

This is a one-week excerpt from the Starfall Pre-K 2nd Edition Teacher's Guide.

If you have questions or comments, please contact us.

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Starfall[®]

Pre K Second Edition!

Being Safe

Unit 3 • Week 10





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Week 10: Being Safe

Overview & Preparation

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Week 10: Being Safe

This week you will introduce the children to rules that will help keep them safe in a variety of situations. Topics include: *Inside School, On the Playground, Taking a Walk, Wheels, Wheels, Wheels, In a Car, Around the House, Tub and Shower, At the Pool, Fire*, and *Strangers*. The children will also:

- learn /p/ and identify initial and final /p/ words
- discuss size relationships between objects
- practice sequencing story events
- consider story characters' emotions
- dramatize *Goldilocks and the Three Bears*
- duplicate and create patterns



Pp

Starfall Books & Other Media

ABC for Gingerbread Boy and Me

Emotion Cards

Emotions Poster

Goldilocks and the Three Bears as told by Marc Buchanan

Goldilocks and the Three Bears Sequence Cards

Safety Posters 1 and 2

Starfall's Selected Nursery Rhymes (Book and Audio CD)

Starfall Sing-Along Volume 2



Preparation

Check your school and local libraries for a variety of copies of *Goldilocks and the Three Bears* to include in the Library Center.

Include available alphabet, shapes, bears, and playground puzzles as choices for Small Group & Exploration in Week 10.

Day One

Story Time — You will need three bowls of graduated sizes and the measuring chart from Week 9.

Small Group — You will need two bowls that match in size and one that does not, and three different shapes of pasta (enough for each child to have several samples of each).

Day Two

Have a bicycle helmet, a shoe with the shoelace untied and a belt available. Also place colored masking tape on a section of the classroom floor to resemble an intersection.

Circle Time — You will use two connect cubes or chips for each child and yourself.

Story Time — Have a double-sized bed sheet available.

Small Group — Have a small block, a medium-sized book, and a large box (board game size) available.

Day Three

Small Group — You will need an iron, a plastic knife, a small pot or pan, an extension cord, a detergent box or bottle, a book, a backpack, a stuffed animal, a pillow, and a plastic cup.

Day Four

Circle Time — Have the list of *Pp* words from Day 2 available.

Story Time — Choose a book about safety to share. Suggestions include:

- *Dinosaurs, Beware!* by Stephen Krensky
- *I Can Be Safe* by Pat Thomas
- *I Can Play It Safe* by Alison Feigh
- *Impatient Pamela Says: Learn to Call 9-1-1* by Mary B. Koski and Lori Collins
- *Safety First!* by Disney Book Group

Small Group — The children will write letters in shaving cream.

Day Five

Story Time — You will need a table, three bowls, three chairs, and three towels for use in today's dramatization of *Goldilocks and the Three Bears*.

I ran inside my house last night, bumped into a table and hit my head. It wasn't a good idea to run inside, was it?

Your pal,
Gingerbread Boy

Day 2

I am glad we are learning how to stay safe. I practiced walking in the classroom and I didn't bump my head this time!

Love,
Gingerbread Boy

Day 3

I went for a bike ride and guess what! I wore my helmet to keep me safe.

Your friend,
Gingerbread Boy

Day 4

I loved hearing the story of **Goldilocks and the Three Bears**. Can we learn what to do if we see a stranger?

Your pal,
Gingerbread Boy

Day 5

I am so lucky to learn all these safety rules. I wish I had known them before I got in trouble with the fox!

Love,
Gingerbread Boy

WEEK 10

Day One

Day Two

Gathering	Predict and forecast weather Calendar Routine Review names of days	Predict and forecast weather Calendar Routine
Morning Meeting	Gingerbread Boy's Message Safety Poster 1  Safety: <i>Inside School and On the Playground</i> "Let's Stay Safe"	Gingerbread Boy's Message Safety Poster 1  Review <i>Inside School and On the Playground</i> safety rules Safety: <i>Taking a Walk, Wheels, Wheels, Wheels, and In a Car</i> "Let's Stay Safe" Vocabulary: crosswalk

LEARNING CENTERS

Circle Time	Phonological Awareness: Rhyming words Introduce and listen for /p/ "Puppies" riddle "Peter Piper" Vocabulary: piper	Phonological Awareness: Compound words <i>ABC for Gingerbread Boy and Me</i> Introduce Pp  Identify initial /p/ words
Story Time	<i>Goldilocks and the Three Bears</i>  Compare/contrast sizes and heights Vocabulary: cozy, brook, porridge Predict story ending	<i>Goldilocks and the Three Bears</i>  <i>Goldilocks and the Three Bears</i> Sequence Cards  Answer questions "Ten Bears in a Bed"
Small Group & Exploration	<i>Goldilocks and the Three Bears</i> Compare/contrast physical attributes Create/duplicate patterns	Compare/contrast sizes Arrange objects "Size Hunt"

Day Three

Day Four

Day Five

Predict and forecast weather
Calendar Routine

Predict and forecast weather
Calendar Routine

Predict and forecast weather
Calendar Routine

Gingerbread Boy's Message

"Let's Stay Safe"

Safety Posters
1 and 2

Review safety
rules

Safety: *Around the
House, Tub and Shower, and
At the Pool*



Gingerbread Boy's Message

Safety Posters 1 and 2

"Let's Stay Safe"

Safety: *Fire and
Strangers*



Gingerbread Boy's Message

"Let's Stay Safe"

Review Safety
Posters 1 and 2



LEARNING CENTERS

Phonological Awareness:
Blend onset and rime

List initial /p/ words

Introduce ASL sign for Pp

Sing "Where Is /p/?"

"Pease Porridge Hot"



Phonological Awareness:
Blend and clap syllables

Review initial /p/

Introduce final /p/

Phonological Awareness:
Discriminating /p/

Match upper and lowercase
letters Aa, Ss, Pp

"Where Is /p/?"

*Goldilocks and the
Three Bears*

Emotions Cards

Emotions Poster

Identify
characters'
emotions



Teacher's literature choice: Safety

*Goldilocks and the
Three Bears*

Story settings

Dramatize story



Goldilocks and the Three Bears

Draw and dictate sentences
about what activities Goldilocks
might do with the three bears

Play "I Spy" to review /a/, /b/, /n/,
/p/, /s/, and /t/

Positional Words

WEEK 10

LEARNING CENTERS

Math

Identifies shapes regardless of orientations or size

Social/Emotional Development

Works with others to solve problems

Technology

Uses technology independently to explore concepts and gain information

Navigates simple or screen menus

Approaches to Learning

Focuses attention on tasks and experiences, despite interruptions or distractions

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

Creative Arts

Shows appreciation for the creative work of others

Print Concepts

Connects oral language and print

Vocabulary

Identifies real-life connections between words and their use

Computer Center

Activity — Children reinforce shape concepts at *Geometry & Measurement*, “Triangles,” “Make Shapes,” and “Polygons.”

