

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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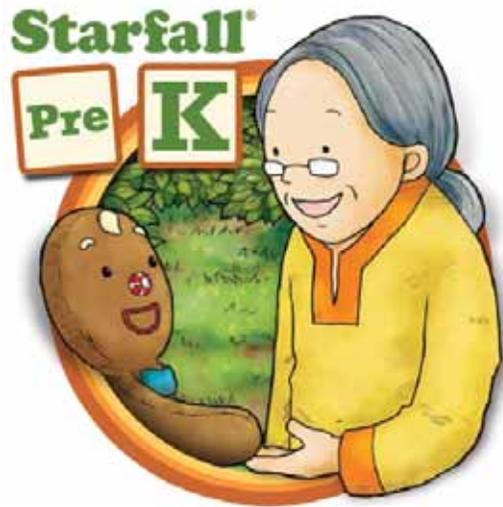
Starfall®



Plant It!

Unit 7 • Week 23





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Unit 7: Your Environment

Week 23: Plant It!

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Week 23: Plant It!

This week you will teach the children about seeds and plants and how they grow, in part through a study of fruits and vegetables. The children will also:

- learn *Uu* /u/ and *Qq* /kw/ and identify initial /u/ and /kw/ words
- plant and care for their own grass seeds
- discover what seeds and plants need to grow
- observe how water and food travel through the roots to other parts of a plant
- learn that fruits and vegetables play an important role in keeping people healthy
- compare and contrast two-dimensional and three-dimensional shapes
- categorize fruits and vegetables by color
- dramatize “The Turnip”



Uu



Qq

Starfall Books & Other Media

The Green Grass Grew All Around by William Jerome

The Little Red Hen and other Folk Tales by Starfall

Carrot Growth Sequence Cards

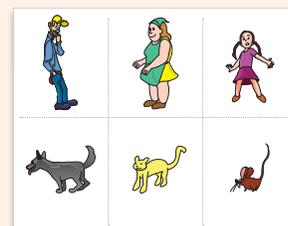
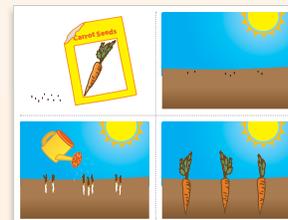
“The Turnip” Character Cards

Star Writer Melodies

Starfall American Sign Language Poster

Starfall Sing-Along Volume 1

Starfall's Selected Nursery Rhymes



Preparation

Day One

Morning Meeting — Have the bag of seeds from **Week 22** available. You will also need a small bag of grass seed for each child.

Circle Time — Have an umbrella available.

Story Time — Have the list of children’s responses and bag of grass seeds from today’s *Morning Meeting* available.

Small Group — You will need the children’s individual bags of grass seed, a labeled plastic cup or container for each child, potting soil, a watering can or pitcher, a spray bottle, newspaper, and spoons for children to plant and water their own grass seeds.

The Green Grass Grew All Around

The Little Red Hen and other Folk Tales

Day Two

Morning Meeting — Familiarize yourself with the lyrics to “Miss MacDonald” (page 540). Have a carrot and a turnip (real or pictured) available to compare and contrast.

Story Time — You will need a carrot, a clear glass, measuring spoons, water, green food coloring, and a table knife for an experiment.

Day Three

Morning Meeting — Cut apart the Carrot Growth Sequence Cards. You will also need the glass with the carrot from **Day 2**, a container of water, and a table knife.

Story Time — Have a quilt available, or use the *quilt* Picture Card.

Day Four

Morning Meeting — Real fruits and vegetables may be used in place of, or in conjunction with Picture Cards for this activity.

Story Time — Cut out and punch two holes in each “The Turnip” Character Card. Attach yarn to create character necklaces.

Small Group — Have used gardening magazines and seed catalogs available. The children will cut out pictures of fruits and vegetables to create collages.

Day Five

Morning Meeting — Prepare a chart paper with the title “My Favorite Fruit or Vegetable.”

Circle Time — Have the list of Qq words from **Day 4** available, as well as shaving cream for children to use for writing letters.

Story Time — Choose a book about fruits and/or vegetables to share. Suggestions include:

- *Eating the Alphabet* by Lois Ehlert
- *A Fruit is a Suitcase for Seeds* by Jean Richards
- *Tops & Bottoms* by Janet Stevens
- *The Enormous Potato* by Aubrey Davis
- *The Carrot Seed* by Ruth Krauss

Snack Suggestions

Serve raw mini carrots with ranch dressing.

Provide a variety of seeds such as sunflower seeds and pumpkin seeds.

Provide a selection of seasonal fruits and raw vegetables for children to sample in preparation for the discussion of fruits and vegetables on **Day 4**.

Outside Activity**Quarter Spoon Relay**

Divide the children into four groups. Designate a starting line and a finish line. The first child in each group places a quarter on a spoon. At your signal, the child walks to the finish line then returns to the group while balancing the quarter on the spoon. If the quarter falls off, the child retrieves it and places it back on the spoon and continues. When the child reaches the group, he or she hands the quarter and spoon to the next child in line and the race continues.

