AMI LESSON PLANS MARCH 18, 2020

DAY 1

• PHONICS LESSON-
  1. LISTEN TO THE ABC SONG THAT REVIEWS LETTERS AND SOUNDS-  https://youtu.be/36IBDpTRVNE

     * MOP
     * NOT
     * NOD
     * RUG
     * RUT

  3. ALPHABETICAL ORDER- CHOOSE 5 LETTERS. WRITE EACH LETTER AND A PIECE OF PAPER OR FLASH CARD. HAVE STUDENTS TO PUT THE LETTERS IN ALPHABETICAL ORDER.

  4. ECHO/FIND LETTERS- CHOOSE 5 LETTERS. SAY THE LETTER SOUND AND HAVE THE STUDENT TO WRITE THE CORRECT LETTER THAT GOES WITH THE SOUND.
* POT
* BIG
* PEN
* JAB
* TAP
* TUB

MATH-
• LISTEN THE COUNTING SONG- https://youtu.be/DR-cfDsHCGA
• LISTEN TO THE COUNTING SONG - https://youtu.be/wiGEEJLLKd8
• LISTEN TO THE 2D SHAPES SONG- https://youtu.be/svrkthG2950
• STUDENT ASSIGNMENT- DRAW A SQUARE, TRIANGLE, RECTANGLE, CIRCLE, RHOMBUS, AND HEXAGON
READING-

- REVIEW STORY ELEMENTS WITH STUDENTS
- CHARACTERS - PEOPLE OR ANIMALS IN A STORY
- SETTING - WHEN AND WHERE A STORY TAKES PLACE
- PROBLEM - THE BAD THING HAPPENING IN THE STORY
- SOLUTION - HOW THE CHARACTERS SOLVED THE PROBLEM
- LISTEN TO A STORY - https://youtu.be/lgZRMptAoLk
- STUDENT ACTIVITY - DRAW A PICTURE OF YOUR FAVORITE CHARACTER OF THE STORY.
- THERE ARE ALSO ACTIVITIES THAT CAN BE DONE FROM THE STORY.

SCIENCE LESSON-
https://classroommagazines.scholastic.com/support/learnathomе.html

- READ THE STORIES AND COMPETE THE ACTIVITIES FOR DAY 1 – ANIMAL STUDIES - RABBITS
DAY 2

- PHONICS- LISTEN TO THE ABC SONG THAT REVIEWS LETTERS AND SOUNDS- https://youtu.be/36IBDpTRVNE


- LISTEN FOR SOUNDS- REVIEW THE VOWEL SOUNDS WITH STUDENTS LONG AND SHORT SOUNDS. SAY THE WORDS AND IDENTIFY THE DIFFERENT SOUNDS. (BAIT/BAD, MOP/ MOPE, SIGHT/SIT, CAP/CAPE)

- ECHO/FIND LETTERS- CHOOSE 5 LETTERS. SAY THE LETTER SOUND AND HAVE THE STUDENT TO WRITE THE CORRECT LETTER THAT GOES WITH THE SOUND.

- ECHO/FIND LETTERS- (TELL THE STUDENT WE ARE GOING TO PRACTICE WRITING WORDS. SAY THE WORD. SAY THE BEGINNING SOUND LET STUDENT WRITE THE LETTER. SAY THE MIDDLE SOUND HAVE THE STUDENT WRITE THE LETTER. SAY THE ENDING SOUND HAVE STUDENT WRITE THE LETTER. CHECK TO SEE IF THE SPELLING IS CORRECT. IF THE STUDENT DOESN’T SPELL THE WORD CORRECTLY REVIEW THE SOUNDS AND TRY TO SPELL THE WORD CORRECTLY.) *BIT *PIG *DOG *GAP *HUG *PET

MATH-

• LISTEN THE COUNTING SONG- https://youtu.be/DR-cfDshCGA
• LISTEN TO THE COUNTING SONG - https://youtu.be/wiGEEJLLKd8
• LISTEN TO THE 3D SHAPE SONG- https://youtu.be/zPZegz6g0Mg
• STUDENT ASSIGNMENT- LOOK AROUND YOUR HOUSE AND FIND OBJECTS IN YOUR HOUSE THAT MAKE 3D SHAPES.