Interaction & Observation

- Continue to notice children as they exert their independence and self-direction, while also working together to navigate through programs and/or solve problems that may arise.
- Children should have become more purposeful in their computer interactions.
- Notice whether they realize their actions have an affect on what happens on the monitor and learn to navigate through websites and programs.

Materials

- Computers set up to access *Starfall.com*
- Headsets

Art Center

Activity — Children make bears by cutting and gluing brown construction paper circles to sheets of manila paper. They draw faces with crayons or markers.

This activity may take more than one session, so plan to store the unfinished projects in a safe place to dry.

Interaction & Observation

- Display finished products on the classroom wall or in the hall for others to enjoy. Allow the children to decide which of their artwork to display.
- Continue to respect choices the children make in as they reflect their thoughts and feelings and express their individuality and originality. Show appreciation of their efforts and accomplishments.

Materials

- Brown construction paper
- Manila paper
- Glue, scissors, crayons, markers

Library Center

Activity — The children enjoy picture books relating to bears and safety. After Day 2, add *Goldilocks and the Three Bears*.

Children draw pictures to represent their favorite books. Hang their drawings near the center for other children to enjoy.

Interaction & Observation

- As children listen to stories they discover new words and their meanings and increase their vocabularies.
- They connect the new words to their own experiences. This is valuable as the children progress in reading. It will be easier for them to recognize words since they are already aware of their meanings.

Materials

- Picture books (including audio versions) about bears and safety
- Goldilocks and the Three Bears*
- Fairy Tales* Read-Along CD
- Paper, pencils, crayons

Dramatic Play Center

Preparation — Recreate the grocery store by adding empty juice cans, waffle boxes, and reusable shopping bags. After *Goldilocks and the Three Bears* is introduced, the center may be changed into the three bears' cottage by adding three bowls, chairs, and towels (for beds).

Activity — The children continue to play grocery store and assume the roles of the story characters in the three bears' cottage.

Interaction & Observation

- Dramatic play is a perfect way for children to explore concepts they are learning.
- Provide varied experiences and adult interactions which lead to richer dramatic play.
- Encourage the children to set the table for the three bears.

Materials

- Grocery store items from Week 6
- Empty juice cans, waffle boxes, reusable shopping bags
- Three bowls, three chairs, and three towels (small, medium, and large)
- Oatmeal carton, spoons

Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

Creative Arts

Engages in cooperative pretend play with other children

Construction Center

Activity — The children use a variety of blocks of different colors, shapes and sizes to build the three bears' cottage. They refer to the illustrations in the books as models.

Remind the children that Goldilocks goes upstairs, so they should include stairs in their cottages.

Interaction & Observation

- Allow the children to use a digital camera or tablet to take photos of their special creations to hang near this center.
- Engage children in individual conversations about shape orientations as they use blocks to build.
- Ask detailed questions to encourage children's thought processes, and to develop longer, more complex answers.

Materials

- Various copies of the *Goldilocks and the Three Bears* story
- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Digital camera or tablet
- Connecting logs

Creative Arts

Engages in cooperative pretend play with other children

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Identifies shapes regardless of orientations or size

Technology

Uses a device to take pictures

Approaches to Learning

Approaches tasks, activities and problems with creativity

Social Studies

Recognizes common symbols in the community

Writing

Uses drawing, dictation, or scribble writing to convey meaning

Writing Center

Activity — Children draw and color pictures to create safety and warning signs for the classroom. They may dictate or write their own rules on their signs.

Interaction & Observation

- Continue to praise the children's attempts at drawing and writing.
- Although some writing may still resemble scribble, in the child's mind these scribbles are decidedly different from their earlier attempts.
- Discuss appropriate locations to display safety and warning signs such as "Do not drink glue or paint." "Do not stand on tables or chairs" "Do not eat play dough or crayons."

Materials

- Paper
- Pencils, crayons, markers



Discovery Center

Fine Motor Skills

Demonstrate hand-eye coordination

Science

Investigates states of matter

Uses senses to explore

Investigates properties of earth materials including water, soil, rocks, and sand

Activity — Children continue to use their senses to explore uncooked rice. They stir it, scoop it, watch it flow through funnels and strainers and experience pouring it from one container to another.

As the week progresses add small toys and balls, etc. to the large tub of rice and watch the surprise as children discover them. Vary the containers, strainers, and scoops. Add new utensils, and remove others.

Interaction & Observation

- Continue to pose open-ended questions such as: Can you tell me about...? What do you think will happen if...? Can you think of a way to...? How many ways can you...? Questions such as these help focus thinking, encourage problem solving, and nurture curiosity.

Materials

- Uncooked rice in a tub or empty water table, large enough for two children
- Small plastic containers and spoons of varying sizes
- Funnels, scoops, spatulas, strainers, and sifters with large holes

Math Center

Math

Uses one-to-one correspondence to determine "how many"

Sorts objects by physical attributes

Activity — Children choose a bag and pour the beans onto the table. They sort the beans by type (black, lima, and kidney) into the muffin tins or egg cartons. Each child draws the corresponding number of beans on a sheet of paper, and colors them appropriately to match the beans from the bag (black for black beans, red for kidney, and green for lima). Children place the beans back into the bag and sort the beans again using a different attribute such as color, size, or shape.

Interaction & Observation

- Model strategies for counting and keeping track of the sorted beans for drawing.
- Show children how to move the beans aside after they have counted or colored them.
- Ask questions and supply information to extend children's thinking.

Materials

- Small plastic bags that contain a variety of uncooked beans (black, lima, kidney) each with a different number and combination of beans
- Muffin tins or egg cartons
- Crayons, paper



Gathering

Create two columns on a sheet of chart paper and title them Present and Absent.

Review and count the names of the children who are present and those who are absent and write the numbers in the correct columns. Discuss the order of the names for each list. Ask questions such as *Whose name is at the top? Bottom? Between (name) and (name)?* Compare the number of names in each column to determine which is greater or less than the other, or if the lists are equal.

