



Lesson Plans Letter: K

Teacher:	Week of:	Room #:
<p>Objective-TSW participate in the game called "Dumbo". TSW distinguish between the /k/ sound and other letter sounds.</p> <p>Materials- Big box decorated like an elephant with round trunk opening or a plain "feely" box, items from the (Lakeshore) K letter sound tub, as well as a few other sound tub items that do not start with the /k/ sound, Ms. K</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Mix the /k/ sound tub items with the other random sound tub items. 2. Put them in the box (Dumbo). 3. Students take turns putting there hand in the box (elephant's trunk), and pulling out one item. They name the item. 4. The teacher asks, "What do you hear?" The student will say /k/ or some other sound. 5. If it is a /k/ item, the student will choose to give it to Ms. K. If it is not a /k/ item it goes to Mr. Nobody (a puppet with no sound). <p>Evaluation- Students will be assessed by their ability to deliver the item to the correct puppet.</p> <p>* Note* During review weeks you may use more than one sound and one puppet to choose from.</p>	<p>Objective-TSW participate in the "Rocket Game". TSW distinguish between the /k/ sound and other letter sounds.</p> <p>Materials- A toy rocket (or one made from a paper towel tube), Alphabet Sounds Photo Cards (Lakeshore). Choose the /k/ sound cards, as well as some other random cards without the /k/ sound. Ms. K</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Mix up and lay out the cards you have chosen. Point to each card as you say the name of each picture (great vocabulary builder!). The students repeat the word. 2. Speak with Ms. K. She let's the students know that the rocket is MAGIC! It only flies if the picture card starts with her /k/ sound. 3. The rocket is on the ground. The teacher puts her hand around it. She points to a picture. Everyone says the word. Ask the students, "What do you hear?" If they say /k/, the teacher shakes the rocket and it moves up a little. If there is no /k/ sound, the rocket remains in the same position. The goal is to get the rocket high in the sky, moving it up a little more for each /k/ sound. The students think it's REAL! <p>Evaluation- Students will be assessed by their ability hear and say the correct sound.</p> <p>*Note* This game may be used for any letter sound.</p>	<p>Objective-TSW participate in the "Letter Monster Game". TSW distinguish between the /k/ sound and other letter sounds.</p> <p>Materials-Poster board, colored butcher paper, glue stick, marker, penknife. one library pocket, one index card, Alphabet Sounds Photo Cards(Lakeshore).</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. To make the Letter Monster: Cut out a big squiggly circle from the butcher paper, that can fit on the poster board. Draw a monster face on it. Make the mouth straight. Attach your monster toward the bottom half of the poster board. On the top half, write the following poem: <i>Letter Monster, Letter Monster, Munch, Munch, Munch.</i> What letter is for your lunch? Next to the word lunch, put the library pocket. Game should be laminated. After laminating, use a penknife to cut a slit in the monster's mouth big enough to "eat" the cards. Also open the library pocket with penknife. Insert an index card with the letter K on it. 2. To play the game: Read the poem with the students. Pull out the index card to confirm that the Monster is eating /k/ sound words today. 3. Have your /k/ sound cards mixed with random others, in your hand. 4. Hold up a card. The students say the name. Ask them, "What do you hear?" Ask them, "Is the monster going to eat it?" If it is a /k/ picture, they should say, "Yes!" 5. The teacher then slowly slides the card in his mouth while making munching noises and it disappears. If it is not a /k/ sound picture, he starts to eat it, then spits it out and the card falls on the floor. <p>Evaluation- Students will be assessed by their ability to hear and say the correct sound.</p> <p>*Note* May also be used as a Rhyme, Number or Color Monster.</p>
<p>Objective-TSW apply letter sound knowledge to participate correctly</p>	<p>Objective-TSW apply letter sound knowledge to participate correctly</p>	<p>Objective-TSW participate in the "Magic Hat" Game. TSW distinguish</p>

