

Starfall

Pre K

Teacher's Guide

# Watch Us Work



Unit **6**

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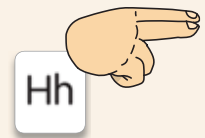
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# Week 19: Let's Build It!

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

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 chart paper with this 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.

**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. 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."

**Snack Suggestion**

Children construct their own snacks using graham crackers, bread, or toast squares as building blocks, and cream cheese, peanut butter, or softened cheese spread as cement.

**Gross Motor Skills**

Combines a sequence of large motor skills

**Math**

Verbally counts in sequence

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

**Outside Activity****Follow the Leader**

Choose a child to be the leader. The leader performs actions of his or her choice as others follow along. The leader chooses a new leader after several minutes.

**Wolf's Dinner Time**

Choose a child to be the wolf, who stands about fifteen feet away with his or her back to the other children. The children ask, "What is the time, Mr. Wolf?" The wolf faces them and shouts a time and the children take the corresponding number of steps toward him or her.

Play continues until the group gets close to the wolf and instead of a time, he or she shouts "Dinner time!" and chases the children back to the starting point. The first child the wolf catches becomes the next wolf.

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 pig or wolf

Complete projects or conduct observations and individual assessments

# WEEK 19

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

### Math

Recognizes numerals

### 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

### Media & Technology

Enjoys electronic forms of storybooks and informational texts

### Motivation for Reading

Enjoys reading and reading-related activities

## Computer Center

**Activity** — Children enjoy *Math: Numbers, "3,"* review /k/ and reinforce /w/ at ABCs: "K," and "W."

### Interaction & Observation

- Encourage children to explore numbers 0-10 in the *Math* section as well as the counting songs.
- As you visit the Computer Center, notice whether children understand what *three* (or any number) really means. For example, look for signs that indicate they recognize *three* can be represented by the numeral 3, the word *three*, or a set of three objects.

### Materials

- Computers set up to access [more.Starfall.com](http://more.Starfall.com)
- Headsets

## Art Center

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

Display illustrations of pigs in the Art Center, and give the children freedom to design their own pigs. Suggest they give their pigs names, and assist in writing them on their papers with black markers.

Display the artwork on the 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 the available books.

### Interaction & Observation

- Nonfiction books about pigs can help children learn factual information about pigs, such as what they eat, how quickly they grow, why they love to roll in the mud, etc.
- 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 (Book & Audio CD)
- Books about pigs and construction



## Dramatic Play Center

**Activity** — Children drape the 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 the parts of the three pigs and the wolf.

### Interaction & Observation

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

### Materials

- Sheets, blankets, chairs

### Creative Arts

*Engages in cooperative pretend play with other children*

*Represents fantasy and real-life experiences through pretend play*

## Construction Center

**Activity** — Challenge the children to 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.

### Materials

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

### Social/Emotional Development

*Demonstrates willingness to choose a variety of familiar and new experiences*

*Works with others to solve problems*

*Demonstrates increased flexibility, imagination and inventiveness*

## Writing Center

**Activity** — Children pretend they are a fourth pig in the story of *The Three Little Pigs*. They draw pictures of 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 to better meet their needs in the future.

### Materials

- Manila paper for each child
- Pencils, crayons

### Emergent Writing

*Demonstrates understanding of the connections among their own ideas, experiences, and written expression*

*Uses scribbles/writing to convey meaning*



## Discovery Center

### Science

Uses tools and equipment to explore objects

Participates in scientific investigations

Compares, contrasts, and classifies objects and data

**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

Describes relative position from different perspectives

Describes objects according to characteristics or attributes

**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* and *I am next to the house*.

### Materials

- Building blocks and/or other building materials



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Children stand and recite "Cathy's Hammers" while performing the appropriate actions.

## Materials

- Prepared chart paper
- Markers
- Sticky notes

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

Your pal,  
Gingerbread Boy

## 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 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.

Encourage children to build different structures during Learning Center time.

Place the chart paper in the Construction Center as a reminder.

## 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.)

## Creative Arts

Expresses self through movement

## Emergent Writing

Contributes to a shared writing experience or topic of interest

## Print/Book Awareness

Connects oral language and print

## LEARNING CENTERS

See Learning Centers for **Week 19**, pages 440-442. After cleanup, the children gather to share their experiences.



## 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

- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Picture Cards: *web, wind, woman, wood*
- Ball of white yarn

#### Phonological Awareness

Combines onset and rime to form a familiar one-syllable word with and without pictorial support

Listens for beginning sound



### Introduce /w/

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

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

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 rhyme as 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 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 of the yarn.
- 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 children to listen for /w/ today.

#### 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?*



## 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 said properly.

## Story Time

### Introduce *The Three Little Pigs*

Say: **We have talked about different things we could build.** (Indicate the straw.) **This is straw.** (Children repeat, *straw*.) **Birds might use 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?**

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 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 with the actual story.

### Materials

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

### Vocabulary

Uses illustrations to find the meanings of unknown words

Acquires new vocabulary

### Comprehension

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

Recognizes cause and effect



## Small Group & Exploration

### Math

Measures or compares the weight of one or more objects using a nonstandard reference

Uses graphs and charts to answer questions

### Science

Makes and verifies predictions

### 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 share 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.

Indicate the chart paper. Each child chooses the type of house he or she would like to build. Display the materials to help with choices. Children write their names in the appropriate columns.

Houses will be created on **Day 2**.

### Materials

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



## Gathering Routine

Continue this routine as with previous weeks.

