

Lisa Brown Kindergarten Lesson Plan
 October 20—October 24
 Letters Ii and Rr
 Phonics First Lessons 14 and 15

***8:00 Pledge of Allegiance**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00—8:50 AR Testing Letter Review	Daily Chit-Chat Review numbers cut and glue page small group phonics	Daily Chit-Chat small group phonics	Daily Chit-Chat Medial [Ii] Page. small group phonics	Daily Chit-Chat [Rr] ponics page. small group phonics	Daily Chit-Chat Review [Rr] Phonics packet. small group phonics
8:50-9:10	Heggerty Phonics week 10	Heggerty Phonics week 10	Heggerty Phonics week 10	Heggerty Phonics week 10	Heggerty Phonics week 10
9:10--9:40	Calendar	Calendar	Calendar	Calendar	Calendar
9:40—10:35 Phonics/Letter Recognition/Reading	Phonics First Lesson 14 Benchmark Read Aloud: <i>Dog Days of School</i> Skill: Fantasy Print concepts Story elements	Phonics First Lesson 14 Shared Reading: <i>The Gingerbread Man</i> Skill: Provide an oral response to a story. Read with fluent expression.	Phonics First Lesson 15 Shared Reading: <i>The Little Red Hen</i> Skill: Create mental image. Recognize that quotation marks show words a character says.	Phonics First Lesson 15 Shared Reading: <i>The Little Red Hen</i> Skill: Read with fluent expression. Identify new meanings for familiar words (duck) and apply	Phonics First Lesson 14 and 15 Shared Reading: <i>There Was a Little Girl</i> Skill: Read with fluent expression. Describe a character based on a poem.

	Comprehension strategies Shared Reading: <i>The Gingerbread Man</i> Skill: Create mental images, Recognize and name end punctuation marks, identify high frequency words. Mini Lesson: Skill: Created Mental Images of Characters and Events Introduce letter [Ii] phonics cards. Read poem “Iggy the Iguana.” Skill: Identify and make rhymes, initial sound, and syllables. Read “My I Book.”	Recognize words in context with short a/a/. Mini Lesson: Skill: Identify and Describe Characters and Events. Review letter [Ii] (recognition and sound). Read “The Little Pink Pig.” Skill: Initial/ medial sound, matching sounds. Activity: Write words with medial [Ii] sound on marker board. Practice writing upper case [I] on marker board. Complete upper case [I] handwriting page and [Ii] phonics cut and glue page. Questions:	Identify high-frequency words (I, the). Mini Lesson: Skill: Identify Shades of Meanings Among Verbs. Introduce letter [Rr] phonics cards. Read poem “R is for Ribbon.” Skill: Identify and make rhymes, matching sounds. Write [Rr] rhyming words on marker board. Practice writing lower case [r] on marker board for correct formation. Complete lower case [r] handwriting page and [r] phonics cut and glue page. Question:	them accurately. Recognize words in context with initial Nn. Mini Lesson: Skill: Compare and Contrast the Experiences of Characters in Two Stories. Review letter [Rr] phonics cards. Read book “My R Book.” Skill: initial sound, matching sounds. Write [Rr] words on marker board. Practice writing upper case [R] on marker board for correct formation. Complete upper case [R] handwriting page and make “My First Letter /r/ book.” Questions:	Use text evidence to draw inferences. Mini Lesson: Skill: Unit Wrap-Up: Every Story Has Characters. Review /Ii/, /Rr/ and the sound it makes. Conduct a sound sort using phonic cards and all letters learned. Complete /Ii/ phonics packet Questions: *Who can look at the picture and identify the beginning sounds Computer Lab 9:50–10:30
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	Write [Ii] words on board. Activity: Compare words that begin with [Ii] to words that do not. Practice writing lower case [i] on marker board for correct formation. Complete lower case [i] handwriting page and [i] phonics	*Who can distinguish between these two pictures and tell me which one begins with /i/?	*Who can formulate a rhyming word that has beginning sound /r/ that rhymes with the words I say?	*Who can formulate words that begin with /r/?	
Objective	*Identify and match the letter [i] to the sound /i/ *Recognize the difference between a letter and a printed word *Handwriting: Write [Ii]	*Identify and match the letter [i] to the sound /i/ *Recognize the difference between a letter and a printed word *Handwriting: Write [Ii] *Identify rhyme	*Identify and match the letter [r] to the sound /r/ *Recognize the difference between a letter and a printed word *Handwriting: Write [Rr]	*Identify and match the letter [r] to the sound /r/ *Recognize the difference between a letter and a printed word *Handwriting: Write [Rr] *Identify rhyme	*Demonstrate knowledge of sight words
Lesson Set	<u>Strategies:</u> *Modeling *Scaffolding *Independent practice	<u>Strategies:</u> *Modeling *Scaffolding *Independent practice	*Identify the same initial sound in a group of words *Match the letter [r] to the /r/ sound	*Formulate/Create Sentences	<u>Strategies:</u> *Modeling *Independent practice <u>Blooms Taxonomy:</u>

