

Family Bulletin



We're Different, We're the Same

The main book for this unit is *We're Different, We're the Same* written by Bobbi Jane Kates and illustrated by Joe Mathieu. This is a simple book that illustrates the differences and similarities among individuals. This book was chosen for its content and simple explanation of diversity.

The related book for this unit is *I Like Me!* written and illustrated by Nancy Carlson. This is a book with simple text about a pig and

why she likes herself. The book lends itself to a discussion about what we like about ourselves and how we take care of ourselves.

The rhyming book for this unit is *Hooray for You!* written and illustrated by Marianne Richmond. This book is a celebration of the uniqueness of each of us. It was selected for its rhyming verse and colorful illustrations that portray elements of diversity.

Key Concept:

Same/Different and Feelings

Vocabulary:

- ◆ different
- ◆ same
- ◆ bed
- ◆ towel
- ◆ toys
- ◆ home
- ◆ school
- ◆ friend
- ◆ family
- ◆ washing
- ◆ playing
- ◆ smiling
- ◆ sleeping
- ◆ reading
- ◆ dressing
- ◆ tall
- ◆ short
- ◆ curly hair
- ◆ straight hair
- ◆ shampoo

Rhyming Words:

day - hooray
see- me
play- way
glad - sad
apart - heart
face - race
red - head
shelf - self

Other Language Targets:

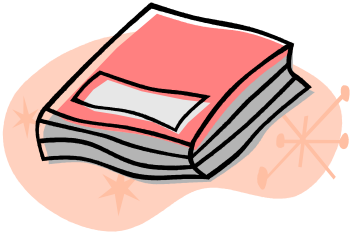
- ◆ in
- ◆ out
- ◆ under
- ◆ over

Target Sounds/Letters

An introduction/review of **all the letters of the alphabet and their sounds** will be the focus during this two-week thematic unit.

Bringing it Home - The Home and School Connection

Try these great ideas to bring the key concept of this unit, Same/Different and Feelings, into your home!



Help your child make an "I Like Book" at home.

► Explore the concept of same/different with your child at home. You can use food, toys, stickers, etc. to communicate this concept. Show your child items that are the same and different. Discuss both similarities and differences; when items are different, describe *why* and *how* they are different.

► Help your child make an "I Like Book" at home. Create different

pages about the things your child likes. For example, ask your child to draw a picture of his/her face and hair to make an "I like my brown hair" page. Another example would be an "I like to eat pizza" page. Ask your child to find picture of pizza in a magazine or an advertising flyer and paste them onto a book page, or have your child draw a pizza with all of his/her favorite toppings on a book page.

Hokey Pokey



*You put your right foot in,
You put your right foot out,
You put your right foot in,
And you shake it all about.
You do the Hokey Pokey
And you turn yourself around,
That's what it's all about!*

(Repeat song, substituting right foot with children's choice of body parts.)



Language Games

Got a minute or two and looking for something to do? Try these fun games that focus on sounds.

- **I Spy with my Little Eye.** Play this popular game using a sound rather than the name of a letter. *"I spy with my little eye something beginning with /m/."* (example: mountain).
- **I went shopping.** Again choose a sound (example: /b/). Say *"I went shopping and I bought butter."* Continue to take turns, recalling the previous words and adding a new one that has not been used before. Example: *"I went shopping and I bought butter and balloons."*

Family Bulletin

Vocabulary:

lion
circus tent
elephant
clown
trapeze
strongman
dumbbell
ringmaster
juggling pin
face paints
juggling
applause
laughing
swinging
jumping
roaring
popcorn
eating
ticket
drinking

Olivia Saves the Circus

The main book for this unit is ***Olivia Saves the Circus*** written and illustrated by Ian Falconer. This is a delightful story about a girl who goes to the circus only to find that all of the performers are out sick. So, Olivia saves the circus by performing all of the acts. This story was chosen because it sets the scene for a classroom circus. The story outlines the main events in the circus and provides a natural transition to theme-based centers.



The related book for the unit is ***Paddington at the Circus*** written by Michael Bond and illustrated by R.W. Alley. This is a story about Paddington Bear and his first trip to see the circus. Paddington makes his way to his seat as he enjoys the sights, sounds and smells of the circus. The show starts, but in an effort to save one of the circus performers, Paddington ends up being the star of the circus. This book offers excellent vocabulary.

The rhyming book for this unit is ***Put Me in the Zoo*** written and illustrated by Robert Lopshire. This is a rhyming story about a leopard who can do tricks with his spots and thinks he should be exhibited at a zoo. By the end of the story, two children convince the leopard that he should be in the circus. This book has excellent rhyming text and, as the leopard's spots keep changing, lends itself to teaching colors and concepts.

Target Sound &
Letter

Tt

As in Tom, cat,
water

Other Language Targets:

Prepositions

on
through
around
in
behind
in front

Language Forms:

is + verb+ -ing
(for example, **is sitting**, **is looking**)
"wh" questions
(**"Why** does Olivia make pancakes?")

Holding Hands

Elephants walking along the trails

Are holding hands by holding tails.

Trunks and tails are handy things

When elephants walk in circus rings.

Elephants work and elephants play,

And elephants walk and feel so gay.

They're holding hands

By holding tails.

This unit's rhyming words:

way—stay

zoo—you

one—fun

me—see

ball—wall

cat—hat

three—tree

all—small

Do you know?

To help your child practice rhyming, use the rhyming pairs above when singing the following song to the tune of “Muffin Man”.

*Do you know two
rhyming words,*

Two rhyming words,

Two rhyming words?

*Oh, do you know two
rhyming words?*

*They sound a lot
alike.*

Bringing it Home—The Home and School Connection

Try these great ideas to bring the key concept of this unit, **Circus**, into your home!

≈ Help your child explore some motions that are made by circus performers, like somersaults, walking on toes, and jumping rope.

Encourage your child to invent new moves that he or she can do, and give each new move a special name.

≈ Help your child make a clown face on a paper plate with markers, crayons, scraps of paper, and glue. Draw

and cut out shapes from construction paper and glue them onto the paper plate. Label each of the facial features as your child adds them to the clown's face.

Guess the Book!

Together with your child try to guess the name of the children's book from the following quote:

“Our eyes are different. Our eyes are the same. They see, they blink, they weep, they wink.”

Answer: “We're Different, We're the Same” written by Bobbi Jane Kates.

Family Bulletin

Vocabulary:

apple
tree
seeds
leaf
stem
core
bucket
pie
top
bottom
soft
hard
peeling
picking
reaching
biting
falling
waiting
tasting
baking

Target Letter & Sound

A a

as in Ann,
apple, back,
hat, or add

The Apple Pie Tree

The main book for this unit is ***The Apple Pie Tree*** written by Zoe Hall and illustrated by Shari Halpen. ***The Apple Pie Tree*** describes the seasons of an apple tree and how the apples grow. This story was chosen because of the topic vocabulary and the natural sequencing of the story. This story is the perfect context for a field trip to an apple orchard and for baking an apple pie.

The related book for this unit is ***Ten Apples Up On Top!*** Written by Theo LeSieg and illustrated by Roy McKie. ***Ten Apples Up On Top!*** is a rhyming story about balancing apples. This story was chosen because of its natural rhyme and rhythm and its focus on prepositions and verb tense. Watch what happens as the apples continue to pile up!

Rhyming Words:

stop—top
two—you
eight—skate
hall—fall
hop—drop
tree—me
drink—think
fun—one

Bringing it Home—The Home and School Connection

Try these great ideas to bring the key concept of this unit, **Apples**, into your home!

Shop at the grocery store or a local market for several types and colors of apples. Discuss the differences in the apples with your child. Conduct a taste test. Cut the apples into pieces. Place each type of apple on a separate plate. Ask family members to eat one piece of each type

of apple and choose their favorite. Make a simple chart to show how many people chose each type of apple as their favorite.