READING-

• REVIEW STORY ELEMENTS WITH STUDENTS
• CHARACTERS- PEOPLE OR ANIMALS IN A STORY
• SETTING- WHEN AND WHERE A STORY TAKES PLACE
• PROBLEM- THE BAD THING HAPPENING IN THE STORY
• SOLUTION- HOW THE CHARACTERS SOLVED THE PROBLEM
• LISTEN TO THE STORY - https://youtu.be/gIQhxayNX1o
• STUDENT ASSIGNMENT- DRAW A PICTURE OF ONE OF THE SETTINGS IN THE STORY.
• OTHER ASSIGNMENT IDEAS ARE ATTACHED TO THIS LESSON PLAN.

SCIENCE-
https://classroommagazines.scholastic.com/support/learnathom e.html

• COMPLETE DAY 2 LIVING THINGS- PLANTS

DAY 3

PHONICS-

• LISTEN TO THE ABC SONG-
  https://youtu.be/36IBDpTRVNE

• TEACH THE TRICK WORDS- WRITE THE WORDS THE AND AN ON 2 PIECES OF PAPER OR FLASHCARDS.
• INTRODUCE THE WORDS TO THE STUDENTS.
• USE THE WORDS IN A SENTENCE.
• REVIEW THE WORDS AGAIN WITH THE STUDENTS.

(PLEASE MAKE SURE THEY MAKE THE CAPITAL LETTER AND THE LOWERCASE LETTER)

• DICTATION- SAY THE WORD. STUDENTS TAP OUT THE SOUNDS AND SPELL THE WORD ORALLY. SPELL IT THE WORD TOGETHER. THEN WRITE THE WORD DOWN. (LIST OF WORDS: NAP, DUG, RAG, PIT, FOG, TEN)

MATH-

• LISTEN THE COUNTING SONG- https://youtu.be/DRcfDsHCGA
• LISTEN TO THE COUNTING SONG - https://youtu.be/wiGEEJLLKd8
• LISTEN TO THE SUBTRACTION SONG- https://youtu.be/pwQKugrFmJQ
• SUBTRACTION EPISODE- https://youtu.be/UKZ4YL5ualE
• REVIEW SUBTRACTION- TAKING NUMBERS AWAY.
• STUDENT ASSIGNMENT- COMPLETE THE SUBTRACTION SHEET. (STUDENTS WILL SUBTRACTING WITHIN THE NUMBERS 1-5 SO YOU CAN USE OBJECTS TO SHOW STUDENTS TAKING NUMBERS AWAY)
READING-
• REVIEW STORY ELEMENTS WITH STUDENTS
• CHARACTERS- PEOPLE OR ANIMALS IN A STORY
• SETTING- WHEN AND WHERE A STORY TAKES PLACE
• PROBLEM- THE BAD THING HAPPENING IN THE STORY
• SOLUTION- HOW THE CHARACTERS SOLVED THE PROBLEM
• LISTEN TO THE STORY- https://youtu.be/iC8YpmnzbU8
• STUDENT ASSIGNMENT: DISCUSS THE PROBLEM IN THE STORY.
• OTHER ASSIGNMENT IDEAS ARE ATTACHED TO THIS LESSON PLAN

SCIENCE-
• https://classroommagazines.scholastic.com/support/learnat home.html
• COMPLETE DAY 3 LIFE CYCLE- ANIMAL BABIES

DAY 4

PHONICS-
• LISTEN TO THE ABC SONG- LISTEN TO THE ABC SONG THAT REVIEWS LETTERS AND SOUNDS- https://youtu.be/36IBDpTRVNE


• DICTATION- SAY THE WORD. STUDENTS TAP OUT THE SOUNDS AND SPELL THE WORD ORALLY. SPELL IT THE WORD TOGETHER. THEN WRITE THE WORD DOWN. (LIST OF WORDS:BIB, DIG, JOB, TAP, PET, JAB)

MATH-

• LISTEN THE COUNTING SONG- https://youtu.be/DR-cfDsHCGA
• LISTEN TO THE COUNTING SONG - https://youtu.be/wiGEEJLLKd8
• LISTEN TO THE SUBTRACTION SONG- https://youtu.be/pwQKugrFmJQ
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• REVIEW STORY ELEMENTS WITH STUDENTS
• CHARACTERS- PEOPLE OR ANIMALS IN A STORY
• SETTING- WHEN AND WHERE A STORY TAKES PLACE
• PROBLEM- THE BAD THING HAPPENING IN THE STORY
• SOLUTION- HOW THE CHARACTERS SOLVED THE PROBLEM
• LISTEN TO THE STORY- https://youtu.be/6E67n1vZZjQ
• STUDENT ASSIGNMENT- DISCUSS HOW THE CHARACTERS SOLVED THE PROBLEM IN THE STORY.
• OTHER ASSIGNMENT IDEAS ARE ATTACHED TO THIS LESSON PLAN.

