

This is an excerpt from the Starfall Pre-K 2nd Edition Teacher's Guide.

If you have questions or comments, please contact us.

Email: helpdesk@starfall.com Phone: 1-888-857-8990 or 303-417-6414 Fax: 1-800-943-6666 or 303-417-6434

Starfall®

Pre

K

Second
Edition!

Off to School



Unit

1

Starfall Education P.O. Box 359, Boulder, CO 80306 U.S.A.

Phone: 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434 **Email:** helpdesk@starfall.com

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Unit 1: Off to School

Week 1: Here We Are! (Learning Centers begin Week 2)

Day 1	
Meet Gingerbread Boy	9
Introduce the Alphabet	10
Teacher's Literature Choice: The First Day of School	10
Make Handprints	11
Day 2	
Introduce <i>Nursery Rhymes</i>	12
Emotions: <i>Happy</i>	14
Story Review: The First Day of School	15
"We're Happy" Class Book	15
Day 3	
Introduce the Weather	16
Emotions: <i>Excited</i> and <i>Silly</i>	17
Read <i>The Gingerbread Boy</i>	18
Create Photo Pages	19
Day 4	
"What's the Weather?"	21
Emotions: <i>Sad</i> , <i>Angry</i> , and <i>Afraid</i>	22
Discuss <i>The Gingerbread Boy</i>	23
Complete Photo Pages	23
Day 5	
Share Photo Pages	24
What Animal Would You Bring to School?	25
Use Illustrations to Retell a Story	25

Week 2: Look At You! Learning Centers

Day 1	
Finish the Rhyme	32
Compare/Contrast Body Parts	33
Sequence <i>The Gingerbread Boy</i>	34
Design Sheep	34
Day 2	
Where Is Gingerbread Boy?	35
"There's a Neat Little Clock"	36
Spices for Gingerbread Boy	36
"Our Favorite Spice" Graph	37
Day 3	
Analyze the Spice Graph	38
"Five Gingerbread Men"	39
<i>Gingerbread Boy</i> Characters	40
One-to-One Correspondence	41
Day 4	
Cinnamon Play Dough	42
Compare Shapes	43
Gingerbread Story Comparison	44
Decorate Gingerbread Boy	44
Day 5	
Review Emotions	45
Classify Letters, Shapes, and Numbers	46
Teacher's Literature Choice	47
Recognizing Numerals 0 to 5	47

Week 3: Be a Good Friend Learning Centers

Day 1	
The Friendship Ball	55
Class Rules	56
Introduce "Mr. Bunny's Carrot Soup"	57
Friendship Quilt	58
Day 2	
It's Raining!	60
"Please" and "Thank You"	61
Make Carrot Soup	62
Taste Vegetables	63
Day 3	
Where Rain Comes From	65
"A-Tisket, A-Tasket"	66
"Mr. Bunny's Carrot Soup" Characters	67
Create Character Puppets	67
Day 4	
"The Ants Go Marching"	68
"Where's the Shape?"	69
Teacher's Literature Choice: Friends	70
Introduce Writing Journals	71
Day 5	
Review Rules	72
Share Chair	73
Dramatize "Mr. Bunny's Carrot Soup"	74
Counting to Five	74

Week 4: Colors & Numbers Learning Centers

Day 1	
Introduce <i>Red</i> and <i>Orange</i>	82
<i>Straight</i> and <i>Curved</i>	84
Introduce <i>Draw Dragon Dot Eyes</i>	84
Make an Age Collage	85
Day 2	
Introduce <i>Yellow</i> and <i>Green</i>	86
"One, Two, Tie My Shoe"	88
Story Order	88
Draw and Write About Dragons	89
Day 3	
Introduce <i>Blue</i> and <i>Purple</i>	90
Shape Patterns	91
Our Eyes Can See	92
Eye Color Graph	92
Day 4	
Introduce <i>Brown</i> , <i>White</i> , and <i>Black</i>	93
Make Fruit Salad	95
<i>Let's Eat</i> Sorting Activity	95
Finger Painting	96
Day 5	
"Where Are the Colors?"	97
"I Can Name That!"	98
Dramatize <i>Draw Dragon Dot Eyes</i>	98
Sorting Big and Small	99

Week 1: Here We Are!

This week you will get to know the children as you introduce them to many of the ongoing routines they will experience in your classroom, including the attendance and weather routines, and Exploration Time. The children will also:

- discuss print concepts such as cover, title, top, bottom, author, and illustrator of read-aloud text
- learn same and different, and determine “how many”
- recite the alphabet
- recognize their first names in print
- recognize the first letter in their names
- observe and describe the weather
- ask and answer questions about literature selections



Starfall Books & Other Media

Plush Gingerbread Boy

The Gingerbread Boy as told by Brandi Chase

Starfall Emotion Cards

Starfall Emotions Poster

Starfall Sing-Along, Volumes 1 & 2

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

Weather Cards

Note: Keep plush Grandmother hidden. You will introduce her in Week 5.

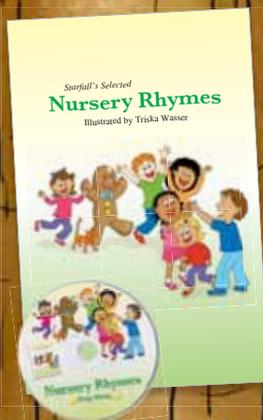


Preparation

Prior to the first day of school, create a Weather Board using the Weather Cards and a word card that reads, *Today's Weather*. You will use this board daily throughout the year. (See *Read Me First* page 13, “Daily Routines.”)

Create an Attendance Board using a pocket chart to display names. Prepare name cards by taking photos of the children and Gingerbread Boy and affixing them to horizontal cards on which you have printed the children’s names. (You may use the Word Card Generator in the Parent-Teacher Center on teach.Starfall.com to print the cards.) If possible, laminate the name cards as you will use them throughout the year during the Attendance Routine. Set Gingerbread Boy’s card aside. You will first use it on Day 2.

Establish a cabinet or shelf that will house activities such as wooden puzzles, games, paper, markers, books, and other materials that will be used during Exploration Time. These activities will not be used in Learning Centers.



Take a photo of yourself and each child this week to use to create a Class Book.

The Gingerbread Boy book will be used throughout Weeks 1 and 2 to help establish Gingerbread Boy as a class member.

Prior to the Gathering Routine each day, have the children stand and face the flag as they listen to or sing along with *Starfall Sing-Along* Volume 1, Track #3, “America the Beautiful” (or another song as appropriate for your country). **Optional:** Visit *Starfall.com*: Talking Library, Nonfiction, “I Am Your Flag” by Chase Tunbridge to introduce the children to the flag.

Include available alphabet puzzles as an Exploration Time choice this week.

Day One

Keep plush Gingerbread Boy out of sight until you introduce him to the children in today’s *Morning Meeting*.

Determine outside safety rules to share with the children and the bell or signal you will use to announce Exploration cleanup. This signal will be used throughout the year.

Story Time — Choose a book about the first day of school to share. Suggestions include:

- *If You Take a Mouse to School* by Laura Numeroff
- *Froggy Goes to School* by Jonathan London
- *Meet the Barkers* by Tomie dePaola

Small Group — Use the Word Card Generator in the Parent-Teacher Center on *teach.Starfall.com* to create a name card with dotted lines for each child.

Day Two

Prepare to discuss any questions or issues from Exploration Time on Day 1.

Small Group — Have a mirror available for children to view their happy faces.

Day Three

Gathering — Familiarize yourself with the “Freeze” game as described on page 16, and choose a song to use as the class plays.

Small Group — Duplicate the “My name is...” blackline for yourself and each child.

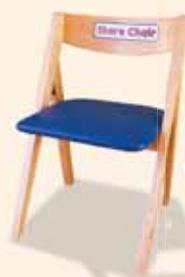
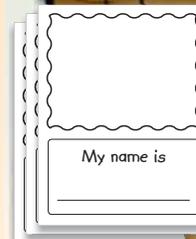
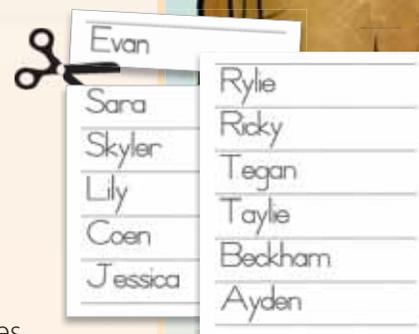
Day Four

Morning Meeting — Familiarize yourself with “What’s the Weather?” (See page 21.)

Day Five

Morning Meeting — Designate a special chair as the Share Chair for the children to use when sharing writings, drawings, and personal projects.

Story Time — Choose a favorite book to share.



WEEK 1

Day One

Day Two

Gathering	Introduce Attendance Routine Vocabulary: present, absent	Attendance Routine Add Gingerbread Boy's name card to Attendance Board
Morning Meeting	"Open Them, Shut Them" Introduce Gingerbread Boy 	"Put Your Hands in the Air" Introduce "Mary Had a Little Lamb" Top/bottom, title of book Shared writing: list animals Vocabulary: title
Learning Centers	Vocabulary: exploration	Review rules and Exploration
Circle Time	"Open Them, Shut Them" "The Alphabet Song" Letters in children's names	"If You're Happy and You Know It" Feelings  Vocabulary: feelings, happy
Story Time	Teacher's Literature Choice: First Day of School Vocabulary: author, illustrations, illustrator	Teacher's literature choice "Open Them, Shut Them"
Small Group & Exploration	"Open Them, Shut Them" "If You're Happy and You Know It" Handprint Mural 	Draw happy faces for "We're Happy" class book

Day Three

Day Four

Day Five

Attendance Routine Introduce "Freeze" Review first letters in names	Attendance Routine Introduce Weather Routine	Attendance Routine Weather Routine One-to-one correspondence (children/snacks) "What's the Weather?"
"Open Them, Shut Them" Weather Card riddles Introduce Weather Board and Weather Cards Routine Vocabulary: sunny, cold, windy, snowy, cool 	"What's the Weather?"	Introduce the Share Chair Share photo pages 
Exploration	Review sharing and cleanup rules Exploration	"Open Them, Shut Them" Favorite Exploration activities
"If You're Happy and You Know It" Feelings Vocabulary: excited, silly "Freeze" 	"If You're Happy and You Know It" Feelings Emotion Poster Vocabulary: sad, angry, afraid 	"Mary Had a Little Lamb" Create new versions
Introduce <i>The Gingerbread Boy</i> Discuss book cover, title, top and bottom, author, and illustrator 	Read <i>The Gingerbread Boy</i> Ask and answer questions 	Teacher's literature choice Read/retell story Selected Vocabulary from story
Photo page for class book or portfolios Using glue/glue sticks Vocabulary: forest, fawn, spices, cottage, exotic 	Continue photo page for class book or portfolios 	Exploration

WEEK 1

Day One

Phonics & Word Recognition

Recognizes name

Print Concepts

Understands print conveys meaning

Social Studies

Recognizes patriotic symbols and activities

Demonstrates knowledge of personal information

Vocabulary

Uses new vocabulary

Gathering

Prior to beginning the Gathering Routine, indicate the national flag displayed in your classroom, and briefly discuss its significance.

Place the name cards in the appropriate columns of the Attendance Board. (One column is for children who are present, the other is for children who are absent.)

Indicate the Attendance Board. Say: **This is our Attendance Board. There are two places for names. One is for the names of children who are here, or present; the other is for names of children who are not here, or absent. Let's see who is present today. When I point to and read your name, please stand up and say, present.**

One by one, indicate each name on the Attendance Board and read it aloud. Children stand when their names are called. After you have determined who is present, read the names of the children who are absent. Review the meanings of the words *present* and *absent*, and the children repeat these words.

Materials

- Attendance Board
- Name cards

Morning Meeting

Warm Up Your Brain

Say: **Show me your hands.**
(The children raise their hands.)
We use our hands to do many different things.

Sing "Put Your Hands in the Air" to the melody of "If You're Happy and You Know It."

Say: **Let's learn another song about our hands.**

Play *Sing-Along* Volume 1 Track 25. Children sing "Open Them, Shut Them." Teach hand motions to accompany the words. Say: **Open and shut are opposites. Who knows other words that are opposites?** Lead the children to discuss that *up/down*, *in/out*, and *big/small* are opposites.

Ask: **Did you think we were really going to put our hands in our mouths? Why wouldn't we do that? (germs) Isn't that a silly song?**

Materials

- Starfall Sing-Along
Volume 1, Track 25

Put Your Hands in the Air

Put your hands in the air
and give a clap. (clap clap)

Put your hands in the air
and wiggle them up there.

Put your hands in the air
and give a clap. (clap clap)

Put your hands in the air
and give a clap, in your lap!

Open Them, Shut Them

Open, shut them, open, shut them,
Give a little clap

Open, shut them, open, shut them,
Lay them in your lap

Creep them, creep them, slowly
creep them, right up to your chin,

Open up your little mouth,
But do not let them in!

Vocabulary

Recognizes opposites



Meet Gingerbread Boy

Say: **This morning I was a little nervous about leaving my family to come to school. I didn't know if I would meet new friends, so I brought a special friend with me to school today.**

Reveal plush Gingerbread Boy. Say: **This is Gingerbread Boy. Let's say hi to him.**

Pretend Gingerbread Boy is whispering in your ear. Say: **Gingerbread Boy says he can't wait to meet you and learn your names. Let's tell Gingerbread Boy our names.**

Hand Gingerbread Boy to a child. The child states his or her name, then passes Gingerbread Boy to the child next to him or her. Continue until all of the children have introduced themselves to Gingerbread Boy.



Materials

- Plush Gingerbread Boy

Social/Emotional Development

Engages in positive relationships and interactions

Demonstrates knowledge of personal information

Learning Centers

Use this time to introduce your Exploration Area. (See *Read Me First* page 4, Exploration.)

Pretend Gingerbread Boy whispers another secret. Say: **Gingerbread Boy says he likes to play. Do you like to play, too?**

Say: **At school, we have a special place for play. This place is the Exploration Area. Exploration means to investigate or learn about something. Say, exploration.** (Children repeat, *exploration*.)

Tour your Exploration Area and the materials available there. The children should understand they are to clean up projects before beginning new ones during Exploration Time.

Ask: **Who can you ask if you have questions?** (Volunteers respond.)
Yes, you can ask the teacher or you can ask a friend.

Volunteers model asking questions.

Say: **Let's play in our Exploration Areas!** (Display your bell or other chosen signal.) **When I ring this bell, it means you have five minutes before cleanup time.** Demonstrate this.

Say: **When I ring the bell again it will be time to clean up.**

The children participate in Exploration activities, then practice cleaning up five minutes before Exploration Time is over.

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them" as the children gather. After the song, the children share their Exploration experiences.

Materials

- Bell or other signal
- Suggested Exploration items:
 - paper, crayons, play dough,
 - books, wooden puzzles,
 - manipulatives, small blocks,
 - dolls, and dollhouses
- Starfall Sing-Along*
Volume 1, Track 25

Social Studies

Recognizes his or her role as a member of a group (class, family, community)

Understands the need for rules in a variety of settings

Social/Emotional Development

Follows rules, routines, and directions

Seeks assistance from adults or classmates

Vocabulary

Asks questions about unknown objects and words

After Week 1, the children will do Learning Center activities in this time slot every day. Have your centers ready for introduction next week. See 'Read Me First' page 3 for information on setting up your Learning Centers.

Circle Time

Alphabet Knowledge

Recites the alphabet in sequence

Phonics & Word Recognition

Recognizes own name

Print Concepts

Focuses on letter names and shapes



Introduce the Alphabet

Draw the children's attention to the classroom Alphabet Chart. Say: **This is the alphabet. The alphabet is made of many letters. We use letters to write words. Each letter has a name.** Slowly indicate each letter as you say the alphabet aloud.

Gingerbread Boy whispers to you that he knows a song about the alphabet called "The Alphabet Song." Ask: **Do any of you know the "Alphabet Song"?** Play *Sing-Along* Volume 1 Track 2, "The Alphabet Song." Repeat the song and children sing along.

Indicate the A Letter Card. Say: **This is the letter A. Say, A.** (Children repeat, A.) Ask: **Can you find a letter that looks like A on our Classroom Alphabet Chart?** Instruct children to raise their hands if they see the letter A on the classroom Alphabet Chart. Repeat for B and C.

Display a child's name card. The child indicates and identifies the first letter of his or her name (with assistance if needed). The child uses a pointer to locate the first letter of his or her name on the Alphabet Chart. Repeat with other children.

Materials

- Starfall Sing-Along*
Volume 1, Track 2
- Letter Cards: A, B, C
- Children's name cards
- Pointer

Story Time

Print Concepts

Understands print conveys meaning

Identifies front/back cover of a book

Reading

Identifies role of author/illustrator

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

Asks and answers questions

Vocabulary

Recognizes opposites

Teacher's Literature Choice: First Day of School

Engage the children in a discussion about how they felt when they came to school this morning. Discuss strategies that can help them deal with feelings of separation, such as talking to peers, teachers, or other adults in the classroom, making new friends, and noticing classmates who might need assistance.

Select one of your favorite books about the first day of school. (See suggestions provided in the Preparation Notes for Day 1.)

Choose a volunteer to stand facing the other children. Say: **(child's name) has a front and a back. This is the front of (child's name).**

Instruct the volunteer to turn his or her back to the class. Say: **This is the back of (child's name). Did anyone hear words that are opposites?** (Volunteers respond.) **Right, front and back are opposites. Say, opposites. What is the opposite of front? Right, back is the opposite of front. What is the opposite of back?**

Ask: **Where is the front of your body?** (Volunteers respond.) **Now show me your back!**

Indicate your literature choice. Ask: **Did you know that books have fronts and backs, too?** Identify the front and back cover of the book.

Materials

- Teacher's choice of book about the first day of school

Say: **Someone writes the words in each book. That person is called an *author*. Say, *author*.** (Children repeat, *author*.) **The author of this book is** (author's name). **Do you see pictures in the book? They are called *illustrations*. We call the person who created them an *illustrator*. Say, *illustrator*.** (Children repeat, *illustrator*.) **The *illustrator* of this story is** (illustrator's name).

Picture-walk through the story and engage children in a discussion about the illustrations. Read your literature choice, pausing to introduce new vocabulary and to allow the children to ask questions.

See Read Me First page 4 for an explanation of the Small Group & Exploration routine.

Small Group & Exploration

Make Handprints

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them."

Say: **This morning we talked about our hands. What are some things you can do with your hands?**

Accept and discuss responses.

Say: **Here's another song about something you can do with your hands.** Introduce *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It." Sing the song and demonstrate appropriate actions.

Explain: **Our hands belong to us and only us. Today you will each make a special handprint. Then we will put the handprints all together to remind us we are all part of one class.**

The children participate in Exploration. During this time place finger paint on the hands of several children, or guide them to place one hand at a time onto a large washable ink pad. They then place their hands on the mural paper to create handprints. Demonstrate the proper way for the children to clean the finger paint from their hands and use paper towels to dry them. They may use crayons to write their names near their handprints.

Display the handprint mural on your door for the children to see as they enter each morning.

Formal Small Group sessions will begin in Week 2.

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> , Volumes 1 and 2, Tracks 15 and 25
<input type="checkbox"/>	Finger paint or large washable ink pads
<input type="checkbox"/>	Large white mural paper
<input type="checkbox"/>	Crayons
<input type="checkbox"/>	Pan of water and paper towels
<input type="checkbox"/>	Generated name cards

If You're Happy and You Know It

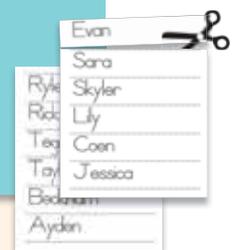
- If you're happy and you know it, clap your hands. (clap clap)*
- If you're happy and you know it, clap your hands. (clap clap)*
- If you're happy and you know it, then your face should surely show it.*
- If you're happy and you know it, clap your hands. (clap clap)*
- If you're happy and you know it, stomp your feet. (stomp stomp)...*
- If you're happy and you know it, shout "Hooray!" (hoo-ray!)...*
- If you're happy and you know it, do all three. (clap, stomp, hoo-ray!)...*



Pre K

Observe & Modify

Use the Word Card Generator in the Parent-Teacher Center on teach.starfall.com to create name cards with dotted lines. The children trace their names and glue them near their handprints.



Gathering

Math

Counts in sequence

Social Studies

Recognizes patriotic symbols and activities

Vocabulary

Identifies new meanings for familiar words and applies them accurately

Indicate the Attendance Board. Ask: **Who remembers the word we learned yesterday that means you are here?** (Volunteers respond.) **Right, if you are here, you are present. What else can the word present mean?**

Discuss the use of the word present to mean a gift.

Say: **Let's count how many children are present.** The children count aloud with you.

Say: **Now, let's count how many children are absent.**

Gingerbread Boy whispers that he would like to be in this class too.

Ask: **Would you like Gingerbread Boy to be part of our class this year?** (Accept responses.) **Let's add Gingerbread Boy's name to our Attendance Board and count how many are present now!**

Review the symbolism and importance of the national flag displayed in your classroom prior to playing *Sing-Along* Volume 1 Track 3, "America the Beautiful" (or another song appropriate for your country).

Materials

- Attendance Board and name cards
- Plush Gingerbread Boy
- Gingerbread Boy's name card
- Starfall Sing-Along* Volume 1, Track 3

Morning Meeting

Warm Up Your Brain

Sing "Put Your Hands in the Air" to the melody of "If You're Happy and You Know It."

Put Your Hands in the Air

Put your hands in the air and give a clap. (clap clap)

Put your hands in the air and wiggle them up there.

Put your hands in the air and give a clap. (clap clap)

Put your hands in the air and give a clap, in your lap!

Materials

- None

Creative Arts

Participates in fingerplays, songs, and rhymes

English Conventions

Understands and uses question words

Print Concepts

Identifies front cover, back cover and title of a book

Reading

Recognizes common types of literature

Asks and answers questions

Writing

Contributes to shared writing experiences

Introduce *Starfall's Selected Nursery Rhymes*

Display *Starfall's Selected Nursery Rhymes*. Say: **This is our nursery rhyme book. Nursery rhymes are short rhymes that tell stories. Say, nursery rhyme.**

The children repeat, *nursery rhyme*.

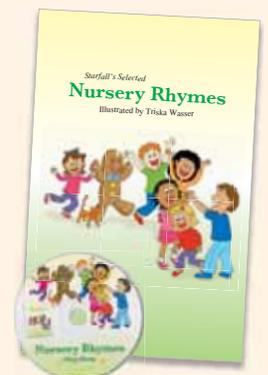
Indicate the cover of the book. Say: **Let's look at the cover.** Ask the following questions, pausing for volunteers to respond:

- **Who can point to the top of the cover?**
- **Who can point to the bottom of the cover?**
- **Who can point to the title?**

Say: **This book includes several nursery rhymes that we will learn this year. Let's read one today.**

Materials

- Starfall's Selected Nursery Rhymes* (book and audio CD)
- Chart paper, marker



Open the book to “Mary Had a Little Lamb” and indicate page 27. Say: **This is Mary. Mary is going to school just like you. Let’s see what happened to Mary.**

Read “Mary Had a Little Lamb.” Ask:

- **Who went to school with Mary?**
- **Why do you think all the children laughed to see a lamb at school?**
- **What would you do if someone brought a lamb to school today?**
- **If you could bring an animal to school with you, what animal would you bring?**

Write the children’s responses to the last question on chart paper and save it for Day 5.

Play the *Nursery Rhymes* Audio CD, Track 24. Children sing “Mary Had a Little Lamb.”

Mary Had a Little Lamb

*Mary had a little lamb
Its fleece was white as snow.*

*And everywhere that Mary went,
The lamb was sure to go.*

*It followed her to school one day,
Which was against the rules.*

*It made the children laugh and play,
To see a lamb at school.*

Learning Centers

Materials

- Bell or other signal

Use today’s Learning Center time to review and work in the Exploration Area. Ask: **What was your favorite Exploration activity yesterday?** Discuss the children’s favorite activities. Volunteers share which activities they would like to explore today and tomorrow.

Review the rules for the Exploration Area and cleanup before the children engage in Exploration activities.

Approaches to Learning

Demonstrates willingness to try new challenges

Social Studies

Understands the need for rules in a variety of settings

Differentiates past, present, and future

Social/Emotional Development

Uses materials appropriately and puts them away

Follows rules, routines, and directions

Circle Time

Emotions: *Happy*

The children gather in a semicircle. Play *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It."

Ask: **How did you feel when you sang "If You're Happy and You Know It"?** (Volunteers respond.)
Show me your happy face.

Explain: **How we feel when things happen to us are our feelings. Say, feelings.** (Children repeat, *feelings*.) **Happy is a feeling. Another word for feelings is emotions.** The children repeat, *emotions*. **We have many different emotions.**

Indicate the *Happy* Emotion Card. Say: **Look at this card. It's an illustration of a bear! This bear's name is Backpack Bear. In this illustration, Backpack Bear looks happy. What might have happened to make him feel happy? Use the word happy in your answer. For example:**

- He might feel *happy* because a friend shared a toy with him.
- He might feel *happy* because he got to go to the park to play.

The children discuss other scenarios that might make someone feel happy.

Gingerbread Boy whispers that it made him feel happy when he came to school and met new friends. Ask: **What kinds of things make you feel happy?** Volunteers respond.

Sing "If You're Happy and You Know It."

Indicate the blank drawing paper. Say: **Look at my face. Since I can't see my own face, will you help me draw it?**

Point to your eyes. Say: **I have two eyes, so I will draw two eyes on the paper.** (Do this.)

Ask: **What color are my eyes?** (Color the eyes after volunteers respond.) **What else do you see on my face?** Add features as children identify them.

Say: **I will write my name under my face so everyone knows who did this drawing.** Write your name under your drawing.

Say: **You will each draw a picture of your face later today.**

Materials

- Plush Gingerbread Boy
- Starfall Sing-Along*
Volume 2, Track 15
- Emotion Card: *Happy*
- Large sheet of drawing paper
- Markers

If You're Happy and You Know It

If you're happy and you know it,
clap your hands. (clap clap)

If you're happy and you know it,
clap your hands. (clap clap)

If you're happy and you know it,
then your face should surely show it.

If you're happy and you know it,
clap your hands. (clap clap)

If you're happy and you know it,
stomp your feet. (stomp stomp)...

If you're happy and you know it,
shout "Hooray!" (hoo-ray!)...

If you're happy and you know it,
do all three. (clap, stomp, hoo-ray!)...



Story Time

Story Review: The First Day of School

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them." Children identify words that are opposites, *open* and *shut*.

Indicate your literature choice from Day 1. Picture-walk through the book. The children identify times when characters in the story felt happy. Ask: **Can you think of other words that mean almost the same as happy?** Lead the children to understand that *glad* and *joyful* have similar meanings. Read the story.

Volunteers discuss parts of the story they most enjoyed.

Materials

- Starfall Sing-Along*
Volume 1, Track 25
- Teacher's literature choice from
Day 1
- Plush Gingerbread Boy

Social/Emotional Development

Recognizes and identifies emotions in self and others

Speaking & Listening

Participates in group discussions

Vocabulary

Explores word relationships and nuances

Recognizes opposites

Small Group & Exploration

"We're Happy" Class Book

The children engage in Exploration activities.

During Exploration choose several children at a time to look into a mirror and make happy faces. They then illustrate their happy faces and write their names on their papers. Encourage the children to discuss their hair and eye colors and their genders as they work.

Gather the completed illustrations. Slide each into a plastic sleeve and insert them into a three-ring binder. Add a cover page titled "We're Happy!" to create a class book. Place the book in the Library Center.

Materials

- Bell or other signal
- Drawing paper
- Markers, crayons, pencils
- Mirror
- Three-ring binder
- One plastic sleeve for each child

Fine Motor Skills

Uses writing and drawing tools

Social/Emotional Development

Recognizes and identifies emotions in self and others

Social Studies

Demonstrates knowledge of personal information

Writing

Writes name

Gathering

Math

Compares and orders groups of objects

Counts in sequence

Phonics & Word Recognition

Recognizes name

Social Studies

Recognizes patriotic symbols and activities

Speaking & Listening

Follows simple directions

Indicate the national flag and volunteers share what they know about it. They stand to face the flag and listen to or sing along with *Sing-Along* Volume 1 Track 3, "America the Beautiful" (or another song appropriate for your country).

Indicate the Attendance Board. Say: **First, let's count the names of the children who are present, or here today.** Indicate each name as children count with you.

Say: **Next, let's count how many children are absent, or not here today.** (Repeat as with children who are present.) Ask: **Which number is bigger?**

Say: **Let's play "Freeze." When you hear the music, you dance. When the music stops, freeze!** Have your music choice ready, and distribute name cards to the children.

Say: **Last, look at your name. When the music stops, I will say a name. If I say your name, unfreeze and bring your name card to the Attendance Board.**

Play "Freeze" until all name cards have been placed.

Materials

- Teacher's music choice for "Freeze"
- Attendance Board and name cards
- Starfall Sing-Along* Volume 1, Track 3

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 25. Children sing and do accompanying hand motions to "Open Them, Shut Them."

Ask: **Which words in the song are opposites? Right, open and shut are opposites.**

Materials

- Starfall Sing-Along* Volume 1, Track 25

Creative Arts

Enjoys participating in music activities

Vocabulary

Recognizes opposites

Introduce the Weather

Display and identify the Weather Cards in the pocket chart. The children repeat the name of each card.

