

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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Pre

K

**Second
Edition!**

Let's Move It!

Unit 6 • Week 20





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Week 20: Let's Move It!

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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 accomplish many things. You will also help the children realize the importance of working together as a team. The children will also:

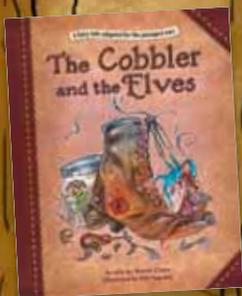
- learn /i/ and identify initial /i/ words
- be introduced to several tools and their purposes
- discuss excavation vocabulary (*bulldozer, excavator, dump truck, loader*)
- learn the functions and types of several simple machines
- experiment with ramps and inclines
- learn /ks/ (the phonetic sound spelling for x) and identify final /ks/ words
- locate several playground machines



Ii



Xx



Starfall Books & Other Media

The Cobbler and the Elves as told by Brandi Chase

My Father Runs an Excavator... and I do too! by Brandi Chase

Playground Poster

ABC for Gingerbread Boy and Me

Starfall American Sign Language Poster

Starfall Sing-Along Volume 2

Starfall's Selected Nursery Rhymes



Preparation

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

The children will use recycled round oatmeal and snack containers with lids to create drums in the Art Center. Collect completed drums for use during Outside and Warm Up Your Brain Activities.

For Day 1 you will need a hammer, nail, wood, a saw, a screwdriver and screws, or use the corresponding Picture Cards for these items.

Day One

Morning Meeting — Prepare your choice of music for *Warm Up Your Brain* exercises.

Circle Time — Cut a length of yarn long enough to create a large circle on the floor of your classroom. Generate Word Cards *in* and *out*.

Day Two

Morning Meeting — Have an index card available for each child.

Day Three

Morning Meeting — You will need a heavy box of books and a wooden board long enough to form a ramp from the top (or middle) of a bookcase to the floor.

Story Time — Choose a book about construction to share. Suggestions include:

- *Big Machines* by Melanie Davis Jones
- *How Do You Lift a Lion?* by Robert E. Wells
- *Mike Mulligan and His Steam Shovel* by Virginia Lee Burton

Small Group — Collect one of the following objects for each child: toy car, marble, small ball, book, cube, plastic egg, roll of tape, triangular block, cylinder block.

Prepare a sheet of chart paper with the following sentence: *I predict the (blank) will (blank) down the ramp because (blank).*

Day Four

Morning Meeting — You will need a long and a short wooden board to use as ramps, a recycled paper towel or wrapping paper tube, a meter stick or a nonstandard unit of measure, and other objects that roll.

Circle Time — You will need a large index card for each child.

Story Time — Choose another book about construction to share (different from the one you read yesterday). After reading it, you will compare and contrast it to the construction book you read on Day 3. Suggestions include:

- *B Is For Bulldozer* by June Sobel
- *Construction Countdown* by K. C. Olson
- *Construction Zone* by Tana Hoban
- *Get to Work Trucks!* by Don Carter
- *Roll, Slope, and Slide* by Michael Dahl

Small Group — Have finger paint paper, wide craft sticks, several colors of finger paint and a teaspoon available.

Day Five

Morning Meeting — You will need top soil or sand, a bowl or pan for each table, plastic spoons, and newspaper. Prepare construction paper sheets, one per child, with a different large letter (upper and lowercase) written on each sheet.

Story Time — Gather all of the books you read this week and make a list of their titles on chart paper.

It's fun to work together. Working together as a team makes things easier.

Your pal,
Gingerbread Boy

Day 2

Did you know that machines make work easier? I am so glad we have machines.

Love,
Gingerbread Boy

Day 3

I love when we move in different ways. I think WE are machines!

Your friend,
Gingerbread Boy

Day 4

Experimenting with a ramp was so much fun. I made one last night, and my cars rolled down it really fast!

Your pal,
Gingerbread Boy

Day 5

I practiced my letters last night. I know how we can construct our own alphabet.

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
 Introduce tools and working as a team
Vocabulary: hammer

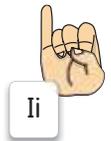
Gingerbread Boy's Message
 Introduce simple machines
 Label classroom machines

LEARNING CENTERS

Circle Time

Phonological Awareness:
 Compound Words
 Introduce /i/
 Identify initial /i/ words
 "Iguana" riddle

Phonological Awareness:
 Blend onset and rime
 Introduce *li* and ASL *li*
 List initial /i/ words
 Sing "Where Is /i/?"



Story Time

The Cobbler and the Elves
 Work with helpers scenarios



My Father Runs an Excavator ...and I do too!



Vocabulary:
 bulldozer, excavator,
 dump truck, loader

Small Group & Exploration

Number stories and counters

Playground Poster
 Playground machines



Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

*My Father Runs
an Excavator
...and I do too!*



"Big Machines!"

Introduce ramps

Vocabulary: ramp

Gingerbread Boy's Message

"London Bridge"

Vary ramp incline and estimate
rolling distance

Gingerbread Boy's Message

Construct letters



LEARNING CENTERS

Phonological Awareness:
Syllables in Words

Introduce /ks/ (the phonetic
sound spelling for x)

"Fox" riddle

Listen for final /ks/

Phonemic Awareness: Blend
Consonant/Vowel/Consonant

Introduce Xx and ASL Xx

Identify final /ks/ words

Sing "Where Is /ks/?"



