

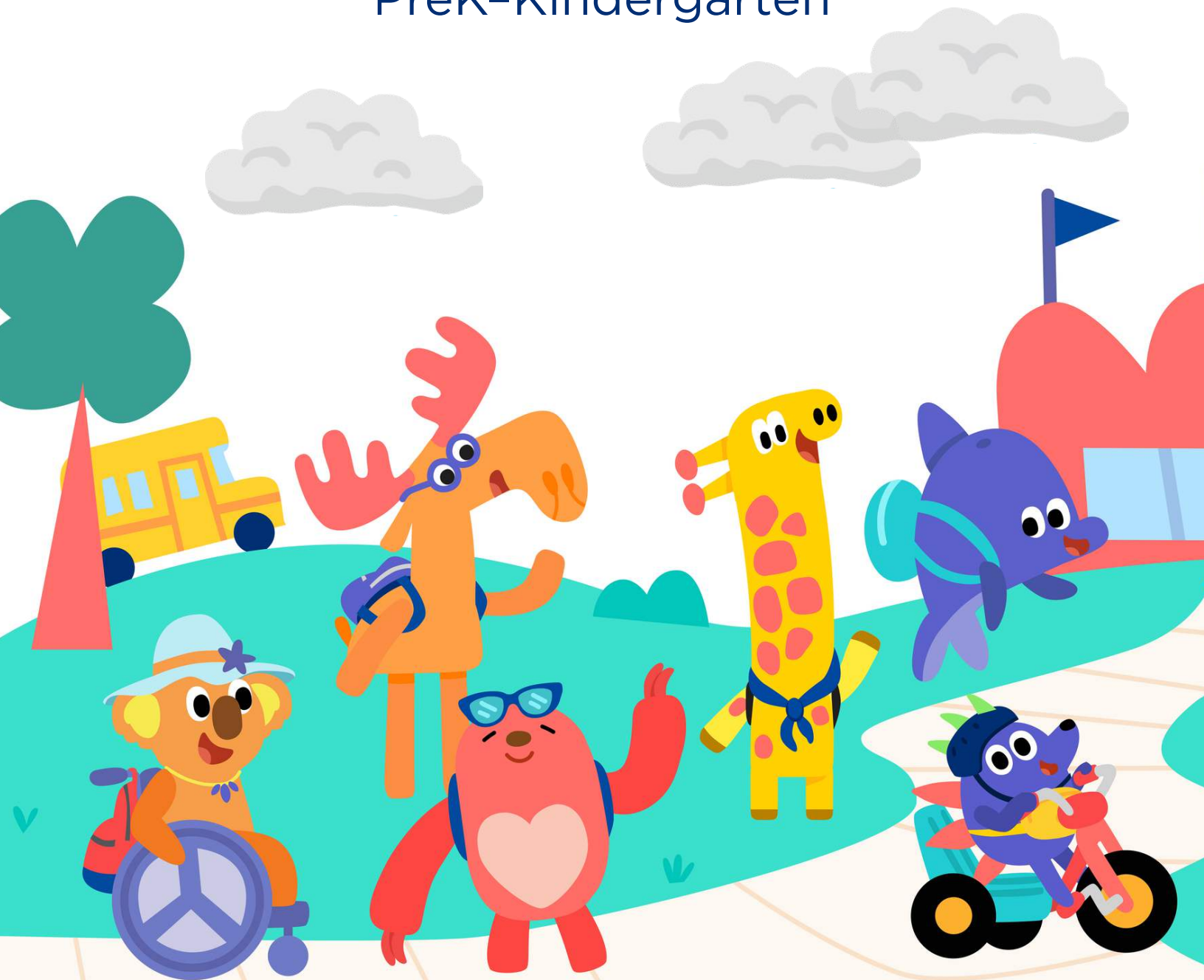
# HOMER

BY BEGIN

## Early Reading Curriculum

Standards-aligned framework for foundational reading instruction

PreK-Kindergarten



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# Introduction

## The HOMER Early Reading Curriculum

[HOMER](#) is an award-winning, [research-backed](#) early learning product, widely recognized by educators and families for building strong early literacy skills. As more educators and homeschooling families incorporated HOMER into their daily instruction, a consistent need emerged: a clear, structured, standards-aligned approach to early reading instruction.

## What This Curriculum Provides

The HOMER Early Reading Curriculum is a comprehensive PreK–Kindergarten program designed by certified early childhood educators. It brings structure and clarity to early reading instruction while working seamlessly alongside HOMER.

Grounded in key components of the Common Core State Standards for Kindergarten, this curriculum supports development across:

- Concepts of Print
- Phonological Awareness
- Literature
- Informational Text

Each element is thoughtfully organized to help children build strong foundational reading skills in a developmentally appropriate way.

## Flexible Structure, Clear Guidance

To support implementation, the curriculum includes:

- An optional 16-week instructional plan for educators who want a clear, paced pathway
- Three assessments to monitor and track student progress over time
- Guidance for integrating HOMER into daily early reading instruction

Educators and families can follow the full sequence or adapt it to complement their existing curriculum to meet the needs of their learners.

## Our Commitment

Created by educators who understand how children learn to read, this curriculum is designed to bring clarity, confidence, and structure to early reading instruction, wherever learning happens.

## HOMER Reading Curriculum 16-Week Plan

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1	Concepts of Print #1	Reading Activities on HOMER	Phonological Awareness #1	CoP & PA Extension Activities	Reading Activities on HOMER
2	Literature #1	Reading Activities on HOMER	Informational Text #1	L & IT Extension Activities	Reading Activities on HOMER
3	Concepts of Print #2	Reading Activities on HOMER	Phonological Awareness #2	CoP & PA Extension Activities	Reading Activities on HOMER
4	Literature #2	Reading Activities on HOMER	Informational Text #2	L & IT Extension Activities	Reading Activities on HOMER
5	Assessment #1	Assessment #1	Assessment #1	Assessment #1	Assessment #1
6	Concepts of Print #3	Reading Activities on HOMER	Phonological Awareness #3	CoP & PA Extension Activities	Reading Activities on HOMER
7	Literature #3	Reading Activities on HOMER	Informational Text #3	L & IT Extension Activities	Reading Activities on HOMER
8	Concepts of Print #4	Reading Activities on HOMER	Phonological Awareness #4	CoP & PA Extension Activities	Reading Activities on HOMER
9	Literature #4	Reading Activities on HOMER	Informational Text #4	L & IT Extension Activities	Reading Activities on HOMER
10	Assessment #2	Assessment #2	Assessment #2	Assessment #2	Assessment #2
11	Concepts of Print #5	Reading Activities on HOMER	Phonological Awareness #5	CoP & PA Extension Activities	Reading Activities on HOMER
12	Literature #5	Reading Activities on HOMER	Informational Text #5	L & IT Extension Activities	Reading Activities on HOMER
13	Concepts of Print #6	Reading Activities on HOMER	Phonological Awareness #6	CoP & PA Extension Activities	Reading Activities on HOMER
14	Literature #6	Reading Activities on HOMER	Informational Text #6	L & IT Extension Activities	Reading Activities on HOMER
15	Review	Review	Review	Review	Review
16	Assessment #3	Assessment #3	Assessment #3	Assessment #3	Assessment #3



# From Pages to Screens: A Text Adventure!

*Concepts of Print – Lesson Plan 1*

**Product:** HOMER

**Activity:** 'Humpty Dumpty' Read Aloud

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Print in All Its Forms

## Objectives

Students will recognize that print and digital texts come in different forms (e.g., storybooks, magazines, newspapers, e-books) and serve different purposes.

## Education Standards

Code	Description
RF.K.1	Demonstrate understanding of the organization and basic features of print.

---

## Materials Needed

- *Humpty Dumpty* story from the HOMER app, projected, if possible
- Optional: Print version of *Humpty Dumpty* (if not, any print book will do)
- A variety of texts: storybook, e-book, magazine, newspaper
- A tablet (optional hook up to project on larger screen)
- Mystery bag

## Lesson Overview / Hook

Begin with a brief discussion about books and texts.

Ask: *“What is your favorite book?”*

Show a few print books and let students react. Then ask: *“Have you ever read a book on a screen?”*

Show the *“Humpty Dumpty”* story on the HOMER app alongside a print book (if available).

Then say: *“Today, we are going to learn about different kinds of texts. Some texts tell stories, some give us information, and some we read on screens!”*

Briefly point out differences (pages vs. screen, how we hold/use them) while reinforcing: *“All of these are types of reading.”*

## Step-by-Step Instructions/Activity

Launch the HOMER app and read *“Humpty Dumpty”* aloud.

Tell students: *“Let’s listen and look carefully. This is one kind of text—a story! We can call this an ‘e-book’ because we are reading it on a screen.”*

After reading, ask:

- 
- *“What made this a story?”*
  - *“Where did we read it—from a book or a screen?”*

Explain: *“Stories are one type of text. Other texts can give us information or tell us about real things.”*

### **Mystery Bag Activity**

Pull out items one at a time: storybook, magazine, newspaper, tablet.

For each item say the below descriptions and ask: *“What do you think this is?”* before pulling it out of the mystery bag.

- Storybook → *“tells a story”*
- E-book → *“a story we read on a screen”*
- Magazine → *“has pictures and information”*
- Newspaper → *“tells us news”*

### **Move and Match Activity**

Designate four areas of the room for each text type. Place an example of each text type in that area.

Tell students: *“I’m going to describe a type of text. You move to where you think it belongs!”*

Give prompts such as:

- *“This tells us about the news.”*
- *“This is a story we read on a screen.”*
- *“This tells a story.”*
- *“This has pictures and information.”*

Encourage students to walk, hop, or skip to the correct area.

---

## Wrap-Up

Bring students back together.

Ask: *“What are some different types of texts we learned about?”*

Reinforce: *“Different texts have different jobs. Some tell stories, and some give us information!”*

## Extension Ideas

### Explore Different Types of Text

Materials Needed: More text examples (storybook, digital book, newspaper, magazine), paper, markers

During center time or as a separate activity, place examples of each type of text at different tables. Have small groups rotate and explore each one. Visit each group and ask guiding questions to help students notice differences between text types.

### Draw and Share Your Favorite Text

Have students draw a picture of their favorite type of text. Then, have them share with a partner. Encourage them to explain their thinking (e.g., “Magazines are my favorite type of text because...”).

### Bring and Share

Encourage students to bring in their favorite books or magazines from home to share with the class.





# Follow the Crayon: Reading from Left to Right!

*Concepts of Print – Lesson Plan 2*

**Product:** HOMER

**Activity:** Harold and the Purple Crayon

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Tracking Print Directionality

## Objectives

Students will demonstrate understanding that text is read from left to right and top to bottom, and that pages are turned one at a time in order.

## Education Standards

Code	Description
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.

---

## Materials Needed

- *Harold and the Purple Crayon* story on the HOMER App, projected, if possible
- Optional: Print version of *Harold the Purple Crayon* (if not, any print book will do)
- A pointer to use to track text (Optional: crayons for students to use as pointers)
- Large chart paper, markers

## Lesson Overview / Hook

Show students *Harold and the Purple Crayon* on HOMER and, if available, the print book.

Ask: “*What do you notice about these books?*”

Briefly introduce the cover and explain that books give us clues like the title and pictures.

Then say: “*Today, we are going to learn how to follow the words when we read. Just like Harold follows his crayon, our eyes follow the words from left to right and top to bottom.*”

Model how to hold a book and turn pages one at a time. Point out similarities and differences between the digital and print versions.

## Step-by-Step Instructions/Activity

Launch the HOMER app and display *Harold and the Purple Crayon*.

Tell students: “*Watch how I follow the words. My eyes (and my pointer) move in a special way when I read.*”

Begin reading aloud. Use a pointer (or your finger) to track the text:

- Move from **left to right**
- Sweep back to the next line (**top to bottom**)

---

Encourage participation: *“Let’s follow the words together!”*





### **Interactive Extension:**

Give students crayons to use as pretend pointers. Have them mirror your movements as you track the text.

Pause at the end of each page and say: *“Time to turn the page!”* Invite students to pretend to turn the page with you to reinforce sequencing.

After reading, create an anchor chart together:

### **How We Read a Book:**

1. Start at the top 
2. Read from left to right 
3. Go down to the next line 
4. Turn the page one at a time 

Add simple visuals (arrows, page icons) and display the chart for future reference.

## **Wrap-Up**

Review the anchor chart with students.

Ask: *“How do our eyes move when we read?” “Where do we start?”*

Reinforce: *“When we follow the words the right way, reading makes sense and is easier to understand!”*

Invite a few students to demonstrate tracking using their finger or crayon.

## **Extension Ideas**

### **Shared Reading Practice**

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Materials Needed: Copies of the same text for each student (or small group), timer or stopwatch

Provide each student or small group with a copy of the same book (or a printed short text if class sets aren't available). Project the book if possible and lead a shared reading. Guide students to follow along by tracking the text from top to bottom and left to right, and turning pages as you read aloud.

### **Where Do I Start? Game**

Show or project different pages from a book. Ask students to point to where they would begin reading. Use a timer to make it playful and encourage quick thinking.





# Robot's Reading Rules: Words Need Space!

*Concepts of Print – Lesson Plan 3*

**Product:** HOMER

**Activity:** Robot's Lost Ball

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Understanding Print Features

## Objectives

Students will recognize that words are separated by spaces in print.