A volunteer places the appropriate Weather Card on the Weather Board for Today's Weather, Our Prediction, and Tomorrow's Weather Forecast.

Review the names of the days of the week. Children identify and mark the date.

Materials

- Attendance, Weather, and Calendar Routine materials
- Chart paper, marker

Math

Uses graphs and charts to collect and analyze data

Counts in sequence

Uses positional words

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

Children do "Whale in the Ocean" exercises. They lie on their tummies, clasp their hands behind their backs, fold their shoulders back, and lift their hands, feet, and chests while maintaining their balance. Children breathe in, arch, lift and lengthen their bodies and slowly exhale. They repeat this exercise several times.

Materials

- Dragon

Gross Motor Skills

Moves with balance and control

I ran inside my house last night, bumped into a table and hit my head. It wasn't a good idea to run inside, was it?
Your pal,
Gingerbread Boy

Safety: Inside School and On the Playground

Read and discuss Gingerbread Boy's message.

Teach the children "Let's Stay Safe."

Indicate Safety Poster 1. Say: **Here is a poster that shows five places we need to be safe.** Indicate and identify each of the five scenes.

A volunteer indicates the *Inside School* safety illustration and children take turns describing it. Allow time for the children to ask questions. Discuss the following *Inside school* safety rules. Children act out solutions to problems. As the children act out the solutions, encourage them to discuss how they could assist one another.

Materials

- Safety Poster 1
- Chair, stuffed animal, two books

Let's Stay Safe

(Melody: "Frère Jacques" or "Are You Sleeping")

*Let's stay safe. Let's stay safe
In work and play, work and play
Follow all the rules,
Follow all the rules
Every day, every day.*

Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Identifies adults who keep them safe/healthy

Social/Emotional Development

Works with others to solve problems

Speaking & Listening

Engages in agreed-upon rules for discussions



Rule	Problem/Solution
Pay attention to where you are going. Do your best not to bump into others (or things) when you are playing.	Two volunteers almost bump into each other and suggest a solution for how to avoid it.
Always walk inside.	A volunteer runs a short distance and pretends to fall. The volunteer walks the same route safely.
Sit on four, not on two! Rocking on chairs is dangerous. Use all four legs of the chair, not just two!	Place a stuffed animal on a chair. Tip the chair on two legs, gently tipping it over. Children discuss results. A volunteer demonstrates how to sit on a chair properly.
Keep hands, feet, and objects to yourself!	Volunteers pretend to read books side by side, respecting each other's personal space.

A volunteer indicates the *On the Playground* safety illustration and children take turns describing it. If weather permits, take the children outside to discuss the following safety rules for playing on the playground:

- When playing catch, always throw the ball at or below your friend's waist. Never throw a ball at a person's head.
- Leave nature where it belongs.
- Be a good sport.
- Hold tightly on climbing equipment.
- Slides are one way: down!
- Stay out of bushes and no climbing on trees.
- Take turns.

Discuss the need to report injuries to teachers and other adults and also applying sunscreen at home for sun safety.

Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Recognizes dangerous substances/situations

LEARNING CENTERS

See Learning Centers for Week 10, pages 242-244. After cleanup, discuss safety procedures such as not placing objects in mouths, washing hands, and not walking with sharp objects.

Circle Time

Materials

 None

Phonological Awareness: Rhyming Words

Say: **Let's play "Does it Rhyme?" Raise your hand if the words I say rhyme. Let's try one together, *cat, pat*. Right, *cat* and *pat* rhyme so you raised your hands. Listen again, *sat, hat*. Do they rhyme?** Continue for *cat/pickle, hot/pot*, and *Peter/Sam*. **Let's make up some silly rhymes. Here's one, *Peter, feter!* Can you make a silly word that rhymes with *pickle*? Repeat for *pumpkin* and *paper*.**

Phonological Awareness

Identifies and discriminates rhyming words

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds

Vocabulary

Uses illustrations to determine word meaning



Introduce /p/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.**

Grandmother reads the riddle "Puppies." Children solve the riddle. Ask: **Does anyone have a puppy at home?** (Discuss) **Puppy begins with /p/.** (Children repeat, /p/.)

Display the *puppies, penny, pan, and pumpkin* Picture Cards in a pocket chart.

Say: **Here is a picture of puppies. Say, *puppies*. Puppies begins with /p/. Say /p/.**

- Penny begins with /p/. Say, *penny*. Say /p/, *penny*.
- Pan begins with /p/. Say, *pan*. Say /p/, *pan*.
- Say, *pumpkin*. What sound do you hear at the beginning of *pumpkin*? Right, /p/.

Say: **Listen to these two words to tell which one begins with /p/: *pot, bowl*. Right! *Pot* begins with /p/. (Children repeat, /p/.) Listen again. Which one begins with /p/: *dog, puppies*? Right, *puppies*.**

Say: **Let's pretend we are puppies. Bark like a puppy!** (Children do this.) **Listen to these words. If you hear /p/ at the beginning, bark like a puppy. If you don't hear /p/, do nothing. Ready?** Use *pet, penny, man, nickel, puzzle, star, piano, and pie*.

Indicate *Nursery Rhymes* page 35, "Peter Piper." Ask: **What do you see in this picture? What is Peter doing?** Explain that he is playing a horn. Say: **Sometimes we call someone who plays the horn a *piper*.** (Children repeat, *piper*.) **This is Peter Piper.**

Read the rhyme. Repeat the rhyme and children say it with you. Ask: **What do you notice about many of the words in this rhyme? Right! Many of them begin with /p/. Let's read the rhyme again. This time pat the top of your head when you hear a word that begins with /p/.**

Encourage children to listen for /p/ today.

Materials

 Grandmother

 Starfall's Selected
Nursery Rhymes
 Picture Cards: *puppies, penny,*
pan, pumpkin
 Pocket chart

Puppies

*We are baby animals.
We love to bark, play,
and wag our tails.
Our mother is a dog.
Our name begins with /p/.
What are we?*

Story Time

Math

Becomes familiar with standard measuring tools and their uses

Orders objects by measurable attributes

Compares and orders groups of objects by a single attribute

Print Concepts

Understands directionality in print

Reading

Identifies the roles of author and illustrator

Uses illustrations to make inferences or predict

Vocabulary

Discusses words and their meanings

Explores word relationships and nuances



Materials

- Goldilocks and the Three Bears*
as told by Marc Buchanan
- Measuring chart from Week 9
- Gingerbread Boy
- Three bowls of graduated size

Introduce *Goldilocks and the Three Bears*

Indicate the measuring chart. Ask: **Who is the tallest member of our class?** That child stands in front of the class.

