Week 4  Lesson Plan

UNIT 5

Our Neighborhood

Alphabet Time .......................... 2-3
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Visit www.macmillanmh.com for online games linked to Unit 5 key skills.
Phonological Awareness

**Objectives**  
Review clapping and blending syllables; identifying rhyming words  
**Materials**  
Literacy and Language Flip Chart, p. 23

- Review the poem “Firefighters” with children. Point out words in the poem and clap the syllables. Have children clap the syllables. Then review compound words such as *firefighters*. Say each word syllable by syllable and invite children to repeat the syllables with you before blending the words.
- Review what children learned about rhyming words. Then invite children to play a game using silly rhyming words for things in their neighborhood. To begin, ask a volunteer to think of some place or thing in his or her neighborhood. Have the volunteer make up a silly name for this place or thing that rhymes with the real name. For example, *fuss fop* for *bus stop*.
- Encourage children to ask the volunteer questions about this place or thing until they are able to guess its real name. For example, children might ask: *Can people go here?* and *What do people do here?* Provide guidance as necessary.

Alphabet Recognition

**Objectives**  
Review *Ff, Hh, Dd* by drawing pictures  
**Materials**  
Large Alphabet Cards *Ff, Hh, Dd*; yarn, construction paper, crayons or markers

- Display Large Alphabet Cards for *Ff, Hh, and Dd* and review what children have learned about these letters. Invite children to find these letters in the classroom. Invite children to look through books to find these letters, too.
- Give children pieces of yarn and guide them to make the letters *Ff, Hh, and Dd*. Have children glue or paste their letters to the construction paper pages. Invite them to draw pictures of items that begin with the letters on the same pages.
- Display the yarn letters with children’s drawings. Call out a letter and challenge children to find the correct pictures.
Use a classroom book to review uppercase letters in print, reading from left to right, top to bottom, the return sweep of going from the end of a line to the beginning of a new line, and the spaces between words.

Then have children pick their own books from the classroom selection. Invite partners to take turns pointing out uppercase letters in the print as well as word spaces. Next, have partners demonstrate reading from left to right, top to bottom, and return sweeps by dragging their fingers in the appropriate directions.

Help children to make a community map. First, guide children to draw or paint streets on a large sheet of butcher paper. Ask them to decide where important places would be, places such as a hospital, a firehouse, a police station, a school, and a library. Children can make these buildings by wrapping milk and juice cartons or small boxes in white paper, and then drawing or painting on windows and doors. If you wish, have children use collage materials such as clay, cotton balls, tissue paper, and pipe cleaners to add bushes, trees, signs, and the like to the community map.

When the map is finished, give children chances to talk about it. Encourage them to use community place and worker words to answer questions such as: Where is the police station? Who works there? Where is the library? Who works in the hospital? How would a police officer get from the hospital to the police station?
Reread the title, author, and illustrator of each book from Unit 5. 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.

Then ask children to take turns acting out the parts of Bear, Kimberly Maddox, or Cassie. Ask children acting in character to take turns talking about the settings and some important details from the stories they, as the characters, were in. Then guide children to make some inferences about the stories they were in or the characters they portrayed. For example, you might ask: What would Kimberly Maddox tell Bear about his town? What might Bear say to Kimberly Maddox?

Distribute copies of the “City Mouse and Country Mouse” 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 “City Mouse and Country Mouse” 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 letter or story

**Materials** construction paper, crayons

- Invite children to draw pictures of the favorite parts of the neighborhoods they read about or learned about. Display the pictures and discuss with children.

- Ask children to help you write a letter to one of the story characters. Encourage children to use the Content Words and Wonderful Words in this letter, when possible. Suggest that children share what they liked best about the character’s neighborhood or way of life.

- You may also wish to have children help you write a new story combining one or more elements from the unit stories. For example, you may wish to write a story about what happens when Cassie visits Bears neighborhood, or what Kimberly Maddox and Cassie might do together. Invite children to draw pictures to go with your class story.

### Once Upon a Time

**Days 4-5**

**Objectives** Retell the events in a story

**Materials** Read Aloud Anthology, p. 20; Retelling Cards

- **Read** Display the Retelling Cards and have children discuss the illustrations. Then read the story and have them listen to find out what happens between Brer Rabbit and Brer Lion.

- **Respond** Have children discuss the story and which details are the most important to it. Encourage children to make inferences about Brer Lion by discussing what he might have been thinking about Brer Rabbit.

- **Reread and Retell** Reread the story on another day. Use the Retelling Cards to guide children in retelling the sequence of events in 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.

City Mouse and Country Mouse
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.

City Mouse and Country Mouse
Social Studies

Objectives
Review neighborhood and police station

Materials
paper, crayons, markers, paints, tape

- Review what a neighborhood is. Then talk about the neighborhood around the school. Ask: What buildings are around or near our school? What buildings are in the neighborhood? Specifically review where the neighborhood police station is and what a police officer does.

