

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!**

The Great Outdoors



Unit **4**

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Week 11: Observing the Weather

This week you will introduce the children to various types of weather, experiment with predicting what the wind will and won't blow, and conduct an experiment to create a cloud. The children will also:

- learn /l/ and identify initial and final /l/ words
- create graphs and interpret the results
- segment and blend words together to form compounds
- review letters *Aa, Bb, Nn, Pp, Ss, Tt* and their sounds
- blend letters to form words
- practice creating AB and ABC patterns
- clap words in sentences
- learn about different types of thermometers and how they work

Starfall Books & Other Media

ABC for Gingerbread Boy and Me by Starfall

Star Writer Melodies

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

Starfall Sing-Along Volume 1

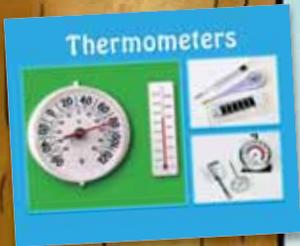
Thermometers by Stephen Schutz

Weather Cards

Where Oh Where is Backpack Bear? by Joan Elliott

Who Likes the Rain? adapted from the poem by Clara Doty Bates

Who Likes the Rain? Picture Cards



Preparation

Include available weather puzzles as choices for Small Group & Exploration this week.

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). Add the Pledge of Allegiance in Week 11 and continue saying it daily throughout the remainder of the school year.

Day One

Morning Meeting — Prepare your choice of music for "Freeze." Prepare a sentence strip that reads: *I know this is _____ because _____.* Leave enough room in the first blank space for a Weather Picture Card.

Story Time — Prepare a chart paper graph titled "Who Likes the Rain?" Write "Yes" and draw a smiley face next to it as a heading on the left side, and "No" with a sad face next to it as a heading on the right side to form two columns.

Day Two

Morning Meeting — You will need these materials for today's cloud experiment: tape, a match, hot tap water, ice cubes in a plastic bag, a glass jar, and a piece of black paper cut to fit around the outside bottom third of the jar.

Story Time — Have the "Who Likes the Rain?" graph from Day 1 available.

Day Three

Morning Meeting — You will need a cotton ball for each child, and a large bowl of water.

Story Time — Prepare a chart paper titled "The Many Ways Rain is Important."

Select your choice of book about rain to share. Suggestions include:

- *Just a Thunderstorm* by Gina and Mercer Mayer
- *Mushroom in the Rain* by Mirra Ginsburg
- *Olivia and the Rain Dance* by Maggie Testa
- *Rain Talk* by Mary Serfozo

Day Four

Morning Meeting — Prepare a chart paper graph with the title "Will the Wind Blow it?" Write "Yes" as a heading on the left side, and "No" as a heading on the right side, forming two columns. Have a portable fan and objects such as a feather, a straw, a tissue, a sheet of paper, a marker, a pencil, scissors, a balloon, and a small toy on hand.

Circle Time — Have the list of *LI* words from Day 3 available.

Story Time — Gather several different types of thermometers to introduce.

Small Group — Fill a spray bottle with watered down blue tempera paint.

Day Five

Story Time — Choose a book about the weather to share with the children. Suggestions include:

- *Little Cloud* by Eric Carle
- *Oh Say Can You Say What's the Weather Today?* by Tish Rabe
- *Weather Words and What They Mean* by Gail Gibbons
- *What's The Weather?* by Jo Moon

Looking Ahead

In preparation for the transition to a full month calendar in Week 12, you will need a month calendar chart.

Send an email or note to parents informing them that the children should wear or bring pajamas and a favorite stuffed animal to school on Day 2 of Week 12.

Optional: Purchase glow in the dark stars and affix them to your classroom ceiling.

I like to watch the rain. What's your favorite kind of weather?

Your pal,
Gingerbread Boy

Day 2

I loved the poem "Who Likes the Rain?" Can you add my name to your graph under 'Yes?'

Love,
Gingerbread Boy

Day 3

I loved the cloud experiment. Have you ever watched clouds move in the sky?

Your friend,
Gingerbread Boy

Day 4

I love the wind! If we didn't have wind, kites wouldn't fly! Have you ever flown a kite?

