

Kindergarten Lesson Plan

Teacher: Ms. Samira

Date: September 14 - 18

		Monday	Tuesday	Wednesday	Thursday	Friday
Shared Reading Materials Needed: -"Fall" poem on large chart paper -copy of <u>Skip Through the Seasons</u>	Purpose	The children will increase vocabulary by listening to a variety of texts read aloud.	The children will participate in a variety of oral language activities including choral and echo speaking and recitation.	The children will identify commonly used sight words.	The child will identify and produce rhyming words.	The children will relate previous experiences to what is read.
	Before Reading	Prior to beginning, have the poem "Fall" written on large chart paper. Tell the children that our new theme for the next few weeks is going to be about the seasons changing from summer to fall. Explain that we will read a poem about the season we are in right now, Fall.	Prior to beginning, have the poem "Fall" written on large chart paper. Tell the children that we are going to read our poem about fall. Have the children recall what we learned about fall.	Have the poem "Fall" written on large chart paper. Tell the children that we are going to read the poem again and search for sight words that we know.	Have the poem "Fall" written on large chart paper. Tell the children that we are going to read the poem again and search for rhyming words. Remind the children that rhyming words are words that sound the same at the end.	Show the children the story <u>Skip Through the Seasons</u> . Explain that we are going to read the story and decide which season is their most favorite and least favorite.
	During Reading	Read the poem out loud to the class. Then read the poem a second time, having the children repeat after you.	Read the poem out loud while the children listen. Read the poem a second time and have the children echo each line after you. Read the poem a third time all together.	Read the poem to the children. During the first read through, have the children close their eyes while you read so they can picture a fall scene in their head. Read the poem a second time, having the children open their eyes and read along with you.	Read the poem out loud as a class. Then have the children volunteer to read parts of the poem aloud to the class.	Read the story to the children. Allow the children to make personal connections to parts of the story while reading.
	After Reading	Review unfamiliar words and have the children explain words and concepts from the poem. Have them try to use new vocabulary words in their own sentence (i.e. "shivering," "shed").	After reading, have the children come up and circle the various punctuation marks in the poem. Then have the children identify different words in the poem with various beginning sounds. Encourage the children to decode the word after they identify the beginning sound.	After reading, have the children come up and circle various sight words in the poem.	After reading, orally give the children words that they need to rhyme with a word from the poem. Then give the children a word from the poem and they have to give you a word that rhymes with it.	After reading, have the children vote on which season is their favorite. Allow the children to discuss why a particular season is their favorite.

Notes:

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Morning Message	Objective	The child will write unknown words phonetically.	The child will write unknown words phonetically.	The child will write unknown words phonetically.	The child will write unknown words phonetically.	The child will write unknown words phonetically.
	Lesson	<p>Dear class, Today is Monday, September 14, 2020. It is a ____ day. Over the weekend I got to _____. We are going to have a ____ day! Love, Ms. Samira</p> <p>Have the children come up and fill in the blanks.</p> <p>Show the children the high-frequency word <i>like</i> by writing it on the easel. Have the children to spell the word aloud with you. Use the word <i>like</i> in a sentence. Then have the children take turns giving you sentences orally with the word.</p>	<p>Dear class, Today is Tuesday, September 15, 2020. It is a ____ day. We are in the season of _____. We are going to have a ____ day! Love, Ms. Samira</p> <p>Have the children come up and fill in the blanks.</p> <p>Review the high-frequency word <i>like</i> with the class. Show the children the word <i>like</i> by writing it on the easel Have the children to spell the word aloud with you. Use the word <i>come</i> in a sentence. Then have the children take turns giving you sentences orally with the words <i>l</i> and <i>like</i>.</p>	<p>Dear class, Today is Wednesday, September 16, 2020. It is a ____ day. I like summer because it is _____. We will have a ____ day! Love, Ms. Samira</p> <p>Have the children come up and fill in the blanks.</p> <p>Review the high-frequency words <i>like</i> and <i>the</i> with the class. Show the children the words by writing them on the easel Have the children spell the words aloud with you. Use the words in a sentence. Then have the children take turns giving you sentences orally with the sight words on our word wall.</p>	<p>Dear class, Today is Thursday, September 17, 2020. It is a ____ day. Leaves are starting to change because _____ is approaching. Today will be a ____ day! Love, Ms. Samira</p> <p>Have the children come up and fill in the blanks.</p>	<p>Dear class, Today is Friday, September 18, 2020. It is a ____ day. On the weekend we can _____. Today will be a ____ day. Love, Ms. Samira</p> <p>Have the children come up and fill in the blanks.</p>
Writing	Objective	The children will practice forming lowercase letters.	The children will practice forming lowercase letters.	The children will practice forming lowercase letters.	The children will practice forming lowercase letters.	The children will use letters to phonetically spell words to describe pictures or experiences.
	Lesson	<p>Follow Handwriting Without Tears Guide on lowercase letter t.</p> <p>Afterwards, give each child a sheet of double lined paper. As a class, write a sentence using one of the words “to” or “two” (from their workbook).</p>	<p>Follow Handwriting Without Tears Guide on lowercase letter a.</p> <p>Afterwards, give each child a sheet of double lined paper. As a class, write a sentence using one of the words “at” or “cat” (from their workbook).</p>	<p>Follow Handwriting Without Tears Guide on lowercase letter d. Children will complete pages 24 and 25 of their student workbook.</p>	<p>Follow Handwriting Without Tears Guide on lowercase letter d. Children will complete pages 26 and 27 of their student workbook.</p> <p>Afterwards, give each child a sheet of double lined paper. As a class, write a sentence using one of the words “dog” or “go” (from their workbook).</p>	<p>Provide the children with a weather walk recording sheet, clipboard, and pencil. Tell the children we are taking a weather walk outside on the playground to look for signs of summer ending and fall beginning. Take one box/ section at a time and have the children observe the weather/seasonal changes. Have them record their findings using pictures and labels. Remind them they are paying attention to the daily weather/precipitation, what they are wearing, any animals they may see and what changes they experience as summer turns to fall (less insects, more squirrels gathering acorns, etc.), and changes to plants. When complete. Gather together in the classroom to discuss their observations.</p>

