

Lesson Plans-Week of: November 3rd-7th, 2014

Teacher: Ms. Johnson

Educational Centers

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| <p align="center"><u>Science Investigating Center</u></p> <p>Standard K-1 The students will demonstrate an understanding of scientific inquiry necessary to conduct a simple scientific investigation.</p> <p><u>Student Activities</u></p> <ul style="list-style-type: none"> • Students will compare rough/smooth objects (solids). (Use Post-It Notes to label (r-rough, s-smooth). • Sort (Solids, Liquids, Gases)-using magazine clips • Properties of Matter (use a checklist to discover size, shape, color of objects) <p><u>Assessment</u> T.O.</p> | <p align="center"><u>Social Studies Center</u></p> <p>Indicator K-4.2 Demonstrate good citizenship in classroom behaviors, including taking personal responsibility, cooperating and respecting others, taking turns and sharing, and working with others to solve problems. (P)</p> <p><u>Student Activities</u></p> <ul style="list-style-type: none"> • Matching Game (Opposites) Match pictures showing good citizenship and pictures showing no citizenship. <p><u>Assessment</u> T.O.</p> | <p align="center"><u>Writing Center</u></p> <p>Indicator: L.k2 Write a letter for most consonants and short vowel sounds.</p> <p><u>Student Activity/ Handwriting</u></p> <ul style="list-style-type: none"> • Practice writing names, numbers, colors, days of the week, months of the year, opposites, position words, rhyming words, personal nouns <p><u>Assessment</u> T.O.</p> |
| <p align="center"><u>Art/Puzzle Center</u></p> <p><u>Independent Art(Student Centered)</u></p> <ul style="list-style-type: none"> • Hands-On-Crafts • Play Dough • Coloring • Drawing • Connect educational puzzles (letters, numbers, community helpers, etc.) • Letter Collage <p><u>Assessment</u> T.O.</p> | <p align="center"><u>Library Center</u></p> <p>Indicator: RL.k.10 Actively engage in group activities with texts.</p> <p><u>Independent Reading (Student Centered)</u></p> <ul style="list-style-type: none"> • Students will read books from the class library or books from the school library.(Picture Read) Genres Include: Fiction Realistic Fiction Nonfiction Drama Picture Books Comedy Nonfiction-Animals Alphabet Books Rhymes, Riddles, Tales Number Books Family Books (Specific Authors) <p><u>Assessment</u> T.O.</p> | <p align="center"><u>Math/Block Center</u></p> <p>Indicator: K.CC.3a Write to 20. K.CCf.3bCount objects for a written number up to 20. K.CC.4.b Regardless of arrangement, know that the last number name is the number of objects counted.</p> <p><u>Student Activity/Independent Math</u></p> <ul style="list-style-type: none"> • Count blocks, counters, cubes, teddy bears, number cards, index cards, small plates, objects up to 20 • Build communities and label the buildings. <p><u>Assessment</u> T.O.</p> |

