Below are the recommended two-week lesson activities:

<table>
<thead>
<tr>
<th>Day</th>
<th>TEKS / Skills</th>
<th>Approximate Time</th>
</tr>
</thead>
</table>
| 1   | **Comprehension Skills**  
ELA/SLA.K.5B Generate questions about text before, during and after reading to deepen understanding and gain information with adult assistance.  
ELA/SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.  
ELA/SLA.K.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.  
ELA/SLA.K.5F* Make inferences and use evidence to support understanding with adult assistance.  
**Response Skills**  
ELA/SLA.K.6B* Provide an oral, pictorial, or written response to a text. | 30 minutes |
| 2   | ELA/SLA.K.6D Retell texts in ways that maintain meaning  
ELA/SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.  
ELA/SLA.K.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.  
ELA/SLA.K.5F* Make inferences and use evidence to support understanding with adult assistance.  
**Response Skills**  
ELA/SLA.K.6B* Provide an oral, pictorial, or written response to a text. | 30 minutes |
| 3   | ELA/SLA.K.7B Identify and describe the main character  
ELA/SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.  
ELA/SLA.K.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.  
ELA/SLA.K.5F* Make inferences and use evidence to support understanding with adult assistance.  
**Response Skills**  
ELA/SLA.K.6B* Provide an oral, pictorial, or written response to a text. | 30 minutes |
| 4   | **Comprehension Skills**  
ELA/SLA.K.7D Describe the setting.  
ELA/SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.  
ELA/SLA.K.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.  
ELA/SLA.K.5F* Make inferences and use evidence to support understanding with adult assistance.  
**Response Skills**  
ELA/SLA.K.6B* Provide an oral, pictorial, or written response to a text. | 30 minutes |
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</tr>
</thead>
</table>
| 5   | Comprehension Skills  
ELA/SLA.K.7C Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance  
ELA/SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.  
ELA./SLAK.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.  
ELA/SLA.K.5F* Make inferences and use evidence to support understanding with adult assistance.  
Response Skills  
ELA/SLA.K.6B* Provide an oral, pictorial, or written response to a text. | 30 minutes |
| 6   | Comprehension Skills  
ELA/SLA.K.7C Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance  
ELA/SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.  
ELA./SLAK.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.  
ELA/SLA.K.5F* Make inferences and use evidence to support understanding with adult assistance.  
Response Skills  
ELA/SLA.K.6B* Provide an oral, pictorial, or written response to a text. | 30 minutes |
| 7   | Comprehension Skills  
ELA/SLA.K.8Dii recognize characteristics and structures of informational text, including titles and simple graphics to gain information  
ELA/SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.  
ELA./SLAK.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.  
ELA/SLA.K.5F* Make inferences and use evidence to support understanding with adult assistance.  
Response Skills  
ELA/SLA.K.6B* Provide an oral, pictorial, or written response to a text. | 30 minutes |
| 8   | Comprehension Skills  
ELA/SLA.K.6Dii recognize characteristics and structures of informational text, including titles and simple graphics to gain information  
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ELA./SLAK.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.  
ELA/SLA.K.5F* Make inferences and use evidence to support understanding with adult assistance.  
Response Skills  
ELA/SLA.K.6B* Provide an oral, pictorial, or written response to a text. | 30 minutes |
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</tr>
</thead>
</table>
| 9   | **Comprehension Skills**  
ELA/SLA.K.6D - Retell texts in ways that maintain meaning.  
ELA/SLA.K.8Di - recognize characteristics and structures of informational text, including central idea and supporting evidence  
ELA/SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.  
ELA/SLA.K.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.  
ELA/SLA.K.5F* Make inferences and use evidence to support understanding with adult assistance.  
**Response Skills**  
ELA/SLA.K.6B* Provide an oral, pictorial, or written response to a text. | 30 minutes |
| 10  | **Comprehension Skills**  
ELA/SLA.K.8Di - recognize characteristics and structures of informational text, including central idea and supporting evidence  
ELA/SLA.K.5C Make and confirm predictions using text features and structures with adult assistance.  
ELA/SLA.K.5E* Make connections to personal experiences, ideas in other texts, and society with adult assistance.  
ELA/SLA.K.5F* Make inferences and use evidence to support understanding with adult assistance.  
**Response Skills**  
ELA/SLA.K.6B* Provide an oral, pictorial, or written response to a text. | 30 minutes |
Read Aloud, Discussion, and Reading Response

Read-Aloud Concepts of Print: Review Daily

| Before reading the book, discuss with your child the cover, title, page, author, and illustrator. | Model for your child how to hold a book right side up and showcase left-to-right progression by sweeping your finger or a pointer under the text either in one smooth stroke from left-to-right. | Model how to identify words in the text and the spaces between each word. |

1. With your child, select a book to read aloud or have your child read independently (fiction).
2. Allow your child to talk about the pictures and the words.
3. Discuss what was read.
4. Have your child respond to what was read by writing or drawing a picture of the events that happened throughout the story.