## 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. Children use a crawling motion and blow their napkins from the beginning point to the ending point.

Repeat until all children have a turn.

## Materials

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

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



## Observe &amp; Modify

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

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 Letter Cards *a, b, e, f, m, n, o, p* and *w*.

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

Say: **Let's build the word web. Listen carefully to hear a beginning, middle, and end 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*.

## Math

Shows understanding of position words

## Phonics

Recognizes/names some letter sounds

## Print/Book Awareness

Understands that letters form words



# LEARNING CENTERS

See Learning Centers for **Week 19**, pages 440–442. After cleanup, the children gather to share their experiences.

## Circle Time

### 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 their word in the sentence.

Ask: **How many words did you hear?** (Children respond.) **Let's check.** (Say the sentence and count the words.) 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.*

### Materials

- Prepared sentence strips
- Grandmother
- Star
- Letter Card *Ww*
- Chart paper, marker
- Starfall American Sign Language Poster



### Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Listens for beginning sound

### Phonics

Focuses on letter names and shapes

### Introduce *Ww*, List *Ww* Words, ASL *Ww*

Indicate Letter Card *Ww*. 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 skywrite uppercase *W*.** (demonstrate) **Now, let's skywrite 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. 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 all 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

#### Comprehension

Identifies sequence of events



## 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. Construction paper can be used to add roofs.

**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
- Glue

#### Math

Uses numbers to predict, estimate, and make realistic guesses

#### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects





## Morning Meeting

## 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.

## Materials

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

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

## Math

Measures or compares the height of one or more objects using a nonstandard reference

Uses graphs and charts to answer questions

## 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!**

Sing "The Builder Song."

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

Indicate a narrow paper strip. Say: **Here is a paper strip. We can use it 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.

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

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

## 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 pounded 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 440–442. After cleanup, the children gather to share their experiences.

## 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

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

### 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 Picture Cards *helicopter, hen, headphones* and *house*.

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.** 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. Children say the rhyme together.

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

Encourage children to listen for /h/ today.

#### 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.*

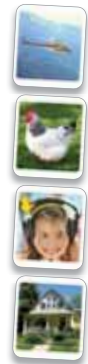
*My name begins with /h/.*

*What am I?*

#### Phonemic Awareness

*Blends three phonemes*

*Listens for beginning sound*



## Story Time

### Vocabulary

Discusses words and word meanings

### Comprehension

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

## 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* story. Say: **Here's another version of *The Three Little Pigs*. 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.

**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

### Create Puppets

Children use construction paper to create pig or wolf paper bag puppets.

Children will use 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

### Creative Arts

Shows care and persistence in a variety of art projects

Creates original work



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Play *Sing-Along* Volume 2, Track 46. 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

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

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

## 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.**

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

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

## Comprehension

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

Makes inferences

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

## Listening &amp; Speaking

Engage in agreed-upon rules for discussions

## LEARNING CENTERS

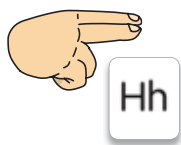
See Learning Centers for **Week 19**, pages 440-442. After cleanup, the children gather to share their experiences.



## Circle Time

### 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).



#### Phonological Awareness

Counts syllables

Listens for beginning sound

#### Phonics

Focuses on letter names and shapes

#### 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

### Introduce *Hh*, List *Hh* Words, ASL *Hh*

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

Indicate Letter Card *Hh*. 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 skywrite uppercase *H*.** (demonstrate) **Now, let's skywrite 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.

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 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?** (Children respond.) **Why? Let’s read to see if you are correct.**

Read the book, pausing briefly to discuss new vocabulary as it is introduced. Ask and answer questions about the book.

### 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.)

### Vocabulary

Acquires new vocabulary

Uses illustrations to find the meanings of unknown words

### Comprehension

Asks and answers appropriate questions about the story

## Small Group & Exploration

### Draw and Write

Review the children’s responses stating what they would like to do with the pigs and the wolf. Children illustrate their choices. They write or dictate sentences about their drawings.

Display finished papers alongside the chart paper responses.

### Materials

- Response list from today’s  
Morning Meeting  
 Drawing paper  
 Pencils, crayons

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

### Emergent Writing

Uses drawing to convey meaning

Demonstrates understanding of the connections among their own ideas, experiences, and written expression

## Morning Meeting

### Warm Up Your Brain

Play "Freeze-a-Roo." Children perform the following motions to the music as you name 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"
- Paper bag puppets
- The Three Little Pigs* as told by Brandi Chase

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

Love,  
Gingerbread Boy

### Comprehension

Retells or reenacts a story after it is read aloud

Identifies story characters

### 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.



## LEARNING CENTERS

See Learning Centers for **Week 19**, pages 440-442. After cleanup, the children gather to share their experiences.

# 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)

## Review Letters and Sounds

Indicate *Nursery Rhymes* page 48, "Wee Willie Winkie." Read the 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 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."

Place the Letter Cards in a pocket chart (in alphabetical order, face up) as children identify each one. 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.**

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

### Phonological Awareness

Combines onset and rime to form a familiar one-syllable word with and without pictorial support

Listens for beginning sound

### Phonics

Names most letters

Recognizes/names some letter sounds

Matches some letters to their sounds





## 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.”

Dramatize *The Three Little Pigs* for Gingerbread Boy.

#### Creative Arts

Participates in teacher-guided dramatic activities

#### Materials

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



## Small Group & Exploration

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



# 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 do 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

For **Day 1** you will need to gather 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 be used to create a large circle on the floor of your classroom. Generate Word Cards *in* and *out*.

