

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!

Pets

Unit 5 • Week 14





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Unit 5: Animals Everywhere

Week 14: Pets

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Week 14: Pets

This week you will teach the children about animals that are most often kept as pets. They will consider what makes some animals good pets while others are not. The children will also:

- learn /e/ and identify initial /e/ words
- distinguish between real and make-believe
- review beginning sounds and letter identification
- identify story characters, setting and plot
- create individual pages for My Favorite Pet class book

Ee

Starfall Books & Other Media

The Frog Prince as told by Brandi Chase

Fairy Tales Read-Along Audio CD

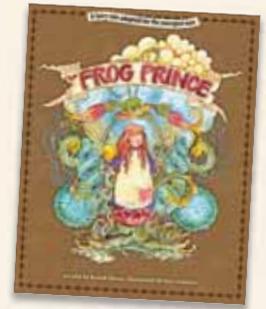
Animal Poster

ABC for Gingerbread Boy and Me

American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volume 2



Preparation

Inform the children and their parents that each child should bring a stuffed animal from home on Day 3.

For this week's Discovery Center the children will need one or two disassembled wind up or battery clocks in plastic zipper bags.

Include available pet puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Prepare a chart paper titled “Pets.” On the first line write the sentence stem “A (blank) can be a pet.” After this lesson, save the “Pets” chart paper, as you will refer to it in Weeks 14, 15 and 16.

Story Time — Have a blue bed sheet or blanket available.

Small Group — Have one green construction paper circle, two cotton balls, two very small black construction paper circles, four strips of green paper, and one strip of red paper for each child.

Day Two

Remind the children and their parents that each child should bring a stuffed animal to school on Day 3.

Story Time — Use the Word Generator on *teach.Starfall.com* to prepare the following word cards: *vanish, disappear, retrieve, distress, reluctantly, disgusting, and astonish.*

Day Three

Morning Meeting — Prepare enough red and blue paper strips for half the class to have red and the other half to have blue.

Story Time — Choose an informational book about pets to share.

Small Group — The children will hold their stuffed animals which they will take turns to pose in various positions.

Day Four

Small Group — Prepare a strip of construction paper for each child to decorate and wear as a crown. Have beads, stickers and other craft items available for decoration.

Create a list of *The Frog Prince* characters (princess, frog, king, queen, prince) on chart paper for the children to reference.

Day Five

Morning Meeting — You will need a small rawhide dog bone or a similar object to play “Doggie, Doggie, Where’s Your Bone?”

Circle Time — Prepare letter cards by writing the following letters on individual sheets of paper: *E, e, C, c, L, l, P, p, R, r, B, b, T, t, N, n.* Arrange sixteen classroom chairs into four rows of four.

I’ve never had a pet.
I think it would be
fun to have one.

Your pal,
Gingerbread Boy

Day 2

I have a sentence for
our “Pets” chart. A
(choose a pet not yet
mentioned) can be
a pet!

Love,
Gingerbread Boy

Day 3

I saw a picture of
a cow jumping over
the moon. Can cows
really do that?

Your friend,
Gingerbread Boy

Day 4

I would like to have a
dog for a pet. May I
see your Favorite Pet
Book so I can learn
about your favorite
pets?

Your pal,
Gingerbread Boy

Day 5

I loved learning about
dogs. Maybe when I
get older, I’ll have a
pet dog.

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

"Bingo"

Animal Poster

What makes a good pet?



Gingerbread Boy's Message

List animals that do not make good pets

LEARNING CENTERS

Circle Time

Phonological Awareness: Blending Syllables

Introduce and listen for /e/

"Elephant" riddle

Phonological Awareness: Syllables

ABC for Gingerbread Boy and Me

"One Little Elephant Went Out to Play"

Introduce Ee

Listen for initial /e/



Story Time

"Five Little Speckled Frogs" dramatization

The Frog Prince



The Frog Prince

Vocabulary:

vanish, disappear, retrieve, distress, reluctantly, disgusting, astonish



Small Group & Exploration

Make Speckled Frogs



My Favorite Pet class book

Draw favorite pets and dictate sentences

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

"Real or Make-Believe"

"Three Little Kittens"

Gingerbread Boy's Message

Share My Favorite Pet class book pages

Gingerbread Boy's Message

Taking care of pets

"Doggie, Doggie, Where's Your Bone?"

LEARNING CENTERS

Phonemic Awareness: Blend Consonant/Vowel/Consonant

List initial /e/ words

Introduce ASL sign for Ee

Review ASL signs for A, B, C, L, N, P, R, S, T



Sing "Where Is /e/?"

ABC for Gingerbread and Me

Phonological Awareness: Syllables in words

Review: Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt

Match pictures and initial sounds

Phonological Awareness: Rhyming words

"People Alphabet Bingo"

Teacher's Literature Choice: Pets

Select vocabulary

Ask/answer questions

The Frog Prince

Identify story settings, characters and plot



The Frog Prince



Position words: stuffed animals

Decorate character crowns

Vocabulary: crowns

Story Problems

WEEK 14

LEARNING CENTERS

Math

Recognizes and identifies basic two- and three-dimensional shapes

Sorts two- and/or three-dimensional shapes

Technology

Moves a cursor to a target on the screen

Computer Center

Activity — Children enjoy *Talking Library*, “*The Frog Prince*” and *Colors*: “Green.” They also review /r/, /k/ and reinforce /e/ at ABCs: R, C, E.

