

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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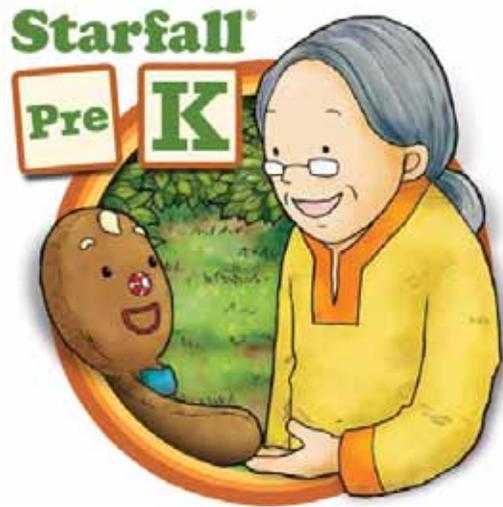
Starfall®



Being Safe

Unit 3 • Week 10





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Week 10: Being Safe

This week you will introduce the children to rules that will keep them safe in a variety of situations. Topics include: *Inside School, On the Playground, Taking a Walk, Wheels, Wheels, Wheels, In a Car, Around the House, Tub and Shower, At the Pool, Fire*, and *Strangers*. The children will also:

- learn /p/ and identify initial and final /p/ words
- discuss size relationships between objects
- compare and contrast their heights
- practice putting story events in sequence and experience out of sequence story events
- consider story characters' emotions
- dramatize *Goldilocks and the Three Bears*
- duplicate and create patterns



Pp

Starfall Books & Other Media

ABC for Gingerbread Boy and Me

Emotion Cards

Goldilocks and the Three Bears as told by Marc Buchanan

Goldilocks and the Three Bears Sequence Cards

Safety Posters 1 and 2

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

Starfall Sing-Along Volume 2



Preparation

Day One

Story Time — You will need three bowls of graduated sizes and the measuring chart from **Week 9**.

Small Group — Have two bowls that match and one that does not, and three different shapes of pasta (enough for each child to have several samples of each).

Day Two

Have a bicycle helmet, a shoe with the shoelace untied and a belt. You will also need to place colored masking tape on a section of the classroom floor to resemble an intersection.

Circle Time — You will use two connect cubes or chips for each child and yourself.

Story Time — Have a double-sized bed sheet available.

Small Group — You will need a small block, a medium-sized book, and a large box (board game size).

Day Three

Small Group — You will need an iron, a plastic knife, a small pot or pan, an extension cord, a detergent box or bottle, a book, a backpack, a stuffed animal, a pillow, and a plastic cup.

Day Four

Circle Time — Have the list of *Pp* words from **Day 2** available.

Story Time — Choose a book about safety to share. Suggestions include:

- *Dinosaurs, Beware!* by Stephen Krensky
- *I Can Be Safe* by Pat Thomas
- *I Can Play It Safe* by Alison Feigh
- *Impatient Pamela Says: Learn to Call 9-1-1* by Mary B. Koski and Lori Collins
- *Safety First!* by Disney Book Group

Small Group — Have shaving cream available.

Day Five

Story Time — You will need a table, three bowls, three chairs, and three towels for use in today's dramatization of *Goldilocks and the Three Bears*.

Snack Suggestion

Serve teddy bear crackers in several varieties throughout the week.



I ran inside my house last night, bumped into a table and hit my head. It wasn't a good idea to run inside, was it?

Your pal,
Gingerbread Boy

Day 2

I am glad we are learning how to stay safe. I practiced walking in the classroom and I didn't bump my head this time!

Love,
Gingerbread Boy

Day 3

I went for a bike ride and guess what! I wore my helmet to keep me safe.

Your friend,
Gingerbread Boy

Day 4

I loved hearing the story of **Goldilocks and the Three Bears**. Can we learn what to do if we see a stranger?

Your pal,
Gingerbread Boy

Day 5

I am so lucky to learn all these safety rules. I wish I had known them before I got in trouble with the fox!

Love,
Gingerbread Boy

WEEK 10

Day One

Day Two

<p>Gathering</p>	<p>Predict and forecast weather Calendar Routine Review names of days</p>	<p>Predict and forecast weather Calendar Routine</p>
<p>Morning Meeting</p>	<p>Gingerbread Boy's Message Safety Poster 1  Safety: <i>Inside School and On the Playground</i> "Let's Stay Safe"</p>	<p>Gingerbread Boy's Message Safety Poster 1  Review <i>Inside School and On the Playground</i> safety rules Safety: <i>Taking a Walk, Wheels, Wheels, Wheels, and In a Car</i> "Let's Stay Safe" Vocabulary: crosswalk</p>

LEARNING CENTERS

<p>Circle Time</p>	<p>Phonological Awareness: Rhyming words Introduce and listen for /p/ "Puppies" riddle "Peter Piper" Vocabulary: piper</p>	<p>Phonological Awareness: Compound words <i>ABC for Gingerbread Boy and Me</i> Introduce Pp  Identify initial /p/ words</p>
<p>Story Time</p>	<p><i>Goldilocks and the Three Bears</i>  Compare/contrast sizes and heights Vocabulary: cozy, brook, porridge Predict story ending</p>	<p><i>Goldilocks and the Three Bears</i>  <i>Goldilocks and the Three Bears</i> Sequence Cards  Answer questions "Ten Bears in a Bed"</p>
<p>Small Group & Exploration</p>	<p><i>Goldilocks and the Three Bears</i> Compare/contrast physical attributes Create/duplicate patterns</p>	<p>Compare/contrast sizes Arrange objects "Size Hunt"</p>

