

**This is a one-week excerpt from the Starfall Pre-K 2nd Edition Teacher's Guide.**

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**Pre K** Second  
Edition!

**Let's Go!**

**Unit 6 • Week 21**





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# Unit 6: Watch Us Work

## Week 21: Let's Go!

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# Week 21: Let's Go!

This week you will teach the children about transportation. They will explore the many ways people and goods are transported from place to place. The children will also:

- learn /y/ and /v/ and identify initial /y/ and initial /v/ words
- create a "Name Train"
- practice recognizing and ordering numerals 0 to 10
- understand the jobs of conductors and engineers
- become familiar with three-dimensional shapes
- discuss different types of trains and other vehicles
- create a class travel journal



## Starfall Books & Other Media

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

*A Tale of Two Little Engines* Sequence Cards

Train Poster

*ABC for Gingerbread Boy and Me* by Starfall

Starfall American Sign Language Poster

*Starfall Sing-Along* Volumes 1 & 2



## Preparation

Include available vehicle and transportation puzzles as choices for Small Group & Exploration this week.

### Day One

*Morning Meeting* — Create a sign that says "stop" using a sheet of red construction paper and another that says "go" using a green sheet of construction paper.

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

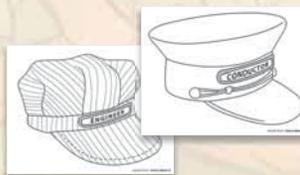
*Story Time* — Choose a book about transportation to share. Suggestions include:

- *Don't Let the Pigeon Drive the Bus!* by Mo Willems
- *I Love Trucks!* by Philemon Sturges
- *The Little Auto* by Lois Lenski
- *The Little School Bus* by Carol Roth
- *Maisy Drives the Bus* by Lucy Cousins



**Day Two**

*Morning Meeting* — Use the Construction and Engineer Hat blacklines to create a conductor and an engineer hat.



*Small Group* — Collect several objects such as a ball, marble, round bead, die, square box, square block, connect cube, party hat, pyramid or cone-shaped block, several cans, a domino, and rectangular block and place them in a paper bag for use in introducing children to three-dimensional shapes.

**Day Three**

*Circle Time* — Prepare the following sentence strips: *The kitten is playing with the yarn.* *The yarn is soft and* (color choice). and *I like to play with the yo-yo.*

*Small Group* — Have one long strip of construction paper and one construction paper rectangle (engine) for each child. Also cut a variety of colors of construction paper into squares to be used as train cars and glued to the rectangle (engine).

**Day Four**

*Morning Meeting* — You will use the vehicles list from Day 1.

*Story Time* — Choose a book about an airplane to share. Suggestions include:

- *A is for Airplane/A es para avion* by Theresa Howell (Bilingual: English/Spanish)
- *Amazing Airplanes* by Tony Mitton and Ant Parker
- *Going on a Plane* by Anne Civardi

**Day Five**

*Morning Meeting* — Use the Picture Card Generator on [teach.starfall.com](http://teach.starfall.com) to generate three-dimensional shape picture cards. Have three-dimensional blocks (cube, sphere, cone, cylinder, rectangular prism or a substitute for each shape) available.

*Circle Time* — Hide the Picture Cards from today's *Morning Meeting* around the classroom. Children will go on a Picture Hunt to find them.

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

I rode on a bus  
and it was really  
fun. Have you ever  
ridden on a bus?

Your pal,  
Gingerbread Boy

**Day 2**

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

Love,  
Gingerbread Boy

**Day 3**

Do you know there are  
many kinds of trains?  
I think my favorite is  
the one that carried  
all those books and  
toys to the children.

Your friend,  
Gingerbread Boy

**Day 4**

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

Your pal,  
Gingerbread Boy

**Day 5**

I was playing with cubes  
and spheres in the  
Construction Center.  
I made a train and  
pretended I was going to  
visit my aunt and uncle.

Love,  
Gingerbread Boy

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message

"Wheels on the Bus"

Vehicle riddles

Favorite vehicles

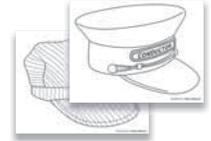
**Vocabulary:** caboose, conductor, engineer

Gingerbread Boy's Message

"Little Red Caboose"

Introduce conductor and engineer

"I've Been Working on the Railroad"



**LEARNING CENTERS**

**Circle Time**

Phonological Awareness: Sign That Sound

Introduce /y/

Identify initial /y/ words

"Yarn" riddle

Phonological Awareness: Blend Onset and Rime

Introduce Yy

*ABC for Gingerbread Boy and Me*

List initial /y/ words

ASL sign for Yy

"Where Is /y/?"



**Story Time**

Teacher's Literature Choice: Transportation

Describe illustrations

Ask and answer questions

*A Tale of Two Little Engines: Together they could!*

Story Elements



**Small Group & Exploration**

"Train Game"

Count connect cubes

Introduce three-dimensional shapes: *cube, sphere, cylinder, cone, rectangular prism*



## Day Three

## Day Four

## Day Five

### GATHERING ROUTINE

Gingerbread Boy's Message

Train Poster

Introduce types of trains



Gingerbread Boy's Message

"Wheels on the Bus"

"Plane Ride"

Pretend plane ride

**Vocabulary:** captain, crew, control tower

Gingerbread Boy's Message

Match three-dimensional shapes to Shape Picture Cards

"Train Game"

### LEARNING CENTERS

Phonological Awareness: Words in a Sentence

Introduce /v/

Identify initial /v/ words

Phonological Awareness: Blend Onset and Rime

Introduce Vv

*ABC for Gingerbread Boy and Me*

ASL sign for Vv

List initial /v/ words

"Where Is /v/?"



