

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

If you have questions or comments, please contact us.

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Let's Build It!

Unit 6 • Week 19





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Unit 6: Watch Us Work

Week 19: Let's Build It!

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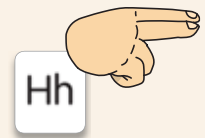
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Week 19: Let's Build It!

This week you will teach the children about building materials and construction through the story of *The Three Little Pigs*. The children will also:

- practice blending onsets and rimes and consonant/vowel/consonant words
- learn /w/ and /h/ and identify initial /w/ and initial /h/ words
- rediscover the folk tale literary style
- build houses from straw, sticks, or paper bricks
- discuss beginning, middle, and end
- count and clap words in sentences
- learn how to measure the height of a construction
- make paper bag character puppets
- dramatize *The Three Little Pigs*



Starfall Books & Other Media

The Three Little Pigs as told by Brandi Chase

The Three Little Pigs Sequence Cards

ABC for Gingerbread Boy and Me by Starfall

Starfall American Sign Language Poster

Starfall Sing-Along Volume 2

Starfall's Selected Nursery Rhymes



Preparation

Prior to **Day 1**, cut red construction paper into small rectangles to resemble bricks, and purchase several boxes of toothpicks or craft sticks and bags of straw or drinking straws for children to use in building their own *Three Little Pig* themed houses.

Day One

Morning Meeting — Have sticky notes available, and prepare a chart paper with this sentence stem: *I can build a* (blank).

Circle Time — You will need a ball of white yarn for use in creating a web.

Story Time — Have straw, sticks and a brick available to demonstrate building materials.

Small Group — Divide a sheet of chart paper into three columns labeled *Straw*, *Sticks*, and *Bricks*. Attach the corresponding Picture Cards next to the labels.

Day Two

Circle Time — Prepare two sentence strips: *The spider is weaving a web.*; *The spider catches flies in the web.*

Small Group — Prepare a large construction paper rectangle for each child. Have the chart paper materials list from **Day 1** available.

Day Three

Morning Meeting — Use blocks to build a tower that is taller than Gingerbread Boy and place it on a tray. Tape together paper strips to create a nonstandard measurement.

Story Time — Have an alternate version of *The Three Little Pigs* available for comparison. Suggestions include:

- *The Three Little Pigs* by Paul Galdone
- *The Three Little Pigs* by Sally Bell
- *The Three Little Pigs* by James Marshall

Optional: After comparing stories from the little pig's perspective, choose and compare a version told from the wolf's point of view, such as:

- *The True Story of the Three Little Pigs* by Jon Scieszka
- *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas

Small Group — You will need a lunch-sized paper bag for each child, and pink, gray and black construction paper for creating character puppets.

Day Four

Story Time — Choose a book about construction. Suggestions include:

- *The Construction Alphabet Book* by Jerry Pallotta
- *Building a House* by Byron Barton
- *One Big Building: A Counting Book About Construction* by Michael Dahl

Small Group — Have the response list from today's *Morning Meeting* available.

Day Five

Morning Meeting — Choose music for "Freeze-a-Roo."

Snack Suggestion

Children construct their own snacks using graham crackers, bread, or toast squares as building blocks, and cream cheese, peanut butter, or softened cheese spread as cement.

**Gross Motor Skills**

Combines a sequence of large motor skills

Math

Verbally counts in sequence

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

Outside Activity**Follow the Leader**

Choose a child to be the leader. The leader performs actions of his or her choice as others follow along. The leader chooses a new leader after several minutes.

Wolf's Dinner Time

Choose a child to be the wolf, who stands about fifteen feet away with his or her back to the other children. The children ask, "What is the time, Mr. Wolf?" The wolf faces them and shouts a time and the children take the corresponding number of steps toward him or her.

Play continues until the group gets close to the wolf and instead of a time, he or she shouts "Dinner time!" and chases the children back to the starting point. The first child the wolf catches becomes the next wolf.

I had the best time last night building a bridge with blocks. Do you like to build things?
Your pal,
Gingerbread Boy

Day 2

I loved the beginning, middle, and end of **The Three Little Pigs**. My favorite was the end. I was surprised!
Love,
Gingerbread Boy

Day 3

I built a big tower last night with blocks. It is taller than I am!
Your friend,
Gingerbread Boy

Day 4

I love the ending of **The Three Little Pigs** when the pigs and wolf became friends. I wonder what they did together.
Your pal,
Gingerbread Boy

Day 5

I would love to see you perform the story of **The Three Little Pigs**. I could be your audience.
Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
"I can build..."

Gingerbread Boy's Message
Beginning, middle, end (blend letters into words)
Review *a, b, e, f, m, n, o, p, w*

LEARNING CENTERS

Circle Time

Phonological Awareness:
Blend onset and rime
Introduce and listen for /w/
Create a yarn web
"Web" riddle
"Eensy, Weensy Spider"

Phonological Awareness:
Words in a sentence
Introduce Ww
Introduce ASL sign for Ww
List initial /w/ words
ABC for Gingerbread Boy and Me
Sing "Where Is /w/?"



