

LESSON PLANS - KINDERGARTEN

WEEK ONE:

SKILLS: The child will learn to use a pencil properly; to become familiar with a dry erase board; to learn to draw various lines to be used in writing letters. The child will begin to learn letters (the letter “n”) and how to identify syllables.

MATERIALS NEEDED: pencil grip, #2 pencil, dry erase board, dry erase marker, dry erase eraser, sidewalk chalk, phonics alphabet card.

Skills:	Activities
The child will learn:	
<p>1) to hold a pencil properly by identifying and naming each finger;</p> <p>2) to draw and name different lines;</p>	<p>Writing readiness</p> <p>1) Practice correct pencil grip. Determine dominant hand by observing which hand the child eats with. If unsure, hand a child an object such as a pencil at his/her midline. Ask child to reach for it using one hand. Once dominance is determined, do not attempt to change the child’s natural choice. The dominant side of the brain determines this dominance.</p> <p>2) Sing “Where is Thumbkin?” song to the tune of “Are You Sleeping, Brother John?” Place your hands behind your back and help children learn finger names: thumbkin, pointer, tall man, ring man, pinkie.</p> <p>3) Demonstrate proper way to attach pencil grip. <i>If it is on the sharpened part, it is <u>too</u> low. If it is near the eraser, it is <u>too</u> high. If it is just above the sharpened area, it is <u>just</u> right.</i></p> <p>4) Have child hold up dominant hand with fingers spread apart. Place the pencil in the cradle of the thumb and the index finger. <i>Place thumbkin next to the pencil. Curl tall man under the pencil. Let pointer ride the horse on top. Show how the pointer rides the horse while singing to the tune of “Farmer in the Dell”: <u>The pointer rides the horse, The pointer rides the horse, Hi, Ho the Dar-ee-oo The pointer rides the horse. Always check pencil grip to make sure the index (pointer) is on top of the pencil. Soon it will become a habit and the child will not need a reminder.</u></i></p> <p>5) Demonstrate a <u>pull down stroke</u> using creative methods: Example: Draw an umbrella at the top of a piece of paper. Have the child draw lines saying “pull down” from the sky. Check pencil grip. Sprinkle salt on a tray so that the surface is completely covered. Using the index finger of his/her dominant hand, have the child start at the top and say “pull down” as each stroke is made. Make pull down strokes using chalk on a sidewalk or driveway. Using a bar of soap, make pull down strokes on the sides of the tub when taking a bath. Think of other creative ideas and repeat the activities to practice</p>

	<p>additional strokes throughout the week: slant forward ///// and slant backward \\\\. Do not use lined paper for these activities. Children will develop the eye/hand coordination and small motor control needed to write on lined paper by the last quarter.</p> <p>6) Drawing: There are two kinds of lines used in drawing—curved and straight lines. <i>What shapes can we draw using curved lines?</i> (Squares, triangles, octagon, diamond). Discuss the number of sides in each figure as it is drawn.</p> <p>Children may not be able to draw these shapes at this point. If they would like to try, allow them to do so. They will practice on dry erase boards at a later time. <i>What shapes can we draw using curved lines?</i> (Circle, oval)</p> <p>Thinking skills: (Language development, self-expression, categorizing) We have been drawing different lines on paper this week. One of the utensils we used as a pencil. A utensil is a tool. What utensils do we use in the kitchen? For yard work? To build furniture? We have been drawing lines but sometimes people stand in a line. When have you seen people in a line? Let's look for people in a line when we go out this week.</p> <p><i>If you draw two lines straight down on paper, and they are the same distance apart from the top to the bottom, they are called parallel lines. Parallel lines are fun because they never, never touch. They could go straight up through the ceiling, through the sky, and never touch! Show the child parallel lines in the home whether on shelves, lines in paneling, panes on windows, etc. As the child to locate parallel lines in each room of the house. Why? We will use the word parallel lines when forming letters such as H, N, M, E, F, I and Z. If you play the game for several days, you'll be surprised how quickly the skill is mastered.</i></p>
<p>3) to use an erase board; learn the letters of the alphabet concentrating on the letter "n";</p> <p>4) to verbalize words and discuss names;</p>	<p>7) Formally introduce the proper use of the dry erase board. We would never scribble on this board and must be careful to place it in its proper place so that it will not be stepped on. Hand the child one dry erase marker and give instructions concerning its proper use: <i>Take off the cap and place it on the other end like a hat. If you hold it close to your ear, you will hear it snap on.</i></p> <p><i>Hold the marker just like we held the pencil—Thumbkin on the side, tall man underneath, and pointer riding the horse on the top.</i></p> <p><i>What is the shape of the dry erase board? How many sides does it have? How is a rectangle different from a square? How are a square and a rectangle alike? We will call the dry erase board a white board from now on. What utensil are you using to write on your white board? Draw five pull down strokes on your white board. Erase it. Draw six slanted lines on your board. Can you make them all the same length? Draw two parallel lines.</i></p> <p>8) Introduce the letters of the alphabet by singing the ABC song. We will not be learning the letters in order but will introduce each letter, as it is relevant to the unit of study. The first letter will be "N". Introduce the "Nn" phonics card. Note that the first letter is referred to as the capital letter and the second as the lower case. <i>How are the capital and the lower case different? Yes, the capital is larger.</i> Hold up two pieces of paper that are the same size. Fold one in half from top to bottom. <i>The lower case letter is usually half the size of the capital letter. What do you notice about the capital letter?</i> Give your child the opportunity to</p>

