

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

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

	Story elements: problem, solution, theme. Comprehension strategies: connect text and illustrations, draw inferences, build vocabulary. Shared Reading: <i>Itsy, Bitsy Spider</i> Skill: Draw inferences and use evidence to support understanding. Recognize that written words match spoken words. Identify high-frequency words. Mini Lesson: Skill: Draw Inferences Review letters:	in context with initial Cc. Mini Lesson: Skill: Identify and Describe Characters, Settings, and Events 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	Identify punctuation marks in context. Recognize high-frequency words. Mini Lesson: Skill: Describe How Illustrations support a Text Identify the events in a story. Use illustrations to describe events in a story. 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	Recognize words in context with initial Cc. Mini Lesson: Skill: Sort Words into Categories 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	Mini Lesson: Skill: Compare and Contrast the Experiences if Characters in Two Stories 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
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	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	<u>Strategies:</u> *Modeling *Scaffolding *Independent practice <u>Blooms Taxonomy:</u> *Formulate <u>Assessment:</u> *Marker boards *Work sheet	<u>Strategies:</u> *Modeling *Scaffolding *Independent practice <u>Blooms Taxonomy:</u> *Formulate <u>Assessment:</u> *Marker boards *Thumbs up-Thumbs down *Work sheet	<u>Strategies:</u> *Modeling *Scaffolding *Independent practice <u>Blooms Taxonomy:</u> *Distinguish <u>Assessment:</u> *Thumbs up-Thumbs down *Observation *Work sheet	<u>Strategies:</u> *Modeling *Scaffolding *Independent practice <u>Blooms Taxonomy:</u> *Formulate/Create <u>Assessment:</u> *Observation *Work sheet	<u>Strategies:</u> *Modeling *Independent practice <u>Blooms Taxonomy:</u> *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 Interactive Writing	Personal Narrative The first time I ... (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,	Personal Narrative The first time I ... (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	Personal Narrative The first time I ... (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,	Personal Narrative The first time I ... (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,	Personal Narrative The first time I ... (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.	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 Morning Literacy	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy
12:05—12:40 Math	IM Unit 4 B 11 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. <u>Questions:</u> Explain what the number sixteen means?	IM Unit 4 B 12 Introduce ways to make 5. Discuss and model. Review Addition. Complete Addition, sums through 7. <u>Questions:</u> If there are 15birds with two wings each. How many wings do they have altogether?	IM Unit 4 B 13 Review ways to make 5. Students use mats to make 4. Review Addition. Complete addition page, sums through 10. <u>Questions:</u> If there were 10 lily pads in the pond and five frogs on each lily pad. How many frogs are there altogether?	IM Unit 4 C14 Students show ways to make 5. Review # 0—15, #words 0—15, color words, and shapes. Complete number and graphing page. <u>Questions:</u> I have 15 pieces of candy and _____ eats 3 how many are left?	IM Unit 4 C 15 Review addition, sums through 10. Complete addition page. <u>Questions:</u> 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 /fifteen/	*Identify the number /15/ the number word /fifteen	Represent addition and subtraction with objects, fingers, mental images,	Represent addition and subtraction with objects, fingers, mental images,	Represent addition and subtraction with 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	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation *Marker Boards *Worksheet	Strategies: *Modeling, *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation *Marker Boards *Worksheet	Strategies: *Counting Blooms Taxonomy: *Tell Assessment: *Observation	Strategies: *Counting *Independent Work Blooms Taxonomy: *Explain Assessment: *Observation	Strategies: *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 Taxonomy: *Compare Assessment *Observation	Strategies: *Questioning *Discussion Blooms Taxonomy: *Tell Assessment *Observation	Strategies: *Questioning *Discussion Blooms Taxonomy: *Create Assessment *Observation	Strategies: *Questioning *Discussion Blooms Taxonomy: *Explain Assessment *Observation	Strategies: *Questioning *Discussion Blooms Taxonomy: *Tell Assessment *Observation