

Acelero Learning Curriculum Plan

Planned Read-Aloud

Book: **The Three Billy Goats Gruff** by Paul Galdone, Carol Ottolenghi, or other version

NOTES: If you have a copy of the Spanish version (Los Tres Chivitos), consider having a bilingual staff member do a re-reading in Spanish. Rather than switching back and forth between languages, s/he should read it through in Spanish, pausing occasionally to insert brief explanation in English if needed.

Props (to illustrate concepts or word meanings, during or after reading):

Flannel or paper cut-outs of the 3 goats and the troll. (Also use your voice as a prop, using a small/high voice for the small goat, a medium voice for the medium goat, and a loud/deep voice for the large goat and the troll.)

Activate Prior Knowledge (when introducing book):

- If children read this book earlier in the year, ask them what they remember about it.
- Hold up the props and ask if anyone knows what animal this is, or has ever seen one? Explain that goats can live on farms or in the mountains, and they are good climbers. Ask children for their ideas about what goats might like to eat.
- Ask children to notice differences between the three cut-out goats (they are three different sizes).
- Explain that in this story, the three goats want to eat some delicious grass...but it is on the other side of a river. How can they get across the water to eat the grass? "That's right, they'll go over a bridge... but we'll see who's *under* the bridge!"

Questions/Comments (to engage children during reading, re-reading or picture walk):

- Have children chime in on repetitive language throughout the story.
- Ask children for their predictions. Do they think the troll will stop the next goat? What do they think will happen next? Were they right? What happened?
- Ask children how they think the goats felt when they saw the troll?
- How do they think the troll felt when the big goat knocked him off the bridge?

Vocabulary (to highlight during reading or in follow-up discussions):

Small, medium, large, billy goat, bridge

Discussion (after reading or during child retelling or extension activities):

Ask children how they think the goats felt after they all crossed the bridge.

What could the troll have done differently? Was he nice to the goats?

Was it nice for the biggest goat to knock the troll off the bridge? What else could he have done?
How do we solve our problems with our friends?

Extensions (building on concepts from this book through other classroom experiences):

Place flannel pieces in the Library Area or Block Area, to encourage story retelling. See *Small-Group Activity, "Retelling the Three Billy Goats Gruff."*

Point out when students seriate (put things in size order). Provide materials that come in size gradations for children to work with and manipulate. You can make connections back to the story ("You have three size blocks; that reminds me of the Three Billy Goats!") Use comparative language such as big, bigger, biggest; quiet, louder, loudest; etc.

Reminders: Read books aloud in small groups whenever possible.

Always read the book's title and author, but only review the concepts of author, illustrator, etc. ("what does the author do?") occasionally and until it's evident that children understand them.

Acelero Learning Curriculum Plan

Planned Read-Aloud

Book: **Caps for Sale** by Esphyr Slobodkina
(*Se Venden Gorras*)

Props (to illustrate concepts or word meanings, during or after reading):

Paper plates (in appropriate colors) to serve as "caps"

Activate Prior Knowledge (when introducing book):

- If children are already familiar with this book, ask them what they remember about it. Who is the main character? (a peddler) What is he selling? What will happen to his caps? Repeat and extend children's responses, and provide scaffolding (hints) to help children recall or predict the main events of the story.

Questions/Comments (to engage children during reading, re-reading or picture walk):

- Invite children to chime in on repetitive and predictable phrases.
- *After the peddler falls asleep:* "What is different about him? His caps are gone! I wonder where they could be... do you have an idea?"
- Point out the river and ask if children remember what this type of water is called. What other book have we recently seen this in? How could the peddler get to the other side if he needs to?
- Encourage children to imitate the monkeys. Why do they think the monkeys threw the caps down to the peddler?

Vocabulary (to highlight during reading or in follow-up discussions):

Peddler, sell, caps, wares, imitate

Discussion (after reading or during child retelling or extension activities):

Have children recall what made the monkeys finally give the caps back to the peddler. Share the phrase, "Monkey see, monkey do" with them. What do they think that means?

Ask children how they think the peddler might have felt when he noticed the caps were missing; when he saw the monkeys wearing them; when he was trying to get them back; or when the monkeys finally gave the caps back. How do they know?

Talk to children about how the peddler arranges the caps on his head. Help them recognize the pattern. Which color cap will he put on next, last, etc...?

Extensions (building on concepts from this book through other classroom experiences):

Language/Literacy: Have children reenact the story. Use paper plates to represent the caps and encourage children to repeat the memorable lines from the story.

