



Letter People Lesson Plans

Letter: H

| Teacher: Lauren Butler | Week of: | Room #: |
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| <p>Objective- TSW identify what letter habitat starts with. TSW create an ocean habitat.</p> <p>Materials- <i>Rainbow Fish</i>, shoe box/small box, glue, crayons, scissors, sand, blue construction paper, fish, shells, etc...</p> <p>Procedure- Teach students about what a habitat is. Read <i>Rainbow Fish</i>. Talk about the different objects in the ocean (a fishes habitat). Have students color small fish & glue sand, etc to a box to create a (class) ocean habitat.</p> <p>Evaluation- students can identify objects found in an ocean habitat.</p> | <p>Objective- TSW create a happy heart for their family.</p> <p>Materials- heart template on construction paper/ paper bag, red & white paint, brushes, marker, stapler, newspaper/tissue e paper</p> <p>Procedure- TSW paint hearts red on the bag/paper, cut out hearts and teacher help staple half of the heart together. Students will stuff the hearts with paper. Staple the heart closed. Put students handprints on the heart w/ white paint. Write on the heart...Happy Heart for my family.</p> <p>Evaluation- following directions.</p> | <p>Objective- TSW decorate the letter Hh with hearts.</p> <p>Materials- Hh template printed on paper, paper hearts/ heart stickers, crayons/ markers, scissors, glue</p> <p>Procedure- TSW identify the letter Hh. Color the letters Hh with crayons/ markers. Next the students will decorate the Hh's with hearts.</p> <p>Evaluation- following directions. Can identify the letter Hh. http://www.freekidcrafts.com/htemplate.html</p> |

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| <p>Objective- TSW recall what hungry means.</p> <p>Materials- <i>The Very Hungry Caterpillar</i>, colorful pom-poms, glue, pipe cleaners, googly eyes, red circles cut in half (for a mouth)</p> <p>Procedure- Read <i>The Very Hungry Caterpillar</i>. Ask students what it means to be hungry and what do you do when you're hungry. Talk about what the caterpillar ate. Make caterpillars. (see website below for directions)</p> <p>Evaluation- students can identify the word hungry. Following directions. http://www.thriftyfun.com/tf92202265.tip.html</p> | <p>Objective- TSW</p> <p>Materials- <i>The Little Old Lady Who Was Not Afraid of Anything</i>, paper plates, orange paint/ markers, brushes, brown stem</p> <p>Procedure- Read <i>The Little Old Lady Who Was Not Afraid Of Anything</i>. Talk about Halloween and ask the students to identify what letter it starts with when written on the board. Show students an example of the pumpkin they will make. Students will paint/color the paper plate orange and draw eyes, nose and mouth when dried. Glue brown stem on top of plate.</p> <p>Evaluation- following directions</p> | <p>Objective- TSW recite the nursery rhyme Hey Diddle Diddle.</p> <p>Materials- Hey Diddle Diddle rhyme written on a large piece of paper, mobile templates, crayons, scissors, tape, string</p> <p>Procedure- Teach students the rhyme. Have students color the mobile pieces and cut out. Help students tape pieces to string and put together. (see website listed below)</p> <p>Evaluation- following directions.</p> <p>http://www.freekidcrafts.com/diddlemobile.html</p> |
| <p>Objective- TSW identify the human body and that human starts with the letter H.</p> <p>Materials- long white butcher paper (the size of a 4 yr old), crayons, pencil; yellow, brown, black or red yarn pieces</p> | <p>Objective- TSW create/ decorate huge coffee filters as hats. TSW identify that hat begins with</p> | <p>Objective- TSW create a mini book for the letter Hh.</p> <p>Materials- copies of letter H mini-book, crayons, scissors</p> <p>Procedure- At circle time ask students what the items</p> |

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| <p>Procedure- Have students lay down one at a time on a piece of butcher paper. Trace students. Have them draw parts of their body: eyes, nose, ears, mouth, clothes, shoes, etc. Color their own human body.</p> <p>Evaluation- following directions.</p> | <p>h.</p> <p>Materials- large coffee filters, watercolors, brushes</p> <p>Procedure- Students will identify what hat begins with. Then color the filters with watercolors for decoration.</p> <p>Evaluation- following directions & identify the beginning letter of hat.</p> | <p>on the mini-book are & what letter they begin with. Have students go to their seats and color, trace letters & write their name. Then they will cut out the rectangle on the dotted lines. Help students cut middle line to fold and make book.</p> <p>Evaluation- following directions</p> |
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Theme Lesson Plans