Ask: **Who knows what a riddle is?** Accept responses. Explain: **A riddle is when you listen to clues, then try to think of an answer. Let's play a game. I'll read a riddle, then I will choose someone to find the Weather Card that shows the answer to the riddle. Ready?**

- **It's bright outside. It feels hot! It is a good day to play outside. What kind of weather is it?** (sunny)
- **Your hat blows off your head when you go outside! The trees sway back and forth. What kind of weather is it?** (windy)
- **You wear your coat, hat, and mittens. You drink hot chocolate to warm up! What kind of weather is it?** (cold)
- **You can't go outside to play because you would get wet. If you have to go somewhere you need your umbrella. What kind of weather is it?** (rainy)

Materials

- Weather Board and Weather Cards
- Pocket chart

Reading

Makes inferences

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

Science

Observes and describes changes in weather



- **It is so cold flurries are falling from the sky. You need to wear your snow boots! What kind of weather is it?** (snowy)
- **You need a sweater or jacket. It's not really cold but it's not warm either! What kind of weather is it?** (cool)

Indicate the Weather Board and Weather Cards. Say: **Look at all these weather pictures. Who can find the picture that shows today's weather?** (A volunteer chooses the card.) **Let's put that picture under "Today's Weather."**

Learning Centers

Review the Exploration options. The children name activities in which they have not yet participated. Encourage them to try new activities today.

Materials

- Bell or other signal

Approaches to Learning

Demonstrates willingness to try new challenges

Circle Time

Emotions: *Excited and Silly*

The children gather in a semicircle. Play *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It."



Indicate the *Happy* Emotion Card. Say: **Who can remember some of the things we talked about that make us happy?** Volunteers respond.

Explain: **We have other feelings like happy. Let's learn about some of them.**



Indicate the *Excited* Emotion Card. Say: **Backpack Bear is excited. Say, excited.** (Children repeat, *excited*.) **You feel excited when you get to do something special. I was excited because I was going to go to the movies.** Gingerbread Boy whispers that he was excited *and* happy to come to school this morning.

Children share times they felt excited.



Indicate the *Silly* Emotion Card. Say: **Here's another feeling that is like happy. Now Backpack Bear looks silly! Say, silly.** (Children repeat, *silly*.) **I acted silly when I pretended to be a clown in the circus. Have you ever acted silly?**

Indicate each Emotion Card and the children make facial expressions to match the emotions.

Say: **If someone comes into our classroom who speaks another language, how could you show him or her you feel happy?** Lead the children to understand that facial expressions offer clues to our feelings.

Continue: **Show us how you look when you feel happy.** Repeat for excited and silly.

Materials

- Plush Gingerbread Boy
- Emotion Cards: *Excited, Happy, Silly*
- Starfall Sing-Along* Volume 2, Track 15
- Teacher's music choice for "Freeze"

Language Development

Communicates using facial expressions

Social/Emotional Development

Recognizes and identifies emotions in self and others

Speaking & Listening

Follows simple directions

Vocabulary

Discusses words and word meanings

Story Time

Approaches to Learning

Reflects on what has been learned

Print Concepts

Identifies front cover, back cover and title of a book

Reading

Identifies roles of author/illustrator

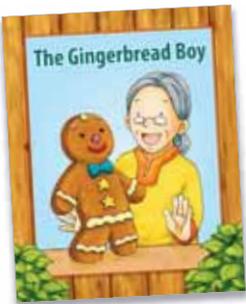
Social Studies

Understands maps are representations of actual places

Vocabulary

Discusses words and word meanings

Uses illustrations to determine word meaning



Read *The Gingerbread Boy*

Gingerbread Boy whispers that he has brought a book to school today, and he would like you to read it to the class. Reveal the book, *The Gingerbread Boy*.

Say: **The name of this book is *The Gingerbread Boy*.** (Indicate the cover of the book.)
Let's look at the cover. Ask the following questions and pause for responses:

- **Who can point to the top of the cover?**
- **Who can point to the bottom of the cover?**

Say: **Another word for the name of a book is *title*.** **The *title* of this book is *The Gingerbread Boy*.** Indicate the book title.

Say: **The *author*, or person who wrote the story, is Brandi Chase.** Indicate the author's name. Ask: **What do we call the person who wrote the story? Right, the person who wrote the story is the *author*.**

Say: **The *illustrator*, or person who drew the pictures, is Masako Styles.** Indicate the illustrator's name. Ask: **What do we call the person who created the pictures? Right, the person who created the pictures is the *illustrator*.**

Picture-walk through the book. Read *The Gingerbread Boy*, pausing to answer questions and to introduce the following vocabulary. When you introduce the word *spices*, explain that the spices came from a faraway place called India. Assist the children to locate India on a map or globe. The children join in on repeated phrases and identify vocabulary words as they appear in the illustrations. For example:

A fawn is a baby deer. Who can find an illustration of a fawn on this page?

forest	land covered with trees
fawn	a baby deer
spices	something you add to food to make it taste good, like cinnamon
cottage	a small house
exotic	something very different, usually from a different country

Ask Gingerbread Boy how he felt when the old woman saved him and share his response with the children. Review new vocabulary by stating the definitions and asking the children to respond with vocabulary words.

Say: **When you go home today your family might want to know what you learned at school. What will you tell them about *The Gingerbread Boy* story we read today?**

Materials

- The Gingerbread Boy*
as told by Brandi Chase
- Plush Gingerbread Boy
- World map or globe

Small Group & Exploration

Create Photo Pages

Divide the children into two groups. One group completes photo pages during Exploration today. The other group engages in Exploration activities, and will complete their photo pages on Day 4.

With the photo page group, choose several children at a time and demonstrate how to use glue sticks or glue. Assist the children to glue their photos in the top space and write their names on the line.

Photo pages may be made into a class book, or pages may be kept as part of the children's portfolios. Be sure to create a photo page for Gingerbread Boy!

Materials

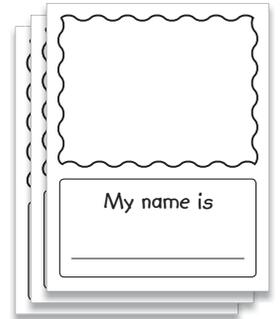
- Bell or other signal
- Photo of each child and Gingerbread Boy
- "My name is.." photo page for each child
- Markers
- Glue sticks or glue

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing

Writes own name



Prepare your own photo page in advance to use as a model.

Gathering

Alphabet Knowledge

Recognizes and names letters in own name

Phonics & Word Recognition

Recognizes own name

Science

Makes predictions

Observes and describes the weather

Social Studies

Recognizes patriotic symbols and activities

Review the symbolism and importance of the national flag displayed in your classroom prior to playing *Sing-Along* Volume 1 Track 3, "America the Beautiful" (or another song appropriate for your country).

Gather the children in a semicircle. Place several paper plates (with children's name cards attached) on the floor. Say: **We will sing a special song. After the song I will say some names. If I say your name, pick up your plate, bring it to me, and tell me one or two of the letters in your name.**

Sing "If Your Name Is on a Plate" to the melody of "If You're Happy and You Know It."

Indicate the Attendance Board. Count how many children are present and how many are absent.

Indicate the Weather Board and Weather Cards. Say: **Look at all these weather pictures. Who can find the one that shows today's weather?** A volunteer chooses the card and places it on the Weather Board under "Today's Weather."

Ask: **Do you think the weather will be the same or different this afternoon?**

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Plush Gingerbread Boy
- Name cards attached to paper plates with reusable adhesive

If Your Name Is on a Plate

If your name is on a plate, pick it up
If your name is on a plate, pick it up
If your name is on a plate, then we think you're really great
If your name is on a plate, pick it up

The children will begin to verify their weather predictions in Week 6.

Morning Meeting

Materials

- None

Warm Up Your Brain

Say: **Boys, please stand. When I say your name, line up next to each other.** (Boys do this.) **Girls, please stand. When I say your name, line up next to the boys.** (Girls do this.)

Remind the children to stay in their lines as they respond to these directions:

- **Girls take two steps forward.**
- **Boys sit with your legs crossed.**
- **Girls clap your hands three times.**
- **Boys stand and clap your hands two times.**
- **Girls hop up and down two times.**
- **Boys hop up and down three times.**

Gross Motor Skills

Moves with an awareness of personal space

Phonics & Word Recognition

Recognizes own name

Speaking & Listening

Follows simple directions

"What's the Weather?"

Place the Weather Cards in a pocket chart and review them.

Ask: **Would you like to hear a song about different kinds of weather? Listen for the kinds of weather you see in the pocket chart.**

Play *Sing-Along* Volume 1 Track 40, "What's the Weather?" The children help create simple actions to accompany the song. Pause after each verse for a volunteer to locate the corresponding Weather Card.

Ask: **Did you hear words that describe today's weather?** Volunteers identify cards representing weather mentioned in the song.

Ask: **Which weather words were not in the song?** (cold, cool) **Let's make up verses for cold and cool. Lead the children to do this.**

Sing the additional verses to incorporate cold and cool.

Materials

Starfall Sing-Along

Volume 1, Track 40

What's the Weather?

What's the weather?

What's the weather?

What's the weather like today?

It is cloudy, oh so cloudy

The weather's cloudy today!

(repeat with the changes below)

...It is sunny, very sunny

The weather's sunny today!

...It is rainy, oh so rainy

The weather's rainy today!

...It is windy, very windy

The weather's windy today!

...It is snowy, oh so snowy

The weather's snowy today!

Learning Centers

Ask: **Why is it important to clean up materials and toys when you are finished with them?** (Volunteers respond.) **What might happen if we pulled out all the toys and didn't put anything away?**

Explain the consequences of not putting materials away at cleanup time (messy room, toys can't be found when you want them, missing pieces to puzzles and games, etc.).

Ask: **If you need help cleaning up, what could you do?** Lead the children to understand that they may ask a friend or the teacher for help.

Indicate the *Happy* Emotion Card. Ask: **How do you feel when you want to play with something and it's right where it's supposed to be, all ready for you?** Volunteers respond, *happy*.

Ask: **Who remembers another word that means almost the same as happy?** (glad, joyful)

Children participate in Exploration activities.

Materials

Bell or other signal

Emotion Card: *Happy*



Science

Describes the weather and how it changes

Vocabulary

Understands describing words

Language Development

Communicates using gestures, pointing, or facial expressions

Reading

Recognizes cause and effect

Social Studies

Understands the need for rules in a variety of settings

Social/Emotional Development

Seeks assistance from adults or classmates

Speaking & Listening

Participates in group discussions

Vocabulary

Explores word relationships and nuances

ELL - Explain to the children that they may communicate with classmates who speak other languages by pointing or using gestures or facial expressions.

Circle Time

Emotions: Sad, Angry, and Afraid

Play *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It."

Display the *Happy*, *Excited*, and *Silly* Emotion Cards. Say: **We talked about three feelings, happy, excited, and silly. Who can find the card that shows happy?**

A volunteer finds the card. Repeat with *excited* and *silly*.

Indicate the Emotions Poster and say: **Here is a poster that shows feelings or emotions. Who can point to the picture that shows the emotion happy?**

(A volunteer does this.) Repeat for *excited* and *silly*.

Ask: **How do you feel when your friend invites you to a birthday party?** (Accept responses.) **How might you feel if you didn't get invited to a birthday party?** (sad)

Materials

- Plush Gingerbread Boy
- Starfall Sing-Along* Volume 2, Track 15
- Emotion Cards: *Afraid, Angry, Excited, Happy, Sad, Silly*
- Emotions Poster



Language Development

Communicates using gestures, pointing, or facial expressions

Reading

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

Social/Emotional Development

Recognizes and identifies emotions in self and others

Shows emotions through facial expressions



Indicate the *Sad* Emotion Card. Ask: **What might have happened to cause Backpack Bear to feel sad? Use the word sad in your answer.** (Discuss) **Can you think of a time you felt sad?** (Discuss) **Make a sad face.**

Continue: **Can you remember a time when someone you know felt sad? Did it make you feel sad too? When someone feels sad how can you help him or her feel better?**



Indicate the *Angry* and *Afraid* Emotion Cards. Explain: **Here are two more emotions. One is angry and one is afraid. Who can point to Backpack Bear feeling angry?** Choose a volunteer to do this.

Say: **Sometimes when we get very angry we might do or say something unkind. How does that make us feel?** (Discuss) **Make an angry face.**



Indicate the *Afraid* Emotion Card. Say: **Here is Backpack Bear feeling afraid. Has anyone here ever felt afraid?** Encourage the children to use the word *afraid* in their responses.

Gingerbread Boy whispers that he felt afraid when he thought the fox was going to eat him. Children share times they felt afraid.

Say: **Make a face to show how you look when you feel afraid.**

Ask: **Are angry and afraid more like feeling happy or more like feeling sad?**

Indicate each card as children make facial expressions to match the emotions. Include the *Happy*, *Excited*, and *Silly* Emotion Cards from Day 3. Volunteers indicate the corresponding emotions on the Emotions Poster.

Play a variation of "Freeze" incorporating the Emotion Cards. Say: **When you hear music, you dance. When the music stops, freeze! Then I will hold up an Emotion Card and you make a face to match it.**



Story Time

Discuss *The Gingerbread Boy*

Gingerbread Boy asks if you can read his story again.

Read *The Gingerbread Boy*.

Say to Gingerbread Boy: **Let's see if the children were good listeners.**

Ask and accept responses to the following questions:

- **Who made the Gingerbread Boy?**
- **Do you think the old woman felt excited or sad when the Gingerbread Boy came alive?**
- **Who did the Gingerbread Boy meet when he ran away from the old woman?**
- **How did the Gingerbread Boy feel when he was on the fox's nose?**
- **How do you suppose he felt when the old woman snatched him?**
- **What might the old woman have said to the Gingerbread Boy when they got home?**
- **What lesson do you think the Gingerbread Boy learned?**

Encourage the children to ask questions about the story.

Gingerbread Boy whispers that he thinks the children were very good listeners.

Materials

- The Gingerbread Boy* as told by Brandi Chase
- Plush Gingerbread Boy

English Conventions

Understands and uses question words

Reading

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

Makes inferences

Small Group & Exploration

Complete Photo Pages

The children who created photo pages during Exploration on Day 3 engage in Exploration activities. The remaining children complete their photo pages.

With the photo page group, choose several children at a time and demonstrate how to use glue sticks or to complete their photo pages.

The children will share their photo pages on Day 5.

Materials

- Bell or other signal
- Photo of each child
- "My name is.." photo page for each child
- Markers
- Glue sticks or glue

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing

Writes own name



Gathering

Math

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

Science

Makes predictions
Observes and describes the weather

Social Studies

Recognizes patriotic symbols/activities
Begins to categorize time intervals

Prior to the Gathering Routine each day, the children stand, face the national flag, and listen to or sing along with *Sing-Along* Volume 1, Track #3 "America the Beautiful" (or another song appropriate for your country).

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

Say: **If there are** (number of children) **here today, how many snacks will we need to prepare?** Pause for responses. Explain: **If there are** (number of children), **we need to prepare** (number of children) **snacks.**

Say: **Remember the weather song we learned yesterday? Let's sing it again.** Play *Sing-Along* Volume 1 Track 40 and the children sing "What's the Weather?"

The children observe the weather and a volunteer places the appropriate Weather Card on the Weather Board. Ask: **Do you think the weather will be the same or different this afternoon?**

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Plush Gingerbread Boy
- Starfall Sing-Along* Volume 1, Tracks 3 and 40

Alphabet Knowledge

Recites alphabet in sequence

Creative Arts

Enjoys participating in music activities

Social Studies

Understands the need for rules in a variety of settings

Speaking & Listening

Speaks in complete sentences
Demonstrates knowledge of nonverbal conversational rules

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 2, "The Alphabet Song." Repeat and the children sing along.

Materials

- Starfall Sing-Along* Volume 1, Track 2

Share Photo Pages

Gingerbread Boy asks if the children would share their photo pages so he can see them. The children take turns to sit in the Share Chair to share their photo pages.

Demonstrate by sharing yours first. Say: **My name is** (your name). **This is me when I felt happy because** ____ .

Assist the children to use the same format when sharing.

Explain that when they aren't sharing they should demonstrate proper audience skills by listening quietly and paying attention while their classmates share.

Materials

- Photo pages from Days 3 and 4
- Share Chair
- Plush Gingerbread Boy

Learning Centers

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them."

The children share their favorite Exploration activities of the week and/or name an activity they would like to try. Assist them to speak in complete sentences.

Learning Center activities will begin in this time slot next week.

Materials

- Bell or other signal
- Starfall Sing-Along* Volume 1, Track 25

Approaches to Learning

Demonstrates willingness to try new challenges

Speaking & Listening

Participates in group discussions
Speaks in complete sentences

Circle Time

What Animal Would You Bring to School?

Display *Starfall's Selected Nursery Rhymes*. Volunteers indicate the front and back covers and title. Open the book to page 27, "Mary Had a Little Lamb." Recite the rhyme together. Play the *Nursery Rhymes* Audio CD Track 24 as children sing along.

Indicate the animal list. Say: **Here is the list of animals that might be fun to bring to school.** Review the list.

Say: **Let's pretend you can bring one of these animals to school.** Gingerbread Boy whispers he would like to bring a snake to school.

Say: **Let's make up a new song!** Sing "Gingerbread Boy Had a Little Snake" to the melody of "Mary Had a Little Lamb." A volunteer chooses an animal from the list. Repeat the song using the child's name and the chosen animal.

Materials

- Gingerbread Boy
- Starfall's Selected Nursery Rhymes* (book and audio CD)
- Animal list from Day 2

English Conventions

Uses frequently occurring nouns and verbs

Print Concepts

Identifies front cover, back cover and title of a book

Speaking & Listening

Participates in group discussions

Gingerbread Boy Had a Little Snake

*Gingerbread Boy had a little snake
Little snake, little snake*

*Gingerbread Boy had a little snake
And he brought the snake to school!*

Story Time

Use Illustrations to Retell a Story

Indicate your selected literature choice from Day 1.

Ask questions that lead the children to identify the front and back covers of the book and the roles of the author and illustrator.

Say: **Today let's use the cover and illustrations to retell the story in our own words. Gingerbread Boy will help us!**

Explain that you will show each illustration and the children will raise their hands if they would like to tell about it. With each page, the child telling the story holds Gingerbread Boy. Continue until the children have retold the entire story.

Say: **Together, you just retold the whole story. Great job!**

Materials

- Teacher's literature choice from Day 1
- Gingerbread Boy

Print Concepts

Identifies front cover, back cover and title of a book

Reading

Uses illustrations to make inferences

Retells stories in sequence

Small Group & Exploration

Children engage in Exploration activities.

Materials

- Bell or other signal

Approaches to Learning

Demonstrates willingness to try new challenges

Approaches tasks, activities and problems with creativity

Week 2: Look At You!

This week you will continue to introduce children to ongoing routines they will experience in your classroom, such as Learning Centers, Small Group, and Gingerbread Boy's daily messages (beginning Day 3). Children will also:

- review print concepts such as cover, title, top, bottom, author, and illustrator
- identify rhyming words
- sequence using terms beginning, middle, and end and first, next, and last
- identify setting and characters
- recognize the clock, triangles, squares, circles, and the first letter in their names
- compare and contrast

Starfall Books & Other Media

Plush Dragon

The Gingerbread Boy as told by Brandi Chase

The Gingerbread Boy Sequence Cards

Starfall Fairy Tales Audio CD

Starfall Emotion Cards

Starfall Emotions Poster

Starfall Sing-Along, Volumes 1 & 2

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



Preparation

Establish locations in your classroom for the eight Learning Centers. Activities and materials within these centers will change weekly. See this week's Learning Centers (pages 30-31) for specific materials for this week's centers. Include available alphabet and shape puzzles as a choice for Small Group & Exploration.

On Day 1, Gingerbread Boy will introduce his friend Dragon to the children. Incorporate Dragon daily to assist in each day's Warm Up Your Brain activity by helping give directions or having volunteers hold him.

Day One

Story Time — You will need a world map or globe on which to indicate India.

Small Group — Duplicate one large sheep pattern for each child using the "Sheep" blackline. Have several bags of cotton balls and wiggly eyes available.



Day Two

Morning Meeting — Familiarize yourself with the song "Where Is Our Gingerbread Boy?" (page 35). Hide Gingerbread Boy in the Library Center area next to *The Gingerbread Boy* book. Cut apart "Gingerbread Boy's Learning Center Clues" and place them in their respective centers.



Art Center — Post a sign with Gingerbread Boy on it that reads “Draw me with you.”

Small Group — Prepare a special snack from Gingerbread Boy. Place several teaspoons of cinnamon, cardamom, nutmeg, and ginger in individual plastic bags and label each bag. (The spices may be saved after today’s lesson.) Title a sheet of chart paper “Our Favorite Spice Graph.” Create four columns and title each with the name of one of the spices to form a graph.

Day Three

Morning Meeting — Designate a location in the Writing Center to place Gingerbread Boy’s message. A volunteer will retrieve the message each day and bring it back to the group. You can write daily messages by hand, or print them from the message generator in the Parent-Teacher Center on teach.Starfall.com.



Circle Time — Familiarize yourself with the chant “Five Little Gingerbread Men” (page 40).

Circle Time and Small Group — Cut apart the five small gingerbread men (found in the Supplementary Materials packet) and attach a magnet to the back of each.

Discovery Center — To prepare cinnamon play dough for tomorrow, combine dry ingredients in a large saucepan. Gradually stir in water and vegetable oil. Cook over medium heat, stirring constantly, until a ball forms. Remove the mixture from heat, and let it cool until you can knead it until smooth on wax paper. The dough keeps well if stored in an airtight container.

Day Four

Gathering — Gather uppercase Letter Cards for the first letter of each child’s name.

Discovery Center — Hide the cinnamon play dough in the Discovery Center.

Circle Time — Familiarize yourself with the song “Where’s the Shape?” (page 43). Choose construction paper in three colors. Cut one into a large circle, one into a square, and the other into a triangle for demonstration. Prepare one smaller version of each shape for every child. The shapes will be reused, so consider laminating them and providing a small plastic bag for each child in which to keep them.

Story Time — Choose an alternate version of *The Gingerbread Man* story to read. The children will compare and contrast it to the Starfall version.

Small Group — Duplicate one “Gingerbread Boy Outline” page for each child, and cut circles, squares, and triangles in various colors and sizes. Place a small amount of cinnamon, nutmeg, cardamom and ginger into small plastic cups.

Day Five

Story Time — Choose a favorite book to share with the children. Select vocabulary to introduce as you read.



Dough Ingredients

- 2 cups flour
- 1 cup salt
- 4 tsp. cream of tartar
- 2 Tbsp. vegetable oil
- 2 cups water
- 4 teaspoons cinnamon

I am learning so much at school. Did you like all the spices you smelled yesterday? I know a rhyme about making a cake. Do you want to learn it?
Your pal,
Gingerbread Boy

Day 4

Do you remember the spice the old woman used to make me? It was cinnamon! I made something for you with cinnamon in it.
Your friend,
Gingerbread Boy

Day 5

I am so happy that I will be in your class this year. Thank you for being my friends.
Love,
Gingerbread Boy

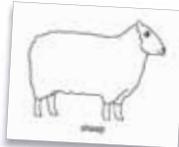
WEEK 2

Day One

Day Two

Gathering	Attendance and Weather Routines Add name cards to Attendance Board	Attendance and Weather Routines Gingerbread Boy is absent!
Morning Meeting	"Mary Had a Little Lamb" Describe fleece Supply missing words in rhyme Vocabulary: fleece	"Where Is Thumbkin?" "Where is Our Gingerbread Boy?" 

LEARNING CENTERS

Circle Time	"Head, Shoulders, Knees, and Toes" Introduce parts of the body; compare/contrast with Gingerbread Boy Vocabulary: head, shoulders, knees, toes, eyes, ears, mouth, nose, fingers, elbows, hips, ankles	"Open Them, Shut Them" Label objects Introduce the clock "There's a Neat Little Clock"
Story Time	Review <i>The Gingerbread Boy</i> ; discuss the book's cover, top, and bottom Review cover, title, author, and illustrator  Introduce characters Retell story Vocabulary: characters, India	<i>The Gingerbread Boy</i>  Describe illustrations Vocabulary: spices, cinnamon, ginger, cardamom, nutmeg
Small Group & Exploration	Decorate sheep  	Our Favorite Spice Graph Vocabulary: graph

Day Three

Day Four

Day Five

Attendance and Weather Routines Count names to determine larger number	Attendance and Weather Routines Recognizing first letter of names	Attendance and Weather Routines One-to-One Correspondence
Gingerbread Boy's Message "Where Is Thumbkin?" "Pat-a-Cake" Interpret spice graph	Gingerbread Boy's Message "Pat-a-Cake" Cinnamon play dough	Gingerbread Boy's Message Emotion Cards Emotions Poster "Open Them, Shut Them"



LEARNING CENTERS

"Pat-a-Cake" Introduce zero and counting to five  "Five Little Gingerbread Men" Vocabulary: zero	"Open Them, Shut Them" "Where's the Shape?" "There's a Neat Little Clock" Introduce circle, square, and triangle	Distinguish letters, numbers, shapes, and pictures "The Alphabet Song"
<i>The Gingerbread Boy</i> Story Sequence Cards Count story characters Dramatize <i>The Gingerbread Boy</i> 	Compare and contrast <i>The Gingerbread Boy</i> and an alternate version	Teacher's Literature Choice Selected vocabulary from story
Introduce "how many" and making comparisons 	Decorate gingerbread boys with shapes and spices 	Recognizing Numerals 0 - 5

WEEK 2 LEARNING CENTERS

Computer Center

Preparation — Include up to three computers and six sets of headsets with splitters. Set up computers with a *Starfall.com* desktop shortcut. In addition to (or instead of) using computers, you may also download the Starfall app for use on tablets.

Activity — Children explore the ABCs on *Starfall.com*.



Art Center

Preparation — Place a worktable, art easel, and chairs near a sink in an uncarpeted area. Include various types and colors of paper, crayons, pencils, and scissors.



Library Center

Preparation — Locate this center in a quiet, carpeted area of your classroom. Provide comfortable seating and bookshelves or baskets filled with a variety of picture and alphabet books. Decorate this area with print-rich posters and pictures. Include a table and chairs with a CD player and headsets in the center.

Add *The Gingerbread Boy* book and *Starfall Fairy Tales* CD after the story has been introduced, and add variations of Gingerbread Man books later in the week.



Dramatic Play Center

Preparation — Begin with a child-sized kitchen that might include a telephone, refrigerator, sink, stove, table, and chairs. Stock the kitchen with pots, pans, cooking utensils, dishes, and tableware. Include dolls, a doll bed, and clothing. Add paper and pencils for creating grocery lists. Add dress up clothing such as dresses, hats, ties, jackets, scarves, shoes, and jewelry.



Begin by opening a few Learning Centers, then gradually open the others to avoid overwhelming the children with too many choices and activities at once.

Construction Center

Preparation — Establish the Construction Center in a carpeted area with shelves to store the changing building materials. Introduce only wooden building blocks this week. Include paper and pencils for creating signs.

You will add other construction materials in future weeks.



Writing Center

Preparation — Place the suggested materials for Week 2 in the center of a worktable and chairs. Include writing paper, pencils, and laminated alphabet and numbers 0-9 charts, as well as a class list of first names. Children will work with various materials in this center; develop a system for keeping them organized. Gingerbread Boy will leave his daily message in the Writing Center. Designate a location where children can easily find it.



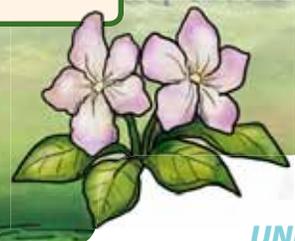
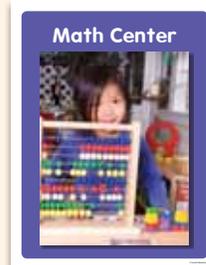
Discovery Center

Preparation — Place a sand table and water table near a sink in an uncarpeted area. Introduce only the sand table this week.



Math Center

Preparation — Establish this center close to shelves with labeled tubs containing math manipulatives. Common manipulatives include counting cubes, links, buttons, and counters. Include paper and pencils.



Gathering

Alphabet Knowledge

Recognizes and names letters in own name

Science

Makes predictions

Observes and describes weather and how it changes



Approaches to Learning

Focuses attention on tasks and experiences

Speaking & Listening

Speaks in complete sentences of four or more words

Phonological Awareness

Identifies spoken words as same or different

Reading

Recognizes common types of literature

Vocabulary

Understands describing words

Uses words and phrases acquired through conversations, activities and read alouds

Prior to the Gathering Routine each day, the children stand, face the national flag, and listen to or sing along with *Sing-Along* Volume 1, Track #3 “America the Beautiful” (or song appropriate for your country). **Optional:** Visit Starfall.com: Talking Library, Nonfiction: “I Am Your Flag” by Chase Tunbridge, for information on the American flag.

Place the name cards in the appropriate columns of the Attendance Board.

Gather the children in a circle and distribute name cards. Say: **Today you will bring your name card to the Attendance Board, place it on the board, and say your name.** The order in which children bring their names is determined by where they sit in the circle. Begin with a child near you. As children place their name cards, indicate the first letter of each child’s name and say: **(Child’s name) name begins with the letter** (letter of child’s first name). If you have name cards remaining, children determine where they should be placed. (absent column)

Indicate the Weather Board and Weather Cards. Say: **Look at all these weather pictures. Who can find the picture that shows today’s weather?** (A volunteer chooses the card.) **Let’s put that picture under “Today’s Weather.”** (Place the Weather Card.) **Do you think the weather will be the same or different this afternoon?**

Materials

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

Morning Meeting

Warm Up Your Brain

Keep Dragon hidden from the children as Gingerbread Boy whispers to you that he has a friend he would like to introduce to the children. Reveal and introduce Gingerbread Boy’s friend, Dragon. Explain to the children that Dragon will assist with the Warm Up Your Brain activity each day.

