

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

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**Starfall**<sup>®</sup>

**Pre K** **Second Edition!**

# ***Your Neighborhood***

***Unit 2 • Week 6***





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# Unit 2: Your Home and Neighborhood

## Week 6: Your Neighborhood

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# 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
- learn to use a Talking Stone
- discuss transportation, a variety of community buildings, and safety signs
- explore the use of pennies



Tt

## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me* by Starfall

*Star Writer Melodies*

*Starfall Sing-Along, Volumes 1 and 2*

*Stone Soup* as told by Brandi Chase

*Stone Soup* Sequence Cards

*The Little Red Hen and other Folk Tales*

*Folk Tales* Volume 1 Read-Along CD

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

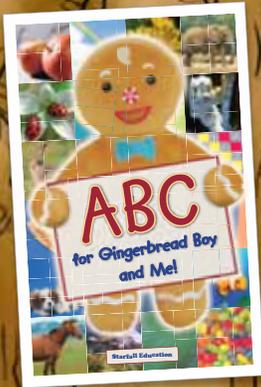
## Preparation

Prior to the Gathering Routine each day throughout the school year, remember to have the children face the flag and listen to or sing along with *Sing-Along* Volume 1, Track #3 "America the Beautiful" (or song appropriate to your country). The Pledge of Allegiance will be added in Unit 4.

Prior to Day 1, prepare a sentence strip that reads "Our Prediction" to affix next to "Today's Weather" on your bulletin board.

Place a star above each letter on the Alphabet Chart after the letter is introduced using reusable adhesive or double-sided tape. *Tt* is this week's target letter. Encourage children to bring items or pictures of objects that begin with *Tt* to class. Designate a basket or bag for collecting these items throughout the week. Include available vehicle and buildings puzzles as choices for Small Group & Exploration this week.

Type or print each child's name, address, and phone number on an adhesive label or paper, and cut them apart. The children will use them for Small Group & Exploration on Day 3.



**Day One**

*Story Time* — Hide three smooth stones in a backpack placed near your story area.

**Day Two**

*Story Time* — Locate a large stone to use throughout the year as the class Talking Stone. A child holds the stone when he or she speaks, then passes it to another child.

*Small Group* — Have non-menthol shaving cream available for children to use for writing practice. As the children use the shaving cream it will dissolve. Provide wet wipes for hands and the writing surface.

**Day Three**

*Story Time* — Choose a favorite neighborhood/community book to share. Suggestions include:

- *City Green* by DyAnne DiSalvo-Ryan
- *My Neighborhood: Places and Faces* by Lisa Bullard
- *Whistle for Willie* by Ezra Jack Keats
- *Rosie's Walk* by Pat Hutchins

*Small Group* — The children will use the name, address, and phone number labels you created.

**Day Four**

*Morning Meeting* — Prepare large construction paper shapes: circle, triangle, square, rectangle, and octagon.

*Circle Time* — Have the list of *Tt* words from Day 2 available.

*Small Group* — Provide recycled magazines, greeting cards, and lined scrap paper for creating designs and shapes.

**Day Five**

*Morning Meeting* — Generate two Word Cards: *Vehicles* and *Buildings*. Attach a picture of a car to the *Vehicles* card, and a picture of a house to *Buildings*. Use these to create two columns on a pocket chart for sorting Picture Cards.

*Circle Time* — The children will make tents in teams of four or five. You will need a sheet and/or blanket for each group.

*Story Time* — Choose a book from your classroom or school library to share about houses, neighborhoods, or soup. Suggestions include:

- *A Rainbow of Friends* by P.K. Hallinan
- *A Splendid Friend, Indeed* by Suzanne Bloom
- *Franklin's Neighborhood* by Paulette Bourgeois and Brenda Clark
- *The Napping House* by Audrey Wood

For today's Small Group Math Time you will use game boards, playing pieces and spinners to introduce the Cookie Shape Game (2D shapes).

My neighbor brought me some soup for dinner last night! It was delicious.

Your pal,  
Gingerbread Boy

## Day 2

I saw lots of different kinds of houses on my way to school. I live in a small house called a cottage. Where do you live?

Love,  
Gingerbread Boy

## Day 3

When I came to school this morning, I saw children on a bus, in cars, and on bikes! How did you get to school?

Your friend,  
Gingerbread Boy

## Day 4

Have you ever noticed the signs in your neighborhood? I counted three stop signs on my way to school today!

Your pal,  
Gingerbread Boy

## Day 5

I noticed a lot of buildings and vehicles in our neighborhood. The market is my favorite place to go!

Love,  
Gingerbread Boy

# WEEK 6

## Day One

## Day Two

<b>Gathering</b>	Introduce weather prediction Review the Calendar Routine <b>Vocabulary:</b> predict	Predict weather Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message "Wee Willie Winkie" Introduce neighborhood and community <b>Vocabulary:</b> neighbor, neighborhood, community	Gingerbread Boy's Message Types of houses "There Was a Crooked Man" <b>Vocabulary:</b> cabin, crooked

### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Same/Different Introduce /t/ "Tent" riddle "Teddy Bear, Teddy Bear" Discriminate initial /t/ words	Phonological Awareness: Compound Words <i>ABC for Gingerbread Boy and Me</i> "Twinkle, Twinkle Little Star" Introduce Tt Initial /t/ pictures
<b>Story Time</b>	"Mr. Bunny's Carrot Soup" <i>Stone Soup</i> <b>Vocabulary:</b> knapsack, villagers, delicious, elderly, kindling	<i>Stone Soup</i> Introduce the Talking Stone
<b>Small Group &amp; Exploration</b>	Introduce pennies One-to-one correspondence <b>Vocabulary:</b> pennies	Review T, t B, b



## Day Three

## Day Four

## Day Five

Predict weather Calendar Routine	Predict weather Calendar Routine	Predict weather Calendar Routine
Gingerbread Boy's Message Discuss vehicles in the community "The Wheels on the Bus"	Gingerbread Boy's Message Introduce Traffic Signs <b>Vocabulary:</b> octagon "Traffic Lights"	Gingerbread Boy's Message <b>Vocabulary:</b> market "To Market, To Market" Classify vehicles and buildings

## LEARNING CENTERS

Phonological Awareness: Blending onset and rime <i>ABC for Gingerbread Boy and Me</i> Review /t/ and Tt List initial /t/ words Introduce ASL sign for Tt "Where Is /t/?" 	Phonological Awareness: Syllables Add words to initial /t/ list Introduce /t/ in final position	Phonological Awareness: Discriminating /t/ Construct tents /t/ Picture Cards Sing "Where Is /t/?"
Teacher's choice of book about neighborhood/community	<i>Stone Soup</i> (characters, setting) <i>Stone Soup</i> Sequence Cards 	Teacher's choice of book about houses, neighborhoods or soup
Names, Addresses and Phone Numbers	Cut paper strips to create designs	Introduce Cookie Shape Game (2D shapes)

# WEEK 6

## LEARNING CENTERS

### Technology

Uses technology independently to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

Identifies how technology affects them in daily life

## Computer Center

**Activity** — The children listen to and follow along with *Starfall Talking Library*: “Stone Soup,” sing along with *Motion Songs*: “Teddy Bear, Teddy Bear,” and review /b/ and reinforce /t/ at ABCs: B, T.

