



Letter People Lesson Plans

Letter: C/c

<p>Objective- TSW identify and describe characteristics of a carrot. TSW create the letter C/c.</p> <p>Materials- raw and cooked carrots cut into small pieces, orange tempera paint, paper</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Invite students to taste raw and cooked carrots. 2. Ask how they are alike and different. Help them describe a real carrot using all of their senses. 3. Use carrot pieces like a rubber stamp - dip in orange tempera paint to make a letter C. <p>Evaluation- Student participation and ability to form the letter C/c.</p>	<p>Objective- TSW identify objects that begin with the letter C/c.</p> <p>Materials- Sound muncher (puppet or decorated trash can), C/c letters, objects, or pictures; letters, objects or pictures not beginning with C/c</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Students will "feed" the sound muncher items that only begin with the letter C/c. <p>Evaluation- Appropriate student letter identification.</p>	<p>Objective- TSW listen to and follow directions. TSW make a cat creation.</p> <p>Materials- cat outline, <i>Calico Cat Looks at Colors</i> book, tissue paper, spray bottles filled with water, crayons</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Read <i>Calico Cat Looks at Colors</i>. 2. Make Calico cats by laying squares of tissue paper over a cat outline. Spray with water. Let dry and remove tissue. Draw facial features. <p>Evaluation- Student participation and ability to follow directions when given.</p>
<p>Objective- TSW identify foods that start with the letter C/c. TSW illustrate healthy and unhealthy foods that start with the letter C/c.</p> <p>Materials- C/c food black-line master, crayons, writing journal, examples of letter C/c foods (real or plastic)</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Discuss foods that start with the letter C/c. If needed, prompt by using food examples. 2. Discuss why cake, candy, cupcakes and cookies should not be eaten often. Discuss foods that are healthier (carrots, cucumbers, etc). 3. Students use black-line master or writing journal to illustrate healthy and un-healthy foods that start with the letter C/c. <p>Evaluation- Students are able to identify and illustrate foods beginning with the letter C/c.</p>	<p>Objective- TSW create a letter C/c snack. TSW identify vegetables that begin with the letter C/c. TSW practice saying the /C/c/ sound.</p> <p>Materials- variety of C/c veggies, such as celery, carrots, cucumbers, cabbage, and cauliflower cut into small pieces or rounds, peanut butter or cream cheese, popsicle sticks (for spreading)</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Discuss vegetables that begin with the letter C/c. Listen to and practice saying the /C/c/ sound. 1. Students assemble a caterpillar in the shape of a Cc by sticking the vegetables together with peanut butter or cream cheese. Give each child a piece of cabbage to be the "grass" under the crazy critter. <p>Evaluation- Student participation and ability to form the letter C/c.</p>	<p>Objective- TSW listen to and follow instructions to create a C/c craft. TSW listen to and participate in reading and singing.</p> <p>Materials- any Clifford book, <i>Clifford ABC</i> chant, Clifford puppet materials http://www.littlegiraffes.com/clifford.html</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Read a Clifford book. 2. Recite <i>Clifford ABC</i> chant (link provides words to chant). 3. Make a Clifford puppet craft (link provides instructions and examples). <p>Evaluation- Student participation and ability to follow directions.</p>
<p>Objective- TSW recognize letter and sound of C/c.</p> <p>Materials- crayons, letter C/c book template: http://www.abcteach.com/free/c/c_words.pdf</p> <p>Procedure-</p>	<p>Objective- TSW participate in imaginative play. TSW identify and form the letter C/c.</p> <p>Materials- magazines, scissors, glue, butcher paper/poster board, cars,</p>	<p>Objective- TSW recognize, identify, and form the letter and sound of C/c. TSW form the letter C/c.</p> <p>Materials- chalk or tape</p> <p>Procedure-</p>

<p>1. Review words that begin with the letter C/c.</p> <p>2. Read C/c book.</p> <p>3. Students create their own letter C/c book.</p> <p>4. Students read their letter C/c book with a buddy.</p> <p>Evaluation- Student response, participation, and ability to read book.</p>	<p><i>Cars</i> by Anne Rockwell</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Invite students to cut out pictures of cars from magazines. Use car cut-outs to create a class collage. 2. Discuss why we have cars and what other types of vehicles there are. 3. Students use cars to arrange in the form of a letter C/c. 4. Read <i>Cars</i> by Anne Rockwell. 5. Students follow teacher along a imaginary road and pretend to be cars. Go fast and "zoom," go slowly, stop quickly, and "eek" as brakes work - go around lots of curves - putt-putt-putt with engine trouble - etc... <p>Evaluation- Student participation and ability to form the letter C/c.</p>	<ol style="list-style-type: none"> 1. Students participate in crawling relays. Draw two large C's on the floor with tape or chalk. Students crawl along the letter C's while saying the /C/c/ sound. 2. Students make C/c shapes with their bodies. <p>Evaluation- Student participation, ability to form the letter C/c, and make the /C/c/ sound.</p>
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Theme Lesson Plans

