

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

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**Pre K**




# ***Community Helpers***

***Unit 2 • Week 7***





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# Unit 2: Your Home and Neighborhood

## Week 7: Community Helpers

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# Week 7: Community Helpers

This week you will introduce the children to community helpers, firefighters in particular. They will learn to connect the concept of community helpers to their classroom helper responsibilities. The children will also:

- learn /n/ and identify initial and final /n/ words
- discover numbers in their environment
- experience when and how to call 9-1-1
- practice what to do in case of a house fire
- learn what makes a pair
- put words together to form compound words
- write a class thank you note
- practice rhyming words



Nn

## Starfall Books & Other Media

*A Day in the Life of a Firefighter* by Brandi Chase

*ABC for Gingerbread Boy and Me* by Starfall

"One Two, Tie My Shoe" Picture Cards

*Star Writer Melodies*

Starfall American Sign Language Poster

*Starfall's Selected Nursery Rhymes* (Book and Audio CD)

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



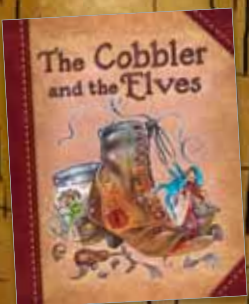
## Preparation

### Day One

*Morning Meeting* — Prepare a chart paper with the title "Our Community Helpers."

*Circle Time* — Have a net of some kind available to show the children before you read the "Net" riddle.

*Small Group* — Prepare one construction paper rectangle and two circles for each child to use to design fire trucks.



Day 1

### Day Two

*Morning Meeting* — Prepare a poster with “9-1-1” printed on it in large numerals, and have a toy cell phone or disconnected land line phone available.

*Story Time* — You will need a white bed sheet.

*Small Group* — Have the “Our Community Helpers” list from **Day 1** available.

### Day Three

*Small Group* — You will need non menthol shaving cream, or a whiteboard and a marker for each child in your small group and one for yourself. Black baby ankle socks make great whiteboard erasers, and can hold dry erase markers inside.

### Day Four

*Morning Meeting* — Have the Community Helper list from **Day 1** available.

*Small Group* — Cut apart the “One Two, Tie My Shoe” Picture Cards.



### Day Five

*Morning Meeting* — Write a note in response to the letter that the children wrote to the elves on **Day 4**. Pretend the letter is from the elves, and have it available to share.

*Story Time* — Choose a book about community helpers or careers to share. Suggestions include:

- *Career Day* by Anne Rockwell
- *Community Helpers from A to Z* by Bobbie Kalman
- *Jobs People Do* by Felicity Brooks

## Snack Suggestion

To provide an optional fire truck snack, use one and a half Graham crackers, one red jelly bean or gum drop, one licorice stick, several stick pretzels, and four small round crackers for each child. You will also need frosting or cream cheese with a few drops of red food coloring added.

## Outside Activity

Children form a large circle and play “Name It.” One child holds a rubber ball. The teacher names a category (numbers, letters, community helpers, girl’s names, boy’s names, kinds of candy, etc.). The child with the ball names an item that fits the category and bounces the ball to another child who does the same. Continue until the children have trouble naming items, then choose a different category.

I saw a fire engine yesterday. I might want to be a firefighter when I grow up. What would you like to be?  
Your pal,  
Gingerbread Boy

Day 2

Have you ever noticed that numbers are everywhere? I saw some numbers in the nursery rhyme. I love numbers!  
Love,  
Gingerbread Boy

Day 3

I would like to wear shoes, but I don't know where to buy shoes for a gingerbread boy! Do you?  
Your friend,  
Gingerbread Boy

Day 4

I love learning about community helpers. I want to be a forest ranger so I can help protect animals.  
Your pal,  
Gingerbread Boy

Day 5

I found the elves! They loved your thank you note. They wrote YOU a letter! I gave it to the teacher.  
Love,  
Gingerbread Boy

# WEEK 7

## Day One

## Day Two

<b>Gathering</b>	Predict weather Calendar Routine	Predict weather Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message "Our Community Helpers" <b>Vocabulary:</b> firefighter, community helpers, firehouse, hospital, library, post office, police car, librarian, police officer, postal worker	Gingerbread Boy's Message "This Old Man" Number awareness Calling 9-1-1 <b>Vocabulary:</b> emergency

### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Same/different "Net" riddle "Wynken, Blynken, and Nod" Introduce and listen for /n/	Phonological Awareness: Compound Words Introduce Nn  Initial /n/ words <i>ABC for Gingerbread Boy and Me</i>
<b>Story Time</b>	<i>A Day in the Life of a Firefighter</i>  Author/ Photographer "Five Little Firefighters"	<i>A Day in the Life of a Firefighter</i>  Introduce Meeting Place "Get Low and Go"
<b>Small Group &amp; Exploration</b>	Design fire trucks	Draw selves as community helpers/dictate sentences




## Day Three

## Day Four

## Day Five

Predict weather Calendar Routine	Predict weather Calendar Routine	Predict weather Calendar Routine
Gingerbread Boy's Message <i>Star Writer Melodies</i> "Cobbler, Cobbler Mend My Shoe" Pairs <b>Vocabulary:</b> cobbler, pair	Gingerbread Boy's Message Partner Share	Gingerbread Boy's Message Share Chair: Community Helpers Book

### LEARNING CENTERS

Phonological Awareness: Blend onset and rime <i>ABC for Gingerbread Boy and Me</i> Review initial /n/ pictures and words Introduce ASL sign for N Sing "Where Is /n/?"	Phonological Awareness: Discriminating /n/ Introduce /n/ in final position "Wynken, Blynken, and Nod"	Phonological Awareness: Same/Different Match upper and lowercase letters Review /n/ Play "What's missing?" Sing "Where Is /n/?"
<i>The Cobbler and the Elves</i> Title/author/illustrator <b>Vocabulary:</b> <i>astonished, frolicked, pranced</i>	<i>The Cobbler and the Elves</i> Write class thank you note to elves	Teacher's choice of book about community helpers/careers
Review Bb, Tt, Nn and /b/, /t/, /n/	'One, Two Tie My Shoe' Rhyming Words Match Picture Cards to Number Cards 	Complete projects or conduct observations and individual assessments

# WEEK 7

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

## Computer Center

**Activity** — Children listen to and follow along with *Starfall Talking Library*: “The Cobbler and the Elves” and/or “Stone Soup,” review /b/, /t/, and reinforce /n/ at ABCs: B, T, N.

