## Lisa Brown Kindergarten Lesson Plan December 1 - December 5 Spell Check Phonics First Lessons 24

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00—8:50	Daily Chit-Chat	Daily Chit-Chat	Daily Chit-Chat	Daily Chit-Chat	Daily Chit-Chat
Review letter and AR	Review	Review	Review	Review.	Centers.
testing					
	small group	small group	small group	small group phonics	small group
	phonics	phonics	phonics		phonics
8:509:10	Heggerty Phonics	Heggerty Phonics	Heggerty Phonics	Heggerty Phonics	Heggerty Phonics
	Week 17	Week 17	Week 17	Week 17	Week 17
9:109:40	Calendar	Calendar	Calendar	Calendar	Calendar
9:40—10:30	Phonics First	Phonics First	Phonics First Lesson	Phonics First Lesson	Phonics First
Phonics/Letter	Lesson24	Lesson 24	24	24	Lesson 24
Recognition/Reading					
	Bench Mark	Shared Reading:	Shared Reading:	Shared Reading:	<b>Shared Reading:</b>
	Read Aloud:	Itsy, Bitsy Spider	What the Animals	What the Animals	Catch a Little
	Knuffle Bunny	Skill: Read	Say	say	Rhyme
	Skill: Realistic	fluently by	Skill: Draw	Skill: Read fluently	Skill: Read
	Fiction	grouping words	inferences and use	with intonation.	fluently with
	Print concepts:	together into	evidence to support	Understand words	expression.
	title, frontcover,	phrases.	understanding.	that describe	Identify and
	author	Recognize words		animal sounds.	discuss vivid
	illustrator.				verbs.

Story elements:	in context with	Identify	Recognize words in	
problem,	initial Cc.	punctuation marks	context with initial	Mini Lesson:
solution, theme.		in context.	Cc.	Skill: Compare
Comprehension	Mini Lesson:	Recognize		and Contrast the
strategies:	Skill: Identify	high-frequency	Mini Lesson:	Experiences if
connect text and	and Describe	words.	Skill: Sort Words	Characters in
illustrations,	Characters,		into Categories	Two Stories
draw inferences,	Settings, and	Mini Lesson:	S	
build	Events	Skill:		
vocabulary.		Describe How		Review letters:
		Illustrations	Review letters:	i,r,p,u,j,s,f,b,k
Shared Reading:	Review letters:	support a Text	i,r,p,u,j,s,f,b,k and ch	and ch
Itsy, Bitsy Spider	i,r,p,u,j,s,f,b,k and	<b>Identify the events</b>	Review sight words:	Review sight
Skill: Draw	ch	in a story. Use	are, for, you, is,	words:
inferences and	Review sight	illustrations to	play,has, of, was, he,	are, for,you, is,
use evidence to	words:	describe events in a	not, said, up, am,	play,has, of, was,
support	are, for, you, is,	story.	this, do, and, what,	he, not, said, up,
understanding.	play,has, of, was,		little, here,she,look	am, this, do, and,
Recognize that	he, not, said, up,			what, little,
written words	am, this, do, and,	Review letters:		here,she,look
match spoken	what, little,	i,r,p,u,j,s,f,b,k and		
words. Identify	here,she,look	ch		
high-frequency		Review sight words:		
words.		are, for, you, is,		
Mini Lesson:		play,has, of, was, he,		
Skill: Draw		not, said, up, am,		
Inferences		this, do, and, what,		
		little, here,she,look		
Review letters:				

	i,r,p,u,j,s,f,b,k and ch Review sight words: are, for,you, is, play,has, of, was, he, not, said, up, am, this, do, and, what, little, here,she,look				
Objective	*Identify and match the letter [i,r,p,u,j,s,f,b,k and ch] to the sound /i,r,p,u,j,s,f,b,k and ch/ *Recognize the difference between a letter and a printed word *Handwriting: Write [i,r,p,u,j,s,f,b,k and ch, Review,recognize and read sight words	*Identify and match the letter [i,r,p,u,j,s,f,b,k and ch] to the sound /i,r,p,u,j,s,f,b,k and ch/ *Recognize the difference between a letter and a printed word *Handwriting: Write [i,r,p,u,j,s,f,b,k and ch, Review,recognize and read sight words	*Identify and match the letter [i,r,p,u,j,s,f,b,k and ch] to the sound /i,r,p,u,j,s,f,b,k and ch/ *Recognize the difference between a letter and a printed word *Handwriting: Write [i,r,p,u,j,s,f,b,k and ch, Review,recognize and read sight words	*Identify and match the letter [i,r,p,u,j,s,f,b,k and ch] to the sound /i,r,p,u,j,s,f,b,k and ch/ *Recognize the difference between a letter and a printed word *Handwriting: Write [i,r,p,u,j,s,f,b,k and ch, Review,recognize and read sight words	*Identify and match the letter [i,r,p,u,j,s,f,b,k and ch] to the sound /i,r,p,u,j,s,f,b,k and ch/ *Recognize the difference between a letter and a printed word *Handwriting: Write [i,r,p,u,j,s,f,b,k and ch, Review,recognize and read sight words