Singular and Plural Nouns

Review ASL signs for letters

Teacher's Literature Choice:
Construction

Teacher's Literature Choice:
Construction

Book Club Meeting

Review books from the week

Class votes for favorite book

Experiment with objects that
roll or slide down a ramp

Move finger paint with
craft sticks



Counting on to 20

WEEK 20

LEARNING CENTERS

Social Studies

Recognizes patriotic symbols and activities

Technology

Uses technology independently to explore concepts and gain information

Understands how to open or close windows and use the “back” button

Moves a cursor to a target on the screen

Computer Center

Activity — Children enjoy *Nursery Rhyme Videos*: “Yankee Doodle” and “Aiken Drum”; review /w/, and reinforce /ks/ (x) and /i/ at ABCs: W, X, and I.

Encourage children to explore other activities after they have completed their assigned tasks at the Computer Center.

Reviewing the *Math* or *ABCs* section would be advantageous to children who are still having difficulty with numbers or letter-sound correspondence.

Interaction & Observation

- Notice whether children use the computer independently rather than seek assistance from you or another adult and/or their classmates, and whether they remain engaged in the online activities.
- Encourage them to practice locating letters and numbers on the keyboard.

Materials

- Computers set up to access *Starfall.com*
- Headsets

Approaches to Learning

Uses prior knowledge to understand new experiences or problems in new contexts

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Art Center

Activity — Children plan how to use the available materials to create and decorate drums.

Interaction & Observation

- Refrain from giving examples or showing samples of possible ideas for artwork. Simply provide the materials, and allow the children to explore and experiment without the restraint of preconceived ideas of what they should be doing or what you might want them to do.
- Allow children to develop a sense of accomplishment in their artwork.
- Collect the completed drums for use in *Outside* and *Warm Up Your Brain* Activities.

Materials

- Recycled oatmeal and round snack containers with lids
- Construction paper
- Markers, crayons
- Scissors, glue sticks

Reading

Interacts appropriately with books and other materials in a print-rich environment

Technology

Enjoys electronic forms of storybooks and informational texts

Uses technology for research with teacher's support

Library Center

Preparation — Suggested books include *Dig Dig Digging* by Margaret Mayo, *Machines at Work* by Byron Barton, and *The Construction Alphabet Book* by Jerry Pallotta.

Activity — Children read and listen to the books and CDs provided. Add *My Father Runs an Excavator* after introducing it on Day 2.

Interaction & Observation

- Provide a mixture of fiction and nonfiction books about construction or any topic being researched. Classics such as *Mike Mulligan and His Steam Shovel* by Virginia Burton or *How a House is Built* by Gail Gibbons afford children the opportunity to enjoy fiction as well as factual books.
- Stock the Library Center with popular children's magazines as well.

Materials

- The Cobbler and the Elves* as told by Brandi Chase
- My Father Runs an Excavator ... and I do too!* by Brandi Chase
- Read-Along Audio CDs
- Books about machines and construction

Dramatic Play Center

Activity — The Dramatic Play Center becomes a bookstore. Children place books in baskets and on shelves for customers to enjoy. Provide chairs and a table for relaxing and reading.

A clerk mans the toy cash register and bags books for customers. Customers spend time browsing the bookstore and enjoy sitting in the customer area while reading their books.

Interaction & Observation

- As children take on different roles, they deepen their understanding of their world and concepts such as the need for people to have jobs in order to earn money to purchase goods and services.
- Maximize the children's opportunities to expand vocabulary, solve problems, and cooperate with others by taking an active role in their pretend play.
- Talk with children about the use of technology, such as a cash register or point-of-sale device, and how it helps us in our everyday lives.

Materials

- Fiction and nonfiction books of all sizes and topics
- Chairs for reading
- Cash register, play money
- Shelves for books
- Recycled magazines
- Bags for customers

Creative Arts

Engages in cooperative pretend play with other children

Math

Explores the use and meaning of currency and coins

Social Studies

Understands that an individual earns money through work

Demonstrates an awareness of the uses of money

Understands that money is needed to exchange for goods and services

Construction Center

Preparation — Add available materials for the children to use to create their own simple machines. Provide books, illustrations or toy machines for the children to use as models.

Activity — Children use available materials to create simple machines and build bridges, factories, schools, and libraries.

Interaction & Observation

- Interact with the children about what they have created, or ask open-ended questions that encourage them to talk about their structures.
- Focus on the process of building rather than the end product.
- Allow the children to take photos of their constructions.

Materials

- Large and small blocks
- Hard hats
- Sign that reads "Construction Zone"
- Long blocks or boards for ramps
- Toy trucks for hauling blocks
- Digital camera or tablet
- Optional:** Wedges, levers, wheels, pulleys

Approaches to Learning

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

Science

Explores simple machines

Social/Emotional Development

Works with other to solve problems

Technology

Uses a device to take pictures



Writing Center

English Conventions

Recognizes first letter of names is capitalized

Writing

Writes own name

Uses writing tools and materials

Independently writes some letters and words

Uses appropriate writing conventions with adult assistance

Activity — Children practice writing their names using initial uppercase and lowercase letters. Highlight names for children who need a guide, or use the generator in the Starfall Parent-Teacher Center to print the names with dotted lines for children to trace. For additional writing practice during the week, add Letter Cards for letters that have already been introduced. Children practice printing the letters under their names.

Materials

- Paper, pencils
- Letter cards from letters that have been introduced

Interaction & Observation

- Observe the developmental levels of children in the Writing Center. Do they use some scribble and some letter-like forms? Do they write recognizable letters, especially those in their own names? Do they write horizontally from left to right on the page?
- Rather than teach formal structured handwriting, model how to form letters when writing lists and class stories. Assist individual children as needed, and allow practice time to develop fine motor skills.

