

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®

Pre

K

Second  
Edition!

# Your Body



Unit **3**

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# Week 8: Your Five Senses

This week you will begin your study of the body as you introduce the children to their five senses. They will learn the meaning of forecasting and become meteorologists who daily forecast the weather. The children will also:

- practice discriminating rhyming and non rhyming words
- learn /s/ and identify initial and final /s/ words
- discover that some objects come in pairs
- combine words to form compounds
- dramatize the story "Chicken Little"



Ss

## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me*

Five Senses Poster

Emotions Poster

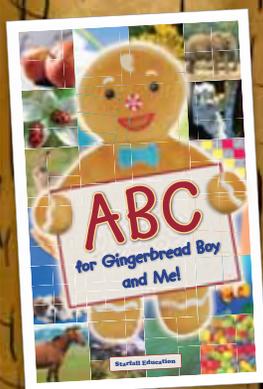
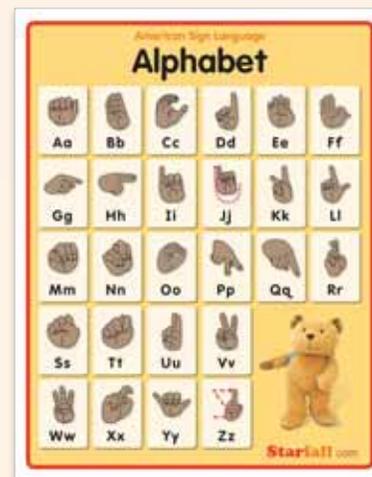
*The Little Red Hen and other Folk Tales*

*Folk Tales* Volume 2 Read-Along CD

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

Starfall American Sign Language Poster

*Starfall Sing-Along*, Volumes 1 and 2



## Preparation

Include available senses, alphabet, and number puzzles as choices for Small Group & Exploration in Week 8.

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

*Gathering* — Prepare a sentence strip with the words “Tomorrow’s Weather Forecast” to be attached to your bulletin board next to “Today’s Weather” and “Our Prediction.” Also prepare new name cards that include the children’s first and last names.

*Small Group* — Gather leaves of different sizes and shapes, and prepare crayons without paper wrappings for children to use for leaf rubbings.

### Day Two

*Small Group* — Divide play dough into several small quantities. Create different scents for each by adding pumpkin pie spice, vanilla extract, peppermint extract, gelatin powder, or lemon extract. The children may also each add a scent to their own play dough.

### Day Three

No additional preparation required.

### Day Four

*Morning Meeting* — You will need popcorn, salt and a popcorn popper. Have coffee filters, small paper cups or bowls in order to provide the children with individual servings.

*Small Group* — Have Gingerbread Boy’s Math Game available to introduce to the children.

### Day Five

*Morning Meeting* — Prior to Day 5 gather small objects of varying shapes, textures, and sizes, and place one in a small paper bag for each child.

I went for a walk  
last night and saw  
the stars and moon.  
What did you see  
last night?

Your pal,  
Gingerbread Boy

### Day 2

I was looking in the  
mirror and I noticed  
I have some of the  
same body parts as  
you! Can you name  
them?

Love,  
Gingerbread Boy

### Day 3

I was counting my  
body parts. I have a  
pair of arms and a  
pair of legs just like  
you! Do I have a pair  
of anything else?

Your friend,  
Gingerbread Boy

### Day 4

I had pancakes for  
breakfast. I used all  
of my five senses! I  
saw them, heard them  
cooking, smelled them,  
touched them, and best  
of all I tasted them!

Your pal,  
Gingerbread Boy

### Day 5

I love to play games  
that use my senses.  
Could we play a  
senses game?

Love,  
Gingerbread Boy

# WEEK 8

## Day One

## Day Two

<b>Gathering</b>	Predict weather Introduce forecasting  Last Names  Calendar Routine  <b>Vocabulary:</b> meteorologists	Predict and forecast weather  Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message  Introduce Five Senses  <b>Vocabulary:</b> senses, sight, hearing, taste, touch, smell  "Head, Shoulders Knees and Toes"	Gingerbread Boy's Message  "Parts of My Body"  Five Senses Poster  Senses Walk 

### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Rhyming words  "Skateboard" riddle  Introduce and listen for /s/  "Star Light, Star Bright"	Phonological Awareness: Syllables  Introduce Ss  <i>ABC for Gingerbread Boy and Me</i>  
<b>Story Time</b>	Introduce "Chicken Little"   Describe leaves using five senses  Ask/Answer questions about the story	Retell "Chicken Little" in sequence   "Parts of My Body"  Using your five senses
<b>Small Group &amp; Exploration</b>	Leaf rubbings  Use sensory words to describe leaves 	Use scented play dough to form upper and lowercase letters <i>Bb, Tt, Nn, Ss</i>

## Day Three

## Day Four

## Day Five

Predict and forecast weather Calendar Routine First and last names	Predict and forecast weather Calendar Routine Last names	Predict and forecast weather Calendar Routine Last names
Gingerbread Boy's Message "Looby Loo" Introduce pairs "Yonder in the Pair Pair Patch" <b>Vocabulary:</b> pairs	Gingerbread Boy's Message "Where is My Head?" Using five senses: popcorn 	Gingerbread Boy's Message "Head, Shoulders, Knees and Toes" "What's in the Bag?"

## LEARNING CENTERS

Phonological Awareness: Blend onset and rime <i>ABC for Gingerbread Boy and Me</i> List initial /s/ words Introduce ASL sign for Ss  Sing "Where Is /s/?"	Phonological Awareness: Blending syllables Add initial /s/ words to the list Introduce and discriminate /s/ in final position	Phonological Awareness: Discriminating /s/ Match upper and lowercase letters (Bb, Tt, Nn, Ss) "What's Missing?" Sing "Where Is /s/?" (/b/, /t/, /n/)
Share Senses Walk Illustrations Ask/Answer questions about the story	"Parts of my Body" Rhyming Words "Chicken Little" characters	"Chicken Little" List characters Dramatize "Chicken Little" using senses  <b>Vocabulary:</b> echoing
Subitizing	Introduce Gingerbread Boy's Math Game	Sorting by more than one attribute

# WEEK 8

## LEARNING CENTERS

### Technology

Uses technology to explore concepts and gain information

Navigates simple on-screen menus

## Computer Center

**Activity** — Children use the ear icon to hear and follow along with “Chicken Little” in *I’m Reading: Folk Tales*, practice their number recognition skills at *Numbers: 0-5*, and sing along with *Motion Songs*: “Head, Shoulders, Knees, and Toes.”

They may also visit “It’s Fun to Read” - Art Gallery, and review /b/, /t/, and /n/, and reinforce /s/ at *ABCs: S, B, T, N*.

### Interaction & Observation

- Boost the children’s confidence in their computer ability and encourage their computer use by making positive comments on specific actions you observe while visiting this center.
- Ask children to demonstrate and explain how they navigated from one activity to another. Encourage them to use basic computer terms.

### Materials

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

### Creative Arts

Experiments with a variety of art materials

Shows appreciation for different art forms, culturally diverse works of art, and the creative work of others

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

## Art Center

**Activity** — The children use a variety of art materials to imitate the art they see in the books provided.

### Interaction & Observation

- Create an art gallery (bulletin board or hallway) of the children’s art for all to enjoy.
- Provide illustrations of art by famous artists to encourage creativity and help the children learn to evaluate and appreciate art.
- Allow the children to choose which of their art projects they would like to display in the classroom.

### Materials

- Art paper
- Art books, illustrated children’s stories, illustrations of art created by famous artists from around the world
- Paint, markers, colored pencils



## Library Center

**Preparation** — Book suggestions include:

- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.
- *My Five Senses* by Aliki
- *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr.
- *The Listening Walk* by Paul Showers

**Activity** — Children use their senses of sight and hearing to enjoy the books and audio books in this center. They listen to and identify the nature sounds on the CD.

### Interaction & Observation

- Observe children and converse with them about what they see and hear.
- Comment on what the children's interests appear to be and ask questions.
- If you promote a love of stories and books, the children will be more eager to learn to read.

### Materials

- The Little Red Hen and Other Folk Tales*
- Folk Tales* Volume 2  
Read-Along CD
- Nature sounds CD
- Picture books (including audio versions) from your classroom or library related to the senses

### Print Concepts

Recognizes relationship between illustrations and text

Understands print conveys meaning

### Science

Uses senses to explore

## Dramatic Play Center

**Activity** — Set up the Dramatic Play Center as a doctor's office. Create an examining area with a small cot for the patient and a waiting room with chairs for patients, magazines, and books.

Place an eye chart on the wall at the children's eye level.

### Interaction & Observation

- Discuss the importance of doctor and dentist visits and ways the children can cooperate during these visits and other health screenings.
- Continue to notice the development in the use of props as the children progress from the use of realistic objects for what they are, to the ability to substitute words, actions or other objects as representations.

### Materials

- Eye chart, stethoscope, toy doctor's kit
- Doctor's coat, nurse's smock, and other props
- Clip boards, paper
- Chairs, child's cot

### Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

### Health, Safety & Nutrition

Develops awareness of habits that promote physical well being

### Social/Emotional Development

Uses materials appropriately and puts them away

## Construction Center

**Activity** — Children use blocks to construct farm buildings to house toy animals. They refer to book illustrations as models.

### Interaction & Observation

- Are the children aware of the differences in the blocks available to them? Ask them to identify the shapes of the blocks they are using.
- Do they communicate with each other about what they are building?
- Your observations will help you plan future experiences.

### Materials

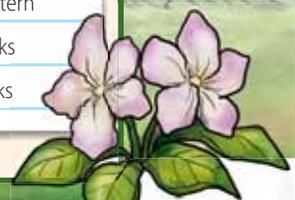
- Picture books with illustrations of farms/buildings/farm animals
- Wooden or plastic farm animal set (chickens, ducks, etc.)
- Available blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)

### Approaches to Learning

Uses imagination in play and interactions with others

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



## Writing Center

### Writing

Uses drawing and scribble writing to convey meaning

Uses writing tools and materials

**Activity** — Children pretend something fell from the sky. They draw and write about it.

### Interaction & Observation

- Continue to praise the children's attempts at drawing and writing. Notice whether they are moving from scribbles to straight and curved lines.
- When young children have opportunities to write in casual situations such as these, they learn many important literacy skills.

### Materials

- Little Red Hen and other folk tales: "Chicken Little"
- Drawing paper
- Pencils, crayons, markers

## Discovery Center

### Science

Investigates states of matter

Uses senses to explore

**Preparation** — Mix two cups of water and a small amount of food coloring with six cups of cornstarch to create "goop." Store the goop in an airtight plastic container when not in use.

**Activity** — Children manipulate and use their senses to explore the properties of goop. They experiment with pouring it from one container to another and squishing it in small plastic bags.

### Interaction & Observation

- Ask questions to help focus the children's thinking and encourage problem solving, such as: How does the goop feel? Do you like the way it feels? Why/why not? What do you think goop is made of?

### Materials

- Goop
- Plastic mats
- Small plastic containers
- Small plastic bags

## Math Center

### Math

Recognizes numerals

Counts/identifies numbers in sequence

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

**Activity** — The children order the Button Cards (with numbers) from 1 to 10. They then match the Button Cards without numbers to them.

They create sets of buttons to match the button cards.

### Interaction & Observation

- Notice whether children understand what the number symbols represent.
- Don't assume that children understand number concepts because they can count. Usually children can count long before they understand what numbers and number symbols represent.

### Materials

- Container of buttons
- Button Cards 1-10 (with and without numbers)

## Gathering

Prior to the Gathering Routine each day, continue 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.

Indicate the Name Cards and ask: **What is different about the Name Cards today?** Volunteers point out that the Name Cards now have both first and last names on them.

Each child says his or her first and last name and places the Name Card in a pocket chart.

A volunteer places the appropriate Weather Card on the Weather Board. Display "Tomorrow's Weather Forecast" sentence strip next to "Today's Weather" and "Our Prediction."

Ask: **Do you wonder what the weather will be tomorrow? We can make a forecast, or prediction, about tomorrow's weather by looking at today's weather. If it is sunny today, do you think it might snow tomorrow? Weather people called meteorologists study the weather and forecast what the next day's weather might be. Let's be meteorologists and make a forecast.** A volunteer chooses a Weather Card and places it under "Tomorrow's Weather Forecast."

Post or display the linear week calendar graph.

Review that each box represents a day of the week. Indicate and say each day and the children repeat.

Identify the school and 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 (with first and last names)
- Weather and Calendar Routine materials
- Prepared "Tomorrow's Weather Forecast" sentence strip

### Math

*Uses charts and graphs to analyze data*

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

### Phonics & Word Recognition

*Recognizes own name*

### Science

*Observes and describes the weather and how it changes*

### Social Studies

*Differentiates past, present, and future*

### Vocabulary

*Uses words and phrases acquired through conversations and activities*

## Morning Meeting

### Warm Up Your Brain

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

### Materials

- Starfall Sing-Along Volume 1*
- Dragon

### Creative Arts

*Enjoys participating in music activities*

### Social/Emotional Development

*Follows simple rules, routines, and directions*

**Science**

Uses senses to explore

**Vocabulary**

Understands and uses describing words

Uses words and phrases acquired through conversations

I went for a walk last night and saw the stars and moon. What did you see last night?  
Your pal,  
Gingerbread Boy



**The Five Senses**

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy used his eyes to see the stars and the moon. We learn about the world around us by using different parts of our bodies. I wonder which parts of our bodies help us learn about our world.**

Indicate the bag or basket containing the Picture Cards. A volunteer draws a Picture Card and places it in the pocket chart. Identify the body part and discuss the following:

- Eyes (sight) **Eyes help us see the world around us. What are some things you see in our classroom?** (Volunteers respond.) **Sight, or seeing, is one of our five senses. Say, sight.** (Children repeat, *sight*.)
- Ears (hearing) **Name some sounds you love to hear.**
- Nose (smell) **What are some things that smell good?**
- Mouth (taste) **What is your favorite food to taste?**
- Hands (touch) **Name some things you like to touch.**

**Materials**

- Picture Cards: ears, eyes, hands, mouth, nose
- Bag or basket
- Five Senses Poster
- Pocket chart
- Marker



Encourage the children to use the names of the senses in their responses.

Indicate the Five Senses Poster.

Discuss each picture and read each sentence. The children repeat the sentences. Volunteers match the Picture Cards to each sense on the poster.

**Science**

Uses senses to explore

**LEARNING CENTERS**

See Learning Centers for Week 8, pages 190-192. After cleanup, the children gather to share their experiences and discuss ways they used their senses during learning center time..

**Circle Time**

**Materials**

- None

**Phonological Awareness: Rhyming Words**

Say: **Listen to these words: sun, fun. Do the words rhyme? Listen to these words: sun, moon. Do these words rhyme?** (Volunteers respond.) **Yes, sun and fun rhyme because they have the same sounds in the middle and the end. I will say some words. Clap if they rhyme. Cross your arms on your chest if they do not.** (Use sock/rock, sat/hop, and sing/wing.)

**Phonological Awareness**

Identifies or discriminates rhyming words

## Introduce /s/

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

Grandmother reads the riddle “Skateboard.” Children solve the riddle. Grandmother asks: **Where could you ride safely?** (Discuss)

Indicate the Picture Cards. Say: **Here is a picture of a skateboard. Say, skateboard. Skateboard begins with /s/. Say /s/.**

- **Seed begins with /s/. Say, seed. Say /s/, seed.**
- **Snake begins with /s/. Say, snake. Say /s/, snake.**
- **Sun begins with /s/. Say, sun. Say /s/, sun.**
- **Say, stop sign. What sound do you hear at the beginning of stop and sign? Right, both words begin with /s/.**

Say: **Listen to these two words. Which one begins with /s/, truck or snake? Right! Snake begins with /s/. Say /s/. Listen again. Which one begins with /s/, rock or skateboard? Right, skateboard! Let’s stand on our skateboards.** Demonstrate how to ride a skateboard with your arms out to balance.

Say: **Listen to these words. If you hear /s/ at the beginning, pretend to ride your skateboard. If you don’t hear /s/ at the beginning, do nothing. Ready?** Say the following words, pausing to allow the children to respond: *sun, napkin, sit, street, see, bottle, neighbor, star, and skunk.*

Indicate *Nursery Rhymes* page 46 “Star Light, Star Bright.”

Ask: **What did the children see in the sky? Right, a star.** Read the rhyme. Repeat it and the children join you.

Say: **I hear words that begin with /s/. Listen again. Can you think of another word that begins with /s/?** (Children respond.) **There is something else in the sky that begins with /s/. Here is a hint. It is in the sky during the day time. Right, sun begins with /s/. Say, sun.** (Children repeat, *sun.*)

The children stand. Say: **Listen to these words. If the word begins with /s/, spin around and then sit down. If the word doesn’t begin with /s/ say, “STOP!”** Say the following words, pausing for the children to respond: *spot, sing, talk, bear, sign, napkin, and sky.*

Grandmother asks: **Can we sing “Star Light, Star Bright?” It’s one of my favorite songs!** Play *Nursery Rhymes* Audio CD Track 44. Children sing “Star Light, Star Bright.”

Encourage the children to listen for /s/ today.

### Materials

- Grandmother
- Starfall’s Selected Nursery Rhymes* and Audio CD
- Picture Cards: *seeds, skateboard, snake, sun, stop sign*
- Pocket chart

### Skateboard

*I am a flat, short board  
on four small wheels.  
You can stand on me and ride!  
My name begins with the letter S.  
What am I?*

### Phonological Awareness

*Recognizes and identifies beginning sounds*

### Speaking & Listening

*Follows simple and multiple-step directions*



# Story Time

## English Conventions

Understands and uses question words

## Print Concepts

Shows where print begins on a page

Understands directionality in print

## Reading

Differentiates between fiction and nonfiction

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

## Science

Uses senses to explore

## Vocabulary

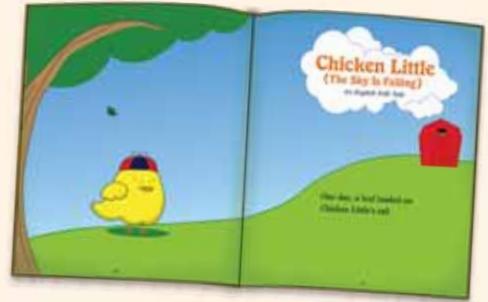
Understands and uses describing words

## Introduce *Chicken Little*

Indicate a leaf. Ask: **Where do you find leaves?** (Volunteers respond.) **How can we learn more about leaves? Yes, we could use our senses. Let's use our five senses to learn more about leaves.**

Distribute a leaf to each child. Indicate each sense on the Five Senses Poster. The children use their sense of:

- sight to describe the leaf
- hearing to listen to the leaf
- smell to describe the leaf's odor
- touch to describe how a leaf feels
- taste (Explain that we eat some leaf plants like lettuce and spinach. This leaf is food for animals, especially caterpillars, but it is not safe for people to eat.)



## Materials

- The Little Red Hen and other folk tales, "Chicken Little"*
- A leaf for each child
- Five Senses Poster
- Emotions Poster

Indicate "Chicken Little." The children describe the illustrations on pages 22 and 23.

Say: **This is a story about a chicken named Chicken Little and a leaf. Let's read to find out what happens to Chicken Little.**

A volunteer indicates where the text begins on the page. Say: **When we read we begin with the first word and move across the line. When the line ends we do a return sweep and go to the beginning of the next line.**

Demonstrate moving your finger across a line of print from left to right and a return sweep. Volunteers take turns to do the same.

Read the story. Ask: **How do you think Chicken Little felt as he was meeting with his friends?** Lead the children to understand that he was confused, and discuss why. A volunteer indicates the picture on the Emotions Poster that depicts confusion.

