



HANDS-ON LITERACY

SAMPLE LESSON

GRADES K-2

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RAINDROPS

All the water on Earth is always traveling in a never-ending journey called the **water cycle**. It all starts when the bright sun shines and warms up the liquid water on Earth's surface. The heat from the sun causes the water to **evaporate**. It turns into a gas called **water vapor** and rises to the sky.

The water vapor makes **clouds**. When the water vapor in the clouds gets too heavy, it falls back to the ground as **precipitation**. Precipitation can be rain, snow, sleet, or hail.

When raindrops fall to the ground, they help plants grow and give animals water to drink. Then, the sun shines and takes the water back to the clouds to make the journey all over again!

Rain is measured in inches using a **rain gauge**. The rain gauge is left outside when it rains and collects raindrops. After the storm or shower ends, the depth of the water in the gauge is measured.



Materials

- Cup
- Vegetable Oil
- Shaving Cream
- Blue Water
- Pipette



Cover your work surface. Do not put materials in your eyes, ears, mouth, or nose. If shaving cream gets in your eyes, flush immediately with water. Adult supervision is recommended.



STEP 1

Pour all of the oil into your cup.



STEP 2

Add shaving cream to the top of the oil to make a fluffy cloud.



STEP 3

Take the lid off the bottle of blue water. Squeeze the bulb (round end) of the pipette and place the pointed end of the pipette in the blue water. Then release the bulb to fill the pipette with blue water.



STEP 4

Hold the pipette over the shaving cream cloud and drip blue water onto the cloud one drop at a time. Count the drops.



STEP 5

Keep dripping until the blue water falls through the cloud and into the oil below. How many drops did it take to make the rain fall?
Note: If your shaving cream cloud is extra thick, you may want to use your pipette to poke a hole in the cloud to speed things along.



Draw what you like to do when it rains outside.



Name: _____

DECODABLE PASSAGE

Read the story and make an illustration to match.

In a vast land, there was Mitch the ant.

Mitch had no fun and just sat on a patch of grass.

Then the ant jazz band came by.

Mitch said, "Can I be in the jazz band?"

With a small gasp, the band said, "Yes! You can have the brass!"

Mitch had a blast with the brass.

Decodable Cards

Phonetic Skill 2: Vowel a

past cast mast vast

grasp grass grab gram

grant grunt fast fist

camp fact draft ranch

stitch fetch sock quack

Name: _____

FLUENCY PYRAMID

We

We camp

We camp at

We camp at a

We camp at a vast

We camp at a vast ranch.

Name: _____

DECODABLE SENTENCES

1. The raff was stuck on a branch.

2. Do not crack the glass on the lamp.

3. Ask the band for a jazz song.

4. Grasp his hand.

5. Cass had a mask on.

Word Cards

Teachers: Cut the cards out. Consider laminating for repeated use.

and

grass

jazz

stamp

land

class

past

raft

chant

task

Name: _____

ROLL AND READ

camp branch grant vast



brass fact grasp plant



land ramp slant chant



craft ask grand mask



pass sand clamp task



ranch staff hand act

HANDS-ON LITERACY

**TEACHER
SAMPLE LESSON**

GRADES K-2

Phonetic Skill 2: Vowel a

Direct Skill Instruction (5 min): Have your students write and mark with you during instruction.

☰ We will learn about Phonetic Skill 2. When words have two consonants after the vowel, we call these Guardian Consonants. The Guardian Consonants protect the vowel and tell us the vowel will spell its short sound

• Refer to the 5 Phonetic Skills Poster on Page T95.

Let's prove a Phonetic Skill 2 word with the short vowel *a*.

First, tell me the sounds in *lamp*. (/l/ /ă/ /m/ /p/)

Write the word *l-a-m-p*. (**lamp**)

Mark the vowel with an x. (**x under a**)

Then we come around the word. We see two consonants after the vowel. These are Guardian Consonants. We mark each Guardian Consonant with a Guardian Star.

Mark the letter *p* with a Guardian Star. (**Guardian Star over p**)

Mark the letter *m* with a Guardian Star. (**Guardian Star over m**)

Since this word has two Guardian Consonants, we prove the vowel with a short vowel mark.

Mark the vowel with a short vowel mark. (**breve over a**)

Read the word twice. (**lamp, lamp**)

You've got it! The word is *lamp*.

Miguel turned on the *lamp* to work on his puzzle.

