

“Learning Made Fun!!”



For further information contact

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2005-2006 IDEA CATALOG OF EXCELLENCE

PROGRAM OVERVIEW

“Learning Made Fun!!” is a hands-on program, which focuses on reading and writing skills through the use of literacy centers. The purpose for this program is to provide a well-managed environment, which gives students opportunity to be actively involved in the learning process. Literacy centers meet the needs of each student according to their academic abilities through problem solving and critical thinking skills. The program takes skills taught in the classroom during a Language Arts lesson, and allows students to individually practice and apply those skills through various hands-on activities.

This is a year-long program involving kindergarteners ages 5-6 with various levels of academic abilities. Centers are on a rotation system, in which students complete two centers each day. A pocket chart is used to organize the centers, dividing every two centers with a day of the week (Monday thru Thursday). Friday is Free Center Day, so I do not include it on the center chart. Students are divided into 6 color groups with 3-4 students in each group. Centers are 20 minutes long with activities varying every week, according to the skills taught during the whole group setting.

During literacy centers, I have a teacher-directed group where students are pulled out from various groups to focus on a skill they are struggling with, which might differ from the skill they are working on in their literacy center. Teacher-directed groups give teachers the opportunity to interact one-on-one with the students and evaluate their progress.

OVERALL VALUE

This approach to teaching gives students different means to learn concepts and skills taught in the classroom. Students become active learners and develop a positive behavior towards learning and themselves.

Literacy Centers are a great way to allow students to work at their own academic level, as well as help students to collaborate with classmates and build self-concept. Literacy Centers meet the needs of each student. This program is adaptable to any grade levels as it reinforces learning and positive behavior.

LESSON PLAN TITLES

1. High Frequency Words
2. Letter Cc
3. Rhyming Words

MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

ABOUT THE DEVELOPER

Allison Carter has been teaching kindergarten for the past three years. She graduated from Southeastern University with a B.A. in Children’s Ministry. She received her professional teaching certificate in prek-3rd grade.

She has received two Teacher to Teacher Adapter Grants in the past few years. This is her first Developer Grant.



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LESSON PLAN No 1: High Frequency Words



SUBJECTS COVERED

Language Arts

GRADES

Kindergarten

OBJECTIVES

TSW read, identify, and write (using various sources) high-frequency words like and jump.

SUNSHINE STATE STANDARDS

- L.A.A.
 - 1.1.3 The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.
- L.A.A.1.1.3.K.1
The student identifies high frequency words.
- L.A.A.1.1.3.K.4
The student uses a variety of sources to build vocabulary.

MATERIALS (PER GROUP)

- Magazines
- poster board
- writing paper
- writing utensils
- glue
- scissors
- sight word clothes game
- magnetic letters
- playdoh and ABC cookie cutters
- small clipboards
- various reading books.

DIRECTIONS

(Whole Group 10-15 minutes)

1. Introduce the high frequency words like and jump.
2. Demonstrate high frequency words in a sentence. Write on board.

Examples:

“I like the black dog.”

“I jump on the box.”

“I like to jump.”

3. Ask students to give examples of their own.
4. Explain the activities students are to complete in the literacy centers.

(Small Groups 20 minutes)

1. **Writing Center:** Write a sentence using the high frequency words taught and illustrate; use magazines to locate words and paste on poster board.
2. **Game Center:** Use sight words clothes with clothespins to complete missing letter in high frequency words (students may use the sight word cards to help them check their work).
3. **Magnet Center:** Use the magnets to spell high-frequency words; make a sentence using the words given.
4. **Playdoh Center:** Spell high-frequency words using the playdoh and the alphabet cookie cutters.
5. **Read and Write the Room:** Use clipboards and paper to write down the high frequency words found around the classroom; find words with the same beginning sounds as like and jump.
6. **Reading Center:** Find high-frequency words like and jump in various reading books; record how many times they are repeated in a single story; use phonics phone to read to self or use them to partner read.

EVALUATION/ASSESSMENT

As students are involved in their centers, teacher walks around each center and interacts with students. Teacher asks questions to see if students comprehend activities. Teacher keeps notes about each student's performance. This is a great way to evaluate and assess whether students are meeting the objectives of each activity.

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LESSON PLAN No 2: Letter Cc



SUBJECTS COVERED

Language Arts

GRADES

Kindergarten

OBJECTIVES

TSW recognize uppercase and lowercase Cc; match consonant c to its sound; write uppercase and lowercase Cc independently.

