

Week 1

| | |
|--------------|--|
| Kindergarten | Find the letter in the alphabet: uppercase Choose the letter that you hear: uppercase How many syllables does the word have? Identify book parts and features |
| Grade 1 | How many syllables does the word have? Sort by the number of syllables Sort words into categories Which word is not like the others? Put the letters in ABC order |
| Grade 2 | Spell the short a word Spell the short o word Choose the picture that matches the setting or character Sort words into categories Which word is not like the others? |

Kindergarten

Grammar

- Must Know:
 - Identify uppercase letters in the alphabet.
 - Choose the letter that corresponds to a given sound (phoneme) in uppercase.
 - Recognize and identify the number of syllables in words.
- Should Know:
 - Understand basic book parts (e.g., title, author, cover, pages).
 - Identify the features of a book, such as the front and back covers.
- Aspire to Know:
 - Use knowledge of syllables to break words into parts when reading and writing.
 - Apply understanding of letters and syllables in real-life reading and writing contexts.

Grade 1

Grammar

- Must Know:
 - Identify and count the number of syllables in words.
 - Sort words based on the number of syllables.
- Should Know:
 - Categorize words by specific characteristics (e.g., by rhyme or theme).
 - Determine which word does not belong in a given category (e.g., “Which word is not like the others?”).
- Aspire to Know:
 - Alphabetize a list of words in ABC order.
 - Use syllables to help with pronunciation and spelling.

Grade 2

Grammar

- Must Know:
 - Spell short "a" and short "o" words correctly.
 - Choose pictures that match words in terms of setting or character.
- Should Know:
 - Sort words into categories based on common patterns or meanings.
 - Identify which word does not fit in a group based on a specific criterion.
- Aspire to Know:
 - Use knowledge of syllables, spelling patterns, and word meanings to expand vocabulary and writing abilities.
 - Continue developing fluency in recognizing word types and sounds to improve reading and writing skills.

Week 1: Interactive, Inquiry-Based & Project-Based Lesson Plan

Theme: Letters, Syllables, and Story Elements

Objective: Develop foundational grammar skills, phonics, and critical thinking through letter recognition, syllables, categorization, and understanding story elements.

Day 1: On-Site Classroom Day

Focus: Hands-On Learning and Collaboration

Introduction (15 minutes)

1. Warm-Up Activity:
 - Alphabet Song Relay: Sing the alphabet song while pointing to uppercase letters on a chart. Students take turns identifying the next letter in the sequence.
2. Question Prompts:
 - Kindergarten: "Can you find the letter 'B' on the chart?"
 - Grade 1: "How many claps are in the word 'banana'?"
 - Grade 2: "Which word is not like the others: 'dog,' 'cat,' 'apple'?"

Interactive Stations (30 minutes)

Station 1: Letter and Syllable Activities

- Kindergarten:
 - Match uppercase letters to their sounds. Use cards with pictures (e.g., "A" → apple).
 - Clap syllables for simple words and sort pictures into bins based on syllable count (1, 2, or 3).
- Grade 1:
 - Put a mix of uppercase and lowercase letter cards in ABC order.
 - Sort words into categories by shared traits (e.g., animals, foods).
- Grade 2:
 - Spell short *a* and *o* words using letter tiles.
 - Identify the odd word out from a group (e.g., "book," "chair," "dog").

Station 2: Book Exploration and Story Elements

- Kindergarten:
 - Identify book parts (cover, spine, pages).
 - Discuss the role of pictures in telling a story.
- Grade 1:
 - Identify settings in picture books and match them to story illustrations.
- Grade 2:
 - Discuss characters and settings in a short story, matching them to the pictures.

Group Project (15 minutes)

Activity: Create a Classroom Alphabet Mural

- Kindergarten: Draw or color a letter and an object that starts with it.
 - Grade 1: Write a word and draw a picture to match its syllables.
 - Grade 2: Write a short sentence using a short *a* or *o* word and include a simple setting or character illustration.
-

Day 2: At-Home Learning (Parent-Guided)

Focus: Syllables and Categorization

Activity 1: Syllable Counting (15 minutes)

- Use a list of common household objects or animals. Clap the syllables for each word (e.g., “butterfly” → 3 claps).
- Kindergarten: Identify whether each word has 1, 2, or 3 syllables.
- Grade 1: Sort words into categories by syllable count.
- Grade 2: Write a list of short *a* and *o* words and underline the syllables.

