

This is a one-week excerpt from the Starfall Pre-K 2nd Edition Teacher's Guide.

If you have questions or comments, please contact us.

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Starfall[®]

Pre K Second
Edition!

Let's Build It!

Unit 6 • Week 19





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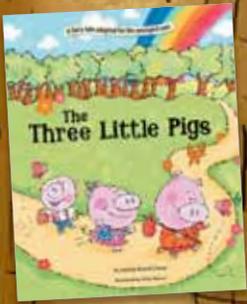
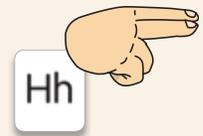
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Week 19: Let's Build It!

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
- count and clap words in sentences
- learn how to measure the height of a construction
- make paper bag character puppets
- dramatize *The Three Little Pigs*



Starfall Books & Other Media

The Three Little Pigs as told by Brandi Chase

The Three Little Pigs Sequence Cards

ABC for Gingerbread Boy and Me by Starfall

Starfall American Sign Language Poster

Starfall Sing-Along Volume 2

Starfall's Selected Nursery Rhymes



Preparation

Include available building, construction, and fairy tale puzzles as choices for Small Group & Exploration this week.

Prior to Day 1, cut red construction paper into small rectangles to resemble bricks, and purchase several boxes of toothpicks or craft sticks and bags of straw or drinking straws for children to use in building their own *Three Little Pig* themed houses.

Day One

Morning Meeting — Have sticky notes available, and prepare a sheet of chart paper with the sentence stem: *I can build a* (blank).

Circle Time — You will need a ball of white yarn for use in creating a web.

Story Time — Have straw, sticks and a brick available to demonstrate building materials.

Small Group — Divide a sheet of chart paper into three columns labeled *Straw*, *Sticks*, and *Bricks*. Attach the corresponding Picture Cards next to the labels.

Day Two

Circle Time — Prepare two sentence strips: *The spider is weaving a web.*; *The spider catches flies in the web.*

Small Group — Prepare a large construction paper rectangle for each child. Have the chart paper materials list from **Day 1** available.

Day Three

Morning Meeting — Use blocks to build a tower that is taller than Gingerbread Boy and place it on a tray. Tape together paper strips to create a nonstandard measurement unit.

Story Time — Have an alternate version of *The Three Little Pigs* available for comparison. Suggestions include:

- *The Three Little Pigs* by Paul Galdone
- *The Three Little Pigs* by Sally Bell
- *The Three Little Pigs* by James Marshall

Optional: After comparing stories from the little pig's perspective, choose and compare a version told from the wolf's point of view, such as:

- *The True Story of the Three Little Pigs* by Jon Scieszka
- *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas

Small Group — You will need a lunch-sized paper bag for each child, and pink, gray and black construction paper for creating character puppets.

Day Four

Story Time — Choose a book about construction. You will be asked to choose a second construction book in Week 20 and the children will compare and contrast it with the construction book you read on Day Four. Suggestions include:

- *The Construction Alphabet Book* by Jerry Pallotta
- *Building a House* by Byron Barton
- *One Big Building: A Counting Book About Construction* by Michael Dahl

Small Group — Have the response list from today's *Morning Meeting* available.

Day Five

Morning Meeting — Choose music for "Freeze-a-Roo."

Looking Ahead

Collect recycled round oatmeal and snack containers with their lids for the children to use to create drums in Week 20.

I had the best time last night building a bridge with blocks. Do you like to build things?

Your pal,
Gingerbread Boy

Day 2

I loved the beginning, middle, and end of **The Three Little Pigs**. My favorite was the end. I was surprised!

Love,
Gingerbread Boy

Day 3

I built a big tower last night with blocks. It is taller than I am!

Your friend,
Gingerbread Boy

Day 4

I love the ending of **The Three Little Pigs** when the pigs and wolf became friends. I wonder what they did together.

Your pal,
Gingerbread Boy

Day 5

I would love to see you perform the story of **The Three Little Pigs**. I could be your audience.

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
"I can build..."

Gingerbread Boy's Message
Beginning, middle, end (blend letters into words)
Review *a, b, e, f, m, n, o, p, w*

LEARNING CENTERS

Circle Time

Phonological Awareness:
Blend onset and rime
Introduce and listen for /w/
Create a yarn web
"Web" riddle
"Eensy, Weensy Spider"

Phonological Awareness:
Words in a sentence
Introduce Ww
Introduce ASL sign for Ww
List initial /w/ words
ABC for Gingerbread Boy and Me
Sing "Where Is /w/?"



Story Time

Building materials
The Three Little Pigs
Vocabulary:
inexpensive, siblings,
sticks, straw, bricks, sturdy



The Three Little Pigs
Beginning, middle,
end of story
The Three Little Pigs
Sequence Cards



Small Group & Exploration

Lighter/Heavier
Choose building materials

Build houses



Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

"The Builder Song"

Measure height

Compare heights of structures

Gingerbread Boy's Message

"The More We Get Together"

The Three Little Pigs



Gingerbread Boy's Message

Practice for dramatization with paper bag puppets



LEARNING CENTERS

Phonemic Awareness: Blend Consonant/Vowel/Consonant

"Helicopter" riddle

Introduce and listen for /h/

"Humpty Dumpty"

Phonological Awareness: Syllables in Words

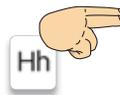
Introduce Hh

Introduce ASL sign for Hh

List initial /h/ words

ABC for Gingerbread Boy and Me

Sing "Where Is /h/?"



