Miss Giggle and the children were playing outside. Pete heard a sound. “Nnnnn." Pete said, “Listen, I hear a sound.”

Miss Giggle pointed to the sky. She said, “Look! I see an airplane.” Everybody listened to the airplane. “Nnnnn.”

Miss Giggle said, “The airplane made the n sound. The letter ‘n’ makes the n sound, too. Let's all pretend to be airplanes and make the n sound.” The children pretended their arms were wings. Pete, Kate, and Sue ran around the yard and said, “Nnnnn. We are airplanes. Nnnnn.”

Unit 10: Core-Target Story – The Airplane

Miss Giggle, Pete, Kate, and Sue were playing together outside on a warm, sunny day. Pete heard a sound. “Nnnnn.” Pete wondered what made the sound. He told his friends to listen.

Miss Giggle pointed to the sky. She said, “Look! I see an airplane.” The children looked up. They listened to the airplane flying high in the sky. “Nnnnn.”

Miss Giggle said, “The airplane made the n sound. The letter ‘n’ makes the n sound, too. Let’s all pretend we are airplanes and make the n sound." The kids spread out their arms to make wings. Pete, Kate, and Sue pretended to fly like airplanes. They said, “Nnnnn. Look, we are airplanes. Nnnnn.”

Unit 10: Target-Challenge Story – The Airplane
Sample Material

10—Large Sound Card— Nn
Unit 10—Paper Airplane
Folding Instructions

**Step 1:**
- a. Fold an 8 1/2 x 11 piece of paper in half lengthwise.
- b. Run your thumbnail down the fold to crease it.
- c. Unfold the paper.

**Step 2:**
- a. Fold the top corners down to the center as shown by the arrows.

**Step 3:**
- a. Fold the top corners down to the center again as shown by the arrows.

**Step 4:**
- a. Make a valley fold in half. Turn the plane 90 degrees as shown in Step 5.

**Step 5:**
- Make a wing crease that begins at the nose as shown.

**Step 6:**
- a. Form 3-dimensional shape as shown.
- b. Bend up the tailing edge of the wings for lift if it has a tendency to nose-dive.
Small Sound and Letter Cards. Cut out. One copy of sound card in unit and the rest in FUM.
Small Sound and Letter Cards. Cut out. One copy of sound card in unit and the rest in FUM.
Small Sound and Letter Cards. Cut out. One copy of sound card in unit and the rest in FUM.
10—Look & Listen—Tapping Planes

Sample Material
bone

Sample Material
no

Sample Material
Pup, Where's Your Bone?

“Pup, Pup, Where's your bone?

Somebody stole it from your home?

Where Is Your Bone?”

(pause between words)
Little Airplane
(Tune: Frere Jacques)

Little airplane, little airplane,
In the sky, in the sky,
I can see you flying,
I can see you flying,
Up so high,
Up so high.
Nnnnnnnn!
runs

girl

bear

house

Sample Material
airplane

wings

sky

fly

throw

make
home

motor

press

dpaper

guess

cloud
took
propeller
doghouse
pretend
nosedive
high
fling
glide
fold

just one
one
more than one
10– Practice IS: t, m, t, b, m, b (do not cut)
Unit 10—Sound Reading Chart—A
<table>
<thead>
<tr>
<th>ŋ</th>
<th>ow</th>
<th>ū</th>
<th>ū</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>b</td>
<td>oe</td>
<td>ea</td>
</tr>
<tr>
<td>ee</td>
<td>oe</td>
<td>ĭ</td>
<td>oa</td>
</tr>
<tr>
<td>ea</td>
<td>m</td>
<td>ū</td>
<td>b</td>
</tr>
<tr>
<td>The girl and a bow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look! A bee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look. The bow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a house</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Material
make  fold  guess

took  wings  doghouse
pretend  
guess  
make  
wings  
fold  
took
fold
pretend
doghouse
guess
took
make
guess 翅膀 pretend

doghouse 折叠 make
wings

took

fold

make
doghouse
pretend
took
make
doghouse

pretend
guess
wings
fly  paper  throw

home  cloud  airplane
Sample Material

- sky
- throw
- fly
- cloud
- paper
- home
Sample Material
throw
cloud
sky
airplane
fly
paper
cloud
home
paper
fly
airplane
sky

UNIT 10—Core BINGO CARD—5
home  fly  airplane

sky  throw  cloud
press
propeller
motor
high
fling
glide
nosedive
motor
press
fling
propeller
high
propeller

nosedive

glide

motor

high

press
motor  fling  nosedive

glide  press  propeller
fling
press
glide
propeller
nosedive
UNIT 10—Challenge BINGO CARD—6

- high
- press
- glide
- nosedive
- motor
- fling
Language Activity

We had a new sound activity.
An airplane made the sound “nnn.”
We folded paper to make airplanes.
We threw the airplanes.
They flew through the air.
We made the sound, ‘nnn’.
The letter n makes the sound, ‘nnn.’

