

T: Teacher  
 C: Children  
 S & S: Scope and Sequence  
 PS: Planning Sheet

## Kindergarten Phonics in Motion Weekly Lesson Plan Routines Scope and Sequence

"T" could be a parent for at home learning. Use your judgment to decide whether or not you would like to instruct parents to do this activity at home. Demonstrate over zoom/video lessons as needed and send PIM created videos (KMP's Etc.) home as resources.

	Monday	Tuesday	Wednesday	Thursday	Friday
Poetry KMPs  5-10 minutes	<ul style="list-style-type: none"> <li>Introduce Poem/Model reading a few times with KMPs.</li> <li>Reread chorally, using KMPs.</li> <li>T: Model a summary statement orally.               <ul style="list-style-type: none"> <li>What is this poem about?</li> </ul> </li> <li>Focus on main idea and key vocabulary.</li> <li>Highlight (1-2) sight words.               <ul style="list-style-type: none"> <li>Use KMP for beginning sounds</li> </ul> </li> <li>Choose 1-2 words: Locate other words with the same KMP (Scope &amp; Sequence focus) Example: find words with /m/</li> <li><b>Optional:</b> Record initial reading of poem for the Kindergarten readers, using KMPs.</li> </ul>	<ul style="list-style-type: none"> <li>T: Model the poem with KMPs.</li> <li>T &amp; C: Reread &amp; practice <b>chorally</b> with KMPs.</li> <li>T: Review and write a summary statement.               <ul style="list-style-type: none"> <li>This poem is about...</li> <li>The main idea is...</li> </ul> </li> <li>Highlight a phonic focus               <ul style="list-style-type: none"> <li>Mark phonic focus by underlining or highlighting (examples: beginning sounds, ending sounds, middle sounds).</li> <li>Pick a word from the poem and name 2 rhyming words (school, cool, pool).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>T &amp; C: Read poem together using KMPs.</li> <li>T &amp; C: PERFORM poem in various voices using KMPs.</li> <li>Discuss phrasing &amp; emphasis               <ul style="list-style-type: none"> <li>If needed, mark pauses: Little Bo Peep/lost her sheep/.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>T &amp; C: <b>Choral</b> read poem together, using KMPs 3 times.</li> <li>Complete paper, 'Words I Like' with teacher guidance or some children complete individually.</li> </ul> <p><u>With teacher guidance...</u></p> <ul style="list-style-type: none"> <li>Words <b>MUST</b> come from the poem</li> <li>Complete 'My Letters' section of <a href="#">My Word/My Letters</a>:               <ul style="list-style-type: none"> <li>Pick letter from focus of S &amp; S.</li> <li>T: Direct writing of the letter in each box.</li> <li>T: Monitor stroking of the letters.</li> <li>Brainstorm words beginning with letter.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>T: Models how to PERFORM the poem with KMPs, (A poetry reading - not reciting from memory with props).</li> <li>T &amp; C: PERFORM familiar poem in various voices using KMPs.</li> <li>C: PERFORMs poem. The audience can be the class, a small group or staff members).</li> </ul>