Phonological Awareness: Blend onset and rime

"Wee Willie Winkie"

Listen for initial /w/

"Humpty Dumpty"

Alphabetical order

Match Picture Cards to initial letters

The Three Little Pigs

Compare and contrast alternate story versions



Teacher's Literature Choice: Construction

"Cathy's Hammers"

Vocabulary: construct

"This Little Piggy Went to Market"

Dramatize *The Three Little Pigs*



Make paper bag character puppets



Illustrate and write or dictate sentences about a play date with the pigs or wolf

Introduce "Gingerbread Boy's Parking Lot"

WEEK 19

LEARNING CENTERS

Math

Sorts two- and three-dimensional shapes

Technology

Uses technology independently to explore concepts and gain information

Moves a cursor to a target on the screen

Creative Arts

Experiments with a variety of art materials

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Reading

Recognizes cause and effect

Computer Center

Activity — Children enjoy *Math: Geometry & Measurement*, “Sort 2D/3D Shapes” and “Measurement” activity.

Interaction & Observation

- As you visit the Computer Center, notice whether children understand the basic differences between two- and three-dimensional shapes by having them explain in their own words.

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Preparation — Display illustrations of pigs in the Art Center, and give the children freedom to design their own pigs.

Activity — Children create their own little pigs using pink paint and black markers for eyes and other details.

Suggest they give their pigs names, and assist in writing them on their papers with black markers. Display their artwork on classroom walls.

Interaction & Observation

- Allowing children to paint with only one color helps them learn how to use more or less paint on the brush to create lighter and darker shades, and to experience cause and effect.
- Children should experiment with paint rollers, cotton, sponges and craft sticks in addition to paint brushes.

Materials

- Pink tempera paint
- Art paper for easel
- Black markers

Library Center

Preparation — Book suggestions include:

- Oliver Pig and the Best Fort Ever* by Jean Van Leeuwen
- Olivia* by Ian Falconer
- Pigs* by Robert Munsch
- Puddle's ABC* (Toot & Puddle) by Holly Hobbie

Activity — Children read and listen to the available books.

Interaction & Observation

- Nonfiction books about pigs can help children research factual information about them, such as what they eat, how quickly they grow, and why they love to roll in the mud.
- Children gain a better understanding of the world around them through books. They develop their skills in making predictions and cause and effect (e.g., the wolf will blow the house down if the pig builds it with sticks). They also make connections between stories and information they already know.

Materials

- The Three Little Pigs* as told by Brandi Chase
- Read-Along Audio CDs
- Books about pigs and construction

Dramatic Play Center

Activity — Children drape sheets or blankets over chairs or small tables as they pretend to build the straw, stick, and brick homes of the little pigs. They act out parts of the three pigs and the wolf.

Interaction & Observation

- Place copies of *The Three Little Pigs* in the Dramatic Play Center, including those in other languages. If you read other versions of the story to the children, add them to the center as well.
- Observe how the dramatization changes and listen to the language development that acting out a story can promote.

Materials

- Sheets, blankets, chairs
- Copies of *The Three Little Pigs*

Creative Arts

Engages in cooperative pretend play with other children

Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and real life experiences

Vocabulary

Identifies real-life connections between words and their use

Construction Center

Activity — Challenge the children to plan and build a home the wolf cannot blow down. When their construction is complete, they measure the height of their houses using nonstandard units of measure such as connect cubes, links, paper strips, or cut-out handprints.

Interaction & Observation

- When interacting with children in the Construction Center, talk about nonstandard measures and ask them what other ways they might measure and compare the height of their buildings.
- Provide paper and pencils for children to record the number of cubes or links they used to measure the height.
- Have children explain whether their original building plans worked, or if they made modifications to them.

Materials

- Connect cubes, links or other nonstandard units of measure
- Paper, pencils
- Large and small blocks
- Sign that reads "Construction Zone"
- Hard hats

Approaches to Learning

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

Math

Measures length, weight, height, size, or capacity of one or more objects

Social/Emotional Development

Works with others to solve problems

Writing Center

Activity — Children pretend they are a fourth pig in the story of *The Three Little Pigs*. They illustrate their own houses and write or dictate a sentence or two about the materials they used to build them. Combine the pages to create a class book, *The Fourth Little Pig*, and place it in the Library Center.

Interaction & Observation

- Encourage the children to think of all the different materials they might use to build a house. (mud, leaves, bales of hay)
- Find pictures of houses created from unusual materials to display in this center.
- As you observe children write, notice if they hold their pencils/crayons correctly, whether they write recognizable letters, and whether they are able to hear letter-sound connections. Doing so will help you better meet their needs in the future.

Materials

- Manila paper for each child
- Pencils, crayons

Writing

Recognizes writing as a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion

Uses dictation or scribbles/writing to convey meaning

Explores letter-sound relationships while writing



Discovery Center

Reading

Recognizes cause and effect

Science

Uses tools and equipment to explore objects

Participates in scientific investigations, analyzes, draws conclusions, and communicates results

Develops awareness of the properties of objects

Preparation — Turn the empty water table into a hands-on magnetic center for children to experiment with magnetism.

Set out various magnets and containers of nuts, bolts, screws, paper clips, metal and plastic jar lids in the water table.

Activity — Children explore the metal and nonmetal materials with magnets and conduct their own science experiments without directions from you.

Interaction & Observation

- Set up experimentation materials then let children take over to learn simple physical science concepts.
- Explain that they can do scientific experiments and see what happens.
- Children learn cause and effect and arrive at their own conclusions through play.

Materials

- Empty water table
- Magnets of various sizes, shapes
- Nuts, bolts, screws, paper clips, metal and plastic jar lids

Math Center

Math

Uses measurable attributes to compare objects

Uses positional words such as *in*, *under*, *between*, *down*, *behind*

Science

Understands the use of natural resources

Activity — Children use blocks and/or other building materials, such as small wood or pattern blocks, to build small, medium, and large houses for the three little pigs.

Interaction & Observation

- Sit with the children as they work and listen to their language as they discuss the concepts of small, medium, and large.
- Engage them in conversation regarding observable attributes such as big, bigger, biggest; small, smaller, smallest; long, longer, longest; short, shorter, shortest.
- Encourage children to use relative position terms such as *the roof is on top of the house*, *the house is under the roof*, and *I am in the house*.
- Discuss natural resources that may be used in building homes, such as wood, bricks, glass, cement and metals.

