

Unit 2: Your Home & Neighborhood

This week you will introduce the children to your Calendar Routine, through which they will learn to determine school days, home days, and special days. They will also be introduced to the letter/sound routine, which will be used throughout the school year, learn how to observe and predict the weather, and you will get to know each other better as you and the children share information about your families.

In addition, the children will explore:

- Bb /b/; Tt /t/; Nn/n/
- Compound words
- Sequencing of events in a story
- American Sign Language
- Blending onsets and rimes
- Making predictions
- Families
- Safety signs
- Numbers in their environment
- Fire safety
- Comparing/contrasting
- Choices
- Money

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## Unit 2 • Week 5: Your Home & Neighborhood

This week you will introduce the children to your Calendar Routine, through which they will learn to determine school days, home days, and special days. Children will be introduced to the letter/sound routine this week, and you will get to know each other better as you and the children share information about your families.

The children will also:

- Learn /b/ and identify initial and final /b/ words
- Graph their opinions of the Little Red Hen's decision
- Be introduced to compound words
- Learn the American Sign Language sign for *Bb*
- Sequence story events
- Blend onsets and rimes
- Discuss chores and how to help their families at home
- Predict how changing a story element affects the story
- Compare and contrast an alternate version of *The Little Red Hen* with the Starfall version

### Essential Questions

- *What if no one helped at home?*
- *What might happen if the Gingerbread Boy became a member of your family?*
- *How would the story of the "Little Red Hen" be different if all the characters decided to help her?*
- *How are numbers helpful to us?*

### Standards & Benchmarks

#### Reading

- Identifies roles of author/illustrator
- Interacts appropriately with books and other materials in a print-rich environment
- Makes connections using illustrations/photos, prior knowledge, real-life experiences
- Asks and answers questions about key elements and details in a text
- Recognizes common types of literature
- Uses illustrations to make inferences or predict
- Retells familiar stories in sequence
- Recognizes cause and effect
- Identifies sequence of events
- Identifies basic similarities in and differences between two texts on the same topic
- Identifies characters, settings, and events

- Makes predictions based on titles, illustrations, content, and prior knowledge
- Recalls information from stories
- Compares and contrasts characters, stories, or events

#### Phonics & Word Recognition

- Recognizes beginning sounds
- Associates letters with their names and sounds

#### Print Concepts

- Understands print conveys meaning
- Demonstrates/Understands directionality in print
- Focuses on letter names and shapes
- Recognizes relationships between illustrations and text
- Identifies front/back cover and title of a book
- Understands that letters form words

### **English Conventions**

- Uses frequently occurring nouns and verbs
- Recognizes first letter of names is capitalized

### **Alphabet Knowledge**

- Recognizes and names letters in own name

### **Phonological Awareness**

- Identifies spoken words as same or different
- Recognizes/identifies beginning sounds in words
- Combines words to form compound words
- Isolates and pronounces the initial sounds in words
- Combines onsets and rimes to form words
- Blends syllables into spoken words
- Identifies rhyming words

### **Vocabulary**

- Uses new vocabulary
- Applies new meanings to familiar words
- Asks questions about unknown objects and words
- Discusses words and their meanings
- Explores word relationships and nuances
- Understands describing words

### **Speaking & Listening**

- Speaks in complete sentences
- Listens to and discusses literary texts
- Participates in collaborative conversations with diverse partners about pre-kindergarten topics and texts
- Engages in agreed-upon rules for discussions
- Follows simple and multiple-step directions
- Engages in conversation with peers and adults
- Demonstrates knowledge of nonverbal conversational rules
- Describes familiar people, places, things, and events

### **Writing**

- Writes own name
- Uses drawing to convey meaning
- Contributes to a shared writing experience or topic of interest

### **Language Development**

- Comprehends simple vocabulary in a language other than their own

### **Mathematics**

#### **Number Sense**

- Counts/identifies numbers in sequence
- Uses one-to-one correspondence to determine "how many"
- Recognizes number of objects without counting (subitizing)
- Recognizes and names numerals
- Uses positional words
- Represents numbers in different ways
- Understands ordinal numbers
- Understands that numbers always represent the same quantity

