

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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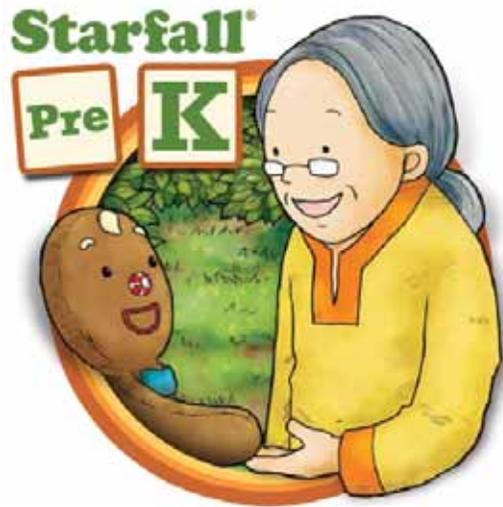
Starfall®



Look At Us Now

Unit 7 • Week 25





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Unit 7: Your Environment

Week 25: Look At Us Now

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Week 25: Look At Us Now

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

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

Starfall Books & Other Media

The Gingerbread Boy as told by Brandi Chase

The Little Red Hen and other Folk Tales by Starfall

"The Four Friends" Character Cards

Learning Center Icons

Star Writer Melodies

Starfall Sing-Along Volumes 1 & 2

Starfall's Selected Nursery Rhymes

Preparation

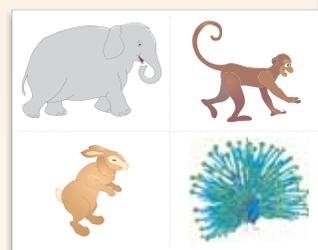
Prepare your choice of music for this week's Warm Up Your Brain Exercises.

Day One

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

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

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



Ingredients

- 2 cups flour
- 1 cup salt
- 5 teaspoons ginger
- 2 teaspoons vegetable oil
- 1 cup warm water
- Food coloring

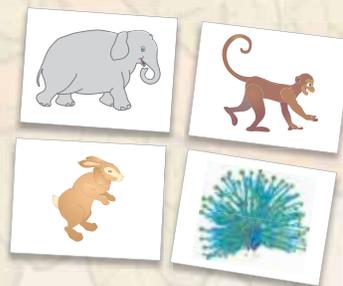
Day 1

Day Two

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

Story Time — Cut apart the “Four Friends” Character Cards.

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



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

Day 2

Day Three

No additional preparation is needed.

Day Four

Morning Meeting — Have enough clay or play dough available for each child to form a ball, and a paper plate for each child. You will also need a variety of two- and three-dimensional shapes.

Small Group — Provide a variety of math manipulatives to use for creating patterns.

Day Five

Morning Meeting — Prior to **Day 5**, assemble children’s drawings and writings from **Day 3** and add a cover to create a class book to present to Gingerbread Boy.

Story Time — Select several books that you have read to the children this year.

Snack Suggestion

Gobbledy Gook

Mix together crispy rice or oat cereal, peanuts (unless there are allergies), raisins or chopped prunes or apricots, sunflower seeds and mini pretzels. Serve in individual snack bags.

Outside Activity

Volunteers recall outside games played this year. Children choose a favorite to play each day this week.

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

Day 3

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

Day 4

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

Day 5

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

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
Graph favorite Learning Centers



Gingerbread Boy's Message
Nursery Rhymes

Identify rhymes with
Gingerbread Boy's picture

LEARNING CENTERS

Circle Time

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

Phonological Awareness:
Adding Initial Sounds

Beginning sounds

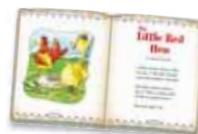
Match upper and lowercase
letters (Kk-Rr)



Story Time

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

Being a good
friend



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

"The Four Friends"
Character Cards



Vocabulary:
peacock



Small Group & Exploration

Gingerbread play dough

Decorate construction paper
picture frames



Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Numbers 1 through 10



"I Spy"

Number order

"Ten Bears in a Bed"