Ask: **Who is the shortest member of our class?**

A child crouches down and stands Gingerbread Boy up next to the tallest child, leaving a space between them.

Ask: **Who is about halfway between the tallest and shortest?** That child stands in the middle.

Indicate the three bowls of graduated size. Say: **One of these bowls is big, one is medium-sized, and one is little. Which bowl is big? Which one is little? Which bowl is not big or little, but medium-sized?** Three volunteers hold the bowls in order from big to little.

Indicate *Goldilocks and the Three Bears*. Say: **The title of this story is *Goldilocks and the Three Bears*. Let's count the words in this title.** (Do this.) Indicate the author and illustrator. Say: **There are pictures and words on the cover. Who can point to the picture? How about the words? Which bear is little? Which one is medium-sized? Which bear is big?**

Picture-walk through the book and discuss the following vocabulary words as you encounter them:

cozy	comfortable
cottage	a small house
brook	a creek or stream of water, much smaller than a river
porridge	breakfast cereal like oatmeal

Turn to the first page of text. Indicate and discuss where the story begins on the page. Explain that the words start on the left side and move across the page. When there is no more space, the words continue on the next line.

Read pages 1 through 8 of *Goldilocks and the Three Bears*. Pause and say: **Let's predict how this story will end. What do you think will happen next?**

Read the remainder of the story to confirm the outcome.

Small Group & Exploration

Create a Pattern

Indicate *Goldilocks and the Three Bears*. Discuss the sizes of Father Bear, Mother Bear, and Baby Bear and how the bears are the same and how they are different.

Indicate the three bowls. Children identify attributes of the bowls such as their colors, sizes, and shapes. Ask:

- Which two of these objects are alike or match?
- How do you know?
- How are all three alike?
- Which is different?
- How is it different?

Indicate three different types of pasta. The children describe the pasta. A volunteer uses the pasta to form a pattern. The children describe the pattern.

Distribute the pasta. The children duplicate the pattern and create new ones.

Materials

- Two matching bowls and one non-matching bowl
- Three different shapes/sizes of pasta (enough for children to have several samples of each shape or size)
- Goldilocks and the Three Bears* as told by Marc Buchanan

Math

Creates, identifies, duplicates, and extends simple patterns

Sorts objects by physical attributes

Gathering

Math

Counts in sequence

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Science

Observes and describes the weather and how it changes

Review the names of the children who are present and those who are absent.

A volunteer places the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date. Count aloud with the children from the first day of the month to the present day.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

As you give the following directions, observe the children in their attempts to follow them. Be prepared to demonstrate.

- **Lift your right arm high in the air and keep it there as you lift your left knee.**
- **Touch your right hand to your lifted left knee.**
- **Return your hand and leg to a resting position as you lift your left hand and right leg, touching your left hand to your right knee.**
- **Repeat several times for a minute or so, as if you are walking.**

Materials

- Dragon

Gross Motor Skills

Moves with balance and control

Demonstrates strength and coordination of large muscles

Speaking & Listening

Follows simple and multiple-step directions

Safety: Taking a Walk, In a Car, and Wheels, Wheels, Wheels

Read and discuss Gingerbread Boy's message.

The children sing "Let's Stay Safe."

Indicate and review the *Inside School* and *On the Playground* safety rules. A volunteer indicates the *Taking a Walk* safety illustration as children describe it.

Create an intersection in an open area of the classroom. A volunteer demonstrates walking on a sidewalk as you discuss these rules:

Materials

- Safety Poster 1
- Bicycle helmet
- Shoe with untied shoelace
- Belt
- Prepared masking tape crosswalk

Creative Arts

Reinforces concepts through dramatic play

Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Speaking & Listening

Asks and answers questions in order to get information, or clarify something that is not understood

Participates in group discussions

Engages in agreed-upon rules for discussions

Let's Stay Safe

(Melody: "Frère Jacques" or "Are You Sleeping")

*Let's stay safe. Let's stay safe
In work and play, work and play
Follow all the rules,
follow all the rules
Every day, every day.*

I am glad we are learning how to stay safe. I practiced walking in the classroom and I didn't bump my head this time!
Love,
Gingerbread Boy

Rule	Problem/Solution	Look Both Ways
Walk slowly. When you get to the crosswalk, stop. A crosswalk is the safest place to cross a street.	Teach children the chant, "Look Both Ways." Practice several times as the children at the crosswalk look left, right, and then left again. Repeat with other volunteers.	Look to the left Look to the right Look to the left Yes, that's right!
Always hold an adult's hand when crossing the street.	A volunteer holds hands with you and walks to the crosswalk. The class chants "Look Both Ways." Discuss the importance of holding an adult's hand when crossing the street.	

The volunteer indicates the *Wheels, Wheels, Wheels* illustration as children describe it. Discuss these rules:

Rule	Problem/Solution
Always wear a helmet when you ride your bike.	Indicate the bicycle helmet. Say: This is a helmet. (The children repeat, <i>helmet</i> .) How might this helmet keep you safe when you are riding your bike? (Discuss)
Make sure your shoe laces are tied before riding your bike.	Indicate the shoe with untied shoelace. Ask: What is wrong with this shoe? (It is untied.) Right, it's not tied. Shoelaces can get caught when you are pedaling your bike and you could fall. What would make this shoe safer? (Tie the laces.) Right, let's tie the shoelaces!

The volunteer indicates the *In a Car* illustration as children describe it. Discuss these rules:

Rule	Problem/Solution
Always wear your seat belt in the car.	Indicate the belt. Ask: What is this? Will this keep you safe in a car? (no) You need a special kind of belt to keep you safe in a car. Who can find the picture of the right kind of belt on the Safety Poster?
Stay quiet so the driver can think about driving.	Say: If you are fighting in the car and your mom needs to turn around to tell you to stop, is she thinking about driving? Let's pretend we are in the car. What are some quiet games we can play? (Sing ABCs, Play "I Spy," etc.)

Allow time for the children to ask questions and share a new rule they learned today.

LEARNING CENTERS

See Learning Centers for Week 10, pages 242-244. After cleanup, the children gather to share their experiences. They take turns to share a time they played with a new friend today.

