



Daily and Supporting Learning Targets

- Opening A: I can tell the word for an object or action I see. (RF.K.1)
- Work Time A: I can say the name of a classmate and “read” his or her name. (RF.K.1)
 - I can explain the connection between words and letters.
- Work Time B: I can listen to the story “The Search for Names.”

Ongoing Assessment

- Observe students during Opening A. Determine whether they can name the objects and actions they see.
- Observe students during Work Time B. Notice any connections students make between spoken names and their written representation (on Name Cards).

Agenda

1. **Opening (5 minutes)**
 - A. Word Game: What’s the Word?
2. **Work Time (10–15 minutes)**
 - A. Name Game: The Word We Heard
 - B. Read-aloud: “The Search for Names” (Part 1)
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Independent Work Time (40–45 minutes)**

Teaching Notes

In advance:

- Prepare Student Name Cards (write each student’s name on an index card; these will be used again in Lesson 2).
- Preview the story “The Search for Names” (see supporting materials).
- Gather materials for independent work rotations (see Independent Work Time).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- letter, name, word (L)
- spout, stout (T)

Materials

- ☑ Picture of a teapot (in supporting materials) or a real teapot
- ☑ Student Name Cards (on index cards; see Teaching Notes, “In advance” section)
- ☑ Story: “The Search for Names” (one for teacher use; see supporting materials)
- ☑ Illustrations for “The Search for Names”

Opening

A. Word Game: What’s the Word?

- (Suggested transition song: “I’m a Little Teapot”):
 - “I’m a little teapot, short and stout. Here is my handle. Here is my spout. When I get all steamed up, hear me shout. Just tip me over and pour me out.”*
- Introduce the Word Game instructional practice:
 1. Teacher invites students to watch as he or she models the song, singing and making movements to show the handle (left hand on hip) and the spout (right hand extended to look like the spout of a teapot), and then tipping toward the right to “pour.”
 2. Teacher invites students to stand and sing the song while making the movements together one or two times.
 3. Teacher invites students to sit and shows them the **picture of a teapot or a real teapot**.
 4. Teacher asks:
 - “What is the word for this object?” (teapot)*
 5. Teacher says: “‘Teapot’ is the word for this object, and we pretended to be teapots in the song. Let’s play a game called What’s the Word? I’ll show you something and you tell me the word for it.”
 6. Teacher points to an object (example: “door”) in the classroom and asks:
 - “What’s the word?” (door)*
 7. Repeat step 6 with two or three more objects in the classroom.
 8. Teacher says: “Those were things (objects). Now let’s play the game with some actions. I’ll show you an action, and you tell me the name for the action.”
 9. Teacher runs in place and asks:
 - “What’s the word?” (run or running)*
 10. Repeat step 9 with two or three more actions (examples: “jump or jumping”; “sleep or sleeping”).

Meeting Students’ Needs

- The words “stout” and “spout” are likely unfamiliar to many students. Using body language to show “spout” and how the water “pours” from it supports that understanding. In addition, when showing the picture of the teapot or a real teapot, explain how the word “stout” describes the teapot; it is “short and wide or round.”

- If students give more than one word for an object or action (example: “jumping up and down”), consider asking them to narrow it to one word (example: “jumping”) or providing the word (example: “Yes. ‘Jumping’ is the word”).

Work Time

A. Name Game: The Word We Heard

- Introduce the Name Game instructional practice:
 1. Teacher invites the students to sing “I’m a Little Teapot” again.
 2. Teacher shows the picture of the teapot again and says: “‘Teapot’ is the word for this, but I’m not a teapot. I was just pretending to be. I’m _____” (teacher says his or her name).
 3. Teacher says: “The word ‘teapot’ tells what this object is.”
 4. Teacher indicates a student in the class and asks:

“What word tells me who this is?” (Students say the student’s name.)
 5. Teacher says: “That’s right. That word is _____’s (insert name of student) name!”
 6. Teacher says: “I wonder what _____’s name looks like.”
 7. Teacher says: “Let’s play another game to find out. The game is called the Word We Heard.”
 8. Teacher models with a volunteer (example: if the volunteer’s name is “Sam”):
 - Teacher places a **Student Name Card** with “Sam’s” name on it facedown in front of him.
 - Teacher invites “Sam” to say his name aloud and lets him know that when he or she says: “‘Sam’ is the word we see,” he should turn his card over.
 - Teacher says in a chant: “‘Sam’ is the word we heard, now ‘Sam’ is the word we see. This is the word that shows his name, and every time it looks the same.”
 - Teacher invites students to practice this chant one or two more times.
 9. Teacher distributes Student Name Cards facedown to all students who would like to play the game.
 10. Teacher begins the game:
 - The first student says his or her name.
 - The class says: “_____ is the word we heard, now _____ is the word we see. This is the word that shows his or her name, and every time it looks the same.”
 11. This process is continued around the circle until all student volunteers’ names have been “heard” and “seen.”

Meeting Students’ Needs

- Some students may feel uncomfortable, particularly early in the year, when attention is drawn to them. Consider asking for volunteers when playing games involving names.
- This game works best if students are sitting in a circle.

B. Read-aloud: “The Search for Names” (Part 1)

- Introduce the read-aloud:
 1. Teacher says: “We’ve just been hearing names and seeing names. I have a story called ‘The Search for Names’ that I’d like to read to you.”
 2. Teacher reads the story: **“The Search for Names” (Part 1)** through without interruption.
 3. Teacher explains that he or she will read more of the story in the next lesson and invites student to think about how the story may be connected to what they are learning about words and names.

Closing and Assessment**A. Reflecting on Learning**

- Before moving to Independent Work Time, consider asking one of the following questions or giving one of the following prompts:

“Who can show me a written word somewhere in the classroom? What do you know about that word?” (Responses will vary.)

“How will you be during Independent Work Time today? Kind, patient, careful, respectful?” (Responses will vary. Consider providing other specific words to choose from according to identified habits of character.)

“What will you do today during Independent Work Time that will allow you and your classmates to be successful?” (Responses will vary. Examples: “use kind language,” “be careful with materials,” “take turns.”)

Independent Work Time

Suggested Plan: This first cycle provides time for students to practice what it means to work independently. A brief introduction is made to materials, and expectations for work habits and social interactions are established.

Note: Three suggestions for independent activities are given. Consider using any or all of these. For example, you may want to have all students working on the same activity, or you may want to have two or three activities happening simultaneously for a set time and then rotate students through. By Cycle 2, groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work guidance document (see K–2 Skills Resource Manual) for more details.

Book Browsing:

- Students spend time looking at their own individual book(s).

Word Work:

- Students draw a self-portrait. Student or teacher writes the student’s name on the picture, and teacher reminds him or her that the name is a word. When people see that word, they think of ____ (student’s name).

Reading Foundations Skills Block

- Students draw a picture of an object (examples: a favorite toy, classroom materials). Student or teacher writes the name of the object on the picture, and teacher reminds student that the written word represents the object in the picture.
- Additional Supporting Materials:
 - Blank paper and drawing supplies

Responding to Text:

- Students draw a picture to show what they have heard so far in Part 1 of “The Search for Names.” They should include some details from the story.
- The pictures can be displayed in the classroom.
- Additional Supporting Materials:
 - Blank paper and drawing supplies