

Lesson Plan

Date: 5 Sep 17

Learning Objectives:

Language Arts/Phonics Make the "L" sound. (Associate it with words which represents actions objects, names and adjectives.)

Language Arts/Printing Draw "L" and "I"

Language Arts/Reading Define author & illustrator

Social Studies Identify "Lady Liberty"

Art Texture, Color, Rubbing Technique

Mathematics/Geometry Left and Right hand

Materials Needed:

Crayons Tracing Paper Sticky Notes Washable Marker

Colored Pencils 2 lemon Saf-T-Pops

A Beginner's Writing Pencil Kindergarten Writing Paper

The Statue of Liberty, by Marion Dane Bauer, Illustrated by John Wallace

Activities:

Read The Statue of Liberty together. Define Authors, Illustrators and talk briefly about M. Bauer, J. Wallace and their respective roles. Emphasize that "Lady" and "Liberty" begin with "L." The child's job is to hold the book and turn the pages.

Draw a big "L,l" on a piece of tracing paper, making a llllllllll sound as I do so. Ask the child to trace over the two letters, all the while making the same sound. Scotch tape the letters to a window.

Identify objects that begin with "L." Write the words on sticky notes and have the child affix the sticky notes to the objects.

Discuss properties such as "low," "lumpy," "last" and "left." Draw a large "L" on the back of my left hand. Ask the child if it's OK if I draw an "L" on her hand as well. (Usually it is, but always ask!)

Issue the child a lemon Saf-T-Pop. (You guessed it; the 2nd one is mine!) Discuss how "lemon" begins with L. Go outside to collect leaves, which begin with "L." Be sure to "lick," "leap," "laugh" and make a big deal out of these "L" action words!

Help the child make crayon rubbings with the tracing paper and leaves. Tape the colorful crayon rubbings of leaves to the window with the "L,l." Chatter, chatter, chatter about the L sound, L names, L words.

Carefully draw a precise row of lower case l's on the kindergarten writing paper with a light-colored pencil, such as yellow. Make a big deal of starting at the top line, going through the bottom line, and making a long "lllll" sound as I draw. Ask the child to trace over my l's with his beginner's writing pencil, encouraging him to lay "lllll" each time. Repeat the process with a row of upper case L's.

Write the child's name and the date on the paper and ask the child to post it on the fridge with magnets.

Break for at least 20 minutes, perhaps several hours. This depends on the household and the daily schedule.

Notes: This is where I would comment to myself about what worked, what didn't, what I need to spend more time on, and generally brainstorm. If I'm working in a composition book I leave every other page free for notes. If I'm working in an electronic media that's less of an issue. When I print out lesson plans and store them in a binder, I generally write all notes on the back of each lesson plan. What is a Saf-T-Pop? It's a hard-candy lollipop with a looped string handle. They're generally cheap, off brands make similar products, and I feel comfortable letting a child run around with one in her mouth! A lesson plan I write for myself has fewer details. A few words represent volumes of techniques to me. I jot down enough to jog my memory, and I'm good to go. I do not write down pencils, crayons, or writing paper on my own lesson plans. I insist that the child be responsible for keeping these items in a box on a shelf. It's his/her job to keep track of these things.

2nd Lesson Plan

Date: 5 Sep 17

Learning Objectives:

Mathematics/Computation Adding one, writing "1", "+" & "="

Mathematics/Measurement Days of week, months of year, temperature

Science/Weather Seasons

Kinesthetic/Physical Movement Balance, Coordination

Psycho-Social Listening, following directions, focus

Materials Needed:

Crayons Sidewalk Chalk Outdoor Thermometer

A Beginner's Writing Pencil Kindergarten Writing Paper Bean Bag

Ten Apples Up on Top by Dr. Seuss Twenty Pennies Calendar

Activities:

Read Ten Apples Up on Top together. Ask if the child remembers who authors and illustrators are. Explain that Dr. Seuss is BOTH the author and the illustrator. The child's job is to count the number of apples up on top, how many apples are added each time (1) and how many total apples result each time "one more" apple is added.

Carefully draw a precise row of "+ 1 =" symbols on the kindergarten writing paper with a light-colored pencil, such as yellow. Make a big deal of precision, and stating "and one is" as I draw. Ask the child to trace over my "+ 1 =" with his beginner's writing pencil, encouraging him to say, "and one is" each time.

With the ten pennies, ask the child to pick out one penny, then one more. Ask the child how many she has picked out. Touch the pennies and say, "One and one is two." Draw $1 + 1 = 2$ on the Math paper with a yellow pencil, saying "one and one is two." Ask the child to trace over what you've drawn, stating "one and one is two." Help the child make a crayon rubbing of the two pennies, adjacent to the equation she's traced over. Ask the child to select one more penny to the two she's already taken from the pile. Ask her how many she has now. Encourage

her to count. Arrange the pennies neatly, two closely adjacent in a row, one more a short ways beside it, and touch them while stating, two and one is three. Draw $2 + 1 = 3$ on the writing paper, allow the child to trace the equation, help her make an adjacent crayon rubbing of the three pennies, and repeat the process all the way to ten pennies. Write the child's name and the date on the paper. Help her post her work on the fridge.

Ask the child to put the writing utensils in her pencil box and put the library book on a shelf.

Go outside, carrying the calendar and the thermometer. Leave the calendar and the thermometer outside together while you play a brief game of Simon Says. Put the emphasis on Left and Right. (Hop on your right foot, pat your head with your left hand, etc. Take turns being Simon and be a good sport! Switch to Hopscotch. Let the child help draw the Hopscotch path and play with the child. Use the bean bag as the marker. It's easier for young hands. Remember to count as you hop, talk about which number you tossed the marker to last, which you must aim for next. ALWAYS TALK, TALK, TALK! When you're not talking, ask questions and listen carefully to the child's responses.

Sit down with the child near the thermometer, and ask the child how the air feels. Discuss relative temperatures and seasons. Explain that it will soon be fall. Show the child how to read the thermometer and record the temperature on the 5th of September. Ask the child what days of the week she can think of. Tell her today is Tuesday, the 5th of September, in late summer. Ask her to predict how the temperature might change

between now and Christmas. Explain that tomorrow the two of you will be making a calendar to keep track of the days, weeks, months and seasons. You'll also be recording the weather conditions.

Praise her over all the things she's done right during the two lessons, and ask her help in putting away the school supplies. Ask her what she did and did not like about the day's lessons. Tell her how excited and happy you are to be her teacher.

Notes: Whenever humanly possible, end each school day on a positive note. Praise the child over his genuine accomplishments. Tell him something about what he can look forward to in the days and weeks to follow. Make note of what the child liked and did not like. Some learning tasks simply aren't any fun. At other times a child simply isn't ready for a task, but will become ready in due time. Make adjustments where you can.