	<u>Blooms Taxonomy:</u> *Formulate <u>Assessment:</u> *Marker boards *Work sheet	<u>Blooms Taxonomy:</u> *Formulate <u>Assessment:</u> *Marker boards *Thumbs up-Thumbs down *Work sheet	*identify rhyme		*Identify *Formulate <u>Assessment:</u> *Observation
10:30--11:00	Lunch	Lunch	Lunch	Lunch	Lunch
11:00-11:20	Recess	Recess	Recess	Recess	Recess
11:20--11:35	Math Calendar	Math Calendar	Math Calendar	Math Calendar	Math Calendar
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	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	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	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.	spacing and punctuation.	spacing and punctuation.	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 3 A 1 Review #0—9 and number words 0—9. Introduce #10 and #word 10. Work at tables to sort manipulatives into groups of ten. Practice writing #10 on marker boards. Complete #10 handwriting page. <u>Questions:</u> Explain what the number ten means?	IM Unit 3 A 2 Review #10 and #word 10. Activity: students work in groups to put objects in 10's cups and count. Complete #10 handwriting page and drawing a group of ten. <u>Questions:</u> If there are five plates and ten cupcakes on each plate, how many cupcakes are there all together?	IM Unit 3 A 3 Read “Ten Fingers Can.” Activity: Find things that are in groups of 10 on the last page. Complete counting page. <u>Questions:</u> How many groups of ten do you have and how many objects is that all together?	IM Unit 3 A 4 Complete a CGI activity. Watch Sesame Street Video #10. Complete counting cut and glue sheet. <u>Questions:</u> Can you model a way to divide ten cubes into two groups?	IM Unit 3 A 5 Review #10 and #word 10. Activity: students work in groups to put objects in 10's cups and count. Complete #10 handwriting page and drawing a group of ten. <u>Questions:</u> If there are five plates and ten cupcakes on each plate, how many cupcakes are there all together?
Objective	*Identify the number /10/ the number word /ten/ *Write the number /10/ and the number word /ten/	*Identify the number /10/ the number word /ten/ *Write the number /10/ and the number word / ten /	*Identify the number /10/ the number word /ten/ *Write the number /10/ and the number word / ten /	*Identify the number /10/ the number word /ten/ *Write the number /10/ and the number word / ten /	*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/Explain 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 Spiders. Make can, have and are chart. Read “Eyes On Nature, Spiders.” Discuss. Complete can have and are page. Question: Can you compare how different	Read “Spiders.” Discuss book and different kinds of spiders. Work on KWL chart. Model and make crinkle leg spider. Question: Why do spiders spin webs? Do they all spin webs?	Read “Webmasters.” Discuss. Watch Discovery Ed. Spiders Complete sequencing page. Question: Do spiders eat the same thing?	RecessRead “Super Spiders.” Discuss. Work on KWL chart. Make spider with legs. Question: Are all spiders poisonous? What are the uses of a spider?	Read “Spiders and Webs.” Discuss. Finish and review KWL chart. Paint spider picture. Question: Can you discuss and explain the life cycle of a spider?
Objective	* Identify basic needs of	* Estimate and measure	* Estimate and measure	stimate and measure length, <i>mass</i> , and	* Identify basic needs of

	plants and animals food, water ,light, air space * Describe plant development and growth * List and classify objects according to the single properties of size, color, shape	length, <i>mass</i> , and capacity/volume of familiar objects using non-standard units * Identify basic needs of plants and animals food, water ,light, air space * Describe plant development and growth * List and classify objects according to the single properties of size, color, shape	length, <i>mass</i> , and capacity/volume of familiar objects using non-standard units * Identify basic needs of plants and animals food, water ,light, air space * Describe plant development and growth * List and classify objects according to the single properties of size, color, shape	capacity/volume of familiar objects using non-standard units * Identify basic needs of plants and animals food, water ,light, air space * Describe plant development and growth * List and classify objects according to the single properties of size, color, shape	plants and animals food, water ,light, air space * Describe plant development and growth * List and classify objects according to the single properties of size, color, shape
Lesson Set	Strategies: *Questioning *Discussion Blooms Taxonomy: Compare Assessment: Observation		Strategies: *Questioning *Discussion Blooms Taxonomy: Estimate Assessment: Observation	Strategies: *Questioning *Discussion Blooms Taxonomy: Estimate Assessment: Observation	Strategies: *Questioning *Discussion Blooms Taxonomy: Tell Assessment: Observation