Gross Motor Skills

Moves with balance and control

I didn't know plants grow from little seeds. What do seeds need to help them grow?

Your pal,
Gingerbread Boy

Day 2

Do you have a garden outside your house? My grandmother has a vegetable garden. I love helping her plant seeds.

Love,
Gingerbread Boy

Day 3

I can't wait to see what happened to our carrot. Is it time?

Your friend,
Gingerbread Boy

Day 4

I want to eat healthy foods. Do you think fruits and vegetables are good choices?

Your pal,
Gingerbread Boy

Day 5

I can't decide which is my favorite fruit or vegetable. What's yours?

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
 Introduce seeds
 Review characteristics of living things

Gingerbread Boy's Message
 "Miss MacDonald"
 Compare and contrast a carrot and a turnip
 What seeds need to grow

LEARNING CENTERS

Circle Time

Phonological Awareness:
 Blend Onset and Rime
 Introduce /u/
 Identify initial /u/ words
 "Umbrella" riddle

Phonemic Awareness:
 Sign That Sound
 List initial /u/ words
 Introduce Uu
 Introduce ASL sign for Uu
 "Where Is /u/?"



Story Time

Review seed predictions
The Green Grass Grew All Around



"Mr. Bunny's Carrot Soup"
 Carrot experiment



Small Group & Exploration

Plant grass seeds

Compare and contrast two-dimensional and three-dimensional shapes
 Make shapes with play dough

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Star Writer Melodies

Examine how food and water travel through a carrot

Carrot Growth Sequence Cards



Gingerbread Boy's Message

Categorize fruits and vegetables by color and discuss results

Gingerbread Boy's Message

Favorite fruits and vegetables

LEARNING CENTERS

Phonological Awareness:
Syllables in Words

"Quilt" riddle

Introduce /kw/

Identify initial /kw/ words

Phonemic Awareness:
Sign That Sound

List initial /kw/ words

Introduce Qq

Introduce ASL sign for Qq

"Where Is /kw/?"



Phonological Awareness:
Words in a Sentence

Where there's a q there's a u

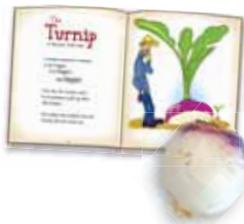
Write qu in shaving cream

"The Farmer in the Dell"

Characters and setting

"The Turnip"

Answer questions



Dramatize "The Turnip"

Retell "The Turnip" in a different order



Teacher's Literature Choice:
Fruits and Vegetables

Observe and illustrate
grass plants

Dictate sentences

Fruit and vegetable collages



Complete projects or conduct
observations and individual
assessments

WEEK 23

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Computer Center

Activity — Children enjoy *Talking Library*: “Who Likes the Rain?” *I’m Reading*: Nonfiction, “Pumpkin, Pumpkin,” and *Colors*: “Green.” They review /g/, /v/ and reinforce /kw/ and /u/ at ABCs: G, V, U, and Q.

Interaction & Observation

- At this point in the year, children should be able to maneuver confidently through *Starfall.com*, manage the mouse, and complete the assigned activities with ease.
- Observe children and offer assistance as they interact with letters, stories, math activities, and songs.
- Pair children who are having difficulty with those more advanced in technology skills.

Materials

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

Art Center

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Coordinates hand and eye movements

Activity — Children paint pictures of their favorite fruits and vegetables using illustrations for reference. After the artwork has dried, children share their paintings with the class. Display them in the classroom or hallway.

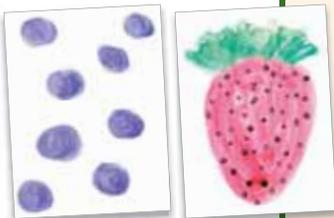
On **Day 4**, children draw pictures of additional fruits and vegetables and add them to the pocket chart.

Interaction & Observation

- Most children love to paint. Each painting is truly a work of art to them. Keep in mind that painting is more about the process and learning than it is about the product.
- Teach children to think creatively and to use items they wouldn’t normally think about using to create their artwork. Instead of brushes, suggest other materials such as cotton swabs, cotton balls, twigs or sticks, toothbrushes, feathers, or other objects from nature.
- Encourage children to experiment to learn cause and effect, and how to mix colors.

Materials

- Art easel, paper, paintbrushes
- Various colors of tempera paints or watercolors
- Illustrations of fruits and/or vegetables from seed catalogs and cooking magazines
- Paper and crayons for **Day 4**



Library Center

Motivation for Reading

Enjoys reading and reading-related activities

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

Preparation — Book suggestions include *Jack and the Beanstalk* by Steven Kellogg and *The Tiny Seed* by Eric Carle.

Activity — Children read and listen to *The Green Grass Grew All Around* and *Little Red Hen and other Folk Tales*, “Mr. Bunny’s Carrot Soup” after **Day 2**, and “The Turnip” after **Day 3**. They also enjoy other books about seeds and planting.

