### Elementary Reading Lesson Plans
#### Kindergarten
**Week 1, Day 1 - Monday, July 1st**
**90 Minute Block**

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Materials</th>
<th>Example/Description</th>
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</thead>
</table>
| 20 Minutes | **Phonics:** Isabel Beck Word Building Routine | **Materials**  
- Word Building Sequence A1  
- Magnetic Letters (a, d (2), m, s)  
- Lined Paper  
- Pencils | **Introduction**  
- 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 A1: Teacher Demonstration (dad - sad)**  
- Build the word “dad.”  
- Tell the campers the word. “This is the word *dad*.”  
- Have campers read the word. “Read it with me. *dad*”  
- Explain. “I can change one letter to make a new word. Watch.”  
- Change *d* at the beginning of the word to *s*. “I am going to get rid of the *d* and bring down the *s* in its place. I made the word “*sad*.”  
- Have campers read the new word. “What’s the new word?” *sad*  
- Explain. “Now you can make words. I will tell you the letters to use.”  

**Daily Word Building Routine A1: Guided Practice**  
1. “Put the letter *m* at the beginning.”  
2. “Put the letter *a* next.”  
3. “Put the letter *d* at the end.”  
4. “What’s the word?” *mad*  
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:  

<table>
<thead>
<tr>
<th>mad</th>
<th>Change the <em>m</em> to <em>d</em>. What's the word? (dad)</th>
</tr>
</thead>
<tbody>
<tr>
<td>dad</td>
<td>Change the <em>d</em> to <em>s</em>. What's the word? (sad)</td>
</tr>
<tr>
<td>sad</td>
<td>Change <em>s</em> to <em>d</em>. What's the word? (dad)</td>
</tr>
<tr>
<td>dad</td>
<td>Change <em>d</em> at the beginning to <em>m</em>.</td>
</tr>
<tr>
<td>mad</td>
<td>What's the word? (mad)</td>
</tr>
</tbody>
</table>
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.

Words in Context
- Instruct the campers to write the following words on a piece of paper: *mad, dad, and sad.*
- 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.)

### 30 Minutes
**Fluency:** Fabulously Famous Books for Building Fluency

**Materials**
- Title: “K Is for Kissing a Cool Kangaroo”
- Comprehensive Lesson Plan for Fabulously Famous Books

**Introduction**
- 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.

**Modeled Reading**
- Before Reading
  - Write the Featured Passage on the board or chart paper.
  - Brainstorm alliterative words: *busy, big, bumblebee*
  - Talk about related vocabulary words: *busy, big, mighty, strong, wild*
- During Reading
  - 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.

### 40 Minutes
**Comprehension & Vocabulary:** National Geographic

**Materials**
- Teacher’s Guide: Plants
- Photos: flowers, fruit, leaves, seeds
- Theme Builder
- Concept Book: *Plants*

**Lesson 1: Plants**
- Introduce Concepts and Vocabulary
  - Introduce Theme Questions
  - Develop Oral Language
  - Introduce the Theme Song
  - Learning Masters page 24
  - Introduce Key Vocabulary
  - Build Background
- Model the Reading
- 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

- Preview the Book
- Predict Vocabulary
- Read Aloud
- Reread for Fluency
- Customize the Reading
## Elementary Reading Lesson Plans
### Kindergarten
#### Week 1, Day 2 - Tuesday, July 2\textsuperscript{nd}
90 Minute Block

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Materials</th>
<th>Example/Description</th>
</tr>
</thead>
</table>
| 20 Minutes | **Phonics:** Isabel Beck Word Building Routine | - Word Building Sequence A2  
- Magnetic Letters (a, d(2), m, s, t)  
- Lined Paper  
- Pencils | **Introduction**  
- 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)**  
- Build the word “sad.”  
- Tell the campers the word. “This is the word sad.”  
- Have campers read the word. “Read it with me. sad”  
- Explain. “I can change one letter to make a new word. Watch.”  
- Change d to t. “I am going to get rid of the d and bring down the t in its place. I made the word sat.”  
- Have campers read the new word. “What’s the new word?” sat  
- Explain. “Now you can make words. I will tell you the letters to use.”  
**Daily Word Building Routine A2: Guided Practice**  
1. “Put the letter m at the beginning.”  
2. “Put the letter a next.”  
3. “Put the letter t at the end.”  
4. “What’s the word?” mat  
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: |
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.

