



Lesson Plans Letter: F

Teacher:	Week of:	Room #:
<p>Objective- TSW trace Ff with fingerprints.</p> <p>Materials- Ff formation poem, Ff copy from Letter People resources, finger-paints</p> <p>Procedure- The teacher will share the Ff formation poem with the class. F - Big F is a tall flower for you. E has three lines, F has two. f - This flower grows tall and hangs a little. Add a line right in the middle. Students will practice forming the letters in the air and on dry erase boards while reciting the poems. The teacher will explain that everyone has different fingerprints - no two are alike.</p> <p>Evaluation- TSW cover Ff with fingerprints.</p>	<p>Objective- TSW will trace Ff.</p> <p>Materials- feathers, paint</p> <p>Procedure- The teacher will review the Ff letter formation poem and /f/ sound. The students will dip feathers in paint and fancy feather paint the Ff.</p> <p>Evaluation- TSW trace the Ff while saying the letter formation poem and making the /f/ sound.</p>	<p>Objective- TSW fish for letters.</p> <p>Materials- water table, water, fish with letters, fishing nets</p> <p>Procedure- The teacher will review the letters and sounds of the alphabet. TSW fish for a letter. Once they have caught a fish they have to say the letter's name and sound.</p> <p>Evaluation- TSW name the letters and sounds and name one word of the fish they have caught.</p>
Objective- TSW	Objective- TSW	Objective- TSW

<p>demonstrate sharing.</p> <p>Materials- a large fish cut out of butcher paper, small squares of tissue paper, glue sticks, one shiny scale out of aluminum foil, <i>The Rainbow Fish</i></p> <p>Procedure- The teacher will read <i>The Rainbow Fish</i>. The teacher will lead the class in a discussion about sharing. The students will work together in groups to cover the fish with colorful tissue paper squares. The students will choose one classmate who is kind to add the "shiny" scale.</p> <p>Evaluation- The students will discuss their experiences of sharing with others - how it is easy and how it is difficult.</p>	<p>sequence the life cycle of a frog.</p> <p>Materials- <i>Frogs</i> by Gail Gibbons, frog sequencing book for each child (<i>attached</i>), woogly eyes, "Froggy Started Out" (<i>attached</i>),</p> <p>Procedure- The teacher will ask the students to share what they know about frogs. The teacher will read <i>Frogs</i>. The teacher will review the life cycle of the frog by teaching "Froggy Started Out".</p> <p>Evaluation- TSW sequence the life cycle of a frog by completing a sequencing book.</p>	<p>illustrate words that begin with /f/.</p> <p>Materials- green head bands, scissors, glue, crayons, frog head band copies for each child (<i>attached</i>),</p> <p>Procedure- The teacher will review the /f/ sound. The students will cut out the parts of the frog headband and glue it together.</p> <p>Evaluation- TSW illustrate a word that begins with /f/ on each of the frog's legs.</p>
<p>Objective- TSW</p> <p>Materials-</p> <p>Procedure-</p> <p>Evaluation-</p>	<p>Objective- TSW</p> <p>Materials-</p> <p>Procedure-</p> <p>Evaluation-</p>	<p>Objective- TSW</p> <p>Materials-</p> <p>Procedure-</p> <p>Evaluation-</p>

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