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**Starfall**<sup>®</sup>

**Pre K** **Second Edition!**

# ***Outer Space***

***Unit 4 • Week 13***





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# Unit 4: The Great Outdoors

## Week 13: Outer Space

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# Week 13: Outer Space

This week you will teach the children about the night sky. They will discover that there are billions of planets and stars, like our sun, and they will learn how to tell the difference. The children will also:

- learn the letter Cc and /k/ and identify initial and final /k/ words
- listen to a nonfiction selection about an astronaut
- learn about the sun and other stars
- discover the Big Dipper constellation
- clap and count words in sentences
- learn about the International Space Station
- use connect cubes as measuring tools
- illustrate and dictate sentences about outer space

## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me* by Starfall

American Sign Language Poster

*Reach for the Stars* by Starfall

*Starfall's Selected Nursery Rhymes* Book and Audio CD

*Why the Sun and the Moon Live in the Sky* retold by Starfall

Star Pattern, Big Bear, Big Dipper, and Rocket Blacklines

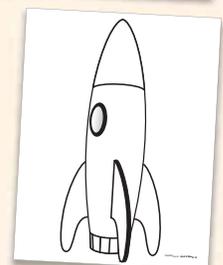
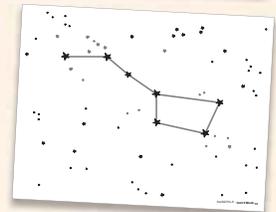
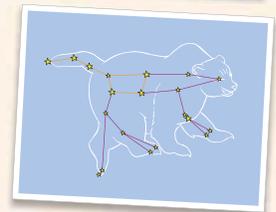
## Preparation

Select music for use during this week's Warm Up Your Brain exercises and include space puzzles as a choice for Small Group & Exploration.

### Day One

*Story Time* — Use construction paper to prepare large sun and moon shapes. Attach a ruler or a craft stick to each. Have either a blue bed sheet, blue blanket, blue towel or a large piece of blue craft paper on hand.

*Small Group* — You will need light colored chalk, black construction paper for each child, and hair spray.



**Day Two**

*Morning Meeting* — Cut eight circles from heavy stock paper. Attach a craft stick to each circle. Label and number them as follows: Mercury-1, Venus-2, Earth-3, Mars-4, Jupiter-5, Saturn-6, Uranus-7, and Neptune-8. Also prepare a large construction paper sun and have paper plates available for use as planets outside our solar system.

*Small Group* — Duplicate the star pattern blackline and cut out one star for each child. Have a straw for each child to attach to the stars to create wands.

**Day Three**

*Morning Meeting* — You will need the Big Dipper blackline, the Big Bear blackline, and a ladle or large-handled spoon.

*Story Time* — Title a sheet of chart paper “Things I Still Wonder About.”

*Small Group* — Have the rocket blackline available along with blocks of varying sizes, and nonstandard measuring tools such as connect cubes.

**Day Four**

*Story Time* — Choose a book about stars, space, or rockets to share with the children. Suggestions include:

- *Draw Me A Star* by Eric Carle
- *Ottie and the Star* by Laura Jean Allen
- *Our Stars* by Anne Rockwell
- *Roaring Rockets (Amazing Machines)* by Tony Mitton and Ant Parker
- *The Night Sky* by Alice Pernick
- *There's No Place Like Space: All About Our Solar System* by Tish Rabe
- *Twinkle, Twinkle, Little Star* by Iza Trapani

*Small Group* — Have these items available as examples of three-dimensional shapes: a die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, cheese wedge or tip of a sharpened pencil. You will also need clay or play dough for each child.

**Day Five**

*Morning Meeting* — Have a duplicated copy of the class story for each child, one copy for the classroom, and craft materials such as construction paper, cotton, glitter and stickers available for use in decorating covers for the stories.

*Story Time* — Have the following books available: *Who Likes the Rain*, *Thermometers*, *How the Turtle Cracked Its Shell*, *Why the Sun and Moon Live in the Sky*, *Reach for the Stars*, and the teacher’s literature choice books from Weeks 11-13.

I went for a walk last night and saw the moon shining. Is there really a man in the moon?

Your pal,  
Gingerbread Boy

**Day 2**

Have you ever wondered what it would be like to travel into outer space? What do you think you might see?

Love,  
Gingerbread Boy

**Day 3**

Did you see all those stars in the night sky? I tried to count them, but there were too many!

Your friend,  
Gingerbread Boy

**Day 4**

Have you ever wondered what it would be like to take a trip to another planet?

Your pal,  
Gingerbread Boy

**Day 5**

I love the story you wrote yesterday. I can't wait to read it again!

Love,  
Gingerbread Boy

<b>Gathering</b>	Gathering Routine	Gathering Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message Introduce night sky "The Man in the Moon" "Star Light, Star Bright" "Twinkle Twinkle Little Star" "Wynken, Blynken and Nod"	Gingerbread Boy's Message Re-create solar system <b>Vocabulary:</b> solar system, planets, Mercury, Venus, Mars, Jupiter, Saturn, Neptune, Uranus, astronomer

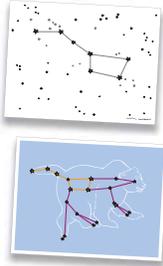
### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Alphabet Sign Language Introduce and listen for /k/ "Cow" riddle "Hey Diddle Diddle" "Little Boy Blue"	Phonological Awareness: Compound words Introduce Cc Listen for initial /k/ <i>ABC for Gingerbread Boy and Me</i>
<b>Story Time</b>	Why the Sun and the Moon Live in the Sky  <b>Vocabulary:</b> visit, promise, flow Story characters Dramatize story	Reach for the Stars  <b>Vocabulary:</b> astronaut Discuss nonfiction and photographs Answer questions "I'm a Little Rocket"
<b>Small Group &amp; Exploration</b>	Draw night pictures	Make star wands 

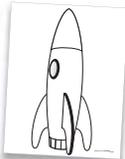
## Day Three

## Day Four

## Day Five

Gathering Routine	Gathering Routine	Gathering Routine
Gingerbread Boy's Message "Ten Little Stars" Introduce Big Dipper and Big Bear "Twinkle Twinkle Little Star"  <b>Vocabulary:</b> stars, constellation, ladle, dipper	Gingerbread Boy's Message Write class story about a visit to another planet	Gingerbread Boy's Message Make covers for class story

