

Kindergarten Grade Lesson Plans

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| DAY 1 |
| Reading |
| 80-120 minutes |
| |
| Science |
| 30 minutes |
| <p>Weather and Climate Bring Science Alive Unit 3: Weather, Lesson 1</p> <p>Lesson via Bring Science Alive online Essential Question: <i>What is Weather?</i> Materials: Interactive Student Notebook</p> <p>Engage: You will start by having students analyze the picture via Bring Science Alive online. Ask students the following questions, “What do you see in the picture?”, “Is it warm or cold?”, “How do you know?”, “Do you think it is cloudy or sunny?”</p> <p>Explain and Explore: Students will read about different kinds of weather. They will learn how to describe weather (pages 100-107). As you read, students complete the Interactive Tutorial and the Reading Notes in their Interactive Student Notebooks.</p> <p>Evaluate: Ask students, “What is weather?”</p> |
| Social Studies |
| 30 minutes |
| <p>Essential question: What are the similarities and differences in the rules and expectations of your family and school?</p> <p>Materials Needed: chart paper, image of the Constitution</p> <p>Engage: Display a picture of the original Constitution http://www.archives.gov/exhibits/charters/constitution_zoom_1.html</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> • Who wrote this? • When was it written? • Where was it written? • Why was it written? <p>Explain: As you discuss why it was written, explain how the Constitution outlines the rights and responsibilities of individuals and our government. Transition to how it lists rules our government needs to follow.</p> <p>Engage: Have students brainstorm rules they’ve been asked to follow. Make a visual (display) for all the rules (use SMART Board, White Board, or Chart Paper). Examples include: rules at the pool (e.g. no running on the deck, no diving in the shallow end), rules for driving (e.g. no speeding, stop at a red light, etc.), rules at school, etc.</p> <p>Evaluate: Ask students to review all the rules on the board and discuss as a class the following question, “Why do we need rules?”</p> |

Kindergarten Grade Lesson Plans

Math

60-75 minutes

Please note: Before beginning any topic students are given a pre-test to create differentiated math groups, so begin with pre-testing Topic One using the topic test. This can be given to your class per your schedule. In addition, use this time to set up procedures for daily routines with math and possibly do some center activities. Ideas are on pg. 1E-1F in teacher's guide. In addition, consider doing the Interactive Math Story "Count the Eggs" found on pg. 1G-1H of your Big Book.

Topic: One to Five

Lesson: 1-1 Counting 1, 2, and 3

Background: Evidence indicates that the ways young children are able to represent numbers are determined by their mental relationships about number and that engaging children in thinking about quantities builds these mental relationships.

Learning Target-The student will make and count sets of 1, 2, and 3.

Materials: counters (Teaching Tool 32), crayons

*Set up the 3 differentiated centers prior to lesson.

Vocabulary: one, two, three, count

Daily Common Core Review: 1-1 (To be completed in less than 10 minutes)

*Student DCCR booklets available to be ordered through BV Print Services for each topic. DCCR is also found in Teacher Resource Guide- Operations and Algebraic Thinking book.

Correct and review and plan for intervention based on informal assessment.

(Engage) Develop the Concept: (Interactive (10-15 minutes)

In this activity, children will make and count sets of 1, 2, and 3. Lead a discussion and gives on how we use numbers in many ways to tell information. Using their work mat, students will use counters to represent worms found in the birds nest. Children count and display on finger(s) that number and verbalize that number out loud. Model for students how to use counters to represent numbers. Students color that many boxes on the work mat. Discuss how you could show the numbers other ways.

Develop the Concept: Visual (30 minutes) In this lesson you will learn about counting to 3.

- **(Explore) Visual Learning Bridge:** Teacher will lead a discussion on how this represents the number 3 and its value.
- **(Explain) Guided Practice:** Remind children that they can count objects to tell how many there are. Students will work together on work mat problems 1-3 to count and color the corresponding worms.
- **(Elaborate) Independent Practice:** Students will work independently on problems 4-6 on work mat. They will count the pictures of worms and color in boxes to show each numbers. Children may use counters if they need help.
- **(Elaborate) Problem Solving:** If time permits, you may do the additional activity called "Show Me!"

Close/Assess and Differentiate (Evaluate) (5-10 minutes) You have learned that counting tells us how many.

The last number used in counting gives the number of items in a set. Remember that counting a set in different order does not change the total.

- **Quick Check/Writing to Explain:** Give Quick Check 1-1. (Found in Assessment Sourcebook) Exercise 1 is worth 1 point. Use the rubric to score Exercise 2.
- **Leveled Homework:** 0-2 points= Reteaching Master 3 = Practice Master 4= Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

* These centers will be set up prior to the lesson.

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| 10 Block |
| 10-15 minutes |
| <p>Counting Strategies I</p> <p>BLOCK 1</p> <p>Song: “Number Party” (Rock Your Math Class)</p> <p>Activity:</p> <p>Use the Number Line Petite 0-10 strip from pages 29-30 (Number Line Workbook) to touch the numbers as singing the song. Talk about this being the first growth pattern that children know. Repeat. Have students put transparent chips on each of the numbers to show how the pattern grows.</p> |
| Writing |
| 30 minutes |
| <p>Writing</p> <p>A resource to use for Launching Writer’s Workshop is the blue book titled <i>Making Sense of the Writer’s Workshop</i> by Barbara Andrews and Patty Brinkman; it is included with your Benchmark Writing Materials. Lessons begin on pages 73 – 75.</p> <p>Picture Books to use with Launching Writer’s Workshop – See Mentor Text list in New Teacher Binder</p> <p>Getting Ready for Writer’s Workshop:</p> <p>Engage-Explain-Explore</p> <p>Purpose:</p> <ul style="list-style-type: none"> • This week will focus on the building of oral language and developing the joy of writing. During this first week of lessons, the entire workshop will be whole group, with no independent writing. • Work on developing smooth transitions when coming and going to/from whole group instruction by creating and modeling your signal for coming to and leaving small group. Show children where and how to sit; begin oral language development by reading literature and modeling “making connections” and” storytelling”. (Benchmark-<i>Making Sense of Writer’s Workshop</i> TM pg. 74) |

Kindergarten Grade Lesson Plans

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| DAY 2 |
| Reading |
| 80-120 minutes |
| <p>Welcome Week –Kindergarten Week 1, Day 2</p> <ul style="list-style-type: none"> Observe what students using pg. 15 in the Assessment Handbook <p>Reading Whole Group</p> <p>Morning Message/ Daily Routines:</p> <p>Engage - Explore</p> <ol style="list-style-type: none"> Phonological Awareness Warm-Up: Students listen and repeat rhyming sentences, and then say the words that rhyme (TM pg.23). Fluency: Model fluent reading of the poem, “The Only One”, with the LEAD21 online version of Practice Companion page 2, emphasizing appropriate phrasing (TM pg. 23). Morning Message: Introduce to students (TM pg. 23). <p>Explain</p> <ol style="list-style-type: none"> Reinforce Unit Theme using Concept Big Book pg. 6-7 (TM pg.24). Review the word “special” (TM pg. 24). <p>Explore</p> <ol style="list-style-type: none"> Activate Prior Knowledge: Ask questions using the Oral Language Development Chart pg. 2, and (TM pg.24). <p>Explain</p> <ol style="list-style-type: none"> Prepare to Read: Introduce Comprehension Strategy (Determine Important Information) using pgs. 6-7 of the Concept Big Book (How About You) TM pg. 25. Interactive Reading: Continue with the Concept Big Book pgs. 12-19 (TM pg. 26). Word Work: Review Letter Recognition Aa & Bb (TM pg. 26) Use Alphabet Rhyme Book (pgs. 2 & 3) and read the rhymes for a and for b. Track the print as you read (TM pg. 26). <p>Towards Small Group:</p> <p>Explain-Explore</p> <ul style="list-style-type: none"> Create an Anchor Chart (TM pg. 18) for the Literacy Stations selected during Unit 1. Introduce one Station per day. Discuss building stamina for students. <p>Explore</p> <p>Wrap Up Whole Group: Share text-to-self connections about the book “How About You” (whole group, above, work (TM pg. 31) Make and share pictures of something that makes them <i>happy</i> (TM pg. 31) Distribute Family Letter (Home Connection Pg. 1, TM pg. 31).</p> |
| Science |
| 30 minute |
| <p>Weather and Climate</p> <p>Bring Science Alive Unit 3: Weather, Lesson 1</p> |
| <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What is Weather?</i></p> <p>Explore: Ask students, “What is weather?” Elicit answers and support student explanations if necessary.</p> <p>Engage: In a Visual Discovery Investigation, students will watch 6 video clips of the weather in different places. Students should look for signs of weather. After each video clip ask the following questions, “Is the temperature cold, cool, warm, or hot?”, “Is the sky sunny or cloudy?”, “Is it raining or snowing?”, “Is it windy?”</p> |

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about worms wriggling up from the ground.

- **(Explain) Guided Practice:** remind that they can count objects to tell how many there are, student work together on work mat problems 1-3 to count and color the corresponding worms
- **(Elaborate) Independent Practice:** student work independently on problems 4-6 on work mat, count the pictures of worms and color in boxes to show each number
- **(Elaborate) Problem Solving:** “Show Me!”