Phonological Awareness: Syllables in Words

"Find the Picture"

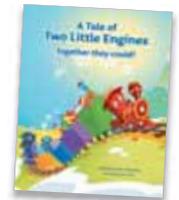
Sequence *A Tale of Two Little Engines: Together they could!*



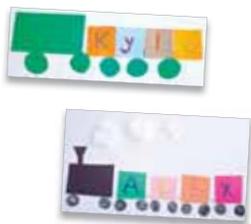
Ask and answer questions

Teacher's Literature Choice: Airplanes

Dramatize *A Tale of Two Little Engines: Together they could!*



Construct Name Trains



Illustrate and dictate sentences that tell where you would like to travel for classroom travel journal

Review 2D and 3D shapes

# WEEK 21

## LEARNING CENTERS

### Technology

Uses technology independently to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

Understands how to open or close windows and use the "back" button

### Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



## Computer Center

**Activity** — Children enjoy *Talking Library*: "A Tale of Two Little Engines: Together they could," and *Motion Songs*: "Wheels on the Bus."

Review /ks/ (x) , /i/, and reinforce /y/ at ABCs: X, I, and Y. Also review Geometry & Measurement, 2D/3D Shapes..

### Interaction & Observation

- Talk with children at the Computer Center about their experiences. Help them reflect on what they are doing and encourage them to explore in their own ways.
- Put children in control of their own learning to help develop self-confidence.

### Materials

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

## Art Center

**Activity** — Fill aluminum pie pans with different colors of tempera paint. Children go to the Paint Shop. They drive their toy cars through the paint and then onto paper to create abstract transportation designs. When they have completed their artwork, they wash their cars in the Car Wash — a tub of soapy water with toothbrushes.

### Interaction & Observation

- Facilitate artistic experiences by asking guiding questions, listening carefully and leading children to make discoveries that reflect the ongoing learning experience.
- Developmentally appropriate art activities allow children to take ownership of the process and product.
- The teacher's role is to guide the children through their own creative process rather than just have them color in the lines, use pre-cut patterns, or cut on the dotted lines.

### Materials

- Manila or light-colored construction paper
- Small toy cars or other small vehicles
- Tempera paint
- Aluminum pie tins
- Tub of soapy water
- Toothbrushes
- Paper towels

## Library Center

**Preparation** — Books suggestions include:

- *My Big Train Book* by Roger Priddy
- *My First Airplane Ride* by Patricia Hubbell
- *Planes* by Byron Barton
- *The Goodnight Train* by June Sobel

**Activity** — Children read and listen to *A Tale of Two Little Engines: Together they could!* after it is introduced on Day 2, and other books about transportation.

### Interaction & Observation

- Books in the Library Center should convey positive messages about diversity.
- Select books in which women and men are seen in a variety of roles at home and at work, varied family configurations, children with disabilities who participate fully in school and sports, and positive images of people of all ethnic backgrounds.

### Materials

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

### Technology

Enjoys electronic forms of storybooks and informational texts

### Reading

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

### Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others (race, gender, culture, language, special needs, and family)

## Dramatic Play Center

**Activity** — Children plan vacations and take trips using maps, travel brochures, books, clothes, and luggage for packing. Leave the rest up to the travelers as they purchase tickets and journey by boat, bus, plane, and cars.

### Interaction & Observation

- Imaginative play allows children to be active explorers of their world. With each encounter or interaction, they discover new meanings, and develop more complex understandings and skills. Play is an important part of the process of constructing knowledge. It enables children to control what happens, and to use what they already know to further their understanding and development.
- Don't allow teacher-directed instruction or other limitations such as time, space, and materials to decrease the amount of time allotted for dramatic play.

### Materials

- Travel brochures and books
- Maps (or children create their own)
- Small pieces of luggage
- Paper tickets, play money
- Travel clothing, pajamas

### Creative Arts

*Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and real life experiences*

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

### Math

*Explores the use and meaning of currency and coins*

### Social Studies

*Understands that money is needed to exchange for goods and services*

## Construction Center

**Activity** — Continue the Construction Center as a building site. Children build bridges, factories, schools, and libraries.

### Interaction & Observation

- Children learn math skills in the Construction Center as they count and compare length and width, or discover that two short blocks are the same length as one longer block.
- They learn science when they experience gravity as their buildings collapse, and how to use simple machines, such as ramps, for their constructions.
- They learn vocabulary, language skills, and an understanding of sequencing as they retell their experiences and describe structures they create.
- Children learn to write as they make signs and as you help them write stories about what they have built.

### Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Tinker Toys
- Three-dimensional shapes
- Hard hats
- Picture books of trains, planes and boats

### Approaches to Learning

*Demonstrates increasing independence and willingness to try new challenges*

### Social/Emotional Development

*Works with others to solve problems*

## Writing Center

**Activity** — Children write the uppercase and lowercase letters of the alphabet in order, using a variety of colored markers for each letter. They use copies of the alphabet as a guide. Display the completed rainbow alphabet papers on a bulletin board or classroom wall.

### Interaction & Observation

- Frequently draw children's attention to the alphabet with songs, alphabet books, magnetic letters, play dough letters, and by writing letters in the sand or on another child's back.
- Display the alphabet at the children's eye level for use as a model for writing, and samples of the alphabet written on index cards or sentence strips for children to hold in their hands, trace over with their fingers, and refer to as needed.

### Materials

- Paper
- Markers
- Copies of the alphabet

### Writing

*Independently writes some letters and words*

*Uses writing tools and materials*



## Discovery Center

### Science

Investigate states of matter (solids and liquids)

Uses tools and equipment to explore objects

Develops awareness of the properties of objects



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

Next, they work together to plan and create a boat from play dough that will float. They place plastic animal counters in the boat to determine how many it will hold before sinking.

They can also create boats with aluminum foil, foam pieces, craft sticks, or other recycled materials.

### Materials

- Water table
- Play dough
- Aluminum foil
- Styrofoam pieces
- Craft sticks
- Plastic animal counters

### Interaction & Observation

- Support children’s science learning with simple activities to teach the concepts of volume, density, measurement and weight.
- Children discover through trial and error, and form their own conclusions.
- Water play allows children to explore science skills such as sensory awareness, mixing and experimenting, floating, sinking, etc.
- Offer natural materials such as sticks, leaves, bark, pebbles, large seeds or fruit pits, and have children predict which will sink, and which will float.

