



Letter People Lesson Plans

Letter:R

Teacher:Ms. Matthews	Week of:	Room #:
<p>Objective- TSW: review the uppercase and lowercase letter "Rr" and pictures that begin with the letter "R". TSW make Razzle Dazzle "R".</p> <p>Materials- Uppercase and Lowercase pre-cut letter "Rr", board, construction paper, glitter, scissors, and glue.</p> <p>Procedure- TW demonstrate how to trace and write the uppercase and lowercase letter "Rr". Next, demonstrate how to cover the pre-cut letter "R" with glitter. SW cover the uppercase letter "R" with glitter</p> <p>Evaluation- Teacher observation and illustration response.</p>	<p>Objective- TSW: make pet rocks.</p> <p>Materials- rocks, tub, paint, wiggle eyes, pipe cleaner</p> <p>Procedure- TW take the students outside and let the students collect rocks (big and small). Students discuss the type of rock they have and will wash his or her rock in a tub of water and let the rocks dry. Next, students will paint his or her rocks and let dry. Finally, students will decorate his or her rock with wiggle eyes and use pipe cleaners for the arms and/or legs.</p> <p>Evaluation- Teacher observation and illustration response</p>	<p>Objective- TSW- make rectangle collages.</p> <p>Materials- rectangle shapes (big, little, thin, and fat), a variety of construction paper, and glue.</p> <p>Procedure- TW review the shape of a rectangle. TW will distribute a blackline square shape and different colors of torn construction paper. SW glue different sizes of rectangle shape construction paper on the blackline rectangle worksheet.</p> <p>Evaluation- Teacher response and illustration response.</p>
<p>Objective- TSW classify rocks into sizes.</p> <p>Materials- rocks, paper, plastic tub, and marker</p> <p>Procedure- TW place rocks in a plastic tub and</p>	<p>Objective- TSW review objects that are round.</p> <p>Materials- round objects, explore tub, storybook "What is Round" by Rebecca Kai Dotlich, Scholastic Inc., 1999.</p>	<p>Objective- TSW review objects that are rough and smooth.</p> <p>Materials- rough and smooth objects, and a bag.</p> <p>Procedure- TW discuss</p>

<p>place 3 pieces of paper (large, medium, and small) near then tub of rocks. TW write the paper size on each paper (large, medium, small). SW classify rocks into sizes (large, medium, and small) onto the different sizes of paper.</p> <p>Evaluation- Teacher observation</p>	<p>Procedure- TW read "What is Round" and discuss objects that are round. SW find or name objects that are round. TW place the round items in the explore tub and place it in the math center.</p> <p>Evaluation-Oral response, illustration response. individual assessment, and teacher observation</p>	<p>items that are rough and smooth. TW place rough and smooth objects in a bag. SW remove an item and describe either "rough" or "smooth". TSW will sort the items into rough and smooth piles.</p> <p>Evaluation-Teacher observation and oral response</p>
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Theme Lesson Plans

Theme: Farm

<p>Objective- TSW listen to the story "Over on the Farm" by Christopher Gunson. TSW learn about the farm and the animals that live on the farm.</p> <p>Materials- Storybook "Over on the Farm" by Christopher Gunson, story board, and farm felt story characters.</p> <p>Procedure- TSW engage in a discussion regarding the story. Name farm animals, and make the different sounds of the farm animals. TSW pretend to be one of the farm animals in the story and act out the different parts of the story.</p>	<p>Objective- TSW listen to the story and song book "On the Farm". TSW make a class book title: "Old MacDonald's Farm Animals".</p> <p>Materials- story and song book "On the Farm" by Lakeshore (Read It! Sing it! Big Book).construction paper, pencil, crayons, stapler.</p> <p>Procedure- TSW engage in a discussion regarding the story and song book "On the Farm" by Lakeshore (Read It! Sing it! Big Book). TSW review farm animals and their sounds. TSW choose a farm</p>	<p>Objective-TSW listen to the story "The Hat" by Jan Brett. TSW make character masks from the story.</p> <p>Materials- Storybook "The Hat" by Jan Brett. Blackline character masks, glue, scissors, and craft sticks.</p> <p>Procedure- TSW engage in a discussion regarding the story "The Hat" by Jan Brett. TSW name the characters in the story and say their sounds. TSW discuss each character role in the story. TSW choose a</p>
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<p>Evaluation- Teacher observation and oral response.</p>	<p>animal he or she would like to draw. TSW will draw his or her animal and dictate the words to be written in the blanks. TSW read the class book in the library once the book is completed.</p> <p>Evaluation- Teacher observation, illustration, and oral response.</p>	<p>character and practice cutting the character out and glue the picture of the character onto a craft stick. TSW will review the story and act out the characters.</p> <p>Evaluation- Teacher observation and oral response.</p> <p>Note: The blackline sheet can be reviewed and printed from http://www.prekinders.com/farmunit.htm</p>
<p>Objective-TSW listen to the story “Click, Clack, Moo sows That Type” by Doreen Cronin. Review farm animals and play bingo using a cow game bingo board.</p> <p>Materials- Storybook “Click, Clack, Moo sows That Type” by Doreen Cronin, blackline cow or pig bingo board, number or letter cards, or a dice, rubber stamps or bingo daubers.</p> <p>Procedure- TW choose to write a number or letter on the blackline cow or pig bingo sheet. TSW draw a number or letter card from a stack. TSW find that letter/numeral on his or her mat, and stamp it out.</p> <p>Evaluation- Teacher observation</p> <p>Note: The blackline sheet can be reviewed and printed from http://www.prekinders.com/farmunit.htm</p>	<p>Objective- TSW learn about liquid and solid by making butter.</p> <p>Materials- baby food jar, whipping cream, bread, butter knife (plastic), board or chart paper, and marker.</p> <p>Procedure- TSW take turns pouring whipping cream into a baby food jar. TSW take turn shaking the jar until a ball of butter formed in the jar. TSW discuss how the liquid became solid. Students responses will be recorded to review the activity another day.</p> <p>Evaluation- Teacher observation and oral response.</p>	<p>Objective-TSW</p> <p>Materials-</p> <p>Procedure-</p> <p>Evaluation-</p>

Objective-TSW	Objective-TSW	Objective-TSW
Materials-	Materials-	Materials-
Procedure-	Procedure-	Procedure-
Evaluation-	Evaluation-	Evaluation-