(Evaluate) Close/Assess and Differentiate (5-10 minutes) remind student that the last number said is the total number in the set

Quick Check/Writing to Explain: 1-1 found in assessment source book

Leveled Homework: 0-2 points= Reteaching Master, 3 points = Practice Master , 4=Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

10 Block

10-15 minutes

Counting Strategies I

BLOCK 2

Song: “Number Party” (Rock Your Math Class)

Activity: Use Random Number CD with the data sheet from pages 12-13 (math drills to thrill) “Circle the Number”. Run front and back. This data sheet is an assessment of quantities 01-10. This will be repeated many times for early learners.

Writing

30 minutes

Writing Day 2: Use the lesson on page 76 in *Sense of the Writer’s Workshop*

Picture Books to use with Launching Writer’s Workshop –

- See Mentor Text list in New Teacher’s Binder

Getting Ready for Writer’s Workshop:

Purpose: To develop good listening habits, introduce and practice “Turn and Talk”, and continue oral language development.

Select a book from the list above to use with your lesson today

Mini-lesson:

Explain

- Review and practice coming to the whole-group meeting area.
- Today we are going to learn to share our ideas in way to do that called is “Turn and Talk.” When I invite you to turn and talk, you will sit knee to knee and look at your partner to take turns sharing an idea.
- Model turn and talk.
- Share a special book that models storytelling.
- Model making connections and telling another memory.
- Practice the new strategy of turn and talk to your partner.
- Dismiss class practicing by using signals and compliment their behavior when returning to seats or moving on to write independently.

Elaborate

Share with a partner –a story about your life.

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| DAY 3 |
| Reading |
| 80-120 minutes |
| <p>Welcome Week –Kindergarten Week 1, Day 3: Use page 15 in the Assessment Handbook to record your student observations.</p> <p>Reading Whole Group</p> <p>Morning Message/ Daily Routines:</p> <p>Explore</p> <ol style="list-style-type: none"> 1. Phonological Awareness Warm-Up: Students listen to sentences with rhyming words. Students will echo and identify the two rhyming words (TM pg.23). <p>Explain</p> <ol style="list-style-type: none"> 2. Fluency: Model fluent reading of poem, “The Only One”, with the LEAD21 online version of Practice Companion page 2, emphasizing expression (TM pg. 33). 3. Morning Message: Practice listening and producing Oral Language with students (TM pg. 33). 4. Reinforce Unit Theme “All About Me” using the chant in (TM pg.34). Tie discussion questions to theme question “What Makes Me Special?” (TM pg. 34). 5. Introduce Vocabulary Strategy; using “Descriptive Language” using the Concepts Big Book pg. 8 (TM pg. 34). 6. Introduce Comprehension skill of “Compare and Contrast” by defining the skill and modeling it (TM pg. 35) 7. Prepare to Read: Introduce “Setting a Purpose to Read” (TM pg. 36) <p>Elaborate-Evaluate</p> <ol style="list-style-type: none"> 8. Interactive Reading: Model and share above purpose for reading with Concept Big Book “How About You”, using pages 6 – 19 (TM pg. 36). Students will draw a child and compare/contrast him/her to one of the children pictured. <p>Explain</p> <ol style="list-style-type: none"> 9. Word Work: Introduce Letter Cc and Dd (TM pg. 36). Also introduce high frequency word “the”, and add it to the word wall. Introduce the pre-Decodable Reader 1 (TM pg. 37). <p>Towards Small Group:</p> <p>Explain-Explore-Evaluate</p> <p>Introduce a Literacy Station. Students should be preparing for independent center work by:</p> <ul style="list-style-type: none"> • Getting out supplies • Putting away supplies • Writing in the Writing Station for the whole time (building stamina) • Knowing where to put completed work <p>When students are actively engaging in the Literacy Stations, the teacher can be working on the observations assessments listed in the Assessment Handbook. Discuss building stamina for students’ Work (TM pg. 38)</p> <p>Elaborate</p> <p>Wrap Up Whole Group: Share text-to-world connections about their learning while reading about “why people are special”. Students draw a picture of themselves doing something they enjoy. The sentence frame they will use is “I enjoy _____” (TM pg. 41).</p> |
| Science |
| 30 minutes |
| <p>Weather and Climate</p> <p>Bring Science Alive Unit 3: Weather, Lesson 1</p> |

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Lesson via Bring Science Alive online

Essential Question: *What is Weather?*

Explore: (continuation of Day 2) In a **Visual Discovery** Investigation, students will watch 6 video clips of the weather in different places. Students should look for signs of weather. After each video clip ask the following questions, “Is the temperature cold, cool, warm, or hot?”, “Is the sky sunny or cloudy?”, “Is it raining or snowing?”, “Is it windy?”

Social Studies

30 minutes

Essential question: What are the similarities and differences in the rules and expectations of your family and school?

Materials Needed: Class Constitution, image of Constitution

Prior to starting the lesson be sure to take the list of rules the class agreed upon and create a “Class Constitution” with plenty of room for students to sign it.

Engage: Display image of the Constitution, focus on signatures of the Framers:

http://www.archives.gov/exhibits/charters/constitution_zoom_4.html

Ask the students why they think the Framers signed the document (symbol of agreement and responsibility). Explain how their signature holds them accountable/committed to the document. Share examples of other documents we sign to show our commitment and agreement of responsibility (e.g. opportunity to explain how need their parent/guardian’s signature on forms, signing receipts is an agreement to paying for a good/service, etc.).

Evaluate: Display the Class Constitution created from the previous days’ lessons. Ask students to review the list. Then ask students to agree to follow the rules and to illustrate their agreement by signing the Constitution. Explain that these are not only rules that list out our responsibilities, they also list out the rights we have (e.g. right to be treated with respect, kindness, etc.).

Once all the students have signed the Constitution, put it on display.

Keep it on display for the year and use it as a resource (help teach about government, citizenship, responsibilities, consequences, etc.).

Explain: Explain that sometimes people make the choice to break the rules. Ask students to share examples of people choosing to break the rules or share a personal example. Introduce standard: choices have consequences. Explain how we are going to spend time this year studying choices people make and the consequences of those choices. Discuss with students the consequences of breaking the rules of the Constitution.

Evaluate: Ask them to look at the Class Constitution and answer the following:

- Who wrote this?
- When was it written?
- Where was it written?
- Why was it written?

Math

60-75 minutes

Topic: One to Five

Lesson: 1-2

Background: This lesson helps students to subitize for numbers up to 3 and helps that the same number can be expressed in several different arrangements.

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Learning Target (Overview):

- student will understand that the number of objects in a set is the same regardless of arrangement

Materials: counters or Teaching Tools 32, crayons

Vocabulary:

Daily Common Core Review: 1-2 (To be completed in less than 10 minutes)

(Engage) Develop the Concept: Interactive (10-15 minutes)

Tell children that a number describes how many objects in a group and the objects can be arranged differently but that the number can still be the same. Show different finger arrangement for same number
use work mat and counters to represent birds. Recognize the number of birds in each nest is the same regardless of their arrangement

Develop the Concept: Visual (30 minutes): Learn about counting to 3

- (Engage) Visual Learning Bridge: T.1.6 (Topic.1.Page6)
- (Explore) Guided Practice: T.1.6
- (Elaborate) Independent Practice: T.1.6
- (Elaborate) Problem Solving: Additional Activity T.1.6A

(Evaluate) Close/Assess and Differentiate (5-10 minutes) remind student that the last number said is the total number in the set: counting tells how many are in a set regardless of their arrangement or the order in which they were counted. The last number said is the total.

- **Quick Check/Writing to Explain:** 1-2 found in assessment sourcebook (directions in each book)
- **Leveled Homework:** 0-2 points= Reteaching Master, 3 points = Practice Master, 4=Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention

10 Block

10-15 minutes

Counting Strategies I

BLOCK 3

Song: "Number Party" (Rock Your Math Class)

Activity:

Use the Number Line Petite 0-10 strip from pages 29-30 (Number Line Workbook) to touch the numbers as singing the song. Talk about this being the first growth pattern that children know. Repeat. Have students put transparent chips on each of the numbers to show how the pattern grows.

Writing

30 minutes

Writing Day 3: Use the lesson on page 77 in *Making Sense of the Writer's Workshop*.

Picture Book mentor texts to use with Launching Writer's Workshop can be found in the New Teacher's binder.

Getting Ready for Writer's Workshop:

Purpose: To develop good listening habits, introduce and practice "Turn and Talk", and continue oral language development.

Mini-lesson:

Explain

- Review and practice coming to the whole-group meeting area.
- Listening to a speaker is part of Writer's Workshop. You may be asked to listen to your teacher when they are talking with you. You may be asked to listen to a friend and you may want your friend to listen to you. When you listen to a speaker, what are some of the important things to remember?

Explore

- Brainstorm and create an anchor chart listing "Characteristics of a Good Listener" using modeled writing.

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Explain

- Say: Today I'd like to share a story titled **A Boy, A Dog, A Frog, and a Friend by Mercer Mayer** (or another story about animals.) Remember to be a good listener as I read the story to you.
- Say: I see that many of you have animal stories you would like to share. Since I know that all of you would like a turn, let's practice our new strategy. Turn and talk to your partner.

