



# Letter People Lesson Plans

## Letter: Ee

Teacher:	Week of:	Room #:
<p><b>Objective-</b> TSW form Ee from a variety of materials.</p> <p><b>Materials-</b> Ee formation poem, pencils, Q-tips, popsicle sticks, blocks, pipe cleaners, playdough, dry erase boards, dry erase markers</p> <p><b>Procedure-</b> The teacher will share the Ee formation poem with the class. E - Pull straight down for capital E. Then add some shelves 1, 2, 3. e - A little line start off e. Add a plate for an egg-here's breakfast for me! Students will practice forming the letters in the air, with a variety of hands-on materials, and on dry erase boards.</p> <p><b>Evaluation-</b> TSW write Ee on a paper and draw one thing on each of E horizontal lines that begins with /e/ and an egg on the plate for the e.</p>	<p><b>Objective-</b> TSW will trace Ee.</p> <p><b>Materials-</b> elbow macaroni, glue, Ee from Letter People resources</p> <p><b>Procedure-</b> The teacher will review the Ee letter formation poem and /e/ sound. The students will cover Ee with elbow macaroni.</p> <p><b>Evaluation-</b> TSW trace the Ee while saying the letter formation poem and making the /e/ sound.</p>	<p><b>Objective-</b> TSW design and make Ms. E weights.</p> <p><b>Materials-</b> balloons, yarn, long construction paper rolled long ways and taped closed, markers</p> <p><b>Procedure-</b> The teacher will review Ms. E's song and exercise energy. The teacher will explain how muscles help our bodies move and that we keep our muscles healthy by eating good foods and exercising. The teacher will explain that lifting weights helps to keep our muscles strong. The students will decorate their construction paper tube with healthy food illustrations. The teacher will blow up the student's chosen balloons, tie one balloon at one end, thread the rest of the yarn through the tube, and tying the other balloon at the other end.</p> <p><b>Evaluation-</b> TSW demonstrate how to exercise with their MS. E weights.</p>

<p><b>Objective-</b> TSW participate in a variety of exercises.</p> <p><b>Materials-</b> exercise mats, music</p> <p><b>Procedure-</b> The teacher will review body parts by playing "Simon Says". The teacher will review why everybody needs to exercise. The teacher will guide the children through exercises by using the exercise mats.</p> <p><b>Evaluation-</b> The students will name what body parts they are exercising.</p>	<p><b>Objective-</b> TSW complete egg experiments.</p> <p><b>Materials-</b> 3 raw eggs, a hard boiled egg, vinegar, salt, beaker, paper, matches</p> <p><b>Procedure-</b> The teacher will ask the students where eggs come from and how they are used. The teacher will explain to the students that they will be completing extraordinary egg experiments. The teacher will ask the students what letter egg, extraordinary, and experiment begin with. The teacher will complete the attached egg experiments.</p> <p><b>Evaluation-</b> TSW illustrate each of the experiments.</p>	<p><b>Objective-</b> TSW identify likenesses and differences.</p> <p><b>Materials-</b> <i>Elmer</i>, Elmer story kit, elephants black line, watercolors</p> <p><b>Procedure-</b> The teacher will read <i>Elmer</i>. The class will discuss why Elmer wanted to change his skin and why it is important for everyone to be different. The teacher will reread <i>Elmer</i> having the students using the Elmer Story Kit. The students will watercolor their elephant to be part of the Elmer Day Parade.</p> <p><b>Evaluation-</b> TSW share their elephant and the other students will share how they think it is unique.</p>
<p><b>Objective-</b> TSW</p> <p><b>Materials-</b></p> <p><b>Procedure-</b></p> <p><b>Evaluation-</b></p>	<p><b>Objective-</b> TSW</p> <p><b>Materials-</b></p> <p><b>Procedure-</b></p> <p><b>Evaluation-</b></p>	<p><b>Objective-</b> TSW</p> <p><b>Materials-</b></p> <p><b>Procedure-</b></p> <p><b>Evaluation-</b></p>