### LEARNING CENTERS

Phonological Awareness: Words in a sentence Introduce ASL sign for Cc List initial /k/ words Sing "Where Is /k/?" <i>ABC for Gingerbread Boy and Me</i>	Phonological Awareness: Syllables "There Was a Crooked Man" Introduce/discriminate final /k/	Phonological Awareness: Rhyming words Review <i>Aa, Bb, Cc, Ll, Nn, Pp, Rr, Ss, and Tt</i> "Where Is /k/?" "The Alphabet Song"
<i>Reach for the Stars</i> The International Space Station Partner share 	Teacher's choice of book about stars, space or rockets	Pre K Book Club
Build and measure rockets Tallest/shortest 	Three-dimensional shapes <b>Vocabulary:</b> cube, sphere, cylinder, cone, pyramid, rectangular prism	Decomposing 1-10

# WEEK 13

## LEARNING CENTERS

### Technology

Moves cursor to a target on screen

Understands how to open or close windows and use the "back" button

Becomes familiar with interactive applications, games or activities

## Computer Center

**Activity** — Children enjoy *It's Fun to Read: Poetry*, "If I could Touch the Sky," *Numbers: "Rocket" and "Zero."* They also review /b/, /t/, /n/, /s/, /a/, /p/ /l/, and /r/, and reinforce /k/ at ABCs: S, B, T, N, A, P, L, R, and C.

### Interaction & Observation

- Continue to observe children as they work. Talk with them about their experiences and ask them to describe what they are doing.
- Ask questions such as: How did you decide what activity to work on today? Which activity did you like most? How do you get back to the ABCs?
- Notice if the children are able to move the cursor to a target on the monitor.

### Materials

- Computers set up to access [Starfall.com](http://Starfall.com)
- Headsets

### Creative Arts

Shows care and persistence in a variety of art projects

Shows appreciation for the creative work of others

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

## Art Center

**Activity** — Children write their names at the bottom of black construction paper using white crayons. Remind them to begin with a capital letter. They place star stickers randomly on the paper, and connect the stars with white crayons to create constellations.

### Interaction & Observation

- It is vital that children's artwork be attractively displayed in the classroom to reflect the importance of their creativity.
- Make the art gallery area easily accessible to the children so they may view the art and show appreciation for the creative work of others.

### Materials

- Black construction paper for each child
- Star stickers
- White crayons

### Print Concepts

Connects oral language and print

### Vocabulary

Uses words and phrases acquired through conversations, activities and read alouds

## Library Center

**Activity** — Children read along and listen to *Why the Sun and the Moon Live in the Sky* and *Reach for the Stars* after they are introduced on Days 2 and 3.

They also enjoy picture books (including audio versions) from your classroom or school library relating to space.

### Interaction & Observation

- Nurture language development when talking with children in the Library Center.
- Paraphrase and extend ideas to help children express their thoughts about what they are reading and hearing.
- Discuss the illustrations. Ask children to retell a story in their own words.
- Compliment the children on proper book handling skills.

### Materials

- Why the Sun and the Moon Live in the Sky*
- Reach for the Stars*
- Read-Along Audio CDs
- Books about space, astronauts, space shuttles, moon rocks, and/or astronomy

## Dramatic Play Center

**Preparation** — Turn the Dramatic Play Center into a space shuttle by including a large cardboard box with cut out windows. Place space pictures on the outside of the box, and props inside. Cover firefighter or bike helmets with foil to create space helmets.

**Activity** — Children become astronauts and work inside the Space Shuttle using props to communicate with NASA.

### Interaction & Observation

- Vary this center with props that relate to different units of study and reflect children's interests.
- To increase your inventory of props, send a note to parents about an upcoming theme and ask for items. You can also write NASA for free materials, or ask local doctors, dentists, veterinarians, firemen, librarians, chefs, and others in the community to visit your classroom or donate materials for this center.

### Materials

- Large cardboard box
- Rocks for moon rocks
- Space pictures
- Walkie-talkies, phones, or an old outdated computer
- Helmets, aluminum foil

### Approaches to Learning

Uses imagination in play and interactions with others

### Creative Arts

Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and real life experiences

Represents fantasy and real-life experiences through pretend play

### Social/Emotional Development

Works with others to solve problems

## Construction Center

**Activity** — Children plan and build space stations and rockets, using pictures for reference.

### Interaction & Observation

- Offer encouragement and engage in conversation with children as they work. Get down on the floor to converse and offer support when children are trying to solve problems. Encourage them to think of several solutions to each problem.
- Ask questions or make comments such as: Can you think of a different block that might work better here? How many astronauts will fit into your space shuttle? You had to be very careful when you made this rocket so tall. Why do you think your space shuttle collapsed?

### Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Books with photos of shuttles and rockets
- Pictures of space stations and rockets

### Approaches to Learning

Develops increasing ability to find multiple solutions to a problem alone or with others

### Fine Motor Skills

Demonstrates hand-eye coordination

### Science

Designs, builds, analyzes, and modifies structures

### Social/Emotional Development

Works with other to solve problems

## Writing Center

**Activity** — Children draw and color pictures of things that begin with the sound /k/ (cat, cap, caterpillar, cup, car, cow, computer, castle, cookies, etc.) and write or dictate sentences about them. Write sentences in pencil and children trace the words with felt tip pens.

### Interaction & Observation

- When taking dictation, write in pencil in large letters so children can trace over the words with a felt tip pen or pencil.
- As their fine motor skills improve, take the dictation with a felt tip pen and leave space for children to copy directly under each dictated word.

### Materials

- Crayons, pencils
- Drawing paper
- Felt tip pen for tracing

### Fine Motor Skills

Uses writing and drawing tools

### Writing

Uses dictation, scribble writing, or invented spelling to convey meaning

Explores letter-sound relationships while writing



## Discovery Center

### Fine Motor Skills

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

### Science

*Investigates states of matter*

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

**Activity** — Add mild dish detergent to the water table. Children experiment with bubbles and continue to explore the properties of water using the available tools. Surprise them midweek by adding a few drops of food coloring to the soapy water.