Elaborate

- Dismiss class by using signals and compliment their behavior when returning to seats or moving on to write independently.

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DAY 4

Reading

80-120 minutes

Welcome Week –Kindergarten Week 1, Day 4: Use page 15 of the Assessment Handbook to record student observations.

Reading Whole Group

Morning Message/ Daily Routines:

Explain-Explore

1. **Phonological Awareness Warm-Up:** Remind students that rhyming words have the same ending sound or sounds. Guide students in recognizing rhyming words in familiar nursery rhymes (TM pg.43).
2. **Fluency:** Read the selected poem, “The Only One”, Practice Companion page 2. Read the poem with feeling, at a pace that isn’t too fast or too slow, but at a steady pace (TM pg.43).
3. **Morning Message:** Practice listening and producing oral language and sounds (TM pg. 43).

Explain-Elaborate

4. **Extend Unit Theme** “What makes me special? (TM pg. 44). Have students support their ideas with pictures in the Concept Big Book. Extend the vocabulary word “special” by using two different sentences (TM pg. 44).
5. **Reinforce Comprehension** Strategy of “Determining Important Information” by defining and modeling this work. Use Concept Big Book pgs. 16-17 as collaborative practice in using this strategy (TM pg. 45).
6. **Prepare to Read:** Revisit the Theme Question “What Makes Us Special?” Use the sentence frame “I am special because_____”. Set the purpose for reading by modeling “Setting a Purpose” (TM pg. 46).
7. **Interactive Reading** Read pgs. 6 – 19 of the Concept Big Book together, using the questions on pg. 46 of the TM.
8. **Word Work:** Use the Alphabet Rhyme Big Book, pg. 4. Have students identify the upper and lower case C. Read the rhyme, and invite them to say it with you if they remember the rhyme.

Use pg. 6 of the Alphabet Rhyme Big Book, and have students identify the upper and lower case D. Read the rhyme, and invite them to say it with you if they remember the rhyme. Review the high frequency word “the”. Reread Pre-Decodable Reader 1 (TM pg. 47).

Towards Small Group:

Engage-Explore

- Practice the Literacy Stations you have introduced
- Review the anchor charts created with students.
- Continue to address concept of building stamina in their small group work (TM pg. 49).

When students are actively engaging in the Literacy Station work, the teacher can be working on the observations assessments listed in the Assessment Handbook.

Elaborate

Wrap Up Whole Group: Students will gather and share the text evidence they gathered from Ch.1 and Ch. 2 of the Concepts Big Book that helped them to answer the Focus Question “Who am I?”. Work to ensure that all students have a chance to contribute to the discussion (TM pg. 51).

Science

30 minutes

Weather and Climate Bring Science Alive Unit 3: Weather, Lesson 1

Lesson via Bring Science Alive online

Essential Question: *What is Weather?*

Materials: Interactive Student Notebook, Cue Cards, Pretend Microphone (optional)

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Explain and Elaborate: In groups, students will prepare and deliver a weather report for their assigned place.

- Assign each group one of the places from the 6 video clips
- Students decide on roles: weather reporter, camera (pretend) operator, cue card holder and learn about these roles
- In the interactive notebook, students will draw a circle around the place they have been assigned.
- In the interactive notebook, students circle words that tell about the weather in their assigned place
- Students begin preparing the cue cards for their weather reports by filling in the blanks

Social Studies

30 minutes

Essential Question: What are the similarities and differences in the rules and expectations in your family and schools?

Materials Needed: Activity 3.1 *Social Studies Alive! Me and My World*, book of your choice about getting along

Engage: Discuss as a class if the following are examples of getting along or not:

- Bobby and Sarah are pushing each other.
- Emma and Juan are working on a puzzle together.
- Rose is crying and Monique is running away from her.
- Jeremy and Aidan are reading quietly next to each other.
- Chandrish and Maria are talking about a funny story they read.
- Insert your examples.

Explain: Discuss as a class what it looks, feels and sounds like when people are getting along. Ask: What does it look like when we get along (playing together, working together, being friendly, helping someone, being kind to each other); what does it feel like when we get along (happy, nice, safe); what does it sound like when we get along (speaking kind words, laughing, no yelling, no crying); why is it important for us to get along?

Explain: Read about getting along - select a book you enjoy that demonstrates the importance of getting along. Pause periodically and focus on what students can learn from the characters regarding what they should do as opposed to what they should not do.

Suggestions:

- *Enemy Pie* by Derek Munson
- *Days with Frog and Toad* by Arnold Lobel
- *George and Martha* by James Marshall
- *The Name Jar* by Yangsook Choi
- *You are Friendly* by Todd Snow and Melodee Strong

Math

60-75 minutes

Topic: One to Five

Lesson: 1-3

Background: Children will require a great deal of practice writing numbers and at this age some children may have trouble with coordination. It is beneficial to have children copy a numeral several times, write it using some prompts such as dots, and then write it from memory.

Learning Target: Children will recognize and write the numerals that describe the quantities 1,2, and 3.

Materials: counters (or teacher tool 32), number cards 0-11 (or teaching tool 5)

Vocabulary: number

Daily Common Core Review: 1-3 (**To be completed in less than 10 minutes**)

(Engage) Develop the Concept: Interactive (10-15 minutes)

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- Focus: Why is writing the numbers 1, 2, or 3 important?
- T1.3.7 (Topic 1 Day 3 Page 7)

Develop the Concept: Visual (30 minutes): Learn about counting to 3

- **(Explore) Visual Learning Bridge:** T1.3.8
- **(Elaborate) Guided Practice:** T1.3.8
- **(Elaborate) Problem Solving (Additional Activity):** T1.3.8A

(Evaluate) Close/Assess and Differentiate (5-10 minutes): There is a unique symbol that goes with each number word.

- **Quick Check/Writing to Explain:** 1-3 found in assessment source book
- **Leveled Homework:** 0-2 points= Reteaching Master, 3 points = Practice Master , 4=Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

10 Block

10-15 minutes

Counting Strategies I

BLOCK 4

Song: "Number Party" (Rock Your Math Class)

Activity:

Use the Random Number CD with the data sheet from pages 16-19 (math drills to thrill) "Numbers I Hear" This data sheet is practice for writing the numbers 0-9 This will be repeated many times for early learners.

Writing

30 minutes

Writing Day 4: Use the lesson on page 78 of *Making Sense of the Writer's Workshop*.

Picture Books to use with Launching Writer's Workshop –

- Mentor Texts are listed in the New Teacher's Binder

Getting Ready for Writer's Workshop:

Purpose: To practice good listening habits, create a list of possible writing topics, and continue with oral language development.

Mini-lesson:

Explain

- Review and practice coming to the whole-group meeting area.
- Say: Today I'd like to share another story. This story is titled **UpTown**, by Bryan Collier. Remember to be a good listener as I read the story to you.
- Read the story and model telling a story about any connection you can make to the book. You can talk about how the boy's neighborhood is like _____ and _____, but my neighborhood is like _____.

Engage-Elaborate

- Say: I see that many of you have stories you would like to share. Since I know that all of you would like a turn, let's practice our new strategy. Turn and talk to your partner.
- Say: While I was listening to (name's story) it reminded me of another story that I have.

Explain-Elaborate

- Tell the story to students and say: I have told so many stories and I want to make a list of them. I think I should just write down a few words to help me remember the topic of my stories. For ex. I just told you a story about my grandmother's quilt. I think I should just write down "grandmother's quilt on my list.
- Model writing: *I can write about....* at the top of the chart paper. Write #1 and put "grandmother's quilt" after the number. Draw a small picture of a quilt beside the words to help students remember what the

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topic was.

- As students brainstorm stories you told, list them on your chart and draw a small picture by the words.

Dismiss class practicing by using signals and compliment their behavior when returning to seats or moving on to write independently.