## Math Center

### Math

identifies numbers in sequence

Recognizes, names, and/or writes numerals

Identifies the number that comes before or after a given number in a counting sequence

**Activity** — The children take turns playing “I Spy” a number on the poster. A “leader” asks the number that comes before, after, or between other numbers, or creates simple math problems such as What is 2 + 2 more? The other children in the group write their answers and the “leader” (with the help of the group) confirms or corrects it.

### Interaction & Observation

- Sit with the children as they work and listen to their language as they discuss the concepts of before, after, and between.
- Assist them in using creative ways to “spy” each of the numbers on the poster, such as *I spy the number you get when you start on 5 and move ahead 3 numbers.*

### Materials

- Paper, pencils or crayons
- Math Poster 1-20



## Gathering

Continue the Gathering Routine. In addition, each day this week, mix together several Letter and Number Cards and have children identify and sort them.

### Materials

- Several Letter and Number Cards

## Morning Meeting

### Warm Up Your Brain

Play "Red Light, Green Light." Indicate the red sign. Remind the children that a red traffic light means to stop. Indicate the green sign. Volunteers explain the meaning of a green traffic light.

Say: **Let's use these signs to play "Red Light, Green Light." Listen to the directions then watch for the sign. If you see the green sign, it's like a green light, so you should follow the directions. If you see the red sign, it's like a red light, so you should freeze. Ready?** (After a few movements, a volunteer may take charge of the signs.) Repeat each movement several times before changing.

- Hop up and down on one foot.
- Pat the top of your head.
- Run in place.
- Pretend to climb up stairs.

### Materials

- Prepared red and green traffic signs
- Dragon

## Introduce Transportation

Read and discuss Gingerbread Boy's message. Volunteers share experiences.

Play *Sing-Along* Volume 1 Track 41. Children sing "Wheels on the Bus" and create appropriate actions to accompany the verses.

Say: **There are many ways to travel from one place to another. One way is to ride on a bus. Often people go places in cars. What are some other ways people travel? Let's make a list.** List responses on chart paper. The following riddles may be used to elicit responses:

- **I am bigger than a car. One of my doors slides to open. Several people can ride inside me at one time.** (van)
- **I fly in the air. I can take many people to faraway places.** (airplane)
- **I roll on tracks. I have cars that are connected to each other. An engine pulls me and I sometimes have a caboose at the end.** (train)
- **I take sick people to the hospital in a hurry.** (ambulance)
- **I can carry heavy loads, such as wood or large tools. I am bigger than a van but smaller than a bus.** (truck)
- **I float on water. People use me to go fishing or to take a ride on a lake.** (boat)
- **I have large tires. I help farmers pull plows and other farm machines.** (tractor)

### Materials

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

### Print Concepts

*Differentiates between letters and numbers*

### Gross Motor Skills

*Moves with balance and control*

### Speaking & Listening

*Follows simple and multiple-step directions*

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

### Creative Arts

*Expresses concepts, ideas or feelings through movement*

### English Conventions

*Uses frequently occurring nouns and verbs*

### Math

*Uses graphs and charts to answer questions*

### Science

*Collects, describes and records information*

### Speaking & Listening

*Participates in group discussions*

Review the responses. Each child in turn places a tally mark next to his or her favorite vehicle. Ask Gingerbread Boy which of the vehicles is his favorite and place a tally next to his choice. Count the tally marks together to determine the vehicles with the most and the fewest responses.

Display the list and add to it throughout the week. Save the list for use on Day 4.

### Science

Observes and describes how objects move

## LEARNING CENTERS

See Learning Centers for Week 21, pages 518-520. After cleanup, the children gather to share their experiences and discuss something they noticed or learned about movement.

### Circle Time

#### Materials

None

### Phonological Awareness: Sign That Sound

Say: **Let's play "Sign that Sound." Listen to the sound and then sign the letter that stands for that sound. Here's one for practice. /x/** (Children form the x hand sign.) **Ready?** Repeat for /i/, /w/, /z/, /qu/, /u/, and /hw/ (w).

### Phonics & Word Recognition

Associates letters with their names and sounds

### Introduce /y/

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

Indicate the ball of yarn and children describe it.

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

Say: **Here is a picture of yarn. Say, yarn. Yarn begins with /y/. Say /y/.** Continue:

- **Yellow begins with /y/. Say, yellow. Say /y/, yellow.**
- **Yo-yo begins with /y/. Say, yo-yo. Say /y/, yo-yo.**
- **Say, yield. What sound do you hear at the beginning of yield? Right, /y/.**

Say: **Yarn begins with /y/. Listen to these two words. Which one begins with /y/, yarn or goat? (yarn) Yarn begins with /y/. Say /y/. (Children repeat, /y/.) Listen again. Which one begins with /y/, no or yes? (yes)**

Say: **Let's play a game. I'll roll the ball of yarn. When it comes to you, pick it up and say /y/ then roll it to someone. Remember, when the ball of yarn comes to you, say /y/.**

Encourage children to listen for /y/ today.

#### Materials

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

#### Yarn

*I am soft.*

*You can make sweaters or blankets with me.*

*I come in many colors.*

*Kittens love to play with me.*

*My name begins with /y/.*

*What am I?*



### Phonological Awareness

Recognizes and identifies beginning sounds in words

## Story Time

### Teacher's Literature Choice: Transportation

Introduce your book choice and discuss the author and illustrator. Picture-walk through the book and children describe the illustrations and make predictions. As you read, children indicate where text begins on each page. Pause to briefly explain new vocabulary as it is introduced. Discuss the relationship between the illustrations and the text. Ask and answer questions about the story.

#### Materials

- Teacher's literature choice

## Small Group & Exploration

### Train Game

Divide the children into two teams. Give each team one die and provide each team member with several connect cubes.

Say: **Let's play a train game.** Directions:

- The first person on each team rolls the die, attempts to identify the number of dots on the die without counting them, then counts the dots.
- They count out the corresponding number of connect cubes and connect them to build their trains.
- Play continues with the next person on each team.
- On each turn, the children roll the die and add cubes to their trains.

