

Lisa Brown Kindergarten Lesson Plan
 February 9 - February 13
 Letter /Qq/
 Phonics First Lesson 35

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00—8:50 Review letter and AR testing.	Daily Chit-Chat small group phonics	Daily Chit-Chat Journals Circle and sort page. small group phonics	Daily Chit-Chat Circle and sort [-ck] page and I love to read page. small group phonics	Daily Chit-Chat Circle and sort [-ck] page and I love to read page. small group phonics	<u>No School</u> small group phonics
8:50 - 9:10	Heggerty Phonics Week 22	Heggerty Phonics Week 22	Heggerty Phonics Week 22	Heggerty Phonics Week 22	Heggerty Phonics Week 22
9:10-9:40	Calendar	Calendar	Calendar	Calendar	Calendar
9:40—10:30 Phonics/Letter Recognition/Reading	Phonics First Lesson 35 Read Aloud <i>The Legend of the Coqui</i> Skill: Porquoi tale Print concepts: Book cover, author, Illustrator. Story Element: Characters Comprehension strategies: identify alliteration, use text and	Phonics First Lesson 35 Shared Reading: <i>Good, Better, Best</i> Skill: Read fluently with appropriate pacing. Recognize words in context with initial and final Gg. Mini Lesson	Phonics First Lesson 35 Shared Reading: <i>Live Happily Ever After</i> Skill: Make connections to ideas in other texts. Recognize that printed words convey meaning. Identify high-frequency words.	Phonics First Lesson 35 Shared Reading: <i>Live Happily Ever After</i> Skill: Read at an appropriate rate. Identify real-life connections between words and their use. Recognize words with initial and final Gg.	Phonics First Lesson 35 Shared Reading: <i>Sharing</i> Skill: Read a poem with expression. Recognize repetition in a poem. Mini Lesson Skill: Use text evidence to determine theme. Determine the

	<p>illustrations to describe characters, ask questions.</p> <p>Shared Reading: <i>Good, Better, Best</i> Skill: Make connections to personal experiences. Recognize that sentences are comprised of words separated by spaces. Identify high-frequency words.</p> <p>Mini Lesson Skill: Ask and answer questions about important details.</p> <p>Introduce letter [Qu] phonics cards. Read poem “Quentin Quiggly.” Skill: Identify and make rhymes, Read book “My “q” Book.” Skill: initial sound, matching sounds. Write [Qu]</p>	<p>Skill: Identify the settings and events, including a problem, in a story. Describe the settings and events, including the resolution of the problem, using important details in the text illustrations.</p> <p>Review Letter /qu/ and the sound it makes. Read book “My “q” Book.” Skill: initial sound, matching sounds. Write [Qu] words on marker board. Practice writing upper case [Qu] on marker board for correct formation. Complete upper case [Qu] handwriting page and unscramble the sentence page. Questions: *Who can formulate a word that rhymes with</p>	<p>Mini Lesson Skill: Make Connections Describe familiar people, places, things, and events. Make connections between a text and ideas in other texts.</p> <p>Review Letter [Qu] and sound. Read book: “The Quiet Quail.” Skill: initial sound. Activity: Find pictures on the last page of story that begin with letter [Qu]. Conduct Syllable activity. Complete Phonics packet and read the sentence fill in the blanks page.</p>	<p>Mini Lesson Skill Sort words into categories to gain a sense of the concepts the categories represent. Identify words that name sequence. Use words that name sequence (first, then, finally).</p> <p>Review Letter /qu/ and the sound it makes. Practice writing sentences on marker boards using /qu/ words. Complete /Qq/ phonics page and unscramble the sentence page.</p>	<p>theme of the story. Identify important details in the text that support the theme.</p> <p>Computer lab: LEXIA: Reading skills</p> <p>Play game activity for open and closed syllables. complete “My first Letter /Qq/ book, and fill in the word to complete the sentence page.</p>
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	<p>words on marker board. Practice writing lower case [q] on marker board for correct formation. Complete lower case [qu] handwriting page and [qu] phonics cut and glue page.</p> <p>Questions:</p> <p>*Who can formulate a word that has the beginning/sound /qu/ ?</p>	<p>the /qu/ word I say ?</p>			
Objective	<p>*Identify and match the letter [qu] to the sound /qu/</p> <p>*Recognize the difference between a letter and a printed word</p> <p>*Handwriting: Write [qu]</p>	<p>*Identify and match the letter[qu] to the sound /qu/</p> <p>*Recognize the difference between a letter and a printed word</p> <p>*Handwriting: Write [qu]</p> <p>*Identify rhyme</p>	<p>*Identify and match the letter [qu] to the sound / qu/</p> <p>*Recognize the difference between a letter and a printed word</p> <p>*Handwriting: Write [qu]</p>	<p>*Identify and match the letter[qu] to the sound /qu/</p> <p>*Recognize the difference between a letter and a printed word</p> <p>*Handwriting: Write [qu]</p> <p>*Identify rhyme</p>	<p>*Demonstrate knowledge of sight words/ creating sentences.</p>
Lesson Set	<p>Strategies:</p> <p>*Modeling</p> <p>*Scaffolding</p> <p>*Independent practice</p>	<p>Strategies:</p> <p>*Modeling</p> <p>*Scaffolding</p> <p>*Independent practice</p>	<p>Strategies:</p> <p>*Modeling</p> <p>*Scaffolding</p> <p>*Independent practice</p>	<p>Strategies:</p> <p>*Modeling</p> <p>*Scaffolding</p> <p>*Independent practice</p>	<p>Strategies:</p> <p>*Modeling</p> <p>*Independent practice</p> <p>Blooms Taxonomy:</p>