Kindergarten Grade Lesson Plans

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| DAY 5 |
| Reading |
| 80-120 minutes |
| <p>Welcome Week –Kindergarten Week 1, Day 5: Use page 15 in the Assessment Handbook to observe students.</p> <p>Reading Whole Group</p> <p>Morning Message/ Daily Routines:</p> <p>Explain</p> <ol style="list-style-type: none"> 1. Phonological Awareness Warm-Up: Show picture cards 2 (can), 26 (fan) and 41 (pin). Point to each picture as you say the words, and have students echo you. Guide students to listen and repeat only the rhyming words (TM pg. 53). Repeat with Picture Cards 12 (cat), 36 (hat), and 47 (jug) (TM 53). <p>Engage</p> <ol style="list-style-type: none"> 2. Fluency: Students will perform the reading of, “The Only One” that you’ve been working on this week. Rehearse as necessary (TM pg. 53). <p>Explain-Explore</p> <ol style="list-style-type: none"> 3. Morning Message: Practice listening and producing oral language and sounds (TM pg. 53). 4. Reinforce Unit Theme “All About Me” by previewing the Theme Center. Use a variety of props and costumes that can make students feel differently, and encourage students to show/say how it makes them feel (TM pg. 55). 5. Interactive Reading: Introduce the skills of “listening”. Teach and model skills (suggestions given on pg. 56 of TM). Have students practice good listening skills by <ul style="list-style-type: none"> • Taking turns speaking while the other listens • Model good listening skills, using both your ears and eyes. 6. Review Comprehension Strategy “Determine Important Information” by defining and modeling behaviors using pgs. 10 – 11 of the Concepts Big Book (TM pg. 56). Practice this strategy by having each pair of students choose a nonfiction book from the classroom library. Invite them to choose a page and share, using the sentence frame: The most important information on this page is ____ (TM pg. 56). 7. Word Work: Review alphabet knowledge of Aa, Bb, Cc, and Dd, using the Alphabet Rhyme Big Book. Distribute sheets of paper with the letters Aa printed at top. Have students draw pictures of the Aa words they identified in the poem. Encourage them to include other pictures of Aa that they might know. Repeat with letters Bb, Cc, and Dd (TM pg. 54). <p>Engage-Elaborate</p> <p>Wrap Up Whole Group: Students will perform a reading “The Only One” Students will share Text-to-Self Connections between the theme Question “What Makes Us Special?” and the Focus Question “Who am I?” using information from the Concepts Big Book and their own experiences (TM pg. 57).</p> |
| Science |
| 30 minutes |
| <p>Weather and Climate</p> <p>Bring Science Alive Unit 3: Weather, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What is Weather?</i></p> <p>Materials: Interactive Student Notebook, Cue Cards, Pretend Microphone (optional)</p> <p>(continuation)</p> <p>Explain and Elaborate: In groups, students will prepare and deliver a weather report for their assigned place.</p> <ul style="list-style-type: none"> • Assign each group one of the places from the 6 video clips |

Kindergarten Grade Lesson Plans

- Students decide on roles: weather reporter, camera (pretend) operator, cue card holder and learn about these roles
- In the interactive notebook, students will draw a circle around the place they have been assigned.
- In the interactive notebook, students circle words that tell about the weather in their assigned place
- Students begin preparing the cue cards for their weather reports by filling in the blanks

Social Studies

30 minutes

Essential Question: What are the similarities and differences in the rules and expectations in your family and schools?

Materials Needed: Activity 3.2 *Social Studies Alive! Me and My World*, music

Engage: Ask students if they remember what they learned about getting along with others. Explain that when we work or play with others, talking can help us get along. The key is to talk at the appropriate time, use a polite and friendly voice, provide others with the opportunity to talk, and listen to what others have to say.

Explore: Tell the students that you will describe a talking situation. For each situation, they will decide whether it is time for them to talk. Explain that they are to put their hands in their laps if they think it is not a time to speak or form a circle with their hands like a mega phone and place them around their lips if they think it is time to talk.

- The teacher is giving directions (hands in lap).
- The teacher asks a question and calls on you for the answer (hands around lips).
- You want to tell a friend about your new kitten, but he or she is talking to someone else (hands in lap).
- At the beginning of recess, a friend asks what you would like to play (hands around lips).
- A classmate is telling about a drawing in front of the class (hands in lap).
- Insert your own examples.

Explain: Discuss as a class:

- How do you know when it is time to talk? Point out that a person's body language such as someone turning to face you or looking at you can give clues to when it is time to speak.
- Why is it important to take turns when talking? Remind students it is part of getting along and creating a happy learning environment. Point to the Class Constitution if applicable.

Elaborate: Provide students time to practice taking turns when talking (stand up, hand up, pair up). Ask them to all stand up and put their hand up in the air. Tell them you're going to play some music and then when the music stops they are to find a partner by locating someone with their hand up. Once they have their partner, give each other a high five. Tell students that they are to share with their partner an activity they did over the summer. Explain they will have one minute each to share and the person with the longest hair will go first. Set a timer and tell the first person to go. At one minute, inform them it's time to stop talking and let their partner have a turn. Time them for one minute. Once the conversation is over, model for students how to thank their partner for sharing and have students return to their seats. Activity can be repeated with different questions; for each new question, change partners.

Math

60-75 minutes

Topic: One to Five

Lesson: 1-4

Background: Counting involves at least two separate skills

Learning Target: Children will make and count sets of 4 and 5

Materials: counters or Teaching Tools 32, crayons

Vocabulary: four, five

Daily Common Core Review: 1-2 **(To be completed in less than 10 minutes)**

Kindergarten Grade Lesson Plans

(Engage) Develop the Concept: Interactive (10-15 minutes)

- Why is the last number you say important when counting a set of objects T1.4.9 (Topic1.Day4.Page9)

Develop the Concept: Visual (30 minutes): Learn about counting to 3

- **(Explore) Visual Learning Bridge:** T1.4.10
- **(Explain) Guided Practice:** T1.4.10
- **(Elaborate) Independent Practice:** T1.4.10
- **(Elaborate) Problem Solving:** Additional Activity T1.4.10A

(Evaluate) Close/Assess and Differentiate (5-10 minutes) remind student that the last number said is the total number in the set: counting tells how many are in a set regardless of their arrangement or the order in which they were counted. The last number said is the total.

- **Quick Check/Writing to Explain:** 1-2 found in assessment sourcebook (directions in each book)
- **Leveled Homework:** 0-2 points= Reteaching Master, 3 points = Practice Master , 4=Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention).

10 Block

10-15 minutes

Counting Strategies I

BLOCK 5

Song: "Number Party" (Rock Your Math Class)

Activity:

Play the game "Numbers I Know" (0-9) from pages 20-25 (math drills to thrill) using the Random Number CD and transparent chips. The game boards can be duplicated front and back on cardstock and used as practice for whole class and later as a listening center.

Writing

30 minutes

Writing Day 5: Using the lesson on page 78 of Making Sense of the Writer's Workshop

Picture Books to use with Launching Writer's Workshop –

- Mentor Text List is in the New Teacher Binder

Getting Ready for Writer's Workshop:

Purpose: To practice good listening habits, create a list of possible writing topics, and continue with oral language development.

Mini-lesson:

Explain

- Review and practice coming to the whole-group meeting area.
- Say: Today I'd like to share another story. This story is titled **Mama: A True Story by Jeanette Winter** (or another story that centers on writing). Remember to be a good listener as I read the story to you. Read the story, and model telling a story about any connections you can make to the book.

Elaborate

- Say: I see that many of you have stories you would like to share. Since I know that all of you would like a turn, let's practice our new strategy. Turn and talk to your partner.

Explore-Explain

- Say: All of you have shared many stories with your partner. Yesterday I made a list of the stories I have told, and I would like you to be able to list your stories, too. Remember you have told stories about memories, your family, animals, etc.
- Display the *I can write about* list you wrote during Day 4, and remind students they helped you compile this list. Model using a large piece of manila paper folded into sixths.

Kindergarten Grade Lesson Plans

- Model drawing a quilt in first box, and in the next box, a pet (or whatever animal was). Keep modeling until students understand.

Independent Writing:

Elaborate

Say: Now think about all of the stories that you have told during this week. We will now have time for you to draw a quick picture of some of the stories that you can tell.

Distribute large pieces of manila paper folded into sixths, and ask students to return to their seats and compose their list by drawing a picture in each square that represents a story they told. After 15 or so minutes, use your signal to call students back to whole group area.

Share:

Explain

Express understanding that they may not have finished list, but will have time tomorrow to add to it. Remind them that their list will never be finished.

Dismiss class practicing by using signals and compliment their behavior when returning to seats.

Kindergarten Grade Lesson Plans

DAY 6

Reading

80-120 minutes

Reading Whole Group Week 2, Day1:

Morning Message/ Daily Routines:

Explain

1. **Phonological Awareness Warm-Up:** Introduce the concept of recognizing words in sentences. Use the modeling explained on TM pg. 63.
2. **Fluency:** Introduce the poem “Feelings” Practice Companion, pg. 12. Model the poem to show different feelings. Also model chunking words, and not reading too slow or too fast. Have the students echo read the poem with you (TM pg. 63).
3. **Morning Message:** Practice word awareness of recognizing words in sentences, practice fluent reading (TM pg. 63).
4. **Discuss Unit Theme “All About Me”:** Use a version of the tune for “Twinkle, Twinkle Little Star” (version words are in TM pg. 64). Guide students to understand that they are special not only because of the way they look but also because of the way they act toward their families and friends.

Explore-Elaborate

5. **Activate Prior Knowledge:** Display picture on pg. 3 of Oral Language Development Chart and have students describe what they see. Activate their knowledge of activities they can do with their families (TM pg. 64).
6. **Prepare to Read:** Build background information by reviewing what students read last week in Concepts Big Book, How About You? Non-fiction book with information about a specific subject. Look at the Ch. 3 heading, and take a picture walk through pgs. 20 – 27. Remind students to set a purpose to help them focus as they reading. Model predicting what you might learn, and setting a purpose for reading (TM pg. 66).

Explain

7. **Interactive Reading:** Explicitly discuss starting a new chapter and the chapter title. Read pages 20 – 27. Demonstrate the “return sweep to the second line”. Questions about text in TM pg. 66.
8. **Word Work:** Letter Recognition of identifying Ee and Ff using the pages 6 and 7 in the Alphabet Rhyme Big Book. Read the rhymes, tracking the print as you read. Find an object that starts with Ee and Ff in the classroom, and add a label to it (TM pg. 66).