### Interaction & Observation

- Notice the children’s use of computers when you visit this center. Do they rely on your assistance or that of other children, or do they use the computer independently? Do they remain engaged? These observations may help you find ways to enrich their computer experiences.
- Promote discussion about ways computers can help us learn.

### Materials

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

## Art Center

### Print Concepts

Focuses on letter names and shapes

### Phonics & Word Recognition

Associates letters with their names and sounds

### Fine Motor Skills

Uses writing, drawing, and art tools

### Social/Emotional Development

Seeks assistance from classmates

**Activity** — Display pictures and/or Picture Cards. The children paint pictures of initial /t/ words and add uppercase and lowercase *Tt* around the edge of the paper as a border.

### Interaction & Observation

- Ask questions that will demonstrate whether children understand the assignment.
- Discuss /t/ and together think of words and pictures the children could find or paint.
- Children may seek assistance from their peers.

### Materials

- Art easel and paper
- Watercolor paints
- Paintbrushes
- Water
- Pictures of items that begin with /t/, or Picture Cards: *tent, tiger, tree, truck, and turtle*



## Library Center

### Print Concepts

Understands print conveys meaning

Demonstrates/Understands directionality in print

Recognizes relationship between illustrations and text

**Preparation** — Book suggestions include:

- *If You Give A Moose a Muffin* by Laura Joffe Numeroff
- *Walter The Baker* by Eric Carle

**Activity** — The children read books about neighborhoods, traffic safety signs, or *Stone Soup* and/or listen to the audio CD.

### Interaction & Observation

- Encourage children to pretend reading with you. Informally assess their ability to track from top to bottom, left to right, and page-by-page.
- Discuss illustrations and story understanding with children as you model appropriate book handling skills.
- Observe the children’s reading behaviors to gain insights into their language development and emerging literacy skills, and also to glimpse each child’s skills and interests in library-related activities.

### Materials

- Various versions of *Stone Soup*
- Folk Tales* Volume 1 Read-Along CD
- Books about cities and towns

## Dramatic Play Center

**Preparation** — Change the Dramatic Play Center into a grocery store, and display grocery store ads.

**Activity** — Children browse bookshelf displays and grocery store ads as they shop for groceries, while others pretend to be grocery store employees.

### Interaction & Observation

- Dramatic play allows children to assume roles and act out situations that cause them fear or worry, providing an opportunity to take control rather than feel powerless.
- Dramatic play also helps children become more empathetic toward others because they have experienced a glimpse of life from their perspective.

### Materials

- Several packed food boxes (empty or full)
- Empty yogurt cups with lids, oatmeal boxes, toy fruits and vegetables, milk cartons, etc.
- Toy cash register with play money
- Small bookshelf to display groceries
- Toy shopping cart
- Grocery store ads

### Creative Arts

*Engages in cooperative pretend play with other children*

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

### Social/Emotional Development

*Empathizes with the feelings of others*

## Construction Center

**Preparation** — Hang pictures of buildings near this center to inspire the children's work.

**Activity** — The children use blocks to build a town, which might include an apartment building, a cabin, fire station, hospital, house, library, mobile home, park, post office, school, etc. They copy the Safety Sign Picture Cards to create signs for their town.

### Interaction & Observation

- Ask open-ended questions that will encourage children to talk about their structures and where they would be in relation to the city they live in and on what street they live.
- Comment on the arrangement, the choice and number of blocks, differences and similarities of the blocks used, and specific characteristics of the buildings. Your comments will help validate the importance of the children's work.
- Encourage the children to identify new shapes they form using existing shapes.

### Materials

- Picture books about cities and towns
- Safety Sign Picture Cards
- Paper, pencils, crayons

### Social Studies

*Demonstrates knowledge of personal information*

*Recognizes common symbols in the community*

### Print Concepts

*Recognizes spoken words are represented in written language by specific sequences of letters*

*Understands print conveys meaning*

### Math

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

## Writing Center

**Activity** — The children create signs to hang around the classroom, in the hallway, or on the playground. They may attempt to write on or illustrate the signs to represent words. (Our Classroom, Computer, Walk Please, Bakery, Our City, etc.)

### Interaction & Observation

- Discuss the signs the children create and ask them to explain where they would place them and why.

### Materials

- Paper
- Pencils, crayons, markers

### Fine Motor Skills

*Uses writing and drawing tools*

### Writing

*Uses scribbles/writing to convey meaning*



## Discovery Center

### Approaches to Learning

*Demonstrates flexibility, imagination, and inventiveness in approaching tasks*

*Uses self-talk as a strategy*

### Social/Emotional Development

*Works with others to solve problems*

**Activity** — The children put flashlight pieces together. When assembled correctly, the flashlights will work!

### Interaction & Observation

- Continue to pose open-ended questions to focus the children's thinking and encourage problem-solving.
- It is important to determine when and how to interact, ask questions, or make suggestions. Sometimes it is best to say nothing. A thoughtful question may help to move a child along, but if a child is working to figure something out, your comment or question might interrupt the process and cause the child to lose focus.

### Materials

- Two or three inexpensive flashlights (with batteries) taken apart and placed in plastic bags

## Math Center

### Math

*Recognizes numerals*

*Represents numbers in different ways*

*Recognizes number of objects without counting (subitizing)*

**Preparation** — Lay out the Number Cards in two rows, three columns, and in random order.

**Activity** — In turn, the children roll a die, then find the resulting numeral on the cards. They then cover that card with a math manipulative or plastic chip. Play continues until all numerals are covered. The children switch cards and play again.

