

# Foundational Skills

## Resources:

- *Alphabet Sound Cards*
- *Lion Puppet*
- *Alphabet Book*, pp. 16–19
- *Skills Practice I*, p. 4
- Routine 1
- *Core Pre-Decodable 2*
- *Practice Pre-Decodable 2*

## Objectives:

- Students will
- identify the numbers 6–10.
  - practice identifying letters of the alphabet.
  - listen for sounds and rhythms.
  - identify the names and shapes of the letters *Gg* and *Hh*.
  - play with words containing the letters *Gg* and *Hh*.
  - read and respond to a *Pre-Decodable*.

**CCSS** **RF.K.I.B** Recognize that spoken words are represented in written language by specific sequences of letters. **RF.K.I.D** Recognize and name all upper- and lowercase letters of the alphabet. **SL.K.I.A** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

## Warm Up

### Numbers 6–10

**WRITE** the numerals 6–10 on the board. Point to and say each one. Then have students join in as you point to and say the numerals again.

Have students say and clap a numeral you point to. Point to numerals in a random order.

### The Alphabet

**CCSS** **RF.K.I.B, RF.K.I.D**

**POINT TO** the *Alphabet Sound Card Ee* and ask students to name the letter. Repeat with *Ff*.

Remind students that words are made of letters. Point out items labeled in the classroom, and name the letters used to write the words. Have students look for labels that contain *Ee* or *Ff*.

Sing the “Alphabet Song” as students listen. Sing the song once again, telling students to join in. Point to the *Alphabet Sound Cards* as you sing.

## Phonological and Phonemic Awareness

### Listening for First and Last Sounds

**CCSS** **SL.K.I.A**

**TELL** students that you want them to listen to more sounds to see if they can tell what they are. Remind them to follow the agreed-upon rules of speaking and listening: they should raise their hands if they know the sounds, but they should not say anything until you call on someone.

Make two of the sounds you made in the classroom on day 2. Then ask students, “What was the *first* sound you heard? What was the *last* sound you heard?”

Repeat the activity several times until students are comfortable discerning the order of the sounds. Then have students make a sequence of sounds for their classmates to guess.

### Feeling the Rhythm: “One Potato, Two Potato”

**PLAY** the game “One Potato, Two Potato” again to reinforce students’ familiarity with rhyming. If necessary, review how the game was played in the previous lesson.

Tell students to sit in a circle with you. Have them say the rhyme until everyone can say it easily and with appropriate rhythm. Tell students to stress each number word as they say it.



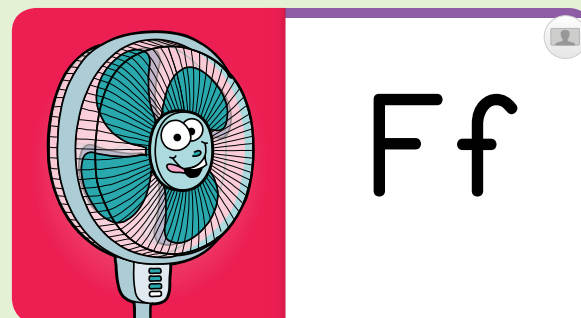
Choose a student to stand in the middle and tap fists as the others recite the rhyme. The last student still holding out a fist becomes “it” and continues the game.



### Teacher Tip

**INTEGRATING SKILLS** While it is important to isolate skills as students are introduced to them, integrating skills during review lessons can increase their comfort level with the skills. For example, while they are playing the “One Potato, Two Potato” game, you might tell students who are out (have had both hands tapped) to hold up the correct number of fingers as each number word is said.

## ePresentation



# Alphabetic Knowledge

## Letter Names—Gg and Hh

CCSS RF.K.I.D

**TELL** the class they are going to sing the “Alphabet Song” again but they are going to mark the pauses a little differently. Write these letters on the board: G, N, Q, T, W, and Z. Have students pause at these letters by gently tapping their chairs, shoes, desks, or the floor at the pause.

Display **Alphabet Sound Cards** Gg and Hh. Use the **Lion Puppet** to point to **Alphabet Sound Cards** Gg and Hh. Have the class play the “Sing Your Way to \_\_\_\_\_” game to the letter H.

Point to **Alphabet Sound Card** Gg. Tell students to identify the upper- and lowercase Gg. Then repeat the procedure for **Alphabet Sound Card** Hh.

Write a few names such as *Gabriella*, *Angela*, *Henry*, *Greg*, and *Ethan*, on the board. Have a student come to the board and point to the names that have capital Gs in them. Then have another student point to the names with lowercase g’s in them.

Continue with other students pointing to the names that have capital and lowercase Hh’s.

