

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

If you have questions or comments, please contact us.

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Pre

K

**Second
Edition!**

Community Helpers

Unit 2 • Week 7





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Unit 2: Your Home and Neighborhood

Week 7: Community Helpers

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Week 7: Community Helpers

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

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



Nn

Starfall Books & Other Media

A Day in the Life of a Firefighter by Brandi Chase

ABC for Gingerbread Boy and Me by Starfall

"One Two, Tie My Shoe" Picture Cards

Star Writer Melodies

Starfall American Sign Language Poster

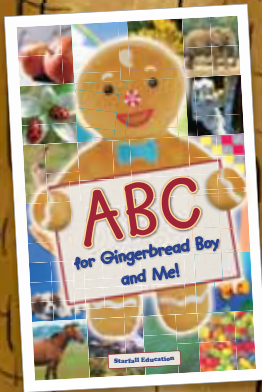
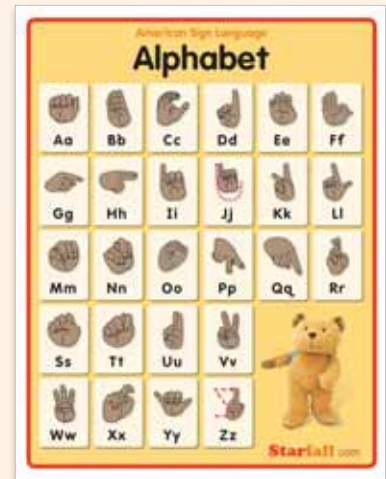
Starfall's Selected Nursery Rhymes (Book and Audio CD)

The Cobbler and the Elves as told by Brandi Chase

Preparation

Include available community helper puzzles as choices for *Small Group & Exploration* this week.

Prior to the Gathering Routine each day throughout the school year, 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.



WEEK 7

Day One

Day Two

Gathering

Predict weather
Calendar Routine

Predict weather
Calendar Routine

Morning Meeting

Gingerbread Boy's Message
"Our Community Helpers"
Vocabulary: firefighter, community helpers, firehouse, hospital, library, post office, police car, librarian, police officer, postal worker

Gingerbread Boy's Message
"This Old Man"
Number awareness
Calling 9-1-1
Vocabulary: emergency

LEARNING CENTERS

Circle Time

Phonological Awareness:
Same/different
"Net" riddle
"Wynken, Blynken, and Nod"
Introduce and listen for /n/

Phonological Awareness:
Compound Words
Introduce Nn
Initial /n/ words
ABC for Gingerbread Boy and Me

Nn

Story Time

A Day in the Life of a Firefighter
Author/
Photographer
"Five Little Firefighters"



A Day in the Life of a Firefighter
Introduce
Meeting Place
"Get Low and Go"



Small Group & Exploration

Design fire trucks

Draw selves as community helpers/dictate sentences

Day Three

Day Four

Day Five

Predict weather
Calendar Routine

Gingerbread Boy's Message
Star Writer Melodies

"Cobbler, Cobbler Mend My Shoe"

Pairs

Vocabulary: cobbler, pair

Predict weather
Calendar Routine

Gingerbread Boy's Message
Partner Share

Predict weather
Calendar Routine

Gingerbread Boy's Message
Share Chair: Community Helpers Book

LEARNING CENTERS

Phonological Awareness:
Blend onset and rime

ABC for Gingerbread Boy and Me

Review initial /n/ pictures and words

Introduce ASL sign for N

Sing "Where Is /n/?"



Phonological Awareness:
Discriminating /n/

Introduce /n/ in final position

"Wynken, Blynken, and Nod"

Phonological Awareness:
Same/Different

Match upper and lowercase letters

Review /n/

Play "What's missing?"

Sing "Where Is /n/?"

The Cobbler and the Elves

Title/author/illustrator



Vocabulary:

astonished, frolicked, pranced

The Cobbler and the Elves

Write class thank you note to elves



Teacher's choice of book about community helpers/careers

Review Bb, Tt, Nn and /b/, /t/, /n/

"One, Two Tie My Shoe"

Rhyming Words

Match Picture Cards to Number Cards



Counting on

Writing numbers

WEEK 7

LEARNING CENTERS

Technology

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

Materials

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

Interaction & Observation

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

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Social Studies

Understands maps as representations of actual places

Writing

Recognizes writing as a way of communicating for a variety of purposes

Art Center

Activity — The children draw maps of their classroom or neighborhoods. They use symbols or kid writing to label them.

