

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

If you have questions or comments, please contact us.

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**Starfall**<sup>®</sup>

**Pre**

**K**

**Second  
Edition!**

# ***Your Home and Neighborhood***



**Unit** **2**

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

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# Week 5: Your Family

This week you will introduce the children to your Calendar Routine, through which they will learn to determine school days, home days, and special days. The children will be introduced to the letter/sound routine this week, and you will get to know each other better as you and the children share information about your families. The children will also:

- learn /b/ and identify initial and final /b/ words
- graph their opinions of the little red hen's decision
- be introduced to compound words
- learn the American Sign Language sign for *Bb*
- sequence story events
- blend onsets and rimes
- discuss chores and ways to help their families at home
- predict how changing a story element affects the story
- compare and contrast an alternate version of *The Little Red Hen* with the Starfall version



Bb



## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me* by Starfall

American Sign Language Poster

Emotions Poster

Plush Grandmother

*Starfall Sing-Along* Volumes 1 & 2

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

*The Little Red Hen and other Folk Tales* (Book and Audio CD)

*Folk Tales* Volume 2 Read-Along CD

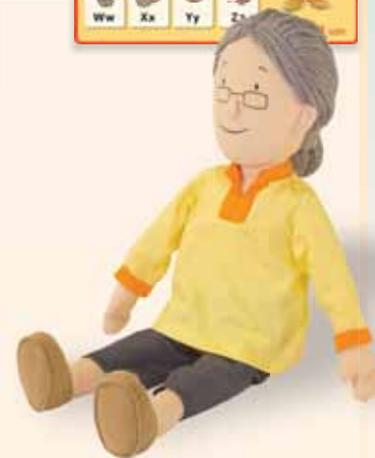
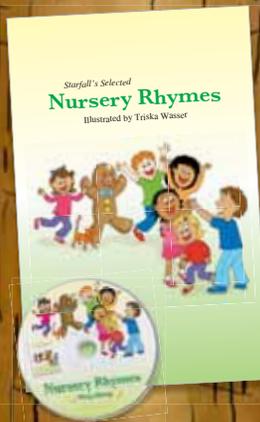
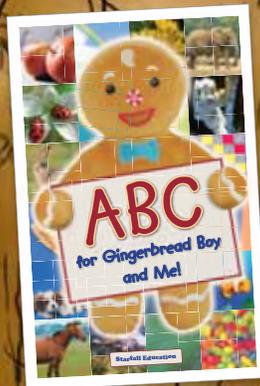
## Preparation

Prior to the Gathering Routine each day throughout the school year, remember to have the children face the flag and listen to or sing along with Sing-Along Volume 1, Track #3 "America the Beautiful" (or song appropriate to your country). The Pledge of Allegiance will be added in Unit 4.

Prior to Day 1, review the *Read Me First* document for an explanation of the Calendar Routine, and check for birthdays or other special events that will take place this week.

Familiarize yourself with the plush Grandmother character. Create a voice to use when she speaks, or pretend she whispers messages for you to relay to the children.

Remember to continue to incorporate Dragon as your assistant in each day's Warm Up Your Brain activity.



A star will be placed above each letter on the Alphabet Chart when the letter is introduced, using reusable adhesive or double-sided tape. *Bb* is this week's target letter. Encourage children to bring items or pictures of objects that begin with *Bb* to class. Designate a basket or bag for collecting these items throughout the week.

If possible, learn your children's family situations prior to introducing this week's family theme.

Include available colors, numbers, and alphabet puzzles as choices for *Small Group & Exploration* in Unit 2.

### Day One

*Morning Meeting* — You will introduce the Grandmother character. Use this opportunity to discuss the word for grandmother in a variety of languages, enlisting the help of ELL children in your class. A table with suggested languages can be found on page 112.

*Story Time* — Hide a corn muffin or a photo of a corn muffin in a paper bag.

*Small Group* — The children will make houses with construction paper. For each child, prepare an 8½"x14" paper rectangle, a 5"x5" white paper square, and a triangle cut from a sheet of 8½"x14" paper so that one edge fits the top of the rectangle to form a roof.



### Day Two

*Morning Meeting* — Create a graph on chart paper titled "Did the Little Red Hen Do the Right Thing?" Children will vote whether they agree or disagree with the little red hen's decision not to share her muffins.

*Story Time* — Choose a book about families to share with the children. Suggestions include *The Family Book* by Todd Parr, *This Is My Family* by Gina and Mercer Mayer, *Molly's Family* by Nancy Garden, *All Families Are Special* by Norma Simon, *All Kinds of Families* by Mary Ann Hoberman, or *My Family Is Forever* by Nancy Carlson.

### Day Three

*Circle Time* — Familiarize yourself with the American Sign Language Poster, and learn the hand sign for the letter *Bb*. The children will need pots, pans, bowls, and spoons to use as rhythm instruments in *Story Time* today.

### Day Four

*Circle Time* — Have the chart paper list of *Bb* words created on Day 2 available.

*Story Time* — Select an alternate version of *The Little Red Hen*. Suggestions include *The Little Red Hen* by Paul Galdone, *The Little Red Hen* by Patricia McKissack, or *The Little Red Hen* by Byron Barton.

### Day Five

*Morning Meeting* — Have family drawings from Day 3 available for the children to share.

*Circle Time* — Place several uninflated balloons and a small container of blowing bubbles in a small paper bag.

*Story Time* — Choose a book about pancakes or grandmothers to share. Suggestions include *If You Give a Pig a Pancake* by Laura Numeroff, *What Grandmas Do Best* by Laura Numeroff, or *The Grandma Book* by Todd Parr.

Someone in my family is here to visit us today. I can't wait for you to meet her!

Your pal,  
Gingerbread Boy

### Day 2

Sometimes it's hard to know right from wrong. Grandmother is teaching me how to make good choices.

Love,  
Gingerbread Boy

### Day 3

I like to help my grandmother around the house. Do you help your family by doing jobs at home?

Your friend,  
Gingerbread Boy

### Day 4

Have you ever wondered what it would be like to live on a farm? I think it would be fun!

Your pal,  
Gingerbread Boy

### Day 5

I love your family illustrations. Can you tell me about them?

Love,  
Gingerbread Boy

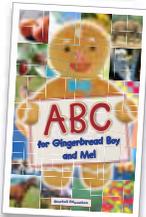
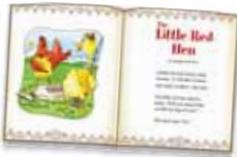
# WEEK 5

## Day One

## Day Two

<b>Gathering</b>	Predict and forecast weather Introduce Calendar Routine <b>Vocabulary:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Predict and forecast weather Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message "Looby Loo" Meet Grandmother "Diddle, Diddle, Dumpling" <b>Vocabulary:</b> left, right, family	Gingerbread Boy's Message "Did the Little Red Hen Do the Right Thing?" graph <b>Vocabulary:</b> tally mark

### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Same/different Introduce /b/ "Bear" riddle "Teddy Bear, Teddy Bear"	Phonological Awareness: Compound words Introduce Bb "Baa Baa Black Sheep" <i>ABC for Gingerbread Boy and Me</i> 
<b>Story Time</b>	"Pat-a-Cake" "The Little Red Hen"  Review happy, sad, angry, excited <b>Vocabulary:</b> sorry, disappointed, corn muffin	Teacher's choice of book about families
<b>Small Group &amp; Exploration</b>	Rectangle, Triangle, Shape Draw families 	Draw what you like to do with your family

## Day Three

## Day Four

## Day Five

Predict and forecast weather  
Calendar Routine

Predict and forecast weather  
Calendar Routine

Predict and forecast weather  
Calendar Routine

Gingerbread Boy's Message  
Sequence "The Little Red Hen"  
"Here We Go Round the Mulberry Bush"  
"What If?"  
Chores  
**Vocabulary:** mend, scrub

Gingerbread Boy's Message  
"Hot Cross Buns"  
"Farmer in the Dell"  
**Vocabulary:** farmer

Gingerbread Boy's Message  
Share family pictures

## LEARNING CENTERS

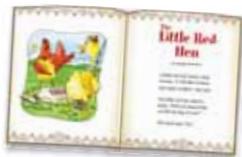
Phonological Awareness:  
Blend onset and rime  
*ABC for Gingerbread Boy and Me*  
List initial /b/ words  
ASL sign for *Bb*  
"Where Is /b/?"



Phonological Awareness:  
Blend syllables  
Introduce /b/ in final position  
Add initial /b/ words to list  
"Little Boy Blue"

Phonological Awareness:  
Rhyming Words  
Initial /b/ objects  
"Where Is /b/?"

"Mix a Pancake"  
"The Little Red Hen"



Compare and contrast Starfall's  
"The Little Red Hen" with an  
alternate version

Teacher's choice of book about  
pancakes or grandmothers

Sequence "Here We Go Round  
the Mulberry Bush"



"Mix a Pancake"  
Compound words

Introduce the Number Line

# WEEK 5

## LEARNING CENTERS

### Technology

Uses technology to explore concepts and gain information

Enjoys using electronic forms of storybooks and information texts

Navigates simple on-screen menus

## Computer Center

**Activity** — Children listen to and follow along with *I'm Reading: Folk Tales*, "The Little Red Hen" and reinforce /b/ at ABCs: B.

### Interaction & Observation

- Talk with the children about their computer experiences to encourage interest and help them focus on what they are doing and why.
- Describe the results of what you see the children doing. (Example: Point out a page turning when a child clicks a button with the mouse.)

### Materials

- Computers set up to access [Starfall.com](http://Starfall.com)
- Headsets

### Approaches to Learning

Approaches tasks, activities and problems with creativity

### Creative Arts

Describes or explains own artwork

### Fine Motor Skills

Demonstrates hand-eye coordination

### Social/Emotional Development

Demonstrates self-help skills

## Art Center

**Preparation** — Consider adding one or two new paint color choices to this center. Children place smocks or old shirts over their school clothes before they begin painting.

**Activity** — Children paint pictures, incorporating the letter *B* or *b* into their artwork. They share their artwork and describe how they turned *B* or *b* into something else. Display art in the hallways or on classroom walls.

### Interaction & Observation

- Involve children in deciding which artwork to display in the classroom and which they would like to take home.
- Help children learn to appreciate art by having them share their creations, and by changing art displays often.
- Children should understand that they may seek assistance from adults or their peers when needed.

### Materials

- Art easel
- Watercolor paints
- Paintbrushes
- Water
- Art paper with either a large uppercase *B* or a large lowercase *b* printed in the middle

## Library Center

### Print Concepts

Understands print conveys meaning

Understands directionality in print

### Reading

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

**Preparation** — Bookmark "The Little Red Hen" in *The Little Red Hen and other Folk Tales*. Suggestions for books that complement this week's theme include *Walter the Baker* by Eric Carle and *If You Give a Moose a Muffin* by Laura Joffe Numeroff.

**Activity** — The children enjoy reading the available books and/or following along with the CD.

### Interaction & Observation

- Model the proper way to turn pages and track print from left to right as you encourage the children to pretend to read to you.
- Keep the interests and ages of your children in mind when you are selecting books for the Library Center. Colorful, detailed illustrations appeal to younger preschoolers, while some older preschoolers appreciate humor.

### Materials

- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- The Little Red Hen and other Folk Tales* (Book and Audio CD)
- Various versions of "The Little Red Hen"
- Books about teddy bears (some with audio)
- Illustrated children's cookbooks
- Other books that complement this week's theme

## Dramatic Play Center

**Preparation** — The Dramatic Play Center becomes a bakery this week. Prepare a sign to name the bakery. Children may choose a name, or name it “The Little Red Hen’s Bakery.”

**Activity** — Children bake imaginary bread using the provided materials and by pretending to follow cookbook recipes.

### Interaction & Observation

- Ask questions about what you see happening to help children focus on their pretend situations.
- In early stages children often pretend at the same time but not with each other. As they advance, they will agree on their pretend roles and relate to each other in character.
- As they pretend, children form images in their minds, which is an early form of abstract thinking.

### Materials

- Muffin pans
- Hand egg beater
- Cake pans
- Measuring cups and spoons
- Aprons
- Illustrated bread cookbooks
- Chef hats if available
- Bakery name sign

### Creative Arts

*Engages in cooperative pretend play with other children*

*Represents fantasy and real-life experiences through pretend play*

## Construction Center

**Preparation** — Mount farm pictures and include illustrated farm books for children to use as visual stimulation.

**Activity** — Children use blocks to build a farm. They may include a barn, a fence, and/or a silo for storing grain.

### Interaction & Observation

- As you visit this center, tell children what you observe them doing individually and comment on the arrangement, number, and choice of blocks used.
- Ask open-ended questions that will encourage children to talk about their structures and identify the shapes they formed by using existing shapes.
- Encourage the use of positional words such as above, below, next to, etc. in the children’s answers.

### Materials

- Picture books about farms
- Illustrations of farm buildings
- Building blocks

### Math

*Uses positional words*

*Describes, compares, creates, and composes basic shapes*

### Social/Emotional Development

*Works with others to solve problems*

### Phonics & Word Recognition

*Associates letters with their names/sounds*

## Writing Center

**Activity** — Children write their names and *Bb* at the top of their papers. They then draw pictures of objects that begin with *Bb*, or cut out magazine images of *Bb* objects to glue to their pages.

### Interaction & Observation

- Compile the papers into a class book about the letter *Bb*.
- Share the class book with the children, then place it in the Library Center.
- Encourage the children to say please and thank you as they share materials.

### Materials

- 8½"x11" paper
- Recycled magazines
- Crayons, scissors, and glue

### Print Concepts

*Focuses on letter names and shapes*

### Social/Emotional Development

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



**Science**

*Uses tools and equipment to explore objects*

*Uses senses to explore*

*Collects, describes, and records information*

*Investigates properties of earth materials including water, soil, rocks, and sand*

**Discovery Center**

**Preparation** — The corn you provide can be yellow, white, and/or multicolored, either on the cob or off. You may also include a toy barn, tractor, animals, farmer, cracked corn or popcorn kernels, and hay or straw.

**Activity** — Children use magnifying glasses, clear marbles, or bottles to explore corn, husks, silk, and kernels. They illustrate what they see through the magnifying lenses. If the additional materials are provided, children may pull corn in the tractor and hide animals in the hay.

**Interaction & Observation**

- Ask open-ended questions to help focus the children's thinking and encourage problem-solving.
- Children describe how the various items feel and look.

**Materials**

- Magnifying glasses, clear marbles, or clear plastic bottles filled with water
- Paper, pencils, and crayons
- Husks, silks, and corn

**Math**

*Recognizes numerals*

*Understands that numbers always represent the same quantity*

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

**Math Center**

**Preparation** — Print the numerals one through six in the bottom of cupcake liners or egg carton halves.

**Activity** — Children place the correct number of counters into each cup, matching the number of counters to the number printed inside each cup.

**Interaction & Observation**

- Model one-to-one correspondence in counting if necessary.
- Make comparisons using terms such as "more than" and "less than."

**Materials**

- Muffin tins with cupcake liners or egg cartons (cut in half)
- Counters



## Gathering

Prior to the Gathering Routine each day throughout the school year, have the children face the flag and listen to or sing along with Sing-Along Volume 1, Track #3 “America the Beautiful” (or song appropriate to your country). The Pledge of Allegiance will be added in Unit 4.

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Post or display the Linear Calendar. Say: **This is our weekly calendar. It will help us know what day it is. It will also tell us if something special will happen this week.**

Explain: **Each box stands for a day of the week.**

- Indicate and name each day.
- Indicate the school and home pictures that identify days the children are at school and days they stay home.
- Demonstrate how to place a star or clothespin on the current day.
- Indicate Special Day Cards that will remind the children of special events such as birthdays and holidays. If there is a birthday or special event this week, add the Special Day Card to that day.

### Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Calendar Routine Materials (Linear Calendar, star or clothespin, Special Day Cards)

### Math

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

Uses charts and graphs to analyze data

### Social Studies

Recognizes patriotic symbols and activities

Differentiates past, present, and future

See “Read Me First,” “Put up the Calendar” for Calendar setup directions.

## Morning Meeting

### Warm Up Your Brain

Discuss the difference between the left and right sides of the body. Use a marker to write “L” on the children’s left hands, and “R” on their right.

Play *Sing-Along* Volume 1, Track 19. Children sing “Looby Loo” and follow the actions suggested in the song.

### Materials

- Starfall Sing-Along* Volume 1
- Dragon

### Gross Motor Skills

Moves with an awareness of personal space

Someone in my family is here to visit us today. I can’t wait for you to meet her!  
Your pal,  
Gingerbread Boy

### Introduce Grandmother

Read and discuss Gingerbread Boy’s message.

Say: **This week we will talk about our families. Would you like to meet someone who is part of Gingerbread Boy’s family?**

Whisper to Gingerbread Boy that it is time for him to introduce his special family member.

Say: **Gingerbread Boy would like to introduce someone very special to him. When the old woman made him into a gingerbread cookie, she became just like a grandmother to him.** (Children greet Grandmother.)

### Materials

- Starfall’s Selected Nursery Rhymes*
- Plush Grandmother

### Language Development

Comprehends simple vocabulary in a language other than their own

### Social Studies

Understands similarities and respects differences among people including those from different cultures

**Social Studies**

Demonstrates the ability to listen, understand, and respond in increasingly complex ways

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

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

**Social/Emotional Development**

Identifies family members and their relationships



Grandmother says: **I am so happy to meet you. Gingerbread Boy has told me all about you. I wanted to see Gingerbread Boy’s school. Do you like school?**

(Volunteers respond.)

Grandmother says: **Gingerbread Boy and I live together because we are a family. Can you tell me about your families?** (Volunteers share names of their family members.)

Say: **Let’s show Grandmother a nursery rhyme about a family.** Display *Nursery Rhymes* page 7, “Diddle, Diddle, Dumpling.” Volunteers describe what they see in the illustration. Encourage them to identify the mother, father, and child.

Say: **It looks like it is bedtime for the child in this family. Listen to this nursery rhyme, then you can say it with me.** Read the rhyme, then repeat it and children join in.

Ask Grandmother if she would like to come to school every day to help the children learn. Grandmother says: **I would be happy to help. I love letters and sounds. Maybe I could help you learn your letters.**

**ELL** - Teach the children the word for “Grandmother” in other languages. Enlist the help of ELL children in your class.

Chinese (This varies depending on paternal/maternal grandmother and region)	Polish: Babci (bob-chah)
Filipino: Lola (Low-lah)	Romanian: Bunica (boo-nee-ka)
French: Brand-mere (gran-mare)	Russian: Babushka (bah-boosh-kay)
Greek: Yaya (yah-yah)	Spanish: Abuela (ah-bway-la)
Italian: Nonna (non-na)	Swahili: Bibi (bee-bee)

Discuss new additions to the Learning Centers prior to Learning Center time.

**Social/Emotional Development**

Seek assistance from adults or classmates

**LEARNING CENTERS**

See Learning Center Planning Guide for Week 5, pages 108-110. Discuss ways the children may seek assistance from adults or classmates during Learning Centers and clean up time.

**Circle Time**

**Materials**

None

**Phonological Awareness: Same/Different**

Say: **Close your eyes and listen, bat, cat. Now open your eyes. Say, bat, cat.** (Children repeat, *bat, cat.*) **Are bat and cat the same word, or are they different?** (Volunteers respond.) **Listen again, basket, basket. Are these words different or are they the same?** (Volunteers respond.) **Let’s try some more. Ready?** Repeat with *baby/table* and *boat/boat*.

**Phonological Awareness**

Identifies spoken words as same or different

## Introduce /b/

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

Grandmother reads the riddle, “Bear” and children solve the riddle.

Display the *baby, bear, bed, bike, and book* Picture Cards.

Say: **Here is a picture of a bear.** (Children repeat, *bear*.) **Bear begins with /b/.** (Children repeat, /b/.) Continue, pausing for children to repeat words and sounds:

- **Baby begins with /b/. Say baby. Say /b/, baby.**
- **Bed begins with /b/. Say bed. Say /b/, bed.**
- **Bike begins with /b/. Say bike. Say /b/, bike.**
- **Say book. What sound do you hear at the beginning of book?**

Introduce *Sing-Along* Volume 2, Track 37. The children sing “Teddy Bear, Teddy Bear” and perform the actions in the song.

Say: **Listen to these two words, duck, bear. Which word begins with /b/?** (Children respond.) **Right! Bear begins with /b/.** (Children repeat, /b/.)

Say: **Let’s pretend we are bears. Ready? Teddy Bears, Teddy Bears, bounce a ball.** (Children pretend to bounce balls.) **Now say these words, bounce, ball.** (Children repeat, *bounce, ball*.) **Do you hear /b/ at the beginning of bounce and ball? Say the words again, bounce, ball, /b/.** (Children repeat, *bounce, ball, /b/*.) **Let’s try some more.**

Repeat the “Teddy Bear, Teddy Bear” game with the actions listed below. After each action is performed, the children identify the sound they hear at the beginning of the emphasized words. Reinforce the sound /b/, rather than the letter name.

- **Bite a banana**
- **Bang on a box**
- **Balance on a boat**
- **Bat a ball**
- **Blow up a balloon**

Encourage the children to listen for /b/ today!