Interaction & Observation

- Converse with children in the Library Center about new vocabulary in books introduced each week, and model use of new vocabulary throughout the week.
- Discuss unfamiliar words as you talk about the books and help children learn to use the illustrations in books to determine meaning.

Materials

- The Green Grass Grew All Around* (Book & Audio CD)
- Little Red Hen and other Folk Tales*
- Books about seeds and planting

Dramatic Play Center

Preparation — Create a vegetable and fruit stand by adding a variety of plastic fruits and vegetables, toy carts, and a cash register with play money. Include a balance scale to weigh the produce and a supply of reusable shopping bags for customers.

Activity — Children run a fruit and vegetable stand and pretend to buy and sell produce. They use the balance scale to weigh toy fruits and vegetables, ring up sales on the cash register and bag items for their customers.

Interaction & Observation

- Visit the vegetable and fruit stand as a customer, and model the language used when purchasing produce. Ask about the flavor, freshness, and price.
- Discuss where the vegetables and fruits were grown (above ground, underground, on vines, bushes, or trees).
- Talk about the importance of reusable grocery bags due to the effect of plastic bags on the environment.
- Encourage children to speak in complete sentences.

Materials

- Plastic fruits and vegetables
- Toy shopping carts
- Cash register with play money
- Balance scale
- Reusable shopping bags

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Preparation — Book suggestions include:

- *From the Garden* by Michael Dahl
- *My Garden* by Kevin Henkes
- *The Curious Garden* by Peter Brown

Activity — Children build farms and farm buildings using blocks. They create walled gardens where they plow and pretend to plant vegetable, fruit, and flower gardens. They reference books about gardens as they construct.

Interaction & Observation

- Provide children with the materials they need to expand their knowledge and understanding of the current theme in the lesson plans, and then engage them in conversation as they construct.
- Ask children to explain what they are doing and respond using vocabulary words from books read aloud during the week and activities related to the theme.
- As they develop motor, social, and math skills, they will also enrich their vocabularies and oral language skills.

Materials

- Blocks of various sizes and shapes
- Toy farm vehicles, animals, and people
- Books about gardens

Creative Arts

Engages in cooperative pretend play with other children

Demonstrates increased flexibility, imagination and inventiveness



Writing Center

Emergent Writing

Uses drawing to convey meaning

Uses scribbles/writing to convey meaning

Activity — Children draw the enormous turnip along with any story characters they wish, and dictate or write a sentence or two about their illustrations. Compile the completed drawings into a class book and place it in the Library Center.

Interaction & Observation

- Illustrating read aloud books enables children to recall characters and setting. Talk with them as they draw and dictate sentences, and discuss the beginning, middle, and end by asking them to retell the story as they work.
- Engage children in conversation about how they felt when they heard the story (happy, sad, scared, excited) or how they might change the ending.

Materials

- Drawing paper, pencils, crayons
- Turnip (or picture of a turnip)
- The Little Red Hen and other Folk Tales*, "The Turnip"

Discovery Center

Science

Participates in scientific investigations

Social/Emotional Development

Works with others to solve problems

Activity — The sand table becomes a potting shed. Children enjoy creating potted plants and flowers in the potting shed.

Interaction & Observation

- Observe as children develop and improve their hand-eye coordination and fine motor skills through sand play. They learn to explore the changes sand undergoes when it becomes slightly wet, dripping wet, and then dry again. Sand nurtures the imagination as children build developmental concepts.
- Allow much freedom of choice in the Discovery Center.
- Concepts about how the world works are built gradually as children enter a rich learning environment and exercise their freedom to play.

Materials

- Sand table
- Plastic flowers and greenery
- Small flower pots
- Hand gardening spades or shovels
- Spray bottles of water

Math Center

Math

Sorts objects into categories

Verbally counts in sequence

Activity — Children practice fine motor skills by gripping various items from containers using tweezers or tongs, and placing them on the balance scale. They check and compare weights of the various items.

Interaction & Observation

- Provide varied learning experiences for children in the Math Center by allowing them to use nonstandard and standard units to weigh and measure familiar objects.
- Encourage children to estimate and then verify the accuracy of their estimations by asking questions such as: How many shells might you need to balance the marbles? How is the weight of the corks different from the stones? How is the weight of the corks similar to the feathers?
- Converse with children as they experiment to verify whether or not their estimates were accurate.

Materials

- Balance scales
- Containers of buttons, beads, small stones, corks, plastic figures, counting chips, marbles, shells, bottle caps, etc.
- Large tweezers
- Small kitchen tongs

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Ask: **How would you like to be a plant?**

Play *Sing-Along* Volume 1 Track 18. Children close their eyes and visualize what is happening as they listen to "Little Plant." Repeat the song several times. Children pretend they are little seeds as they act out the song.

Materials

- Starfall Sing-Along* Volume 1
- Bag of seeds from **Week 22**
- Small plastic bag of grass seed
for each child
- Chart paper
- Marker

I didn't know plants
grow from little seeds.
What do seeds need
to help them grow?