The children pass Dragon around, introduce themselves, and welcome him to their class.

Materials

- Plush Gingerbread Boy
- Plush Dragon

Finish the Rhyme

Indicate *Starfall’s Selected Nursery Rhymes* page 27, “Mary Had a Little Lamb.” Ask: **Who remembers what a nursery rhyme is? Yes, a nursery rhyme is a short rhyme that tells a story.**

Recite “Mary Had a Little Lamb” together. Explain: **This rhyme tells us that Mary’s lamb has fleece.**

Read the first line, “Mary had a little lamb, its fleece was white as snow.” Say: **Fleece is the coat of wool that covers a lamb’s body. Say, fleece.** (Children repeat, *fleece*.)

Materials

- Starfall’s Selected Nursery Rhymes* (book and audio CD)
- Cotton balls (one for each child)
- Optional: Fleece blanket or jacket

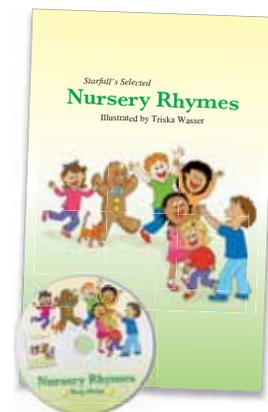
Indicate a cotton ball. Say: **This is a cotton ball. It feels a little like lamb's fleece.** (Distribute a cotton ball to each child.) **Who can describe how it feels?** (Volunteers respond.) **The rhyme says the fleece was white as snow. Why do you think the author of the rhyme compared it to snow?** (Discuss)

Explain that fleece is used for its warmth. If available, show the children the fleece blanket or jacket and allow them to feel its softness and warmth. Allow the children to discuss their experiences with fleece.

Say: **Listen carefully to this nursery rhyme again. I will leave out a word and you say it. Mary had a little** (blank). **What word is missing?** Children respond with the missing word. Continue the rhyme and omit the last word in each line. Pause as children supply the missing words.

Say: **Let's play a listening game. I'll say two words. If the two words are the same, hold up your cotton ball. Let's try one, snow, snow. Are they the same?** (Children raise their cotton balls.) **Yes! Snow and snow are the same. Let's try some others.** Continue for *Mary/snow, day/day, school/play, laugh/laugh, rules/rules,* and *fleece/lamb.*

Play *Nursery Rhymes* Audio CD Track 24. Children sing "Mary Had a Little Lamb."



LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 30-31. After cleanup, gather the children to share their experiences.

Circle Time

Compare/Contrast Body Parts

Play *Sing-Along* Volume 1 Track 12, "Head, Shoulders, Knees, and Toes."

Volunteers identify and indicate the body parts mentioned in the song (head, shoulder, knees, toes, eyes, ears, mouth, nose, fingers, elbows, hips, ankles).

Play a game to practice body parts and positional words (*on top of, next to, in front of, beside, under, over, close to, above, below*). Say: **Place your hands on top of your head.** The children follow your direction. Continue giving directions, pausing after the children respond to discuss correct responses.

Gingerbread Boy whispers that he doesn't think he has all those body parts.

Share Gingerbread Boy's concern. Compare and contrast Gingerbread Boy's body parts with the children's, then repeat the song.

Materials

- Starfall Sing-Along*
Volume 1, Track 12
- Gingerbread Boy

Head, Shoulders, Knees, and Toes

*Head, shoulders, knees, and toes,
knees and toes
Head, shoulders, knees, and toes,
knees and toes and
Eyes and ears and mouth and nose
Head, shoulders, knees, and toes,
knees and toes*

*Fingers, elbows, hips, and ankles,
hips and ankles
Fingers, elbows, hips, and ankles,
hips and ankles
Hair and cheeks and chin and neck
Fingers, elbows, hips, and ankles,
hips and ankles*

(Repeat three times, progressively faster each time.)

English Conventions

Uses frequently occurring nouns and verbs

Math

Responds to positional words

Science

Compares and contrasts objects



Story Time

Sequence *The Gingerbread Boy*

Indicate *The Gingerbread Boy*. Review print concepts such as front and back cover, title, author, and illustrator.

Remind the children that the spices used to create the Gingerbread Boy in this story came from a country far away called India. Locate India on a world map or globe.

Say: **Listen carefully for the animals Gingerbread Boy meets along the way.**

Read the story, pausing to allow the children to ask questions to gain or clarify information as necessary. Ask:

- **What was the first animal Gingerbread Boy met?** (squirrel)
- **What was the next animal Gingerbread Boy met?** (fawn)
- **What was the last animal he met?** (fox)

Explain: **Each of these animals is a character in the story. Other characters in the story are the old woman and Gingerbread Boy.**

Say: **A story always has a beginning, a middle, and an end.** Ask the following questions, and accept responses:

- **Who remembers how *The Gingerbread Boy* began?**
- **What happened in the middle of the story?**
- **How did the story end?**

Place *The Gingerbread Boy* Sequence Cards in a pocket chart in random order. Volunteers describe the cards. Ask: **Are these cards in the order of the story?** Lead the children to determine that the cards are not in story order and explain how they can tell.

Two volunteers order the sequence cards as they retell the story. The class determines if the sequence cards are in order and explains why or why not. The children close their eyes as you mix the sequence cards. Two new volunteers order them and retell the story. The class again determines if the order is correct.

Explain: **Another word for story order is *sequence*. We put the cards into the correct *sequence* to tell the story.**

Materials

- The Gingerbread Boy*
- Gingerbread Boy
- World map or globe
- The Gingerbread Boy*
- Sequence Cards

English Conventions

Uses frequently occurring nouns and verbs

Print Concepts

Identifies front cover, back cover and title of a book

Reading

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

Identifies characters, settings, and events

Identifies roles of author/illustrator

Retells a story in sequence

Social Studies

Understands maps are representations of actual places



Approaches to Learning

Brings tasks to completion

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing

Writes own name

Small Group & Exploration

Design Sheep

Divide the children into two or three small groups to meet during Exploration time.



The children write their names at the bottom of their pages, then glue cotton balls and wiggly eyes on the outline of the sheep.

Materials

- Sheep page for each child
- Cotton balls (several bags)
- Wiggly eyes
- Glue
- Marker
- Optional: Drawing paper

Gathering

Ask: **Who observed, or noticed, the weather today? Let's put the picture that shows the weather under "Today's Weather." Is the weather today the same as it was yesterday?** (Discuss)

Ask: **Do you think the weather will be the same or different this afternoon?** (Discuss)

Indicate the Attendance Board and say: **When I call your name, say, "I am here!"** (or "present").

Continue the Attendance Routine as usual, but today, call Gingerbread Boy's name last. As you call each child's name say: **The first letter of (child's name) is (letter).** The child repeats the first letter of his or her name.

Say: **Someone seems to be missing today. Has anyone seen Gingerbread Boy?**

Materials

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

Alphabet Knowledge

Recognizes and names letters in own name

Math

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Science

Observes and describes the weather and how it changes



Creative Arts

Participates in finger plays, songs, and rhymes

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 50. Dragon observes as the children sing "Where Is Thumbkin?" and perform traditional movements to accompany the song.

Materials

- Starfall Sing-Along* Volume 2, Track 50
- Dragon

Where Is Gingerbread Boy?

Pretend to look around the room, searching for clues as to where Gingerbread Boy might be. (See Preparation Notes.) Find the first clue from Gingerbread Boy in the Library Center and read it aloud: **Do you remember my name? (Pause for responses.) I have been having fun exploring in the center where you build things. I bet you can't find me!**

Lead the children on a search for Gingerbread Boy. Follow the clues as you discover them. Teach and sing "Where Is Our Gingerbread Boy?" as you move from center to center. At the end of the search, invite Gingerbread Boy to become part of the class and stay all year.

Each day assign a different child to take care of Gingerbread Boy. He or she may carry Gingerbread Boy to different activities.

Materials

- Gingerbread Boy's clues, hidden in the Learning Centers

Where Is Our Gingerbread Boy?

(Melody: "Oh Where Oh Where Has My Little Dog Gone?")

Oh where, oh where is our Gingerbread Boy?

Oh where, oh where can he be?

He was here last night, but now he is gone

Oh where, oh where can he be?

Approaches to Learning

Approaches tasks, activities and problems with creativity

Social Studies

Recognizes and accepts responsibilities

Social/Emotional Development

Demonstrates sense of belonging to groups



LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 30-31. After cleanup, gather the children to share their experiences.

Circle Time

Math

Becomes familiar with standard measuring tools and their uses

Print Concepts

Understands that letters form words

Reading

Recognizes common types of literature

Social Studies

Sequences familiar events in time

Vocabulary

Applies new meanings to familiar words

“There’s a Neat Little Clock”

Play *Sing-Along* Volume 1 Track 25, “Open Them, Shut Them!”

Say: **Look around our classroom. What are some things you see?** Encourage the children to look around the room and identify objects.

Indicate the index cards. Say: **Let’s label our room.**

Explain that you will write the names of classroom objects on the cards and attach them near the objects.

Say: **A clock is used to measure time. Who can find the clock in our classroom?**

Indicate the clock. Ask: **How can a clock help us at school?** (Pause for responses.) **A clock helps us know when to do things during the day. If we didn’t have a clock we wouldn’t know when it was time to eat lunch! What are other ways clocks help us?** Lead the children to understand that clocks help wake us up for school, time how long to cook our food, how long it takes us to run a race, etc.

Display *Nursery Rhymes*, page 23 and remind the children that nursery rhymes are short rhymes that tell stories. Indicate the cover and title, then open the book to “There’s a Neat Little Clock.” Say: **We have been talking about the clock. Who remembers why we use clocks?** (Pause for responses.) **Listen to this nursery rhyme about a clock.** Read the rhyme.

Say: **Point to your face.** (The children do this.) **A clock has a face too. Is the clock’s face the same as your face?** Children compare and contrast their faces to the face of a clock.

Say: **Wave your hands. How many hands do you have?** (Volunteers respond.) **Let’s count the hands on the clock.** (Do this.)

Ask: **Are the hands on the clock the same as our hands? How are they different?**

Play *Nursery Rhymes* Audio CD Track 19, “There’s a Neat Little Clock” several times. Encourage the children to join in and make up actions to accompany the rhyme.

Materials

- Starfall Sing-Along*
Volume 1, Track 25
- Starfall’s Selected Nursery Rhymes* (book and audio CD)
- Index cards, marker
- Tape or sticky tac

There’s a Neat Little Clock

*There’s a neat little clock,
In the schoolroom it stands
And it points to the time
With its two little hands
And may we, like the clock
Keep a face clean and bright
With hands ever ready
To do what is right*

Story Time

Reading

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

Identifies characters, settings, and events

Vocabulary

Understands describing words

Discusses words and word meanings

Spices for Gingerbread Boy

Display page 3 of *The Gingerbread Boy* and assist the children to describe the illustration.

Say: **The old woman has all the ingredients or foods she needs to make gingerbread cookies. Who can find the bag of flour in the illustration?** (A volunteer identifies the flour.) **I see four bottles of spices. Remember, spices are added to food to make it taste good. Do you remember where the old woman got the spices? Right, India!**

Materials

- Labeled bags of cinnamon, nutmeg, cardamom, and ginger
- The Gingerbread Boy*

Indicate the cinnamon, nutmeg, cardamom, and ginger spice bags. Ask: **How would you describe each spice to someone who has never seen them?** Assist the children to use their senses to describe each spice. Explain where each spice is found in nature before each description.

cinnamon	ground-up bark of a cinnamon tree
nutmeg	ground-up seed of a nutmeg tree
cardamom	seed pods of a plant — used often in India
ginger	ground-up root from a ginger plant

Ask: **From which one of these spices did Gingerbread Boy get his name? I wonder what his name would have been if he was named after nutmeg?** Children share possible names. Repeat for cardamom and cinnamon.

Ask: **Did this story take place at the zoo?** (Volunteers respond.) **Let's look at the illustrations to find the setting of the story, or where the story took place.**

Children identify and describe the setting on each page.



Observe & Modify

Cardamom can be expensive or difficult to find in some areas. You may modify this plan to include only cinnamon, nutmeg, and ginger.

Small Group & Exploration

Our Favorite Spice Graph

Divide the class into two or three groups. One group attends your Small Group while the other(s) engages in Exploration facilitated by your paraprofessional. After 10-15 minutes the groups switch. Switch a second time if you have three groups. Encourage the children to explore a variety of activities and be willing to try new challenges.

Display the Our Favorite Spice Graph. Say: **This is a special chart called a graph. Say, graph.** (Children repeat, *graph*.) **A graph is a picture chart that gives us information. When it is complete, this graph will tell us which spice is the class favorite.**

Indicate the graph title and spice names at the top of each column and the four spice bags. Say: **We will smell each spice to help you decide which one smells best to you.** Each child chooses his or her favorite spice, identifies it, and colors a square in the appropriate column on the graph.

Continue: **Tomorrow we will analyze or look closely at the graph to determine which spice is the class' favorite.**

Materials

- Labeled spice bags
- Our Favorite Spice Graph and a marker

Approaches to Learning

Shows curiosity/initiative to explore activities

Math

Uses graphs to collect and analyze data

Print Concepts

Understands print conveys meaning

Social/Emotional Development

Recognizes self as unique

Vocabulary

Asks questions about unknown objects and words

Gathering

Math

Counts and compares groups of objects

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Science

Observes and describes the weather and how it changes

Makes predictions

Place the name cards in the Attendance Board. Add Gingerbread Boy's name card.

Say: **Let's count the names of the children who are present, or here today.** Indicate each name and encourage children to count with you.

Say: **Let's count how many children are absent, or not here today.** (Repeat as for present.) **Which number is bigger?**

Ask: **Who observed, or noticed, the weather today? Let's put the picture that shows the weather under "Today's Weather."** A volunteer does this.

Ask: **Who remembers what the weather was yesterday? Do you think the weather will be the same or different this afternoon? What about tomorrow?**

Materials

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

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 50, "Where Is Thumbkin?" Dragon observes as the children add cross body movements by crossing their hands in front of their chests for each traditional movement.

Materials

- Starfall Sing-Along* Volume 2, Track 50
- Dragon

Creative Arts

Participates in movement activities

I am learning so much at school. Did you like all the spices you smelled yesterday? I know a rhyme about making a cake. Do you want to learn it?
Your pal,
Gingerbread Boy

Analyze the Spice Graph

Gingerbread Boy whispers that he put a special message in the Writing Center. Lead the children to the Writing Center to find his message, then bring it back to your meeting place to read. Hereafter, you will select a volunteer to retrieve Gingerbread Boy's message from the Writing Center (or a designated location of your choice) each day.

Read and discuss Gingerbread Boy's message.

Open *Nursery Rhymes* to "Pat-a-Cake," page 32. Ask: **Who knows the nursery rhyme "Pat-a-Cake?" Let's say it together.**

Recite the rhyme.

Continue: **Here is an illustration of the "Pat-a-Cake" rhyme. What do you see in the illustration?** (Pause for responses.)

Let's pretend we are bakers and we will bake a cake.

Pretend to put on your baker's hat. (The children do this.)

Materials

- Gingerbread Boy
- Our Favorite Spice Graph from Day 2
- Starfall's Selected Nursery Rhymes* (book and audio CD)

Creative Arts

Expresses concepts, ideas or feelings through movement

Math

Uses graphs and charts to collect and analyze data

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

Compares groups of objects (more, fewer, less, same)

Social Studies

Recognizes and accepts responsibilities

Pat-a-Cake

*Pat-a-cake, pat-a-cake
Baker's man
Bake me a cake
As fast as you can*

*Pat it and roll it
And mark it with a 'B'
And put it in the oven
For Baby and me*

The children make up actions to accompany the nursery rhyme. For example, they might pretend to stir flour in a bowl; clap, roll, and sky write “B”; open an oven door and eat the cake. Play “Pat-a-Cake” again and the children perform the actions.

Say: **Let’s show Gingerbread Boy the Our Favorite Spice Graph.**

Display the graph and review the title and spice names. Four volunteers come forward to hold the spice bags.

Say: **This is the Our Favorite Spice Graph. Each of you decided which spice smells best to you. How can we tell which spice smells best to most of the children in our class? Yes, the spice with the most colored squares under it tells us which one is our class favorite. Let’s count the colored squares in each column. I will write the numbers next to the spices. (Do this.) Which spice has the most colored squares? (Volunteers respond.) What does this tell us? Right, it tells us (favorite spice) is the class favorite. Which spice has the fewest colored squares? What does this tell us?**

Continue: **What other information can we learn from the graph?** Compare the numbers in each column and make observations such as: *Ten children chose _____ as their favorite spice.*

Model how to “sky write” by using your finger to write a letter in the air.

LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 30-31. After cleanup, gather the children to share their experiences.

Circle Time

“Five Gingerbread Men”

Sing or play *Nursery Rhymes* Audio CD Track 29, “Pat-a-Cake.” The children stand, join hands, then drop hands and sit in a circle or semi circle on the floor.

Indicate the empty cookie sheet. Ask: **How many gingerbread men are on this cookie sheet?** (Children note there are no gingerbread men on the sheet.) **Right, there aren’t any! We have a word for none: zero. Say, zero.** (Children repeat, *zero*.) **Let’s sky write zero.**

Place one gingerbread man on the cookie sheet and ask how many gingerbread men are on the cookie sheet now. Repeat until all five gingerbread men have been placed on the cookie sheet.

Rearrange the same five gingerbread men on the cookie sheet. Ask: **How many gingerbread men are there on the cookie sheet now? Let’s count to be sure.** (Do this.) Lead the children to understand that the gingerbread men are arranged differently but there are still five of them.

Materials

- Starfall’s Selected Nursery Rhymes* (book and audio CD)
- Large rectangular cookie sheet
- Five small gingerbread man cutouts

Math

Counts in sequence

Uses one-to-one correspondence to determine “how many”

Recognizes number of objects stays the same regardless of their arrangement



A volunteer rearranges the gingerbread men again. Count them with the children to confirm there are still five.

Say: **No matter how we arrange the gingerbread men on the cookie sheet, there are always 5 of them.**

Tell the children you need their help with a rhyme. Choose five volunteers, and number them 1-5. The volunteers remain seated. Read the rhyme "Five Gingerbread Men." Volunteer number 5 removes a gingerbread man from the cookie sheet and slowly pretends to run back to his or her place.

Ask: **Are there still 5 gingerbread men on the cookie sheet? How many are there now? Let's count.**

(Do this.) **Now there are only 4. Four is the number that comes before 5.**

Repeat for volunteers 4, 3, 2, and 1, counting down the number word in the rhyme accordingly until all five gingerbread men have been removed. Use before and after questions when appropriate.

Five Gingerbread Men

*Five little gingerbread men
lying on a tray*

*One jumped up
and ran away*

*He said, "Run, run, as fast as you can
You can't catch me, I'm the
gingerbread man!"*

Story Time

Gingerbread Boy Characters

Indicate *The Gingerbread Boy*. Ask: **Who remembers what a character is?** (Volunteers respond.) **What characters do you remember from *The Gingerbread Boy*?** (Children identify them.) **Let's read to find out if we named all of them. When you hear the name of a character, touch your nose. I will write the characters' names on this paper so we don't forget.**

Read the story. As children identify the characters, list them on the chart paper. (old woman, Gingerbread Boy, squirrel, fawn, fox) Use sequence cards to help identify the animals. Review the list of characters.

Say: **Let's pretend we are the characters in this story and act the story out! How many characters are in the story?** (Count the characters to determine there are five.) **Do we have enough children to act out our story?** (Volunteers respond.) **How do you know?** (Volunteers explain.) **Let's check.** Instruct one child to stand as you name each character.

Continue: **Oh, I think we have more children in our class than characters in the story. I have an idea.**

Place the sequence cards indicating the characters and the chant cards in a bag or basket.

Materials

- The Gingerbread Boy*
- The Gingerbread Boy Story*
- Sequence Cards
- Prepared chant cards
- Bag or basket
- Chart paper, marker

Creative Arts

Participates in teacher-guided dramatic play activities such as acting out a story

Reading

Identifies story characters

Print Concepts

Understands print conveys meaning

Say: **Here's a bag** (or basket) **with all of the characters' names. Each of you will draw a card from the bag. Some cards say "chant." If you get a "chant" card you will help Gingerbread Boy with his part: "Run, run, as fast as you can. You can't catch me, I'm the Gingerbread Man." If you get a "character" card you will act out that character's part.**

When the parts have been determined, read the story. Prompt the children to assist with their character's lines where appropriate.

Small Group & Exploration

One-to-One Correspondence

Divide the children into two or three groups. One group attends your Small Group while the other(s) engage in Exploration. After fifteen minutes, the groups switch. Switch a second time if you have three groups. Encourage children to explore a variety of activities and be willing to try new challenges.

Lay the five small gingerbread men in a row and count them together. Ask: **If we have five gingerbread men, how many buttons do we need in order to give each gingerbread man one button?** A volunteer places one button on each gingerbread man. Repeat for the other counting manipulatives.

Place six buttons above the gingerbread men. Ask:

- **How many gingerbread men are there?**
- **How many buttons are there?**
- **Are there more gingerbread men or more buttons?**

Say: **Let's match the buttons and the gingerbread men to find out how many more buttons there are.** (Do this.) Repeat several times with sets of more or less manipulatives than gingerbread men.



Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Five small gingerbread man cutouts |
| <input type="checkbox"/> | Seven each of various counting manipulatives such as buttons, counters, blocks, etc. |

Approaches to Learning

Demonstrates willingness to try new challenges

Math

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

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

Gathering

Math

Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday

Phonological Awareness

Recognizes beginning sounds

Print Concepts

Focuses on letter names and shapes

Science

Observes and describes the weather and how it changes

Makes predictions

Gather the children in a circle. Review the names of the children who are present and those who are absent.

Distribute name cards and choose a volunteer to come forward. Say: **This is (child's name)'s name card. His (or her) name begins with (first letter of child's name).**

Indicate the Letter Card that corresponds to the letter. Say: **If your name begins with (chosen letter), touch your nose.**

Repeat for other names, changing the action each time. (Suggestions: Pat the top of your head. Hop up and down. Touch your chin. Turn around once.) Children refer to their name cards to match the beginning letter of their names to the Letter Cards.

Ask: **Who observed, or noticed, the weather today? Let's put the picture that shows the weather under "Today's Weather."** Choose a volunteer to place the Weather Card on the Weather Chart.

Ask: **Who remembers what the weather was yesterday? Do you think the weather will be the same or different this afternoon? How about tomorrow?**

Materials	
<input type="checkbox"/>	Attendance Board and name cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	Uppercase Letter Cards to represent the first letter of each child's name

Morning Meeting

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD, Track 29. Children chant "Pat-a-Cake" and Dragon shows them how to perform accompanying movements.

Materials	
<input type="checkbox"/>	<i>Starfall's Selected Nursery Rhymes</i> (book and audio CD)
<input type="checkbox"/>	Dragon

Cinnamon Play Dough

A volunteer follows the daily routine to retrieve Gingerbread Boy's message from the Writing Center, and you read it to the children.

Say: **I wonder if Gingerbread Boy baked something for us today.** Gingerbread Boy whispers that he didn't bake anything, but he did make something, and it is in the Discovery Center! Take the class to the center to discover the play dough. Encourage the children to smell it.

Ask: **What do you notice about this play dough?** (cinnamon smell) **Do you think we can eat this play dough?** (no) **Why not?** Accept responses. Explain that the play dough is not meant to be eaten because it is not food, and it may have germs on it that can make us sick.

Materials	
<input type="checkbox"/>	Gingerbread Boy
<input type="checkbox"/>	Prepared play dough (See Day 3 Preparation Notes for cinnamon play dough recipe.)

Do you remember the spice the old woman used to make me? It was cinnamon! I made something for you with cinnamon in it.
Your friend,
Gingerbread Boy

Creative Arts

Participates in a variety of movement activities

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Health, Safety and Nutrition

Recognizes dangerous substances

Social Studies

Recognizes and accepts responsibilities

Social/Emotional Development

Seeks assistance from adults

Continue: **If you see someone eating the play dough what should you do?** (Volunteers respond.) **Yes, you should tell an adult.**

Distribute play dough to each child. The children experiment forming objects of their choice. Encourage them to share their creations with each other.

LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 30-31. After cleanup, gather the children to share their experiences.

Circle Time

Compare Shapes

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them!"

Indicate *Nursery Rhymes* page 23, "There's a Neat Little Clock." Read the rhyme. Ask: **What shape is this clock?** (Volunteers respond.) **This clock is a circle. A circle is a shape. Trace a circle in the air.** (Children do this.)

Display the large construction paper circle, square, and triangle. Say: **Here are three shapes.** (Indicate the circle.) **This is a circle. Say, circle.** (Children repeat, *circle*.) **It is the same shape as the clock.**

Repeat for the square and the triangle, finding objects in the classroom that match the shapes for comparison.

Ask: **Do these three shapes look the same?** (no) **Let's sing a song about how these shapes are different from each other.**

Hide the shapes behind your back. Reveal each as you sing "Where's the Shape?"

Distribute one of each construction paper shape to each child. Repeat the song. As the shapes are named, the children stand, twirl around, and raise the shapes above their heads as they sing along.

The children place their shapes in small plastic bags. Collect them for future use.

Materials

- Starfall's Selected Nursery Rhymes* (book and audio CD)
- Starfall Sing-Along* Volume 1, Track 25
- Prepared construction paper shapes (circle, square, and triangle) for demonstration and each child
- Small plastic bag for each child

Math

Recognizes basic two-dimensional geometric shapes
Identifies shapes regardless of orientation or size

Where's the Shape?

(Melody: "Where Is Thumbkin?")

Where's the circle?
Where's the circle?
Here it is! Here it is!
It has only curved lines
It goes round and round
It's a circle! It's a circle!

Where's the square?
Where's the square?
Here it is! Here it is!
It has only straight lines
They are all the same size
It's a square! It's a square!

Where's the triangle?
Where's the triangle?
Here it is! Here it is!
It has only three sides
Count them, 1-2-3!
It's a triangle! It's a triangle!

Story Time

Reading

Recalls information from stories

Retells a story in sequence

Compares and contrasts characters, stories, or events

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

Gingerbread Story Comparison

Indicate *The Gingerbread Boy* and the children take turns retelling the story.

Say: ***The Gingerbread Boy* story was first told a long, long time ago. Since then many people have written their own stories about the Gingerbread Boy. We read one version of the story, retold by Brandi Chase. Here's another Gingerbread Boy (or Man) book. Listen to how this story is the same and how it is different from the first book we read.**

Read your selected Gingerbread story, pausing to allow the children to ask questions. Use the following questions to lead children as they compare and contrast your selection with *The Gingerbread Boy*.

- **Were the characters in this story the same or different?**
- **Did the Old Woman create the same kind of Gingerbread Boy, or was he different in this book?**
- **Did this story end the same way our first story ended?**
- **Which story did you like best? Why?**

Materials

- The Gingerbread Boy*
- Gingerbread story of your choice

Small Group & Exploration

Decorate Gingerbread Boy

Divide the children into two or three groups. One group attends your Small Group while the other(s) engages in Exploration facilitated by your paraprofessional. After 15 minutes, the groups switch. Switch a second time if you have three groups.

The children sprinkle a variety of spices onto their Gingerbread Boys, and attach paper shapes of various colors and sizes with glue. Encourage them to be creative. They can even make their Gingerbread Boys look silly! As children decorate, encourage them to identify the circles, triangles and squares. You or the children print the children's names on their creations.

Materials

- One copy of the "Gingerbread Boy Outline" page for each child
- Prepared paper triangles, circles, and squares in various colors and sizes
- Cups of spices
- Glue



Creative Arts

Creates original artwork

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Recognizes basic two-dimensional shapes

Writing

Writes own name

Gathering

Gather the children in a circle. Review the names of the children who are present and those who are absent.

Say: **First, let's count how many children are present today.** (Indicate each name as the children count.)

Say: **Next, let's count again. This time each of you will only say one number.** The child nearest you begins saying "one," the next child says "two," and so on.

Ask: **Did we count the same number both times?** (Children respond.) **The number of names on our Attendance Board is the same as the number of children present today.**

The children observe the weather and a volunteer places the appropriate Weather Card on the Weather Board. Ask: **Do you think the weather will be the same or different this afternoon?**

Say: **Last, let's sing the song we learned about different kinds of weather. Listen for the kind of weather we observed today.**

Play *Sing-Along* Volume 1 Track 40, "What's the Weather?" Children repeat the actions to accompany the song from Week 1.

Materials	
<input type="checkbox"/>	Attendance Board and name cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	<i>Starfall Sing-Along</i> Volume 1, Track 40

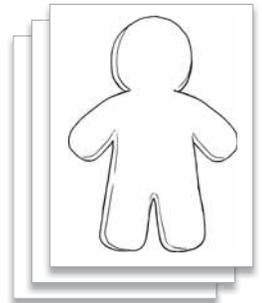
Math

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

Science

Observes and describes the weather and how it changes

Makes predictions



Morning Meeting

Warm Up Your Brain

Play and sing *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them!"