### Interaction & Observation

- Cooperative games such as this don't focus on winning and losing, but instead provide opportunities for children to develop social skills and improve visual discrimination.
- Notice whether the children are able to determine how many dots are on the die each time it is rolled, without counting them.

### Materials

- Number Cards: 1-6
- One die
- Plastic chips, discs, or math manipulatives



## Gathering

Review the names of the children who are present and those who are absent. A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Say: **Today you chose** (type of weather) **to show how the weather looked and felt when you came to school. Let's predict, or make a guess, about what the weather might be when you leave school today.** Indicate the "Our Prediction" sentence strip. Choose a volunteer to predict what the weather might be later in the day.

Affix the sentence strip next to "Today's Weather." A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Say: **We will check to see if our prediction is correct before we go home today.** Remember to check the prediction at the end of the day.

Post or display the linear week calendar graph. Ask: **What do you see on the calendar? Right, you see numbers, words, and pictures.** Volunteers take turns differentiating between numbers, words, and pictures.

- Review that each box stands for a day of the week. Indicate and say the name of each day. A volunteer places a star or clothespin on the current day.
- 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.

### 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) |

## Morning Meeting

### Warm Up Your Brain

The children move to express how the music makes them feel while respecting each other's space. Pause the music occasionally and the children freeze when the music stops.

Repeat with a variety of music styles as time allows.

### Materials

- |                          |                           |
|--------------------------|---------------------------|
| <input type="checkbox"/> | Children's favorite music |
| <input type="checkbox"/> | Dragon                    |

### Science

*Makes and verifies predictions*

### Math

*Recognizes numbers in the environment*

*Uses charts and graphs to collect and analyze data*

### Print Concepts

*Differentiates between letters and numbers*

### Social Studies

*Begins to categorize time intervals*

### Creative Arts

*Experiences different moods, tempos, and rhythms in music activities*

*Expresses feelings through movement*

### Gross Motor Skills

*Moves with an awareness of personal space*

**Social Studies**

Demonstrates knowledge of personal information

Describes characteristics of where he or she lives

Investigates ways people form communities

Recognizes his or her role as a member of a group

Recognizes common symbols in the community

My neighbor brought me some soup for dinner last night. It was delicious!

Your pal,  
Gingerbread Boy



**Introduce *Neighbors and Community***

Read and discuss Gingerbread Boy’s message.

Say: **Gingerbread Boy said his neighbor brought him some soup. Who can tell us what a neighbor is?** (Volunteers respond.) **Right, a neighbor is someone who lives near you.** (Children repeat, *neighbor*.) **Raise your hand if other people live on your street. They are your neighbors. Sometimes we call people who sit near us our neighbors because they are close to us. Turn to someone close to you and say, “Hi, neighbor!”**

Indicate *Nursery Rhymes* page 48, “Wee Willie Winkie.” Say: **Wee Willie Winkie is in his neighborhood. What is he doing?** The children share observations. Continue: **Let’s listen to this rhyme to learn more.**

Read the nursery rhyme, then repeat and the children join you.

Ask: **If Wee Willie Winkie ran through your neighborhood what would he see?** Discuss houses, apartment buildings, streets, cars, bikes, street signs, trees, children playing, people taking their pets for a walk, etc.

Say: **Your neighborhood is part of a community.** (Children repeat, *community*.) **How many of you live near a shopping mall? Post office? Playground? Places near your neighborhood are also part of your community.**

Briefly discuss environmental awareness and ways the children can take care of their neighborhoods, communities, and classroom by keeping them clean.

Individually indicate and discuss the Picture Cards. The children identify which of these are found in their neighborhood communities.

Center sign-up might take a little longer than usual today, as a new theme and Learning Centers are introduced.

Encourage parents to teach their children their addresses and phone numbers and how to use phones for emergencies.

**Materials**

- Starfall’s Selected Nursery Rhymes*
- Picture Cards: *apartment building, cabin, fire station, hospital, house, library, mobile home, park, post office, RV, shop*

**Wee Willie Winkie**

*Wee Willie Winkie runs through the town,  
Upstairs, downstairs, in his night gown;  
Rapping at the windows,  
Crying through the lock,  
“Are the children all in bed?  
I’ll have you know it’s eight o’clock!”*

**LEARNING CENTERS**

See Learning Centers for Week 6, pages 134-136. After cleanup, the children gather to share their experiences. They discuss kind things their classmates did during learning center time.

**Social/Emotional Development**

Engages in and maintains positive relationships and interactions

# Circle Time

## Materials

 None

### Phonological Awareness

Say: **Close your eyes and listen, tiger, top. Open your eyes. Say: tiger, top.** Children repeat, *tiger/top*. **Are tiger and top the same word or are they different words?** (different) **Right, they are different words. Listen again, ten, ten. Are ten and ten the same word, or are they different words? Let's try some more.** Continue with *baby/tap* and *toe/toe*.

### Phonological Awareness

Identifies spoken words as same or different

### Introduce /t/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.** Grandmother reads the riddle "Tent." Ask: **What is it, a car or a tent?** Children solve the riddle and explain their answers.

Indicate the Picture Cards. Say: **Here is a picture of a tent. Say, tent. Tent begins with /t/. Say /t/.** Continue with the remaining cards:

- **Teacher begins with /t/. Say, teacher. Say /t/, teacher.**
- **Telephone begins with /t/. Say, telephone. Say /t/, telephone.**
- **Toothbrush begins with /t/. Say, toothbrush. Say /t/, toothbrush.**
- **Say, tomato. What sound do you hear at the beginning of tomato?**

Introduce *Sing-Along* Volume 2, Track 37: "Teddy Bear, Teddy Bear." Children sing and perform the actions in the song. Invite Grandmother to join in!

Say: **Listen to these words and tell which one begins with /t/. Ready? Teddy, or bear? Right, teddy begins with /t/. Say /t/.** Children repeat, */t/*. **What sound does bear begin with? /b/** Children repeat, */b/*.

Say: **Let's pretend we are teddy bears. Ready? Teddy bears, teddy bears, touch your toes.** The children do this.

Say: **Say touch and toes.** (Children repeat *touch* and *toes*.) **Do you hear /t/ at the beginning of touch and toes? Say touch, toes, /t/.** Children repeat, *touch, toes, /t/*. **Let's try some more.**

Continue for each rhyme in "Teddy Bear, Teddy Bear." After each action is performed, ask children the sound they hear at the beginning of the target words. Reinforce the sounds rather than the letter names. Overemphasize /t/ as you state the words. (*turn two times, tap ten times, tiptoe ten times*)

Encourage children to listen for /t/ today.

