

Unit 6: Your Home & Neighborhood

Unit 6 introduces the children to the world of construction and building materials, and how the use of tools and simple machines make it faster and easier to build and accomplish many things. They will also discover the importance of working as a team. Unit 6 also introduces children to transportation and the various ways people and goods are transported from place to place.

In addition, the children will explore:

- Ww /w/, Hh /h/, Ii /i/, Xx /x/, Yy /y/, and Vv /v/
- Folk tales
- Syllables
- Measurement
- Building words
- Machines
- Addition/subtraction
- Three-dimensional geometric shapes
- Ramps/inclines
- Roll or slide

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## Unit 6 • Week 19: Let's Build It!

This week you will teach the children about building materials and construction through the story of *The Three Little Pigs*. The children will also:

- Practice blending onsets and rimes and consonant/vowel/consonant words
- Learn /w/ and /h/ and identify initial /w/ and initial /h/ words
- Rediscover the folk tale literary style
- Build houses from straw, sticks, or paper bricks
- Discuss beginning, middle, and end
- Imagine what comes after a story ends
- Learn how to measure height
- Make paper bag character puppets
- Compare different versions of *The Three Little Pigs*

### Essential Questions

- *How does knowing how to measure help us build a building?*
- *If you were one of the three pigs in the story which pig would you have been? Why?*
- *How would you change the ending to *The Three Little Pigs*?*
- *How does understanding a story help you write about it?*

### Standards & Benchmarks

#### Reading

- *Retells a story in sequence*
- *Engages in group reading activities with purpose and understanding*
- *Identifies sequence of events*
- *Asks and answers questions about key elements and details in a text*
- *Describes the relationship between illustrations and text*
- *Recognizes cause and effect*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Identifies basic similarities in and differences between two texts on the same topic*
- *Identifies characters, settings, and major events in a story*
- *Makes predictions based on titles, illustrations, content and prior knowledge*
- *Makes inferences*

#### Phonics & Word Recognition

- *Associates letters with their names and sounds*
- *Identifies words beginning with the same letter as their own name*
- *Demonstrates understanding of one-to-one correspondence of letter and sounds*

#### Print Concepts

- *Understands that letters form words*
- *Understands words in print are separated by spaces*
- *Recognizes spoken words are represented in written language by specific sequences of letters*
- *Focuses on letter names and shapes*

## English Conventions

- Uses frequently occurring verbs
- Recognizes first letter of names is capitalized

## Alphabet Knowledge

- Recognizes and names most letters of the alphabet, especially those in their own name

## Phonological Awareness

- Counts and blends syllables into spoken words
- Combines onset and rime to form a word
- Isolates and pronounces the initial sounds in words
- Distinguishes individual words within spoken phrases or sentences
- Blends phonemes into words

## Vocabulary

- Identifies real-life connections between words and their use
- With guidance and support, explores word relationships and nuances in word meanings
- Uses illustrations and context to determine meanings of unknown words
- Identifies new meanings for familiar words and applies them accurately

## Speaking & Listening

- Follows simple and multiple-step directions
- Engages in conversations with peers and adults
- Participates in collaborative conversations with diverse partners about pre-k topics and texts
- Engages in agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Describes familiar people, places, objects, and events according to characteristics or attributes

## Writing

- Independently writes some letters and words
- Writes own name
- Uses drawing, dictation, scribble writing, or invented spelling to convey meaning
- Recognizes writing as a way of communicating for a variety of purposes, such as, giving information, sharing stories, or

giving an opinion

- Explores letter sound relationships while writing
- Contributes to a shared writing experience or topic of interest

## Language Development

- Demonstrates the ability to listen, understand, and respond in increasingly complex ways

## Mathematics

### Number Sense

- Recognizes the number of objects in a small set without counting (subitizing)
- Counts in sequence
- Recognizes and names numerals