Discovery Center

Science

Uses tools and equipment to explore objects

Explores simple machines

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

Social/Emotional Development

Works with others to solve problems

Activity — Place plenty of soil and rocks in the empty water table, or add rocks to the sand table. Children make roads in the soil or sand and use toy trucks and earth moving machines to move the soil or sand and rocks to different locations at their construction sites.

Materials

- Sand table or empty water table
- Toy dump trucks, excavators, bulldozers
- Rocks and soil or sand
- Microscope

Interaction & Observation

- The use of natural materials for learning engages children in making scientific observations, classification, measurement and problem solving.
- Exploratory play provides many literacy opportunities for building vocabulary and language skills as children actively participate in conversations with others.

Math Center

Math

Uses numbers to predict, estimate, and make realistic guesses

Uses one-to-one correspondence to determine "how many"

Activity — Place varying amounts of screws, bolts, nuts, and washers into several jars or cups. Children estimate the number of items in each container, and write their estimates on scraps of paper. They use magnets to lift objects out of the jar, then count the objects to test their predictions. Determine how many objects to place in each jar by the children's ability to count. This will help them make realistic predictions.

Materials

- Small plastic jars or cups
- Nuts, bolts, screws, washers
- Scraps of paper, pencils
- Magnets

Interaction & Observation

- Model one-to-one correspondence throughout the day in routines such as attendance, lining up, counting children in Learning Centers, etc.
- Model how to write numerals and assist as needed.
- Demonstrate how to keep track of what is being counted by showing children how to touch or slide each object to the side after it has been counted.

Gathering

Continue the Gathering Routine as with previous weeks. Each day during Weeks 20 and 21, mix together several Letter and Number Cards and have children identify and sort them.

Materials

- Several Letter and Number Cards

Print Concepts

Differentiates between letters and numbers

Morning Meeting

Warm Up Your Brain

Play "Pass the Ball." Children line up one behind the other. When the music begins, the first child in line passes the ball between his or her legs to the next child. Passing continues until you stop the music. When the ball reaches the last child, he or she moves to the front of the line. Play continues until the music stops, and begins again when music resumes.

Materials

- Teacher's choice of music
- Dragon
- Ball

Gross Motor Skills

Moves with balance and control

It's fun to work together. Working together as a team makes things easier.

Your pal,
Gingerbread Boy

Build a House

Read and discuss Gingerbread Boy's message.

Indicate the hammer. Ask: **What is a hammer used for?** (Volunteers respond.) **A hammer is a tool used to fix or build something. Pretend you are using a hammer.** (Children pretend to hammer.) **Let's pretend to build a house. Can we build a house with just a hammer? What else might we need?** Review each of the additional tools and discuss their purposes.

Ask: **Could you build a house all by yourself? Why or why not?** (Discuss) **It takes many people working together to build a house. Have you ever seen anyone use any of these tools?** Allow time for children to share their experiences.

Materials

- Construction tools: hammer, nail, wood, saw, screwdriver, screws (Actual tools are preferred. If they are not available, use toys or Picture Cards.)

Science

Uses tools and equipment to explore objects
Explores simple machines

Speaking & Listening

Asks and answers questions in order to seek help, get information, or clarify something that is not understood



LEARNING CENTERS

See Learning Centers for Week 20, pages 496-498. After cleanup, the children gather to share something they did really well during Learning Centers.

Social Studies

Understands similarities and respects differences among people

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Circle Time

Phonological Awareness

Separates compound words

Math

Responds to and uses positional words such as *in*, *under*, *between*, *down*, *behind*

Phonological Awareness

Recognizes and identifies beginning sounds in words

Social/Emotional Development

Assists classmates

Vocabulary

Begins to recognize opposites of familiar words



/i/ is a difficult sound for children to discriminate and is often confused with */e/*. Look for opportunities during the week to clarify these two sounds.

Materials

None

Phonological Awareness: Compound Words

Say: **Listen to this word, *inside*. If you take *in* away from *inside*, what is left?** (side) **Let's try another one, *indoors*. Take *in* away from *indoors*. What's left?** (doors) Repeat for *into* and *inchworm*.

If children need a visual clue, place both hands together for the compound words. Remove one hand to indicate the first word being taken away, while the other hand remains to indicate the word that is left.

Introduce /i/

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

Indicate the *igloo*, *iguana*, and *inch* Picture Cards. Say: **Here is a picture of an *iguana*. Say, *iguana*. *Iguana* begins with */i/*. Say */i/*.** Continue:

- ***Igloo* begins with */i/*. Say, *igloo*. Say */i/*, *igloo*.**
- ***Inch* begins with */i/*. Say, *inch*. Say */i/*, *inch*.**

Say: **Listen to these two words and tell which one begins with */i/*, *iguana* or *spider*.** (*iguana*) ***Iguana* begins with */i/*. Say */i/*.** (Children repeat, */i/*.) **Listen again. Which word begins with */i/*, *cat* or *insect*?** (*insect*)

Say: **Listen to these words. If you hear */i/* at the beginning of the word, crawl like an iguana. If the word doesn't begin with */i/*, put your finger to your mouth. Ready?** Use *itch*, *in*, *water*, *spider*, *inside*, *ink*, *dog*, and *inch*.

Gather the children in a circle. Place the yarn circle in the center. Say: **Let's play a game. Listen to this word, *in*.** (Children repeat, *in*.) ***In* begins with */i/*.** (Indicate the *in* Word Card.) **Who can place the word *in* inside the circle?** A volunteer does this.

