

Lisa Brown Kindergarten Lesson Plan
September 29—October 3
Letters Ll, and Hh
Phonics First Lessons 10 and 11

***8:05 Pledge of Allegiance**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00—8:50 Letter Review AR Testing	Daily Chit-Chat Cut and glue counting page. small group phonics	Daily Chit-Chat Journals Sight word “the” page. small group phonics	Daily Chit-Chat [Ll] phonics page. small group phonics	Daily Chit-Chat I spy [Hh] page. small group phonics	Daily Chit-Chat [Hh] phonics page. Centers. s small group phonics
8:50-9:10	Heggerty Phonics Week 7	Heggerty Phonics Week 7	Heggerty Phonics Week 7	Heggerty Phonics Week 7	Heggerty Phonics Week 7
9:10-9:40	Calendar	Calendar	Calendar	Calendar	Calendar
9:40—10:35 Phonics/Letter Recognition/Reading	Phonics First Lesson 10 Benchmark Read Aloud: <i>My Desert Home</i> Skill: Genre:personal narrative print concepts text features	Phonics First Lesson 10 Shared Reading: <i>Baby Mice</i> Skill: Read fluently using intonation Recognize words in context with consonant Mm	Phonics First Lesson 11 Shared Reading: <i>Parent and Baby Animal</i> Skill: Generate Questions Demonstrate understanding of return-sweep directionality	Phonics First Lesson 11 Shared Reading: <i>Parent and Baby Animal</i> Skill: Read fluently at different rates. Identify new meanings for familiar words.	Phonics First Lesson 10/11 Shared Reading: <i>Tommy</i> Skill: Read with fluent expression.Describ e a speaker based on the poem Use text evidence to draw inferences

	comprehension strategies Shared Reading: <i>Baby Mice</i> Skill:Generate questions recognize that sentences are made of words Mini Lesson: Skill: Introduce the Genre:Personal Narrative Introduce letter [Ll] phonics cards. Read poem “Lightening Bug.” Skill: Identify and make rhymes, matching sounds. Write [Ll] rhyming words on marker board. Practice writing lowercase [l] on marker board for correct formation.	Mini Lesson: Skill: Identify important details Review Letter [Ll] (recognition and sound). Read “My Ll Sound Box.” Write [Ll] words on board. Activity: Compare words that begin with [Ll] to words that do not. Practice writing upper case[L] on marker board. Complete upper case [L] handwriting page and [Ll] phonics cut and glue page. Questions: *Who can formulate words that begin with /l/?	Mini Lesson: Skill:Use Illustrations and text to determine word meanings Introduce letter [Hh] phonics cards. Read poem “Happy Henry.” Skill: Identify and make rhymes, matching sounds. Write [Hh] rhyming words on marker board. Practice writing lowercase [h] on marker board for correct formation. Complete lower case [h] handwriting page and [h] phonics cut and glue page. Question: *Who can formulate a rhyming word that begins with /h/ that	Recognize words with short a/a/. Mini Lesson: Skill:Identify the role and purpose of the author and photographer Review Letter [Hh] and sound. Read “My Hh book.” Write [Hh] words on board. Activity: Compare words that begin with [Hh] to words that do not. Practice writing uppercase [H] on marker board. Complete upper case [H] handwriting page and [H] phonics cut and glue page. Questions:	Mini Lesson: Skill: Unit wrap-up: Plants and Animals Have Needs Review /Ll/, /Hh/ and the sound it makes. Conduct a sound sort using phonic cards and all letters learned. Complete /Ll/ phonics packet Questions: *Who can look at the picture and identify the beginning sounds
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	Complete lower case [l] handwriting page and [l] phonics cut and glue page. <u>Question:</u> *Who can formulate a rhyming word that has beginning sound /l/ that rhymes with the words I say?		rhymes with the words I say?	*Who can formulate words that begin with /h/?	
Objective	*Identify and match the letter [l] to the sound /l/ *Recognize the difference between a letter and a printed word *Handwriting: Write [Ll]	*Identify and match the letter[l] to the sound /l/ *Recognize the difference between a letter and a printed word *Handwriting: Write [Ll] *Identify rhyme	*Identify and match the letter [h] to the sound /h/ *Recognize the difference between a letter and a printed word *Handwriting: Write [Hh]	*Identify and match the letter [h] to the sound /h/ *Recognize the difference between a letter and a printed word *Handwriting: Write [Hh] *Identify rhyme	*Demonstrate knowledge of beginning sounds
Lesson Set	<u>Strategies:</u> *Modeling *Scaffolding *Independent practice <u>Blooms Taxonomy:</u> *Formulate <u>Assessment:</u> *Marker boards	<u>Strategies:</u> *Modeling *Scaffolding *Independent practice <u>Blooms Taxonomy:</u> *Formulate <u>Assessment:</u>	<u>Strategies:</u> *Modeling *Scaffolding *Independent practice <u>Blooms Taxonomy:</u> *Formulate <u>Assessment:</u> *Marker boards	<u>Strategies:</u> *Modeling *Scaffolding *Independent practice <u>Blooms Taxonomy:</u> *Formulate <u>Assessment:</u> *Marker boards	<u>Strategies:</u> *Modeling *Independent practice <u>Blooms Taxonomy:</u> *Identify <u>Assessment:</u> *Observation

