

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

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**Pre K** Second  
Edition!

# *How Things Grow*

*Unit 7 • Week 22*





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# Unit 7: Your Environment

## Week 22: How Things Grow

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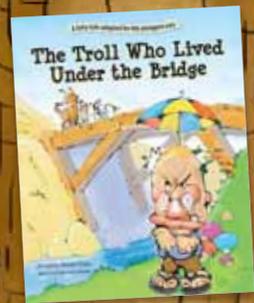
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# Week 22: How Things Grow

This week you will teach the children about how living things grow and change, and the four distinguishing characteristics of living things. The children will also:

- learn /g/ and identify initial /g/ words
- compare and contrast themselves to trees
- learn about rulers and measuring charts and how to measure objects
- distinguish between things that are living and those that are nonliving
- compare and contrast baby, school-aged, and adult photos of you
- discover things they can do now that they couldn't do as babies
- practice using pennies and nickels



## Starfall Books & Other Media

*The Green Grass Grew All Around* by William Jerome

*Folk Tales Read-Along* Audio CD

*The Green Grass Grew All Around* Sequence Cards

*The Troll Who Lived Under the Bridge* as told by Brandi Chase

Handprint Poems Blackline

*ABC for Gingerbread Boy and Me*

Starfall American Sign Language Poster

*Starfall's Selected Nursery Rhymes*

*Starfall Sing-Along* Volume 1



# Preparation

Include available natural environment (plants, trees, flowers) puzzles as choices for Small Group & Exploration this week.

Prior to Day 1, locate a photo of yourself as a baby, a school-aged child, and an adult.

## Day One

*Morning Meeting* — Prepare a sheet of chart paper with the sentence stem, *I can* (blank).

*Small Group* — Duplicate and cut apart a Handprint Poem for each child.



## Day Two

*Small Group* — Have the measuring chart from Week 9, a paper strip for each child, and a ruler available. Children will glue their names to the chart. If several children are the same height, attach a sheet of paper for their names.

## Day Three

*Morning Meeting* — Place a variety of seeds in a small plastic bag. The seeds will be used again on Day 4 and in Week 23, Day 1.

## Day Four

*Morning Meeting* — Prepare an index card with a photo or drawing of a tree to represent living, and one with a picture or drawing of a book to represent nonliving.

## Day Five

*Morning Meeting* — Have five pennies and one nickel for each child available.

*Circle Time* — Create index cards with one of the following words printed on each of them: *go, stop, I, girl, boy, up, and down.*

*Story Time* — Choose a book about living/nonliving things to share. Suggestions include:

- *Are You Living?: A Song About Living and Nonliving Things* by Laura Purdie Salas
- *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault
- *Living and Nonliving (Nature Basics)* by Carol K. Lindeen
- *Tell Me, Tree: All About Trees for Kids* by Gail Gibbons
- *The Giving Tree* by Shel Silverstein
- *What's Alive?* by Kathleen Weidner Zoehfeld

*Small Group Math* — You will need a container with 10 objects (cubes, buttons, craft sticks, etc.), plus a large sheet of construction paper and 2 paper plates for each child.

I love to hear stories about when I was a baby. Has anyone told you stories about when you were a baby?

Your pal,  
Gingerbread Boy

I love the handprints you made for your parents. They will be so surprised!

Love,  
Gingerbread Boy

I wonder how tall I am. Will you measure me?

Your friend,  
Gingerbread Boy

I love singing "Head, Shoulders, Knees, and Toes!" My favorite part is when it goes really fast! Can we sing it now?

Your pal,  
Gingerbread Boy

I wonder where the troll went to buy grass seed and a watering can to grow new grass.

Love,  
Gingerbread Boy

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message  
 Compare and contrast baby/child/adult photos  
 List things children can do now  
**Vocabulary:** acorn

Gingerbread Boy's Message  
 Play "Concentration" with immature/mature Picture Cards

**LEARNING CENTERS**

**Circle Time**

Phonemic Awareness:  
 Blend sounds  
 Introduce /g/  
 Identify initial /g/ words  
 "Guitar" riddle

Phonological Awareness:  
 Blend Onset and Rime  
 Introduce Gg   
 ABC for Gingerbread Boy and Me  
 Identify initial /g/ pictures

**Story Time**

"Mistress Mary"  
*The Green Grass Grew All Around*  
 What would you grow in a garden?



*The Green Grass Grew All Around*  
*The Green Grass Grew All Around* Sequence Cards



**Small Group & Exploration**

Handprint Poems



Use measuring charts to measure heights  
**Vocabulary:** measure

## Day Three

## Day Four

## Day Five

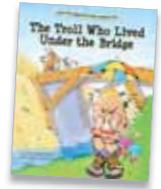
### GATHERING ROUTINE

Gingerbread Boy's Message  
Characteristics of Living Things

Gingerbread Boy's Message  
"Head Shoulders Knees  
and Toes"  
Positional Words  
Categorize Picture Cards into  
living/nonliving

Gingerbread Boy's Message

*The Troll Who Lived  
Under the Bridge*



Introduce pennies  
and nickel

**Vocabulary:** nickel

**Review:** pennies

### LEARNING CENTERS

Phonological Awareness:  
Compound Words

*ABC for Gingerbread Boy and Me*

List initial /g/ words

Introduce ASL sign  
for Gg



"Where Is /g/?"

Phonological Awareness:  
Delete a Syllable

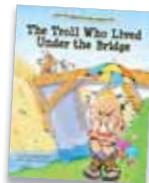
Introduce final /g/

Phonological Awareness:  
Rhyming Words

"I Spy"

"Where Is /g/?"

