

Diane Kunkel
Lesson Plan – Calendar and Opening
K-2 grade class

LESSON RATIONALE

N.Y.S. English/Language Learning Standards

Standard 1: Students will read, write, listen, and speak for information and understanding.

Key idea 1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Key idea 2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Standard 4: Students will read, write, listen and speak for information and understanding.

Key idea 1: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

N.Y.S. Learning Standards for Mathematics, Science, and Technology

Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Key idea 2: Deductive and inductive reasoning are used to reach mathematical conclusions.

Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Key idea 1: Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.

Instructional Objectives

Students will:

1. Identify the day of the week, the month, the number date, and the year.
2. Recognize the pattern of red and green among the apples for the days of the week.
3. Count the days they have been in school and place the counting sticks in the appropriate pocket of ones, tens or hundreds place. Be able to read the words from the word wall
4. Be able to use the manual alphabet (sign language) and will be able to express the correct sound that corresponds to the letter of the alphabet.

LESSON

1. Teacher will ask the students what day of the week it is.
For those students that can't read yet, teacher will model for them how to use the days of the week song to figure out what day it is by pointing to each day as it is sung.

Teacher will then call on a student to share the day of the week that it is.

Student will then be able to fill in the sentence for the day of the week and read it aloud to the class. Teacher will call on two more students to figure out what the day was yesterday and what the day will be tomorrow. Students will again be able to fill in the appropriate sentence with the day of the week and share it with the class.

2. Ask the students what the month is.
The teacher will go through saying all of the months for those students that are still learning the months of the year.
3. Students will identify the number date and what color the number will be by looking at the pattern that occurs between the dates (red, then green, then red, etc.) and then will identify the year.
Teacher will model how to figure out the number date by counting ("Monday was the 17th, Tuesday was the 18th, yesterday was the 19th, so today must be the..." wait for students to raise hands and answer)
4. Students will then figure out how many days they have been in school using the "We have been in school _____ days" visual.
Teacher will ask students how many counting sticks they should add and which place value pocket he/she should put the stick into.
5. Students will then take a half turn to face the word wall.
Teacher will explain that on top is the alphabet and that all of the words under each letter start with that letter so that students will be able to know how to use the word wall.

6. Students and teacher will read the word wall.
7. Students will talk another half turn to face the chart of the manual alphabet.
Teacher will sign each letter first and model the sound that they make.
Then the students and teacher will do the letter again.
8. Students will then be called to each of their groups for language arts.

LESSON FOLLOW-UP

What did I want the students to learn?

- Identify the day of the week, the month, the number date, and the year.
- Recognize the pattern of red and green among the apples for the days of the week.
- Count the days they have been in school and place the counting sticks in the appropriate pocket of ones, tens or hundreds place.
- Read the words from the word wall
- Be able to use the manual alphabet (sign language) and will be able to express the correct sound that corresponds to the letter of the alphabet.

How will I know they learned it?

- Quality of verbal responses
- Quality and strength of manual language use

LESSON RESOURCES

References for teacher use:

- Large Calendar
- Different color apples (etc.) with the number date on them
- “We’ve been in school for _____ days” Counting Visual
- Word Wall