They may also review Geometry & Measurement: “2D/3D Shapes.”

Interaction & Observation

- You have likely noticed that the Computer Center can be a very social place. Studies have shown that nine times the number of conversations take place while children work on computers as when they do activities like putting a puzzle together.
- To encourage social skills, comment on how well the children work together.

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Creative Arts

Describes or explains own artwork

Shows appreciation for the creative work of others

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Social/Emotional Development

Accepts guidance and direction and seeks support when needed

Activity — Children work at the art easel to paint favorite pets or pets they would like to have.

Interaction & Observation

- Encourage the children to describe or explain their artwork.
- Engaging in conversations with children in the Art Center can help them learn to appreciate each other’s art.
- Use this time for problem solving (too much paint, too little paint, paint gets on table or hands) and concept development (shapes, colors, color mixing).

Materials

- Paint brushes
- Art paper
- Tempera paint

Library Center

Reading

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

Interacts appropriately with books and other materials in a print-rich environment

Activity — The children enjoy picture books (including audio versions) from your classroom or school library relating to pets, and listen to nature tapes. They also read along and listen to *The Frog Prince* Book & CD after the story is introduced on Day 2.

Interaction & Observation

- Highlight the children’s handling of books. (e.g. “I can see how carefully you turn the pages.”)
- Encourage children to think critically. (e.g. “Why do you think...?”)
- Make connections to the children’s experiences. (e.g. “Do you have a pet at home?”)

Materials

- The Frog Prince* as told by Brandi Chase
- Read-Along Audio CDs
- Books about pets
- Nature tapes with bird sounds

Dramatic Play Center

Activity — The center becomes a veterinarian's office. The children don the doctor's coat and care for stuffed animal pets. They take turns as veterinarians, nurses, and pet owners.

Interaction & Observation

- Change the props regularly to help maintain the children's interest, and to support the extension of ideas.
- Suggest various situations, including caring for classroom pets, and discuss the children's experiences to enrich their dramatic play.

Materials

- Stethoscope, doctor's tools
- Old white shirt for doctor's coat
- Bandages/wrapping tape
- Classroom stuffed animals

Approaches to Learning

Uses imagination in play and interactions with others

Uses prior knowledge to understand new experiences or problems in new contexts

Creative Arts

Represents fantasy and real-life experiences through pretend play

Construction Center

Activity — Children build a pet store with blocks, creating cages and pens for various stuffed or plastic animals, using the books and pictures for inspiration.

Interaction & Observation

- Refine the children's natural inquiry skills by encouraging observation of block construction.
- Help children draw conclusions about how things work.

Materials

- Stuffed or plastic animals
- Wooden blocks of various shapes
- Books about and pictures of pet stores

Approaches to Learning

Uses imagination in play and interactions with others

Fine Motor Skills

Demonstrates hand-eye coordination

Social/Emotional Development

Works with others to solve problems

Writing Center

Activity — The children illustrate animals of their choice and dictate sentences about them. If they are motivated to do their own writing, allow them to do so. After finishing, the children read their sentences to you, and you write them correctly beneath their attempts. They then trace the sentences or copy them underneath.

Tape the edges of the children's papers together (lengthwise) to make a long accordion book, and display it opened and upright on a long shelf.

Interaction & Observation

- Encourage the children's writing by making comments such as "I see you have written your own sentence!" or "Would you like to read me what you wrote?"

Materials

- Crayons, pencils
- White construction or other type of sturdy paper
- Felt tip pen

Fine Motor Skills

Uses writing and drawing tools

Print Concepts

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

Writing

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



Approaches to Learning

Develops increasing ability to find more than one solution to a question, task, or problem alone or with others

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Designs, builds, analyzes, and modifies structures

Discovery Center

Activity — Children work together to plan how to reassemble clocks. When assembled correctly, the clock should make a ticking sound.

Interaction & Observation

- Discuss the children's plans and ideas for reassembling the clocks.
- Encourage them to explain why they were or were not successful, and how they may need to revise their plans.

Materials

- 1 or 2 disassembled wind-up or battery clocks in plastic bags

Math Center

Preparation — Use the Picture Card Generator to generate twenty goldfish on bright yellow construction paper. Use the generator option to number the goldfish with the numerals 1-10 (2 sets). Tape a paperclip to each fish. Include a magnetic toy fishing pole or make your own by tying a three to five foot long piece of string to a dowel and securely tying a magnet to the other end of the string.

Activity — Place the fish in a large opaque container or tub on the floor so children cannot see inside. The children sit around the tub and take turns fishing. They identify the numbers on the fish they catch and count from 1 up to those numbers.

Interaction & Observation

- Monitor the fishing game to ensure safety with the fishing pole, and to assess the children's numeracy skills as they identify numerals and practice counting.

Materials

- Bright yellow construction paper goldfish
- Magnetic fishing pole, wooden dowel, or a piece of string with a magnet
- Tape, paperclips
- Large plastic tub or container

Math

Counts/identifies numbers in sequence

Recognizes numerals

Understands that numbers always represent the same quantity



Gathering

Continue the Gathering Routine as with previous weeks. Each day this week, count aloud together from the first day of the month to the present day using the calendar as a reference.

