

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

If you have questions or comments, please contact us.

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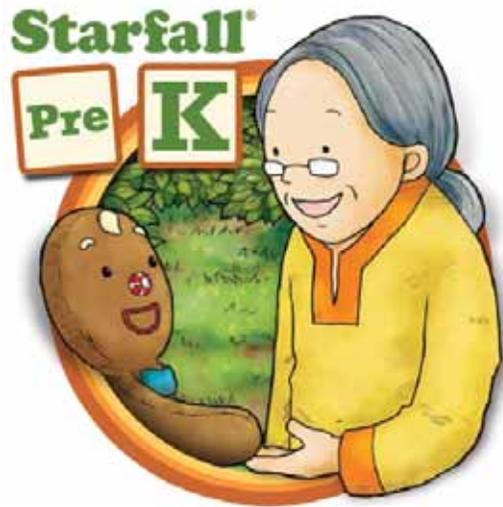
**Starfall®**



# ***Your Neighborhood***

***Unit 2 • Week 6***





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# Unit 2: Your Home and Neighborhood

## Week 6: Your Neighborhood

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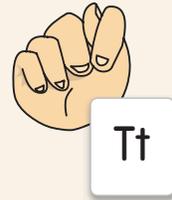
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# Week 6: Your Neighborhood

This week you will introduce the children to weather prediction. They will learn to observe the weather each morning, use what they observe to predict the afternoon weather, and verify their predictions. The children will also:

- discuss elements of a neighborhood and a community
- learn /t/ and identify initial and final /t/ words
- be introduced to the octagon shape
- learn to use a Talking Stone
- discuss transportation and a variety of community buildings
- learn about safety signs
- explore the use of pennies
- practice writing in shaving cream



## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me* by Starfall

*Star Writer Melodies*

*Starfall Sing-Along, Volumes 1 and 2*

*Stone Soup* as told by Brandi Chase

*Stone Soup* Audio CD and Sequence Cards

*Starfall's Selected Nursery Rhymes* (Book and Audio CD)

*The Little Red Hen and other Folk Tales* (Book and Audio CD)

## Preparation

Prior to **Day 1**, prepare a sentence strip that reads "Our Prediction" to affix next to "Today's Weather" on your bulletin board.

A star will be placed above each letter on the Alphabet Chart when the letter is introduced. You will need reusable adhesive or double-sided tape. *Tt* is this week's target letter. Encourage children to bring items or pictures of objects that begin with *Tt* to class. Designate a basket or bag for collecting these items throughout the week.

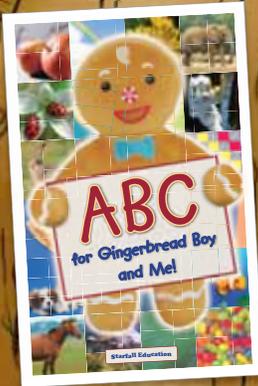
### Day One

*Story Time* — Hide three smooth stones in a backpack placed near your story area.

### Day Two

*Story Time* — Locate a large stone to use throughout the year as the class Talking Stone. A child holds the stone when he or she speaks, then passes it to another child.

*Small Group* — Have non-menthol shaving cream available for children to use for writing practice. As the children use the shaving cream it will dissolve. Provide wet wipes for hands and the writing surface.



**Day Three**

*Story Time* — Choose a favorite neighborhood/community book to share. Suggestions:

- *City Green* by DyAnne DiSalvo-Ryan
- *My Neighborhood: Places and Faces* by Lisa Bullard
- *Whistle for Willie* by Ezra Jack Keats
- *Rosie's Walk* by Pat Hutchins

*Small Group* — You will need colored chalk or paints for children to re-create their neighborhoods at night. Have pictures or illustrations of neighborhoods from books or magazines for use as models. Colored chalk can get messy, so have plenty of wet wipes on hand. Hair spray may be used to set the chalk if desired.

**Day Four**

*Morning Meeting* — Prepare large construction paper shapes: circle, triangle, square, rectangle, and octagon.

*Circle Time* — Have the list of *Tt* words from **Day 2** available.

*Small Group* — Provide recycled magazines, greeting cards, and scrap paper for creating designs and shapes.

**Day Five**

*Morning Meeting* — Generate two Word Cards: *Vehicles* and *Buildings*. Attach a picture of a car to the *Vehicles* card, and a picture of a house to *Buildings*. Use these to make two columns on a pocket chart for sorting Picture Cards.

*Circle Time* — Children will make tents in teams of four or five. You will need a sheet and/or blanket for each group.

*Story Time* — Choose a book from your classroom or school library to share about houses, neighborhoods, or soup. Suggestions include:

- *A Rainbow of Friends* by P.K. Hallinan
- *A Splendid Friend, Indeed* by Suzanne Bloom
- *Franklin's Neighborhood* by Paulette Bourgeois and Brenda Clark
- *The Napping House* by Audrey Wood

**Outside Activity**

Play "Red Light, Green Light." To play, the children stand in a line. One child stands a distance away, with his or her back to the group. This child is "it." When this child calls "Green Light," the children in line walk forward toward the child who is "it." When he or she calls "Red Light," the children stop. The child who is "it" turns to catch children who may still be moving. Children who are caught return to the start. The game continues until someone tags the child who is "it." That child takes the first child's place, the other children line up again, and the game begins anew.

**Gross Motor Skills**

*Combines a sequence of large motor skills*

My neighbor brought me some soup for dinner last night! It was delicious.

Your pal,  
Gingerbread Boy

**Day 2**

I saw lots of different kinds of houses on my way to school. I live in a small house called a cottage. Where do you live?