Indicate the *out* Word Card. Say: **This word says *out*. It is the opposite of *in*. Should the word *out* be placed *in* the circle or *out* of the circle?** (*out*) **Right, it should be placed *out* of the circle.** A volunteer places the *out* Word Card somewhere outside of the circle. Play "In or Out":

- Introduce a nonsense word. (Suggestions include: *ittle*, *ipper*, *ish*, *asket*, *ot*, *illy*, *indy*, *unny*, *ith*, *athy*, *ift*, *ib*, *og*, *oke*, *ump*, *ind*, *izard*)
- If the nonsense word begins with */i/*, a volunteer stands inside the circle. If it does not, the volunteer stands outside of the circle. Classmates may assist as needed.
- The volunteers remain inside or outside of the circle until the end of the game.
- Children determine if there are more volunteers inside or outside the circle.

Encourage children to listen for */i/* today.

Materials

- Grandmother
- Large circle of yarn
- Generated Word Cards: *in*, *out*
- Picture Cards: *igloo*, *iguana*, *inch*
- Pocket chart

Iguana

I am a giant lizard.

I have spines on my back.

I live in the trees, but I come down to lay my eggs.

My name begins with /i/.

What am I, an elephant, dinosaur, or iguana?

Story Time

The Cobbler and the Elves

Indicate *The Cobbler and the Elves*. Say: ***The Cobbler and the Elves* is a folk tale. A folk tale is a very old story that has been told by many people. Let's listen to this folk tale again. Listen and look carefully at the illustrations. If you hear a word you do not understand, raise your hand.**

Read *The Cobbler and the Elves*, pausing to discuss new vocabulary as encountered. Explain that someone becomes a cobbler in order to earn money to buy food, clothing, and other things he or she needs.

Ask the following questions and the children discuss the answers:

- **What did the cobbler use to make the shoes?**
- **Did the cobbler make the shoes alone or did he have help?**
- **Who helped the cobbler make the shoes?**
- **Could the cobbler have made the shoes as quickly without the help of the elves?**

Present the following activities. The children give a thumbs up if they think it would be faster and easier to accomplish the activity with the help of others.

- bake cookies
- plant a garden
- draw a picture
- build a playground
- clean your bedroom
- read a book
- put together a puzzle

Allow time for children to share other activities that are easier to do with help.

Materials

- The Cobbler and the Elves* as told by Brandi Chase

Reading

Recalls information from stories

Recognizes common types of literature

Social Studies

Understands that an individual earns money through work

Understands that money is needed to exchange for goods and services

Understands how people live and what they do changes over time

Vocabulary

Asks questions about unknown objects and words

Small Group & Exploration

Addition and Subtraction

Volunteers build a simple enclosure with blocks, leaving the top open so they can see inside. Place two counters inside the enclosure.

Say: **Let's pretend these counters are pigs. Here is a house for the pigs. Two pigs live in this house. What if another pig comes to visit? Place another counter in the enclosure. How many pigs are there now?** (three)

Distribute blocks to the children and instruct them to create their own houses. When the houses are built, distribute counters to each child. The children place three counters in their houses to begin, and add or subtract counters to demonstrate the following scenarios. Assist as needed.

- **The three pigs invite a friend over. How many pigs are in the house now?** (four)
- **Now there are four pigs. Two more pigs knock on the door and come inside. How many pigs are in the house now?** (six)
- **One pig has to go home. How many are left?** (five)
- **All the pigs decide to go for a walk and leave the house. How many pigs are left in the house?** (zero)

Materials

- Counters
- Small blocks



Math

Uses concrete objects to solve complex problems

Combines and separates sets of objects to create new sets

Understands addition as adding to and understands subtraction as taking away from

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Creative Arts

Enjoys participating in a variety of music activities

Participates in movement using fingerplays, songs, and rhymes

Did you know that machines make work easier? I am so glad we have machines.

Love,
Gingerbread Boy

Print Concepts

Connects oral language and print

Science

Explores simple machines

Collects, describes and records information

Technology

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 environments

Social Studies

Understands similarities and respects differences among people

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD Track 11, "Here We Go Round the Mulberry Bush." Children sing and perform actions to the song.

Materials

- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Dragon

Introduce Machines

Read and discuss *Gingerbread Boy's* message.

Say: **We have many machines in our houses. Machines make doing work easier.** (Indicate the chart paper.) **Raise your hand if you can name a machine that makes doing work easier. I will list them on this chart paper.**

Lead children to name household machines such as an oven, washing machine, dryer, dishwasher, microwave, vacuum cleaner, computer, etc.

Continue: **Let's look closely at "Here We Go Round the Mulberry Bush." It uses several machines.** Indicate *Nursery Rhymes* pages 14 and 15.

Ask: **On Monday morning what did the children do?** (washed clothes) **What machine do people have in their houses that helps wash clothes?** (washing machine) **Do washing machines make washing clothes easier?** Volunteers respond.

Continue for Tuesday (iron), Wednesday (needle), Thursday (broom), Friday (scrub brush) and Saturday (oven).

Say: **Look around the classroom. Do you see any machines? Let's label them.** Write the names of classroom machines on index cards. Children assist to place the index cards near the machines.

Materials

- Chart paper
- Index cards
- Reusable adhesive
- Markers

LEARNING CENTERS

See Learning Centers for Week 20, pages 496-498. After cleanup, the children gather to share something they did really well during Learning Centers.

Circle Time

Materials

 None

Phonological Awareness: Blending Onset and Rime

Say: **Listen to these word parts and put them together to form words.** /f/ /ish/ (fish). Repeat with /l/ /ittle/ (little), /w/ /indy/ (windy), /z/ /ipper/ (zipper), and /i/ /guana/ (iguana).

