

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

If you have questions or comments, please contact us.

Email: helpdesk@starfall.com **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

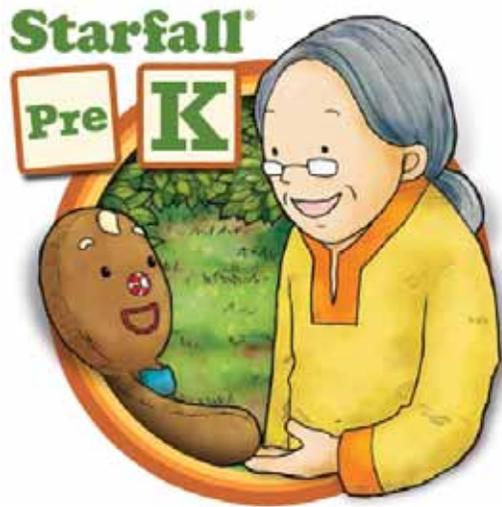
Starfall[®]



Let's Go!

Unit 6 • Week 21





Starfall[®] 

-  Begin with free reading and math activities for computers and mobile devices.
-  Discover even more interactive activities with a Starfall membership!
-  Shop at store.starfall.com for curricula and educational products.

Starfall Education Foundation P.O. Box 359, Boulder, CO 80306 U.S.A.

Email: helpdesk@starfall.com

Phone: 1-888-857-8990 or 303-417-6414

Fax: 1-800-943-6666 or 303-417-6434



Unit 6: Watch Us Work

Week 21: Let's Go!

Overview & Preparation **482**

Learning Centers **486**

Day 1

Introduce Transportation	489
Introduce /y/	490
Teacher's Literature Choice: Transportation	491
Train Game	491

Day 2

"I've Been Working on the Railroad"	492
Introduce Yy, List Yy Words, ASL Yy	493
Introduce <i>A Tale of Two Little Engines</i>	494
Three Dimensional Shapes	495

Day 3

Introduce Trains	496
Introduce /v/	497
Sequence <i>A Tale of Two Little Engines</i>	498
Make Name Trains	498

Day 4

A Plane Ride	499
Introduce Vv, List Vv Words, ASL Vv	500
Teacher's Literature Choice: Airplanes	501
Class Travel Journal	501

Day 5

Shape Game	502
"Find the Picture"	503
Dramatize <i>A Tale of Two Little Engines</i>	503

Week 21: Let's Go!

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

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



Starfall Books & Other Media

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

A Tale of Two Little Engines Sequence Cards

Train Poster

ABC for Gingerbread Boy and Me by Starfall

Starfall American Sign Language Poster

Starfall Sing-Along Volumes 1 & 2



Preparation

Day One

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

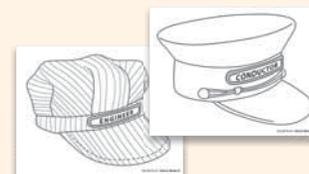
Circle Time — You will need a ball of yarn for the children to describe.

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

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

Day Two

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



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



Day Three

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

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

Day Four

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

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

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

Day Five

Morning Meeting — Cut apart the three-dimensional shape Picture Cards and have three-dimensional blocks (cube, sphere, cone, cylinder, rectangular prism or a substitute for each shape) available.

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

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

Snack Suggestion**Snack Trains**

Cut empty, clean egg cartons in half lengthwise. Give one-half section to each child to use as a train. Set out snacks such as raisins, unsweetened cereals, pretzels, goldfish, tiny crackers, etc. in small bowls. Add serving spoons.

Children run their freight trains along the snack bowls to collect snacks to fill their trains.

Airplane Snacks

Volunteers become an airplane crew and distribute the snacks (pretzels and juice boxes) to the airline passengers.

Outside Activity**Caboose on the Loose**

A volunteer becomes the "caboose." The rest of the children form two or three trains by hooking together, placing their hands on the waists of the children in front of them. The trains chug around while the caboose tries to catch up to the end of one of the trains. When the caboose catches up, the engine (first child in line) of that train becomes the next caboose and play resumes.

Gross Motor Skills

Combines a sequence of large motor skills

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

Your pal,
Gingerbread Boy

Day 2

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

Love,
Gingerbread Boy

Day 3

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

Your friend,
Gingerbread Boy

Day 4

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

Your pal,
Gingerbread Boy

Day 5

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

Love,
Gingerbread Boy



GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

"Wheels on the Bus"

Vehicle riddles

Favorite vehicles

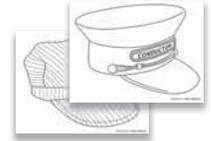
Vocabulary: caboose, conductor, engineer

Gingerbread Boy's Message

"Little Red Caboose"

Introduce conductor and engineer

"I've Been Working on the Railroad"



LEARNING CENTERS

Circle Time

Phonological Awareness: Sign That Sound

Introduce /y/

Identify initial /y/ words

"Yarn" riddle

Phonological Awareness: Blend Onset and Rime

Introduce Yy

ABC for Gingerbread Boy and Me

List initial /y/ words

ASL sign for Yy

"Where Is /y/?"