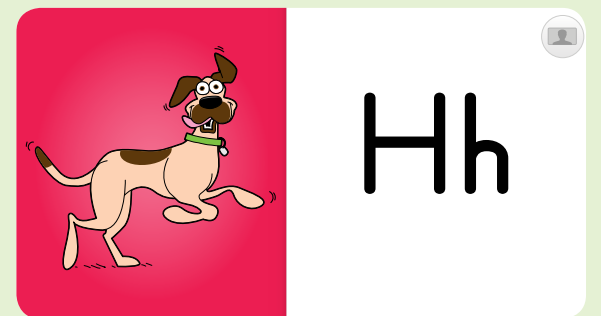
## Letter Shapes

**DISPLAY** the ball-and-stick models of upper- and lowercase Gg and Hh. Tell students they will learn how to trace the letters with you.

- Start with uppercase G. As you trace the letter, say, “Start here, go all the way around this way (left), and then go up. Start here, and go straight across (left). Uppercase G.” Make the letter several times and have students trace the letter in the air with you.
- Repeat for lowercase g. Say, “Start here, go around this way (left) all the way to make a circle. Then start here, go straight down, touching the circle, and down this way (left). Lowercase g.”
- Repeat the steps for uppercase H. Say, “Start here, and go straight down to make a vertical line. Start here, and make another vertical line. Start here, and go straight across the middle. Uppercase H.” Repeat, and have students trace the letter in the air with you.
- Repeat the steps for lowercase h. Say, “Start here, and go straight down to make a vertical line. Then go back to here, curve around to the right, and go down. Lowercase h.”

**CCSS** RF.K.I.D Recognize and name all upper- and lowercase letters of the alphabet.

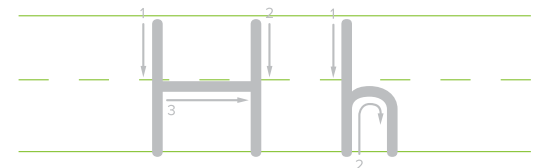
## ePresentation



### Letter Shapes



### Letter Shapes



### Teacher Tip

**THE LETTER Gg** Remember, at this point, students are not expected to master writing the letter Gg. Later lessons will focus on this skill. This exposure is to give students more practice with the letter so they will learn to recognize it.

# Foundational Skills

## Alphabet Book—Gg

CCSS RL.K.10, RF.K.1.A, RF.K.1.D

**DISPLAY** pages 16–17 of the *Alphabet Book*, featuring letters *Gg*.

Point to the title, and have students say the name of each letter. *uppercase G, lowercase g*

Look at and discuss the illustration with students. Prompt them with questions such as:

- Where is the girl in the illustration? *She is in a garden.*
- Which kinds of fruits and vegetables do you see? *I see apples, tomatoes, and peas.*

Read the rhyme, pointing to each word as you say it and moving your hand from left to right and top to bottom to model print directionality.

- Have one group of students identify and count the words that begin with an uppercase *G*, while another group looks for words that start with lowercase *g*. After a few minutes of working with the groups, come together as an entire class, and help the groups share the words they found.

## Alphabet Book—Hh

CCSS RL.K.4, RL.K.10, RF.K.1.D

**DISPLAY** pages 18–19 of the *Alphabet Book*, featuring letters *Hh*.

Point to the title, and have students say the name of each letter. *uppercase H, lowercase h*

Identify the illustration of Henrietta Hen behind her chicks, and guide students to discuss and describe what they see on the page.

Point to each word as you read the rhyme. Reread the rhyme, emphasizing its rhyming pairs.

- Have students ask questions about any words or ideas in the rhyme they do not understand. You might discuss the word *dozen*, explaining that it is a special word that means twelve of something.

Tell students to come to the *Alphabet Book* and touch any words that have lowercase *h* in them. Repeat the process for the uppercase *H*. Make sure that students are following the print from left to right and from top to bottom.

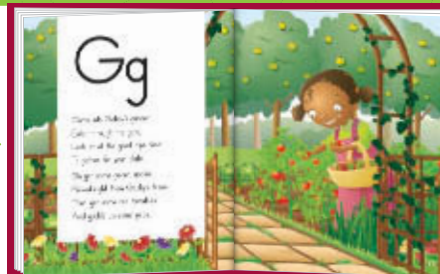
Have students complete *Skills Practice I* page 4 for additional practice identifying the letters *Gg* and *Hh* and completing those letter shapes. Focus on students' pencil grip and paper positioning rather than correct formation of the letters.

**CCSS** **RL.K.4** Ask and answer questions about unknown words in a text. **RL.K.10** Actively engage in group reading activities with purpose and understanding. **RF.K.1.A** Follow words from left to right, top to bottom, and page by page. **RF.K.1.D** Recognize and name all upper- and lowercase letters of the alphabet.

## ePresentation

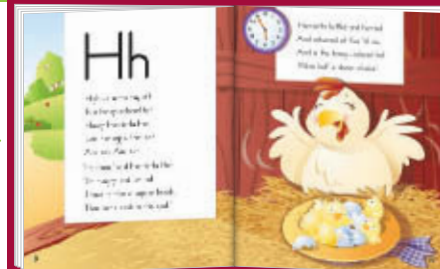
### Alphabet Book

Pages  
16–17



### Alphabet Book

Pages  
18–19



### Teacher Tip

**ALPHABETIC KNOWLEDGE** Students should not be introduced to the alphabetic principle until they have some understanding of the alphabet and are able to discriminate one letter from another. If students are able to identify letters correctly and efficiently, they are less likely to have difficulty connecting sounds to letters.