Materials

- ☐ Drawing paper
- ☐ Pencils, crayons

Interaction & Observation

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

Library Center

Activity — The children read the available books and/or follow along with the audio versions.

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

Materials

- ☐ Various versions of *Stone Soup* and *The Cobbler and the Elves* (some recorded)
- ☐ *A Day in the Life of a Firefighter*
- ☐ Nursery rhyme books
- ☐ Books about doctors, dentists, firefighters, and other community helpers
- ☐ Flannel board
- ☐ Flannel board characters/objects

Interaction & Observation

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

Print Concepts

Recognizes relationship between illustrations and text

Reading

Retells stories in sequence

Identifies characters, settings, and major events in a story

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

Dramatic Play Center

Preparation — Turn this center back into a household.

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

Interaction & Observation

- Discuss pretend situations with the children.
- Notice their development in the use of props. Throughout the year you should see a progression from the use of realistic objects for what they are, to the ability to substitute words, actions or other objects as representations.
- Discuss how firefighters are often paramedics and may provide medical assistance to people who are injured in fires.
- Model and assist the children to button/unbutton shirts and jackets and hang them when they are finished.

Materials

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

Approaches to Learning

Uses imagination in play and interactions with others

Health, Safety, & Nutrition

Identifies importance of safety practices, rules, and routines

Identifies adults who keep them safe/healthy

Recognizes dangerous situations

Social/Emotional Development

Demonstrates self-help skills

Construction Center

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

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

Interaction & Observation

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

Materials

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

Approaches to Learning

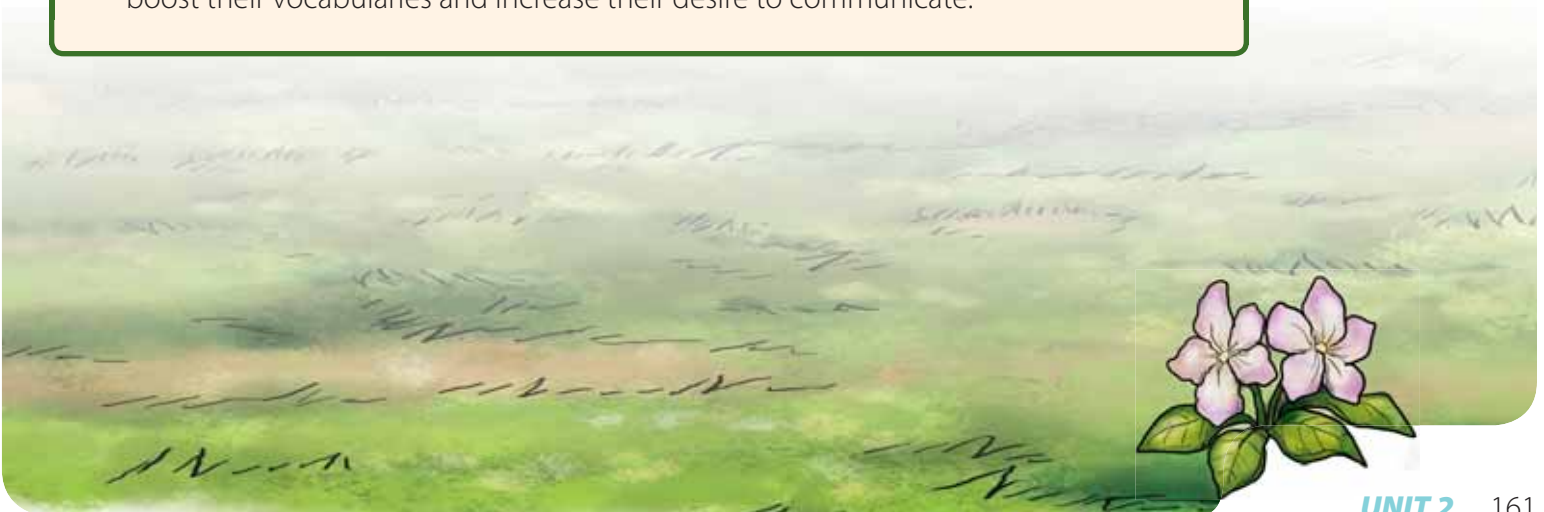
Approaches tasks, activities and problems with creativity

