

Monday 11/14/20	Tuesday 11/15/20	Wednesday 11/16/20	Thursday 11/17/20	Friday 11/18/20
Aim: SWBAT choose a title from a set that best depicts the main idea.	Aim: SWBAT generate the title of a story based on the main idea after reading.	Aim: Half Day	Aim: SWBAT identify facts and details from the story after reading.	Aim: SWBAT differentiate between facts and details and the main idea.
Agenda: ➤ Exposition ➤ Mini Lesson ➤ Partner Read	Agenda: ➤ Main Idea Review ➤ Brainstorming a Topic ➤ Title Generation	Agenda: ➤ Exploration ➤ Mini Lesson ➤ Partner Read	Agenda: ➤ Concepts of Print ➤ Picture Walk ➤ Review Noticing ➤ Set Purpose ➤ Choral Read Aloud ➤ Story Grammar (if time permits)	Agenda: ➤ Read Aloud, I Went Shopping ➤ Observations List ➤ Facts and Details Distinction
Hook: I will place a chair label on the trash can and ask S to explain why I incorrectly placed that particular label there and not on the chair.	Hook: I will cover the titles on the front covers of 3 books and ask S to observe what is missing from the books.	Hook: I will play a song and ask S to tell me what they think it was all about (thereby arriving at a title).	Hook: I will pass around a soft pillow. I will ask S to use their sense of touch to tell about how it feels. S will relate the softness of the pillow to the soft "c" which is present at the beginning of the word, "city".	Hook: I will play the tricky game where I hide an object in one hand and change hands very quickly. I will tell the S to choose which hand. Regardless of their guess, I will remind them of how important it is to pay attention to the details.
Summary of L/Ws: • S will receive the labels from the objects from the previous day's lessons. • Objects and labels will be mismatched.	Summary of L/Ws: ➤ First, we will review the main idea as what the story is all about. ➤ I will inform S that we are going to create a class story.	Summary of L/Ws: • I will pass around a sentence strip with a set of directions on it to each S. • S will read their sentence aloud and decide who needs to sit together. • We will place the group of sentences	Summary of L/Ws: ➤ T will display the book, <i>In the City</i> (with the words covered). ➤ T/S will take a picture walk. ➤ T will tell S, "When we read books, we see pictures and clue marks of all kinds. Sometimes	Summary of L/Ws: ➤ We will recall the techniques and importance of noting facts and details. ➤ Before reading, we will view the front cover of the book, without reading the title. ➤ We will fill in what we know about the boy on the cover so far. ➤ We will have a discussion

• S will work to find the right label that really tells all about the object and does not confuse their brains. • I will reveal a previously read book. • We will recall book components. • I will place several main ideas on a white board. • S will choose main idea based on the components of the book. • T/G will discuss why the other choices could not be the main idea.	➤ I will continue by telling them that we will need to select a topic or main idea for our story, and further ask the question: What is our story going to be all about? ➤ Next, we will brainstorm a topic for our story. ➤ I will chart suggestions. ➤ We will quickly vote on the suggested topics and get ready to start writing. ➤ Just before I	- is a pocket chart. • We will read the sentences aloud. • We will brainstorm a good title that tells the reader all about what we are trying to make, so that they are not confused. • I will ask S to discuss how they came to these conclusions about the title. • I will guide the conversation by asking a series of prompts. • S will partner read the book. • I will ask S to turn and talk to their partners about what they believe the main idea of the book to be. • I will circulate and listen to the discussions.	- we see these things right away and sometimes we take our time looking at the story before we notice them". ➤ T will model noticing small details in the pictures from the book. ➤ T will then read the words on the first page. T will tell S, "I noticed that the picture shows _____, but the words do not tell us about this _____." ➤ T will tell S that it is important that we notice important details in the pictures even when the words do not tell us, because they give us clues to help understand what the whole story is all about.	- about what we would like to know. ➤ Before reading, I will set the purpose for reading by telling the students to pay close attention to the boy's clothes. ➤ I will read the book without stopping. ➤ After reading, we will discuss the things that we learned about in the book. ➤ I will ask S to tell me all of the facts and details that they remember from the story. ➤ I will remind S that facts are things that are true, while details are the smaller parts of the story that the author and illustrator include in order to help the reader understand the story. ➤ After listing S observations, we will circle the facts and place a box around the details.
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Comprehension Lesson Plans For Kindergarten

