

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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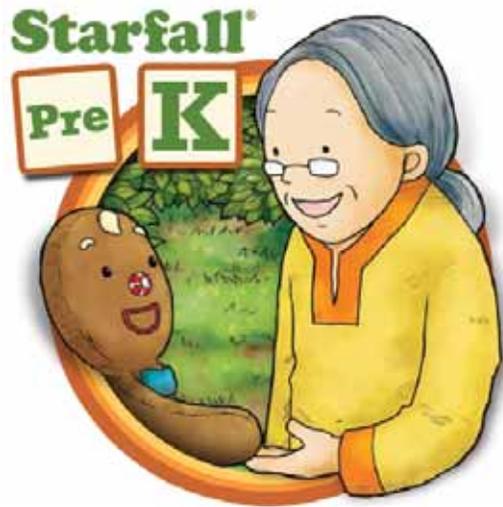
Starfall[®]



Colors & Numbers

Unit 1 • Week 4





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Week 4: Colors & Numbers

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Week 4: Colors and Numbers

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

- discover colors in their environment
- learn American Sign Language color words
- practice speaking in both loud and soft voices
- learn about using shapes to form patterns
- work with numbers
- graph their eye colors
- learn that words are made of parts
- take part in a dramatization
- discuss straight-line and curved-line letters
- identify parts of a book
- learn about characters in stories

Starfall Books & Other Media

American Sign Language Poster

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

Draw Dragon Dot Eyes and other Chinese Fables Audio CD

Let's Eat by Starfall

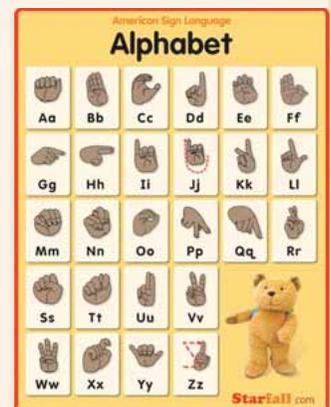
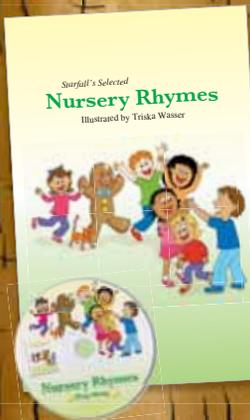
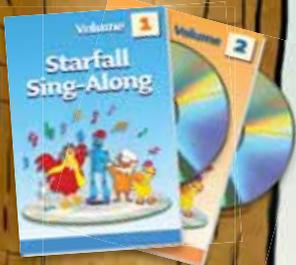
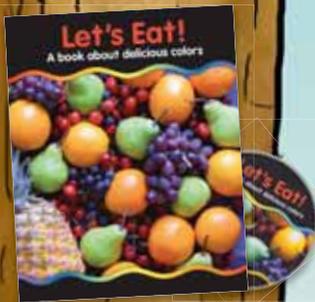
Let's Eat Audio CD

Starfall Sing-Along, Volumes 1 & 2

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

Preparation

This week you will introduce colors and their ASL hand signs. Each color word is signed by using the first letter of the color word followed by a movement. Refer to side two of the American Sign Language Poster for the motions. You will also create a fruit salad on **Day 4** as you read *Let's Eat*. Purchase a variety of fresh fruit in season, such as pineapple, oranges, blueberries, pears, and grapes, to use for demonstration and/or snacks. You might also ask parents to donate fruit.



Day One

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

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

Day Two

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

Day Three

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

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

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

Day Four

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

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

Day Five

Morning Meeting — Familiarize yourself with “Where Are the Colors?” (page 92)

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

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

Outside Activity

Gather the children together. Explain they will pretend to be dragons. Children:

- move very slowly
- move very fast
- hop on one foot
- fly around
- skip
- tiptoe softly
- stomp loudly
- go to sleep

Gross Motor Skills

Combines a sequence of large motor skills

Moves with balance and control

Listening & Speaking

Follows simple and multiple-step directions

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

Your friend,
Gingerbread Boy

Day 2

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

Love,
Gingerbread Boy

Day 3

I love to read **Let’s Eat**. I wonder which fruits we will talk about today.