### Teacher Tip

**NUMBERS** If time permits, illustrate “half a dozen” by drawing twelve stars on the board, making a line dividing the stars into two sets and erasing the six stars on the one side. Explain that half a dozen is six. Point to the six eggs in the illustration, and count each one aloud.


# Reading a Pre-Decodable ROUTINE 1

## Core Pre-Decodable 2: Apple Pie

### Reading the Pre-Decodable CCSS RL.K.6

**REFER TO** Routine 1, the Reading a Pre-Decodable Routine, as you work through the book.

Distribute to each student a copy of *Core Pre-Decodable 2*.

-  Hold up your copy of *Core Pre-Decodable 2*, and read the title aloud, pointing to each word as you say it. Have volunteers say anything they know about the title or about the words *apple* or *pie*.

Read aloud the names of the author and the illustrator, pointing to each name as you say it. Have students tell you what each one does. *An author writes stories. An illustrator draws illustrations in books.*

Have students look at the illustrations in the book. Ask, "What do you see? What do you think will happen in the story?" After students respond, have all students turn to page 3 in their books.

Discuss the illustration on page 3. Explain to students that the teacher and her students are doing arts and crafts. Have a volunteer point to the teacher in the illustration on your page of the book.

Have students say the names of any objects they recognize in the illustration. You might suggest they look around the classroom and compare the objects in your classroom to those in the story's classroom.

Continue discussing the other story pages in this manner. Guide students in connecting the main events of the story. Tell students to identify specific items or people in the illustrations.


### Checking Comprehension CCSS SL.K.1.A

**LEAD** students in a discussion of the book. If necessary, remind them of the rules for discussion, such as listening to others and taking turns speaking.

Have students ask questions about the story and talk about the people, or characters, and the events shown in the illustrations. Use questions such as the following:

- Which student gave the teacher an apple? Come point to him or her.
- How do you think it made the teacher feel to get an apple? Why?
- How does the teacher share the apple with the whole class?
- What do you like best about the story? Tell us about it.

Assign the reading of *Practice Pre-Decodable 2: The Gift* for students needing additional practice.

-  **HOMEWORK** Make copies of the story for students to take home. Print out the black-and-white e-version of the pre-decodable.



### Teacher Tip

**PRINT AND BOOK AWARENESS** While working with the *Core Pre-Decodable*, discuss a few basic parts of a book. For example, point to the book's cover, and tell students that a cover makes one book look different from other books. You might point out both the front and back covers and explain that they protect the pages inside a book.

**CCSS RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **SL.K.1.A** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

## ePresentation

### Core Pre-Decodable 2

#### Apple Pie



### Differentiated Instruction

**AL APPROACHING LEVEL** For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach skills taught in this part of the lesson.

# Reading and Responding

**Resources:**

- *Off to School Big Book*, pp. 6–23
- Routine 9

**Objectives:** Students will

- review and practice using selection vocabulary words.
- reread “The Kissing Hand” and identify the main idea and details.
- analyze the plot of the story.
- develop their understanding of new selection vocabulary words.

**CCSS**

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Practice Vocabulary

CCSS L.K.6

**DISPLAY** the vocabulary words from “The Kissing Hand.” Review the definition of each word, and then have students show their understanding of the words by choosing the correct answer to each question. Ask students to explain their responses.

- If you **sometimes** get ice cream after dinner, do you get it every night or from time to time?
- If you have a **secret** spot for your special toy, do many people or a few people know about it?
- If you are **interested** in a game, do you want to know more or less about it?
- If you run **around** the playground, did you run on all sides or one side of the playground?

## Close Reading



**TELL** students that they are going to take a closer look at “The Kissing Hand” to help them explore the more difficult, or complex parts of the text.

### Access Complex Text

**REVIEW** the following aspect of text complexity before you begin the second read of “The Kissing Hand.”



**Main Idea and Details** Explain to students that authors organize their writing by presenting a big, or main, idea and then by giving pieces of information, called details. Details add information to or help explain the main idea.

### Writer’s Craft

**TELL** students that, by discussing the author’s writing strategies, they will learn how to become better writers.

**Story Elements: Plot** Discuss how the author used plot to create a beginning, middle, and end. Explain that when readers and writers understand the plot, they identify a beginning problem, look for action as characters try to solve the problem in the middle, and then find out how the problem was solved in the end.

## ePresentation

### Vocabulary

sometimes

secret

interested

around



### Teacher Tip

**CLOSE READING** Reading a text multiple times and looking for different things with each successive reading will help students to become stronger readers. Prompt students to regularly utilize this technique as they develop as readers. You may wish to focus on one of the close reading skills during a second full read, and then go back and read excerpts to address the other close reading skill. For example, you may wish to focus on plot during the second full read, and then reread excerpts to do a close reading on main idea and details.



