

Unit 1 introduces the children to each other and to many of the ongoing routines they will experience throughout the school year. They will discover why rules are important as they participate in establishing their own set of class rules, and they will examine the qualities of being a good friend. The children will also meet Gingerbread Boy.

In addition, the children will explore:

- The alphabet
- Rhyming
- Parts of a book
- Story elements
- Colors
- Numbers
- Graphs
- Shapes
- Feelings

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**Starfall Education** P.O. Box 359, Boulder, CO 80306 U.S.A.

**Email:** helpdesk@starfall.com

**Phone:** 1-888-857-8990 or 303-417-6414

**Fax:** 1-800-943-6666 or 303-417-6434

## Week 1: Here We Are!

This week you will get to know the children as you introduce them to many of the ongoing routines they will experience in your classroom, including the Gathering Routine, the Attendance and Weather Routines, and Exploration Time. The children will also:

- Learn print concepts such as cover, title, top, bottom, author, and illustrator
- Be introduced to the national flag and the song “America the Beautiful” (or another song appropriate for your county) and their significance.
- Learn same and different, and determine “how many”
- Recite the alphabet
- Recognize their first names in print
- Recognize the first letter in their names
- Learn about emotions (*happy, excited, silly sad, angry, and afraid*)
- Observe and describe the weather
- Ask and answer questions about a literature selection
- Use illustrations to retell a story

### Essential Questions

- *Why is it important to learn the letters of the alphabet?*
- *How do authors and illustrators work together to tell stories?*
- *How can you use your words to show how you feel?*
- *How can we tell which group has more or less than another? How can we tell if they are the same?*
- *Why is it important to listen to others when they are talking?*

### Standards & Benchmarks

#### Reading

- *Identifies role of author/illustrator*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Asks and answers questions about key elements and details in a text*
- *Recognizes common types of literature*
- *Uses illustrations to make inferences or predict*
- *Recognizes cause and effect*
- *Retells stories in sequence*

#### Phonics & Word Recognition

- *Recognizes own name*

#### Print Concepts

- *Understands print conveys meaning*
- *Focuses on letter names and shapes*
- *Identifies front/back cover of a book*

## **English Conventions**

- Understands and uses question words (e.g., who, what, where, when, why, how)
- Uses frequently occurring nouns and verbs

## **Alphabet Knowledge**

- Recites the alphabet in sequence
- Recognizes and names letters in own name

## **Vocabulary**

- Uses new vocabulary
- Recognizes opposites
- Asks questions about unknown objects and words
- Explores word relationships and nuances in word meanings
- Discusses words and word meanings
- Uses illustrations to determine word meaning
- Understands describing words

## **Speaking & Listening**

- Participates in group discussions
- Follows simple and multiple-step directions
- Speaks in complete sentences
- Demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact and facial expressions, and maintaining a comfortable distance in conversation)

## **Writing**

- Writes own name
- Contributes to shared writing experiences

## **Language Development**

- Communicates using facial expressions

## **Mathematics**

### **Number Sense**

- Counts in sequence
- Compares and orders groups of objects
- Uses one-to-one correspondence to determine "how many"

## **Science**

### **Scientific Inquiry and Reasoning**

- Makes predictions
- Uses senses to explore

### **Earth and Space**

- Observes and describes the weather and how it changes
- Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

## **Social Studies**

### **Self, Family, and Community**

- Recognizes his or her role as a member of a group (class, family, community)
- Demonstrates knowledge of personal information

### **Geography and Cultural Differences**

- Understands maps are representations of actual places

### **Government**

- Recognizes patriotic symbols and activities
- Understands the need for rules in a variety of settings

### **History**

- Differentiates past, present, and future
- Begins to categorize time intervals

## **Approaches to Learning**

### **Initiative and Curiosity**

- Demonstrates willingness to try new challenges

### **Creativity**

- Approaches tasks, activities, and problems with creativity

### **Reflection and Problem Solving**

- Reflects on what has been learned

## **Creative Arts**

### **Music**

- Enjoys participating in music activities

### **Creative Movement and Dance**

- Participates in finger plays, songs, and rhymes

## ***Health, Safety, and Nutrition***

### **Self-Care**

- *Demonstrates personal hygiene and emerging self-care skills*

### **Safety**

- *Identifies the importance of personal safety practices, rules, and routines*
- *Recognizes dangerous substances and situations*

