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LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 1

Subject: Library

Lesson Topic: How to Take Care of a Book

Learning Objective/s:

K.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules.

- I can demonstrate ways of taking care of a library book.

Materials Needed:

- *How to Treat a Book* by Amanda St. John
- Anchor chart paper and markers

Hook/Intro:

- Show students a brand new library book and ask, "What do you notice about this book?" or "How many kids do you think will read this book after you?"
- Explain how important taking care of library books is.

Lesson Structure:

- Read *How to Treat a Book* by Amanda St. John aloud and pause in different areas to discuss how your library is the same/different than the library in the book.
- Go over book care expectations as a class.
 - Create a "Rules of Library Books" anchor chart as a class that can be displayed all year as a reminder for the students.

Closing:

- Ask, "What is one way we can take care of our library books?"
- Review the rules of taking care of library books.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 2

Subject: Library

Lesson Topic: Introduction to the Library

Learning Objective/s:

K.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules.

- I can create a list of rules for the library

Materials Needed:

- *How a Library Works* by Amanda St. John
- Anchor chart paper and markers

Hook/Intro:

- Give students an introduction to the library. Ask them what they know about libraries and what they can find in them.

Lesson Structure:

- Read *How a Library Works* by Amanda St. John and pause throughout to discuss the library.
- Discuss rules of the library as a class
 - Create an anchor chart with rules of the library as a class.

Closing:

- Review the library rules as a class.
- Ask students to give one rule for the library and ask them which rule on the anchor chart they feel is the most important and why.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 3

Subject: Library

Lesson Topic: Characters

Learning Objective/s:

K.R.2.A.a With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, characters, and key events.

- I can answer the question, "What is a character?"
- I can identify the characters in stories.

Materials Needed:

- ["What is a Character?" Video](#)
- [The Black and White Factory by Eric Telchin read aloud video](#)

*Can use any book with many characters!

Hook/Intro:

- Ask students what they think/know about characters.

Lesson Structure:

- Show the video, "What is a Character?" to the class.
 - Pause throughout to ask questions and reiterate what makes something in a book a character.
- Watch: *The Black and White Factory* read aloud video.
 - Stop periodically to identify the characters in the story.
 - Create an anchor chart throughout the video to identify and outline the characters in the book.
- Ask students: "If your life were written into a book or movie, who would the characters be?"

Closing:

- Discuss what a character is and what contains characters.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 4

Subject: Library

Lesson Topic: Setting

Learning Objective/s:

K.R.2.A.a With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, characters, and key events.

- I can identify settings in stories and in my own life.

Materials Needed:

- *A Book* by Mordicai Gerstein
- ["What is a Setting?" Video](#)

Hook/Intro:

- Ask the students where they are right now, where they were before this class, and where they were this morning before school.
- Explain to the students that these are all settings, and that settings are where the story takes place.

Lesson Structure:

- Play the "Story Elements for Kids: What is a Setting?" video.
- Read the story "A Book" by Mordicai Gerstein aloud to the students.
- Pause throughout and ask the students what the setting is at various points in the book. (After reading, you can use this time to review characters as well.)
- Allow students to ask questions about setting.
- If time permits, you can do this again with another book of the students' choice.

Closing:

- Review what setting is with the students.
- Give the students a setting and have them act out for 15-20 seconds how they would move around in that setting. You can do these two or three times.

LESSON plan

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 5

Subject: Library

Lesson Topic: Fiction & Nonfiction

Learning Objective/s:

K.R.2.A With assistance, read, infer, and draw conclusions using fiction texts including poetry and drama.

K.R.3.A With assistance, read, infer, and draw conclusions using text features in nonfiction texts.

- I can compare and contrast fiction and nonfiction.

Materials Needed:

- *The Surprise Garden* by Zoe Hall
- *The Vegetable Garden* by Melvin Berger

*Can use any fiction and nonfiction book with the same central theme!

Hook/Intro:

- Show students a picture of a real bug and a cartoon bug. Ask "Which is real? Which is pretend?"
- Explain that some books will tell us real facts (nonfiction) and some will tell us made-up stories (fiction).