Lesson Set	Strategies:	Strategies:	Strategies:	Strategies:	Strategies:
	*Modeling	*Modeling	*Modeling	*Modeling	*Modeling
	*Scaffolding	*Scaffolding	*Scaffolding	*Scaffolding	*Independent
	*Independent	*Independent	*Independent	*Independent	practice
	practice	practice	practice	practice	<b>Blooms</b>
	<u>Blooms</u>	<b>Blooms</b>	<b>Blooms Taxonomy</b> :	<b>Blooms Taxonomy:</b>	Taxonomy:
	Taxonomy:	<b>Taxonomy</b> :	*Distinguish	*Formulate/Create	*Identify
	*Formulate	*Formulate	Assessment:	Assessment:	*Formulate
	Assessment:	Assessment:	*Thumbs	*Observation	Assessment:
	*Marker boards	*Marker boards	up-Thumbs down	*Work sheet	*Observation
	*Work sheet	*Thumbs	*Observation		
		up-Thumbs down	*Work sheet		
		*Work sheet			
10:30-11:00	Lunch	Lunch	Lunch	Lunch	Lunch
11:0011:20	Recess	Recess	Recess	Recess	Recess
11:20 - 11:35	Math Calendar	Math Calendar	Math Calendar	Math Calendar	Math Calendar
11:35—11:50	Personal	Personal	Personal	Personal	Personal
Interactive Writing	Narrative The	Narrative The	Narrative The first	Narrative The first	Narrative The
	first time I	first time I	time I	time I	first time I
	(modeled	(modeled writing).	(modeled writing).	(modeled writing).	(modeled
	writing). The	The helper of the	The helper of the	The helper of the day	writing). The
	helper of the day	day tells the class	day tells the class	tells the class	helper of the day
	tells the class	something they	something they want	something they want	tells the class
	something they	want them to	them to know. The	them to know. The	something they
	want them to	know. The teacher	teacher writes it on	teacher writes it on	want them to
	know. The	writes it on chart	chart paper.	chart paper.	know. The
	teacher writes it	paper. Modeling	Modeling letters,	Modeling letters,	teacher writes it
	on chart paper.	letters, letter	letter sounds,	letter sounds, writing	on chart paper.
	Modeling letters,	sounds, writing on	writing on lines,	on lines,	Modeling letters,

	letter sounds, writing on lines, emphasizing proper spacing and punctuation.	lines, emphasizing proper spacing and punctuation.	emphasizing proper spacing and punctuation.	emphasizing proper spacing and punctuation.	letter sounds, writing on lines, emphasizing proper spacing and punctuation.
11:50 - 12:05	Complete	Complete	Complete Marning Literacy	Complete Morning Literacy	Complete
	Morning Literacy	Morning Literacy	Morning Literacy	Wiorining Literacy	Morning Literacy
12:05—12:40 Math	IM Unit 4 B 11	IM Unit 4 B 12	IM Unit 4 B 13	IM Unit 4 C14	IM Unit 4 C 15
	Review ways to make 2 and 3. Introduce # 15 and number word sixteen. Discuss the make up of the number. Complete #16 counting and handwriting page. Questions: Explain what the number sixteen means?	Introduce ways to make 5. Discuss and model. Review Addition. Complete Addition, sums through 7. Questions: If there are 15birds with two wings each. How many wings do they have altogether?	Review ways to make 5. Students use mats to make 4. Review Addition. Complete addition page, sums through 10. Questions: If there were 10 lily pads in the pond and five frogs on each lily pad. How many frogs are there altogether?	Students show ways to make 5. Review # 0—15, #words 0—15, color words, and shapes. Complete number and graphing page.  Questions: I have 15 pieces of candy and eats 3 how many are left?	Review addition, sums through 10. Complete addition page.  Ouestions: I have 8 feathers on my hat and gave me some more now I have 15 feathers in my hat. How many feathers did give me?
Objective	*Identify the number /15/ the number word	*Identify the number /15/ the number word	Represent addition and subtraction with objects, fingers,	Represent addition and subtraction with objects, fingers,	Represent addition and subtraction with
	/fifteen/	/fifteen	mental images,	mental images,	objects, fingers,

	*Write the number /15/ and the number word /fifteen/	*Write the number /15/ and the number word /fifteen/*	drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Lesson Set	*Modeling, *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation *Marker Boards *Worksheet	*Modeling, *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation *Marker Boards *Worksheet	*Counting Blooms Taxonomy: *Tell Assessment: *Observation	**Counting *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation	*Counting *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 "Christmas." Discuss Christmas and ways that it might be	Review Christmas and Kwanzaa. Read "Snow Bear's Christmas Countdown."	Review Kwanzaa and Christmas. Introduce Hanukkah. Watch United Streaming "Hanukkah."	Read "Christmas for 10" and "Mrs. Wishy-Washy's Christmas.	Review Christmas, Kwanzaa, and Hanukkah. Watch United

	celebrated around the world. Watch United Streaming "Kwanzaa." Read "Let's get ready for Kwanzaa." Discuss.  Complete Kwanzaa patterning page.	Discuss sequence of events.  Complete color by number Christmas tree and make ice cream ornament.	Read "Let's get ready for Hanukkah." Discuss. Complete Christmas tree graphing cut and glue page. and make papers sack ornament.	Complete Christmas graphing rabbit.	Streaming "Christmas."  Complete shape match up Santa wreath,
Lesson Set	Strategies: *Questioning *Discussion Blooms	Strategies: *Questioning *Discussion Blooms	Strategies: *Questioning *Discussion Blooms Taxonomy:	Strategies: *Questioning *Discussion Blooms Taxonomy:	Strategies: *Questioning *Discussion Blooms
	Taxonomy:	Taxonomy:	*Create	*Explain	Taxonomy:
	*Compare	*Tell	Assessment	Assessment	*Tell
	Assessment	Assessment	*Observation	*Observation	Assessment
	*Observation	*Observation			*Observation