Gingerbread Boy's Message

Create two- and three-dimensional shapes



Gingerbread Boy's Message

Star Writer Melodies

Gingerbread Boy's Class Book

LEARNING CENTERS

Phonological Awareness:
Rhyming Words

Beginning sounds

Match upper and lowercase
letters (Ss-Zz)



Phonemic Awareness: Blend
Consonant/Vowel/Consonant

Sound out and spell words

Phonological Awareness:
Substitute Initial Sound

Alphabet Hunt

ABC for Gingerbread Boy and Me

ABC Order

The Gingerbread Boy

Children choose
their favorite part
of the story



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



Children vote for their favorite
books of the year

Draw pictures with Gingerbread
Boy and dictate sentences for
class book

Patterns



Complete projects or conduct
observations and individual
assessments

WEEK 25

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Motivation for Reading

Enjoys reading and reading-related activities

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

Computer Center

Activity — Children enjoy *I'm Reading: "Folk Tales,"* "The Little Red Hen" and "The Four Friends."

Interaction & Observation

- Children choose any activities on *Starfall.com* they wish to review.

Materials

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

Art Center

Activity — Children choose and create from various art media.

Interaction & Observation

- Engage children in conversations about their favorite art activities of the year as you visit the Art Center this week.

Materials

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

Library Center

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

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

Interaction & Observation

- Discuss the children's choices and the reasons for them as you visit the Library Center.

Materials

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



Dramatic Play Center

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

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

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

Interaction & Observation

- Recall with the children some of the many transformations of the Dramatic Play Center this school year.

Materials

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

Creative Arts

Engages in cooperative pretend play with other children

Construction Center

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

Interaction & Observation

- Engage children in conversations about their constructions as you visit this center.

Materials

- Various sizes and shapes of blocks
- Building logs, toys, and blocks
- Sets of farm and zoo animals
- Small cars, trucks, trains
- Set of community people
- Paper, pencils

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Coordinates hand and eye movements

Social/Emotional Development

Works with others to solve problems

Writing Center

Activity — Children choose from a variety of materials in the Writing Center to practice letter writing.

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

Interaction & Observation

- Affirm children's attempts at letter writing and/or demonstrate correct letter formation as you visit this center.

Materials

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

Emergent Writing

Uses drawing to convey meaning

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



Science

Uses tools and equipment to explore objects

Discovery Center

Activity — Children choose materials they wish to use in the sand table.

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

Interaction & Observation

- Children explain their choices of materials and their discovery process as you engage them in discussions about this center.

Materials

- Sand table
- Small cars and trucks
- Set of highway signs
- Measuring utensils, cups, spoons
- Sieves, plastic buckets, shovels

Social/Emotional Development

Uses materials appropriately and puts them away

Math Center

Activity — Children choose from the wide variety of materials available in the Math Center this week.

They help sort and pack away materials later in the week.