### **Health and Nutrition**

- *Develops awareness of habits that promote physical well being*

## ***Physical Development***

### **Fine Motor Skills**

- *Demonstrates control, strength, and dexterity to manipulate objects*

### **Gross Motor Skills**

- *Moves with an awareness of personal space*
- *Demonstrates strength and coordination of large muscles*

## ***Social/Emotional Development***

### **Self-Regulation**

- *Uses materials appropriately and puts them away*
- *Follows simple rules, routines and directions*

### **Relationships**

- *Engages in and maintains positive relationships and interactions with trusted adults and children*
- *Seeks assistance from adults and classmates*

### **Emotional Development**

- *Recognizes and identifies emotions in self and others*
- *Shows emotions through facial expressions*



## Week 2: Look At You!

This week you will continue to introduce children to ongoing routines they will experience in your classroom, such as Learning Centers, Small Group, and Gingerbread Boy's daily messages (beginning **Day 3**). The children will also:

- Learn print concepts such as cover, title, top and bottom, author and illustrator
- Identify rhyming words
- Sequence using terms beginning, middle and end and first, next, and last
- Graph their favorite spices and analyze results
- Recognize the clock, triangles, squares, circles, and the first letter in their names
- Compare and contrast shapes
- Learn same, different, and determine "how many"
- Identify setting and characters
- Classify letters, shapes and numbers

### Essential Questions

- *How does a clock help us?*
- *Why is it important to read a story in order?*
- *Why are learning centers fun? Why is it important to share during center time?*
- *How does counting objects in a group tell us how many there are?*
- *Why does our country have a flag and why does it look like it does?*

### Standards & Benchmarks

#### Reading

- Identifies roles of author/illustrator
- Makes connections using illustrations/photos, prior knowledge, real-life experiences
- Asks and answers questions about key elements and details in a text
- Recognizes common types of literature
- Uses illustrations to make inferences or predict
- Retells stories in sequence
- Identifies characters, settings, and events
- Recalls information from stories
- Compares and contrasts characters, stories, or events

#### Phonics & Word Recognition

- Recognizes beginning sounds

#### Print Concepts

- Understands print conveys meaning
- Focuses on letter names and shapes
- Identifies front/back cover and title of a book
- Understands that letters form words

#### English Conventions

- Uses frequently occurring nouns and verbs

## **Alphabet Knowledge**

- Recognizes and names letters in own name

## **Phonological Awareness**

- Identifies spoken words as same or different

## **Vocabulary**

- Uses new vocabulary
- Applies new meanings to familiar words
- Asks questions about unknown objects and words
- Discusses words and word meanings
- Understands describing words

## **Speaking & Listening**

- Speaks in complete sentences

## **Writing**

- Writes own name

## **Mathematics**

### **Number Sense**

- Counts in sequence
- Compares and contrasts groups of objects
- Uses one-to-one correspondence to determine "how many"
- Recognizes and names numerals
- Recognizes number of objects stays the same regardless of their arrangement

### **Geometry and Spatial Sense**

- Responds to positional words
- Recognizes basic two-dimensional geometric shapes
- Identifies shapes regardless of orientation or size
- Sorts two- and/or three-dimensional shapes

### **Measurement and Data**

- Uses graphs to collect and analyze data
- Becomes familiar with standard measuring tools and their uses
- Uses terms related to time periods such as morning, afternoon, night, today, tomorrow and yesterday
- Sorts objects by a single attribute

## **Science**

### **Scientific Inquiry and Reasoning**

- Makes predictions
- Compares and contrasts objects

### **Earth and Space**

- Observes and describes the weather and how it changes
- Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

