

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

If you have questions or comments, please contact us.

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Starfall[®]

Pre K **Second Edition!**

Colors & Numbers

Unit 1 • Week 4





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Second Edition!



Unit 1: Off to School

Week 4: Colors & Numbers

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Week 4: Colors and Numbers

This week you will introduce the children to uppercase and lowercase letters and color words, and share the charming Chinese fable *Draw Dragon Dot Eyes*. The children will also:

- discover colors in their environment
- learn American Sign Language color words
- practice speaking in both loud and soft voices
- graph their eye colors
- learn that words are made of parts
- discuss straight-line and curved-line letters
- identify parts of a book
- learn about characters in stories

Starfall Books & Other Media

American Sign Language Poster

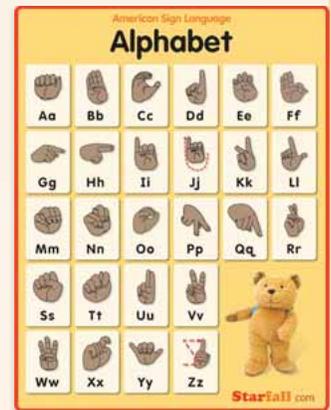
Draw Dragon Dot Eyes and other Chinese Fables as told by Ellen Ching

Let's Eat by Starfall

Starfall Nonfiction & Folk Tales, Volume 2 audio CDs

Starfall Sing-Along, Volumes 1 & 2

Starfall's Selected Nursery Rhymes (book and audio CD)

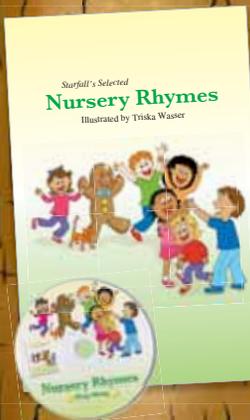
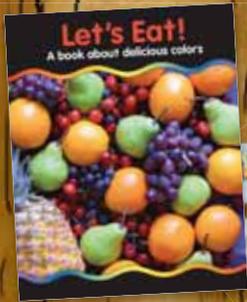


Preparation

This week you will introduce colors and their ASL hand signs. Each color word is signed by using the first letter of the color word followed by a movement. Refer to side two of the American Sign Language Poster for the motions. Download the Color Cards in Spanish and French from the Parent-Teacher Center on teach.Starfall.com.

You will also create a fruit salad on Day 4 as you read *Let's Eat*. Purchase a variety of fresh fruit in season, such as pineapple, oranges, blueberries, pears, and grapes, to use for demonstration and/or snacks. You might also ask parents to donate fruit. Include available color and number puzzles as a choice during Small Group & Exploration.

Prior to the Gathering Routine each day, the children face the flag and listen to or sing along with "America the Beautiful" (or another song appropriate for your country).



Day 1

Day One

Story Time — Draw three large faces on a whiteboard or chart paper. Omit the mouth on the first face, the nose on the second, and the eyes on the third.

Small Group — Prepare materials that may be easily glued to construction paper, such as buttons, cotton balls, paper shapes, and stickers.

Day Two

Small Group — Locate appropriate dragon pictures in books or online to share with the children.

Day Three

Circle Time — You will use the prepared shapes (circles, triangles, and squares) of various colors (one for each child) from Week 3.

Story Time — Prepare a sheet of chart paper with the sentence stem, *Our eyes can see...*

Small Group — Make an Eye Color Graph by writing eye colors across the top of chart paper or poster board, and the names of the children in a column down the left side. Add lines to form a grid. The children will color squares to indicate their eye colors. This activity also requires one or more small mirrors.

Day Four

Story Time — Have a bowl available to hold Picture Cards when they are removed from the pocket chart.

Small Group — Cover the art table with newspaper and have plastic spoons available to dab finger paints on paper.

Day Five

Morning Meeting — Familiarize yourself with “Where Are the Colors?” (See page 97.)

Circle Time — Use large paper or poster board to prepare a mural. Randomly print uppercase letters, circles, triangles, squares, rectangles, and splotches of several colors. Attach the finished mural to a wall at the children’s eye level.

Story Time — Have a variety of props available for the children to use for dramatization, such as a paint smock, a paintbrush, and a crown.

Math Time — Create the word cards *Big* and *Small*.

I love to eat fruit. Do you? I brought one of my favorite books about fruit to school today. Can we read it?
Your friend,
Gingerbread Boy

Day 2

Did you like my book about fruit salad? Today we will talk about two more of the fruits in the book.
Love,
Gingerbread Boy

Day 3

I love to read **Let’s Eat**. I wonder which fruits we will talk about today.
Your pal,
Gingerbread Boy

Day 4

We have learned about six fruits and six different colors. I wonder what fruits we will talk about today.
Love,
Gingerbread Boy

Day 5

We talked about many colors this week! Wouldn’t it be fun to see them all together?
Your pal,
Gingerbread Boy

WEEK 4

Day One

Day Two

| | | |
|------------------------|---|--|
| Gathering | Observe the weather Calendar Routine Uppercase and lowercase letters in names Vocabulary: uppercase, lowercase | Observe the weather Calendar Routine Name Rhymes |
| Morning Meeting | Gingerbread Boy's Message "Follow the Leader" <i>Let's Eat</i> Introduce red and orange Vocabulary: fruit, red, orange | Gingerbread Boy's Message "Follow the Leader" <i>Let's Eat</i> Introduce yellow and green "A-Tisket, A-Tasket" Vocabulary: yellow, green |

LEARNING CENTERS

| | | |
|--------------------------------------|--|---|
| Circle Time | "The Alphabet Song" Straight and curved line letters Vocabulary: straight, curved | "One, Two, Tie My Shoe" Loud/soft voices Supply rhyming words |
| Story Time | "Head, Shoulders, Knees, and Toes" <i>Draw Dragon Dot Eyes and other Chinese Fables</i> Vocabulary: China, artist | <i>Draw Dragon Dot Eyes and other Chinese Fables</i> Identify front and back cover, title, top, and bottom of books Book order/Story characters Vocabulary: order |
| Small Group & Exploration | Number 4 Collages Vocabulary: collage | <i>Draw Dragon Dot Eyes and other Chinese Fables</i> Draw dragons and dictate sentences |