## Education Standards

Code	Description
RF.K.1.C	Understand that words are separated by spaces in print.

---

## Materials Needed

- *Robot's Lost Ball* story in the HOMER App, projected, if possible
- A tablet (optional hook up to project on larger screen)
- Pointer (or finger for tracking)

## Lesson Overview / Hook

Show the cover of *Robot's Lost Ball* in the HOMER app.

Ask: *"Have you ever seen words all squished together?"*

Then say: *"Today, we are going to learn a reading rule—words need space! Spaces help us know where one word ends and the next word begins."*

Model by saying a sentence with words "stuck together," then repeat it clearly with spaces between words.

## Step-by-Step Instructions/Activity

Launch the HOMER app and begin *Robot's Lost Ball*.

Tell students: *"Watch how I point to each word as I read. I move from word to word."*

Read the first page, tracking each word with your finger or a pointer.

Then say: *"Now watch how my finger jumps from word to word!"*

Reread the page, exaggerating the "jump" between words. Point out the spaces: *"These spaces help my finger know where to go next."*

Repeat on the next page.

Invite students to join: *"Let's all use our fingers to jump from word to word!"*

---

Have students track along with you with their fingers in the air.

**Optional Movement Connection:** Have students stand and gently “jump” in place each time you move to a new word.

## Wrap-Up

Bring students together and ask: *“What did we learn about spaces?”*

Guide students to understand that spaces separate words.

Reinforce: *“Spaces help us read. They show us where one word ends and the next word begins!”*

Optionally, write a short sentence on the board and point out the spaces together.

## Extension Ideas

### Find the Spaces Worksheet

Materials Needed: “Find the Spaces” worksheet, highlighters, markers, or pencils

Provide a worksheet with sentences or print-outs of small books for students. Have them highlight or circle each space between words. Remind students that spaces help us read by separating words.

### The Missing Spaces Story

Materials Needed: Chart paper, whiteboard, or projector

Write a simple 5-sentence story with some correct spacing and some missing spaces.

Tell students: *“Hmm... something doesn’t look right. Let’s read and see if we can figure it out.”*

Read aloud and model confusion when words are stuck together.

---

Explain: *"We need spaces to separate our words so we can read them easily."*

Reread and invite students to help you add spaces. Draw lines where spaces belong.

Rewrite the story correctly and model using your finger to make spaces between words.



# Find the Spaces

Highlight or circle the spaces in between words.

1. My \ cat \ likes \ to \ play.
2. I see a big dog.
3. My shoes are red.
4. The sun is very hot.
5. I want to play with you.
6. Help! I can't see.
7. I ran fast.





# Beach Word Builders

*Concepts of Print – Lesson Plan 4*

**Product:** HOMER

**Activity:** “A Day at the Beach”

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Matching Spoken Words to Print

## Objectives

Students will demonstrate understanding that spoken words are represented in written language by specific sequences of letters.

## Education Standards

Code	Description
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.

---

## Materials Needed

- *A Day at the Beach* story on the HOMER App projected, if possible
- Whiteboard and markers
- Images of beach items (i.e., sun, ball, sand, boat, hat, swim)
- Sound box template (drawn or projected on the board)
- Optional: Laminated Sound Box worksheets and dry-erase markers per student

## Lesson Overview / Hook

Begin with a brief discussion about the beach.

Ask: *“What do you see at the beach?”*

Show beach images to build interest and background knowledge.

Then say: *“Today, we are going to learn how to write words by listening to the sounds we hear. Every word we say is made of sounds, and those sounds help us choose the letters to write it.”*

Explain: *“When we listen carefully to sounds, we can turn our words into writing!”*

## Step-by-Step Instructions/Activity

Launch the HOMER app and introduce *A Day at the Beach*.

Tell students: *“We’re going to read a story and watch the words carefully. As we read, the words will light up to help us follow along.”*

Play the story. As it is read aloud, point out how each word turns blue. Model tracking the words with your finger and encourage students to follow along.

After the story, show the beach images again.

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Say: *“These pictures need labels. We are going to write the words using sound boxes.”*

Explain: *“Each sound we hear in a word goes in its own box.”*

Model with the word **sun**:

- “Say the word: sun.”
- “Now say each sound: /s/ /u/ /n/.” (Point to one box for each sound.)
- “I hear three sounds, so I need three boxes.”
- “Now I write the letters that represent these sounds: s – u – n.”

Say: *“Sun! The letters s, u, and n make the word sun.”*

Continue modeling with other words: **ball, sand, boat, hat, swim.**

If students are ready, provide laminated Elkonian boxes and have them write along with you.

## Wrap-Up

Ask: *“What did we learn about how words are written?”*

Guide students to understand that each sound they hear matches a letter (or letters).

Reinforce: *“When we put letters together in the right order, we can write the words we say!”*

## Extension Ideas

### Draw and Label Your Own Beach Scene

Materials Needed: Paper, crayons, markers

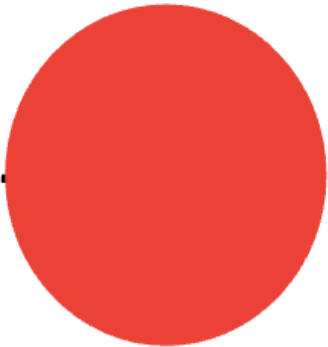
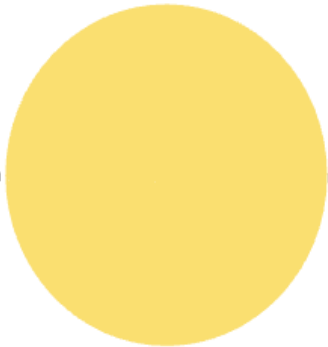
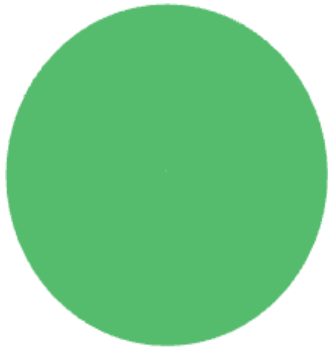
Invite students to draw their own beach scenes and use Elkonian boxes to label new items they include (e.g., fish, shell, wave).

### Challenge for Advanced Students

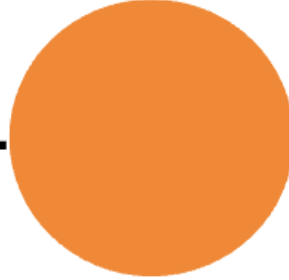
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Encourage students to write short sentences using their new words (e.g., “I see a sun.” or “The ball is in the sand.”).

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# Punctuation Detectives

*Concepts of Print – Lesson Plan 5*

**Product:** HOMER

**Activity:** "Summer Fun"

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Recognizing Punctuation Marks

## Objectives

Students will recognize and name common ending punctuation marks (period, question mark) and explain their purpose in signaling how a sentence should be read.

## Education Standards

Code	Description
RF.K.1	Demonstrate understanding of the organization and basic features of print.

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## Materials Needed

- *Summer Fun* in the HOMER App, projected, if possible
- Chart paper or white board and markers

## Lesson Overview / Hook

Begin the lesson by writing a morning message to your students. If you don't do a morning message, write them a note on the whiteboard or chart paper. Use a variety of punctuation marks in your message and make each punctuation mark a different color so it pops.

As you read the message aloud, pause and point to each punctuation mark. Explain what they mean:

- **Period (.)** – It ends the sentence. It *tells something*.
- **Question Mark (?)** – It shows a question. It *asks something*, and our voice goes up at the end.
- **Exclamation Mark (!)** – It tells the reader to read with strong feeling—excitement, surprise, or even fear. It *shows a strong feeling*.

## Step-by-Step Instructions/Activity

Launch the HOMER app and select the “Summer Fun” story.

Tell students: “*We’re going to read a fun story together and look for punctuation marks! When we find them, we’ll also do special motions to help us remember them. Remember—punctuation helps us know if a sentence tells something, asks something, or shows a strong feeling!*”

As you read aloud, pause at punctuation marks and have students act them out:

- **Period (.)** → Everyone stops and puts their hands up in front like a “stop” sign. (*tells something*)

- **Question mark (?)** → Everyone puts their hands out to the side like they're asking a question ("What?" pose). (*asks something*)
- **Exclamation mark (!)** → Everyone opens their mouth wide and makes a surprised or excited face. (*shows a strong feeling*)

Keep reading, letting students do the motions each time.

## Wrap-Up

Conclude the lesson by reviewing the punctuation marks discussed.

Ask: *"Why is punctuation important in your sentences?"*

Reinforce: *"Punctuation helps us understand how to read sentences. A period tells something and stops the sentence, a question mark asks something, and an exclamation mark shows a strong feeling!"*

## Extension Ideas

### The Punctuation Thief Game

- Before the lesson, write a short morning message to your students on chart paper or the whiteboard, but leave out all the punctuation marks.
- Give each student a card or sticky note with a **period (.)**, **question mark (?)**, or **exclamation mark (!)** on it.
- Tell them: *"Oh no! The punctuation thief has stolen all the punctuation in our message. Let's see if we can help put it back."*
- Read the message aloud without punctuation, exaggerating how flat and confusing it sounds.
- As you reread, pause at the end of each sentence. Ask students to hold up the card they think belongs there.
- Model the first one with them and review:
  - **Period (.)** tells something and ends a sentence.
  - **Question mark (?)** asks a question, voice goes up.
  - **The exclamation mark (!)** shows a strong feeling or excitement.

- 
- When the message is complete, reread it together with the punctuation in place. Talk about how much easier it is to read and understand.

**Punctuative Detective Worksheet:** Put the correct punctuation mark at the end of each sentence.



# Punctuation Detective

Add the correct mark to the sentence.

.	?	!
tells something	asks something	shows strong feeling

1. What is your name \_\_\_\_
2. I have a red ball \_\_\_\_
3. Help me \_\_\_\_
4. Do you like cats \_\_\_\_
5. The dog is sleeping \_\_\_\_
6. Watch out \_\_\_\_
7. Can you play with me \_\_\_\_





# Letter & Word Detectives

*Concepts of Print – Lesson Plan 6*

**Product:** HOMER

**Activity:** "Happy Birthday, Moon"

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Recognizing Upper- and Lowercase Letters in Words

## Objectives

Students will distinguish between individual letters and complete words in print.

## Education Standards

Code	Description
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.

## Materials Needed

- "Happy Birthday, Moon" story from the HOMER app
- Whiteboard and markers

- 
- Letter flashcards (upper- and lowercase)
  - Chart paper for group activity
  - Crayons or colored pencils
  - Printed copies of the title page of "Happy Birthday, Moon" (optional)

## Lesson Overview / Hook

Begin the lesson by displaying the title "Happy Birthday, Moon" on the whiteboard, chart paper, or screen. Use a different color for upper vs. lower case letters, if possible.

As you point to the title, read it aloud to students. Pause and point to individual letters as you go. Explain what they are noticing:

- Uppercase Letter (H) – It is a big letter, and we can see it at the beginning of a word if it is a name (including the name of a title, like this) or the word that starts the sentence.
- Lowercase Letter (a) – It is a smaller letter, and we see many of these inside words.
- Word (Happy) – It is made up of many letters put together.

Tell students: "Today we are Letter & Word Detectives! We are going to look closely at letters, name them, and figure out if we are looking at just one letter or a whole word."

As a quick check, point to different parts of the title and ask students to identify: a letter, an uppercase letter, a lowercase letter, a word.

## Step-by-Step Instructions/Activity

Tell students that we are going to read a story but focus on looking for letters and words that we know. Introduce a simple motion for engagement:

Letter → students hold up **1 finger**

Word → students stretch **arms wide**

Create a T-chart on your board, labeling one side **Letters** and the other **Words**.

---

Launch the HOMER app and select *"Happy Birthday, Moon"*.

As you read aloud, pause and point to letters in the text. Ask:

- "What letter is this?"
- "Is it uppercase or lowercase?"

Add these letters to the **Letters** side of the T-chart. Make sure to preserve the letter case when adding (e.g., uppercase **M** stays uppercase).

Continue reading and pause to identify words. Ask:

- "Are we looking at one letter or a whole word? How do you know?"
- "How many letters are in this word?" (count together)

Add these words to the **Words** side of the T-chart.

## Wrap-Up

Conclude the lesson by reviewing the T-chart with students. Point to items on each side and ask students to respond:

- "Is this a letter or a word?"
- "What letter is this?"
- "Is it uppercase or lowercase?"

For words, ask:

- "How many letters are in this word?"

Reinforce the key idea: **"Letters can be uppercase or lowercase, and when we put letters together, they make words."**

## Extension Ideas

- **T-Chart Sort Game:** Give students letter and word sticky notes. Have them place each sticky note on a class T-chart under Letters or Words, naming letters and identifying uppercase or lowercase as they go.

- 
- **Letter Hunt:** Students find letters around the classroom, name them, and identify whether they are uppercase or lowercase.
  - **Build a Word:** Provide a few letters and have students combine them to form a simple word, naming each letter as they build.





# Build a Rhyme Machine!

*Phonological Awareness – Lesson Plan 2*

**Product:** HOMER

**Activity:** Mo's Magnificent Mochine-Rhymes

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Recognizing Rhyming Words

## Objectives

Students will recognize and produce rhyming words in response to spoken prompts.