Towards Small Group:

Explain-Explore

- Introduce the Literacy Station “Vocabulary Central” and create an anchor chart for using this center (TM pg. 68).
- LEAD21 suggests building stamina by slightly lengthening the time of this independent Practice (TM pg. 68).
- Students will practice the Literacy Stations used during week 1 (last week). You may use other literacy centers than just the student stations in LEAD21 to meet student needs.

Evaluate

When students are actively engaging in the Literacy Stations, the teacher can be working on the observations assessments listed in the Assessment Handbook (TM pg. 68).

Elaborate

Wrap Up Whole Group: Make Text-to-Self Connections to the things they learned while reading about the theme “All About Me”. (TM pg. 71).

Kindergarten Grade Lesson Plans

| |
|---|
| Science |
| 30 minutes |
| <p>Weather and Climate Bring Science Alive Unit 3: Weather, Lesson 1</p> |
| <p>Lesson via Bring Science Alive online Essential Question: <i>What is Weather?</i> Materials: Interactive Student Notebook, Cue Cards, Pretend Microphone (optional)</p> <p>Explain and Elaborate: In groups, students will prepare and deliver a weather report for their assigned place.</p> <ul style="list-style-type: none"> • Students should practice their scripts <ul style="list-style-type: none"> ○ The camera operator knows how to count down from five to zero and then start the video ○ The cue card holder is ready to display the cue cards in order ○ The reporter is ready to speak after the countdown and knows what to say ○ The group will be prepared to answer questions from the class about their weather report |
| Social Studies |
| 30 minutes |
| <p>Essential Question: What are the similarities and differences in the rules and expectations in your family and schools? Materials Needed: <i>Activity 3.3 Social Studies Alive! Me and My World</i></p> <p>Engage: Ask students how talking can help us get along with each other (previous days' lesson). Inform them that today we will focus on the importance of knowing when to talk and the volume of our voices.</p> <p>Explain: Demonstrate the various voices used in the school setting: whispering, talking quietly, and speaking up voice.</p> <p>Ask students how these voices differ from the voices they use at home. Dig deeper and ask them why we might need different voices at school (e.g. whispering).</p> <p>Give examples of when different voices are used (whisper in the library, talk quietly when working with a partner, speak up when asked a question). Brainstorm more examples with the class.</p> <p>Evaluate: Explain that you will read some statements for them to practice pair share. One partner is a speaker with hands around his/her lips and the other is the listener (hands in lap). After each statement, the speaker will put their hands around their lips and repeat the sentence using the same kind of voice you used.</p> <ul style="list-style-type: none"> • At a workstation, I whisper. • In a small group, I talk quietly. • In a large group, I speak up. • In the library, I whisper. |
| Math |
| 60-75 minutes |
| <p>Topic: One to Five Lesson: 1-5 Background: Subitizing, or instantly recognizing collections up to 5 after a brief view, is an important skill for the early grades. It is easiest for children to recognize the number of objects when they are placed in a row, a column, or in a diagonal line. Recognizing the number is more difficult when the objects are scattered randomly, however. Subitizing helps children solve problems that involve counting, addition, and subtraction. This lesson gives children practice in instantly recognizing collections of 4 and 5, and emphasizes that the same number of objects can be arranged in various ways.</p> |

Kindergarten Grade Lesson Plans

Learning Target: Children will identify whether a particular set includes 4 or 5 objects.

Materials: counters (or teacher tool 32), sticky dots

Vocabulary: none

Daily Common Core Review: 1-5 (To be completed in less than 10 minutes)

(Engage) Develop the Concept: Interactive (10-15 minutes)

- Focus: How can you recognize different arrangements of 4 or 5 objects?
- T1.5.11

Develop the Concept: Visual (30 minutes): Explore different ways to arrange groups of 4 and 5 objects

- **(Explain) Visual Learning Bridge:** T1.5.12
- **(Explore) Guided Practice:** T1.5.12
- **(Elaborate) Problem Solving (Additional Activity):** T1.5.12A

(Evaluate) Close/Assess and Differentiate (5-10 minutes): There is a unique symbol that goes with each number word.

- **Quick Check/Writing to Explain:** 1-5 found in assessment source book
- **Leveled Homework:** 0-2 points= Reteaching Master, 3 points = Practice Master , 4=Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

10 Block

10-15 minutes

Counting Strategies I

BLOCK 6

Song: "Number Party" (Rock Your Math Class)

Activity:

Cut apart the number tiles in cardstock page 58 (Do The Math) with students. They will be stored in an envelope. Play the game, "Digit Detectives" from 47-73 (Do The Math) with students. The game boards will be run on cardstock front to back for repeated use.

Writing

30 minutes

Writing Day 6: Use lessons on pages 81 and 82 in *Making Sense of the Writer's Workshop* by Barbara Andrews and Patty Brinkman.

Writer's Workshop Procedures – Using and Storing Writing Folders:

- **Purpose:** To guide students in the proper use and care of their writing folders, to help students understand where their folders are stored and how to return them to the storage place.

Mini-lesson:

Explain

- Review and practice coming to the whole-group meeting area.
- Hold up a folder that you have predetermined each student will use as their writing folder. (Usually these folders are uniform in appearance. They are the same color and type for easy identification as a writing folder.)
- Say: You will each have a folder that looks like this. This is your writing folder. You will want to put your name on your folder (if it is not already labeled). You will use your folder to store all of your writing and other resources writers use. Your topic list will go inside this folder. When we come back for our mini-lesson, you will want to bring your folder with you. We will store our folders (in a predetermined spot) and return them when Writer's Workshop is over.
- Model your folder, and show your name on the front, and that you have included pieces of your writing that are "in progress" or "completed." You may want to show that you have stapled your topic sheet on the inside cover.

Kindergarten Grade Lesson Plans

- Say: Your writing folder is your tool to help you organize your writing and keep your writing from getting lost. It will be one of your most important resources when you write. You will want to keep it with you during Writer's Workshop.
- Say: We keep our writing folders in the same place each day. It is very important to get and return our folders carefully. We keep them neat and don't bend or tear them. We take care of them since we use them every day (model the storage place and how the folders should look before and after the students have returned their folders to the proper place.)
- Practice getting out and replacing the folders in a neat orderly manner.
- Give students their writing folder and model for students how to follow the procedure (calling rows, tables, students, etc.) when you are ready to end Writer's Workshop.

Kindergarten Grade Lesson Plans

DAY 7

Reading

80-120 minutes

Reading Whole Group Week 2, Day 7:

Morning Message/ Daily Routines:

Explain

1. **Phonological Awareness Warm-Up:** Review with students that a sentence is made up of words. Modeling technique is described in detail on TM pg. 73.
2. **Fluency:** Read the poem “Feelings” in the Practice Companion, pg. 12, emphasizing phrasing. Then reread the poem and have students echo read each line, copying the way you’re chunking the words (TM pg.73).
3. **Morning Message:** Practice Word awareness in recognizing words in sentences, and fluent reading (TM pg. 73).
4. **Reinforce Unit Theme “All About Me”:** Use the pgs. 26-27 to share how what you like to play makes you special (TM pg. 74).
5. **Activate Prior Knowledge:** Display the picture on page 4 of the Oral Language Development Chart. Ask students questions to help them understand the individual differences (TM pg. 74).
6. **Reinforce Theme vocabulary:** Review the vocabulary word “play “and create a Concept Web on the board (TM pg. 74).
7. **Reinforce Comprehension Strategy “Determining Important Information”:** Define and model this skill, using pg. 20 of the Concepts Big Book. Read page 25 and use collaborative practice with your students in determining important information based on text and pictures (TM pg. 75).
8. **Prepare to Read:** Preview the pictures on pages 28-29 of the Concepts Big Book and model making a prediction about what students will learn. Model setting a purpose for reading. Encourage students to determine important information and answer the Theme Question ‘What makes me special?’ as they read together (TM pg. 76).

Explain-Elaborate

9. **Interactive Reading:** Explain that pgs. 28-29 are a song. Track the print as you read the title and words. After reading, have students respond to the reading by discussing something that they like to do, using the frame “I like to _____”. Have students discuss the author’s purpose for the song using this frame, “The author included the song to _____ (TM pg. 76).
10. **Word Work:** Review skills with letter recognition of Cc and Dd using pages 4 and 5 in the Alphabet Rhyme Big Book. Read the rhymes, and have students find words in the rhyme that have the letter c or d; also point out the beginning, middle, and end of a word (TM pg. 76). Review the high frequency word “the” and reread Pre-Decodable Reader 1 (TM pg. 77).

Towards Small Group:

Explore

- Practice the Study Station “Vocabulary Central”.
- Review the Anchor chart and prepare students to practice working in Vocabulary Central Station (as well as other literacy stations) you are using.
- Explicitly discuss the work of building stamina (TM pg. 78).

Evaluate

When students are actively engaging in the Literacy Station work, the teacher can be working on the observations assessments listed in the Assessment Handbook. Discuss building stamina for students” Literacy Station Work (TM pg. 78).

Elaborate

Whole Group Wrap Up: Guide students to use their reading of the song to make Text-to-World Connections to other songs they may know. Make Text-to-World Connections from Concept Big Book or Library read aloud book (TM pg. 81). Students can share answers to the week’s Focus Question on the etools21 theme wall.