## **Social Studies**

### **Self, Family, and Community**

- Recognizes and accepts responsibilities

### **Geography and Cultural Differences**

- Understands maps are representations of actual places

### **Government**

- Recognizes patriotic symbols and activities

### **History**

- Sequences familiar events in time

## **Approaches to Learning**

### **Creativity**

- Approaches tasks, activities, and problems with creativity

### **Initiative and Curiosity**

- Demonstrates willingness to try new challenges
- Shows curiosity/initiative to explore activities

### **Engagement and Persistence**

- Focuses attention on tasks and experiences
- Brings tasks to completion

### **Reflection and Problem Solving**

- Uses self-talk as a strategy

## **Creative Arts**

### **Art**

- Creates original artwork

### **Music**

- Enjoys participating in music activities

### **Creative Movement and Dance**

- Participates in finger plays, songs, and rhymes
- Expresses concepts, ideas or feelings through movement
- Participates in a variety of movement activities

## ***Creative Arts (Continued)***

### **Dramatic Play**

- Participates in teacher-guided dramatic play activities such as acting out a story

## ***Health, Safety, and Nutrition***

### **Health and Nutrition**

- Develops an awareness of nutritious food choices and habits that promote physical well being

### **Safety**

- Recognizes dangerous substances and situations
- Identifies the importance of personal safety practices, rules, and routines

## ***Physical Development***

### **Fine Motor Skills**

- Demonstrates control, strength, and dexterity to manipulate objects

### **Gross Motor Skills**

- Demonstrates control, strength, and dexterity to manipulate objects

## ***Social/Emotional Development***

### **Self-Regulation**

- Regulates emotions, attention, impulses and behavior

### **Relationships**

- Seeks assistance from adults and classmates
- Demonstrates sense of belonging to groups

### **Emotional Development**

- Recognizes and identifies emotions in self and others

- Recognizes self as unique

## Week 3: Be a Good Friend

This week you will introduce the children to the Learning Center sign up routine and involve them in creating class rules which they will follow this year. The children will also:

- Learn more about their new friends (classmates) and their favorite toys
- Create a Friendship Quilt
- Learn about and practice good manners
- Draw what happens next and dictate sentences
- Discover where rain comes from
- Discuss kind deeds they can do for each other
- Discover folk tales

### Essential Questions

- *Why is it important to have classroom rules?*
- *Why is rain important? How does rain help us?*
- *How does knowing new words help us understand stories we read?*
- *What are some different shapes that we see in our environment?*

### Standards & Benchmarks

#### Reading

- *Interacts appropriately with books and other materials in a print-rich environment*
- *Connects events characters, and actions to specific experiences*
- *Recognizes cause and effect*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Makes inferences*
- *Asks and answers questions about key elements and details in a text*
- *Distinguishes between fiction and nonfiction*
- *Uses illustrations to make inferences or predict*
- *Identifies story characters*

#### Alphabet Knowledge

- *Recognizes and names letters in own name*
- *Recites the alphabet in sequence*

#### Print Concepts

- *Understands print conveys meaning*
- *Focuses on letter names and shapes*
- *Identifies front cover of a book*
- *Understands that letters form words*
- *Shows where print begins on a page*
- *Demonstrates/Understands directionality in print*

#### English Conventions

- *Uses frequently occurring nouns and verbs*
- *Understands and uses question words*
- *Recognizes first letter on names is capitalized*

#### Phonological Awareness

- *Identifies rhyming words*
- *Discriminates rhyming words*
- *Identifies spoken words as same or different*



## Vocabulary

- Uses new vocabulary
- Identifies new meanings for familiar words and applies them accurately
- Discusses words and word meanings
- Connects words and their meanings
- Understands and uses describing words

## Speaking & Listening

- Speaks in complete sentences
- Demonstrates knowledge of nonverbal conversational rules
- Engages in conversations with peers and adults
- Listens to and discusses literary texts
- Follows simple and multiple-step directions

## Writing

- Writes own name
- Uses drawing to convey meaning
- Contributes to a shared writing experience or topic of interest

## Language Development

- Comprehends previously learned simple vocabulary in a language other than their own
- Understands people use different languages (including sign language) to communicate
- Expresses simple greetings, words, and phrases in a language other than their own