## Education Standards

Code	Description
RF.K.2.A	Count, pronounce, blend, and segment syllables in spoken words.

## Materials Needed

- Mo's Magnificent Machine – Rhymes (game section) in the HOMER App

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## Lesson Overview / Hook

Say: *“Today, we are going to listen for rhymes. Rhyming words sound the same at the end.”*

Model with simple examples:

- “mo – go”
- “cat – hat”

Ask: *“Do those words sound the same at the end?”*

Explain: *“When words rhyme, they have the same ending sound.”*

Then say: *“Mo built a machine using his imagination. Today, we’re going to build a rhyme machine!”*

## Step-by-Step Instructions/Activity

Launch *Mo’s Magnificent Machine – Rhymes* in the HOMER app. Project it on a bigger screen, if possible.

Tell students: *“As we play, listen carefully for words that sound the same at the end.”*

Pause during gameplay to highlight rhyming pairs.

Use a simple response routine:

- Clap or cheer if they rhyme
- Stay quiet if they do not

Encourage students to say the rhyming words aloud and repeat them together.

Continue through several examples in the game.

---

## Wrap-Up

Ask: “*What is a rhyme?*”

Guide students to respond: “*Words that sound the same at the end.*”

Ask: “*What was your favorite rhyme today?*”

## Extension Ideas

### HOMER App Practice

Encourage students to continue practicing rhymes in the HOMER app with:

- *Camp Kindness Memory: Rhymes*
- *Find a Rhyme*
- *Rhyme Time*

### Rhyme Builder Game

Materials Needed: Picture cards with rhyming pairs

Give each student a picture card. Students walk around to find another picture that rhymes with theirs (e.g., cat/hat, sun/run).

Once they find a match, have them say the rhyme together.





# Sumville Sound Show: Blend It Together!

*Phonological Awareness – Lesson Plan 3*

**Product:** HOMER

**Activity:** Sumville Studios: Literacy (Game section)

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Blending Onset and Rime

## Objectives

Students will orally blend onset and rime to form simple single-syllable words.

## Education Standards

Code	Description
RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.

---

## Materials Needed

- HOMER App: *Sumville Studios: Literacy* (Game section)
- Flashcards with onset (initial consonant, blend, or digraph) and flashcards with the corresponding rime (vowel and following consonants)
- Toy buzzer or bell (optional)

## Lesson Overview / Hook

Say: *“Welcome to the Sumville Sound Show! You are the contestants, and your job is to blend sounds to make real words!”*

Give students a quick cheer and pretend they are on a game show.

Then say: *“When we blend the beginning of a word with the end of the word, we put word parts together to make a whole word.”*

Model: *“Listen: c...at... cat!”*

Ask: *“What word did I make?”*

Explain: *“When we put sounds together, we make words!”*

## Step-by-Step Instructions/Activity

### Introduce Blending

Say simple examples:

- “d...og → dog”
- “m...ap → map”
- “sh...ip → ship”
- “tr...uck → truck”

Say each part slowly, then blend it together.

---

Have students echo you: *"Your turn—blend it with me!"*

### **HOMER App Practice**

Launch *Sumville Studios: Literacy* in the HOMER app, projected, if possible.

Tell students: *"Listen carefully to the parts, then say the whole word!"*

As the app provides onset and rime, pause and have students respond: "What word do these parts make?"

Encourage:

- Saying the word aloud
- Clapping or snapping when correct

### **Sumville Sound Show Game**

Bring up 2–3 students at a time.

Hold up an onset, then a rime (e.g., **c** + **at**).

Ask: *"What word do these make?"*

Students can:

- Raise their hand
- Call out the answer
- (Optional) Tap a buzzer

Celebrate correct answers with cheers and applause.

Keep the pace quick and playful.

---

## Wrap-Up

Bring students together and say: *"You helped make the best word show in all of Sumville!"*

Ask: *"Who remembers a word we blended today?"*

Reinforce: *"When we blend sounds together, we make words."*

## Extension Ideas

### HOMER App Practice

Encourage continued practice in the HOMER app using *Sumville Studios: Literacy* to reinforce blending onset and rime.

### Sound Show Center

Materials Needed: Pre-matched onset and rime flashcards (organized in pairs), optional buzzer

Set up a blending station with onset and rime cards that are already matched into real words (e.g., c-at, m-ap, s-un). Keep each pair together using color-coding, symbols, or by placing them in small sets.

Students pick a set, say each part, and blend the sounds to make a real word.

Encourage students to:

- Say the sounds slowly
- Blend them together
- Repeat the whole word



# HOMER

BY BEGIN

## Make Your Mark with Syllables!

*Phonological Awareness – Lesson Plan 1*

**Product:** HOMER

**Activity:** *The Dot* by Peter H. Reynolds

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

### Topic

Listening for Syllables

### Objectives

Students will recognize and count the number of syllables in spoken words.

### Education Standards

Code	Description
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.

---

## Materials Needed

- *The Dot* by Peter H. Reynolds in the HOMER App, projected, if possible
- Circle cut-outs or dot stickers
- Markers, crayons, or stamps
- Word/picture cards with 1–3 syllable words

## Lesson Overview / Hook

Say: *“Today, we are going to listen for syllables. Syllables are the beats or parts we hear in words.”*

Model with a few familiar words:

- “Let’s clap **ap-ple**.” (clap 2 times)
- “Let’s clap **ta-ble**.” (clap 2 times)
- “Let’s clap **dot**.” (clap 1 time)

Ask: *“How many claps did you hear?”* Invite students to stand and clap/stomp syllables with you.

Explain: *“Each clap is one part, or one syllable, in a word.”*

Launch *The Dot* in the HOMER app and begin reading aloud.

*“As we read, we’re going to listen for the beats in words—just like we did when we clapped!”*

## Step-by-Step Instructions/Activity

Launch the HOMER app and begin reading *The Dot*.

Tell students: *“As we read, we are going to listen for the beats in words and clap them out!”*

---

Pause throughout the story to clap syllables from key words in the text. Use a mix of 1–3 syllable words:

- **Vashti** → *Va-sh-ti* (3 claps)
- **paper** → *pa-per* (2 claps)
- **teacher** → *teach-er* (2 claps)
- **little** → *lit-tle* (2 claps)
- **dot** → *dot* (1 clap)
- **picture** → *pic-ture* (2 claps)

(These words reflect common vocabulary and characters from the story, including Vashti and her classroom setting .)

Model first: *“Let’s clap Vashti: Va-sh-ti.”*

Then invite students to join: *“Your turn! Let’s clap it together.”*

Continue reading, pausing to practice with several words. Encourage students to clap, tap knees, and stomp the syllables. Keep it playful: *“Listen carefully—how many beats do you hear?”*

## Wrap-Up

Ask: *“How many syllables are in your name?”*

Invite each student to clap their name.

Reinforce: *“Syllables are the beats in words. When we clap them out, we can hear all the parts!”*

Connect back to the story: *“You listened carefully and made your mark with syllables—just like in The Dot!”*

---

## Extension Ideas

### HOMER App Practice

Guide students through additional syllable activities using the “Hear the Word” game in the HOMER app

### Syllable Dot Art

Materials Needed: Circle cut-outs, marker or dot markers, paper

Give each student a set of circles or a dot marker and paper.

Say a word aloud, and have students:

- Clap the syllables
- Add that number of marks (circles, dots, marks using a marker, drawings) to their paper





# Sounds All Around: Beginning Sounds!

*Phonological Awareness – Lesson Plan 4*

**Product:** HOMER

**Activity:** First Letter First (Games)

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Isolating Beginning Sounds

## Objectives

Students will identify and produce the beginning sound in spoken words.

## Education Standards

Code	Description
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

---

## Materials Needed

- Picture cards or classroom objects with clear beginning sounds (e.g., sun, ball, map, dog)
- Letter cards (one per student or small group)
- Basket or bin for collecting items

## Lesson Overview / Hook

Say: *"Today, we are going to listen for beginning sounds—the first sound we hear in a word."*

Model: *"Listen: **sun**... /s/ is the beginning sound."*

Ask: *"What sound do you hear at the beginning?"*

Repeat with another example: *"ball... /b/"*

Explain: *"The beginning sound is the first sound in a word. When we listen carefully, we can hear it!"*

## Step-by-Step Instructions/Activity

### I Spy Beginning Sounds

Say: *"I spy something that starts with /b/."*

Students look around the room and guess objects that begin with that sound. Repeat with several sounds.

Encourage students to say: *"\_\_ starts with /\_\_/"*

### Beginning Sound Hunt

Have students sit in a circle. Give each student a letter card. Place a set of objects or picture cards in the center that match the target beginning sounds.

---

Say: *"Find something that starts with your sound!"*

Call students one at a time to choose an item that matches their letter sound and place it in the basket.

After choosing, have students share: *"I found a \_\_\_ that starts with /\_\_\_/."*

Support as needed by helping students say the word slowly and identify the first sound.

## Wrap-Up

After each student has placed their item in the basket, pause and review a few examples together.

Pick an item from the basket and say: *"Let's check—what is this?"*

Then ask: *"What sound do we hear at the beginning?"* Repeat with a few items.

Reinforce: *"The beginning sound is the first sound we hear in a word. That's how we matched our objects today!"*

## Extension Ideas

### HOMER App Practice

Encourage students to practice beginning sounds in the HOMER app with the *First Letter First* game.

### Beginning Sound Sort (Independent Center)

Materials Needed: Picture cards, letter cards

Students sort picture cards by beginning sound independently or with a partner.





# Blend It to Win It

*Phonological Awareness – Lesson Plan 5*

**Product:** HOMER

**Activity:** Hear the Word (Games)

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Blending Sounds into Words

## Objectives

Students will orally blend phonemes to say simple words.

## Education Standards

Code	Description
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

---

## Materials Needed

- *Hear the Word* (Games) in the HOMER App, projected, if possible

## Lesson Overview / Hook

Say: “Today we’re going to play *Blend It to Win It!* I will say sounds, and you will put them together to make a word.”

Model: “Listen: /d/ /o/ /g/... what word do these sounds make?”

Celebrate responses and say: “That’s blending—putting sounds together to make a word!”

## Step-by-Step Instructions/Activity

### Sound Warm-Up with Movement

Say segmented sounds and model blending using body movements:

- Tap shoulders → first sound
- Tap elbows → next sound
- Tap knees → last sound
- Jump and say the whole word

Example: “/c/ /a/ /t/ → *cat!*”

Have students practice with you using a few words.

### HOMER App Practice

Launch *Hear the Word* in the Games section of the HOMER app. Project it, if possible.

Tell students: “Listen to the sounds, then say the word!”

Pause as needed and have students say the blended word together.

---

## Blend It to Win It Game

Play as a whole group or in two teams.

Say segmented sounds aloud (e.g., /m/ /a/ /p/).

Ask: *“What word do these sounds make?”*

Students respond by blending the sounds.

Add movement for engagement:

- If the word is **hop**, students hop once
- If the word is **run**, students run in place

Keep the pace quick and fun.

## Wrap-Up

After the game, say a final segmented word and have the class blend it together.

Ask: *“How did we figure out the word?”*

Guide students to respond: *“We put the sounds together.”*

Reinforce: *“Blending means putting sounds together to make a word.”*

Celebrate: *“You are Blend-It Champs—you can hear sounds and turn them into words!”*

## Extension Ideas

### Extension Ideas

#### HOMER App Practice

Encourage continued practice with *Hear the Word* in the HOMER app.

---

**Sound Builders Center**

Materials Needed: Magnetic letters or sound blocks

Students build simple words by putting sounds together using letters or blocks.

**Mystery Word Bag**

Materials Needed: Small objects or picture cards, bag

Pull an item from a bag and say the segmented sounds aloud. Students blend the sounds and guess the item.





# Sound It Out & Switch It Up!

*Phonological Awareness – Lesson Plan 6*

**Product:** HOMER

**Activity:** Let's Spell (Games)

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Segmenting and Changing Sounds in Words

## Objectives

Students will segment simple CVC words into individual sounds and change sounds to make new words.

## Education Standards

Code	Description
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

---

## Materials Needed

- HOMER App: *Let's Spell* (Game section)
- Hula hoops or floor tape (to create 3 sound spaces)

## Lesson Overview / Hook

Say: *"Today we're going to play Sound It Out & Switch It Up! First, we'll break words into sounds... then we'll switch a sound to make a new word! Let's practice before we play."*

Model: *"Listen: /p/ /i/ /g/... pig!"*

Then say: *"Now let's switch it up! Change /p/ to /b/... /b/ /i/ /g/... big!"*

Teach the motion: *"When we switch it up, we swipe our hand and say: **Switch it up!**"*

## Step-by-Step Instructions/Activity

### Warm-Up: Stretch the Word

Show a picture and say: *"Let's stretch the word like bubblegum!"*

Segment using body parts:

- Head → first sound
- Shoulders → middle sound
- Knees → last sound

Example: *"bed → /b/ /e/ /d/"*

Have students repeat with you for a few examples.

### HOMER App Practice

Launch *Let's Spell* in the HOMER app. Project it, if possible.

---

Tell students: *"Listen to each word and say every sound you hear."*

Pause as needed to segment together: *"What sounds do we hear?"*

### **Sound It Out & Switch It Up Game**

Set up three spaces labeled: **Sound 1, Sound 2, Sound 3** (using hula hoops or tape).