Fiction:

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take a picture walk through the book to predict what it might be about</td>
<td>• Who…?</td>
<td>• Who were the characters?</td>
</tr>
<tr>
<td>• What does the title tell me about the story?</td>
<td>• What…?</td>
<td>• What was the setting?</td>
</tr>
<tr>
<td>• What do the pictures tell me?</td>
<td>• When…?</td>
<td>• What was the problem?</td>
</tr>
<tr>
<td>• What do I already know about ___?</td>
<td>• Where…?</td>
<td>• How was the problem solved? Why did …?</td>
</tr>
<tr>
<td>• What do I think the story will be about?</td>
<td>• How…?</td>
<td></td>
</tr>
</tbody>
</table>

Choose any fiction text that your child is interested in reading.

Recommended Fiction Text and Websites:
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- [www.myon.com](http://www.myon.com)
- [Houston Public Library KIDS Reading Lists](http://www.houstonpubliclibrary.com)
- Please refer to the Library Services page for additional resources: [HISD Library Services Reading Lists](http://www.hisdlibraryservices.com)
**Day 2: Retelling the Story**

**Read-Aloud Concepts of Print: Review Daily**

| Before reading the book, discuss with your child the cover, title page, author, and illustrator. | Model for your child how to hold a book right side up and showcase left-to-right progression by sweeping your finger or a pointer under the text either in one smooth stroke from left-to-right. | Model how to identify words in the text and the spaces between each word. |

1. With your child, select a book to read aloud or have your child read independently (fiction).
2. Allow your child to talk about the pictures and the words.
3. Have your child retell the events that happened in the story from the beginning, middle, and end.
4. Have your child write and/or draw a picture of the events that happened in the story from the beginning, middle, and end.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fiction:**

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<td>• What do the pictures tell me?</td>
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<td>• What was the problem?</td>
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<td>• What do I think the story will be about?</td>
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**Recommended Fiction Text and Websites:**

- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- [www.myon.com](http://www.myon.com)
- [Houston Public Library KIDS Reading Lists](http://library.kids)  
- Please refer to the Library Services page for additional resources: [HISD Library Services Reading Lists](http://library.kids)
Day 3:

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Identify and describe the main character</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read-Aloud Concepts of Print: Review Daily</strong></td>
<td></td>
</tr>
<tr>
<td>Before reading the book, discuss with your child the cover, title page, author, and illustrator.</td>
<td>Model for your child how to hold a book right side up and showcase left-to-right progression by sweeping your finger or a pointer under the text either in one smooth stroke from left-to-right.</td>
</tr>
</tbody>
</table>

- Explain to your child that every story has a **main character** and **character(s)**, and today they will learn how to identify and describe them in a story. A main character can be a **person, animal, or thing** in a story. When we describe a character, we talk about what they **look like**, what they **say or do**, how they **think or feel**, or their **personality**.
- **Read a selected fiction text** and have your child identify the main character. Discuss with them what the main character **looks like**, what they **say or do**, how they **think or feel**, and their **personality**.
- Ask your child to write and/or draw a picture of the main character and include words that describe the him or her.

<table>
<thead>
<tr>
<th>What is the character’s name?</th>
<th>How does the character feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the character look like?</td>
<td>What does the character do?</td>
</tr>
<tr>
<td>How does the character act?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Choose any fiction text that your child is interested in reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended Fiction Text and Websites:</strong></td>
<td></td>
</tr>
<tr>
<td>• Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Day 4:

Activity/Task | Describing the Setting
---|---

| Read-Aloud Concepts of Print: Review Daily |
|---|---|
| Before reading the book, discuss with your child the cover, title page, author, and illustrator. | Model for your child how to hold a book right side up and showcase left-to-right progression by sweeping your finger or a pointer under the text either in one smooth stroke from left-to-right. | Model how to identify words in the text and the spaces between each word. |

- Choose any fiction text that your child is interested in reading.
- Present the cover of the book and have your child make predictions about the book (What do you think this book will be about? How do you know?).
- Review and demonstrate how pictures and book covers can lead the reader to make logical predictions about a book prior to reading.
- Review who main characters are in stories (who the story is mostly about).
- Tell your child that as you read the book, you want them to identify the setting of the story (when and where the story takes place).
- Use the suggested stems below to model for students how to respond to questions.

