

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!**

Animals in the Air and Sea

Unit 5 • Week 17





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Unit 5: Animals Everywhere

Week 17: Animals in the Air and Sea

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Week 17: Animals in the Air and Sea

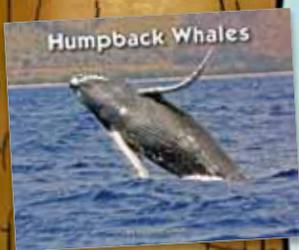
This week you will teach the children about animals that can fly and those that live in water. They will learn that many of the animals that live in water are not fish. The children will also:

- learn /d/ and short o and identify initial /d/ and /o/ and final /d/ words
- identify the numerals one through nine and determine which is the higher and which is the lower numeral in a pair
- classify animals
- compare and contrast dolphins and whales
- discuss possible lessons that could be learned through a story
- project appropriate emotions for a variety of situations
- predict whether objects will sink or float and verify their predictions

Dd



Oo



Starfall Books & Other Media

Dolphins Are Not Fish! by Stephen Schutz

Humpback Whales by Stephen Schutz

The Ugly Duckling as told by Brandi Chase

Fairy Tales Read-Along Audio CD

The Ugly Duckling Sequence Cards

ABC for Gingerbread Boy and Me by Starfall

Emotion Cards

Emotions Poster

American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volume 2

Preparation

Include available bird and marine life puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Prepare a sheet of chart paper with the headings “Birds that fly” and “Birds that don’t fly” and draw a vertical line down the center to create two columns. You will also need a collection of books and/or magazines that feature birds.

Day Two

Small Group — Have the list of birds from Day 1 available.

Day Three

Morning Meeting — Prepare a colorful crepe paper streamer for each child.

Small Group — You will need eight crepe paper or construction paper strips and half of a paper plate for each child.

Day Four

Morning Meeting — Paint a large piece of mural paper blue, or have blue bulletin board paper available. Place double-sided tape on the back of the designated Picture Cards prior to this activity.

Prepare a sentence strip that reads, *My favorite ocean animal is (blank) because (blank).*

Small Group — You will need a tub of water and several items such as a sponge, cork, wooden block, toy car, crayon, scissors, large paper clip and plastic straw, as well as two containers labeled “sink” and “float.”

Day Five

Morning Meeting — **Optional:** Have a small watermelon available.

Story Time — Select a favorite informational book about caring for the ocean to share.

Small Group — Have the list of birds created on Day 1, books about birds, and bird illustrations available.

Did you know that birds can be pets, live on farms, and live in the wild?

Your pal,
Gingerbread Boy

Day 2

Have you ever wanted to fly like a bird? I was surprised to see a flock of birds flying all together the other day.

Love,
Gingerbread Boy

Day 3

Do you like to go to the beach and swim in the ocean? The beach is one of my favorite places.

Your friend,
Gingerbread Boy

Day 4

Have you ever wished you could spend a day in the ocean? That would be fun!

Your pal,
Gingerbread Boy

Day 5

Have you ever seen watermelons growing down by the bay? I did once!

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

Classify birds

Vocabulary: penguin, ostrich, duck, swan, goose, owl

"Here We Go Round the Mulberry Bush"

Gingerbread Boy's Message

Emotion Cards

"Once I Saw a Little Bird"

Vocabulary: surprised, excited, curious, embarrassed, disappointed, lonely, proud

LEARNING CENTERS

Circle Time

Phonological Awareness:
Compound words

Introduce and listen for /d/

"Duck" riddle

"Diddle, Diddle, Dumpling"

Phonological Awareness:
Isolating /b/

Introduce Dd

ABC for Gingerbread Boy and Me

List initial /d/ words



Story Time

The Ugly Duckling

"Six Little Ducks"

Cover and pages of a book



Vocabulary: wetlands, reeds, rushes

Sequence *The Ugly Duckling*

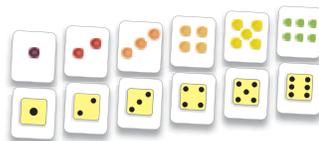


Small Group & Exploration

Dice Cards: 1-6

Button Cards: 1-6

"High or Low"



Write and illustrate sentences about being birds

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message
Introduce Ocean Animals
"Oceans"

Vocabulary: ocean

Gingerbread Boy's Message
Ocean Mural
Favorite ocean animals

Gingerbread Boy's Message
"Down by the Bay"
Rhyming words

Vocabulary: bay

LEARNING CENTERS

Phonological Awareness:
Blending onset and rime
Introduce short o
"Octopus" riddle

Vocabulary: octopus

Phonological Awareness:
Syllables
ABC for Gingerbread Boy and Me
Introduce Oo

List initial
/o/ words



Phonological Awareness:
Words in a Sentence
"Where Is /d/?"
Introduce final /d/

"Where Is /o/?"

Dolphins Are Not Fish!



Discuss photographs/nonfiction

Dolphins Are Not Fish!

Humpback Whales

Compare/contrast
dolphins and
whales



Teacher's Literature Choice:
The Ocean

"Octopus" riddle

Create octopi

Vocabulary:
half



Predict and verify if items will
sink or float

Introduce "Find the Clover"

WEEK 17

LEARNING CENTERS

Math

Sorts two- and/or three-dimensional shapes

Technology

Uses technology independently to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

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

Computer Center

Activity — Children enjoy *Numbers: 0-9*, *Talking Library: "Over in the Meadow"* and also review /m/ and /f/, and reinforce /d/ at ABCs: M, F, and D.

They may also review *Geometry & Measurement: "2D/3D Shapes."*

Interaction & Observation

- Be sure the Computer Center is tailored to your children's needs and comfort. Children's legs should be positioned comfortably, with their feet flat on the floor. Align the tops of the monitors with the foreheads of the children, who should be seated about two feet away. Position the monitors to minimize glare and reflections, making sure windows or other light sources are not directly visible.
- Observe whether the children are able to open and close windows and use the "back" button.

Materials

- Computers set up to access Starfall.com
- Headsets

Creative Arts

Shows care and persistence in a variety of art projects

Creates original artwork that reflects thoughts, feelings, experiences, or knowledge

Writing

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

Independently writes some letters and words

Art Center

Activity — Each child chooses his or her favorite fairy tale presented thus far, and illustrates it on the top half of the paper.

