



Theme Lesson Plans

Theme: Light and Dark

<p>Objective-TSW understand and describe how day and night occur as a result of the Earth's rotation.</p> <p>Materials - globe, smiley sticker, flashlight.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Start by discussing the globe with students. Letting them know it is a model of our planet Earth, which is round. 2. Place a small smiley sticker on the globe near Memphis. This will represent us. 3. Darken the room. Turn the flashlight on. Let the students know that the flashlight will be the sun. 4. Shine the light on the smiley sticker. Let the students know Memphis is having daytime. 5. Slowly, turn the globe until the smiley is on the other side. Memphis is now having night. The other side is having day. 6. Why? Did the earth turn or did the sun turn? The students will conclude that the sun does not move. The earth moves causing day and night. Continue rotation and discussion. Repeat. <p>Evaluation- Students assessed by oral questioning.</p>	<p>Objective-TSW explain how shadows are made.</p> <p>Materials- Book: <u>Bear Shadow</u> by Frank Asch, projector or flashlight, out side playtime on a sunny day, chalk</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Read <u>Bear Shadow</u> by Frank Asch. 2. After reading lead a discussion. Why did Bear have a shadow? What makes a shadow? Did Bear understand this? 3. Turn on projector or flashlight to show example of a shadow. Inform students that the light in the projector is acting like the SUN. What happens when something solid (a hand) is placed in front of the light? WHY? The light cannot go through the hand. It has to go around, leaving a blank spot. 4. Let several children choose solid objects from the classroom to place in front of the projector. 5. At recess, review understanding of shadows as children play. What makes their shadow outside? 6. Play shadow tag, draw student's shadows with chalk. <p>Evaluation- Students are assessed by oral questioning.</p>	<p>Objective-TSW describe and have a sense for how far away the moon is from earth and why it seems to change shape. TSW create a "ladder to the moon".</p> <p>Materials -</p> <p>Book: <u>Papa, Please Get the Moon for Me</u> by Eric Carle, white paintable paper, blue fingerpaint, liquid glue, flat toothpicks, grey construction paper, gold star stickers, scissors.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Read <u>Papa, Please Get the Moon for Me</u> by Eric Carle. 2. Discuss the fact that the story is fiction/make believe. Can you really climb on a ladder to the moon? Share that the real moon is hundreds of thousands of miles away. The moon looks different at different times because it moves around the earth. Sometimes we can only see part of it. 3. Students will use fingerpaint to paint a blue sky on white paper. 4. Students cut and add a grey moon of their choice (full or crescent). 4. Glue toothpicks to form a ladder to the moon. Add stars. <p>Evaluation- Teacher will observe students ability to follow directions.</p>
<p>Objective-TSW define what a star is. TSW define constellation. TSW recognize several constellations.</p> <p>Materials- Jack Hartman CD/Twinkle, Twinkle/Rhyming to Read, <u>Stars, Stars, Stars</u> by Bob Barner, black umbrella, white chalk, Constellation cards (Lakeshore Space Theme Box), flashlight</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Sing "Twinkle, Twinkle, Little Star" with CD. Review words of poem and their meaning with students....how I wonder what you are.....Have students speculate what a star really is. 3. Read <u>Stars, Stars, Stars</u> by Bob Barner. Discussion: Stars are hot gasses. Constellations are pictures made with stars that tell a story. 4. Using white chalk, dot the inside of a black umbrella to resemble stars. Include several constellations. Gather students close together. Open the umbrella to reveal the night sky. Discuss and point out constellations. 5. Darken the room. Hold constellation 	<p>Objective-TSW create a product to represent a Night Owl and be able to tell why owls are different from other animals.</p> <p>Materials- Book: <u>Owl Babies</u> by Martin Waddell, chart paper, markers, brown lunch sack, black, white, orange construction paper, glue sticks, newspaper, and stapler.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Read <u>Owl Babies</u> by Martin Waddell. 2. Discuss animals that are awake at night. 3. On chart paper, make two web graphic organizers. One for day animals and one for night animals. Brainstorm and fill in web. Use enchantedlearning.com for information if needed. Make a nocturnal OWL: 4. Crumple newspaper and fill brown sacks. Fold top over, staple. 5. Glue black triangle ears to top. Glue on black and orange oval eyes. Add an orange triangle nose, black wings and big orange feet. 	<p>Objective-TSW</p> <p>Materials-</p> <p>Procedure-</p> <p>Evaluation-</p>