Phonological Awareness

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

Introduce *li*, List *li*, ASL *li*

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

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

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: iguana, /i/)
- 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 iguana. Indicate the word, iguana.)

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

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

Start with children's names that begin with *l* then accept suggestions. Children circle the *li* in their words after you write them.

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

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

Materials

-
- Grandmother
-
-
- Letter Card
- li*
-
-
- Chart paper, marker
-
-
- Starfall American Sign Language Poster

Phonics & Word Recognition

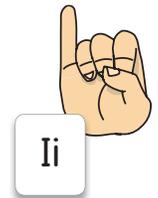
Identifies words beginning with the same letter as their own name

Phonological Awareness

Recognizes beginning sounds in words

Print Concepts

Focuses on letter names and shapes



Where Is /i/?

(Melody: "Where Is Thumbkin?")

Where is /i/? Where is /i/?
 Here I am. Here I am.
 /i/ in iguana, /i/ in igloo
 /i/ /i/ /i/, li, li, li

Story Time

Reading

Recalls important facts of informational text

Distinguishes between fiction and nonfiction

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

Science

Explores simple machines

Vocabulary

Uses words and phrases acquired through conversations, activities and read alouds



Introduce *My Father Runs an Excavator*

Say: **This morning we talked about simple machines we use in our homes and school. Let's read a story about big machines that work together.**

Indicate *My Father Runs an Excavator...and I do too!*

Say: **The title of this book is *My Father Runs an Excavator...and I do too!* It is a true story about machines. The author is Brandi Chase. The book has photographs, or pictures, of real machines. The photographer is Stephen Schutz.**

Read *My Father Runs an Excavator...and I do too!*

Briefly explain vocabulary words *bulldozer, excavator, dump truck, and loader* as they are introduced.

Ask: **What are the workmen building with these machines?** (Accept responses.) **They work together to build a place where water can be made clean enough to drink. The machine operators work as a team to dig holes, push and lift dirt and rocks, and load the dump trucks. Sometimes it takes years to complete such a big project.**

Allow time for the children to ask questions.

Materials

- My Father Runs an Excavator...and I do too!* by Brandi Chase
- Optional:** Toy models of machines used in book

Small Group & Exploration

Introduce the Playground Poster

Indicate the Playground Poster. Say: **Machines are everywhere, even on playgrounds. Raise your hand if you remember why we use machines.** (A volunteer responds.) **Right, machines make it easier to do things.**

Say: **Look at this poster. It is like a map. It shows the machines that are on the playground and where they are. Here are Picture Cards that match the playground machines. Let's see if we can find these pictures on the playground map.**

As each machine is identified, a volunteer finds the corresponding Picture Card and attaches it to the poster.

Identify machines on your school playground. Encourage children to practice riding bikes and using other available playground machines this week.

Materials

- Playground Poster
- Picture Cards: *bike, ramp, slide, shovel, upstairs, wagon*

Reading

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

Science

Explores simple machines

Social Studies

Understands maps are representations of actual places



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Children perform the “Stop and Go” activity. Play your choice of music. Children walk, tiptoe, slide, gallop, or jump to the beat. Turn the music on and off at random intervals. Children freeze when the music stops and change directions when it begins again.

Children take turns playing their drums to keep the beat in place of the music.

Materials

- Drums created by the children
- Dragon

Big Machines

Read and discuss Gingerbread Boy’s message.

Say: **Gingerbread Boy may be right. Can you move your arms up and down?** (Children do this.) **Can you stand up and sit down?** (Children do this.) **You just may be human machines.**

Indicate *My Father Runs an Excavator*. Ask: **What are the names of the big machines we read about yesterday?**

Discuss the machines, using the book for reference.

Say: **Let’s sing a song about big machines. Gingerbread Boy will love it!** Children sing “Big Machines!” They create actions to accompany the song.

Indicate the box of heavy books located near a bookcase. Say: **I wonder if anyone can move this box from the bookcase to the floor.** (Pretend to try to move it.) **It’s really too heavy to move. What would help us move the books?** (Volunteers respond.) **Right we need a machine to help us.**

Indicate the wooden board. Ask: **Could this board help us move these books to the floor?** (Volunteers respond.) **How can we turn it into a machine?**

Use the board to construct a ramp. Say: **This is a ramp. It is sometimes called an *incline*. How can this ramp help move the box to the floor?** Volunteers offer ideas.

Place the box on the ramp and slide it to the floor. Discuss how the ramp made it easier to move the books from one place to another.

Ask: **What other things in the classroom could we move from the shelf to the floor using this ramp?** (Volunteers respond.) Children experiment sliding objects down the ramp.

Materials

- Teacher’s music choice
- My Father Runs an Excavator*
...and I do too! by Brandi Chase
- Box of heavy books
- Wooden board

Big Machines

(Melody: “Here We Go Round the Mulberry Bush”)

*The excavator digs the hole,
digs the hole, digs the hole.*

*The excavator digs the hole,
so early in the morning.*

*The bulldozer pushes the
dirt and rocks...*

*The dump truck dumps the
dirt and rocks...*

*The loader lifts the heavy
rocks...*

The tired workers take a rest...

Creative Arts

Participates in a variety of dance and movement activities with or without props

Creates sound using traditional or handmade instruments

Gross Motor Skills

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

I love when we
move in different
ways. I think WE
are machines!
Your friend,
Gingerbread Boy

Reading

Recalls important facts of informational text

Science

Explores simple machines

Participates in scientific investigations

Observes and describes how objects move

Speaking & Listening

Participates in group discussions

Social Studies

Understands similarities and respects differences among people

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Phonological Awareness

Blends syllables in spoken words

Phonological Awareness

Recognizes and identifies ending sounds in words



LEARNING CENTERS

See Learning Centers for Week 20, pages 496-498. After cleanup, the children gather to share something they did really well during Learning Centers.