Story Time

Teacher's Literature Choice: Transportation

Describe illustrations

Ask and answer questions

A Tale of Two Little Engines: Together they could!

Story Elements



Small Group & Exploration

"Train Game"

Count connect cubes

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



Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Train Poster

Introduce types of trains



Gingerbread Boy's Message

"Wheels on the Bus"

"Plane Ride"

Pretend plane ride

Vocabulary: captain, crew, control tower

Gingerbread Boy's Message

Match three-dimensional shapes to Shape Picture Cards

"Train Game"

LEARNING CENTERS

Phonological Awareness: Words in a Sentence

Introduce /v/

Identify initial /v/ words

Phonological Awareness: Blend Onset and Rime

Introduce Vv

ABC for Gingerbread Boy and Me

ASL sign for Vv

List initial /v/ words

"Where Is /v/?"



Phonological Awareness: Syllables in Words

"Find the Picture"

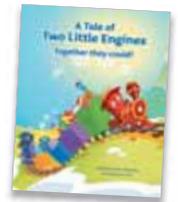
Sequence *A Tale of Two Little Engines: Together they could!*



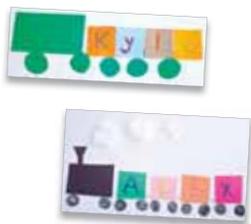
Ask and answer questions

Teacher's Literature Choice: Airplanes

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



Construct Name Trains



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

Complete projects or conduct observations and individual assessments

WEEK 21

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Computer Center

Activity — Children enjoy *Talking Library*: “A Tale of Two Little Engines: Together they could,” *Nursery Rhyme Videos*: “Wheels on the Bus,” *I’m Reading*: “Skater Dog,” and “Moon Trip” 1 and 2.

Review /ks/ (x) , /i/, and reinforce /y/ at ABCs: X, I, and Y.

Interaction & Observation

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

Materials

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

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



Art Center

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

Interaction & Observation

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

Materials

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

Library Center

Media & Technology

Enjoys electronic forms of storybooks and informational texts

Motivation for Reading

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

Preparation — Books suggestions include:

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

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

Interaction & Observation

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

Materials

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

Dramatic Play Center

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

Interaction & Observation

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

Materials

- Travel brochures and books
- Maps
- Small pieces of luggage
- Paper tickets, play money
- Travel clothing, pajamas

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Social/Emotional Development

Demonstrates increased flexibility, imagination and inventiveness

Construction Center

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

Interaction & Observation

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

Materials

- Large and small blocks
- Tinker Toys
- Three-dimensional shapes
- Hard hats
- Picture books of trains, planes and boats

Social/Emotional Development

Demonstrates willingness to choose a variety of familiar and new experiences

Works with others to solve problems

Writing Center

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

Interaction & Observation

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

Materials

- Paper
- Markers
- Copies of the alphabet

Emergent Writing

Writes some letters on request

Uses letter-like shapes or letters to write words or parts of words



Discovery Center

Science

Investigate states of matter (solids and liquids)

Uses tools and equipment to explore objects

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

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

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

Materials

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

Interaction & Observation

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



Math Center

Math

Verbally counts in sequence

Uses rules to create and extend repeating patterns

Activity — Children work in pairs to make train patterns. Each child chooses one color of connecting cubes and together they create an AB pattern train by alternating colors.

Children use the completed train to measure the table or other objects throughout the classroom. They add or remove cubes to equal the height or length of the object. How many cubes long is the math table? How high is the whiteboard? How wide is the rug?

Materials

- Connecting cubes of various colors

Interaction & Observation

- Use connecting cubes to teach other kinds of measurement such as area.
- Find two flat objects that look the same but are different sizes (two square books or two rectangular pieces of paper). Children work in pairs to cover the objects with connecting cubes. They then count how many cubes it takes to cover each, and record their observations.

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

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

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

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

Materials

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

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

Introduce Transportation

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

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

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

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

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

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

Gross Motor Skills

Moves with balance and control

Science

Collects, describes and records information

Math

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

Uses graphs and charts to answer questions

LEARNING CENTERS

See Learning Centers for **Week 21**, pages 486–488. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Sign That Sound

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



Phonological Awareness

Listens for beginning sounds

Materials

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

Introduce /y/

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

Indicate the ball of yarn and children describe it.

