

Kindergarten Lesson Plan  
December 11— December 15  
Letters Sh and Ee

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00—8:50 Calendar	Daily Chit-Chat Review Bb and Kk phonics page.  <b>small group phonics</b>	Daily Chit-Chat Complete torn paper poinsettia  <b>small group phonics</b>	Daily Chit-Chat and /Ee/ phonics packet  <b>small group phonics</b>	Daily Chit-Chat CVC cut and glue match the picture to the word page.  <b>small group phonics</b>	Daily Chit-Chat Review fill in the ending sound page.  <b>small group phonics</b>
8:50 - 9:10	Heggerty Phonics week <b>16</b>	Heggerty Phonics week <b>16</b>	Heggerty Phonics week <b>16</b>	Heggerty Phonics week <b>16</b>	Heggerty Phonics week <b>116</b>
9:10-9:40	Calendar	Calendar	Calendar	Calendar	Calendar
9:40—10:35 Phonics/Letter Recognition/ Reading	Phonics First Lesson <b>25</b>  <b>Benchmark Read Aloud: <i>The Little Box</i></b> <b>Skill: Magical realism</b> <b>Print Concepts:</b> title, front cover, author, illustrator	Phonics First Lesson <b>25</b>  <b>Shared Reading:</b> <i>Stone Soup</i> <b>Skill: Read with fluent expression</b> <b>Recognize words in context with initial consonant Hh.</b>	Phonics First Lesson <b>26</b>  <b>Shared Reading:</b> <i>The Three Billy Goats Gruff</i> <b>Skill: Draw inferences and use evidence to support understanding.</b> <b>Identify quotation</b>	Phonics First Lesson <b>26</b>  <b>Shared Reading:</b> <i>The Three Billy Goats Gruff</i> <b>Skill: Read fluently with expression.</b> <b>Identify and use words that name locations and directions (over,</b>	Phonics First Lesson <b>25 and 26</b>  <b>Shared Reading:</b> <i>Catch a Little Rhyme</i> <b>Skill: REad with fluent expression.</b> <b>Describe characters in a poem. Use text evidence to ask</b>

	<p><b>Story Elements:</b> Characters, events <b>Comprehension</b> <b>Strategies:</b> Analyze figurative language, ask questions, draw inferences</p> <p><b>Shared Reading:</b> <i>Stone Soup</i> <b>Skill:</b> Draw inferences and use evidence to support understanding, <b>Recognize features of a sentence (first word uppercase, and punctuation). Identify high frequency words.</b></p> <p><b>Mini Lesson:</b> <b>Skill:</b> Name the author and illustrator of a story. Define the role of the author and illustrator. Identify who is telling the story.</p>	<p><b>Mini Lesson:</b> <b>Skill:</b> Identify the characters, settings, and events in a story. Describe the characters, settings, and events using details in the text and illustrations.</p> <p>Review letter [Ee] phonics cards. Read book “The Best Nest.” Skill: [Ee] initial/medial sound, matching sounds. Write words with medial [Ee] sound on marker board. Practice writing upper case [E] on marker boards for correct formation. Complete upper case [E] handwriting page and medial sound cut and glue page.</p>	<p>marks in context. <b>Identify high-frequency words.</b></p> <p><b>Mini Lesson:</b> <b>Skill:</b> Identify and describe character using details in the text. Compare and contrast the experiences of characters.</p> <p>Introduce diagraph sh-. Come up with words that begin with s- and with h- and with sh- and write them on marker board. Discuss how the individual letter sounds change when the two letters are put together. Complete diagraph sorting page.</p>	<p>down). <b>Recognize words with short i/i/.</b></p> <p><b>Mini Lesson:</b> <b>Skill:</b> Use frequently occurring adjectives. <b>Demonstrate my understanding of adjectives by identifying their opposites (little, huge, kind, mean).</b></p> <p>Students bring marker boards and markers to carpet review /sh/ words on chart paper on marker boards. Students come up with sentences using /sh/ words from chart paper and write them on their marker board. Share sentences. Complete /sh/ word book.</p>	<p>and answer questions.</p> <p><b>Mini Lesson:</b> <b>Skill:</b> State, clarify, and build on an idea by asking questions. Participate in a constructive conversation about the essential question. Listen actively to my partner’s response.</p> <p>Review letters /sh/ complete /s/, /h/, and /sh/ cut and glue sort.</p> <p><b>Computer Lab 9:30—10:30</b> <b>Activity: Lexia math and reading skills</b></p>
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	<p>Introduce letter [Ee] phonics cards. Read poem “Engine Engine Number Nine.” Skill: Identify and make rhymes, initial sound, syllables. Read “Enormous Elephant Show.” Write words that begin with [Ee] on marker board. Practice writing lower case [e] on marker board for correct formation. Complete lower case [e] handwriting and initial sound cut and glue page.</p> <p><b><u>Question:</u></b></p> <p>*Who can formulate a rhyming word that has beginning sound /e/ that rhymes with the words I say?</p>	<p><b><u>Questions:</u></b></p> <p>*Who can formulate words that have the middle sound of /e/?</p>			<p><b><u>Questions:</u></b></p> <p>*Who can formulate a sentence from the sight word I hold up?</p>
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Objective	<ul style="list-style-type: none"> <li>*Identify and match the letter [e] to the sound /e/</li> <li>*Recognize the difference between a letter and a printed word</li> <li>*Handwriting: Write [Ee]</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and match the letter [e] to the sound /e/</li> <li>*Recognize the difference between a letter and a printed word</li> <li>*Handwriting: Write [Ee]</li> <li>*Identify rhyme</li> </ul>	<ul style="list-style-type: none"> <li>* Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>* 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/.)</li> <li>* Recognize and produce rhyming words.</li> <li>* Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<ul style="list-style-type: none"> <li>* Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>* 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/.)</li> <li>* Recognize and produce rhyming words.</li> <li>* Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrate knowledge of sight words</li> </ul>
	<b><u>Strategies:</u></b> <ul style="list-style-type: none"> <li>*Modeling</li> <li>*Scaffolding</li> </ul>	<b><u>Strategies:</u></b> <ul style="list-style-type: none"> <li>*Modeling</li> <li>*Scaffolding</li> </ul>	<b><u>Strategies:</u></b> <ul style="list-style-type: none"> <li>*Modeling</li> <li>*Scaffolding</li> </ul>	<b><u>Strategies:</u></b> <ul style="list-style-type: none"> <li>*Modeling</li> <li>*Scaffolding</li> </ul>	<b><u>Strategies:</u></b> <ul style="list-style-type: none"> <li>*Modeling</li> <li>*Independent practice</li> </ul>