SCIENCE-

• https://classroommagazines.scholastic.com/support/learnat home.html
• COMPLETE DAY 4 EARTH AND SPACE- THE MOON
DAY5

PHONICS-

- LISTEN TO THE ABC SONG THAT REVIEWS LETTERS AND SOUNDS- https://youtu.be/36IBDpTRVNE


- REVIEW TRICK WORDS- TEACH THE TRICK WORDS- WRITE THE WORDS THE AND AN ON 2 PIECES OF PAPER OR FLASHCARDS.
- INTRODUCE THE WORDS TO THE STUDENTS.
- USE THE WORDS IN A SENTENCE.
- REVIEW THE WORDS AGAIN WITH THE STUDENTS

MATH-

- LISTEN TO THE COUNTING SONG - https://youtu.be/wiGEEJLLKd8
- LISTEN TO THE SUBTRACTION SONG- https://youtu.be/pwQKugrFmJQ
- SUBTRACTION EPISODE- https://youtu.be/UKZ4YL5ualE
• REVIEW SUBTRACTION- TAKING NUMBERS AWAY.
• STUDENT ASSIGNMENT- COMPLETE THE SUBTRACTION SHEET. (STUDENTS WILL SUBTRACTING WITHIN THE NUMBERS 1-5 SO YOU CAN USE OBJECTS TO SHOW STUDENTS TAKING NUMBERS AWAY)

READING-
• REVIEW STORY ELEMENTS WITH STUDENTS
• CHARACTERS- PEOPLE OR ANIMALS IN A STORY
• SETTING- WHEN AND WHERE A STORY TAKES PLACE
• PROBLEM- THE BAD THING HAPPENING IN THE STORY
• SOLUTION- HOW THE CHARACTERS SOLVED THE PROBLEM
• LISTEN TO THE STORY- https://youtu.be/cutROw_NJvE
• STUDENT ASSIGNMENT- DISCUSS THE STORY ELEMENTS WITH YOUR STUDENT. STUDENT WILL DRAW THEIR FAVORITE PART OF THE STORY AND DISCUSS THEIR PICTURE.
• OTHER ASSIGNMENT IDEAS WILL BE ATTACHED TO THE LESSON PLAN

SCIENCE-
• https://classroommagazines.scholastic.com/support/learnathome.html
• COMPLETE DAY 5 SEASONS- SPRING
OTHER RESOURCES:

- ABC MOUSE.com- Miranda.Mitchell Randy22!
- Lexia- student login and password is student lunch number
- Abcyta
A TEACHER’S GUIDE

SUGGESTED GRADE LEVEL: K - 1ST

CHESTER’S WAY

WRITTEN AND ILLUSTRATED BY KEVIN HENKES

Watch the video of actors Vanessa Marano & Katie LeClerc reading this story at storylineonline.net
SYNOPSIS

Chester and Wilson had their own way of doing things, and they did everything together. When they cut their sandwiches, it was always diagonally. When they rode their bikes, they always used hand signals. If Chester was hungry, Wilson was too. They were two of a kind, and that's the way it was - until indomitable Lilly, who had her own way of doing things, moved into the neighborhood.

THEMES IN THE STORY

Acceptance, Friendship, Manners, Courage
ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textural evidence.

Standards listed below are for kindergarten and first grade, but can be adapted to 2nd grade standards.

BEFORE READING

Standards: CCSS.SL.K.1, CCSS.SL.1.1

Tap prior knowledge/build background through class discussion using the prompts below:
1. Do you like doing things the same way every day or do you like to do things differently?
2. Do friends always have to be the same: like the same things, have the same interests, etc?
3. Do you think you could be friends with someone who is different than you? Why or why not?
4. The title of the story is Chester’s Way. What do you think that means? Discuss the meaning of the word “way” as it is used in the title. Tell students that this story is about someone who always does things the same way and about someone who is different.