Say a CVC word (e.g., **sun**).

Students move through each space, saying one sound at a time (note: if you have a large class, you can pick a few students to do each word to pace it):

- Sound 1 → *"/s/"*
- Sound 2 → *"/u/"*
- Sound 3 → *"/n/"*

Then say the whole word together: *"sun!"*

### **Switch It Up Move**

Say: *"Now... SWITCH IT UP!"*

Students swipe their hand and say: *"Switch it up!"*

Give a prompt: *"Change /s/ to /f/."*

Students step through again:

- *"/f/ /u/ /n/ → fun!"*

Repeat with several examples:

- **bug** → **mug**
- **top** → **mop**
- **cat** → **cap**

---

## Wrap-Up

Say one final round: *"Sound it out: /f/ /a/ /n/... what's the word?"*

Then: *"Switch it up! Change /f/ to /m/."*

Ask: *"What's the new word?"*

Reinforce: *"When we break words into sounds and switch one sound, we can make new words!"*

Celebrate: *"You can sound it out and switch it up!"*

## Extension Ideas

### HOMER App Practice

Encourage continued practice with *Let's Spell* in the HOMER app, focusing on listening to sounds and building words.

### Add-a-Sound Challenge

Materials Needed: None

Say a base word: *"Say **at**."*

Then prompt: *"Add /c/ to the beginning. What word does that make?"* → **cat**

Try adding sounds to the beginning or end:

- **at** → **cat**
- **an** → **man**
- **it** → **sit**



# HOMER

BY BEGIN

## Act it out!

*Literature - Lesson Plan 1*

**Product:** HOMER

**Activity:** *The Three Little Pigs*

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

### Topic

Identifying Characters and Settings

### Objectives

Students will identify the main characters and settings in a story with teacher support.

### Education Standards

Code	Description
RL.K.1	With prompting and support, ask and answer questions about key details in a text.

---

## Materials Needed

- *The Three Little Pigs* in the HOMER app, projected, if possible
- Open space for movement (e.g., carpet area)
- Chart paper or whiteboard
- Tape
- Picture cut-outs of characters (three pigs, wolf) and setting (houses, forest)
- Notecards (optional for labeling)

## Lesson Overview / Hook

Say: *"Today, we are going to become the characters in a story!"*

Explain: *"Characters are the people or animals in a story. The setting is where the story happens."*

Tell students: *"We're going to read *The Three Little Pigs* and keep track of the characters and setting so we can act it out!"*

## Step-by-Step Instructions/Activity

### Read and Track the Story

Begin reading *The Three Little Pigs* aloud.

As you read, pause to identify and track key details on chart paper:

- When a character appears, say: *"Who is this?"*  
Add the **picture cut-out** (e.g., pig, wolf) to the chart under "Characters" and write the name.
- When the setting is mentioned, say: *"Where is the story happening?"*  
Add a **setting picture** (e.g., house, forest) under "Setting."

---

Keep the chart visible so students can refer to it.

### **Review Before Acting**

After reading, point to the chart and review: *“Let’s look at our characters—who is in the story?” “And where does the story happen?”*

### **Act It Out**

Explain: *“Now we are going to act out the story!”*

Do a quick whole-group practice:

- *“Show me how the wolf huffs and puffs!”*
- *“Show me how the pigs build their houses!”*

Assign roles using the picture cards (attach with tape if desired).

Reread or retell the story, inviting students to act when their character appears. Encourage them to reference the chart if needed.

## **Wrap-Up**

Point back to the chart and ask:

- *“Who were the characters in our story?”*
- *“What was the setting? Where did the story happen?”*

Ask a few students: *“What did your character do?”*

Reinforce: *“Characters are who is in the story, and the setting is where the story happens.”*

Celebrate: *“You did a great job acting out the story and keeping track of the characters!”*

## **Extension Ideas**

### **Act It Out Again**

---

Materials Needed: Picture cards

Switch roles and act out the story again so students can experience different characters.

### **Add Props and Build the Setting**

Materials Needed: Blocks and/or arts and crafts

Have students build the three houses (straw, sticks, bricks) and act out the story using the props.

### **Character & Setting Match**

Materials Needed: Picture cards

Students match characters to where they belong in the story (e.g., pig → house, wolf → outside/forest).



# HOMER

BY BEGIN

## First, Then, Last: Tell Your Story!

*Literature - Lesson Plan 2*

**Product:** HOMER

**Activity:** *What Comes Next* games

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 15-20 min

### Topic

Retelling Main Events

### Objectives

Students will retell important events in a story in order, using words like first, next, and last.

### Education Standards

Code	Description
RL.K.2	With prompting and support, retell familiar stories, including key details.

---

## Materials Needed

- *What Comes Next* games in the HOMER app, projected, if possible
- 'My Story' paper, 1 per student
- Crayons, colored pencils, or markers

## Lesson Overview / Hook

Say: *"Stories happen in a special order. We can tell what happens using the words first, then, last."*

Launch the HOMER app and play a *What Comes Next?* activity from the **Sequencing Games section in Games** (choose one or do a few; for this example, use the planting a seed and growing a flower sequence).

Tell students: *"Let's look at the pictures to help us figure out what happens."*

Ask: *"What happens **first**?"*

Pause and let students respond. *"Yes, first she plants the seed."*

Then ask: *"What happens **next**?"* *"Yes, next she waters the seed."*

Continue: *"**Then** what happens?"* *"Yes, then the plant starts to grow."*

Finally ask: *"What happens **last**?"* *"Yes, last the flower blooms."*

Repeat the full sequence, emphasizing the language: *"**First** she planted the seed, **next** she watered it, **then** it started to grow, and **last** the flower bloomed."*

Explain: *"When we tell things in order—first, next, then, last—our story makes sense."*

## Step-by-Step Instructions/Activity

### Model Using "My Story" Paper (Teacher Think-Aloud)

---

Show the “My Story” paper (or draw three boxes on chart paper labeled **First / Then / Last**).

Say: *“Now I’m going to make my own story.”*

Model a simple, familiar sequence (e.g., getting ready for school):

Point to the first box and draw while thinking aloud: **“First, I wake up.”** (draw a simple picture)

Point to the second box: **“Then, I eat breakfast.”** (draw)

Point to the last box: **“Last, I go to school.”** (draw)

Go back and retell: **“First I wake up, then I eat breakfast, last I go to school.”**

Explain: *“My pictures help me remember what happened in order.”*

### **Transition to Student Work**

Say: *“Now it’s your turn to make your own story!”*

Give directions clearly:

- *“You will go back to your tables/desks.”*
- *“You will get your ‘My Story’ paper and crayons.”*
- *“Draw what happens **first, then, and last.**”*

Remind: *“You can draw something you do every day or make up your own story.”*

### **Student Work Time**

As students work, circulate and prompt:

- *“What happens first?”*
- *“Then what happens?”*
- *“What happens last?”*

Support students who need help generating ideas or staying in sequence.

---

### Share and Dictate

Pull students one at a time or in small groups.

Have them point to each box and say their story: *"First..., then..., last..."*

Write or dictate their words to support retelling

### Wrap-Up

Have a few students share and use the "first," "then," "last," language as they tell their stories.

Reinforce: *"When we tell a story in order—first, then, last—it helps others understand."*

### Extension Ideas

#### HOMER App Practice

Encourage continued practice with *What Comes Next?* activities in the **Sequencing Games** section in **Games**.

#### Act It Out Your Story

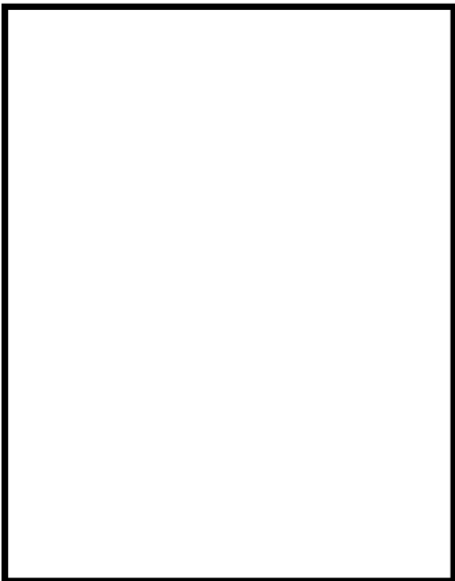
Materials Needed: Student drawings

Students act out their "first, then, last" stories with a partner.

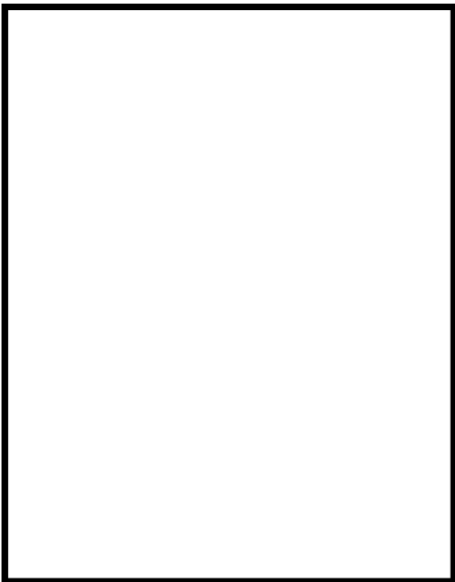


# My Story

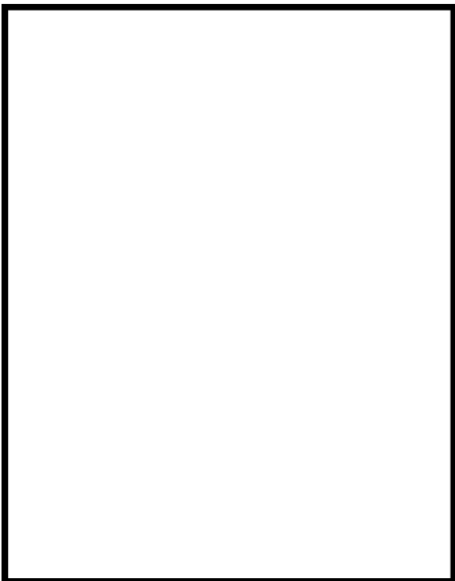
First



Then



Last



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# Story Detectives: Ask & Answer!

*Literature - Lesson Plan 3*

**Product:** HOMER

**Activity:** *Little Red Riding Hood*

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 15-20 min

## Topic

Asking and Answering Questions

## Objectives

Students will ask and answer questions about key details in a story.

## Education Standards

Code	Description
RL.K.1	With prompting and support, ask and answer questions about key details in a text.

---

## Materials Needed

- *The Three Little Pigs* in the HOMER app, projected, if possible
- A large bag
- Objects representing key story details, for example:
  - Red cloth (Little Red's cape)
  - Basket
  - Apple or food item
  - Flower
  - Small tree/branch
  - Bowl and spoon (Grandma)
  - Toy wolf or picture of a wolf
- Chart paper or whiteboard and writing utensil

## Lesson Overview / Hook

Say: *"Today, we are going to listen carefully to *The Little Red Riding Hood* and answer questions about what happens."*

Explain: *"Good readers ask and answer questions to understand the story."*

## Step-by-Step Instructions/Activity

### Read & Track Key Details

Before reading, draw a simple chart with three sections:

- **Characters (Who?)**
- **Setting (Where?)**
- **Key Details (What happens?)**

Say: *"As we read, we are going to listen for who is in the story, the characters, where it happens, the setting, and important things that happen, the key details."*

---

Read *Little Red Riding Hood* (HOMER).

Pause as you read to add to the chart:

- **Characters:** Little Red Riding Hood, Wolf, Grandma
- **Setting:** Forest, Grandma's house
- **Key Details:**
  - Little Red goes to Grandma's house
  - She meets the wolf
  - The wolf goes to Grandma's house first

Ask questions as you add:

- *"Who is this?"*
- *"Where are they?"*
- *"What is happening?"*]

### **Introduce the Bag (After Reading)**

Bring out the bag filled with items from the story.

Say (playfully): *"Now that we know the story... I have something to help us remember it!"*

Shake the bag: *"What do you think is inside?"*

Explain: *"These objects are clues from the story. When you pick one, you will answer a question about it."*

### **Object Pull & Questioning Routine**

Invite one student at a time to pull an object.

Use **specific, story-linked prompts**:

#### **Example 1: Red cloth**

- *"What is this?"*
- *"Who wore this in the story?"*

- 
- *"Where was she going?"*

### **Example 2: Basket**

- *"Who carried this?"*
- *"What was inside?"*
- *"Why was she bringing it?"*

### **Example 3: Flower**

- *"Where did she see flowers?"*
- *"What did she do when she saw them?"*

### **Example 4: Wolf**

- *"Who is this?"*
- *"What did the wolf say?"*
- *"What did he do next?"*

### **Example 5: Bowl & spoon**

- *"Whose house had this?"*
- *"Who was pretending to be Grandma?"*

After each response, **connect back to the chart**: *"Yes! That's a key detail. Let's add or point to it on our chart."*

## **Wrap-Up**

Review the chart point to the chart: *"Let's look at what we learned."*

Ask:

- *"Who were the characters?"*
- *"Where did the story happen?"*
- *"What are some important things that happened?"*

---

## Extension Ideas

### HOMER App Practice

Encourage continued practice with *What Comes Next?* activities in the **Sequencing Games section in Games** to support understanding of key story details and order.