Love,  
Gingerbread Boy

**Day 3**

When I came to school this morning, I saw children on a bus, in cars, and on bikes! How did you get to school?

Your friend,  
Gingerbread Boy

**Day 4**

Have you ever noticed the signs in your neighborhood? I counted three stop signs on my way to school today!

Your pal,  
Gingerbread Boy

**Day 5**

I noticed a lot of buildings and vehicles in our neighborhood. The market is my favorite place to go!

Love,  
Gingerbread Boy

# WEEK 6

## Day One

## Day Two

<b>Gathering</b>	Introduce weather prediction Review the Calendar Routine <b>Vocabulary:</b> predict	Predict weather Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message "Wee Willie Winkie" Introduce neighborhood and community <b>Vocabulary:</b> neighbor, neighborhood, community	Gingerbread Boy's Message Types of houses "There Was a Crooked Man" <b>Vocabulary:</b> cabin, crooked

### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Same/Different Introduce /t/ "Tent" riddle "Teddy Bear, Teddy Bear" Discriminate initial /t/ words	Phonological Awareness: Compound Words <i>ABC for Gingerbread Boy and Me</i> "Twinkle, Twinkle Little Star" Introduce Tt Initial /t/ pictures 
<b>Story Time</b>	"Mr. Bunny's Carrot Soup" <i>Stone Soup</i>  <b>Vocabulary:</b> knapsack, villagers, delicious, elderly, kindling	<i>Stone Soup</i>  Introduce the Talking Stone
<b>Small Group &amp; Exploration</b>	Introduce pennies One-to-one correspondence  <b>Vocabulary:</b> pennies	Review <i>T, t B, b</i>

## Day Three

## Day Four

## Day Five

Predict weather Calendar Routine	Predict weather Calendar Routine	Predict weather Calendar Routine
Gingerbread Boy's Message Discuss vehicles in the community "The Wheels on the Bus"	Gingerbread Boy's Message Introduce Traffic Signs <b>Vocabulary:</b> octagon "Traffic Lights"	Gingerbread Boy's Message <b>Vocabulary:</b> market "To Market, To Market" Classify vehicles and buildings

## LEARNING CENTERS

Phonological Awareness: Blending onset and rime <i>ABC for Gingerbread Boy and Me</i> Review /t/ and Tt List initial /t/ words Introduce ASL sign for Tt "Where Is /t/?" 	Phonological Awareness: Syllables Add words to initial /t/ list Introduce /t/ in final position	Phonological Awareness: Discriminating /t/ Construct tents /t/ Picture Cards Sing "Where Is /t/?"
Teacher's choice of book about neighborhood/community	<i>Stone Soup</i> (characters, setting) <i>Stone Soup</i> Sequence Cards 	Teacher's choice of book about houses, neighborhoods or soup
Create nighttime neighborhood pictures	Cut paper strips to create designs	Complete projects or conduct observations and individual assessments

# WEEK 6

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys using electronic forms of storybooks and information texts

## Computer Center

**Activity** — The children listen to and follow along with *Starfall Talking Library*: “Stone Soup,” sing along with *Motion Songs*: “Teddy Bear, Teddy Bear,” and review /b/ and reinforce /t/ at ABCs: B, T.

### Interaction & Observation

- Notice the children’s use of computers when you visit this center. Do they rely on your assistance or that of other children, or do they use the computer independently? Do they remain engaged? These observations may help you find ways to enrich their computer experiences.

### Materials

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

## Art Center

### Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

### Fine Motor Skills

Uses writing and drawing tools

**Activity** — Display pictures and/or Picture Cards. The children paint pictures of initial /t/ words and add uppercase and lowercase *Tt* around the edge of the paper as a border.

### Interaction & Observation

- Ask questions that will demonstrate whether children understand the assignment.
- Discuss /t/ and together think of words and pictures the children could find or paint.

### Materials

- Art easel and paper
- Tempera paints
- Paintbrushes
- Water
- Pictures of items that begin with /t/, or Picture Cards: *tent, tiger, tree, truck, and turtle*



## Library Center

### Print/Book Awareness

Connects oral language and print

Distinguishes relationship between print and illustrations

**Preparation** — Book suggestions include:

- *If You Give A Moose a Muffin* by Laura Joffe Numeroff
- *Walter The Baker* by Eric Carle

**Activity** — The children read books about neighborhoods, traffic safety signs, or *Stone Soup* and/or listen to the audio CD.

### Interaction & Observation

- Encourage children to pretend reading with you.
- Discuss illustrations and story understanding with children.
- Observe the children’s reading behaviors to gain insights into their language development and emerging literacy skills, and also to glimpse each child’s skills and interests in library-related activities.

### Materials

- Various versions of *Stone Soup*
- Stone Soup* Audio CD
- Books about cities and towns

## Dramatic Play Center

**Activity** — The Dramatic Play Center continues as a bakery, and adds soup to the menu!

### Interaction & Observation

- Continue to ask questions about what you see happening to help the children focus on their pretend situations.
- Notice children's interactions, especially when and why they interact with each other.
- In early stages children often pretend at the same time, but not with each other. As they advance, they will agree on their pretend roles and relate to each other in character.

### Materials

- Baking tools such as muffin tins, cake pans, a hand egg beater, measuring cups, and spoons
- Soup items such as ladles, soup bowls, soup pot, a large soup bowl, and soup spoons
- Aprons
- Bread cookbooks
- Chef hats

### Creative Arts

*Engages in cooperative pretend play with other children*

## Construction Center

**Preparation** — Hang pictures of buildings near this center to inspire the children's work.

**Activity** — The children use blocks to build a town, which might include an apartment building, a cabin, fire station, hospital, house, library, mobile home, park, post office, school, etc. They copy the Safety Sign Picture Cards to make signs for their town.