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> Volume 1, Track 25
<input type="checkbox"/>	Dragon

Creative Arts

Enjoys participating in music activities



Review Emotions

Read and discuss Gingerbread Boy's message.

Indicate and review the Emotion Cards and Poster. Ask the following questions as volunteers choose and identify the appropriate Emotion Cards: **How did you feel when...**

- **you first met Gingerbread Boy? Do you remember how he felt?**
- **you first came to school and met me, and all of your classmates?**
- **someone was playing with a toy you wanted and wouldn't share?**
- **Gingerbread Boy made cinnamon play dough for you?**
- **Gingerbread Boy was on the fox's nose?**
- **you got to go to all the new Learning Centers?**

Materials	
<input type="checkbox"/>	Gingerbread Boy
<input type="checkbox"/>	<i>Starfall Emotion Cards:</i> Afraid, Angry, Excited, Happy, Sad, Surprised
<input type="checkbox"/>	Emotions Poster



Social/Emotional Development

Recognizes and identifies emotions in self and others

Regulates emotions, attention, impulses and behavior

Uses self-talk as a strategy

As children respond, address needs specific to your class, such as separation anxiety and managing emotions. Assist the children to learn strategies they can use, including positive self-talk and seeking assistance from adults and peers.

LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 30-31. After cleanup, gather the children to share their experiences.

Explain to the children Learning Centers will change each week and they will have opportunities to explore a variety of activities.

Circle Time

Math

Recognizes basic two-dimensional shapes

Recognizes numerals

Print Concepts

Focuses on letter names and shapes

Reading

Sorts objects by physical attributes



Classify Letters, Shapes, and Numbers

Play *Sing-Along* Volume 1 Track 2, and the children sing "The Alphabet Song."

Say: **We have been learning about letters.** (Indicate and identify A, B, and C). **We have found some of these letters in our names. Where else do you see letters?**

Help children identify letters on the Alphabet Chart.

Display Shape Cards *circle, triangle, and square.*

Ask: **Are these letters or shapes?** (Children identify shapes.) **Right! They are shapes. Who can name these shapes?** (Volunteers respond.)

Indicate and identify Number Cards 2, 3, and 4. Say: **These are numbers. Numbers tell us how many.**

Indicate and identify Picture Cards *baker, clock, and lamb.* Say: **These are pictures.**

Say: **Let's play a game. I will place these cards in the pocket chart.** (Place the cards in the pocket chart, face down.) **I will choose a volunteer to reveal one of the cards. The volunteer tells the class if the card shows a letter, number, shape, or picture. Ready?**

Continue until all cards are classified.

Materials

- Starfall Sing-Along*
Volume 1, Track 2
- Picture Cards: *baker, clock, lamb*
- Letter Cards: A, B, C
- Numbers and Shape Cards:
circle, square, triangle, 2, 3, 4
- Pocket chart



Observe & Modify

If you have more than 12 children in your class, add additional Letter and/or Picture Cards so each child will have a turn.

Story Time

Teacher's Literature Choice

Introduce your literature choice. Review print concepts by allowing volunteers to take turns identifying the front and back covers, and the title. Review the roles of the author and illustrator.

Picture-walk through the first half of the book and the children use the illustrations to predict what the story is about. Read the story, pausing to discuss new vocabulary as it is encountered and to allow the children to ask questions.

As you read, demonstrate that print goes from left to right and at the end of each line the reader does a "return sweep." Lead the children to determine the accuracy of their predictions.

Materials

- Teacher's choice of book

Print Concepts

Identifies front cover, back cover and title of a book

Reading

Identifies roles of author and illustrator

Uses illustrations to make inferences or predict

Vocabulary

Discusses words and word meanings

Small Group Math

Recognizing Numerals 0 to 5

Place the 0-5 Number Cards face down on a table in random order. The children take turns revealing the Number Cards and identifying the numerals.

Distribute a small amount of play dough to each child. Say:

Today we will form play dough numerals.

Indicate the numeral 1. Say: **This is the numeral one. Say, one.** (The children repeat, *one*.) **I will form the numeral one with my play dough.**

Demonstrate how to form a "snake" with play dough and form the numeral 1.

Continue: **Now you try it. Form numeral one with your play dough.**

The children do this.

Repeat for the numerals 0, 2, 3, 4, and 5, demonstrating how to form each numeral.

If time allows, place the Number Cards face up in random order and play "I Spy."

Materials

- Number Cards 0-5
- Play dough
- Newspaper

Math

Recognizes and names numerals

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

K

Pre

Starfall

Week 3: Be a Good Friend

This week you will introduce the children to the Learning Center sign-up routine and involve them in creating class rules they will follow this year. Children will also:

- learn more about their new friends (classmates) and their favorite toys
- create a Friendship Quilt
- learn about and practice good manners
- learn where rain comes from
- discuss kind deeds they can do for each other
- discover folk tales

Starfall Books & Other Media

The Little Red Hen and other Folk Tales

The Gingerbread Boy as told by Brandi Chase

Starfall Fairy Tales and Folk Tales, Volume 2 Audio CDs

Starfall's Selected Nursery Rhymes

Starfall Sing-Along, Volumes 1 and 2

Starfall Emotions Poster

Starfall Writing and Observation Journals



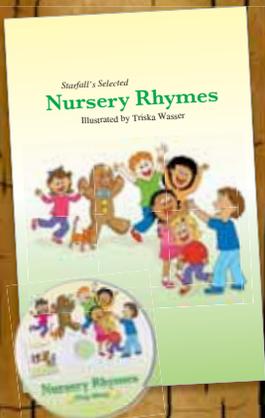
Preparation

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

Prior to Learning Centers on Day 1, familiarize yourself with the suggested routines for center sign-up and choose one, or decide on an alternate method that will work best for you.

At Learning Center time, engage in informal Small Group instruction in the Learning Centers and interact with the children. The Learning Center Guide contains specific ideas and questions for each week that will engage children, encourage creativity, and expand their critical thinking skills.

Include available alphabet and shape puzzles as a choice during Small Group & Exploration this week.



Day One

Morning Meeting — Have a soft ball (such as a beach ball) available for children to roll.

Circle Time — Decide what your class rules for the year will be. Children will include them in their list of suggested rules. Take a digital photo of each child, and print copies for use on the printed class rules list.

Story Time — You will need four raw carrots. Save them for use again on Day 2.

Small Group — Prepare an 8" x 8" square of drawing paper for each child. You will also need a quilt, or the *quilt* Picture Card.



Day Two

Morning Meeting — Plan to have an umbrella on hand.

Circle Time — You will need the list of class rules you and the children created on Day 1.

Story Time — Choose a cookbook from those you have gathered in the Library Center.

Story Time and Small Group — You will need carrots, an onion, celery, cinnamon, a can of vegetable broth, and salt and pepper shakers to prepare soup. If cooking soup is not an option, small groups may prepare vegetables for vegetable soup, then you take the ingredients home to cook, and serve soup for tomorrow's snack.

Day Three

Gathering — Prepare index cards with individual children's names. Include one for Gingerbread Boy.

Circle Time — Have an envelope with a letter to Gingerbread Boy (pictured) in it and a basket with a handle for "A-Tisket, A-Tasket." You will also use Letter Cards: A, K, and O.

Small Group — Make several copies of the "Characters from Mr. Bunny's Carrot Soup" blackline and separate the characters. You will need a character, a paper plate, and a craft stick for each child.

Dear Gingerbread Boy,
I am so happy you are my friend! It is so much fun to play with you.
From, Your
Gingerbread Friend



Day Four

Prior to Day 4, prepare a Writing & Observation Journal for each child by writing each child's first and last name on the cover using a permanent marker.

Optional: Affix a photo of each child to the cover for easy identification.

Morning Meeting — Plan to have an umbrella on hand.

Circle Time — Cut construction paper into shapes. You will need a triangle, a circle, and a square for each child, and one large rectangle. Familiarize yourself with "Where's the Shape?" (See page 70.)

Story Time — Navigate a classroom computer to *Starfall.com*, *I'm Reading: Folk Tales*, "Mr. Bunny's Carrot Soup."

Day Five

No additional preparation is needed.

You are all my friends. I have met so many new friends! I'm here to stay!
Your friend,
Gingerbread Boy

I brought an umbrella with me to school today just in case it rains!
Your friend,
Gingerbread Boy

Have you ever played in the rain? One day the old woman let me put on my raincoat and play in the rain. It was fun!
Love,
Gingerbread Boy

Have you ever wondered where animals go to get out of the rain? I have!
Your friend,
Gingerbread Boy

I learned about cooking and rules from my story! Can we read it again?
Love,
Gingerbread Boy

WEEK 3

Day One

Day Two

Gathering	Predict and forecast weather	Predict and forecast weather Weather riddles
Morning Meeting	Gingerbread Boy's Message "The More We Get Together" Friendship ball "The Gingerbread Boy" (song)	Gingerbread Boy's Message "The More We Get Together" "Rain, Rain, Go Away" "It's Raining, It's Pouring"

LEARNING CENTERS

Circle Time	Create class rules Emotions Poster Vocabulary: rules "What If?"	"Teddy Bear says, 'Thank You'" Review classroom rules
Story Time	"Mr. Bunny's Carrot Soup" Introduce Folk Tales  Ask/answer questions Vocabulary: vegetables, folk tale Story Problems	"Mr. Bunny's Carrot Soup"  Introduce Cookbooks Vocabulary: cookbook, carrots, onions, celery, salt/pepper, vegetable broth
Small Group & Exploration	Friendship Quilt Vocabulary: quilt	Make soup (or prepare soup ingredients)

Day Three

Day Four

Day Five

Predict and forecast weather "The Alphabet Song" Initial letters in names	Predict and forecast weather Create Patterns Vocabulary: pattern	Predict and forecast weather "Sit or Hop"
Gingerbread Boy's Message "Rain, Rain, Go Away" "It's Raining, It's Pouring" Vocabulary: clouds	Gingerbread Boy's Message "The Ants Go Marching"	Gingerbread Boy's Message "The More We Get Together" <i>The Gingerbread Boy</i> "The Gingerbread Boy" (song) Keeping safe 

LEARNING CENTERS

"A-Tisket, A-Tasket" Vocabulary: envelope	"Where's The Shape?" Introduce shapes Vocabulary: circle, triangle, rectangle	Share writing journals Vocabulary: compliment
"Mr. Bunny's Carrot Soup" Story Characters 	"Mr. Bunny's Carrot Soup" Teacher's Literature Choice: Friends/Friendship Vocabulary: care 	Dramatize "Mr. Bunny's Carrot Soup" 
Character puppets 	Introduce Writing Journals Draw pictures with Gingerbread Boy	Counting to five

WEEK 3

LEARNING CENTERS

Technology

Understands common technology terms

Enjoys using electronic forms of storybooks

Computer Center

Activity — Children listen to and follow along with *I'm Reading*, Folk Tales, "Mr. Bunny's Carrot Soup" and continue to design their own gingerbread men by choosing eyes, noses, etc.

Interaction & Observation

- Interact with the children and ask them about their experiences at home with computers and other technology.
- Use technical computer terms to help build vocabulary (icon, monitor, enter key, cursor, keyboard, mouse) and discuss the purpose of each component.

Materials

- Computers set up to access Starfall.com
- Headsets

Creative Arts

Creates original artwork

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Social/Emotional Development

Uses materials appropriately and puts them away

Art Center

Activity — Children dip stamps or vegetables onto ink pads and then onto construction paper to make prints. Display the finished artwork in the classroom or hallway.

Interaction & Observation

- Regularly introduce a variety of new art materials.
- Interact with children about their designs, shapes, and colors.
- Review and practice clean up procedures.

Materials

- Washable ink pads
- Light-colored construction paper
- A variety of hand stamps
- Optional: Carrots, cucumbers, and/or other vegetables that can be used as stamps when cut in half horizontally

Print Concepts

Understands print conveys meaning

Reading

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

Asks and answers questions

Library Center

Preparation — Read illustrated children's cookbooks, vegetable alphabet books, or books similar to these aloud to the children this week, then add them to the Library Center. Suggestions:

- *A First Cookbook for Children* by Evelyne Johnson
- *Vegetable Alphabet Book* by Jerry Pallotta

Activity — Children listen to *The Gingerbread Boy*, "Mr. Bunny's Carrot Soup" and/or other stories as they follow along in the books.

Interaction & Observation

- Read with the children and model expressive reading.
- Ask open-ended questions, and discuss illustrations.
- Encourage children to ask questions.

Materials

- Starfall Fairy Tales & Folk Tales, Volume 2* Audio CDs
- The Little Red Hen* and other Folk Tales: "Mr. Bunny's Carrot Soup"
- Copies of *The Gingerbread Boy*
- Optional: Another recorded book from your classroom collection
- Illustrated children's cookbooks

Dramatic Play Center

Preparation — Prepare this center to serve as a family home.

Activity — The children explore and pretend to cook.

Interaction & Observation

- Take an active role in supporting dramatic play.
- Observe and ask questions about what the children are doing.
- Participate occasionally to offer suggestions that help children extend their role play.

Materials

- An illustrated children's cookbook
- Measuring spoons and cups
- Plastic vegetables (include a carrot)
- Small pot for making soup

Creative Arts

Represents fantasy and real-life experiences through pretend play

Engages in cooperative pretend play with other children

Construction Center

Activity — Children construct using the available shapes.

Interaction & Observation

- Ask children to discuss and identify their use of shapes.
- Reinforce block play by talking positively with children about their structures.
- Ask open-ended questions about the building process to help children elaborate on their constructions.
- Introduce new vocabulary: *tall, long, short, and numbers.*
- Encourage the children to try new ways of constructing.

Materials

- Blocks of various sizes and shapes

Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing Center

Preparation — Write each child's name with a pencil in very large letters on sheets of white construction paper.

Activity — The children trace the letters of their names with different crayons to create a rainbow effect. They then decorate the paper as desired. Display the names on the wall or bulletin board.

Interaction & Observation

- Rotate the type and colors of paper and writing tools in the Writing Center to keep it interesting.
- Model proper writing posture and pencil grip, and encourage the children to sit in an upright position when writing.
- Interact with the children to informally assess which of the letters in their names they can identify.

Materials

- Crayons
- White construction paper

Fine Motor Skills

Uses writing and drawing tools

Print Concepts

Understands that letters form words

Writing

Writes own name



Discovery Center

Science

Uses tools and equipment to explore objects

Shows curiosity by asking questions and seeking information

Vocabulary

Discusses words and their meanings

Activity — Children examine the available specimens with magnifying glasses, and illustrate their observations.

Interaction & Observation

- Display objects in trays or baskets to increase interest and order.
- Build vocabulary and language development by interacting with children about their discoveries.
- Introduce and encourage the use of new vocabulary as children explore.

Materials

- Magnifying glasses
- Raw carrots (whole and sliced, with green tops if possible)
- Other vegetables, various seeds, nuts, feathers, small stones, shells, coarse sandpaper, and pieces of textured fabric
- Paper and pencils

Math Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Counts, constructs, compares, or orders groups of objects

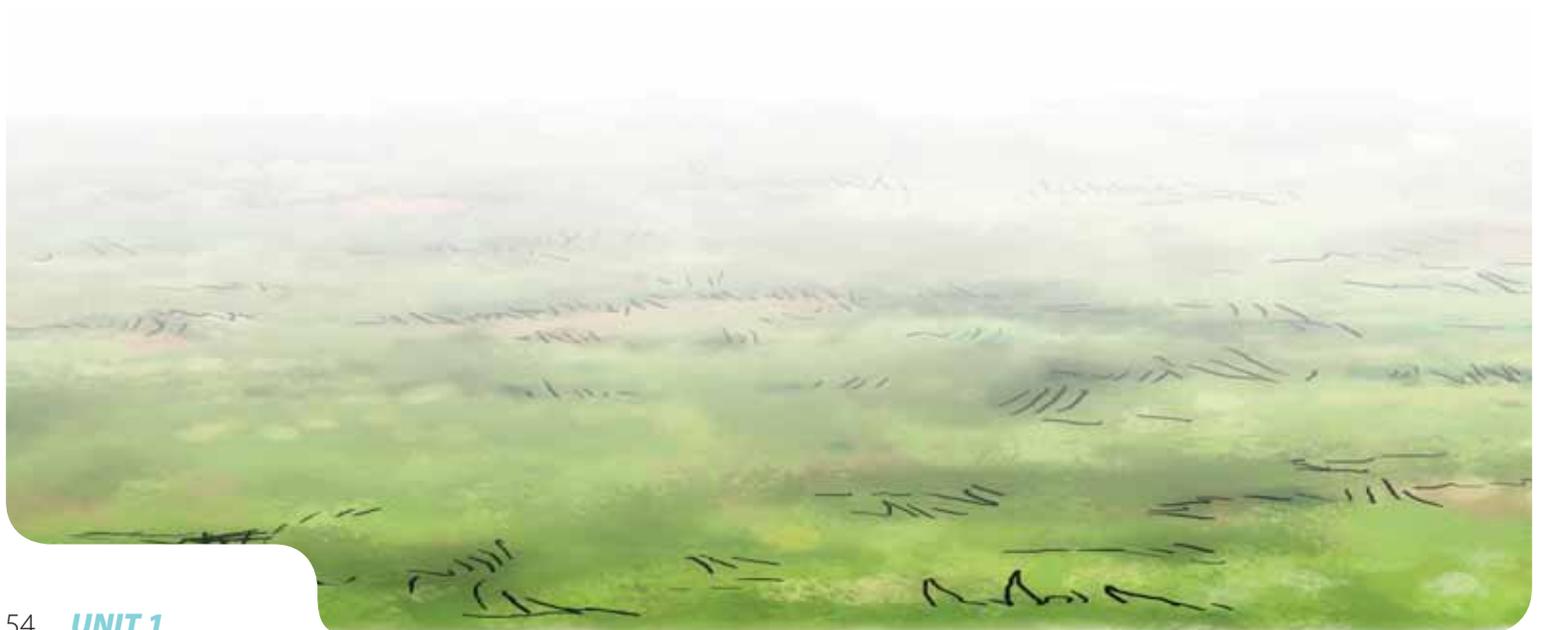
Activity — Children continue to explore math manipulatives, and string wooden beads.

Interaction & Observation

- Engage children in conversation about shapes, colors, and number concepts to help them build competence in math.

Materials

- Attribute blocks or wooden beads (in circle, triangle, and square shapes) with string



Gathering

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

Say: **I wonder how many girls are here today. Girls, come and get your name cards and stand together as a group.** (Girls do this.) **Let's count the girls.**

Repeat for the boys.

Ask: **Are there more girls or more boys here today?** (Volunteers respond.) **Let's find out.**

Partner girls with boys. If there are children who don't have partners, count them, then ask: **How many more** (boys/girls) **are there than** (boys/girls)?

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

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

Math

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

Counts, constructs, compares, or orders groups of objects

Science

Observes and describes the weather and how it changes

Social Studies

Demonstrates knowledge of personal information

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 46. The children and Dragon form a circle and sing "The More We Get Together."

Materials	
<input type="checkbox"/>	Starfall Sing-Along Volume 2, Track 46
<input type="checkbox"/>	Dragon

The More We Get Together

*The more we get together,
together, together
The more we get together,
the happier we'll be*

*'Cause your friends
are my friends
and my friends
are your friends
The more we get together
the happier we'll be*

Creative Arts

Enjoys participating in music activities

Social/Emotional Development

Demonstrates sense of belonging to groups

You are all my friends.
I have met so many new friends! I'm here to stay!
Your friend,
Gingerbread Boy

Fine Motor Skills

Demonstrates hand-eye coordination

Social/Emotional Development

Engages in positive relationships and interactions

Social Studies

Recognizes role as a member of a group

Speaking & Listening

Demonstrates knowledge of nonverbal conversational rules

The Friendship Ball

Say: **Raise your hand if you think it's fun to make new friends.** (The children do this.) **Let's get to know each other better.**

Indicate the ball. Say: **This is a friendship ball. I will say my name and the name of my favorite Learning Center. Then I will roll the friendship ball to someone. When the ball comes to you, tell us your name and your favorite Learning Center, then roll it to a friend.**

Model the procedure by holding the friendship ball and saying: **My name is** (your name). **My favorite Learning Center is the** (center name) **Center.** Roll the ball to a child and assist the child to use the sentence stems to tell his or her name and favorite Learning Center.

Read and discuss Gingerbread Boy's message.

Materials	
<input type="checkbox"/>	Soft ball

Tell Gingerbread Boy you have a surprise for him.

Play *Sing-Along* Volume 2, Track 43. Children listen to “The Gingerbread Boy.” Play the song again and Gingerbread Boy joins in singing with the children. Discuss the song.

Introduce new items placed in Learning Centers this week and encourage the children to try new experiences.

Approaches to Learning

Demonstrates willingness to try new challenges

LEARNING CENTERS

See Learning Center Planning Guide for Week 3, pages 52–54. After cleanup, gather the children to share their experiences and something new they enjoyed.

Circle Time

Materials

- Emotions Poster
- Paper, pencil

Class Rules

Explain: **Rules help us make good choices and keep us safe and happy. Say, rules.** (Children repeat, *rules*.) **I know a good rule. I will call on children who raise their hands. Why is it important to raise your hand before speaking in school?** (Discuss)

Say: **Let’s talk about other times we will need to follow rules and what might happen if we don’t. Let’s play “What If?” Remember, if you would like to answer, raise your hands.**

- **What if we never clean up our Learning Centers when we finish playing?**
- **What if everyone runs around the room really fast and we knock each other down?**
- **What if everyone throws food on the floor at snack time?**
- **What if everyone in our class takes a toy home in his or her pocket every day?**
- **What if everyone talks at the same time?**

Gingerbread Boy whispers to ask the children if they would create rules so those things don’t happen in *our* class. Say: **That’s a great idea Gingerbread Boy!**

Explain how the children can indicate whether they agree by a show of hands for yes or no.

Repeat “What If?” questions and assist the children to create rules that prevent each situation. (Example: What if we never clean up our Learning Centers? Rule suggestion: Always clean up when we finish playing.)

Indicate the Emotions Poster. Say: **When we follow rules we feel peaceful. Who can find the picture that shows the peaceful emotion or feeling on the Emotions Poster?** (A volunteer does this.) **How else might you feel when we follow rules?** (Volunteers identify and indicate these emotions on the poster.) **How should we feel when we do something wrong?** (Volunteers respond.) **When you feel sorry what should you do?** (Discuss) A volunteer indicates the sorry emotion.

Indicate the paper. Say: **I will write the rules on this paper so we won’t forget them.**

Print the rules on chart paper and take digital photos of children to attach.

Reading

Recognizes cause and effect

Social Studies

Understands the need for rules in a variety of settings

Recognizes his or her role as a member of a group

Recognizes and accepts responsibilities

Investigates ways people form communities

Writing

Contributes to a shared writing experience or topic of interest



Observe & Modify

If you have already created classroom rules, review them and give children the opportunity to add to the list.

Story Time

Introduce “Mr. Bunny’s Carrot Soup”

Say: **Today we will talk about a special vegetable. Vegetables are foods that help keep our bodies healthy. Say, vegetables.** (Children repeat, *vegetables*.)
What foods do you know of that are vegetables?

Indicate the carrots. Say: **These are vegetables that are very good for our eyes. They grow in the ground. Does anyone know what they are called?** (Volunteers identify the carrots.) **Right, these are carrots. Let’s count them.** Indicate each carrot as you count.

Say: **There are four carrots. If I give one away, how many do I have left?**
Hand one carrot to a child. Volunteers determine how many carrots remain. Repeat until there are no carrots left.

The children pass the carrots around, and take turns examining them.

- Volunteers describe the carrots’ appearance.
- They describe their texture and how they feel.
- Children listen to the carrots and describe how they sound.

Ask: **Have you ever eaten carrot soup?** (Accept responses.)

Indicate *The Little Red Hen and other Folk Tales* pages 40–41, “Mr. Bunny’s Carrot Soup.” Say: **This is a folk tale written by Jennifer Greene. A folk tale is a very old story that teaches an important lesson. The title of this folk tale is “Mr. Bunny’s Carrot Soup.” Look at the picture, or illustration. Is this story true or make-believe? How do you know?** Volunteers explain how they know the story is make-believe.

Picture-walk through the story as children comment on the illustrations. Read the story, then ask the following questions:

- **Who were the characters in this story?**
- **What did Mr. Bunny want to make?**
- **How many carrots did Mr. Bunny have?**
- **How many friends did Mr. Bunny meet?**
- **What did they all want?**
- **What did Mr. Bunny do?**
- **Was Mr. Bunny a good friend? Why?**
- **What happened at the end of the story?**

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Four raw carrots |
| <input type="checkbox"/> | <i>The Little Red Hen and other Folk Tales</i> : “Mr. Bunny’s Carrot Soup” |

English Conventions

Understands and uses question words

Uses frequently occurring nouns and verbs

Health, Safety & Nutrition

Develops awareness of nutritious food choices

Reading

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

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

Distinguishes between fiction and nonfiction

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

Connects words and their meanings

Understands and uses describing words



- How did Mr. Bunny's friends show they were being good friends?
- What can we learn from Mr. Bunny's friends?

Review today's vocabulary.

vegetable a plant that we can eat to keep our bodies healthy

folk tale a make-believe story that teaches a lesson

Small Group & Exploration

Social Studies

Recognizes his or her role as a member of a group

Demonstrates knowledge of personal information

Investigates ways people form communities

Social/Emotional Development

Engages in positive relationships

Writing

Writes own name



Friendship Quilt

During Exploration children do one of the following:

- Move freely among Exploration Activities.
- Participate in a small group activity, then proceed to an Exploration Activity.

Divide the children into two or three groups. One group attends your Small Group while the other(s) engages in Exploration. After 10-15 minutes the groups switch. Switch a second time if you have three groups.

Indicate the quilt or *quilt* Picture Card. Say: **This is a quilt. Say, quilt.** (Children repeat, *quilt.*) **Quilts are made by sewing small pieces of material together to create blankets.**

Ask: **Who has made new friends?** (Volunteers respond.)

Tell the children you are glad to have them all as new friends. Discuss how friends help each other and try to understand each other's feelings. Gingerbread Boy whispers he is also glad to have met so many friends at school!

Say: **Let's make a Friendship Quilt. We will put our pictures together to make one big picture! Ours will be a paper quilt to hang on our wall. You will each draw a picture of yourself and print your name. Then we will put the pieces together to show that we are all friends.**

Distribute one drawing paper square to each child. Children illustrate themselves and print their names. Encourage them to use realistic representations of their personal attributes such as hair and eye color. Assist those who have difficulty. When the illustrations are complete, display them together on a wall as a quilt.

Materials

- One 8"x 8" drawing paper square for each child
- Pencils, markers, crayons, or colored pencils
- Quilt or Picture Card: *quilt*

Gathering

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

Girls form one line, standing shoulder-to-shoulder. One boy stands and faces the first girl in line. Another stands and faces the second girl. Continue until each girl has a partner. If there are more boys than girls or more girls than boys, they line up without partners.

Ask: **Are there more girls or more boys here today?** (Children observe the lines and respond accordingly.) **How can we tell? Which group has less, girls or boys?**

Children observe the weather, and a volunteer places the appropriate Weather Card on the Weather Board.

Say: **Listen carefully to these clues about the weather, then raise your hand if you know which Weather Card is correct.**

- **The sun is shining and it is hot. When you go out to play you do not need a coat. On this kind of day it's fun to have a picnic outside. What kind of weather is it?** (sunny/warm)
- **You can't see the sun in the sky. It looks like it might rain. What kind of weather is it?** (cloudy)
- **When you go outside your hat may blow off! The tree branches might move back and forth. What kind of weather is it?** (windy)
- **There are many clouds in the sky. If you go outside you will need an umbrella to keep you dry. What kind of weather is it?** (rainy)

Materials

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

Morning Meeting

Warm Up Your Brain

Say: **Let's make a Friendship Circle.**

The children and Dragon 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." Remind them to respect each other's space as they sing the song and sway back and forth while they hold hands.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Starfall Sing-Along Volume 2, Track 46 |
| <input type="checkbox"/> | Dragon |

Math

Compares and orders groups of objects

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

Science

Observes and describes the weather and how it changes

Social Studies

Demonstrates knowledge of personal information

Creative Arts

Enjoys participating in music activities

Gross Motor Skills

Moves with an awareness of personal space in relationship to objects and others

Social Studies

Recognizes his or her role as a member of a group

Social/Emotional Development

Engages in positive interactions

Phonological Awareness

Identifies rhyming words

Reading

Connects events, characters, and actions to specific experiences

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

Social/Emotional Development

Engages in and maintains positive relationships and interactions

I brought an umbrella with me to school today just in case it rains!
Your friend,
Gingerbread Boy

Social/Emotional Development

Assists adults or classmates

It's Raining!

Read and discuss Gingerbread Boy's message.

Open the umbrella. Ask: **What do you think of when you see an umbrella?** (Children respond, *rain*.) **Did you ever want to go outside to play but couldn't because it was raining?**

Indicate *Nursery Rhymes* page 20, "Rain, Rain, Go Away."

Ask and accept responses to the following questions:

- **Who do you see in this illustration?**
- **What are they doing?**
- **What kind of weather do you notice?**
- **What in the illustration tells us it is raining?**

Say: **Let's listen to this nursery rhyme for words that sound the same in the middle and at the end, or rhyme.** Read the rhyme. Children join in as you repeat it. Assist them to hear and identify rhyming words.

Say: **Let's say this nursery rhyme with very quiet voices.** (Do this.) **Now let's say it with deep, loud voices.** (Do this.)