Day Three

Day Four

Day Five

| | | |
|---|--|--|
| Observe the weather Calendar Routine Soft/loud voices | Observe the weather Calendar Routine "How Many Parts?" (Syllables) | Observe the weather Syllables in names "How Many Parts?" (Syllables) |
| Gingerbread Boy's Message <i>Let's Eat</i> Introduce blue and purple "Little Boy Blue" Vocabulary: blue, purple  | Gingerbread Boy's Message "How Low Can You Go?" <i>Let's Eat</i> Vocabulary: brown, white, black  | Gingerbread Boy's Message "Where Is Thumbkin?" "Where Are the Colors?" |

LEARNING CENTERS

| | | |
|--|---|--|
| Triangle, circle, and square shapes Use shapes to form patterns | Use senses to explore fruit Describe fruit | "I Can Name That!" |
| <i>Draw Dragon Dot Eyes and other Chinese Fables</i> Our eyes can see...  | <i>Let's Eat</i> Match Picture Cards to text | "Draw Dragon Dot Eyes" dramatization Vocabulary: dramatize |
| Eye Color graph Interpret results | Finger paint | Sorting <i>big</i> and <i>small</i> |

WEEK 4

LEARNING CENTERS

Social Studies

Understands similarities and respects differences among people including those from different cultures

Technology

Uses technology independently to explore concepts and gain information

Creative Arts

Creates original artwork

English Conventions

Recognizes first letter of names is capitalized

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Print Concepts

Understands directionality in print

Understands print conveys meaning

Reading

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

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Computer Center

Activity — The children listen to and follow along with *I'm Reading: Chinese Fables*, "Draw Dragon Dot Eyes" and explore *Colors*.

Interaction & Observation

- As they become more adept, ask children to teach you how to use the computer by demonstrating how to open and close windows and using the back key. Assist as needed.
- Remind children to use technical terms they have learned.

Materials

- Computers set up to access *Starfall.com*
- Headsets
- I'm Reading: Chinese Fables*, "Draw Dragon Dot Eyes"
- Colors: All*

Art Center

Preparation — Introduce the children to painting at the art easel, and give direction on the basics of painting. Provide only two primary colors of tempera paint for experimentation.

Activity — Write each child's name on paper, then clip it to the easel. The children dress themselves in smocks or old shirts to protect their clothing before taking turns to paint. Display artwork on the classroom walls or in the hallway.

Interaction & Observation

- Demonstrate how to dip the brush into the paint, wipe brushes to remove excess paint, clean brushes, etc. and ask children to identify the available art tools.

Materials

- Tempera paint in two primary colors
- Large paint brushes
- Art easel and paper
- Clothespins or clips
- Smocks or old shirts

Library Center

Activity — Children read and/or listen to books of their choice. Sit with children often to discuss illustrations, talk about vocabulary, and have them pretend read to you. When reading, omit key words and let children fill them in. Use your index finger to model reading from left to right and doing a return sweep. Add *Draw Dragon Dot Eyes* after it is introduced on Day 1.

Interaction & Observation

- Demonstrate proper handling and care of books.
- Share your love of reading with children in the Library Center.

Materials

- Copies of *The Gingerbread Boy* and another recorded book from your classroom collection
- Draw Dragon Dot Eyes*
- Folk Tales, Volume 2* audio CD

Dramatic Play Center

Activity — Children pretend to prepare meals using cooking utensils, cookbooks, measuring cups, and spoons.

Interaction & Observation

- Drop by for lunch and see what's cooking.
- Demonstrate the correct way to hold and use materials.
- Help children write a grocery list for dinner.

Materials

- Aprons, tablecloth, napkins, place mats, and pot holders
- Cups, spoons, child-safe forks
- Paper, pencils

Construction Center

Activity — Children construct with block shapes.

Interaction & Observation

- Interact with children to discuss their use of shapes.
- Challenge children to build a big square or rectangle using small squares and rectangles, or to build small squares or rectangles inside larger ones, and to name the shapes they create.

Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)

Approaches to Learning

Demonstrates willingness to try new challenges

Math

Composes basic shapes

Speaking & Listening

Engages in conversations with peers and adults

Writing Center

Activity — Children use various colors of crayons to copy their names and names of classmates, writing each letter in a different color to create “rainbow names.”

Interaction & Observation

- Notice posture and encourage children to sit upright when writing
- Help children hold crayons correctly.
- Discuss the colors of the crayons as children use them.
- Have children identify letters in their names. Assist them as needed and they repeat.

Materials

- Unlined paper
- Class list of first names
- Crayons (orange, brown, yellow, green, blue, red, white, black, purple)

Alphabet Knowledge

Recognizes letters in their own names

English Conventions

Recognizes first letter of names is capitalized

Fine Motor Skills

Uses writing and drawing tools

Writing

Writes own name

Discovery Center

Activity — Children use rolling pins or wooden dowels to roll out play dough and make shapes or create dragons.

Interaction & Observation

- Encourage children to use the red dough to create dragons.
- Remind children to view each other’s dragons and compliment each other before cleanup time.

Materials

- Various colors of play dough (include red)
- Copy of *Draw Dragon Dot Eyes*
- Pictures of dragons
- Rolling pins or wooden dowels

Creative Arts

Creates original artwork

Shows appreciation for the creative work of others

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math Center

Activity — Children sort manipulatives by shape, color, or other physical attribute.

Interaction & Observation

- Interact with children as they identify shapes and colors.
- Discuss alternative ways the manipulatives might be sorted.

Materials

- Muffin tins or recycled egg cartons
- Beads, attribute blocks, or any math manipulatives that can be sorted by color and shape

Math

Sorts objects by physical attributes

Speaking & Listening

Describes objects according to characteristics or attributes



Gathering

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards

English Conventions

Recognizes the first letter of names is capitalized

Print Concepts

Focuses on letter names and shapes

Review the names of the children who are present and those who are absent.

Choose a name from the Attendance Board to use as an example. Say: **Look at** (child's name). **It is made up of letters of the alphabet. The first letter in** (his or her) **name is uppercase and the other letters are lowercase.** The children match the uppercase letters at the beginning of their names to the corresponding letters on the Alphabet Wall Cards.

The children observe the weather and a volunteer places the appropriate Weather Card on the Weather Board.