Make an apple pie or other dish using apples. Show your child the recipe, and allow him/her to help with the preparations. Read the directions to the

recipe aloud as each step is completed. While you enjoy the apple dish with your child, review how he/she helped with the preparations.

Five Little Apples

*Five little apples lying on the floor,
I'll roll away, and that leaves four.
Four little apples hanging on a tree,
I'll pick one and that leaves three.
Three little apples, I don't know what to do!
I'll put one in my pocket, and that leaves two.
Two little apples sitting in the sun,
I'll pick one up, and that leaves one.
One little apple waiting in my lunch,
I'll eat it up with a crunch, crunch, crunch!*

Other Language Targets:

Prepositions

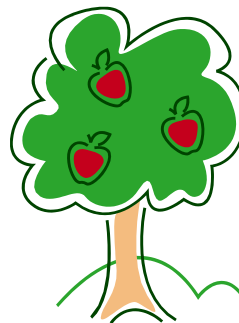
under
top
bottom

Language Forms

is + verb + ing
(for example: is
going, or
is cutting)
“what” questions

The Apple Tree

**Away up high in an apple tree,
Two red apples smiled at me.
I shook that tree as hard as I could,
Down came those apples,
And mmmm, were they good!**



Family Bulletin

Key Concept:
Shapes & Grocery
Store

Vocabulary

circle
square
triangle
rectangle
shapes
cash register
grocery store
cart
pizza
all
some
none
first
next
pushing
cutting
buying
selling
shopping
aisle

Target Letter
and Sound

P p

as in Pat, pop,
happy, or top

Pancakes, Crackers, and Pizza: A Book About Shapes

The main book for this unit is *Pancakes, Crackers, and Pizza: A Book About Shapes* written by Marjorie Eberts, Margaret Gisler, Robert Hillerich and illustrated by Stephen Hayes. In this book, Eddy likes to eat foods with different shapes. *Pancakes, Crackers, and Pizza* is a story about shapes told with simple repetitive text. This story was chosen because it discusses shapes in the context of

food. The text can also be adapted to target various verb tense.

The rhyming book for this unit is *Shop With Dad written by* Grace Matt Harvey, illustrated by Mariam Latimer. This is an entertaining rhyming story about a father and daughter and their adventures while grocery shopping. Their day starts off like any other trip to the store until the little girl sneezes and starts off a chain reaction resulting in a

huge mess. This book makes for an excellent read aloud.

Rhyming Words:

Eggs-legs
Aisle-smile
Jump-bump
Dad-sad
Ran-man
Built-tilt
Around-ground
Store-floor

Bringing it Home—The Home and School Connection A Literacy-Rich Home

What's a literacy-rich home? It's a house that is filled with plenty of reading materials and writing tools—and plenty of chances to use them. Use these clever ideas to invite reading and writing into every room of your home.

Kitchen

Serve letter-shaped foods. Alphabet pasta, soup, and cereal are three fun choices. You can also find ABC cookie cutters at the grocery, craft, or dollar store. Use them to cut sandwiches and pancakes. Have your youngster identify each letter before digging in.

Bedroom

Make a special "book nook" for your child. This is a quiet, inviting place for him to read that includes pillows and a changing supply of books. You might use a corner of his room or his closet with the doors removed. Make a temporary reading spot by draping a sheet over two chairs or setting up a small pop-up tent, baby pool, large appliance book.

Bathroom

Keep a basket of magazines on the floor. Add to your stack by asking relatives and

friends to pass on old ones. You can read articles to your little one while she takes a bath.

Family Room

Organize your home library. Your child will be more likely to read if she can find what she's looking for. Consider sorting books into plastic baskets by theme, author, or type. Label each basket with permanent marker on masking tape.

Taken from *Reading Connection 2007*

Pancake

By
Shel
Silverstein

*Who wants a pancake,
Sweet and piping hot?
Good little Grace looks up and says,
"I'll take the one on top."
Who else wants a pancake,
Fresh off the griddle?
Terrible Theresa smiles and says,
"I'll take the one in the middle."*

Other Language Targets:

Prepositions:

next to
behind
beside
over
under

Language Forms:

"wh" questions
(what, why, where)

Mix a Pancake

By
Christina Rossetti

*Mix a pancake,
Stir a pancake,
Pop it in the pan:
Fry the pancake,
Toss the pancake,
Catch it if you can.*

Family Bulletin

VOCABULARY:

SCARECROW

PUMPKIN

WHISPERED

WOODS

BEHIND

IN FRONT

WALKING

RUNNING

SCARED

SAD

KNOCKED

SHAKE

WIGGLE

NOD

STOMP

PARTY

FASTER

SLOWER

DARK

LIGHT

The Little Old Lady Who Was Not Afraid of Anything

The main book for this unit is *The Little Old Lady Who Was Not Afraid of Anything* written by Linda Williams and illustrated by Megan Lloyd.

This is the story of a little old lady who sets off for a walk in the forest, but as the sun goes down, some strange things happen in the forest and the little old lady starts back home in a hurry. All the way home, the little old lady keeps saying she is not afraid of anything. This story was chosen because it lends itself to Circle and Learning Center activities. It incorporates the natural use of the negative **not** in familiar, repetitive text.

The related book for this unit is *Picking Apples and Pumpkins* written by Amy and Richard Hutching and illustrated by Richard Hutching. This is an

informational book about a family who goes to an apple orchard and a pumpkin patch. The book includes actual pictures of their trip and describes what happens during their day. This book was chosen because it provides children with important vocabulary and illustrates a natural sequence of events as this family visits the pumpkin patch. These features will help children identify the props needed for creating their own classroom pumpkin patch in Dramatic Play.

The rhyming book for this unit is *The Runaway Pumpkin* written by Kevin Lewis and illustrated by S.D. Schindler. This is a funny story about what happens when children pull a huge pumpkin from its vine. As the pumpkin rolls past family

members, each person thinks of something Granny Baxter makes from pumpkins. Finally, Poppa Baxter uses his tractor to plow a bed for the pumpkin to land in. Granny gets hold of the massive pumpkin and goes to work baking an array of pumpkin treats. This book has nice rhythm to go along with its rhyming text.

Bringing it Home—The Home and School Connection

Try these great ideas to bring the key concept of this unit, **Pumpkins and Sounds**, into your home!

Make a scarecrow for your yard, porch, or house. Gather some old clothes, including pants or overalls, a long-sleeved shirt, boots,

and a hat. Stuff the clothing with crumpled newspaper. Cut shapes from paper to make the facial features. Sit the scarecrow in a chair. Encourage your child to make up a name for the scarecrow.

Make a jack-o'-lantern. Ask your child to use a pencil to draw the cutout design areas on the pumpkin. (Only an adult should use a knife to make the cuts in the pumpkin.) Cut off the top of the pumpkin, and make the other cuts for the pumpkin's facial features.

Target Letter
and Sound

B b

as in **Bob**, **big**,
about, or **rub**

Rhyming Words:

eye—pie
 coop—soup
 bread—head
 plowed—crowd
 round—ground

Other Language Targets:**Prepositions:**

IN FRONT
 BEHIND
 THROUGH
 BESIDE

For the LOVE of reading

What's the best way to create a lifelong reader? Reading together! Reading is free, fun, and will bring you and your child closer. Find a time each day when you and your youngster can get cozy and enjoy a good book.

Here are three tips to help you choose stories:

Ask librarians, friends, and teachers for recommendation.

Tip: If your child doesn't already have a library card, sign her up!

Find books that expand your youngster's interests (insects, outer space), deal with an event (a new baby, a visit to

the dentist), and build character (friendship, truthfulness).

Pick stories for both information and enjoyment. Try real and make-believe stories and poems, as well as children's magazines.

Taken from Home & School Connection, 2007

Five Little Pumpkins

Five Little Pumpkins sitting on a gate,

The first one said, "Oh my, it's getting late."

The second one said, "There are witches in the air!"

The third one said, "I don't care."

The fourth one said, "Let's run and run, and run!"

The fifth one said, "We're ready for some fun."