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

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

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

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

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

Encourage children to listen for /y/ today.

Yarn

I am soft.

You can make sweaters or blankets with me.

I come in many colors.

Kittens love to play with me.

My name begins with /y/.

What am I?

Story Time

Materials

Teacher's literature choice

Teacher's Literature Choice: Transportation

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

Print/Book Awareness

Shows where reading begins on a page

Vocabulary

Acquires new vocabulary

Small Group & Exploration

Materials

Several connect cubes for

each child

2 dice

Train Game

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

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

- The first person on each team rolls the die then counts the dots.
- They count out the corresponding number of connect cubes and connect them to build their trains.
- Play continues with the next person on each team.
- On each turn, children roll the die and add cubes to their trains.

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

Listening & Speaking

Follows simple and multiple-step directions

Math

Combines sets of objects to equal a set no larger than 10

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

Morning Meeting

Materials

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

Warm Up Your Brain

Play “Cross Your Ankles, Touch Your Toes.” Give the following directions:

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

Repeat the above directions.

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

Love,
Gingerbread Boy

Gross Motor Skills

Combines a sequence of large motor skills

Social Studies

Demonstrates knowledge about community workers and their roles

Vocabulary

Discusses words and word meanings

“I’ve Been Working on the Railroad”

Read and discuss Gingerbread Boy’s message.

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

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

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

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

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

Little Red Caboose

Little red caboose (chug chug chug)

Little red caboose (chug chug)

Little red caboose behind the train

Smoke stack on its back (back back back)

Comin’ down the track (track track track)

Little red caboose behind the train

(repeat)

(whoo hoo!)

I’ve Been Working on the Railroad

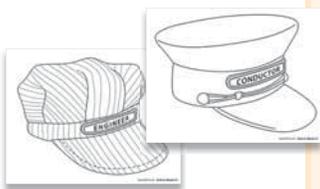
*I’ve been working on the railroad
All the live-long day.*

*I’ve been working on the railroad
Just to pass the time away.*

*Don’t you hear the whistle blowing,
Rise up so early in the morn’;
Don’t you hear the captain shouting,
“Dinah, blow your horn!”*

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

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



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

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

LEARNING CENTERS

See Learning Centers for **Week 21**, pages 486-488. After cleanup, the children gather to share their experiences.

Circle Time

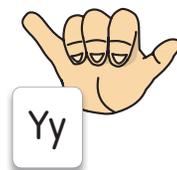
Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to make words.** Use: /c/ /ar/ (car), /v/ /an/ (van), /f/ /ast/ (fast), /y/ /arn/ (yarn), and /y/ /ellow/ (yellow).

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

Materials

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



Introduce Yy, List Yy Words, ASL Yy

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

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

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

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

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

Phonological Awareness

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

Listens for beginning sound

Phonics

Focuses on letter names and shapes

Print/Book Awareness

Connects oral language and print

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

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

Sing "Where Is /y/?"

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

Where Is /y/?

(Melody: "Where Is Thumbkin?")

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

Here I am. Here I am.

/y/ in yarn, /y/ in you

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



Observe & Modify

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

Story Time

Materials

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

Introduce *A Tale of Two Little Engines*

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

Say: **The title of this book is *A Tale of Two Little Engines: Together they could!* This story was retold by Marc Buchanan. That means he heard the story and then wrote it in his own words. It was illustrated by Dale Beisel.**

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

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

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

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

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

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

Vocabulary

Uses illustrations to find the meanings of unknown words

Comprehension

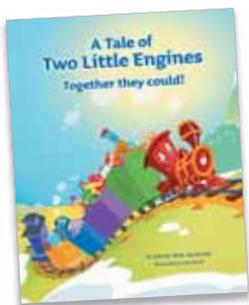
Uses illustration clues to predict

Makes inferences

Recalls important facts of information text

Conversation

Demonstrates knowledge of verbal conversational rules



Small Group & Exploration

Three Dimensional Shapes

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

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

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

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

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

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

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

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

Materials

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

Optional:

- Computer

Math

Identifies three-dimensional shapes

Categorizes (sorts) examples of three-dimensional shapes

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

Morning Meeting

Materials

- Ball
- Train Poster

Warm Up Your Brain

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

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

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

Introduce Trains

Read and discuss Gingerbread Boy's message.

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

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

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

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

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



LEARNING CENTERS

See Learning Centers for **Week 21**, pages 486-488. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Words in a Sentence

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

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

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

Materials

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



Introduce /v/

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

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

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

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

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

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

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

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

Encourage children to listen for /v/ today.