Morning Meeting

Materials

- Dragon

Gross Motor Skills

Demonstrates strength and coordination of large muscles

Moves with an awareness of personal space

Warm Up Your Brain

Play "Follow the Leader," using Dragon to help introduce each action. Say: **Watch what I do and then you do it. My turn.** (Clap 5 times while counting.) **Your turn.** (The children clap 5 times and count.) **Let's try some more.**

Repeat the above procedure using the following actions:

- **Turn around two times.**
- **Hop up and down three times.**
- **Tap the top of your head four times.**
- **Sit down one time.**

I love to eat fruit. Do you? I brought one of my favorite books about fruit to school today. Can we read it?

Your friend,
Gingerbread Boy

Introduce Red and Orange

Read and discuss Gingerbread Boy's message.

Say: **Last week we learned about vegetables and how vegetables could be used to make soup. This week we will learn about fruit. Say, fruit.** (Children repeat, *fruit*.) **Fruit grows on plants and trees and it is good for you to eat.**

Gingerbread Boy whispers that one of his favorite fruits is a cherry. The children whisper the names of their favorite fruits.

Indicate *Let's Eat*. Say: **Here is Gingerbread Boy's book. The title is Let's Eat. Let's read it.**

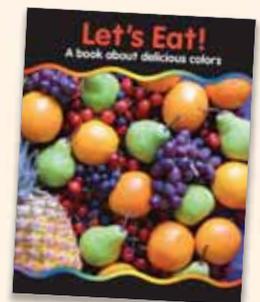
Read *Let's Eat*. Ask: **What do you think the children ate at the end of the story? Why?** (Volunteers respond.) **Did you notice all the fruits were different colors?**

Indicate the *red* Color Card. Say:

- **This is red.** (Children repeat, *red*.) **The word on the card says red. Red begins with r.**
- **Which fruit in the story is red?** (Children identify cherries.)

Materials

- Let's Eat* by Starfall
- Color Cards: *red* and *orange*
- American Sign Language Poster (Side 2)



Language Development

Comprehends simple vocabulary in a language other than their own

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

Expresses simple greetings, words, and phrases in a language other than their own

Phonics & Word Recognition

Recognizes familiar words

- **Let's learn to sign red in Sign Language. Ready?** Demonstrate the sign for *red*. Say: **Make an r with your fingers. Put the r at your lips and slide it down.** When children perform the sign correctly, continue: **You just signed the word red. Let's try it again.** (Repeat)
- Say red in other languages, including Spanish and French, or ask ELL children to do so and the class repeats.
- **Let's play "I Spy."** The children look for red items in the classroom. They report their findings in complete sentences (Example: The car is red.) and make the ASL sign for red each time a red object is named.



Indicate the *orange* Color Card. Say:

- **This is orange.** (Children repeat, *orange*.) **The word on the card says orange. Orange begins with o.**
- **Which fruit in the story is orange?** (Children identify oranges.)
- **Let's learn to sign orange in Sign Language. Ready?** Demonstrate the sign for *orange*. Say: **Make an o with your fingers. Put the o in front of your mouth and squeeze it.** When children perform the sign correctly, continue: **You just signed the word orange. Let's try it again.** (repeat)
- Say orange in other languages, including Spanish and French, or ask ELL children to do so and the class repeats.
- **Let's play "I Spy."** The children look for orange items in the classroom. They report their findings in complete sentences (Example: The shelf is orange.) and make the ASL sign for orange each time an orange object is named. Explain that you will be learning about the other colors in the fruit salad this week.



Observe & Modify

Show children side two of the American Sign Language Poster to indicate the color signs, and use them along with the English, Spanish, and French words for each color.

LEARNING CENTERS

See Learning Center Planning Guide for Week 4, pages 80-81. After cleanup, gather the children to share their experiences.

Approaches to Learning

Demonstrates willingness to try new challenges

While sharing Learning Center experiences today, ask the children who explored a new activity or tried something a little harder than what they did last week. Encourage the children to be willing to try more challenging activities throughout the week.

Circle Time

Alphabet Knowledge

Recites the alphabet in sequence

Print Concepts

Focuses on letter names and shapes



Straight and Curved

Say: **Let's sing "The Alphabet Song" lying on the floor.** Play *Sing-Along* Volume 1, Track 2. The children sing "The Alphabet Song" while lying on the floor.

To get the children's attention, say: **Wiggle your nose if you can hear me!**

Say: **Stand up straight and tall and reach for the sky. Look how straight you are. Bend and touch your toes. Now your body is curved. Stand straight and tall. Bend and curve your body. Good job!**

Indicate the A, X, and Z Letter Cards. Say: **Here is the letter A. It has all straight lines. Here is the letter X. What kind of lines does X have?** (straight lines) **This is Z. Z also has all straight lines. Stand up straight and tall like the letters A, X, and Z.**

Indicate the O, C, and S Letter Cards. Say: **Here is the letter O. Does the letter O have straight lines or a curved line?** (curved) Repeat for C and S. Continue: **Stand up straight and tall. Bend and touch your toes. Now your body is curved too.**

Let's play a game. I'll show you a letter. If it has straight lines, stand straight and tall. If it has a curved line, bend and touch your toes. Ready? Randomly indicate the letters. Children form straight or curved motions with their bodies.

Materials

- Starfall Sing-Along*
Volume 1, Track 2
- Uppercase Letter Cards:
A, C, O, S, X, Z

Story Time

Introduce *Draw Dragon Dot Eyes*

Play *Sing-Along* Volume 1 Track 12. The children sing "Head, Shoulders, Knees, and Toes" and touch the parts of their bodies as they are named.

Indicate the faces on the whiteboard or chart paper and the children identify the missing part of each face.

Indicate *Draw Dragon Dot Eyes*. Say: **Dragon has a story about some of his friends. He can't wait for you to hear it! It is a story about a person who lives in a country called China. It is a country far away from us. Let's look at the globe** (or map). **Do you remember when we found India on the globe** (or map)? **Let's find China.** Indicate China. Place a finger of one hand on the children's location on the globe (or map) and a finger of the other hand on China to show how far away the two countries are.

