



BSD Lesson Plans
2018-19

School: Mamie Martin

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| Teacher: Kindergarten Date: 2/4/19-2/8/19 Subject: Reading/Language Topic: Lesson Plans | |
| Standard(s) | Focus: RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3c, RF.K.3d, RI.K.1, RI.K.4, RL.K.2, RL.K.5, RL.K.7, L.K.1d, L.K.2a, L.K.2b, L.K.2d, L.K.5b, W.K.1, W.K.3 Ongoing: RF.K.2e, RF.K.4, RI.K.7, RI.K.10, L.K.1c, W.K.8, SL.K.6 |
| 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 ● 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: 73-76 Ee Phonemic Awareness- Phoneme Blending Journeys-Unit 5 Lesson 1 Sight Words- do, were Heggerty- Lesson 21</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: do, were ● 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 Levelled Readers |
| Example of an Assessment Item Related to the Standard | <p>3rd 4.5 Nine Weeks Exam</p> <ul style="list-style-type: none"> ● Students will identify rhyming words ● Students will count syllables in words ● Students will blend sounds in one syllable words ● Students will identify punctuation |