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Social Studies

Recognizes the roles and responsibilities of various workers in their community



Writing Center

Approaches to Learning

Attends to tasks for a brief period and seeks help when needed

Fine Motor Skills

Uses writing and drawing tools

Writing

Uses drawing and/or scribble writing to convey meaning

Activity — Children use Picture Cards to illustrate their favorite community helpers. They write the names of the helpers on their illustrations.

Display the completed illustrations in the Writing Center or on the classroom walls nearby.

Interaction & Observation

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

Materials

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

Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Uses senses to explore

Investigates properties of earth materials including water, soil, rocks, and sand

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

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

Interaction & Observation

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

Materials

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

Math Center

Math

Recognizes numerals

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

Recognizes number of objects stays the same regardless of their arrangement

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

Interaction & Observation

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

Materials

- ☐ Tubs of small blocks, toys, or math manipulatives
- ☐ Number Cards 1 through 10
- ☐ Picture Cards from "One, Two, Tie My Shoe"

Gathering

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

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

Post or display the linear week calendar graph.

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

Materials

- | | |
|--------------------------|---|
| <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) |

Language Development

Expresses simple greetings, words, and phrases in a language other than their own

Understands people use different languages (including sign language) to communicate

Math

Understands ordinal numbers

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



Observe & Modify

If children are ready, begin to introduce the days of the week and months of the year in Spanish and French, displaying the Wall Cards downloaded from the Parent-Teacher Center.

Morning Meeting

Materials

- | | |
|--------------------------|--------|
| <input type="checkbox"/> | Dragon |
|--------------------------|--------|

Warm Up Your Brain

The children stretch and reach, following these directions:

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

Gross Motor Skills

Combines a sequence of large motor skills

Speaking & Listening

Follows simple and multiple-step directions

Approaches to Learning

Uses imagination in play and interactions with others

English Conventions

Forms regular plural nouns

Health, Safety and Nutrition

Identifies adults in their communities who keep them safe and healthy

Social Studies

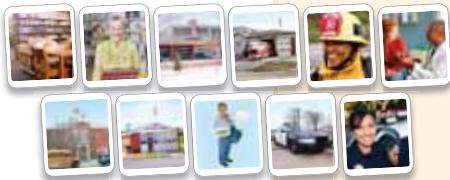
Recognizes common symbols in the community

Investigates ways people form communities

Writing

Contributes to a shared writing experience or topic of interest

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



Approaches to Learning

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

Firefighters

Read and discuss Gingerbread Boy's message.

Place the Picture Cards *doctor, firefighter, librarian, police officer, postal worker, and teacher* in a bag or basket. Say:

Firefighters are people who work in our community.

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

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

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

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

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

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

Review the community helpers list using both the singular and plural forms of each community helper, and the children repeat.

Materials

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

LEARNING CENTERS

See Learning Centers for Week 7, pages 160-162. After cleanup, the children gather to share their experiences. They take turns to share something new they have learned.

Circle Time

Materials

☐ None

Phonological Awareness: Same or Different

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

Repeat with additional sets of words as time allows.

Phonological Awareness

Identifies spoken words as same or different

Introduce /n/

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

The children solve the riddle. Indicate the net. Ask:

What are nets used for? (Discuss)

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

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

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

Say: **Listen to these two words. Which one begins with /n/? Ready? name, butterfly** (Children respond.)

Name begins with /n/. Say /n/. (Children repeat, /n/.)

What sound does butterfly begin with? /b/

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

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

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

Materials

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

Net

I am made of rope or nylon.

People use me to catch butterflies or scoop up fish!

My name begins with the letter N
What am I?