Activity 2: Word Categorization (20 minutes)

- Use flashcards with words and pictures.
 - Kindergarten: Match words to pictures and group them by categories (e.g., “dog” → animals).
 - Grade 1: Identify which word doesn’t fit in a group and explain why.
 - Grade 2: Write sentences for each category using the words.

Day 3: At-Home Learning (Parent-Guided)

Focus: Alphabet and Book Exploration

Activity 1: Alphabet Scavenger Hunt (15 minutes)

- Kindergarten: Find items around the house that start with specific uppercase letters.
- Grade 1: Arrange letter cards in ABC order.
- Grade 2: Spell short *a* and *o* words using found items (e.g., “apple” for *a*).

Activity 2: Book Features and Story Elements (20 minutes)

- Choose a favorite book and:
 - Kindergarten: Identify the title, author, and cover picture.
 - Grade 1: Discuss what the book is about (the setting).
 - Grade 2: Identify the setting and characters, and write a sentence about each.

Day 4: At-Home Learning (Parent-Guided)

Focus: Project-Based Learning

Activity 1: Word Poster Project (30 minutes)

- Create a poster showing what was learned during the week:
 - Kindergarten: Write or draw uppercase letters and a picture for each.
 - Grade 1: Write words sorted by syllables or categories and illustrate them.
 - Grade 2: Write short sentences using short *a* or *o* words and add drawings for characters or settings.

Activity 2: Weekly Reflection (15 minutes)

- Discuss:
 - “What was your favorite activity this week?”
 - “What was the hardest word or letter to find?”

Project 1: "Build a Word Garden"

Objective: Students will collaboratively create a "word garden," using letters, syllables, and words to represent flowers, plants, and garden features.

Set-Up:

- Provide a large sheet of paper or poster board for the garden layout.
 - Assign each student or small group a "section" of the garden to design.
 - Provide cutouts of flowers, plants, and garden items (or let students draw them) for labeling with letters and words.
-

Kindergarten Tasks:

- **Focus:** Uppercase letters and word matching.
1. Choose uppercase letters (e.g., C, K, O, P, S, U, etc.) to label flowers. Each flower in their section gets a letter.
 2. Match uppercase letters to provided word cards (e.g., "C" goes with "cat").
 3. Identify which words or sounds match the same ending sound (e.g., "cat" and "hat").
 4. Draw and label two identical flowers and match their labels (e.g., "flower" and "flower").
-

Grade 1 Tasks:

- **Focus:** Rhyming, syllables, and categorization.
1. Use rhyming words to label garden items (e.g., "tree" and "bee" for trees and bees in their section).
 2. Count syllables in words and use them to design garden features. For example:
 - One-syllable words go on small plants.
 - Two-syllable words go on larger plants.
 3. Identify which word in a set of garden words does not rhyme or belong (e.g., "bee," "tree," "car").
 4. Create a "garden sign" using letters in ABC order to describe their section.
-

Grade 2 Tasks:

- **Focus:** Short vowel words, sentence types, and categorization.
1. Label plants and garden features with short a and o words (e.g., "cat" on a flower, "dog" on a tree).
 2. Write sentences about their garden using statement, question, command, or exclamation types. Example:

- Statement: "The cat is under the tree."
 - Question: "Where is the dog?"
 - Command: "Plant a flower here."
 - Exclamation: "What a big flower!"
3. Sort garden labels into categories based on their word type (e.g., animals, objects, actions).
-

Group Activity:

1. Combine all contributions into one collaborative "word garden" on the large poster board.
 2. Present the garden as a group, with each grade explaining their section:
 - Kindergarten explains their letters and matched words.
 - Grade 1 explains rhyming words, syllables, and categories.
 - Grade 2 reads their sentences and identifies sentence types.
-

Outcome:

- Kindergarten: Mastery of uppercase letters and simple word matching.
- Grade 1: Practice with rhyming, syllables, and sorting.
- Grade 2: Application of sentence types, short vowel sounds, and categorization.
- Group: A shared "word garden" that showcases collaborative learning across age levels.

Project 2: "Word Market Adventure"

Objective: Students will collaboratively create a "word market," using letters, syllables, and words to represent items for sale at different market stalls.