### Interaction & Observation

- As children explore the properties of water, engage them in conversation and ask questions such as: What happens when you squeeze the sponge in the soapy water? Can you hold water in one hand? What about two hands? What happens to the soap when you stir the water with the wire whisk? What do you like best about water?

### Materials

- Water table
- Mild dish detergent
- Wire whisks
- Measuring cups and spoons
- Large plastic or wooden spoons
- Sponges

## Math Center

### Math

*Combines and separates sets of objects to create new sets*

*Represents numbers in different ways*

*Sorts objects by physical attributes*

**Activity** — Children separate their objects into 2 sets. They draw representations of the sets on drawing paper then put the objects back together and repeat with new sets.

### Interaction & Observation

- Observe the children as they create sets of objects.
- Ask questions that require them to explain their reasoning and describe the outcome.

### Materials

- Objects such as buttons, beans, shells, small stones, crayons, pencils, chalk (5 per child)
- Drawing paper
- Pencils, crayons



## Gathering

Continue the Gathering Routine as with previous weeks. Then choose between one and ten children to stand in a line. Ask: **How many children do we need to create a set of children equal to this one?** Volunteers create a second set of children to equal the first. Repeat on Days 2-5, using different numbers each day.

### Materials

- Attendance, Weather, and Calendar Routine materials

### Math

*Uses concrete objects to solve problems*

*Combines and separates sets of objects to create new sets*

## Morning Meeting

### Warm Up Your Brain

Play "Pass the Ball." The children line up one behind the other. Play music of your choice while the first child passes the ball over his or her head to the next child in line without turning around. The pattern continues until the ball reaches the last child in line. The children turn to face the opposite direction and begin again.

### Materials

- Teacher's choice of music
- Ball

### Math

*Creates, identifies, duplicates, and extends simple patterns*

### Gross Motor Skills

*Combines a sequence of large motor skills*

## Introduce Earth

Read and discuss Gingerbread Boy's message.

Ask: **Do you remember the nursery rhyme we learned last week about a man in the moon? Let's read it again.** Read *Nursery Rhymes* page 47, "The Man in the Moon." Explain: **There is not really a man in the moon. When some people look at the moon they think it looks like a face. Last week we also learned about the daytime star. Who remembers its name?** (sun)

Say: **Let's take a look at the night sky.** Indicate *Nursery Rhymes* pages 46 and 47. Read "Star Light, Star Bright," "Twinkle, Twinkle Little Star," and "Wynken, Blynken, and Nod." Repeat the nursery rhymes and the children join you, then discuss the illustrations.

Indicate the globe. Ask: **Who knows what planet this is?** (Volunteers respond.) **Yes, this is planet Earth. What do you think the blue represents?** (Volunteers respond.) **The blue on the globe shows the water on Earth. The other colors show the land.** Volunteers locate the water and land on the globe.

Explain: **Planet Earth has no light of its own, but every morning when we come to school it is light outside. Where does Earth get its light?** (the sun, or the daytime star) **Do you remember where the moon gets its light?** (the sun) **Our daytime star is busy during the day and during the night!**

Ask: **What else do we see in the night sky?**

- **There are billions of other stars like our sun in the night sky. They are so far away that we don't feel their heat, but we can see them "twinkle." There are also other planets like Earth in the sky. We can tell they are planets because they don't twinkle like stars.**

### Materials

- Starfall's Selected Nursery Rhymes*
- Globe

### Reading

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

### Science

*Explores the characteristics of the sun, moon, stars and/or clouds*

*Explores relationship of objects to light*

### Social Studies

*Understands maps as representations of actual places*

I went for a walk last night and saw the moon shining. Is there really a man in the moon?

Your pal,  
Gingerbread Boy

- **The stars and planets don't go away during the day. They are still in the sky, but our sun makes the sky so bright we can't see them.**

Take the children outside to observe the sky and to try to find the stars and planets. Remind them that the sun is so bright we can't see the stars and planets during the day. Review last week's flashlight experiment. Allow time for the children to ask questions.

**Social/Emotional Development**

Demonstrates understanding and acceptance of similarities and differences in others

**Language Development**

Demonstrates the ability to listen, understand, and respond in increasingly complex ways

Understands people use different languages (including sign language) to communicate

**Phonics & Word Recognition**

Associates letters with their names and sounds

**Phonological Awareness**

Identifies beginning sounds in words

**Reading**

Recognizes common types of literature



**LEARNING CENTERS**

See Learning Centers for Week 13, pages 322-324. After cleanup, the children gather to share their experiences and describe ideas other children had that were different from theirs.

**Circle Time**

**Phonological Awareness: Alphabet Sign Language**

Say: **I'll show you a letter in sign language and you make its sound. Let's try one! Ready? Form the ASL hand sign for Aa.** (Children say, /a./) Repeat for *b, t, n, s, a, p, l* and *r*. Choose volunteers to produce the letter sounds.

**Materials**

- None

**Introduce /k/**

Say: **Grandmother has a riddle for us. Listen to her clues to solve the riddle.** Grandmother reads the riddle "Cow." Children solve the riddle.

Display the *car, coat, corn, and cow* Picture Cards. Say: **Here is a picture of a cow. Say, cow. Cow begins with /k/. Say /k/.** Continue as follows:

- **Coat begins with /k/. Say, coat. Say /k/, coat.**
- **Corn begins with /k/. Say, corn. Say /k/, corn.**
- **Say, car. What sound do you hear at the beginning of car? Right, /k/.**

Say: **Listen to these two words and tell which one begins with /k/, cat, dog.** (Children respond, *cat*.) **Right! Cat begins with /k/.** (Children repeat, /k/.) **Listen again. Which one begins with /k/, candle or rabbit?** (Children respond, *candle*.)

Say: **Let's pretend to chew grass like cows!** (Children do this.) **Listen to these words. If you hear /k/ at the beginning, chew, chew, chew. If the word doesn't begin with /k/, sit down. Ready?** Use *camel, ant, pop, crayon, cookie, carrot, nose, red* and *comb*.