Materials
<input type="checkbox"/> Attendance, Weather, and Calendar Routine materials

Math

Counts in sequence

Morning Meeting

Warm Up Your Brain

Say: **Dragon would like us to play a pattern game. Watch and listen.** Demonstrate and say: **Clap, clap, pat; clap, clap, pat. Now you try.** (Children say the pattern as they clap and pat it.) **Clap, clap, pat, clap, clap, pat. That's a pattern. Let's do the pattern three times.** (Children do this.) **Let's try another pattern. Watch and listen. Stand, sit, stand, sit. Now you try. What would come next in the pattern?** (Children respond, *stand*.)

Materials
<input type="checkbox"/> Dragon

Math

Creates, identifies, duplicates, and extends simple patterns

I've never had a pet. I think it would be fun to have one.
Your pal,
Gingerbread Boy

Pets

Play *Sing-Along Volume 2* Track 5. Children sing and clap "Bingo."

Read and discuss Gingerbread Boy's message.

Say: **Stand if you have a pet.** (Children stand and then sit.) **Stand if you would like to have a pet.** (Children stand and then sit.) **Stand if you do not want a pet.** (Children stand and then sit.)

Say: **Johnny had a dog. Do you think a dog makes a good pet?**

Indicate the Animal Poster. Identify the animals (rabbit, cow, bear, dolphin). Ask: **Which of these animals would make a good pet?** Discuss why cows, bears, and dolphins would not make good pets.

Indicate the "Pets" chart paper.

- Read the title, Pets.
- Indicate and read the sentence stem, "A (blank) can be a pet."
- Volunteers identify what is missing in the sentence.
- A volunteer names a pet, and you write it in the blank.
- Indicate and read the completed sentence. The children echo you.

Volunteers identify additional animals that make good pets. Encourage them to use complete sentences. (Example: "A turtle can be a pet.") Say: **When we write something down, it helps us remember.** Write a sentence for each of the children's responses. Indicate the child's name after his or her response. It is not necessary for every child to respond. You will continue this shared writing activity on Day 2.

Materials
<input type="checkbox"/> Starfall Sing-Along Volume 2
<input type="checkbox"/> Animal Poster
<input type="checkbox"/> Prepared "Pets" chart
<input type="checkbox"/> Marker

Bingo

Johnny had a little dog,
And Bingo was his name-O.
B-I-N-G-O!
B-I-N-G-O!
B-I-N-G-O!
And Bingo was his name-O!

Johnny had a little dog,
And Bingo was his name-O.
(Clap)-I-N-G-O!
(Clap)-I-N-G-O!
(Clap)-I-N-G-O!
And Bingo was his name-O!

(Continue replacing letters with claps as above.)

Print Concepts

Understands print conveys meaning

Science

Describes characteristics in the appearance, behavior, and habitats of animals

Notices similarities and differences among various living things

Writing

Contributes to a shared writing experience or topic of interest



Science

Recognizes living things have similar needs for water, food, and air

LEARNING CENTERS

See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

Circle Time

Materials

None

Phonological Awareness: Blending Syllables

Say: **Let's clap out the parts of these words. Ready?** Say the word, then children clap the syllables together. Use *Saturday* (Sat-ur-day), *dog* (dog), *umbrella* (um-brell-a), *medicine* (med-i-cine), *turtle* (tur-tle), *envelope* (en-ve-lope) and children's names as time allows.

Phonological Awareness

Counts and blends syllables into spoken words

Introduce /e/

Say: **Grandmother has a riddle for us. Listen to her clues to solve it.** Grandmother reads the riddle "Elephant" and the children solve it.

Indicate the Picture Cards. Say: **Here is a picture of an elephant. Say, elephant. Elephant begins with /e/. Say /e/.**

- **Eggs begins with /e/. Say, eggs. Say /e/, eggs.**
- **Eggplant begins with /e/. Say, eggplant. Say /e/, eggplant.**
- **Elephant begins with /e/. Say, elephant. Say /e/, elephant.**

Say: **Listen to these words and tell which one begins with /e/. Ready? banana, elephant** (Volunteers respond.) **Right, elephant begins with /e/. Say /e/.** (Children repeat, /e/.)

Say: **Let's pretend we are elephants with long trunks. If you hear a word that begins with /e/, raise your trunk. If the word doesn't begin with /e/ put your hands behind your back. Ready? Do you hear /e/ at the beginning of elbow? Say it with me, elbow, /e/. Good! Raise your trunk. Let's try some more.**

Continue with *end, bear, ants, elevator, enter, nest, after, and engine.*

Encourage the children to listen for /e/ today.

Materials

- Grandmother
- An egg
- Picture Cards: *eggs, eggplant, elephant*
- Pocket chart

Elephant

*I am a very large land animal.
I have a long trunk and big floppy ears.
I would not make a good pet!*

What am I?

Due to the nature of vowels, the routine for introducing Ee /e/ will differ slightly. Only the short sound will be addressed. Short vowel sounds are not used at the ends of words, so some lessons this week will review previously learned letters and sounds.