<p>in review game/song.</p> <p>Materials- Ms. K Puppet, several other letter puppets that have already been introduced.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Sit in a circle with the students on the large rug. Lay Ms. K and several other puppets in a line in the middle of the rug. 2. Sing the following song to the tune of "Five Little Ducks": <i>Five Letter People went out one day. Over the hills and far away. When the teacher called /k/, /k/, /k/, Only the letter (pause for student response) K came back.</i> 3. Remove Ms. K and continue with other puppets and sounds. Ask the students how many Letter Persons are left? <p>Evaluation- Students will be assessed by their oral responses. *Note* To individually assess you could hand the five Letter People to five students. They could walk around the room acting out the song. When the teacher calls their sound, they should know to return to the teacher.</p>	<p>in review game/song.</p> <p>Materials- Ms. K puppet, several other letter puppets that have already been introduced.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Sit in a circle with the students on the large rug. 2. Select five students. Hand them each a puppet. 3. Student will hide the puppet behind their back. 4. The class sings the following song to the tune of "Where is Thumbkin?": <i>Class sings: Where is K? Where is K? Student with Ms. K holds her out and sings: Here I am. Here I am. Class sings: What do you say? What do you say? Student sings: /k/, /k/, /k/, /k/, /k/, /k/.</i> 5. Continue singing for the other puppets to come out and make their sound. <p>Evaluation- Students will be assessed by their oral responses.</p>	<p>between the /k/ sound and other letter sounds.</p> <p>Materials- Some type of "wild" looking carnival hat, a magic wand, a mix of upper and lower case plastic magnetic type letters (that have already been introduced), including K and k.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Put the selected letters in the hat. 2. Teacher waves the magic wand over the hat as the students chant the following: <i>Bibitty, bobbity, boo, Close your eyes and say "achoo!" And the letters will speak to you!</i> 3. Teacher selects a student to come forward and pick a letter out of the hat, without peeking. 4. The student holds the letter to their ear, pretending it is speaking to them. 5. The student shows everyone the letter, tells the name of the letter, tells the letter sound and tells a word that begins with that sound. 6. Teacher collects the letter and the game continues with the chant. <p>Evaluation- Students will be assessed by their oral responses.</p>
<p>Objective-TSW participate in the "Letter Ball Game". TLW identify the letter K and it's sound, as well as other letters and their sounds.</p> <p>Materials- Alphabet Activity Balls (Lakeshore), set of letter cards.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Sit in a circle with students. Roll one Alphabet ball to each student. Students inspect their ball and remember what they have. 2. Students sing the following song to the tune of "If You're Happy... <i>If you're holding a "K" stand up now. (Teacher selects the letter by drawing a letter card and holding it high). If you're holding a "K" stand up now. If you're holding a "K" Then it's time for you to stand. If you're holding a "K" stand up now.</i> 5. Student stands and tells the name of the letter, the sound it makes and tells a word that begins with that sound. 6. Student rolls ball back to teacher. 7. Students put both hands over head and shout, " HOME RUN!" Continue. <p>Evaluation- Students will be assessed by their oral responses.</p>	<p>Objective-TSW use large movement to "write" the letter K and other letters. This will assist the student with better recall of the strokes involved in each letter's formation.</p> <p>Materials-Imagination</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Have the students stand (face away from them so you will demonstrate the letter correctly). Raise your index finger, middle finger and keep your elbow stiff. 2. Slowly write the letter in the air as you explain the strokes you are making. Erase each letter by swishing your hand in the air. 3. Now say, "Lift your magic pencils" and have the students try it themselves 4. They may also practice on the palm of their hand or their neighbor's back. <p>Evaluation- Teacher will observe correct letter formation being made.</p>	<p>Objective-TSW identify the letter K or other letters. TSW form letters. TSW develop gross motor skills.</p> <p>Materials- Large wooden or cardboard blocks from the block center, colored masking tape, alphabet chart.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Display an alphabet chart at children's eye level in the block center. 2. Tape a large outline of the letter K on the floor. 3. Ask the students to name the letter. Discuss the letter's shape. Ask the student's to find the letter on the alphabet chart. 4. Invite the students to place blocks on top of the masking tape outline to form the letter. When finished have the students step back and look at what they have created. 5. To reinforce the letter's shape, have children "trace" the letter by rolling small toy vehicles or walking small plastic animals or people along the blocks that form the letter. <p>Evaluation- Teacher observation of final product.</p>



