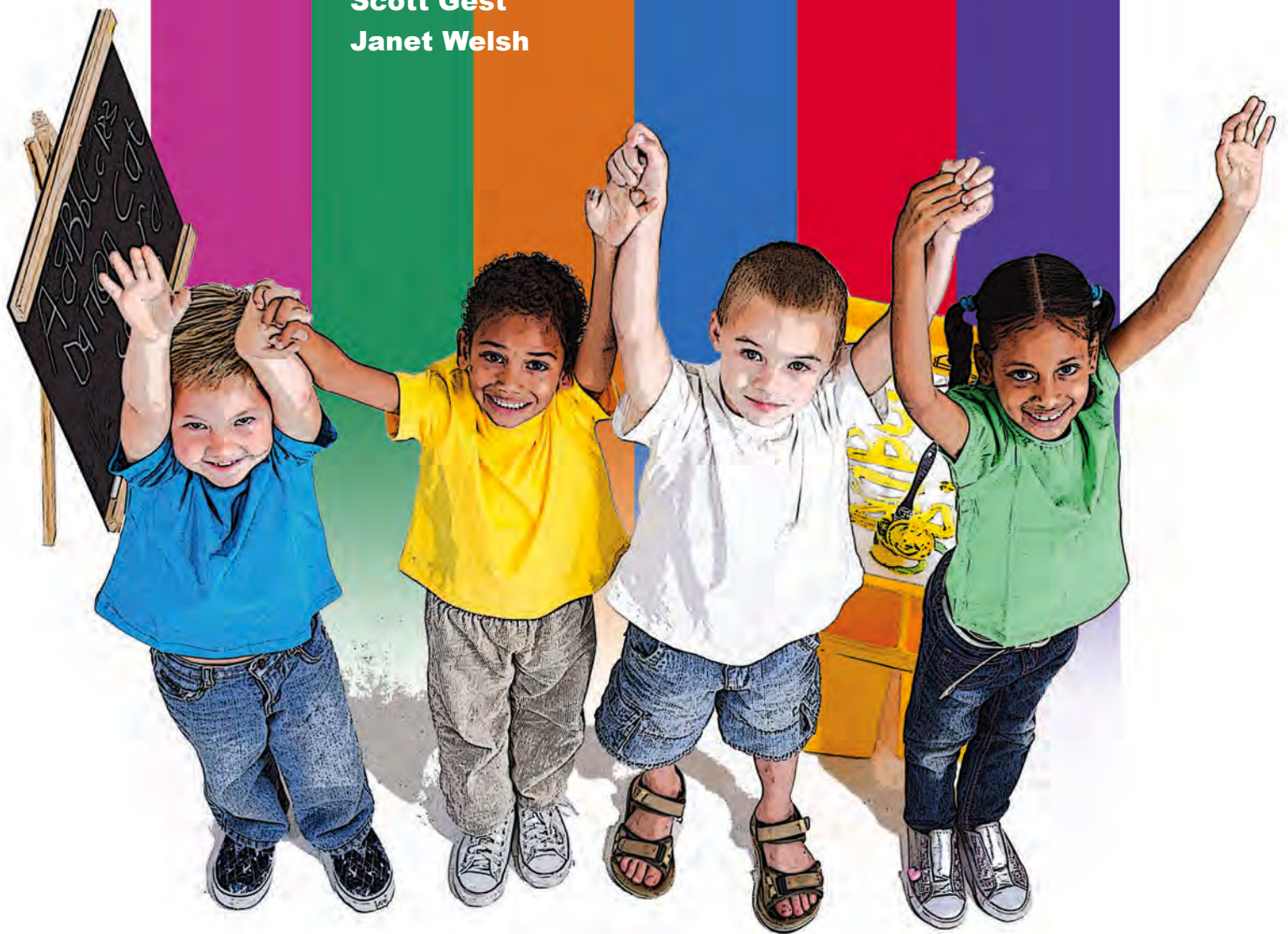


REDI Program

Language and Literacy Components

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REDI Program Interactive Reading

The REDI Program Addendums Special Recognition
(e.g., Interactive Reading, Sound Games, and Alphabet Center). We'd like to acknowledge the hard work and dedication of these contributing authors: Julia Gest, Scott Gest and Janet Welsh.

Their efforts help bring the REDI Program to practical realization.

Interactive Reading

A major goal of the REDI program is to provide an enriching curriculum that will enhance children’s language and literacy development and school readiness. Children whose knowledge of words and sentence structure lags behind their peers are less prepared for learning to read and handling everyday interactions with teachers and peers. For this reason, REDI uses an interactive method of reading to children.

What is interactive reading?

The basic aim of interactive reading is to involve children in the telling of the story, so that book reading becomes a conversation about the story between the adult and the children. The themes in the book are then extended in small-group activities. These activities provide children with more opportunities to have meaningful conversations with adults, and to build language and comprehension skills: understanding what happens in a story, why it happens and the sequence of events.

Is interactive reading any different or better than “regular” book reading?

Yes. Many teachers already use some interactive reading strategies when they read, but studies involving hundreds of children have shown that when teachers use more of these strategies more often, children’s language growth speeds up. For example, in two different studies, researchers worked with one set of preschool teachers to increase their use of interactive reading strategies while the other set of teachers continued to use their “regular” reading strategies. In both studies, children whose teachers were encouraged to use more of the interactive reading strategies had larger gains in language skills over the next few months. This research shows clearly that the benefits of “regular” book reading can be greatly increased if teachers use more interactive reading strategies.

When teachers have large group interactive reading sessions, often only a few children in the group will get the chance to “converse” with the teacher during the book reading. One way to give all children the chance to talk with teachers about the book is to add small group “extension activities” that are related to the themes of the book. The extension activities allow teachers to ensure that all children have a chance to talk about the book.

Interactive reading and extension activities are effective ways to promote children’s language and comprehension skill development. Interactive reading and use of extension activities may also support

children's motivation to learn to read. When teachers encourage children to become actively involved in the telling of the story rather than passively listen, children realize their ideas and thoughts have value. Story reading becomes a pleasurable experience, which may support a love of book reading and an eagerness to learn to read independently.

How does interactive reading promote language development?

Adult-child conversations play a critical role in children's language development. One group of researchers who studied a group of 70 children at home and at school over the course of several years concluded that the conversations that children have during the classroom day when they are 3 and 4 years old help them develop oral language and reading skills at the end of kindergarten. Interactive reading sessions and the related extension activities promote children's language skills because they provide many opportunities for adult-child conversations that have four key features:

- 1) **Attention:** The child must be paying attention.
- 2) **Interest & Motivation:** The child must be interested and motivated to learn.
- 3) **Appropriate Challenge:** The adult has to say something that is different from what the child already knows, but not too advanced for the child to follow and absorb.
- 4) **Appropriate Processing Demands:** The child is not distracted by too many things to process at the same time. This way, the child can focus on the new language form or vocabulary word.

Attention, Interest & Motivation. Several aspects of the interactive reading curriculum promote children's attention, motivation and interest. First, by encouraging children to play an active role in book reading, teachers increase children's attention to the book and its themes. Second, the books chosen for interactive reading focus on social-emotional topics of central interest to young children, making the books particularly meaningful to the children. Third, the extension activities are designed to be fun and engaging, with a variety of typical preschool hands-on activities.

Appropriate Challenge. The REDI interactive reading curriculum has been designed carefully to introduce children to language challenges that are developmentally appropriate. Throughout the book reading and related activities, these appropriate challenges are presented to children in various ways.

Using interactive reading strategies, teachers introduce new vocabulary words that children don't yet know, and expand on things that children say, exposing them to more complex and challenging sentences. The use of interactive reading strategies also encourages children to think about what is happening in a story and why, and to think about the sequence of events and what might happen in the future.

Appropriate Processing Demands. The interactive reading curriculum uses a consistent weekly routine (described below) that involves repeated opportunities for children to hear and use new words and sentences while talking about the weekly theme. This consistent routine reduces distractions and allows children to focus their mental energy on learning new language. The weekly routine involves: book reading, story retelling, asking questions and extension activities.

What is a typical weekly schedule for interactive reading activities?

Each week, the teacher reads two books. The first day reading allows the children to become familiar with the story as the teacher reads, asks some questions and encourages conversation. The second day reading allows for more extended conversations as the teacher leads the children through a retelling of the story, asking more involved questions.

The schedule is as follows:

DAY 1 (*Approximately 20 minutes*)

- Read the first book. Ask questions, and encourage comments and discussion about the story.
- After the story is read, ask **recall questions**.

DAY 2 (*Approximately 20 minutes*)

- “Walk through” the book from Day 1 asking different questions to help children recall the story, and to have children become active participants in the story telling.
- Do the extension activity. Talk with children as they do the activity. This provides another way to help children practice language skills.

DAY 3 (*Approximately 20 minutes*)

- Read the second book. Ask questions, and encourage comments and discussion about the story.
- After the story is read, ask recall questions.

DAY 4 (*Approximately 20 minutes*)

- “Walk through” the book from Day 3 asking different questions to help children recall the story, and to have children become active participants in the story telling.
- Do the extension activity. Talk with children as they do the activity. This provides another way to help children practice language skills.

How are the interactive reading lessons organized?

Each interactive reading lesson is divided into the following sections:

- A list of suggested vocabulary to reinforce throughout the week.
- A set of scripted prompts for each book reading.
- A description of two extension activities, the materials needed for each activity, and an example of the type of dialogue that teachers could use during this time.
- A list of ways to enrich different centers in the classroom to encourage children to incorporate themes from interactive reading into their play.
- A list of props teachers may choose to use to reinforce vocabulary and enhance child engagement.
- A “Looking Ahead” section to help prepare for the next lesson.

What books are included in the REDI interactive reading curriculum?

The books for interactive reading were selected to focus on social-emotional themes of interest to young children. They include characters and events that engage children and help teachers build vocabulary and concepts related to understanding feelings and solving social problems. There are several open book times noted in the manual to allow teachers choose their own book to read interactively.

What do teachers do during the extension activities?

The extension activities provide opportunities for teachers to talk more with children. In each week’s lesson, examples are provided of conversations that could take place between a teacher and child. These examples help teachers think of ways to use different vocabulary and expand on things that children say, to help them build comprehension skills: understanding a story, the sequence of events and why things happen. The examples also show ways to expand on children’s comments or responses. The goal of REDI is for teachers to focus on building children’s language not only during book reading and extension activities, but also throughout the classroom day.

Examples of dialogue that could take place during extension activities:

Child-Initiated: #1 *[Notice how the teacher uses many of the child's own words in her response, but finds several ways to provide the child with an appropriate challenge by expanding on what he said.]*

C: "I played ball in my yard."

T: "It is fun to play ball. Who else played ball with you when you were in your yard?"

C: "My mom and my friend."

T: "You played ball with your mom and your friend when you were in your yard. What other things did you do in your yard?"

C: "We picked flowers."

T: "Flowers are pretty. It sounds like you have a flower garden in your yard. Did you help plant flowers in your garden?"

Child-Initiated: #2 *[Again, the teacher responds with several expansions.]*

C: "I went in a tent."

T: "Oh, you were in a tent. Where were you when you went in the tent?"

C: "I was camping."

T: "Did you get to sleep in the tent?"

C: "Yes."

T: "What else did you do when you were camping?"

C: "I fished and played."

T: "Catching fish is fun. What did you play?"

Teacher-Initiated: #1 *[Notice how the teacher initiates the conversation, but then uses the child's response as a chance to reinforce vocabulary and extend the topic in new directions.]*

T: "I like to play ball in my yard. What kinds of things do you like to do at school?"

C: "Play in the sand box and on the swings."

T: "I've seen you play in the sand box and on the swings when you are at school. Could you tell me something else you like to do at school?"

C: "I like to feed the fish."

T: "We have white fish and black fish in our tank at school. Do you have a fish tank at your house?"

Teacher-Initiated: #2 *[Again, the teacher sparks the conversation with questions that include key vocabulary words and expanded sentences.]*

T: “This fish tank is small. How many fish are in the tank?”

C: “One”

T: “You’re right. There is one fish in the tank. What is the fish doing?”

C: “It’s swimming and eating.”

T: “It is. The fish is swimming in the water and eating the fish food. Fish are good swimmers. What color is this fish?”

Balancing the Conditions that Promote Language

It is important to remember that children learn language best when they are *paying attention, interested and motivated, appropriately challenged, and not overwhelmed with processing demands*. The scripted prompts and extension activities in each lesson help teachers provide children with appropriate challenges to learn new vocabulary, expose children to more complex and challenging sentences and to build comprehension skills. For children to benefit from these challenges, it is important to maintain an environment of positive teacher-child relationships and child-centered communication.

Interactive Reading List

- Week 1: OPEN BOOK CHOICE
- Week 2: BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE?/ I WENT WALKING I
- Week 3: LOVE YOU ALL DAY LONG/ MOUSE'S FIRST DAY OF SCHOOL
- Week 4: I LIKE ME!/ ALL BY MYSELF!
- Week 5: WHOEVER YOU ARE/ MY NOSE, YOUR NOSE
- Week 6: MY BEST FRIEND/ WHISTLE FOR WILLIE
- Week 7: TOUGH BORIS/ OPEN BOOK CHOICE
- Week 8: NUTS TO YOU!/ LEAF MAN
- Week 9: WHEN I WAS LITTLE/ A SPLENDID FRIEND, INDEED
- Week 10: I WAS SO MAD/ BAILEY GOES CAMPING
- Week 11: BEAR FEELS SCARED/ OPEN BOOK CHOICE
- Week 12: HOW ARE YOU PEELING?/ OPEN BOOK CHOICE
- Week 13: NOISY NORA? MOUSE PAINT
- Week 14: BIG RED BARN/ OPEN BOOK CHOICE
- Week 15: THE SNOWY DAY/ OPEN BOOK CHOICE
- Week 16: WHERE THE WILD THINGS ARE/ THERE'S A MONSTER UNDER MY BED
- Week 17: SNOW/ SNOWBALLS
- Week 18: WHEN SOPHIE GETS ANGRY/ I'M SORRY
- Week 19: NIGHT IN THE COUNTRY/ TIME FOR BED
- Week 20: TWO HOMES/ LITTLE GORILLA
- Week 21: FLOWER GARDEN/ PLANTING A RAINBOW
- Week 22: HAPPY BIRTHDAY, SAM/ OPEN BOOK CHOICE
- Week 23: THE MIXED UP CHAMELEON/ A COLOR OF HIS OWN
- Week 24: THE CRUNCHING, MUNCHING CATERPILLAR/ THE VERY HUNGRY
CATERPILLAR
- Week 25: SHORTCUT/ OPEN BOOK CHOICE
- Week 26: THE DOORBELL RANG/ WHO TOOK THE COOKIES?
- Week 27: SWIMMY/ OPEN BOOK CHOICE

Interactive Reading List

Week 28: OTIS/ OPEN BOOK CHOICE

Week 29: THE LITTLE MOUSE, THE RED RIPE STRAWBERRY, AND THE BIG
HUNGRY BEAR/ THE STRAY DOG

Week 30: FIREMAN SMALL/ OPEN BOOK CHOICE

Week 31: THE NIGHT WORKER/ WORKSONG

Week 32: LITTLE NINO'S PIZZERIA/ PETE'S A PIZZA

Week 33: THE NEW BABY/ PETER'S CHAIR



Vocabulary

Nouns

Acorn	Cement mixer	Father	Instruments
Animal	Cheek	Feather	Island
Arms	Chick	Feet	Jacket
Baby	Child	Fingers	Jar
Backhoe	Children	Fire	Job
Ball	Circle	Fish	Key
Barn	City	Flashlight	King
Baseball	Claws	Flour	Kite
Basket	Clothes	Flowers	Ladder
Bathtub	Cloud	Foal	Lake
Bear	Cocoon	Food	Leaf/Leaves
Bed	Collar	Foot	Legs
Bee	Compliment	Footprint	Lemon
Bill	Cookie jar	Forest	Letter
Birds	Corn	Fox	Lettuce
Boat	Cow	Frame	Lid
Body	Cradle	Friends	Light
Book	Crane	Frog	Lion
Bottom	Crib	Fur	Lobster
Bow	Curtain	Game	Love
Bowl	Deer	Garden	Machine
Box	Dog	Gas	Map
Boy	Door	Giraffe	Man
Branch	Doorbell	Girl	Metal
Bridge	Dough	Glasses	Mirror
Brother	Dress	Gold	Mitten
Brush	Duck	Grapes	Money
Building	Dump truck	Grass	Moon
Bulb	Earth	Groceries	Mother
Bulldozer	Easel	Ground	Mountain
Butterfly	Edge	Group	Mouse
Buttons	Eggs	Hair	Mouth
Caboose	Elbow	Hand	Mud
Calf	Elephant	Handle	Music
Candle	Engine	Head	Nest
Cap	Errand	High Chair	Ocean
Car	Eye	Home	Onion
Carrot	Face	Hooves	Oven
Carton	Family	Horse	Owl
Cat	Far	Hose	Page
Ceiling	Farm	House	Pail



Vocabulary

Nouns *(cont'd)*

Paint	Rainbow	Sister	Town
Paintbrush	Rake	Skin	Track
Pair	Rattle	Sky	Train
Paper	Restaurant	Snail	Tree
Parrot	Ribbon	Snout	Tunnel
Party	River	Snow	Twig
Passenger	Road	Soil	Umbrella
Pear	Rock	Son	Uncle
Peas	Room	Space	Voice
Peppers	Root	Spring	Wall
Picnic	Sail	Squirrel	Waves
Picture	Sand	Stars	Weather
Piece	Sauce	Stone	Week
Pig	Saucer	Store	Wheelbarrow
Pink	Scarf	Story	Wheels
Plan	School	Strawberry	Wind
Plane	Scissors	Street	Window
Plant	Sea	Stroller	Wings
Plate	Seeds	Summer	Winter
Present	Shadow	Sun	Woman
Puddle	Shape	Table	Wood
Pull	Sheep	Tadpole	Yard
Purple	Sheet	Teacher	Loader
Puzzle	Shells	Tent	Zipper
Rabbit	Ship	Tiger	Zoo
Race	Shoelaces	Tomato	
Radio	Shovel	Top	
Rain	Sign	Tow truck	



Vocabulary

Verbs

Answer
Build
Call
Carry
Change
Climb
Close
Come
Find
Follow
Get
Give
Go
Hide
Hug
Know
Like
Look
Make
Melt
Move
Open
Play
Point
Pounds
Put
Read
Said
Say
See
Show
Take
Tell
Think
Try
Turn
Unwrap
Use
Work
Wrap
Write

Connectors

And
As
Because
But
If
Or
Than
Until

Other

Are
Be
Could
Did
Do
Does
Had
Is
Was
Were
Would

Modifiers

Angry
Big
Blue
Brown
Different
Excited
First
Full/empty
Good
Gray
Great
Green
Grey
Kind
Large
Last
Little
Long
More
Most
Much
New
Old
Only
Red
Sad
Same
Short
Small
Some
Three
Very
White
Yellow

Pronouns

He
Her
Him
His
She
Their
They
We
You
Your

Prepositions

After
Above
Across
Around
Away
Before
Behind
Below
Between
Down
Far
Here
In
Inside
Into
Near
Next (to)
Off
On
Out
Outside
Over
There
Through
Toward
Under
Up

REDI Program Sound Games

Phonological Awareness

What is phonological awareness?

Phonological awareness is the ability to recognize and manipulate the units of sound in spoken language. For example, when we listen to someone speak, we can separate what we hear into words (Look/at/the/kitten), we can separate the words into syllables (kit/ten) and we can separate the syllables into individual sounds (k/i/t). We could also blend those sounds, syllables and words back together, or we could manipulate one of the individual sounds to change the meaning of the whole sentence (Look/at/the/mitten). These are all phonological awareness activities because they require us to recognize and manipulate the sounds in spoken language. Notice that phonological awareness activities do not require printed letters. In fact, we could do them with our eyes closed because they are based entirely on spoken (oral) language. In contrast, phonics concerns the associations between specific written letters and sounds. For example, the printed letter 'x' makes the /ks/ sound. Phonological awareness and phonics are both important, but they are not the same thing.

Why is phonological awareness important?

Phonological awareness is one of several basic skills that provide a solid foundation for future reading success. Children entering Kindergarten who have well-developed phonological awareness skills have better success learning to read in Kindergarten and 1st Grade. Other important building blocks for reading success include vocabulary, grammar skills and general background knowledge, as well as letter-recognition and phonics skills.

How does phonological awareness develop?

Phonological awareness skills develop gradually over time, starting in the preschool years and continuing into early elementary school. Young children start by learning to recognize and manipulate larger units of sound, like entire words, before they learn to work with smaller units of sound like syllables. The most advanced phonological awareness skills involve recognizing and manipulating individual sounds in spoken words: these skills are still difficult for many 4-year olds. For many children, phonological awareness skills develop naturally through their everyday use of language in conversation with adults and other children. However, for some children, phonological awareness skills do not develop as quickly. Providing preschool children with activities that help them practice and develop their phonological awareness skills is one way to support the learning process.

How is Sound Games related to other preschool phonological awareness programs?

We developed the Sound Games activities for use in a research project conducted in Head Start classrooms that included a mix of 3- and 4-year old children. We had two main goals in mind. First, we wanted a set of phonological activities that could be used across the entire school year in these mixed-age classrooms. This meant that the activities had to cover a wide range of phonological skills. Second, we wanted to provide teachers with activities that had a clear developmental scope and sequence. This meant developing guidelines for how to advance through the activities in a way that was fun for children and supported their natural progression of skills. We were helped by several phonological awareness programs available at that time (2001-2002), particularly the landmark work of Adams, Foorman, Lundberg and Beeler (1998, *Phonemic Awareness in Young Children*. Maryland Brooks Publishing). We also consulted other contemporary resources (listed below). In general, the types of activities in the REDI Sound Games are very similar to the activities in these other curricula and resources. What makes Sound Games different is the combination of a large number of activities relevant to the early stages of phonological awareness development, and a scope and sequence to help teachers use the activities in a way that optimizes their impact and enjoyment for children.

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What are the Sound Game units?

The Sound Game units provide the scope and sequence of phonological awareness activities for the school year: listening, rhyming, words and sentences, syllables, alliteration and phonemes. Each unit builds on the previous one, so it is important to do them in the order listed in each week's lesson.

Listening Children learn to follow simple directions, listen for specific sounds and specific sequences of sounds, and follow multiple step directions.

Rhyming This unit introduces children to the concept of rhyming. In early lessons, the teacher reads rhyming stories and poems. Gradually children are asked to identify rhyming words and eventually to generate rhyming words. Rhyme can be a difficult concept for pre-kindergarten children. Mastery should not necessarily be expected with children this age.

Words and Sentences Children identify which of two words is longer, identify how many words are in a sentence, and learn how to blend two words together to make a compound word. Children also learn about separating a compound word into its two separate words.

Syllables Children clap out the syllables or parts of words, and then play games that involve separating words into syllables and blending syllables together to make words.

Alliteration This unit introduces children to activities in which the initial sound of several words in a row is the same (for example, "the big ball bounces"). These activities prepare children for later activities focused on beginning sounds.

Phonemes Children identify the beginning and ending sounds of words, then learn how to segment (take apart) words into individual sounds and how to blend (put together) sounds to make words.

How are the Sound Games units organized?

Within each unit, activities are categorized in three ways: difficulty level, suitability for use as a transition activity, and use as informal assessment.

Difficulty Level Within each unit, activities are classified as easy, medium or difficult. Easy activities will sometimes involve children "joining in" with the teacher and giving a response collectively. Easy activities may also involve simple responses from the children. Medium activities will often require children to identify a response from several different choices provided by the teacher.

Difficult activities generally require children to generate a response independently. It is important to complete the Sound Games in the order listed in each week's lesson.

Transition Activities Certain activities are appropriate and useful as transition activities. These are usually activities that do not involve many props and could be done easily during a transition time in the classroom (for example clapping syllables in names.) These activities are noted in the manual so that teachers can find them easily. Once an activity has been introduced and completed with the group, it can be put on the "transition activities list".

Activities for Informal Assessment One or two activities within each unit are designated as informal assessment activities to help teachers assess children's progress. These activities, which are at the end of the medium and difficult categories within each unit, lend themselves to a faster pace so that teachers will be able to get quick responses from each member of the group in several rounds of the game. There are no informal assessments for "easy" activities or for the small number of activities in the Alliteration unit.

Presentation of Activities

Small groups meet three days per week for approximately 10-15 minutes for Sound Game activities. For the first half of the school year, when the focus will be on Listening, Rhyming and Words & Sentences, it is developmentally appropriate to include all 3- and 4-year old students in these activities. All 4-year olds should continue to have the opportunity to do the more advanced activities in the 2nd half of the year (Syllables, Alliteration and Phonemes).

Listening Approximately 4 weeks or 12 sessions are devoted to this unit: 3 sessions are devoted to the easy activities, 5 sessions to the medium activities and 4 sessions to the difficult activities.

Rhyming Approximately 5 weeks or 15 sessions are devoted to this unit: 5 sessions each are devoted to the easy, medium and difficult activities.

Words and Sentences Approximately 5 weeks or 15 sessions are devoted to this unit: 3 sessions each of both easy and medium activities, and 9 sessions of difficult activities.

Syllables Approximately 5 weeks or 15 sessions are devoted to this unit: 5 sessions each of easy, medium and difficult activities.

Alliteration Approximately 2 weeks or 6 sessions are devoted to this unit: 4 sessions of easy activities and 2 sessions of medium activities.

Phonemes Approximately 8 weeks or 24 sessions are devoted to this unit: 8 sessions each of easy, medium and difficult activities.

Sound Game Activities Sequence

The Sound Game Activities Sequence shows the sequence of activity delivery throughout the year. The sequenced activities on the chart are embedded in the corresponding week's lesson. Notice two important things about the chart:

1. Activities may be done more than once within each category and within each unit.
2. Units should be done in the order given following the scope and sequence progression.

Scope and Sequence of Activities: Adaptations for younger preschoolers

The Sound Games activities have been written following a scope and sequence, to provide a strong foundation for learning. Teachers may find that younger preschoolers require more time on a specific skill and may not be ready to move at the pace of the activity roll out. Since the Sound Game activities are delivered in small groups, teachers may easily adjust groupings to provide the best learning opportunities for all children. For example, the teacher could deliver the lessons to the younger preschoolers in one small group adjusting the pace of activities to fit the needs of the group, while delivering the activities as written to the group of pre-kindergarten children.

Sound Game Activities Sequence

Week	Unit	Day 1	Day 2	Day 3
4	Listening	#1 <i>Drumbeats</i> (Easy, Transition)	#2 <i>Move to the Music</i> (Easy, Transition)	#3 <i>Stop and Listen I</i> (Easy, Transition)
5		#4 <i>Guessing Game</i> (Medium)	#5 <i>Stop and Listen II</i> (Medium, Transition)	#6 <i>Follow the Directions I</i> (Medium, Transition)
6		#7 <i>Shake It I</i> (Medium)	#8 <i>Listen to the Music</i> (Medium, Informal Assessment, Transition)	#9 <i>Shake It II</i> (Difficult)
7		#10 <i>Stop and Listen III</i> (Difficult, Transition)	#11 <i>Shake It II</i> (Repeat)	#12 <i>Follow the Directions II</i> (Difficult, Informal Assessment, Transition)
8	Rhyming	#13 <i>Poems, Fingerplays & Nursery Rhymes</i> (Easy, Transition)	#14 <i>Reading Rhyming Stories</i> (Easy)	#15 <i>Singing Rhyming Songs</i> (Easy, Transition)
9		#16 <i>Poems, Fingerplays & Nursery Rhymes</i> (Repeat)	#17 <i>Reading Rhyming Stories</i> (Repeat)	#18 <i>On My Farm</i> (Medium, Transition)
10		#19 <i>Fishing for Rhymes I</i> (Medium, Transition)	#20 <i>Rhyming Game I</i> (Medium)	#21 <i>Rhyming Game II</i> (Medium)
11		#22 <i>Fishing For Rhymes II</i> (Medium, Informal Assessment)	#23 <i>Guess My Rhyme</i> (Difficult, Transition)	#24 <i>Rhyming Chant</i> (Difficult, Transition)
12		#25 <i>Rolling Rhymes</i> (Difficult)	#26 <i>The Train Is Carrying...</i> (Difficult, Transition)	#27 <i>Singing Sentences</i> (Difficult, Informal Assessment, Transition)
13	Words & Sentences	#28 <i>Which Word Sounds Longer?</i> (Easy)	#29 <i>Which Name Sounds Longer?</i> (Easy)	#30 <i>Singing Sentences</i> (Repeat)
14		#31 <i>"I Like..." Sentences</i> (Medium)	#32 <i>Nursery Rhyme Sentences</i> (Medium)	#33 <i>Which Name Sounds Longer?</i> (Repeat)
15		#34 <i>Compound Word Game</i> (Difficult, Transition)	#35 <i>Blending Compound Words</i> (Difficult, Transition)	#36 <i>Compound Word Detectives I</i> (Difficult, Transition)
16		#37 <i>Compound Word Game</i> (Repeat)	#38 <i>Blending Compound Words</i> (Repeat)	#39 <i>Compound Word Detectives I</i> (Repeat)
17		#40 <i>Compound Word Game</i> (Repeat)	#41 <i>Compound Word Detectives II</i> (Difficult, Informal Assessment, Transition)	#42 <i>Compound Word Detectives II</i> (Repeat)

Sound Game Activities Sequence

Week	Unit	Day 1	Day 2	Day 3
18	Syllables	#43 <i>Classmate Clap</i> (Easy, Transition)	#44 <i>Syllable Movement Game</i> (Easy, Transition)	#45 <i>Classmate Clap</i> (Repeat)
19		#46 <i>Syllable Movement Game</i> (Repeat)	#47 <i>Syllable Movement Game</i> (Repeat with variation)	#48 <i>What Is It?</i> (Medium, Transition)
20		#49 <i>Word Game</i> (Medium)	#50 <i>What Is It?</i> (Repeat)	#51 <i>Word Game</i> (Repeat)
21		#52 <i>Word Game</i> (Repeat with variation)	#53 <i>Partner Syllables</i> (Difficult, Required)	#54 <i>Bentley Bear's Story</i> (Difficult, Required)
22		#55 <i>Partner Syllables</i> (Repeat)	#56 <i>Bear Syllables</i> (Difficult, Informal Assessment)	#57 <i>Bear Syllables</i> (Repeat)
23	Alliteration	#58 <i>Reading Alliterative Stories</i> (Easy)	#59 <i>Reading Alliterative Stories</i> (Repeat)	#60 <i>Puppets On Parade Alliterations</i> (Easy, Transition)
24		#61 <i>Puppets On Parade Alliterations</i> (Repeat)	#62 <i>Move With Me</i> (Medium, Transition)	#63 <i>Reading Alliterative Stories</i> (Repeat)
25	Phonemes	#64 <i>What Do I Have? I</i> (Easy, Transition)	#65 <i>Sentence Chants I</i> (Easy, Transition)	#66 <i>Sentence Chants II</i> (Easy, Transition)
26		#67 <i>Sounds Activity</i> (Easy)	#68 <i>Sounds Activity</i> (Repeat)	#69 <i>Sounds Game</i> (Easy, Informal Assessment)
27		#70 <i>Ending Sound Game</i> (Medium, Transition)	#71 <i>What Do I Have? II</i> (Medium)	#72 <i>Ending Sound Activity</i> (Medium, Transition)
28		#73 <i>What Do I Have? II</i> (Repeat)	#74 <i>Ending Sounds Activity</i> (Repeat)	#75 <i>Which Word</i> (Medium, Informal Assessment, Transition)
29		#76 <i>Making Words</i> (Difficult, Transition)	#77 <i>What's Left? I</i> (Difficult, Transition)	#78 <i>Summer Words</i> (Difficult)
30		#79 <i>Making Words</i> (Repeat)	#80 <i>What's Left? I</i> (Repeat)	#81 <i>What's Left? II</i> (Difficult, Transition)
31		#82 <i>What Do I Have? II</i> (Repeat)	#83 <i>What's Left? I</i> (Repeat)	#84 <i>Summer Words</i> (Repeat)
32		#85 <i>Which Word</i> (Repeat)	#86 <i>Making Words</i> (Repeat)	#87 <i>What's Left? II</i> (Repeat)
33		<i>Choose any 3 favorite Sound Games to complete.</i>		

REDI Program
Alphabet Center

Alphabet Activities

One of the many building blocks of pre-reading skills is identification of alphabet letters. In order to support this skill development, the REDI curriculum incorporates specific alphabet activities that use the uppercase and lowercase forms of each letter. These alphabet identification activities are linked thematically to the REDI interactive reading lessons for the week so that letter learning is more meaningful for children.

The goal of the alphabet activities is to help children identify the uppercase and lowercase forms of the letters. The activities are not designed to teach children the connections between letters and their sounds. Though, as the year progresses, some children may begin to make connections between letters and their sounds. If this happens, teachers should support children's efforts in that area. But, teachers should also keep in mind that not all children in the group may be developmentally ready for this skill, and that the primary goal of the alphabet activities is to support letter identification.

Where and when do alphabet activities take place?

Alphabet activities will take place in the Alphabet Center in the classroom during regular center time beginning in the 3rd week of the school year. The alphabet activities are designed to take about 10 - 15 minutes. A teacher is expected to be present at the Alphabet Center whenever children visit the center.

Teachers keep track of when children visit the Alphabet Center each week. (See **How do teachers keep track of children's participation and progress in alphabet activities?** *below*).

Teachers also have flexibility in how children visit the alphabet center each week. For example, teachers could allow children to visit the center individually whenever they choose for the first two days of the week, then they could "invite" any remaining children to visit; or teachers could invite small groups of children to visit the center so that all children have visited the center by the end of the week.

How are new letters introduced?

The REDI Alphabet Center activities roll out in the 3rd week of class. Each week one new letter is introduced to children. On the first day of the week, teachers introduce the new letter during morning circle time. They will note how the letter matches the social-emotional or the REDI book theme. For example, "**This week our letter in the alphabet center is T. Here's the letter T on our book about turtles.**" Point to the letter T.

I always like to see our turtle. He'll help us during class this week. Everyone will also get a turn to do our activity in the Alphabet Center sometime this week." Introductions to each week's letter are given in the manual lesson content for the week. The teacher gives a detailed explanation of the week's activity when children arrive at the Alphabet Center.

What materials should be in the Alphabet Center?

The Alphabet Center should have a Letter Bucket and a Letter Wall. The Letter Bucket, any small bucket or basket, should contain uppercase and lowercase forms of the new letter introduced that week, along with the uppercase and lowercase forms of several other letters from previous weeks. To avoid overwhelming children with letters, teachers will rotate out letters from the bucket as new letters are introduced so that the Letter Bucket contains no more than three uppercase and lowercase letter sets at any one time. The letters in the bucket may be used for review during the week. A Letter Wall area should also be in the center—a large piece of tag board paper could be attached to the wall for this purpose. Before beginning the Alphabet Center activities, the teacher writes the uppercase and lowercase forms of the letter neatly and clearly on the Letter Wall. Each week the teacher adds the new letter to the wall. The Letter Wall should be visible and at the children's eye level. All materials for the hands-on letter activity of the week should be ready and available at the center also.

What happens when children come to the Alphabet Center?

After welcoming children to the Alphabet Center, the teacher should review the three sets of letters in the Letter Bucket by showing them to the children and naming them for the children. Children may be eager to participate in naming the letters. Teachers should reinforce this eagerness by allowing children to participate in the process, while also making sure that the new letter introduction is lead by the teacher. This ensures that the letter introduction does not turn into a letter review. The teacher points out the new letter on the Letter Wall, and shows the uppercase and lowercase forms of the letter using wood, plastic or laminated letters. The teacher then explains the letter activity of the week. In preparation for the letter activity, the teacher writes the uppercase and lowercase forms of the letter in large, neat print on paper for each child. A menu of creative activities that teachers may do is given in the manual. Teachers may also choose to create their own letter activity following the pattern of writing the upper and lowercase forms of the letter in large, neat print on paper for each child. As the children are working in the

center, the teacher should explicitly name the letter and point out the uppercase and lowercase forms. Repeated, explicit exposure to the letters will help children better learn the upper and lowercase forms.

How do I reinforce letter identification throughout the week?

In addition to the alphabet activities, the teacher should take the opportunity to point out the printed form of the letter throughout the week. Here are some ideas for reinforcing letter identification during the week:

- 1) When reading the morning message, point out the week's letter when it appears in the message.
- 2) When reading the title of a book to the class, point out the week's letter.
- 3) Point out the week's letter when the children sign in, or when children's name cards are used during the day.
- 4) Make a large uppercase and lowercase letter on the circle time carpet using masking tape. Point out the letters as the children join you at circle.
- 5) Post the letter of the week on the classroom door for both parents and children to see.
- 6) Have a "Letter of the week" treasure hunt. During the hunt, children take a letter walk around the classroom or school and find the letter of the week.
- 7) Attach the letter of the week to a magical wand. Have the special helper for the day march around the circle with the magical wand letter. Encourage the class to chant the letter of the week as the helper marches.
- 8) Write the uppercase and lowercase form of the letter on index cards. Attach the letters to a cap or hat. Wear the cap or hat during the week. Point out the letter periodically during the week.
- 9) Have a puppet wear a letter of the week badge or sticker. Point out the letter periodically during the week.
- 10) Take the Letter Bucket with you during longer wait times. (Ex. Standing in line) Make a game of letter review.

These are just several examples of ways to reinforce letter identification. Many teachers have found a variety of ways to point out the week's letter throughout the day in the context of everyday activities.

What do I do during review weeks?

Although you will be consistently reviewing letters in the Alphabet Center each week, and during your daily class activities, five additional review weeks have been provided in the alphabet sequence. During these weeks, teachers help children who are struggling identifying specific letters with a more focused review. The review weeks also give the teacher an opportunity to reinforce letters that have already been presented to all children in the class. It is important to keep in mind the child's developmental level when choosing the number of letters to review. Teachers should never review all the letters, all at one time with any child. During review weeks, the teacher should refer to the menu of suggested letter activities in the week's lesson content. All review should involve the printed upper and lower case letter forms along with the hands on alphabet activity.

How do teachers keep track of children's participation and progress in alphabet activities?

Teachers use a checklist to monitor children's weekly visits to the alphabet center. The checklist is used to verify that children have completed the alphabet activity each week. As children rotate through the center, the teacher checks off the child's name.

The teacher also checks to see if each child can identify the uppercase and lowercase forms of the week's letter. Using the same checklist, teachers should mark an (I) if the child can identify both uppercase and lowercase forms of the letter, or a (W) if the child is still working on identifying the letter forms. An example of the REDI letter checklist is provided.

How can teachers help children who need extra practice with letters?

Children, who are still working on identifying a specific letter after the week's activity, will benefit from repeated, explicit exposure to that letter. If a child is having difficulty identifying a letter, the teacher will informally point out that letter in the context of classroom activities throughout the day. For example, "**Oh Sam, look. There is a K on our book about kites!**" (Point to the k). Children should continue to be exposed to the week's thematic letter even while continuing to work on a review letter.

How can teachers let families know which letters children are learning?

Teachers may let families know, in the weekly classroom note or newsletter, what letter of the week will be introduced. Teachers may

also post the letter of the week on the classroom door with a note to families saying, “Our letter this week is:…” Teachers may choose to send children home with a sticker that has the uppercase and lowercase form of the letter written on it to support the home-school connection.

Introducing New Letters by Highlighting Links to Interactive Reading

During morning circle time on the first school day of the week, the teacher briefly points out the connection between the week’s letter and the interactive reading. This brief introduction is done with the whole class. The teacher will give a detailed explanation of the week’s activity when children arrive at the Alphabet Center. Examples of how to briefly introduce each week’s letter are in bold print. When introducing the letter, it is important to remember that the emphasis is on identifying the letter and not on the sound(s) associated with the letter.

Letter Activities: Weeks 3-33

Prior to doing all letter activities, write the uppercase and lowercase forms of the letters in large, neat print on paper for each child.

The following is a list of activities that can be done with any letter. Teachers may choose any of these activities, or may generate some of their own creative activities to provide in the Alphabet Center each week.

- 1) Collage letters with any of the following: tissue paper, construction paper, cotton balls, felt, plastic bottle caps, feathers, fabric, etc.
- 2) Use play dough and let the children form letters using the printed letters you’ve provided as a guide.
- 3) Finger paint over the printed letters.
- 4) Apply glue then sprinkle sand or salt over the printed letters.
- 5) Sponge paint or watercolor paint over the printed letters.
- 6) Dot paint over the printed letters.
- 7) Use washable inkpads and stamps. Stamp over the printed letters.
- 8) Use small paper bags to make puppets. Write the uppercase and lowercase letters on the body of the bag. Let the children collage over the letters. Allow the children to decorate the rest of their puppet.

Alphabet Center Checklist

Week	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Target Letter	T t	C c	F f	H h	X x	N n	Review	M m	B b	L l	S s	G g	W w	D d	Review
Child's Name															

Write each child's name in the 1st column.
For all children, make a checkmark (✓) in the box when the child completes the alphabet activity.
Add an "i" to one half of the box if the child *identifies* the uppercase form of the letter. Add a "w" to one half of the box if the child is working on identifying the uppercase form of the letter. Do the same in the other half of the box for the lowercase form of the letter.

Week	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Target Letter	Q q	R r	P p	Y y	Review	I i	V v	Z z	J j	Review	U u	A a	E e	K k	O o	Review
Child's Name																

Write each child's name in the 1st column.
 For all children, make a checkmark (✓) in the box when the child completes the alphabet activity.
 Add an "P" to one half of the box if the child identifies the uppercase form of the letter. Add a "W" to one half of the box if the child is working on identifying the uppercase form of the letter. Do the same in the other half of the box for the lowercase form of the letter.

REDI

Social-emotional Learning With Interactive Reading, Sound Games, and Alphabet Activities

Week 1 Begin Social-Emotional Learning Program

Week 2 Begin REDI Interactive Reading










Week 3 Begin REDI Sound Games

Week 4 Begin Alphabet Center



REDI

Social-emotional Learning With Interactive Reading, Sound Games and Alphabet Activities

Text and Icon Legend	
<i>Color Italic</i>	<i>Spoken Text</i>
Plain	Instructional Text
Serif	General Informational Text
	Overview
	Materials
	Introduce
	Model
	Day
	Do
	Variations
	Suggested Vocabulary
	Note or Reminder



Animals

Suggested Vocabulary

Animals	Dog	Look	Bear
Duck	See	Bird	Fish
Sheep	Cat	Frog	Cow
Horse			



Day 1:

Book **Brown Bear, Brown Bear, What Do You See?**
by Bill Martin

Show the book cover

“The title of the book we are going to read today is Brown Bear, Brown Bear, What Do You See? Bill Martin is the author, the person who wrote the book. Eric Carle is the illustrator, the person who drew the pictures in the book.”

“What animal is on the cover?” “What color is it?”
(It is a brown bear.)

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What is this bear doing?”*

(He’s walking, looking at something.)

Pg. 3-4: *“Have you ever seen a red bird? Where?”*

Pg. 5-6: *“Where do ducks live?”* (Ducks live in ponds or lakes.)

Pg. 9-10: *“What about frogs? Where do they live?”*

(In ponds and lakes, just like ducks)

Pg. 13-14: *“What is this dog wearing?”* (A collar)

“Why do dogs wear collars?”

(So that people can know their names or where they live)

Pg. 21-22: *“Who was looking at the teacher?”*

(All the children)

Recall the story after reading

“What were some of the animals you saw?”

“What animal was purple?” (The cat was purple.)

“Where do bears live?”

“Which animals in the story have wings?” (Bird and duck)



Book

Day 2:

Brown Bear, Brown Bear, What Do You See?
by Bill Martin

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What color is the bear?”* (He is brown.)

“What does he see looking at him?” (A red bird)

Pg. 3-4: *“What animal is this?”* (A bird)

“Can you name another thing that is red?”

Pg. 5-6: *“What noise does a duck make?”* (Quack)

Pg. 7-8: *“A blue horse! What color are the horses you have seen?”* (They are brown, white, black, etc.)

