



BSD Lesson Plans  
2018-19  
School: Mamie Martin

Teacher: Kindergarten      Date: 1/7/19-1/11/19      Subject: Reading/Language	
Topic: Lesson Plans	
Standard(s)	<p>Focus: RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3c, RF.K.3d, RL.K.3, RL.K.7, L.K.1e, L.K.2a, L.K.2b, L.K.2d, W.K.3</p> <p>Ongoing: RF.K.2e, RF.K.4, RI.K.1, RI.K.10, RL.K.1, SL.K.6, W.K.1</p>
Learning Target(s) (based on the language of the standard)	<ul style="list-style-type: none"> <li>● I can name the author and illustrator of a text</li> <li>● I can identify characters, settings, and major events</li> <li>● I can identify main idea and details</li> <li>● I can say the sound for letters Ll, Oo, Gg, Hh, Tt, Aa, Pp, Nn, Mm, Ii, Ss, Ff, Rr, Kk, Bb, Uu</li> <li>● I can draw, tell, and write about something that happened to me and how I felt about it.</li> <li>● I can explain how the picture helps to tell the story.</li> <li>● I can ask and answer questions about the key details of a text (who, what, where, when, why, and how)</li> <li>● I can follow rules for discussions</li> <li>● I can capitalize the first word in a sentence and the letter I.</li> <li>● I can continue a conversation after other speakers take their turn.</li> <li>● I can describe familiar people, places, things, and events.</li> <li>● I can use pictures to add details to the book.</li> <li>● I can write a letter or letters for consonants and short vowel sounds.</li> </ul> <p>Saxon: 61-64- Uu Phonemic Awareness- Phoneme Comparison Beginning and Ending Sound Journeys-Unit 4 Lesson 1 Sight Words- how Heggerty- Lesson 17</p>
Procedures (with general times)	<ul style="list-style-type: none"> <li>● Prior knowledge – Rules, procedures and routines, communication skills, motor skills, recognizing and tracing name, letter recognition</li> <li>● Sight Words: how</li> <li>● Activities/Centers – (1) Writing, (2) Computers, (3) Phonics/Phonemic Awareness, (4) Vocabulary – Sight Words (how), (5) Reading/Comprehension</li> <li>● Heggerty Phonemic Awareness – Letter Naming, Rhyme Repetition, Onset Fluency, Blending Words, Identify Final Sounds, Segmenting Words, Substituting Words, Adding Words, Deleting Words, Language Awareness</li> <li>● Closure – Hand signals - thumbs up for understanding and thumbs down for needing extra help, oral observation</li> </ul>
Text	Journeys Leveled Readers
Example of an Assessment Item Related to the Standard	<ul style="list-style-type: none"> <li>● Write the letter for the sound given.</li> <li>● Match the CVC word to the correct picture.</li> <li>● Spell the CVC words.</li> <li>● Read sight words.</li> </ul>