### Act It Out with Questions

Have students act out *Little Red Riding Hood*, but pause and ask questions during the action:

- “Who is this?”
- “What is happening?”
- “What will happen next?”

### First, Then, Last Retell

Using the same objects, guide students to place them in order and retell:

- “First...”
- “Then...”
- “Last...”





# Illustrate & Tell: Duck on a Bike!

*Literature - Lesson Plan 4*

**Product:** HOMER

**Activity:** *Duck on a Bike* (Stories Section)

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Describing Major Events or Ideas

## Objectives

Students will describe major events or ideas in a familiar story with teacher prompting.

## Education Standards

Code	Description
RL.K.2	With prompting and support, retell familiar stories, including key details.

---

## Materials Needed

- *Duck on a Bike* in the HOMER app, projected, if possible
- My Favorite Part worksheet per student
- Chart paper or board
- Writing and drawing utensils per student

## Lesson Overview / Hook

Say: *"Today we are going to read a story and think about what happens. Then, you will draw your favorite part and tell me about it!"*

Explain: *"When we tell about a story, we use details to explain what happened."*

## Step-by-Step Instructions/Activity

### Read & Identify Key Events

Read *Duck on a Bike* in the HOMER app.

As you read, briefly pause to highlight key events:

- Duck decides to ride a bike
- Duck rides past the animals (cow, pig, sheep)
- The animals watch and react
- At the end, all the animals ride bikes

Keep language simple and repeat key ideas.

### Model Drawing & Retelling

On chart paper or white board, draw and label a simple picture of a favorite part:

Say: *"My favorite part is when Duck rides the bike past the cow."*

---

Draw while thinking aloud: *"I see Duck on the bike, and the cow watching."*

Model retelling with prompts:

- *"What characters are in my picture?"* → Duck and the cow
- *"What is happening?"* → Duck is riding the bike
- *"Where are they? What is the setting?"* → On the farm

Then restate: *"In my picture, Duck is riding a bike past the cow on the farm."*

### **Student Drawing & Retelling**

Give directions clearly: *"Now it's your turn. Go back to your tables/desks and draw your favorite part of the story."*

Remind: *"Think about what happened in the story. What characters were involved in your favorite part? What was happening? Where did it take place?"*

**While students draw, circulate and prompt individually:**

- *"What characters are in your picture?"*
- *"What is happening?"*
- *"Where are they? What's the setting?"*

Have each student **tell their story aloud**. Encourage students to label their picture. Write or dictate their words under the drawing, if needed.

### **Wrap-Up**

Invite a few students to share their drawings.

Ask: *"What happened in your picture?"*

Reinforce: *"When we draw and tell about what happened, we are retelling the story."*

---

## Extension Ideas

### HOMER App Practice

Revisit *Duck on a Bike* or use *What Comes Next?* sequencing games to reinforce story understanding.

### Swap the Picture, Tell the Story

Materials Needed: Student drawings

Students sit in a circle and swap their drawings. They describe this part of the story by providing the who (the characters), the what, and the where (the setting): "*In this part, Duck is...*"



Name: \_\_\_\_\_

# My Favorite Part



Who



What



Where





# Same, Different, Both!

*Literature - Lesson Plan 5*

**Product:** HOMER

**Activity:** *The Three Little Pigs* (HOMER Stories) & *The True Story of the Three Little Pigs* by Jon Scieszka

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 15-20 min

## Topic

Comparing Characters or Events

## Objectives

Students will identify similarities and differences between characters or events in two stories.

## Education Standards

Code	Description
RL.K.9	Compare and contrast characters, settings, and events in stories.

---

## Materials Needed

- *The Three Little Pigs* in the HOMER app, projected, if possible
- *The True Story of the Three Little Pigs* by Jon Scieszka
- Painters' Tape or Masking tape
- Post-It Notes
- Markers

## Lesson Overview / Hook

Say: *"We are going to read two versions of the same story—The Three Little Pigs!"*

Explain: *"One story is the original that we've read together before, and one story is told in a different way—from the wolf's point of view."*

Tell students: *"We are going to figure out what is the same, what is different, and how the story changes depending on who is telling it."*

## Step-by-Step Instructions/Activity

### Read Story 1: The Three Little Pigs (HOMER)

Read the story aloud.

Pause briefly to highlight key elements:

- Characters: pigs, wolf
- Events: building houses, wolf blowing them down

After reading, **do a quick oral recap:**

Ask:

- *"Who is telling this story?"*
- *"Who is in this story?"*

- 
- *“What happened?”*

Highlight:

- Wolf is the “bad guy”
- He blows houses down

Keep it fast—this is not the main focus yet.

**Break** [*Note: Depending on your class’s needs and your schedule, you may finish the second story later the same day or the following day. However, be sure to read the two stories as close together as possible so students can remember and compare key details.*]

### **Read Story 2: The True Story of the Three Little Pigs**

Say: *“Now we are going to hear the story from the wolf’s point of view.”*

During reading, pause and name POV:

- *“The wolf says he is sick”*
- *“The wolf says it was an accident”*

### **Introduce the Venn Diagram (After Both Stories)**

Create the diagram on the floor using tape.

Label with visuals:

- Left: *Pigs’ Story*
- Right: *Wolf’s Story*
- Middle: *Both*

Say: *“Now we will compare what is the same, what is different, and think about how the story changes based on who is telling it.”*

### **Model Comparison**

Hold a Post-it with a picture of the Wolf on it.

---

“The wolf is in both stories.” Place in the middle of the Venn Diagram.

Then hold up a second Post-it that says, “The wolf is mean.”

Ask: “*In which story is the wolf mean?*” Place on *The Three Little Pigs* side.

Then hold up another Post-it that says, “The wolf is sick.”

Ask: “*In which story is the wolf sick?*” Place on *The True Story of the Three Little Pigs* side.

Then point back to the middle and say: “*Even though the wolf is in both stories (point to ‘the wolf’ in the middle), he is described differently. In The Three Little Pigs, he is mean, and in The True Story of the Three Little Pigs, he says he is sick.*”

Explicitly connect to point of view: “That is because the wolf is telling his side of the story in *The True Story of the Three Little Pigs*.”

## Guided Practice

Invite students to help place Post-its.

Prompt:

- “Is this the same or different?”
- “Who is telling this part?”

## Examples of Post-It Notes

**BOTH:**

- The wolf
- The pigs
- Houses

**Pigs’ Story:**

- Wolf is bad
- Blows houses down

---

**Wolf's Story:**

- Wolf is sick
- Says it was an accident

## Wrap-Up

Point to diagram. Ask:

- *"What was the same?"*
- *"What was different?"*

Then ask: *"Why were some parts different?"*

Guide: *"Because the story was told by different characters."*

Reinforce: *"Point of view means who is telling the story, and that can change how the story sounds."*

## Extension Ideas

### Act It Out Both Ways

Act out a scene twice:

- Once as the pigs
- Once as the wolf

Ask: *"How did it change?"*

### Who Is Telling? Game

Teacher says a sentence: *"I was sick!"*

Students guess: *"Who is telling—pig or wolf?"*





# Picture Walk: What Do the Pictures Tell Us?

*Literature - Lesson Plan 6*

**Product:** HOMER

**Activity:** *Harry the Dirty Dog* (in Stories)

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Using Illustrations

## Objectives

Students will explain how illustrations help them understand details about characters, settings, or events.

## Education Standards

Code	Description
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

---

## Materials Needed

- *Harry the Dirty Dog* in the HOMER app, projected, if possible

## Lesson Overview / Hook

Say: *"Today, we are going to read pictures before we read words!"*

Explain: *"Illustrations are the pictures in a story. They help us understand what is happening."*

Tell students: *"We are going to look closely at the pictures to figure out the story."*

## Step-by-Step Instructions/Activity

### Introduce the Picture Walk

Open *Harry the Dirty Dog* in the HOMER app.

Say: *"We are not going to read the words yet—we are going to look at the pictures and think about what is happening."*

### Guided Picture Walk

Go page by page slowly. For each illustration, prompt students with consistent questions:

Focus on three things:

- *Who do you see?*
- *Where are they?*
- *What is happening?*

### Example Prompts from the Story

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**First (Harry is clean):**

- “Who is this?” → Harry
- “What does he look like?” → Clean, white with black spots
- “What is he doing?” → Playing at home

**Next (Harry gets dirty):**

- “What is happening now?” → Harry is digging, getting dirty
- “How does Harry look now?” → Covered in dirt
- “Where is he?” → Outside, in different places

**Last (Harry returns home):**

- “What is happening here?” → Family doesn’t recognize him
- “Why not?” → He is too dirty
- “What happens at the end?” → He gets clean again

**Build a Class Story (Oral Retell from Pictures)**

After the picture walk, say: *“Let’s use the pictures to tell the story together.”*

Guide students:

- “At the beginning, what happened?”
- “Then what happened?”
- “What happened at the end?”

Use sequencing language (first, next, then, last). Model connecting illustrations to the story: *“The pictures show us that Harry got dirty, even before we read the words.”*

**Reveal the Text (Optional, Time Permitting)**

Now read the story.

Pause and say: *“Did the words match what we thought from the pictures?”*

Reinforce: *“The illustrations helped us understand the story!”*

---

## Wrap-Up

Ask: *"How did the pictures help us understand the story?"*

Guide students to respond: *"They showed what was happening."*

Reinforce: *"Pictures help us understand who is in the story, where they are, and what is happening."*

## Extension Ideas

### Match the Picture to the Moment

Materials Needed: Printed or projected images from the story

Show 2–3 illustrations and ask: *"Which part of the story does this show?"*

### HOMER Creativity: Draw Your Own Story & Share

Materials Needed: HOMER Creativity section (drawing feature)

Have students use the drawing tool to create their own simple story using pictures and share it with a partner.

Give clear structure: *"Draw a story with a beginning, middle, and end using pictures."*

Encourage them to think about:

- *Who is in your story?*
- *Where does it happen?*
- *What is happening?*





# Bug Hunt: What Do We Know?

*Informational Text - Lesson Plan 1*

**Product:** HOMER

**Activity:** Rolling the dice to decide what question to answer about the story

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Asking and Answering Questions About Key Details

## Objectives

Students will, with prompting and support, identify the reasons an author gives to support points in a text.

## Education Standards

Code	Description
RI.K.1	With prompting and support, ask and answer questions about key

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	details in a text.
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## Materials Needed

- *All About Bugs* (HOMER app)
- Images of bugs from the story: ladybug, ants, bee, spider, butterfly
- Chart paper or whiteboard (K–W–L chart)

## Lesson Overview / Hook

Say: *“Today we are going on a bug hunt! Before we start, let’s think about what we already know and what we want to learn.”*

Introduce the chart:

- K = What we KNOW
- W = What we WANT to know
- L = What we LEARNED

## Step-by-Step Instructions/Activity

### Build Background (K + W Sections)

Show bug images one at a time (ladybug, ants, bee, spider, butterfly).

For each bug, ask:

#### **K (Know):**

*“What do you already know about this bug?”* Record simple ideas (draw or write)

#### **W (Want to Know):**

*“What do you want to learn about this bug?”* Prompt if needed:

- *“Where does it live?”*

- 
- “What does it eat?”
  - “How does it move?”

### **Read *All About Bugs***

Say: “Now let’s go on our bug hunt and see if we can find answers!”

Read *All About Bugs* in the HOMER app.

Pause at each bug to connect to the chart and record answers in the L (Learned) section of the app:

#### **Ladybug:**

- “What did we learn about ladybugs?” → Red (or other colors, even blue!), can fly, six legs

#### **Ants:**

- “What did we learn about ants?” → Live in groups, carry food, six legs

#### **Bee:**

- “What did we learn about bees?” → Eat nectar, make honey, buzz

#### **Spider:**

- “What did we learn about spiders?” → Spin webs, eight legs, not insects

### **Reinforce Asking & Answering**

Say: “We asked questions before we read, and then we found the answers in the text.”

## **Wrap-Up**

Ask: “What is one new thing you learned about bugs?”

Then ask: “What question did we answer today?”

---

Reinforce: *“Asking questions before and while we read helps us learn new information.”*

## Extension Ideas

### Read & Repeat (New Nonfiction Text)

Materials Needed: HOMER app

Choose another nonfiction text in the HOMER app. Repeat the same K–W–L routine.

### Partner Question Talk

Students ask a partner: *“What do you know about bugs?”*

### Bug Drawing & Share

Students draw a bug and say one fact they learned.





# Main Idea Web

*Informational Text - Lesson Plan 2*

**Product:** HOMER

**Activity:** Any Non-fiction Text on HOMER

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Identifying the Main Topic and Retelling Key Details

## Objectives

Students will, with prompting and support, identify the main topic of a nonfiction text and retell key details using words and pictures.

## Education Standards

Code	Description
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.

---

## Materials Needed

- A nonfiction text from the HOMER app (teacher choice based on theme)
- Whiteboard or chart paper
- Main Idea Web worksheet per student
- Crayons or colored pencils

## Lesson Overview / Hook

Say: *"Today we are going to read a nonfiction book."*

Explain: *"Nonfiction books teach us about something real."*

Tell students: *"As we read, we are going to figure out what the book is mostly about. That is called the **main topic**."*

## Step-by-Step Instructions/Activity

### Read the Informational Text

Read a nonfiction text from the HOMER app.