Individual Practice or Assessment		<p><b>Individual Practice</b></p> <ul style="list-style-type: none"> <li>• C: Read poem using KMPs independently or with teacher guidance.</li> <li>• C: Choose words they like from poem &amp; record here <a href="#">My Words</a>.</li> <li>• C: Illustrate chosen words or create border around the box. <a href="#">Example: "My Words"</a></li> </ul> <p>Note: maximum of 2 words a day. Check directions on the worksheet.</p>	<p><b>Individual Practice</b></p> <ul style="list-style-type: none"> <li>• C: Paste poem in poetry notebooks.</li> <li>• Practice the poem with KMPs with teacher guidance, partners or independently.</li> <li>• C: Glue <a href="#">My Word/My Letters</a> in poetry notebook independently.</li> </ul>	<p><a href="#">Use My Letters worksheet:</a></p> <ul style="list-style-type: none"> <li>• C: Draw 2 pictures beginning with the letter next to the written letter.</li> <li>• C: Illustrate poem in poetry journal. Label.</li> <li>• C: Read poem using KMP's with a partner or independently.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Use <a href="#">FLUENCY RUBRIC 1 2 3 4</a>. Collect data. (Suggestion 5-6 children a week.)</li> </ul>
Possible Extensions / Home Connection	<p><b>Home Connection:</b></p> <ul style="list-style-type: none"> <li>• T: Sends poem, <a href="#">FLUENCY RUBRIC 1 2 3 4</a>, and <a href="#">Fun Poetry</a> page home.</li> </ul> <p>Poem: <a href="#">It is August</a></p>				<p><b>Possible extensions:</b></p> <ul style="list-style-type: none"> <li>○ Use an app (Seesaw, Marco Polo) to share with families.</li> <li>○ Record reading poem several times, using KMPs and note improvement.</li> </ul> <p><b>Home Connection:</b></p> <ul style="list-style-type: none"> <li>○ Return the Fun Poetry Sheet on Friday.</li> </ul> <p>Note: If a child does not have home support, engage a 3rd-5th grade child to partner read and listen daily. Use KMPs.</p>

## Kindergarten Phonics in Motion Weekly Lesson Plan Routines

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading & Writing Monster 5-10 minutes	<ul style="list-style-type: none"> <li>At the Language Calendar, introduce who the Reading &amp; Writing Monster is, (include <a href="#">the "magic of the monster" story</a>) (First 2 weeks of school).</li> <li>Introduce the Days of the Week Song with KMPs</li> <li>T: Models left to right directionality, (when you get to the end), by using the language, "Stop! I'm being pulled back! I've got to move away!" <a href="#">EXAMPLE</a> worksheet. <a href="#">VIDEO</a> example. Repeat 2-3 times.</li> <li>T &amp; C: Emphasizing strokes from top to bottom, opposed to bottom to top, play the game, "Got you!" (Slide down from the top of the mountain). <a href="#">EXAMPLE</a></li> <li>T: Introduce the <a href="#">Monster Hand</a> character!</li> <li>T: <a href="#">Introduce the letter Mm by name with this progression.</a></li> <li>T &amp; C: What does the letter say? Model the KMP. "Show me"--do KMP.</li> </ul>	<ul style="list-style-type: none"> <li>At the Language Calendar, review the magic of the R&amp;W Monster.</li> <li>T: Models left to right directionality, (when you get to the end), by using the language, "Stop! I'm being pulled back! I've got to move away!"</li> <li>T &amp; C: Review strokes from top to bottom, opposed to bottom to top, play the game, "Got you!" (Slide down from the top of the mountain).</li> <li>T: Review the Monster Hand character!</li> <li>T: Review the letter Mm by name, (showing the letter formation).</li> <li>T &amp; C: What does the letter say? Model the KMP. "Show me"--do KMP.</li> <li>T: Review the character and show the video a few times.</li> <li>T &amp; C: Chant the handwriting story in the air.</li> <li>C: Practice 5 times on white board or use R&amp;W paper.               <ul style="list-style-type: none"> <li>Practice by writing a large "m", small</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>At the Language Calendar, review the magic of the R&amp;W Monster.</li> <li>T: Models left to right directionality, (when you get to the end), by using the language, "Stop! I'm being pulled back! I've got to move away!"</li> <li>T &amp; C: Review strokes from top to bottom, opposed to bottom to top, play the game, "Got you!" (Slide down from the top of the mountain).</li> <li>T: Review the Monster Hand character!</li> <li>T: Review the letter Mm by name, (showing the letter formation).</li> <li>T &amp; C: What does the letter say? Model the KMP. "Show me"--do KMP.</li> <li>T: Review the character and show the video a few times.</li> <li>T &amp; C: Chant the handwriting story in the air.</li> <li>C: Practice 5 times on white board or use R&amp;W paper.               <ul style="list-style-type: none"> <li>Practice by writing a large "m", small "m",</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>At the Language Calendar, review the magic of the R&amp;W Monster.</li> <li>T: Models left to right directionality, (when you get to the end), by using the language, "Stop! I'm being pulled back! I've got to move away!"</li> <li>T &amp; C: Review strokes from top to bottom, opposed to bottom to top, play the game, "Got you!" (Slide down from the top of the mountain).</li> <li>T: Review the Monster Hand character!</li> <li>T: Review the letter Mm by name, (showing the letter formation).</li> <li>T &amp; C: What does the letter say? Model the KMP. "Show me"--do KMP.</li> <li>T: Review the character and show the video a few times.</li> <li>T &amp; C: Chant the handwriting story in the air.</li> <li>C: Practice 5 times on white board or use R&amp;W paper.               <ul style="list-style-type: none"> <li>Practice by writing a large "m", small "m",</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>At the Language Calendar, review the magic of the R&amp;W Monster.</li> <li>T: Models left to right directionality, (when you get to the end), by using the language, "Stop! I'm being pulled back! I've got to move away!"</li> <li>T &amp; C: Review strokes from top to bottom, opposed to bottom to top, play the game, "Got you!" (Slide down from the top of the mountain).</li> <li>T: Review the Monster Hand character!</li> <li>T: Review the letter Mm by name, (showing the letter formation).</li> <li>T &amp; C: What does the letter say? Model the KMP. "Show me"--do KMP.</li> <li>T: Review the character and show the video a few times.</li> <li>T &amp; C: Chant the handwriting story in the air.</li> <li>C: Practice 5 times on white board or use R&amp;W paper.               <ul style="list-style-type: none"> <li>Practice by writing a large "m", small "m",</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• T: Introduce the character and show the <a href="#">video</a> a few times.</li> <li>• T &amp; C: Chant the handwriting story in the air.</li> <li>• C: Practice 5 times on white board or use <a href="#">Reading &amp; Writing Monster Paper</a>. <ul style="list-style-type: none"> <li>○ Practice by writing a large "m", small "m", upper right corner, etc. <a href="#">Video EXAMPLE</a></li> </ul> </li> <li>• T says: "Show me"--do KMP, when appropriate.</li> </ul>	<p>"m", upper right corner, etc.</p> <ul style="list-style-type: none"> <li>• T says: "Show me"--do KMP, when appropriate.</li> </ul>	<p>upper right corner, etc.</p> <ul style="list-style-type: none"> <li>• T says: "Show me"--do KMP, when appropriate.</li> </ul>	<p>upper right corner, etc.</p> <ul style="list-style-type: none"> <li>• T says: "Show me"--do KMP, when appropriate.</li> </ul>	<p>upper right corner, etc.</p> <ul style="list-style-type: none"> <li>• T says: "Show me"--do KMP, when appropriate.</li> </ul>
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## (After the second week of school)