Your pal,
Gingerbread Boy

Seeds

Read and discuss Gingerbread Boy's message. Tell Gingerbread Boy that this week he and the class will learn all about seeds and plants.

Say: **We talked about the difference between living and nonliving things. Let's review what we learned. There are four things that a living thing must have in order to be a living thing. Let's see if we can name them. Who remembers one?**

Choose volunteers to name characteristics. Assist to name all four if necessary.

Living things:

- need food and water
- grow
- can make more of themselves
- move

Indicate the bag of seeds. Say: **All living things begin as seeds. A seed is like a lunch box. It is hard on the outside. On the inside is all the food the seed needs to grow. But the seed needs a little help. What do you think it needs?** Lead volunteers to mention water, sunlight, and soil. Continue: **Seeds need all of those things in order to grow.**

Distribute individual bags of grass seed to each child. Say: **Gingerbread Boy bought some seeds for us. What do you think your seeds will grow into?** Write responses on the chart paper and review the list with the help of the children.

Collect the bags of grass seed. Gingerbread Boy whispers that the children will find out what the seeds will grow into during *Story Time*.

Science

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

Notices changes in living things over time

Shows curiosity by asking questions and seeking information

LEARNING CENTERS

See Learning Centers for **Week 23**, pages 534-536. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to form words.** Use: /g/ /ot/ (got), /h/ /ot/ (hot), /d/ /irt/ (dirt), /v/ /an/ (van).



Phonological Awareness

Combines onset and rime to form a familiar one-syllable word with and without pictorial support

Listens for beginning sounds

Materials

- Grandmother
- Umbrella
- Picture Cards: *umbrella, umpire, under, upstairs*
- Pocket chart

Introduce /u/

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

Children identify, *umbrella*.

Display the Picture Cards *umbrella, umpire, under, and upstairs*.

Say: **Here is a picture of an umbrella. Say, umbrella. Umbrella begins with /u/. Say /u/.** Continue:

- **Umpire begins with /u/. Say, umpire. Say /u/, umpire.**
- **Under begins with /u/. Say, under. Say /u/, under.**
- **Upstairs begins with /u/. What sound do you hear at the beginning of upstairs? Right, /u/.**

Indicate the umbrella. Explain: **This is an umbrella. Stand if you have ever used an umbrella.**

Say: **Umbrella begins with /u/. Listen to these two words. Which one begins with /u/, umbrella or hat? Right, umbrella begins with /u/. Say /u/.** (Children repeat, /u/.) **Listen again, under or box. Which one begins with /u/? Right, under!**

Say: **Pretend to open an umbrella.** (demonstrate) **If you hear a word that begins with /u/, open your umbrella and hold it over your head. If the word doesn't begin with /u/, close your umbrella and hold it down. Ready?**

Ask: **Do you hear /u/ at the beginning of uncle? Say it with me: uncle, /u/.** (Children repeat, *uncle, /u/*.) **Good, open your umbrella. Let's try some more.** Continue for *girl, wagon, up, down, us, train, and understand*.

Encourage children to listen for /u/ today.

Umbrella

You use me to keep you dry when it rains.

You have to open me up so I can work.

You hold me over your head so raindrops hit me, not your head!

My name begins with /u/.

What am I?

Story Time

Gingerbread Boy's Surprise

Indicate and review the predictions from today's *Morning Meeting*.

Indicate the bag of grass seed. Ask Gingerbread Boy if he is ready to tell what kind of seeds are in the bag. Gingerbread Boy whispers that he will give the children a clue.

Gingerbread Boy presents *The Green Grass Grew All Around*. Say: **Let's read this story together, and see if we can guess what kind of seeds are in the bag. Gingerbread Boy will tell us if we are right.**

Read *The Green Grass Grew All Around*. Children guess what kind of seeds are in the bag.

Gingerbread Boy reveals that the seeds are grass seeds, and he thinks the children should plant them to grow their own grass. They will do this during *Small Group*.

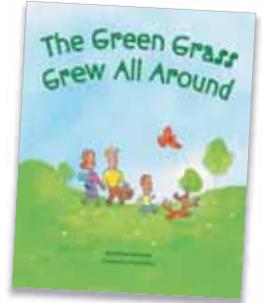
Materials

- Gingerbread Boy
- Bag of grass seed
- Chart paper list from *Morning Meeting*
- The Green Grass Grew All Around* by William Jerome

Comprehension

Uses illustration clues to predict

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



Small Group & Exploration

Plant Seeds

Children plant grass seeds in containers that have been labeled with their names.

Children may use a spray bottle to water their seeds daily.

Optional activities:

- Children fill containers three-quarters full with potting soil, then use craft sticks to scratch the first letters of their names in the soil. Assist children to sprinkle grass seed into the indentations and gently cover them with more soil. The grass will grow in the shapes of the letters.
- Children plant grass seeds in clear plastic cups. They create faces by gluing wiggly eyes to the cups, and use permanent markers to draw noses and mouths. The grass will be the hair!