<p>Math</p> <p>-number flash cards -dot cards</p> <p>-least to greatest "mat" -glue stick -scissors -numerals sheet (to cut out) -dot card sheet (to cut out)</p> <p>-"greatest" to "least" mat</p> <p>-math centers (see Friday)</p>	Objective	The children, given no more than three sets, each set containing 10 or fewer concrete objects will compare and order sets from least to greatest and greatest to least.	The children, given no more than three sets, each set containing 10 or fewer concrete objects will compare and order sets from least to greatest and greatest to least.	The children, given no more than three sets, each set containing 10 or fewer concrete objects will compare and order sets from least to greatest and greatest to least.	The children, given no more than three sets, each set containing 10 or fewer concrete objects will compare and order sets from least to greatest and greatest to least.	The children, given no more than three sets, each set containing 10 or fewer concrete objects will compare and order sets from least to greatest and greatest to least.
	Lesson	<p>Begin the lesson by writing the numbers 1-10 on the large easel. Write the words "least" and "greatest" on the board. Explain that we can put numbers in order from least to greatest. (Use words like smaller and bigger to help with understanding of least and greatest). Call for three volunteers. Have them come stand up in front of the class. Give each student a card with a numeral on it. As a class work together to put the children in order from least to greatest. Repeat this with different children and different numerals (up to 10). Then explain to the children that we can also put groups of objects in order the same way. Show the children 3 cards with various numbers of dots on them. As a class discuss how we can put them in order from least to greatest. Order them on the large easel using magnets. Then, repeat the previous activity with numeral cards, but instead use dot cards. Repeat the activity using different children and different dot cards. Then explain that we are going to cut and paste number and dot cards in order from least to greatest. Give each child a sheet (mat) that says "least" and "greatest". Give them a second sheet that has 3 numbers on it in boxes. Tell the children to cut out the numbers and place them in order from least to greatest on their paper. Once you have checked their work, have them glue down the numbers. Have them repeat the activity with dot cards (that they cut out).</p>	<p>Review the words "least" and "greatest" with the class. Tell the children that we are going to practice ordering dominoes from least to greatest. Have the children sit on the edge of the carpet. Show them a cup with 3 dominoes in it. Model how to take out the dominoes and count the dots on each and then place them in order from least to greatest. Model a few times so the children understand to count all of the dots on the domino. Divide the children into pairs. Have them work together to put their dominoes in order. Once they have finished they can raise their hand to get a new set of dominoes to order.</p>	<p>Begin the lesson by telling the children that we are going to continue practicing ordering numbers, but now we will be putting them in order from greatest to least. Explain that when we order from greatest to least we are counting down like a rocket blast off. Write 10-1 on the large easel for a visual. Call for three volunteers. Have them come stand up in front of the class. Give each student a card with a numeral on it. As a class work together to put the children in order from greatest to least. Repeat this with different children and different numerals (not past 10). Then explain to the children that we can also put groups of objects in order the same way. Show the children 3 cards with various numbers of dots on them. As a class discuss how we can put them in order greatest to least. Order them on the large easel using magnets. Then, repeat the previous activity with numeral cards, but instead use dot cards. Repeat the activity using different children and different dot cards. Then explain that we are going to cut and paste number and dot cards in order from greatest to least. Give each child a sheet (mat) that says "greatest" and "least". Give them a second sheet that has 3 numbers on it in boxes. Tell the children to cut out the numbers and place them in order from greatest to least on their paper. Once you have checked their work, have them glue down the numbers. Have them repeat the activity with dot cards (that they cut out).</p>	<p>Review the concept of ordering numbers from least to greatest. Write the numbers 10-1 on the white board and practice counting down. Tell the children that we are going to repeat the dominoes activity but this time we will order our dominoes from greatest to least.</p>	<p>Tell the children that they are going to work in math centers while the teachers call students over to show them what they have learned. Set out the following math centers: Pattern blocks Unifix cubes Apple Missing Numbers 0-30 Dominoes</p> <p>Break the children into small groups and have them work at each center for approximately 10 min. While the children are exploring the math centers, teachers will pull children individually to put dot cards into order from least to greatest and greatest to least. Record their work for assessments.</p>

