Making Friends

Alphabet Time .......................... 2-3
Book Time ................................. 4-5
Retelling Puppets ....................... 6-7
Content Area .............................. 8-9
Mister Rogers ............................. 10
Health & Safety ........................... 11

Visit www.macmillanmh.com for online games linked to Unit 2 key skills.
Phonological Awareness

**Objectives**  Review initial sounds, syllables, rhyming words

**Materials**  Literacy and Language Flip Chart, p. 8; Photo Cards for *man, fan*

- Review the fingerplay “If Your Name Begins,” and call out letters that begin children’s names. Then play a game with children. Say: *I am thinking of a name that begins with [beginning letter of a child’s name]*. Invite children to guess the name you are thinking of, then say and clap the name with you, syllable by syllable. Repeat this activity using other names of children in the classroom.

- Use the Photo Cards for *man* and *fan* to review how words rhyme when they have the same ending sounds. Then invite children to draw pictures of things with names that rhyme. For example: a bee and a tree. You may also wish to challenge children by asking them to draw pictures of things with names that rhyme with children’s names. For example, a child named Dan might draw a fan or a pan. Assist children as necessary.

Alphabet Recognition

**Objective**  Review Aa, Ss, Mm by drawing pictures

**Materials**  Large Alphabet Letter Cards for *Aa, Ss, Mm*

- Display the Large Alphabet Letter Cards for Aa, Ss, and Mm. Say: *I see the letter a.* Invite children to draw the letter Aa on their papers. Guide children to draw one picture each of something that begins with Aa. You may wish to suggest apples, ants, axes, or alligators.

- Then invite children to play a yes/no game. Ask a volunteer to hide his or her drawing from children as they ask questions about what the drawing is of. For example: *Is it a food? Is it an animal?* The volunteer answers each question with yes or no. Guide children as necessary until all children have had a chance to volunteer.

- Repeat for Ss and Mm.
Objectives
Review concept of letter and word
Materials
board

Objectives
Review clothing and classroom items
Materials
Dramatic Play Center items; art supplies

Write the question *What is your name?* on the board. Read aloud the question as you point to each word. Ask: *How many words are in this question?* Count the words with children as you point to each one. Then help children to hold up fingers to show how many words are in the question.

Write a child’s name on the board. Say the name and point out that a name is one word. Review how the name is made up of letters and point to each letter as you name it. Continue with other children’s names. Ask: *Whose name has three letters? Four? Who has a short name? Long name?*

Give children items of clothing from the Dramatic Play Center. Invite volunteers to dress in them. Review with children what the volunteers are wearing. Review the colors of these articles of clothing. You may also wish to have children practice buttoning, zipping, and tying. Encourage children to talk about and describe clothing and to answer questions such as: *When is a good time to wear [item]?*

Then invite volunteers to pick up or touch various classroom items, one at a time. Review with children the items the volunteers pick up or touch. Encourage children to describe and talk about the items. Then invite children to act out classroom scenes, using the items.

Divide children into two groups. Have one group draw items of clothing. Have the second group draw classroom items. Help children label their drawings. Then give children opportunities to share their artwork and talk about the items they drew. Repeat the activity by having the groups switch roles.
Reread a Favorite Book

Objective: Reread a favorite book
Materials: Friends All Around, Helen Keller and Ann Sullivan, ABC for You and Me

- Reread the title, author, and illustrator of each book from Unit 2. 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 2 books. Provide guidance as necessary. For example, focus on the beginning, middle, and end of the story and using sequence words such as first, next, and last. Also, prompt children to use new words learned, for example say: How do friends help each other?

Puppets Tell the Story

Objective: Retell a story
Materials: “The Bremen Town Musician” puppets pp. 6-7

- Distribute copies of the “The Bremen Town Musician” puppets on pages 6-7. Help children cut out and color the puppets to their liking.

- Then tape or attach the puppets to sticks or pencils. Reread the story as children use the puppets to act it out.

- 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

Day 3

Objectives  Participate in a shared writing experience; write a message.
Materials  construction paper, crayons

- Invite children to draw pictures of people or scenes from the books they heard this unit. Give children a chance to talk about and describe their drawings to partners.
- Then work with children to create a short note or message recommending one of the books to another class. Suggest that children include what they liked about the recommended book. Encourage children to use the Content Words and Wonderful Words in their message, when possible. Then read the message aloud, inviting children to identify the theme-related words in it.