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 16, "Hey Diddle Diddle."

Grandmother says: **Listen to this rhyme. Raise your hand when you hear a word that begins with /k/.** Play *Nursery Rhymes* Audio CD Track 12 and sing "Hey Diddle Diddle." Ask: **What words begin with /k/?** (*cat, cow*)

**Materials**

- Grandmother
- Starfall's Selected Nursery Rhymes (Book and Audio CD)
- Picture Cards: *car, coat, corn, and cow*
- Pocket chart

**Cow**

*I am a female farm animal that gives milk. I can be milked by hand or machine. My babies are called calves. My name begins with /c/. What am I?*

Indicate *Nursery Rhymes* page 26, "Little Boy Blue." Read the nursery rhyme. Say: **Listen to this nursery rhyme again. This time when you hear a word that begins with /k/ raise your hand.** Read the rhyme slowly and clearly. Children raise their hands when you read *come, cow, corn, and cry*.

Play *Nursery Rhymes* Audio CD Track 23 and the children sing "Little Boy Blue."

Encourage the children to listen for /k/ today.



## Observe & Modify

Only the hard Cc sound is addressed here. Its marking is indicated as /k/. If you have a child whose name begins with a soft Cc sound, such as Cindy, explain that Cc can stand for both /k/ and /s/.

## Story Time

### *Why the Sun and the Moon Live in the Sky*

Indicate *Why the Sun and the Moon Live in the Sky*. Say: **This is an African Folk Tale. It is retold by Starfall. The Illustrator is Jing Lili.**

Introduce the following vocabulary prior to reading the story.

<b>visit</b>	to go see and stay with someone for a while
<b>promise</b>	to say you will do something (Example: I promise to eat my vegetables.)
<b>flow</b>	to move smoothly (Example: The water will flow down the hill.)

Say: **Listen as I read to learn why the sun and moon live in the sky.**

Read the book. Ask: **Why did the sun and the moon live in the sky?** (Discuss)

**Who are the characters in this story?** (sun, moon, water, water animals)

**Let's pretend we are the characters.**

- Select volunteers to be the sun and moon. Explain they will hold the paper sun and moon at waist level. The sun character will begin close to the water. The moon character will be a short distance away.
- Explain to the sun and moon characters that as the story is read they will hold their signs higher and higher. At the end of the story they should be holding the sun and moon by the end of the sticks.
- Select two volunteers to be the water. They will stand apart from each other holding the blue sheet. They will wave the sheet to simulate water moving.
- Select several children to represent the water animals. They will pretend to swim in the water.
- The remaining children will be the audience.

Read the story and prompt children to dramatize the events. Allow children in the audience to share their thoughts on the performance and compliment the actors.

### Materials

- Why the Sun and the Moon Live in the Sky* retold by Starfall
- Prepared sun and moon
- Blue bed sheet, blanket, towel, or large piece of blue craft paper



### Approaches to Learning

Uses imagination in play and interactions with others

### Creative Arts

Participates in teacher-guided dramatic play activities

Shows appreciation for the creative work of others

Uses imagination in play and interactions with others

### Reading

Identifies characters in a story

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

Recognizes common types of literature

### Vocabulary

Comprehends increasingly complex and varied vocabulary

## Small Group & Exploration

### Creative Arts

*Creates original work*

### Science

*Explores relationship of objects to light*

### Social Studies

*Demonstrates knowledge of personal information*

*Understands maps as representations of actual places*

*Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations*

### Create Nighttime Chalk Drawings

Review the flashlight experiment from Week 12. The children should understand that during the day we have light because we are facing the sun, and at night we don't see the sun's light because we are facing away from the sun.

Briefly discuss features of the area in which the children live, such as waterways, houses, stores, streets, parks and landforms.

The children then use chalk to create simple maps that represent their neighborhoods at night. Allow time for children who know their street addresses and cities and states in which they live to share them.

Take the pictures outside (away from the children) and spray them with hair spray to affix the chalk.

### Materials

- Black construction paper for each child
- Light colored chalk
- Hair spray
- Newspaper

## Gathering Routine

Repeat the Day 1 Gathering Routine and activity.

### Morning Meeting

#### Warm Up Your Brain

Play "Pass the Ball." Gather the children in a circle. Pretend a ball or globe is planet Earth. Play music of your choice while children pass the ball to their left. Occasionally stop the music, and instruct the children to freeze. They resume passing the ball in the opposite direction when you start the music again.

#### Materials

- Teacher's choice of music
- Ball or globe
- Dragon

#### Gross Motor Skills

*Combines a sequence of large motor skills*

*Demonstrates strength and coordination of large muscles*

Have you ever wondered what it would be like to travel into outer space? What do you think you might see?

Love,  
Gingerbread Boy

#### Science

*Explores the characteristics of the sun, moon, and stars*

*Explores relationship of objects to light*

*Observes and describes how objects move*

#### Speaking & Listening

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

#### Technology

*Uses technology for research with teacher's support*

#### Vocabulary

*Asks questions about unknown objects and words*

#### Social/Emotional Development

*Demonstrates understanding and acceptance of similarities and differences in others*

### The Solar System

Read and discuss Gingerbread Boy's message.

Say: **Earth is part of a neighborhood in the sky called the solar system. In this neighborhood there are the sun and eight planets. The sun is in the middle of our solar system. What does the sun do for us? Right, it gives us heat and light. The eight planets travel around the sun. Let's create our solar system right here!**

Explain: **There are eight planets in our solar system. Some planets are too close to the sun for us to live on because it would be too hot.** Distribute Mercury and Venus to volunteers while the rest of the children line up along a wall and wait. Continue: **We live on the planet Earth. It is just right for us because it is not too hot and not too cold.** A volunteer holds Earth. **The other planets are too far from the sun. It would be too cold for us to live on them.** Volunteers hold Mars, Jupiter, Saturn, Uranus, and Neptune.

A volunteer holds the sun and stands in the middle of the circle. Identify the planets in order and the children form a circle around the sun. Say: **Let's move as our solar system moves. The planets circle, or orbit, around the sun** (counterclockwise). **Let's move.** The sun stands still while the planets travel, or orbit, around it.