Pg. 9-10: *“What color is the frog?”* (The frog is green.)

“How does the frog feel? How can you tell?”

(The frog feels happy, he is smiling.)

Pg. 11-12: *“Have you ever seen a purple cat?”*

“How many of you have a cat?”

Pg. 13-14: *“How many of you have a dog?”*

“How do you feel when you play with your dog?”

“What color is this dog?” (It is white.)

Pg. 15-16: *“This animal makes the noise ‘Baaa.’ What is it?”* (It is a sheep.)

Pg. 17-18: *“Where can you find a fish?”*

(In the ocean, pond, tank, etc.)

“Who is looking at this fish?” (The teacher)

Pg. 19-20: *“What does this teacher see?”* (Children)

“How do the children feel?”

“Help me name all of the animals that are looking at the children.”



EXTENSION ACTIVITY

Animal Book

Materials:

Paper, crayons

Details:

Children may draw a picture of their favorite animal for a class book. Having some animal picture books available for the children may help to stimulate conversation about animals. Talk with the children about what kind of animals they like, if they have any pets at home, and if they’ve ever seen their favorite animal before. Teachers may want to caption the pictures with something each child has said about their animal picture.



Day 3:

Book *I Went Walking*
by Sue Williams

Show the book cover

“Today we are going to read another book about animals. It is called I Went Walking. The author of the book is Sue Williams. She wrote the words. Julie Vivas is the illustrator. She drew the pictures. Let’s look at the cover.”

“What color is the duck?” (The duck is green.)

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What’s in this basket?”* (Wood, a cat)

Pg. 5-6: *“What could this be? What does it look like?”*

Pg. 9-10: *“What is the little girl doing now?”*
(Climbing a ladder)

Pg. 13-14: *“Where is the duck?”* (In the water trough)

“What is the water trough for?” (For the animals to drink from)

Pg. 19-20: *“Why is the little girl washing the pig?”*
(Because it’s dirty.)

Pg. 23-24: *“Does the dog like the little girl?”*

“How can you tell?”

Recall the story after reading

“What were some of the animals you saw in this story?”

“What were some of the things the little girl did?”

“What is your favorite animal in the book?”

“How do you feel when you see your favorite animal?”



Book

Day 4:

I Went Walking
by Sue Williams

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What color is the bear?”* (He is brown.)

“What does he see looking at him?” (A red bird)

Pg. 3-4: *“What animal is this?”* (A bird)

“Can you name another thing that is red?”

Pg. 5-6: *“What do you think this animal is?”* (Point to the tail.)

Pg. 9-10: *“He’s climbing up a ladder.*

What is he getting in the tree?”

Pg. 13-14: *“What animal could this be?”* (A duck)

“What do you think this duck is doing?”

Pg. 17-18: *“How would you feel sitting on top of a cow
or horse?”*

“Do you see where the boy’s blue jacket is?”

(It’s on the cow’s back.)

“What animal will be on the next page?”

Pg. 23-24: *“How do you feel when a dog licks you?”*

Pg. 29-30: *“What are the boy and animals doing now?”*



EXTENSION ACTIVITY

**Susie, Susie,
What Do
You See?**

Materials:

Picture cards
with animals,
black pieces of
construction paper

Details:

Lay out the pictures
of animals with
construction paper
covering each picture.
Choose a child to
uncover a picture
as the others recite
“(Child’s Name), what
do you see?” The child
uncovers a picture
and answers, “I see a
(name of animal)
looking at me.”

This is a wonderful
opportunity for
conversation. You may
ask the child what kind
of animal he/she likes
best, where that kind
of animal may live, and
if he/she has ever seen
that animal before.



Ideas for Center Enrichment:

- 1) Add animal sponges and paint to the art center.
- 2) Cut out animal shapes. Attach paper clips to animals and put a magnet at the end of string tied to a wooden stick so children can 'fish' for animals.
- 3) Using the tune Twinkle Twinkle Little Star, sing the words from "Brown Bear, Brown Bear, What do you see?"
- 4) Add animal books and place animal figures around the classroom.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for the children. For this lesson, the following props could be used:

Animals	Cow	Frog	Bear
Dog	Horse	Bird	Duck
Sheep	Cat	Fish	



Looking Ahead for Week #3:

Extensions:

Pre-cut mouse shapes for Mouse Activity.

Think about:

Focus on the positive things children are doing. Throughout the week, look for positive ways to reinforce the classroom rules. Describe what the children are doing to follow the rules. For example, "Billy is ready for the story. He is using his listening ears."



Kid of the Day

Suggested Vocabulary

Book	Instruments	Play	Children
Music	Puzzle	Circle	Paint
School	Easel	Paintbrush	Scissors
First/Last	Paper	Table	Group
Piece			



Day 1:

Book *I Love You All Day Long* by Francesca Rusackas

Show the book cover

“Today we are going to read a book about preschool. The name of the book is I Love You All Day Long. Francesca Rusackas is the author. She wrote the words. Priscilla Burris is the illustrator. She drew the pictures.”

“Let’s look at the cover of this book.”

“What kind of animals do you think will be in this book?”

“Who do you think the big pig is?” (The mother pig)

Read the story, asking questions and encouraging comments and discussion

Pg. 1: *“How is Owen Feeling?”* (He looks worried.)

Pg. 2-3: *“Where do you think Owen is going?”* (Maybe to school)

“Why do you think so?” (Because he is taking his lunch box.)

Pg. 6-7: *“How does Owen feel when his mom hugs him?”*

(It makes him feel happy.)

Pg. 14-15: *“How’s Owen feeling in these pictures?”* (Sad, upset) *“Why is he unhappy?”*

(He doesn’t like to be last, someone took his toy.)

Pg. 26-27: *“What happens at the end of the school day?”*

(Owen’s mom picks him up from school.)

Pg. 21-22: *“Who was looking at the teacher?”* (All the children)

Recall the story after reading

“What did Owen’s mommy promise him she would do all day long?”

“What was the last thing Owen did with his mommy before he went to sleep?”

“What do you like to do before you go to sleep?”



Book

**“Walk through”
and talk about
the book with
the children**

Day 2:

I Love You All Day Long

by Francesca Rusackas

Pg. 1-2: *“How does Owen feel?”* (Worried, uncomfortable, upset)

Pg. 3-4: *“Why does Owen feel worried?”*
(His mommy won’t be with him at school.)

Pg. 5-6: *“Who loves Owen all the time?”*
(His mommy loves him all the time, even when he is at school.)

“How does mommy feel?” (She feels happy.)

Pg. 7-8: *“How do Owen and mommy feel in this picture?”* (Happy)

“What is Owen letting his new friend do?”
(He is letting his friend pet his toy frog.)

Pg. 11-12: *“What happened to Owen? How do you think he feels?”* (Owen fell. He feels sad or surprised.)

Pg. 13-14: *“What is Owen doing in this picture?”*
(He is marching and making music with the instrument.)

Pg. 15-16: *“Why do you think Owen feels sad in this picture?”* (He is last in line.)

“How do you think he feels when someone takes his toy?”

“How do you feel when someone takes your toy?”

Pg. 17-18: *“What does Owen use to paint?”*
(An easel, paintbrush, paint, smock)

Pg. 19-20: *“Uh-oh, what is happening in this picture?”*
(Owen’s juice is spilling all over his snack on the table.)

Pg. 23-24: *“How does Owen feel at the top of the slide?”*

“Who goes down the slide first?” (The toy frog slides down first.) *“How do you feel at the top of the slide?”*

Pg. 25-26: *“What is Owen throwing away?”* (Pieces of paper)

“What is this group of children doing?”
(They are watching Owen feed the fish.)

“How do you help at school?”

Pg. 27-28: *“How do you think Owen feels now?”*

Pg. 29: *“How do you feel when you go home?”*



EXTENSION ACTIVITY

Favorite School Activity

Materials:

Paper, crayons, or markers

Details:

Children may draw a picture of their favorite school activity or what they like to do at school. Talk to the children about all the things they do at school. Engage children in conversation about why that is their favorite activity. Teachers may want to caption the pictures with something each child has said about their school picture.



Day 3:

Book **Mouse's First Day Of School**
by Lauren Thompson

Show the book cover

*"The title of this book is Mouse's First Day of School.
Lauren Thompson is the author who wrote the words.
Buket Erdogan is the illustrator who drew the pictures."
"Let's look at the cover of this book."
"Where do you think the mouse is in this picture?"*

Read the story, asking questions and encouraging comments and discussion

Pg. 2-3: *"Where do you think Mouse is going today?"* (School)
"How can you tell?" (Because he has a backpack ready.)
Pg. 8-9: *"What do you think mouse is doing with this book?"* (Reading it)
"What do you do with books?" (Read, look at the pictures) **Pg. 12-13:** *"Where is mouse sitting now?"* (He's sitting in a plant.) **Pg. 16-17:** *"What can mouse do with crayons and paints?"*
(He can color, make pictures, etc.)
Pg. 22-23: *"What can mouse do with this hat?"*
(He can play dress-up)

Recall the story after reading

*"What were some of the animals you saw in this story?"
"What is your favorite animal in the book?"
"How do you feel when you see your favorite animal?"*



Book

Day 4:

Mouse's First Day Of School

by Lauren Thompson

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“What color is the first block? What color is the last block?”*

Pg. 7-8: *“How is the mouse making music with this instrument?”* (He is tapping his feet on the drum.)

Pg. 11-12: *“How does mouse feel in the baby carriage with the dolls?”* (Safe, happy)

Pg. 17-18: *“Uh-oh, where should the mouse draw with crayons?”* (On a piece of paper)

Pg. 21-22: *“What color is the circle that fits in this puzzle?”*

“How do you feel when you play with puzzles?”

Pg. 27-27: *“What do you think the mouse found?”*

(He found some children.)

“How does mouse feel now?” (Surprised, scared)

“The mouse had fun at school. What fun things can you do at school?”

“How do you feel at school?”



EXTENSION ACTIVITY

Circle Collage

Materials:

Pre-cut simple mouse shapes, crayons, markers, yarn, collage materials, glue/glue sticks

Details:

Teacher pre-cuts a simple mouse shape for each child. Children can color or decorate their mouse and add yarn as the tail. As the children are creating, talk to them about the things the mouse did in the book. The teacher may discuss different areas of the classroom, favorite toys, and activities. Talk to the children about what is the same and what is different between mouse's classroom and their classroom



Ideas for Center Enrichment:

- 1) Create a puzzle center.
- 2) Add music with headsets to the listening center.
- 3) Since this is the beginning of the year, introduce painting at an easel.
- 4) Children may draw or color to soft music.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for the children. For this lesson, the following props could be used:

Children	Paint	Easel	Paintbrush
First/Last	Paper	Instruments	Puzzle
School	Scissors	Table	



Looking Ahead for Week #4:

Extensions:

Pre-cut hand shapes for Hand Picture activity.

Collect brushes for the Brush Mural activity.

Think about:

Look for opportunities to give children compliments. Focus on the positive things children are doing.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #3 Tt

Write the Turtle's name clearly and legibly on a nametag. Put the nametag on the Turtle.



This week our letter in the alphabet center is T. Here's the letter T on our Turtle's name tag. (Point to the letter T.) I always like to see our Turtle. He'll help us during our lessons this week. Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity Menu



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Prior to doing all letter activities, write the uppercase and lowercase forms of the letters in large, neat print on paper for each child. Choose one of the following activities, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.

- 1) Collage letters with any of the following: tissue paper, construction paper, cotton balls, felt, plastic bottle caps, feathers, fabric, etc.
- 2) Use play dough and let the children form letters using the printed letters you've provided as a guide.
- 3) Finger paint over the printed letters.
- 4) Apply glue then sprinkle sand or salt over the printed letters.
- 5) Sponge paint or watercolor paint over the printed letters.
- 6) Dot paint over the printed letters.
- 7) Use washable inkpads and stamps. Stamp over the printed letters.
- 8) Use small paper bags to make puppets. Write the uppercase and lowercase letters on the body of the bag. Let the children collage over the letters. Allow the children to decorate the rest of their puppet.



Compliments

Suggested Vocabulary

Bathtub
Paint
Write
School

Mirror
Table
Friend

Story
Brush
Read

Books
Picture
Like



Book

Day 1:

I Like Me!
by Nancy Carlson

Show the book cover

“The title of the book we are going to read today is I Like Me! Nancy Carlson is the author, the person who wrote the book. She is also the illustrator. She drew the pictures in the book.”
“What animal is on the cover?”
“How do you think the pig feels?”

Read the story, asking questions and encouraging comments and discussion

Pg. 2-3: *“Can she be her best friend?”*
Pg. 4-5: *“Does she like painting by herself? How can you tell?”*
Pg. 10-11: *“What are some things you do to take care of yourself?”*
Pg. 22-23: *“What happened to the cake?”*
Pg. 28-29: *“What do you think she’s going to do now?”*

Recall the story after reading

“How was she feeling when she drew a beautiful picture?”
(She felt happy.)
“What were some things she did to take care of herself?”
(She brushed her teeth, took a bath in the bathtub.)
“What were some fun things she liked doing by herself?” (She liked drawing pictures, riding bikes, reading books.)
“What are some fun things you like to do?”



Book

Day 2:

I Like Me!

by Nancy Carlson

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“Does she like herself?”*

Pg. 5-6: *“What is she drawing?”* (She is drawing a beautiful picture.)

“She gave herself a compliment.”

Pg. 9-10: *“What is she doing with the book?”*

(She is reading the story in the book.)

Pg. 11-12: *“What is she doing in this picture?”*

(She is brushing her teeth.)

Pg. 13-14: *“How does she get clean?”* (She takes a bath in the bathtub.)

Pg. 15-16: *“Where is she looking?”* (She is looking into a mirror.)

“Who does she see in the mirror?” (She sees herself in the mirror.)

Pg. 17-18: *“Everybody pat your tummy. Show me your feet.”*

Pg. 21-22: *“What is she doing with her toy friends?”*

(She is having a party.)

Pg. 23-24: *“Oh no! What is wrong with this cake?”*

(The icing is falling off.)

Pg. 25-26: *“What is happening in this picture?”*

Pg. 31: *What is the title of the book?* (*I Like Me!*)

“She really does like herself!”



EXTENSION ACTIVITY

Hand Painting

Materials:

Pre-cut hand shapes, paint dot markers

Details:

Provide each child with a pre-cut hand shape. Children use the dot marker to decorate the hand cut-out. As they are decorating, talk with children about what kinds of things they can do with their hands (paint, play, do puzzles, play games, clap, draw....)



Day 3:

Book **All By Myself!**
by Alik

Show the book cover

“The title of this book is All By Myself! A person named Alik is the author. She wrote the words. She is also the illustrator who drew the pictures.”

“What do you see on the cover?”

“I wonder what this boy is doing. What do you think?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What time of the day is it? What’s the little boy doing?”*

Pg. 11-12: *“What does he do when he gets to school?*

Do you do that at school?”

Pg. 17-18: *“What are some things that the boy does after school?”*

Pg. 19-20: *“What’s the boy eating here? Does he like it?*

How can you tell?”

Pg. 23-24: *“What do you think the boy is going to do after his bath? Is that what you do?”*

Recall the story after reading

“What did this boy do to get ready for the day?”

“What were some things he did during the day?”

“Do you do some of these things?”

“What did the boy do all by himself?”

“What can you do all by yourself?”



Book

Day 4:**All By Myself!**

by Aiki

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What are the first things the boy does when he gets up?”*Pg. 3-4: *“What does he do next?”*Pg. 5-6: *“Why is he doing a flip?”*Pg. 7-8: *“Where’s he going now?”*Pg. 9-10: *“What’s he having for breakfast?”*Pg. 11-12: *“And then where did he go?”*Pg. 13-14: *“What are some of the things the children do at school?”*Pg. 15-16: *“Who picks him up after school? Who picks you up?”*Pg. 17-18: *“What are some of the things the boy does
after school?”*Pg. 19-20: *“What does the boy do to help get dinner ready?”*Pg. 21-22: *“What happens after dinner?”*Pg. 23-24: *“What’s the next thing the boy does?”*Pg. 25-26: *“What’s the last thing the boy does every day? Do
you do this at your house?”*Pg. 27-28: *“Why is the boy tired?
Do you think he had a busy day?”***EXTENSION
ACTIVITY****Brush Mural****Materials:**

Various kinds of brushes (old toothbrushes, art brushes of various sizes, sponge brushes, small hair brushes), containers for tempera paints, large mural paper

Details:

Place a long sheet of mural paper on the table or floor. Provide paints and different kinds of brushes for the children to use as they paint a colorful mural. This activity can be modified by taking a variety of brushes outside and having the children paint with water.



Ideas for Center Enrichment:

- 1) Place a box of dress-up clothes with buttons, zippers and snaps in the dramatic play area. Have the children take turns playing with dress up clothes, and helping each other snap, button and zip. You may provide special badges that say, "I can do it myself."
- 2) Place a doll house in the block area or other center area.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for the children. For this lesson, the following props could be used:

Bathtub	Friend	Read	Books
Mirror	Brush	Picture	



Looking Ahead for Week #5:

Extensions:

Pre-cut shapes for Small People Cut Out activity.

Think about:

Give children specific compliments about the things they can do. Giving specific compliments helps to build a strong teacher-child relationship.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #4 Cc

Write the word Compliment on a sentence strip, or other visible paper in clear, legible letters. Underline the letter C.



This week our letter in the alphabet center is C. Here's the letter C in the word compliment. (Point to the letter C.) I like to give compliments, and to receive compliments. Everyone will get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #1 Drumbeats

Transition

Overview:

The children will hop, jump, clap, etc. to the beat of the drum.



Materials:

Drum



Introduce

Today while I'm beating the drum, you get to clap (hop, jump) to the beat of the drum. When I say start, you'll start clapping to the beat of the drum. When I say stop, you'll stop clapping.



Model

Let's try it together. I'll beat the drum and this time we'll all clap to the drumbeat. Beat the drum while clapping to the drumbeat then say stop. You were great clappers! That's how we'll play the game.



Do

Let's start our game.

Continue beating the drum, varying the movements each time.

Movements

Hop

Clap

Tap

Jump

Dance

March

Pat



Sound Game #2 Move to the Music

Transition

Overview:

The children will move to the music in a variety of ways. (Running, walking, crawling, etc.)



Materials:

Musical instruments (Drums, sticks, cymbals, bell, xylophone, tambourine, triangle, piano, etc.)



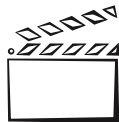
Introduce:

Today we're going to move to the music in different ways!



Model:

I'm going to play a musical instrument. You'll listen to the directions I give, and we'll all get to move to the music. When I say "stop," you'll all stop moving. Let's try! Show and name each instrument. Play an instrument slowly and softly. Ask the children if the music is fast or slow. Let's walk slowly in place. Great job!



Do:

Now let's listen for some more sounds.

Play the instruments with different beats and volume.

Have the children clap along. Encourage them to move their bodies to the sound of the music. Ask them,

Do you want to march in place or walk ?

Should we jump like a frog or slither like a snake?

As you play, have the children move as though they were in the different situations that you describe.

Examples:

Let's all move like we are swimming in a big bowl of Jello.

Now let's run in our own space. Should I play fast or slow?

How would we move if we were riding on a horse?



Variations:

- 1) Ask the children for different examples of ways to move.
- 2) Have the children play the instruments for the various examples.



Sound Game #3 Stop And Listen I

Transition

Overview:

The children close their eyes and listen for a sound.
The teacher makes a sound. The children identify the sound.



Materials:

Scrap paper

Pencil



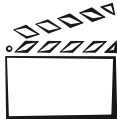
Introduce:

Today we're going to play a listening game. You're going to close your eyes. I will make some sounds. Your job will be to name the sound without peeking!



Model:

Everybody close your eyes. Let's listen. Bang the table a few times. What sound did you hear? Help the children identify the sound if they are not sure what they heard. Great job!



Do:

Now let's play our game.

Close your eyes and listen for the sound. Continue the game using a variety of sounds. Some examples are listed below.

Sounds

Clap your hands, sing, crumple paper, drop pencil on the table, snap fingers, open/close door, stomp feet, laugh, whisper, shake bells, jump up and down, knock on the desk or table.



We All Have Feelings

Suggested Vocabulary

Body	Legs	Skin	Eye
Point	They	Feet	Same/Different
We	Glasses	Shape	You
Hair	She	Your	He
Short/Long			



Day 1:

Book **Whoever You Are**
by Mem Fox

Show the book cover

“Today we are going to read another book about children. The title of the book is Whoever You Are. The author is Mem Fox. She wrote the words. The illustrator is Leslie Straub. She drew all the pictures in our book.”

“Who is in this man’s arms?”

Read the story, asking questions and encouraging comments and discussion

Pg. 2-3: *“Look at these children. Do they all look the same? How do they look different?”*

Pg. 6-7: *“What are these kids doing?”* (They are reading.)

“Do their books look like our books? How are they different? How are they the same?”

Pg. 8-9: *“What are these animals?”* (They are llamas.)

“Are there llamas where you live?”

Pg. 10-11: *“What is the girl doing?”*

Pg. 16-17: *“How do these people feel?”* (Sad)

“How can you tell?” (They are crying.)

Recall the story after reading

“We are all people. Do we all look the same?”

“What things did the children in the book do the same as you do?”

“In this story, some children were feeling happy. Some children were feeling sad. Do we all have feelings?”



Book

Day 2:

Whoever You Are
by Mem Fox

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“How do the children feel? How can you tell?”*

Pg. 5-6: *“Do these children all have the same skin color or different skin color?”* (They have different skin color.)

Pg. 7-8: *“These children are in school. Does their school look the same as your school? What is different in their school?”*
(The paper, room, seats)

Pg. 9-10: *“What do these people ride on to go places?”*
(They ride on a donkey.)

*“Would you like to ride a donkey to school?
How would you feel riding a donkey?”*

Pg. 11-12: *“Do all children wear the same kind of clothes on their body?”*

*“Do you know anyone who uses different kinds of words,
a different language to talk to people?”*

Pg. 13-14: *“How do the mom and child feel?”*

Pg. 15-16: *“This little boy is pointing at something funny.
What is it?”*

Pg. 17-18: *“What is happening in this picture?”*
(They are feeling sad because someone is going away on the bus.)

“Do you ever feel sad when people leave?”

Pg. 19-20: *“It is someone’s birthday.
How do you feel when it is your birthday?”*

Pg. 23-24: *“Look at the men’s mouths and eyes.
How do you think they are feeling?”* (They are feeling happy.)

“Why is this little boy crying?”
(He is sad because his leg is bleeding.)

Pg. 25-26: *“How do all of the people feel?”*



EXTENSION ACTIVITY

Small People Cut Outs

Materials:
Pre-cut people of
various skin tones,
markers, collage
materials, crayons,
glue, scissors, yarn

Details:
Provide each child
with a person shape to
decorate. Talk with the
children about their
creations. As in the
prior lesson, this is an
opportunity to engage
in conversation about
same and different and
reinforce the concepts
presented in the book
Whoever You Are. Talk
with the children about
feelings and the facial
expressions on their
creations.



Day 3:

Book **My Nose, Your Nose**
by Melanie Walsh

Show the book cover

“Let’s look at the cover of the book. The title of this book is My Nose, Your Nose. The author is Melanie Walsh. She wrote the words. She is also the illustrator who drew the pictures. What do you see?”

Pg. 1-2: *“What is Daisy doing? Where do you think she is?”*

Read the story, asking questions and encouraging comments and discussion

Pg. 5-6: *“What’s the same about Agnes and Daisy?”*
(Their pink tongues)

Pg. 11-12: *“What’s the same about Arthur and Kit? How do they feel about shampoo?”*

Pg. 17-18: *“Do Arthur and Agnes both like birthday cake? How do you know?”*

Pg. 29-30: *“What are all the children doing now? Why are they sleeping?”*

Recall the story after reading

“What were some of the things that were different about the children in this story? What are some things that were the same?”

“Can people be different and still be friends?”

“Do you have a friend who’s different from you?”

“How are they different?”

**Book****Day 4:****My Nose, Your Nose**
by Melanie Walsh**“Walk through”
and talk about
the book with
the children****Pg. 1-2:** *“What is Daisy doing?”***Pg. 3-4:** *“Where is Agnes?”***Pg. 5-6:** *“How do they look the same?”***Pg. 11-12:** *“How are Kit and Arthur feeling? Why?”***Pg. 13-14:** *“What’s Arthur smelling?”***Pg. 17-18:** *“What are the children smelling? Do they like it?”***Pg. 19-20:** *“Who’s with Daisy?”***Pg. 23-24:** *“What are Kit and Daisy doing?”***Pg. 27-28:** *“What is Arthur wearing? Why does he wear glasses?”***Pg. 29-30:** *“What are the children doing here?
Why are they sleeping?”***EXTENSION
ACTIVITY****Hand Print
Pictures****Materials:**

Pre-cut circles of various hues, crayons, markers, wiggly eyes, buttons, yarn, collage materials, glue sticks

Details:

Provide each child with a circle they can use to create their own face. Engage in conversation about hair, eye color, and other facial features. Talk with them about the different materials they are using to create their faces. When they are finished, place all the faces in the center and let them guess which face belongs to which child. This provides a good opportunity to discuss similarities and differences with children.



Ideas for Center Enrichment:

- 1) Cut out a variety of pictures of eyes, hair, etc. from magazines. The children may collage a face on a paper plate using the pictures and other collage materials.
- 2) Make simple pipe cleaner or cardboard cut-out glasses to decorate with feathers, beads, etc.
- 3) Hokey Pokey Game

Gather the children in a circle. Tell the children you're going to play a game called Hokey Pokey. Some children may already know the tune. Review the Hokey Pokey song with the children. Give the following directions as you sing the Hokey Pokey song.

Put your leg in. Take your leg out. Put your leg in and you shake it all about. Do the Hokey Pokey and turn yourself around. That's what it's all about.

Repeat the song substituting the following words for leg: feet, skin, body, eyes. Add several new verses like:

If you have short hair, put your hair in...

If you have long hair, put your hair in...

If you have glasses, put your head in...

If you have the same color shirt as me, put your arms in...

If you have a different color shirt than me, put your arms in...

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Body	Glasses	Skin	Eye
Hair	Short/Long	Feet	Legs

Same/Different

Looking Ahead for Week #6:



Extensions:

Gather art supplies for the I Can Help My Friends By... activity. Collect playdough for the Playdough Friend activity.

Think about:

Looking for opportunities to identify and describe the feeling happy during book reading, group time, free play, and in conversations during the week.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #5 Ff

Write the word Feelings on a sentence strip in clear, legible letters. Underline the F.

This week our letter in the alphabet center is F, just like the F in this word, feelings. (Point to the letter F.) We'll talk more about feelings when we read our stories this week. Everyone will also get a turn to do our activity in the alphabet center sometime this week.



Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #4 Guessing Game

Overview:

The children and teacher recite a short rhyme together called, “Pete the Rabbit.” The child who is designated as the listener, listens to another child’s voice and, without looking, guesses whose voice he hears.



Introduce

Today we’re going to play another guessing game. Someone will sit in the middle of our circle and close their eyes. That person will be Pete the rabbit. Another person will stand behind Pete. That is Pete’s visitor. We are all going to say a rhyme together, and then our friend standing behind the chair will say, “It’s me.” Then our friend in the chair will guess whose voice he/she hears. Now I’m going to help you say the rhyme and show you how to play the game!



Model

Have the children sit in a circle. Tell the children,

I’m going to say the rhyme about Pete the rabbit. It goes like this:

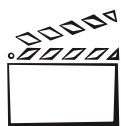
I have long ears

I have small feet,

I hop around and my name is Pete! Who came to visit me?

You may write the rhyme on chart paper as a rebus rhyme, or have a stuffed rabbit to show the class before you play the game.

Have the children repeat the rhyme with you. Explain to the children that you will pick one person to sit in the middle of the circle. That is Pete. Also, pick one person to stand behind Pete who will be the visitor. Model this task for the children. Remind the children that Pete will close his eyes so he doesn’t see the person standing behind him. Have everyone say the rhyme with you. Show the children how the visitor says “*It’s me.*” at the end of the rhyme. The child in the middle of the circle is then asked, *Which of our friends said that? Can you guess who it is by listening to the voice?*



Do

Now we’re going to play the game and everyone will get a turn to be the Pete or Pete’s visitor.

Repeat the activity until everyone has had a turn. For a fun twist, make a set of paper rabbit ears that “Pete” can wear when he is in the middle of the circle.



Sound Game #5 Stop and Listen II

Transition

Overview:

The children close their eyes. The teacher makes two sounds. The children identify the sounds in order.



Introduce

Today we're going to play another listening game. This time I want you to listen for the sounds. I want you to tell me the name of the sound and what sound I made first, then what sound I made second.

Review the concepts of first and second (or next) before asking the children to generate answers.



Model

Let's close our eyes and try it.

Knock on the table, and then close the door. Ask the children what sounds they heard. Reinforce the correct answer.

You're right! The first sound we heard was the knock, and the second sound we heard was the paper crumpling.



Do

Now we're going to start our game. Remember to listen for the sounds and tell me which sound comes first and which sound comes second or next.

Sounds

Clap your hands, sing, crumple paper, drop pencil on the table, snap fingers, open/close door, stomp feet, laugh, whisper, shake bells, jump up and down, knock on the desk or table.



Sound Game #6 Follow The Directions I

Transition

Overview:

Individual children will listen to the instructions a puppet gives. The child will then follow those instructions in the order they were given.



Materials:

A puppet or stuffed animal of your choice



Introduce:

Today our puppet friend Bentley Bear is going to help us with our game. You're going to listen to Bentley ask you to do two things. Then you'll follow Bentley's directions and do those two things. If Bentley says to clap then hop, you need to clap first, and then hop next.



Model:

Let's try it all together! Bentley says to clap and then stomp your feet. Great! You were really listening. First you clapped and then you stomped your feet.



Do:

Now Bentley will call on someone to do two things.

Continue playing the game. The number of tasks you ask a child to do and the level of difficulty should fit the ability level of the particular child.



Happy Feelings

Suggested Vocabulary

And Follow	Errand	Paint	Book
Read	Puddle	But	Groceries
Cheek Look	Carton	Hide	Shadow
Together	If	Shoelaces	Climb
	Story	Curtain	Page



Day 1:

Book

My Best Friend
by Pat Hutchins

Show the book cover

“The title of this book is My Best Friend. The author and illustrator is Pat Hutchins. She wrote the words and drew the pictures.”

“What do you see?” (Two friends are reading a book.)

“How do you think they feel?” (They feel happy.)

“How do you know they feel happy?” (They are smiling.)

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“How do the friends feel about their sleep over? How can you tell?”*

Pg. 9-10: *“Which friend is messy? Which one is neat?”*

Pg. 19-20: *“How do the friends feel? Why are they scared?”*

Pg. 23-24: *“How does the girl make the curtain stop blowing?”*

Pg. 25-26: *“How do the girls feel in this picture? How can you tell?”*

Recall the story after reading

“What is the title of the book?”

“Tell me some of the things the friends do together?”

(They read, climb trees and paint pictures.)

“What do you do with your best friend?”



Book

Day 2:**My Best Friend**
by Pat Hutchins**“Walk through”
and talk about
the book with
the children****Pg. 1-2:** *“How do the children feel?”* (Happy, excited)**Pg. 5-6:** *“What are the friends doing together in this picture?”* (They are climbing a tree.)*“How does he feel climbing the tree?”* (Scared, afraid)**Pg. 7-8:** *“What is the friend trying to jump over?”* (Puddle)**Pg. 11-12:** *“Look at this page in the book. What do you see?”* (The friends are painting a picture. They are laughing.)*“What do you see on the one friend’s cheek?”*
(There is paint on the friend’s cheek.)*“How do the friends feel after painting?”* (Happy, proud)**Pg. 13-14:** *“What do you think they are getting ready to do?”* (Take a bath and go to bed.)*“How is the mother helping?”* (She is untying shoelaces.)**Pg. 17-18:** *“What is happening in this picture?”*
(One friend is reading a story and the other is looking at the pictures.)**Pg. 19-20:** *“The best friend thinks there is a monster,
but it is just the ____.”*
(The wind is blowing the curtain.)*“What do you see on the walls?”* (There are shadows on the walls.)*“How do the friends feel?”* (Scared)**Pg. 21-22:** *“Who is hiding under the covers? How do you think
the best friend feels?”**“What happened to the shadows when the other friend turned
on the light?”***Pg. 25-26:** *“Why isn’t the best friend afraid anymore?”*
(There are no more shadows on the wall.)*“How do you think the two friends feel now?”***EXTENSION
ACTIVITY****Playdough
Friends****Materials:**Playdough,
plastic tools
to sculpt, beads,
buttons, small
twigs**Details:**Children may create
playdough friends
from the materials
provided. Encourage
all artistic efforts.
Talk with the
children about their
creations.



Day 3:

Book **Whistle For Willie**
by Ezra Jack Keats

Show the book cover

“The title of this book is Whistle For Willie. The author, the person who wrote the words, is Ezra Jack Keats. He is also the illustrator, the one who drew the pictures.”

Read the story, asking questions and encouraging comments and discussion

Pg. 2-3: *“Why does Peter want to whistle?”*

Pg. 6-7: *“Why does Willie just keep walking?”*

Pg. 18-19: *“What do you think Peter is going to do when he sees Willie?”*

Pg. 22-23: *“How does Willie feel when he sees Peter? How can you tell?”*

Pg. 24-25: *“How does Peter feel now that he can whistle? How does his family feel?”*

Recall the story after reading

“Why did Peter want to learn to whistle?”

“Who was he trying to call?”

“Was it hard or easy for him to learn to whistle?”

“If Peter had quit trying, do you think he would have learned to whistle?”



Book

Day 4:

Whistle For Willie
by Ezra Jack Keats

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What’s Peter doing here?”*

Pg. 7-8: *“Peter still cannot whistle? How do you think he feels?”*

Pg. 9-10: *“How do the girls feel?”*

Pg. 11-12: *“What is making Peter’s cheeks tired?”*

(Peter’s cheeks are tired because he is trying to whistle.)

Pg. 13-14: *“What does Peter think might happen if he looks grown up?”*

(He thinks he might be able to whistle.)

Pg. 21-22: *“Peter whistled! How do you think he feels?”*

Pg. 25-26: *“Who is following Peter while he is going on the errand?”* (Willie is following Peter.)

“What have you learned to do because you kept trying?”

“How did you feel when you were able to do that skill?”



EXTENSION ACTIVITY

I Can Help My Friends By...

Materials:

Large mural paper
or smaller pieces of
construction paper,
markers or crayons

Details:

On the top of a large mural paper write “I can help my friends by...” Have a discussion about how we help each other. Let the children draw pictures of how they help their friends. Caption the drawings. This activity could also be done on individual pieces of paper.



Ideas for Center Enrichment:

- 1) Put small people figures in the block and dramatic play centers.
- 2) Make a clubhouse with the children out of a large recycled box.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Book	Cheek	Climb	Curtain
Groceries	Hide	Page	Puddle
Shadow	Shoelaces		



Looking Ahead for Week #7:

Extensions:

Prepare colored sand and gather shaker top containers for the Colored Sand Pictures activity.

Think about:

Choosing materials for center enrichment. There are many center enrichment ideas for week #7.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #6 Hh

Write hat clearly and legibly where children can see it. Underline the h. If possible, write it on a tag and put the tag on a hat.



This week our letter in the alphabet center is h, just like the h in hat and happy. Everyone will get a turn to do our activity with the letter h in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #7 Shake It 1

Overview:

The teacher shakes a container. Children listen to the sound and identify the item in the container.



Materials:

Empty yogurt containers or other small containers with a lid. Fill them with small objects/materials such as:

Sand

Small jingle bell

Pennies

Cotton ball/tissue

Marble

Pictures or drawings of each item



Introduce:

Today we're going to play a game with these shakers. Each shaker will have something different in it. You're going to listen to the sound the shaker makes and tell me what is in the shaker.



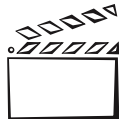
Model:

As you place each item into a container say,

Let's listen to the sound this makes as I shake it.

Show and name each item in the containers for the children.

Also show them the pictures of the items.



Do:

After all containers have been filled say,

I am going to shake the containers again. This time use your ears to figure out what is inside the container.

Have the pictures of the items available for children who may not remember the names of all the materials. Repeat the activity by having children shake a container and guess what is inside.



Sound Game #8 Listen to the Music

Transition IA

Overview:

The children will close their eyes and listen to the sound of a specific instrument. They will then tell what instrument made that specific sound.



Materials:

Musical instruments such as drums, cymbals, bells, xylophone, tambourine, and triangle



Introduce:

We're going to play a listening game with the musical instruments.



Model:

After naming and demonstrating the sound of two instruments (drum, bell) say:

Let's try all together. Close your eyes and listen to the sound I make with an instrument. Tell me which instrument made that sound, the drum or the bell. Great job! You're right. I made the sound with the bell.



Do:

Now let's try it with some other instruments.

Repeat the activity with other combinations of instruments. Review the names of the instruments with the children before beginning the activity. Increase the number of instruments introduced each time if you feel the children are ready for more of a challenge.



Variation:

Play two or three instruments. Ask the children which sound came first, next and last.



Sound Game #9 Shake It II

Overview:

The children shake and listen to the sounds of the different items in the containers. They then find the matching container of sound alike items.



Materials:

Sand
Small jingle bell
Pennies
Cotton ball/tissue
Marble

You will need two of each sound container for this activity.



Introduce:

The other day we played a sound game. We shook the containers, listened to the sound and then said what was inside. Today we're going to listen to the sounds of the containers again and then find the two containers that sound the same.

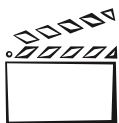


Model:

Place three containers on the carpet or table. Two of the containers will have the same item and one will have a different item. Have the pictures of the items that you used in 'Shake It I' available for the children. Review the names of all the items before starting the game.

Let's shake these containers and listen for the two containers that sound the same.

Have children match the sound alike containers. See if the children can go one step further and name the objects in the matching sound containers. Praise all efforts. Assist when needed.



Do:

Now let's play our game!

Continue playing the game varying the containers. You may want to slowly add more matching containers to each "round" of the game.



Sad Feelings

Suggested Vocabulary

Boat

Key

Shells

Clouds

Map

Ship

Find

Metal

Star

Follow

Moon

Waves

Footprint

Music

Wind

Gold

Sail

Wood

Island

Sea



Book

Day 1:

Tough Boris
by Mem Fox

Show the book cover

“The title of the book we are reading today is Tough Boris. The author, the person who wrote the words, is Mem Fox. The person who drew the pictures is Kathryn Brown. She is the illustrator.”

“What do you see on the cover?” (Pirate, parrot, map, clouds)

“What is the pirate wearing?”

(He is wearing a gold earring, a red coat with gold buttons and a black hat.)

“What is sitting on the pirate’s arm?” (The parrot is sitting on his arm.)

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What’s Boris holding in his hands?”*

What do you think he’s going to do with that treasure map?”

Pg. 3-4: *“What do you think is in the trunk?”*

Pg. 7-8: *“What does scruffy mean?” How do you think Boris got the violin from the other pirates?”* (He just grabbed it without asking.)

Pg. 23-24: *“How does Boris feel when his parrot dies? How can you tell?”*

Pg. 25-26: *“Where is the parrot now? Why did they put it in the ocean?”*

“What happens to the parrot?”

Recall the story after reading

“What does Tough Boris do when his parrot dies?” (He cries.)



Book

Day 2:

Tough Boris
by Mem Fox

**“Walk through”
and talk about
the book with
the children**

Pg.1-2: *“What is Boris holding in his hands?”* (He is holding a map.)

Pg.3-4: *“What did the pirates find buried in the sand?”*
(A treasure chest)

“How could they open the metal lock if they don’t have a key?”

“How do the pirates feel?”

Pg.7-8: *“What is happening on this page?”* (They are fighting.)

Pg.9-10: *“What is in the wood treasure chest?”* (Gold)

Pg.11-12: *“What do you see outside the window?”*
(Stars, the little boy)

“Who do you think is taking the violin?”
(The boy is taking the violin.)

Pg.13-14: *“How would you feel if you saw these pirates?”*

Pg.15-16: *“Where is the boy hiding?”* (He is
hiding in the bottom of the ship.)

Pg.17-18: *“What does Boris hear?”* (The music from the violin)

Pg.19-20: *“Who is listening to the music now?”* (All the pirates)
“Do you like listening to music?”

Pg.21-22: *“What is the ship pulling?”* (It’s pulling a boat.)

Pg.23-24: *“How is Boris feeling?”* (Sad)

Pg.25-26: *“Do you think they are friends now?”*

Pg.27-28: *“How do the pirates feel now?”*

Pg.29-30: *“When do you cry?”*
“How tough is Tough Boris?”



EXTENSION ACTIVITY

Treasure Maps

Materials:

Construction paper
free form maps with
X printed on it,
crayons, markers

Details:

Provide each child with
a free form drawn map
with an X printed on it.
Children use crayons
and markers to
decorate their map. As
the children decorate
the maps, engage in
conversation. Ask
about what kind of
treasures they have,
how they might find
treasure, and what they
would do with their
treasure.



Day 3:

Open Book Choice

Open book choices are included throughout the curriculum to give teachers an opportunity to incorporate some of their favorite books into the lessons. During open book weeks, teachers are encouraged to follow the same outline that is in other interactive reading lessons:

Show the book cover

“The title of the book we are going to read is (book name).

The author who wrote the words is (author).

The illustrator who drew the pictures is (illustrator).”

(Ask a question about the book cover. For example, “What kinds of animals do you think will be in this story?” If you begin with a yes/no question or one that involves a simple or one-word answer, try following it up with a more challenging question.)

Read the story, asking questions and encouraging comments and discussion

Read the book with the children, asking questions that encourage discussion. Some examples of good questions are:

“What’s happening on this page?”

“What are these people doing?”

“How do you think they are feeling? How can you tell?”

“What’s going to happen next? Why do you think so?”

“Why do you think the boy is (sad, happy, etc.)?”

Additionally, look for opportunities to discuss vocabulary words from the story that might be new and challenging to children. For example, in a book about construction vehicles, you may have the opportunity to use words like *backhoe* and *excavator* that the children might not know; similarly, a book about gardening might give you the chance to present the word *soil* instead of *dirt*.

Recall the story after reading

After reading the book, ask questions that help the children to remember the story events in order. Questions like:

“What was the first animal that visited?”

“What happened next?”

“What was the child looking for?”

“Why were they happy at the end of the story?”



Day 4:

“Walk through” and talk about the book with the children

Look through the book and talk with the children about the characters and events without actually re-reading the text. Since the book will have already been read on Day 3, this is a chance to challenge the children to remember the events of the story, remember the sequence of the events, and remember important things about the characters like their feelings, and how and why they acted in a certain way.



EXTENSION ACTIVITY

Water Color Pictures

Materials:

Watercolor paints,
brushes, smocks,
paper

Details:

Before beginning this activity, briefly talk to the children about the sea/sand/ocean theme in the book, Tough Boris. Let the children paint a picture. Many young children may not be able to paint a representational picture. Some may choose to use only blue or green on their paper to show the ocean or just brown to show the sand. Encourage all efforts. Talk with the children about the colors they are using to create their pictures, if they have ever been to the beach, and what they like to do in the water.



Ideas for Center Enrichment:

- 1) Provide pirate hats, boxes for treasure chests and other appropriate props for dramatic play.
- 2) Hide small treasures in the sand table for children to find. Leave a treasure box nearby for the children's treasures.
- 3) Gather a variety of small, plastic boats. Let the children group, sort and count the boats.
- 4) At the water table, have boat races. Also cut foam or sponge islands to place in the table.
- 5) Play violin/fiddle music. Listen and move to the music.
- 6) Provide a variety of boxes. Allow children to make treasure chests or create pirate boats.
- 7) Hide fake gold on an imaginary island and have children find it.
- 8) Decorate flags to hang on a pirate ship.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children.

For this lesson, the following props could be used:

Boat	Key	Shells	Clouds
Map	Ship	Footprint	Moon
Star	Gold	Sail	Wood



Looking Ahead for Week #8:

Extensions:

Collect leaves for the two extension activities.