<table>
<thead>
<tr>
<th>Question Stems for Setting (making connections)</th>
<th>Response Stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What does this setting remind you of in the real world?”</td>
<td>“This setting reminds me of…”</td>
</tr>
<tr>
<td>“Where have you seen this setting before?”</td>
<td>“I have seen this setting on/in/at…”</td>
</tr>
<tr>
<td>“Describe what you see in the setting.”</td>
<td>“I notice… because I have seen… at…”</td>
</tr>
</tbody>
</table>

- Tell students that they can tell when the story takes place by noticing the weather, day, season, or the clothing that the character(s) are wearing as clues.
- Ask your child to write and/or draw a picture of the main character and setting of the story and include words that describe the setting.
Day 5:

**Activity/Task**

**Elements of Plot - Problem**

<table>
<thead>
<tr>
<th>Read-Aloud Concepts of Print: Review Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before reading the book, <strong>discuss</strong> with your child the <strong>cover</strong>, <strong>title</strong>, <strong>page</strong>, <strong>author</strong>, and <strong>illustrator</strong>.</td>
</tr>
</tbody>
</table>

- Explain to your child that so far, they have learned about the **character(s)** and **setting of a story**. Today they will learn how to identify the **plot** of a story by identifying the **problem**. The **plot** of a story **describes the events that happen** at the **beginning**, **middle**, and **end** of a story. A **problem** tells the reader what goes wrong in the story.
- Read a fiction book (do not read all the way to the end because the next lesson will focus on the solution).
- Explain that as readers, we find the problem in a story when we read about what happens to the character(s) in the text, and we can make a connection to how they may feel in that moment.
- Read and ask your child about what the character’s **problem** is and how they know (text clues and picture clues).
- Have your child write a prediction about how they think the problem will be solved.

**Resources**

Choose any fiction text that your child is interested in reading.

**Recommended Fiction Text and Websites:**

- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- [www.myon.com](http://www.myon.com)
- [Houston Public Library KIDS Reading Lists](http://www.myon.com)
- Please refer to the Library Services page for additional resources: HISD Library Services Reading Lists
Day 6:

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Elements of Plot - Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read-Aloud Concepts of Print: Review Daily</td>
</tr>
<tr>
<td></td>
<td>Before reading the book, <strong>discuss</strong> with your child the cover, title page, author, and illustrator.</td>
</tr>
</tbody>
</table>

- Remind your child that about the **problem of a story** (a **problem** tells the reader what goes wrong in the story). Today they will learn about the “fix” part of a story known as the **solution**. A **solution** tells the reader how the problem in the story will **get fixed**.
- Read and ask your child about how the character solves the problem and how they know (text clues and picture clues).
- Have your child write about another way the character could have solved his or her problem.

**Solution Question Stems**
- “What do you think will help the character(s) solve the problem?”
- What is one way that the character(s) could solve their problem?”

**Response Stems**
- “I think that he/she could solve the problem by....”
- “I think that....”
- “I notice that the character(s) could solve their problem by...”

![Problem Solution Diagram]

**Resources**

Choose any fiction text that your child is interested in reading.

**Recommended Fiction Text and Websites:**
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- [www.myon.com](http://www.myon.com)
- [Houston Public Library KIDS Reading Lists](http://www.houstonlibrary.org)
- Please refer to the Library Services page for additional resources: [HISD Library Services Reading Lists](http://www.houstonlibrary.org)
Day 7:

Activity/Task | Read Aloud, Discussion, and Reading Response

<table>
<thead>
<tr>
<th>Read-Aloud Concepts of Print: Review Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before reading the book, discuss with your child the cover, title page, author, and illustrator.</td>
</tr>
</tbody>
</table>

1. With your child, select a book to read aloud or have your child read independently (informational).
2. Allow your child to talk about the pictures and the words.
3. Discuss what was read.
4. Have your child respond to what was read by writing or drawing a picture (Who, What, When, Where, Why, and How).

Informational Text:

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take a picture walk through the book to predict what it might be about</td>
<td>• Does this make sense?</td>
<td>• What was this mainly about?</td>
</tr>
<tr>
<td>• What does the title tell me about the book?</td>
<td>• What have I learned so far?</td>
<td>• What new words did I learn?</td>
</tr>
<tr>
<td>• What do the pictures tell me?</td>
<td>• What questions do I still have?</td>
<td>• What did I learn about__?</td>
</tr>
<tr>
<td>• What do I already know about__?</td>
<td>• What text features can I use?</td>
<td>• What else do I want to know about__?</td>
</tr>
</tbody>
</table>

Resources

Choose any informational text that your child is interested in reading.