Materials

- Building blocks and/or other building materials



Gathering

Continue the Gathering Routine and the Emotion Cards Activity from Week 18.

Materials
<input type="checkbox"/> Emotions Cards

Morning Meeting

Warm Up Your Brain

Children stand and recite “Cathy’s Hammers” (text below) while performing the appropriate actions. They pass the drum to take turns keeping the beat while the others perform.

Materials
<input type="checkbox"/> Drum or other rhythm instrument
<input type="checkbox"/> Dragon

Things I Can Build

Read and discuss Gingerbread Boy’s message.

Say: **Raise your hand if you like to build things.** (Children do this.) **What do you like to build?** (Volunteers respond.) **What are some tools you might use to build a house?** Indicate the Picture Cards or tools as you discuss how using tools such as saws, screwdrivers and drills make jobs easier.

Materials
<input type="checkbox"/> Tools or tool Picture Cards
<input type="checkbox"/> Prepared chart paper
<input type="checkbox"/> Markers
<input type="checkbox"/> Sticky notes

Continue: **What did Gingerbread Boy build? Right, he built a bridge. How do we know?** (Volunteers respond.) **Yes, we know because Gingerbread Boy told us in his message.**

Indicate the chart paper.

Say: **Here is a sentence that isn’t finished. I can build a** (blank). **Since Gingerbread Boy built a bridge, I will write bridge on a sticky note and add it to the sentence.** (Do this.) **Let’s read the sentence now.** (Indicate each word as you read it. Children read with you.)

Remove the sticky note and place it under the sentence stem. Ask: **What do you build in the Construction Center?** Choose a volunteer to respond and write his or her response on a sticky note. Add the sticky note to the sentence stem. The class repeats the sentence stem and the response. Remove the sticky note and repeat for each child.

Place the chart paper in the Construction Center as a reference for future building ideas.

Cathy’s Hammers

(Make a hammering motion with one fist.)

Cathy had one hammer,
one hammer, one hammer,
Cathy had one hammer,
then she had two.

(Make a hammering motion with both fists.)

Cathy had two hammers,
two hammers, two hammers,
Cathy had two hammers,
then she had three.

(Make a motion with both fists and one leg.)

Cathy had three hammers,
three hammers, three hammers,
Cathy had three hammers,
then she had four.

(Make a motion with both fists and both legs.)

Cathy had four hammers,
four hammers, four hammers,
Cathy had four hammers,
then she had five.

(Make a motion with both fists, both legs, and head.)

Cathy had five hammers,
five hammers, five hammers,
Cathy had five hammers,
then she went to sleep!

(Pretend you are sleeping.)

Social/Emotional Development

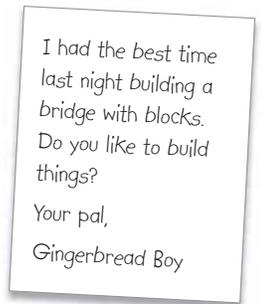
Recognizes and identifies emotions in self and others

Shows emotions through facial expressions

Creative Arts

Expresses concepts, ideas or feelings through movement

Creates sound using traditional or handmade instruments



Print Concepts

Recognizes spoken words are represented in written language by specific sequences of letters

Science

Explores simple machines

Speaking & Listening

Engages in conversations with peers and adults

Writing

Contributes to a shared writing experience or topic of interest

Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Understands similarities and respects differences among people

Phonological Awareness

Combines onset and rime to form a familiar one-syllable word

Language Development

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

Phonological Awareness

Recognizes beginning sounds in words

Speaking & Listening

Follows simple and multiple-step directions



LEARNING CENTERS

See Learning Centers for Week 19, pages 472–474. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Phonological Awareness: Blending Onset and Rime

Say: **Listen to these word parts and then put them together to say a word, /w/ /ish/ (wish), /w/ /ork/ (work), /w/ /olf/ (wolf), /w/ /ind/ (wind).**

Materials	
<input type="checkbox"/>	None

Introduce /w/

Say: **Grandmother has a riddle for us. Listen to her clues to solve the riddle.** Grandmother reads the riddle “Web.” The children solve the riddle.

Display the *web, wind, woman* and *wood* Picture Cards.

Say: **Here is a picture of a web. Say, web. Web begins with /w/. Say /w/.** Continue:

- **Wind begins with /w/. Say, wind. Say /w/, wind.**
- **Woman begins with /w/. Say, woman. Say /w/, woman.**
- **Say, wood. What sound do you hear at the beginning of wood? Right, /w/.**

Say: **Listen to these two words to tell which one begins with /w/, web, kite. Right, web begins with /w/.** (Children repeat, /w/.) **Listen again. Which one begins with /w/, ball or worm?** (worm)

Say: **Wave begins with /w/.** (Children repeat, wave.) **Listen to these words. If you hear /w/ at the beginning of the word, wave your hand.** (Demonstrate) **If the word doesn't begin with /w/, put your hand on your mouth. Ready?** Use *water, wig, kittens, spider, wagon, watermelon, and window.*

Indicate *Nursery Rhymes* pages 8 and 9, “Eensy Weensy Spider.”

Children describe the illustrations then you read the text. Repeat the nursery rhyme and children join in. Ask: **Which word begins with /w/, eensy, weensy, or spider?** (weensy) **Weensy means very little. What might the spider build or weave after the sun comes out?** (a web)

Gather the children in a circle. Grandmother says: **Let's pretend we are spiders spinning webs. We'll use yarn since we aren't real spiders.**

With your paraprofessional's assistance:

- Gently toss the ball of yarn to a child on the opposite side of the circle while you hold one end.

Materials	
<input type="checkbox"/>	Grandmother
<input type="checkbox"/>	<i>Starfall's Selected Nursery Rhymes</i> (Book & Audio CD)
<input type="checkbox"/>	Picture Cards: <i>web, wind, woman, wood</i>
<input type="checkbox"/>	Ball of white yarn

Web

*I am spun by spiders.
I help spiders catch their food.
I look like thin thread.
My name begins with /w/.
What am I?*

- Instruct the child to hold part of the yarn and toss the ball to another child. (Each child must continue to hold his or her part of the yarn.)
- Continue until you have formed a web.