Explain: **A person who studies the solar system is called an astronomer.** (Children repeat, *astronomer*.) **Astronomers help us understand the sky. They also help us understand Earth and all the other planets in our solar system.**

Encourage the children to ask questions about the solar system, and assist them to use new vocabulary. Use this opportunity to research answers to their questions together on child-friendly websites.

#### Materials

- Prepared planets and large sun

## LEARNING CENTERS

See Learning Centers for Week 13, pages 322-324. After cleanup, the children gather to share their experiences and describe ideas other children had that were different from theirs.

## Circle Time

### Phonological Awareness

Combines words to form compound words

### Phonological Awareness: Compound Words

Display *boy, girl, cake, cup,* and *cow* Picture Cards on the left side of a pocket chart. Children identify the pictures.

Say: **We can make new words if we put two of these pictures together. Who can find the two pictures that form cowboy?**

A volunteer puts *cow* and *boy* together. Discuss the meaning of the words *cow, boy,* and *cowboy*. Add the *cowboy* Picture Card beside *cow* and *boy* in the pocket chart. Repeat for *cowgirl* and *cupcake*. Continue without picture cards for *spaceship, spacecraft, spacesuit, moonlight,* and *starlight*.



### Materials

- Pocket chart
- Picture Cards: *boy, cake, cow, cowboy, cowgirl, cup, cupcake, girl*

### Phonological Awareness

Isolates and pronounces the initial sounds in words

### Print Concepts

Focuses on letter names and shapes

Connects oral language and print

Recognizes spoken words are represented in written language by specific sequences of letters

Cc

### Introduce Cc

Indicate the Cc Letter Card. Say: **This is the letter Cc.** (Children repeat, C.) **One C is uppercase and one is lowercase, but both letters are Cc. The letter Cc stands for /k/ (c sound). Each time I touch the letter Cc, say /k/.** (Touch the Letter Card several times, quickly and slowly as children say /k/.)

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

Indicate the star. Ask: **Who can find the letter Cc on the Alphabet Chart?** (A volunteer identifies Cc and attaches the star on or above the Wall Letter Card.)

Indicate *ABC for Gingerbread Boy and Me*.

Say: **Let's look at Cc. Here are some pictures of things that begin with /k/.**

- Identify each picture and the children repeat.
- Isolate the beginning sound. (Example: *cow, /k/*)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture/word. (Example: Indicate the picture of the cow. Indicate the word, *cow*.)

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

### Materials

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

## Story Time

### Reach for the Stars

Say: **Our story today is true, or nonfiction. Once upon a time a little girl had a dream to study the stars. Then she decided she wanted to do more than that. She wanted to see the stars up close. This little girl's name was Stephanie. She grew up and became an astronaut. An astronaut is a person who travels to space. This book tells about Stephanie's adventures.**

Indicate the title. Explain that the book has real photographs. As you read, pause to discuss them.

- Read pages 1 through 5. Ask: **What did Stephanie want to become?**
- Read pages 7 through 10. Ask: **Where do you think all the astronauts are going? How will they travel to outer space? Let's read to find out.**
- Read pages 11 through 14. Ask: **Why does the rocket need so much power? This is a special rocket called a space shuttle. A space shuttle takes people into space and brings them back to Earth again. Let's pretend we are rockets!** Chant "I'm a Little Rocket" and children perform the actions.
- Read pages 15 through 17. Ask: **What would the astronauts see outside their windows while they orbit Earth?** (Earth, stars)

Gather the children in a circle. A volunteer stands in the center of the circle holding the globe. Say: **Let's pretend we are rockets getting ready to orbit Earth. Ready?** The children chant "I'm a Little Rocket" and perform the actions before walking in a circle around the globe.

Explain that you will read the second part of the book on Day 3.

#### Materials

- Reach for the Stars by Starfall
- Globe



#### Creative Arts

Expresses concepts, ideas or feelings through movement

#### Reading

Distinguishes between fiction and nonfiction

Recalls important facts from informational text

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

#### Science

Explores the characteristics of the sun, moon, and stars

Shows curiosity by asking questions and seeking information

#### Social Studies

Understands how people live and what they do changes over time

#### I'm a Little Rocket

I'm a little rocket  
(Children squat.)  
Point toward the sky  
(Point arms upward.)  
4...3...2...1  
(Children repeat slowly.)  
Blast off! Fly!  
(They spring into the air.)

## Small Group & Exploration

### Create Star Wands

Children color and cut out the stars with your assistance. They write their names on the stars and decorate them. Staple the stars to the straws. Encourage discussion about things the children wonder about the stars as they work. Explain that they will begin to learn about stars on Day 3.

Collect the wands for use on Day 3.



#### Materials

- Star pattern cutout for each child
- Straw for each child
- Pencils, crayons
- Stapler or tape
- Optional:**
- Glue, glitter

#### Approaches to Learning

Shows curiosity and initiative by choosing to explore a variety of activities and discuss a range of topics, ideas, and tasks

#### Fine Motor Skills

Uses writing and drawing tools

#### Speaking & Listening

Follows simple and multiple-step directions

Morning Meeting

Creative Arts

Responds to changes in tempo and a variety of musical rhythms through body movement

Creates sound using traditional or handmade instruments

Did you see all those stars in the night sky? I tried to count them, but there were too many!

Your friend,  
Gingerbread Boy

Science

Explores the characteristics of the sun, moon, and stars

Explores relationship of objects to light

Speaking & Listening

Participates in group discussions

Vocabulary

Discusses words and their meanings

Warm Up Your Brain

Distribute the musical instruments. Use a drum or table to set the beat for movement. The children with instruments repeat the beat and those without instruments move to the beat. Repeat so each child has a turn with an instrument.

Materials

- Musical instruments (or blocks, paintbrushes, markers and craft sticks)
- Dragon

Stars and Constellations

Read and discuss Gingerbread Boy's message.

Distribute the star wands from Day 2. Number ten children one to ten. They sit side-by-side in front of the class. Explain that they will stand and "twinkle" when they hear their numbers. Sing "Ten Little Stars." Repeat so all children have a turn.