Recommended Informational Text and Websites:
• Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
• www.myon.com
• Houston Public Library KIDS Reading Lists
• Please refer to the Library Services page for additional resources: HISD Library Services Reading Lists
Day 8:

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Relationship Between Illustrations and Text</th>
</tr>
</thead>
</table>

| Read-Aloud Concepts of Print: Review Daily | Model for your child how to hold a book right side up and showcase left-to-right progression by sweeping your finger or a pointer under the text either in one smooth stroke from left-to-right. | Model how to identify words in the text and the spaces between each word. |
| Before reading the book, discuss with your child the cover, title page, author, and illustrator. | |

- Read aloud 2-3 pages of an informational text, but do not show the pictures/illustrations.
- After reading, ask your child what would help them understand the information your read better.
- Explain that informational text can be harder to understand if there are no illustrations/pictures. This is why authors get illustrators to draw or take pictures of the information-- to help the reader understand better.
- Reread the same 2-3 pages of the informational text, and this time, show the pictures/illustrations.
- After reading, ask your child what allowed them to understand the information better.
- Give your child a notecard or piece of paper with a weather topic on it (i.e., flooding).
- Have your child brainstorm what they already know about the topic.
- Have them draw pictures that match what they already know about the topic.
- They will share their pictures with you and explain the relationship between the pictures they drew and the ideas they wrote. Feel free to use the template below for support.

<table>
<thead>
<tr>
<th>Words from the Author</th>
<th>My Pictures Based on the Author’s Words</th>
</tr>
</thead>
</table>

Resources

Choose any informational text that your child is interested in reading.

Recommended Informational Text and Websites:
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- www.myon.com
- Houston Public Library KIDS Reading Lists
- Please refer to the Library Services page for additional resources: HISD Library Services Reading Lists
Day 9:

Activity/Task | Retelling and Rethinking
---|---

| Read-Aloud Concepts of Print: Review Daily |
|---|---|
| **Before reading the book, discuss with your child the cover, title page, author, and illustrator.** | **Model for your child how to hold a book right side up and showcase left-to-right progression by sweeping your finger or a pointer under the text either in one smooth stroke from left-to-right.** | **Model how to identify words in the text and the spaces between each word.** |

- Using an informational text that was already read, explain to your child that an author writes informational text to tell the reader his or her thoughts and ideas about a topic and uses facts or things that are true to support or prove those ideas.
- As you reread the text, stop and share important facts that you would like to share when it is time to retell the text.
- After you have finished reading, explain that in order to retell important facts, it is important to think about what the author is teaching you.
- Ask your child to tell you the topic the author wants to teach about in the book.
- Then, ask your child to identify important facts the author shared in the book about the topic.
- Have your child draw a picture of the topic and 3 important facts they learned and use the drawing to share a retell with you about what they learned from the book. Encourage your child to add words to their drawing.

Resources

**Choose any informational text that your child is interested in reading.**

**Recommended Informational Text and Websites:**
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- [www.myon.com](http://www.myon.com)
- [Houston Public Library KIDS Reading Lists](http://Houston Public Library KIDS Reading Lists)
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Day 10:

Activity/Task: Read Aloud, Discussion, and Reading Response

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Before reading the book, discuss with your child the cover, title page, author, and illustrator.</td>
</tr>
</tbody>
</table>

1. With your child, select a book to read aloud or have your child read independently (informational).
2. Allow your child to talk about the pictures and the words.
3. Discuss what was read (what they learned or 3 facts from the text).
4. Have your child respond to what was read by writing or drawing a picture.

Informational Text:

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
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<tbody>
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<tr>
<td>• What do the pictures tell me?</td>
<td>• What questions do I still have?</td>
<td>• What new words did I learn?</td>
</tr>
<tr>
<td>• What do I already know about __?</td>
<td>• What text features can I use?</td>
<td>• What did I learn about __?</td>
</tr>
<tr>
<td>• What do I want to learn about __?</td>
<td></td>
<td>• What else do I want to know about __?</td>
</tr>
</tbody>
</table>

Resources: Choose any informational text that your child is interested in reading.

Recommended Informational Text and Websites:
- Titles from the Literacy by 3 Scholastic Leveled Book Room and Classroom Library Sets
- www.myon.com
- Houston Public Library KIDS Reading Lists
- Please refer to the Library Services page for additional resources: HISD Library Services Reading Lists

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Resources

- Leveled books from the Literacy by 3 Scholastic Leveled Book Room and/or Classroom Library Sets (fiction and informational texts)
- [www.myon.com](http://www.myon.com)
- Houston Public Library KIDS Reading Lists
- Please refer to the Library Services page for additional resources: [HISD Library Services Reading Lists](https://www.houstonisd.org/library)
- Grade level appropriate paper for drawing and writing reading responses
- Graphic organizers to support reading comprehension and writing ideas (included in the 10-day Planning Guide)