Play *Nursery Rhymes* Audio CD Track 6, “Eensy Weensy Spider.”

Encourage the children to listen for /w/ today.



Observe & Modify

Children often confuse /w/ with the digraph /hw/ (wh sound). Should this arise, demonstrate how /hw/ (wh) requires a puff of air from the mouth to be pronounced properly.

Story Time

Introduce *The Three Little Pigs*

Say: **We have talked about different things we could build.** (Indicate the drinking straw.) Ask: **Do we use this kind of straw to build houses?** (Discuss.)

Indicate the straw. Continue: **This is straw.** (Children repeat, *straw*.) **Birds might use this kind of straw to build nests. What could you build with straw?** (Volunteers respond.)

Indicate the sticks. Continue: **These are sticks.** (Children repeat, *sticks*.) **What could you build with sticks?** (Volunteers respond.)

Indicate the brick. Continue: **Here is a brick.** (Children repeat, *brick*.) **What might you build with bricks?** (Volunteers respond.)

Explain: **Straw is very inexpensive. That means it would not cost much money to build a house with straw. Sticks are a little more expensive so it would cost a little more to build a house with sticks. Bricks are expensive so it would cost a lot of money to build a house with bricks. If you want a sturdy house, one that would be strong and safe, would you build it with straw, sticks or bricks?** (Discuss)

Indicate *The Three Little Pigs*.

Say: **This is a folk tale told by Brandi Chase. A folk tale is a very old story that many people have told. This folk tale is about three pigs who are siblings. Siblings are brothers or sisters in a family. Do you have siblings in your family?**

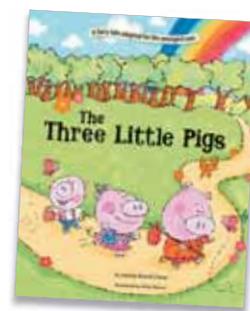
Read *The Three Little Pigs*. As you read, indicate the straw, sticks, and brick at appropriate times. Stop reading after page 19.

Partner the children and instruct them to sit criss-cross, knee-to-knee. Say: **Talk to your partner about what you think the pigs will do next and why.** Volunteers share their answers with the group and explain.

Finish reading the story. Compare the children's predictions to the actual story.

Materials

- The Three Little Pigs* as told by Brandi Chase
- Straw, sticks, a brick
- A drinking straw



Reading

Recognizes cause and effect

Makes predictions based on titles, illustrations, content, and prior knowledge

Science

Investigates properties of earth materials including water, soil, rocks, and sand

Social Studies

Understands that money is needed to exchange for goods and services

Speaking & Listening

Engages in conversations with peers and adults

Vocabulary

Uses illustrations to find the meanings of unknown words

Identifies new meanings for familiar words and applies them accurately

Small Group & Exploration

English Conventions

Recognizes first letter of names is capitalized

Math

Uses measurable attributes to compare objects

Uses graphs and charts to answer questions

Measures length, weight, height, size, or capacity of one or more objects

Science

Makes and verifies predictions

Writing

Writes own name

Materials

- Large block
- A feather or a napkin
- Straw, sticks, a brick
- Prepared chart paper
- Balance scale

Heavy or Light?

Indicate the large block and the feather. Ask: **Which of these objects is heavier, the block or the feather?**

(Children take turns holding the block and feather, and sharing their answers.) **Right, the block is heavier.**

Which object is lighter? (the feather)

Place the block and the feather on a table. Ask: **Which object could you blow across this table?** (Volunteers respond.) **Let's try.** (Several volunteers try to blow the block across the table, then the feather.) **Why do you think you could blow the feather across the table, but not the block?** (The feather is light, but the block is too heavy.)

Indicate the straw, the sticks, and the brick.

Say: **Each pig in the story used a different building material to build a house. Which of these building materials is the heaviest? Which is the lightest?**

Accept responses. The children verify their responses using a balance scale.

Indicate the chart paper. Each child chooses the type of building material he or she would like to use to build a house. Display the materials to help with choices. Children write their names in the appropriate columns. Remind them to use a capital letter at the beginning.

Houses will be created on Day 2.

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Play "Huff and Puff!" Designate a beginning point and an ending point on the floor, rug, or table. Four children kneel in front of the group, each with a napkin in front of him or her. They use a crawling motion and blow their napkins from the beginning point to the ending point.

Repeat until all children have a turn.

Materials

- Dragon

Gross Motor Skills

Combine a sequence of large motor skills

Science

Observes how objects move

I loved the beginning, middle, and end of **The Three Little Pigs**. My favorite was the end. I was surprised!
Love,
Gingerbread Boy

Building Words

Read and discuss Gingerbread Boy's message.

Say: **Many things have beginnings, middles, and ends.** Give examples such as stories and movies.

Arrange three chairs side-by-side and indicate each in turn. **Here are three chairs. This chair is at the beginning. This chair is in the middle. This chair is at the end. We will use these chairs to help us build words, because words also have a beginning, a middle and an end.**

Indicate the pocket chart. Say: **Here are some letters. Let's name them.** Place and name the *a, b, e, f, m, n, o, p* and *w* Letter Cards.

Indicate and name the *web* Picture Card. (Children repeat, *web*.)

Say: **Let's build the word *web*. Listen carefully to hear a beginning, middle, and ending sound.** Repeat, *web*. Remove *w, e,* and *b* from the pocket chart and distribute each letter to a different child. **Listen, *w-e-b*. Which sound do you hear at the beginning?** (/w/) ***W* stands for /w/.** The child holding *w* sits in the "beginning" chair.

Say: **Listen to the next sound. /w/, /e/. Which sound is next or in the middle?** (/e/) ***E* stands for /e/.** The child holding *e* sits in the "middle" chair.

