

Literacy Collaborative Lesson plan

Theme: Transportation

Students: JK-K

Duration: 60 minutes

This lesson is composed of a 15-minute mini lesson on the shapes and vehicles, 35-minutes center activities, and a ten-minute wrap-up discussion. All the activities are based on the previous lessons on vehicle names, vehicle parts and shapes. Through these activities, students have the opportunity to expand their literacy skills in different aspects.

Introduction: Whole group mini-lesson on interactive writing

The whole class will gather at the carpet area talking about the vehicles they have learned. The teacher will then introduce the art project by discussing and modeling how to make a vehicle out of the cut-out paper in different shapes. The teacher will also invite the students to engage in interactive writing by which they will finish the sentence in the bottom to describe the vehicle they made. For example, “my car has four round wheels”. After the whole group mini lesson, students will then be separated into different groups to work either with the teacher or independently in various centers.

Practice: Centers

Art center: The activity in the art center is based on students’ knowledge from previous lessons on shapes and vehicle names. They will be provided with a choice of different cut-out paper in the shape of circle, triangle, square, rectangle, etc, and a bigger construction paper on which they will make a vehicle out of the cut-out shaped paper. Below the picture, students will practice writing characters of numbers and shapes in the sentence to describe their vehicles. For example, “my car has four round wheels, and it has one triangle window”. (See appendix 1)

Math center: Students work on the worksheet which is designed to make compare and comparison between the vehicles they have learned from the previous lessons. Students choose to draw or write down two different vehicles and compare the numbers of the wheels, doors and seats of each

vehicle. Students in advanced group can make their own comparison chart in which they can compare different vehicle parts such as windows or lights. (See Appendix 2)

Read around the room: During the previous lessons, students learned poems and rhymes about various kinds of transportation. The poems, rhymes and all kinds of reading materials will be hung up around the classroom. Each student in this center will be given a pointer which s/he will use to read and point at the characters on the reading materials around the classroom.

Writing center: Students in the writing center will be working with the assistant teacher with character recognition and writing. Two activities are in this center. First, students will read the poem about transportation with the teacher and rearrange the poem with the scramble words. Then each of the students will be given a small white board with which they will practice writing some selected characters such as “car” “wheel” or door” with the teacher.

Guided reading table: Students in this group will be working with the teacher, reading the book about transportation at their level.

Wrap up: Whole group discussion

The class will gather again in the carpet, sharing what they have done in each center. The whole class will read the pages that students who worked at the art center had made. They could also share the compare and comparison charts from the math center. The purpose is for students to share their works and to give the heads up on the different tasks to the students who will be going to the different centers in the next session.