

Unit 2: Your Home & Neighborhood

Unit 2 introduces the children to your calendar routine, from which they will begin to learn about units of time. They will also be introduced to the letter/sound routine, which will be used throughout the school year, learn how to observe and predict the weather, and study the neighborhoods and communities in which they live, as well as the community helpers who also live and work in there.

In addition, the children will explore:

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

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

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

The children will also:

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

### Essential Questions

- *Where do you see letters in the classroom?*
- *What if no one helped at home?*
- *What might happen if the Gingerbread Boy became a member of your family?*
- *How would the story of the "Little Red Hen" be different if all the characters decided to help her?*
- *Where do you see numbers in the classroom?*

### Standards & Benchmarks

#### Emergent Reading

##### Comprehension

- *Asks and answers appropriate questions about the story*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Uses illustration clues to predict*
- *Identifies sequence of events*
- *Identifies basic similarities in and differences between two text on the same topic*
- *Makes inferences*
- *Compares and contrasts*
- *Identifies role of author/illustrator*

##### Phonics: Alphabetic Knowledge

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

##### Phonological Awareness

- *Identifies spoken words as same or different*
- *Combines words to make a compound word*
- *Counts syllables*
- *Combines onset and rime to form a familiar one-syllable word with and without pictorial support*
- *Identifies rhyming words*
- *Listens for beginning sound*
- *Isolates ending sound*

### **Conversation**

- Demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving)
- Follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content
- Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)

### **Emergent Writing**

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

### **Motivation for Reading**

- Enjoys reading and reading-related activities

### **Print/Book Awareness**

- Connects oral language and print
- Distinguishes relationship between print and illustrations

### **Listening & Speaking**

- Follows simple and multiple-step directions
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

### **Vocabulary**

- Acquires new vocabulary

## **Math**

### **Counting & Cardinality**

- Verbally counts in sequence
- Uses one-to-one correspondence to determine "how many"
- Understands that numbers always represent the same quantity
- Recognizes numerals

### **Geometry**

- Recognizes basic two-dimensional geometric shapes

### **Measurement & Data**

- Uses graphs and charts to answer questions
- Sequences familiar events in time

## **Creative Arts**

- Expresses self through movement
- Represents fantasy and real-life experiences through pretend play
- Engages in cooperative pretend play with other children
- Uses oral language to describe or explain art

## **Science**

### **Concepts**

- Uses senses to explore

### **Processes**

- Uses tools and equipment to explore objects

## **Physical Development**

### **Fine Motor Skills**

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

### **Gross Motor Skills**

- Distinguishes left from right

## **Social Studies**

### **Self & Community**

- Recognizes his or her role as a member of a group
- Describes characteristics of where he or she lives and visits

## **Social & Emotional Development**

- Names family members and relationships
- Works with others to solve problems
- Recognizes and identifies feelings

# Unit 2 • Week 6: Your Neighborhood

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

The children will also:

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

## Essential Questions

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

## Standards & Benchmarks

### Emergent Reading

#### Comprehension

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

#### Print/Book Awareness

- *Connects oral language and print*
- *Distinguishes relationship between print and illustrations*
- *Shows where reading begins on a page*
- *Demonstrates directionality in print*

#### Listening & Speaking

- *Participates in group discussions*

#### Vocabulary

- *Acquires new vocabulary*
- *Discusses words and word meanings*

### **Conversation**

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

### **Emergent Writing**

- Uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)
- Contributes to a shared writing experience or topic of interest
- Writes own name

### **Phonics: Alphabetic Knowledge**

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

### **Phonological Awareness**

- Identifies spoken words as same or different
- Combines words to make a compound word
- Combines onset and rime to form a familiar one-syllable word with and without pictorial support
- Counts syllables
- Listens for beginning sound
- Isolates ending sound

## **Math**

### **Counting & Cardinality**

- Verbally counts in sequence
- Uses one-to-one correspondence to determine “how many”
- Compares and orders groups of objects (more, fewer, less and/or same)
- Recognizes numerals
- Uses different ways to represent numbers

### **Geometry**

- Recognizes basic two-dimensional geometric shapes

### **Measurement & Data**

- Explores the use and meaning of currency and coins

### **Patterns & Seriation**

- Sorts objects into categories

## **Creative Arts**

- Creates original work
- Engages in cooperative pretend play with other children

## **Science**

### **Concepts**

- Observes and describes weather and how it changes

### **Processes**

- Makes and verifies predictions

## **Media & Technology**

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

## **Social Studies**

### **Self & Community**

- Describes characteristics of where he or she lives and visits
- Investigates ways that people form a community
- Begins to categorize time intervals
- Becomes aware of common symbols in the community

### **Fine Motor Skills**

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

### **Economics**

- Demonstrates an awareness of the uses of money

## **Social & Emotional Development**

- Demonstrates increased flexibility, imagination and inventiveness
- Works with others to solve problems

# Unit 2 • Week 7: Community Helpers

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

The children will also:

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

## Essential Questions

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

## Standards & Benchmarks

### Emergent Reading

#### Comprehension

- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Uses illustration clues to predict*
- *Identifies sequence of events*
- *Distinguishes between fiction and nonfiction*
- *Makes inferences*
- *Identifies role of author/illustrator*

#### Conversation

- *Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)*
- *Demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation)*

#### Print/Book Awareness

- *Connects oral language and print*
- *Shows where reading begins on a page*
- *Demonstrates directionality in print*

#### Listening & Speaking

- *Engage in agreed-upon rules for discussions*

#### Sentences & Structure

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

#### Vocabulary

- *Acquires new vocabulary*
- *Discusses words and word meanings*

### **Emergent Writing**

- Uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)
- Uses drawing to convey meaning
- Contributes to a shared writing experience or topic of interest
- Writes some letters on request
- When writing or dictating, uses appropriate writing conventions (e.g., a letter starts with "Dear"; or a story with a beginning, middle, and end)

### **Phonics: Alphabetic Knowledge**

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

### **Phonological Awareness**

- Identifies spoken words as same or different
- Combines words to make a compound word
- Combines onset and rime to form a familiar one-syllable word with and without pictorial support
- Identifies rhyming words
- Listens for beginning sound
- Isolates ending sound

## **Math**

### **Counting & Cardinality**

- Uses one-to-one correspondence to determine "how many"
- Compares and orders groups of objects (more, fewer, less and/or same)
- Uses ordinal numbers from first to fifth
- Recognizes numerals
- Uses numbers to predict, estimate, and make realistic guesses

### **Geometry**

- Recognizes basic two-dimensional geometric shapes

### **Measurement & Data**

- Uses graphs and charts to answer questions

## **Creative Arts**

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

## **Science**

### **Concepts**

- Uses senses to explore

### **Processes**

- Makes and verifies predictions

## **Health & Safety**

- Identifies basic safety rules
- Recognizes the danger of fire
- Discusses appropriate health and safety procedures

## **Social Studies**

### **Self & Community**

- Recognizes his or her role as a member of a group

### **Economics**

- Demonstrates knowledge about community workers and their roles

## **Media & Technology**

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

## **Social & Emotional Development**

- Demonstrates increased flexibility, imagination and inventiveness
- Uses materials appropriately and puts them away

## **Physical Development**

### **Fine Motor Skills**

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