Children dictate sentences about their illustrations for you to write on the bottom half. Leave room under the dictations so the children can copy their sentences. Write the names of the fairy tales at the top of the pages, or children copy the titles from the fairy tale books.

Compile the illustrations into a class fairy tale book.

Optional Activity: After *The Ugly Duckling* is introduced, place the book near the Art Center as a reference, and give the children feathers to use as brushes. The children paint pictures of the ugly duckling or other birds. Display the paintings in the classroom.

Interaction & Observation

- Illustrating books that are read aloud in class provides children with an additional way to retell stories and express their feelings through art. As they illustrate, they incorporate their own concepts into the personalities of the characters.
- By allowing children to retell, illustrate, and dramatize fairy tales or read-alouds you enable them to make active connections between the spoken word and written words and their meanings.

Materials

- One 9"x12" sheet of Manila paper folded in half for each child
 - Pencils, crayons, markers
- Optional:**
- The Ugly Duckling* as told by Brandi Chase
 - Tempera paint
 - Feathers from Week 16
 - Art paper

Library Center

Preparation — Book suggestions include:

- *Make Way for Ducklings* by Robert McCloskey
- *The Story of Ping* by Marjorie Flack

Add books written in languages other than English when possible.

Activity — Children read and listen to *The Ugly Duckling* and other duck-related books of your choice.

Interaction & Observation

- Remember, the focus of the Library Center isn't to teach children to read, but rather to instill an appreciation of the printed word and the pleasure of telling the story by following the colorful illustrations.
- Listen attentively when children pretend to read aloud. Ask open-ended questions to encourage dialogue and to help the children relate books to their own experiences.

Materials

- The Ugly Duckling* as told by Brandi Chase
- Fairy Tales Read-Along CD*
- Books about ducks

Language Development

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

Reading

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

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

Dramatic Play Center

Preparation — Turn the Dramatic Play Center into Fairy Tale Land by providing dress-up clothing, props and other materials (crowns, a golden ball, stones, fancy slippers, scarves, and bowls for porridge).

Designate an area of the center to be used as a stage.

Activity — Children create and organize their own dramatizations of their favorite stories.

Interaction & Observation

- Participate in the dramatization of the fairy tales as needed, and invite others to participate as the audience and demonstrate appropriate audience skills.
- Encourage children to use literacy materials in their dramatic play (books, magazines, paper to make theater tickets).

Materials

- The Gingerbread Boy, Stone Soup, The Cobbler and the Elves, and The Frog Prince* as told by Brandi Chase
- Goldilocks and the Three Bears* as told by Marc Buchanan
- Dress-up clothing

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Demonstrates appropriate audience skills

Fine Motor Skills

Demonstrates hand-eye coordination

Science

Designs, builds, analyzes, and modifies structures using blocks or other classroom materials

Social/Emotional Development

Works with others to solve problems

Construction Center

Activity — Children plan and construct elaborate bird or bat houses of different sizes, and create signs to identify them.

Interaction & Observation

- Block structures can lead to the early dictation of experiences and illustrations. Encourage children to illustrate their structures.
- Assist them in labeling their illustrations and in writing information about the structures, how they built them, modifications they had to make, and how they might be used.

Materials

- Wooden blocks and other building toys
- Bird books, books about bats
- Paper, pencils



Writing Center

Math

Recognizes numbers in the environment

Understands numbers always represent the same quantity

Fine Motor Skills

Uses a variety of writing, drawing, and art tools with increasing coordination

Activity — The children walk around the classroom writing numbers they find on the clock, calendar, charts, on lists, room numbers, etc.

Interaction & Observation

- This activity helps children understand that numbers are all around them, and that they use math in everyday life. Children internalize numbers by hearing them over and over, and by seeing them written.
- They learn pre-math concepts by the words you use and through their participation in Learning Centers.
- They learn that spoken and written numbers are about real objects and begin to understand the concept of number, and terms such as more, less, and same.
- Check number recognition by asking children to identify the numbers on their lists. Have them pick favorite numbers and show you the corresponding number of objects in the classroom (5 blocks, 7 books, 9 pencils).

Materials

- Clipboards
- Paper, pencils

Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

Activity — Children develop small motor skills as they practice cutting with scissors. They may clip into an empty water table, a plastic bin, or while sitting in a plastic kiddy pool to avoid leaving paper scraps on the floor.

Interaction & Observation

- Paper cutting activities build fine motor skills and hand control. Activities may be as simple as learning to hold scissors correctly and snipping paper.
- Scissor skills develop sequentially and require practice. Encourage children to cut straight and curved lines, and simple shapes like circles and squares.
- Observe and assist children as they progress from simple to more complex cutting skills.

Materials

- Empty water table, large plastic bin, or a plastic kiddy pool
- Scissors
- Scrap construction paper
- Recycled newspaper or comics
- Colorful magazine or catalog pages
- Scrap ribbon and shiny gift wrap
- Recycled greeting cards

Math Center

Math

Understands that numbers always represent the same quantity

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

Activity — Place the Number Cards in a deck face down on the math table. Children roll the play dough into snake shapes, then form it into the numerals they draw from the deck. As children complete each numeral, they place them in order from 0 to 9.

Interaction & Observation

- As children explore the concept of number through sorting, identifying, extending and creating patterns, and creating sets, they begin to understand the one-to-one correspondence between each number and the objects being counted.

Materials

- Play dough
- Number Cards 0-9

Gathering

Continue the Gathering Routine. Each day this week, choose a few children to display their name cards while classmates identify the letters.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Say: **Let's pretend we are birds.** Sing "This is the Way We Flap Our Wings." The children create motions to accompany the song.

Materials

- Dragon

Introduce Birds

Read and discuss Gingerbread Boy's message.

