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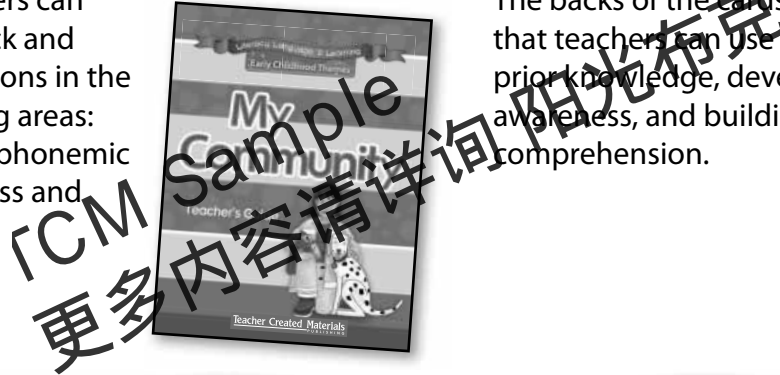
Introduction

Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *My Community Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and

phonics, math, social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

The eight vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting places around the community. They are bright and colorful and give the children images to which they can relate concepts about the community as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness, and building knowledge and comprehension.



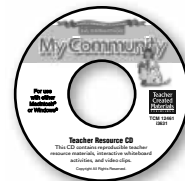
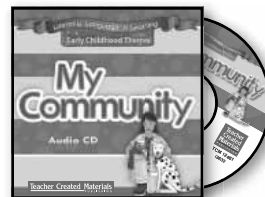
Introduction (cont.)

The three books included in this kit provide the literature foundation for the theme. The concept book, *I Can Be Anything*, is used to introduce the unit and provide pictorial support for the children’s understanding of people and places in a community. A wordless photo book, *My Community*, helps develop the children’s oral language as they discuss and create a story that shows the typical places and people that are part of a community. A book created around the traditional nursery rhyme “Old Mother Hubbard” provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged “lap size” book for teacher read-aloud as children gather around for storytime and other learning activities.

The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *I Can Be Anything* and the traditional rhyme book *Old Mother Hubbard*.

The Teacher Resource CD included in the back of this Teacher’s Guide provides a variety of features to supplement the lessons: all patterns from this Teacher’s Guide (pages 82–104) in both color and black-and-white; the vocabulary flash cards from this Teacher’s Guide (pages 105–106) in both color and black-and-white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher’s Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



TCM Sample
更多内容请详询阳光布克


I'm a Mail Carrier

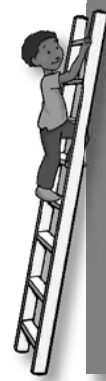


- *post office* vocabulary concept card
- Post Office Picture Cards (p. 101)
- "I'd Like to Write a Letter" song (p. 78)
- empty shoe boxes

Procedure:

- 1 Gather children together on the rug or in their chairs.
- 2 Display the *post office* vocabulary concept card. Allow children to share their experiences with the post office, sending and receiving mail, etc.
- 3 Show children the Post Office Picture Cards. Explain that these pictures show items that can be found at a post office.
- 4 Teach children the song "I'd Like to Write a Letter." Sing the song several times until children are comfortable with the words.
- 5 Discuss the special things mail carriers do every day. Emphasize that even though they drive mail trucks, they often walk to houses and buildings to deliver mail and heavy packages.
- 6 Remind children how important daily exercise is. Ask children if they think mail carriers exercise while at work. Encourage them to explain their answers.
- 7 Tell children that they will be taking a walk around the school to deliver some packages. Have children line up at the door. Give each child an empty box to carry and deliver the boxes to other classes.
- 8 Remind children to be respectful of other classes. You may want to leave the packages at the door of the classrooms to avoid disrupting other teachers and children.

 Refer to the Audio CD track #3.