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading & Writing Monster  5-10 minutes	<ul style="list-style-type: none"> <li>• At the Language Calendar, review the Reading &amp; Writing Monster.</li> <li>• T: Review the <a href="#">Monster Hand character!</a></li> <li>• T: <a href="#">Monster Zone song</a>--introduce later on) (4 yr. olds)</li> <li>• T: Review previous letters taught</li> <li>• T: Introduce the letter</li> </ul>	<ul style="list-style-type: none"> <li>• T: Models left to right directionality, (when you get to the end), by using the language, "Stop! I'm being pulled back! I've got to move away!" Repeat 2-3 times.</li> <li>• T: Review strokes from top to bottom, opposed to bottom to top. (Slide down from</li> </ul>	<ul style="list-style-type: none"> <li>• At the Language Calendar, review the Reading &amp; Writing Monster.</li> <li>• T: Review the Monster Hand character!</li> <li>• T: Review the letter ___ by name, (showing the letter formation)</li> <li>• "Show me"--do KMP.</li> <li>• T: Review the character and show</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher models left to right directionality, (when you get to the end), by using the language, "Stop! I'm being pulled back! I've got to move away!" Repeat 2-3 times.</li> <li>• T: Review strokes from top to bottom, opposed to bottom to top. (Slide down from</li> </ul>	<ul style="list-style-type: none"> <li>• T &amp; C: Sing the Monster Zone song!</li> <li>• T: Review the letter ___ by name.</li> <li>• "Show me"--do KMP.</li> <li>• T: Review the character and show the video a few times.</li> <li>• T &amp; C: Chant the handwriting story in the air.</li> <li>• C: Practice 5 times on</li> </ul>