**Words in Context**
- Instruct the campers to write the following words on a piece of paper: *mat, mad, sad, dad*, and *sat*.
- 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.)

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### Fluency: Fabulously Famous Books for Building Fluency

**Materials**
- Title: “K Is for Kissing a Cool Kangaroo”
- Comprehensive Lesson Plan for Fabulously Famous Books

**Introduction**
- 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.

**Individualized Practice**
- 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
  - 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.

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### Comprehension & Vocabulary: National Geographic

**Materials**
- Teacher’s Guide: Plants
- Theme Builder
- Concept Book: *Plants*
- Learning Masters page 25 and 26
- Audiolesson 1

**Lesson 2: Plants**
- Develop Concepts and Vocabulary
  - Develop Oral Language
  - Revisit the Theme Song
  - Build Background
- Introduce the Comprehension Strategy
  - Introduce Predicting
  - Model Predicting
  - Learning Masters page 25
- Small Group Rereading
| • Seeds                          | - Support Comprehension |
| • Plants, including one with flowers and one with fruit | - Check Understanding   |
|                         | - Discuss the Book     |
|                         | - Learning Masters page 26 |
|                         | - Reread for Fluency   |
|                         | - Customize the Reading|
| • Modeled Writing        |
## Elementary Reading Lesson Plans
### Kindergarten
#### Week 1, Day 3 - Wednesday, July 3rd
### 90 Minute Block

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Materials</th>
<th>Example/Description</th>
</tr>
</thead>
</table>
| 20 Minutes | **Phonics: Isabel Beck Word Building Routine** | **Materials** | **Introduction**<br>• Explain to the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books.<br>• Today the campers will build and write words with short a.  
**Daily Word Building Routine A3: Teacher Demonstration (at - an)**<br>• Build the word “at.”<br>• Tell the campers the word. “This is the word at.”<br>• Have campers read the word. “Read it with me. at”<br>• Explain. “I can change one letter to make a new word. Watch.”<br>• Change t to n. “I am going to take away the t and bring down the n in its place. I made the word at.”<br>• Have campers read the new word. “What’s the new word?” at<br>• Explain. “Now you can make words. I will tell you the letters to use.”  
**Daily Word Building Routine A3: Guided Practice**<br>1. “Put the letter a at the beginning.”<br>2. “Put the letter n next.”<br>3. “Put the letter t at the end.”<br>4. “What’s the word?” ant<br>5. Write each word made in a column on the board.<br>6. Continue word building providing explicit directions about how to form then read aloud each word using the following routine:<br>   - ant      Change the t to d. What's the word? (and)<br>   - and     Add s to the beginning of the word. What's the word? (sand)<br>   - sand    Change s to d. Take away the n. What's the word? (dad)<br>   - dad     Take away the d at the beginning. Add n after the a. What's the word? (and)<br>   - and     Change d to t. What’s the word? (ant)<br>   - ant     Add s to the end of the word.<br>   - ants    What’s the word? (ants)  |
### Fluency: Fabulously Famous Books for Building Fluency

**Materials**
- Title: “K Is for Kissing a Cool Kangaroo”
- Comprehensive Lesson Plan for Fabulously Famous Books
- Book Response Template
- Crayons

**Introduction**
- 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.

**Fluency Performance**
- 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.
  - What was your favorite part of the book? Why?
  - Encourage the campers to draw a picture of their responses.

### Comprehension & Vocabulary: National Geographic

**Materials**
- Teacher’s Guide: Plants
- Theme Builder
- Nonfiction Book: *Watermelons*
- Learning Masters page 27
- Audiolesson 1
- Plants in and

**Lesson 3: Plants**
- Develop Concepts and Vocabulary
  - Develop Oral Language
  - Revisit the Theme Song
  - Build Background
- Small Group Reading
  - Preview the Book
  - Predict Vocabulary
  - Text Feature: Photos
  - Read the Book
| around the school | - Discuss the Book  
|                  | - Learning Master page 27  
| Watermelon      | - Reread for Fluency  
|                 | - Customize the Reading  
|                 | • Shared Writing  |
### Elementary Reading Lesson Plans
#### Kindergarten
#### Week 2, Day 1 - Monday, July 8th
#### 90 Minute Block