## Theme Lesson Plans

### Theme: Letter Ee - Exercise

<p><b>Objective-</b> TSW learn that the heart is a muscle and see the effect of exercise on the heart.</p> <p><b>Materials-</b> tennis balls, chart, clock with second hand</p> <p><b>Procedure-</b> Give half of the class tennis balls and ask them to squeeze the tennis ball as hard as they can while someone next to them feels the muscle in their upper arm. Have the students switch. TSW explain what happened to their partners' muscles while they were squeezing the tennis balls. Explain that the heart is a muscle too and that every time it pumps blood it uses the same amount of power as it takes to squeeze a tennis ball. Explain that the heart grows and gets stronger like our other muscles by exercising. Have students name 5 different exercises - jogging, jumping jacks, arm circles, etc. Demonstrate how to find your pulse. Explain that the pulse tells us how fast</p>	<p><b>Objective-</b> TSW explore things the body can and cannot do.</p> <p><b>Materials-</b> none</p> <p><b>Procedure-</b> Ask the students to do the following actions. Explain that they may or may not be able to do all of them. Bend over and touch your toes, bend over, grab your toes, and jump, squat all the way down, keeping your heels and toes flat on the ground, spread your toes so that none of them are touching, move your little toe sideways without moving any of your other toes, pick up a pencil up off of the floor with you toss, spread your fingers apart, bend the first joint of one of your hands without bending the other joints, touch your nose with your tongue, make your eyebrows go up and down, close one eye while the other one stays open, wiggle your ears, etc Explain that all of these are done by moving your muscles.</p>	<p><b>Objective-</b> TSW participate in nursery rhyme olympics.</p> <p><b>Materials-</b> 4 cones, 2 large buckets, 2 small buckets, water, 2 burlap bags, 2 foil pie plates</p> <p><b>Procedure-</b> 1. Jack Be Nimble relay where you line up cones about four feet apart in two lines and then separate the children into two teams. They then have to jump over the cones (candlesticks) down and back and then the next student until the last one and they were the winners.</p> <p>2. Baa Baa Black Sheep relay where you have burlap bags that you put the child in, they hopped down the course and back and switched with the next in line until all done.</p> <p>3. Jack and Jill relay where they have to dip their pail in the LARGE bucket of water run to the other end (don't spill it) dump the pail into</p>
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<p>our hearts are beating. Make a class chart of all the exercises. Have students demonstrate the exercises and seeing which exercises make their hearts beat faster or slower.</p> <p><b>Evaluation-</b> TSW count their pulse after exercising.</p>	<p><b>Evaluation-</b> TSW take turns modeling an exercise.</p>	<p>another waiting bucket run back and the next one in line did the same. At the end we saw which team had the most water in the large bucket and they were the winner. The trick was not to spill water or fall down and break your crown.</p> <p>4. Little Jack Horner relay where you have the children hold a pie plate above their head, run down the course and back handing it off to the next student and when the last one finished, that team was the winner.</p> <p><b>Evaluation-</b> TSW participate in relays</p>
<p><b>Objective-</b> TSW participate in rock and roll relay.</p> <p><b>Materials-</b> 2 adult size rocking chairs, 2 rubber balls</p> <p><b>Procedure-</b> Divide the class into 2 teams. At the signal, the first player runs to a rocking chair. S/he picks up and holds the ball, sits down and</p>	<p><b>Objective-</b> TSW participate in block bowling.</p> <p><b>Materials-</b> 4 or 5 blocks, rubber ball</p> <p><b>Procedure-</b> Teacher sets up wooden blocks as pins. TSW make a straight line. The first child will roll the ball twice and knock down as many blocks as possible. The child will then reset the blocks and</p>	<p><b>Objective-</b></p> <p><b>Materials-</b></p> <p><b>Procedure-</b></p> <p><b>Evaluation-</b></p>

<p>rocks back and forth 3 times. Then, the player rolls the ball to the next team member and takes his/her place at the end of the line. This procedure continues until all have had a turn. If rocking chairs are unavailable, have the child sit in a child-size chair and rock his body back and forth 3 times. (May need to demonstrate.)</p> <p><b>Evaluation-</b> class participation.</p>	<p>move to the end of the line.</p> <p><b>Evaluation-</b> TSW class participation.</p>	
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