Day Three

Day Four

Day Five

Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine
Gingerbread Boy's Message "Let's Stay Safe" Safety Posters 1 and 2 Review safety rules Safety: <i>Around the House, Tub and Shower, and At the Pool</i>	Gingerbread Boy's Message Safety Posters 1 and 2 "Let's Stay Safe" Safety: <i>Fire and Strangers</i>	Gingerbread Boy's Message "Let's Stay Safe" Review Safety Posters 1 and 2

LEARNING CENTERS

Phonological Awareness: Blend onset and rime List initial /p/ words Introduce ASL sign for Pp Sing "Where Is /p/?" "Pease Porridge Hot"	Phonological Awareness: Blend and clap syllables Review initial /p/ Introduce final /p/	Phonological Awareness: Discriminating /p/ Match upper and lowercase letters Aa, Ss, Pp "Where Is /p/?"
<i>Goldilocks and the Three Bears</i> Emotions Cards Identify characters' emotions	Teacher's literature choice: Safety	<i>Goldilocks and the Three Bears</i> Story settings Dramatize story
<i>Goldilocks and the Three Bears</i> Draw and dictate sentences about what activities Goldilocks might do with the three bears	Play "I Spy" to review /a/, /b/, /n/, /p/, /s/, and /t/	Complete projects or conduct observations and individual assessments

WEEK 10

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Math

Understands that numbers always represent the same quantity

Computer Center

Activity — Children practice counting skills at *It's Fun to Read: Tongue Twisters*, “Peter Piper,” explore *It's Fun to Read: All About Me*, listen to *Math Songs: “Five Little Bears,”* and review /b/, /t/, /n/, /s/, and /a/, and reinforce /p/ at ABCs: S, B, T, N, A, and P.

Interaction & Observation

- Continue to notice children as they exert their independence and self-direction, while also working together to navigate through programs and/or solve problems that may arise.
- Children should have become more purposeful in their computer interactions.
- Notice whether they realize their actions have an affect on what happens on the monitor and learn to navigate through websites and programs.

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Activity — Children make bears by cutting and gluing brown construction paper circles to sheets of manila paper. They draw faces with crayons or markers.

This activity may take more than one session, so plan to store the unfinished projects in a safe place to dry.

Interaction & Observation

- Display finished products on the classroom wall or in the hall for others to enjoy. Choose which artwork to display yourself, or allow the children to decide.
- Continue to respect choices the children make in as they reflect their thoughts and feelings and express their individuality and originality. Show appreciation of their efforts and accomplishments.

Materials

- Brown construction paper
- Manila paper
- Glue, scissors, crayons, markers

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Coordinates hand and eye movements

Library Center

Activity — The children enjoy picture books relating to bears and safety. After **Day 2**, add *Goldilocks and the Three Bears*.

Provide paper, pencils and crayons for children to draw pictures to represent their favorite books. Hang their drawings near the center for other children to enjoy.

Interaction & Observation

- As children listen to stories they discover new words and their meanings and increase their vocabularies.
- They connect the new words to their own experiences. This is valuable as the children progress in reading. It will be easier for them to recognize words since they are already aware of their meanings.

Materials

- Picture books (including audio versions) about bears and safety
- Goldilocks and the Three Bears* (Book and Audio CD)
- Paper, pencils, crayons

Print/Book Awareness

Connects oral language and print

Dramatic Play Center

Preparation — Add empty juice cans, waffle boxes, and reusable shopping bags to the grocery store. After *Goldilocks and the Three Bears* is introduced, the center may be changed into the three bears' cottage by adding three bowls, chairs, and towels (for beds).

Activity — The children continue to play grocery store and assume the roles of the story characters in the three bear's cottage.

Interaction & Observation

- Dramatic play is a perfect way for children to explore concepts they are learning.
- Provide varied experiences and adult interactions which lead to richer dramatic play.

Materials

- Grocery store items from **Week 9**
- Empty juice cans, waffle boxes, reusable shopping bags
- Three bowls, three chairs, and three towels (small, medium, and large)
- Oatmeal carton, spoons

Creative Arts

Engages in cooperative pretend play with other children

Social/Emotional Development

Demonstrates willingness to choose a variety of familiar and new experiences

Construction Center

Activity — The children use a variety of blocks of different colors, shapes and sizes to build the three bears' cottage. They refer to the illustrations in the books as models.

Remind them that Goldilocks goes upstairs, so they should include stairs in their cottages.

Interaction & Observation

- Take pictures of the children's special creations to hang near this center.
- Engage children in individual conversations.
- Ask detailed questions to encourage children's thought processes, and to develop longer, more complex answers.

Materials

- Various copies of the *Goldilocks and the Three Bears* story
- Wooden blocks in a variety of colors, shapes and sizes
- Lincoln Logs

Creative Arts

Engages in cooperative pretend play with other children

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing Center

Activity — Children draw and color pictures to create safety signs for the classroom. They may dictate or write their own rules on their signs.

Interaction & Observation

- Continue to praise the children's attempts at drawing and writing.
- Although some writing may still resemble scribble, in the child's mind these scribbles are decidedly different from their earlier attempts.
- Discuss appropriate locations to display safety signs.