Say: **Listen for the sound at the end, or the last sound. /w/, /e/, /b/. What letter stands for /b/?** (/b/) ***B* stands for /b/.** The child holding *b* sits in the "end" chair.

Say: **We just built the word /w/ /e/ /b/, *web*.**

Repeat for *bed, fan, man,* and *mop*.

Materials

- Picture Cards: *bed, fan, man, mop, web*
- Letter Cards: *a, b, d, e, f, m, n, o, p, w*
- Pocket chart
- Three chairs

Use uppercase letters for this activity if the readiness of your group so dictates.

Phonics & Word Recognition

Demonstrates understanding of one-to-one correspondence of letter and sounds

Phonological Awareness

Blends phonemes into words

Print Concepts

Understands that letters form words

Recognizes spoken words are represented in written language by specific sequences of letters



Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Understands similarities and respects differences among people

LEARNING CENTERS

See Learning Centers for Week 19, pages 472-474. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Materials

- Prepared sentence strips

Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence. *The spider is weaving a web.* Now, you say it.** (Children repeat the sentence.) **Listen again.** Assign one child to each word in the sentence and instruct them to stand in front of the class. Stand behind each child as you repeat his or her word in the sentence.

Ask: **How many words did you hear?** (Children respond.) **Let's check.** Say the sentence and count the words. Explain that the spaces between the children are like the spaces we leave between words when we write. Discuss the reason for leaving spaces. Repeat for *The spider catches flies in the web.*

Indicate the sentence strips. Read *The spider is weaving a web.* Volunteers circle each word in the sentence and count them. Repeat for *The spider catches flies in the web.*

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Print Concepts

Understands words in print are separated by spaces

Recognizes spoken words are represented in written language by specific sequences of letters

Alphabet Knowledge

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

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Focuses on letter names and shapes



Introduce Ww, List Ww Words, ASL Ww

Indicate the Ww Letter Card. Say: **This is the letter Ww.** (Children repeat, W.) **One W is uppercase and one w is lowercase, but both letters are W. The letter Ww stands for /w/ (w sound). Each time I touch the letter Ww, say /w/.** Touch the Letter Card several times, quickly and slowly as children say /w/.

Say: **Let's sky write uppercase W.** (Demonstrate) **Now, let's sky write lowercase w.** (Demonstrate) **Now, find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase W on your partner's back.** After they have done this several times say: **Now write lowercase w.**

Indicate the star. Grandmother asks: **Who can find the letter Ww on the Alphabet Chart?** (A volunteer identifies Ww and attaches the star on or above the Wall Letter Card.)

Indicate *ABC for Gingerbread Boy and Me.* Say: **Let's look at Ww. Here are some pictures of things that begin with /w/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: web, /w/)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture/word. (Example: Indicate the picture of the web. Indicate the word, *web*.)

Say: **We have learned the letter Ww and /w/. Now let's learn to make the letter Ww with our fingers.** Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for Ww. Say: **This is the letter Ww in sign language. Now you try it.** Children sign Ww.

Indicate the chart paper. Say: **Let's make a list of words that begin with Ww.**

Materials

- Letter Card Ww
- Chart paper, marker
- Grandmother
- Star
- Starfall American Sign Language Poster

I'll write the words on this chart paper so we don't forget them. Start with children's names that begin with *W*, then accept suggestions. Children circle *Ww* in their words after you write them.

Sing "Where Is /w/?" Each time /w/ is used, children make the ASL sign for *Ww*.

Encourage children to bring items (or pictures of items) from home that begin with /w/.

Where Is /w/?

(Melody: "Where Is Thumbkin?")

Where is /w/? Where is /w/?

Here I am. Here I am.

/w/ in web, /w/ in wall

/w/ /w/ /w/, *Ww, Ww, Ww*

Story Time

Sequence *The Three Little Pigs*

Discuss how the story begins, develops, ends:

- Beginning — Parents send the siblings to build their own houses.
- Middle — Each pig builds his or her own house and the wolf blows down the straw and stick houses.
- End — The wolf and the pigs become friends.

Indicate *The Three Little Pigs* Sequence Cards. Place them in the pocket chart in random order. Children discuss the illustrations on each card.

Ask: **Which Sequence Card shows what happened at the beginning of the story?**

Continue to sequence the cards until they are in order. Read the story to confirm the correct order of the Sequence Cards.

Materials

- The Three Little Pigs* as told by Brandi Chase
- The Three Little Pigs* Sequence Cards
- Pocket chart

Reading

Retells familiar stories in sequence and identifies sequence of events

Asks and answers questions about key elements and details in a text



Small Group & Exploration

Construct a House

Indicate and review the chart paper list of building materials the children chose.

Distribute the materials. Children glue straw, sticks, or construction paper bricks onto large rectangles to build houses. Discuss the fact that the orientation or size of the shape doesn't matter. A rectangle (or any shape) is still the same shape regardless of which way you turn it or how big or small it is. Construction paper can be used to add roofs. Model how to draw a triangle for the children to copy.

Optional: If you have small empty milk cartons available, prepare the large rectangle papers to fit around them. After children glue their pieces to the rectangles, attach them to the empty milk cartons. Attach a roof to the top of each milk carton. Each child writes his or her building material of choice (straw, sticks, or bricks) on an index card. Place the index cards by the constructions. Display finished houses in the classroom with a sentence strip heading: *The three little pigs built their houses out of* (blank).

Materials

- Choice of building materials list from Day 1
- Large construction paper rectangle for each child
- Straws, sticks, red construction paper bricks
- Construction paper and glue

Math

Identifies shapes regardless of their orientations or size

Recognizes and identifies basic two-dimensional shapes



Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Explain that the children will create a pattern with their movements as they follow your directions.

Say: **Clap your hands. Next, stomp your feet. Stand up then sit down.** Repeat several times. **Let's add to the pattern. Clap your hands, stomp your feet, stand up, sit down, and crawl around.** Repeat several times.