This (indicate Sung-Yow) **is Sung-Yow.** (Children repeat, *Sung-Yow*.) **What do you think Sung-Yow is doing in this picture?** (Discuss) **A person who is good at drawing is called an artist. What do you think Sung-Yow is drawing? Let's find out!**

Materials

- Starfall Sing-Along*
Volume 1, Track 12
- Whiteboard or chart paper
- Markers
- Draw Dragon Dot Eyes*
and other Chinese Fables
as told by Ellen Ching
- Globe or world map
- Dragon

Creative Arts

Shows appreciation for culturally diverse works of art

Reading

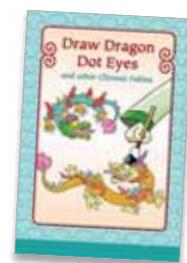
Recalls information from stories

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

Social Studies

Understands maps are representations of actual places

Understands similarities and respects differences among people including those from different cultures



Read *Draw Dragon Dot Eyes*.

Ask:

- What was Sung-Yow drawing?
- What did Sung-Yow leave off his dragon?
- Why didn't he draw eyes for his dragon?
- What did the king ask Sung-Yow to do?
- Did Sung-Yow add eyes to his dragons this time?
- What happened when Sung-Yow added two dots for dragon eyes?
- What if Sung-Yow moved to a new town? Would the people there know his secret?
- What do you think Sung-Yow became when he grew up?

Say: **People anywhere in the world can become artists.** Use this opportunity to discuss art in different cultures.

Continue: **Raise your hand if you want to be an artist when you grow up.**

Small Group & Exploration

Make an Age Collage

Display the Number Cards. Indicate and identify each number. Say: **One of these numbers tells how old you are. Raise your hand if you know which number it is.** (A volunteer points to the card representing his or her age.) **Right, this is the number** (number). **Raise your hand if you are** (number) **years old.**

Ask: **How old are you?** (Volunteers respond.)

Let's create a collage to show how old you are. When you create a collage you put lots of different materials together to create a picture. If you are 4, you will glue four items on your collage.

The children select sets of items according to age, and glue them to their papers. Write: "I am (child's age)!" on their collages. Children trace the number with markers and write their names on their papers.

ELL - Enlist the assistance of ELL children to teach the numbers one through four in their native languages.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Collage materials (buttons, cotton balls, construction paper shapes, etc.) |
| <input type="checkbox"/> | Glue |
| <input type="checkbox"/> | Markers |
| <input type="checkbox"/> | Number Cards: 1-4 (include numbers above 4 if your class includes children over 4 years old) |

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Language Development

Comprehends simple vocabulary in a language other than own

Math

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

Understands that numbers always represent the same quantity

Recognizes and names numerals

Social Studies

Demonstrates knowledge of personal information



Gathering

Language Development

Understands people use different languages to communicate

Phonological Awareness

Identifies rhyming words

Science

Observes and the weather and how it changes

Review the names of the children who are present and those who are absent.

The children listen as you read a "Name Rhyme" example. Ask: **Who is this silly rhyme about?** (Sam) **Did you notice many of the words rhyme? Listen again.** Repeat the rhyme.

Select a name from the Attendance Board. Replace "Sam" with the new name and repeat the rhyme. Repeat with other names. If necessary, change the rhyme to avoid inappropriate words.

The children observe the weather and a volunteer places the appropriate Weather Card on the Weather Board.

ELL - Repeat the rhyme in Spanish using names of your Spanish speaking children.

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Uppercase Letter Cards

Name Rhyme Examples

*Sam Sam bo bam
Banana fana fo fam
Mi my mo mam
Sam!*

*Susi Susi bo busie
Banana fana fo fusie
Me my mo musie
Susi!*

Math

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

Did you like my book about fruit salad? Today we will talk about two more of the fruits in the book.
Love,
Gingerbread Boy

Morning Meeting

Warm Up Your Brain

Place the Dice Cards in a pocket chart, face down.

Recall the "Follow the Leader" activity on Day 1. Name an action such as hop on one foot, touch your toes, jump up and down, etc. A volunteer reveals a card. The children count the number of dots on the card and perform the action the corresponding number of times. Repeat until all Dice Cards are revealed.

Materials

- Dice Instructional Cards: 1-5
- Pocket chart
- Dragon

Introduce Yellow and Green

Read and discuss Gingerbread Boy's message.

Indicate *Let's Eat*. Say: **Yesterday we talked about cherries that are red** (Make the red hand sign.) **and oranges that are orange.** (Make the orange hand sign.) **Let's read to learn which fruits are yellow and green.** Read *Let's Eat*.

Indicate the yellow Color Card. Say:

- **This is yellow.** (Children repeat, yellow.) **The word on the card says yellow. Yellow begins with y.**
- **Which fruit in the book is yellow?** (Children identify the pineapple.) **A pineapple is yellow inside.**

Materials

- Starfall's Selected Nursery Rhymes (book and audio CD)
- Let's Eat by Starfall
- Color Cards: yellow and green
- Gingerbread Boy
- American Sign Language Poster



- **Let's learn to sign yellow in Sign Language. Ready?** Demonstrate the sign for *yellow*. Say: **Make a y with your fingers. Place the y hand to the side and twist your wrist back and forth.** When children perform the sign correctly, continue: **You just signed the word yellow. Let's try it again.** (repeat)
- Say yellow in other languages, or ask ELL children to do so and the class repeats.
- **Let's play "I Spy."** The children look for yellow items in the classroom. They report their findings in complete sentences (Example: The table is yellow.) and make the ASL sign for yellow each time a yellow object is named.

Indicate the *green* Color Card. Say:

- **This is green.** (Children repeat, *green*.) **The word on the card says green. Green begins with g.**
- **Which fruit in the book is green?** (Children identify the pear) **A pear is green!**
- **Let's learn to sign green in Sign Language. Ready?** Demonstrate the sign for *green*. Say: **Make a g with your fingers. Place the g hand to the side and twist your wrist back and forth.** When children perform the sign correctly, continue: **You just signed the word green. Let's try it again.** (repeat)
- Say *green* in other languages, including Spanish and French, or ask ELL children to do so and the class repeats.
- **Let's play "I Spy."** The children look for green items in the classroom. They report their findings in complete sentences (Example: The paint is green.) and make the ASL sign for green each time a green object is named.



Gingerbread Boy whispers that he knows a nursery rhyme about yellow and green.

Play *Nursery Rhymes* Audio CD, Track 1. Children listen to "A-Tisket, A-Tasket."

Ask: **What colors did you hear?** (green, yellow) Play the nursery rhyme again.

The children sing along and listen for color words.