## Materials

 Grandmother

 *Starfall Sing-Along* Volume 2

 Picture Cards: teacher, telephone, tent, tomato, toothbrush

 Pocket chart

### Tent

*You take this camping.  
You have to put it together.  
You can sleep in it at night.  
You can make one in your house with blankets.  
It begins with /t/.*

### Phonological Awareness

Listens for beginning sounds

### Speaking & Listening

Follows simple directions

### Creative Arts

Enjoys participating in music activities



# Story Time

### Reading

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

Identifies the role of author and illustrator

### Social Studies

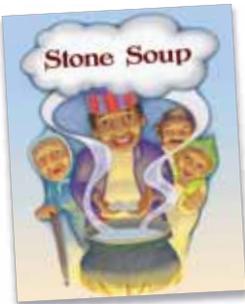
Understands how people live and what they do changes over time

### Vocabulary

Discusses words and their meanings

Explores word relationships and nuances

Uses words and phrases acquired through conversations and read alouds



## Introduce *Stone Soup*

Indicate "Mr. Bunny's Carrot Soup." Ask: **Who remembers what Mr. Bunny wanted to make?** (carrot soup) **What did he put in his soup?** (carrots) **What else do you think Mr. Bunny's friends added to the soup to make it tasty?**

Say: **Let's listen to a story about a different kind of soup. What kind of soup do you think it might be?**

Indicate the backpack. Say: **You can carry your books and toys in your backpack. Another word for backpack is knapsack.** (Children repeat, *knapsack*.) **I wonder what's inside this knapsack.**

Accept guesses, then a volunteer opens the backpack and removes the three stones.

Indicate *Stone Soup*. Say:

- **Look at the cover of this book. Who can point to the title of this book?** (A volunteer does this.) **The title is *Stone Soup*.**
- **This story was retold by Brandi Chase. Who remembers what we call the person who writes a story?** (Volunteers respond.) **Right, the person who writes a story is the author.**
- **The illustrator, or person who drew the pictures, is Annette Frei. What does an illustrator do?** (Volunteers respond.) **Right, an illustrator draws the pictures.**

Ask: **What do you notice about the way the people on the cover are dressed?** Discuss the children's observations of the character's clothes. Continue: **This tells us that this story took place a long time ago, in a little village or neighborhood. A village is a small town. People who live in a village are called villagers.**

Children repeat, *villagers*.

Read *Stone Soup*. Introduce the following vocabulary as it is encountered. Review new vocabulary after reading the story by asking questions. The children respond using the new vocabulary words.

<b>delicious</b>	something that tastes very good
<b>elderly</b>	an old person (Relate to the old woman in <i>The Gingerbread Boy</i> )
<b>kindling</b>	small pieces of wood used to make a fire

### Materials

- Stone Soup* as told by Brandi Chase
- The Little Red Hen* and other Folk Tales, "Mr. Bunny's Carrot Soup"
- Three smooth stones in a backpack



## Observe & Modify

If you would like an opportunity to observe the children during the story, play the audio CD, which includes background music.

## Small Group & Exploration

### Introduce Money

Say: **We all need food to eat every day. When you go to the grocery store, what do you need in order to buy the food?** (money) **Where do your families get the money to buy food?** (Volunteers respond.) **Yes, most adults have jobs and they are paid for doing them. They use the money for food and other things they need.** Briefly discuss the difference between wants and needs.

Indicate the pennies. Say: **These are pennies. You can use these pennies to buy things at the store. If you were going to the store today what might you buy with all these pennies?**

Distribute five pennies to each child. Say: **Look closely at your pennies.** Pause to allow time for the children to examine their pennies.

Continue: **Now, turn the pennies over to the side that shows a person on it. Does anyone have an idea of who that person is?** (Volunteers respond.) **The person on the penny is Abraham Lincoln.** (Children repeat, *Abraham Lincoln*.) **Abraham Lincoln is important to the people who live in our country because he was one of our presidents, or leaders. When we see Abraham Lincoln on our pennies, we remember what a good leader he was. Let's count our pennies.**

Touch each penny as you count.

Say: **Let's go shopping!** Indicate one smooth stone. Continue: **Each of your pennies is worth one cent. This stone costs one cent. If you want to buy this stone, how many pennies would you have to pay? Right, one. Hold up one penny or one cent.** Repeat with two, three, four, and five stones. The children hold up the corresponding number of pennies to buy each.

Indicate the Number Cards. Say: **These numbers stand for zero, one, two, three, four, and five.**

- Indicate the *one* Number Card. Say the number and the children repeat.
- They indicate one penny.
- Repeat for two, three, four, and five.
- Explain that zero means no pennies. Ask children to hold up no pennies to match the zero Number Card!

Explain that you will hold up zero, one, two, three, four, or five stones, and that each stone is worth one penny. The children show you how many pennies they would need to pay for the stones.

### Materials

- Five smooth stones
- Five pennies per child
- Number Cards: 0, 1, 2, 3, 4, 5

### Math

*Explores the use and meaning of coins*

*Recognizes numerals*

*Represents numbers in different ways*

### Social Studies

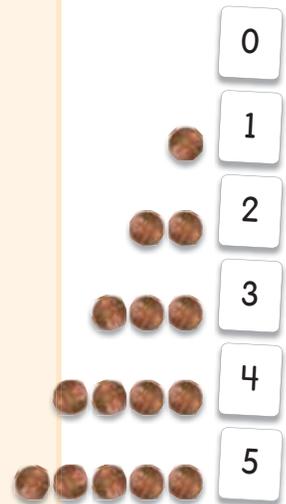
*Demonstrates an awareness of the uses of money*

*Recognizes patriotic symbols*

*Recognizes the difference between wants and needs*

*Understands money is earned through work*

*Understands money is exchanged for goods/ services*



Gathering

Math

Uses charts and graphs to collect and analyze data Social Studies

Begins to categorize time intervals

Science

Makes and verifies predictions

Observes and describes the weather and how it changes

Review the names of the children who are present and those who are absent. A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. 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 introduced on Day 1.

- 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 at school this week.
- Count how many days until a "home" day.
- Check 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)



Approaches to Learning

Uses self-talk as a strategy

Creative Arts

Experiences different moods, tempos, and rhythms in music activities

Social/Emotional Development

Regulates emotions, attention, impulses and behavior

Morning Meeting

Warm Up Your Brain

Play any track of *Star Writers Melodies* and say:

**Let's learn more ways to calm ourselves. Ready?**

- **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.** (Repeat several times.)
- **Close your eyes and listen to the music.**

Remind the children that closing their eyes, taking a deep breath and letting it out slowly is a good way to help themselves relax and feel calm when needed.