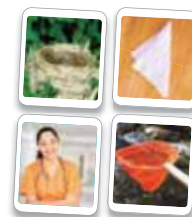
Phonological Awareness

Recognizes and identifies beginning sounds

Reading

Uses illustrations to make inferences or predict

Recognizes common types of text



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

Read the nursery rhyme. Repeat it and the children join in. Say: **One of the character’s names in our rhyme begins with /n/. Listen: Wynken, Blynken, Nod. Which one begins with /n/?**

Encourage children to listen for /n/ today.

Wynken, Blynken, and Nod

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

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

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

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

Story Time

A Day in the Life of a Firefighter

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

Indicate *A Day in the Life of a Firefighter*. Volunteers point to the front cover, back cover and title of the book.

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

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

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

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

Ask questions that require the children to recall information from the book. Volunteers use illustrations to indicate where the answers can be found.

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

Materials

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

Health, Safety and Nutrition

Identifies adults in their communities who keep them safe and healthy

Print Concepts

Shows where print begins on a page

Understands directionality in print

Reading

Recalls important facts from informational text

Differentiates between fiction and nonfiction

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

Social Studies

Investigates ways people form communities



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

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

Repeat with five new firefighters.

Five Little Firefighters

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

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

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

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

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

Small Group & Exploration

Create Fire Trucks

Indicate a construction paper rectangle and circle and review the names of the shapes.

Ask: **If I turn the shapes in a different direction** (demonstrate) **what shapes are they?** The children should understand that the shapes don’t change when they are turned in different directions.

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

Distribute a large sheet of construction paper to each child. The children glue the shapes to the large sheet of construction paper to create fire trucks. They use markers to add details. Ask: **Where did you put the rectangle? Circles?** Encourage the children to use positional words in their responses.

Optional: Provide illustrations of a variety of fire trucks as models. The children identify the shapes they recognize in the fire trucks.

Materials

<input type="checkbox"/>	One construction paper
	rectangle, two small
	construction paper circles and
	a large sheet of construction
	paper for each child

Approaches to Learning

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

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Identifies shapes regardless of orientations or size

Recognizes and identifies basic two-dimensional shapes

Math

Understands ordinal numbers

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

Gathering

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

A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

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

Review the weekly calendar.

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

Materials

- ☐ 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

Creative Arts

Enjoys participating in music activities

Reading

Recognizes common types of literature

Warm Up Your Brain

Indicate *Nursery Rhymes* pages 42 and 43, "This Old Man."

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

Play *Nursery Rhymes* Audio CD, Track 42.

Materials

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

This Old Man

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

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

Dialing 9-1-1

Read and discuss Gingerbread Boy's message.

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

Say: **Last week we learned our addresses and phone numbers. Why do you think it's important to know where you live and what your phone number is?** (Discuss) **Today we'll talk about one of the reasons it is important.**

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

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

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

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

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

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

Materials

- ☐ Prepared 9-1-1 poster
- ☐ Cell phone or disconnected land-line phone

Approaches to Learning

Uses imagination in play and interactions with others

Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Recognizes dangerous situations

Math

Recognizes numbers in the environment

Social Studies

Demonstrates knowledge of personal information

Recognizes his or her role as a member of a group

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

Love,
Gingerbread Boy



Observe & Modify

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

Approaches to Learning
Demonstrates increasing independence and willingness to try new challenges

Phonological Awareness
Combines words to form compound word

Print Concepts
Focuses on letter names and shapes
Recognizes relationship between illustrations and text

Phonological Awareness
Recognizes and identifies beginning sounds



LEARNING CENTERS

See Learning Centers for Week 7, pages 160-162. After cleanup, the children gather to share their experiences. The children take turns sharing something new they tried in learning centers.

Circle Time

Phonological Awareness: Compound Words

Say: **Here are two cubes. I will put the two cubes together and say a word. Listen: firefighter. There are two words in one: fire** (separate the cubes and raise one) **and fighter** (raise the second cube). **Let's put the words back together.** Say *firefighter* and put the two cubes together.

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

Materials	
<input type="checkbox"/>	Two connect cubes or chips for each child and teacher

Introduce Nn

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

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

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

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

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

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

Materials	
<input type="checkbox"/>	Grandmother
<input type="checkbox"/>	Letter Card Nn
<input type="checkbox"/>	Star
<input type="checkbox"/>	<i>ABC for Gingerbread Boy and Me</i> by Starfall

Story Time

Get Low and Go

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

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

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

Continue: **Okay children, today let's talk about what we should do if there is a fire in our house. It's important to have a plan for emergencies. Come with me!**

Take the children outside and away from the school building.