Your pal,
Gingerbread Boy

Day 4

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

Love,
Gingerbread Boy

Day 5

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

Your pal,
Gingerbread Boy

WEEK 4

Day One

Day Two

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

LEARNING CENTERS

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

Day Three

Day Four

Day Five

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



LEARNING CENTERS

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

WEEK 4

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys using electronic forms of storybooks and informational texts

Computer Center

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

Interaction & Observation

- As they become more adept, ask children to teach you how to use the computer.
- Remind children to use technical terms they have learned.

Materials

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

Creative Arts

Creates original work

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Art Center

Preparation — Introduce the children to painting at the art easel, and give direction on the basics of painting.

Activity — Write each child's name on a paper, then clip it to the easel. The children take turns painting, using smocks or old shirts to protect their clothing. Display artwork on the classroom walls or in the hallway.

Interaction & Observation

- Provide only two primary colors of tempera paint to allow experimentation.
- Demonstrate how to dip the brush into the paint, wipe brushes to remove excess paint, clean brushes, etc.

Materials

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

Print/Book Awareness

Connects oral language and print

Library Center

Activity — Children read and/or listen to books of their choice. Sit with children often and do some lap-reading, discuss illustrations, and talk about vocabulary. When reading, omit key words and let children fill them in. Add *Draw Dragon Dot Eyes* after it is introduced on **Day 1**.

Interaction & Observation

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

Materials

- Copies of *The Gingerbread Boy* and another recorded book from your classroom collection
- Draw Dragon Dot Eyes* book and Audio CD

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Dramatic Play Center

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

Interaction & Observation

- Drop by for lunch and see what's cooking.
- Help children write a grocery list for dinner.

Materials

- Aprons, tablecloth, napkins, place mats, and pot holders
- Paper, pencils

Construction Center

Activity — Children construct with block shapes.

Interaction & Observation

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

Materials

- Rectangle, square, and triangle shaped blocks

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing Center

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

Interaction & Observation

- Help children to hold crayons correctly.
- Discuss the colors of the crayons as children use them.

Materials

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

Fine Motor Skills

Uses writing and drawing tools

Emergent Writing

Writes own name

Discovery Center

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

Interaction & Observation

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

Materials

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

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Creative Arts

Creates original work

Math Center

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

Interaction & Observation

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

Materials

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

Math

Sorts objects into categories

Describes objects according to characteristics or attributes



Gathering

Phonics

Focuses on letter names and shapes

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

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

Children place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Morning Meeting

Warm Up Your Brain

Play "Follow the Leader." Say: **Watch what I do and then you do it. My turn.** (Clap 5 times while counting.) **Your turn.** (Children clap 5 times and count.) **Let's try some more.** Repeat the above procedure using the following actions:

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

Materials

- Starfall Sing-Along*, Volume 1
- Let's Eat* by Starfall
- Color Cards: *red* and *orange*
- American Sign Language Poster (Side 2)

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

Comprehension

Recalls information from stories

Phonics

Recognizes simple sight words, colors

Introduce *Red* and *Orange*

Read and discuss Gingerbread Boy's message.

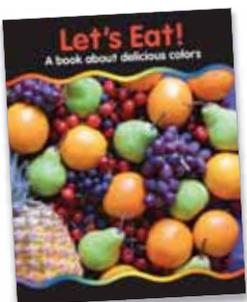
Say: **Last week we learned about vegetables and how vegetables could be used to make soup. This week we will learn about fruit. Say, fruit.** (Children repeat, *fruit*.) **Fruit grows on plants and trees and is good for you to eat.** Gingerbread Boy whispers that one of his favorite fruits is a cherry.

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

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

Indicate the *red* Color Card. Say:

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



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

Indicate the *orange* Color Card. Say:

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



Observe & Modify

Show children side two of the American Sign Language Poster to indicate the color signs.