Your pal,
Gingerbread Boy

Day 5

I have learned so much about weather this week! Try to solve the weather riddles I wrote.

Love,
Gingerbread Boy

WEEK 11

Day One

Day Two

Gathering	Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine
Morning Meeting	Gingerbread Boy's Message Identify different types of weather "What's the Weather?" Vocabulary: cloudy, rainy Review: sunny, windy, snowy, foggy	Gingerbread Boy's Message Interpret "Who Likes the Rain?" graph Cloud experiment

LEARNING CENTERS

Circle Time	Phonological Awareness: Rhyming words Introduce and listen for /l/ "Ladybug" riddle Introduce left "Looby Loo"	Phonological Awareness: Compound words Introduce <i>ll</i> <i>ABC for Gingerbread Boy and Me</i> List Initial /l/ words
Story Time	<i>Who Likes the Rain?</i> Graph who likes rain and who doesn't 	"It's Raining, It's Pouring" <i>Who Likes the Rain?</i> Picture Cards 
Small Group & Exploration	<i>Who Likes the Rain?</i> <i>Who, Where, What, Why, and How</i> 	Write about cloud experiment

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 Water's effect on weather Cause and effect	Gingerbread Boy's Message "Will the Wind Blow It?" graph Predict whether wind will or will not blow objects	Gingerbread Boy's Message Weather Picture Card Riddles "What's the Weather?"

LEARNING CENTERS

Phonemic Awareness: Blend CVC words List words that begin with /l/ Introduce ASL sign for <i>l</i> Sing "Where Is /l/?" Review <i>Bb, Nn, Pp, Ss, Tt</i>	Phonological Awareness: Count words in sentences Introduce final /l/	Phonological Awareness: Rhyming words Initial /a/, /b/, /n/, /p/, /s/, /t/, /l/ Sing "Where Is /l/?"
Teacher's Literature Choice: Rain List ways rain is important	<i>Thermometers</i>  How thermometers work Vocabulary: nonfiction, thermometers	Teacher's Literature Choice: Weather
Use Weather Picture Cards to create <i>AB</i> and <i>ABC</i> patterns	Rainy day pictures	Positional words

WEEK 11

LEARNING CENTERS

Print Concepts

Focuses on letter names and shapes

Differentiates letters and numbers

Technology

Uses technology independently to explore concepts and gain information

Computer Center

Activity — Children enjoy *Nursery Rhyme Videos*: “Eensy Weensy Spider,” *It’s Fun to Read: Poetry*, “If I Could Touch the Sky,” and *Colors*: “Rainbow.” They also review /b/, /t/, /n/, /s/, /a/, and /p/, and reinforce /I/ at ABCs: S, B, T, N, A, P, and L.

Interaction & Observation

- Engage children in conversation about the letters on which they are working by asking questions such as: Are there other animal names that begin with the same sound as bear? What do you click to get back to the alphabet to choose another letter? How is P different from B?

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Experiments with a variety of art materials

Math

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

Activity — Using photos or illustrations as models, children paint clouds to decorate the classroom during their study of the great outdoors. Display their paintings on black craft paper cut a few inches larger than the paintings for an art gallery effect on the classroom walls.

Interaction & Observation

- Offer options as the children paint, draw and create.
- Engage them in conversation about their cloud paintings by asking questions such as: How many clouds did you paint? How did you decide how many clouds to paint?
- Praise accomplishments and celebrate the children’s work. Invite other classes to visit and appreciate the cloud art gallery.

Materials

- Art paper
- Tempera paint (white, gray, blue)
- Paintbrushes, water
- Cloud books and photos

Library Center

Print Concepts

Connects oral language and print

Reading

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

Vocabulary

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

Activity — The children read along and listen to *Who Likes the Rain?* and *Thermometers* after the books are introduced. They also enjoy picture books (including audio versions) from your classroom or school library relating to weather and various types of thermometers.

Interaction & Observation

- Add soft pillows, a small lamp, and stuffed animals for children to hold as they listen to stories.
- Add interest by placing *Gingerbread Boy* in this center occasionally so that children can read or share books with him.
- Sit down with children and engage them in conversations about their favorite books, favorite characters, and what they liked about the stories. Encourage them to use weather vocabulary in their responses.