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

#### Materials

- Several connect cubes for each child
- 2 dice

#### Print Concepts

*Recognizes relationship between illustrations and text*

*Shows where print begins on a page*

#### Reading

*Makes connections between pieces of essential information in a text*

#### Vocabulary

*Uses words and phrases acquired through conversations, activities and read alouds*

#### Math

*Counts, constructs, compares, or orders groups (sets) of objects (more, fewer, less and/or same)*

*Uses measurable attributes to compare objects*

*Recognizes the number of objects in a small set without counting (subitizing)*

#### Speaking & Listening

*Follows simple and multiple-step directions*

**Morning Meeting**

**Materials**

- Dragon

**Warm Up Your Brain**

Play "Cross Your Ankles, Touch Your Toes." Give the following directions, and repeat:

- **Raise your arms up high and cross them in the air.**
- **Tap your legs three times.**
- **Touch your ankles.** (Identify ankles if necessary.)
- **Cross your ankles.**
- **Keep your ankles crossed and touch your toes.**

Repeat the above directions.

**Gross Motor Skills**

Combines a sequence of large motor skills

Moves with balance and control

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

Love,  
Gingerbread Boy

**Creative Arts**

Participates in a variety of dance and movement activities with or without props

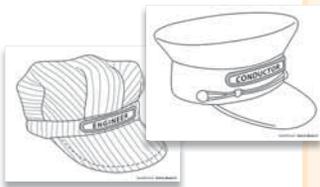
**Social Studies**

Recognizes the roles and responsibilities of various workers in their community

Understands how people live and what they do changes over time

**Vocabulary**

Discusses words and word meanings



**"I've Been Working on the Railroad"**

Read and discuss Gingerbread Boy's message.

Say: **Let's sing Gingerbread Boy's funny song.**

Play *Sing-Along Volume 2*, Track 23. Children sing "Little Red Caboose."

Ask: **Is this song about a bus?** (Volunteers respond.) **Is it about a truck or a plane?** (no) **What is this song about?** (a train) **Where is the caboose on a train?** (the end) **Right, the caboose is the last car of the train.**

Indicate the conductor's hat and select a volunteer to wear it. Say: **This is a conductor's hat. A conductor is in charge of all the workers and passengers on the train.** (Children repeat, *conductor*.) **Sometimes a conductor takes your tickets so you can ride on the train. A long time ago a conductor sat in the caboose to make sure other trains didn't run into the back of his train. Now most trains do not have cabooses. Instead, there are special lights on the back of trains.**

Indicate the engineer's hat and select a volunteer to wear it. Say: **The engineer sits in the front and drives the train.** (Children repeat, *engineer*.) **An engineer has many jobs. He makes sure all the parts of the train are working. He knows how to read maps so he can drive the train on the right tracks.**

**Materials**

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

**Little Red Caboose**

*Little red caboose (chug chug chug)*  
*Little red caboose (chug chug)*  
*Little red caboose behind the train*

*Smoke stack on its back (back back back)*  
*Comin' down the track (track track track)*  
*Little red caboose behind the train*

**I've Been Working on the Railroad**

*I've been working on the railroad*  
*All the live-long day.*  
*I've been working on the railroad*  
*Just to pass the time away.*  
*Don't you hear the whistle blowing,*  
*Rise up so early in the morn;*  
*Don't you hear the captain shouting,*  
*"Dinah, blow your horn!"*

*Dinah, won't you blow,*  
*Dinah, won't you blow,*  
*Dinah, won't you blow your horn?*

*Someone's in the kitchen with Dinah*  
*Someone's in the kitchen I know*  
*Someone's in the kitchen with Dinah*  
*Strummin' on the old banjo!*  
*And singin' fee, fie, fiddly-i-o*  
*Fee, fie, fiddly-i-o-o-o-o*  
*Fee, fie, fiddly-i-o*  
*Strummin' on the old banjo.*

Say: **Let's form a train. Where should the engineer be?** (in the front) A volunteer becomes the engineer and moves to the front of the line. **Where should the conductor be?** (the caboose) A volunteer becomes the conductor and moves to the end of the line. **The rest of us will be passengers in the cars in between.**

Play *Sing-Along* Volume 2, Track 18. Children sing "I've Been Working on the Railroad" and move in a line like a train.

## LEARNING CENTERS

See Learning Centers for Week 21, pages 518-520. After cleanup, the children gather to share their experiences and discuss something they noticed or learned about movement.

### Science

*Observes and describes how objects move*

## Circle Time

### Materials

None

### Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to make words.**

Use /c/ /ar/ (car), /v/ /an/ (van), /f/ /ast/ (fast), /y/ /arn/ (yarn), and /y/ /ellow/ (yellow).

Ask: **What sound do you hear at the beginning of yarn?** (/y/)

### Phonological Awareness

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

## Introduce Yy, List Yy Words, ASL Yy

Indicate the Yy Letter Card. Say: **This is the letter Yy.** (Children repeat, Y.) **One Y is uppercase and one y is lowercase, but both letters are Yy. The letter Yy stands for /y/ (y sound). Each time I touch the letter Yy, say /y/.** Touch the Letter Card several times, quickly and slowly, as children say /y/.

Say: **Let's sky write uppercase Y.** (Demonstrate) **Now, sky write lowercase y** (Demonstrate). **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase Y on your partner's back.** After they have done this several times say: **Now write lowercase y.**

Grandmother asks: **Who can find the letter Yy on the Alphabet Chart?** A volunteer identifies Yy and attaches the star on or above the Wall Letter Card.

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: yarn, /y/)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture/word. (Example: Indicate the picture of the yarn. Indicate the word, *yarn*.)

### Materials

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

### Phonics & Word Recognition

*Identifies words beginning with the same letter as their own name*

### Phonological Awareness

*Isolates and pronounces the initial sounds in words*

*Recognizes beginning sounds in words*

### Print Concepts

*Connects oral language and print*

*Focuses on letter names and shapes*



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

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter Yy. I'll write the words on this chart paper so we don't forget them.** Start with children's names that begin with Yy then accept suggestions. Children circle the Yy in their words after you write them.

