



BSD Lesson Plans
2018-19

School: Mamie Martin

Teacher: Kindergarten Date: 3/4/19-3/8/19 Subject: Reading/Language Topic: Lesson Plans	
Standard(s)	Focus:RF.K.1d, RF.K.2d, RF.K.3a, RF.K.3c, RF.K.3d, RI.K.1, RI.K.2, RI.K.4, RI.K.7, RI.K.10, RL.K.1, 2, 3, 5, 6, L.K.2a, L.K.2b, LK.2d, L.K.5b, L.K.5d, W.K.2, W.K.3, W.K.5, W.K.8 Ongoing: SL.K.2, SL.K.6, RF.K.4
Learning Target(s) (based on the language of the standard)	<ul style="list-style-type: none"> ● I can blend and segment onsets and rimes. ● I can say the first sound in a word. ● I can read sight words. ● I can identify characters, settings, and major events ● I can identify main idea and details. ● I can retell and story. ● I can say the sound for letters Ll, Oo, Gg, Hh, Tt, Aa, Pp, Nn, Mm, li, Ss, Ff, Rr, Kk, Bb, Uu, Zz, Cc, Ee, Yy, Dd, Vv, Jj, Xx, Ww, Qq ● I can draw, tell, and write about something that happened to me and how I felt about it. ● I can explain how the picture helps to tell the story. ● I can ask and answer questions about the key details of a text (who, what, where, when, why, and how) ● I can follow rules for discussions ● I can capitalize the first word in a sentence and the letter I. ● I can identify punctuation. ● I can continue a conversation after other speakers take their turn. ● I can describe familiar people, places, things, and events. ● I can use pictures to add details to the book. ● I can write a letter or letters for consonants and short vowel sounds. <p>Saxon: 101-104 Phonemic Awareness- Phoneme Blending No Journeys this week Sight Words- make, she Heggerty- Lesson 25</p>
Procedures (with general times)	<ul style="list-style-type: none"> ● Prior knowledge – Rules, procedures and routines, communication skills, motor skills, recognizing and tracing name, letter recognition ● Sight Words: make, she ● Activities/Centers – (1) Writing, (2) Computers, (3) Phonics/Phonemic Awareness, (4) Vocabulary – Sight Words (5) Reading/Comprehension ● Heggerty Phonemic Awareness – Letter Naming, Rhyme Repetition, Onset Fluency, Blending Words, Identify Final Sounds, Segmenting Words, Substituting Words, Adding Words, Deleting Words, Language Awareness ● Closure – Hand signals - thumbs up for understanding and thumbs down for needing extra help, oral observation
Text	Journeys Leveled Readers
Example of an Assessment Item Related to the Standard	3 rd 9 Weeks Test