Pause briefly to highlight a few key ideas (do not over-teach here).

### Identify the Main Topic

After reading, ask: *"What was this book mostly about?"*

Give wait time.

If needed, guide: *"The whole book was about \_\_\_\_."*

Repeat clearly: *"The main topic is what the whole book is about."*

### Model the Main Idea Web (Teacher Think-Aloud)

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Draw a large version of the web on the board or chart paper.

Point to the center circle: *"This is for the **main topic**."*

Draw a simple picture and say: *"I am drawing \_\_\_ because that is what the whole book is about."*

### **Model Key Details**

Point to a smaller circle and say: *"Now I will draw something I learned."*

Draw a simple detail and say: *"This is something the book taught me."*

Add one more example.

Then explain: *"These are called **details**. They tell us more about the main topic."*

### **Student Work Time**

Give clear directions:

- *"Go back to your tables/desks."*
- *"Draw the main topic in the big circle."*
- *"Then draw 2–3 things you learned in the smaller circles."*

### **Teacher Prompts During Work**

- *"What is the book mostly about?"*
- *"What did you learn?"*
- *"Is that the main topic or a detail?"*

Support students in choosing **true details from the text**

### **Oral Retell**

Have students turn and talk with a partner explain their web:

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Prompt with sentence frames:

*"The book is about..."*

*"I learned..."*

Model full responses if needed.

## Wrap-Up

Ask: *"What was the book mostly about?"*

Then: *"What are some things we learned?"*

Reinforce: *"The main topic is what the whole book is about, and details tell us more about it."*

Celebrate: *"You are learning how to read nonfiction like experts!"*

## Extension Ideas

### Repeat with a New Text

Materials Needed: HOMER app

Read another nonfiction text and repeat the process:

- Identify the main topic
- Name key details

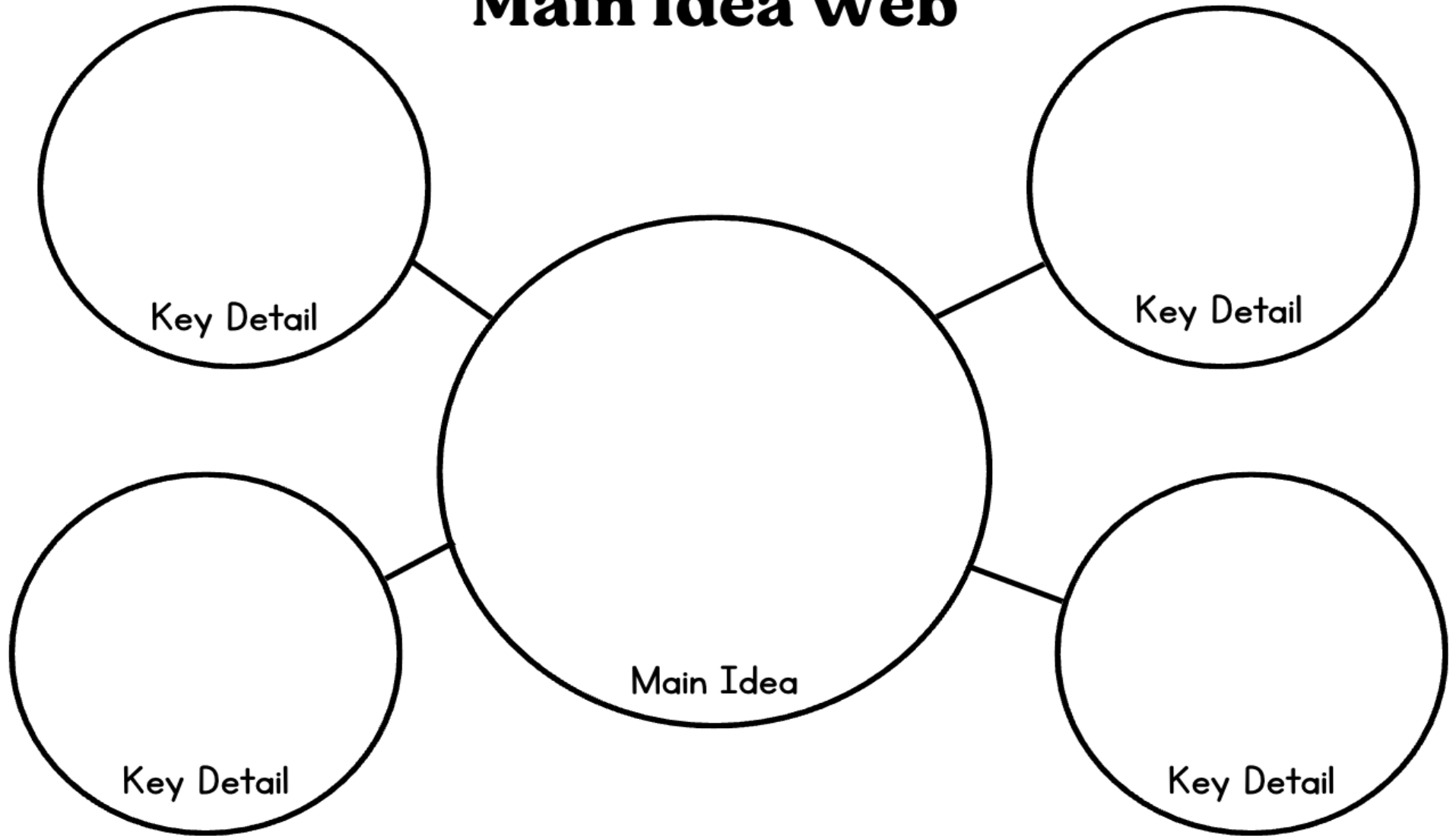
### Main Topic or Detail? Game

Say statements and have students respond: "Main topic or detail?"



Name: \_\_\_\_\_

# Main Idea Web





# Because of the Season!

*Informational Text - Lesson Plan 3*

**Product:** HOMER

**Activity:** Acting out and sequencing a bus ride

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Describing Connections Between Ideas or Events

## Objectives

Students will, with prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction text.

## Education Standards

Code	Description
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

---

## Materials Needed

- *The Changing Seasons* (in Stories) in the HOMER app, projected, if possible
- Chart paper or whiteboard and writing utensil

## Lesson Overview / Hook

Say: *"Today we are going to learn about the seasons—and how things are connected!"*

Teach the key language: "because," "so"

Model: *"It is winter, **so** it is cold," "It is hot **because** it is summer."*

## Step-by-Step Instructions/Activity

### Set Up the Chart (Before Reading)

Draw a large chart with three columns: Season, Weather, What We Do

Say: *"We are going to fill this chart as we read."*

Explain simply:

- "Season = time of year"
- "Weather = what it feels like outside"
- "What we do = activities"

### Read the Text

Say: *"As we read, listen for what the weather is like and what people do in each season."*

Read *The Changing Seasons* in the HOMER app.

### Model the Connection

---

Pause at each season.

Say:

- *"In the summer, we stay cool in the pool **because** the weather is hot."*
- *"In the winter, the weather is cold, **so** we play in the snow."*

Ask what else we do in each season, for example: *"What ELSE do we do in winter?"*

Guide students to share:

- Wear coats
- Drink hot chocolate
- Build snowmen

Then connect: *"It is cold, **so** we wear coats."*

Add it all to the chart.

### **Use the Chart to Reinforce Connections**

When you are all done reading, reinforce the key language by pointing to a row and reading it aloud:

*"Winter → cold → play in snow"*

Then say: *"Let's say it together using 'so'...It is cold in the winter **so** we play in the snow."*  
or *"Because it is cold during the winter, we can play in the snow."*

Repeat with all seasons.

### **Wrap-Up**

Point to the chart and ask: *"What did we learn?"*

Guide: *"The season changes the weather, and the weather helps us decide what we do."*

Say: *"That is a connection!"*

---

## Extension Ideas

### Act It Out

Point to an action on the chart and have students act it out. For example, point to “swimming.”

Ask: *“Why do we swim in the summer?”*

Guide students to respond using the connection language: *“Because it is hot!”*

### Fix the Silly Connection

Say something incorrect: *“It is winter, so we wear swimsuits.”*

Ask: *“Is that right?”*

Students correct: *“No! Because it is cold, we wear coats!”*





# Space Word Detectives

*Informational Text - Lesson Plan 4*

**Product:** HOMER

**Activity:** *My Terrific Spaceship* (in Stories)

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Understanding Unknown Words in Informational Text

## Objectives

Students will, with prompting and support, ask and answer questions about unknown words in a nonfiction text using context and illustrations.

## Education Standards

Code	Description
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.

---

## Materials Needed

- *My Terrific Spaceship* in HOMER App, projected, if possible
- Post-Its
- Markers
- Paper magnifying glasses for each student (or real ones if you have them)

## Lesson Overview / Hook

Say: *"Today we are going to space—and become word detectives!"*

Explain: *"Sometimes we hear new words when we read. Good readers stop and figure out what those words mean."*

Show magnifying glass: *"When we hear a tricky or new word, we will investigate it!"*

## Step-by-Step Instructions/Activity

### Introduce Detective Thinking

Teach students how to "investigate" when they hear a new word:

1. **"Look** at the picture"
2. **"Think** about what is happening"
3. "Take a guess"

Say: *"We use clues to figure out what words mean."*

### Read & Identify New Words

Read *My Terrific Spaceship* aloud.

Have students hold up magnifying glasses when they hear a new or interesting word.

### Pause at Key Words from the Story

---

Use words from the text (example targets):

- **Spaceship**
- **Orbit**
- **Spacesuit**
- **Spacewalk**
- **Satellite**
- **Mars**
- **Astronaut**
- **Runway**

### **Model Word Detective Thinking**

Example: **“Orbit”**

Say: *“That’s a new word—orbit.”*

Ask: *“What do we see in the picture?”*

Guide: *“The spaceship is going around Earth and he is floating in the spaceship.”*

Say: *“So orbit means going around something in space.”*

Write “orbit” on a Post-it with a quick on a line going around Earth.

### **Guided Practice**

Example: **“Spacesuit”**

Ask: *“What is he putting on?”*

Students: *“A suit!”*

Ask: *“Why does he need it?”*

Guide: *“He is going into space.”*

Say: *“So a spacesuit helps astronauts stay safe in space.”*

---

On a Post-it, write spacesuit and draw a simple astronaut suit.

### **Continue with New Words in Story**

Repeat this with other new words in the story.

Be sure to reinforce the new word routine with every new word: *"First we look at the picture, then we think about what is happening, and that helps us understand the word."*

Write the new word with a simple sketch on a Post-it for each new word.

### **Word Hunt**

After reading, place the Post-its with the drawings around the room. Divide students into pairs or small groups, depending on the number of words and the size of your class.

Say: *"Now it's time for a word hunt!"*

Students:

- Find a word
- Bring it back
- Say what they think it means

Prompt: *"How do you know?"*

## **Wrap-Up**

Hold up a few Post-its.

Ask: *"How did we figure out what the word means?"*

Guide: *"We looked at the picture, thought about what was happening and drew what we saw."*

Reinforce: *"Illustrations/pictures can help us understand new words."*

Celebrate: *"You are amazing space word detectives!"*

---

## Extension Ideas

### Act It Out the Word

Students act out new words from the book, for example:

- Orbit (spin)
- Spacewalk (slow motion walk)

### Class Power Words Collection

As you read nonfiction books together over time, create a class “Power Words” chart or wall.

When students hear a new or interesting word:

- Add it to the chart (with a quick drawing)
- Briefly discuss what it might mean using pictures and context

Revisit the chart regularly and say: *“These are words we are learning more about!”*





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# Get to Know a Truck: Label the Diagram

*Informational Text - Lesson Plan 5*

**Product:** HOMER

**Activity:** *Front End Loader* (in Songs)

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Describing How Images Support the Text

## Objectives

Students will, with prompting and support, describe how images (e.g., photographs, drawings, maps, diagrams) help clarify or expand on what is described in the informational text.

## Education Standards

Code	Description
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place,

	thing, or idea in the text an illustration depicts).
--	--

## Materials Needed

- *Front End Loader* song on the HOMER app, projected, if possible
- Printed image of a front end loader (one per student)
- Writing utensils per student

## Lesson Overview / Hook

Say: “Today we are going to learn about a big machine—a front end loader!”

Explain: “We will watch a video that teaches us what the parts are and what it does.”

Then introduce key vocabulary: “After that, we are going to make something called a **diagram**.”

Say clearly: “A **diagram** is a picture that shows parts and helps explain something.”

## Step-by-Step Instructions/Activity

### Watch & Notice (First Viewing)

Play the *Front End Loader* song/video.

Say: “Watch closely to see what the machine does.”

### Watch & Track Parts + Actions (Second Viewing)

Play again and pause to highlight key ideas:

#### 1. What it does (actions):

- Scoops

- Picks up

## 2. Parts of the machine:

- Bucket (also called a shovel)
- Boom (arms)
- Grapple hooks
- Tires or tracks

## Build a Class Chart

Create a simple chart (ideally with images of each part):

Part	What it Does
Bucket/Shovel	Scoops, picks up
Boom (arms)	Lifts
Grapple Hooks	Grabs
Tires/trucks	Moves

Say: *"The video shows us the parts, and the words tell us what they do."*

Explicit connection to objective: *"The picture helps us understand the words."*

## Model Labeling a Diagram

Show a front end loader image .