Story Time

Building materials
The Three Little Pigs
Vocabulary:
inexpensive, siblings,
sticks, straw, bricks, sturdy



The Three Little Pigs
Beginning, middle,
end of story
The Three Little Pigs
Sequence Cards



Small Group & Exploration

Lighter/Heavier
Choose building materials

Build houses



Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message
"The Builder Song"
Measure height
Compare heights of structures

Gingerbread Boy's Message
"The More We Get Together"
The Three Little Pigs



Gingerbread Boy's Message
Practice for dramatization with paper bag puppets



LEARNING CENTERS

Phonemic Awareness: Blend Consonant/Vowel/Consonant
"Helicopter" riddle
Introduce and listen for /h/
"Humpty Dumpty"

Phonological Awareness: Syllables in Words
Introduce Hh



Introduce ASL sign for Hh
List initial /h/ words
ABC for Gingerbread Boy and Me
Sing "Where Is /h/?"

Phonological Awareness: Blend onset and rime
"Wee Willie Winkie"
Listen for initial /w/
"Humpty Dumpty"
Alphabetical order
Match Picture Cards to initial letters

The Three Little Pigs
Compare and contrast alternate story versions



Teacher's Literature Choice: Construction
"Cathy's Hammers"
Vocabulary: construct

"This Little Piggy Went to Market"
Dramatize *The Three Little Pigs*



Make paper bag character puppets



Illustrate and write or dictate sentences about a play date with the pig or wolf

Complete projects or conduct observations and individual assessments

WEEK 19

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Math

Recognizes numerals

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Media & Technology

Enjoys electronic forms of storybooks and informational texts

Motivation for Reading

Enjoys reading and reading-related activities

Computer Center

Activity — Children enjoy *Math: Numbers, “3,”* review /k/ and reinforce /w/ at ABCs: “K,” and “W.”

Interaction & Observation

- Encourage children to explore numbers 0-10 in the *Math* section as well as the counting songs.
- As you visit the Computer Center, notice whether children understand what *three* (or any number) really means. For example, look for signs that indicate they recognize *three* can be represented by the numeral 3, the word *three*, or a set of three objects.

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Activity — Children create their own little pigs using pink paint. Have black markers available for eyes and other details.

Display illustrations of pigs in the Art Center, and give the children freedom to design their own pigs. Suggest they give their pigs names, and assist in writing them on their papers with black markers.

Display the artwork on the classroom walls.

Interaction & Observation

- Allowing children to paint with only one color helps them learn how to use more or less paint on the brush to create lighter and darker shades, and to experience cause and effect.
- Children should experiment with paint rollers, cotton, sponges and craft sticks in addition to paint brushes.

Materials

- Pink tempera paint
- Art paper for easel
- Black markers

Library Center

Preparation — Book suggestions include:

- *Oliver Pig and the Best Fort Ever* by Jean Van Leeuwen
- *Olivia* by Ian Falconer
- *Pigs* by Robert Munsch
- *Puddle’s ABC* (Toot & Puddle) by Holly Hobbie

Activity — Children read and listen the available books.

Interaction & Observation

- Nonfiction books about pigs can help children learn factual information about pigs, such as what they eat, how quickly they grow, why they love to roll in the mud, etc.
- Children gain a better understanding of the world around them through books. They develop their skills in making predictions and cause and effect (e.g., the wolf will blow the house down if the pig builds it with sticks). They also make connections between stories and information they already know.

Materials

- The Three Little Pigs* as told by Brandi Chase (Book & Audio CD)
- Books about pigs and construction

Dramatic Play Center

Activity — Children drape the sheets or blankets over chairs or small tables as they pretend to build the straw, stick, and brick homes of the little pigs.

They act out the parts of the three pigs and the wolf.

Interaction & Observation

- Place a copy of *The Three Little Pigs* in the Dramatic Play Center. If you read other versions of the story to the children, add them to the center also.
- Observe how the dramatization changes and listen to the language development that acting out a story can promote.

Materials

- Sheets, blankets, chairs

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Activity — Challenge the children to build a home the wolf cannot blow down. When their construction is complete, they measure the height of their houses using nonstandard units of measure such as connect cubes, links, paper strips, or cut-out handprints.

Interaction & Observation

- When interacting with children in the Construction Center, talk about nonstandard measures and ask them what other ways they might measure and compare the height of their buildings.
- Provide paper and pencils for children to record the number of cubes or links they used to measure the height.

Materials

- Large and small blocks
- Hard hats
- Sign that reads "Construction Zone"
- Connect cubes, links or other nonstandard units of measure
- Paper, pencils

Social/Emotional Development

Demonstrates willingness to choose a variety of familiar and new experiences

Works with others to solve problems

Demonstrates increased flexibility, imagination and inventiveness

Writing Center

Activity — Children pretend they are a fourth pig in the story of *The Three Little Pigs*. They draw pictures of their own houses and write or dictate a sentence or two about the materials they used to build them.

Combine the pages to create a class book, *The Fourth Little Pig*, and place it in the Library Center.