Oooo went the wind and out went the light,

And the five little pumpkins rolled out of sight.

Guess the Book!

Together with your child try to guess the name of the children's book from the following quote:

"Eddy likes to eat, and eat, and eat."

Answer: *"Pancakes, Crackers, and Pizza"*, written by Marjorie Eberts and Margaret Gisler

Family Bulletin

Vocabulary:

walk
hurry
pine cone
behind
noisy
little
family
branch
bag
ride
pack
fluffy
light
read
pillow
apartment
grandma
grandpa
clothes
slippers

Grandfather and I

The main book for this unit is *Grandfather and I* written by Helen E. Buckley and illustrated by Jan Ormerod. *Grandfather and I* is a story about a little boy and his grandfather and the adventures they have as they take a walk. This story describes very busy mothers, fathers, sisters, and brother. But not Grandfather; he is never in a hurry.

This book was chosen because of its repetitive text and focus on different family members. The text in this story is also easily adapted to target verb tense and pronoun use. The related book for this unit is *The Bag I'm Taking to Grandma's* written by Shirley Neitzel and illustrated by Nancy Winslow Parker. This rebus rhyme book allows

for lots of class participation as the story tells of a little boy who packs his bag to take to Grandma's. The book was chosen because of the rhyme and rhythm of the story. This story also provides plenty of opportunity for classroom discussion

Bringing it Home—The Home and School Connection

Target Sound/Letter

G g

as in Gail, go ,
and dog

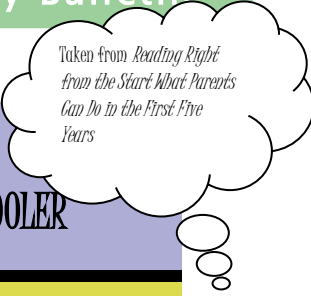
Try these great ideas to bring the key concept of this unit, *Families and Nature Walks*, into your home!

Take a walk to collect interesting items in nature, such as pinecones, leaves, tree branches, and rocks.

Bring along a shopping bag to collect the items. When you return home, allow your child to play with the items. Use some of them to make a simple centerpiece for a table.

Look at a family picture

album. Tell your child each person's name in a picture, or encourage your child to say the person's name.



When you share books and stories...

YOU MIGHT

THIS HELPS

YOUR PRESCHOOLER

Write a story together.

Connect words and writing.

Talk about why you like a character or how the book makes you think of something you once did.

Make a connection to the stories in books.

Take turns reading or telling or a real or pretend story.

Learn how stories work—they have characters, titles, authors, beginnings, middles, and endings.

Have your child choose the book for you to read.

Think about favorite books and and make choices.

Read alphabet books and talk about the letters.

See and name the letters in the alphabet.

Rhyming Words:

- Ball—all
- Read—need
- Bag—tag
- Light—night
- Two—zoo

Other Language Targets:

Prepositions

in, out, on, behind, in front

Language Forms

pronouns, conjunction (and)

Pretty Leaves

Pretty leaves are falling down.
See them lying on the ground.
Trees are bending in the breeze.
Don't you love the falling leaves?

Leaves Are Falling to the Ground

(Sing to the tune “Mary Had a Little Lamp”)

Leaves are falling to the ground, to the ground, to the ground.

Leaves are falling to the ground, pretty autumn leaves.

C'mon boys let's rake them up, rake them up, rake them up.

C'mon boys let's rake them up, pretty autumn leaves.

C'mon girls let's rake them up, rake them up, rake them up.

C'mon girls let's rake them up, pretty autumn leaves.

C'mon all let's pile them high, pile the high, pile them high.

C'mon all let's pile them high, pretty autumn leaves.

Now let's jump into the pile, into the pile, into the pile.

Now's let's jump into the pile of pretty autumn leaves.

Family Bulletin

VOCABULARY:

gingerbread man

ran away

dressed

recipe

snack

chasing

sharing

yelling

catch

rolling

few

plenty

loud

quiet

thankful

oven

baking

rang

half

whole

Target
Letter and
Sound

D d

as in Dad, dog, or
day

The Gingerbread Man

The main book for this unit is *The Gingerbread Man* written by Jim Aylesworth and illustrated by Barbara McClintock. This story comes alive on the page with wonderful illustrations of the gingerbread man. This children's classic was chosen because of the story's repetitive and familiar text and because it lends itself to

dramatic play. The text also is adaptable to target verb tense (e.g., **run/ran**).

The related book for this unit is *The Doorbell Rang* written and illustrated by Pat Hutchins. In this story The Doorbell Rang, Mom makes cookies for a snack. Then, the doorbell begins to ring and continues to ring so often that the

children soon begin to wonder if there will be enough cookies for all the visitors. This story is about sharing and beginning math concepts. The story was chosen because it fit the criteria for being familiar and meaningful context for learning and because it contained predictable and repetitive text.

Bringing it Home—The Home and School Connection

Try these great ideas to bring the key concept of this unit, *Cookies and Smells*, into your home!

Make a batch of sugar cookies, allowing your child to help with the preparation of the recipe. Allow your child to see how the ingredient measurements are

made. Read each step of the recipe aloud. Roll out the dough, and ask your child to choose cookie cutters to cut out shapes. After baking the cookies, allow your child to ice and decorate them.

Go on a search for

spices and their smells. Choose some spices, and encourage your child to tell you about the smells. Arrange the spice bottles in order according to the smells your child likes least to best.

Rhyming Words:

Can—man
 Wife—knife
 Wink—think
 Cow—sow
 Back—snack
 Fan—man

Other Language Targets:

Prepositions: down, up, behind, in front

Language Forms: negative (can't, won't, no), contrasting verb tense (run/ran)

The Gingerbread Man

Run! Run!
 Fast as you can!
 You can't catch me!
 I'm the Gingerbread Man!
 I've run from a husband!
 I've run from a wife!
 I've run from a butcher
 With a carving knife!
 I've run from a cow,
 And a muddy old sow!
 And I'll run from you, too!
 I can! I can!

The Importance of Repeated Reading

What is one thing that many children who read early and well have in common? They have heard books read aloud to them over and over again (Durkin, 1966). We believe that hearing the same books repeatedly allows children to internalize their

features, such as their rhyme and story structure. It also allows them to focus on things they wouldn't during a first reading, such as the print rather than just the pictures or the meaning of a particular word. Allow children to suggest favorite books they

want to hear again...and again...and again. Even if you feel you just can't read that book one more time, do, knowing that it is important for children's literacy development.

Taken from Literacy and the Youngest Learner by Bennett-Armistead, Duke, and Moses

Gingerbread Play Dough

Here's a fun recipe to follow to make your own play dough at home. Ask your child to help you measure and pour ingredients into the bowl, mix together then have fun!

Ingredients:

1 cup flour
 1/2 cup salt
 2 tsp. cream of tartar

Allspice and cinnamon (just enough to scent the dough)

Food coloring (equal parts red and green to make brown)

1 cup water

1 tsp. vegetable oil

Directions:

Mix flour, salt, and cream of tartar together in a bowl. Add allspice

and cinnamon. In another bowl, add food coloring to the water. Add the colored water and the oil to the dry ingredients, and combine well. In a pot, cook the mixture 2-3 minutes, stirring frequently. When firm, knead the dough until it becomes soft and smooth. Allow the dough to cool before using. (Dough can be stored in an airtight container.)

Family Bulletin

The Sweet Smell of Christmas

VOCABULARY:

Kwanzaa
Santa Claus
present
ornament
holiday card
candle
stocking
sled
reindeer
menorah
list
dreidel
latkes
decorate
hung
unwrap
wrap
before
after
around

Target

Sound/Letter

M m

as in Mom,
mine, hammer,
and came

The main book for this unit is *The Sweet Smell of Christmas* written by Patricia Scarry and illustrated by J.P. Miller. *The Sweet Smell of Christmas* is a wonderful story about a bear family that prepares for Christmas. Each event of the holiday—from trimming the tree to Christmas morning—is captured in this story along with scratch-and-sniff holiday aromas. This book was chosen for its story grammar and opportunities for practicing various verb tenses. This book also met the criteria of familiar and meaningful context for learning.