Volunteers suggest patterns of movement.

Gross Motor Skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Math

Creates, duplicates, and extends simple patterns

I built a big tower last night with blocks. It is taller than I am! Your friend, Gingerbread Boy

Math

Becomes familiar with standard and nonstandard measuring tools and their uses

Measures height of one or more objects

Uses measurable attributes to compare objects

Science

Explores simple machines

Measure Height

Read and discuss Gingerbread Boy's message.

Display the tower of blocks Gingerbread Boy built on a tray.

Say: **It sounds like Gingerbread Boy was a builder last night. He will love this song! Listen for the names of some of the tools we have discussed in the song.**

Sing "The Builder Song." Volunteers name tools mentioned in the song.

Say: **If Gingerbread Boy would like to know how tall his tower is he could measure it. Let's show him how.**

Say: **We can use different tools to measure.** Indicate a narrow paper strip. Continue: **Here is a paper strip. We can use it as a tool to measure how tall things are.**

- Several children build a tower with blocks.
- Demonstrate how to hold the bottom of the strip next to the bottom of the tower while a child holds the top of the strip.
- A second child marks the height of the structure by drawing a line on the paper strip.
- Write "Tower 1" next to the line. Explain: **This tells us how tall Tower 1 is.**

Several children build another tower. Repeat the above procedure. Label the paper strip "Tower 2." Compare the towers and discuss which is taller and which is shorter. Volunteers order them from shortest to tallest.

Measure Gingerbread Boy's tower using the above procedure. Compare the height of Gingerbread Boy's tower to Towers 1 and 2.

Optional: Prepare strips for each child. Children work with partners to build towers and record their heights on their individual strips. Partners compare their results.

Materials

- Tower of blocks on a tray (taller than Gingerbread Boy)
- Narrow paper strips, two or three feet long
- Marker

The Builder Song

(Melody: "Here We Go Round the Mulberry Bush")

This is the way we saw our wood, saw our wood, saw our wood,

This is the way we saw our wood, so early in the morning.

This is the way we pound our nails...

This is the way we drill a hole...

This is the way we stack our bricks...

This is the way we paint the walls...

LEARNING CENTERS

See Learning Centers for Week 19, pages 472-474. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Phonemic Awareness: Blending Consonant/Vowel/Consonant

Say: **Listen to these sounds, /w / /e / /t/. Now you say them.** (Children repeat, /w / /e / /t/.) **Blend the sounds together to form a word, /w / /e / /t/, wet.** **Let's try more.** Repeat with /w / /e / /l /well and /w / /i / /g / wig.

Materials

None

Introduce /h/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.** Grandmother reads the riddle "Helicopter." Children solve the riddle.

Display the *helicopter, hen, headphones* and *house* Picture Cards.

Say: **Here is a picture of a helicopter. Say, helicopter. Helicopter begins with /h/. Say /h/.** Continue:

- **Hen begins with /h/. Say, hen. Say /h/, hen.**
- **Headphones begins with /h/. Say, headphones. Say /h/, headphones.**
- **Say, house. What sound do you hear at the beginning of house? Right, /h/.**

Say: **Listen to these two words to tell which one begins with /h/, helicopter or plane.** (helicopter) **Helicopter begins with /h/.** (Children repeat, /h/.) **Listen again. Which one begins with /h/, tree or hill?** (hill)

Say: **Pretend you are a helicopter.** The children stand and spin around like the blades of a helicopter.

Now, listen to these words. If you hear /h/ at the beginning, spin your helicopter blades. (Demonstrate) **If the word doesn't begin with /h/, land on your bottom! Ready?** Use *home, yard, happy, box, and hammer.*

Indicate *Nursery Rhymes* page 13 "Humpty Dumpty." Say: **Listen to this rhyme. Raise your hand when you hear a word that begins with /h/.** Read "Humpty Dumpty" and pause to see that children discriminate initial /h/ words. The children say the nursery rhyme together.

Play *Nursery Rhymes* Audio CD Track 10. Children sing "Humpty Dumpty."

Encourage children to listen for /h/ today.

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Picture Cards: *headphones, helicopter, hen, house*
- Pocket chart

Helicopter

Sometimes I fly people to the hospital and land on a tower.

I can't go as fast as an airplane.

Only a few people can fit inside me.

My rotating blades lift me off the ground.

My name begins with /h/.

What am I?

Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Understands similarities and respects differences among people

Phonics & Word Recognition

Associates letters with their names and sounds

Demonstrates understanding of one-to-one correspondence of letter and sounds

Phonological Awareness

Blends phonemes into words



Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds in words

Isolates and pronounces the initial sounds in words

Story Time

Reading

Identifies basic similarities in and differences between two texts on the same topic

Retells familiar stories in sequence

Engages in group reading activities with purpose and understanding

Compare Versions of *The Three Little Pigs*

Indicate *The Three Little Pigs* as told by Brandi Chase. Picture-walk through the book as children retell the story. Encourage them to include the repeated patterns during the retelling.

Indicate your alternate choice of *The Three Little Pigs*. Say: **Here's another version of *The Three Little Pigs*. That means the story will be like *The Three Little Pigs* story we already read, but some parts may be different. Listen to find out how this story is the same and how it is different from the first one.** Children compare and contrast the two versions.

The children vote by a show of hands to determine which story is the class favorite. Place their favorite version in the Library Center.

Optional: Share a story version from the wolf's point of view, such as *The True Story of the Three Little Pigs* by Jon Scieszka or *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas.

Materials

- The Three Little Pigs* as told by Brandi Chase
- An alternate version of *The Three Little Pigs*

Small Group & Exploration

Approaches to Learning

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

Brings a teacher-directed or self-initiated task, activity, or project to completion

Creative Arts

Shows care and persistence in a variety of art projects

Creates original work

Math

Identifies shapes regardless of their orientations or size

Create Puppets

The children use construction paper to create pig or wolf paper bag puppets. Ask them to describe shapes they are using and discuss shape orientation as they are working.