Materials

- Individual bags of grass seed
- Labeled plastic cup or container for each child
- Potting soil
- Watering can
- Newspaper
- Spoons

Science

Uses tools and equipment to explore objects

Participates in scientific investigations

Morning Meeting

Materials

- Starfall's Selected Nursery Rhymes Audio CD
- Carrot and turnip (or carrot and turnip Picture Cards)
- Spray bottle

Warm Up Your Brain

Children gather in a circle and hold hands. Play *Nursery Rhymes* Audio CD Track 17. Children sing "Old MacDonald." The children walk around in the circle until they hear an animal name, then they stop and pretend to be that animal.

Do you have a garden outside your house? My grandmother has a vegetable garden. I love helping her plant seeds.

Love,
Gingerbread Boy

Creative Arts

Expresses self through movement

Science

Notifies changes in living things over time

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

Comprehension

Compares and contrasts



Miss MacDonald

Read and discuss Gingerbread Boy's message.

Say: **Old MacDonald had a daughter who planted a garden on his farm. What do you think she planted? Listen to this song to find out.**

Children join in singing "Miss MacDonald" (a variation of "Old MacDonald") and create appropriate actions to accompany the song.

Ask: **What did Miss MacDonald plant in her garden?** (carrots and turnips)

Indicate the carrot and turnip. Say: **Here are a carrot and a turnip. Both of these foods grow under the ground. Do a carrot and turnip look the same or do they look different? How are they different?** Repeat the song. Children join in singing.

Ask: **What do the carrot and turnip seeds need to grow?** (soil, water, and

sunlight) **What might happen**

if it never rained or if Miss MacDonald forgot to water the plants in her garden? What should we remember to do to the grass seed we planted? Let's check our grass seed.

Children use a spray bottle to water their grass seed plants.

Miss MacDonald

*Miss MacDonald had a garden, E I E I O.
And in her garden she had some seeds, E I E I O.
With a plant-a-seed here,
and a plant-a-seed there.
Here a seed, there a seed,
everywhere a seed, seed.
Miss MacDonald had a garden, E I E I O.*

*Miss MacDonald had a garden, E I E I O.
And in her garden she had some water, E I E I O.
With a sprinkle, sprinkle here,
and a sprinkle, sprinkle there.
Here a sprinkle, there a sprinkle,
everywhere a sprinkle, sprinkle.
Miss MacDonald had a garden, E I E I O.*

*Miss MacDonald had a garden, E I E I O.
And in her garden she had some plants, E I E I O.
With a pick-a-carrot here,
and a pick-a-turnip there.
Here a carrot, there a turnip,
everywhere a garden plant.
Miss MacDonald had a garden, E I E I O.*

LEARNING CENTERS

See Learning Centers for **Week 23**, pages 534-536. After cleanup, the children gather to share their experiences.



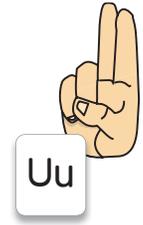
Circle Time

Phonemic Awareness: Sign That Sound

Say: **Let's play "Sign that Sound." I'll say a sound and you sign the letter that stands for the sound. Let's practice: /b/. (Children make the Bb hand sign.) Ready for the game?** Continue with /w/, /h/, /v/, /u/, /i/, and /x/.

Materials

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



Introduce *Uu*, List *Uu* Words, ASL *Uu*

Indicate Letter Card *Uu*.

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

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

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

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

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

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

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter *Uu*. I'll write the words on this chart paper so we don't forget them.**

Start with children's names that begin with *Uu* then accept suggestions. Children circle *Uu* in their words after you write them.

Demonstrate the ASL hand sign for *Uu*. Say: **This is *Uu* in sign language.** Children form the *Uu* hand sign.

Sing "Where Is /u/?" Each time /u/ is used children make the *Uu* hand sign.

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

Where Is /u/?

(Melody: "Where Is Thumbkin?")

Where is /u/? Where is /u/?

Here I am. Here I am.

/u/ in umbrella, /u/ in uncle.

/u/ /u/ /u/, Uu, Uu, Uu.

Phonological Awareness

Listens for beginning sounds

Phonics

Focuses on letter names and shapes

Print/Book Awareness

Connects oral language and print

Story Time

Introduce “Mr. Bunny’s Carrot Soup”

Indicate *The Little Red Hen and other Folk Tales*, page 41 “Mr. Bunny’s Carrot Soup.”

Read “Mr. Bunny’s Carrot Soup.” Ask: **Where did Mr. Bunny get his carrots?** (Accept responses.) **What else could Mr. Bunny make with his carrots?** (Volunteers respond.)

Say: **Water goes from the soil to a plant’s roots and then to other parts of the plant to help the plant grow. Let’s do an experiment to learn how.**

- Put two tablespoons of water in a glass.
- Add 20-30 drops of green food coloring and stir well.
- Cut about one-half inch from the bottom of the carrot and discard it.
- Place the carrot, cut side down, in the colored water.