#### **Geometry and Spatial Sense**

- Recognizes and identifies basic two-dimensional geometric shapes
- Describes, compares, creates, and composes basic shapes

#### **Measurement and Data**

- Uses charts and graphs to collect and analyze data
- Uses terms related to time periods such as morning, afternoon, night, today, tomorrow and yesterday
- Becomes familiar with standard and nonstandard measuring tools and their uses

### **Science**

#### **Scientific Inquiry and Reasoning**

- Uses tools and equipment to explore objects
- Uses senses to explore
- Collects, describes and records information

#### **Physical Science**

- Develops awareness of the properties of objects
- Observes and describes how objects move

#### **Earth and Space**

- Investigates properties of earth materials including water, soil, rocks, and sand
- Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)
- Observes and describes the weather and how it changes

## ***Social Studies***

### **Self, Family and Community**

- Recognizes and accepts responsibilities
- Demonstrates knowledge of personal information
- Recognizes his or her role as a member of a group
- Describes characteristics of where he or she lives and visits

### **Geography and Cultural Differences**

- Understands similarities and respects differences among people including those from different cultures

### **Government**

- Recognizes patriotic symbols and activities

### **History**

- Differentiates past, present, and future
- Describes events that happened in the past

## ***Technology***

### **Exploring Technology**

- Uses technology to explore concepts and gain information

### **Technology Use**

- Navigates simple on screen menus
- Enjoys using electronic forms of storybooks and information texts

## ***Approaches to Learning***

### **Initiative and Curiosity**

- Demonstrates willingness to try new challenges

### **Creativity**

- Approaches tasks, activities, and problems with creativity
- Uses imagination in play and interaction with others

## ***Creative Arts***

### **Art**

- Describes or explains own artwork

### **Creative Movement and Dance**

- Expresses concepts, ideas or feelings through movement
- Participates in a variety of movement activities with out without props

### **Dramatic Play**

- Engages in cooperative pretend play with other children
- Represents fantasy and real-life experiences through pretend play
- Demonstrates appropriate audience skills

## ***Health, Safety, and Nutrition***

### **Self-Care**

- Demonstrates personal hygiene and emerging self-care skills

### **Safety**

- Recognizes dangerous substances

## ***Physical Development***

### **Fine Motor Skills**

- Demonstrates hand-eye coordination

### **Gross Motor Skills**

- Moves with an awareness of personal space in relationship to objects and others
- Combines a sequence of large motor skills
- Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

## ***Social/Emotional Development***

### **Self-Regulation**

- Regulates emotions, attention, impulses and behavior
- Demonstrates self-help skills
- Follows simple rules, routines, and directions

### **Relationships**

- Seeks assistance from adults and classmates
- Expresses common courtesy and respects the rights of others
- Engages in and maintains positive relationships and interactions
- Identifies family members and their relationships

### **Social Problem Solving**

- Works with others to solve problems

### **Emotional Development**

- Recognizes and identifies emotions in self and others
- Shows emotions through facial expressions
- Empathizes with the feelings of others

## Unit 2 • Week 6: Your Neighborhood

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

The children will also:

- Discuss elements of a neighborhood and a community
- Learn /t/ and identify initial and final /t/ words
- Be introduced to the octagon shape
- Learn to use a Talking Stone
- Discuss transportation and a variety of community buildings
- Learn about safety signs
- Explore the use of pennies
- Practice writing in shaving cream

### Essential Questions

- *Why is knowing your name and phone number important?*
- *How can predicting the weather help us?*
- *How do pictures in a story help us better understand the story?*
- *Why do we need money?*
- *How do shapes help us understand traffic signs?*
- *What if there were no cars, vans or buses?*
- *Why are maps important?*