Indicate *Nursery Rhymes* page 20, "It's Raining, It's Pouring." Read the rhyme. Ask:

- **How is this poem like "Rain, Rain, Go Away"?**
- **Why was the old man in bed?**
- **Would you like to stay in bed on a rainy day?**

Children repeat the rhyme in a whisper and again in deep, loud voices.

Ask: **What do you like to do on rainy days?**

Play *Nursery Rhymes* Audio CD Track 16, "Rain, Rain, Go Away" followed by Track 15, "It's Raining, It's Pouring" and the children sing along.

Materials

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

Rain, Rain, Go Away

*Rain, rain, go away
Come again some other day
All the children want to play!
Rain, rain, go away*

It's Raining, It's Pouring

*It's raining, it's pouring
The old man is snoring
He went to bed
and he bumped his head
And he couldn't get up in morning*

LEARNING CENTERS

See Learning Center Planning Guide for Week 3, pages 52-54. After cleanup, gather the children to share their experiences and how a friend may have helped them during Learning Centers today..

Circle Time

“Please” and “Thank You”

Indicate the classroom rules from Day 1.

Say: **Yesterday we wrote rules that will help make our classroom a safe and peaceful place to learn. Aren't you glad we wrote them? Now we can remember all your good ideas!**

Review the rules. Ask: **Are there other rules we should add to our list?** Elicit rules not already on the list that you would like the children to follow.

Introduce *Sing-Along* Volume 1, Track 34, “Teddy Bear says, ‘Thank You.’” Create simple actions to accompany the song, and demonstrate the actions as the song plays. The children pretend they are ‘Teddy Bear’ as they sing the song and perform the actions.

Ask:

- **Did you hear some of our rules in Teddy Bear’s song?**
- **What rules did Teddy Bear follow?**
- **Did Teddy Bear have good manners?**

Say: **Let’s see if we can remember to say “please” and “thank you” like Teddy Bear.**

Create situations for children to practice “please” and “thank you,” such as:

- Ask a child to find a block and bring it back to you. When the child returns, say: **Thank you,** (child’s name)! Repeat, asking different children to collect objects from the classroom. Thank them by name each time.
- Partner the children to take turns asking each other to find objects using the word please, and thanking each other when the object is presented, using the child’s name.
- Say: **Boys and girls, please stand quietly.** When all the children are standing, say: **Thank you for being such good listeners!**
- Give each child a Gingerbread Boy sticker. Each child should respond, “Thank you.”

Research the words “please” and “thank you” in a variety of languages with the children. Encourage them to use these words throughout the week.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Starfall Sing-Along
Volume 1, Track 34 |
| <input type="checkbox"/> | Gingerbread Boy Stickers for
each child |
| <input type="checkbox"/> | Classroom rules from Day 1 |
| <input type="checkbox"/> | Gingerbread Boy |
| <input type="checkbox"/> | Pencil |

Teddy Bear Says, “Thank You”

Teddy Bear, Teddy Bear
Say “Thank you”

Teddy Bear, Teddy Bear
Say “Please” too

Teddy Bear, Teddy Bear
Share your ball

Teddy Bear, Teddy Bear
Be nice to all

Teddy Bear, Teddy Bear
Raise your hand

Teddy Bear, Teddy Bear
Quietly stand

Teddy Bear, Teddy Bear
Walk, don’t run

Teddy Bear, Teddy Bear
Have some fun!

Language Development

Comprehends previously learned simple vocabulary in a language other than their own

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

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

Social Studies

Understands the need for rules in a variety of settings

Investigates ways people form communities

Social/Emotional Development

Expresses common courtesy and respects the rights of others (compromises, cooperates, takes turns)

Technology

Uses technology for research with teacher support

Story Time

Make Carrot Soup

Read “Mr. Bunny’s Carrot Soup.”

Ask: **How did Mr. Bunny’s friends know how to make carrot soup?** (They used a cookbook.)

A volunteer retrieves a cookbook from the Library Center. Say: **This is a cookbook. Say, cookbook.** (Children repeat, *cookbook*.) **A cookbook explains how to prepare food, like gingerbread cookies.**

Indicate the cover of the book. Say: **This is the cover. How can you tell this book is about food?** Turn several pages as volunteers respond.

Say: **A cookbook tells what ingredients you need to make something, and it gives you directions to follow.** Ask:

- **Do you think Mr. Bunny’s friends used a cookbook to make carrot soup?**
- **What would happen if the friends just added different kinds of food to their soup, like peanut butter, ice cream, or bananas?**
- **Do you think it would taste like carrot soup?**

Say: **Here is a surprise for Gingerbread Boy. It is a recipe from a cookbook for Carrot Ginger Soup!** Indicate and discuss the following food items, then distribute them for observation. Allow time for children to ask questions and use new vocabulary.

Materials	
<input type="checkbox"/>	A cookbook
<input type="checkbox"/>	Carrots, onion, celery, cinnamon, a can of vegetable broth, salt and pepper shakers
<input type="checkbox"/>	<i>The Little Red Hen</i> and other Folk Tales: “Mr. Bunny’s Carrot Soup”

carrots	Carrots are vegetables that grow under the ground. The leaves of carrot plants grow above the ground. You know the carrots are ready to harvest when you see a little bit of orange poking up through the ground. To harvest something means to pick it.
onions	Onions are vegetables too. They also grow under the ground. Their stems grow above the ground. You know the onions are ready to harvest when their green tops fall over. Then you pull the onions up out of the soil.
celery	Celery is a vegetable that grows above the ground. It grows as tall stalks with leaves. When it is big and tall you harvest the celery so you can eat it!
cinnamon	The old woman used cinnamon in her gingerbread cookies. Cinnamon is a spice that adds flavor to food. (Recall the spice graph from Week 2.)
ginger	Ginger is another spice the old woman added to her gingerbread cookies to make them taste good.

Print Concepts

Identifies front cover of a book

Reading

Uses illustrations to make inferences or predict

Vocabulary

Discusses words and word meanings

Uses words and phrases acquired through conversations, activities and read alouds

salt/pepper

Have you ever eaten popcorn without salt? We add salt and pepper to foods for a better taste. We call salt and pepper *seasonings*. (Children repeat, *seasonings*.)

vegetable broth

To make soup we have to add some liquid. The liquid is called *broth*. (Children repeat, *broth*.) This is vegetable broth. We'll put all the vegetables into the broth to make soup!

Small Group & Exploration

Taste Vegetables

The children either move freely among Exploration activities, or participate in a small group activity before proceeding to an Exploration Activity.

For the Small Group activity, divide the children into two or three groups. One group attends your Small Group activity while the other(s) engage in Exploration. After fifteen minutes, the groups switch. Switch a second time if you have three groups.

Choose from one of the following options:

1. If you have cooking facilities available, the children help prepare Carrot Soup. If not, they may help prepare the ingredients for you to cook at home. Demonstrate proper hand washing techniques and assist the children to properly wash their hands before beginning to prepare the ingredients.
2. Prepare a tasting platter that includes various vegetables and spices. The children observe and describe the vegetables and spices, then taste them.

Encourage the children to identify the food items and use descriptive words to compare and contrast them.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Carrots, onion, celery, vegetable broth, salt and pepper or a platter of vegetables cut into bite-sized pieces and a variety of spices |
|--------------------------|--|

Health, Safety and Nutrition

Demonstrates personal hygiene and emerging self-care skills

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

Understands and uses describing words

Before the children eat the soup, model how to hold and use spoons correctly.

Alphabet Knowledge

Recognizes and names letters in their own name

Recites the alphabet in sequence

English Conventions

Recognizes first letter of names is capitalized

Print Concepts

Focuses on letter names and shapes

Gathering

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

Gingerbread Boy whispers that he found the letter of his first name on the Alphabet Chart! His name begins with G. He wants to know what letters the children's names begin with.

Indicate the classroom Alphabet Chart. Say: **Let's sing "The Alphabet Song." I will point to each letter as we sing it. Stand up when we get to Gingerbread Boy's letter, Gg.**

Play *Sing-Along* Volume 1 Track 2 and the children sing "The Alphabet Song."

Ask: **Do you know what letter your name begins with?**

Distribute prepared index cards. Indicate the G Letter Card. Say: **Here's the letter G. Look at your name. Does your name begin with G?**

Gingerbread Boy whispers that his name begins with G. Take Gingerbread Boy to the Gg Alphabet Card and attach his name under it. Repeat until all name cards are posted.

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

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Prepared index cards
- Uppercase Letter Cards (to correspond to the first letter in each child's name)
- Starfall Sing-Along* Volume 1, Track 2
- Reusable adhesive or double-sided tape

Morning Meeting**Materials**

- Dragon

Warm Up Your Brain

The children reach and stretch as they follow these directions from Dragon:

- **Stand straight.**
- **Stretch your right arm up toward the ceiling.**
- **Bend to the left.**
- **Stand straight and switch your arms.**
- **Stretch your left arm up.**
- **Bend to the right.**
- **Stand up straight.**
- **Stretch both arms up and cross them.**
- **Bend to the left, then bend to the right.**

Transitions between activities can be challenging! To settle children for lesson time after active movement, try one of these re-focus techniques:

Say: **Clap once if you can hear me. Observe responses, then say: Clap twice if you can hear me.**

Touch your nose, then say: **Touch your nose if you can hear me! (Instead of touching your nose, try touching your eyes to see if they notice.)**

Gross Motor Skills

Demonstrates strength and coordination of large muscle

Speaking & Listening

Follows simple and multiple-step directions

Where Rain Comes From

To get the children's attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Read and discuss Gingerbread Boy's message.

Open an umbrella. Say: **Raise your hand if you remember the nursery rhymes we learned yesterday about rain.**

Indicate *Nursery Rhymes* page 20, "It's Raining, It's Pouring." Play *Nursery Rhymes* Audio CD Track 15. The children sing along as you track the words. Repeat for Track 16, "Rain, Rain, Go Away."

Say: **Listen to these two nursery rhymes. I will say part of the rhyme and you say the missing word.** Read the rhymes, allowing the children to supply the rhyming words.

- **Rain, rain, go away,**
Come again some other (day).
All the children want to play!
Rain, rain, go (away).
- **It's raining, it's pouring**
The old man is (snoring).
He went to bed
And he bumped his (head).
And he couldn't get up in morning!

If the weather permits, take the children outside to observe the clouds. Ask: **Where does rain come from?** (clouds) **Many, many raindrops get together and that's what forms a cloud. When there are so many raindrops in the cloud that it gets too heavy, the raindrops fall from the cloud to the ground. Then we have rain!**

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Starfall's Selected Nursery Rhymes (book and audio CD) |
| <input type="checkbox"/> | Umbrella |

Phonological Awareness

Discriminates rhyming words

Science

Explores the characteristics of clouds

Have you ever played in the rain? One day the old woman let me put on my raincoat and play in the rain. It was fun!

Love,
Gingerbread Boy

LEARNING CENTERS

See Learning Center Planning Guide for Week 3, pages 52-54. After cleanup, gather the children to discuss how a friend may have helped them during Learning Centers today.

Social/Emotional Development

Assists adults or classmates

K

Pre

Starfall

Circle Time

Social/Emotional Development

Regulates emotions, attention, impulses and behavior

Speaking & Listening

Follows simple and multiple-step directions

Vocabulary

Identifies new meanings for familiar words and applies them accurately



Dear Gingerbread Boy,
I am so happy you are my friend! It is so much fun to play with you.
From, Your
Gingerbread Friend

Use this activity to reinforce strategies which improve the children's ability to manage impulses, cooperate, and exhibit self-control.

"A-Ticket, A-Tasket"

To get the children's attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Indicate A, K, and O Letter Cards. Say: **These are three of the letters of the alphabet. We put letters like these together to form words. Who can think of another kind of letter?**

Gingerbread Boy shares that he got a letter in the mail from his friend the other day. He thinks it's fun to get letters from friends!

Indicate the envelope containing Gingerbread Boy's letter. Read the letter, then place it back into the envelope. Explain that an envelope holds a letter when it is sent, or mailed to someone.

Say: **Sometimes people send birthday cards in the mail. A birthday card comes to you in an envelope with your name on it. Have you ever received a letter or card in the mail?**

Indicate *Nursery Rhymes* page 4, "A-Ticket, A-Tasket."
Say: **Here's a rhyme about someone who took a letter in an envelope to a friend, but something happened on the way. Listen to what happened!**

Read "A-Ticket, A-Tasket."

Ask: **What happened to the letter on the way to the friend's house?**

Dramatize an indoor variation of "A-Ticket, A-Tasket."

- The children sit in a large circle.
- A volunteer holds a basket with an envelope in it.
- The volunteer walks around the inside of the circle.
- At the line, "But on the way I dropped it," the volunteer drops the letter in the center of the circle.
- Change the line, "A little boy picked it up" to "(child's name) picked it up."
- The named child goes to the center of the circle and picks up the letter.
- The volunteer sits in the vacant space.

Choose the first few names. After that, the named child chooses another child to retrieve the letter and walk inside the circle as the rhyme is read.

Materials

- Starfall's Selected Nursery Rhymes (book and audio CD)
- Letter Cards: A, K, O
- Envelope with Gingerbread Boy's letter inside
- Basket

A-Ticket, A-Tasket

*A-ticket, a-tasket
A green and yellow basket*

*I wrote a letter to my friend
But on the way I dropped it*

*I dropped it, I dropped it
And on the way I dropped it*

*A little boy picked it up
And put it in his pocket*

Story Time

"Mr. Bunny's Carrot Soup" Characters

Ask: **Who remembers the story about a bunny and a carrot?**

Indicate *The Little Red Hen and other Folk Tales* pages 40-41, "Mr. Bunny's Carrot Soup." Ask: **Did you notice all the characters, or actors, in this story are animals? Listen to this story again. When you hear a character or animal in the story, raise your hand. We will make a list.**

Read the story. Pause to list the characters in a column on chart paper. (Mr. Bunny, Mr. Rat, Miss Pig, Mr. Duck, Miss Hen)

Say: **This story would be fun to dramatize, but we will need some actors. Think about which character or animal in the story you would like to be.**

Limit the number of children who can choose each character, so all characters are represented. Write the children's names next to the characters they select on the chart paper.

Say: **Think of the character you chose as you listen to the story a second time.** Read "Mr. Bunny's Carrot Soup" again.

Explain to the children that they will create character puppets in today's Small Group and dramatize the story on Day 5.

Materials

- The Little Red Hen and other Folk Tales: "Mr. Bunny's Carrot Soup"*
- Chart paper, marker

Reading

Identifies story characters

Speaking & Listening

Listens to and discusses literary texts



Small Group & Exploration

Create Character Puppets

During Exploration the children do one of the following:

- Move freely among Exploration Activities
- Participate in a small group activity, then proceed to an Exploration Activity

Divide the children into two or three groups. One group attends your Small Group while the other(s) engage in Exploration facilitated by your paraprofessional. After 15 minutes, the groups switch. Switch a second time if you have three groups.

The children make character puppets. Review the character list to remind the children of their character choices.

Distribute copies of characters matching the children's character choices. The children color the characters, cut them out, then glue them to the front of paper plates. They print their names on the back of the plates. Tape a craft stick to each paper plate to create puppets for dramatizing the story.

The children discuss their characters as they complete the puppets.

Materials

- Character list from *Story Time*
- One paper plate and one craft stick for each child
- Tape or glue stick
- Prepared "Carrot Soup Characters" blackline copies
- Pencils, crayons, markers, colored pencils
- Scissors

Approaches to Learning

Brings tasks to completion

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Collect the character puppets for use on Day 5.

Gathering

Math

Creates and extends simple patterns

Science

Observes and describes the weather

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

Create a girl/boy pattern by choosing a girl, then a boy to stand side-by-side in the front of the classroom. Say: **Here is a girl. Here is a boy.**

Choose another girl and boy to stand next to the first ones. Stand behind them and touch each child's head as you say: **Girl, boy, girl, boy.**

Explain: **We are creating a pattern. A pattern is something that repeats. First we have a girl and boy, then we repeat it with another girl and boy. That's a pattern. Say, pattern.**

Ask: **What do we need next to continue the pattern, a girl or a boy?** (Volunteers respond.) Continue the pattern until you are no longer able to do so.

Say: **We still have children who aren't part of the pattern. Why can't we add them?** The children should understand that in order to continue the pattern there must be a girl (or a boy).

Ask: **How many extra boys (or girls) are there? Are there more boys or girls?**

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

Materials

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

Creative Arts

Expresses feelings through movement

Responds to changes in tempo and a variety of musical rhythms through body movement

Morning Meeting

Warm Up Your Brain

Say: **Let's learn the "Freeze Dance." When you hear music, you dance. When the music stops, freeze! Let's practice.** (Do this.)

Say: **Let's play again. This time when the music stops, freeze and count to five.** (Children freeze and clap as they say each number.)

Repeat "Freeze Dance" several times using a variety of music styles. Encourage the children to listen closely and to express the way the music makes them feel as they dance.

Materials

- Teacher's choice of music for "Freeze Dance"
- Dragon

Have you ever wondered where animals go to get out of the rain?
I have!
Your friend,
Gingerbread Boy

Creative Arts

Expresses concepts, ideas or feelings through movement

Math

Recognizes numbers in the environment

"The Ants Go Marching"

Read and discuss Gingerbread Boy's message. Ask: **Where do you think animals go when it rains?** (Volunteers respond.)

Say: **Listen to this song about what some ants do in the rain.** Play *Sing-Along Volume 2 Track 40* "The Ants Go Marching."

Materials

- Starfall Sing-Along Volume 2*

The children stand and perform the following actions each time they hear the word or phrase:

- “Hurrah, hurrah” (raise arms up in the air)
- “One by one” (hold up corresponding number of fingers)
- Perform the action related to the number
- “Boom! Boom! Boom!” (stomp feet)

Repeat the song with actions.

The children recall the actions of the ants (suck his thumb, pick up sticks, etc).

The Ants Go Marching

*The ants go marching one by one, hurrah, hurrah,
The ants go marching one by one, hurrah, hurrah,
The ants go marching one by one,
The little one stops to suck his thumb
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!*

Two by two — tie his shoe.

Three by three — ride a bee.

Four by four — ask for more.

Five by five — jump and dive.

Six by six — pick up sticks.

Seven by seven — write with a pen.

Eight by eight — roller skate.

Nine by nine — drink and dine.

Ten by ten — shout “The End!”



Observe & Modify

Visually assess your children’s attention spans to determine how many verses to perform.

LEARNING CENTERS

See Learning Center Planning Guide for Week 3, pages 52-54. After cleanup, gather the children to discuss how a friend may have helped them during Learning Centers today.

Social/Emotional Development

Assists adults or classmates

Circle Time

“Where’s the Shape?”

Say: **Let’s talk about shapes.**

Indicate a circle. Say: **This is a circle. Say, circle.** (Children repeat, *circle*.) **We know this is a circle because it has only one curved line.** Use your finger to trace the curved line all the way around.

Indicate a triangle. Say: **This is a triangle. Say, triangle.** (Children repeat, *triangle*.) **We know this is a triangle because it has three sides and three corners.** (Point to and count the sides and corners.) **Count the sides with me.** Point to the sides again, and count aloud with the children. Repeat for the corners.

Indicate a square. Say: **This is a square. Say, square.** (Children repeat, *square*.) **We know this is a square because it has four corners, and four straight lines that are**

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | A construction paper shape for each child (triangle, circle, or square) and one of each shape for you |
| <input type="checkbox"/> | Large construction paper rectangle |

Creative Arts

Enjoys participating in music activities

Math

Recognizes and names basic two--dimensional shapes

Describes basic shapes

all the same size. (Point to and count the sides and corners.) **Count the sides with me.** Point to the sides again, and count aloud with the children. Repeat for the corners.

The children stand in a circle. Distribute a shape to each child. Say: **Put your shape behind your back and listen to this song. When you hear the name of the shape you are holding, raise it high.** Sing verse one of “Where’s the Shape?” Repeat the song for the square and the triangle. The children sit after the song.

To get the children’s attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Say: **If you have a shape with four corners and four straight lines that are the same size, hold it up and say the name of your shape.** (Children do this.) **Right, a square has four straight lines that are the same size and four corners.**

Indicate the large rectangle. Say: **This is a rectangle. Say, rectangle.** (Children repeat, *rectangle*.) **We know this is a rectangle because it has two shorter straight lines and two longer straight lines. It also has four corners. Who can point to a short side?** (A volunteer does this.) **Who can point to a longer side?** (A volunteer does this.)

Display the circle, triangle, square, and rectangle shapes. Say: **I will touch a shape. You name the shape I touch. I might do it really fast so you will have to be good watchers!**

Where’s the Shape?

(Melody: “Where Is Thumbkin?”)

*Where’s the circle?
Where’s the circle?
Here it is! Here it is!
It has only curved lines
It goes round and round
It’s a circle! It’s a circle!*

*Where’s the square?
Where’s the square?
Here it is! Here it is!
It has only straight lines
They are all the same size
It’s a square! It’s a square!*

*Where’s the triangle?
Where’s the triangle?
Here it is! Here it is!
It has only three sides
Count them, 1-2-3!
It’s a triangle! It’s a triangle!*

Story Time

Teacher’s Literature Choice: Friends

Indicate “Mr. Bunny’s Carrot Soup.” Ask: **In this story, how was Mr. Bunny a good friend? Mr. Bunny’s friends were very kind to him. What nice thing did they do for him?**

Indicate your choice of book about friends and/or friendship. Introduce the title, author, and illustrator. Open the book to the first page. A volunteer points to where he or she thinks the text begins on the page. The volunteer may seek help from classmates if needed. Choose additional volunteers to demonstrate in which direction the text should be read (left to right, page by page).

Read the story and briefly introduce new vocabulary as it is encountered. Discuss the story as you read to be sure the children understand the characteristics of a good friend and to allow the children to ask questions. Say: **Good friends are kind to each other and they try to understand how their friends are feeling. What kind things could you do for your friends? When you have an idea, raise your hand to share. We will write your ideas on this chart paper so we will remember them.**

Materials

- The Little Red Hen and other Folk Tales: “Mr. Bunny’s Carrot Soup”
- Teacher’s choice of book about friends and/or friendship
- Chart paper, marker

Print Concepts

Shows where print begins on a page

Demonstrates/ Understands directionality in print

Reading

Makes inferences

Social Studies

Recognizes and accepts responsibilities

Vocabulary

Discusses words and word meanings

Writing

Contributes to a shared writing experience or topic of interest

Write responses followed by the children's names (to encourage others to share). For repeated responses add only the children's names. Read the responses aloud. Encourage the children to notice how their friends are feeling and practice doing kind deeds for each other today. Explain: **When we do kind things for others it shows that we care about them. Say, care.**

Small Group & Exploration

Introduce Writing & Observation Journals

During Exploration children either move freely among Exploration Activities, or participate in Small Group Activities, then proceed to an Exploration Activity.

Divide the children into two or three groups. One group attends your Small Group while the other(s) engage in Exploration facilitated by your paraprofessional. After 15 minutes, the groups switch. Switch a second time if you have three groups.

Say: **Today you will begin to write your own book!** (Indicate a Writing & Observation Journal.) **This is a writing journal. We will write and illustrate many different kinds of things in this journal. Sometimes we will illustrate things we observe or see.** (Flip through the pages.) **What is inside this writing journal? Right, nothing! Today you will write the first page of your book.**

Distribute the journals. The children locate the first blank page with your assistance.

Say: **Gingerbread Boy is a good friend to us. He does caring things like writing special messages to us every day. Let's be good friends to Gingerbread Boy and do something to show we care for him. We can draw him pictures. On the first page draw a picture of yourself with Gingerbread Boy. Try to make your illustration of yourself look like you. After you draw the picture print your name.** Date the entry at the top of each child's page. Children may seek help for ideas or suggestions from you and their classmates.

Children will share their journal entries on Day 5.

Materials

- Starfall Writing & Observation Journal for each child
- Pencils, crayons

Social Studies

Recognizes and accepts responsibilities

Demonstrates knowledge of personal information

Social/Emotional Development

Engages in and maintains positive relationships and interactions

Seeks assistance from adults or classmates or assists adults or classmates

Writing

Uses drawing to convey meaning

Writes own name



Observe & Modify

If children have difficulty printing their names, use a highlighter to print them and the children trace the letters.

Gathering

Phonological Awareness

Identifies spoken words as same or different

Science

Observes and describes the weather

Speaking & Listening

Follows simple and multiple-step directions

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

Use the names from your Attendance Board to play "Sit or Hop." Say: **Let's play "Sit or Hop!" Listen to two names. If the names are the same, you sit. If they are different, you hop. Why don't we practice, ready? Sam, Sam. Are the names the same?** (The names are the same, so children sit.) **Let's try one more. Diane, Turner. Are these names the same?** (The names are different, so children hop.) **Ok, let's begin.** Repeat several times, using names of children in the class.

Children observe the weather, and a volunteer places 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

The children form a Friendship Circle around Dragon by crossing their arms right over left, and holding the hands of the children on either side.

Play *Sing-Along* Volume 2 Track 46, "The More We Get Together." The children sing the song and sway back and forth while holding hands in the circle.

Materials

- Starfall Sing-Along* Volume 2, Track 46
- Dragon

Creative Arts

Experiences different moods, tempos, and rhythms in music activities

Social/Emotional Development

Engages in and maintains positive relationships and interactions

I learned about cooking and rules from my story! Can we read it again?
Love,
Gingerbread Boy

Review Rules

Read and discuss Gingerbread Boy's message. Say: **Gingerbread Boy wondered if we could read his story again. He said it reminded him of cooking and following rules.**

Read *The Gingerbread Boy* or play the story from the *Starfall Fairy Tales* Audio CD. The children join in on repeated phrases. Volunteers hold Gingerbread Boy as they answer the following questions, then they choose one of their new friends as the next volunteer.

- **Why do you think this story reminded Gingerbread Boy of cooking?**
- **What rule did Gingerbread Boy forget to follow?**
- **Was it safe for Gingerbread Boy to run away?**
- **What happened to Gingerbread Boy when he made the poor choice to run away?**

Materials

- List of rules from Day 1
- The Gingerbread Boy*
- Plush Gingerbread Boy
- Optional:**
- Starfall Fairy Tales* Audio CD

English Conventions

Understands and uses question words

Health, Safety and Nutrition

Identifies importance of safety practices, rules, and routines

Reading

Makes inferences

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

- **What lesson did Gingerbread Boy learn?**

Indicate the classroom list of rules. Say: **Here is a list of the rules you made for our class. Who can remember one of the rules?** The children recall and review the classroom rules.

Tell Gingerbread Boy he has been a wonderful classmate. Say: **I think we should sing Gingerbread Boy's song.** Play *Sing-Along* Volume 2 Track 43. Children sing "The Gingerbread Boy."



Observe & Modify

Project *The Gingerbread Boy* from the *Starfall.com* Talking Library onto a whiteboard. The children listen and observe as the story is read page-by-page.

LEARNING CENTERS

See Learning Center Planning Guide for Week 3, pages 52-54. After cleanup, gather the children to discuss how a friend may have helped them during Learning Centers today.

Social/Emotional Development

Assists adults or classmates

Circle Time

Share Chair

Say: **Today you will each have a turn to sit in the Share Chair to share your Writing & Observation Journals. When your friends share their drawings you may compliment them on their work. To compliment someone means to say something nice to them.** (Children repeat, *compliment*.) **You might say, "You did a good job!" or "That was interesting!"**

Each child shares the first page of his or her journal and classmates take turns to offer their compliments.

Materials

- Writing & Observation Journals
- Share Chair

Creative Arts

Shows appreciation for the creative work of others

Social Studies

Demonstrates knowledge of nonverbal conversational rules

Understands the need for rules in a variety of settings

Speaking & Listening

Engages in conversations with peers and adults

Speaks in complete sentences

Vocabulary

Discusses words and word meanings



Story Time

Creative Arts

Participates in teacher-guided dramatic activities

Demonstrates appropriate audience skills



Math

Counts in sequence

Understands numbers always represent the same quantity

Represents numbers in different ways

Recognizes, names, and writes numerals

Dramatize “Mr. Bunny’s Carrot Soup”

Indicate *The Little Red Hen and other Folk Tales* pages 40-41, “Mr. Bunny’s Carrot Soup.” Distribute paper plate puppets and review character assignments.

The children dramatize the story as you read it. Children who chose the same character act as a group, or they can perform the story several times to give each child an opportunity to participate.

Model appropriate audience skills and allow time between dramatizations for the children to respond with applause.

Materials

- Four raw carrots
- The Little Red Hen and other Folk Tales*: “Mr. Bunny’s Carrot Soup”
- Character list and paper plate puppets from Day 3

Small Group Math

Counting to Five

Say: **Today let’s play counting games. Listen carefully as I clap, then hold up the number of fingers that tells how many times I clapped. Let’s practice.**

Clap three times. Confirm that you clapped three times by raising three fingers.

Continue: **Let’s try another one. This time, watch to see how many times I jump, then hold up the same number of fingers. Ready?** Jump five times. Confirm that you jumped five times.

Say: **Now it’s your turn. I will say a number. Try doing one jump for each number I say. Ready? Four!** (The children jump 4 times.) **Now, let’s count as we jump.** The children count as they jump 4 times.

Continue: **Let’s try some more.** Each time the children hold up the corresponding number of fingers.

- Count to five starting at one in a whisper voice.
- Count to five very slowly.
- Count to five fast.
- Clap and count to five.
- Hop like a frog five times.