Materials

- Paper
- Pencils, crayons, markers

Emergent Writing

Uses drawing to convey meaning

Uses scribbles/writing to convey meaning

Social Studies

Becomes aware of common symbols in the community



Discovery Center

Fine Motor Skills

Coordinates hand and eye movements

Science

Investigates states of matter

Uses senses to explore

Activity — Children continue to use their senses to explore uncooked rice. They stir it, scoop it, watch it flow through funnels and strainers and experience pouring it from one container to another.

As the week progresses add small toys and balls, etc. to the large tub of rice and watch the surprise as children discover them. Vary the containers, strainers, and scoops. Add new utensils, and remove others.

Interaction & Observation

- Continue to pose open-ended questions such as: Can you tell me about...? What do you think will happen if...? Can you think of a way to...? How many ways can you...? Questions such as these help focus thinking, encourage problem solving, and nurture curiosity.

Materials

- Uncooked rice in a tub or empty water table, large enough for two children
- Small plastic containers and spoons of varying sizes
- Funnels, scoops, spatulas, strainers, and sifters with large holes

Math Center

Math

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

Sorts objects into categories

Activity — Children choose a bag and pour the beans onto the table. They sort the beans by type (black, lima, and kidney) into the muffin tins or egg cartons. Each child draws the corresponding number of beans on a sheet of paper, and colors them appropriately to match the beans from the bag (black for black beans, red for kidney, and green for lima). Children place the beans back into the bag and repeat with different bags of beans.

Interaction & Observation

- Model strategies for counting and keeping track of the sorted beans for drawing.
- Show children how to move the beans aside after they have counted or colored them.
- Ask questions and supply information to extend children's thinking.

Materials

- Small plastic bags that contain a variety of uncooked beans (black, lima, kidney) each with a different number and combination of beans
- Muffin tins or egg cartons
- Crayons, paper



Gathering

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

Children place the appropriate Weather Card on the Weather Board for Today's Weather, Our Prediction, and Tomorrow's Weather Forecast.

Review the names of the days of the week. Children identify and mark the date.

Materials

- Attendance, Weather, and Calendar Routine materials

Math

Uses graphs and charts to answer questions

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

Children do "Whale in the Ocean" exercises. They lie on their tummies, clasp their hands behind their backs, fold their shoulders back, and lift their hands, feet, and chests. Children breathe in, arch, lift and lengthen their bodies and exhale. They repeat this exercise several times.

Materials

- Safety Poster 1
- Chair, stuffed animal, two books

I ran inside my house last night, bumped into a table and hit my head. It wasn't a good idea to run inside, was it?
Your pal,
Gingerbread Boy

Safety: Inside School and On the Playground

Read and discuss Gingerbread Boy's message.

Teach the children "Let's Stay Safe."

Indicate Safety Poster 1. Say: **Here is a poster that shows five places we need to be safe.** Indicate and identify each of the five scenes.

A volunteer indicates the *Inside School* safety illustration and children take turns describing it. Discuss the following *Inside school* safety rules. Children act out solutions to problems.

Let's Stay Safe

(Melody: "Frère Jacques" or "Are You Sleeping")

Let's stay safe. Let's stay safe
In work and play, work and play
Follow all the rules,
Follow all the rules
Every day, every day.

Health & Safety

Discusses appropriate safety procedures

Social/Emotional Development

Works with others to solve problems

Pay attention to where you are going. Do your best not to bump into others (or things) when you are playing.	Two volunteers almost bump into each other and suggest a solution for how to avoid it.
Always walk inside.	A volunteer runs a short distance and pretends to fall. The volunteer walks the same route safely.
Sit on four, not on two! Rocking on chairs is dangerous. Use all four legs of the chair, not just two!	Place a stuffed animal on a chair. Tip the chair on two legs, gently tipping it over. Children discuss results. A volunteer demonstrates how to sit on a chair properly.
Keep hands, feet, and objects to yourself!	Volunteers pretend to read books side by side, respecting each other's personal space.



A volunteer indicates the *On the Playground* safety illustration and children take turns describing it. If weather permits, take the children outside to discuss the following safety rules for playing on the playground:

- When playing catch, always throw the ball at or below your friend’s waist. Never throw a ball at a person’s head.
- Leave nature where it belongs.
- Be a good sport.
- Hold tightly on climbing equipment.
- Slides are one way: down!
- Stay out of bushes and no climbing on trees.
- Take turns.

LEARNING CENTERS

See Learning Centers for **Week 10**, pages 226–228. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

Say: **Let’s play “Does it Rhyme?” Raise your hand if the words rhyme. Let’s try one together: *cat, pat*. Right, *cat* and *pat* rhyme so you raised your hands. Listen again: *sat, hat*. Do they rhyme? Continue for *cat/pickle*, *hot/pot*, and *Peter/Sam*. **Let’s make up some silly rhymes. Here’s one: *Peter, feter!* Can you make a silly word that rhymes with *pickle*?** Repeat for *pumpkin* and *paper*.**

Materials

- Grandmother
- Starfall’s Selected Nursery Rhymes*
- Picture Cards: *puppies, penny, pan, pumpkin*
- Pocket chart



Phonological Awareness

Discriminates rhyming words

Vocabulary

Uses illustrations to find the meanings of unknown words

Introduce /p/

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

Grandmother reads the riddle “Puppies.” Children solve the riddle. Ask: **Does anyone have a puppy at home?** (discuss) **Puppy begins with /p/.** (Children repeat, /p/.)

Display Picture Cards *puppies, penny, pan, and pumpkin* in a pocket chart.