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

Pretend to call 9-1-1 and report the fire.

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

Return to the classroom.

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

You and your assistant (or two child volunteers) hold a sheet low to the floor. Explain:

We'll pretend the sheet is smoke. You have to stay low to crawl under it.

Children crawl under the sheet and say, "Get low and go."

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

Materials

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

Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Identifies adults who keep them safe/healthy

Recognizes dangerous situations

Social Studies

Recognizes his or her role as a member of a group

Small Group & Exploration

What I Want to Be

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

Children will share their illustrations on Day 5.

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

Materials

- ☐ Community helpers list
- ☐ Writing & Observation Journals
- ☐ Pencils, crayons, markers

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Differentiates past, present, and future

Recognizes his or her role as a member of a group (class, family, community)

Writing

Uses drawing and/or dictation to convey meaning

Math

Understands
ordinal numbers

Science

Makes and verifies
predictions

Gathering

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

A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

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

Assist children to identify and mark today's date.

Materials

- ☐ Attendance, Weather, and
- Calendar Routine materials

Creative Arts

Experiences different
moods, tempos,
and rhythms in
music activities

Social/Emotional Development

Recognizes and regulates
emotions, attention,
impulses and behavior

Morning Meeting**Warm Up Your Brain**

Play *Star Writer Melodies*, any track. Instruct the children to take deep breaths as they follow your directions to practice the following relaxation and calming strategies.

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

Materials

- ☐ *Star Writer Melodies*
- ☐ *Dragon*

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

English Conventions

Forms regular
plural nouns

Math

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

Uses numbers to predict,
estimate, and make
realistic guesses

Social Studies

Understands money
is exchanged for
goods/services

"Cobbler, Cobbler, Mend My Shoe"

Read and discuss Gingerbread Boy's message.

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

Indicate *Nursery Rhymes* page 23, "Cobbler, Cobbler, Mend My Shoe." Say: **Maybe someone could make shoes for Gingerbread Boy. Here's a nursery rhyme about a cobbler.** (Children repeat, *cobbler*.) **A cobbler is someone who earns money by making and repairing shoes. Let's read about this cobbler.**

Read the nursery rhyme. Children discuss the illustration.

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

Materials

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

Cobbler, Cobbler, Mend My Shoe

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

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

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

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

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

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

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

Vocabulary

Asks questions about unknown objects and words

Discusses words and their meanings



Observe & Modify

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

LEARNING CENTERS

See Learning Centers for Week 7, pages 160-162. After cleanup, the children gather to share their experiences. The children take turns sharing times a classmate taught them something new.

Approaches to Learning

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

Circle Time

Phonological Awareness

Combines onsets and rimes to form words

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Phonological Awareness

Recognizes and identifies beginning sounds

Print Concepts

Focuses on letter names and shapes

Writing

Contributes to a shared writing experience



Materials

☐ None

Phonological Awareness: Onset and Rime

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

List Nn Words, ASL Nn

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

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

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter N.** Start with children's names that begin with *N*, then accept suggestions. Children circle the *Nn* in their words after you write them.

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

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

Materials

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

Where Is /n/?

(Melody: "Where Is Thumbkin?")
Where is /n/? Where is /n/?
Here I am. Here I am.
N stands for /n/ in nest and night
/n/ /n/ /n/, Nn, Nn, Nn

Story Time

Reading

Differentiates between fiction and nonfiction

Makes inferences

Social Studies

Understands how people live and what they do changes over time

Vocabulary

Discusses words and word meanings

Identifies real-life connections between words and their use

Explores word relationships and nuances

Materials

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

Read *The Cobbler and the Elves*

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

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

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

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



Children discuss answers to the following questions:

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

Allow time for the children to ask questions.