discover the “N” has two parallel lines and one slanted line. Never tell the information. Give them clues to help them discover the answer. *Look at the picture on the card. What animal do you see? What you know about owls? We can him, “Nodding night owl. He says n,n,n, (Make the n sound three times while nodding your head as if falling asleep. An “n” says nnnnn as in night. Let’s name as many words as we can that begin with the letter “n”. When your child is unable to name additional words, give him/her the definition and have the child supply the word. Ex. I’m thinking of a part of your body under your head and above your chest (neck). What is the opposite of far? (near). If your child does not know the meaning of opposite, this is a good time to teach the skill. Always teach the upper and lower case letters together. When retracing a line such as on the lower case “n”, call it riding the elevator. The first time it is introduced have the child stand in one spot, squat down (elevator going down) and stand up (elevator going up). To make a lower case “n”, pull down, ride the elevator up and make one hump over.*

9) If I asked you to identify yourself, what would you say? Yes, name begins with “n”. We will be talking about names for a few days, reading books about unusual names, and learning to write your name correctly. Follow the directions given below to help the child sound out the word “name”. Introduce the silent “e”. Later the child will be taught the rule which applies to this word (VCCV).

***Words are never given as a spelling assignment to be memorized and tested. Throughout this curriculum children will learn to spell over 100 words by sounding them out phonetically, discussing the configuration (shape), learning strategies to remember the word, and spelling the word orally. Later, they will add the word to their dictionaries reinforcing the skill.

Each time a word is sounded out with a child follow the following format:

1. Say the word slowly. Point to your head when giving the beginning sound. Write the letter representing the sound after the child correctly identifies it. Verbalize the correct formation of the letter as you write it on the board.
2. Slap your thigh when giving the final found. Verbalize the correct formation of the letter as you write it. If your child is unable to identify the sounds give them the correct answer. He/she will be taught all letters and sounds by the end of this curriculum.
3. Examine the entire word together. Allow the children to discover the answers to the following questions regarding the configuration of the word: *Are all the letters the same size? Which letters are tall? We stand on the floor to walk; all letters stand on an imaginary line. Which letters go below the line?*
4. *Look at the word and spell it aloud. How many letters are in the word? Close your eyes and spell it.*
5. *Cut a round red circle out of rubber or cardboard and designate it as the Spelling Spot. As the child to turn his/her back to the board, stand on the Spelling Spot and spell the word aloud.*

Thinking skills:

People have names. What other things have names? (Cities, states, streets, pets, flowers, etc.) Let’s see how many flowers we