Think about:

Look for opportunities to describe and talk about acts of friendship between children such as children playing, children sharing, and children helping.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #7 Xx

Print a clear, legible X on a piece of paper.



This week our letter in the alphabet center is X. Later today we're going to read a story about people called pirates. Sometimes pirates had treasure maps with an X on them just like this X. (Point to the X on the paper.) Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #10 Stop and Listen III

Transition

Overview:

The children close their eyes as the teacher makes three sounds. The children identify the sounds in order.



Introduce:

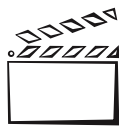
Today we're going to play a game like the game we played the other day. Remember, I made two sounds and you told me what sound came first and what sound came next? Today we're going to play the same game, but you're going to listen for three sounds. Review by playing one game of listening for two sounds.



Model:

Then tell the children they are going to listen for three sounds. Remind the children to tell you the order in which they hear the sounds. Review the concepts of first, second (or next), and last. Laugh, close the door, and shake the bells.

What sounds did you hear? Tell me which sound came first, which sound came next and which sound came last. You're right! First we heard a laugh, then we heard the door close, and last we heard the bells.



Do:

You did a great job practicing. Now let's start our game.

Continue playing the game giving as many children an opportunity to answer as possible. Guide children who need assistance.

Sounds:

Clap your hands, sing, crumple paper, drop pencil on the table, snap fingers, open/close door, stomp feet, laugh, whisper, shake bells, jump up and down, knock on the desk or table.



Variation:

Some children may be ready for the challenge of adding a fourth sound.



Sound Game #11 Shake It II

Overview:

The children shake and listen to the sounds of the different items in the containers. They then find the matching container of sound alike items.



Materials:

Sand
Small jingle bell
Pennies
Cotton ball/tissue
Marble

You will need two of each sound container for this activity.



Introduce:

The other day we played a sound game. We shook the containers, listened to the sound and then said what was inside. Today we're going to listen to the sounds of the containers again and then find the two containers that sound the same.

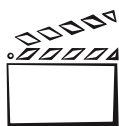


Model:

Place three containers on the carpet or table. Two of the containers will have the same item and one will have a different item. Have the pictures of the items that you used in "Shake It I" available for the children. Review the names of all the items before starting the game.

Let's shake these containers and listen for the two containers that sound the same.

Have children match the sound alike containers. See if the children can go one step further and name the objects in the matching sound containers. Praise all efforts. Assist when needed.



Do:

Now let's play our game!

Continue playing the game varying the containers. You may want to slowly add more matching containers to each "round" of the game.



Sound Game #12 Follow the Directions II

Transition IA

Overview:

Individual children will listen to the instructions a puppet gives. The child will then follow those instructions in the order they were given.



Materials:

A puppet of your choice



Introduce:

Today Bentley Bear is going to help us with our game. You're going to listen to Bentley ask you to do three things. I want you to follow Bentley's directions and do those three things.



Model:

Let's try it all together! Bentley says to first clap, then to stomp and last to flap your arms. Great! You were really listening. First you clapped and then you stomped your feet and last you flapped your arms.



Do:

Now Bentley will call on someone to do three things.

Continue playing the game. The number of tasks you ask a child to do and the level of difficulty, should fit the ability level of that particular child.



Making Friends

Suggested Vocabulary

Acorn	In/Out	Up/Down	Behind
Leaf/Leaves	Wall	Between	Next to
Wind	Big/Small	Rake	Yard
Change	Squirrel	Edge	Toward
Ground	Tree		



Day 1:

Book **Nuts To You!**
by Lois Ehlert

Show the book cover

“The title of the book we are going to read today is Nuts to You! Lois Ehlert is the author. She wrote the words. She is also the illustrator, the person who drew the pictures.”

“What do you see on the cover?” (A squirrel in a tree)

Read the story, asking questions and encouraging comments and discussion

Pg. 4-5: *“What is the squirrel holding?”*

“What do you think he is going to do with that peanut?”

Pg. 6-7: *“Now what does he have in his teeth?” (A flower bulb)*

“Where did he get the bulb?”

Pg. 14-15: *“Do you see the tear in the screen?”*

“What do you think is going to happen?”

Pg. 20-21: *“Do you think the squirrel will go back outside? Why?”*

Pg. 24-25: *“Do you think the squirrel likes the nuts?”*

“How can you tell?”

Recall the story after reading

“Do you think the child wanted the squirrel in the house?”

“What did the child feed the squirrel?”

“Have you ever fed a squirrel or other animals?”

“What did you feed them? Where were you?”



Book

Day 2:**Nuts To You!**
by Lois Ehlert

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“Where do you think the squirrel wants to live?”***Pg. 3-4:** *“Here is a brick wall. What is growing next to the wall?”* (Flowers are growing next to the wall.)**Pg. 5-6:** *“What kind of nut is the squirrel holding between his paws?”* (A peanut)*“Where does the squirrel want to go?”* (Inside)*“How does the squirrel feel?”* (Curious)**Pg. 7-8:** *“Why will the mother feel mad?”*
(The squirrel is digging in her flower garden.)*“How would you feel if a squirrel dug up your flowers?”***Pg. 9-10:** *“Where is the squirrel climbing?”* (Up the brick wall)*“The squirrel is stealing the bird seeds.**How do you think the birds feel?”***Pg. 11-12:** *“Who do you see behind the flower pot?”***Pg. 13-14:** *“What do you think the squirrel wants?”* (To go in, a treat)**Pg. 15-16:** *“What will happen when the squirrel sees the small tear in the screen?”* (He’ll go in the house.)**Pg. 17-18:** *“How do you think the squirrel got in the house?”**“What is the squirrel holding between his paws now?”* (A ball)*“How would you feel if a squirrel got inside our classroom?”***Pg. 21-22:** *“How does the child get the squirrel out of the house?”* (The child shouts, “Nuts to you!”)*“Is the tear in the screen small or big now?”***Pg. 23-24:** *“The squirrel is running down the wall toward the peanuts. What will he do?”***Pg. 27-28:** *“Do you feed birds or squirrels near your house? How do you feel when you see them eating?”***EXTENSION
ACTIVITY****Positive and
Negative Leaf
Prints****Materials:**

Leaves, paint, paint
brushes, smocks,
paper, tape

Details:

The children choose
leaves to paint and
press on their papers to
make a positive print.
Children may also
paint around the edges
of the leaf to form a
negative print. Putting
a small ring of tape
on the back of the leaf
to hold it in place for
painting can be helpful.



Day 3:

Book **Leaf Man**
by Lois Ehlert

Show the book cover

“The title of this book is Leaf Man. Lois Ehlert is the author. She wrote the words. She is also the illustrator, the person who drew the pictures.”

“What do you see on the cover of this book?”

“What do the two acorns look like?” (Leaf Man’s eyes)

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“Who is the leaf man? Can you see him?”*

Pg. 17-18: *“Can you see the cows? Where are they?”*

Pg. 21-22: *“What leaf animals are in the river?”*

Pg. 23-24: *“Do you think some of these leaves look like butterflies?*

Which ones?”

Pg. 27-28: *“Can you guess what these leaf animals are?”*

Pg. 33-34: *“Do you see leaf man now?”*

Recall the story after reading

“What do we use to make a pile of leaves?” (A rake)

“What happens to leaves in the fall?”

(Leaves change color in the fall. They fall down to the ground.)

“Have you ever made a pile of leaves with a rake?”



Book

Day 4:

Leaf Man

by Lois Ehlert

**“Walk through”
and talk about
the book with
the children**

Pg.1-2: *“Where is Leaf Man?”* (He is in a pile of leaves on the ground.)

Pg.3-4: *“What is the leaf animal holding between its paws?”* (An acorn)

Pg.7-8: *“What does Leaf Man see when the wind blows him toward the marsh?”*

(He sees leaves that look like ducks and geese.)

Pg.13-14: *“What do these leaves look like?”* (Trees)

Pg.23-24: *“What is at the edge of the green grass?”* (Trees)

Pg.31-32: *“What do you see in this pile of leaves?”*

(Turtle, fish, birds, mice, rooster)

“If you were Leaf Man, where would you want the wind to blow you?”

“If you were Leaf Man, how would you feel blowing in the wind?”



EXTENSION ACTIVITY

Leaf Creatures

Materials:

Leaves (real or paper), paper, crayons, glue

Details:

The children create pictures using real or paper leaves glued to construction paper. If time permits before you begin, you could take the children on a walk to collect leaves for their project. Ask children about their leaf creatures. What do they like and dislike?



Ideas for Center Enrichment:

- 1) Add a squirrel, leaves and other appropriate props to the dramatic play and block center.
- 2) Make crayon leaf rubbings in the art center.
- 3) Place a leaf collection in the science center.
- 4) Add small rakes to the sand table.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for the children. For this lesson, the following props could be used:

Acorn

Leaf

Squirrel

Rake

Tree



Looking Ahead for Week #9:

Extensions:

Cut out circles for the This is Me activity.

Think about:

Support children's efforts to compliment each other.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #8 Nn

Point out the letter N in the title of the book Nuts to You!

This week our letter in the alphabet center is N. Here's the letter N in the title of our book Nuts to You! (Point to the letter N.)



This week we'll read Nuts to You! and find out who likes to eat nuts! Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #13 Poems, Fingerplays and Nursery Rhymes

Transition

Overview:

The children will begin to become familiar with poems, fingerplays and nursery rhymes that incorporate rhyming. The children will begin to recognize and identify the rhyming words in the poems, fingerplays and nursery rhymes.



Materials:

Poems, fingerplays and nursery rhymes (See list on following page or choose your own.)



Introduce:

Choose a poem, fingerplay or nursery rhyme from the list on the following page, or choose one from your own collection.



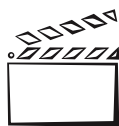
Model:

Briefly show the children the manner in which you'll be reading the poem. Some suggestions:

Reading the poem in a quiet voice and the rhymes in a louder voice

Pausing before the rhyming word to give children the opportunity to complete the phrase

Reading the poem in a silly voice and saying the rhyme in a regular voice



Do:

While reading poems, fingerplays and nursery rhymes, emphasize the rhyming words as you read. Use language that the children can understand to help them with the concept of rhyme. For example, rhyming words are words that sound the same, like cat and bat. After completing one of the above variations of the poem, always ask the children what words they heard that rhyme. Do not expect that all children will immediately understand the concept of rhyme. Guide and assist when needed.



Variation:

Ask or point out the two words that rhymed. Then ask,

Can you think of one more word that rhymes with (cat and hat)?



List of Poems, Fingerplays and Nursery Rhymes

Baa, Baa Black Sheep	Jack And Jill Went Up The Hill
Humpty, Dumpty	Three Little Kittens
Little Miss Muffet	Jack Be Nimble, Jack Be Quick
One, Two Buckle My Shoe	I'm A Little Tea Pot

Apples

Way up high in the apple tree,
Two little apples smiled at me.
I shook that tree as hard as I could,
Down came the apples um-um good!

Pumpkin

Pumpkin, pumpkin on the ground,
How did you get so big and round?
You started as a seed so small,
Now you are a great, big ball.
Pumpkin, pumpkin on the ground,
How did you get so big and round?

Snow

Snow is falling from the sky,
Sitting on tree branches way up high.
I come outside to play all day,
I hope the snow won't go away!

Teddy Bear

Teddy bear, teddy bear turn around.
Teddy bear, teddy bear touch the ground.
Teddy bear, teddy bear show your shoe.
Teddy bear, teddy bear that will do.
Teddy bear, teddy bear turn out the light.
Teddy bear, teddy bear say goodnight.

Open Shut Them

Open shut them,
Open shut them.
Give a little clap.
Open shut them,
Open shut them
Put them in your lap.
Creep them, creep them
Creep them, creep them
Right up to your chin.
Open wide your little mouth, but do not let them in.



Sound Game #14 Reading Rhyming Stories

Overview:

The children will begin to become familiar with rhymes in books and stories. The children will begin to recognize and identify rhyming words in stories.



Materials:

Rhyming books and stories (See list on following page or choose your own.)



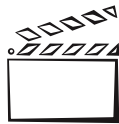
Introduce:

Before you read a rhyming story, let the children know you are going to read a book with some rhymes.



Model:

Review rhyming words in the context of the story as you begin to read.



Do:

As you read more and more of the story, help the children identify the rhyming words. Use language that the children can understand to help them with the concept of rhyme. For example, rhyming words are words that sound the same at the end. Do not expect that all children will immediately understand the concept of rhyme. Guide and assist when needed.



Variation:

As children become more familiar with rhymes, omit one of the rhyming words in a sentence and have the children complete the missing rhyme.

You can also have the children generate a rhyme by asking,

What else rhymes with _____?



Rhyming Books and Stories

The Owl and the Pussycat by Edward Lear illustrated by Jan Brett

Barnyard Dance by Sandra Boynton

The Going to Bed Book by Sandra Boynton

Big Red Barn by Margaret Wise Brown

Clap Your Hands by Lorinda Bryan Cauley

When Cows Come Home by David L. Harrison

Each Peach Pear Plum by Janet and Allan Ahlberg

Sheep in a Shop by Nancy Shaw

Sheep on a Ship by Nancy Shaw

Sheep In A Jeep by Nancy Shaw

EEK! There's a Mouse in the House by Wong Herbert Yee

Jamberry by Bruce Degan

Goodnight Moon by Margaret Wise Brown

Pass the Fritters, Critters by C. Chapman

Nuts to You! By Lois Ehlert

Time For Bed by Mem Fox

Is Your Mama A Llama? By Deborah Guarino

Crocodile Beat by G. Jorgensen

Chicka, Chicka Boom Boom by B. Martin and J. Archambault

Polar Bear, Polar Bear, What Do You Hear? By Bill Martin Jr.

Brown Bear, Brown Bear, What Do You see? By Bill Martin Jr.

Chicken Soup with Rice by Maurice Sendak

Moose On The Loose by C.P. Ochs

The Beastly Feast by Bruce Goldstone

Green Eggs and Ham by Dr. Seuss

Sing-Along Rhyming Books

Over In The Meadow—A Counting Out Rhyme by Ezra Jack Keats

Five Little Ducks illustrated by Jose Aruego and Ariane Dewey

Baby Beluga illustrated by Ashley Wolf

Down By The Bay illustrated by Nadine Bernard Westcott

Itsy Bitsy Spider by Iza Trapani

Twinkle, Twinkle Little Star by Iza Trapani

Row, Row, Row Your Boat by Iza Trapani

I'm A Little Teapot by Iza Trapani



Sound Game #15 Singing Rhyming Songs

Transition

Overview:

The children and teacher will sing rhyming songs together.



Materials:

Any props that could be used with the rhyming songs



Introduce:

Today we're going to sing a rhyming song _____.

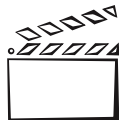
(Twinkle, Twinkle Little Star, Itsy, Bitsy Spider, ABC Song, Willoby, Walloby Woo)



Model:

Let's see if you remember this song.

After you sing, point out the rhyming words as you review the concept of rhyme with the children.



Do:

Continue singing the song with the children. Offer assistance if needed when you are singing a song that requires the children to generate a rhyme.



Variation:

Use props or pictures as you sing the songs to represent some of the rhyming words.



More About Compliments

Suggested Vocabulary

Angry	Dress	Fingers	Baby
Duck	Fur	Bear	Compliments
Like	Before/After	Excited	
Boy/Girl	Face	Teacher	
Feather			



Day 1:

Book **When I Was Little**
by Jamie Lee Curtis

Show the book cover

*“The title of our story is When I Was Little.
The author is Jamie Lee Curtis. She wrote the words.
The illustrator who drew the pictures is Laura Cornell.”*

“How do you think this little girl is feeling?”

Read the story, asking questions and encouraging comments and discussion

Pg. 7-8: *“Can the baby use nail polish? Why not?”*

Pg. 11-12: *“What are the kids doing at nursery school?
Do you ever take a nap at school?”*

Pg. 13-14: *“Why did the little girl get a time-out?
How is she feeling?”*

Pg. 23-24: *“Why doesn’t the little girl sleep in a crib any more?”*

Pg. 27-28: *“Where are they now? Have you ever been to the beach?”*

Recall the story after reading

“Do you think the girl likes being big?”

“What can she do now?”

“What compliment could her friends give her?”



Book

Day 2:

When I Was Little

by Jamie Lee Curtis

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“Why do you think she is telling the baby ‘NO’?”*

(The baby is grabbing her cookies.)

Pg. 7-8: *“How did the girl eat before she was big?”*

(She ate with her fingers.)

Pg. 11-12: *“Why doesn’t the baby go to school and have a teacher?”* (She is too little.)

“How do the children in the classroom feel?”

“How do you feel in your classroom?”

Pg. 13-14: *“Why do you think the teacher told her to sit in the time-out chair?”*

(She and her friend put paint on the boy’s face.)

“Does she like sitting in the time-out chair? How is she feeling?” (Angry)

Pg. 15-16: *“Where are the little girl and the baby now?”*

(They are in the store.)

“How do you think she feels when she makes up songs?”

Pg. 17-18: *“What do you on the babies’ arms?”*

(Floaties)

“Why do they have to wear floaties?”

Pg. 19-20: *“Look at the baby’s and the girl’s faces.*

How are they feeling?” (Afraid)

“What do you like to do on the playground now that you are not a baby?”

Pg. 23-24: *“When she was little, where did the little girl pretend that she slept?”* (She pretended that she slept in a zoo.)

Pg. 27-28: *“Where are the girl and her family in this picture?”*

“How would you feel at the beach?”

Pg. 29-30: *“Can the baby wear her big sister’s dress?”*

“How do you feel now that you are big?”



EXTENSION ACTIVITY

This is Me

Materials:

Copies of pre-cut facial features, pre-cut circles for faces, glue/glue sticks, scissors (optional)

Details:

Provide each child with a cut-out circle and a variety of cut out eyes, noses and mouths. Children can glue facial features on the circle. Some children may have difficulty creating a representational face. Accept all efforts. Talk to the children about the faces they have created. What kind of face does this person have? How do they look? This is an opportunity to include feeling words in your discussion.



Day 3:

Book **A Splendid Friend, Indeed**
by Suzanne Bloom

Show the book cover

“The title of our book today is A Splendid Friend, Indeed. The author is Suzanne Bloom. She wrote the words. She is also the illustrator who drew the pictures.”

“What do you think this book is about?”

Read the story, asking questions and encouraging comments and discussion

Pg. 7-8: *“How is the bear feeling? Why is he feeling angry?”*

Pg. 13-14: *“Does the bear want to share his writing book?”*

Pg. 15-16: *“What is the bear thinking about?”*

Pg. 23-24: *“How does the bear feel when the duck reads his note?”*

Pg. 25-26: *“What does it mean to be a splendid friend?”*

Recall the story after reading

“What do we use to make a pile of leaves?” (A rake)

“What made the bear feel angry at his duck friend?

What made him feel happy?”

“What did the bear do after the duck gave him a compliment?”

(The bear said “Thank you” and he gave the duck a compliment, too.)

“What compliment would you give the duck?”

“How do you feel when you give/receive a compliment?”



Book

Day 4:

A Splendid Friend, Indeed
by Suzanne Bloom

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“Where is the duck walking? How can you tell?”*

Pg. 7-8: *“Why do you think the bear is feeling angry?”*
(The duck took his book.)

Pg. 13-14: *“Do you think the bear wants to see the duck write?”*

“How do you think the bear feels?” (Frustrated, angry)

Pg. 19-20: *“The duck feels excited.*

Does the bear look like he feels excited, too?”

Pg. 23-24: *“What is the duck giving the bear?”* (A compliment)

Pg. 27-28: *“How does the duck feel?”* (Happy)

“The duck’s feathers are white, just like the bear’s fur.

What other animals have feathers? Fur?”



EXTENSION ACTIVITY

Fur and Feather Collage

Materials:

Large mural paper
or construction
paper, craft feathers,
pieces of furry felt,
glue

Details:

Children may create
a class mural or
individual pictures
with the materials
provided. Teachers
may caption the mural
or pictures with some
of the things children
have said about their
artwork.



Ideas for Center Enrichment:

- 1) Create a clothes/laundry line. Give the children a basket of baby and children's clothes. Have the children hang the clothing and compare the sizes of the clothing.
- 2) Place washable doll babies in the water table with soap.
- 3) Place dress up clothes in dramatic play area.
- 4) Place empty baby food containers (no glass) and other empty food containers in dramatic play area.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for the children.

For this lesson, the following props could be used:

Duck	Boy	Girl	Feather
Fur	Face	Dress	Bear
Baby	Cat	Fish	



Looking Ahead for Week #10:

Extensions:

Cut out houses for the Family Home Picture activity.
Ask parents for a family photo.

Think about:

Look for opportunities to identify and describe mad feelings during book reading, group time, free play, and in conversations during the week.



Week #9 Review Week

Choose one of the letter activities from the menu of activities in the manual. During alphabet review, focus on the letters that individual children are still working on identifying. This will mean that not all children will be focusing on the same review letters each review week. Use the alphabet center time to reinforce those specific letters by pointing them out to children on the letter wall, in the letter bucket, and while doing the alphabet activity. Children who are struggling with letter identification will benefit greatly from repeated, explicit exposure to the letter during alphabet center activity time and during other times of the school day.



Sound Game #16 Poems, Fingerplays and Nursery Rhymes

Transition

Overview:

The children will begin to become familiar with poems, fingerplays and nursery rhymes that incorporate rhyming. The children will begin to recognize and identify the rhyming words in the poems, fingerplays and nursery rhymes.



Materials:

Poems, fingerplays and nursery rhymes (See list on following page)



Introduce:

Choose a poem, fingerplay or nursery rhyme from the list on the following page, or choose one from your own collection.



Model:

Briefly show the children the manner in which you'll be reading the poem.

Some suggestions:

- Reading the poem in a quiet voice and the rhymes in a louder voice
- Pausing before the rhyming word to give children the opportunity to complete the phrase
- Reading the poem in a silly voice and saying the rhyme in a regular voice.



Do:

While reading poems, fingerplays and nursery rhymes, emphasize the rhyming words as you read. Use language that the children can understand to help them with the concept of rhyme. For example, rhyming words are words that sound the same, like cat and bat . After completing one of the above variations of the poem, always ask the children what words they heard that rhyme. Do not expect that all children will immediately understand the concept of rhyme. Guide and assist when needed.



Variation:

Ask or point out the two words that rhymed. Then ask,

Can you think of one more word that rhymes with cat and hat?



List of Poems, Fingerplays and Nursery Rhymes

Baa, Baa Black Sheep Jack And Jill Went Up The Hill
 Humpty, Dumpty Three Little Kittens
 Little Miss Muffet Jack Be Nimble, Jack Be Quick
 One, Two Buckle My Shoe I'm A Little Tea
 Pot

Apples

Way up high in the apple tree,
 Two little apples smiled at me.
 I shook that tree as hard as I could,
 Down came the apples um-um good!

Pumpkin

Pumpkin, pumpkin on the ground,
 How did you get so big and round?
 You started as a seed so small,
 Now you are a great, big ball.
 Pumpkin, pumpkin on the ground,
 How did you get so big and round?

Snow

Snow is falling from the sky,
 Sitting on tree branches way up high.
 I come outside to play all day,
 I hope the snow won't go away!

Teddy Bear

Teddy bear, teddy bear turn around.
 Teddy bear, teddy bear touch the ground.
 Teddy bear, teddy bear show your shoe.
 Teddy bear, teddy bear that will do.
 Teddy bear, teddy bear turn out the light.
 Teddy bear, teddy bear say goodnight.

Open Shut Them

Open shut them,
 Give a little clap.
 Open shut them,
 Open shut them
 Put them in your lap.
 Creep them, creep them
 Creep them, creep them
 Right up to your chin.
 Open wide your little mouth, but do not let them in.



Sound Game #17

Reading Rhyming Stories

Overview:

The children will begin to become familiar with rhymes in books and stories. The children will begin to recognize and identify rhyming words in stories.



Materials:

Rhyming books and stories (See list on following page)



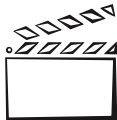
Introduce:

Before you read a rhyming story, let the children know you are going to read a book with some rhymes.



Model:

Review rhyming words in the context of the story as you begin to read.



Do:

As you read more and more of the story, help the children identify the rhyming words. Use language that the children can understand to help them with the concept of rhyme. For example, rhyming words are words that sound the same at the end. Do not expect that all children will immediately understand the concept of rhyme. Guide and assist when needed.



Variation:

As children become more familiar with rhymes, omit one of the rhyming words in a sentence and have the children complete the missing rhyme.

You can also have the children generate a rhyme by asking,

What else rhymes with _____?



Rhyming Books and Stories

The Owl and the Pussycat by Edward Lear illustrated by Jan Brett

Barnyard Dance by Sandra Boynton

The Going to Bed Book by Sandra Boynton

Big Red Barn by Margaret Wise Brown

Clap Your Hands by Lorinda Bryan Cauley

When Cows Come Home by David L. Harrison

Each Peach Pear Plum by Janet and Allan Ahlberg

Sheep in a Shop by Nancy Shaw

Sheep on a Ship by Nancy Shaw

Sheep In A Jeep by Nancy Shaw

EEK! There's a Mouse in the House by Wong Herbert Yee

Jamberry by Bruce Degan

Goodnight Moon by Margaret Wise Brown

Pass the Fritters, Critters by C. Chapman

Nuts to You! By Lois Ehlert

Time For Bed by Mem Fox

Is Your Mama a Llama? By Deborah Guarino

Crocodile Beat by G. Jorgensen

Chicka, Chicka Boom Boom by B. Martin and J. Archambault

Polar Bear, Polar Bear, What Do You Hear? By Bill Martin Jr.

Brown Bear, Brown Bear, What Do You See? By Bill Martin Jr.

Chicken Soup with Rice by Maurice Sendak

Moose On The Loose by C.P. Ochs

The Beastly Feast by Bruce Goldstone

Green Eggs and Ham by Dr. Seuss

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Baby Beluga illustrated by Ashley Wolf

Down By The Bay illustrated by Nadine Bernard Westcott

Itsy Bisty Spider by Iza Trapani

Twinkle, Twinkle Little Star by Iza Trapani

Row, Row, Row Your Boat by Iza Trapani

I'm A Little Teapot by Iza Trapani



Sound Game #18 On My Farm

Overview:

Children will identify the rhyming word pairs in a poem.



Introduce:

*Today we're going to recite a silly rhyming word poem called, **On My Farm.***



Model:

Briefly review the concept of rhyme with the children. **Remember, rhyming words are words that sound the same like cat and hat or pig and big.** Read the following poem emphasizing the rhyming words.

On my farm, I saw a cat.

The cat came to me and gave me a hat.

Let's say it again and listen for the rhyming words.

Repeat the poem.

I heard 2 rhyming words in that poem. Did anyone else hear the rhyming words? Wait for answers.

What rhyming words did you hear?

That's right. Cat and hat are words that rhyme. They sound the same. Super!



Do:

Now let's try the poem with 2 other rhyming words.

Recite the poem again with one of the rhyming pairs listed below (or one of your own).

On my farm, I saw a cat.

The cat came to me and gave me a bat.



Rhyming Pairs

Cat bat Ant plant Dog log Pig wig

Fish wish Fly tie Bear pear Rat hat

Bee tree

Provide pictures of rhyming words that would fit this poem.

Have the children select pictures of the rhyming word pairs.



Mad or Angry Feelings

Suggested Vocabulary

Ball	Is	Tell	Baseball
Pail	Tent	Fish	Play
Was	Garden	Sand	Were
Go	Sheet	Yard	House
Shovel	In/Out	Stars	



Day 1:

Book

I Was So Mad
by Mercer Mayer

Show the book cover

“The title of the book we are going to read today is I Was So Mad. Mercer Mayer is the author, the person who wrote the book. He is also the illustrator who drew the pictures.”

“What do you think he will do with the frogs?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“Why is little critter mad? Why is his mom mad?”*
“Why is he mad?”

(It makes the house messy, we should only paint on paper.)

Pg. 13-14: *“What happened when little critter tried juggling with the eggs?”* (The eggs got broken)

Pg. 15-16: *“Why is little critter running away?”*
(He’s mad because everyone keeps telling him no.)

Pg. 19-20: *“What happens when little critter leaves with his things?”* (He finds his friends and they want to play with him.)

Pg. 23: *“How does little critter feel now that he’s at the park with his friends?”* (Happy)

Recall the story after reading

“What were some of the reasons he was mad?”

“Who stopped him from doing things he wanted to do?”

“Because he was so mad, what was he going to do?” (Run away)

“What did he decide to do with his friends instead?” (He played baseball.)



Book

Day 2:

I Was So Mad
by Mercer Mayer

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What do you see in the bathtub?”*

“Why was he mad or angry?”

(His mom would not let him keep frogs in the bathtub.)

Pg. 3-4: *“Why couldn’t he play in the house?”*

(The house was too little.)

“How does his sister feel?” (She is angry, mad.)

Pg. 5-6: *“What is grandma hanging on the clothes line?”* (Sheets)

“How does grandma feel?” (Angry, mad)

Pg. 7-8: *“Where is the garden?”* (It is in the yard.)

Pg. 9-10: *“How does the house look?”* (The house is messy, pretty, etc.)

“How does grandpa feel?” (Angry, mad, frustrated)

Pg. 11-12: *“What is in the sandbox?”* (Sand, shovel, pail)

Pg. 13-14: *“What is in the bowl?”* (A fish)

Pg. 15-16: *“Why was he going to run away?”* (He was so mad.)

Pg. 19-20: *“What were his friends going to play?”* (Baseball)

Pg. 23: *“How does he feel now?”* (He is happy.)



EXTENSION ACTIVITY

Family Home Pictures

Materials:

Pre-cut house/
mobile home/
apartment building,
markers or crayons,
a family photo
(optional)

Details: Children may choose the home shape they like. Fold the pattern into a bi-fold or tri-fold before cutting so that it can be opened. Let the children decorate the homes. If you decide to ask families to send in a family photo, the children can glue their photo inside their home. If you decide not to use photos, the children may want to draw their family on the inside of the home. Encourage children’s artistic efforts. Talk with the children about their home pictures.



Day 3:

Book **Bailey Goes Camping**
by Kevin Henkes

**Show the
book cover**

*“The title of this book is Bailey Goes Camping.
Kevin Henkes is the author and illustrator for this book.
He wrote the words and drew the pictures.”*

“What kind of animal is Bailey?”

**Read the
story, asking
questions and
encouraging
comments and
discussion**

Pg. 1: *“Why does Bailey have to stay home?”*

Pg. 4-5: *“Does camping sound fun? Why?”*

Pg. 6-7: *“Why doesn’t Bailey want to play baseball?”*

Pg. 12-13: *“What’s Bailey’s Mama’s idea? Do you think it will work?”*

Pg. 20-21: *“How does Bailey feel when he’s roasting marshmallows?”*

**Recall the
story after
reading**

“Where were Bailey’s sister and brother going?”

“How did he feel about being left behind?”

“What did his mother and father do to help him have fun?”

(Made him hot dogs; built a tent; went swimming, fishing and bear hunting; roasted marshmallows)



Book

Day 4:

Bailey Goes Camping
by Kevin Henkes

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“Why couldn’t Bailey go?”* (He was too little.)

“How does Bailey feel?” (Sad, left out, lonely)

Pg. 9-10: *“How does Bailey feel? How can you tell?”*

(He is sad. His head is hanging down, and he is not smiling.)

Pg. 15-16: *“What did Bailey use to make a tent?”* (A sheet)

Pg. 19-20: *“What kind of stories did Bailey and his parents tell?”*

“How do you think Bailey feels?” (Happy, he is smiling.)

Pg. 23: *“What do you see in the sky outside of Bailey’s window?”* (The stars and moon)

“Have you ever gone camping/roasted marshmallows/made a tent?”

“How do you feel when you go camping/roast marshmallows/ make a tent?”



EXTENSION ACTIVITY

Night Time Garden Pictures

Materials:

Black construction paper, various colored scraps of construction paper, glue, smocks

Details:

Before beginning this activity, talk to the children about some of the things that one might see outside in a nighttime garden or yard. (Flowers, stars, sandbox, ball, etc.)

Give each child a piece of black construction paper. Let each child create a nighttime garden picture by using the materials listed.



Ideas for Center Enrichment:

- 1) Add props to dramatic play: tent, sleeping bags, etc.
- 2) Hide small plastic balls in the sand table.
- 3) Have star stickers and black paper available for the children to make star constellations pictures.
- 4) Create a planting station with dirt, seeds, pails and shovels.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience. For this lesson, the following props could be used:

Ball	House	Sheet	Baseball
Pail	Shovel	Garden	Sand
Tent			



Looking Ahead for Week #11:

Extensions:

Pre-cut brown paper circles for Bear Face activity.

Pre-cut simple silhouette shape of bear for the Bears, Bears Everywhere! activity.

Think about:

Look for opportunities to identify and describe the feeling "scared" during book reading, group time, free play, and in conversations during the week.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #10 Mm

Point out the letter M in the title of the book I Was So Mad.



This week in the alphabet center our letter is M. Here's the letter M in the title of our book I Was So Mad. (Point to the letter M.) I know sometimes I feel mad. Later today we'll read I Was So Mad. Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #19 Fishing for Rhymes I

Overview:

The children will match a rhyming object with an object the teacher presents.



Materials:

Some kind of pail or bucket

Pairs of rhyming objects or pictures, 1 rhyming object for the pail and 1 for the mystery box: bear, chair, cat, hat, clock, block, hen, pen, etc.

Cut out paper fish to decorate the pail or bucket-optional



Introduce:

Today we're going to play a rhyming fishing game. I'm going to sing a song and pass around our pail. When the singing stops, I'll hold up something from my mystery box. Then I'll ask someone to "fish" one thing out of the pail that rhymes with what I took out of the mystery box.

Help children identify the objects in the pail and mystery box before beginning the activity.



Model:

Let's try all together. Remember, rhyming words are words that sound the same like cat and hat or pig and big.

Pass the pail while singing,

We are fishing for a rhyme. Who will find the rhyme this time?" (sung to the tune, Twinkle, Twinkle Little Star) Now I'm holding up a bear from my mystery box. Can you help me find one thing that rhymes with the word bear and fish it out of the pail? You're right! You found a little chair. Chair and bear rhyme. They sound the same.



Do:

Let's play our game now!

Continue playing the game. Offer assistance when needed. You may need to limit the number of objects in the pail per round of the game so the children do not feel overwhelmed.



Sound Game #20 Rhyming Game I

Overview:

The children will identify two cards that rhyme from a set of three picture cards.



Materials:

Pictures of objects that rhyme



Introduce:

Today we're going to play a rhyming game with these picture cards. (Show cards)

I'll put three cards on the table and we can sing a song. You are going to tell me what two cards show pictures of things that rhyme. Remember rhyming words are words that sound the same like cat and hat or pig and big.

Show the children the pictures and review the names of the objects to ensure that the correct name will be used in the activity.



Model:

Place two pictures of objects that rhyme and a third that does not rhyme on the table or carpet.

Now we're going to sing a song. Listen and see if you can find the two pictures of things that rhyme.

(To the tune of Twinkle, Twinkle, Little Star)

Rhyming, rhyming, rhyming game

Find the words that sound the same.

Here's a fish, a dog and a dish. Which two words rhyme? Let's all listen to the words again. Fish, dog, dish. Fish and dish rhyme. They sound the same.



Do:

Let's play our game now!

Continue playing several rounds of the rhyming game.



Sound Game #21 Rhyming Game II

Overview:

The children will identify a picture card that rhymes with the picture card the teacher presents.



Materials:

Rhyming picture cards

A puppet or stuffed animal-optional



Introduce:

Yesterday we played a rhyming game with the picture cards. Today you're going to help me find a picture card with something on it that rhymes with the picture on my card.

Review the concept of rhyme by giving a few examples of rhyming words like cat and hat, pig and big. You may want to use a puppet to help you introduce the picture cards. Briefly review the pictures on the cards with the children before beginning the game. Pass out one picture from each rhyming pair to each child.



Model:

Let's practice with Bentley Bear. Bentley is going to hold up a card with a picture on it. What did Bentley show us? That's right. He showed us a picture of a cat. I have a picture of a bat in my hand. Bat and cat are words that rhyme. They sound the same.



Do:

Now let's all play!

Continue playing the game giving each child an opportunity to match his/her rhyming picture with another rhyming picture card you present. Reinforce the concept of rhyming words while playing the game.



Scared or Afraid Feelings

Suggested Vocabulary

Above/Below

Owl

Mole

Bear

Shivers

Trail

Storm

Here/There

Fear

Lamp

Shakes

Forest

Hare

Alone

Inside/Outside



Book

Day 1:

Bear Feels Scared

by Karma Wilson

Show the book cover

“The title of this book is Bear Feels Scared.”

The author is Karma Wilson. She wrote the words.

Jane Chapman is the illustrator, the person who drew the pictures.”

“What do you see on this book cover?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“Why does the bear feel scared?”*

Pg. 11-12: *“What are bear’s friends doing?”*

Pg. 19-20: *“What are the friends doing now?”*

Pg. 27-28: *“How do the friends feel when they find him? How does bear feel?”*

Pg. 31-32: *“How do you think the bear feels at the end of the story?”*

Recall the story after reading

“Why does the bear go out in the cold?”

“What are some of the things that scared him?”

“Why did he feel scared?”

“What did his friends do to help him?”



Book

Day 2:

Bear Feels Scared

by Karma Wilson

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What is blowing outside? How can you tell?”*

Pg. 3-4: *“Why does the bear feel scared?”*

Pg. 5-6: *“How does the bear look as he’s standing here?”*

Pg. 11-12: *“Where are the friends? Why do they feel worried?”*

Pg. 13-14: *“What do the friends decide to do?”*

Pg. 19-20: *“What are the friends doing?*

Why does badger have a light?”

Pg. 23-24: *“Why does bear perk up his ears?*

What does he hear?”

Pg. 25-26: *“How do bear’s friends feel when they find him?*

How does Bear feel?”

Pg. 29-30: *“How do the animals feel in this picture?*

How can you tell?”

Pg. 31-32: *“Why are they all sleeping?*

Why does bear feel safe now?”



EXTENSION ACTIVITY

Bear Face

Materials:

Pre-cut brown paper circles, collage materials, crayons, markers

Details:

Pre-cut a brown circle for each child. Children will decorate the face to look like a bear. Talk with the children about the bear in the book *Bear Feels Scared*. Talk with the children about how their bear is feeling. Ask the children if they have seen a real bear, or listened to any other books about bears like *Goldilocks and the Three Bears*.



Day 3:

Open Book Choice

Open book choices are included throughout the curriculum to give teachers an opportunity to incorporate some of their favorite books into the lessons. During open book weeks, teachers are encouraged to follow the same outline that is in other interactive reading lessons:

Show the book cover

“The title of the book we are going to read is (book name).

The author who wrote the words is (author).

The illustrator who drew the pictures is (illustrator).”

(Ask a question about the book cover. For example, “What kinds of animals do you think will be in this story?” If you begin with a yes/no question or one that involves a simple or one-word answer, try following it up with a more challenging question.)

Read the story, asking questions and encouraging comments and discussion

Read the book with the children, asking questions that encourage discussion. Some examples of good questions are:

“What’s happening on this page?”

“What are these people doing?”

“How do you think they are feeling? How can you tell?”

“What’s going to happen next? Why do you think so?”

“Why do you think the boy is (sad, happy, etc.)?”

Additionally, look for opportunities to discuss vocabulary words from the story that might be new and challenging to children. For example, in a book about construction vehicles, you may have the opportunity to use words like *backhoe* and *excavator* that the children might not know; similarly, a book about gardening might give you the chance to present the word *soil* instead of *dirt*.

Recall the story after reading

After reading the book, ask questions that help the children to remember the story events in order. Questions like:

“What was the first animal that visited?”

“What happened next?”

“What was the child looking for?”

“Why were they happy at the end of the story?”



Day 4:

“Walk through” and talk about the book with the children

Look through the book and talk with the children about the characters and events without actually re-reading the text. Since the book will have already been read on Day 3, this is a chance to challenge the children to remember the events of the story, remember the sequence of the events, and remember important things about the characters like their feelings, and how and why they acted in a certain way.



EXTENSION ACTIVITY

Bears, Bears Everywhere!

Materials:

Pre-cut bear shapes,
craft sticks, crayons,
markers, collage
materials, glue/glue
sticks

Details:

Provide each child with
a pre-cut bear shape.

The children will
decorate the bear and
glue a craft stick to the
back of the bear.

Children can pretend
to be the bear talking
to the teacher or other
children. The children
can also use the bear to
sing bear songs,
fingerplays, and act out
stories about bears.



Ideas for Center Enrichment:

- 1) Provide materials to make furry felt pictures.
- 2) Collect books about bears to place in library.
- 3) Gather cardboard boxes to make bear caves. Children can paint with brown/gray paint and decorate.
- 4) Go on a bear hunt with the children.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience. For this lesson, the following props could be used:

Above/Below	Inside/Outside	Hare	Leaves
Mole	Bear	Owl	Lamp



Looking Ahead for Week #12:

Extensions:

Collect fruit or vegetables for the painting activity.

Think about:

Placing play food in the dramatic play area.

Gathering food magazines for children to cut pictures.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #11 Bb

Write the word Bear on a sentence strip in clear, legible letters. Underline the B in the word bear. If you have a stuffed bear in the classroom, you could tape the word bear onto the stuffed animal to share during morning circle.



This week our letter in the alphabet center is B. Bears are some of my favorite animals. Here's the letter B in the word bear. (Point to the letter B.) This week we're going to read a story about a bear. Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #22 Fishing for Rhymes II

Overview:

The children will identify a pair of rhyming objects from the basket.



Materials:

Some kind of pail or bucket

Pairs of rhyming objects or pictures of rhyming objects (bear/chair)

Cut out paper fish to decorate the pail or bucket-optional



Introduce:

Yesterday we played a rhyming game. Today we're going to play another game with the pail. Yesterday you found something in the pail that rhymed with something in my mystery box. Today you're going to "fish" two rhyming things from the pail.

Review the names of the objects in the basket before you begin.



Model:

Remember, rhyming words are words that sound the same like cat and hat or pig and big. I'm going to pick two things from the pail that rhyme. I picked a bear and a chair. Do bear and chair rhyme? That's right! Bear and chair are words that rhyme. They sound the same.



Do:

Now let's start our game.

Continue playing the game offering assistance when needed. You may need to limit the number of rhyming pairs in the basket to **two** per round so as not to overwhelm the children. Add more pairs to the pail as you play each round.



Sound Game #23 Guess My Rhyme

Transition

Overview:

The children will generate a rhyming word for a word the teacher produces.



Materials:

Props for rhyming objects-optional

Surprise basket or box for props-optional



Introduce:

Today we're going to play a guessing game. I'm going to give you a hint and you're going to guess my rhyming word.

To make this game more fun, you may want to use props



Model:

Remember, rhyming words are words that sound the same like cat and hat or pig and big. I'll show you how to play the game. Let's see what is in my surprise basket. (Bee) That's right. It is a bee. Now I'm going to give you a hint about a word that rhymes with bee. It has trunk, branches and leaves. What do you think my rhyming word could be? (Tree) That's right. A tree has a trunk, branches and leaves. Bee and tree are words that rhyme. They sound the same.



Do:

Now let's start our game.

Continue playing the game giving as many children a turn as time and attention will allow.

Examples of Rhyming Word Pairs

Bee-tree	Bat-cat	Bear-chair	Fox-box
Rice-mice	Top-mop	Egg-leg	Car-star
Can-man	Bell-shell	Bug-rug	



Sound Game #24 Rhyming Chant

Transition

Overview:

The children will help complete the rhyming chant by generating a rhyming word.



Introduce:

Today we're going to chant our rhyming game! You're going to help me find a word that rhymes with the word in my chant.



Model:

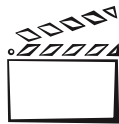
I'm going to chant and show you how to play our game. In the chant, we're going to think of a word that rhymes with pig.

Review the idea of rhyme.