Social/Emotional Development

Uses materials appropriately and puts them away

Engages in and maintains positive relationships and interactions

Circle Time

Phonological Awareness

Combines words to form compound words

Phonological Awareness: Compound Words

Say: **Listen to these two words then put them together to make a new compound word. Ready? *cup, cake* (cupcake), *post, man* (postman), *play, ground* (playground), *pine, apple* (pineapple), *pop, corn* (popcorn).**

Distribute two cubes or chips to each child. Say: **Put your cubes together. Say, *firehouse*. Do you hear two words in one? Let's take the word apart, *fire*, (Hold up one of your cubes.) *house*, (Hold up the other cube.) *firehouse*. What should you do with your cubes now? (Put them together.) Right, put them back together. Let's try one more.** Repeat for *neighborhood*.

Materials

- Two connect cubes or chips for each child and teacher

Phonics & Word Recognition

Associates letters with their names and sounds

Print Concepts

Recognizes relationship between illustrations and text

Focuses on letter names and shapes

Pp

Introduce Pp

Display the Pp Letter Card.

Say: **This is the letter Pp.** (The children repeat, P.) **One P is uppercase and one is lowercase, but both letters are Pp. The letter Pp stands for /p/ (p sound). Each time I touch the letter Pp, say /p/.** (Touch the Letter Card several times, quickly and slowly and children say /p/.)

Say: **Let's sky write uppercase P.** (Demonstrate) **Now, let's sky write lowercase p.** (Demonstrate) **Now, find a partner.** (The children find partners.) **Take turns and use your finger to write uppercase P on your partner's back!** After they have done this several times say: **Now write lowercase p.**

Indicate the star. Ask: **Who can find the letter Pp on the Alphabet Chart? Let's ask Grandmother to help us find Pp.** (A volunteer identifies Pp and attaches the star on or above the Wall Letter Card.)

Indicate *ABC for Gingerbread Boy and Me*. Say: **Here are pictures of objects that begin with Pp.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: *puppies*, /p/)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture and word. (Example: Point to the picture of the puppies. Point to the word, *puppies*.)

Encourage children to bring items, (or pictures of items), from home that begin with /p/.

Materials

- Grandmother
- Letter Card Pp
- Star
- ABC for Gingerbread Boy and Me* by Starfall

Story Time

Sequence *Goldilocks and the Three Bears*

Ask: **In the book *Goldilocks and the Three Bears*, who fell asleep? Let's pretend the bears had a party with some of their bear friends and it was time for bed!**

Gather the children in a circle and spread a sheet in the center. Ten volunteers lie side-by-side on the sheet. Play *Sing-Along Volume 2* Track 38. The children sing "Ten Bears in a Bed." One child rolls off the sheet during each verse until only one is left.

Review vocabulary words *cozy*, *cottage*, *brook*, and *porridge*.

Place the *Goldilocks and the Three Bears* Sequence Cards in a pocket chart in random order discussing each one. The children determine that the cards are not in correct story order. Volunteers work together to order the Sequence Cards.

Use the Sequence Cards during the following discussion. Ask:

- **Who are the characters in this story?**
- **What is the first thing that happens in the story?**
- **What happens next?**
- **What does Goldilocks do first in the cottage?**
- **What happens to the bears' chairs?**
- **Where does Goldilocks go next?**
- **What happens when the bears come home?**
- **What happens at the end of the story?**
- **How do you think Goldilocks felt when she woke up?**
- **How would you feel?**

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i>
as told by Marc Buchanan |
| <input type="checkbox"/> | <i>Starfall Sing-Along Volume 2</i> |
| <input type="checkbox"/> | Double-sized bed sheet |
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i>
Sequence Cards |
| <input type="checkbox"/> | Pocket chart |

Reading

Identifies sequence of events

Asks and answers questions about key elements and details in a text

Makes connections using illustrations/photos, prior knowledge, and real-life experiences

Social/Emotional Development

Empathizes with the feelings of others

Vocabulary

Explores word relationships and nuances

Uses words acquired through conversation and read alouds



Small Group & Exploration

Math

Orders objects by measurable attributes

Uses measurable attributes to compare objects

Speaking & Listening

Participates in collaborative conversations with diverse partners about pre-kindergarten topics and texts

Small, Medium, Large

Indicate the three bowls. Ask: **Are these bowls the same size? How are the sizes different?**

(The children respond) **Right, one is small** (indicate)

one is medium-sized (indicate) **and one is bigger. It is the largest.** (indicate)

Indicate the block, book, and box. Ask: **Which object is the smallest?**

Which item is a little bigger? Which item is the largest?

Say: **Let's go on a "Size Hunt!"** The children work with partners to find a very small object. They bring it back to the group. Examine the objects and briefly discuss them. Say: **Now, take your object with you and find an object that is a little bigger.** Work together to determine if the second object is bigger than the first.

Repeat and the children find a third larger item. Assist partners to arrange the objects in order of size.

Materials

- Three bowls (small, medium, and large)
- Three blocks (small, medium, and large)

Gathering

Review the names of the children who are present and those who are absent.

A volunteer places the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Play *Sing-Along Volume 2, Track #31*. The children sing "Parts of My Body" and indicate the corresponding body parts as they are named. Repeat the song several times and volunteers use rhythm instruments to keep the beat.

Children who speak languages other than English share the names of the parts of the body in their native languages.

Materials

- Sing-Along Volume 2 Track #31*
- Rhythm instruments
- Dragon

Safety: Tub and Shower and At the Pool

Read and discuss Gingerbread Boy's message.

The children sing "Let's Stay Safe."

Indicate and review Safety Poster 1.

Display Safety Poster 2. Say: **This poster shows five more places where we should know how to stay safe.** Indicate and identify the five scenes. Volunteers locate the *Around the House* safety illustration and take turns describing it.

Gather the children in a semi-circle. Display the listed items on the floor in random order. Say: **Here are some items you might have in your house. Some are safe and some are not.** Identify and briefly discuss each item. The children work together to separate the items into two categories: *Safe* and *Not Safe*.

Discuss safety rules for inside the house and the consequences of not following them:

- *Detergent box or bottle* — Never put items in your mouth unless you ask a grown up first.
- *Pot or pan* — Don't touch things on the stove. They might be very hot and they will burn you.
- *Iron* — Keep away from things that are plugged into the wall.
- *Extension Cord* — Keep your hands away from outlets or electrical cords.