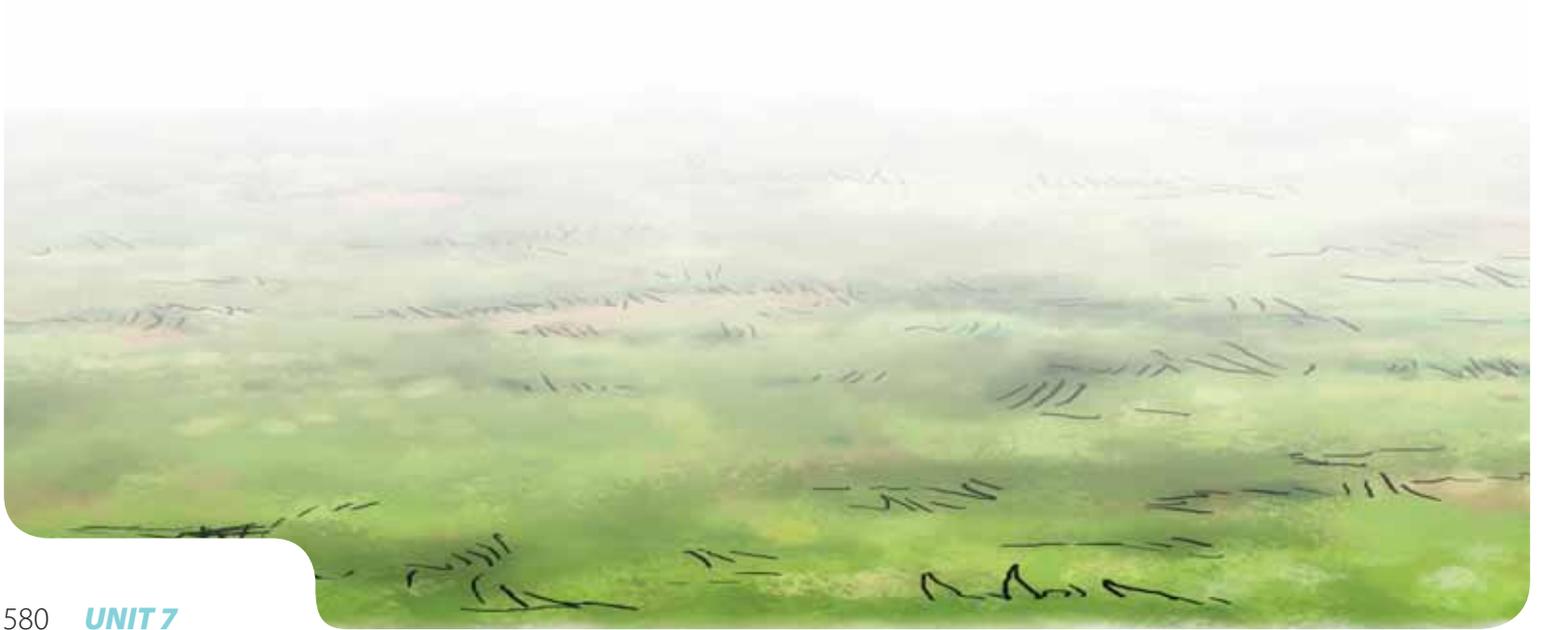
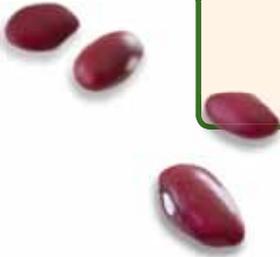
Interaction & Observation

- Encourage children to teach you math concepts as they explore materials in this center.



Materials

- Balance scale
- Variety of materials for balancing and weighing, counting, sorting, matching (shells, beans, buttons, small stones, washers)
- Connect cubes
- Colored wooden cubes
- Counters



Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Play *Sing-Along Volume 2* Track 46, "The More We Get Together."

- Children stand in a circle.
- They cross their arms right over left and hold the hands of the children on either side.
- The class sings "The More We Get Together" and sways while continuing to hold hands in the circle.

Materials

- Starfall Sing-Along Volume 2*
- Prepared Learning Center Graph
- Marker or sticky notes

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

Graph Favorite Learning Centers

Read and discuss Gingerbread Boy's message.

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

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

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

Math

Uses graphs and charts to answer questions

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



LEARNING CENTERS

See Learning Centers for **Week 25**, pages 578-580. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: Alphabet Basketball

Play *Sing-Along* Volume 1 Track 2. Children sing "The Alphabet Song."

Materials

- Starfall Sing-Along* Volume 1
- Prepared letters
- Trash can
- Masking tape

Phonics

Recites the alphabet in sequence

Recognizes most letters when named

Play Alphabet Toss

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

To play:

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

Story Time

Review *The Little Red Hen*

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

Ask: **Do you remember the story "The Little Red Hen?" What is this story about?** Volunteers briefly retell the story.

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

Read "The Little Red Hen."

Ask: **Why didn't the little red hen's friends help her when she needed them? Were they good friends? What makes someone a good friend?**

Say: **Pretend that after all her friends decided not to help the little red hen, she asked you if you would help her make the muffins. What would you say?**

(Volunteers respond.) **Do you think helping someone is being a good friend? What do you think might have happened if the little red hen's friends had helped her?** (Volunteers respond.)

