

Week 2 Lesson 2

Learning Goal/Overview (What Students Will Know/Be Able to Do By End of Lesson)

- In this lesson, students will complete a short vowel sounds and sound/spelling review, a dictation review activity, watch the teacher demonstrate reading “Kit’s Mom”, and then participate in a small group reading of “Kit’s Mom”.

Enduring Understanding/Focus

- Students will understand that each letter spelling has a specific name and text is read from left to right and top to bottom. Students will also be able to read emergent-reader text with purpose and understanding.

Lesson Structure

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|--|------------|
| Warm-Up | 10 minutes |
| Activity 1- Dictation with Words | 20 minutes |
| Activity 2- Demonstration Story “Kit’s Mom | 10 minutes |
| Activity 3- Small Group Reading | 20 minutes |
| Independent Practice/CFU | 10 minutes |

Student Materials

Pencil, paper, Large Cards for ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘g’, ‘f’, ‘v’, ‘s’, ‘z’, ‘p’, ‘b’, ‘w’, ‘j’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’, Worksheet 7.1,

Lesson Set

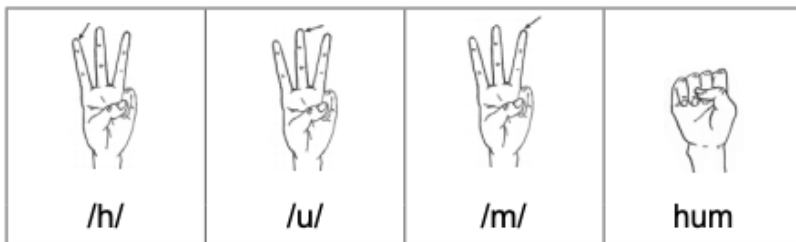
Standard(s) Covered:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.
- K.SL.PKI.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- K.FL.F.5 Read emergent-reader texts with purpose and understanding

Warm-Up-

Part A

- **Procedure:** Tell students you will say sounds for them to blend into words. Be sure to use the blending motion depicted below. Say the words listed in the box in a segmented fashion. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.



- | | |
|------------------------------------|-------------------------------------|
| 1. (3) /h/ /u/ /m/ > hum | 6. (3) /sh/ /er/ /t/ > shirt |
| 2. (4) /h/ /u/ /m/ /p/ > hump | 7. (4) /s/ /k/ /er/ /t/ > skirt |
| 3. (4) /j/ /u/ /m/ /p/ > jump | 8. (4) /s/ /o/ /k/ /s/ > socks |
| 4. (4) /l/ /u/ /m/ /p/ > lump | 9. (5) /p/ /a/ /n/ /t/ /s/ > pants |
| 5. (5) /p/ /l/ /u/ /m/ /p/ > plump | 10. (5) /b/ /e/ /l/ /t/ /s/ > belts |

Part B

- **Note:** The Large Cards are simply cards with single letters on them in large print. Students will use these cards to review the letter name and the sound the letter makes.
- **Procedure:** Tell students you will show a card with a spelling and they should provide the sound that the spelling makes. Ask for the sound first, then the letter name. Complete these steps for all of the cards listed in the materials section of this lesson.

Activity #1 – Dictation with Words

- **Procedure:** Distribute and display Worksheet 7.1. Tell students you are going to say a number of words for them to write on the worksheet. Say the word let. Then segment the word, raising one finger for each sound: /l/ (raise thumb) . . . /e/ (raise pointer finger) . . . /t/ (raise middle finger). Ask students how many sounds are in the word let. Ask students for the first sound in let. Direct students' attention to the first three lines on Worksheet 7.1. Have students write an 'l' on the first line, following your example. Repeat for the remaining two sounds and spellings in let. Model reading the word letter sound by letter sound to check for spelling accuracy. Demonstrate this process with at least one or two additional words before having students write the words independently.

- | | |
|---------|----------|
| 1. let | 6. slip |
| 2. sit | 7. swim |
| 3. run | 8. jump |
| 4. pot | 9. flip |
| 5. lips | 10. bend |

Name _____

7.1

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Directions: Have students write the dictated words.