Materials

- Safety Posters 1 and 2
- Iron
- Knife
- Small pot or pan
- Extension cord
- Detergent box or bottle
- Book
- Backpack
- Stuffed animal
- Pillow
- Plastic cup

Math

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Science

Observes and describes the weather and how it changes

Creative Arts

Experiences different moods, tempos, and rhythms in music activities

Creates sound using instruments

Language Development

Comprehends simple vocabulary in a language other than their own

I went for a bike ride and guess what! I wore my helmet to keep me safe.
Your friend,
Gingerbread Boy

Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Recognizes dangerous substances/situations

Reading

Makes connections using illustrations/photos, prior knowledge, real-life experiences

Speaking & Listening

Participates in collaborative conversations with diverse partners about pre-kindergarten topics and texts



- *Outlets* — Don't stick anything into an electrical outlet.
- *Knife* — Never, ever touch a gun or knife.

Optional: Show the children a poison symbol. (Examples may be found online.) Explain that this symbol means a substance is poisonous and should never be touched. The children should immediately tell an adult if they encounter it.

Volunteers indicate the *Tub and Shower* safety illustration and take turns describing it. Discuss the following safety rules for the bathtub and play "Let's Pretend."

- Carefully climb in and out of the bathtub.
- Always sit, never stand, in the bathtub.
- Be sure an adult is with you when you take a bath.
- Only adults should touch the water faucets or knobs.

Volunteers indicate the *At the Pool* safety illustration and take turns describing it. The children form a circle. Say: **This is our swimming pool. I need a swimming partner.** Choose a volunteer, and sit criss-cross, knee-to-knee with him or her.

Say: **I know a good rule to remember in the swimming pool. Never dive into a pool. Always jump in feet first. Can you think of another rule for the swimming pool?** The volunteer shares a rule. Assist as necessary.

Invite a new partner to join you. Say: **I know another rule. Only go into the pool when there is an adult with you. Can you think of another rule?** The volunteer shares.

Social/Emotional Development

Engages in and maintains positive relationships and interactions

Phonological Awareness

Combines onsets and rimes to form words

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Associates letters with their names and sounds

Phonological Awareness

Isolates and pronounces the initial sounds in words

LEARNING CENTERS

See Learning Centers for Week 10, pages 242-244. After cleanup, the children gather and take turns to compliment their classmates for actions or behaviors they have noticed.

Circle Time

Materials

- None

Phonological Awareness

Say: **Let's play a word game. Here are two parts of a word. You put them together. Ready?** Use: *p-ad/pad*, *p-eg/peg*, *p-ine/pine*, and *p-op/pop*.

List Pp Words, ASL Pp

Children show and tell about pictures or items they brought that begin with /p/.

Indicate *ABC for Gingerbread Boy and Me*. Review the illustrations and words that begin with *Pp*.

Say: **Let's make a list of words that begin with the letter P. I'll write the words on this chart paper so we don't forget them.** Start with children's names that begin with *P*, then accept suggestions. The children circle *Pp* in their words after you write them.

Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper, marker
- Grandmother
- Starfall American Sign Language Poster
- Starfall's Selected Nursery Rhymes*

Indicate *Nursery Rhymes* page 31, "Pease-Porridge Hot." Say: **This rhyme begins, Pease-Porridge Hot. Grandmother would like to know if you remember who ate porridge in the story *Goldilocks and the Three Bears*. What is porridge?** (a breakfast food like oatmeal)

Discuss the illustration then read the rhyme. Ask: **What words did you hear that begin with /p/?**

Say: **We have learned the letter Pp and /p/. Now let's learn to make the letter Pp with our fingers!** (Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for Pp.) Say: **This is the letter Pp in sign language. Now you try it.** Children sign Pp.

Say: **Grandmother would like us to sing her song to remember /p/.** Sing "Where Is /p/?" Each time /p/ or letter Pp is used children make the Pp hand sign.

Where Is /p/?

Melody: "Where Is Thumbkin?"

Where is /p/? Where is /p/?

Here I am. Here I am.

P stands for /p/

in puppies and pumpkin

/p/ /p/ /p/, Pp, Pp, Pp



Story Time

Goldilocks Story Emotions

Say: **Goldilocks and the bears must have felt many different feelings.** Indicate and discuss the following Emotion Cards and display the Emotions Poster. Explain: **This poster shows many of the emotions we all experience.**

Volunteers answer the following questions. Assist them to use the names of the emotions in their responses. They choose volunteers to locate the corresponding emotions on the Emotions Poster, with assistance as needed.

- *Curious* — **Which character was very curious? What did she do that showed she was curious?**
- *Sad* — **When were the bears sad? Why do you think they were sad?**
- *Disappointed* — **Which character was the most disappointed? Why?**
- *Afraid* — **Was Goldilocks afraid when she woke up? Would you be afraid if there was someone in your house that you didn't know? Why?**
- *Tired* — **Which character in the story was tired? How do you know? When have you felt tired?**

Ask:

- **Should Goldilocks have gone into the bear's house?**
- **Is it ever okay for you to go into a stranger's house?**
- **How would you have felt if you found Goldilocks had broken your toys?**
- **Is it ever okay to use other people's things without their permission?**
- **Can you think of a time someone asked permission and you shared a toy with them?**

Read the story. Volunteers locate and identify emotions on the poster as they arise.

Materials

- Goldilocks and the Three Bears* as told by Marc Buchanan
- Emotion Cards: *afraid, curious, disappointed, sad, tired*
- Emotion poster

Reading

Makes connections using illustrations/photos, prior knowledge, and real-life experiences

Social/Emotional Development

Recognizes and identifies emotions in self and others

Speaking & Listening

Participates in group discussions



Small Group & Exploration

Approaches to Learning

Brings a teacher-directed or self-initiated task, activity, or project to completion

Uses self talk as a strategy

Approaches tasks, activities and problems with creativity

Print Concepts

Understands words in print are separated by spaces

Reading

Makes connections using illustrations/photos, prior knowledge, and real-life experiences

Makes inferences

Writing

Uses drawing, dictation, scribble writing, or inventive spelling to convey meaning

Materials

- Goldilocks and the Three Bears as told by Marc Buchanan
- Writing & Observation Journals
- Pencils, crayons, markers

Draw Goldilocks with the Three Bears

Discuss Goldilocks' actions in the story. Ask:

Did Goldilocks make a good choice or a bad choice when she went into the three bears' home? Why?

Let's pretend the three bears invite Goldilocks and her mother over to their cottage. What do you think they would do together?

