

Kindergarten Lesson Plan  
February 26-- March 1  
L-blends, -an word family

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00—8:50 Calendar Review word family and /l/ blends AR testing	Daily Chit-Chat Reading comprehension page.          <b>Small Group Reading</b>	Daily Chit-Chat Complete fill in the missing word page.     <b>Small Group Reading</b>	Daily Chit-Chat Complete What's it worth? Cut and glue. "The Hot Van" comprehension page.  <b>Small Group Reading</b>	Daily Chit-Chat "The Ladybug" comprehension page. configuration station page.  <b>Small Group Reading</b>	Daily Chit-Chat Picture It, match the picture to the sentence page.     <b>Small Group Reading</b>
8:50 - 9:10	Heggerty Phonics Week 24	Heggerty Phonics Week 24	Heggerty Phonics Week 24	Heggerty Phonics Week 24	Heggerty Phonics Week 24
9:10-9:40	Calendar	Calendar	Calendar	Calendar	Calendar
9:40—10:35 Phonics/Letter Recognition/Reading	Phonics First Lesson 2-10A  <b>Read Aloud</b> <i>Celebrating Earth Day</i> <b>Skill:</b> <b>Informational text. Print</b>	Phonics First Lesson 2-10A  <b>Shared Reading</b> <i>Mr. Turkey</i> <b>Skill: Self-correct word recognition and understanding.</b>	Phonics First Lesson 2-10A  <b>Shared Reading</b> <i>Five Waiting Pumpkins</i> <b>Skill: Reread and use background knowledge to help</b>	Phonics First Lesson 2-10A  <b>Shared Reading</b> <i>Five Waiting Pumpkins</i> <b>Skill: Read with characterization and feeling. Ude</b>	Phonics First Lesson 2-10A  <b>Shared Reading</b> <i>November Is Upon Us</i> <b>Skill: Reread and use background knowledge to help</b>

	<p>concepts: title, front cover, title page, table of contents. Text features: table of contents, chapter titles.</p> <p>Comprehension strategies: make connections, identify the central idea (main topic), use affixes as a clue to the meaning of an unknown word.</p> <p>Shared Reading: <i>Mr. Turkey</i></p> <p>Skill: Reread and use background knowledge to help me answer my questions. Identify end punctuation. Recognize high-frequency words.</p>	<p>Recognize words in context with initial Ww.</p> <p>Mini Lesson Skill: Ask questions about a text. Reread and use background knowledge to help me answer my questions. Describe the relationship between illustrations and text.</p> <p>Introduce blends: bl, cl, and fl. Chant out the l-blends on the blends chart. Use chart paper to write words that begin with bl, and cl and fl. Complete [l] blends cut and glue pages and color page.</p>	<p>me answer questions. Identify end punctuation. Recognize high-frequency words.</p> <p>Mini Lesson Skill: Identify the central (main topic) of a text. Retell important details. Explain how important details support the central Idea.</p> <p>Review –an word family. Review ABC order put –an words on board in ABC order. Review the dictionary and how it works. Have students write words in personal dictionary. Complete ABC order page.</p>	<p>inflection -ed as a clue to the meaning of an unknown word. Recognize words in context with initial Ww.</p> <p>Mini Lesson Skill: Recognize and describe ideas in a text that are causes. Recognize and describe ideas in a text that are effects.</p> <p>Review /l/ blends. Introduce blends /gl/, /pl/, and /sl/. Use chart paper to write words that begin with bl, and cl and fl.</p> <p>*Spelling Test Tablets</p>	<p>me answer my questions. Determine and clarify the meaning of multiple-meaning words. Use an affix (-ful) as a clue to the meaning of an unknown word.</p> <p>Mini Lesson: Skill: Use frequently-occurring adjectives. Demonstrate my understanding of adjectives by identifying their opposites (clean, dirty, healthy, sick).</p> <p>Review -an word family, play sparkle and take spelling test.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><b>Mini Lesson</b>  <b>Skill: Contribute to a class list of questions. Share ideas about the topic of holidays and celebrations. Participate in constructive conversation, following rules for discussion.</b></p> <p>Introduce –an word family. Play jumping game to make -an words. Read “Jan and Stan.” Write –an words on board. Write sentences on marker boards using –an words from the board. Complete -an cut and glue and spell and write.</p> <p><b>Question:</b></p>	<p><b>Question:</b> Who can come up with words that begin with an l-blend? (cl,bl,fl)</p>	<p>Complete fill in the word to complete the sentence page and color book “Jan and Dan.”</p> <p><b>Question:</b> Which word comes first in ABC order, Jellybean or Popcorn?</p>	<p><b>Question:</b> Who can make a sentence with a spelling word?</p>	<p><b>Computer Lab</b>  <b>9:50—10:30</b>  <b>Activity:</b>  <b>Starfall.com</b>  <b>(letter recognition)</b>  <b>Lexia: reading</b></p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