Say: **Here is a picture of *puppies*. Say, *puppies*. *Puppies* begins with /p/. Say /p/.**

- Penny begins with /p/. Say, *penny*. Say /p/, *penny*.
- Pan begins with /p/. Say, *pan*. Say /p/, *pan*.
- Say, *pumpkin*. What sound do you hear at the beginning of *pumpkin*? Right, /p/.

Puppies

*We are baby animals.
We love to bark, play,
and wag our tails.
Our mother is a dog.
Our name begins with /p/.
What are we?*

Say: **Listen to these two words to tell which one begins with /p/: pot, bowl.** **Right! Pot begins with /p/.** (Children repeat, /p/.) **Listen again. Which one begins with /p/: dog, puppies? Right, puppies.**

Say: **Let's pretend we are puppies. Bark like a puppy!** (Children do this.) **Listen to these words. If you hear /p/ at the beginning, bark like a puppy. If you don't hear /p/, do nothing. Ready?** Use: *pet, penny, man, nickel, puzzle, star, piano, and pie.*

Indicate *Nursery Rhymes* page 35, "Peter Piper." Ask: **What do you see in this picture? What is Peter doing?** Explain that he is playing a horn. Say: **Sometimes we call someone who plays the horn a piper.** (Children repeat, *piper.*) **This is Peter Piper.**

Read the rhyme. Repeat the rhyme and children say the rhyme with you. Ask: **What do you notice about many of the words in this rhyme? Right! Many of them begin with /p/. Let's read the rhyme again. This time pat the top of your head when you hear a word that begins with /p/.**

Encourage children to listen for /p/ today.

Story Time

Introduce *Goldilocks and the Three Bears*

Indicate the measuring chart. Ask: **Who is the tallest member of our class?** That child stands in front of the class.

Ask: **Who is the shortest member of our class?**

A child crouches down and stands Gingerbread Boy up next to the tallest child, leaving a space between them.

Ask: **Who is about halfway between the tallest and shortest?** That child stands in the middle.

Indicate the three bowls of graduated size. Say: **One of these bowls is big, one is medium-sized, and one is little. Which bowl is big? Which one is little? Which bowl is not big or little, but medium-sized?** Three volunteers hold the bowls in order from big to little.

Indicate *Goldilocks and the Three Bears*. Say: **The title of this story is *Goldilocks and the Three Bears*. Let's count the words in this title.** (Do this.) Indicate the author and illustrator. Say: **There are pictures and words on the cover. Who can point to the picture? How about the words? Which bear is little? Which one is medium-sized? Which bear is big?**

Picture-walk through the book and discuss the following vocabulary words as you encounter them:

Materials

- Goldilocks and the Three Bears*
as told by Marc Buchanan
- Measuring chart from **Week 9**
- Gingerbread Boy
- Three bowls of graduated size



Vocabulary

Acquires new vocabulary

Comprehension

Identifies role of author and illustrator

Uses illustration clues to predict

Math

Becomes familiar with standard measuring tools and their uses

cozy	comfortable
cottage	a small house
brook	a creek or stream of water, much smaller than a river
porridge	breakfast cereal like oatmeal

Turn to the first page of text. Indicate and discuss where the story begins on the page. Explain that the words start on the left side and move across the page. When there is no more space, the words continue on the next line.

Read pages 1 through 8 of *Goldilocks and the Three Bears*. Pause and say:
Let's predict how this story will end. What do you think will happen next?

Read the remainder of the story to confirm the outcome.

Small Group & Exploration

Math

Uses rules to create and extend repeating patterns

Describes objects according to characteristics or attributes

Create a Pattern

Indicate *Goldilocks and the Three Bears*. Discuss the sizes of Father Bear, Mother Bear, and Baby Bear and how the bears are the same and how they are different.

Indicate the three bowls. Children identify attributes of the bowls such as their colors, sizes, and shapes. Ask:

- **Which two of these objects are alike or match?**
- **How do you know?**
- **How are all three alike?**
- **Which is different?**
- **How is it different?**

Indicate three different types of pasta. Children describe the pasta. A volunteer uses the pasta to form a pattern. Children describe the pattern.

Distribute the pasta. Children duplicate the pattern and create new ones.

Materials

- Two matching bowls and one non-matching bowl
- Three different shapes/sizes of pasta (enough for children to have several samples of each shape or size)
- Goldilocks and the Three Bears* as told by Marc Buchanan

Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

Materials

- Attendance, Weather, and Calendar Routine materials

Science

Observes and describes the weather and how it changes

Social Studies

Begins to categorize time intervals

Morning Meeting

Warm Up Your Brain

As you give the following directions, observe the children in their attempts to follow them. Be prepared to demonstrate.

- **Lift your right arm high in the air and keep it there as you lift your left knee.**
- **Touch your right hand on your lifted left knee.**
- **Return your hand and leg to a resting position as you lift your left hand and right leg, touching your left hand to your right knee.**
- **Repeat several times for a minute or so, as if you are walking.**

Materials

- Safety Poster 1
- Bicycle helmet
- Shoe with untied shoelace
- Belt
- Prepared masking tape crosswalk

I am glad we are learning how to stay safe. I practiced walking in the classroom and I didn't bump my head this time!
Love,
Gingerbread Boy

Safety: Taking a Walk, In a Car, and Wheels, Wheels, Wheels

Read and discuss Gingerbread Boy's message.

The children sing "Let's Stay Safe."