Continue:

- **Why did Chicken Little think the sky was falling?**
- **What really happened?**
- **What did Chicken Little do when he thought the sky was falling?**
- **What happened at the end of the story?**
- **Do you think this is a true story or a pretend story? Why?**
- **If you could talk to Chicken Little what would you say?**
- **If you could ask Chicken Little a question what would you ask?**

## Small Group & Exploration

### Create Leaf Rubbings

Tape a leaf on the table in front of each child. The children place a sheet of paper over their leaves, and rub the side of a crayon over them. The leaf shape will appear. They repeat with differently shaped leaves and various colors.

Discuss how the leaves look, feel, and sound as the children create their leaf rubbings.

The children take turns using sensory words to describe their leaf rubbings.

#### Materials

- Leaves of different sizes and shapes
- Drawing paper
- Crayons with paper wrapping removed

#### Fine Motor Skills

Uses writing, drawing, and art tools

Demonstrates control, strength, and dexterity to manipulate objects

#### Science

Uses senses to explore

#### Speaking & Listening

Describes familiar things, according to characteristics of attributes

#### Vocabulary

Understands and uses describing words



# Gathering

**Phonics & Word Recognition**

Recognizes own name

**Science**

Observes and describes the weather and how it changes

**Vocabulary**

Uses words and phrases acquired through conversations and activities

**Creative Arts**

Expresses concepts, ideas or feelings through movement

Participates in fingerplays, songs, and rhymes

I was looking in the mirror and I noticed I have some of the same body parts as you! Can you name them?

Love,  
Gingerbread Boy

**Reading**

Compares and contrasts

**Science**

Uses senses to explore  
Collects, describes, and records information

**Social Studies**

Describes events that happened in the past

**Vocabulary**

Understands and uses describing words

Spread the children's name cards on the floor. Say: **When I say your name, find your name card, say your first and last name, and place your card in the pocket chart.**

If there are name cards remaining after all of the names have been called, ask: **Why are these name cards still on the floor?**

Lead the children to conclude the name cards belong to children who are absent, then ask: **Who is absent today?** Volunteers respond.

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

The children discuss the meaning of the word *meteorologist*. Discuss the forecast for tomorrow's weather. A volunteer chooses a Weather Card and places it under Tomorrow's Weather Forecast. Say: **You were meteorologists today!**

Assist children to identify and mark today's date.

**Materials**

- Attendance Board and name cards (with first and last names)
- Weather and Calendar Routine materials

# Morning Meeting

## Warm Up Your Brain

Play *Sing-Along* Volume 2, Track 31. The children sing "Parts of My Body" and add appropriate gestures to accompany the song.

**Parts of My Body**

(Melody: "Twinkle, Twinkle, Little Star")

Little feet can make you go  
Little arms swing to and fro  
Little ears can make you hear  
Loving words of mother dear

Little nose is useful, too  
Little eyes play peek-a-boo  
Little tongue can make you say  
Happy words in work and play  
All together we will do  
Things for me and things for you

**Materials**

- Starfall Sing-Along* Volume 2
- Dragon

## Senses Walk

Read and discuss Gingerbread Boy's message.

Lead the children in a discussion in which they compare and contrast themselves with Gingerbread Boy to discover common body parts.

Indicate the Five Senses Poster. Say: **This is a Five Senses Poster. When I indicate a sense, you point to the part of your body that matches it.** (Do this.)

Say: **Let's go on a senses walk! We will take our Writing & Observation Journals so we can draw what we see, hear, smell, or feel.**

Distribute Writing & Observation Journals and pencils or crayons, and take the children outside. Instruct them to look around and listen.

**Materials**

- Writing & Observation Journals
- Five Senses Poster
- Pencils or crayons

Ask:

- **What do you see**
- **What do you hear?**
- **What do you feel?**
- **Is it hot or cold?**
- **What do you smell?**

Allow the children to walk around for a few minutes experiencing the outdoors, then gather them back together.

They illustrate what they saw, heard, smelled or felt during their senses walk. Encourage them to work together and to ask for assistance when needed.

When the children have completed their illustrations, take them back into the classroom and volunteers take turns sharing their experiences. They will share their illustrations on Day 3.

## LEARNING CENTERS

See Learning Centers for Week 8, pages 190-192. After cleanup, the children gather to share their experiences and talk about new friendships they are forming..

### Social/Emotional Development

*Engages in positive relationships and interactions*

## Circle Time

### Materials

Ball

### Phonological Awareness: Syllables

Say: **Listen to this word, *sun*. *Sun* has one part, or syllable, so I will bounce this ball once. When I bounce the ball, say *sun*.** (Bounce the ball.) **Listen to this word, *ska-ter*. How many parts, or syllables, did you hear? Say it with me, *ska-ter*.** (The children repeat, *ska-ter*.) **How many times should we bounce the ball?** A volunteer bounces the ball two times as the children repeat the word. Repeat with *sup-per*, *sock*, *se-cret*, *sum-mer*, *sink*, *sen-ses*, *sis-ter*, and *syl-la-ble*. The children not bouncing the ball may bounce imaginary balls along with the volunteers.

### Phonological Awareness

*Counts and blends syllables into spoken words*

**Phonics & Word Recognition**

Associates letters with their names and sounds

**Print Concepts**

Recognizes relationship between illustrations and text

Focuses on letter names and shapes



**Introduce Ss**

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

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

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

Indicate *ABC for Gingerbread Boy and Me*. Grandmother helps identify pictures that begin with Ss.

Say: **Let's look at Ss. Here are some pictures of things that begin with /s/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: Skateboard, /s/.)
- 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 illustration of the skateboard. Indicate the word, *skateboard*.)

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

Materials	
<input type="checkbox"/>	Grandmother
<input type="checkbox"/>	Letter Card: Ss
<input type="checkbox"/>	Star
<input type="checkbox"/>	<i>ABC for Gingerbread Boy and Me</i> by Starfall

**Approaches to Learning**

Develops increasing ability to find multiple solutions to a question, task or problem alone or with others

**Reading**

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

**Social/Emotional Development**

Recognizes and identifies emotions

**Speaking & Listening**

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

Engages in agreed-upon rules for discussions

**Story Time**

**What Would You Do?**

Indicate *The Little Red Hen and other folk tales*, "Chicken Little." Picture-walk through the book as volunteers retell the story in their own words and in sequence.

Say: **When Henny Penny thought the sky was falling, all of her friends believed her. Foxy Loxy asked some very good questions. Do you remember what Foxy Loxy asked?**

- **Do you see the sky falling?**
- **Do you hear the sky falling?**
- **Do you feel the sky falling?**

Ask: **What would have happened if Chicken Little had just looked around to see what really struck him on the head?** (Volunteers respond.) **Chicken Little used his sense of touch when he felt the leaf. What other sense could he have used to check if the sky was falling?**

Materials	
<input type="checkbox"/>	<i>The Little Red Hen and other folk tales</i> , "Chicken Little"

Say: **Let's partner share. Listen carefully to these directions.**

- **Stand and raise one hand. Find someone with his or her hand up, touch your hand to theirs and freeze.** When everyone has a partner, the children sit where they are.
- **Sit criss-cross, knee-to-knee. Look at your partner. If I touch your head, you are partner number one.** Touch one child in each pair.
- **Partner number one, raise your hand. You will share first.**

Read the first example from the list below. Partner number one shares.

After a short period of time, say: **Clap once if you can hear me. Clap twice if you can hear me. Partner number two, raise your hand. It's your turn to share.**

Repeat the example, and partner two shares.

Continue with the remaining examples or create others that apply to your classroom situation.

Examples:

- **Let's pretend your crayons are missing. Before you look for them, you tell the teacher that someone took them. Then you find that your crayons rolled off the table and they are on the floor under your chair. What should you do? What have you learned?**
- **Your mother finds your new pants torn and she blames you for playing too roughly and tearing them even though you weren't playing roughly. You have to stay in your room and can't play. How do you feel?**
- **You can't find your toy car and you blame your brother. You run to your mom and tell her what your brother has done. Your mom tells you she put it away so that no one would trip over it. How do you feel?**

Say: **Chicken Little didn't use his senses to find out if the sky was really falling. How would the story be different if Chicken Little used his senses and looked around to see what happened?**

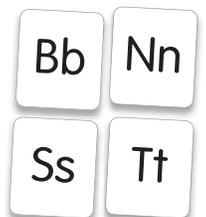
## Small Group & Exploration

### Form Play Dough Letters

Display the Letter Cards and individually and volunteers identify the letters. Distribute play dough to each child. The children form the letters with play dough. Discuss the difference between straight and curved lines used to form the letters.

#### Materials

- Scented play dough
  - Newspaper, place mat, or tray
  - Upper and lowercase
- Letter Cards: *Bb, Nn, Ss, Tt*



#### Alphabet Knowledge

Recognizes and names letters

#### Fine Motor Skills

Demonstrates hand-eye coordination

#### Print Concepts

Focuses on letter names and shapes



### Observe & Modify

Have the children close their eyes and try to form one of the letters with play dough using only their sense of touch.

**Gathering**

**Phonics & Word Recognition**

Recognizes own name

**Print Concepts**

Understands words in print are separated by spaces

Focuses on letter names and shapes

**Science**

Makes and verifies predictions

Observes and describes the weather and how it changes

**Vocabulary**

Uses words and phrases acquired through conversations and activities

Distribute name cards (first and last names). Instruct the children to look at them closely. Ask: **How many names are on your card? Right, there are two names. One is your first name and the other is your last name. Do you see a space between the two names?** (Volunteers respond.) **Put a finger on that space.** The children do this.

**Now look at your first name. If your first name begins with A, place your name card in the pocket chart.**

Continue naming the letters of the alphabet until all the name cards are placed in the pocket chart. Observe whether the children place their name cards at the appropriate times.

A volunteer places the appropriate Weather Card on the Weather Board. Ask: **Who remembers the name of the person who studies weather?** (Volunteers respond.) **Right, a person who studies the weather is called a meteorologist.**

Review yesterday's forecast and check for accuracy. Discuss the forecast for tomorrow's weather. A volunteer chooses a Weather Card and places it under Tomorrow's Weather Forecast. Assist children to identify and mark today's date.

Materials	
<input type="checkbox"/>	Attendance Board and name cards (with first and last names)
<input type="checkbox"/>	Weather and Calendar Routine materials
<input type="checkbox"/>	Pocket chart

**Creative Arts**

Enjoys participating in music activities

Expresses concepts through movement

I was counting my body parts. I have a pair of arms and a pair of legs just like you! Do I have a pair of anything else?

Your friend,  
Gingerbread Boy

**Creative Arts**

Expresses concepts, ideas or feelings through movement

**Math**

Represents numbers in different ways

**Vocabulary**

Discusses words and word meanings

**Morning Meeting**

**Warm Up Your Brain**

Play *Sing-Along* Volume 1 Track 19. Children sing "Looby Loo" and perform actions to accompany the song.

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

**Find Pairs**

Read and discuss Gingerbread Boy's message.

Ask: **Do you remember when you and a classmate paired up to share? How many were in your pair? Right, there were two. The two of you were a share pair!** Tell Gingerbread Boy you have a song about pairs he might enjoy.

The children stand in a circle. Play *Sing-Along* Volume 2 Track 52. The children sing and add motions to accompany "Yonder in the Pair Pair Patch."

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> Volume 2

Ask: **How many are in a pair? Right, two.**

Volunteers find pairs of the following items in the classroom and bring them to the circle: blocks, crayons, books. The children think of other pairs they might find in the classroom or on themselves (socks, shoes).

The children sing “Yonder in the Pair Pair Patch” again. They substitute the pairs they found in the classroom for the pairs in the song.

### Yonder in the Pair Pair Patch

(Melody: “Paw, Paw Patch”)

Where oh where can we find a pair?

(repeat twice)

Way down yonder in the Pair, Pair Patch!

Pick up mittens and put them in the basket

(repeat twice)

Way down yonder in the Pair, Pair Patch!

Pick up shoes, put them in the basket...

Pick up skates, put them in the basket...

Come on kids, let's go find pairs...

## LEARNING CENTERS

See Learning Centers for Week 8, pages 190-192. After cleanup, the children gather to share their experiences. Volunteers share kind words other children said to them during learning center time today.

### Social/Emotional Development

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

## Circle Time

### Phonological Awareness: Blending

Say: **Let's play a word game. I'll give you two parts of a word and you put them together. Ready? Soa-p** (soap) **Let's try some more.** Continue with *sto-p* (stop), *si-t* (sit), *sin-k* (sink), and *stan-d* (stand).

### Materials

None

### Phonological Awareness

Combines onsets and rimes to form words

### List Ss Words, ASL Ss

The children show and tell about illustrations or items they brought that begin with /s/.

Indicate *ABC for Gingerbread Boy and Me*. Review the words and illustrations that begin with Ss.

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

Say: **We have learned the letter Ss and /s/. Now let's learn to make the letter Ss with our fingers.** Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for Ss.

Say: **This is the letter Ss in ASL. Now you try it.** Children sign Ss.

Say: **Grandmother would like us to sing her song to remember /s/.** Sing “Where Is /s/?” Each time /s/ or the letter Ss is used, children make the Ss hand sign.

### Materials

*ABC for Gingerbread Boy*

and *Me* by Starfall

Chart paper

Marker

Starfall American Sign

Language Poster

Grandmother

### Phonics & Word Recognition

Associates letters with their names and sounds

Identifies words beginning with the same letter as their own name

### Phonological Awareness

Recognizes and identifies beginning sounds

### Where Is /s/?

(Melody: “Where Is Thumbkin?”)

Where is /s/? Where is /s/?

Here I am. Here I am.

S stands for /s/

in skateboard and sun.

/s/ /s/ /s/, Ss, Ss, Ss.



**Approaches to Learning**

*Reflects on what has been learned*

*Develops increasing ability to find more than one solution to a question, task or problem alone or with others*

**Creative Arts**

*Describes or explains own artwork*

**Speaking & Listening**

*Asks and answers questions in order to seek help, get information, or clarify something that is not understood*

**Math**

*Represents numbers in different ways*

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

*Recognizes number of objects stays the same regardless of their arrangement*

*Recognizes the number of objects in a small set without counting (subitizing)*

**Story Time****Share Senses Walk Illustrations**

Review the Five Senses Poster, having volunteers indicate and describe each of the senses.

Distribute Writing & Observation Journals. The children take turns to sit in the Share Chair and share their observations and describe their sensory experiences.

Discuss how the experience would have been different if they couldn't see. How would they know what is outside? Repeat for hearing.

**Materials**

- Writing & Observation Journals
- Five Senses Poster

**Small Group & Exploration****Subitizing**

Say: **Today let's play "How Many?" Watch very carefully as I hold up some fingers, then tell me how many fingers I am holding up. I won't hold them up very long. Ready?**

Hold up one finger for two seconds. Ask: **How many fingers did I hold up?** Repeat with two, three, four, and five fingers in random order.

Say: **Now let's play with these Button Cards. Let's see how fast you can tell how many buttons are on the cards.** Flash the 1, 2, 3, and 4 Button Cards in random order and volunteers respond after each.

Repeat with the Dice Number Cards.

Distribute a paper plate and counters to each child.

Indicate the 2 Dice Number Card.

Say: **Look at this Dice Number Card. How many dots do you see? Right, there are two dots. Who remembers what we call things that come in two? Yes, they are a pair of dots. Look carefully at the card and try to put the counters on your paper plate so they look like this card.** Volunteers explain their arrangements.

Repeat for 1,3, 4, 5 and 6.

Lead the children to notice that patterns often help us to know "how many" without having to count.

**Materials**

- Button Number Cards:  
1, 2, 3, 4, 5, 6 (without numbers)
- Dice Number Cards: 1, 2, 3, 4, 5, 6
- Paper plate for each child
- Counters (buttons, cubes or chips)

## Gathering

Distribute the name cards (first and last names).

Say: **Place your finger on your last name.** (Check to see that children can identify their last names.) Call attention to the space between the children's first and last names, and discuss the reason we leave a space between words.

Say: **Raise your hand if you know what letter your last name begins with.**

The children bring their name cards forward as they state the first letters of their last names. They may ask their classmates for assistance if needed.

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

Review yesterday's forecast and check for accuracy. Discuss the forecast for tomorrow's weather. A volunteer chooses a Weather Card and places it under Tomorrow's Weather Forecast.

Assist the children to identify and mark today's date.

### Materials

- Attendance Board and name cards (with first and last names)
- Weather and Calendar Routine materials

## Morning Meeting

### Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 49. Children sing "Where Is My Head?" and perform actions to accompany the song. Remind them to respect each other's space as they perform the actions.

### Materials

- Starfall Sing-Along* Volume 2
- Dragon

## Use Your Senses: Popcorn

Read and discuss Gingerbread Boy's message.

Indicate the Five Senses Poster and review the five senses. Say: **Gingerbread Boy used all of his five senses at breakfast this morning.**

Say: **Let's pop popcorn to learn how he did that.** As the popcorn is popping, say: **Raise your hand to tell which of your five senses you are using as the popcorn pops.**

List children's responses on chart paper. Count the senses the children list and compare them to the senses in Gingerbread Boy's message.

Say: **We used most of the same senses popping popcorn as Gingerbread Boy did eating pancakes for breakfast! Which sense did Gingerbread Boy use that we haven't used? (Volunteers respond.) Right, we haven't used our senses of touch or taste yet. Raise your hand if you would like to use your senses of touch and taste as you eat the popcorn.**

### Materials

- Popcorn
- Popcorn popper
- Salt
- Coffee filters or small paper bowls or cups
- Chart paper, marker



I had pancakes for breakfast. I used all of my five senses! I saw them, heard them cooking, smelled them, touched them, and best of all I tasted them!  
Your pal,  
Gingerbread Boy

### Math

Counts in sequence

### Science

Uses senses to explore  
Understands the use of natural resources and demonstrates environmental awareness and responsibility

### Creative Arts

Expresses concepts, ideas or feelings through movement

### Gross Motor Skills

Moves with an awareness of personal space

### Alphabet Knowledge

Recognizes and names letters in their own names

### Math

Uses charts and graphs to collect data

### Phonics & Word Recognition

Recognizes own name

### Print Concepts

Understands words in print are separated by spaces

### Science

Observes and describes the weather and how it changes

Distribute popcorn in coffee filters or small paper bowls or cups. As the children enjoy the popcorn, discuss how it looks, smells, feels, and tastes. Remind the children to place their used paper products in your classroom or school recycle container.

### Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

## LEARNING CENTERS

See Learning Centers for Week 8, pages 190-192. After cleanup, the children gather to share their experiences and something new they learned during learning center time.

### Circle Time

#### Materials

None

### Phonemic Awareness: Blending Syllables

Say: **Let's play a game. Listen to these word parts, soc-cer.** Hold up one finger for each syllable. **Let's put them together, soccer.** Continue for *show-er* (shower), *se-ven* (seven), *six, sad, stran-ger* (stranger), and *Sa-tur-day* (Saturday). Children hold up one finger for each syllable.

Say: **What did you notice about Saturday? It has three parts! Let's try it again, Sat-ur-day.**

### Phonological Awareness

Counts and blends syllables into spoken words

### Introduce Final /s/

Say: **Let's look at these words that begin with Ss.** Review the list. Ask: **Can you think of any other words you would like to add to the list?** Add additional words.

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

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

The children stand and face partners. Partner with a child if necessary.

Grandmother says: **Listen to these words. If you hear /s/ at the end, gently clap your partner's hands.** Demonstrate how to give "high fives." Emphasize /s/ in the following words: *grass, cat, bus, can, guess, mess, and pass.*

#### Materials

Grandmother

List of Ss words from Day 3

### Phonological Awareness

Recognizes and identifies beginning and ending sounds

### Social/Emotional Development

Follows simple rules, routines, and directions



### Observe & Modify

Some children may have difficulty discriminating between final /s/ and /z/. Overexaggerate these final sounds to help eliminate confusion.