<p>card toward wall. Shine a flashlight toward card. Students can now view a "mini" constellation for better understanding.</p> <p>Evaluation- The teacher will assess students by oral questioning.</p>	<p>6. Use a black marker to make half circles on the back to look like feathers.</p> <p>Evaluation- Teacher will assess students ability to follow directions, fine motor skills, and orally check for comprehension.</p>	
<p>Objective- TSW</p> <p>Materials-</p> <p>Procedure-</p> <p>Evaluation-</p>	<p>Objective- TSW</p> <p>Materials-</p> <p>Procedure-</p> <p>Evaluation-</p>	<p>Objective- TSW</p> <p>Materials-</p> <p>Procedure-</p> <p>Evaluation-</p>



Letter People Lesson Plans

Letter: L

Teacher:	Week of:	Room #:
<p>Objective-TSW identify and collect the letter "L" from magazines and other print material. TSW create a letter tree that shows the different representations of the letter "L" in print.</p> <p>Materials- one 12 x 18 sheet white paper, markers or crayons, old magazines, newspapers, scissors, glue stick.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Give each student a sheet of paper. 2. Ask the student to draw a large tree on the paper. Model how to draw a trunk and branches. 3. Student will write the letter "L" on the trunk of the tree. 4. Have students search magazines to find letters that match the letter on their tree, "L". Cut out all L's. 5. Students glue the "L's" to their tree branches. 6. Discuss with them how the same letter can have so many different looks. <p>Evaluation- Teacher will assess</p>	<p>Objective-TSW create a ladybug headband that represents a ladybug. It will remind them to be kind and not to be grouchy.</p> <p>Materials- Book: <u>The Grouchy Ladybug</u> by Eric Carle, red bulletin board border or red construction paper, black construction paper CUT AT 1/2 SHEET, two black pipe cleaners, pencils, scissors, tape, glue, black marker.</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Ms. L has a favorite insect. It is the Ladybug! We are going to read about a Ladybug. Say "LLLadybug". "What do you hear"? There's only one problem. She is a VERY GROUCHY LADYBUG!! Let's read... 2. Read <u>The Grouchy Ladybug</u> by Eric Carle. 3. Discuss with students how she could have acted differently. 4. Make "L" headbands for Ms. L. 5. Measure, cut and staple red border or construction paper to fit student's head. 6. Students cut circles (spots) out of black paper and glue to red headband. 	<p>Objective- TSW identify the /l/ sound in the word lemon. TSW identify numerals. TSW practice the math operation of subtracting.</p> <p>Materials- Five lemons(use the next day to make lemonade☺), bowl to put the lemons in, a book, number cards</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Display five lemons. Count them with the students. Lay a number in front of each lemon. 2. Put the five lemons in a bowl. 3. Recite the following poem with the students: <i>Five big lemons in the bowl. One fell out and started to roll. It bumped the book and hit my toe. (act out) How many lemons in the bowl? 1-2-3-4</i> <p><i>Four big lemons in the bowl.....</i> Continue to repeat until there are zero lemons left.</p> <ol style="list-style-type: none"> 4. Begin discussion about lemons. Have you ever opened one or tasted one?