☑ **Check for Understanding**

What does Phonetic Skill 2 tell us?
(When a vowel is followed by two Guardian Consonants, the vowel sound is short.)

lamp
l _x amp
l _x amp*
l _x amp**
l _x ămp**



Phonetic Skill 2: Vowel a

Dictation Word Bank (5 min): Dictation is a process where the teacher says a word and the students write to spell the word. Teachers can provide corrective feedback while students are working. Have the students mark a small x under each vowel to draw their attention to the vowel as a scaffold for the skill they're learning. Choose 3 or more words to dictate to your students for practice spelling with this skill.

ănd blăst cămp stămp grăss
hănd jăzz lăst brănch plănt

Transfer (8 min): This section is critical for your students to transfer skill learning from isolation to context. Repeated readings are beneficial and encouraged. While the goal is for your students to reach the paragraph level of transfer, some students may need support at the word or sentence level first. Choose the option(s) most appropriate for your students.

Materials

Decodable Cards
Teachers: Cut the cards in half. Consider laminating for repeated use.

Phonetic Skill 2: Vowel a			
past	cast	mast	vast
grasp	grass	grab	gram
grant	grunt	fast	fist
camp	fact	draft	ranch
stitch	fetch	sock	quack

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Decodable Cards

Name: _____

DECODABLE SENTENCES

- The raft was stuck on a branch.
- Do not crack the glass on the lamp.
- Ask the band for a jazz song.
- Grasp his hand.
- Cass had a mask on.

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Decodable Sentences

Name: _____

DECODABLE PASSAGE

Read the story and make an illustration to match.

In a vast land, there was Mitch the ant.
Mitch had no fun and just sat on a patch of grass.
Then the ant jazz band came by.
Mitch said, "Can I be in the jazz band?"
With a small gasp, the band said, "Yes! You can have the brass!"
Mitch had a blast with the brass.

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Decodable Passage

Decoding Transfer

- **Modeled Echo Read:** The teacher reads, and then students repeat, like an echo.
- **Choral Read:** Students read with the teacher.
- **Partner Read:** Students read with a partner.
- **Independent Read:** Students read by themselves.

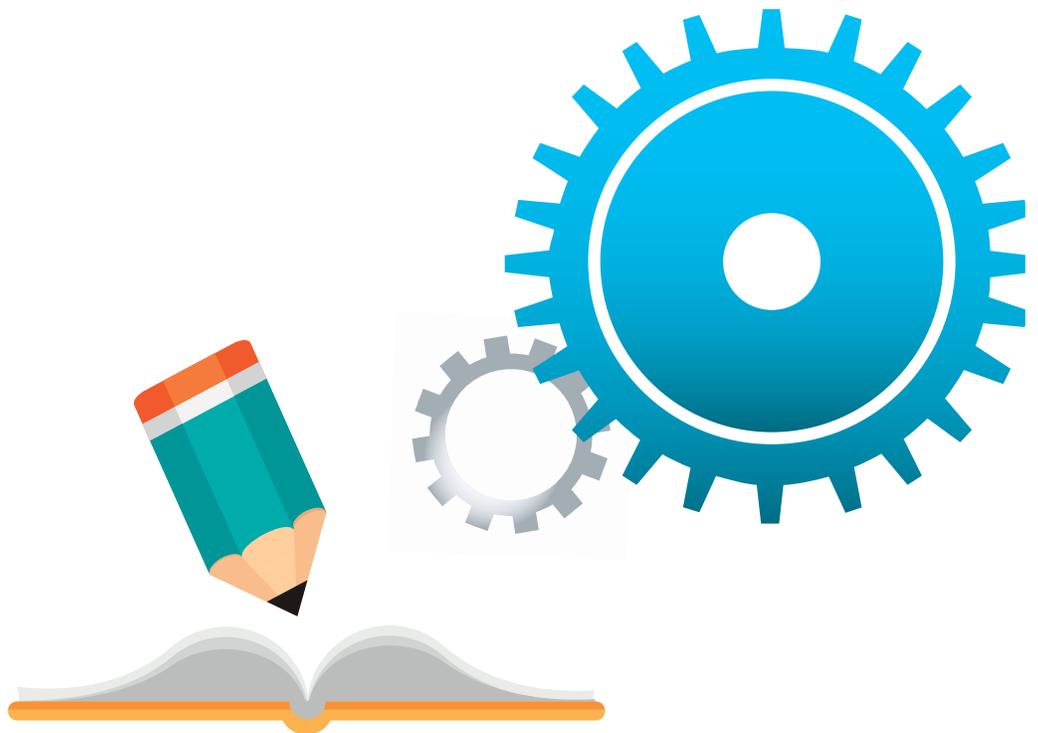
Decoding Extensions

- Dictate the sentences to students for additional transfer in encoding. Have students read the sentences after writing.
- Have students highlight and read the skill words before reading the passage.
- Have students illustrate what they read in the passage. This provides some insight into your student's comprehension level. Be mindful of using instructional time to complete illustrations.