Materials	
<input type="checkbox"/>	Dragon
<input type="checkbox"/>	<i>Star Writers Melodies</i>

Where We Live

Read and discuss *Gingerbread Boy's* message.

Indicate and identify *house, bus, bookshelf, and library* Picture Cards. Ask: **Which picture shows a place someone might live?** (house) **Right, house. People ride in buses, put books on a bookshelf, and read in a library.**

Display the *apartment building, cabin, house, houseboat, and mobile home* Picture Cards. Ask: **What do people do in these places? Yes, these pictures show different places families live.** Select the *cabin* card. Explain: **Here is a cabin. It is small like Gingerbread Boy's cottage.**

Materials	
<input type="checkbox"/>	<i>Starfall's Selected Nursery Rhymes</i> (Book and Audio CD)
<input type="checkbox"/>	Picture Cards: <i>apartment building, bookshelf, bus, cabin, house, houseboat, library, mobile home</i>
<input type="checkbox"/>	Pocket chart

I saw lots of different kinds of houses on my way to school. I live in a small house called a cottage. Where do you live?

Love,  
Gingerbread Boy

Identify and discuss the characteristics of the different kinds of homes in each picture. Children take turns to indicate which picture best shows where their families live. Allow children to discuss what they know about where they live, such as address, phone number, street, or city.

Indicate *Nursery Rhymes* page 39, "There Was a Crooked Man."

Say: **This is a funny picture of a crooked man. Who knows what crooked means? Yes, crooked means not straight. What else in this picture is crooked?**

Read the nursery rhyme. The children recall the objects and animals that were crooked.

Ask: **What do you think it would be like to live in a crooked house? (Volunteers respond.) What problems might people have if all their buildings and roads were crooked?**

Play *Nursery Rhymes* Audio CD Track 39. Children sing "There Was A Crooked Man."

### **There Was a Crooked Man**

*There was a crooked man,  
Who walked a crooked mile.  
He found a crooked penny  
And smiled a crooked smile.  
He bought a crooked cat,  
Which caught a crooked mouse,  
And they all lived together  
In a little crooked house.*

### **Social Studies**

*Demonstrates knowledge of personal information (hair color, age, gender, phone, address etc.)*

*Describes characteristics of where he or she lives*

### **Reading**

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

### **Vocabulary**

*Comprehends vocabulary*



## **LEARNING CENTERS**

See Learning Centers for Week 6, pages 134-136. After cleanup, the children gather to share their experiences. They discuss kind things they did for a friend during learning center time.

### **Social/Emotional Development**

*Engages in and maintains positive relationships and interactions*

## **Circle Time**

### **Materials**

None

### **Phonological Awareness: Compound Words**

Say: **Listen, tea, pot. Let's put those two words together: teapot. Now you try, tip, toe.** (Children respond, *tiptoe*.) **Here's another one: tooth, paste.** (Children respond, *toothpaste*.)

Continue with *campfire*, *grandmother*, and *houseboat*.

**Optional:** Provide a visual clue using two connect cubes to represent individual words. Move the cubes together to indicate the compound word.

### **Phonological Awareness**

*Combines words to form compound words*

**Phonological Awareness**

Recognizes beginning sounds in words

**Print Concepts**

Focuses on letter names and shapes

Recognizes relationship between illustrations and text

**Writing**

Independently writes some letters

**Introduce Tt**

Say: **Grandmother found another nursery rhyme she would like us to learn.**

Indicate *Nursery Rhymes* page 46 “Twinkle, Twinkle, Little Star.”

Read the nursery rhyme, then ask: **Did you hear any words that begin with /t/? Listen again.** Repeat the rhyme. Children identify *twinkle*. Grandmother says: **You are my shining stars. Can you stand up and twinkle like a star?**

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

Say: **Sky write uppercase T.** (Demonstrate) **Now, sky write lowercase t.** (Demonstrate) **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase T on your partner’s back!** After they have done this several times, say: **Now write lowercase t.**

Indicate the star. Ask: **Who can find the letter Tt on the Alphabet Chart?** A volunteer identifies *Tt* and attaches the star on or above the Wall Letter Card.

Display *ABC for Gingerbread Boy and Me*. Say: **Let’s look at Tt. Here are some illustrations of things that begin with Tt.**

- Identify each picture. The children repeat each name.
- Isolate the beginning sound. (Example: *tent*, /t/)
- Indicate each illustration and the word beneath. Say: **Here is the illustration; here is the word that names the illustration.**
- Discriminate between illustration and word. (Example: Point to the illustration of the *tent*. Point to the word, *tent*.)

Encourage children to bring items, or illustrations of items, from home that begin with /t/.

Play *Nursery Rhymes* Audio CD, Track 45. Children sing “Twinkle Twinkle Little Star.” Invite Grandmother to sing along!

**Materials**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Grandmother   |
| <input type="checkbox"/> | Letter Card Tt  |
| <input type="checkbox"/> | Star  |
| <input type="checkbox"/> | <i>ABC for Gingerbread Boy and Me</i> by Starfall             |
| <input type="checkbox"/> | <i>Starfall’s Selected Nursery Rhymes</i> (Book and Audio CD) |
| <input type="checkbox"/> | Basket or bag   |

**Story Time****The “Talking Stone”**

Indicate the large stone. Say: **This is a special stone. It is a Talking Stone! Long ago Native Americans used a Talking Stick or Talking Stone when they shared stories or ideas. It helped people listen more carefully to each other. Here’s how it works.**

**Materials**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | One large stone to be used as a class “Talking Stone” |
| <input type="checkbox"/> | <i>Stone Soup</i> as told by Brandi Chase             |

**English Conventions**

Understands and uses question words

**Reading**

Recognizes cause and effect

Asks and answers questions about key elements and details in a text

**I will hold the stone when I am talking. If you would like to share, raise your hand and I will give you the stone. The rest of us will be quiet listeners until you finish. Then you may hand the stone to another person to share. Do you think it is okay to throw the stone?** Accept responses. Explain: **It's not okay, to throw the stone because it could hurt someone. Let's practice passing the stone.** Children practice passing the stone to each other, gently.

