
✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State the name of the community where they live
- ✓ Name and describe two different community helpers

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)

Skills

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation (RL.P.10, RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

Listening & Learning

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, describe an illustration and make connections to the story, self, and world around them (RL.P.7, RLP. 11)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Career Day* (RL.P.1, RL.P.3, SL.P. 2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *Career Day* (L.P.6)
- ✓ With prompting and support, make cultural connections to text and self (RL.P.9a)
- ✓ Understand and use precise nouns and verbs related to families and communities (L.P.1b)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Sort and classify by color (L.P.5a)
- ✓ With prompting and support, follow illustrated directions to do a simple craft or science experiment (RI.P.10)
- ✓ With prompting and support, dictate a recording of scientific observation of a color experiment (W.P.2, W.P.8)

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Nursery Rhyme Review	Nursery Rhyme Posters 1, 14, 36, 41, and 44	
SKILLS				
Small Group 1	S	Warm-Ups		10
		Hand Motions: Blending Words		
Small Group 2	S	Warm-Ups	Image Cards 5-3-5-6 and 10-1-10-4	10
		Rhyming Words Memory		
LISTENING & LEARNING				
Picture Talk	W	<i>Career Day</i> by Anne Rockwell	<i>Career Day</i> by Anne Rockwell	10
What's the Big Idea?	W	Guess the Community Helper	Career-related props	10
Extension Activity	L	Experiment: Making Colors	Transition Cards: Colors; cookie sheets or trays; chart paper; red, yellow and blue tissue paper	During Learning Centers

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Listening & Learning

Before conducting the **Picture Talk** and **Deepening Understanding** activities, write down a list of at least ten jobs/community helpers you want to discuss with students. If you want each student in your class to be able to participate in the riddles, make sure to choose enough jobs that each student has one to represent. Find at least one prop to accompany each job (See **What's the Big Idea?** portion of this Day for a list of suggestions). Among the jobs you choose to represent, choose at least five jobs from *Career Day* by Anne Rockwell and flag these pages for review during the **Picture Talk**.

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Nursery Rhyme Review	Nursery Rhyme Posters 1, 14, 36, 41, and 44	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

Nursery Rhyme

Whole Group

Nursery Rhyme Review

Students will review the words and motions to some of the nursery rhymes they have learned during this domain. Choose two or three rhymes that had skills, motions, or lyrics that were especially challenging for your students. See the chart below for an overview of which skills and content each nursery rhyme targeted.

- Show students the Nursery Rhyme Posters showing the songs you chose for them to sing.
- Allow students to choose which song they would like to sing first.
- Review the songs you chose ahead of time, reviewing any difficult concepts, skills, or content.

Nursery Rhyme Title	Poster #	Skills and Content Targeted
Rain, Rain Go Away (Days 1+2)	41	<ul style="list-style-type: none"> • Rhyming
Five Little Monkeys (Days 3+4)	14	<ul style="list-style-type: none"> • Counting backward from 5 • Numerals 1–5
Pease Porridge (Days 5+6)	36	<ul style="list-style-type: none"> • Content: cooking routines • Rhyming
Teddy Bear (Days 10–12)	44	<ul style="list-style-type: none"> • Content: bedtime routines • Rhyming • Differentiating final sounds
A Tisket, A Tasket (Days 13–15)	1	<ul style="list-style-type: none"> • Colors

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups		10
	S Hand Motions Blending Words		
Small Group 2	Warm-Ups	My First Strokes Books; Activity Page 13-1; primary crayons	10
	S Tracing with Primary Crayons		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

Small Group 1

10 minutes

Small Group

Warm-Ups

Stomping Names

Students will listen to you stomp and say the syllables in their names and then guess whose name you stomped. Today, you will say the name, then whisper the name, then mouth the name as you stomp.