Volcano

I am a mountain that explodes.

Hot melted rock from the earth explodes from inside me.

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

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

My name begins with /v/.

What am I?

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Listens for beginning sound

Story Time

Sequence *A Tale of Two Little Engines*

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

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

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

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

Comprehension

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

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

Identifies sequence of events

Recalls information from stories



Materials

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

Small Group & Exploration

Make Name Trains

Children will make Name Trains. Each child will:

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

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

Materials

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

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



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

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

Materials

- Vehicles list from **Day 1**
- Starfall Sing-Along* Volume 2

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

Your pal,
Gingerbread Boy

A Plane Ride

Read and discuss Gingerbread Boy's message.

Indicate the Vehicles List from **Day 1**. Review the responses.

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

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

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

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

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

Children compare and contrast airplanes and trains.

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

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

*The captain of the plane says, "Buckle up now!"
"Buckle up now!" "Buckle up now!"*

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

*The engine on the plane takes you up so high,
up so high, up so high...*

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

*The crew on the plane brings drinks and a treat,
drinks and a treat, drinks and a treat.*

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

*The control tower says, "The runway's clear!"
"The runway's clear!" "The runway's clear!"*

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

*The journey on the plane is over now,
over now, over now.*

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

Social Studies

Demonstrates knowledge about community workers and their roles

Vocabulary

Discusses words and word meanings

Listening & Speaking

Follows simple and multiple-step directions

LEARNING CENTERS

See Learning Centers for **Week 21**, pages 486-488. After cleanup, the children gather to share their experiences.

Circle Time



Phonological Awareness

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

Listens for beginning sound

Print/Book Awareness

Connects oral language and print

Phonological Awareness: Blend Onset and Rime

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

Introduce Vv, List Vv Words, ASL Vv

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

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

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

Indicate *ABC for Gingerbread Boy and Me*.

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

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

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

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

Children circle Vv in their words after you write them.

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

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

Materials

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

"Where Is /v/?"

(Melody: "Where Is Thumbkin?")

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

Here I am. Here I am.

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

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

Story Time

Teacher's Literature Choice: Airplanes

Indicate your choice of book about airplanes and discuss the author and illustrator. Picture-walk through the book. Volunteers indicate where reading begins on each page. Read the book and briefly discuss new vocabulary as it is encountered. Children ask and answer questions about the book.

Materials

- Teacher's choice of book about airplanes

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

Class Travel Journal

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

Children draw pictures of themselves on planes in trains. Assist them in writing their own sentences to describe where they are going. Encourage children to listen for sounds in the words they write. Provide adult writing under each child's written sentence.

Put the pages together to create a class travel journal for the Library Center.

Materials

- Drawing paper
- Pencils, crayons

Emergent Writing

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

Uses letter-like shapes or letters to write words or parts of words



Observe & Modify

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

K

Pre

Starfall

Morning Meeting

Warm Up Your Brain

Play "Pass the Cube." Gather children in a circle. Indicate the large die. Say: **This die is a cube. Say, cube. Use both hands to pass the cube to the child to your right until the music stops. When the music stops, freeze.** Repeat several times.

Shape Game

Read and discuss Gingerbread Boy's message.

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

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

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

"Train Game" Directions:

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

Materials

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

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

Math

Identifies three-dimensional shapes

Categorizes (sorts) examples of three-dimensional shapes

Listening & Speaking

Follows simple and multiple-step directions



LEARNING CENTERS

See Learning Centers for **Week 21**, pages 486-488. 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*. Put them together: *helicopter*. This time clap for the parts. Ready? *he-li-cop-ter*** (clap, clap, clap, clap)
Children say, *helicopter*.

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

“Find the Picture”

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

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

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

Materials

- Grandmother
- Letter Cards: *Aa, Bb, Cc, Dd, Ee, Ff, Hh, Ii, Kk, Ll, Mm, Nn, Oo, Pp, Rr, Ss, Tt, Vv, Ww, Xx, Yy*
- Picture Cards: *apple, bear, cow, duck, elephant, feather, helicopter, iguana, kittens, ladybug, monkey, net, octopus, puppies, rabbit, skateboard, tent, volcano, web, fox, yarn* (hidden around the classroom)
- Pocket chart



Phonological Awareness

Counts syllables

Phonics

Matches some letters to their sounds

Story Time

Dramatize *A Tale of Two Little Engines*

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

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

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

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

Materials

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

Comprehension

Retells or reenacts a story after it is read aloud

Identifies story characters

Recalls information from stories

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.