

Thoughtful Classroom Lesson Ideas

Kindergarten

Language Arts

Hairy Bear Task Rotation

Reading for Meaning – *Barney the Beard*

Showdown Captain – Letters and Sounds

Mix ‘n Match

Social Studies

Harvest Carousel Brainstorm

Family Task Rotation

Science

Living and Non-Living Task Rotation

Language Arts – Kindergarten
Big Book: *Hairy Bear*
Task Rotation

Mastery

Activity: Introduce *Hairy Bear* with cover of the book covered. Read the story and ask the children to form a picture in their mind of what the cover of the book might look like. Students then illustrate their version of the cover.

Objectives: Students will use knowledge of the story to create a cover that demonstrates comprehension.

Assessment: Teacher observation. Collect student covers. Do they demonstrate understanding of the story?

Understanding

Activity: Teacher has prepared 4 statements with blanks on chart paper about Hairy Bear. Teacher reads the statement and the group of children fill in the blanks. Interactive writing. The children share the pen with the teacher to write the words on the lines.

Objective: Students will recall information about the story. Students will listen for sounds in words and match those sounds to the letters that produce them.

Assessment: Teacher observation. Take anecdotal notes. Notice who has story recall and who is able to match letters to the sounds they hear in words.

Interpersonal

Activity: Teacher sets up props for students to act out story. Teacher assigns characters and audience on chart paper. Teacher reads story as students dramatize. (Later as a center students read and retell themselves.)

Objective: Students will speak with appropriate story affect. Students will retell the story using movement and expression.

Assessment: Teacher observation. Take anecdotal notes. Notice students' ability to attend to story and produce appropriate affect to match text.

Self Expressive

Activity: On chart paper, the teacher will list students' ideas for what might make noise in the night. Students will then illustrate their idea and label it.

Objective: Students will demonstrate self-expression by illustrating and labeling something they might hear in the night. Students will discuss how this noise makes them feel.

Assessment: Teacher observation. Take anecdotal notes. Collect student work. Notice students ability to problem solve and identify other noises.

Kindergarten Language Arts

Reading for Meaning

Use the book *Barney the Beard* by Eve Bunting

Materials needed:

- photocopied pages from *Barney the Beard*
- drawing paper
- markers

Procedure:

- Model looking at a picture (not from the book you are reading) and telling a story about it without using the text of the book. Discuss what is happening and what might happen next.
- Pair students with a partner (try using a mix 'n match activity)
- Hand out photocopied pictures from *Barney the Beard*.
- Have partners look at the picture and discuss what is happening. They work together to come to an agreement as to what is going on.
- Hand out drawing paper and ask the partners to draw a picture of what they think happens next. Circulate and take dictation from those students unable to write a sentence about their picture.
- Meet on the carpet and share the pictures and stories the class has created.
- Talk about how they are authors and illustrators.
- Next, read Eve Bunting's version of the story and allow the students to notice where in the book the picture they had is located.
- Then go back after reading, find some of the pictures, and discuss how the two versions of the story were different.
- Celebrate their success as authors.

Kindergarten Language Arts

Showdown Captain – Letters and Sounds

Teacher makes several sets of alphabet cards. Each group of 4 students gets a set of cards and several half-sheets of paper. To play one child is chosen as showdown captain. S/he draws a card and reads the letter on it. All members of the group (including the captain) then draw a picture of something that begins with the letter chosen. When all students have completed their drawing, they share them with the group. Play continues with each child getting a chance to be showdown captain.

Kindergarten

Mix 'n Match

Version #1: Teacher creates (or uses store bought memory set) a set of alphabet cards and pictures that feature a picture that begins with each letter sound. Teacher hands out cards to students, making sure that for each letter s/he hands out, there is a matching picture handed out as well. Students walk around the room exchanging cards with each person they pass until the teacher calls time. At this point the class looks at the card they are holding and finds the person who has their match. (i.e., Tommy has a C. He finds Gina who has a cup.) Very useful for creating random pairs to work together.

Version #2: Same as above except instead of alphabet cards use number cards and the corresponding number of dots.

Version #3: Near the end of Kindergarten, you can also use simple number stories and answers. (i.e.: one card might have pictures of 3 cats + 4 cats. The other would have the number 7.)

Social Studies - Kindergarten

Harvest

Carousel Brainstorm

People use different artifacts to celebrate harvest. Draw the artifact used in a harvest festival that is most special to you.

Why do people celebrate harvest? Draw a picture to show why harvest is celebrated.

Name three harvest festivals. Describe one way each festival is celebrated.

If you were going to create a harvest festival, what would it look like?

Kindergarten Social Studies

Task Rotation - Family

Mastery • What is a family? • Who are the people in your family? (Who are the people in your home?) • Draw a picture of the people (and pets) in your family.	Interpersonal • Pick one person in your family. Share with everyone how you feel about them.
Understanding • Why do you think we need the people in our family?	Self-Expressive • What if a new person or a new pet came to live with you in your home? Tell/draw the new member (person/pet). • Now draw a picture of the family with the new member in it.

Task Rotation
Living and Non-Living

Mastery Tell me the name of something that is living or non-living	Interpersonal How would you feel if you were an animal in a cage?
Understanding Why is an animal a living thing?	Self-Expressive Create a pantomime movement of an animal.