Interaction & Observation

- Encourage the children to think of all the different materials they might use to build a house. (mud, leaves, bales of hay)
- Find pictures of houses created from unusual materials to display in this center.
- As you observe children write, notice if they hold their pencils/crayons correctly, whether they write recognizable letters, and whether they are able to hear letter-sound connections. Doing so will help you to better meet their needs in the future.

Materials

- Manila paper for each child
- Pencils, crayons

Emergent Writing

Demonstrates understanding of the connections among their own ideas, experiences, and written expression

Uses scribbles/writing to convey meaning



Discovery Center

Science

Uses tools and equipment to explore objects

Participates in scientific investigations

Compares, contrasts, and classifies objects and data

Preparation — Turn the empty water table into a hands-on magnetic center for children to experiment with magnetism.

Set out various magnets and containers of nuts, bolts, screws, paper clips, metal and plastic jar lids in the water table.

Activity — Children explore the metal and nonmetal materials with magnets and conduct their own science experiments without directions from you.

Interaction & Observation

- Set up experimentation materials then let children take over to learn simple physical science concepts.
- Explain that they can do scientific experiments and see what happens.
- Children learn cause and effect and arrive at their own conclusions through play.

Materials

- Empty water table
- Magnets of various sizes, shapes
- Nuts, bolts, screws, paper clips, metal and plastic jar lids

Math Center

Math

Describes relative position from different perspectives

Describes objects according to characteristics or attributes

Activity — Children use blocks and/or other building materials, such as small wood or pattern blocks, to build small, medium, and large houses for the three little pigs.

Interaction & Observation

- Sit with the children as they work and listen to their language as they discuss the concepts of small, medium, and large.
- Engage them in conversation regarding observable attributes such as big, bigger, biggest; small, smaller, smallest; long, longer, longest; short, shorter, shortest.
- Encourage children to use relative position terms such as *The roof is on top of the house* and *I am next to the house*.

Materials

- Building blocks and/or other building materials



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Children stand and recite "Cathy's Hammers" while performing the appropriate actions.

Materials

- Prepared chart paper
- Markers
- Sticky notes

I had the best time
last night building a
bridge with blocks.
Do you like to build
things?

Your pal,
Gingerbread Boy

Things I Can Build

Read and discuss Gingerbread Boy's message.

Say: **Raise your hand if you like to build things.** (Children do this.) **What do you like to build?** (Volunteers respond.) **What did Gingerbread Boy build? Right, he built a bridge. How do we know?** (Volunteers respond.) **Yes, we know because Gingerbread Boy told us in his message.**

Indicate the chart paper.

Say: **Here is a sentence that isn't finished. I can build a** (blank). **Since Gingerbread Boy built a bridge, I will write bridge on a sticky note and add it to the sentence.** (Do this.) **Let's read the sentence now.** (Indicate each word as you read it. Children read with you.)

Remove the sticky note and place it under the sentence stem. Ask: **What do you build in the Construction Center?** Choose a volunteer to respond and write his or her response on a sticky note. Add the sticky note to the sentence stem. The class repeats the sentence stem and the response. Remove the sticky note and repeat for each child.

Encourage children to build different structures during Learning Center time.

Place the chart paper in the Construction Center as a reminder.

Cathy's Hammers

(Make a hammering motion with one fist.)

Cathy had one hammer,
one hammer, one hammer,
Cathy had one hammer,
then she had two.

(Make a hammering motion with both fists.)

Cathy had two hammers,
two hammers, two hammers,
Cathy had two hammers,
then she had three.

(Make a motion with both fists and one leg.)

Cathy had three hammers,
three hammers, three hammers,
Cathy had three hammers,
then she had four.

(Make a motion with both fists and both legs.)

Cathy had four hammers,
four hammers, four hammers,
Cathy had four hammers,
then she had five.

(Make a motion with both fists, both legs,
and head.)

Cathy had five hammers,
five hammers, five hammers,
Cathy had five hammers,
then she went to sleep!

(Pretend you are sleeping.)

Creative Arts

Expresses self through movement

Emergent Writing

Contributes to a shared writing experience or topic of interest

Print/Book Awareness

Connects oral language and print

LEARNING CENTERS

See Learning Centers for **Week 19**, pages 440-442. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Blending Onset and Rime

Say: **Listen to these word parts and then put them together to say a word: /w/ /ish/** (wish), **/w/ /ork/** (work), **/w/ /olf/** (wolf), **/w/ /ind/** (wind).

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Picture Cards: *web, wind, woman, wood*
- Ball of white yarn

Phonological Awareness

Combines onset and rime to form a familiar one-syllable word with and without pictorial support

Listens for beginning sound



Introduce /w/

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

Display the Picture Cards *web, wind, woman* and *wood*.