### Materials

- Grandmother
- Starfall Sing-Along* Volume 2, Track 27
- Picture Cards: *baby, bear, bed, bike, book*
- Pocket chart

### Bear

*I am a large animal with lots of fur!  
I live in the forest.  
I growl if I am scared.  
You might have a stuffed animal  
that looks like me.  
My name begins with /b/.*

*What animal am I, a duck or a bear?*

### Teddy Bear, Teddy Bear

*Teddy bear, teddy bear,  
Turn around.  
Teddy bear, teddy bear,  
Touch the ground.  
Teddy bear, teddy bear,  
Shine your shoes.  
Teddy bear, teddy bear,  
Skidoo.*

*Teddy bear, teddy bear,  
Go upstairs.  
Teddy bear, teddy bear,  
Say your prayers.  
Teddy bear, teddy bear,  
Turn out the light.  
Teddy bear, teddy bear,  
Say good night.*

### Creative Arts

*Expresses concepts, ideas, or feelings through movement*

### Phonological Awareness

*Recognizes/identifies beginning sounds*



Throughout the lesson plans, when you see a letter between slashes (/b/), say the letter sound, rather than the name of the letter.

# Story Time

### Reading

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

Makes inferences

Recognizes common types of literature

### Social Studies

Describes events that happened in the past

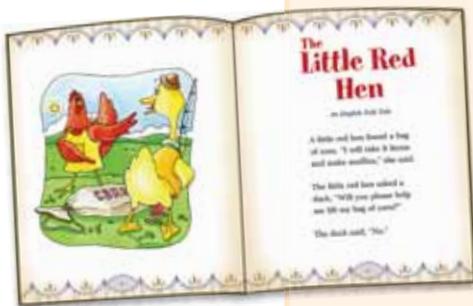
### Social/Emotional Development

Recognizes and identifies emotions

Show emotions through facial expressions.



Use this opportunity to discuss ways the children could apply the story's lesson to their classroom.



## How Does the Little Red Hen Feel?

Ask: **What kinds of foods do you think Gingerbread Boy's family likes to cook?**

Indicate *Nursery Rhymes* page 32, "Pat-a-Cake," and recite the nursery rhyme together. Ask: **What did the Baker's Man and Baby make?**

Indicate "The Little Red Hen." Say: **This is a folk tale about a little red hen. A folk tale is a very old story that teaches us an important lesson. In this folk tale, the little red hen baked something too. What do you think she baked?**

Say: **Let's listen to this story to learn what the little red hen baked.**  
Read "The Little Red Hen."

Indicate the corn muffin (or picture). Explain: **A muffin can be made from wheat or corn. This muffin was made using ground corn.**

Indicate the *happy, sad, and excited* Emotion Cards and briefly review the emotions.

Say: **When you do something wrong you may feel sorry you did it. Say, sorry.** (Children repeat, *sorry*.) Indicate the *sorry* Emotion Card. Continue: **Have you ever felt sorry for something you did?** (Volunteers respond.) **Show us how you look when you feel sorry.** (The children show their sorry faces.)

Say: **If you were supposed to clean up your room and you chose not to, your mom or dad may feel disappointed. Say, disappointed.** (Children repeat, *disappointed*.) Indicate the *disappointed* Emotion Card. Continue: **We feel disappointed when we want something to happen and it doesn't. Has anyone ever felt disappointed?** (Volunteers share their experiences.) **Show us how you look when you feel disappointed.** (The children show disappointment through their facial expressions.)

Ask the following questions. Volunteers choose the appropriate Emotion Cards, match them to the corresponding emotions on the poster, and explain their choices.

- **How did the little red hen feel when she found a big bag of corn?**
- **How did the little red hen feel when she asked for help and the duck said "No"?**
- **How did the little red hen feel when she had to do all of the work herself?**
- **How did she feel when all the animals wanted to eat the muffins she made?**
- **How do you think the animals felt when the little red hen told them they could not eat the muffins?**
- **What lesson did the animals learn?**
- **Do you think they will help next time? Why or why not?**
- **How would the story be different if all the animals had agreed to help the little red hen with the work?**

### Materials

- Starfall's Selected Nursery Rhymes*
- The Little Red Hen and other Folk Tales: "The Little Red Hen"*
- A corn muffin (or a picture of a corn muffin) in a paper bag
- Emotion Cards: *angry, disappointed, excited, happy, sad, sorry*
- Emotions Poster

## Small Group & Exploration

### Design a House

Indicate the *square* and a *triangle* Picture Cards and review these shapes.

Indicate the *rectangle* Picture Card. Ask: **Which shape does this most look like? Yes, it looks similar to a square, but it is different. This is a rectangle. Say, rectangle.**

Discuss how a square and a rectangle are similar and how they differ. The children should understand both shapes have 4 straight sides and 4 corners. Assist them to recognize the rectangle has two longer sides.

Indicate the *house* Picture Card and the children identify the shapes found in the house. They construct their own houses using the large rectangle for the house and the triangle for the roof.

Distribute rectangular-shaped paper and white squares. Children draw pictures of their families on the squares, and glue them to the rectangles to create the door of a house. Children dictate the names of family members and you label them. Distribute the triangles. Children glue them to the top to create the roof.

Discuss the fact that houses each have their own addresses. Allow children who know their addresses to share them.

Assist the children to create a cityscape by arranging their houses on mural paper or a bulletin board.

### Materials

- 8½" x 14" rectangle and triangle construction paper for each child
- 5"x5" White paper square for each child
- Crayons, markers, pencils
- Glue stick
- Picture Cards: *house, square, triangle, rectangle*

### English Conventions

Recognizes first letter of names is capitalized

### Math

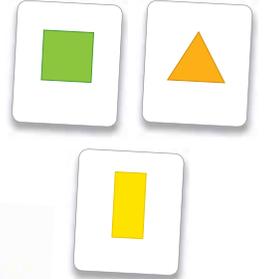
Recognizes and identifies basic two-dimensional shapes

### Social Studies

Demonstrates knowledge of personal information

### Social/Emotional Development

Identifies family members and their relationships



**Gathering**

**Math**

Uses charts and graphs to analyze data

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

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar introduced on Day 1:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

**Materials**

- Attendance Board and name cards
- Weather Board and Weather Cards
- Special Day Cards (if needed)

**Morning Meeting**

**Math**

Counts in sequence  
Recognizes number of objects without counting (subitizing)

**Warm Up Your Brain**

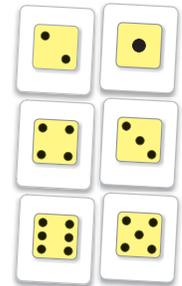
Gather the children in a circle and display the Dice Cards face-down in a pocket chart. Say: **These dots look like the eyes Sung Yow added to his dragons.**

Explain: **I will show a Dice Card and we will count the dots. Let’s try it.** (Do this several times.) **This time when I show a Dice Card, try to say the number of dots you see without counting them.** Repeat this with several cards.

Continue: **Let’s play a game. When I show a Dice Card, jump up and down once for each dot you see. Ready?** Repeat with several cards.

**Materials**

- Dice Instructional Cards: 1-6
- Pocket chart
- Dragon



Sometimes it’s hard to know right from wrong. Grandmother is teaching me how to make good choices.  
Love,  
Gingerbread Boy

**Math**

Uses charts and graphs to collect and analyze data

**Reading**

Retells familiar stories in sequence

**Social/Emotional Development**

Recognizes and identifies emotions

**Speaking & Listening**

Listens to and discusses literary texts

**“Did Little Red Hen Do the Right Thing?”**

Read and discuss Gingerbread Boy’s message.

Indicate “The Little Red Hen.” Children retell the story as you picture-walk through the book. Ask: **Do you think any of the animals were sorry they didn’t help the little red hen? Do you think the little red hen should have shared her muffins?**

- Explain that people have different ideas about the right way to act.
- Encourage the children to think about the decision the little red hen made.
- Indicate the graph and read the title, “Did Little Red Hen Do the Right Thing?”
- Explain that there is no right or wrong answer; the children are each to make their own decisions.
- Explain that children will make tally marks to indicate their choices on the graph and demonstrate.

**Materials**

- Pocket chart
- Chart paper graph titled “Did Little Red Hen Do the Right Thing?”
- Markers

Children make tally marks in the “Yes” column if they agree with the little red hen’s decision or in the “No” column if they disagree. Volunteers share reasons for their choices. Interpret the results. Discuss the lesson that might have been learned if the little red hen had invited the animals to eat the muffins even though they weren’t willing to help.

## LEARNING CENTERS

See Learning Center Planning Guide for Week 5, pages 108-110. After cleanup, children gather to share their experiences and discuss ways they noticed classmates helping each other and sharing.

### Social/Emotional Development

Engages in and maintains positive relationships and interactions

Works with others to solve problems

## Circle Time

### Phonological Awareness: Compound Words

Say: **Listen, base, ball. Let’s put those two words together: baseball. Now you try one. What word do you get when you put foot and ball together?** (Children respond, *football*.) Repeat for *basketball*.

#### Materials

None

### Introduce Bb

Indicate *Nursery Rhymes* page 6, “Baa Baa Black Sheep.”

Say: **Grandmother found a nursery rhyme she would like us to learn.** Use the Grandmother doll and a grandmotherly voice to read the nursery rhyme to the children.

Ask: **Did you hear any words that begin with /b/?** (Volunteers respond.) **Listen again.** Repeat the rhyme. The children identify *baa*, *black*, and *bags*.

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

Say: **Let’s sky write uppercase B.** (Demonstrate using your index finger to trace the letter B in the air.) **Let’s sky write lowercase b.** (Demonstrate) **Now, find a partner.** (Children do this.) **Take turns and use your finger to write uppercase B on your partner’s back.** After the children have done this several times say: **Now write lowercase b.**

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

Indicate *ABC for Gingerbread Boy and Me*. Say: **This is Gingerbread Boy’s ABC book. It will help us learn more letters and sounds. The title of the book is ABC for Gingerbread Boy and Me. Gingerbread Boy put a message in this book for us. Let’s read it.** Read the rhyme on page 1.

#### Materials

- Grandmother
- Letter Card: *Bb*
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall’s Selected Nursery Rhymes* (Book and Audio CD)
- Basket or bag for target letter

### Phonological Awareness

Combines words to form compound words

### Phonological Awareness

Recognizes beginning sounds

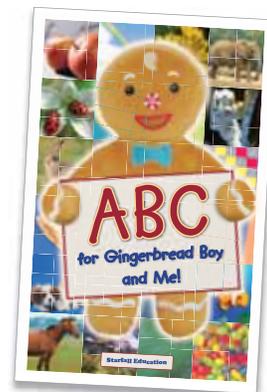
Isolates and pronounces the initial sounds in words

### Print Concepts

Focuses on letter names and shapes

Recognizes relationship between illustrations and text

Bb



Indicate pages 4-5. Say: **Let's look at Bb. Here are some pictures of objects with names that begin with Bb.**

- Identify each picture and the children repeat.
- Isolate the beginning sound. (Example: *Bear*, /b/.)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between the pictures and words. (Example: Indicate the picture of the bear. Indicate the word *bear*.)

Instruct the children to bring items or pictures of items with names that begin with *Bb* from home.

Play *Nursery Rhymes* Audio CD, Track 4 and the children sing "Baa Baa Black Sheep."

**Baa, Baa, Black Sheep**

*Baa, baa, black sheep,  
Have you any wool?*

*Yes sir, yes sir,  
Three bags full*

*One for my master,  
One for my dame,  
One for the little boy  
Who lives down the lane*

*Baa, baa, black sheep,  
Have you any wool?*

*Yes sir, yes sir,  
Three bags full*

**Print Concepts**

*Demonstrates/  
Understands  
directionality in print*

**Reading**

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

*Makes predictions  
based on titles,  
illustrations, content,  
and prior knowledge*

*Compares and contrasts*

**Vocabulary**

*Discusses words and  
their meanings*

**Story Time**

**Teacher's Literature Choice: Families**

Indicate your choice of book about families.

Introduce the title, author, and illustrator. Discuss appropriate print concepts such as reading print from the top of the page to the bottom, from left to right, and page-by-page. Picture-walk through the book. Volunteers describe the illustrations and make predictions based on the illustrations about the story.

Read the book, pausing briefly to discuss new vocabulary as it is introduced and allow the children to ask questions. Ask questions about the story to check comprehension and to compare and contrast the story with the children's predictions.

**Materials**

- Teacher's choice of book  
about families

**Small Group & Exploration**

**My Family**

Say: **Families like to do all kinds of things together.**

**One thing families like to do is play games. What do you like to do with your family?** (Volunteers respond.) **Let's illustrate some of the things we like to do with our families. Illustrate something your family enjoys doing together. You can tell me about your family members and I will label them for you.**

The children will share their journal entries with the class on Day 5.

**Note:** Remember to date journal entries since the Writing & Observation Journals will become part of the children's portfolios.

**Materials**

- Writing & Observation Journals
- Markers, crayons, pencils

**Social Studies**

*Recognizes his or her role  
as a member of a group*

*Describes events that  
happened in the past*

**Social-Emotional  
Development**

*Identifies family members  
and their relationships*

**Writing**

*Uses drawing to  
convey meaning*

## Gathering

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

### Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Special Day Cards (if needed)

### Math

Counts in sequence

Uses charts and graphs to collect and analyze data

## Morning Meeting

### Warm Up Your Brain

Place the Number Cards in a bag or basket. A volunteer draws a Number Card and identifies the number (with help if needed). The children join you in counting from one up to the number on the Number Card while hopping, jumping, clapping hands, tapping heads, or other simple actions.



### Materials

- Bag or basket
- Dragon
- Number Cards: 1-10

### Creative Arts

Expresses concepts, ideas or feelings through movement

### Math

Recognizes numerals

## Helping Your Family

Read and discuss Gingerbread Boy’s message.

Indicate “The Little Red Hen.” Ask: **What is this story about?** Tell the beginning of the story. Children then tell what happened next until the full story is related in sequence. They may help each other when necessary.

Ask: **What problem did the little red hen have?** Discuss how no one was willing to help her. Continue: **It’s always good to think about how others might be feeling. When you are part of a group or a family, everyone should help each other. Let’s play “What If?”** Ask the following questions, and accept responses:

- **What if no one washed the dirty clothes?**
- **What if you never put away your toys?**
- **What if the floor was dirty and no one swept it?**
- **What if your mom or dad asked you to help and you just wanted to play?**
- **What if your mom or dad had to do all the work at home by themselves?**

### Materials

- Starfall’s Selected Nursery Rhymes (Book and Audio CD)
- The Little Red Hen and other Folk Tales: “The Little Red Hen”

I like to help my grandmother around the house. Do you help your family by doing jobs at home?  
Your friend,  
Gingerbread Boy

### Reading

Recognizes cause and effect

### Social Studies

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

Recognizes and accepts responsibilities

### Social/Emotional Development

Empathizes with the feelings of others

Identifies family members and their relationships

### Vocabulary

Explores word relationships and nuances

Indicate *Nursery Rhymes* pages 14 and 15, “Here We Go Round the Mulberry Bush.”

Discuss the illustrations, then read the nursery rhyme.

Say: **The words *chore* and *job* mean almost the same thing. What chores or jobs did you hear in the rhyme?** (wash, iron, and mend clothes, sweep and scrub the floor, bake bread)

Say: **To mend clothes means to sew them when they are torn. What do you think scrub the floor means?** Explain that to “scrub the floor” means to wash it.

Play *Nursery Rhymes* Audio CD, Track 11. The children make up and perform actions for each verse as they sing “Here We Go Round the Mulberry Bush.”

Children take turns to identify family members and their household chores.

**Here We Go Round the Mulberry Bush**

*Here we go round the mulberry bush  
The mulberry bush, the mulberry bush  
Here we go round the mulberry bush  
So early in the morning.*

*This is the way we wash our clothes...  
So early Monday morning.*

*This is the way we iron our clothes...  
So early Tuesday morning.*

*This is the way we mend our clothes...  
So early Wednesday morning.*

*This is the way we sweep the floor...  
So early Thursday morning.*

*This is the way we scrub the floor...  
So early Friday morning.*

*This is the way we bake our bread...  
So early Saturday morning.*

**Social/Emotional Development**

*Works with others to solve problems*

*Empathizes with the feelings of others*

**LEARNING CENTERS**

See Learning Center Planning Guide for Week 5, pages 108-110. After cleanup, children gather to share times they thought about how their peers were feeling or how they helped solve problems.

**Circle Time**

**Materials**

None

**Phonological Awareness: Blend Onset & Rime**

Say: **Let’s play a puzzle word game. I’ll give you two parts of a word and you put them together. Ready? *b-at* (bat) Let’s try some more.** Continue with *b-un* (bun), *b-ake* (bake), *b-all* (ball), *b-ed* (bed), and *b-ug* (bug).

**Phonological Awareness**

*Combines onsets and rimes to form words*

**Phonics & Word Recognition**

*Associates letters with their names and sounds*

**Phonological Awareness**

*Recognizes beginning sounds*

**Print Concepts**

*Focuses on letter names and shapes*

*Understands that letters form words*

**Writing**

*Contributes to a shared writing experience or topic of interest*

**List Bb Words, ASL Bb**

Children who brought pictures or items that begin with /b/ “show and tell.”

Indicate *ABC for Gingerbread Boy and Me* and review pictures showing objects that begin with *Bb*.

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

Say: **We have learned the letter *Bb* and /b/. Now let’s learn to make the letter *Bb* with our fingers.** Indicate the Starfall American Sign Language Poster. Explain

**Materials**

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



that sign language is a way people who can't hear or talk can communicate with their hands. We can make a sign for each letter with our fingers.

Demonstrate the American Sign Language sign for *Bb*.

Say: **This is *Bb* in sign language. Now you try it.** (Children sign *Bb*.) Say: **Grandmother made up a song to help us remember /b/.**

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

#### Where Is /b/?

Melody: ("Where Is Thumbkin?")

Where is /b/? Where is /b/?

Here I am. Here I am.

*B* stands for /b/ in bear and ball

/b/ /b/ /b/, *Bb*, *Bb*, *Bb*

## Story Time

### Little Red Hen Makes Pancakes

Say: **Let's learn to make a fish bowl.** (The children sit in a circle.) **This is our fish bowl. Now we need two fish.** Choose two volunteers to be fish.

Say to the volunteers: **Sit criss-cross, knee-to-knee. You will be partners.** Tap one child on the head to be partner number one. The other child will be partner number two.

Say: **Think of your favorite food. Partner number one, look at your partner and say, "My favorite food is (name of food)."** The child does this.

Continue: **Now, partner number two, look at your partner and say, "My favorite food is (name of food)."** The child does this. Say: **Well done! Let's give them a rocket cheer!**

Select two new volunteers for the fish bowl. Remind them to sit criss-cross, knee-to-knee and look at their partners. Identify partner one and partner two.

Ask: **Remember how the little red hen made muffins? What if you could change the story so the little red hen made something else? What would it be? Partner one, tell your partner what you would like the little red hen to make.** (The child does this.) **Partner two, tell your partner what you would like the little red hen to make.** (The child does this.) **Let's give them a rocket cheer!**

Gingerbread Boy whispers that he would like the little red hen to make pancakes. Indicate "The Little Red Hen."

- Read the story and replace muffins with pancakes.
- Briefly discuss the difference in this story and the original.
- Tell Gingerbread Boy you have a funny poem about pancakes!
- Play *Sing-Along* Volume 2, Track 25. Children join in as you recite "Mix a Pancake."
- Distribute pots, pans, spoons and bowls to volunteers to use as instruments. Repeat "Mix a Pancake" and volunteers keep the beat. Repeat with additional volunteers until all of the children have had a turn.

#### Materials

- The Little Red Hen* and other Folk Tales: "The Little Red Hen"
- Starfall Sing-Along* Volume 2 Track 25, "Mix a Pancake"
- Pots, pans, spoons, bowls
- Gingerbread Boy*

#### Reading

Makes inferences

#### Speaking & Listening

Participates in collaborative conversations with diverse partners about pre-kindergarten topics and texts

Engages in agreed-upon rules for discussions

Demonstrates knowledge of nonverbal conversational rules

Affirm the class for correct responses by doing a "rocket cheer." The children place both hands together near their waists with fingers pointed up. Keeping their hands together, the children wiggle them upward like a rocket taking off. When the children's hands reach over their heads, they separate them in a big circular movement, and say, "Ah!"

#### Mix a Pancake

Mix a pancake,  
Stir a pancake,  
Pop it in the pan;  
Fry the pancake,  
Toss the pancake,  
Catch it if you can.

## Small Group & Exploration

### Math

Understands ordinal numbers

### Reading

Identifies sequence of events

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



### Materials

- Starfall's Selected Nursery Rhymes*
- "Mulberry Bush" Sequence Cards
- Gingerbread Boy

### Sequence "Here We Go Round the Mulberry Bush"

Indicate *Nursery Rhymes* page 14, "Here We Go Round the Mulberry Bush."