Complete each sentence with a word from this week’s vocabulary

I see clouds in the ________.  
I flew to the beach in an ________.

Storybook Reading

Read a book about flying or the airport. Each day do something different with your child.

⇒ Ask ‘wh’ questions as you read
   Ex: What happened in this picture?

⇒ Talk about words or pictures that may be new for your child

⇒ Talk about an experience you had at the airport or on an airplane

Book Suggestions: Plane Song and Flip Flap Airport

Where’s Your Bone?

Pup, Pup, Where’s your bone?
Somebody stole it from your home?
Where is ___ Your ___ Bone?”
(paused between words)

Vocabulary

fly
paper
throw
home
cloud
airplane
sky

make
fold
guess
took
wings
doghouse
pretend

press
propeller
motor
high
flying
glide
nosedive

Extension

Make two or three paper airplanes with your child. Use different kinds of paper for each airplane (Example: paper towel, printer paper, newspaper) See which one flies the farthest. Ask your child, “Why?” See what happens if you attach paper clips or other weights to the planes.

Reading Words of the Week

bone   no
A continuación se encuentra el vocabulario de esta semana. El uso frecuente de estas palabras ayudarán a ampliar su vocabulario.

Para cada avión use diferentes tipos de papel (por ejemplo: toalla de papel, papel para la impresora, papel periódico). Veán cuál vuela más lejos. Pregúntele a su niño ¿por qué? Miren a ver qué sucede con los aviones cuando le ponen un sujetador de papeles y otros objetos que pesan.

**Actividad de lenguaje**
- Realizamos una nueva actividad sobre los sonidos.
- Un avión hizo el sonido “nnn”.
- Doblamos papel para hacer aviones.
- Lanzamos los aviones.
- Volaron por el aire.
- hicimos el sonido “nnn”.
- La letra n suena a “nnn”.

**Lectura de cuentos**
Lean un libro sobre volar o sobre el aeropuerto. Haga con su niño algo diferente cada día.

⇒ Según vayan leyendo haga preguntas con “wh” (who, what, where, why, how / quién, qué, dónde, por qué, cómo). Ejemplo: ¿Qué ocurre en esta imagen?
⇒ Platoquen sobre las palabras o imágenes que podrían ser nuevas para su niño.
⇒ Platoquen sobre la experiencia que tuvieron en el aeropuerto o en un avión.

Libros sugeridos: Plane Song y Flip Flap Airport

**Extensión**

Para cada avión use diferentes tipos de papel (Por ejemplo: toalla de papel, papel para la impresora, papel periódico). Veán cuál vuela más lejos. Pregúntele a su niño ¿por qué? Miren a ver qué sucede con los aviones cuando le ponen un sujetador de papeles y otros objetos que pesan.

**Termina la oración con una de las palabras del vocabulario de esta semana.**

Ve o nubes en ___________.
Volé a la playa en un ___________.

**Vocabulario**

<table>
<thead>
<tr>
<th>inglés</th>
<th>español</th>
</tr>
</thead>
<tbody>
<tr>
<td>bone</td>
<td>no</td>
</tr>
<tr>
<td>volar</td>
<td>hacer</td>
</tr>
<tr>
<td>papel</td>
<td>doblar</td>
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<td>tirar</td>
<td>adivinar</td>
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<td>hogar</td>
<td>tomó</td>
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<tr>
<td>nube</td>
<td>alas</td>
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<tr>
<td>avión</td>
<td>casa para el perro</td>
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<tr>
<td>cielo</td>
<td>fingir</td>
</tr>
<tr>
<td></td>
<td>caer en picada</td>
</tr>
</tbody>
</table>

A continuación se encuentra el vocabulario de esta semana. El uso frecuente de estas palabras ayudarán a ampliar su vocabulario.