



Elementary Reading Lesson Plans

Kindergarten

Week 1, Day 1 - Monday, July 1st

90 Minute Block

Time	Title	Materials	Example/Description
20 Minutes	Phonics: Isabel Beck Word Building Routine	<p>Materials</p> <ul style="list-style-type: none"> • Word Building Sequence A1 • Magnetic Letters (a, d (2), m, s) • Lined Paper • Pencils <p>Word Building Sequence for A1 Guided Practice:</p> <ul style="list-style-type: none"> • mad • dad • sad • dad • mad 	<p>Introduction</p> <ul style="list-style-type: none"> • Explain to the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books. • Today the campers will build and write words with short a. <p>Daily Word Building Routine A1: Teacher Demonstration (dad - sad)</p> <ul style="list-style-type: none"> • Build the word “dad.” • Tell the campers the word. “This is the word <i>dad</i>.” • Have campers read the word. “Read it with me. <i>dad</i>” • Explain. “I can change one letter to make a new word. Watch.” • Change <i>d</i> at the beginning of the word to <i>s</i>. “I am going to get rid of the <i>d</i> and bring down the <i>s</i> in its place. I made the word “<i>sad</i>.” • Have campers read the new word. “What’s the new word?” <i>sad</i> • Explain. “Now you can make words. I will tell you the letters to use.” <p>Daily Word Building Routine A1: Guided Practice</p> <ol style="list-style-type: none"> 1. “Put the letter <i>m</i> at the beginning.” 2. “Put the letter <i>a</i> next.” 3. “Put the letter <i>d</i> at the end.” 4. “What’s the word?” <i>mad</i> 5. Write each word made in a column on the board. 6. Continue by word building providing explicit directions about how to form then read each word aloud using the following routine: <p>mad Change the <i>m</i> to <i>d</i>. What's the word? (dad) dad Change the <i>d</i> to <i>s</i>. What's the word? (sad) sad Change <i>s</i> to <i>d</i>. What's the word? (dad) dad Change <i>d</i> at the beginning to <i>m</i>. mad What's the word? (mad)</p>

			<p>7. Read all the words in the column at the completion of word building. 8. Create a silly sentence, chorally read the sentence, and discuss.</p> <p>Words in Context</p> <ul style="list-style-type: none"> • Instruct the campers to write the following words on a piece of paper: <i>mad, dad, and sad.</i> • Ask the campers to write a sentence using at least one word. Provide an example. (If time permits, allow campers to draw a picture to match their sentence.)
<p>30 Minutes</p>	<p>Fluency: Fabulously Famous Books for Building Fluency</p>	<p>Materials</p> <ul style="list-style-type: none"> • Title: “K Is for Kissing a Cool Kangaroo” • Comprehensive Lesson Plan for Fabulously Famous Books 	<p>Introduction</p> <ul style="list-style-type: none"> • Remind the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books. • Today the campers will listen to the book, “K Is for Kissing a Cool Kangaroo” by Giles Andreae. <p>Modeled Reading</p> <ul style="list-style-type: none"> • Before Reading <ul style="list-style-type: none"> - Write the Featured Passage on the board or chart paper. - Brainstorm alliterative words: <i>busy, big, bumblebee</i> - Talk about related vocabulary words: <i>busy, big, mighty, strong, wild</i> • During Reading <ul style="list-style-type: none"> - Read the passage aloud. - Prompt children to clap the rhythm as you read the passage chorally. - Introduce and read the book “K Is for Kissing a Cool Kangaroo” by Giles Andreae. - Check for Comprehension.
<p>40 Minutes</p>	<p>Comprehension & Vocabulary: National Geographic</p>	<p>Materials</p> <ul style="list-style-type: none"> • Teacher’s Guide: Plants • Photos: flowers, fruit, leaves, seeds • Theme Builder • Concept Book: <i>Plants</i> 	<p>Lesson 1: Plants</p> <ul style="list-style-type: none"> • Introduce Concepts and Vocabulary <ul style="list-style-type: none"> - Introduce Theme Questions - Develop Oral Language - Introduce the Theme Song - Learning Masters page 24 - Introduce Key Vocabulary - Build Background • Model the Reading

		<ul style="list-style-type: none">• Learning Masters page 24• Audiolesson 1• Seeds• One or more small plants with leaves and flowers• Fruit to be cut so that seeds are visible	<ul style="list-style-type: none">- Preview the Book- Predict Vocabulary- Read Aloud- Reread for Fluency- Customize the Reading
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Elementary Reading Lesson Plans