Say: **Gingerbread Boy would like us to read this rhyme together.**

Place the Sequence Cards on a table. Explain: **These pictures show the chores from "Here We Go Round the Mulberry Bush." Listen as I name each picture, then see if you can find the card that matches.**

Mix the Sequence Cards. The children work together to put them in order, and provide reasons for their choices. Ask: **What happened first? second? third?** Volunteers indicate the Sequence Cards as they answer.

## Gathering

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

Materials	
<input type="checkbox"/>	Attendance Board and name cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	Special Day Cards (if needed)

### Math

Counts in sequence  
Uses charts and graphs to collect and analyze data

## Morning Meeting

### Warm Up Your Brain

Play *Nursery Rhymes* Audio CD, Track 30. The children stand in two lines facing each other and chant “Hot Cross Buns” while performing the following actions with their right hands:

- **Hot** — tap their knees
- **Cross** — clap their hands
- **Buns** — put their right hands out and cross their midlines then clap

Repeat with the children using their left hands, then again using both hands.

Materials	
<input type="checkbox"/>	Starfall’s Selected Nursery Rhymes (Book and Audio CD)
<input type="checkbox"/>	Dragon

### Creative Arts

Participates in a variety of dance and movement activities with or without props

### Speaking & Listening

Follows simple and multiple-step directions

Have you ever wondered what it would be like to live on a farm? I think it would be fun!  
Your pal,  
Gingerbread Boy

### “The Farmer in the Dell”

Read and discuss Gingerbread Boy’s message.

Say: **We all live with our families. Some people live in houses, some live in apartments, and some families live in mobile homes. We all live in a (city/town). Some families live on farms. Let’s sing a song about a farmer and his family for Gingerbread Boy.** (Choose a child to be the farmer.) **Listen carefully, because the farmer will choose a wife during the song!**

Play *Nursery Rhymes* Audio CD, Track 7 “Farmer in the Dell.” During the song, children choose succeeding volunteers. As each character is chosen he or she moves to the center of the circle with the farmer.

Ask: **Who are the members of the farmer’s family?** (farmer, wife, child, dog, cat, rat)

Repeat the song. Volunteers identify members of their families. Encourage them to include first names as they identify their siblings, parents or guardians.

Materials	
<input type="checkbox"/>	Starfall’s Selected Nursery Rhymes (Book and Audio CD)
<input type="checkbox"/>	Gingerbread Boy

#### Farmer in the Dell

*The farmer in the dell,  
The farmer in the dell,  
Hi-ho, the derry-o,  
The farmer in the dell.*

*The farmer takes a wife...*

*The wife takes the child...*

*The child takes the dog...*

*The dog takes the cat...*

*The cat takes the rat...*

*The rat takes the cheese...*

*The cheese stands alone...*

### Social Studies

Describes characteristics of where he or she lives and visits

### Social/Emotional Development

Identifies family members and their relationships

### Speaking & Listening

Listens to and discusses literary texts

**Approaches to Learning**

Demonstrates willingness to try new challenges

**LEARNING CENTERS**

See Learning Center Planning Guide for Week 5, pages 108-110. After cleanup, children gather to share their experiences and discuss centers they have not visited yet but would like to try.

**Circle Time****Materials**
 None
**Phonological Awareness: Blend Syllables**

Say: **Let's play a word game. Listen to these word parts, or syllables: sis-ter.** (Clap for each syllable.) **Let's put them together: sister.**

Repeat with *farm-er* (farmer), *pan-cake* (pancake), *lit-tle* (little), *sis-ter* (sister), *broth-er* (brother), *moth-er* (mother), and *fath-er* (father).

**Phonological Awareness**

Blends syllables into spoken words

**Phonological Awareness**

Recognizes and identifies beginning and ending sounds in words

**Introduce Final /b/**

Indicate *Nursery Rhymes* page 26, "Little Boy Blue."

Say: **Grandmother found another nursery rhyme with /b/.**

Use Grandmother and her voice to read the rhyme.

Repeat it as the children join in. Ask: **What words did you hear that begin with /b/?** (boy, blue, blow)

Indicate the list of *Bb* words. Say: **Let's look at the words we wrote that begin with Bb.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?**

Add words to the list as children supply them.

Review the ASL hand sign for *Bb*. Say: **Here is Bb in sign language. Now you sign it.**

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

Say: **Listen to these words. If you hear /b/ at the end of the word, make the Bb hand sign.** Emphasize /b/ in the following words: *tub*, *grab*, *sun*, and *sub*.

**Materials**
 *Starfall's Selected*

*Nursery Rhymes*

 Grandmother

 List of *Bb* words from Day 3
**Little Boy Blue**

*Little Boy Blue,  
Come blow your horn.  
The sheep's in the meadow,  
The cow's in the corn.*

*Where is the boy who looks  
after the sheep?  
He's under the haystack,  
fast asleep.*

*Will you wake him?  
No, not !!  
For if I do,  
he's sure to cry.*

## Story Time

### “The Little Red Hen” Comparison

Indicate and read “The Little Red Hen” (Starfall version). Volunteers identify the characters (little red hen, duck, turkey, goose). Partner the children and the partners retell the story in their own words to each other.

Say: **Here is another little red hen book. In this book the story was retold by (author) and illustrated by (illustrator). Let’s listen for how this story is the same and how it is different from the little red hen story we already know.**

Read the story, introducing new vocabulary as it is encountered. Compare and contrast the characters, settings, what was cooked, and the main problem in the stories. When you have finished reading, the children vote to determine which version of the story they prefer.

#### Materials

- The Little Red Hen and other Folk Tales: “The Little Red Hen”*
- Alternate version of *The Little Red Hen*

#### Reading

Compares and contrasts characters, stories, or events

Retells familiar stories in sequence

Identifies basic similarities in and differences between two texts on the same topic

#### Speaking & Listening

Engages in conversation with peers and adults

## Small Group & Exploration

### Compound Words

Play *Sing-Along Volume 2*, Track 25 and the children recite “Mix a Pancake.”

Say: **Today we will play a game. Let’s look at these pictures. First, listen and then repeat the name of the picture after me. Ready?** Flash each Picture Card for words that are not compounds, and identify them (*ball, brush, cake, coat, corn, cup, dog, foot, house, pan, pop, rain, and tooth*). The children repeat each name.

Distribute the Picture Cards. Children identify their pictures as they receive them.

Ask: **What would happen if we put two Picture Cards together?**

- Place the Picture Card *pancake* in the pocket chart.
- Identify the picture and children repeat, *pancake*.

Say: **Pancake is made of two words, pan and cake. Who has the picture of the pan? Bring it to the pocket chart and put it next to the picture of the pancake. Who has the picture of the cake? Bring your Picture Card and place it next to the pan.**

Demonstrate that pan and cake together form pancake. Put one hand up for pan and your other hand up for cake. Then move your hands together for pancake quietly, without clapping. Repeat with *cupcake, popcorn, football, doghouse, toothbrush, and raincoat*.

#### Materials

- Starfall Sing-Along Volume 2*  
Track 25
- Pocket chart
- Picture Cards: *ball, brush, cake, coat, corn, cup, cupcake, dog, doghouse, foot, football, house, pan, pancake, pop, popcorn, rain, raincoat, tooth, toothbrush*

#### Phonological Awareness

Combines words to form compound words



## Gathering

### Math

*Counts in sequence*

*Uses charts and graphs to collect and analyze data*

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

### Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Special Day Cards (if needed)

## Morning Meeting

### Social/Emotional Development

*Regulates emotions, attention, impulses and behavior*

### Warm Up Your Brain

Say: **Let’s learn some ways to help calm ourselves if we are having trouble falling asleep or if we feel upset. Listen carefully and follow these directions.**

- **Put your left hand on right shoulder.**
- **Turn your head slowly to the right and look over your shoulder. Count to ten.**
- **Put your right hand on your left shoulder.**
- **Turn your head slowly to the left. Close your eyes and count to ten. Slowly open your eyes.**
- **Cross both arms touching opposite shoulders. Raise your chin. Count to ten.**
- **Take a deep breath in. (Pause) Let it out slowly.**

### Materials

- Dragon

I love your family illustrations. Can you tell me about them?

Love,  
Gingerbread Boy

### Creative Arts

*Demonstrates appropriate audience skills*

### Social Studies

*Recognizes his or her role as a member of a group*

### Social/Emotional Development

*Identifies family members and their relationships*

### Speaking & Listening

*Describes familiar people, places, things, and events*

*Speaks in complete sentences*

## Sharing Family Illustrations

Read and discuss Gingerbread Boy’s message.

Say: **Let’s take turns telling Gingerbread Boy about our families. Remember to use good audience skills like focusing our attention on the speaker and not talking while someone is sharing.**

Distribute Writing & Observation Journals. The children take turns sharing their family illustrations completed on Day 2, identifying family members by name as they share. Encourage listeners to compliment the speaker, ask questions about the illustrations, and to use good audience skills when others are sharing.

### Materials

- Writing & Observation Journals

# LEARNING CENTERS

See Learning Center Planning Guide for Week 5, pages 108-110. After cleanup, children gather to share their experiences and discuss new friends they have made while participating in learning centers.

## Social/Emotional Development

Engages in and maintains positive relationships and interactions

## Circle Time

### Materials

None

### Phonological Awareness: Rhyming Words

Overemphasize the rhyming words in this activity to help children recognize them. Say: **Close your eyes and listen, bell, tell. Open your eyes.**

**Say: bell, tell.** (Children repeat, *bell, tell.*) **Bell and tell rhyme. Say: bell, tell, fell.** (Children repeat *bell, tell, fell.*) **I rang the bell and Susi fell. Bell and fell rhyme.**

Ask: **Can you think of other words that rhyme with bell, tell, and fell?**  
(sell, well, yell)

## Phonological Awareness

Identifies rhyming words

### Review Bb /b/

Indicate Grandmother and the closed paper bag.

Grandmother says: **I brought in some objects with names that begin with /b/. I hid them in this bag. Can you guess what they are? Remember, their names begin with /b/.** Volunteers share their guesses.

Remove several balloons from the bag. Inflate and tie them as the children observe. Say: **Say balloons.** (Children repeat, *balloons.*) **Why do we have balloons today?** (Children share guesses.) Continue: **We have balloons because balloons begin with /b/. Watch me blow up this balloon!** Blow up a balloon, then toss it in the air. Volunteers take turns blowing up balloons.

Say: **There is one more thing in the bag that begins with /b/. Guess what it is.** Volunteers share their guesses. Remove the bubbles and blow them in the children's direction. Volunteers take turns blowing bubbles.

Gather children in a semicircle. Volunteers name the Picture Cards *baby, bear, bed, bike, and book* as you place them on the floor. Say: **Look closely at these objects with names that begin with /b/. I will take one away and you tell me what it is. Ready? Close your eyes.** Remove one of the Picture Cards. The children open their eyes and try to determine which Picture Card was removed. Repeat with other cards.

Sing "Where Is /b/?"

### Materials

- Several balloons (not inflated) and a container of bubble solution in a small paper bag
- Grandmother
- Picture Cards: *baby, bear, bed, bike, book*

## Phonological Awareness

Recognizes beginning sounds



### Where Is /b/?

(Melody: "Where Is Thumbkin?")

Where is /b/? Where is /b/?

Here I am. Here I am.

B stands for /b/ in bear and ball  
/b/ /b/ /b/, Bb, Bb, Bb

## Story Time

### Print Concepts

Recognizes relationship between illustrations and text

### Reading

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

Identifies the roles of author and illustrator

### Speaking & Listening

Listens to and discusses literary texts

### Vocabulary

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

### Materials

- Teacher's choice of book about pancakes or grandmothers

## Teacher's Literature Choice: Pancakes or Grandmothers

See literature suggestions in the Preparation Notes for Day 5, Story Time, or choose your own favorite book about pancakes or grandmothers.

Indicate your choice of book and the children discuss the roles of its author and illustrator. Read the book and briefly discuss new vocabulary as it is encountered. Also discuss ways in which the illustrations support the text. Ask children questions about the book and encourage them to use newly introduced vocabulary in their answers.

## Small Group Math

### Materials

- Number Cards 0-10

## Introduce the Number Line

Use the Number Cards 0-5 to create a number line. Say: **This is a number line.** Indicate and identify each number and the children repeat. Explain that the number five tells how many there are altogether in this number line.

Indicate the 6-10 Number Cards randomly. Say: **Here are more numbers. Which number should come after 5?** A volunteer adds the 6 Number Card to the number line.

Repeat for Number Cards 7-10.

Continue: **Let's count and clap for each number on our number line. Should we clap for zero?** (Discuss) The children say each number then clap together for each.

Play "Number Mix Up." Mix up the Number Cards and children work together to arrange them in numerical order. Repeat as time allows.

### Math

Counts/identifies numbers in sequence.

Recognizes and names numerals

Represents numbers in different ways



# Week 6: Your Neighborhood

This week you will introduce the children to weather prediction. They will learn to observe the weather each morning, use what they observe to predict the afternoon weather, and verify their predictions. The children will also:

- discuss elements of a neighborhood and a community
- learn /t/ and identify initial and final /t/ words
- be introduced to the octagon
- learn to use a Talking Stone
- discuss transportation, a variety of community buildings, and safety signs
- explore the use of pennies



Tt

## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me* by Starfall

*Star Writer Melodies*

*Starfall Sing-Along*, Volumes 1 and 2

*Stone Soup* as told by Brandi Chase

*Stone Soup* Sequence Cards

*The Little Red Hen and other Folk Tales*

*Folk Tales* Volume 1 Read-Along CD

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

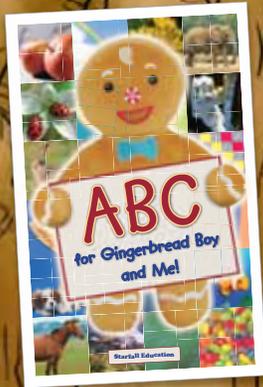
## Preparation

Prior to the Gathering Routine each day throughout the school year, remember to have the children face the flag and listen to or sing along with *Sing-Along* Volume 1, Track #3 "America the Beautiful" (or song appropriate to your country). The Pledge of Allegiance will be added in Unit 4.

Prior to Day 1, prepare a sentence strip that reads "Our Prediction" to affix next to "Today's Weather" on your bulletin board.

Place a star above each letter on the Alphabet Chart after the letter is introduced using reusable adhesive or double-sided tape. *Tt* is this week's target letter. Encourage children to bring items or pictures of objects that begin with *Tt* to class. Designate a basket or bag for collecting these items throughout the week. Include available vehicle and buildings puzzles as choices for Small Group & Exploration this week.

Type or print each child's name, address, and phone number on an adhesive label or paper, and cut them apart. The children will use them for Small Group & Exploration on Day 3.



**Day One**

*Story Time* — Hide three smooth stones in a backpack placed near your story area.

**Day Two**

*Story Time* — Locate a large stone to use throughout the year as the class Talking Stone. A child holds the stone when he or she speaks, then passes it to another child.

*Small Group* — Have non-menthol shaving cream available for children to use for writing practice. As the children use the shaving cream it will dissolve. Provide wet wipes for hands and the writing surface.

**Day Three**

*Story Time* — Choose a favorite neighborhood/community book to share. Suggestions include:

- *City Green* by DyAnne DiSalvo-Ryan
- *My Neighborhood: Places and Faces* by Lisa Bullard
- *Whistle for Willie* by Ezra Jack Keats
- *Rosie's Walk* by Pat Hutchins

*Small Group* — The children will use the name, address, and phone number labels you created.

**Day Four**

*Morning Meeting* — Prepare large construction paper shapes: circle, triangle, square, rectangle, and octagon.

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

*Small Group* — Provide recycled magazines, greeting cards, and lined scrap paper for creating designs and shapes.

**Day Five**

*Morning Meeting* — Generate two Word Cards: *Vehicles* and *Buildings*. Attach a picture of a car to the *Vehicles* card, and a picture of a house to *Buildings*. Use these to create two columns on a pocket chart for sorting Picture Cards.

*Circle Time* — The children will make tents in teams of four or five. You will need a sheet and/or blanket for each group.

*Story Time* — Choose a book from your classroom or school library to share about houses, neighborhoods, or soup. Suggestions include:

- *A Rainbow of Friends* by P.K. Hallinan
- *A Splendid Friend, Indeed* by Suzanne Bloom
- *Franklin's Neighborhood* by Paulette Bourgeois and Brenda Clark
- *The Napping House* by Audrey Wood

For today's Small Group Math Time you will use game boards, playing pieces and spinners to introduce the Cookie Shape Game (2D shapes).

My neighbor brought me some soup for dinner last night! It was delicious.

Your pal,  
Gingerbread Boy

**Day 2**

I saw lots of different kinds of houses on my way to school. I live in a small house called a cottage. Where do you live?

Love,  
Gingerbread Boy

**Day 3**

When I came to school this morning, I saw children on a bus, in cars, and on bikes! How did you get to school?

Your friend,  
Gingerbread Boy

**Day 4**

Have you ever noticed the signs in your neighborhood? I counted three stop signs on my way to school today!

Your pal,  
Gingerbread Boy

**Day 5**

I noticed a lot of buildings and vehicles in our neighborhood. The market is my favorite place to go!

Love,  
Gingerbread Boy

# WEEK 6

## Day One

## Day Two

### Gathering

Introduce weather prediction  
Review the Calendar Routine  
**Vocabulary:** predict

Predict weather  
Calendar Routine

### Morning Meeting

Gingerbread Boy's Message  
"Wee Willie Winkie"  
Introduce neighborhood and community  
**Vocabulary:** neighbor, neighborhood, community

Gingerbread Boy's Message  
Types of houses  
"There Was a Crooked Man"  
**Vocabulary:** cabin, crooked

## LEARNING CENTERS

### Circle Time

Phonological Awareness: Same/Different  
Introduce /t/  
"Tent" riddle  
"Teddy Bear, Teddy Bear"  
Discriminate initial /t/ words

Phonological Awareness: Compound Words  
*ABC for Gingerbread Boy and Me*  
"Twinkle, Twinkle Little Star"  
Introduce Tt  
Initial /t/ pictures

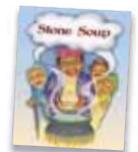
Tt

### Story Time

"Mr. Bunny's Carrot Soup"  
*Stone Soup*  
**Vocabulary:** knapsack, villagers, delicious, elderly, kindling



*Stone Soup*  
Introduce the Talking Stone



### Small Group & Exploration

Introduce pennies  
One-to-one correspondence  
**Vocabulary:** pennies



Review T, t B, b

## Day Three

## Day Four

## Day Five

Predict weather Calendar Routine	Predict weather Calendar Routine	Predict weather Calendar Routine
Gingerbread Boy's Message Discuss vehicles in the community "The Wheels on the Bus"	Gingerbread Boy's Message Introduce Traffic Signs <b>Vocabulary:</b> octagon "Traffic Lights"	Gingerbread Boy's Message <b>Vocabulary:</b> market "To Market, To Market" Classify vehicles and buildings

## LEARNING CENTERS

Phonological Awareness: Blending onset and rime <i>ABC for Gingerbread Boy and Me</i> Review /t/ and Tt List initial /t/ words Introduce ASL sign for Tt "Where Is /t/?" 	Phonological Awareness: Syllables Add words to initial /t/ list Introduce /t/ in final position	Phonological Awareness: Discriminating /t/ Construct tents /t/ Picture Cards Sing "Where Is /t/?"
Teacher's choice of book about neighborhood/community	<i>Stone Soup</i> (characters, setting) <i>Stone Soup</i> Sequence Cards 	Teacher's choice of book about houses, neighborhoods or soup
Names, Addresses and Phone Numbers	Cut paper strips to create designs	Introduce Cookie Shape Game (2D shapes)

# WEEK 6

## LEARNING CENTERS

### Technology

Uses technology independently to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

Identifies how technology affects them in daily life

## Computer Center

**Activity** — The children listen to and follow along with *Starfall Talking Library*: “Stone Soup,” sing along with *Motion Songs*: “Teddy Bear, Teddy Bear,” and review /b/ and reinforce /t/ at ABCs: B, T.

### Interaction & Observation

- Notice the children’s use of computers when you visit this center. Do they rely on your assistance or that of other children, or do they use the computer independently? Do they remain engaged? These observations may help you find ways to enrich their computer experiences.
- Promote discussion about ways computers can help us learn.

### Materials

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

## Art Center

### Print Concepts

Focuses on letter names and shapes

### Phonics & Word Recognition

Associates letters with their names and sounds

### Fine Motor Skills

Uses writing, drawing, and art tools

### Social/Emotional Development

Seeks assistance from classmates

**Activity** — Display pictures and/or Picture Cards. The children paint pictures of initial /t/ words and add uppercase and lowercase *Tt* around the edge of the paper as a border.

### Interaction & Observation

- Ask questions that will demonstrate whether children understand the assignment.
- Discuss /t/ and together think of words and pictures the children could find or paint.
- Children may seek assistance from their peers.

### Materials

- Art easel and paper
- Watercolor paints
- Paintbrushes
- Water
- Pictures of items that begin with /t/, or Picture Cards: *tent, tiger, tree, truck, and turtle*



## Library Center

### Print Concepts

Understands print conveys meaning

Demonstrates/Understands directionality in print

Recognizes relationship between illustrations and text

**Preparation** — Book suggestions include:

- *If You Give A Moose a Muffin* by Laura Joffe Numeroff
- *Walter The Baker* by Eric Carle

**Activity** — The children read books about neighborhoods, traffic safety signs, or *Stone Soup* and/or listen to the audio CD.