Distribute Writing & Observation Journals. Say: **Let's illustrate Goldilocks visiting the three bears. Sometimes I have trouble drawing, so I use something called self talk. Say, self talk.** (The children repeat, *self talk*.) **When I use self talk I tell myself that I can do something. I don't tell myself that I can't. I CAN draw! So if you feel nervous or scared about something and think you can't do it, say to yourself, I CAN draw or do whatever it is I have to do.**

The children illustrate Goldilocks visiting the three bears, then dictate sentences for you and your paraprofessional to write beneath their illustrations. Model and discuss leaving finger spaces between words as you write.

Encourage children who are ready to write their own sentences using scribble writing or inventive spelling. Ask them to read their sentences. Write what they say under their writing attempts.

Gathering

Review the names of the children who are present and those who are absent.

A volunteer places the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Do the "Rocking Chair" exercise. The children:

- sit with their knees bent and their feet flat on the floor.
- place both arms behind their bodies with hands on the floor for balance.
- rock back and forth as in a rocking chair with their feet leaving the floor.
- wrap their arms around their bent knees and rock back and forth. (This may be difficult!)

Materials

- Dragon

Safety: Review Fire Safety, and Introduce Strangers

Read and discuss Gingerbread Boy's message.

Tell Gingerbread Boy there are more safety rules to learn and some of them are about strangers.

The children sing "Let's Stay Safe."

Indicate and review Safety Posters 1 and 2. Volunteers indicate the *Fire* safety illustration and take turns describing it.

Review fire safety rules you have discussed previously. The children recall other fire safety rules:

- Never put anything over a lamp (like a blanket or a towel).
- Don't stand too close or put your books and toys near a fireplace.
- Never touch matches, lighters, or lit candles.
- If you smell smoke or see fire, get out fast. (Volunteers demonstrate.)
- Make sure you know two ways out of your house in case of a fire.
- Know your outside meeting place.
- Call 9-1-1 from a neighbor's house; never use your own house phone if your house is on fire. (volunteers demonstrate)
- Never go back into your house, even for a pet.
- If there is smoke, stay low and crawl outside. (Volunteers demonstrate.)
- If your clothes catch fire, stop, drop, and roll. (Volunteers demonstrate.)

Materials

- Safety Posters 1 and 2

Math

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Uses charts and graphs to collect and analyze data

Science

Observes and describes the weather and how it changes

Gross Motor Skills

Moves with balance and control

Demonstrates strength and coordination of large muscles

Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Recognizes dangerous substances/situations

Reading

Makes connections using illustrations/photos, prior knowledge, and real-life experiences

I loved hearing the story of **Goldilocks and the Three Bears**. Can we learn what to do if we see a stranger?
Your pal,
Gingerbread Boy

- If you hear the smoke alarm, get out fast.

Volunteers indicate the *Stranger* safety illustration and take turns describing it. Discuss the following stranger safety rules:

- If a stranger says let's go, you say NO, NO, NO!!! (Volunteers demonstrate.)
- Presents are nice but always think twice, and check with your parents first.
- Hold hands with others in a crowd – and if you're lost, yell really LOUDLY! (Volunteers demonstrate.)
- Password, password, that's your clue that mom and dad have a message for you!
- Lose your mom? Don't move – just freeze. Then ask another mom to help you.
- If someone you don't know grabs you, yell, "You're not my mom. You're not my dad." Scream, yell and kick.

Allow time for children to ask questions and add their own rules about stranger safety.

Social/Emotional Development

Uses basic problem solving skills to resolve conflicts peacefully

Demonstrates sense of belonging to groups

LEARNING CENTERS

See Learning Centers for Week 10, pages 242-244. After cleanup, the children gather to share times they saw other children working out problems together during Learning Centers.

Circle Time

Materials

None

Phonological Awareness: Onset and Rime

Say: **Listen to these word parts, *pur-ple*. Listen again and this time let's clap one time for each part.** (Do this.) **When we put the parts together what word do we have? Right, *purple*. Now it's your turn to clap for the parts. Ready?**

Do this with: *pa-per/paper, pen-cil/pencil, po-ta-to/potato, and pep-per-mint/peppermint.*

Phonological Awareness

Combines onsets and rimes to form words

Phonological Awareness

Recognizes and identifies beginning and ending sounds

Materials

List of *Pp* words from Day 2

Introduce Final /p/

Indicate the list of *Pp* words from Day 2. Say: **Look at these words that begin with *Pp*.** (Review the list.) **What other words would you like to add to the list?** (Add additional words.)

Ask: **Did you know that /p/ can be at the beginning of a word or at the end of a word? Listen for /p/ in this word, *cap*.** (Emphasize /p/ at the end.) **Now you say it, *cap*. Where do you hear /p/ in *cap*? Right! It's at the end. Say, *cap*.**

The children stand and face partners. Partner with a child if necessary. Say: **Listen to these words. If you hear /p/ at the end, gently clap your partner's hands.** Demonstrate how to give "high fives." Emphasize /p/ in the following words: *hop, map, cat, stamp, bump, bear, and pop.*

Discuss that *pop* both begins and ends with /p/.

Story Time

Teacher's Literature Choice: Safety and Avoiding Harmful Substances

Indicate your choice of book about avoiding harmful substances and read its title. Introduce the author and illustrator and volunteers define their roles. Picture-walk through the book and children describe the illustrations. Read the book, pausing to discuss what is happening and to briefly introduce new vocabulary as it appears.

Allow time for the children to ask questions.

Materials

- Teacher's choice of book about safety

Health, Safety & Nutrition

Identifies the importance of personal safety practices, rules, and routines

Recognizes dangerous substances and situations

Reading

Makes connections between pieces of essential information in a text

Asks and answers questions

Small Group & Exploration

Review *a, b, n, p, s, t*

Indicate and identify the *alligator, bear, napkin, pig, sun,* and *tent* Picture Cards.

Say: **Let's play "I Spy." Ready? I spy a picture that begins with /a/.** (Volunteers guess.) Indicate the letter *a*. Say: **This is lowercase a.** Distribute a small amount of shaving cream in front of each child. Instruct the children to write a lowercase *a* in the shaving cream.

Repeat for the other letters and Picture Cards.

Say: **Raise your hand if you see a letter that is in your name.** Volunteers share.