LEARNING CENTERS

See Learning Center Planning Guide for Week 4, pages 80-81. After cleanup, gather the children to share new activities they tried today.

Approaches to Learning

Demonstrates willingness to try new challenges

K

Pre

Starfall

Circle Time

Phonological Awareness

Identifies rhyming words

“One, Two, Tie My Shoe”

Display *Nursery Rhymes* page 30 “One, Two, Tie My Shoe.”

- Read the rhyme and the children chime in.
- Reread the rhyme and pause for the children to supply the last word of each line.

Say: **Let’s say this nursery rhyme with loud voices. Ready?** (Repeat the rhyme with loud voices.) Say: **Now, let’s use very soft voices.** (Repeat the rhyme with soft voices.) Ask: **Which did you like better, loud voices or soft voices?** Continue: **Let’s try something different. We will say the number words with loud voices and the rest of the rhyme with soft voices. Ready?** Begin the rhyme and the children finish it.

Say: **These words rhyme. Listen: two, shoe.** (Children repeat, *two, shoe.*) **I’ll say the rest of the rhyme, and you fill in the missing rhyming word. Ready?** Repeat the rhyme, emphasizing the rhyming words. The children supply the last word of each line.

Play *Nursery Rhymes* Audio CD Track 27, “One, Two, Tie My Shoe” and the children sing along.

Materials

- Starfall Sing-Along*
Volume 1, Track 27
- Small Alphabet Cards
- Starfall’s Selected Nursery Rhymes* (book and audio CD)

One, Two, Tie My Shoe

*One, two, tie my shoe
Three, four, shut the door
Five, six, pick up sticks
Seven, eight, lay ‘em straight
Nine, ten, a big fat hen!*

Story Time

Story Order

Indicate *Draw Dragon Dot Eyes*. Volunteers identify the front cover, back cover, title, top, and bottom of the book.

Ask: **When you first get up in the morning...**

- **do you get dressed or take off your pajamas first?** (take off pajamas) **You have to take off your pajamas before you get dressed.**
- **do you brush your teeth before you get out of bed?** (no) **You get out of bed first, and then you brush your teeth. Show me how you brush your teeth.** (Children do this.) Demonstrate the correct way to brush teeth.
- **do you put your socks on first, or your shoes?** (socks) **It would be silly to put your shoes on first and then your socks!**

Say: **We do things in order.** (Children repeat, *order.*) **Books have a special order too.** Picture-walk through *Draw Dragon Dot Eyes* to demonstrate story order.

Say: **Stories always have characters. Sometimes the characters are people and sometimes they are animals. Let’s look through this book and find all the characters.** Dragon helps children identify Sung-Yow, the king, people in the town, and the dragons.

Materials

- Draw Dragon Dot Eyes and other Chinese Fables* as told by Ellen Ching
- Dragon

Creative Arts

Participates in teacher-guided dramatic play activities

Language Development

Communicates using gestures, pointing, or facial expressions

Print Concepts

Identifies front cover, back cover, and title of a book

Reading

Identifies sequence of events

Identifies characters in a story

Social Studies

Sequences familiar events in time

Say: **The characters in this story do many different things. Let's pretend we are the characters in this book. We'll do the same things they did.**

Read *Draw Dragon Dot Eyes*. Children perform the actions below as you read.

| | |
|----------------|--|
| Page 9 | Pretend to paint a picture. |
| Page 10 | Add details to their paintings. |
| Page 11 | Hold up their paintings to show the king. |
| Page 12 | Draw their dragons on the wall, but not the eyes! |
| Page 13 | Pretend they are the people in the town and they see Sung-Yow's painting for the first time. |
| Page 14 | Look surprised that the dragons would fly away if eyes were added. |
| Page 15 | Look sad that they have to add eyes. |
| Page 16 | Look scared and surprised when the dragons jump off the wall. |
| Page 17 | Look proud that they became a famous artist. |

Small Group & Exploration

Draw and Write About Dragons

Indicate *Draw Dragon Dot Eyes*. The children describe the illustrations of the dragons, identifying all the colors they see. They illustrate their own dragons in their journals using Dragon as a model, and decide whether to give them eyes!

The children dictate sentences about their dragons. Write their responses and date the journal pages. Repeat each word of the children's sentences as you write it.

Materials

- Draw Dragon Dot Eyes and other Chinese Fables* as told by Ellen Ching
- Writing & Observation Journals
- Markers, crayons
- Pictures of dragons
- Dragon

Writing

Uses drawing to convey meaning

Gathering

Science

Observes and describes the weather and how it changes

Speaking & Listening

Follows simple directions

Review the names of the children who are present and those who are absent.

Ask: **Do you remember when we said, “One, Two, Tie My Shoe” with loud voices and then with soft voices? Today I will say your name using either a loud voice or a soft voice. When you hear your name, answer “present” with a voice that matches mine.**

The children observe and describe the weather and discuss any changes. A volunteer places the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and name cards
- Weather Board and
- Weather Cards

Morning Meeting

Gross Motor Skills

Combines a sequence of large motor skills

Warm Up Your Brain

The children follow these directions to do a twist and shout exercise:

- **Twist at the waist with your arms stretched out to the sides and shout “1-2-3-4-5.”**
- **Bend at the waist to touch your toes. Shout “1-2-3-4-5.”**
- **Bend at the waist and use your left hand to touch your right toes, then use your right hand to touch your left toes.**

Materials

- Dragon

I love to read **Let’s Eat**. I wonder which fruits we will talk about today.
Your pal,
Gingerbread Boy

Introduce Blue and Purple

Read and discuss Gingerbread Boy’s message.

Indicate *Let’s Eat*. Say: **We have talked about cherries that are red,** (Make the *red* hand sign.) **oranges that are orange,** (Make the *orange* hand sign.) **a pineapple with a yellow inside,** (Make the *yellow* hand sign.) **and pears that are green.** (Make the *green* hand sign.) **Let’s read to see what fruits are next.**

Read *Let’s Eat*.

Indicate the *blue* Color Card. Say:

- **This is blue.** (Children repeat, *blue*.) **The word on the card says blue. Blue begins with b.**
- **Which fruit in the book is blue?** (Children identify blueberries.)
- **Let’s learn to sign blue in Sign Language. Ready?** Demonstrate the sign for *blue*. Say: **Make a b with your fingers. Place the b hand to the side and twist your wrist back and forth.** When children perform the sign correctly, continue: **You just signed the word blue. Let’s try it again.** (repeat)
- Say blue in other languages, including Spanish and French, or ask ELL children to do so and the class repeats.