Say: **Let’s play another game. This time I will hold up a number. The number will tell you how many times to clap. Ready?** Hold up the number two. Children clap two times. Repeat for each of the numbers.

Partner the children. Partners take turns writing numerals on each other’s backs and guessing the numerals.

Materials

- Number Cards 1-5

Week 4: Colors and Numbers

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

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

Starfall Books & Other Media

American Sign Language Poster

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

Let's Eat by Starfall

Starfall Nonfiction & Folk Tales, Volume 2 audio CDs

Starfall Sing-Along, Volumes 1 & 2

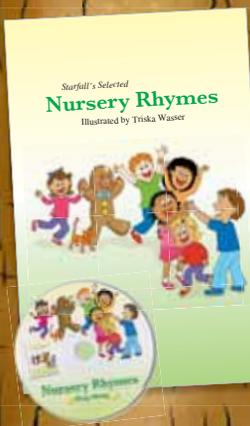
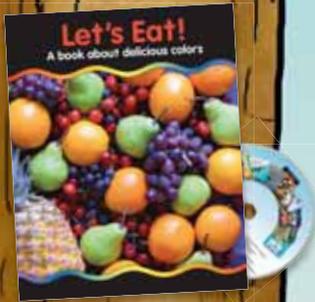
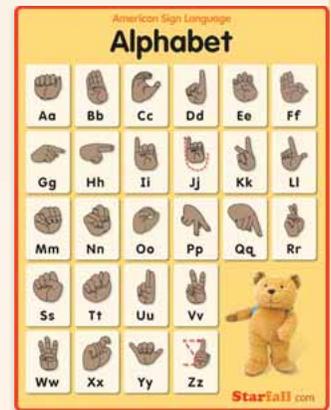
Starfall's Selected Nursery Rhymes (book and audio CD)

Preparation

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

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

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



Day One

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

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

Day Two

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

Day Three

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

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

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

Day Four

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

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

Day Five

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

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

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

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

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

Your friend,
Gingerbread Boy

Day 2

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

Love,
Gingerbread Boy

Day 3

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

Your pal,
Gingerbread Boy

Day 4

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

Love,
Gingerbread Boy

Day 5

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

Your pal,
Gingerbread Boy

WEEK 4

Day One

Day Two

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

LEARNING CENTERS

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

Day Three

Day Four

Day Five

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

LEARNING CENTERS

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

WEEK 4

LEARNING CENTERS

Social Studies

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

Technology

Uses technology independently to explore concepts and gain information

Creative Arts

Creates original artwork

English Conventions

Recognizes first letter of names is capitalized

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Print Concepts

Understands directionality in print

Understands print conveys meaning

Reading

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

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Computer Center

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

Interaction & Observation

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

Materials

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

Art Center

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

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

Interaction & Observation

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

Materials

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

Library Center

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

Interaction & Observation

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

Materials

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

Dramatic Play Center

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

Interaction & Observation

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

Materials

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

Construction Center

Activity — Children construct with block shapes.

Interaction & Observation

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

Materials

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

Approaches to Learning

Demonstrates willingness to try new challenges

Math

Composes basic shapes

Speaking & Listening

Engages in conversations with peers and adults

Writing Center

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

Interaction & Observation

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

Materials

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

Alphabet Knowledge

Recognizes letters in their own names

English Conventions

Recognizes first letter of names is capitalized

Fine Motor Skills

Uses writing and drawing tools

Writing

Writes own name

Discovery Center

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

Interaction & Observation

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

Materials

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

Creative Arts

Creates original artwork

Shows appreciation for the creative work of others

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math Center

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

Interaction & Observation

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

Materials

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

Math

Sorts objects by physical attributes

Speaking & Listening

Describes objects according to characteristics or attributes



Gathering

Materials

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

English Conventions

Recognizes the first letter of names is capitalized

Print Concepts

Focuses on letter names and shapes

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

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

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

Morning Meeting

Materials

- Dragon

Gross Motor Skills

Demonstrates strength and coordination of large muscles

Moves with an awareness of personal space

Warm Up Your Brain

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

Repeat the above procedure using the following actions:

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

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

Your friend,
Gingerbread Boy

Introduce Red and Orange

Read and discuss Gingerbread Boy's message.

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

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

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

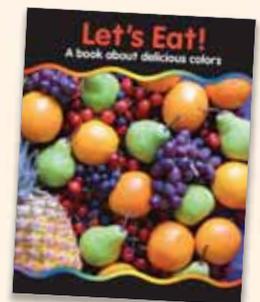
Read *Let's Eat*. Ask: **What do you think the children ate at the end of the story? Why?** (Volunteers respond.) **Did you notice all the fruits were different colors?**

Indicate the *red* Color Card. Say:

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

Materials

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



Language Development

Comprehends simple vocabulary in a language other than their own

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

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

Phonics & Word Recognition

Recognizes familiar words

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



Indicate the *orange* Color Card. Say:

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



Observe & Modify

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

LEARNING CENTERS

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

Approaches to Learning

Demonstrates willingness to try new challenges

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

Circle Time

Alphabet Knowledge

Recites the alphabet in sequence

Print Concepts

Focuses on letter names and shapes



Straight and Curved

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

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

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

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

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

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

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

Materials

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

Story Time

Introduce *Draw Dragon Dot Eyes*

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

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

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

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

Materials

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

Creative Arts

Shows appreciation for culturally diverse works of art

Reading

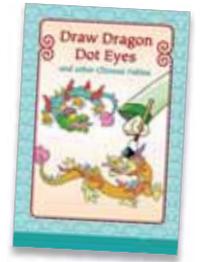
Recalls information from stories

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

Social Studies

Understands maps are representations of actual places

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



Read *Draw Dragon Dot Eyes*.

Ask:

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

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

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

Small Group & Exploration

Make an Age Collage

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

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

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

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

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

Materials

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

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Language Development

Comprehends simple vocabulary in a language other than own

Math

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

Understands that numbers always represent the same quantity

Recognizes and names numerals

Social Studies

Demonstrates knowledge of personal information



Gathering

Language Development

Understands people use different languages to communicate

Phonological Awareness

Identifies rhyming words

Science

Observes and the weather and how it changes

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

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

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

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

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

Materials

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

Name Rhyme Examples

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

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

Math

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

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

Morning Meeting

Warm Up Your Brain

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

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

Materials

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

Introduce Yellow and Green

Read and discuss Gingerbread Boy's message.

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

Indicate the yellow Color Card. Say:

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

Materials

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



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

Indicate the *green* Color Card. Say:

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



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

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

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

The children sing along and listen for color words.

LEARNING CENTERS

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

Approaches to Learning

Demonstrates willingness to try new challenges

K

Pre

Starfall

Circle Time

Phonological Awareness

Identifies rhyming words

“One, Two, Tie My Shoe”

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

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

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

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

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

Materials

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

One, Two, Tie My Shoe

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

Story Time

Story Order

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

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

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

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

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

Materials

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

Creative Arts

Participates in teacher-guided dramatic play activities

Language Development

Communicates using gestures, pointing, or facial expressions

Print Concepts

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

Reading

Identifies sequence of events

Identifies characters in a story

Social Studies

Sequences familiar events in time

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

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

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

Small Group & Exploration

Draw and Write About Dragons

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

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

Materials

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

Writing

Uses drawing to convey meaning

Gathering

Science

Observes and describes the weather and how it changes

Speaking & Listening

Follows simple directions

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

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

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

Materials

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

Morning Meeting

Gross Motor Skills

Combines a sequence of large motor skills

Warm Up Your Brain

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

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

Materials

- Dragon

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

Introduce Blue and Purple

Read and discuss Gingerbread Boy’s message.

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

Read *Let’s Eat*.

Indicate the blue Color Card. Say:

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

Materials

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

Language Development

Comprehends simple vocabulary in a language other than their own

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

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

Print Concepts

Understands that letters form words

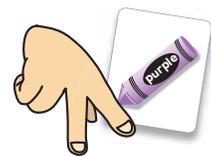
Recognizes relationship between illustrations and text



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

Indicate the *purple* Color Card. Say:

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



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

LEARNING CENTERS

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

Approaches to Learning

Demonstrates willingness to try new challenges

Circle Time

Shape Patterns

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

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

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

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

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

Materials

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

Math

Recognizes basic two-dimensional shapes

Creates, duplicates, and extends simple patterns

K

Pre

Starfall

Story Time

Our Eyes Can See

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

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

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

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

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

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

Materials

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

Reading

Compares and contrasts characters, stories, or events

Makes inferences

Science

Uses senses to explore

Social Studies

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

Writing

Contributes to a shared writing experience or topic of interest

Small Group & Exploration

Eye Color Graph

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

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

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

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

The children illustrate their eyes using the appropriate colors.

Materials

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

Math

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

Uses charts and graphs to collect and analyze data

Social Studies

Demonstrates knowledge of personal information

Gathering

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

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

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

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

Materials

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

Phonological Awareness

Counts syllables in spoken words

Science

Observes and describes the weather and how it changes

Vocabulary

Uses words acquired through conversations

Morning Meeting

Warm Up Your Brain

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

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

Materials

- Dragon

Gross Motor Skills

Moves with balance and control

Speaking & Listening

Follows simple and multiple-step directions

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

Introduce *Brown, White, and Black*

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

Indicate the *brown* Color Card. Say:

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

Materials

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



Language Development

Comprehends simple vocabulary in a language other than their own

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

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

Print Concepts

Understands that letters form words



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

Indicate the *white* Color Card. Say:

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



Indicate the *black* Color Card. Say:

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

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

Approaches to Learning

Demonstrates willingness to try new challenges

LEARNING CENTERS

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

Circle Time

Make Fruit Salad

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

Prepare fruit salad for snack as children observe.

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

Materials

- A variety of fresh fruit

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Health, Safety and Nutrition

Demonstrates personal hygiene and emerging self-care skills

Science

Uses senses to explore

Vocabulary

Understands and uses describing words

Story Time

Let's Eat Sorting Activity

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

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

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

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

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

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

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

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

Materials

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

Math

Recognizes numerals

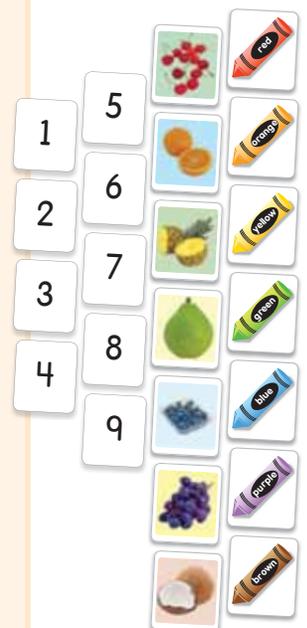
Counts sets of objects

Combines and separates sets of objects to create new sets

Understands ordinal numbers

Reading

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



Small Group & Exploration

Finger Painting

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

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

Materials

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

Creative Arts

Experiments with a variety of art materials

Fine Motor Skills

Uses writing and drawing tools

Demonstrates hand-eye coordination

Social Studies

Understands the need for rules in a variety of settings

Writing

Writes own name

Gathering

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

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

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

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

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

Materials

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

Phonological Awareness

Counts syllables in spoken words

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

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

Materials

- Starfall Sing-Along* Volume 2, Track 50
- Dragon

Creative Arts

Enjoys participating in music activities

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

"Where Are the Colors?"

Read and discuss Gingerbread Boy's message.

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

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

Materials

- Color Cards: red, orange, yellow, green, blue, purple, brown, black, white
- Chart paper, markers

Language Development

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

Social/Emotional

Works with others to solve problems

Speaking & Listening

Engages in agreed-upon rules for discussions

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!



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

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

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

Approaches to Learning

Demonstrates willingness to try new challenges

LEARNING CENTERS

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

Circle Time

"I Can Name That!"

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

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

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

Materials

- Prepared mural
- Blindfold or scarf

Speaking & Listening

Participates in group discussions

Vocabulary

Recognizes environmental print

Story Time

Dramatize Draw Dragon Dot Eyes

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

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

Switch groups and repeat the story.

Materials

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

Creative Arts

Participates in teacher-guided dramatic play activities

Demonstrates appropriate audience skills

Reading

Identifies characters in a story

Social Studies

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

Small Group Math

Sorting Big and Small

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

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

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

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

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

Materials

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

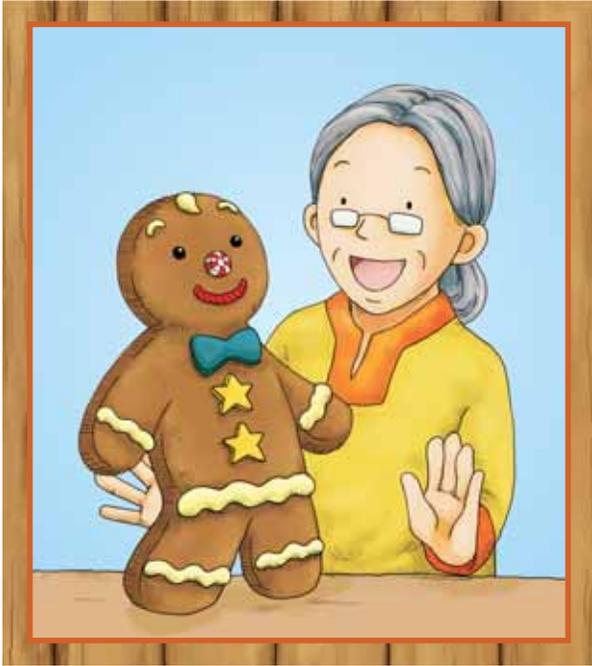
Math

Uses measurable attributes to compare objects

Sorts groups of objects by physical attributes

The Gingerbread Boy

Story Sequence Cards



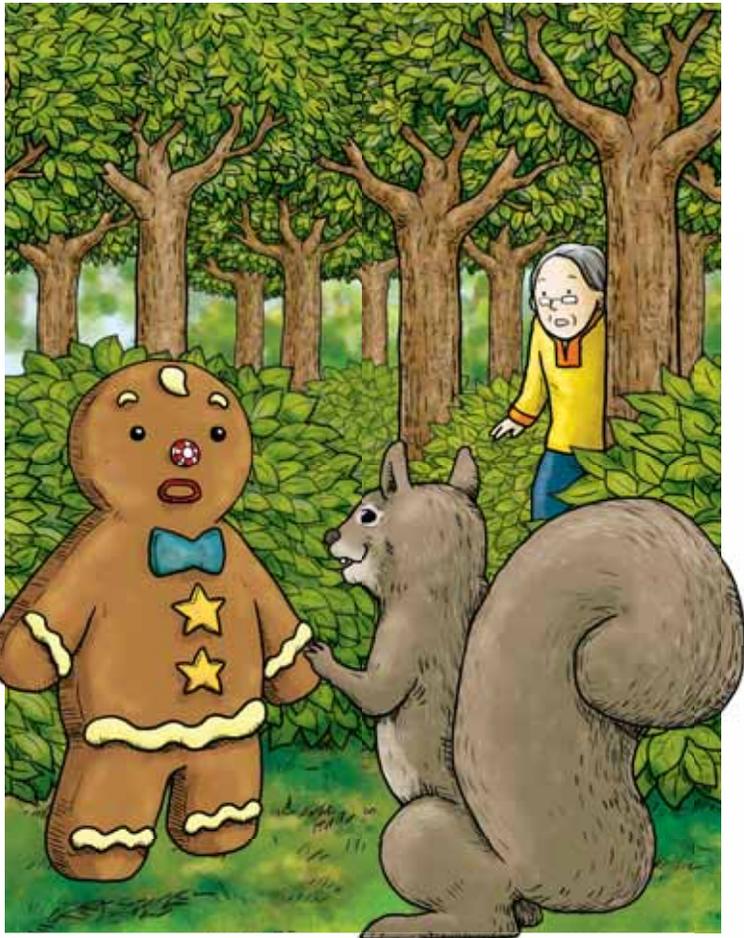
The Gingerbread Boy

Starfall Pre-K



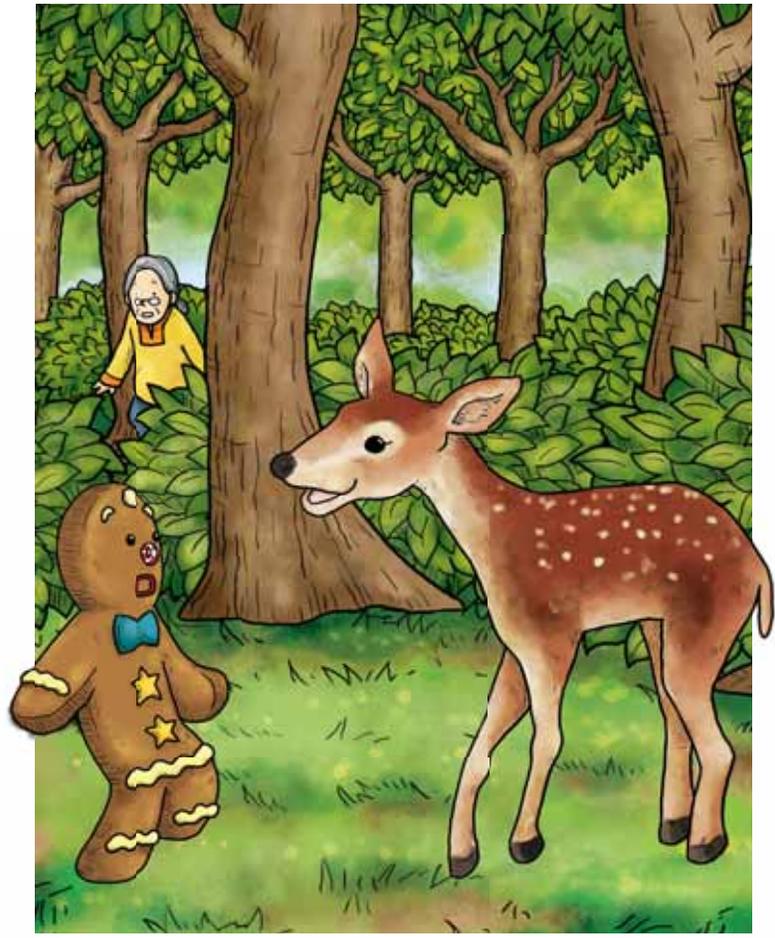
The Gingerbread Boy

Starfall Pre-K



The Gingerbread Boy

Starfall Pre-K



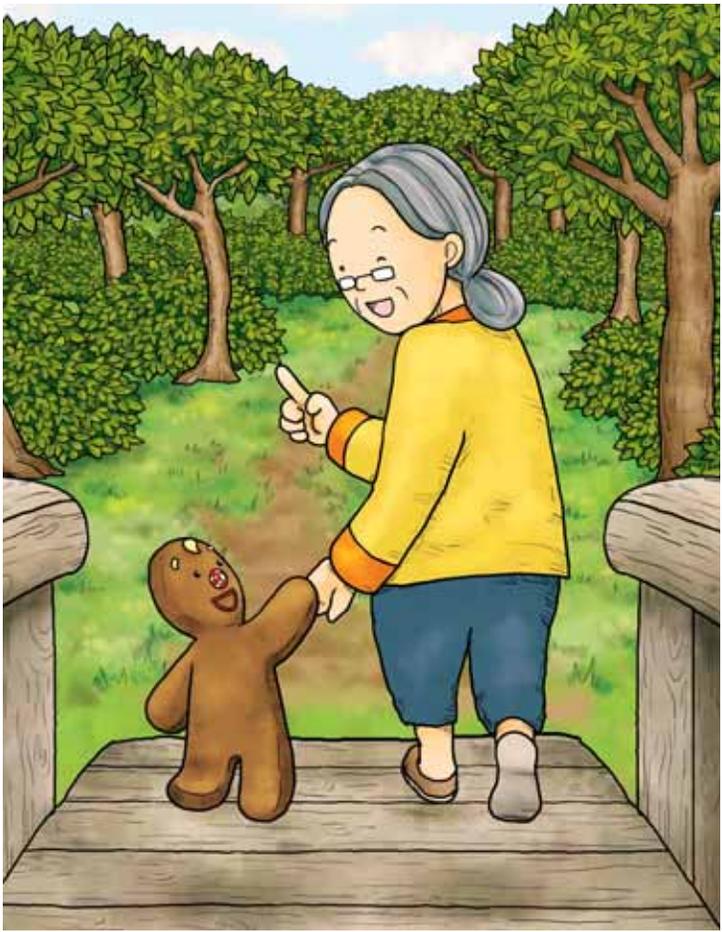
The Gingerbread Boy

Starfall Pre-K



The Gingerbread Boy

Starfall Pre-K



The Gingerbread Boy

Starfall Pre-K



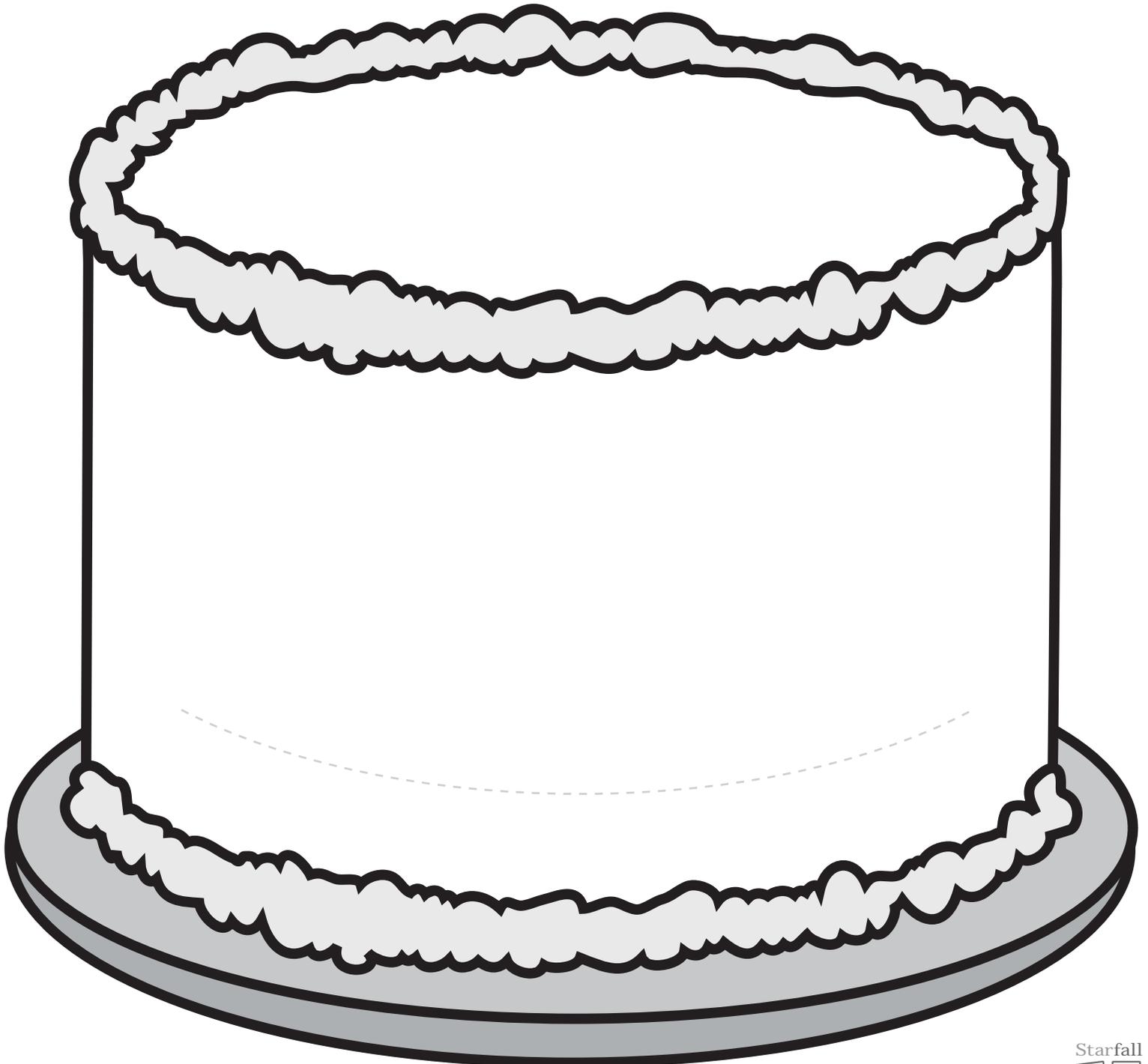
My name is

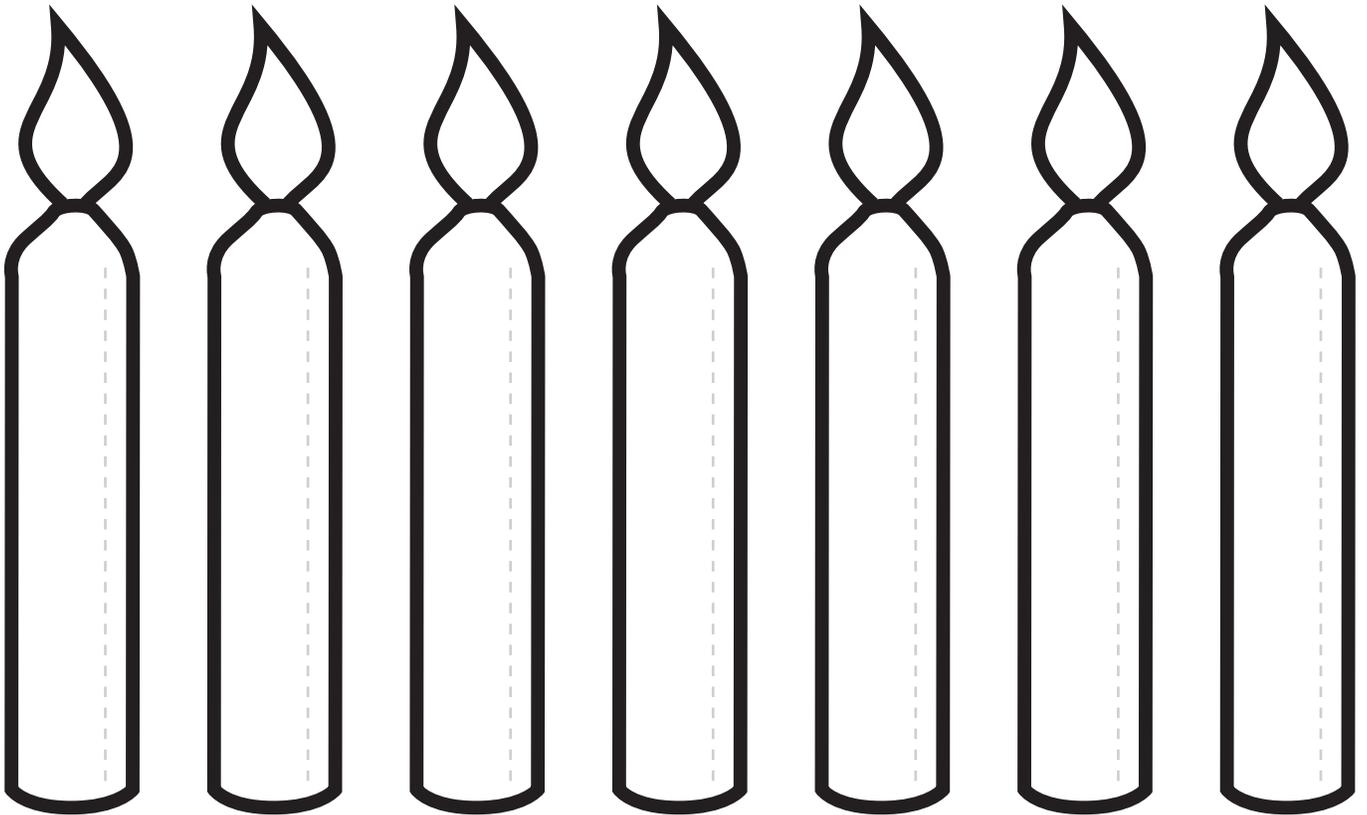
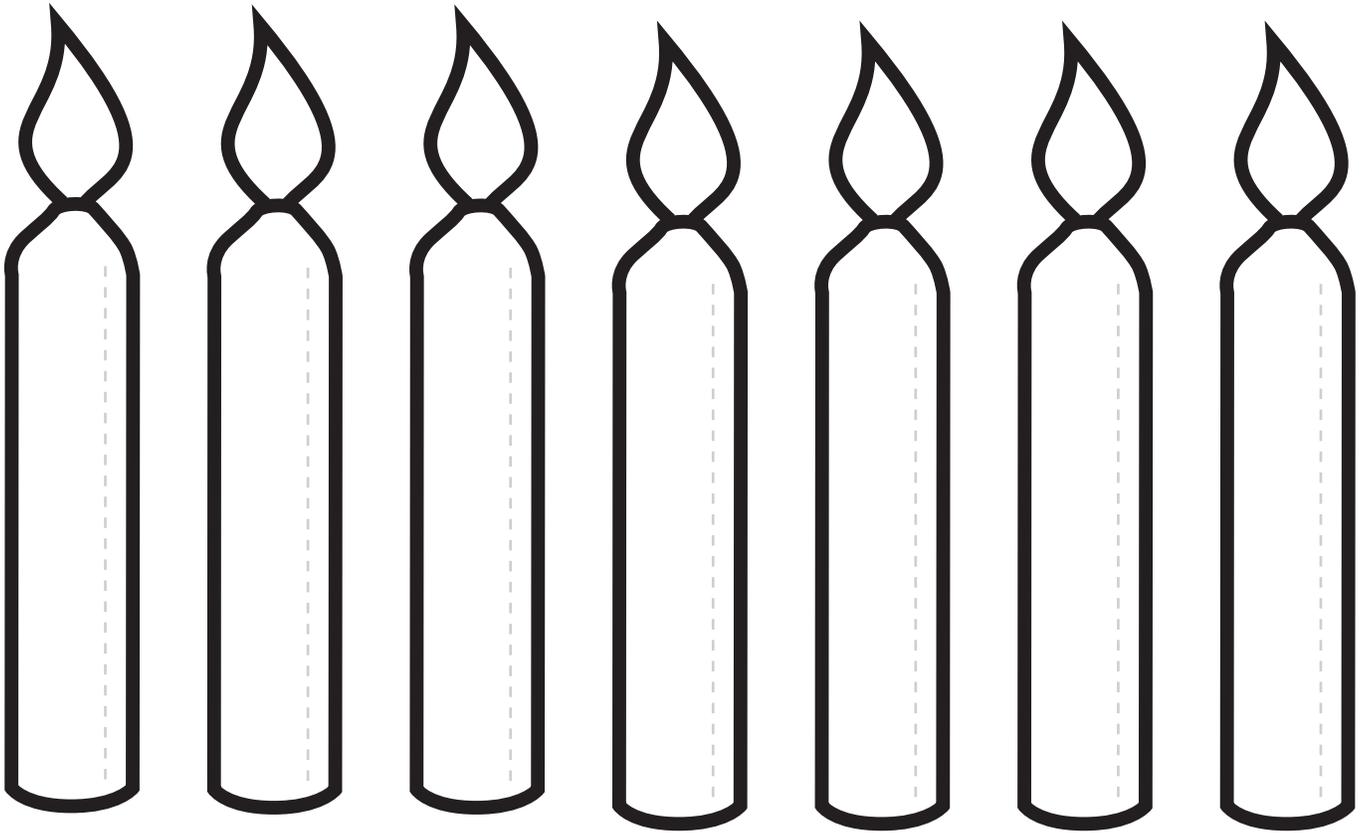
Birthday Cake & Candles

Directions: Photocopy the cake and candles. You will need one candle for each child, and twelve birthday cakes.