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

Small Group & Exploration

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

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

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

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

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

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

Materials

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

Phonics & Word Recognition

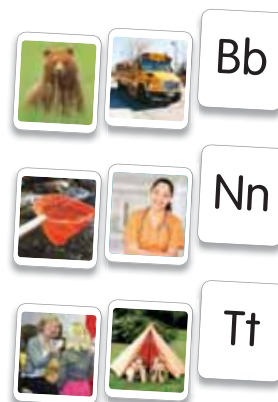
Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds

Writing

Independently writes some letters



Math

Understands
ordinal numbers

Science

Makes and verifies
predictions

Gathering

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

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

A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

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

Assist children to identify and mark today's date.

Materials

- ☐ Attendance, Weather, and
Calendar Routine materials

Gross Motor Skills

Combines a sequence
of large motor skills

Math

Counts in sequence

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

Social Studies

Demonstrates knowledge
about community
workers and their roles

Differentiates past,
present, and future

Describes characteristics
of where he or she
lives and visits

Speaking & Listening

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

Morning Meeting**Materials**

- ☐ Dragon

Warm Up Your Brain

- The children place their left hands on their right shoulders. They turn their heads slowly to the right as if looking over their shoulders and they count to 10.
- Next they place their right hands on their left shoulders and turn their heads slowly to the left and they count to 10.
- They cross both arms (touching opposite shoulders), raise their chins up, they count to 10, and then clap three times.

Partner Sharing: Community Helpers

Read and discuss Gingerbread Boy's message.

Indicate and review the Community Helpers list from Day 1.

The children form a circle. Say: **Today let's practice**

partner sharing. Who will be my partner? (Choose a volunteer.) **Remember we need to sit criss-cross, knee-to-knee. Let's say that together.** (Children repeat, *criss-cross, knee to knee.*) **We will partner share what community helper we would like to be when we grow up. I will be partner number one. I will look at my partner when I am talking. Ready? I want to be a veterinarian because I love animals. Now, it's my partner's turn. Tell me what you want to be and why.** Assist your partner to use this sentence stem:

I want to be a _____ because _____.

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

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

Materials

- ☐ Community Helpers list
from Day 1

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



Observe & Modify

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

LEARNING CENTERS

See Learning Centers for Week 7, pages 160-162. After cleanup, the children gather to share their experiences. The children take turns sharing how they solved a problem during learning center time.

Social/Emotional Development

Works with others to solve problems

Circle Time

Materials

☐ None

Phonological Awareness: Discriminating /n/

The children stand. Say: **Listen to these words. If the word begins with /n/, touch your nose. If the word doesn't begin with /n/, sit down. Ready?** Use *neighbor, number, table, neck, nice, box, and nut.*

Phonological Awareness

Recognizes and identifies beginning sounds

Introduce Final /n/

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

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

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

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

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

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

Materials

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

Phonological Awareness

Recognizes and identifies beginning and ending sounds

Story Time

A Letter to the Elves

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

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

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

On chart paper write, “Dear Elves.”

The children dictate sentences for the thank you letter as you write their responses. Read the completed letter. They sign the letter, being sure to use capital letters at the beginning of their names.

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

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

Materials

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

English Conventions
Uses frequently occurring nouns and verbs
Recognizes first letter of names is capitalized

Reading
Retells stories in sequence

Social Studies
Recognizes the roles and responsibilities of various workers in their community

Vocabulary
Identifies new meanings for familiar words and applies them accurately

Writing
Contributes to a shared writing experience
Writes own name

Small Group & Exploration

“One, Two, Tie My Shoe”

Indicate *Nursery Rhymes* page 30, “One, Two, Tie My Shoe.” The children recite the nursery rhyme together.

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

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

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

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

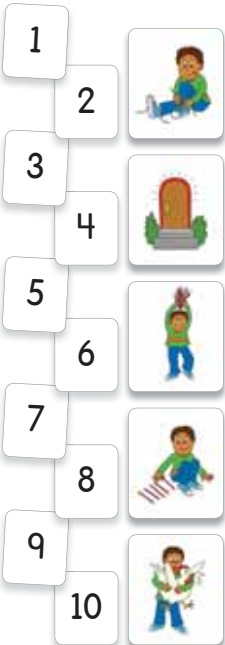
Say: **Look at your number or picture. Find the person with the number or picture that rhymes with yours. Place the cards in the pocket chart when you find your rhyming partner.** The children check the pairs to confirm whether or not the words rhyme.