### Interaction & Observation

- Continue to notice the children’s use of computers. Do they rely on your assistance or that of other children? Do they use the computer independently?
- By working in pairs or small groups, children not only learn computer skills from each other, they also develop their social skills.

### Materials

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

## Art Center

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Phonics

Focuses on letter names and shapes

**Activity** — Children search for *N* and *n* in magazines and use them to make *Nn* collages. Create a class book of these collages and place it in the Library Center.

### Interaction & Observation

- Notice if children are able to effectively hold and use art materials and tools. Work with children who need additional practice.

### Materials

- Recycled magazines

## Library Center

### Print/Book Awareness

Connects oral language and print

### Comprehension

Identifies sequence of events

**Activity** — Children read the available books and/or follow along with the audio versions.

They retell the stories or create their own using the flannel board and flannel board characters/objects.

### Interaction & Observation

- Listen to the children as they retell or create their own stories using the flannel board and flannel board characters/objects.
- Detect whether children understand story structure (beginning, middle, and end) and comprehend the stories.

### Materials

- Various versions of *Stone Soup* and *The Cobbler and the Elves* (some recorded)
- A Day in the Life of a Firefighter*
- Nursery rhyme books
- Books about cities and towns, traffic safety signs, firefighters and fire trucks
- Flannel board
- Flannel board characters/objects



## Dramatic Play Center

**Preparation** — Turn this center back into a household.

**Activity** — The children pretend to be families. They plan fire drills and practice safety procedures such as designating a family meeting place, and how to “get low and go.” They also use available (or pretend) props to act as firefighters who put out fires and check homes for inhabitants to save.

### Interaction & Observation

- Discuss pretend situations with the children.
- Notice their development in the use of props. Throughout the year you should see a progression from the use of realistic objects for what they are, to the ability to substitute words, actions or other objects as representations.

### Materials

- Household objects
- Fire hats and boots
- Oversized shirts (to use as firefighter jackets)
- Paper, pencils, crayons
- Clipboards
- Dollhouse and/or puppets

### Creative Arts

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

### Health & Safety

*Recognizes the danger of fire*

## Construction Center

**Preparation** — Mount illustrations of buildings, fire stations and fire trucks near the center to provide visual stimulation.

**Activity** — Children use blocks to build a fire station and/or fire truck. They may also construct apartment buildings, stores, and homes to which they travel to put out fires.

### Interaction & Observation

- Block play provides children the opportunity to use their imaginations to recreate in concrete form what they may have seen and/or experienced.
- As you discuss the children’s constructions, ask questions that will lead them to talk about their experiences. Your interest in what the children construct will boost their vocabularies and increase their desire to communicate.

### Materials

- Picture books about cities and towns, fire trucks, firefighters

### Fine Motor Skills

*Demonstrates control, strength, and dexterity to manipulate objects*

### Social Studies

*Demonstrates knowledge about community workers and their roles*

## Writing Center

**Activity** — Children use Picture Cards to draw pictures of their favorite community helpers. They write the names of the helpers on their pictures.

Post the completed drawings in the Writing Center or on the classroom walls near the center.

### Interaction & Observation

- Praise the children’s attempts at drawing and writing.
- Developmentally, children are beginning to understand the different functions of pictures and words. They will later realize that words are symbols that represent ideas.

### Materials

- Community Helper Picture Cards
- Paper
- Pencils, crayons, markers

### Fine Motor Skills

*Uses writing and drawing tools*

### Emergent Writing

*Uses drawing to convey meaning*

*Uses scribbles/writing to convey meaning*



## Discovery Center

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Science

Uses senses to explore

**Preparation** — Place the water table or tub on a sturdy table. As the week progresses, add additional materials such as Ping-Pong balls, strainers, scoops, and spoons.

**Activity** — Children experiment and use their senses to explore the properties of water, pouring it from one container to others of varying shapes and sizes.

### Interaction & Observation

- Pose questions to help focus the children's thinking and encourage problem solving. Examples: How many cups of water does it take to fill that container? What happens when you fill the container too full? How does the water feel?

### Materials

- Water table or large rectangular plastic container or tub
- Several plastic containers of varying shapes and sizes
- Plastic smocks
- Water

## Math Center

### Math

Recognizes numerals

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

**Activity** — Children count to match the number of objects to the numbers on the cards.

### Interaction & Observation

- Matching the number of objects to the Number Cards helps the children associate number symbols with specified quantities of objects.
- Observe the children to determine if they are using one-to-one correspondence to count the objects.

### Materials

- Tubs of small blocks, toys, or math manipulatives
- Number Cards 1 through 5
- Picture Cards from "One, Two, Tie My Shoe"



# Gathering

Review the names of the children who are present and those who are absent. Individually indicate the Name Cards of the children who are present. Ask: **Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

Children place the appropriate Weather Card on the Weather Board. Ask: **Who can predict what the weather might be later today?** A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Post or display the linear week calendar graph.

- Review that each box stands for a day of the week. Indicate and say each day aloud.
- Identify the school/home pictures that distinguish days the children are at school and days they stay home.
- Add Special Day Cards to birthdays or special events this week. A volunteer places a star or clothespin on the current day.

## Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- "Our Prediction" sentence strip
- Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

### Math

Uses ordinal numbers from first to fifth

Uses graphs and charts to answer questions

### Science

Makes and verifies predictions

# Morning Meeting

## Warm Up Your Brain

Children stretch and reach, following these directions:

- **Stand straight.**
- **Stretch your right arm up toward the ceiling.**
- **Bend to the left.**
- **Stand straight. Now switch arms.**
- **Stretch your left arm up.**
- **Bend to the right.**
- **Stand straight.**
- **Stretch both arms up and cross them.**
- **Bend to the left then bend to the right.**

## Materials

- Picture Cards: *doctor, firefighter, firehouse, hospital, librarian, library, police officer, police car, postal worker, post office, school*
- Pocket chart
- Prepared "Our Community Helpers" chart paper
- Marker
- Bag or basket

I saw a fire engine yesterday. I might want to be a firefighter when I grow up. What would you like to be?  
Your pal,  
Gingerbread Boy

### Vocabulary

Discusses words and word meanings

### Social Studies

Demonstrates knowledge about community workers and their roles

### Emergent Writing

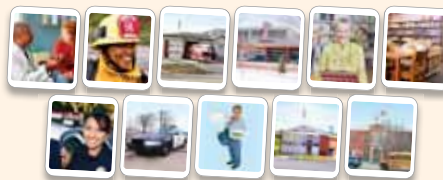
Contributes to a shared writing experience or topic of interest

## Firefighters

Read and discuss Gingerbread Boy's message.

Place the Picture Cards *doctor, firefighter, librarian, police officer, postal worker, and teacher* in a bag or basket. Say: **Firefighters are people who work in our community.**

Review the concept of community. Continue: **What might happen if there were no firefighters?** (discuss) **Because they help other people in the community, we call firefighters community helpers.**





Display the following Picture Cards in a pocket chart and identify them: *firehouse, hospital, library, post office, and police car.*

Ask: **In which of these places does a firefighter work?** (a firehouse) **Right, a firehouse. Here's a bag (or basket) of pictures of other community helpers. Let's see if we can match the community helpers to where they work.**

A volunteer closes his or her eyes and selects a Picture Card from the bag and identifies the picture. The child places the community helper Picture Card beside the place or object. Volunteers may help if necessary.

Indicate the "Our Community Helpers" chart paper and read the title. Say: **Let's write the names of some of the people who help us in our community. Who can name a community helper? I'll start. Firefighter!**

Begin the list with firefighter. Volunteers name other community helpers. Be sure to include librarian, police officer, and postal worker. If children have difficulty, provide clues to identify helpers such as nurse, dentist, teacher, trash collector, bus driver, crossing guard, veterinarian, etc.

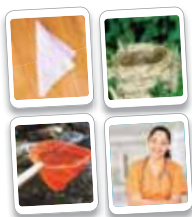
## LEARNING CENTERS

See Learning Centers for **Week 7**, pages 150-152. After cleanup, the children gather to share their experiences.

### Circle Time

#### Phonological Awareness: Same or Different

Say: **Listen to these three words: no, no, no. I said the same word three times. Now you say them.** (Children repeat, *no, no, no.*) **Listen to these words: no, no, yes. Two of these words are the same. One is different. Listen again for the word that is different: no, no, yes. Which word is different? Let's try another one. Listen: up, up, down. Which word is different?**



#### Phonological Awareness

Identifies spoken words as same or different

Listens for beginning sound

#### Materials

- Grandmother
- Starfall's Selected Nursery Rhymes
- A net
- Picture Cards: *napkin, nest, net, nurse*
- Pocket chart

#### Introduce /n/

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

Children solve the riddle. Indicate the net. Ask: **What are nets used for?** (discuss)

Display the Picture Cards *net, nurse, napkin, and nest.*

#### Net

*I am made of rope or nylon.  
People use me to catch butterflies  
or scoop up fish!  
My name begins with the letter N  
What am I?*

Say: **Here is a picture of a net. Say, net. Net begins with /n/. Say /n/.**

- **Nurse begins with /n/. Say, nurse. Say /n/, nurse.**
- **Napkin begins with /n/. Say, napkin. Say /n/, napkin.**
- **Say, nest. What sound do you hear at the beginning of nest? Right, /n/.**

Say: **Listen to these two words. Which one begins with /n/? Ready? name, butterfly** (Children respond.) **Name begins with /n/. Say /n/.** (Children repeat, /n/.) **What sound does butterfly begin with? /b/**

Say: **Let's pretend to catch butterflies with imaginary nets.** (Children do this.) **Listen to these words. If you hear /n/ at the beginning, pretend to catch a butterfly. If you don't hear /n/ at the beginning, do nothing. Ready?**

Say the following words as children respond: *neighbor, nice, bear, house, napkin, nose, finger, neck, butterfly, and number.*

Overemphasize /n/ as you state the words.

Say: **Grandmother found a rhyme about a boy whose name is Nod. Nod begins with /n/. Say, /n/.**

Indicate *Nursery Rhymes* page 47, "Wynken, Blynken, and Nod." Ask: **Who can find the net in this picture? What do you think Wynken, Blynken, and Nod are trying to catch in their net? Let's read to see if you are correct.**

Read the rhyme. Repeat it as the children join in.

Say: **One of the character's names in our rhyme begins with /n/. Listen: Wynken, Blynken, Nod. Which one begins with /n/?**

Encourage children to listen for /n/ today!

#### **Wynken, Blynken, and Nod**

*Wynken, Blynken, and Nod one night  
Sailed off in a wooden shoe—  
Sailed on a river of crystal light,  
Into a sea of dew.*

*"Where are you going, and what do you wish?"  
The old moon asked the three.*

*"We have come to fish for the herring fish  
That live in this beautiful sea;  
Nets of silver and gold have we!"  
Said Wynken, Blynken, and Nod.*

*The old moon laughed and sang a song,  
As they rocked in the wooden shoe,  
And the wind that sped them all night long  
Ruffled the waves of dew.*

## Story Time

### ***A Day in the Life of a Firefighter***

Say: **Guess what community helper we will read about today. Here are some clues. This community helper helps people during emergencies, when they need help right away. He or she uses a special truck to get to the emergency and often uses water to help solve the problem. What community helper is it?**

Indicate *A Day in the Life of a Firefighter*. Say: **The title of this book is *A Day in the Life of A Firefighter*. It is a true story about firefighters. The author is Brandi Chase. There is no illustrator because this book uses *photographs*, or real pictures! The person who took the pictures is Barry Staver. He is a *photographer*.**

Picture-walk and display only the photographs. Children describe what happens in each photo.