Say: **We have talked about many kinds of animals. Some animals are pets, some animals live on farms, and some animals live in the wild. Today let's talk about animals we see on land and in the sky. What kind of animal do you think that is?** (Volunteers respond.) **Right, it is a bird!**

Indicate the chart paper and read the headings. Explain: **All birds have feathers and wings, but not all birds can fly! Some birds are too big to fly.**

Indicate the *penguin* Picture Card. Say: **Penguins are birds that use their wings to swim. In which column on the chart do penguins belong?** (Volunteers respond.) **Right, penguins are birds that don't fly.** (Write *penguin* on the chart.)

Indicate the *ostrich* Picture Card. Ask: **Does anyone know another bird that doesn't fly?** (Volunteers respond.) **Another bird that does not fly is an ostrich. Say, ostrich. The ostrich is the largest living bird. It is so heavy it cannot fly, but it can run very fast! In which column on the chart does the ostrich belong?** (Write *ostrich* on the chart.)

Indicate the *duck, goose, owl, and swan* Picture Cards. Say: **Here are pictures of a duck, goose, owl, and swan. These birds live on land and they can fly. Where on the chart do you think these birds belong? Are they birds that can fly or birds that cannot fly?** (Volunteers respond.) **Right, all of these birds can fly.** (Write *duck, goose, owl, and swan* on the chart.) **Do you know any other birds that fly?** (Volunteers respond.)

Distribute books and magazines. Children research with partners to find additional examples of birds that fly. Add them to the chart paper list.

Materials

- Prepared chart paper
- Marker
- Collection of books/magazines that feature birds
- Picture Cards: *duck, goose, ostrich, owl, penguin, swan*

This Is the Way We Flap Our Wings

(Melody: "Here We Go Round the Mulberry Bush")

This is the way we flap our wings, flap our wings, flap our wings. This is the way we flap our wings so early in the morning.

This is the way we:
scratch for worms ...
peck our food...
build our nests...
sit on eggs...
fly away...

Alphabet Knowledge

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

Creative Arts

Participates in a variety of dance and movement activities with or without props

Did you know birds can be pets, live on farms, or live in the wild?
 Your pal,
 Gingerbread Boy

Science

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

Notifies similarities and differences among various living things

Vocabulary

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



Save the list of birds for use on Day 2 (Small Group).

Approaches to Learning

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

Phonological Awareness

Separates compound words

Phonological Awareness

Recognizes/identifies beginning and ending sounds in words

Isolates and pronounces the initial sounds in words

**LEARNING CENTERS**

See Learning Centers for Week 17, pages 422–424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Circle Time**Materials**

None

Phonological Awareness: Compound Words

Indicate the *doorbell* Picture Card. Say: **If we take *door* away from *doorbell*, what is left?** (bell) **What's left if we take *day* away from *daytime*?** (time)
Repeat with *doorknob* and *downstairs*.

Introduce /d/

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

Display the *dentist*, *dig*, *doorbell*, and *duck* Picture Cards.

Say: **Here is a picture of a *duck*. Say, *duck*. *Duck* begins with /d/. Say /d/.** Continue:

- ***Doorbell* begins with /d/. Say, *doorbell*. Say /d/, *doorbell*.**
- ***Dig* begins with /d/. Say, *dig*. Say /d/, *dig*.**
- **Say, *dentist*. What sound do you hear at the beginning of *dentist*? Right, /d/.**

Say: **Listen to these two words. Which word begins with /d/, *tiger* or *donkey*?** (Children respond, *donkey*.) ***Donkey* begins with /d/. Say /d/.** (Children repeat, /d/.) **Listen again. Which word begins with /d/, *dog* or *monkey*?** (dog) Repeat with *ducks/cow* and *fish/deer*.

Say: **Let's pretend we are ducks.** (Children do this.) **Listen to these words. If you hear /d/ at the beginning, waddle like a duck.** (Demonstrate) **If the word doesn't begin with /d/, sit down. Ready?** Use *dad*, *day*, *box*, *farm*, *doll*, and *door*.

Indicate *Nursery Rhymes* page 7, “Diddle, Diddle, Dumpling.” Say: **Listen to this nursery rhyme. Raise your hand when you hear a word that begins with /d/.** Read “Diddle, Diddle, Dumpling.” Children recite the nursery rhyme. Ask: **What do you hear at the beginning of *diddle*, *diddle*, and *dumpling*? Right, /d/.**

Encourage children to listen for /d/ today.

Materials

- Starfall's Selected Nursery Rhymes*
- Picture Cards: *dentist*, *dig*, *doorbell*, *duck*
- Pocket chart
- Grandmother

Duck

*I belong to the bird family.
I have feathers and waddle
when I walk.
You can find me near water.
I have webbed feet that help
me paddle when I swim.
My name begins with /d/.
What am I?*


Observe & Modify

Children often confuse /d/ with /b/ or /t/. If /d/ is difficult for your children to discriminate, encourage them to imitate /d/ often.

Story Time

Introduce *The Ugly Duckling*

Play *Sing-Along* Volume 2 Track 35. Children sing and perform actions to “Six Little Ducks.”

Indicate *The Ugly Duckling*.

Say: **This fairy tale is called *The Ugly Duckling*. The author is Brandi Chase and the illustrator is Annette Frei. Raise your hand if you remember what an author does.** (Volunteers respond.) **Raise your hand if you remember what an illustrator does.** (Volunteers respond.)

Ask: **Where is the front cover of the book?** (A volunteer points to the front cover.) **Where is the first page of the book?** (A volunteer indicates the first page.) **Who can find a page in the middle of the book? Where does the story end?**

Indicate a mirror. Say: **Look in this mirror.** (Children do this and describe what they see.) **What you see is your reflection. Say, reflection. Can you think of another place you can see your reflection?** (Volunteers respond.) **Yes, sometimes you can see your reflection when you look in water, like a pond or a lake. Water is like a mirror. You will hear the word reflection in the story. Be sure to listen for it!**

Explain: **This story takes place in wetlands.** (Indicate pages 2 and 3.) **Wetlands are places where the ground stays very wet and there are many plants growing. See the plants? Those are called reeds and rushes. They are plants found in wetlands. Say wetlands, reeds, and rushes.** Children repeat, *wetlands, reeds, and rushes*.

Read *The Ugly Duckling*. Pause after page 27 for children to predict the ending before completing the book.