Kindergarten Grade Lesson Plans

| |
|---|
| Science |
| 30 minutes |
| <p>Weather and Climate Bring Science Alive Unit 3: Weather, Lesson 1</p> |
| <p>Lesson via Bring Science Alive online Essential Question: <i>What is Weather?</i> Materials: Cue Cards, Pretend Microphone (optional)</p> <p>Elaborate: In groups, students will present their weather reports</p> |
| Social Studies |
| 30 minutes |
| <p>Essential Question: What are the similarities and differences in the rules and expectations in your family and schools? Materials Needed: Activity 3.4 <i>Social Studies Alive! Me and My World</i>, chart paper</p> <p>Engage: Introduce the concept of being a good listener. Ask students what they know about being a good listener? Explain to students in order to get along with others and when we talk to each other, it is important to be a good listener. Ask students, how do you know someone is listening to you; what do good listeners do? Record student answers on chart paper.</p> <p>Explain: describe how all of their ideas fit into the following categories:</p> <ul style="list-style-type: none"> • Face the speaker • Be still • Listen carefully • Don't interrupt <p>Demonstrate and practice each of them.</p> <p>Elaborate: Practice being good listeners. One student goes to the front of the class and gets a topic from the teacher. That student says a couple of sentences about the topic. The rest of the class listens to the speaker. When the speaker is finished, classmates repeat what they heard to show how well they listened.</p> <p>You might repeat this activity over time as a refresher and to allow all students be the speaker. Each time a new speaker comes up to the front of the class, change topics.</p> <p>Evaluate: Ask the students how it felt to listen carefully and how it felt to be listened to (heard). Practice listening skills using stand up/hand up/pair up (see directions from Day 5). Ask students to discuss how they can be a good listener at school and at home.</p> |
| Math |
| 60-75 minutes |
| <p>Topic: One to Five Lesson: 1-6 Background: Trace numerals and write numbers 4-5 on own. Learning Target: Children will read and write the numbers 4-5 and identify or make matching sets of objects Materials: counters or Teaching Tools 32, number cards 1-5 or Teaching Tools. Vocabulary: Daily Common Core Review: 1-2 (To be completed in less than 10 minutes) Correct and review and plan for intervention based on informal assessment.</p> |

Kindergarten Grade Lesson Plans

(Engage) Develop the Concept: Interactive (10-15 minutes)

- Why is writing the numbers 4 and 5 important T1.6.13 (Topic1.Day6.Page13)

Develop the Concept: Visual (30 minutes): Learn about counting to 3

- **(Explain) Visual Learning Bridge:** T1.6.13
- **(Explore) Guided Practice:** T1.6.13
- **(Elaborate) Independent Practice:** T1.6.13
- **(Elaborate) Problem Solving:** Additional Activity T1.6.13

(Evaluate) Close/Assess and Differentiate (5-10 minutes) remind student that the last number said is the total number in the set: There are unique symbols that go with each number word.

- **Quick Check/Writing to Explain:** 1-6 14B(directions in each book)
- **Leveled Homework:** 0-2 points= Reteaching Master, 3 points = Practice Master , 4=Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

10 Block

10-15 minutes

Counting Strategies I

BLOCK 7

Song: "Number Party" (Rock Your Math Class)

Activity:

Use the Number Line Petite 0-10 strip from pages 29-30 (Number Line Workbook) to touch the numbers as singing the song. Talk about this being the first growth pattern that children know. Repeat. Have students put transparent chips on each of the numbers to show how the pattern grows.

Writing

30 minutes

Writing Day 7: Use the lesson on page 83 in *Making Sense of the Writer's Workshop*

Writer's Workshop –Choosing the Writing Topic:

Purpose: To guide students in the process of choosing a topic for writing from their list.

Mini-lesson:

Explain

- Review and use your signal to call students to the whole-group meeting area.
- The teacher should have his/her own topic list (compiled with students) available for this mini-lesson. Students need to have their Writing Folder with them.
- Say: These are all the stories that I could tell and write. This one is one of my favorite stories. I will put a star beside this topic to remind me that I want to write about this first. Now look at your topic list. Decide on your favorite topic. Now turn to your partner and tell the whole story.

Independent Writing:

Engage-Elaborate

Say: When you hear the signal, please take your writing folder and go back to your seat to write or draw what you told to your partner. Distribute unlined paper to the students. This can be another sheet of manila paper that is not folded. (If students are developmentally drawing pictures, this picture should contain much more detail than the sketch on their "topic list" of pictures.)

Dismiss class practicing by using signals and compliment their behavior when returning to seats or moving on to write independently.

Kindergarten Grade Lesson Plans

DAY 8

Reading

80-120 minutes

Reading Whole Group Week 2, Day 8:

Morning Message/ Daily Routines:

Explain

1. **Phonological Awareness Warm-Up:** Students will be working on recognizing words in Sentences. The modeling technique they suggest using can be found in the TM on pg. 83).

Engage-Explore

2. **Fluency:** Read the poem “Feelings” by using the LEAD21 online version of Practice Companion, pg. 12. Share that since the poem is about feelings, we can try to read each line to show the different feelings. Students will listen as you model “reading with expression.” Encourage students to join in a choral reading of the poem as they are able. Repeat until class reads the passage fluently.

Explain

3. **Morning Message:** Practice Word Awareness and recognizing words in sentences. Practice fluent reading (TM pg. 83).
4. **Reinforce Unit Theme** “All About Me” by reminding them what makes them special. Display pgs. 28-29 of the Concepts Big Book, and have them pantomime an action showing an activity or game they enjoy doing (other students should guess the activity (TM pg. 84).
5. **Vocabulary Strategy** of using “Context Clues” using the Concepts Big Book pg. 14 (TM pg. 84). You will be modeling clues to understand the meaning of the word *scissors*.
6. **Review Comprehension skill** of “Compare and Contrast” by defining and modeling this thinking (TM pg. 85). You will read pg. 20 of the Concepts Big Book and compare yourself to the boy in the story.
7. **Prepare to Read:** Remind students of “Setting a Purpose to Read” (TM pg. 86).
8. **Interactive Reading:** Reread pgs. 20 – 29, tracking the print. Remind students that you read from top to bottom, and left to right. Point out capital letters and end punctuation. Pause to check for student understanding. (TM pg. 86).
9. **Word Work:** Introduce the letters Gg and Hh by using the Alphabet Rhyme Big Book, pages 8- 9. Compare the uppercase and lowercase g. Read (and track the print as you read) pg. 8 in the Rhyme Big Book and practice identifying words with G or g. Find an object in the room that begins with g and label it. Compare the uppercase and lowercase h. Read and track the print as you read page 9 and practice identifying words with H or h. Find an object in the room that begins with h and label it. Introduce the new word “here”, and talk about the word starting with the letter h. Put the word on the word wall. Also introduce the words “a”, “an”, and “is”. Have the students repeat these words, and add each to the Word Wall. Introduce the Pre-Decodable Reader 2.

Towards Small Group:

Explain-Explore

- Review the anchor charts for the Literacy Stations.
- Use pg. 2 of the Study Station Flip Chart for Vocabulary Central and explain the activity.
- Review supplies needed, and explain that they will be working with a partner, sharing the work equally and cooperating. (TM pg. 88).

Wrap Up Whole Group:

Elaborate

Share Text-to-World Connections from the Concept Big Book. Continue to discuss students being responsible for their own learning. Encourage students to use theme and other academic vocabulary in their summaries of Ch. 3 and “You Are Special and You Know It” (TM pg. 91).

Kindergarten Grade Lesson Plans

| |
|--|
| Science |
| 30 minutes |
| <p>Weather and Climate Bring Science Alive Unit 3: Weather, Lesson 1</p> |
| <p>Lesson via Bring Science Alive online Essential Question: <i>What is Weather?</i> Materials: Cue Cards, Pretend Microphone (optional)</p> <p>Elaborate: In groups, students will present their weather reports</p> |
| Social Studies |
| 30 minutes |
| <p>Essential question: How does having a mental map of my school help keep me safe? How do maps help me locate the places I need to go and keep me safe? Materials Needed: Activity 3.6 <i>Social Studies Alive! Me and My World</i>, map of the school (blank), crayons (four colors)</p> <p>Engage: Provide students with blank copy of a map of the school. Ask students to make observations about the map. Inform them that over the next couple days we are going to learn about maps and how they keep us safe.</p> <p>Explore: Place students in groups of four. Provide each group with four different colored crayons. Explain to the students that they need to color their maps using all four colors. Ask students to brainstorm how they might get all four colors on the maps if they only have four crayons per group and not 16 (one of each color per students). Direct the conversation to taking turns.</p> <p>Ask students how they can take turns using the crayons so that everyone can get all four colors on their maps. Record their answers.</p> <p>Have the class select a plan (e.g. rotating the crayons every two minutes, etc.). Provide them time to execute the plan and color their maps.</p> <p>Evaluate: Debrief the activity with the students once the maps have been colored. Ask them to share how taking turns helped them accomplish their goal of coloring the map with all four colors. Discuss as a class why it is important to take turns (e.g. helps us get along, helps us be equitable and fair, etc.).</p> |
| Math |
| 60-75 minutes |
| <p>Topic: One to Five Lesson: 1-7 Background: As children begin to complete more complex tasks and multi-step problems, the ability to self-monitor organization becomes increasingly important. When counting a set of items, children may lose track of which items they have counted and which they have not. Using techniques such as crossing off, shading, or placing counters on counted items is an important step in children’s development of the organizational skills needed to solve problems. Learning Target: Children will solve problems by using objects. Materials: counters (or teacher tool 32), crayons, tape Vocabulary: none Daily Common Core Review: 1-7 (To be completed in less than 10 minutes) Correct and review and plan for intervention based on informal assessment.</p> |

Kindergarten Grade Lesson Plans

(Engage) Develop the Concept: Interactive (10-15 minutes)

- Focus: How can you use objects to solve a problem?
- T1.7.15

Develop the Concept: Visual (30 minutes): Explore different ways to arrange groups of 4 and 5 objects

- **(Explain) Visual Learning Bridge:** T1.7.16
- **(Explore) Guided Practice:** T1.7.16
- **(Elaborate) Problem Solving (Additional Activity):** T1.7.16A

(Evaluate) Close/Assess and Differentiate (5-10 minutes): There is a unique symbol that goes with each number word.