### Interaction & Observation

- Ask open-ended questions that will encourage children to talk about their structures.
- Comment on the arrangement of the blocks, the choice of the blocks used, the number of blocks used, differences and similarities of the blocks used, and specific characteristics of the buildings. Your comments will help validate the importance of the children's work.

### Materials

- Picture books about cities and towns
- Safety Sign Picture Cards
- Paper, pencils, crayons

### Social Studies

*Becomes aware of common symbols in the community*

### Fine Motor Skills

*Demonstrates control, strength, and dexterity to manipulate objects*

## Writing Center

**Activity** — The children create signs to hang around the classroom, in the hallway, or on the playground. They may draw pictures on the signs to represent words. (Our Classroom, Computer, Walk Please, Bakery, Our City, etc.)

### Interaction & Observation

- Discuss the signs the children create and ask questions to discover the thought process behind their choices.

### Materials

- Paper
- Pencils, crayons, markers

### Fine Motor Skills

*Uses writing and drawing tools*

### Emergent Writing

*Uses scribbles/writing to convey meaning*



## Discovery Center

### Social/Emotional Development

*Demonstrates increased flexibility, imagination and inventiveness*

*Works with other to solve problems*

**Activity** — The children put flashlight pieces together. When assembled correctly, the flashlights will work!

### Interaction & Observation

- Continue to pose open-ended questions to focus the children's thinking and encourage problem-solving.
- It is important to determine when and how to interact, ask questions, or make suggestions. Sometimes it is best to say nothing. A thoughtful question may help to move a child along, but if a child is working to figure something out, your comment or question might interrupt the process and cause the child to lose focus.

### Materials

- Two or three inexpensive flashlights (with batteries) taken apart and placed in plastic bags

## Math Center

### Math

*Recognizes numerals*

*Uses different ways to represent numbers*

**Preparation** — Lay out the Number Cards in two rows, three columns, and in random order.

**Activity** — In turn, the children roll a die, then find the resulting numeral on the cards. They then cover that card with a math manipulative or plastic chip. Play continues until all numerals are covered. The children switch cards and play again.

### Interaction & Observation

- Cooperative games such as this don't focus on winning and losing, but instead provide opportunities for children to develop social skills and improve visual discrimination.

### Materials

- Number Cards: 1-6
- One die
- Plastic chips, discs or math manipulatives



## Gathering

Review the names of the children who are present and those who are absent. Children place the appropriate Weather Card on the Weather Board.

Say: **Today you chose** (child's name) **to show how the weather looked and felt when you came to school. Let's predict, or make a guess, about what the weather might be when you leave school today.** Indicate the "Our Prediction" sentence strip. Choose a volunteer to predict what the weather might be later in the day.

Affix the sentence strip next to "Today's Weather." A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Say: **We will check to see if our prediction is correct before we go home today.** Remember to check the prediction at the end of the day!

Post or display the linear week calendar graph.

- Review that each box stands for a day of the week. Indicate and say each day. A volunteer places a star or clothespin on the current day.
- Identify the school/home pictures that distinguish days the children are at school and days they stay home.
- Add Special Day Cards to birthdays or special events this week.

### Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- "Our Prediction" sentence strip
- Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

### Science

Makes and verifies predictions

### Social Studies

Begins to categorize time intervals

## Morning Meeting

### Warm Up Your Brain

Gather children in a circle. Play one of their favorite songs. Children become "crawl creatures" as they crawl one behind the other until the music stops. Start the music again and children crawl in the opposite direction.

### Materials

- Starfall's Selected Nursery Rhymes*
- Picture Cards: *apartment building, cabin, fire station, hospital, house, library, mobile home, park, post office, RV, shop*

My neighbor brought me some soup for dinner last night. It was delicious!  
Your pal,  
Gingerbread Boy

### Social Studies

Describes characteristics of where he or she lives and visits

Becomes aware of common symbols in the community

### Vocabulary

Discusses words and word meanings

### Introduce *Neighbors* and *Community*

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy said his neighbor brought him some soup. A neighbor is someone who lives near you.** (Children repeat, *neighbor*.) **Raise your hand if other people live on your street. They are your neighbors. Sometimes we call people who sit near us our neighbors because they are close to us. Turn to someone close to you and say, "Hi, neighbor!"**

Indicate *Nursery Rhymes* page 48, "Wee Willie Winkie." Say: **Wee Willie Winkie is in his neighborhood. What is he doing?** The children share observations. Continue: **Let's listen to this rhyme to find out more.**



Read the rhyme, then repeat as children join you.

Ask: **If Wee Willie Winkie ran through your neighborhood what would he see?** Discuss houses, apartment buildings, streets, cars, bikes, street signs, trees, children playing, people taking their pets for a walk, etc.

Say: **Your neighborhood is part of a community.** (Children repeat, *community*.) **How many of you live near a shopping mall? Post office? Playground? Places near your neighborhood are also part of your community.**

Individually indicate and discuss Picture Cards. Children tell which of these are found in their neighborhood community.

Center sign-up might take a little longer than usual today, as a new theme and Learning Centers are introduced.

**Wee Willie Winkie**

*Wee Willie Winkie runs through the town,  
Upstairs, downstairs, in his night gown;  
Rapping at the windows,  
Crying through the lock,  
"Are the children all in bed?  
I'll have you know it's eight o'clock!"*

**LEARNING CENTERS**

See Learning Centers for **Week 6**, pages 126-128. After cleanup, the children gather to share their experiences.