### Day Two

*Morning Meeting* — Have index cards 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, and a meter stick or other nonstandard unit of measure and other objects that roll.

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

*Story Time* — Choose a book about construction to share. 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 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.

## Snack Suggestion

### Apple Gravel

Serve applesauce with granola sprinkled on top.



#### Gross Motor Skills

Combines a sequence of large motor skills

## Outside Activity

### Rolling Relays

Discuss safety rules before children have outside free play. Divide the class into several teams and designate a starting and ending point. Children get down on their hands and knees and roll a ball (tennis or other type) with their chins and foreheads, from the starting point to the ending point and back again. Play continues until all children have a turn to roll the ball.

The team to finish first may be declared the winner, or the game may end without a designated winner.

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/?"



Phonological Awareness:  
Compound Words

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



Complete projects or conduct  
observations and individual  
assessments

# WEEK 20

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

## Computer Center

**Activity** — Children enjoy *Nursery Rhyme Videos*: “Yankee Doodle” and “Aiken Drum”; *Historical Folk Songs*: “Erie Canal,” 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.

### Materials

- Computers set up to access [more.Starfall.com](http://more.Starfall.com)
- Headsets

### Creative Arts

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

## Art Center

**Activity** — Children draw a large X and I on manila paper, then create artwork by turning the letters into illustrations. Display finished pictures on the classroom walls.

### 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.

### Materials

- Manila paper
- Pencils, crayons

### Motivation for Reading

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

### Media & Technology

Enjoys electronic forms of storybooks and informational texts

## Library Center

**Preparation** — Suggested books include:

- *Dig Dig Digging* by Margaret Mayo
- *Machines at Work* by Byron Barton
- *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 investigated. 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 (Book & Audio CD)
- My Father Runs an Excavator ... and I do too!* by Brandi Chase (Book & Audio CD)
- 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.

### Materials

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

### Creative Arts

*Engages in cooperative pretend play with other children*

### Interaction & Observation

- As children take on different roles, they deepen their understanding of their world.
- 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 what they are doing, and offer suggestions to extend play.

## Construction Center

**Preparation** — Suggested books include:

- *A Day in the Life of a Construction Worker* by Heather Adamson
- *B is for Bulldozer, A Construction ABC* by June Sobel
- *The Truck Book* by Harry McNaught

**Activity** — Children build bridges, factories, schools, and libraries using the available books for inspiration.

### Materials

- Large and small blocks
- Hard hats
- Sign that reads "Construction Zone"
- Long blocks or boards for ramps
- Toy trucks for hauling blocks

### Social/Emotional Development

*Works with other to solve problems*

*Demonstrates increased flexibility, imagination and inventiveness*

### Interaction & Observation

- In talking with children in the Construction Center, interact with them 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.





## Writing Center

### Emergent Writing

*Writes own name*

**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 Teacher's Lounge to print the names with dotted lines for children to trace. For additional writing practice during the week, add Letter Cards that have already been introduced. Children practice printing the letters underneath 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 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*

### 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
- Soil or sand
- Rocks

### 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

*Predicts the results of a data collection*

*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 the numbers on scraps of paper. They 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

### Interaction & Observation

- Model one-to-one correspondence throughout the day in routines such as attendance, lining up, counting children in Learning Centers, etc.
- Provide many hands-on activities to help develop these skills.
- 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 Routine

Continue this routine as with previous weeks.

## 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.

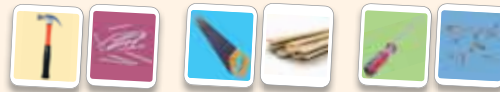
#### Materials

- Ball
- Construction tools: hammer, nail, wood, saw, screwdriver, screws (Actual tools are preferred. If they are not available, use toys or Picture Cards.)
- Teacher's choice of music

*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. Say: **A hammer is a tool used to fix or build something. Pretend you are using a hammer.** (Children pretend to hammer.) **Let's build a house. Can we build a house with just a hammer? What else might we need?** Indicate 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. Let's practice working together as a team this week.**

#### Gross Motor Skills

Moves with balance and control

#### Listening & Speaking

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

#### Science

Uses tools and equipment to explore objects

## LEARNING CENTERS

See Learning Centers for **Week 20**, pages 464-466. After cleanup, the children gather to share their experiences.

## Circle Time

### 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*.

#### Materials

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



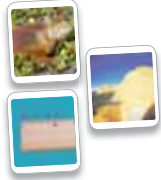
### Observe & Modify

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.

**Phonological Awareness**

Deletes a word from a compound word

Listens for beginning sound

**Introduce /i/**

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

Indicate the Picture Cards *igloo*, *iguana*, and *inch*. 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 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 Word Card *in*.) **Who can place the word in inside the circle?** A volunteer does this.

Indicate the Word Card *out*. 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, out of the circle.** A volunteer places the Word Card *out* somewhere outside of the circle.

Play “In or Out”:

- Introduce a nonsense word. (Suggestions: *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 the circle. Classmates may help.
- 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.

**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?*

*/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.*

## Story Time

### Introduce *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.

Ask and discuss the following questions:

- **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. Children give a thumbs up if they think it would be faster and easier to accomplish the activity with helpers.