Model thinking: *"This is the bucket. I know that because I saw it scooping in the video."*

Draw a line and label.

Say: *"I am making a **diagram** by labeling the picture to show where the part is."*

## Student Work: Create Their Own Diagram

Give each student a front end loader picture.

---

Directions:

- “Now you are going to create your own diagram!”
- “First, find one part on your picture.”
- “Draw a line to it.”
- “Add a label.” (This could be just the first letter or teacher can support for emergent writers).

### Teacher Prompts During Work

- *“What part is that?”*
- *“What does it do?”*
- *“How do you know?”*
- *“What did the video show?”*

### Reinforce Image + Text Connection

Ask: *“What did your diagram show?”*

Guide: *“The picture shows the part, and the label tells us what it is.”*

## Wrap-Up

Have students share: *“This is the \_\_\_\_\_. It helps \_\_\_\_\_.”*

Reinforce: *“A diagram helps us understand parts and what they do.”*

Say: *“You made a diagram to use pictures and words to explain just like nonfiction authors!”*

## Extension Ideas

### Watch & Label Another Vehicle

Materials Needed: HOMER app

Watch another vehicle video in the HOMER app (e.g., dump truck, excavator).

---

Repeat the same routine:

- Identify parts
- Discuss what each part does
- Create a simple diagram with labels

### **Label Your Body Diagram**

Materials Needed: Sticky notes, markers

Have students work in pairs or small groups.

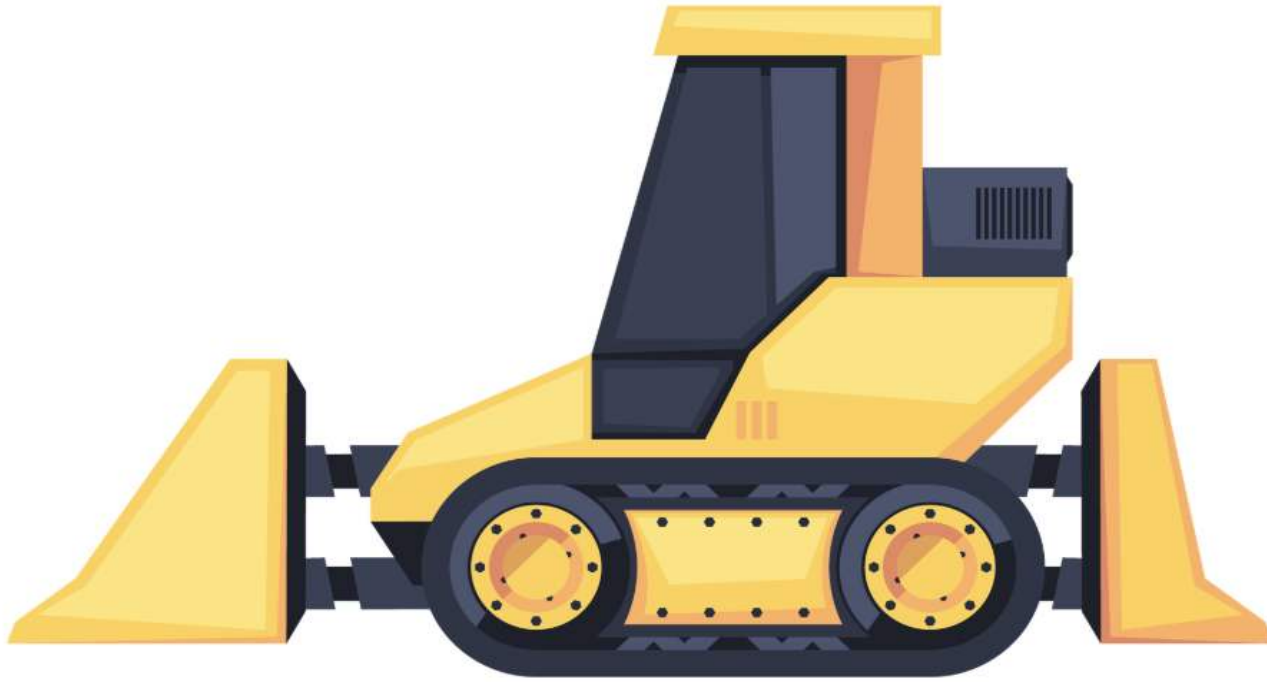
Directions:

- One student stands while the other places sticky notes to label body parts (arm, leg, head, hand, etc.)
- Students can draw or attempt to write labels

Prompt:

- *"What is this part?"*
- *"What does it help you do?"*





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# Same Bugs, Different Books!

*Informational Text - Lesson Plan 6*

**Product:** HOMER

**Activity:** *All About Bugs + Bugs, Bugs, Bugs (in Stories)*

**Age/Grade:** PreK || Kindergarten

**Estimated Time:** 10-15 min

## Topic

Comparing Informational Texts

## Objectives

Students will, with prompting and support, identify similarities and differences between two informational texts on the same topic by comparing their images and details.

## Education Standards

Code	Description
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,

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	descriptions, or procedures).
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## Materials Needed

- *All About Bugs* on HOMER, projected, if possible
- *Bugs, Bugs, Bugs* on HOMER, projected, if possible
- Chart paper
- Markers

## Lesson Overview / Hook

Say: *"Today we are going to be bug experts AND detectives."*

Hold up or reference both texts: *"We are going to learn about bugs from two different texts."*

Ask: *"Do you think they will teach us the exact same things, or different things?"* Take a few responses.

Then say: *"Good readers don't just learn—they compare. That means we look for what is the same and what is different."*

Set the purpose:

"As we watch and read, we are going to figure out:

- What is the same about these bug texts
- What is different"

## Step-by-Step Instructions/Activity

### Read/Watch First Text: All About Bugs

Read *All About Bugs*.

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Say: *"This book teaches us about bugs using **real pictures.**"*

Point out:

- Photographs
- Bugs like ladybugs, ants, bees, spiders

### **Watch Second Text: Bugs, Bugs, Bugs**

Watch the *Bugs, Bugs, Bugs* video.

Say: *"This one teaches us about bugs using illustrations (drawings) and movement in the video."*

Point out:

- Animated bugs
- Action (spiders spinning webs, bees flying)

### **Set Up Venn Diagram**

Draw a simple venn diagram with All About Bugs on one side and Bugs, Bugs, Bugs on the other.

Say: *"Let's work together to investigate what is the same and what is different with how these books teach us about bugs. Let's keep track using this venn diagram."* Point out how what is the same will go in the middle.

### **Model Comparison (Teacher Think-Aloud)**

Say: *"Both texts show ladybugs."* → Write/draw in SAME

Say:

- "But this one has real pictures..." (point to *All About Bugs*)
- "And this one has drawings..." (point to *Bugs, Bugs, Bugs*)

→ Add to different sides

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## Guided Practice

Prompt students:

### Same ideas:

- Both show bugs
- Both have ladybugs, butterflies, spiders
- Both give facts

### Different ideas (guide explicitly):

#### *All About Bugs*

- Real pictures (photographs)
- Shows bugs still (static)

#### *Bugs, Bugs, Bugs*

- Drawings/illustrations
- Shows movement (video)

## Reinforce Image Differences

Ask: *“What do you notice about the pictures?”*

Guide:

- *“These are real photos”*
- *“These are drawings”*

Say: *“Both help us learn—but they look different.”*

## Push for Details

Ask:

- *“What did we learn about ladybugs?”* → Different colors
- *“What did we learn about spiders?”* → Spin webs
- *“What did we learn about bees?”* → Make honey

- 
- “What did we learn about ants?” → Live together, worker ants

Say: “Both texts teach us facts, but sometimes they tell us different facts.”

## Wrap-Up

Point to chart and say: “These texts are about the same topic—bugs—but they are also different.”

Ask: “What was the same?” “What was different?”

Reinforce: “Different texts can teach us about the same thing in different ways.”

## Extension Ideas

### Same or Different Game

Give examples of things that are the same or different and have students give a thumbs up if it’s the same and a thumbs down if it’s different.

### Compare Another Text

Watch/read another pair of nonfiction texts and repeat the comparison routine



# HOMER Reading Curriculum

*Assessment #1, Week 5*

## **Format:**

- 1:1 or small group
- Use real books (storybook + nonfiction), plus optional visuals
- Record observations per student using attached scoring sheet

## **PART 1: Concepts of Print**

**Standards:** RF.K.1, RF.K.1.A

### **Activity 1A: Text Types & Purpose**

**Materials:** Storybook, magazine, newspaper (or printout), tablet with e-book (optional)

#### **Teacher Prompt:**

“Let’s look at these different kinds of books and texts.”

#### **Questions:**

1. “Which one would you use if you want to read a story?”
2. “Which one might tell you real information and news?”

#### **What to Look For:**

- Recognizes different formats (book, magazine, etc.)
- Understands different purposes (story vs. information)

#### **Alignment:**

- Recognizes forms and purposes → **RF.K.1**

### **Activity 1B: Directionality & Book Handling**

#### **Teacher Prompt (using a book):**

“We’re going to talk about ways to read a book and I need your help answering some questions.”

**Tasks:**

1. "If I wanted to read this book to the class, point to the word I would start with?"
2. "Which way do I go?" (observe finger tracking)
3. "What do I do when I finish this page?"

**What to Look For:**

- Points left to right
- Moves top to bottom
- Turns pages one at a time in order

**Alignment:**

- Directionality and book handling → **RF.K.1.A**

## **PART 2: Phonological Awareness**

**Standards:** RF.K.2.B (syllables), RF.K.2.A (rhyming)

### **Activity 2A: Syllable Counting**

**Teacher Prompt:**

"Let's see how many syllables there are in these words I have here!"

**Words (progressing difficulty):**

- cat
- apple
- banana
- elephant

**Task:**

"Clap the parts in the word 'banana.' How many parts did you hear?"

**What to Look For:**

- Claps or taps syllables accurately
- Counts number of syllables

**Alignment:**

- Syllable recognition/counting → **RF.K.2.B**

## **Activity 2B: Rhyming Words**

### **Teacher Prompt:**

“I’m going to say a word. Can you tell me a word that rhymes with it?”

### **Words:**

- cat → (hat, bat)
- dog → (log, fog)
- sun → (fun, run)

### **Optional Recognition Task:**

“Which word rhymes with ‘cat’: dog or hat?”

### **What to Look For:**

- Produces and recognizes rhyming words

### **Alignment:**

- Rhyming production/recognition → **RF.K.2.A**

## **PART 3: Literature**

*\*Complete 3A & 3B together to use the same text.*

**Standards:** RL.K.1, RL.K.2

### **Activity 3A: Characters & Setting**

**After reading a short story aloud or using a familiar story (e.g., *The Three Little Pigs*)**

### **Teacher Questions:**

1. “Who are the characters?”
2. “What is the setting, where did the story take place?”

### **What to Look For:**

- Identifies main character(s)
- Identifies setting (with support)

**Alignment:**

- Identify characters and setting → **RL.K.1**

**Activity 3B: Retelling Events**

**Teacher Prompt:**

“Can you tell me what happened in the story?”

**Support with prompts if needed:**

- “What happened first?”
- “What happened next?”
- “What happened last?”

**What to Look For:**

- Uses sequence words (first, next, last)
- Retells key events in order (approximate is OK)

**Alignment:**

- Retelling events in sequence → **RL.K.2**

**PART 4: Informational Text**

*\*Complete 4A & 4B together to use the same text.*

**Standards:** RI.K.1, RI.K.2

**Activity 4A: Author’s Reasons**

**After reading a short nonfiction text aloud or using a familiar text (e.g., *All About Bugs*)**

**Teacher Prompt:**

“What is something the author taught us in [book title]?”

**Follow-up:**

“What did the author tell us to help us understand that?”

**What to Look For:**

- Identifies a reason or supporting idea (with prompting)

- May paraphrase or point to picture/text

**Alignment:**

- Identifying author's reasons → **RI.K.1**

**Activity 4B: Main Topic & Key Details**

**Teacher Prompt:**

"What is this book mostly about?"

**Follow-up:**

"Tell me one or two things you learned."

**Optional Support:**

"Can you show me a picture that helps you remember?"