### Differentiated Instruction: Reteach



**AL APPROACHING LEVEL** For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach Main Idea and Details and vocabulary words taught in this lesson.

## ePresentation

**Essential Question** What are some ways you are brave?

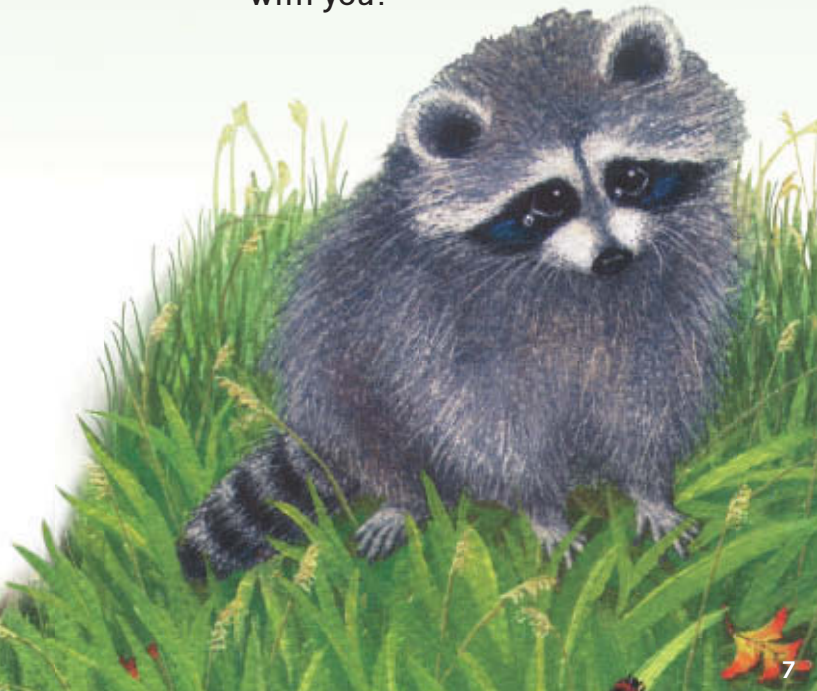
## The Kissing Hand

by Audrey Penn  
illustrated by Ruth E. Harper  
and Nancy M. Leak

Chester Raccoon stood at the edge of the forest and cried.

"I don't want to go to school," he told his mother. "I want to stay home with you."

"I want to play with my friends. And play with my toys. And read my books. And swing on my swing. Please may I stay home with you?"



## Access Complex Text

### Main Idea and Details

**READ** pages 6–7. Then, discuss the main idea and details using the following model.

*As good readers read, they look for what a section of a story is mostly about to help them understand it better. On these pages, I see how Chester Raccoon really wants to stay home. Then, I read the details of what he wants to do: play with his friends, play with his toys, read books, and swing on his swing.*



### Teacher Tip

**DETAILS** Tell students that details are pieces of information that tell who, what, why, where, when, or how. For example, the details for the main idea on pages 6–7 tell *what* Chester wants to do at home.

## Reading and Responding

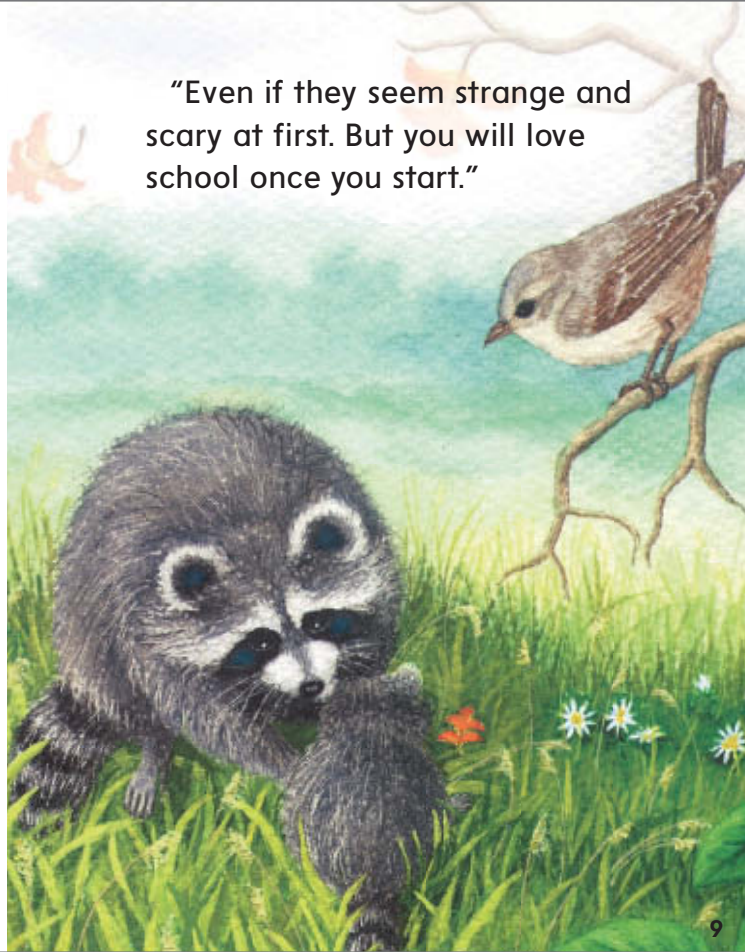
ePresentation

Mrs. Raccoon took Chester by the hand and nuzzled him on the ear.  
 “Sometimes we all have to do things we don’t want to do,” she told him gently.



