

Brunswick County Public Schools
Balanced Literacy Daily Lesson Plan for K
2018-2019

Teacher: _____

Dates: _____

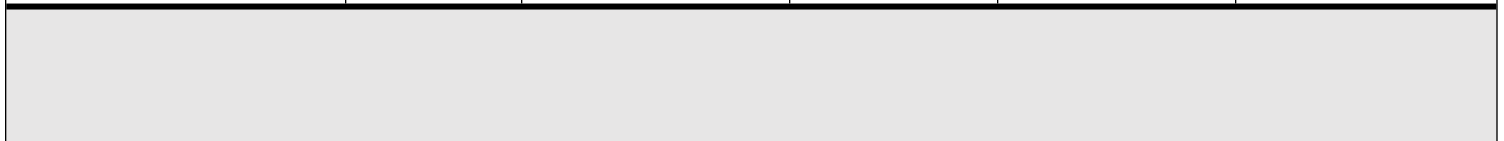
Professional Development Resource Linked to Student Learning Outcome(s)

Concepts of Print (30 minutes) Circle/underline/highlight the activity:

Listening to stories and poems (K.1 a), Retelling stories through creative dramatics and flannel boards (K.1 d), Generating Language Experience narratives (K.1 c), Participating in Choral reading (K.1 b) and Echo reading (K.1 b), Reciting stories with repeated word order patterns (K.1 b)

- ___ Expand understanding and use of word meanings—number words, adjectives, verbs, content area vocabulary (K.2)
- ___ Build oral communication skills (K.3)
- ___ Hold print materials in the correct position (K.5 a)
- ___ Identify the front cover, back cover, and title page (K.5 b)
- ___ Distinguish between print and pictures (K.5 c)
- ___ Follow words from left to right and from top to bottom on a printed page (K.5 d)
- ___ Identify common signs and logos (K.6 a)
- ___ Explain that printed materials provide information (K.6 b)
- ___ Read his/her name (K.6 d)
- ___ Read fifteen meaningful, concrete words (K.6 d)
- ___ Discuss meanings of words (K.8 a); ask about words not understood (K.2 f)
- ___ Develop vocabulary by listening to a variety of texts read aloud (K.8 b)
- ___ (Fiction/Nonfiction) Identify what an author does and what an illustrator does (K.9 a)
- ___ (Fiction/Nonfiction) Relate previous experiences to what is read (K.9 b)
- ___ (Fiction/Nonfiction) Use pictures to make predictions (K.9 c)
- ___ (Fiction/Nonfiction) Begin to ask and answer questions about what is read (K.9 d)
- ___ (Fiction) Use story language in discussions and retellings (K.9 e)
- ___ (Fiction) Retell familiar stories, using beginning, middle, and end (K.9 f)
- ___ (Fiction) Discuss characters, setting, and events (K.9 g)
- ___ (Nonfiction) Use pictures to identify topic and make predictions (K.10 a)
- ___ (Nonfiction) Identify text features specific to the topic, such as titles, headings, and pictures (K.10 b)
- ___ Use complete sentences that include subject, verb, and object (K.1 e)

| | M | T | W | Th | F |
|---------------------------------|----------|----------|----------|-----------|----------|
| Title/author/genre | | | | | |
| SOL | | | | | |
| Condition/Behavior/ Criteria | | | | | |
| Academic vocabulary | | | | | |
| Instructional Procedures | | | | | |



Alphabet/Phonemic Awareness/Phonics (30 minutes): Oral language play, Alphabet games and activities, Alphabet recognition/matching games, Picture sorts by letters and sounds

- ___ Identify words according to shared beginning and/or ending sounds (K.4 e)
- ___ Identify and name the uppercase and lowercase letters of the alphabet (K.7 a)
- ___ Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters (K.7 b)
- ___ Identify beginning consonant sounds in single-syllable words (K.7 d)

| | M | T | W | Th | F |
|------------------------------|----------|----------|----------|-----------|----------|
| Letterland lesson and skill | | | | | |
| Condition/Behavior/ Criteria | | | | | |
| Instructional Procedures | | | | | |

Small groups according to PALS/other assessment data (20 minutes each group): Listening to rhyme; Participating in rhyme activities; Making words/sentences; Counting Syllables; Participating in Concept sorts; Sorting pictures by initial/final consonants; Fingerpoint memory reading of rhymes, dictations, and simple pattern books; Participating in Concept of Word activities such as segmenting a sentence into words or segmenting words into sounds; Writing for sounds; Building oral communication skills

Group 1 Students

| Concept of Word Focus for the Week | M | T | W | Th | F |
|-------------------------------------|---|----------------------------------|------------------------------|--------------------------------|--------------|
| | Read text (choral, echo, independently) | Re-read/ match/rebuild sentences | Match words within sentences | In-Text/Out-of-Text Activities | Quick Checks |
| Title of Poem/ Rhyme/Leveled Reader | | | | | |
| SOL Condition/Behavior/ Criteria | | | | | |

Group 2 Students

| Concept of Word Focus for the Week | M | T | W | Th | F |
|-------------------------------------|---|----------------------------------|------------------------------|--------------------------------|--------------|
| | Read text (choral, echo, independently) | Re-read/ match/rebuild sentences | Match words within sentences | In-Text/Out-of-Text Activities | Quick Checks |
| Title of Poem/ Rhyme/Leveled Reader | | | | | |
| SOL Condition/Behavior/ Criteria | | | | | |

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| Concept of Word Focus for the Week | M | T | W | Th | F |
| | Read text (choral, echo, independently) | Re-read/ match/rebuild sentences | Match words within sentences | In-Text/Out-of- Text Activities | Quick Checks |
| Group 3 Students | | | | | |
| Title of Poem/ Rhyme/Leveled Reader | | | | | |
| SOL Condition/Behavior/ Criteria | | | | | |
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| Writing Modeled writing with mentor text (10 minutes) —Teacher will use dictations, charts, read-alouds, etc. to demonstrate proficient writing | | | | | |
| | M | T | W | Th | F |
| Mentor Text: Title/Author/Genre | | | | | |
| SOL Condition/Behavior/ Criteria | | | | | |
| Instructional Procedures | | | | | |
| Daily Independent Writing (20 minutes each day) —Writing as process; Drawing and labeling; Picture captions; Pretend writing/invented spelling as alphabet knowledge increases; Writing letters; Matching letters to sound ___ Print uppercase and lowercase letters of the alphabet independently (K.11 a) ___ Print his/her first and last names (K.11 b) ___ Read and explain own writing and drawings (K.6 c) ___ Produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud (K.9 f) ___ Differentiate pictures from writing (K.12 a) ___ Draw pictures and/or use letters and phonetically spelled words to write about experiences (K.12 b) ___ Use letters and beginning consonant sounds to spell words phonetically to describe pictures or write about experiences (K.12 c) ___ Write left to right and top to bottom (K.12 d) ___ Compose informative/explanatory texts that introduce a topic, state an opinion, and provide some information (K.12) | | | | | |
| | M | T | W | Th | F |
| Writing Conferences | | | | | |
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| Teacher Reflections on Literacy Lesson | | | | | |
| Principal's Feedback | | | | | |