Materials

- Starfall’s Selected Nursery Rhymes
- Color Cards: blue and purple
- Let’s Eat by Starfall
- American Sign Language Poster

Language Development

Comprehends simple vocabulary in a language other than their own

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

Expresses simple greetings, words, and phrases in a language other than their own

Print Concepts

Understands that letters form words

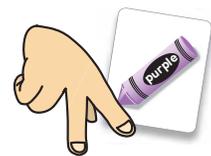
Recognizes relationship between illustrations and text



- **Let's play "I Spy."** The children look for blue items in the classroom. They report their findings in complete sentences (Example: The crayon is blue.) and make the ASL sign for blue each time a blue object is named.

Indicate the *purple* Color Card. Say:

- **This is purple.** (Children repeat, *purple*.) **The word on the card says purple. Purple begins with p.**
- **Which fruit in the book is purple?** (Children identify grapes.)
- **Let's learn to sign purple in Sign Language. Ready?** Demonstrate the sign for *purple*. Say: **Make a p with your fingers. Place the p hand to the side and twist your wrist back and forth.** When children perform the sign correctly, continue: **You just signed the word purple. Let's try it again.** (repeat)
- Say purple in other languages, including Spanish and French, or ask ELL children to do so and the class repeats.
- **Let's play "I Spy."** The children look for purple items in the classroom. They report their findings in complete sentences (Example: The marker is purple.) and make the ASL sign for purple each time a purple object is named.



Gingerbread Boy whispers he knows a nursery rhyme about the color blue. Indicate *Nursery Rhymes* page 26. Read "Little Boy Blue" several times.

LEARNING CENTERS

See Learning Center Planning Guide for Week 4, pages 80-81. After cleanup, gather the children to share new activities they tried today.

Approaches to Learning

Demonstrates willingness to try new challenges

Circle Time

Shape Patterns

Indicate a circle, a triangle, and a square. Volunteers identify the shapes. Two children stand and hold the two shapes, beginning a circle, triangle pattern.

Say: **Let's say the names of these two shapes: circle, triangle.** Two more children hold a circle and a triangle to continue the pattern. Remind the children that a pattern is something that repeats.

Say: **Let's name the shapes in order.** (Children name the shapes, *circle, triangle, circle, triangle*.) **Good job! Placing these shapes in this order creates the beginning of a pattern.**

Ask: **What shape would come next if we continue this pattern?** A volunteer chooses the next shape (circle) and joins the others. Continue until there are five of each shape. Collect the shapes as children return to their places.

Say: **You are so good at making patterns! Let's see if we can make a pattern using a circle, a triangle, and a square.** Repeat the above procedure to create a circle, triangle, square pattern.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Prepared shapes (circles, triangles and squares) of various colors, one set for each child |
|--------------------------|--|

Math

Recognizes basic two-dimensional shapes

Creates, duplicates, and extends simple patterns

K

Pre

Starfall

Story Time

Our Eyes Can See

Indicate *Draw Dragon Dot Eyes and other Chinese Fables* as told by Ellen Ching. Ask:

- **What was Sung-Yow's secret?**
- **What didn't Sung-Yow paint on his dragon?**
- **What happened when Sung-Yow added dots for eyes?**
- **Do eyes have an important job? What is it?**

Say: **Close your eyes. Can you see anything?** (no) **Now, open them. Look around the room. Let's make a list of things our eyes can see.**

Indicate the sentence stem "Our eyes can see..." and read it to the children. Say: **Our eyes can see toys.** Write "toys" on the chart paper.

List responses on the chart paper with volunteers' names next to them as they complete the sentences. Review the responses. Ask: **What would happen if you didn't have eyes?** (Discuss) **Was it a good idea for Sung-Yow to give his dragons eyes?**

Lead the children to compare and contrast Dragon with the dragons in the story.

Materials

- Draw Dragon Dot Eyes and other Chinese Fables* as told by Ellen Ching
- Sentence stem: *Our eyes can see...*
- Chart paper
- Markers
- Dragon

Reading

Compares and contrasts characters, stories, or events

Makes inferences

Science

Uses senses to explore

Social Studies

Understands similarities and respects differences among people including those from different cultures

Writing

Contributes to a shared writing experience or topic of interest

Small Group & Exploration

Eye Color Graph

Ask: **What parts of our bodies help us to see?** (our eyes) **Did you ever notice that eyes can be different colors? Some people have blue eyes and some have brown eyes. Some people have green eyes and some people's eyes are a mixture of colors!**

Indicate the Eye Color Graph. Say: **This is a graph. Remember the Our Favorite Spice Graph? That graph told us which spice smelled best to the children in our class. Today we will use this Eye Color Graph to learn about the eye colors of the children in our class.** Gather data for the Eye Color Graph as follows:

- Each child looks into a mirror to identify his or her eye color.
- The group confirms the eye colors.
- Each child locates his or her name on the graph and colors the square under the correct eye color.

When all children have graphed their eye colors, count and record the number of children who have each color eyes. Count which colors have the most and the least or same colored squares, and discuss other information that can be learned from the graph, such as: **How many children are present? How many have blue eyes?** The same chart will be used for all groups.

The children illustrate their eyes using the appropriate colors.

Materials

- Draw Dragon Dot Eyes and other Chinese Fables* as told by Ellen Ching
- Eye Color Graph
- Brown, green, blue, and yellow markers
- One or more mirrors
- Drawing paper, crayons, pencils

Math

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

Uses charts and graphs to collect and analyze data

Social Studies

Demonstrates knowledge of personal information

Gathering

Review the names of the children who are present and those who are absent.

Say: **Let's play "How many parts?"** Choose a child with a one-syllable name to come forward. Indicate the child's name card, and say: **Here is (child's name)'s name. (child's name) has one part, or syllable. Say the name and clap once.** (Children say the name and clap.) Ask: **How many parts did you hear?**

Repeat with a two-syllable name: **Listen to (child's name)'s name. Say (child's name) and clap twice for two parts, or syllables.** Ask: **How many parts does (child's name)'s name have?** (Children identify two parts.) **Say the name and clap twice.** (Children say the name and clap twice.) Ask: **How many parts? Who remembers the other word for parts? Right, it is syllables.** Continue with several other names. You will repeat this instruction on Day 5 with the remaining names.