Indicate and review the *Inside School* and *On the Playground* safety rules. A volunteer indicates the *Taking a Walk* safety illustration as children describe it.

Create an intersection in an open area of the classroom. A volunteer demonstrates walking on a sidewalk as you discuss these rules:

Let's Stay Safe

(Melody: "Frère Jacques" or "Are You Sleeping")

Let's stay safe. Let's stay safe
In work and play, work and play
Follow all the rules,
follow all the rules
Every day, every day.

Comprehension

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

Gross Motor Skills

Distinguishes left from right

Health & Safety

Identifies basic safety rules

Rule

Problem/Solution

Rule	Problem/Solution
Walk slowly. When you get to the crosswalk, stop. A crosswalk is the safest place to cross a street.	Teach children the chant, "Look Both Ways." Practice several times as the children at the crosswalk look left, right, and then left again. Repeat with other volunteers.
Always hold an adult's hand when crossing the street.	A volunteer holds hands with you and walks to the crosswalk. The class chants "Look Both Ways." Discuss the importance of holding an adult's hand when crossing the street.

Look Both Ways

Look to the left
Look to the right
Look to the left
Yes, that's right!

The volunteer indicates the *Wheels, Wheels, Wheels* illustration as children describe it. Discuss these rules:

Rule	Problem/Solution
Always wear a helmet when you ride your bike.	Indicate the bicycle helmet. Say: This is a helmet. (Children repeat, <i>helmet.</i>) How might this helmet keep you safe when you are riding your bike? (discuss)
Make sure your shoes are tied before riding your bike.	Indicate the shoe with untied shoelace. Ask: What is wrong with this shoe? (it is untied) Right, it's not tied. Shoelaces can get caught when you are pedaling your bike and you could fall. What would make this shoe safer? (tie the laces) Right, let's tie the shoelaces!

The volunteer indicates the *In a Car* illustration as children describe it. Discuss these rules:

Rule	Problem/Solution
Always wear your seat belt in the car.	Indicate the belt. Ask: What is this? Will this keep you safe in a car? (no) You need a special kind of belt to keep you safe in a car. Who can find the picture of the right kind of belt on the Safety Poster?
Stay quiet so the driver can think about driving.	Say: If you are fighting in the car and your mom needs to turn around to tell you to stop, is she thinking about driving? Let's pretend we are in the car. What are some quiet games we can play? (Sing ABC, Play I Spy, etc)

LEARNING CENTERS

See Learning Centers for **Week 10**, pages 226–228. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Compound Words

Say: **Listen to these two words then put them together to make a new word. Ready? *cup, cake* (cupcake), *post, man* (postman), *play, ground* (playground), *pine, apple* (pineapple), *pop, corn* (popcorn).**

Distribute two cubes or chips to each child. Say: **Put your cubes together. Say, *firehouse*. Do you hear two words in one? Let's take the word apart: *fire*, (Hold up one of your cubes.) *house*, (Hold up the other cube.) *firehouse*. **What should you do with your cubes now?** (put them together) **Right, put them back together. Let's try one more.** Repeat for *neighborhood*.**

Materials

- Two connect cubes or chips for each child and teacher
- Grandmother
- Letter Card *Pp*
- Star
- ABC for Gingerbread Boy and Me* by Starfall

Introduce Pp

Display Letter Card Pp.

Say: **This is the letter Pp.** (Children repeat, P.) **One P is uppercase and one is lowercase, but both letters are Pp. The letter Pp stands for /p/** (p sound).

Each time I touch the letter Pp, say /p/. (Touch the Letter Card several times, quickly and slowly and children say /p/.)

Say: **Let's skywrite uppercase P.** (demonstrate) **Now, let's skywrite lowercase p.** (demonstrate) **Now, find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase P on your partner's back!** After they have done this several times say: **Now write lowercase p.**

Indicate the star. Ask: **Who can find the letter Pp on the Alphabet Chart?** **Let's ask Grandmother to help us find Pp.** (A volunteer identifies Pp and attaches the star on or above the Wall Letter Card.)

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: *puppies*, /p/)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture and word. (Example: Point to the picture of the puppies. Point to the word, *puppies*.)

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

Phonological Awareness

Combines words to make a compound word

Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Print/Book Awareness

Connects oral language and print



Story Time

Sequence *Goldilocks and the Three Bears*

Ask: **In the book *Goldilocks and the Three Bears*, who fell asleep? Let's pretend the bears had a party with some of their bear friends and it was time for bed!**

Gather children in a circle and spread a sheet in the center. Ten volunteers lie side by side on the sheet. Play *Sing-Along Volume 2* Track 38. Children sing "Ten Bears in a Bed."

One child rolls off the sheet during each verse until only one is left.

Review vocabulary words *cozy*, *cottage*, *brook*, and *porridge*.

Place the *Goldilocks and the Three Bears* Sequence Cards in a pocket chart in random order discussing each one. Children determine that the pictures are not in the correct story order. Volunteers work together to order the Sequence Cards.

Use the Sequence Cards during the following discussion. Ask:

- **Who is this story about?**
- **What is the first thing that happens in the story?**

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i>
as told by Marc Buchanan |
| <input type="checkbox"/> | <i>Starfall Sing-Along</i> Volume 2 |
| <input type="checkbox"/> | Double-sized bed sheet |
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i>
Sequence Cards |
| <input type="checkbox"/> | Pocket chart |



Comprehension

Recalls information from stories

Connects events, characters, and actions in stories to specific experiences

Identifies sequence of events

- What happens next?
- What does Goldilocks do first in the house?
- What happens to the bears' chairs?
- Where does Goldilocks go next?
- What happens when the bears come home?
- What happens at the end of the story?
- How do you think Goldilocks felt when she woke up?