### Standards & Benchmarks

#### Reading

- Identifies roles of author/illustrator
- Makes connections using illustrations/photos, prior knowledge, real-life experiences
- Asks and answers questions about key elements and details in a text
- Uses illustrations to make inferences or predict
- Retells familiar stories in sequence
- Recognizes cause and effect
- Identifies characters, settings, and events in a story

#### Phonics & Word Recognition

- Recognizes beginning sounds in words
- Associates letters with their names and sounds
- Identifies words beginning with the same letter as their own name

#### Print Concepts

- Understands print conveys meaning
- Demonstrates/Understands directionality in print
- Focuses on letter names and shapes
- Recognizes relationships between illustrations and text
- Recognizes spoken words are represented in written language by specific sequences of letters

## **Print Concepts (Continued)**

- Differentiates between letters and numbers
- Shows where print begins on a page
- Identifies front/back cover and title of a book

## **English Conventions**

- Recognizes first letter of names is capitalized
- Understands and uses question words
- Forms regular plural nouns

## **Phonological Awareness**

- Identifies spoken words as same or different
- Recognizes and identifies beginning and ending sounds in words
- Combines words to form compound words
- Combines onsets and rimes to form words
- Counts and blends syllables into spoken words

## **Vocabulary**

- Uses words and phrases acquired through conversations and read alouds
- Comprehends vocabulary
- Discusses words and word meanings
- Explores word relationships and nuances
- Uses illustrations and context to determine word meaning
- Connects words to their meanings

## **Speaking & Listening**

- Engages in agreed-upon rules for discussions
- Follows simple and multiple-step directions

## **Writing**

- Writes own name
- Contributes to a shared writing experience or topic of interest
- Uses scribble/writing to convey meaning
- Independently writes some letters

## **Language Development**

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

## **Mathematics**

### **Number Sense**

- Counts in sequence
- Recognizes number of objects without counting (subitizing)
- Recognizes numerals
- Recognizes numbers in the environment
- Represents numbers in different ways
- Understands and uses ordinal numbers

### **Geometry and Spatial Sense**

- Recognizes and identifies basic two-dimensional shapes
- Recognizes and identifies basic three-dimensional shapes
- Describes, compares, creates, and composes basic shapes
- Identifies shapes regardless of orientations or size
- Responds to and uses positional words such as in, under, between, down, behind
- Understands directionality, order, and position of self and objects in space

### **Measurement and Data**

- Uses charts and graphs to collect and analyze data
- Explores the use and meaning of coins
- Uses terms related to time periods such as morning, afternoon, night, today, tomorrow and yesterday
- Sorts objects by physical attributes

## **Science**

### **Scientific Inquiry and Reasoning**

- Makes and verifies predictions

### **Earth and Space**

- Observes and describes the weather and how it changes
- Understands the use of natural resources and demonstrates environmental awareness and responsibility (reduce, reuse, recycle)

## **Social Studies**

### **Self, Family and Community**

- Demonstrates knowledge of personal information
- Recognizes common symbols in the community
- Investigates ways people form communities
- Recognizes his or her role as a member of a group
- Describes characteristics of where he or she lives and visits
- Recognizes common symbols in the community

### **Geography and Cultural Differences**

- Understands maps are representations of actual places

## ***Social Studies (Continued)***

### **Government**

- Recognizes patriotic symbols and activities

### **History**

- Begins to categorize time intervals
- Understands how people live and what they do changes over time

### **Economics**

- Demonstrates an awareness of the uses of money
- Understands money is earned through work
- Understands money is exchanged for goods/services
- Recognizes the difference between wants and needs

## ***Technology***

### **Exploring Technology**

- Uses technology independently to explore concepts and gain information

### **Technology Use**

- Enjoys using electronic forms of storybooks and information texts

### **Technology and Our World**

- Identifies how technology affects them in daily life

## ***Approaches to Learning***

### **Initiative and Curiosity**

- Demonstrates increasing independence and willingness to try new challenges
- Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities
- Shows curiosity and initiative by choosing to explore a variety of activities and discuss a range of topics, ideas, and tasks