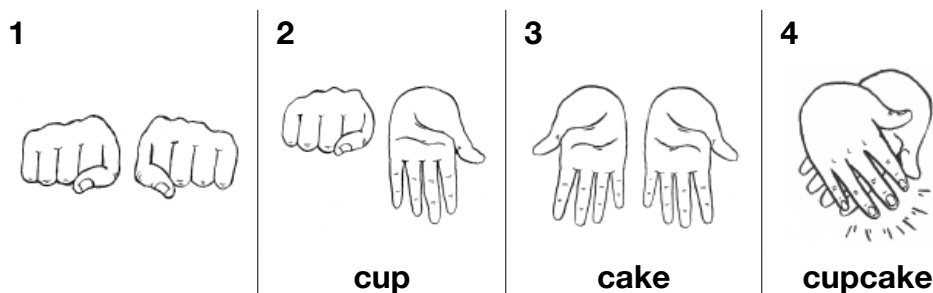
- Tell students that you want them to stomp names with you. You are going to stomp each name three times.
- Choose a student's name to stomp. Tell all students to do exactly what you do.
- First, say the student's name **out loud**, stomping once for each syllable. Then, **whisper** the student's name, stomping more quietly once for each syllable. Finally, **mouth** the student's name without making a sound, barely stomping for each syllable.
- Ask students whose name you just stomped and have that student raise his/her hand.
- Continue stomping the rest of the student's names.

Hand Motions: Blending Words

Students will learn hand motions to accompany compound and multisyllabic word blending.

Hold your fists in front of you, palms facing down (see Illustration 1).

- Say the word *one* as you flip over your left fist and open it (see Illustration 2).
- Say the word *two* as you flip over your right fist and open it (see Illustration 3).
- Say the word *blend* as you clap your hands (see Illustration 4).
- Practice this with students.
- Remind students the word *cupcake* has two parts. Say the syllables in a segmented fashion: *cup . . . cake*.
- Hold your fists in front of you, palms facing down.
- Say the syllable *cup* as you flip over your left fist and open it.
- Say the syllable *cake* as you flip over your right fist and open it.
- Say the word *cupcake* as you clap your hands.
- Practice this with the class.
- Complete the activity using the list below.



- juice...box > juicebox
- pop...corn > popcorn
- hot...dog > hotdog
- nap...kin > napkin
- yo...gurt > yogurt
- coo...kies > cookies
- pick...les > pickles
- piz...za > pizza
- pretz...els > pretzels
- ketch...up > ketchup
- must...tard > mustard
- lem...on...ade > lemonade

- sal...ad > salad
- chick...en > chicken

Small Group 2

10 minutes

Small
Group

Warm-Ups

Nursery Rhyme Review

Students will recite “Teddy Bear” whispering all words except the rhyming pairs of words.

- Show students the **Nursery Rhyme Posters** for the songs you chose for them to sing.
- Allow students to choose which song they would like to sing first.
- Students whisper the words, except for the rhyming words or pairs.

Rhyming Words Memory

Students will play the game Memory, making matches from rhyming pairs of words.

- Lay out **Image Cards 5-1-5-4: /at/ Words** and **/ee/ Words** in random order in a grid.
- Have students take turns turning over two cards at a time.
- If students turn over cards that rhyme, they have made a match and get another turn.
- Play the game again, gradually adding in additional sets: **Image Cards 10-1-10-2: /ok/ Words** and **Image Cards 10-3-10-4: /am/ Words**.

Listening & Learning

		Exercise	Materials	Minutes
Picture Talk	W	Career Day by Anne Rockwell	<i>Career Day</i> by Anne Rockwell	10
What's the Big Idea?	W	Guess the Community Helper	Career related props	10
Extension Activity	L	Experiment: Making Colors	Transition Cards: Colors; cookie sheets or trays; chart paper; red, yellow, and blue tissue paper	During Learning Centers

Picture Talk

10 minutes

Whole Group

Career Day

Note: Today's **Picture Talk** will focus on five specific jobs you have pre-selected (see **Advance Preparation**). Therefore, rather than give you talking points and suggested language for particular pages, we have provided you with general talking points followed by space in which to make your own notes about each job/page.

Show Cover of *Career Day* by Anne Rockwell

- Remind students that this book describes a preschool classroom that had many visitors. Ask students why the visitors came to the classroom (to share information about jobs/careers).
- Remind students of the definition of *community* and tell students that jobs are very important to our community. Within a community, people have special jobs that they do.

"The other day we learned that a community is a big group of people who work together and do things together. In a community different people have special jobs that they do. Your special job in your community is to be a Preschool student. My job is to be a teacher in our community."