Ask: **What might happen to the carrot? We’ll have to wait to see. We’ll check tomorrow.**



Materials

- The Little Red Hen and other Folk Tales* by Starfall
- Carrot
- Clear glass
- Measuring spoons
- Water
- Green food coloring
- Table knife

Comprehension

Recalls information from stories

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

Science

Participates in scientific investigations

Small Group & Exploration

Play Dough Shapes

Indicate the Picture Cards. Compare and contrast the two-dimensional and three-dimensional shapes.

Distribute play dough. Ask:

- **Which shapes remind you of a seed? Make a seed with your play dough.**
- **Which shape reminds you of a tree trunk? Make a tree trunk with your play dough.**
- **Which shapes could you use to make a flower? Make a flower with your play dough.**

Encourage children to reproduce additional three-dimensional forms with their play dough. Discuss the shapes as children produce them.

Materials

- Play dough
- Place mats or newspaper
- Picture Cards: *circle, sphere, oval, cylinder, rectangle, rectangular prism, square, cube, triangle, pyramid*

Math

Identifies three-dimensional shapes

Categorizes (sorts) examples of three-dimensional shapes



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Play *Star Writer Melodies* (any track). Direct children as follows:

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

Materials

- Star Writer Melodies*
- Glass with carrot from **Day 2**
- Container of water
- Cloth
- Table knife
- Carrot Growth Sequence Cards
- Pocket chart

I can't wait to see what happened to our carrot. Is it time?

Your friend,
Gingerbread Boy

Carrot Experiment

Read and discuss Gingerbread Boy's message.

Indicate the glass with the carrot. Ask: **Does the outside of the carrot look the same as it did yesterday, or does it look different? Let's look at the inside.**

- Remove the carrot from the colored water and rinse it in clear water.
- Cut across the carrot about one-half inch above the first cut and examine the center. Volunteers describe what they see.

Say: **Now look at your arm. Do you see little lines under your skin? They are your veins. Your veins carry blood through your body so you can live. This carrot has veins like your body, but they carry food and water. The green food coloring shows us how the water traveled up the carrot through its veins.**

Cut the carrot in half lengthwise and indicate the vein.

Ask: **Can you see the vein? The water and food travel through the vein so the plant can grow.**

Place the Carrot Growth Sequence Cards in a pocket chart in order. Indicate each card and children describe what is happening. Mix up the cards and children work together to reorder them.



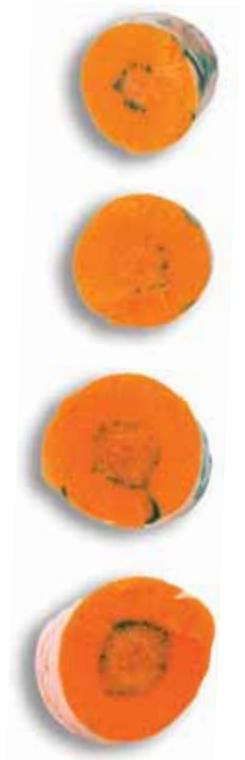
Comprehension

Identifies sequence of events

Recognizes cause and effect

Science

Participates in scientific investigations



LEARNING CENTERS

See Learning Centers for **Week 23**, pages 534-536. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: *um-brel-la*. Now put them together to form a word: *umbrella*. This time hold up one finger for each word part.**

Ready? *um-brel-la* (Children say, *umbrella*.) Repeat for *un-der* (under), *up, un-der-stand* (understand), and *hill*.

Say: **Now let's take one part of the word away. Listen: *sister*. If we take *sis* away from *sister*, what is left? Listen again: *sis-ter*.** Repeat for *paper*, *really*, and *happy*.

Materials

- Grandmother
- Picture Cards: *quarter, queen, quilt*
- Pocket chart



Phonological Awareness

Counts syllables

Deletes a syllable from a word

Listens for beginning sounds

Introduce /kw/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.** Grandmother reads the riddle "Quilt." Children solve the riddle.

Display the Picture Cards *quarter, queen, and quilt*.

Say: **Here is a picture of a quilt. Say, quilt. Quilt begins with /kw/. Say /kw/.** Continue:

- **Queen begins with /kw/. Say, queen. Say /kw/, queen.**
- **Quarter begins with /kw/. What do you hear at the beginning of quarter? Right /kw/.**

Say: **Quilt begins with /kw/. Listen to these two words. Which one begins with /kw/, blanket or quilt? Right, quilt begins with /kw/. Say /kw/.** (Children repeat, /kw/.) **Listen again: queen or mat. Which one begins with /kw/?** (queen)

Say: **If you hear a word that begins with /kw/, give a thumbs up. If the word doesn't begin with /kw/ give a thumbs down.** Ready?

Ask: **Do you hear /kw/ at the beginning of queen? Say it with me: queen, /kw/.** (Children repeat, *queen, /kw/*.) **Good, give a thumbs up. Let's try some more.** Continue with *fun, quarter, hop, quiet, bat, ball, and question*.

Encourage children to listen for /kw/ today.

Quilt

I keep you warm on a cold night.

I am not a sheet or a blanket.

Many squares are sewn together to make me.

My name begins with /kw/.

What am I?