Small Group & Exploration

Small, Medium, Large

Indicate the three bowls. Ask: **Are these bowls the same size? How are the sizes different?**

(Children respond) **Right, one is small** (indicate)

one is medium-sized (indicate) **and one is bigger. It is the largest.** (indicate)

Indicate the block, book, and box. Ask: **Which object is the smallest? Which item is a little bigger? Which item is the largest?**

Say: **Let's go on a "Size Hunt!"** Children work as partners to find a very small object. They bring it back to the group. Examine and briefly discuss the object. Say:

Now, take your object with you and find something that is a little bigger.

Work together to determine if the second object is bigger than the first.

Repeat and children find a third larger item.

Materials

Three bowls (small, medium, and large)

Three blocks (small, medium, and large)

Math

Orders objects in increasing order of size

Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

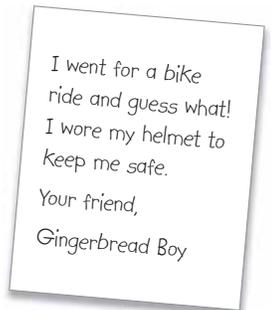
Give children these directions:

- **Jump your feet apart and stretch your arms straight out to your sides. Lean to one side bending one leg and stretch.**
- **Stay in this position and take the hand on the side of your bent knee down and across your body to touch your opposite ankle.**
- **Stand up straight.**

Children lean to the other side and repeat.

Materials

- Safety Posters 1 and 2
- Iron
- Knife
- Small pot or pan
- Extension cord
- Detergent box or bottle
- Book
- Backpack
- Stuffed animal
- Pillow
- Plastic cup



Safety: Tub and Shower and At the Pool

Read and discuss Gingerbread Boy's message.

Children sing "Let's Stay Safe."

Indicate and review Safety Poster 1.

Indicate Safety Poster 2. Say: **This poster shows five more places where we should know how to stay safe.** Indicate and identify the five scenes. Volunteers indicate the *Around the House* safety illustration and take turns describing it.

Gather children in a semi-circle. Display the listed items on the floor in random order. Say: **Here are some items you might have in your house. Some are safe and some are not.** Identify and briefly discuss each item. Children separate them into two categories; *Safe* and *Not Safe*.

Discuss safety rules for inside the house and the consequences of not following them:

- *Detergent box or bottle* — Never put items in your mouth unless you ask a grown up first.
- *Pot or pan* — Don't touch things on the stove. They might be very hot and they will burn you.
- *Iron* — Keep away from things that are plugged into the wall.

Health & Safety

Discusses appropriate health and safety procedures

Recognizes and follows basic safety rules

Comprehension

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



- *Extension Cord* — Keep your hands away from outlets or electrical cords.
- *Outlets* — Don't stick anything into an electrical outlet.
- *Knife* — Never, ever touch a gun or knife.

Volunteers indicate the *Tub and Shower* safety illustration and take turns describing it. Discuss the following safety rules for the bathtub and play "Let's Pretend."

- Carefully climb in and out of the bathtub.
- Always sit, never stand, in the bathtub.
- Be sure an adult is with you when you take a bath.
- Only adults should touch the water faucets or knobs.

Volunteers indicate the *At the Pool* safety illustration and take turns describing it. The children form a circle. Say: **This is our swimming pool. I need a swimming partner.** Choose a volunteer, and sit criss-cross, knee to knee with him or her.

Say: **I know a good rule to remember in the swimming pool. Never dive into a pool. Always jump in feet first. Can you think of another rule for the swimming pool?** The volunteer shares a rule. Add support when necessary.

Invite a new partner to join you. Say: **I know another rule. Only go in the pool where there is an adult with you. Can you think of another rule?** The volunteer shares.

LEARNING CENTERS

See Learning Centers for **Week 10**, pages 226-228. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness

Say: **Let's play the "Puzzle Word Game." Here are two parts of a puzzle. You put them together. Ready?**

Use: *p-ad/pad*, *p-eg/peg*, *p-ine/pine*, and *p-op/pop*.

List Pp Words, ASL Pp

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

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

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

Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper, marker
- Grandmother
- Starfall American Sign Language Poster
- Starfall's Selected Nursery Rhymes*



Phonics

Matches some letters to their sounds

Focuses on letter names and shapes

Phonological Awareness

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

Listens for beginning sounds

Indicate *Nursery Rhymes* page 31, "Pease-Porridge Hot." Say: **This rhyme begins, Pease-Porridge Hot. Grandmother would like to know if you remember who ate porridge in the story *Goldilocks and the Three Bears*. What is porridge?** (a breakfast food like oatmeal)

Discuss the illustration then read the rhyme. Ask: **What words did you hear that begin with /p/?**

Say: **We have learned the letter *Pp* and /p/. Now let's learn to make the letter *Pp* with our fingers!** (Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for *Pp*.)

Say: **This is the letter *Pp* in sign language. Now you try it.**
Children sign *Pp*.

Say: **Grandmother would like us to sing her song to remember /p/.**

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

Where Is /p/?

Melody: "Where Is Thumbkin?"

Where is /p/? Where is /p/?

Here I am. Here I am.