Extension

Have children make boxes, envelopes, and/or create postcards using a variety of art supplies. Allow children to "deliver" these items to friends in the class.

post office



We can mail a letter
at the post office.

post office



Connecting Pieces: Activating Prior Knowledge

Gather children on the rug. Tell them that you are going to talk about a special place called the *post office*. Ask children whether they have been to the post office. Ask them to name the types of things people do there. Allow children to share their ideas and experiences. Point to the words *post office* at the top of card and read them aloud. Ask children to read the words along with you. Encourage children to share what they see in the picture. Ask children whether they have ever mailed a letter or received a letter or a package. Ask, "Have you seen a mail carrier put mail in your mailbox at home?"



Building Blocks: Phonemic Awareness

Read the words *post office* aloud as you point to them. Ask children to repeat the words. Ask children to name the first letter in the word *post*. (Point to the *p* as you ask the question.) If necessary, tell children that it begins with the letter *p*. Model how to make the /p/ sound and encourage them to practice the /p/ sound with you. Ask if anyone can think of another word that begins with the /p/ sound (e.g., *park, pink, pig*). Sound out each word that children name and tell them to clap when they hear the /p/ sound.



New Ideas: Building Knowledge and Comprehension

Gather children together on the rug. Show children the picture on the card, and have them share what they have learned about the post office. Ask, "What is the purpose of the post office? Do you know what a mail carrier does?" If necessary, remind children that the purpose of the post office is to send and pick up letters and packages. You may wish to show children letters and/or packages complete with addresses and stamps. Next, model how to use the words *post office* in a sentence. For example: I bought stamps at the *post office*. Have each child work with a partner to create a sentence and draw a picture that illustrates the sentence.

My Community Songs (cont.)

.....

I'd Like to Write a Letter

(sung to the tune of "The More We Get Together")

I'd like to write a letter, a letter, a letter.

I'd like to write a letter

And mail it to you.

I'll add the stamp and seal it, and seal it, and seal it.

I'll add the stamp and seal it,

My letter to you.

I'll take it to the mailbox, the mailbox, the mailbox.

I'll take it to the mailbox,

And mail it to you.

The mail carrier will take it,
will take it, will take it.

The mail carrier will take it

And give it to you.

You'll open my letter,
my letter, my letter.

You'll open my letter

And send me one, too!

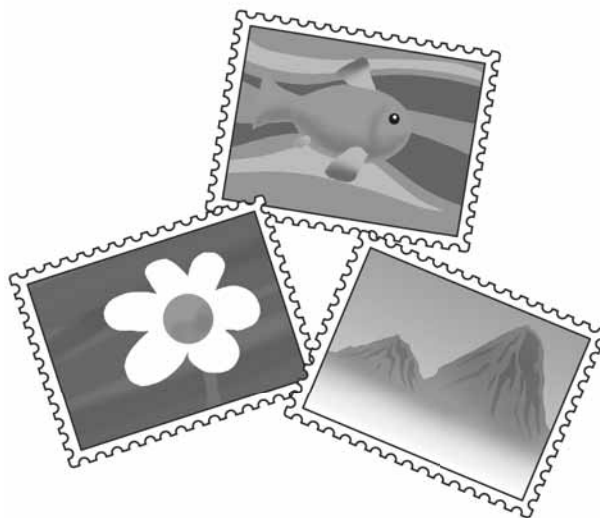
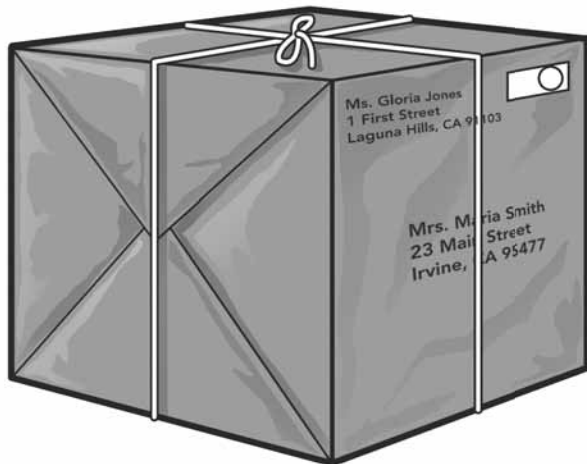


Post Office Picture Cards

Use this pattern with the lesson on page 66.



TCM Sample
更多内容请详询 阳光布克



I can be a writer who
writes the books
you read.