Theme: Food

<p>Objective- TSW recognize the importance of nutritious meals. TSW create a nutritious meal.</p> <p>Materials- <i>Gregory the Terrible Eater</i> book, Gregory goat, magazines, scissors</p> <p>Procedure- (Before you begin) Create a Gregory goat - Using an image of a goat's head, enlarge it if needed so it is the approx. size of one sheet of paper, color and back with cardboard/card stock. Cut a hole in the mouth of the goat. Place a 2 gallon baggie on the back of the goat's head so it opens to the mouth. This baggie will hold the food pictures found by the children.</p> <ol style="list-style-type: none"> 1. Read <i>Gregory the Terrible Eater</i>. <p>Discuss the foods Gregory eats.</p>	<p>Objective- TSW identify kitchen tools and their appropriate uses. TSW identify and practice food cooking rules.</p> <p>Materials- measuring cups and spoons, sifter, blender, whisk, rolling pin, meat thermometer, any other kitchen gadgets</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Have a short discussion about cooking. Ask the children if they help cook meals at home. 2. Discuss food cooking rule of always washing hands and keeping hands clean. Students practice washing hands. 3. Display kitchen tools and discuss their name and use. Students pretend to use kitchen tools. <p>Evaluation- Student participation and knowledge of</p>	<p>Objective- TSW identify foods and their specific colors. TSW create a little food book.</p> <p>Materials- "Eat a Rainbow" book template (http://www.celebratehealthyeating.org/pdf/spr/DAN_EatRainbow.pdf) pre-cut pictures from rainbow book to use in class graph, crayons</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Discuss fruits and vegetables. 2. Create a class graph, "Colors of Fruits and Vegetables" using pictures cut out from "Eat a Rainbow" book. 3. Discuss graph results and how rainbow colors are represented by the healthy foods. 4. Students make a "Eat a Rainbow" little book. <p>Evaluation- Student food and color identification.</p>
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<p>2. Students search for and cut out healthier food pictures for Gregory in magazines.</p> <p>3. Students practice feeding Gregory a healthier meal.</p> <p>Evaluation- Student participation and identification of healthy foods.</p>	<p>kitchen tools and washing hands rule.</p>	
<p>Objective- TSW illustrate food eaten daily. TSW create a thank-you card.</p> <p>Materials- "My Food Journal" template, crayons</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Students will illustrate daily over a week the foods they've eaten in "My Food Journal" books. 2. Discuss at the end of the week the foods eaten and if healthy or un-healthy choices were made. 3. Students write a thank-you card to the school cafeteria staff saying thanks for helping to keep them healthy. <p>Evaluation- Student illustration/identification of healthy and un-healthy foods; student participation.</p>	<p>Objective- TSW create a food craft. TSW recognize how corn becomes popcorn.</p> <p>Materials- small paper bags, popcorn, paint, <i>Sizzling Corn</i> poem, <i>Pop, Pop, Popcorn</i> song</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Discuss how corn becomes popcorn. 2. Recite <i>Sizzling Corn</i> poem while acting out. 3. Students put popcorn and paint in small paper bag and shake. Sing <i>Pop, Pop, Popcorn</i> during shaking. (After popcorn is dry create an art project of your choice like stringing to create necklaces or decorating letter C/c). <p>Evaluation- Student participation.</p>	<p>Objective- TSW participate in a finger-play. TSW create a food craft.</p> <p>Materials- soda bottle caps, paint, twigs or brown yarn, glue, <i>Green Grapes</i> finger-play.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Students dip bottle caps in grape colors, then use it as a stamp making a bunch of grapes. 2. Use twigs or brown yarn glued on top of the grapes to make the stem. 3. Recite <i>Green Grapes</i> finger-play. <p>Evaluation- Student participation.</p>
<p>Objective- TSW observe and practice how to dry fruits and vegetables.</p> <p>Materials- fruits for drying such as apricots, apples, peaches, apricots and grapes; lemon juice, water, cooking sheet, oven</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Discuss that raisins, prunes, or apple crisps are dried fruits from grapes, peaches, and apples. Discuss how to dry fruits to create new dried fruit. 2. Teacher de-skins/de-seeds fruit and cuts up into small pieces. To preserve fruit soak in lemon juice for 5 minutes. 3. Allow students to place fruit onto cooking sheet. 4. Bake in oven at 150 degrees for 6 hours or until fruit is leathery. 5. Students observe and describe the changes in fruit <p>Evaluation- Student observation and participation.</p>	<p>Objective- TSW practice sorting. TSW identify fruits and vegetables.</p> <p>Materials- fruit/vegetables counters, muffin tins</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Students sort fruit/vegetable counters into muffin tins. 2. Students identify fruit/vegetable in each muffin slot. <p>Evaluation- Appropriate sorting and identification of fruits/vegetables.</p>	<p>Objective- TSW expand food vocabulary. TSW identify healthy fruits and vegetables. TSW match foods.</p> <p>Materials- fruit and vegetable flashcards-templates found at: http://www.kidsparkz.citymax.com/f/Flashcards_fruit.pdf http://www.kidsparkz.citymax.com/f/Flashcards_vegetables.pdf</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Discuss fruits and vegetables. Teacher introduces all new food vocabulary words using flashcards. 2. Students name all new food vocabulary words. 3. Play a matching game. Students use flashcards to find matches as they continue to practice naming each food. <p>Evaluation- Vocabulary identification and matching.</p>