Cut out, decorate, and laminate the birthday cakes. Write the name of a month on each one. Print a small photo of each child, and attach it to his or her birthday month. Display the cakes on the classroom wall in order, beginning with August.

Cut out and color the candles. Write each child's name on a candle, and attach it to his or her birthday month above the child's photo. Fold the flame back behind the candle. On the child's birthday, fold the flame up so it shows. Celebrate summer birthdays sometime during the school year.





Starfall Pre-K
Unit 1 Week 2

Gingerbread Boy's

Learning Center Clues

(Note: If you have extra centers, you can use the blank cards to write more clues.)



Clue #2

(Construction Center)

I tried to build a really tall building using lots of blocks, but I accidentally bumped it, and it all fell down! I picked up the blocks and put them all away and then I went on my way. Try to find me in the center where you get to pretend.



Clue #1

(Place on your desk)

Good morning! You heard a story about me yesterday. Do you remember my name? I have been having lots of fun exploring! Look for me in the center where you build things. Bet you can't find me!



Clue #3

(Dramatic Play)

You missed me again! While I was here I pretended to be characters from my story. I was a fox with a bushy tail and the old woman like the one who baked me. Then I pretended I was the teacher! It is lots of fun pretending. I think I'll draw pictures of me pretending at the Writing Center.



Clue #4

(Writing Center)

I had a great time drawing pictures of all of the characters from my story. I did my best to use my pencil and crayons carefully and put them all away when I was finished. I want to learn to write words. Will you help me? You can find me in the center with lots of numbers.



Clue #6

(Computer Center)

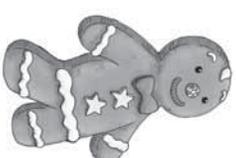
Aren't computers incredible? There are so many things you can learn! I played some games that helped me learn about letters. I also listened to some songs and rhymes. I didn't want to stop! But now I am off to experiment and learn. Maybe you will catch me at the Discovery Center!



Clue #5

(Math Center)

Numbers are fun! I want to come back so I can learn even more! I am already learning to count and practice writing my age. I am four. How old are you? I wonder what I should do next. Maybe I'll try the computers.



Clue #7

(Discovery Center)

I love to do experiments that helped me learn about the way things work. I like to use my hands to explore how things feel. Of course, I remembered to clean up after myself when I was finished! If I learn a lot about science, I might grow up to be a scientist or a doctor, or an astronaut. Now I feel like making something. Try to find me in the Art Center.



Clue #8

(Art Center)

Wow, I sure had fun cutting and gluing in the Art Center! I made something incredible! I wrote my name on the back. I think I will give it to the old woman. I made a mess but I cleaned it all up before I moved to the next center. I am a little tired from all the work I have done, and I am a little hungry too! Go to the Library Center and look for me there.

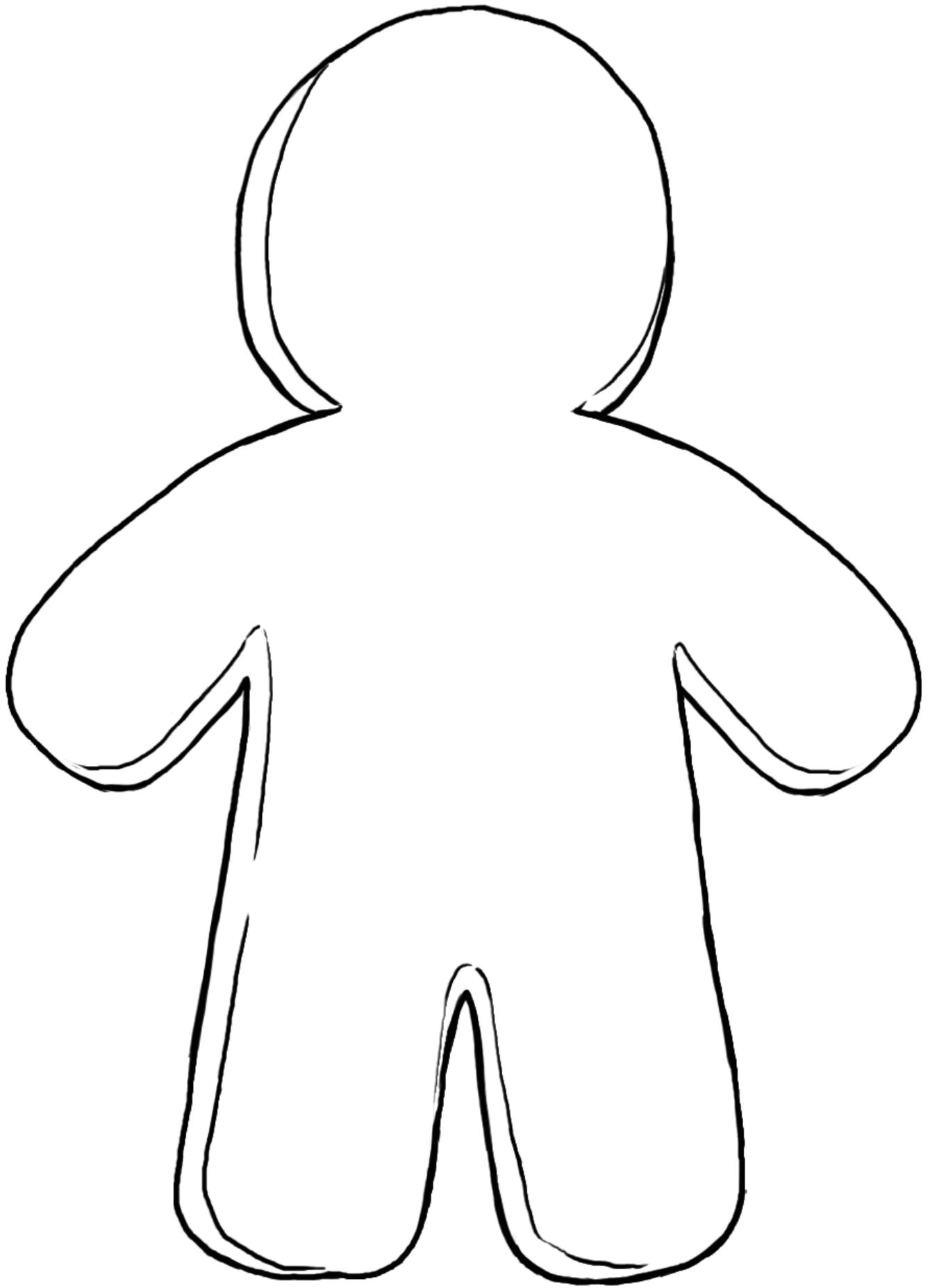


Clue #9

(Library Center)

I really like this center! You get to put on big headphones, and listen as someone reads a story to you right in your ears! I followed along while I listened. I think this will help me learn how to read. When the story was over, I closed the book and gently removed the headphones. I looked at the pictures in lots of books. I was very quiet, and I turned the pages carefully. When I was done I put the books back in their places. Don't they look neat? Now, can you find me? Here's a hint: I am by one of the books. I made a special snack for you!



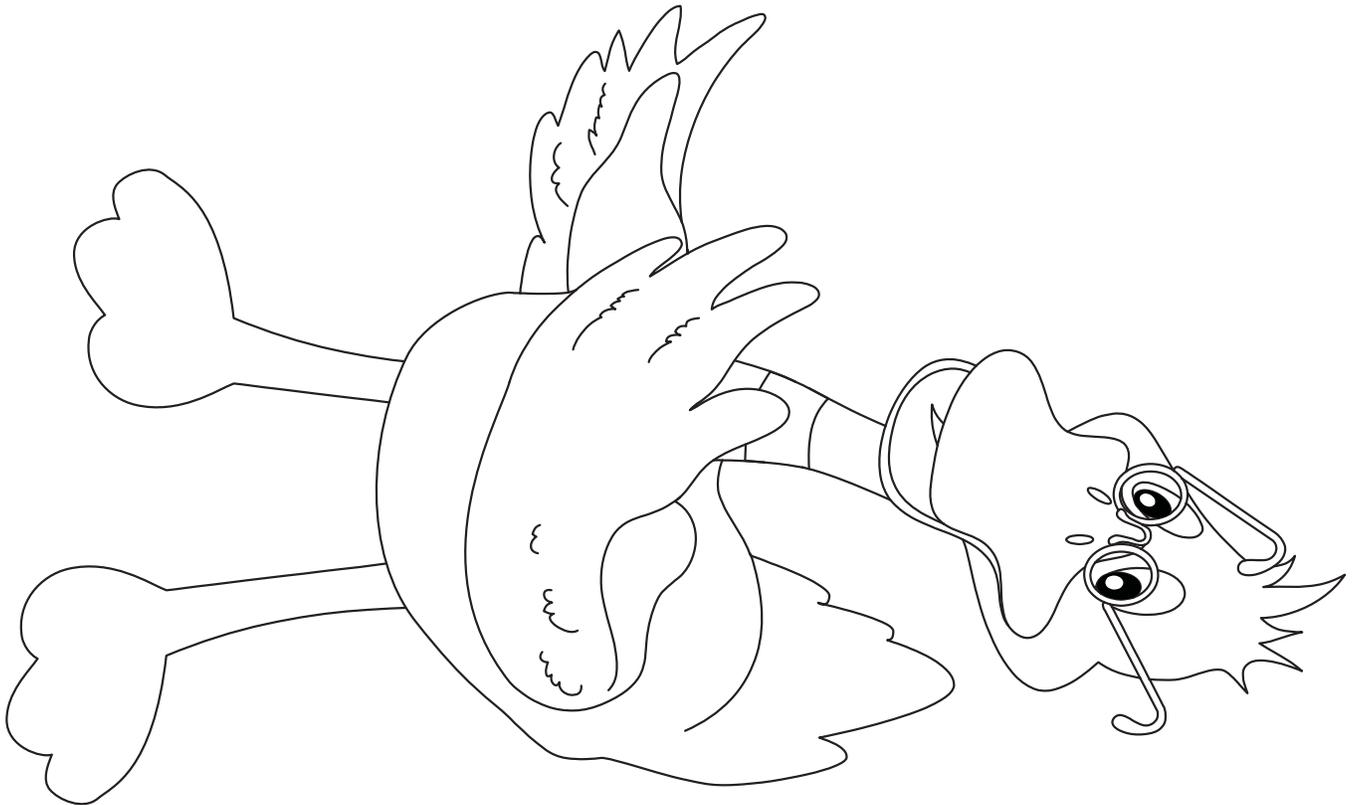
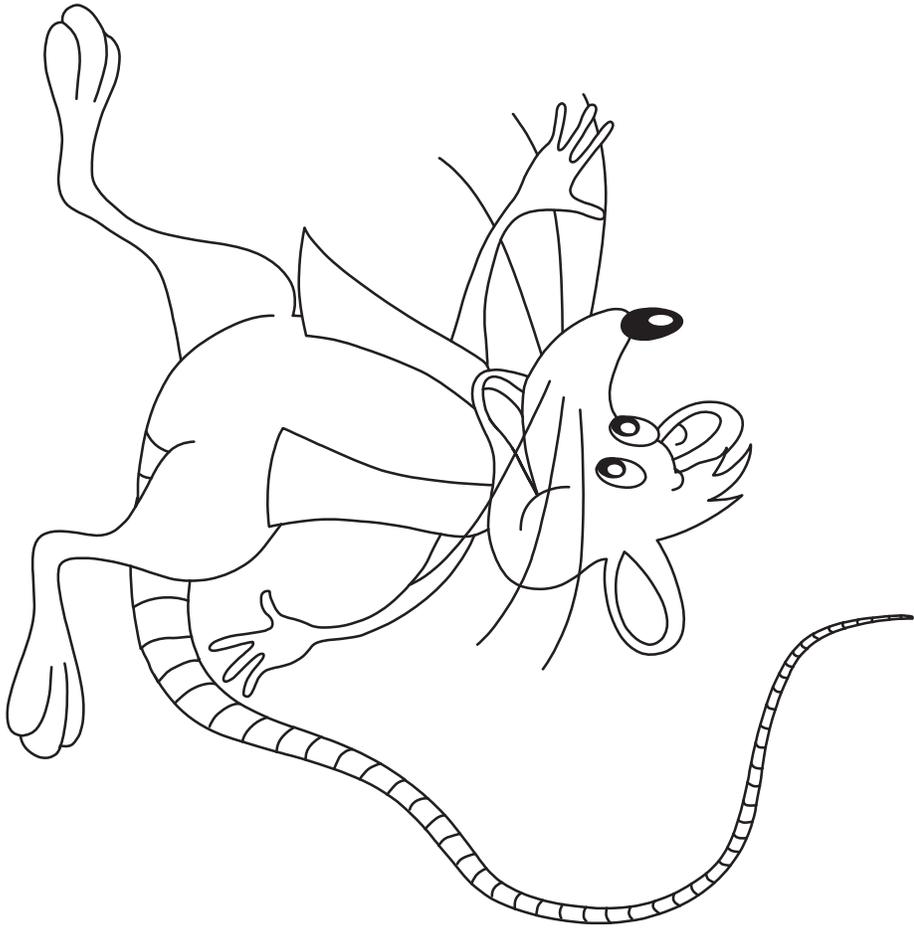


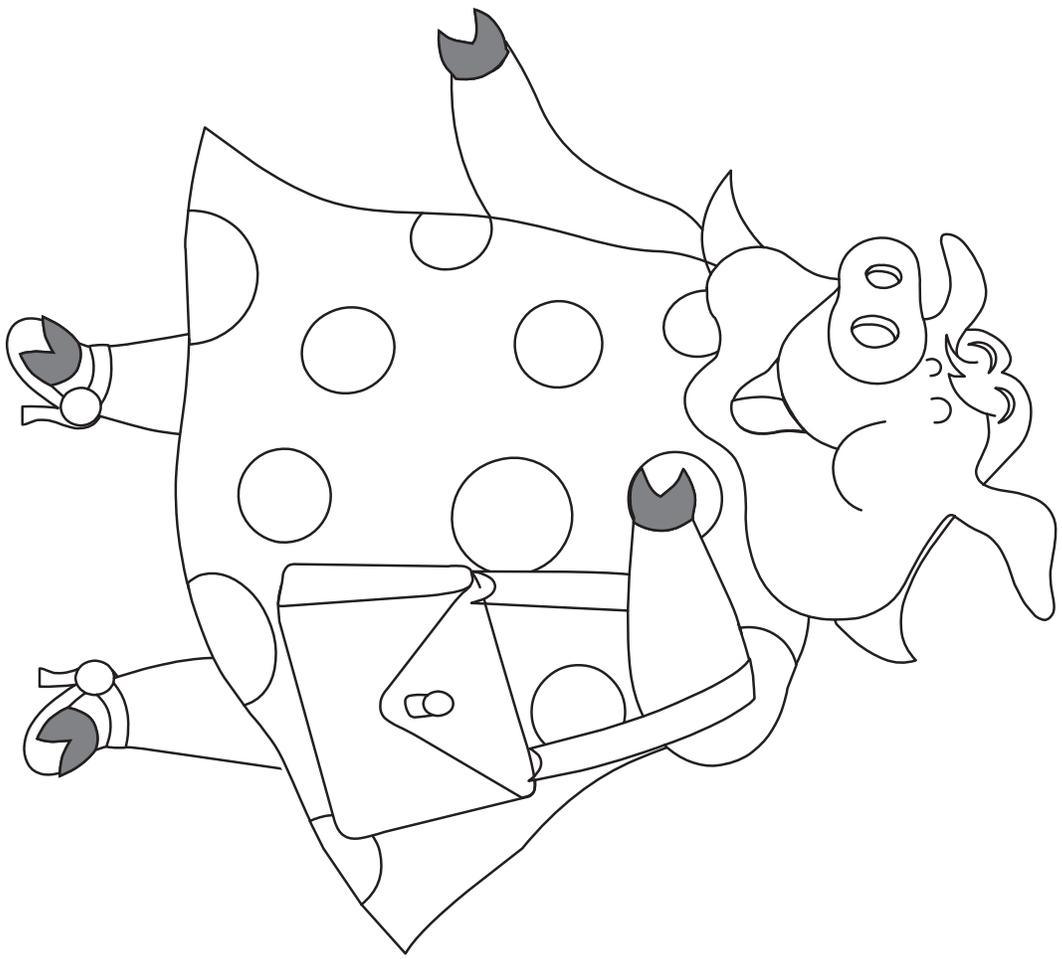
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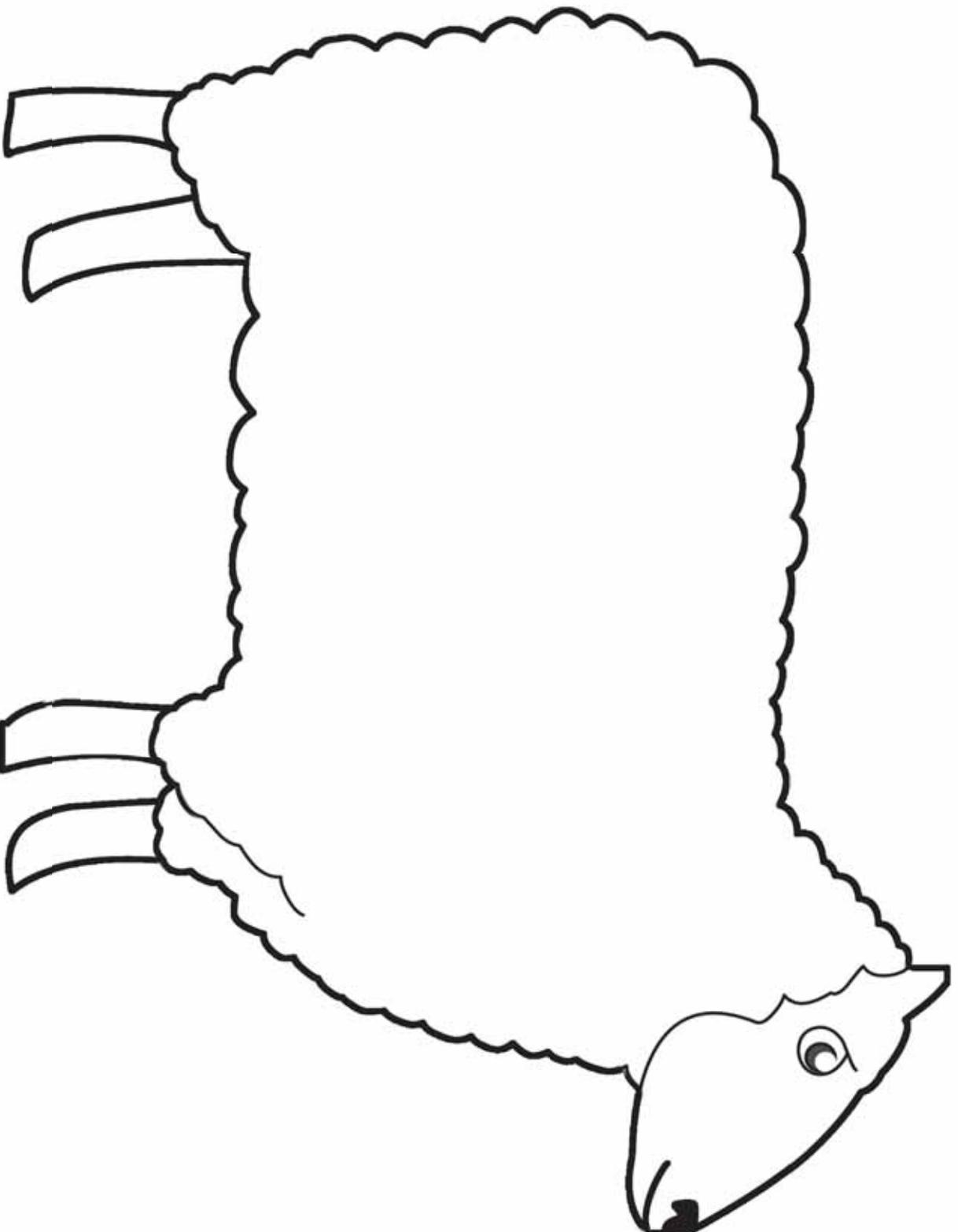
“Mr Bunny’s Carrot Soup”

Characters







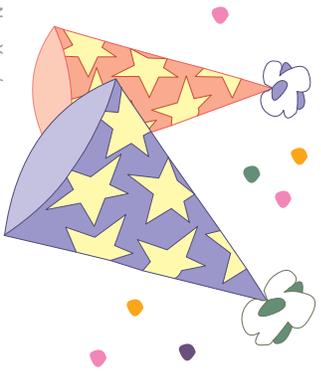


sheep

Starfall Pre-K Calendar Cards

Holidays, Special Days
& Days of the Week

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New Year's



Martin Luther King, Jr. Day



Washington's Birthday



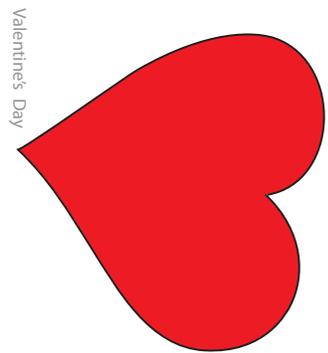
Lincoln's Birthday



Groundhog Day



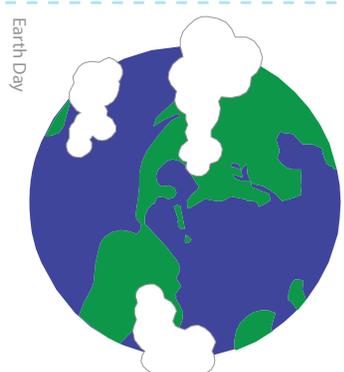
Chinese New Year



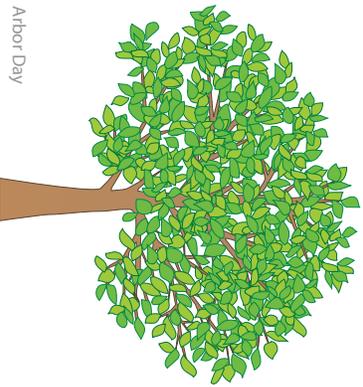
Valentine's Day



St Patrick's Day



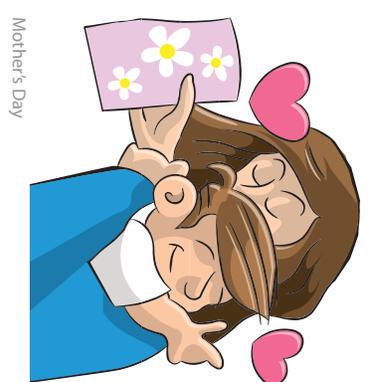
Earth Day



Arbor Day



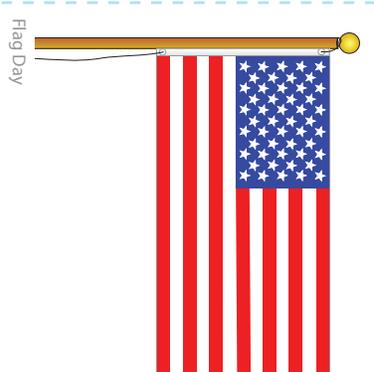
Cinco de Mayo



Mother's Day



Memorial Day



Flag Day



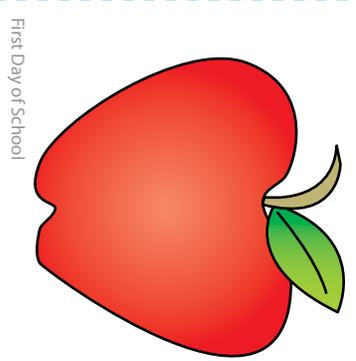
Father's Day



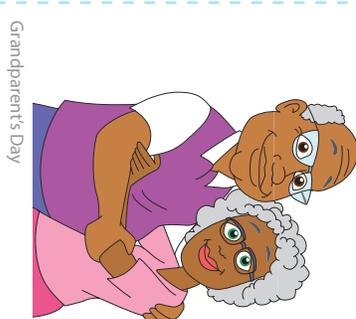
Independence Day



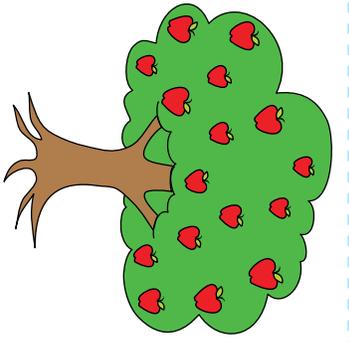
Labor Day



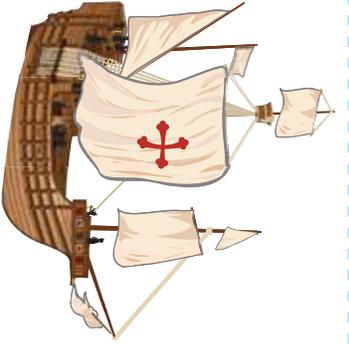
First Day of School



Grandparents' Day



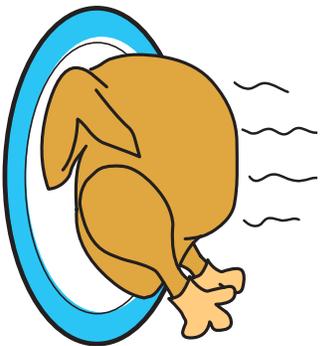
Johnny Appleseed



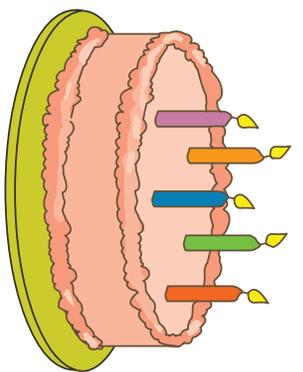
Columbus Day



Halloween



Thanksgiving



Birthday



Spring



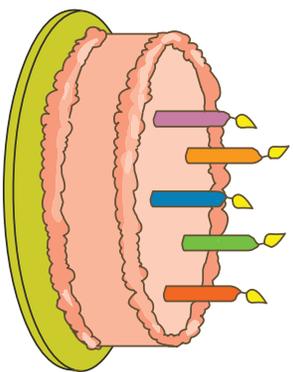
Summer



Fall



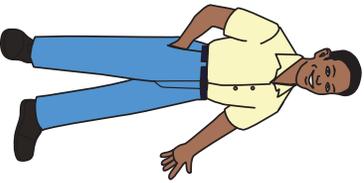
Winter



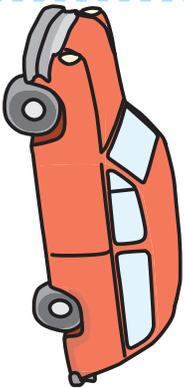
Birthday



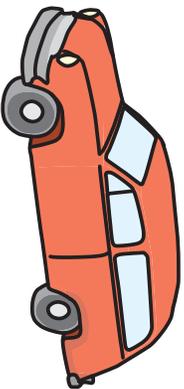
Special Guest



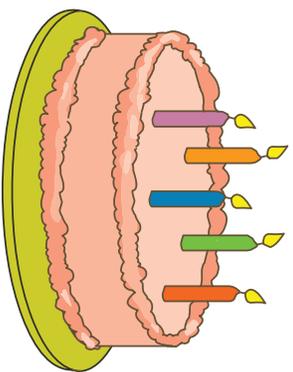
Special Guest



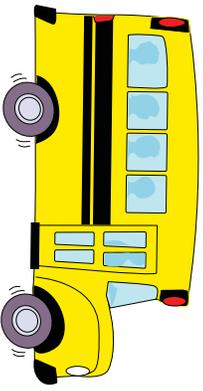
Field Trip



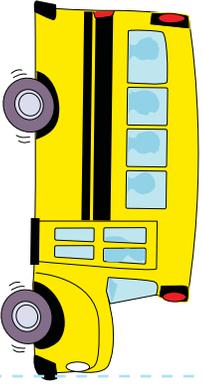
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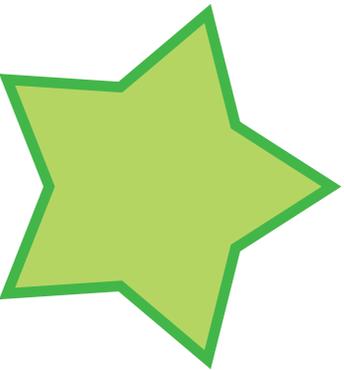
Birthday