I saw a pig holding a _____. (Wig)

Silly, silly pig, holding a _____! (Wig)

Praise the children for their participation. Reinforce that pig and wig are words that rhyme. Accept any nonsense rhyming words that children generate.



Do:

Now let's start our game.

Continue playing the game substituting other rhyming words. Accept all nonsense rhymes.

I saw a dog sitting on a _____. (**Log**)

I saw a man standing on a _____. (**Fan**)

I saw an elf sitting on a _____. (**Shelf**)

I saw a goat reading in a _____. (**Boat**)

I saw a cat playing with a _____. (**Bat**)

I saw an ant sleeping on a _____. (**Plant**)

I saw a bear combing his _____. (**Hair**)

I saw a fish swimming in a _____. (**Dish**)



Variation:

As the children become better at rhyming, have them generate their own rhyming phrase in the chant.



My Feelings

Suggested Vocabulary

Because	Lemon	Put	Carrot
Much	Seeds	Corn	Onion
Shape	Food	Or	Strawberry
Good	Pear	Than	Grapes
Peas	Until	Kind	Pepper
Very			



Day 1:

Book **How Are You Peeling?**
by Saxton Freymann

Show the book cover

“The book we are reading has vegetables and fruit that are all different shapes. The name of this book is How Are You Peeling? Saxton Freymann is the author, the person who wrote the words. Joost Elffers is the illustrator who drew the pictures.”

“What do you see on these peppers?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What fruits are these?”* (Oranges)

“How do these fruits feel?”

Pg. 11-12: *“Why does this lemon look sad?”*

(Because it is lonely)

Pg. 19-20: *“How does this little pepper look?”* (Scared)

“Why is he scared?” (The big pepper is yelling at him)

Pg. 23-24: *“How do these foods feel?”* (Mad or angry)

“What makes you feel that way?”

Pg. 29-30: *“What’s that little onion doing?”* (Crying)

Recall the story after reading

“Why do you think it’s crying?” (It’s sad or upset)

“What were some of the fruits and vegetables in this book?”

“How were the vegetables feeling?” (They are happy, sad, etc.)

“How are you feeling right now?”



Book

Day 2:

How Are You Peeling?

by Saxton Freymann

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What kind of fruit is this?”* (An orange)

“What kind of face does the orange have in these pictures?”
(Happy, sad)

Pg. 3-4: *“What color is this pepper?”* (It is green.)

Pg. 7-8: *“This orange has an angry face.
What kind of face does this orange have?”*

Pg. 9-10: *“What animal does it look like the pear is riding?”* (A turtle)

“Where is the green pepper going?”
(He is going inside his pretend turtle shell.)

Pg. 11-12: *“What kind of fruit are these?”* (They are yellow lemons.)

“This lemon is alone. What feeling does the lemon show?”
(Lonely, sad, left out)

Pg. 13-14: *“These are green onions. What feelings do you
see?”* (Happy, unsure or uncomfortable)

Pg. 15-16: *“Which fruit looks surprised?”* (The apple looks surprised.)

Pg. 17-18: *“What kind of feeling faces do you see?”*

Pg. 19-20: *“Is this orange happy or mad?”* (The orange looks mad.)

Pg. 21-22: *“These red vegetables are radishes.
Why do you think they feel afraid?”*
(They feel afraid because the yellow squash is mean and much bigger.)

Pg. 23-24: *“These vegetables make all kinds of faces when they
are very angry. What face do you make when you are very angry?”*

Pg. 27-28: *“How do you think the tomatoes feel?”*

Pg. 29-30: *“The big onion is trying to make the little onion feel better.
Who makes you feel better when you are sad?”*

Pg. 33-34: *“How do you show someone that you love them?”*

Pg. 35-36: *“The strawberry feels good because it has a friend.
Who are your friends?”*

Pg. 37-38: *“Let’s see. How are you feeling right now?”*



EXTENSION ACTIVITY

Feeling Face Silly Creatures

Materials:

Paper plates,
markers or
crayons, scraps of
construction paper,
yarn, glue

Details:

Give each child a paper plate. Let children decorate their plates as any feeling face they choose. Preschoolers may not necessarily make a representational face. Encourage all efforts. Talk with children about their faces as they create their creatures. (Does their creature have a name? How is there creature feeling? What does their creature like to do?)



Day 3:

Open Book Choice

Open book choices are included throughout the curriculum to give teachers an opportunity to incorporate some of their favorite books into the lessons. During open book weeks, teachers are encouraged to follow the same outline that is in other interactive reading lessons:

Show the book cover

“The title of the book we are going to read is (book name).

The author who wrote the words is (author).

The illustrator who drew the pictures is (illustrator).”

(Ask a question about the book cover. For example, “What kinds of animals do you think will be in this story?” If you begin with a yes/no question or one that involves a simple or one-word answer, try following it up with a more challenging question.)

Read the story, asking questions and encouraging comments and discussion

Read the book with the children, asking questions that encourage discussion. Some examples of good questions are:

“What’s happening on this page?”

“What are these people doing?”

“How do you think they are feeling? How can you tell?”

“What’s going to happen next? Why do you think so?”

“Why do you think the boy is (sad, happy, etc.)?”

Additionally, look for opportunities to discuss vocabulary words from the story that might be new and challenging to children. For example, in a book about construction vehicles, you may have the opportunity to use words like *backhoe* and *excavator* that the children might not know; similarly, a book about gardening might give you the chance to present the word *soil* instead of *dirt*.

Recall the story after reading

After reading the book, ask questions that help the children to remember the story events in order. Questions like:

“What was the first animal that visited?”

“What happened next?”

“What was the child looking for?”

“Why were they happy at the end of the story?”



Day 4:

**“Walk through”
and talk about
the book with
the children**

Look through the book and talk with the children about the characters and events without actually re-reading the text. Since the book will have already been read on Day 3, this is a chance to challenge the children to remember the events of the story, remember the sequence of the events, and remember important things about the characters like their feelings, and how and why they acted in a certain way.



EXTENSION ACTIVITY

Fruit and Vegetable Painting

Materials:

Pre-cut construction paper shapes of various fruits and vegetables, crayons, markers, glue/glue sticks, collage materials

Details:

Provide each child with a pre-cut fruit shape. The children may color or decorate their fruit with crayons or collage materials. Talk with the children about the different kinds of fruits and vegetables. What are their favorite fruits or vegetables? Follow the lead of the children and ask open ended questions to extend the conversations. Conversations could explore ideas like growing fruits and vegetables or eating food at home or at school.



Ideas for Center Enrichment:

Lesson 13

- 1) Put play food in the dramatic play center.
- 2) Let the children decorate paper plates with collage materials. Children may decorate paper plates with collage materials or food pictures from magazines.
- 3) Make a lunch menu with the children.

Prop Enrichments:

Teacher may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Carrot	Lemon	Pepper	Corn
Onion	Seeds	Food	Pear
Strawberry	Grapes	Peas	



Looking Ahead for Week #13:

Extensions:

Collect small containers with lids (juice, yogurt), large paper clips, making tape and torn pieces of tissue paper for the Noise Makers activity.

Think about:

Look for ways to generalize the letter of the week. Can we find it on a letter walk, in the halls, or in our classroom?

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #12 LI

Write the word lemon on a sentence strip or other piece of paper.



This week our letter in the alphabet center is L. Here's an l in the word lemon. (Point to the letter L), and here is a picture of a lemon in this silly book called, How Are You Peeling? We're going to read the book this week. Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #25 Rolling Rhymes

Overview:

The child generates a rhyming word for the teacher's word. This game is played with a ball.



Materials:

Ball



Introduce:

Today we're going to play a game with the ball. I'm going to roll the ball to one of you and say a word. You will roll the ball back to me as you say a word that rhymes with my word.



Model:

Let's practice.

Review the idea of rhyme. Roll the ball to a child and say "cat". Remind the child to say a word that rhymes with cat and then to roll the ball back to you.

Great job! You said hat. Cat and hat are words that rhyme. They sound the same.



Do:

Now let's play our game.

Continue playing, emphasizing each rhyming word pair. Accept all nonsense rhymes. Offer support when needed.



Sound Game #26 The Train Is Carrying...

Overview:

The children will generate a word that rhymes with the word the teacher presents. The teacher moves a train back and forth to the children as the rhyming game is played.



Materials:

A small toy train car



Introduce:

Today we're going to play a game with this train. I'm going to drive the train to you saying a word. You have to drive the train back to me and say a word that rhymes with my word.



Model:

Review the idea of rhyme.

Let's try it together. I'm going to say, "The train is carrying pans." You might say, "The Train is carrying cans." Pans and cans are words that rhyme. They sound the same.



Do:

Let's play the game.

Move the train back and forth between you and a child. Each time, have a different child generate a word that rhymes with your word. When you run out of rhyming words, begin a new round with new deliveries.

Examples of Rhyming Words to Start a New Game

Pies (fries, ties, dyes)

Cakes (rakes, lakes, snakes, shakes)

Nails (pails, sails, whales, tails, rails)

Bugs (rugs, mugs, hugs, jugs)

Accept all silly, nonsense rhymes.



Sound Game #27 Singing Sentences

Transition IA

Overview:

The children will generate a rhyming word to complete a sentence.

Introduce:



Today we're going to play another rhyming game. I'm going to sing a sentence with a rhyming word in it. I'll leave out the last word in the singing sentence. You're going to listen and tell me a rhyming word that would fit in my song.

Model:

Let's try it all together.

(Sing to the first two lines of *Twinkle, Twinkle Little Star*)



My rhyme is:

*We like to **run** in the very hot _____.* (Pause)

What word could I put at the end of my singing sentence that rhymes with run? Yes! The word sun rhymes with run. They sound the same.

Emphasize the rhyming word as you sing the sentence. Sing a few more sentences as examples if the children don't understand the game

Do:

Let's play our game.



Continue the game using the following sentences. You may want to add your own sentences too.

I saw a green **frog** sitting on a big, fat _____. (**log**)

I know a **cat** who has a pet _____. (**rat**)

They have a **pet** who likes to get _____. (**wet**)

He has a **bed** that is the color _____. (**red**)

I have a **shell** that looks like a shiny, ringing _____. (**bell**)

I like green **peas**, but I don't like buzzing _____. (**bees**)

My mom had a **pot** that got very, very _____. (**hot**)

The cow who said, "**Boo!**" had one laced up _____. (**shoe**)

In my little **dish**, I found a gold _____. (**fish**)

In this **box**, there is a furry _____. (**fox**)

We saw a **fly** who was eating a piece of _____. (**pie**)



Mad

Suggested Vocabulary

As	Game	Play	Blue
High chair	Red	Crib	Jar
Said	Family	Kite	Say
Father Mother	Know	Sister	First/Last
Yellow	Turn	Follow	Mouse



Day 1:

Book **Noisy Nora**
by Rosemary Wells

Show the book cover

*“The title of this book is Noisy Nora.
The author is Rosemary Wells. She wrote the words.
She is also the illustrator who drew the pictures.”*

“What is Nora doing with her foot?”

“What kind of animal is Nora?” (A mouse)

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What’s the mom doing in this picture?”* (Feeding the baby)

“What’s the dad doing?” (Playing a game called chess)

Pg. 3-4: *“How is Nora feeling now? Why do you think she banged the window?”*

(Because she felt unhappy about waiting and wanted some attention)

Pg. 7-8: *“What’s Nora doing now?”* (Hiding under the table)

“How do you think she is feeling now?” (Angry, frustrated)

Pg. 19-20: *“Why is Nora leaving?”*

(She is angry because everyone is busy.)

Pg. 27-28: *“How does everyone feel when they find Nora?”* (Happy)

“What did Nora do to make noise?”

(She banged the window, slammed the door, dropped marbles and knocked down lamps.)

Recall the story after reading

“How did she feel when she couldn’t get Mother and Father to play with her?” (Angry)

“Where did Nora hide from her parents?” (In the closet)

“How many of you have brothers or sisters in your family?”



Book

Day 2:

Noisy Nora

by Rosemary Wells

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“Where is Jack sitting?”* (In a high chair)

“What is Father playing with Kate?” (A game)

Pg. 3-4: *“What is the first thing Nora does to try to make noise?”* (Nora bangs the window.)

Pg. 5-6: *“When she turns over the can, what drops on the floor?”*

Pg. 7-8: *“Nora is sitting under the table. How do you think she feels?”* (Lonely, left out)

Pg. 9-10: *“Who cooked with Mother?”*

(Kate, Nora’s sister, cooked with Mother.)

Pg. 13-14: *“What was the last thing Nora did to try to get someone to play with her?”* (She flew a kite.)

Pg. 15-16: *“What are some OK things you would have said to get Nora to stop making noise?”*

Pg. 17-18: *“Where is Jack standing?”* (In his crib)

Pg. 19-20: *“How is Nora feeling as she leaves the house?”* (Angry, mad)

Pg. 25-26: *“Nora’s mother says ‘She left us!’ when she can’t find Nora. How do you think Nora’s mother is feeling?”* (Sad)

Pg. 27-28: *“Where was Nora hiding?”* (She was hiding in a closet.)

“How do you think Nora feels now?” (Happy, pleased)



EXTENSION ACTIVITY

Noise Makers

Materials:

Empty orange juice cans with lids, toilet paper rolls, yogurt cups with lids, masking tape, large paper clips, torn or cut pieces of colored tissue paper, paintbrushes, watered down glue, smocks

Details:

Let each child put a few paper clips in a container of their choice. Help the children securely tape the top of each container closed with masking tape. The children may then decorate the containers with tissue paper. Talk with the children as they create their noise makers.



Day 3:

Book **Mouse Paint**
by Ellen Stoll Walsh

Show the book cover

*“The name of this book is Mouse Paint.
The author is Ellen Stoll Walsh. She wrote the words.
She is also the illustrator, the person who drew the pictures.”*
“What kind of animals are on the cover?” (Mice)

Read the story, asking questions and encouraging comments and discussion

Pg. 3-4: *“What do you think the mice are going to do with that paint?”* (Paint themselves? Paint something?)
Pg. 11-12: *“What happened to the yellow puddle?”* (It turned orange)
Pg. 13-14: *“What’s the yellow mouse doing?”*
(Dancing in the blue puddle)
“What do you think is going to happen to the blue puddle?”
(It will turn another color)
Pg. 23-24: *“Why did the mice wash off the paint?”*
(It made them feel uncomfortable.)
Pg. 29: *“Why did they leave some of the paper white?”*
(So the cat could not see them.)

Recall the story after reading

“What happened when the mice mixed the paints together? What different colors did they make?”
“Why do you think the white mice wanted to stay on the white paper?” (They wanted to stay there so the cat wouldn’t see them.)
“Do any of you have a pet at home?”



Book

Day 4:

Mouse Paint

by Ellen Stoll Walsh

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“How do you think the mice feel?”*

(Scared, afraid, worried, nervous)

Pg. 3-4: *“What do the mice see as the cat is sleeping?”*

(They see jars of red, yellow and blue paint.)

Pg. 11-12: *“What color does the mouse say he made with his red feet in the yellow puddle?”* (Orange)

“How do you think the orange mouse feels?” (Happy, curious, excited)

Pg. 15-16: *“Now the mouse has feet that are _____.”* (Green)

Pg. 21-22: *“What colors do you see on the mice?”*

(Blue, red, yellow, purple, orange, green)

“What does each mouse do in the cat’s dish?”

(Each mouse washes off the paint.)

Pg. 29-30: *“The mice worked hard mixing colors and painting.*

How do you think they feel?” (Proud, tired)



EXTENSION ACTIVITY

Painting Party

Materials:

Red, blue, and yellow paint, paper, paint brushes, smocks

Details: Provide primary color paints and a sheet of paper for each child.

Children experiment with mixing the paint colors together. Talk to the children about their discoveries as they mix the paint colors. As the children if their results are the same as the mice in the book *Mouse Paint*. Some children may try to paint something representational and other children may just want to mix the colors. Accept all efforts.



Ideas for Center Enrichment:

- 1) Place doll families in block area.
- 2) Set up a game table.
- 3) Add color paddles or color mixing materials that you may have to your science area.
- 4) Provide a doll house for your dramatic play center.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Crib	First/Last	Mother	Family
High chair	Mouse	Father	Kite
Sister			



Looking Ahead for Week #14:

Extensions:

Cut out shapes for the Farm Animal Sponge Painting activity. Collect plastic farm and zoo animals, blocks, and box for Farm Animal Sorting activity.

Think about:

Placing barn and animals in block area.
Providing craft feathers for the art area.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #13 Ss

Write the word same clearly and legibly on a sentence strip. Underline the S.



This week our letter in the alphabet center is S. This is the letter S in the word same. (Point to the letter S.) When things are the same, they are like each other. This week, we will talk about the feeling mad, or angry. Angry is a word that means the same thing as mad. Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #28 Which Word Sounds Longer?

Overview:

The children will verbally identify the longer word when presented in a word pair.



Materials:

Word pairs written on **separate** cards:

Examples

Dinosaur-cat	Window-pea	Fork-sailboat
Fish-butterfly	Peanut-ball	Ladybug-car
Dish-hippopotamus	Firefly-pen	Monkey-bee
Bug-computer	Caterpillar-bus	Dog-refrigerator
Baseball-cat		

Props to match words-optional



Introduce:

Today we're going to play a game with words. I'm going to say two words and you're going to tell me which of the two words is longer.

Verbally and visually review the concept of longer with the children.



Model:

I'll show you how to play the game. I'll say two words: dog-elephant.

I'll say them again: dog-elephant. Hmm, now I'm going to think about which word is longer. I think elephant is a longer word than dog. Let's look on these word cards and see. This word is dog.

This word is elephant.

Place the cards one under the other, pointing out the longer word. **The longer word is elephant.**

If you are using props, show the dog and the elephant.



Do:

Let's play the game.

Continue playing the game using the word pairs listed above and with word pairs of your own. In order to make this game easier for young children, make sure that one of the two words you present in pairs is verbally and visually longer than the other.

Young children may have a tendency to name the object that is physically bigger as the longer word. For example, in the word pair caterpillar/bus, children might choose bus as the longer word because a bus is physically bigger than a caterpillar. Children usually begin to understand the difference between length of word and size of object after playing several rounds of the game.



Variation:

This game may also be played using words from a favorite storybook or rhyme.



Sound Game #29 Which Name Sounds Longer?

Overview:

The children will help identify which of two names is longer.



Materials:

A name card for each child, for yourself and for any other teaching member in the classroom



Introduce:

Today we're going to play a game with our names. I'm going to say two names of friends in our class. Then we'll figure out which name is longer. After we decide which name is longer, I'll show you the name cards and we'll see if we were right.



Model:

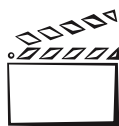
I'll show you how to play. I'm going to say Pat's name and my name, and then you'll tell me which name is longer. Joanne, Pat. I'll say them again Joanne, Pat. Which name do you think is longer? Yes! Joanne is a longer name than Pat. This card has my name on it. What do you think the word on this card says? Yes! This word says Joanne. That's my name. What do you think the word on this card says? Right! This word says Pat.

Place the cards one on top of the other so the children can see the length difference. Intentionally point out the difference in length. If the teaching staff in the classroom all have the same length name, use names of other school staff or adults as examples.

Do:

Now let's play our name game!

Continue playing the game. Make sure that one of the two names that you present is visually and syllable-wise longer than the other.





Sound Game #30 Singing Sentences

Transition IA

Overview:

The children will generate a rhyming word to complete a sentence.



Introduce:

Today we're going to play another rhyming game. I'm going to sing a sentence with a rhyming word in it. I'll leave out the last word in the singing sentence. You're going to listen and tell me a rhyming word that would fit in my song.



Model:

Let's try it all together.

(Sing to the first two lines of *Twinkle, Twinkle Little Star*)

My rhyme is:

We like to run in the very hot _____. (Pause)

What word could I put at the end of my singing sentence that rhymes with run? Yes! The word sun rhymes with run. They sound the same.

Emphasize the rhyming word as you sing the sentence. Sing a few more sentences as examples if the children don't understand the game



Do:

Let's play our game.

Continue the game using the following sentences. You may want to add your own sentences too.

I saw a green **frog** sitting on a big, fat _____. (**log**)

I know a **cat** who has a pet _____. (**rat**)

They have a **pet** who likes to get _____. (**wet**)

He has a **bed** that is the color _____. (**red**)

I have a **shell** that looks like a shiny, ringing _____. (**bell**)

I like green **peas**, but I don't like buzzing _____. (**bees**)

My mom had a **pot** that got very, very _____. (**hot**)

The cow who said, "**Boo!**" had one laced up _____. (**shoe**)

In my little **dish**, I found a gold _____. (**fish**)

In this **box**, there is a furry _____. (**fox**)

We saw a **fly** who was eating a piece of _____. (**pie**)



Learning to Calm Down - Part I

Suggested Vocabulary

Below	Duck	If	Bird
Farm	On/Off	But	Feather
Owl	Calf	Feet	Pig
Chick	Fur	Say	Does
Horse	Tell		



Day 1:

Book

Big Red Barn

by Margaret Wise Brown

Show the book cover

“The title of this book is Big Red Barn. The author of the book is Margaret Wise Brown. She wrote the words. The illustrator is Felicia Bond. She drew the pictures.”

“What animals do you see on the cover?”

“Which animal has feathers and quacks?”

(The duck has feathers and quacks.)

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What does this picture show?”*

(A farm, a barn, a cornfield, flowers)

Pg. 3-4: *“Who lives in the barn?”* (A big horse and a little horse)

Pg. 9-10: *“Why is there a scarecrow in the corn field?”*

(To keep the birds away from the corn.)

Pg. 15-16: *“Where did the hens lay their eggs?”* (On the grain sacks)

Pg. 19-20: *“What are the animals doing in the field?”*

(Some are eating hay, some are rolling in the mud)

Pg. 25-26: *“Now what are the animals doing?”* (They’re all sleeping.)

Recall the story after reading

“What animals did you see?”

“What noise does the ___ make?” (The ___ makes the noise ____.)

“What animals have feathers? Fur?”

“Do you have any animals at your home?”



Book

Day 2:

Big Red Barn

by Margaret Wise Brown

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“What is the pig learning to do?”* (He is learning to squeal.)

Pg. 5-6: *“What kind of horse is on the weather vane?”*
(A golden, flying horse)

Pg. 7-8: *“What animal is peeking around the corner of the barn?”* (A duck is peeking around the corner.)

Pg. 9-10: *“The pig’s feet are pink. What color are the duck’s feet?”* (Orange)

“How do you think the animals feel?” (Happy)

“How can you tell?”

(It looks like they are smiling. Some are making happy sounds.)

Pg. 13-14: *“The rooster says _____.”* (Cock-a doodle-doo)

“Where do you think the bird will go?” (He’ll fly out of the barn.)

Pg. 17-18: *“How does the cat get down from the window?”*
(He jumps.)

Pg. 19-20: *“Which animals do you see on the farm?”*
(Cat, horse, sheep, dog, goat, pig, cow, calf)

“How do you think the animals feel?” (Happy, excited, fine)

Pg. 23-24: *“Where do you think the animals are going?”*
(They are going to the barn.)

Pg. 25-26: *“How do the animals feel?”* (Tired, sleepy)

“How can you tell?” (They are sleeping.)

Pg. 29-30: *“What is below the barn window in the tub of water?”* (A boat)



EXTENSION ACTIVITY

Animal Barn Activity

Materials:

Construction paper, simple barn shape, markers

Details:

Provide each child with a barn shape. Children may draw animals or things that might be in the barn or on a farm. Talk about the animals that you would see on a farm or in a barn. Ask the children to describe the attributes of the animals they are drawing (color, number of legs, size, fur, feathers, etc.) Encourage conversations about trips to a farm, favorite animals, or other things that children have drawn.



Day 3:

Open Book Choice

Open book choices are included throughout the curriculum to give teachers an opportunity to incorporate some of their favorite books into the lessons. During open book weeks, teachers are encouraged to follow the same outline that is in other interactive reading lessons:

Show the book cover

“The title of the book we are going to read is (book name).

The author who wrote the words is (author).

The illustrator who drew the pictures is (illustrator).”

(Ask a question about the book cover. For example, “What animals do you think will be in this story?” If you begin with a yes/no question or one that involves a simple or one-word answer, try following it up with a more challenging question.)

Read the story, asking questions and encouraging comments and discussion

Read the book with the children, asking questions that encourage discussion. Some examples of good questions are:

“What’s happening on this page?”

“What are these people doing?”

“How do you think they are feeling? How can you tell?”

“What’s going to happen next? Why do you think so?”

“Why do you think the boy is (sad, happy, etc.)?”

Additionally, look for opportunities to discuss vocabulary words from the story that might be new and challenging to children. For example, in a book about construction vehicles, you may have the opportunity to use words like *backhoe* and *excavator* that the children might not know; similarly, a book about gardening might give you the chance to present the word *soil* instead of *dirt*.

Recall the story after reading

After reading the book, ask questions that help the children to remember the story events in order. Questions like:

“What was the first animal that visited?”

“What happened next?”

“What was the child looking for?”

“Why were they happy at the end of the story?”



Day 4:

“Walk through” and talk about the book with the children

Look through the book and talk with the children about the characters and events without actually re-reading the text. Since the book will have already been read on Day 3, this is a chance to challenge the children to remember the events of the story, remember the sequence of the events, and remember important things about the characters like their feelings, and how and why they acted in a certain way.



EXTENSION ACTIVITY

Paper Bag Animal Puppets

Materials:

Small brown paper bag for each child, crayons, markers, collage materials, glue or glue sticks.

Details:

Provide each child with a small brown paper bag. Explain to the children they may create a farm animal puppet of their choice. Talk with the children as they are working on their puppets. After completing the puppets, the children may engage in conversation as their puppet animals. Ask the children questions as if you were talking to the puppet animal.



Ideas for Center Enrichment:

- 1) Sing the song “Old MacDonald Had a Farm” using the animals from the vocabulary list.
- 2) Place craft feathers in the art center for pictures.
- 3) Make animal puppets available.
- 4) Place barn and farm animals in the block area.
- 5) Add farm animal books to the library.
- 6) Place farm animal cards, games & puzzles to the classroom.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:



Owl	Chick		
Fur	Feet	Horse	Duck
Bird	On/off	Feather	Pig

Looking Ahead for Week #15:

Extensions:

Pre-cut mitten shapes for the Winter Mitten activity.

Think about:

Look for opportunities to model the Turtle Technique.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #14 Gg

Write the words goat and geese clearly and legibly on a sentence strip.



This week our letter in the Alphabet Center is G. Here is the letter g in the words goat and geese. (Point to the g in the words). This book is called Big, Red Barn. In this picture you can see a goat and some geese. (Show the book page with the goat and geese). We're going to read Big, Red Barn this week. I think you'll like it! Everyone will also get a turn to do our activity in the Alphabet Center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #31 “I Like...” Sentences

Overview:

The children will participate in identifying the number of words in a simple sentence.



Materials:

Index cards, Markers, Each child’s name written on an index card, The words “I” and “like” written on an index card for each child



Introduce:

Today we’re going to play a game with words. You’re each going to get a chance to tell me about something you like to do. I’ll write down what each of you likes to do on these cards. Then we’ll count how many words are in each of our sentences.



Model:

I’ll take my turn first. Hmm, I know what I’ll say, “I like to sing songs.” I’ll write my words on these cards.

Write each word on individual index cards. Place the cards in a sentence format facing the children, emphasizing that each card has one word on it. Make sure to keep some space between each word.

Here is my sentence about what I like to do. I’ll read it and point to each word.

After reading the sentence and pointing to the words, have the children count out how many words are in the sentence.

Great job! You’re right. There are five words in my sentence.

If the children are having a difficult time generating something they like to do, help them by pointing out some things they enjoy at school. Pre-write the children’s names and the words “I” and “like” on index cards in advance of the game. Having the cards ready will help save time and help maintain the pace of the game.



Do:

Let’s play the “I like” game.

Continue the game in the same manner. Let the children take their sentence cards home with them.



Do:

The children may draw pictures to go with their sentences.



Sound Game #32 Nursery Rhyme Sentences

Overview:

The children will participate in identifying the number of words in a nursery rhyme sentence.



Materials:

Nursery rhymes written on sentence strips, cut apart word by word
Props to go with rhymes-optional



Introduce:

Today we're going to play a game with words and some nursery rhymes. We're going to say/sing the rhyme. Then we're going to count how many words are in one of our nursery rhyme sentences



Model:

I'll show you how we'll play. Let's all sing Hey Diddle, Diddle together.

Hey Diddle, Diddle, the cat and the fiddle. The cow jumped over the moon. The little dog laughed to see such sport. And the dish ran away with the spoon.

Terrific! Now we're going to say something about Hey Diddle, Diddle. I have the words written right here. My sentence says: The cow jumped over the moon. Let's all say it together. Now we're all going to help each other count the words in the sentence.

Help the children count the words. *You're right. There are six words in the sentence.* Repeat the sentence, pointing to the words. *Super!*



Do:

Now let's try another rhyme. Choose several other rhymes and repeat the activity. You may want to choose rhymes that have no more than six words per sentence so the activity does not become too difficult. You may also want to choose rhymes that have more than one appropriate length sentence. Remember to present each sentence as a "round" of the game. Stringing multiple sentences together may be too difficult and confusing. Using a puppet or other prop that thematically ties to the rhyme may help keep children better engaged.

Examples of rhymes with appropriate length sentences highlighted

Jack and Jill

Jack and Jill went up the hill to fetch a pail of water. **Jack fell down. He broke his crown. Jill came tumbling after.**

I'm A Little Teapot

I'm a little teapot short and stout. **Here is my handle. Here is my spout.** When I get all steamed up hear me shout. **Tip me over. And pour me out.**



Sound Game #33 Which Name Sounds Longer?

Overview:

The children will help identify which of two names is longer.



Materials:

A name card for each child, for yourself and for any other teaching member in the classroom



Introduce:

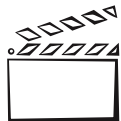
Today we're going to play a game with our names. I'm going to say two names of friends in our class. Then we'll figure out which name is longer. After we decide which name is longer, I'll show you the name cards and we'll see if we were right.



Model:

I'll show you how to play. I'm going to say Pat's name and my name, and then you'll tell me which name is longer. Joanne, Pat. I'll say them again Joanne, Pat. Which name do you think is longer? Yes! Joanne is a longer name than Pat. This card has my name on it. What do you think the word on this card says? Yes! This word says Joanne. That's my name. What do you think the word on this card says? Right! This word says Pat.

Place the cards one on top of the other so the children can see the length difference. Intentionally point out the difference in length. If the teaching staff in the classroom all have the same length name, use names of other school staff or adults as examples.



Do:

Now let's play our name game!

Continue playing the game. Make sure that one of the two names that you present is visually and syllable-wise longer than the other.



Learning to Calm Down - Part 2

Suggested Vocabulary

Across	Great	Mountain	Are
Head	Pair	Arm	Into
Scarf	Cap	Is	Snow
Clothes	Jacket	Winter	Foot
Mittens	Zipper		



Day 1:

Book

The Snowy Day
by Ezra Jack Keats

Show the book cover

“The title of this book is The Snowy Day. Ezra Jack Keats is the author and illustrator. He wrote the words and drew the pictures.”

“What season is it? How do you know?” (Winter. There is snow, etc.)

“What is the boy looking at behind him?” (His footprints in the snow)

“What clothes is the boy wearing?” (Cap, jacket, a pair of mittens, boots)

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What does Peter see when he looks out the window?”* (Snow)

Pg. 5-6: *“What is Peter making in the snow?”* (Tracks, footprints)

Pg. 17-18: *“How do you think Peter feels when he’s sliding down the hill?”* (Happy, excited)

Pg. 23-24: *“What happened to Peter’s snowball? Why did it melt?”* (It was too warm in the house)

Pg. 25-26: *“How did Peter feel when he woke up and saw the new snow?”* (Happy, excited)

“How can you tell?”

Recall the story after reading

“What did Peter do in the snow?”

(He walked in the snow, smacked a tree, made a snowman and angel, and climbed a mountain of snow.)

“Peter wanted to save a snowball.

What happens to a snowball when it gets warm?”

“What do you like to do in the snow?”

**Book****Day 2:**

The Snowy Day
by Ezra Jack Keats

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What does Peter see as he looks out the window?”* (Snow)

Pg. 3-4: *“What does Peter wear in the snow?”*

(Jacket, mittens, cap, clothes, etc.)

Pg. 7-8: *“What is Peter dragging across the snow?”* (He is dragging his feet and a stick across the snow.)

Pg. 11-12: *“What happened when Peter hit the branch of the tree?”* (The snow dropped on his head.)

Pg. 15-16: *“Instead of playing with snowballs, what is Peter making?”* (He is making a snowman and angels.)

Pg. 17-18: *“What is Peter climbing?”*

(He is climbing a great big mountain of snow.)

Pg. 19-20: *“What will happen to the snowball when Peter takes it into the warm house?”*

(It will melt.)

Pg. 23-24: *“Why does Peter feel sad?”* (The snowball melted.)

Pg. 25-26: *“Why does Peter feel happy now?”*

(More snowflakes are falling.)

“What do you think Peter will make with the new snow?”



EXTENSION ACTIVITY

Winter Mitten

Materials: Pre-cut mitten shapes, yarn, crayons, markers, collage materials, glue, stickers.

Details:

Provide each child with a pair of pre-cut mitten shapes. Children will decorate the mittens. The teacher will attach yarn to the mittens to “tie” them together. Engage the children in conversation about clothing you wear in the winter, gloves vs. mittens, and outside winter activities. Refer to the book *The Snowy Day* and ask if they have done similar things in the snow.



Day 3:

Book Open Book Choice

Open book choices are included throughout the curriculum to give teachers an opportunity to incorporate some of their favorite books into the lessons. During open book weeks, teachers are encouraged to follow the same outline that is in other interactive reading lessons:

Show the book cover

“The title of the book we are going to read is (book name). The author who wrote the words is (author). The illustrator who drew the pictures is (illustrator).”

Ask a question about the book cover. For example, “What kinds of animals do you think will be in this story?” If you begin with a yes/no question or one that involves a simple or one-word answer, try following it up with a more challenging question.

Read the story, asking questions and encouraging comments and discussion

Read the book with the children, asking questions that encourage discussion. Some examples of good questions are:

“What’s happening on this page?”

“What are these people doing?”

“How do you think they are feeling? How can you tell?”

“What’s going to happen next? Why do you think so?”

“Why do you think the boy is (sad, happy, etc.)?”

Additionally, look for opportunities to discuss vocabulary words from the story that might be new and challenging to children. For example, in a book about construction vehicles, you may have the opportunity to use words like backhoe and excavator that the children might not know; similarly, a book about gardening might give you the chance to present the word *soil* instead of *dirt*.

Recall the story after reading

After reading the book, ask questions that help the children to remember the story events in order. Questions like:

“What was the first animal that visited?”

“What happened next?”

“What was the child looking for?”

“Why were they happy at the end of the story?”



Day 4:

“Walk through” and talk about the book with the children

Look through the book and talk with the children about the characters and events without actually re-reading the text. Since the book will have already been read on Day 3, this is a chance to challenge the children to remember the events of the story, remember the sequence of the events, and remember important things about the characters like their feelings, and how and why they acted in a certain way.



EXTENSION ACTIVITY

A Snowy Night

Materials:

Black or dark blue construction paper, white and black tempera paint, small tempera paint brushes, cotton balls, glue

Details: Children may paint snowy scenes on dark construction paper. Talk with the children about what they like to do in the snow as they create their pictures. Talk with the children about what they might see on a snowy night.



Ideas for Center Enrichment:

- 1) Place mittens in a semi-concealed spots around the room or in a specific area. (Use one mitten from each pair). Give each child a mitten. Children must try to find the mate to their mitten. After all pairs have been found, chart the mittens according to color.
- 2) Fill the sand/water table with snow. If real snow is used, have children wear mittens to play in the snow.
- 3) Provide cotton balls for children to make 3-D snowmen and snow pictures.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Arm	Head	Cap	Jacket
Clothes	Mittens	Foot	Mountain
Pair	Scarf	Snow	Zipper



Looking Ahead for Week #16:

Extensions:

Gather paper plates, craft sticks or tongue depressors for the Monster Masks activity.

Think about:

Model the appropriate use of the Turtle Technique.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #15 Ww

Write the word Water clearly and legibly on a sentence strip.



This week our letter in the alphabet center is W. Here's the letter W in the word water. (Point to the letter W.) Let's keep an eye out for other words that start with the letter W. Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Letter Activity



Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #34 Compound Word Game

Transition

Overview:

The teacher will verbally present a compound word made up of two one-syllable words by separating the syllables. Together with the teacher, the children will clap out and identify each of the two words.



Materials:

Pictures or props of the compound words used in the activity-optional

Introduce:

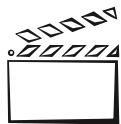


Today we're going to play a game with some words. I'm going to say a word in a silly way and we're going to clap the syllables in the word. Then you'll tell me what the word is.



Model:

I'll show you how to play the game. I'm going to say a word in a silly way. Sun-shine. Let's clap out the parts sun-shine. When I put the two parts of the word together, my word is sunshine. That's how we play the game. I have a picture of the sunshine here in the mystery box to show you.



Do:

Let's try it!

Repeat the activity using the compound words listed below or some of your own. Emphasize that the words have two parts or syllables.

Words

Rainbow	Baseball	Goldfish	Mailman
Sidewalk	Airplane	Football	Sailboat
Pancake	Snowball	Playground	Sandbox
Bedroom	Cowboy	Cupcake	Rowboat
Spaceship			



Sound Game #35 Blending Compound Words

Transition

Overview:

The teacher will verbally present compound words in two parts. The children will blend the two parts together to form a word.



Introduce:

Today we're going to play a word game. I'm going to say a word in parts and you're going to put the parts together to make one long word.



Model:

Hand gestures are a great way to help children “visualize” blending the two separate parts of a word to make one word. Place both hands in front of you and against your body with your palms facing up, as if each hand is holding part of the word. As you say the first part of the word, put your right hand out in front of you. As you say the second part of the word, put your left hand out in front of you. Keep your extended hands a short distance away from each other so that the two parts of the word are kept apart. Then when you ask children to put the two parts of the word together, bring your hands together.

I'll show you how to play the game. I'm going to say my word in a silly way. You'll have to put it together and tell me what the word is. Here's my word.

Hall- (extend your right hand) *way* (extend your left hand).

If I put the two parts together (slowly move your palms toward each other), *what do you think the word could be?*

Right! The word is hallway. We walk down the hallway when we go to the playground. Great thinking! You put both parts of the word together to make the word hallway.



Do:

Provide additional examples if necessary. Continue playing the game, providing assistance when needed.

Words

Football	Playground	Goldfish	Snowball
Cowboy	Bedroom	Cupcake	Sailboat
Pancake	Sidewalk	Airplane	Mailman
Sandbox			



Sound Game #36 Compound Word Detectives I

Transition

Overview:

The teacher will verbally present a compound word taking away one part of the word. The children will generate the remaining word part.



Materials:

Picture cards or props of words you are presenting-optional

Introduce:



Today we're going to play a guessing game with some words. I'm going to say a word, then take part of the word away. You're going to be a detective, that's a person who helps figure out a mystery, and help me figure out the part of the word that is left.



Model:

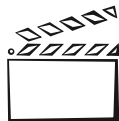
Hand gestures are a great way to help children “visualize” segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you're holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

I'll show you how to play our game. I'll say the word sunshine.
(Put both hands together)

Now I'll take away sun in the word sunshine. (Put your “sun” hand behind your back)

Now I'm going to be a detective and figure out what is left in my word. (Keep your remaining “shine” hand extended, palm facing up)

Hmm. I know! Sunshine take away sun is shine. I have a picture of the sunshine right here. Provide additional examples if the children do not seem to understand the task.



Do:

I need all my detectives to help out today! Let's play our game.

Continue playing the game, offering assistance when needed. Use the list of compound words below as you play the game. Follow the pattern in the modeling section for each word.

Compound Words

Hallway take away *hall*
Sailboat take away *sail*
Rainbow take away *rain*
Airplane take away *air*
Sandbox take away *sand*
Playground take away *play*
Sidewalk take away *side*
Mailman take away *mail*

Cupcake take away *cup*
Baseball take away *base*
Goldfish take away *gold*
Pancake take away *pan*
Football take away *foot*
Snowball take away *snow*
Bedroom take away *bed*



Calming Down Review

Suggested Vocabulary

Above/Below	Edge	More	Bed
Eyes	Ocean	Boat	Fire
Over/Under	Ceiling	Flashlight	Wall
Door	King		



Book

Day 1:

Where The Wild Things Are
by Maurice Sendak

Show the book cover

“The title of this book is Where The Wild Things Are.

Maurice Sendak is the author and the illustrator of this book.

He wrote the words and drew the pictures.”

“What do you see on the cover?” (A boat, ocean, monster, trees)

“Why do you think the monster is sleeping?” (Maybe he is tired.)

Read the story, asking questions and encouraging comments and discussion

Pg.1-2: *“What do you think Max made with the blanket?”*

“Have you ever made a blanket tent?” (A tent)

Pg 5-6: *“What is outside of Max’s window? What time of day is it?”*

Pg.17-18: *“How do you think Max feels? How can you tell?”*

(He feels angry. He has a mad look on his face.)

Pg. 29-30: *“How do the wild things look? How can you tell?”*

(Tired. They have their eyes closed.)

Pg. 35-36: *“What do you like to eat for supper?”*

Recall the story after reading

“What grew in Max’s room?” (A forest)

“How did Max get to the place where the wild things lived?”

(He sailed in a boat.)

“When Max shouted, ‘Be still,’ how did the wild things feel?”

(They were afraid of Max.)

“At the end of the story was Max still doing all kinds of NOT OK behavior?” (No, Max had calmed down.)



Book

Day 2:

Where The Wild Things Are
by Maurice Sendak

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“Do you think mischief is OK or NOT OK behavior?”*

Pg. 3-4: *“What is Max doing in this picture?”* (He is chasing the dog.)

Pg. 5-6: *“Max is sent to his room. How does Max feel?”*

(Max feels angry, upset.)

Pg. 7-8: *“What is growing above his bed?”* (Trees)

Pg. 11-12: *“What is growing on the walls and ceiling?”*

(There are vines on the walls and ceiling that become a forest.)

Pg. 13-14: *“Where is Max’s boat sailing?”* (In the ocean)

Pg. 17-18: *“What color are the wild things’ eyes?”*

(Their eyes are yellow.)

Pg. 21-22: *“What is Max wearing to show us he is king?”* (The crown)

Pg. 23-24: *“What are they doing on this page?”*

Pg. 25-26: *“Where are they hanging?”*

Pg. 29-30: *“What does Max smell?”* (His dinner)

Pg. 31-32: *“Does Max want to spend more time with the wild things?”* (No, Max feels lonely and hungry.)

Pg. 33-34: *“Where is Max going?”* (He is going home.)

Pg. 35-36: *“Is Max still wild when he gets home?”*

“What do you see below the window?”

(A bowl of soup, glass of milk, cake)



EXTENSION ACTIVITY

Monster Masks

Materials:

Paper plates,
markers, yarn
(optional), craft
sticks or tongue
depressors, colored
paper, scissors, glue

Details:

Attach sticks to plates before giving them to the children. Teachers may choose to pre-cut holes for eyes. The children may draw and decorate monster faces on paper plates using a variety of collage materials. Talk with the children about their monster names, how their monsters feel and what their monsters like to do. When masks are finished, children may dance or march around to music. When the music stops, they can “roar their terrible roars.”



Day 3:

Book **There's A Monster Under My Bed**
by James Howes

Show the book cover

*"This book's title is There's A Monster Under My Bed.
The author who wrote the words is James Howe.
The illustrator who drew the pictures is David Rose."*

"What do you see under the bed in this picture?"

(A pair of eyes)

"Do you think the little boy will feel afraid when he sees eyes under his bed?"

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *"How is this boy feeling? Why isn't he sleeping?"*

Pg. 3-4: *"What do you see under the bed?"*

Who do you think those eyes belong to?"

Pg. 5-6: *"What does the boy wish he had?"*

Why does he want a night-light?"