### **Engagement and Persistence**

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

### **Creativity**

- Approaches tasks, activities, and problems with creativity

### **Reflection and Problem Solving**

- Uses self-talk as a strategy
- Uses prior knowledge to understand new experiences or problems in new contexts

## ***Creative Arts***

### **Art**

- Describes or explains own artwork

### **Music**

- Enjoys participating in music activities
- Experiences different moods, tempos, and rhythms in music activities
- Creates sound using traditional or handmade instruments

### **Creative Movement and Dance**

- Expresses feelings through movement
- Responds to changes in tempo and variety of rhythms
- Participates in creative movement
- Participates in a variety of movement activities

### **Dramatic Play**

- Engages in cooperative pretend play with other children
- Represents fantasy and real-life experiences through pretend play

## ***Physical Development***

### **Fine Motor Skills**

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

### **Gross Motor Skills**

- Moves with an awareness of personal space in relationship to objects and others
- Moves with balance and control
- Combines a sequence of large motor skills

## ***Social/Emotional Development***

### **Self-Regulation**

- Regulates emotions, attention, impulses and behavior

### **Relationships**

- Seeks assistance from adults and classmates
- Engages in and maintains positive relationships and interactions
- Expresses common courtesy and respects the rights of others

### **Social Problem Solving**

- Works with others to solve problems

### **Emotional Development**

- Recognizes and identifies emotions in self and others
- Empathizes with the feelings of others

## Unit 2 • Week 7: Community Helpers

This week you will introduce the children to community helpers, firefighters in particular. They will learn to connect the concept of community helpers to their classroom helper responsibilities. The children will also choose and illustrate the community helpers they would most like to become when they get older.

The children will also:

- Learn /n/ and identify initial and final /n/ words
- Discover numbers in their environment
- Experience when and how to call 9-1-1
- Practice what to do in case of a house fire
- Learn what makes a pair
- Put words together to form compound words
- Write a class thank you note
- Practice rhyming words

### Essential Questions

- *Why are community helpers important?*
- *What community helper is your favorite? Why?*
- *Why is it important to know how to dial 9-1-1?*
- *How does knowing what new words mean important to understanding a story?*
- *How do firefighters help us?*

### Standards & Benchmarks

#### Reading

- *Interacts appropriately with books and other materials in a print-rich environment*
- *Recalls important facts from informational text*
- *Recognizes common types of literature*
- *Uses illustrations to make inferences or predict*
- *Retells familiar stories in sequence*
- *Differentiates between fiction and nonfiction*
- *Makes predictions based on titles, illustrations, content, and prior knowledge*
- *Identifies characters, settings, and events in a story*

#### Phonics & Word Recognition

- *Recognizes beginning sounds in words*
- *Associates letters with their names and sounds*
- *Identifies words beginning with the same letter as their own name*

#### Print Concepts

- *Demonstrates/Understands directionality in print*
- *Focuses on letter names and shapes*
- *Recognizes relationships between illustrations and text*
- *Shows where print begins on a page*

#### English Conventions

- *Uses frequently occurring nouns and verbs*
- *Recognizes first letter of names is capitalized*
- *Understands and uses question words*
- *Forms regular plural nouns*



## ***Phonological Awareness***

- Recognizes and identifies beginning and ending sounds in words
- Combines words to form compound words
- Combines onsets and rimes to form words
- Identifies rhyming words
- Identifies spoken words as same or different

## ***Vocabulary***

- Asks questions about unknown objects and words
- Discusses words and word meanings
- Identifies real-life connections between words and their use
- Explores word relationships and nuances
- Identifies new meaning for familiar words and applies them accurately

## ***Speaking & Listening***

- Speaks in complete sentences
- Participates in collaborative conversations with diverse partners about pre-kindergarten topics and texts
- Engages in agreed-upon rules for discussions
- Follows simple and multiple-step directions

## ***Writing***

- Writes own name
- Recognizes writing as a way of communicating for a variety of purposes
- Contributes to a shared writing experience or topic of interest
- Uses drawing, dictation and/or scribble writing to convey meaning
- Independently writes some letters