### Patterns, Operations, and Algebraic Thinking

- Creates, identifies, duplicates, and extends simple patterns

### Geometry and Spatial Sense

- Responds to and uses positional words (e.g. in, under, between, down, behind)
- Recognizes and identifies basic two-dimensional shapes
- Identifies shapes regardless of their orientations or size
- Sorts two-and/or three-dimensional shapes

### Measurement and Data

- Uses measurable attributes to compare objects
- Uses charts and graphs to collect and analyze data
- Becomes familiar with standard and nonstandard measuring tools and their uses
- Measures length, weight, height, size, or capacity of one or more objects
- Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

## Science

### Scientific Inquiry and Reasoning

- Uses tools and equipment to explore objects
- Explores simple machines
- Participates in scientific investigations, analyzes, draws conclusions, and communicates results
- Makes and verifies predictions

### Physical Science

- Observes and describes how objects move
- Develops awareness of the properties of objects

## **Science (Continued)**

### **Earth and Space**

- Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g. reduce, reuse, recycle)
- Investigates properties of earth materials including water, soil, rocks, and sand
- Observes and describes the weather and how it changes

### **Engineering**

- Designs, builds, analyzes, and modifies structures using blocks or other classroom materials

## **Social Studies**

### **Self, Family and Community**

- Recognizes his or her role as a member of a group (class, family, community)

### **Government**

- Recognizes patriotic symbols and activities

### **Geography and Cultural Differences**

- Understands similarities and respects differences among people

## **Technology**

### **Technology Use**

- Moves cursor to a target on screen
- Understands how to open or close windows and use the "back" button
- Uses technology independently to explore concepts and gain information
- Enjoys electronic forms of storybooks and informational texts

## **Approaches to Learning**

### **Initiative and Curiosity**

- Demonstrates flexibility, imagination, and inventiveness tasks and activities
- Demonstrates increasing independence and willingness to try new challenges

### **Engagement and Persistence**

- Brings a teacher-directed or self-initiated task, activity, or project to completion
- Attends to tasks for a brief period and seeks help when needed

### **Creativity**

- Uses imagination in play and interactions with others
- Approaches tasks, activities and problems with creativity

## **Creative Arts**

### **Art**

- Creates original artwork
- Experiments with a variety of art materials
- Shows care and persistence in a variety of art projects

### **Music**

- Enjoys participating in a variety of music activities
- Creates sound using traditional or handmade instruments

### **Dramatic Play**

- Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and real life experiences
- Participates in teacher-guided dramatic play activities such as acting out a story
- Engages in cooperative pretend play with other children

## **Physical Development**

### **Fine Motor Skills**

- Demonstrates control, strength, and dexterity to manipulate objects

### **Gross Motor Skills**

- Combines a sequence of large motor skills
- Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping and running
- Moves with an awareness of personal space in relationship to objects and others

## **Social/Emotional Development**

### **Self-Regulation**

- Recognizes and regulates emotions, attention, impulses and behavior

### **Relationships**

- Demonstrates sense of belonging to groups

### **Social Problem Solving**

- Works with others to solve problems

### **Emotional Development**

- Recognizes and identifies emotions in self and others
- Shows emotions through facial expressions

## Unit 6 • Week 20: Let's Move It!

This week you will teach the children how tools and simple machines make it easier and faster to build and do many things. You will also help the children realize the importance of working together as a team. The children will also:

- Learn /i/ and identify initial /i/ words
- Be introduced to several tools and their purposes
- Discuss excavation vocabulary (bulldozer, excavator, dump truck, loader)
- Learn the functions and types of several simple machines
- Experiment with ramps and inclines
- Learn /ks/ (the phonetic sound-spelling for x) and identify final /ks/ words
- Locate several playground machines
- Use counters to solve story problems
- Compare and contrast two books about construction