*The Troll Who Lived  
Under the Bridge*

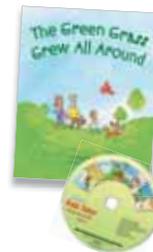


Bigger/smaller

*The Green Grass  
Grew All Around*

*Folk Tales Read-  
Along Audio CD*

Compare children  
to trees



Teacher's literature choice living/  
nonliving book

Use connecting cubes to solve  
story problems



Subitizing

Creating sets from ten

# WEEK 22

## LEARNING CENTERS

### Math

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

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

### Technology

Uses technology to explore concepts and gain information

## Computer Center

**Activity** — Children practice addition, subtraction, and subitizing skills at Add & Subtract: “Addition Intro.”

**Optional:** Ask children to locate *Y, H, G* and *V* on the keyboard and assist them to practice typing their names in a text document.

Children learn much more from using computer technology than simply how to use the equipment. They increase their language and literacy skills, spatial and mathematical reasoning, and subject knowledge in a way that feels effortless to them.

### Interaction & Observation

- Notice the language children use while working in this center. Converse with them about what they are doing and how they make decisions.

### Materials

- Computers set up for use with *Starfall.com*
- Headsets

## Art Center

### Creative Arts

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Science

Compares, contrasts, and classifies objects and data

**Preparation** — Label one poster board “Living Things” and another “Nonliving Things.”

**Activity** — Children locate pictures of living or nonliving things in recycled magazines. They cut out pictures and glue them onto the appropriate poster boards to create collages.

### Interaction & Observation

- Encourage open-ended or process-oriented art activities so children may independently explore different materials and express themselves freely.
- Each child should be allowed to work at his or her own level and pace.

### Materials

- Recycled magazines
- Two poster boards

## Library Center

### Reading

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

### Science

Observes similarities and differences in living and nonliving things

### Speaking & Listening

Engages in conversations with peers and adults

**Preparation** — Book suggestions include:

- *Are You Living?* by Laura Purdie Salas
- *Living and Nonliving* by Carol K. Lindeen
- *What’s Alive?* by Kathleen Weidner Zoehfeld

**Activity** — Children read and listen to *The Green Grass Grew All Around* after the book is introduced on Day 1. They also enjoy other books from your classroom or school library about living and nonliving things.

### Interaction & Observation

- Read regularly to children in individualized ways such as one-to-one or in small groups, as well as to the entire class.
- Engage in conversations that help the children understand the content of books, and link books to other aspects of the curriculum. Ask them where they could find additional information about living and nonliving things. (Internet, books, magazines)

### Materials

- The Green Grass Grew All Around*
- Read-Along Audio CDs
- Other books about living and nonliving things

## Dramatic Play Center

**Preparation** — Book suggestions include:

- *Eating the Alphabet* by Lois Ehlert
- *From the Garden: A Counting Book About Growing Food* by Michael Dahl
- *Growing Vegetable Soup* by Lois Ehlert
- *Planting a Rainbow* by Lois Ehlert

**Activity** — Children use a balance scale to weigh toy vegetables and fruits, and run a garden shop, keeping baskets of toy fruits and vegetables neat, taking orders, making sales, and bagging items that have been sold. They reference Number Cards and practice writing numerals to create price tags.

### Interaction & Observation

- Engage children in discussions about the difference between wants and needs as they are shopping.
- Choose developmentally appropriate materials and props thoughtfully to enhance children's natural abilities toward exploration, active learning and role-playing.

### Materials

- Toy cash register, play money
- Toy fruits and vegetables
- Balance scale
- Reusable shopping bags
- Paper, pencils
- Books about gardening
- Number Cards

### Approaches to Learning

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

### Math

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

### Reading

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

### Social Studies

*Recognizes the difference between wants and needs*

## Construction Center

**Preparation** — Make a book of buildings (barns, schools, skyscrapers, malls, houses, apartments, etc) by gluing recycled magazine pictures to construction paper, and place it in the Construction Center for reference.

**Activity** — Children create buildings with the available materials, and use carpet squares for fields, parking lots, towns, airplane hangars, etc. They measure and record information about what they have built using rulers and measuring tapes.

### Interaction & Observation

- Observe how building with blocks helps children develop motor skills, balance, fantasy play, social skills, eye-hand coordination, organizational skills, and more.
- Increasing standards, accountability, and standardized testing, may make it difficult for early childhood teachers to defend the importance of block building to those who expect mathematics to be about numbers, counting, and worksheets.
- Research on block building reveals that preschool children who are able to build complex structures with blocks have a better chance of mathematical success in middle and high school, even taking into account student's IQ levels, social class, and gender. (Wolfgang, Stannard, and Jones, 2001)

### Materials

- Blocks
- Books about building
- Rulers, measuring tapes
- Recycled building materials
- Paper, pencils

### Approaches to Learning

*Demonstrates increasing independence and willingness to try new challenges*

### Fine Motor Skills

*Demonstrates hand-eye coordination*

### Math

*Becomes familiar with standard and nonstandard measuring tools and their uses*



## Writing Center

### Fine Motor Skills

Uses writing and drawing tools

### Phonics & Word Recognition

Recognizes frequently used words in text

### Print Concepts

Understands that letters form words

### Writing

Independently writes some letters and words

Writes own name

**Activity** — Children use stamps and stencils to form letters and words and practice writing letters in correct formation. They also practice writing their names using a variety of writing instruments.

### Interaction & Observation

- Ask children to identify some of the letters and words they have written.
- When needed, assist children with writing letters, words, and messages they wish to convey.
- Give children the support they need to write on their own, including access to the alphabet at eye level and books containing grade-level appropriate high frequency words.
- Model functional uses of writing and discuss ways in which writing is used in daily life.

### Materials

- Various sizes and types of paper
- Alphabet stamps and stamp pads
- Letter stencils

## Discovery Center

### Science

Compares, contrasts, and classifies objects and data

Observes similarities and differences in living and nonliving things

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

**Activity** — Place various living and nonliving objects in an empty water table. Children sort objects into living and nonliving categories. Converse with them and discuss their reasons for determining the categories.

### Interaction & Observation

Provide varied materials and opportunities for children to learn the basic principles of living and nonliving things, such as:

- differences between living and nonliving things
- changes in living things over time
- life cycles of plants and animals
- similar needs for water, food, and air of living things
- ways offspring are like their parents

### Materials

- Empty water table
- Various living and nonliving objects (popcorn kernels, small rocks or stones, various dried beans, acorns, packing peanuts, crayons, leaves, small plants, etc.)
- One container labeled "Living" and another labeled "Nonliving"

## Math Center

### Approaches to Learning

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

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Math

Analyzes, compares, and sorts objects by a single attribute and explains

Counts in sequence

### Science

Compares, contrasts, and classifies objects and data

**Preparation** — Mix four types of seeds together and place them in bowls.

**Activity** — Using tweezers or tongs, children practice fine motor skills as they identify and sort mixed seeds from a bowl into four separate cups. After the sorting process, the children count how many seeds they have of each type. Challenge them to re-sort the seeds by a different attribute (size, color, type).

### Interaction & Observation

- Build number awareness using natural objects found in the environment.
- Read books that include counting and sorting.
- Plan activities that provide opportunities and materials to categorize by several attributes such as size, shape, color, and living/nonliving.
- Integrate mathematical terms into everyday conversation.

### Materials

- Four types of seeds
- One bowl for seeds and four cups
- Tweezers or small tongs for each child

## Gathering

Continue the Gathering Routine as with previous weeks. In addition, each day this week choose a number and assist the children in counting on from that number to 20.

### Materials

None

## Morning Meeting

### Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 12. Children sing “Head, Shoulders, Knees and Toes” and indicate appropriate parts of their bodies as they are named.

### Materials

*Starfall Sing-Along* Volume 1

Dragon

## Things We Can Do

Read and discuss Gingerbread Boy’s message. Volunteers share their baby stories.

Indicate your baby photo. Ask: **Can you guess who this baby is?** (Volunteers respond.) If the children do not guess it is you, tell them. Indicate your school photo and continue: **This is me when I grew up and went to school.** Indicate the adult photo. Ask: **Do I look older now?** (Volunteers respond.)

Compare and contrast the baby photo and the school-aged child photo. Ask: **How are the photos different? Look at the color of your hair and eyes. Did the colors change? How are the photos the same?** (They both have eyes, ears, etc. They are the same people.)

Compare the baby and the adult photos. Ask: **How are the baby and adult in these photos the same?**

Ask: **What are some things babies can do?** (Discuss) **You were a baby once, but now you are in preschool. You can do a lot more now than you could do when you were a baby. Let’s make a list of things you can do now that you have grown.**

Indicate the chart paper. Read the sentence stem, *I can* (blank). List responses with the volunteers’ names next to them.

Read the responses and children shout “hooray” to celebrate all that they can do now that they have grown.

### Materials

Teacher photos (baby, school, adult)

Prepared chart paper

Markers

### Creative Arts

Participates in movement using songs

I love to hear stories about when I was a baby. Has anyone told you stories about when you were a baby?  
Your pal,  
Gingerbread Boy

### Science

Notices changes in living things over time

### Social Studies

Understands how people live and what they do changes over time

Describes events that happened in the past

Differentiates past, present, and future

### Speaking & Listening

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

## LEARNING CENTERS

See Learning Centers for Week 22, pages 546-548. After cleanup, children gather to share their experiences and discuss things they can do now in learning centers that they couldn’t do earlier in the year.

### Science

Notices changes in living things over time

# Circle Time

## Phonological Awareness

Blends phonemes into words

## Print Concepts

Recognizes relationship between illustrations and text

## Phonological Awareness

Recognizes and identifies beginning sounds in words



## Phonemic Awareness: Blend Sounds

Say: **Listen to these sounds. Let's blend them together to form a word, then find the picture that matches it.** Use /v/ /a/ /n/ (van), /h/ /a/ /t/ (hat), /n/ /e/ /t/ (net), /r/ /a/ /t/ (rat), and /f/ /o/ /x/ (fox).



### Materials

- Picture Cards: fox, hat, net, rat, van

## Introduce /g/

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

Display the *game*, *girl*, *goat*, and *guitar* Picture Cards.

Say: **Here is a picture of a guitar. Say, guitar. Guitar begins with /g/. Say /g/, guitar.** Continue:

- **Game begins with /g/. Say, game. Say /g/, game.**
- **Girl begins with /g/. Say, girl. Say /g/, girl.**
- **Say, goat. What sound do you hear at the beginning of goat? Right, /g/.**

Indicate the *guitar* Picture Card. Explain: **This is a guitar. What is a guitar used for? Right, it is a musical instrument. Raise your hand if you have ever seen or heard someone play a guitar.**

Say: **Guitar begins with /g/. Listen to these two words. Which one begins with /g/, piano or guitar?** (guitar) **Guitar begins with /g/. Say /g/.** (Children repeat, /g/.) **Listen again, goat or fox. Which one begins with /g/?** (goat)

Say: **Let's pretend to play a guitar.** (Demonstrate) **If you hear a word that begins with /g/, pretend you are playing your guitar. If the word doesn't begin with /g/ put your arms behind your back. Ready?**

Ask: **Do you hear /g/ at the beginning of goose? Say it with me, goose, /g/.** (Children repeat, goose, /g/.) **Good, play your guitar! Let's try some more.** Continue for *girl*, *yarn*, *web*, *garden*, *go*, *ham*, and *gum*.

Encourage children to listen for /g/ today.

### Materials

- Grandmother
- Picture Cards: game, girl, goat, guitar
- Pocket chart

### Guitar

*I am a musical instrument.*

*I usually have six strings.*

*When you strum my strings I make music.*

*People play me in bands.*

*My name begins with /g/.*

*What am I?*

## Story Time

### Introduce *The Green Grass Grew All Around*

Indicate *Nursery Rhymes* page 28, "Mistress Mary." Children discuss the illustrations. Ask: **What is Mistress Mary doing to help her plants grow?** (watering them) **What else do plants need to grow?** (food, light) If you have plants in your classroom, discuss how you and the children have cared for them.

Read the nursery rhyme. Ask: **What do you think silver bells and cockle shells are?** (Volunteers respond.) **If you had a garden what would you like to grow?** (Volunteers respond.)

Indicate *The Green Grass Grew All Around*. Explain: **The Green Grass Grew All Around is a song which Starfall made into a book.** Picture-walk through the book as children describe the illustrations. You will read the book on Day 2.

### Materials

- Starfall's Selected Nursery Rhymes*
- The Green Grass Grew All Around* by William Jerome

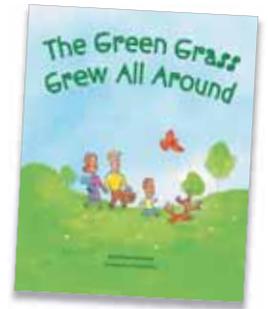
### Reading

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

### Science

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

Notices changes in living things over time



## Small Group & Exploration

### Create Handprint Poem Gifts

Say: **Hold up your hands. Are your hands bigger or smaller now than they were when you were a baby? What will happen to your hands as you get older?** (They will grow/get bigger.)

Say: **Let's use our hands to create a surprise for your parents. Here is a poem to help us get started.**

Read the poem "My Growing Hands." Discuss the poem and explain what it will mean to parents.

Distribute a large sheet of white paper and a copy of "My Growing Hands" to each child. The children write their ages in the blank space in the poem, glue the poem to the center of their paper sheet, and write their names at the bottom.

They use washable ink pads or finger paint to coat their hands, then press their hands down on both sides of the poem to create handprints.

After the handprints dry, the children add illustrations to decorate their papers.

Laminate the handprints and poems as keepsakes for parents.

### Materials

- Handprint poem for each child
- Large washable ink pads or finger paint
- Large sheet of white paper for each child
- Glue
- Crayons, pencils

### Creative Arts

Creates original work

### Science

Notices changes in living things over time



### "My Growing Hands"

Here is a gift  
So you can recall  
How my hands looked  
When I was small.

I'm \_\_\_\_ years old  
And growing so fast  
I wanted to give you  
Something that would last.

You taught me to use  
My hands for good  
To hug, to love, and  
Do things I should.

So this is to thank you  
And to say  
I love you more  
And more each day.

# Gathering Routine

Continue the Gathering Routine and activity from Day 1.

**Gross Motor Skills**

Moves with balance and control

**Social/Emotional Development**

Follows simple rules, routines, and directions

I love the handprints you made for your parents. They will be so surprised!  
Love,  
Gingerbread Boy

**Science**

Notices changes in living things over time

Describes simple life cycles of plants and animals

Notices similarities and differences among various living things

**Social Studies**

Sequences familiar events in time

## Morning Meeting

### Warm Up Your Brain

Create two pretend “balance beams” on the classroom floor using masking tape. The children take turns walking the balance beams placing one foot in front of the other.

**Materials**

- Masking tape
- Dragon

### Learn About Life Cycles

Read and discuss Gingerbread Boy’s message.

Indicate the *acorn* Picture Card. Say: **This is an acorn. It is a seed that will grow into a tree.** (Indicate the *tree* Picture Card.)

Continue: **Here are some more.** Indicate the remaining Picture Cards in mature/immature pairs as children name them: *baby/man, tadpole/frog, caterpillar/ butterfly, puppies/ dog,* and *seed/plant.* Ask: **What do you notice about these pictures?**

The children should understand that they are all living things, which is why they grow and change.

Discuss the process of growth from immature to mature for each picture pair.

Place the Picture Cards face down in random order in a pocket chart. Children play “Concentration” as they match the immature and mature animal Picture Cards. As matches are made, the children give the Picture Cards to Gingerbread Boy to hold.

Discuss the matches as they are revealed.

**Materials**

- Picture Cards: *acorn, baby, butterfly, caterpillar, dog, frog, man, plant, puppies, seeds, tadpole, tree*
- Pocket chart



**Science**

Notices changes in living things over time

## LEARNING CENTERS

See Learning Centers for Week 22, pages 546-548. After cleanup, children gather to share their experiences and discuss things they can do now in learning centers that they couldn’t do earlier in the year.

# Circle Time

## Materials

 None

### Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to form words.**

Use /c/ /ar/ (car), /v/ /an/ (van), /f/ /ast/ (fast), /y/ /arn/ (yarn), and /y/ /ellow/ (yellow).

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

#### Phonological Awareness

Combines onset and rime to form a familiar one-syllable word

Recognizes and identifies beginning sounds in words

### Introduce Gg

Indicate Letter Card Gg.

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

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

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

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

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

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

## Materials

 Letter Card Gg

 Star

 *ABC for Gingerbread Boy and Me* by Starfall

#### Phonological Awareness

Recognizes and identifies beginning sounds in words

#### Print Concepts

Focuses on letter names and shapes

Connects oral language and print



## Story Time

### Sequence *The Green Grass Grew All Around*

Indicate *The Green Grass Grew All Around*.

Ask: **What do you remember about this book?**  
(Children respond.) **Yesterday we took a picture-walk through this book. Today I will read the story, but I need your help.**

Identify and distribute Sequence Cards to volunteers. Designate an area where the children will line up in order as their Sequence Cards are indicated. They will raise their cards each time they are named. As you read the story, volunteers take turns to describe the relationship between the illustrations and the text.

#### Reading

Describes the relationship between illustrations and text

Recalls information from stories and other text

Identifies sequence of events



#### Materials

- The Green Grass Grew All Around* by William Jerome
- The Green Grass Grew All Around* Sequence Cards

## Small Group & Exploration

### How Tall Are You?

Two volunteers stand side-by-side. Ask: **Are these children the same height or is one taller than the other?** (Repeat with several pairs of volunteers.)

Ask: **How do we know how tall people are?** (Volunteers respond.) **Right, we measure them. Who has been measured before?** (Volunteers respond.) **Yes, you were all measured at the beginning of the year.**

Indicate a ruler. Say: **Here is a ruler that has the numbers from one to twelve on it.** Indicate the number one above the bottom of the ruler and explain how we measure starting at zero.

Say: **Let's measure how tall this table is.** Measure the height of the table using the ruler. Count as you measure. Ask: **How many rulers tall is this table?**

Choose a volunteer. Ask: **How many rulers tall do you think (volunteer's name) is.** (Children estimate.) **Let's measure to find out.**

Say: **There is another way to measure how tall you are. You can use a measuring chart.** Indicate the chart from Week 9 and remind the children how it is used.

Each child writes his or her name on a paper strip. Measure children using the chart and they glue their paper strips next to their heights. Assist them to compare their heights now to their heights at the beginning of the year.

Say: **Raise your hand if you are taller now. Why do you think you are taller?** (Volunteers respond.) **Right, you are a living thing, and living things grow and change!**

#### Materials

- Measuring chart from Week 9
- Ruler
- Strip of paper for each child
- Pencils, crayons
- Glue

#### Math

Becomes familiar with standard and nonstandard measuring tools and their uses

Uses measurable attributes to compare objects

#### Science

Notices changes in living things over time

#### Social Studies

Demonstrates knowledge of personal information

Describes events that happened in the past

## Gathering Routine

Continue the Gathering Routine and activity from Day 1.

## Morning Meeting

## Materials

 Dragon

## Warm Up Your Brain

Children follow your directions and respond to positional words to perform these actions:

- Pretend you are a chick *inside* an egg.
- Hatch *out of* the egg.
- Pretend you are an acorn *on* the ground.
- Reach *up* to be a tree and stretch your branches.
- Pretend you are a caterpillar *on* a branch.
- Now you are a butterfly flying *in* the sky.

## Creative Arts

Expresses concepts, ideas or feelings through movement

## Math

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

I wonder how tall  
I am. Will you  
measure me?  
Your friend,  
Gingerbread Boy

## Characteristics of Living Things

Read and discuss Gingerbread Boy's message. Measure Gingerbread Boy and add his name to the measuring chart.

Indicate the ball. Ask: **Will this ball ever grow bigger?** (Volunteers respond.) **No, it will always be the same**

**size.** (Choose a volunteer to come forward.) **Do you think** (volunteer's name) **will grow bigger?** (Volunteers respond.) **Right!** (He or She) **will grow bigger. Why?**

Explain: **People are living. Living things grow and change. The ball is nonliving. Nonliving things do not grow. Let's find out how we can tell if something is living or nonliving.**

Indicate the spoon and the cup. Say: **All living things need to eat and drink. Some living things use spoons and cups to eat and drink. Some living things get their food and water from nature. The spoon and cup will remind us that living things need to eat and drink.** (Hand the spoon and cup to one volunteer.)

Indicate the ruler. Say: **All living things grow and change. We used a ruler to measure how tall you have grown. The ruler will remind us that all living things grow and change.** (Hand the ruler to a volunteer.)

Indicate the bag of seeds. Say: **Living things can produce babies, or more of themselves, because they have seeds inside. For example, there are seeds inside apples. If you plant those seeds new apples trees will grow. The seeds will remind us that living things can produce more of themselves.** (Hand the seeds to a volunteer.)

Run in place. Say: **All living things can move. I am running in place. You can see me move. Some living things like plants move, but they move on the inside and you can't see the movement. Running in place will remind us that all living things can move.** Select a volunteer to run in place.

## Materials

 Ball, spoon, cup, and ruler Variety of seeds in a small plastic bag

## Language Development

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

## Science

Notices changes in living things over time

Observes similarities and differences in living and nonliving things

Describes simple life cycles of plants and animals

Notices similarities and differences among various living things

## Social Studies

Recognizes that people share the environment with other people, animals, and plants

Keep the bag of seeds. You will use it again on Day 4 and Week 23, Day 1.

**Science**

Notices changes in living things over time

**Phonological Awareness**

Combines words to form compound words

Separates compound words

**Phonological Awareness**

Recognizes and identifies beginning sounds in words

**Print Concepts**

Focuses on letter names and shapes

Volunteers hold up their props as you review the four characteristics of living things. Remind children that in order to be living, an object has to have all four of these characteristics: movement, reproduction, growth, and requirement of water/nutrients.

Indicate the ball. Review the four characteristics to determine whether the ball is a living or nonliving thing.

**LEARNING CENTERS**

See Learning Centers for Week 22, pages 546-548. After cleanup, the children gather to discuss things they can do now in learning centers that they couldn't do earlier in the year.

**Circle Time****Materials**

- 2 cubes or chips per child

**Phonological Awareness: Compound Words**

Say: **Listen to these two words, then put them together to make a new word. Ready? gold, fish** (goldfish)

Distribute two cubes or chips to each child.

Say: **Put your cubes together. Say grandmother.** (Children repeat, *grandmother*.) **Do you hear two words in grandmother? Let's take the word apart: grand** (Children hold up one of their cubes/chips.) **mother** (Children hold up the other cube/chip.). Say: **Grandmother.** Ask: **What should you do with your cubes now?** (Volunteers respond.) **Right, put them back together.**

Children place their cubes/chips in front of them. Say: **Now, say grasshopper. If we take grass away** (Demonstrate removing a cube to represent the word *grass*.), **what is left?** (Volunteers respond.) **Right, hopper.** Repeat for *grapevine*, *grapefruit* and *grandfather*.

**List Gg Words, ASL Gg**

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

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

Indicate the chart paper.

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

**Materials**

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

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

Grandmother asks: **Will you help me sing my song to remember /g/?**

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

#### Where Is /g/?

(Melody: "Where Is Thumbkin?")

Where is /g/? Where is /g/?

Here I am. Here I am.

/g/ in guitar, /g/ in giggle

/g/ /g/ /g/, Gg, Gg, Gg.



## Observe & Modify

The letter Gg can stand for more than one sound. If a child's name begins with G such as Geraldine, explain that Gg can stand for /g/ or /j/ and is silent in words such as night. It is important for children to recognize that letters may stand for sounds other than the target sound.

## Story Time

### Compare Sizes

Indicate *The Troll Who Lived Under the Bridge*.

Ask: **Who remembers the story *The Troll Who Lived Under the Bridge*?** A volunteer begins the story in his or her own words. Choose additional volunteers to continue the story until it is complete. Children briefly partner to discuss something they learned from this story.

Read the story. Ask: **What is the main idea of this story, or what is this story about?** (Discuss)

Say: **Stand and look around to find something smaller than you are.** (Children do this.) **What did you find?** (Volunteers respond.) **Look around the room again and find something that is bigger than you are.** (Children do this.) **What did you find?** (Volunteers respond.) Children sit.

Say: **In the story, the Gruff brothers were all different sizes. One was tiny, one was big, and one was great big.**

Indicate the chart paper. Say: **There are two sentence starters on the chart paper. One says *I am bigger than*. The other says *I am smaller than*. How would you finish one of these sentences? I'll start. *I am bigger than a book. I'll write book in this column. Now, it's your turn.***

Record each child's response in the appropriate column. Write the children's names next to their responses or the children may write their own names.

Read the responses.

#### Materials

- Prepared chart paper
- Markers
- The Troll Who Lived Under the Bridge* as told by Brandi Chase

#### Approaches to Learning

Reflects on what has been learned

#### Math

Uses measurable attributes to compare objects

#### Print Concepts

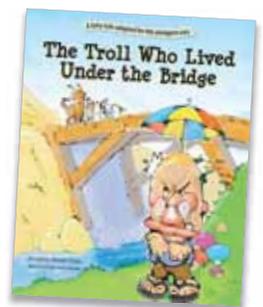
Connects oral language and print

#### Speaking & Listening

Engages in agreed-upon rules for discussions

#### Writing

Writes own name



## Small Group & Exploration

### Materials

- 10 connecting cubes per child  
and teacher

#### Math

*Counts sets of objects*

*Uses concrete objects to solve complex problems*

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

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

### Solve Story Problem Equations

Distribute a set of ten connecting cubes to each child.

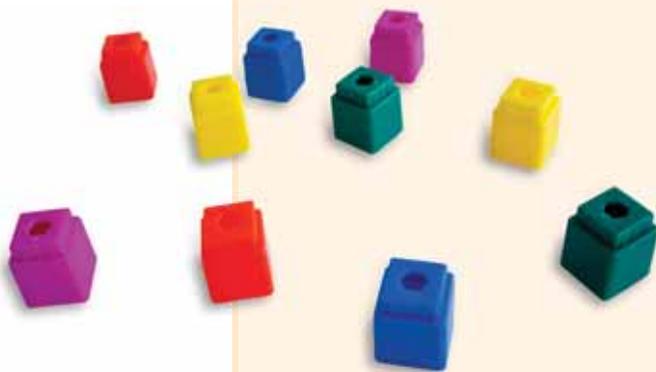
Say: **Let's pretend these cubes are goats. Count your goats. How many do you have?** (ten) **Right, you each have ten goats. Listen to these stories and use your goats to figure out how each story ends. Let's do the first one together.**

Say: **Here are five goats. Move five cubes toward you.** (Children move five cubes.) **One of the goats left to eat some grass, so take one cube away.** (Children take one cube away.) **How many goats are left?** (Children count the remaining cubes. Volunteers respond.)

Read the following stories. Children use their cubes to answer. Assist as necessary.

- **Two goats are eating grass. Another goat joins them. How many goats are now eating grass?**
- **There are six goats. Two more goats join them from the other field. How many goats are there now?**
- **Ten goats are walking toward the bridge. One stops to eat grass. How many goats are now walking toward the bridge?**
- **Four goats were playing in a garden. Two goats left to climb rocks. How many goats are still playing in the garden?**

Continue practicing, using story problems in which children add or subtract one or two cubes.



## Gathering Routine

Continue the Gathering Routine and activity from Day 1.

## Morning Meeting

## Warm Up Your Brain

Read Gingerbread Boy's message. Play *Sing-Along* Volume 1 Track 12. Children sing "Head, Shoulders, Knees and Toes" and do the appropriate motions.

Distribute a block or other object to each child and give the following directions. Observe the children to notice how well they understand and respond to positional words.

Say: **Put the object...**

- **Above your head**
- **Below your knees**
- **Next to your shoulder**
- **Between you and your neighbor**
- **Under your chin**
- **In front of your ear**
- **Above your neighbor's head**
- **Behind your knees**

## Materials

- Blocks or other objects  
(1 for each child)
- Starfall Sing-Along* Volume 1
- Dragon

## Creative Arts

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

## Math

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

I love singing "Head, Shoulders, Knees, and Toes!" My favorite part is when it goes really fast! Can we sing it now?  
Your pal,  
Gingerbread Boy

## Determine Living and Nonliving

Distribute the ruler and bag of seeds to two volunteers, and the spoon and cup to a third volunteer. A fourth volunteer runs in place. Refer to the volunteers as you review the four characteristics of living things.

Indicate the Picture Cards. Say: **Let's divide these pictures into a living group and a nonliving group.**

Place the index cards with the pictures of the tree and the book in the top row of a pocket chart. Explain that living things will be placed under the tree because a tree is a living thing, and nonliving things will be placed under the book because a book is a nonliving thing.

Individually identify each Picture Card. Volunteers with props stand if appropriate when you ask the following questions to determine if the items are living or nonliving.

- **Does a** (pictured animal/object) **need food and water?**
- **Does a** (pictured animal/object) **grow and change?**
- **Does a** (pictured animal/object) **move?**
- **Can** (pictured animal/object) **make more of itself?**

Remind the children the answer to all four questions must be "yes" for the item to be placed in the living group. A volunteer places the Picture Card in the pocket chart.

Choose new volunteers after several Picture Cards have been placed.

## Materials

- Ball, spoon, cup, and ruler
- Bag of seeds from Day 3
- Picture Cards : *alligator, boy, car, dog, flag, guitar, plant, rock, toothbrush, tree*
- Pocket chart
- Prepared index cards

## Science

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

Compares, contrasts, and classifies objects and data

Observes similarities and differences in living and nonliving things



**Science**

Notifies changes in living things over time

**Phonological Awareness**

Counts and deletes syllables in spoken words

**Phonological Awareness**

Recognizes and identifies beginning and ending sounds in words

**LEARNING CENTERS**

See Learning Centers for Week 22, pages 546-548. After cleanup, the children gather to discuss things they can do now in learning centers that they couldn't do earlier in the year.

**Circle Time****Materials**

None

**Phonological Awareness: Delete a Syllable**

Say: **Listen to this word, *guitar*. Let's clap how many parts we hear in *guitar* (gui-tar). How many parts? Right, there are two parts in *guitar*. If we take *gui* away from *guitar*, what is left? Right, *tar*. Let's try some others.** Repeat with *gallop*, *garden*, *finger*, and *target*.

**Introduce Final /g/**

Indicate the list of Gg words.

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

Review the ASL hand sign for Gg. Say: **Here is Gg in sign language. Now you make it.**

Grandmother asks: **Did you know Gg can be at the beginning of a word OR at the end of a word? Listen for /g/ in this word, *pig*.** (Emphasize /g/ at the end.) **Now you say it, *pig*. Where do you hear /g/ in *pig*?** (the end) **Say, *pig*.**

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

Say: **Listen to these words. If you hear /g/ at the end, gently clap your partner's hands.** Overemphasize /g/ in the following words: *rug*, *puff*, *leg*, *off*, *tag*, *frog*.

**Materials**

Grandmother

List of Gg words from Day 3

Pocket chart

**Story Time****Materials**

*The Green Grass Grew All*

*Around* by William Jerome

*Folk Tales* Read-Along CD

**Compare and Contrast**

Indicate *The Green Grass Grew All Around*.

Say: **Listen carefully to this story and think about how you are like this tree.** Play *The Green Grass Grew All Around* on the Read-Along CD.

The children stand. Say: **Let's talk about how you are like the tree.**

- **A tree has roots that go down in the hole in the ground; you have feet! Touch your feet.**
- **A tree has limbs and branches; you have legs and arms. Move your legs and arms.**
- **A tree has leaves. You have fingers. Move your fingers.**
- **A tree has a trunk. You have a body. Your body is your trunk. Touch your trunk.**

**Science**

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

Compares, contrasts, and classifies objects and data

Describes simple life cycles of plants and animals

Notifies similarities and differences among various living things

- A tree has bark. You have skin. Touch your skin.
- A tree needs food and water. You need food and water. Pretend you are eating and drinking.
- A tree was once a little seed. You were like a little seed before you were born. Make yourself small like a seed.
- A tree grows and changes. You are growing and changing all the time. You were once a little baby, and now you are in school. Pretend you are a baby, show how you grew.
- A tree moves inside. You move outside. Move your body.

Say: **One way you are different from a tree is that you can do things a tree cannot do. What are some things you can do that make you different from a tree?** (Volunteers respond.)

## Small Group & Exploration

### Subitizing

Say: **Let's play a game called Subitizing. Subitizing is a very big word for being able to tell how many objects are in a set without counting them. Let's try one. Tell me how many fingers I have up without counting.**

**Ready?** Raise 2 fingers for 2 seconds then hide them behind your back.

Ask: **How many fingers? Right, 2. Let's try some more.** Repeat with different numbers of fingers up to 10.

Mix the Button and Dice Cards together. Flash them one at a time quickly and children tell how many buttons or dots they see. Help them understand that the patterns of the dots and buttons help them tell how many.

Give a die to a volunteer. The volunteer rolls the die and classmates tell how many without counting the dots. Repeat until all of the children have a turn.

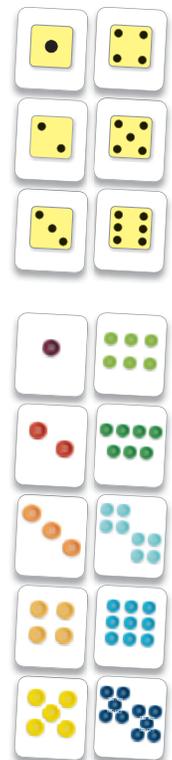
Distribute whiteboards and markers or paper and pencils to each child. Flash a Button Card, Dice Card, or domino quickly and the children write the number they think the card or domino represents. Volunteers share their responses. The class counts and confirms or corrects their answers.

### Materials

- White boards and markers or paper and pencils
- Button Cards 1-10 (no numbers)
- Dice Cards 1-6
- Dice
- Dominoes

### Math

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



## Morning Meeting

### Gross Motor Skills

Combines a sequence of large motor skills

I wonder where the troll went to buy grass seed and a watering can to grow new grass.

Love,  
Gingerbread Boy

### Math

Explores the use and meaning of currency and coins

Combines and separates sets of objects to create new sets

### Social Studies

Demonstrates an awareness of the uses of money

Understands that money is needed to exchange for goods and services

Recognizes the difference between wants and needs



### Materials

- Dragon

### Warm Up Your Brain

Play "Cross and Touch." Give children the following directions as you demonstrate.

- **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 as you lift your left hand and right leg, touching your left hand to your right knee.**
- **Continue this back and forth pattern for a minute or so, as though walking rhythmically.**

### Learn About Pennies and Nickels

Read and discuss Gingerbread Boy's message.

Indicate *The Troll Who Lived Under the Bridge*. Read the last page. Say: **The troll decided to grow new grass. What will he need to do that? Where could the troll get the grass seed and watering can?**

Ask: **Have you ever gone shopping with your mom or dad? Why do you go to stores?** (to buy things) **Do you just pick up the things you want and take them home?** (no) **That's right, you have to pay for them. We use money to buy what we want or need.** Discuss the difference between wants and needs.

Indicate a penny. Ask: **What is the name of this coin?** (a penny) **A penny is worth one cent.** Indicate a nickel. Ask: **What is the name of this coin?** (a nickel) **A nickel is worth five cents. Having a nickel is the same as having five pennies.**

Spread the pennies and nickels out randomly on a table or the floor. Children work together to sort the coins into a group of pennies and a group of nickels. Children compare and contrast the groups of coins.

Distribute five pennies and one nickel to each child. Say: **Pretend you are going to the store to buy grass seed for three cents. How many pennies would you need to buy the grass seed?** (three) **Right, you would need three pennies or three cents. Show me three of your pennies.** (Children do this.)

Say: **Pretend you need to buy a watering can and it costs five cents. How many pennies would you need?** (five) **You could pay for the watering can with five pennies or you could pay with one nickel. Show me your nickel.** (Children do this.)

### Materials

- The Troll Who Lived Under the Bridge* as told by Brandi Chase
- Five pennies and one nickel for each child



### Observe & Modify

Create word problems for additional practice. If the children are developmentally ready, create word problems that require up to ten pennies per child.

# LEARNING CENTERS

See Learning Centers for Week 22, pages 546-548. After cleanup, the children gather to discuss things they can do now in learning centers that they couldn't do earlier in the year.

## Science

*Notifies changes in living things over time*

## Circle Time

### Materials

None

### Phonological Awareness: Rhyming Words

Say: **Listen to these words: goat, coat, boat. Now you say them.** (Children repeat, *goat, coat, boat.*) **What do you notice about these three words?** (They rhyme.) **Listen to these words: frog, log, dog. Now you say them.** (Children repeat, *frog, log, dog.*) **What do you notice about these three words?** (They rhyme.) **Listen again. This time one of the words does NOT rhyme: frog, dog, monkey. Now you say them.** (Children repeat, *frog, dog, monkey.*) **Which one does not rhyme?** (monkey) **Let's try one more. Which word does not rhyme, snake, goat, or boat?**

## Phonological Awareness

*Identifies and discriminates rhyming words*

## Play "I Spy"

Say: **Grandmother would like to play a word game.** Indicate the index cards. **She wrote words on these cards. Each word begins with a different letter.** Place the index cards in a pocket chart.

Continue: **Let's play "I Spy." Grandmother will whisper a word to me and I will tell you the word. Look at the letters in each word and try to find the word Grandmother whispered. Ready?**

Say a word and a volunteer points to it. Discuss the volunteer's choice and how he or she knew it was the correct word. Provide clues if the choice is not correct. Continue until all of the words have been identified.

### Materials

Pocket chart

Prepared index cards

Grandmother

## Phonics & Word Recognition

*Recognizes frequently used words in text*

*Associates letters with their names and sounds*

*Recognizes own name, familiar words, and environmental print*

## Story Time

### Teacher's Literature Choice: Living and Nonliving

Indicate your choice of book and discuss the author and illustrator. Read the book, pausing to briefly discuss new vocabulary as it is encountered. Volunteers describe the relationship between the illustrations and the text. Encourage children to ask questions about the book and new vocabulary acquired.

### Materials

Teacher's choice of book about living and nonliving things

## Reading

*Recalls important facts from informational text*

*Describes the relationship between illustrations and text*

## Science

*Observes similarities and differences in living and nonliving things*

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

## Vocabulary

*Asks questions about unknown objects and words*

## Small Group Math

### Math

Uses one-to-one correspondence to determine how many

Combines and separates sets of objects to create new sets

Recognizes number of objects stays the same regardless of their arrangement

Understands that numbers always represent the same quantity

### Speaking & Listening

Follows simple and multiple-step directions

### Create Sets From Ten

Distribute a container of 10 objects and a large sheet of construction paper to each child. The children use the objects to form a straight line on their paper.

Say: **Let's count how many objects you have on your paper.** Each child counts and answers. **Right, you have 10 objects.**

Distribute 2 paper plates to each child. Say: **This time put some of the 10 objects on one plate and the rest on the other plate.** The children do this and each child reports how many objects are on each plate.

Ask: **Do you still have 10 objects? How do you know?** Discuss that children can count the objects, or help them understand that since they started with 10 objects and haven't added or taken any away, there are still 10. They may count them to check.

Continue: **Can you think of a different way you can arrange your objects on the two plates?** Children continue to experiment with different ways to create two sets using the 10 objects. They should understand that no matter how the objects are arranged, there will still be the same number, 10.

### Materials

- Container with 10 objects  
(cubes, buttons, craft sticks, etc.)  
for each child
- Large sheet of construction  
paper for each child
- 2 paper plates for each child



### Observe & Modify

Ask children who are ready to write equations to match the sets they create.