Phonological Awareness

Recognizes and identifies beginning sounds in words

Speaking & Listening

Follows simple and multiple-step directions

Story Time

The Frog Prince

Play *Sing-Along* Volume 2 Track 12. Children sing “Five Little Speckled Frogs.”

Five children come forward. Number them 1 to 5 and explain they will pretend to stand on a log. Spread the blue sheet or blanket out on the floor. Pretend it is a pool of water. During the song, one child at a time jumps into the pool and stays there until all five frogs are in the pool.

Lead the children to notice what happens to the number of frogs each time one jumps into the pool.

Indicate *The Frog Prince*. Discuss the author and illustrator. Volunteers identify the title and cover illustrations.

Say: **This is a fairy tale that takes place around a castle. A castle is a very big house with many rooms and towers. It is where kings, queens, princes and princesses often live. Outside the castle in this story there is a beautiful fountain.**

Read *The Frog Prince* and allow the children to ask questions.

Ask: **Who can tell us the setting of this story, or where the story happened? What surprised you about this story?** (Volunteers respond.) **Do you think this is a true story? Why or why not? Do you think a frog would make a good pet?** (Discuss)

Materials

- Starfall Sing-Along* Volume 2
 - Blue bed sheet or blanket
 - The Frog Prince* as told by Brandi Chase
- Optional:**
- Fairy Tales* Read-Along CD

Five Little Speckled Frogs

*Five little speckled frogs
Sat on a speckled log
Eating some most delicious bugs.
(yum, yum)
One jumped into the pool
Where it was nice and cool
Then there were 4 green speckled frogs.
(glub, glub)*

Four little speckled frogs...

Three little speckled frogs...

Two little speckled frogs...

*One little speckled frog
Sat on a speckled log
Eating some most delicious bugs.
(yum, yum)
He jumped into the pool
Where it was nice and cool
Then there were no green speckled frogs.
(glub, glub)*

Math

Understands subtraction as taking away from

Reading

Identifies role of author and illustrator

Distinguishes between fiction and nonfiction

Identifies characters, settings, and major events in a story

Recognizes common types of literature

Speaking & Listening

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



Observe & Modify

For an opportunity to observe the children's reaction to the story, play it on the audio CD rather than reading the story yourself.

Small Group & Exploration

Approaches to Learning

Focuses attention on tasks and experiences, despite interruptions or distractions

Creative Arts

Describes or explains own artwork

Fine Motor Skills

Demonstrates control, and dexterity to manipulate objects

Math

Understands subtraction as taking away from



Create Speckled Frogs

The children will construct paper frogs. Instruct them to fold their green circles in half, and glue the two cotton balls to the outside folded edge to create eyes. The inside of the fold becomes the frog's mouth. The children then add their green strips as legs.

While the eyes and legs dry, demonstrate rolling a red paper strip around a pencil to curl it, creating a spiral frog's tongue. The children then make their tongues and glue them to their frogs, then add the two very small (hole punch size) black paper circles onto the cotton balls, completing the eyes. Using crayons or markers, the children finish their frogs by decorating them with speckles.

When the frogs are dry, children pretend to make them talk by opening and closing the folded circles. If time permits, the children take turns describing their creations.

Encourage them to recreate *The Frog Prince* activity by subtracting one frog at a time then discussing how many are left.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Each child will need 1 green construction paper circle, |
| | 2 cotton balls, 2 very small black paper circles, 4 strips of green paper, and 1 red strip of paper |
| <input type="checkbox"/> | Crayons, markers |

Gathering Routine

Continue this routine and the counting activity from Day 1.

Morning Meeting

Materials

 Dragon

Warm Up Your Brain

Children act like cats by following these directions:

- **Get down on all fours.**
- **Arch your back up really tall, like an angry cat.**
- **Give a nice angry cat “hiss”!**

Repeat several times, then give directions for acting like dogs:

- **Stand with your feet flat on the floor.**
- **Slowly bend at your waist until your hands reach the floor.**
- **Give a good bark.**

Repeat several times.

Say: **Now listen carefully. I will say cat or dog. You do the correct actions.**

Gross Motor Skills

*Moves with an awareness of personal space in relationship to objects and others**Moves with balance and control*

I have a sentence for our “Pets” chart. A (choose a pet not yet mentioned) can be a pet!

Love,

Gingerbread Boy

Read the “Pets” Chart

Read and discuss Gingerbread Boy’s message.

Indicate the “Pets” chart. Add Gingerbread Boy’s suggestion. Children use a pointer to indicate each word as they read responses from Day 1 with you. Additional sentences may be added. Discuss the spaces between the words and the reason for them.

Say: **Now let’s think of some animals that would not make good pets.** Write, “A (blank) is not a pet because (blank).” or “(blanks) are not good pets because (blank)” on the “Pets” chart. Encourage each child to offer a suggestion.

Say: **When your sentence is read, stand and pretend you are the animal.** Read the sentences.

Materials

 “Pets” chart from Day 1 Marker Pointer

Use both singular and plural forms of listed pets and discuss the differences.

