

Glücklich Trail

Lesson Plan

Theme: My School & Friends - Kindergarten 2	Theme: My School & Friends - Kindergarten 2
Term: 1 / 2 / 3 / 4	Term: 1 / 2 / 3 / 4
Week: 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10	Week: 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10
Day / Time: Day 1 / 1015-1100hrs	Day / Time: Day 1 / 1615-1700hrs
Activity: Expression	Activity: Reflection
Objective: Chn to show understanding of 'Friendship' & identify 'Verb'(action words)	Objective: Chn to practice FMS (plaiting) & practice identification of directions
Materials: 1. Drawing materials 2. Glücklich Prints	Materials: 1. Colourful yarn/fat string(tied in groups of 3)
Procedures: Tune in: Sing song "Good Morning" follow by "I Love You" with chn 1. Revise e theme of 'My School & Friends' with chn 2. Emphasize & define 'Friendship' to chn 3. Discuss about friendship with chn 4. Encourage chn to share about their fav activities with friends 5. Tr writes 'verb' used/mentioned by chn 6. Read through e words with chn & emphasize e meaning of verb 7. Reinforce e benefits of 'sharing' with friends/others	Procedures: Tune in: Intro activity to chn 1. Display & intro materials to chn 2. Attach e tied yarn/string to a heavy object & separate e strands into 3(left, center & right) 3. Demo & guide chn to plait e left strand goes over e center strand 4. Next, e right strand goes over e new center strand 5. Continue by plaiting left strand to e center, & right to e center 6. Tie off when e plait is finished
Closure: Chn to do Glücklich Prints	Closure: Chn tie eir self-made F'ship Bracelet around their friend's wrist
Evaluation: Lesson was not carried out - Chinese New year Public Holiday.	Evaluation: Lesson was not carried out - Chinese New year Public Holiday.
Follow-up: Reflection	Follow-up: Mathamagic
Theme: My School & Friends - Kindergarten 2	Theme: My School & Friends - Kindergarten 2
Term: 1 / 2 / 3 / 4	Term: 1 / 2 / 3 / 4
Week: 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10	Week: 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10
Day / Time: Day 1 / 1700-1730hrs	Day / Time: Day 1 / 1730-1800hrs
Activity: Mathamagic	Activity: Wigglegeworks
Objective: Chn to revise number recognition & practice fine motor skills(writing)	Objective: Chn to show understanding of story & learn to cherish 'friendship'
Materials: 1. Penmanship book 2. Math toys	Materials: 1. "Friends" By Helme Heise
Procedures: Tune in: Sing Number songs with chn 1. Display math toy (small blocks) to chn & prompt each chd to take e toy in e correct quantify asked by Tr e.g. 'take 13 blocks from e tray & put it on e table' etc 2. Vary e instructions by adding colours e.g. 'take 17 yellow blocks from e tray' etc 3. Next, intro number words 17&18 to chn reinforce them to identify it correctly	Procedures: Tune in: Intro e title& author of e book to chn 1. Prompt chn to read e title 2. Read e story to chn 3. Prompt chn to identify characters from e story 4. Discuss about 'Friendship' with chn
Closure: Chn do number writing in penmanship book	Closure: Read e rhyming words listed
Evaluation: Lesson was not carried out - Chinese New year Public Holiday.	Evaluation: Lesson was not carried out - Chinese New year Public Holiday.
Follow-up: Wigglegeworks	Follow-up: Supervised activity

Snail Trail Lesson Plan

Micheal Houlahan, Philip Tacka



Snail Trail Lesson Plan:

The Tale of Gail the Snail Marta Gonzalez, 2005-03 Poor Gail the snail has lost her way home What an adventure she finds instead She meets and makes friends with a canine captain and a friendly whale on her journey to a far off island Come join Gail as she rhymes her way to the shores of Kitchy Koomy Island You ll be glad you did Combining poetry with imaginative art The Tale Of Gail The Snail will delight young emerging readers Also included at the end of the book are lesson plans for teachers as well as The Snail Trail a song about snails

Practical Ideas for Teaching Writing as a Process Carol B. Olson, 1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated

Kodaly in the Kindergarten Classroom Micheal Houlahan, Philip Tacka, 2015-04-01 Kod ly in the Kindergarten Classroom provides teachers with a step by step road map for developing children s performance creative movement and literacy skills in an organic and thoughtful manner Over 100 children s books are incorporated into Kod ly in the Kindergarten Classroom as well as 35 detailed lesson plans that demonstrate how music and literacy curriculum goals are transformed into tangible musical objectives Each chapter contains key questions discussion points and ongoing assignments Scholarly yet practical and accessible this volume is sure to be an essential guide for kindergarten and early childhood music teachers everywhere

Diploma in Pre-school Practice Penny Tassoni, 2004 This coursebook matches the specifications of the CACHE PLA award It covers the three core and three option units of the award providing everything the reader needs to prepare for work at supervisory level in a pre school setting playgroup or nursery

Daily Lesson Plans Walter Lowrie Hervey, Melvin Hix, 1912

Geography Sue Thomas, 1999 A practical teacher s resource for Key Stage 1 geography relevant to the National Curriculum and the Scottish Guidelines for Environmental Studies 5 14 It covers all the key requirements and provides sections of structured lesson plans on all main geographical themes 80 linked copymasters including both information and pupil activity sheets

Practical Ideas for Teaching Writing as a Process at the High School and College Levels Carol Booth Olson, 1997 The concept of writing as process has revolutionized the way many view composition and this book is organized by the stages of that process Each section begins with a well known author presenting specific techniques followed by commentaries which include testimonials applications of writing techniques and descriptions of strategy modifications all contributed by classroom teachers The book includes the following sections and initial chapters

Section 1 The Process Teaching Writing as a Process Catherine D Aoust

Section 2 Prewriting Clustering A Prewriting Process Gabriele Lusser Rico

Section 3 Prewriting in Different Subjects Prewriting Assignments Across the Curriculum Jim Lee

Section 4 Showing Not Telling A Training Program for Student Writers Rebekah Caplan

Section 5 Using Cooperative

Learning to Facilitate Writing Using Structures to Promote Cooperative Learning in Writing Jeanne M Stone and Spencer S Kagan Section 6 Writing Developing a Sense of Audience or Who Am I Really Writing This Paper For Mark K Healy Section 7 Teaching Writing in the Culturally and Linguistically Diverse Classroom English Learners and Writing Responding to Linguistic Diversity Robin Scarcella Section 8 Domains of Writing Teaching the Domains of Writing Nancy McHugh Section 9 Writing the Saturation Report Using Fictional Techniques for Nonfiction Writing Ruby Bernstein Section 10 Point of View in Writing A Lesson on Point of View That Works Carol Booth Olson Section 11 Writing the I Search Paper The Reawakening of Curiosity Research Papers as Hunting Stories Ken Macrorie Section 12 Critical Thinking and Writing Reforming Your Teaching for Thinking The Studio Approach Dan Kirby Section 13 Sharing Responding Some Guidelines for Writing Response Groups Peter Elbow Section 14 Reader Responses Dialogue with a Text Robert E Probst Section 15 RAGs for Sharing Responding Using Read Around Groups to Establish Criteria for Good Writing Jenee Gossard Section 16 Rewriting Editing Competence for Performance in Revision Sheridan Blau Section 17 Revising for Correctness Some Basics That Really Do Lead to Correctness Irene Thomas Section 18 Building Vocabularies Word Sprouting A Vocabulary Building Strategy for Remedial Writers Barbara Morton Section 19 Evaluation Holistic Scoring in the Classroom Glenn Patchell and Section 20 Evaluation Techniques Some Techniques for Oral Evaluation Michael O'Brien Contains over 100 references EF

Planning for the Foundation Stage Penny Tassoni, 2002 Suitable for most students on Early Years Health and Education courses and student teachers in training this work provides practical guidance on implementing the pre school curriculum

A Comprehensive Spelling-book on the Plan of the Pronouncing Spelling-book Joseph Emerson Worcester, 1864

Teaching Emergent Readers Judy Sauerteig, 2005-09-30 The purpose of this book is to give media specialists teachers and or teacher helpers and parents a guide to using beginning chapter books to encourage first and second graders to read independently The book contains in depth lesson plans for 35 early chapter books Each lesson contains bibliographic information plus setting characters plot solution and book summary Activities for the media specialist to provide schema prediction fluency and information literacy skill instruction is provided as well Teacher activities included address phonics phonemic awareness decoding fluency and the comprehension strategies of recall inference and synthesis Each book section also features a parent take home page of extension enrichment ideas