Materials

- ☐ *Starfall’s Selected Nursery Rhymes*
- ☐ Prepared “One, Two, Tie My Shoe”
Picture Cards
- ☐ Number Cards 1-10
- ☐ Pocket chart

Math
Recognizes numerals

Phonological Awareness
Identifies rhyming words



Gathering

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

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

A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

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

Assist children to identify and mark today's date.

Materials

- ☐ Attendance, Weather, and
- Calendar Routine materials

Math

Understands ordinal numbers

Science

Makes and verifies predictions

Morning Meeting

Warm Up Your Brain

The children do the "rocking chair." They:

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

Materials

- ☐ Dragon

Approaches to Learning

Uses self-talk as a strategy

Gross Motor Skills

Moves with balance and control

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

Share Chair: Community Helpers

Read and discuss Gingerbread Boy's message.

Read the elves' letter to the children.

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

The children take turns sitting in the Share Chair to share their journal pages. Help the children use complete sentences and add details when describing their illustrations. Classmates demonstrate appropriate audience skills while others are sharing and give compliments after each child shares.

Materials

- ☐ Letter from the elves
- ☐ Writing & Observation Journals
- ☐ Share Chair
- ☐ Grandmother
- ☐ Gingerbread Boy

Creative Arts

Demonstrates appropriate audience skills

Describes or explains own artwork

Speaking & Listening

Engages in agreed-upon rules for discussions

Speaks in complete sentences



Observe & Modify

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



Approaches to Learning

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

Phonological Awareness

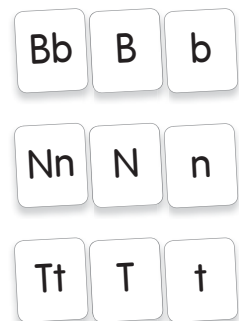
Identifies spoken words as same or different

Phonological Awareness

Recognizes and identifies beginning sounds

Print Concepts

Focuses on letter names and shapes



LEARNING CENTERS

See Learning Centers for Week 7, pages 160-162. After cleanup, the children gather to share their experiences. They take turns to share their favorite learning center this week.

Circle Time

Materials

☐ None

Phonological Awareness: Same or Different

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

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

Review Bb, Tt, and Nn

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

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

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

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

Sing "Where Is /n/?"

Materials

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

Where Is /n/?

(Melody: "Where Is Thumbkin?")

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

Here I am. Here I am.

N stands for /n/ in nurse and nest

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

Story Time

Teacher's Literature Choice: Community Helpers

Instruct the children to close their eyes and think about what they have learned about community helpers. They then take turns to share.

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

Read the story pausing briefly to introduce new vocabulary as it is encountered. Discuss the story as you read and allow time for the children to ask questions.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Teacher's choice of book about careers or community helpers |
|--------------------------|---|

Approaches to Learning

Reflects on what has been learned

English Conventions

Understands and uses question words

Reading

Uses illustrations to make inferences or predict

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Vocabulary

Asks questions about unknown objects and words

Small Group Math

Counting On and Writing Numbers

Ask: **Who remembers when we used Number Cards to create a number line?** (Volunteers respond.) **Let's do it again!** The children assist to place the Number Cards 0 to 10 in order to create a number line.

Continue: **Now let's play "Counting On." I will touch a Number Card then we will count on from that number. Let's try one!**

Touch the four Number Card. Say: **Let's start at 4 and count on. Ready? Count with the children from 4 to 10, indicating the Number Cards as you count.** Repeat several times counting on from different numbers.

Say: **Now let's practice writing the numbers.** Distribute a small amount of shaving cream to each child. Indicate a Number Card and the children identify the number. They write the number in the shaving cream. Observe and praise their attempts. Demonstrate how to "erase" by smoothing out the shaving cream, and repeat for other numbers as time allows.

Distribute sanitizing wipes and demonstrate how the children should use them to clean the tables and their hands.

Materials

- | | |
|--------------------------|-------------------|
| <input type="checkbox"/> | Number Cards 0-10 |
| <input type="checkbox"/> | Shaving cream |
| <input type="checkbox"/> | Sanitizing wipes |

Math

Counts/identifies numbers in sequence

Recognizes, names, or writes numeral