The children observe the weather and describe any recent changes. A volunteer places the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards

Phonological Awareness

Counts syllables in spoken words

Science

Observes and describes the weather and how it changes

Vocabulary

Uses words acquired through conversations

Morning Meeting

Warm Up Your Brain

Say: **Let's play "How Low Can You Go?" Listen closely and follow my directions.** Give children these directions:

- **Stand straight and reach both arms straight out in front.**
- **Bend both knees slightly and hold.**
- **Bend both knees a little more and hold.**
- **Stand tall.**

Materials

- Dragon

Gross Motor Skills

Moves with balance and control

Speaking & Listening

Follows simple and multiple-step directions

We have learned about six fruits and six different colors. I wonder what fruits we will talk about today.
Love,
Gingerbread Boy

Introduce *Brown, White, and Black*

Read and discuss Gingerbread Boy's message. Say: **We have three more fruits and colors to learn. Let's see how the book ends.** Read *Let's Eat*.

Indicate the *brown* Color Card. Say:

- **This is brown.** (Children repeat, *brown*.) **The word on the card says brown. Brown begins with b.**
- **Which fruit in the story is brown?** (Children identify coconuts.)
- **Let's learn to sign brown in Sign Language. Ready?** Demonstrate the sign for *brown*. Say: **Make a b with your fingers. Place the b hand to the side of your face and pull the b down.** When children perform the sign correctly, continue:

Materials

- Starfall's Selected Nursery Rhymes*
- Color Cards: *brown, white, and black*
- Let's Eat* by Starfall
- American Sign Language Poster



Language Development

Comprehends simple vocabulary in a language other than their own

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

Expresses simple greetings, words, and phrases in a language other than their own

Print Concepts

Understands that letters form words



- **You just signed the word *brown*. Let's try it again.** (repeat)
- Say brown in other languages, including Spanish and French, or ask ELL children to do so and the class repeats.
- **Let's play "I Spy."** The children look for brown items in the classroom. They report their findings in complete sentences (Example: My eyes are brown.) and make the ASL sign for brown each time a brown object is named.

Indicate the *white* Color Card. Say:

- **This is *white*.** (Children repeat, *white*.) **The word on the card says *white*.**
- **What color is the coconut on the inside?** (Children identify white.)
- **Let's learn to sign *white* in Sign Language. Ready?** Demonstrate the sign for *white*. Say: **We sign this word by putting our fingers on our chests and then pulling them together and out.** When children perform the sign correctly, continue: **You just signed the word *white*. Let's try it again.** (repeat)
- Say white in other languages, including Spanish and French, or ask ELL children to do so and the class repeats.
- **Let's play "I Spy."** The children look for white items in the classroom. They report their findings in complete sentences (Example: The board is white.) and make the ASL sign for white each time a white object is named.



Indicate the *black* Color Card. Say:

- **This is *black*.** (Children repeat, *black*.) **The word on the card says *black*.**
- **What color is the bowl that holds the fruit?** (Children identify black.)
- **Let's learn to sign *black* in Sign Language. Ready?** Demonstrate the sign for *black*. Say: **Take your first finger and trace it over your eyebrow.** When children perform the sign correctly, continue: **You just signed the word *black*. Let's try it again.** (repeat)
- Say *black* in other languages, including Spanish and French, or ask ELL children to do so and the class repeats.
- **Let's play "I Spy."** The children look for black items in the classroom. They report their findings in complete sentences (Example: The chair is black) and make the ASL sign for black each time a black object is named.

Say: **Now we have learned about all the fruit in the salad and their colors. It sounds like a rainbow of fruit!**

Approaches to Learning

Demonstrates willingness to try new challenges

LEARNING CENTERS

See Learning Center Planning Guide for Week 4, pages 80-81. After cleanup, gather the children to share new activities they tried today.

Circle Time

Make Fruit Salad

Indicate the different fruits and the children identify them. They take turns observing, feeling, and smelling the fruit. Volunteers explain the various looks, textures, and aromas. Encourage the children to use descriptive words such as *long, yellow* banana, *big, juicy* apples, and *round, purple* grapes as they discuss the colors and shapes of the fruit.

Prepare fruit salad for snack as children observe.

Before the children wash or sanitize their hands, demonstrate proper hand washing techniques. As the children eat their snack, circulate and assist them as necessary to use eating utensils properly.

Materials

- A variety of fresh fruit

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Health, Safety and Nutrition

Demonstrates personal hygiene and emerging self-care skills

Science

Uses senses to explore

Vocabulary

Understands and uses describing words

Story Time

Let's Eat Sorting Activity

Optional: Real fruit may be substituted in for this activity.

Indicate *Let's Eat*. Say: **In the book *Let's Eat* there are many different colors and fruits. We have Picture Cards of each of the colors and fruits. Let's sort the colors and fruits into two groups.**

Display Number Cards 1-9 side-by-side, in order, in a pocket chart. Indicate and identify each number. The children repeat. Say: **There are nine colors in the book.**

Distribute the Picture Cards. If there are more children than Picture Cards, the children partner. Explain that some children have pictures of fruit and some have colors. Each child identifies his or her Picture Card.

Say: **Listen to *Let's Eat*. If you have a color card, when you hear your color, bring it to the pocket chart and place it under a number. Under which number will the first color go? (one) Right, number one. If you have a picture of a fruit, when you hear your fruit, place the Picture Card in the bowl.**

Read *Let's Eat*. Pause at the line, "We'll put the..." while children place their color and fruit Picture Cards in the appropriate places.

Ask: **What was the first color? Second color? Continue through the ninth color.**

Ask: **How many fruits do we have in the bowl? Let's count them. Are there more colors or fruits? (colors) Why do you think there are more colors than fruits? (The coconut represents two colors, and the bowl is black.)**

Materials

- Let's Eat* by Starfall
- Number Cards 1-9
- Picture Cards: *blueberries, cherries, coconut, grapes, orange, pear, pineapple*
- Color Cards: *red, orange, yellow, green, blue, purple, brown, black, white*
- Large bowl
- Pocket chart

Math

Recognizes numerals

Counts sets of objects

Combines and separates sets of objects to create new sets

Understands ordinal numbers

Reading

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



Small Group & Exploration

Creative Arts

Experiments with a variety of art materials

Fine Motor Skills

Uses writing and drawing tools

Demonstrates hand-eye coordination

Social Studies

Understands the need for rules in a variety of settings

Writing

Writes own name

Finger Painting

Cover the art table with newspaper. Three or four children gather at the table and put on smocks to protect their clothing.