<p>drawing, cutting, gluing, and the ability to follow directions and identify letter.</p>	<p>7. Give each student a pencil and two pipe cleaners. Instruct in wrapping the pipe cleaner around the pencil to bend it. 8. Students cut four black circles for antennae. They will be glued back to back over the pipe cleaners. Attach to headband. Enjoy. Evaluation- Teacher will observe cutting skills and the ability to follow directions.</p>	<p>What do you think is inside? What can you make with lemons? Let the students know the Ms. L does something "special" with lemons that she will show them tomorrow. Evaluation- The teacher will observe student response to group activity relating to letter sounds and math skills.</p>
<p>Objective-TSW compare ways of making lemonade. TSW measure and follow directions, TSW use several senses. TSW identify and use one of their five sense: taste</p> <p>Materials- 5 or 6 lemons, knife to cut lemons, cups, bowl for sugar, water, sugar, measuring spoon (1/2 teaspoon), spoons for stirring, Science Activities A to Z (pg. 84).</p> <p>Procedure-</p> <ol style="list-style-type: none"> 1. Teacher cuts lemons in quarters. 2. Teacher puts sugar in bowl. 3. Students pour $\frac{1}{2}$ cup water into a cup. 4. Squeeze lemon quarter into cup and stir. 5. Taste 6. Student adds $\frac{1}{2}$ tsp. sugar, stirs and tastes. 7. Compare: With our without sugar? <p>Evaluation-Teacher will observe student's ability to follow directions.</p>	<p>Objective-TSW identify their address.</p> <p>Materials- Letter Carrier Costume (Lakeshore), envelopes, markers, stickers or address badges.</p> <p>Procedure -</p> <ol style="list-style-type: none"> 1. The teacher dresses as "Luanne the Letter Carrier". 2. She lets the class know that she has brought a <u>special delivery</u> for some students today. She pretends like she doesn't know them. (They get a kick out of this!) 3. She sings the following song, while holding up an envelop with a student's address on it: <i>"If this is your address, come on up, come on up, come on up..."</i> <i>If this is your address come on up and get you're mail!"</i> 4. Luanne then gives the child their mail. It is an envelope with their address on it. Inside is a sticker or a badge that states they know their address. 5. Depending on your objectives and student's abilities, you may also sing the address, if you wish. <p>Evaluation- The teacher will observe the student identifying their address either orally or written.</p>	<p>Objective-TSW transfer chlorophyll from leaves to paper.</p> <p>Materials- Fresh green leaves, white paper, wooden cutting board or piece of wood, hammer, Science Activities A to Z (pg. 23).</p> <p>Procedure -</p> <ol style="list-style-type: none"> 1. The class will go on a spring "nature walk" to collect green leaves. Try to find leaves on the ground. 2. Lay a piece of white paper on the cutting board. Lay a green leaf on top of it. Lay another sheet of white paper over the leaf. 3. Pound the hammer over the top sheet of paper that covers the leaf. 4. Lift the paper that to see the green color on both sheets of paper, which resulted when chlorophyll was pounded out of the leaf. 5. Follow with a discussion of plant life, sunshine and the production of chlorophyll. <p>Evaluation- The teacher will observe student following directions, using a large motor tool. The teacher will check for comprehension orally. *Note* A new collection of leaves lends itself to sorting, classifying and graphing, as well.</p>
<p>Objective-TSW listen to a character story about laziness. TSW create a prop to represent the main character in the story.</p> <p>Materials- Book: <u>Lazy Lion</u> by Mwenye Hadithi, paper plates, brown construction paper, black marker, template from the website: dtk-kids.com/animals/melion.html</p> <p>Procedure -</p> <ol style="list-style-type: none"> 1. Read: <u>Lazy Lion</u> by Mwenye Hadithi. 2. Discuss story, as well as relating the words Lazy and Lion to Ms. L's sound. Discuss character traits other than laziness. 3. Paint paper plate yellow. 4. Make the mane from cut or torn brown construction paper. Apply to paint while wet or glue later. Can also curl paper before applying. 	<p>Objective-TSW explore life skills by problem solving. TSW discuss alternative ideas to use if a bridge is falling down and possible resolutions to fix it.</p> <p>Materials- Chart paper, marker, large atlas.</p> <p>Procedure -</p> <ol style="list-style-type: none"> 1. Introduce and read the nursery rhyme: "London Bridges Falling Down." 2. Locate London in an Atlas. 3. Discuss why bridges are used and what people would do in the case of a bridge falling down and what problems that would pose. 4. Let students know that this is a fictional rhyme. 5. Have fun "playing" London Bridges. <p>Evaluation- Teacher will observe</p>	<p>Objective-TSW construct binoculars to "look" at things. TSW understand the sounds that "oo" can make.</p> <p>Materials- Chart Paper, Marker, <u>Secret Stories</u> by Katie Garner (pgs. 82-83), empty toilet paper roles, hole puncher, yarn, decorative items.</p> <p>Procedure -</p> <ol style="list-style-type: none"> 1. Teacher introduces the word "LOOK" in the morning message. 2. Let the students know that "OO" is a Secret Story. Share Secret Story. 3. Let students know that Ms. L loves to LOOK. 4. Discussion of what helps us look. Ex: glasses, magnifying glass, binoculars, etc. 5. Make binoculars. 6. Students decorate two empty toilet paper roles, with whatever resources you

<p>5. Print out templates(from above website) for eyes, nose and mouth or have students draw or make their own.</p> <p>Evaluation- Teacher will observe listening, painting, cutting and drawing skills.</p>	<p>student participation during discussion and rhyme role play.</p>	<p>choose.</p> <p>7. Tape them together.</p> <p>8. Punch a hole on each side of one end.</p> <p>9. Attach yarn to holes. Go exploring!</p> <p>Evaluation- Teacher will observe student participation during discussion. Teacher will observe student following directions to produce craft.</p>
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