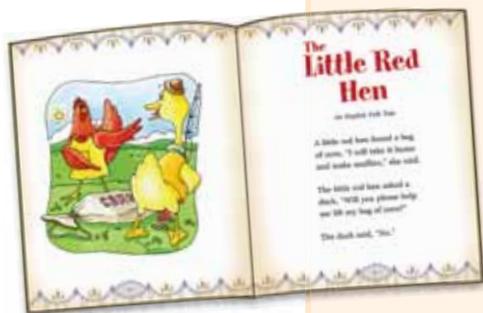
Materials

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

Comprehension

Asks and answers appropriate questions about the story

Makes inferences



Small Group & Exploration

Make Play Dough

Say: **Raise your hand if you remember the day you first met Gingerbread Boy and made play dough.** (Children do this.) **Today we will make play dough for each of you to take home to help you remember your year with Gingerbread Boy.**

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

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

Include a play dough recipe card in each bag.

Materials

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

Comprehension

Asks and answers appropriate questions about the story

Makes inferences

Morning Meeting

Materials

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

Warm Up Your Brain

Children follow your directions. Say:

- Put your left hand on your right shoulder.
- Turn your head slowly to the right and look over your shoulder.
- Count to 10.
- Put your right hand on your left shoulder.
- Turn your head slowly to the left.
- Count to 10.
- Cross both arms and touch your opposite shoulders.
- Hold your chin up.
- Count to 10.
- Clap, clap, clap!

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

Love,
Gingerbread Boy

Creative Arts

Explores visual materials and activities

Review Nursery Rhymes

Read and discuss Gingerbread Boy's message.

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

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

Read the above nursery rhymes and play the Audio CD.

Children choose their favorite.

LEARNING CENTERS

See Learning Centers for **Week 25**, pages 578-580. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Adding Initial Sounds

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

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

Materials

- Picture Cards: *kittens, ladybug, monkey, net, octopus, puppies, quilt, rabbit*
- Letter Cards: *Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr*
- Upper and lowercase Letter Cards: *K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r*
- Pocket chart
- Bag or basket

Match Letter and Picture Cards

Name each Picture Card as you place them in random order in columnar fashion in a pocket chart.

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

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

Phonological Awareness

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

Listens for beginning sounds

Phonics

Matches some letters to their sounds



Story Time

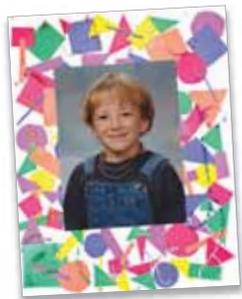
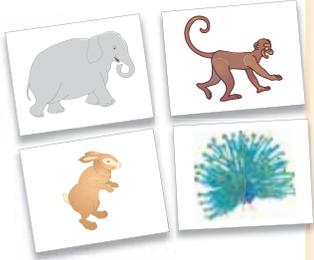
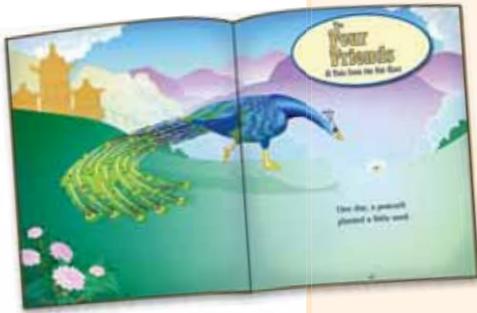
Comprehension

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

Asks and answers appropriate questions about the story

Identifies story characters

Makes inferences



Creative Arts

Creates original work

Introduce “The Four Friends”

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

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

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

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

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

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

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

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

- **Who offered to help the elephant get the apple first?** (monkey)
- **Who helped the monkey?** (rabbit)
- **Who helped the rabbit?** (peacock)
- **How do you think the peacock felt when all his friends helped him?**
- **What can we learn from this story?**

Small Group & Exploration

Look At Us Now!

Take a picture of each child. Distribute the picture frames. Children use a variety of materials to decorate the frames.

Before the end of the week, mount the photos in the picture frames and display them on a bulletin board titled “Look At Us Now!”

Materials

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

Materials

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

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Warm Up Your Brain

Give children the following directions:

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

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

Materials

- Starfall Sing-Along Volume 2
- Number Cards 1 through 10
- Pocket chart

I loved learning about numbers this year. What's your favorite number?

Your friend,
Gingerbread Boy

Play "I Spy"

Read and discuss Gingerbread Boy's message.