Ask: **Did you know a star is a ball of hot gas burning far, far away? When the light from a star passes through air, the movement of the air makes it look like the star is twinkling. It's the hot gas burning from our daytime star, the sun, that gives us our heat and light.**

Play *Nursery Rhymes* Audio CD Track 45 "Twinkle, Twinkle, Little Star." Children pretend they are twinkling stars as they join in singing.

Explain: **There are groups of stars that can be seen in the night sky called constellations. Constellations are like dot-to-dot pictures in the sky. People imagine lines between the stars that form pictures of animals, people or things. Each picture is a constellation.** (Children repeat, *constellation*.)

Indicate the ladle or large-handled spoon. Say: **This is a ladle. You can use it to scoop water or soup from a pot. Another name for a ladle is a dipper. Let's pretend we have dippers and scoop some soup.** (Children do this.)

Indicate the Big Dipper blackline. Say: **This is the Big Dipper. It's easy to find in the night sky. It is part of a constellation called the Big Bear. If you can find the stars in the dot-to-dot pattern for the Big Dipper then you have found the constellation called the Big Bear. Let's count how many stars there are in the Big Dipper.** (7)

Indicate the Big Bear blackline. Discuss the pattern and arrangement of the stars on both blacklines. Volunteers trace the Big Dipper pattern inside the Big Bear constellation with their fingers.

Seven volunteers arrange themselves and pretend to be the stars in the Big Dipper.

Materials

- Starfall's Selected Nursery Rhymes* Audio CD
- Ladle or large-handled spoon
- Big Dipper/Big Bear blacklines
- Star wands from Day 2

Ten Little Stars

(Melody: *Ten Little Indians*)

One little, two little, three little stars.  
Four little, five little, six little stars.  
Seven little, eight little, nine little stars.  
Ten little stars in the sky!

# LEARNING CENTERS

See Learning Centers for Week 13, pages 322-324. After cleanup, the children gather to share their experiences and describe ideas other children had that were different from theirs.

## Social/Emotional Development

*Demonstrates understanding and acceptance of similarities and differences in others*

## Circle Time

### Materials

None

### Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence. The sun is hot. Now, you say it.** (Children repeat.) **Listen again.** Repeat the sentence. Select a volunteer to represent each word in the sentence to stand in the front of the group. Repeat the sentence, tapping each volunteer. Say: **Let's count words in the sentence. How many words did you hear in the sentence?** Children hold up one finger for each word.

Assign one child to each word in the sentence, "The sun is hot." The four children stand in front of the class. Stand briefly behind each child as you say his or her word. Ask: **How many words are in this sentence?** Repeat with several simple sentences.

## Math

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

## Phonological Awareness

*Distinguishes individual words within spoken phrases or sentences*

### List Cc Words, ASL Cc

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

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures and words that begin with Cc.

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter C. I'll write the words on this chart paper so we don't forget them.** Start with children's names that begin with C then accept suggestions. Children circle Cc in their words.

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

Grandmother says: **Let's sing a song to remember /k/.**

Sing "Where Is /k/?" Each time /k/ or the letter Cc is used children make the Cc hand sign.

### Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper
- Marker
- Starfall American Sign Language Poster
- Grandmother

## Phonics & Word Recognition

*Associates letters with their names and sounds*  
*Identifies words beginning with the same letter as their own name*

## Phonological Awareness

*Recognizes and identifies beginning sounds in words or topic of interest*

## Print Concepts

*Focuses on letter names and shapes*

## Writing

*Contributes to a shared writing experience*

### Where Is /k/?

*Melody: ("Where Is Thumbkin?")*

*Where is /k/? Where is /k/?*

*Here I am. Here I am.*

*/k/ in cow, /k/ in color*

*/k/ /k/ /k/, Cc, Cc, Cc.*



## Observe & Modify

When making the list of Cc words, list only those words that begin with the hard Cc (/k/) sound. If children present words that begin with Cc using the soft Cc (/s/) sound, have them listen carefully to determine the beginning sound.

## Story Time

### Reading

Recalls important facts from informational text

Engages in group reading activities with purpose and understanding

### Science

Explores the characteristics of the sun, moon, stars

Shows curiosity by asking questions and seeking information

### Social Studies

Recognizes the difference between wants and needs

### Speaking & Listening

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

### Technology

Uses technology for research with teacher's support

## Review *Reach for the Stars*

Indicate *Reach for the Stars*. Picture-walk from page 1 to page 17 and the children recall information learned on Day 2. As you review each section, allow time for the children to identify foods and objects astronauts might need and others they might want.

Read pages 18 through 20. Ask: **What happens if you open a bag of popcorn in space?** (It would all float away.) **When you are in space you have to tie everything down. Astronauts have to eat special food that doesn't float.**

Read pages 21 through 24. Explain: **The International Space Station is a home in outer space where astronauts go to live and work for awhile. The Space Station is always moving. Sometimes at night you can see it as it moves through the sky. The astronauts do scientific experiments in the Space Station and they help us learn more about our solar system.**

Read pages 25 through 29.

Indicate and read the chart paper titled: *Things I Still Wonder About*. Say: **We have learned about the sun, stars, planets, rockets, and astronauts. Are there still things you wonder about? I'll write your questions on this chart paper and we will research the answers this week.**

Review the list with the class and use opportunities throughout the week to assist the children to research the answers.

### Materials

- Reach for the Stars*
- Chart paper, markers

## 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

### Math

Becomes familiar with nonstandard measuring tools and their uses

Measures length, weight, height, size, or capacity of one or more objects

Orders objects by measurable attributes

## Measure Rockets

Indicate the rocket blackline. Say: **Here is a picture of a rocket. Each of you will use blocks to build your own rocket. See how tall you can make it without it falling over. Then we will measure your rockets.**

Children build rockets and line them up in order from shortest to tallest.

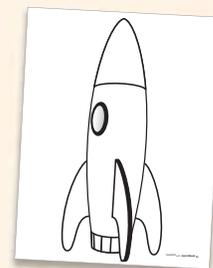
Ask: **Which rocket is the tallest?** (Volunteers respond.)  
**Which rocket is the shortest?**

Distribute connect cubes. Say: **We will use these cubes to measure the rockets.** (Demonstrate) **Children connect and count the cubes as they measure each rocket.** Write each child's name and his or her cube count on chart paper.