**Circle Time**

**Phonological Awareness**

Say: **Close your eyes and listen: tiger, top. Open your eyes. Say: tiger, top.** Children repeat, *tiger/top*. **Are tiger and top the same word or are they different words?** (different) **Right, they are different words. Listen again: ten, ten. Are ten and ten the same word, or are they different words? Let's try some more.** Continue with *baby/tap* and *toe/toe*.

**Materials**

- Grandmother
- Starfall Sing-Along* Volume 2
- Picture Cards: *teacher, telephone, tent, tomato, toothbrush*
- Pocket chart



**Phonological Awareness**

*Listens for beginning sounds*

*Identifies spoken words as same or different*

**Introduce /t/**

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

Ask: **What is it, a car or a tent?** Children solve the riddle.

Indicate the Picture Cards. Say: **Here is a picture of a tent. Say, tent. Tent begins with /t/. Say /t/.** Continue with the remaining cards:

- **Teacher begins with /t/. Say, teacher. Say /t/, teacher.**
- **Telephone begins with /t/. Say, telephone. Say /t/, telephone.**
- **Toothbrush begins with /t/. Say, toothbrush. Say /t/, toothbrush.**
- **Say, tomato. What sound do you hear at the beginning of tomato?**

**Tent**

*You take this camping.  
You have to put it together.  
You can sleep in it at night.  
You can make one in your house with blankets.  
It begins with /t/.*

Introduce *Sing-Along* Volume 2, Track 37: "Teddy Bear, Teddy Bear." Children sing and perform the actions in the song. Invite Grandmother to join in!

Say: **Listen to these words and tell which one begins with /t/. Ready? Teddy, or bear? Right, teddy begins with /t/. Say /t/.** Children repeat, /t/.  
**What sound does bear begin with? /b/** Children repeat, /b/.

Say: **Let's pretend we are teddy bears. Ready? Teddy bears, teddy bears, touch your toes.** The children do this.

Say: **Say touch and toes.** (Children repeat *touch* and *toes*.) **Do you hear /t/ at the beginning of touch and toes? Say touch, toes, /t/.** Children repeat, *touch, toes, /t/*.  
**Let's try some more.**

Continue for each rhyme in "Teddy Bear, Teddy Bear." After each action is performed, ask children the sound they hear at the beginning of the target words. Reinforce the sounds rather than the letter names. Overemphasize /t/ as you state the words. (*turn two times, tap ten times, tiptoe ten times*)

Encourage children to listen for /t/ today!

## Story Time

### Introduce *Stone Soup*

Indicate "Mr. Bunny's Carrot Soup." Ask: **Who remembers what Mr. Bunny wanted to make?** (carrot soup) **What did he put in his soup?** (carrots) **What else do you think Mr. Bunny's friends added to the soup to make it tasty?**

Say: **Let's listen to a story about a different kind of soup. What kind of soup do you think it might be?**

Indicate the backpack. Say: **You can carry your books and toys in your backpack. Another word for backpack is knapsack.** (Children repeat, *knapsack*.) **I wonder what's inside this knapsack.** Accept guesses, then a volunteer opens the backpack and removes the three stones.

Display *Stone Soup*. Say: **Look at the cover of this book. The title is *Stone Soup*. This story was retold by Brandi Chase. The illustrator, or person who drew the pictures, is Annette Frei.**

Ask: **What do you notice about the way the people on the cover are dressed?** Discuss the children's observations of the character's cloths. Continue: **This tells us that this story took place a long time ago, in a little village or neighborhood. A village is a small town. People who live in a village are called villagers.** Children repeat, *villagers*.

Read *Stone Soup*. Introduce the following vocabulary as it is encountered:

### Materials

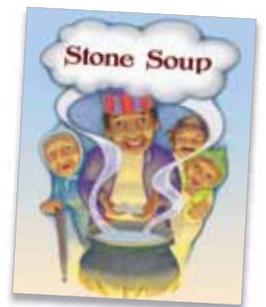
- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <i>Stone Soup</i> as told by Brandi Chase                                  |
| <input type="checkbox"/> | <i>The Little Red Hen and other Folk Tales</i> , "Mr. Bunny's Carrot Soup" |
| <input type="checkbox"/> | Three smooth stones in a backpack  |

### Vocabulary

Acquires new vocabulary

### Comprehension

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



<b>delicious</b>	something that tastes very good
<b>elderly</b>	an old person (Relate to the old woman in <i>The Gingerbread Boy</i> )
<b>kindling</b>	small pieces of wood used to make a fire



## Observe & Modify

If you would like an opportunity to observe the children during the story, play the audio CD which includes background music.

## Small Group & Exploration

### Materials

- Five smooth stones
- Five pennies per child
- Number Cards: 0, 1, 2, 3, 4, 5

### Introduce Money

Ask: **When you go to the grocery store, what do you need in order to buy the food?** (money)

Indicate the pennies. Say: **These are pennies. You can use these pennies to buy things at the store. If you were going to the store today what might you buy with all these pennies?**

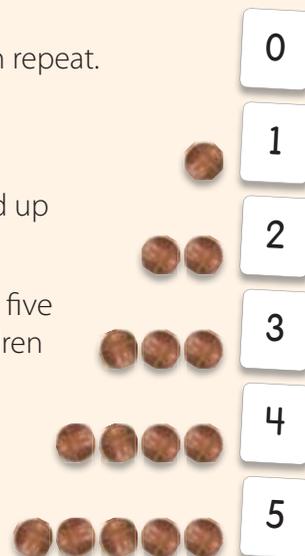
Distribute five pennies to each child. Say: **Let's count our pennies.** Touch each penny as you count.

