



# Letter People Lesson Plans

## Letter: Yy

Teacher: Peggy Fortner	Week of:	Room #:
<p><b>Objective-</b> TSW decorate a Y yellow yarn</p> <p><b>Materials-</b> paper, glue, yellow yarn</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. Give each student a y on construction paper.</li> <li>2. Have them glue pieces of yarn on the Y. They can make stripes or swirlies or dots.</li> </ol> <p><b>Evaluation-</b> Teacher observation, completed project, and ability to follow instructions.</p>	<p><b>Objective-</b> TSW make a yarn picture.</p> <p><b>Materials-</b> paper, glue, crayons, different colors of yarn cut in long and short pieces</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. Have each student draw anything they want on a piece of construction paper.</li> <li>2. Give many different sizes of yarn pieces and have students outline their picture with yarn.</li> </ol> <p><b>Evaluation-</b> teacher observation, finished product and ability to follow instructions</p>	<p><b>Objective-</b> TSW trace their name in yarn.</p> <p><b>Materials-</b> paper, yarn, glue</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. Write each child's name with pencil.</li> <li>2. Trace with glue.</li> <li>3. Have each child put yarn pieces on the glue.</li> </ol> <p><b>Evaluation-</b> Completed project, teacher evaluation, and ability to follow directions</p>
<p><b>Objective-</b> TSW make a yo-yo.</p> <p><b>Materials-</b> construction paper, yarn, glue, crayons</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. TSW draw and cut a circle out of construction paper.</li> <li>2. TSW glue the circle to another sheet of construction paper.</li> <li>3. Attach a piece of yarn to the circle.</li> <li>4. Decorate the yo-yo with crayons or other materials</li> </ol> <p><b>Evaluation-</b> Teacher observation, completed project, ability to follow directions</p>	<p><b>Objective-</b> TSW draw 4 things that are Yellow.</p> <p><b>Materials-</b> paper folded in half, crayons.</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. Discuss things that are yellow.</li> <li>2. Draw something that is yellow.</li> <li>3. TTW ask questions like "What yellow things did you draw that is a living thing?" etc.</li> </ol> <p><b>Evaluation-</b> Teacher evaluation, completed project, ability to answer questions</p>	<p><b>Objective-</b> TSW answer yes and no questions.</p> <p><b>Materials-</b> 2 popsicle sticks for each student, index cards, tape</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. Have each child write Yes on one card and No on the other card.</li> <li>2. Tape a popsicle stick to each card.</li> <li>3. Ask yes and no questions and have the children to hold up their answer.</li> </ol> <p><b>Evaluation-</b> Teacher observation and ability to follow directions</p>
<p><b>Objective-</b> TSW learn what part of an egg is the yolk.</p> <p><b>Materials-</b> large yellow pom poms, white paper</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. Have students cut out any shape on white paper.</li> <li>2. Glue the white paper to any color background.</li> <li>3. Glue a yellow pom pom in the "middle" of the white.</li> <li>4. Sound out the word "yolk"</li> </ol> <p><b>Evaluation-</b> finished product and TO</p>	<p><b>Objective-</b> TSW identify when it is ok to Yell and whisper.</p> <p><b>Materials-</b></p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. TTW ask what kind of voice do you use in a library. When is it ok or good to yell?</li> </ol> <p><b>Evaluation-</b> Teacher observation</p>	<p><b>Objective-</b> TSW draw things that are "Yuck" and "Yum"</p> <p><b>Materials-</b> paper, crayons</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. Fold paper in half and label one side Yuck and the other Yum.</li> <li>2. Discuss and draw certain foods where you would label them.</li> </ol> <p><b>Evaluation-</b> teacher observation</p>



# Theme Lesson Plans

## Theme: Rest Keeps Us Healthy

<p><b>Objective-</b> TSW pretend to sleep. TTW take a photo of each student. TSW draw a picture of a good dream they had or one they think would be good.</p> <p><b>Materials-</b> camera, paper, crayons</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. TSW draw a picture of a good dream.</li> <li>2. TTW write out or type what they say. Draw a cloud around the dream and have students cut it out.</li> <li>3. Tape the photo on the corner of a background sheet, draw 3 little circles above child's head to the dream.</li> </ol> <p><b>Evaluation-</b> Teacher observation, finished product, ability to follow directions</p>	<p><b>Objective-</b> TSW discuss ways to rest their body.</p> <p><b>Materials-</b> books, puzzles,</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. TSW name ways to rest their body. We will do those activities. (read, do a puzzle, yoga/stretching, etc.)</li> </ol> <p><b>Evaluation-</b> Teacher observation and ability to follow directions</p>	<p><b>Objective-</b> TSW discuss ways to rest their mind.</p> <p><b>Materials-</b> music</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. TSW name ways to rest their mind. We will do those activities. (listen to a story, sit outside and watch nature, listen to soothing music, etc.)</li> </ol> <p><b>Evaluation-</b> Teacher observation and ability to follow directions</p>
<p><b>Objective-</b> TSW discuss sleep habits. TSW draw one they would like to start doing every night.</p> <p><b>Materials-</b> paper and crayons</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. TTW lead a discussion on things they do before bed to help them sleep. (parents read, brush teeth, go potty, hug and kiss family goodnight, sleep with a special toy or blanket)</li> <li>2. TSW draw one habit they would like to do before bedtime. TTW label them or students can.</li> </ol> <p><b>Evaluation-</b> Teacher observation, finished product, ability to follow directions</p>	<p><b>Objective-</b> TSW discuss the amount of sleep a child needs and signs of being tired.</p> <p><b>Materials-</b> none</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. TSW name their bedtime and wake up time to see if they are getting enough sleep. They will name signs of being tired (yawning, eyes heavy, very slow breathing, snoring etc.)</li> </ol> <p><b>Evaluation-</b> Teacher observation</p>	<p><b>Objective-</b> TSW measure their heartbeat during exercise and rest (slow/fast).</p> <p><b>Materials-</b> music</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1 TSW exercise to a song, and then feel their heart rate.</li> <li>2. TSW rest and take deep breaths and feel their heart rate. Which is fast/slow</li> </ol> <p><b>Evaluation-</b> Student participation</p>
<p><b>Objective-</b> TSW observe signs of being tired.</p> <p><b>Materials-</b> none</p> <p><b>Procedure-</b></p> <ol style="list-style-type: none"> <li>1. Discuss signs of being tired again and observe others at school (yawning, stretching, taking a deep breath etc.)</li> </ol> <p><b>Evaluation-</b> student participation</p>	<p><b>Objective-</b></p> <p><b>Materials-</b></p> <p><b>Procedure-</b></p> <p><b>Evaluation-</b></p>	<p><b>Objective-</b></p> <p><b>Materials-</b></p> <p><b>Procedure-</b></p> <p><b>Evaluation-</b></p>