	<p><i>can name.</i> Take a walk or examine flowers in your yard. Teach your child to identify a few by name.</p> <p><i>Extending the Activity Together: Throughout the curriculum suggestions will be given for games that can be played in the car, at the dinner table, waiting in line, etc. in order to reinforce skills. For brevity, these activities will be referred to as EAT. We all love to eat! Help your children love to learn by giving them opportunities to share content they have learned. Feeling successful breeds confidence in the young child.</i></p>
<p>5) how to identify syllables in words; how to use E.A.T. (Extending Activities Together)</p> <p>6) how to use books, listen to one book a day, retelling the story.</p>	<p>10) Introduce the term <i>syllables</i>. <i>Let's clap out the number of syllables in your name. Clap out the number of syllables in each member of the family's names, pet's names, long names of friends, fun words suggested by the child, etc.</i> There is no need to explain the definition of the word <i>syllable</i>; the child will discover it through this exercise. EAT: While driving in the car, read street names to the child and have them clap out the number of syllables. Use match terms: "longer than", "shorter than", "same as" or "equal to".</p> <p>11) Check out books from the library which contain long names in the titles such as the following: <u>Mrs. Bindergarten Gets Ready for Kindergarten</u>; <u>Crysanthemum</u>; <u>Rumpelstiltskin</u>; <u>Rapunzel</u> Read one book a day to your child. Introduce the following skills: title, author, illustrations. Clap out the number of syllables in each name. The best test for comprehension at this age is the retelling of a story. Ask your child to do so. Help them to identify what happened at the beginning, middle and end of the story.</p>

<p>7) various shapes and their uses by beginning drawing lessons; how to write their name for school</p>	<p>12) Drawing with your child is one of the most valuable lessons you can present. Don't be afraid you will impede their creativity. At this point the young child has no idea where to begin when drawing. Read <u>Drawing With Children</u> by Mona Brooks to understand the value of this exercise and determine how it helps your child. Mona Brooks states, "I ended up believing if I could demonstrate the general shape of objects, allow for individual interpretation, and establish a noncompetitive atmosphere, children's creative and technical skills would unfold with jet speed". Geraldine Schwartz, Ph.D., in this same book, indicates how teaching the child to draw benefits the brain:</p> <p>As brain scientists interested in the whole spectrum of human learning, we know that the trained, practiced stimulated brain is also more efficient at new learning. If we develop the building blocks of visual perception, visual spatial organization, and visual discrimination by learning to draw, our brains cannot help but transfer these skills to such tasks as mathematics, which is at its base the organization of objects in space, or to reading and spelling which require visual attention to detail as well as pattern and organization in space, as the eye sweeps across the line of print and down to the next line.</p> <p>Throughout the curriculum you will be instructed to teach your child the basic shape of objects being discussed. Please don't underestimate the importance of this activity and the impact it will have on other areas of the curriculum such as reading and math.</p> <p>13) Plan a drawing activity to follow each story. Ex: Teach your child to draw a simple castle following <u>Rapunzel</u> or a school with a rectangle base and a triangle roof following the reading of <u>Mrs. Bindergarten</u>. Keep the drawings simple and encourage your child to enhance the drawing.</p> <p>14) Even though your child may be able to write his/her name, demonstrate the way we "rite your name in school". Capitalize only the first letter of the name and verbalize the correct information and size of the remaining letters as you write it on the board. Encourage the child to try it on their white board first.</p> <p>Then give them a paper with three base lines drawn on it. You print the name correctly on the top line and have the child copy it on the remaining two lines. Keep extra blank copies for practice on other days.</p>
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ASSESSMENT FOR WEEK 1

As the following questions and have the child complete tasks as indicated:

Write your name correctly.

How many syllables are in the following words?

Dog

Kitten

Bedroom
Beginning
April
September
Beautiful

What is the word that means the name of a book?

What are illustrations?

What does an author do?

What are six words that begin with the letter "n"?

How do you spell "name"?

Can you name five flowers?

What is the name of the street you live on?

What is your last name?

What do you call two lines that are next to each other but will never touch?

Retell me your favorite story we have read together this week.

What shapes can be made using only straight lines?

What shapes can be made using only curved lines?

Give me the opposite of the following words: up, go, big, hot, in, dity, happy, fast, good, tall.

Write a capital and lower case "n".

Note: The above assessment is given verbally and will indicate skills that need to be re-taught. No need to assign a grade. You will give a formal assessment at the end of the quarter.