Movement: Have children copy simple movements that you make (e.g., the peddler's motions from the story or pat your legs or tap your shoulders); then add two movements in a pattern (e.g., pat head, pat legs, head, legs...). Let children have a turn coming up with movements for others to copy.

Reminders: Read books aloud in small groups whenever possible.

Always read the book's title and author, but only review the concepts of author, illustrator, etc. ("what does the author do?") occasionally and until it's evident that children understand them.

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: Building Bridges & Tunnels

OVERVIEW: Children will be encouraged to build bridges or tunnels out of blocks or other collected materials. During this activity, children will be encouraged to think about why bridges are important.

OBJECTIVES:	<ul style="list-style-type: none"> • <i>School Readiness Goal: 3</i> (Engagement) • <i>School Readiness Goal: 4</i> (Dramatic Play) 	<ul style="list-style-type: none"> • ELS 6 (engagement & exploration) • ELS 6 (sociodramatic play)
	<ul style="list-style-type: none"> • WSS I.C.2 (attends/seeks help) • WSS I.C.3 (purpose, flexibility, inventiveness) • WSS II.D.1 (represents ideas/stories through play) 	<ul style="list-style-type: none"> • GOLD 11a (attends/engages) • GOLD 11b (persists) • GOLD 11d (curiosity & motivation) • GOLD 14b (sociodramatic play)

MATERIALS:

- Blue paper, cut into shapes for “water bodies” – river, lakes, etc. – laminated if possible
- Building materials: blocks, arches, paper towel rolls, cardboard, boxes, rope/ yarn, etc.
- Pictures of bridges and tunnels (*included in this week’s Activities packet – or find your own*)
- Camera (to take pictures for Bridge/Tunnel Book small group later this week)
- Plastic vehicles and people

PROCEDURE: **Hold this small group in the Block Area. Lay out “water bodies” on floor in advance.*

Beginning:

1. Show some pictures of bridges and tunnels and encourage children to talk about what they see. Ask children if they have ever been on a bridge or gone through a tunnel before. Where was it? How did they go across/through it – walk, drive, in a boat or car...? Why might bridges/ tunnels be important? How do they help us?
2. Tell children that there is a problem in the block area. There are lots of rivers and lakes, and the people and cars can’t get across the water to get to the other side. Tell them their job is to build bridges and tunnels for the people and the cars to cross the water.

Middle:

3. As children get started, talk to them about their plan and what they are doing. Will people or boats be able to fit under your bridge? Where does your tunnel lead to? Will it go through a mountain or will it go through the water? Talk to children about different type of bridges and tunnels (bridges for cars to go over water or over streets, footbridges, tunnels through water or through mountains, or manmade structures, etc...)
4. Help children problem-solve as they build their bridges and tunnels. Encourage them to solve any problems that arise with materials, and to be creative in trying different things: “How might you get your bridge to reach all the way across the water? What can you add to it?” “It looks like the cars are having a hard time fitting through the tunnel. What do you think we should do?”

Individualization (*To emphasize specific skills for different children, as appropriate*):

- *Expressive Language* – Encourage children to clearly state what they plan to do. Ask them, “How will you make your bridge? What will you use first? How will your bridge stand up across the river?” If they answer in single words or brief phrases, repeat what they say and extend it, modeling more complex language.
- *Social Skills* – This activity will require children to share materials and space in the block area. Assist children to use words and appropriate gestures when working together. Model for children

Small Group Activity (*cont'd*)

how to ask for a block or offer an idea about how to build a part of the bridge. Look for opportunities to engage children with each other to solve problems.

5. As children complete their bridge or tunnel, encourage them to engage in dramatic play with the people and vehicles. How will these people go across the bridge/through the tunnel? Where are they going? Why do they need to get across the river/over the lake? Follow children's lead and model new possibilities.

End:

6. Give children a 5-minute warning for clean up time.
7. Take pictures of each structure (these will be the photos that will make up the class bridge/ tunnel book). Remember to print these before the small group later this week!
8. Tell children that they made many bridges and tunnels and helped to solve the problem in the block area. Now the cars and people are able to travel further because they can move across the different bodies of water. Leave the laminated water in the block area for children to use during free play.

YOU MIGHT DOCUMENT:

Document how children approach this activity: do they seem to have a clear idea of what they want to make? Do they problem-solve to figure out how to carry out their plan? Notice whether children engage in dramatic play with the materials and document any significant language you hear.