Bringing it Home—The Home and School Connection

Try these great ideas to bring the key concept of this unit, **Holidays**, into your home! Make simple holiday greeting cards with your child to send to friends and relatives. Fold a sheet of colored construction paper in half. Encourage your child to draw a picture on the

The related book for this unit is *My First Kwanzaa* written and illustrated by Karen Katz. *My First Kwanzaa* is a book about the African American cultural holiday that celebrates the importance of family, friends, and community. In this book, a girl describes how she and her family celebrate the seven days of Kwanzaa.

The rhyming book is *The Night Before Christmas* written by Clement Clarke Moore and illustrated by Cheryl Harness. This favorite among children's Christmas literature was a natural addition to this

cover. Print a greeting your child suggests on the inside. Encourage your child to print his/her name below the greeting. Have your child watch you print the person's name and address on an envelope.

Make green and red flavored gelatin for a special holiday

unit's theme. The rhyming poem about the night before Christmas is a treasured favorite. This book was chosen because of its rhyme and rhythm and also because of the vocabulary used to tell the story.

Other related books for this unit are *Clifford Celebrates Hanukkah* by Norman Bridwell and *Happy Hanukkah, Curious George* by H.A. Rey and Margret Rey. The books discuss many Jewish traditions including the Menorah, dreidels and latkes. The main characters, Clifford and Curious George, will be familiar to the children.

treat. Allow your child to help with the preparations. Read the directions aloud. When the gelatin is set, allow your child to help cut it into cubes and serve to your family.

Rhyming Words:

house—mouse
 bow—snow
 snow—below
 belly—jelly
 wreath—teeth
 nose—rose
 work—jerk
 wall—all
 cap—nap
 quick—St. Nick

Other Language**Targets:****Prepositions**

through
 down
 out
 across

Language Forms

regular past tense
 Am/Is

“Tell Me a Story”

Looking for a fun and easy way to build your child’s love of reading? Encourage her to make up short stories of her own. Whether you choose an evening after dinner or time waiting in the doctor’s office, you and your youngster will both enjoy the art of storytelling.

Help your child get started by writing down five words and having her come up with a

story using all of them. Encourage her to use her imagination— the sillier the ideas, the better. You might give her the first sentence. For example, if the words are “park,” “swing,” “monster,” “ice,” and “tail,” the story could go like this: One day a little monster went to the park. He played on the swing. The little green monster fell and hurt his purple

tail. When they got home, Mommy Monster put red and blue ice on the little monster’s tail. Now he looks like a rainbow!

Encourage your child to write the story down or dictate it for you to write in a special notebook. After you’ve collected several, pull out her “book” of short stories at bedtime, and read one or two together.

Family Bulletin

The Jacket I Wear in the Snow

VOCABULARY:

jacket
rabbit
hedgehog
owl
fox
mouse
bear
sneeze
knit
drop
zip
unzip
stuck
hang
wiped
dripping
itchy
warm
long
short

The main book for this unit is *The Jacket I Wear in the Snow* written by Shirley Neitzel. This story is about a child getting dressed to go play in the snow. This story was chosen because of its rhyme and rhythm and also because of the vocabulary it targets. Predictable text allows children to participate in the progressive rhyming action of the story.

Another book that the children will read is *The Mitten* written by

Jan Brett.

The children will be discussing the different types of clothing we wear in the winter. The children will also be participating in a mitten-matching activity, acting in a retelling of *The Mitten* story, and learning a song called "Winter Weather."

Rhyming Words:

Red—head
Me—knee
Lot—hot
Cry—eye

Target Sound/Letter

Jj

Take some time to point out words in your environment that start with or have the letter "Jj" in them. Some words are: juice, jar, jacket, jet, jewelry, jeans.

Other Language

Targets:

Prepositions

on, off, over, under, in,
between, beside

Language Forms

are/is

prepositional phrases

Bringing it Home—The Home and School Connection

Cuddle up with your child, your copy of *The Mitten*, and a warm cup of hot chocolate. Allow your child to fill the tea kettle (or cup) with cold water, then place the kettle on the stove top (or cup in the microwave). Talk about what they know about hot chocolate

and how it is made. Have your child place a spoonful of hot chocolate mix into a cup and then pour hot water into the cup for your child. Talk about the changes they see in the cup. Ask your child what the hot chocolate smells like and what they think it will taste like. Once

the hot chocolate is ready, find a comfortable spot to settle in and let your child introduce *The Mitten* to you. Read the book to your child and ask them about their favorite part of the book.

Family Bulletin

The Snowy Day

VOCABULARY:

- snowy
- winter
- cold
- hot
- crunchy
- footprints
- snowballs
- lines
- snow angel
- night
- fell
- sledding
- icy
- patterns
- forward
- backward
- high
- low
- day
- skating

Five Little Snowman

Five little snowmen, sitting
by the door,

Out came the sun and then
there were four.

Four little snowmen sitting
by the tree,

Out came the sun and then
there were three.

Three little snowmen sitting
by the zoo,

Out came the sun and then
there were two.

Two little snowmen sitting
just for fun,

Out came the sun and then
there was one.

One little snowman, wishing
he could run,

Out came the sun and then
there were none.

The main book for this unit is *The Snowy Day* written by Ezra Jack Keats. This is a story about a little boy named Peter who goes out to enjoy the newly fallen snow. However, when Peter tries to save a snowball for tomorrow, he learns something else about snow. This story was chosen because of its great descriptions of Peter's fun in the snow. This story also offers a familiar and meaningful context for learning. The text of the story provides children with a vehicle to use sentences such as "New snow was falling" and "Peter is skating"; adjectives such as big, biggest, crunchy, snowy, icy; and irregular verbs such

as "took" and "thought".

The rhyming book for this unit is *Snow* written by Roy McKie and P.D. Eastman. The children will be learning a finger play called "Five Little Snowman", a poem called "Snowman" (see back), participating in a "Snowflake Concentration" game, and talking about *Where Does Ice Go?* Children will also have the opportunity to create their own book called "The Snowy Day" in the create-a-book center.

Rhyming Words:

No—snow

Snow—throw

Track—back

Last—fast

Face—place

Ride—slide

Deep—sleep

Ball—wall

Other Language Targets:

Prepositions

- Up, down, over, in front, behind

Language Forms

- Is + verb + ing (is running, is skating)
- Irregular past tense verbs (crept, blew, brought)
- Adjectives (small, delicate, beautiful)

Bringing it Home—The Home and School Connection

Help your child make a bird feeder to give birds a winter treat. Find a pinecone. Spread peanut butter on the pinecone. Roll the pinecone in bird

seed. Hang the pinecone from a low branch of a nearby tree. Point out the types of birds that come to feed as you watch with your child.

Target Sound/Letter

Ss

The target letter for the unit is "Ss". Take some time to point out words in your environment that start with or have the letter "Ss" in them. Some words are: snow, snake, sun, soap, scissors, side, salt.

Snowman

(To the tune of "I'm a Little Teapot")
I am a snowman round and fat,
(stretch your arms out)
Button eyes and a tall black hat.
(point to your eyes and head)
When the sun comes out you will see,
(point to the sky)
That will be the end of me!
(pretend to melt to the ground)

Key Concept:
Post Office & Beyond

Family Bulletin

VOCABULARY:

- mailbox
- letter
- envelope
- stamp
- mailman
- address
- thank- you note
- mailed
- found
- sent
- received
- delighted
- giant
- community
- route
- jolly
- sort
- delivering
- unload
- everyone

The main book for this unit is *The Giant Hug* by Sandra Horning and the illustrator is Valerie Gorbachev. Owen wants to send his Granny a “GIANT” hug for her birthday. What better way to do that than through the mail! This is a story of how mail is moved across the country from land to air while Owen’s hug travels along from postal worker to postal worker.

