

**BUILDING BLOCKS  
OF  
KINDERGARTEN  
READING**

# INTRODUCTION TO AUTHOR AND ILLUSTRATOR

date:

## Objective(s):

Students will be able to identify 10-20 sight words.

Students will be able to locate the author and illustrators names on a book.

Students will be able to state the roles of both the author and the illustrator.

Students will be able to distinguish between pieces on a page that the illustrator contributed versus the author.

## Warm Up:

Begin by listing sight words behind you. As students go through the room, go through the list of sight words - at least 20 - having the students repeat after you. Show the students how to write each of these words and discuss letter formation.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Begin by introducing a picture book and completing a picture walk with the students. Highlight the illustrations and encourage the students to think about what the story will be about based on the illustrations. Model this thinking process by posing your own questions.
2. Go back to the cover and cover pages to highlight the names of the author and illustrator. Explain the roles of each in creating the book. Create a Venn Diagram to compare their roles.
3. Read the story and have students react in the chat when they hear one of the sight words focused on in class. Call out any predictions made during the picture walk that were depicted in the story.
4. After the story, have students get markers, crayons, and paper to be illustrators while you are the author.
5. Create a story with students, writing the words on a white board or paper so they can see how you form the words.
6. If time allows, draw illustrations for how you envision the illustrations in the story.

## Closing (10 min):

Encourage the students to have their parents help them make sight word flashcards using the sight words that were discussed today. Send an email to parents with this intent and knowledge as well. Have students ask their parents to email you their pictures for you to share at the beginning of the next class if they are interested in doing this. Review the objectives of the day.

# LETTER AND SENTENCE FORMATION

date:

## Objective(s):

Students will be able to identify 10-20 sight words.  
Students will be able to differentiate between uppercase and lowercase letters.  
Students will be able to compare and contrast author and illustrator roles.  
Students will be able to write multiple words and leave spaces where appropriate.

## Warm Up:

Begin by sharing any pictures that were sent too you last class. Make sure to call out how students were able to connect the author and illustrator roles together by incorporating what was being written into their artwork.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Have the students cut out flash cards (or rip pieces of paper or use regular flashcards). Go through letter formation of each letter, both uppercase and lowercase.
2. Once the cards are all completed, show the students how they would go about matching the uppercase and lowercase letters.
  - a. List a few different ones on the screen and have students react when you accurately pair up the letters together.
3. Review the roles of author and illustrator with the students. Use a different genre of story to highlight these roles for the students again so that they understand that authors and illustrators can write and draw on a variety of topics while still holding the same role.
4. Conduct the same activity that you did last class where you write a story together with you as the author and them as the illustrator.
  - a. This time as you are writing the story, emphasize the use of sight words within the story, as well as your use of spacing between your words. Highlight the endings of your sentences with punctuation as well if you feel that students have been receptive during the lesson.
5. Once you get through writing the initial story, go back through and have students try writing what you wrote. Make sure you are thinking out loud about how you are holding your hand when writing, how you are forming each letter, and how you are determining the amount of space needed between words.

## Closing (10 min):

Remind the students that they can use these flashcards at home to practice whenever they want! The more they practice the better they will become as readers! Take this time to have them make sight word flashcards and this can be a review of the sight words you have covered.

# SYLLABLES AND SENTENCES

date:

## Objective(s):

Students will be able to clap out syllables in a word.  
Students will be able to sort one versus two syllable words.  
Students will be able to write 5-10 sight words using proper letter formation.  
Students will be able to write a simple sentence using proper spacing.

## Warm Up:

Begin with a read aloud and a picture walk. It is important to emphasize the pieces of a book and highlight how the images can help you understand the purpose for the book.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. While using picture cards, name an image. After you name the image, write it down for the students to see how it is spelled. Say the name of the word slowly so that the students can hear the sounds within the word. Show them how words can be split into syllables. You can do this by:
  - a. Clapping out the syllables
  - b. Drawing lines between the syllables
2. As you continue to go through the words, sort them by the number of syllables in the words.
  - a. Use magnets to show the students how these are physically sorted and help them to visualize the words with more or less syllables.
3. Review sight words from the previous lesson. Tell the students that they are going to write these again today alongside you, so they will need a pencil and paper ready to go!
4. After you finish writing these words as a group, define what a sentence is for the students. Tell them that they are going to create a full thought using their sight words in a sentence.
  - a. Write 5 to 10 sentences for them to copy you doing. Then encourage them to write some on their own.
    - i. While they are taking independent writing time, do another read aloud for them.

## Closing (10 min):

Have the students try typing the sight words that they made in their sentences into the chat. They can add one or multiple - however they are comfortable and ready for!

# CHARACTERS

date:

## Objective(s):

Students will be able to identify characters in a story.

Students will be able to create illustrations of characters when given a list of character traits.

Students will be able to identify short vowels in a word.

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## Warm Up:

Review some of the story elements you have gone over in the past lessons. Talk about the pieces of these read alouds and what made them good stories. Begin to discuss 1-2 characters from these stories and why they were important.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Begin with going through flashcards of sight words. Tell the students to repeat after you as you say the words.
2. Introduce character traits. Discuss how characters are people within stories that are there to assist the plot of the story. Tell them that you can sometimes see character traits, while others are hinted at by the author.
  - a. You can tell them that these are similar to how they are as people. There are things about them we can see, but there are things about them that we learn through their actions.
3. Begin a read aloud. As you go through the read aloud, make note to the characters and where they have character traits introduced. Mark the pages with post its so that you can go through them again with students at the end and focus on specific traits.
4. Draw a cartoon outline of a person
  - a. List physical character traits out and then draw them onto the character.
  - b. Using post its, write out internal character traits for that character and place them around the person
5. Encourage the students to come up with their own character and do the same.
6. While students are coming up with their own character, begin to write a story about the character that you made where they are demonstrating the character traits that you wrote out for them.

## Closing (10 min):

Encourage the students to have their parents email you their characters to share at the beginning of the next class. You can list off some potential character traits they could have used for their character as well and have them react if they used that trait.