- Divide the children into groups of three. Ask each group to draw, color, or paint a big picture of a neighborhood building. Assign each group a building such as the school, the police station, the fire station, the library, and hospital.

- Display the completed paintings in the classroom in an approximation of where they sit in the neighborhood. Then have children “tour” the buildings, sharing what they know about each.

- Complete the **Let’s Pretend** activity, “Shoe Store,” on Teacher’s Edition page 203 if you have not done so already.

Science

Objectives
Review landscapes, the size and shape of trees, and insects.

Materials
large box half filled with sand, construction paper, crayons or markers, scissors

- Review different landforms, trees, and insects. If available, display pictures of different kinds and sizes of trees, insects, and landscapes.

- Have small groups create landforms in a box of sand. Invite them to build mountains, create flat beaches, and dig out valleys. Prompt children to talk about each.

- Have children draw different kinds of trees. Encourage children to add fruit to the fruit trees and leaves where necessary. Help children to cut out the trees. Tell children to add the trees to their landforms, when appropriate.

- Invite children to play a guessing game. Give each child an opportunity to act out a kind of insect. Invite other children to try to guess this insect. Children may ask: Do you fly? What do you look like? Where do people find you most often?

- Complete the **Let’s Move** activity, “A Spanish Spider,” on Teacher’s Edition page 205 if you have not already.
**Math**

**Objectives**  
Review zero, counting 1-5.

**Materials**  
crayons and markers; a game spinner with numbers from one to five; index cards

- Review counting five fingers. Then have children trace a zero as you discuss the concept of none.
- Help children to count and separate themselves into groups of five. Then ask each group to: (1) Count off from one to five. (2) Find, hold, and count five crayons or markers.
- Then have children put away the crayons or markers. Ask: *How many do you have now?* Next, ask children to sit. Ask: *How many children are standing?* Ask children to write the number zero on the board each time they answer.
- Show children a game spinner and have them say aloud the numbers displayed. Then ask children to suggest an action such as: *clap your hands, turn around,* or *say your name.* Write the actions on index cards. Have a child spin the spinner. Read aloud one action. The student must do the action the number of times indicated on the spinner.
- Complete the **Let’s Create** activity, “Three Colorful Days,” on Teacher’s Edition page 207 if you have not already.

**Music**

**Objectives**  
Review skipping with music, and playing a beat pattern on instruments.

**Materials**  
CD 1:29-30; rhythm instruments

- Review the song and then the Rhythm Track of “Allemande Tripla.” Have children follow you in a walk, stepping with the beat pattern again. Then play the song without the Rhythm Track as children play the rhythm instruments in the appropriate beat pattern.
- Read aloud and then sing “The Wheels on the Bus,” *Read Aloud Anthology* page 178, inviting children to chime in when appropriate. Then have children move with the song. You may wish to suggest that children go up and down, skip in a circle, blink, pantomime beeping a horn, “swish” their arms like windshield wipers, and act out being babies at the appropriate points in the song.
- Sing the Unit 5 songs throughout the week. Have children practice so they can sing them for their families.
- Complete the **Literacy Through Music** activity, “1, 2, Buckle My Shoe,” on Teacher’s Edition page 209 if you have not done so already.
Pre-K Little Treasures

Week 4

Grow and Learn with
Mister Rogers

We Are Unique

Objective  Review developing an awareness of similarities and differences
Materials  crayons, construction paper, pencils and pens, old magazines, safety scissors

- Review what children learned about similarities and differences and feeling good about their uniqueness. Then invite children to draw outlines of their handprints on pieces of construction paper. On the back of these papers, have children draw pictures of themselves. Then, write or help children to write their favorite activities, their favorite foods, what weather they like best, and some things they do not like. When the drawing and writing is done, encourage children to compare them.

- Talk about animals, and ask children to name some ways animals are alike and some ways they are different. Have children find animal pictures in old magazines and help you cut them out. Encourage children to paste or glue the pictures onto paper to make a class collage.

- Have the children view the collage and tell you what else they know about these animals. Ask questions such as: Where does this animal live?, What does it eat?, How is this animal similar to that animal?, How is this animal different from that animal? Have children pretend to be animals and move to music such as “Carnival of Animals” by Saint Saens or “Peter and the Wolf” by Prokofiev.
Dialing 9-1-1

Objective  Review dialing 9-1-1
Materials  toy telephones

- Ask partners to take turns acting out what to say in the event that they call 9-1-1 in an emergency. Before partners begin, review how to dial 9-1-1 on the telephone. Then review the importance of the caller telling the operator his or her name, location (including the street address), and telephone number. Give children the opportunity to practice calling 9-1-1 and reciting the appropriate information.

- Continue to practice throughout the year. Emphasize when it is appropriate to use this number.