Kindergarten

Week 1, Day 2 - Tuesday, July 2nd

90 Minute Block

Time	Title	Materials	Example/Description
20 Minutes	Phonics: Isabel Beck Word Building Routine	Materials <ul style="list-style-type: none"> Word Building Sequence A2 Magnetic Letters (a, d(2), m, s, t) Lined Paper Pencils Word Building Sequence for A2 Guided Practice: <ul style="list-style-type: none"> mat mad sad dad sad sat 	Introduction <ul style="list-style-type: none"> Explain to the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books. Today the campers will build and write words with short a. Daily Word Building Routine A2: Teacher Demonstration (sad - sat) <ul style="list-style-type: none"> Build the word “sad.” Tell the campers the word. “This is the word <i>sad</i>.” Have campers read the word. “Read it with me. <i>sad</i>” Explain. “I can change one letter to make a new word. Watch.” Change <i>d</i> to <i>t</i>. “I am going to get rid of the <i>d</i> and bring down the <i>t</i> in its place. I made the word <i>sat</i>.” Have campers read the new word. “What’s the new word?” <i>sat</i> Explain. “Now you can make words. I will tell you the letters to use.” Daily Word Building Routine A2: Guided Practice <ol style="list-style-type: none"> 1. “Put the letter <i>m</i> at the beginning.” 2. “Put the letter <i>a</i> next.” 3. “Put the letter <i>t</i> at the end.” 4. “What’s the word?” <i>mat</i> 5. Write each word made in a column on the board. 6. Continue word building providing explicit directions about how to form then read aloud each word using the following routine: <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">mat</div> <div style="width: 90%;">Change the <i>t</i> to <i>d</i>. What's the word? (mad)</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">mad</div> <div style="width: 90%;">Change the <i>m</i> to <i>s</i>. What's the word? (sad)</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">sad</div> <div style="width: 90%;">Change <i>s</i> to <i>d</i>. What's the word? (dad)</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">dad</div> <div style="width: 90%;">Change <i>d</i> at the beginning to <i>s</i>. What's the word? (sad)</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">sad</div> <div style="width: 90%;">Change <i>d</i> to <i>t</i>.</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">sat</div> <div style="width: 90%;">What’s the word? (sat)</div> </div>

			<p>7. Read all the words in the column at the completion of word building. 9. Create a silly sentence, chorally read the sentence, and discuss.</p> <p>Words in Context</p> <ul style="list-style-type: none"> • Instruct the campers to write the following words on a piece of paper: <i>mat, mad, sad, dad, and sat.</i> • Ask the campers to write a sentence using one word. Provide an example. (If time permits, allow campers to draw a picture to match their sentence.)
<p>30 Minutes</p>	<p>Fluency: Fabulously Famous Books for Building Fluency</p>	<p>Materials</p> <ul style="list-style-type: none"> • Title: “K Is for Kissing a Cool Kangaroo” • Comprehensive Lesson Plan for Fabulously Famous Books 	<p>Introduction</p> <ul style="list-style-type: none"> • Remind the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books. • Today the campers will read the passage from, “K Is for Kissing a Cool Kangaroo” by Giles Andreae. <p>Individualized Practice</p> <ul style="list-style-type: none"> • Write the Featured Passage from “K Is for Kissing a Cool Kangaroo” on the board or chart paper. • Chorally read the Featured Passage. • Small Group or Partner Work <ul style="list-style-type: none"> - Form small groups and have groups read the passage chorally. - Remind the campers to find the rhythm and keep the beat as they recite the passage. - Write the lines for letters I through P on the chalk board or chart paper. - Allow the small groups to read this new passage chorally. - Work closely with a small group of struggling readers.
<p>40 Minutes</p>	<p>Comprehension & Vocabulary: National Geographic</p>	<p>Materials</p> <ul style="list-style-type: none"> • Teacher’s Guide: Plants • Theme Builder • Concept Book: <i>Plants</i> • Learning Masters page 25 and 26 • Audiolesson 1 	<p>Lesson 2: Plants</p> <ul style="list-style-type: none"> • Develop Concepts and Vocabulary <ul style="list-style-type: none"> - Develop Oral Language - Revisit the Theme Song - Build Background • Introduce the Comprehension Strategy <ul style="list-style-type: none"> - Introduce Predicting - Model Predicting - Learning Masters page 25 • Small Group Rereading

		<ul style="list-style-type: none">• Seeds• Plants, including one with flowers and one with fruit	<ul style="list-style-type: none">- Support Comprehension- Check Understanding- Discuss the Book- Learning Masters page 26- Reread for Fluency- Customize the Reading• Modeled Writing
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Elementary Reading Lesson Plans