### Essential Questions

- *Why do people use ramps?*
- *What is your favorite machine? Why?*
- *Why is it good to know sign language?*
- *Why do we need trucks like excavators?*
- *How do ramps and machines help people build?*
- *Which letters of the alphabet are the most important? Why?*

### Standards & Benchmarks

#### Reading

- *Interacts appropriately with books and other materials in a print rich environment*
- *Asks and answers questions about key elements and details in a text*
- *Retells important facts from an informational text*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Identifies basic similarities in and differences between two texts on the same topic*
- *Recognizes common types of literature*
- *Differentiates between fiction and nonfiction*
- *Recalls information from stories*
- *Makes connections using prior knowledge and real-life experiences*

#### Phonics & Word Recognition

- *Associates letters with their names and sounds*
- *Identifies words beginning with the same letter as their own name*

#### Print Concepts

- *Connects oral language and print*
- *Shows where print begins on the page*
- *Focuses on letter names and shapes*
- *Differentiates letters and numbers*

## **English Conventions**

- Forms regular plural nouns
- Recognizes first letter of names is capitalized

## **Phonological Awareness**

- Blends syllables into spoken words
- Separates compound words
- Combines onset and rime to form a word
- Recognizes and identifies beginning and ending sounds
- Blends phonemes into words

## **Vocabulary**

- Begins to recognize opposites of familiar words
- Asks questions about unknown objects and words
- Discusses words and their meanings
- Uses words and phrases acquired through conversations, activities and read alouds
- Understands and uses describing words

## **Speaking & Listening**

- Engages in conversations with peers and adults
- Participates in group discussions
- Listens to and discusses literary texts
- Asks and answers questions in order to seek help, get information or clarify something that is not understood
- Describes familiar people, places, objects, and events according to characteristics or attributes
- Participates in collaborative conversations with diverse partners about pre-kindergarten topics and texts

## **Writing**

- Independently writes some letters and words
- Writes own name
- Uses writing tools and materials
- Uses appropriate writing conventions with adult assistance

## **Language Development**

- Demonstrates the ability to listen, understand, and respond in increasingly complex ways

## **Mathematics**

### **Number Sense**

- Uses ordinal numbers
- Uses numbers to predict, estimate and make realistic guesses
- Uses one-to-one correspondence to determine "how many"
- Counts in sequence
- Recognizes and names numerals

### **Patterns, Operations, and Algebraic Thinking**

- Uses concrete objects to solve problems
- Combines and separates sets of objects to create new sets
- Understands addition as adding to, and subtraction as taking away from

### **Geometry and Spatial Sense**

- Responds to and uses positional words (e.g. in, under, between, down, behind)

### **Measurement and Data**

- Explores the use and meaning of currency and coins
- Becomes familiar with standard and nonstandard measuring tools and their uses
- Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday
- Uses charts and graphs to collect and analyze data

## **Science**

### **Scientific Inquiry and Reasoning**

- Uses tools and equipment to explore objects
- Explores simple machines
- Participates in scientific investigations, analyzes, draws conclusions, and communicates results
- Makes and verifies predictions
- Collects, describes and records information
- Uses senses to explore

### **Physical Science**

- Observes and describes how objects move
- Develops awareness of the properties of objects
- Observes and describes how objects move

### **Earth and Space**

- Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g. reduce, reuse, recycle)
- Investigates properties of earth materials including water, soil, rocks, and sand
- Observes and describes the weather and how it changes

## ***Social Studies***

### **Geography and Cultural Differences**

- Understands similarities and respects differences among people
- Understands maps are representations of actual places

### **Government**

- Recognizes patriotic symbols and activities

### **History**

- Understands how people live and what they do changes over time

### **Economics**

- Understands that money is needed to exchange for goods and services
- Understands that an individual earns money through work
- Demonstrates an awareness of the uses of money