Say: **Let's go shopping!** Indicate one smooth stone. Continue: **Each of your pennies is worth one cent. This stone costs one cent. If you want to buy this stone, how many pennies would you give me?** (one) **Right, one. Hold up one penny or one cent.** Repeat with two, three, four, and five stones. The children hold up the corresponding number of pennies to buy each.

Indicate the Number Cards. Say: **These numbers stand for zero, one, two, three, four, and five.**

- Indicate Number Card *one*. Say the number and children repeat.
- Children indicate one penny.
- Repeat for two, three, four, and five.
- Explain that zero means no pennies. Ask children to hold up no pennies!

Explain that you will hold up zero, one, two, three, four, or five stones, and that each stone is worth one penny. The children show you how many pennies they would need to pay for the stones.



### Social Studies

*Demonstrates an awareness of the uses of money*

### Math

*Recognizes numerals*

*Explores the use and meaning of currency and coins*

# Gathering

Review the names of the children who are present and those who are absent. Children place the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?**

A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar introduced on **Day 1**.

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

## Science

Makes and verifies predictions

## Social Studies

Begins to categorize time intervals



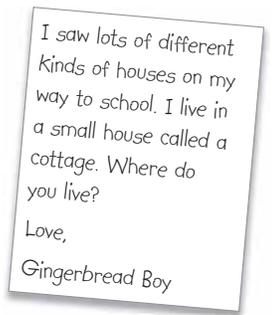
# Morning Meeting

## Warm Up Your Brain

Play any track of *Star Writers Melodies* and gently give the following directions:

- **Sit up tall, cross-legged on the floor. Put your palms together in front of your chest.**
- **Take a deep breath. Let it out slowly and relax.** (Repeat several times.)
- **Close your eyes and listen to the music.**

Materials	
<input type="checkbox"/>	<i>Star Writers Melodies</i>
<input type="checkbox"/>	<i>Starfall's Selected Nursery Rhymes</i> (Book and Audio CD)
<input type="checkbox"/>	Picture Cards: <i>apartment building, bookshelf, bus, cabin, house, houseboat, library, mobile home</i>
<input type="checkbox"/>	Pocket chart



I saw lots of different kinds of houses on my way to school. I live in a small house called a cottage. Where do you live?  
Love,  
Gingerbread Boy

## Social Studies

Describes characteristics of where he or she lives and visits

## Comprehension

Makes connections using illustrations, prior knowledge and real-life experiences

## Where We Live

Read and discuss Gingerbread Boy's message.

Indicate and identify Picture Cards: *house, bus, bookshelf, and library*. Ask: **Which picture shows a place someone might live?** (house) **Right, house. People ride in buses, put books on a bookshelf, and read in a library.**

Display Picture Cards: *apartment building, cabin, house, houseboat, and mobile home*. Say: **Here are some pictures that show different places families live.** Select the *cabin* card. Explain: **Here is a cabin. It is small like Gingerbread Boy's cottage.**

Identify and discuss each picture. Children come to the pocket chart and indicate which picture best shows where their families live.



Indicate *Nursery Rhymes* page 39, "There Was a Crooked Man."  
Say: **This is a funny picture of a crooked man. Crooked means not straight. What else in this picture is crooked?**

Read the nursery rhyme. Children recall the objects and animals that were crooked.

Ask: **What do you think it would be like to live in a crooked house?** (pause) **What problems might people have if all their buildings and roads were crooked?**

Play *Nursery Rhymes* Audio CD Track 39. Children sing "There Was A Crooked Man."

### There Was a Crooked Man

*There was a crooked man,  
Who walked a crooked mile.  
He found a crooked penny  
And smiled a crooked smile.  
He bought a crooked cat,  
Which caught a crooked mouse,  
And they all lived together  
In a little crooked house.*

## LEARNING CENTERS

See Learning Centers for **Week 6**, pages 126-128. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Compound Words

Say: **Listen: tea, pot. Let's put those two words together: teapot. Now you try: tip, toe.** (Children respond, *tiptoe*.) **Here's another one: tooth, paste.** (Children respond, *toothpaste*.)

**Optional:** Provide a visual clue using two connect cubes to represent individual words. Draw the cubes together to indicate the compound word.

### Materials

- Grandmother
- Letter Card Tt
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Basket or bag

Tt

### Phonics

Focuses on letter names and shapes

### Phonological Awareness

Combines words to make a compound word

Listens for beginning sounds

### Print/Book Awareness

Distinguishes relationship between print and illustrations

## Introduce Tt

Say: **Grandmother found another nursery rhyme she would like us to learn.**

Indicate *Nursery Rhymes* page 46 "Twinkle, Twinkle, Little Star."

Read the nursery rhyme, then ask: **Did you hear any words that begin with /t/? Listen again.** Repeat the rhyme. Children identify *twinkle*. Grandmother says: **You are my shining stars. Can you stand up and twinkle like a star?**

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

Say: **Skywrite uppercase T.** (demonstrate) **Now, skywrite lowercase t.** (demonstrate) **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase T on your partner's back!** After they have done this several times, say: **Now write lowercase t.**

Indicate the star. Ask: **Who can find the letter Tt on the Alphabet Chart?**

A volunteer identifies *Tt* and attaches the star on or above the Wall Letter Card.

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

- Name each picture. Children repeat each name.
- Isolate the beginning sound. (Example: *tent*, /t/)
- Indicate each picture and the word beneath. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture and word. (Example: Point to the picture of the *tent*. Point to the word, *tent*.)

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

Play *Nursery Rhymes* Audio CD, Track 45. Children sing "Twinkle Twinkle Little Star." Invite Grandmother to sing along!