Lesson Structure:

- Read aloud the fiction book *The Surprise Garden* by Zoe Hall.
- Throughout or after the story, ask the students if the events in the story could happen in real life.
- Explain that this is a fiction book.
- Read aloud the nonfiction book *The Vegetable Garden* by Melvin Berger.
- Pause throughout the story and point out the real pictures and facts that make this book a nonfiction book.
- Display a Venn-diagram and fill it out as a class with information about fiction and nonfiction.
 - Can also use pictures from books to sort into fiction or nonfiction.

Closing:

- Have students raise their hands and share what they learned about fiction and nonfiction.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 6

Subject: Library

Lesson Topic: Nonfiction Text Features

Learning Objective/s:

K.R.3.A With assistance, read, infer, and draw conclusions using text features in nonfiction texts.

- I can identify what a photograph, photographer, and the Table of Contents is.
- I can use the Table of Contents to find a section in a nonfiction book.
- I can identify what a glossary and index is.

Materials Needed:

- *Amazing Scientists* by Donna Merritt
- *More than 10* by Jaine Kopp

*Can use any nonfiction book that may appeal to the students!

Hook/Intro:

- Ask students what they know about nonfiction books and what *features* they have.

Lesson Structure:

- Review the terms **photographs**, **photographer**, and **Table of Contents**
 - Ask students what they know about these terms and where they have seen photographs or a Table of Contents.
- Introduce the **Glossary** and **Index**
 - Ask students what they know about the Glossary and Index, or where they may have seen these before.
- In *Amazing Scientists*, use the Table of Contents to find the page that starts the section on George Washington Carver. Use this section to answer the question, "How many experiments did George Washington Carver do with peanuts?" (He came up with 300 uses for the peanut.)
- With any remaining time, read the nonfiction book, *More than 10* by Jaine Kopp, and practice counting on from 10 by identifying a full ten-frame and counting on how many more are in the next frame.

Closing:

- Review photographs/photographer and the Table of Contents.
- Review what a Glossary and Index are and where students may see them outside of the library.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 7

Subject: Library

Lesson Topic: Introduce Sequencing

Learning Objective/s:

K.R.2.A.a With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, characters, and key events.

- I can identify the beginning, middle, and end of a story.
- I can sequence the events of a story.

Materials Needed:

- *The Little Red Hen* by Jerry Pinkney
- Whiteboard and markers

*Can use any fiction book!

Hook/Intro:

- Ask the students what they think “sequencing” means or if they’ve ever heard the phrase “sequence of events.”

Lesson Structure:

- Read *The Little Red Hen* aloud to the class.
 - Pause throughout the story to highlight key events that the students need to remember.
 - Ask questions like, “What happened first?”, “What do you think will happen next?”, and “What happened at the end?”
- As a class, come up with a list of important events (about 5) from the story and write them on the board.
 - Tell the class not to worry about the order in which they happened just yet.
- Ask the class to sequence these events in the order that they happened.
- Explain to students that sequencing involves placing events in the order they occurred (beginning, middle, end).
- If time allows, they can practice by sequencing the events in their day!

Closing:

- Review what sequencing means and how it can be used in books and other things (like our days).

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 8

Subject: Library

Lesson Topic: Sequence of Events

Learning Objective/s:

K.R.2.A.a With assistance, read, infer, and draw conclusions to identify elements of a story, including setting, characters, and key events.

- I can identify the beginning, middle, and end of a story
- I can sequence the events in a story.

Materials Needed:

- *The Little Red Hen* by Jerry Pinkney
- Character sticks
 - Image for reference [HERE](#)

*Can use any fiction book with clear events that would be simple to sequence.

Hook/Intro:

- Ask the students what they remember about sequencing from last week and what it means to sequence something.

Lesson Structure:

- Re-read *The Little Red Hen* aloud to the class.
 - Pause throughout the story to highlight key events that the students need to remember.
 - Ask questions like, "What happened first?", "What do you think will happen next?", and "What happened at the end?"
- The students will then get character sticks that they will use to act out the sequence of events in the story.
 - Character stick ideas are in the materials box!
- If time allows, they can practice by sequencing the events in their day again!

