

[Speirs Google Classroom](#)
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Teacher: All		Grade: Kindergarten			
Date of Instruction: 9/17/2020	Phonics Unit:1 Session:12	Writers Workshop Unit: 1 Session: 12	Readers Workshop Unit: 1 Session: 12	Eureka Math Module: 1 Lesson:mid module testing	Science/Social Studies Rocks/soil
Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10	Standard/s: RF1 b,d RF3 a,b,d	Standard/s: WK2 RFSK3 RFSK1 SLK1 RFSK2 LK1,2,6	Standard/s: RFK1 RFK7 RFK2 SLK1 RFK 3 SLK 5	Standard/s:	Standards: SKE4
	Learning Target/Teaching Point: Today we will learn that writers can use letters they know to write anything they want. Success Criteria: Today students will label areas and objects in the classroom by isolating the initial sound in words and by using the letters they know that goes with that sound.	Learning Target/Teaching Point: I can tell my story to help me with writing it. Success Criteria: I told my story to my partner.	Learning Target/Teaching Point: I can make an old favorite book. Success Criteria: I will find a storybook and a person I love. I will ask a person to read the storybook to me. I will listen to the story over and over and over.	Learning Target/Teaching Point: Success Criteria:	Learning Target/Teaching Point: I can describe the physical attribute of rocks Success Criteria: I can look at a rock's features. I can observe the Earth's materials; rocks, soil, air, water.
	Introduction/Connection Show students how to use the names on the word wall to help Mabel label her bed.	Introduction/Connection Today we will not learn to write a different kind of book and we will look to see what is different when I read Creak? Said the Bed.	Introduction/Connection Today I want to teach you how to make old favorite storybooks.	Fluency Practice: Application Problem:	Introduction/Connection Today you will sort your rocks by color and shape

	Direct Instruction Mini lesson Show students how to say names slowly to hear all the sounds.	Direct Instruction Mini Lesson Tell a story that happened in the class to model how a story sounds. Students partner and tell the story. Do the fire drill story.	Direct Instruction Mini lesson Use an anchor chart. Model how to make a book an old time favorite.	Direct Instruction Concept Development	Direct Instruction Teach Demonstrate sorting by shape and then by color
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10	Guided Practice: Show students how to say names slowly to hear all the sounds.	Small Group: Teaching Point: Students come up with story ideas. Help writers tell their story. Reread and go back and add more detail.	Small Group: Teaching Point: Reread to make the book an old time favorite.	Problem Set: Considerations for Differentiation:	Active Engagement Students will sort their rocks by shape and color
	Rug Time/Apply Show students how to say names slowly to hear all the sounds.	Writing Conferences: Check to make sure the picture matches the story.	Reading Conferences: Private read to partner read.		Rug Time/Apply WORK with their partners.
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding. TKES : 1,2,3, 4,5,6,7,8	Share: Students will read the name wall. First by letter, then by sound	Share: Share their stories, what can they add to make it better?	Share: Students will share their favorite part of their old time favorite.	Exit Ticket / Debrief:	Summarize: Share with the group, how they sorted by shape and color.