## Story Time

### The "Talking Stone"

Indicate the large stone. Say: **This is a special stone.**

**It is a Talking Stone! Long ago Native Americans used a Talking Stick or Talking Stone when they shared stories or ideas. It helped people listen more carefully to each other. Here's how it works.**

**I will hold the stone when I am talking. If you would like to share, raise your hand and I will give you the stone. The rest of us will be quiet listeners until you finish. Then you may hand the stone to another person to share. Do you think it is okay to throw the stone?** Accept responses. Explain: **It's not okay, to throw the stone because you would get hurt if it hit you. Let's practice.**

Children practice passing the stone to each other, gently.

Indicate *Stone Soup* while holding the stone. Say: **Here is the book we read yesterday.**

**Who can share something you remember from the story?** The children hold the stone as they share, then pass it to a volunteer. When all have shared, collect the Talking Stone.

Say: **As I read this story I asked myself how the visitor could make soup from stones. When I read on I learned that he wanted to trick the villagers by pretending to be able to make soup from stones. Let's listen to the story again to hear if anything good came from his trick.**

Read *Stone Soup*, then ask the following questions. Pass the Talking Stone to children who wish to share.

- **Why didn't the villagers want to share their food?**
- **What made them change their minds?**
- **What good thing happened to the villagers when they shared their food?**
- **Do you have any questions about the story?**

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | One large stone to be used as a class "Talking Stone" |
| <input type="checkbox"/> | <i>Stone Soup</i> as told by Brandi Chase             |

### Comprehension

*Recognizes cause and effect*

*Asks and answers appropriate questions about the story*

### Conversation

*Demonstrates knowledge of verbal conversational rules*

## Small Group & Exploration

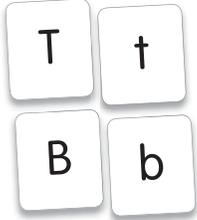
### Emergent Writing

*Writes own name*

### Phonics

*Focuses on letter names and shapes*

*Matches some letters to their sounds*



### Review *Tt* and *Bb*

Place a small amount of shaving cream on the table in front of each child. The children spread it around and finger paint *T*, *t*, *B*, and *b*. Encourage them to name the letters as they form them in the shaving cream.

Display the letter as you give each of these directions:

- Write two uppercase *T*'s.
- Write a big lowercase *t*.
- Write an uppercase *B*.
- Write three lowercase *b*'s.
- Write the letter that stands for /t/.
- Write the letter that stands for /b/.

Distribute individual Name Cards.

Children erase the letters and practice naming letters as they print their names in the shaving cream. Assist as needed.

### Materials

- Letter Cards: *T, t, B, b*
- Children's Name Cards
- Shaving cream
- Wipes/paper towels

## Gathering

Review the names of the children who are present and those who are absent. Children place the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?**

A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

### Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- "Our Prediction" sentence strip
- Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

### Math

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

### Science

Observes and describes the weather and how it changes

## Morning Meeting

### Warm Up Your Brain

- The children twist at the waist with their arms stretched to the sides, then shout "1-2-3-4-5."
- They bend at the waist to touch their toes with both hands, and shout "1-2-3-4-5."
- They bend at the waist to touch their toes, first using their left hands to touch their right toes, then their right hands to touch their left toes.

### Materials

- Starfall Sing-Along Volume 1
- Chart paper, marker
- Talking Stone

### "The Wheels on the Bus"

Read and discuss Gingerbread Boy's message.

Explain that people drive on the streets of their communities to get from one place to another. Children share different vehicles in which they have ridden (bikes, cars, trucks, vans, school bus, city bus, train, subway, etc.), holding the Talking Stone as they share.

Say: **Let's make a list of the different ways people get from one place in their community to another.** Children respond using the Talking Stone. Write their responses on chart paper.

### The Wheels on the Bus

*The wheels on the bus go round and round  
Round and round, round and round  
The wheels on the bus go round and round  
All through the town*

*The wipers on the bus go swish, swish, swish*

*The door on the bus goes open and shut*

*The horn on the bus goes beep, beep, beep*

*The driver on the bus says, "Step back please!"*

*The mommy on the bus says, "I love you!"*

*The daddy on the bus says, "Love you too!"*

When I came to school this morning, I saw children on a bus, in cars, and on bikes! How did you get to school?  
Your friend,  
Gingerbread Boy

### Social Studies

Investigates ways that people form a community

### Emergent Writing

Contributes to a shared writing experience or topic of interest

Line up chairs to create seating on a bus. Children sit in the chairs. Ask: **Can this many people fit inside a car or van?** Pause for responses. Explain: **No, we're on a bus! Let's count how many people are on our bus.**

Play *Sing-Along* Volume 1 Track 41 "The Wheels on the Bus" as children sing along. Make up actions to accompany the song.

## LEARNING CENTERS

See Learning Centers for **Week 6**, pages 126-128. After cleanup, the children gather to share their experiences.

### Circle Time

#### Phonological Awareness

Say: **Let's play a puzzle word game. I'll give you two parts of a puzzle and you put them together.**

**Ready? /t/-op** (top) **Let's try some more.**

Continue with /t/-ent and /t/-able.

#### Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper, marker
- Starfall American Sign Language Poster
- Grandmother



#### Phonics

Focuses on letter names and shapes

#### Phonological Awareness

Listens for beginning sounds

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

#### Emergent Writing

Contributes to a shared writing experience

#### List Tt Words, ASL Tt

Children who brought pictures or items that begin with /t/ "show and tell."

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures of objects in the book that begin with Tt.

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

Start with children's names that begin with T, then accept suggestions. Children circle Tt in their words after you write them.