## Mathematics

### Number Sense

- Counts in sequence
- Uses one-to-one correspondence to determine "how many"
- Counts, constructs, compares or orders groups of objects
- Recognizes numbers in the environment
- Understands numbers always represent the same quantity
- Recognizes, names, and/or writes numbers
- Represents numbers in different ways

### Patterns, Operations, and Algebraic Thinking

- Creates and extends simple patterns

### Geometry and Spatial Sense

- Recognizes and names basic two-dimensional shapes
- Describes basic shapes

## Science

### Scientific Inquiry and Reasoning

- Uses tools and equipment to explore objects
- Shows curiosity by asking questions and seeking information

### Physical Science

- Observes and describes how objects move

### Earth and Space

- Observes and describes the weather and how it changes
- Explores the characteristics of clouds
- Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

## Social Studies

### Self, Family and Community

- Recognizes his or her role as a member of a group (class, family, community)
- Demonstrates knowledge of personal information
- Investigates ways people form communities
- Recognizes and accepts responsibilities

### Government

- Understands the need for rules in a variety of settings
- Recognizes patriotic symbols and activities

## Technology

### Exploring Technology

- Uses technology for research with teacher support

### Vocabulary

- Understands common technology terms

### Technology Use

- Enjoys using electronic forms of storybooks

## Approaches to Learning

### Initiative and Curiosity

- Demonstrates willingness to try new challenges
- Demonstrates flexibility, imagination, and inventiveness

### Engagement and Persistence

- Brings tasks to completion

## ***Creative Arts***

### **Art**

- Creates original artwork
- Shows care and persistence in a variety of art projects

### **Music**

- Experiences different moods, tempos, and rhythms in music activities
- Enjoys participating in music activities

### **Creative Movement and Dance**

- Expresses concepts, ideas or feelings through movement
- Responds to changes in tempo and a variety of musical rhythms through body movement

### **Dramatic Play**

- Represents fantasy and real-life experiences through pretend play
- Engages in cooperative pretend play with other children
- Participates in teacher-guided dramatic activities
- Demonstrates appropriate audience skills

## ***Health, Safety, and Nutrition***

### **Self-Care**

- Demonstrates personal hygiene and emerging self-care skills

### **Health and Nutrition**

- Develops awareness of nutritious food choices

### **Safety**

- Identifies importance of safety practices, rules and routines

## ***Physical Development***

### **Fine Motor Skills**

- Uses writing and drawing tools
- Demonstrates control, strength, and dexterity to manipulate objects
- Demonstrates hand-eye coordination

### **Gross Motor Skills**

- Moves with an awareness of personal space in relationship to objects and others
- Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running
- Combines a sequence of large motor skills
- Moves with balance and control

## ***Social/Emotional Development***

### **Self-Regulation**

- Uses materials appropriately and puts them away
- Regulates emotions, attention, impulses and behavior
- Follows simple rules, routines, and directions

### **Emotional Development**

- Recognizes self as unique, having own characteristics
- Demonstrates understanding and acceptance of similarities and differences in others

### **Relationships**

- Engages in and maintains positive relationships and interactions with trusted adults and children
- Seeks assistance from adults or classmates or assists adults or classmates
- Expresses common courtesy and respects the rights of others
- Demonstrates sense of belonging to family, community, and other groups

## Week 4: Colors & Numbers

This week you will introduce the children to uppercase letters, lowercase letters, and color words, and share the charming Chinese fable *Draw Dragon Dot Eyes*. The children will also:

- Discover colors in their environment
- Learn American Sign Language color words
- Practice speaking in both loud and soft voices
- Learn about using shapes to form patterns
- Graph their eye colors
- Learn that words are made of parts
- Take part in a dramatization
- Discuss straight-line and curved-line letters
- Identify parts of a book
- Draw and write about dragons

### Essential Questions

- *What would happen if you didn't have any eyes?*
- *If you could make up a new shape what would it look like?*
- *What would you call the new shape?*
- *What if there were no colors, only black and white?*
- *Why are fruits and vegetables good for you?*