The children will use their puppets on Day 5 to dramatize *The Three Little Pigs*.

Materials

- Paper bag for each child
- Pink, black, and gray construction paper
- Markers, scissors, glue



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2, Track 46. The children sing “The More We Get Together” as they do the following:

- Stand in a circle.
- Cross their arms right over left and hold the hands of the children on either side.
- Sway back and forth while holding hands in the circle.

Materials

- Dragon

Creative Arts

Enjoys participating in a variety of music activities

Social/Emotional Development

Demonstrates sense of belonging to family, community, and other groups

I love the ending of
The Three Little Pigs
when the pigs and wolf
became friends.
I wonder what they did
together.
Your pal,
Gingerbread Boy

Reading

Makes connections using illustrations/ photos, prior knowledge, real-life experiences

Makes inferences

Speaking & Listening

Engage in agreed-upon rules for discussions

Participates in collaborative conversations with diverse partners about pre-kindergarten topics and texts

Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Understands similarities and respects differences among people

What Happens After

Read and discuss Gingerbread Boy's message.

Say: **At the end of this story the wolf and pigs decided to become friends. What kinds of things do you think they will do together?** (Volunteers respond.)

Partner the children and instruct them to sit criss-cross, knee-to-knee. Say: **Talk with your partner about something you, the pigs and the wolf might do together. Remember, sometimes your friends will have different ideas and you will need to work together to decide what activity you will do.** (The children do this.)

Partners share their responses with the class and you list them on chart paper.

Save the chart paper for use in today's *Small Group*.

Materials

- Starfall Sing-Along* Volume 2
- The Three Little Pigs* as told by Brandi Chase
- Chart paper
- Markers

LEARNING CENTERS

See Learning Centers for Week 19, pages 472-474. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Phonological Awareness

Counts and blends syllables in spoken words

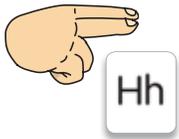
Phonological Awareness

Recognizes and identifies beginning sounds in words

Isolates and pronounces the initial sounds in words

Print Concepts

Recognizes relationship between illustrations and text



Materials

None

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, *he-li-cop-ter*. Now put them together, *helicopter*. This time clap for the parts. Ready? *he-li-cop-ter*** (clap, clap, clap, clap) (Children say, *helicopter*.) Repeat with *ham-mer* (hammer), *hill* (hill), *hun-gry* (hungry) and *hos-pit-al* (hospital).

Introduce Hh, List Hh Words, ASL Hh

Grandmother asks: **What sound do you hear at the beginning of helicopter? /h/**

Indicate the Hh Letter Card. Say: **This is the letter Hh.** (Children repeat, *h*.) **One H is uppercase and one is lowercase, but both letters are Hh. The letter Hh stands for /h/** (h sound). **Each time I touch the letter Hh, say /h/.** Touch the Letter Card several times, quickly and slowly and children say /h/.

Say: **Let's sky write uppercase H.** (Demonstrate) **Now, let's sky write lowercase h.** (Demonstrate) **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase H on your partner's back.** After they have done this several times say: **Now write lowercase h.**

Indicate the star. Ask: **Who can find the letter Hh on the Alphabet Chart?** Grandmother helps a volunteer locate Hh and review the other letters with stars. The volunteer attaches the star on or above the Wall Letter Card.

Indicate *ABC for Gingerbread Boy and Me*.

Say: **Let's look at Hh. Here are some pictures of things that begin with /h/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: helicopter, /h/)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture/word. (Example: Indicate the picture of the helicopter. Indicate the word, helicopter.)

Say: **We have learned the letter Hh and /h/. Let's learn to make the letter Hh with our fingers.** (Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for Hh.) Say: **This is the letter Hh in sign language. Now you try it.** Children sign Hh.

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter H. I'll write the words on this chart paper so we don't forget them.**

Children circle the Hh in their words after you write them.

Materials

- Grandmother
- Letter Card Hh
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper
- Marker
- Basket or bag

Sing “Where Is /h/?” Each time /h/ is used, children make the ASL sign for *Hh*.

Encourage children to bring items, (or pictures of items), from home that begin with /h/.

Where Is /h/?

(Melody: “Where Is Thumbkin?”)

Where is /h/? Where is /h/?
Here I am. Here I am.
/h/ in helicopter, /h/ in ham
/h/ /h/ /h/, Hh, Hh, Hh

Story Time

Teacher’s Literature Choice: Construction

Recite “Cathy’s Hammers.”

Explain: **This week we have talked about tools and things we can build. Another word for build is construct. Say, construct.** (Children repeat, *construct*.)

Indicate your book choice. Ask: **What do you predict this book is about?** (Volunteers respond.) **Why? Let’s read to see if you are correct.**

Read the book, pausing briefly to discuss new vocabulary as it is introduced. Have the children describe the relationship between the illustrations in the book and the text. Children ask and answer questions about the book.

Discuss what was constructed in the book and allow time for the children to describe construction they have seen in progress.

Materials

- Teacher’s choice of book about about construction

Cathy’s Hammers

(Make a hammering motion with one fist.)

Cathy had one hammer, one hammer, one hammer,
Cathy had one hammer, then she had two.

(Make a hammering motion with both fists.)

Cathy had two hammers, two hammers, two hammers,
Cathy had two hammers, then she had three.

(Make a motion with both fists and one leg.)

Cathy had three hammers, three hammers, three hammers,
Cathy had three hammers, then she had four.

(Make a motion with both fists and both legs.)

Cathy had four hammers, four hammers, four hammers,
Cathy had four hammers, then she had five.

(Make a motion with both fists, both legs, and head.)

Cathy had five hammers, five hammers, five hammers,
Cathy had five hammers, then she went to sleep!

(Pretend you are sleeping.)

Materials

- Response list from today’s Morning Meeting
- Writing & Observation Journals
- Pencils, crayons

Encourage the children to share their drawings and sentences with each other!

