



Letter People Lesson Plans

Letter: Ii

Teacher:	Week of:	Room #:
<p>Objective- TSW will distinguish between words that make the I sound and words that do not.</p> <p>Materials- Pictures of items that begin with the letter I (ice, igloo, ice cream, island etc.), Pictures of things that do not, A large cut-out Ii.</p> <p>Procedure- Review I words. Show class a picture of something that either starts with the letter I or does not. Have class identify whether it begins with the letter I or not. If it does place it to the side with a large cut-out I. If it does not begin with the letter I place it on the other side. Continue until all pictures have been shown.</p> <p>Evaluation- Assess by student response</p>	<p>Objective- TSW discover words that begin with the letter Ii.</p> <p>Materials- Feely box, items that begin with Ii.</p> <p>Procedure- Pick students who are sitting nicely to come pull an object out the feely box. Ask them if they know what the object is. Identify object and discuss how the object starts with the letter I. Discuss the sound the letter I makes.</p> <p>Evaluation- Assess by student response</p>	<p>Objective- TSW identify numbers and create ice cream cones using those numbers.</p> <p>Materials- Index cards with numbers on them, brown construction paper cut into cones, colored construction paper cut into ice cream shapes.</p> <p>Procedure- Give each child an ice cream cone. Have each child select an index card that has a number on it. Ask each to identify their number. Have child count out the matching number of ice cream scoops to place on their ice cream cone.</p> <p>Evaluation- Assess by student response</p>
<p>Objective- TSW guess how long they thing various objects are. TSW then measure objects to</p>	<p>Objective- TSW learn about igloos and create their own. TSW practice their cutting and gluing</p>	<p>Objective- TSW experiment with ice.</p> <p>Materials- Ice and</p>

<p>compare to their guesses.</p> <p>Materials- ruler, various objects to measure. Paper to record classes guesses and results.</p> <p>Procedure- Discuss inches with class and show them a ruler. Show class how long an inch is. Show class an object. Ask them how many inches they think it might be. Write down their guess. Measure the object. Write down how long it actually is. Discuss how their guess compares with the actual length.</p> <p>Evaluation-</p>	<p>skills.</p> <p>Materials- White and blue construction paper, glue (Sticks or bottle), and scissors.</p> <p>Procedure- Give each child 1" strips of white paper. Cut the strip into squares. Using the blue paper have the student build an igloo by gluing the squares onto the blue paper</p> <p>Evaluation- asses finished product</p>	<p>cotton balls.</p> <p>Procedure- See which will last longer ice on the table or ice wrapped in a cotton ball. Time and see how long it takes ice to melt. Figure out how to get two pieces of ice to stick together</p> <p>Evaluation- Assess using student responses.</p>
<p>Objective- TSW create an "I" book with the class.</p> <p>Materials- Paper, crayons, glue, scissors, magazines.</p> <p>Procedure- Have each child identify an I word they remember and would like to draw. Have each child then look through magazines to see if they can find that item. If not, the child can draw a</p>	<p>Objective- TSW create inventions using various materials. TSW will use complete sentences to present their invention to the class.</p> <p>Materials- small boxes, paper plates, stickers, pom poms, glue or tape.</p> <p>Procedure- Students will use the different items to create their very own invention. When they are</p>	<p>Objective- TSW will work on the gross motor skill of hopping.</p> <p>Materials- Several pieces of paper cut into island shapes, tape.</p> <p>Procedure- The teacher will tape the island shape pieces of paper on the floor a few inches from each other. Students will then practice hopping from one island to the</p>

<p>picture of their I word.</p> <p>Evaluation- Assess using finished product.</p>	<p>finished their invention they will present it to the class</p> <p>Evaluation- Asses using students finished product and their presentation of that product.</p>	<p>next.</p> <p>Evaluation- Assess students ability to hop from one island to the next</p>
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Theme Lesson Plans

Theme: Insects

<p>Objective- TSW be introduced to insects using the book, "In the Tall, Tall Grass". TSW will discuss insects.</p> <p>Materials- Book "In the Tall, Tall Grass", pictures of different types of insects.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Display book. 2. By looking at the cover ask students, "What do you think this story will be about" 3. Read story - stopping occasionally to ask questions and check for understanding 	<p>Objective- TSW will learn about caterpillars turning into butterflies by reading, "The Very Hungry Caterpillar"</p> <p>Materials- Book "The Very Hungry Caterpillar", other books with pictures of butterflies and/or caterpillars.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Display book. 2. By looking at the cover ask students if they know what happens to caterpillars when they eat a lot of food. 3. Read story - stopping occasionally to ask 	<p>Objective- TSW become familiar with the different parts of an insect.</p> <p>Materials- Paper, markers</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Have children tell you different parts they may see on an insect. 2. As they share ideas, draw an insect on the paper. 3. Make sure to include legs, antennae, thorax, and head. 4. Review the parts drawn with the students and have
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<p>4. Discuss story and insects (6 legs/antennae)</p> <p>Evaluation- Assess by student response</p>	<p>questions or check for understanding.</p> <p>4. Before you get to the last page, have students predict what they think the caterpillar will turn into.</p> <p>5. Read last page and discuss butterflies.</p> <p>6. Look through other books and pictures of butterflies and caterpillars while discussing them.</p> <p>Evaluation- Assess using student's responses.</p>	<p>them repeat them back to you.</p> <p>Evaluation- Assess using students responses.</p>
<p>Objective- TSW create potato print ladybugs.</p> <p>Materials- paper, potato cut in half, red paint, black paint, markers.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Dip potato in red paint. 2. Add spots with pinky fingerprints dipped in black paint. 3. After it has dried draw head, eyes, mouth, 2 antennae, and 6 legs. <p>Evaluation- Assess using students finished product</p>	<p>Objective- TSW create clothes pin butterflies.</p> <p>Materials- watercolors, coffee filters, clothes pins, googly eyes.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Paint coffee filters 2. Once dried put in a clothes pin. 3. Add googly eyes to clothes pin. <p>Evaluation- Assess finished product.</p>	<p>Objective- TSW create a caterpillar.</p> <p>Materials- paint, egg carton, pipe cleaner, googly eyes.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Have students paint egg cartons in an AB pattern (Ex: Blue, Orange, Blue, Orange). 2. One dried add pipe cleaner for feet, and googly eyes. <p>Evaluation- Assess finished product.</p>
<p>Objective- TSW</p>	<p>Objective- TSW</p>	<p>Objective- TSW</p>

Materials-	Materials-	Materials-
Procedure-	Procedure-	Procedure-
Evaluation-	Evaluation-	Evaluation-