

Day _____ Date _____

Sample Lesson Plan 1 / Literacy Centers in the ½ Day Kindergarten 2006

12:45-1:00	<u>Journals/Book Baskets</u>
1:00-1:30	<u>Calendar/Interactive Writing/Read Aloud</u>
	Helper _____ (Fri.- * of the Week)
1:30-2:00	<u>Shared Reading/Shared Writing/Social Studies/Science</u>
2:00-2:10	<u>Bathroom Break</u>
2:10-2:45	<u>P.E.</u> -Tues./Thurs. <u>Centers</u> -Mon./Wed. <u>Media Center</u> -Mon.
2:45-3:15	<u>Math</u> Activity _____pg_____
3:15-3:30	Pack up/mail/stack chairs/pledge

Sample Lesson Plan 2 / Literacy Centers in the ½ Day Kindergarten 2006

Approx. Times	Monday	Tuesday and Friday	Wednesday	Thursday
8:45-9:00	Entry			
9:00-9:30	Opening: Pledges, Schedule, Calendar, ABC's Singing			Opening
9:30-9:50	Introduce Focus of the Week (theme, letter etc. Letter Paper/Book Baskets	Emergent Literacy Shared Reading <i>Phonemic Awareness</i>	9:00-9:50 Pledges, Schedule, Restrooms, Gym, Drinks	Emergent Literacy <i>Shared Reading</i> <i>Phonemic Awareness</i>
9:50-10:15	5 Rotating Workstations/Centers 1) <i>Math tubs /activity</i> 2) <i>Writing notebooks / computer</i> 3) <i>Craft or theme related project</i> 4) <i>ABC Centers</i> 5) <i>Read and write (letter sound review and predictable charts)</i>			
10:15-10:35	Developmental Free Choice Centers Clean Up/Finger Play/Rhyme/Song			
10:35-10:55		Saxon Math	ABC's	Science
10:55-11:10	Science, Health, or Social Studies Focus (-11:20)	letter study, craft, or read aloud	Writing Workshop: Model Student Writing Author's Chair	letter study, craft, or read aloud
11:10-11:30	Prepare for Home	Prepare for Home		

Sample Lesson Plan 3 / Literacy Centers in the ½ Day Kindergarten 2006

<u>Approximate AM Time</u>	<u>Approximate PM Time</u>	<u>Posted Schedule for Students</u>	<u>Focus of this portion of our day</u>
8:30-8:45	11:30 –11:35	Table Time	Sign in/arrival/working with manipulatives/sharing with friends
8:45-8:55	12:40-12:50	Opening Pledge/Review Schedule/Chant ABC's and Letter Poem	Phonemic Awareness <ul style="list-style-type: none"> • upper and lower case letter recognition • associating letters to beginning sounds • alphabetical order • left to right progression • identifying pictures/words that start with the same sound • hearing/recognizing rhyme
8:55-9:20	12:55-1:15	Writing Notebooks <ol style="list-style-type: none"> 1. Daily teacher modeling 2. Student writing 3. Author chair 	<ul style="list-style-type: none"> • daily review of letters and sounds in the context of personal/meaningful writing • 'stretching' words out and hearing the sounds/connecting with letters
9:20-9:25	1:15-1:20	Restrooms	
9:25-9:55	1:20-1:50	Read/Write/Sing	Shared Reading <i>(with traditional stories, predictable big books, & manipulative charts/poems)</i> <ul style="list-style-type: none"> • modeling of left to right and word by word matching • building prediction, inference skills • enjoyment and participation in reading with a high level of support • building a sense of story • expanding vocabulary • finding letters and sounds in context