8

“Even if they seem strange and scary at first. But you will love school once you start.”



9

## Writer's Craft

### Story Elements: Plot

**READ** through page 9. Then, discuss the plot using the following model and prompt.

*An author plans out a story to have a beginning, a middle, and an ending. Good readers look for a problem introduced at the beginning of a story. After reading the first few pages of this story, let's think about the problem. I see that Chester Raccoon does not want to go to school. That seems to be the problem at the beginning of the story.*



#### Teacher Tip

**WRITER'S CRAFT** By studying the craft of writing, readers focus on the literary elements an author uses to create an enjoyable reading experience. As students read with an emphasis on the writer's craft, they are encouraged to identify such techniques and to use them later in their own writing.

## ePresentation



"You'll make new friends. And play with new toys."



10



"Read new books. And swing on new swings. Besides," she added. "I know a wonderful secret that will make your nights at school seem as warm and cozy as your days at home."



11

## Access Complex Text

### Main Idea and Details

**READ** pages 10–11. Then, discuss the main idea and details using the following model.

*Remember that as good readers read, they look for what a section of a story is mostly about to help them understand it better. On these pages, Mrs. Raccoon tells Chester that "nights at school seem as warm and cozy as days at home." This is the main idea of this section. Once we find the main idea, we look for details that give more information about it—Chester will make new friends; he will play with new toys; he will read new books; he will swing on a new swing.*



### Differentiated Instruction: Main Idea and Details

**AL APPROACHING LEVEL** If students have difficulty distinguishing main idea from details, ask them questions repeating the main idea during Workshop. State the main idea: Nights at school seem as warm and cozy as days at home. Then ask questions such as, "What will Chester do at school that will make him feel warm and cozy, like at home? What activities did he do at home? At school?" Point out that the activities are the same, and if he likes to do those things at home, he will also like the same things at school.

**OL ON LEVEL** During Workshop, remind students that details are pieces of information that tell who, what, why, where, when, or how. Then, ask questions to identify details from the text: *What does Mrs. Raccoon say that Chester will do?* **Possible Answer:** *He will make new friends, play with new toys, read new books, and swing on new swings.* *Where will Chester make new friends, play with new toys, and read new books?* *He will do all of this at school.* *When will Chester go to school?* *He will go to school at night.*

**BL BEYOND LEVEL** Have students look at the illustrations to find additional details that support the main idea during Workshop.

## Reading and Responding

ePresentation



12

Chester wiped away his tears and looked interested. "A secret? What kind of secret?"



"A very old secret," said Mrs. Raccoon. "I learned it from my mother, and she learned it from hers. It's called the Kissing Hand." "The Kissing Hand?" asked Chester. "What's that?"



13

## Writer's Craft

### Story Elements: Plot

**READ** through page 17. Then, discuss the plot using the following model.

*Good readers look for ways the characters try to solve a problem in the middle of a story. I remember in the beginning we learned that Chester Raccoon did not want to go school. After reading on, I will look for ways Mrs. Raccoon and Chester try to solve the problem. I see that Mrs. Raccoon told Chester the secret of the kissing hand. She kissed his hand, and told him to hold onto her kiss. She is trying to make him feel better. Let us read on to see if it works!*



### Teacher Tip

**PRINT AWARENESS** Each **Big Book** offers you an opportunity to familiarize students with important print concepts—how print looks on a page, how text moves from left to right, from top to bottom, and page by page, and so forth. Pointing to words one at a time across and down a page helps students focus on the print. At this early point in the program, however, the idea is not for students to understand the concept of words or how letters work together to make words or to identify word boundaries. That focus comes when students are more familiar with the letter names and shapes and develop their phonological and phonemic awareness.

## ePresentation

"I'll show you." Mrs. Raccoon took Chester's left hand and spread open his tiny fingers into a fan. Leaning forward, she kissed Chester right in the middle of his palm.



14



Chester felt his mother's kiss rush from his hand, up his arm, and into his heart. Even his silky, black mask tingled with a special warmth.

15

Mrs. Raccoon smiled. "Now," she told Chester, "whenever you feel lonely and need a little loving from home, just press your hand to your cheek and think, 'Mommy loves you. Mommy loves you.' And that very kiss will jump to your face and fill you with toasty warm thoughts."