Lesson Plans-Week of: October 27th-31st, 2014

Teacher: Ms. Johnson

Social Studies/Science

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| <p>SCIENCE/SOCIAL STUDIES Social Studies Standard K-4: The student will demonstrate an understanding of good citizenship. Indicators K-4.1 Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism. (P) K-4.2 Demonstrate good citizenship in classroom behaviors, including taking personal responsibility, cooperating and respecting others, taking turns and sharing, and working with others to solve problems. (P) Science (Indicators, Standards) Fall Seasonal Unit <ul style="list-style-type: none"> Weather – Observe and identify sunny, rainy, stormy, cloudy, windy, hot, wet and cold weather, especially as compared to the day before and after. Observe and summarize seasonal changes – cooler, clothes, foods harvested (pumpkins, apples), vacations – mountains and leaf site seeing, football. </p> | <p>MONDAY Social Studies Teacher Activity : Citizenship-Part II Read nonfiction books about Citizenship. Student Activities: Part II Ask and answer questions about the reading. Assessment: Complete from previous day. Teacher Observation Materials: SMART Board Presentation, LCD projector</p> | <p>Tuesday Social Studies Teacher Activity : Citizenship-Part II Read nonfiction books about Citizenship. Student Activities: Part II Ask and answer questions about the reading. Assessment: Complete from previous day. Teacher Observation Materials: SMART Board Presentation, LCD projector</p> |
| <p>WEDNESDAY Science Inquiry Unit 2: Weather Unit Teacher Activity Read a nonfiction weather book to the students. Review weather symbols using pictures and index cards. Student Activities Identify weather symbols using pictures in groups with partners. Assessment T.O Materials: SMART Board Presentation, LCD projector</p> | <p>Thursday Science Inquiry Unit 2: Weather Unit Teacher Activity Part: I Take the students out for a walk to view the weather for the (day). Guide the students into charting the weather with symbols and descriptions using a chart. Student Activities Participate in an observation of the weather and chart symbols using a t-chart. Assessment T.O. Materials: SMART Board Presentation, LCD projector</p> | <p>Friday Teacher Activity Part: II Take the students out for a walk to view the weather for the (day after). Guide the students into charting and comparing weather from the previous day and the day after. Student Activities Compare weather temperatures from the day before and after using a chart. Assessment T.O. Materials: SMART Board Presentation, LCD projector</p> |

Lesson Plans-Week of: November 3rd-7th, 2014

Teacher: Ms. Johnson

Kindergarten Health- Continued from Previous Week

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| <p><u>HEALTH</u> Indicators: PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness and safety.</p> <p>Health Goal: Children use play and other activities as a means to understand healthy behavior</p> <p>PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.</p> <p>PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and small object manipulation.</p> <p>PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness and safety.</p> | <p>MONDAY Health Health Unit 2: Healthy Foods for the Body <u>Teacher Activity Part I</u> Guide the students into a PowerPoint presentation about healthy foods. Students will be able to identify the parts of the Food Pyramid and will know details are the dairy portion of the chart. <u>Student Activities</u> Draw pictures of healthy foods for the body in a pyramid. <u>Assessment</u> T.O <u>Materials:</u> SMART Board, LCD projector</p> | <p>Tuesday Health No School Election Day</p> |
| <p>WEDNESDAY Health Unit 2: Health Health Healthy Foods for the Body <u>Teacher Activity</u> Guide the students into a PowerPoint presentation about healthy foods. To help children see the importance of eating healthy and getting exercise to help them grow stronger each day. <u>Student Activities</u> Discussion about Healthy foods. <u>Assessment</u> T.O <u>Materials:</u> SMART Board, LCD projector</p> | <p>Thursday Health Unit 2: Healthy Foods for the Body Health Unit 2: Healthy Foods for the Body <u>Teacher Activity</u> Guide the students into a PowerPoint presentation about healthy foods. To help children see the importance of eating healthy and getting exercise to help them grow stronger each day. <u>Student Activities</u> Circle all of the healthy foods. <u>Assessment</u> T.O <u>Materials:</u> SMART Board, LCD projector</p> | <p>Health Unit 2: Healthy Foods for the Body <u>Teacher Activity</u> Guide the students into a PowerPoint presentation about healthy foods. To help children see the importance of eating healthy and getting exercise to help them grow stronger each day. <u>Student Activities</u> Circle all of the healthy foods. <u>Assessment</u> T.O <u>Materials:</u> SMART Board, LCD projector</p> |