#### **Materials**

- A Day in the Life of a Firefighter*  
by Brandi Chase



#### **Print/Book Awareness**

*Shows where reading begins on a page*

*Demonstrates directionality in print*

#### **Comprehension**

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

*Distinguishes between fiction and nonfiction*

Indicate the first text page. Ask: **What is different about this page? Right, there are words that tell about the photograph. Where do I begin reading?** (A volunteer indicates where the text begins.) **The words I read go across the page from one side to the other. When I get to the end of a line I go back to the beginning of the next line.** Demonstrate left to right and right to left directionality.

Read *A Day in the Life of a Firefighter*.

Say: **Let's pretend we are firefighters! Listen to this rhyme.**

Read "Five Little Firefighters." The children join in as you repeat the rhyme and add the actions.

Five children come forward and stand shoulder-to-shoulder. The class repeats the rhyme and performs the actions. Ask one firefighter to "go back to the fire truck" (return to the group), then repeat the rhyme, counting only up to four. Continue until all firefighters have returned to the group, counting one number less each time a firefighter leaves the line.

Repeat with five new firefighters.

### Five Little Firefighters

*Five little firefighters standing in a row.  
(Hold up five fingers.)*

*1, 2, 3, 4, 5, ready to go!  
(Wiggle fingers, 1, 2, 3, 4, 5.)*

*Hurry to the fire and give a shout  
(Run in place.)*

*Whoosh goes the water,  
(Pretend to hold a hose.)*

*The fire is out!  
(Wipe your brow!)*

## Small Group & Exploration

### Math

Recognizes basic two-dimensional geometric shapes

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Create Fire Trucks

Indicate a construction paper rectangle and circle and review the names of the shapes. Distribute a construction paper rectangle and two circles to each child. Say: **Earlier we read a book about a firefighter. How can we use these shapes to create fire trucks?** Volunteers respond.

Distribute a large sheet of construction paper to each child. The children glue the shapes to the large sheet of construction paper to create fire trucks. They use markers to add details. Encourage them to be creative by using any colors they wish.

**Optional:** Provide illustrations of a variety of fire trucks as models.

### Materials

- One construction paper rectangle, two small construction paper circles and a large sheet of construction paper for each child



**Gathering**

Review the names of the children who are present and those who are absent. Individually indicate the Name Cards of the children who are present. Ask: **Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

Children place the appropriate Weather Card on the Weather Board.

Ask: **Who can predict what the weather might be later today?** A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar.

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been in school this week.
- Assist the children to count the days until a "home" day.
- Review the calendar for special events this week.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

**Math**

Uses ordinal numbers from first to fifth

**Science**

Makes and verifies predictions

**Morning Meeting**

**Warm Up Your Brain**

Indicate *Nursery Rhymes* pages 42 and 43, "This Old Man." Say: **Let's listen to the nursery rhyme, "This Old Man." When you hear the words "With a knick-knack, paddy whack, Give a dog a bone, This old man came rolling home." Stand up, turn around, and then sit down. Ready?**

Play *Nursery Rhymes* Audio CD, Track 42.

Materials	
<input type="checkbox"/>	Starfall's Selected Nursery Rhymes (Book and Audio CD)
<input type="checkbox"/>	Prepared 9-1-1 poster
<input type="checkbox"/>	Cell phone or disconnected land-line phone

**This Old Man**

*This old man, he played one;  
He played knick-knack on my thumb.  
With a knick-knack, paddy whack,  
Give a dog a bone;  
This old man came rolling home.*

- Two; shoe*
- Three; knee*
- Four; door*
- Five; hive*
- Six; sticks*
- Seven; heaven*
- Eight; gate*
- Nine; spine*
- Ten; once again*

Have you ever noticed that numbers are everywhere? I saw some numbers in the nursery rhyme. I love numbers!  
Love,  
Gingerbread Boy

**Math**

Recognizes numbers in the environment

**Health & Safety**

Discusses and utilizes appropriate health and safety procedures

**Dialing 9-1-1**

Read and discuss Gingerbread Boy's message.

Say: **Let's be number detectives. Where do you see numbers in our classroom?** (discuss) **Where can you find numbers in our community?**

Lead children to expand their awareness of numbers in their environment by providing examples such as addresses, phone numbers, and street signs. Other possible suggestions include license plates, telephones, computer keyboards, calendars, TV channels, and clocks.

Explain: **Numbers are very important. Look at this sign.** Indicate the 9-1-1 poster. **Here are three very important numbers. Say them with me: 9-1-1. If you have an emergency and need help from a firefighter or police officer you can dial 9-1-1 and someone will send help.**

Indicate the cell or land-line phone. Say: **It is important to only use the 9-1-1 number if it is an emergency. An emergency is when you need help right away.**

Present the following scenarios. Volunteers pretend to dial 9-1-1 if the situation is a true emergency, or shake their heads “no” if it is not.

- **Your sister hit you and you are mad at her.** (no)
- **Your friend falls out of a tree and is hurt badly and can't get up.** (yes)
- **You see fire coming out of your neighbor's house.** (yes)
- **Your dog or cat is not eating its food.** (no)
- **Someone is choking and no one is around to help.** (yes)
- **You want to practice dialing 9-1-1.** (no)
- **Your dad or mom falls and hits his or her head and can't talk.** (yes)
- **You don't have anyone to play with or talk to.** (no)

Provide an opportunity for children to practice further in the classroom. Volunteers choose an emergency and pretend to dial 9-1-1. Answer the call pretending to be the operator. Remind children to answer questions out loud rather than nodding or shaking their heads for yes or no questions, so the operator can hear their answers over the phone.



