need to use a computer projection system or copy the story onto transparencies for display with an overhead projector.

## Big Books

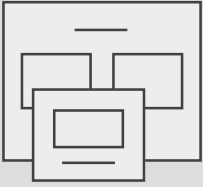
- The Big Books are exact replicas of the Readers, but larger. They can be used for demonstration stories as you model reading for students. In Kindergarten, the stories for Units 4 and 5 are available only in Big Books. The stories for Units 6, 7, and 8 are available in both Readers and Big Books. All Big Books are available on the program's digital components site for projection purposes.

## Large Letter Cards

- This set of cards is used for teaching and reviewing sounds and spellings, especially during the Large Card Chaining exercise. The cards are used throughout Kindergarten.

## Sound Posters and Cards

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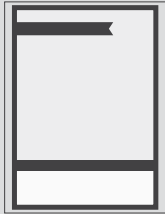


### Sound Posters

- The Sound Posters allow you to display code knowledge on the walls of your classroom as it is taught. When a sound is taught for the first time, the Teacher Guide will prompt you to mount the poster for that sound on the wall of the classroom, along with the Sound Card representing the basic code spelling (e.g., the 'm' spelling for /m/). The Teacher Guide will also prompt you to post the Sound Cards for spelling alternatives when they are taught. We suggest you post the vowel posters on one wall and the consonant posters on another to emphasize the differences between these two categories of sounds. The Sound Posters will be very useful for students as they begin to spell words on their own. If they are not sure how to spell the /k/ sound, they can look at the posters, find /k/ and see that four possibilities are 'c' as in *cat*, 'k' as in *kid*, 'cc' as in *soccer*, and 'ck' as in *clock*.

## Chaining Folder

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### Chaining Folders

- Students use these folders to practice building words with Small Letter Cards. The folders are used whenever the Teacher Guide calls for the Student Chaining or the Chain and Copy exercises. During Student Chaining you call out words, and students arrange letter cards on their Chaining Folders to spell the words. Each student should have his or her own folder. The folder has pockets so the Small Letter Cards can be stored between lessons.

### Small Letter Cards

- These cards are to be used in tandem with the Chaining Folders just described. We suggest you keep the cards in envelopes or in an organizer or caddy. As new sounds and spellings are introduced, you can either distribute Small Letter Cards for students to use during Student Chaining exercises, or change the cards before the lessons. Students will store their cards in the pockets of their Chaining Folders between lessons.

## Blending Picture Cards

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### Blending Picture Cards

- In Unit 2 of Kindergarten, students begin blending sets of up to three individual oral speech sounds, called phonemes, to say a recognizable word. It may initially be quite challenging for students to grasp the concept that the individual sounds that you are saying can be put together, or blended, into a recognizable word. The Blending Picture Cards are pictures of various objects. Teachers can show several of these cards to students prior saying, in segmented fashion, the phonemes of a word represented by one of the cards. Using the Blending Picture Cards in this way provides needed support when students first start blending because the cards will limit the set of possible answers to the images displayed.

## ADDITIONAL MATERIALS

### Pocket Chart

- It is expected that you have or can obtain a pocket chart for use in chaining exercises. You should make letter cards out of index cards and use the cards to build words on the chart.

### Mirrors

- It is expected that you have or can obtain a small handheld mirror for each student in your class. Handheld mirrors allow students to see the shape of the mouth when a sound is produced.

### Assessment and Remediation Guide

- This resource guide consists of both assessment and remediation materials that go beyond the Pausing Point materials typically included at the end of each unit. The URL for the *Assessment and Remediation Guide* is given in the introduction of each unit. Selected materials may be printed and used for reteaching and/or additional practice for students who are experiencing difficulty.



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## LESSON STRUCTURE

The lessons in the program are laid out in the Teacher Guides.

Each lesson begins with an Primary Focus of Lesson header. This specifies the sounds, spellings, Tricky Words, and/or concepts students are expected to learn during the lesson. The focus here is generally on new letter-sound correspondences and new Tricky Words.

The Lesson at a Glance chart gives an overview of the lesson. This chart lists the name of each exercise in the lesson along with the materials needed to teach that exercise and the time allotted to each exercise.

The remainder of the lesson plan is devoted to a detailed description of the procedures for each of the exercises listed in the Lesson at a Glance chart.

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## TO LEARN MORE

To learn more about sounds, spellings, and the general approach to reading instruction used here, we highly recommend that you read and study Diane McGuinness, *Why Our Children Can't Read*.