LEARNING CENTERS

See Learning Center Planning Guide for **Week 4**, pages 76-77. After cleanup, children gather to share their experiences.

K

Pre

Starfall

Circle Time

Phonics

Focuses on letter names and shapes

Recites the alphabet in sequence



Straight and Curved

Say: **Let's sing "The Alphabet Song" lying on the floor!**

Play *Sing-Along* Volume 1, Track 2. Children sing "The Alphabet Song" while lying on the floor.

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

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

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

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

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

Materials

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

Story Time

Introduce *Draw Dragon Dot Eyes*

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

Draw a picture of a face on a whiteboard or chart paper and omit the mouth. Draw another face, omitting the nose, and another omitting the eyes. Children identify the missing part of each face.

Indicate *Draw Dragon Dot Eyes*. Say: **This is a story about a person who lives in a country called China. It is a country far away from us. Let's look at the globe. Do you remember when we found India on the globe? Let's find China.** Indicate China on the globe. Place a finger of one hand on the children's location on the globe and a finger of the other hand on China to show how far away the two countries are.

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

Materials

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

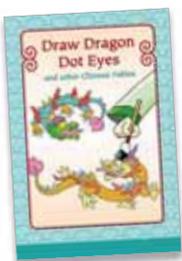
Comprehension

Recalls information from stories

Asks and answers appropriate questions about the story

Social Studies

Understands maps are representations of actual places



Read *Draw Dragon Dot Eyes*.

Ask:

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

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

Small Group & Exploration

Make an Age Collage

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

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

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

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

Materials

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

Math

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

Understands that numbers always represent the same quantity

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

1

2

3

4

Phonological Awareness

Identifies rhyming words

Gathering

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

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

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

Children place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Uppercase Letter Cards

Name Rhyme Examples

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

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

Morning Meeting

Warm Up Your Brain

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

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

Materials

- Dice Instructional Cards: 1-5
- Pocket chart
- Starfall's Selected Nursery Rhymes* and Audio CD
- Let's Eat* by Starfall
- Color Cards: *yellow* and *green*
- Gingerbread Boy*
- American Sign Language Poster

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

Print/Book Awareness

Understands that letters form words

Distinguishes relationship between print and illustrations

Sentences & Structures

Uses complete sentences of four or more words

Introduce Yellow and Green

Read and discuss *Gingerbread Boy's* message.

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

Indicate the yellow Color Card. Say:

- **This is yellow.** (Children repeat, *yellow*.) **The word on the card says yellow. Yellow begins with y.**
- **Which fruit in the book is yellow?** (Children identify the pineapple.) **A pineapple is yellow inside.**
- **Let's learn to sign yellow in Sign Language. Ready?** Demonstrate the sign for *yellow*. Say: **Make a y with your fingers. Place the y hand to the side and twist your wrist back and forth.** When children perform the sign correctly, continue: **You just signed the word yellow. Let's try it again.** (repeat)



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

Indicate the *green* Color Card. Say:

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



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

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

Ask: **What colors did you hear?** (green, yellow) Play the nursery rhyme again. Children sing along and listen for color words.

LEARNING CENTERS

See Learning Center Planning Guide for **Week 4**, pages 76-77. After cleanup, children gather to share their experiences.

Circle Time

"One, Two, Tie My Shoe"

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

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

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

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

Play *Nursery Rhymes* Audio CD Track 27, "One, Two, Tie My Shoe." Children sing along.

Materials

- Starfall Sing-Along*, Volume 1
- Small Alphabet Cards
- Starfall's Selected Nursery Rhymes* and Audio CD

One, Two, Tie My Shoe

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

Phonological Awareness

Identifies rhyming words

Story Time

Print/Book Awareness

Identifies the front cover and title of a book

Comprehension

Identifies sequence of events

Identifies story characters

Creative Arts

Participates in teacher-guided dramatic activities

Materials

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

Story Order

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

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

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

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

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

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

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

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

Small Group & Exploration

Draw and Write About Dragons

Display *Draw Dragon Dot Eyes*. Children describe the pictures of the dragons, naming all the colors they see in the pictures. They draw their own dragons in their writing journals and decide whether to give them eyes!

