

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

If you have questions or comments, please contact us.

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Starfall[®]

Pre

K

**Second
Edition!**

Watch Us Work



Unit

6

Starfall Education P.O. Box 359, Boulder, CO 80306 U.S.A.

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Unit 6: Watch Us Work

Week 19: Let's Build It!

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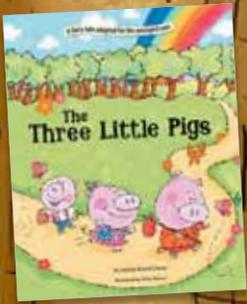
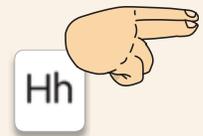
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Week 19: Let's Build It!

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

- practice blending onsets and rimes and consonant/vowel/consonant words
- learn /w/ and /h/ and identify initial /w/ and initial /h/ words
- rediscover the folk tale literary style
- build houses from straw, sticks, or paper bricks
- discuss beginning, middle, and end
- count and clap words in sentences
- learn how to measure the height of a construction
- make paper bag character puppets
- dramatize *The Three Little Pigs*



Starfall Books & Other Media

The Three Little Pigs as told by Brandi Chase

The Three Little Pigs Sequence Cards

ABC for Gingerbread Boy and Me by Starfall

Starfall American Sign Language Poster

Starfall Sing-Along Volume 2

Starfall's Selected Nursery Rhymes



Preparation

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

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

Day One

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

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

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

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

Day Two

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

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

Day Three

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

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

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

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

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

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

Day Four

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

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

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

Day Five

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

Looking Ahead

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

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

Your pal,
Gingerbread Boy

Day 2

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

Love,
Gingerbread Boy

Day 3

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

Your friend,
Gingerbread Boy

Day 4

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

Your pal,
Gingerbread Boy

Day 5

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

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

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

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

LEARNING CENTERS

Circle Time

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

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



Story Time

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



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



Small Group & Exploration

Lighter/Heavier
Choose building materials

Build houses



Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message
"The Builder Song"
Measure height
Compare heights of structures

Gingerbread Boy's Message
"The More We Get Together"
The Three Little Pigs



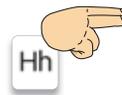
Gingerbread Boy's Message
Practice for dramatization with paper bag puppets



LEARNING CENTERS

Phonemic Awareness: Blend Consonant/Vowel/Consonant
"Helicopter" riddle
Introduce and listen for /h/
"Humpty Dumpty"

Phonological Awareness: Syllables in Words
Introduce Hh



Introduce ASL sign for Hh
List initial /h/ words
ABC for Gingerbread Boy and Me
Sing "Where Is /h/?"

Phonological Awareness: Blend onset and rime
"Wee Willie Winkie"
Listen for initial /w/
"Humpty Dumpty"
Alphabetical order
Match Picture Cards to initial letters

The Three Little Pigs
Compare and contrast alternate story versions



Teacher's Literature Choice: Construction
"Cathy's Hammers"
Vocabulary: construct

"This Little Piggy Went to Market"
Dramatize *The Three Little Pigs*



Make paper bag character puppets



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

Introduce "Gingerbread Boy's Parking Lot"

WEEK 19

LEARNING CENTERS

Math

Sorts two- and three-dimensional shapes

Technology

Uses technology independently to explore concepts and gain information

Moves a cursor to a target on the screen

Creative Arts

Experiments with a variety of art materials

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Reading

Recognizes cause and effect

Computer Center

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

Interaction & Observation

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

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

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

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

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

Interaction & Observation

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

Materials

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

Library Center

Preparation — Book suggestions include:

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

Activity — Children read and listen to the available books.

Interaction & Observation

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

Materials

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

Dramatic Play Center

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

Interaction & Observation

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

Materials

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

Creative Arts

Engages in cooperative pretend play with other children

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

Vocabulary

Identifies real-life connections between words and their use

Construction Center

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

Interaction & Observation

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

Materials

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

Approaches to Learning

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

Math

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

Social/Emotional Development

Works with others to solve problems

Writing Center

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

Interaction & Observation

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

Materials

- Manila paper for each child
- Pencils, crayons

Writing

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

Uses dictation or scribbles/writing to convey meaning

Explores letter-sound relationships while writing



Discovery Center

Reading

Recognizes cause and effect

Science

Uses tools and equipment to explore objects

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

Develops awareness of the properties of objects

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

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

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

Interaction & Observation

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

Materials

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

Math Center

Math

Uses measurable attributes to compare objects

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

Science

Understands the use of natural resources

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

Interaction & Observation

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

Materials

- Building blocks and/or other building materials



Gathering

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

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

Morning Meeting

Warm Up Your Brain

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

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

Things I Can Build

Read and discuss Gingerbread Boy’s message.

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

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

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

Indicate the chart paper.

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

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

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

Cathy’s Hammers

(Make a hammering motion with one fist.)

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

(Make a hammering motion with both fists.)

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

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

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

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

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

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

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

(Pretend you are sleeping.)

Social/Emotional Development

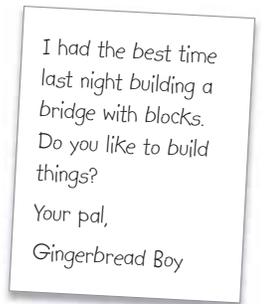
Recognizes and identifies emotions in self and others

Shows emotions through facial expressions

Creative Arts

Expresses concepts, ideas or feelings through movement

Creates sound using traditional or handmade instruments



Print Concepts

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

Science

Explores simple machines

Speaking & Listening

Engages in conversations with peers and adults

Writing

Contributes to a shared writing experience or topic of interest

Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Understands similarities and respects differences among people

Phonological Awareness

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

Language Development

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

Phonological Awareness

Recognizes beginning sounds in words

Speaking & Listening

Follows simple and multiple-step directions

**LEARNING CENTERS**

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

Circle Time**Phonological Awareness:
Blending Onset and Rime**

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

Materials

None

Introduce /w/

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

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

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

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

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

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

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

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

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

With your paraprofessional's assistance:

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

Materials

Grandmother

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

Picture Cards: *web, wind, woman, wood*

Ball of white yarn

Web

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

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

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

Encourage the children to listen for /w/ today.



Observe & Modify

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

Story Time

Introduce *The Three Little Pigs*

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

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

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

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

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

Indicate *The Three Little Pigs*.

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

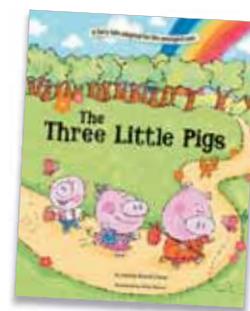
Read *The Three Little Pigs*. As you read, indicate the straw, sticks, and brick at appropriate times. Stop reading after page 19.

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

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

Materials

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



Reading

Recognizes cause and effect

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

Science

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

Social Studies

Understands that money is needed to exchange for goods and services

Speaking & Listening

Engages in conversations with peers and adults

Vocabulary

Uses illustrations to find the meanings of unknown words

Identifies new meanings for familiar words and applies them accurately

Small Group & Exploration

English Conventions

Recognizes first letter of names is capitalized

Math

Uses measurable attributes to compare objects

Uses graphs and charts to answer questions

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

Science

Makes and verifies predictions

Writing

Writes own name

Materials

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

Heavy or Light?

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

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

Which object is lighter? (the feather)

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

Indicate the straw, the sticks, and the brick.

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

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

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

Houses will be created on Day 2.

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

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

Repeat until all children have a turn.

Materials

- Dragon

Gross Motor Skills

Combine a sequence of large motor skills

Science

Observes how objects move

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

Building Words

Read and discuss Gingerbread Boy's message.

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

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

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

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

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

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

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

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

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

Materials

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

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

Phonics & Word Recognition

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

Phonological Awareness

Blends phonemes into words

Print Concepts

Understands that letters form words

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



Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Understands similarities and respects differences among people

LEARNING CENTERS

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

Circle Time

Materials

- Prepared sentence strips

Phonological Awareness: Words in a Sentence

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

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

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

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Print Concepts

Understands words in print are separated by spaces

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

Alphabet Knowledge

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

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Focuses on letter names and shapes

Introduce Ww, List Ww Words, ASL Ww

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

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

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

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

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

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

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

Materials

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



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

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

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

Where Is /w/?

(Melody: "Where Is Thumbkin?")

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

Here I am. Here I am.

/w/ in web, /w/ in wall

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

Story Time

Sequence *The Three Little Pigs*

Discuss how the story begins, develops, ends:

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

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

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

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

Materials

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

Reading

Retells familiar stories in sequence and identifies sequence of events

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



Small Group & Exploration

Construct a House

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

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

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

Materials

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

Math

Identifies shapes regardless of their orientations or size

Recognizes and identifies basic two-dimensional shapes



Morning Meeting

Materials

- Dragon

Warm Up Your Brain

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

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

Volunteers suggest patterns of movement.

Gross Motor Skills

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

Math

Creates, duplicates, and extends simple patterns

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

Math

Becomes familiar with standard and nonstandard measuring tools and their uses

Measures height of one or more objects

Uses measurable attributes to compare objects

Science

Explores simple machines

Measure Height

Read and discuss Gingerbread Boy's message.

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

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

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

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

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

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

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

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

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

Materials

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

The Builder Song

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

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

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

This is the way we pound our nails...

This is the way we drill a hole...

This is the way we stack our bricks...

This is the way we paint the walls...

LEARNING CENTERS

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

Circle Time

Phonemic Awareness: Blending Consonant/Vowel/Consonant

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

Materials

None

Introduce /h/

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

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

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

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

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

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

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

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

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

Encourage children to listen for /h/ today.

Materials

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

Helicopter

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

I can't go as fast as an airplane.

Only a few people can fit inside me.

My rotating blades lift me off the ground.

My name begins with /h/.

What am I?

Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Understands similarities and respects differences among people

Phonics & Word Recognition

Associates letters with their names and sounds

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

Phonological Awareness

Blends phonemes into words



Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds in words

Isolates and pronounces the initial sounds in words

Story Time

Reading

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

Retells familiar stories in sequence

Engages in group reading activities with purpose and understanding

Compare Versions of *The Three Little Pigs*

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

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

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

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

Materials

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

Small Group & Exploration

Approaches to Learning

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

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

Creative Arts

Shows care and persistence in a variety of art projects

Creates original work

Math

Identifies shapes regardless of their orientations or size

Create Puppets

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

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

Materials

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



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

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

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

Materials

- Dragon

What Happens After

Read and discuss Gingerbread Boy’s message.

