Health and Fitness

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Phonological Awareness

**Objectives**  Review initial sounds, manipulate sounds.

**Materials**  Literacy and Language Flip Chart, pp. 48-49; marker; index cards

- Review and perform the actions in the poem “We Can.” Ask children what letter the word hop begins with. What other words begin with h? Examples include hat, him, hot. Point out other words in the poem and have children pick out the beginning letter and sound in each of them.
- Review with children how to manipulate sounds in words. Write bat on an index card. Say: The first sound in the word bat is /b/. On the back of the index card write the word mat and explain to the children that the first sound in mat is /m/. Say the words bat and mat with children as they flip the card between the two words. As you say each word, have children compare the sounds in the beginning of these words and identify the beginning letter for each word.

Alphabet Recognition

**Objectives**  Review Yy, Zz, and the entire alphabet.

**Materials**  Alphabet Cards, word flashcards, construction paper, crayons, shaving cream

- Display the Alphabet Card for Zz. Identify both the upper and lowercase Zz. Say: The letter z stands for the sound /zzz/ as in zoo. Then have children draw their favorite animals that could live in a zoo. Give children opportunities to describe their drawings and say And a zebra lives in the zoo, too! to help reinforce the sound for z. Repeat for the letter Yy, using the word you.
- Spray a small amount of shaving cream on each child’s desk or on a flat surface. Hold up different Alphabet Cards, one at a time. Have children spread the shaving cream and draw the letter shown on it. Then review the sound for each letter children draw.
### Oral Language

**Objectives**
- Review movement and sports words.

**Materials**
- Oral Language Cards, crayons, construction paper

**Daily Activities**

1. **Review with children the words I and can.** Show them how to use these words in a sentence. Sit as you point to yourself and say *I can sit.* Invite children to sit, point to themselves, and say *I can sit.* Then have children take turns standing up or doing another action they can do in the classroom, such as jumping, hopping, or clapping. As they perform each action, have children describe what they are doing by saying *I can jump, I can hop, I can clap.* As children choose actions to perform, write *I can* (and the action) on the board.

2. **Invite children to take turns acting out an action such as hopping, walking, sleeping, skipping, or eating.** Ask other children to try and guess what each child is doing. After children have finished guessing, have the child acting out the action say *I can* [hop, walk, sleep, skip, or eat].

3. **Have children line up in one row facing you.** Hand one action **Oral Language Card** to each child. Have children take turns acting out the movement displayed on their card. Discuss each action with the class and invite all children to act it out.

4. **Review different types of sports and equipment with children by showing them the sports-related Oral Language Cards.** Display the cards and ask: *What sport uses this type of equipment?* Then have children draw pictures of their favorite outdoor activities using equipment such as helmets, bicycles, or jump ropes.
Week 4
Book Time

Pre-K Little Treasures

Reread a Favorite Book

Day 1
Objective: Reread a favorite book.
Materials: From Head to Toe, Yao Ming, Dr. Seuss’s ABC

- Reread the title, author, and illustrator of each book from Unit 10. 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.

- Review the following skills: sequence of events, making inferences, and noting details. Have children retell the sequence of events in one of the stories, pointing out important details as necessary. Then have children stand up and act out the actions in that story. You may wish to help children assign roles and gather props.

- Have children look at and discuss the art on each page of a book. Then ask them to take turns explaining what is happening in the story based on the illustrations. For example, you might ask: What is being shown on the page with the letter T? Provide direction and feedback as necessary.

Puppets Tell the Story

Day 2
Objective: Retell a story.
Materials: “The Tortoise and the Hare” puppets, p. 6

- Distribute copies of the “The Tortoise and the Hare” puppets on page 6. Help children cut out and color the puppets to their liking.

- Then tape or attach the puppets to sticks or pencils. Reread “The Tortoise and the Hare” 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 questions and answers; letters.

**Materials** construction paper, crayons

- Invite children to create new ending pages for the books they read, one ending per child. Tell children that they can draw pictures to create different endings for the story or selection or add more information to it. When the pages are completed, give children opportunities to share the new endings.

- Then review letter writing. Work with children to write a group letter to another class about new book pages and endings they created. To help children decide what to include in the letter, write a few questions on the board and read them out loud. For example: *What do you like about the new endings? Do you think they make the books better?* Point out how each question begins with a capital letter and ends with a question mark.

Once Upon a Time

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

**Materials** Read Aloud Anthology, p. 61; Retelling Cards

- **Read** Display the Retelling Cards and have children discuss the illustrations of Little Red Riding Hood and the wolf. Then read the story and have them listen to find out what happens to Little Red Riding Hood in the story.