Indicate *Stone Soup* while holding the stone. Say: **Here is the book we read yesterday. Who can share something you remember from the story?** The children hold the stone as they share, then pass it to a volunteer. When all have shared, collect the Talking Stone.

Say: **As I read this story I asked myself how the visitor could make soup from stones. When I read on I learned that he wanted to trick the villagers by pretending to be able to make soup from stones. Let's listen to the story again to hear if anything good came from his trick.**

Read *Stone Soup*, then ask the following questions. Pass the Talking Stone to children who wish to share.

- **Why didn't the villagers want to share their food?**
- **What made them change their minds?**
- **What good thing happened to the villagers when they shared their food?**

Allow time for the children to ask questions about the story.

## Small Group & Exploration

### Review *Tt* and *Bb*

Place a small amount of shaving cream on the table in front of each child. The children spread it around and form the letters *T*, *t*, *B*, and *b*. Encourage them to identify the letters as they form them in the shaving cream and praise their attempts.

Display the letter as you give each of these directions:

- **Write two uppercase *Ts*.**
- **Write a big lowercase *t*.**
- **Write an uppercase *B*.**
- **Write lowercase *b b b*.**
- **Write the letter that stands for /t/.**
- **Write the letter that stands for /b/.**

Distribute individual name cards.

The children erase the letters and practice identifying them as they print their names in the shaving cream. Assist them as needed.

### Materials

- Letter Cards: *T*, *t*, *B*, *b*
- Children's name cards
- Shaving cream
- Wipes/paper towels



### Social/Emotional Development

*Regulates emotions, attention, impulses and behavior*

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

### Social Studies

*Understands how people live and what they do changes over time*

### Speaking & Listening

*Engages in agreed-upon rules for discussions*

### English Conventions

*Recognizes first letter of names is capitalized*

### Phonics & Word Recognition

*Associates letters with their names/sounds*

### Print Concepts

*Focuses on letter names and shapes*

### Writing

*Writes own name*

**Gathering**

**Math**

*Uses charts and graphs to collect and analyze data*

*Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday*

**Science**

*Observes and describes the weather and how it changes*

*Makes and verifies predictions*

Review the names of the children who are present and those who are absent. A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. 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 at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

**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)

**Morning Meeting**

**Materials**

- Dragon

**Warm Up Your Brain**

- The children twist at the waist with their arms stretched to the sides, then shout "1-2-3-4-5."
- They bend at the waist to touch their toes with both hands, and shout "1-2-3-4-5."
- They bend at the waist to touch their toes, first using their left hands to touch their right toes. Explain that they will now do the opposite and use their right hands to touch their left toes.

**"The Wheels on the Bus"**

Read and discuss Gingerbread Boy's message.

Explain that people drive on the streets of their communities to get from one place to another. The children discuss different vehicles in or on which they have ridden (bikes, cars, trucks, vans, school bus, city bus, train, subway, etc.), holding the Talking Stone as they share.

Say: **Let's make a list of the different ways people get from one place in their communities to another.** Children respond while holding the Talking Stone. Write their responses on chart paper.

**Materials**

- Starfall Sing-Along Volume 1
- Chart paper, marker
- Talking Stone

**Gross Motor Skills**

*Moves with balance and control*

When I came to school this morning, I saw children on a bus, in cars, and on bikes! How did you get to school?  
Your friend,  
Gingerbread Boy

**Approaches to Learning**

*Shows curiosity and initiative by choosing to explore a variety of activities and discuss a range of topics, ideas, and tasks*

*Uses prior knowledge to understand new experiences or problems in new contexts*

Line up chairs to create seating on a bus. Children sit in the chairs. Ask: **Can this many people fit in a car or van?** Pause for responses. Explain: **No, we're on a bus! Let's count how many people are on our bus.** Do this.

Play *Sing-Along* Volume 1 Track 41 "The Wheels on the Bus." The children sing along and make up actions to accompany the song.

### The Wheels on the Bus

*The wheels on the bus go round and round  
Round and round, round and round  
The wheels on the bus go round and round  
All through the town*

*The wipers on the bus go swish, swish, swish*

*The door on the bus goes open and shut*

*The horn on the bus goes beep, beep, beep*

*The driver on the bus says, "Step back please!"*

*The mommy on the bus says, "I love you!"*

*The daddy on the bus says, "Love you too!"*

### Social Studies

Investigates ways people form communities

### Writing

Contributes to a shared writing experience or topic of interest

## LEARNING CENTERS

See Learning Centers for Week 6, pages 134-136. After cleanup, the children gather to share their experiences. They discuss activities and/or interactions that made them feel happy.

### Social/Emotional Development

Recognizes and identifies emotions in self and others

## Circle Time

### Phonological Awareness

Say: **Let's play a puzzle word game. I'll give you two parts of a puzzle and you put them together. Ready? /t/-op (top) Let's try some more.**

Continue with /t/-ent, /t/-ag (tag), /t/-oast (toast), /t/-ell (tell), /t/-alk (talk), and /t/-able.

### Materials

None

### Phonological Awareness

Combines onsets and rimes to form words

### List Tt Words, ASL Tt

Children who brought pictures or items that begin with /t/"show and tell."

Indicate *ABC for Gingerbread Boy and Me*. Review illustrations of objects in the book that begin with *Tt*.

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter T.**

Start with children's names that begin with *T*, then accept suggestions. Children circle *Tt* in their words after you write them.

Say: **We have learned the letter Tt and /t/. Let's learn to make the letter Tt with our fingers.** Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for *Tt*. Say: **This is the letter Tt in sign language. Now you try it.** The children sign *Tt*.

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

### Materials

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

### Where Is /t/?

(Melody: "Where Is Thumbkin?")

*Where is /t/? Where is /t/?*

*Here I am. Here I am.*

*T stands for /t/ in tent and tall*

*/t/ /t/ /t/, Tt, Tt*

### Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

### Phonological Awareness

Recognizes beginning sounds

### Print Concepts

Focuses on letter names and shapes

### Writing

Contributes to a shared writing experience



**Reading**

*Identifies the roles of author and illustrator*

*Uses illustrations to make inferences or predict*

**Print Concepts**

*Demonstrates/ Understands directionality in print*

*Identifies front cover, back cover and title of a book*

*Shows where print begins on a page*

**Social Studies**

*Describes characteristics of where he or she lives and visits*

*Investigates ways people form communities*

**Approaches to Learning**

*Brings a teacher-directed or self-initiated task, activity, or project to completion*

*Approaches tasks, activities and problems with creativity*

**Social Studies**

*Describes characteristics of where he or she lives and visits*

*Demonstrates knowledge of personal information*

*Understands maps as representations of actual places*

**Story Time**

**Teacher’s Choice: Neighborhood or Community**

Choose your favorite neighborhood or community book to share with the children.

