Week 4 Lesson Plan

Who We Are

Alphabet Time ...................... 2-3
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Visit www.macmillanmh.com for online games linked to Unit 1 key skills.
**Phonological Awareness**

**Objectives**  Review environmental sounds and sound position

**Materials**  Literacy and Language Flip Chart, p. 3; construction paper; crayons

- Play a sound game. Tell children that you will make three sounds. Have children repeat each sound pattern. Then, after each set of sounds, ask children to tell you if the different sound came at the beginning or at the end. Use these and other sound patterns:
  - stomp foot, clap, clap
  - clap, clap, stomp foot
  - clap, clap, laugh

- Reread the poem “Mouse in a Hole.” Ask children to draw pictures of animals or objects that make loud sounds. Continue with pictures of animals or objects that make soft sounds. Write the words “Loud” and “Soft” on index cards and tape to the board. Add a picture of a drum to the “Loud” card and a picture of a mouse to the “Soft” card. Help children to place each drawing under the appropriate heading.

**Alphabet Recognition**

**Objectives**  Sing the “Alphabet Song”

**Materials**  Literacy and Language Flip Chart, p. 1; CD 3:13; Letter Cards; magnetic letters; construction paper; crayons; collage materials

- Sing the “Alphabet Song” with children, inviting them to join in as they feel comfortable. Then display the Flip Chart and point to each letter as you sing the song again with children.

- Help each child identify the letter at the beginning of his or her name. Distribute to each child a magnetic letter or Letter Card that corresponds to the first letter in his or her name. Identify the letter and have the child repeat, for example say: This is B as in /b/-/b/-Bobby. Write the letter on a large sheet of construction paper. Have the child decorate the letter using crayons and collage materials.
**Print Awareness**

**Objectives**  
Review environmental print

**Materials**  
Environmental signs or pictures of signs, crayons, construction paper

- Review the concept of environmental print by pointing out classroom name tags, EXIT signs, and labels. Read each sign aloud and ask children to discuss its meaning or message. Then, help children to decorate additional signs for the classroom. You might suggest a Quiet Area sign, an I Need Help sign, and signs for the different areas of the room.

- Guide children to play a version of “Red Light, Green Light.” First, make a red STOP sign and a green GO sign. Next, ask a child to stand at the front of the room and hold up the GO sign or the STOP sign. If the child holds up the GO sign, have children walk, hop, or shuffle toward him or her. When the child holds up the STOP sign, children should freeze. When children reach the sign holder, repeat the game with a new child.

**Oral Language**

**Objectives**  
Review colors and body parts

**Materials**  
Crayons, butcher paper

- Play a version of “Simon Says” with children. Tell them that you will be “Simon” and will call out directions that include body parts. Give directions such as: “Simon says point to your nose” or “Simon says touch your head.” You may wish to speed up the directions from time to time to make the game more challenging.

- Make a copy of the body reproducible in Great Downloadables. Ask children to use crayons to do the following:
  - Color the mouth red.
  - Color the eyes green.
  - Circle the nose in black.
  - Color the hands brown.
  - Circle the legs in blue.
### Reread a Favorite Book

**Objectives**
- Reread a favorite book

**Materials**
- *Hurray for Pre-K!*
- *Eyes, Nose, Fingers, and Toes*
- *ABC I Like Me!

- Reread the title, author, and illustrator of each book from Unit 1. Ask children to tell what they liked about each one, such as their favorite part or character. As a group, have children vote on which book to reread. As you reread the book, stop every few pages to review new content words. Have children help you turn the pages and point to where the text begins on each new page.

- Invite children to act out scenes from one of more of the Unit 1 books. Provide guidance as necessary. For example, ask questions that use new vocabulary words. Also, prompt children to use new words learned, for example say: *Tell me what you see in your classroom or What makes you amazing?*

### Puppets Tell the Story

**Objectives**
- Retell a story

**Materials**
- “*Mary Had a Little Lamb*” puppets, p. 6

- Distribute copies of the “*Mary Had a Little Lamb*” puppets on page 6. Help children cut out and color the puppets to their liking.

- Then tape or attach the puppets to sticks or pencils. Reread “*Mary Had a Little Lamb*” as children use the puppets to act out the story.

- When completed, place the puppets in the Dramatic Play Center. Observe as children use them to retell the story independently or with classmates.
**Shared Writing**

**Objectives** Participate in a shared writing experience; write a list

**Materials** construction paper, crayons

- Invite children to draw pictures of what they most like to do in Pre-K. Write children’s names on their pictures. Help each child connect the name on the picture to his or her name on the classroom attendance board or worker’s board. Then allow time for children to describe their drawings and talk about what they like to do so far in Pre-K.

- Then ask children to help you write a list of their favorite Pre-K activities. Encourage children to use words from the books they read this unit, when possible. Point out that each word matches the name of a favorite activity. Then read the completed list aloud. Take a picture of the class and tape it to the list. Display the list on a classroom wall or bulletin board.