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Materials</th>
<th>Example/Description</th>
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<tbody>
<tr>
<td>20 Minutes</td>
<td><strong>Phonics:</strong> Isabel Beck Word Building Routine</td>
<td>Materials:</td>
<td><strong>Introduction</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Word Building Sequence A4</td>
<td>• Explain to the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books.</td>
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<td></td>
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<td>• Magnetic Letters (a,i,s,t)</td>
<td>• Today the campers will build and write words with short a and short i.</td>
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<td>• Lined Paper</td>
<td><strong>Daily Word Building Routine A4: Teacher Demonstration (is - it)</strong></td>
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<tr>
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<td>• Pencils</td>
<td>• Build the word “is.”</td>
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<td>• Tell the campers the word. “This is the word is.”</td>
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<td>• Have campers read the word. “Read it with me. is”</td>
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<td></td>
<td>• Explain. “I can change one letter to make a new word. Watch.”</td>
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<td>• Change s to t. “I am going to get rid of the s and bring down the t in its place. I made the word it.”</td>
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<td>• Have campers read the new word. “What’s the new word?” it</td>
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<td></td>
<td>• Explain. “Now you can make words. I will tell you the letters to use.”</td>
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<td></td>
<td><strong>Word Building Sequence for A4</strong></td>
<td><strong>Guided Practice:</strong></td>
<td><strong>Daily Word Building Routine A4: Guided Practice</strong></td>
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<tr>
<td></td>
<td></td>
<td>• sit</td>
<td>1. “Put the letter s at the beginning.”</td>
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<td></td>
<td></td>
<td>• sat</td>
<td>2. “Put the letter i next.”</td>
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<tr>
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<td></td>
<td>• at</td>
<td>3. “Put the letter t at the end.”</td>
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<td></td>
<td>• it</td>
<td>4. “What’s the word?” sit</td>
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<td></td>
<td>• sit</td>
<td>5. Write each word made in a column on the board.</td>
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<td></td>
<td></td>
<td>• sat</td>
<td>6. Continue word building providing explicit directions about how to form then read aloud each word using the following routine:</td>
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<td></td>
<td>sit Change the i to a. What's the word? (sat)</td>
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<td></td>
<td>sat Take away the s to the beginning of the word. What's the word? (at)</td>
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<td></td>
<td>at Change a to i. What's the word? (it)</td>
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<td></td>
<td>it Add s at the beginning. What's the word? (it)</td>
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<td></td>
<td></td>
<td>sit Change i to a. (sat)</td>
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<td></td>
<td>sat What’s the word?</td>
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<td>30 Minutes</td>
<td>Fluency: Fabulously Famous Books for Building Fluency</td>
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<tr>
<td><strong>Materials</strong></td>
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<tr>
<td>- Title: “K Is for Kissing a Cool Kangaroo”</td>
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<tr>
<td>- Comprehensive Lesson Plan for Fabulously Famous Books</td>
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<tr>
<td>- Alphabet Card Template</td>
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<td>- Pencils</td>
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<td>- Crayons</td>
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<tr>
<td><strong>Introduction</strong></td>
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<tr>
<td>- Remind the campers that during their daily Reading lessons, they will build words, practice reading fluently, and read books.</td>
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<tr>
<td>- Today the campers will respond to the book, “K Is for Kissing a Cool Kangaroo” by Giles Andreae.</td>
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<tr>
<td><strong>Fluency Performance: Alphabet Book</strong></td>
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<td>- Forms groups and assign a range of letters to each group.</td>
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<td>- One group might be assigned A-D, for example while another group is assigned E-H.</td>
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<td>- Have groups write and illustrate pages of an alphabet book for their assigned letters.</td>
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<td>- Provide a model for the campers. For example, A is for apple or A Apple, Ape, Angel.</td>
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<tr>
<td>- Work in a small group to support struggling campers.</td>
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<table>
<thead>
<tr>
<th>40 Minutes</th>
<th>Comprehension &amp; Vocabulary: National Geographic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td></td>
</tr>
<tr>
<td>- Teacher’s Guide: Plants</td>
<td></td>
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<tr>
<td>- Theme Builder</td>
<td></td>
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<tr>
<td>- Nonfiction Book: What Plant Is This?</td>
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<td>- Learning Masters page 28</td>
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<tr>
<td>- Audioblog Lesson 1</td>
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<td>- Take-Home</td>
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<td><strong>Lesson 4: Plants</strong></td>
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<tr>
<td>- Review Concepts and Vocabulary</td>
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<tr>
<td>- Develop Oral Language</td>
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<tr>
<td>- Revisit the Theme Song</td>
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<td>- Build Background</td>
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<td>- Small Group Reading</td>
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<tr>
<td>- Get Ready to Read</td>
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<td>- Preview the Book</td>
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<td>- Predict Vocabulary</td>
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<td>- Text Feature: Labels</td>
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<tr>
<td>- Read the Book</td>
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</tbody>
</table>

