Food

Alphabet Time ................. 2-3
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Phonological Awareness

**Objectives** Review segmenting words by syllables, identifying initial sounds, alliteration.

**Materials** Literacy and Language Flip Chart, p. 18; Teacher’s Resource Book, p. 29

- Review and perform the fingerplay “Little Red Apple” with children. Have children clap and count the syllables in apple (ap-ple). Then ask children to clap and count the syllables in little (lit-tle). Continue with children’s names and content words from the unit.

- Review and perform the rhyme “Pop! Pop! Pop!” with children. Ask: What is the same about the beginning sounds of the words in “Pop! Pop! Pop!”?

- Display two to four Photo Cards. Have children find all the Photo Card objects or animals whose names begin with the same sound.

Alphabet Recognition

**Objectives** Review Cc, Oo, Nn by drawing pictures

**Materials** Large Alphabet Cards for Cc, Oo, Nn

- Display the Large Alphabet Cards for Cc, Oo, and Nn. Say: I see the letter c. Invite children to fold construction paper into cards. Then have them draw the letter Cc on the covers of the cards. Guide children to draw pictures of things that have the letter c in their names on the insides of the cards. You may wish to guide children to draw pictures of cats, cans, cows, cups, caps, and cars.

- Invite children to exchange the cards, identify the letter Cc, and name the pictures they recognize.

- Repeat the procedure above for Oo and Nn.
Pre-K Little Treasures

Week 4

Alphabet Time

UNIT 4

Print Awareness

Objectives  Review the concept of letter and word.
Materials  board and writing utensil

Days 3-4

■ Write the question Can a cat cook? on the board. Ask: How many words are in this sentence? Count with children. Ask children to hold up fingers to show how many words are in the sentence. Continue with other sentences about the unit theme.

■ Then help children count the letters in the first word in the sentence. Have children hold up fingers to show how many letters are in this word. Ask: What is the first letter in this word? Do any other words in the sentence begin with the same letter? If so, point to them. Continue with the remaining words in the question.

Oral Language

Objectives  Review food and kitchen words.
Materials  Dramatic Play Center items

Days 4-5

■ Give children Dramatic Play Center items related to kitchens and foods. Invite children to set up their own kitchens before “preparing” meals. Ask children to talk about and describe these kitchens. Encourage them to answer the questions: What do you like about your kitchen? How is it like other kitchens that you have seen? What will you do in your kitchen? Why?

■ Then invite children to act out preparing a meal or meals using the Dramatic Play Center items. Prompt children to use kitchen and food words as they act out preparing the meal or meals.

■ Then divide children into two groups. Have one group act out serving a meal to the second group. Then have the groups switch roles.

■ Make a copy of the food and kitchen utensil reproducibles in Great Downloadables. Prompt children to use the pictures in the above activities.
Reread a Favorite Book

**Objectives**
Reread a book; review the concept of sequence of events.

**Materials**
The Surprise Garden, Chito Rodriguez-Gomez Baker, Feast for 10

- Reread the title, author, and illustrator of each book from Unit 4. Invite children to tell you what they remember about each one. As a group, decide which book to reread. As you reread it, stop every few pages to point out food and kitchen words. Encourage children to point out food or kitchen words they see or hear, too.

- Then ask pairs of children to retell the sequence of events in one of the books using the words *first, next,* and *last.*

- You may also wish to have children act out the sequence of events in one or more of the books. Assign the character parts, then guide children through the story events as necessary.

Puppets Tell the Story

**Objective**
Retell a story.

**Materials**
“The Little Red Hen” puppets, pp. 6-7

- Distribute copies of the “The Little Red Hen” puppets on pages 6-7. Help children cut out and color the puppets to their liking.

- Then tape or attach the puppets to sticks of pencils. Reread “The Little Red Hen” 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 foods they read about or learned about while reading the books in this unit. Display the pictures and give children a chance to talk about them.

- Then ask children to help you write a list of the foods pictured. Encourage children to use the Content Words and Wonderful Words in this list, when possible. Then read the list aloud, inviting children to identify the food drawing that each word names.

Once Upon a Time

Objective  Retell the events in a story.

Materials  Read Aloud Anthology, p. 10; Retelling Cards

- Read Display the first Retelling Card for “Anansi’s Dinner Guest” and have children discuss the illustration. Then read the story and have children listen to find out if the spider behaves in a friendly way.

- Respond Have children discuss the story and what they think about each character’s actions. Ask: Why was the turtle upset? What did the turtle do?