## Story Time

### Rhymes and Body Parts

Play *Sing-Along Volume 2*, Track 31 “Parts of My Body.” Children listen for words that rhyme.

Ask: **Did you hear words that rhyme, or sound the same in the middle and at the end? Let’s see if you can remember the rhyming words.** Read the text and omit the rhyming words for children to supply.

- **Little feet can make you go,**  
**Little arms swing to and** (fro).
- **Little ears can make you hear**  
**Loving words of mother** (dear).
- **Little nose is useful, too**  
**Little eyes play peek-a-** (boo).
- **Little tongue can make you say**  
**Happy words in work and** (play).
- **All together we will do**  
**Things for me and things for** (you).

Indicate “Chicken Little.” Say: **Listen to this story. When you hear a character’s name, raise your hand.** Read the first page of the story. When children raise their hands, say: **The names of the characters in this story rhyme, too. Listen to the story and raise your hand if you hear a name that rhymes.** Continue reading. Children identify Henny Penny, Ducky Lucky, Goosey Loosey, Turkey Lurkey, and Foxy Loxy.

Say: **Let’s pretend you are part of this story. What would your name be?** Provide examples such as Kimmy Mimmy and Johnny Tohny. Children think of or create a word that rhymes with each child’s name.

#### Materials

- The Little Red Hen and other folk tales*, “Chicken Little”
- Starfall Sing-Along Volume 2*

#### Phonological Awareness

Identifies and discriminates rhyming words

#### Reading

Identifies characters in a story



### Observe & Modify

Play the Audio CD version of this story or access it on *Starfall.com*, I’m Reading: Folk Tales: “Chicken Little” to project it.

## Small Group & Exploration

### Introduce Gingerbread Boy’s Math Game

Review the Gingerbread Boy’s Math Game directions with the children. 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

- Gingerbread Boy’s Math game boards
- Playing pieces
- Spinners

#### Math

Recognizes and names numerals

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

#### Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

**Gathering**

**Math**

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

**Phonics & Word Recognition**

Recognizes own name

**Science**

Observes and describes the weather and how it changes

Makes and verifies predictions

Place the name cards in the Attendance Board. Say: **Let's play a backward game. When you hear your last name, come get your name card and hand it to me.**

Call children in random order by their last names until all name cards are removed from the Attendance Board.

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

Review yesterday's prediction, and check for accuracy. Discuss the forecast for tomorrow's weather. A volunteer chooses a Weather Card and places it under Tomorrow's Weather Forecast.

Assist children to identify and mark today's date.

**Materials**

- Attendance Board and name cards (first and last names)
- The Weather Board and Weather Cards
- Calendar Routine Materials

**Morning Meeting**

**Creative Arts**

Enjoys participating in music activities

Expresses concepts through movement

**Warm Up Your Brain**

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

**Materials**

- Starfall Sing-Along* Volume 1
- Dragon

**Use Your Senses: What's In the Bag?**

Indicate the Five Senses Poster. Volunteers take turns identifying and describing each of the senses.

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy would like to play a game that uses our five senses. First let's see if we can name all five of them.** (Volunteers name the five senses.)

Say: **Let's play Gingerbread Boy's game. It's called "What's in the Bag?"**

Indicate the bags with the objects inside. Explain that a volunteer will choose a bag, reach inside, and use his or her sense of touch to feel the object without removing or looking at it.

Ask questions that focus the child on his or her sense of touch: Is it hard or soft? Is it big or little? What shape is it? Is it heavy or light? Is it long or short?

After the child has a chance to touch and feel the object ask: **What's in the bag?**

The child guesses what object is in the bag, then reveals the object to determine if he or she is correct. The child then assists the teacher in choosing the next volunteer, and the game continues.

**Materials**

- A bag for each child
- Small objects of various shapes, textures, weight, sizes (one object for each bag)
- Five Senses Poster

I love to play games that use my senses. Could we play a senses game?  
Love,  
Gingerbread Boy

**Science**

Shows curiosity by asking questions and seeking information

Uses senses to explore

**Vocabulary**

Understands and uses describing words

# LEARNING CENTERS

See Learning Centers for Week 8, pages 190-192. After cleanup, the children gather to share their experiences. Encourage the children to discuss the importance of visiting doctors.

## Health, Safety & Nutrition

Identifies adults in their communities who keep them safe and healthy

Develops awareness of habits that promote physical well being

## Phonological Awareness

Recognizes and identifies beginning sounds

## Print Concepts

Focuses on letter names and shapes

## Phonics & Word Recognition

Associates letters with their names and sounds

## Circle Time

### Phonemic Awareness: Discriminating /s/

The children stand. Say: **Listen to these words. If a word begins with /s/ touch your nose. If it doesn't begin with /s/ sit down. Ready?**

Use *saw, September, ten, senses, bat, nine, seven, and skunk*. Overemphasize the beginning sounds as you say the words.

### Materials

- None

### Match Bb, Tt, Nn, and Ss

Place the *Bb, Tt, Nn,* and *Ss* Letter Cards in the top row of a pocket chart and place the remaining Letter Cards face down near the bottom.

Grandmother says: **Here are some letters we have learned.** Indicate and say: **Bb, Tt, Nn, Ss.** Children repeat after Grandmother.

Grandmother continues: **Let's play a matching game.**

A volunteer reveals one of the face down Letter Cards, identifies it, then places it under the matching upper and lowercase letter. Continue until all cards have been matched.

Gather the children in a semi-circle. Volunteers identify the Picture Cards *seeds, skateboard, snake, stop sign,* and *sun* as you place them on the floor.

Say: **Look closely at these objects that begin with /s/. 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 /s/?" Repeat with /b/, /t/, and /n/.

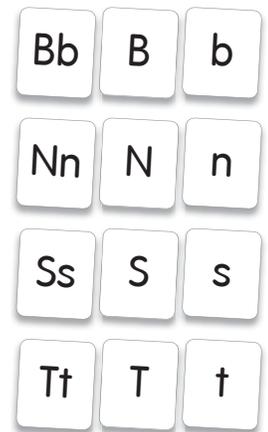
### Materials

- Grandmother
- Letter Cards: *Bb, Nn, Ss, Tt*
- Uppercase Letters: *B, N, S, T*
- Lowercase Letters: *b, n, s, t*
- Pocket chart
- Picture Cards: *seeds, skateboard, snake, stop sign, and sun*

### Where Is /s/?

(Melody: "Where Is Thumbkin?")

Where is /s/? Where is /s/?  
Here I am. Here I am.  
S stands for /s/  
in skateboard and sun.  
/s/ /s/ /s/, Ss, Ss, Ss.



## Observe & Modify

If your children are ready for a challenge, remove two Picture Cards at one time.

## Story Time

### Materials

- The Little Red Hen and other folk tales, "Chicken Little"*
- Chart paper
- Marker

### Dramatize "Chicken Little"

Indicate "Chicken Little."

Say: **Let's act out this story. Who are the characters?**

Write the names of the six characters on chart paper as children identify them.

Assign several children to each character role and designate a space for them to stand until they enter the scene.

Say: **Before we begin, let's practice something called *echoing*. I will say a line from the story and you be my echo. Let's try it. The sky is falling.** (Children echo.) **How do you know that?** (Children echo.) **We must tell everyone.** (Children echo.)

Each group of characters dramatizes its roles together as you read the story.

Each time you read the lines "The sky is falling," "How do you know that?" and "We must tell everyone," all characters echo the lines. Characters act out the directives of Foxy Loxy and use their senses (look to see if the sky is falling, listen to hear if the sky is falling, and touch the air to feel if the sky is falling).



### Observe & Modify

If your children are not yet ready to dramatize a story, review the line "The sky is falling." Children chime in each time it is read.

#### Creative Arts

*Participates in teacher-guided dramatic activities*

#### Reading

*Recalls information from stories*

*Identifies characters in a story*

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

## Small Group Math

### Sorting by More Than One Attribute

Say: **Today let's play a sorting game.** Indicate the container of combined objects. **What objects do you see?** (Volunteers respond.)

Continue: **What is a way we can sort, or separate these objects into groups?** (Volunteers respond.) The children work together to sort the objects according to object type (circles, buttons, crayons cubes).

Say: **We just sorted the objects by their types. We formed groups of cubes, crayons, buttons, and circles. Who can think of a different way to sort these objects?**

Lead the children to recognize they can also sort the objects into groups by color and have them work together to do this.

Ask: **Can you think of one more way to sort these objects?** Other possibilities include sorting by objects that are circles and those that are not, or to sort them by size.

#### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Collection of red cubes, crayons, buttons, circles  |
| <input type="checkbox"/> | Collection of blue cubes, crayons, buttons, circles |
| <input type="checkbox"/> | Container for combined collections                  |

#### Math

*Sorts objects by physical attributes*

#### Speaking & Listening

*Listens to and discusses literary texts*

# Week 9: Staying Healthy

This week you will introduce the children to five ways to keep their bodies healthy. They will become familiar with a Chinese fable and learn that many people eat with chopsticks. The children will also:

- learn /a/ and identify initial /a/ words
- classify foods as healthy and unhealthy
- learn exercises for staying healthy
- retell and dramatize a Chinese fable
- discover how easily germs are spread
- practice thanking others for their kindness
- discuss characters and settings in a story
- compare and contrast their heights



## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me*

*Draw Dragon Dot Eyes and other Chinese Fables*

*Folk Tales Volume 2 Read-Along CD*

Five Senses Poster

Let's Stay Healthy Poster

*Star Writer Melodies*

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

*Starfall Sing-Along*, Volumes 1 and 2



## Preparation

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.

Include available senses, alphabet, doctor, dentist, fruit, and vegetable puzzles as choices for Small Group & Exploration in Week 9.

For Day 1 you will need several sets of chopsticks, which may be purchased, donated from a local restaurant, or found online.

**Optional:** On Day 3 of this week, the children will discuss being hungry and being given something to eat. They will also discuss ways to be nice and show kindness to others. The children may put their words into action by bringing canned and nonperishable food items to school to be donated to a local soup kitchen.

**Day One**

*Circle Time* — Cut an apple in half horizontally and place it in a small paper bag.

*Story Time* — You will need a bag of uncooked rice, a fork, a spoon, and several sets of chopsticks.

*Small Group* — Have six apples available for use in answering story problems.

**Day Two**

*Morning Meeting* — Prepare a chart paper with two columns titled “Healthy” and “Unhealthy.”

*Story Time* — Choose your favorite book about healthy foods to share. Suggestions include:

- *Gregory, the Terrible Eater* by Mitchell Sharmat
- *Growing Vegetable Soup* by Lois Ehlert
- *I Will Never Not Ever Eat a Tomato* by Lauren Child

*Small Group* — Have several recycled magazines, newspaper ads and grocery store food circulars available for children to use to cut out pictures of foods.

**Day Three**

*Morning Meeting* — Have glitter, paper plates, a pan of water (or a sink), a damp cloth, soap, and paper towels available.

*Story Time* — Find a video or other online resource demonstrating how to say “thank you” (xiè xie) in Chinese.

**Day Four**

*Morning Meeting* — You will need a full-sized bed sheet.

*Story Time* — Choose your favorite story about healthy habits to share. Suggestions include:

- *Germs! Germs! Germs!* by Bobbi Katz
- *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas
- *Oh the Things You Can Do That Are Good for You!* by Tish Rabe

*Small Group* — Have a measuring chart that can be easily attached to the wall, a measuring tape, yardstick, ruler, double-sided tape or reusable adhesive, and prepare individual strips of paper for each child.

The measuring chart will also be used in Week 10.

**Day Five**

*Circle Time* — If you have more than ten children in your class, use index cards to create an extra set of Letter Cards: A, a, B, b, N, n, S, s, T, and t.

*Story Time* — Have props (fishing pole, bowl and chopsticks, clothes, crown, and a bowl of coins) for use to dramatize “One Rice Thousand Gold.”

*Small Group Math* — You will need three different construction paper triangles (Isosceles, Equilateral, Right), one square, and one rectangle for demonstration, and several of these shapes for each child.

I love to run and exercise. Do you?  
Your pal,  
Gingerbread Boy

**Day 2**

I am so excited about learning how to stay healthy. I'm glad we exercise every day at school!  
Love,  
Gingerbread Boy

**Day 3**

I got up early this morning to take a bath. I remembered to brush my teeth after breakfast. I'm so proud of myself!  
Your friend,  
Gingerbread Boy

**Day 4**

I took a long walk and then ate a healthy dinner last night. Did you eat healthy food for dinner too?  
Your pal,  
Gingerbread Boy

**Day 5**

It was fun to see how tall you are on the measuring chart. I am the shortest one in our class!  
Love,  
Gingerbread Boy

# WEEK 9

## Day One

## Day Two

<b>Gathering</b>	Predict and forecast weather Calendar Routine: Introduce Days of the Week	Predict and forecast weather Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message "Where is My Head?" Five Senses Poster Exercise 	Gingerbread Boy's Message <i>Star Writer Melodies</i> "Let's Stay Healthy" Let's Stay Healthy Poster Classify foods as healthy or unhealthy 

### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Blend Onset and Rime Introduce and listen for /a/ "Apple" riddle Discriminate initial /a/	Phonological Awareness: Segment Compound Words Introduce Aa Identify pictures of initial /a/ words "The Ants Go Marching" <i>ABC for Gingerbread Boy and Me</i> 
<b>Story Time</b>	<i>Draw Dragon Dot Eyes and other Chinese Fables: "One Rice Thousand Gold"</i>  <b>Vocabulary:</b> fable, rice, chopsticks	Teacher's choice of book about healthy foods
<b>Small Group &amp; Exploration</b>	Number Cards 0 – 6 Story problems	My Favorite Healthy Food Class Book

## 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 Let's Stay Healthy Poster How germs spread <b>Vocabulary:</b> germs	Gingerbread Boy's Message "Ten Bears in a Bed" Let's Stay Healthy Poster Discuss ways to stay healthy Getting enough sleep and drinking water 	Gingerbread Boy's Message "Here We Go Round the Mulberry Bush" Let's Stay Healthy Poster Review ways to stay healthy Compare/contrast heights 

## LEARNING CENTERS

Phonological Awareness: Blend Onset and Rime Show and tell initial /a/ items and pictures List initial /a/ words Introduce ASL sign for Aa Sing "Where Is /a/?" 	Phonological Awareness: The Alphabet "The Alphabet Song" Review/add words to initial /a/ list Review initial Aa, Bb, Nn, Ss, Tt	Phonological Awareness: Discriminate Rhyming Words Review Aa, Bb, Nn, Ss and Tt Sing "Where Is /a/?"
Draw pictures and dictate sentences to thank someone for being kind	Teacher's choice of book about healthy habits	"One Rice Thousand Gold" Identify characters and settings Dramatize story <b>Vocabulary:</b> setting, palace
"Concentration" (Match upper and lowercase letters) <b>Vocabulary:</b> concentration	Measure and discuss heights	Review shapes

**Social/Emotional Development**

*Works with others to solve problems*

*Demonstrates confidence in abilities*

**Technology**

*Enjoys electronic forms of storybooks and informational texts*

*Navigates simple on screen menus*

**Approaches to Learning**

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

**Creative Arts**

*Creates original work*

*Experiments with a variety of art materials*

**Fine Motor Skills**

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

**Computer Center**

**Activity** — Children use the listening ear to hear and follow along with “One Rice Thousand Gold” in *I’m Reading: Chinese Fables*. They review /b/, /t/, /n/, and /s/, and reinforce /a/ at ABCs: S, B, T, N, A. They also explore *It’s Fun to Read: All About Me*.

**Interaction & Observation**

- Notice children as they exert their independence and self-direction, while also working together to navigate through programs and/or solve any problems that arise.
- Some children may find excelling at computer use affords them a leadership role they might not have otherwise experienced.

**Materials**

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

**Art Center**

**Preparation** — Prepare colored rice by mixing a few drops of food coloring with 1/4 cup of white vinegar in a clean glass jar. Add 1/2 cup of uncooked white rice. Seal the jar and shake vigorously until the rice is evenly coated. Place the jar on a flat surface and let it sit for about five minutes. Drain the rice over a sink and pour it onto newspaper to dry for about 30 minutes (preferably in a sunny location). Repeat for other colors. Store the dry dyed rice in resealable plastic bags. Draw or trace the outline of a bowl or another shape for each child.

**Activity** — Children create rice mosaics by gluing rice to fill the area within the outline of the simple object. They use their fingers, spoons and chopsticks to add the rice to their mosaics. This activity may take more than one session, so plan to store the unfinished projects in a safe place to dry. Display the finished products on the classroom wall or in the hall for others to enjoy.

**Interaction & Observation**

- The choices children make in the Art Center reflect their thoughts and feelings, and express their individuality and originality.
- Refrain from imposing biases on children’s art projects.

**Materials**

- Small or half-sheet of art paper with the outline of a bowl or other simple object for each child
- Glue
- Dyed rice in your choice of color(s) in small cups or plastic containers
- Chopsticks, plastic spoons



## Library Center

**Preparation** — Books suggestions:

- *Eating the Alphabet* by Lois Ehlert
- *The Very Hungry Caterpillar* by Eric Carle
- *Everybody Cooks Rice* by Norah Dooley
- *Blueberries for Sal* by Robert McCloskey

**Activity** — Children enjoy the books and audio books and draw pictures to represent their favorites. Hang their drawings near the center.

### Interaction & Observation

- As children share books, they develop social skills. They also learn about people who are like them and those who are different. It is comforting for children to discover that their fears and experiences are often similar to those of other children.

### Materials

- Draw Dragon Dot Eyes*
- Folk Tales Volume 2*
- Read-Along CD
- Paper, pencils, crayons
- Picture books (including audio versions) relating to nutrition and healthy living

### Print Concepts

*Understands print conveys meaning*

*Understands directionality in print*

### Social/Emotional Development

*Demonstrates understanding and acceptance of similarities and differences in others*

### Creative Arts

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

### Health, Safety & Nutrition

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

### Social Studies

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

### Social/Emotional Development

*Empathizes with the feelings of others*

### Approaches to Learning

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

*Develops increasing ability to find multiple solutions to a question, task or problem alone or with others*

### Fine Motor Skills

*Coordinates hand and eye movements*

## Dramatic Play Center

**Preparation** — Change the Dramatic Play Center into a dentist's office. Create an examination area with a small chair for the patient and a waiting room with magazines, books, and chairs for waiting patients. Have dolls available as patients.

**Activity** — Children pretend to be dentists and provide dental care for their patients. Dental assistants teach their patients proper brushing and flossing techniques.

### 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

- Dentists and dental assistants lab coats and other props
- Empty toothpaste tubes
- Recycled magazines
- Toothbrushes, dental floss
- Books
- Dolls

## Construction Center

**Activity** — Children use a variety of blocks of different colors, shapes and sizes to build a grocery store with shelves, freezers and other displays. They refer to a book and/or illustrations as models. Take pictures of the children's creations to hang near this center.

### Interaction & Observation

- As children play, they discover that their ideas may differ from those of their classmates. This expands their knowledge and teaches them to exchange ideas and also to respect the viewpoints of others.
- Discuss the shapes children used to create new shapes while building.

### Materials

- Picture book and/or illustrations of a grocery store
- Wooden blocks in a variety of colors, shapes and sizes
- Camera

### Fine Motor Skills

*Coordinates hand and eye movements*



**Fine Motor Skills**

Uses writing and drawing tools

**Health, Safety & Nutrition**

Develops awareness of nutritious food choices that promote physical well being

**Writing**

Uses drawing and scribble writing to convey meaning

**Writing Center**

**Activity** — Assist the children to draw and label healthy foods on half of a sheet of paper, and unhealthy (junk) foods on the other half.

**Interaction & Observation**

- Encourage the children to explain their reasoning for their healthy and unhealthy food choices.
- Although their writing may still resemble scribble, in the child's mind these scribbles are decidedly different from their earlier attempts.