- **Respond** Have children discuss the story and express to the class what they think about the wolf’s plan. Ask: *Why didn’t it work in the end?*

- **Reread and Retell** Reread the story “Little Red Riding Hood” 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.
**Social Studies**

**Objectives**
Review exercise, good nutrition, and the role of a doctor.

**Materials**
Content Area Flip Chart, p. 55; construction paper; water; snack food; jump rope

- Display the **Flip Chart**. Review with the class how important it is to take care of our bodies. Remind children that we need sleep, healthful food, water, and exercise in order to feel good. Talk about different foods and activities that help people to stay healthy.

- Share with the class a healthful snack of fresh carrots, celery, apples, or grapes. Explain that these snacks help to build a strong body. Then have children draw pictures of what they do at home to stay healthy.

- Review with children what they know about what a doctor does and what happens at a doctor’s office. Invite children to draw pictures of their experiences with doctors and visits to doctor’s offices. Bind the pictures into a class book. Give children the opportunity to talk about their drawings and experiences.

- Complete the **Let’s Pretend** activity, “What’s Under the Bandage?” on Teacher’s Edition page 393 if you have not done so already.

**Science**

**Objective**
Review push and pull.

**Materials**
tennis ball, string, crayon

- Show a tennis ball to the class. Pick a child volunteer and push the ball on the floor to that child. Have the child push the ball back to you. Ask: *What did I do to make the ball move?* (pushed the ball) Choose a different child and repeat the activity.

- Then tie a piece of string to a crayon. Have children take turns pulling the crayon by the string. Ask: *What did [child’s name] do to make the crayon move?* (pulled the string) Review what children learned about how objects move by pushing and pulling.

- Complete the **Let’s Move** activity, “Jump Over the Candlestick!” on Teacher’s Edition page 395 if you have not done so already.
### Math

**Objectives** Review addition and subtraction.

**Materials** paper plates, raisins

- Play an addition game. Hand out paper plates and raisins to children. Write the number 1 on the board. Show the class one raisin. Say: *Please place one raisin on your plate. Next, place one more raisin on your plate. How many raisins are on your plate now?* Continue this exercise reviewing numbers 1-5 by writing numbers on the board and having children place the appropriate number of raisins on their plates.

- Review subtraction by having five children line up in the front of the classroom. Count out the number of children in the row by walking down the line and saying 1, 2, 3, 4, and 5. Then ask one of the children to leave the line. Ask: *How many children are left in the line?* Continue to remove children from the line until there is no one left. Draw the number zero on the board and explain that when you have nothing left it represents the number zero.

- Complete the **Let’s Create** activity, “Hidden Fruit,” on Teacher’s Edition page 397 if you haven’t already.

### Music

**Objectives** Review rhythmic patterns and creating patterns and movements.

**Materials** CD 2:33; Read-Aloud Anthology, p. 178

- Review the song “Mi cuerpo (My Body)” by playing the recording. Have children move and sing to the music. Then ask them to clap their hands or stomp their feet, repeating the correct rhythm patterns in the song. As children create their own movements, such as wiggling, shaking, or spinning, repeat the line: *My body does the_____!*

- Read aloud the song “The Wheels on the Bus,” then read and sing it aloud with children. When they are familiar with the song, have children act out a new motion, such as honking a horn.

- To review beat patterns, guide children to use the rhythm instruments to play and move to the beat of “The Wheels on the Bus” or “Mi cuerpo (My Body).”

- Sing the Unit 10 songs throughout the week. Have children practice so they can sing them for their families.

- Complete the **Literacy Through Music** activity, “Teddy Bear,” on Teacher’s Edition page 399 if you have not done so already.
Little and Big Exercises

**Objective**  Children develop self-control and muscle control.

**Materials**  music

- Alternating big and small movements helps children develop self-control and the ability to manage body movements. These abilities contribute to self-awareness and a sense of body boundaries.

  First, encourage children to make up exercises that have really big movements, such as:
  - windmill movements with arms
  - kicking as high as possible
  - lifting their knees and touching them with their hands.

  Then see if the children can show you some exercises with small movements, such as:
  - doing finger exercises
  - opening and closing their jaws
  - wiggling their toes while keeping their feet on the floor
  - standing on tiptoes

- During the exercises, play some music that encourages large movements (long, slow notes) and some music that suggests smaller movements (short, fast notes).
Caring for Our Teeth

Objectives  Review feeling words, role of a doctor.

Materials  art supplies

- Review with children how having something familiar can make a person feel more comfortable in a new place or situation. Ask children if there is something special that they take with them on long trips or to new places to help them feel better. You may wish to invite children to bring in these special items for a show and tell. Let children take turns sharing their special items with the class.

- Review what you talked about regarding feelings on the first day of school. Discuss who children met, what they did, and their favorite parts of that day. Review how new experiences can make people excited. Then invite children to draw pictures of their favorite memory of the first day of school.

- Review going to the doctor and having a checkup. Ask: *Why is it important to go to the doctor for checkups?* Discuss how visiting doctors is part of what is necessary to stay healthy. Have the class draw pictures of tools doctors might use in their offices. Help children cut out their drawings.