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

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

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

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

Materials

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

Creative Arts

Enjoys participating in a variety of music activities

Social/Emotional Development

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

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

Reading

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

Makes inferences

Speaking & Listening

Engage in agreed-upon rules for discussions

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

LEARNING CENTERS

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

Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Understands similarities and respects differences among people

Circle Time

Phonological Awareness

Counts and blends syllables in spoken words

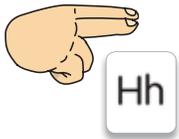
Phonological Awareness

Recognizes and identifies beginning sounds in words

Isolates and pronounces the initial sounds in words

Print Concepts

Recognizes relationship between illustrations and text



Materials

None

Phonological Awareness: Syllables in Words

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

Introduce Hh, List Hh Words, ASL Hh

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

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

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

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

Indicate *ABC for Gingerbread Boy and Me*.

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

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

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

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

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

Materials

Grandmother

Letter Card Hh

Star

ABC for Gingerbread Boy and Me by Starfall

Starfall American Sign

Language Poster

Chart paper

Marker

Basket or bag

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

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

Where Is /h/?

(Melody: “Where Is Thumbkin?”)

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

Story Time

Teacher’s Literature Choice: Construction

Recite “Cathy’s Hammers.”

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

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

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

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

Materials

- Teacher’s choice of book about about construction

Cathy’s Hammers

(Make a hammering motion with one fist.)

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

(Make a hammering motion with both fists.)

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

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

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

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

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

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

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

(Pretend you are sleeping.)

Materials

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

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

Reading

Engages in group reading activities with purpose and understanding

Describes the relationship between illustrations and text

Science

Explores simple machines

Vocabulary

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

Uses illustrations and context to determine word meaning

Approaches to Learning

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

Writing

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

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

Independently writes some letters and words

Small Group & Exploration

Draw and Write

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

Morning Meeting

Creative Arts

Expresses concepts, ideas or feelings through movement

English Conventions

Uses frequently occurring verbs

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

Love,
Gingerbread Boy

Reading

Retells familiar stories in sequence

Identifies story characters



Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Understands similarities and respects differences among people

Warm Up Your Brain

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

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

Materials

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

The Three Little Pigs Puppet Show

Read and discuss Gingerbread Boy's message.

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

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

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

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

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

Materials

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

LEARNING CENTERS

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

Circle Time

Phonological Awareness: Blending Onset and Rime

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

Materials

None

Phonological Awareness

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

Review Letters and Sounds

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

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

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

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

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

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

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

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

Continue until all letters and Picture Cards are matched.

Materials

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

Alphabet Knowledge

Recognizes and names most letters of the alphabet

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds in words



Story Time

Dramatize *The Three Little Pigs*

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

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

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

Materials

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

Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

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



Small Group Math

Introduce “Gingerbread Boy’s Parking Lot”

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

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

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

Materials

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

Math

Counts in sequence

Understands addition as adding to

Recognizes and names numerals

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

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

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

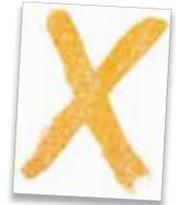
Gingerbread Boy's Message

"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.

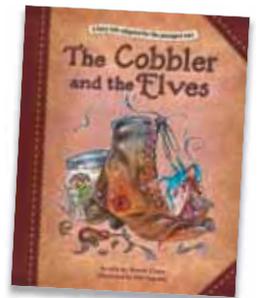
Say: **Let's pretend these counters are pigs. Here is a house for the pigs. Two pigs live in this house. What if another pig comes to visit? Place another counter in the enclosure. How many pigs are there now?** (three)

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

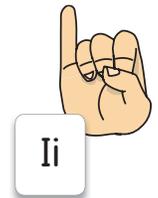
Identifies words beginning with the same letter as their own name

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

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

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

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

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...

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

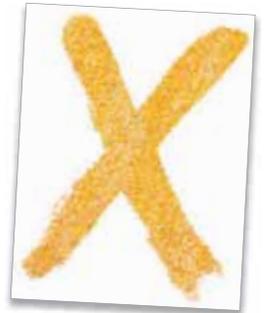
- Starfall Sing-Along Volume 2*
- Prepared construction paper for each child
- Glue
- Soil or sand
- Bowl or pan for each table
- Plastic spoons
- Newspaper

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.

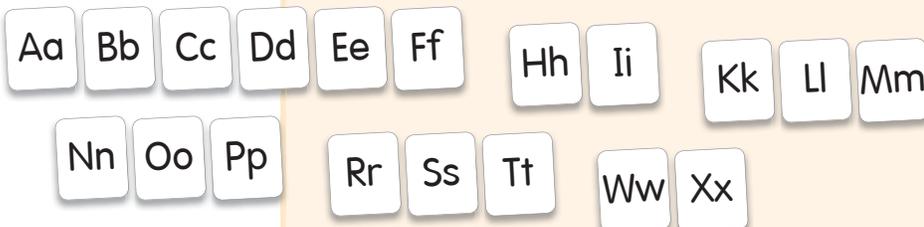
Grandmother asks: **Do you remember the signs for the letters we've learned?** Grandmother whispers to distribute the Letter Cards. If there are more children than letters, they share.

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.

Week 21: Let's Go!

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

- learn /y/ and /v/ and identify initial /y/ and initial /v/ words
- create a "Name Train"
- practice recognizing and ordering numerals 0 to 10
- understand the jobs of conductors and engineers
- become familiar with three-dimensional shapes
- discuss different types of trains and other vehicles
- create a class travel journal



Starfall Books & Other Media

A Tale of Two Little Engines: Together they could! as told by Marc Buchanan

A Tale of Two Little Engines Sequence Cards

Train Poster

ABC for Gingerbread Boy and Me by Starfall

Starfall American Sign Language Poster

Starfall Sing-Along Volumes 1 & 2



Preparation

Include available vehicle and transportation puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Create a sign that says "stop" using a sheet of red construction paper and another that says "go" using a green sheet of construction paper.

Circle Time — You will need a ball of yarn for the children to describe.

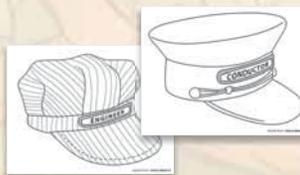
Story Time — Choose a book about transportation to share. Suggestions include:

- *Don't Let the Pigeon Drive the Bus!* by Mo Willems
- *I Love Trucks!* by Philemon Sturges
- *The Little Auto* by Lois Lenski
- *The Little School Bus* by Carol Roth
- *Maisy Drives the Bus* by Lucy Cousins



Day Two

Morning Meeting — Use the Construction and Engineer Hat blacklines to create a conductor and an engineer hat.



Small Group — Collect several objects such as a ball, marble, round bead, die, square box, square block, connect cube, party hat, pyramid or cone-shaped block, several cans, a domino, and rectangular block and place them in a paper bag for use in introducing children to three-dimensional shapes.

Day Three

Circle Time — Prepare the following sentence strips: *The kitten is playing with the yarn.* *The yarn is soft and* (color choice). and *I like to play with the yo-yo.*

Small Group — Have one long strip of construction paper and one construction paper rectangle (engine) for each child. Also cut a variety of colors of construction paper into squares to be used as train cars and glued to the rectangle (engine).

Day Four

Morning Meeting — You will use the vehicles list from Day 1.

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

- *A is for Airplane/A es para avion* by Theresa Howell (Bilingual: English/Spanish)
- *Amazing Airplanes* by Tony Mitton and Ant Parker
- *Going on a Plane* by Anne Civardi

Day Five

Morning Meeting — Use the Picture Card Generator on teach.starfall.com to generate three-dimensional shape picture cards. Have three-dimensional blocks (cube, sphere, cone, cylinder, rectangular prism or a substitute for each shape) available.

Circle Time — Hide the Picture Cards from today's *Morning Meeting* around the classroom. Children will go on a Picture Hunt to find them.

Story Time — Gather one toy for each child to use as props for dramatizations of *A Tale of Two Little Engines: Together they could!*

I rode on a bus
and it was really
fun. Have you ever
ridden on a bus?

Your pal,
Gingerbread Boy

Day 2

I heard a funny song
about a caboose.
Can we sing it
today?

Love,
Gingerbread Boy

Day 3

Do you know there are
many kinds of trains?
I think my favorite is
the one that carried
all those books and
toys to the children.

Your friend,
Gingerbread Boy

Day 4

Have you ever
wanted to fly like a
bird? That would be
so much fun!

Your pal,
Gingerbread Boy

Day 5

I was playing with cubes
and spheres in the
Construction Center.
I made a train and
pretended I was going to
visit my aunt and uncle.

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

"Wheels on the Bus"

Vehicle riddles

Favorite vehicles

Vocabulary: caboose, conductor, engineer

Gingerbread Boy's Message

"Little Red Caboose"

Introduce conductor and engineer

"I've Been Working on the Railroad"



LEARNING CENTERS

Circle Time

Phonological Awareness: Sign That Sound

Introduce /y/

Identify initial /y/ words

"Yarn" riddle

Phonological Awareness: Blend Onset and Rime

Introduce Yy

ABC for Gingerbread Boy and Me

List initial /y/ words

ASL sign for Yy

"Where Is /y/?"



Story Time

Teacher's Literature Choice: Transportation

Describe illustrations

Ask and answer questions

A Tale of Two Little Engines: Together they could!

Story Elements



Small Group & Exploration

"Train Game"

Count connect cubes

Introduce three-dimensional shapes: *cube, sphere, cylinder, cone, rectangular prism*



Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Train Poster

Introduce types of trains



Gingerbread Boy's Message

"Wheels on the Bus"

"Plane Ride"

Pretend plane ride

Vocabulary: captain, crew, control tower

Gingerbread Boy's Message

Match three-dimensional shapes to Shape Picture Cards

"Train Game"

LEARNING CENTERS

Phonological Awareness: Words in a Sentence

Introduce /v/

Identify initial /v/ words

Phonological Awareness: Blend Onset and Rime

Introduce Vv

ABC for Gingerbread Boy and Me

ASL sign for Vv

List initial /v/ words

"Where Is /v/?"



Phonological Awareness: Syllables in Words

"Find the Picture"

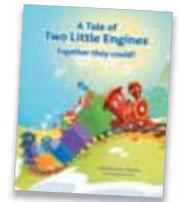
Sequence *A Tale of Two Little Engines: Together they could!*



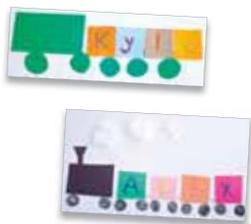
Ask and answer questions

Teacher's Literature Choice: Airplanes

Dramatize *A Tale of Two Little Engines: Together they could!*



Construct Name Trains



Illustrate and dictate sentences that tell where you would like to travel for classroom travel journal

Review 2D and 3D shapes

WEEK 21

LEARNING CENTERS

Technology

Uses technology independently to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

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

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



Computer Center

Activity — Children enjoy *Talking Library*: "A Tale of Two Little Engines: Together they could," and *Motion Songs*: "Wheels on the Bus."

Review /ks/ (x) , /i/, and reinforce /y/ at ABCs: X, I, and Y. Also review Geometry & Measurement, 2D/3D Shapes..

Interaction & Observation

- Talk with children at the Computer Center about their experiences. Help them reflect on what they are doing and encourage them to explore in their own ways.
- Put children in control of their own learning to help develop self-confidence.

Materials

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

Art Center

Activity — Fill aluminum pie pans with different colors of tempera paint. Children go to the Paint Shop. They drive their toy cars through the paint and then onto paper to create abstract transportation designs. When they have completed their artwork, they wash their cars in the Car Wash — a tub of soapy water with toothbrushes.

Interaction & Observation

- Facilitate artistic experiences by asking guiding questions, listening carefully and leading children to make discoveries that reflect the ongoing learning experience.
- Developmentally appropriate art activities allow children to take ownership of the process and product.
- The teacher's role is to guide the children through their own creative process rather than just have them color in the lines, use pre-cut patterns, or cut on the dotted lines.

Materials

- Manila or light-colored construction paper
- Small toy cars or other small vehicles
- Tempera paint
- Aluminum pie tins
- Tub of soapy water
- Toothbrushes
- Paper towels

Library Center

Preparation — Books suggestions include:

- *My Big Train Book* by Roger Priddy
- *My First Airplane Ride* by Patricia Hubbell
- *Planes* by Byron Barton
- *The Goodnight Train* by June Sobel

Activity — Children read and listen to *A Tale of Two Little Engines: Together they could!* after it is introduced on Day 2, and other books about transportation.

Interaction & Observation

- Books in the Library Center should convey positive messages about diversity.
- Select books in which women and men are seen in a variety of roles at home and at work, varied family configurations, children with disabilities who participate fully in school and sports, and positive images of people of all ethnic backgrounds.

Materials

- A Tale of Two Little Engines Together they could!* as told by Marc Buchanan
- Books about transportation

Technology

Enjoys electronic forms of storybooks and informational texts

Reading

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

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others (race, gender, culture, language, special needs, and family)

Dramatic Play Center

Activity — Children plan vacations and take trips using maps, travel brochures, books, clothes, and luggage for packing. Leave the rest up to the travelers as they purchase tickets and journey by boat, bus, plane, and cars.

Interaction & Observation

- Imaginative play allows children to be active explorers of their world. With each encounter or interaction, they discover new meanings, and develop more complex understandings and skills. Play is an important part of the process of constructing knowledge. It enables children to control what happens, and to use what they already know to further their understanding and development.
- Don't allow teacher-directed instruction or other limitations such as time, space, and materials to decrease the amount of time allotted for dramatic play.

Materials

- Travel brochures and books
- Maps (or children create their own)
- Small pieces of luggage
- Paper tickets, play money
- Travel clothing, pajamas

Creative Arts

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

Represents fantasy and real-life experiences through pretend play

Math

Explores the use and meaning of currency and coins

Social Studies

Understands that money is needed to exchange for goods and services

Construction Center

Activity — Continue the Construction Center as a building site. Children build bridges, factories, schools, and libraries.

Interaction & Observation

- Children learn math skills in the Construction Center as they count and compare length and width, or discover that two short blocks are the same length as one longer block.
- They learn science when they experience gravity as their buildings collapse, and how to use simple machines, such as ramps, for their constructions.
- They learn vocabulary, language skills, and an understanding of sequencing as they retell their experiences and describe structures they create.
- Children learn to write as they make signs and as you help them write stories about what they have built.

Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Tinker Toys
- Three-dimensional shapes
- Hard hats
- Picture books of trains, planes and boats

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Social/Emotional Development

Works with others to solve problems

Writing Center

Activity — Children write the uppercase and lowercase letters of the alphabet in order, using a variety of colored markers for each letter. They use copies of the alphabet as a guide. Display the completed rainbow alphabet papers on a bulletin board or classroom wall.

Interaction & Observation

- Frequently draw children's attention to the alphabet with songs, alphabet books, magnetic letters, play dough letters, and by writing letters in the sand or on another child's back.
- Display the alphabet at the children's eye level for use as a model for writing, and samples of the alphabet written on index cards or sentence strips for children to hold in their hands, trace over with their fingers, and refer to as needed.

Materials

- Paper
- Markers
- Copies of the alphabet

Writing

Independently writes some letters and words

Uses writing tools and materials



Discovery Center

Science

Investigate states of matter (solids and liquids)

Uses tools and equipment to explore objects

Develops awareness of the properties of objects



Activity — Children place a small ball of play dough into water to observe if it will float or sink.

Next, they work together to plan and create a boat from play dough that will float. They place plastic animal counters in the boat to determine how many it will hold before sinking.

They can also create boats with aluminum foil, foam pieces, craft sticks, or other recycled materials.

Materials

- Water table
- Play dough
- Aluminum foil
- Styrofoam pieces
- Craft sticks
- Plastic animal counters

Interaction & Observation

- Support children's science learning with simple activities to teach the concepts of volume, density, measurement and weight.
- Children discover through trial and error, and form their own conclusions.
- Water play allows children to explore science skills such as sensory awareness, mixing and experimenting, floating, sinking, etc.
- Offer natural materials such as sticks, leaves, bark, pebbles, large seeds or fruit pits, and have children predict which will sink, and which will float.

Math Center

Math

identifies numbers in sequence

Recognizes, names, and/or writes numerals

Identifies the number that comes before or after a given number in a counting sequence

Activity — The children take turns playing "I Spy" a number on the poster. A "leader" asks the number that comes before, after, or between other numbers, or creates simple math problems such as What is 2 + 2 more? The other children in the group write their answers and the "leader" (with the help of the group) confirms or corrects it.

Interaction & Observation

- Sit with the children as they work and listen to their language as they discuss the concepts of before, after, and between.
- Assist them in using creative ways to "spy" each of the numbers on the poster, such as *I spy the number you get when you start on 5 and move ahead 3 numbers.*

Materials

- Paper, pencils or crayons
- Math Poster 1-20



Gathering

Continue the Gathering Routine. In addition, each day this week, mix together several Letter and Number Cards and have children identify and sort them.

Materials

- Several Letter and Number Cards

Morning Meeting

Warm Up Your Brain

Play “Red Light, Green Light.” Indicate the red sign. Remind the children that a red traffic light means to stop. Indicate the green sign. Volunteers explain the meaning of a green traffic light.

Say: **Let’s use these signs to play “Red Light, Green Light.” Listen to the directions then watch for the sign. If you see the green sign, it’s like a green light, so you should follow the directions. If you see the red sign, it’s like a red light, so you should freeze. Ready?** (After a few movements, a volunteer may take charge of the signs.) Repeat each movement several times before changing.

- Hop up and down on one foot.
- Pat the top of your head.
- Run in place.
- Pretend to climb up stairs.

Materials

- Prepared red and green traffic signs
- Dragon

Introduce Transportation

Read and discuss Gingerbread Boy’s message. Volunteers share experiences.

Play *Sing-Along* Volume 1 Track 41. Children sing “Wheels on the Bus” and create appropriate actions to accompany the verses.

Say: **There are many ways to travel from one place to another. One way is to ride on a bus. Often people go places in cars. What are some other ways people travel? Let’s make a list.** List responses on chart paper. The following riddles may be used to elicit responses:

- **I am bigger than a car. One of my doors slides to open. Several people can ride inside me at one time.** (van)
- **I fly in the air. I can take many people to faraway places.** (airplane)
- **I roll on tracks. I have cars that are connected to each other. An engine pulls me and I sometimes have a caboose at the end.** (train)
- **I take sick people to the hospital in a hurry.** (ambulance)
- **I can carry heavy loads, such as wood or large tools. I am bigger than a van but smaller than a bus.** (truck)
- **I float on water. People use me to go fishing or to take a ride on a lake.** (boat)
- **I have large tires. I help farmers pull plows and other farm machines.** (tractor)

Materials

- Prepared signs
- Starfall Sing-Along* Volume 1
- Chart paper
- Marker

Print Concepts

Differentiates between letters and numbers

Gross Motor Skills

Moves with balance and control

Speaking & Listening

Follows simple and multiple-step directions

I rode on a bus and
it was really fun.
Have you ever ridden
on a bus?
Your pal,
Gingerbread Boy

Creative Arts

Expresses concepts, ideas or feelings through movement

English Conventions

Uses frequently occurring nouns and verbs

Math

Uses graphs and charts to answer questions

Science

Collects, describes and records information

Speaking & Listening

Participates in group discussions

Review the responses. Each child in turn places a tally mark next to his or her favorite vehicle. Ask Gingerbread Boy which of the vehicles is his favorite and place a tally next to his choice. Count the tally marks together to determine the vehicles with the most and the fewest responses.

Display the list and add to it throughout the week. Save the list for use on Day 4.

Science

Observes and describes how objects move

LEARNING CENTERS

See Learning Centers for Week 21, pages 518-520. After cleanup, the children gather to share their experiences and discuss something they noticed or learned about movement.

Circle Time

Materials

None

Phonological Awareness: Sign That Sound

Say: **Let's play "Sign that Sound." Listen to the sound and then sign the letter that stands for that sound. Here's one for practice. /x/** (Children form the x hand sign.) **Ready?** Repeat for /i/, /w/, /z/, /qu/, /u/, and /hw/ (w).

Phonics & Word Recognition

Associates letters with their names and sounds

Introduce /y/

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

Indicate the ball of yarn and children describe it.

Display the *yarn*, *yellow*, *yo-yo*, and *yield sign* Picture Cards.

Say: **Here is a picture of yarn. Say, yarn. Yarn begins with /y/. Say /y/.** Continue:

- **Yellow begins with /y/. Say, yellow. Say /y/, yellow.**
- **Yo-yo begins with /y/. Say, yo-yo. Say /y/, yo-yo.**
- **Say, yield. What sound do you hear at the beginning of yield? Right, /y/.**

Say: **Yarn begins with /y/. Listen to these two words. Which one begins with /y/, yarn or goat? (yarn) Yarn begins with /y/. Say /y/. (Children repeat, /y/.) Listen again. Which one begins with /y/, no or yes? (yes)**

Say: **Let's play a game. I'll roll the ball of yarn. When it comes to you, pick it up and say /y/ then roll it to someone. Remember, when the ball of yarn comes to you, say /y/.**

Encourage children to listen for /y/ today.

Materials

- Grandmother
- Picture Cards: *yarn*, *yellow*, *yield sign*, *yo-yo*
- Pocket chart
- Ball of yarn

Yarn

I am soft.

You can make sweaters or blankets with me.

I come in many colors.

Kittens love to play with me.

My name begins with /y/.

What am I?



Story Time

Teacher's Literature Choice: Transportation

Introduce your book choice and discuss the author and illustrator. Picture-walk through the book and children describe the illustrations and make predictions. As you read, children indicate where text begins on each page. Pause to briefly explain new vocabulary as it is introduced. Discuss the relationship between the illustrations and the text. Ask and answer questions about the story.

Materials

Teacher's literature choice

Small Group & Exploration

Train Game

Divide the children into two teams. Give each team one die and provide each team member with several connect cubes.

Say: **Let's play a train game.** Directions:

- The first person on each team rolls the die, attempts to identify the number of dots on the die without counting them, then counts the dots.
- They count out the corresponding number of connect cubes and connect them to build their trains.
- Play continues with the next person on each team.
- On each turn, the children roll the die and add cubes to their trains.

After a few rounds, the children count their cubes and compare the lengths of their trains with those of others in their group. Encourage them to use terms such as more, fewer, less, same, longer, shorter, and same length.

Materials

Several connect cubes for each child

2 dice

Print Concepts

Recognizes relationship between illustrations and text

Shows where print begins on a page

Reading

Makes connections between pieces of essential information in a text

Vocabulary

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

Math

Counts, constructs, compares, or orders groups (sets) of objects (more, fewer, less and/or same)

Uses measurable attributes to compare objects

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

Speaking & Listening

Follows simple and multiple-step directions

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Play "Cross Your Ankles, Touch Your Toes." Give the following directions, and repeat:

- **Raise your arms up high and cross them in the air.**
- **Tap your legs three times.**
- **Touch your ankles.** (Identify ankles if necessary.)
- **Cross your ankles.**
- **Keep your ankles crossed and touch your toes.**

Repeat the above directions.

Gross Motor Skills

Combines a sequence of large motor skills

Moves with balance and control

I heard a funny song about a caboose. Can we sing it today?

Love,
Gingerbread Boy

Creative Arts

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

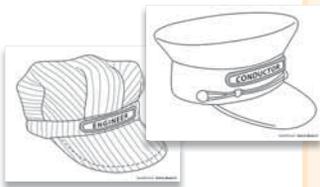
Social Studies

Recognizes the roles and responsibilities of various workers in their community

Understands how people live and what they do changes over time

Vocabulary

Discusses words and word meanings



"I've Been Working on the Railroad"

Read and discuss Gingerbread Boy's message.

Say: **Let's sing Gingerbread Boy's funny song.**

Play *Sing-Along Volume 2*, Track 23. Children sing "Little Red Caboose."

Ask: **Is this song about a bus?** (Volunteers respond.) **Is it about a truck or a plane?** (no) **What is this song about?** (a train) **Where is the caboose on a train?** (the end) **Right, the caboose is the last car of the train.**

Indicate the conductor's hat and select a volunteer to wear it. Say: **This is a conductor's hat. A conductor is in charge of all the workers and passengers on the train.** (Children repeat, *conductor*.) **Sometimes a conductor takes your tickets so you can ride on the train. A long time ago a conductor sat in the caboose to make sure other trains didn't run into the back of his train. Now most trains do not have cabooses. Instead, there are special lights on the back of trains.**

Indicate the engineer's hat and select a volunteer to wear it. Say: **The engineer sits in the front and drives the train.** (Children repeat, *engineer*.) **An engineer has many jobs. He makes sure all the parts of the train are working. He knows how to read maps so he can drive the train on the right tracks.**

Materials

- Starfall Sing-Along Volume 2*
- Prepared conductor and engineer hats

Little Red Caboose

Little red caboose (chug chug chug)
Little red caboose (chug chug)
Little red caboose behind the train

Smoke stack on its back (back back back)
Comin' down the track (track track track)
Little red caboose behind the train

I've Been Working on the Railroad

I've been working on the railroad
All the live-long day.
I've been working on the railroad
Just to pass the time away.
Don't you hear the whistle blowing,
Rise up so early in the morn;
Don't you hear the captain shouting,
"Dinah, blow your horn!"

Dinah, won't you blow,
Dinah, won't you blow,
Dinah, won't you blow your horn?

Someone's in the kitchen with Dinah
Someone's in the kitchen I know
Someone's in the kitchen with Dinah
Strummin' on the old banjo!
And singin' fee, fie, fiddly-i-o
Fee, fie, fiddly-i-o-o-o-o
Fee, fie, fiddly-i-o
Strummin' on the old banjo.

Say: **Let's form a train. Where should the engineer be?** (in the front) A volunteer becomes the engineer and moves to the front of the line. **Where should the conductor be?** (the caboose) A volunteer becomes the conductor and moves to the end of the line. **The rest of us will be passengers in the cars in between.**

Play *Sing-Along* Volume 2, Track 18. Children sing "I've Been Working on the Railroad" and move in a line like a train.

LEARNING CENTERS

See Learning Centers for Week 21, pages 518-520. After cleanup, the children gather to share their experiences and discuss something they noticed or learned about movement.

Science

Observes and describes how objects move

Circle Time

Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to make words.**

Use /c/ /ar/ (car), /v/ /an/ (van), /f/ /ast/ (fast), /y/ /arn/ (yarn), and /y/ /ellow/ (yellow).

Ask: **What sound do you hear at the beginning of yarn?** (/y/)

Materials

None

Phonological Awareness

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

Introduce Yy, List Yy Words, ASL Yy

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

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

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: yarn, /y/)
- 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 yarn. Indicate the word, *yarn*.)

Materials

Grandmother
 Letter Card Yy
 Chart paper, marker
 Starfall American Sign
 Language Poster

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Phonological Awareness

Isolates and pronounces the initial sounds in words

Recognizes beginning sounds in words

Print Concepts

Connects oral language and print

Focuses on letter names and shapes



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

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter Yy. I'll write the words on this chart paper so we don't forget them.** Start with children's names that begin with Yy then accept suggestions. Children circle the Yy in their words after you write them.

Sing "Where Is /y/?"

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

Where Is /y/?

(Melody: "Where Is Thumbkin?")

Where is /y/? Where is /y/?

Here I am. Here I am.

/y/ in yarn, /y/ in you

/y/ /y/ /y/, Yy, Yy, Yy.



Observe & Modify

It is common for children to have difficulty identifying the difference between /y/ and /w/. This is because they hear the /w/ when saying Yy. If necessary, over exaggerate the letter name by saying "y-ya."

Story Time

Reading

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

Speaking & Listening

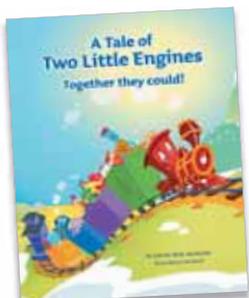
Engages in conversations with peers and adults

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

Demonstrates knowledge of nonverbal conversational rules

Vocabulary

Uses illustrations and context to determine word meaning



Introduce *A Tale of Two Little Engines*

Indicate *A Tale of Two Little Engines: Together they could!*

Say: **The title of this book is *A Tale of Two Little Engines: Together they could!* This story was retold by Marc Buchanan. That means he heard the story and then wrote it in his own words. It was illustrated by Dale Beisel. The word *tale* in the title of this book means *story*. What's another kind of *tail*? Right, many animals have *tails*.**

Say: **What do you see on the cover of the book?** (engine, cars, caboose, train tracks, toys) **Is this train going up or down the hill? How can you tell? Where might it be going?**

Read *A Tale of Two Little Engines: Together they could!* pausing after page 11. Say: **I wonder how this story ends. Let's partner share our ideas. Stand up, hand up, partner up. Sit criss-cross, knee-to-knee.**

Say: **Tell your partner how you think this story will end. Begin.** (Children partner share.) After a short time, grab the children's attention by saying: **Touch your head if you can hear me. Touch your nose if you can hear me.**

Continue: **Who would like to share how you think the story will end?** (Volunteers share.) **Let's finish the story to find out.** Continue reading to verify answers.

Say: **The main idea of a story is what the story is all about.** Ask:

- **What is this story about?**
- **What problem did the little engine have? Why?**
- **How did the little engine finally get to the other side of the mountain?**
- **How did the story end?**

Materials

- A Tale of Two Little Engines*
Together they could!
as told by Marc Buchanan

Small Group & Exploration

Three Dimensional Shapes

Indicate the bag of objects. Say: **Here is a bag of objects that have different shapes. Indicate the ball. We call the shape of this ball a sphere.** (Children repeat, *sphere*.) **Who can reach inside this bag and find another sphere-shaped object?** Volunteers remove the marble and bead from the bag. **All of these objects are spheres, even though they are different sizes. Let's group these spheres together.**

Indicate the square block. Say: **We call the shape of this square block a cube.** (Children repeat, *cube*.) **A cube has four straight sides that are all exactly the same size. Who can find another cube?** (Volunteers remove the die, square box and square block from the bag.) **Let's group the cubes together.**

Indicate a can. Say: **This is a can. We call the shape of this can a cylinder.** (Children repeat, *cylinder*.) **A cylinder is round and has two flat sides. Who can find another cylinder?** (Volunteers do this.) **Let's group the cylinders together.**

Indicate the party hat. Say: **This is a party hat. We call the shape of this party hat a cone.** (Children repeat, *cone*.) **A cone has round sides, a flat bottom, and a point. Who can find another cone?** (A volunteer does this.) **Let's group the cones together.**

Indicate the rectangular-shaped block. Say: **This is a rectangular block. We call this shape a rectangular prism.** (Children repeat, *rectangular prism*.) **A rectangular prism has four straight sides. Two of the sides are long and the other two sides are shorter. Who can find another rectangular prism?** (A volunteer does this.) **Let's group the rectangular prisms together.**

Children count the different shape categories. Say: **You can use all of these different shapes to build your own train.**

Encourage children to use these shapes to build trains in the Construction Learning Center.

Optional: Gather children around a classroom computer. On *Starfall.com*, navigate to *Math: Geometry & Measurement*, "2D / 3D Sort."

Materials

- Bag
- Objects to put in the bag
(ball, marble, round bead,
die, square box, square block,
connect cube, party hat,
pyramid or cone-shaped
block, several cans, domino,
rectangular block)

Optional:

- Computer

Math

Recognizes and identifies basic three-dimensional shapes

Sorts three-dimensional shapes

At the preschool level, children are introduced to three-dimensional shapes. Do not expect mastery of geometric terms at this time.

Morning Meeting

Materials

- Ball
- Dragon

Warm Up Your Brain

Play "Pass the Sphere." Indicate a ball. Say: **We learned that another name for a ball is *sphere*.** (Children repeat, *sphere*.)
Let's play "Pass the Sphere."

Several children come forward to demonstrate the over the head and through the legs pattern. The children then line up one behind the other. The first child passes the sphere over his or her head to the next child in line without turning around. That child passes the sphere through his or her legs to the next child in line. The children continue the pattern until the sphere reaches the last child in line. They reverse directions and begin again.

Gross Motor Skills

Combines a sequence of large motor skills

Do you know there are many kinds of trains? I think my favorite is the one that carried all those books and toys to the children.

Your friend,
Gingerbread Boy

English Conventions

Forms regular plural nouns

Science

Observes and describes how objects move

Technology

Uses technology for research with teacher support

Vocabulary

Comprehends increasingly complex and varied vocabulary

Uses illustrations and context to determine word meaning

Introduce Trains

Read and discuss Gingerbread Boy's message.

Indicate the Train Poster. Ask: **Who has ridden on a train? Here are some trains that take people places they want to go.** Discuss the four types of passenger trains:

- Amusement Park Train — travels inside an amusement park, like Disneyland
- Light Rail Train — travels on city streets
- Passenger Train — travels to places farther away

Materials

- Books and/or illustrations of trains
- Train Poster

Say: **A freight train carries different kinds of materials and things people need. Freight trains are:**

- **trains that carry large items like furniture**
- **trains that carry liquids, like gasoline to gas stations**
- **trains that carry construction materials, coal, or grain**



Ask: **Which kind of train did we read about yesterday? Right, a freight train. What was the freight train carrying?** (Volunteers respond.)

Allow time for the children to look through the available resources to locate different types of trains, and to ask questions.

Science

Observes and describes how objects move

LEARNING CENTERS

See Learning Centers for Week 21, pages 518-520. After cleanup, the children gather to discuss their experiences and something they noticed or learned about movement.

Circle Time

Materials

- Prepared sentence strips

Phonological Awareness/Phonics: Words in a Sentence

Say: **Listen to this sentence. *The kitten is playing with the yarn.***
Now, you say it. (Children repeat the sentence.) Ask: **How many words did you hear?** (Children respond.) **Let's check.**

Assign one child to each word in the sentence, and instruct them to stand in front of the class. Stand behind each child as you repeat his or her assigned word in the sentence, *The kitten is playing with the yarn.* Repeat for *The yarn is soft and* (color). and *I like to play with the yo-yo.*

Indicate the sentence strips. Volunteers circle each word in the sentences and count the number of words.

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Print Concepts

Understands words in print are separated by spaces

Introduce /v/

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

Grandmother reads the riddle "Volcano." Children solve the riddle. Briefly assess and discuss the children's knowledge of volcanoes.

Display the *van*, *vine*, *violin*, and *volcano* Picture Cards.

Say: **Here is a picture of a volcano. Say, volcano. Volcano begins with /v/. Say /v/.** Continue:

- **Van begins with /v/. Say, van. Say /v/, van.**
- **Vine begins with /v/. Say, vine. Say /v/, vine.**
- **Violin begins with /v/. Say, violin. Say /v/, violin.**

Say: **Volcano begins with /v/. Listen to these two words. Which one begins with /v/, mountain or volcano? Right, volcano begins with /v/. Say /v/.** (Children repeat, /v/.) **Listen again: tree or vine. Which one begins with /v/? Right, vine.**

Say: **If you hear a word that begins with /v/, pretend you are an exploding volcano. If the word doesn't begin with /v/ lie on the floor. Ready?**

Ask: **Do you hear /v/ at the beginning of vegetable? Say it with me, vegetable, /v/.** (Children repeat, *vegetable*, /v/.) **Good, explode like a volcano. Let's try some more.** Continue for *girl*, *vote*, *table*, *violet*, *bat*, and *valentine*.

Encourage children to listen for /v/ today.

Materials

- Grandmother
- Picture Cards: *van*, *vine*, *violin*, *volcano*
- Pocket chart

Phonological Awareness

Recognizes and identifies beginning sounds in words



Volcano

I am a mountain that explodes.

Hot melted rock from the earth explodes from inside me.

The explosion leaves a huge hole in the top of me.

When I erupt or explode, stay far away from me.

My name begins with /v/.

What am I?

Story Time

Reading

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

Identifies sequence of events

Recalls information from stories

Speaking & Listening

Listens to and discusses literary texts



Sequence A Tale of Two Little Engines

Say: **There was a little girl who couldn't hit a ball with a bat. She tried and tried but she kept missing. She thought she would never be able to hit a ball. One day her father helped her. Guess what, she hit the ball! What would have happened if she had given up trying to hit the ball?** (Volunteers respond.)

Indicate *A Tale of Two Little Engines*. Say: **The little engine was confident that it could pull the train full of toys and books. Confident means the little engine thought it could do it. Then it came to a steep hill. A steep hill is very high. The little engine tried and tried, but the hill was so steep that the little engine worried it wouldn't be able to pull the toys over the top. The little engine had a problem.**

Indicate *A Tale of Two Little Engines* Sequence Cards. Discuss each picture. Indicate the appropriate pictures while asking:

- **Did the little engine just give up and cry?**
- **How did the little engine try to solve its problem?**
- **Did the little engine give up after the first engine said, "No?"**
- **What happened when the second engine said, "No?"**
- **How did the little engine feel when the tiny engine offered to help?**
- **What did the little engine and tiny engine chant as they tried to climb that steep hill?**
- **Why do you think the engine was taking the toys and books to the children on the other side of the hill?** (interpretive response)
- **How did the story end? Who can think of a different ending?**

Materials

- | | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <i>A Tale of Two Little Engines</i> |
| | <i>Together they could!</i> |
| | as told by Marc Buchanan |
| <input type="checkbox"/> | <i>A Tale of Two Little Engines</i> |
| | Sequence Cards |

Small Group & Exploration

Make Name Trains

The children will make name trains. Each child will:

- glue a rectangle (engine) onto a long strip of construction paper
- select a colored paper square for each letter in his or her first name
- write one letter of his or her name on each square beginning with a capital letter
- glue his or her squares to the long strip of construction paper (behind the engine)
- draw wheels on the bottom of the engine and train cars

As the children are working, ask them to identify letters in their names. Classmates may assist as needed.

Use duct tape to create a train track on a bulletin board. Add completed Name Trains to the tracks.

Materials

- One long strip of construction paper for each child
- Construction paper rectangle (engine) for each child
- Various colors of construction paper squares (for train cars)
- Markers, crayons
- Glue
- Duct tape

Alphabet Knowledge

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

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates hand-eye coordination

Phonics & Word Recognition

Recognizes own name, familiar words, and environmental print



This project may take longer than the time allotted for Small Group. Provide additional time when available to complete this activity.

Morning Meeting

Materials

Dragon

Gross Motor Skills

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

Moves with an awareness of personal space in relationship to objects and others

Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

Reinforces concepts through dramatic play

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Speaking & Listening

Follows simple and multiple-step directions

Vocabulary

Discusses words and word meanings

Warm Up Your Brain

Play "Can Fly, Can't Fly." Name objects that can fly and others that can't, such as planes, butterflies, boats, bluebirds, trains, eagles, houses, owls, buses and helicopters. The children pretend to fly around the room when you name things that can fly. They slow down and gently land on the floor when you name something that cannot fly. Remind them to respect each other's personal space.

A Plane Ride

Read and discuss Gingerbread Boy's message.

Indicate the Vehicles List from Day 1 and review the responses.

Say: **When people travel far away, which vehicles might they use?** (car, van, boat, train, or plane) **Which vehicle would be the fastest?** (a plane) **Let's pretend we are flying in a plane.**

Seat the children in chairs side-by-side in two sections with an aisle between as if they were sitting in a plane. Determine actions to use with the song "Plane Ride."

Briefly discuss air traffic vocabulary such as *captain* (compare to the engineer on a train), *crew*, and *control tower*.

Volunteers pretend to man the control tower and others pretend to be flight attendants and serve drinks and snacks.

Play *Sing-Along Volume 2* Track 32. Children sing "Plane Ride."

Children compare and contrast airplanes and trains.

Materials

Vehicles list from Day 1

Starfall Sing-Along Volume 2

Plane Ride (Melody: "Wheels on the Bus")

*The wheels on the plane go round and round,
round and round, round and round,
The wheels on the plane go round and round,
all along the ground.*

*The captain of the plane says, "Buckle up now!"
"Buckle up now!" "Buckle up now!"
The captain of the plane says, "Buckle up now!"
We'll show you how.*

*The engine on the plane takes you up so high,
up so high, up so high...
The engine on the plane takes you up so high
as we soar through the sky.*

*The crew on the plane brings drinks and a treat,
drinks and a treat, drinks and a treat.
The crew on the plane brings drinks and a treat,
now it's time to eat.*

*The control tower says, "The runway's clear!"
"The runway's clear!" "The runway's clear!"
The control tower says, "The runway's clear,
you can land here."*

*The journey on the plane is over now,
over now, over now.
The journey on the plane is over now,
what fun! WOW!*

LEARNING CENTERS

See Learning Centers for Week 21, pages 518-520. After cleanup, the children gather to share their experiences and discuss something they noticed or learned about movement.

Science

Observes and describes how objects move

Circle Time

Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to make words.**
/v/ /ote/ (vote), /v/ /an/ (van), /v/ /ine/ (vine), /c/ /ave/ (cave).

Materials

None

Phonological Awareness

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

Have you ever wanted to fly like a bird? That would be so much fun!

Your pal,
Gingerbread Boy

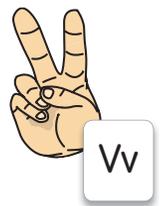
Phonological Awareness

Isolates and pronounces the initial sounds in words

Recognizes and identifies beginning sounds in words

Print Concepts

Connects oral language and print



Introduce Vv, List Vv Words, ASL Vv

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

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

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

Indicate *ABC for Gingerbread Boy and Me*.

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

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

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

Materials

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

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

Children circle Vv in their words after you write them.

Sing "Where Is /v/?" Each time /v/ is used children make the Vv hand sign.

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

"Where Is /v/?"

(Melody: "Where Is Thumbkin?")

Where is /v/? Where is /v/?

Here I am. Here I am.

/v/ in volcano, /v/ in vegetable.

/v/ /v/ /v/, Vv, Vv, Vv.

Reading

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

Makes connections between pieces of essential information in a text

Social Studies

Describes events that happened in the past

Vocabulary

Uses illustrations and context to determine word meaning

Asks questions about unknown words

Language Development

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

Phonics & Word Recognition

Recognizes own name, familiar words, and environmental print

Writing

Independently writes some letters and words

Explores letter-sound relationships while writing

Uses writing tools and materials

Story Time

Teacher's Literature Choice: Airplanes

Indicate your choice of book about airplanes and discuss the author and illustrator. Picture-walk through the book. Volunteers indicate where reading begins on each page.

Read the book and briefly discuss new vocabulary as it is encountered. Children ask and answer questions about the book. They partner to share their travel experiences as time allows.

Materials

- Teacher's choice of book about airplanes

Small Group & Exploration

Class Travel Journal Entry

Ask: **If you could go to a special place like the beach or a theme park like Disney World, Sea World, or Six Flags, where would you like to go?** (Volunteers respond.) **Would you like to get there by plane or train? Why?** (Volunteers respond.) **Let's write about where you would go in our journals.**

Distribute the Writing & Observation Journals and the children illustrate themselves on planes or in trains. Assist them in writing their own sentences to describe where they are going. Encourage the children to listen for sounds in the words they write and to copy familiar words found in their classroom environment. Provide adult writing under each child's written sentence. As children complete their entries, they read their sentences to others who are also finished.

Materials

- Writing & Observation Journals
- Pencils, crayons



Observe & Modify

If children are reluctant to attempt scribble writing or use inventive spelling, they may dictate their sentence(s) for you to write.

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Play "Pass the Cube." Gather the children in a circle. Indicate the large die. Ask: **Who knows the name of this shape? Right, this die is a cube. Say, cube. Use both hands to pass the cube to the child to your right until the music stops. When the music stops, freeze.** Repeat several times.

Materials

- Your choice of music
- Large die

Creative Arts

Experiences different moods, tempos, and rhythms in music activities

Fine Motor Skills

Demonstrates hand-eye coordination

Math

Recognizes and identifies basic three-dimensional shapes

Shape Game

Read and discuss Gingerbread Boy's message.

Indicate and discuss the three-dimensional geometric shapes *cube, sphere, cone, cylinder, and rectangular prism* as volunteers hold each one.

Display the Shape Picture Cards. Children match the Picture Cards to the shapes the volunteers are holding.

Say: **Let's play a train game with these shapes. They will be our tickets to ride the train.** Distribute a shape ticket to six children.

"Train Game" Directions:

- Choose one child to be the engineer and one to be the conductor. The other children sit in two lines facing each other leaving a space for the train to pass between them.
- Say the name of a shape. Announce: *All aboard the cube train!* Children with cubes (cube tickets) line up behind the engineer. The conductor says, "Tickets please!" and takes their tickets. They place their hands on the waists of the children in front of them, and chug around the room. The conductor joins at the end of the line.
- The engineer announces: *This is the end of the line, everyone off the train!*
- Continue the game with different shapes, conductors, and engineers.

Materials

- Three-dimensional Shape
Picture Cards: *cube, sphere, cone, cylinder, rectangular prism, pyramid*
- Three-dimensional blocks:
cube, sphere, cone, cylinder, rectangular prism, pyramid
(If three-dimensional shapes are not available, substitute a ball for the sphere, a die for the cube, etc.)
- Pocket chart
- Shape tickets: *cube, sphere, cone, cylinder, rectangular prism, pyramid*

I was playing with cubes and spheres in the Construction Center. I made a train and pretended I was going to visit my aunt and uncle.
Love,
Gingerbread Boy

Math

Recognizes and identifies basic three-dimensional shapes

Sorts three-dimensional shapes

Speaking & Listening

Follows simple and multiple-step directions



LEARNING CENTERS

See Learning Centers for Week 21, pages 518-520. After cleanup, the children gather to share their experiences and discuss something they noticed or learned about movement..

Science

Observes and describes how objects move

Circle Time

Materials

None

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, *he-li-cop-ter*. Put them together, *helicopter*. This time clap for the parts. Ready? *he-li-cop-ter*** (clap, clap, clap, clap) Children say, *helicopter*.

Repeat with *train*, *caboose* (ca-boose), *engine* (en-gine) and *tractor* (trac-tor).

Phonological Awareness

Blends syllables in spoken words

Phonics & Word Recognition

Associates letters with their names and sounds

Social/Emotional Development

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

“Find the Picture”

Indicate the Pocket chart. Distribute the Letter Cards randomly and identify the letters in order. As you name each letter, the child holding the corresponding Letter Card places it in the pocket chart.

Grandmother says: **Gingerbread Boy and I have a game we would like to play. It’s called “Find the Picture.” There are Picture Cards hidden in the classroom. Each of you find one Picture Card and return to your place. Once everyone has found a Picture Card we will match them to the letters that stand for their beginning sounds.**

After all Picture Cards are located, children match them to the correct initial sound Letter Cards by placing them on top of the corresponding letters.

Materials

Grandmother

Letter Cards: Aa, Bb, Cc, Dd, Ee, Ff, Hh, Ii, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Vv, Ww, Xx, Yy

Picture Cards: *apple, bear, cow, duck, elephant, feather, helicopter, iguana, kittens, ladybug, monkey, net, octopus, puppies, rabbit, skateboard, tent, volcano, web, fox, yarn* (hidden around the classroom)

Pocket chart



Story Time

Dramatize *A Tale of Two Little Engines*

Divide the children into two groups. One group will be the actors, and the other group will be the audience. The groups will switch for a second dramatization.

Indicate *A Tale of Two Little Engines: Together they could!* Say: **Let's look through this story to find the characters we will need to do a dramatization.** (Do this.) Discuss the story's setting.

The children should determine that you need actors for the little red engine, the little blue engine, several cars with toys, a shiny new engine, and a grand old engine. The remaining children will be the audience, and will help with the chants, "I think we can! I think we can!" and "I knew we could! I knew we could!" Practice the chants with the audience prior to the dramatization.

Read the story as children dramatize. Groups switch roles and repeat.

Materials

- Engineer hat
- Toys (one for each child)
- A Tale of Two Little Engines*
as told by Marc Buchanan

Creative Arts

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

Demonstrates appropriate audience skills

Reading

Identifies characters, settings, and major events in a story

Small Group Math

Review 2D and 3D Shapes

Distribute materials for the children to use to construct 2D and 3D shapes as you name them.

Indicate the Cookie Shapes (2D) and Dragon's Fort (3D) Games. The children vote to decide which game they will play for the remaining Small Group Math time.

Materials

- Play dough
- Craft sticks
- Cookie Shapes game board
- Dragon's Fort game board
- Playing pieces
- Spinners

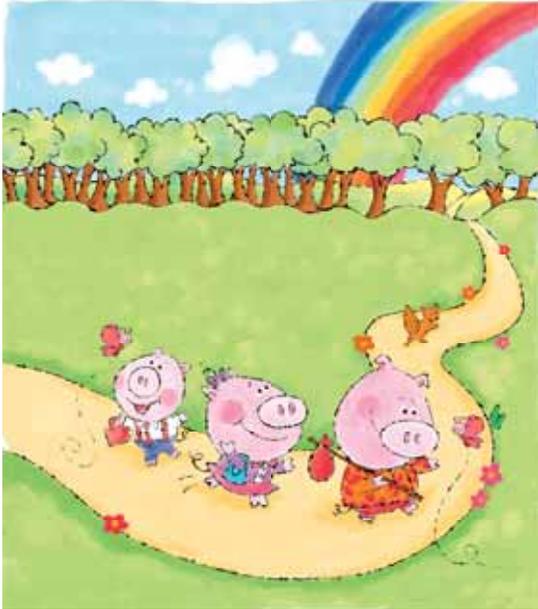
Math

Describes, compares, creates, and composes basic shapes

Recognizes and identifies basic three-dimensional shapes

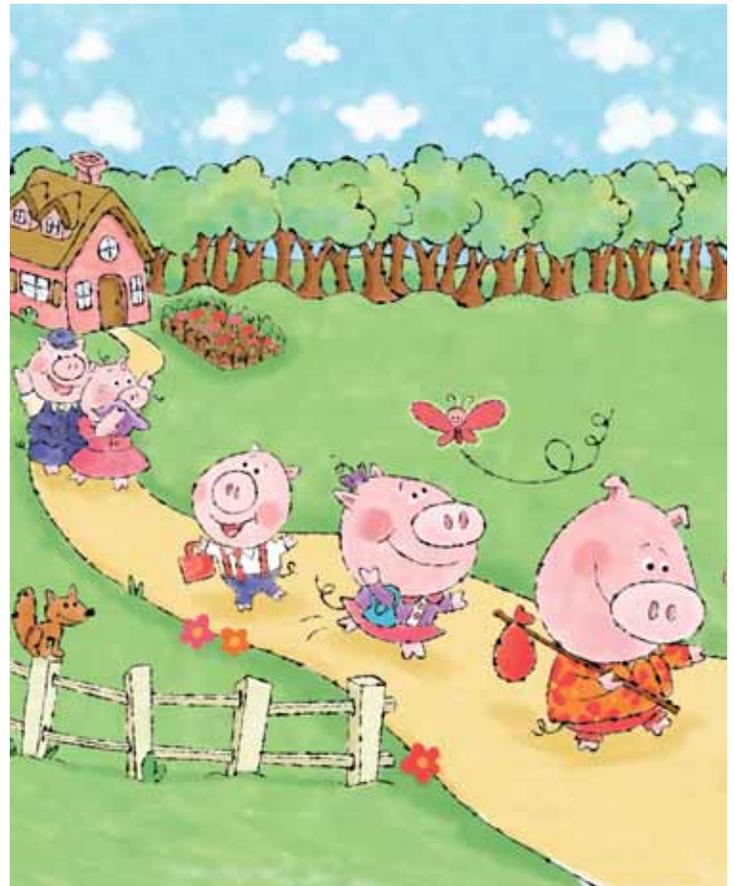
The Three Little Pigs

Story Sequence Cards



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Unit 6 Week 19



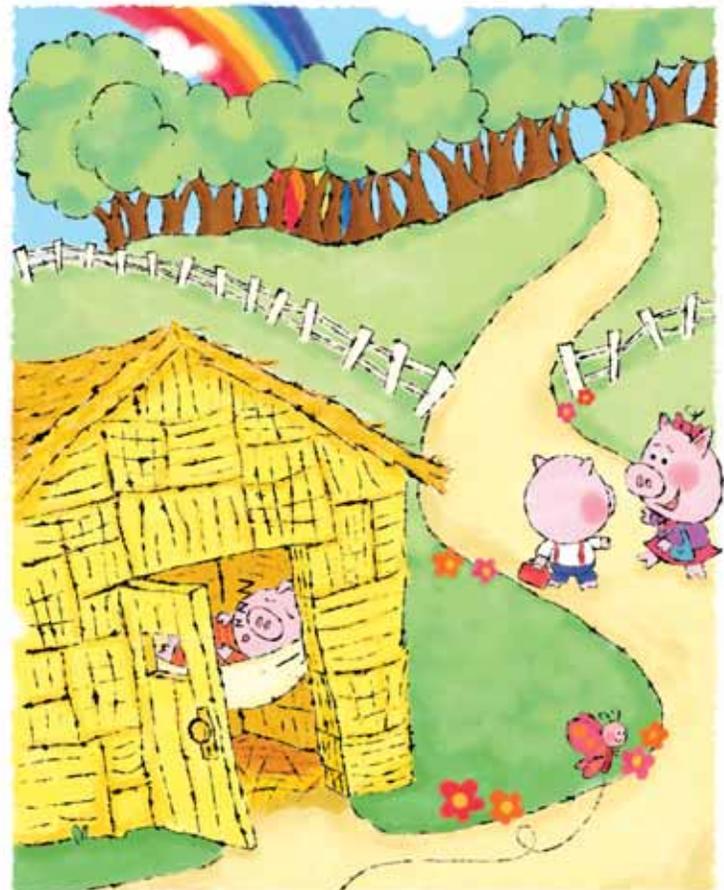
The Three Little Pigs

Starfall Pre-K



The Three Little Pigs

Starfall Pre-K



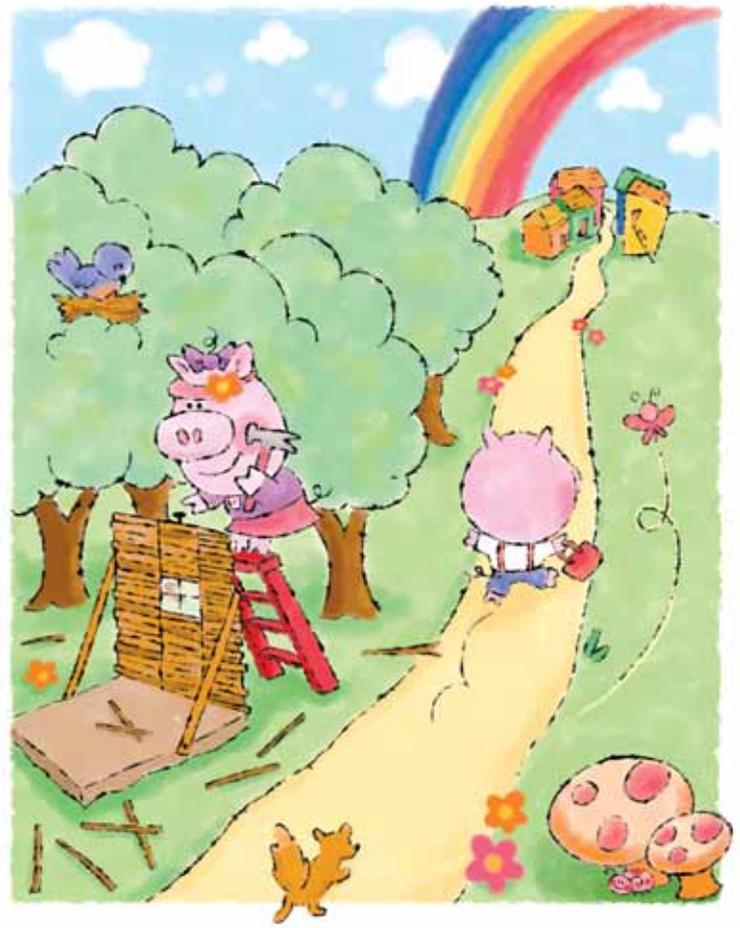
The Three Little Pigs

Starfall Pre-K



The Three Little Pigs

Starfall Pre-K



The Three Little Pigs

Starfall Pre-K



The Three Little Pigs

Starfall Pre-K



The Three Little Pigs

Starfall Pre-K



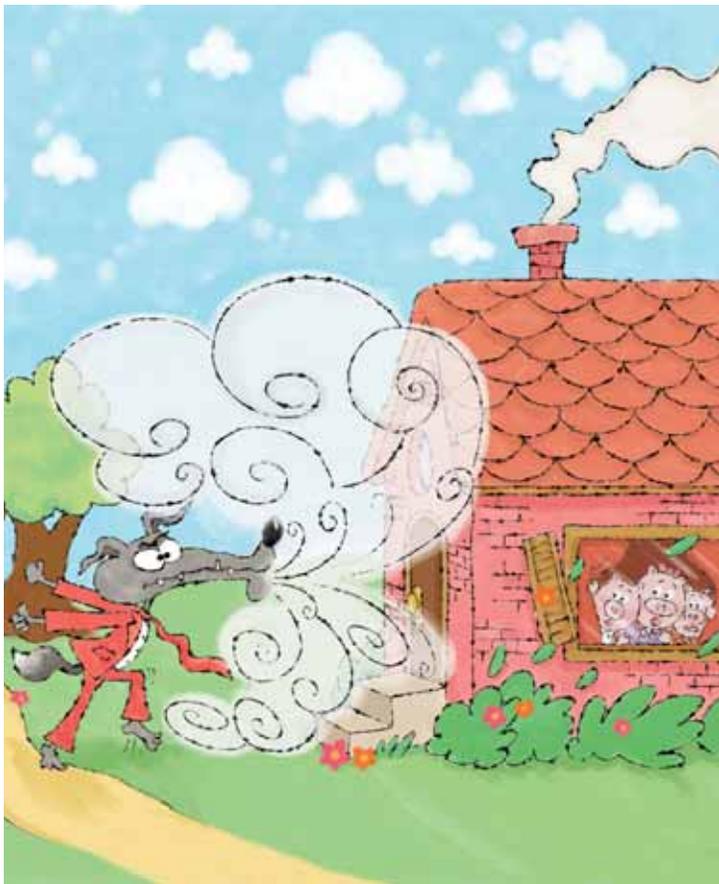
The Three Little Pigs

Starfall Pre-K