Say: **Here is a picture of a web. Say, web. Web begins with /w/. Say /w/.** Continue:

- **Wind begins with /w/. Say, wind. Say /w/, wind.**
- **Woman begins with /w/. Say, woman. Say /w/, woman.**
- **Say, wood. What sound do you hear at the beginning of wood? Right, /w/.**

Say: **Listen to these two words to tell which one begins with /w/: web, kite. Right, web begins with /w/.** (Children repeat, /w/.) **Listen again. Which one begins with /w/, ball or worm?** (worm)

Say: **Wave begins with /w/.** (Children repeat, *wave*.) **Listen to these words. If you hear /w/ at the beginning of the word, wave your hand.** (demonstrate) **If the word doesn't begin with /w/, put your hand on your mouth. Ready?** Use *water, wig, kittens, spider, wagon, watermelon, and window*.

Indicate *Nursery Rhymes* pages 8 and 9, "Eensy Weensy Spider."

Children describe the illustrations then you read the text. Repeat the rhyme as children join in. Ask: **Which word begins with /w/, eensy, weensy, or spider?** (weensy) **Weensy means very little. What might the spider build or weave after the sun comes out?** (a web)

Gather children in a circle. Grandmother says: **Let's pretend we are spiders spinning webs. We'll use yarn since we aren't real spiders.**

With your paraprofessional's assistance:

- Gently toss the ball of yarn to a child on the opposite side of the circle while you hold one end of the yarn.
- Instruct the child to hold part of the yarn and toss the ball to another child. (Each child must continue to hold his or her part of the yarn.)
- Continue until you have formed a web.

Play *Nursery Rhymes* Audio CD Track 6, "Eensy Weensy Spider."

Encourage children to listen for /w/ today.

Web

*I am spun by spiders.
I help spiders catch their food.
I look like thin thread.
My name begins with /w/.
What am I?*



Observe & Modify

Children often confuse /w/ with the digraph /hw/ (wh sound). Should this arise, demonstrate how /hw/ (wh) requires a puff of air from the mouth to be said properly.

Story Time

Introduce *The Three Little Pigs*

Say: **We have talked about different things we could build.** (Indicate the straw.) **This is straw.** (Children repeat, *straw*.) **Birds might use straw to build nests. What could you build with straw?** (Volunteers respond.)

Indicate the sticks. Continue: **These are sticks.** (Children repeat, *sticks*.) **What could you build with sticks?** (Volunteers respond.)

Indicate the brick. Continue: **Here is a brick.** (Children repeat, *brick*.) **What might you build with bricks?** (Volunteers respond.)

Explain: **Straw is very inexpensive. That means it would not cost much money to build a house with straw. Sticks are a little more expensive so it would cost a little more to build a house with sticks. Bricks are expensive so it would cost a lot of money to build a house with bricks. If you want a sturdy house, one that would be strong and safe, would you build it with straw, sticks or bricks?**

Indicate *The Three Little Pigs*.

Say: **This is a folk tale told by Brandi Chase. A folk tale is a very old story that many people have told. This folk tale is about three pigs who are siblings. Siblings are brothers or sisters in a family. Do you have siblings in your family?**

Read *The Three Little Pigs*. As you read, indicate the straw, sticks, and brick at appropriate times. Stop reading after page 19.

Partner children and instruct them to sit criss-cross, knee-to-knee. Say: **Talk to your partner about what you think the pigs will do next and why.** Volunteers share their answers with the group and explain.

Finish reading the story. Compare the children's predictions with the actual story.

Materials

- The Three Little Pigs* as told by Brandi Chase
- Straw, sticks, a brick

Vocabulary

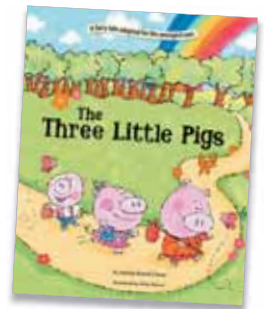
Uses illustrations to find the meanings of unknown words

Acquires new vocabulary

Comprehension

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

Recognizes cause and effect



Small Group & Exploration

Math

Measures or compares the weight of one or more objects using a nonstandard reference

Uses graphs and charts to answer questions

Science

Makes and verifies predictions

Heavy or Light?

Indicate the large block and the feather. Ask: **Which of these objects is heavier, the block or the feather?**

(Children take turns holding the block and feather, and share their answers.) **Right, the block is heavier. Which object is lighter?** (the feather)

Place the block and the feather on a table. Ask: **Which object could you blow across this table?** (Volunteers respond.) **Let's try.** (Several volunteers try to blow the block across the table, then the feather.) **Why do you think you could blow the feather across the table, but not the block?** (The feather is light, but the block is too heavy.)

Indicate the straw, the sticks, and the brick.

Say: **Each pig in the story used a different building material to build a house. Which of these building materials is the heaviest? Which is the lightest?**

Accept responses.

Indicate the chart paper. Each child chooses the type of house he or she would like to build. Display the materials to help with choices. Children write their names in the appropriate columns.

Houses will be created on **Day 2**.

Materials

- Large block
- A feather or a napkin
- Straw, sticks, a brick
- Prepared chart paper

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Play "Huff and Puff!" Designate a beginning point and an ending point on the floor, rug, or table. Four children kneel in front of the group, each with a napkin in front of him or her. Children use a crawling motion and blow their napkins from the beginning point to the ending point.

Repeat until all children have a turn.