16



She took Chester's hand and carefully wrapped his fingers around the kiss. "Now, do be careful not to lose it," she teased him. "But, don't worry. When you open your hand and wash your food, I promise the kiss will stick."

17

## Reading and Responding

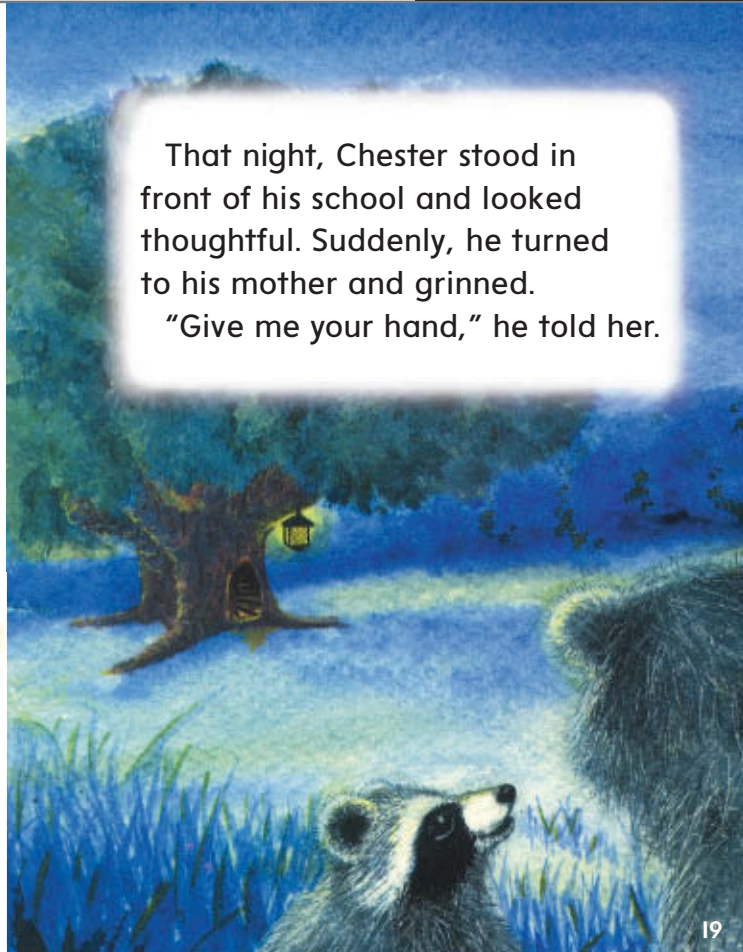
ePresentation



Chester loved his Kissing Hand. Now he knew his mother's love would go with him wherever he went. Even to school.



18



That night, Chester stood in front of his school and looked thoughtful. Suddenly, he turned to his mother and grinned. "Give me your hand," he told her.

19

## Writer's Craft

### Story Elements: Plot

**READ** through page 19. Then, discuss the plot using the following model.

*Good readers look to see if the beginning problem was solved as they read. I remember in the beginning we learned that Chester Raccoon did not want to go to school. After reading on, we learned that Mrs. Raccoon told Chester about the secret of the kissing hand. Now we are looking to see if that helped. Yes! The kissing hand did help Chester. I read that he grinned as he stood in front of his school—so he must be feeling better!*