Circle Time

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, *im-por-tant*. Now put them together: *important*. This time clap for the parts. Ready? im-por-tant** (clap, clap, clap) Children say, *important*. Repeat with *ex-ca-va-tor*, (*excavator*), *bull-do-zer*, (*bulldozer*) and *lea-der* (*leader*).

Materials

None

Introduce Final /ks/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.**

Grandmother reads the riddle "Fox." Children solve the riddle.

Grandmother says: **There are no words that begin with /ks/.** (the phonetic sound spelling for x). (Children repeat, /ks/.) **We have to be sound detectives and listen for /ks/ at the end of words. Listen, /f/ /o/ /ks/. Now you say it, /f/ /o/ /ks/.** (Children repeat /f/ /o/ /ks/.) **Do you hear /ks/ at the beginning or the end of fox?** (the end)

Display the *box* and *fox* Picture Cards. Designate a child to pretend to be named *Max*.

Say: **Here is a picture of a fox. Say, fox. Fox begins with /f/ and ends with /ks/. Say, /ks/.** Continue:

- **Box begins with /b/ and ends with /ks/. Say, box. Say /ks/, box.**
- **Max begins with /m/. What do you hear at the end of Max?** (/ks/)

Say: **Listen to these two words to tell which one ends with /ks/, fox or pig.** (fox) **Fox ends with /ks/. Say /ks/.** (Children repeat, /ks/.) **Listen again. Which word ends with /ks/, igloo or box?** (box)

Say: **Listen to these words. If you hear /ks/ at the end of the word, stand. If the word doesn't end with /ks/, stay seated. Ready?** Use *box, run, ax, six, push, hand, mix,* and *wax*.

Encourage children to listen for /ks/ today.

Materials

Grandmother

Picture Cards: *box, fox*

Pocket chart

Fox

I am an animal with a long fluffy tail.

I tried to trick Gingerbread Boy.

I live in the forest.

I usually stay awake at night and sleep during the day.

My name begins with /f/ and ends with /ks/.

What am I?

Story Time

Teacher's Literature Choice: Construction

Picture-walk through your selected book. Read the book pausing to briefly discuss new vocabulary as it is encountered. As you turn the pages, volunteers point to where the text begins.

Ask questions to provide opportunities for children to retell facts or information they learned from the story.

You will read a second construction book to the children on Day 4. The children will then compare and contrast these two books exploring construction.

Materials

- Teacher's choice of book about construction

Print Concepts

Shows where print begins on a page

Reading

Recalls important facts from informational text

Vocabulary

Uses words and phrases acquired through conversations, activities and read alouds

Small Group & Exploration

Predictions: Roll or Slide?

Use a wooden board to create a ramp by propping up one end. Indicate the toy car. Say: **I wonder if this car will roll or slide down the ramp. I predict the car will roll down the ramp because it has wheels. Let's see if my prediction is correct.** (Demonstrate)

Indicate and read the sentence stem, *I predict the (blank) will (blank) down the ramp because (blank)*. Say: **This sentence has some words missing.**

Indicate the marble. Say: **Let's fill in the missing words using the marble. I predict the marble will (blank) down the ramp because (blank).**

Continue: **Do you think the marble will roll or slide down the ramp?** Volunteers predict whether the marble will roll or slide, and explain the reason for their choices. Read the completed sentence, and verify the children's predictions.

Complete roll or slide predictions with the remaining objects.

Discuss what the children learned and where they could find more information about ramps and how objects roll or slide.

Materials

- Wooden board (ramp)
- Collection of objects, one for each child (toy car, marble, small ball, book, cube, plastic egg, roll of tape, triangle-shaped block, cylinder block)
- Prepared chart paper

Science

Explores simple machines

Observes and describes how objects move

Makes and verifies predictions

Uses tools and equipment to explore objects

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD Track 26. Children sing "London Bridge."

Two children raise their arms touching hands to form a bridge. The class stands in a line. Play "London Bridge" again as the children in line walk under the bridge. Repeat with the two children lowering their arms to make it more difficult for the others to cross under. (The bridge holders do not capture the children in this version.)

Creative Arts

Participates in creative movement and dance from different cultures and times

Experimenting with a ramp was so much fun. I made one last night, and my cars rolled down it really fast!

Your pal,
Gingerbread Boy

Math

Becomes familiar with standard and nonstandard measuring tools and their uses

Uses numbers to predict, estimate, and make realistic guesses

Science

Explores simple machines

Observes and describes how objects move

Makes and verifies predictions

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

Estimate Rolling Speed

Read and discuss Gingerbread Boy's message.

Say: **Yesterday we talked about ramps. Do you think the slant of the ramp makes a difference as to how fast an object moves?** (Demonstrate the meaning of slant as volunteers respond.) **Let's try a science experiment.**

Construct a ramp with a small board at a limited incline.

Indicate a toy car. Ask: **Who would like to guess or estimate how far the car will roll?** (Volunteers respond.) **Let's roll the car and see if your estimate is correct.** (Discuss the results.)

Say: **Let's measure how far the car rolled.** Children assist to measure the distance the car traveled from the bottom of the ramp to its stopping point. Record the distance on chart paper.

Ask: **What could we do to the ramp to make the car go faster?** Try children's suggestions. Construct a ramp using the longer board with a steeper incline. Repeat the above procedure, measure and record. Discuss the results and compare to the shorter ramp at a limited incline. Children should understand that the incline and length of the board contribute to the results.

