

Dena Smith Kindergarten Lesson Plan

March 16<sup>th</sup> – March 20<sup>th</sup>

-en word family

**\*8:00 Pledge of Allegiance in Hallway**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:03—9:00 Calendar	Complete review tr-blend cut and glue page.  <b>Treasures/phonics small group</b>  Calendar	Journals and color _en word family book.  <b>Treasures/phonics small group</b>  Calendar	Complete review R-blends cut and glue page and color and make _en words family slide.  <b>Treasures/ phonics small group</b>  Calendar	Complete configuration station and marker board and marker review.  <b>Phonics/individual readers</b>  Calendar	Centers  <b>Phonics/individual readers</b>  Calendar
9:00—10:30 Phonics/ Letter Recognition/ Reading	Introduce –en word family. Play jumping game to make -en words. Write –en words on board. Complete cut and glue _en word page and fill in the correct word page. <b>Question:</b> How many –en words can you come up with?	Review r—blends b focusing on pr, fr, and gr. On chart paper, write words beginning with blends pr, fr, gr. Write sentences on marker boards using r-blend words from chart. Complete r-blends fill in the correct blend page. <b>Question:</b> Who can come up with words that begin with an r-blend? (pr.gr,fr)	Review –en word family. Review ABC order. Make a list of body organs. Put list of body organs in ABC order. Have students write -en words listed on marker board in personal dictionary. Complete –en ABC order page and –en cut and glue page. <b>Question:</b> Which word comes first in ABC order, predator or grasshopper?	Review _en word family. On marker boards write sentences using _en words on board. Review r-blends. Complete r-blends sorting page and _en word fill in the blank page. Play Sparkle. <b>Question:</b> Who can make a sentence with a r-blend word?	*Spelling Test  <b>Question:</b> Who can make a sentence with a -en word?
Objective	* Blend and segment onsets and rimes of single-syllable spoken	* Blend and segment onsets and rimes of single-syllable spoken	* Blend and segment onsets and rimes of single-syllable spoken	* Blend and segment onsets and rimes of single-syllable spoken	* Blend and segment onsets and rimes of single-syllable spoken

	<p>words. * solate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.) * Recognize and produce rhyming words. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>words. * solate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.) * Recognize and produce rhyming words. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>words. * solate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.) * Recognize and produce rhyming words. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>words. * solate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.) * Recognize and produce rhyming words. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>words. * solate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.) * Recognize and produce rhyming words. * Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
Lesson Set	<p><b><u>Strategies:</u></b> *Modeling *Scaffolding *Independent practice <b><u>Blooms Taxonomy:</u></b> *Formulate <b><u>Assessment:</u></b> *Marker boards *Work sheet</p>	<p><b><u>Strategies:</u></b> *Modeling *Scaffolding *Independent practice <b><u>Blooms Taxonomy:</u></b> *Formulate <b><u>Assessment:</u></b> *Marker boards *Thumbs up-Thumbs down *Work sheet</p>	<p><b><u>Strategies:</u></b> *Modeling *Scaffolding *Independent practice <b><u>Blooms Taxonomy:</u></b> *Tell <b><u>Assessment:</u></b> *Thumbs up-Thumbs down *Observation *Work sheet</p>	<p><b><u>Strategies:</u></b> *Modeling *Scaffolding *Independent practice <b><u>Blooms Taxonomy:</u></b> *Formulate <b><u>Assessment:</u></b> *Thumbs up- Thumbs down *Work sheet</p>	<p><b><u>Strategies:</u></b> *Modeling *Independent practice <b><u>Blooms Taxonomy:</u></b> *Identify *Formulate <b><u>Assessment:</u></b> *Observation *Spelling Test</p>
Standards	RF.K.3.D; RF.K.2.D; RF.KF2.C; RF.K.2.A	RF.K.3.D;RF.K.2.D; RF.KF2.C; RF.K.2.A	RF.K.3.D; RF.K.2.D; RF.KF2.C; RF.K.2.A	RF.K.3.D; RF.K.2.D; RF.KF2.C; RF.K.2.A	RF.K.3.D; RF.K.2.D; RF.KF2.C RF.K.2.A
10:30—10:40 Interactive Writing	<b>Daily</b> News (modeled writing). The helper of the day tells the class something they want them to know. The	<b>Daily</b> News (modeled writing). The helper of the day tells the class something they want them to know. The	<b>Daily</b> News (modeled writing). The helper of the day tells the class something they want them to know. The	<b>Daily</b> News (modeled writing). The helper of the day tells the class something they want them to know. The	<b>Daily</b> News (modeled writing). The helper of the day tells the class something they want them to know. The