SUNSHINE STATE STANDARDS

- L.A.A.1.1.2
The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.
- L.A.A.1.1.2.K.1
The student understands how print is organized and read.
- L.A.A.1.1.2.K.2
The student knows the names of the letters of the alphabet, both upper and lower case.
- L.A.A.1.1.2.K.3
The student knows the sounds of the letters of the alphabet.
- L.A.A.1.1.2.K.5
The student understands basic phonetic principles.

MATERIALS NEEDED

White board, dry erase markers, magazines, glue, scissors, various writing paper, writing utensils, magnetic letters, foam letters, foam sheets, cookie cutters (alphabet and objects beginning with Cc - cat, cow, caterpillar, etc.), clipboards, “C” stick, Alphabet puzzles, various reading books.

DIRECTIONS

(Whole Group 10-15 minutes)

1. Introduce the letter Cc and its sound.
2. Make a list of words beginning with Cc.
3. Explain the activities students are to complete in the literacy centers.

(Small Groups 20 minutes)

1. **Writing Center:** Practice writing the letter Cc on the white boards, make a Cc book using magazines (find pictures and words beginning with Cc).
2. **Magnet Center:** Make five words with the beginning sound Cc using the magnetic letters.
3. **Playdoh Center:** Use alphabet cookie cutters to spell words beginning with the “C” sound; make “C” objects (examples. cat, cow, caterpillar) using cookie cutter shapes and spell those words.
4. **Read and Write the Room:** Find the “C” sticks in bucket; use clipboards and paper to write down all “Cc” words found around the classroom.
5. **Reading Center:** Read books and locate Cc words; record words on paper; use phonics phone to read Cc words to self or read Cc words to partner.
6. **Puzzle Center:** Match letter to pictures.

(Teacher Directed Small Group)

Objectives: to match beginning sounds Cc, Aa, Pp, and Tt to pictures.

1. Use flashcards: various pictures; letters Cc, Aa, Pp, Tt cards (for each student).
2. Show each one at a time and ask students its sound. Have students trace the letters with their finger as they say the sound of that letter.

3. Show the pictures and ask students to lift up the appropriate letter card to show the picture’s beginning sound. (Examples. Aa for Apple; Cc for Cow; Pp for Pencil; and Tt for Turtle).

EVALUATION / ASSESSMENT

- Teacher observation
- Teacher-made assessment



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LESSON PLAN No 3: Rhyming Words



SUBJECTS COVERED:

Language Arts/Reading

GRADES:

Kindergarten

OBJECTIVES

TSW develop their phonological awareness through activities that focus on rhyming words.

SUNSHINE STATE STANDARDS

- L.A.A.1.1.2
The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.
- L.A.A.1.1.2.K.5
The student understands basic phonetic principles.
- L.A.D.1.1.1
The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms).
- L.A.D.1.1.1.K.1
The student knows patterns of sound in oral language (rhyming, choral poetry, chants).
- L.A.D.2.1.2
The student identifies and uses repetition, rhyme, and rhythm in oral and written text.
- L.A.D.2.1.2.K.1
The student uses repetition, rhyme, and rhythm in oral and written texts (recite songs, poems, and stories with repeating patterns; substitutes words in a rhyming pattern).

- L.A.E.1.1.1
The student recognizes rhymes, rhythm, and patterned structures in children’s texts.
- L.A.E.1.1.1.K.1
The student knows rhymes, rhythms, and patterned structures in children’s text (repetitive text, pattern books, nursery rhymes).

MATERIALS (PER GROUP)

Index cards; writing utensils; rhyming memory game (teacher-made); magnetic letters; playdoh; alphabet cookie cutters; clipboards with paper; various books (songs, nursery rhymes, poems); phonetic phones.

DIRECTIONS

(Whole Group 10-15 minutes)

1. Introduce the lesson by asking the students to complete a part of a rhyme. “The monkeys chat all day long, they sing a happy _____.”
2. Discuss the concepts of initial and final sounds.
3. Review with the students that rhyming words have the same final sounds but different initial sounds.
4. Give a word and have students give rhyming words (you may use picture cards for this activity).
5. Explain the activities students are to complete in the literacy centers.

(Small Groups 20 minutes)

1. **Writing Center:** practice rhyming words by drawing pictures and labeling them on index cards (students will be making a set of rhyming words on index cards)
2. **Game Center:** play a memory game by matching the rhyming words (set of rhyming words are on cutouts previously prepared).