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

### Materials

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

### Vocabulary

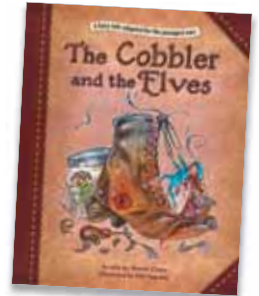
*Acquires new vocabulary*

*Asks questions about unknown objects and words*

### Comprehension

*Recalls information from stories*

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



## 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*

*Indicates there are more when combining sets of objects*

*Indicates there are less when removing objects from a set*

## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

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

Love,  
Gingerbread Boy

## 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)
- Chart paper
- Index cards
- Reusable adhesive
- Markers

## 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.

## LEARNING CENTERS

See Learning Centers for **Week 20**, pages 464-466. After cleanup, the children gather to share their experiences.

## Science

Explores simple machines

Collects, describes and records information

## Print/Book Awareness

Connects oral language and print



## Circle Time

### 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).

#### Materials

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



Ii

#### Phonological Awareness

*Combines onset and rime to form a familiar one-syllable word with and without pictorial support*

*Listens for beginning sounds*

#### Phonics

*Focuses on letter names and shapes*

#### Print/Book Awareness

*Connects oral language and print*

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

Indicate Letter Card *li*. 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 skywrite uppercase *l*.** (demonstrate) **Now, let's skywrite 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 /li/?" 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/.

#### 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

### Comprehension

Recalls important facts of information text

Distinguishes between fiction and nonfiction

### Vocabulary

Acquires new vocabulary



### 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.**

### Materials

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

## 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.

### Materials

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

### Social Studies

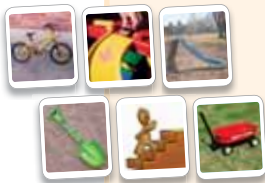
Understands maps are representations of actual places

### Science

Explores simple machines

### Comprehension

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



## Gathering Routine

Continue this routine as with previous weeks.

## 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.

## 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

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!” 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. 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.

## 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...

## Comprehension

Recalls important facts of information text

## Science

Explores simple machines

Participates in scientific investigations

Observes and describes various ways that objects move

# LEARNING CENTERS

See Learning Centers for **Week 20**, pages 464–466. After cleanup, the children gather to share their experiences.

## 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 *im-pos-si-ble*, (impossible) and *in-ter-est-ed* (interested).

### Materials

- Grandmother
- Picture Cards: *box*, *fox*
- Pocket chart



### Phonological Awareness

Counts syllables

Isolates ending sound

### 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 Picture Cards *box* and *fox*. 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 one 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.

### 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. Stop before the last page for children to predict how the story might end. Read the book pausing to briefly discuss new vocabulary as it is encountered. Compare the children's predictions with the actual story ending.

#### Materials

- Teacher choice of book about construction

#### Comprehension

*Uses illustration clues to predict*

#### Vocabulary

*Acquires new vocabulary*

## 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 choose if the marble will roll or slide, and explain the reason for their choice. Read the completed sentence, and verify the children's prediction.

Complete roll or slide predictions with the remaining objects.

#### 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 various ways that objects move*

*Makes and verifies predictions*

*Uses tools and equipment to explore objects*



## Morning Meeting

## 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.)

## 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

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

## Science

*Explores simple machines*

*Observes and describes various ways that objects move*

*Makes and verifies predictions*

## Math

*Measures or compares the length of one or more objects using a nonstandard reference*

## 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.

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

# LEARNING CENTERS

See Learning Centers for **Week 20**, pages 464-466. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonemic Awareness: Blending Consonant/Vowel/ Consonant

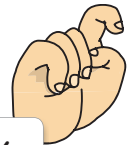
Say: **Listen to these sounds: /f/ /i/ /ks/. Now you say them: /f/ /i/ /ks/. Blend the sounds together to make a word: /f/ /i/ /ks/, fix. Let's try some more!**

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

- 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



Xx

### Introduce Xx, List Xx Words, ASL Xx

Indicate Letter Card Xx. 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 skywrite uppercase X.** (demonstrate) **Now, let's skywrite 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.)

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.

### Phonological Awareness

*Blends three phonemes*

*Isolates ending sound*

### Print/Book Awareness

*Connects oral language and print*

### Phonics

*Matches some letters to their sounds*

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**

**Teacher's Literature Choice: Construction**

Indicate your choice of construction book. Introduce the title and author. Read the book briefly explaining new vocabulary words as they are 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.

**Materials**

- Teacher's choice of book about construction

**Vocabulary**

*Discusses words and word meanings*

**Print/Book Awareness**

*Shows where reading begins on a page*

**Comprehension**

*Asks and answers appropriate questions about the story*

**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 around and create designs. Help them recognize they are pushing the paint with the craft sticks much like a bulldozer pushes dirt.

**Materials**

- Finger paint paper
- Wide craft sticks
- Several colors of finger paint
- Tablespoon

**Creative Arts**

*Explores visual materials and activities*

**Science**

*Observes and describes various ways that objects move*



## Gathering Routine

Continue this routine as with previous weeks.

### 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. 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.

#### 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

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."