Pg. 23-24: *"Who was hiding under the bed?"*

Why is his brother under there?"

Pg. 27-28: *"Are the boys still scared? Why not?"*

Pg. 29-30: *"What are the boys doing now?"*

What can you see under the bed?"

Recall the story after reading

"What was this story about?"

"Why is the boy scared at the beginning of the story?"

"What does he find by his bed that makes him feel brave?"

"Who does he find under his bed? Why is Simon there?"

"How do the boys solve their problem?"

"At the end of the story, what do the boys do?"



Day 4:

Book **There's A Monster Under My Bed**
by James Howes

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“How is this boy feeling?”* (This boy feels afraid.)

Pg. 5-6: *“Where is he afraid to put his foot?”*

(The boy is afraid to put his foot over the edge of the bed.)

Pg. 7-8: *“What does the boy think might be below his bed?”*
(A monster)

Pg. 11-12: *“Where is he thinking about running?”*

(He is thinking about running toward the door.)

Pg. 13-14: *“What is between the monsters?”* (A re)

Pg. 15-16: *“Where is the boy trying to hide?”* (Under the blanket)

Pg. 19-20: *“What can he do with the flashlight?”*

Pg. 21-22: *“How many pairs of eyes are under his bed?”* (One)

Pg. 23-24: *“Why is his little brother, Alex, under the bed?”*

(He feels afraid of monsters, too.)

“Why does Simon want Alex to sleep in his room?”

Pg. 29: *“Now what do you see under the bed?”*

(There are more eyes under the bed.)



EXTENSION ACTIVITY

Clay Silly Monsters

Materials:
Modeling clay

Details:

Let children create silly monsters out of clay. Accept all efforts. Ask each child about his/her creation.



Ideas for Center Enrichment:

- 1) Using a large cardboard box, help children cut doors and decorate walls with crayons to recreate Max's room.
- 2) Make crowns.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Above/Below	Door	Ocean	Bed
Fire	Over/Under	Ceiling	Flashlight
Wall			



Looking Ahead for Week #17:

Extensions:

Pre-cut white circles for snow people activity or children can cut circles for this activity.

Think about:

Continuing to reinforce the turtle technique.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #16 Dd

Write the word Dog clearly and legibly on a sentence strip. Underline the D.

This week our letter in the alphabet center is D. Here's the letter D in the word Dog. Who has a dog for a pet? Dog starts with D. Everyone will get a turn to do an activity with the letter D in the alphabet center sometime this week.



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Letter Activity



Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #37 Compound Word Game

Transition

Overview:

The teacher will verbally present a compound word made up of two one-syllable words by separating the syllables. Together with the teacher, the children will clap out and identify each of the two words.



Materials:

Pictures or props of the compound words used in the activity-optional

Introduce:



Today we're going to play a game with some words. I'm going to say a word in a silly way and we're going to clap the syllables in the word. Then you'll tell me what the word is.



Model:

I'll show you how to play the game. I'm going to say a word in a silly way. Sun-shine. Let's clap out the parts sun-shine. When I put the two parts of the word together, my word is sunshine. That's how we play the game. I have a picture of the sunshine here in the mystery box to show you.



Do:

Let's try it!

Repeat the activity using the compound words listed below or some of your own. Emphasize that the words have two parts or syllables.

Words

Rainbow	Baseball	Goldfish	Mailman
Sidewalk	Airplane	Football	Sailboat
Pancake	Snowball	Playground	Sandbox
Bedroom	Cowboy	Cupcake	Rowboat
Spaceship			



Sound Game #38 Blending Compound Words

Transition

Overview:

The teacher will verbally present compound words in two parts. The children will blend the two parts together to form a word.



Introduce:

Today we're going to play a word game. I'm going to say a word in parts and you're going to put the parts together to make one long word.



Model:

Hand gestures are a great way to help children “visualize” blending the two separate parts of a word to make one word. Place both hands in front of you and against your body with your palms facing up, as if each hand is holding part of the word. As you say the first part of the word, put your right hand out in front of you. As you say the second part of the word, put your left hand out in front of you. Keep your extended hands a short distance away from each other so that the two parts of the word are kept apart. Then when you ask children to put the two parts of the word together, bring your hands together.

I'll show you how to play the game. I'm going to say my word in a silly way. You'll have to put it together and tell me what the word is. Here's my word.

Hall- (extend your right hand) *way* (extend your left hand).

If I put the two parts together (slowly move your palms toward each other), *what do you think the word could be?*

Right! The word is hallway. We walk down the hallway when we go to the playground. Great thinking! You put both parts of the word together to make the word hallway.



Do:

Provide additional examples if necessary. Continue playing the game, providing assistance when needed.

Words

Football	Playground	Goldfish	Snowball
Cowboy	Bedroom	Cupcake	Sailboat
Pancake	Sidewalk	Airplane	Mailman
Sandbox			



Sound Game #39 Compound Word Detectives I

Transition

Overview:

The teacher will verbally present a compound word taking away one part of the word. The children will generate the remaining word part.



Materials:

Picture cards or props of words you are presenting-optional



Introduce:

Today we're going to play a guessing game with some words. I'm going to say a word, then take part of the word away. You're going to be a detective, that's a person who helps figure out a mystery, and help me figure out the part of the word that is left.



Model:

Hand gestures are a great way to help children “visualize” segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you're holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

I'll show you how to play our game. I'll say the word sunshine.

(Put both hands together.)

Now I'll take away sun in the word sunshine. (Put your “sun” hand behind your back.)

Now I'm going to be a detective and figure out what is left in my word. (Keep your remaining “shine” hand extended, palm facing up.)

Hmm. I know! Sunshine take away sun is shine. I have a picture of the sunshine right here. Provide additional examples if the children do not seem to understand the task.



Do:

I need all my detectives to help out today! Let's play our game.

Continue playing the game, offering assistance when needed. Use the list of compound words below as you play the game. Follow the pattern in the modeling section for each word.

Compound Words

Hallway take away *hall*
Sailboat take away *sail*
Rainbow take away *rain*
Airplane take away *air*
Sandbox take away *sand*
Playground take away *play*
Sidewalk take away *side*
Mailman take away *mail*

Cupcake take away *cup*
Baseball take away *base*
Goldfish take away *gold*
Pancake take away *pan*
Football take away *foot*
Snowball take away *snow*
Bedroom take away *bed*



Practice in Calming Down

Suggested Vocabulary

Branch	Radio	Top/Bottom	Buildings
Seeds	Umbrella	Buttons	She
Weather	He	Sky	White
Know	Street	Winter	Man
They	Woman	Melt	There



Book

Day 1:

Snow
by Uri Shulevitz

Show the book cover

“The title of this book is Snow.
The author and illustrator of the book is Uri Shulevitz.
He wrote the words and drew the pictures.”
“What is the weather like in this story?”
“What season is it?” (Winter)

Read the story, asking questions and encouraging comments and discussion

Pg. 1: *“Why is everything gray? What’s going to happen?”*
Pg. 2-3: *“Where’s the snowflake? Do you see it?”*
Pg. 6-7: *“How many snowflakes are there now?”*
Pg. 9-10: *“How does the boy feel about the snow?”*
Pg. 12-13: *“The radio and TV say ‘no snow.’*
Do you think that’s right? Why/why not?”
Pg. 18-19: *“Where can you see snow now?”*
(On the roofs, on the street)

Recall the story after reading

“Was there snow on the top of the roof in the beginning of the story?”
“How much snow was there at the beginning?”
(There was one snowflake.)
“At the very end of the story, how much snow was there?”
(There were a lot of snowflakes!)
“What happened that made the buildings white?” (It snowed.)

**Book****Day 2:****Snow**

by Uri Shulevitz

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“What do you see in this street?”*

(Men, women, children, car, store, apartment buildings)

Pg. 5-6: *“How do you think the little boy feels?”***Pg. 7-8:** *“What is the man wearing on top of his head?”*

(He is wearing a hat.)

Pg. 9-10: *“The little boy is running outside. How does he feel?”* (Excited, happy)*“Does the woman with the umbrella think the snow lake will last a long time?”**“What does she think will happen to the snow lake?”*

(She thinks it will melt.)

Pg. 11-12: *“What happens when the snow loats to the ground?”* (It melts.)**Pg. 13-14:** *“What is this man on the street carrying?”*

(He is carrying a radio.)

Pg. 15-16: *“What do you see in the sky now?”***Pg. 17-18:** *“What is piled on top of the people and the radio?”* (There is snow piled on top.)*“How do they feel?”***Pg. 23-24:** *“Why are they dancing?”*

(They feel happy because it is snowing.)

*“Do you feel happy when it snows?”***Pg. 29:** *“How has the city changed?”*

(It is white. All the buildings are covered with snow.)

**EXTENSION
ACTIVITY****Snow Pictures****Materials:**

Blue construction paper, white chalk, markers, smocks

Details:

Let the children use chalk to create snow pictures. As the children are creating their pictures, talk with each child about his/her picture.



Book

Day 3:

Snowballs

by Lois Ehlert

**Show the
book cover**

“The title of this book is Snowballs.”

Lois Ehlert is the author who wrote the words in our story. She is also the illustrator who drew the pictures.”

“What do you think weather is like in this story?”

**Read the
story, asking
questions and
encouraging
comments and
discussion**

Pg. 3-4: *“What are these birds eating?”* (Bird seed)

Pg. 5-6: *“What are some of the things in these bags?*

What do you think they are for?”

Pg. 19-20: *“What did they use to put the spots on the dog?”*

Pg. 21-22: *“Why is the snow dad shrinking?”*

Pg. 27-28: *“What did they do with all these things?”*

**Recall the
story after
reading**

“What was the first thing they made in the story?”

“After the snow mom, what did they make next?”

(They made the snow boy.)

“What was the last thing they made?” (They made a snow dog.)

“Have you ever made a snow person?”

“What kind of snow person did you make?”



Book

Day 4:

Snowballs
by Lois Ehlert

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What is falling from the sky?”*

“What color is the snow?” (White)

Pg. 7-8: *“What was the first thing that they made out of snow?”* (They made the snow dad.)

“What did they use to make the snow dad’s face?”
(They used corn, a strawberry, and raisins.)

Pg. 9-10: *“What is on top of the snow mom?”*

(There are shoelaces and ribbon on top of her.)

Pg. 11-12: *“What did they use to make the snow boy’s arms?”* (They used branches.)

Pg. 15-16: *“What is on the bottom snowball of the snow baby?”* (There are seeds.)

Pg. 21-22: *“What happened to the snow dad when the sun came out?”*
“How would you feel if your snow person melted?”



EXTENSION ACTIVITY

Paper Snow People

Materials:

White and colored construction paper, markers or crayons, glue, buttons, fabric scraps or other collage materials

Details:

Pre-cut or have the children cut out 2 or 3 circles from the white construction paper. Have the children make snow people by gluing the circles onto the colored construction paper. Talk with the children as they create their snow people.



Ideas for Center Enrichment:

- 1) Melt ice cubes in the science area.
- 2) Add scarves, gloves, mittens, etc. to the dramatic play area.
- 3) Create cotton ball snow pictures.
- 4) Fill the water table with snow, scoops and small shovels.
- 5) Provide collage materials for the children to make their own version of a snowman.
- 6) Roll newspapers into balls. Make snowballs or a snowman in class.
- 7) Precut different size circles, and snowman parts (hats, scarves, buttons, etc.). Children can mix and match, creating and classifying snowmen.
- 8) Paint with ice cubes.

Prop Enrichments:

Teacher may choose to use small props to represent vocabulary in the books, and to enrich the experience for children. For this lesson, the following props could be used:

Buildings	Sky	White	Buttons
Street	Woman	Radio	Top/Bottom
Seeds	Umbrella		



Looking Ahead for Week #18

Extensions:

Pre-cut hearts (a large and small per child) for the Friendship Tree activity.
Pre-cut brown paper into tree trunks for the Tree Pictures activity.

Think about:

Encourage and praise children's efforts for the appropriate use of the Turtle Technique.



Week #17 Review Week

Choose one of the letter activities from the menu of activities in the manual. During alphabet review, focus on the letters that individual children are still working on identifying. This will mean that not all children will be focusing on the same review letters each review week. Use the alphabet center time to reinforce those specific letters by pointing them out to children on the letter wall, in the letter bucket, and while doing the alphabet activity. Children who are struggling with letter identification will benefit greatly from repeated, explicit exposure to the letter during alphabet center activity time and during other times of the school day.



Sound Game #40 Compound Word Game

Transition

Overview:

The teacher will verbally present a compound word made up of two one-syllable words by separating the syllables. Together with the teacher, the children will clap out and identify each of the two words.



Materials:

Pictures or props of the compound words used in the activity-optional

Introduce:



Today we're going to play a game with some words. I'm going to say a word in a silly way and we're going to clap the syllables in the word. Then you'll tell me what the word is.



Model:

I'll show you how to play the game. I'm going to say a word in a silly way. Sun-shine. Let's clap out the parts sun-shine. When I put the two parts of the word together, my word is sunshine. That's how we play the game. I have a picture of the sunshine here in the mystery box to show you.



Do:

Let's try it!

Repeat the activity using the compound words listed below or some of your own. Emphasize that the words have two parts or syllables.

Words

Rainbow	Baseball	Goldfish	Mailman
Sidewalk	Airplane	Football	Sailboat
Pancake	Snowball	Playground	Sandbox
Bedroom	Cowboy	Cupcake	Rowboat
Spaceship			



Sound Game #41 Compound Word Detectives II

This activity will be repeated twice during the week's Sound Games.

Transition

Overview:

The teacher will verbally present a compound word taking away one part of the word. The children will generate the remaining word part



Materials:

Picture cards or props of words you are presenting-optional



Introduce:

Today we're going to play our detective word guessing game again. I'm going to say a word, then take part of the word away. You're going to be a detective and help me figure out the part of the word that is left. Remember that's a person who helps figure out a mystery.



Model:

Hand gestures are a great way to help children "visualize" segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you're holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

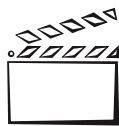
I'll remind you how to play our game. I'll say the word flashlight. (Put both hands together.)

Now I'll take away light in the word flashlight. (Put your "light" hand behind your back.)

Now I'm going to be a detective and figure out what is left in my word. (Keep your remaining "flash" hand extended, palm facing up.)

Hmm. I know! Flashlight take away light is flash.

Provide additional examples if the children do not seem to understand the task.



Do:

OK detectives. Let's play!

Continue playing the game, offering assistance when needed. Use the list of compound words below as you play the game. Follow the pattern in the modeling section for each word.

Words

Sandbox take away *box*
Playground take away *ground*
Snowball take away *ball*
Mailman take away *man*
Sidewalk take away *walk*
Bedroom take away *room*
Cupcake take away *cake*
Hallway take away *way*

Sailboat take away *boat*
Goldfish take away *fish*
Pancake take away *cake*
Baseball take away *ball*
Rainbow take away *bow*
Airplane take away *plane*
Football take away *ball*



Sound Game #42 Compound Word Detectives II

Transition

Overview:

The teacher will verbally present a compound word taking away one part of the word. The children will generate the remaining word part



Materials:

Picture cards or props of words you are presenting-optional



Introduce:

Today we're going to play our detective word guessing game again. I'm going to say a word, then take part of the word away. You're going to be a detective and help me figure out the part of the word that is left. Remember that's a person who helps figure out a mystery.



Model:

Hand gestures are a great way to help children “visualize” segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you're holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

I'll remind you how to play our game. I'll say the word flashlight. (Put both hands together.)

Now I'll take away light in the word flashlight. (Put your “light” hand behind your back.)

Now I'm going to be a detective and figure out what is left in my word. (Keep your remaining “flash” hand extended, palm facing up.)

Hmm. I know! Flashlight take away light is flash.

Provide additional examples if the children do not seem to understand the task.



Do:

OK detectives. Let's play!

Continue playing the game, offering assistance when needed. Use the list of compound words below as you play the game. Follow the pattern in the modeling section for each word.

Words

Sandbox take away *box*
 Playground take away *ground*
 Snowball take away *ball*
 Mailman take away *man*
 Sidewalk take away *walk*
 Bedroom take away *room*
 Cupcake take away *cake*
 Hallway take away *way*

Sailboat take away *boat*
 Goldfish take away *fish*
 Pancake take away *cake*
 Baseball take away *ball*
 Rainbow take away *bow*
 Airplane take away *plane*
 Football take away *ball*



More on Calming Down

Suggested Vocabulary

Angry	Love	Tadpole	Climb
Inside/Outside	Think	Friends	Over/Under
Trees	Frog	Play	Voice
Her	Rock	Wave	Home
Sad			



Day 1:

Book **When Sophie Gets Angry-Really, Really Angry...**
by Molly Bang

Show the book cover *"The title of this book is called [When Sophie Gets Angry – Really, Really Angry...](#) The woman who wrote this book and drew the pictures is Molly Bang. She is the author and the illustrator."*

"What do you think is the name of this little girl?"

Read the story, asking questions and encouraging comments and discussion

Pg. 5-6: *"How can you tell Sophie is angry?"*

Pg. 8-9: *"Why is Sophie roaring? Do you ever do that when you are mad?"*

Pg. 20-21: *"How does Sophie feel when she sits in the tree?"*

Pg. 30-31: *"What is her family doing now? What kinds of things do you do with your family?"*

Recall the story after reading *"What made Sophie feel so angry?"*
(Her mother said that her sister could have the toy gorilla, and then Sophie fell over the truck.)

"What does Sophie's voice sound like when she feels angry?" (It sounds like a roar.)

"Where did Sophie go to calm down?"
(She climbed into a tree and watched the waves.)

"How did Sophie feel when she went back to her home?"
(She felt calm. She did not feel angry anymore.)

"What do we do when we feel angry?"
(We do turtle to calm down.)

**Book****Day 2:**

When Sophie Gets Angry-Really, Really Angry...
by Molly Bang

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What is happening in this picture?”*

(Sophie is playing. Her sister grabs the toy gorilla.)

Pg. 3-4: *“Where did Sophie fall when her sister snatched the toy?”* (She fell over the truck.)

Pg. 5-6: *“Is it okay to feel angry?”*

Pg. 7-8: *“What do you think Sophie should do?”*

(Sophie should find a way to calm down. She could do turtle.)

Pg. 9-10: *“Is Sophie’s voice loud or soft?”*

(Her voice is as loud as a roar.)

Pg. 13-14: *“What does Sophie do when she goes outside?”*

(She runs.)

Pg. 15-16: *“How do you think Sophie is feeling in this picture?”* (She could feel sad and/or angry.)

Pg. 17-18: *“What does Sophie see and hear in this picture?”*

(She sees a rock, trees and ferns, and a bird.)

Pg. 19-20: *“What does Sophie do when she comes to the beech tree?”* (She climbs up the tree.)

Pg. 21-22: *“What is Sophie watching in this picture?”*

(She is watching the waves.)

Pg. 23-24: *“After Sophie sits outside for a while, what happens?”* (She starts to calm down.)

Pg. 25-26: *“How is Sophie feeling as she climbs back down the tree?”* (She is feeling better/calmer.)

“What will Sophie do next?”

Pg. 27-28: *“Is Sophie going to stay outside? Where will she go?”* (She will go back inside her home.)

“Look at Sophie’s face. How do you think she is feeling? How can you tell?”

Pg. 29-30: *“How does Sophie’s family feel about Sophie coming back home?”* (They feel happy because she is home.)

Page 33: *“What is Sophie drawing in her picture?”* (She is drawing her family inside their home.)

**EXTENSION
ACTIVITY****Tree Pictures****Materials:**

Pre-cut tree trunks from construction paper for each child, glue sticks, markers or crayons, small pieces of tissue paper.

Details: Children glue their tree trunk to a piece of paper and decorate the tree with small pieces of tissue, markers or crayons. Have conversations about what kinds of trees the children are making, what kind of tree Sophie climbed, and how Sophie felt when she sat in the tree.



Book

Day 3:

I'm Sorry
by Sam McBratney

Show the book cover

"The title of the book we are going to read today is I'm Sorry. The author is Sam McBratney. He wrote the words in our story. The illustrator is Jennifer Eachus. She drew the pictures."

"What are these children doing?"

Read the story, asking questions and encouraging comments and discussion

Pg. 3-4: *"What are these friends doing together? What do you do with your friends?"*

Pg. 17-18: *"Why do you think the friends were shouting? How did they feel?"*

Pg. 23-24: *"Why are the children playing alone? Are they happy? Why/why not?"*

Pg. 27-28: *"What happens when the friends say sorry? How do they feel now?"*

Recall the story after reading

"Where do the friends play everyday?"

(They play at each other's home.)

"What kinds of things did they play together?"

"What happened that made them upset with each other?"

"How did the children in the story become friends again?"



Day 4:

I'm Sorry

by Sam McBratney

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“What are they looking at in this tank?”* (Tadpoles)

Pg. 9-10: *“What do they play inside?”* (School, doctor)

Pg. 15-16: *“The little boy thinks his friend is _____”* (Nice)

Pg. 19-20: *“How do you think these children are feeling?”* (They are feeling sad and/or angry.)

Pg. 27-28: *“After the children say sorry, what happens?”* (They feel happy again.)

“Have you ever felt angry at a friend?”

What did you do so you could be friends again?”



EXTENSION ACTIVITY

Friendship Tree

Materials:

Precut heart shapes
(one large and
one small heart
per child), colored
construction paper,
crayons, stamps,
small stickers,
scissors, glue sticks,
tree branch
(optional)

Details:

Before beginning this activity talk with the children about the different kinds of things they like to do with friends. Give each child a large and a small heart. Children may decorate the large hearts any way they wish. On the small heart, write something the child says that he/she likes to do with his/her friend. Hang the small heart with yarn from a tree branch and send the large, decorated heart home with the child.



Ideas for Center Enrichment:

- 1) Place paper folded into cards, envelopes, and markers in the writing center. Children can make cards, put them in envelopes and give them to friends.
- 2) Set up a card shop in dramatic play area. Add card making supplies like envelopes and old greeting cards.
- 3) Have pictures of children and adults that present some problem solving dilemma. Ask the children what they would do. Record their answers on chart paper.
- 4) Set up an obstacle course. Give directions using the words over, under, inside and outside. Children can also place stuffed animals or dolls in the obstacle course activity.

Prop Enrichments:

Teacher may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Angry	Tadpole	Climb	Inside/Outside
Over/Under	Wave	Frog	Rock
Home	Sad		



Looking Ahead for Week #19:

Extensions:

Gather craft feathers, small pieces of fake fur fabric, and felt pieces for the Fur, Feathers, and Felt Animals activity.

Gather marbles and box lids for the Barn Animal Marble Painting activity.

Think about:

Look for opportunities to reinforce the Turtle Technique throughout the week.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #18 Qq

Write the word Quack clearly and legibly on a sentence strip. Underline the Q. You may choose to have a stuffed duck hold the strip as you introduce the letter Q.



This week our letter in the alphabet center is Q. Here's the letter Q in the word quack. (Point to the letter Q.) I like the quack sound a duck makes at the pond. Everyone will get a turn to do our activity with the letter Q in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #43 Classmate Clap

Transition

Overview:

The child will clap the syllables to his/ her first name.



Introduce:

Today we're going to play a clapping game with our names. We're going to clap the parts or syllables we hear in our names. Syllable is a big word! I'll tell you more about syllables.



Model:

I'll say my name: Ma-ry. When I said my name, I said it in parts. Those parts are called syllables. Now I'm going to clap the syllables or parts of my name. Ma-ry.

Clap as you say your name.

How many times did I clap? Yes! I clapped two times. Mary has two syllables or parts. Let's try again with Damon's name. Let's say it and clap it together. Da-mon. Let's do that again. Da-mon. How many times did we clap? That's right! We clapped two times. Damon has two syllables or parts.

Sometimes it can be helpful to point out to the children that their mouth or jaw will move each time they say a syllable in a word.



Do:

Now let's try it with your names.

Use the children's first names as you play the game.



Variation:

- 1) Have the children use different voices as they say the syllables while clapping. (whisper, loud voice, soft voice)
- 2) After the children have played the game a few times, have them clap the syllables in their last name, too.



Sound Game #44 Syllable Movement Game

Transition

Overview:

The teacher will present a movement word. The children will clap out the syllables in the word, and then act out the movement.



Introduce:

Today we're going to play a movement game. I'm going to say a movement word. Then we'll clap out the syllables or parts of the word. After we clap, we'll act out the movement word.



Model:

I'll show you how to play. Let's all clap out the syllables or parts of the word swim-ming. Let's all say it and clap. Swim-ming. Great! Let's say it again.

Repeat the word and clapping with the group.

How many times did we clap? Right, we clapped two times. Swimming has two parts or syllables. Now let's all pretend we're swimming. Great job. I saw your arms really moving!



Do:

Now let's try another movement word.

Repeat the activity using a variety of movement words.

Examples

Jump: Now we're going to jump.

March-ing: Let's do some marching.

Bend

Danc-ing

Flap-ping

Hop-ping

Slith-er-ing

Walk-ing

Shake

Fly-ing

Reach-ing

Tip-toe-ing

Slid-ing

Crawl



Variation:

Have the children generate different ways to move.



Sound Game #45 Classmate Clap

(Complete the activity using one of the variations described below.)

Transition

Overview:

The child will clap the syllables to his/ her first name.



Introduce:

Today we're going to play a clapping game with our names. We're going to clap the parts or syllables we hear in our names. Syllable is a big word! I'll tell you more about syllables.



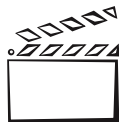
Model:

I'll say my name: Ma-ry. When I said my name, I said it in parts. Those parts are called syllables. Now I'm going to clap the syllables or parts of my name. Ma-ry.

Clap as you say your name.

How many times did I clap? Yes! I clapped two times. Mary has two syllables or parts. Let's try again with Damon's name. Let's say it and clap it together. Da-mon. Let's do that again. Da-mon. How many times did we clap? That's right! We clapped two times. Damon has two syllables or parts.

Sometimes it can be helpful to point out to the children that their mouth or jaw will move each time they say a syllable in a word.



Do:

Now let's try it with your names.

Use the children's first names as you play the game.



Variation:

- 1) Have the children use different voices as they say the syllables while clapping. (whisper, loud voice, soft voice)
- 2) After the children have played the game a few times, have them clap the syllables in their last name, too.



Calm Feelings

Suggested Vocabulary

Barn	Far/Near	Sheep	Bed
Foal	Sky	Bee	Her
Stars	Calf	Horse	Sun
Cat	Moon	You	Cow
Nest	Your	Dog	River



Day 1:

Book **Night In The Country**
by Cynthia Rylant

Show the book cover

“The title of this book is Night In The Country. The author is Cynthia Rylant. She is the person who wrote the words. The illustrator who drew the pictures is Mary Szilagyi.”

“What do you see in this picture?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“Is it daytime or night time in this picture? How can you tell?”*

Pg. 9-10: *“What shines in the sky at night?”*

Pg. 21-22: *“What animal is sleeping? Which animal is awake?”*

Pg. 25-26: *“What do people do in the daytime?”*

Pg. 27-28: *“What do you see flying up in the sky?”*

Recall the story after reading

“What is in the sky when it is night in the country?” (Stars, moon)

“What are the animals in the barn going to do?”

(They are going to sleep.)

“Do you think the calf feels calm and relaxed while it is lying near its mother?”

“The people and animals felt relaxed when it was night in the ____.” (Country)



Book

Day 2:

Night In The Country
by Cynthia Rylant

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What do the people do at night?”* (They go to sleep.)

Pg. 5-6: *“Where do the frogs live?”* (They live in the river.)

Pg. 7-8: *“Why do you think this cat is sitting near the window?”* (The cat wants to look outside.)

Pg. 9-10: *“Why does the dog get up?”*
(The dog gets up to drink its water.)

“How do you think the animals feel?” (Sleepy, tired)

Pg. 11-12: *“If you are quiet, what could you hear fall from the tree at night?”*
(You could hear an apple fall from the tree.)

Pg. 15-16: *“What animals are near the tree?”*
(The rabbits are near the tree.)

Pg. 17-18: *“What does the cat see on the wall?”*
(The cat sees its shadow.)

Pg. 21-22: *“Where are the cow and the pig sleeping?”* (In the barn)

Pg. 23-24: *“What is flying far above the fields and the river?”* (a bird)

Pg. 25-26: *“What comes after the night time?”* (Daytime)

“What comes up at the end of the story?” (The sun comes up.)

“What do you do early in the morning at your home?”

Pg. 27-28: *“What is flying far above the farms now?”* (A kite)

**EXTENSION
ACTIVITY****Barn Animal
Marble
Painting****Materials:**

Pre-cut barn animal shapes, paint in containers with spoons, marbles, box lids with sides so the marble doesn't roll out

Details:

Give each child a box lid. Let each child choose an animal shape. Let each child spoon some paint onto the shape. Children may decorate their animal by rolling a marble around in the box. Talk with the children about their animals as they are painting.



Book **Day 3:**
Time For Bed
by Mem Fox

**Show the
book cover**

*“The title of this book is Time For Bed.
The author who wrote the words is Mem Fox.
The illustrator who drew the pictures is Jane Dyer.”*

“What time of day do you think it is?”

**Read the
story, asking
questions and
encouraging
comments and
discussion**

Pg. 1-2: *“How does that little mouse feel?”* (Tired)

Pg. 7-8: *“Does the little calf look tired? Why/Why not?”*

Pg. 11-12: *“What do you see coming out of the big fish’s mouth?”*

Pg. 15-16: *“Where do the birds sleep?”*

Page 25-25: *“What’s this child’s mom doing?
What do you think the little girl is going to do?”*

**Recall the
story after
reading**

“What were some of the animals you saw in this story? What were they all doing?”

*“What do you do each night before you go to bed?
How do you feel when you go to bed?”*



Book

Day 4:**Time For Bed**
by Mem Fox**“Walk through”
and talk about
the book with
the children****Pg. 3-4:** *“What is in the nighttime sky?”* (Stars and the moon)**Pg. 9-10:** *“What kind of animal is the foal’s mother?”*
(The foal’s mother is a horse.)**Pg. 13-14:** *“What kind of animal is getting ready to sleep in
this picture?”* (Sheep)**Pg. 17-18:** *“What kind of animal is in this picture?”* (A bee)**Pg. 23-24:** *“How do the animals feel?”*
(Tired, sleepy, calm, relaxed)**EXTENSION
ACTIVITY****Fur, Feathers,
and Felt
Animals****Materials:**

Large piece of bulletin board paper, craft feathers, small pieces of fake fur and felt, glue, markers or crayons, construction paper.

Details:

Children create their own animals with the materials. Talk with the children about their drawings. You may extend this activity by captioning the pictures using the children's words.



Ideas for Center Enrichment:

- 1) Count, group, and graph small animal manipulative toys.
- 2) Follow a rebus recipe chart for making frozen yogurt shakes.
- 3) Plan a day when the children may wear pajamas to school.
- 4) Add colored chalk to the art area. Point out that the illustrator may have used chalk to draw the pictures in **Night in the Country**.
- 5) Add a barn to the block area. The children can use blocks to make a barn, fence, etc. This free play affords another opportunity to have conversations and use the vocabulary words in context.
- 6) Sing animal songs such as Old MacDonald, Bingo, Baa Baa Black Sheep.
- 7) Put animal puppets in the block, book and library area.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Barn	Far/Near	River	Bee
Foal	Sheep	Calf	Moon
Sky	Cow	Nest	Stars



Looking Ahead for Week #20:

Extensions:

Pre-cut simple cake shapes and strips of paper for the Happy Birthday, Little Gorilla activity.

Pre-cut simple house shapes and gather cotton balls for the Home Pictures activity.

Think About:

Look for opportunities throughout the week to support and comment on children's sharing behaviors during mealtimes, clean up, and center times.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #19 Rr

Write the word Relaxed clearly and legibly on a sentence strip. Underline the R.



This week our letter in the alphabet center is R. I really like it when I'm calm and feel relaxed. Here's the letter R in the word relaxed. (Point to the letter R.) Everyone will get a turn to do our activity with the letter R in the alphabet center sometime this week.

Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Letter Activity



Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #46 Syllable Movement Game

Transition

Overview:

The teacher will present a movement word. The children will clap out the syllables in the word, and then act out the movement.



Introduce:

Today we're going to play a movement game. I'm going to say a movement word. Then we'll clap out the syllables or parts of the word. After we clap, we'll act out the movement word.



Model:

I'll show you how to play. Let's all clap out the syllables or parts of the word swim-ming. Let's all say it and clap. Swimming. Great! Let's say it again.

Repeat the word and clapping with the group.

How many times did we clap? Right, we clapped two times. Swimming has two parts or syllables. Now let's all pretend we're swimming. Great job. I saw your arms really moving!



Do:

Now let's try another movement word.

Repeat the activity using a variety of movement words.

Examples

Jump: Now we're going to jump.

March-ing: Let's do some marching.

Bend

Danc-ing

Flap-ping

Hop-ping

Slith-er-ing

Walk-ing

Shake

Fly-ing

Reach-ing

Tip-toe-ing

Slid-ing

Crawl



Variation:

Have the children generate different ways to move.



Sound Game #47 Syllable Movement Game

Complete the activity using the variation described below.

Transition

Overview:

The teacher will present a movement word. The children will clap out the syllables in the word, and then act out the movement.



Introduce:

Today we're going to play a movement game. I'm going to say a movement word. Then we'll clap out the syllables or parts of the word. After we clap, we'll act out the movement word.

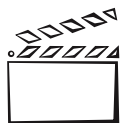


Model:

I'll show you how to play. Let's all clap out the syllables or parts of the word swim-ming. Let's all say it and clap. Swimming. Great! Let's say it again.

Repeat the word and clapping with the group.

How many times did we clap? Right, we clapped two times. Swimming has two parts or syllables. Now let's all pretend we're swimming. Great job. I saw your arms really moving!



Do:

Now let's try another movement word.

Repeat the activity using a variety of movement words.

Examples

Jump: Now we're going to jump.

March-ing: Let's do some marching.

Bend

Danc-ing

Flap-ping

Hop-ping

Slith-er-ing

Walk-ing

Shake

Fly-ing

Reach-ing

Tip-toe-ing

Slid-ing

Crawl



Variation:

Have the children generate different ways to move.



Sound Game #48 What is it?

Transition

Overview:

A child picks an item from the mystery box. The group then identifies the object and claps out the syllables in the word.



Materials:

Small objects with varying syllable lengths (picture cards could also be used)

Box



Introduce:

Today we're going to play a game with the mystery box. Everyone will get a chance to pick something from the mystery box. Then we'll say the name of the object and clap out the syllables. Review the names of objects in the box with the children.



Model:

I'll show you how to play. I'm going to pick something from the box. What did I pick? Yes. I picked a crayon. Let's all say crayon and clap out the syllables or parts of the word. Cray-on. How many times did we clap? Right. We clapped two times. Crayon has two syllables.



Do:

Now let's have you try.

Continue playing the game.



Variation:

Have the children clap and give responses in a whisper voice, soft voice, loud voice, etc. for variety.



Sharing and Caring - Part 1

Suggested Vocabulary

Because	Go	Lion	Boat
Her	Love	Box	Him
Room	Call	His	Through
Change	Home	Tree	City
Kind	Uncle	Forest	Lake
Giraffe	Letter		



Book

Day 1:

Two Homes

by Claire Masurel

Show the book cover

“The title of the book we are going to read today is Two Homes. The author, the person who wrote the words, is Claire Masurel. The illustrator is Kady MacDonald Denton. She drew the pictures.”

“What is the child holding? I wonder who the people are in these pictures.”

Read the story, asking questions and encouraging comments and discussion

Pg. 7-8: *“Why does Alex have two houses?”*

Pg. 9-10: *“Do his two rooms look the same or different? How?”*

Pg. 11-12: *“What is Alex doing with his daddy? What is he doing with his mommy?”*

Pg. 15-16: *“What are Alex and his daddy making? What about Alex and his mommy?”*

Pg. 25-26: *“How does Alex feel about his parents? How can you tell?”*

Recall the story after reading

“Does Alex’s mommy live in the city or in the country?”
(Her home is in the city.)

“How can Alex talk to his mommy if he is at his daddy’s home?” (His mommy can call him on the telephone.)

“What does Alex do at his daddy’s home by the lake?”
(He plays in the sand and he plays with the dog.)

“Do Alex’s mommy and daddy love him if he is not with them?”

“How does Alex feel?” (Loved, happy, ne)



Book

Day 2:

Two Homes

by Claire Masurel

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What is this boy’s name?”*

Pg. 3-4: *“Where is he putting these pictures of his mother and father?”* (On the wall in one of his rooms)

Pg. 5-6: *“What is this next to his daddy’s home?”* (A lake)

Pg. 7-8: *“Where are Alex and his mother?”* (In the city)

Pg. 9-10: *“What letter is on the toy box?”* (The letter “A”)

Pg. 11-12: *“What kind of pets does Alex have in his two rooms?”* (He has a dog and fish.)

“How does daddy feel?” (Happy)

“How does Alex feel?” (Happy)

“How can you tell?” (He is smiling.)

Pg. 15-16: *“What is happening on these pages?”*

(Alex and his friends are playing with rabbits and playing dress up.)

Pg. 19-20: *“What does Alex play with in his bathtub at daddy’s home?”* (Boats, ball)

Pg. 21-22: *“Who do you think called Alex?”*

Pg. 25-26: *“Can Alex love his daddy if he is with his mommy?”*

“How do you think Alex feels with his daddy and his mommy?” (Happy, loved)



EXTENSION ACTIVITY

Home Pictures

Materials:

Paper, glue, twigs,
pre-cut simple
house shapes,
fabric scraps,
markers, smocks

Details:

Let the children create pictures of their homes and yards using the materials listed. Have conversations about which materials the children are using, what they are making, what they like to do at their own homes, etc.



Day 3:

Book **Little Gorilla**
by Ruth Bornstein

Show the book cover

“The title of this book is Little Gorilla.

Ruth Bornstein is the author and she is also the illustrator. She wrote the words and drew the pictures for this story.”

“Do you think this book is about an old gorilla or a baby gorilla?”

Read the story, asking questions and encouraging comments and discussion

Pg. 3-4: *“How can you tell that Little Gorilla’s parents love him?”*

Pg. 7-8: *“How are little Gorilla’s friends helping him?”*

Pg. 9-10: *“Does the big snake like Little Gorilla? How can you tell?”*

Pg. 21-22: *“Whose foot do you think that is? Is it big or little?”*

Pg. 25-26: *“Do his friends still love him? How can you tell?”*

“How big was Little Gorilla at the beginning of the story?”

(He was very tiny.)

“What about at the end?” (He was very big.)

“Do you think Little Gorilla’s mother and father, aunts and uncles, and friends still love him as he gets bigger?”

(Little Gorilla grew up but everyone still loves him.)

“Little Gorilla changed because he was growing up.

How do you look different from when you were a baby?”



Book

Day 4:

Little Gorilla
by Ruth Bornstein

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“What is his father doing because he loves Little Gorilla?”* (He is kissing his hand.)

Pg. 7-8: *“What animal friends did Little Gorilla see in the trees as he went through the forest?”*

(A parrot and a monkey)

Pg. 15-16: *“How is Little Gorilla making his friend the lion roar his loudest roar?”*

(He is pulling on the lion’s tail.)

Pg. 21-22: *“Look at Little Gorilla’s hand? Has it changed?”*

(It is bigger.)

“Why do you think it has changed?”

Pg. 27-28: *“Why did everybody come to see Little Gorilla?”* (They came to see him because it was his birthday.)

“What can you do now that you couldn’t do when you were still a baby?”



EXTENSION ACTIVITY

Happy Birthday, Little Gorilla

Materials: Pre-cut cake shapes, construction paper strips for candles, glue, markers or crayons, assorted collage materials to decorate cake.

Details:

Children decorate their cakes with candles, collage materials and markers or crayons. Talk with children about how they celebrate special occasions, and what kinds of cake or foods they like to eat.



Ideas for Center Enrichment:

- 1) Provide various size boxes and glue for children to build small houses.
- 2) Add a dollhouse or dollhouse furniture to the block area.
- 3) Add jungle animals to the block area or library area.
- 4) Provide paper, scissors and tape in the block area. Children could create trees for the jungle animals.
- 5) Paint a large paper tree and hang it on the wall. Measure the height of each child and put his name on the tree. Re-check throughout the year to measure the children's growth.

Prop Enrichments:

Teachers may use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Boat	Forest	Letter	Box
Giraffe	Lion	City	Lake
Room			



Looking Ahead for Week #21:

Extensions:

Collect a variety of seeds for the Seed Collage activity.

Think about:

Look for opportunities throughout the week to support and comment on children's caring behaviors during group times, center times, and clean-up times.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #20 Pp

Write the word picture clearly and legibly on a sentence strip. Underline the P.



This week our letter in the alphabet center is P. Here's the letter P in the word picture. (Point to the letter P.) Everyone will get a turn to do our activity with the letter P in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #49 Word Game

Overview:

The teacher will select an object from the mystery box without showing the children. The teacher will then say the object word syllable by syllable. The teacher will encourage the children to figure out each word.



Materials:

Small objects of varying syllable length or picture cards

Box



Introduce:

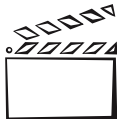
Today we're going to play a silly word game. I'm going to say a word one syllable at a time. The word I say will be something from our mystery box. You'll have to tell me the word.



Model:

I'll show you how to play. I'm going to say a word one syllable at a time. Mon-key. What is my word? You're right. My word is monkey. Great job! Let's all say the word monkey.

Hold up the monkey from the mystery box. Do additional examples if necessary.



Do:

Remember. I'll say the word one syllable at a time. You'll tell me the word. Let's play!

Play the game using words from a favorite story, song or with small items or picture cards.



Variation:

Have the children generate some of their favorite words.



Sound Game #50 What is it?

(Complete the activity using one of the variations described below.)

Transition

Overview:

A child picks an item from the mystery box. The group then identifies the object and claps out the syllables in the word.



Materials:

Small objects with varying syllable lengths (picture cards could also be used)

Box



Introduce:

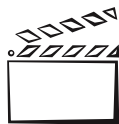
Today we're going to play a game with the mystery box.

Everyone will get a chance to pick something from the mystery box. Then we'll say the name of the object and clap out the syllables. Review the names of objects in the box with the children.



Model:

I'll show you how to play. I'm going to pick something from the box. What did I pick? Yes. I picked a crayon. Let's all say crayon and clap out the syllables or parts of the word. Cray-on. How many times did we clap? Right. We clapped two times. Crayon has two syllables.



Do:

Now let's have you try.

Continue playing the game.



Variation:

Have the children clap and give responses in a whisper voice, soft voice, loud voice, etc. for variety.



Sound Game #51 Word Game

Overview:

The teacher will select an object from the mystery box without showing the children. The teacher will then say the object word syllable by syllable. The teacher will encourage the children to figure out each word.



Materials:

Small objects of varying syllable length or picture cards

Box



Introduce:

Today we're going to play a silly word game. I'm going to say a word one syllable at a time. The word I say will be something from our mystery box. You'll have to tell me the word.



Model:

I'll show you how to play. I'm going to say a word one syllable at a time. Mon-key. What is my word? You're right. My word is monkey. Great job! Let's all say the word monkey.

Hold up the monkey from the mystery box. Do additional examples if necessary.



Do:

Remember. I'll say the word one syllable at a time. You'll tell me the word. Let's play!

Play the game using words from a favorite story, song or with small items or picture cards.



Variation:

Have the children generate some of their favorite words.



Sharing and Caring II

Suggested Vocabulary

Above/Below	Rainbow	Summer	Bulb
Root	Toward	Flowers	Seeds
Up/Down	Garden	Soil	Window
Ground	Some	Plants	Spring



Book

Day 1:

Flower Garden
by Eve Bunting

Show the book cover

*"The title of this book is Flower Garden.
The author of this book is Eve Bunting. She wrote the words.
Kathryn Hewitt is the illustrator. She drew the pictures."*

"What was planted in this garden?"

"Have you ever planted anything in a garden?"

