

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

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**Starfall**<sup>®</sup>

**Pre K** Second Edition!

# Things Change

**Unit 7 • Week 24**





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# Unit 7: Your Environment

## Week 24: Things Change

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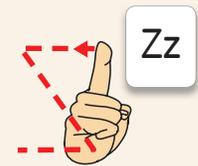
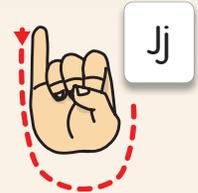
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# Week 24: Things Change

This week you will teach the children about how living things change and grow. They will discover some of the many ways in which they have grown and changed this year. The children will also:

- learn /j/ and /z/ and identify initial /j/ and /z/ words
- discuss how babies grow and change and become adults
- become familiar with the life cycle of a butterfly
- practice creating and finding patterns in the classroom
- reflect on and make a list of things they have learned this year
- match uppercase and lowercase letters



## Starfall Books & Other Media

*The Ant and the Chrysalis* as told by Myrna Estes

*The Ant and the Chrysalis* Sequence Cards

Butterfly Life Cycle Cards

Riddle Cards (blackline)

*ABC for Gingerbread Boy and Me*

Starfall American Sign Language Poster

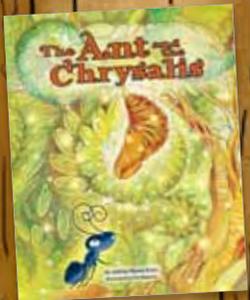
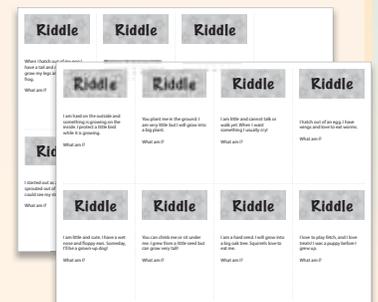
*Starfall Sing-Along Volumes 1 & 2*

*Starfall's Selected Nursery Rhymes*

## Preparation

Prepare your choice of music for this week's Warm Up Your Brain Exercises.

Include butterfly and other available life cycle and natural environment puzzles as choices for Small Group & Exploration this week.



**Day One**

*Story Time* — Choose a book about growing up and changing to share. Suggestions include:

- *I'm Growing* by Aliki
- *The Growing-Up Feet* by Beverly Cleary

*Small Group* — Prepare several construction paper triangles and rectangles in varying sizes and orientations. You will also need shaving cream or play dough for each child.

**Day Two**

*Morning Meeting* — Cut apart the Butterfly Life Cycle Picture Cards.



You will also need four types of pasta: ditalini, fusilli (spiral), conchiglie rigate (shell), and farfalle (bow tie). Prepare a small plastic bag containing one of each type of pasta for yourself and each child. These will also be used on Day 3.

**Day Three**

*Story Time* — You will need the drawings/writings from Day 3 and the Share Chair.

*Small Group* — Use a dark-colored marker to divide a paper plate or paper strip into four sections for each child.

**Day Four**

*Small Group* — You will need a coffee filter and a clothespin for each child, a spray bottle filled with water, and washable markers.

**Day Five**

*Morning Meeting* — Cut apart the Riddle Cards and place them in a bag or basket. Prepare your choice of music and two crepe paper streamers for each child.

*Circle Time* — Children will match upper and lowercase Letter Cards. Be sure to distribute the Letter Cards appropriately.

*Story Time* — Choose a caterpillar and/or butterfly book to read to the children. Suggestions include:

- *Leo the Late Bloomer* by Robert Kraus
- *The Very Hungry Caterpillar* by Eric Carle
- *Waiting for Wings* by Lois Ehlert
- *Peter's Chair* by Ezra Jack Keats
- *The Caterpillar and the Polliwog* by Jack Kent



You have changed so much this year. Are you bigger now than when you first came to school?

Your pal,  
Gingerbread Boy

I didn't know butterflies start out as caterpillars. I love learning new things! Do you?

Love,  
Gingerbread Boy

I always wondered how caterpillars became butterflies. Did you know?

Your friend,  
Gingerbread Boy

I loved listening to your story endings for **The Ant and the Chrysalis**. You are such good authors and illustrators!

Your pal,  
Gingerbread Boy

It's been fun learning about how we have grown and changed. I made up some riddles for you!

Love,  
Gingerbread Boy

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message  
Match baby and adult

Gingerbread Boy's Message

Butterfly Life Cycle Cards



Life Cycle Pasta

**Vocabulary:**  
chrysalis, emerge, pasta

**LEARNING CENTERS**

**Circle Time**

Phonemic Awareness: Blend and Separate Consonant/Vowel/Consonant

Introduce /j/

Identify initial *Jj* words

"Jellybeans" riddle

"Jack and Jill"

Phonemic Awareness: Blending onset and rime

Introduce *Jj*



List initial *Jj* words

Introduce ASL sign for *Jj*

"Where Is /j/?"

**Story Time**

Teacher's Literature Choice: Growing Up

"The Ants Go Marching"

*The Ant and the Chrysalis*



**Small Group & Exploration**

Shape Orientation

*The Ant and the Chrysalis*: write and illustrate what happened next

## Day Three

## Day Four

## Day Five

### GATHERING ROUTINE

Gingerbread Boy's Message  
"Head, Shoulders, Knees  
and Toes"  
Form and identify patterns

Gingerbread Boy's Message  
List things learned this year

Gingerbread Boy's Message  
Choose Picture Cards to match  
riddles



### LEARNING CENTERS

Phonological Awareness:  
Syllables in words  
"Zipper" riddle  
Introduce /z/  
Identify initial /Zz/ words  
"Zipper Coat"

Phonological Awareness:  
Rhyming Words  
Introduce Zz  
List initial /Zz/ words  
Introduce ASL sign for Zz  
"Where Is /z/?"



Phonemic Awareness:  
"The Alphabet Song"  
Match upper and lowercase  
Letter Cards

*The Ant and  
the Chrysalis*  
Share writings/  
illustrations



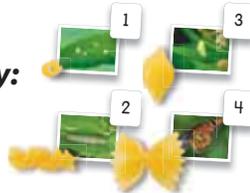
*The Ant and the Chrysalis*  
Sequence Cards



Teacher's Literature Choice:  
Caterpillars and Butterflies

Sequence Butterfly Life  
Cycle Cards

**Vocabulary:**  
cycle



Create coffee filter butterflies



Sort pasta

# WEEK 24

## LEARNING CENTERS

### Math

Recognizes and identifies basic two-dimensional shapes

### Technology

Uses technology independently to explore concepts and gain information

Becomes familiar with interactive applications, games or activities

Understands common technology terms

### Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Phonics & Word Recognition

Recognizes frequently used words in text

### Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

## Computer Center

**Activity** — Children review shapes at *Geometry and Measurement*, “Triangles” and review /q/, /u/ and reinforce /j/, and /z/ at ABCs: U, Q, J and Z.

### Interaction & Observation

- Review the Starfall Technology Standards and assess your children as they work in the Computer Center. Notice if they use technology to explore and review information.
- Continue to work with children to locate letters on the keyboard and type their names.

### Materials

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

## Art Center

**Preparation** — Book suggestions include:

- *Are You an Ant?* by Judy Allen
- *The Ants* by Brian D. McClure
- *Very First Things to Know About Ants* by Patricia Grossman

**Activity** — Children create ants using pictures and books for reference. They roll play dough into three small balls and stick them together to form the body. They use pipe cleaner pieces to form legs and antennae, and tiny balls of play dough for the eyes.

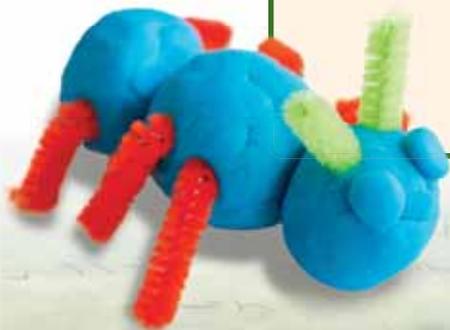
Place the completed ants on small squares of colored construction paper and display them in various places in the classroom. Children write their names and the word *ant* on their papers (e.g. *Melissa's ant*, *Michael's ant*).

### Interaction & Observation

- Compliment children on their completed artwork. For prekindergarten children, art is an exciting means of self-expression. When it is appreciated by others, they feel truly special.
  - Displaying children’s artwork around the classroom builds self-esteem and helps children learn to appreciate art as they become aware of it in their everyday lives.
  - Challenge the children to locate the word “ant” in the provided text.

### Materials

- Play dough
- Pipe cleaner pieces
- Enlarged pictures and several picture books about ants



## Library Center

**Preparation** — Include *The Ant and the Chrysalis* after it is introduced on Day 2 and other books about growing and changing. Suggestions include:

- *I'm Growing!* by Aiki
- *My, Oh My--A Butterfly!* by Tish Rabe
- *The Very Hungry Caterpillar* by Eric Carle
- *When I Grow Up...* by Peter Horn

**Activity** — Children read and listen to *The Ant and the Chrysalis*. They also enjoy other books about growing and changing.

### Interaction & Observation

- Interact with children at the Library Center by asking questions about their print and book awareness such as: *Where are the author and illustrator's names? Where is the front cover? Back cover? Can you point to the title? Where is the first page of the book? Will you show me the last page in the book?*
- Discuss life cycles and growing and changing.

### Materials

- The Ant and the Chrysalis*
- Folk Tales* Read-Along CD
- Books about growing and changing

### Print Concepts

Identifies front cover, back cover and title of a book

Understands directionality in print

### Reading

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

Identifies the role of author and illustrator

### Science

Describes simple life cycles of plants and animals

Notices changes in living things over time

### Creative Arts

Represents fantasy and real-life experiences through pretend play

### Reading

Recalls information from stories and other text

### Social Studies

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

Describes characteristics of where he or she lives and visits

### Speaking & Listening

Engages in conversations with peers and adults

## Dramatic Play Center

**Preparation** — Book suggestions include:

- *Camping Out* by Mercer Mayer
- *Curious George Goes Camping* by Margaret & H. A. Rey
- *Fred and Ted Go Camping* by Peter Eastman

**Activity** — Children pretend to go camping. They cook meals, dine, and sleep outdoors. They also enjoy books about camping.

### Interaction & Observation

- Stimulate dramatic play and extend ideas by conversing with the children as you join them on a camping trip. Ask what children are cooking, how they slept last night in their sleeping bags, what their plans are for the day, and where they might be going for a walk.
- Read a book about camping to them as they snuggle in their sleeping bags.

### Materials

- Small freestanding tent (if room size permits)
- Sleeping bags
- Plastic foods, utensils, and dishes
- Small cooler
- Additional camping gear
- Books about camping

### Science

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

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

## Construction Center

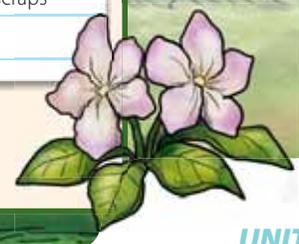
**Activity** — The children plan and use the available materials to create landforms (rivers, mountains, beaches, hills, valleys, volcanoes, caves and oceans).

### Interaction & Observation

- The inclusion of drawing paper, pencils, and crayons encourages children to draw pictures and write or dictate sentences about their structures.
- Labels and simple drawings of the structures, how they were built, or future plans for expanding the structures naturally bring print into the Construction Center.

### Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Fabric remnants, carpet squares
- Construction paper scraps
- Paper, pencils



## Writing Center

### Science

Notifies changes in living things over time

### Social Studies

Investigates ways people form communities

### Writing

Uses a combination of drawing, dictation, scribble writing, or invented spelling to convey meaning

**Activity** — Children illustrate themselves in their favorite Learning Centers, and dictate or write sentences about what they like to do there. They attempt to read what they have written to you.

### Interaction & Observation

- Interact with children in the Writing Center reminiscing about prekindergarten memories and activities they have participated in this year (special celebrations, holiday activities, field trips, classroom speakers, games, etc.).
- Discuss how the children have grown and changed. Encourage them to think of ways they are different than they were at the beginning of the school year.

### Materials

- Drawing paper
- Pencils, crayons

## Discovery Center

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Math

Sorts objects by physical attributes

### Science

Uses tools and equipment to explore objects

Develops awareness of the properties of objects

### Social/Emotional Development

Works with others to solve problems

**Preparation** — Book suggestions include:

- *Magnets* by Anne Schreiber
- *Magnets: Pulling Together, Pushing Apart* by Natalie M. Rosinsky
- *What Magnets Can Do* by Allan Fowler

**Activity** — Place the listed items in an empty water table. Children use magnets to determine whether the objects are magnetic or not magnetic, and sort the objects into separate tubs accordingly. Add additional objects as the week progresses.

### Interaction & Observation

Interact with children as they experiment, and help them learn more about magnets by sharing books about magnets.

### Materials

- Empty water table
- Various types and sizes of magnets
- Two small tubs for sorting
- Container filled with plastic and metal bottle caps, coins, thumb tacks, paper clips, counting chips, plastic beads, pencils, seashells, marbles, metal and plastic buttons, bread ties, pebbles, keys, cotton balls, etc.
- Books about magnets

## Math Center

### Math

Recognizes and identifies basic two- and three-dimensional shapes

Sorts two- and/or three-dimensional shapes

**Activity** — Children sort two- and three-dimensional shapes, and use available materials to draw and color two- and three-dimensional shapes of their own.

### Interaction & Observation

- As you interact with the children, assess their understanding and recognition of shapes and dimensions.
- Ask them to describe how the three-dimensional shapes are different from the two-dimensional shapes (a picture of an ice cream cone versus a three-dimensional cone).
- How is artwork they draw different from something they make with play dough?
- Does it look different? Feel different?
- Can they look at both sides of a drawing of a butterfly? A play dough ant?

### Materials

- Three-dimensional geometric shapes (cube, rectangle, pyramid, cylinder, sphere, and cone)
- Pictures of the two-dimensional geometric shapes above
- Drawing paper
- Pencils, crayons

# Gathering

Continue the Gathering Routine as with previous weeks. In addition, a volunteer chooses a number from 0 to 8 and the children practice identifying the next number in the counting sequence. They may use the Number Line as a reference if necessary.

Materials
None

### Math

Verbally counts in sequence and understands that numbers come before and after one another

# Morning Meeting

## Warm Up Your Brain

Instruct the children to move in one direction when the music plays, freeze when the music stops, and change directions when they hear the bell. Ask: **What should you do when the music plays?** (move) **What should you do when the music stops?** (freeze) **What should you do when the bell rings?** (change directions)

Remind the children they may move in a variety of ways (walk, tiptoe, slide, gallop, or jump to the beat). Alternate between playing and stopping the music, and ringing a bell. Change the timing and order frequently to determine if the children can follow your directions.

Materials
<input type="checkbox"/> Teacher's choice of music
<input type="checkbox"/> Dragon

### Creative Arts

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

### Gross Motor Skills

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

### Speaking & Listening

Follows simple and multiple-step directions

You have changed so much this year. Are you bigger now than when you first came to school?  
Your pal,  
Gingerbread Boy

## Growing and Changing

Read and discuss Gingerbread Boy's message.

Indicate the *baby* and *baker* Picture Cards as you place them side-by-side in a pocket chart.

Say: **Here is a picture of a baby. A baby starts out very small and grows bigger and bigger every day until it becomes a child. You are children. Will you always be children?** (Volunteers respond.) **No, you are growing all the time. One day you will be an adult.**

Indicate the *baker* Picture Card. Ask: **Does the adult look like the baby? What kind of work does this adult do?** (baker) **How are the baby and the adult the same? How are they different? A baby changes as it grows, just like you did.**

Identify the *acorn*, *baby*, *caterpillar*, *puppies*, *seed*, and *tadpole* Picture Cards as you place them in the pocket chart.

Identify and distribute the *butterfly*, *dog*, *frog*, *plant*, and *tree* Picture Cards.

Say: **Let's play a matching game.** (Indicate the *tadpole* Picture Card.)

**This is a tadpole. Who has the Picture Card that shows what this tadpole will be when it grows up?** The child with the *frog* Picture Card places it next to the *tadpole* Picture Card. Continue for the remaining cards.

Continue for the remaining cards.

Mix the Picture Cards and children again match the immature and adult pairs.

Materials
<input type="checkbox"/> Picture Cards: <i>acorn</i> , <i>baby</i> , <i>baker</i> , <i>butterfly</i> , <i>caterpillar</i> , <i>dog</i> , <i>frog</i> , <i>plant</i> , <i>puppies</i> , <i>seeds</i> , <i>tadpole</i> , <i>tree</i>
<input type="checkbox"/> Pocket chart
<input type="checkbox"/> A bell



### Science

Notices changes in living things over time

Describes simple life cycles of plants and animals

### Social Studies

Differentiates past, present, and future

Sequences familiar events in time

### Speaking & Listening

Participates in group discussions

**Social/Emotional Development**

Engages in and maintains positive relationships and interactions with trusted adults and children

**Phonological Awareness**

Blends phonemes into words

**Phonological Awareness**

Recognizes and identifies beginning sounds in words

**LEARNING CENTERS**

See Learning Centers for Week 24, pages 594-596. After cleanup, the children gather to share their experiences and discuss friendships that have developed this year.

**Circle Time****Materials**

- Three chairs

**Phonemic Awareness: Blend and Separate Consonant/Vowel/Consonant**

Say: **Listen to these sounds, /j/ /e/ /t/. Now you say them, /j/ /e/ /t/. Blend those sounds together to form a word. /j/ /e/ /t/, jet. Let's try some more.**

Use: /j/ /a/ /m/ jam, /j/ /a/ /k/ Jack, /j/ /i/ /l/ Jill.

Place 3 chairs side-by-side and choose 3 children to sit in them. Explain that you will take apart some words. Give the example "cat." Touch the first child's head and say /c/. Touch the second child's head and say /a/, and touch the third child's head and say /t/ and the children repeat. Blend the sounds together to form *cat*. Repeat for *fun*, *hop*, *pig*, *ten*, and *cap* with different volunteers.

**Introduce /j/**

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

Display the *jacket*, *jeep* *jellybeans* and *jet* Picture Cards.

Say: **Here is a picture of jellybeans. Say, jellybeans. Jellybeans begins with /j/. Say /j/.** Continue:

- **Jacket begins with /j/. Say, jacket. Say /j/, jacket.**
- **Jeep begins with /j/. Say, jeep. Say /j/, jeep.**
- **Say, jet. What sound do you hear at the beginning of jet? Right, /j/.**

Say: **Jellybeans begins with /j/. Listen to these two words. Which one begins with /j/, jellybeans or eggs?** (jellybeans) **Jellybeans begins with /j/. Say /j/.** (Children repeat, /j/.) **Listen again, basket or Jack. Which one begins with /j/?** (Jack)

Say: **Let's pretend we are eating jellybeans.** (Demonstrate) **If you hear a word that begins with /j/, pretend you are eating a jellybean. If the word doesn't begin with /j/ sit on your hands. Ready?**

Ask: **Do you hear /j/ at the beginning of jump? Say it with me, jump, /j/!** (Children repeat, *jump*, /j/.) **Good, eat a jellybean. Let's try some more.** Continue with *juice*, *up*, *finger*, *jam*, *key*, and *January*.

**Materials**

- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Picture Cards: *jacket*, *jeep*, *jellybeans*, *jet*

**Jellybeans**

*I am often found in Easter baskets, but I'm not an egg.*

*I can be any color and I taste very sweet.*

*My shape is oval and I'm usually small.*

*My name begins with /j/.*

*What am I?*

Indicate *Nursery Rhymes* page 22, “Jack and Jill.” Grandmother says: **This is a nursery rhyme called “Jack and Jill.” What sound do you hear at the beginning of Jack and Jill? (/j/)** Listen to this rhyme.

Read and discuss “Jack and Jill.”

Encourage children to listen for /j/ today.

## Story Time

### Teacher’s Literature Choice: Growing Up

Indicate your choice of book about growing up. Consider choosing a nonfiction book. Introduce the title, author, and illustrator. Picture-walk through the book as children describe the illustrations and make predictions. Read the book, pausing to briefly introduce and answer questions about new vocabulary as it is encountered. Ask and answer questions about what was read and discuss the relationship between the illustrations and text. Allow time for children to point out words they recognize in the text such as *I*, *the*, *to*, and *a*.

#### Materials

- Teacher’s choice of book about growing up

#### Phonics & Word Recognition

Recognizes frequently used words in text

#### Reading

Recalls information from stories and other text

Describes the relationship between illustrations and text

#### Vocabulary

Discusses words and word meanings

## Small Group & Exploration

### Shape Orientation

Indicate a triangle. Ask: **How do we know this is a triangle? Yes, we learned that a triangle has three sides and three corners or angles. Let’s count the sides and corners of this shape.** (Do this.) **Is this a triangle?** (Volunteers respond.) **How do we know?**

The children should be able to state that they know it is a triangle because it has three sides and three corners.

Indicate other triangles. Say: **I wonder what shapes these are. How can we tell?** (Volunteers respond.) **Right, we can count the number of sides and corners.**

Indicate one of the triangles and ask: **If I hold the triangle this way** (rotate the triangle) **is it still a triangle?** (Volunteers respond.) Repeat for other triangles, rotating them in various orientations. Children should understand that it doesn’t matter in which direction the shape is turned; it is always a triangle.

Repeat this for other triangles. Explain: **These triangles are all different, but they are all triangles because they have three sides and three corners.**

Repeat this procedure for the rectangles. The children should be able to state that they know they are rectangles because they have four straight sides and four corners.

Provide shaving cream or play dough and children create a variety of triangles and rectangles.

#### Materials

- Prepared construction paper triangles and rectangles
- Shaving cream or play dough

#### Math

Recognizes basic two-dimensional geometric shapes

Identifies shapes regardless of their orientations or size

Describes basic shapes

**Creative Arts**

Expresses concepts, ideas or feelings through movement

**Science**

Describes simple life cycles of plants and animals

Notifies changes in living things over time

**Speaking & Listening**

Follows simple and multiple-step directions

I didn't know butterflies start out as caterpillars. I love learning new things! Do you?  
Love,  
Gingerbread Boy

**Science**

Notifies changes in living things over time

Describes simple life cycles of plants and animals

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

**Vocabulary**

Identifies real-life connections between words and their use



**Morning Meeting**

**Warm Up Your Brain**

Give children the following directions:

- **Pretend you are a caterpillar wiggling around on the floor.**
- **At the sound of the bell, freeze.** (Explain that the caterpillar is changing into something very special.)
- **This time at the sound of the bell, sit on the floor and place the bottoms of your feet together in front of you. Hold onto your feet, and let your knees drop toward the floor. Sit tall and flap your legs up and down like a butterfly.**
- **This time at the sound of the bell, fly around the room like a butterfly!**

Materials	
<input type="checkbox"/>	Dragon
<input type="checkbox"/>	Bell

**Introduce the Butterfly Life Cycle**

Read and discuss Gingerbread Boy's message.

Say: **Let's help Gingerbread Boy learn how a caterpillar changes into a butterfly.** Place the Butterfly Life Cycle Cards in a pocket chart as you indicate and explain each one:

Materials	
<input type="checkbox"/>	Butterfly Life Cycle Picture Cards
<input type="checkbox"/>	Life cycle pasta bag for each child
<input type="checkbox"/>	Pocket chart

- **Here is an egg. The egg looks very still on the outside, but it is busy on the inside. Soon a tiny caterpillar will hatch out of the egg. How would you describe a caterpillar? How do you think they feel? Are they furry? Are they slimy?**
- **The caterpillar eats and eats and eats and eats! When it's ready, it climbs a branch and hangs upside down.**
- **Soon it changes into something called a *chrysalis*.** (Children repeat, *chrysalis*.) **A *chrysalis* looks very still on the outside, but inside the caterpillar is growing and changing.**
- **All of a sudden the chrysalis begins to wiggle and the caterpillar *emerges*, or comes out, but it isn't a caterpillar anymore. It has changed into a butterfly.**

Distribute a life cycle bag to each child. Say: **This is *pasta*.** (Children repeat, *pasta*.) **We can use these *pasta* shapes to remind us of a butterfly's life cycle. Find and hold up the pasta that looks like a little egg.** (Children do this.) Repeat for *caterpillar*, *chrysalis*, and *butterfly*.

Children place their pasta pieces in the correct order on top of their bags. After they have done this correctly, direct them to place the pasta back in the plastic bags. Collect the bags for use on Day 3.

# LEARNING CENTERS

See Learning Centers for Week 24, pages 594-596. After cleanup, the children gather to share their experiences and discuss friendships that have developed this year.

## Social/Emotional Development

Engages in and maintains positive relationships and interactions with trusted adults and children

## Circle Time

### Phonological Awareness: Blend Onset and Rime

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

Use: /j/ /am/ (jam), /j/ /ug/ (jug), /j/ /ar/ (jar), /j/ /ack/ (Jack), /j/ /ill/ (Jill).

#### Materials

None

## Phonological Awareness

Blends phonemes into words

### Introduce Jj, List Jj Words, ASL Jj

Indicate the Jj Letter Card.

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

Say: **Let's sky write uppercase J.** (Demonstrate) **Now sky write lowercase j.** (Demonstrate) **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase J on your partner's back.**

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

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

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

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

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

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

#### Materials

Grandmother

Star

Letter Card Jj

Chart paper, marker

Starfall American Sign

Language Poster

*ABC for Gingerbread Boy*

and *Me* by Starfall

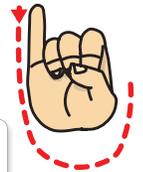
## Phonological Awareness

Recognizes and identifies beginning sounds in words

## Print Concepts

Focuses on letter names and shapes

Connects oral language and print



Jj

Sing “Where Is /j/?” Each time /j/ is used, children make the Jj hand sign.

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

**Where Is /j/?**

(Melody: “Where Is Thumbkin?”)

Where is /j/? Where is /j/?

Here I am. Here I am.

/j/ in jellybeans, /j/ in jacket

/j/ /j/ /j/, Jj, Jj, Jj.

**Reading**

Uses illustration clues to predict

**Science**

Describes simple life cycles of plants and animals

Notices changes in living things over time

**Vocabulary**

Discusses words and word meanings



**Story Time**

**Introduce *The Ant and the Chrysalis***

Play *Sing-Along* Volume 2 Track 40. Children sing “The Ants Go Marching.”

Indicate *The Ant and the Chrysalis*. Ask: **What do you think this story is about?** (Volunteers respond.) **What the story is about is called the main idea. Raise your hand if you remember what a chrysalis is.** (Volunteers respond.) **Let’s read to find out what happens. If you hear a word you don’t understand, raise your hand so we can talk about it.**

Read pages one through sixteen. Ask: **What do you think will happen next?** (Volunteers respond and explain reasons for their predictions.) **Let’s read to discover how the story ends.**

Finish reading the book. Briefly recall the children’s predictions to determine their accuracy.

**Materials**

*Starfall Sing-Along* Volume 2

*The Ant and the Chrysalis*

as told by Myrna Estes

**Small Group & Exploration**

**Creative Writing**

Say: **At the end of the story the ant climbed onto the butterfly’s back and away they flew. Where do you think they went?** (Volunteers respond.) **Let’s write what may have happened next.**

Each child writes about and illustrates what happened next.

Encourage the children to use kid writing. They may also dictate sentences for you to write beneath their illustrations. Assist children in reading their sentences and in adding details. Model using spaces between words and a capital letter at the beginning of sentences.

Children will share their sentences and drawings on Day 3.

**Materials**

*The Ant and the Chrysalis*

as told by Myrna Estes

Writing & Observation Journals

Pencils, crayons

**Approaches to Learning**

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

**Writing**

Uses a combination of drawing, dictation, scribble writing, or invented spelling to convey meaning

Independently writes some letters and words

Uses appropriate writing conventions with adult assistance

Explores letter-sound relationships while writing

## Gathering Routine

Continue the Gathering Routine and activity from Day 1.

## Morning Meeting

## Warm Up Your Brain

Play *Sing-Along* Volume 1, Track 12. Children sing "Head, Shoulders, Knees, and Toes" and do accompanying movements.

Say: **This song is sung in a pattern. First comes the head, then come the shoulders. What comes next?** (knees and toes) Repeat "Head, Shoulders, Knees, and Toes."

## Materials

- Starfall Sing-Along* Volume 1
- Dragon

**Creative Movement**

Participates in movement using songs

**Math**

Identifies simple patterns

I always wondered  
how caterpillars  
became butterflies.  
Did you know?  
Your friend,  
Gingerbread Boy

**Math**

Creates, identifies, duplicates, and extends simple patterns

Understands and uses ordinal numbers

**Science**

Describes simple life cycles of plants and animals

**Social Studies**

Demonstrates knowledge of personal information

## Create Patterns

Read and discuss Gingerbread Boy's message.

Say: **The life cycle of a butterfly creates a pattern.**

Select a volunteer to represent each stage:

- **First there is an egg.**
- **Second is a caterpillar.**
- **Third is a chrysalis.**
- **Fourth is a butterfly.**

Continue: **Then the butterfly lays an egg and the pattern begins all over again. Let's repeat this pattern: egg, caterpillar, chrysalis, butterfly.**

Say: **Let's create patterns.** Arrange children in different patterns, such as:

- Children with short sleeves and children with long sleeves (AB pattern)
- Boys and girls (AB pattern)
- Children with blonde hair, children with black hair, and children with brown hair (ABC pattern)
- Children with short hair, children with medium length hair and children with long hair (ABC pattern)

Say: **Let's find patterns in the classroom.**

Indicate several obvious patterns such as the floor or rug pattern, heating vents, windows, and window blinds (line, open space, line, etc.).

Children identify other patterns and explain how the patterns would continue. Ask: **What would come next? What part repeats?**

## Materials

- None

## LEARNING CENTERS

See Learning Centers for Week 24, pages 594-596. After cleanup, the children gather to share their experiences and discuss friendships that have developed this year.

**Social/Emotional Development**

Engages in and maintains positive relationships and interactions with trusted adults and children

## Circle Time

### Materials

 None

### Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, jac-ket. Now put them together to form a word: jacket. This time hold up one finger for each part. Ready? jac-ket** Children say *jacket* and hold up a finger as they say each syllable.

Continue: **What is left if we take jac away from jacket? Right, only ket would be left.** Repeat blending and deleting syllables for *Jan-u-ar-y* (January), *jel-ly* (jelly), *j-in-gle* (jingle) and *joy-ful* (joyful).

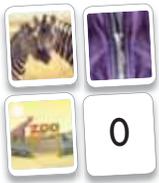
#### Phonological Awareness

Blends syllables in spoken words

#### Phonological Awareness

Recognizes and identifies beginning sounds in words

Isolates and pronounces the initial sounds in words



### Introduce /z/

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

Grandmother reads the riddle “Zipper,” and the children solve the riddle.

Display the *zebra*, *zipper*, *zoo*, and *zero* Picture Cards.

Say: **Here is a picture of a zipper. Say, zipper. Zipper begins with /z/. Say /z/.** Continue:

- **Zebra begins with /z/. Say, zebra. Say /z/, zebra.**
- **Zoo begins with /z/. Say, zoo. Say /z/, zoo.**
- **Say, zero. What sound do you hear at the beginning of zero? Right, /z/.**

Say: **Zipper begins with /z/. Listen to these two words. Which one begins with /z/, zipper or coat? Right, zipper begins with /z/. Say /z/.** (Children repeat, /z/.) **Listen again: plant or zoo. Which one begins with /z/?** (zoo)

Grandmother says: **Let’s listen to a song about a coat with a zipper.** Play *Sing-Along* Volume 1 Track 49, “Zipper Coat.”

Say: **Now let’s sing together. If you hear a word that begins with /z/, pretend you are zipping up your coat. Ready?** Children sing “Zipper Coat.”

Ask: **Do you hear /z/ at the beginning of zoo? Say it with me, zoo, /z/.** (Children repeat, zoo, /z/.) **Good, zip up your coat. Let’s try some more.** Continue with *baby*, *zero*, *hop*, *quack*, *zebra*, *ball*, and *zigzag*.

Encourage children to listen for /z/ today.

### Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Picture Cards: *zebra*, *zipper*, *zoo*, *zero*
- Pocket chart

#### Zipper

It is used to keep a jacket or coat closed.  
Sometimes you need help lining it up to make it work.  
It has many little teeth.  
These teeth don’t bite.  
It’s name begins with /z/.

What is it?

#### “Zipper Coat”

Oh, do you have a zipper coat  
A zipper coat  
A zipper coat  
Oh do you have a zipper coat  
That goes zzzzip?

Oh, yes I have a zipper coat  
A zipper coat  
A zipper coat  
Oh, yes I have a zipper coat  
That goes zzzzip!

## Story Time

### Share Chair

Indicate *The Ant and the Chrysalis*.

Say: **Let's read *The Ant and the Chrysalis*. Then you will share your writings and illustrations and what you think happened next.**

Read *The Ant and the Chrysalis*.

Children sit in the Share Chair to share their writings and illustrations. Classmates do a class cheer after each sharing.

#### Materials

- The Ant and the Chrysalis*  
as told by Myrna Estes
- Writing & Observation Journals
- Share Chair

#### Creative Arts

Demonstrates appropriate audience skills

Describes or explains own artwork

#### Reading

Makes predictions based on content and prior knowledge

#### Speaking & Listening

Listens to and discusses literary texts

## Small Group & Exploration

### Create the Butterfly Life Cycle

Place Butterfly Life Cycle Picture Cards in random order in a pocket chart.

Ask: **Are these pictures in the order of the life of a butterfly?** (Volunteers respond.) **No, they aren't. Let's put them in order.** (Children assist to do this.) **This is called a butterfly life cycle. A cycle is like a pattern. The butterfly lays an egg on a leaf and the cycle begins.** (Indicate and name the stages in the cycle so children understand that it repeats.)

Distribute the pasta bags. Assist children in putting their pasta pieces in order to represent the butterfly life cycle.

Distribute paper plates. Children write their names on the back. Indicate Number Cards 1 through 4. Assist the children to:

- count the sections on the paper plate
- copy the numbers into the sections
- glue the pasta pieces in the appropriate order

Children illustrate their plate sections if time allows.

#### Materials

- Butterfly Life Cycle Picture Cards
- Number Cards 1 through 4
- Prepared pasta bags
- Paper plates or strips of heavy stock paper
- Glue, crayons, pencils

#### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

#### Reading

Identifies sequence of events

#### Science

Notifies changes in living things over time

Describes simple life cycles of plants and animals

#### Social Studies

Sequences familiar events in time

#### Speaking & Listening

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



**Morning Meeting**

**Materials**

Dragon

**Gross Motor Skills**

*Demonstrates strength and coordination of large muscles*

**Math**

*Creates, identifies, and duplicates simple patterns*

**Speaking & Listening**

*Follows simple and multiple-step directions*

I loved listening to your story endings for **The Ant and the Chrysalis**. You are such good authors and illustrators!

Your pal,  
Gingerbread Boy

**Warm Up Your Brain**

Play "Let's Create a Pattern." Explain to the children they will create patterns with their movements.

Lead the children in an AB movement pattern. Demonstrate the pattern by clapping three times. Pause and then stomp your feet three times. Ask the children to repeat the pattern. Repeat several times. Ask: **Is this an AB pattern or an ABC pattern?** (Volunteers respond.) Children should understand it is an AB pattern because there are two different movements.

Lead the children in an ABC movement pattern:

- **Clap your hands.** (Clap three times.)
- **Stomp your feet.** (Stomp three times.)
- **Hop up and down.** (Hop three times.)

Repeat this several times. Ask: **Is this an AB pattern or an ABC pattern?** (Volunteers respond.) Children should understand it is an ABC pattern because there are three different movements.

**Look What We've Learned!**

Read and discuss Gingerbread Boy's message.

Say: **Like the caterpillar, you have grown and changed this year. You have learned so much since the first day of school. Let's make a list of all the things we have learned this year.**

Gingerbread Boy whispers he learned how to be a good listener. Commend Gingerbread Boy for being a great listener this year and write his response on the chart paper.

Add volunteers' responses to the list. Gingerbread Boy adds to the list as necessary to remind the children of what they have learned this year and the friendships they have developed.

Review the list. Say: **Caterpillars grow and change into butterflies. You have grown into very smart and loving children!**

**Materials**

Chart paper

Marker

**Approaches to Learning**

*Reflects on what has been learned*

**Science**

*Notifies changes in living things over time*

**Social/Emotional Development**

*Demonstrates confidence in own abilities and expresses positive feelings about self*

**Writing**

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

**Social/Emotional Development**

*Engages in and maintains positive relationships and interactions with trusted adults and children*

**LEARNING CENTERS**

See Learning Centers for Week 24, pages 594-596. After cleanup, the children gather to share their experiences and discuss friendships that have developed this year.

# Circle Time

## Materials

 None

### Phonological Awareness: Rhyming Words

Say: **Zero and hero rhyme. Listen to these words, zoo, you.** (Children repeat, *zoo, you*.) **Do they rhyme?** (yes) **Zoo, and you rhyme. Listen to these words, jug, mug.** (Children repeat, *jug, mug*.) **Do they rhyme?**

Say: **Now listen to these words and think of another word that rhymes.** Say *cat* and *sat*, and pause for volunteers to respond with additional words that rhyme. You may accept nonsense words. Repeat with *bun* and *sun*, *pig* and *wig*, *fan* and *pan*.

### Phonological Awareness

Identifies and discriminates rhyming words

### Introduce Zz, List Zz Words, ASL Zz

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

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

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

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

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

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

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

Sing "Where Is /z/?" Each time /z/ is used, children make the Zz hand sign.

## Materials

- 
- ABC for Gingerbread Boy and Me*
- by Starfall
- 
- 
- Starfall American Sign Language Poster
- 
- 
- Chart paper, marker
- 
- 
- Basket or bag
- 
- 
- Grandmother
- 
- 
- Letter Card Zz
- 
- 
- Star

### Phonological Awareness

Recognizes and identifies beginning sounds in words

### Print Concepts

Focuses on letter names and shapes  
Connects oral language and print



Zz

## Story Time

### Reading

Retells familiar stories in sequence

Engages in group reading activities with purpose and understanding

Recognizes cause and effect



### Sequence *The Ant and the Chrysalis*

Indicate *The Ant and the Chrysalis*.

Place the *The Ant and the Chrysalis* Sequence Cards in random order in a pocket chart. Children discuss whether or not the story makes sense in this order. They work together to reorder the Sequence Cards correctly. Encourage the use of the vocabulary words *beginning*, *middle* and *end*. Volunteers take turns to retell the story.

### Materials

- The Ant and the Chrysalis* as told by Myrna Estes
- The Ant and the Chrysalis* Sequence Cards
- Pocket chart



### Observe & Modify

If the children have difficulty ordering the Sequence Cards, read the story, and allow volunteers to order the cards as you read.

## Small Group & Exploration

### Creative Arts

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Science

Describes simple life cycles of plants and animals

### Create Butterflies

Children use markers to color coffee filters, then they spray the filters with water. Assist the children to twist the coffee filters and clip them in the center with clothespins to create butterfly bodies and wings. Children add faces and antennae to the clothespins to complete their butterflies. Engage the children in a discussion about familiar plant and animal life cycles.

### Materials

- Coffee filter for each child
- Spray bottle with water
- Washable markers
- Clothespins



# Gathering Routine

Continue the Gathering Routine and activity from Day 1.

## Morning Meeting

### Warm Up Your Brain

Distribute two streamers to each child. Play your choice of music. Children express their feelings as they pretend they are dancing butterflies fluttering from flower to flower and flying freely in a circle.

#### Materials

- Two crepe paper streamers per child
- Teacher's choice of music
- Dragon

#### Creative Arts

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

Expresses concepts, ideas or feelings through movement

It's been fun learning about how we have grown and changed. I made up some riddles for you!

Love,  
Gingerbread Boy

#### Reading

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

#### Science

Notifies changes in living things over time

Describes simple life cycles of plants and animals

Observes similarities and differences in living and nonliving things

#### Social/Emotional Development

Engages in and maintains positive relationships and interactions with trusted adults and children

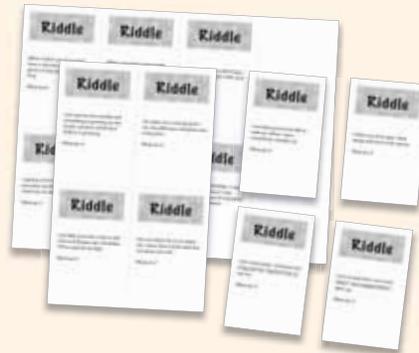
### Riddles: What Am I?

Read and discuss Gingerbread Boy's message.

Display the Picture Cards in a pocket chart. A volunteer selects a riddle from the bag or basket. Read the riddle. Another volunteer locates the Picture Card that answers the riddle and turns it face down in the pocket chart.

#### Materials

- Picture Cards: acorn, baby, baker, bird, butterfly, caterpillar, dog, eggs, frog, plant, puppies, seeds, tadpole, tree
- Prepared riddles
- Bag or basket
- Pocket chart



## LEARNING CENTERS

See Learning Centers for Week 24, pages 594-596. After cleanup, the children gather to share their experiences and discuss friendships that have developed this year.

## Circle Time

### Alphabet Knowledge

Recites the alphabet in sequence

### Language Development

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

### Alphabet Knowledge

Recites the alphabet in sequence

Recognizes and names most letters of the alphabet

### Phonics & Word Recognition

Associates letters with their names and sounds

### Print Concepts

Focuses on letter names and shapes

### Writing

Independently writes some letters and words

Organize the matching upper and lowercase Letter Cards in sets to match the number of children. Substitute pairs in subsequent games to provide practice with all of the letters.

### Materials

Starfall Sing-Along Volume 1

## Phonemic Awareness: "The Alphabet Song"

Say: **We have learned all the letters of the alphabet. Let's sing "The Alphabet Song."** Play *Sing-Along* Volume 1 Track 2. Children sing "The Alphabet Song."

Say: **Now let's sing "The Alphabet Song" slowly and add the sign language hand signs for each letter. Ready?** (Do this.)

## Match Alphabet Letters

Say: **We have learned all of the letters and sounds. Who would like to play a matching game?** (Children respond.) **Here are some upper and lowercase letters. Your job is to find the child who has the card that matches yours. Let's practice!**

Distribute the Z, z, J, and j Letter Cards to four children. Ask: **Who has uppercase Z?** The child who has the uppercase Z Letter Card finds the child with the matching letter, lowercase z. The partners make the /z/ sound. Repeat for J.

Distribute one card to each child. Children find their matches, and pairs stand next to each other. Check the results and make any necessary adjustments. Partners lead the class to say the sound of each letter. Redistribute the Letter Cards and repeat.

Assist the children to arrange themselves in alphabetical order while singing "The Alphabet Song."

Distribute paper and pencils and the children choose and write letters. Assist them as needed.

### Materials

All upper and lowercase

Letter Cards

## Story Time

### Teacher's Literature Choice: Caterpillars & Butterflies

Indicate your choice of an informational caterpillar and/or butterfly book. Introduce the title, author, and illustrator. Picture walk through the book as children describe the pictures. Read the book pausing to discuss what was read and introduce new vocabulary as it is encountered. Allow time for the children to ask and answer questions about new vocabulary and what they learned.

#### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Teacher's choice of informational book about caterpillars and/or butterflies |
|--------------------------|--|

#### Reading

*Recalls important facts from informational text*

*Asks and answers appropriate questions about the story*

*Makes connections between pieces of essential information in a text*

#### Vocabulary

*Uses new vocabulary*

*Uses illustrations and context to determine word meaning*

## Small Group Math

### Sorting Pasta

Indicate the bowl of different types of pasta. Ask: **What do you notice about the pasta in this bowl?** (Volunteers respond.) **Yes, they are different. Who knows one way they are different?** Children work together to sort the pasta by the attribute identified. Assign a paper plate to each pasta color.

#### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Variety of pasta (different sizes, shapes, colors) |
| <input type="checkbox"/> | Large bowl   |
| <input type="checkbox"/> | 3 or more paper plates                             |

#### Math

*Sorts objects by physical attributes*

*Analyzes, compares, and sorts groups of objects by a single attribute and explains*

Ask: **How did you sort the pasta? Right, you sorted it by color. Is there another way they are different? Yes, they have different shapes.** Repeat the sorting activity by assigning a paper plate for each pasta shape.

Continue: **This time work together to find a different way to sort the pasta.** After they do this, volunteers explain how they sorted the pasta.