Indicate Number Cards 1 through 10 as you place them in a pocket chart.

Say: **Here are the numbers 1 to 10. Let's play "I Spy." I'll say a number. Raise your hand if you can find it.** Play "I Spy." The volunteer who identifies each number takes the Number Card to his or her place.

Ask: **Do you think we can put the numbers back in order? If you have the number we say, bring it to the front. What number should come first?** Elicit the numbers 1 through 10 in order by choosing volunteers to name what comes next. Pause between numbers to allow time for the children to line up side-by-side in number order holding the Number Cards.

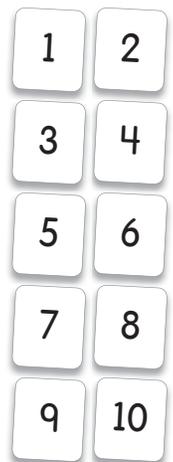
Play *Sing-Along* Volume 2 Track 38. As each verse of "Ten Bears in a Bed" is sung, the child holding the corresponding number returns to his or her seat until only Number Card 1 is left.

Repeat the song so all children have an opportunity to participate.

Math

Recognizes numerals

Verbally counts in sequence



LEARNING CENTERS

See Learning Centers for **Week 25**, pages 578-580. After cleanup, the children gather to share their experiences.

Circle Time



Phonological Awareness: Rhyming Words

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

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

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

Materials

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

Phonological Awareness

Discriminates rhyming words

Phonics

Names most letters

Matches some letters to their sounds

Identify Upper and Lowercase Letters

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

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

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



Story Time

Review *The Gingerbread Boy*

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

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

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

Materials

- The Gingerbread Boy* as told by Brandi Chase

Comprehension

Recalls information from stories



Small Group & Exploration

Create a Class Book for Gingerbread Boy

Say: **Let's surprise Gingerbread Boy. Pretend Gingerbread Boy is coming to your house to play. What would you like to play?** (Volunteers respond.) **Draw a picture of you and Gingerbread Boy playing. You can use kid writing to write about your picture, or you can tell me your sentence and I'll write it for you. We'll put all of our pictures together to make a special book for Gingerbread Boy.**

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

Materials

- Drawing paper
- Crayons, pencils, markers

Emergent Writing

Uses drawing to convey meaning

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

Uses letter-like shapes or letters to write words or parts of words

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Materials

- Starfall Sing-Along Volume 2

Warm Up Your Brain

Say: **In the beginning of the year we made a friendship circle. Let's make a friendship circle again.**

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

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

Math

Recognizes basic two-dimensional geometric shapes

Identifies three-dimensional shapes

Review Shapes

Read and discuss Gingerbread Boy's message.

Say: **Let's make some shapes for Gingerbread Boy.**

Distribute a paper plate and some clay or play dough to each child. Display and identify each shape individually while the children duplicate them. Children raise their shapes for you to see as they complete them. When all are finished with each shape, say the name of the shape and children repeat it.



LEARNING CENTERS

See Learning Centers for **Week 25**, pages 578-580. After cleanup, the children gather to share their experiences.

Circle Time

Materials

- Picture Cards: *map, pan, pig, rat, red, sun, van*
- Letter Cards: *a, d, e, g, i, m, n, p, r, s, t, u, v*
- Pocket chart

Phonemic Awareness: Consonant/Vowel/Consonant

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

Blend Phonemes

Ask: **How would you like to learn how to spell? Words are made up of letters. Here are some letters. Let's name them together: a, d, e, g, i, m, n, p, r, s, t, u, v.** Place the Letter Cards across the top row of a pocket chart as children identify them.

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

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

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

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

Phonological Awareness

Blends three phonemes



Story Time

Dramatize "The Four Friends"

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

Ask: **Who will help me read "The Four Friends?"** (Volunteers respond.) **Let's name the characters in this story.** (Volunteers do this.) Distribute Character Cards to volunteers who respond. They hold them and face the class. As you read the story, omit key words for the children to supply. Those holding the Character Cards raise them when their parts are read.

