Week 4
Lesson Plan

UNIT 6

Transportation

Alphabet Time ......................... 2-3
Book Time .............................. 4-5
Retelling Puppets ..................... 6-7
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Visit www.macmillanmh.com for online games linked to Unit 6 key skills.

Macmillan/McGraw-Hill
**Phonological Awareness**

**Objectives**  
Review segmenting words by onset and rime; identifying rhyming words.

**Materials**  
Literacy and Language Flip Chart, p. 28; play microphone

- Review “Choo-Choo Train” with children. Call out the rhyming words *track* and *back*. Ask children to stand up when you call out other words that rhyme with *track* and *back*, or sit down if you call out a word that does not rhyme. Call out these words: *shack*, *shine*, *pack*, *pin*, *hop*, *crack*. Repeat for *train*: *truck*, *plain*, *rain*, *rocket*, *man*, *main*.

- Play a segmenting game. Tell children that you will say a word in segments. Ask children to stand up if they think they know the word. Then, give one of the standing children a play microphone. Segment the word again and ask this child: *What is the word?* If the child says the correct word, he or she remains standing and hands the microphone to the next child standing. If the child does not say the correct word, he or she must sit again. Use these words:  
  */tr*/  ack, *track*  
  */k*/  ar, *car*  
  */b*/  oat, *boat*  
  */j*/  et, *jet*  
  */b*/  us, *bus*

**Alphabet Recognition**

**Objective**  
Review *Bb*, *Rr*, *Ee* by drawing pictures.

**Materials**  
Large Alphabet Cards for *Bb*, *Rr*, *Ee*; sand or flour; glue; paint brushes; water

- Display the **Large Alphabet Cards** for *Bb*, *Rr*, and *Ee*. Ask: *Which card shows the letter Rr?* Invite children to trace these letters in sand or flour. Then challenge them to offer words that begin with /r/, such as *run*, *rat*, *ring*, and *rub*. Repeat this activity with the letters *Bb* and *Ee*.

- Invite children to paint these letters on construction paper, using glue instead of paint. Before the glue dries, children can sprinkle sparkles, sand, or flour over it.
Print Awareness

**Objectives**  Review letters, sounds, and words.

**Materials**  magnetic letters, paper plates, white board, markers

- Review what children have learned about matching letters with sounds and matching words. Help small groups to build the word *sat* with magnetic letters on paper plates. Guide children by saying each sound in the word as they select the letter for that sound: /s/ /a/ /t/, *s-a-t*. Repeat this activity, guiding children to build the words *bus* and *cab*. Be sure to point out that the letter *c* can make the /k/ sound. Then ask the groups to match the words they made, pairing the plates with the same words on them.

- Review word spaces with children. Then write this sentence on the board: *I sat on the bus*. Guide a volunteer to draw a line under each word and circle each word space. Continue with these sentences: *Will you ride on the train?*; *This car can go fast.*; and *The plane will go up and up.*

Oral Language

**Objectives**  Review transportation and position words.

**Materials**  construction paper, crayons, markers, scissors, classroom books, blocks, a table

- Review the forms of transportation that children have learned about in this unit. Then ask children to draw boats, cars, planes, and trains. Cut out or help children cut out each vehicle and label it on the back. Give children opportunities to hold up their drawings and talk about the types of transportation.

- Set up a table top with standing books and blocks. Invite children to use the forms of transportation they made to do the following:
  - Drive the cars on the table top.
  - Move the boats in front of the book.
  - Fly the planes over the table.
  - Push the trains between the blocks.
  - Move the boats behind the book.
  - Fly the planes under the table.

Have children repeat the direction before performing the task.
Reread a Favorite Book

Objective  Reread a favorite book.
Materials  The Surprise Garden, Chito Rodriguez-Gomez Baker, Feast for 10

- Reread the title, author, and illustrator of each book from Unit 6. 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 children to talk about whether the book the class reread is fantasy or reality. Ask: What about the book is real? What is make believe? Prompt children to call out their answers. Then invite partners to compare and contrast two of the books from this unit.

- Invite children to take turns acting out a scene or scenes from one of the books in the unit. Encourage children to guess which book, or scene, is being dramatized.

Puppets Tell the Story

Objective  Retell a story.
Materials  “Cinderella” puppets, pp. 6-7

- Distribute copies of the “Cinderella” 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 “Cinderella” 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.
**Week 4: Book Time**

**Shared Writing**

**Objectives**
- Participate in a shared writing experience; write a story.

**Materials**
- construction paper, crayons

- Ask children to help you write a list of story ideas that include one or more types of transportation. Then have children decide which idea to use to write a class story. To begin the story, ask children whether it will be a fantasy or a true story. Then guide children in writing the story by asking questions such as: *Who are the characters in it? What do they do? What happens first in the story? Then what happens? How does the story end?* Encourage children to use the Content Words and Wonderful Words in the story, whenever possible.

- Write the story on chart paper. Then read it aloud, inviting children to identify the transportation words. Invite children to draw pictures to go along with the class story. Display the pictures and give children a chance to describe them.

**Once Upon a Time**

**Objective**
- Retell the events in a story.

**Materials**
- Read Aloud Anthology, p. 72; Retelling Cards

- **Read** Display the Retelling Cards and have children discuss the illustrations. Then read the story and have them listen to find out who will win the race around the world, Rabbit or Coyote.