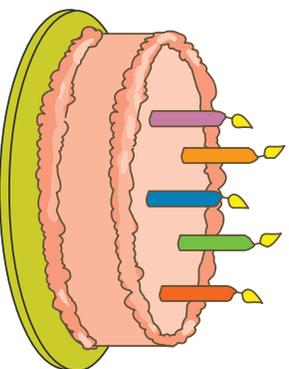
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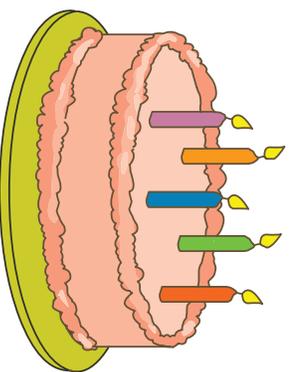
Field Trip



Field Trip

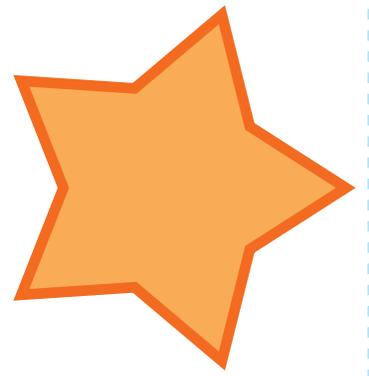
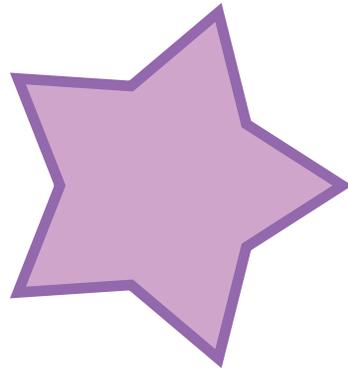


Birthday

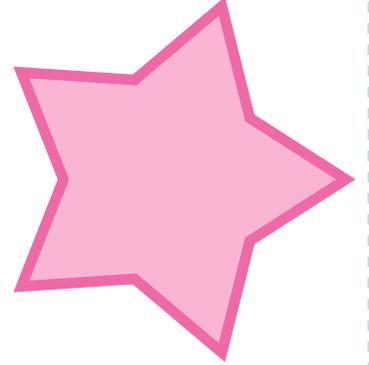
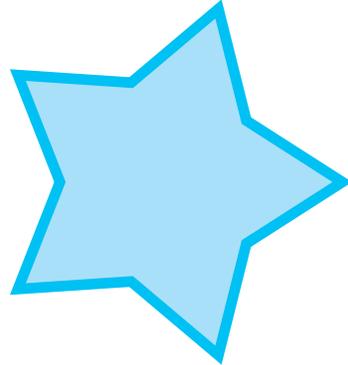


Birthday

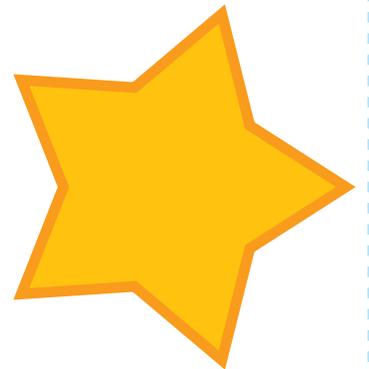
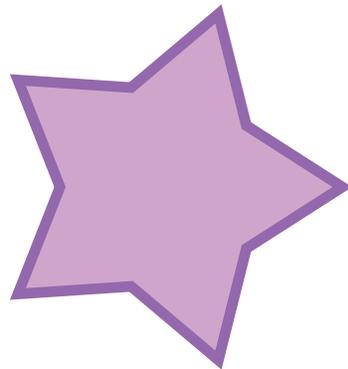
Monday



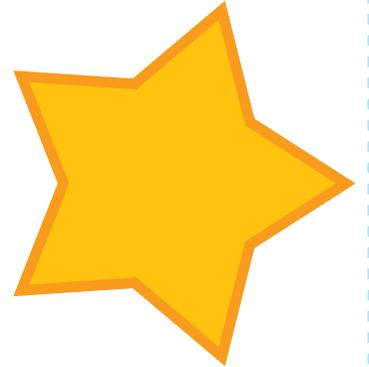
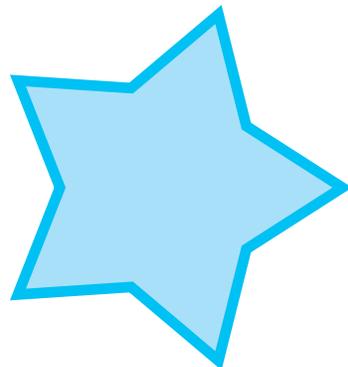
Tuesday



Wednesday

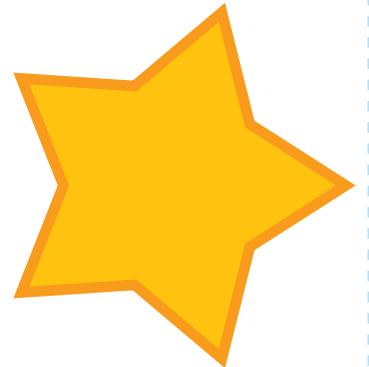


Thursday

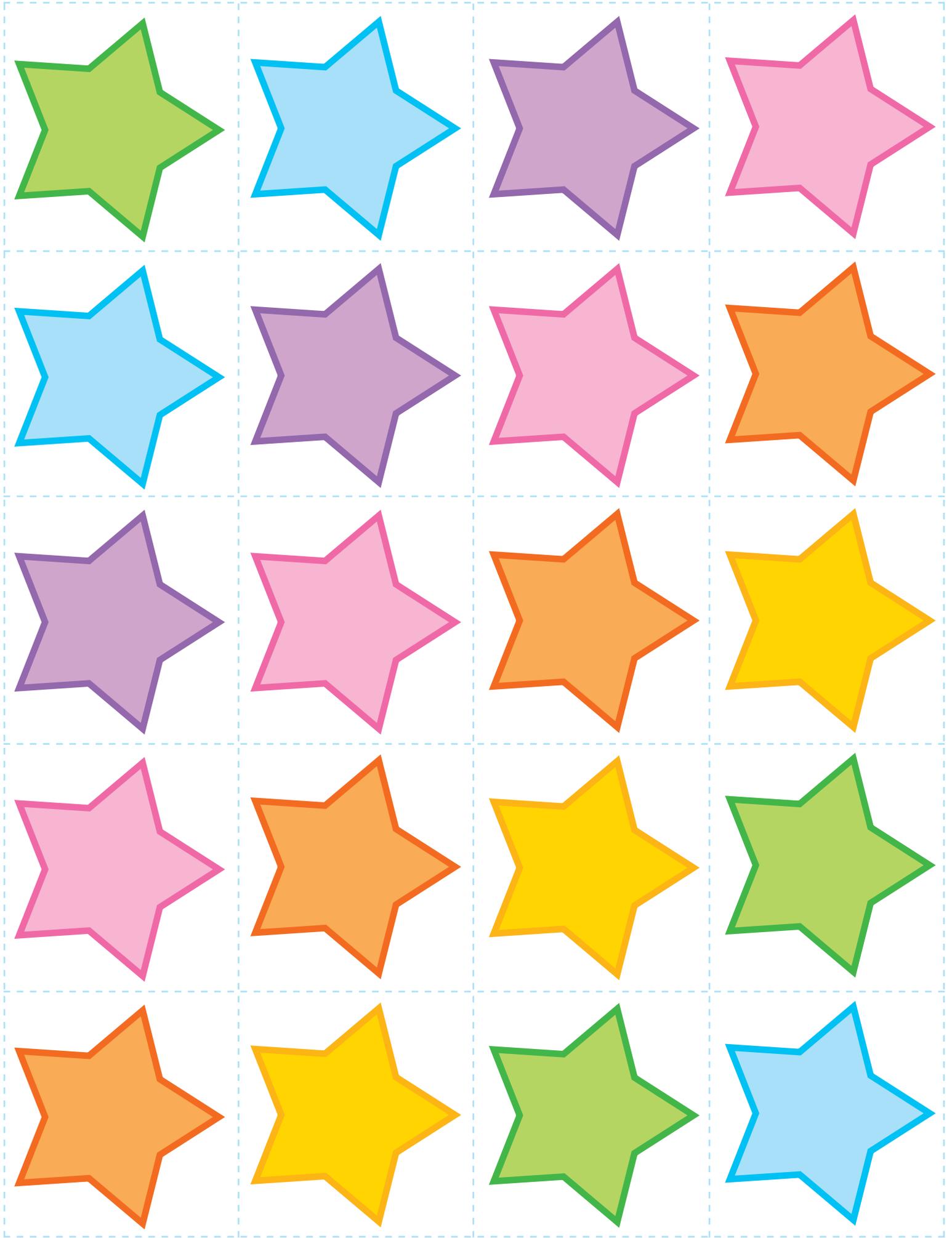


Friday

Saturday



Sunday

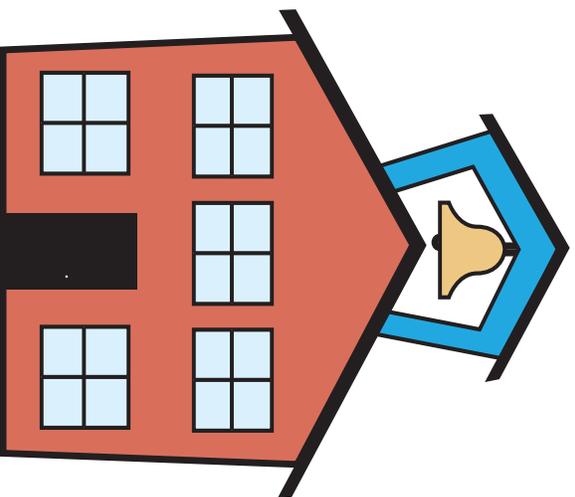


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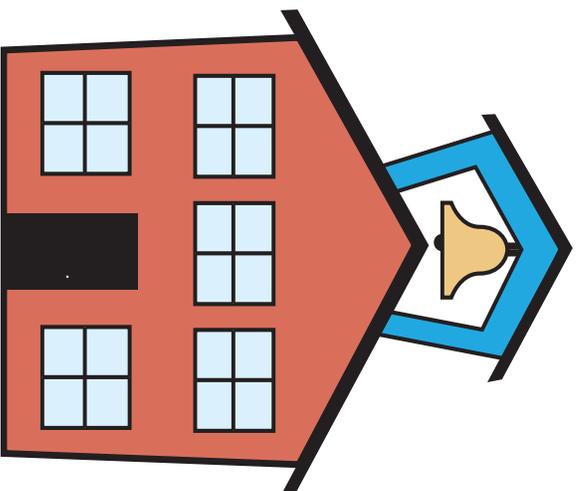
Calendar Cards

School and Home

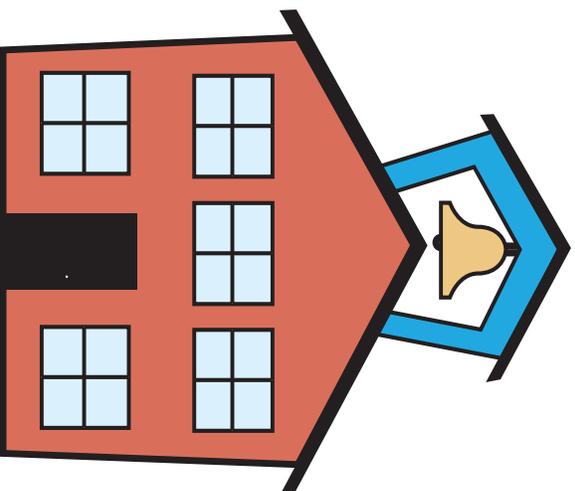
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School



School



School

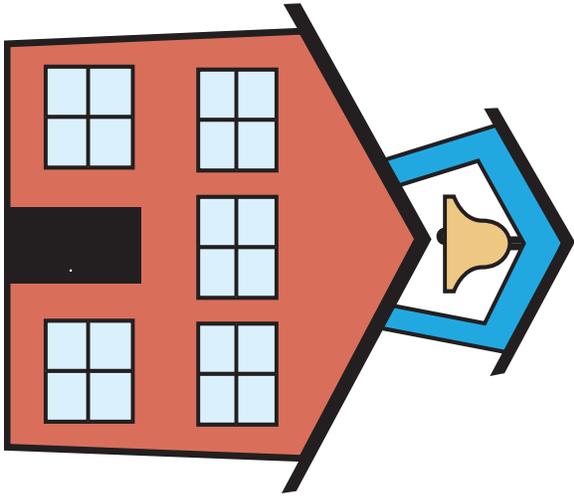


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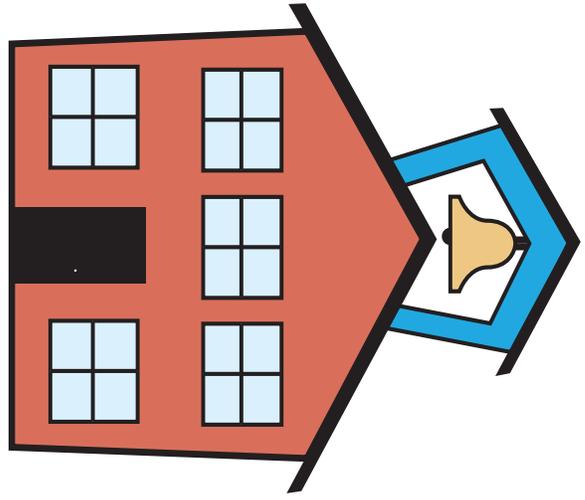


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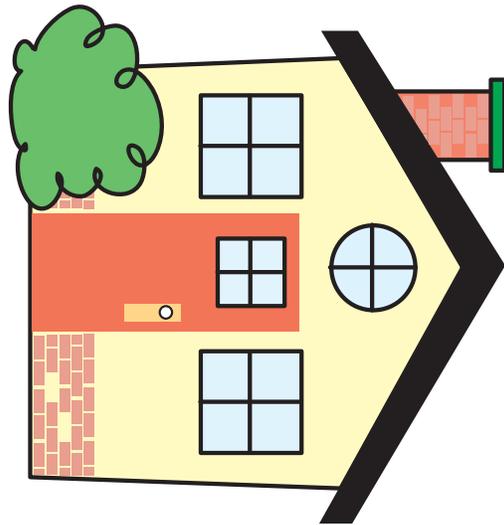
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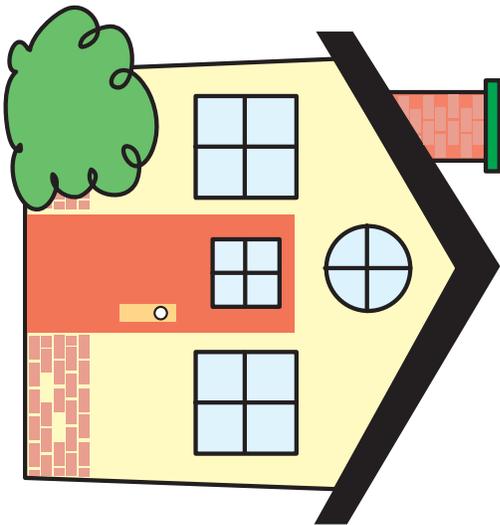
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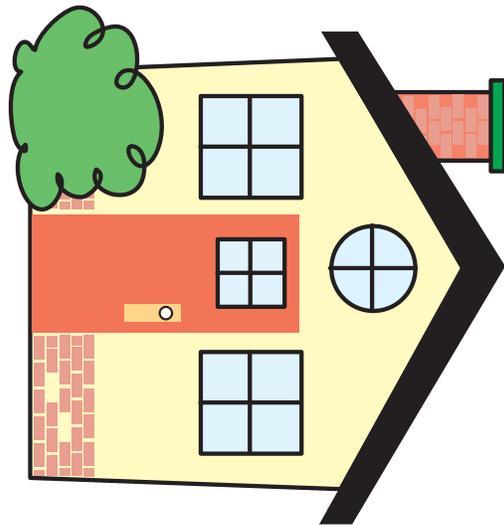
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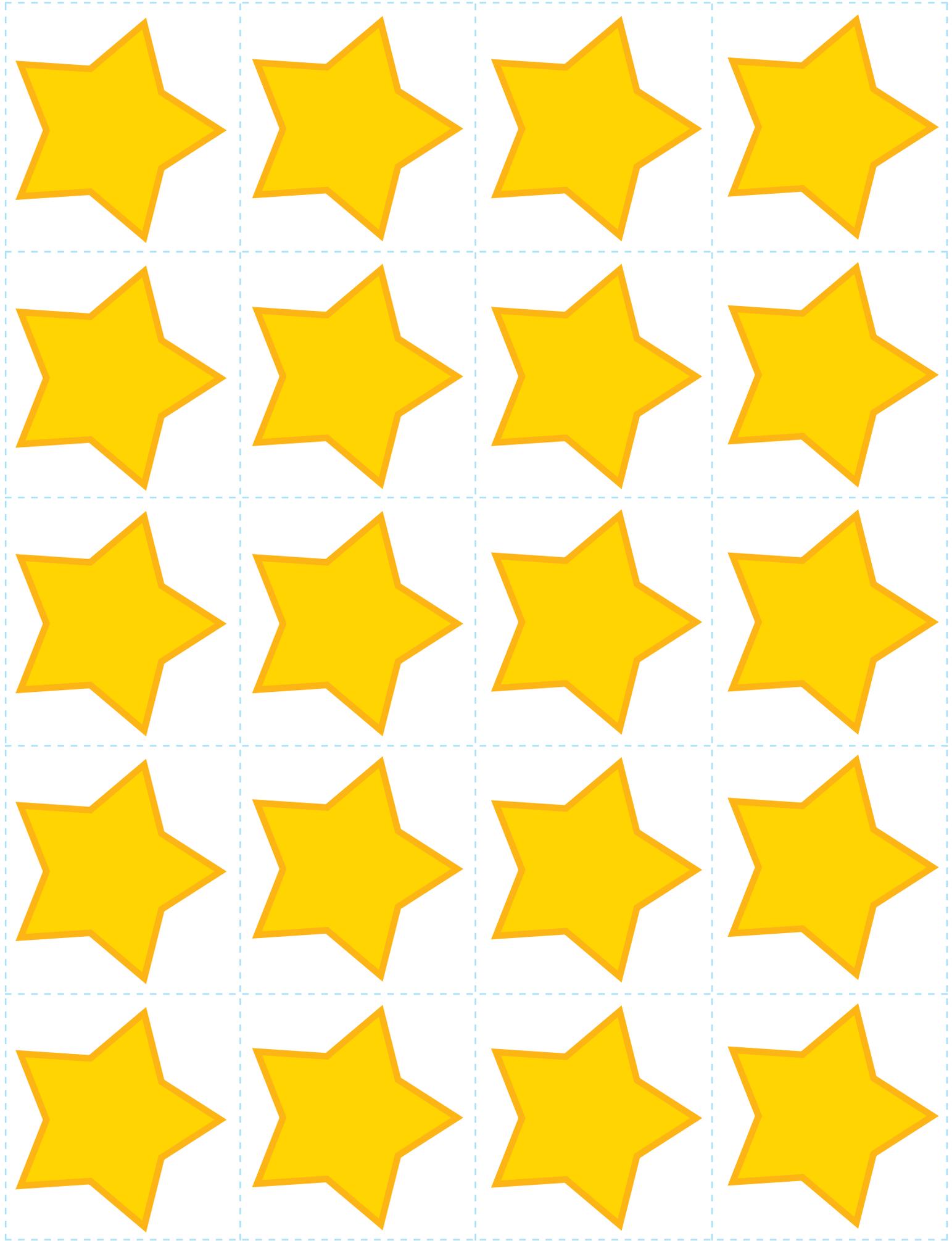


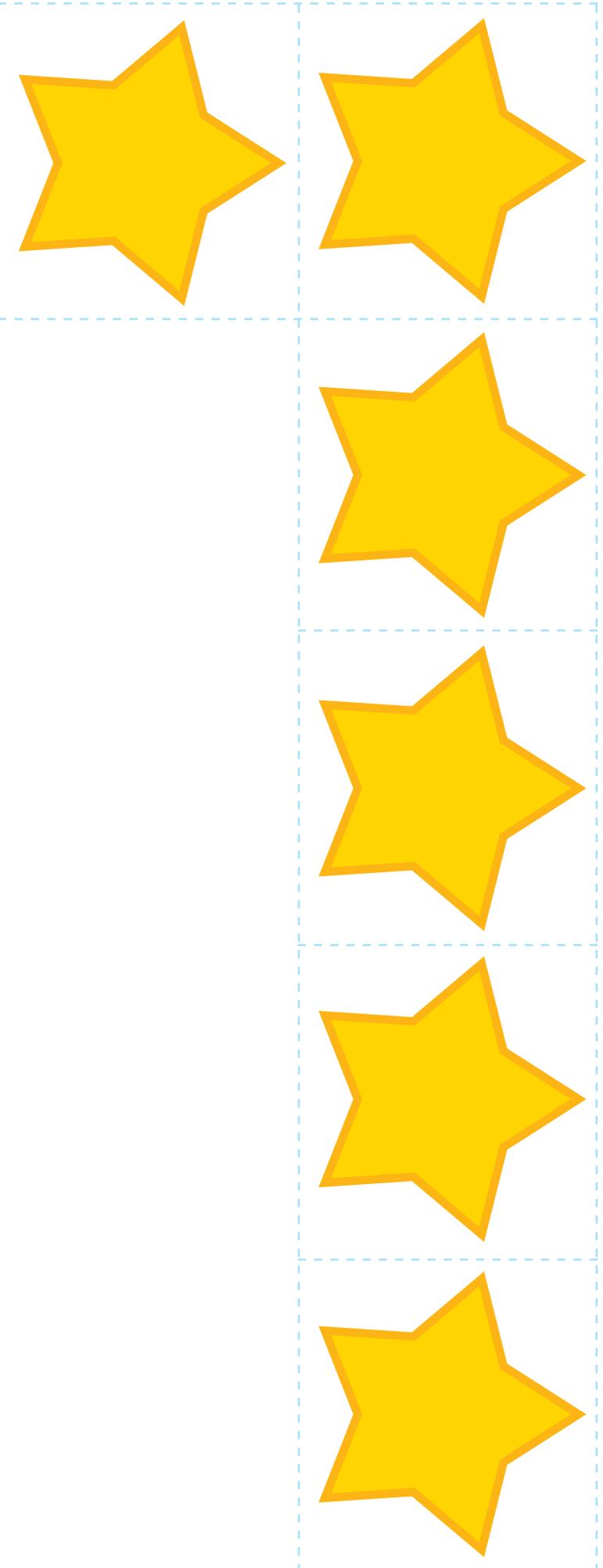
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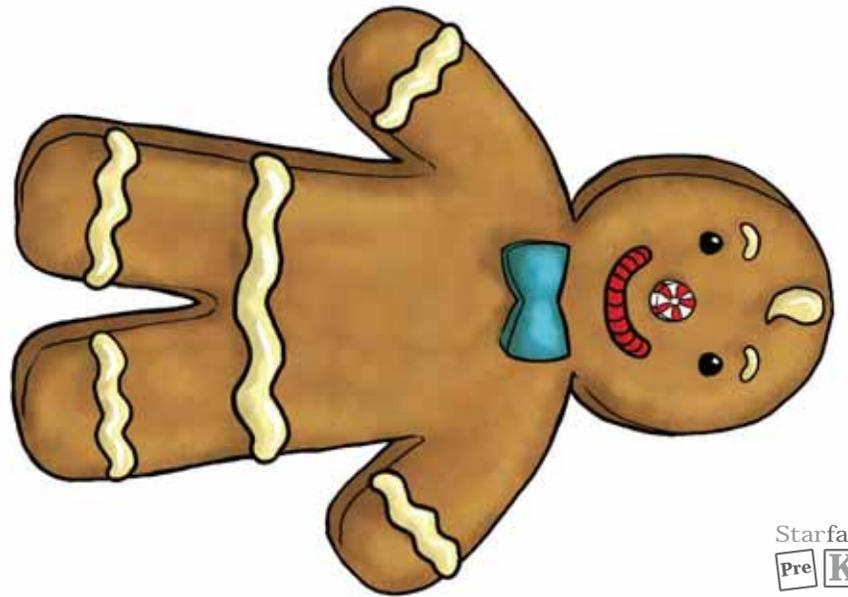
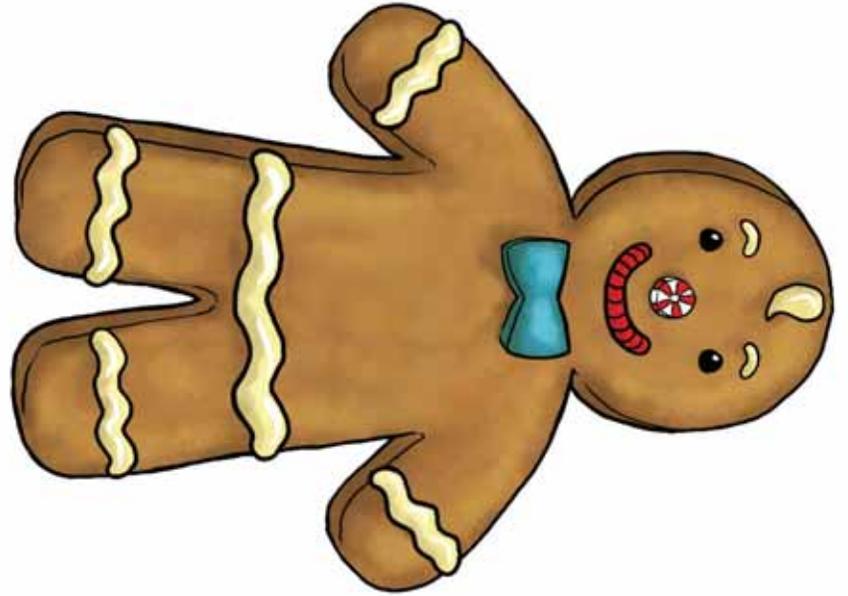
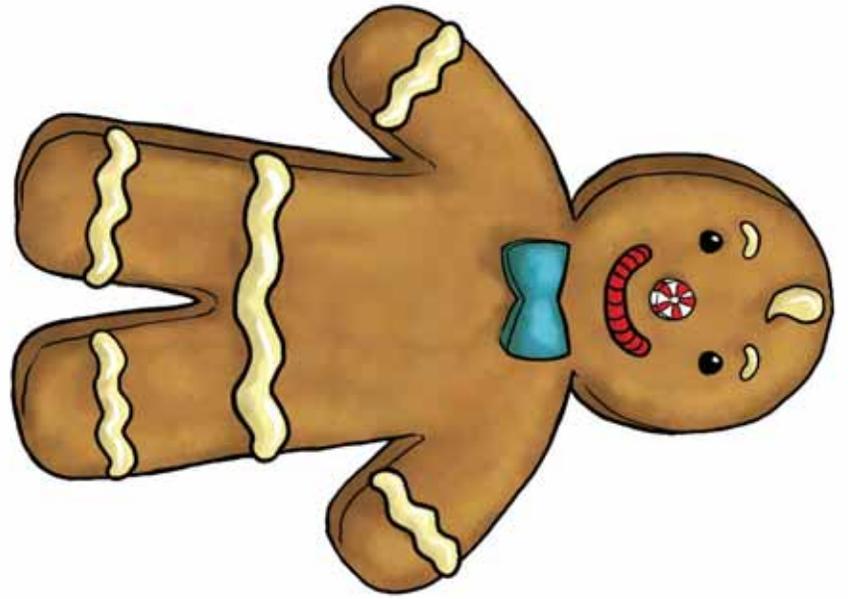






Letter Stars

Each time you introduce a letter, use one of these stars to mark the classroom wall card for that letter.



Wall Cards

Learning Centers

9 Learning Center Cards, plus 5 blank cards
so you can create your own

Construction Center



Art Center



Discovery Center



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Construction Center



Art Center



Discovery Center



Library Center



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Dramatic Play Center



Writing Center



Math Center



Exploration



A large rectangular box with a thick blue border and rounded corners. On the right side, there are two vertical light blue lines, one slightly to the left of the other, extending from the top to the bottom of the box.

A large rectangular box with a thick red border and rounded corners. On the right side, there are two vertical light blue lines, one slightly to the left of the other, extending from the top to the bottom of the box.

A large rectangular area with a thick orange border and rounded corners. Two vertical blue lines are positioned on the right side, creating a narrow column for writing.

A large rectangular area with a thick teal border and rounded corners. Two vertical blue lines are positioned on the right side, creating a narrow column for writing.