Materials

- Pocket chart
- Three chairs
- Picture Cards: *bed, fan, man, mop, web*
- Letter Cards: *a, b, d, e, f, m, n, o, p, w*

I loved the beginning, middle, and end of **The Three Little Pigs**. My favorite was the end. I was surprised!
Love,
Gingerbread Boy

Building Words



Observe & Modify

Use uppercase letters for this activity if the readiness of your group so dictates.

Read and discuss Gingerbread Boy's message.

Say: **Many things have beginnings, middles, and ends.** Give examples such as stories and movies.

Arrange three chairs side by side and indicate each in turn. **Here are three chairs. This chair is at the beginning. This chair is in the middle. This chair is at the end. We will use these chairs to help us build words, because words also have a beginning, a middle and an end.**

Indicate the pocket chart. Say: **Here are some letters. Let's name them.** Place and name Letter Cards *a, b, e, f, m, n, o, p* and *w*.

Indicate and name the Picture Card *web*. (Children repeat, *web*.)

Say: **Let's build the word web. Listen carefully to hear a beginning, middle, and end sound.** Repeat, *web*. Remove *w, e,* and *b* from the pocket chart and distribute each letter to a different child. **Listen: w-e-b. Which sound do you hear at the beginning?** (/w/) **W stands for /w/.** The child holding *w* sits in the "beginning" chair.

Say: **Listen to the next sound. /w/, /e/. Which sound is next or in the middle?** (/e/) **E stands for /e/.** The child holding *e* sits in the "middle" chair.

Say: **Listen for the sound at the end, or the last sound. /w/, /e/, /b/. What letter stands for /b/?** (/b/) **B stands for /b/.** The child holding *b* sits in the "end" chair.

Say: **We just built the word /w/ /e/ /b/, web.**

Repeat for *bed, fan, man,* and *mop*.

Math

Shows understanding of position words

Phonics

Recognizes/names some letter sounds

Print/Book Awareness

Understands that letters form words



LEARNING CENTERS

See Learning Centers for **Week 19**, pages 440–442. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence: *The spider is weaving a web. Now, you say it.*** (Children repeat the sentence.)

Listen again. Assign one child to each word in the sentence and instruct them to stand in front of the class. Stand behind each child as you repeat their word in the sentence.

Ask: **How many words did you hear?** (Children respond.) **Let's check.** (Say the sentence and count the words.) Repeat for *The spider catches flies in the web.*

Indicate the sentence strips. Read *The spider is weaving a web.* Volunteers circle each word in the sentence and count them. Repeat for *The spider catches flies in the web.*

Materials

- Prepared sentence strips
- Grandmother
- Star
- Letter Card Ww
- Chart paper, marker
- Starfall American Sign Language Poster



Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Listens for beginning sound

Phonics

Focuses on letter names and shapes

Introduce Ww, List Ww Words, ASL Ww

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

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

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

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

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

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

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

Sing "Where Is /w/?" Each time /w/ is used, children make the ASL sign for Ww.

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

Where Is /w/?

(Melody: "Where Is Thumbkin?")

Where is /w/? Where is /w/?

Here I am. Here I am.

/w/ in web, /w/ in wall

/w/ /w/ /w/, Ww, Ww, Ww

Story Time

Sequence *The Three Little Pigs*

Discuss how the story begins, develops, ends:

- Beginning — Parents send the siblings to build their own houses.
- Middle — Each pig builds his or her own house and the wolf blows down the straw and stick houses.
- End — The wolf and the pigs become friends.

Indicate *The Three Little Pigs* Sequence Cards. Place them in the pocket chart in random order. Children discuss the illustrations on each card.

Ask: **Which Sequence Card shows what happened at the beginning of the story?** Continue to sequence the cards until all are in order. Read the story to confirm the correct order of the Sequence Cards.

Materials	
<input type="checkbox"/>	<i>The Three Little Pigs</i> as told by Brandi Chase
<input type="checkbox"/>	<i>The Three Little Pigs</i> Sequence Cards
<input type="checkbox"/>	Pocket chart

Comprehension

Identifies sequence of events



Small Group & Exploration

Construct a House

Indicate and review the chart paper list of building materials the children chose.

Distribute the materials. Children glue straw, sticks, or construction paper bricks onto large rectangles to build houses. Construction paper can be used to add roofs.

Optional: If you have small empty milk cartons available, prepare the large rectangle papers to fit around them. After children glue their pieces to the rectangles, attach them to the empty milk cartons. Attach a roof to the top of each milk carton. Each child writes his or her building material of choice (straw, sticks, or bricks) on an index card. Place the index cards by the constructions. Display finished houses in the classroom with a sentence strip heading: *The three little pigs built their houses out of (blank).*