Lesson Plans-Week of: November 3rd-7th, 2014

Teacher: Ms. Johnson

Kindergarten Writing/Language

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| <p>Monday Indicator: Relate common verbs and adjectives to their opposite (run, crawl).</p> <p>Teacher Activity- Lesson 1: Color? Guide the students into identifying adjectives by describing objects' color.</p> <p>Student Activities: What Color?</p> <p>Describe pictures by using adjectives that tell what color.</p> <p>Assessment Teacher Observation</p> <p>Materials Writing Journals Small Writing Group (Pink Group)</p> <ul style="list-style-type: none">• <u>Practice Handwriting</u>• <u>Writing (Alphabet Journal)</u>• | <p>Tuesday No School Election Day</p> | <p>Wednesday Indicator: Relate common verbs and adjectives to their opposite (run, crawl).</p> <p>Teacher Activity- Lesson 2: How Many? Guide the students into identifying adjectives by describing (How Many?)</p> <p>Student Activities: How Many? Use the SMART board to circle number words that show (How Many).</p> <p>Assessment Teacher Observation</p> <p>Materials Writing Journals Small Writing Group (Pink Group)</p> <ul style="list-style-type: none">• <u>Practice Handwriting</u>• <u>Writing (Alphabet Journal)</u> |
| <p>Thursday: Standard: Relate common verbs and adjectives to their opposite (run, crawl).</p> <p>Teacher Activity- Lesson 2: What Kind? Part I Continue lesson from previous day. Review adjectives (describing words). Read an adjectives book. Write words from the book that tell What Kind?</p> <p>Student Activities: What Kind? Write sentences using adjectives.</p> <p>Assessment: Teacher Feedback, Teacher Observations</p> <p>Materials Writing Journals Small Writing Group (Pink Group)</p> <ul style="list-style-type: none">• <u>Practice Handwriting</u>• <u>Writing (Alphabet Journal)</u> | <p>Friday: Standard: Relate common verbs and adjectives to their opposite (run, crawl).</p> <p>Teacher Activity- Lesson 2: What Kind? Part II Continue lesson from previous day. Review adjectives (describing words). What Kind? Use a SMART Board presentation to show (What Kind), using scenarios and sentences.</p> <p>Student Activities: What Kind? Write adjectives that show What Kind?</p> <p>Assessment Writing Journals, Teacher Feedback, Write the "Days of the Week)</p> <p>Materials Writing Journals Small Writing Group (Pink Group)</p> <ul style="list-style-type: none">• <u>Practice Handwriting</u>• <u>Writing (Alphabet Journal)</u> | <p>Standard: L.k.2 Write a letter for most consonants and short vowel sounds</p> <p>Small Writing Groups (Green, Blue, Pink, Orange, Red) Groups</p> <p>Provided is a list of items that will be covered during small grouping.</p> <ul style="list-style-type: none">• Practice Handwriting: Days of the Week, Months of the Year• Writing Alphabet (Forming Letters Correctly) |

Lesson Plans-Week of: November 3rd-7th, 2014

Teacher: Ms. Johnson

Kindergarten Math

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| <p>Monday K.CC.1a Count to 100 by ones. *Count by ones to 30. Teacher Activities: Guide the students into counting to 30 using interactive lesson 06-01 Pearson Success. Student Activities: Participate in interactive counting 1-30. Assessment: Worksheet <u>1-30 worksheet</u> Materials:</p> <ul style="list-style-type: none"> • Envision Math • Math worksheet • SMART Board • Interactive WEBSITE <p>Small Math Group <u>(Green Group)</u></p> <ul style="list-style-type: none"> • Counting with objects (1-40) • Write 1-40 (handwriting) | <p>Tuesday No School <u>Election Day</u></p> | <p>Wednesday K.CC.5 Count to answer how many objects up to 20 in a line or circle and 10 in a scattered array. Teacher Activities: Guide the students into determining (About How Many) using interactive lesson 06-02 Pearson Success. Use a jar with counters or marbles. Let the students estimate (About How Many). Student Activities: Participate in interactive (About How Many). Assessment: Workbook page R6.2 Materials:</p> <ul style="list-style-type: none"> • Envision Math • Math worksheet • SMART Board • Interactive WEBSITE <p>Small Math Group <u>(Blue Group)</u></p> <ul style="list-style-type: none"> • Counting with objects (1-40) • Write 1-40 (handwriting) | <p>Thursday K.CC.1b Count to 100 by tens. *Count by tens to 100. Teacher Activities Guide the students into determining (Counting Groups of Ten) using interactive lesson 06-04 Pearson Success. Student Activities: Participate in counting groups of ten using a numbers chart. Assessment: Workbook page R6.3, R6.4 Materials:</p> <ul style="list-style-type: none"> • Envision Math • Math worksheet • SMART Board • Interactive WEBSITE <p>Small Math Group <u>(Pink Group)</u></p> <ul style="list-style-type: none"> • Counting with objects (1-40) • Write 1-40 (handwriting) | <p>Friday K.CC.1a Count to 100 by ones. *Count by ones to 100. Teacher Activities: Guide the students into observing and finding (Patterns on a Hundred Chart)) using interactive lesson 06-05 Pearson Success. Student Activities: Use a number chart to count 0-100. Assessment: Workbook page Materials:</p> <ul style="list-style-type: none"> • Envision Math • Math worksheet • SMART Board • Interactive WEBSITE <p>Small Math Group <u>(Orange Group)</u></p> <ul style="list-style-type: none"> • Counting with objects (1-40) • Write 1-40 (handwriting) |