DURING READING

Standards: CCSS.SL.K.2, CCSS.SL.1.2, CCSS.RL.K.3, CCSS.RL.1.3

Reading Focus: Character

Objective: Students will listen to the story and describe how the main characters are alike and different.

Procedure:
1. Review the concept of “character” with your students.
2. Ask students to pay close attention to the characters and be able to explain Chester’s way.

AFTER READING

Standards: CCSS.RL.K.3, CCSS.RL.K.10, CCSS.W.K.6, CCSS.RL.1.3, CCSS.W.1.6

Objective: Students will compare and contrast two characters from the story.

Materials: Chart paper, markers, student paper, pencils

Procedures:

Step 1: Before the lesson, prepare the following sentences on chart paper.
   Chester is
   Lilly is
   Both are

Step 2: Review the terms compare and contrast with your students if necessary. Explain to students that they will compare and contrast Chester and Lilly by completing a bubble map.

Step 3: Tell students that they will do separate bubbles for Chester and Lilly to show how they are different – contrasting. Draw a large bubble on the top left of the chart paper and write CHESTER inside, draw a large bubble on the top right side of the chart paper and write LILLY inside.

Step 4: Allow time for partners to discuss what they know about each of the characters.
Step 5: Call on students to tell you what they know about each character. Begin with Chester, filling in responses inside Chester’s bubble. Repeat for Lilly.

Step 6: Draw the bubble in the center (towards bottom) of the other bubbles and draw a line connecting it to each character bubble. Explain to students that this bubble in the center will show how the two characters are alike – comparing.

Step 7: Allow students to discuss similarities with a partner.

Step 8: Call on students to tell you how the characters are alike, filling in responses inside the bubble.

Step 9: Discuss finished bubble map with students, reinforcing compare and contrast.

Step 10: Show students the sentence frames you created on chart paper. Read the first sentence with students (Chester is). Explain to students they should look at the bubble map for Chester to complete the sentence. Model orally, calling on a student for response. Repeat procedure for second sentence (Lilly is).

Step 11: Read the last sentence (Both are): Explain to students that since this sentence is about both Chester and Lilly, they should look at the middle bubble to complete the sentence. Model orally, calling on a student for response.

Step 12: Have students return to their seats and copy each sentence, completing it with a word or phrase from the appropriate bubble.

WRITING

Standards: CCSS.WK.3, CCSS.WK.5, CCSS.W.1, CCSS.W.1.3, CCSS.W.1.5

Objective: Students will learn how to confer with a friend. Students will write an extension to the story using grade appropriate writing.

Materials: Writing paper, pencils, crayons

Procedure:

Step 1: Put students into pairs or small groups.

Step 2: Discuss the ending of the story, pointing out the last illustration of the story: the characters peeking over the rock at Victor and the fake nose and glasses on the ground. Ask students to make a prediction about what might happen next. Allow them to discuss probabilities with their partner/group.

Step 3: Have individual students draw a picture of what they think will happen next. Extend the illustration by having students write a sentence about the picture. You can use the sentence starter:

The friends will ...........

Step 4: Allow students to discuss and partner edit the writing.

Step 5: Share and display student work.
SOCIAL STUDIES - FRIENDSHIP

OBJECTIVE —
Students will understand and demonstrate friendship.

MATERIALS —
Chart paper, marker

PROCEDURE —

Step 1: Talk about how Chester, Wilson, and Lilly’s friendship grew from not being friends to being friends and what changed.

Step 2: Label the chart paper “Friends.”

Step 3: Work with students to generate a list of the ways in which Chester, Wilson, and Lilly demonstrate their friendship for one another.

Step 4: Use the chart to generate a discussion about ways in which students are friends with one another.

Step 5: Have students work with a partner or group to role play examples of how they show good friendship in the classroom.

ART - PAPER BAG DISGUISES

OBJECTIVE —
Students will create a disguise out of paper bags.

MATERIALS —
Brown paper bags
Markers
Scissors
Glue
Any available art supplies: yarn, pipe cleaners, pompoms, etc

PROCEDURE —

Step 1: Assist the students in cutting out eye holes and slits in the sides of the bag so it will fit over their shoulders.

Step 2: Students use the materials to create a disguise of their choice.

Step 3: Let them wear the disguise as they listen to the story again on Storyline Online.
ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation’s children’s literacy website Storyline Online® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children’s literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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