

Transitional Kindergarten/Kindergarten LessonPlans



Focus:
Language Arts

Theme: Health and Fitness

(Taken from Little Treasures
Unit 10, weeks 1-3

Overall Learning Goal:

The students will be able to communicate thoughts and feelings as well as share ideas with staff and classmates.

Common Core Standards:

Speaking and Listening K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Reference to Preschool Foundations (48-60 months):

1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information. **1.2** Speak clearly enough to be understood by both familiar and unfamiliar adults and children. **1.3** Use accepted language and style during communication with both familiar and unfamiliar adults and children, as well as **(1.4-3.2)**

Resources:

Books	Manipulatives	Music
<u>Eat Lots of colors</u> author Helen Marstiller	-food bingo	Oats and Beans and Barley Grows,
<u>Eating the Alphabet , Eating the Alphabet A-Z</u> author Lois Ehlert,	-color bingo	Apples and Bananas, Greg and Steve music and movement CDs,
<u>Eating the Rainbow</u> author Star Bright Books,	-body parts bingo	Sparklers Body Moves CD author DRG,
<u>Exercise</u> author Sharon Gordon,	- plastic fruit for sorting	Nutricise CD author Catherine Slonecki M.A.
<u>Germs Are Not For Sharing</u> author Elizabeth Verdick,	-paper, crayons, markers for drawing	
<u>Germs Make Me Sick</u> author Melvin	-pictures of fruit	

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<p>Berger</p> <p><u>Get Up and Go</u> author Nancy Carlson, <u>Good Enough to Eat</u> author and illustrator Lizzy Rockwell,</p> <p><u>Healthy Snacks</u> author Mari C. Schuh,</p> <p><u>How A Seed Grows</u> author Helene J. Jordan,</p> <p><u>Jack’s Garden</u> author and illustrator Henry Cole,</p> <p><u>My Amazing Body</u> author Pat Thomas</p> <p><u>Oh The Things You Can Do That Are Good For You! All About Staying Healthy</u> author Tish Rabe</p> <p><u>One Bean</u> author Anne Rockwell illustrator Megan Halsey,</p> <p><u>Sleep Is For Everyone</u> author Paul Showers</p> <p><u>Spriggles Motivational Books For Children: Activity and Exercise</u> author Jeff Gottlieb</p> <p><u>The Busy Body Book A Kid’s Guide To Fitness</u> author and illustrator Lizzy Rockwell,</p> <p><u>The Edible Pyramid: Good Eating Every Day</u> author Loreen Leedy,</p> <p><u>The Milk Makers</u> author and illustrator Gail Gibbons,</p> <p><u>The Tooth Book: A Guide to Healthy Teeth and Gums</u> author and illustrator Edward Miller.</p>	and vegetables	
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<p>Learning Goal: <i>(Weekly objective per district adopted curriculum?)</i></p> <p>Phonemic Awareness</p>	<p>Week 1</p>	<p>Identify initial sounds, introduce upper and lowercase Yy, learn high frequency words, Identify movement words, irregular plurals, listen and comprehend, new vocabulary, participate in writing and answering questions, draw and label pictures, retelling story in sequential order.</p> <p>Children will learn the initial sounds of words, they will be introduced to upper and lower case Yy and will begin to recognize the letter and the sound it makes, they will become familiar with high frequency words by hearing them often as well as written around the classroom, they will learn what an action word is by participating in naming and doing movements. They will learn that bodies need to be active and be properly nourished to stay healthy and fit. Children will learn body parts, how many of each we have and learn that foot when plural changes to a different word. They will connect the body parts with actions each can do. Listening to stories will introduce them to new vocabulary, asking questions drawing and telling about their drawings will reinforce what has been read and will help</p>	

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		<p>them with recalling the events of a story in order.</p>	
	<p>Week 2</p>	<p>Identify sports words, begin to make references about what has been read or discussed, and recite nursery rhymes.</p> <p>Children will be able to name the sport being played from photos, name the type of ball and or some equipment used. Children will listen to material read and be able to converse about it. They will be able to recite nursery rhymes.</p>	
	<p>Week 3</p>	<p>Review writing lists, review movement and sport words, note details in text being read and illustrations, participate in creating alliterative phrases, draw and label ABC pictures, retell story events in sequential order.</p> <p>Writing lists from reading materials will help them remember what they have heard. Reviewing sport words will help them recall the actions each body part can do as well as naming body parts.</p> <p>Answering questions about what is being read will teach them to listen for details, having them look closely at pictures and asking them questions will educate them in looking for details. Participating in creating in alliterative</p>	

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		<p>phrases will help in teaching beginning sounds of words.</p> <p>Drawing pictures of things that begin with each letter will reinforce the alphabet.</p> <p>Retelling stories in sequential order helps with memory.</p> <p>*always model proper grammar and allow time for children to share thoughts and feelings</p>	

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<p>Activities/Centers: <i>(What specific activities will you use with students to?)</i></p>	<p>Food bingo - children will be able to match and name the item, color bingo - children will be able to match and name the color, body parts bingo-child will match and name body part. A discussion of what our body parts can do and how important it is to be active will also be beneficial.</p> <p>Plastic fruit for sorting - children will be able to the name and sort fruit, discuss the nutrition value, which is their favorite. The color and where and how it grows will also be interesting facts.</p> <p>Providing paper, crayons, and markers for drawing will allow children to express themselves through their pictures while developing fine motor skills. Telling about it will give an opportunity to share thoughts and Ideas.</p>	<p>Children will write color names when shown the color or it is verbally said.</p> <p>They will write some names of fruit and vegetables when named or shown a picture.</p> <p>Have children name body parts and write one thing that you can do with each.</p> <p>Draw a picture of favorite sport and label it.</p> <p>Draw pictures from material read and write a sentence about it. Read aloud to teacher and classmates.</p> <p>Discuss the importance of a healthy and fit life.</p>

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	<p>Pictures or photographs of fruit and vegetables will help children learn names of fruits and names of vegetables as they sort them into groups. Take time to talk about nutritional value.</p>	
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<p>Social & Emotional Integration: <i>(How will you incorporate social and emotional skills into your day?)</i></p> <p><i>For More Information, Refer to: Foundations pgs. 1-45 Framework pgs. 37-96</i></p>	<p><u>Examples with Emphasis on Dramatic Play:</u></p> <p>Social emotional development skills will be integrated in all activities throughout the day through teacher observation, peer to peer interaction, and adult to child interaction.</p>	<p>Social emotional development skills will be integrated in all activities throughout the day through teacher observation, peer to peer interaction, and adult to child interaction.</p>
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<p>Performance Outcomes: <i>Formative & Summative (see district adopted curriculum)</i></p>		
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<p>Extension Ideas: <i>(How will you extend this lesson?)</i></p>	<p>Memory game using body parts, and fruit and vegetable pictures.</p>	<p>Memory game using body part names. Sort food by food group.</p>

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Homework: <i>(What will the students be required to do at home to reinforce learning goal?)</i>	Practice naming body parts. Do some exercises (large motor activity) at home and talk about what you did on the following day. Read and ask questions to help child remember the meaning of the text and help students with proper grammar by always modeling it.	Practice writing body parts. Write down how many of each body parts of each we have and one thing we can do with them. Exercise (large motor activity) and share what you did on the following day. Read and ask questions to help child remember the meaning of the text and help students with proper grammar by always modeling it.