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *"What does the little girl have in her shopping cart?"*

Pg. 5-6: *"Where are the little girl and her dad going now?"*

Pg. 11-12: *"How does she feel after walking up all those steps?"*

Pg. 17-18: *"Where are they putting the flowers?"*

Pg. 27-28: *"Whose birthday is it?"*

Recall the story after reading

"What did the girl make?"

"Where did she get the flowers?"

"What special day was it for Mom?"

*"How did the mom feel when she saw the flowers?
How could you tell?"*



Book

Day 2:

Flower Garden
by Eve Bunting

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What color flowers did the girl buy?”*
(She bought red, white, yellow, and purple flowers.)

“Where are the flowers at the beginning of the story?”
(They are in the shopping cart.)

“Where do the flowers go next?”
(They bring the flowers to the checkout stand.)

Pg. 3-4: *“How does the store clerk feel?”* (Happy)
“How can you tell?” (She is smiling.)

Pg. 5-6: *“Where are the girl and her father walking?”*
(They are walking toward the bus stop.)

“Where’s the next place they take the flowers?”
(They take the flowers on the bus.)

Pg. 7-8: *“How do the people on the bus feel?”*

Pg. 9-10: *“What is she carrying up the stairs?”*
(She is carrying things to make a flower garden.)

Pg. 11-12: *“After they get home, what do they do with the flowers?”* (They plant them in the flower box.)

Pg. 13-14: *“What do they put the roots in so the flowers will grow?”* (They put the roots in soil.)

Pg. 17-18: *“Next, where do they put the garden box?”*
(They put the box on the window ledge high above the street.)

Pg. 19-20: *“A ladybug is on her hand. Look at her face.
How do you think she feels?”* (Happy, curious)

Pg. 23-24: *“Who does she see down below?”* (She sees her mother.)

Pg. 27-28: *“How did the girl share her flower box with her mother?”* (She gave it to her for a birthday gift.)

“How does the mom feel when she sees her birthday gift?”

“How does the little girl feel? How can you tell?”

“How do you feel when you receive a birthday gift?”



EXTENSION ACTIVITY

Garden Flowers

Materials:

Small scraps of construction paper in a variety of colors, glue, paper for background, scissors, markers or crayons

Details:

Let the children use the scraps of construction paper to make a garden picture. Talk with the children about their pictures. Ask children about the colors they are using, what they put in their pictures, and their experiences planting seeds and growing flowers or other plants. The teacher may caption the pictures, or compile the pictures into a class book.



Day 3:

Book **Planting A Rainbow**
by Lois Ehlert

Show the book cover

*“The title of this book is Planting A Rainbow.
The author is Lois Ehlert. She wrote the words.
She is also the illustrator, the person who drew the pictures.
“What do you think we will see in this book?”*

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What’s the first thing we need to do to grow a garden?”* (We have to plant the bulbs.)
Pg. 5-6: *“What is growing below the bulbs in the soil?”* (Roots)
“What is starting to grow above the soil?” (Plants and lowers)
“In what season do plants and flowers grow up from the ground?” (Spring)
Pg. 9-10: *“What’s happening to these plants?”*
Pg. 11-12: *“What colors do you see on these flowers?”*

Recall the story after reading

“What was put in the soil so that flowers and plants would grow?” (Seeds and bulbs were put in the soil.)
“What happened after the seeds and bulbs were planted?”
“What do plants need to grow?”
“What can we do with flowers after they grow?”



Book

Day 4:

Planting A Rainbow

by Lois Ehlert

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What are these things planted in the ground called? When do we plant them?”*

Pg. 3-4: *“What will these seeds grow into?”*

“What kinds of flowers will grow?”

Pg. 5-6: *“What’s happening to help the flowers grow?”*

Pg. 7-8: *“Where do they go to buy seedlings?”*

Pg. 9-10: *“What do we do with the seedlings?”*

Pg. 11-12: *“What’s happening in the garden now?”*

Pg. 13-14: *“What are some colors of these flowers?”*

Pg. 27-28: *“How do you think those flowers look in the house?”*

Pg. 29-30: *“How do you feel when you see flowers in the garden?”*



EXTENSION ACTIVITY

Seed Collage

Materials:

A variety of seeds in various sizes and shapes, glue, paper

Details:

Let the children create individual seed collages with the materials listed. Talk with the children as they create their seed collages. Ask about what size seeds they are using, if they have ever planted seeds before, and what they are creating with the seeds.



Ideas for Center Enrichment:

- 1) Add plastic flowers, flower pots, and plastic shovels to dramatic play.
- 2) Count, sort, and graph plastic flowers.
- 3) Let children use eyedroppers to drop various colored paint or food coloring dyed water on coffee filters.
- 4) Make flower and seed catalogues available for children. They may choose to cut out the pictures and glue them onto paper.
- 5) Help children sequence pictures depicting growth from seed to flower.
- 6) Play music. Have the children pretend to be seeds and slowly grow into flowers.
- 7) If fresh flowers are available, put them in colored water and watch the color move through the stem to the flower.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Above/Below	Rainbow	Toward	Bulb
Root	Window	Ground	Seeds
Plants	Soil		



Looking Ahead for Week #22:

Extensions:

Collect recycled wrapping paper and bows for the Wrapping Paper Collage activity.

Think about:

Look for opportunities to support and nurture children's friendships by complimenting children on how they are playing with one another.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #21 Yy

Write the word You clearly and legibly on a sentence strip. Underline the Y.



This week our letter in the alphabet center is Y. I always look forward to giving you compliments when you're the special kid for the day. Here's the letter Y in the word you. (Point to the letter Y.) Everyone will get a turn to do our activity with the letter Y in the alphabet center sometime this week.

Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Letter Activity



Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #52 Word Game

Overview:

The teacher will select an object from the mystery box without showing the children. The teacher will then say the object word syllable by syllable. The teacher will encourage the children to figure out each word.



Materials:

Small objects of varying syllable length or picture cards

Box



Introduce:

Today we're going to play a silly word game. I'm going to say a word one syllable at a time. The word I say will be something from our mystery box. You'll have to tell me the word.



Model:

I'll show you how to play. I'm going to say a word one syllable at a time. Mon-key. What is my word? You're right. My word is monkey. Great job! Let's all say the word monkey.

Hold up the monkey from the mystery box. Do additional examples if necessary.



Do:

Remember. I'll say the word one syllable at a time. You'll tell me the word. Let's play!

Play the game using words from a favorite story, song or with small items or picture cards.



Variation:

Have the children generate some of their favorite words.



Sound Game #53 Partner Syllables

Overview:

The teacher says each of the separate syllables of a word. The teacher then “assigns” a particular syllable of a word to a specific child. The “syllable children” then stand next to each other and say their sounds. The teacher and the rest of the group help to blend the syllables together to form the word.



Introduce:

We’ve clapped the syllables in our names and other words before. Today we’re going to play a different syllable game. Everyone will get a chance to play.



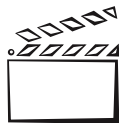
Model:

I’ll show you how to play. I’m going to say the syllables of a word. Win-ter. One of my friends is going to be “win” and and I’m going to be “ter.”

Pick one child who will say a syllable in the word while standing next to you. Clearly model and guide the children through this process.

Now we’ll all listen and try to figure out the word. Win-ter. Winter. Right. Our word is winter. Terrific.

Do additional examples if the children do not understand the task.



Do:

Now let’s play the game.

Word List

Ta-ble	Gi-raffe	El-e-phant	Chick-en
Di-no-saur	Flow-er	Chil-dren	Com-put-er
Hap-py	Tel-e-phone	Car-pet	Pi-an-o
Wa-ter	Bas-ket-ball	Mu-sic	Ham-burg-er
Ti-ger	Ba-nan-a	Ham-mer	But-ter-fly
Pic-ture	To-ma-to	Spi-der	Bi-cy-cle
Li-on	Piz-za	Cal-en-dar	Kan-ga-roo
Sal-ad	Pen-cil	Mos-qui-to	Li-brar-y
Tea-cher			



Sound Game #54 Bentley Bear's Story

Overview:

The children will listen to a story of Bentley Bear's adventures and will identify the things Bentley Bear found on his trip through the forest. The teacher will say the names of the things Bentley found one syllable at a time.



Materials:

A stuffed bear or puppet-optional, but helpful
Box of story props of things Bentley finds on his adventure-optional



Introduce:

Today we're going to listen to the story of Bentley Bear. Bentley is a very adventurous bear who likes to find things in the forest. When he finds something in the forest, he says the name of the thing in a silly way. You'll help me figure out what he finds as I read the story.



Model:

Here is Bentley. I'll tell you about how Bentley Bear talks. When he sees a table, he says ta-ble. When he sees a carpet, he says car-pet. As I tell the story, you'll hear Bentley's silly words. Then you'll help me figure out the words.



Do:

As you tell the story, remember to clearly say each syllable in the "silly" words. *Now I'm going to read a story about Bentley Bear.* Have Bentley sit next to you. *One day, Bentley Bear left his cave and went walking in the forest. Now Bentley is a very curious bear and loves to look for things on his walks. As he was walking along, he saw a pond. In the pond was a tur-tle.* Tell the children that this is one of his silly words and ask what word it could be. *You're right. He saw a turtle.* Show the toy turtle if you're using props. Continue with the story in this manner. *He picked up the turtle, said hello, and put the tur-tle back in the pond. As he walked along he saw some flow-ers. He picked the flow-ers and put them in his backpack. He wanted to give the flowers to his mom when he went home. He walked by a tree and saw a rob-in. He said hello to the ro-bin and walked along. After a while, he saw a little rac-coon by a tree. He asked the rac-coon to come along on the walk. As they were walking, Bentley and the raccoon talked about all the an-i-mals in the forest. All of a sudden, while they were talking, Bentley spotted a pup-py in the woods. The pup-py looked sad. Bentley and the raccoon asked the puppy what was wrong. The puppy said he was lost. Bentley and the raccoon helped the puppy find his way home. After they took the puppy home, Bentley and the raccoon started back to the forest. As they were walking, they saw an el-e-phant. This was very surprising, since you don't usually see an el-e-phant in the forest. He walked over to the elephant and said, "Hi my name is Bentley. Why are you in the forest?" The elephant said she was going to visit a friend. Bentley asked if the elephant would like to walk with them through the forest. All the animals walked along together, talking and laughing. As they were walking, Bentley saw some rasp-ber-ries on a bush. He asked his friends if they would like any rasp-ber-ries. He picked some raspberries for his friends and then they walked back to Bentley's den. It was now time to say good-bye to everyone. Raccoon and elephant had to get back to their homes too. When Bentley was inside his home, he took the flow-ers out of his back-pack and hung his back-pack on his hook. Then Bentley gave the flow-ers to his mom. His mom gave him a big hug. It had been a great day of making new friends and helping new friends!*



A Special Day

Suggested Vocabulary

Because	Light	She	Bow
Little/Big	Snail	Candle	New/Old
They	Clothes	Party	Give
Wrapped/Unwrapped		Present	Your
His	Ribbon		



Book

Day 1:

Happy Birthday, Sam
by Pat Hutchins

Show the book cover

*“The title of this book is Happy Birthday, Sam.
The author and illustrator is Pat Hutchins.
She wrote the words and drew the pictures.”*

“What do you think this boy’s name is?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What special day is it?”* (Sam’s birthday)

Pg. 5-6: *“Could Sam reach his clothes by himself?”*

Pg. 11-12: *“What do Sam’s mother and father give him for his birthday?”*
(They give him a new sailboat.)
“What is on the boat?” (A bow)

Pg. 21-22: *“Do you think Sam will be able to get his clothes by himself every morning? How?”*

Pg. 25-26: *“How does Sam finally get to sail his boat in the sink by himself?”*

Recall the story after reading

“Do you think Sam is happy to be older now?”

“Are there things at school or at your home that you can’t reach just like Sam?”

“Who helps you when you can’t reach them?”



Book

Day 2:

Happy Birthday, Sam
by Pat Hutchins

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“Why can’t he turn on the light?”* (He can’t turn it on because he is not big enough to reach the light switch.)

Pg. 7-8: *“What is happening on this page?”*

(Sam can’t brush his teeth because he can’t reach the sink.)

Pg. 13-14: *“Who opens the door?”*

(Sam’s father is the one who opens the door.)

“What do they see when they open the door?”

(They see the mailman holding a package.)

Pg. 15-16: *“Who gave this present to Sam?”*

(Grandpa gave the present to Sam.)

“What present did Grandpa give him?” (He gave him a little chair.)

Pg. 19-20: *“How does Sam reach the light switch now?”*

(He stands on the chair.)

Pg. 25-26: *“How do you think Sam feels when he finally gets to sail his boat in the sink by himself? Why do you think he feels that way?”*



EXTENSION ACTIVITY

Party Hats

Materials:

Paper plates, yarn, markers, stickers, colored tissue, glue sticks, paper or construction paper

Details:

The teacher provides paper plates with two holes punched and string tied to the two sides of the paper plate party hat. Children decorate their hat with stickers, markers, and construction paper or tissue paper. Talk with children about what kind of hat they're making, when they might wear a hat, and what kinds of different hats other people wear like a baseball player or police officer.



Day 3:

Open Book Choice

Open book choices are included throughout the curriculum to give teachers an opportunity to incorporate some of their favorite books into the lessons. During open book weeks, teachers are encouraged to follow the same outline that is in other interactive reading lessons:

Show the book cover

“The title of the book we are going to read is (book name). The author who wrote the words is (author). The illustrator who drew the pictures is (illustrator).”

(Ask a question about the book cover. For example, “What kinds of animals do you think will be in this story?” If you start with a yes/no question or a simple or one-word answer, try following it up with a more challenging question.)

Read the story, asking questions and encouraging comments and discussion

Read the book with the children, asking questions that encourage discussion. Some examples of good questions are:

“What’s happening on this page?”

“What are these people doing?”

“How do you think they are feeling? How can you tell?”

“What’s going to happen next? Why do you think so?”

“Why do you think the boy is?” (Sad, happy, etc.)

Additionally, look for opportunities to discuss vocabulary words from the story that might be new and challenging to children. For example, in a book about construction vehicles, you may have the opportunity to use words like *backhoe* and *excavator* that the children might not know; similarly, a book about gardening might give you the chance to present the word *soil* instead of *dirt*.

Recall the story after reading

After reading the book, ask questions that help the children to remember the story events in order. Questions like:

“What was the first animal that visited?”

“What happened next?”

“What was the child looking for?”

“Why were they happy at the end of the story?”



Day 4:

“Walk through” and talk about the book with the children

Look through the book and talk with the children about the characters and events without actually re-reading the text. Since the book will have already been read on Day 3, this is a chance to challenge the children to remember the events of the story, remember the sequence of the events, and remember important things about the characters like their feelings, and how and why they acted in a certain way.



EXTENSION ACTIVITY

Wrapping Paper Collage

Materials:

Recycled pieces of wrapping paper and ribbon, glue, scissors, pieces of construction paper

Details:

Children cut or tear up small pieces of wrapping paper and ribbon, and glue them on a piece of construction paper to make a collage. Talk with children about what kinds of things could be wrapped, what kinds of things might be more challenging to wrap and what gifts might be fun to receive.



Ideas for Center Enrichment:

- 1) Put out colored wrapping paper, tape, scissors, stick-on bows and small boxes or objects to be wrapped.
- 2) Put out paper party hats, crepe paper streamers, party plates and plastic utensils.
- 3) Add card making materials to the writing center.
- 4) Using newspaper or paper plates, children can make party hats.
- 5) Using a variety of patterned wrapping paper, cut out 2 identical patterns. Have them available for children to match.
- 6) Use peg boards as birthday cakes. Children pretend the pegs are candles.
- 7) Play party games indoors or outdoors like Duck-Duck-Goose, Pin the Tail on the Donkey, Farmer in the Dell or Musical Chairs. (Don't take any chairs away.)

Prop Enrichments:

Teachers may choose to use small props to represent the vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Bow	Little/Big	Ribbon	Candle
Party	Wrapped/Unwrapped		Clothes
Present			



Looking Ahead for Week #23:

Extensions:

Tear paper or have the children tear paper for the Collage Animal Picture activity.

Gather the dot painters for the Dot Chameleon Picture activity.

Think about:

Look for opportunities to model advanced complimenting with children. For example, you might say, "You were kind when you helped Chris put on his jacket."



Week #22 Review Week

Choose one of the letter activities from the menu of activities in the manual. During alphabet review, focus on the letters that individual children are still working on identifying. This will mean that not all children will be focusing on the same review letters each review week. Use the alphabet center time to reinforce those specific letters by pointing them out to children on the letter wall, in the letter bucket, and while doing the alphabet activity. Children who are struggling with letter identification will benefit greatly from repeated, explicit exposure to the letter during alphabet center activity time and during other times of the school day.



Sound Game #55 Partner Syllables

Overview:

The teacher says each of the separate syllables of a word. The teacher then “assigns” a particular syllable of a word to a specific child. The “syllable children” then stand next to each other and say their sounds. The teacher and the rest of the group help to blend the syllables together to form the word.



Introduce:

We’ve clapped the syllables in our names and other words before. Today we’re going to play a different syllable game. Everyone will get a chance to play.



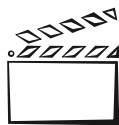
Model:

I’ll show you how to play. I’m going to say the syllables of a word. Win-ter. One of my friends is going to be “win” and I’m going to be “ter.”

Pick one child who will say a syllable in the word while standing next to you. Clearly model and guide the children through this process.

Now we’ll all listen and try to figure out the word. Win-ter. Winter. Right. Our word is winter. Terrific.

Do additional examples if the children do not understand the task.



Do:

Now let’s play the game.

Word List

Ta-ble	Gi-raffe	El-e-phant	Chick-en
Di-no-saur	Flow-er	Chil-dren	Com-put-er
Hap-py	Tel-e-phone	Car-pet	Pi-an-o
Wa-ter	Bas-ket-ball	Mu-sic	Ham-burg-er
Ti-ger	Ba-nan-a	Ham-mer	But-ter-fly
Pic-ture	To-ma-to	Spi-der	Bi-cy-cle
Li-on	Piz-za	Cal-en-dar	Kan-ga-roo
Sal-ad	Pen-cil	Mos-qui-to	Li-brar-y
Tea-cher			



Sound Game #56 Bear Syllables

Transition IA

Overview:

The teacher says a word with a varying number of syllables. The children use small plastic counting bears or other manipulatives to represent the syllables in the words.



Materials:

Small plastic bears or other manipulatives

Mats-different colored pieces of construction paper for each child



Introduce:

Today we're going to play a game with syllables or parts of words. I'm going to say a word and you're going to put a bear on your construction paper mat for each syllable or part of the word.



Model:

I'll show you how to play. I'm going to say the word paper and listen for the syllables or parts of the word. Pa-per. I'll say it again. Pa-per. Hmm. I hear pa. That's one part of the word. I'm going to put one bear on my mat. Per. That's another part of my word. I'll put another bear on my mat. Paper has two syllables or parts. Pa-per.



Do:

Now let's all play!

Continue playing the game using the word list below. Assist when needed.

Word List

El-e-phant	Chick-en	Di-no-saur	Gi-raffe
Flow-er	Chil-dren	Com-put-er	Hap-py
Tel-e-phone	Car-pet	Pi-an-o	Wa-ter
Bas-ket-ball	Mu-sic	Ham-burg-er	Ti-ger
Ba-nan-a	Ham-mer	But-ter-fly	Pic-ture
To-ma-to	Spi-der	Bi-cy-cle	Li-on
Piz-za	Cal-en-dar	Kan-ga-roo	Sal-ad
Pen-cil	Mos-qui-to	Li-brar-y	Tea-cher
Ta-ble			



Sound Game #57 Bear Syllables

(Complete the activity using the words below, or generate some of your own.)

Transition IA

Overview:

The teacher says a word with a varying number of syllables. The children use small plastic counting bears or other manipulatives to represent the syllables in the words.

Materials:

Small plastic bears or other manipulatives

Mats-different colored pieces of construction paper for each child



Introduce:

Today we're going to play a game with syllables or parts of words. I'm going to say a word and you're going to put a bear on your construction paper mat for each syllable or part of the word.



Model:

I'll show you how to play. I'm going to say the word paper and listen for the syllables or parts of the word. Pa-per. I'll say it again. Pa-per. Hmm. I hear pa. That's one part of the word. I'm going to put one bear on my mat. Per. That's another part of my word. I'll put another bear on my mat. Paper has two syllables or parts. Pa-per.



Do:

Now let's all play!

Continue playing the game using the word list below. Assist when needed.

Word List

El-e-phant	Chick-en	Di-no-saur	Gi-raffe
Flow-er	Chil-dren	Com-put-er	Hap-py
Tel-e-phone	Car-pet	Pi-an-o	Wa-ter
Bas-ket-ball	Mu-sic	Ham-burg-er	Ti-ger
Ba-nan-a	Ham-mer	But-ter-fly	Pic-ture
To-ma-to	Spi-der	Bi-cy-cle	Li-on
Piz-za	Cal-en-dar	Kan-ga-roo	Sal-ad
Pen-cil	Mos-qui-to	Li-brar-y	Tea-cher
Ta-ble			



More Compliments

Suggested Vocabulary

Across	Fish	Pink	Are
Go	Purple	Be	Grass
Tiger	Brown	Green	Was
Could	Grey/Gray	Wind	Deer
Is	Would	Elephant	Off/On
Zoo	Far/Near	Parrot	



Day 1:

Book **The Mixed-Up Chameleon**
by Eric Carle

Show the book cover

“The title of the book we are going to read today is The Mixed-Up Chameleon. Eric Carle is the author, the person who wrote the book. He is also the illustrator, the person who drew the pictures.”
“I wonder what animal is in this book. What do you think?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What’s this Chameleon doing?”* (Changing colors)
Pg. 3-4: *“How does the chameleon feel when he’s green? How about when he’s gray?”*
Pg. 21-22: *“What kind of head does the chameleon have now?”*
Pg. 25-26: *“What’s the chameleon wearing? What does he look like now?”*
Pg. 27-28: *“And what happened to the chameleon here? What is this over his back?”* (A colorful rainbow)

Recall the story after reading

“When a chameleon is on the green grass, what color is he?”
(He is green.)
“Did the chameleon stay green when he crawled off the grass?”
“What was the first animal the chameleon saw at the zoo?”
(The Polar bear)
“At the very end of the story, what did the chameleon wish for?” (To be himself again)
“When did the chameleon look just right?”
“When the chameleon said, ‘I wish I could be myself,’ his wish came true. Then what could he do with his long, sticky tongue?”



Book

Day 2:

The Mixed-Up Chameleon
by Eric Carle

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“The chameleon is green.
What color is he when he crawls on a tree?”* (He is brown.)

“What color is he when he crawls across sand?” (Yellow)

Pg. 3-4: *“How does the chameleon feel when he is sparkling green?”*

“How does he feel when he is dull gray?”

Pg. 5-6: *“What is the chameleon catching with his long and sticky tongue?”* (A fly)

Pg. 7-8: *“Where is the chameleon going?”* (To the zoo)

“What color is the seal?” (Purple)

Pg. 9-10: *“The chameleon wants to be big and strong like a polar _____.”* (Bear)

Pg. 11-12: *“What is different about how the chameleon looks in this picture?”*

(He has wings and feet like a special bird called a flamingo.)

Pg. 13-14: *“Now what does the chameleon have on his body?”* (A fox’s tail)

Pg. 15-16: *“Could the chameleon really swim like a _____?”*

Pg. 17-18: *“What animal does the chameleon wish he could run like?”* (A deer)

“Do you think he would be a fast or slow runner?”

Pg. 19-20: *“What kind of animal has a long neck to see far away?”*

Pg. 21-22: *“What does the chameleon like on the turtle’s body?”*

Pg. 23-24: *“The chameleon wants to be strong like an _____?”* (Elephant)

Pg. 27-28: *“How is the chameleon feeling?”* (He is feeling sad.)

“What can’t he do?” (He can’t catch the fly because he is all mixed up.)

“What feelings does he feel when he is all mixed up?”

Pg. 29-30: *“Does the chameleon like himself now?”*

“How does he feel?”

“What compliment could the chameleon give himself now?”

“What is one thing you like about yourself?”



EXTENSION ACTIVITY

Collage Animal Pictures

Materials:

White paper,
several colors of
tissue paper and
construction paper
cut up or torn into
small pieces, glue,
markers or crayons

Details:

Let the children make a collage picture using the materials listed. As the children are creating, talk with them about the animals in the books, what animals they may have at home, what kinds of animals they like, etc. Since young children aren’t always able to create representational drawings, accept all the variations in pictures and praise all attempts.



Day 3:

Book **A Color Of His Own**
by Leo Lionni

Show the book cover

“The title of this book is A Color of His Own by Leo Lionni. He is the author. He is also the illustrator, the person who drew the pictures.”

“What kind of animal is this?”

Read the story, asking questions and encouraging comments and discussion

Pg. 5-6: *“What’s special about chameleons?”*

Pg. 9-10: *“Why do you think the chameleon changes colors?”*

Pg. 13-14: *“What happened to the leaf in the autumn?”*

Pg. 17-18: *“What season is it now?”* (Winter)

“How can you tell?”

Pg. 25-26: *“How do the chameleons feel when they are together?*

How can you tell?”

Recall the story after reading

“What happens to chameleons wherever they go?”

“What happened to the chameleon when the wind blew?”

(He fell off the leaf.)

“At the beginning of the story, how does the chameleon feel about changing colors all the time?” (Sad, frustrated)

“How does he feel about changing colors after he meets his chameleon friend?” (He feels happy because they can do it together.)

“What fun things do you do with your friends?”



Book

Day 4:

A Color Of His Own
by Leo Lionni

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“Elephants are gray. Which animals are pink?”*

Pg. 5-6: *“What’s different about the chameleon?”*

Pg. 9-10: *“The chameleon is walking across an animal. It is a big, striped ____.”* (Tiger)

Pg. 19-20: *“What does the chameleon see in the green grass?”* (Another chameleon)

Pg. 23-24: *“Why are the chameleons green now?”*

(They are in the green grass.)

“Do we change colors?”

“How would you feel if we did change colors?”



EXTENSION ACTIVITY

Dot Chameleon Pictures

Materials:

Pre-traced chameleons on white paper, dot painters or bingo markers, markers or crayons, smocks

Details:

The children may use the dot painters to decorate the chameleons. The teacher may also choose to provide white paper for the children to create their own picture. Encourage each child to tell about his/her picture. The teacher can then rotate around the table and caption each picture with what the child has said.



Ideas for Center Enrichment:

- 1) Add different color play dough to the art center.
- 2) Experiment with eye droppers and different colored water, mixing colors etc.
- 3) Put animal props and habitats in the block or the dramatic play area.
- 4) Build a zoo in the block area. Make entry tickets for the zoo.
- 5) Bury animals in the sand at the sand table.
- 6) Zoo Game

Gather the children on the carpet. Place the following animal props in the middle of the circle: elephant, parrot, fish, and deer. Place a large sheet of green construction paper or oak tag under the animals. Place a small circle of blue paper on the green construction paper. This will be the fishpond. Surround the animals with a simple fence made from blocks. Have the children identify the animals with you. Tell the children the animals are on the grass in the zoo. The fish is in the pond.

Have the children do the following:

Show me the grey elephant.

Show me the brown deer.

Show me the green parrot.

Make the fish jump.

Put the grey elephant on the fence.

Put the green parrot on the fence.

Take the parrot off the fence.

Take the elephant off the fence.

Move the deer far away from the parrot.

Move the deer near the parrot.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Across	Fish	Parrot	Brown
Grass	Pink	Deer	Green
Purple	Elephant	Grey/Gray	Tiger
Far/Near	Off/On	Zoo	



Looking Ahead for Week #24:

Extensions:

Collect egg cartons for Caterpillars. Provide bright colored tissue paper, clothespins and pipe cleaners for the Clothespin Butterflies activity.

Think about:

Look for opportunities to model feeling talk throughout the day during book reading, group time, and center time.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #23 Ii

Write the word I clearly and legibly on a sentence strip.



This week our letter in the alphabet center is I. I always like to hear the compliments you give your friends during the day. Here's the letter I in the word I. (Point to the letter I.) Today I will be thinking about compliments that I can give you.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #58

Reading Alliterative Rhymes and Stories

Transition

Overview:

The children will begin to become familiar with alliteration in rhymes and in stories.



Materials:

Alliterative rhymes and stories (See list below)



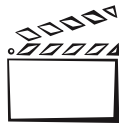
Introduce:

Tell the children you'll be reading a rhyme or storybook today.



Model:

Review some alliterative phrases in the context of the story as you begin to read.



Do:

As you read more of the story, help the children identify the alliterative words and phrases.

Stories and Rhyming Books for Alliterative Use

A My Name Is Alice by Jane Bayer

Alligators Arrived With Apples: A Potluck Alphabet Feast by Crescent Dragonwagon

Chicken Little by Steven Kellogg

Chugga-Chugga Choo-Choo by Kevin Lewis

Down By The Station by Will Hillenbrand

The Duchess Bakes A Cake by Virginia Kahl

Five Little Ducks by Jose Aruego

Jack and the Beanstalk by Steven Kellogg

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Miss Mary Mack by Mary Ann Hoberman

Penguin Pup For Pinkerton by Steven Kellogg

Sheep In A Shop by Nancy Shaw

Sheep On A Ship by Nancy Shaw

Silly Sally by Audrey Wood

The Three Billy Goats Gruff by Mary Finch

The Three Billy Goats Gruff by Paul Galdone

The Real Mother Goose Treasury edited by Scholastic

Four Fur Feet by Margaret Wise Brown

Watch William Walk by Ann Jonas

Wild Wild, Sunflower Child Anna by Nancy White Carlstom



Sound Game #59

Reading Alliterative Rhymes and Stories

(Choose a book from the list below, or another alliterative book of your choice, to read with the class.)

Transition IA

Overview:

The children will begin to become familiar with alliteration in rhymes and in stories.



Materials:

Alliterative rhymes and stories (See list below)



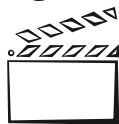
Introduce:

Tell the children you'll be reading a rhyme or storybook today.



Model:

Review some alliterative phrases in the context of the story as you begin to read.



Do:

As you read more of the story, help the children identify the alliterative words and phrases.

Stories and Rhyming Books for Alliterative Use

A My Name Is Alice by Jane Bayer

Alligators Arrived With Apples: A Potluck Alphabet Feast by Crescent Dragonwagon

Chicken Little by Steven Kellogg

Chugga-Chugga Choo-Choo by Kevin Lewis

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The Three Billy Goats Gruff by Mary Finch

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The Real Mother Goose Treasury edited by Scholastic

Four Fur Feet by Margaret Wise Brown

Watch William Walk by Ann Jonas

Wild Wild, Sunflower Child Anna by Nancy White Carlstrom



Sound Game #60 Puppets on Parade Alliterations

Transition

Overview:

Each child picks an animal or puppet from the mystery box. The teacher generates an alliterative movement sentence about the animal or puppet. The children repeat the alliteration and do the movement.



Materials:

Various animal puppets or small plastic animals or pictures of animals

Box



Introduce:

Today we're going to play a game with our animals. Each of you will get to pick an animal from the mystery box. After you pick an animal, I'm going to tell you a silly way the animal moves. Then all of us will move like the animal.



Model:

I'll show you how to play. I picked a cow out of the box. I know a silly sentence. Cows can crawl.

Have the children repeat the sentence with you.

Great. Now let's all crawl like cows!

Remember to review the names of the animals before you begin to play the game.



Do:

Continue playing the game. Children may begin to help you generate alliterative sentences as the game progresses.

Examples of Alliterative Sentences

Dusty dogs dance.

Magic monkeys move.

Happy horses hop.

Glad goats gallop.

Red rabbits reach.

Slippery snakes slither.

Big bears bend.

Cute kangaroos creep.

Little lions leap.

Tall tigers tap.

Fat frogs fall.

Pink pigs prance.

Wet walruses wiggle.

Zippy zebras zig-zag.



More About Feelings

Suggested Vocabulary

Butterfly	Into	Sun	Cocoon
Leaf	Three	Egg	Legs
Through	Flowers	Light	Try
He	Moon	Week	His
Piece	Wings		



Day 1:

Book

The Crunching Munching Caterpillar
by Sheridan Cain

Show the book cover

*“The title of this book is The Crunching Munching Caterpillar.
The author who wrote the words is Sheridan Cain.
The illustrator is Jack Tickle. He drew the pictures.”*

“What do you think will happen to this caterpillar?”

Read the story, asking questions and encouraging comments and discussion

Pg. 5-6: *“Can the caterpillar fly? Why not?”*

Pg. 9-10: *“Why is caterpillar sad?”*

Pg. 11-12: *“How does the caterpillar feel now?
What do you think he’s going to do?”*

Pg. 13-14: *“Who was the next animal to visit the caterpillar?”*

Pg. 23-24: *“What happened to the caterpillar while he was sleeping?”*

Recall the story after reading

“Who was the first animal who visited the caterpillar as he crunched and munched?” (A bee)

“Who visited the caterpillar next?” (The sparrow)

“Who was the last one to visit the caterpillar?” (The butterfly)

“How did he feel when he couldn’t fly like the others could?”

“At the end of the story why did the caterpillar feel happy?”



Book

Day 2:

The Crunching Munching Caterpillar
by Sheridan Cain

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“What does the caterpillar have instead of wings?”* (Legs)

“How does the caterpillar feel when he is talking to the bee?”

Pg. 5-6: *“What is the bumblebee using his wings to do?”*

(He is using his wings to fly around the flowers.)

Pg. 7-8: *“What is the caterpillar going to eat for breakfast?”*

(A piece of leaf)

Pg. 9-10: *“Why is the caterpillar sad?”*

(He wants to fly but he doesn’t have wings.)

Pg. 13-14: *“What was the caterpillar trying to do when the butterfly landed?”*

(He was trying to sleep.)

“How does the caterpillar feel?”

“How do you get comfortable at bedtime so you can fall asleep?”

Pg. 15-16: *“What is in the sky now instead of the sun?”*

(The moon and stars are in the sky.)

“Does the caterpillar feel calm and relaxed? How can you tell?”

Pg. 19-20: *“What did the caterpillar dream about while he was in the cocoon?”*

“How does the caterpillar feel when he is flying?”

Pg. 21-22: *“What do you think the caterpillar turned into while he was in the cocoon?”*

(He turned into a butterfly.)

Pg. 23-24: *“How do you think he feels now?”*



EXTENSION ACTIVITY

Clothespin Butterflies

Materials:

12” wide pieces of brightly colored tissue paper, wooden clothespins, pipe cleaners, black marker to draw on eyes

Details: Children gather the tissue paper and place it into the slot in the clothespin so that there are equal parts of tissue paper on either side of the clothespin. A pipe cleaner can be wrapped around the head of the clothespin with the ends sticking up for antennae. Let the children use a black marker to add eyes. Talk with the children about their butterflies. Ask about where their butterflies could fly, what their butterflies like to eat, and where their butterflies might live.



Day 3:

Book **The Very Hungry Caterpillar**
by Eric Carle

Show the book cover

“The title of this book is The Very Hungry Caterpillar. Eric Carle is the author. He wrote the words in our story. He is also the illustrator who drew the pictures.”

“What animal was in the book we read yesterday?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“Is it daytime or night time in this picture? How can you tell?”*

Pg. 5: *“Why is he looking for food?”*

Pg. 11-12: *“How does he feel now?”* (Sick)

“Why is he feeling sick?” (He ate too much)

Pg. 15-16: *“Why is the caterpillar so fat?”*

What do you think he’s going to do in the cocoon?”

Pg. 17-18: *“What happened to the caterpillar inside the cocoon?”*

Recall the story after reading

“At the beginning of the story, was the caterpillar big or small? What were some of the things he ate?”

What happened to him when he ate all those things?”

“How did the caterpillar try to get rid of his stomach ache?”

(He ate a leaf.)

“The caterpillar ate through many things each day of the week. What is your favorite food to eat?”



Book

Day 4:

The Very Hungry Caterpillar
by Eric Carle

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“At night the moon gives light.*

What gives light in the morning?”

(The sun gives light in the morning.)

Pg. 7-8: *“What was the second thing the caterpillar ate?”* (Two pears)

Pg. 9-10: *“How many plums did the caterpillar eat through on Wednesday?”*

(He ate through three plums.)

Pg. 11-12: *“Why did the caterpillar have a stomachache?”*

Page 17-18: *“How does the caterpillar feel when he has a stomachache?”*

Pg. 21-22: *“How do you think the caterpillar feels now that he is a butterfly?”*

“How do you feel when you eat your favorite food?”



EXTENSION ACTIVITY

Egg Carton Caterpillars

Materials:

Egg cartons cut into 6” sections,
crayons, small
colorful stickers,
2” pieces of pipe
cleaners

Details:

Children decorate egg carton sections with crayons and small stickers. Pipe cleaner sections may be used for antennae and legs. Talk with the children about their caterpillars as they complete the activity.



Ideas for Center Enrichment:

- 1) Go on a nature hunt looking for caterpillars or butterflies.
- 2) Make edible butterflies by spreading cream cheese on celery, sticking two pretzels into the cream cheese as wings and pieces of pretzel for antennae.
- 3) Illustrate and label the four stages of development: egg, caterpillar, chrysalis and butterfly. Children can sequence the pictures.
- 4) Sponge paint a large butterfly.
- 5) Cut out pictures of food. Classify as healthy food/junk food. Glue on large papers that are labeled “junk food” and “healthy food.”
- 6) Provide paper wings and headbands with antennae. Children can pretend to be caterpillars/ butterflies.
- 7) Play a variety of music. Children move creatively like butterflies.

Prop Enrichments:

Teacher may choose to use small props to represent the vocabulary in the books, to enrich the story experience for children. For this lesson, the following props could be used:

Butterfly	Leaf	Sun	Cocoon
Legs	Through	Egg	Moon
Wings	Into	Piece	



Looking Ahead for Week #25:

Extensions:

Cut a large sheet of mural paper; provide pictures of vehicles or magazines with pictures of vehicles for the Land, Water, and Air activity.

Provide 4-5 inch plastic cars and markers.

Gather large mural paper for the Make a Train activity.

Think about:

Acknowledge children's "good ideas" for problem solving throughout the week.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #24 Vv

Point out the letter V in the title of the book The Very Hungry Caterpillar.



This week our letter in the alphabet center is V. This book is called The Very Hungry Caterpillar. Here's the letter V in the word Very. (Point to the letter V.) Sometimes when I'm very hungry, I like to eat apple slices with peanut butter. Later today we'll read The Very Hungry Caterpillar. Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #61 Puppets on Parade Alliterations

Transition

Overview:

Each child picks an animal or puppet from the mystery box. The teacher generates an alliterative movement sentence about the animal or puppet. The children repeat the alliteration and do the movement.



Materials:

Various animal puppets or small plastic animals or pictures of animals

Box



Introduce:

Today we're going to play a game with our animals. Each of you will get to pick an animal from the mystery box. After you pick an animal, I'm going to tell you a silly way the animal moves. Then all of us will move like the animal.



Model:

I'll show you how to play. I picked a cow out of the box. I know a silly sentence. Cows can crawl.

Have the children repeat the sentence with you.

Great. Now let's all crawl like cows!

Remember to review the names of the animals before you begin to play the game.



Do:

Continue playing the game. Children may begin to help you generate alliterative sentences as the game progresses.

Examples of Alliterative Sentences

Dusty dogs dance.

Magic monkeys move.

Happy horses hop.

Glad goats gallop.

Red rabbits reach.

Slippery snakes slither.

Big bears bend.

Cute kangaroos creep.

Little lions leap.

Tall tigers tap.

Fat frogs fall.

Pink pigs prance.

Wet walruses wiggle.

Zippy zebras zig-zag.



Sound Game #62 Move with Me

Transition

Overview:

The teacher generates an alliterative movement word that corresponds to each child’s name. The children join in and do the movement.



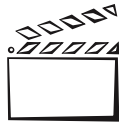
Introduce:

Today we’re going to play a game. We’ll all get to move in different ways. I’m going to say someone’s name and a movement. If I say your name, you get to go to the middle of the circle and make the movement. Then all of us will join in and move with you.



Model:

I’ll show you how to play the game. Our friend Dana is going to help us practice today. Dana is going to dance. We’re all going to dance with Dana. I see dancing Dana and her friends!



Do:

Let’s have some more friends help us.

Continue playing the game choosing different children and alliterative movements. If children do not know the names of the movement, explain what the movement means: ambling-moving slowly. For some of the sounds that are harder to generate movement words for, use the underlined words listed below as the alliterative word along with the child’s name. Ex.-I see Edward moving like an elephant. Remember to use the sound, not the letter, in the alliterative movement. Ex. –I see Eugenia yawning.

Movement Examples

Ambling	Bouncing	Clapping	Dancing
Move like an elephant		Fanning	Galloping
Hopping	Inching	Jumping	Leaping
Marching	Napping	Move like an ostrich	
Patting	Move like a queen	Rolling	
Slithering	Turning	Move like an umbrella in the wind	
Vegitating	Wiggling	Yawning	Zigzagging



Sound Game #63

Reading Alliterative Rhymes and Stories

(Choose a book from the list below, or another alliterative book of your choice, to read with the class.)

Transition IA

Overview:

The children will begin to become familiar with alliteration in rhymes and in stories.



Materials:

Alliterative rhymes and stories (See list below)



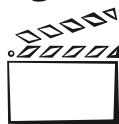
Introduce:

Tell the children you'll be reading a rhyme or storybook today.



Model:

Review some alliterative phrases in the context of the story as you begin to read.



Do:

As you read more of the story, help the children identify the alliterative words and phrases.

Stories and Rhyming Books for Alliterative Use

A My Name Is Alice by Jane Bayer

Alligators Arrived With Apples: A Potluck Alphabet Feast by Crescent Dragonwagon

Chicken Little by Steven Kellogg

Chugga-Chugga Choo-Choo by Kevin Lewis

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Sheep In A Shop by Nancy Shaw

Sheep On A Ship by Nancy Shaw

Silly Sally by Audrey Wood

The Three Billy Goats Gruff by Mary Finch

The Three Billy Goats Gruff by Paul Galdone

The Real Mother Goose Treasury edited by Scholastic

Four Fur Feet by Margaret Wise Brown

Watch William Walk by Ann Jonas

Wild Wild, Sunflower Child Anna by Nancy White Carlstom



OK and Not OK

Suggested Vocabulary

Bridge	Passenger	Through	Caboose
(Air)Plane	Tracks	Car	Race
Train	Engine	Road	Tunnel
First/Last	Space	Until	Machine
Stones	We	Move	They
Wheels			



Book

Day 1:

Shortcut

by Donald Crews

Show the book cover

“The title of the book we are going to read today is Shortcut. Donald Crews is the author of the book. He wrote the words. He is also the illustrator, the person who drew the pictures.”

“Is a shortcut the long way to go somewhere or the short way to go somewhere?”

“Where are these children standing?”

“What could be coming on the tracks?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What are these kids doing?”* (Walking on the train tracks)

“What do you think they hear?” (A train)

Pg. 5-6: *“Why should they walk on the road and not on the train tracks?”* (It’s dangerous, a train might come.)

Pg. 9-10: *“What do you think everyone is hearing?”* (A train coming)

Pg. 13-14: *“How do the kids feel now?”* (Scared)

“Why are they scared?” (Because the train is coming)

Recall the story after reading

“What did the children walk on to go home?”

(They walked on the tracks.)

“Was this an OK choice or Not OK?”

“Where should they have walked instead of taking the shortcut on the tracks?” (On the road)

“How do they feel when they first hear the train coming?”

(Surprised and scared)

“Then what happens next?” (The train gets closer and closer)

“How does that make them feel?”

“What happened after that?” (The kids jump off the tracks.)



Book

Day 2:

Shortcut

by Donald Crews

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“How do the children decide to go home?”*

(They decide to take the shortcut home.)

Pg. 3-4: *“What should the children have done?”*

(They should have taken the road.)

Pg. 7-8: *“What are they doing on the tracks?”*

(They are singing, dancing, throwing stones.)

Pg. 9-10: *“What can they hear?”* (They can hear a train.)

Pg. 11-12: *“Why are they moving so fast?”* (The train is coming.)

