

Theme 10: Week 2

KINDERGARTEN READING LESSON PLANS

| | WHOLE GROUP | Day 1 Date: _____ | Day 2 Date: _____ | Day 3 Date: _____ | Day 4 Date: _____ | Day 5 Date: _____ |
|--|---|--|--|---|--|--|
| Objective Phonics: Phonics: Review /d/d, /e/e; Blending e - d. * Phonemic Awareness. * Sharing Literature. * Writing: Rules, Facts, Descriptions | Phonemic Awareness: | Ashlock; (Phoneme Matching and Isolation: Initial), TE p. 253 | Ashlock; (Phoneme Blending), TE p. 261 | Ashlock; (Phoneme Matching: Medial), TE p. 269 | Ashlock; (Phoneme Segmentation), TE p. 277 | Ashlock; (Phoneme Isolation: Medial), TE p.285 |
| | Sharing Literature Read Aloud: | Big Book: The Big Yellow Bus, TE pp. 254-255 | (Library Book: Guess Who?), TE pp. 262-263 | (RAA: "Franklin in the Dark"; pp. 53-55), TE pp. 270-271 | (RAA: "Jamaica's Find", pp. 90-93), TE pp. 278-279 | Phoneme Isolation: Medial, TE p. 285 |
| Reading Strategies <ul style="list-style-type: none"> • Picture clues • Get your mouth ready...POP! • Does it make sense? • Backtrack and read it again • Stretch it • Skip it and go on | Literature/ Comprehension Focus: | Literature Focus (Match Words), TE p. 255; PB, p. 14 | Comprehension Focus (Nonfiction: Text Organization), TE p. 263 | Comprehension Focus (Characters), TE p. 271 | Comprehension Focus (Retelling the Story), TE p. 279 | Comprehension Focus (Sequence), TE p. 287 |
| | Phonics/ Early Literacy Skills | (Review: Consonant /d/d, Short Vowel /e/e; Tested Skill), TE pp. 256-257; PB, p. 15 | (Blending /e/ - /d/; Tested Skill), TE pp. 264-265; PB, p. 16 | (Words With /e/ and /d/; Tested Skill), TE pp. 272-273; PB, p.17 | (Short Vowel /e/e; Tested Skill), TE p. 280 | (Phoneme Isolation: Medial), TE p. 285; PB, p. 18 |
| | Writing | Shared Writing (Bus Rules), TE p. 258 | Writing (Book of Facts), TE p. 266 | Shared Writing (Write Sentences About a Problem), TE p. 274 | Interactive Writing (Write Descriptions), TE p. 282 | Writing (Write About a Make-Believe Bus), TE p. 290 |
| Focus <ul style="list-style-type: none"> • Dictated Sentence • Guided Writing • Comprehension • Making Connections | Day 4: Whole Group - Decodable Book 11 (We Can Fix), TE pp. 280-281 | | | | | |
| | SMALL GROUP INSTRUCTION | | | | | |
| | Intervention | pp. 262 – 263 | pp. 264 - 266 | pp. 266 - 267 | pp. 268 - 269 | pp. 270-271 |
| | On-Level | Middle Consonants/ Segmenting Words | | | | |
| Above Level | Independent Reader 28: Lots of Jobs | | | | | |