- Tell students that today you will be talking about many different kinds of jobs in the community. Ask students if they can remember any specific jobs from *Career Day* by Anne Rockwell.
- Review each of the five jobs you flagged (see **Advance Preparation**) by turning to the page, re-reading the text, and then discussing the job with

Teaching Tip

You might introduce the **Picture Talk** by asking students what they remember from *Career Day* by Anne Rockwell. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the **Picture Talk** using your planned pages.

students. Be sure to describe the tools/objects associated with the job so that, when you present the props to students later, they can figure out which job you are describing. For example, if you are reviewing page 16 and plan to use a play hammer as a prop later, you might say:

“This man is a construction worker. He helps build things in our community, like libraries, houses, and even schools. He wears a hardhat to work every day to keep him safe and sometimes he drives a big bulldozer like the one in this picture. Construction workers also use hammers and other tools to build things.”

- Once you have reviewed at least five jobs from the book, tell students you are going to play a game called “Guess That Community Helper.” You are going to tell them riddles and give them hints, and they have to guess the name of the community helper you are describing.

What’s the Big Idea?

10 minutes

Learning Center

Place all of the props you collected in a box and place it in the **House Dramatic Play Center**. While playing family members, students can also pretend to go to work every day as a different community helper. Leave this box in the Dramatic Play Center throughout the next domain.

Guess the Community Helper

Students will guess the community helper you are describing and discuss what that community helper does to help the community. See below for a list of possible jobs and props you might include.

- You may choose to hold the props yourself as you describe each job, or you might pass out a prop to each student to make the game more interactive.
- Describe a job by talking about what the community helper does while at work. Make sure to include the prop in your description. For example, if you have chosen a stethoscope as the prop for *doctor* say, “I am thinking of a community helper who makes sure we stay healthy. This community helper uses a stethoscope to listen to your heartbeat, wears a white coat, and sometimes gives us medicine. Who am I describing?”
- Help students guess the name of the community helper. Then, ask students if they know anything else about what doctors do. Finally, ask students to raise their hands if they might want to be a doctor when they grow up.
- Continue playing this game until you have discussed each pre-selected career. To conclude the activity, ask students if they know of any other community helpers. Accept any answer and ask the student to describe what the community helper does to help his/her community.

Guess the Community Helper Suggestions List

Community Helper, Job, Career	Possible Prop(s)	“I am thinking of a community helper who...”
mailman/woman	bag, letter, blue shirt	delivers our mail every day, wears a blue shirt, drives a mail truck, walks and carries a big bag of mail
firefighter	firefighter costume, hose, toy fire truck	helps keep us safe and puts out fires, drives a big red truck with sirens, climbs tall ladders
police officer	police uniform, toy police car, badge	keeps everyone safe and makes sure everyone follows the laws, drives a black and white car with sirens, helps us cross the street
doctor	stethoscope, white coat, doctor's bag	makes sure our bodies stay healthy, uses a stethoscope to listen to your heartbeat, wears a white coat, sometimes gives us medicine
dentist	headlamp, toothbrush, toothpaste	makes sure our teeth stay healthy, cleans our teeth, reminds us to brush our teeth
librarian	library books	takes care of lots of books in the library and keeps them organized, helps us pick out books, reads to us
teacher	chalk/markers, books	teaches us how to read and write, reads stories to us, helps us learn during the day, works at a school
waiter/waitress	apron, menu, pretend food	takes your order and brings your food to you in a restaurant
chef	chef's hat, cooking utensils, pretend food	works in a restaurant and cooks the food for lots of people
cashier	pretend cash register, coins, grocery bags	works in a store like a grocery store or clothing store, uses a cash register to check out what you are buying, counts money
parent	baby bottle, towel, cooking utensils	works at home and takes care of the children in our family, feeds us, bathes us, loves us, and makes sure we are happy
banker/bank teller	coins, piggy bank	works in a bank, keeps track of our money, counts money
barber/hairdresser	comb/brush, safety scissors, cape	has a special chair, cuts our hair, puts a special cape on us, uses scissors and a comb

Extension Activity

Learning
Center

Experiment: Mixing Colors

Continue this activity during Learning Centers. See **Day 15: Experiment: Making Colors** for detailed instructions on this Extension Activity.