Sing "Where Is /y/?"

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

**Where Is /y/?**

(Melody: "Where Is Thumbkin?")

Where is /y/? Where is /y/?

Here I am. Here I am.

/y/ in yarn, /y/ in you

/y/ /y/ /y/, Yy, Yy, Yy.



It is common for children to have difficulty identifying the difference between /y/ and /w/. This is because they hear the /w/ when saying Yy. If necessary, over exaggerate the letter name by saying "y-ya."

**Story Time**

**Materials**

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

**Reading**

Makes predictions based on titles, illustrations, content, and prior knowledge

**Speaking & Listening**

Engages in conversations with peers and adults

Participates in collaborative conversations with diverse partners about pre-kindergarten topics and texts

Demonstrates knowledge of nonverbal conversational rules

**Vocabulary**

Uses illustrations and context to determine word meaning

**Introduce *A Tale of Two Little Engines***

Indicate *A Tale of Two Little Engines: Together they could!*

Say: **The title of this book is *A Tale of Two Little Engines: Together they could!* This story was retold by Marc Buchanan. That means he heard the story and then wrote it in his own words. It was illustrated by Dale Beisel. The word *tale* in the title of this book means *story*. What's another kind of *tail*? Right, many animals have *tails*.**

Say: **What do you see on the cover of the book?** (engine, cars, caboose, train tracks, toys) **Is this train going up or down the hill? How can you tell? Where might it be going?**

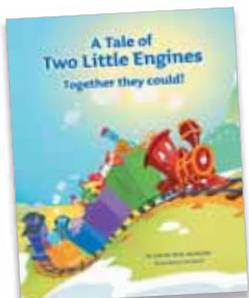
Read *A Tale of Two Little Engines: Together they could!* pausing after page 11. Say: **I wonder how this story ends. Let's partner share our ideas. Stand up, hand up, partner up. Sit criss-cross, knee-to-knee.**

Say: **Tell your partner how you think this story will end. Begin.** (Children partner share.) After a short time, grab the children's attention by saying: **Touch your head if you can hear me. Touch your nose if you can hear me.**

Continue: **Who would like to share how you think the story will end?** (Volunteers share.) **Let's finish the story to find out.** Continue reading to verify answers.

Say: **The main idea of a story is what the story is all about.** Ask:

- **What is this story about?**
- **What problem did the little engine have? Why?**
- **How did the little engine finally get to the other side of the mountain?**
- **How did the story end?**



## Small Group & Exploration

### Three Dimensional Shapes

Indicate the bag of objects. Say: **Here is a bag of objects that have different shapes.** Indicate the ball. **We call the shape of this ball a *sphere*.** (Children repeat, *sphere*.) **Who can reach inside this bag and find another sphere-shaped object?** Volunteers remove the marble and bead from the bag. **All of these objects are spheres, even though they are different sizes. Let's group these spheres together.**

Indicate the square block. Say: **We call the shape of this square block a *cube*.** (Children repeat, *cube*.) **A *cube* has four straight sides that are all exactly the same size. Who can find another *cube*?** (Volunteers remove the die, square box and square block from the bag.) **Let's group the *cubes* together.**

Indicate a can. Say: **This is a can. We call the shape of this can a *cylinder*.** (Children repeat, *cylinder*.) **A *cylinder* is round and has two flat sides. Who can find another *cylinder*?** (Volunteers do this.) **Let's group the *cylinders* together.**

Indicate the party hat. Say: **This is a party hat. We call the shape of this party hat a *cone*.** (Children repeat, *cone*.) **A *cone* has round sides, a flat bottom, and a point. Who can find another *cone*?** (A volunteer does this.) **Let's group the *cones* together.**

Indicate the rectangular-shaped block. Say: **This is a rectangular block. We call this shape a *rectangular prism*.** (Children repeat, *rectangular prism*.) **A *rectangular prism* has four straight sides. Two of the sides are long and the other two sides are shorter. Who can find another *rectangular prism*?** (A volunteer does this.) **Let's group the *rectangular prisms* together.**

Children count the different shape categories. Say: **You can use all of these different shapes to build your own train.**

Encourage children to use these shapes to build trains in the Construction Learning Center.

**Optional:** Gather children around a classroom computer. On *Starfall.com*, navigate to *Math: Geometry & Measurement*, "2D / 3D Sort."

### Materials

- Bag
- Objects to put in the bag
  - (ball, marble, round bead,
  - die, square box, square block,
  - connect cube, party hat,
  - pyramid or cone-shaped
  - block, several cans, domino,
  - rectangular block)

### Optional:

- Computer

### Math

Recognizes and identifies basic three-dimensional shapes

Sorts three-dimensional shapes

At the preschool level, children are introduced to three-dimensional shapes. Do not expect mastery of geometric terms at this time.

**Morning Meeting**

**Materials**

- Ball
- Dragon

**Warm Up Your Brain**

Play "Pass the Sphere." Indicate a ball. Say: **We learned that another name for a ball is *sphere*.** (Children repeat, *sphere*.)  
**Let's play "Pass the Sphere."**

Several children come forward to demonstrate the over the head and through the legs pattern. The children then line up one behind the other. The first child passes the sphere over his or her head to the next child in line without turning around. That child passes the sphere through his or her legs to the next child in line. The children continue the pattern until the sphere reaches the last child in line. They reverse directions and begin again.

**Gross Motor Skills**

*Combines a sequence of large motor skills*

Do you know there are many kinds of trains? I think my favorite is the one that carried all those books and toys to the children.  
 Your friend,  
 Gingerbread Boy

**English Conventions**

*Forms regular plural nouns*

**Science**

*Observes and describes how objects move*

**Technology**

*Uses technology for research with teacher support*

**Vocabulary**

*Comprehends increasingly complex and varied vocabulary*

*Uses illustrations and context to determine word meaning*

**Introduce Trains**

Read and discuss Gingerbread Boy's message.