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.

**Words in Context**
- Instruct the campers to write the following words on a piece of paper: *sit*, *sat*, *at*, *it*, and *sit*.
- 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.)
| Book Masters:  
*Plants*  
- Seeds, plants,  
  fruit, banana | - Discuss the Book  
- Learning Master page 28  
- Reread for Fluency  
- Customize the Reading  
- Guided Writing |
## Elementary Reading Lesson Plans  
### Kindergarten  
#### Week 2, Day 2 - Tuesday, July 9th  
90 Minute Block

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<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Materials</th>
<th>Example/Description</th>
</tr>
</thead>
</table>
| 20 Minutes| **Phonics:** Isabel Beck Word Building Routine                        | **Materials** | *Introduction*  
- 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 A5: Teacher Demonstration (hit - hid)**  
- Build the word “hit.”  
- Tell the campers the word. “This is the word *hit*.”  
- Have campers read the word. “Read it with me. *hit*”  
- Explain. “I can change one letter to make a new word. Watch.”  
- Change *t* to *d*. “I am going to take away the *t* and bring down the *d* in its place. I made the word *hid*.”  
- Have campers read the new word. “What’s the new word?” *hid*  
- Explain. “Now you can make words. I will tell you the letters to use.”  
**Daily Word Building Routine A5: Guided Practice**  
1. “Put the letter *h* at the beginning.”  
2. “Put the letter *a* next.”  
3. “Put the letter *d* at the end.”  
4. “What’s the word?” *had*  
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: |
|          | **Example/Description**                                         |           | - had Change the *h* to *s* What's the word? (sad)  
- sad Change the *d* to *t* What's the word? (sat)  
- sat Change *s* to *h* What's the word? (hat)  
- hat Take away the *h* What's the word? (at)  
- at Change *a* to *i* What's the word? (it)  
- it Add an *h* to the beginning of the word. (hit)  
- hit What’s the word? |
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.

**Words in Context**
- Instruct the campers to write the following words on a piece of paper: *had, sad, sat, hat,* and *at.*
- 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.)

<table>
<thead>
<tr>
<th>30 Minutes</th>
<th>Fluency: Fabulously Famous Books for Building Fluency</th>
</tr>
</thead>
</table>
| **Materials** | • Title: “K Is for Kissing a Cool Kangaroo”
• Comprehensive Lesson Plan for Fabulously Famous Books
• Alphabet Card Template
• Pencils
• Crayons |
| **Introduction** | • 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. |
| **Fluency Performance: Alphabet Book** | • 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. |
| **Fluency Performance: Read Aloud (Oral Presentation)** | • Have the campers practice reading their work aloud several times.
• Allow the campers to share their work with the entire class. |

<table>
<thead>
<tr>
<th>40 Minutes</th>
<th>Comprehension &amp; Vocabulary: National Geographic</th>
</tr>
</thead>
</table>
| **Materials** | • Teacher’s Guide: Plants
• Learning Masters pages 22-23
• Take-Home Book Masters: *Plants*
• Family Focus letter page 29 |
| **Lesson 5: Plants** | • Guided Writing
• Assessment Tools
  - Review Theme Builder and Concept Book: *Plants*
  - Self Assessment
  - Learning Masters pages 22-23
• Home Connection
  - 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. |
“K is for Kissing a Cool Kangaroo” by Giles Andreae
Book Response

What is your favorite part of the book?