



UNIT All Around Our Community, Unit 3, Week 3

THEME Our Community

BOOK *The Little Red Hen (Makes a Pizza)* Retold by Philemon Sturges

READING ON YOUTUBE <https://www.youtube.com/watch?v=J7sSpBxJDrc>

OLLIE'S QUESTION What can we do in our community?

LITERACY GOALS To identify uppercase and lowercase letters Cc, Ff

MATH GOALS To name solid shapes (3D shapes with flat surfaces or faces; cylinder, cube, cone, prism, sphere)

CONCEPT WORDS These words are basic words that relate to the theme and concept for each week. These words help with discussing the question of the week.

gym	Room or building where you can exercise and play games
mall	A large indoor area that contains shops and restaurants; a mall can also be an outdoor shopping area that is closed to traffic
movie theater	Place where people go to watch movies on a large screen
restaurant	Place to buy and eat a meal
supermarket	Large store that sells food and household items
zoo	Place to go to see wild animals

AMAZING WORDS These words increase and improve children's vocabularies and understanding of the text and world around them.

ingredient	Part of something that is mixed
sip	To drink something slowly
lovely	Something that is very pleasing
stir	To move something around with a spoon
dough	Thick mixture of flour and water or milk
delicious	Something that has a pleasing taste or smell

Other Book Suggestions and YouTube Recommendations:

- *On the Town: A Community Adventure* by Judith Caseley
- *On My Way to Buy Eggs* by Chih-Yuan Chen
<https://www.youtube.com/watch?v=oVlbBmUhVbk>
- *In My Neighborhood* by Mari C. Schuh
- *David Goes to School* by David Shannon <https://youtu.be/0xU7hXG1kgc>
- *Communities We Belong To* Social Studies/Kids Academy
<https://youtu.be/IGC0zxcgRNJQ>
- *Places in the Community* by RKZ Kids TV <https://youtu.be/BEqMEjQnX5w>
- *Last Stop on Market Street* by Matt De La Pena https://youtu.be/zk6CWvW_5-s

Ideas for At Home Activities:

Pretend & Learn	Collect materials to shop at a grocery store with dry foods (bags of rice, macaroni, noodles, sugar, flour, etc.), canned goods, cereal boxes, or other boxes of food; paper, scissors, crayons or markers, tape, plastic grocery bags or a shopping bag. Ask your child to help you put the items on a table and pretend to be at a grocery store. Help your child write the names of the items and the prices of the items on paper. Ask your child to cut out the item names and prices (help as needed). Then, ask your child to tape the prices on the items. Guide your child in saying the price of each item on the table. Take turns being the cashier and the customer.
ABC	Make letter and number cards with paper or index cards, scissors, crayons, or markers. Write uppercase letters, lowercase letters, and numbers 0 to 20 on separate cards. Magnetic letters and numbers can be used. Mix a few uppercase and lowercase letters, and numbers on a tabletop or the floor. With your help, ask your child to find and name this week's letters and say words that begin with sounds of letters Cc and Ff. Continue the game with your child as he/she names the other letters and numbers.
Writing	Use paper, pencil, pen, or crayons/markers to make a shopping list with your child. First, talk about what needs to be on the list. Then, assist your child as he/she "writes" words. This may be scribbles, single letters, groups of letters, or words. Conversations: "Can you tell me about your writing?" "What does this say?" Talk about some of the letters/words that your child wrote and help your child think of other things that begin with those letters and sounds.
Math	Have math fun with household items that are solid shapes – 3D (cubes - boxes, cones - pencils, cylinders - cans, rectangular prisms -books, spheres - balls), paper, crayons, or markers. Place the items on a table and give your child time to explore (look, pick up, feel). Ask your child to find other items in the home that are solid shapes (books, boxes, Legos, toilet

	<p>paper roll, etc.). Let your child sort and name each item and tell if the item is round, flat, or has faces (flat surfaces). Your child can also sort items by color or size. As another activity, your child can draw the items and others around the home.</p>
Science/Social Studies	<p>Create healthy options with two paper plates, crayons or markers, magazines, scissors, and a glue stick. On one plate write the word HEALTHY and on the other plate write NOT HEALTHY. With your child, talk about foods that are healthy and not healthy. Have your child draw pictures of healthy foods on the HEALTHY plate and unhealthy foods on the NOT HEALTHY plate. Magazines can be used to find and cut out healthy and unhealthy foods. Discuss the differences in healthy and unhealthy foods with your child as he/she completes this activity.</p>
Art	<p>Help your child use playdoh (see link to recipe below), crayons, paper, scissors, a glue stick to create a town or community. Your child can use playdoh to create solid shapes (cubes, cones, rectangular prisms, cylinders, spheres). Then, use the playdoh shapes, crayons, paper, scissors, and glue to make buildings, houses, and people. Help your child make signs for the buildings. Let your child tell you about their picture/sculpture. Conversations: "Can you tell me what you created?" "What did you use to create this?" "What is happening in that building?" "Tell me what is happening in this community." https://www.bbcgoodfood.com/howto/guide/playdough-recipe</p>
Sensory	<p>Make a Sink or Float Station with your child. Materials: deep plastic tub or dish pan filled half-way with water, play food, balls, cars, trucks, boats, rocks, etc., paper, crayons, or markers Using the marker, divide the paper into a two-column chart with the words FLOAT and SINK at the top. You and your child will use this chart to record the items that float or sink. Before your child places an item in the water, ask: "Do you think it will float or sink?" Then, after the item is placed in the water, ask: "What happened?" "Why do you think that happened?" Your child can record the outcomes on the chart with your help. When finished with all the items, ask: "Were there more items on the FLOAT side or the SINK side?" Other questions to ask: "What do you think will happen?" "Why do you think the _____ floats or sinks?" "What is it doing?"</p>
Building	<p>Ask your child to recall what the store looks like where your family shops. Use boxes and other items around the home that can be used to build a grocery store. Add items to represent things such as people, a parking lot, other stores and buildings, roads, trees, etc. Use small cars and trucks to complete the scene. Join in with your child as he/she plays.</p>
Social-Emotional Activity	<p><i>Last Stop on Market Street</i> https://youtu.be/zk6CWvW_5-s Read along with your child and talk about the people in the story who</p>

	help others in a special neighborhood. After the story, talk about all the feelings the little boy felt. Then, talk about small ways to help others who live in your neighborhood or town.
Listening	With your child, make a cozy spot in a room with pillows and blankets. Sit together and make up stories about friends, neighbors, and other people in your neighborhood. Help your child see the connections between the made-up stories and his/her real world. Encourage listening and sharing.

*The links contained on this resource are websites that contain materials and tools that may be used to provide additional resources to parents or students. This information is only intended to be a general summary of information provided to the public. The Mississippi Department of Education does not endorse or promote any commercial products or services. The views and opinion of authors expressed do not necessarily reflect those of the MDE, and they may not be used for advertising or product endorsement purposes. Please make sure that you choose the tool(s), resource(s) or material(s) that are developmentally appropriate and best fit the needs of your students, school, or district.