Indicate the Train Poster. Ask: **Who has ridden on a train? Here are some trains that take people places they want to go.** Discuss the four types of passenger trains:

- Amusement Park Train — travels inside an amusement park, like Disneyland
- Light Rail Train — travels on city streets
- Passenger Train — travels to places farther away

**Materials**

- Books and/or illustrations of trains
- Train Poster

Say: **A freight train carries different kinds of materials and things people need. Freight trains are:**

- **trains that carry large items like furniture**
- **trains that carry liquids, like gasoline to gas stations**
- **trains that carry construction materials, coal, or grain**



Ask: **Which kind of train did we read about yesterday? Right, a freight train. What was the freight train carrying?** (Volunteers respond.)

Allow time for the children to look through the available resources to locate different types of trains, and to ask questions.

**Science**

*Observes and describes how objects move*

**LEARNING CENTERS**

See Learning Centers for Week 21, pages 518-520. After cleanup, the children gather to discuss their experiences and something they noticed or learned about movement.

# Circle Time

## Materials

- Prepared sentence strips

### Phonological Awareness/Phonics: Words in a Sentence

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

Assign one child to each word in the sentence, and instruct them to stand in front of the class. Stand behind each child as you repeat his or her assigned word in the sentence, *The kitten is playing with the yarn.* Repeat for *The yarn is soft and* (color). and *I like to play with the yo-yo.*

Indicate the sentence strips. Volunteers circle each word in the sentences and count the number of words.

### Phonological Awareness

*Distinguishes individual words within spoken phrases or sentences*

### Print Concepts

*Understands words in print are separated by spaces*

## Introduce /v/

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

Grandmother reads the riddle "Volcano." Children solve the riddle. Briefly assess and discuss the children's knowledge of volcanoes.

Display the *van*, *vine*, *violin*, and *volcano* Picture Cards.

Say: **Here is a picture of a volcano. Say, volcano. Volcano begins with /v/. Say /v/.** Continue:

- **Van begins with /v/. Say, van. Say /v/, van.**
- **Vine begins with /v/. Say, vine. Say /v/, vine.**
- **Violin begins with /v/. Say, violin. Say /v/, violin.**

Say: **Volcano begins with /v/. Listen to these two words. Which one begins with /v/, mountain or volcano? Right, volcano begins with /v/. Say /v/.** (Children repeat, /v/.) **Listen again: tree or vine. Which one begins with /v/? Right, vine.**

Say: **If you hear a word that begins with /v/, pretend you are an exploding volcano. If the word doesn't begin with /v/ lie on the floor. Ready?**

Ask: **Do you hear /v/ at the beginning of vegetable? Say it with me, vegetable, /v/.** (Children repeat, *vegetable*, /v/.) **Good, explode like a volcano. Let's try some more.** Continue for *girl*, *vote*, *table*, *violet*, *bat*, and *valentine*.

Encourage children to listen for /v/ today.

## Materials

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

### Phonological Awareness

*Recognizes and identifies beginning sounds in words*



### Volcano

*I am a mountain that explodes.*

*Hot melted rock from the earth explodes from inside me.*

*The explosion leaves a huge hole in the top of me.*

*When I erupt or explode, stay far away from me.*

*My name begins with /v/.*

*What am I?*

# Story Time

## Reading

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

Identifies sequence of events

Recalls information from stories

## Speaking & Listening

Listens to and discusses literary texts



## Sequence *A Tale of Two Little Engines*

Say: **There was a little girl who couldn't hit a ball with a bat. She tried and tried but she kept missing. She thought she would never be able to hit a ball. One day her father helped her. Guess what, she hit the ball! What would have happened if she had given up trying to hit the ball?** (Volunteers respond.)

Indicate *A Tale of Two Little Engines*. Say: **The little engine was confident that it could pull the train full of toys and books. Confident means the little engine thought it could do it. Then it came to a steep hill. A steep hill is very high. The little engine tried and tried, but the hill was so steep that the little engine worried it wouldn't be able to pull the toys over the top. The little engine had a problem.**

Indicate *A Tale of Two Little Engines* Sequence Cards. Discuss each picture. Indicate the appropriate pictures while asking:

- **Did the little engine just give up and cry?**
- **How did the little engine try to solve its problem?**
- **Did the little engine give up after the first engine said, "No?"**
- **What happened when the second engine said, "No?"**
- **How did the little engine feel when the tiny engine offered to help?**
- **What did the little engine and tiny engine chant as they tried to climb that steep hill?**
- **Why do you think the engine was taking the toys and books to the children on the other side of the hill?** (interpretive response)
- **How did the story end? Who can think of a different ending?**

## Materials

- |                          |                                     |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <i>A Tale of Two Little Engines</i> |
|                          | <i>Together they could!</i>         |
|                          | as told by Marc Buchanan            |
| <input type="checkbox"/> | <i>A Tale of Two Little Engines</i> |
|                          | Sequence Cards                      |

## Small Group & Exploration

### Make Name Trains

The children will make name trains. Each child will:

- glue a rectangle (engine) onto a long strip of construction paper
- select a colored paper square for each letter in his or her first name
- write one letter of his or her name on each square beginning with a capital letter
- glue his or her squares to the long strip of construction paper (behind the engine)
- draw wheels on the bottom of the engine and train cars

As the children are working, ask them to identify letters in their names. Classmates may assist as needed.

Use duct tape to create a train track on a bulletin board. Add completed Name Trains to the tracks.

