Families

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Visit www.macmillanmh.com for online games linked to Unit 3 key skills.
Phonological Awareness

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

**Materials**  Literacy and Language Flip Chart, p. 13; index cards; crayons or markers

- Review the fingerplay “Here Is a House” with children. Remind children how to stretch and emphasize the initial sound in *mouse, see,* and *sky.* Then invite children to suggest names that begin with /f/, /l/, /m/, /n/, /r/, and /s/. Write these names on the board.

- Ask children to stand up to play a game. Explain that you will say a name and ask children to suggest words that rhyme with that name. When a child suggests a word that rhymes with the name, write the word on an index card and give it to that child. He or she then sits down. Say these names: *Dan, Sam, Frank, Lin, Nick, Rob.* When you have finished saying names, help children holding cards to take turns saying the words on the cards aloud. Invite the rest of the class to say the name or names that rhyme with each word.

- Then say each name and clap the syllables in it. Add the names of children in the class. Repeat this and have children join in with you. Then give each child an opportunity to say his or her name and clap the syllables in it.

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Alphabet Recognition

**Objective**  Review Pp, Tt, Ii by making collages

**Materials**  Large Alphabet Letter Cards for Pp, Tt, Ii; blunt-nose scissors, old magazines

- Display the Large Alphabet Letter Cards for Pp, Tt, Ii. Say: *I see the letter p.* Invite children to write the letter *Pp* on their papers. Then help children to find and cut out pictures of things with names that begin with /p/ such as pens, pencils, things that are pink or purple, and pets.

- Repeat this activity for the letters *Tt* and *Ii* and pictures of things that have names that begin with /t/ and /i/.

- Invite children to take turns holding up their collage pictures. Ask the rest of the children to call out the picture names that they see. Ask: What letter does [picture name] begin with?
Print Awareness

Objectives: Review the concept of a word
Materials: Flora’s Blanket, index cards, brown paper bag, marker

- Write the sentence *Mom is at home.* on the board. Then review how to count the number of words in this sentence with children. Ask: *How many words are in this sentence?* Help children to hold up fingers to show how many words are in the sentence.

- Ask children to pick one word from the sentence. Review how a word is made up of a group of letters. Then review how to count the letters in the word. Have children hold up fingers to show how many letters are in this word. Ask: *What is the first letter in this word?* Continue with the remaining words in the sentence.

- Read aloud the first page of *Flora’s Blanket*. Point to each word as you read. Then ask children to run their fingers under the sentences in the same direction that you read (from left to right). Next, ask children to point out the top of the page and the bottom.

- Then, write top, bottom, left to right, word, and letter on index cards, one word per card. Place the cards on each page that you read to review the words.

Oral Language

Objectives: Review home and family words
Materials: Dramatic Play Center items such as clothing to dress up in; art supplies

- Review home items and family members already discussed with children. Discuss what some home items look and feel like. Invite volunteers to describe their family members.

- Then invite small groups of children to use the Dramatic Play Center items to act out being a family in the following situations: when the family comes together to have dinner; children helping a family member clean the house; children helping a family member prepare a meal; children playing games with other family members. Prompt children to use family and home words as they act out these scenes.

- Then invite children to make family albums by drawing pictures of their family members and items from their homes. Help each child to add a Family Album cover and bind the pictures with yarn. Then give volunteers the opportunity to share their family albums with the class.
**Week 4 Book Time**

**Pre-K Little Treasures**

### Reread a Favorite Book

**Objectives** Reread a favorite book

**Materials** Flora’s Blanket; Bee-bim Bop!; Uno, Dos, Tres: One, Two, Three

- Reread the title, author, and illustrator of each book from Unit 3. 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.

- Ask pairs of children to talk about the character and setting in one of the books, and any particular details that they found interesting. Then have children retell the sequence of events to each other using the words *first, next,* and *last.*

- Then invite children to act out their favorite part of one or more of the books. Help children to assign the character parts, then guide them through the story events as necessary.

### Puppets Tell the Story

**Objectives** Retell a story

**Materials** “Goldilocks and the Three Bears” puppets, pp. 6-7

- Distribute copies of the “Goldilocks and the Three Bears” 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 “Goldilocks and the Three Bears” 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

**Day 3**

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

**Materials** construction paper, crayons, paint, home pictures

- Invite children to draw pictures of the rooms in their homes and those they read about in the books in this unit. You may also wish to display pictures of homes to give children a chance to talk about them. Encourage children to note the details of these homes.

- Then ask children to draw or paint pictures of their favorite rooms, either rooms that they have seen or what they imagine the perfect rooms to be like.

- When children have completed their rooms, guide them to write a list of what they like best about them. Encourage children to use the Content Words and Wonderful Words as they describe these rooms.

Once Upon a Time

**Days 4-5**

**Objective** Retell the events in a story

**Materials** Read Aloud Anthology, p. 87; Retelling Cards

- **Read** Display the Retelling Cards for “Tikki Tikki Tembo” and have children discuss the illustrations. Then read the story and have them listen to find out what happens to the boys when they are by the well and why short names are sometimes valuable.

- **Respond** Have children discuss the story and what they think about Tikki Tikki Tembo. Ask: *Who is your favorite character, or person in the story? Where does the story take place? Is this a dangerous place? If so, why?*

- **Reread and Retell** On another day, reread “Tikki Tikki Tembo.” 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.
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.