<p>___ by name.</p> <ul style="list-style-type: none"> <li>• T &amp; C: What does the letter say? Model the KMP. "Show me"--do KMP.</li> <li>• T: Introduce the character and show the <a href="#">video</a> a few times.</li> <li>• T &amp; C: Chant the handwriting story in the air.</li> <li>• C: Practice 5 times on white board or use <a href="#">Reading &amp; Writing Monster Paper</a>. <ul style="list-style-type: none"> <li>○ Practice by writing a large "___", small "___", upper right corner, etc. <a href="#">EXAMPLE</a> <a href="#">Video</a></li> </ul> </li> <li>• T says: "Show me"--do KMP, when appropriate.</li> </ul>	<p>the top of the mountain).</p> <ul style="list-style-type: none"> <li>• T &amp; C: Sing the Monster Zone song!</li> <li>• T: Introduce the letter ___ by name.</li> <li>• "Show me"--do KMP.</li> <li>• T: Review the character and show the video a few times.</li> <li>• T &amp; C: Chant the handwriting story in the air.</li> <li>• C: Practice 5 times on white board or R&amp;W monster paper. <ul style="list-style-type: none"> <li>○ Practice by writing a large "___", small "___", upper right corner, etc. Play "Got You!" when monitoring students writing.</li> </ul> </li> <li>• T says: "Show me"--do KMP, when appropriate.</li> </ul>	<p>the video a few times.</p> <ul style="list-style-type: none"> <li>• T &amp; C: Chant the handwriting story in the air.</li> <li>• C: Practice 5 times on white board or use <a href="#">Reading &amp; Writing Monster Paper</a>. <ul style="list-style-type: none"> <li>○ Practice by writing a large "___", small "___", upper right corner, etc.</li> </ul> </li> <li>• Capital ___ and lowercase ___ &amp; show object. Example - Pp pear</li> <li>• T: Introduce page in <a href="#">Monster Alpha Book Strips</a> <ul style="list-style-type: none"> <li>○ C: Point to letter in first box and say its name.</li> <li>○ C: Point to uppercase letter in second box, say its name. Point to lowercase letter, say its name.</li> <li>○ C: Point to uppercase letter in third box, say its name. Point to lowercase letter, say its name. Point to object and say its name.</li> <li>○ When ready, can do same routine but with sounds.</li> </ul> </li> <li>• T: Introduce page in</li> </ul>	<p>the top of the mountain).</p> <ul style="list-style-type: none"> <li>• T &amp; C: Sing the Monster Zone song!</li> <li>• T: Review the letter ___ by name.</li> <li>• T &amp; C: What does the letter say? Model the KMP. "Show me"--do KMP.</li> <li>• T: Review the character and show the video a few times.</li> <li>• T &amp; C: Chant the handwriting story in the air.</li> <li>• C: Practice 5 times on white board or R&amp;W monster paper. <ul style="list-style-type: none"> <li>○ Practice by writing a large "___", small "___", upper right corner, etc. Play "Got You!" game when monitoring students while writing.</li> </ul> </li> <li>• T says: "Show me"--do KMP, when appropriate.</li> </ul>	<p>white board reviewing all the letters we've introduced, (<b>teacher informally evaluates letter formation by observing--Create a class roster &amp; check off, etc).</b></p> <p><b>ASSESSMENT</b></p> <p>Teacher creates/uses class roster:</p> <ul style="list-style-type: none"> <li>• 1st roster--When writing letters/words/sentence, child moves from left to right (observation)</li> <li>• 2nd roster--<a href="#">blank R&amp;W monster paper</a>--seeing if they can form the letter.</li> </ul>
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			<a href="#">Alphabet Poem book.</a> <ul style="list-style-type: none"> <li>T &amp; C: Do KMP for letter sound in the Alphabet Poem book.</li> </ul>		
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## Kindergarten Phonics in Motion Weekly Lesson Plan Routines