**Materials**

- 8½"x11" paper (folded in half) for each child
- Pencils, crayons, markers

**Fine Motor Skills**

Demonstrates control, strength, and dexterity to manipulate objects

**Science**

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

Investigates states of matter

**Discovery Center**

**Activity** — Children use their senses to explore uncooked rice. They stir it, scoop it, watch it flow through a funnel and pour it from one container to another.

As the week progresses add chopsticks for children to use to practice picking up grains of rice.

**Interaction & Observation**

- Ask questions to help focus the children's thinking, encourage problem solving, and nurture their curiosity.
- Wonder aloud to promote the children's exploration.

**Materials**

- Uncooked rice in a container large enough for two children to use simultaneously, or an empty water bottle
- Small plastic containers and spoons of varying sizes
- Funnels, scoops, strainers
- Chopsticks
- Optional:**
- Corn kernels

**Math Center**

**Math**

Recognizes numerals

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

Sorts objects by physical attributes

**Preparation** — Mix different types of beans together in a large container.

**Activity** — Children sort beans into a muffin tin or small containers by similarity. They choose Number Cards and count out beans to match the numerals.

**Interaction & Observation**

- Notice whether children understand one-to-one correspondence, or connecting one number with each item. Model this technique if necessary.

**Materials**

- Number Cards 1 through 10
- Several types and colors of uncooked beans (black, lima, kidney, navy)
- Muffin tin or several small containers

## Gathering

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

A volunteer places the appropriate Weather Card on the Weather Board for Today's Weather, Our Prediction, and Tomorrow's Weather Forecast.

Post or display the linear week calendar graph. Add the days of the week above the columns beginning with Monday.

Review the days of the week. Indicate and say the name of each day. Children repeat the names after you.

Say: **Today is Monday. It is the first day of our school week. Say Monday.** (Children repeat, *Monday*.) **If today is Monday, what is the name of tomorrow?** (Children respond.) **Monday, Tuesday, Wednesday, Thursday, and Friday are the names of the days we come to school. What do you notice about Saturday and Sunday? Right! They are a different color. Does anyone know why?** (Volunteers respond.) **Yes, it's because they are the days we don't come to school. We stay home with our families.**

### Materials

- Attendance, Weather, and Calendar Routine materials

### Math

Uses charts and graphs to collect and analyze data

### Phonics & Word Recognition

Recognizes own name

### Social Studies

Begins to categorize time intervals

### Vocabulary

Identifies real-life connections between words and their use

## Morning Meeting

### Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 49. Children echo "Where Is My Head?" and perform actions indicated in the song.

### Materials

- Starfall Sing-Along* Volume 2
- Dragon

### Where Is My Head?

Where is my head? (Where is my head?)

Here it is! (Here it is!)

Make a smile and not a frown.

(We can look both up and down.)

(nod, nod, nod, nod, nod, nod)

Where are my hands? (Where are my hands?)

Here they are! (Here they are!)

Clap your hands and make some noise.

(We are clever girls and boys.)

(clap, clap, clap, clap, clap, clap)

Where are my feet? (Where are my feet?)

Here they are! (Here they are!)

Use your feet to move around.

(We jump up and then sit down.)

(stomp, stomp, stomp, stomp, stomp, stomp)

### Creative Arts

Enjoys participating in music activities

Expresses concepts through movement

I love to run and exercise. Do you?  
Your pal,  
Gingerbread Boy

**Gross Motor Skills**

*Demonstrates strength and coordination of large muscles to engage in skills such as jumping, hopping, and running*

**Health, Safety & Nutrition**

*Develops awareness of habits that promote physical well being*

**Math**

*Counts in sequence  
Recognizes numerals  
Represents numbers in different ways*

**Social Studies**

*Sequences familiar events in time*

**Social/Emotional Development**

*Engages in and maintains positive relationships and interactions*

*Works with others to solve problems*

**Let's Stay Healthy**

Read and discuss Gingerbread Boy's message.

Indicate the Five Senses Poster. Say: **Last week we talked about five different ways we learn about the world around us. Let's see if we remember the five senses.**

Review the five senses, using the poster.

Indicate the Let's Stay Healthy Poster. Say: **Here's another poster. It says Let's Stay Healthy. Let's look at the five things we need to do to stay healthy.** Identify and discuss the following:

- Eat healthy food
- Drink lots of water
- Exercise
- Wash and brush our teeth
- Rest and sleep

Gingerbread Boy whispers that he can't wait to learn how to stay healthy!

Say: **Every morning we exercise to get our bodies ready for the day. What other times of the day do we get exercise?** (Volunteers respond.) **Playing outside helps our muscles grow strong and healthy.**

Place the Number Cards face down on the floor or in a pocket chart. A volunteer turns over a card. Assist the children in reading the number if necessary. Volunteers offer ideas for types of exercises. The children perform the exercise the corresponding number of times. If necessary, offer suggestions such as jumping jacks, hopping, hopping on one foot, climbing stairs, running in place, and bending to touch toes.

Materials	
<input type="checkbox"/>	Five Senses Poster
<input type="checkbox"/>	Let's Stay Healthy Poster
<input type="checkbox"/>	Number Cards: 1-10



**Observe & Modify**

Roll a large die and children count the number of dots to determine the number of repetitions to perform.

**LEARNING CENTERS**

See Learning Centers for Week 9, pages 216–218. After cleanup, the children gather to share ways they worked with friends to solve problems during learning center time.

# Circle Time

## Phonological Awareness: Onset and Rime

Say: **Let's play a puzzle word game. I'll give you two parts of a word puzzle and you put them together. Ready? san-d (sand) Let's try some more.**  
Continue with *ba-t, ta-pe, ten-t, su-n, and fa-n.*

### Materials

None

### Phonological Awareness

Combines onset and rime to form words

## Introduce /a/

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

Grandmother reads the riddle "Apple."  
The children solve the riddle.

Indicate the apple, while holding hold both halves together. Grandmother says: **Here is a little house that is red and round. It has no windows or doors. The stem is its chimney. Could it have a star inside?** (Separate the halves of the apple to reveal the star.)

Place the Picture Cards in the pocket chart one at a time as you introduce them, beginning with the apple.  
Say: **Here is a picture of an apple. Say, apple. Apple begins with /a/. Say /a/.**

- **Astronaut begins with /a/. Say, astronaut. Say /a/, astronaut.**
- **Alligator begins with /a/. Say, alligator. Say /a/, alligator.**
- **Ambulance begins with /a/. Say, ambulance. Say /a/, ambulance.**
- **Say, ant. What sound do you hear at the beginning of ant? Right, /a/.**

Say: **Listen to these words and tell which one begins with /a/. Ready? apple/orange** (Volunteers respond.) **Right, apple begins with /a/. Say /a/.** (Children repeat /a/.)

Say: **Let's pretend we are eating apples. If you hear a word that begins with /a/, eat your apple. If the word doesn't begin with /a/ put your pretend apple behind your back. Ready?**

Say: **Alligator. Do you hear /a/ at the beginning of alligator? Say it with me, alligator, /a/. Good! Eat your apple! Let's try some more.** Continue with *tent, bear, ants, sun, am, nest, after, ambulance, bed, and at.*

Encourage the children to listen for /a/ today.

### Materials

Grandmother

One apple cut in half  
(horizontally) to reveal the  
star of seeds, placed in a  
paper bag

Picture Cards: *alligator,*  
*ambulance, ant, apple,*  
*astronaut*

Pocket chart

### Apple

*I am a red fruit that grows on a tree.  
I am like a little house.  
I am red and round.  
I have no windows or doors.  
I have a chimney on top.  
You will find a star inside me.  
I'm a house you can eat!  
My name begins with /a/  
What am I?*

### Phonics & Word Recognition

Demonstrates understanding of one-to-one correspondence of letter and sounds

### Phonological Awareness

Recognizes and identifies beginning sounds



Due to the nature of vowels, the routine for introducing Aa /a/ will differ slightly. Only the short sound will be addressed. Since short vowel sounds are not used at the ends of words, several lessons will deal with reviewing previously learned letters and sounds.

## Story Time

### Reading

Makes connections using prior knowledge and real-life experiences

Recalls information from stories

### Social Studies

Understands maps as representations of actual places

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

### Social/Emotional Development

Empathizes with the feelings of others

### Speaking & Listening

Listens to and discusses literary texts

### Vocabulary

Asks questions about unknown objects and words



## “One Rice Thousand Gold”

Indicate the fork and spoon. Say: **Here is a fork and a spoon. What do you do with a fork? What kinds of food could you eat with a fork? Repeat with the spoon.** Choose volunteers to model the correct way to hold a fork and a spoon, with assistance if needed.

Indicate the bag of uncooked rice. Say: **This is a bag of rice. Would you use a fork or a spoon to eat it?** (Discuss)

Explain: **Rice was the first grain grown in China thousands of years ago! China is a country that is far away.** Locate China on a world map or globe.

Continue: **People cooked rice by boiling it in water the same way they do today. But people from China do not eat rice with a fork or a spoon. Do you know what they use?**

Indicate the chopsticks. Ask: **Who knows what these are and what they are used for?** (Volunteers respond.) **Right, people in China and many other places use chopsticks to eat rice and other foods. Chinese people prepare their food by cutting vegetables and other foods very small. Raise your hand if you have used chopsticks.** Children share their chopstick experiences.

Indicate “One Rice Thousand Gold.” Say: **The title of this story is “One Rice Thousand Gold.”** (Children repeat, “One Rice Thousand Gold.”) **It is a Chinese fable. A fable is a story that teaches a lesson. This fable was told many years ago in China. Then someone wrote it down so people wouldn’t forget it. The fable is about a poor, hungry boy. What does it mean to be hungry?**

Discuss what people who are hungry usually do. Continue: **Let’s listen to what happens and what lesson we learn.**

Read the story or play the Audio CD.

Say: **The old woman was kind to the boy. What did she do? Was Han-Shin hungry or full after she gave him the rice?**

Continue: **Han-Shin never forgot how kind the old woman was, and he did something kind for her. What did he do? How can you be kind to your friends?** Volunteers respond.

### Materials

- Draw Dragon Dot Eyes
- Folk Tales Volume 2
- Read-Along CD
- Chopsticks
- Fork and spoon
- Bowl
- World map or globe
- Bag of uncooked rice

## Small Group & Exploration

### Solve Story Problems

Indicate and identify Number Cards 0 through 6.

Engage the children in the following story problems. Volunteers manipulate the apples as you relate the scenarios. The children identify the Number Card that solves the problem then write the number on their whiteboards or on paper.

- **Cindy had three apples. Her friend gave her one more. How many apples did Cindy have?**
- **Katy went to the store with her mommy to buy some apples. Her mommy bought one apple and Katy bought one apple. How many apples did Katy and her mommy buy?**
- **Jeffrey, Sam, and Mike went on a picnic. Each had an apple in their lunch bag. How many apples did they have altogether?**
- **Marc had five apples. He ate one. How many apples did he have left?**
- **Cassie was having a party. She invited six friends. How many apples will she need for each friend to have one?**
- **Molly brought five apples to school. She gave three of them to friends. How many apples did she have left?**

#### Materials

- Number Cards: 0 - 6
- Six apples
- Whiteboards and dry erase markers, or paper and pencils

#### Approaches to Learning

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

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

#### Math

*Recognizes, names, and writes numerals*

*Combines sets of objects to create new sets*

*Uses concrete objects to solve problems*



**Gathering**

**Alphabet Knowledge**

Recognizes and names letters, especially those in their own name

**Science**

Observes and describes the weather and how it changes

**Social/Emotional Development**

Seeks assistance from adults or classmates

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

A volunteer places the appropriate Weather Card on the Weather Board. The children check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Assist the children to identify what day of the week it is. Allow time each day for several volunteers to identify letters in their first names. They may seek assistance from their classmates and teacher.

**Materials**

- Attendance, Weather, and
- Calendar Routine materials

**Morning Meeting**

**Warm Up Your Brain**

Say: **Let's practice calming and relaxation techniques.**

Help the children understand that they may use calming techniques any time they feel anxious or upset. The children sit on the floor with their legs crossed. Play any track of *Star Writer Melodies*. In a soft, calm voice, say:

- **Put your palms together in front of your chest.**
- **Take a deep breath.**
- **Let the breath out slowly and relax.**
- **Close your eyes and in your mind tell yourself something you like about yourself and listen to the music.**

**Materials**

- Star Writer Melodies*
- Dragon

**Approaches to Learning**

Uses self-talk as a strategy

**Social/Emotional Development**

Regulates emotions, attention, impulses and behavior

I am so excited about learning how to stay healthy. I'm glad we exercise every day at school!

Love,  
Gingerbread Boy

**Categorizing Healthy and Unhealthy**

Read and discuss Gingerbread Boy's message.

Indicate and review the Let's Stay Healthy Poster. Say:

**Here's a great song to remind us what we need to do to stay healthy.**

Play *Sing-Along* Volume 2 Track 21. The children sing "Let's Stay Healthy" and add actions. They recall previously suggested ways to stay healthy.

Ask: **Do you know that some foods are healthy and some are unhealthy? Foods that are healthy help our bodies grow strong. Some foods do not help our bodies at all. They might taste good but they don't help us stay healthy.**

Indicate the chart paper and introduce the columns Healthy and Unhealthy.

Say: **Pretend you are in the grocery store with your mom or dad to buy food. What foods might you put in your shopping cart?** Children offer suggestions and indicate in which column each food belongs and explain why. Review the difference between wants and needs.

**Materials**

- Starfall Sing-Along* Volume 2
- Let's Stay Healthy Poster
- Prepared chart paper, markers

**Let's Stay Healthy**

*We stay healthy, yes we do  
yes we do, yes we do  
We stay healthy, yes we do  
all year long.*

*We eat lots of healthy food...*

*We brush our teeth and comb  
our hair...*

*We like all kinds of exercise...*

*So healthy kids we'll  
always be...*

**Health, Safety & Nutrition**

Develops awareness of nutritious food choices and habits that promote physical well being

**Math**

Sorts objects

**Social Studies**

Recognizes the difference between wants and needs

# LEARNING CENTERS

See Learning Centers for Week 9, pages 216–218. After cleanup, the children gather and take turns to share a way in which they helped a friend during learning center time.

## Social/Emotional Development

Engages in and maintains positive relationships and interactions

## Speaking & Listening

Speaks in complete sentences

## Phonological Awareness

Combines words to form compound words

## Phonics & Word Recognition

Associates letters with their names and sounds

## Phonological Awareness

Isolates and pronounces the initial sounds in words

## Print Concepts

Focuses on letter names and shapes

Recognizes relationship between illustrations and text

## Circle Time

### Materials

None

### Phonological Awareness: Compound Words

Ask: **If you take *pan* away from *pancake*, what is left?** (cake) **Let's try another one. Take *ginger* away from *gingerbread*. What's left?** (bread)

Explain: **When we put two words together to form another word, they are called compound words. *Pancake* and *gingerbread* are compound words. Say, *compound words*.** (Children repeat, *compound words*.) **Let's try some more.**

Repeat for *buttermilk* and *chopsticks*. If children need a visual clue, place both hands together as you say the compound word and move your first hand away as you say the first word.

### Introduce Aa

Indicate the Aa Letter Card.

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

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

Indicate the star. Ask: **Who can find the letter Aa on the Alphabet Chart?** A volunteer identifies Aa and attaches the star on or above the Wall Letter Card. Grandmother helps the volunteer locate Aa and review other letters with stars: Bb, Tt, Nn, and Ss.

Indicate *ABC for Gingerbread Boy and Me*.

Say: **Let's look at Aa. Here are some pictures of things that begin with Aa.**

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

### Materials

- Grandmother
- Letter Card Aa
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall Sing-Along Volume 2*
- Basket or bag



Say: **Grandmother found a song about ants that she would like us to learn.**

Play *Sing-Along* Volume 2 Track 40. The children sing “The Ants Go Marching.”

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

## Story Time

### English Conventions

Recognizes first letter of names is capitalized

### Print Concepts

Identifies front cover, back cover and title of a book

Understands directionality in print

### Reading

Makes connections between pieces of essential information in a text

Asks and answers questions

Differentiates between fiction and nonfiction

### 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

### Health, Safety & Nutrition

Develops awareness of nutritious food choices and habits that promote physical well being

### Writing

Writes own name

Uses appropriate writing conventions with adult assistance

## Teacher’s Literature Choice: Healthy Foods

Indicate your choice of informational book about healthy foods. Ask: **Do you think this book is fiction, or make believe, or do you think it is nonfiction, or real?** (Volunteers respond and explain their answers.)

The children identify the roles of the author and illustrator.

Volunteers point to the title, and front and back covers of the book.

Picture-walk through the book and children discuss what is happening on each page. Demonstrate directionality as you read the book and pause briefly to discuss new vocabulary as it is encountered. Ask and answer questions about the book.

### Materials

- Teacher’s choice of book about healthy foods

## Small Group & Exploration

### My Healthy Food Classroom Book

The children cut out pictures of their favorite healthy foods and explain reasons for their choices. They glue them onto drawing paper to create pages for a *My Favorite Healthy Food* classroom book. Be sure they write their names on their papers, and encourage them to begin their names with a capital letter.

Assemble the classroom book and place it in the Library or Dramatic Play Center.

### Materials

- Magazines, newspaper ads, and/or grocery store ads
- Drawing paper
- Scissors
- Glue sticks



**Gathering**

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

A volunteer places the appropriate Weather Card on the Weather Board. The children check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Assist the children to identify what day of the week it is.

Allow time for several volunteers to identify letters in their first names. They may seek assistance from you and their classmates.

**Materials**

- Attendance, Weather, and Calendar Routine materials

**Alphabet Knowledge**

*Recognizes and names letters, especially those in their own name*

**Print Concepts**

*Focuses on letter names and shapes*

**Science**

*Makes and verifies predictions*

**Social Studies**

*Begins to categorize time intervals*

**Social/Emotional Development**

*Seeks assistance from adults or classmates*

**English Conventions**

*Uses frequently occurring nouns and verbs*

**Gross Motor Skills**

*Moves with balance and control*

*Demonstrates strength and coordination of large muscles*

I got up early this morning to take a bath. I remembered to brush my teeth after breakfast. I'm so proud of myself!  
Your friend,  
Gingerbread Boy

**Health, Safety & Nutrition**

*Demonstrates personal hygiene and emerging self-care skills*

*Develops awareness of habits that promote physical well being*

**Vocabulary**

*Discusses words and word meanings*

**Morning Meeting**

**Warm Up Your Brain**

Children:

- Walk forward 10 steps in a straight line
- Walk backward 10 steps in a straight line
- Hop forward
- Hop backward
- Jump with feet apart, and stretch their arms straight out to their sides
- Lean to the left, bending one leg and stretch
- Take the hand (on the side of the bended knee) down and across their bodies to touch their opposite ankles
- Stand straight
- Repeat the exercise leaning to the right side

**Materials**

- Dragon

**Let's Stay Healthy: Germs**

Read and discuss Gingerbread Boy's message.

Indicate the Let's Stay Healthy Poster. Say: **We exercise every morning in the classroom and when we go outside to play. We have been learning about healthy food. Today we will learn why it is important to wash our bodies and brush our teeth.**

Pour some brightly colored glitter onto a paper plate. A volunteer dampens his or her hands with a wet cloth and places them in the glitter. Indicate how much of the glitter sticks to the child's hands. The child shakes hands with each of the other children. The children examine their hands and notice that glitter has spread from the first child's hands.

**Materials**

- Let's Stay Healthy Poster
- Pan of water or classroom sink
- Soap
- Paper towels
- Glitter
- Paper plate
- Damp cloth

**Science**

*Understands the use of natural resources and demonstrates environmental awareness and responsibility*

Say: **Glitter is much like germs. Germs spread when we touch others, and sometimes that is how we catch colds and get sick. The good news is that we can keep germs from spreading, like the glitter, by washing our hands. Now, let's wash our hands to get rid of the glitter.**

Explain that the best way to avoid spreading germs is to keep our hands clean through hand washing. Go to the sink, wet your hands, and apply soap. Explain that soap removes germs better than washing with water alone. Rub your hands together for fifteen seconds as the children count with you. Then rinse and dry.