	How many –an words can you come up with?				
Objective	<p>* Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>* solate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>* Recognize and produce rhyming words.</p> <p>* Distinguish between similarly spelled words by</p>	<p>* Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>* solate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>* Recognize and produce rhyming words.</p> <p>* Distinguish between similarly spelled words by identifying the</p>	<p>* Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>* solate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>* Recognize and produce rhyming words.</p> <p>* Distinguish between similarly spelled words by identifying the</p>	<p>* Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>* solate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>* Recognize and produce rhyming words.</p> <p>* Distinguish between similarly spelled words by identifying the</p>	<p>* Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>* solate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>* Recognize and produce rhyming words.</p> <p>* Distinguish between similarly spelled words by identifying the</p>

	identifying the sounds of the letters that differ.	sounds of the letters that differ.	sounds of the letters that differ.	sounds of the letters that differ.	sounds of the letters that differ.
Lesson Set	<b><u>Strategies:</u></b> *Modeling *Scaffolding *Independent practice <b><u>Blooms Taxonomy:</u></b> *Formulate <b><u>Assessment:</u></b> *Marker boards *Work sheet	<b><u>Strategies:</u></b> *Modeling *Scaffolding *Independent practice <b><u>Blooms Taxonomy:</u></b> *Formulate <b><u>Assessment:</u></b> *Marker boards *Thumbs up-Thumbs down *Work sheet	<b><u>Strategies:</u></b> *Modeling *Scaffolding *Independent practice <b><u>Blooms Taxonomy:</u></b> *Tell <b><u>Assessment:</u></b> *Thumbs up-Thumbs down *Observation *Work sheet	<b><u>Strategies:</u></b> *Modeling *Scaffolding *Independent practice <b><u>Blooms Taxonomy:</u></b> *Formulate <b><u>Assessment:</u></b> *Thumbs up-Thumbs down *Work sheet	<b><u>Strategies:</u></b> *Modeling *Independent practice <b><u>Blooms Taxonomy:</u></b> *Identify *Formulate <b><u>Assessment:</u></b> *Observation *Spelling Test
10:35-11:05	Lunch	Lunch	Lunch	Lunch	Lunch
11:05 - 11:25	Recess	Recess	Recess	Recess	Recess
11:25 - 11:35	Math Calendar	Math Calendar	Math Calendar	Math Calendar	Math Calendar
11:35—11:50 Empowering Writing/ Interactive Writing	Opinion writing about a topic.  Daily (modeled writing). The helper of the day tells the class something they want them to know. The teacher	Opinion writing about a topic.  Daily (modeled writing). The helper of the day tells the class something they want them to know. The teacher writes	Opinion writing about a topic.  Daily (modeled writing). The helper of the day tells the class something they want them to know. The teacher writes it on chart	Opinion writing about a topic.  Daily (modeled writing). The helper of the day tells the class something they want them to know. The teacher writes it	Opinion writing about a topic.  Daily (modeled writing). The helper of the day tells the class something they want them to know. The teacher writes it

	writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	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—12:38 Math	<p>IM Unit 7 A2</p> <p>Review ways to make 2—7. Review shapes, solids. Introduce ways to make 8. Model ways to make 8 using mats. Students model ways to make 8. Complete a subtraction page.</p> <p><b>Question:</b> Who can show me a way to make 8?</p>	<p>IM Unit 7 A3</p> <p>Review ways to make 8. Students model ways to make 8 using mats. Review numbers and what a number represents. Compare numbers using words less than or greater than. Play card game comparing numbers.</p> <p><b>Question:</b> Which number is less than 5?</p>	<p>IM Unit 7 A4</p> <p>Review ways to make 8. Review what a number represents. Introduce the signs <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> to by using the alligator poem. Compare numbers holding up alligator signs. Students in pairs will play the alligator game with cards and alligators. Complete alligator assessment.</p>	<p>IM Unit 7 A5</p> <p>Review ways to make 8. Review what a number represents. Review <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> to. Play alligator game with cards. Complete alligator assessment.</p> <p><b>Question:</b> What number is equal to 4?</p>	<p>IM Unit 7 A6</p> <p>Review ways to make 8. Use mats and manipulatives to show ways to make 8. Review <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> to. Complete less than greater than assessment.</p> <p><b>Question:</b> Mrs. Smith has some candy and Mrs. Brown takes 6 pieces. Now Mrs. Smith only has 4. How many pieces of candy did Mrs.</p>

		<b>Computer Lab 12:00—12:38 Activity: Starfall.com (letter recognition) Lexia: reading</b>	<b>Question:</b> Which number is greater than 7?		Smith have to start with?
Objective					
Lesson Set	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation *Marker Boards	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation *Marker Boards	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation *Marker Boards
12:38–1:23 Prep Time	P.E.1	Library	Music	Art	P.E.2
1:23–1:45	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 the Five Senses: Discuss what they are and why they are all important. Discuss sense of hearing.	Review the 5 senses. Introduce “sense of taste.” Read “Yum A book about Taste.” Discuss	Review the 5 senses. Introduce sense of sight. Read “Look, A Book About Sight.” Discuss	Review the 5 senses. Introduce “sense of smell.” Read “Sniff, Sniff, book about Smell.” Discuss.	Review the 5 senses. Introduce “sense of touch.” Read “Soft and Smooth, Rough and Bumpy.” Discuss

	<b>Question:</b> Can someone explain to me what the five senses are? Read “Shhhhh A Book About Hearing. Color the first two pages of Senses Book.	<b>Question:</b> How many different tastes do our taste buds taste? Conduct tasting activity. Complete taste page in book	<b>Question:</b> How many senses can we use at one time? Conduct sense of smell activity. Complete smell page in book.	<b>Question:</b> How does our sense of smell work? Conduct sense of sight activity. Complete sight page in book	<b>Question:</b> Does our sense of touch only have to do with our hands? Conduct sense of touch activity. Complete touch page in book
Objective	*Name and describe the five senses. *Discuss the functions of the five senses.	*Name and describe the five senses. *Discuss the functions of the five senses.	*Name and describe the five senses. *Discuss the functions of the five senses.	*Name and describe the five senses. *Discuss the functions of the five senses.	*Name and describe the five senses. *Discuss the functions of the five senses.
Lesson Set	<b>Strategies:</b> *Questioning *Discussing <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussing <b>Blooms Taxonomy:</b> *Tell <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussing <b>Blooms Taxonomy:</b> *Tell <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussing <b>Blooms Taxonomy:</b> *Compare <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussing <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation