

Unit 3 introduces the children to their bodies, their five senses in particular, and how to keep their bodies safe and healthy. They will learn how easily germs are spread and will practice classifying foods as healthy and not healthy. They will also become "meteorologists" and learn to forecast the daily weather. This unit also teaches the children rules to help keep them safe in a variety of situations.

In addition, the children will explore:

- Ss/s/; Aa /a/; Pp /p/
- Blending onsets and rimes
- Size relationships (comparing and ordering)
- Discriminating rhyming and non rhyming words
- Solving story problems
- Patterns
- Compound word segments (characters/setting)
- Sequencing
- Syllables
- Compare/contrast heights
- Numbers
- Pairs

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## Unit 3 • Week 8: Your Five Senses

This week you will begin your study of the body as you introduce the children to the five senses. They will also learn the meaning of forecasting and become meteorologists who daily forecast the weather.

The children will also:

- Practice discriminating rhyming and non rhyming words
- Learn /s/ and identify initial and final /s/ words
- Use their five senses to learn more about the world around them
- Discover that some objects come in pairs
- Combine words to form compounds
- Dramatize the story "Chicken Little"

### Essential Questions

- *How do your five senses help you understand the world around you?*
- *How do meteorologists help us?*
- *How do illustrations or pictures in a story help us to know what might happen next?*
- *How can asking questions about a story help us to learn?*
- *Which character in "Chicken Little" would you like to be? Why?*
- *How many pairs of things do you have on your body?*

### Standards & Benchmarks

#### Emergent Reading

##### Comprehension

- Asks and answers appropriate questions about the story
- Recalls information from stories
- Uses illustration clues to predict
- Identifies sequence of events
- Identifies story characters
- Distinguishes between fiction and nonfiction
- Makes inferences
- Compares and contrasts

##### Emergent Writing

- Uses drawing to convey meaning
- Uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)

##### Phonological Awareness

- Counts syllables
- Combines onset and rime to form a familiar one-syllable word with and without pictorial support
- Discriminates rhyming words
- Listens for beginning sound
- Isolates ending sound

##### Print/Book Awareness

- Connects oral language and print
- Distinguishes relationship between print and illustrations
- Demonstrates directionality in print

### **Phonics: Alphabetic Knowledge**

- Focuses on letter names and shapes
- Matches some letters to their sounds

### **Sentences & Structure**

- Uses sentences with more than one phrase
- Combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning

### **Listening & Speaking**

- Follows simple and multiple-step directions

### **Vocabulary**

- Acquires new vocabulary
- Discusses words and word meanings
- Understands describing words

## **Math**

### **Counting & Cardinality**

- Verbally counts in sequence
- Uses one-to-one correspondence to determine "how many"
- Recognizes numerals
- Uses different ways to represent numbers

## **Creative Arts**

- Explores visual materials and activities
- Expresses self through movement
- Represents fantasy and real-life experiences through pretend play
- Participates in teacher-guided dramatic activities
- Engages in cooperative pretend play with other children

## **Physical Development**

### **Fine Motor Skills**

- Uses writing and drawing tools
- Coordinates hand and eye movements
- Demonstrates control, strength and dexterity to manipulate objects

## **Media & Technology**

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## **Science**

### **Concepts**

- Observes and describes weather and how it changes
- Uses senses to explore
- Investigate states of matter (solids and liquids)

### **Processes**

- Shows curiosity by asking questions and seeking information
- Makes and verifies predictions

## **Social & Emotional Development**

- Recognizes own first and last name
- Uses materials appropriately and puts them away
- Demonstrates increased flexibility, imagination and inventiveness
- Recognizes and identifies feelings

# Unit 3 • Week 9: Staying Healthy

This week you will introduce the children to five ways to keep their bodies healthy. They will become familiar with a Chinese fable and learn that many people eat with chopsticks.

The children will also:

- Practice discriminating rhyming and non-rhyming words
- Learn /a/ and identify initial /a/ words
- Classify foods as healthy and unhealthy
- Learn exercises for staying healthy
- Retell and dramatize a Chinese fable
- Discover how easily germs are spread
- Practice thanking others for their kindness
- Discuss characters and settings in a story
- Compare and contrast their heights

## Essential Questions

- *Why is staying healthy important?*
- *Why is exercise good for you?*
- *What if you only ate candy all day and no healthy food?*
- *How does putting sounds together help us learn how to read?*
- *Why is getting enough rest and sleep important?*
- *What lesson did you learn from "One Rice Thousand Gold?"*

## Standards & Benchmarks

### Emergent Reading

#### Comprehension

- *Recalls information from stories*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Uses illustration clues to predict*
- *Identifies sequence of events*
- *Connects events, characters, and actions in stories to specific experiences*
- *Identifies story characters*
- *Identifies role of author/illustrator*

#### Emergent Writing

- *Writes own name*
- *Uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)*

#### Phonics: Alphabetic Knowledge

- *Recites the alphabet in sequence*
- *Focuses on letter names and shapes*
- *Matches some letters to their sounds*