Materials

- Picture Cards: *alligator, bear, napkin, pig, sun, tent*
- Letter Cards: *a, b, n, p, s, t*
- Non-menthol shaving cream

Alphabet Knowledge

Recognizes and names most letters of the alphabet, especially those in their own name

Phonics & Word Recognition

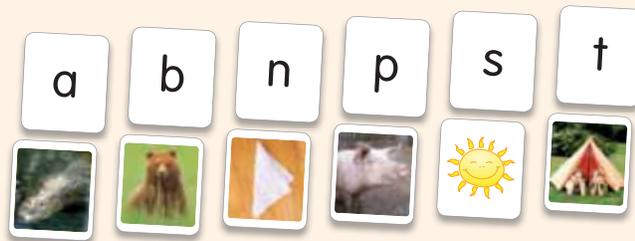
Associates letters with their names and sounds

Print Concepts

Focuses on letter names and shapes

Writing

Independently writes some letters



Gathering

Science

Observes and describes the weather and how it changes

Math

Counts in sequence

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Uses one-to-one correspondence to determine "how many"

Review the names of the children who are present and those who are absent.

Line the children up side-by-side. Tap each child on the head and the class counts them together.

A volunteer places the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

Count aloud with the children from the first day of the month to the present day.

Materials

- Attendance, Weather, and
- Calendar Routine materials

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Teach the "Cross and Touch" activity to the children. Say:

- **Lift your right arm high in the air and hold it there while you lift your left knee.**
- **Touch your right hand to your lifted left knee.**
- **Return the hand and leg to a resting position.**
- **Lift your left arm high in the air and hold it there while you lift your right knee.**
- **Touch your left hand to your right knee.**

Continue this back and forth pattern for a minute or so, as though walking rhythmically.

Gross Motor Skills

Demonstrates strength and coordination of large muscles

Moves with balance and control

I am so lucky to learn all these safety rules. I wish I had known them before I got in trouble with the fox!

Love,
Gingerbread Boy

Approaches to Learning

Focuses attention on tasks/experiences

Reflects on what has been learned

Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Health, Safety & Nutrition

Discusses appropriate safety procedures

Review Safety

Read and discuss Gingerbread Boy's message.

Sing "Let's Stay Safe."

Briefly review the titles of Safety Posters 1 and 2. The children recall safety rules they have learned. Volunteers choose the illustrations that represent each of the corresponding situations. The class confirms their choices.

Materials

- Safety Posters 1 and 2

LEARNING CENTERS

See Learning Centers for Week 10, pages 242-244. After cleanup, the children gather to share times they noticed classmates following safety rules.

Circle Time

Phonological Awareness: Discriminating /p/

The children stand. Say: **Listen to these words. If a word begins with /p/, touch your nose. If it doesn't begin with /p/, sit down. Ready?** Use: *puppy, pickle, table, pencil, paper, box, and penny.*

Materials

None

Phonological Awareness

Recognizes and identifies beginning sounds

Review Aa, Ss, and Pp

Display the Aa, Ss, and Pp Letter Cards in the top row of a pocket chart. Place the remaining Letter Cards face down near the bottom of the pocket chart.

Grandmother says: **Here are some letters we have learned.** Indicate and say: **Aa, Ss, Pp. Let's play a matching game.** A volunteer reveals one of the face down Letter Cards, identifies it, then places it under the matching upper and lowercase letter. Repeat until all cards have been matched.

Gather the children in a semi-circle. Volunteers name the Picture Cards *puppies, penny, pan* and *pumpkin*, as you place them on the floor. Say: **Look closely at these objects that begin with /p/. I will take one away. You tell which one it is. Ready? Close your eyes!**

Remove one of the Picture Cards. The children open their eyes and try to determine which Picture Card was removed. Repeat with other cards.

Sing "Where Is /p/?"

Materials

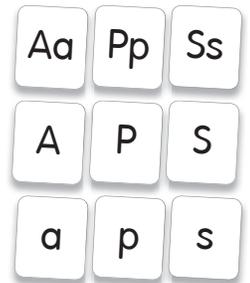
Grandmother
 Letter Cards: Aa, Pp, Ss
 Uppercase Letters: A, P, S
 Lowercase Letters: a, p, s
 Pocket chart
 Picture Cards: *puppies, penny, pan, pumpkin*

Phonological Awareness

Recognizes and identifies beginning sounds

Phonics & Word Recognition

Associates letters with their names and sounds



Where Is /p/?

(Melody: "Where Is Thumbkin?")

Where is /p/? Where is /p/?

Here I am. Here I am.

P stands for /p/

in puppies and pumpkin

/p/ /p/ /p/, Pp, Pp, Pp

Story Time

Dramatize Goldilocks and the Three Bears

Set up your gathering area with the three settings from *Goldilocks and the Three Bears*. (Use towels as beds.)

The children describe the settings (kitchen, living room, bedroom) and identify the story characters.

Volunteers assume the roles of Goldilocks, Father Bear, Mother Bear, and Baby Bear. The remaining children help tell the story by chiming in on repeated phrases.

Repeat the story with a new set of volunteers.

Materials

Goldilocks and the Three Bears
 as told by Marc Buchanan
 Table with three bowls, three chairs and three towels in small, medium and large sizes

Approaches to Learning

Approaches tasks, activities and problems with creativity

Reading

Identifies characters, settings, and major events in a story

Creative Arts

Participates in teacher-guided dramatic activities

Speaking & Listening

Demonstrates knowledge of verbal conversational rules

Small Group Math

Materials

Chair, table, bowl, apple
(or other small fruit)

Math

Responds to and uses positional words (e.g., in, under, between, down, behind)

Introduce Positional Words

Place the bowl and apple on the table, next to the chair, and identify each item.

Say: **Today let's talk about words that tell where things are, or positional words.** (Indicate the bowl.) **The bowl is on the table.** (The children repeat.)

Ask: **Where is the apple?** (Volunteers respond.) **Right, the apple is next to the bowl. Where is the chair?** (Volunteers respond.) **Yes, the chair is beside the table.** (The children repeat.) **Now it's your turn.**

Encourage children to help each other as volunteers do the following. Discuss the accurateness of each position after it is performed.

- **Stand next to the chair. Now stand behind the chair.**
- **Put the apple in the bowl. Now put the apple next to the bowl.**
- **Crawl under the table. Now stand in front of the table.**
- **Sit on the chair. Now move the chair in front of the table.**
- **Put the bowl under the chair. Now put the bowl on the table.**
- **Stand behind the table. Now stand in front of the table.**
- **Take the bowl off the table and put it under the table.**

If time permits, continue and allow children to give directions to classmates.

ELL: If you have English Language Learners, consider partnering them with classmates who can assist them to understand positional words.