Story Time

Introduce “The Turnip”

Play *Nursery Rhymes* Audio CD Track 7. Children sing “The Farmer in the Dell” as you indicate the pictures on pages 10 and 11.

Say: **The people or animals in a story are called characters. Who were the characters in this song?** (farmer, wife, child, dog, cat, rat, cheese) **The setting is where the story takes place. Where does this story take place?**

Indicate the turnip (or *turnip* Picture Card).

Say: **A turnip is a vegetable that grows under the ground like a carrot. This story is about a giant, enormous turnip. Enormous means the turnip is very, very big!**

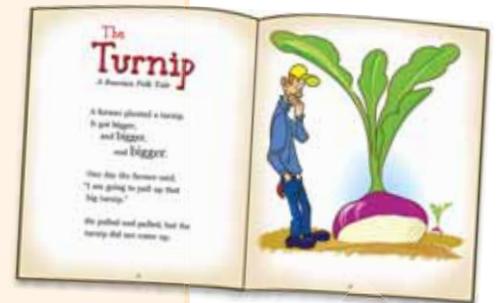
Indicate *The Little Red Hen and other Folk Tales* page 78, “The Turnip.”

Read “The Turnip,” then discuss the following questions:

- **Could the farmer have pulled the turnip out of the ground by himself? Why not?**
- **What could the farmer have done to get the turnip out by himself?**
- **Who helped the farmer?** (wife, child, dog, cat, mouse)
- **How do you think the characters felt when they finally pulled the turnip out of the ground?** (proud, relieved, tired)
- **What do you think they did with the turnip?** (Answers will vary.)
- **What did you notice about the song, “The Farmer in the Dell” and this story?** Right, many of the characters were the same.
- **Which characters were different?** (no cheese)

Materials

- Starfall’s Selected Nursery Rhymes* (Book & Audio CD)
- The Little Red Hen and other Folk Tales* by Starfall
- Turnip (or turnip Picture Card)



Comprehension

Identifies story characters

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

Recalls information from stories

Compares and contrasts

Small Group & Exploration

Write About Grass Plants

Children observe and illustrate their grass plants. They write or dictate one or more sentences to describe their plants. As children finish, they share their writings with each other.

Materials

- Writing journals or drawing paper
- Crayons, pencils
- Individual grass plants

Emergent Writing

Uses drawing to convey meaning

Demonstrates understanding of the connections among their own ideas, experiences, and written expression

Creative Arts

Uses oral language to describe or explain art

Morning Meeting

Warm Up Your Brain

Direct the children to do the following:

- Clap your hands.
- Stomp your feet.
- Stand up; sit down.
- Crawl around.
- Pretend you're a seed.
- Pretend someone is watering you.
- Grow up straight and tall.

Materials

- Color Picture Cards: blue, green, orange, purple, red, white, yellow
- Fruit and vegetable Picture Cards in a paper bag: apple, bananas, beets, blueberries, carrots, cauliflower, celery, cherries, corn, eggplant, grapes, lemon, lettuce, mushroom, onion, orange, peas, pepper, pineapple, plum, pumpkin, tomato, turnip
- Pocket chart

I want to eat healthy foods. Do you think fruits and vegetables are good choices?
Your pal,
Gingerbread Boy

Health & Safety

Demonstrates awareness of good nutritional practices

Science

Compares, contrasts, and classifies objects and data

Math

Uses graphs and charts to answer questions

Fruits and Vegetables

Read and discuss Gingerbread Boy's message.

Say: **Fruits and vegetables are some of the healthiest foods. They come from plants. People and animals need fruits and vegetables to be healthy and strong.**



Indicate the bag of fruits and vegetables. Say: **Fruits and vegetables come in many colors. Let's group these fruits and vegetables according to their colors.**

Volunteers take turns drawing Picture Cards from the bag. Identify the fruits or vegetables and children repeat their names. Volunteers place the Picture Cards in the pocket chart to create columns by color. Children name additional fruits or vegetables to add to each column.

Provide paper and crayons at Learning Center time for children to draw pictures of the additional fruits and vegetables. Add them to the pocket chart.

Discuss which colors have the most and the least number of fruits and vegetables.



Differentiating between fruits and vegetables is confusing for young children. For the purpose of this lesson, no distinction is made between the two.

LEARNING CENTERS

See Learning Centers for **Week 23**, pages 534-536. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: Sign That Sound

Say: **Let's play "Sign that Sound." You sign the letter that stands for the sound I say. Let's practice: /g/. (Children make the Gg hand sign.) Ready for the game?** Continue with /k/, /o/, /d/, /f/, /e/, and /p/.

Materials

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



Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Print/Book Awareness

Connects oral language and print

Introduce Qq, List Qq Words, ASL Qq

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

Say: **Skywrite uppercase Q.** (demonstrate) **Now, let's skywrite lowercase q.** (demonstrate) **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase Q on your partner's back.** After children have done this several times say: **Now write lowercase q.**

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

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

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

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

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

Grandmother asks: **Did you notice that wherever there is a q there is a u? Let's check our list of words.** Review the list and indicate each time the letter u follows q.