Say: **We have learned the letter Tt and /t/. Let's learn to make the letter Tt with our fingers!** Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for Tt. Say: **This is the letter Tt in sign language. Now you try it.** Children sign Tt.

Say: **Grandmother would like us to sing her song to help us remember /t/.** Sing "Where Is /t/?" Each time /t/ or letter Tt is used children make the Tt hand sign.

#### Where Is /t/?

(Melody: "Where Is Thumbkin?")

Where is /t/? Where is /t/?

Here I am. Here I am.

T stands for /t/ in tent and tall

/t/ /t/ /t/, Tt, Tt, Tt

## Story Time

### Teacher's Choice: Neighborhood or Community

Choose your favorite neighborhood or community book to share with the children.

Introduce the title of the book and its author and illustrator. Discuss which is the front and which is the back cover. Picture-walk through the book as children use the illustrations to predict what will happen and identify the story's setting. Read the story as volunteers indicate where words begin on each page. Pause to briefly discuss new vocabulary as it is encountered.

#### Materials

- Teacher's choice of book about neighborhood or community

#### Oral Language & Vocabulary

*Acquires new vocabulary*

#### Comprehension

*Uses illustration clues to predict*

#### Print/Book Awareness

*Shows where reading begins on a page*

## Small Group & Exploration

### Create a Neighborhood Scene

Indicate several illustrations or pictures of neighborhoods from books or magazines. The children discuss what they see. Distribute black construction paper to each child. They use colored chalk or paints to create nighttime neighborhood scenes, then add star stickers to the night sky.

**Optional:** Spray chalk drawings with hair spray in a well ventilated location, without the children present, to set the chalk.

#### Materials

- Large black construction paper for each child
- Colored chalk or paints
- Star stickers
- Illustrations or pictures of neighborhoods from books or magazines
- Optional:** Hair spray

#### Social Studies

*Investigates ways that people form a community*

#### Creative Arts

*Creates original work*

#### Fine Motor Skills

*Uses writing and drawing tools*

**Gathering**

**Math**

*Compares and orders groups of objects (more, fewer, less, and/or same)*

**Science**

*Makes and verifies predictions*

Review the names of the children who are present and those who are absent. Children place the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?**

A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar.

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

**Materials**

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- "Our Prediction" sentence strip
- Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

Have you ever noticed the signs in your neighborhood? I counted three stop signs on my way to school today!  
Your pal,  
Gingerbread Boy

**Social Studies**

*Becomes aware of common symbols in the community*

**Math**

*Recognizes basic two-dimensional geometric shapes*

**Morning Meeting**

**Warm Up Your Brain**

Use a drum or a table to set the beat for movement.

Direct children to:

- jump backwards
- walk in a zigzag
- move using tiny steps
- dance using big steps

Have fun and be creative!

**Materials**

- Drum (or something on which to keep a beat)
- Starfall Sing-Along* Volume 1
- Prepared shapes: circle, triangle, rectangle, octagon
- Safety Signs Picture Cards: *one way, railroad crossing, speed limit, stop, traffic light, yield*

**Safety Signs**

Read and discuss Gingerbread Boy's message.

Indicate the Picture Card *stop*. Ask Gingerbread Boy if it looks like the signs he saw on his way to school.

Say: **This is a stop sign. It has the word stop on it. You can remember this sign because it is red and has eight sides. Let's count them.** Count the sides. **A shape with eight sides is called an octagon.** Children repeat, *octagon*.

Display all the prepared shapes. The children identify each shape.



Display the Safety Signs Picture Cards one at a time and discuss the meaning of each sign. The children match the shapes to the corresponding traffic signs.

Play *Sing-Along* Volume 1, Track 37. The children sing “Traffic Lights” and add appropriate actions. Repeat several times.

Challenge children to notice these signs on their way home.

## LEARNING CENTERS

See Learning Centers for **Week 6**, pages 126-128. After cleanup, the children gather to share their experiences.

## Circle Time

### Materials

- Grandmother
- List of *Tt* words from **Day 3**

### Phonological Awareness: Syllables

Say: **Let’s play a word game. Listen to these parts: *ti-ger*.** (Clap for each syllable.) **Let’s put them together: *tiger*.**

**Now you try: *tur-tle*.** (Children respond, *turtle*.) Repeat for *tur-key* and *to-ma-to*.

Ask: **What did you notice about *tomato*? Right, it has three parts! Let’s try it again, *to-ma-to*!**

### Introduce Final /t/

Indicate the list of *Tt* words from **Day 3**.

Say: **Let’s look at our list of *Tt* words.** Review the list. Ask: **Can you think of any other words you would like to add to the list?** Add *Tt* words the children share.

Review the ASL hand sign for *Tt*. Say: **Here is *Tt* in sign language. Now you make it.**

Ask: **Did you know that /t/ can be at the beginning of a word, and at the end of a word? Listen for /t/ in this word: *cat*.** (Emphasize /t/ at the end.)

**Now you say it: *cat*.** (Children repeat, *cat*.)

Say: **Listen to these words. If you hear /t/ at the end of the word, make the *Tt* hand sign.** Emphasize /t/ in the following words: *carrot, flat, soup, and nut*.

Grandmother says: **What do you notice about this word: *tent*?** Overemphasize the beginning and ending /t/. Continue: **Right, tent has /t/ at the beginning and the end! I will have a surprise for you tomorrow. It has something to do with a tent!**

### Phonological Awareness

*Counts syllables*

*Listens for beginning sounds*

*Isolates ending sound*

## Story Time

### Comprehension

Identifies story characters

Connects events, characters, and actions in stories to specific experiences

Identifies sequence of events



### Stone Soup Characters

Indicate *Stone Soup*. Ask:

- **Who are the characters in this book?** (traveler, villagers or people in the village)
- **Does this story take place at a circus?** (pause) **School?** (pause) **Zoo?**
- **Did it take place inside a building or outside?**

Picture-walk through the book. Discuss the setting as children note details in the illustrations.