### Interaction & Observation

- Encourage children to pretend reading with you. Informally assess their ability to track from top to bottom, left to right, and page-by-page.
- Discuss illustrations and story understanding with children as you model appropriate book handling skills.
- Observe the children’s reading behaviors to gain insights into their language development and emerging literacy skills, and also to glimpse each child’s skills and interests in library-related activities.

### Materials

- Various versions of *Stone Soup*
- Folk Tales* Volume 1 Read-Along CD
- Books about cities and towns

## Dramatic Play Center

**Preparation** — Change the Dramatic Play Center into a grocery store, and display grocery store ads.

**Activity** — Children browse bookshelf displays and grocery store ads as they shop for groceries, while others pretend to be grocery store employees.

### Interaction & Observation

- Dramatic play allows children to assume roles and act out situations that cause them fear or worry, providing an opportunity to take control rather than feel powerless.
- Dramatic play also helps children become more empathetic toward others because they have experienced a glimpse of life from their perspective.

### Materials

- Several packed food boxes (empty or full)
- Empty yogurt cups with lids, oatmeal boxes, toy fruits and vegetables, milk cartons, etc.
- Toy cash register with play money
- Small bookshelf to display groceries
- Toy shopping cart
- Grocery store ads

### Creative Arts

*Engages in cooperative pretend play with other children*

*Represents fantasy and real-life experiences through pretend play*

### Social/Emotional Development

*Empathizes with the feelings of others*

## Construction Center

**Preparation** — Hang pictures of buildings near this center to inspire the children's work.

**Activity** — The children use blocks to build a town, which might include an apartment building, a cabin, fire station, hospital, house, library, mobile home, park, post office, school, etc. They copy the Safety Sign Picture Cards to create signs for their town.

### Interaction & Observation

- Ask open-ended questions that will encourage children to talk about their structures and where they would be in relation to the city they live in and on what street they live.
- Comment on the arrangement, the choice and number of blocks, differences and similarities of the blocks used, and specific characteristics of the buildings. Your comments will help validate the importance of the children's work.
- Encourage the children to identify new shapes they form using existing shapes.

### Materials

- Picture books about cities and towns
- Safety Sign Picture Cards
- Paper, pencils, crayons

### Social Studies

*Demonstrates knowledge of personal information*

*Recognizes common symbols in the community*

### Print Concepts

*Recognizes spoken words are represented in written language by specific sequences of letters*

*Understands print conveys meaning*

### Math

*Describes, compares, creates, and composes basic shapes*

## Writing Center

**Activity** — The children create signs to hang around the classroom, in the hallway, or on the playground. They may attempt to write on or illustrate the signs to represent words. (Our Classroom, Computer, Walk Please, Bakery, Our City, etc.)

### Interaction & Observation

- Discuss the signs the children create and ask them to explain where they would place them and why.

### Materials

- Paper
- Pencils, crayons, markers

### Fine Motor Skills

*Uses writing and drawing tools*

### Writing

*Uses scribbles/writing to convey meaning*



## Discovery Center

### Approaches to Learning

*Demonstrates flexibility, imagination, and inventiveness in approaching tasks*

*Uses self-talk as a strategy*

### Social/Emotional Development

*Works with others to solve problems*

**Activity** — The children put flashlight pieces together. When assembled correctly, the flashlights will work!

### Interaction & Observation

- Continue to pose open-ended questions to focus the children's thinking and encourage problem-solving.
- It is important to determine when and how to interact, ask questions, or make suggestions. Sometimes it is best to say nothing. A thoughtful question may help to move a child along, but if a child is working to figure something out, your comment or question might interrupt the process and cause the child to lose focus.

### Materials

- Two or three inexpensive flashlights (with batteries) taken apart and placed in plastic bags

## Math Center

### Math

*Recognizes numerals*

*Represents numbers in different ways*

*Recognizes number of objects without counting (subitizing)*

**Preparation** — Lay out the Number Cards in two rows, three columns, and in random order.

**Activity** — In turn, the children roll a die, then find the resulting numeral on the cards. They then cover that card with a math manipulative or plastic chip. Play continues until all numerals are covered. The children switch cards and play again.

### Interaction & Observation

- Cooperative games such as this don't focus on winning and losing, but instead provide opportunities for children to develop social skills and improve visual discrimination.
- Notice whether the children are able to determine how many dots are on the die each time it is rolled, without counting them.

### Materials

- Number Cards: 1-6
- One die
- Plastic chips, discs, or math manipulatives



## Gathering

Review the names of the children who are present and those who are absent. A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Say: **Today you chose** (type of weather) **to show how the weather looked and felt when you came to school. Let's predict, or make a guess, about what the weather might be when you leave school today.** Indicate the "Our Prediction" sentence strip. Choose a volunteer to predict what the weather might be later in the day.

Affix the sentence strip next to "Today's Weather." A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Say: **We will check to see if our prediction is correct before we go home today.** Remember to check the prediction at the end of the day.

Post or display the linear week calendar graph. Ask: **What do you see on the calendar? Right, you see numbers, words, and pictures.** Volunteers take turns differentiating between numbers, words, and pictures.

- Review that each box stands for a day of the week. Indicate and say the name of each day. A volunteer places a star or clothespin on the current day.
- Identify the school/home pictures that distinguish days the children are at school and days they stay home.
- Add Special Day Cards to birthdays or special events this week.

### Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- "Our Prediction" sentence strip
- Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

## Morning Meeting

### Warm Up Your Brain

The children move to express how the music makes them feel while respecting each other's space. Pause the music occasionally and the children freeze when the music stops.

Repeat with a variety of music styles as time allows.

### Materials

- Children's favorite music
- Dragon

### Science

*Makes and verifies predictions*

### Math

*Recognizes numbers in the environment*

*Uses charts and graphs to collect and analyze data*

### Print Concepts

*Differentiates between letters and numbers*

### Social Studies

*Begins to categorize time intervals*

### Creative Arts

*Experiences different moods, tempos, and rhythms in music activities*

*Expresses feelings through movement*

### Gross Motor Skills

*Moves with an awareness of personal space*

**Social Studies**

Demonstrates knowledge of personal information

Describes characteristics of where he or she lives

Investigates ways people form communities

Recognizes his or her role as a member of a group

Recognizes common symbols in the community

My neighbor brought me some soup for dinner last night. It was delicious!

Your pal,  
Gingerbread Boy



**Introduce *Neighbors and Community***

Read and discuss Gingerbread Boy’s message.

Say: **Gingerbread Boy said his neighbor brought him some soup. Who can tell us what a neighbor is?** (Volunteers respond.) **Right, a neighbor is someone who lives near you.** (Children repeat, *neighbor*.) **Raise your hand if other people live on your street. They are your neighbors. Sometimes we call people who sit near us our neighbors because they are close to us. Turn to someone close to you and say, “Hi, neighbor!”**

Indicate *Nursery Rhymes* page 48, “Wee Willie Winkie.” Say: **Wee Willie Winkie is in his neighborhood. What is he doing?** The children share observations. Continue: **Let’s listen to this rhyme to learn more.**

Read the nursery rhyme, then repeat and the children join you.

Ask: **If Wee Willie Winkie ran through your neighborhood what would he see?** Discuss houses, apartment buildings, streets, cars, bikes, street signs, trees, children playing, people taking their pets for a walk, etc.

Say: **Your neighborhood is part of a community.** (Children repeat, *community*.) **How many of you live near a shopping mall? Post office? Playground? Places near your neighborhood are also part of your community.**

Briefly discuss environmental awareness and ways the children can take care of their neighborhoods, communities, and classroom by keeping them clean.

Individually indicate and discuss the Picture Cards. The children identify which of these are found in their neighborhood communities.

Center sign-up might take a little longer than usual today, as a new theme and Learning Centers are introduced.

Encourage parents to teach their children their addresses and phone numbers and how to use phones for emergencies.

**Materials**

- Starfall’s Selected Nursery Rhymes*
- Picture Cards: *apartment building, cabin, fire station, hospital, house, library, mobile home, park, post office, RV, shop*

**Wee Willie Winkie**

*Wee Willie Winkie runs through the town,  
Upstairs, downstairs, in his night gown;  
Rapping at the windows,  
Crying through the lock,  
“Are the children all in bed?  
I’ll have you know it’s eight o’clock!”*

**LEARNING CENTERS**

See Learning Centers for Week 6, pages 134-136. After cleanup, the children gather to share their experiences. They discuss kind things their classmates did during learning center time.

**Social/Emotional Development**

Engages in and maintains positive relationships and interactions

# Circle Time

## Materials

 None

### Phonological Awareness

Say: **Close your eyes and listen, tiger, top. Open your eyes. Say: tiger, top.** Children repeat, *tiger/top*. **Are tiger and top the same word or are they different words?** (different) **Right, they are different words. Listen again, ten, ten. Are ten and ten the same word, or are they different words? Let's try some more.** Continue with *baby/tap* and *toe/toe*.

### Phonological Awareness

Identifies spoken words as same or different

### Introduce /t/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.** Grandmother reads the riddle "Tent." Ask: **What is it, a car or a tent?** Children solve the riddle and explain their answers.

Indicate the Picture Cards. Say: **Here is a picture of a tent. Say, tent. Tent begins with /t/. Say /t/.** Continue with the remaining cards:

- **Teacher begins with /t/. Say, teacher. Say /t/, teacher.**
- **Telephone begins with /t/. Say, telephone. Say /t/, telephone.**
- **Toothbrush begins with /t/. Say, toothbrush. Say /t/, toothbrush.**
- **Say, tomato. What sound do you hear at the beginning of tomato?**

Introduce *Sing-Along* Volume 2, Track 37: "Teddy Bear, Teddy Bear." Children sing and perform the actions in the song. Invite Grandmother to join in!

Say: **Listen to these words and tell which one begins with /t/. Ready? Teddy, or bear? Right, teddy begins with /t/. Say /t/.** Children repeat, */t/*. **What sound does bear begin with? /b/** Children repeat, */b/*.

Say: **Let's pretend we are teddy bears. Ready? Teddy bears, teddy bears, touch your toes.** The children do this.

Say: **Say touch and toes.** (Children repeat *touch* and *toes*.) **Do you hear /t/ at the beginning of touch and toes? Say touch, toes, /t/.** Children repeat, *touch, toes, /t/*. **Let's try some more.**

Continue for each rhyme in "Teddy Bear, Teddy Bear." After each action is performed, ask children the sound they hear at the beginning of the target words. Reinforce the sounds rather than the letter names. Overemphasize /t/ as you state the words. (*turn two times, tap ten times, tiptoe ten times*)

Encourage children to listen for /t/ today.

## Materials

 Grandmother

 *Starfall Sing-Along* Volume 2

 Picture Cards: teacher, telephone, tent, tomato, toothbrush

 Pocket chart

### Tent

*You take this camping.  
You have to put it together.  
You can sleep in it at night.  
You can make one in your house with blankets.  
It begins with /t/.*

### Phonological Awareness

Listens for beginning sounds

### Speaking & Listening

Follows simple directions

### Creative Arts

Enjoys participating in music activities



# Story Time

### Reading

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

Identifies the role of author and illustrator

### Social Studies

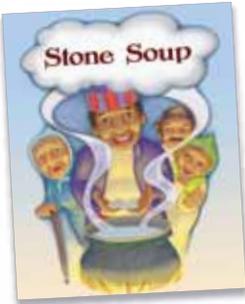
Understands how people live and what they do changes over time

### Vocabulary

Discusses words and their meanings

Explores word relationships and nuances

Uses words and phrases acquired through conversations and read alouds



## Introduce *Stone Soup*

Indicate "Mr. Bunny's Carrot Soup." Ask: **Who remembers what Mr. Bunny wanted to make?** (carrot soup) **What did he put in his soup?** (carrots) **What else do you think Mr. Bunny's friends added to the soup to make it tasty?**

Say: **Let's listen to a story about a different kind of soup. What kind of soup do you think it might be?**

Indicate the backpack. Say: **You can carry your books and toys in your backpack. Another word for backpack is knapsack.** (Children repeat, *knapsack*.) **I wonder what's inside this knapsack.**

Accept guesses, then a volunteer opens the backpack and removes the three stones.

Indicate *Stone Soup*. Say:

- **Look at the cover of this book. Who can point to the title of this book?** (A volunteer does this.) **The title is *Stone Soup*.**
- **This story was retold by Brandi Chase. Who remembers what we call the person who writes a story?** (Volunteers respond.) **Right, the person who writes a story is the author.**
- **The illustrator, or person who drew the pictures, is Annette Frei. What does an illustrator do?** (Volunteers respond.) **Right, an illustrator draws the pictures.**

Ask: **What do you notice about the way the people on the cover are dressed?** Discuss the children's observations of the character's clothes. Continue: **This tells us that this story took place a long time ago, in a little village or neighborhood. A village is a small town. People who live in a village are called villagers.**

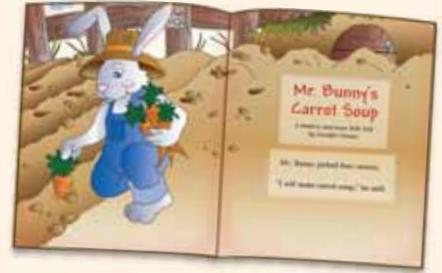
Children repeat, *villagers*.

Read *Stone Soup*. Introduce the following vocabulary as it is encountered. Review new vocabulary after reading the story by asking questions. The children respond using the new vocabulary words.

<b>delicious</b>	something that tastes very good
<b>elderly</b>	an old person (Relate to the old woman in <i>The Gingerbread Boy</i> )
<b>kindling</b>	small pieces of wood used to make a fire

### Materials

- Stone Soup* as told by Brandi Chase
- The Little Red Hen* and other Folk Tales, "Mr. Bunny's Carrot Soup"
- Three smooth stones in a backpack



## Observe & Modify

If you would like an opportunity to observe the children during the story, play the audio CD, which includes background music.

## Small Group & Exploration

### Introduce Money

Say: **We all need food to eat every day. When you go to the grocery store, what do you need in order to buy the food?** (money) **Where do your families get the money to buy food?** (Volunteers respond.) **Yes, most adults have jobs and they are paid for doing them. They use the money for food and other things they need.** Briefly discuss the difference between wants and needs.

Indicate the pennies. Say: **These are pennies. You can use these pennies to buy things at the store. If you were going to the store today what might you buy with all these pennies?**

Distribute five pennies to each child. Say: **Look closely at your pennies.** Pause to allow time for the children to examine their pennies.

Continue: **Now, turn the pennies over to the side that shows a person on it. Does anyone have an idea of who that person is?** (Volunteers respond.) **The person on the penny is Abraham Lincoln.** (Children repeat, *Abraham Lincoln*.) **Abraham Lincoln is important to the people who live in our country because he was one of our presidents, or leaders. When we see Abraham Lincoln on our pennies, we remember what a good leader he was. Let's count our pennies.**

Touch each penny as you count.

Say: **Let's go shopping!** Indicate one smooth stone. Continue: **Each of your pennies is worth one cent. This stone costs one cent. If you want to buy this stone, how many pennies would you have to pay? Right, one. Hold up one penny or one cent.** Repeat with two, three, four, and five stones. The children hold up the corresponding number of pennies to buy each.

Indicate the Number Cards. Say: **These numbers stand for zero, one, two, three, four, and five.**

- Indicate the *one* Number Card. Say the number and the children repeat.
- They indicate one penny.
- Repeat for two, three, four, and five.
- Explain that zero means no pennies. Ask children to hold up no pennies to match the zero Number Card!

Explain that you will hold up zero, one, two, three, four, or five stones, and that each stone is worth one penny. The children show you how many pennies they would need to pay for the stones.

### Materials

- Five smooth stones
- Five pennies per child
- Number Cards: 0, 1, 2, 3, 4, 5

### Math

*Explores the use and meaning of coins*

*Recognizes numerals*

*Represents numbers in different ways*

### Social Studies

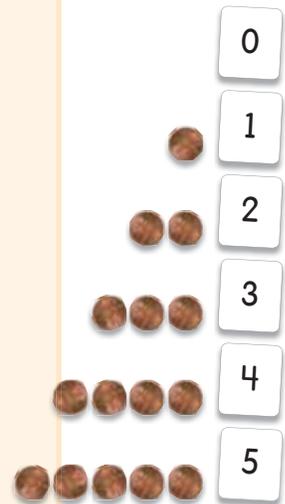
*Demonstrates an awareness of the uses of money*

*Recognizes patriotic symbols*

*Recognizes the difference between wants and needs*

*Understands money is earned through work*

*Understands money is exchanged for goods/ services*



Gathering

Math

Uses charts and graphs to collect and analyze data Social Studies

Begins to categorize time intervals

Science

Makes and verifies predictions

Observes and describes the weather and how it changes

Review the names of the children who are present and those who are absent. A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?**

A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day.

Review the weekly calendar introduced on Day 1.

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

Materials	
<input type="checkbox"/>	Attendance Board and name cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)



Approaches to Learning

Uses self-talk as a strategy

Creative Arts

Experiences different moods, tempos, and rhythms in music activities

Social/Emotional Development

Regulates emotions, attention, impulses and behavior

Morning Meeting

Warm Up Your Brain

Play any track of *Star Writers Melodies* and say:

**Let's learn more ways to calm ourselves. Ready?**

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

Remind the children that closing their eyes, taking a deep breath and letting it out slowly is a good way to help themselves relax and feel calm when needed.

Materials	
<input type="checkbox"/>	Dragon
<input type="checkbox"/>	Star Writers Melodies

Where We Live

Read and discuss *Gingerbread Boy's* message.

Indicate and identify *house, bus, bookshelf, and library* Picture Cards. Ask: **Which picture shows a place someone might live?** (house) **Right, house. People ride in buses, put books on a bookshelf, and read in a library.**

Display the *apartment building, cabin, house, houseboat, and mobile home* Picture Cards. Ask: **What do people do in these places? Yes, these pictures show different places families live.** Select the *cabin* card. Explain: **Here is a cabin. It is small like Gingerbread Boy's cottage.**

Materials	
<input type="checkbox"/>	Starfall's Selected Nursery Rhymes (Book and Audio CD)
<input type="checkbox"/>	Picture Cards: <i>apartment building, bookshelf, bus, cabin, house, houseboat, library, mobile home</i>
<input type="checkbox"/>	Pocket chart

I saw lots of different kinds of houses on my way to school. I live in a small house called a cottage. Where do you live?

Love,  
Gingerbread Boy

Identify and discuss the characteristics of the different kinds of homes in each picture. Children take turns to indicate which picture best shows where their families live. Allow children to discuss what they know about where they live, such as address, phone number, street, or city.

Indicate *Nursery Rhymes* page 39, "There Was a Crooked Man."

Say: **This is a funny picture of a crooked man. Who knows what crooked means? Yes, crooked means not straight. What else in this picture is crooked?**

Read the nursery rhyme. The children recall the objects and animals that were crooked.

Ask: **What do you think it would be like to live in a crooked house? (Volunteers respond.) What problems might people have if all their buildings and roads were crooked?**

Play *Nursery Rhymes* Audio CD Track 39. Children sing "There Was A Crooked Man."

### **There Was a Crooked Man**

*There was a crooked man,  
Who walked a crooked mile.  
He found a crooked penny  
And smiled a crooked smile.  
He bought a crooked cat,  
Which caught a crooked mouse,  
And they all lived together  
In a little crooked house.*

### **Social Studies**

*Demonstrates knowledge of personal information (hair color, age, gender, phone, address etc.)*

*Describes characteristics of where he or she lives*

### **Reading**

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

### **Vocabulary**

*Comprehends vocabulary*



## **LEARNING CENTERS**

See Learning Centers for Week 6, pages 134-136. After cleanup, the children gather to share their experiences. They discuss kind things they did for a friend during learning center time.

### **Social/Emotional Development**

*Engages in and maintains positive relationships and interactions*

## **Circle Time**

### **Materials**

None

### **Phonological Awareness: Compound Words**

Say: **Listen, tea, pot. Let's put those two words together: teapot. Now you try, tip, toe.** (Children respond, *tiptoe*.) **Here's another one: tooth, paste.** (Children respond, *toothpaste*.)

Continue with *campfire*, *grandmother*, and *houseboat*.

**Optional:** Provide a visual clue using two connect cubes to represent individual words. Move the cubes together to indicate the compound word.

### **Phonological Awareness**

*Combines words to form compound words*

**Phonological Awareness**

Recognizes beginning sounds in words

**Print Concepts**

Focuses on letter names and shapes

Recognizes relationship between illustrations and text

**Writing**

Independently writes some letters

**Introduce Tt**

Say: **Grandmother found another nursery rhyme she would like us to learn.**

Indicate *Nursery Rhymes* page 46 “Twinkle, Twinkle, Little Star.”