Theme: Mr. H: Healthy Habits

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| <p>Objective- TSW identify their teeth and animals that have teeth. TSW learn how to brush their teeth.</p> <p>Materials- <i>The Tooth Book</i>, a tooth cut out of large manilla paper for each student, white paint, toothbrushes (for painting), toothbrushes & toothpaste to give to each student to take home</p> <p>Procedure- Talk with students about teeth and how we keep them clean. Read <i>The Tooth Book</i>. Review the different animals that have teeth. At the art center have the teeth available for students to paint</p> | <p>Objective- TSW identify the healthy foods to eat in <i>The Very Hungry Caterpillar</i>.</p> <p>Materials- <i>The Very Hungry Caterpillar</i>, journal, dry erase board, dry erase marker</p> <p>Procedure- Begin by asking students what foods they think are healthy. Write/draw pictures of the items they list. Read <i>The Very Hungry Caterpillar</i>. Ask students to recall the healthy foods they saw in the book. Circle the word/picture if it has already been listed. Ask students if the foods they named before the book was read are some</p> | <p>Objective- TSW identify foods that are healthy and categorize them according to colors.</p> <p>Materials- newspapers/ grocery ads/ magazines, scissors, glue, marker, construction paper colors/labeled: red foods, orange foods, yellow foods, green foods, brown foods, purple foods</p> <p>Procedure- Have students sit at their seat and look through newspaper/ grocery ads/ magazines to find healthy foods. An assistant may need to monitor what the</p> |
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| <p>with toothbrushes. Point out that they are "brushing" the tooth with "toothpaste".</p> <p>Evaluation- identifying teeth and the different animals that have teeth.</p> | <p>of the foods that the caterpillar ate in the story. Have students choose healthy foods from the list and draw them in their journals.</p> <p>Evaluation- identifying healthy foods. The ability to follow directions.</p> | <p>students cut out. The students will cut out two foods each. After the healthy foods are cut out they will take turns one at a time identifying the food & what color category it belongs in.</p> <p>Evaluation- identifying healthy foods & categorizing them correctly according to their color.</p> |
| <p>Objective-TSW learn how to play Bingo. TSW identify many different fruits and vegetables.</p> <p>Materials- (teacher pre-makes Bingo cards by cutting out different fruits & vegetables and gluing them onto the card...make enough for every student. Laminated if necessary), list of all foods on Bingo cards, chips/ cubes for markers</p> <p>Procedure- Each student will identify the fruits and vegetables on their cards one at a time. Teacher begins to call out the names on the cards one at a time. When a student gets 3 or 4 (varies according to the # of foods on the card) in a row they shout out BINGO!</p> <p>Evaluation- ability to identify healthy foods on their Bingo card. Ability to follow directions.</p> | <p>Objective-TSW identify different ways we can keep our bodies healthy.</p> <p>Materials- poster board, marker, a book related to staying healthy</p> <p>Procedure- Discuss with students different ways we can keep our bodies healthy. (exercise, eat fruits/veggies, take baths, brush our teeth, wash our hands often) Ask students to name different things they do to stay healthy. Read story about staying healthy. Have students come up one at a time and write their name on the poster (one name under the other, in a list). Ask student what they like to do to stay healthy, teacher writes the answer.</p> <p>Evaluation- ability to identify ways we keep our bodies healthy.</p> | <p>Objective-TSW distinguish between fruits and vegetables.</p> <p>Materials- bring to class fruits & vegetables, cutting utensils, plates, napkins</p> <p>Procedure- Begin by asking students if they know how to tell if a food is a fruit or a vegetable. (Fruits grow on trees/ vines and vegetables grow in the ground) Show students examples of fruits: apples, grapes, bananas, & peaches. Show examples of veggies: corn, tomatoes, green beans, & bell peppers.</p> <p>Evaluation- students can distinguish between fruits and vegetables.</p> |
| <p>Objective-TSW play restaurant and chose healthy foods when eating out.</p> <p>Materials- (teacher makes "menus" by gluing pictures of fruits & veggies and pictures of healthy meals to construction paper. Label each picture) play food, kitchen/housekeeping center</p> <p>Procedure- Before sending students to the housekeeping center show them the menus you created and explain to them how important it is to eat healthy even when you are going out to eat. Show students how to use the menu and how to order from the menu.</p> <p>Evaluation- students can make good choices of what to eat when they are at restaurants.</p> | <p>Objective-TSW create a mouth of "teeth".</p> <p>Materials- mini marshmallows, 5-6 apples cored into 8 slices, peanut butter (if no allergies), paper plates, spoon, popsicle sticks</p> <p>Procedure- First, show students an example that you have made. Then, give each student 2 slices of apple, a glob of peanut butter, a popsicle stick and a handful of marshmallows. Have students use the popsicle stick to spread the peanut butter onto the apple slices. They will put marshmallows around the edge of one apple slice. Then they will put the other apple slice on top. They can eat it altogether or take it apart and eat it. **Remind students that apples and peanut butter are</p> | <p>Objective-TSW read the number on a die and count marshmallows.</p> <p>Materials- one "mouth" playing card and a handful of marshmallows per student, die</p> <p>Procedure- Tell students that by the time they are an adult they will have 32 total teeth in their mouth. In a large group setting explain to students what they will be doing. (Show "mouth" card...each student will have a partner...they will take turns rolling the die...each time they roll the die they add that many marshmallows to their "mouth" card in the indicated spaces...first player to fill the entire card wins)</p> <p>Evaluation- ability to follow directions and count the number of</p> |

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| | <p>healthy snacks for them!</p> <p>Evaluation- ability to follow directions.</p> | <p>dots on the die to add that many marshmallows to their "mouth" card.</p> |
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