Closing:

- Review what sequencing means and how it can be used in books and other things (like our days).

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 9 (Homecoming
Spirit Week)

Subject: Library

Lesson Topic: Signing Activity

Learning Objective/s:

K.R.1.A With assistance, develop and demonstrate comprehension-reading skills in response to read-alouds.

K.RF.2.A Develop phonemic awareness in the reading process.

K.RF.3.A Develop phonics in the reading process.

Materials Needed:

- *I Went Walking* by Sue Williams
- Sign Language Website [HERE](#)

Hook/Intro:

- Show the class images of animals that they will see in the book *I Went Walking*.
- Introduce sign language to the students and explain why some people use sign language.

Lesson Structure:

- Read *I Went Walking* aloud to the class slowly.
- As you read, teach the students the ASL signs for the things “seen” in the book.
 - You can teach the signs for the animals, for “I”, for “see”, and for any other frequent words in the book.
 - You could also have the students create their own signs for the animals instead of teaching them sign language.
 - Have students practice these signs while saying the words aloud.
- Practice these signs by calling out a word or animal and have the students show the sign.
- Re-read *I Went Walking* and have the students do the signs they were taught as you read the book.

Closing:

- Ask students: “What was your favorite sign that you learned today? Why?”
- Have them show you their favorite sign while using it in a sentence!

LESSON plan

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 10

Subject: Library

Lesson Topic: Date with a Book

Learning Objective/s:

K.R.1.A With assistance, develop and demonstrate comprehension-reading skills in response to read-alouds.

- I can listen to a story, use my imagination to create mental images, and express these images through drawing.

Materials Needed:

- *In the Small, Small Pond* by Denise Fleming
- Paper & pencils
- A writing surface
- Crayons (if there is time to color)

Hook/Intro:

- Discuss what it means to make pictures in your mind while you read.

Lesson Structure:

- Hand out paper and pencils for the students to draw with.
- Read aloud *In the Small, Small Pond* to the class.
 - As you read aloud, students will draw on their paper what images they make in their minds.
 - Ensure that students provide a lot of detail!
- Once you are finished reading the book, give students a few extra minutes to complete their drawings. They can also color their drawings if they would like!
- When everyone's drawings are complete, they will do a gallery walk around the classroom.
 - During the gallery walk, students will be thinking about how their drawing was the same or different from their classmates' drawings.

Closing:

- Once everyone is back at their own seat, discuss how everyone's minds see different images when hearing the story aloud!
- Discuss how it is important to visualize stories in our heads when reading.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 11

Subject: Library

Lesson Topic: Beginning, Middle, and End

Learning Objective/s:

K.R.1.A With assistance, develop and demonstrate comprehension-reading skills in response to read-alouds.

K.R.2.A.e Recognize the beginning, middle, and end.

Materials Needed:

- *Harry the Dirty Dog* by Gene Zion
- *Can be any fiction book with a clear beginning, middle, and end!

- Beginning, Middle, and End graphic organizer [HERE](#)

**This was created by Miss Webby and accessed through TeachersPayTeachers*

Hook/Intro:

- Ask students what they think should happen at the beginning, middle, and end of a story and why.

Lesson Structure:

- Read *Harry the Dirty Dog* aloud to the class.
 - Stop periodically to point out the sections of the story.
- After reading, pass out the Beginning, Middle, and End graphic organizers.
- Students will fill these out either individually or in small groups.
 - Make sure that students have a clear understanding of the beginning, middle, and end of the story.
 - Have students give as much detail as possible in their organizers!
- Students should either turn in their organizers when done or check them with you to make sure they are correct.

Closing:

- As a class, go over the correct beginning, middle, and end of the story that you read aloud.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 12

Subject: Library

Lesson Topic: Beginning, Middle, and End Activity

Learning Objective/s:

K.R.1.A.e Recognize beginning, middle, and end.

Materials Needed:

- [Beginning Middle End Sort Cards](#)

Hook/Intro:

- Read a short story with easily identifiable sequencing.
- As you read, pause to point out the beginning, middle, and end.