P stands for /p/

in puppies and pumpkin

/p/ /p/ /p/, *Pp*, *Pp*, *Pp*

Story Time

Goldilocks Story Emotions

Say: **Goldilocks and the bears must have felt many different feelings.** Indicate and discuss the following Emotions Cards. Volunteers answer the questions:

- *Happy* — **When did the bears feel happy? How do you know they were happy?**
- *Curious* — **Which character was very curious? What did she do that showed she was curious?**
- *Sad* — **When were the bears sad? Why do you think they were sad?**
- *Disappointed* — **Which character was the most disappointed? Why?**
- *Afraid* — **Was Goldilocks afraid when she woke up? Would you be afraid if there was someone in your house that you didn't know? Why?**

Ask: **Should Goldilocks have gone into the bear's house? Is it ever okay for you to go into a stranger's house? How would you have felt if you found Goldilocks had broken your toys? Is it ever okay to use other people's things without their permission?**

Display the Emotions Cards in a pocket chart and read the story. Children identify emotions as they arise.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i>
as told by Marc Buchanan |
| <input type="checkbox"/> | Emotions Cards: <i>afraid, curious, disappointed, happy, sad</i> |

Comprehension

Connects events, characters, and actions in stories to specific experiences

Conversation

Provides appropriate information for the setting

Social/Emotional Development

Recognizes and identifies feelings



Small Group & Exploration

Comprehension

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

Makes inferences

Emergent Writing

Uses scribbles/writing to convey meaning

Uses drawing to convey meaning

Draw Goldilocks with the Three Bears

Discuss Goldilocks' actions in the story. Ask:

Did Goldilocks make a good choice or a bad choice when she went into the three bears' home? Why?

Let's pretend the three bears invite Goldilocks and her mother over to their cottage. What do you think they would do together?

Children draw pictures of Goldilocks visiting the three bears. They dictate sentences for you and your paraprofessional to write beneath their pictures.

Encourage children who are ready to write their own sentences using scribble or inventive spelling. Ask them to read their sentences. Write what they say under their writing attempts.

Materials

- Goldilocks and the Three Bears as told by Marc Buchanan
- Individual writing journals or drawing paper
- Pencils, crayons, markers

Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

Materials

- Attendance, Weather, and Calendar Routine materials

Science

Observes and describes the weather and how it changes

Social Studies

Begins to categorize time intervals

Morning Meeting

Warm Up Your Brain

Do the "Rocking Chair" exercise. Children:

- sit with their knees bent and their feet flat on the floor.
- place both arms behind their bodies with hands on the floor for balance.
- rock back and forth as in a rocking chair with their feet leaving the floor.
- wrap their arms around their bent knees and rock back and forth. (This may be difficult!)

Materials

- Safety Posters 1 and 2

Safety: Review *Fire Safety*, and Introduce *Strangers*

Read and discuss Gingerbread Boy's message.

Tell Gingerbread Boy there are more safety rules to learn and some of them are about strangers.

Children sing "Let's Stay Safe."

Indicate and review Safety Posters 1 and 2. Volunteers indicate the *Fire* safety illustration and take turns describing it.

Review fire safety rules you have discussed previously. Children recall other fire safety rules:

- Never put anything over a lamp (like a blanket or a towel).
- Don't stand too close or put your books and toys near a fireplace.
- Never touch matches, lighters, or lit candles.
- If you smell smoke or see fire, get out fast. (volunteers demonstrate)
- Make sure you know two ways out of your house in case of a fire.
- Know your outside meeting place.
- Call 9-1-1 from a neighbor's house; never use your own house phone if your house is on fire. (volunteers demonstrate)
- Never go back into your house, even for a pet.
- If there is smoke, stay low and crawl outside. (volunteers demonstrate)

I loved hearing the story of **Goldilocks and the Three Bears**. Can we learn what to do if we see a stranger?
Your pal,
Gingerbread Boy

Comprehension

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

Health & Safety

Identifies basic safety rules

Discusses and utilizes appropriate safety procedures

- If your clothes catch fire, stop, drop, and roll. (volunteers demonstrate)
- If you hear the smoke alarm, get out fast.

Volunteers indicate the *Stranger* safety illustration and take turns describing it. Discuss the following stranger safety rules:

- If a stranger says let's go, you say NO, NO, NO!!! (Volunteers demonstrate.)
- Presents are nice but always think twice, and check with your parents first.
- Hold hands with others in a crowd –and if you're lost, yell really LOUDLY! (Volunteers demonstrate.)
- Password, password, that's your clue that mom and dad have a message for you!
- Lose your mom? Don't move – just freeze. Then ask another mom to help you.
- If someone you don't know grabs you, yell, "You're not my mom. You're not my dad." Scream, yell and kick.

Children may add their own rules about stranger safety.

LEARNING CENTERS

See Learning Centers for **Week 10**, pages 226-228. After cleanup, the children gather to share their experiences.

Circle Time

Materials

- List of Pp words from **Day 2**

Phonological Awareness: Onset and Rime

Say: **Listen to these word parts: pur-ple. Listen again and this time let's clap one time for each part.** (Do this.) **When we put the parts together what word do we have? Right, purple. Now it's your turn to clap for the parts. Ready?**

Do this with: *pa-per/paper, pen-cil/pencil, po-ta-to/potato, and pep-per-mint/peppermint.*

Introduce Final /p/

Indicate the list of Pp words from **Day 2**. Say: **Look at these words that begin with Pp.** (Review the list.) **What other words would you like to add to the list?** (Add additional words.)