Once Upon a Time

Days 4-5

Objective  Retell the events in a story.
Materials  Read Aloud Anthology, p. 82; Retelling Cards

- Read  Display the first Retelling Card for “The Three Billy Goats Gruff” and have children discuss the illustration. Then read the story and have children listen to find out if the goats get over the bridge and away from the troll.
- Respond  Have children discuss the story and how the goats are alike and different. Ask: Which goat is smallest? Biggest? What looks the same about all the goats?
- Reread and Retell  On another day, reread “The Three Billy Goats Gruff.” 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.
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.
Week 4

CONTENT AREA

Pre-K Little Treasures

Social Studies

Objectives  Review ways friends work together, how rules are important, and what a principal does

Materials  Dramatic Play Center items; green and gray colored construction paper, crayons, glue

- Review past discussions about being a friend. Then review what rules are and why they are important. Next, review what children learned about the job of a principal. After these discussions, talk about how friendships, rules, and leaders are all part of being at school.
- Invite children to act out school-time scenes such as a principal visiting a classroom, teachers and a principal working together to set rules, and friends helping each other in class. Give children opportunities to play each of the roles. Then talk about the importance of being a principal, of having rules, and of how friends work together and share.
- Complete the Let’s Pretend activity, “Body Bubble,” on Teacher’s Edition page 89 if you have not done so already.

Science

Objective  Review the five senses

Materials  4-6 rocks, small rubber ball, moist sponge, button, block, cotton balls, brown paper bag

- Review how to use the sense of touch to explore and identify rocks of different shapes and sizes. Give children an opportunity to handle the rocks and talk about how they feel. Then, review how to sort and classify the rocks. Guide children in grouping them by size (big and small) or by texture (smooth or rough). Ask partners to sort the rocks in the same way.
- Invite children to play a prediction game. Begin by placing a rock, a small rubber ball, a moist sponge, a button, a block, and cotton balls in a brown paper bag. Ask a volunteer to place his or her hand inside the bag and, without looking, select an item and describe how it feels. Ask children to use this information to predict what the volunteer will pull out of the bag.
- Complete the Let’s Move activity, “Gallop With a Friend,” on Teacher’s Edition page 91 if you have not done so already.
**Math**

**Objective**  
Review shapes

**Materials**  
square box, empty can, ice cream cone, small ball, dry rice, paint, cotton balls, construction paper

- Review two-dimensional shapes by displaying round, square, and triangle cardboard shapes. Then help children to use these shapes to draw and cut out circles, squares, and triangles from construction paper in different colors. Invite children to identify the colors and names of their shapes. For example, children might say *I have a red triangle* or *I made a blue square.*

- To extend the color and shape activity, invite children to use collage materials such as cotton balls, dry rice, and paint to add the textures of soft, rough, and smooth to the two-dimensional shapes.

- Complete the **Let’s Create** activity, “An Imaginary Friend,” on Teacher’s Edition page 93 if you have not done so already.

**Music**

**Objective**  
Review moving to show a steady beat and moving right and left

**Materials**  
CD 1:9, 1:10; 1:11-14

- Review the songs “Looby Loo” and “Merrily, We Roll Along.” Play each song again, inviting children to move right and left during “Looby Loo” and move as they like to the beat of “Merrily, We Roll Along.”

- Read aloud “Hello Song.” Then sing the song with children. When children feel comfortable with the song, have them move in a circle right and then left to the beat of it as they sing.

- Sing the Unit 2 songs throughout the week. Have children practice so they can sing them for their families.

- Complete the **Literacy Through Music** activity, “Jack and Jill,” on Teacher’s Edition page 93 if you have not done so already.
Cooperation

Objective  Practice working cooperatively and develop creativity
Materials  building blocks or cardboard boxes

- Explain that sometimes working together is called cooperation. Encourage children to tell you about times when they worked together with family or friends to get something done. (Some of the children might like to name things their family does that require working together, such as washing the car or cooking a meal.)

- Give each child two building blocks or cardboard boxes. Ask children to build a road, castle, rocket ship, or something else that requires several pieces. By setting up this play situation, you can encourage the children to cooperate.

- As a class, talk about other things the children can work on together, such as making a mural, straightening bookshelves, picking up paper from the floor, or putting blocks away.

**NOTE** It will be more natural for children to work together when they know what to build. Encourage and praise cooperation.
Obstacle Course

Objectives  Children develop coordination, learn self-control
Materials  masking tape or chalk, two or three shoe boxes, large cardboard box, hula hoops

- To help children learn self-discipline, guide them to understand why grown-ups set limits and have rules about certain things.

- In advance, set up an obstacle course on the playground or in a multipurpose room. Ideas for obstacles include:
  - a pretend tightrope made from masking tape or chalk line on the floor.
  - shoe boxes lined up far enough apart for the children to step over each one.
  - a tunnel made from a large cardboard box with open ends to crawl through.
  - a line of hula hoops for stepping into.

- Older children might like extra challenges, such as:
  - walking heel to toe along the tightrope with their arms out at the sides.
  - stepping over the boxes on tiptoe.
  - crawling through the tunnel without moving it from its place.
  - hopping on both feet through the hula hoops.

- Let the children go through the course one at a time. Have the children go through the course as often as they want.