English Conventions

Forms regular plural nouns

Science

Notifies similarities and differences among various living things

Print Concepts

Understands words in print are separated by spaces

LEARNING CENTERS

See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

Science

Recognizes living things have similar needs for water, food, and air

Circle Time

Materials

 None

Phonological Awareness

Blends syllables into spoken words

Phonological Awareness: Syllables

Say: **Listen: com-pu-ter. Stand if com-pu-ter says computer.** (Children stand.) **Let's try another one. No-vem-ber. Does No-vem-ber say rabbit?** (Children stay seated.) **No, it doesn't, so you didn't stand. Good!** Repeat with *an-i-mal/animal ex-cel-ent/eggplant, el-e-va-tor/elevator, and to-ma-to/tornado.*

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Connects oral language and print

Focuses on letter names and shapes

Introduce Ee

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

Say: **Let's sky write uppercase E.** Demonstrate this. **Now, let's sky write lowercase e.** Demonstrate this also. The children find partners, then take turns using their fingers to write uppercase *E* on their partner's backs. After they have done this several times say: **Now write lowercase e.**

Indicate the star. Ask: **Who can find the letter Ee on the Alphabet Chart?** A volunteer identifies *Ee* and attaches the star on or above the Wall Letter Card. Grandmother helps the volunteer locate *Ee* and review the other letters with stars.

Indicate *ABC for Gingerbread Boy and Me*. Say: **Let's look at Ee. Here are some pictures of things that begin with Ee.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: eggs, /e/)
- 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: Indicate the picture of the apple. Indicate the word apple.)

Say: **Grandmother found a song about elephants she would like us to learn.** Play *Sing-Along Volume 2* Track 29. Children sing "One Little Elephant Went Out to Play."

The children listen to the song. Use your fingers to indicate the number of elephants. Play the song again. A volunteer becomes the first elephant. Each elephant chooses the succeeding one.

Grandmother asks: **What sound do you hear at the beginning of elephant?** (/e/)

Encourage children to bring items or pictures of items from home that begin with /e/.

Materials

 Grandmother

 Letter Card *Ee*
 Star

 ABC for Gingerbread Boy and Me by Starfall

 Starfall Sing-Along Volume 2


Ee

Story Time

The Frog Prince Vocabulary

Indicate *The Frog Prince*. Discuss the title, author, illustrator, and cover. Open the book to any page. Say: **Here is a page from the book. Who can point to where the words begin?** (A volunteer does this.) Repeat for several pages. Ask: **Now who can show us where the story ends?** (A volunteer does this.) Say: **Here is a bag (or basket) with words from the book you may not know. Let's look at them before we read.** A volunteer draws a card from the bag. Read the word and briefly discuss its meaning. Continue for the remaining words. Allow time for questions.

Materials

- The Frog Prince* as told by Brandi Chase
- Prepared word cards: *vanish, disappear, retrieve, distress, reluctantly, disgusting, astonish*
- Bag or basket

Print Concepts

Shows where print begins on a page

Identifies front cover and back cover of a book

Vocabulary

Comprehends increasingly complex and varied vocabulary

Page	Word	Meaning
1	vanish	to leave quickly
3	disappear	to go out of sight
4	retrieve	to get something and bring it back
8	distress	to feel upset
9	reluctantly	how you do something you don't want to do
11	disgusting	something you don't like
13	astonish	to surprise or amaze someone

As you read *The Frog Prince*, pause to discuss the story and new vocabulary as it is encountered.

Small Group & Exploration

My Favorite Pet

Review the sentences produced on Day 1. The children each choose a pet they have or would like to have. Distribute Writing & Observation Journals and the children illustrate themselves playing with their chosen pets, then dictate or write sentences about their illustrations.

The children will share their journal pages on Day 4.

Materials

- "Pets" chart from Day 1
- Writing & Observation Journals
- Pencils, crayons, markers

Approaches to Learning

Attends to tasks for a brief period and seeks help when needed

Writing

Recognizes writing as a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion

Uses writing tools and materials

Explores letter-sound relationships while writing



Observe & Modify

Encourage children who are ready, to write their own sentences using scribble writing. When their sentences are complete, the children read them to you, and you do adult writing underneath.

Morning Meeting

Gross Motor Skills

Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running

Math

Understands directionality, order, and position of self and objects in space

I saw a picture of a cow jumping over the moon. Can cows really do that?

Your friend,

Gingerbread Boy

Reading

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

Distinguishes between fiction and nonfiction

Science

Describes characteristics in the appearance, behavior, and habitats of animals

Speaking & Listening

Engages in agreed-upon rules for discussions

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

Materials

Dragon

Warm Up Your Brain

Instruct the children to perform these animal actions:

- Frog—**Squat with your feet wide apart and bring your arms inside your knees with your palms on the floor. Jump up and say “r-r-i-b-b-i-t!”**
- Snake—**Lie on the floor and slither like a snake. Make a hissing sound.**
- Kitten—**Get down on all fours. Pretend you are pushing a ball of yarn with your nose, but don’t touch your nose to the floor!**

Say: **Now listen carefully. When I say frog, snake, or kitten, you do the correct action.**

Real or Make-Believe

Read and discuss Gingerbread Boy’s message.

Two children draw paper strips from a bag or basket. If they draw the same color, they stand side-by-side. If they draw different colors, they partner, sitting criss-cross, knee-to-knee. Continue until all children have partnered.