	Monday	Tuesday	Wednesday	Thursday	Friday
Language Calendar/ Standards  5-10 minutes	<b>PLANNING SHEET</b> <ul style="list-style-type: none"> <li><a href="#">Blank</a></li> <li><a href="#">Example</a></li> <li>Introduce who the <a href="#">R&amp;W Monster is.</a> "<a href="#">Magic of the Monster</a>" story.</li> <li>T &amp; C: <a href="#">Sing the "Days of the Week" song</a>, using KMPs, emphasizing the initial sounds of each day. Move away from</li> </ul>				

	the R&W monster as you point to each day.				
In the written entry	<ul style="list-style-type: none"> <li>Construct a sentence in a conversation with the class. Ask questions to clarify the meaning. For example, we played outside on the playground. Ask Who? Where? What did we do? questions.</li> <li>Count the words <b>orally</b>.</li> <li>T: Draws a picture on the LC to match the oral sentence.</li> <li>T: Talks in detail about the shared experience to build oral language &amp; vocabulary. (Where did we play outside? Add the playground detail).</li> </ul>	→ → →	→ → →	→ → →	→ → →
Revisit the entry after writing:	<ul style="list-style-type: none"> <li>T &amp; C: Clap a short word &amp; a long word, (2 or more syllables). Say, "That is a short word." Say, "That's a long word."</li> <li>Stretch out a CVC word and say it slowly. Example: <a href="#">video</a></li> <li>T: Orally, review the oral sentence and</li> </ul>	→ → →	→ → →	→ → →	→ → →

	illustration, "See how our picture matched our sentence".				
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## (After the 2nd week of school)

	Monday	Tuesday	Wednesday	Thursday	Friday
Language Calendar/ Standards  5-10 minutes	<b>PLANNING SHEET</b> <ul style="list-style-type: none"> <li>• <a href="#">Blank</a></li> <li>• <a href="#">Example</a></li> </ul> Continue: <ul style="list-style-type: none"> <li>• <a href="#">"Magic of R&amp;W Monster" story</a></li> <li>• T &amp; C: <a href="#">Sing the "Days of the Week" song</a>, using KMPs.</li> <li>• Have a conversation that leads to a LC entry about the shared experience.</li> <li>• <b>Orally</b>, count how many words are in the sentence.</li> <li>• T: Draws lines to match how many words are in the sentence.</li> </ul>	→ → →	→ → →	→ → →	→ → →
In the written entry	<ul style="list-style-type: none"> <li>• Focus on one handwriting story per week.</li> <li>• T: Model left to right, moving away from the R&amp;W monster.</li> </ul>	→ → →	→ → →	→ → →	→ → →



	<ul style="list-style-type: none"> <li>• T: Draws a picture on the LC to match the sentence.</li> </ul>				
<p>Revisit the entry after writing:</p>	<ul style="list-style-type: none"> <li>• T &amp; C: Clap a short word &amp; a long word, (2 or more syllables). Say, "That is a short word." Say, "That's a long word."</li> <li>• Stretch out a CVC word and say it slowly. Example: <a href="#">video</a> <ul style="list-style-type: none"> <li>○ <a href="#">2 Sound - Sound Box</a></li> <li>○ <a href="#">3 Sound - Sound Box</a></li> </ul> </li> <li>• Find the beginning sound of a word, using KMPs.</li> <li>• T: Draw a box around a sight word.</li> <li>• T: Reread entry and point moving left to right.</li> <li>• T: Ask, "Where do I begin to read?"</li> <li>• T: Model fluency: phrasing, expression &amp; pace.</li> <li>• T: Orally, review the sentence and illustration, "See how our picture matched our sentence".</li> <li>• C: Will transfer the concept to an individual response worksheet or journal.</li> </ul>	