## ***Language Development***

- Expresses simple greetings, words, and phrases in a language other than their own
- Understands people use different languages (including sign language) to communicate
- Demonstrates the ability to listen, understand, and respond in increasingly complex ways

## ***Mathematics***

### ***Number Sense***

- Counts/Identifies numbers in sequence
- Uses one-to-one correspondence to determine "how many"
- Uses numbers to predict, estimate, and make realistic guesses
- Recognizes, names or writes numerals
- Compares and orders groups of objects
- Recognizes number of objects stays the same regardless of their arrangement
- Recognizes numbers in the environment
- Understands ordinal numbers

### ***Geometry and Spatial Sense***

- Recognizes and identifies basic two-dimensional shapes
- Identifies shapes regardless of orientations or size
- Responds to and uses positional words such as in, under, between, down, behind

### ***Measurement and Data***

- Uses charts and graphs to collect and analyze data
- Uses terms related to time periods such as morning, afternoon, night, today, tomorrow and yesterday

## ***Science***

### ***Scientific Inquiry and Reasoning***

- Uses senses to explore
- Makes and verifies predictions

### ***Earth and Space***

- Investigates properties of earth materials including water, soil, rocks, and sand
- Observes and describes the weather and how it changes

## ***Social Studies***

### ***Self, Family and Community***

- Demonstrates knowledge of personal information
- Investigates ways people form communities
- Recognizes his or her role as a member of a group (class, family, community)
- Demonstrates knowledge about community workers and their roles
- Describes characteristics of where he or she lives and visits
- Recognizes common symbols in the community
- Recognizes the roles and responsibilities of various workers in their community
- Recognizes and accepts responsibilities

## ***Social Studies (Continued)***

### **Geography and Cultural Differences**

- Understands maps are representations of actual places
- Recognizes that people share the environment with other people, animals and plants

### **Government**

- Recognizes patriotic symbols and activities

### **History**

- Differentiates past, present, and future
- Understands how people live and what they do changes over time

### **Economics**

- Understands money is exchanged for goods/services

## ***Technology***

### **Exploring Technology**

- Uses technology independently to explore concepts and gain information

### **Technology Use**

- Enjoys using electronic forms of storybooks and information texts

### **Technology and Our World**

- Identifies how technology affects them in daily life

## ***Approaches to Learning***

### **Initiative and Curiosity**

- Demonstrates increasing independence and willingness to try new challenges
- Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities
- Shows curiosity and initiative by choosing to explore a variety of activities and discuss a range of topics, ideas, and tasks

### **Engagement and Persistence**

- Brings a teacher-directed or self-initiated task, activity, or project to completion
- Attends to tasks for a brief period and seeks help when needed

### **Creativity**

- Approaches tasks, activities, and problems with creativity
- Uses imagination in play and interactions with others

### **Reflection and Problem Solving**

- Uses self-talk as a strategy
- Reflects on what has been learned

## ***Creative Arts***

### **Art**

- Describes or explains own artwork

### **Music**

- Enjoys participating in music activities
- Experiences different moods, tempos, and rhythms in music activities

### **Dramatic Play**

- Demonstrates appropriate audience skills

## ***Health, Safety, and Nutrition***

### **Safety**

- Identifies importance of safety practices, rules, and routines
- Identifies adults who keep them safe and healthy
- Recognizes dangerous situations

### **Health and Nutrition**

- Develops awareness of habits that promote physical well being

## ***Physical Development***

### **Fine Motor Skills**

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

### **Gross Motor Skills**

- Moves with balance and control
- Combines a sequence of large motor skills
- Move with an awareness of personal space in relationship to objects and others

## ***Social/Emotional Development***

### **Self-Regulation**

- Recognizes and regulates emotions, attention, impulses and behavior
- Demonstrates self-help skills

### **Relationships**

- Seeks assistance from adults or classmates or assists adults or classmates

### **Social Problem Solving**

- Works with others to solve problems