The rhyming book is *The Jolly Postman* by Allan Ahlberg. This is a story about a postman who delivers letters to fairy-tale

characters. Actual letters are tucked inside envelopes within the book.

The related book for this unit is *Delivering Your Mail* by National Geographic Learning. This book describes some of the things that letter carriers do to make sure people in their community get their mail.

Target Letter

Vv

The target letter for the unit is “Vv”. Take some time to point out words in your environment that start with or have the letter “Vv” in them. Some words are: vegetable, van, visit, vote, cover, movie, voice, vitamin, violin, veterinarian.

Other Language Targets:

Prepositions

under
in
behind

I’m a Little Letter

(Sing to the tune “I’m a Little Teapot”)

I’m a Little Letter,
nice and fat,
Here is my address,
here is my stamp.
Drop me in the mailbox,
then watch me go,
Sending my love around the globe.

Rhyming Words:

say—day
told—sold
tea—sea
not—spot
tell—bell
done—bun
knee—tea
dress—yes

Bringing it Home—The Home and School Connection

Here are a couple of fun learning activities you can do with your child that relate to the current theme. Make a collection of junk mail. Provide your child with several empty shoeboxes for sorting the mail. Encourage your child to sort the mail into

the boxes by color, size, or type of envelope.

Or make a valentine for a friend or relative. Place the valentine into an envelope, and have your child watch you print the name and address. Take a walk with

your child to the local post office to buy a stamp. Point out the different parts of the post office. Ask your child to help you place the stamp on the envelope and find the part of the post office to mail the card.

Family Bulletin

The Three Little Pigs

VOCABULARY:

straw
wood
brick
basement
blew
first
second
third
bought
carried
ran
hiding
moved
sewing
painted
counted
old
new
middle
next to

The main book for this unit is **The Three Little Pigs** by James Marshall. This classic children's tale describes the adventures of three little pigs that leave home and unexpectedly cross paths with a big, bad wolf. Learning from the mistakes made by the other pigs, the third little pig outsmarts the wolf in the end. This delightful story was chosen because of its

repetitive and familiar text and also because it can easily be used for dramatic play in the classroom. This book allows for literacy-related activities in the classroom Learning Centers.

The related book is **Let's Go Home** written by Cynthia Rylant and the rhyming book is **Bear at Home** written by Stella Blackstone.

Target Sound/Letter

Hh

The target letter for the unit is "Hh". Take some time to point out words in your environment that start with or have the letter "h" in them.

Some words are:
**hair, hammer, hand,
happy, hot, hold,
home, hotel, huge,
hurry.**

Bringing it Home—The Home and School Connection

Make miniature houses out of a variety of materials. Start with a small box, like a cereal box. Cut out doors and windows. Use white glue to attach straw, sticks, or toothpicks all over the outside of the house. Another activity that you and your child can do

together related to the current theme is to take a window and door survey of your house. Walk through each room, and look for the windows and doors. Record your results on a piece of paper. Ask your child which you had more of in your house: doors or windows?

Which room had the most windows in them? Which room had the least windows in them?

Other Language Targets:

Prepositions

down, in, next to, beside, under, through

Language forms

- Past tense (painted, counted)
- Negatives (not, no)

Rhyming Words:

three—tree

snow—go

cried—inside

hay—play

good—wood

blast—fast

quick—brick

pot—hot

Ten Little Pigs

Original Author Unknown

(Sing to the tune of "Ten Little Indians")

One (1) little, two (2) little, three (3) little pigs

Four (4) little, five (5) little, six (6) little pigs

Seven (7) little, eight (8) little, nine (9) little pigs

Ten (10) are in the mud.

All are pink with pudgy noses,

They don't smell a bit like roses,

Curly tails that look like hoses.

Rolling in the mud.

Ten (10) little, nine (9) little, eight (8) little pigs,

Seven (7) little, six (6) little, five (5) little pigs,

Four (4) little, three (3) little, two (2) little pigs,

One (1) is in the mud.

Ten Little Pigs is a flannel board activity that your child will learn during circle time during this thematic unit. We've provided you the words so you may sing along with your child at home or in the car. Showing the number of pigs on your fingers as you sing can be a fun way to practice counting. You can also act out the words by making pudgy noses when you sing the line "*All are pink with pudgy noses*" or by making a sour face when you sing the line "*They don't smell a bit like roses*". Keep the words at hand, sing to your hearts content and enjoy the time with your child.

Preschool Name

Key Concept:
Size Order

Family Bulletin

VOCABULARY:

porridge
large
medium
small
hard
soft
trail
broken
ate
sat
ran
inside
outside
morning
noon
night
wear
never
away
sticky

Goldilocks and the Three Bears

The main book for this unit is Goldilocks and The Three Bears by Mara Alperin and illustrated by Kate Daubney. This story was chosen because of its repetitive and predictable text, size concepts, and grammatical and articulation targets. The book provides a context for literacy learning and the development of classroom and center-related activities.

The related book is Jesse Bear, What Will You Wear? written by Nancy White Carlstrom. During this unit, children will compare heights related to size order, retell the story by acting it out, and have a “Red R Day” where children will be asked to bring something red and something that begins with the letter “R” to school. See the back for two fun songs your child will be learning during this unit: *Goldilocks and If You Are Wearing*.

Target Sound/Letter

R r

The target letter for the unit is “Rr”. Take some time to point out words in your environment that start with or have the letter “r” in them. Some words are: race, rain, red, rice, ring, rope, rug, rule.

Bringing it Home—The Home and School Connection

Other Language
Targets:

Prepositions

In, out, in front, behind

Allow your child to set the table using different sizes of bowls, plates, and cups. Encourage your child to point out the small,

medium, and large sizes of tableware.

Make porridge (hot cereal) for breakfast. Provide milk and sugar. While your

child eats, encourage a discussion about how the porridge tastes. Is it too hot, too cold, or just right?

Rhyming Words:

bear-wear

red-head

pants-ants

chair-hair

crunch-bunch

rose-toes

If You Are Wearing

(Sing to the tune "If You're Happy and You Know It")

*If you're wearing a dress,
please stand up.*

*If you're wearing a dress,
please stand up.*

*If you're wearing a dress,
if you're wearing a dress,
If you're wearing a dress,
please stand up.*

Then try...

If you're wearing a shirt, please stand up.

Goldilocks

Goldilocks, Goldilocks, turn around.

Goldilocks, Goldilocks, touch the ground.

Goldilocks, Goldilocks, knock on the door.

Goldilocks, Goldilocks, eat some porridge.

Goldilocks, Goldilocks, have a seat.

Goldilocks, Goldilocks, go to sleep.

Goldilocks, Goldilocks, run, run, run.

Key Concept:
Stores & Shopping

Family Bulletin

Corduroy

VOCABULARY:

- store
- shopper
- spend
- save
- lost
- found
- escalator
- sew
- button
- under
- over
- big
- bigger
- biggest
- mountain
- palace
- sale
- shelves
- bought
- trade

The main book for this unit is **Corduroy**, written by Don Freeman. **Corduroy** is about a little girl named Lisa. When Lisa comes to the department store, she realizes that Corduroy is the bear for her. However, Corduroy is missing a button, and he sets out to find it in the store. This story was selected for its adaptable text and because the context lends itself to

categorization activities.

The related book for this unit is called **Sheep in a Shop** written by Nancy E. Shaw. The sheep in this story are in need of a birthday present, so they set out to go shopping for one. This rhyming book describes the sheep's adventures as they try to find the perfect present. This story was chosen because of its rhyme, rhythm, and context.

Target

Sound/Letter

K k

The target letter for the unit is "K k". Take some time to point out words in your environment that start with or have the letter "k" in them. Some words are: kangaroo, key, kindergarten, kiss, kite, koala.

MAKE YOUR SHOPPING TRIPS FUN ADVENTURES!

Going to the _____ store,

Leaving right away.

Going to the _____ store,

If we could, we'd stay all day!

Going to the _____ store,

What will we see?

Use your imagination;

And you tell me!