Children dictate sentences about their dragons.
Write their responses and date the journal pages.

Materials

- Draw Dragon Dot Eyes* and other Chinese Fables as told by Ellen Ching
- Individual writing journals
- Markers, crayons
- Pictures of dragons

Emergent Writing

Uses drawing to convey meaning

Conversation

Provides appropriate information for the setting

Gathering

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

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

Children place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Morning Meeting**Warm Up Your Brain**

Children follow these directions to do a twist and shout exercise:

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

Materials

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

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

Print/Book Awareness

Understands that letters form words

Distinguishes relationship between print and illustrations

Sentences & Structure

Uses complete sentences of four or more words

Introduce Blue and Purple

Read and discuss Gingerbread Boy's message.

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

Read *Let's Eat*.

Indicate the blue Color Card. Say:

- **This is blue.** (Children repeat, blue.) **The word on the card says blue. Blue begins with b.**
- **Which fruit in the book is blue?** (Children identify blueberries.)
- **Let's learn to sign blue in Sign Language. Ready?** Demonstrate the sign for blue. Say: **Make a b with your fingers. Place the b hand to the side and twist your wrist back and forth.** When children perform the sign correctly, continue: **You just signed the word blue. Let's try it again.** (repeat)
- **Let's play “I Spy.”** Children look for blue items in the classroom. They report their findings in complete sentences (Example: The crayon is blue.) and make the ASL sign for blue each time a blue object is named.





Indicate the *purple* Color Card. Say:

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

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

LEARNING CENTERS

See Learning Center Planning Guide for **Week 4**, pages 76-77. After cleanup, children gather to share their experiences.

Circle Time

Shape Patterns

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

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

Say: **Let's name the shapes in order.** (Children name the shapes, *circle, triangle, circle, triangle*.) **Good job! These shapes make a pattern.**

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

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

Materials

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

Math

Recognizes basic two-dimensional geometric shapes

Uses rules to create and extend repeating patterns

Duplicates identical patterns with at least two elements

Story Time

Our Eyes Can See

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

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

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

Indicate the sentence stem "Our eyes can see..." and read it to the children.

Say: **Our eyes can see toys.** (Write "toys" on the chart paper.)

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

Materials

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

Comprehension

Makes inferences

Emergent Writing

Contributes to a shared writing experience or topic of interest

Science

Uses senses to explore

Small Group & Exploration

Eye Color Graph

Ask: **What parts of our bodies help us to see?** (our eyes)

Did you ever notice that eyes can be different colors? Some people have blue eyes and some have brown eyes. Some people have green eyes and some people's eyes are a mixture of colors!

Indicate the Eye Color graph. Say: **This is a graph. Remember the "Our Favorite Spice" graph? That graph told us which spice smelled best to the children in our class. Today we will use this Eye Color graph to find out about the eye colors of the children in our class.**

Gather data for the Eye Color graph as follows:

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

When all children have graphed their eye colors, discuss which colors have the most and the least colored squares. The same chart will be used for all groups.

Children draw pictures of their eyes using the appropriate colors.

Materials

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

Math

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

Uses graphs and charts to answer simple questions

Gathering

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

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

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

Continue with several other names. You will repeat this instruction on **Day 5** with the remaining names.

Children place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Math

Verbally counts in sequence

Phonological Awareness

Counts syllables

Morning Meeting

Warm Up Your Brain

Play "How Low Can You Go?" Give children these directions:

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

Materials

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

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

Introduce *Brown, White, and Black*

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

Indicate the *brown* Color Card. Say:

- **This is brown.** (Children repeat, *brown*.) **The word on the card says brown. Brown begins with b.**
- **Which fruit in the story is brown?** (Children identify coconuts.)
- **Let's learn to sign brown in Sign Language. Ready?** Demonstrate the sign for *brown*. Say: **Make a b with your fingers. Place the b hand to the side of your face and pull the b down.** When children perform the sign correctly, continue: **You just signed the word brown. Let's try it again.** (repeat)
- **Let's play "I Spy."** Children look for brown items in the classroom. They report their findings in complete sentences (Example: My eyes are brown.) and make the ASL sign for brown each time a brown object is named.