### Observe & Modify

Encourage parents to teach their children to use their cordless phones in emergencies, as phones may have different functions.

### LEARNING CENTERS

See Learning Centers for **Week 7**, pages 150-152. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Compound Words

Say: **Here are two cubes. I will put the two cubes together and say a word. Listen: firefighter.**

**There are two words in one: fire** (separate the cubes and raise one) **and fighter** (raise the second cube). **Let's put the words back together.**

Say *firefighter* and put the two cubes together.

Distribute two cubes or chips to each child. Say: **Put your cubes together.** (Children do this.) **Say firehouse. I hear two words in one! Let's take the word apart: fire** (raise one cube, children do the same) **house** (raise the other cube, children do the same) **firehouse. What should you do with your cubes now? Right, put them back together. Let's try some more.** Repeat for *neighborhood, newspaper, nighttime, and nutshell.*

### Materials

- Two connect cubes or chips for each child and teacher
- Grandmother
- Letter Card *Nn*
- Star
- ABC for Gingerbread Boy and Me* by Starfall

Nn

### Introduce *Nn*

Indicate Letter Card *Nn*. Say: **This is the letter *Nn*.** (Children repeat, *N*.)

**One *N* is uppercase and one is lowercase, but both letters are *Nn*.**

**The letter *Nn* stands for /n/ (n sound). Each time I touch the letter *Nn*, say /n/.**

Touch the Letter Card several times, quickly and slowly as children say /n/.

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

Indicate the star. Ask: **Who can find the letter *Nn* on the Alphabet Chart?**

A volunteer identifies *Nn* and attaches the star on or above the Wall Letter Card.

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

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

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

### Phonics

*Focuses on letter names and shapes*

### Phonological Awareness

*Combines words to make a compound word*

### Print/Book Awareness

*Connects oral language and print*



## Story Time

### Social Studies

Recognizes his or her role as a member of a group

### Health & Safety

Recognizes the dangers of fire

Identifies basic safety rules

## Get Low and Go

Read to page 11 of *A Day in the Life of a Firefighter*.

Ask: **What kinds of emergencies do firefighters help with?** (buildings on fire, brush fires, rescuing animals, car accidents, etc.)

Say: **Let's pretend you are my children. We will have a family meeting. Ready?**

Continue: **Okay children, today let's talk about what we should do if there is a fire in our house. Come with me!** Take the children outside and away from the school building.

Say: **This is our family meeting place. If you smell smoke or see a fire in the house I want you to quickly get out of the house and come to this special meeting place. We will all meet here. We will call 9-1-1- once we are outside.** Pretend to call 9-1-1 and report the fire.

Say: **Oh no, I forgot my laptop! Is it okay to go back inside to get it? No, we never go back inside because it's not safe.** Be sensitive to the fact that pets are very important to children and they may have a difficult time understanding why they can not go back into the house to retrieve them.

Return to the classroom.

Say: **Sometimes you see smoke before you see the fire. Smoke can get inside your body when you breathe in, and it can make you cough. If you see a lot of smoke you need to get low and go! Let's practice.**

You and your assistant (or two child volunteers) hold a sheet low to the floor. Explain: **We'll pretend the sheet is smoke. You have to stay low to crawl under it.** Children crawl under the sheet and say, "Get low and go."

Remind children never to call 911 unless it is an emergency!

### Materials

- A Day in the Life of a Firefighter* by Brandi Chase
- A large white sheet

## Small Group & Exploration

### Emergent Writing

Dictates words and Uses drawing to convey meaning

### Social Studies

Demonstrates knowledge about community workers and their roles

## What I Want to Be

Review the list of community helpers. Each child chooses his or her favorite helper. The children draw pictures of themselves as the community helpers they chose. As children draw, they dictate sentences to explain something they will do as the community helper.

Children will share their drawings on **Day 5**. Put them together to make a class "Community Helpers" book, and place it in the Library Center for children to enjoy.

**Optional:** Use the Picture Generator to duplicate a large Gingerbread Boy. Children decide what community helper Gingerbread Boy could be, and dictate sentences to explain something Gingerbread Boy would do as a community helper.

### Materials

- Community helpers list
- Drawing paper
- Pencils, crayons, markers

## Gathering

Review the names of the children who are present and those who are absent. Individually indicate the Name Cards of the children who are present. Ask: **Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

Children place the appropriate Weather Card on the Weather Board.

Choose a volunteer to predict what the weather might be later in the day. The volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction."

Assist children to identify and mark today's date.

### Materials

- Attendance, Weather, and
- Calendar Routine materials

### Math

Uses ordinal numbers from first to fifth

### Science

Makes predictions

## Morning Meeting

### Warm Up Your Brain

Play *Star Writer Melodies*, any track. Remind children to take deep breaths as they follow your directions:

- **Sit up tall, cross-legged on the floor.**
- **Put your palms together in front of your chest.**
- **Take a deep breath.**
- **Let it out slowly and relax.**
- **Close your eyes and listen to the music.**

### Materials

- Star Writer Melodies*
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)

I would like to wear shoes, but I don't know where to buy shoes for a gingerbread boy! Do you?  
Your friend,  
Gingerbread Boy

### "Cobbler, Cobbler, Mend My Shoe"

Read and discuss Gingerbread Boy's message.

Ask: **Where could Gingerbread Boy buy a pair of shoes?**

Indicate *Nursery Rhymes* page 23, "Cobbler, Cobbler, Mend My Shoe." Say:

**Maybe someone could make shoes for Gingerbread Boy. Here's a rhyme about a cobbler.** (Children repeat, *cobbler*.) **A cobbler is someone who makes and repairs shoes. Let's read about this cobbler.**

Read the rhyme. Children discuss the illustration.