Each child washes his or her hands while the class counts to fifteen together. Point out that the glittery "germs" are gone after hand washing.

Say: **There's another way to help keep germs away. When you sneeze, germs can spread to other people. Instead of giving our germs to others, we're going to give them to our shirts! So let's all say, "Give your sneeze a shoulder."** (Children repeat.) **Pretend to sneeze into your shoulder.**

Explain that when we take a bath or shower, we wash germs off our bodies. That is why it is important to bathe or shower every day. When we brush our teeth, we keep our teeth and gums clean and healthy. That is why we should brush our teeth at least two times every day.

If time allows the children take turns to share their tooth brushing experiences. Discuss ways the children can conserve water by turning off the faucet as they brush their teeth and by taking shorter showers.



**Observe & Modify**

If your school or district does not allow glitter, substitute shaving cream or flour.

**Health, Safety & Nutrition**

*Develops awareness of habits that promote physical well being*

*Identifies adults who keep them safe and healthy*

**LEARNING CENTERS**

See Learning Centers for Week 9, pages 216–218. After cleanup, the children gather to share their experiences. Encourage them to discuss the importance of visiting the dentist regularly.

# Circle Time

## Materials

 None

## Phonological Awareness: Onset and Rime

Say: **Let's play a word game. Listen to two parts of a word and put them together. Ready?** Use *g-erms* (germs), *r-ice* (rice), *f-ish* (fish), *m-ilk* (milk), and *b-eans* (beans).

### Phonological Awareness

Combines onsets and rimes to form words

## List Aa Words, ASL Aa

Children show and tell about pictures or items they brought that begin with /a/.

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

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

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

Review the hand signs for *Tt*, *Bb*, *Ss*, and *Nn*. Say: **Watch, here are three hand signs together that spell a word.** Sign and say *b-a-t*. **Now you try. Listen: /b/ /a/ /t/, bat.** Sign as you say the sounds.

Say: **You just used sign language to sign the word bat!**

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

## Materials

 *ABC for Gingerbread Boy*

and *Me* by Starfall

 Chart paper

 Marker

 Starfall American Sign

Language Poster

 Grandmother

### Language Development

Expresses words in a language other than their own

### Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

### Phonological Awareness

Blends phonemes

Recognizes and identifies beginning sounds

### Print Concepts

Focuses on letter names and shapes

### Where Is /a/?

(Melody: "Where Is Thumbkin?")

Where is /a/? Where is /a/?

Here I am. Here I am.

A stands for /a/

in apple and ant

/a/ /a/ /a/, Aa, Aa, Aa



## Story Time

### Say “Thank You”

Indicate “One Rice Thousand Gold.”

Ask: **Can you remember a time when you were really hungry?** (Volunteers describe their experiences.) **How did you feel when someone gave you something to eat? Did you feel full after you ate it? Did you remember to say thank you?** (Children respond.)

**In this story the old woman gave Han-Shin something to eat because he was hungry. What did Han-Shin do to thank the old woman?**

Discuss ways we can thank others for doing kind things for us.

Ask: **Can you think of something nice your mom, dad, brother, or sister has done for you?** (wash your clothes, fix dinner, played with you, etc.)

Say: **Think of someone you would like to thank for being kind or for doing something nice for you. Draw them a picture. Think of a special message and I will write it under your picture. Then you can give the picture and message to your special person.**

Teach the children how to say “thank you” in Chinese. (Xiè xie)

#### Materials

- Draw Dragon Dot Eyes  
(Book and Audio CD)
- Drawing paper, pencils, crayons, markers
- Online resource demonstrating the correct pronunciation of “xiè xie”

#### Language Development

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

#### Reading

Recalls information from stories

Listens to and discusses literary texts

#### Social Studies

Recognizes and accepts responsibilities

#### Social/Emotional Development

Engages in and maintains positive relationships and interactions

#### Speaking & Listening

Participates in group discussions

## Small Group & Exploration

### Play “Concentration”

Display the Aa, Bb, Nn, Ss, and Tt Letter Cards. The children identify each letter.

Arrange the upper and lowercase letters on a tabletop to play a matching game.

Say: **Today we will learn a matching game called “Concentration.” You have to think hard, or concentrate, to play this game. When we pay close attention to something that is called concentration.** (Children repeat, *concentration*.) **We will try to match a lowercase letter with its uppercase letter partner.** (Demonstrate)

The children take turns finding matches. As matches are made, Gingerbread Boy holds them.

#### Materials

- Letter Cards: Aa, Bb, Nn, Ss, Tt
- Letter Cards: A, a, B, b, N, n, S, s, T, t
- Gingerbread Boy

#### Print Concepts

Focuses on letter names and shapes

#### Vocabulary

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



## Gathering

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

A volunteer places the appropriate Weather Card on the Weather Board. The children check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Assist the children to identify what day of the week it is.

Children who haven't done so identify letters in their first names.

### Materials

- Attendance, Weather, and Calendar Routine materials

## Morning Meeting

### Warm Up Your Brain

Lay a sheet on the floor. Ten volunteers lie closely together side-by-side on the sheet. Number the volunteers from 1 to 10. Explain: **Here are ten little bears in a bed. Listen to this song. When the song says to "roll over" the ten bears all roll and the one on the end will roll off the sheet!**

Play *Sing-Along Volume 2* Track 38. The children sing along with "Ten Bears in the Bed" and one volunteer rolls off the sheet with each verse. Repeat the song so all children have an opportunity to participate.

### Materials

- Dragon
- Starfall Sing-Along Volume 2*
- Large (full-size) bed sheet

#### Ten Bears in the Bed

Ten bears in the bed  
And the little one said  
"I'm crowded, roll over"  
So they all rolled over  
And one fell out

Nine bears in the bed...  
(continue counting down)

One bear in the bed  
And the little one said  
"Good night!"

### Alphabet Knowledge

Recognizes and names letters, especially those in their own name

### Print Concepts

Focuses on letter names and shapes

### Science

Makes and verifies predictions

### Social Studies

Begins to categorize time intervals

### Creative Arts

Reinforces concepts through dramatic play

### Math

Counts in sequence

### Health, Safety & Nutrition

Demonstrates personal hygiene and emerging self-care skills

### Reading

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

### Science

Understands the use of natural resources and demonstrates environmental awareness and responsibility

Discuss that if a child or a classmate isn't feeling well at school, the children should report it to the teacher.

## Let's Stay Healthy: Sleep and Water

Read and discuss Gingerbread Boy's message.

Indicate the Let's Stay Healthy Poster. Say: **We've talked about exercise, eating healthy food, washing and brushing our teeth. Today let's talk about rest and sleep. During the day you run on the playground, learn at school, eat meals, and do many other activities. At night your body and brain get to rest, right? Wrong! While you are in dreamland, your body and brain are very busy getting ready for a new day. That is why it is so important to get plenty of sleep.**

Ask: **Did you know...**

- **your brain needs sleep so you can remember what you've learned, concentrate, think of new ideas and solve your problems?**
- **your body needs sleep so your muscles, bones and skin can grow?**
- **sleep helps you get better when you are sick?**

Discuss why it is important to get plenty of sleep.

### Materials

- Let's Stay Healthy Poster

I took a long walk and then ate a healthy dinner last night. Did you eat healthy food for dinner too?  
Your pal,  
Gingerbread Boy

Say: **Another thing your brain and body need is plenty of water. When we drink water it cools our bodies and helps our muscles work smoothly. Water also helps us get better when we are sick. It gets rid of germs in our bodies. When we use the bathroom, we flush away the germs. All living things need water to live, hamsters, trees, and you! Remember to ask for water to drink when you are thirsty and drink plenty of water! Also remember that water is very important and we have to be careful not to waste it.**

**Approaches to Learning**

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

**LEARNING CENTERS**

See Learning Centers for Week 9, pages 216-218. After cleanup, the children gather to share their experiences. They take turns sharing topics they are curious about and would like to explore.

**Circle Time**

**Materials**

- Starfall Sing-Along Volume 1

**Phonological Awareness: The Alphabet**

Grandmother says: **A is the first letter of the alphabet. Can you sing "The Alphabet Song" for me?**

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

**Alphabet Knowledge**

Recites alphabet in sequence

**Identify Aa, Bb, Nn, Ss, and Tt**

Indicate the list of Aa words.

Say: **Let's look at the words we wrote that begin with Aa.** Review the list. Ask: **What other words you would like to add to the list?** Add additional words.

Place the Aa, Bb, Nn, Ss, and Tt Letter Cards across the top row of a pocket chart leaving a space between each letter. The children identify them.

Distribute the Picture Cards. Say: **Look at your picture and think about what sound the picture begins with.**

- A volunteer identifies his or her picture and places it under the correct letter in the pocket chart.
- The class confirms his or her choice.
- Grandmother nods or shakes her head to say yes or no.
- The volunteer chooses the next child to come forward.

Compare and contrast the sets of Picture Cards to determine which letter has the most or least Picture Cards.

**Materials**

- Picture Cards: *alligator, ambulance, ants, apple, astronaut, bear, bed, bread, bus, nest, net, nose, teeth, skateboard, sun, tent, toes, toothbrush*
- Letter Cards: *Aa, Bb, Nn, Ss, Tt*
- Pocket chart
- Grandmother
- List of Aa words from Day 2



**Math**

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

**Phonics & Word Recognition**

Associates letters with their names and sounds

**Phonological Awareness**

Recognizes and identifies beginning sounds

## Story Time

### Teacher's Literature Choice: Healthy Habits

Indicate your choice of book about healthy habits.

Children identify the roles of the author and illustrator. Picture-walk through the book and discuss what is happening on each page. Read the book. Briefly pause to introduce new vocabulary as it is encountered. Ask and answer questions about the book. Encourage the children to use new vocabulary in their responses.

#### Materials

- Teacher's choice of informational book about good health practices

#### Reading

Uses illustrations to make inferences or predict

Identifies the roles of author and illustrator

#### Vocabulary

Discusses words and their meanings

Uses words and phrases acquired through conversations and read alouds

## Small Group & Exploration

### How Tall are You?

Explain: **One way to know if you are growing in a healthy way is to measure how tall you are. Here is a measuring tape, a yardstick and a ruler. Which would be the best one to measure how tall you are?**

(Accept all answers.) **Right, you could use all three.**  
(Demonstrate)

Indicate the measuring chart.

Say: **Today we will use this measuring chart.**

Distribute strips of paper. Each child writes his or her name on a strip. Remind them to begin their names with a capital letter. Continue: **We'll tape your name next to the mark that shows how tall you are. At the end of the year, we'll measure you again to see how much you have grown.** Be sure to measure Gingerbread Boy and add his name to the chart!

Discuss who is the tallest in the group and those who are near the same height. Emphasize that Gingerbread Boy is shortest member of the class, so as not to embarrass the shortest child.

On Day 5 you will compare and contrast all members of the class, including Gingerbread Boy.

#### Materials

- Measuring chart on a door or wall
- Measuring tape, yard stick, and a ruler
- Individual strips of paper
- Double-sided tape or reusable adhesive
- Pencils
- Gingerbread Boy

#### English Conventions

Recognizes first letter of names is capitalized

#### Math

Becomes familiar with standard measuring tools and their uses

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

Measures length

#### Writing

Uses appropriate writing conventions with adult assistance

## Gathering

### Alphabet Knowledge

Recognizes and names letters, especially those in their own name

### Print Concepts

Focuses on letter names and shapes

### Social Studies

Begins to categorize time intervals

### Science

Makes and verifies predictions

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

A volunteer places the appropriate Weather Card on the Weather Board. The children check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Assist the children to identify what day of the week it is.

Allow time for a few volunteers each day this week to identify the letters in their names. They may seek assistance from their classmates or the teacher.

### Materials

- Attendance, Weather, and Calendar Routine materials

## Morning Meeting

### Warm Up Your Brain

Play *Nursery Rhymes* Audio CD Track 11. The children sing and make up actions to the following verses of "Here We Go Round the Mulberry Bush."

- This is the way we exercise...so early in the morning.
- This is the way we wash and brush...so early in the morning.
- This is the way we eat healthy foods...so early in the morning.
- This is the way we rest and sleep...so early in the morning.
- This is the way we drink our water...so early in the morning.

### Materials

- Starfall's Selected Nursery Rhymes* Audio CD
- Dragon

### Creative Arts

Expresses concepts or ideas through movement

Enjoys participating in music activities

### Order and Compare Short to Tall

Read and discuss Gingerbread Boy's message.

Indicate the Let's Stay Healthy Poster. Say: **This week we have learned ways to help us grow strong and healthy. What is one way to stay healthy?** Continue until all five areas are identified and discussed.

Say: **Look at the measuring chart. Gingerbread Boy is the shortest member of our class. Who is the tallest?** Compare and contrast the children's heights using the information on the chart.

Say: **Let's see if the chart is correct.** Referring to the chart, line up the children from shortest to tallest, placing Gingerbread Boy in the shortest position. The children confirm the results on the measuring chart.

### Materials

- Let's Stay Healthy Poster
- Gingerbread Boy
- Measuring chart

### Math

Compares and orders groups of objects by a single attribute

Becomes familiar with standard and nonstandard measuring tools and their uses

It was fun to see how tall you are on the measuring chart. I am the shortest one in our class!

Love,  
Gingerbread Boy

# LEARNING CENTERS

See Learning Centers for Week 9, pages 216-218. After cleanup, the children gather to share something they learned today that they will teach their parents.

## Approaches to Learning

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

## Circle Time

### Materials

None

### Phonological Awareness: Rhyming Words

Say: **Listen to these words, *cake, bake*. Do they rhyme?** (Volunteers respond.) **Now listen to these words, *apple, banana*. Do they rhyme?** (Volunteers respond.)

Say: **Jump up and sit down if these words rhyme. Cross your arms across your chest if they do not. Ready?** Use *corn/born, lettuce/zucchini, grape/drape, pear/bear, and carrot/cup*.

## Phonological Awareness

Discriminates rhyming words

## Speaking & Listening

Follows simple and multiple-step directions

### Play "Say It Fast" with Aa, Bb, Nn, Ss, and Tt

Place the Aa, Bb, Nn, Ss, and Tt Letter Cards face up in a pocket chart. Say: **Grandmother would like us to play a game called "Say It Fast."** Grandmother whispers the directions to you.

Say: **Grandmother would like me to point to the letters, then you name them.** Do this slowly.

Grandmother whispers to you again. Say: **Now Grandmother would like to see how fast you can name the letters!** Indicate the letters randomly, and as quickly as children are able to name them. Repeat each letter several times. Grandmother says: **Great job!**

Indicate the bag of letters. Children individually draw letters and take them to their places. Grandmother whispers letters to you and you say them to the children. The children match upper and lowercase letters and place them under the Letter Cards in the pocket chart.

Indicate *ABC for Gingerbread Boy and Me*. Name a letter. Choose two children to partner and locate that letter in the book. Repeat for the other letters. Review the illustrations on each of the selected pages.

The children sing "Where Is /a/?"

### Materials

Letter Cards Aa, Bb, Nn, Ss, and Tt in a bag or basket

Letter Cards: A, a, B, b, N, n, S, s, T, t

Pocket chart

Grandmother

*ABC for Gingerbread Boy and Me* by Starfall

## Alphabet Knowledge

Recognizes and names letters

## Print Concepts

Focuses on letter names and shapes



## Story Time

### Creative Arts

Participates in teacher-guided dramatic activities

### Language Development

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

### Reading

Identifies characters, settings, and major events in a story

### Social Studies

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

## Dramatize “One Rice Thousand Gold”

Say: **Today when you hear “One Rice Thousand Gold” listen for the names of the characters and notice the illustrations. Remember, characters are the people or animals in stories.**

Read “One Rice Thousand Gold.”

Ask: **Who were the characters in this story?** (Han-Shin, his mother and father, a few women, people in Han-Shin’s kingdom when he became king)

Say: **The setting of a story is where the action takes place. In this story, things happened in several places. What was the setting at the beginning of the story?** (Han-Shin’s house) **Where was the next place?** (near water) **The last setting was Han-Shin’s palace. A palace is a very large house.** (Children repeat, *palace*.)

The children dramatize the story.

- Setting - Select three locations to represent Han-Shin’s first home, the fishing hole, and the palace.
- Characters - Select children to act as Han Shin, Han Shin’s mother and father, Old Woman, other women, people in Han Shin’s palace.

Dramatize the story again to give all children the opportunity to participate.

Challenge the children by asking if they remember how to say “thank you” in Chinese. Xièxie. (sshyeah-sshyeah)

### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Draw Dragon Dot Eyes   |
| <input type="checkbox"/> | Folk Tales Volume 2  |
|                          | Read-Along CD  |
| <input type="checkbox"/> | Props (fishing pole, bowl and chopsticks, clothes, crown, bowl of money) |



## Observe & Modify

If your children are not ready to dramatize this story, picture-walk through the book and discuss the characters and settings. If you have access to a projection device, cue up *Starfall.com*; *I’m Reading*; “Chinese Fables” and project the story for this discussion.

## Small Group Math

### Shape Review

Indicate the equilateral triangle, square, and rectangle.

Say: **Here are 3 shapes. Listen to these clues and tell me which shape I am describing.**

- **I have 3 sides and 3 corners. What shape am I?**
- **I have 4 straight sides and they are all the same. What shape am I?**
- **I have 4 straight sides and 4 corners. Two of my sides are longer than the other 2. What shape am I?**

Indicate the 3 different triangles. Say: **These are all triangles because they all have 3 sides and 3 corners.** Turn the triangles in different directions. Ask: **When I turn these shapes are they still triangles?**

Distribute the triangles and squares. Say: **I wonder what would happen if we tried to put some of these shapes together. Let's experiment.**

Interact with children as they try to make new shapes by putting several shapes together (2 triangles to form a square, 2 squares to form a rectangle, and so on). Children explain what shapes they are using and/or creating.

### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Three different triangles<br>(Isosceles, Equilateral, Right) |
| <input type="checkbox"/> | One square   |
| <input type="checkbox"/> | One rectangle  |
| <input type="checkbox"/> | Several identical triangles<br>and squares for each child    |

### Math

*Identifies shapes regardless of orientations or size*

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

*Recognizes and identifies basic two-dimensional shapes*

# Week 10: Being Safe

This week you will introduce the children to rules that will help keep them safe in a variety of situations. Topics include: *Inside School, On the Playground, Taking a Walk, Wheels, Wheels, Wheels, In a Car, Around the House, Tub and Shower, At the Pool, Fire*, and *Strangers*. The children will also:

- learn /p/ and identify initial and final /p/ words
- discuss size relationships between objects
- practice sequencing story events
- consider story characters' emotions
- dramatize *Goldilocks and the Three Bears*
- duplicate and create patterns



Pp

## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me*

Emotion Cards

Emotions Poster

*Goldilocks and the Three Bears* as told by Marc Buchanan

*Goldilocks and the Three Bears* Sequence Cards

Safety Posters 1 and 2

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

*Starfall Sing-Along Volume 2*



## Preparation

Check your school and local libraries for a variety of copies of *Goldilocks and the Three Bears* to include in the Library Center.

Include available alphabet, shapes, bears, and playground puzzles as choices for Small Group & Exploration in Week 10.

### Day One

*Story Time* — You will need three bowls of graduated sizes and the measuring chart from Week 9.

*Small Group* — You will need two bowls that match in size and one that does not, and three different shapes of pasta (enough for each child to have several samples of each).

### Day Two

Have a bicycle helmet, a shoe with the shoelace untied and a belt available. Also place colored masking tape on a section of the classroom floor to resemble an intersection.

*Circle Time* — You will use two connect cubes or chips for each child and yourself.