Materials

- Who Likes the Rain?*
- Thermometers*
- Read-Along Audio CDs
- Books about weather/thermometers

Dramatic Play Center

Preparation — Change this center to serve as a weather station.

Activity — Children become TV weather reporters, using pointers to reference maps on the wall (or reference maps created on their own), a table and chairs for reporting the weather, and papers on the desk to write on and read from.

Interaction & Observation

- Guide children in creating language-rich play scenarios as each unit theme is introduced, by playing a role in their dramatic play interaction.
- After modeling roles, provide time for children to create their own play scenarios.

Materials

- United States or state maps
- Pointer
- Small table for weather desk and chairs
- Adult clothing
- Paper, pencils
- Toy or pretend microphone

Creative Arts
Engages in cooperative pretend play with other children

Social Studies
Understands maps as representations of actual places

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

Construction Center

Activity — The children build roads, ramps, highways, parking garages, and homes that reflect those they see in their community. They also make signs for their buildings and highways. (“I-40,” “Park Here,” “Truck Stop”)

Take pictures of the children’s buildings and roads and tape them on the wall in this center.

Interaction & Observation

- Props such as vehicles stimulate creative construction as well as extend and enrich children’s language. Signs and labels on finished constructions also help children to see real use of written language.
- Expand learning potential with questions and comments such as: Do you think this truck will fit through your garage door? Will the cars go under the bridge or over the bridge? Will the building fall down if we put this big block on top?

Materials

- Small cars, trucks, other vehicles
- Various sizes and shapes of building blocks
- Paper, pencils

Fine Motor Skills
Demonstrates control, strength, and dexterity to manipulate objects

Math
Responds to positional words

Social Studies
Recognizes common symbols in the community

Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations

Writing Center

Activity — Using Weather Cards as models, children illustrate their favorite types of weather (sunny, rainy, snowy, etc.). They also write or dictate sentences about their illustrations.

Interaction & Observation

- Encourage creative expression that relates to experiences which are particularly meaningful to the individual child.
- Nurture language development and use weather related vocabulary as you help children record their thoughts through dictation and beginning writing.

Materials

- Manila drawing paper
- Pencils, crayons, markers
- Weather Cards

Print Concepts
Understands that letters form words

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



Discovery Center

Science

Investigates states of matter

Shows curiosity by asking questions and seeking information

Uses tools and equipment to explore objects

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

Activity — Children experiment with ways to make rain by pouring water through strainers, colanders, etc. with holes in various sizes.

Interaction & Observation

- Water play is soothing for children, as they don't have to worry about a final product. They can relax and center their attention on the task of simply exploring and enjoying the properties of water.
- Predict and discuss the size of the "raindrops" with children as they experiment.
- Encourage the children to think and talk about what they are doing and seeing.

Materials

- Variety of strainers, sifters, colanders, small tea strainers, and empty salt and pepper shakers
- Water table

Math Center

Math

Creates, identifies, duplicates, and extends simple patterns

Activity — Children use various manipulatives and work together or alone to create ab/ab/ab patterns in two colors, then abc/abc/abc patterns in three colors.

Interaction & Observation

- Ask key questions as children work to create beginning patterns, such as: What would come next in this pattern? Can you show me more of this pattern? How could you read this pattern? (red/blue, red/blue) What is another way to read this pattern? (ab/ab/ab)
- To gather information regarding how children understand and extend patterns, begin a simple pattern and children chant the pattern as they duplicate it. Encourage them to continue the pattern for the length of the table, or their arms, etc.
- As children grasp the ab/ab/ab sequence, they take turns creating patterns for each other to extend.

Materials

- Interlocking cubes, links or small wooden blocks in various colors



Gathering

Introduce and add the Pledge of Allegiance to your Gathering Routine this week and continue it throughout the school year.

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 for *Today's Weather*, *Our Prediction*, and *Tomorrow's Weather Forecast*. The children recall yesterday's weather and take turns sharing things they could do in that type of weather.