Theme Lesson Plans

Theme: We're Kind to Our Friends

<p>Objective-TSW define and recognize acts of kindness through reading and language experiences.</p> <p>Materials- Book: <u>Clifford Wants a Cookie</u> by Norman Bridwell, cookies, icing, sprinkles, paper lunch sacks, crayons.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Solicit and discuss definitions of kindness. Ex: being gentle, friendly, and courteous. 2. Help students express feelings and give examples of kindness they have received. Identify kind people in their lives. 3. Read <u>Clifford Wants a Cookie</u>. 4. Explain to students that they are going to prepare a sweet treat for someone who has been kind to them. 5. Decorate bags with hearts, smiles, etc. 6. Decorate cookies. Send home. <p>Evaluation- The following day encourage the children to share how their act of kindness made them feel.</p>	<p>Objective-TSW recall hurtful comments, then recall positive comments. TSW draw the conclusion that unkind words ARE hurtful.</p> <p>Materials- One large heart cut out of a sheet of 9x11 red construction paper.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Ask the students if unkind words can hurt them. 2. Ask each student to share one hurtful comment another person has said to them. 3. Display the large red heart. As each hurtful comment is said, crumple up a little piece of the heart until it is completely crumpled up. 4. Now ask each student to share a positive comment another person has said to them. 5. As each positive comment is made gradually uncrumple the heart and try to smooth it out. 6. Discuss how mean words can hurt our hearts. <p>Evaluation- Teacher observation of kind words being spoken.</p>	<p>Objective-TSW learn a new song about kindness.</p> <p>Materials- Lyrics to "If You're Kind and You Show It".</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Sing the following song to the tune of "If You're Happy and You know It": <p>If you're kind and you show it, you'll be gentle. If your kind and you show it, you'll be gentle. In what you say and do, You'll let your love shine through. If you're kind and you show it, you'll be gentle.</p> <ol style="list-style-type: none"> 2. Have students sing with you. 3. Brainstorm with students other examples of kindness to be added to the song. <p>Evaluation- Teacher Observation</p>
<p>Objective-TSW be encouraged to perform random acts of kindness.</p> <p>Materials- large shoebox, penknife, decorative paper, one sock, pipe cleaners, wiggly eyes, pencil, sticky notes.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Make a sock puppet using supplies. Wrap pipe cleaners around pencil to bend. Attach as hair. Name the puppet "Miss Kindness". 2. Wrap the shoebox with decorative paper. 3. Use a penknife to cut a hole in the top of the box, as well as the side. 4. Attach the sock puppet to the side hole with hot glue. The puppet should be inside the box. When Miss Kindness wants to come out of the box, the teacher will put her hand through the side to put the puppet on. She will then appear through the top hole. 5. When the teacher or students observe acts of kindness, it is written on a sticky note kept in the box. <p>Evaluation- At the close of each</p>	<p>Objective-TSW be encouraged to perform random acts of kindness.</p> <p>Materials- brown butcher paper to make a large tree, cut out apple shapes, fall leaves, snowflakes, etc., tape</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. As students witness or receive any acts of kindness, they report it to the teacher. 2. The student being recognized is allowed to post an apple on the kindness tree. 3. As the apple is posted, the class recites the following chant: <i>I don't know if you would mind. Use nice words and be real kind. Hold the door and share your toys. Kindness helps all girls and boys!</i> 4. Change the cut outs each month to go with the season. <p>Evaluation- Teacher observes the kindness tree grow.</p>	<p>Objective-TSW</p> <p>Materials-</p> <p>Procedure-</p> <p>Evaluation-</p>

<p>day, Miss Kindness will appear. She will read all the acts of kindness and recognize those students.</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>