Ask: **Did you know that /p/ can be at the beginning of a word or at the end of a word? Listen for /p/ in this word: cap.** (Emphasize /p/ at the end.) **Now you say it: cap. Where do you hear /p/ in cap? Right! It's at the end. Say, cap.**

Children stand and face partners. Partner with a child if necessary. Say: **Listen to these words. If you hear /p/ at the end, gently clap your partner's hands.**

Demonstrate how to give "high fives." Emphasize /p/ in the following words: *hop, map, cat, stamp, bump, bear, and pop.*

Discuss that pop both begins and ends with /p/.

Phonological Awareness

Counts syllables

Isolates ending sound

Story Time

Teacher's Literature Choice: Safety

Indicate your choice of book about safety and read its title. Introduce the author and illustrator. Picture-walk through the book and children describe the illustrations and predict the outcome. Read the book, pausing to discuss what is happening and to briefly introduce new vocabulary as it appears.

Materials

- Teacher's choice of book about safety

Vocabulary

Acquires new vocabulary

Comprehension

Recalls information from a story

Health & Safety

Discusses appropriate safety procedures

Small Group & Exploration

Review *a, b, n, p, s, t*

Indicate and identify Picture Cards *alligator, bear, napkin, pig, sun, and tent*.

Say: **Let's play "I Spy." Ready? I spy a picture that begins with /a/.** (Volunteers guess.) Indicate the letter *a*. Say: **This is lowercase a.** Distribute a small amount of shaving cream in front of each child. Instruct the children to write a lowercase *a* in the shaving cream.

Repeat for the other letters and Picture Cards.

Materials

- Picture Cards: *alligator, bear, napkin, pig, sun, tent*
- Letter Cards: *a, b, n, p, s, t*
- Non-menthol shaving cream

Phonics

Matches some letters to their sounds

Focuses on letter names and shapes

Emergent Writing

Writes some letters on request



Gathering

Science

Observes and describes the weather and how it changes

Social Studies

Begins to categorize time intervals

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Teach the "Cross and Touch" activity to the children. Say:

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

Continue this back and forth pattern for a minute or so, as though walking rhythmically.

Materials

- Safety Posters 1 and 2

I am so lucky to learn all these safety rules. I wish I had known them before I got in trouble with the fox!
Love,
Gingerbread Boy

Health & Safety

Discusses safety procedures

Review Safety

Read and discuss Gingerbread Boy's message.

Sing "Let's Stay Safe."

Briefly review the titles of the Safety Posters 1 and 2. State situations that use safety rules the children have learned. Volunteers choose the illustrations that represent the situations. The class confirms their choices.

LEARNING CENTERS

See Learning Centers for **Week 10**, pages 226-228. After cleanup, the children gather to share their experiences.

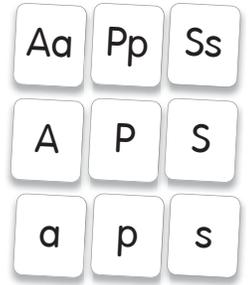
Circle Time

Phonological Awareness: Discriminating /p/

Children stand. Say: **Listen to these words. If a word begins with /p/, touch your nose. If it doesn't begin with /p/, sit down. Ready?** Use: *puppy, pickle, table, pencil, paper, box, and penny.*

Materials

- Grandmother
- Letter Cards: *Aa, Pp, Ss*
- Uppercase Letters: *A, P, S*
- Lowercase Letters: *a, p, s*
- Pocket chart
- Picture Cards: *puppies, penny, pan, pumpkin*



Review *Aa, Ss, and Pp*

Display Letter Cards *Aa, Ss, and Pp*, in the top row of a pocket chart. Place the remaining Letter Cards face down near the bottom of the pocket chart.

Grandmother says: **Here are some letters we have learned.** Indicate and say: ***Aa, Ss, Pp.* Let's play a matching game.** A volunteer reveals one of the face down Letter Cards, names it then places it under the matching upper and lowercase letter. Repeat until all cards have been matched.

Gather children in a semi-circle. Volunteers name the Picture Cards *puppies, penny, pan* and *pumpkin*, as you place them on the floor. Say: **Look closely at these things that begin with /p/. I will take one away. You tell which one it is. Ready? Close your eyes!**

Remove one of the Picture Cards. The children open their eyes and try to determine which Picture Card was removed. Repeat with other cards.

Sing "Where Is /p/?"

Where Is /p/?

(Melody: "Where Is Thumbkin?")

*Where is /p/? Where is /p/?
Here I am. Here I am.
P stands for /p/
in puppies and pumpkin
/p/ /p/ /p/, Pp, Pp, Pp*

Story Time

Dramatize *Goldilocks and the Three Bears*

Set up your gathering area with the three settings from *Goldilocks and the Three Bears*. (Use towels as beds.)

Children describe the settings (kitchen, living room, bedroom).

Volunteers assume the roles of Goldilocks, Father Bear, Mother Bear, and Baby Bear. The remaining children help tell the story by chiming in on repeated phrases.

Repeat the story with a new set of volunteers.

Materials

- Goldilocks and the Three Bears*
as told by Marc Buchanan
- Table with three bowls, three chairs and three towels in small, medium and large sizes

Phonological Awareness

Listens for beginning sound

Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Creative Arts

Participates in teacher-guided dramatic activities

Conversation

Demonstrates knowledge of verbal conversational rules

Small Group & Exploration

There are no formal lessons planned for **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice with skills.