Display the Sequence Cards in random order in the bottom section of a pocket chart. Volunteers order the cards in the top section.

Picture-walk through the book as volunteers retell the story and determine if the Sequence Cards are in the correct order.

### Materials

- Stone Soup* as told by Brandi Chase
- Stone Soup* Sequence Cards
- Pocket chart

## Small Group & Exploration

### Design Collages

Children experiment with scissors to cut scrap paper into strips. (Demonstrate the proper way to hold scissors if necessary.) They glue the strips to construction paper to create designs, letters, or shapes.

Children use Shape Picture Cards to reproduce shapes.

### Materials

- Scissors for each child
- Prepared scrap paper, recycled greeting cards
- Construction paper in various colors
- Shape Picture Cards (optional)

### Creative Arts

Creates original work

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

# Gathering

Review the names of the children who are present and those who are absent. Children place the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?** A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar.

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

**Math**

Verbally counts in sequence

**Science**

Makes and verifies predictions

# Morning Meeting

## Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 41. Children sing "Wheels on the Bus" and do appropriate motions to accompany the song.

Materials	
<input type="checkbox"/>	Starfall Sing-Along Volume 1
<input type="checkbox"/>	Picture Cards: ambulance, apartment building, bike, bus, cabin, car, fire station, hospital, house, houseboat, jeep, library, mobile home, police car, post office, school, truck, van
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Word Cards: vehicles, buildings
<input type="checkbox"/>	Starfall's Selected Nursery Rhymes Audio CD

I noticed a lot of buildings and vehicles in our neighborhood. The market is my favorite place to go!  
Love,  
Gingerbread Boy

**Vocabulary**

Discusses words and word meanings

**Math**

Sorts objects into categories

## Vehicles and Buildings

Read and discuss Gingerbread Boy's message.

Indicate *Nursery Rhymes* page 40, "To Market, To Market." Ask: **What do you see in this picture?** The children share their observations. Continue: **Someone is riding a motor bike. I wonder where she is going. Let's read to find out.**

Read "To Market, To Market." Say: **A market is a place where people go to buy food and other things. Some markets are indoors, like grocery stores. Some markets are outside. How did the girl get to the market? What did she buy there?**

Indicate the two columns prepared on the pocket chart. Say: **Here are pictures of a vehicle and a building. A vehicle is something that takes you somewhere. A building is a place you can go into, like a house, a store, or a school.**

**To Market, To Market**

To market, to market  
to buy a fat pig;  
Home again, home again,  
jiggety-jig.

To market, to market,  
to buy a fat hog;  
Home again, home again,  
jiggety-jog.



Distribute the Picture Cards. Indicate two columns of the pocket chart.

- A volunteer brings his or her Picture Card forward.
- Name the Picture Card.
- The volunteer determines if the picture is of a vehicle or a building, places the card in the corresponding column, then chooses the next volunteer.

Repeat with remaining Picture Cards.

## LEARNING CENTERS

See Learning Centers for **Week 6**, pages 126-128. After cleanup, the children gather to share their experiences.

## Circle Time



### Phonological Awareness

*Listens for beginning sound*

### Social/Emotional Development

*Demonstrates increased flexibility, imagination and inventiveness*

*Works with others to solve problems*

### Phonological Awareness: Discriminating /t/

The children stand. Say: **Listen to these words. If I say a word that begins with /t/ stand on your tippy toes. If the word doesn't begin with /t/ sit down. Ready? Teeth!** (The children stand on their tippy toes.) **Right, teeth begins with /t/.** Continue with *two, paper, tree, top, and ball.*

### Materials

- Several sheets and/or blankets
- Grandmother
- Picture Cards: *teacher, telephone, tent, tomato, toothbrush*

## Review /t/

Indicate Grandmother. Say: **Grandmother brought a surprise for you.** Reveal the sheets and/or blankets.

Grandmother asks: **Do these look like a tent?** (Children respond.) **No, they don't look like a tent yet! It is your job to turn these sheets and blankets into a tent.**

Group children in teams of four or five to construct tents using sheets, blankets, tables, and chairs. Allow time for them to do so.

Gather children in a semi-circle. Volunteers name the Picture Cards *teacher, telephone, tent, toothbrush, and tomato*, as you place them on the floor.

Say: **Look closely at these objects that begin with /t/. I will take one away and you tell which one. Ready? Close your eyes.** Remove one of the Picture Cards. The children open their eyes and determine which Picture Card was removed. Repeat with other cards.

Sing "Where Is /t/?"

### Where Is /t/?

*(Melody: "Where Is Thumbkin?")*

*Where is /t/? Where is /t/?*

*Here I am. Here I am.*

*T stands for /t/ in tent and tall  
/t/ /t/ /t/, Tt, Tt, Tt*

## Story Time

### Teacher's Literature Choice: Houses, Neighborhoods, or Soup

Indicate your choice of book and discuss its author and illustrator. Children discuss the illustrations and make predictions about the story as you pause to picture-walk through the book. Read the book and briefly discuss the characters, setting, and new vocabulary as it is encountered. Discuss any questions the children have about the story.

#### Materials

- Teacher's choice of book about houses, neighborhoods, or soup

#### Comprehension

*Identifies role of author/illustrator*

*Asks and answers appropriate questions about the story*

## Small Group & Exploration

There are no formal lessons planned for **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice with skills.