Discuss answers to the following questions:

- **How did the mother duck feel when she saw her duckling?**
- **When the mother duck saw that her duckling looked different from the other ducklings, why did she still love him?**
- **How did the ugly duckling feel when he saw his reflection?**
- **What did the farm animals do when they saw the ugly duckling?**
- **How do you feel if someone teases you or calls you names?**
- **If you were a farm animal what might you have said to the ugly duckling to make him feel better?**
- **What happened to the ugly duckling at the end of the story?**

Materials

- Starfall Sing-Along* Volume 2
- The Ugly Duckling* as told by Brandi Chase
- Mirror

Six Little Ducks

*Six little ducks
That I once knew
Fat ones, skinny ones,
Fair ones, too
But the one little duck
With the feather on his back
He led the others
With a quack, quack, quack*

*Quack, quack, quack,
Quack, quack, quack
He led the others
With a quack, quack, quack*

*Down to the river
They would go
Wobble, wobble, wobble, wobble,
To and fro*

*But the one little duck
With the feather on his back
He led the others
With a quack, quack, quack*

Quack, quack, quack...

*Back from the river
They would come
Wibble, wobble, wibble, wobble,
Ho, hum, hum
But the one little duck
With the feather on his back
He led the others
With a quack, quack, quack*

Quack, quack, quack...

Reading

Recalls information from stories

Identifies role of author/illustrator

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

Makes inferences

Social/Emotional Development

Empathizes with the feelings of others

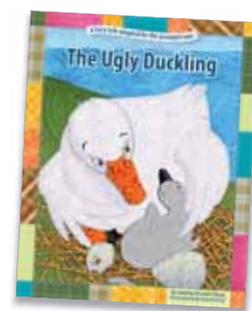
Social Studies

Demonstrates knowledge of personal information

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

Vocabulary

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



Small Group & Exploration

Materials

- Pair of dice
- Dice Cards: 1-6
- Button Cards: 1-6

Math

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

Recognizes the number of objects in a small set without counting (subitizing)

Social/Emotional Development

Assists classmates

Play “High or Low”

Indicate and toss the dice. Children determine which of the numerals rolled is higher and which is lower. If the same number is rolled on both, explain that the numbers are equal, or the same, so there isn't a higher and a lower number. Repeat several times with volunteers rolling the dice in turn.

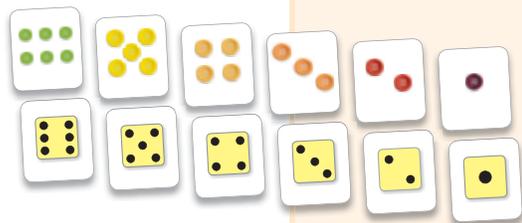
Shuffle and place the Dice Cards and Button Cards face down in decks. A volunteer becomes your partner as you demonstrate “High or Low.”

- Both players reveal their top cards.
- They identify the number of dots on each card and determine which card is higher and which is lower.
- The player with the higher card says “high.”
- The higher card wins.
- If the same number appears on both cards, both players win and each keeps his or her own card.
- All played cards are placed in a common deck.

Say: **I just thought of something! The dots on these cards form patterns. Sometimes we can look at the patterns and know how many dots there are without counting them. Let's try it.** Individually flash several of the cards for just a few seconds and the children respond with the corresponding number.

Divide the group into two teams to play. Encourage children to work together to determine which card is higher or lower or if they are equal.

Place this game in the Math Center for future play.



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Play "Fly Like a Bird." Children follow your directions:

- Put your right foot out to your right side.
- Slide your left foot next to your right foot (feet together).
- Point your left foot out to your left side.
- Move your right foot next to your left foot (feet together).
- Jog in place.
- Flap your arms and fly like a bird.
- Land in your nest! (sit)

Materials

- Dragon

English Conventions

Uses frequently occurring verbs

Gross Motor Skills

Moves with balance and control

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

Math

Responds to positional words such as in, under, between, down, behind

Have you ever wanted to fly like a bird? I was surprised to see a flock of birds flying all together the other day.
Love,
Gingerbread Boy

Phonological Awareness

Identifies rhyming words

Social/Emotional Development

Recognizes and identifies emotions in self and others

Shows emotions through facial expressions

Empathizes with the feelings of others



Ways People Feel

Read and discuss Gingerbread Boy's message.

Indicate *Nursery Rhymes* page 36, "Once I Saw a Little Bird." Children describe the illustration.

Ask: **How does the little girl feel?** (surprised) **How can you tell she is surprised?** (Volunteers respond.) **Right, you can tell by the look on her face.** Read the nursery rhyme. Say: **Listen to the nursery rhyme again.**

This time you help me say it. Children supply the second rhyming word in each pair.

Read the nursery rhyme again. Girls act out the girl's part and boys are the birds. Designate an area for the window and an area for the girls to stand.

Say: **Gingerbread Boy said he was surprised to see a flock of birds flying together. When you feel surprised it's because something happens that you didn't expect.** Volunteers share times they felt surprised.

Continue: **Make a face to show how you look when you feel surprised.** (Children do this.) **Here are pictures of other ways people feel.** Indicate and identify the *excited, curious, embarrassed, disappointed, lonely, proud* and *sad* Emotion Cards in the pocket chart. Children imitate each of the emotions with facial expressions and body language.

Briefly discuss ways the children may seek assistance from familiar adults and classmates or friends when they need emotional support.

Materials

- Starfall's Selected Nursery Rhymes
- Emotion Cards: *curious, disappointed, embarrassed, excited, lonely, proud, sad, shy*
- Emotions Poster

Once I Saw a Little Bird

Once I saw a little bird
come hop hop hop
And I cried, "Little Bird,
will you stop, stop, stop?"

I was going to the window
to say, "How do you do?"
When he shook his little tail
and away he flew.

Indicate the Emotions Poster. Say: **Let's play a game. Listen to these statements and raise your hand to describe how you would feel.** Read the following statements. After each statement, volunteers raise their hands to identify emotions and locate them in the pocket chart. Remove the Emotion Cards from the pocket chart and match them to the corresponding emotion on the poster as they are identified.