Rhyming Words:

rocket → pocket
train → plane
stack → rack
blink → think
trade → paid
sun → fun
block → clock

Other Language

Targets:

Prepositions:

Under
Over
On
Off

Language Forms:

Regular past tense
(tap – tapped, cry –
cried, live – lived)

Bringing it Home—The Home and School Connection

Are you looking for ways to bring the key concept of this unit into your home? Here are two activities that can do just that.

Make a list of all the stores your child can name. Take a camera to the stores, and take a picture of each from the outside. Have the film

developed, and help your child match the names of the stores with the names on the list.

Help your child set up a shoe store in your house. Gather a variety of sizes of shoes and shoeboxes. Place several chairs in a row for customers. Add a

stool for the shoe salesperson. Use a ruler to measure feet and sizes. Encourage family members and friends to visit the shoe store, and allow your child to be both a salesperson and a customer.

Key Concept:
Transportation

Family Bulletin

The Little House

VOCABULARY:

- Airplane
- Motorcycle
- Helicopter
- Train
- Taxi
- Spring
- Summer
- Fall
- Winter
- Delivery truck
- City
- Country
- Noisy
- Quiet
- Bridge
- Traffic
- Shopping
- Loading
- Dumping
- Chasing

Rhyming Words:

nine—line
blowing—going
pig—big
hill—bill
show—crow
track—quack
air—fair
band—stand

Other Language

Targets:

Prepositions:

Up
Down
Around
Out

Language Forms:

Adjectives
(handsome, big, wet)
Past Tense Verbs
(sat, ran, gave)
Prepositional Phrases
(up the mountain,
around the corner)

This book tells the story of a little house built in the country. As the years pass, the nearby city grows so much that it begins to stretch into the country where the little house is located. Now, the little house is not in the country anymore—it's in the city! This book describes transportation changes over time and also draws attention to the differences between city and country life. This story was chosen because of its topic and descriptions of living in the city and living in the country. The text of this story can be easily shortened for younger children. The related book for this unit is *My Truck is Stuck!* Written by Kevin Lewis. In this story, a truck gets stuck in a big hole, and several types of vehicles try to pull it out.

This book was chosen for its rhythmic rhyme and because it outlines several types of vehicles in the transportation theme. This is a wonderful read-aloud story. In the classroom children will be discussing things in the city and things in the country. Children will also be discussing different types of transportation and learning the words to the song "The Wheels on the Bus".

Target Sounds/Letter

C c

The target letter for the unit is "Cc". This is a complicated letter as it does not "own" its sound. For example, sometimes the "Cc" sounds like a /k/ as in "cupcake" and is sometimes called a 'hard c'. At other times it sounds like an /s/ as in "city" and is sometimes called a 'soft c'. Your children will be introduced to both sounds that the letter "Cc" makes and will make lists of words that start with each. Please point out words in your home, magazines, books, etc., that start with the letter 'c' and the sound it makes in the words. Examples are: camp, cuddle, carrot, cooking, car, curl and city, center, and cinnamon.

Bringing it Home—

The Home and School Connection

If you live close to or visit a city that has bus service, take your child for a bus ride. Show how you pay for the ride. Point out other types of vehicles you see during the ride. Encourage your child to name as many types of vehicles as he or she can. Also, take your child for a walk in your neighborhood. Look for different types of vehicles. When you get home, make drawings of the vehicles you found.

The Wheels on the Bus

The wheels on the bus go
round and round,
round and round, round and
round.

The wheels on the bus go
round and round, all
through the town.

Additional verses:

The horn on the bus goes
beep, beep, beep.

The wipers on the bus go
swish, swish, swish.

The people on the bus go up
and down, up and down, up
and down.

The driver on the bus says,
"Move on back," "Move on
back," "Move on back."

Family Bulletin

Who Took the Farmer's Hat?

VOCABULARY:

- barn
- woke up
- funny
- fat
- meeting
- old, brown hat
- sleepy
- snored
- lazy
- flowerpot
- waddled
- called
- fed
- brought
- round nest
- nobody
- farmyard
- tractor
- field
- farmers

The farmer really liked his old brown hat, and when the wind blew it away, he went looking for it. This is a tale of the farmer's search and what happens when he finally finds his hat. This story was chosen for its language targets and because the context of the story lends itself to Learning Center development and dramatic play.

The related book the children will read is called **Farmer Duck**. This is the story of a lazy farmer who makes his duck do all the work. The trails and tribulations of the

overworked duck are sure to humor children. This book was selected for its vocabulary, story context, and familiar and predictable text.

The rhyming book for this unit is called **Barnyard Dance!** This is a delightful story of a group of barnyard animals who join together for a barnyard dance. The story is complete with a sing-song rhyme, and the text is full of exciting verbs.

In the classroom, children will be discussing what they know about farms, defining the word **chores** and listing

the jobs they do at home to help their parents. Also, "This Little Cow" finger play and "Old MacDonald Had a Farm" will be sung throughout this unit.

Target Sound/Letter

F f

The target letter for the unit is "Ff". Take some time to point out words in your environment that start with or have the letter "Ff" in them. Some words are: fall, file, fork, fox, fish, football.

Over the next two weeks, your child will be learning this fun farm-related finger play. To make it even more exciting, try adding motions that corresponds to the words. (For example, for the line *This little cow eats grass*—pretend to eat.)

This Little Cow

This little cow eats grass,

This little cow eats hay.

This little cow drinks water,

And this little cow runs away.

This little cow does nothing,

But lie and sleep all day.

Rhyming Words:

hay→neigh
bark→dark
moo→cock-a-doodle-
doo
peep→sheep
duck→cluck
said→bed

Other Language Targets:

Prepositions:

Behind
Between
Outside

Language Forms:

Comparatives

(bigger, biggest, finer, finest)

Adjectives

(big, fine)

Bringing it Home—The Home and School Connection

Go to a grocery store or farmer's market and see how many fruits and vegetable your child can name. Talk about how some of the foods are

grown. Or try making a chart of farm animals. Look through old magazines for pictures of animals that live on a farm.

Glue the pictures on a larger sheet of paper, and hang it where your child can enjoy reviewing the animals he or she found.

Family Bulletin

VOCABULARY:

- zoo
- zookeeper
- cage
- kangaroo's pouch
- elephant's trunk
- monkey's tail
- leopard's spots
- roaring
- seal
- climbed
- swung
- clapped
- scratching
- taking
- hanging
- picnicking
- pail
- yellow hat
- heavy
- light

Rhyming Words:

trees→fleas

a lot→hot

high→sky

laugh→giraffe

proud→cloud

lights→nights

Going to the Zoo

The main book for this unit is called ***Going to the Zoo***, written by Tom Paxton. This is an exciting story about the fun you can have when you spend a day at the zoo. This book was chosen for the story's context and natural rhyme and rhythm. The story provides children with a fun literacy context for learning about the zoo.

The related book for this unit is called ***Curious George Visits the Zoo***, written by Margaret Rey. This is a story about the adventures of Curious George when he visits the zoo. This book was selected for its familiar context of the zoo and because it targets the unit theme vocabulary. The story also provides a context for literacy-related

Bringing it Home—

The Home and School Connection

Use clay or play dough to make some animals that are found in a zoo (a snake or a giraffe, for example). Use toothpicks or drinking straws for legs. Make cages for the animals out of small boxes.

activities in Learning Centers.

This unit also has a rhyming book which is called ***Rumble in the Jungle***, written by Giles Andreae. Get ready to enter the jungle with this rhyming story about jungle animals. The pictures and read-aloud text are outstanding for children. This book was chosen for its rhyming verse and because it lends itself to discussions about animals.

Target Letter and Sound

Zz

as in Zelda, zoo,
zebra, or zuzz

Other Language Targets:

Prepositions:

out, behind, around,
under, in front

Language Forms:

Possessives

(Michael's, tiger's,
mine, his)

Regular past tense

(lived, tapped, patted)

Verb + ing

(hanging, roaring,
scratching)

This song is part of the Zoo thematic unit. Your child will know the words and now you will, too!