	teacher writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	teacher writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	teacher writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	teacher writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.	teacher writes it on chart paper. Modeling letters, letter sounds, writing on lines, emphasizing proper spacing and punctuation.
Standards	W.K.5	W.K.5	W.K.5	W.K.5	W.K.5
10:40—11:20	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
11:20—12:15 Math	Review ways to make 9. Use dice to come up with subtraction problems. Play dice subtraction game. <b>Question:</b> ___ has 10 balls and gives buys 7 away. How many balls does he have now?	Introduce ways to make 10. Students model ways to make 10 using mats and manipulatives. Complete CGI problem. <b>Question:</b> _____ has some flowers. She gives 5 away. She has 8 left. How many flowers did she have to start with?	Review ways to make 2—9. Model ways to make 10. Students model ways to make 10 using manipulatives and mats. Complete CGI problem. <b>Question:</b> _____ has 10 pieces of candy. _____ gives 2 pieces of candy to each friend. How many friends did _____ give candy too?	Review ways to make 2—10. Using marker boards review add/sub and less than greater than. Complete CGI problem. <b>Question:</b> _____ has 8 shirts. His mom buys him 6 more shirts. How many shirts does he have now?	Review ways to make 2—10. Use dominoes to come up with addition problems. Review addition. <b>Question:</b> _____ has 3 friends. _____ gives his/her friends 3 cookies each. How many cookies did _____ give her friends?
Objective	*Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  **Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation	*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  **Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation	*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  **Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation	*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  **Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation

		(e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	(e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	(e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	(e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).
Lesson Set	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation *Marker Boards	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation *Marker Boards	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation	<b>Strategies:</b> *Modeling, *Independent Work <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation *Marker Boards
Standards	K.OA.A.3	K.OA.A.2, K.OA.A.3	K.OA.A.2, K.OA.A.3	K.OA.A.2, K.OA.A.3	K.OA.A.2, K.OA.A.3
12:15—12:40	Rest	Rest	Rest	Rest	Rest
12:40—1:05 Social Studies/ Science	Introduce “Plants.” Read “The Tiny Seed.” Discuss plants and seeds and how they have a cycle. <b>Question:</b> Why is the wind important to plants?	Watch Brain Pop Jr. “Plants.” Discuss Seeds and the different kinds. Discuss the parts of a plant. <b>Question:</b> Why is the stem important?	Review the cycle of a seed. Read “Growing Vegetable Soup.” Discuss. <b>Question:</b> Tell me the cycle of a plant?	Review the story of a sunflower. Read “The Reason For A Flower.” Discuss <b>Question:</b> Do we eat seeds?	Watch Discovery Ed. “Plants.” Discuss the cycle of a seed. <b>Question:</b> Name the parts of a plant?
Objective	*Classify living and nonliving things  * Differentiate between plants and animals  * Identify basic needs of plants and animals: food, water, light, air, space.	*Classify living and nonliving things  * Differentiate between plants and animals  * Identify basic needs of plants and animals: food, water, light, air, space.	*Classify living and nonliving things  * Differentiate between plants and animals  * Identify basic needs of plants and animals: food, water, light, air, space.	*Classify living and nonliving things  * Differentiate between plants and animals  * Identify basic needs of plants and animals: food, water, light, air, space.	*Classify living and nonliving things  * Differentiate between plants and animals  * Identify basic needs of plants and animals: food, water, light, air, space.
Lesson Set	<b>Strategies:</b> *Questioning *Discussing <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussing <b>Blooms Taxonomy:</b> *Tell <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussing <b>Blooms Taxonomy:</b> *Tell <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussing <b>Blooms Taxonomy:</b> *Tell <b>Assessment:</b> *Observation	<b>Strategies:</b> *Questioning *Discussing <b>Blooms Taxonomy:</b> *Explain <b>Assessment:</b> *Observation

Standards	L.S.2.K.1, L.S.2.K.2,L.S.2.K.4	L.S.2.K.1, L.S.2.K.2,L.S.2.K.4	L.S.2.K.1, L.S.2.K.2,L.S.2.K.4	L.S.2.K.1, L.S.2.K.2,L.S.2.K.4	L.S.2.K.1, L.S.2.K.2,L.S.2.K.4
1:05—1:20	Recess	Recess	Recess	Recess	Recess
1:20—2:00 Prep. Time	1:20—2:00 P.E. 1 Coach Setzer	1:18—1:58 Art Mrs. Busack	1:18—1:58 Music Mrs. Carr	1:20—2:00 Library Mrs. Trafford	1:20—2:00 P.E. 2 Coach Setzer
2:00—2:50 Continue Social Studies/ Science	Make seed book. Plant seeds in cups.	Complete Parts of a plant art project.	Make sunflower picture.	Color and read “Seeds” sight word book and number the pictures in order.	<b>Computer Lab 10:00—10:30 Activity: Starfall.com (letter recognition) Success Maker: math and reading skills</b>
2:50—3:10	Snack	Snack	Snack	Snack	Snack