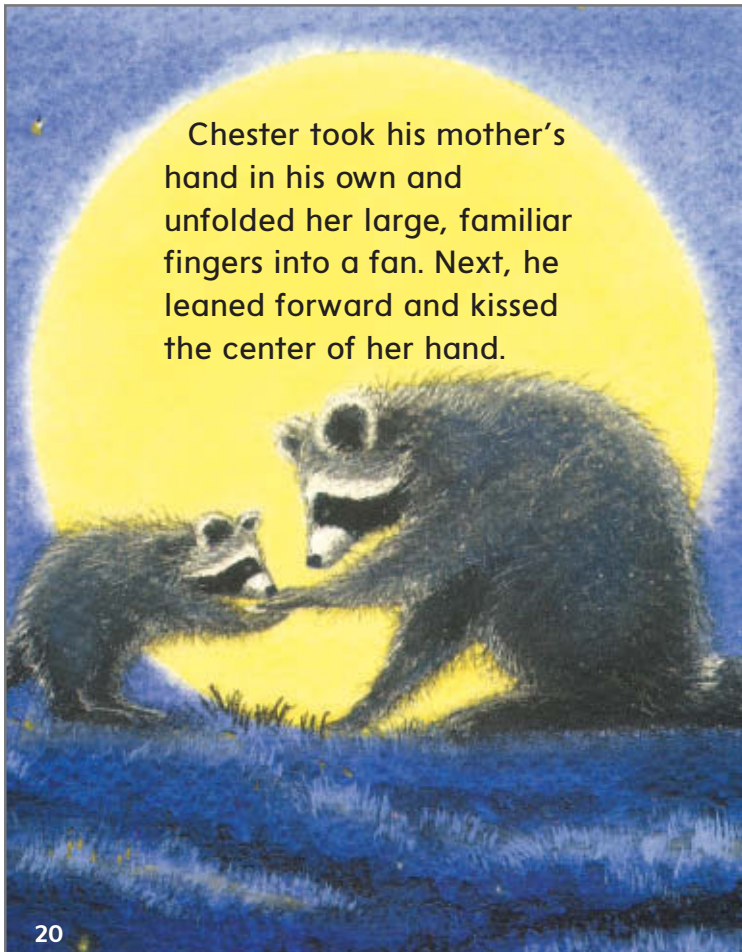


### Differentiated Instruction: Plot

**AL APPROACHING LEVEL** If students need additional support, sum up the plot points and have students act out the problem in the beginning, the middle action, and the solution in the end during Workshop. For example, have students mirror you as say, "In the beginning, Chester did not want to go to school," as you look sad and worried. Then sum up the middle action and act out the main event, kissing and encircling the kiss in your hands, just as Mrs. Raccoon did for Chester.

**OL ON LEVEL** Use the Story Map Graphic Organizer available digitally to demonstrate the organization of the plot of "The Kissing Hand" during Workshop. Write one or two sentences to tell what happens at each plot point.

## ePresentation



20



"Now you have a Kissing Hand, too," he told her. And with a gentle "Good-bye" and "I love you," Chester turned and danced away.

21

## Access Complex Text

### Main Idea and Details

**EL READ** pages 20–21. Then, discuss the main idea and details using the following model.

**Remember that as good readers read, they look for what a section of a story is mostly about to help them understand it better. On these pages, Chester Raccoon tells Mrs. Raccoon that she has "a Kissing Hand, too." I am going to look for details that tell about Mrs. Raccoon's kissing hand. I read here that Chester took his mother's hand, unfolded her fingers, and then kissed the center of her hand. These details all describe the main idea of Mrs. Raccoon receiving a kissing hand.**

### EL English Learner

**COGNATES** Students who are speakers of a Romance language might recognize the following words on pages 18–21 of the *Off to School Big Book*: **school**, **familiar**, **center**, and **danced** (Spanish: *escuela*, *familiar*, *centro*, *danza*).

### Teacher Tip

**VOCABULARY** Encourage students to use recently learned vocabulary as they answer questions and discuss the story. For example, Chester took his mom's **familiar** hand.

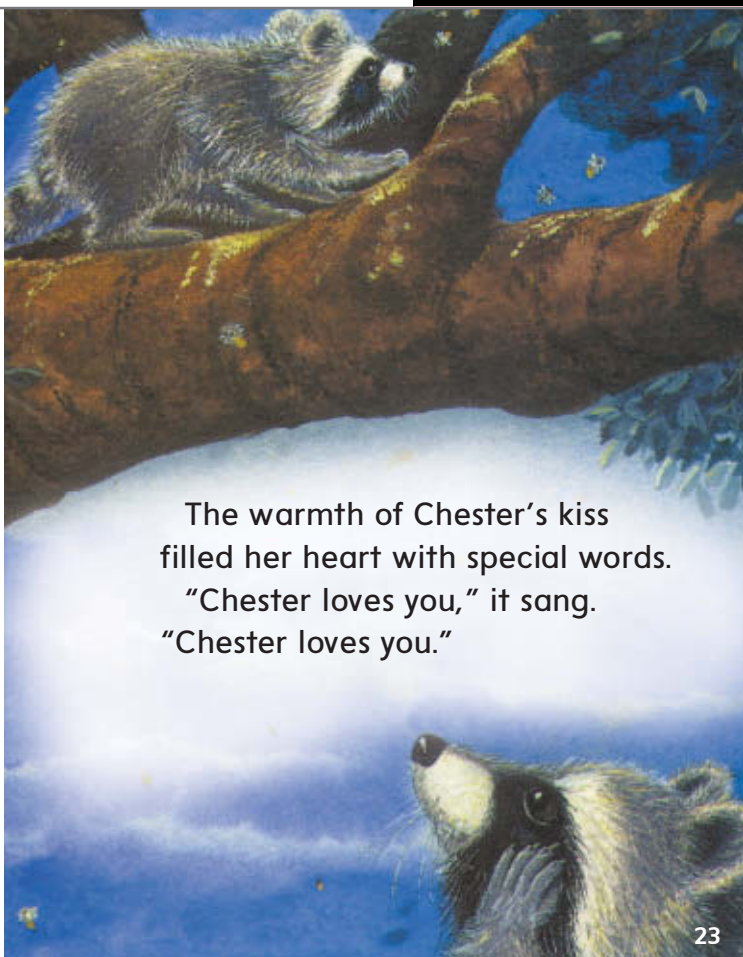
## Reading and Responding

ePresentation



Mrs. Raccoon watched Chester scamper across a tree limb and enter school. And as the hoot owl rang in the new school year, she pressed her left hand to her cheek and smiled.

22



The warmth of Chester's kiss filled her heart with special words.  
"Chester loves you," it sang.  
"Chester loves you."