| READING | | | | |
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| Monday | Tuesday | Wednesday | Thursday | Friday |
| <p>Answer and ask questions about key details in a text. (RL.K.1)</p> <p>Identify characters, settings, major events in text. (RL.K.3)</p> <p><u>Teacher Activities:</u> Guide the students into reading the book "Every Season" Flip through the pages of the book and have children use the illustrations to predict what the selection will be about.</p> <p>What are the seasons? Name the seasons and discuss the ways in which each season is different from the others.</p> <p><u>Student Activities:</u> Answer questions and ask questions about the key details in the text, (Every Season).</p> <p>Text Response: Draw pictures of the seasons.</p> <p>Assessment: Teacher Observation, Feedback</p> <p><u>Materials:</u> Journeys Reading series Small Group: (Green Group)</p> | <p style="text-align: center;"><u>Tuesday</u> No School <u>Election Day</u></p> | <p>Answer and ask questions about key details in a text. (RL.K.1)</p> <p>Identify characters, settings, major events in text. (RL.K.3)</p> <p><u>Teacher Activities:</u> Explain that asking question while reading helps children understand what is being read. Read the text selection: "Every Season"</p> <p>The teacher will ask the following questions: What is the selection's topic or what is it mostly about?</p> <p>What is something that happens in spring? Summer? Autumn? Winter?</p> <p>How do the children feel about each of the seasons?</p> <p>What is your favorite season? Why?</p> <p><u>Student Activities:</u> Answer Questions about the text selection.</p> <p><u>Assessment:</u> Teacher Observation, Feedback</p> <p><u>Materials:</u></p> | <p>Answer and ask questions about key details in a text. (RL.K.1)</p> <p>Identify characters, settings, major events in text. (RL.K.3)</p> <p><u>Teacher Activities:</u> Guide the students into listening to the story selection, "Every Season".</p> <p>Introduce the vocabulary to the students: Bloom Peck Scatter Speckled Store Tracks</p> <p>Display and discuss the Vocabulary in Context cards. Using the following: Step One: Read and Pronounce the word.</p> <p>Step Two: Explain the Word.</p> <p>Step Three: Discuss the word in context. Step Four: Engage the Word.</p> <p><u>Student Activities:</u> Listen to the story selection, Practice identifying and using vocabulary in context.</p> | <p>Answer and ask questions about key details in a text. (RL.K.1)</p> <p>Identify characters, settings, major events in text. (RL.K.3)</p> <p><u>Teacher Activities:</u> Guide the students into listening to the story selection, "Every Season". Display Flip Chart page. 5. Follow directions on the chart to have children identify this week's Words to Know (Come Me).</p> <p>Read each sentence aloud and talk about each picture. Then point to each word I the box. Ask children to read the word, find it in the sentence, and circle it. Tell children they will see or use these words again.</p> <p><u>Student Activities:</u> Listen to the story selection Answer and ask questions about the words to Know (Come, Me)</p> <p>Assessment: Teacher Observation, Feedback</p> <p><u>Materials:</u> Journeys Reading series Small Group: (Orange Group)</p> |