Set-Up:

- Provide a large sheet of paper or poster board for the market layout.
 - Assign each student or small group a "stall" in the market to design.
 - Provide cutouts of market items (e.g., fruits, vegetables, toys, etc.) or let students draw and label them.
-

Kindergarten Tasks:

- **Focus:** Uppercase letters and matching words.
 - 1. Label their stall items (e.g., apples, bananas) with uppercase letters. Each item is represented by a single letter (e.g., "A" for apple).
 - 2. Match uppercase letters to words provided (e.g., "A" to "apple").
 - 3. Find pairs of identical words for matching items (e.g., two apples with the same label).
 - 4. Identify which item names have the same ending sounds (e.g., "cat" and "hat" for toys).
-

Grade 1 Tasks:

- **Focus:** Rhyming, syllables, and categorization.
 - 1. Label their stall items with rhyming words (e.g., "tree," "bee," "key" for toys or tools).
 - 2. Sort items by syllables and create displays:
 - One-syllable items go in one area (e.g., "hat").
 - Two-syllable items go in another (e.g., "banana").
 - 3. Identify one item in their stall that "does not belong" based on rhyming or syllable rules.
 - 4. Write a short sign for their stall, organizing items in ABC order.
-

Grade 2 Tasks:

- **Focus:** Short vowel words, sentence types, and categorization.
 - 1. Label items with short a and o words (e.g., "cap" for hats, "pot" for kitchenware).
 - 2. Write sentences about their stall using statement, question, command, or exclamation types. Example:
 - Statement: "The cap is blue."
 - Question: "What is in the pot?"
 - Command: "Buy this hat!"
 - Exclamation: "What a great market!"
 - 3. Create categories for their items (e.g., fruits, tools, toys) and sort them.
-

Group Activity:

1. Combine all stalls into one large collaborative "word market" on the poster board.
 2. Present the market as a group:
 - Kindergarten explains their letters and matched words.
 - Grade 1 explains rhymes, syllables, and sorting.
 - Grade 2 reads sentences and identifies sentence types.
-

Project 3: "Word Island Adventure"

Objective: Students will collaboratively create a "word island," using letters, syllables, and words to represent landmarks and features.

Set-Up:

- Provide a large sheet of paper or poster board for the island map.
 - Assign each student or small group a section of the island to design (e.g., beach, forest, mountain, town).
 - Provide cutouts of landmarks (e.g., trees, animals, houses) or let students draw and label them.
-

Kindergarten Tasks:

- **Focus:** Uppercase letters and matching words.
 - 1. Label landmarks (e.g., trees, animals) with uppercase letters from the list (C, K, O, etc.).
 - 2. Match uppercase letters to word cards (e.g., "C" to "cat").
 - 3. Find and label pairs of identical words on their section of the island.
 - 4. Identify which words have the same ending sounds (e.g., "cat" and "bat" for forest animals).
-

Grade 1 Tasks:

- **Focus:** Rhyming, syllables, and categorization.
 - 1. Label island landmarks with rhyming words (e.g., "boat" and "goat" for the beach).
 - 2. Count syllables in landmark names and sort them into syllable-based groups:
 - One-syllable landmarks (e.g., "tree") go in one area.
 - Two-syllable landmarks (e.g., "ocean") go in another.
 - 3. Identify one landmark that "does not belong" in their section and explain why.
 - 4. Write a short description of their section using rhyming words.
-

Grade 2 Tasks:

- **Focus:** Short vowel words, sentence types, and categorization.
- 1. Label landmarks with short a and o words (e.g., "bat" for animals, "rock" for the mountain).
- 2. Write sentences about their island section using different sentence types. Example:
 - Statement: "The rock is on the beach."
 - Question: "What is under the tree?"

- Command: "Look at the boat!"
 - Exclamation: "This island is amazing!"
3. Sort landmarks into categories (e.g., animals, plants, structures) and label them.
-

Group Activity:

1. Combine all sections into one collaborative "word island" map.
 2. Present the island as a group:
 - Kindergarten explains their letters and matched words.
 - Grade 1 explains rhyming, syllables, and sorting.
 - Grade 2 reads sentences and identifies sentence types.
-

Outcomes for Both Projects:

- Kindergarten: Mastery of uppercase letters, matching, and word endings.
- Grade 1: Practice with rhyming, syllables, and categorization.
- Grade 2: Application of sentence types, short vowel sounds, and categorization.
- Group: A shared creative product that promotes teamwork and reinforces learning objectives.