Lesson Structure:

- Students will get three pictures (out of order) that tell a short, three-sentence story.
- Students will analyze each card, and you can prompt them if needed.
 - "What is happening on the card?"
 - "What do you see?"
 - "Does this look like something that would happen first, next, or last?"
- Students will have to identify which cards make the most sense as the beginning, middle, and end of the story and rearrange them in the correct order.
- Students can check their answers with you or their peers.
- Towards the end of class, you can choose some readers to share their answers and how they knew which cards were the beginning, middle, and end.

Closing:

- Recap what the beginning, middle, and end of a story mean.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 13

Subject: Library

Lesson Topic: Thanksgiving Movement Activity (Thanksgiving Freeze Dance)

Learning Objective/s:

K.1.SL.A Develop and apply effective listening skills and strategies in formal and informal settings by following one-step instructions, according to classroom expectations.

Materials Needed:

- [Thanksgiving Movement Cards](#)

Hook/Intro:

- Ask students to share what comes to mind when they think of Thanksgiving.
 - Can prompt with the food, weather, time of year, etc.

Lesson Structure:

- Explain the rules for Thanksgiving Freeze Dance.
 - These can be any rules you have for your students, like staying safe, freezing right when the music stops, keeping our hands to ourselves, etc.
- You will play kid-friendly music and have the students dance around for a few seconds.
- After they have danced for a little bit, pull a "Thanksgiving Movement Card" out and tell students to follow the motions of that card to the music that is playing.
- Once all of the students are following that action, pause the music. The students will have to freeze wherever they are and hold the pose!
- When the music starts again, hold up a new card.
- Can do this with all of the cards or just a few, depending on how much time you have.

Closing:

- Ask, "What was your favorite action to do?" and have a few students share out their answers.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 14

Subject: Library

Lesson Topic: Thanksgiving Activities

Learning Objective/s:

K.R.1.A With assistance, develop and demonstrate comprehension reading skills in response to read alouds.

Materials Needed:

- Thanksgiving-themed book (a list of options can be found in the appendix!)
- [Thanksgiving This or That](#)

Hook/Intro:

- Get students excited for Thanksgiving this week!
 - You can even give a brief explanation of what Thanksgiving is and why we celebrate it.

Lesson Structure:

- Read aloud a Thanksgiving-themed book to the class.
- Have many fall activities for students to choose from. Some options include:
 - Hand turkeys
 - Coloring pages
 - Disguise a turkey
 - Word searches
- Play "This or That? Thanksgiving Edition."

Closing:

- Have a great Thanksgiving!

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 15

Subject: Library

Lesson Topic: Following Directions

Learning Objective/s:

K.SL.2.A.a Demonstrate active listening according to classroom expectations.

Materials Needed:

- *The Book of Rules* by Brian Gehrlein
 - [Read-Aloud](#) if you don't have the physical copy!
- *Twenty Questions* by Mac Barnett

Hook/Intro:

- Ask students why following directions is important and use the discussion to transition to the read-aloud.

Lesson Structure:

- As you read aloud *The Book of Rules* by Brian Gehrlein, tell the students that they have to follow every rule in the book as we go along!
 - Note: If you are using a read-aloud instead of using the physical copy, you will have to pause frequently so students can follow the directions in the book. Sometimes they will have to move around!
- Praise students for how well they followed the narrator's directions!
- With extra time, you can also read *Twenty Questions* by Mac Barnett

Closing:

- Explain the importance of following directions, being curious, and asking questions!

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 16

Subject: Library

Lesson Topic: Order of Events

Learning Objective/s:

K.R.1.A With assistance, develop and demonstrate comprehension-reading skills in response to read-alouds.

K.R.1.B.a Identifying and sorting pictures of objects into conceptual categories.

Materials Needed:

- *There was an Old Lady Who Swallowed Some Snow* by Lucille Colandro
- Individual pictures of what the Old Lady ate in the book

Hook/Intro:

- Tell the class to close their eyes and imagine it's a blizzard outside. Now, have them imagine that there is a silly old lady who doesn't just play in the snow, but eats it!
 - This sets the stage for the story!