*Story Time* — Have a double-sized bed sheet available.

*Small Group* — Have a small block, a medium-sized book, and a large box (board game size) available.

### Day Three

*Small Group* — You will need an iron, a plastic knife, a small pot or pan, an extension cord, a detergent box or bottle, a book, a backpack, a stuffed animal, a pillow, and a plastic cup.

### Day Four

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

*Story Time* — Choose a book about safety to share. Suggestions include:

- *Dinosaurs, Beware!* by Stephen Krensky
- *I Can Be Safe* by Pat Thomas
- *I Can Play It Safe* by Alison Feigh
- *Impatient Pamela Says: Learn to Call 9-1-1* by Mary B. Koski and Lori Collins
- *Safety First!* by Disney Book Group

*Small Group* — The children will write letters in shaving cream.

### Day Five

*Story Time* — You will need a table, three bowls, three chairs, and three towels for use in today's dramatization of *Goldilocks and the Three Bears*.

I ran inside my house last night, bumped into a table and hit my head. It wasn't a good idea to run inside, was it?

Your pal,  
Gingerbread Boy

## Day 2

I am glad we are learning how to stay safe. I practiced walking in the classroom and I didn't bump my head this time!

Love,  
Gingerbread Boy

## Day 3

I went for a bike ride and guess what! I wore my helmet to keep me safe.

Your friend,  
Gingerbread Boy

## Day 4

I loved hearing the story of **Goldilocks and the Three Bears**. Can we learn what to do if we see a stranger?

Your pal,  
Gingerbread Boy

## Day 5

I am so lucky to learn all these safety rules. I wish I had known them before I got in trouble with the fox!

Love,  
Gingerbread Boy

# WEEK 10

## Day One

## Day Two

<b>Gathering</b>	Predict and forecast weather Calendar Routine Review names of days	Predict and forecast weather Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message Safety Poster 1  Safety: <i>Inside School and On the Playground</i> "Let's Stay Safe"	Gingerbread Boy's Message Safety Poster 1  Review <i>Inside School and On the Playground</i> safety rules Safety: <i>Taking a Walk, Wheels, Wheels, Wheels, and In a Car</i> "Let's Stay Safe" <b>Vocabulary:</b> crosswalk

## LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Rhyming words Introduce and listen for /p/ "Puppies" riddle "Peter Piper" <b>Vocabulary:</b> piper	Phonological Awareness: Compound words <i>ABC for Gingerbread Boy and Me</i> Introduce Pp  Identify initial /p/ words
<b>Story Time</b>	<i>Goldilocks and the Three Bears</i>  Compare/contrast sizes and heights <b>Vocabulary:</b> cozy, brook, porridge Predict story ending	<i>Goldilocks and the Three Bears</i>  <i>Goldilocks and the Three Bears</i> Sequence Cards  Answer questions "Ten Bears in a Bed"
<b>Small Group &amp; Exploration</b>	<i>Goldilocks and the Three Bears</i> Compare/contrast physical attributes Create/duplicate patterns	Compare/contrast sizes Arrange objects "Size Hunt"

## 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

"Let's Stay Safe"

Safety Posters  
1 and 2

Review safety  
rules

Safety: *Around the  
House, Tub and Shower, and  
At the Pool*



Gingerbread Boy's Message

Safety Posters 1 and 2

"Let's Stay Safe"

Safety: *Fire and  
Strangers*



Gingerbread Boy's Message

"Let's Stay Safe"

Review Safety  
Posters 1 and 2



## LEARNING CENTERS

Phonological Awareness:  
Blend onset and rime

List initial /p/ words

Introduce ASL sign for Pp

Sing "Where Is /p/?"

"Pease Porridge Hot"



Phonological Awareness:  
Blend and clap syllables

Review initial /p/

Introduce final /p/

Phonological Awareness:  
Discriminating /p/

Match upper and lowercase  
letters Aa, Ss, Pp

"Where Is /p/?"

*Goldilocks and the  
Three Bears*

Emotions Cards

Emotions Poster

Identify  
characters'  
emotions



Teacher's literature choice: Safety

*Goldilocks and the  
Three Bears*

Story settings

Dramatize story



*Goldilocks and the Three Bears*

Draw and dictate sentences  
about what activities Goldilocks  
might do with the three bears

Play "I Spy" to review /a/, /b/, /n/,  
/p/, /s/, and /t/

Positional Words

# WEEK 10

## LEARNING CENTERS

### Math

Identifies shapes regardless of orientations or size

### Social/Emotional Development

Works with others to solve problems

### Technology

Uses technology independently to explore concepts and gain information

Navigates simple on screen menus

### Approaches to Learning

Focuses attention on tasks and experiences, despite interruptions or distractions

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

### Creative Arts

Shows appreciation for the creative work of others

### Print Concepts

Connects oral language and print

### Vocabulary

Identifies real-life connections between words and their use

## Computer Center

**Activity** — Children reinforce shape concepts at *Geometry & Measurement*, "Triangles," "Make Shapes," and "Polygons."

### Interaction & Observation

- Continue to notice children as they exert their independence and self-direction, while also working together to navigate through programs and/or solve problems that may arise.
- Children should have become more purposeful in their computer interactions.
- Notice whether they realize their actions have an affect on what happens on the monitor and learn to navigate through websites and programs.

### Materials

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

## Art Center

**Activity** — Children make bears by cutting and gluing brown construction paper circles to sheets of manila paper. They draw faces with crayons or markers.

This activity may take more than one session, so plan to store the unfinished projects in a safe place to dry.

### Interaction & Observation

- Display finished products on the classroom wall or in the hall for others to enjoy. Allow the children to decide which of their artwork to display.
- Continue to respect choices the children make in as they reflect their thoughts and feelings and express their individuality and originality. Show appreciation of their efforts and accomplishments.

### Materials

- Brown construction paper
- Manila paper
- Glue, scissors, crayons, markers

## Library Center

**Activity** — The children enjoy picture books relating to bears and safety. After Day 2, add *Goldilocks and the Three Bears*.

Children draw pictures to represent their favorite books. Hang their drawings near the center for other children to enjoy.

### Interaction & Observation

- As children listen to stories they discover new words and their meanings and increase their vocabularies.
- They connect the new words to their own experiences. This is valuable as the children progress in reading. It will be easier for them to recognize words since they are already aware of their meanings.

### Materials

- Picture books (including audio versions) about bears and safety
- Goldilocks and the Three Bears*
- Fairy Tales* Read-Along CD
- Paper, pencils, crayons

## Dramatic Play Center

**Preparation** — Recreate the grocery store by adding empty juice cans, waffle boxes, and reusable shopping bags. After *Goldilocks and the Three Bears* is introduced, the center may be changed into the three bears' cottage by adding three bowls, chairs, and towels (for beds).

**Activity** — The children continue to play grocery store and assume the roles of the story characters in the three bears' cottage.

### Interaction & Observation

- Dramatic play is a perfect way for children to explore concepts they are learning.
- Provide varied experiences and adult interactions which lead to richer dramatic play.
- Encourage the children to set the table for the three bears.

### Materials

- Grocery store items from Week 6
- Empty juice cans, waffle boxes, reusable shopping bags
- Three bowls, three chairs, and three towels (small, medium, and large)
- Oatmeal carton, spoons

### Approaches to Learning

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

### Creative Arts

*Engages in cooperative pretend play with other children*

## Construction Center

**Activity** — The children use a variety of blocks of different colors, shapes and sizes to build the three bears' cottage. They refer to the illustrations in the books as models.

Remind the children that Goldilocks goes upstairs, so they should include stairs in their cottages.

### Interaction & Observation

- Allow the children to use a digital camera or tablet to take photos of their special creations to hang near this center.
- Engage children in individual conversations about shape orientations as they use blocks to build.
- Ask detailed questions to encourage children's thought processes, and to develop longer, more complex answers.

### Materials

- Various copies of the *Goldilocks and the Three Bears* story
- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Digital camera or tablet
- Connecting logs

### Creative Arts

*Engages in cooperative pretend play with other children*

### Fine Motor Skills

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

### Math

*Identifies shapes regardless of orientations or size*

### Technology

*Uses a device to take pictures*

### Approaches to Learning

*Approaches tasks, activities and problems with creativity*

### Social Studies

*Recognizes common symbols in the community*

### Writing

*Uses drawing, dictation, or scribble writing to convey meaning*

## Writing Center

**Activity** — Children draw and color pictures to create safety and warning signs for the classroom. They may dictate or write their own rules on their signs.

### Interaction & Observation

- Continue to praise the children's attempts at drawing and writing.
- Although some writing may still resemble scribble, in the child's mind these scribbles are decidedly different from their earlier attempts.
- Discuss appropriate locations to display safety and warning signs such as "Do not drink glue or paint." "Do not stand on tables or chairs" "Do not eat play dough or crayons."

### Materials

- Paper
- Pencils, crayons, markers



## Discovery Center

### Fine Motor Skills

Demonstrate hand-eye coordination

### Science

Investigates states of matter

Uses senses to explore

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

**Activity** — Children continue to use their senses to explore uncooked rice. They stir it, scoop it, watch it flow through funnels and strainers and experience pouring it from one container to another.

As the week progresses add small toys and balls, etc. to the large tub of rice and watch the surprise as children discover them. Vary the containers, strainers, and scoops. Add new utensils, and remove others.

### Interaction & Observation

- Continue to pose open-ended questions such as: Can you tell me about...? What do you think will happen if...? Can you think of a way to...? How many ways can you...? Questions such as these help focus thinking, encourage problem solving, and nurture curiosity.

### Materials

- Uncooked rice in a tub or empty water table, large enough for two children
- Small plastic containers and spoons of varying sizes
- Funnels, scoops, spatulas, strainers, and sifters with large holes

## Math Center

### Math

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

Sorts objects by physical attributes

**Activity** — Children choose a bag and pour the beans onto the table. They sort the beans by type (black, lima, and kidney) into the muffin tins or egg cartons. Each child draws the corresponding number of beans on a sheet of paper, and colors them appropriately to match the beans from the bag (black for black beans, red for kidney, and green for lima). Children place the beans back into the bag and sort the beans again using a different attribute such as color, size, or shape.

### Interaction & Observation

- Model strategies for counting and keeping track of the sorted beans for drawing.
- Show children how to move the beans aside after they have counted or colored them.
- Ask questions and supply information to extend children's thinking.

### Materials

- Small plastic bags that contain a variety of uncooked beans (black, lima, kidney) each with a different number and combination of beans
- Muffin tins or egg cartons
- Crayons, paper



**Gathering**

Create two columns on a sheet of chart paper and title them Present and Absent.

Review and count the names of the children who are present and those who are absent and write the numbers in the correct columns. Discuss the order of the names for each list. Ask questions such as *Whose name is at the top? Bottom? Between (name) and (name)?* Compare the number of names in each column to determine which is greater or less than the other, or if the lists are equal.

A volunteer places the appropriate Weather Card on the Weather Board for Today's Weather, Our Prediction, and Tomorrow's Weather Forecast.

Review the names of the days of the week. Children identify and mark the date.

**Materials**

- Attendance, Weather, and Calendar Routine materials
- Chart paper, marker

**Math**

*Uses graphs and charts to collect and analyze data*

*Counts in sequence*

*Uses positional words*

**Science**

*Observes and describes the weather and how it changes*

**Morning Meeting**

**Warm Up Your Brain**

Children do "Whale in the Ocean" exercises. They lie on their tummies, clasp their hands behind their backs, fold their shoulders back, and lift their hands, feet, and chests while maintaining their balance. Children breathe in, arch, lift and lengthen their bodies and slowly exhale. They repeat this exercise several times.

**Materials**

- Dragon

**Gross Motor Skills**

*Moves with balance and control*

I ran inside my house last night, bumped into a table and hit my head. It wasn't a good idea to run inside, was it?  
Your pal,  
Gingerbread Boy

**Safety: Inside School and On the Playground**

Read and discuss Gingerbread Boy's message.

Teach the children "Let's Stay Safe."

Indicate Safety Poster 1. Say: **Here is a poster that shows five places we need to be safe.** Indicate and identify each of the five scenes.

A volunteer indicates the *Inside School* safety illustration and children take turns describing it. Allow time for the children to ask questions. Discuss the following *Inside school* safety rules. Children act out solutions to problems. As the children act out the solutions, encourage them to discuss how they could assist one another.

**Materials**

- Safety Poster 1
- Chair, stuffed animal, two books

**Let's Stay Safe**

*(Melody: "Frère Jacques" or "Are You Sleeping")*

*Let's stay safe. Let's stay safe  
In work and play, work and play  
Follow all the rules,  
Follow all the rules  
Every day, every day.*

**Health, Safety & Nutrition**

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

*Identifies adults who keep them safe/healthy*

**Social/Emotional Development**

*Works with others to solve problems*

**Speaking & Listening**

*Engages in agreed-upon rules for discussions*



<b>Rule</b>	<b>Problem/Solution</b>
Pay attention to where you are going. Do your best not to bump into others (or things) when you are playing.	Two volunteers almost bump into each other and suggest a solution for how to avoid it.
Always walk inside.	A volunteer runs a short distance and pretends to fall. The volunteer walks the same route safely.
Sit on four, not on two! Rocking on chairs is dangerous. Use all four legs of the chair, not just two!	Place a stuffed animal on a chair. Tip the chair on two legs, gently tipping it over. Children discuss results. A volunteer demonstrates how to sit on a chair properly.
Keep hands, feet, and objects to yourself!	Volunteers pretend to read books side by side, respecting each other's personal space.

A volunteer indicates the *On the Playground* safety illustration and children take turns describing it. If weather permits, take the children outside to discuss the following safety rules for playing on the playground:

- When playing catch, always throw the ball at or below your friend's waist. Never throw a ball at a person's head.
- Leave nature where it belongs.
- Be a good sport.
- Hold tightly on climbing equipment.
- Slides are one way: down!
- Stay out of bushes and no climbing on trees.
- Take turns.

Discuss the need to report injuries to teachers and other adults and also applying sunscreen at home for sun safety.

### **Health, Safety & Nutrition**

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

*Recognizes dangerous substances/situations*

## **LEARNING CENTERS**

See Learning Centers for Week 10, pages 242-244. After cleanup, discuss safety procedures such as not placing objects in mouths, washing hands, and not walking with sharp objects.

# Circle Time

## Materials

 None

### Phonological Awareness: Rhyming Words

Say: **Let's play "Does it Rhyme?"** Raise your hand if the words I say rhyme. Let's try one together, *cat, pat*. Right, *cat* and *pat* rhyme so you raised your hands. Listen again, *sat, hat*. Do they rhyme? Continue for *cat/pickle, hot/pot*, and *Peter/Sam*. Let's make up some silly rhymes. Here's one, *Peter, feter!* Can you make a silly word that rhymes with *pickle*? Repeat for *pumpkin* and *paper*.

### Phonological Awareness

Identifies and discriminates rhyming words

### Phonics & Word Recognition

Associates letters with their names and sounds

### Phonological Awareness

Recognizes and identifies beginning sounds

### Vocabulary

Uses illustrations to determine word meaning



## Introduce /p/

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

Grandmother reads the riddle "Puppies." Children solve the riddle. Ask: **Does anyone have a puppy at home?** (Discuss) **Puppy begins with /p/.** (Children repeat, /p/.)

Display the *puppies, penny, pan, and pumpkin* Picture Cards in a pocket chart.

Say: **Here is a picture of puppies. Say, puppies. Puppies begins with /p/. Say /p/.**

- Penny begins with /p/. Say, *penny*. Say /p/, *penny*.
- Pan begins with /p/. Say, *pan*. Say /p/, *pan*.
- Say, *pumpkin*. What sound do you hear at the beginning of *pumpkin*? Right, /p/.

Say: **Listen to these two words to tell which one begins with /p/: pot, bowl. Right! Pot begins with /p/.** (Children repeat, /p/.) **Listen again. Which one begins with /p/: dog, puppies? Right, puppies.**

Say: **Let's pretend we are puppies. Bark like a puppy!** (Children do this.) **Listen to these words. If you hear /p/ at the beginning, bark like a puppy. If you don't hear /p/, do nothing. Ready?** Use *pet, penny, man, nickel, puzzle, star, piano, and pie*.

Indicate *Nursery Rhymes* page 35, "Peter Piper." Ask: **What do you see in this picture? What is Peter doing?** Explain that he is playing a horn. Say: **Sometimes we call someone who plays the horn a piper.** (Children repeat, *piper*.) **This is Peter Piper.**

Read the rhyme. Repeat the rhyme and children say it with you. Ask: **What do you notice about many of the words in this rhyme? Right! Many of them begin with /p/. Let's read the rhyme again. This time pat the top of your head when you hear a word that begins with /p/.**

Encourage children to listen for /p/ today.

## Materials

 Grandmother

 *Starfall's Selected*
*Nursery Rhymes*
 Picture Cards: *puppies, penny,*
*pan, pumpkin*
 Pocket chart

### Puppies

We are baby animals.  
We love to bark, play,  
and wag our tails.  
Our mother is a dog.  
Our name begins with /p/.  
What are we?

# Story Time

## Math

Becomes familiar with standard measuring tools and their uses

Orders objects by measurable attributes

Compares and orders groups of objects by a single attribute

## Print Concepts

Understands directionality in print

## Reading

Identifies the roles of author and illustrator

Uses illustrations to make inferences or predict

## Vocabulary

Discusses words and their meanings

Explores word relationships and nuances



## Materials

- Goldilocks and the Three Bears*  
as told by Marc Buchanan
- Measuring chart from Week 9
- Gingerbread Boy
- Three bowls of graduated size

## Introduce *Goldilocks and the Three Bears*

Indicate the measuring chart. Ask: **Who is the tallest member of our class?** That child stands in front of the class.

Ask: **Who is the shortest member of our class?**

A child crouches down and stands Gingerbread Boy up next to the tallest child, leaving a space between them.

Ask: **Who is about halfway between the tallest and shortest?** That child stands in the middle.

Indicate the three bowls of graduated size. Say: **One of these bowls is big, one is medium-sized, and one is little. Which bowl is big? Which one is little? Which bowl is not big or little, but medium-sized?** Three volunteers hold the bowls in order from big to little.

Indicate *Goldilocks and the Three Bears*. Say: **The title of this story is *Goldilocks and the Three Bears*. Let's count the words in this title.** (Do this.) Indicate the author and illustrator. Say: **There are pictures and words on the cover. Who can point to the picture? How about the words? Which bear is little? Which one is medium-sized? Which bear is big?**

Picture-walk through the book and discuss the following vocabulary words as you encounter them:

<b>cozy</b>	comfortable
<b>cottage</b>	a small house
<b>brook</b>	a creek or stream of water, much smaller than a river
<b>porridge</b>	breakfast cereal like oatmeal

Turn to the first page of text. Indicate and discuss where the story begins on the page. Explain that the words start on the left side and move across the page. When there is no more space, the words continue on the next line.

Read pages 1 through 8 of *Goldilocks and the Three Bears*. Pause and say: **Let's predict how this story will end. What do you think will happen next?**

Read the remainder of the story to confirm the outcome.

## Small Group & Exploration

### Create a Pattern

Indicate *Goldilocks and the Three Bears*. Discuss the sizes of Father Bear, Mother Bear, and Baby Bear and how the bears are the same and how they are different.

Indicate the three bowls. Children identify attributes of the bowls such as their colors, sizes, and shapes. Ask:

- Which two of these objects are alike or match?
- How do you know?
- How are all three alike?
- Which is different?
- How is it different?

Indicate three different types of pasta. The children describe the pasta. A volunteer uses the pasta to form a pattern. The children describe the pattern.

Distribute the pasta. The children duplicate the pattern and create new ones.