If I Were

Original author unknown
(Sung to the tune "The Mulberry Bush")

Oh, if I were a tiny snake,

A tiny snake, a tiny snake,

Oh, if I were a tiny snake,

I'd slither around the zoo.

Oh, if I were an elephant,

An elephant, an elephant,

Oh, if I were an elephant,

I'd stomp around the zoo.

Oh, if I were a kangaroo,

A kangaroo, a kangaroo,

Oh, if I were a kangaroo,

I'd hop around the zoo.

Ask your child to name other zoo animals and add

"How much longer?"

Waiting has become a part of our everyday lives. The next time you hear, "How much longer?" try one of these ideas to occupy your child:

► Play word games. Start with a simple word like "up," and take turns thinking of opposites or alternative words.

Examples: down, left, right.

► Try an alphabet search. One person finds an object that begins with the letter **a**. The next person finds something beginning with **b**, and so on.

► Take all the change out of your pocket and let your youngster sort it. Then, show them how to count it out. How much change will make a dollar?

Taken from *Early Years, Working Together for a Great Start*

The Morning Paper

Do you like to read the newspaper at breakfast? Here is a creative way to involve your child in your daily ritual—and to give your child practice with reading and spelling, too.

Cut out a short article, give your child a highlighter, and ask him/her to find words

that begin with the letter **a**. Or you may wish to have him/her find words that begin with the same first letter of his/her name.

What a fun way to spend time together - time that also shows your child the importance of letters and reading in their daily lives.

Family Bulletin

VOCABULARY:

- pet store
- iguana
- hamster
- turtles
- collar
- taking a walk
- petting
- fed
- bit
- grew
- light feather
- soft fur
- hard shell
- wagging tail
- bumpy back
- tight
- loose
- small
- smaller
- smallest

Rhyming Words:

see→me
four→door
glad→sad
jail→sale
cried→inside
floor→more

Franklin Wants a Pet

The main book for this unit is called ***Franklin Wants a Pet***, written by Paulette Bourgeois. Franklin is determined to convince his parents that he needs a pet. When his parents agree to a pet, they are surprised to find out that he wants a goldfish. This story was chosen because it sets the scene for our Pets theme and provides a natural context for Learning Center activities and dramatic play.

The related book for this unit is called ***Clifford, the Small Red Puppy***, written by Norman Bridwell. Emily Elizabeth wanted a dog. When she was allowed to get a pet, she chose the runt of the

litter—Clifford—to bring home. Soon Clifford outgrew his bowl, his collar, his bed, and eventually the house! Clifford got so big that Emily Elizabeth's family had to move him out to the country. This story was chosen for its familiar and meaningful context.

This unit also has a rhyming book which is called ***The Digging-Est Dog*** written by Al Perkins. This is a rhyming tale of a dog that moves from the pet store to a farm to live with a boy named Sammy Brown. When Duke the dog learns how to dig, he makes a mess of everything he encounters.

Bringing it Home— The Home and School Connection

Try these great ideas to bring the Pets theme into your home!

Look through old magazines and cut out pictures of different types of pets. Help your child identify each animal. Make a pet poster. Mount the pictures on

a large sheet of paper, and hang the poster where your child can easily see it.

Go to the library with your child to look for books about pets. Read a book your child selects.

Target Sound/Letter

N n

as in Nancy, no, not,
never, can or pan

Other Language Targets:

Prepositions:

behind, in front, between

Language Forms:

Comparatives

(smaller, smallest,
bigger, biggest)

Adjectives

(heavy, light, small,
big)

Letter and Sound Review

The following is a list of the previous target letters and sounds. Keep this list handy and review it with your child from time to time.

J j as in **juice, jar, jacket, jet, jewelry, jeans**

S s as in **snow, snake, sun, soap, scissors, side, salt**

V v as in **vegetable, van, visit, vote, cover, movie, voice, vitamin, violin, veterinarian**

H h as in **hair, hammer, hand, happy, hot, hold, home, hotel, huge, hurry**

F f as in **Frank, far, father, beef, calf, after, before**

R r as in **race, rain, red, rice, ring, river, rope, rug, ruler**

C c This is a complicated letter as it does not “own” its sound. For example, sometimes the “Cc” sounds like a /k/ as in **cupcake** and is sometimes called a “hard c”. At other times, it sounds like an /s/ as in **city** and is sometimes called a “soft c”. Word examples are: **camp, cuddle, carrot, cooking, car, cub, curl and city, center, cent, and cinnamon.**

K k as in **kangaroo, key, kindergarten, kiss, kite, koala**

Z z as in **Zelda, zoo, zebra, buzz**

Check out these web sites...

http://www.scholastic.com/family_matters/

<http://www.naeyc.org/families/>

<http://www.readingrockets.org/families>

Family Bulletin

VOCABULARY:

- busy
- spinning
- squish
- crumb
- tiny
- giant
- around
- down
- beneath
- carry
- steal
- feed
- town
- listening
- leave
- dig
- web
- dragonfly
- cricket
- ant

Rhyming Words:

crack→back
see→me
lips→chips
small→all
around→down
play→day

The Very Busy Spider

The main book for this unit is called *The Very Busy Spider* written and illustrated by Eric Carle. In this story, a variety of farm animals try to distract a little spider from spinning her web. But the spider is determined and persists in finishing it. This story was chosen for its familiar and repetitive text, which can be adapted to target grammatical structures.

The related book is *Hey, Little Ant*

written by Phillip M. Hoose and Hannah Hoose and illustrated by Debbie Tilley. This is the story of an ant that tries to reason with a little boy who wants to squish it. The ant and the little boy both provide their arguments,. At the end of the book, the reader decides whether to squish the ant or let it go free. This book was selected for its rhyme, rhythm, and interesting story structure.

Bringing it Home— The Home and School Connection

Be sure to try these great ideas to help bring the Insects theme into your home!

◇ Take a walk with your child to look for insects. See how many different kinds you can find. When you get home, make chart to show all of the different insects you were able to locate.

◇ Catch fireflies with your child one evening. Punch some holes in the lid of a clean jar. Let your child catch most of the fireflies and place them in the jar. At the end of the evening, count how many fireflies were caught, and make a sign for the jar.

Target Sounds/Letters

U u

as in Uncle Ed, up,
under

E e

as in Ellis, egg,
elephant

Other Language Targets:

Prepositions:

down, beneath, around, over

Language Forms:

Question forms:

What did she do?

How much is the microscope?

Verb + -ing

Listening, feeding

The Ants Go Marching

(Sing to the tune "When Johnny Comes Marching Home")

*The ants go marching one by one,
Hurrah, hurrah.*

*The ants go marching one by one,
Hurrah, hurrah.*

*The ants go marching one by one,
The little one stops to suck his thumb,
And they all go marching down, into the
ground to get out of the rain,*

BOOM! BOOM! BOOM!

(Additional verses)

Two...tie his shoe.

Three....climb a tree.

Four...shut the door.

Five...take a dive.

Six...pick up sticks.

Seven...count to eleven.

Eight...shut the gate.

Nine...check the time.

Ten...say "The End."

The Insect

Original author unknown

(Sing to the tune "Wheels on the Bus")

The firefly at night goes

blink, blink, blink;

Blink, blink, blink;

blink, blink, blink;

The firefly at night goes

blink, blink, blink,

All around the town.

(Additional verses)

The bees in the flowers go

buzz, buzz, buzz...

The ants in the grass go

march, march, march...

The grasshoppers in the grass go

hop, hop, hop...

The crickets in the leaves go

chirp, chirp, chirp...

Family Bulletin

Bailey Goes Camping

VOCABULARY:

- swimming
- fishing
- hunting
- roasting
- tent
- backpack
- binoculars
- sleeping bag
- lantern
- canteen
- flashlight
- firefly
- dreaming
- hiking
- first aid kit
- compass
- campsite
- fire
- late
- early

The main book for this unit is called ***Bailey Goes Camping*** written and illustrated by Kevin Henkes. This is a story about a rabbit that is too young to go camping with his brothers and sisters. To make Bailey feel better, his parents create a camping experience for him right at home. This book was chosen because the story lends itself to solid dramatic play and literacy-related activities. It also uses wonderful vocabulary related to camping.