Review the days of the week. Children identify what day it is and mark the date. Ask questions such as *What is the name of the day today? Who remembers what day it was yesterday? What day will it be tomorrow?*

Materials

- Attendance, Weather, and Calendar Routine materials

Math

Uses graphs and charts to collect and analyze data

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

Social Studies

Recognizes patriotic symbols and activities

Differentiates past, present, and future

Morning Meeting

Warm Up Your Brain

Play "Gingerbread Boy Says" (a variation of "Simon Says").

Use the following sample actions and/or add some of your own. Children listen for the words "Gingerbread Boy Says" before deciding whether or not to perform the actions.

- **Cross your arms, rest your right hand on your left shoulder and your left hand on right shoulder.**
- **Twist at your waist several times.**
- **Hop up and down ten times. Count as you hop.**
- **Do five jumping jacks. Count as you jump.**
- **Pretend to climb stairs.**
- **Jump up and down three times, clap three times and sit down.**

Materials

- Dragon

Gross Motor Skills

Combines a sequence of large motor skills

Demonstrates strength and coordination of large muscles

Moves with balance and control

I like to watch the rain. What's your favorite kind of weather?

Your pal,
Gingerbread Boy

Introduce Weather

Read and discuss Gingerbread Boy's message.

Say: **Listen carefully for the different kinds of weather in this song.** Play *Sing-Along* Volume 1 Track 40 "What's the Weather?" Name the Weather Cards and discuss the kind of clothing worn in each type as you place them in the middle pocket of a pocket chart.

Place the prepared sentence strip in the top row of the pocket chart.

Say: **Here is a sentence that has blanks. It says: I know this is (blank) because (blank). Read with me.** Children read, *I know this is (blank) because (blank).*

Materials

- Starfall Sing-Along* Volume 1
- Weather Picture Cards: *cloudy, cold, cool, foggy, rainy, snowy, sunny, windy*
- Pocket chart
- Prepared sentence strip

Science

Observes and describes weather and how it changes

Speaking & Listening

Speaks in complete sentences



Say: **Let's fill in the blanks to finish the sentence. I'll go first.** Select the Weather Card *foggy*. Place the Weather Card in the blank. Say: **Read the sentence with me.** Read *I know this is foggy because* with the children.

Say: **The sentence is still not finished. Let's look at the Weather Card to get an idea of how to finish it. I know! I know this is foggy because Gingerbread Boy is standing in a low cloud.**

Remove the Weather Card. Say: **Now it's your turn to finish the sentence.** Volunteers repeat the procedure using the remaining Weather Cards. Classmates assist as necessary.

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Phonological Awareness

Identifies rhyming words

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Isolates and pronounces the initial sounds in words

Recognizes and identifies beginning sounds in words



LEARNING CENTERS

See Learning Centers for Week 11, pages 272-274. After cleanup, the children gather to share their experiences and discuss new things they would like to try.

Circle Time

Phonological Awareness: Rhyming Words

Indicate *Nursery Rhymes* page 20. Read "Rain, Rain."
 Say: **Listen again for the words that rhyme.** Repeat the nursery rhyme again emphasizing the words *away, day, and play*. Say: **Away, day, and play rhyme.** Read the rhyme a third time and leave off these words. Children chime in to complete the lines.

Materials

- Starfall's Selected Nursery Rhymes*

Introduce /l/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.** Grandmother reads "Ladybug." The children identify the ladybug to solve the riddle.

Indicate the *leaf, leg, lion* and *log* Picture Cards. Say: **Here is a picture of a lion. Say, lion. Lion begins with /l/. Say /l/.**

- **Leaf begins with /l/. Say, leaf. Say /l/, leaf.**
- **Leg begins with /l/. Say, leg. Say /l/, leg.**
- **Say, log. What sound do you hear at the beginning of log? Right, /l/.**

Say: **Listen to these two words and tell which one begins with /l/: lion, puppies.** (Children respond, *lion*.) **Right! Lion begins with /l/.** (Children repeat, /l/.) **Listen again. Which one begins with a /l/: ball, lamb.** (Children respond, *lamb*.)

Say: **Let's pretend we are ladybugs and try to catch insects in a farmer's field.** (Children quietly crawl around on the floor and pretend to look for insects.) **Listen to these words. If you hear /l/ at the beginning, gobble up an insect. If the word doesn't begin with /l/, freeze. Ready?** Use: *leaf, look, pan, tiger, listen, tent* and *left*.