“How do the children feel?” (Scared, worried)

Pg. 13-14: *“They waited until the train was too close.*

What do they have to do?” (They have to jump off the tracks.)

Pg. 15-16: *“How would you feel if the train was coming down the track and you were close by?”*

Pg. 17-18: *“Here comes the train. What is the first train car called?”* (The engine)

Pg. 23-24: *“What could this car be carrying?”*

Pg. 25-26: *“This is the last car. What do we call it?”*

(The last car is a caboose.)

Pg. 27-28: *“After the train passes, what will the children do?”* (They will climb back onto the tracks and go to the cutoff.)

“How do the children feel now?” (Safe, relieved)

Pg. 29: *“What do they decide they should never do again?”*

(They decide they should never take the shortcut on the tracks.)



EXTENSION ACTIVITY

Make a Train

Materials:

Long narrow piece of white craft paper or individual rectangular sheets of paper, colored construction paper, glue, pieces of yarn to join the train sections, markers or paints.

Details:

For this activity, use a long sheet of paper and let children work together or let each child create his/her own train car on a sheet of paper. Provide several colors of paper. Let each child cut or tear paper for their train picture. Let children decorate their creations with markers or paint, and write their name on the train car (with help if needed). Join cars together with pieces of yarn. Talk with children about their train cars.



Day 3:

Open Book Choice

Open book choices are included throughout the curriculum to give teachers an opportunity to incorporate some of their favorite books into the lessons. During open book weeks, teachers are encouraged to follow the same outline that is in other interactive reading lessons:

Show the book cover

“The title of the book we are going to read is (book name).

The author who wrote the words is (author).

The illustrator who drew the pictures is (illustrator).”

(Ask a question about the book cover. For example, “What kinds of animals do you think will be in this story?” If you begin with a yes/no question or one that involves a simple or one-word answer, try following it up with a more challenging question.)

Read the story, asking questions and encouraging comments and discussion

Read the book with the children, asking questions that encourage discussion. Some examples of good questions are:

“What’s happening on this page?”

“What are these people doing?”

“How do you think they are feeling? How can you tell?”

“What’s going to happen next? Why do you think so?”

“Why do you think the boy is (sad, happy, etc.)?”

Additionally, look for opportunities to discuss vocabulary words from the story that might be new and challenging to children. For example, in a book about construction vehicles, you may have the opportunity to use words like *backhoe* and *excavator* that the children might not know; similarly, a book about gardening might give you the chance to present the word *soil* instead of *dirt*.

Recall the story after reading

After reading the book, ask questions that help the children to remember the story events in order. Questions like:

“What was the first animal that visited?”

“What happened next?”

“What was the child looking for?”

“Why were they happy at the end of the story?”



Day 4:

**“Walk through”
and talk about
the book with
the children**

Look through the book and talk with the children about the characters and events without actually re-reading the text. Since the book will have already been read on Day 3, this is a chance to challenge the children to remember the events of the story, remember the sequence of the events, and remember important things about the characters like their feelings, and how and why they acted in a certain way.



EXTENSION ACTIVITY

Land, Water, and Air

Materials:

Large sheet or mural paper which has sky, land, and water drawn on it. Pictures of cars, trucks, vans, trains, planes and boats (from magazines, coloring books, or cards with stickers on them.)

Details:

Children sort the pictures of vehicles and place them on the appropriate section of land, water, or air. While sorting, have conversations about the vehicles, what each vehicle does, times when children may have seen a specific vehicle, etc. After sorting, the children may also count and graph the different vehicle pictures.



Ideas for Center Enrichment:

- 1) Put out a train and tracks. Use blocks to build bridges and roads next to it.
- 2) Lay large sheets of paper as “roads” and fill flat trays with paint. Roll small cars through the paint and onto the paper roads. Wash off the cars in the “car wash” when finished. Use dish pans filled with water for carwash.
- 3) Set up chairs in a row like a train, bus or plane. Children can pretend to take trips, be the driver.
- 4) Set up a transportation center. Children can make and sell tickets for rides on the different vehicles. Place bus schedules in area. Provide hats for the different drivers.
- 5) Children move together as a train from area to area during transition times.
- 6) Present scenarios to children, either verbally or with pictures. Ask children if this is an OK choice or not OK choice.
- 7) Have the children draw or paint pictures about where they would go with a zooming machine. Caption their pictures.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Bridge	Plane	Train	Caboose
Road	Tunnel	Car	Stones
Wheels	Passenger	Tracks	



Looking Ahead for Week #26:

Extensions:

Gather paper plates for the Colorful Cookies activity.
Pre-cut circles for the Tray of Cookies activity.

Think about:

Look for opportunities to support children as they problem solve by helping children think of multiple solutions to problems.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #25 Zz

Write the word zoom on a sentence strip or other piece of paper, clearly and legibly.



This week our letter in the alphabet center is Z. Here's the letter z in this word zoom. (Point to the letter Z.) Who knows what it means to zoom? Right, it means to go very fast. This week we'll read the book Shortcut. There is a train that zooms in this book. (Show the book Shortcut.) I know some of you like to make the cars zoom fast in the block area. Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #64 What Do I Have? I

Overview:

The teacher describes something on the flannel board by initial sound and characteristics. The children identify the item. This game could also be played using props of your choice.



Materials:

Flannel board characters or elements from a story you've recently read to the class

• or •

Pictures of elements in the book

• or •

Props of book elements



Introduce:

Today we're going to play a story game. I have a few things from our story on the flannel board.

Identify a familiar story you've read several times to the class. Show and identify the flannel board items.

I'm going to tell you the sound at the beginning of one of the words. I'll also tell you something about it. You'll have to guess what my word is.



Model:

Let's practice. I'm thinking of something on the flannel board that has the "c" sound at the beginning.

Say the sound.

It is black and white and can moo. What can it be? Yes! It is the cow. Cow has a "c" sound at the beginning of the word, is black and white and can moo.



Do:

That's how we play.

Let's all try it now. Play the game trying to make sure each child gets a turn. You may want to let each child hold the flannel board item he or she guessed correctly. You may need to review the concept of beginning with the children before starting the game. It is important to remember that the focus of this activity is on the initial sound, not on the letter.



Variation:

This game could also be played using words from a familiar song.



Sound Game #65 Sentence Chants I

Transition

Overview:

The children will identify the beginning sound of several words in a chant.



Introduce:

Today we're going to chant some silly sentences. Then, you'll tell me the sound you heard at the beginning of the words in my silly sentences.



Model:

I'll show you how to play the game. My chant goes like this: When I play, out all day, I like to see: bears, bees, and butterflies. What did I see? That's right. I saw bears, bees, and butterflies. What sound do you hear at the beginning of the words bears, bees and butterflies? You're right! We hear the "B" sound.

Remember to say the sound and not the letter as you respond to the children. *That's how we'll play the game.*

Give another example if needed following the patterned sentence.



Do:

Now let's start our game.

Chant several verses using other sounds and words. It is important to remember that the focus of this activity is on the initial sound, not on the letter.

Examples

Bears, butterflies and bees

Sand, snakes and sun

Ribbons, rakes and rings

Dogs, doors and dolls

Peaches, pets and pans

Monkeys, mice and mops

Fish, fans and fur

Goats, glasses and gum

Jeeps, juice and jam

Nuts, numbers and neckties

Cats, cars and combs

Houses, hams and hippos

Lemons, lizards and lions

Water, wagons and windows

Vans, vines and violins

Zebras, zippers and zinnias



Variation:

Ask the children for other words that start with that sound.



Sound Game #66 Sentence Chants II

Transition

Overview:

The children will generate words that begin with a specific sound.



Introduce:

The other day we chanted silly sentences. You listened to the words in the chant and you told me the sound you heard at the beginning of the words. Today I'm going to say a sound. I want you to think of words that have the same sound at the beginning.



Model:

I'll show you how to play the game. I'm going to say the "b" sound. Then I'm going to think of some words that begin with that sound. Hmm. Bat has a "b" sound at the beginning of the word. Our friend Brian has a "b" sound at the beginning of his name. Banana has a "b" sound at the beginning of the word.

Remember to say the letter sound as you model the activity as opposed to the letter name. When you have modeled three words, chant the verse from the previous activity, Sentence Chants I.

When I play, out all day, I like to see: Brian, bats and bananas.



Do:

Now let's all play the game.

Say a sound and ask the children to think of words that begin with that sound. After the children have given you three correct responses, chant the verse with the words the children have generated. This activity may be more challenging since you are asking children to generate a response. Give assistance when needed. It is important to remember that the focus of this activity is on the initial sound, not on the letter.



Variation:

Ask the children for other words that start with that sound.



Problem Solving

Suggested Vocabulary

Answer	Full/Empty	More	Child/Children
Give	Mountain	Cookie Jar	Know
Mouth	Doorbell	Large/Small	Open/Closed
Feet	Look	Plate	Follow
Makes	River		



Day 1:

Book **The Doorbell Rang**
by Pat Hutchins

Show the book cover

*“The title of this book is The Doorbell Rang.
The author and illustrator of this book is Pat Hutchins.
She wrote the words and drew the pictures.”*

“I wonder why all those children wanted to stand by the closed door.”

Read the story, asking questions and encouraging comments and discussion

Pg. 2-3: *“What are the kids talking about?”* (Sharing the cookies)

“What’s the mama going to do?” (Clean the loor)

“How can you tell?” (She’s holding a mop and a bucket.)

Pg. 6-7: *“What’s on the floor?”* (Footprints)

“Who made those footprints?” (Tom and Hannah)

Pg. 14-15: *“What did those kids bring with them?”*
(A bike, a skateboard, and a doll carriage)

Pg. 20-21: *“Who rang the bell this time?”* (Grandma)

Recall the story after reading

“What did she bring?” (More cookies)

“How did Ma know that someone was at the door?”
(The doorbell rang.)

“Who were the first people to ring the bell?”
(Some friends of the children)

“Who was the last person to ring the bell?” (Grandma)

“What did the children do each time friends came to visit?”
(They shared the cookies.)

“What did Grandma have on her tray?”
(She had more cookies to give the children.)

“Have you ever helped bake cookies? Who ate your cookies?”



Book **Day 2:**
The Doorbell Rang
by Pat Hutchins

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What is Ma carrying on her large plate?”*

(She is carrying cookies to give to Sam and Victoria.)

“How do you think Sam and Victoria feel?” (Happy)

Pg. 3-4: *“What does Ma hear?”* (She hears the doorbell.)

Pg. 5-6: *“Who does Ma see when she answers the door?”*

(Tom and Hannah)

Pg. 7-8: *“Why is Sam pointing at the cookies on the plate?”*

(He is counting the cookies.)

“How do Sam and Victoria feel as more children come to the

door?” (Curious, wondering if they will need to share the cookies)

Pg. 11-12: *“Look at Mother’s face.*

What do you think that she just heard?”

Pg. 17-18: *“Why doesn’t Ma open the door right away?”*

(She thinks there are more children coming to visit.)

Pg. 19-20: *“What problem will the children and Ma have if more*

children come to visit?” (There won’t be enough cookies on the large plate to give to more children.)

“How do the children feel when the door bell rings again?”

(Upset, sad)

Pg. 23-24: *“Is Grandma’s enormous tray full or empty?”*

“What are some things that we share here in our school?”

“How do you feel when we share at school?”



**EXTENSION
ACTIVITY**

**Colorful
Cookies**

Materials:

Small pieces of colored tissue paper, glue, paper plates, hole punch, yarn

Details:

Let the children create colorful cookies with the materials listed. After the children have completed this activity, you can punch holes in the plates and hang the cookies up with yarn. Talk with the children about what kinds of cookies they enjoy eating, if they have ever baked cookies before, and what other kinds of foods they like to eat.



Day 3:

Book **Who Took The Cookies From The Cookie Jar?**
by Bonnie Lass

Show the book cover

“The title of this book is Who Took the Cookies from the Cookie Jar? This book has two authors, Bonnie Lass and Philemon Sturges. They wrote the words. Ashley Wolff is the illustrator. She drew the pictures.”

“Who do you think will be eating the cookies in this story?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“Why is the skunk looking outside?”*

(He wants to find out who took the cookies)

Pg. 11-12: *“Where does the skunk have to go now?”*

(Across the stream)

“What’s he following?” (A trail of crumbs)

Pg. 21-22: *“So, who had the cookies?”* (The ants)

Pg: 23-24: *“How do the animal friends feel when the ants share the cookies?”* (Happy)

Recall the story after reading

“How can you tell?” (They’re smiling)

“How did the skunk feel about the empty jar?” (Surprised)

“What animal’s feet could have made those prints?” (A bird)

“Who is the first animal that Skunk asks about the cookies?” (Mouse)

“At the very end of the story, what did all the animals do?”

(Shared the cookies)

(Happy, excited)

“How did the animals know which way to go?”

(They followed the trail of cookie crumbs.)

“Why do you think the ants made a trail?”

(So the animals would find them and the cookies)

“Were the animals happy that they decided to follow the skunk?”



Book

Day 4:

Who Took The Cookies From The Cookie Jar?
by Bonnie Lass

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“What does the skunk see lying on the ground?”* (A feather)

Pg. 9-10: *“What could the skunk walk on to cross the river?”* (He could walk on the rocks.)

Pg. 13-14: *“What animals is the skunk following down the mountain?”* (He is following the lizard and the snake.)

Pg. 17-18: *“What does the beaver like to eat more than cookies?”* (He likes to eat sticks.)

Pg. 21-22: *“Who were the last animals that skunk found?”* (The ants)

Pg. 23-24: *“What do all the animals do together?”*
(Share the cookies)



EXTENSION ACTIVITY

Tray of Cookies

Materials:

Large rectangle cut from mural paper for the tray, smaller “cookie” circles, glue, collage materials.

Details:

The teacher provides pre-cut circles for “cookie” decorating. Children decorate their cookies, then glue them on the large “cookie tray.” Talk with the children about what kinds of cookies they are decorating, how many cookies are on the tray, and what kinds of food they like to make or eat.



Ideas for Center Enrichment:

- 1) Place recipe cards and cookbooks, oven mitts, cookie sheets, apron, plates, spatula, paper or plastic cookies, empty containers for flour, sugar, butter, eggs, etc. in the kitchen area. Children can pretend to make cookies.
- 2) Place different colored plastic or paper cookies in a plastic cookie jar. Let children take turns taking cookies out of the jar and then counting, matching or sorting them.
- 3) Set up an indoor or outdoor obstacle course. Create a story about crossing the river, climbing the mountain, and following the stepping stones.
- 4) Place animal puppets in the library area so children can re-create the story.
- 5) Make matching cookies using old wall paper sample books. Children may play a memory game matching the cookies.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Child	Feet	Mouth	Children
Full/Empty	Open/Closed	Cookie Jar	Large/Small
Plate	Doorbell	Mountain	River



Looking Ahead for Week #27:

Extensions:

Cut sponges into fish shapes and attach to clothespins for the Sponge Fish Pictures activity.

Think about:

Compliment children as they problem solve with friends.
Continue to model problem-solving throughout the week.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #26 Jj

Point out the letter J in the title of the book
Who Took the Cookies from the Cookie Jar?



This week our letter in the alphabet center is J. Here's the letter J in the word jar in the title of our book Who Took the Cookies from the Cookie Jar? (Point to the J.) We're going to read this story about a cookie jar and some hungry animals later in the week. Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #67 Sounds Activity

Overview:

Children will identify a picture card that has the same beginning sound as the sound the teacher generates.



Materials:

Picture cards or props of your own choosing



Introduce:

Today we're going to play a game with picture cards. I'm going to give each of you a picture card. Then I'm going to say a sound. If you have a picture that starts with the same sound, I want you to hold it up and tell us the name of the picture.



Model:

Let's all practice together.

Give each child a picture of an object. Name the pictured objects and emphasize the initial sound as you distribute the cards to the children.

Now I'm going to make the "m" sound. Say the sound.

Let's look at our pictures and see who has a card with a picture on it that starts with the "m" sound. Say the sound.

That's how we'll play our game.

Reinforce positive responses. Assist when needed.



Do:

Let's play our game.

Continue playing the game. Place the three picture cards with the targeted sound in the pocket chart or in a row on the table for the children to see. Reinforce the initial sound of each picture. Repeat this activity using different initial sounds. It is important to remember that the focus of this activity is on the initial sound, not on the letter.

Beginning Sounds To Target

B	C	T	M
D	N	J	P
S	R	L	F
G	H	V	W
Y	Z		



Sound Game #68 Sounds Activity

(Complete the activity, allowing the children to help lead the game.)

Overview:

Children will identify a picture card that has the same beginning sound as the sound the teacher generates.



Materials:

Picture cards or props of your own choosing



Introduce:

Today we're going to play a game with picture cards. I'm going to give each of you a picture card. Then I'm going to say a sound. If you have a picture that starts with the same sound, I want you to hold it up and tell us the name of the picture.



Model:

Let's all practice together.

Give each child a picture of an object. Name the pictured objects and emphasize the initial sound as you distribute the cards to the children.

Now I'm going to make the "m" sound. Say the sound.

Let's look at our pictures and see who has a card with a picture on it that starts with the "m" sound. Say the sound.

That's how we'll play our game.

Reinforce positive responses. Assist when needed.



Do:

Let's play our game.

Continue playing the game. Place the three picture cards with the targeted sound in the pocket chart or in a row on the table for the children to see. Reinforce the initial sound of each picture. Repeat this activity using different initial sounds. It is important to remember that the focus of this activity is on the initial sound, not on the letter.

Beginning Sounds To Target

B	C	T	M	D	N	J	P	S
R	L	F	G	H	V	W	Y	Z

Final Sounds To Target

D	N	T	P	M	C	B	S	L
Z	R	G-as in pig - Do not use words with an ing ending as in ring.						



Sound Game #69 Sounds Game

Transition IA

Overview:

The teacher will show three picture cards to the children, two beginning with the same sound and one beginning with a different sound. The children will identify the cards that begin with the same sound and identify the sound.



Materials:

Picture cards or prop box items -If you use prop box items, you'll need multiple items that begin with the same sound.



Introduce:

Today we're going to play a game with the picture cards. I'm going to show you some pictures of things. Then you'll tell me the names of the things that all start with the same sound.



Model:

I'll show you how to play. I have three cards. On this card is a picture of a cat. On this card is a picture of a horse. On this last card is a picture of a cow. I'm going to say the names of the pictures and listen for the sound at the beginning of the words. Cat, horse, cow. I want to find the words that start with the same sound. Cat, horse, cow.

Emphasize the "c" sound at the beginning of the words cat and cow.

Hmm. Cat and cow are the words that start with the "c" sound. That's how we'll play the game.



Do:

Now we'll all play the Sounds Game.

Continue playing the game, rotating through different beginning sounds. Make sure the initial targeted sounds you choose do not include diagraphs or blends such as wh, ch, sh, pr, br, st, fl, pl, etc. Remember to review each object on the picture cards with the children before each round of the game. It is important to remember that the focus of this activity is on the initial sound, not on the letter.

Beginning Sounds To Target

B	C	T	M
D	N	J	P
S	R	L	F
G	H	V	W
Y	Z		



More Problem Solving

Suggested Vocabulary

Answer	Lobster	Twig	Build
Mouth	Voice	Carry	Plan
Was	Far/Near	Rabbit	Wave
Fish	Said	Were	Fox
Sea	Window	Hidden	
Story	Inside/Outside	Think	



Book

Day 1:

Swimmy
by Leo Lionni

Show the book cover

*“The title of this book is Swimmy.
The author and illustrator of this book is Leo Lionni.”*

“Where do you think these fish are?”

Read the story, asking questions and encouraging comments and discussion

Pg. 3-4: *“What happened to Swimmy’s friends?”*
(The big fish ate them.)

“How do you think Swimmy felt?” (Sad and scared)

Pg. 19-20: *“Why won’t the little fish swim with Swimmy?”*
(They are afraid of the big fish.)

Pg. 23-24: *“What was Swimmy’s good idea?
Do you think it will work?”*

Recall the story after reading

“What happened to all of Swimmy’s little red fish friends?”
(They were eaten by the big fish.)

“How did Swimmy feel after the big fish ate his friends?”
(Very sad, lonely, scared of the big fish)

“What did Swimmy do after that?” (Went exploring in the sea)

“Who did he find after he saw the pink anemones?”
(A whole new school of little fish friends)

“Why didn’t Swimmy’s new fish friends want to swim and play in the sea with him?”
(They were afraid they would be eaten by the big fish.)

“What plan did they have to scare away the big fish?”

“What happened at the end of the story? Did the plan work?”



Book

Day 2:

Swimmy
by Leo Lionni

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“How was Swimmy different from all of his fish friends?”* (He was black.)

“How do you think Swimmy feels since he is different than his other fish friends?” (Sad, happy, proud, unsure)

Pg. 3-4: *“What darted through the waves in the sea?”*
(A big, scary tuna fish)

Pg. 5-6: *“Why did Swimmy feel sad?”*
(The tuna ate/swallowed his friends.)

Pg. 7-8: *“How did Swimmy feel when he swam far into the sea and saw all the beautiful sea creatures?”* (He was happy again.)

Pg. 9-10: *“Do you think Swimmy might be afraid to swim near the lobster? Why?”*

Pg. 11-12: *“Who is swimming near the three big fish?”*

Pg. 15-16: *“How does Swimmy feel swimming by himself?”*
(Scared, afraid, safe, excited, curious)

Pg. 17-18: *“What do you think the red anemones look like?”*

Pg. 19-20: *“What was hidden by the rocks?”*
(It was a school of fish just like his.)

“Why wouldn’t they come out and play in the waves with him?” (They were scared.)

Pg. 21-22: *“What plan did Swimmy and his friends make?”*
(They were going to swim like one giant fish.)

Pg. 23-24: *“How do Swimmy and his friends feel now?”*
(Safe, proud)

Pg. 25-26: *“What was Swimmy’s special place when they all swam together?”* (Swimmy was the eye.)

Pg. 27-28: *“What did the big fish think he was being chased by?”*



EXTENSION ACTIVITY

Sponge Fish Pictures

Materials:

Paper, paint in shallow containers, sponges cut into fish shapes, clothespins, smocks

Details:

Clip a clothespin to the back/top of the slightly damp sponge. This will make it easier for little hands to grasp. Let the children dip the sponge into the paint and make fish pictures. Some children may use the sponge in a more brush like manner. Encourage all efforts. Talk with the children as they are making the fish pictures.



Day 3:

Open Book Choice

Open book choices are included throughout the curriculum to give teachers an opportunity to incorporate some of their favorite books into the lessons. During open book weeks, teachers are encouraged to follow the same outline that is in other interactive reading lessons:

Show the book cover

“The title of the book we are going to read is (book name).

The author who wrote the words is (author).

The illustrator who drew the pictures is (illustrator).”

(Ask a question about the book cover. For example, “What kinds of animals do you think will be in this story?” If you begin with a yes/no question or one that involves a simple or one-word answer, try following it up with a more challenging question.)

Read the story, asking questions and encouraging comments and discussion

Read the book with the children, asking questions that encourage discussion. Some examples of good questions are:

“What’s happening on this page?”

“What are these people doing?”

“How do you think they are feeling? How can you tell?”

“What’s going to happen next? Why do you think so?”

“Why do you think the boy is (sad, happy, etc.)?”

Additionally, look for opportunities to discuss vocabulary words from the story that might be new and challenging to children. For example, in a book about construction vehicles, you may have the opportunity to use words like *backhoe* and *excavator* that the children might not know; similarly, a book about gardening might give you the chance to present the word *soil* instead of *dirt*.

Recall the story after reading

After reading the book, ask questions that help the children to remember the story events in order. Questions like:

“What was the first animal that visited?”

“What happened next?”

“What was the child looking for?”

“Why were they happy at the end of the story?”



Day 4:

“Walk through” and talk about the book with the children

Look through the book and talk with the children about the characters and events without actually re-reading the text. Since the book will have already been read on Day 3, this is a chance to challenge the children to remember the events of the story, remember the sequence of the events, and remember important things about the characters like their feelings, and how and why they acted in a certain way.



EXTENSION ACTIVITY

Crayon Wash Sea Pictures

Materials:

Paper, crayons ,
watercolor paints,
paintbrushes,
smocks

Details:

Encourage the children to think and draw something they might see in the ocean like fish, shells, or other sea creatures using crayons. After the children have drawn their pictures, let them wash over their pictures with watercolors. Talk with the children about how their pictures look as they paint over the crayon, what kinds of colors they used in their pictures, and what kinds of things they are adding to their pictures.



Ideas for Center Enrichment:

- 1) Add plastic fish to the water table.
- 2) Count, sort and graph various colored plastic fish.
- 3) If you have a fish tank in the classroom, keep a graph/chart of when the children feed the fish.
- 4) Provide children with a large piece of mural paper. Children may use dot painters to make dots on the paper. Cut a fish shape out of the dotted paper.
- 5) Provide goldfish crackers for snack.
- 6) Play music and move like fish.
- 7) Cut out fish shapes. Make pairs of fish by placing letters, numbers or shapes on the fish. Using paper clips and magnets on fishing poles, children fish for a match.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Bridge	Plane	Train	Caboose
Far/Near	Lobster	Twig	Fox
Mouth	Window	Rabbit	Inside/Outside



Looking Ahead for Week #28:

Extensions:

Pre-cut light blue construction paper "pond" shapes for Pond Picture activity.

Think about:

Look for opportunities to extend conversations with children during transition times, center times, and meal times.



Week #27 Review Week



Choose one of the letter activities from the menu of activities in the manual. During alphabet review, focus on the letters that individual children are still working on identifying. This will mean that not all children will be focusing on the same review letters each review week. Use the alphabet center time to reinforce those specific letters by pointing them out to children on the letter wall, in the letter bucket, and while doing the alphabet activity. Children who are struggling with letter identification will benefit greatly from repeated, explicit exposure to the letter during alphabet center activity time and during other times of the school day.



Sound Game #70 Ending Sound Game

Transition

Overview:

The teacher will present three picture cards with the same final sound. The teacher and children will say the names of the pictures, identifying the final sound.



Materials:

Picture cards or props-optional



Introduce:

We've played a lot of games where we've listened for a sound at the beginning of a word. Today we're going to play a different game with picture cards. We're going to listen for the sound at the end of the word. I'll tell you the names of the pictures on the cards. We'll all listen for the sound at the end of the word. Then we'll say the sound together.



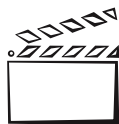
Model:

I'll show you how we'll play. I have a picture of a cat. Hmm, I'm going to say the word again and listen for the sound at the end of the word: cat.

Emphasize the ending sound as you say the word.

Cat. I hear a "t" sound at the end of the word cat. Did you hear the "t" sound at the end of the word cat? Great! "T" is the sound we hear at the end of the word. Let's try with another card.

Do another example, highlighting the same ending sound



Do:

Continue playing the game targeting three words with the same final sound before moving on to a different final sound. You may need to review the concept of end, ending or last with the children before playing this game. Using a definition contrasted with first or beginning can be helpful-for example, the first car on the train and the last car on the train.

Final Sounds To Target

D M L N C Z T B R

P S G-as in pig - Do not use words with an ing ending as in ring.



Sound Game #71 What do I Have? II

Overview:

The teacher describes something on the flannel board by ending sound and characteristics. The children identify the item. This game could also be played using props of your choice.



Materials:

Flannel board characters or elements from a story you've recently read to the class

• or •

Pictures of elements in the book

• or •

Props of book elements



Introduce:

Today we're going to play a story game. I have a few things from our story on the flannel board.

Identify a familiar story you've to the class and identify the items on the flannel board.

I'm going to tell you the end sound of one of the things on the flannel board. I'll also tell you something about it. You'll have to guess what my thing is.



Model:

Let's practice. I'm thinking of something on the flannel board that has the "d" (say sound) sound at the end of the word. It is brown and you can sleep on it. What can it be? Yes! It is the bed. Bed has a "d" sound at the end of the word. Show the bed. This bed is brown and you can sleep on it.

Do an additional example with the class if needed.



Do:

That's how we play. Let's all try it now.

Play the game trying to make sure each child gets a turn. You may need to review the concept of end, ending or last with the children before playing this game. Using a definition contrasted with first or beginning can be helpful-for example, the first car on the train and the last car on the train.

Final Sounds To Target

D N T P M C B S L

Z R G-as in pig - Do not use words with an ing ending as in ring.



Sound Game #72 Ending Sound Activity

Transition

Overview:

The teacher will present a prop, focusing on the final sound. The teacher and children choose another prop from a basket that has that same final sound. The teacher and children say the name of the props emphasizing the final sound.



Materials:

Pairs of props or picture cards that have the same ending sound
Other objects with different ending sounds
Basket



Introduce:

Today we're going to play a game with some things I have in the basket. I'm going to choose something from my basket. We'll all listen for the sound at the end of the word. Then all of our friends will help us choose something else from our basket that has the same sound at the end.



Model:

Let's try our game. I'm going to start first and pick this pink animal from the basket. What is this? Right! It's a pig. Hmm. I'm going to say pig and listen for the sound at the end of pig. Pig. Emphasize the "g" sound. I'm going to say it again. Pig. I hear a "g" sound at the end of the word pig. Now let's see if we can find something in the basket that has the same "g" sound at the end. Here is a car and here is a dog. Let's see which one has the same "g" sound at the end. Say both words emphasizing the ending sounds. Right! Dog has the "g" sound at the end of the word. Dog and pig both have the same sound "g" at the end of the word. Make sure there are only two items in the basket at a time for children to choose from, one with the matching ending sound and one with a clearly different ending sound.



Do:

Continue with the game, emphasizing the same ending sounds for each pair. You may need to review the concept of end, ending or last with the children before playing this game. Using a definition contrasted with first or beginning can be helpful- for example, the first car on the train and the last car on the train.

Examples of ending sound prop pairs

Same Ending Sound

Bed-dad Cat-pot Map-top
Can-pen Mom-home Blocks-glass

Avoid using rhyming word pairs or words that begin with the same sound so as not to confuse the children.



Suggested Vocabulary

Animals	In/Out	Barn	Calf
Mud	Tractor	Farm	Pond
Hay			



Book

Day 1:

Otis
by Loren Long

Show the book cover

*“The title of this book is Otis.
The author is Loren Long. She wrote the words.
She is also the illustrator, the person who drew the pictures.”
“What do you see on the front cover?”*

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“Where is Otis’s home?”*
Pg. 7-8: *“How did the calf feel when she came to the barn?”*
Pg. 11-12: *“What did Otis and his friend the calf like to do at the end of the day?”*
Pg. 13-14: *“Where did the farmer move Otis when the new yellow tractor came to the farm?”*
Pg. 19-20: *“What happened to the little calf?”*
Pg. 27-28: *“Do you think Otis’s idea to get the calf out of the mud will work?”*

Recall the story after reading

“After Otis and the met tractor met, they both felt happy. Why were they happy?” (They each had a new friend, they didn’t feel lonely)
“What did Otis do that made the calf feel calm?” (He made a putt puff sound)
“How did Otis feel when the big, yellow tractor came to the farm? (Sad) Is that a comfortable or uncomfortable feeling?”
“What did Otis do to help the calf?”



Book

Day 2:

Otis

by Loren Long

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“What did Otis like to do after working hard all day on the farm? (Play by the pond, leapfrog over hay bales) What animals do you see on this page?” (Ducks)*

Pg. 9-10: *“After Otis met the calf, what did they do together?” (Played by Mud Pond, leapfrogged over bales of hay, played ring-around-the-rosy)*

Pg. 13-14: *“How does Otis look in this picture? (Sad) Why is he feeling sad? (He does not want to move out of the barn.) Is that a comfortable, or uncomfortable feeling?”*

Pg. 17-18: *“Where is the little calf going?” (To Mud Pond) What is going to happen next?”*

Pg. 21-22: *“Who is trying to help the little calf?” (The farmhands, the big tractor, and the fire chief and truck)*

Pg. 27-28: *“What does Otis do to help the little calf get out of the mud?” (He circles around the pond so the calf will follow him.)*

Pg. 33-34: *“Otis and the calf are friends. What do like to do with your friends?”*



EXTENSION ACTIVITY

Mud Pictures

Materials:

Construction paper,
paintbrushes,
smocks, dark color
paint

Details:

Children create mud pictures with paint. Talk with children about what kind of mud picture they are making, if they have ever gotten stuck in the mud, and what happens when dirt mixes with water.



Day 3:

Open Book Choice

Open book choices are included throughout the curriculum to give teachers an opportunity to incorporate some of their favorite books into the lessons. During open book weeks, teachers are encouraged to follow the same outline that is in other interactive reading lessons:

Show the book cover

*“The title of the book we are going to read is (book name).
The author who wrote the words is (author).
The illustrator who drew the pictures is (illustrator).”*

(Ask a question about the book cover. For example, “What kinds of animals do you think will be in this story?” If you begin with a yes/no question or one that involves a simple or one-word answer, try following it up with a more challenging question.)

Read the story, asking questions and encouraging comments and discussion

Read the book with the children, asking questions that encourage discussion. Some examples of good questions are:

“What’s happening on this page?”

“What are these people doing?”

“How do you think they are feeling? How can you tell?”

“What’s going to happen next? Why do you think so?”

“Why do you think the boy is (sad, happy, etc.)?”

Additionally, look for opportunities to discuss vocabulary words from the story that might be new and challenging to children. For example, in a book about construction vehicles, you may have the opportunity to use words like *backhoe* and *excavator* that the children might not know; similarly, a book about gardening might give you the chance to present the word *soil* instead of *dirt*.

Recall the story after reading

After reading the book, ask questions that help the children to remember the story events in order. Questions like:

“What was the first animal that visited?”

“What happened next?”

“What was the child looking for?”

“Why were they happy at the end of the story?”



Day 4:

“Walk through” and talk about the book with the children

Look through the book and talk with the children about the characters and events without actually re-reading the text. Since the book will have already been read on Day 3, this is a chance to challenge the children to remember the events of the story, remember the sequence of the events, and remember important things about the characters like their feelings, and how and why they acted in a certain way.



EXTENSION ACTIVITY

Pond Pictures

Materials:

Pre-cut
construction paper
pond shapes,
markers, glue,
collage materials,
markers or
crayons.

Details:

The teacher provides light blue construction paper in a simple pre-cut pond shape for each child. Children create their pond with collage materials and markers or crayons. Talk with children about what is in their pond, what kinds of animals live in or near the pond, and if they have ever been to a pond before.



Ideas for Center Enrichment:

- 1) Mix water, oil and food coloring together in a plastic bottle. Seal securely. Shake and watch. Glitter can also be added to the mixture.
- 2) Add farm animals and tractors to the dramatic play and the block area.
- 3) Add small trucks and farm animals to the sand table.
- 4) Sprinkle powdered tempera paint on paper and fill spray bottles with water. Children can use the spray water to paint “colored mud.”
- 5) In large group, pretend to jump in mud puddles. Pretend to wash with soap and water.
- 6) Set up laundry center in dramatic play area. Use large box for washing machine. Provide empty detergent bottles, laundry basket, clothes, clothes line, clothespins. Children can sort clean and dirty laundry.

Prop Enrichments:

Teachers may choose to use small props to represent the vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Animals	In/Out	Barn
Calf	Mud	Tractor
Farm	Pond	Hay



Looking Ahead for Week #29:

Extensions:

Pre-cut white paper into dog shapes. Gather cotton balls, felt and yarn for the Colorful Dogs activity.

Cut sponges into paw print shapes for the paw print activity.

Think about:

During book reading, look for opportunities to talk with children about the character's feelings.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #28 Uu

Write the word Uncomfortable clearly and legibly on a sentence strip. Underline the U.

This week our letter in the alphabet center is U. Here's the letter U in the word uncomfortable. (Point to the letter u.)



Everyone will get a turn to do our activity with the letter U in the alphabet center sometime this week.

Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Letter Activity



Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #73 What do I Have? II

Overview:

The teacher describes something on the flannel board by ending sound and characteristics. The children identify the item. This game could also be played using props of your choice.



Materials:

Flannel board characters or elements from a story you've recently read to the class

• or •

Pictures of elements in the book

• or •

Props of book elements



Introduce:

Today we're going to play a story game. I have a few things from our story on the flannel board.

Identify a familiar story you've to the class and identify the items on the flannel board.

I'm going to tell you the end sound of one of the things on the flannel board. I'll also tell you something about it. You'll have to guess what my thing is.



Model:

Let's practice. I'm thinking of something on the flannel board that has the "d" (say sound) sound at the end of the word. It is brown and you can sleep on it. What can it be? Yes! It is the bed. Bed has a "d" sound at the end of the word. Show the bed. This bed is brown and you can sleep on it.

Do an additional example with the class if needed.



Do:

That's how we play. Let's all try it now.

Play the game trying to make sure each child gets a turn. You may need to review the concept of end, ending or last with the children before playing this game. Using a definition contrasted with first or beginning can be helpful-for example, the first car on the train and the last car on the train.

Final Sounds To Target

D N T P M C B S L

Z R G-as in pig - Do not use words with an ing ending as in ring.



Sound Game #74 Ending Sound Activity

Transition

Overview:

The teacher will present a prop, focusing on the final sound. The teacher and children choose another prop from a basket that has that same final sound. The teacher and children say the name of the props emphasizing the final sound.



Materials:

Pairs of props or picture cards that have the same ending sound
Other objects with different ending sounds
Basket



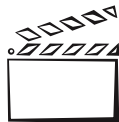
Introduce:

Today we're going to play a game with some things I have in the basket. I'm going to choose something from my basket. We'll all listen for the sound at the end of the word. Then all of our friends will help us choose something else from our basket that has the same sound at the end.



Model:

Let's try our game. I'm going to start first and pick this pink animal from the basket. What is this? Right! It's a pig. Hmm. I'm going to say pig and listen for the sound at the end of pig. Pig. Emphasize the "g" sound. I'm going to say it again. Pig. I hear a "g" sound at the end of the word pig. Now let's see if we can find something in the basket that has the same "g" sound at the end. Here is a car and here is a dog. Let's see which one has the same "g" sound at the end. Say both words emphasizing the ending sounds. Right! Dog has the "g" sound at the end of the word. Dog and pig both have the same sound "g" at the end of the word. Make sure there are only two items in the basket at a time for children to choose from, one with the matching ending sound and one with a clearly different ending sound.



Do:

Continue with the game, emphasizing the same ending sounds for each pair. You may need to review the concept of end, ending or last with the children before playing this game. Using a definition contrasted with first or beginning can be helpful- for example, the first car on the train and the last car on the train.

Examples of ending sound prop pairs

Same Ending Sound

Bed-dad Cat-pot Map-top
Can-pen Mom-home Blocks-glass

Avoid using rhyming word pairs or words that begin with the same sound so as not to confuse the children.



Sound Game #75 Which Word?

Transition IA

Overview:

The teacher will verbally present a segmented word. The teacher will offer two choices of words to the children. One will be the correctly blended word, the other will not. The children will choose which word is the correctly blended word.



Materials:

Picture cards or props-optional



Introduce:

Today we're going to play a game with some words. I'm going to say a word in a silly way. Then you'll tell me the word.



Model:

I'll show you how to play. I'm going to say "c"- "at."

Say the sounds.

I'll say it again "c"- "at." What word do you think that could be?

Ball or cat. You're right. The word is cat.

If you are using picture cards or props, show the picture or prop.

That's how we'll play the game.



Do:

Now let's all play the game together.

Continue playing the game, giving assistance when needed. Initially, working with word family groups will be easier for young children as you begin to introduce the idea of blending.

Word Family Words For Blending

At-h-at, s-at, f-at, m-at, p-at

Am- j-am, h-am, S-am

Ad- s-ad, m-ad, d-ad, p-ad

Et- p-et, g-et, s-et

En- p-en, t-en, h-en

Eg- l-eg, p-eg

Ox- b-ox, f-ox

Ot- p-ot, h-ot, d-ot, n-ot

It- b-it, s-it, p-it, f-it

Ip- t-ip, l-ip, d-ip

Ice- m-ice, r-ice, n-ice, d-ice



Lots of Feelings

Suggested Vocabulary

Angry	First/Last	Sad	Arms
Group	Saucer	Bowl	Happy
Strawberry	Carry	Into	Take
Collar	Ladder	Together	Could
Legs	Excited	Pull	



Day 1:

Book

The Little Mouse, The Red Ripe Strawberry, And The Big Hungry Bear
by Don and Audrey Wood

Show the book cover

“The title of the book we will read today is The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don and Audrey Wood. They are the authors of the book, the people who wrote the words, and they are also the illustrators, the people who drew the pictures.”

“What kind of fruit do you see?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What’s the little mouse carrying?”*

Pg. 13-14: *“What’s making that booming sound? Who do you think is coming?”*

Pg. 17-18: *“Why does the mouse have that strawberry locked up with a chain?”*

Pg. 23-24: *“What is the mouse using to cut the strawberry?”*

Pg. 29-30: *“What happened to the strawberry?”*

Recall the story after reading

“What kind of fruit did the mouse want to eat?”

(He wanted to eat the strawberry.)

“Why does the mouse look worried?”

(He’s worried that the bear will take his strawberry – p. 6)

“Why does the mouse try to hide the strawberry?”

(He doesn’t want the bear to take it and eat it.)

“What’s the first thing he does to hide it?” (Bury it)

“What’s the next thing he does?” (Guard it with locks and chains) *“What’s the last thing he tries?”* (Disguises)

“How does the mouse look at the end of the story?” (He looks happy.)

“What kind of fruit do you like to eat?”



Book

Day 2:

The Little Mouse, The Red Ripe Strawberry, And The Big Hungry Bear
by Don and Audrey Wood

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What is the mouse carrying in his arms?”* (A ladder)

Pg. 3-4: *“How does the mouse look?”* (Happy)

Pg. 5-6: *“The mouse is using his arms and legs to climb the ladder. Why do you think he is climbing the ladder?”*
(He is trying to get the strawberry.)

Pg. 7-8: *“What is the mouse worried the bear will take?”*
(He is worried the bear will take the strawberry.)

Pg. 9-10: *“What is the mouse trying to do now?”* (He is trying to pull the strawberry off the plant.)

Pg. 13-14: *“How does the mouse look?”* (Scared) *“Where do you think he will take the strawberry?”*

Pg. 15-16: *“What did the mouse do with the strawberry?”*
(He tried to bury it/cover it.)

Pg. 17-18: *“Why do you think he carried the strawberry into the house?”* (He didn’t want the bear to get it.)

Pg. 19-20: *“What does the mouse put on the strawberry?”*
(Glasses and a nose)

“Why do you think he did that?”

(He didn’t want the bear to know it was a strawberry.)

Pg. 25-26: *“Do you think the bear could come to take the strawberry?”*

Pg. 29-30: *“How does the mouse look now?”* (Happy)

“What could you do with a red, ripe strawberry?”



EXTENSION ACTIVITY

Paw Print Pictures

Materials:

Sponges cut into different paw print shapes and paint, or paw print stamps and washable ink stamp pad, paper

Details:

Children may choose different paw prints to dip in paint and sponge on their paper, or different paw print stamps to stamp on the paper. Attaching a clothes pin to the back of the sponge will help little fingers hold the sponge more securely. Have conversations about the paw prints different kinds of animals make. Children may want to talk about the pets they have at home and the paw prints or footprints they make.



Book

Day 3:

The Stray Dog
by Marc Simont

Show the book cover

“The title of this book is The Stray Dog.”

The author and illustrator is Marc Simont.

He wrote the words and drew the pictures for the story.”

“What do you think this man is doing?”

Read the story, asking questions and encouraging comments and discussion

Pg. 3-4: *“What is the family doing? Who do they see?”*

Pg. 7-8: *“How did the dog feel when the family left?”*

Pg. 11-12: *“What do you think everyone is thinking about?”*

Pg. 23-24: *“Why do they give Willy a bath?”*

Recall the story after reading

“How do you think Willy felt when the family left?” (Sad)

“Why did the family feel sad after the first picnic?”

“Why did the family feel happy after the last picnic?”