### Standards & Benchmarks

#### Reading

- *Interacts appropriately with books and other materials in a print-rich environment*
- *Recalls information from stories*
- *Identifies sequence of events*
- *Compares and contrasts characters, stories or events*
- *Makes connections using illustrations/photos, prior knowledge, real-life experiences*
- *Makes inferences*
- *Asks and answers questions about key elements and details in a text*
- *Identifies characters in a story*

#### Phonics & Word Recognition

- *Recognizes familiar words*

#### Print Concepts

- *Understands print conveys meaning*
- *Focuses on letter names and shapes*
- *Identifies front cover of a book, back cover, and title of a book*
- *Understands that letters form words*
- *Demonstrates/Understands directionality in print*
- *Recognizes relationship between illustrations and text*

## **English Conventions**

- Recognizes first letter on names is capitalized

## **Alphabet Knowledge**

- Recognizes and names letters in own name
- Recites the alphabet in sequence

## **Phonological Awareness**

- Identifies rhyming words
- Counts syllables in spoken words

## **Vocabulary**

- Uses words acquired through conversation
- Engages in agreed upon rules for discussion
- Recognizes environmental print
- Understands and uses describing words

## **Speaking & Listening**

- Follows simple and multiple-step directions
- Engages in conversations with peers and adults
- Describes objects according to characteristics or attributes
- Participates in group discussions

## **Writing**

- Writes own name
- Uses drawing to convey meaning
- Contributes to a shared writing experience or topic of interest

## **Language Development**

- Comprehends previously learned simple vocabulary in a language other than their own
- Understands people use different languages (including sign language) to communicate
- Expresses simple greetings, words, and phrases in a language other than their own
- Communicates using gestures, pointing, or facial expressions

## **Mathematics**

### **Number Sense**

- Uses one-to-one correspondence to determine "how many"
- Counts, compares and orders groups of objects
- Understands ordinal numbers
- Understands numbers always represent the same quantity

### **Patterns, Operations, and Algebraic Thinking**

- Sorts groups of objects by a single attribute
- Combines and separates sets of objects to create new sets
- Creates, duplicates, and extends simple patterns
- Sorts objects by physical attributes

### **Geometry and Spatial Sense**

- Recognizes basic two-dimensional shapes
- Composes basic shapes
- Identifies shapes regardless of their orientation or size

### **Measurement and Data**

- Uses charts and graphs to collect and analyze data
- Uses measurable attributes to compare objects

## **Science**

### **Scientific Inquiry and Reasoning**

- Uses senses to explore

### **Earth and Space**

- Observes and describes the weather and how it changes
- Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

## **Social Studies**

### **Self, Family and Community**

- Demonstrates knowledge of personal information

### **Geography and Cultural Differences**

- Understands similarities and respects differences among people including those from different cultures
- Understands maps are representations of actual places

### **Government**

- Understands the need for rules in a variety of settings
- Recognizes patriotic symbols and activities

### **History**

- Sequences familiar events in time

## **Technology**

### **Exploring Technology**

- Uses technology independently to explore concepts and gain information

## **Approaches to Learning**

### **Initiative and Curiosity**

- Demonstrates increasing independence and willingness to try new challenges

## **Creative Arts**

### **Art**

- Creates original artwork
- Shows care and persistence in a variety of art projects
- Shows appreciation for culturally diverse works of art
- Experiments with a variety of art materials

### **Music**

- Enjoys participating in music activities

### **Dramatic Play**

- Represents fantasy and real-life experiences through pretend play
- Engages in cooperative pretend play with other children
- Participates in teacher-guided dramatic activities
- Demonstrates appropriate audience skills

## **Health, Safety, and Nutrition**

### **Self-Care**

- Demonstrates personal hygiene and emerging self-care skills

### **Health and Nutrition**

- Develops awareness of nutritious food choices and habits that promote physical well being

## **Physical Development**

### **Fine Motor Skills**

- Uses writing and drawing tools
- Demonstrates control, strength, and dexterity to manipulate objects
- Demonstrates hand-eye coordination

### **Gross Motor Skills**

- Moves with an awareness of personal space in relationship to objects and others
- Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running
- Combines a sequence of large motor skills
- Moves with balance and control

## **Social/Emotional Development**

### **Social Problem Solving**

- Works with others to solve problems