Read the nursery rhyme, then ask: **Did you hear any words that begin with /t/? Listen again.** Repeat the rhyme. Children identify *twinkle*. Grandmother says: **You are my shining stars. Can you stand up and twinkle like a star?**

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

Say: **Sky write uppercase T.** (Demonstrate) **Now, sky write lowercase t.** (Demonstrate) **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase T on your partner’s back!** After they have done this several times, say: **Now write lowercase t.**

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

Display *ABC for Gingerbread Boy and Me*. Say: **Let’s look at Tt. Here are some illustrations of things that begin with Tt.**

- Identify each picture. The children repeat each name.
- Isolate the beginning sound. (Example: *tent*, /t/)
- Indicate each illustration and the word beneath. Say: **Here is the illustration; here is the word that names the illustration.**
- Discriminate between illustration and word. (Example: Point to the illustration of the *tent*. Point to the word, *tent*.)

Encourage children to bring items, or illustrations of items, from home that begin with /t/.

Play *Nursery Rhymes* Audio CD, Track 45. Children sing “Twinkle Twinkle Little Star.” Invite Grandmother to sing along!

**Materials**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Grandmother   |
| <input type="checkbox"/> | Letter Card Tt  |
| <input type="checkbox"/> | Star  |
| <input type="checkbox"/> | <i>ABC for Gingerbread Boy and Me</i> by Starfall             |
| <input type="checkbox"/> | <i>Starfall’s Selected Nursery Rhymes</i> (Book and Audio CD) |
| <input type="checkbox"/> | Basket or bag   |

**Story Time****The “Talking Stone”**

Indicate the large stone. Say: **This is a special stone. It is a Talking Stone! Long ago Native Americans used a Talking Stick or Talking Stone when they shared stories or ideas. It helped people listen more carefully to each other. Here’s how it works.**

**Materials**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | One large stone to be used as a class “Talking Stone” |
| <input type="checkbox"/> | <i>Stone Soup</i> as told by Brandi Chase             |

**English Conventions**

Understands and uses question words

**Reading**

Recognizes cause and effect

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

**I will hold the stone when I am talking. If you would like to share, raise your hand and I will give you the stone. The rest of us will be quiet listeners until you finish. Then you may hand the stone to another person to share. Do you think it is okay to throw the stone?** Accept responses. Explain: **It's not okay, to throw the stone because it could hurt someone. Let's practice passing the stone.** Children practice passing the stone to each other, gently.

Indicate *Stone Soup* while holding the stone. Say: **Here is the book we read yesterday. Who can share something you remember from the story?** The children hold the stone as they share, then pass it to a volunteer. When all have shared, collect the Talking Stone.

Say: **As I read this story I asked myself how the visitor could make soup from stones. When I read on I learned that he wanted to trick the villagers by pretending to be able to make soup from stones. Let's listen to the story again to hear if anything good came from his trick.**

Read *Stone Soup*, then ask the following questions. Pass the Talking Stone to children who wish to share.

- **Why didn't the villagers want to share their food?**
- **What made them change their minds?**
- **What good thing happened to the villagers when they shared their food?**

Allow time for the children to ask questions about the story.

## Small Group & Exploration

### Review *Tt* and *Bb*

Place a small amount of shaving cream on the table in front of each child. The children spread it around and form the letters *T*, *t*, *B*, and *b*. Encourage them to identify the letters as they form them in the shaving cream and praise their attempts.

Display the letter as you give each of these directions:

- **Write two uppercase *Ts*.**
- **Write a big lowercase *t*.**
- **Write an uppercase *B*.**
- **Write lowercase *b b b*.**
- **Write the letter that stands for /t/.**
- **Write the letter that stands for /b/.**

Distribute individual name cards.

The children erase the letters and practice identifying them as they print their names in the shaving cream. Assist them as needed.

### Materials

- Letter Cards: *T*, *t*, *B*, *b*
- Children's name cards
- Shaving cream
- Wipes/paper towels



### Social/Emotional Development

*Regulates emotions, attention, impulses and behavior*

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

### Social Studies

*Understands how people live and what they do changes over time*

### Speaking & Listening

*Engages in agreed-upon rules for discussions*

### English Conventions

*Recognizes first letter of names is capitalized*

### Phonics & Word Recognition

*Associates letters with their names/sounds*

### Print Concepts

*Focuses on letter names and shapes*

### Writing

*Writes own name*

**Gathering**

**Math**

*Uses charts and graphs to collect and analyze data*

*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 and verifies predictions*

Review the names of the children who are present and those who are absent. A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?**

A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day.

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

**Materials**

- Attendance Board and name cards
- Weather Board and Weather Cards
- "Our Prediction" sentence strip
- Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

**Morning Meeting**

**Materials**

- Dragon

**Warm Up Your Brain**

- The children twist at the waist with their arms stretched to the sides, then shout "1-2-3-4-5."
- They bend at the waist to touch their toes with both hands, and shout "1-2-3-4-5."
- They bend at the waist to touch their toes, first using their left hands to touch their right toes. Explain that they will now do the opposite and use their right hands to touch their left toes.

**"The Wheels on the Bus"**

Read and discuss Gingerbread Boy's message.

Explain that people drive on the streets of their communities to get from one place to another. The children discuss different vehicles in or on which they have ridden (bikes, cars, trucks, vans, school bus, city bus, train, subway, etc.), holding the Talking Stone as they share.

Say: **Let's make a list of the different ways people get from one place in their communities to another.** Children respond while holding the Talking Stone. Write their responses on chart paper.

**Materials**

- Starfall Sing-Along Volume 1
- Chart paper, marker
- Talking Stone

**Gross Motor Skills**

*Moves with balance and control*

When I came to school this morning, I saw children on a bus, in cars, and on bikes! How did you get to school?  
Your friend,  
Gingerbread Boy

**Approaches to Learning**

*Shows curiosity and initiative by choosing to explore a variety of activities and discuss a range of topics, ideas, and tasks*

*Uses prior knowledge to understand new experiences or problems in new contexts*

Line up chairs to create seating on a bus. Children sit in the chairs. Ask: **Can this many people fit in a car or van?** Pause for responses. Explain: **No, we're on a bus! Let's count how many people are on our bus.** Do this.

Play *Sing-Along* Volume 1 Track 41 "The Wheels on the Bus." The children sing along and make up actions to accompany the song.

### The Wheels on the Bus

*The wheels on the bus go round and round  
Round and round, round and round  
The wheels on the bus go round and round  
All through the town*

*The wipers on the bus go swish, swish, swish*

*The door on the bus goes open and shut*

*The horn on the bus goes beep, beep, beep*

*The driver on the bus says, "Step back please!"*

*The mommy on the bus says, "I love you!"*

*The daddy on the bus says, "Love you too!"*

### Social Studies

Investigates ways people form communities

### Writing

Contributes to a shared writing experience or topic of interest

## LEARNING CENTERS

See Learning Centers for Week 6, pages 134-136. After cleanup, the children gather to share their experiences. They discuss activities and/or interactions that made them feel happy.

### Social/Emotional Development

Recognizes and identifies emotions in self and others

## Circle Time

### Phonological Awareness

Say: **Let's play a puzzle word game. I'll give you two parts of a puzzle and you put them together. Ready? /t/-op (top) Let's try some more.**

Continue with /t/-ent, /t/-ag (tag), /t/-oast (toast), /t/-ell (tell), /t/-alk (talk), and /t/-able.

### Materials

None

### Phonological Awareness

Combines onsets and rimes to form words

### List Tt Words, ASL Tt

Children who brought pictures or items that begin with /t/"show and tell."

Indicate *ABC for Gingerbread Boy and Me*. Review illustrations of objects in the book that begin with *Tt*.

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter T.**

Start with children's names that begin with *T*, then accept suggestions. Children circle *Tt* in their words after you write them.

Say: **We have learned the letter Tt and /t/. Let's learn to make the letter Tt with our fingers.** Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for *Tt*. Say: **This is the letter Tt in sign language. Now you try it.** The children sign *Tt*.

Say: **Grandmother would like us to sing her song to help us remember /t/.** Sing "Where Is /t/?" Each time /t/ or letter *Tt* is used the children make the *Tt* hand sign.

### Materials

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

### Where Is /t/?

(Melody: "Where Is Thumbkin?")

*Where is /t/? Where is /t/?*

*Here I am. Here I am.*

*T stands for /t/ in tent and tall*

*/t/ /t/ /t/, Tt, Tt*

### Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

### Phonological Awareness

Recognizes beginning sounds

### Print Concepts

Focuses on letter names and shapes

### Writing

Contributes to a shared writing experience



**Reading**

Identifies the roles of author and illustrator

Uses illustrations to make inferences or predict

**Print Concepts**

Demonstrates/ Understands directionality in print

Identifies front cover, back cover and title of a book

Shows where print begins on a page

**Social Studies**

Describes characteristics of where he or she lives and visits

Investigates ways people form communities

**Approaches to Learning**

Brings a teacher-directed or self-initiated task, activity, or project to completion

Approaches tasks, activities and problems with creativity

**Social Studies**

Describes characteristics of where he or she lives and visits

Demonstrates knowledge of personal information

Understands maps as representations of actual places

**Story Time**

**Teacher’s Choice: Neighborhood or Community**

Choose your favorite neighborhood or community book to share with the children.

- Introduce the title of the book and a volunteer points to it on the front cover.
- Assist the children to identify the roles of its author and illustrator.
- Discuss which is the front and which is the back cover.
- Picture-walk through the book as children use the illustrations to predict what will happen and identify the story’s setting.
- Volunteers indicate where words begin on each page as you read the story.
- Demonstrate reading from top to bottom, left to right, and page-by-page.
- Pause to briefly discuss and practice using new vocabulary as it is encountered.

**Materials**

- Teacher’s choice of book about neighborhood or community

**Small Group & Exploration**

**Names, Addresses, and Phone Numbers**

Indicate several illustrations or photos of neighborhoods from books or magazines. The children discuss what they see. Distribute Writing & Observation Journals and instruct the children to illustrate their own houses. They then place the prepared address labels under their houses and illustrate additional houses to create a neighborhood.

**Materials**

- Writing & Observation Journals
- Pencils, markers, crayons
- Prepared name, address, phone labels
- Glue (if needed)
- Illustrations or photos of neighborhoods from books or magazines

## Gathering

Review the names of the children who are present and those who are absent. A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?**

A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day.

Review the weekly calendar.

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

### Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- "Our Prediction" sentence strip
- Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

### Math

*Uses charts and graphs to collect and analyze data*

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

### Science

*Makes and verifies predictions*

*Observes and describes the weather and how it changes*

## Morning Meeting

### Warm Up Your Brain

Volunteers use drums or other rhythm instruments to set the beat for the following movement.

Direct the children to:

- jump backwards
- walk in a zigzag
- walk forward and backward in a straight line
- move using tiny steps
- dance using big steps
- pretend to climb stairs

Have fun and be creative!

### Materials

- Dragon
- Drum or other rhythm instrument

### Creative Arts

*Creates sound using traditional or handmade instruments*

*Participates in creative movement*

*Responds to changes in tempo and variety of rhythms*

**Math**

Recognizes and identifies basic two-dimensional shapes

Identifies shapes regardless of orientations or size

**Social Studies**

Recognizes common symbols in the community

Describes characteristics of where he or she lives and visits

Have you ever noticed the signs in your neighborhood? I counted three stop signs on my way to school today!  
Your pal,  
Gingerbread Boy

## Safety Signs

Read and discuss Gingerbread Boy’s message.

Indicate the *stop* Picture Card. Ask Gingerbread Boy if it looks like the signs he saw on his way to school.

Say: **This is a stop sign. It has the word *stop* on it. You can remember this sign because it is red and has eight sides. Let’s count them.** Count the sides. **A shape with eight sides is called an octagon.** Children repeat, *octagon*.

Explain: **All of our safety signs have different shapes. When you see an octagon you know it is a stop sign. When you see a diamond or rhombus shape it is a warning sign like road work, a work zone, or a speed hump. Say, *diamond*.** (The children repeat, *diamond*.) **Say, *rhombus*. Rhombus is another name for the diamond shape.**

Display all of the prepared shapes and the children identify each of them.

Display the Safety Signs Picture Cards one at a time and discuss the meaning of each sign. The children match the shapes to the corresponding traffic signs.

Play *Sing-Along* Volume 1, Track 37. The children sing “Traffic Lights” and add appropriate actions. Repeat several times.

Challenge the children to notice signs like these on their way home from school today.

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> Volume 1
<input type="checkbox"/>	Prepared shapes: circle, triangle, rectangle, octagon, diamond
<input type="checkbox"/>	Safety Signs Picture Cards: <i>one way, railroad crossing, speed limit, stop, traffic light, yield</i>



**Approaches to Learning**

Demonstrates willingness to try new challenges

## LEARNING CENTERS

See Learning Centers for Week 6, pages 134–136. After cleanup, the children gather to share their experiences. They take turns to share something new they tried during learning center time.

## Circle Time

Materials	
<input type="checkbox"/>	None

### Phonological Awareness: Syllables

Say: **Let’s play a word game using your names.**

Choose a child with a two-syllable name. Continue: **Listen to these parts.** Say the child’s name, emphasizing each syllable with a clap.

Say: **Let’s put the parts together.** Repeat the child’s name without emphasizing the syllables.

Continue with several other one and two-syllable names.

Choose a name with three syllables. Ask: **What did you notice about (child’s name)? Yes, it has 3 parts or syllables.**

**Phonological Awareness**

Counts and blends syllables into spoken words

## Introduce Final /t/

Indicate the list of *Tt* words from Day 3.

Say: **Let's look at our list of *Tt* words.** Review the list. Ask: **Can you think of any other words you would like to add to the list?** Add *Tt* words the children share.

Review the ASL hand sign for *Tt*. Say: **Here is *Tt* in sign language. Now you make it.**

Ask: **Did you know that /t/ can be at the beginning of a word, and at the end of a word? Listen for /t/ in this word, *cat*.** (Emphasize /t/ at the end.) **Now you say it, *cat*.** (Children repeat, *cat*.)

Say: **Listen to these words. If you hear /t/ at the end of the word, make the *Tt* hand sign.** Emphasize /t/ in the following words: *carrot, flat, soup, and nut*.

Grandmother says: **What do you notice about this word, *tent*?** Overemphasize the beginning and ending /t/. Continue: **Right, *tent* has /t/ at the beginning and the end! I will have a surprise for you tomorrow. It has something to do with a tent.**

### Materials

- Grandmother
- List of *Tt* words from Day 3

## Story Time

### Stone Soup Characters

Indicate *Stone Soup*. Ask:

- **Who are the characters in this story?** (traveler, villagers or people in the village)
- **Where does this story take place?** Assist the children as necessary to identify the setting.
- **Did the story take place inside a building or outside?**

Picture-walk through the book. Discuss the setting as children note details in the illustrations. Display the Sequence Cards in random order in the bottom section of a pocket chart. Volunteers take turns to order the cards in the top section.

Picture-walk through the book again as volunteers retell the story and determine whether the Sequence Cards are in the correct order. Model and encourage use of ordinal vocabulary such as first, second, third, and so on.

### Materials

- Stone Soup* as told by Brandi Chase
- Stone Soup* Sequence Cards
- Pocket chart



## Small Group & Exploration

### Design Collages

Demonstrate the proper way to hold scissors. Then the children experiment cutting lined scrap paper into strips. They glue the strips to construction paper to create designs, letters, or shapes.

The children may use Shape Picture Cards to reproduce shapes.

### Materials

- Scissors for each child
- Prepared lined scrap paper, recycled greeting cards and magazines
- Construction paper in various colors
- Shape Picture Cards (optional)

### Phonological Awareness

Recognizes and identifies beginning and ending sounds

### Math

Understands and uses ordinal numbers

### Reading

Identifies characters, settings, and major events in a story

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

Retells familiar stories in sequence

### Social Studies

Understands how people live and what they do changes over time

### Approaches to Learning

Approaches tasks, activities and problems with creativity

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

### Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility (e.g., reduce, reuse, recycle)

**Gathering**

**Math**

*Counts in sequence*  
*Uses charts and graphs to collect and analyze data*  
*Uses terms related to time periods such as morning, afternoon, night, today, tomorrow, and yesterday*

**Science**

*Makes and verifies predictions*  
*Observes and describes the weather and how it changes*

Review the names of the children who are present and those who are absent. A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?** A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day.

Review the weekly calendar.

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a "home" day.
- Check the calendar for special events this week.

**Materials**

- Attendance Board and name cards
- Weather Board and Weather Cards
- "Our Prediction" sentence strip
- Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

**Morning Meeting**

**Creative Arts**

*Enjoys participating in music activities*  
*Participates in a variety of dance and movement activities*

**Warm Up Your Brain**

Play *Sing-Along Volume 1* Track 41. Children sing "Wheels on the Bus." They create and perform appropriate motions to accompany the song.

**Materials**

- Dragon
- Starfall Sing-Along Volume 1*

**English Conventions**

*Forms regular plural nouns*

**Math**

*Sorts objects by physical attributes*

**Social Studies**

*Describes characteristics of where he or she lives and visits*

**Vocabulary**

*Discusses words and word meanings*  
*Uses words acquired through conversations and read alouds*

**Vehicles and Buildings**

Read and discuss Gingerbread Boy's message.

Indicate *Nursery Rhymes* page 40, "To Market, To Market." Ask: **What do you see in this illustration?** The children share their observations. Continue: **Someone is riding a motor bike. I wonder where she is going. Let's read to find out.**

Read "To Market, To Market." Say: **A market is a place where people go to buy food and other things. Some markets are indoors, like grocery stores. Some markets are outside. How did the girl get to the market? What did she buy there?**

**Materials**

- Picture Cards: ambulance, apartment building, bike, bus, cabin, car, fire station, hospital, house, houseboat, jeep, library, mobile home, police car, post office, school, truck, van
- Pocket chart
- Word Cards: vehicles, buildings
- Starfall's Selected Nursery Rhymes* Audio CD

Indicate the two columns prepared on the pocket chart. Say: **Here are pictures of a vehicle and a building. What is a vehicle?** (Volunteers respond.) **A vehicle is something that takes you somewhere like a car, bus, van or truck. Who can tell us what a building is?** (Volunteers respond.) **A building is a place you can go into, like a house, a store, or a school.**

Distribute the Picture Cards. Indicate two columns of the pocket chart.

- A volunteer brings his or her Picture Card forward.
- Identify the Picture Card.
- The volunteer determines if the picture is of a vehicle or a building, places the card in the corresponding column, then chooses the next volunteer.

Repeat with remaining Picture Cards.

Ask: **Who can think of a kind of vehicle?** (Volunteers respond.)  
**Who can name a kind of building?** (Volunteers respond.)

### **To Market, To Market**

*To market, to market  
to buy a fat pig;  
Home again, home again,  
jiggety-jig.*

*To market, to market,  
to buy a fat hog;  
Home again, home again,  
jiggety-jog.*

I noticed a lot of buildings and vehicles in our neighborhood. The market is my favorite place to go!

Love,  
Gingerbread Boy



## LEARNING CENTERS

See Learning Centers for Week 6, pages 134-136. After cleanup, the children gather to share their experiences. They take turns describing the signs they created in the Writing Center.

### **Creative Arts**

*Describes or explains own artwork*

## Circle Time

### Phonological Awareness

Recognizes and identifies beginning sounds

### Approaches to Learning

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

### Phonological Awareness

Recognizes and identifies beginning sounds

### Social/Emotional Development

Works with others to solve problems



### Materials

None

### Phonological Awareness: Discriminating /t/

The children stand. Say: **Listen to these words. If I say a word that begins with /t/ stand on your tippy toes. If the word doesn't begin with /t/ sit down. Ready? Teeth!** (The children stand on their tippy toes.) **Right, teeth begins with /t/.** Continue with *two, paper, tree, top, and ball.*

### Review /t/

Indicate Grandmother. Say: **Grandmother brought a surprise for you.** Reveal the sheets and/or blankets.

Grandmother asks: **Do these look like a tent?** (Children respond.) **No, they don't look like a tent yet. It is your job to turn these sheets and blankets into a tent.**

Group the children in teams of four or five to construct tents using sheets, blankets, tables, and chairs. Make necessary adaptations for children with physical disabilities. Allow time for the children to construct the tents. Circulate to answer questions and encourage the children to be flexible and open to each other's ideas.

Gather the children in a semicircle. Volunteers identify the Picture Cards *teacher, telephone, tent, toothbrush, and tomato*, as you place them on the floor.

Say: **Look closely at these objects that begin with /t/. I will take one away and you tell which one. Ready? Close your eyes.** Remove one of the Picture Cards. The children open their eyes and determine which Picture Card was removed. Repeat with other cards.

Sing "Where Is /t/?"

### Materials

Several sheets and/or blankets

Grandmother

Picture Cards: *teacher, telephone, tent, tomato, toothbrush*

### Where Is /t/?

(Melody: "Where Is Thumbkin?")

Where is /t/? Where is /t/?

Here I am. Here I am.

T stands for /t/ in tent and tall

/t/ /t/ /t/, Tt, Tt, Tt

## Story Time

### Teacher's Literature Choice: Houses, Neighborhoods, or Soup

Indicate your choice of book and the children discuss the roles of its author and illustrator. The children use the illustrations to make predictions about the story as you picture-walk through the book. Read the story and briefly discuss the characters, setting, and new vocabulary as it is encountered. Ask questions about key details in the text and discuss any questions the children have.