#### Materials

- One long strip of construction paper for each child
- Construction paper rectangle (engine) for each child
- Various colors of construction paper squares (for train cars)
- Markers, crayons
- Glue
- Duct tape

#### Alphabet Knowledge

Recognizes and names most letters of the alphabet, especially those in their own name

#### Creative Arts

Shows care and persistence in a variety of art projects

#### Fine Motor Skills

Demonstrates hand-eye coordination

#### Phonics & Word Recognition

Recognizes own name, familiar words, and environmental print



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

## Morning Meeting

### Materials

Dragon

### Gross Motor Skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Moves with an awareness of personal space in relationship to objects and others

### Approaches to Learning

Uses imagination in play and interactions with others

### Creative Arts

Reinforces concepts through dramatic play

### Social Studies

Recognizes the roles and responsibilities of various workers in their community

### Speaking & Listening

Follows simple and multiple-step directions

### Vocabulary

Discusses words and word meanings

## Warm Up Your Brain

Play "Can Fly, Can't Fly." Name objects that can fly and others that can't, such as planes, butterflies, boats, bluebirds, trains, eagles, houses, owls, buses and helicopters. The children pretend to fly around the room when you name things that can fly. They slow down and gently land on the floor when you name something that cannot fly. Remind them to respect each other's personal space.

## A Plane Ride

Read and discuss Gingerbread Boy's message.

Indicate the Vehicles List from Day 1 and review the responses.

Say: **When people travel far away, which vehicles might they use?** (car, van, boat, train, or plane) **Which vehicle would be the fastest?** (a plane) **Let's pretend we are flying in a plane.**

Seat the children in chairs side-by-side in two sections with an aisle between as if they were sitting in a plane. Determine actions to use with the song "Plane Ride."

Briefly discuss air traffic vocabulary such as *captain* (compare to the engineer on a train), *crew*, and *control tower*.

Volunteers pretend to man the control tower and others pretend to be flight attendants and serve drinks and snacks.

Play *Sing-Along Volume 2* Track 32. Children sing "Plane Ride."

Children compare and contrast airplanes and trains.

### Materials

Vehicles list from Day 1

*Starfall Sing-Along Volume 2*

### Plane Ride (Melody: "Wheels on the Bus")

*The wheels on the plane go round and round,  
round and round, round and round,  
The wheels on the plane go round and round,  
all along the ground.*

*The captain of the plane says, "Buckle up now!"  
"Buckle up now!" "Buckle up now!"  
The captain of the plane says, "Buckle up now!"  
We'll show you how.*

*The engine on the plane takes you up so high,  
up so high, up so high...  
The engine on the plane takes you up so high  
as we soar through the sky.*

*The crew on the plane brings drinks and a treat,  
drinks and a treat, drinks and a treat.  
The crew on the plane brings drinks and a treat,  
now it's time to eat.*

*The control tower says, "The runway's clear!"  
"The runway's clear!" "The runway's clear!"  
The control tower says, "The runway's clear,  
you can land here."*

*The journey on the plane is over now,  
over now, over now.  
The journey on the plane is over now,  
what fun! WOW!*

# LEARNING CENTERS

See Learning Centers for Week 21, pages 518-520. After cleanup, the children gather to share their experiences and discuss something they noticed or learned about movement.

## Science

Observes and describes how objects move

## Circle Time

### Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to make words.** /v/ /ote/ (vote), /v/ /an/ (van), /v/ /ine/ (vine), /c/ /ave/ (cave).

#### Materials

None

## Phonological Awareness

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

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

Your pal,  
Gingerbread Boy

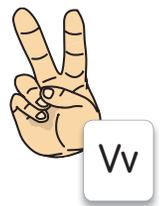
## Phonological Awareness

Isolates and pronounces the initial sounds in words

Recognizes and identifies beginning sounds in words

## Print Concepts

Connects oral language and print



### Introduce Vv, List Vv Words, ASL Vv

Indicate the V Letter Card. Say: **This is the letter Vv.** (Children repeat, v.) **One V is uppercase and one v is lowercase, but both letters are Vv. The letter Vv stands for /v/ (v sound). Each time I touch the letter Vv, say /v/.** (Touch the Letter Card several times, quickly and slowly and children say /v/.)

Say: **Sky write uppercase V.** (Demonstrate) **Now sky write lowercase v.** (Demonstrate) **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase V on your partner's back.** After they have done this several times say: **Now write lowercase v.**

Indicate the star. Grandmother asks: **Who can find the letter Vv on the Alphabet Chart?** (A volunteer identifies Vv and attaches the star on or above the Wall Letter Card.) Grandmother helps the volunteer locate Vv and review the other letters with stars.

Indicate *ABC for Gingerbread Boy and Me*.

Say: **Let's look at Vv. Here are some pictures of things that begin with /v/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: volcano, /v/)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture/word. (Example: Indicate the picture of the volcano. Indicate the word, volcano.)

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

#### Materials

- Grandmother
- Letter Card Vv
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper
- Marker
- Basket or bag

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

Children circle Vv in their words after you write them.

Sing "Where Is /v/?" Each time /v/ is used children make the Vv hand sign.

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

**"Where Is /v/?"**

(Melody: "Where Is Thumbkin?")

Where is /v/? Where is /v/?

Here I am. Here I am.

/v/ in volcano, /v/ in vegetable.

/v/ /v/ /v/, Vv, Vv, Vv.

**Reading**

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

Makes connections between pieces of essential information in a text

**Social Studies**

Describes events that happened in the past

**Vocabulary**

Uses illustrations and context to determine word meaning

Asks questions about unknown words

**Language Development**

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

**Phonics & Word Recognition**

Recognizes own name, familiar words, and environmental print

**Writing**

Independently writes some letters and words

Explores letter-sound relationships while writing

Uses writing tools and materials

**Story Time**

**Teacher's Literature Choice: Airplanes**

Indicate your choice of book about airplanes and discuss the author and illustrator. Picture-walk through the book. Volunteers indicate where reading begins on each page.

Read the book and briefly discuss new vocabulary as it is encountered. Children ask and answer questions about the book. They partner to share their travel experiences as time allows.

**Materials**

- Teacher's choice of book about airplanes

**Small Group & Exploration**

**Class Travel Journal Entry**

Ask: **If you could go to a special place like the beach or a theme park like Disney World, Sea World, or Six Flags, where would you like to go?** (Volunteers respond.) **Would you like to get there by plane or train? Why?** (Volunteers respond.) **Let's write about where you would go in our journals.**

Distribute the Writing & Observation Journals and the children illustrate themselves on planes or in trains. Assist them in writing their own sentences to describe where they are going. Encourage the children to listen for sounds in the words they write and to copy familiar words found in their classroom environment. Provide adult writing under each child's written sentence. As children complete their entries, they read their sentences to others who are also finished.