- Introduce the title of the book and a volunteer points to it on the front cover.
- Assist the children to identify the roles of its author and illustrator.
- Discuss which is the front and which is the back cover.
- Picture-walk through the book as children use the illustrations to predict what will happen and identify the story’s setting.
- Volunteers indicate where words begin on each page as you read the story.
- Demonstrate reading from top to bottom, left to right, and page-by-page.
- Pause to briefly discuss and practice using new vocabulary as it is encountered.

**Materials**

- Teacher’s choice of book about neighborhood or community

**Small Group & Exploration**

**Names, Addresses, and Phone Numbers**

Indicate several illustrations or photos of neighborhoods from books or magazines. The children discuss what they see. Distribute Writing & Observation Journals and instruct the children to illustrate their own houses. They then place the prepared address labels under their houses and illustrate additional houses to create a neighborhood.

**Materials**

- Writing & Observation Journals
- Pencils, markers, crayons
- Prepared name, address, phone labels
- Glue (if needed)
- Illustrations or photos of neighborhoods from books or magazines

## Gathering

Review the names of the children who are present and those who are absent. A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. 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 at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

### 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 charts and graphs to collect and analyze data*

*Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday*

### Science

*Makes and verifies predictions*

*Observes and describes the weather and how it changes*

## Morning Meeting

### Warm Up Your Brain

Volunteers use drums or other rhythm instruments to set the beat for the following movement.

Direct the children to:

- jump backwards
- walk in a zigzag
- walk forward and backward in a straight line
- move using tiny steps
- dance using big steps
- pretend to climb stairs

Have fun and be creative!

### Materials

- Dragon
- Drum or other rhythm instrument

### Creative Arts

*Creates sound using traditional or handmade instruments*

*Participates in creative movement*

*Responds to changes in tempo and variety of rhythms*

**Math**

Recognizes and identifies basic two-dimensional shapes

Identifies shapes regardless of orientations or size

**Social Studies**

Recognizes common symbols in the community

Describes characteristics of where he or she lives and visits

Have you ever noticed the signs in your neighborhood? I counted three stop signs on my way to school today!  
Your pal,  
Gingerbread Boy

## Safety Signs

Read and discuss Gingerbread Boy’s message.

Indicate the *stop* Picture Card. Ask Gingerbread Boy if it looks like the signs he saw on his way to school.

Say: **This is a stop sign. It has the word stop on it. You can remember this sign because it is red and has eight sides. Let’s count them.** Count the sides. **A shape with eight sides is called an octagon.** Children repeat, *octagon*.

Explain: **All of our safety signs have different shapes. When you see an octagon you know it is a stop sign. When you see a diamond or rhombus shape it is a warning sign like road work, a work zone, or a speed hump. Say, diamond.** (The children repeat, *diamond*.) **Say, rhombus. Rhombus is another name for the diamond shape.**

Display all of the prepared shapes and the children identify each of them.

Display the Safety Signs Picture Cards one at a time and discuss the meaning of each sign. The children match the shapes to the corresponding traffic signs.

Play *Sing-Along* Volume 1, Track 37. The children sing “Traffic Lights” and add appropriate actions. Repeat several times.

Challenge the children to notice signs like these on their way home from school today.

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> Volume 1
<input type="checkbox"/>	Prepared shapes: circle, triangle, rectangle, octagon, diamond
<input type="checkbox"/>	Safety Signs Picture Cards: <i>one way, railroad crossing, speed limit, stop, traffic light, yield</i>



**Approaches to Learning**

Demonstrates willingness to try new challenges

## LEARNING CENTERS

See Learning Centers for Week 6, pages 134–136. After cleanup, the children gather to share their experiences. They take turns to share something new they tried during learning center time.

## Circle Time

Materials	
<input type="checkbox"/>	None

### Phonological Awareness: Syllables

Say: **Let’s play a word game using your names.**

Choose a child with a two-syllable name. Continue: **Listen to these parts.** Say the child’s name, emphasizing each syllable with a clap.

Say: **Let’s put the parts together.** Repeat the child’s name without emphasizing the syllables.

Continue with several other one and two-syllable names.

Choose a name with three syllables. Ask: **What did you notice about (child’s name)? Yes, it has 3 parts or syllables.**

**Phonological Awareness**

Counts and blends syllables into spoken words

## Introduce Final /t/

Indicate the list of *Tt* words from Day 3.

Say: **Let's look at our list of *Tt* words.** Review the list. Ask: **Can you think of any other words you would like to add to the list?** Add *Tt* words the children share.

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

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

Say: **Listen to these words. If you hear /t/ at the end of the word, make the *Tt* hand sign.** Emphasize /t/ in the following words: *carrot, flat, soup, and nut*.

Grandmother says: **What do you notice about this word, *tent*?** Overemphasize the beginning and ending /t/. Continue: **Right, *tent* has /t/ at the beginning and the end! I will have a surprise for you tomorrow. It has something to do with a tent.**

### Materials

- Grandmother
- List of *Tt* words from Day 3

## Story Time

### Stone Soup Characters

Indicate *Stone Soup*. Ask:

- **Who are the characters in this story?** (traveler, villagers or people in the village)
- **Where does this story take place?** Assist the children as necessary to identify the setting.
- **Did the story take place inside a building or outside?**

Picture-walk through the book. Discuss the setting as children note details in the illustrations. Display the Sequence Cards in random order in the bottom section of a pocket chart. Volunteers take turns to order the cards in the top section.

Picture-walk through the book again as volunteers retell the story and determine whether the Sequence Cards are in the correct order. Model and encourage use of ordinal vocabulary such as first, second, third, and so on.

### Materials

- Stone Soup* as told by Brandi Chase
- Stone Soup* Sequence Cards
- Pocket chart



## Small Group & Exploration

### Design Collages

Demonstrate the proper way to hold scissors. Then the children experiment cutting lined scrap paper into strips. They glue the strips to construction paper to create designs, letters, or shapes.

The children may use Shape Picture Cards to reproduce shapes.