#### Phonics

Focuses on letter names and shapes

#### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



## LEARNING CENTERS

See Learning Centers for **Week 20**, pages 464-466. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Compound Words

Say: **Listen to two words, and put them together to make a new word. Ready? tool/box** (toolbox), **in/side** (inside). **Now tell me the two words you hear. Ready? mailbox** (mail, box), **inside** (in, side), **hatbox** (hat, box), **sandbox** (sand, box)

### 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

#### Phonological Awareness

Combines words to make a compound word

#### Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

### Review Letters and ASL Signs

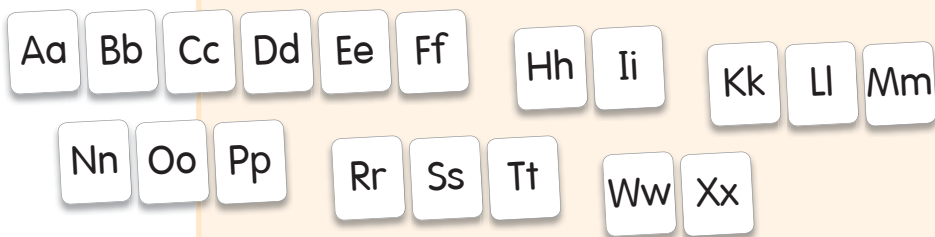
Indicate and identify Letter Cards as you place them in a pocket chart.

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.
- 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. Children vote by a show of hands for their favorite as you write the number of votes beside each one. Discuss the results and read the winning book.

#### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <i>My Father Runs an Excavator</i>          |
|                          | <i>...and I do too!</i> by Brandi Chase     |
| <input type="checkbox"/> | All books read this week                    |
| <input type="checkbox"/> | A chair for each book                       |
| <input type="checkbox"/> | Chart paper list of books read<br>this week |

#### Comprehension

*Recalls information from stories*

*Recalls important facts of information text*

#### Conversation

*Provides appropriate information for the setting*

*Demonstrates knowledge of verbal conversational rules*

## Small Group & Exploration

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

# 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

### 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.

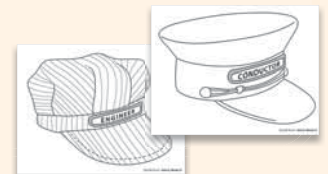
*Circle Time* — You will need a ball of yarn for the children to describe.

*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 to use to introduce 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** — Cut apart the three-dimensional shape Picture Cards and 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 room. Children will go on a Picture Hunt.

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

**Snack Suggestion****Snack Trains**

Cut empty, clean egg cartons in half lengthwise. Give one-half section to each child to use as a train. Set out snacks such as raisins, unsweetened cereals, pretzels, goldfish, tiny crackers, etc. in small bowls. Add serving spoons.



Children run their freight trains along the snack bowls to collect snacks to fill their trains.

**Airplane Snacks**

Volunteers become an airplane crew and distribute the snacks (pretzels and juice boxes) to the airline passengers.

**Outside Activity****Caboose on the Loose**

A volunteer becomes the "caboose." The rest of the children form two or three trains by hooking together, placing their hands on the waists of the children in front of them. The trains chug around while the caboose tries to catch up to the end of one of the trains. When the caboose catches up, the engine (first child in line) of that train becomes the next caboose and play resumes.

**Gross Motor Skills**

*Combines a sequence of large motor skills*

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

Complete projects or conduct observations and individual assessments



# WEEK 21

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

### 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,” *Nursery Rhyme Videos*: “Wheels on the Bus,” *I’m Reading*: “Skater Dog,” and “Moon Trip” 1 and 2.

Review /ks/ (x) , /i/, and reinforce /y/ at ABCs: X, I, and Y.

### 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 [more.Starfall.com](http://more.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 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 precut 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
- Recycled 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

### Media & Technology

Enjoys electronic forms of storybooks and informational texts

### Motivation for Reading

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

## 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 journey by boat, bus, plane, cars, etc.

### 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
- Small pieces of luggage
- Paper tickets, play money
- Travel clothing, pajamas

### Creative Arts

*Engages in cooperative pretend play with other children*

*Represents fantasy and real-life experiences through pretend play*

### Social/Emotional Development

*Demonstrates increased flexibility, imagination and inventiveness*

## 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 about 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

- Large and small blocks
- Tinker Toys
- Three-dimensional shapes
- Hard hats
- Picture books of trains, planes and boats

### Social/Emotional Development

*Demonstrates willingness to choose a variety of familiar and new experiences*

*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

### Emergent Writing

*Writes some letters on request*

*Uses letter-like shapes or letters to write words or parts of words*



## Discovery Center

### Science

Investigate states of matter (solids and liquids)

Uses tools and equipment to explore objects

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

Next, they work together to create a boat from the 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

Verbally counts in sequence

Uses rules to create and extend repeating patterns

**Activity** — Children work in pairs to make train patterns. Each child chooses one color of connecting cubes and together they create an AB pattern train by alternating colors.

Children use the completed train to measure the table or other objects throughout the classroom. They add or remove cubes to equal the height or length of the object. How many cubes long is the math table? How high is the whiteboard? How wide is the rug?

### Materials

- Connecting cubes of various colors

### Interaction & Observation

- Use connecting cubes to teach other kinds of measurement such as area.
- Find two flat objects that look the same but are different sizes (two square books or two rectangular pieces of paper). Children work in pairs to cover the objects with connecting cubes. They then count how many cubes it takes to cover each, and record their observations.

# Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

### Warm Up Your Brain

Play "Red Light, Green Light." Indicate the red sign. Remind 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.
- Run in place.
- Pat the top of your head.

### Materials

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

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

### 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)

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**.

### Gross Motor Skills

Moves with balance and control

### Science

Collects, describes and records information

### Math

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

Uses graphs and charts to answer questions

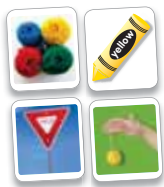
# LEARNING CENTERS

See Learning Centers for **Week 21**, pages 486–488. After cleanup, the children gather to share their experiences.

## Circle Time

### 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).



#### Phonological Awareness

Listens for beginning sounds

#### Materials

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

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

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.