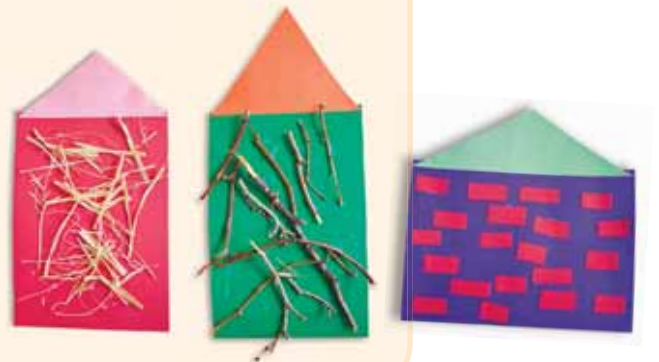
Materials	
<input type="checkbox"/>	Choice of building materials list from Day 1
<input type="checkbox"/>	Large construction paper rectangle for each child
<input type="checkbox"/>	Straws, sticks, red construction paper bricks
<input type="checkbox"/>	Construction paper
<input type="checkbox"/>	Glue

Math

Uses numbers to predict, estimate, and make realistic guesses

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



Morning Meeting

Warm Up Your Brain

Explain that the children will create a pattern with their movements as they follow your directions.

Say: **Clap your hands. Next, stomp your feet. Stand up then sit down.** Repeat several times. **Let's add to the pattern. Clap your hands, stomp your feet, stand up, sit down, and crawl around.** Repeat several times.

Volunteers suggest patterns of movement.

Materials

- Tower of blocks on a tray
(taller than Gingerbread Boy)
- Narrow paper strips, two or three feet long
- Marker

I built a big tower
last night with blocks.
It is taller than I am!
Your friend,
Gingerbread Boy

Math

Measures or compares the height of one or more objects using a nonstandard reference

Uses graphs and charts to answer questions

Measure Height

Read and discuss Gingerbread Boy's message.

Display the tower of blocks Gingerbread Boy built on a tray.

Say: **It sounds like Gingerbread Boy was a builder last night. He will love this song!**

Sing "The Builder Song."

Say: **If Gingerbread Boy would like to know how tall his tower is he could measure it. Let's show him how.**

Indicate a narrow paper strip. Say: **Here is a paper strip. We can use it to measure how tall things are.**

- Several children build a tower with blocks.
- Demonstrate how to hold the bottom of the strip next to the bottom of the tower while a child holds the top of the strip.
- A second child marks the height of the structure by drawing a line on the paper strip.
- Write "Tower 1" next to the line. Explain: **This tells us how tall Tower 1 is.**

Several children build another tower. Repeat the above procedure. Label the paper strip "Tower 2."

Compare the towers and discuss which is taller and which is shorter.

Measure Gingerbread Boy's tower using the above procedure. Compare the height of Gingerbread Boy's tower to Towers 1 and 2.

Optional Activity: Prepare strips for each child. Children work with partners to build towers and record their heights on their individual strips. Partners compare their results.

The Builder Song

(Melody: "Here We Go Round the Mulberry Bush")

*This is the way we saw our wood,
saw our wood, saw our wood,*

*This is the way we saw our wood,
so early in the morning.*

This is the way we pounded our nails...

This is the way we drill a hole...

This is the way we stack our bricks...

This is the way we paint the walls...

LEARNING CENTERS

See Learning Centers for **Week 19**, pages 440–442. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: Blending Consonant/Vowel/Consonant

Say: **Listen to these sounds: /w / /e / /t/. Now you say them.** (Children repeat, /w / /e/ /t/.) **Blend the sounds together to form a word: /w/ /e/ /t/, wet.** **Let's try more.** Repeat with /w/ /e / /l /well and /w / /i/ /g/ wig.

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Picture Cards: *headphones, helicopter, hen, house*
- Pocket chart

Introduce /h/

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

Display the Picture Cards *helicopter, hen, headphones* and *house*.

Say: **Here is a picture of a helicopter. Say, helicopter. Helicopter begins with /h/. Say /h/.** Continue:

- **Hen begins with /h/. Say, hen. Say /h/, hen.**
- **Headphones begins with /h/. Say, headphones. Say /h/, headphones.**
- **Say, house. What sound do you hear at the beginning of house? Right, /h/.**

Say: **Listen to these two words to tell which one begins with /h/, helicopter or plane.** (helicopter) **Helicopter begins with /h/.** (Children repeat, /h/.) **Listen again. Which one begins with /h/, tree or hill?** (hill)

Say: **Pretend you are a helicopter.** Children stand and spin around like the blades of a helicopter. **Now, listen to these words. If you hear /h/ at the beginning, spin your helicopter blades.** (demonstrate) **If the word doesn't begin with /h/, land on your bottom! Ready?** Use *home, yard, happy, box, and hammer*.

Indicate *Nursery Rhymes* page 13 "Humpty Dumpty." Say: **Listen to this rhyme. Raise your hand when you hear a word that begins with /h/.** Read "Humpty Dumpty" and pause to see that children discriminate initial /h/ words. Children say the rhyme together.

Play *Nursery Rhymes* Audio CD Track 10. Children sing "Humpty Dumpty."

Encourage children to listen for /h/ today.

Helicopter

Sometimes I fly people to the hospital and land on a tower.

I can't go as fast as an airplane.

Only a few people can fit inside me.

My rotating blades lift me off the ground.