Say: **Raise your hand if you are wearing shoes.** (Children raise their hands.) **Right, we all have shoes! Do our shoes look the same, or do they look different?** Partner children to compare their shoes.

Say: **Let's make a "human" graph! Look at your shoes. If your shoes have shoelaces, come to the front of the room and form a line. If you do not have shoelaces come to the front and form another line.**

### Cobbler, Cobbler, Mend My Shoe

Cobbler, cobbler, mend my shoe,  
Get it done by half-past two.  
Stitch it up and stitch it down,  
And then I'll walk around the town.

### Vocabulary

Acquires new vocabulary

### Math

Compares and orders groups of objects (more, fewer, less, and/or same)

Uses numbers to predict, estimate, and make realistic guesses

Compare the two lines and determine which has more children. Count the children in each line to determine which group is larger/smaller.

Say: **Look very carefully at your shoes. Do you notice that both of your shoes are the same? We call shoes that match a pair.** (Children repeat, *pair*.) **There are always two objects in a pair. Do you have one or two shoes?** (two) **Right, you have two shoes. That's a pair of shoes.** Children name other objects that come in pairs (socks, eyes, hands, ears, feet, legs, arms, etc.)

Children form a circle. Each child removes one shoe and places it in the center of the circle. Say: **When I call your name, go to the middle of the circle and find your matching shoe.** Children place their shoes back in the center of the circle, then pair up and find their partners' shoes.

Ask: **Who could fix your shoe if it is broken? Right, a cobbler!**

Play *Nursery Rhymes* Audio CD, Track 20. Children sing "Cobbler, Cobbler, Mend My Shoe."



### Observe & Modify

If all the children are wearing velcro shoes, change the criteria for the classification activity.

## LEARNING CENTERS

See Learning Centers for **Week 7**, pages 150-152. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Onset and Rime

Say: **Let's play a puzzle word game. I'll give you two parts of a puzzle and you put them together. Ready? n-et (net) Let's try some more.**

Use *n-nine* (nine) and *n-ame* (name).

### List Nn Words, ASL Nn

Children who brought items (or pictures of items) from home which begin with /n/ "show and tell."

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures and words that begin with *Nn*.

### Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper
- Marker
- Starfall American Sign Language Poster
- Grandmother

#### Phonics

Focuses on letter names and shapes

#### Phonological Awareness

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

Listens for beginning sounds

#### Emergent Writing

Contributes to a shared writing experience



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

Start with children's names that begin with N, then accept suggestions. Children circle the Nn in their words after you write them.

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

Say: **Grandmother would like us to sing her song to remember /n/.** Sing "Where Is /n/?" Each time /n/ or the letter Nn is used children make the Nn hand sign.

#### Where Is /n/?

(Melody: "Where Is Thumbkin?")

Where is /n/? Where is /n/?

Here I am. Here I am.

N stands for /n/ in nest and night

/n/ /n/ /n/, Nn, Nn, Nn

## Story Time

### Read *The Cobbler and the Elves*

Indicate *The Cobbler and the Elves* and identify the title, author, and illustrator.

Read the book without pausing to discuss the illustrations or identify new vocabulary.

Explain how cobblers made shoes very long ago, and now shoes are made in factories. Ask: **How do you know this story took place a long time ago? Do you think shoes are made by cobblers today? Why do you think shoes are made in large factories instead?**

Say: **There is an interesting word in this story. Watch my face when I say this word: *astonished*. *Astonished* means very surprised. Can you make an *astonished* face?** (Children do this.) **Do you think the cobblers were *astonished* to see their shoes finished? Why?**

Children discuss answers to the following questions:

- **Is this a true story or a pretend story?**
- **How did the elves help the cobblers?**
- **How did the cobblers help the elves?**
- **After the elves got their new clothes, they never returned again. Where do you think they went? What do you think they did?**

Say: **In the story the elves *frolicked* and *pranced* in a circle.** (Children form a circle.) ***Frolic* means to play with excitement and romp around. *Prance* means to bounce happily or spring up and down like a horse. Let's frolic and prance around the circle like the elves in the story.**

#### Materials

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

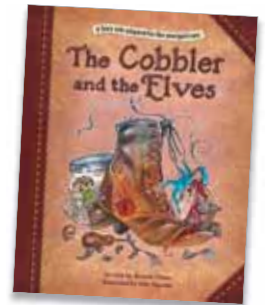
#### Comprehension

Distinguishes between fiction and nonfiction

Makes inferences

#### Vocabulary

Discusses words and word meanings





## Small Group & Exploration

### Phonological Awareness

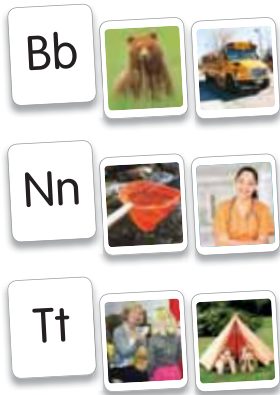
Listens for beginning sound

### Phonics

Matches some letters to their sounds

### Emergent Writing

Writes some letters on request



### Review *Bb*, *Nn*, and *Tt*

Indicate Letter Cards *Bb*, *Nn*, and *Tt*. Review the letters and their sounds.

Display and name the Picture Cards. Say: ***Bb* stands for /b/. Who can find a picture of something that begins with /b/?** Repeat for *Nn* and *Tt*.

Indicate and identify Picture Cards *bear*, *bus*, *net*, *nurse*, *teacher*, and *tent*. Say: ***Bb* stands for /b/. Raise your hand if you can find a picture of something whose name begins with /b/.** Volunteers identify *bear* and *bus*. Repeat for *Nn* and *Tt*.

Children practice writing *Bb*, *Nn*, and *Tt* using shaving cream or white boards and markers.

Indicate a Picture Card. A volunteer names the picture. Children write the letter that stands for the beginning sound. When they have done so, a volunteer names the correct letter.