Materials

- Grandmother*
- Starfall Sing-Along Volume 1*
- Picture Cards: leaf, leg, lion, log*
- Pocket chart*
- Washable marker*

Ladybug

*I am a small insect.
 I am pretty, and do not hurt people.
 I am oval shaped, with six short legs.
 Sometimes I have dots on my back.
 Farmers love me because I eat harmful insects.
 My name is two words put together: lady and bug.
 My name begins with /l/.*

What am I?

Grandmother says: **Left begins with /l/. Raise your left arm.** (Demonstrate by raising your right arm since the children will mirror you.) Print an “L” on each child’s left hand. As you mark each hand say: **This is your left hand.**

Gather the children in a circle. Explain that they will sing a song called “Looby Loo.” Children determine what sound they hear at the beginning of *Looby* and *Loo*. Play *Sing-Along* Volume 1, Track 19. Children sing “Looby Loo” and follow the directions in the song. Remind them to look at the *L* on their hands to know which side is their left.

Encourage the children to listen for /l/ today.

Looby Loo

Here we go looby loo
Here we go looby light
Here we go looby loo
All on a Saturday night

Story Time

“Who Likes the Rain?” Graph

Indicate the Weather Picture Card *rainy* and the “Who Likes the Rain?” graph. Ask: **What type of weather do you notice in this picture?** (Volunteers respond.)

Say: **This is a picture of a rainy day. Let’s use this “Who Likes the Rain?” graph to talk about who likes rain and who doesn’t. Read with me.** The children read aloud as you indicate each word. Explain the reason we leave spaces between the words.

Ask: **How many words are in this title?** (four) **Under the title there are two columns.** Indicate the word *yes*. Ask: **What is this word? Right, it is yes. You can remember it because it has a smiley face next to it. If you like rain you will write your name under yes.**

Ask: **What is the other word? Right, it is no. You can remember it because there is a sad face. If you don’t like rain, you will write your name under no.** Several children at a time write their names in the appropriate columns. Remind them to begin with capital letters. When the graph is complete, count the number of responses under “Yes” and “No” to determine which response had the most and least responses. Discuss the meaning of the results.

Tell the children to partner up and sit criss-cross, knee-to-knee. Say: **If I tap your head you are partner one.** Tap one child in each pair.

Say: **Partner one, raise your hands. Tell your partner if you like rain and why. If you don’t like rain, tell your partner why you don’t like rain.** (Children share.)

After a short time say: **Wiggle your nose if you can hear me. Partner two, raise your hands. It’s your turn to share.** (Children share.)

After a short time, say: **Wiggle your nose if you can hear me. Let’s give a big rocket cheer for a great job sharing!**

Materials

- Weather Picture Card: *rainy*
- Prepared “Who Likes the Rain?” Graph
- Pencil or marker



Math

Uses graphs and charts to collect and analyze data

Print Concepts

Understands words in print are separated by spaces

Understands that letters form words

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Speaking & Listening

Demonstrates knowledge of nonverbal conversational rules

Engages in agreed-upon rules for discussions

The “Who Likes the Rain?” Graph will be used again on Day 2.

Small Group & Exploration

Materials

 Who Likes the Rain?

adapted from the poem by

Clara Doty Bates

English Conventions

Understands and uses question words

Print Concepts

Recognizes relationship between illustrations and text

Reading

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

Vocabulary

Uses illustrations and context to determine meanings of unknown words

Identifies new meanings for familiar words and applies them accurately

Who, Where, When, What, Why, and How

Read *Who Likes the Rain?* For each illustration, ask *who*, *where*, *when*, *what*, *why*, and *how* questions. Encourage children to use specific language to label the pictures. Identify vocabulary, even words that may not be represented in the text. Review those words at the end of the session. Take this opportunity to discuss words like *duck* that have more than one meaning.

Sample questions for pages two and three:

- **What animal do you see in this picture?** (yellow duck with red rubbers)
- **What is another name for 'rubbers'?** (rain boots)
- **Why do you think they are called rubbers?** (They are made from rubber.)
- **Why is the duck wearing his red rain boots?**
- **Where is the duck?** (outside)
- **How do you know the duck is outside?** (mud, bushes and puddle)
- **Do you think it's still raining? How do you know?**



Gathering Routine

Repeat the Gathering Routine from Day 1.