#### 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

### Materials

Teacher's literature choice

### 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. As you read, children indicate where text begins on each page. Pause to briefly explain new vocabulary as it is introduced. Ask questions about the story.

#### Print/Book Awareness

*Shows where reading begins on a page*

#### Vocabulary

*Acquires new vocabulary*

## Small Group & Exploration

### Materials

- Several connect cubes for each child
- 2 dice

### Train Game

Divide 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 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, children roll the die and add cubes to their trains.

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

#### Listening & Speaking

*Follows simple and multiple-step directions*

#### Math

*Combines sets of objects to equal a set no larger than 10*

*Measures or compares the length of one or more objects using a nonstandard reference*

**Morning Meeting**

**Materials**

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

**Warm Up Your Brain**

Play “Cross Your Ankles, Touch Your Toes.” Give the following directions:

- **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.

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

Love,  
Gingerbread Boy

**Gross Motor Skills**

Combines a sequence of large motor skills

**Social Studies**

Demonstrates knowledge about community workers and their roles

**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.**

**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*

*(repeat)*

*(whoo hoo!)*

**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 486-488. After cleanup, the children gather to share their experiences.

### Circle Time

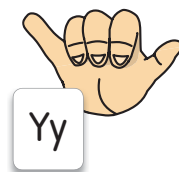
#### Phonological Awareness: Blend Onset and Rime

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

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



#### Introduce Yy, List Yy Words, ASL Yy

Indicate Letter Card Yy. 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 skywrite uppercase Y.** (demonstrate) **Now, skywrite 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*.)

#### Phonological Awareness

*Combines onset and rime to form a familiar one-syllable word with and without pictorial support*

*Listens for beginning sound*

#### Phonics

*Focuses on letter names and shapes*

#### Print/Book Awareness

*Connects oral language and print*

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**

**Materials**

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

**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.**

Say: **What do you see on the cover of the book?** (engine, cars, caboose, train tracks, toys) **Is this train going up the hill 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?**
- **How did the little engine finally get to the other side of the mountain?**
- **How did the story end?**

**Vocabulary**

Uses illustrations to find the meanings of unknown words

**Comprehension**

Uses illustration clues to predict

Makes inferences

Recalls important facts of information text

**Conversation**

Demonstrates knowledge of verbal conversational rules



## Small Group & Exploration

### Three Dimensional Shapes

Indicate the bag of objects. Say: **Here is a bag of objects that are 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 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 *more.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

*Identifies three-dimensional shapes*

*Categorizes (sorts) examples of 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
- Train Poster

**Warm Up Your Brain**

Play "Pass the Sphere." Indicate the 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. 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. Children continue the pattern until the sphere reaches the end of the line. They reverse directions and begin again.

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

**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

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.)



**LEARNING CENTERS**

See Learning Centers for **Week 21**, pages 486-488. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Words in a Sentence

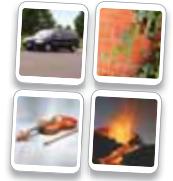
Say: **Listen to this sentence: *The kitten is playing with the yarn.* Now, you say it.** (Children repeat the sentence.) Ask: **How many words did you hear?** (Children respond.) **Let's check.**

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.

#### Materials

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



### 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 Picture Cards *van, vine, violin,* and *volcano.*

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.

#### 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?*

#### Phonological Awareness

*Distinguishes individual words within spoken phrases or sentences*

*Listens for beginning sound*

## Story Time

### 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?**

#### Comprehension

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

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

Identifies sequence of events

Recalls information from stories



#### Materials

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

## Small Group & Exploration

### Make Name Trains

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
- 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

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

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



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## 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. 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.

## Materials

- Vehicles list from **Day 1**
- Starfall Sing-Along* Volume 2

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

Your pal,  
Gingerbread Boy

## A Plane Ride

Read and discuss Gingerbread Boy's message.

Indicate the Vehicles List from **Day 1**. 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 on a plane.**

Seat the children in chairs side-by-side in two sections with an aisle between as if they were sitting on 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.

**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!*

**Social Studies**

Demonstrates knowledge about community workers and their roles

**Vocabulary**

Discusses words and word meanings

**Listening & Speaking**

Follows simple and multiple-step directions

## LEARNING CENTERS

See Learning Centers for **Week 21**, pages 486-488. After cleanup, the children gather to share their experiences.

## Circle Time



### Phonological Awareness

Combines onset and rime to form a familiar one-syllable word with and without pictorial support

Listens for beginning sound

### Print/Book Awareness

Connects oral language and print

## 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).

## Introduce Vv, List Vv Words, ASL Vv

Indicate Letter Card Vv. 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: **Skywrite uppercase V.** (demonstrate) **Now skywrite 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.

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/.

### 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

### "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.



## 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.

#### Materials

- Teacher's choice of book about airplanes

#### Vocabulary

*Acquires new vocabulary*

*Uses illustrations to find the meanings of unknown words*

#### Comprehension

*Asks and answers appropriate questions about the story*

## Small Group & Exploration

### Class Travel Journal

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 make a classroom travel journal.**

Children draw pictures of themselves on planes in trains. Assist them in writing their own sentences to describe where they are going. Encourage children to listen for sounds in the words they write. Provide adult writing under each child's written sentence.

Put the pages together to create a class travel journal for the Library Center.

#### Materials

- Drawing paper
- Pencils, crayons

#### Emergent Writing

*Demonstrates understanding of the connections among their own ideas, experiences, and written expression*

*Uses letter-like shapes or letters to write words or parts of words*



## Observe & Modify

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

**K**

Pre

Starfall

**Morning Meeting**

**Warm Up Your Brain**

Play "Pass the Cube." Gather children in a circle. Indicate the large die. Say: **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.

