

Transitional Kindergarten/Kindergarten LessonPlans



Focus:
Language Arts

Theme:
COLORS ALL AROUND

Overall Learning Goal:

Phonemic Awareness: Beginning Sounds

Common Core Standards:

Reading Foundational Skills 2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.

Reference to Preschool Foundations (48-60 months):

Phonological Awareness 2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

Resources:

Books	Manipulatives	Music	Technology
Choose books with an S, M or R in the title or name of the main character	-Letter cards -Playdough -Picture cards	<ul style="list-style-type: none"> • Zoophonics alphabet song • Alphafriends alphabet song • Sammy Seal’s Song • Minnie Mouse’s Song • Reggie Rooster’s Song 	Starfall.com

	Transitional	Kindergarten
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	Kindergarten		
Learning Goal: <i>(Weekly objective per district adopted curriculum?)</i> Phonemic Awareness	Week 1	We will identify the sound "s" at the beginning of words.	We will identify the sound "s" at the beginning of words.
	Week 2	We will identify the sound "m" at the beginning of words.	We will identify the sound "m" at the beginning of words.
	Week 3	We will identify the sound "r" at the beginning of words.	We will identify the sound "r" at the beginning of words.

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Questioning Techniques: <i>(What specific questions will you use to engage learners?)</i>	<u>Examples:</u> What sound do you hear when I say "snake"? Can you find the letter that begins the word, "snake"?	<u>Examples:</u> What sound do you hear when I say "snake"? Can you think of another word that begins with "s"? Can you find the letter that begins the word, "snake"? Can you write the letter that begins the word "snake"?

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Activities/Centers: <i>(What specific activities will you use with students to?)</i>	<ul style="list-style-type: none"> • Sort Letters • Sort letter/pictures • Make playdough letters • Use salt boxes in forming letters 	<ul style="list-style-type: none"> • Sort Letters • Sort letter/pictures • Write letters

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Social & Emotional Integration: <i>(How will you incorporate social and emotional skills into your day?)</i> <i>For More Information, Refer to: Foundations pgs. 1-45 Framework pgs. 37-96</i>	<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> <hr/> <p>Children will pretend to be Sammy Seal (Minnie Mouse, Reggie Rooster) in the dramatic play center</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> <hr/> <p>Children will sort letters as table groups, pairs, or other groupings.</p>
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Performance Outcomes: <i>Formative & Summative (see district adopted curriculum)</i>	<ul style="list-style-type: none"> Use HM Theme Assessment using observation 	<ul style="list-style-type: none"> Use HM Theme Assessment using observation HM Theme Skills Test
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Extension Ideas: <i>(How will you extend this lesson?)</i>	Journal Illustrations	Journal Illustrations and labeling
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Homework: <i>(What will the students be required to do at home to reinforce learning goal?)</i>	<ul style="list-style-type: none"> Students will look for five things that begin with s (m,r). Draw pictures of what they see. 	<ul style="list-style-type: none"> Students will look for five things that begin with s (m,r). Draw pictures of what they see. Label pictures of s (m,r) words with adult support.

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