

Theme 5: Week 3

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: Final), TE p. 129	(Phoneme Blending), TE p. 137	(Phoneme Isolation and Matching: Medial), TE p. 145	(Phoneme Counting), TE p. 153	(Phoneme Counting), TE p. 161	
	Sharing Literature Read Aloud:	(Library Book: Dear Juno), TE pp. 130-131	(Read-Aloud Anthology, pp. 90-93: "Jamaica's Find"), TE pp. 138-139	(Big Book: Off We Go!), TE pp. 146-147	(Read-Aloud Anthology, pp. 99-100: "Grandfather and I"), TE pp. 154-155	(Read-Aloud Anthology, p. 101: "The Three Little Pigs"), TE pp. 162-163	
	Literature/ Comprehension Focus:	Comprehension Focus (Problem-Solution), TE p. 131	Comprehension Focus (Character's Actions), TE p. 139	Comprehension Focus (Retelling), TE p. 147	Comprehension Focus (Visualizing), TE p. 155	Comprehension Focus (Comparing Texts), TE p. 163	
	Phonics/ Early Literacy Skills	(Library Book: Dear Juno), TE pp. 130-131; <b>PB p. 19</b>	(Introduce: Blending /i/ - /g/; Tested Skill), TE pp. 140-141; <b>PB p. 20</b>	(Words with /i/ - /g/; Tested Skill), TE pp. 148-149; <b>PB p. 21</b>	(Review: Short Vowel /i/i; Tested Skill), TE p. 156	(Review: /i/ - /g/; Tested Skill), TE pp. 164-165; <b>PB p. 22</b>	
	Day 4: Whole Group - Pre-Decodable Book 14 (My Pig), TE pp. 156-157						
	SMALL GROUP INSTRUCTION						
	Intervention Manual	pp. 117-118	pp. 118-119	pp. 119-120	pp. 120-121	pp. 122-123	
	On Level	High-Frequency Word Cards: We, on, a, the, go, to, like					
	Above Level	Independent Reader 14: Too Little					