**Milo Burdette Hillegas, Thomas Henry
Briggs**



Comprehension Lesson Plans For Kindergarten:

Phonic Books Dandelion Instructional Manual Kindergarten Phonic Books, 2024-10-29 This teacher guide is an essential resource for using Dandelion Launchers and Dandelion Readers for children in Kindergarten learning to read This guide designed for teachers provides an overview of phonics including explanations of key phonic concepts terms and methodologies an overview of the Phonic Books programme assessment and guidance for pronunciation and teaching of high frequency words There are also structured lesson plans for varying amounts of time These plans are full of engaging and effective activities which are easy to implement This phonics teacher guide features A time saving guide for teachers to help with lesson planning and preparation Teaching material aimed at children aged 3 5 Jargon busting explanations and step by step easily implemented lessons especially for anyone new to teaching phonics Activities included such as word building and word chains that will engage pupils and implement previously taught skills This guide conveniently breaks down each lesson into five main sections Revision Preparation Application Consolidation and Tracking Progress This enables each lesson to meet the phonics requirements as well as more general literacy requirements and ensure pupils are concurrently learning how to read for meaning from the start What is phonics Phonics is a way of teaching children to read by understanding the sounds that individual letters make and blending them to make a word Children can learn to read using this skill to decode new words Phonic Books specializes in publishing decodable systematic books supporting this structured literacy instruction

Start Exploring Nonfiction Reading in Science , Start Exploring Nonfiction Reading in Social Studies ,
Start Exploring Nonfiction Reading in Language Arts , Start Exploring Nonfiction Reading in Mathematics ,
The Mathematics Lesson-Planning Handbook, Grades K-2 Beth McCord Kobett, Ruth Harbin Miles, Lois A.

Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning s lesson plan Or maybe you feel it isn t tailored enough for your students needs What do you do For that and more help is here The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for

maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you re planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you ll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students *Early Literacy Matters* Carol E. Canady,Robert Lynn Canady,2020-11-29

Early Literacy Matters is an innovative action guide for elementary school leaders and instructional coaches dedicated to accelerating literacy performance in the early grades when prevention of reading difficulties matters most As a unique father daughter team with combined expertise in literacy education and instructional leadership the authors share best practices for literacy success Readers will learn how to establish and lead a literacy team implement embedded professional development utilize key assessments to frame daily instruction and illustrate specific organizational and scheduling models needed to support systemic change based on the science of reading Each chapter features reflection questions and explicit strategies and tools leaders can implement immediately in today s classrooms **SYSTEMATIC INSTRUCTION IN**

READING FOR SPANISH-SPEAKING STUDENTS Elva Duran,2013-04-01 Students whose first language is not English are the fastest growing group in public schools in all regions of the United States Almost 10 million children between the ages of five and 17 live in the homes and communities in which a language other than English is spoken and presently most schools in the U S are under educating many English learners The achievement of Hispanic students needs to improve dramatically over the next five years and this book describes the cornerstone elements for bringing about this change The initial chapter introduces direct instruction to be used with reading and literacy programs Chapters 2 and 3 provide excellent review of the literature in language development and address developing language instruction listening and speaking with Spanish speaking students and offers what a comprehensive language development program should look like Chapter 4 reviews academic language and literacy instruction while the next addresses the components of instruction in Spanish Chapter 6 offers lesson plan suggestions for Spanish speaking students while the following two sections discuss components that transfer and do not transfer in Spanish to English reading instruction Chapter 9 reviews English language development and provides lesson plans for implementing SDAIE programs Finally Chapter 10 discusses two way bilingual immersion and shares actual classroom schedules and lessons This unique text will help in the preparation of primary grade teachers

throughout the U S so that they may be successful with Hispanic students entering the public schools with little or no English background It will also be a useful tool for school districts staff development in addressing school improvement goals for increasing the achievement of Hispanic students Resources in Education ,2001-04 **The Classroom Teacher** Milo Burdette Hillegas,Thomas Henry Briggs,1929

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