Use tape to attach a paper towel tube to the ramp. Roll the car so it travels through the tube down the ramp.

Children experiment with other objects that roll.

Materials

- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Chart paper
- Long and short wooden boards
- Toy cars
- Recycled paper towel or wrapping paper tube
- Meter stick or other nonstandard unit of measure
- Optional:** Other objects that roll

Ask children to suggest other objects in the classroom that could be used as ramps. Try paper towel rolls, tissue boxes, etc to demonstrate that ramps can take other forms.

LEARNING CENTERS

See Learning Centers for Week 20, pages 496-498. After cleanup, the children gather to share something they did really well during Learning Centers.

Circle Time

Phonemic Awareness: Blending Consonant/Vowel/ Consonant

Say: **Listen to these sounds, /f/ /i/ /ks/. Now you say them, /f/ /i/ /ks/. Blend the sounds together to make a word, /f/ /i/ /ks/, fix. Let's try some more!** Use /m/ /i/ /ks/ mix, /a/ /ks/ ax, and /w/ /a/ /ks/ wax.

Ask: **What sound do you hear at the end of fox?** (Make sure children give the sound and not the letter.)

Materials

None

Introduce Xx, List Xx Words, ASL Xx

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

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

Indicate the star. Grandmother asks: **Who can find the letter Xx on the Alphabet Chart?** (A volunteer identifies Xx and attaches the star on or above the Wall Letter Card.) Grandmother helps the volunteer locate Xx. Review the other letters with stars.

Indicate *ABC for Gingerbread Boy and Me*.

Say: **Look at Xx. Here are some pictures of things that end with /ks/.**

- Identify each picture. Children repeat.
- Isolate the ending sound. (Example: fox, /ks/)
- 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 fox. Indicate the word, fox.)

Materials

- Grandmother
- Letter Card Xx
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper, marker
- Large index cards for each child
- Crayons or markers

Social Studies

Understands similarities and respects differences among people

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Phonological Awareness

Blends phonemes into words

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies ending sounds in words

Print Concepts

Connects oral language and print



Xx

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

Indicate the chart paper. Say: **Let's make a list of words that end with /ks/. I will say two words. You choose the word that ends with /ks/ and I'll write it on the chart paper. Ready?** Read the following word pairs and children identify words that end with /ks/. Use *fox/top, four/six, mix/block, play/wax, ox/iguana, mailbox/library, fix/tag, slide/sandbox, relax/sleep, hammer/ax, tax/dirt, bubble/toolbox, pencil/beeswax, and hatbox/finger.*

Distribute large index cards and crayons. Each child chooses a word from the list and illustrates it on the index card. Display the index cards throughout the classroom.

Sing "Where Is /ks/?" Each time /ks/ is used, children make the ASL sign for Xx.

Where Is /ks/?
(Melody: "Where Is Thumbkin?")
Where is /ks/? Where is /ks/?
Here I am. Here I am.
/ks/ in fox, /ks/ in box
/ks/ /ks/ /ks/, Xx, Xx, Xx.

Story Time

Language Development

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

Reading

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

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

Vocabulary

Discusses words and word meanings

Approaches to Learning

Uses self-talk as a strategy

Creative Arts

Experiments with a variety of art materials

Describes or explains own artwork

Science

Observes and describes how objects move

Teacher's Literature Choice: A Second Book About Construction

Indicate your second choice of construction book. Introduce the title and author. Read the book briefly explaining new vocabulary words as they are encountered. Recall *My Father Runs an Excavator... and I do too!* Lead the children to compare and contrast the two books. Remind them that to compare means to notice similarities and to contrast means to notice differences.

Ask and answer questions about the information introduced.

Materials

- Teacher's second choice of book about construction

Small Group & Exploration

Make Bulldozer Paintings

Each child chooses several colors of finger paint. Use a tablespoon to distribute the paint onto paper. Children use craft sticks horizontally to push the paint and create designs. Help them recognize they are pushing the paint with the craft sticks much like a bulldozer pushes dirt.

Explain to the children that what they created is called abstract art. They take turns sharing as time permits and classmates express how the paintings make them feel.

Materials

- Finger paint paper
- Wide craft sticks
- Several colors of finger paint
- Tablespoon
- Books or illustrations of abstract art



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Play "Friendship Circle." Children stand in a circle. They cross their arms right over left and hold the hands of the children on either side. Choose two children to use musical instruments to keep the beat. Play *Sing-Along Volume 2*, Track 46. Children sing "The More We Get Together" while swaying back and forth and holding hands in the circle. Repeat so other children have turns to use the instruments.

Materials

- Musical instruments
- Dragon

Creative Arts

Participates in movement using songs

Creates sound using traditional or handmade instruments

I practiced my letters last night.
I know how we can construct our own alphabet.
Love,
Gingerbread Boy

Construct Letters

Read and discuss Gingerbread Boy's message. Gingerbread Boy whispers how to construct letters.

Say: **Today we will use Gingerbread Boy's idea. We'll construct the letters of the alphabet using glue and soil (or sand).** Demonstrate with the letter Xx.

- Trace the letters with glue.
- Use a plastic spoon to dig some soil or sand.
- Sprinkle the soil or sand over the letters
- Shake the excess soil or sand onto newspaper.
- Write your name on your paper.

Distribute construction paper with a different letter of the alphabet to each child. Review the directions.

Display completed alphabet letters on a bulletin board with the heading "Alphabet Under Construction." Allow children to identify and discuss differences between upper and lowercase letters.

