

Theme 5: Week 2

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: Initial), TE p. 83	(Phoneme Isolation), TE p. 91	(Phoneme Blending), TE p. 99	(Syllable Counting), TE p. 107	(Phoneme Isolation and Matching: Medial), TE p. 115
	Sharing Literature Read Aloud:	(Big Book: Off We Go!), TE pp. 84-85	(Library Book: Dear Juno), TE pp. 92-93	(Read-Aloud Anthology: "The Three Bears"), TE pp. 100-101	(Big Book of Rhymes and Songs; p. 22: "The Very Nicest Place"), TE pp. 108-109	(Big Book: Off We Go!), TE pp. 116-117
	Literature/ Comprehension Focus:	Comprehension: Compare/Contrast, TE p. 85; PB p. 14	Comprehension Focus (Character's Feelings), TE p. 93	Comprehension Focus (Sequence), TE p. 101	Comprehension Focus (Questions for Research), TE p. 109	Comprehension Focus (Picture Details), TE p. 117
	Phonics/ Early Literacy Skills	(Introduce: Short Vowel i, Identify/Write; Tested Skill), TE pp. 86-87; PPB pp. 55-56; PB p.15	(Relating /i/ to i; Tested Skill), TE pp. 94-95; PPB pp. 57-58; PB p.16	(Blending /i/ - /t/; Tested Skill), TE pp. 102-103; PB p.17	(Review: Short Vowel /i/i; Tested Skill), TE p. 110	(Words with /i/ - /t/; Tested Skill), TE pp. 118-119; PB p.18
	Day 4: Whole Group - Pre-Decodable Book 13 (Sit on My Chair), TE pp. 110-111					
	SMALL GROUP INSTRUCTION					
	Intervention Manual	pp. 107-108	pp. 109-110	pp. 111-112	pp. 113-114	pp. 115-116
	On Level	High-Frequency Word Cards; Reading Strategies				
	Above Level	Independent Reader 13: Play Cake				