**Once Upon a Time**

**Objectives** Retell the events in a story

**Materials** Read Aloud Anthology, p. 91; Retelling Cards; construction paper; crayons; yarn

- **Read** Display the first Retelling Card for “Timimoto” and have children discuss the illustration. Then read the story and have children listen to find out what happens to Timimoto when he leaves home. Display each Retelling Card as prompted.

- **Respond** Have children discuss the story and what they think about Timimoto. Ask: *How would you describe Timimoto to a friend? What happened to him as he grew up? What made Timimoto special?*

- **Reread and Retell** On another day, reread “Timimoto.” Then use the Retelling Cards to model for children how to retell the story. When completed, mix up the cards and have children help you put them in order to illustrate the beginning, middle, and end of the story.
To the Teacher  Help children cut out the puppets, color them, and glue each one to a stick or pencil. Children can use the puppets to retell the story.

Mary Had a Little Lamb

Macmillan/McGraw-Hill
Social Studies

Objectives  Review national symbols and the Pledge of Allegiance
Materials  Content Area Flip Chart, p. 1; construction paper; crayons; scissors

- Display the Flip Chart. Point out the eagle and the Statue of Liberty. Remind children that the bald eagle and the Statue of Liberty are symbols of our country, the United States of America. Have children act out flying like an eagle or holding a torch like the Statue of Liberty.
- Then give children small American flags, or have children color American flags using the reproducible on Teacher’s Resource Book page 10. Offer guidance as necessary. Children can wave their flags or march with them. In addition, continue to work with children to learn the Pledge of Allegiance.
- Complete the Let’s Pretend activity, “Shining Stars,” on Teacher’s Edition page 51 if you have not done so already.

Science

Objectives  Review the five senses
Materials  lemon, pictures of items such as the following: train or truck (things to hear), rainbow or clouds (things to see), sun or rain (things to feel), lemon or cake (things to taste), skunk or flower (things to smell)

- Have five volunteers sit in a row at a table. Prompt the first four volunteers to close their eyes. Ask the first to describe the feel of a lemon. Ask the second what he or she hears as you drop a lemon onto the table. Ask the third what he or she smells as you peel the lemon. Ask the fourth to describe the taste of a section of the lemon. Ask the fifth to describe what he or she sees. Repeat the activity with an apple.
- Place pictures for things people hear, see, smell, taste, and feel in a bag. Give children the opportunity to pick out one picture each. Have children take turns pointing to the senses that the pictures might affect. Help them speak in complete sentences, such as I smell the flower with my nose.
- Complete the Let’s Move activity, “Say Hello,” on Teacher’s Edition page 53 if you have not done so already.
Math

Objectives  Review colors and size
Materials  construction paper squares in different colors, brown paper bag; assortment of objects

- Place construction paper squares of different colors in a paper bag. Ask children to pick one square each from the bag. Then have children name the colors and find things with the same colors in the classroom or suggest things that have the same colors.
- Gather an assortment of objects, such as toys, blocks, and books. Display three objects. Have children arrange the objects from the smallest to the biggest, shortest to longest, lightest to heaviest, thinnest to thickest, and so on. Use these math words in your directions and prompt children to use them in their responses, for example ask: Which toy is the heaviest? Is this heavy or light?
- Complete the Let’s Create activity, “My Own Flag,” on Teacher’s Edition page 55 if you have not done so already.

Music

Objectives  Review rhythmic patterns and strong beats
Materials  CD 1:6; rhythm instruments

- Review the song “America,” CD 1:6 with children by playing the recording. Then play the song again, inviting children to emphasize the strong beat with rhythm instruments. Guide children to march to the beat of this song while using the rhythm instruments.
- Sing the Unit 1 songs throughout the week. Have children practice so they can sing them for their families.
- Complete the Literacy Through Music activity, “The Hokey Pokey,” on Teacher’s Edition page 57 if you have not done so already.
Rules, Rules, Rules

**Objective** Review limits and ways to keep safe

**Materials** large paper, markers

- Explain that there are two kinds of safety rules: one kind explains what people *should do* to be safe; the other kind explains what people *should not do* to be safe. Make a T-Chart on large sheet of paper. At the top of the left column write We Should. At the top of the right column write We Should Not. Brainstorm with children rules for each column.

- “We Should” rules include:
  - We should wear a seat belt.
  - We should wear a life jacket in a boat.
  - We should eat fruits and vegetables.

- “We Should Not” rules include:
  - We should not put objects in our mouths.
  - We should not touch the stove or heat vent.
  - We should not leave the yard without permission.

- Post the chart in the classroom. As you and the children talk about the classroom rules throughout the year, add them to the chart.
Caring for Our Teeth

Objective  Review the importance of caring for teeth
Materials  toothbrushes

- Remind children about the importance of caring for teeth. Review the value of brushing and visiting a dentist for regular checkups. Ask: *When should you brush your teeth? What can happen if you don’t brush your teeth?* Then invite children to model how to brush their teeth.

- Place an assortment of toothbrushes on a table and do the following:
  - Have children sort them by color.
  - Help children count five toothbrushes at a time and place them in a pile.
  - Allow time for children to make designs or letters with the toothbrushes, such as using three toothbrushes to form the letter N.