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

### Skills 1

### Correlation—Teacher’s Guide

### Power Hits

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:			
TEKS K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses		
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions		
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;		
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns		
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	U1: p. 9, U1: p. 12, U1: p. 14, U1: p. 18, U1: p. 28, U1: p. 31, U1: p. 38, U1: p. 41, U1: p. 48, U1: p. 51, U1: p. 109	U1: p. 14, U1: p. 109
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:			
(A) demonstrate phonological awareness by:			
TEKS K.2.A.i	identifying and producing rhyming words		
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;		
TEKS K.2.A.iii	identifying the individual words in a spoken sentence;	U1: p. 9, U1: p. 12, U1: p. 18, U1: p. 21, U1: p. 28, U1: p. 31, U1: p. 38, U1: p. 41, U1: p. 48, U1: p. 51, U1: p. 52, U1: p.57, U1: p. 60, U1: p. 65, U1: p. 68, U1: p. 69, U1: p. 74, U1: p. 77, U1: p. 82, U1: p. 85, U1: p. 90, U1: p. 93	U1: p. 52, U1: p. 69, U1: p. 93
TEKS K.2.A.iv	identifying syllables in spoken words		
TEKS K.2.A.v	blending syllables to form multisyllabic words		
TEKS K.2.A.vi	segmenting multisyllabic words into syllables		
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words		
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words		
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word		
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes		

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 1	Correlation—Teacher’s Guide	Power Hits	
(B) demonstrate and apply phonetic knowledge by:			
TEKS K.2.B.i	identifying and matching the common sounds that letters represent		
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words		
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i>		
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.		
(C) demonstrate and apply spelling knowledge by:			
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC		
TEKS K.2.C.ii	spelling words using sound-spelling patterns; and		
TEKS K.2.C.iii	spelling high-frequency words from a research-based list		
(D) demonstrate print awareness by:			
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book		
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	U1: p. 65	
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries		
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word		
TEKS K.2.D.v	identifying all uppercase and lowercase letters		
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality		
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:			
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words		
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings		
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	U1: p. 9, U1: p. 12, U1: p. 14, U1: p. 18, U1: p. 21, U1: p. 24, U1: p. 25, U1: p. 28, U1: p. 31, U1: p. 32, U1: p. 38, U1: p. 41, U1: p. 48, U1: p. 51, U1: p. 57, U1: p. 65, U1: p. 68, U1: p. 70, U1: p. 74, U1: p. 79, U1: p. 82, U1: p. 85, U1: p. 87, U1: p. 90, U1: p. 93, U1: p. 95, U1: p. 111	U1: p. 14, U1: p. 25, U1: p. 32, U1: p. 95, U1: p. 111
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.			
TEKS K.4	self-select text and interact independently with text for increasing periods of time		

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 1	Correlation—Teacher’s Guide	Power Hits
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance	
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	
TEKS K.5.H	synthesize information to create new understanding with adult assistance	
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS K.6.A	describe personal connections to a variety of sources	
TEKS K.6.B	provide an oral, pictorial, or written response to a text	
TEKS K.6.C	use text evidence to support an appropriate response	
TEKS K.6.D	retell texts in ways that maintain meaning	
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	
TEKS K.7.B	identify and describe the main character(s)	
TEKS K.7.C	identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance	
TEKS K.7.D	describe the setting	



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

### Skills 1

### Correlation—Teacher’s Guide

### Power Hits

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes		
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems		
TEKS K.8.C	discuss main characters in drama		
(D) recognize characteristics and structures of informational text, including			
TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance		
TEKS K.8.D.ii	titles and simple graphics to gain information		
TEKS K.8.D.iii	the steps in a sequence with adult assistance.		
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do		
TEKS K.8.F	recognize characteristics of multimodal and digital texts		
(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:			
TEKS K.9.A	discuss with adult assistance the author’s purpose for writing text		
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author’s purpose		
TEKS K.9.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes		
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize		
TEKS K.9.E	listen to and experience first- and third-person texts		
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:			
TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings		
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas		
TEKS K.10.C	revise drafts by adding details in pictures or words		
(D) edit drafts with adult assistance using standard English conventions, including:			
TEKS K.10.D.i	complete sentences		

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 1	Correlation—Teacher’s Guide	Power Hits
TEKS K.10.D.ii	verbs	
TEKS K.10.D.iii	singular and plural nouns	
TEKS K.10.D.iv	adjectives, including articles	
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS K.10.E	share writing	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS K.11.A	dictate or compose literary texts, including personal narratives	
TEKS K.11.B	dictate or compose informational texts	
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS K.12.A	generate questions for formal and informal inquiry with adult assistance	
TEKS K.12.B	develop and follow a research plan with adult assistance	
TEKS K.12.C	gather information from a variety of sources with adult assistance	
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

### Skills 1

### Correlation—Teacher’s Guide

### Power Hits

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	U1: p. 52	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources		
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	U1: p. 13, U1: p. 22, U1: p. 34, U1: p. 41, U1: p. 52, U1: p. 60, U1: p. 61, U1: p. 69, U1: p. 70, U1: p. 79, U1: p. 86, U1: p. 94	U1: p. 13
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)		
ELPS 1.F	use accessible language and learn new and essential language in the process		

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions		
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed		
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language		
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs		

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

### Skills 1

### Correlation—Teacher’s Guide

### Power Hits

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication		
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired		
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency		
ELPS 3.E	share information in cooperative learning interactions		
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments		
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics		
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired		

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials		
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## ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

<b>Skills 1</b>		<b>Correlation—Teacher’s Guide</b>	<b>Power Hits</b>
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text		
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned		
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language		
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs		
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>			
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English		
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary		
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired		
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired		
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly		
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired		
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired		

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