

Category	Instruction Delivery	Instructional Steps
<p>Texas Essential Skills and Knowledge</p>	<p>(Kindergarten) (2) Foundational language skills. The student develops word structure knowledge through phonological awareness, print concepts, and phonics. The student is expected to:</p> <p>(D) demonstrate print awareness by identifying the front cover, back cover, and title page of a book; holding a book right side up; turning pages correctly; and following print left to right and top to bottom.</p>	<p>(Engage) I Do: 5 minutes Teacher holds book upside down. Asks:“Is this how we read a book?” Students laugh and respond. Teacher models correct orientation.</p> <p>(Explore)We Do:15 minutes Using a big book: Students identify:</p> <ul style="list-style-type: none"> • front cover • back cover • title page <p>The teacher guides tracking print with a finger.</p>
<p>Performance Measure & Assessment</p>	<p>Students will demonstrate print awareness using a big book by:</p> <ul style="list-style-type: none"> • identifying front cover • identifying back cover • locating title page • holding book correctly • tracking print left-to-right <p>Teacher will assess using observation checklist.</p>	<p>(Explain):10 minutes Teacher demonstrates:</p> <ul style="list-style-type: none"> • turning pages correctly • tracking print <p>Students mimic.</p> <p>(Elaborate)You Do: 10 minutes Students practice with classroom books. Teacher circulates, providing guidance as needed.</p>
<p>Learning Objectives</p>	<p>The student is expected to demonstrate print awareness by correctly identifying parts of a book and tracking print using a big book during guided reading.</p>	<p>(Evaluate):5 minutes Students demonstrate for teacher individually.</p>
<p>Objective Statement</p>	<p>“Today we will learn how books work! We will learn the parts of a book and how to read print the correct way. You will show what you learned by</p>	<p>Observation checklist:</p> <ul style="list-style-type: none"> ✓ identifies book parts ✓ holds book correctly ✓ tracks print correctly

	demonstrating how to hold and read a book properly.”	
Purpose of Learning	“We are learning this because knowing how books work helps us become readers. When we understand how print moves, we can read stories on our own.”	
Explicit Connection to Earlier Learning	“You already know that books tell stories. Today you will learn how to use books the way readers do.”	
Supports Available	Large visuals Gestures Simple language hand-over-hand assistance picture vocabulary slant board or digital book	