If time permits, children illustrate their rockets.

### Materials

- Rocket blackline
- Blocks of varying sizes and shapes
- Nonstandard measuring tools (such as connect cubes)
- Chart paper
- Pencils



## Gathering Routine

Repeat the Day 1 Gathering Routine and activity.

### Morning Meeting

#### Warm Up Your Brain

Play "Pass the Ball." Gather the children in a circle. Play music as they pass a ball to the right. Stop the music periodically. When the music stops, the children freeze. Repeat the game with the children passing the ball to the left.

#### Materials

- Teacher's choice of music
- Dragon
- Ball

#### Gross Motor Skills

*Combines a sequence of large motor skills*

*Demonstrates strength and coordination of large muscles*

#### Class Story: Space Trip

Read and discuss Gingerbread Boy's message.

Say: **Let's write a story about taking a trip to another planet. To which planet should we go?** Volunteers respond and the class decides. **I'll write the story so we don't forget it.**

Begin by writing, "Once upon a time our class took a trip in a rocket to (class choice). When the rocket was in the air..." As you write, demonstrate leaving spaces between words.

Ask: **What happened when the rocket was in the air?** Accept volunteers' responses and write one. Ask: **What happened next?** As you write, add the children's names in parentheses after their responses.

Continue to ask what happened next, or add prompts to help direct the story. Read the story when it is finished. Say: **Every story needs a title, or name. What should the title of our story be?** Accept suggestions, then the children vote to choose a title for their story.

Type the completed story, then duplicate a copy for each child and one for the classroom. On Day 5 the children will create individual covers for the story.

#### Materials

- Chart paper
- Marker

#### Print Concepts

*Recognizes words are represented by specific sequences of letters*

*Understands words in print are separated by spaces*

#### Writing

*Contributes to a shared writing experience or topic of interest*

*Recognizes writing as a way of communicating for a variety of purposes*

Have you ever wondered what it would be like to take a trip to another planet?

Your pal,  
Gingerbread Boy

## LEARNING CENTERS

See Learning Centers for Week 13, pages 322-324. After cleanup, the children gather to share their experiences and describe ideas other children had that were different from theirs.

#### Social/Emotional Development

*Demonstrates understanding and acceptance of similarities and differences in others*

## Circle Time

### Phonological Awareness

Counts and blends syllables into spoken words

### Phonological Awareness

Recognizes and identifies beginning and ending sounds

### Materials

None

## Phonological Awareness: Syllables

Say: **Listen to these word parts, *cob-bler*. Now put them together, *cobbler*. This time clap for the parts. Ready? *care-ful*** (clap, clap) Children say, *careful*. Repeat for *curtain*, *cap*, and *cottage*. Continue using children's names as time allows.

## Introduce Final /k/

Say: **Let's look at these words that begin with Cc.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?** (Add additional words.)

Review the ASL hand sign for Cc.

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 39, "There was a Crooked Man." Read the nursery rhyme. Children stand each time they hear a word that begins with /k/. Play *Nursery Rhymes* Track 39 and the children sing "There was a Crooked Man."

Ask: **Did you know /k/ can be at the beginning of a word or at the end of a word? Listen for /k/ in this word, *magic*.** (Emphasize /k/ at the end.) **Now you say it, *magic*. Where do you hear /k/ in *magic*? Right, at the end. Say, *magic*.**

The children stand and face partners. If there is an odd number of children, partner with a child. Say: **Listen to these words. If you hear /k/ at the end, gently clap your partner's hands.** Overemphasize /k/ in the following words: *music*, *night*, *traffic*, *sun*, *artistic*, *moon*, *plastic* and *fabric*. Pause after each word to allow children to respond.

### Materials

Grandmother  
 List of Cc words from Day 3  
 *Starfall's Selected Nursery Rhymes* (Book and Audio CD)

### There was a Crooked Man

*There was a crooked man,  
 Who walked a crooked mile,  
 He found a crooked penny  
 And smiled a crooked smile.  
 He bought a crooked cat,  
 Which caught a crooked mouse,  
 And they all lived together  
 In a little crooked house.*

## Story Time

### Approaches to Learning

Reflects on what has been learned

### Reading

Recalls information from stories

### Speaking & Listening

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

### Vocabulary

Identifies real-life connections between words and their use

### Materials

Teacher's choice of book about space

## Teacher's Literature Choice: Space

Share your choice of book about stars, space, or rockets with the children. Discuss the author and illustrator of your book. Picture-walk as children discuss the illustrations and what they see happening on each page. Read the book, briefly introducing new vocabulary as it is encountered. Ask and answer questions about the book. Lead the children to reflect on, evaluate, and communicate what they have learned about stars, space, and rockets this week.

## Small Group & Exploration

### 3-D Geometric Shapes

Indicate the 3-D shape Picture Cards. Say: **Look at these special shapes. They are not flat like circles, triangles, squares or rectangles.** Identify each 3-D shape.

Indicate the die. Say: **Let's play a matching game. Here is a die. Which of the special shapes does the die most look like?** (Children respond, *cube*.) A volunteer holds the *cube* Picture Card and die. Repeat for ball (sphere), toilet paper roll or glass (cylinder), party hat (cone), shoebox (rectangular prism), and pencil or cheese wedge (pyramid).

Say: **We've been talking about rockets, planets, the sun, and the moon. Do any of those things look like these shapes?** Distribute clay or play dough to each child.

Say: **Which shape would you make to look like a planet?** (Children respond, *sphere*.) **Use your play dough to make a sphere.**

After the sphere, the children construct rockets using several 3-D shapes.

**Optional:** Visit [Starfall.com](http://Starfall.com), Math - Geometry & Measurement, "2D/3D Sort."

#### Materials

- 3-D Shape Picture Cards: *cube, sphere, cylinder, cone, pyramid, rectangular prism*
- Die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, cheese wedge or a sharpened pencil
- Clay or play dough



#### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

#### Math

Recognizes and identifies basic two-dimensional shapes

Recognizes and identifies basic three-dimensional shapes

It is less important for children to remember the names of three-dimensional shapes than it is to hear the names, practice comparing and contrasting the shapes, and to recognize the difference between two and three dimensions.