Kindergarten

Week 1, Day 3 - Wednesday, July 3rd

90 Minute Block

Time	Title	Materials	Example/Description
20 Minutes	Phonics: Isabel Beck Word Building Routine	<p>Materials</p> <ul style="list-style-type: none"> • Word Building Sequence A3 • Magnetic Letters (a, d, n, s, t) • Lined Paper • Pencils <p>Word Building Sequence for A3</p> <p>Guided Practice:</p> <ul style="list-style-type: none"> • ant • and • sand • and • ant • ants 	<p>Introduction</p> <ul style="list-style-type: none"> • Explain to the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books. • Today the campers will build and write words with short a. <p>Daily Word Building Routine A3: Teacher Demonstration (at - an)</p> <ul style="list-style-type: none"> • Build the word “at.” • Tell the campers the word. “This is the word <i>at</i>.” • Have campers read the word. “Read it with me. <i>at</i>” • Explain. “I can change one letter to make a new word. Watch.” • Change <i>t</i> to <i>n</i>. “I am going to take away the <i>t</i> and bring down the <i>n</i> in its place. I made the word <i>at</i>.” • Have campers read the new word. “What’s the new word?” <i>at</i> • Explain. “Now you can make words. I will tell you the letters to use.” <p>Daily Word Building Routine A3: Guided Practice</p> <ol style="list-style-type: none"> 1. “Put the letter <i>a</i> at the beginning.” 2. “Put the letter <i>n</i> next.” 3. “Put the letter <i>t</i> at the end.” 4. “What’s the word?” <i>ant</i> 5. Write each word made in a column on the board. 6. Continue word building providing explicit directions about how to form then read aloud each word using the following routine: <p>ant Change the <i>t</i> to <i>d</i>. What’s the word? (and) and Add <i>s</i> to the beginning of the word. What’s the word? (sand) sand Change <i>s</i> to <i>d</i>. Take away the <i>n</i>. What’s the word? (dad) dad Take away the <i>d</i> at the beginning. Add <i>n</i> after the <i>a</i>. What’s the word? (and) and Change <i>d</i> to <i>t</i>. What’s the word? (ant) ant Add <i>s</i> to the end of the word. ants What’s the word? (ants)</p>

			<p>7. Read all the words in the column at the completion of word building. 8. Create a silly sentence, chorally read the sentence, and discuss.</p> <p>Words in Context</p> <ul style="list-style-type: none"> • Instruct the campers to write the following words on a piece of paper: <i>ant, and, sand, dad, and ants.</i> • Ask the campers to write a sentence using at least one word. Provide an example. (If time permits, allow campers to draw a picture to match their sentence.)
<p>30 Minutes</p>	<p>Fluency: Fabulously Famous Books for Building Fluency</p>	<p>Materials</p> <ul style="list-style-type: none"> • Title: “K Is for Kissing a Cool Kangaroo” • Comprehensive Lesson Plan for Fabulously Famous Books • Book Response Template • Crayons 	<p>Introduction</p> <ul style="list-style-type: none"> • Remind the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books. • Today the campers will respond to the book, “K Is for Kissing a Cool Kangaroo” by Giles Andreae. <p>Fluency Performance</p> <ul style="list-style-type: none"> • Reread the book, “K Is for Kissing a Cool Kangaroo” by Giles Andreae. • Discussion: Ask the campers to turn and talk with a partner to describe their favorite part of the book. Encourage the campers to explain why this is their favorite part. • Select a few campers to share with the entire group. • Writing: Allow the campers to respond to the following prompt. <ul style="list-style-type: none"> - What was your favorite part of the book? Why? - Encourage the campers to draw a picture of their responses.
<p>40 Minutes</p>	<p>Comprehension & Vocabulary: National Geographic</p>	<p>Materials</p> <ul style="list-style-type: none"> • Teacher’s Guide: Plants • Theme Builder • Nonfiction Book: <i>Watermelons</i> • Learning Masters page 27 • Audiolesson 1 • Plants in and 	<p>Lesson 3: Plants</p> <ul style="list-style-type: none"> • Develop Concepts and Vocabulary <ul style="list-style-type: none"> - Develop Oral Language - Revisit the Theme Song - Build Background • Small Group Reading <ul style="list-style-type: none"> - Preview the Book - Predict Vocabulary - Text Feature: Photos - Read the Book