- **Quick Check/Writing to Explain:** 1-7 found in assessment source book
- **Leveled Homework:** 0-2 points= Reteaching Master, 3 points = Practice Master, 4=Enrichment Master

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

10 block

10-15 minutes

Counting Strategies I

BLOCK 8

Song: "Number Party" (Rock Your Math Class)

Activity:

Play the game using one of the game boards from pages 176-190 (math drills to thrill) using the Random Number CD and transparent chips. To build the game boards students will write the numbers 0-9 into each game board. The students will identify the numbers that are heard.

Writing

30 minutes

Writing Day 8: Use the lessons on pages 84 and 85 in *Making Sense of the Writer's Workshop*

Concept of Writer's Workshop:

Purpose: To introduce the concept of Writer's Workshop to students and to clarify the purpose of Writer's Workshop.

Mini-lesson

Explain

- Use your signal to call students to the whole-group meeting area.
- Say: Today we will be talking about Writer's Workshop and what it is.
- Draw a blank 3 column chart, label columns Mini-Lesson, Writing time, and Sharing Time. Share that these 3 columns are the components of Writer's Workshop.
- Begin by explaining the mini-lesson. Write "mini-Lesson" and draw an icon by it to help students remember what the words say at the top of the 1st column.
- Say: We have been learning about how we come together as a whole group to learn more about writing. This is one part of Writer's Workshop. Write or draw 1-2 ideas in first column.
- Write "Writing Time" with icon by words to help students remember what words say at the top of the 2nd column. Explain that students will be doing different things during writing time. Explain that most of their writing time will be spent writing and using the writing process. Explain that students will be learning about the writing process during the mini-lessons. Write or draw 1-2 ideas in the Writing Time column.
- Say: After our mini-lesson, we will use what we learn about writing to write stories or pieces of writing that interests us. We will use the writing process when we write, so each of us may be at different places in the writing process.

Kindergarten Grade Lesson Plans

- Write “Sharing time” with icon beside words to help students remember what the words say, at the top of the third column. Explain students will have an opportunity to share what they have written with other students in the class. They will also hear what others have written. Write or draw 1-2 ideas in the Sharing Time Column.

Share:

Elaborate

Ask students to share ideas about how Writer’s Workshop will help them become better writers.

Kindergarten Grade Lesson Plans

DAY 9

Reading

80-120 minutes

Reading Whole Week 2, Day 9

Morning Message/ Daily Routines:

Explain

1. **Phonological Awareness Warm-Up:** Recognizing Words in Sentences. Sentences are provided in the TM, Pg. 93, to provide students opportunities to practice counting words in sentences.

Explore-Engage

2. **Fluency:** Read the poem “Feelings” by using the LEAD21 online version of Practice Companion, pg. 12. You will introduce the word “pace” as how slow or fast you read. Model reading the poem at different rates, and then collaborate about the pacing for this particular poem. Allow students time to practice the poem. Remind them how to group the words together and to read at a steady pace (TM pg. 93)

Explain

3. **Morning Message:** The students will be practicing word awareness and recognizing words in sentences. (TM pg. 93)

Elaborate

4. **Extend Unit Theme “All about Me”:** Remind students that everything they have read this week helps them answer the question: “What makes me special?” Have the students think about how they feel special when they are with their family. Have partners discuss the Theme Question and share their ideas, modeling how to have a discussion (TM pg. 94).

Explain

5. **Extend Theme Vocabulary:** Review the meaning for the word “play”. Have students brainstorm a list of words related to play, such as fun, happy, game, soccer. Read the words aloud and have students suggest ways to sort them (TM pg. 91).
6. **Reinforce Comprehension Strategy “Determine Important Information”:** Remind students that they have worked on this strategy before. Point out to students that authors often use pictures to help you determine the important information (TM pg. 95).
7. **Prepare to Read:** Revisit the Theme Question “What makes me special?” Reread Concepts Big Book pages 20 – 29. Provide the following sentence frame: “I am special because ____” (TM pg.96).

Elaborate

8. **Interactive Reading:** Reread Concepts Big Book pages 20 – 29, and use sticky notes to mark pages with information to answer the Theme Question: “What makes me special?” (TM pg. 96).

Explain

9. **Word Work:** Review Skills letter recognition Ee and Ff. Use Alphabet Rhyme Big Book pages 6 and 7. Track the print as you reread each rhyme. Have students find the upper and lower case letters of each set. Remind students that words have a beginning, middle, and end. Have students tell whether the letter e or f is at the beginning, in the middle, or at the end of the word. Review previously taught high frequency words “a”, “an”, “here” and “is”. Have students locate these words on the word wall, say them, and use them in a sentence. Reread Pre-Decodable Reader 2. Review vertical stroke production in the letters E and F (TM pg. 96)

Towards Small Group:

Explain-Explore

- Review the anchor charts used with the Literacy Stations you are using.
- Review the Vocabulary Central Study Station, and discuss the supplies students will need to work in the centers.
- Role-play what to do if students have a question. Tell students that you will give a signal when the time is up.
- Explicitly discuss building stamina (TM pg. 98)

Kindergarten Grade Lesson Plans

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| <p>Elaborate</p> <p>Wrap Up Whole Group: Make Text-to-Self Connections by sharing how Chapter 3 and the final song in the Concept Big Book helped them answer the Focus Question: <i>What are my feelings?</i> how Ch. 3 and the final song in the Concept Big Book helped them answer the focus question.</p> |
| <p>Science</p> |
| <p>30 minutes</p> |
| <p style="text-align: center;">Weather and Climate</p> <p style="text-align: center;">Bring Science Alive Unit 3: Weather, Lesson 1</p> <p>Lesson via Bring Science Alive online</p> <p>Essential Question: <i>What is Weather?</i></p> <p>Elaborate: Students will compare the weather in different places using the online pictures. Ask the following questions, “Which place do you think was coldest?”, “Which place do you think was hottest?”, “Which places are sunny?”, and “Which places are cloudy?”, “In which places is rain or snow falling?”, “How is Sand Beach different from Seaside?”</p> |
| <p>Social Studies</p> |
| <p>30 minutes</p> |
| <p>Essential question: How does having a mental map of my school help keep me safe? How do maps help me locate the places I need to go and keep me safe?</p> <p>Materials Needed: student colored maps of the school from previous day’s lesson</p> <p>Engage: Ask students to get out the maps they colored from the previous day’s lesson or distribute maps if you collected them.</p> <p>Discuss as a class why maps are important. Ask students, “Why do we have maps; what is the purpose of a map; when is a time that you used a map or someone you know used a map?”</p> <p>Explain: Describe how maps help us locate the places we need to go and how they can help keep us safe. Connect to how sometimes we create maps in our minds of familiar places, like how to get to around our house, go the park, or our best friend’s house. Inform students that by the time they graduate they will have created a mental map of the school.</p> <p>Inform students that today we’re going to use our print maps to help start the process of building our mental maps of the school.</p> <p>Explore: Take a tour of the school. Students are to bring their colored maps and a pencil as they tour the school and place a check mark on or star places they need to know (e.g. office, library media center, counselor, etc.). Remind students which voice they need to use when talking in the halls and how to carefully hold their pencils while they walk.</p> <p>Evaluate: Once the tour is over, ask students to describe their experience walking around the school and locating items on the map. Collect the maps from students to use for the next day’s lesson.</p> |
| <p>Math</p> |
| <p>60-75 minutes</p> |
| <p>Topic: One to Five Lesson: 1 Reteaching and Topic Test</p> <p>Materials: Topic 1 Reteaching page 17-18 and Topic 1 Test page 19-20, pencil</p> <p>Vocabulary: one, two, three, four, five, count, number</p> |

Kindergarten Grade Lesson Plans

(Engage) Develop the Concept: Interactive (10-15 minutes)

- Recognize and write numbers that describe quantities 1-5
- Count objects in different arrangement

(Evaluate) Close/Assess and Differentiate (5-10 minutes) remind student that the last number said is the total number in the set:

- **Topic Test and score (see scoring rubric page 20)**
- **If needed an alternate test is also available for each topic.**

Differentiated Instruction (15 minutes) Students work in 3 leveled center groups (intervention, on-level, advanced) Games/activities based on the performance on the quick check master.