Intelligence, 1902

The Child's Companion; Being a Concise Spelling-book Caleb Bingham, 1808

Writing Anchors Jan Wells, Janine Reid, 2004 This comprehensive handbook shows teachers how to build a foundation for writing with effective lessons that are the key to powerful writing workshops Writing Anchors demonstrates how to create a supportive classroom model writing experiences and create enthusiasm for writing among students The practical lessons explore the major elements of writing with explicit strategies for teaching the major forms of writing Informational writing detailed descriptions of ways to take and organize notes use text features and create reports that have voice Poetry and personal writing language choice imagery using the senses and finding the personal pulse

of the writer Narrative extends writing skills with lessons on story sequence problem solving and character development The lessons form metacognitive anchors that build an understanding of the elements of powerful writing Each lesson comes with an anchor cue card that prompts students to apply their growing understandings independently in writing workshops and in assessing their own writing In addition the book provides more than thirty effective tools that are ready to copy and use in the classroom writing checklists rubrics for assessment graphic organizers note taking grids semantic maps story maps tips for proofing and student examples collected from grade 27 classrooms The Delineator R. S. O'Loughlin, H. F.

Montgomery, Charles Dwyer, 1903 **Practical Ideas**, 1986 **Targeted Phonics, My First Consonants and Vowels**,

Teaching Lifetime Outdoor Pursuits Jeff Steffen, Jim Stiehl, 2010 Do you want to help your middle and high school students become more resilient and patient acquire new skills and sharpen their problem solving abilities while feeling competent and good about themselves If you do then Teaching Lifetime Outdoor Pursuits is the ideal tool for you Editors Jeff Steffen and Jim Stiehl are nationally known physical educators with extensive experience in outdoor education teaching and teacher training They brought together some of the nation's foremost experts in specific outdoor pursuits such as bouldering caving rock climbing and orienteering to craft a book designed for physical educators who either have outdoor programs or who want to use outdoor activities in their traditional PE programs The 12 topics included in Teaching Lifetime Outdoor Pursuits represent the outdoor pursuits that show the greatest growth in traditional PE programs With each pursuit students can challenge themselves and spend time outside of the customary classroom context while sharing an adventure with their teachers that can create a profoundly different student teacher relationship Teaching Lifetime Outdoor Pursuits is a comprehensive resource whose ideas and content can be incorporated into a traditional PE program regardless of geographic location The activities for each pursuit align with NASPE content standards For each pursuit you are given detailed information on equipment needed basic skills and techniques required teaching strategies safety considerations and additional resources In addition Teaching Lifetime Outdoor Pursuits offers clear instruction on what to teach how to teach it and how to assess student learning an attached CD ROM that supplies objectives sample lessons sample assessments and universal programming ideas for each outdoor pursuit presented in the book and information to help you advocate for adding outdoor activities to your program This authoritative resource will help you leave no child inside as you teach pursuits that not only get kids outside now but also help them develop a lifetime habit of outdoor enjoyment *Learning Through School Science Investigation in an Indigenous School* Azra Moeed, Craig Rofe, 2019-08-22 This book presents the findings of a case study conducted in a M ori medium school where a space was created for P taiao Western science teaching and learning from year 1 to 13 Science is currently taught in Te Reo M ori in primary school and in English in secondary school and evidence suggests that students are engaging in science education learning to investigate and achieving in science In New Zealand most students attend English medium state schools however approximately 15% of indigenous students attend M ori medium

schools These schools are underpinned with Kura Kaupapa M ori philosophy which is culturally specific to M ori and aims to revitalise the M ori language and M ori knowledge and culture M ori students engagement and achievement continues to be a challenge for both mainstream and M ori medium schools teachers and students due to lack of access to science teachers who can teach in Te Reo M ori School leaders and whanau families believed that by year 9 age 13 their students had developed their identity as M ori and were proficient in Te Reo M ori They wanted their students to have the option to learn science experience success and have the choice to continue in science so they made the difficult decision for science to be taught in English in secondary school The book discusses how teachers in indigenous schools who have extensive knowledge of culture and context specific pedagogies can gain confidence to teach science through collaboration with and support from researchers with whom they have developed strong professional relationships

Applied Psychology James Alexander McLellan, John Dewey, 1889 *Road to Reading* Benita A. Blachman, Darlene M. Tangel, 2008 Innovative literacy program for first through third grade that is a follow up to the bestselling *Road to the Code*

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