	*Independent practice <b><u>Blooms Taxonomy:</u></b> *Formulate <b><u>Assessment:</u></b> *Marker boards *Work sheet	*Independent practice <b><u>Blooms Taxonomy:</u></b> *Formulate <b><u>Assessment:</u></b> *Marker boards *Work sheet	*Independent practice <b><u>Blooms Taxonomy:</u></b> *Formulate <b><u>Assessment:</u></b> *Marker boards *Thumbs up-Thumbs down *Work sheet	*Independent practice <b><u>Blooms Taxonomy:</u></b> *Formulate <b><u>Assessment:</u></b> *Marker boards *Thumbs up-Thumbs down *Work sheet	<b><u>Blooms Taxonomy:</u></b> *Identify <b><u>Assessment:</u></b> *Observation
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	Personal Narrative: The first time I....  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.	Personal Narrative: The first time I....  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.	Personal Narrative: The first time I....  DailyNews (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.	Personal Narrative: The first time I....  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.	Personal Narrative: The first time I.... 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.

11:50 - 12:05	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy	Complete Morning Literacy
12:05—12:38 Math	IM Unit 4 C 16  Review color words, shapes, #words 0—15, and # 0—15. Introduce #16 and number word fifteen. Discuss the make up of the number 16. Introduce ways to make 4. Complete counting page. <b><u>Questions:</u></b> Explain what the number fifteen means?	IM Unit 4 C 17  Review ways to make 4. Review #16. Review addition. Sums through 10. Complete addition page.  <b><u>Questions:</u></b> If there are 15 people with two feet each. How many feet do they have altogether?	IM Unit 4 C 18  Review #16. Review addition. Complete addition cut and glue page. <b><u>Questions:</u></b> If there were 8 cats in the yard and 7 more came. How many cats will be in the yard?	End of Unit 4 Assessment  Review numbers 0—16, number words 0—16, colors words and shapes. Review ways to make 4. Watch Sesame Street # 15. Complete #15 graphing and handwriting page. <b><u>Questions:</u></b> I have 15 puppies and 4 left how many puppies would I have left?	End of Unit 4 Assessment  Review Addition and ways to make 4. Discuss writing numbers. Complete writing to 45. <b><u>Questions:</u></b> I have 9 horses in the field and _____ gave me some more. Now I have 15 horses in my field. How many horses did _____ give me?
Objective	*Identify the number /15/ the number word /fifteen/ *Write the number /15/ and the number word /fifteen/	*Identify the number /15/ the number word /fifteen/ *Write the number /15/ and the number word /fifteen/	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations,	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations,	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations,

			expressions, or equations.	expressions, or equations.	expressions, or equations.
Lesson Set	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation *Marker Boards *Worksheet	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation *Marker Boards *Worksheet	<b>Strategies:</b> *Counting <b>Blooms Taxonomy:</b> *Tell <b>Assessment:</b> *Observation	<b>Strategies:</b> *Counting *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation	<b>Strategies:</b> *Counting *Independent work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation
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	Review “Christmas.” Discuss Christmas and ways that it might be celebrated around the world. Watch United Streaming “Kwanzaa.”  Read “Let’s get ready for	Review Christmas and Kwanzaa. Read “Snow Bear’s Christmas Countdown.” Discuss sequence of events.	Review Kwanzaa and Christmas. Introduce Hanukkah. Watch United Streaming “Hanukkah.” Read “Let’s get ready for Hanukkah.” Discuss.	Read “Christmas for 10” and “Mrs. Wishy-Washy’s Christmas.	Review Christmas, Kwanzaa, and Hanukkah. Watch United Streaming “Christmas.”

	Kwanzaa.” Discuss.				
Lesson Set	<b>Strategies:</b> *Questioning *Discussion <b>Blooms Taxonomy:</b> *Tell <b>Assessment</b> *Observation	<b>Strategies:</b> *Questioning *Discussion <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussion <b>Blooms Taxonomy:</b> *Compare <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussion <b>Blooms Taxonomy:</b> *Compare <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussion <b>Blooms Taxonomy:</b> *Tell <b>Assessment:</b> *Observation
2:07—3:00 Continue Social Studies/ Science	Make Christmas ornament	Complete color by number Christmas tree and make ice cream ornament.	Complete Christmas tree graphing cut and glue page. and make papers sack ornament.	Complete Christmas graphing rabbit.	Complete shape match up Santa wreath,