Lesson Structure:

- Read *There was an Old Lady Who Swallowed Some Snow* aloud to the class.
 - As you read, students will use the individual printed-out pictures of the objects in the book to build a snowman. However, they must make it in the order of how she eats the objects in the story!
 - Students can each have their own picture cut-outs, they can work in pairs, or you can do it on the board as a class while you read.
- Once you finish the story, check the students' work. Once they are correct, they can tape/glue their finished products together and take them home!

Closing:

- Explain the importance of listening closely for the order of events in a story, no matter how silly they might be!

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 17 (After Winter
Break)

Subject: Library

Lesson Topic: Lifecycle of a Butterfly

Learning Objective/s:

K.R.1.B With assistance, develop an understanding of vocabulary.

K.R.3.C.c Name the main topic and recall key details of the text.

Materials Needed:

- *Butterfly* by Barrie Watts
- Chart paper or whiteboard
- [Life Cycle Bracelets](#)

Hook/Intro:

- Show a picture of a butterfly and ask the class what they know about butterflies and if they start their life as a butterfly.
- Tell the class that today they will be learning about how a butterfly grows and changes.

Lesson Structure:

- Read *Butterfly* by Barrie Watts aloud to the class.
 - While reading, pause to point out the different stages of a butterfly's lifecycle (egg, caterpillar, chrysalis, and butterfly).
- After reading, create a lifecycle chart as a class on large chart paper or draw a diagram on the whiteboard.
 - Ask the students what the butterfly in the book started as, and then ask what each stage after that was.
 - As the students answer your questions, draw/write the stage on the chart paper or whiteboard. (The four stages should make a little circle!)
- For the activity, each student will receive a paper with 5 [life cycle bracelets](#) on it. They will cut out the butterfly bracelet, color it, and take it home!
 - You can also cut out the butterfly bracelets before giving them to the students to prevent the other four on the page from getting lost.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 18

Subject: Library

Lesson Topic: Lifecycle of a Ladybug

Learning Objective/s:

K.R.1.B With assistance, develop an understanding of vocabulary.
K.R.3.C.c Name the main topic and recall key details of the text.

Materials Needed:

- *The Life Cycle of a Ladybug* by Ruth Thomson
- Chart paper or whiteboard
- [Life Cycle Bracelets](#)

Hook/Intro:

- Recap the lifecycle of a ladybug from last week and explain how every living thing goes through a lifecycle.
- Show a picture of a ladybug and ask if anyone knows how a ladybug grows and changes.

Lesson Structure:

- Read *The Life Cycle of a Ladybug* by Ruth Thomson aloud to the class.
 - While reading, pause to point out the different stages of a ladybug's lifecycle (egg, larva, pupa, and adult).
- After reading, create a lifecycle chart as a class on large chart paper, or draw a diagram on the whiteboard.
 - Ask the students what the ladybug in the book started as, and then ask what each stage after that was.
 - As the students answer your questions, draw/write the stage on the chart paper or whiteboard. (The four stages should make a little circle!)
- The activity is just like the butterfly activity from last week. Each student will receive the ladybug life cycle bracelet, where they can color it and take it home!

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 19

Subject: Library

Lesson Topic: Lifecycle of a Chicken

Learning Objective/s:

K.R.1.B With assistance, develop an understanding of vocabulary.

K.R.3.C.c Name the main topic and recall key details of the text.

Materials Needed:

- *From Chick to Chicken* by Jillian Powell
- Chart paper or whiteboard
- [Life Cycle Bracelets](#)

Hook/Intro:

- The last two weeks, the students have learned about the lifecycles of two insects. Explain how today, they will be learning about the lifecycle of a very well known bird- a chicken!

Lesson Structure:

- Read *From Chick to Chicken* by Jillian Powell aloud to the class.
 - While reading, pause to point out the different stages of a chicken's lifecycle (egg, pullet, and adult).
- After reading, create a lifecycle chart as a class on large chart paper or draw a diagram on the whiteboard.
 - Ask the students what the chicken in the book started as, and then ask what each stage after that was.
 - As the students answer your questions, draw/write the stage on the chart paper or whiteboard. (The three stages should make a little circle!)
- Just like the last two weeks, each student will receive a paper bracelet for the life cycle of a chicken. They can color them and take them home!