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| Answer questions about details of a fictional book based on a checklist | | Journeys Reading series Small Group: (Blue Group) Answer questions about details of a fictional book based on a checklist | Assessment: Teacher Observation, Feedback Materials: Journeys Reading series Small Group: (Pink Group) Answer questions about details of a fictional book based on a checklist | Answer questions about details of a fictional book based on a checklist |
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Lesson Plans-Week of: November 3rd-7th, 2014

Teacher: Ms. Johnson

Kindergarten Word Block

| Kindergarten Word Block/Large Group Phonetic Awareness- Short Vowel Lessons a, e, i, o | | | | | |
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| Activity | Monday | Tuesday | Wednesday | Thursday | Friday |
| Word Block Large group Phonetic Awareness Conventions of Standard English (L.K.1): Print uppercase and lowercase letters. Indicator: L.k.2 Write a letter for most consonants and short vowel sounds | Vowel a Review -Sing ABC song A-Z -Guide the students into identifying High Frequency Words. (clap & stomp high frequency words) Teacher Activities: The teacher will guide the students into recognizing the sound and vowel letter a. Use the following website: http://pbskids.org/lions/games/stacker.html Student Activities: http://www.havefunteaching.com/activities/center- | No School Election Day | Vowel e Review -Sing ABC song A-Z -Guide the students into identifying High Frequency Words. (clap & stomp high frequency words) Teacher Activities: The teacher will guide the students into recognizing the sound and vowel letter e. Use the following website: http://pbskids.org/lions/games/stacker.html Student Activities Use magnetic letters to create words with short Vowel e. Assessment Complete a Vowel e worksheet. | Vowel i Review -Sing ABC song A-Z -Guide the students into identifying High Frequency Words. (clap & stomp high frequency words) Teacher Activities: The teacher will guide the students into recognizing the sound and vowel letter i. Use the following website: http://pbskids.org/lions/games/stacker.html Student Activities | Vowel o Review -Sing ABC song A-Z -Guide the students into identifying High Frequency Words. (clap & stomp high frequency words) Teacher Activities: The teacher will guide the students into recognizing the sound and vowel letter o. Use the following website: http://pbskids.org/lions/games/stacker.html Read Hop and Pop by Dr. Suess. Student Activities Participate in a Word Match Game. |

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| | <p><u>activities/short-vowel-activity</u> Short Vowel Activity: Play Vowel Owl to practice listening and identifying short vowels in words. Shuffle the vowel owl cards and deal to 4 or 5 students. Place the vowel mats in the middle of the group. Players roll the die to land on a vowel and look through their cards for a picture with that vowel sound. Players take turns rolling the die and placing cards on the vowel mats. If a player has more than one card with the same vowel sound, they may place multiple owl cards on the mat. The first player to get rid of all their owl cards wins! Check the answer key to make sure your vowel owls are on the correct mat. After game play, complete the short vowel worksheet.</p> <p><u>Assessment:</u> Complete a Vowel a worksheet.</p> <p><u>Materials:</u> Smart Board, LCD projector</p> <p><u>Small Group Testing:(Green Group)</u> Identify lower and uppercase letters, High Frequency Words (handwriting).</p> | | <p><u>Materials:</u> Smart Board, LCD projector</p> <p><u>Small Group-Testing:(Blue Group)</u> Identify lower and uppercase letters, High Frequency Words (handwriting).</p> | <p>Participate in a Word Match Game.</p> <p><u>Assessment</u> Complete a Vowel i worksheet.</p> <p><u>Materials:</u> Smart Board, LCD projector</p> <p><u>Small Group-Testing: (Pink Group)</u> Identify lower and uppercase, High Frequency Words (handwriting).</p> | <p><u>Assessment</u> Complete a Vowel o worksheet.</p> <p><u>Materials:</u> Smart Board, LCD projector</p> <p><u>Small Group-Testing: (Orange Group)</u> Identify lower and uppercase letters, High Frequency Words (handwriting).</p> |
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