### Materials

- Two matching bowls and one non-matching bowl
- Three different shapes/sizes of pasta (enough for children to have several samples of each shape or size)
- Goldilocks and the Three Bears* as told by Marc Buchanan

### Math

*Creates, identifies, duplicates, and extends simple patterns*

*Sorts objects by physical attributes*

**Gathering**

**Math**

*Counts in sequence*

*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*

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. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date. Count aloud with the children from the first day of the month to the present day.

**Materials**

- Attendance, Weather, and Calendar Routine materials

**Morning Meeting**

**Warm Up Your Brain**

As you give the following directions, observe the children in their attempts to follow them. Be prepared to demonstrate.

- **Lift your right arm high in the air and keep it there as you lift your left knee.**
- **Touch your right hand to your lifted left knee.**
- **Return your hand and leg to a resting position as you lift your left hand and right leg, touching your left hand to your right knee.**
- **Repeat several times for a minute or so, as if you are walking.**

**Materials**

- Dragon

**Gross Motor Skills**

*Moves with balance and control*

*Demonstrates strength and coordination of large muscles*

**Speaking & Listening**

*Follows simple and multiple-step directions*

**Safety: Taking a Walk, In a Car, and Wheels, Wheels, Wheels**

Read and discuss Gingerbread Boy's message.

The children sing "Let's Stay Safe."

Indicate and review the *Inside School* and *On the Playground* safety rules. A volunteer indicates the *Taking a Walk* safety illustration as children describe it.

Create an intersection in an open area of the classroom. A volunteer demonstrates walking on a sidewalk as you discuss these rules:

**Materials**

- Safety Poster 1
- Bicycle helmet
- Shoe with untied shoelace
- Belt
- Prepared masking tape crosswalk

**Creative Arts**

*Reinforces concepts through dramatic play*

**Health, Safety & Nutrition**

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

**Speaking & Listening**

*Asks and answers questions in order to get information, or clarify something that is not understood*

*Participates in group discussions*

*Engages in agreed-upon rules for discussions*

**Let's Stay Safe**

*(Melody: "Frère Jacques" or "Are You Sleeping")*

*Let's stay safe. Let's stay safe  
In work and play, work and play  
Follow all the rules,  
follow all the rules  
Every day, every day.*

I am glad we are learning how to stay safe. I practiced walking in the classroom and I didn't bump my head this time!  
Love,  
Gingerbread Boy

Rule	Problem/Solution	Look Both Ways
<b>Walk slowly. When you get to the crosswalk, stop. A crosswalk is the safest place to cross a street.</b>	Teach children the chant, "Look Both Ways." Practice several times as the children at the crosswalk look left, right, and then left again. Repeat with other volunteers.	Look to the left Look to the right Look to the left Yes, that's right!
<b>Always hold an adult's hand when crossing the street.</b>	A volunteer holds hands with you and walks to the crosswalk. The class chants "Look Both Ways." Discuss the importance of holding an adult's hand when crossing the street.	

The volunteer indicates the *Wheels, Wheels, Wheels* illustration as children describe it. Discuss these rules:

Rule	Problem/Solution
<b>Always wear a helmet when you ride your bike.</b>	Indicate the bicycle helmet. Say: <b>This is a helmet.</b> (The children repeat, <i>helmet</i> .) <b>How might this helmet keep you safe when you are riding your bike?</b> (Discuss)
<b>Make sure your shoe laces are tied before riding your bike.</b>	Indicate the shoe with untied shoelace. Ask: <b>What is wrong with this shoe?</b> (It is untied.) <b>Right, it's not tied. Shoelaces can get caught when you are pedaling your bike and you could fall. What would make this shoe safer?</b> (Tie the laces.) <b>Right, let's tie the shoelaces!</b>

The volunteer indicates the *In a Car* illustration as children describe it. Discuss these rules:

Rule	Problem/Solution
<b>Always wear your seat belt in the car.</b>	Indicate the belt. Ask: <b>What is this? Will this keep you safe in a car?</b> (no) <b>You need a special kind of belt to keep you safe in a car. Who can find the picture of the right kind of belt on the Safety Poster?</b>
<b>Stay quiet so the driver can think about driving.</b>	Say: <b>If you are fighting in the car and your mom needs to turn around to tell you to stop, is she thinking about driving? Let's pretend we are in the car. What are some quiet games we can play?</b> (Sing ABCs, Play "I Spy," etc.)

Allow time for the children to ask questions and share a new rule they learned today.

## LEARNING CENTERS

See Learning Centers for Week 10, pages 242-244. After cleanup, the children gather to share their experiences. They take turns to share a time they played with a new friend today.

### Social/Emotional Development

Uses materials appropriately and puts them away

Engages in and maintains positive relationships and interactions

## Circle Time

### Phonological Awareness

Combines words to form compound words

### Phonological Awareness: Compound Words

Say: **Listen to these two words then put them together to make a new compound word. Ready? *cup, cake* (cupcake), *post, man* (postman), *play, ground* (playground), *pine, apple* (pineapple), *pop, corn* (popcorn).**

Distribute two cubes or chips to each child. Say: **Put your cubes together. Say, *firehouse*. Do you hear two words in one? Let's take the word apart, *fire*, (Hold up one of your cubes.) *house*, (Hold up the other cube.) *firehouse*. What should you do with your cubes now? (Put them together.) Right, put them back together. Let's try one more.** Repeat for *neighborhood*.

#### Materials

- Two connect cubes or chips for each child and teacher

### Phonics & Word Recognition

Associates letters with their names and sounds

#### Print Concepts

Recognizes relationship between illustrations and text

Focuses on letter names and shapes

Pp

### Introduce Pp

Display the Pp Letter Card.

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

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

Indicate the star. Ask: **Who can find the letter Pp on the Alphabet Chart? Let's ask Grandmother to help us find Pp.** (A volunteer identifies Pp and attaches the star on or above the Wall Letter Card.)

Indicate *ABC for Gingerbread Boy and Me*. Say: **Here are pictures of objects that begin with Pp.**

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

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

#### Materials

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

# Story Time

## Sequence *Goldilocks and the Three Bears*

Ask: **In the book *Goldilocks and the Three Bears*, who fell asleep? Let's pretend the bears had a party with some of their bear friends and it was time for bed!**

Gather the children in a circle and spread a sheet in the center. Ten volunteers lie side-by-side on the sheet. Play *Sing-Along Volume 2* Track 38. The children sing "Ten Bears in a Bed." One child rolls off the sheet during each verse until only one is left.

Review vocabulary words *cozy*, *cottage*, *brook*, and *porridge*.

Place the *Goldilocks and the Three Bears* Sequence Cards in a pocket chart in random order discussing each one. The children determine that the cards are not in correct story order. Volunteers work together to order the Sequence Cards.

Use the Sequence Cards during the following discussion. Ask:

- **Who are the characters in this story?**
- **What is the first thing that happens in the story?**
- **What happens next?**
- **What does Goldilocks do first in the cottage?**
- **What happens to the bears' chairs?**
- **Where does Goldilocks go next?**
- **What happens when the bears come home?**
- **What happens at the end of the story?**
- **How do you think Goldilocks felt when she woke up?**
- **How would you feel?**

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i><br>as told by Marc Buchanan |
| <input type="checkbox"/> | <i>Starfall Sing-Along Volume 2</i>                               |
| <input type="checkbox"/> | Double-sized bed sheet  |
| <input type="checkbox"/> | <i>Goldilocks and the Three Bears</i><br>Sequence Cards           |
| <input type="checkbox"/> | Pocket chart  |

### Reading

*Identifies sequence of events*

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

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

### Social/Emotional Development

*Empathizes with the feelings of others*

### Vocabulary

*Explores word relationships and nuances*

*Uses words acquired through conversation and read alouds*



## Small Group & Exploration

### Math

*Orders objects by measurable attributes*

*Uses measurable attributes to compare objects*

### Speaking & Listening

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

### Small, Medium, Large

Indicate the three bowls. Ask: **Are these bowls the same size? How are the sizes different?**

(The children respond) **Right, one is small** (indicate)

**one is medium-sized** (indicate) **and one is bigger. It is the largest.** (indicate)

Indicate the block, book, and box. Ask: **Which object is the smallest?**

**Which item is a little bigger? Which item is the largest?**

Say: **Let's go on a "Size Hunt!"** The children work with partners to find a very small object. They bring it back to the group. Examine the objects and briefly discuss them. Say: **Now, take your object with you and find an object that is a little bigger.** Work together to determine if the second object is bigger than the first.

Repeat and the children find a third larger item. Assist partners to arrange the objects in order of size.

### Materials

- Three bowls (small, medium, and large)
- Three blocks (small, medium, and large)

## 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. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

### Materials

- Attendance, Weather, and Calendar Routine materials

## Morning Meeting

### Warm Up Your Brain

Play *Sing-Along* Volume 2, Track #31. The children sing "Parts of My Body" and indicate the corresponding body parts as they are named. Repeat the song several times and volunteers use rhythm instruments to keep the beat.

Children who speak languages other than English share the names of the parts of the body in their native languages.

### Materials

- Sing-Along* Volume 2 Track #31
- Rhythm instruments
- Dragon

### Safety: *Tub and Shower* and *At the Pool*

Read and discuss Gingerbread Boy's message.

The children sing "Let's Stay Safe."

Indicate and review Safety Poster 1.

Display Safety Poster 2. Say: **This poster shows five more places where we should know how to stay safe.** Indicate and identify the five scenes. Volunteers locate the *Around the House* safety illustration and take turns describing it.

Gather the children in a semi-circle. Display the listed items on the floor in random order. Say: **Here are some items you might have in your house. Some are safe and some are not.** Identify and briefly discuss each item. The children work together to separate the items into two categories: *Safe* and *Not Safe*.

Discuss safety rules for inside the house and the consequences of not following them:

- *Detergent box or bottle* — Never put items in your mouth unless you ask a grown up first.
- *Pot or pan* — Don't touch things on the stove. They might be very hot and they will burn you.
- *Iron* — Keep away from things that are plugged into the wall.
- *Extension Cord* — Keep your hands away from outlets or electrical cords.

### Materials

- Safety Posters 1 and 2
- Iron
- Knife
- Small pot or pan
- Extension cord
- Detergent box or bottle
- Book
- Backpack
- Stuffed animal
- Pillow
- Plastic cup

### Math

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

### Science

Observes and describes the weather and how it changes

### Creative Arts

Experiences different moods, tempos, and rhythms in music activities

Creates sound using instruments

### Language Development

Comprehends simple vocabulary in a language other than their own

I went for a bike ride and guess what! I wore my helmet to keep me safe.  
Your friend,  
Gingerbread Boy

### Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Recognizes dangerous substances/situations

### Reading

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

### Speaking & Listening

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



- *Outlets* — Don't stick anything into an electrical outlet.
- *Knife* — Never, ever touch a gun or knife.

**Optional:** Show the children a poison symbol. (Examples may be found online.) Explain that this symbol means a substance is poisonous and should never be touched. The children should immediately tell an adult if they encounter it.

Volunteers indicate the *Tub and Shower* safety illustration and take turns describing it. Discuss the following safety rules for the bathtub and play "Let's Pretend."

- Carefully climb in and out of the bathtub.
- Always sit, never stand, in the bathtub.
- Be sure an adult is with you when you take a bath.
- Only adults should touch the water faucets or knobs.

Volunteers indicate the *At the Pool* safety illustration and take turns describing it. The children form a circle. Say: **This is our swimming pool. I need a swimming partner.** Choose a volunteer, and sit criss-cross, knee-to-knee with him or her.

Say: **I know a good rule to remember in the swimming pool. Never dive into a pool. Always jump in feet first. Can you think of another rule for the swimming pool?** The volunteer shares a rule. Assist as necessary.

Invite a new partner to join you. Say: **I know another rule. Only go into the pool when there is an adult with you. Can you think of another rule?** The volunteer shares.

**Social/Emotional Development**

Engages in and maintains positive relationships and interactions

**Phonological Awareness**

Combines onsets and rimes to form words

**Phonics & Word Recognition**

Identifies words beginning with the same letter as their own name

Associates letters with their names and sounds

**Phonological Awareness**

Isolates and pronounces the initial sounds in words

**LEARNING CENTERS**

See Learning Centers for Week 10, pages 242-244. After cleanup, the children gather and take turns to compliment their classmates for actions or behaviors they have noticed.

**Circle Time**

**Materials**

- None

**Phonological Awareness**

Say: **Let's play a word game. Here are two parts of a word. You put them together. Ready?** Use: *p-ad/pad*, *p-eg/peg*, *p-ine/pine*, and *p-op/pop*.

**List Pp Words, ASL Pp**

Children show and tell about pictures or items they brought that begin with /p/.

Indicate *ABC for Gingerbread Boy and Me*. Review the illustrations and words that begin with *Pp*.

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

**Materials**

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper, marker
- Grandmother
- Starfall American Sign Language Poster
- Starfall's Selected Nursery Rhymes*



Indicate *Nursery Rhymes* page 31, "Pease-Porridge Hot." Say: **This rhyme begins, Pease-Porridge Hot. Grandmother would like to know if you remember who ate porridge in the story *Goldilocks and the Three Bears*. What is porridge?** (a breakfast food like oatmeal)

Discuss the illustration then read the rhyme. Ask: **What words did you hear that begin with /p/?**

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

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

#### Where Is /p/?

Melody: "Where Is Thumbkin?")

Where is /p/? Where is /p/?

Here I am. Here I am.

P stands for /p/

in puppies and pumpkin

/p/ /p/ /p/, Pp, Pp, Pp

## Story Time

### Goldilocks Story Emotions

Say: **Goldilocks and the bears must have felt many different feelings.** Indicate and discuss the following Emotion Cards and display the Emotions Poster. Explain: **This poster shows many of the emotions we all experience.**

Volunteers answer the following questions. Assist them to use the names of the emotions in their responses. They choose volunteers to locate the corresponding emotions on the Emotions Poster, with assistance as needed.

- *Curious* — **Which character was very curious? What did she do that showed she was curious?**
- *Sad* — **When were the bears sad? Why do you think they were sad?**
- *Disappointed* — **Which character was the most disappointed? Why?**
- *Afraid* — **Was Goldilocks afraid when she woke up? Would you be afraid if there was someone in your house that you didn't know? Why?**
- *Tired* — **Which character in the story was tired? How do you know? When have you felt tired?**

Ask:

- **Should Goldilocks have gone into the bear's house?**
- **Is it ever okay for you to go into a stranger's house?**
- **How would you have felt if you found Goldilocks had broken your toys?**
- **Is it ever okay to use other people's things without their permission?**
- **Can you think of a time someone asked permission and you shared a toy with them?**

Read the story. Volunteers locate and identify emotions on the poster as they arise.

#### Materials

- Goldilocks and the Three Bears*  
as told by Marc Buchanan
- Emotion Cards: *afraid, curious, disappointed, sad, tired*
- Emotion poster

#### Reading

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

#### Social/Emotional Development

Recognizes and identifies emotions in self and others

#### Speaking & Listening

Participates in group discussions



## Small Group & Exploration

### Approaches to Learning

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

Uses self talk as a strategy

Approaches tasks, activities and problems with creativity

### Print Concepts

Understands words in print are separated by spaces

### Reading

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

Makes inferences

### Writing

Uses drawing, dictation, scribble writing, or inventive spelling to convey meaning

### Materials

- Goldilocks and the Three Bears as told by Marc Buchanan
- Writing & Observation Journals
- Pencils, crayons, markers

## Draw Goldilocks with the Three Bears

Discuss Goldilocks' actions in the story. Ask:

**Did Goldilocks make a good choice or a bad choice when she went into the three bears' home? Why?**

Let's pretend the three bears invite Goldilocks and her mother over to their cottage. What do you think they would do together?

Distribute Writing & Observation Journals. Say: **Let's illustrate Goldilocks visiting the three bears. Sometimes I have trouble drawing, so I use something called self talk. Say, self talk.** (The children repeat, *self talk*.) **When I use self talk I tell myself that I can do something. I don't tell myself that I can't. I CAN draw! So if you feel nervous or scared about something and think you can't do it, say to yourself, I CAN draw or do whatever it is I have to do.**

The children illustrate Goldilocks visiting the three bears, then dictate sentences for you and your paraprofessional to write beneath their illustrations. Model and discuss leaving finger spaces between words as you write.

Encourage children who are ready to write their own sentences using scribble writing or inventive spelling. Ask them to read their sentences. Write what they say under their writing attempts.

## 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. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

### Materials

- Attendance, Weather, and Calendar Routine materials

## Morning Meeting

### Warm Up Your Brain

Do the "Rocking Chair" exercise. The children:

- sit with their knees bent and their feet flat on the floor.
- place both arms behind their bodies with hands on the floor for balance.
- rock back and forth as in a rocking chair with their feet leaving the floor.
- wrap their arms around their bent knees and rock back and forth. (This may be difficult!)

### Materials

- Dragon

### Safety: Review Fire Safety, and Introduce Strangers

Read and discuss Gingerbread Boy's message.

Tell Gingerbread Boy there are more safety rules to learn and some of them are about strangers.

The children sing "Let's Stay Safe."

Indicate and review Safety Posters 1 and 2. Volunteers indicate the *Fire* safety illustration and take turns describing it.

Review fire safety rules you have discussed previously. The children recall other fire safety rules:

- Never put anything over a lamp (like a blanket or a towel).
- Don't stand too close or put your books and toys near a fireplace.
- Never touch matches, lighters, or lit candles.
- If you smell smoke or see fire, get out fast. (Volunteers demonstrate.)
- Make sure you know two ways out of your house in case of a fire.
- Know your outside meeting place.
- Call 9-1-1 from a neighbor's house; never use your own house phone if your house is on fire. (volunteers demonstrate)
- Never go back into your house, even for a pet.
- If there is smoke, stay low and crawl outside. (Volunteers demonstrate.)
- If your clothes catch fire, stop, drop, and roll. (Volunteers demonstrate.)

### Materials

- Safety Posters 1 and 2

### Math

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

Uses charts and graphs to collect and analyze data

### Science

Observes and describes the weather and how it changes

### Gross Motor Skills

Moves with balance and control

Demonstrates strength and coordination of large muscles

### Health, Safety & Nutrition

Identifies importance of safety practices, rules, and routines

Recognizes dangerous substances/situations

### Reading

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

I loved hearing the story of **Goldilocks and the Three Bears**. Can we learn what to do if we see a stranger?  
Your pal,  
Gingerbread Boy

- If you hear the smoke alarm, get out fast.

Volunteers indicate the *Stranger* safety illustration and take turns describing it. Discuss the following stranger safety rules:

- If a stranger says let's go, you say NO, NO, NO!!! (Volunteers demonstrate.)
- Presents are nice but always think twice, and check with your parents first.
- Hold hands with others in a crowd – and if you're lost, yell really LOUDLY! (Volunteers demonstrate.)
- Password, password, that's your clue that mom and dad have a message for you!
- Lose your mom? Don't move – just freeze. Then ask another mom to help you.
- If someone you don't know grabs you, yell, "You're not my mom. You're not my dad." Scream, yell and kick.

Allow time for children to ask questions and add their own rules about stranger safety.

### Social/Emotional Development

Uses basic problem solving skills to resolve conflicts peacefully

Demonstrates sense of belonging to groups

## LEARNING CENTERS

See Learning Centers for Week 10, pages 242-244. After cleanup, the children gather to share times they saw other children working out problems together during Learning Centers.

## Circle Time

### Materials

None

### Phonological Awareness: Onset and Rime

Say: **Listen to these word parts, *pur-ple*. Listen again and this time let's clap one time for each part.** (Do this.) **When we put the parts together what word do we have? Right, *purple*. Now it's your turn to clap for the parts. Ready?**

Do this with: *pa-per/paper, pen-cil/pencil, po-ta-to/potato, and pep-per-mint/peppermint.*

### Phonological Awareness

Combines onsets and rimes to form words

### Introduce Final /p/

Indicate the list of *Pp* words from Day 2. Say: **Look at these words that begin with *Pp*.** (Review the list.) **What other words would you like to add to the list?** (Add additional words.)