Sing "Where Is /kw/?" Each time /kw/ is used children make the Qq hand sign.

You will use the list of Qq words again on **Day 5.**

Where Is /kw/?

(Melody: "Where Is Thumbkin?")

Where is /kw/? Where is /kw/?
Here I am. Here I am.

/kw/ in quilt, /kw/ in quarter.
/kw/ /kw/ /kw/, Qq, Qq, Qq.

Story Time

Comprehension

Identifies story characters

Identifies sequence of events

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

Creative Arts

Participates in teacher-guided dramatic activities



Dramatize “The Turnip”

Indicate *The Little Red Hen and other Folk Tales* page 78, “The Turnip” and the prepared character necklaces.

Say: **Let’s dramatize “The Turnip.” First we will read it again and choose volunteers to play each of the characters.**

As each character is identified, choose a volunteer to wear the character necklace and stand in the front of the class.

Reread the story as children dramatize it. Characters place their hands on the waists of the children in front of them as they are introduced. Repeat with new volunteers.

Say: **Let’s play “Mix up the Story.”** Arrange the characters in a different order and retell the story. Characters rearrange themselves to follow the story order.

Materials

- The Little Red Hen and other Folk Tales* by Starfall
- Prepared character necklaces from “The Turnip”

Small Group & Exploration

Make Fruit and Vegetable Collages

Children cut pictures of fruits and vegetables from magazines or catalogs. They glue them to paper to create collages.



Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Materials

- Recycled gardening magazines or seed catalogs
- Drawing paper
- Scissors
- Glue
- Pencils, crayons



Observe & Modify

If children are developmentally ready, they label the pictures using inventive spelling.

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Children follow your directions and pretend to be plants reaching toward the sun. Say:

- **Stand up straight like a flower stem.**
- **The sun is on your right. Stretch your right arm toward the ceiling.**
- **Now the sun is on your left. Bend toward the sun and stretch your left arm up.**
- **Stand up straight.**
- **Put your arms down at your sides.**
- **The sun is straight over your head. Stretch your left arm up.**
- **Now the sun is on your right. Bend toward the sun.**
- **The sun is over your head now. Stand up straight. Put your left arm down.**
- **Stretch both arms up and cross them.**

Materials

- Fruit and Vegetable Picture
- Cards: *apple, bananas, beets, blueberries, carrots, cauliflower, celery, cherries, corn, eggplant, grapes, lemon, lettuce, mushroom, onion, orange, peas, pepper, pineapple, plum, pumpkin, tomato, turnip*
- Pocket chart
- Prepared chart paper
- Marker

I can't decide which is my favorite fruit or vegetable. What's yours?

Love,
Gingerbread Boy

Graph Favorite Fruits & Vegetables

Read and discuss Gingerbread Boy's message.

Say: **Let's review the fruits and vegetables. As we review the list, think about which is your favorite. Then we will take turns telling Gingerbread Boy which fruits and vegetables are our favorites.**

Identify the fruit and vegetable Picture Cards as you place them in a pocket chart.

Indicate the chart paper and read the title, "My Favorite Fruit or Vegetable." Children tell the class and Gingerbread Boy the names of their favorite fruits or vegetables. Write their names in a column on the left side of the chart paper and their favorite fruits or vegetables in a column on the right.

Review the responses. Identify the fruit and/or vegetable that received the most responses, and the one that received the least responses.

Science

Compares, contrasts, and classifies objects and data

Math

Uses graphs and charts to answer questions

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



LEARNING CENTERS

See Learning Centers for **Week 23**, pages 534–536. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence: *The queen made a quilt.*** (Children repeat.) **Listen again.** (Repeat the sentence.)

Ask: **How many words did you hear? Let's check.**

A volunteer stands to represent each word. The children join you to count the volunteers as you repeat the sentence.

Repeat for *The quilt is under the bed.* and *The umbrella helps keep me dry.*

Materials

- Grandmother
- List of Qq words from **Day 4**
- Shaving cream
- Moist wipes

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Phonics

Focuses on letter names and shapes

Review Qq Words

Indicate the Qq word list. Say: **Listen to this rhyme. Wherever there's a q there's always a u. Say it with me.** Repeat the sentence as children join you. **Let's look at the list of Qq words to see if it's true.** Volunteers circle or underline *qu* in each word.

Distribute a small amount of shaving cream on the table in front of each child. Direct children to form uppercase *QU* with the shaving cream. Repeat for lowercase *qu*. Provide additional shaving cream if necessary. When the activity is finished, children rub the remaining shaving cream and it will evaporate. Distribute moist wipes for children to clean their hands.

Story Time

Teacher's Literature Choice: Fruits & Vegetables

Indicate your choice of fruit and/or vegetable book.

Introduce the title, author, and illustrator. Picture-walk through the book identifying the fruits and/or vegetables with help from the children. Read the book, pausing to discuss what was read and to introduce new vocabulary as it is encountered.

Materials

- Teacher's choice of book about fruits and/or vegetables

Comprehension

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

Vocabulary

Acquires new vocabulary

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.