23

## Writer's Craft

### Story Elements: Plot

**EL READ** the last part of the story. Then, discuss the plot using the following model and prompt.

**Good readers look for a beginning, middle, and end as they read. We have read the last part of the story. The story ends with Chester Raccoon scampering off to school as Mrs. Raccoon watches him. Then, Mrs. Raccoon places her kissing hand on her cheek and thinks "Chester loves you."**

#### EL English Learner

**SEQUENCE** Explain to students the meaning of *beginning*, *middle*, and *end* by having three volunteers line up and explaining who is at the beginning, middle, and end of the line during Workshop.

#### Teacher Tip

**CONCEPT/QUESTION BOARD** Check whether questions on the **Concept/Question Board** have been answered, and post any new questions that have come up.

# Develop Vocabulary

ROUTINE  
9

**USE** Routine 9, the Selection Vocabulary Routine, as you display the vocabulary words. Say each word as you write it. Then point to the word, say it again, and have students repeat the word after you. Use the activity below to help students develop their vocabulary.

## Words and Definitions

CCSS L.K.6

The word **front** means “a place or position forward of something or at the forward part.” Let’s look at the selection to verify that definition. Turn to page 19 and read the first sentence. What helps you understand that front means “a place forward of something”?

**Possible Answer:** In the picture, I can see Chester in front. The school is behind him.

The word **thoughtful** means “being quiet with a serious expression while thinking.” Read the first two sentences on page 19. What helps you understand that thoughtful means “being quiet with a serious expression while thinking”? **Possible Answer:** I imagine Chester looking serious while thinking. Chester is quiet while he stands, looks, and thinks. Chester is thoughtful. Model a thoughtful look, and have students make their own thoughtful look.

The word **familiar** means “known well.” Turn to page 20 and read the first sentence. What helps you understand that familiar means “known well”? **Possible Answer:** Chester has felt his mother’s hands many times. Chester knows those hands well. His mother’s hands are familiar.

The word **heart** means “the center of a person’s feelings.” Turn to page 23 and read the two paragraphs. What helps you understand that heart means “the center of a person’s feelings”? **Possible Answer:** Mrs. Raccoon feels Chester’s love. Her feelings are filled with Chester’s words, “I love you.” She feels them in the center of her body, near her heart.

**CCSS** L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## ePresentation

### Vocabulary

front

thoughtful

familiar

heart



### Teacher Tips

**VOCABULARY** Incorporate selection vocabulary into your classroom discussions. Encourage students to use the new vocabulary words, too.

**PARTS OF SPEECH** The parts of speech, for each selection vocabulary word developed on this day, are as follows: *front* noun, *thoughtful* adverb, *familiar* adjective, and *heart* noun.

**Objectives:** Students will

- revise the classroom rules list.
- retell a familiar story.

**CCSS W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

## Introduction to the Writing Process

### Revising

### Instruct

**EXPLAIN** to students that the step in the writing process after drafting is revising. Tell students that revising gives them an opportunity to review their work and improve it or make corrections if needed.

Tell students that writers carefully read their writing and make changes to improve the content of their writing. Writers also may need to add details to make things clearer or delete words or phrases that do not belong in the writing.

### Guided Practice

**CCSS W.K.5**

**DISPLAY** the list of classroom rules for working together that students helped generate in the previous lesson. Review the rules with students. If any rule could be written in a clearer way, model how to revise that rule.

Explain to students that when they are revising, they should look for ways to improve their writing.

Ask students, “Are there any rules we can add to our list? Can we add details to any of our rules?” Have students generate suggestions for revision of the classroom rules for working together. Use students’ suggestions to make changes to the list.

Tell students that in the next lessons they will learn about publishing and presenting, or sharing, their writing.


# Story Crafting

## Story Frames

CCSS RL.K.2

**DRAW** one large story frame on a piece of paper, and reproduce enough copies for each student in advance of the activity. When you begin, distribute a copy of the Story Frames to each student along with a pencil.

Display the Story Frames for “The Kissing Hand.” Ask students how the pictures help them retell the story. Discuss how the pictures show the characters and an important event in the story to help them recall key details. Review with students the events from the story as depicted in each frame. Allow students to use the frames to retell the story. Guide them to include details by asking students what happens in each frame.

-  Explain to students they will now get a turn to tell a story using a picture. Prompt students to think about something that happened in their classroom at school. Have them draw to tell about that event. Remind them to include as many details as they can that help retell the story. Ask them to keep their ideas a secret until it is time to share.

Have volunteers share their drawings. Challenge the other students to guess which event the student drew before that student retells the story.

**CCSS** RL.K.2 With prompting and support, retell familiar stories, including key details.

## ePresentation

### Story Frames

The Kissing Hand

1



2



3



### Story Frames

The Kissing Hand

4



5



6



### Differentiated Instruction: Story Retelling

**AL** **APPROACHING LEVEL** If students are having difficulty choosing a classroom story to retell, narrow their options to the most recent events and make specific suggestions about activities you have done in class that week.