	<p><u>Blooms Taxonomy:</u> *Formulate</p> <p><u>Assessment:</u> *Marker boards *Work sheet</p>	<p><u>Blooms Taxonomy:</u> *Formulate</p> <p><u>Assessment:</u> *Marker boards *Thumbs up-Thumbs down *Work sheet</p>	<p><u>Blooms Taxonomy:</u> *Formulate</p> <p><u>Assessment:</u> *Thumbs up-Thumbs down *Observation *Work sheet</p>	<p><u>Blooms Taxonomy:</u> *Formulate</p> <p><u>Assessment:</u> *Thumbs up-Thumbs down *Work sheet</p>	<p>*Identify</p> <p>*Formulate</p> <p><u>Assessment:</u> *Observation</p>
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 Interactive Writing	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
11:50 - 12:05	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy
12:05—12:40 Math	<p>IM Unit 6 B8</p> <p>Introduce Solids: sphere, cone, cube, and cylinder. Discuss their make up. Complete solids</p>	<p>IM Unit 6 B9</p> <p>Review Solids. Discuss things in the world in the shape of a sphere and cone. Use</p>	<p>IM Unit 6 B10</p> <p>Review solids and their make up. Discuss things in the world in the shape of a cube and</p>	<p>IM Unit 6 C11</p> <p>Review Solids: Use manipulatives to create a sphere, cone, cube and cylinder. Complete</p>	<p>Review Solids: Use manipulatives to create a sphere, cone, cube and cylinder. Complete solids assessment and tally mark page.</p>

	<p>worksheet and fill in the missing number.</p> <p>Question: Is a triangle a cone?</p>	<p>manipulatives to create a sphere and a cone. Complete Patterning solids worksheet.</p> <p>Question: Is a sphere the same as a circle?</p>	<p>cylinder. Use manipulatives to create a cube and cylinder. Complete solids worksheet and subtraction page.</p> <p>Question: Is a cube the same as a square?</p>	<p>solids assessment and tens frame cut and glue.</p> <p>Question: Can you create a cube, cone, sphere, and cylinder?</p>	<p>Question: Can you create a cube, cone, sphere, and cylinder?</p>
Objective	<p>*Correctly name shapes regardless of their orientations or overall size.</p> <p>* Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>* Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>* Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>*Correctly name shapes regardless of their orientations or overall size.</p> <p>* Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>* Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>* Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>*Correctly name shapes regardless of their orientations or overall size.</p> <p>* Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>* Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>* Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>*Correctly name shapes regardless of their orientations or overall size.</p> <p>* Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>* Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>* Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	<p>*Correctly name shapes regardless of their orientations or overall size.</p> <p>* Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>* Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>* Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>

Lesson Set	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation *Marker Boards	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation *Marker Boards	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Create Assessment: *Observation *Marker Boards
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	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy
2:05 - 3:00 Social Studies/ Science	Introduce Arkansas. Look at map of the United States. Discuss Arkansas and its location on the map. Locate the United States on a globe. Discuss the city and name and location of the school. Discuss Famous people from Arkansas. Question: What is the difference between a map and a globe? Complete United States map.	Introduce the Arkansas flag and the state bird, flower and tree. Discuss Question: Why would you need to know your home address? Color symbols in book.	Review state flag and bird. Introduce state gem, beverage and fruit. discuss Question: What do the 25 stars on the state flag represent? Color symbols in book.	Review state flag, bird, flower, and tree, gem, beverage and fruit. Introduce the rest of the state symbols. Discuss Question: Who can tell me the state symbols we have learned so far? Complete symbols cut and glue page.	Review all state symbols. Talk about natural resources of arkansas. Question: Why do you think we need to study Arkansas History? Conduct natural resources of Arkansas activity
Objective					

Lesson Set	Strategies: *Questioning *Discussing Blooms Taxonomy: *Compare Assessment: *Observation	Strategies: *Questioning *Discussing Blooms Taxonomy: *Tell Assessment *Observation	Strategies: *Questioning *Discussing Blooms Taxonomy: *Tell Assessment: *Observation	Strategies: *Questioning *Discussing Blooms Taxonomy: *Tell Assessment: *Observation	Strategies: *Questioning *Discussing Blooms Taxonomy: *Tell Assessment: *Observation
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