		<p>around the school</p> <ul style="list-style-type: none">• Watermelon	<ul style="list-style-type: none">- Discuss the Book- Learning Master page 27- Reread for Fluency- Customize the Reading• Shared Writing
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Elementary Reading Lesson Plans Kindergarten Week 2, Day 1 - Monday, July 8th 90 Minute Block

Time	Title	Materials	Example/Description
20 Minutes	Phonics: Isabel Beck Word Building Routine	Materials <ul style="list-style-type: none"> Word Building Sequence A4 Magnetic Letters (a,i,s,t) Lined Paper Pencils Word Building Sequence for A4 Guided Practice: <ul style="list-style-type: none"> sit sat at it sit sat 	Introduction <ul style="list-style-type: none"> Explain to the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books. Today the campers will build and write words with short a and short i. Daily Word Building Routine A4: Teacher Demonstration (is - it) <ul style="list-style-type: none"> Build the word “is.” Tell the campers the word. “This is the word <i>is</i>.” Have campers read the word. “Read it with me. <i>is</i>” Explain. “I can change one letter to make a new word. Watch.” Change <i>s</i> to <i>t</i>. “I am going to get rid of the <i>s</i> and bring down the <i>t</i> in its place. I made the word <i>it</i>.” Have campers read the new word. “What’s the new word?” <i>it</i> Explain. “Now you can make words. I will tell you the letters to use.” Daily Word Building Routine A4: Guided Practice <ol style="list-style-type: none"> 1. “Put the letter <i>s</i> at the beginning.” 2. “Put the letter <i>i</i> next.” 3. “Put the letter <i>t</i> at the end.” 4. “What’s the word?” <i>sit</i> 5. Write each word made in a column on the board. 6. Continue word building providing explicit directions about how to form then read aloud each word using the following routine: <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">sit</div> <div>Change the <i>i</i> to <i>a</i>. What's the word? (sat)</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">sat</div> <div>Take away the <i>s</i> to the beginning of the word. What's the word? (at)</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">at</div> <div>Change <i>a</i> to <i>i</i>. What's the word? (it)</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">it</div> <div>Add <i>s</i> at the beginning. What's the word? (sit)</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">sit</div> <div>Change <i>i</i> to <i>a</i>. (sat)</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 10%;">sat</div> <div>What’s the word?</div> </div>

			<p>7. Read all the words in the column at the completion of word building. 8. Create a silly sentence, chorally read the sentence, and discuss.</p> <p>Words in Context</p> <ul style="list-style-type: none"> • Instruct the campers to write the following words on a piece of paper: <i>sit, sat, at, it, and sit.</i> • Ask the campers to write a sentence using at least one word. Provide an example. (If time permits, allow campers to draw a picture to match their sentence.)
<p>30 Minutes</p>	<p>Fluency: Fabulously Famous Books for Building Fluency</p>	<p>Materials</p> <ul style="list-style-type: none"> • Title: “K Is for Kissing a Cool Kangaroo” • Comprehensive Lesson Plan for Fabulously Famous Books • Alphabet Card Template • Pencils • Crayons 	<p>Introduction</p> <ul style="list-style-type: none"> • Remind the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books. • Today the campers will respond to the book, “K Is for Kissing a Cool Kangaroo” by Giles Andreae. <p>Fluency Performance: Alphabet Book</p> <ul style="list-style-type: none"> • Forms groups and assign a range of letters to each group. • One group might be assigned A-D, for example while another group is assigned E-H. • Have groups write and illustrate pages of an alphabet book for their assigned letters. • Provide a model for the campers. For example, A is for apple or A Apple, Ape, Angel. • Work in a small group to support struggling campers.
<p>40 Minutes</p>	<p>Comprehension & Vocabulary: National Geographic</p>	<p>Materials</p> <ul style="list-style-type: none"> • Teacher’s Guide: Plants • Theme Builder • Nonfiction Book: <i>What Plant Is This?</i> • Learning Masters page 28 • Audiolesson 1 • Take-Home 	<p>Lesson 4: Plants</p> <ul style="list-style-type: none"> • Review Concepts and Vocabulary <ul style="list-style-type: none"> - Develop Oral Language - Revisit the Theme Song - Build Background • Small Group Reading <ul style="list-style-type: none"> - Get Ready to Read - Preview the Book - Predict Vocabulary - Text Feature: Labels - Read the Book

		<p>Book Masters: <i>Plants</i></p> <ul style="list-style-type: none">• Seeds, plants, fruit, banana	<ul style="list-style-type: none">- Discuss the Book- Learning Master page 28- Reread for Fluency- Customize the Reading <ul style="list-style-type: none">• Guided Writing
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Elementary Reading Lesson Plans Kindergarten Week 2, Day 2 - Tuesday, July 9th 90 Minute Block