Reading

Engages in group reading activities with purpose and understanding

Describes the relationship between illustrations and text

Science

Explores simple machines

Vocabulary

With guidance and support, explore word relationships and nuances in word meanings

Uses illustrations and context to determine word meaning

Approaches to Learning

Attends to tasks for a brief period and seeks help when needed

Writing

Uses a combination of drawing, dictation, scribe writing, or invented spelling to convey meaning

Recognizes writing as a way of communicating for a variety of purposes

Independently writes some letters and words

Small Group & Exploration

Draw and Write

Review the children’s responses stating what they would like to do with the pigs and the wolf from today’s “What Happens After” activity, and the children illustrate their choices. They write or dictate sentences about their illustrations. Encourage them to add details to their illustrations and sentences.

Morning Meeting

Creative Arts

Expresses concepts, ideas or feelings through movement

English Conventions

Uses frequently occurring verbs

I would love to see you perform the story of **The Three Little Pigs**. I could be your audience.

Love,
Gingerbread Boy

Reading

Retells familiar stories in sequence

Identifies story characters



Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Understands similarities and respects differences among people

Warm Up Your Brain

Play "Freeze-a-Roo." The children perform the following motions to the music as you announce them. When the music stops, they freeze in place. Say: **Pretend you are...**

- a wolf blowing down the pig's house
- a pig rolling in the mud
- a pig building a house made of bricks
- a pig dancing down the street

Materials

- Teacher's choice of music for "Freeze-a-Roo"
- Dragon

The Three Little Pigs Puppet Show

Read and discuss Gingerbread Boy's message.

Say: **That would be fun! We could use our paper bag pig and wolf puppets. Let's look through the story to see what characters and props we will need.** Picture-walk through the story. Identify and assign the characters:

- mom and dad pig
- three pig siblings
- straw salesman
- stick salesman
- brick salesman
- wolf

Distribute the puppets. Say: **Maybe we should practice. I will read the story. If you have a pig puppet, hold it up when the pigs speak and say the words with me. If you have a wolf puppet, hold it up when the wolf speaks and say the words with me.** Read the story. Children raise their puppets during these repeated phrases:

- Wolves — "Little pig, little pig, let me come in!" and "Then I'll huff, and I'll puff, and I'll blow your house in!"
- Pigs — "Not by the hair on my chinny-chin-chin!"

Explain that the children will dramatize the story during Story Time.

Materials

- Paper bag puppets
- The Three Little Pigs* as told by Brandi Chase

LEARNING CENTERS

See Learning Centers for Week 19, pages 472-474. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Phonological Awareness: Blending Onset and Rime

Say: **Listen to these word parts and put them together to form words.**
 /w/ /et/ (wet), /h/ /ug/ (hug), /w/ /ater/ (water), /h/ /orse/ (horse)

Materials

None

Phonological Awareness

Combines onset and rime to form a familiar one-syllable word

Review Letters and Sounds

Indicate *Nursery Rhymes* page 48, "Wee Willie Winkie."
 Read the nursery rhyme and demonstrate how to echo.
 Children echo you after each sentence is read.

Say: **Listen to these words, Wee, Willie, Winkie, windows.**
What sound do you hear at the beginning of all of these words? (/w/)

Read the following sentences slowly. Children clap if they hear a word that begins with /w/.

- **Wee Willie Winkie had a wonderful time.**
- **Willie the worm wiggled in the water.**
- **The woman wore a wig.**
- **Walter and Wilma pulled their wagon.**
- **The walrus saw a wishing well.**
- **It was windy on Wednesday.**

Grandmother asks: **Who remembers the nursery rhyme that uses /h/, and is about an egg that had a great fall?** ("Humpty Dumpty") **Let's sing it together.**

Play *Nursery Rhymes* Audio CD Track 10. Children sing "Humpty Dumpty."

The children identify each letter as you place the Letter Cards in a pocket chart (in alphabetical order, face up). Randomly distribute the Picture Cards.

Say: **Each of you has a Picture Card that begins with one of these letters. Who has the Picture Card that begins with /a/?** (The child with the *apple* Picture Card stands.) **Right, apple begins with /a/. Place your Picture Card on top of Aa.** The child does this.

Continue until all letters and Picture Cards are matched.

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Letter Cards: Aa, Bb, Cc, Dd, Ee, Ff, Hh, Ii, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Ww
- Picture Cards: *apple, bear, cow, duck, elephant, fingers, helicopter, iguana, kittens, ladybugs, monkey, net, octopus, puppies, rabbit, skateboard, tent, web*
- Pocket chart

Alphabet Knowledge

Recognizes and names most letters of the alphabet

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds in words



Story Time

Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

Participates in teacher-guided dramatic activities such as acting out a story

Dramatize *The Three Little Pigs*

Indicate *Nursery Rhymes* page 41 and play Audio CD Track 41. Children sing “This Little Pig Went to Market.”

Narrate and assist the children as they dramatize *The Three Little Pigs* for Gingerbread Boy.

Optional: Read the story as the children perform their parts.

Materials

- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- The Three Little Pigs* as told by Brandi Chase
- Paper bag puppets and props



Small Group Math

Math

Counts in sequence

Understands addition as adding to

Recognizes and names numerals

Recognizes the number of objects in a small set without counting (subitizing)

Introduce “Gingerbread Boy’s Parking Lot”

Choose two volunteers to demonstrate how to play “Gingerbread Boy’s Parking Lot.”

They place dominoes face down. The first player chooses a domino, counts (adds) the dots on that domino, then parks his or her “car” in the corresponding parking place. If the player chooses a domino that equals the same value as one already on the game board, the player stacks it on top.

Players take turns. The first player to fill all of his or her parking spaces wins, or the game continues until both players fill their parking spaces.

Materials

- “Gingerbread Boy’s Parking Lot” game boards
- Playing pieces
- Spinners

After today’s Math Small Group lesson, all of the pre-k math games will have been introduced. Begin to include them as choices during Small Group & Exploration.