Sad	Your dog is really sick and doesn't want to play. You have to give him medicine.
Excited	It's the day of your birthday party. You can't wait for your friends to arrive!
Curious	You got a package in the mail and you wonder what is inside.
Disappointed	You waited all day to go to the park. Just as you got there it started to rain and you had to go right back home.
Proud	You worked very hard drawing a picture for your friend. Your friend really liked the picture and you felt good about it.
Lonely	You are in a wheelchair with a broken leg. You can't play the game the other children are playing, so you are sitting all alone.
Embarrassed	Someone called you a silly name in front of your friends.
Shy	You would like to teach a new song to your class but you don't like to sing in front of other people.

Continue: **Talk with your family tonight about different ways you can feel that we talked about at school today.**



Observe & Modify

Children may answer "happy" or "sad" for every statement. Assist them to increase their vocabulary and become more specific in identifying emotions.

LEARNING CENTERS

See Learning Centers for Week 17, pages 422-424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Approaches to Learning

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

Circle Time

Materials

 None

Phonological Awareness: Isolating Beginning Sounds

Say: **Let's play "Guess That Word."** I'll name an animal and leave off the first sound. Ready? *ird* (Children repeat, *ird*.) **Is *ird* the name of an animal?** (No) **What's missing?** (/b/) **Right, the first sound, /b/. Say, *bird*.** (Children repeat, *bird*.) **Let's try some more.** Repeat with *utterfly* (butterfly), *oose* (goose), and *enguin* (penguin).

Ask: **What sound do you hear at the beginning of *duck*?** (/d/)

Phonological Awareness

Recognizes and identifies beginning sounds in words

Introduce Dd, List Dd Words, ASL Dd

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

Say: **Let's sky write uppercase D.** (Demonstrate)

Now, let's sky write lowercase d. (Demonstrate)

Now, find a partner. (Children find partners.)

Take turns and use your finger to write uppercase D on your partner's back.

After they have done this several times say: **Now write lowercase d.**

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: duck, /d/)
- 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 duck. Indicate the word, *duck*.)

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

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter Dd. I'll write the words on this chart paper so we don't forget them.**

Start with children's names that begin with Dd then accept suggestions. Children circle the Dd in their words after you write them.

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

Materials

 ABC for Gingerbread Boy and

Me by Starfall

 American Sign Language Poster
 Grandmother
 Letter Card Dd
 Chart paper, marker
 Star

Alphabet Knowledge

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

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Associates letters with their names and sounds

Phonological Awareness

Isolates and pronounces the initial sounds in words

Print Concepts

Focuses on letter names and shapes



Story Time

Sequence *The Ugly Duckling*

Read *The Ugly Duckling*. Children retell the story using Sequence Cards. Encourage them to use sequential words like *first*, *next*, *last*. Discuss possible lessons to be learned:

- You should be proud of who you are.
- When you say mean things to people it makes them sad.
- How people look is not important.
- The ugly duckling knew he was a good swimmer and that there was something special about him and he did not give up.
- We are all different and that is what makes us special.
- What makes you special?
- If the ugly duckling visited our classroom, what would you say to him?
- What would his favorite part of our classroom be?
- What might the ugly duckling say to us?



Materials

- The Ugly Duckling* as told by Brandi Chase
- The Ugly Duckling* Sequence Cards

Reading

Identifies sequence of events

Makes inferences

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

Social/Emotional Development

Recognizes self as unique having own abilities, characteristics, emotions, and interests

Demonstrates confidence in own abilities and expresses positive feelings about self

Small Group & Exploration

“If I Were a Bird”

Review the list of birds from Day 1. Ask: **If you could be a bird, what kind of bird would you be? Why would you want to be that kind of bird? Where would you fly?** (Volunteers respond.)

Children illustrate themselves as birds and add environment. They may reference available bird books and illustrations as needed. Encourage them to use kid writing or dictate sentences that explain what kinds of birds they are and where they are flying, and to use positional words such as *above*, *over*, *under*, *below*, *next to*, *in*, *into* and *beneath*. The children share their illustrations with each other as they finish.

Materials

- Available bird books/illustrations
- List of birds from Day 1
- Writing & Observation Journals
- Crayons, pencils, markers

Approaches to Learning

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

Focuses attention on tasks and experiences, despite interruptions or distractions

Creative Arts

Creates original artwork that reflect thoughts, feelings, experiences, or knowledge

Describes or explains own artwork

Math

Uses positional words such as *in*, *under*, *between*, *down*, *behind*

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Indicate *Nursery Rhymes* page 34, "One, Two, Three, Four, Five." Children hold up fingers to correspond as you read the rhyme.

Say: **Let's listen for words that rhyme.** Reread the first two lines. Children distinguish rhyming words. Repeat for each pair of lines. (five/alive; ten/again; go/so; bite/right)

Materials

- Starfall's Selected Nursery Rhymes*
- Dragon

Phonological Awareness

Identifies or discriminates rhyming words

Do you like to go to the beach and swim in the ocean? The beach is one of my favorite places.
Your friend,
Gingerbread Boy

Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

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

Notices similarities and differences among various living things

Vocabulary

Discusses words and word meanings

Introduce Ocean Animals

Read and discuss Gingerbread Boy's message. Encourage the children to use complete sentences to share their beach experiences.

Identify the Picture Cards and place them side-by-side in the top section of a pocket chart. Ask: **What do you notice about these animals?** (They all live in the ocean.)

Say: **Many animals live in the ocean. An ocean is a large body of salt water. Many animals must be in water to live. What are some ways we can protect their environment?** (Discuss)

Remove the Picture Cards and distribute them to the children. Ask: **Who has the picture of a dolphin?** (The child with the *dolphin* Picture Card places it in the top row of the pocket chart.) Briefly discuss dolphins. Repeat for the *whale* and *squid* Picture Cards.

Repeat the above procedure placing the *starfish*, *shark*, and *clam* Picture Cards in the second row of the pocket chart and *lobster*, *shrimp*, and *seal* in the third row. Assist children in identifying the animals when needed.

Say: **Let's learn a song about ocean animals.** Play *Sing-Along* Volume 2, Track 28. Children listen to "Oceans." Indicate the corresponding Picture Cards as the animals are named. Repeat the song and children join in singing.

Ask: **What are some things you wonder about these animals?** (Volunteers respond.)

Materials

- Colorful crepe paper streamers for each child
- Starfall Sing-Along* Volume 2
- Picture Cards: *clam, dolphin, lobster, seal, shark, shrimp, squid, starfish, whale*
- Pocket chart



Oceans

(Melody: "BINGO")

*The Oceans are just full of life
Let's see what we can see-e,
Dol-phins, whales, and squid,
Dol-phins, whales, and squid,
Dol-phins, whales, and squid
All live in the sea.*

*The Oceans are just full of life
Let's see what we can see-e,
Star-fish, sharks, and clams,
Star-fish, sharks, and clams,
Star-fish, sharks, and clams
All live in the sea.*

*The Oceans are just full of life
Let's see what we can see-e,
Lob-sters, seals and shrimp,
Lob-sters, seals and shrimp,
Lob-sters, seals and shrimp
All live in the sea.*

*The oceans are just full of life
But NOT for you and me-e,
Not for you and me,
Not for you and me
Not for you and
We don't live in the sea!*

Approaches to Learning

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

Phonological Awareness

Combines onset and rime to form a word

Phonological Awareness

Recognizes/identifies beginning sounds in words

**LEARNING CENTERS**

See Learning Centers for Week 17, pages 422–424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Circle Time**Phonological Awareness: Onset and Rime**

Say: **Listen to these word parts and put them together to form a word, /f/ - /ish/.** (fish) Repeat with /s/ - /eal/ (seal), /t/ - /urtle/ (turtle) and /d/ - /olphin/ (dolphin).

Materials

None

Introduce Short /o/

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

Display the *octopus* and *ostrich* Picture Cards.

Say: **Here is a picture of an octopus. Say, octopus. Octopus begins with /o/. Say /o/. Ostrich begins with /o/. Say, ostrich. Say /o/, ostrich.** Children repeat the words and sounds.

Indicate the *octopus* Picture Card. Explain: **An octopus is a water animal. It has eight arms. How many arms do you have? What fun things could you do with eight arms?** (Volunteers respond.)

Say: **Octopus begins with /o/. Listen to these two words. Which one begins with /o/, fish or octopus?** (octopus) **Say /o/.** (Children repeat, /o/.) **Listen again, same, opposite. Which word begins with /o/?** (opposite)

Say: **Let’s pretend we have eight arms.** (Children move their arms around.) **If you hear a word that begins with /o/, pretend you are an octopus and wiggle your arms. If the word doesn’t begin with /o/ put your arms behind your back. Ready?**

Ask: **Do you hear /o/ at the beginning of ostrich? Say it with me, ostrich, /o/!** (Children repeat, *ostrich*, and /o/, then swing their arms like an octopus.) **Let’s try some others.** Continue for *October, snail, boat, olive, otter, monkey, and on.*

Encourage children to listen for /o/ today.

Materials

Grandmother

Picture Cards: *octopus, ostrich*

Pocket chart

Octopus

*I am an animal that lives in the ocean.
I have eight arms and two large eyes.
If I lose an arm, I grow it back!
My name begins with /o/.
What am I?*

The routine for introducing Oo and /o/ differs slightly, as only short /o/ will be introduced.

Story Time

Introduce *Dolphins Are Not Fish!*

Say: **Stand if you have ever seen a fish.** (Children stand and then sit.) **Stand if you have an aquarium or container that fish live in at home.** (Children stand and then sit.) **Where do fish live?** (Volunteers respond.) **Fish live under the water. They do not breathe like we do. We have lungs and we breathe air. Fish breathe underwater using a special part of their bodies called gills.**

Indicate *Dolphins Are Not Fish!* Explain: **The title of this book is *Dolphins Are Not Fish!* The author is Stephen Schutz. There is no illustrator because the pictures in this book are *photographs* taken with a camera. This book is *nonfiction*. What does nonfiction mean?** (Volunteers respond.) **Yes, nonfiction means it is true. Say, nonfiction.** (Children repeat, *nonfiction*.) **Let's read the book to learn about dolphins.**

Read *Dolphins Are Not Fish!* Pause to discuss the photographs and text as you read. Encourage the children to use the photographs to help identify unknown words or concepts. Discuss the importance of keeping our oceans clean.

Say: **Stand up, hand up, partner up.** (The children stand and find partners.) **Think about what you have learned about dolphins. Share something you learned about dolphins with your partner.** (Partners share.)

Say: **Clap once if you can hear me. Clap twice if you can hear me. You and your partner shared something you learned about dolphins. Who can share something you learned with the class?** Give a cheer after each child shares.

Materials

- Dolphins Are Not Fish!* by Stephen Schutz

Approaches to Learning

Reflects on what has been learned

Reading

Recalls important facts from informational text

Science

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

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)



Small Group & Exploration

Create an Octopus

Grandmother reviews the riddle "Octopus."

Indicate a paper plate as two volunteers come forward. Say: **There are two children and one paper plate. Are there enough paper plates for both children? Since there is only one paper plate how could each child have one?** (Lead children to conclude the paper plate could be cut in half.) **If this plate is cut in half there will be two parts.** (Cut the plate and hand each child half.) **One plate was cut into two parts. Each child has half of the plate.**

Distribute half of a paper plate to each child to create his or her own octopus. Children draw eyes, count out eight crepe paper or construction paper arms, and attach them. Hang the completed octopi from the ceiling or in the windows.

Materials

- Grandmother
- Enough paper plates for each child to have one half
- Crepe paper or construction paper strips (8 per child)
- Crayons, markers, pencils
- Glue

Octopus

*I am an animal that lives in the ocean.
I have eight arms and two large eyes.
If I lose an arm, I grow it back!
My name begins with /o/.
What am I?*



Creative Arts

Creates original work

Fine Motor Skills

Uses writing and drawing tools

Demonstrates control, strength, and dexterity to manipulate objects

Math

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

Gross Motor Skills

Moves with balance and control

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

Have you ever wished you could spend a day in the ocean? That would be fun! Your pal, Gingerbread Boy

Creative Arts

Experiments with a variety of art materials

Print Concepts

Connects oral language and print

Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Speaking & Listening

Describes familiar people, places, objects, and events according to characteristics of attributes



Approaches to Learning

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

Morning Meeting

Warm Up Your Brain

Play "Crab Walk." Children sit on the floor and lean back on their hands to balance. They keep their feet flat on the floor and lift their bottoms while moving sideways like crabs.

Materials

- Dragon

Ocean Mural

Read and discuss Gingerbread Boy's message.

Gather children in a semi-circle with the blue mural paper in the center.

Say: **Let's pretend this is the ocean! The ocean is home to many water animals. That's why we should take good care of it. What kinds of things might be harmful to the animals in the ocean?** Discuss objects that pollute the ocean and are harmful to marine life.

Continue: **Let's create a giant ocean picture. So far we have water. What else do we need in the ocean? (animals) Right, we need ocean animals.**

Distribute the Picture Cards. Volunteers show and identify their Picture Cards then illustrate their animals in the ocean. They place their Picture Cards in a pocket chart as they finish.

Indicate the sentence stem: "My favorite ocean animal is (blank) because (blank)."

Say: **Here is a sentence you need to help finish.** (Read the sentence stem.) **Think about which of the animals in our ocean is your favorite. Find the Picture Card, bring it to the sentence and tell us why that animal is your favorite.** A volunteer reads the sentence stem with your assistance, then places his or her Picture Card back in the pocket chart and chooses the next volunteer.

Materials

- Picture Cards: clam, crab, dolphin, fish, jellyfish, lobster, manatee, octopus, seahorse, seal, shark, shrimp, squid, starfish, turtle, whale
- Mural paper painted blue or blue bulletin board paper
- Prepared sentence strip
- Pocket chart
- Colored pencils, crayons, markers

Display the class mural in the classroom or hallway.

LEARNING CENTERS

See Learning Centers for Week 17, pages 422-424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Circle Time

Materials

None

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, *oc-to-pus*. Let's put them together, *octopus*. This time clap for the parts. Ready?**

Children clap three times as you say: ***oc-to-pus***. Children say, *octopus*. Repeat with *os-trich*, *Oc-to-ber*, *on*, *ol-ive*, and *oc-ta-gon*.

Phonological Awareness

Counts and blends syllables in spoken words

Introduce Oo, List Oo Words, ASL Oo

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

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

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

Indicate *ABC for Gingerbread Boy and Me*. Say: **Here are pictures of things that begin with /o/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: octopus, /o/)
- 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 octopus. Indicate the word, octopus.)

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

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter Oo. I'll write the words on this chart paper so we don't forget them.** Children circle Oo in their words.

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

Materials

- Letter Card Oo
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper
- Marker
- Basket or bag

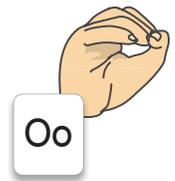
Phonological Awareness

Isolates and pronounces the initial sounds in words

Print Concepts

Focuses on letter names and shapes

Connects oral language and print



Story Time

English Conventions

Forms regular plural nouns

Reading

Recalls important facts from informational text

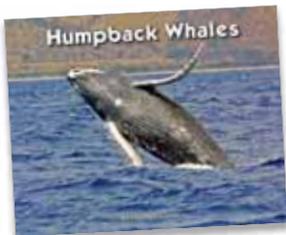
Identifies basic similarities in and differences between two texts on the same topic

Makes connections between pieces of essential information in a text

Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Notifies similarities and differences among various living things



Science

Makes and verifies predictions

Participates in scientific investigations

Collects, describes and records information

Compares, contrasts, and classifies objects and data

Vocabulary

Identifies new meanings for familiar words and applies them accurately

Invite the children to collect objects from the classroom to test!

Dolphins and Whales

Indicate *Dolphins Are Not Fish!* Say: **We learned that dolphins are not fish. Dolphins belong to the whale family. They are called “toothed whales” because they have teeth. Today we will read a book called *Humpback Whales*. Listen for how dolphins and whales are alike and how they are different.**

Indicate *Humpback Whales*. Say: ***Humpback Whales* is a nonfiction book. That means we will read true information about whales. *Humpback Whales* was written by Stephen Schutz, the same author who wrote *Dolphins Are Not Fish!***

Read *Humpback Whales*.

Children recall ways in which dolphins and whales are alike and how they are different. Discussion points may include:

- Neither are fish.
- They both have blowholes. Dolphins have one and whales have two.
- They both need to breathe air.
- They both feed their young.
- A baby dolphin and a baby whale are both called “calves.”
- Whales swim in pods. Dolphins also swim in pods. (not indicated in the dolphins book)
- Dolphins are smaller than whales.
- Dolphins have teeth; whales have baleen.
- Whales have markings on their tails. No two whales have the same markings.

Allow time for the children to ask questions about dolphins and whales and discuss the importance of protecting our oceans from pollution.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>Dolphins Are Not Fish!</i> by Stephen Schutz |
| <input type="checkbox"/> | <i>Humpback Whales</i> by Stephen Schutz |

Small Group & Exploration

Sink or Float?

Identify an assortment of small objects. Indicate the two containers labeled “sink” and “float.”

Say: **Sometimes when you are in a pool you might like to float on top of the water. What can you use to help you float? (Discuss briefly.) Some objects can also float in water and others sink, or go to the bottom. Let’s predict if each of these objects will sink to the bottom or float on top of the water. We’ll test the objects to see if our predictions are correct.**

- Indicate an object. Children predict if it will sink or float and explain why.
- A child places the object in the water.
- Check the prediction, and place the object in either the “sink” or “float” container.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Tub of water |
| <input type="checkbox"/> | Suggested items: sponge, cork, wooden block, toy car, crayon, scissors, large paper clip, plastic straw |
| <input type="checkbox"/> | Sink/float containers |

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Children follow your directions to perform animal actions:

- Jiggle like a jellyfish.
- Creep like an ocean snail.
- Walk forward, backward, and sideways like a crab.
- Blow air out of your blowhole like a dolphin.
- Swim like a fish.

Materials

-
- Dragon

English Conventions

Uses frequently occurring verbs

Gross Motor Skills

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

Combines a sequence of large motor skills

Rhyming Words: "Down By the Bay"

Read and discuss Gingerbread Boy's message.

Explain: **Watermelons are a type of fruit. They grow best in warm sandy soil. Stand if you like to eat watermelon.** Children who like watermelon stand, then sit. Continue: **Here is a silly song about watermelons.**

It's called "Down By the Bay." A bay is a body of water with land around it that opens to the sea. A bay is not nearly as large as an ocean, but it is home to many small water animals such as crabs, fish, ducks and frogs. Are you ready to go down by the bay? Play *Sing-Along Volume 2*, Track 9. Children listen and sing along. They create simple actions to accompany the song.

Say: **The animals did funny things in that song. Let's see if we can remember them and finish the rhymes. Ready? Did you ever see a:**

- pig dancing a _____ (jig)
- bear wearing _____ (underwear)
- cow taking a _____ (bow)
- snake baking a _____ (cake)
- frog walking a _____ (dog)
- goat driving a _____ (boat)

Ask the following questions and accept responses:

- Does pig rhyme with jig?
- Does cow rhyme with bow?
- Can a snake bake a cake?
- Can a frog walk a dog?
- Why is this song silly?

Explain: **Sometimes people write books and songs in which animals do things only people can really do.**

Materials

-
- Starfall Sing-Along Volume 2*

Optional:

-
- Watermelon (if in season)

English Conventions

Uses frequently occurring verbs

Phonological Awareness

Identifies rhyming words

Social Studies

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

Down By the Bay

*Down by the bay where the watermelons grow,
Back to my home I dare not go.
For if I do my mother will say,
"Did you ever see a pig dancing a jig?"
Down by the bay.*

*Down by the bay where the watermelons grow,
Back to my home I dare not go.
For if I do my mother will say,
"Did you ever see a fox pulling an ox?"
Down by the bay.*

Down by the bay...

..."Did you ever see a bear wearing underwear?"

..."Did you ever see a cow taking a bow?"

..."Did you ever see a snake baking a cake?"

..."Did you ever see a frog walking a dog?"

..."Did you ever see a goat driving a boat?"

Have you ever seen watermelons growing down by the bay? I did once!

Love,

Gingerbread Boy

Approaches to Learning

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

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Print Concepts

Understands words in print are separated by spaces

Phonological Awareness

Recognizes/identifies beginning and ending sounds in words



LEARNING CENTERS

See Learning Centers for Week 17, pages 422-424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Circle Time

Materials

None

Phonological Awareness/Phonics: Words in a Sentence

Say: **Listen to this sentence. *The whale is in the water.*** (Children repeat.)
Ask: **How many words are in the sentence? Let's check.** Select a child to represent each word in the sentence. Stand behind each child as you say the sentence together. Clap and count the number of words in the sentence. Explain that the spaces between the children are like the spaces we leave between words when we write. Discuss the reason for them.

Repeat for *Ducks fly and swim, I want to swim with the dolphins, and I see fish in the ocean.*

Introduce Final /d/

Display and identify the *Dd* and *Oo* Letter Cards in the top row of a pocket chart. Indicate the *duck* Picture Card. Ask: **Does duck begin with /d/ or /o/?** (A volunteer places the Picture Card under *Dd*.) Repeat for *door*.

Grandmother says: **Let's sing a song to help us remember /d/.**

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

Ask: **Do you know that /d/ can be at the beginning of a word OR at the end of a word? Listen for /d/ in this word, *mud*.** (Emphasize /d/ at the end.) **Now you say it: *mud*. Where do you hear /d/ in *mud*?** (at the end) **Say, *mud*.**

Children stand and face partners. Partner with a child if necessary.

Say: **Listen to these words. If you hear /d/ at the end, gently clap your partner's hands.** Overemphasize /d/ in the following words: *bird, red, ham, bread, nose, and seed*.

Indicate the *octopus* Picture Card. Ask: **Does octopus begin with /d/ or /o/?** (A volunteer places the *octopus* Picture Card under *Oo*.) Repeat for *ostrich*.

Grandmother asks: **Why don't we sing a song to help us remember /o/?**

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

Materials

- Grandmother
- Letter Cards: *Dd, Oo*
- Picture Cards: *door, duck, octopus, ostrich*
- Pocket chart

Where Is /d/?

(Melody: "Where Is Thumbkin?")

Where is /d/? Where is /d/?
Here I am. Here I am.
D stands for /d/ in duck and dog
/d/ /d/ /d/, *Dd, Dd, Dd*

Where Is /o/?

(Melody: "Where Is Thumbkin?")

Where is /o/? Where is /o/?
Here I am. Here I am.
O stands for /o/ in octopus and ostrich
/o/ /o/ /o/, *Oo, Oo, Oo*

Story Time

Teacher's Literature Choice: Caring For The Ocean

Indicate your choice of book about caring for the ocean. Introduce the author and illustrator and the children define their roles. Picture-walk through the book as children describe the illustrations and explain how they support the text. Read the book, and encourage the children to ask questions as you read.

Discuss how we can easily research answers to our questions in books and online when we don't have the answers. Demonstrate as time allows.

Materials

- Teacher's choice of book about caring for the ocean

Print Concepts

Recognizes relationship between illustrations and text

Reading

Recalls important facts from informational text

Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

Social Studies

Recognizes and accepts responsibilities

Technology

Uses technology for research with teacher support

Vocabulary

Uses illustrations and context to determine word meaning

Small Group Math

Introduce "Find the Clover"

Choose two volunteers to demonstrate how to play "Find the Clover." They place their playing pieces on the space in the top left of the game board.

Each player starts with two "sheep" in his or her fenced area. The children take turns spinning the spinner and moving the corresponding number of spaces along the path.

If they land on a sheep, they collect one "sheep" and place it into their corral. If a player lands on the +2 or +1 space, he or she moves forward that number of additional spaces. If a player lands on -1 or -2, he or she goes back that number of spaces. When players reach the field of clover at the end of the path, they count their "sheep," and the player with the most "sheep" wins.

Add the game to your Exploration activities for the children to enjoy.

Materials

- "Find the Clover" game boards
- Playing pieces
- Spinners

Math

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

Recognizes and names numerals

Recognizes numbers in the environment

Understands addition as adding to and understands subtraction as taking away from