# Gathering Routine

Repeat the Day 1 Gathering Routine and activity.

## Morning Meeting

### Materials

- Star Writer Melodies
- Dragon

### Warm Up Your Brain

Play soft instrumental music and dim the lights as you demonstrate the following calming techniques. The children repeat each technique after you.

Using a calm, soft voice, say: **Form hands into fists and raise shoulders to your ears. Slowly count to five with me.** (Do this.) **Relax.** (Repeat three times.)

Pretend to pull a balloon from your pocket. Cup your hands together and hold them in front of your mouth. Take a deep breath. Slowly exhale as you pretend to blow up the balloon and your hands expand. Repeat three times.

Explain that the children may use these calming techniques as needed.

#### Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

I love the story you wrote yesterday. I can't wait to read it again!  
Love,  
Gingerbread Boy

#### Creative Arts

Shows care and persistence in a variety of art projects

#### Fine Motor Skills

Uses writing and drawing tools

#### Print Concepts

Recognizes relationship between illustrations and text

### Read the Class Story

Read and discuss Gingerbread Boy's message.

Read the class story from Day 4. Discuss illustrations that would be appropriate for the cover. Distribute individual copies of the class story. The children use crayons, markers, and/or craft materials to decorate covers. Staple the covers to the story copies. Place a copy of the story in the classroom library.

### Materials

- Story written on Day 4
- Drawing paper
- Craft materials: construction paper, cotton, glitter, stickers
- Glue or glue sticks
- Scissors
- Pencils, crayons, marker
- Duplicated copies of class story

## LEARNING CENTERS

See Learning Centers for Week 13, pages 322-324. After cleanup, gather the children and encourage them to share times they used calming techniques during Learning Center time.

#### Social/Emotional Development

Regulates emotions, attention, impulses and behavior

Demonstrates self-help skills

## Circle Time

### Phonological Awareness: Rhyming Words

Say: **Listen carefully for words that rhyme in this song.** Play *Nursery Rhymes* Audio CD Track 39, "There Was a Crooked Man."

Review the nursery rhyme. Children identify the rhyming words, mile/smile and mouse/house and create nonsense words that rhyme with each pair.

#### Materials

- Nursery Rhymes* Audio CD, Track 39

#### Phonological Awareness

Identifies rhyming words

### Review Cc /k/

Indicate the pocket chart. Grandmother asks: **Can we play a matching game?**

Say: **I will put the letters we have learned in this pocket chart. Name the letters as I place them in the pocket chart.** (Do this.) **Now let's count them.** (9)

Ask: **Are these all the letters in the alphabet? No! Let's sing "The Alphabet Song" very, very slowly. When we get to a letter we have learned, stand.** Remind the children to check the Alphabet Chart for the letters that have stars. Children stand for the letters they know and sit for the letters they don't while singing "The Alphabet Song."

Indicate the Picture Cards. A volunteer closes his or her eyes, then draws a Picture Card. Identify it and ask: **Which letter stands for the sound you hear at the beginning of this picture?** The volunteer locates the Letter Card and places the Picture Card on top of or next to it.

Sing "Where Is /k/?"

#### Materials

- Grandmother
- Letter Cards: Aa, Bb, Cc, Ll, Nn, Pp, Rr, Ss, and Tt
- Picture Cards: apple, bear, cow, ladybug, nest, puppies, rabbit, skateboard, tent
- Bag or basket
- Pocket chart

#### Alphabet Knowledge

Recites alphabet in sequence

#### Phonics & Word Recognition

Associates letters with their names and sounds

#### Phonological Awareness

Recognizes and identifies beginning sounds

#### Where Is /k/?

(Melody: "Where Is Thumbkin?")

Where is /k/? Where is /k/?

Here I am. Here I am.

/k/ in cow, /k/ in color

/k/ /k/ /k/, Cc, Cc, Cc.



## Story Time

### Approaches to Learning

Reflects on what has been learned

### Reading

Recalls information from stories

### Social Studies

Recognizes and accepts responsibilities

### Speaking & Listening

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

Participates in group discussions

## Pre-K Book Club

Say: **We have learned about weather, seasons, stars and planets.** Indicate the unit books.

Say: **Let's form a book club! A book club is a group of people who get together to read and talk about books. Look at all the books we have read!**

Divide the class into small groups and give each group one book. Choose a leader for each group to hold the book. Groups discuss the books and what they have learned from them.

After a short time, get the children's attention by saying: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.** When the class is ready, each group takes a turn to share one thing they learned from their book.

### Materials

- Who Likes the Rain?*
- Thermometers*
- How the Turtle Cracked Its Shell*
- Why the Sun and Moon Live in the Sky*
- Reach for the Stars*
- Teacher's literature choices from Weeks 11-13

## Small Group & Exploration

### Decomposing 1-10

Indicate your 10 cubes or counters in the large section of your paper plate. Say: **Let's count how many cubes I have.** (Do this.) **I would like to divide the 10 cubes into 2 groups.**

Demonstrate placing some of the cubes in one of the smaller sections of the paper plate and the others in the second smaller section.

Continue: **Let's count how many cubes there are in the first group.** (Do this.) Repeat for the second group.

Ask: **How many cubes are there altogether?** (Volunteers respond.) **Yes, there are still 10 cubes. \_\_\_\_ plus \_\_\_\_ equals 10.**

Place all 10 cubes back into the large section of the paper plate. Ask: **Is there a different way to create 2 groups out of the 10 cubes?** A volunteer does this and the class counts the cubes in the two sections. Say: **\_\_\_\_ plus \_\_\_\_ equals 10.**

Distribute a paper plate and 10 cubes to each child. Instruct the children to place the 10 cubes in the large section. They experiment with different ways of creating 2 groups from their 10 cubes.

### Materials

- 10 cubes or counters per child and teacher
- One 3-sectioned paper plate per child and teacher (pictured)

### Math

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

Recognizes number of objects stays the same regardless of their arrangement

Combines and separates sets of objects to create new sets