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Social Studies & Science	Objective	The children will investigate and understand weather and seasonal changes including how changes in temperature, light, and precipitation affect plants and animals, including humans.	The children will investigate and understand weather and seasonal changes including how changes in temperature, light, and precipitation affect plants and animals, including humans.	The children will investigate and understand weather and seasonal changes including how changes in temperature, light, and precipitation affect plants and animals, including humans.	The children will predict and observe how an outdoor plant changes through the seasons.	The children will investigate and understand weather and seasonal changes including how changes in temperature, light, and precipitation affect plants and animals, including humans.
	Lesson	<p>Explain to the children that we are starting a new learning unit all about the seasons and how the changes that occur in each season affect things in our environment. Call on a child to name the four seasons and write them on the white board. Begin the lesson by having the children watch the Brainpopjr video about Seasons. As a class, take the quiz that corresponds with the video so the children can review/recall what they learned in the video. As a class create a T chart comparing summer to fall. Give each child a card with a word or a picture on it that corresponds to summer or fall. Discuss changes in:</p> <p>Temperature (cooler in the am)</p> <p>Light (getting darker earlier)</p> <p>Precipitation (rain, windy)</p> <p>Plant changes (leaves, trees (mention evergreen), grass, flowers)</p>	<p>Provide the children with a seasonal changes recording sheet. As guided instruction at the easel, have the children complete each section along with you. Review the types of precipitation that occur in the summer. Have the children draw and label 2 kinds of precipitation that occur in that season in the summer section. Then do the same in the fall section. Next review light/ the amount of sun shine during the day in the summer. Have the children make a large bright sun with lots of rays and a small moon in the summer section (to represent there being more daytime and less nighttime). Then do the same for fall, and in the fall section, have them make a sun with no rays (to show it's not as strong) and a moon that is a bit larger (since the nights are getting longer). Last, review what the temperature is like in the summer. Have the children color the thermometer all the way to the top in red to show it feels hot outside in the summer. Do the same for fall and have the children color the thermometer in the fall section half way up to show it can be cool/ warm in the fall. Have the children label the thermometers.</p> <p>https://www.generationgenius.com/videolessons/four-seasons-video-for-kids/</p>	<p>Read <u>Goodbye Summer, Hello Autumn</u>. In advance, bring in a bag of items people use in the summer and fall (ex. beach ball, beach towel, flip flop, small rake, hooded sweatshirt, scarf, etc.) Review with the children what they learned about the seasons of summer and fall. Have the children, one at a time, pick an item out of the bag and tell if it belongs in the season of summer or fall and explain why. Sort them into two groups labeled <i>summer</i> and <i>fall</i>.</p>	<p>Introduce the lesson by explaining to the children that we are going to act as scientists by making some observations. Explain that scientists observe what they see and record their observations through drawings and writing. Have the children go outside to the playground and pick a tree to study. Have them observe what the tree looks like now, at the end of summer. Discuss what may or may not be happening. <i>What color are most of the leaves? Are you noticing anything changing?</i> Have the children come back in the classroom and record their findings in the box on their recording sheet labeled summer. When they are done with their recordings, have the children sit in a circle and explain that as the days get shorter heading into fall, there is less daylight and the trees need the light to make food. This causes the trees to lose their green chlorophyll leaving behind beautiful colors. There are some trees that stay green all year! Save their recording sheets for the remainder of the year.</p>	<p>Assessment summer to fall. Provide the children with a summer and fall picture sort. Tell them they can spread out about the classroom with their glue and scissors to complete it on their own. Keep for portfolios.</p>
	Materials	<ul style="list-style-type: none"> -computer -piece of large white butcher paper -Summer and Fall labels - picture cards for summer and fall -tape 	<ul style="list-style-type: none"> -recording sheets (20) -colored pencils 	<ul style="list-style-type: none"> -clothing and items from home for children to sort (summer/fall) total of 20 items 	<ul style="list-style-type: none"> -Seasonal tree recording sheets (20) 	<ul style="list-style-type: none"> -assessment recording sheet and clip art (20) -glue -scissors