## ***Technology***

### **Technology Use**

- Moves cursor to a target on screen
- Understands how to open or close windows and use the “back” button
- Identifies examples of technology used in daily life such as phone, computer, car, and camera
- Identifies examples of how technology affects them in daily life, including their home and school environment
- Uses technology independently to explore concepts and gain information
- Uses a device to take pictures
- Enjoys electronic forms of storybooks and informational texts
- Uses technology for research with teacher’s support

## ***Approaches to Learning***

### **Initiative and Curiosity**

- Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

### **Reflection and Problem Solving**

- Uses prior knowledge to understand new experiences or problems in new contexts
- Reflects on what has been learned
- Uses self-talk as a strategy
- Demonstrates increasing ability to find more than one solution to a question, task, or other problem alone or with others

### **Creativity**

- Approaches tasks, activities, and problems with creativity

## ***Creative Arts***

### **Art**

- Describes or explains own artwork
- Experiments with a variety of art materials

### **Music**

- Enjoys participating in a variety of music activities
- Creates sounds using traditional or handmade instruments
- Experiences different moods, tempos, and rhythms in music activities

### **Creative Movement and Dance**

- Participates in a variety of dance and movement activities with or without props
- Participates in creative movement and dance from different cultures and times
- Participates in movement using fingerplays, songs, and rhymes

### **Dramatic Play**

- Engages in cooperative pretend play with other children

## ***Health, Safety, and Nutrition***

### **Self-Care**

- Identifies importance of safety practices, rules and routines

## ***Physical Development***

### **Fine Motor Skills**

- Demonstrates control, strength, and dexterity to manipulate objects
- Demonstrates hand-eye coordination

### **Gross Motor Skills**

- Moves with balance and control
- Combines a sequence of large motor skills
- Moves with an awareness of personal space in relationship to objects and others

## ***Social/Emotional Development***

### **Relationships**

- Assists classmates

### **Social Problem Solving**

- Works with others to solve problems

### **Emotional Development**

- Demonstrates confidence in own abilities and expresses positive feelings about self

## Unit 6 • Week 21: Let's Go!

This week you will teach the children about transportation. They will explore the many ways people and goods are transported from place to place. The children will also:

- Learn /y/ and /v/ and identify initial /y/ and initial /v/ words
- Create a "Name Train"
- Explore various types of transportation
- Understand the jobs of conductors and engineers
- Become familiar with three-dimensional shapes
- Discuss different types of trains and other vehicles
- Create a class travel journal

### Essential Questions

- *What are different ways to travel to far-away places?*
- *Would you rather be a conductor or an engineer on a train? Why?*
- *How does working together in our classroom help make it a peaceful place?*
- *Why do we have so many different kinds of trains?*
- *What would you write in a letter to the engineer of the little red engine?*
- *How are a plane and a train similar? How are they different?*

### Standards & Benchmarks

#### Reading

- Identifies sequence of events
- Makes connections using illustrations/photos, prior knowledge, real-life experiences
- Makes connections between pieces of essential information in a text
- Identifies characters, settings, and major events in a story
- Makes predictions based on titles, illustrations, content and prior knowledge
- Recalls information from stories

#### Phonics & Word Recognition

- Recognizes own name, familiar words, and environmental print
- Associates letters with their names and sounds
- Identifies words beginning with the same letter as their own name

#### Print Concepts

- Connects oral language and print
- Understands words in print are separated by spaces
- Shows where print begins on the page
- Focuses on letter names and shapes
- Recognizes relationship between illustrations and text

#### English Conventions

- Uses frequently occurring nouns and verbs
- Forms regular plural nouns



## **Alphabet Knowledge**

- Recognizes and names most letters of the alphabet, especially those in their own name

## **Phonological Awareness**

- Blends syllables into spoken words
- Combines onset and rime to form a word
- Recognizes and identifies beginning and ending sounds
- Isolates and pronounces the initial sounds in words
- Distinguishes individual words within spoken phrases or sentences