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 20

Subject: Library

Lesson Topic: Lifecycle of a Frog

Learning Objective/s:

K.R.1.B With assistance, develop an understanding of vocabulary.

K.R.3.C.c Name the main topic and recall key details of the text.

Materials Needed:

- *From Tadpole to Frog* by Sally Morgan
- Chart paper or whiteboard
- [Life Cycle Bracelets](#)

Hook/Intro:

- The last few weeks, the students have learned about the life cycles of two insects and a bird. Explain how today, they will be learning about the lifecycle of a frog!

Lesson Structure:

- Read *From Tadpole to Frog* by Sally Morgan aloud to the class.
 - While reading, pause to point out the different stages of a frog's lifecycle.
- After reading, create a lifecycle chart as a class on large chart paper or draw a diagram on the whiteboard.
 - Ask the students what the frog in the book started as, and then ask what each stage after that was.
 - As the students answer your questions, draw/write the stage on the chart paper or whiteboard. (The stages should make a little circle!)
- Just like the last three weeks, each student will receive a paper bracelet. This week, they will contain the life cycle of a frog. Students can color these and take them home.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Weeks 21-22

Subject: Library

Lesson Topic: Lifecycle of a Fish

Learning Objective/s:

K.R.1.B With assistance, develop an understanding of vocabulary.

K.R.3.C.c Name the main topic and recall key details of the text.

Materials Needed:

- *Salmon* by Ruth Daly
- Chart paper or whiteboard
- [Life Cycle Bracelets](#)

Hook/Intro:

- In the last few weeks, the students have learned about the life cycles of insects and animals. Explain that even plants are living things and have life cycles! Today, they will learn about the life cycle of a fish.

Lesson Structure:

- Read *Salmon* by Ruth Daly aloud to the class.
 - While reading, pause to point out the different stages of a fish's lifecycle.
- After reading, create a lifecycle chart as a class on large chart paper or draw a diagram on the whiteboard.
 - Ask the students what the fish in the book started as, and then ask what each stage after that was.
 - As the students answer your questions, draw/write the stage on the chart paper or whiteboard. (The stages should make a little circle!)
- Just like the last four activities, each student will receive a paper bracelet. This week, they will contain the life cycle of a fish. Students can color these and take them home.

*You can do this lesson over the course of two classes, or just merge them into one.

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 23

Subject: Library

Lesson Topic: Catch-Up Week

Learning Objective/s:

K.R.1.B With assistance, develop an understanding of vocabulary.

K.R.3.C.c Name the main topic and recall key details of the text.

Materials Needed:

- Any life cycle books still needed from the last 5 weeks.
- Any life cycle bracelets still needed.

Hook/Intro:

- The students have now learned about 5 different life cycles. They will use this class period to recap and finish up any incomplete work.

Lesson Structure:

- Students will have this class period to finish up any life cycle bracelets that did not get done in the last few weeks.
- You may use this time to reread any of the life cycle books that have already been read.
- Review the different life cycles that were drawn each week.
- Allow the students to finish up their bracelets, color them, and take them home.
- Next week, students will begin a foldable life cycle project. You can begin explaining it this week or wait until after Spring Break to introduce it!

LESSON *plan*

Grade Level: Transitional
Kindergarten/Kindergarten

Week: 24 (After Spring
Break)

Subject: Library

Lesson Topic: Lifecycle Final Activity

Learning Objective/s:

K.R.1.B With assistance, develop an understanding of vocabulary.

K.R.3.C.c Name the main topic and recall key details of the text.

Materials Needed:

- [Life Cycle Foldable Project](#)

Hook/Intro:

- The students have learned about five different life cycles. Today, they will begin creating foldables for each of the five life cycles.

Lesson Structure:

- Students will receive five foldables: butterfly, ladybug, chicken, frog, and fish.
- Students will need to write the four stages of each life cycle and draw a picture for each life cycle stage.
 - For this activity, look for students' ability to cut on a line, write their name, write the labels for each life cycle (with examples provided), have the labels in order, and draw a picture for each life cycle stage.
- Students may color their drawings and the picture on the outside of the foldable.
- Each student can now recognize, understand, and reference five different life cycles!