### Materials

- Shaving cream or white boards with markers
- Letter Cards: *Bb*, *Nn*, *Tt*
- Picture Cards: *bear*, *bus*, *net*, *nurse*, *teacher*, *tent*

## Gathering

Review the names of the children who are present and those who are absent. Individually indicate the Name Cards of the children who are present. Ask:

**Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

Children place the appropriate Weather Card on the Weather Board.

Choose a volunteer to predict what the weather might be later in the day. The volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction."

Assist children to identify and mark today's date.

## Materials

- Attendance, Weather, and Calendar Routine materials

## Math

Uses ordinal numbers from first to fifth

## Science

Makes predictions

## Morning Meeting

## Warm Up Your Brain

Children place their left hands on their right shoulders. They turn their heads slowly to the right as if looking over their shoulders and they count to 10.

Next they place their right hands on their left shoulders and turn their heads slowly to the left and they count to 10.

They cross both arms (touching opposite shoulders), raise their chins up, they count to 10, and then clap three times.

## Materials

- Community Helpers list from Day 1

I love learning about community helpers. I want to be a forest ranger so I can help protect animals.  
Your pal,  
Gingerbread Boy

## Partner Sharing: Community Helpers

Read and discuss Gingerbread Boy's message.

Indicate and review the Community Helpers list from Day 1. The children form a circle. Say: **Here is our fish bowl. Today let's practice partner sharing. Who will be my partner?** (Choose a volunteer.) **Remember we need to sit criss-cross, knee to knee. Let's say that together.** (Children repeat, *criss-cross, knee to knee.*) **We will partner share about what community helper we would like to be when we grow up. I will be partner number one. I will look at my partner when I am talking. Ready? I want to be a veterinarian because I love animals. Now, it's my partner's turn. Tell me what you want to be and why.** Assist your partner to use this sentence stem: *I want to be a \_\_\_\_\_ because \_\_\_\_\_.*

Repeat with a different partner. Say: **I want to be a chef because I like to cook.**

Every other child in the circle sits in front of their neighbor. Say: **Clap once if you can hear me. Clap twice if you can hear me. If I tap you on the head you are partner number one.** (Tap each child on the inside of the circle.) **Partners number one, raise your hands. You will share first. Look at your partner and tell your partner what you want to be when you grow up and why.** Circulate to assist with language.

## Sentences &amp; Structure

Uses sentences with more than one phrase

## Conversation

Demonstrates knowledge of verbal conversational rules

Demonstrates knowledge of nonverbal conversational rules

## Social Studies

Demonstrates knowledge about community workers and their roles

After a short time, say: **Clap once if you can hear me.** (Pause for claps.) **Clap twice if you can hear me. Now it's time for partner number two to share. Partners number two, raise your hand. Remember to look at your partner when you are talking.** After a short time, say: **Wiggle your nose if you can hear me. Let's give a rocket cheer for a doing a great job!**



## Observe & Modify

If you do not think your class is ready to partner share as a group, continue modeling using two children in the Fish Bowl.

## LEARNING CENTERS

See Learning Centers for **Week 7**, pages 150-152. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Discriminating /n/

Children stand. Say: **Listen to these words. If the word begins with /n/, touch your nose. If the word doesn't begin with /n/, sit down. Ready?**

Use: *neighbor, number, table, neck, nice, box, and nut.*

### Materials

- Grandmother
- List of *Nn* words from **Day 3**
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)

### Phonological Awareness

*Listens for beginning sound*

*Isolates ending sound*

### Introduce Final /n/

Say: **Let's look at these words that begin with *Nn*.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?**

Add additional words as provided.

Review the ASL hand sign for *Nn*. Say: **Here is *Nn* in sign language. Now you make it.**

Ask: **Did you know /n/ can be at the beginning of a word *and* it can be at the end of a word? Listen for /n/ in this word: *can*.** (Emphasize /n/ at the end.) **Now you say it: *can*.** (Children repeat, *can*.)

Say: **Listen to these words. If you hear /n/ at the end of the word, make the *Nn* hand sign.** Emphasize /n/ in the following words: *man, top, fan, question, phone, Wynken, and Blynken*.

Grandmother says: **That makes me think of the nursery rhyme we learned this week, "Wynken, Blynken, and Nod." Wynken and Blynken end with /n/, and Nod begins with /n/. Can we read it again?"**

Read *Nursery Rhymes* page 47, "Wynken, Blynken, and Nod." Play *Nursery Rhymes* Audio CD, Track 47. Repeat and children join in.

## Story Time

### A Letter to the Elves

Play *Nursery Rhymes* Audio CD, Track 20. Children sing "Cobbler, Cobbler, Mend My Shoe."

Indicate *The Cobbler and the Elves*. Children retell the story.

Ask: **Did the elves do something nice for the cobbler? When someone does something nice for you, what do you say to them?** (thank you) **Right, thank you! Let's thank the elves for their kindness. We'll write them a thank you note.**

On chart paper write, "Dear Elves."

Children dictate sentences for the thank you note as you write their responses. Read the completed note.

Ask: **When you send a letter or a note to someone, what community helper delivers it to that person?** **Right, the postal worker.**

Gingerbread Boy whispers that he knows where the elves might live, and offers to deliver the thank you note to them.

#### Materials

- The Cobbler and the Elves*  
by Brandi Chase
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Chart paper, marker
- Gingerbread Boy

#### Emergent Writing

Contributes to a shared writing experience

When writing or dictating, uses appropriate writing conventions

#### Social Studies

Demonstrates knowledge about community workers and their roles

## Small Group & Exploration

### "One, Two, Tie My Shoe"

Indicate *Nursery Rhymes* page 30, "One, Two, Tie My Shoe." Children recite the rhyme together.

Say: **Raise your hand if you hear rhyming words. Let's see if we can remember them. I'll start, and you add the rhyming word. Let's try one.** You say: **One, two, tie my \_\_\_\_.** (Children say *shoe*.) Continue the rhyme as children supply the rhyming words.