Book

Day 4:

The Stray Dog
by Marc Simont

**“Walk through”
and talk about
the book with
the children**

Pg. 5-6: *“What things could this dog carry in his mouth?”*

Pg. 11-12: *“How do the people feel when they think about Willy?”*

Pg. 15-16: *“Why are the children waving their arms?”*

(They feel excited to see Willy again. They want Willy to stop.)

Pg. 19-20: *“What are they going to use for a collar for Willy?”*

Pg. 23-24: *“The children are taking a bath.*

Who else got into the bathtub?”

Pg. 27: *“Do you think Willy feels comfortable
or uncomfortable in his new bed?”*

“How would you feel if you found a stray dog?”



EXTENSION ACTIVITY

Colorful Dogs

Materials:

Pieces of white construction paper or paper cut into dog shapes, colored tissue paper, yarn, cotton balls, pieces of felt, glue, markers

Details:

Let each child decorate his/her dog using the materials listed above. As the children are creating, rotate around the table and ask each child about his/her picture.



Ideas for Center Enrichment:

- 1) Talk to the children about their pets at home.
Graph this on chart paper.
- 2) Add a stuffed dog to the dramatic play area. Provide a leash. Children can take the dog for a walk. Have empty pet food containers available also. Have a chart that lists whose turn it is to walk or feed the dog. Let the children choose a name for the dog.
- 3) Sing "Ten in a Bed."
- 4) Put small plastic dogs in the sand table.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Arms	First/Last	Saucer	Bowl
Ladder	Strawberry	Carry	Legs
Collar	Pull		



Looking Ahead for Week #30:

Extensions:

Cut out shapes for the Vroom Vroom Vehicles activity.

Think about:

Look for opportunities to extend children's language throughout the day.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #29 Aa

Write the word Animals clearly and legibly on a sentence strip. Underline the A.



This week our letter in the alphabet center is A. Just like the A in the word Animals. (Point to the A.) Let's see if you can guess what kind of animal we're going to read about this week. It is an animal who can wag his tail and bark. Right! We'll read a book about a dog called, The Stray Dog. Everyone will also get a turn to do our activity in the Alphabet Center sometime this week.

Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Letter Activity



Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #76 Making Words

Transition

Overview:

The teacher will verbally present a segmented word. The children will blend the sounds together to form the word.



Materials:

Picture cards or props-optional



Introduce:

Today we're going to play a game with some words. I'm going to say part of a word. Then we'll add a new sound to the beginning and make a word.



Model:

Hand gestures are a great way to help children “visualize” blending the two separate parts of a word to make one word. Place both hands in front of you and against your body with your palms facing up, as if each hand is holding part of the word. As you say the second part of the word, put your left hand out in front of you. As you say the first part of the word, put your right hand out in front of you. Keep your extended hands a short distance away from each other so that the two parts of the word are kept apart. Then when you ask children to put the two parts of the word together, bring your hands together.

*I'll show you how to play. I'm going to say “at”. Extend your “at” hand. Have the children repeat the sound. **If I add the sound “c” to the beginning of “at”, we make the word c-at. Cat. Let's say the word we made, cat.** Extend your “c” hand. Say the sounds, then the word as you put your hands together. Show the prop. **I'll show you how to make another word with “at”.** Have the children repeat the sound. **If I add a “b” to the beginning of “at”, I make the word b-at. Bat. Let's say the word we made, bat.***



Do:

Now let's all play the game together.

Continue playing the game, giving assistance when needed. Initially, working with word family groups will be easier for young children as you begin to introduce the idea of blending sounds.

Word Family Words For Blending

At- h-at, s-at, f-at, m-at, p-at

Ad- s-ad, m-ad, d-ad, p-ad

En- p-en, t-en, h-en

It- b-it, s-it, p-it, f-it

Ip- t-ip, l-ip, d-ip

Ot- p-ot, h-ot, d-ot, n-ot

Am- j-am, h-am, S-am

Et- p-et, g-et, s-et

Eg- l-eg, p-eg,

Ice- m-ice, r-ice, n-ice, d-ice

Ox- b-ox, f-ox



Sound Game #77 What's Left? I

Transition IA

Overview:

The teacher will say a word segmenting or taking away part of the word. The children will say the remainder of the word.



Materials:

Prop box items or pictures-optional



Introduce:

Today we're going to play a game with some words. I'm going to say a word and then take away part of the word. You'll tell me what part of the word is left.



Model:

Hand gestures are a great way to help children "visualize" segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you're holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

I'll show you how to play. I'll say the word cat. Put your hands together.

I have a cat right here. Show the prop.

I'm going to take away the "c" in cat.

Say the sound. Put your "c" hand behind your back.

The part of the word that's left is "at."

Keep your remaining "at" hand extended, palm facing up.

I took away the "c" sound so I only have "at" left. I'll do another for you. I'll say the word cup. I'm going to take away the "c" in cup.

The part of the word that's left is "up."



Do:

Let's all play.

To make the game more interesting, you can have the children take turns choosing items from the prop box to use as your word. If you choose to do this, use the nouns from the list below.

Words for Segmenting

At- hat, bat, cat

It- bit, sit, pit, fit

Am- jam, Sam

Ice- mice, rice, dice

Ad- sad, mad, dad

Ip- lip, dip, hip

Et- pet, get, set

Ox- box, fox

En- pen, ten, hen

Op- hop, mop, top

Eg- leg, peg

Up- cup, pup



Sound Game #78 Summer Words

Transition

Overview:

The teacher will say a word segmenting or taking away the beginning sound in the word. The children will say the remainder of the word.



Materials:

Sunglasses-optional



Introduce:

Today we're going to play a summer game. We're all going to take turns wearing the sunglasses today while we play the game. I'm going to say a word then take away the beginning sound in the word. Remember, the beginning sound is the sound at the start of the word. You'll tell me what part of the word is left.



Model:

Hand gestures are a great way to help children “visualize” segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you’re holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

I'll show you how to play. Put the sunglasses on.

I'll say the word ball. Put your hands together.

I'll take away the beginning sound “b” in the word ball.

Put your “b” hand behind your back.

The part of the word that's left is “all.”

Keep your remaining “all” hand extended, palm facing up.



Do:

Now we'll all play. I'll pass the sunglasses to one of our friends. Remember, everyone will get a turn.

Use the word list below as you play the game.

Summer Words

Sun-un	Fish-ish	Sea-e	Boat-oat
Sand-and	Pail-ail	Pool-ool	Hot-ot
Wet-et	Hat-at	Beach-each	Waves-aves
Towel-owl	Sandal-andal	Bike-ike	Ride-ide



Suggested Vocabulary

Excited

Backhoe	In/Out	Their	Tow Truck
Ladder	They	Cloud	Move
Wheelbarrow	He	Only	Town
Head	Plan	His	Rain
Wheels	Hose	Said	Work



Book

Day 1:

Fireman Small

by Wong Herbert Yee

Show the book cover

“Today’s book is called Fireman Small.”

The author and illustrator is Wong Herbert Yee.

He wrote the words and drew the pictures.”

“What do you think will happen in this story?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What building does Fireman Small work in?”*

(The fire station)

Pg. 9-10: *“What happened to the little Bunny?”* (He fell down a hole.)

“How does his mother feel?” (She is worried.)

Pg. 17-18: *“How does Fireman Small feel now?”* (He feels tired.)

“Why does he feel so tired?” (He’s been working very hard.)

Pg. 21-22: *“Who came to see Fireman Small?”* (Everyone he rescued) *“Why did they come to see him?”*

(They wanted to say thank you to Fireman Small.)

Recall the story after reading

“What is the name of the only fireman in that part of the town?” (His name is Fireman Small.)

“What made Fireman Small feel tired?”

“Fireman Small helped his friends. How do you help your friends?”

“How did his friends feel when he helped them?”

“How do you feel when you help your friends?”



Book

Day 2:

Fireman Small
by Wong Herbert Yee

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“Where does Fireman Small work?”* (Fire Station Number 9)

Pg. 3-4: *“When Fireman Small is done with his work, what does he want to do?”* (He wants to go to bed.)

“How does Fireman Small feel?” (Tired)

Pg. 7-8: *“What’s the problem here?”* (The kitten is stuck.)

“What does Fireman Small do?” (Get her down)

Pg. 9-10: *“Here’s a picture of Fireman Small in his bed.*

He pulls the covers up over his ____.” (Head)

Pg. 15-16: *“Someone called Fireman Small on the phone. What do you think they said to him?”* (There is a fire.)

Pg. 25-26: *“How did Fireman Small help his friends that day?”*

“How does everyone feel?” (Happy, safe)



EXTENSION ACTIVITY

Vroom, Vroom Vehicles

Materials:

Glue, collage material, markers, construction paper shapes (rectangles, circles, squares)

Details:

Let each child choose the shapes he/she would like to use to make a vehicle. As the children are choosing their shapes, talk with them about the various kinds of vehicles each may want to make. As the children are creating the vehicles, talk with them about what they may want to do with their vehicles, where they may want to go in their vehicles, who they may want to take in their vehicles.



Day 3:

Open Book Choice

Open book choices are included throughout the curriculum to give teachers an opportunity to incorporate some of their favorite books into the lessons. During open book weeks, teachers are encouraged to follow the same outline that is in other interactive reading lessons:

Show the book cover

“The title of the book we are going to read is (book name).

The author who wrote the words is (author).

The illustrator who drew the pictures is (illustrator).”

(Ask a question about the book cover. For example, “What kinds of animals do you think will be in this story?” If you begin with a yes/no question or one that involves a simple or one-word answer, try following it up with a more challenging question.)

Read the story, asking questions and encouraging comments and discussion

Read the book with the children, asking questions that encourage discussion. Some examples of good questions are:

“What’s happening on this page?”

“What are these people doing?”

“How do you think they are feeling? How can you tell?”

“What’s going to happen next? Why do you think so?”

“Why do you think the boy is (sad, happy, etc.)?”

Additionally, look for opportunities to discuss vocabulary words from the story that might be new and challenging to children. For example, in a book about construction vehicles, you may have the opportunity to use words like *backhoe* and *excavator* that the children might not know; similarly, a book about gardening might give you the chance to present the word *soil* instead of *dirt*.

Recall the story after reading

After reading the book, ask questions that help the children to remember the story events in order. Questions like:

“What was the first animal that visited?”

“What happened next?”

“What was the child looking for?”

“Why were they happy at the end of the story?”



Day 4:

“Walk through” and talk about the book with the children

Look through the book and talk with the children about the characters and events without actually re-reading the text. Since the book will have already been read on Day 3, this is a chance to challenge the children to remember the events of the story, remember the sequence of the events, and remember important things about the characters like their feelings, and how and why they acted in a certain way.



EXTENSION ACTIVITY

Helping Hands

Materials:

White construction paper, crayons or markers

Details:

Children trace around their hands, with help from the teacher or a classmate if needed. The children may decorate their hands with crayons or markers. Have conversations with the children about how they can use their hands to help do something at school or at home. Teachers may choose to write something each child says on his/her paper.



Ideas for Center Enrichment:

- 1) Use toy tow trucks and backhoes in the sand area to tow and dig up small items.
- 2) Place play fire hats, a small piece of hose, and a yellow raincoat in the dramatic play area.
- 3) Add toy trucks, a backhoe, ladders, and small fire trucks to the block area.
- 4) Visit the fire station or have a fire fighter visit the classroom.
- 5) Conduct a fire drill.
- 6) Place street maps in the block area.
- 7) Place print props in different centers areas: 911 signs, dispatch log on clipboard, alarm box sign.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Backhoe	Cloud	Hose	Ladder
Rain	Town	Tow truck	Wheelbarrow
Wheels			



Looking Ahead for Week #31:

Extensions:

Gather small toy vehicles for the Vehicle Prints activity.

Think about:

Look for opportunities to introduce new vocabulary when having conversations with children.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #30 Ee

Write the word Excited clearly and legibly on a sentence strip. Underline the E.



This week our letter in the alphabet center is E. Here's the letter E in the word excited. (Point to the letter E.) I know I get excited when there are lots of new, fun things to do at school! I bet some of you do too. Everyone will get a turn to do our activity with the letter E in the alphabet center sometime this week.

Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Letter Activity



Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #79 Making Words

Transition

Overview:

The teacher will verbally present a segmented word. The children will blend the sounds together to form the word.



Materials:

Picture cards or props-optional



Introduce:

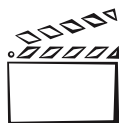
Today we're going to play a game with some words. I'm going to say part of a word. Then we'll add a new sound to the beginning and make a word.



Model:

Hand gestures are a great way to help children “visualize” blending the two separate parts of a word to make one word. Place both hands in front of you and against your body with your palms facing up, as if each hand is holding part of the word. As you say the second part of the word, put your left hand out in front of you. As you say the first part of the word, put your right hand out in front of you. Keep your extended hands a short distance away from each other so that the two parts of the word are kept apart. Then when you ask children to put the two parts of the word together, bring your hands together.

I'll show you how to play. I'm going to say “at”. Extend your “at” hand. Have the children repeat the sound. *If I add the sound “c” to the beginning of “at,” we make the word c-at. Cat. Let's say the word we made, cat.* Extend your “c” hand. Say the sounds, then the word as you put your hands together. Show the prop. *I'll show you how to make another word with “at.”* Have the children repeat the sound. *If I add a “b” to the beginning of “at,” I make the word b-at. Bat. Let's say the word we made, bat.*



Do:

Now let's all play the game together.

Continue playing the game, giving assistance when needed. Initially, working with word family groups will be easier for young children as you begin to introduce the idea of blending sounds.

Word Family Words For Blending

At- h-at, s-at, f-at, m-at, p-at

Ad- s-ad, m-ad, d-ad, p-ad

En- p-en, t-en, h-en

It- b-it, s-it, p-it, f-it

Ip- t-ip, l-ip, d-ip

Ot- p-ot, h-ot, d-ot, n-ot

Am- j-am, h-am, S-am

Et- p-et, g-et, s-et

Eg- l-eg, p-eg,

Ice- m-ice, r-ice, n-ice, d-ice

Ox- b-ox, f-ox



Sound Game #80 What's Left? I

Transition IA

Overview:

The teacher will say a word segmenting or taking away part of the word. The children will say the remainder of the word.



Materials:

Prop box items or pictures-optional



Introduce:

Today we're going to play a game with some words. I'm going to say a word and then take away part of the word. You'll tell me what part of the word is left.



Model:

Hand gestures are a great way to help children "visualize" segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you're holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

I'll show you how to play. I'll say the word cat. Put your hands together.

I have a cat right here. Show the prop.

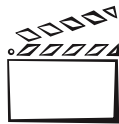
I'm going to take away the "c" in cat.

Say the sound. Put your "c" hand behind your back.

The part of the word that's left is "at."

Keep your remaining "at" hand extended, palm facing up.

I took away the "c" sound so I only have "at" left. I'll do another for you. I'll say the word cup. I'm going to take away the "c" in cup. The part of the word that's left is "up."



Do:

Let's all play.

To make the game more interesting, you can have the children take turns choosing items from the prop box to use as your word. If you choose to do this, use the nouns from the list below.

Words for Segmenting

At- hat, bat, cat

It- bit, sit, pit, fit

Am- jam, Sam

Ice- mice, rice, dice

Ad- sad, mad, dad

Ip- lip, dip, hip

Et- pet, get, set

Ox- box, fox

En- pen, ten, hen

Op- hop, mop, top

Eg- leg, peg

Up- cup, pup



Sound Game #81 What's Left? II

Transition

Overview:

The teacher will say a word segmenting or taking away the ending sound in the word. The children will say the remainder of the word.



Introduce:

Today we're going to play a game with some words. I'm going to say a word and then take away the sound at the end of the word. You'll tell me what part of the word is left.



Model:

Hand gestures are a great way to help children "visualize" segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you're holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

I'll show you how to play. I'll say the word cat. Put your hands together.

I'll say the word team. Say team emphasizing the ending sound.

I'm going to take away the end sound "m" in the word team.

Put your "m" hand behind your back as you say the sound.

If I take the "m" sound away, the part of the word that's left is "tea."

Keep your "tea" hand extended, palm facing up.

I'll do another for you. Model the same way as in the previous example.

I'll say the word goat. I'm going to take away the end sound "t" in goat.

The part of the word that's left is "go." Do more examples if needed so children understand the task.



Do:

Let's all play.

You may need to review the concept of end, ending or last with the children before playing this game. Using a definition contrasted with first or beginning can be helpful- for example, the first car on the train and the last car on the train.

Words for Segmenting

Bark-bar	Plant-plan	Seed-see	Fork-for
Moose-moo	Lake-lay	Cart-car	Farm-far
Bean-bee	Card-car	Cold-coal	Sheet-she
Soap-so	Seal-see	Trace-tray	Note-no
Time-tie	Save-say	Boot-boo	Hurt-her
Meal-me			



Tired

Suggested Vocabulary

Bulldozer	Light	Put	Cement Mixer
Loader	Street	Crane	Machine
Turns	Dump Truck	Men	Use
Earth	Plan	Work	Gas
Plane	Job	Pounds	



Book

Day 1:

Night Worker
by Kate Banks

Show the book cover

“The title of the book we are going to read is Night Worker. The author is Kate Banks. She wrote the words.

The illustrator who drew the pictures is Georg Hallensleben.”

“Where do you think this man and boy are?”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“Where is Papa going? Why can’t Alex go with him?”*

Pg. 3-4: *“Why does Alex have a hard hat on? Where is he going?”*

Pg. 9-10: *“Why are Alex and his dad using flashlights?”*

Pg. 13-14: *“What does an excavator do?”*

Pg. 15-16: *“What’s coming out of the concrete mixer?”*

Pg. 23-24: *“What did Alex do with that load of dirt?”*

Recall the story after reading

“Where did Alex want to go with his dad?”

(He wanted to go to his dad’s job.)

“What did Alex’s father give him to wear at his work?”

(He gave him a hard hat.)

“What did the men build?” (A building)

“What kinds of machines did the men drive?”

“How did Alex feel when he went back home with his dad?”

(He felt tired.)



Book

Day 2:

Night Worker
by Kate Banks

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“How do you think Alex felt when his dad said he couldn’t go to his job with him?”* (Sad, angry, frustrated)

Pg. 3-4: *“What does Papa put on Alex’s head before he takes him to work?”* (Hard hat)

Pg. 7-8: *“What kind of machine is used to dig out the earth?”* (A crane is used.)

Pg. 9-10: *“Why do Alex and his father need to use lights?”* (It is dark because it is nighttime.)

Pg. 11-12: *“What is Papa looking at with the man?”* (They are looking at the plan for making the building.)

“What machine is pushing the soil out of the earth?” (A bulldozer)

Pg. 13-14: *“What does Alex do when the excavator turns toward him?”* (He waves at the giant arm.)

Pg. 15-16: *“What kind of machine are the men using?”* (A cement mixer)

Pg. 17-18: *“What helps the crane driver to see in the nighttime?”* (A light is on the crane)

Pg. 19-20: *“What is happening in this picture?”* (Alex is put into the yellow loader.)

Pg. 23-24: *“Where does Alex help to put the dirt?”* (He helps put the dirt into the dump truck.)

Pg. 27-28: *“What does Alex see on the street?”* (People, a woman walking her dog)

Pg. 29-30: *“How does Alex feel now?”* (Tired)



EXTENSION ACTIVITY

Vehicle Prints

Materials:

Play dough, small vehicles with different tire imprints

Details:

Each child may choose play dough and a vehicle. Children may use the vehicles to make tracks and other imprints in the play dough. While the children are creating, talk about what kinds of vehicles they are using, what kind of imprints they are making, what kind of trucks or vehicles they may have seen before.



Book

Day 3:

Worksong

by Gary Paulsen

Show the book cover

“The title of the book is Worksong.”

The author who wrote the words is Gary Paulsen

and the illustrator who drew the pictures is Ruth Wright Paulsen.”

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *“What’s the man doing in this picture? What’s he wearing?”*

Pg. 3-4: *“What tools are these two people using to do their work?”*

Pg. 5-6: *“What are these people selling at their stand?”*

Pg. 21-22: *“Where do you think the people are going now?”*

Pg. 25-26: *“Is it daytime or night time here? How can you tell?”*

Recall the story after reading

“What are some of the jobs that people do in this story?”

“Would you like to do any of these jobs when you grow up?

Which one?”

“Do you know anyone who works in a store or builds things?”

“Why do you think the people were tired at night?”

(They worked all day.)



Day 4:

Worksong

by Gary Paulson

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What are all the people in this book doing?”*

Pg. 3-4: *“Where are these people working?”*

Pg. 5-6: *“What vegetables are they selling here?”*

Pg. 7-8: *“Where are these people working?”*

Pg. 9-10: *“What kind of work are they doing here?”*

Pg. 11-12: *“What jobs are these people doing?”*

Pg. 13-14: *“What kinds of work do nurses do?”*

Pg. 15-16: *“Where are some places you can buy shoes?”*

Pg. 17-18: *“What do you think this person is cooking?”*

Pg. 19-20: *“What are some creatures under the sea? Why do they need a flashlight?”*

Pg. 23-24: *“What do you do when you’re tired?”*

Pg. 25-26: *“What are some things people do when they get home at night?”*



EXTENSION ACTIVITY

Night Pictures

Materials:

Dark construction paper, colored chalk, markers, small star stickers

Details:

Children draw pictures of people, houses or anything else they may see outdoors at night. Talk with the children about their pictures. Talk with children about who or what is in their picture, and if they have ever seen stars out at night.



Ideas for Center Enrichment:

- 1) Use small construction vehicles or cars in sand, oatmeal or rice.
- 2) Build roads with blocks.
- 3) Provide manipulatives in the toy area that children can use to build buildings.
- 4) Provide small vehicles for the children to dip in paint and drive on paper to make tire tracks.
- 5) Provide paper and clipboards in the block, dramatic play or other center areas. Children can pretend to write orders for deliveries.
- 6) Add hard hats and work shirts to the dramatic play area or place in the block area.
- 7) Make and place signs in the block or dramatic play area, e.g. *Danger Zone*, *Deliveries at this Entrance*, *Open/Closed*, *Hard Hats Must be Worn at All Times*.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Bulldozer	Cement mixer	Crane	Dump truck
Gas	Loader	Plane	Street
Turns			



Looking Ahead for Week #32:

Extensions:

Provide paper plates for the Paper Plate Pizza activity.

Think about:

Look for opportunities to use a variety of feeling words throughout the week like frustrated, excited, and proud.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #31 Kk

Write the word Kate clearly and legibly on a sentence strip. Underline the K.



This week our letter in the alphabet center is K. Here's the letter K in the word Kate. (Point to the letter K.) Kate is the name of the author of one of the books we'll read this week called Night Worker. (Show the book and point out the author's name.) Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #82 What do I Have? II

Overview:

The teacher describes something on the flannel board by ending sound and characteristics. The children identify the item. This game could also be played using props of your choice.



Materials:

Flannel board characters or elements from a story you've recently read to the class

• or •

Pictures of elements in the book

• or •

Props of book elements



Introduce:

Today we're going to play a story game. I have a few things from our story on the flannel board.

Identify a familiar story you've to the class and identify the items on the flannel board.

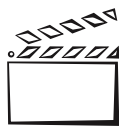
I'm going to tell you the end sound of one of the things on the flannel board. I'll also tell you something about it. You'll have to guess what my thing is.



Model:

Let's practice. I'm thinking of something on the flannel board that has the "d" (say sound) sound at the end of the word. It is brown and you can sleep on it. What can it be? Yes! It is the bed. Bed has a "d" sound at the end of the word. Show the bed. This bed is brown and you can sleep on it.

Do an additional example with the class if needed.



Do:

That's how we play. Let's all try it now.

Play the game trying to make sure each child gets a turn. You may need to review the concept of end, ending or last with the children before playing this game. Using a definition contrasted with first or beginning can be helpful-for example, the first car on the train and the last car on the train.

Final Sounds To Target

D N T P M C B S L

Z R G-as in pig - Do not use words with an ing ending as in ring.



Sound Game #83 What's Left? I

Transition IA

Overview:

The teacher will say a word segmenting or taking away part of the word. The children will say the remainder of the word.



Materials:

Prop box items or pictures-optional



Introduce:

Today we're going to play a game with some words. I'm going to say a word and then take away part of the word. You'll tell me what part of the word is left.



Model:

Hand gestures are a great way to help children "visualize" segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you're holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

I'll show you how to play. I'll say the word cat. Put your hands together.

I have a cat right here. Show the prop.

I'm going to take away the "c" in cat.

Say the sound. Put your "c" hand behind your back.

The part of the word that's left is "at."

Keep your remaining "at" hand extended, palm facing up.

I took away the "c" sound so I only have "at" left. I'll do another for you. I'll say the word cup. I'm going to take away the "c" in cup. The part of the word that's left is "up."



Do:

Let's all play.

To make the game more interesting, you can have the children take turns choosing items from the prop box to use as your word. If you choose to do this, use the nouns from the list below.

Words for Segmenting

At- hat, bat, cat

It- bit, sit, pit, fit

Am- jam, Sam

Ice- mice, rice, dice

Ad- sad, mad, dad

Ip- lip, dip, hip

Et- pet, get, set

Ox- box, fox

En- pen, ten, hen

Op- hop, mop, top

Eg- leg, peg

Up- cup, pup



Sound Game #84 Summer Words

Transition

Overview:

The teacher will say a word segmenting or taking away the beginning sound in the word. The children will say the remainder of the word.



Materials:

Sunglasses-optional



Introduce:

Today we're going to play a summer game. We're all going to take turns wearing the sunglasses today while we play the game. I'm going to say a word then take away the beginning sound in the word. Remember, the beginning sound is the sound at the start of the word. You'll tell me what part of the word is left.



Introduce:

Hand gestures are a great way to help children “visualize” segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you're holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

I'll show you how to play. Put the sunglasses on.

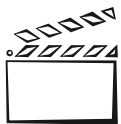
I'll say the word ball. Put your hands together.

I'll take away the beginning sound “b” in the word ball.

Put your “b” hand behind your back.

The part of the word that's left is “all.”

Keep your remaining “all” hand extended, palm facing up.



Do:

Now we'll all play. I'll pass the sunglasses to one of our friends. Remember, everyone will get a turn.

Use the word list below as you play the game.

Summer Words

Sun-un	Fish-ish	Sea-e	Boat-oat
Sand-and	Pail-ail	Pool-ool	Hot-ot
Wet-et	Hat-at	Beach-each	Waves-aves
Towel-owl	Sandal-andal	Bike-ike	Ride-ide



Frustrated Feelings

Suggested Vocabulary

Bill	Make	Restaurant	Come
Money	Sauce	Did	More
Sign	Dough	Most	Some
Father	Mother	Son	Flour
Oven	Than	Food	Put



Book

Day 1:

Little Nino's Pizzeria
by Karen Barbour

Show the book cover

"The title of this book is Little Nino's Pizzeria. The author and illustrator is Karen Barbour. She wrote the words and drew the pictures."

"What do you see on the cover?"

"How do you think they will use the tomatoes?"

Read the story, asking questions and encouraging comments and discussion

Pg. 1-2: *"What are some of the things they are putting on the pizzas?"*

Pg. 5-6: *"What are all the customers eating?"*

Pg. 13-14: *"Why did the waiters trip over Tony? How did Tony feel when the chef pushed him away?"*

Pg. 23-24: *"Do the customers like the pizza at Little Nino's? How can you tell?"*

Recall the story after reading

"What did Tony like to help his father do?"
(He liked to help his father make the pizza.)

"What was the first restaurant like?" (It was little)

"What did Nino do to get some more money?"
(He opened/worked at a bigger restaurant.)

"What was the second restaurant like?" (It was big)

"Where did Tony wish his father still worked?"
(He wished that his father still worked at the small restaurant.)

"At the end of the story, where did Tony and Nino work?"
(The little restaurant)



Day 2:

Book **Little Nino's Pizzeria**
by Karen Barbour

**“Walk through”
and talk about
the book with
the children**

Pg. 3-4: *“What are they using to make pizza?”* (Dough, sauce, etc.)

Pg. 5-6: *“How does Tony help in the restaurant?”* (He rolls the dough, stirs the sauce, grates the cheese, and picks up the dishes.)

Pg. 7-8: *“What does Tony do with some of the extra food?”*
(Tony gives it away.)

Pg. 9-10: *“What do people in the restaurant use to pay the bill?”* (They use money to pay the bill.)

Pg. 13-14: *“The name on the sign for this restaurant is Big Nino's. Is this restaurant bigger than “Little Nino's?”*

“Do more people come to this bigger restaurant?”

Pg. 17-18: *“How do you think Tony is feeling?”* (Tony feels frustrated because he is always in the way and no one notices him.)

Pg. 19-20: *“Why is Tony sad?”* (He can't help like he did in the little restaurant. He misses working in the little restaurant.)

Pg. 23-24: *“What does his father wish he could do?”*
(He wishes that he could make pizzas again.)

Pg. 29: *“Now the name on the sign is Little Tony's. What do you think Tony does in this restaurant?”*

“How do you think Tony and his father feel now?”



EXTENSION ACTIVITY

Make a Pizza!

Materials:

Playdough or clay,
various cookie
cutters

Details:

The teacher provides playdough or clay for children to make individual mini "pizzas". As children are creating their pizzas, talk with them about what kind of pizza they are making, what they like to cook, how they think pizza dough is made, and how Tony helped his father in the restaurant.



Day 3:

Book **Pete's A Pizza**
by William Steig

Show the book cover

"The title of this book is Pete's a Pizza.

William Steig is the author, the person who wrote the words. He is also the illustrator, the person who drew the pictures."

"What is this boy's name?"

Read the story, asking questions and encouraging comments and discussion

Pg. 2-3: *"How is Pete feeling about this rain? What did he want to do?"*

Pg. 8-9: *"What is Pete's dad pretending to do?"*

How does Pete feel when his dad tosses him like pizza dough?"

Pg. 16-17: *"Does pizza dough really laugh?"*

What do you do when someone tickles you?"

Pg. 23-24: *"What happened while they were playing this game?"*

What can Pete do now?"

Recall the story after reading

"At the beginning of the story, why did Pete feel sad and frustrated?" (He couldn't play ball because it was raining.)

"Next, Pete's father did something to cheer him up.

What was it?" (He pretended to make him into a pizza.)



Book

Day 4:

Pete's A Pizza
by William Steig

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“Why can’t Pete go outside?”*

Pg. 5-6: *“What is Pete’s father pretending?”* (He is pretending that his son, Pete, is a pizza.)

Pg. 11-12: *“What does he pretend he is going to put on the pizza?”* (Oil and flour)

Pg. 17-18: *“Is Pete still feeling miserable?”*

Pg. 25-26: *“Do you think that his father will catch him?”*

“At the end of the story, how was Pete feeling”

(Happy, because the sun came out and because his dad cheered him up.)



EXTENSION ACTIVITY

Paper Plate Pizza

Materials:

Paper plates,
construction paper
of various colors,
glue, scissors,
markers, sentence
strips

Details:

Let the children create their own pizzas using the paper plate as a pizza base. The children may cut or tear the construction paper, or the teacher may pre-cut the paper. Talk with the children as you rotate around the table and caption children’s pictures. Sentence strips work well for the captioning. Have conversations about the characters in the books, Pete and Pete’s father, and Little Nino and Little Nino’s father.



Ideas for Center Enrichment:

- 1) Provide pizza making materials: cardboard pizza boxes, cardboard circles, containers with brown circles for pepperoni, green strips for peppers, shredded paper for cheese, red circles for sauce. These can be made from felt. Have menus, price list and a sign with the hours of operation.
- 2) Place a play cash register in the dramatic play area.
- 3) Add family figures to the block area.
- 4) Provide English muffins, sauce and cheese for children to make English muffin pizzas.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Bill	Food	Restaurant	Dough
Money	Sauce	Flour	Oven
Sign			



Looking Ahead for Week #33:

Extensions:

Purchase white felt squares for the Baby Blanket activity.
Gather dot painters and yarn for the I am big! activity.

Think about:

Look for opportunities to comment on children's effort when they are trying new or challenging things.

Alphabet Center Introduction:

Teachers introduce the new letter during morning circle time following the process outlined in the Alphabet Activities introductory section of the manual.



Week #32 Oo

Write the word Oven clearly and legibly on a sentence strip. Underline the O.



This week our letter in the alphabet center is O. Here's the letter O in the word oven. (Point to the letter O.) This week we're going to read a book about a restaurant where they make pizza in their oven. I bet a lot of you like to eat pizza and some of you might make it at home too. Everyone will also get a turn to do our activity in the alphabet center sometime this week.

Letter Activity



Letter activities are introduced and completed at the Alphabet Center after teachers have reviewed and/or introduced the letter(s) in the center following the process outlined in the Alphabet Activities introductory section of the manual.

Choose one of the activities from the Letter Activity Menu in Week #3, or generate your own creative idea using the same pattern of writing the upper and lowercase form of the letter in large, neat print on paper for each child.



Sound Game #85 Which Word?

Transition IA

Overview:

The teacher will verbally present a segmented word. The teacher will offer two choices of words to the children. One will be the correctly blended word, the other will not. The children will choose which word is the correctly blended word.



Materials:

Picture cards or props-optional



Introduce:

Today we're going to play a game with some words. I'm going to say a word in a silly way. Then you'll tell me the word.



Model:

I'll show you how to play. I'm going to say "c"- "at."

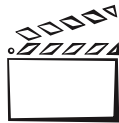
Say the sounds.

I'll say it again "c"- "at." What word do you think that could be?

Ball or cat. You're right. The word is cat.

If you are using picture cards or props, show the picture or prop.

That's how we'll play the game.



Do:

Now let's all play the game together.

Continue playing the game, giving assistance when needed. Initially, working with word family groups will be easier for young children as you begin to introduce the idea of blending.

Word Family Words For Blending

At-h-at, s-at, f-at, m-at, p-at

Am- j-am, h-am, S-am

Ad- s-ad, m-ad, d-ad, p-ad

Et- p-et, g-et, s-et

En- p-en, t-en, h-en

Eg- l-eg, p-eg

Ox- b-ox, f-ox

Ot- p-ot, h-ot, d-ot, n-ot

It- b-it, s-it, p-it, f-it

Ip- t-ip, l-ip, d-ip

Ice- m-ice, r-ice, n-ice, d-ice



Sound Game #86 Making Words

Transition

Overview:

The teacher will verbally present a segmented word. The children will blend the sounds together to form the word.



Materials:

Picture cards or props-optional



Introduce:

Today we're going to play a game with some words. I'm going to say part of a word. Then we'll add a new sound to the beginning and make a word.



Model:

Hand gestures are a great way to help children “visualize” blending the two separate parts of a word to make one word. Place both hands in front of you and against your body with your palms facing up, as if each hand is holding part of the word. As you say the second part of the word, put your left hand out in front of you. As you say the first part of the word, put your right hand out in front of you. Keep your extended hands a short distance away from each other so that the two parts of the word are kept apart. Then when you ask children to put the two parts of the word together, bring your hands together.

I'll show you how to play. I'm going to say “at”. Extend your “at” hand. Have the children repeat the sound. If I add the sound “c” to the beginning of “at”, we make the word c-at. Cat. Let's say the word we made, cat. Extend your “c” hand. Say the sounds, then the word as you put your hands together. Show the prop. *I'll show you how to make another word with “at”. Have the children repeat the sound. If I add a “b” to the beginning of “at”, I make the word b-at. Bat. Let's say the word we made, bat.*



Do:

Now let's all play the game together.

Continue playing the game, giving assistance when needed. Initially, working with word family groups will be easier for young children as you begin to introduce the idea of blending sounds.

Word Family Words For Blending

At- h-at, s-at, f-at, m-at, p-at

Ad- s-ad, m-ad, d-ad, p-ad

En- p-en, t-en, h-en

It- b-it, s-it, p-it, f-it

Ip- t-ip, l-ip, d-ip

Ot- p-ot, h-ot, d-ot, n-ot

Am- j-am, h-am, S-am

Et- p-et, g-et, s-et

Eg- l-eg, p-eg,

Ice- m-ice, r-ice, n-ice, d-ice

Ox- b-ox, f-ox



Sound Game #87 What's Left? II

Transition

Overview:

The teacher will say a word segmenting or taking away the ending sound in the word. The children will say the remainder of the word.



Introduce:

Today we're going to play a game with some words. I'm going to say a word and then take away the sound at the end of the word. You'll tell me what part of the word is left.



Model:

Hand gestures are a great way to help children "visualize" segmenting the two separate parts of a word. Place both hands out in front of you, with your palms facing up, as if you're holding the word. Make sure your hands are touching each other. As you take part of the word away, put that hand behind your back.

I'll show you how to play. I'll say the word cat. Put your hands together.

I'll say the word team. Say team emphasizing the ending sound.

I'm going to take away the end sound "m" in the word team.

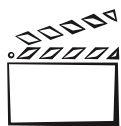
Put your "m" hand behind your back as you say the sound.

If I take the "m" sound away, the part of the word that's left is "tea".

Keep your "tea" hand extended, palm facing up.

I'll do another for you. Model the same way as in the previous example.

I'll say the word goat. I'm going to take away the end sound "t" in goat. The part of the word that's left is "go." Do more examples if needed so children understand the task.



Do:

Let's all play.

You may need to review the concept of end, ending or last with the children before playing this game. Using a definition contrasted with first or beginning can be helpful- for example, the first car on the train and the last car on the train.

Words for Segmenting

Bark-bar	Plant-plan	Seed-see	Fork-for
Moose-moo	Lake-lay	Cart-car	Farm-far
Bean-bee	Card-car	Cold-coal	Sheet-she
Soap-so	Seal-see	Trace-tray	Note-no
Time-tie	Save-say	Boot-boo	Hurt-her
Meal-me			



Proud Feelings

Suggested Vocabulary

Away	Curtain	Room	Baby
Frame	Show	Before/After	Her/Him
Stroller	Behind	Little	Take
Brother	New	Window	Child
Next to	Wood	Cradle	Rattle



Day 1:

Book **The New Baby**
by Mercer Mayer

Show the book cover

“The title of the book we are going to read is The New Baby. The author who wrote the words is Mercer Mayer. He is also the illustrator who drew the pictures.”

“Who do you see on this book cover?”

Read the story, asking questions and encouraging comments and discussion

Pg. 3-4: *“How does little critter feel about the baby coming?”* (Happy, excited)

Pg. 7-8: *“Why doesn’t the baby pay attention to Little Critter?”* (She’s too little)

Pg. 20-21: *“How does Little Critter feel when he pushes his sister in the stroller?”* (Happy, proud)

Recall the story after reading

“Did the baby listen when her brother, Little Critter, read her a story?”

“Why do you think she didn’t listen to him?”

“What toy does she like?” (She likes to play with rattles.)

“What could Little Critter do with his new baby sister?”

(He could tickle her, rock her in the cradle, and take her for a walk in the stroller.)

“When Little Critter showed his new baby sister to his friends, do you think he felt proud?”

**Book****Day 2:**

The New Baby
by Mercer Mayer

**“Walk through”
and talk about
the book with
the children**

Pg. 1-2: *“What do you think Little Critter’s father is telling him?”* (He is telling him that their new baby is coming home.)

Pg. 3-4: *“What is Little Critter going to do with his ball and bat?”* (He wants to show them to the new baby.)

Pg. 5-6: *“How do you think Little Critter is feeling about the new baby?”* (Happy, excited)

“How can you tell?” (He is smiling. His eyes are open.)

Pg. 7-8: *“Where is the baby while she is drinking her bottle?”* (She is in her crib.)

Pg. 9-10: *“How does Little Critter feel now?”* (Sad, upset, confused)

“What did the baby do when her brother, Little Critter, made funny faces?” (She cried louder.)

Pg. 11-12: *“What is Little Critter doing with his sister?”* (He is trying to dress her.)

Pg. 15-16: *“Where is the baby sleeping?”* (She is sleeping in her cradle.)

Pg. 17-18: *“How does the baby feel?”* (Happy, she is smiling)

Pg. 19-20: *“What is the baby doing with her brother?”* (She is pulling his nose and grabbing his finger.)

“How does Little Critter feel?” (He feels happy or proud because she is smiling and playing with him.)

Pg. 21-22: *“What is happening in this picture?”* (Little Critter is pushing the stroller.)

Pg. 23-24: *“How do you think Little Critter feels when he shows his sister to the other children?”* (He feels proud to have a little sister.)

“How do you feel if you have a little sister or brother?”

“How do you feel about your big brother or sister?”



**EXTENSION
ACTIVITY
Baby Blanket**

Materials:

White felt squares,
markers, glue,
small pieces of
colored felt, or
other collage
materials.

Details:

The teacher provides white felt squares to children to create quilt squares for the “baby blanket”. Children decorate their squares with markers, glue, small felt pieces, or collage materials. Talk with the children about what kind of special blanket or toy they had as a baby, or something special they have now. Ask about and talk about what kinds of toys babies like to play with. Display the squares in a quilt formation on the wall or bulletin board.



Day 3:

Book **Peter's Chair**
by Ezra Jack Keats

Show the book cover

*"The title of this book is Peter's Chair.
The author and illustrator is Ezra Jack Keats.
He wrote the words and drew the pictures."*

"What do you think this child's name is?"

Read the story, asking questions and encouraging comments and discussion

Pg. 5-6: *"Why does Peter have to be quiet? Who's sleeping in there?"*

Pg. 7-8: *"What's Peter's dad doing?"*

"Why are they painting the high chair?"

Pg. 11-12: *"Why does Peter take his chair and run away?"*

Pg. 19-20: *"Does Peter sit in his old chair? Why not?"*

"Why did Peter decide to paint his chair pink?"

(He's too big for it, he wants to give it to his sister.)

"Before Peter grew up, could he build tall buildings with his blocks?"

Recall the story after reading

"How does he feel about giving his things to his baby sister at the beginning of the story? How about at the end?"

"What kind of a chair does Peter need to sit on now?"

"Have you ever given anything that was yours to a brother or sister?"

**Book****Day 4:****Peter's Chair**

by Ezra Jack Keats

**“Walk through”
and talk about
the book with
the children**

**EXTENSION
ACTIVITY****I am big now!****Materials:**

Construction paper, crayons, glue, yarn, dot painters, smock.

Details:

Children create a picture of something that they can do now that they couldn't do when they were a baby. Have conversations about what kinds of things babies do, and what kinds of things the children can do now that they are older. Ask children if they have a baby in their family, or know a baby, and how the baby acts and talks.

“Remember this story about Peter and his chair? We're going to look at this story again and see what we remember about it”

Pg. 1-2: *“What's Peter doing in this picture?”* (Building with blocks)

Pg. 3-4: *“Did the wood blocks make a noise when they fell?”* (They made a loud noise.)

“Why does Peter's mother tell him to play quietly?”

(There is a new baby in the house.)

Pg. 7-8: *“What color was the chair before Peter's father painted it?”*

“What color will it be after he finishes painting it?”

Pg. 11-12: *“Where does Peter take his chair?”*

(He takes it to his room.)

Pg. 13-14: *“Why do you think Peter wants to run away?”*

Pg. 17-18: *“Why can't Peter sit in his chair?”* (He is too big.)

Pg. 21-22: *“Who does Peter's mother think is behind the curtain?”*

Pg. 25-26: *“Who is sitting next to Peter?”* (His father is next to him.)

“How does Peter feel now?” (Excited, happy, proud)



Ideas for Center Enrichment:

- 1) Set up a center where children can bathe and dry baby dolls.
- 2) Use wooden family figures in block area.

Prop Enrichments:

Teachers may choose to use small props to represent vocabulary in the books, and to enrich the story experience for children. For this lesson, the following props could be used:

Baby	Before/after	Behind	Cradle
Curtain	Frame	Next to	Rattle
Room	Stroller	Window	Wood



Week #33 Review Week



Choose one of the letter activities from the menu of activities in the manual. During alphabet review, focus on the letters that individual children are still working on identifying. This will mean that not all children will be focusing on the same review letters each review week. Use the alphabet center time to reinforce those specific letters by pointing them out to children on the letter wall, in the letter bucket, and while doing the alphabet activity. Children who are struggling with letter identification will benefit greatly from repeated, explicit exposure to the letter during alphabet center activity time and during other times of the school day.



Sound Games

Choose any three favorite Sounds Games to complete the last REDI week.