Demonstrate how to use the spoon to dab paint onto the paper. The children use their fingers to paint whatever they wish. Remind them that the paint should only be placed on the finger paint paper and not on each other! You or the children write their names on their papers with a permanent marker.

Materials

- Washable finger paints
- Finger paint paper
- Newspaper
- Paper towels
- Spoon for each color paint
- Art smocks for children

Gathering

Review the names of the children who are present and those who are absent.

Say: **Let's play "How many parts?"** Remind the children that words can have one or more parts or syllables.

Choose a child with a one-syllable name to come forward. Indicate the child's name card, and say: **Here is (child's name)'s name. (Child's name) has one part. Say the name and clap once.** Children say the name and clap. Ask: **How many parts?**

Repeat with a two-syllable name: **Listen to (child's name)'s name. Say (child's name) and clap twice for two syllables.** Ask: **How many parts does (child's name)'s name have?** Children identify two parts. Continue: **Say the name and clap twice.** Children say the name and clap twice. Ask: **How many parts?**

The children observe the weather and a volunteer places the appropriate Weather Card on the Weather Board.

| Materials | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | Attendance Board and name cards |
| <input type="checkbox"/> | Weather Board and Weather Cards |

Phonological Awareness

Counts syllables in spoken words

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2, Track 50. The children sing "Where Is Thumbkin?"

| Materials | |
|--------------------------|--|
| <input type="checkbox"/> | Starfall Sing-Along Volume 2, Track 50 |
| <input type="checkbox"/> | Dragon |

Creative Arts

Enjoys participating in music activities

We talked about many colors this week! Wouldn't it be fun to see them all together?
Your pal,
Gingerbread Boy

"Where Are the Colors?"

Read and discuss Gingerbread Boy's message.

Indicate each of the nine Color Cards one by one. The children identify the colors, and form the American Sign Language hand sign for each one. Review the names of the colors in other languages (with the assistance of ELL children if applicable).

Distribute the Color Cards to nine volunteers. The children sing "Where Are the Colors?" As the song is sung, the volunteer with the corresponding color stands and raises the card. The class forms the ASL hand sign for the color.

| Materials | |
|--------------------------|--|
| <input type="checkbox"/> | Color Cards: red, orange, yellow, green, blue, purple, brown, black, white |
| <input type="checkbox"/> | Chart paper, markers |

Where Are the Colors?

(Melody: "Where Is Thumbkin?")

Where is red? Where is red?
Here I am! Here I am!
How are you this morning?
Very well, I thank you
Run away! Run away!

(Repeat with blue, yellow, green, brown, orange, black, purple, and white.)

Last verse:

Where are the colors?
Where are the colors?
Here we are! Here we are!
How are you this morning?
Very well we thank you
Run away! Run away!

Language Development

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

Social/Emotional

Works with others to solve problems

Speaking & Listening

Engages in agreed-upon rules for discussions



Ask: **What color were the dot eyes Sung-Yow added to the dragon? (black) Let's be dot detectives and go on a hunt for black dots in our classroom!**

The children look for dots in the classroom. Examples might include periods in sentences, domino dots, etc.

Say: **I will make a list of what the detectives found. Remember, we will raise our hands and take turns sharing. Detectives, ready?** As children name the objects, list them on chart paper.

Approaches to Learning

Demonstrates willingness to try new challenges

LEARNING CENTERS

See Learning Center Planning Guide for Week 4, pages 80-81. After cleanup, gather the children to share new activities they tried today.

Circle Time

"I Can Name That!"

The children identify the items and their colors on the mural.

Play "I Can Name That!" (a variation of "Pin the Tail on the Donkey"). Instructions:

- Blindfold a volunteer.
- Turn the child several times and end with the child facing the mural.
- The child touches the mural.
- Remove the blindfold and the child identifies the item and its color.
- The child chooses the next volunteer.

Materials

- Prepared mural
- Blindfold or scarf

Speaking & Listening

Participates in group discussions

Vocabulary

Recognizes environmental print

Story Time

Dramatize Draw Dragon Dot Eyes

Indicate *Draw Dragon Dot Eyes*. Say: **Today we will dramatize, or act out, this story. Let's look through the story to identify the characters.** Page through the book as children name the characters: Sung-Yow, king, townspeople, and dragons.

Half of the class uses props and dramatizes the story as you read it while Dragon and the other half are the audience. Remind the children to use proper audience skills such as listening quietly and paying attention during the performance. After the first dramatization ask: **Who would like to tell the actors what you liked about their acting?** Volunteers from the audience share positive comments.

Switch groups and repeat the story.

Materials

- Draw Dragon Dot Eyes and other Chinese Fables* as told by Ellen Ching
- Paint smock, paintbrush, and a crown for use as props
- Dragon

Creative Arts

Participates in teacher-guided dramatic play activities

Demonstrates appropriate audience skills

Reading

Identifies characters in a story

Social Studies

Understands similarities and respects differences among people including those from different cultures

Small Group Math

Sorting Big and Small

Indicate the two mats or cookie sheets. Place the word Big on one and Small on the other.

Say: **Here are two cookie sheets. One cookie sheet is for big objects and one is for small objects.**

Indicate the container of objects and explain: **We will work together to sort these objects into a set of big objects and a set of small objects.**

Select a big block and a small block. Say: **Here are two blocks. Are they the same size? No, one block is big and one block is small. Where should we place the big block?** (Volunteers respond.) **Where should we place the small block?** (Volunteers respond.)

The children take turns to help sort the objects. As they work, they explain why they placed the objects as they did. Review and discuss the children's choices.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Two large mats or cookie sheets |
| <input type="checkbox"/> | Word Cards: <i>big</i> , <i>small</i> |
| | Collections of pairs of objects (1 small and 1 large) in a container |
| | Suggestions: blocks, cups, paper clips, buttons, books, dolls, sponges |

Math

Uses measurable attributes to compare objects

Sorts groups of objects by physical attributes