CLAP, SNAP AND TAP

- Have your students clap their hands while saying short a words like "cat" and "bat."
- Lead students in a "snapping fingers" dance when they hear short a sounds.
- Guide students to tap their feet to the rhythm of short "a" words.



RAINDROPS

All the water on Earth is always traveling in a never-ending journey called the **water cycle**. It all starts when the bright sun shines and warms up the liquid water on Earth's surface. The heat from the sun causes the water to **evaporate**. It turns into a gas called **water vapor** and rises to the sky.

The water vapor makes **clouds**. When the water vapor in the clouds gets too heavy, it falls back to the ground as **precipitation**. Precipitation can be rain, snow, sleet, or hail.

When raindrops fall to the ground, they help plants grow and give animals water to drink. Then, the sun shines and takes the water back to the clouds to make the journey all over again!

Rain is measured in inches using a **rain gauge**. The rain gauge is left outside when it rains and collects raindrops. After the storm or shower ends, the depth of the water in the gauge is measured.



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BIG IDEA

Students will model how rain forms in clouds by dripping blue water onto a shaving cream "cloud" and observing how water eventually falls through like raindrops.



WORDS TO KNOW

- **Water Cycle:** The water cycle is how water moves from the ground to the air and back again.
- **Evaporate:** Evaporate is when water changes into tiny water vapor drops that we can't see and rises into the air.
- **Water Vapor:** Water vapor is water in the air that we can't see.
- **Clouds:** Clouds are tiny bits of water vapor that float in the sky.
- **Precipitation:** Precipitation is when water falls from the clouds as rain, snow, or hail.

ESSENTIAL INFORMATION

Rain forms when tiny drops of water in clouds collect and combine until they become too heavy to stay in the air. Gravity pulls the water down, and we see it as raindrops falling to the ground. Meteorologists measure how much rain falls using tools like a rain gauge. This activity models how water builds up in clouds before falling as rain.



SAFETY

Cover your work surface. Do not put materials in your eyes, ears, mouth, or nose. If shaving cream gets in your eyes, flush immediately with water. Adult supervision is recommended.



PRO TIP

Cover all work surfaces to prevent messes with oil, shaving cream, and water.



PRO TIP

Remind students to avoid getting shaving cream or other materials in their eyes; if needed, rinse with water.



PRO TIP

Adult supervision is recommended, especially when handling liquids and pipettes.



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FOR INQUIRING MINDS

WHAT TOOL DO SCIENTISTS USE TO MEASURE RAIN? They use a rain gauge to collect and measure how much rain falls.

WHY DO CLOUDS LOOK WHITE AND FLUFFY BEFORE IT RAINS? Clouds are made of tiny water droplets that reflect sunlight, making them look white.



STEP 4

Hold the pipette over the shaving cream cloud and drip blue water onto the cloud one drop at a time. Count the drops.



STEP 5

Keep dripping until the blue water falls through the cloud and into the oil below. How many drops did it take to make the rain fall? Note: If your shaving cream cloud is extra thick, you may want to use your pipette to poke a hole in the cloud to speed things along.



Draw what you like to do when it rains outside.
Answers will vary.



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TAKING IT FURTHER

Raindrop Counting: Count the number of drops needed before the “cloud” begins to rain, creating a class graph of results from different trials.



NOTES



FOR INQUIRING MINDS

WHAT SHAPE ARE RAINDROPS? Raindrops start as round but can flatten a little as they fall through the air.

HOW FAST DO RAINDROPS FALL? Most raindrops fall between 5 and 20 miles per hour!