**Materials**

- Writing & Observation Journals
- Pencils, crayons



**Observe & Modify**

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

# Gathering Routine

Continue the Gathering Routine and activity from Day 1.

## Morning Meeting

### Warm Up Your Brain

Play "Pass the Cube." Gather the children in a circle. Indicate the large die. Ask: **Who knows the name of this shape? Right, this die is a cube. Say, cube. Use both hands to pass the cube to the child to your right until the music stops. When the music stops, freeze.** Repeat several times.

#### Materials

- Your choice of music
- Large die

#### Creative Arts

Experiences different moods, tempos, and rhythms in music activities

#### Fine Motor Skills

Demonstrates hand-eye coordination

#### Math

Recognizes and identifies basic three-dimensional shapes

### Shape Game

Read and discuss Gingerbread Boy's message.

Indicate and discuss the three-dimensional geometric shapes *cube, sphere, cone, cylinder, and rectangular prism* as volunteers hold each one.

Display the Shape Picture Cards. Children match the Picture Cards to the shapes the volunteers are holding.

Say: **Let's play a train game with these shapes. They will be our tickets to ride the train.** Distribute a shape ticket to six children.

"Train Game" Directions:

- Choose one child to be the engineer and one to be the conductor. The other children sit in two lines facing each other leaving a space for the train to pass between them.
- Say the name of a shape. Announce: *All aboard the cube train!* Children with cubes (cube tickets) line up behind the engineer. The conductor says, "Tickets please!" and takes their tickets. They place their hands on the waists of the children in front of them, and chug around the room. The conductor joins at the end of the line.
- The engineer announces: *This is the end of the line, everyone off the train!*
- Continue the game with different shapes, conductors, and engineers.

#### Materials

- Three-dimensional Shape  
Picture Cards: *cube, sphere, cone, cylinder, rectangular prism, pyramid*
- Three-dimensional blocks:  
cube, sphere, cone, cylinder, rectangular prism, pyramid  
(If three-dimensional shapes are not available, substitute a ball for the sphere, a die for the cube, etc.)
- Pocket chart
- Shape tickets: *cube, sphere, cone, cylinder, rectangular prism, pyramid*

I was playing with cubes and spheres in the Construction Center. I made a train and pretended I was going to visit my aunt and uncle.  
Love,  
Gingerbread Boy

#### Math

Recognizes and identifies basic three-dimensional shapes

Sorts three-dimensional shapes

#### Speaking & Listening

Follows simple and multiple-step directions



## LEARNING CENTERS

See Learning Centers for Week 21, pages 518-520. After cleanup, the children gather to share their experiences and discuss something they noticed or learned about movement..

#### Science

Observes and describes how objects move

# Circle Time

## Materials

None

### Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, *he-li-cop-ter*. Put them together, *helicopter*. This time clap for the parts. Ready? *he-li-cop-ter*** (clap, clap, clap, clap) Children say, *helicopter*.

Repeat with *train*, *caboose* (ca-boose), *engine* (en-gine) and *tractor* (trac-tor).

#### Phonological Awareness

Blends syllables in spoken words

#### Phonics & Word Recognition

Associates letters with their names and sounds

#### Social/Emotional Development

Expresses common courtesy and respects the rights of others (compromises, cooperates, takes turns)

### “Find the Picture”

Indicate the Pocket chart. Distribute the Letter Cards randomly and identify the letters in order. As you name each letter, the child holding the corresponding Letter Card places it in the pocket chart.

Grandmother says: **Gingerbread Boy and I have a game we would like to play. It’s called “Find the Picture.” There are Picture Cards hidden in the classroom. Each of you find one Picture Card and return to your place. Once everyone has found a Picture Card we will match them to the letters that stand for their beginning sounds.**

After all Picture Cards are located, children match them to the correct initial sound Letter Cards by placing them on top of the corresponding letters.

## Materials

Grandmother

Letter Cards: Aa, Bb, Cc, Dd, Ee, Ff, Hh, Ii, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Vv, Ww, Xx, Yy

Picture Cards: *apple, bear, cow, duck, elephant, feather, helicopter, iguana, kittens, ladybug, monkey, net, octopus, puppies, rabbit, skateboard, tent, volcano, web, fox, yarn* (hidden around the classroom)

Pocket chart



## Story Time

### Dramatize *A Tale of Two Little Engines*

Divide the children into two groups. One group will be the actors, and the other group will be the audience. The groups will switch for a second dramatization.

Indicate *A Tale of Two Little Engines: Together they could!* Say: **Let's look through this story to find the characters we will need to do a dramatization.** (Do this.) Discuss the story's setting.

The children should determine that you need actors for the little red engine, the little blue engine, several cars with toys, a shiny new engine, and a grand old engine. The remaining children will be the audience, and will help with the chants, "I think we can! I think we can!" and "I knew we could! I knew we could!" Practice the chants with the audience prior to the dramatization.

Read the story as children dramatize. Groups switch roles and repeat.

#### Materials

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

#### Creative Arts

*Participates in teacher-guided dramatic play activities such as acting out a story*

*Demonstrates appropriate audience skills*

#### Reading

*Identifies characters, settings, and major events in a story*

## Small Group Math

### Review 2D and 3D Shapes

Distribute materials for the children to use to construct 2D and 3D shapes as you name them.

Indicate the Cookie Shapes (2D) and Dragon's Fort (3D) Games. The children vote to decide which game they will play for the remaining Small Group Math time.

#### Materials

- Play dough
- Craft sticks
- Cookie Shapes game board
- Dragon's Fort game board
- Playing pieces
- Spinners

#### Math

*Describes, compares, creates, and composes basic shapes*

*Recognizes and identifies basic three-dimensional shapes*