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

The children stand and face partners. Partner with a child if necessary. Say: **Listen to these words. If you hear /p/ at the end, gently clap your partner's hands.** Demonstrate how to give "high fives." Emphasize /p/ in the following words: *hop, map, cat, stamp, bump, bear, and pop.*

Discuss that *pop* both begins and ends with /p/.

### Materials

List of *Pp* words from Day 2

### Phonological Awareness

Recognizes and identifies beginning and ending sounds

## Story Time

### Teacher's Literature Choice: Safety and Avoiding Harmful Substances

Indicate your choice of book about avoiding harmful substances and read its title. Introduce the author and illustrator and volunteers define their roles. Picture-walk through the book and children describe the illustrations. Read the book, pausing to discuss what is happening and to briefly introduce new vocabulary as it appears.

Allow time for the children to ask questions.

#### Materials

- Teacher's choice of book about safety

#### Health, Safety & Nutrition

Identifies the importance of personal safety practices, rules, and routines

Recognizes dangerous substances and situations

#### Reading

Makes connections between pieces of essential information in a text

Asks and answers questions

#### Alphabet Knowledge

Recognizes and names most letters of the alphabet, especially those in their own name

#### Phonics & Word Recognition

Associates letters with their names and sounds

#### Print Concepts

Focuses on letter names and shapes

#### Writing

Independently writes some letters

## Small Group & Exploration

### Review *a, b, n, p, s, t*

Indicate and identify the *alligator, bear, napkin, pig, sun,* and *tent* Picture Cards.

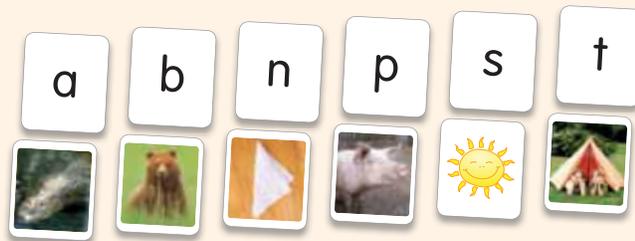
Say: **Let's play "I Spy." Ready? I spy a picture that begins with /a/.** (Volunteers guess.) Indicate the letter *a*. Say: **This is lowercase a.** Distribute a small amount of shaving cream in front of each child. Instruct the children to write a lowercase *a* in the shaving cream.

Repeat for the other letters and Picture Cards.

Say: **Raise your hand if you see a letter that is in your name.** Volunteers share.

#### Materials

- Picture Cards: *alligator, bear, napkin, pig, sun, tent*
- Letter Cards: *a, b, n, p, s, t*
- Non-menthol shaving cream



## Gathering

### Science

*Observes and describes the weather and how it changes*

### Math

*Counts in sequence*

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

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

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

Line the children up side-by-side. Tap each child on the head and the class counts them together.

A volunteer places the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

Count aloud with the children from the first day of the month to the present day.

### Materials

- Attendance, Weather, and
- Calendar Routine materials

## Morning Meeting

### Materials

- Dragon

### Warm Up Your Brain

Teach the "Cross and Touch" activity to the children. Say:

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

**Continue this back and forth pattern for a minute or so, as though walking rhythmically.**

### Gross Motor Skills

*Demonstrates strength and coordination of large muscles*

*Moves with balance and control*

I am so lucky to learn all these safety rules. I wish I had known them before I got in trouble with the fox!

Love,  
Gingerbread Boy

### Approaches to Learning

*Focuses attention on tasks/experiences*

*Reflects on what has been learned*

### Health, Safety & Nutrition

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

### Health, Safety & Nutrition

*Discusses appropriate safety procedures*

### Review Safety

Read and discuss Gingerbread Boy's message.

Sing "Let's Stay Safe."

Briefly review the titles of Safety Posters 1 and 2. The children recall safety rules they have learned. Volunteers choose the illustrations that represent each of the corresponding situations. The class confirms their choices.

### Materials

- Safety Posters 1 and 2

## LEARNING CENTERS

See Learning Centers for Week 10, pages 242-244. After cleanup, the children gather to share times they noticed classmates following safety rules.

## Circle Time

### Phonological Awareness: Discriminating /p/

The children stand. Say: **Listen to these words. If a word begins with /p/, touch your nose. If it doesn't begin with /p/, sit down. Ready?** Use: *puppy, pickle, table, pencil, paper, box, and penny.*

#### Materials

None

#### Phonological Awareness

Recognizes and identifies beginning sounds

### Review Aa, Ss, and Pp

Display the Aa, Ss, and Pp Letter Cards in the top row of a pocket chart. Place the remaining Letter Cards face down near the bottom of the pocket chart.

Grandmother says: **Here are some letters we have learned.** Indicate and say: **Aa, Ss, Pp. Let's play a matching game.** A volunteer reveals one of the face down Letter Cards, identifies it, then places it under the matching upper and lowercase letter. Repeat until all cards have been matched.

Gather the children in a semi-circle. Volunteers name the Picture Cards *puppies, penny, pan* and *pumpkin*, as you place them on the floor. Say: **Look closely at these objects that begin with /p/. I will take one away. You tell which one 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 /p/?"

#### Materials

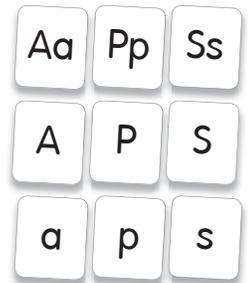
Grandmother  
 Letter Cards: Aa, Pp, Ss  
 Uppercase Letters: A, P, S  
 Lowercase Letters: a, p, s  
 Pocket chart  
 Picture Cards: *puppies, penny, pan, pumpkin*

#### Phonological Awareness

Recognizes and identifies beginning sounds

#### Phonics & Word Recognition

Associates letters with their names and sounds



#### Where Is /p/?

(Melody: "Where Is Thumbkin?")

Where is /p/? Where is /p/?

Here I am. Here I am.

P stands for /p/

in puppies and pumpkin

/p/ /p/ /p/, Pp, Pp, Pp

## Story Time

### Dramatize Goldilocks and the Three Bears

Set up your gathering area with the three settings from *Goldilocks and the Three Bears*. (Use towels as beds.)

The children describe the settings (kitchen, living room, bedroom) and identify the story characters.

Volunteers assume the roles of Goldilocks, Father Bear, Mother Bear, and Baby Bear. The remaining children help tell the story by chiming in on repeated phrases.

Repeat the story with a new set of volunteers.

#### Materials

*Goldilocks and the Three Bears*  
 as told by Marc Buchanan  
 Table with three bowls, three chairs and three towels in small, medium and large sizes

#### Approaches to Learning

Approaches tasks, activities and problems with creativity

#### Reading

Identifies characters, settings, and major events in a story

#### Creative Arts

Participates in teacher-guided dramatic activities

#### Speaking & Listening

Demonstrates knowledge of verbal conversational rules

## Small Group Math

### Materials

Chair, table, bowl, apple  
(or other small fruit)

### Math

*Responds to and uses positional words (e.g., in, under, between, down, behind)*

### Introduce Positional Words

Place the bowl and apple on the table, next to the chair, and identify each item.

Say: **Today let's talk about words that tell where things are, or positional words.** (Indicate the bowl.) **The bowl is on the table.** (The children repeat.)

Ask: **Where is the apple?** (Volunteers respond.) **Right, the apple is next to the bowl. Where is the chair?** (Volunteers respond.) **Yes, the chair is beside the table.** (The children repeat.) **Now it's your turn.**

Encourage children to help each other as volunteers do the following. Discuss the accurateness of each position after it is performed.

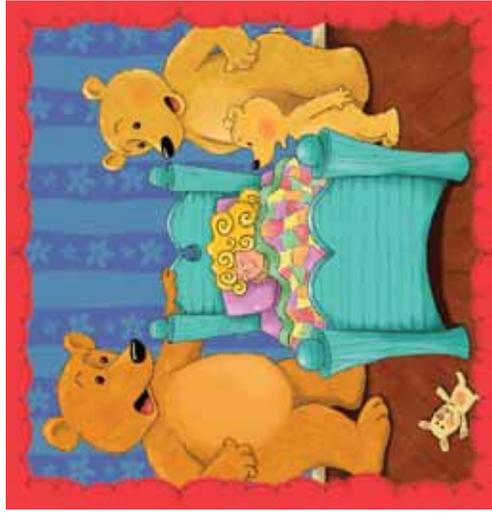
- **Stand next to the chair. Now stand behind the chair.**
- **Put the apple in the bowl. Now put the apple next to the bowl.**
- **Crawl under the table. Now stand in front of the table.**
- **Sit on the chair. Now move the chair in front of the table.**
- **Put the bowl under the chair. Now put the bowl on the table.**
- **Stand behind the table. Now stand in front of the table.**
- **Take the bowl off the table and put it under the table.**

If time permits, continue and allow children to give directions to classmates.

**ELL:** If you have English Language Learners, consider partnering them with classmates who can assist them to understand positional words.

# Goldilocks and the Three Bears

## Story Sequence Cards



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Unit 3 Week 10



Goldilocks and the Three Bears

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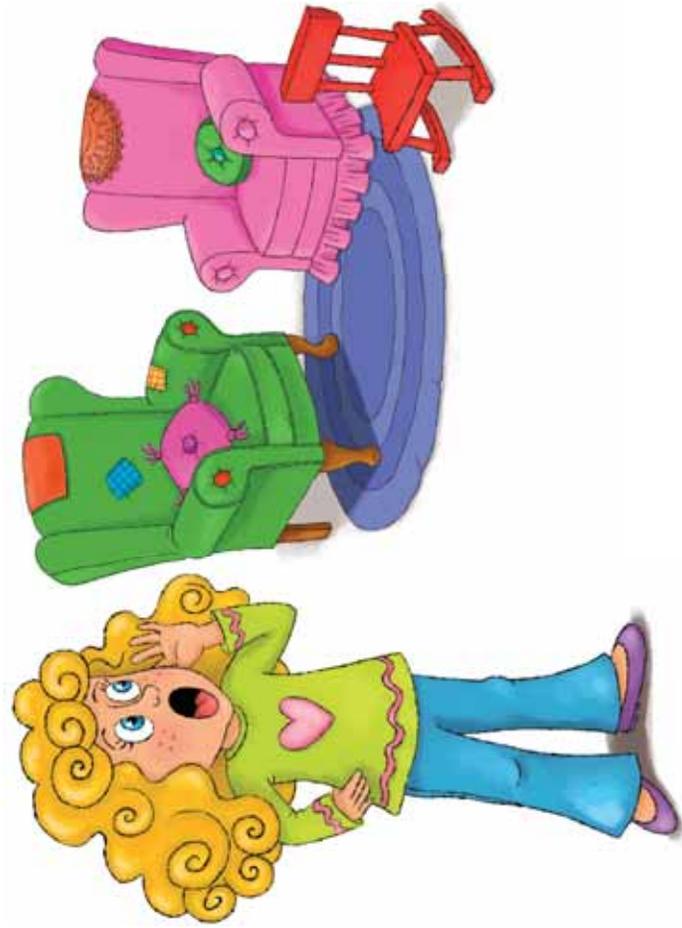
Goldilocks and the Three Bears

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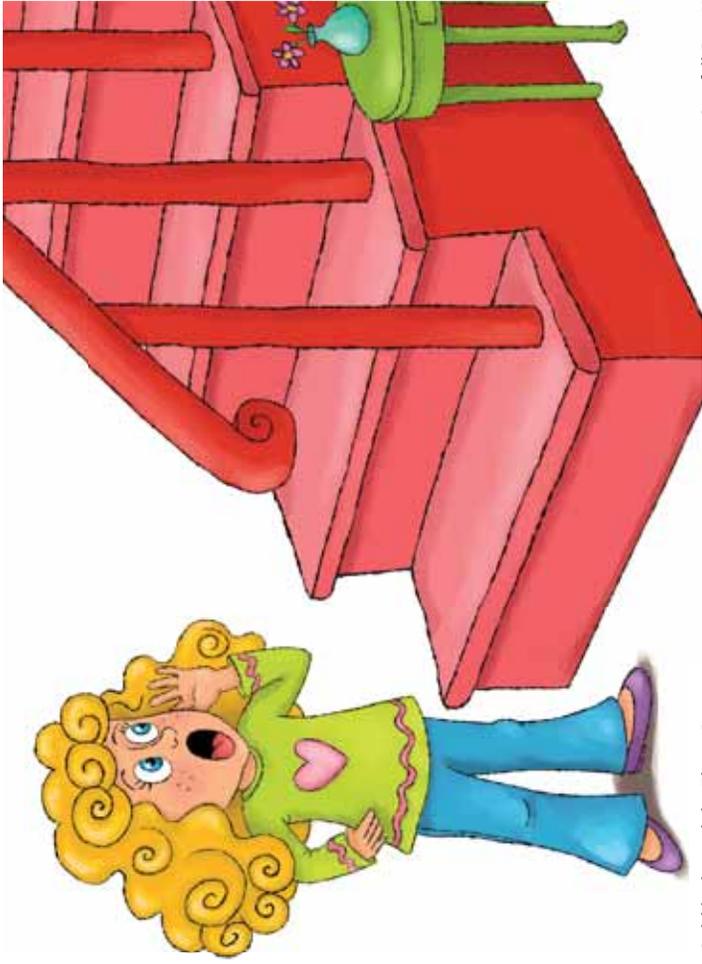
Goldilocks and the Three Bears

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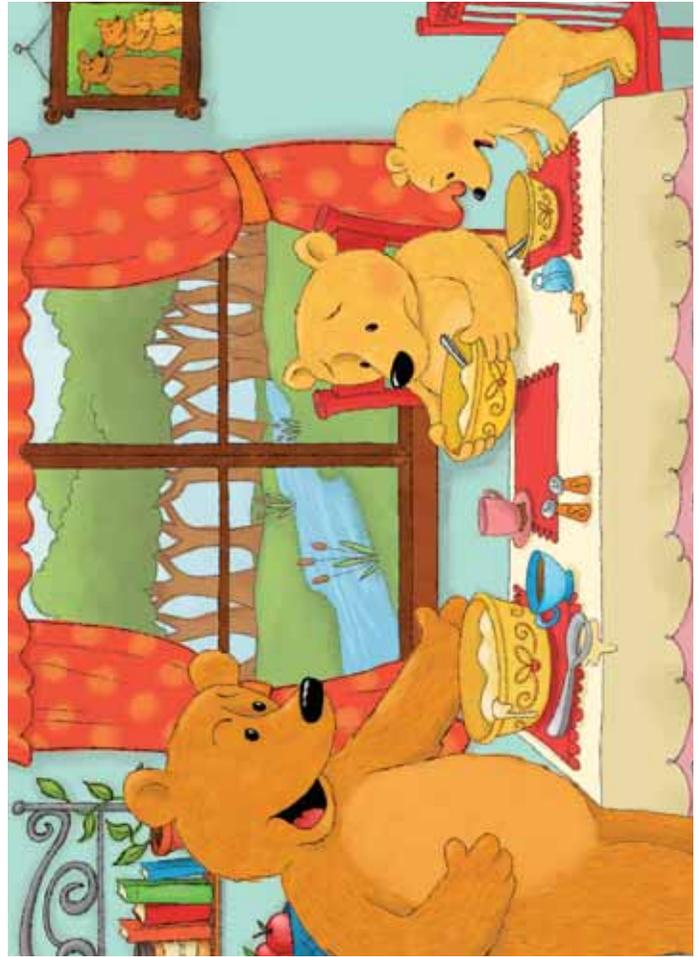
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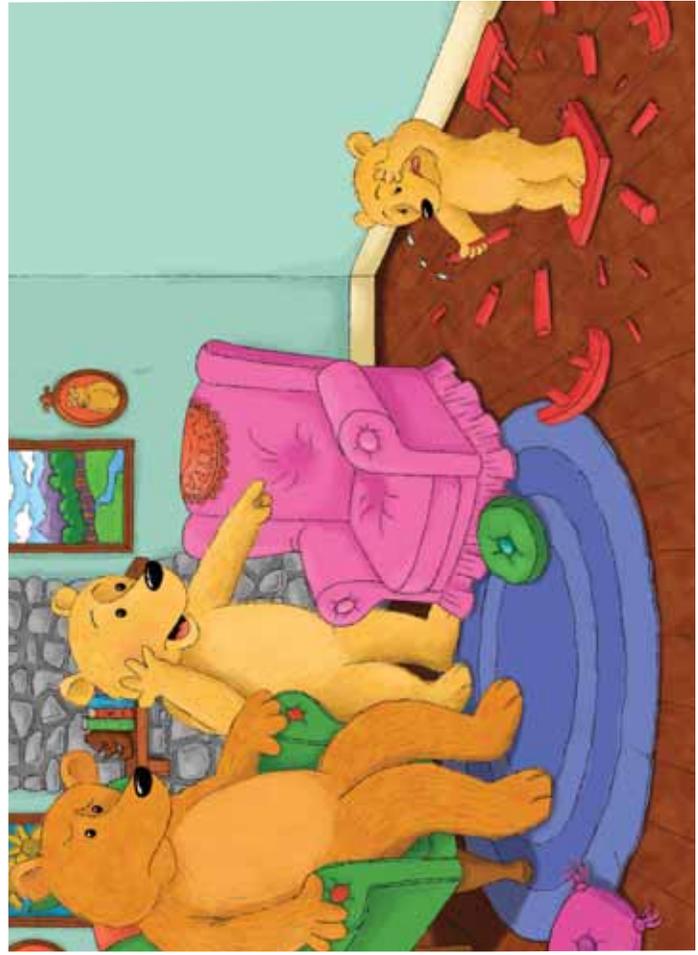
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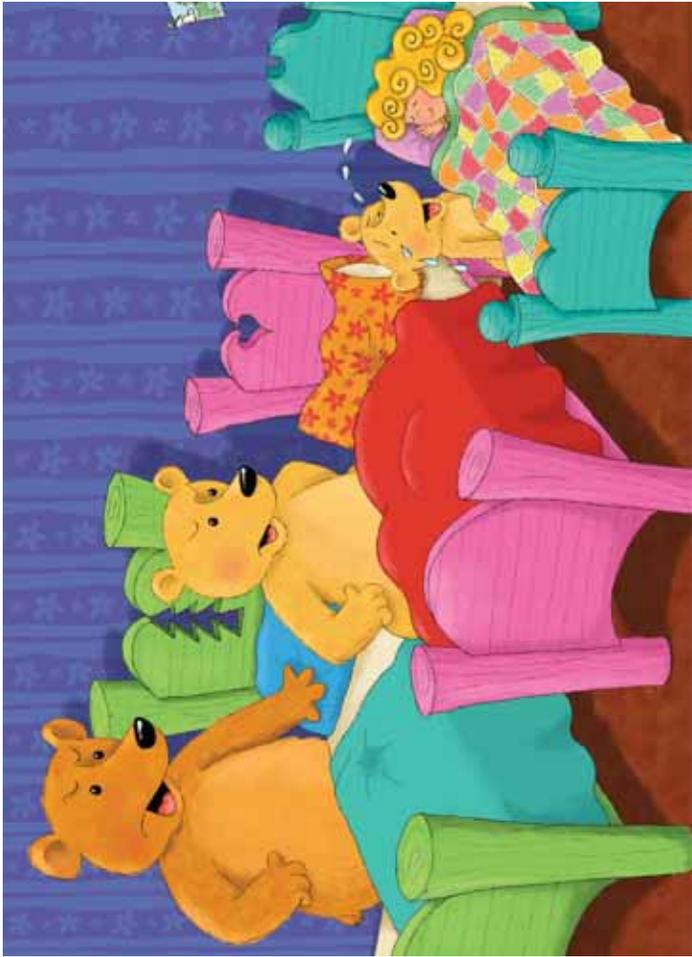
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