Print/Book Awareness

Understands that letters form words

Distinguishes relationship between print and illustrations

Sentences & Structure

Uses complete sentences of four or more words





Indicate the *white* Color Card. Say:

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



Indicate the *black* Color Card. Say:

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

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

LEARNING CENTERS

See Learning Center Planning Guide for **Week 4**, pages 76-77. After cleanup, children gather to share their experiences.

Circle Time

Materials

- A variety of fresh fruit

Make Fruit Salad

Indicate the different fruits as children name them. Children take turns observing, feeling, and smelling the fruit. Volunteers explain the various looks, textures, and aromas. Encourage children to use descriptive words as they discuss the colors and shapes of the fruit.

Prepare fruit salad for snack as children observe.

Vocabulary

Understands describing words

Science

Uses senses to explore

Story Time

Let's Eat Sorting Activity

Indicate *Let's Eat*. Say: **In the book *Let's Eat* there are many different colors and fruits. Let's put the colors and fruits into two groups.**

Display Number Cards 1-9 side by side, in order, in a pocket chart. Indicate and name each number. Children repeat. Say: **There are nine colors in the book. Here is a bowl. We will use the bowl for fruit.**

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

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

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

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

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

Materials

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

Comprehension

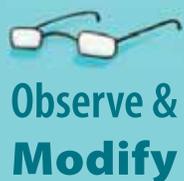
Makes connections using illustrations/photos, prior knowledge, real-life experiences

Math

Recognizes numerals

Counts sets of objects

Combines and separates sets of objects to create new sets



Observe & Modify

Real fruit may be used for this activity.

Small Group & Exploration

Finger Painting

Cover the art table with newspaper. Three or four children gather at the table wearing smocks to protect their clothing. Demonstrate how to use the spoon to dab paint onto the paper. Children use their fingers to paint whatever they wish. Write their names on their papers with permanent marker.

Materials

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

Creative Arts

Explores visual materials and activities

Fine Motor Skills

Uses writing and drawing tools

Coordinates hand and eye movements

Phonological Awareness

Counts syllables

Science

Observes and describes the weather and how it changes

Gathering

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

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

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

Children place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Morning Meeting

Warm Up Your Brain

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

"Where Are the Colors?"

Read and discuss Gingerbread Boy's message.

Indicate each of the nine Color Cards one by one. Children identify the colors, and form the American Sign Language hand sign for each one.

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

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

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

Say: **I will make a list of what the detectives found. Remember, we will raise our hands and take turns sharing. Detectives, ready?**

As children name the objects, list them on chart paper.

Materials

- Starfall Sing-Along*, Volume 2
- Color Cards: red, orange, yellow, green, blue, purple, brown, black, white
- Chart paper
- Markers

Where Are the Colors?

(Melody: "Where Is Thumbkin?")

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

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

Last verse:

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

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

Social/Emotional

Works with others to solve problems

Conversation

Demonstrates knowledge of verbal conversational rules



LEARNING CENTERS

See Learning Center Planning Guide for **Week 4**, pages 76-77.
After cleanup, children gather to share their experiences.

Circle Time

"I Can Name That!"

Children identify the items and their colors on the mural.

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

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

Materials

- Prepared mural
- Blindfold or scarf

Listening & Speaking

Participates in group discussions

Vocabulary

Identifies signs, labels, and environmental print

Story Time

Dramatize *Draw Dragon Dot Eyes*

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

Half of the class uses props and dramatizes the story as you read it while the other half is the audience. After the first dramatization ask: **Who would like to tell the actors what you liked about their acting?** Volunteers from the audience share positive comments.

Switch groups and repeat the story.

Materials

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

Creative Arts

Participates in teacher-guided dramatic activities

Conversation

Demonstrates varied uses of language

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. Group the children to meet their needs.