Activity #2 – Demonstration Story: “Kit’s Mom”

- **Note:** In this story, the uppercase letters ‘K’ and ‘M’ are used.

Big Book Link:

https://bestforall.tnedu.gov/sites/default/files/documents/Grade%20K_BB_Unit%206_AK.pdf

Reader Link:

[https://bestforall.tnedu.gov/sites/default/files/documents/Decodable%20Grade%20K%2C%20Unit%206_AK.p
df](https://bestforall.tnedu.gov/sites/default/files/documents/Decodable%20Grade%20K%2C%20Unit%206_AK.pdf)

Purpose for Reading

- Tell students they will read a story about Kit’s mom. Ask students to pay special attention to the story so they can tell you when Kit’s mom gets up.

Reading the Story

- Display the story “Kit’s Mom” using the Kit Big Book. Have students read the title of the story. Read the story “Kit’s Mom” once without interruption, running a finger beneath the words as you read them. Point to Kit’s in the title and remind students the little mark in Kit’s is called an apostrophe. Have students say apostrophe. Remind students an apostrophe can be used to show ownership. Here, the apostrophe shows the mom belongs to Kit. Read the story a second time, pausing to point out words with apostrophes and words with clusters. If you have time, read the story again, having students read aloud.

Check for Understanding

- Discuss the following questions as a class. Students should respond in complete sentences, incorporating the question stem in the answer.

1. **Literal- What time does Kit’s mom get up?**

(Answer: Mom gets up at 6:00)

2. **Literal- Who does Mom wake up first?**

(Answer: Mom wakes up Dad first.)

3. **Literal- Who feeds the cats?**

(Answer: Mom feeds the cats.)

4. Literal- In the illustration on page 45, what does Mom wear on her feet?

(Answer: Mom wears slippers on her feet.)

5. Literal- In the illustration on page 47, who or what sleeps with Kim?

(Answer: A cat and a teddy bear sleep with Kim)

6. Literal- In the illustration on page 49, what is Dad doing at the breakfast table?

(Answer: Dad is reading at the breakfast table.)

7. Literal- What is the setting of this story?

(Answer: The setting of the story is inside Kit's house.)

8. Do you have questions you would like to ask to clarify your understanding of the story?

Activity #3- Small Group Reading Time

- **Note:** This activity divides students into two groups. The groups should be created with students who can independently work in Group 2 and those students who need teacher support in Group 1.
- **Procedure:**
 - **Group 1 (with teacher):** Before reading the story, "Kit's Mom," write each of the words in the box below on the board, letter by letter, asking students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word; have one or more students use the word in an oral sentence.

- | | |
|---------|--------|
| 1. Mom | 4. six |
| 2. gets | 5. dad |
| 3. pets | |

- Ask students to turn to the Table of Contents and locate the title "Kit's Mom," indicating the page on which this story starts (page 43). Have students turn to this page and read the title of the story. Ask students to point to the apostrophe in Kit's name, explaining the use of the apostrophe 's' shows the mom in this story belongs to Kit. Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word Kit's on the board, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter. Using an oral reading method of your choice, have students read the story aloud. Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter. Have students reread the story, if time permits. If time permits, continue having students read "Kit's Cats" and "Kit's Hats" in the same fashion.
- **Group 2 (independent):** Have students take out their Readers, sit with their partners, and take turns reading "Kit's Mom" aloud to one another. Students who finish early should reread the stories "Kit's Cats" and "Kit's Hats." They should not read ahead. Encourage students to ask their partner for help if they have difficulty with a word.

Independent Practice/Check for Understanding-

- **Procedure:** Provide each student with a blank piece of white paper. Tell students that they should draw a picture that represents the story that they read today. Once they finish drawing their picture they should also write a caption for their image.
- **Scaffolds/Supports:** If a student requires assistance writing their caption, have the student orally dictate the caption they would like to use. Write the caption on the paper and have students copy the sentence you wrote below.