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: Math Muffin Cups

OVERVIEW: This activity allows children to explore and match quantities with corresponding numerals. It was also included in an earlier theme (Family & Friends, week 1); however, children will participate in a different way at this point in the year, and will benefit from repeated practice of this important skill.

OBJECTIVES:	<ul style="list-style-type: none">• <i>School Readiness Goal</i> (12) Number/counting	<ul style="list-style-type: none">• GOLD 20a (counts)• GOLD 20b (quantifies)• GOLD 20c (numerals)
	<ul style="list-style-type: none">• WSS III.B.1 (number/quantity)	<ul style="list-style-type: none">• ELS 1 (functional counting)• ELS 1 (written numbers)

MATERIALS:

- Paper muffin-tin liners – a set of five per child, numbered 1-5 on the inside bottom surface. (The liners can be doubled up to be more sturdy)
- Additional muffin cups, numbered 6-10 on the inside bottom surface (multiples of each numeral)
- Additional blank muffin cups; markers or pencils
- Math manipulatives of teacher's choosing: small plastic vehicles if available, or unifix cubes, beads, etc.

PROCEDURE: Beginning:

1. Introduce the materials to the children and model what can be done during the activity. "Look! What number is on the bottom of this cup? A "3"? How many cars should I put in this cup? Three! Count with me..." (It is not necessary to demonstrate the whole activity.)
2. Distribute materials and ask the children as a group to check to make sure they are ready. "Does everyone have a cup with a 1 on the bottom? A 2?" (etc.) Place manipulatives so they are easily shared and accessible for all children.

Middle:

3. As children work, circulate to observe, comment, and help children as needed. Pay attention to which children successfully complete the activity according to the directions, and who uses the materials differently or may need additional support.
 - Individualization (to support children's counting ability and recognition of numerals):
 - i. Tier 1— For children who do not yet recognize numerals, you could pair them up with a peer who can read the numerals to them. Or give them blank cups, allow them to add any number of items, then help them count how many (and model writing the numeral).
 - ii. Tier 2—For children who recognize some numerals, you might encourage them to start with the ones they know (rather than trying to do all cups in order). Try not to give children the answer or focus on their mistakes; instead, provide scaffolding by encouraging children to check their work, or by counting together. "This cup has what number on the bottom? 4? How many beads are in the cup? Let's count together. Hmmm – I count three people, but the cup says 4. What can we do? Yes! Let's add one more!"
 - iii. Tier 3—For children who can easily do this activity with numerals 1-5, provide them with additional cups numbered 6-10. You could put a variety of these "extension" cups in the center of the table and allow children to choose what cup to fill. Or, give these children blank cups and encourage them to write a numeral on the cup themselves, then put in the appropriate number of items.

End:

Small Group Activity (*cont'd*)

4. Continue to reinforce number concepts during clean-up. For example, "Let's put all the '1' cups in a pile and the '2' cups in another pile..." or "Can you put three vehicles in the bucket?"
5. Add these materials to the Toys & Games Area for children to continue to work with during choice time.

**YOU MIGHT
DOCUMENT:**

Do children count accurately? Do they recognize numerals and connect them with the appropriate quantity? If not, document whether children have developed precursor skills, such as saying the number words in appropriate sequence; "tagging" (pointing to items with 1-1 correspondence while saying the number words); or "subitizing" (recognizing a quantity without actually counting the items).

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Small-Group Activity

ACTIVITY: Class Bridge and Tunnel Book

OVERVIEW: The children will build on an earlier experience, building bridges and tunnels, by writing, drawing or dictating information for a classroom book.

OBJECTIVES:	<ul style="list-style-type: none"> • <i>School Readiness Goal:</i> (6) Speaking • <i>School Readiness Goal:</i> (10) Letters • <i>School Readiness Goal:</i> (11) Print/writing 	<ul style="list-style-type: none"> • GOLD 9a (vocabulary) • GOLD 16a (identifies letters) • GOLD 16b (letter-sound knowledge) • GOLD 19b (writes to convey meaning)
	<ul style="list-style-type: none"> • WSS II.B.2 (vocabulary/language) • WSS II.C.3 (knowledge about letters) • WSS II.D.1 (represents ideas/stories) • WSS II.D.2 (uses shapes/symbols to write) 	<ul style="list-style-type: none"> • ELS 7 (speaking) • ELS 9 (alphabet awareness) • ELS 10 (composing) • ELS 10 (production)

MATERIALS:

- Photos from the “Building Bridges & Tunnels” small group, earlier in the week
- Other photos of bridges or tunnels – from magazines, or use the ones provided with this unit (*see Activities packet*)
- Paper for book pages, and extra for children to write and draw on
- Writing utensils
- Scissors and glue/paste/tape

PROCEDURE: Beginning:

1. Show children the pictures that you took, and encourage them to recall what they did to build those bridges and tunnels in the recent small-group activity. What do they see in the pictures? What materials did they use? What are different bridges/ tunnels used for?
1. Tell children they are going to make their very own classroom bridge and tunnel book! *“You know a lot about bridges and tunnels... Now you can put a picture and some words in a book, so other people can learn about them too.”*
2. Tell them that they can use the pictures of their own bridges, pictures from the magazines or they can draw their own. Spread materials out and let children get started.

Middle:

3. As children work, circulate among them to support their efforts. You might ask, “Tell me about your picture/ drawing. What do you call that? How did you make that? Where does your bridge lead to? Who can go on your bridge? Is it a strong bridge? Can it hold a lot of cars/ people?” Have children help you describe the bridge. “This bridge is [narrow/ long/ high] ...”
 - Individualization (*to support children’s emergent writing skills*):
 - i. *Tier I* – Not all children will be writing letters or labeling their work. For those children, take dictation of what they say describing their picture. Ask questions to help them recall details about what they did. Ask them questions like, “What materials did you use to build your bridge? Who did you work with? How did the bridges and tunnels help the people and the cars?”
 - ii. *Tier II* – For children who can write some letters, ask them to write their name, and encourage other writing attempts. Point out any letter-like symbols or letters that you see. “It looks like you wrote some important letters here. Can you tell me what this says?”

Small Group Activity (cont'd)

As you take dictation for these children, model stretching out the sounds of the words, and encourage them to help you.

- iii. *Tier III* – For children with more-developed writing skills or letter-sound correspondence, encourage them to write their own words. “You made a big bridge? I wonder how you could write the words *big bridge*? What sound do you hear at the start of b-b-big?”

End:

4. Give children a 5-minute warning for clean up time.
5. As children hand you their pictures or put them to dry, tell them that you look forward to reading the new class book about bridges and tunnels.
6. When both groups have completed this activity, assemble the book, read to the class, and place in the library area. ** If you have a number of DLL children, consider asking a colleague or family member to translate the text into children’s home language!

YOU MIGHT DOCUMENT:

Document any attempt children make to write letter-like symbols, letters or words, or to use letter-sound correspondence. Listen to the children as they recall information from the previous small group or as they describe what they see in the photos. Record any noteworthy language or theme-related vocabulary that children use.

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Small-Group Activity

ACTIVITY: Retelling *The Three Billy Goats Gruff*

OVERVIEW: Children will retell this familiar story by using pictures, recalling events, and repeating lines of text. Retelling stories is an important literacy experience, allowing children to develop both language and cognitive skills. *The Three Billy Goats Gruff* is a particularly good book to retell, given its repetitive structure.

OBJECTIVES:	<ul style="list-style-type: none">• <i>School Readiness Goal (7)</i> English• <i>School Readiness Goal (8)</i> Books/stories	<ul style="list-style-type: none">• GOLD 17a (appreciates books)• GOLD 18c (retells stories)• GOLD 37, 38 (understands/speaks English)
	<ul style="list-style-type: none">• WSS II.C.1 (appreciation for books)• WSS II.C.3/4 (comprehends/responds)	<ul style="list-style-type: none">• ELS 7 (story retelling)

MATERIALS:

- Copy of *The Three Billy Goats Gruff*
- Flannel board and flannel pieces of 3 goats (of different sizes), troll, bridge, etc.. *If you do not have a flannel board, create paper cut-outs, laminate if possible, and attach to a whiteboard with magnets or tape.*
- Word cards/sentence strips with key phrases on them, e.g., *Trip-trap, trip-trap* or *Who's that trip-trapping over my bridge?* (Use the same wording as in the version of the book you read.)

PROCEDURE: Beginning:

1. Show children the book *The Three Billy Goats Gruff*, and ask what they remember about it. (Don't show the flannel pictures just yet.) Repeat and extend what children say, connecting children's comments to one other: "Goat – yes, Paula, there are goats in this story. Benjy remembered that there was a big goat. Does anyone remember any other goats?"
2. Explain to children that this time we aren't going to *read* the story – we're going to *tell* the story, using our own memories instead of the words in the book! Children will be able to move the flannel pieces and say the things that happened in the book. "But I don't remember everything that happens in this book ... I need you to help me!"