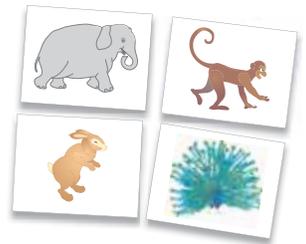
Materials

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

Comprehension

Retells or reenacts a story after it is read aloud

Identifies story characters



Small Group & Exploration

Create Patterns

Use a variety of math manipulatives to create a pattern and show it to the children. Ask: **If we wanted to continue this pattern, what would come next?** Volunteers help extend the pattern adding one manipulative each time.

Say: **Look carefully at the pattern. Now close your eyes. Who can tell what is missing?**

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

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



Materials

- Various math manipulatives

Math

Duplicates identical patterns with at least two elements

Uses rules to create and extend repeating patterns

Gathering Routine

Continue this routine as with previous weeks.

Morning Meeting

Materials

- Star Writer Melodies*
- Gingerbread Boy Class Book
- Share Chair

Warm Up Your Brain

Children follow your directions. Say:

- **Sit up tall, cross-legged on the floor.**
- **Put your palms together in front of your chest.**
- **Take a deep breath. Let it out slowly and relax.**
- **Close your eyes and listen to the music.** (Play any track of *Star Writer Melodies*.)

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

Love,
Gingerbread Boy

Creative Arts

Uses oral language to describe or explain art

Conversation

Provides appropriate information for the setting

Share Gingerbread Boy's Class Book

Read and discuss Gingerbread Boy's message.

Indicate Gingerbread Boy's Class Book. Each child sits in the Share Chair and shares his or her page with Gingerbread Boy.



LEARNING CENTERS

See Learning Centers for **Week 25**, pages 578-580. After cleanup, the children gather to share their experiences.

Circle Time

Materials

- Letter Cards Aa through Zz
- Pocket chart
- ABC for Gingerbread Boy and Me* by Starfall

Phonological Awareness: Substitute Initial Sound

Say: **Listen to this word: pan. If we change /p/ in pan to /m/, what is the new word?** (man) **Let's try another. Say, sun. (Children repeat, sun.) If we change /s/ in sun to /f/ what is the new word?** (fun)

Alphabet Hunt

Say: **Let's go on an alphabet hunt! Gingerbread Boy will hide the alphabet letters and he wants you to find them. Lie down on your stomach. Close your eyes, and no peeking!**

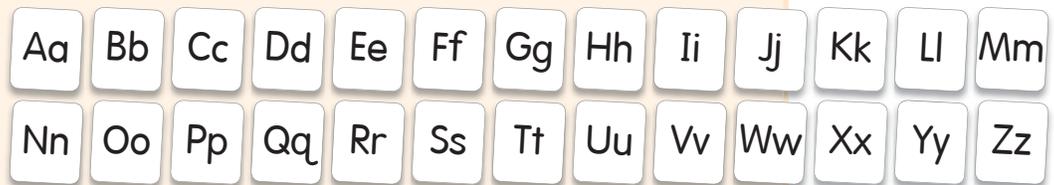
Your assistant hides the Aa through Zz Letter Cards around the classroom while you monitor the children. Say: **Open your eyes and sit up. Go on an alphabet hunt. When you find a letter, bring it back to our meeting place.** Children search for the Letter Cards.

When several Letter Cards have been found say: **There are 26 letters in the alphabet. Let's count the letters we have already found.** (Do this.) Ask: **Do we have all of the letters?** (Volunteers respond.) If the children have not found all the letters, tell them how many of the 26 letters are still missing. Children then continue to search for the remaining Letter Cards.

When all of the Letter Cards have been found say: **Let's put the letters in ABC order. If you have Aa place it in the pocket chart.** (The child does this.) **What letter is next?** (Children respond, Bb.) **Who has Bb?** Continue until all the Letter Cards are displayed.

Indicate ABC for Gingerbread Boy and Me. Grandmother says: **Let's see if we put all the letters in the correct order.**

Children use the book as a reference to check the order of the letters.



Story Time

Children's Literature Choice

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

Read the favorite book(s).

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.

Materials

- Selected books read during
the year

Phonological Awareness

Listens for beginning sounds

Phonics

Names most letters

Motivation for Reading

Enjoys reading and reading-related activities

Comprehension

Recalls information from stories