3. **Magnet Center:** one student will spell a word using magnetic letters and the other students will spell a word that rhymes with the given word.
4. **Playdoh Center:** use alphabet cookie cutters to spell rhyming words.
5. **Read and Write the Room:** find rhyming words around the room and use clipboards and paper to record the words; students may draw picture for comprehension of words recorded.
6. **Reading Center:** use a variety of books with nursery rhymes, poems, and songs to locate rhyming words; use phonetic phones to say rhyming words.

(Teacher Directed Small Group)

Objectives: TSW match rhyming words.

1. Use rhyming puzzle cards to match pictures; lay cards face up on the table.
2. Explain to the students that they will be putting words together that rhyme.
3. Pick a card and ask students to name the word on the card; have a student find the matching rhyming card; have students tell both words that rhyme.

EVALUATION/ASSESSMENT

- Teacher observation
- Teacher-made assessment

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LESSON PLANS MATERIALS BUDGET



Materials Budget

ITEM DESCRIPTION	QTY	COST	SUPPLIER	TOTAL COST
Construction Paper	88 sheets		Wal-Mart	\$1.87
Dry Erase Markers (4 color)			Wal-Mart	\$3.88
Magnetic Alphabet Letters	6 packs	\$1.50	Wal-Mart	\$9.00
Stove Top Covers (4 count)			Wal-Mart	\$3.00
Clothespins (50 count)			Wal-Mart	\$0.94
Playdoh (4 count)	2 pkgs	\$1.67 ea	Wal-Mart	\$3.34
Small Clipboards	4	.97 ea	Wal-Mart	\$3.88
Garment Rack (for pocket charts)			Wal-Mart	\$19.63
Clifford The Big Red Dog “Learn Your ABC’s”			Wal-Mart	\$4.27
Alphabet Wooden Floor Puzzle (Kid Connection)			Wal-Mart	\$9.76
Alphabet Beads (200 pcs.)			Wal-Mart	\$3.96
Foam Shapes ABC/123			Wal-Mart	\$5.96
Foamie (9"x12")	2 sheets	.33 ea	Wal-Mart	\$0.66
Wilton 101 Cookie Cutter Set			Wal-Mart	\$8.87
Pocket Chart (34"x42")			Teacher’s Discount	\$11.99
Whiteboards (9"x12")	4 boards	\$1.69 ea	Teacher’s Discount	\$6.76
File Folder Games Book			Teacher’s Exchange	\$20.99
Alphabet Flash Cards			Teacher’s Exchange	\$6.99
Sight Words Flash Cards			Teacher’s Exchange	\$6.99
Word Families Flash Cards			Teacher’s Exchange	\$6.99
Alligator Alphabet Puzzle			Constructive Playthings	\$10.49
Phonics Phone	4	\$2.50 ea	www.phonicsphone.org	\$10.00
Manila File Folders (100 count)			Staples	\$4.29
Interactive Books to Read and Sing			www.crystalsprings.com	\$14.95
			Subtotal	\$179.46
			Tax if applicable	10.81
			Shipping if applicable	9.38
			TOTAL BUDGET AMOUNT	\$199.65

Teacher’s Name *Allison Carter*
 School: *Valleyview Elementary*



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Related Materials



Center Activities

WRITING CENTER

(Materials)

- paper (lined, unlined, various sizes, shapes, and colors)
- index cards
- scrap paper
- stationary and envelopes
- writing instruments: pens, markers, pencils, colored pencils, crayons, dry erase markers
- note pads
- magazines
- dry erase boards
- alphabet chart
- blank books

(Activities)

- writing lists
- writing letters to classmates, grandparents, parents, sister, brother, etc.
- making alphabet posters
- making books
- making bookmarks
- writing notes

PUZZLE CENTER

(Materials)

- floor puzzles
- wooden puzzles
- foam puzzles
- alphabet puzzles
- rhyming puzzles
- making words puzzles
- theme puzzles: seasons, animals, shapes, America, etc.