Say: **If you have a red strip, raise your hand. You are partner one. You will share first. If you have a blue strip you will share second.**

Read the first of the following questions. Partner one shares. After a short time, say: **Wiggle your nose if you can hear me. This time partner two will share.** Repeat the question, then partner two shares. Continue for each question.

- **A giraffe would make a good pet. Is this real or make-believe? Why?**
- **Cats need food and water every day. Is this real or make-believe? Why?**
- **You can teach dogs tricks. Is this real or make-believe? Why?**
- **A snake can fly. Is this real or make-believe? Why?**

Indicate *Nursery Rhymes* pages 44 and 45, “Three Little Kittens.” Say: **Here is a nursery rhyme about three little kittens. Do kittens walk like people? (no) Is that real or make-believe? (make believe) Right, it is make-believe. Authors sometimes have animals do things people do to make stories and rhymes more fun. Listen to this nursery rhyme.** Read “Three Little Kittens.”

Say: **Let’s play a game called “Real or Make-Believe.”** To play the game, read the following statements. The children stand if the statement is real, or put their fingers over their lips if it is make-believe.

- **Kittens make a mee-ow sound.** (real)
- **Kittens wear mittens.** (make-believe)
- **Kittens have mothers.** (real)
- **Kittens eat pie.** (make-believe)

Play *Nursery Rhymes* Audio CD Track 43. Children recite “Three Little Kittens.”

Materials

Starfall’s Selected Nursery

Rhymes (Book & Audio CD)

Red and blue paper strips

Bag or basket

LEARNING CENTERS

See Learning Centers for Week 14, pages 350–352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

Science

Recognizes living things have similar needs for water, food, and air

Circle Time

Materials

None

Phonemic Awareness: Blend CVC

Say: **Listen to these sounds: /c/ /a/ /t/.** (Children repeat, /c/ /a/ /t/.) **Let's blend the sounds into a word: /c/ /a/ /t/, cat.** Repeat with /n/ /e/ /t/ net; /r/ /a/ /t/ rat; and /p/ /e/ /t/ pet.

Phonological Awareness

Blends phonemes into words

List Ee Words, ASL Ee

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

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures of objects in the book that begin with *Ee*.

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

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

Display Letter Cards *Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, and Tt* face down in a pocket chart.

Indicate the American Sign Language Poster. Grandmother says: **We have learned many letters in sign language. Let's review them.**

- A volunteer reveals a Letter Card.
- The volunteer names the letter and shows it to the class.
- The class forms the ASL hand sign for the letter.
- The volunteer chooses a child to reveal the next letter.

Say: **Grandmother would like to sing her song to help us remember /e/.**

Sing "Where Is /e/?" Each time /e/ or letter *Ee* is used children make the *Ee* hand sign.

Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper, marker
- Starfall American Sign Language Poster
- Letter Cards: *Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt*
- Pocket chart
- Grandmother

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Phonological Awareness

Recognizes beginning sounds in words

Print Concepts

Understands that letters form words

Connects oral language and print



Where Is /e/?

(Melody: "Where Is Thumbkin?")

Where is /e/? Where is /e/?

Here I am. Here I am.

E stands for /e/ in elephant
and egg

/e/ /e/ /e/, Ee, Ee, Ee

Approaches to Learning

Reflects on what has been learned

Print Concepts

Shows where print begins on a page

Reading

Identifies role of author/illustrator

Recalls important facts from informational text

Vocabulary

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

Math

Responds to and uses positional words

Story Time

Teacher's Literature Choice: Pets

Indicate your informational book choice, read the names of the author and illustrator, and the children identify the role of each. Picture-walk through the book and choose volunteers to indicate where reading begins on each page.

Read the book and pause briefly to discuss new vocabulary as it is introduced. When you have finished reading, volunteers share something they remember from the book.

Allow time for the children to discuss ways they care (or would care) for classroom pets.

Materials

- Teacher's choice of book about pets

Small Group & Exploration

Follow Directional Words

Children take turns placing their stuffed animals in position according to the following directions. Choose volunteers to identify the positions.

Say: **Place your animal:**

- **in the basket**
- **under the table**
- **on top of the box**
- **next to the basket**
- **near the box**
- **behind the basket**
- **over the box**
- **between the box and basket**

The children take turns posing their animals and using complete sentences to describe the positions. (Example: My animal is sitting on the table.)

Materials

- Stuffed animals
- A box and a large basket

Gathering Routine

Continue this routine and the counting activity from Day 1.

Morning Meeting

Warm Up Your Brain

The children pretend to be dogs and play "Pass the Bone."
They stand in a line and alternately pass the bone over their heads and under (between their legs). The children say "under" and "over" as they pass the bone. Reverse the direction when the bone gets to the end of the line.

Materials

- Bone (an eraser may be used)
- Dragon

Read My Favorite Pet

Read and discuss Gingerbread Boy's message.

Distribute Writing & Observation Journals and the children take turns to read their favorite pet entries from Day 2. They share their pages and ways they take care of (or would take care of) their pets, while their classmates demonstrate appropriate audience skills.

Encourage classmates to ask presenters questions about their writings.

Materials

- Teacher's choice of music
- Ball
- Chart paper, marker

After each child shares, give affirmation by having the class perform a "Marshmallow Clap!" The children begin to clap, but leave a space between their hands as though there is a marshmallow there.