### **Phonological Awareness**

- Deletes a word from a compound word
- Combines onset and rime to form a familiar one-syllable word with and without pictorial support
- Discriminates rhyming words
- Listens for beginning sound

### **Listening & Speaking**

- Participates in group discussions

### **Print/Book Awareness**

- Connects oral language and print
- Distinguishes relationship between print and illustrations
- Demonstrates directionality in print

### **Vocabulary**

- Acquires new vocabulary
- Discusses words and word meanings

## **Math**

### **Counting & Cardinality**

- Verbally counts in sequence
- Uses one-to-one correspondence to determine “how many”
- Recognizes numerals
- Combines and separates sets of objects to create new sets
- Compares and orders groups of objects (more, fewer, less and/or same)

### **Measurement & Data**

- Becomes familiar with standard and nonstandard measuring tools and their uses

### **Patterns & Seriation**

- Sorts objects into categories
- Orders objects in increasing order of size

## **Creative Arts**

- Explores visual materials and activities
- Creates original work
- Represents fantasy and real-life experiences through pretend play
- Participates in teacher-guided dramatic activities

## **Physical Development**

### **Fine Motor Skills**

- Uses writing and drawing tools
- Coordinates hand and eye movements
- Demonstrates control, strength and dexterity to manipulate objects

## **Health & Safety**

- Demonstrates awareness of good nutritional practices
- Discusses appropriate health and safety procedures

## **Science**

### **Concepts**

- Observes and describes weather and how it changes
- Investigate states of matter (solids and liquids)

### **Processes**

- Makes and verifies predictions

## **Media & Technology**

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## **Social & Emotional Development**

- Recognizes own first and last name
- Recognizes and identifies feelings
- Works with others to solve problems

# Unit 3 • Week 10: Being Safe

This week you will introduce the children to rules that will keep them safe in a variety of situations. Topics include: *Inside School, On the Playground, Taking a Walk, Wheels, Wheels, Wheels, In a Car, Around the House, Tub and Shower, At the Pool, Fire, and Strangers.*

The children will also:

- Learn /p/ and identify initial and final /p/ words
- Discuss size relationships between objects
- Compare and contrast their heights
- Practice putting story events in sequence and experience out of sequence story events
- Consider story characters' emotions
- Dramatize *Goldilocks and the Three Bears*
- Duplicate and create patterns

## Essential Questions

- *Why is the order of story important?*
- *What would happen if we read the story backwards?*
- *What safety rules are important to remember?*
- *Why is knowing what to do if you see a stranger important?*
- *Why is making good choices important?*
- *What if everyone in the world was only one foot tall?*
- *If you could change the story Goldilocks and the Three Bears, how would you change it?*

## Standards & Benchmarks

### Emergent Reading

#### Comprehension

- *Asks and answers appropriate questions about the story*
- *Recalls information from stories*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Uses illustration clues to predict*
- *Identifies sequence of events*
- *Connects events, characters, and actions in stories to specific experiences*
- *Identifies role of author/illustrator*

#### Conversation

- *Provides appropriate information for the setting*
- *Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)*

#### Emergent Writing

- *Uses drawing to convey meaning*
- *Uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)*
- *Writes some letters on request*

### **Phonological Awareness**

- Combines words to make a compound word
- Deletes a word from a compound word
- Counts syllables
- Deletes a syllable from a word
- Combines onset and rime to form a familiar one-syllable word with and without pictorial support
- Listens for beginning sound
- Isolates ending sound

### **Vocabulary**

- Acquires new vocabulary
- Uses illustrations to find the meanings of unknown words

### **Phonics: Alphabetic Knowledge**

- Recites the alphabet in sequence
- Focuses on letter names and shapes
- Matches some letters to their sounds

### **Print/Book Awareness**

- Connects oral language and print

### **Listening & Speaking**

- Understands by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said

## **Math**

### **Counting & Cardinality**

- Uses one-to-one correspondence to determine “how many”
- Understands that numbers always represent the same quantity

### **Measurement & Data**

- Becomes familiar with standard and nonstandard measuring tools and their uses
- Uses graphs and charts to answer questions

### **Patterns & Seriation**

- Uses rules to create and extend repeating patterns
- Sorts objects into categories
- Describes objects according to characteristics or attributes
- Orders objects in increasing order of size

## **Creative Arts**

- Shows care and persistence in a variety of art projects
- Participates in teacher-guided dramatic activities
- Engages in cooperative pretend play with other children

## **Health & Safety**

- Identifies basic safety rules
- Discusses appropriate health and safety procedures

## **Media & Technology**

- Enjoys electronic forms of storybooks and informational texts
- Uses technology to explore and review information

## **Physical Development**

### **Fine Motor Skills**

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

### **Gross Motor Skills**

- Distinguishes left from right

## **Science**

### **Concepts**

- Observes and describes weather and how it changes
- Uses senses to explore
- Investigate states of matter (solids and liquids)

## **Social Studies**

### **Self & Community**

- Begins to categorize time intervals
- Becomes aware of common symbols in the community

## **Social & Emotional Development**

- Demonstrates willingness to choose a variety of familiar and new experiences
- Works with others to solve problems
- Recognizes and identifies feelings