Encourage them to use the new vocabulary in their questions and answers.

#### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Teacher's choice of book about houses, neighborhoods, or soup |
|--------------------------|---|

#### Reading

*Identifies the roles of author and illustrator*

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

#### Social Studies

*Describes characteristics of where he or she lives and visits*

#### Vocabulary

*Uses illustrations and context to determine word meaning*

*Connects words and their meanings*

## Small Group Math

### Introduce the Cookie Shape Game

Review the Cookie Shape Game directions with the children and volunteers take turns to demonstrate how to play the game. Use a second game board and spinner (if needed) to allow all of the children to experience the game.

#### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Cookie Shape game boards<br>(2D shapes) |
| <input type="checkbox"/> | Playing pieces                          |
| <input type="checkbox"/> | 2D shapes spinners                      |

#### Fine Motor Skills

*Demonstrates control, strength, and dexterity to manipulate objects*

#### Math

*Recognizes and identifies basic two-dimensional shapes*

# Week 7: Community Helpers

This week you will introduce the children to community helpers, firefighters in particular. They will learn to connect the concept of community helpers to their classroom helper responsibilities. The children will also:

- learn /n/ and identify initial and final /n/ words
- discover numbers in their environment
- experience when and how to call 9-1-1
- practice what to do in case of a house fire
- put words together to form compound words
- write a class thank you note



Nn

## Starfall Books & Other Media

*A Day in the Life of a Firefighter* by Brandi Chase

*ABC for Gingerbread Boy and Me* by Starfall

"One Two, Tie My Shoe" Picture Cards

*Star Writer Melodies*

Starfall American Sign Language Poster

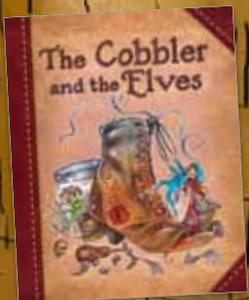
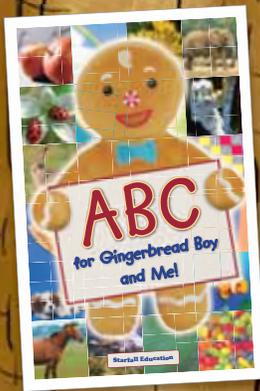
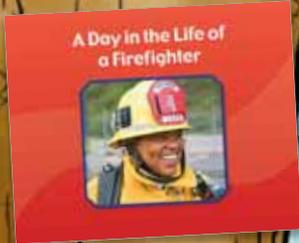
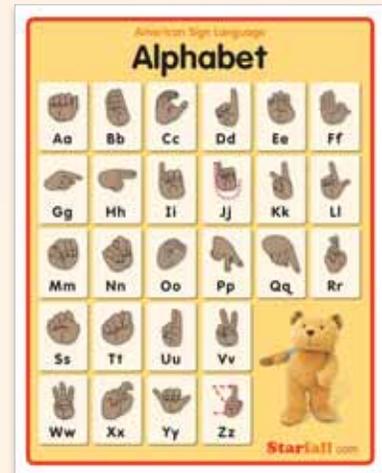
*Starfall's Selected Nursery Rhymes* (Book and Audio CD)

*The Cobbler and the Elves* as told by Brandi Chase

## Preparation

Include available community helper puzzles as choices for *Small Group & Exploration* this week.

Prior to the Gathering Routine each day throughout the school year, have the children face the flag and listen to or sing along with *Sing-Along* Volume 1, Track #3 "America the Beautiful" (or song appropriate to your country). The Pledge of Allegiance will be added in Unit 4.



**Day One**

*Morning Meeting* — Prepare a chart paper with the title “Our Community Helpers.”

*Circle Time* — Have a net of some kind available to show the children before you read the “Net” riddle.

*Small Group* — Prepare one construction paper rectangle and two circles for each child to use to design fire trucks.

**Day Two**

*Morning Meeting* — Prepare a poster with “9-1-1” printed on it in large numerals, and have a toy cell phone or disconnected land line phone available.

*Story Time* — You will need a white bed sheet.

*Small Group* — Have the “Our Community Helpers” list from Day 1 available. Optional: Duplicate a Gingerbread Boy outline for use in today’s *Small Group*.

**Day Three**

*Small Group* — You will need non menthol shaving cream, or a whiteboard and a marker for each child in your small group and one for yourself. Black baby ankle socks make great whiteboard erasers, and can hold dry erase markers inside.

**Day Four**

*Morning Meeting* — Have the Community Helper list from Day 1 available.

*Small Group* — Cut apart the “One Two, Tie My Shoe” Picture Cards.

**Day Five**

*Morning Meeting* — Write a note in response to the letter the children wrote to the elves on Day 4. Pretend the letter is from the elves, and have it available to share.

*Story Time* — Choose a book about community helpers or careers to share. Suggestions include:

- *Career Day* by Anne Rockwell
- *Community Helpers from A to Z* by Bobbie Kalman
- *Jobs People Do* by Felicity Brooks

I saw a fire engine yesterday. I might want to be a firefighter when I grow up. What would you like to be?

Your pal,  
Gingerbread Boy

**Day 2**

Have you ever noticed that numbers are everywhere? I saw some numbers in the nursery rhyme. I love numbers!

Love,  
Gingerbread Boy

**Day 3**

I would like to wear shoes, but I don't know where to buy shoes for a gingerbread boy! Do you?

Your friend,  
Gingerbread Boy

**Day 4**

I love learning about community helpers. I want to be a forest ranger so I can help protect animals.

Your pal,  
Gingerbread Boy

**Day 5**

I found the elves! They loved your thank you note. They wrote YOU a letter! I gave it to the teacher.

Love,  
Gingerbread Boy

# WEEK 7

## Day One

## Day Two

<b>Gathering</b>	Predict weather Calendar Routine	Predict weather Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message "Our Community Helpers" <b>Vocabulary:</b> firefighter, community helpers, firehouse, hospital, library, post office, police car, librarian, police officer, postal worker	Gingerbread Boy's Message "This Old Man" Number awareness Calling 9-1-1 <b>Vocabulary:</b> emergency

### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Same/different "Net" riddle "Wynken, Blynken, and Nod" Introduce and listen for /n/	Phonological Awareness: Compound Words Introduce Nn  Initial /n/ words <i>ABC for Gingerbread Boy and Me</i>
<b>Story Time</b>	<i>A Day in the Life of a Firefighter</i>  Author/ Photographer "Five Little Firefighters"	<i>A Day in the Life of a Firefighter</i>  Introduce Meeting Place "Get Low and Go"
<b>Small Group &amp; Exploration</b>	Design fire trucks	Draw selves as community helpers/dictate sentences

## Day Three

## Day Four

## Day Five

Predict weather Calendar Routine	Predict weather Calendar Routine	Predict weather Calendar Routine
Gingerbread Boy's Message <i>Star Writer Melodies</i> "Cobbler, Cobbler Mend My Shoe" Pairs <b>Vocabulary:</b> cobbler, pair	Gingerbread Boy's Message Partner Share	Gingerbread Boy's Message Share Chair: Community Helpers Book

### LEARNING CENTERS

Phonological Awareness: Blend onset and rime <i>ABC for Gingerbread Boy and Me</i> Review initial /n/ pictures and words Introduce ASL sign for N Sing "Where Is /n/?"	Phonological Awareness: Discriminating /n/ Introduce /n/ in final position "Wynken, Blynken, and Nod"	Phonological Awareness: Same/Different Match upper and lowercase letters Review /n/ Play "What's missing?" Sing "Where Is /n/?"
<i>The Cobbler and the Elves</i> Title/author/illustrator <b>Vocabulary:</b> <i>astonished, frolicked, pranced</i>	<i>The Cobbler and the Elves</i> Write class thank you note to elves	Teacher's choice of book about community helpers/careers
Review Bb, Tt, Nn and /b/, /t/, /n/	'One, Two Tie My Shoe" Rhyming Words Match Picture Cards to Number Cards 	Counting on Writing numbers

# WEEK 7

## LEARNING CENTERS

### Technology

Uses technology to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

Identifies how technology affects them in daily life

## Computer Center

**Activity** — Children listen to and follow along with *Starfall Talking Library*: “The Cobbler and the Elves” and/or “Stone Soup,” review /b/, /t/, and reinforce /n/ at ABCs: B, T, N.

### Interaction & Observation

- Continue to notice the children’s use of computers. Do they rely on your assistance or that of other children? Do they use the computer independently?
- By working in pairs or small groups, children not only learn computer skills from each other, they also develop their social skills and learn to assist each other.
- Discuss the effects of technology in the community.

### Materials

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

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Social Studies

Understands maps as representations of actual places

### Writing

Recognizes writing as a way of communicating for a variety of purposes

## Art Center

**Activity** — The children draw maps of their classroom or neighborhoods. They use symbols or kid writing to label them.

### Interaction & Observation

- Notice if children are able to effectively hold and use art materials and tools. Work with children who need additional practice.

### Materials

- Drawing paper
- Pencils, crayons

### Print Concepts

Recognizes relationship between illustrations and text

### Reading

Retells stories in sequence

Identifies characters, settings, and major events in a story

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

## Library Center

**Activity** — The children read the available books and/or follow along with the audio versions.

They retell the stories or create their own using the flannel board and flannel board characters/objects.

### Interaction & Observation

- Listen to the children as they retell or create their own stories using the flannel board and flannel board characters/objects.
- Detect whether children understand story structure (beginning, middle, and end) and comprehend the stories.

### Materials

- Various versions of *Stone Soup* and *The Cobbler and the Elves* (some recorded)
- A Day in the Life of a Firefighter*
- Nursery rhyme books
- Books about doctors, dentists, firefighters, and other community helpers
- Flannel board
- Flannel board characters/objects

## Dramatic Play Center

**Preparation** — Turn this center back into a household.

**Activity** — The children pretend to be families. They plan fire drills and practice safety procedures such as designating a family meeting place, drawing a map or an exit route, and knowing how to “get low and go.” They also use available (or pretend) props to act as firefighters who put out fires and check homes for inhabitants to provide with medical attention and save.

### Interaction & Observation

- Discuss pretend situations with the children.
- Notice their development in the use of props. Throughout the year you should see a progression from the use of realistic objects for what they are, to the ability to substitute words, actions or other objects as representations.
- Discuss how firefighters are often paramedics and may provide medical assistance to people who are injured in fires.
- Model and assist the children to button/unbutton shirts and jackets and hang them when they are finished.

### Materials

- Household objects
- Fire hats and boots
- Oversized shirts (to use as firefighter jackets)
- Paper, pencils, crayons
- Clipboards
- Doll house and/or puppets

### Approaches to Learning

*Uses imagination in play and interactions with others*

### Health, Safety, & Nutrition

*Identifies importance of safety practices, rules, and routines*

*Identifies adults who keep them safe/healthy*

*Recognizes dangerous situations*

### Social/Emotional Development

*Demonstrates self-help skills*

## Construction Center

**Preparation** — Mount illustrations of buildings, fire stations and fire trucks near the center to provide visual stimulation.

**Activity** — Children use blocks to build a fire station and/or fire truck. They may also construct apartment buildings, stores, and homes to which they travel to put out fires.

### Interaction & Observation

- Block play provides children the opportunity to use their imaginations to recreate in concrete form what they may have seen and/or experienced.
- As you discuss the children’s constructions, ask questions that will lead them to talk about their experiences. Your interest in what the children construct will boost their vocabularies and increase their desire to communicate.

### Materials

- Picture books about cities and towns, fire trucks, firefighters

### Approaches to Learning

*Approaches tasks, activities and problems with creativity*

### Fine Motor Skills

*Demonstrates control, strength, and dexterity to manipulate objects*

### Social Studies

*Recognizes the roles and responsibilities of various workers in their community*



## Writing Center

### Approaches to Learning

Attends to tasks for a brief period and seeks help when needed

### Fine Motor Skills

Uses writing and drawing tools

### Writing

Uses drawing and/or scribble writing to convey meaning

**Activity** — Children use Picture Cards to illustrate their favorite community helpers. They write the names of the helpers on their illustrations.

Display the completed illustrations in the Writing Center or on the classroom walls nearby.

### Interaction & Observation

- Praise the children's attempts at drawing and writing.
- Developmentally, children are beginning to understand the different functions of pictures and words. They will soon realize that words are symbols that represent ideas.

### Materials

- Community Helper Picture Cards
- Paper
- Pencils, crayons, markers

## Discovery Center

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Science

Uses senses to explore

Investigates properties of earth materials including water, soil, rocks, and sand

**Preparation** — Place the water table or tub on a sturdy table. As the week progresses, add additional materials such as Ping-Pong balls, strainers, scoops, and spoons.

**Activity** — Children experiment and use their senses to explore the properties of water, pouring it from one container to others of varying shapes and sizes.

### Interaction & Observation

- Pose questions to help focus the children's thinking and encourage problem solving. Examples: How many cups of water does it take to fill that container? What happens when you fill the container too full? How does the water feel?

### Materials

- Water table or large rectangular plastic container or tub
- Several plastic containers of varying shapes and sizes
- Plastic smocks
- Water

## Math Center

### Math

Recognizes numerals

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

Recognizes number of objects stays the same regardless of their arrangement

**Activity** — Children count to match the number of objects to the numbers on the cards.

### Interaction & Observation

- Matching the number of objects to the Number Cards helps the children associate number symbols with specified quantities of objects.
- Observe the children to determine if they are using one-to-one correspondence to count the objects.

### Materials

- Tubs of small blocks, toys, or math manipulatives
- Number Cards 1 through 10
- Picture Cards from "One, Two, Tie My Shoe"

## Gathering

Review the names of the children who are present and those who are absent. Individually indicate the name cards of the children who are present. Ask: **Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board. Ask: **Who can predict what the weather might be later today?** A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day.

Post or display the linear week calendar graph.

- Review that each box stands for a day of the week. Indicate and say each day aloud.
- Identify the school/home pictures that distinguish days the children are at school and days they stay home.
- Add Special Day Cards to birthdays or special events this week. A volunteer places a star or clothespin on the current day.

### Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- "Our Prediction" sentence strip
- Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

### Language Development

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

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

### Math

*Understands ordinal numbers*

*Uses charts and graphs to collect and analyze data*

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

### Science

*Makes and verifies predictions*



## Observe & Modify

If children are ready, begin to introduce the days of the week and months of the year in Spanish and French, displaying the Wall Cards downloaded from the Parent-Teacher Center.

## Morning Meeting

### Materials

- Dragon

### Warm Up Your Brain

The children stretch and reach, following these directions:

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

### Gross Motor Skills

*Combines a sequence of large motor skills*

### Speaking & Listening

*Follows simple and multiple-step directions*

**Approaches to Learning**

Uses imagination in play and interactions with others

**English Conventions**

Forms regular plural nouns

**Health, Safety and Nutrition**

Identifies adults in their communities who keep them safe and healthy

**Social Studies**

Recognizes common symbols in the community

Investigates ways people form communities

**Writing**

Contributes to a shared writing experience or topic of interest

I saw a fire engine yesterday. I might want to be a firefighter when I grow up. What would you like to be?  
Your pal,  
Gingerbread Boy

**Firefighters**

Read and discuss Gingerbread Boy's message.

Place the Picture Cards *doctor, firefighter, librarian, police officer, postal worker, and teacher* in a bag or basket. Say:

**Firefighters are people who work in our community.**

Review the concept of community. Continue: **What might happen if there were no firefighters?** (Discuss) **Because they help other people in the community, we call firefighters community helpers.**

Display the following Picture Cards in a pocket chart and identify them: *firehouse, hospital, library, post office, and police car.*

Ask: **In which of these places does a firefighter work?** (a firehouse) **Right, a firehouse. Here's a bag (or basket) of pictures of other community helpers. Let's see if we can match the community helpers to where they work.**

A volunteer closes his or her eyes and selects a Picture Card from the bag and identifies the picture. The child places the community helper Picture Card beside the place or object. Volunteers may help if necessary.

Indicate the "Our Community Helpers" chart paper and read the title. Say: **Let's write the names of some of the people who help us in our community. Who can name a community helper? I'll start. Firefighter!**

Begin the list with firefighter. Volunteers identify other community helpers. Be sure to include librarian, police officer, and postal worker. If children have difficulty, provide clues to identify helpers such as nurse, dentist, teacher, trash collector, bus driver, crossing guard, veterinarian, etc.

Review the community helpers list using both the singular and plural forms of each community helper, and the children repeat.

**Materials**

- Picture Cards: *doctor, firefighter, firehouse, hospital, librarian, library, police officer, police car, postal worker, post office, school*
- Pocket chart
- Prepared "Our Community Helpers" chart paper
- Marker
- Bag or basket



**LEARNING CENTERS**

See Learning Centers for Week 7, pages 160-162. After cleanup, the children gather to share their experiences. They take turns to share something new they have learned.

**Approaches to Learning**

Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities

# Circle Time

## Materials

 None

### Phonological Awareness: Same or Different

Say: **Listen to these three words, no, no, no. I said the same word three times. Now you say them.** (Children repeat, *no, no, no.*) **Listen to these words: no, no, yes. Two of these words are the same. One is different. Listen again for the word that is different: no, no, yes. Which word is different? Let's try another one. Listen: up, up, down. Which word is different?**

Repeat with additional sets of words as time allows.

### Phonological Awareness

Identifies spoken words as same or different

### Introduce /n/

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

The children solve the riddle. Indicate the net. Ask: **What are nets used for?** (Discuss)

Display the *net, nurse, napkin, and nest* Picture Cards.

Say: **Here is a picture of a net. Say, net. Net begins with /n/. Say /n/.**

- **Nurse begins with /n/. Say, nurse. Say /n/, nurse.**
- **Napkin begins with /n/. Say, napkin. Say /n/, napkin.**
- **Say, nest. What sound do you hear at the beginning of nest? Right, /n/.**

Say: **Listen to these two words. Which one begins with /n/? Ready? name, butterfly** (Children respond.) **Name begins with /n/. Say /n/.** (Children repeat, /n/.) **What sound does butterfly begin with? /b/**

Say: **Let's pretend to catch butterflies with imaginary nets.** (Children do this.) **Listen to these words. If you hear /n/ at the beginning, pretend to catch a butterfly. If you don't hear /n/ at the beginning, do nothing. Ready?**

Say the following words as children respond: *neighbor, nice, bear, house, napkin, nose, finger, neck, butterfly, and number.* Overemphasize /n/ as you state the words.

Say: **Grandmother found a rhyme about a boy whose name is Nod. Nod begins with /n/. Say, /n/.**

## Materials

 Grandmother

 *Starfall's Selected Nursery*

Rhymes

 A net

 Picture Cards: *napkin, nest, net, nurse*
 Pocket chart

### Phonological Awareness

Recognizes and identifies beginning sounds

### Reading

Uses illustrations to make inferences or predict

Recognizes common types of text

### Net

*I am made of rope or nylon.*

*People use me to catch butterflies or scoop up fish!*

*My name begins with the letter N  
What am I?*



Indicate *Nursery Rhymes* page 47, “Wynken, Blynken, and Nod.” Ask: **Who can find the net in this picture? What do you think Wynken, Blynken, and Nod are trying to catch in their net? Let’s read to see if you are correct.**

Read the nursery rhyme. Repeat it and the children join in. Say: **One of the character’s names in our rhyme begins with /n/. Listen: Wynken, Blynken, Nod. Which one begins with /n/?**

Encourage children to listen for /n/ today.

**Wynken, Blynken, and Nod**

*Wynken, Blynken, and Nod one night  
Sailed off in a wooden shoe—  
Sailed on a river of crystal light,  
Into a sea of dew.*

*“Where are you going, and what do you wish?”  
The old moon asked the three.*

*“We have come to fish for the herring fish  
That live in this beautiful sea;  
Nets of silver and gold have we!”  
Said Wynken, Blynken, and Nod.*

*The old moon laughed and sang a song,  
As they rocked in the wooden shoe,  
And the wind that sped them all night long  
Ruffled the waves of dew.*

**Story Time**

***A Day in the Life of a Firefighter***

Say: **Guess what community helper we will read about today. Here are some clues. This community helper helps people during emergencies, when they need help right away. He or she uses a special truck to get to the emergency and often uses water to help solve the problem. What community helper is it?**

Indicate *A Day in the Life of a Firefighter*. Volunteers point to the front cover, back cover and title of the book.

Say: **The title of this book is *A Day in the Life of A Firefighter*. It is a true story about firefighters. The author is Brandi Chase. There is no illustrator because this book includes *photographs*, or real pictures! The person who took the pictures is Barry Staver. He is a *photographer*.**

Picture-walk and display only the photographs. The children describe what happens in each photo.

Indicate the first text page. Ask: **What is different about this page? Right, there are words that tell about the photograph. Where do I begin reading? (A volunteer indicates where the text begins.) The words I read go across the page from one side to the other. When I get to the end of a line I go back to the beginning of the next line.** Demonstrate left to right and right to left directionality.

Read *A Day in the Life of a Firefighter*.

Ask questions that require the children to recall information from the book. Volunteers use illustrations to indicate where the answers can be found.