Gross Motor Skills

Combines a sequence of large motor skills

Math

Responds to and uses positional words

Vocabulary

Begins to recognize opposites of familiar words

I would like to have a dog for a pet. May I see your Favorite Pet book so I can learn about your favorite pets?
Your pal,
Gingerbread Boy

Creative Arts

Demonstrates appropriate audience skills

Social Studies

Recognizes and accepts responsibilities

Speaking & Listening

Speaks in complete sentences

LEARNING CENTERS

See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

Science

Recognizes living things have similar needs for water, food, and air

Circle Time

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, en-ter.** (Children repeat, *en-ter*.)
Let's put the parts together to make a word, enter. (Children repeat, *enter*.)
This time let's clap for the parts. Children clap the word parts for *engine*, *elbow*, *envelope* and *exercise*.

Materials

- None

Phonological Awareness

Counts and blends syllables into spoken words

Math

Compares and orders groups of objects (more, fewer, less, and/or same)

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds in words

Review Beginning Sounds

Indicate the list of *Ee* words from Day 3. Say: **Let's look at these words that begin with *Ee*.** (Review the list.) **What other words you would like to add to the list?** (Add additional words.)

Place the *Aa*, *Bb*, *Cc*, *Ee*, *Ll*, *Nn*, *Pp*, *Rr*, *Ss*, and *Tt* Letter Cards across the top row of a pocket chart. Children identify each letter. Grandmother says: **You are really learning your sounds! Let's play a picture and sound matching game.**

Distribute the Picture Cards. Say: **Look at your picture and decide what sound you hear at the beginning.**

Choose a volunteer.

- The volunteer identifies his or her picture and places it under the correct beginning letter in the pocket chart.
- The class confirms or corrects his or her choice.
- The volunteer chooses the next child.

Compare and contrast which letters have the most and the least Picture Cards.

**Materials**

- Picture Cards: *alligator, apple, bear, bed, cow, cup, eggs, elephant, ladybug, lamb, nest, net, puppies, pig, rabbit, red, skateboard, sun, teeth, tent*
- Letter Cards: *Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt*
- Pocket chart
- Grandmother

Story Time***The Frog Prince***

Indicate *The Frog Prince*. Discuss the following points and questions:

- **Every story has characters. One of the characters in this story is the princess. What are the other characters?** (frog, king, queen, prince)
- **The setting of a story is where it takes place. What is the setting of this story?** (garden/fountain and castle)
- **Every story has at least one problem. This story has two problems. One problem is the princess lost her golden ball. What problem did the frog have?** (He needed a friend to become human again.)
- **Who helped the princess solve her problem?** (frog) **How?**
- **Did the frog solve his problem? Who helped the frog solve his problem?** (princess)
- **How did the story end?**

Say: **Listen to the story again. As you listen, try to think of a different way the story might end.** Read *The Frog Prince*. Children share their alternate story ending ideas as time allows.

Materials

- The Frog Prince* as told by Brandi Chase

Reading

Identifies characters, settings, and major events in a story

Vocabulary

Comprehends increasingly complex and varied vocabulary

Small Group & Exploration

Create Crowns

Review the names of *The Frog Prince* characters (prince, princess, king, queen frog). Say: **Sometimes kings, queens, princesses, and princes wear crowns. Let's make crowns to wear.**

The children write their names on construction paper or paper bag strips. They choose the character they would like to be and label their crowns, then use construction paper, crayons, markers and beads to decorate them. Staple the ends of the strips together to form crowns. Collect the crowns for use on Day 5.

If you notice children who are frustrated during this activity, model positive self talk. For example, you might say: **When I'm having a hard time doing something, I say to myself, "I can do this. If I mess up, I will try again."**

Say: **Try telling yourself you can do it!**

Materials

- Prepared construction paper or paper bag strips
- Construction paper (assorted colors)
- Chart paper list of *The Frog Prince* characters
- Crayons, markers
- Beads, stickers, stars (optional)
- Stapler
- Scissors

Approaches to Learning

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

Approaches tasks, activities and problems with creativity

Uses self-talk as a strategy

Creative Arts

Shows care and persistence in a variety of art projects

Morning Meeting

Materials

- Dragon

Gross Motor Skills

Moves with balance and control

Math

Understands directionality, order, and position of self and objects in space

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Speaking & Listening

Follows simple and multiple-step directions

I loved learning about dogs. Maybe when I get older, I'll have a pet dog.
Love,
Gingerbread Boy

Science

Recognizes that living things have similar needs for water, food, and air

Observes similarities and differences in living and nonliving things

Social/Emotional Development

Follows simple rules, routines, and directions

Social Studies

Recognizes and accepts responsibilities

Warm Up Your Brain

Give the following directions:

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

The children continue this back and forth pattern for a minute or so, as though walking rhythmically. Remind them that they may use this activity as a calming technique if needed.

A Pet for Gingerbread Boy

Read and discuss Gingerbread Boy's message.

Say: **When things are living, they have to be taken care of in order to keep them alive. When things are nonliving they do not move or grow or need food. I will show you a picture. If the picture shows something that is living, stand. If the picture shows something that is nonliving, kneel. Ready?** Indicate Picture Cards individually and allow time for the children to respond. Discuss correct responses.