Morning Meeting

Warm Up Your Brain

The children move creatively to express their feelings to different styles of music. Change the music often and the children respond appropriately.

Materials

- Music of your choice
(various styles)
- Dragon

Creative Arts

Expresses concepts, ideas or feelings through movement

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

How Clouds Are Formed

Read and discuss Gingerbread Boy's message.

Review the graph from Day 1. Add Gingerbread Boy's name in the "yes" column. The children count the votes and determine which response received the most and the fewest. Display the Weather Cards and the children observe and describe what they see.

Ask: **Do you know what clouds are made of? What questions do you have about clouds?** (Volunteers respond.) **Did you know that when you look at a cloud you are really looking at water? Little water droplets form into clouds when warm air heated by the sun meets the cooler, damp air coming up off the ground. The water droplets are so small and light they can float in the air. When enough water droplets gather together, they get too heavy to float, so they fall down as rain.**

Continue: **Today let's do an experiment to demonstrate how a cloud is formed.**

- Tape black paper around the bottom third of the jar.
- Fill the jar with hot water and let it sit for about a minute. Pour out all but an inch of the water.
- Light the match and hold it over the jar opening for a few seconds. Drop the match into the water and quickly put the plastic bag of ice cubes over the top of the jar.
- Ask: **Who can describe what they saw happening?** (Volunteers respond.)

Explain: **The warm water and the match heated the air inside the jar. The warm, wet air rose up to the top of the jar and ran into the cold air just below the ice cubes. What happened when the warm air met the cold air?** (Volunteers respond.) **When the warm, wet air met the cold, wet air they created a cloud of water droplets and formed an instant cloud!**

Materials

- "Who Likes the Rain?" Graph from Day 1
- Cloud Experiment Materials:
glass jar with a piece of black paper cut to fit around the bottom third of it, tape, hot tap water, a match, and ice cubes in a plastic bag
- Weather Cards (pictures of clouds)

Science

Participates in scientific investigations

Investigates states of matter

Explores the characteristics of clouds

Observes and describes weather/seasons and how they change

I loved the poem
"Who Likes the Rain?"
Can you add my name
to your graph under
'yes?'

Love,
Gingerbread Boy

LEARNING CENTERS

See Learning Centers for Week 11, pages 272-274. After cleanup, the children gather to share their experiences and describe how they felt when they tried something new..

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Circle Time

Phonological Awareness

Combines words to form compound words

Phonological Awareness: Compound Words

Say: **Listen to these two words and put them together to create a new word. Ready? lady/bug** (ladybug)

Distribute two cubes or chips to each child.

Say: **Put your cubes together. Say leapfrog. Do you hear two words in one? Let's take the word apart: leap**, (Hold up one of your cubes.) **frog**, (Hold up your other cube.) **leapfrog. What should you do with your cubes now? Right, put them back together. Let's try some more.** Repeat with *lifeguard*, *lighthouse*, and *lookout*.

Materials

- Two connect cubes or chips for each child and teacher

Phonological Awareness

Isolates and pronounces the initial sounds in words

Phonics & Word Recognition

Associates letters with their names and sounds

Print Concepts

Connects oral language and print

LI

Introduce LI

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

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

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

Indicate *ABC for Gingerbread Boy and Me*. Say: **Here are some pictures of things that begin with LI.**

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

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

Materials

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

Story Time

Sequence *Who Likes the Rain?*

Indicate *Nursery Rhymes* page 20. Read and discuss "It's Raining, It's Pouring."

Indicate *Who Likes the Rain?* Say: **Yesterday we talked about who in our class likes the rain. Today we will read a poem that tells how others feel about rain. The title of the poem is *Who Likes the Rain?* Clara Doty Bates wrote the poem.**

Picture-walk through the book and discuss the illustrations.

Place the *Who Likes the Rain?* Picture Cards in the middle of a pocket chart in random order. Say: **Let's match these pictures to the poem.** Indicate the cover of the book. Ask: **Who can find the picture that matches the cover of the book?** Place the cover Picture Card in the top row of the pocket chart.

