

Theme 7: Week 3

KINDERGARTEN READING LESSON PLANS

OBJECTIVES:	WHOLE GROUP	Day 1 Date:	Day 2 Date:	Day 3 Date:	Day 4 Date:	Day 5 Date:																		
Phonics: Consonant Pp, Short Vowel Oo; Blending /o/ - /p/. * Phonemic Awareness. * Sharing Literature. * Writing: Wall Book (Writing Process)	Phonemic Awareness:	(Phoneme Counting), TE p. 467	(Phoneme Blending), TE p. 475	(Phoneme Substitution), TE p. 483	(Phoneme Substitution), TE p. 491	(Phoneme Blending), TE p. 499																		
<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 	Sharing Literature (Read Aloud):	(Library Book: Wonderful Worms), TE pp. 468-469	(Read-Aloud Anthology: "The Fearsome Beast, pp. 108-109"), TE pp. 476-477	(Big Book: Look Closer), TE pp. 484-485	(Big Book of Rhymes and Songs; Itsy Bitsy Spider; p 20), TE pp. 492-493	(Read-Aloud Anthology, p. 140: "The Ants Came Marching"), TE pp. 500-501																		
	Literature/ Comprehension Focus:	Comprehension Focus (Summarize), TE p. 469	Comprehension Focus (Characters), TE p. 477	Literature Focus (Naming Words), TE p. 485	Literature Focus (Matching Words), TE p. 493	Literature Focus (Anticipating Text), TE p. 501																		
<ul style="list-style-type: none"> ○ Dictated Sentence ○ Guided Writing ○ Comprehension ○ Making Connections 	Phonics/ Early Literacy Skills	(Review: Consonant /p/p, Short Vowel /o/o; Tested Skill), TE pp. 470-471; PB p 19	(Blending /o/ - /p/; Tested Skill), TE pp. 478-479; PB p 20	(Words with /o/ and /p/; Tested Skill), TE pp. 486-487; PB p 21	(Review: Short Vowel /o/o; Tested Skill), TE p. 494	(Review: Blending /o/ - /p/; Tested Skill), TE pp. 502-503; PB p 22																		
Date:	<p style="text-align: center;">Day 4: Whole Group: Decodable Book 3 (What Can Hop?), TE pp. 494-495</p> <p style="text-align: center;">SMALL GROUP INSTRUCTION</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Intervention</td> <td style="width: 15%; text-align: center;">pp. 172=173</td> <td style="width: 15%; text-align: center;">pp 174-175.</td> <td style="width: 15%; text-align: center;">pp. 176-177</td> <td style="width: 15%; text-align: center;">pp.178-179</td> <td style="width: 15%; text-align: center;">pp. 180-181</td> </tr> <tr> <td style="text-align: center;">On Level</td> <td colspan="5" style="text-align: center;">BEGINNING SOUNDS/ STRETCHING WORDS</td> </tr> <tr> <td style="text-align: center;">Above Level</td> <td colspan="5" style="text-align: center;">Independent Reader 20: Amazing Ants</td> </tr> </table> <p style="text-align: center;">Theme Wrap-up & Review: TE pp. 506-507</p>						Intervention	pp. 172=173	pp 174-175.	pp. 176-177	pp.178-179	pp. 180-181	On Level	BEGINNING SOUNDS/ STRETCHING WORDS					Above Level	Independent Reader 20: Amazing Ants				
Intervention	pp. 172=173	pp 174-175.	pp. 176-177	pp.178-179	pp. 180-181																			
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