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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.
**Social Studies**

**Objectives** Review comparing characteristics of homes and how families celebrate Thanksgiving

**Materials** Content Area Flip Chart, p. 14; Dramatic Play Center items

- Display the Flip Chart and review the different homes pictured. Ask: *How are these homes the same and different from your homes and the homes you know about?* If possible, display more pictures of different kinds of homes and continue the discussion.
- Review Thanksgiving and the different ways that it is celebrated. Then invite children to act out a Thanksgiving celebration in the classroom. If possible, set up a table with pretend food or healthy snacks. Guide children to incorporate the Thanksgiving traditions that they talked about.
- Complete the *Let’s Pretend* activity, “Grandma’s Spectacles,” on Teacher’s Edition page 127 if you have not done so already.

**Science**

**Objectives** Review what magnetic letters can do, what plants need to grow, and what the day and night sky looks like

**Materials** magnetic letters, crayons, markers, paints, construction paper, collage materials

- Review what magnets can and can not do by applying magnetic letters to different surfaces around the classroom. Ask: *What do the magnetic letters stick to?*
- Review what plants need to grow. Point out any plants in the classroom. Ask: *Why do we water plants? Why do we put them in lighted areas?*
- Review the difference between a day sky and a night sky. Ask children to draw or paint pictures of each sky. Help them use aluminum foil and other materials to add sun, moon, and star details.
- Have children stand in a row facing you. Ask the following questions. Each time they answer correctly, children take a giant step toward you to “tag” you. *Will a magnet stick to your hair? Where can you best see stars? Do plants prefer milk or water?*
- Complete the *Let’s Move* activity, “Over the Moon,” on Teacher’s Edition page 129 if you have not done so already.
### CONTENT AREA

#### Math

**Objectives**
- Review alike and different; classify materials
- quarters, dimes, pennies, and nickels; paper shapes

**Materials**
- quarters, dimes, pennies, and nickels; paper shapes

- Review how to sort and classify objects. Use coins to illustrate sorting by size and to show how things can be alike and different.

- Give children paper squares and triangles to make simple houses. Then divide children into three groups. Ask the first group to put doors on their houses. Ask: How are the houses with the doors the same and different from the other houses? Then put all the houses together on one surface. Ask children to sort the houses into two groups.

- Continue by having the second group put windows on their houses. Ask: How are these houses the same and different from the other houses? Next, sort the houses into three groups: houses with windows, houses with doors, and houses with nothing. Continue by having the third group add chimneys.

- Complete the Let’s Create activity, “A Blanket for Home,” on Teacher’s Edition page 131 if you have not already.

#### Music

**Objectives**
- Review sequencing in songs, adding movement with singing, and playing instruments

**Materials**
- CD 1:15; rhythm instruments

- Review the sequencing of “Hush, Little Baby” as you sing the song aloud with children. Then invite children to rock back and forth to the rhythm of the song as they sing it aloud together.

- Read aloud the song “Old MacDonald Had a Farm.” Next, sing the song with children. When children feel comfortable with it and the sequence of it, have them add movements such as stamping their feet to E-I-E-I-O, moving in a circle to the rhythm, and acting out the parts of the animals.

- Invite children to play the rhythm instruments along with “Hush, Little Baby” and then “Old MacDonald Had a Farm.”

- Sing the Unit 3 songs throughout the week. Have children practice so they can sing them for their families.

- Complete the Literacy Through Music activity, “Mary Wore Her Red Dress,” on Teacher’s Edition page 133 if you have not done so already.
How Do You Feel?

**Objectives** Review words to express feelings, recognizing feelings and expressing them in appropriate ways, and how to store medicines correctly

**Materials** paper plates, crayons, pictures of a medicine cabinet, a closet with empty shelves, a kitchen table, a sink and counter, and a desk

- Invite children to tell you what they remember about recognizing their feelings and expressing them in appropriate ways. Then give children three paper plates each and ask them to draw their faces, one per plate, when they are happy, angry, and sad. When children have completed their paper plate faces, give them the opportunity to talk about each feeling and what might make children feel this way.

- You may also wish to give children the opportunity to act out their feelings. To begin, invite children to complete the sentence, *When I am sad, I _______.* Then give children the opportunity to act out this emotion. Continue with the sentences, *When I am angry, I _______* and *When I am happy, I _______.* Review the appropriate behavior and reactions for the strong emotions such as anger.

- Then review the importance of storing medicines in safe places and never taking or touching medicines. Display pictures of a medicine cabinet, a closet with empty shelves, a kitchen table, a sink and counter, and a desk. Ask children to show you which places are good places to store medicine. Invite them to tell you why.
Safety First

**Objective**  Children learn self control and develop coordination

**Materials**  chairs or other stationary objects, balls (optional)

- Explain to children that physical activities are a lot more fun if they are done correctly and safely. Then talk with the children about safe ways to play. For example, you could talk about the following safety rules:
  - Pay attention to where you are going. Do your best not to bump into people or things when you are walking, running, swinging your arms, or doing any other motion.
  - When playing catch, always throw the ball at or below a person’s waist. Never throw a ball at a person’s head.
- After discussion, have the children demonstrate how to follow each safety rule. For example, you could have the children:
  - Run and weave through a row of chairs while trying not to hit the chairs.
  - Play catch with a partner while aiming the ball at or below their partner’s waist.