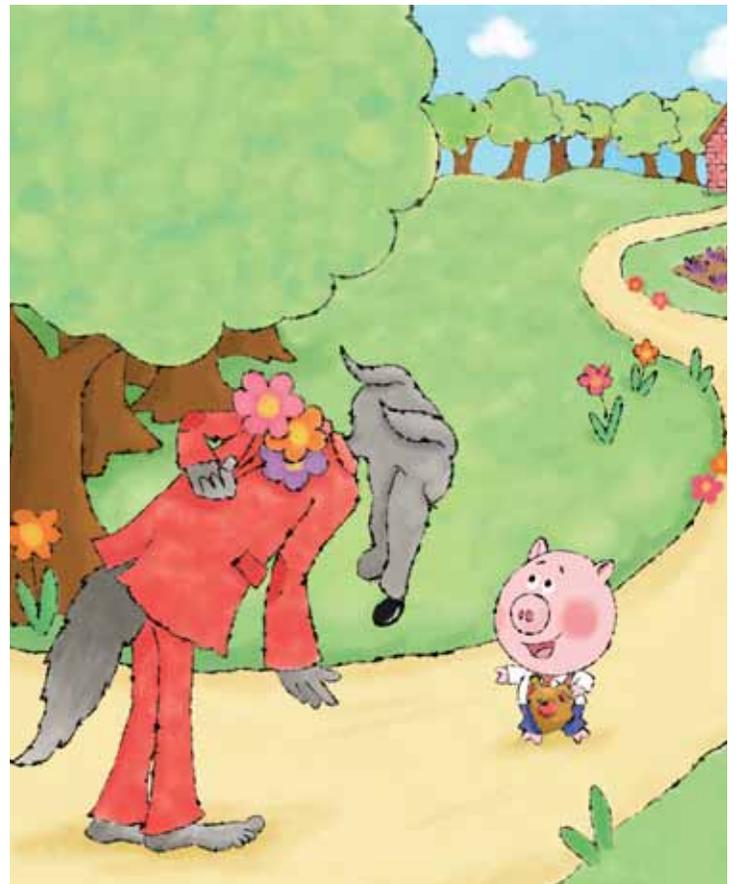
The Three Little Pigs

Starfall Pre-K



The Three Little Pigs

Starfall Pre-K



The Three Little Pigs

Starfall Pre-K

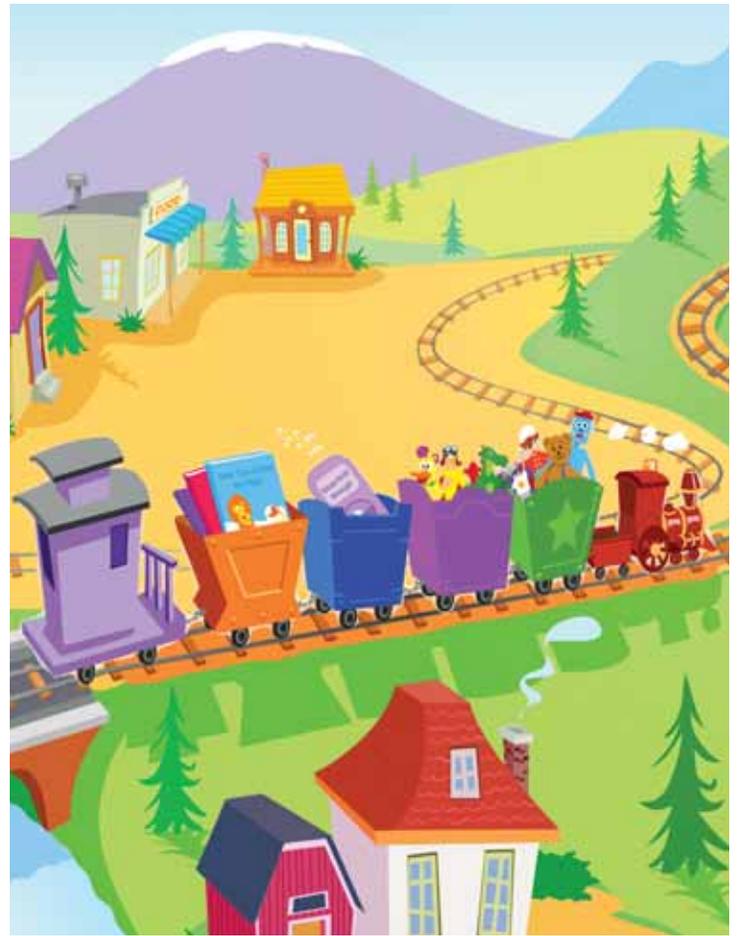
A Tale of Two Little Engines Together they could!



Story Sequence Cards

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Unit 6 Week 21



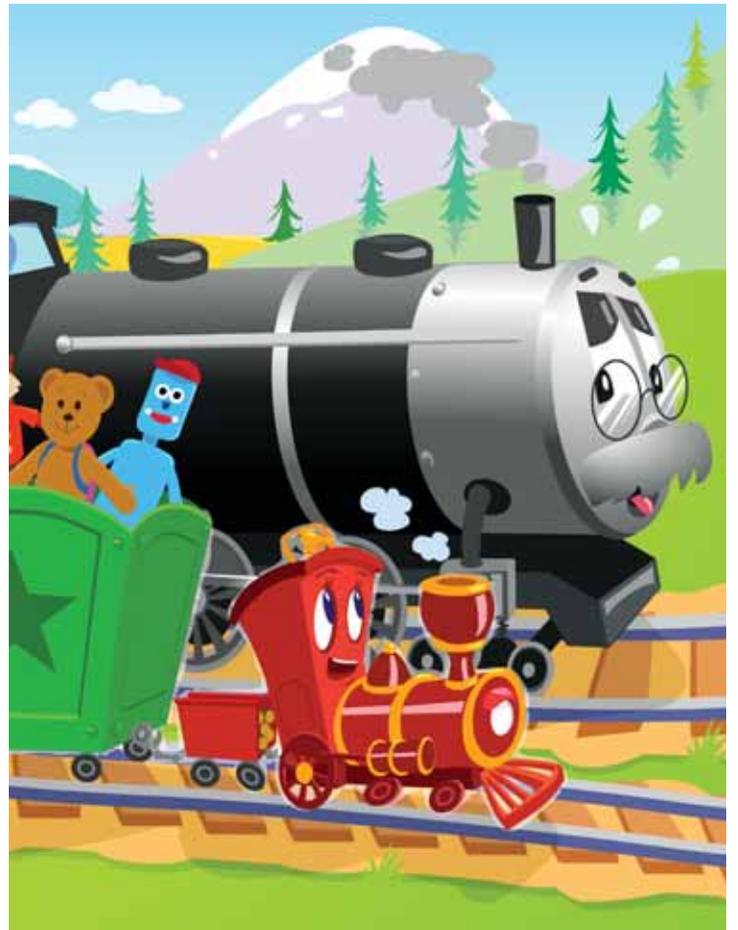
A Tale of Two Engines

Starfall Pre-K



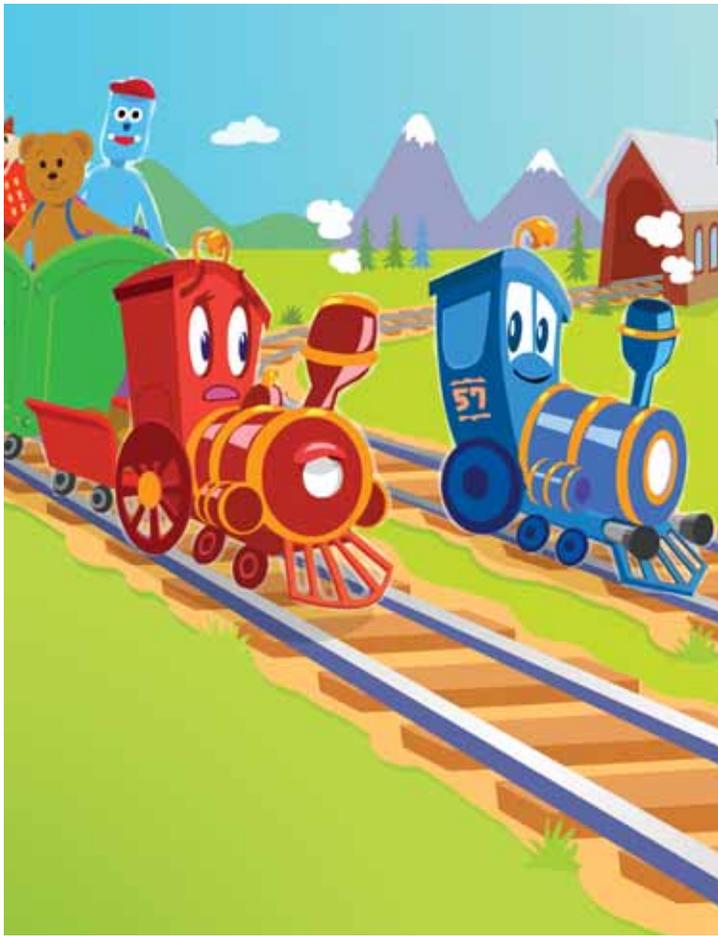
A Tale of Two Engines

Starfall Pre-K



A Tale of Two Engines

Starfall Pre-K



A Tale of Two Engines

Starfall Pre-K



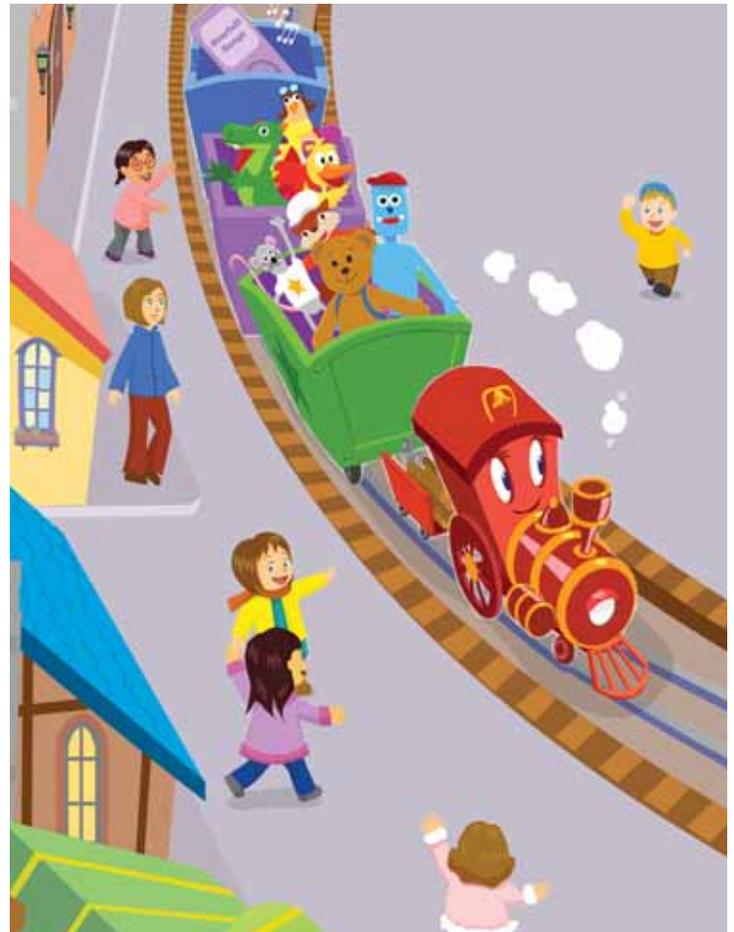
A Tale of Two Engines

Starfall Pre-K



A Tale of Two Engines

Starfall Pre-K



A Tale of Two Engines

Starfall Pre-K