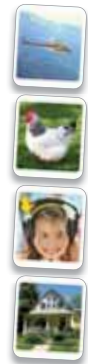
My name begins with /h/.

What am I?

Phonemic Awareness

Blends three phonemes

Listens for beginning sound



Story Time

Vocabulary

Discusses words and word meanings

Comprehension

Identifies basic similarities in and differences between two texts on the same topic

Compare Versions of *The Three Little Pigs*

Indicate *The Three Little Pigs* as told by Brandi Chase. Picture-walk through the book as children retell the story. Encourage them to include the repeated patterns during the retelling.

Indicate your alternate choice of *The Three Little Pigs* story. Say: **Here's another version of *The Three Little Pigs*. Listen to find out how this story is the same and how it is different from the first one.** Children compare and contrast the two versions.

Optional: Share a story version from the wolf's point of view, such as *The True Story of the Three Little Pigs* by Jon Scieszka or *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas.

Materials

- The Three Little Pigs* as told by Brandi Chase
- An alternate version of *The Three Little Pigs*

Small Group & Exploration

Create Puppets

Children use construction paper to create pig or wolf paper bag puppets.

Children will use puppets on **Day 5** to dramatize *The Three Little Pigs*.

Materials

- Paper bag for each child
- Pink, black, and gray construction paper
- Markers, scissors, glue

Creative Arts

Shows care and persistence in a variety of art projects

Creates original work



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2, Track 46. Children sing "The More We Get Together" as they do the following:

- Stand in a circle.
- Cross their arms right over left and hold the hands of the children on either side.
- Sway back and forth while holding hands in the circle.

Materials

- Starfall Sing-Along* Volume 2
- The Three Little Pigs* as told by Brandi Chase
- Chart paper
- Markers

I love the ending of
The Three Little Pigs
when the pigs and wolf
became friends.
I wonder what they did
together.
Your pal,
Gingerbread Boy

What Happens After

Read and discuss Gingerbread Boy's message.

Say: **At the end of this story the wolf and pigs decided to become friends. What kinds of things do you think they will do together?** (Volunteers respond.)

Partner the children and instruct them to sit criss-cross, knee to knee. Say: **Talk with your partner about something you, the pigs and the wolf might do together.**

Partners share their responses with the class as you list them on chart paper.

Save the chart paper for use in today's *Small Group*.

Comprehension

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

Makes inferences

Connects events, characters, and actions in stories to specific experiences

Listening & Speaking

Engage in agreed-upon rules for discussions

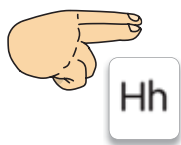
LEARNING CENTERS

See Learning Centers for **Week 19**, pages 440-442. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: *he-li-cop-ter*.** **Now put them together: *helicopter*.** **This time clap for the parts. Ready? *he-li-cop-ter*** (clap, clap, clap, clap) (Children say, *helicopter*.) Repeat with *ham-mer* (hammer), *hill* (hill), *hun-gry* (hungry) and *hos-pit-al* (hospital).



Phonological Awareness

Counts syllables

Listens for beginning sound

Phonics

Focuses on letter names and shapes

Materials

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

Introduce *Hh*, List *Hh* Words, ASL *Hh*

Grandmother asks: **What sound do you hear at the beginning of *helicopter*? /h/**

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

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

Indicate the star. Ask: **Who can find the letter *Hh* on the Alphabet Chart?** Grandmother helps a volunteer locate *Hh* and review the other letters with stars. The volunteer attaches the star on or above the Wall Letter Card.

Indicate *ABC for Gingerbread Boy and Me*.

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: helicopter, /h/)
- 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 helicopter. Indicate the word, helicopter.)

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

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

Children circle the *Hh* in their words after you write them.

Sing “Where Is /h/?” Each time /h/ is used, children make the ASL sign for *Hh*.

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

Where Is /h/?

(Melody: “Where Is Thumbkin?”)

Where is /h/? Where is /h/?
Here I am. Here I am.
/h/ in helicopter, /h/ in ham
/h/ /h/ /h/, Hh, Hh, Hh

Story Time

Teacher’s Literature Choice: Construction

Recite “Cathy’s Hammers.”

Explain: **This week we have talked about things we can build. Another word for build is *construct*. Say, *construct*.** (Children repeat, *construct*.)

Indicate your book choice. Ask: **What do you predict this book is about?** (Children respond.) **Why? Let’s read to see if you are correct.**

Read the book, pausing briefly to discuss new vocabulary as it is introduced. Ask and answer questions about the book.

Materials

- Teacher’s choice of book about
about construction

Cathy’s Hammers

(Make a hammering motion with one fist.)

Cathy had one hammer, one hammer, one hammer,
Cathy had one hammer, then she had two.

(Make a hammering motion with both fists.)

Cathy had two hammers, two hammers, two hammers,
Cathy had two hammers, then she had three.

(Make a motion with both fists and one leg.)

Cathy had three hammers, three hammers, three hammers,
Cathy had three hammers, then she had four.

(Make a motion with both fists and both legs.)

