

Theme 5: Week 1

KINDERGARTEN READING LESSON PLANS

TEACHER COMMENTS:	WHOLE GROUP	Day 1 Date: _____	Day 2 Date: _____	Day 3 Date: _____	Day 4 Date: _____	Day 5 Date: _____	
	Phonemic Awareness:	(Phoneme Isolation and Matching: Initial), TE p. 23	(Phoneme Isolation: Initial), TE p. 39	(Phoneme Isolation and Matching: Initial), TE p. 49	(Phoneme Isolation: Initial), TE p. 59	(Phoneme Matching), TE p. 69	
	Sharing Literature Read Aloud:	(Big Book: Off We Go!), TE pp. 24-33; <b>PB pp. 5-6</b>	(Library Book: A Birthday Basket for Tia), TE pp. 40-41	(Read-Aloud Anthology, pp. 36-39: "Let's Go, Froggy!"), TE pp. 50-51	(Big Book of Rhymes and Songs, p. 14: "Winter Birds"), TE pp. 60-61	(Library Book: A Birthday Basket for Tia), TE pp. 70-71	
	Literature/ Comprehension Focus:	Literature Focus (Rhyming Words), TE p. 25	Comprehension Focus (Character Traits), TE p. 41	Comprehension Focus (Problem-Solution), TE p. 51	Literature Focus (Long and Short Words), TE p. 61	Comprehension Focus (Retelling the Story), TE p. 71	
	Phonics/ Early Literacy Skills	(Introduce: Consonant Gg, Identify/Write; Tested Skill), TE pp. 34-35; <b>PB pp. 7; PPB pp 47-48</b>	(Relating /g/ to g; Tested Skill), TE pp. 42-43; <b>PPB pp 49-50; PB pp. 8</b>	Introduce: Consonant Ff, Identify/Write; Tested Skill), TE pp. 52-53; <b>PPB pp 51-52; PB pp. 10</b>	(Relating /f/ to f; Tested Skill), TE pp. 62-63; <b>PPB pp 53-54; PB pp. 12</b>	(Review: Consonants /g/g,/f/f; Tested Skill), TE pp. 72-73; <b>PB pp. 13</b>	
	High Frequency Words		TE pp. 44-45; <b>PB pp. 9</b> ; High-Frequency Word Card: on	TE pp. 54-55; High-Frequency Word Card: to; <b>PB pp. 11</b>	TE p. 64; Picture/Word Cards: bus, jeep, van		
	Day 4: Whole Group - Pre-Decodable Book 12 (The Park), TE pp. 64-65						
	<b>SMALL GROUP INSTRUCTION</b>						
	Intervention Manual	pp. 98-99	pp. 100-101	pp. 102-103	pp. 104-105	pp. 105-106	
	On Level	High-Frequency Word Cards: We, on, a, the, go, to, like					
Above Level	Independent Reader 12: Pop-Pop						