Materials

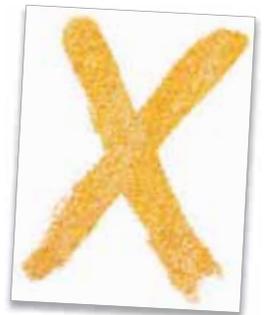
- Starfall Sing-Along Volume 2*
- Prepared construction paper for each child
- Glue
- Soil or sand
- Bowl or pan for each table
- Plastic spoons
- Newspaper

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Print Concepts

Focuses on letter names and shapes



LEARNING CENTERS

See Learning Centers for Week 20, pages 496-498. After cleanup, the children gather to share something they did really well during Learning Centers.

Social Studies

Understands similarities and respects differences among people

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Circle Time

Approaches to Learning

Reflects on what has been learned

English Conventions

Forms regular plural nouns

Singular and Plural Nouns

Say: **Let's sort these Picture Cards to see if there is only one of something or if there is more than one.** Indicate the acorn Picture Card and ask: **Is this one acorn, or more than one acorn?** (Volunteers respond.) **Right, there is only one single acorn.** Place the acorn Picture Card on the left side of the pocket chart and say: **We will place the Picture Cards that show one of something of this side and the cards that show more than one of something on the right side.** Indicate the right side of the pocket chart.

Continue with the ants Picture Card. Ask: **Does this show one ant or more than one?** (Volunteers respond.)

Yes, there are more than one, that's why we add the an /s/ to the end of the word and say ants and not ant. On which side of the pocket chart does the ants Picture Card belong? Place the card on the right side of the pocket chart. Repeat for the remaining cards.

Review the singular nouns and emphasize the fact that they don't end with /s/. Review the plural nouns and emphasize the fact that they do end with an /s/. Volunteers explain.

Materials

- Picture Cards: *acorn, ants, ball, bananas, bird, blueberries, car, carrots, fingers, and fish*
- Pocket chart

Phonics & Word Recognition

Associates letters with their names and sounds

Print Concepts

Focuses on letter names and shapes

Review Letters and ASL Signs

Indicate and identify Letter Cards as you place them in a pocket chart.

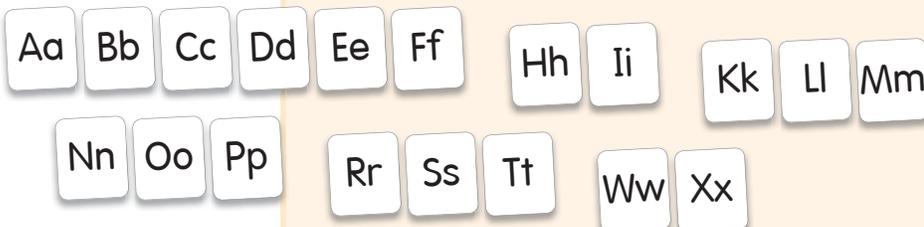
Grandmother asks: **Do you remember the signs for the letters we've learned?** Grandmother whispers to distribute the Letter Cards. If there are more children than letters, they share.

Indicate the Sign Language Poster. Say: **Here are the hand signs for the letters. You will be sign language detectives. When it's your turn you will find the sign that matches your letter.**

- A volunteer moves to the front of the classroom.
- He or she identifies his or her Letter Card, and instructs the class to form the corresponding ASL sign.
- The volunteer uses a pointer to indicate the letter on the sign language poster.

Materials

- Grandmother
- Letter Cards: *Aa, Bb, Cc, Dd, Ee, Ff, Hh, Ii, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Ww, Xx*
- Starfall American Sign Language Poster
- Pocket chart
- Pointer



- He or she chooses the next volunteer.
- Repeat for all letters.

Story Time

Pre-K Book Club

Indicate the books you have read this week and say: **Let's have a book club meeting. Here are all the books we have read this week.**

As you indicate each book, a volunteer sits in one of the chairs and reports something about the book.

The volunteer remains there as another volunteer sits in the next chair and reports something about the second book. Repeat for each book.

Indicate and read the book titles on the chart individually. Explain to the children that you will read the class favorite book of the week, which will be the book with the most votes. Children vote by a show of hands for their favorite, and you write the number of votes beside each one. Discuss the results and read the winning book.

Materials

- My Father Runs an Excavator*
- ...and I do too! by Brandi Chase
- All books read this week
- A chair for each book
- Chart paper list of books read this week

Reading

Recalls information from stories

Recalls important facts from informational text

Speaking & Listening

Listens to and discusses literary texts

Engages in conversations with peers and adults

Small Group Math

Counting On to 20

Indicate the 0-20 Poster. Play "I Spy." Say: **I spy the number 6.** A volunteer indicates the number 6.

Repeat for each of the numbers. Indicate the bag

with the Number Cards inside. Say: **Today let's play a counting game.**

Dragon will help teach us how to play.

Dragon pretends to draw a Number Card from the bag and he whispers the number to you. Say: **Dragon says he drew the number (number drawn). Is Dragon correct?** (Volunteers respond.) **Let's ask Dragon how he would like us to count from that number up to 20.** (Examples: clap, hop, whisper)

The children follow Dragon's suggestion. Then volunteers take turns drawing Number Cards from the bag. The volunteers identify the numbers and the class confirms their responses or corrects them. The volunteer decides how the class will count from the number drawn from the bag up to 20.

Materials

- Bag
- Number Cards 1-20
- 0-20 Poster
- Dragon

Math

Counts/Identifies numbers in sequence

Recognizes and names numerals



Observe & Modify

If your children are ready, challenge them to count from the number drawn up to 30.