**What to Look For:**

- Identifies main topic
- Retells key details using words and/or pictures

**Alignment:**

- Main topic + key details → **RI.K.2**

# HOMER Reading Curriculum – Scoring Sheet

Assessment #1, Week 5

Student Name:

| Date:

Assessor:

Domain	Skill Area	Emerging (1)	Developing (2)	Proficient (3)	Total	Notes
<b>Concepts of Print</b>	Text Types & Purpose (RF.K.1)	Cannot identify text types or purpose	Identifies with support	Independently identifies text types and purpose		
	Directionality & Book Handling (RF.K.1.A)	Cannot demonstrate directionality or book handling	Demonstrates with support	Independently tracks print and handles book correctly		
<b>Phonological Awareness</b>	Syllable Counting (RF.K.2.B)	Cannot count syllables	Some accuracy	Accurately counts syllables across words		
	Rhyming Words (RF.K.2.A)	Cannot recognize or produce rhymes	Recognizes or produces with support	Consistently recognizes and produces rhymes		
<b>Literature</b>	Characters & Setting (RL.K.1)	Cannot identify characters or setting	Identifies with support	Independently identifies characters and setting		
	Retelling Events (RL.K.2)	Cannot retell events	Retells with prompting	Clearly retells events in sequence		
<b>Informational Text</b>	Author's Reasons (RI.K.1)	Cannot identify reason or idea	Identifies with prompting	Independently identifies reason or idea		
	Main Topic & Key Details (RI.K.2)	Cannot identify main topic or details	Identifies with prompting	Independently identifies main topic and key details		

# Domain Summary Independently identifies topic and key details

Domain	Score (Average or Total)	Notes
Concepts of Print		
Phonological Awareness		
Literature		
Informational Text		

## Teacher Notes

Strengths:

Areas for Growth:

Next Steps:

# HOMER Reading Curriculum

*Assessment #2, Week 10*

## **Format:**

- 1:1 or small group
- Use real books (storybook + nonfiction), plus optional visuals
- Record observations per student using attached scoring sheet.

## **PART 1: Concepts of Print**

**Standards:** RF.K.1.B, RF.K.1.C

### **Activity 1A: Letters, Words, and Meaning**

**Show a single page of a familiar storybook or app story text.**

#### **Teacher Prompt:**

- “These words tell the story. Let’s look closely at how they are made.”

#### **Tasks:**

- “Can you point to one word?”
- “Can you point to one letter?”
- “Can you find an uppercase letter?”
- “Can you find a lowercase letter?”
- “What do these letters make?”

#### **What to Look For:**

- Understands that words are made of letters
- Distinguishes between letters and whole words
- Identifies uppercase and lowercase letters in text

#### **Alignment:**

- Understands words are represented by sequences of letters → RF.K.1.B

## Activity 1B: Spaces and Word Boundaries

### Teacher Prompt:

“When we read, each word has its own space.”

### Tasks:

- “Can you point to one word?”
- “Now point to the next word.”
- “Show me the space between those two words.”
- “How do you know where one word ends and the next word begins?”

### What to Look For:

- Recognizes that words are separated by spaces
- Uses spaces to distinguish one word from another
- Tracks word-by-word (not letter-by-letter or randomly)

### Alignment:

- Recognizes that words are separated by spaces in print → RF.K.1.C

## PART 2: Phonological Awareness

Standards: RF.K.2.C, RF.K.2.D

### Activity 2A: Isolating Beginning Sounds

### Teacher Prompt:

“I’m going to say a word. Tell me the beginning sound you hear.”

### Tasks:

- “cat → /c/”
- “sun → /s/”
- “dog → /d/ ”

### What to Look For:

- Identifies initial phoneme (not letter name)
- Responds with one sound, not the whole word

**Alignment:**

- Isolates initial sounds in spoken words → **RF.K.2.D**

**Activity 2B: Onset & Rime Blending****Teacher Prompt:**

“Let’s build words using their parts!”

**Tasks:**

- “Listen to these sounds: /h/ ... /at/. Put them together. What word do you hear?”
- “Now listen to these sounds: /f/ ... /an/. Put them together. What word do you hear?”

**What to Look For:**

- Blends onset (initial sound) + rime (word ending)
- Produces a real word

**Alignment:**

- Blends onset-rime to make words → **RF.K.2.C**

**PART 3: Literature**

*\*Complete 3A & 3B together to use the same text.*

Standards: RL.K.1, RL.K.2

**Activity 3A: Asking & Answering Questions About Key Details**

**After reading a short story aloud or using a familiar story (e.g., *The Three Little Pigs*)**

**Teacher Prompt:**

“I’m going to ask you some questions about the story we just read.”

**Tasks:**

- “Who is in the story?”
- “What happened in the story?”
- “Where did the story happen?”
- “What questions do you have about the story?”

**What to Look For:**

- Answers questions about key details (characters, events, setting)
- May ask simple questions with prompting

**Alignment:**

- Asks and answers questions about key details in a story → RL.K.1

**Activity 3B: Describing Major Events in a Story****Teacher Prompt:**

“Now let’s talk about what happened in the story.”

**Tasks:**

“Tell me about the important things that happened in the story.”

**Support with prompts if needed:**

- “What happened at the beginning?”
- “What happened after that?”

**What to Look For:**

- Describes major events (not every detail)

**Alignment:**

- Describes major events in a story with prompting → RL.K.2

**PART 4: Informational Text**

*\*Complete 4A & 4B together to use the same text.*

Standards: RI.K.3, RI.K.4

**Activity 4A: Connections Between Ideas**

**After reading a short nonfiction text aloud or using a familiar text (e.g., animals, weather, plants, community helpers).**

**Teacher Prompt:**

“We’re going to think about how things in this book go together.”

**Tasks (examples):**

- “What does \_\_\_ need?”
- “What happens when \_\_\_?”
- “How do these go together?”

**Optional Support:**

- “Tell me how one thing helps another.”
- “What happens because of that?”

**What to Look For:**

- Describes simple relationships (needs, actions, or cause/effect)

**Alignment:**

Describes the connection between ideas or events in a nonfiction text → RI.K.3

**Activity 4B: Vocabulary and Unknown Words**

Select 1–2 target words from a nonfiction text (e.g., *habitat*, *shelter*, *storm*) and ensure there is a clear supporting illustration.

**Teacher Prompt:**

“I’m going to say a word from the book. “This word is ‘\_\_\_.’ Let’s think about what it means.”

**Tasks:**

- “Let’s look at the picture. What do you see?”
- “How does the picture help you understand the word?”
- “Can you point to the part of the picture that shows \_\_\_?”

**What to Look For:**

- Responds to questions about a specific unfamiliar word
- Uses the picture to make a connection (e.g., naming, describing, or showing)

**Alignment:**

- Asks and answers questions about unknown words using context and illustrations  
→ RI.K.

# HOMER Reading Curriculum – Scoring Sheet

Assessment #2, Week 10

Student Name:

| Date:

Assessor:

Domain	Skill Area	Emerging (1)	Developing (2)	Proficient (3)	Total	Notes
<b>Concepts of Print</b>	Letters, Words, and Meaning (RF.K.1.B)	Cannot identify letters vs. words	Identifies with support	Independently identifies and understands letters form words		
	Spaces Between Words (RF.K.1.C)	Cannot identify spaces	Identifies with support	Independently identifies and uses spaces to track words		
<b>Phonological Awareness</b>	Beginning Sounds (RF.K.2.D)	Cannot isolate beginning sound	Some accuracy	Accurately isolates beginning sounds		
	Onset-Rime Blending (RF.K.2.C)	Cannot combine parts	Some accuracy	Consistent blending		
<b>Literature</b>	Key Details (RL.K.1)	Limited or unrelated responses	Partial answers with prompting	Answers questions about key details clearly		
	Major Events (RL.K.2)	Cannot describe events	Describes with prompting	Clearly and accurately describes major events		
<b>Informational Text</b>	Connections Between Ideas (RI.K.3)	Cannot identify connection	Identifies with prompting	Independently describes connections		
	Vocabulary & Pictures (RI.K.4)	Cannot use picture	Uses picture with help	Independently uses picture to explain meaning		

# Domain Summary

Domain	Score (Average or Total)	Notes
Concepts of Print		
Phonological Awareness		
Literature		
Informational Text		

## Teacher Notes

Strengths:

Areas for Growth:

Next Steps:

# HOMER Reading Curriculum

*Assessment #3, Week 16*

## **Format:**

- 1:1 or small group
- Use real books (storybook + nonfiction), plus optional visuals
- Record observations per student using attached scoring sheet.

## **PART 1: Concepts of Print**

**Standards:** RF.K.1, RF.K.1.D

### **Activity 1A: Letters, Words, and Letter Types**

**Show a page of story text with clear uppercase and lowercase letters.**

#### **Teacher Prompt:**

“Let’s look closely at the words on this page.”

#### **Tasks:**

- “Can you point to one letter?”
- “Can you point to one word?”
- “Can you find an uppercase letter?”
  - When do we use an uppercase letter?”
- “Can you find a lowercase letter?”

#### **What to Look For:**

- Distinguishes between letters and whole words
- Identifies uppercase and lowercase letters

#### **Alignment:**

- Distinguishes letters and words; recognizes uppercase and lowercase letters →  
**RF.K.1.D**

## Activity 1B: Punctuation and Its Purpose

Show a text with different types of punctuation in it (i.e., period, exclamation point, question mark)

### Teacher Prompt:

"These marks help us know how to read the sentence."

### Tasks:

- "Can you point to the period?"
  - "What do we do when we see a period?"
- "Can you point to the question mark?"
  - "What do we do when we see a question mark?"
- "Can you point to the exclamation point?"
  - "What do we do when we see an exclamation point?"

### What to Look For:

- Recognizes period, question mark, and exclamation point
- Explains how punctuation affects reading (e.g., stop, ask a question)

### Alignment:

- Recognizes and explains punctuation → **RF.K.1**

## PART 2: Phonological Awareness

Standards: RF.K.2.E

### Activity 2A: Blending Sounds

### Teacher Prompt:

"I'm going to say some sounds. Put them together to make a word."

### Tasks:

- "/c/ - /a/ - /t/ → what word?"
- "/d/ - /o/ - /g/ → what word?"

### What to Look For:

- Able to blend individual phonemes into a whole word

**Alignment:**

- Orally blends phonemes → **RF.K.2.E**

**Activity 2B: Segmenting Sounds**

**Teacher Prompt:**

"I'm going to say a word. Tell me all the sounds you hear."

**Tasks:**

- "hat → /h/ /a/ /t/"
- "sun → /s/ /u/ /n/"

**What to Look For:**

- Segments simple CVC words into individual sounds

**Alignment:**

- Segments phonemes in spoken words → **RF.K.2.E**

## **PART 3: Literature**

Standards: RL.K.3, RL.K.7

*\*Complete 3A & 3B together to use the same text.*

**Activity 3A: Comparing Characters or Events**

**After reading two similar short stories aloud or two parts of a story.**

**Teacher Prompt:**

"Let's think about how these are the same and different."

**Questions:**

- "How are the characters the same?"
- "How are they different?"
- "What happened in both stories?"

**What to Look For:**

- Identifies similarities and differences between characters or events

**Alignment:**

- Compares characters or events → **RL.K.3**

**Activity 3B: Using Illustrations to Understand**

**Show an illustration in a story.**

**Teacher Prompt:**

“Let’s look at the picture.”

**Tasks:**

- “What do you see?”
- “What does this tell us about the character or setting?”
- “How does the picture help you understand the story?”

**What to Look For:**

- Uses illustrations to explain story details

**Alignment:**

- Explains how illustrations support understanding → **RL.K.7**

**PART 4: Informational Text**

*\*Complete 4A & 4B together to use the same text.*

Standards: RI.K.7, RI.K.9

**Activity 4A: Using Images to Understand Information**

**Show a picture from a nonfiction text.**

**Teacher Prompt:**

“Let’s look at the picture in this book.”

**Tasks:**

- “What do you see?”
- “What does this picture show us?”
- “How does the picture help you understand [topic of book]?”

**What to Look For:**

- Describes how images clarify or expand understanding.

**Alignment:**

Uses images to understand informational text → RI.K.7

**Activity 4B: Comparing Informational Texts**

**After reading two similar non-fiction texts or passages with images.**

**Teacher Prompt:**

“Let’s think about how these two are the same and different.”

**Tasks:**

- “What is the same?”
- “What is different?”
- “How are the pictures the same or different?”

**What to Look For:**

- Identifies similarities and differences using images and details

**Alignment:**

- Compares informational texts using images and details → **RI.K.9**

# HOMER Reading Curriculum – Scoring Sheet

Assessment #3, Week 16

Student Name:

| Date:

Assessor:

Domain	Skill Area	Emerging (1)	Developing (2)	Proficient (3)	Total	Notes
<b>Concepts of Print</b>	Letters, Words, & Letter Types (RF.K.1.D)	Cannot distinguish letters and words and letter types	Identifies with support	Independently distinguishes letters/words and identifies uppercase/lowercase letters		
	Punctuation & Purpose (RF.K.1)	Cannot recognize punctuation or explain meaning	Recognizes with support	Independently identifies punctuation and explains how it affects reading		
<b>Phonological Awareness</b>	Blending Sounds (RF.K.2.E)	Cannot blend sounds	Some accuracy	Accurately blends phonemes into words		
	Segmenting Sounds (RF.K.2.E)	Cannot segment sounds	Some accuracy	Accurately segments CVC words into sounds		
<b>Literature</b>	Comparing Characters/ Events (RL.K.3)	Cannot identify similarities or differences	Identifies with prompting	Independently identifies similarities and differences		
	Using Illustrations (RL.K.7)	Cannot use illustration to explain	Uses illustration with support	Independently explains how illustration supports understanding		
<b>Informational Text</b>	Using Images (RI.K.7)	Cannot use image to understand text	Uses image with prompting	Independently explains how image supports understanding		
	Comparing Texts (RI.K.9)	Cannot compare texts	Compares with support	Independently compares texts using images and details		

# Domain Summary

Domain	Score (Average or Total)	Notes
Concepts of Print		
Phonological Awareness		
Literature		
Informational Text		

## Teacher Notes

Strengths:

Areas for Growth:

Next Steps: