

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

If you have questions or comments, please contact us.

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Starfall[®]

Pre K Second Edition!

Look At Us Now

Unit 7 • Week 25





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Second
Edition!



Unit 7: Your Environment

Week 25: Look At Us Now

Overview & Preparation 612

Learning Centers 616

Day 1

Graph Favorite Learning centers	619
Play Alphabet Toss	620
Review <i>The Little Red Hen</i>	621
Make Play Dough	621

Day 2

Review <i>Nursery Rhymes</i>	622
Match Letter and Picture Cards	623
Introduce "The Four Friends"	624
Look At Us Now!	624

Day 3

Carrot Experiment	625
Identify Upper and Lowercase Letters	626
Review <i>The Gingerbread Boy</i>	627
Create a Class Book for Gingerbread Boy	627

Day 4

Review Shapes	628
Blend Phonemes	629
Dramatize "The Four Friends"	630
Create Patterns	630

Day 5

Share Gingerbread Boy's Class Book	631
I Can Read!	632
Children's Literature Choice	633
Math Games	633

Week 25: Look At Us Now

This week, the children take a look back on the school year to recognize and celebrate all they have learned and how much they have grown. The children will also:

- graph Learning Centers to decide the class favorite
- discuss the qualities of good friends
- create a class book about Gingerbread Boy
- duplicate two and three-dimensional shapes
- choose their class favorite book of the year
- review the alphabet

Starfall Books & Other Media

The Gingerbread Boy as told by Brandi Chase

The Little Red Hen and other Folk Tales by Starfall

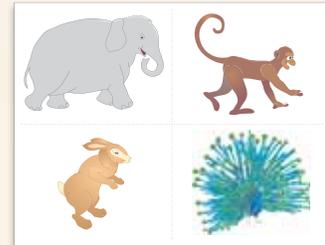
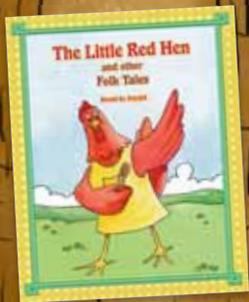
"The Four Friends" Character Cards

Learning Center Icons

Star Writer Melodies

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 favorite puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Prepare a Learning Center graph by attaching the Learning Center Icons in columnar fashion down the left side of a sheet of chart paper.

Circle Time — Use masking tape to designate where children will stand for today's activity and place a trash can about four feet away. Prepare upper and lowercase letters A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j on individual sheets of paper, and place them in a bag or basket.

Small Group — Have materials available to create gingerbread play dough. After making the dough, you will divide it into individual portions and place it in plastic bags for children to take home. Include a play dough recipe card with each bag.

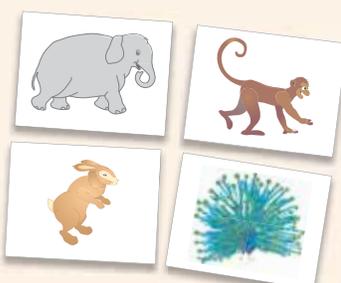
Day Two

Circle Time — Place upper and lowercase Letter Cards K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r in a bag or basket.

Story Time — Cut apart the "Four Friends" Character Cards.

Small Group — Have a digital camera available to take a picture of each child. Prepare a white construction paper picture frame with at least 1" to 1½" border for each child. Draw a rectangle or square the size of the photo in the center.

Ingredients	
<input type="checkbox"/>	2 cups flour
<input type="checkbox"/>	1 cup salt
<input type="checkbox"/>	5 teaspoons ginger
<input type="checkbox"/>	2 teaspoons vegetable oil
<input type="checkbox"/>	1 cup warm water
<input type="checkbox"/>	Food coloring



We have done so much this year. One of my favorite things was Learning Centers. Which was your favorite Learning Center?
Your pal,
Gingerbread Boy

I was reading Nursery Rhymes. Did you see me in some of the pictures of the nursery rhymes? Which was your favorite?
Love,
Gingerbread Boy

I loved learning about numbers this year. What's your favorite number?
Your friend,
Gingerbread Boy

I'm so happy! We have learned about letters, sounds, numbers and my favorite, shapes.
Your pal,
Gingerbread Boy

I enjoy remembering all the fun things we've done this year. I love school!
Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
Graph favorite Learning Centers



Gingerbread Boy's Message
Nursery Rhymes

Identify rhymes with
Gingerbread Boy's picture

LEARNING CENTERS

Circle Time

Phonemic Awareness:
Alphabet Basketball
"The Alphabet Song"
Upper and lowercase letters

Phonological Awareness:
Adding Initial Sounds

Beginning sounds

Match upper and lowercase
letters (Kk-Rr)



Story Time

Review *The Little Red Hen and Other Folk Tales*:
"The Little Red Hen"

Being a good
friend



The Little Red Hen and Other Folk Tales: "The Four Friends"

"The Four Friends"
Character Cards



Vocabulary:
peacock



Small Group & Exploration

Gingerbread play dough

Decorate construction paper
picture frames



Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Numbers 1 through 10



Create That Number

Number order

"Ten Bears in a Bed"

Gingerbread Boy's Message

Review Shapes

Gingerbread Boy's Message

Star Writer Melodies

Gingerbread Boy's Class Book

LEARNING CENTERS

Phonological Awareness:
Rhyming Words

Beginning sounds

Match upper and lowercase
letters (Ss-Zz)



Phonemic Awareness: Blend
Consonant/Vowel/Consonant

Sound out and spell words

Phonological Awareness:
Substitute Initial Sound

I Can Read!

ABC for Gingerbread Boy and Me

ABC Order

The Gingerbread Boy

Children choose
their favorite part
of the story



Dramatize *The Little Red Hen
and Other Folk Tales:*
"The Four Friends"



Children vote for their favorite
books of the year

Draw pictures with Gingerbread
Boy and dictate sentences for
class book

Patterns



Math Games

WEEK 25

LEARNING CENTERS

Math

Sorts two- and or three-dimensional shapes

Print Concepts

Differentiates between letters and numbers

Technology

Enjoys electronic forms of storybooks and informational texts

Computer Center

Activity — Children enjoy *I'm Reading: "Folk Tales,"* "The Little Red Hen" and "The Four Friends." They explore *Geometry and Measurement: "2D/3D Sort"*

Interaction & Observation

- Children choose any activities on *Starfall.com* they wish to review.
- Discuss the differences between letters and numbers as you assist children to locate them on the keyboard.

Materials

- Computers set up to access *Starfall.com*
- Headsets

Creative Arts

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

Experiments with a variety of art materials

Science

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

Art Center

Activity — Children choose and create from various art media.

Interaction & Observation

- Engage children in conversations about their favorite art activities of the year as you visit the Art Center this week.
- Encourage children to reflect on their artwork and discuss ways it makes them feel.

Materials

- Art easel, brushes
- Various sizes of paper
- Tempera paint, watercolors
- Crayons, markers, pencils
- Glue, scissors
- Recycled magazines

Phonics & Word Recognition

Recognizes frequently used words in text

Reading

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

Social/Emotional Development

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

Library Center

Preparation — Include *The Little Red Hen and Other Folk Tales: "The Four Friends"* after Day 2, and other books that have been introduced throughout the year, including *Nursery Rhymes*.

Activity — Children revisit and enjoy books that have been read aloud during the school year, as well as books they have created as a class.

Interaction & Observation

- Discuss the children's choices and the reasons for them.
- Challenge the children to locate words or text they recognize and read them to you and each other.

Materials

- The Little Red Hen and Other Folk Tales: "The Four Friends"*
- Class books
- A variety of story books

Dramatic Play Center

Preparation — Return the Dramatic Play Center to a home (as it was at the beginning of the year).

Activity — Children wash the dolls, doll clothes and dishes to be sorted and packed away at the end of the week. Use the classroom water table with a small amount of detergent, and add another small tub for rinsing. Include a small drying rack for doll clothes.

As the week draws to a close, children can also use the water table (with clean water) to wipe down tables, chairs, cubbies, etc.

Interaction & Observation

- Discuss interests and emotions during experiences in the Dramatic Play Center this year.

Materials

- Dolls and doll clothes
- Play furniture
- Cooking utensils
- Cans and empty food packages
- Dress-up clothes
- Recycled telephone
- Play money

Social/Emotional Development

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

Uses materials appropriately and puts them away

Social Studies

Recognizes and accepts responsibilities

Construction Center

Activity — Children use a variety of open-ended construction materials to create as they choose. They use the materials with their block creations to make tents and houses, or to form rivers, mountains, cushions for cars or airplanes they build, and other imaginative ideas of their own.

Interaction & Observation

- Engage children in conversations about their constructions as you visit this center.
- Encourage them to describe structures they are most proud of.

Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Building logs, toys, and blankets
- Sets of farm and zoo animals
- Small cars, trucks, trains
- Set of community people
- Paper, pencils

Social/Emotional Development

Works with others to solve problems

Demonstrates confidence in own abilities and expresses positive feelings about self

Social Studies

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

Writing Center

Activity — Children choose from a variety of materials in the Writing Center to practice writing letters, words, and numbers.

Late in the week they help sort and pack away materials.

Interaction & Observation

- Affirm children's attempts at letter, word, and number writing and/or demonstrate correct formation of letters, words, and numbers as you visit this center.
- Children describe differences between letters, words, and numbers.

Materials

- Drawing paper in various colors and shapes
- Lined and unlined writing paper
- Copies of lower and uppercase letters
- Pencils, crayons, markers

Approaches to Learning

Uses self-talk as a strategy

Print Concepts

Differentiates between letters and numbers

Writing

Uses writing tools and materials

Independently writes some letters and words

Explores letter-sound relationships while writing



Discovery Center

Science

Uses tools and equipment to explore objects

Develops awareness of the properties of objects

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

Activity — Children choose natural materials to explore and investigate.

Late in the week they help clean and sort the materials to pack away.

Interaction & Observation

- Children explain their choices of materials and their discovery process as you engage them in discussions about this center.
- Discuss the children's observations of Earth's natural resources.

Materials

- Sand table
- Natural Items (rocks, shells, pine cones, seed pods, acorns, etc.)
- Measuring utensils, cups, spoons
- Sieves, plastic buckets, shovels
- Magnifying glasses
- Microscopes

Math Center

Math

Combines and separates sets of objects to create new sets

Recognizes number of objects stays the same regardless of their arrangement

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

Social/Emotional Development

Uses materials appropriately and puts them away

Activity — Children work with partners creating sets of 5 or less for their partners to subitize. They also practice creating sets of combinations that equal 5.

Provide sets of 10 for children who are ready for additional challenges.

The children help sort and pack away materials later in the week.

Interaction & Observation

- Compliment children on their growth in math this year.

Materials

- Multiple sets of 5 objects (connect cubes, buttons, beans, shells, counters)



Gathering

Continue the Gathering Routine as with previous weeks. In addition, a volunteer chooses a number between 1 and 9 and the children identify the number that comes before and after the number in the counting sequence.

Materials
None

Math

Identifies the number that comes before or after a given number in a counting sequence

Morning Meeting

Warm Up Your Brain

Indicate the three jars in random order. Ask: **Which jar has the most cubes?** (Volunteers respond.) **Which has the fewest cubes? Who can place these jars in order from the fewest cubes to the most?**

(A volunteer does this.)

Say: **Look at the first jar. Let's estimate, or make a smart guess about how many cubes are in this jar.** (Children make smart guesses.) **How can we find out which guess is closest? Right, we can count the cubes.**

Empty the jar and the children count the cubes with you.

Continue: **Let's turn in a circle once for each cube. How many times should we turn? Right, 10.** The children do this.

Repeat for the other two jars. Children take 20 small steps forward for the second jar and hop 30 times for the third jar.

Materials
<input type="checkbox"/> Starfall Sing-Along Volume 2
<input type="checkbox"/> Jar containing 10 cubes
<input type="checkbox"/> Jar containing 20 cubes
<input type="checkbox"/> Jar containing 30 cubes
<input type="checkbox"/> Dragon

Math

Counts in sequence

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

Uses numbers to predict, estimate, and make realistic guesses

We have done so much this year. One of my favorite things was Learning Centers. Which was your favorite Learning Center?
Your pal,
Gingerbread Boy

Graph Favorite Learning Centers

Read and discuss Gingerbread Boy's message.

Indicate the Learning Center Graph. Say: **Here is a graph of our Learning Centers. We've learned this year that we can use graphs to help us determine the class favorite book or spice, the most and least (color of eyes), or who is the tallest or the shortest. Let's use this graph to find out which Learning Center was our class favorite.** (Briefly discuss each Learning Center.) **Think about the center you liked most this year.**

Each child chooses his or her favorite Learning Center. Children write their names or place sticky notes with their names on them next to their choices.

Evaluate the graph by discussing the centers receiving the most, least, and/or the same number of responses.

Materials
<input type="checkbox"/> Prepared Learning Center Graph
<input type="checkbox"/> Marker or sticky notes



Math

Uses graphs and charts to collect and analyze data

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

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

Social/Emotional Development -

Demonstrates confidence in own abilities and expresses positive feelings about self

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

Alphabet Knowledge

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

Recites the alphabet in sequence

Alphabet Knowledge

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

Fine Motor Skills

Demonstrates hand-eye coordination

Vocabulary

With guidance and support, explores word relationships and nuances in word meanings

LEARNING CENTERS

See Learning Centers for Week 25, pages 616-618. After cleanup, the children gather and share abilities that have grown this year.

Circle Time

Phonemic Awareness: Alphabet Basketball

Distribute Letter Cards and assist the children to line up in alphabetical order as you play *Sing-Along Volume 1 Track 2*. The children sing "The Alphabet Song."

Materials

- Starfall Sing-Along Volume 1*
- Letter Cards

Play Alphabet Toss

Say: **Let's play "Alphabet Toss." Who knows what toss means?** (Volunteers respond.) **Right, when you toss something you throw it.**

Create a line on the floor with masking tape to designate where children will stand. Place a trash can about four feet away and all letters on the floor face up. To play:

- Say a letter name.
- A volunteer finds the letter and crumples it.
- The volunteer stands behind the masking tape and tosses the crumpled letter until it goes into the trash can. (Children may move closer if necessary.)
- Continue until all children have a turn.

Materials

- Prepared letters
- Trash can
- Masking tape

Story Time

Review *The Little Red Hen*

Indicate *The Little Red Hen and other Folk Tales*.

Ask: **Do you remember the story “The Little Red Hen?” What is this story about?**

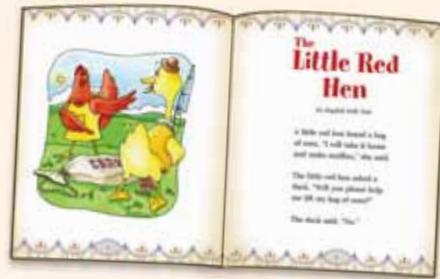
Volunteers briefly retell the story.

Say: **Let’s read the story to remember all the things the little red hen did without her friends’ help.**

Read “The Little Red Hen.”

Ask: **Why didn’t the little red hen’s friends help her when she needed them? Were they good friends? What makes someone a good friend? Can you think of someone you have been a good friend to this year?** (Volunteers respond.)

Say: **Pretend that after all her friends decided not to help the little red hen, she asked you if you would help her make the muffins. What would you say?** (Volunteers respond.)
Do you think helping someone is being a good friend? What do you think might have happened if the little red hen’s friends had helped her? (Volunteers respond.)



Materials

- The Little Red Hen and other Folk Tales* by Starfall

Reading

Retells familiar stories in sequence

Asks and answers questions about key elements and details in a text

Social/Emotional Development

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

Expresses common courtesy and respects the rights of others (compromises, cooperates, takes turns)

Small Group & Exploration

Make Play Dough

Say: **Raise your hand if you remember the day you first met Gingerbread Boy and made play dough.** Children briefly share their memories of meeting Gingerbread Boy.

Continue: **Today we will make play dough for each of you to take home to help you remember your year with Gingerbread Boy.**

Children assist you to combine the dry ingredients in one bowl and the wet ingredients in another. Pour the wet ingredients into the dry ingredients and mix them until dough forms. Discuss changes in texture as the ingredients are mixed together. Add more water or flour as needed. Knead the mixture on a lightly-floured surface until the dough is pliable. Refrigerate the dough in an airtight container until you are ready to use it.

Divide the dough and place individual portions in small plastic bags for the children to take home to share with their families.

Include a play dough recipe card in each bag.

Materials

- Two bowls
- Measuring cup
- Teaspoon
- Spoon
- Play dough ingredients (See Preparation Notes for Day 1.)
- Plastic bag and prepared recipe card for each child

Math

Becomes familiar with standard measuring tools and their uses

Measures capacity of one or more objects

Science

Develops awareness of the properties of objects

Social Studies

Describes events that happened in the past

Morning Meeting

Materials

 Dragon**Gross Motor Skills**

Moves with balance and control

Math

Counts in sequence

Speaking & Listening

Follows simple and multiple-step directions

I was reading Nursery Rhymes. Did you see me in some of the pictures of the nursery rhymes? Which was your favorite?

Love,
Gingerbread Boy

Creative Arts

Participates in creative movement and dance from different cultures and times

Participates in movement using rhymes

Social/Emotional Development

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

Demonstrates understanding and acceptance of similarities and differences in others

Warm Up Your Brain

Children follow your directions. Say:

- Put your left hand on your right shoulder.
- Turn your head slowly to the right and look over your shoulder.
- Count to 10.
- Put your right hand on your left shoulder.
- Turn your head slowly to the left.
- Count to 10.
- Stand and balance on your right foot.
- Count to 10.
- Stand and balance on your left foot.
- Count to 10.
- Clap, clap, clap!

Review Nursery Rhymes

Read and discuss Gingerbread Boy's message.

Indicate *Nursery Rhymes*. Children help you find nursery rhymes that include Gingerbread Boy's picture. (See full list below.)

- Cover
- "Here We Go Round the Mulberry Bush" pages 14 -15, Track 11
- "Rain, Rain" page 20, Track 16
- "There's a Neat Little Clock" page 23, Track 19
- "London Bridge" page 29, Track 26
- "Pease Porridge Hot" page 31, Track 28

Read the above nursery rhymes and play the corresponding audio tracks.

Children vote by a show of hands for their favorite nursery rhyme. Play the class favorite. Children say the rhyme together and create movements to correspond.

Materials

 Starfall's Selected Nursery Rhymes (Book & Audio CD)

LEARNING CENTERS

See Learning Centers for Week 25, pages 616-618. After cleanup, the children gather to share their experiences and describe how they have developed friendships this year.

Social/Emotional Development

Expresses common courtesy and respects the rights of others

Demonstrates sense of belonging to family, community, and other groups

Phonological Awareness

Blends phonemes into words

Alphabet Knowledge

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

Phonological Awareness

Recognizes and identifies beginning sounds in words

Circle Time

Materials

None

Phonological Awareness: Adding Initial Sounds

Say: **Listen to this word, at.** (Children repeat *at*.) **Add /b/ to the beginning of at. What is the new word? Listen: /b/, /at/, bat.** Let's try some more. **Say, at.** (Children repeat, *at*.) **Add /m/ to at. Listen: /m/ /at/, mat.**

Repeat for /k/ /at/, /s/ /at/, /f/ /at/, /h/ /at/, and /p/ /at/.

Match Letter and Picture Cards

Identify Picture Cards as you place them in random order in columnar fashion in a pocket chart.

Indicate the bag of Alphabet Letter Cards *Kk, Ll, Mm, Nn, Oo, Pp, Qq,* and *Rr*. Say: **Here's a bag of Letter Cards. Raise your hand if you think we can match the Letter Cards to the Picture Cards.** Volunteers select Letter Cards and place them next to the Picture Cards with the corresponding initial sounds.

Distribute the upper and lowercase Letter Cards. Children take turns identifying them and matching them to the Alphabet Letter Cards in the pocket chart.

Materials

Picture Cards: *kittens, ladybug, monkey, net, octopus, puppies, quilt, rabbit*

Letter Cards: *Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr*

Upper and lowercase Letter Cards: *K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r*

Pocket chart

Bag or basket



Story Time

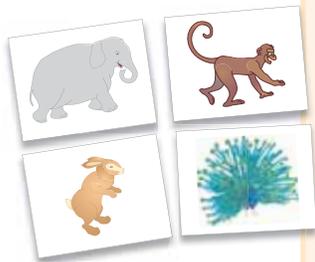
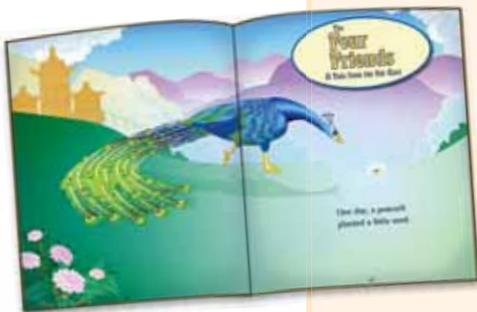
Reading

Recognizes common types of literature (folk tales, fairy tales, fables, poetry, nursery rhymes)

Compares and contrasts characters, stories, or events

Identifies characters and major events in a story

Makes inferences



Science

Notices changes in living things over time

Social Studies

Differentiates past, present, and future

Demonstrates knowledge of personal information

Vocabulary

Understands and uses describing words

Introduce “The Four Friends”

Indicate *The Little Red Hen and other Folk Tales*. Ask: **Who remembers the name of the folk tale we read yesterday?** (Volunteers respond.) **Right, “The Little Red Hen.” What was the little red hen’s problem? Right, the little red hen’s friends did not help her make muffins. Today we’ll listen to another folk tale about a character that also needed help from friends. Listen to hear if the friends helped this time.**

Indicate *The Little Red Hen and other Folk Tales* page 49, “The Four Friends.” Say: **The title of this folk tale is “The Four Friends.”**

Read “The Four Friends.” Introduce the *peacock* and discuss how a male peacock is a bird known for having colorful tail feathers. Ask:

- **What was the peacock planting?**
- **How did his friends help after he planted the apple seed?**
- **When the elephant wanted an apple, could he reach it?**
- **How did the other animals help the elephant?**

Indicate “The Four Friends” Character Cards. Say: **These are the characters from the story.** Indicate and place the *peacock* Character Card in a pocket chart. Volunteers place the remaining Character Cards in the pocket chart to answer the following questions:

- **Who helped the peacock water the seed?** (rabbit)
- **Who fed the seed?** (monkey)
- **Who watched the seed?** (elephant)
- **What did the seed grow to be?** (apple tree)

Indicate pages 62 through 67 to assist in answering the following questions:

- **Who offered to help the elephant get the apple first?** (monkey)
- **Who helped the monkey?** (rabbit)
- **Who helped the rabbit?** (peacock)
- **How do you think the peacock felt when all his friends helped him?**
- **What can we learn from this story?**
- **Compare and contrast the reactions of friends in the two folk tales.**

Small Group & Exploration

Look At Us Now!

Take a photo of each child. Distribute the picture frames. The children use a variety of materials to decorate them. Mount the photos in the picture frames and display them on a bulletin board titled “Look At Us Now!” Allow time for the children to describe changes and similarities in the way they look now.

Materials

- The Little Red Hen and other Folk Tales* by Starfall
- “The Four Friends” Character Cards
- Pocket chart

Materials

- Digital camera
- Construction paper picture frame for each child
- Markers, crayons, small pieces of colored paper, glitter, glue, etc.

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Give children the following directions:

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

Children continue this back and forth pattern for a minute or so, as though walking.

Materials	
<input type="checkbox"/>	Dragon

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

I loved learning about numbers this year. What's your favorite number?
Your friend,
Gingerbread Boy

Create That Number

Partner the children and partners sit facing each other.

Distribute 10 cubes and one paper plate to each child. Instruct the children to count their cubes to be sure they each have ten. The cubes should not be placed on their paper plates. Children will work individually then check their work with their partners.

Say: **Today let's play a number game. I will put a Number Card in the pocket chart. Look at the number then count out the same number of cubes and place them on your plate. Let's try one.** (Place 4 in the pocket chart.)

Ask: **What is this number? Right, it is 4. Place 4 cubes on your plate.** (Children do this.) **Now check with your partner to be sure you both have 4 cubes on your plates. Raise your hand when you are finished.**

The children clear their plates for the next number. Repeat in random order through 10.

Materials	
<input type="checkbox"/>	Starfall Sing-Along Volume 2
<input type="checkbox"/>	Set of 10 cubes for each child
<input type="checkbox"/>	Paper plate for each child
<input type="checkbox"/>	Number Cards 1 through 10
<input type="checkbox"/>	Pocket chart

Math

Recognizes and names numerals

Understands that numbers always represent the same quantity

Constructs groups (sets) of objects



Observe & Modify

To make this activity more difficult, place two numbers in the pocket chart. The children add the numbers and place the total number of cubes on their plates.

Social/Emotional Development

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

LEARNING CENTERS

See Learning Centers for Week 25, pages 616-618. After cleanup, the children gather to share their experiences and describe some of their unique characteristics.

Circle Time

Materials

- Picture Cards: *cat, dog, fan, frog, man, net, pan, rat*

Phonological Awareness: Rhyming Words

Indicate the *cat* and *rat* Picture Cards. (Children repeat, *cat/rat*.) Say: **Cat and rat rhyme.**

Indicate the *cat, dog, and frog* Picture Cards. (Children repeat, *cat/dog/frog*.) Say: **Two of these words rhyme and one word does not. Which two words rhyme? Is it cat and dog?** (no) **Is it cat and frog?** (no) **Is it dog and frog?** (yes) **Dog and frog rhyme.**

Indicate and identify the *fan, man, net, and pan* Picture Cards. Repeat the above procedure and children determine which word does not rhyme.

Encourage the children to produce additional words that rhyme with the Picture Cards as time allows.

Phonological Awareness

Identifies or discriminates rhyming words



Alphabet Knowledge

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

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Focuses on letter names and shapes

Identify Upper and Lowercase Letters

Identify the *skateboard, tent, umbrella, volcano, web, fox, yarn, and zipper* Picture Cards as you randomly place them in columnar fashion in a pocket chart.

Indicate the bag of Letter Cards. Say: **Here's a bag of Letters Cards. Let's match them to the Picture Cards.** Volunteers select Letter Cards and place them next to the Picture Cards with corresponding initial sounds.

Distribute the upper and lowercase Letter Cards. Children take turns identifying then matching their Letter Cards to the Letter Cards in the pocket chart.

Materials

- Picture Cards: *skateboard, tent, umbrella, volcano, web, fox, yarn, zipper*
- Letter Cards: *Ss, Tt, Uu, Vv, Ww, Xx, Yy, and Zz* placed in a bag or basket
- Upper and lowercase Letter Cards: *S, s, T, t, U, u, V, v, W, w, X, x, Y, y, and Z, z*
- Pocket chart



Story Time

Review *The Gingerbread Boy*

Gingerbread Boy whispers that he would love to hear his story again. Read *The Gingerbread Boy*.

Ask Gingerbread Boy what part of the story is his favorite. Gingerbread Boy whispers that his favorite part of the story is when the old woman saved him.

Ask: **What is your favorite part of the story? Why?** (Volunteers respond.)

Materials

- The Gingerbread Boy* as told by Brandi Chase

Reading

Recalls information from stories

Social/Emotional Development

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

Speaking & Listening

Listens to and discusses literary texts

Small Group & Exploration

Create a Class Book for Gingerbread Boy

Say: **Let's surprise Gingerbread Boy. Pretend Gingerbread Boy is coming to your house to play. What would you like to play?** (Volunteers respond.) **Illustrate you and Gingerbread Boy playing. You can use kid writing to write about your illustration, or you can tell me your sentence and I'll write it for you. We'll put all of our illustrations together to make a special book for Gingerbread Boy.** Remind the children that they may copy words from their environment.

Assemble the finished pages to create a class book. Add a cover and present the book to Gingerbread Boy on Day 5.

Materials

- Drawing paper
- Crayons, pencils, markers

Writing

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

Explores letter-sound relationships while writing

Independently writes some letters and words

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



Creative Arts

Enjoys participating in a variety of music activities

Social/Emotional Development

Demonstrates sense of belonging to family, community, and other groups

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

I'm so happy! We have learned about letters, sounds, numbers and my favorite, shapes.
Your pal,
Gingerbread Boy

Math

Recognizes basic two- and three-dimensional geometric shapes

Describes and compares, basic shapes

Speaking & Listening

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

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

Social/Emotional Development

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

Demonstrates confidence in own abilities and expresses positive feelings about self

Morning Meeting

Warm Up Your Brain

Ask: **Who remembers making a friendship circle in the beginning of the year? Let's make a friendship circle again.**

The children stand in a circle and cross their arms right over left, holding the hands of the children on either side. Play *Sing-Along Volume 2* Track 46, "The More We Get Together." The children sing the song and sway back and forth while they hold hands. Encourage them to reflect on the new friendships they developed this year.

Materials

- Starfall Sing-Along Volume 2*
- Dragon

Review Shapes

Place the Shape Cards in random order in a pocket chart. Indicate each shape and the children identify them. Assist as needed.

Say: **Let's play a shape game with partners. You and your partner will work together to describe a shape and tell how it is the same and different from another shape.**

Indicate the pyramid. Continue: **Here is a pyramid. It has a point and a square bottom. It is different from a triangle because it is not flat. It has three dimensions.** Indicate the length, width, and height of the pyramid.

Partner the children and distribute a Shape Card to each pair. Say: **Partners, you have a shape. Talk together to form a description of your shape or tell how your shape looks. You can even tell how it is the same or different from another shape.** After they have had time to discuss their shapes, partners take turns describing them. Assist children if necessary by asking questions such as: **Is your shape flat or solid? How many sides does your shape have?**

Materials

- Shape Cards: circle, square, triangle, rectangle, oval, rhombus, pentagon, octagon, cube, rectangular prism, sphere, cylinder, cone, pyramid
- Pocket chart

LEARNING CENTERS

See Learning Centers for Week 25, pages 616-618. After cleanup, the children gather to share their experiences and ways in which they have grown emotionally this year..

Circle Time

Materials

 None

Phonemic Awareness: Consonant/Vowel/Consonant

Say: **Listen to these sounds, /f/ /i/ /x/. Now you say them, /f/ /i/ /x/.** (Children repeat, /f/ /i/ /x/.) **Let's blend those sounds together to form a word, /f/ /i/ /x/, fix. Let's try some more.** Repeat with /j/ /a/ /m/ jam, /m/ /o/ /m/ mom, and /d/ /o/ /g/, dog.

Phonics & Word Recognition

Demonstrates understanding of one-to-one correspondence of letter and sounds

Phonological Awareness

Blends phonemes into words

Blend Phonemes

Ask: **How would you like to learn how to spell? Words are made up of letters. Here are some letters. Let's name them together: a, d, e, g, i, m, n, p, r, s, t, u, v.**

Place the Letter Cards across the top row of a pocket chart as children identify them.

Indicate the *pan* Picture Card. Say: **This is a pan. Say pan, /p/ /a/ /n/.** (Children repeat, *pan*, /p/ /a/ /n/.) **What do you hear at the beginning of pan?** (Volunteers respond.) **Right, /p/. Which letter stands for /p/? Who can find p?** (A volunteer places Letter Card *p* next to the *pan* Picture Card.)

Ask: **What sound comes next? Listen, /p/ /a/.** (Volunteers respond.) **Right, /a/ comes next. What letter stands for /a/?** (Volunteers respond.) **Right, a. Who can find a?** (A volunteer places the *a* Letter Card next to *p*.)

Ask: **What sound in pan comes last? Listen /p/ /a/ /n/. What letter stands for /n/?** (Volunteers respond.) **Right, n. Who can find n?** (A volunteer places *n* next to *p* and *a*.) **Let's blend these sounds together: /p/ /a/ /n/, pan.**

Repeat with *map*, *pig*, *rat*, *red*, *sun*, and *van*.

Materials

 Picture Cards: *map*, *pan*, *pig*, *rat*,

red, *sun*, *van*
 Letter Cards: *a*, *d*, *e*, *g*, *i*, *m*, *n*, *p*,

r, *s*, *t*, *u*, *v*
 Pocket chart

Phonics & Word Recognition

Demonstrates understanding of one-to-one correspondence of letter and sounds

Phonological Awareness

Blends phonemes into words

Print Concepts

Understands that letters form words

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



Story Time

Creative Arts

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

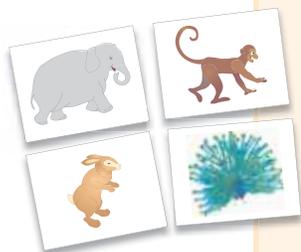
Reading

Retells familiar stories in sequence

Identifies characters in a story

Vocabulary

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



Dramatize “The Four Friends”

Indicate *The Little Red Hen and other Folk Tales* page 49, “The Four Friends.”

Ask: **Who will help me read “The Four Friends?”** (Volunteers respond.)

Let’s name the characters in this story. (Volunteers do this.) Distribute Character Cards to volunteers who respond. They hold them and face the class. As you read the story, omit key words for the children to supply. Those holding the Character Cards raise them when their parts are read.

Materials

- The Little Red Hen and other Folk Tales* by Starfall
- “The Four Friends” Character Cards

Small Group & Exploration

Create Patterns

Use a variety of math manipulatives or objects from nature to create a pattern and show it to the children.

Ask: **If we wanted to continue this pattern, what would come next?**

Volunteers help extend the pattern adding one manipulative each time.

Say: **Look carefully at the pattern. Now close your eyes.** (Remove one of the pieces.) **Who can tell what is missing?**

Remove an item from the middle of the pattern, leaving an empty space. When children have guessed, show the object you removed. A volunteer replaces it to confirm the pattern. After children have done this several times, choose volunteers to remove the objects.

Create a new pattern with the children’s help and repeat the activity.

Materials

- Various math manipulatives
- Optional:** Objects found in nature



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Children follow your directions. Say:

- Sit up tall, cross-legged on the floor.
- Put your palms together in front of your chest.
- Take a deep breath. Let it out slowly and relax.
- Close your eyes and listen to the music.

(Play any track of *Star Writer Melodies*.)

Remind the children that this is a calming technique they can use throughout the day.

Materials

- Star Writer Melodies*
- Dragon

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Speaking & Listening

Follows simple and multiple-step directions

I enjoy remembering
all the fun things
we've done this year.
I love school!

Love,
Gingerbread Boy

Share Gingerbread Boy's Class Book

Read and discuss Gingerbread Boy's message.

Indicate Gingerbread Boy's Class Book. Each child sits in the Share Chair and shares his or her page with Gingerbread Boy. Classmates practice appropriate audience skills and compliment each other's artwork and creative writing.

Materials

- Gingerbread Boy Class Book
- Share Chair

Creative Arts

Describes or explains own artwork

Shows appreciation for the creative work of others

Demonstrates appropriate audience skills

Speaking & Listening

Speaks in complete sentences



LEARNING CENTERS

See Learning Centers for Week 25, pages 616-618. After cleanup, the children gather to share their experiences and describe interests they have developed this year.

Science

Notices changes in living things over time

Social/Emotional Development

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

Demonstrates confidence in own abilities and expresses positive feelings about self

Circle Time

Materials

None

Phonics & Word Recognition

Demonstrates understanding of one-to-one correspondence of letter and sounds

Phonological Awareness

Blends phonemes into words

Approaches to Learning

Focuses attention on tasks and experiences despite interruptions or distractions

Phonics & Word Recognition

Recognizes own name, familiar words, and environmental print

Phonological Awareness

Recognizes/identifies beginning and ending sounds in words

Speaking & Listening

Follows simple and multiple-step directions

Phonological Awareness: Substitute Initial Sound

Demonstrate using the Letter Cards in a pocket chart as you say: **Listen to this word, pan. If we change /p/ in pan to /m/, what is the new word?** (man) **Let's try another. Say, sun. (Children repeat, sun.) If we change /s/ in sun to /f/ (do this) what is the new word?** (fun)

Repeat with *cat* and *hat*, and *sit* and *fit*.

I Can Read!

Grandmother whispers: I think the children are ready to read!

Say: **This week we have been practicing matching pictures to the sounds we hear at the beginning of words. Grandmother said she thinks you can read! Let's play a reading game.**

Distribute a Picture Card to each child. They take turns to stand and identify them.

Say: **I will place a word in a pocket chart. Look at your Picture Card and listen for the sounds you hear. If you think your picture matches the letters in this word, bring it to the pocket chart and place it next to the word.**

Continue until all of the children have matched their Picture Cards to the words.

Materials

Picture Cards: *bat, bed, box,*

bug, bus, cat, dog, fan, fox,

ham, hat, leg, log, man, map,

mop, net, pan, pig, rat, sun,

van, web, wig

Prepared index cards

(use as many Picture Cards

and index cards as you have

children)

Pocket chart

Grandmother



Story Time

Children's Literature Choice

Identify several of the books you read during the year.
Allow the children to vote for their favorites and discuss the reasons for their choices.

Read the favorite book(s) as time allows.

Materials

- Selected books read during
the year

Reading

Identifies the role of author and illustrator

Describes the relationship between illustrations and text

Social/Emotional Development

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

Demonstrates understanding and acceptance of similarities and differences in others

Small Group Math

Play Math Games

The children play their favorite math games.

Materials

- Set of Math Game Boards
 Playing Pieces
 Spinners

Math

Counts in sequence

Understands addition as adding to and subtraction as taking away from

Recognizes and names numerals

Recognizes and identifies basic three-dimensional shapes

Recognizes numbers in the environment

Understands numbers always represent the same quantity.

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Uses basic problem solving skills to resolve conflicts peacefully