WORD CHAINS

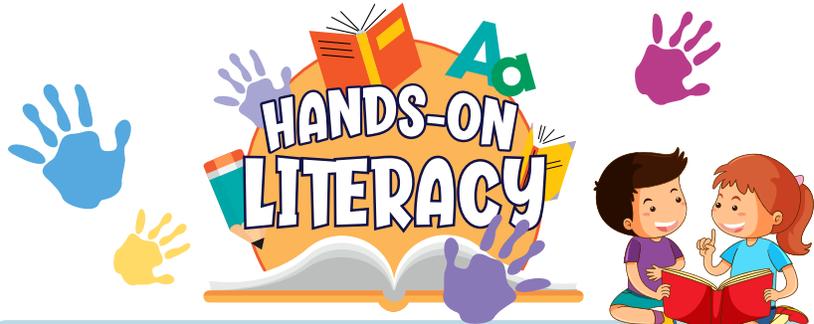
1. act > ant > pant > punt > pun
2. last > list > mist > twist > twin
3. branch > ranch > ran > run > rung
4. fact > fat > fast > last > lost

- **Choose a word chain.**

Provide students with the first word. After students write the word, say, "Now change _____ to _____." Students will then write the next word.

Ask, "What letter(s) did you change?" Once students have completed the chain, have them read the entire chain of words before erasing.

- **Consider using letter magnets or tiles to add an element of engagement to this activity.**



Phonetic Skill 2: Vowel a

(When words have two consonants after the vowel, we call these Guardian Consonants. The Guardian Consonants protect the vowel and tell us the vowel will spell its short sound.)



OPINION WRITING

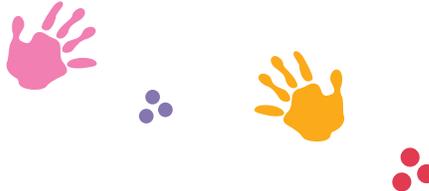
Question students about which they like better, rainy days or sunny days. Have them justify their answers.



Shaving Cream Writing Practice



Have students use small amounts of leftover shaving cream on trays or their desks to practice writing letters and words with their fingers.



NOTES



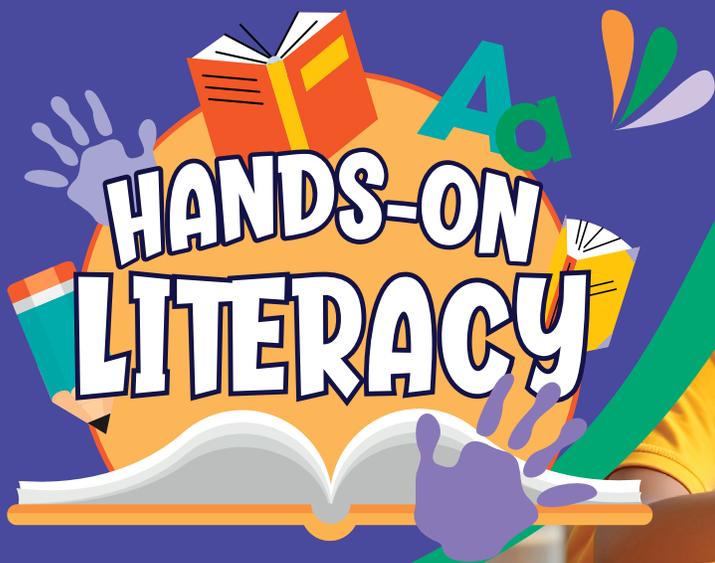
NOTES

A series of horizontal blue lines on a white background, providing a space for writing notes. A vertical pink line is positioned on the left side, creating a margin.



NOTES

A series of horizontal blue lines on a white background, providing space for writing notes. A vertical pink line is positioned on the left side of the page, serving as a margin.



SPARK CURIOSITY.

FUEL LITERACY.

**Build STEM
and literacy skills
needed to succeed in an
ever-changing world!**

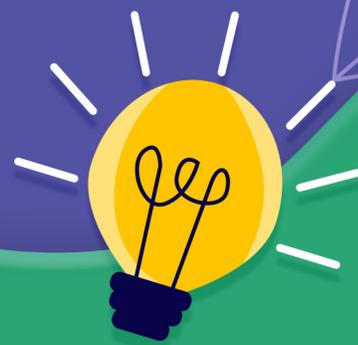
- Build essential STEM and literacy skills
- Engage in hands-on activities that foster learning.
- Standards-aligned projects that develop critical skills.
- Encourage innovation, creativity, and problem-solving.

**CONNECTING
LITERACY WITH
SCIENTIFIC
DISCOVERY!**



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