Ask: **Is a dog a living thing?** (Volunteers respond.) **Yes, a dog is a living thing so it needs to be taken care of. Gingerbread Boy needs our help so he can have a pet dog one day. Let's play a game to help Gingerbread Boy learn how to take care of a dog.**

Say: **Stand if you think:**

- **a dog is a good pet**
- **a dog needs to eat healthy dog food and drink water every day**
- **it's okay to leave a dog alone in a hot car**
- **a dog needs to be taken outside to go to the bathroom**
- **a dog never needs a bath**
- **it is fine to let your dog run and play in the street**
- **dogs like dog bone treats**
- **a dog needs water, food, and air to breathe like us**

Materials

- Picture Cards: pig, plant, police car, puppies, rake, saw
- Bone (an eraser may be used)
- Chair

Play "Doggie, Doggie, Where's Your Bone?" Gather children in a circle. One child stands off to the side with his or her eyes closed. This child is the "Doggie." Another child sits on a bone (or eraser). The children chant "Doggie, Doggie where's your bone? Somebody took it from your home. Guess who?" The doggie has three chances to guess who has the bone. The child who was sitting on the bone becomes the next doggie. Repeat the game at a later time to give everyone a turn.

LEARNING CENTERS

See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

Science

Recognizes living things have similar needs for water, food, and air

Circle Time

Materials

None

Phonological Awareness: Rhyming Words

Children provide the rhyming words to the following riddles:

- **I am a furry pet. I rhyme with *hat*. What am I?** (cat)
- **I crawl on the ground. I rhyme with *cake*. What am I?** (snake)
- **I love to hop. I rhyme with *log*. What am I?** (frog)
- **I fly in the air. I rhyme with *heard*. What am I?** (bird)
- **I swim in the water. I rhyme with *dish*. What am I?** (fish)

Say: **Who can think of a word that rhymes with *dog*?** Accept responses, including nonsense words. Repeat for *cat*.

Phonological Awareness

Identifies or discriminates rhyming words

Alphabet Bingo

Arrange sixteen chairs into four rows of four. (Adjust the number of chairs based on your class size.)

Grandmother says: **Let's play "People Alphabet Bingo."** Four children sit in one row of chairs. Explain: **When there are four children in a row, that's Bingo.** (Children repeat, *Bingo*.) The four children return to the group and four others sit in a column of chairs.

Continue: **When there are four children in a row this way, that's Bingo too.** (Children repeat, *Bingo*.) Let's put one Letter Card on each chair. (Children may assist.)

A volunteer chooses a letter from the basket, identifies it, finds a chair with a matching letter and sits on the chair. When four chairs in a row are filled, children shout "BINGO!"

Children may stand while they wait for their turns in order to see more easily.

Materials

- Prepared alphabet letters: *B, b, C, c, E, e, L, l, N, n, P, p, R, r, T, t*
- Letter Cards: *B, b, C, c, E, e, L, l, N, n, P, p, R, r, T, t*
- Sixteen chairs
- Basket or bag
- Grandmother

Print Concepts

Focuses on letter names and shapes

Speaking & Listening

Follows simple and multiple-step directions



Story Time

Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

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

Demonstrates appropriate audience skills

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

Reading

Recalls information from a story

Identifies story characters

Math

Understands addition as adding to

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

Uses concrete objects to solve problems

Combines and separates sets of objects to create new sets

Dramatize *The Frog Prince*

Distribute the crowns from Day 4. The children place them on their heads. Recall *The Frog Prince* characters and choose volunteers to assume the roles of the princess, frog, king, queen, and prince. The remaining children pretend to be members of the royal family, and participate during the dinner scenes.

Select areas of the classroom to represent the garden and fountain, the castle and the dining room.

Instruct the child acting as the prince to stand off to the side until the end of the story.

Children dramatize as you read *The Frog Prince*. Repeat with new actors as time allows, then place the crowns in the Exploration Area and the children dramatize the story on their own.

Materials

- The Frog Prince* as told by Brandi Chase
- Crowns from Day 4

After the dramatization, have the class give a "Round of Applause" by clapping while moving their hands around in circles!

Small Group Math

Story Problems

Say: **This week we have learned about pets. Here are pictures of some animals that can be pets. Let's identify them.** The children identify the Picture Cards as you display them in a pocket chart.

Continue: **Let's pretend we are shopping at a pet store.** Insert names of children in your class in the following story problem.

- (Child 1's name) **buys 1 pet.** The child chooses 1 card.
- (Child 2's name) **buys 2 pets.** The child chooses 2 cards.
- **How many pets did (Child 1) buy?**
- **How many pets did (Child 2) buy?**
- Ask: **How many pets did (Child 1 and Child 2) buy all together?**
- **How do you know?**
- **Let's count to find out.** Count the cards chosen by the two children.
- **How many pets are left in the store?**
- **How do you know? Right, you counted! Let's count together to check.** (Do this.)

Collect the 3 pet cards and return them to the pocket chart. Create additional story problems with new volunteers and numbers of pets purchased.

Materials

- Picture Cards: *bird, dog, fish, frog, kitten, rabbit, turtle*
- Pocket chart