(Activities)

- sing the alphabet song while putting together the ABC puzzle; point to each letter
- match letters to pictures
- rhyming words

Magnet Center

(Materials)

- alphabet magnets
- rhyming picture magnets
- stove top covers, cookie sheet pans
- sight words flash cards

(Activities)

- spell words with alphabet magnets
- match beginning sounds to rhyming picture magnets
- match rhyming pictures
- put letters in alphabetical order
- match uppercase and lowercase alphabet
- use flash cards to spell out words with the magnets

PLAYDOH CENTER

(Materials)

- playdoh (various colors)
- alphabet cookie cutters
- cookie cutters (animals, shapes, objects)

(Activities)

- make the alphabet using the cookie cutters and playdoh
- make words using playdoh
- match letter to cookie cutter shape (ex. Cc for cat)
- spell names using playdoh

READ AND WRITE THE ROOM

(Materials)

- clipboards (small)
- pencils, pens
- paper (lined)
- paint sticks (Lowe's will donate paint sticks... just ask!)
- alphabet stickers

(Alphabet Paint Sticks: place one alphabet sticker on each paint stick... use them as pointers!!)

(Activities)

- use alphabet pointers to find words around the classroom that begin with the letter on the pointer
- write words down on clipboard ... illustrate words whenever possible *(this is done so that teacher can assess what words students know)*

READING CENTER

(Materials)

- books of various genres
- magazines (Highlights, Ranger Rick, etc.)
- phonics phones
- rocker
- pillows, cushions
- beanbag chairs
- paper and pencils

(Activities)

- read books using phonics phone *(These are great!! Students whisper into phones and they can hear themselves ... makes the reading center somewhat quiet!)*
- research topic covered in class
- find sight words from word wall in a book
- listen to books on tape

STAMP CENTER

(Materials)

- alphabet stamps
- various shapes stamps
- paper (various sizes, shapes, and colors)
- ink pads (various colors)
- blank books
- writing utensils (pencils, pens, markers, crayons)

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Related Materials



Center Activities

(Activities)

- make an alphabet book using the alphabet stamps - stamp pictures or illustrate with writing utensils
- make an alphabet poster
- make bookmarks
- spell out your name
- spell out sight words
- make a word family book using the alphabet stamps to spell out words

FILE FOLDER GAMES CENTER

(Materials)

- manila folders
- storage box for the file folder games
- templates of various file folder games (*file folder games are prepared in advance by the teacher - the finished folders are stored in a filing box for the students to use during literacy center time*)

(Activities)

- matching uppercase and lowercase letters
- matching beginning sounds to pictures
- rhyming
- placing the letters in alphabetical order
- sight words (match words to pictures)

INTERACTIVE BOOKS CENTER

(Materials)

- poster board
- crayons, markers, colored pencils
- glue
- scissors
- storage box for the books
- templates for the interactive books (*interactive books are prepared in advance by the teacher - the finished books are stored in a box for the students to use during literacy center time*)

(Activities)

- days of the week
- alphabet matching
- beginning sounds
- rhyming
- sight words

GAME CENTER

(Materials)

- sight words flash cards
- “clippin’ clothes” sight word game (paper clothes and clothespins)
- alphabet arc
- alphabet magnets
- alphabet foam puzzles
- opposite cards
- sequencing cards
- alphabet foam letters
- foam sheet

(Activities)

- “clippin’ clothes” sight word game - fill in missing letter of sight word with labeled clothespins (instructions on how to make this game is on p)
- alphabet arc - place letters in alphabetical order
- using the alphabet foam puzzles, spell sight words (refer to sight words flash cards)
- opposite cards - match opposites (ex. hot - cold, wet dry)
- use alphabet foam letters to spell sight words on foam sheet
- use sequencing cards to put story in order

ALPHABET DISCOVERY BOTTLES CENTER

(Materials)

- empty and clean water bottles
- dry rice or pasta
- alphabet beads
- various small objects

- alphabet template

(discovery bottles are prepared in advance by teacher; use different letters in the bottle; do not place all 26 letters of the alphabet in one bottle)

(Activities)

- record on the alphabet template letters found in discovery bottle
- spell words using the letters in the discovery bottle
- match beginning sound with object found in bottle; draw picture

CLIPPIN’ CLOTHES SIGHT WORD GAME INSTRUCTIONS

- 1 Copy template onto construction paper.
- 2 Cut and color as desired.
- 3 Label with sight word omitting one letter; write omitted letter on clothespin.
- 4 Laminate paper clothes.
- 5 Place in Ziploc bag.
- 6 Students place letter clothespin on the appropriate sight word.

ALPHABET ARC INSTRUCTIONS

- 1 Enlarge and copy templates on 12x18 construction paper; laminate.
- 2 Use plastic magnetic letters to match the letters printed on the arc.
- 3 Here are activities to do with the alphabet arc:
 - starting with a place the letters alphabetical order; say the name of each letter
 - count the number of letters in the alphabet
 - pointing to each letter of the alphabet, say the sound of that letter