Middle:

3. Start by talking about the characters—"who is in the story." As children recall and name each character (the little, medium and big Billy Goat Gruff; the troll), take out the flannel or paper version and place it where all children can see.
 - Individualization—For DLLs, emphasize the visual cues to support comprehension. If a DLL student is having trouble saying their ideas in English, allow her to contribute in her home language.
4. Now guide children through the sequence of the story. Start by asking them to remember what happens at the *beginning* of the story. Where were the Billy Goats Gruff? Where did they want to go? Where should we put the troll? Allow children to place pieces on the flannel/white board in appropriate starting positions. Expand on children's ideas as appropriate: "That's right, the Billy Goats Gruff are on this side of the bridge, but they've eaten all the grass, so they're going to want to go somewhere else..."
5. "What happens first?" Elicit the first sequence of events from children (e.g., the first billy goat crosses the bridge, the troll says something, the billy goat responds...)—asking guiding questions and giving hints as needed. Children may not remember all the language, so you can fill in some yourself.
6. "What happens next?" Continue to have children tell you the order of events. As the second and

Small Group Activity (cont'd)

third goats cross the bridge, encourage children to join in the repetitive text: *"And the troll said ... who's that trip trapping over my bridge?!"* You may want to post or hold up the written phrases and use them as a signal for children to join in.

- Individualization to support children in story retelling:

- i. Tier 1 – For children with limited oral language or who do not seem to recall the story, provide more scaffolding for that child to participate, using the pictures as cues. E.g., "Who's going to cross the bridge next?" [hold up big goat] "Paula, do you know who this is? It's the big goat. Can you make the big goat cross the bridge?" (gesture to illustrate).
 - ii. Tier 2 – For children who remember the basic sequence and language, give them time to say their part, then repeat what they say and affirm it with nonverbal positive feedback (eye contact, smiling).
 - iii. Tier 3 – If children remember the story with clear sequence and detail, you can go even deeper by asking additional open-ended questions: e.g., "How do you think the Little Billy Goat feels when he sees the troll?"
7. Once you have gotten to the end of the story, sum up: "You remembered the whole story! First, the smallest billy goat crossed the bridge, but the troll didn't eat him up... Next, the medium billy goat..." Briefly reiterate the basic events of the story, using sequential language and parallel phrasing to emphasize the repetitive plot.
 8. Time permitting, tell the story jointly one more time. This time you might manipulate the pieces yourself, encouraging children to chime in on the repetitive language (and using the word cards).
- End:
9. Congratulate children for remembering what happened to the Billy Goats Gruff and telling the story by themselves. "Maybe when you get home, you can tell this story to your parents or your little brother!"
 10. Put flannel board pieces in library area and encourage children to retell the story on their own.

YOU MIGHT DOCUMENT:

Document how children engage in retelling the story. Do they remember the beginning/middle/end or basic sequence of events? Are they using any phrases from the book or any similar phrases? For Dual Language Learners, note whether they use their home language or are incorporating some English vocabulary.

We're Going on a Bear Hunt

This chant/song is typically done as "call and response"—where the teacher says a line and children echo it.

The lyrics below are based on the book by Michael Rosen; see him perform it at <http://www.youtube.com/watch?v=ytic0U2WAz4s>.

There are many other versions (for example, <http://www.youtube.com/watch?v=Wzlcu6tbEko>) – or create your own lyrics!

When creating a song chart, we suggest you include only the main events/lyrics and not all the repeating text (which could be visually overwhelming to children). You could also make picture-cards with the main parts of the song (grass, river, mud, etc.) and show them in order – then in reverse order at the end, when children retrace their steps.

Chorus:

We're going on a bear hunt *(tap feet or pat knees in rhythm)*
We're gonna catch a big one
What a beautiful day!
We're not scared.

Uh-oh! **Grass. Tally, wavy grass.**

Can't go over it *(hands high)*
Can't go under it *(hands low)*
Gotta go through it
Swish swash, swish swash, swish swash, swish swash *(wave arms back and forth)*

Chorus: We're going on a bear hunt... *(tap feet or pat knees in rhythm)*

Uh-oh! **A river. A deep, cold river.**

Can't go over it *(hands high)*
Can't go under it *(hands low)*
Gotta go through it
Splish splash, splish splash, splish splash, splish splash *(swimming motions)*

Chorus: We're going on a bear hunt... *(tap feet or pat knees in rhythm)*

Uh-oh! **Mud. Thick, yucky mud.**

Can't go over it *(hands high)*
Can't go under it *(hands low)*
Gotta go through it
Squish, squelch, squish, squelch, squish, squelch ... *(stepping motions)*

Chorus: We're going on a bear hunt... *(tap feet or pat knees in rhythm)*

Uh-oh! **A forest. A big, dark forest.**

Can't go over it *(hands high)*
Can't go under it *(hands low)*
Gotta go through it
Stumble, trip, stumble, trip, stumble, trip, stumble, trip *(walking/tripping motions)*

Chorus: We're going on a bear hunt... *(tap feet or pat knees in rhythm)*

Uh-oh! A cave. A deep, spooky cave.

