

Lesson Plan –Summer Enrichment Classes

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Date: 7/27/23

DATE	OBJECTIVES & STANDARDS	Elementary ACTIVITIES	MS/HS Activities	MATERIALS
7/27/23	SW identify the letters of the English alphabet (R1.1) SW write the letters of the English alphabet upper and lower case (W1.1) SW respond to simple questions about personal information (L3.1) SW recite letters of the alphabet (S2.1) SW engage in simple conversations (S4.8) SW Use simple words and phrases in basic communication in familiar contexts (good morning, good afternoon, good evening, good night.) (S2.2) SW engage in simple learned social exchanges (S4.6)	TW will have students work on get to know you activity for the first 25 minutes. Lower Group: TW sort children into two smaller groups and have them work together to sort alphabet flashcards in order. TW go over the alphabet in order, uppercase and lowercase letters, and the sounds each letter makes. SW begin to work in their notebooks, dedicating one page per letter - - each page will have the uppercase letter, lowercase letter, and student original drawings of words that start with the letter, and beginner words that start with the letter. HW: Students will work on alphabet enrichment worksheets for homework in preparation for starting to read and write small words. Higher Group: TW review the students homework and the past chapters they read. SW take turns reading the third chapter of <i>Frindle</i> by Andrew Clements and begin answering comprehension, vocabulary, and reflection questions for the chapter in their notebooks.	TW have students introduce themselves and discuss their favorite food and hobby. (15 mins) TW go over the “Who I Am” worksheet and give students time to fill out and color the worksheet. SW then share 3 things from the worksheet (20-25 mins) Grammar and Writing: TW go over the “Verb to Be” and “Possessive Pronouns” TW go over the basics of forming a sentence and a question. Class Activity: SW answer the following prompt: What do you want to do in the future? Explain the profession. What is it? Why do you want to work that profession/career? What do you need to do to get there? Reading: Phantom Tollbooth TW model how to read a story. TW go over setting, character and conflict. TW go over making predictions about the book by looking at the front and back cover and reading book title.	Elementary Materials: Lower Group: Color by Number Summer Worksheets Alphabet Flashcards Primary Notebooks, Pencils, Crayons Higher Group: All About Me Backpack Activity Worksheets Frindle book (hard copy - one for each student to BORROW) Frindle Comprehension Packet Instructions Independent Notebooks, Pencils, Crayons, Scissors, Glue MS/HS Materials: Notebook, pencils, “Who I am” worksheet. Expo Markers, Color Pencils Phantom Tollbooth (hard copy and electronic copy)

SW engage in simple conversations (S4.8) SW engage in simple learned social exchanges (S4.6) SW express simple states and feelings (S4.9) SW respond to some routine social phrases (L4.1) SW interpret basic abbreviations (Mr./Ms., etc.) (R2.6) SW interpret contractions (R2.5)	SW start the same process for chapter 3 of the novel if time allows. HW: any remaining questions from the chapters read in class that were not completed in class.	SW take turns to read out loud the Phantom Tollbooth Chs1-2. SW answer comprehension questions. HW: any remaining questions from the chapters read in class that were not completed in class.	
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