10 Block

10-15 minutes

Counting Strategies I

BLOCK 9

Song: "Number Party" (Rock Your Math Class)

Activity:

Use the Number Line Petite 0-10 strip from pages 29-30 (Number Line Workbook) to touch the numbers as singing the song. Talk about this being the first growth pattern that children know. Repeat. Have students put transparent chips on each of the numbers to show how the pattern grows.

Writing

30 minutes

Writing Day 9: Use lesson on page 86 of *Making Sense of the Writer's Workshop*.

Writing Workshop Procedure- Using and Storing Writing Tools:

Purpose: To introduce students to storage places for writing tools and guide students in the proper use and storage of materials.

Teaching Points:

Explain

- Use your signal to call students to the whole-group meeting area.
- Tell your students that today you are going to tell them about a place in your room where they will find many things they will need as writers. Show them the location and the materials stored there (suggested materials on page 86). Take the time to talk about each item, emphasizing that these are tools, not toys. Help students understand that it will be their responsibility to use them wisely and for the correct purpose.
- Say: When you need a piece of paper or something to write or draw with, you will be able to come to our writing table to get what you need.

Independent Writing:

Engage-Explore

Dismiss class practicing by using signals and compliment their behavior when returning to seats or moving on to write independently.

Share:

Elaborate-Evaluate

Invite students to return to the whole-group area and find their seat. Create an anchor chart titled "Tools Students Use When Writing". Invite students to help list the tools and how each tool is used. Post the anchor chart over the writing table or in the writing area. You may want to add icons as the students talk about the materials you have listed. You may also want to place limits such as one piece of paper at a time, etc.

Kindergarten Grade Lesson Plans

DAY 10

Reading

80-120 minutes

Reading Whole Group Week 2, Day 10

Morning Message/ Daily Routines:

Explain

1. **Phonological Awareness Warm-Up:** Word Awareness-Recognizing Words in Sentences. TM provides model sentences to have students practice counting the words they hear (TM pg. 103).

Engage

2. **Fluency:** Students will perform the poem “Feelings” by using the LEAD21 online version of Practice Companion, pg. 12, that students have been working on all week (TM pg. 103).

Explain

3. **Morning Message:** The students will be working on word awareness and recognizing words in sentences. They will be practicing fluent reading (TM pg. 103).
4. **Interactive Reading:** Introduce Skill “Collaboration”. Explain that working together can sometimes be difficult, but it can also be fun. Provide scenarios where students can suggest ways to resolve conflicts (TM pg. 106). Teach and model collaboration with example in TM, pg. 106. Let partners work together to make a picture of words and pictures they like. Suggest some collaboration strategies, such as having one person draw on one half of the paper and the other student draw on the other half.

Elaborate

5. **Review Comprehension Skill** “Compare and Contrast: Define and model the Compare/Contrast skill using Concepts Big Book pages 16 – 17 (TM pg. 106). Have students practice this skill by working in pairs. Have each pair choose a book from the classroom library. Have them look for information they can compare and contrast. Use the sentence frame: “ _____ was alike. _____ was different.” (TM pg. 106).

Explain

6. **Word Work:** Students will be reviewing the skills of alphabetic knowledge of Ee, Ff, Gg, and Hh, using the Alphabet Rhyme Big Book. Invite students to turn to pg. 6, and identify the letters at the top of the page. Invite students to identify words on the page that contain the letter e. Distribute sheets of paper with the letters Ee printed at the top. Have students draw pictures of the Ee words they identified in the poem. Encourage students to include pictures of other Ee words they know. Repeat for letters Ff, Gg, and Hh (TM pg. 104).

Explore-Evaluate

Towards Small Group: Preview Station Work – Recall the theme work for Unit 1 is “All About Me”. This week we talked about our feelings. Next week we’ll talk about the different things we like to do. Display a variety of props and costumes such as a soccer jersey, art smock, chef’s hat, and a tutu. Tell students these things will be available in the Theme Center next week. Invite a volunteer to select a costume and model guessing what his/her favorite activity is. Tell students that all will have a chance to wear a costume during Theme Center next week. Monitor Book Corner and Theme Center by rotating a small group of students from the Theme Center to the Book Corner. Rotate till all of the class has had opportunity to work in each center (TM pg. 105).

Engage-Elaborate

Wrap Up Whole Group: Invite students to individually perform the fluency piece “Feelings” practiced all week and performed in whole group earlier today. Share Text-to-Self Connections between the Theme Questions using the information from the Concepts Big Book and their own experiences (TM 106).

Kindergarten Grade Lesson Plans

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| Science |
| 30 minutes |
| <p>Weather and Climate Bring Science Alive Unit 3: Weather, Lesson 1</p> |
| <p>Lesson via Bring Science Alive online Essential Question: <i>What is Weather?</i> Materials: Interactive Student Notebook</p> <p>Evaluate: Ask students the following questions, “What is weather?”, “What are some different ways to tell about the weather?”, “How can you tell what the weather is?” Using the Interactive Student Notebook, students will draw a picture and include any signs of the weather such as clouds, sun, rain, or snow. Also have students circle the words that tell about the weather.</p> |
| Social Studies |
| 30 minutes |
| <p>Essential question: How does having a mental map of my school help keep me safe? How do maps help me locate the places I need to go and keep me safe? Materials Needed: student colored maps of the school, scavenger hunt items (placed strategically throughout school in advance) Set up: Scavenger Hunt - place 3-5 items throughout the school for students to locate using their maps. On each item include a clue to help students locate the next item.</p> <p>Engage: Ask students what they remember about the tour of the school they took yesterday.</p> <p>Inform them that they are they going to use the knowledge they gained from their tours and their maps to participate in a scavenger hunt. Explain how a scavenger hunt works.</p> <p>Elaborate: Participate in a scavenger hunt. Provide students with clues that require them to refer to their maps to locate items throughout the school (e.g. use phrases such as the room by the front of the school where visitors can enter = office).</p> <p>Evaluate: Once all the items have been found, take students back to the class and discuss how the maps helped them figure out the clues and locate the items.</p> |
| Math |
| 60-75 minutes |
| <p>Topic: Comparing and Ordering 0 to 5 Lesson: 2-0 Background: This is the topic opener and interactive math story. Learning Target: Student will be able to answer the Topic Essential Question by the end of the topic. How can numbers from 0 to 5 be compared and ordered? Materials: Interactive Math Story, Crayons, Spinners, Workmat - page 126, Vocabulary: more, fewer, same as, order, first, second, third, fourth, fifth</p> <p>(Engage) Develop the Concept: Interactive Math Story T2.0.21G-21H Before the story –Teacher will lead students in a picture walk of the interactive math story and activate prior knowledge. During the story-Teachers will read the story aloud. Volunteers will act out the story. Students will color storybooks and write the missing numbers on each page before asked to retell the story. After the story- Teacher will lead an extension project.</p> |

Kindergarten Grade Lesson Plans

Develop the Concept: Topic Opener T2.0.21-22

Teachers will diagnose children’s readiness by assessing prerequisite content. Students use work mats and counters to play School Fun.

10 Block

10-15 minutes

Counting Strategies I

BLOCK 10

Song: “Number Party” (Rock Your Math Class)

Activity:

Play the game using one of the game boards from pages 176-190 (math drills to thrill) using the Random Number CD and transparent chips. To build the game boards students will write the numbers 0-9 into each game board. The students will identify the numbers that are heard.

Writing

30 minutes

Writing Day 10 – Use lesson on page 87 *Sense of the Writer’s Workshop*

Writer’s Workshop Procedures, Creating an Effective Atmosphere for Writers:

Purpose: To guide students in developing rules for Writer’s Workshop and to help students understand what Writer’s Workshop looks like and sounds like.

Teaching Points:

Explain

- Call students to whole-group meeting
- Review the anchor charts with students; what makes a good listener and what Writer’s Workshop is.
- Say: We know that during Writer’s Workshop we learn about writing. There are ways that we can work together to make our classroom a better place to write. Today we are going to brainstorm what we can do to make our classroom a place where we can work and write together.
- Introduce a 2 column T-Chart that will help students clarify what Writer’s Workshop looks like and sounds like. Title the 2 columns “Looks Like” (draw a picture of an eye beside the words) and “Sounds Like” (draw a picture of an ear beside the words). This is a fluid chart that you will add to during the year as your Workshop develops.

Elaborate

- Say: Use only your eyes. What would you see if you walked into our room during Writer’s Workshop? Record student ideas on the T-Chart under the column “Looks Like” using words and pictures.
- Say: Use only your ears. What would you hear if you walked into our room during Writer’s Workshop? Record student ideas on the T-Chart under the column “Sounds Like” using words and pictures.

Use the anchor charts as resources to revisit when you face problematic situations during your Workshop

Dismiss students from the mini-lesson using your signal.

Students will write independently at the end of each day’s mini-lesson.

Kindergarten Grade Lesson Plans