The related book is ***Fred and Ted Go Camping*** written and illustrated by Peter Anthony Eastman. This is a story about two dogs that go camping. They enjoy all of the adventures commonly pursued during camping trips such as pitching a tent, canoeing, fishing, and hunting for food. This fun story focuses on concepts and opposites, and lends itself to language targets in this unit's camping theme.

This unit also has a

rhyming book which is ***A Camping Spree with Mr. Magee*** written and illustrated by Chris Van Dusen. In this book, Mr. Magee and his dog are enjoying a camping trip until they find themselves in trouble, hanging on the edge of a waterfall. This is an entertaining story that was chosen for its playful, rhyming text. This is a great book to read while camping.

Rhyming Words:

load→road

log→dog

ride→inside

quiver→river

pup→up

treat→eat

Target Letters/Sounds

O o

as in Oscar, ot, lock, or op

I i

as in India, inch, it, or is

Other Language Targets:

Prepositions:

in, on, under, behind, through

Language Forms:

Verb + -ing

(dreaming, fishing, hunting)

Regular & Irregular past

tense verbs

(ran, lived, hunted, saw)

Bringing it Home—The Home and School Connection

Be sure to try these great ideas to help bring the Camping theme into your home!

◇ Set up a tent in the backyard (or even a room in the house). Hang a rope between two trees

and place a sheet or blanket over the rope. Enjoy reading a good book with your child in the tent.

◇ Let your child help plan and prepare a meal that can be eaten outdoors.

Pack a basket with paper plates, plastic utensils, and napkins. Take a blanket to serve as a table. While you and your child enjoy your meal, review all the things he/she did to help you with preparations

Family Bulletin

Vocabulary:

- flowers
- glove
- watering can
- seeds
- dirt
- rake
- hand shovel
- hose
- plant
- hoe
- lawn mower
- digging
- watering
- planting
- mowing
- sweeping
- raking
- wet
- dry
- rainy

The Little Red Hen

The main book for this unit is ***The Little Red Hen***, written and illustrated by Paul Galdone. In this version of The Little Red Hen, she asks her friends to help her plant and cut the wheat. Then, the Little Red Hen asks who will help her take the wheat to the mill to make flour and who will help her make the cake. However, all of her friends are too busy

until it is time to *eat* the cake. This story lends itself to activities that children can accomplish, such as planting the wheat and helping to make the cake. Children will enjoy the story's repetitive and predictable text.

The rhyming book for this unit is ***Can I Help?***, written and illustrated by Marilyn Janovitz. This book tells the story of a young wolf who

attempts to help his father with some outdoor chores. This story was selected for its rhyming text and specifically targeted verb forms. For example, "*Can I help you do the mowing?*", "*Can I help you with the hoeing?*"

Target Sound/Letter

L

as in Larry, little,
look, or look

Other Language Targets:

Prepositions

In
Under
Around
Through
Over
Out

Language Forms:

is + verb+ -ing

(for example, he **is sitting**, She **is looking**)

Questions (Will you ___?, Can I ___?)

Future tense (I *will* plant)

Negative (not)

*This unit's
rhyming words:*

mowing ► hoeing

bath ► path

nap ► lap

weed ► seed

tail ► pail

hose ► nose

Bringing it Home—The Home and School Connection

Buy some corn on the cob from a grocery store or farmer's market. Let your child help shuck the corn. Talk about the best ways to shuck corn, and encourage your child to describe what he/she is doing as you

work together.

Also, try giving your child a small, sunny area in the backyard to plant a garden. (A few clay pots filled with soil will also work.) Choose some larger seeds like beans to plant.

Encourage your child to care for the garden and to watch for plant growth. Once the plant shoots are up, measure the growth each day, and make a chart to illustrate the plant growth.

“Gardening”

Finger Play

This song is part of the **Garden** thematic unit. Your child will know the words and now you will, too!

Gardening

I dig, dig, dig, and
plant some seeds.

I rake, rake, rake, and
pull some weeds.

I wait, wait, wait, and
soon I know.

My garden sprouts
start to grow.

Three Ways to Read

How many ways are there for a family to read? You can read *to your child*, to introduce her to books. You can read *together*, to build her confidence. And your child can read *alone*, to develop a lifelong reading habit.

Reading aloud

Choose a collection of books such as fairy tales or tall tales and read a new one each night. When you finish each story, show your youngster

the first page of the next one to get her excited about tomorrow's story.

Reading together

Check out two copies of the same book from the library, or take home a second copy of one you already have. Sit down next to your youngster, and read aloud together.

Tip: if you have to work late or go out of town, take a book with you. Call home,

and read over the phone while your child reads along.

Reading alone

Having books scattered around is a great way to encourage reading alone. Keep shoeboxes of books on your youngster's toy shelf, in the car, and near her bed. At bedtime, ask your child to read a book to you, and then read one to her.

Family Bulletin

VOCABULARY:

- fish
- shimmer
- scales
- shiny
- upset
- starfish
- octopus
- disappeared
- fin
- glittering
- plain
- recycling
- plastic
- beautiful
- picked
- grown
- empty
- ocean
- many
- swam

The Rainbow Fish

The main book for this unit is *The Rainbow Fish*, written and illustrated by Marcus Pfister. This is a story about a selfish little fish who will not share his sparkly scales. When he no longer has any friends, he goes to visit a wise octopus that tells him about sharing. He learns that sharing is a very important part of being a good friend. This book was chosen for its message about sharing and for its vocabulary related to the ocean.

The related book for this unit is *What Does it Mean to be Green?* by Rana Diorio and

illustrator Chris Blair. This book was chosen to teach children ways that we can work to protect our planet through everyday choices.

The rhyming book for this unit is *Commotion in the Ocean* written by Giles Andreae. This is a story that tells of the many great fish of the sea. Each page shows a different fish, and rhyming text describes the fish and its special place in the sea. The story is simple and provides a great review of ocean-related vocabulary.

Bringing it Home—

The Home and School Connection

Try these great ideas to bring the key concept of this unit, **Ocean**, into your home!

1. Take a trip with your child to the local library and check out a book, or even a video, about the ocean. Talk with your child about the different kinds of fish and animals that live in the ocean.

2. Make an ocean collage at home. Find pictures of the ocean environment and creatures on the Internet or in resource books. After you have printed or copied the pictures, have your child cut them out and glue them onto construction paper. Use different colors and lengths of tissue paper as well as

other items you have at home to give the collage dimension. For example, use cotton swabs tinted with green food coloring for seaweed or use cotton balls tied with string or ribbon hanging down for jellyfish. Be creative and display for child's work.

Target Letter and Sound

Ww

as in Wendy,
water, web

Other Language Targets:

Prepositions:

in, on, between,
through

Language Forms:

Adjectives

(beautiful, shiny)

Irregular past tense

(gave, ran, made)

Rhyming Words:

commotion-ocean
whale-tale
proud-loud
look-book
land-sand
sea-me
wings-stings
fins-chins

Five Little Fishes

Original author Unknown

Five little fishes swimming in a pool,

This one said, "The pool is cool."

This one said, "The pool is deep."

This one said, "I'd like to sleep."

This one said, "I'll float and dip."

This one said, "I see a ship."

The fishing boat comes,

The line goes splash!

All the little fishes swim

away in a flash!

Five Little Fishes

Original author Unknown

Five little fishes swimming by the shore,

One got caught, and then there were four.

Four little fishes swimming in the sea,

One got caught, and then there were three.

Three little fishes swimming in the blue,

One got caught, and then there were two.

Two little fishes swimming in the sun,

One got caught, and then there was one.

One little fish swimming for home,

Decided 'twas best to never roam.