	*Work sheet	*Marker boards *Thumbs up-Thumbs down *Work sheet	*Work sheet	*Thumbs up-Thumbs down *Work sheet	
10:30-11:00	Lunch	Lunch	Lunch	Lunch	Lunch
11:00-11:20	Recess	Recess	Recess	Recess	Recess
11:20 - 11:35	Math Calander	Math Calander	Math Calander	Math Calander	Math Calander
11:35—11:50 Empowering Writing/Interactive Writing	Expository/ Informative and Narrative book covers and summaries. Daily News (modeled writing). The helper of the day tells the class something they want them to know. The teacher writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	Expository /Informative and Narrative book covers and summaries. Daily News (modeled writing). The helper of the day tells the class something they want them to know. The teacher writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	Expository/ Informative and Narrative book covers and summaries. Daily News (modeled writing). The helper of the day tells the class something they want them to know. The teacher writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	Expository/ Informative and Narrative book covers and summaries. Daily News (modeled writing). The helper of the day tells the class something they want them to know. The teacher writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	Expository/ Informative and Narrative book covers and summaries. DailyNews (modeled writing). The helper of the day tells the class something they want them to know. The teacher writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.
11:50 - 12:05	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy

12:05—12:40 Math	IM Unit 2 B.11 Review #0—6 and numbers words 0—6. Introduce #7 and # word 7. Work at tables to sort manipulatives into groups of seven. Practice writing #7 on marker boards. Complete counting and writing sheet. <u>Questions:</u> Explain what the number seven means?	IM Unit 2 C.12 Review #7 and # word 7. Read “Seven Magic Hats.” Activity: Find things on last page of story that contain a set of 7. Complete #7 counting and writing sheet. <u>Questions:</u> If there are two plates and seven bananas on each plate, how many bananas are there all together?	IM Unit 2 C.13 Review #7 and # word 7. Review color words, number words and shapes. Watch Sesame Street number 7. Complete math counting page. <u>Questions:</u> If we have seven ice cream cones who can tell how many different ways we can divide the ice cream cones between two children?	IM Unit 2 C. 14 Review ways to make 6. Introduce ways to make 7 using manipulatives. Students work in pairs exploring ways to make seven. Complete counting and handwriting page. <u>Questions:</u> Can you model a way to divide seven cubes into two groups?	IM Unit 2 C. 15 Review #0—7 and # words 0—7. Play around the world with numbers and number words. Complete number word and review number handwriting page. <u>Questions:</u> Can you use manipulatives to explain which number is greater?
Objective	*Identify the number /7/ the number word /seven/ *Write the number /7/ and the number word /seven/	*Identify the number /7/ the number word /seven/ *Write the number /7/ and the number word /seven/	*Identify the number /7/ the number word /seven/ *Write the number /7/ and the number word /seven/	*Identify the number /7/ the number word /seven/ *Write the number /7/ and the number word /seven/	*Compare numbers *Count

Lesson Set	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation *Marker Boards *Worksheet	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Calculate Assessment: *Observation *Worksheet	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Tell Assessment: *Modeling *Observation *Worksheet	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Model Assessment: *Student lead Modeling *Observation *Questioning	Strategies: *Scaffolding, *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation
12:40—1:25 Prep. Time	P.E. 1	Library	Music	Art	P.E. 2
1:25—1:45	Recess	Recess	Recess	Recess	Recess
1:45—2:05	Continue Math	Continue Math	Continue Math	Continue Math	Continue Math
2:05- 3:00 Social Studies /Science	Introduce “Birds.” Make a list of different kinds of birds and what we know about birds. Discuss birds and eggs. Read “Discover Birds.” Make bird with nest Question: Can you compare how different birds use different things	Review list of birds, Watch “National Geographic Birds.” Read “A Bird Flies By.” Discuss. Color “Mommy Bird” book. Question: Why do birds fly south?	Watch “Owls” National Geographic. Read about owls. Read poem, “The Boy in the Barn.” Complete sequencing owl page. Question: Explain why an owl is a predator ?	Geographic “Peacocks. Discuss. Read about the Humming Bird. Watch National Sequence bird page in order. Question: Can you compare the different food that Humming Birds and Peacocks eat?	Watch National Geographic “Bald Eagle.” Discuss. Discuss the Bald Eagle. Discuss the word “extinct.” Make bald eagle paper sack. Question: Can you tell me how and why a bald eagle is protected?

	to make different nest.				
Objective	*Match parents and offspring * Identify basic needs of plants and animals: food, water, light, air, space * Recognize what it means for a species to be extinct	*Match parents and offspring * Identify basic needs of plants and animals: food, water, light, air, space * Recognize what it means for a species to be extinct	*Match parents and offspring * Identify basic needs of plants and animals: food, water, light, air, space * Recognize what it means for a species to be extinct	*Match parents and offspring * Identify basic needs of plants and animals: food, water, light, air, space * Recognize what it means for a species to be extinct	*Match parents and offspring * Identify basic needs of plants and animals: food, water, light, air, space * Recognize what it means for a species to be extinct
Lesson Set	Strategies: *Questioning *Discussion Blooms Taxonomy: *Compare Assessment *Observation	Strategies: *Questioning *Discussion Blooms Taxonomy: *Explain Assessment: *Observation	Strategies: *Questioning *Discussion Blooms Taxonomy: *Explain Assessment: *Observation	Strategies: *Questioning *Discussion Blooms Taxonomy: *Compare Assessment: *Observation	Strategies: *Questioning *Discussion Blooms Taxonomy: *Tell Assessment: *Observation