**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 each child.

"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**

- Large die
- 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**

Identifies three-dimensional shapes

Categorizes (sorts) examples of three-dimensional shapes

**Listening & Speaking**

Follows simple and multiple-step directions



**LEARNING CENTERS**

See Learning Centers for **Week 21**, pages 486-488. After cleanup, the children gather to share their experiences.

## Circle Time

### 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).

### “Find the Picture”

Indicate the Pocket chart. Distribute the Letter Cards randomly. Name 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



#### Phonological Awareness

*Counts syllables*

#### Phonics

*Matches some letters to their sounds*

## 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.)

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. Children switch roles and repeat.

#### Materials

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

#### Comprehension

*Retells or reenacts a story after it is read aloud*

*Identifies story characters*

*Recalls information from stories*

## Small Group & Exploration

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

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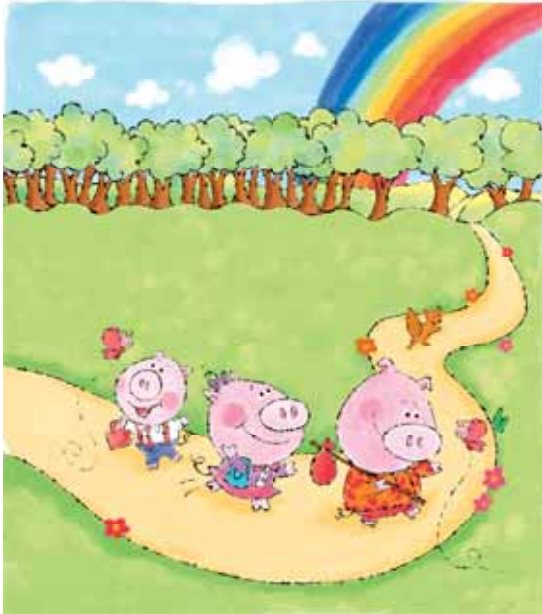
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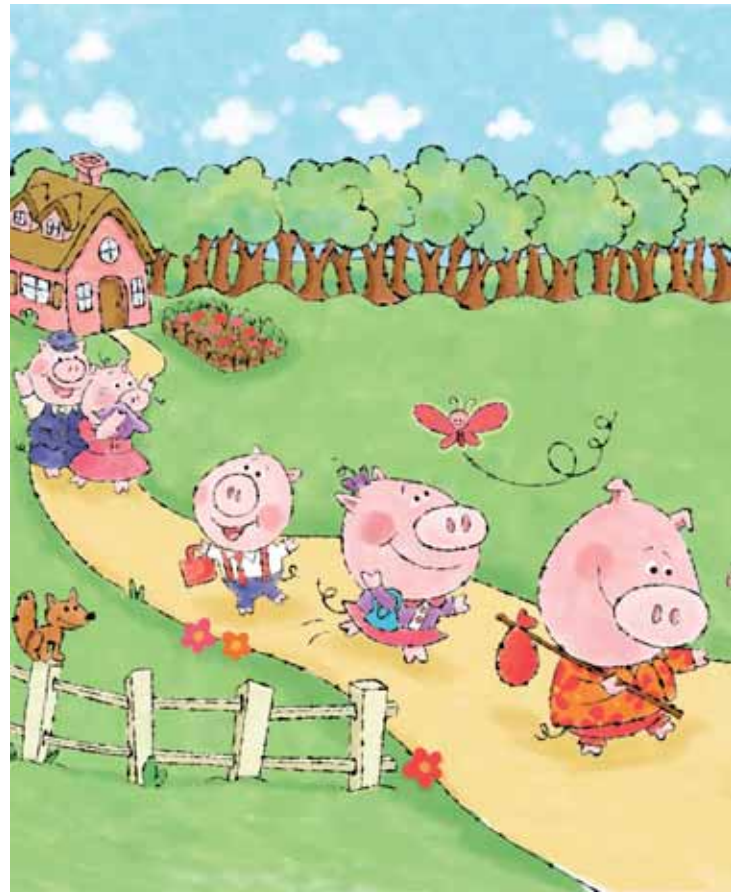
# The Three Little Pigs