			<p>Interactive Writing</p> <ul style="list-style-type: none"> • opportunities to hear sounds in words and connect with letters • beginning to attend to concepts of print (<i>spacing, capitalization, punctuation</i>) • beginning summarizing skills (<i>We often write about the shared reading story.</i>) <p>Acting Out/Retelling</p> <ul style="list-style-type: none"> • increasing oral language • recalling sequence of the story • reviewing story elements (<i>characters, setting, beginning, middle, end</i>)
9:55-10:30	1:50-2:20	<p>Small Groups <i>(two rotating small groups)</i></p> <ol style="list-style-type: none"> 1. Letter Study 2. Fine Motor 	<ul style="list-style-type: none"> • daily review of letters • improving of cutting and coloring skills and skills that will help develop eye/hand coordination such as puzzles, pattern blocks, playdough, etc. as used in a focused activity
10:30-10:55	2:20-2:40	<p>ABC Centers <i>(4 small groups given 2 center choices that they must do in order and is self paced)</i></p>	Literacy Centers to increase letter/sound knowledge, listening skills, oral language expression, rhyme, letter formation, cooperation, etc.
10:55-11:00	2:40-2:45	<p>Singing</p>	<ul style="list-style-type: none"> • movement • listening • words/pictures have meaning
11:00-11:30	2:45-3:05	<p>1 of the following <i>(Changes each day)</i></p>	

		<p>Listening/Story <i>(2 days per week)</i></p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> • hearing/recognizing rhyme • matching pictures/words that start with the same sound • identifying whether a sound is heard at the beginning, middle, or end of a word • listening and clapping the number of syllables heard in a word <p>Listening/Following Directions</p> <ul style="list-style-type: none"> • following 1-2 step directions without repetition needed • recognizing the difference between a direction and a comment or question
		<p>Math <i>(2 days per week)</i></p>	<p>Math Tubs /Number Journals</p> <ul style="list-style-type: none"> • rote counting and 1 to 1 correspondence • numeral recognition and writing • concepts of numerals and sets
		<p>Review Game/Story <i>(1 day per week)</i></p>	<p>Reading Aloud <i>(The stories often relate to the shared reading story so that students can compare versions of the same story, make connections between stories, and build additional background knowledge.)</i></p> <ul style="list-style-type: none"> • reading for enjoyment
		<p>Name Activities <i>(everyday for the first few weeks)</i></p>	<ul style="list-style-type: none"> • learning each other's names • letter formation • left to right progression • upper and lower case recognition • associating letters to beginning sounds • differentiating letters from

			words
11:35-11:50	11:35-11:50	Recess	
11:50-11:55	11:50-11:55	Restrooms	
11:55-12:10	11:55-12:10	Lunch	
12:10-12:30	12:10-12:30	<p>Quiet Rest/Quiet Activities</p> <p>This is a quiet activity time that starts with students writing/drawing on small wipe off boards or purely resting and then <i>(later in the semester)</i> switches to a quiet activity time with 3-4 quiet activities that rotate throughout the week.</p> <p><i>(computers; book baskets/listening; coloring; dry erase boards).</i></p>	Quiet transition activities after recess and lunchtime to give students some rest time and to prepare them to focus again
12:30-12:40	12:30-12:40	Quiet Quacker's Club / Sharing / Literacy Kits	<ul style="list-style-type: none"> • rewarding good behavior • oral expression/sharing
12:40-12:45	3:05-3:10	Prep. for Other Class/Home	

Sample Lesson Plan 4 / Literacy Centers in the ½ Day Kindergarten 2006

8:30 – 8:45 Welcome

8:45 – 9:00 Group Time – Phonics

- Fountas & Pinnell phonics
- Making Words
- Word Families
- Sight Words

9:00 – 9:50 Guiding Reading Rigby Summer

- SSR
- Listening Centers
- Word Work

9:50 – 10:20 Shared Reading

- Reading and Discuss
- Retell
- Cut up sentence
- Journal – group or independent

10:20 – 10:45

Snack and Read Aloud (using Read Together and Talk Together)

10:45 – 11:15 Early Reading Intervention

- ERI Group 2 (Book 1)
- ERI Group 3 (Book 2)
- Writing
- Puzzles
- Book _____

10:45 – 11:25

Group activities – songs/rhyme, name cheer, repeat sentences, song, math, science, social studies

11:30 Clean up and out the door