- **Respond** Have children discuss the story and what they think about the characters. Ask: *Do you think Rabbit acted in a fair way? Why or why not?*

- **Reread and Retell** Reread the story “Rabbit and Coyote’s Big Race” on another day. Use the Retelling Cards to guide children in retelling what happens 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.
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## Social Studies

**Objectives**  
Review transportation vehicles and the job of a firefighter.

**Materials**  
pictures of vehicles from and in books and magazines, toy trucks, cars, boat, and planes

- Review the different methods of transportation and working vehicles that children have learned about. Hide pictures of these vehicles and toy trucks, cars, boat, and planes around the classroom. Then challenge children to go on a “treasure hunt” to find these pictures and toy vehicles. Help children to bring what they find to one table or desk top. Ask children to describe what they found before adding it to the “treasure” of transportation forms.

- Invite children to make fire safety posters for the classroom. You may wish to have children divide into groups. Have one group make a poster on the steps of “Stop, Drop, and Roll.” Ask another group to make a poster or posters that show what firefighters do. A third group might make a poster about fire stations and fire trucks.

- Complete the **Let’s Pretend** activity, “Take a Train Trip,” on Teacher’s Edition page 241 if you have not done so already.

## Science

**Objectives**  
Review weather, landforms, bodies of water.

**Materials**  
paper, crayons, markers, paints, scissors

- Review types of weather and the weather calendars children created. Next, review what children learned about landforms and bodies of water. Then invite children to work together to make a mural of landforms and bodies of water on a long sheet of paper. Prompt children to draw or paint landforms and bodies of water that they have learned about.

- Ask children to draw, color, and cut out weather forms such as a bright sun, clouds, clouds with rain, and clouds dropping snow. Cut out or help children cut out these weather forms. Then, have children take turns placing the weather forms on the mural to determine the weather. Each time a child places weather forms on the mural, ask him or her to describe the weather created. Ask: *Is it hot? Is it cold? Is it dry? Is it windy?*

- Complete the **Let’s Move** activity, “Passing the Beanbag,” on Teacher’s Edition page 243 if you have not done so already.
**Math**

**Objective** Review patterns.

**Materials** construction paper (one color), crayons, scissors; vegetables such as a potato, onion, carrot, pepper; cutting board; tempera paint; shallow tray

- Play a pattern game. Ask children to repeat the following after you: *clap once, stamp one foot.* Ask: Is this a *pattern?* Repeat this pattern and add: *hop, turn around.* Ask children to repeat this pattern. Then invite children to take turns making up simple patterns for the class to follow.

- Ask children to draw one of the following: a square, a triangle, or a circle. Cut out or help children cut out their shapes. Invite three volunteers to form a pattern such as square, square, triangle. Ask children to identify this pattern and repeat it.

- Cut vegetables into shapes. Show how to use the vegetables to make printed shapes on paper using tempera paint. Give each child a piece of construction paper, several vegetable pieces, and paint. Encourage children to make their own patterns. When the prints are done, compare the patterns.

- Complete the *Let’s Create* activity, “Wheel Patterns,” on Teacher’s Edition page 245 if you have not already.

**Music**

**Objectives** Review same and different parts of a song, playing a beat pattern on instruments.

**Materials** CD 2:3; rhythm instruments

- Review what children learned about same and different parts of a song and playing a beat pattern. Play the recording and revisit the song “Engine, Engine, Number Nine” with children. Remind them of the phrases that are the same and different (first three the same, last different).

- Prompt children to play the rhythm instruments along with the beat patterns in “Engine, Engine, Number Nine” and “Down at the Station.”

- Read aloud “Down at the Station,” *Read Aloud Anthology* page 136, then read it again as children chime in with you. As you read it a third time, invite them to move rhythmically to the song. Children may wish to march in a row, act out being the driver pulling the handle, or move on “off we go like chugging trains.”

- Complete the *Literacy Through Music* activity, “Humpty Dumpty,” on Teacher’s Edition page 247 if you have not done so already.
**Imagine It!**

**Objectives**  Children develop their imaginations, use play to work on feelings, talk about feelings.

- Talk about a time when you or someone you know saw something that turned out to be very different from what you thought it was, such as hearing a strange noise and discovering it was a tree limb brushing against the window. Point out that things can seem frightening when you don’t understand what they are.

- Shine a bright light on the wall, and let the children take turns using their hands, fingers, or bodies to make shadows. Ask the children to imagine what the shapes could be. If any of the children are afraid, reassure them that you wouldn’t let anything hurt them. After some “shadow play,” remind children that if they ever want to, they can talk to you about things that frighten them.
Self-Control

Objectives  Review using play to work on feelings; self-control and coordination; fire safety.

Materials  none

- Invite children to act out positive ways to manage upset feelings when they leave home to school or leave school to go home. Encourage children to act out the following scenarios:
  - A child and parents eating breakfast as the child tells the parents about the fun things he or she will do at school.
  - A child saying goodbye to his or her parents and telling them that he will see them very soon.
  - A child gathering his belongings and getting ready to go home from school.

- Play Simon Says to work on self-control and coordination. Use directions such as: Simon says to dance fast. Simon says to freeze!

- Talk about the importance of fire safety, the danger of playing with matches and lighters, and the necessity of knowing what to do in the event of a fire. Have children take turns modeling how to stop, drop, and roll in the event of a fire.