



Letter People Lesson Plans

Letter: Zz

Teacher: Peggy Fortner	Week of:	Room #:
<p>Objective- TSW decorate a Z with zigzags</p> <p>Materials- paper and crayons</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Give each student a Z on construction paper. 2. Have them draw zigzags on the Z. <p>Evaluation- Teacher observation, completed project, and ability to follow instructions.</p>	<p>Objective- TSW make something that Zooms out of shapes</p> <p>Materials- paper, glue, crayons, different shapes in many colors (can use foam shapes)</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Have each student create an object that "zooms". 2. Write what they created and where it zooms (grass, air, water, space, road etc.) <p>Evaluation- teacher observation, finished product and ability to follow instructions</p>	<p>Objective- TSW draw an animal you hope to see or did see at the zoo.</p> <p>Materials- paper, black strips (black tape is great), glue, crayons</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Have each student draw an animal and color. 2. Have them draw a square around it. 3. Put black tape from top to bottom to make a cage. 4. Put the animals in groups according to likenesses. <p>Evaluation- Completed project, teacher evaluation, and ability to follow directions</p>
<p>Objective- TSW draw a picture of them sleeping.</p> <p>Materials- construction paper, crayons</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. TSW draw themselves with eyes closed. (You can also take a picture of them sleeping and have them add the z's) 2. TTW ask what it means you are doing with your eyes closed. 3. When "sleeping" comes up, talk about snoring and how zzzzzzzzzzz means that sound. 4. Have them write the zzzzzzzzzz. <p>Evaluation- Teacher observation, completed project, ability to follow directions</p>	<p>Objective- TSW identify zero.</p> <p>Materials- whiteboard, expo markers, zero the hero song</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Discuss the number zero and how it means none. 2. Write a number 1 and put a zero, what is it now? 3. TTW write 2 zeros after the 1. What is it now? Then 3 zeros. Show the patterns. <p>Evaluation- Teacher evaluation</p>	<p>Objective- TSW cut a zucchini on green paper.</p> <p>Materials- green paper, scissors, glue, crayons</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Have each child look at several different zucchini from the store. 2. TSW draw a similar shape and cut it out. 3. Glue it to a bright piece of construction paper and label. Discuss what it is, where you get it, etc. <p>Evaluation- Teacher observation and ability to follow directions</p>
<p>Objective- TSW sort zoo animal counters.</p> <p>Materials- zoo animal counters</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Give each student 3 animals. 2. Have them sort first by color, then by animal, then by some characteristic (number of legs, pattern on body etc.) <p>Evaluation- teacher observation</p>	<p>Objective- TSW make a zip lock zoo book.</p> <p>Materials- 3 zip lock bags per student, 3 sheets of construction paper that fits in baggie, glue, scissors, old magazines, crayons</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. TSW cut out animals from magazines and glue them on both sides of the paper. They may sound out the names and write. 2. TTW staple the NON-zipper side together of the baggies. 3. Put the paper in the baggies and zip to make a book that can be changed over and over! <p>Evaluation- Teacher observation and finished product</p>	<p>Objective- TSW make a zigzag collage</p> <p>Materials- paper, scissors that cut zigzag, glue</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Have the students cut shapes (many colors) using zigzag scissors. 2. Glue them on a background sheet of construction paper. <p>Evaluation- teacher observation, finished product</p>



Theme Lesson Plans

Theme: Wild Animals

<p>Objective- TSW draw their favorite wild animal. Discuss the difference between a wild animal and a pet.</p> <p>Materials- paper and crayons</p> <p>Procedure- 1. TSW draw a picture of their favorite animal. 2. TTW label or have the students label it.</p> <p>Evaluation- Teacher observation, finished product, ability to follow directions</p>	<p>Objective- TSW compare animal patterns. (stripes, spots, no pattern)</p> <p>Materials- pattern cards of animals</p> <p>Procedure- 1. TSW name animals for each pattern.</p> <p>Evaluation- Teacher observation and ability to follow directions</p>	<p>Objective- TSW name characteristics of "birds"</p> <p>Materials- white board, expo, paper, crayons</p> <p>Procedure- 1. TSW recognize that birds have feathers, wings, and a beak, 2 legs, lay eggs, etc. 2. TSW draw a bird.</p> <p>Evaluation- Teacher observation, completed project, and ability to follow directions</p>
<p>Objective- TTW introduce the word "mammal".</p> <p>Materials- paper and crayons, white board and expo markers</p> <p>Procedure- 1. TTW lead a discussion on characteristics of mammals. (hair, have live babies, breathes air, warm blooded) 2. TSW name animals that are mammals including us! 3. TSW draw a mammal.</p> <p>Evaluation- Teacher observation, finished product, ability to follow directions</p>	<p>Objective- TTW will introduce the word "amphibian"</p> <p>Materials- paper and crayons, white board and expo markers</p> <p>Procedure- 1. TTW lead a discussion on characteristics of amphibians. (water and land animals, many have moist skin, lay eggs etc.) 2. TSW name some animals in the amphibian group - frogs, toads, newts, salamanders 3. TSW draw an amphibian.</p> <p>Evaluation- Teacher observation, finished product, ability to follow directions</p>	<p>Objective- TTW introduce the word "reptile"</p> <p>Materials- paper and crayons, white board and expo markers</p> <p>Procedure- 1. TTW lead a discussion on characteristics of reptiles. (scales, cold blooded, breathe air, etc.) 2. TSW name some animals in the reptile group - snakes, turtles, lizards, crocodiles and alligators 3. TSW draw an amphibian.</p> <p>Evaluation- Teacher observation, finished product, ability to follow directions</p>
<p>Objective- TTW introduce the word "nocturnal". TSW make a nocturnal animal.</p> <p>Materials- black paper, white crayon, wiggle eyes, scissors, glue</p> <p>Procedure- 1. TSW name animals that come out at night and sleep during the day. (mice, bats, owls, lemurs, cats, etc.) 2. TSW make a bat. Staple the edge of 2 black sheets of paper together. 3. Have student draw a bat wing (squiggle around) with a white crayon. 4. Cut it out (you will have 2 of the same shape) 5. Cut a circle. Glue the circle in the middle and draw a mouth and 2 fangs. 6. Glue on wiggle eyes.</p> <p>Evaluation- student participation, teacher observation, and finished product</p>	<p>Objective- TTW introduce the word "Camouflage". TSW illustrate camouflage by drawing an animal in its habitat.</p> <p>Materials- paper and crayons</p> <p>Procedure- 1. TSW name places where a snake would be hard to see, a frog, a bird etc. 2. TSW illustrate camouflage.</p> <p>Evaluation- student participation, teacher observation, and finished product</p>	<p>Objective- TTW introduce the word "hibernate". TSW draw an animal that hibernates.</p> <p>Materials- paper and crayons</p> <p>Procedure- 1. TTW define hibernate as a deep deep sleep through the winter season. Their breathing slows down and their body temperature drops. They do not eat because they are asleep. 2. Some bats hibernate, bears, chipmunks, some mice, and some squirrels also hibernate. 3. TSW pick an animal to draw that hibernates.</p> <p>Evaluation- student participation, teacher observation, and finished product</p>