Time	Title	Materials	Example/Description
20 Minutes	Phonics: Isabel Beck Word Building Routine	<p>Materials</p> <ul style="list-style-type: none"> • Word Building Sequence A5 • Magnetic Letters (a,d,h,i,s,t) • Lined Paper • Pencils <p>Word Building Sequence for A5</p> <p>Guided Practice:</p> <ul style="list-style-type: none"> • had • sad • sat • hat • at • it • hit 	<p>Introduction</p> <ul style="list-style-type: none"> • Explain to the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books. • Today the campers will build and write words with short a and short i. <p>Daily Word Building Routine A5: Teacher Demonstration (hit - hid)</p> <ul style="list-style-type: none"> • Build the word “hit.” • Tell the campers the word. “This is the word <i>hit</i>.” • Have campers read the word. “Read it with me. <i>hit</i>” • Explain. “I can change one letter to make a new word. Watch.” • Change <i>t</i> to <i>d</i>. “I am going to take away the <i>t</i> and bring down the <i>d</i> in its place. I made the word <i>hid</i>.” • Have campers read the new word. “What’s the new word?” <i>hid</i> • Explain. “Now you can make words. I will tell you the letters to use.” <p>Daily Word Building Routine A5: Guided Practice</p> <ol style="list-style-type: none"> 1. “Put the letter <i>h</i> at the beginning.” 2. “Put the letter <i>a</i> next.” 3. “Put the letter <i>d</i> at the end.” 4. “What’s the word?” <i>had</i> 5. Write each word made in a column on the board. 6. Continue word building providing explicit directions about how to form then read aloud each word using the following routine: <p>had Change the <i>h</i> to <i>s</i>. What's the word? (sad) sad Change the <i>d</i> to <i>t</i>. What's the word? (sat) sat Change <i>s</i> to <i>h</i>. What's the word? (hat) hat Take away the <i>h</i>. What's the word? (at) at Change <i>a</i> to <i>i</i>. What's the word? (it) it Add an <i>h</i> to the beginning of the word. (hit) hit What's the word?</p>

			<p>7. Read all the words in the column at the completion of word building. 8. Create a silly sentence, chorally read the sentence, and discuss.</p> <p>Words in Context</p> <ul style="list-style-type: none"> • Instruct the campers to write the following words on a piece of paper: <i>had, sad, sat, hat, and at.</i> • Ask the campers to write a sentence using at least one word. Provide an example. (If time permits, allow campers to draw a picture to match their sentence.)
<p>30 Minutes</p>	<p>Fluency: Fabulously Famous Books for Building Fluency</p>	<p>Materials</p> <ul style="list-style-type: none"> • Title: “K Is for Kissing a Cool Kangaroo” • Comprehensive Lesson Plan for Fabulously Famous Books • Alphabet Card Template • Pencils • Crayons 	<p>Introduction</p> <ul style="list-style-type: none"> • Remind the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books. • Today the campers will respond to the book, “K Is for Kissing a Cool Kangaroo” by Giles Andreae. <p>Fluency Performance: Alphabet Book</p> <ul style="list-style-type: none"> • Provide time for the campers to complete their assigned letters. • The campers can write words or sentences for each letter assigned. For example, A is for apple or A Apple, Ape, Angel. <p>Fluency Performance: Read Aloud (Oral Presentation)</p> <ul style="list-style-type: none"> • Have the campers practice reading their work aloud several times. • Allow the campers to share their work with the entire class.
<p>40 Minutes</p>	<p>Comprehension & Vocabulary: National Geographic</p>	<p>Materials</p> <ul style="list-style-type: none"> • Teacher’s Guide: Plants • Learning Masters pages 22-23 • Take-Home Book Masters: <i>Plants</i> • Family Focus letter page 29 	<p>Lesson 5: Plants</p> <ul style="list-style-type: none"> • Guided Writing • Assessment Tools <ul style="list-style-type: none"> - Review Theme Builder and Concept Book: <i>Plants</i> - Self Assessment - Learning Masters pages 22-23 • Home Connection <ul style="list-style-type: none"> - Review the Family Focus Letter page 29 - Send the Family Focus Letter home with the campers. - Encourage the campers to use the theme vocabulary words to describe plants.

Name _____ Date _____

"K is for Kissing a Cool Kangaroo" by Giles Andreae
Book Response

What is your favorite part of the book?
