

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

If you have questions or comments, please contact us.

Email: helpdesk@starfall.com **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

Starfall[®]






Let's Move It!

Unit 6 • Week 20





Starfall[®] 

-  Begin with free reading and math activities for computers and mobile devices.
-  Discover even more interactive activities with a Starfall membership!
-  Shop at store.starfall.com for curricula and educational products.

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

Email: helpdesk@starfall.com

Phone: 1-888-857-8990 or 303-417-6414

Fax: 1-800-943-6666 or 303-417-6434



Unit 6: Watch Us Work

Week 20: Let's Move It!

Overview & Preparation **460**

Learning Centers **464**

Day 1

Build a House	467
Introduce /i/	468
Introduce <i>The Cobbler and the Elves</i>	469
Addition and Subtraction	469

Day 2

Introduce Machines.	470
<i>Introduce li, List li, ASL li</i>	471
Introduce <i>My Father Runs an Excavator</i>	472
Introduce the Playground Poster.	472

Day 3

Big Machines	473
Introduce Final /ks/	474
Teacher's Literature Choice: Construction	475
Predictions: Roll or Slide?	475

Day 4

Estimate Rolling Speed	476
Introduce Xx, List Xx Words, ASL Xx	477
Teacher's Literature Choice: Construction	478
Make Bulldozer Paintings.	478

Day 5

Construct Letters	479
Review Letters and ASL Signs	480
Pre-K Book Club	481

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 *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 Parent-Teacher Center 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.

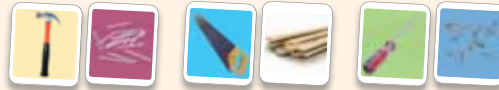
Materials

- 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



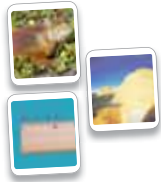
Observe & Modify

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

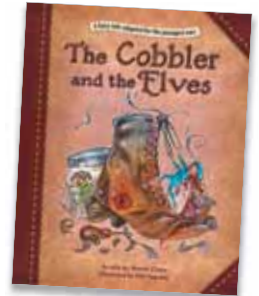
Acquires new vocabulary

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

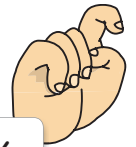
Say: **Listen to these sounds: /f/ /i/ /ks/. Now you say them: /f/ /i/ /ks/. Blend the sounds together to make a word: /f/ /i/ /ks/, fix. Let's try some more!**

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

Phonological Awareness

Blends three phonemes

Isolates ending sound

Print/Book Awareness

Connects oral language and print

Phonics

Matches some letters to their sounds

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.

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

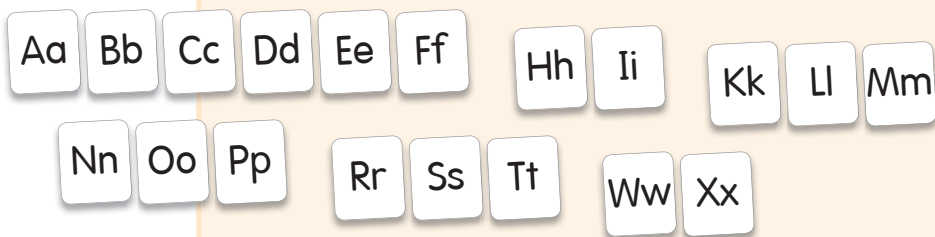
Indicate and identify Letter Cards as you place them in a pocket chart.

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 |
| | 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.