Cathy had four hammers, four hammers, four hammers,
Cathy had four hammers, then she had five.

(Make a motion with both fists, both legs, and head.)

Cathy had five hammers, five hammers, five hammers,
Cathy had five hammers, then she went to sleep!

(Pretend you are sleeping.)

Vocabulary

Acquires new vocabulary

Uses illustrations to find the meanings of unknown words

Comprehension

Asks and answers appropriate questions about the story

Small Group & Exploration

Draw and Write

Review the children’s responses stating what they would like to do with the pigs and the wolf. Children illustrate their choices. They write or dictate sentences about their drawings.

Display finished papers alongside the chart paper responses.

Materials

- Response list from today’s
Morning Meeting
 Drawing paper
 Pencils, crayons

Encourage children to share their drawings and sentences with each other!

Emergent Writing

Uses drawing to convey meaning

Demonstrates understanding of the connections among their own ideas, experiences, and written expression

Morning Meeting

Warm Up Your Brain

Play "Freeze-a-Roo." Children perform the following motions to the music as you name them. When the music stops, they freeze in place. Say: **Pretend you are:**

- a wolf blowing down the pig's house
- a pig rolling in the mud
- a pig building a house made of bricks
- a pig dancing down the street

Materials

- Teacher's choice of music for "Freeze-a-Roo"
- Paper bag puppets
- The Three Little Pigs* as told by Brandi Chase

I would love to see you perform the story of **The Three Little Pigs**. I could be your audience.

Love,
Gingerbread Boy

Comprehension

Retells or reenacts a story after it is read aloud

Identifies story characters

The Three Little Pigs Puppet Show

Read and discuss Gingerbread Boy's message.

Say: **That would be fun! We could use our paper bag pig and wolf puppets. Let's look through the story to see what characters and props we will need.**

Picture-walk through the story. Identify and assign the characters:

- mom and dad pig
- three pig siblings
- straw salesman
- stick salesman
- brick salesman
- wolf

Distribute the puppets. Say: **Maybe we should practice. I will read the story. If you have a pig puppet, hold it up when the pigs speak and say the words with me. If you have a wolf puppet, hold it up when the wolf speaks and say the words with me.** Read the story. Children raise their puppets during these repeated phrases:

- Wolves — "Little pig, little pig, let me come in!" and "Then I'll huff, and I'll puff, and I'll blow your house in!"
- Pigs — "Not by the hair on my chinny-chin-chin!"

Explain that the children will dramatize the story during Story Time.



LEARNING CENTERS

See Learning Centers for **Week 19**, pages 440-442. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Blending Onset and Rime

Say: **Listen to these word parts, and put them together to form words: /w/ /et/** (wet), **/h/ /ug/** (hug), **/w/ /ater/** (water), **/h/ /orse/** (horse)

Review Letters and Sounds

Indicate *Nursery Rhymes* page 48, "Wee Willie Winkie." Read the rhyme and demonstrate how to echo. Children echo you after each sentence is read.

Say: **Listen to these words: Wee, Willie, Winkie, windows. What sound do you hear at the beginning of all these words?** (/w/)

Read the following sentences slowly. Children clap if they hear a word that begins with /w/.

- **Wee Willie Winkie had a wonderful time.**
- **Willie the worm wiggled in the water.**
- **The woman wore a wig.**
- **Walter and Wilma pulled their wagon.**
- **The walrus saw a wishing well.**
- **It was windy on Wednesday.**

Grandmother asks: **Who remembers the nursery rhyme that uses /h/, and is about an egg that had a great fall?** ("Humpty Dumpty") **Let's sing it together.**

Play *Nursery Rhymes* Audio CD Track 10. Children sing "Humpty Dumpty."

Place the Letter Cards in a pocket chart (in alphabetical order, face up) as children identify each one. Randomly distribute the Picture Cards.

Say: **Each of you has a Picture Card that begins with one of these letters. Who has the Picture Card that begins with /a/?** (The child with the *apple* Picture Card stands.) **Right, apple begins with /a/. Place your Picture Card on top of Aa.**

Continue until all letters and Picture Cards are matched.

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Letter Cards: Aa, Bb, Cc, Dd, Ee, Ff, Hh, Ii, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Ww
- Picture Cards: *apple, bear, cow, duck, elephant, fingers, helicopter, iguana, kittens, ladybugs, monkey, net, octopus, puppies, rabbit, skateboard, tent, web*
- Pocket chart

Phonological Awareness

Combines onset and rime to form a familiar one-syllable word with and without pictorial support

Listens for beginning sound

Phonics

Names most letters

Recognizes/names some letter sounds

Matches some letters to their sounds



Story Time

Dramatize *The Three Little Pigs*

Indicate *Nursery Rhymes* page 41 and play Audio CD Track 41. Children sing “This Little Pig Went to Market.”

Dramatize *The Three Little Pigs* for Gingerbread Boy.

Creative Arts

Participates in teacher-guided dramatic activities

Materials

- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- The Three Little Pigs* as told by Brandi Chase
- Paper bag puppets and props



Small Group & Exploration

There are no formal lessons planned for **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice with skills.