## Story Sequence Cards



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Unit 6 Week 19



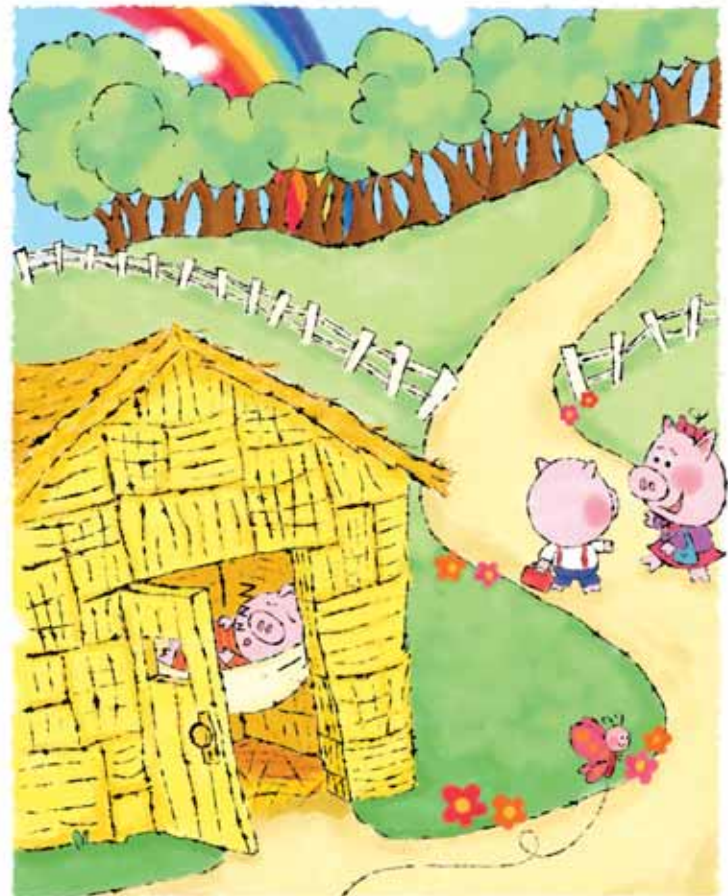
The Three Little Pigs

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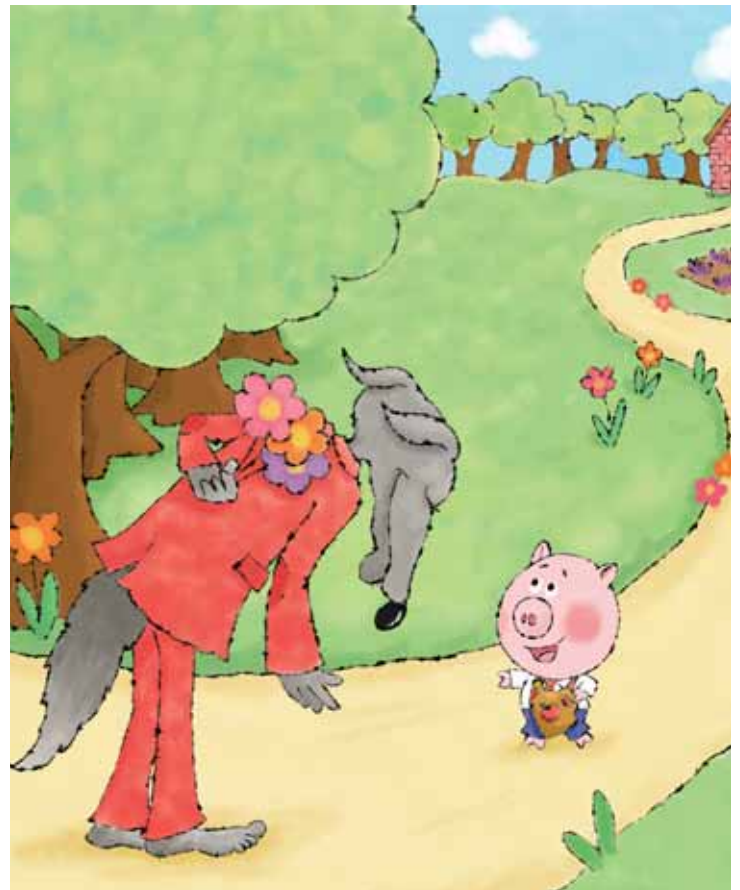
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# A Tale of Two Little Engines Together they could!



## Story Sequence Cards

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Unit 6 Week 21



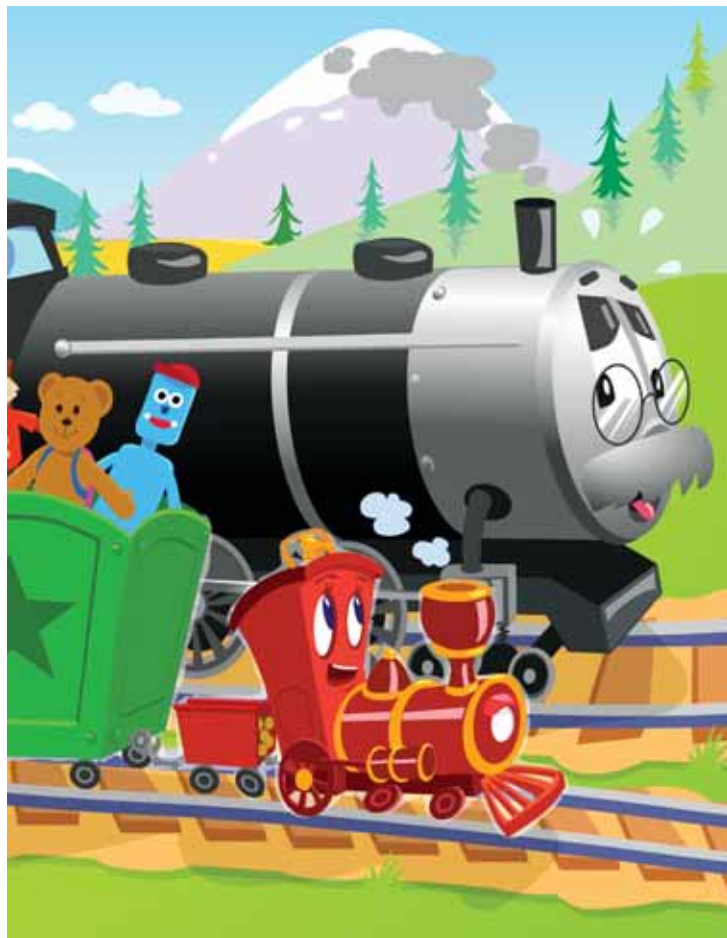
A Tale of Two Engines

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