Say: **Let’s pretend we are firefighters! Listen to this rhyme.**

**Materials**

*A Day in the Life of a Firefighter*

by Brandi Chase

**Health, Safety and Nutrition**

*Identifies adults in their communities who keep them safe and healthy*

**Print Concepts**

*Shows where print begins on a page*

*Understands directionality in print*

**Reading**

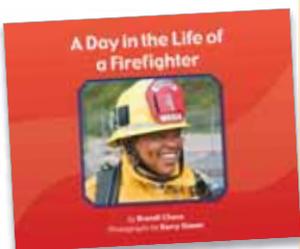
*Recalls important facts from informational text*

*Differentiates between fiction and nonfiction*

*Makes predictions based on titles, illustrations, content, and prior knowledge*

**Social Studies**

*Investigates ways people form communities*



Read “Five Little Firefighters.” The children join in and add actions as you repeat the rhyme.

Five children come forward and stand shoulder-to-shoulder. The class repeats the rhyme and performs the actions. Ask one firefighter to “go back to the fire truck” (return to the group), then repeat the rhyme, counting only to four. Continue until all firefighters have returned to the group, counting one number less each time a firefighter leaves the line.

Repeat with five new firefighters.

### Five Little Firefighters

Five little firefighters standing in a row.  
(Hold up five fingers.)

1, 2, 3, 4, 5, ready to go!  
(Wiggle fingers, 1, 2, 3, 4, 5.)

Hurry to the fire and give a shout  
(Run in place.)

Whoosh goes the water,  
(Pretend to hold a hose.)

The fire is out!  
(Wipe your brow!)

## Small Group & Exploration

### Create Fire Trucks

Indicate a construction paper rectangle and circle and review the names of the shapes.

Ask: **If I turn the shapes in a different direction** (demonstrate) **what shapes are they?** The children should understand that the shapes don’t change when they are turned in different directions.

Distribute a construction paper rectangle and two circles to each child. Say: **Earlier we read a book about a firefighter. How can we use these shapes to create fire trucks?** Volunteers respond.

Distribute a large sheet of construction paper to each child. The children glue the shapes to the large sheet of construction paper to create fire trucks. They use markers to add details. Ask: **Where did you put the rectangle? Circles?** Encourage the children to use positional words in their responses.

**Optional:** Provide illustrations of a variety of fire trucks as models. The children identify the shapes they recognize in the fire trucks.

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | One construction paper rectangle, two small construction paper circles and a large sheet of construction paper for each child |
|--------------------------|---|

### Approaches to Learning

Brings a teacher-directed or self-initiated task, activity, or project to completion

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Math

Identifies shapes regardless of orientations or size

Recognizes and identifies basic two-dimensional shapes

**Gathering**

**Math**

Understands ordinal numbers

Uses charts and graphs to collect and analyze data

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

**Science**

Makes and verifies predictions

Review the names of the children who are present and those who are absent. Individually indicate the name cards of the children who are present. Ask: **Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Ask: **Who can predict what the weather might be later today?** A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar.

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been in school this week.
- Assist the children to count the days until a "home" day.
- Review the calendar for special events this week.

<b>Materials</b>	
<input type="checkbox"/>	Attendance Board and name cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

**Morning Meeting**

**Warm Up Your Brain**

Indicate *Nursery Rhymes* pages 42 and 43, "This Old Man."

Say: **Let's listen to the nursery rhyme, "This Old Man." When you hear the words "With a knick-knack, paddy whack, Give a dog a bone, This old man came rolling home." Stand up, turn around, and then sit down. Ready?**

Play *Nursery Rhymes* Audio CD, Track 42.

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

**This Old Man**

*This old man, he played one;  
He played knick-knack on my thumb.  
With a knick-knack, paddy whack,  
Give a dog a bone;  
This old man came rolling home.*

*Two; shoe  
Three; knee  
Four; door  
Five; hive  
Six; sticks  
Seven; heaven  
Eight; gate  
Nine; spine  
Ten; once again*

**Creative Arts**

Enjoys participating in music activities

**Reading**

Recognizes common types of literature

## Dialing 9-1-1

Read and discuss Gingerbread Boy's message.

Say: **Let's be number detectives. Where do you see numbers in our classroom?** (Discuss) **Where can you find numbers in our community?**

Say: **Last week we learned our addresses and phone numbers. Why do you think it's important to know where you live and what your phone number is?** (Discuss) **Today we'll talk about one of the reasons it is important.**

Lead children to expand their awareness of numbers in the environment by sharing examples such as addresses, phone numbers, and street signs. Other possible examples include license plates, telephones, computer keyboards, calendars, TV channels, and clocks.

Explain: **Numbers are very important. Look at this sign. Here are three very important numbers. Say them with me, 9-1-1. If you have an emergency and need help from a firefighter or police officer you can dial 9-1-1 and someone will send help.**

Indicate the cell or land line phone. Say: **It is important to only use the 9-1-1 number if it is an emergency. An emergency is when you need help right away.**

Present the following scenarios. Volunteers pretend to dial 9-1-1 if the situation is a true emergency, or shake their heads "no" if it is not.

- **Your sister hit you and you are mad at her.** (no)
- **Your friend falls out of a tree and is hurt badly and can't get up.** (yes)
- **You see fire coming out of your neighbor's house.** (yes)
- **Your dog or cat is not eating its food.** (no)
- **Someone is choking and no one is around to help.** (yes)
- **You want to practice dialing 9-1-1.** (no)
- **Your dad or mom falls and hits his or her head and can't talk.** (yes)
- **You don't have anyone to play with or talk to.** (no)

Provide opportunities for children to practice further in the classroom. Volunteers choose an emergency and pretend to dial 9-1-1. Answer the calls, pretending to be the operator. Have them state their phone numbers and addresses. Remind children to answer questions out loud rather than nodding or shaking their heads for yes or no questions, so the operator can hear their answers over the phone.

### Materials

- Prepared 9-1-1 poster
- Cell phone or disconnected land-line phone

### Approaches to Learning

Uses imagination in play and interactions with others

### Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Recognizes dangerous situations

### Math

Recognizes numbers in the environment

### Social Studies

Demonstrates knowledge of personal information

Recognizes his or her role as a member of a group

Have you ever noticed that numbers are everywhere? I saw some numbers in the nursery rhyme. I love numbers!

Love,  
Gingerbread Boy



## Observe & Modify

Encourage parents to teach their children their addresses and phone numbers and to use their phones for emergencies.

**Approaches to Learning**

Demonstrates increasing independence and willingness to try new challenges

**Phonological Awareness**

Combines words to form compound word

**Print Concepts**

Focuses on letter names and shapes

Recognizes relationship between illustrations and text

**Phonological Awareness**

Recognizes and identifies beginning sounds

Nn

**LEARNING CENTERS**

See Learning Centers for Week 7, pages 160-162. After cleanup, the children gather to share their experiences. The children take turns sharing something new they tried in learning centers.

**Circle Time****Phonological Awareness: Compound Words**

Say: **Here are two cubes. I will put the two cubes together and say a word. Listen: firefighter. There are two words in one: fire** (separate the cubes and raise one) **and fighter** (raise the second cube). **Let's put the words back together.** Say *firefighter* and put the two cubes together.

Distribute two cubes or chips to each child. Say: **Put your cubes together.** (Children do this.) **Say firehouse. I hear two words in one! Let's take the word apart, fire** (raise one cube, children do the same) **house** (raise the other cube, children do the same) **firehouse. What should you do with your cubes now? Right, put them back together. Let's try some more.** Repeat for *fireworks, fireplace, firefly, and firewood*.

**Materials**

- Two connect cubes or chips for each child and teacher

**Introduce Nn**

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

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

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

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

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

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

**Materials**

- Grandmother
- Letter Card *Nn*
- Star
- ABC for Gingerbread Boy and Me* by Starfall

## Story Time

### Get Low and Go

Read to page 11 of *A Day in the Life of a Firefighter*.

Ask: **What kinds of emergencies do firefighters help with?** (buildings on fire, brush fires, rescuing animals, car accidents, etc.)

Say: **Let's pretend you are my children. We will have a family meeting. Ready?**

Continue: **Okay children, today let's talk about what we should do if there is a fire in our house. It's important to have a plan for emergencies. Come with me!**

Take the children outside and away from the school building.

Say: **This is our family meeting place. If you smell smoke or see a fire in the house I want you to quickly get out of the house and come to this special meeting place. We will all meet here. We will call 9-1-1- once we are outside.**

Pretend to call 9-1-1 and report the fire.

Say: **Oh no, I forgot my laptop! Is it okay to go back inside to get it? No, we never go back inside because it's not safe.** Be sensitive to the fact that pets are very important to children and they may have a difficult time understanding why they can not go back into the house to retrieve them.

Return to the classroom.

Say: **Sometimes you see smoke before you see the fire. Smoke can get inside your body when you breathe in, and it can make you cough. If you see a lot of smoke you need to get low and go! Let's practice.**

You and your assistant (or two child volunteers) hold a sheet low to the floor. Explain:

**We'll pretend the sheet is smoke. You have to stay low to crawl under it.**

Children crawl under the sheet and say, "Get low and go."

Remind children never to call 911 unless it is an emergency.

#### Materials

- A Day in the Life of a Firefighter*
- by Brandi Chase
- A large white sheet

#### Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Identifies adults who keep them safe/healthy

Recognizes dangerous situations

#### Social Studies

Recognizes his or her role as a member of a group

## Small Group & Exploration

### What I Want to Be

Review the list of community helpers. Each child chooses his or her favorite helper. The children illustrate themselves as the community helpers they chose. As children illustrate, they dictate sentences to explain something they will do as the community helper.

Children will share their illustrations on Day 5.

**Optional:** Use the Picture Generator to duplicate a large Gingerbread Boy. Children decide what community helper Gingerbread Boy could be, and dictate sentences to explain something Gingerbread Boy would do as a community helper.

#### Materials

- Community helpers list
- Writing & Observation Journals
- Pencils, crayons, markers

#### Social Studies

Recognizes the roles and responsibilities of various workers in their community

Differentiates past, present, and future

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

#### Writing

Uses drawing and/or dictation to convey meaning

Gathering

Math

Understands ordinal numbers

Science

Makes and verifies predictions

Review the names of the children who are present and those who are absent. Individually indicate the name cards of the children who are present. Ask: **Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Choose a volunteer to predict what the weather might be later in the day. The volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction."

Assist children to identify and mark today's date.

Materials

- Attendance, Weather, and Calendar Routine materials

Creative Arts

Experiences different moods, tempos, and rhythms in music activities

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Morning Meeting

Warm Up Your Brain

Play *Star Writer Melodies*, any track. Instruct the children to take deep breaths as they follow your directions to practice the following relaxation and calming strategies.

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

Materials

- Star Writer Melodies
- Dragon

I would like to wear shoes, but I don't know where to buy shoes for a gingerbread boy!  
Do you?  
Your friend,  
Gingerbread Boy

English Conventions

Forms regular plural nouns

Math

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

Uses numbers to predict, estimate, and make realistic guesses

Social Studies

Understands money is exchanged for goods/services

"Cobbler, Cobbler, Mend My Shoe"

Read and discuss Gingerbread Boy's message.

Ask: **Where could Gingerbread Boy buy a pair of shoes?**

Indicate *Nursery Rhymes* page 23, "Cobbler, Cobbler, Mend My Shoe." Say: **Maybe someone could make shoes for Gingerbread Boy. Here's a nursery rhyme about a cobbler.** (Children repeat, *cobbler*.) **A cobbler is someone who earns money by making and repairing shoes. Let's read about this cobbler.**

Read the nursery rhyme. Children discuss the illustration.

Say: **Raise your hand if you are wearing shoes.** (Children raise their hands.) **Right, we all have shoes! Do our shoes look the same, or do they look different?** Partner children to compare their shoes.

Materials

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

Cobbler, Cobbler, Mend My Shoe

Cobbler, cobbler, mend my shoe,  
Get it done by half-past two.  
Stitch it up and stitch it down,  
And then I'll walk around the town.

Say: **Let's make a "human" graph! Look at your shoes. If your shoes have shoelaces, come to the front of the room and form a line. If you do not have shoelaces come to the front and form another line.**

Compare the two lines and determine which has more children. Count the children in each line to determine which group is larger/smaller.

Say: **Look very carefully at your shoes. Do you notice that both of your shoes are the same? We call shoes that match a *pair*.** (Children repeat, *pair*.) **There are always two objects in a *pair*. Do you have one or two shoes?** (two) **Right, you have two shoes. That's a *pair* of shoes.** Children identify other objects that come in pairs (socks, eyes, hands, ears, feet, legs, arms, etc.).

The children form a circle. Each child removes one shoe and places it in the center of the circle. Say: **When I call your name, go to the middle of the circle and find your matching shoe.** Children place their shoes back in the center of the circle, then pair up and find their partners' shoes.

Ask: **Who could fix your shoe if it is broken? Right, a *cobbler*!**

Play *Nursery Rhymes* Audio CD, Track 20. Children sing "Cobbler, Cobbler, Mend My Shoe."

### Vocabulary

*Asks questions about unknown objects and words*

*Discusses words and their meanings*



### Observe & Modify

If all of the children are wearing velcro shoes, change the criteria for the classification activity.

### LEARNING CENTERS

See Learning Centers for Week 7, pages 160-162. After cleanup, the children gather to share their experiences. The children take turns sharing times a classmate taught them something new.

### Approaches to Learning

*Shows curiosity/initiative to explore a variety of activities and discuss a range of topics, ideas, and tasks*

## Circle Time

### Phonological Awareness

Combines onsets and rimes to form words

### Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

### Phonological Awareness

Recognizes and identifies beginning sounds

### Print Concepts

Focuses on letter names and shapes

### Writing

Contributes to a shared writing experience



## Phonological Awareness: Onset and Rime

Say: **Let's play a word game. I'll give you two parts of a word and you put them together. Ready? n-et (net) Let's try some more.**

Use *n-ine* (nine) and *n-ame* (name).

### Materials

None

## List Nn Words, ASL Nn

Children who brought items (or pictures of items) from home that begin with /n/ "show and tell."

Indicate *ABC for Gingerbread Boy and Me*. Review the illustrations and words that begin with *Nn*.

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter N.** Start with children's names that begin with *N*, then accept suggestions. Children circle the *Nn* in their words after you write them.

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

Say: **Grandmother would like us to sing her song to remember /n/.** Sing "Where Is /n/?" Each time /n/ or the letter *Nn* is used children make the *Nn* hand sign.

### Materials

*ABC for Gingerbread Boy and Me* by Starfall

Chart paper

Marker

Starfall American Sign

Language Poster

Grandmother

### Where Is /n/?

(Melody: "Where Is Thumbkin?")

Where is /n/? Where is /n/?

Here I am. Here I am.

*N* stands for /n/ in nest and night

/n/ /n/ /n/, Nn, Nn, Nn

## Story Time

### Reading

Differentiates between fiction and nonfiction

Makes inferences

### Social Studies

Understands how people live and what they do changes over time

### Vocabulary

Discusses words and word meanings

Identifies real-life connections between words and their use

Explores word relationships and nuances

## Read *The Cobbler and the Elves*

Indicate *The Cobbler and the Elves* and identify the title, author, and illustrator.

Read the book without pausing to discuss the illustrations or identify new vocabulary.

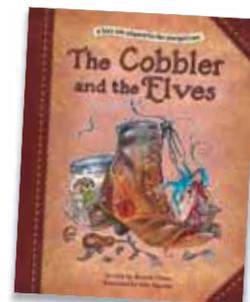
Explain how cobblers made shoes very long ago, and now shoes are made in factories. Ask: **How do you know this story took place a long time ago? Do you think most shoes are made by cobblers today? Why do you think shoes are made in large factories instead?**

Say: **There is an interesting word in this story. Watch my face when I say this word: *astonished*. *Astonished* means very surprised. Can you make an *astonished* face? (Children do this.) **Do you think the cobblers were *astonished* to see their shoes finished? Why?****

### Materials

*The Cobbler and the Elves*

as told by Brandi Chase



Children discuss answers to the following questions:

- **Is this a true story or a pretend story?**
- **Why did the cobbler need to make shoes?**
- **Why did the cobbler need money?**
- **How did the elves help the cobblers?**
- **How did the cobblers help the elves?**
- **After the elves got their new clothes, they never returned again. Where do you think they went? What do you think they did?**

Allow time for the children to ask questions.

Say: **In the story the elves frolicked and pranced in a circle.** (Children form a circle.) **Frolic means to play with excitement and romp around. Prance means to bounce happily or spring up and down like a horse. Let's frolic and prance around the circle like the elves in the story.** (This children do this.)

## Small Group & Exploration

### Review *Bb*, *Nn*, and *Tt*

Indicate the *Bb*, *Nn*, and *Tt* Letter Cards. Review the letters and their sounds.

Display and identify the Picture Cards. Say: ***Bb* stands for /b/. Who can find a picture of something that begins with /b/?** Repeat for *Nn* and *Tt*.

Indicate and identify the *bear*, *bus*, *net*, *nurse*, *teacher*, and *tent* Picture Cards. Say: ***Bb* stands for /b/. Raise your hand if you can find a picture of something whose name begins with /b/.** Volunteers identify *bear* and *bus*. Repeat for *Nn* and *Tt*.

Children practice writing *Bb*, *Nn*, and *Tt* using shaving cream or white boards and markers, and follow clean up procedures.

Indicate a Picture Card. A volunteer identifies the picture. Children write the letter that stands for the beginning sound. When they have done so, a volunteer identifies the correct letter.

### Materials

- Shaving cream or white boards with markers
- Letter Cards: *Bb*, *Nn*, *Tt*
- Picture Cards: *bear*, *bus*, *net*, *nurse*, *teacher*, *tent*

### Phonics & Word Recognition

Associates letters with their names and sounds

### Phonological Awareness

Recognizes and identifies beginning sounds

### Writing

Independently writes some letters



Gathering

Math

Understands ordinal numbers

Science

Makes and verifies predictions

Materials

- Attendance, Weather, and Calendar Routine materials

Review the names of the children who are present and those who are absent. Individually indicate the name cards of the children who are present. Ask:

**Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Choose a volunteer to predict what the weather might be later in the day. The volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction."

Assist children to identify and mark today's date.

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

- The children place their left hands on their right shoulders. They turn their heads slowly to the right as if looking over their shoulders and they count to 10.
- Next they place their right hands on their left shoulders and turn their heads slowly to the left and they count to 10.
- They cross both arms (touching opposite shoulders), raise their chins up, they count to 10, and then clap three times.

Gross Motor Skills

Combines a sequence of large motor skills

Math

Counts in sequence

I love learning about community helpers. I want to be a forest ranger so I can help protect animals.  
Your pal,  
Gingerbread Boy

Partner Sharing: Community Helpers

Read and discuss Gingerbread Boy's message.

Indicate and review the Community Helpers list from Day 1.

The children form a circle. Say: **Today let's practice partner sharing. Who will be my partner?** (Choose a volunteer.) **Remember we need to sit criss-cross, knee-to-knee. Let's say that together.** (Children repeat, *criss-cross, knee to knee.*) **We will partner share what community helper we would like to be when we grow up. I will be partner number one. I will look at my partner when I am talking. Ready? I want to be a veterinarian because I love animals. Now, it's my partner's turn. Tell me what you want to be and why.** Assist your partner to use this sentence stem:

*I want to be a \_\_\_\_\_ because \_\_\_\_\_.*

Repeat with a different partner. Say: **I want to be a chef because I like to cook.**

Every other child in the circle sits in front of their neighbor. Say: **If I tap you on the head you are partner number one.** (Tap each child on the inside of the circle.) **Partners number one, raise your hands. You will share first. Look at your partner and tell your partner what you want to be when you grow up and why.**

Circulate to assist with language.

Materials

- Community Helpers list from Day 1

Social Studies

Demonstrates knowledge about community workers and their roles

Differentiates past, present, and future

Describes characteristics of where he or she lives and visits

Speaking & Listening

Participates in collaborative conversations with diverse partners about pre-k topics and texts

After a short time, say: **Clap once if you can hear me.** (Pause for claps.) **Clap twice if you can hear me. Now it's time for partner number two to share. Partners number two, raise your hand. Remember to look at your partner when you are talking.** After a short time, say: **Wiggle your nose if you can hear me. Let's give a rocket cheer for a doing a great job!**



## Observe & Modify

If you do not think your class is ready to partner share as a group, continue modeling using two children.

## LEARNING CENTERS

See Learning Centers for Week 7, pages 160-162. After cleanup, the children gather to share their experiences. The children take turns sharing how they solved a problem during learning center time.

### Social/Emotional Development

Works with others to solve problems

## Circle Time

### Materials

None

### Phonological Awareness: Discriminating /n/

The children stand. Say: **Listen to these words. If the word begins with /n/, touch your nose. If the word doesn't begin with /n/, sit down. Ready?**

Use *neighbor, number, table, neck, nice, box, and nut.*

### Phonological Awareness

Recognizes and identifies beginning sounds

### Introduce Final /n/

Say: **Let's look at these words that begin with Nn.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?** Add additional words as provided.