Can't go over it

(hands high)

Can't go under it

(hands low)

Gotta go through it

Tip-toe, tip-toe, tip-toe, tip-toe...

(tiptoeing motions)

What's that?

Big eyes...

Wet nose...

Fuzzy fur...

It's a bear!

Back through the cave!

Tip-toe, tip-toe, tip-toe, tip-toe...

(same motions as before, double-time)

Back through the forest!

Stumble, trip, stumble, trip, stumble, trip, stumble, trip

(same motions as before, double-time)

Back through the mud!

Squish, squelch, squish, squelch, squish, squelch ...

(same motions as before, double-time)

Back through the river!

Splish splash, splish splash, splish splash, splish splash

(same motions as before, double-time)

Back through the grass!

Swish swash, swish swash, swish swash, swish swash

(same motions as before, double-time)

Safe back at home!

We're never going on a bear hunt again!

Guess My Story Object I



Overview:

The teacher describes something on the flannel board by initial sound and characteristics. The children identify the item. This game could also be played using props of your choice.



Materials:

Flannel board characters or elements from a story you've recently read to the class
or
 Pictures of elements in the book
or
 Props of book elements



Introduce:

Today we're going to play a story game. I have a few things from our story on the flannel board. Identify a familiar story you've read several times to the class. Show and identify the flannel board items. **I'm going to tell you the sound at the beginning of one of the words. I'll also tell you something about it. You'll have to guess what my word is.**



Model:

Let's practice. I'm thinking of something on the flannel board that has the "c" sound at the beginning. Say the sound. It is black and white and can moo. What can it be? Yes! It is the cow. Cow has a "c" sound at the beginning of the word, is black and white and can moo.



Do:

That's how we play. Let's all try it now. Play the game trying to make sure each child gets a turn. You may want to let each child hold the flannel board item he or she guessed correctly. You may need to review the concept of beginning with the children before starting the game. It is important to remember that the focus of this activity is on the initial sound, not on the letter.



Variation:

This game could also be played using words from a familiar song.

50

Same Sound Song I

Transition



Overview:

The children will identify the beginning sound of several words in a song.



Introduce:

Today I'm going to sing a silly song. My song has the same tune as Old MacDonald. As I sing the song you're going to listen for a sound at the beginning of some words. Then you're going to tell me the sound you heard.



Model:

I'll show you how to play the game by singing the song.

To the tune of Old MacDonald, sing,

What's the sound that starts these words:

Turtle, time and teeth?

Remember to say the sound and not the letter as you sing the song.

Wait for a response from the children, then sing:

/T/ is the sound that starts these words:

Turtle, time and teeth.

Have the children join you in the chorus as you sing:

With a /t/, /t/ here and a /t/, /t/ there,

Here a /t/. There a /t/.

Everywhere a /t/, /t/

/T/ is the sound that starts these words:

Turtle, time and teeth.

Great job!

You may want to sing additional verses if you think the children need more modeling.



Do:

Now let's start our game. Sing several verses using other sounds and words. It is important to remember that the focus of this activity is on the initial sound, not on the letter.

Examples

Sand, snake and stop

Ribbon, rake and run

Butter, book and blue

Doctor, door and doll

Paper, pet and pan

Man, mouse, moon



Hangzhou Bay Bridge – China blog.ratestogo.com



Tower Bridge, London, England
<http://blog.ratestogo.com/10-awesome-bridges-around-the-world/>



Millau Viaduct, Tarn Valley, France



This is a bridge tunnel in Virginia. Notice where it turns into a tunnel to go through the water.
Photo by Virginia Department of Transportation.



Ponte Vecchio, Florence, Italy
<http://blog.ratestogo.com/10-awesome-bridges-around-the-world/>



tgaw.wordpress.com



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Holland Tunnel en.wikipedia.org



Tree Tunnel dissertationcoachdrkee.com