## **Vocabulary**

- Comprehends increasingly complex and varied vocabulary
- Asks questions about unknown objects and words
- Discusses words and their meanings
- Uses illustrations and context to determine meanings of unknown words
- Uses words and phrases acquired through conversations, activities and read alouds
- Identifies real-life connections between words and their use

## **Speaking & Listening**

- Follows simple and multiple-step directions
- Engages in conversations with peers and adults
- Participates in group discussions
- Listens to and discusses literary texts
- Participates in collaborative conversations with diverse partners about pre-k topics and texts
- Demonstrates knowledge of nonverbal conversational rules

## **Writing**

- Independently writes some letters and words
- Uses writing tools and materials
- Explores letter sound relationships while writing

## **Language Development**

- Demonstrates the ability to listen, understand, and respond in increasingly complex ways

## **Mathematics**

### **Number Sense**

- Recognizes the number of objects in a small set without counting (subitizing)
- Identifies numbers in sequence
- Counts, compares, and orders groups of objects (more, fewer, less, and/or same)
- Identifies the number that comes before or after a given number in a counting sequence
- Recognizes and names numerals

### **Geometry and Spatial Sense**

- Recognizes and identifies basic three-dimensional shapes
- Describes and compares basic shapes
- Recognizes and identifies basic two- and three-dimensional shapes
- Sorts two- and/or three-dimensional shapes

### **Measurement and Data**

- Explores the use and meaning of currency and coins
- Uses measurable attributes to compare objects
- Uses charts and graphs to collect and analyze data
- Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

## **Science**

### **Scientific Inquiry and Reasoning**

- Uses tools and equipment to explore objects
- Collects, describes and records information
- Makes and verifies predictions

### **Physical Science**

- Observes and describes how objects move
- Investigates states of matter
- Develops awareness of the properties of objects

### **Earth and Space**

- Observes and describes the weather and how it changes

## ***Social Studies***

### **Self, Family and Community**

- Recognizes the roles and responsibilities of various workers in their community
- Describes characteristics of where he or she lives or visits

### **Government**

- Recognizes patriotic symbols and activities

### **History**

- Understands how people live and what they do changes over time
- Describes events that happened in the past
- Differentiates past, present, and future
- Understands how people live and what they do changes over time

### **Economics**

- Understands that money is needed to exchange for goods and services
- Demonstrates an awareness of the uses of money

## ***Technology***

### **Technology Use**

- Understands how to open or close windows and use the “back” button
- Uses technology independently to explore concepts and gain information
- Enjoys electronic forms of storybooks and informational texts
- Uses technology for research with teacher’s support

## ***Approaches to Learning***

### **Initiative and Curiosity**

- Develops increasing independence and willingness to try new challenges

### **Creativity**

- Uses imagination in play and interactions with others

## ***Creative Arts***

### **Art**

- Creates original artwork
- Shows care and persistence in a variety of art projects

### **Creative Movement and Dance**

- Participates in a variety of dance and movement activities with or without props
- Expresses concepts, ideas or feelings through movement
- Experiences different moods, tempos, and rhythms in music activities

### **Dramatic Play**

- Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and real life experiences
- Demonstrates appropriate audience skills
- Participates in teacher-guided dramatic play activities
- Represents fantasy and real-life experiences through pretend play
- Reinforces concepts through dramatic play

## ***Physical Development***

### **Fine Motor Skills**

- Demonstrates control, strength, and dexterity to manipulate objects
- Demonstrates hand-eye coordination

### **Gross Motor Skills**

- Moves with an awareness of personal space in relationship to objects and others
- Combines a sequence of large motor skills
- Moves with balance and control
- Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping and running

## ***Social/Emotional Development***

### **Relationships**

- Expresses common courtesy and respects the rights of others (compromises, cooperates, takes turns)

### **Social Problem Solving**

- Works with others to solve problems

### **Emotional Development**

- Demonstrates understanding and acceptance of similarities and differences in others