Review the ASL hand sign for *Nn*. Say: **Here is Nn in sign language. Now you make it.**

Ask: **Did you know /n/ can be at the beginning of a word and it can be at the end of a word? Listen for /n/ in this word: can.** (Emphasize /n/ at the end.) **Now you say it: can.** (Children repeat, *can*.)

Say: **Listen to these words. If you hear /n/ at the end of the word, make the Nn hand sign.** Emphasize /n/ in the following words: *man, top, fan, question, phone, Wynken, and Blynken.*

Grandmother says: **That makes me think of the nursery rhyme we learned this week, "Wynken, Blynken, and Nod." Wynken and Blynken end with /n/, and Nod begins with /n/. Can we read it again?"**

Read *Nursery Rhymes* page 47, "Wynken, Blynken, and Nod." Play *Nursery Rhymes* Audio CD, Track 47. Repeat and the children join in.

### Materials

- Grandmother
- List of *Nn* words from Day 3
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)

### Phonological Awareness

Recognizes and identifies beginning and ending sounds

## Story Time

### A Letter to the Elves

Play *Nursery Rhymes* Audio CD, Track 20. Children sing “Cobbler, Cobbler, Mend My Shoe.”

Indicate *The Cobbler and the Elves* and the children retell the story.

Ask: **Did the elves do something nice for the cobbler? When someone does something nice for you, what do you say to them?** (thank you) **Right, thank you! Let’s thank the elves for their kindness. We’ll write them a thank you letter.**

On chart paper write, “Dear Elves.”

The children dictate sentences for the thank you letter as you write their responses. Read the completed letter. They sign the letter, being sure to use capital letters at the beginning of their names.

Ask: **When you send a letter or a note to someone, what community helper delivers it to that person? Right, the postal worker.**

Gingerbread Boy whispers that he knows where the elves might live, and offers to deliver the thank you letter to them.

#### Materials

- The Cobbler and the Elves*  
by Brandi Chase
- Starfall’s Selected Nursery Rhymes* (Book and Audio CD)
- Chart paper, marker
- Gingerbread Boy

#### English Conventions

Uses frequently occurring nouns and verbs

Recognizes first letter of names is capitalized

#### Reading

Retells stories in sequence

#### Social Studies

Recognizes the roles and responsibilities of various workers in their community

#### Vocabulary

Identifies new meanings for familiar words and applies them accurately

#### Writing

Contributes to a shared writing experience

Writes own name

#### Math

Recognizes numerals

#### Phonological Awareness

Identifies rhyming words

## Small Group & Exploration

### “One, Two, Tie My Shoe”

Indicate *Nursery Rhymes* page 30, “One, Two, Tie My Shoe.” The children recite the nursery rhyme together.

Say: **Raise your hand if you hear rhyming words. Let’s see if we can remember them. I’ll start, and you add the rhyming word. Let’s try one.** You say: **One, two, tie my \_\_\_\_.** (Children say *shoe*.) Continue and children supply the rhyming words.

Display the Number Cards in the pocket chart in columnar fashion. Distribute the Picture Cards. Indicate and say each number. The children repeat.

Explain: **I’ll say a number. If you have the picture that rhymes with it, bring it to the pocket chart and place it next to the number.**

Remove Number Cards *two, four, six, eight, ten*, and the Picture Cards from the pocket chart. Shuffle the Number and Picture Cards. Use one Number Card or one Picture Card per child.

Say: **Look at your number or picture. Find the person with the number or picture that rhymes with yours. Place the cards in the pocket chart when you find your rhyming partner.** The children check the pairs to confirm whether or not the words rhyme.

#### Materials

- Starfall’s Selected Nursery Rhymes*
- Prepared “One, Two, Tie My Shoe”  
Picture Cards
- Number Cards 1-10
- Pocket chart



## Gathering

Review the names of the children who are present and those who are absent. Individually indicate the name cards of the children who are present. Ask:

**Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

A volunteer or the Weather Board helper places the appropriate Weather Card on the Weather Board.

Choose a volunteer to predict what the weather might be later in the day. The volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction."

Assist children to identify and mark today's date.

### Materials

- Attendance, Weather, and Calendar Routine materials

### Math

*Understands ordinal numbers*

### Science

*Makes and verifies predictions*

## Morning Meeting

### Warm Up Your Brain

The children do the "rocking chair." They:

- sit with their knees bent and feet flat on the floor
- place both arms behind their bodies with their hands on the floor for balance
- rock back and forth as in a rocking chair (feet leave the floor)

### Materials

- Dragon

### Approaches to Learning

*Uses self-talk as a strategy*

### Gross Motor Skills

*Moves with balance and control*

I found the elves!  
They loved your thank you note. They wrote YOU a letter! I gave it to the teacher.

Love,  
Gingerbread Boy

### Creative Arts

*Demonstrates appropriate audience skills*

*Describes or explains own artwork*

### Speaking & Listening

*Engages in agreed-upon rules for discussions*

*Speaks in complete sentences*

### Share Chair: Community Helpers

Read and discuss Gingerbread Boy's message.

Read the elves' letter to the children.

Grandmother says: **I wish the elves were here today. They would love your community helpers journal entries. You did such a great job!**

The children take turns sitting in the Share Chair to share their journal pages. Help the children use complete sentences and add details when describing their illustrations. Classmates demonstrate appropriate audience skills while others are sharing and give compliments after each child shares.

### Materials

- Letter from the elves
- Writing & Observation Journals
- Share Chair
- Grandmother
- Gingerbread Boy



## Observe & Modify

Children often have difficulty finding something to say about another child's work. Use Gingerbread Boy and Grandmother to model and/or assist with compliments.



**Approaches to Learning**

Shows curiosity/initiative to explore a variety of activities and discuss a range of topics, ideas, and tasks

**Phonological Awareness**

Identifies spoken words as same or different

**Phonological Awareness**

Recognizes and identifies beginning sounds

**Print Concepts**

Focuses on letter names and shapes



**LEARNING CENTERS**

See Learning Centers for Week 7, pages 160-162. After cleanup, the children gather to share their experiences. They take turns to share their favorite learning center this week.

**Circle Time**

**Materials**

None

**Phonological Awareness: Same or Different**

Say: **Listen to these three words: teacher, teacher, teacher. I said the same word three times. Now you say them.** (Children repeat, *teacher, teacher, teacher.*) **Listen to these words: teacher, firefighter, teacher. Two of these words are the same. One is different. Listen again for the word that is different: teacher, firefighter, teacher. Which word is different?** (Volunteers respond.) **Let's try some more.**

Continue for *nurse/doctor/doctor, cobbler/cobbler/librarian*, and *dentist/dentist/nurse*.

**Review Bb, Tt, and Nn**

Place the *Bb, Tt*, and *Nn* Letter Cards in the top row of a pocket chart. Place the uppercase and lowercase letters face down at the bottom of the pocket chart.

Grandmother says: **Here are some letters we have learned.** (Indicate and identify the letters.) ***Bb, Tt, Nn.*** **Let's play a matching game.** A volunteer reveals one of the face-down Letter Cards, identifies it, and places it under the matching upper or lowercase letter. Repeat until all cards have been matched.

Gather the children in a semi-circle. Volunteers identify the Picture Cards *net, nurse, napkin*, and *nest*, as you place them on the floor. Say: **Look closely at these items that begin with /n/. I will take one away and you tell which one it is. Ready? Close your eyes.**

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

Sing "Where Is /n/?"

**Materials**

- Grandmother
- Letter Cards: *Bb, Nn, Tt*
- Uppercase Letters: *B, N, T*
- Lowercase Letters: *b, n, t*
- Pocket chart
- Picture Cards: *net, nurse, napkin, nest*

**Where Is /n/?**

(Melody: "Where Is Thumbkin?")

*Where is /n/? Where is /n/?  
Here I am. Here I am.  
N stands for /n/ in nurse and nest  
/n/ /n/ /n/, Nn, Nn, Nn*

## Story Time

### Teacher's Literature Choice: Community Helpers

Instruct the children to close their eyes and think about what they have learned about community helpers. They then take turns to share.

Indicate your choice of book and discuss its author and illustrator. Discuss the illustrations and volunteers make predictions about the story as you picture-walk through the book. Open the book to the first page. A volunteer points to where he or she thinks the text begins on the page. He or she may ask for assistance if needed.

Read the story pausing briefly to introduce new vocabulary as it is encountered. Discuss the story as you read and allow time for the children to ask questions.

#### Materials

- Teacher's choice of book about careers or community helpers

#### Approaches to Learning

*Reflects on what has been learned*

#### English Conventions

*Understands and uses question words*

#### Reading

*Uses illustrations to make inferences or predict*

#### Social Studies

*Recognizes the roles and responsibilities of various workers in their community*

#### Vocabulary

*Asks questions about unknown objects and words*

## Small Group Math

### Counting On and Writing Numbers

Ask: **Who remembers when we used Number Cards to create a number line?** (Volunteers respond.) **Let's do it again!** The children assist to place the Number Cards 0 to 10 in order to create a number line.

Continue: **Now let's play "Counting On." I will touch a Number Card then we will count on from that number. Let's try one!**

Touch the four Number Card. Say: **Let's start at 4 and count on. Ready? Count with the children from 4 to 10, indicating the Number Cards as you count.** Repeat several times counting on from different numbers.

Say: **Now let's practice writing the numbers.** Distribute a small amount of shaving cream to each child. Indicate a Number Card and the children identify the number. They write the number in the shaving cream. Observe and praise their attempts. Demonstrate how to "erase" by smoothing out the shaving cream, and repeat for other numbers as time allows.

Distribute sanitizing wipes and demonstrate how the children should use them to clean the tables and their hands.

#### Materials

- Number Cards 0-10
- Shaving cream
- Sanitizing wipes

#### Math

*Counts/identifies numbers in sequence*

*Recognizes, names, or writes numeral*

# Here We Go Round the Mulberry Bush

## Story Sequence Cards





Here We Go Round the Mulberry Bush

Starfall Pre-K



Here We Go Round the Mulberry Bush

Starfall Pre-K



Here We Go Round the Mulberry Bush

Starfall Pre-K



Here We Go Round the Mulberry Bush

Starfall Pre-K

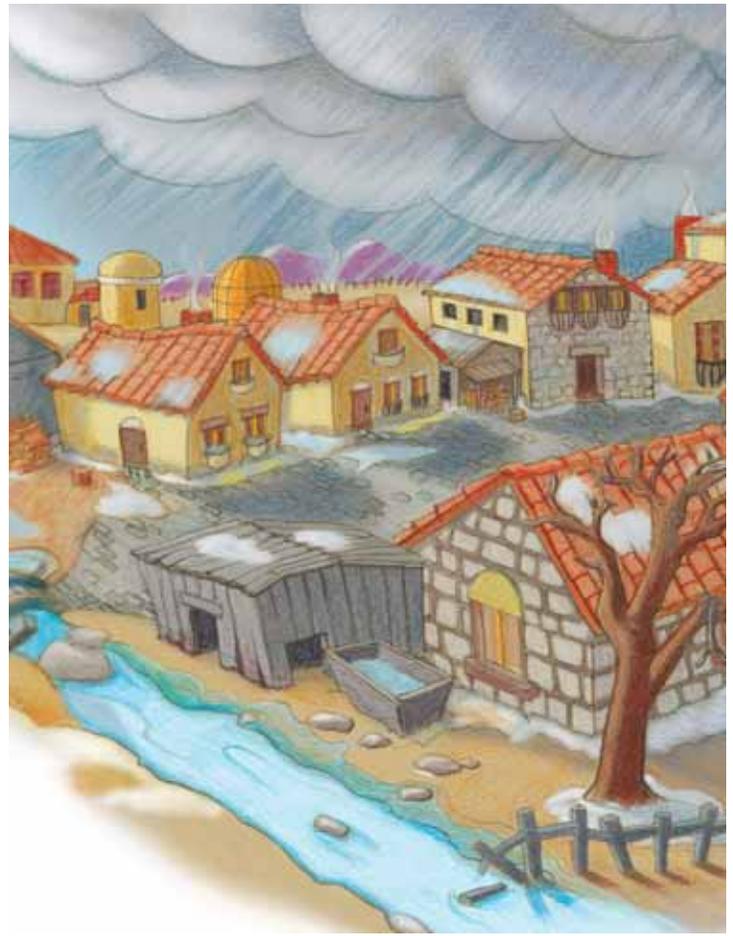
# Stone Soup

Story Sequence Cards



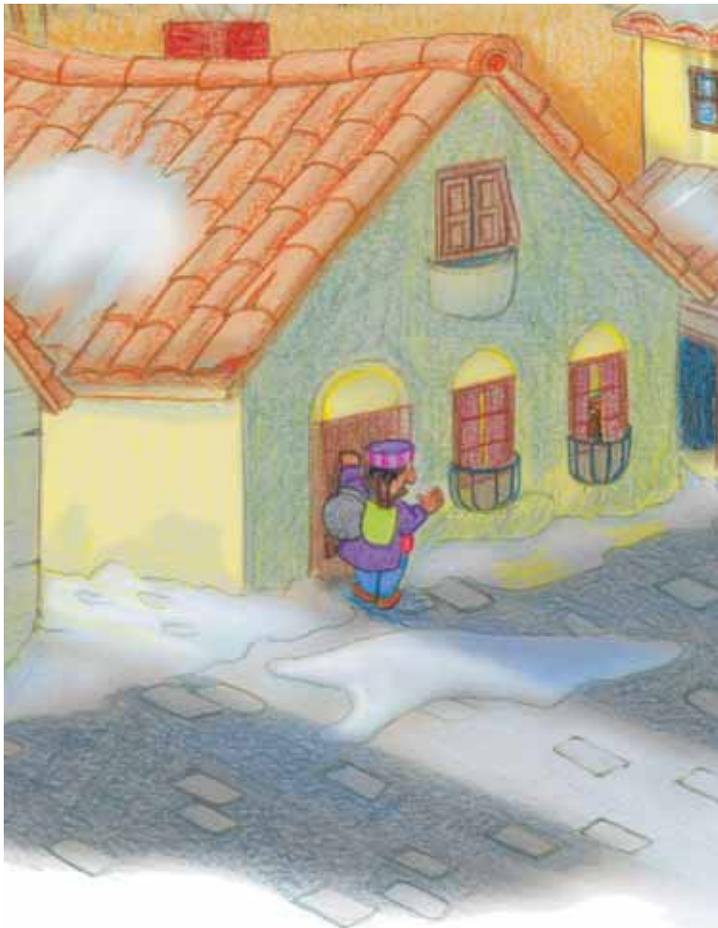
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Unit 2 Week 6



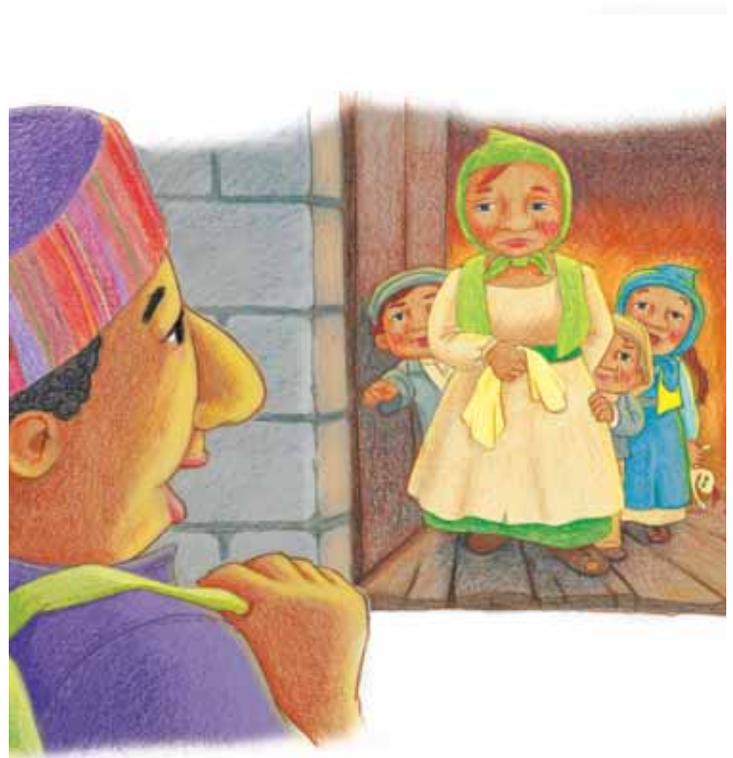
Stone Soup

Starfall Pre-K



Stone Soup

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Stone Soup

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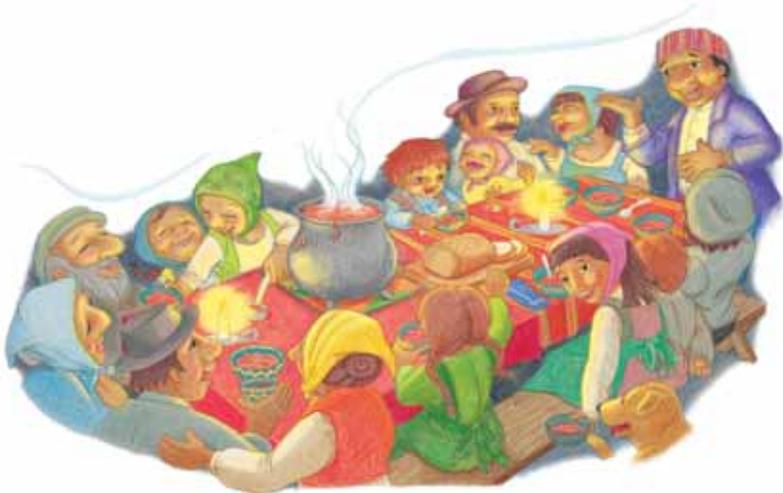
Stone Soup

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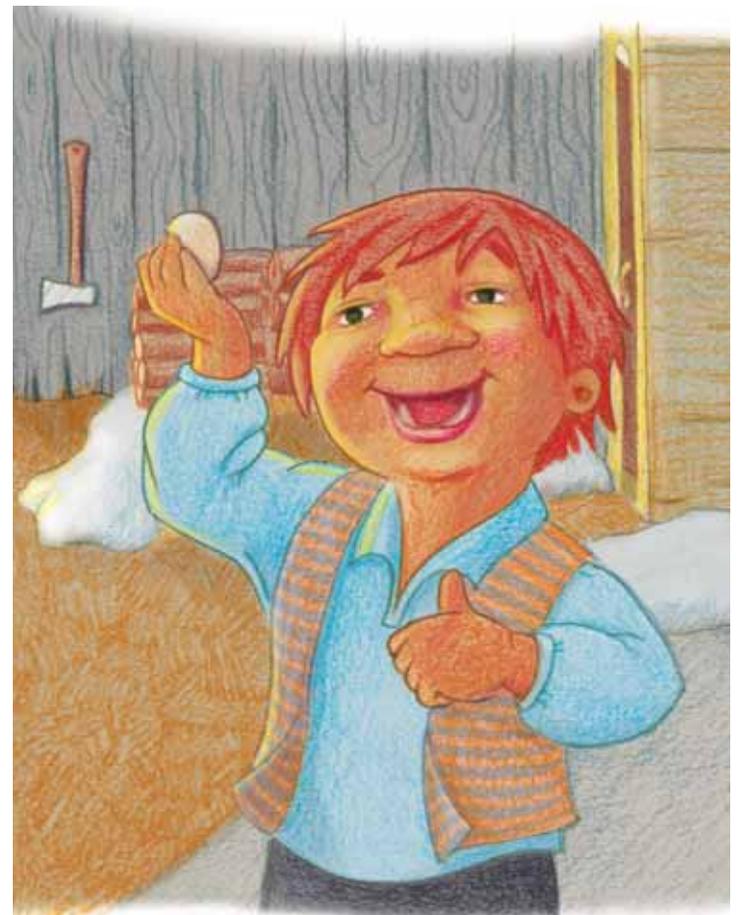
Stone Soup

Starfall Pre-K



Stone Soup

Starfall Pre-K



Stone Soup

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# "One, Two, Tie My Shoe"

## Story Sequence Cards



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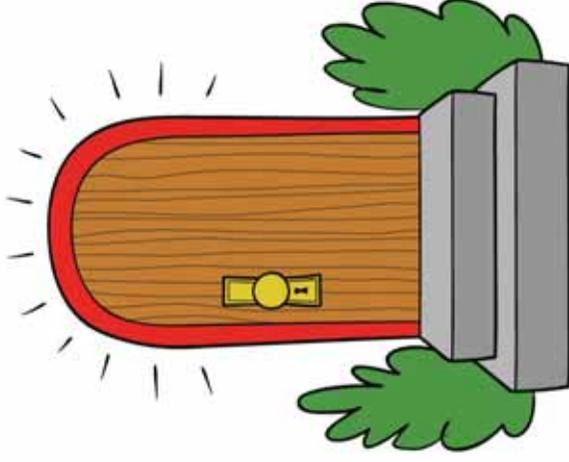
Unit 2 Week 7

"One, Two, Tie My Shoe"

Starfall Pre-K

"One, Two, Tie My Shoe"

Starfall Pre-K



"One, Two, Tie My Shoe"

Starfall Pre-K

"One, Two, Tie My Shoe"

Starfall Pre-K

"One, Two, Tie My Shoe"

Starfall Pre-K