### Materials

- Scissors for each child
- Prepared lined scrap paper, recycled greeting cards and magazines
- Construction paper in various colors
- Shape Picture Cards (optional)

### Phonological Awareness

Recognizes and identifies beginning and ending sounds

### Math

Understands and uses ordinal numbers

### Reading

Identifies characters, settings, and major events in a story

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

Retells familiar stories in sequence

### Social Studies

Understands how people live and what they do changes over time

### Approaches to Learning

Approaches tasks, activities and problems with creativity

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

### Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

**Gathering**

**Math**

*Counts in sequence*  
*Uses charts and graphs to collect and analyze data*  
*Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday*

**Science**

*Makes and verifies predictions*  
*Observes and describes the weather and how it changes*

Review the names of the children who are present and those who are absent. A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. 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 at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

<b>Materials</b>	
<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)

**Morning Meeting**

**Creative Arts**

*Enjoys participating in music activities*  
*Participates in a variety of dance and movement activities*

**Warm Up Your Brain**

Play *Sing-Along Volume 1* Track 41. Children sing "Wheels on the Bus." They create and perform appropriate motions to accompany the song.

<b>Materials</b>	
<input type="checkbox"/>	Dragon
<input type="checkbox"/>	<i>Starfall Sing-Along Volume 1</i>

**English Conventions**

*Forms regular plural nouns*

**Math**

*Sorts objects by physical attributes*

**Social Studies**

*Describes characteristics of where he or she lives and visits*

**Vocabulary**

*Discusses words and word meanings*  
*Uses words acquired through conversations and read alouds*

**Vehicles and Buildings**

Read and discuss Gingerbread Boy's message.

Indicate *Nursery Rhymes* page 40, "To Market, To Market." Ask: **What do you see in this illustration?** The children share their observations. Continue: **Someone is riding a motor bike. I wonder where she is going. Let's read to find out.**

Read "To Market, To Market." Say: **A market is a place where people go to buy food and other things. Some markets are indoors, like grocery stores. Some markets are outside. How did the girl get to the market? What did she buy there?**

<b>Materials</b>	
<input type="checkbox"/>	Picture Cards: ambulance, apartment building, bike, bus, cabin, car, fire station, hospital, house, houseboat, jeep, library, mobile home, police car, post office, school, truck, van
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Word Cards: vehicles, buildings
<input type="checkbox"/>	<i>Starfall's Selected Nursery Rhymes</i> Audio CD

Indicate the two columns prepared on the pocket chart. Say: **Here are pictures of a vehicle and a building. What is a vehicle?** (Volunteers respond.) **A vehicle is something that takes you somewhere like a car, bus, van or truck. Who can tell us what a building is?** (Volunteers respond.) **A building is a place you can go into, like a house, a store, or a school.**

Distribute the Picture Cards. Indicate two columns of the pocket chart.

- A volunteer brings his or her Picture Card forward.
- Identify the Picture Card.
- The volunteer determines if the picture is of a vehicle or a building, places the card in the corresponding column, then chooses the next volunteer.

Repeat with remaining Picture Cards.

Ask: **Who can think of a kind of vehicle?** (Volunteers respond.)  
**Who can name a kind of building?** (Volunteers respond.)

### **To Market, To Market**

*To market, to market  
to buy a fat pig;  
Home again, home again,  
jiggety-jig.*

*To market, to market,  
to buy a fat hog;  
Home again, home again,  
jiggety-jog.*

I noticed a lot of buildings and vehicles in our neighborhood. The market is my favorite place to go!

Love,  
Gingerbread Boy



## LEARNING CENTERS

See Learning Centers for Week 6, pages 134-136. After cleanup, the children gather to share their experiences. They take turns describing the signs they created in the Writing Center.

### **Creative Arts**

*Describes or explains own artwork*

## Circle Time

### Phonological Awareness

Recognizes and identifies beginning sounds

### Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

### Phonological Awareness

Recognizes and identifies beginning sounds

### Social/Emotional Development

Works with others to solve problems



### Materials

None

### Phonological Awareness: Discriminating /t/

The children stand. Say: **Listen to these words. If I say a word that begins with /t/ stand on your tippy toes. If the word doesn't begin with /t/ sit down. Ready? Teeth!** (The children stand on their tippy toes.) **Right, teeth begins with /t/.** Continue with *two, paper, tree, top, and ball.*

### Review /t/

Indicate Grandmother. Say: **Grandmother brought a surprise for you.** Reveal the sheets and/or blankets.

Grandmother asks: **Do these look like a tent?** (Children respond.) **No, they don't look like a tent yet. It is your job to turn these sheets and blankets into a tent.**

Group the children in teams of four or five to construct tents using sheets, blankets, tables, and chairs. Make necessary adaptations for children with physical disabilities. Allow time for the children to construct the tents. Circulate to answer questions and encourage the children to be flexible and open to each other's ideas.

Gather the children in a semicircle. Volunteers identify the Picture Cards *teacher, telephone, tent, toothbrush, and tomato*, as you place them on the floor.

Say: **Look closely at these objects that begin with /t/. I will take one away and you tell which one. 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 /t/?"

### Materials

Several sheets and/or blankets

Grandmother

Picture Cards: *teacher, telephone, tent, tomato, toothbrush*

### Where Is /t/?

(Melody: "Where Is Thumbkin?")

Where is /t/? Where is /t/?

Here I am. Here I am.

T stands for /t/ in tent and tall

/t/ /t/ /t/, Tt, Tt, Tt

## Story Time

### Teacher's Literature Choice: Houses, Neighborhoods, or Soup

Indicate your choice of book and the children discuss the roles of its author and illustrator. The children use the illustrations to make predictions about the story as you picture-walk through the book. Read the story and briefly discuss the characters, setting, and new vocabulary as it is encountered. Ask questions about key details in the text and discuss any questions the children have.

Encourage them to use the new vocabulary in their questions and answers.

#### Materials

- Teacher's choice of book about houses, neighborhoods, or soup

#### Reading

*Identifies the roles of author and illustrator*

*Asks and answers questions about key elements and details in a text*

#### Social Studies

*Describes characteristics of where he or she lives and visits*

#### Vocabulary

*Uses illustrations and context to determine word meaning*

*Connects words and their meanings*

## Small Group Math

### Introduce the Cookie Shape Game

Review the Cookie Shape Game directions with the children and volunteers take turns to demonstrate how to play the game. Use a second game board and spinner (if needed) to allow all of the children to experience the game.

#### Materials

- Cookie Shape game boards (2D shapes)
- Playing pieces
- 2D shapes spinners

#### Fine Motor Skills

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

#### Math

*Recognizes and identifies basic two-dimensional shapes*