Display the Number Cards in the pocket chart in columnar fashion. Distribute the Picture Cards. Indicate and say each number. Children repeat.

Explain: **I'll say a number. If you have the picture that rhymes with it, bring it to the pocket chart and place it next to the number.**

Remove Number Cards *two, four, six, eight, ten*, and the Picture Cards from the pocket chart. Shuffle the Number and Picture Cards. Use one Number Card or one Picture Card per child.

Say: **Look at your number or picture. Find the person with the number or picture that rhymes with yours. Place the cards in the pocket chart when you find your rhyming partner.**

#### Materials

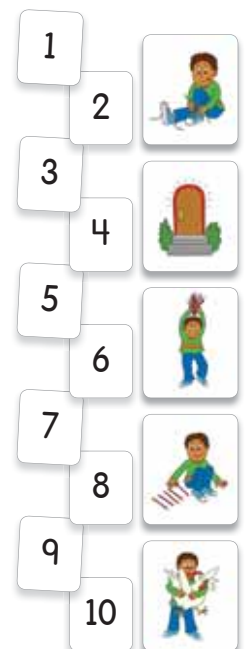
- Starfall's Selected Nursery Rhymes*
- Prepared "One, Two, Tie My Shoe" Picture Cards
- Number Cards 1-10
- Pocket chart

#### Math

Recognizes numerals

#### Phonological Awareness

Identifies rhyming words





**Gathering**

**Math**

Uses ordinal numbers from first to fifth

**Science**

Makes predictions

Review the names of the children who are present and those who are absent. Individually indicate the Name Cards of the children who are present. Ask:

**Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

Children place the appropriate Weather Card on the Weather Board.

Choose a volunteer to predict what the weather might be later in the day. The volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction."

Assist children to identify and mark today's date.

**Materials**

- Attendance, Weather, and Calendar Routine materials

**Morning Meeting**

**Warm Up Your Brain**

Children do the "rocking chair." They:

- sit with their knees bent and feet flat on the floor
- place both arms behind their bodies with their hands on the floor for balance
- rock back and forth as in a rocking chair (feet leave the floor)

**Materials**

- Letter from the elves
- Community Helpers Book
- Share Chair
- Grandmother
- Gingerbread Boy

I found the elves!  
They loved your thank you note. They wrote YOU a letter! I gave it to the teacher.  
Love,  
Gingerbread Boy

**Listening & Speaking**

Engages in agreed-upon rules for discussions

**Sentences & Structure**

Combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning

**Share Chair: Community Helpers**

Read and discuss Gingerbread Boy's message.

Read the elves' letter to the children.

Grandmother says: **I wish the elves were here today. They would love your community helpers book. You did such a great job!**

Indicate the Community Helpers Book. Children take turns sitting in the Share Chair to share their pages. Help the children use complete sentences and add details when describing their drawings. Classmates give compliments after each child shares.



**Observe & Modify**

Children often have difficulty finding something to say about another child's work. Use Gingerbread Boy and Grandmother to model and/or assist with compliments.

# LEARNING CENTERS

See Learning Centers for **Week 7**, pages 150-152. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Same or Different

Say: **Listen to these three words: teacher, teacher, teacher. I said the same word three times. Now you say them.** (Children repeat, *teacher, teacher, teacher.*)  
**Listen to these words: teacher, firefighter, teacher. Two of these words are the same. One is different. Listen again for the word that is different: teacher, firefighter, teacher. Which word is different?**  
 (Volunteers respond.) **Let's try some more.**

Continue for *nurse/doctor/doctor, cobbler/cobbler/librarian*, and *dentist/dentist/nurse*.

### Materials

- Grandmother
- Letter Cards: *Bb, Nn, Tt*
- Uppercase Letters: *B, N, T*
- Lowercase Letters: *b, n, t*
- Pocket chart
- Picture Cards: *net, nurse, napkin, nest*

### Review *Bb, Tt, and Nn*

Place Letter Cards *Bb, Tt*, and *Nn*, in the top row of a pocket chart. Place the uppercase and lowercase letters face down at the bottom of the pocket chart.

Grandmother says: **Here are some letters we have learned.** (Indicate and name the letters.) ***Bb, Tt, Nn.* Let's play a matching game.** A volunteer reveals one of the face-down Letter Cards, names it, and places it under the matching upper or lowercase letter. Repeat until all cards have been matched.

Gather children in a semi-circle. Volunteers name the Picture Cards *net, nurse, napkin*, and *nest*, as you place them on the floor. Say: **Look closely at these items that begin with /n/. I will take one away and you tell which one it is. Ready? Close your eyes.**

Remove one of the Picture Cards. The children open their eyes and determine which Picture Card was removed. Repeat with other cards.

Sing "Where Is /n/?"

#### Where Is /n/?

(Melody: "Where Is Thumbkin?")

Where is /n/? Where is /n/?

Here I am. Here I am.

N stands for /n/ in nurse and nest

/n/ /n/ /n/, Nn, Nn, Nn

### Phonological Awareness

Identifies spoken words as same or different

### Phonics

Focuses on letter names and shapes

Matches some letters to their sounds



## Story Time

### Materials

- Teacher's choice of book about careers or community helpers

### Teacher's Literature Choice: Community Helpers

Indicate your choice of book and discuss its author and illustrator. Discuss the illustrations and volunteers make predictions about the story as you picture-walk through the book. Open the book to the first page. A volunteer points to where he or she thinks the text begins on the page. Classmates may help if needed.

Read the story pausing briefly to introduce new vocabulary as it is encountered. Discuss the story as you read.

#### Comprehension

*Uses illustration clues to predict*

*Identifies role of author/illustrator*

#### Social Studies

*Demonstrates knowledge about community workers and their roles*

#### Vocabulary

*Acquires new vocabulary*

## 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.