- Reread and Retell On another day, reread “Anansi’s Dinner Guest.” 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.
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<table>
<thead>
<tr>
<th><strong>Social Studies</strong></th>
<th><strong>Science</strong></th>
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<tr>
<td><strong>Objective</strong></td>
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<tr>
<td>Review where food comes from.</td>
<td>Review plants that can be eaten; review how matter changes.</td>
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<td><strong>Materials</strong></td>
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<td>Items in Dramatic Play Center: play money, a picture of a grocery store, restaurant, food items</td>
<td>large piece of paper, markers, pictures of edible and non-edible plants, tape, a slice of bread, a large bowl, water</td>
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- Display paper money and coins. Ask children how money can be helpful to get food. Display a picture of a grocery store and a picture of a restaurant. Talk about how people pay money for food in a grocery store and buy prepared food from a restaurant.

- Invite children to act out the relationship between money and food. Give one group of children play money, give a second group of children pictures of grocery store items from magazines, and give a third group pictures of prepared foods. Have the group with the money “buy” food items from the second and third groups. Then have the groups switch roles.

- Complete the **Let’s Pretend** activity, “Let’s Wrap Together,” on Teacher’s Edition page 165 if you have not done so already.

- Draw a dinner plate on a large piece of paper and tape it to a wall. Then, display pictures of edible and non-edible plants such as lettuce, tomatoes, cucumbers, apples, cherries, oranges, trees, leaves, daisies, roses, bushes, weeds. Invite children to take turns picking a picture, identifying it, and taping it to the plate if the thing is a plant that can be eaten.

- Display a slice of bread. Invite children to explore and describe it. Then, place the bread in a bowl of water. Invite children to explore and describe the bread now. Ask: How has the bread changed?

- Complete the **Let’s Move** activity, “Pizza Pie,” on Teacher’s Edition page 167 if you have not done so already.
### Math

**Objectives**  
Review using tools to imitate measuring; review sorting items.
**Materials**  
measuring cups, bowls, utensils

- Give children measuring tools and bowls as well as access to water, rice, flour, dry beans, and cereal. Invite children to experiment with filling and emptying the measuring cups and bowls.
- Cover a work area with a tablecloth. Show several plastic containers of different sizes. Talk about each container and ask the children to guess which containers will hold the most and the least. Encourage children to use measuring cups to fill the containers with rice, popcorn, dried beans, birdseed, or beads. Ask questions such as: *Can you show a cup that is full? If you poured rice from that container into another one, would this container be full, too?* When the activity is over, let everyone empty the container for use at another time.
- Complete the *Let’s Create* activity, “Fruit Puzzles,” on Teacher’s Edition page 169 if you have not done so already.

### Music

**Objective**  
Review rhythm and beat.
**Materials**  
CD 1:21; rhythm instruments

- Review the song “Oats, Peas, Beans, and Barley Grow” by playing the recording. Invite children to use the rhythm instruments to play the strong beat in the song. Then invite children to sing and move with this beat. You may also wish to have children act out the song by demonstrating the farmer’s actions while they keep with the beat of the song.
- Read aloud the song “The Muffin Man,” then sing the song with children. When children feel comfortable with the song, have them move in a circle to the beat of it as they sing.
- Complete the *Literacy Through Music* activity, “Little Miss Muffet,” on Teacher’s Edition page 171 if you have not done so already.
Objective  Children learn to do things independently and to keep on trying.

Materials  jackets and other clothing items

- Ask children to name things they can do all by themselves, such as walking up or down stairs, buttoning a sweater, or tying/buckling a shoe.

- Show children how to put on clothing items by themselves, such as putting on a jacket or coat the “easy way.”

- To demonstrate the “easy way,” lay an open jacket upside down on the floor so the neck is closest to you. Put your arms in the sleeves and lift the jacket over your head and around your back so the jacket is right side up again. Have each child place a jacket or coat on the floor and practice putting it on and taking it off.

- If older children can already put on jackets or coats, show them how to put on other clothing. You could show them how to:
  - buckle a belt
  - tie a shoe
  - put on a glove
  - zip a skirt
Hands Are for Helping

Objective  Children learn more about using and washing hands
Materials  newspaper, large sheet of white paper, paint, bowl of soapy water

- Talk with children about what hands are good for. Suggest that hands are helpful when doing finger-plays, climbing, drawing, shaking hands, wiping tables, picking up toys, and hanging up coats.

- Then, cover a work area with newspaper and unroll a long piece of paper. Paint one hand of each child with paint. Let children make handprint designs on places where the paper is blank. Write each child’s name by his or her handprint.

- Place a bowl of soapy water and a stack of paper towels at a nearby table for hand washing. Model the proper way to wash hands, including length of time. Remind children to be sure they do not touch anything else with their painted hands.