Say: **Let's play a game. I will begin reading the poem. When you see a Picture Card that matches the page, give a thumbs up. Let's practice. Give a thumbs up!** The children do this.

Read *Who Likes the Rain?*. Each time the children identify a page that matches a Picture Card. A volunteer locates the card, explains how they know it matches, and places it at the top row of the pocket chart in sequence after the cover card. Continue until all pictures are placed in order. Say: **Let's give ourselves a big rocket cheer!**

Materials

- Who Likes the Rain?*
- Who Likes the Rain?*
- Picture Cards
- Pocket chart
- Starfall's Selected*
- Nursery Rhymes*

Print Concepts

Recognizes relationship between illustrations and text

Reading

Engages in group reading activities with purpose and understanding

Describes the relationship between illustrations and text

Identifies sequence of events

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

Speaking & Listening

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



Small Group & Exploration

Write About Cloud Experiment

Say: **Earlier today we did an experiment that taught us how clouds are formed. Who remembers what we did?** (Volunteers recall the cloud experiment.)

Ask: **Why are clouds important? What would happen if there were no clouds?** (Volunteers respond.)

Distribute Writing & Observation Journals. On the next available page, the children illustrate what they observed during the cloud experiment. They dictate or attempt to write sentences to explain their observations. Remind the children who write their own sentences to listen to the sounds they hear in the words as they write.

As children finish writing, they read their sentences to you and you rewrite them correctly beneath their attempts.

Materials

- Materials from cloud experiment
- Writing & Observation Journals
- Pencils, crayons, markers

Approaches to Learning

Reflects on what has been learned

Science

Participates in scientific investigations, analyzes, draws conclusions, and communicates results

Social Studies

Describes events that happened in the past

Writing

Recognizes writing as a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion

Explores letter-sound relationships while writing

Gathering

Math

Uses graphs and charts to collect and analyze data

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

Science

Observes and describes the weather and how it changes

Social Studies

Recognizes patriotic symbols and activities

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

Add the Pledge of Allegiance to your Gathering Routine this week and continue it throughout the school year.

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

Based on their forecast for tomorrow's weather, the children share plans for what they would like to do outside.

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

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Creative Arts

Participates in fingerplays, songs, and rhymes

Represents fantasy and real-life experiences through pretend play

Warm Up Your Brain

Indicate *Nursery Rhymes* pages 8 and 9, "The Eensy Weensy Spider." The children say the rhyme together.

Play the *Nursery Rhymes* Audio CD, Track 6 and the children pretend to be spiders. They:

- climb up a spout
- fall to the floor
- look up at the sun
- begin to climb again

Materials

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

Weather: Cause and Effect

Plan for the children to observe the clouds following this lesson. If there are no clouds in the sky, postpone the activity.

Read and discuss Gingerbread Boy's message.

Display the Weather Cards in a pocket chart. Refer to them during the following discussion. Explain: **Many kinds of weather are caused by water. Can you think of a kind of weather that might be caused by water?** (Volunteers respond.) Discuss the formation of each type of weather as it is named and allow the children to ask questions.

Materials

- Weather Picture Cards: *cloudy, foggy, rainy, snowy, windy*
- Pocket chart
- Cotton ball for each child
- Container of water

cloudy	water droplets that collect in the sky
foggy	a cloud that is very low to the ground
rainy	water droplets that fall from the clouds
snowy	water that freezes into crystals called snowflakes
windy	air moves and sometimes blows off your hat

Say: **When something happens to the water in the air it has an effect on the weather. This is called *cause and effect*.** Children repeat *cause* and *effect*. Distribute a cotton ball to each child. Say: **How does the cotton ball feel? Does it feel heavy or light?** Accept responses, then continue: **What do you think will happen when we put the cotton ball into the water?** (Volunteers respond.) Each child dips his or her cotton ball into the water. When they remove them, they notice the change in weight and observe the cotton ball dripping.

Say: **The cotton ball is like a cloud. When a cloud collects more water than it can hold, the water falls out, and it rains. If the air outside is very, very cold, the water droplets freeze on the way down and turn to hailstones, sleet, or snow.**

Ask: **Which Weather Card shows weather that is not caused by water?** The children identify the *wind* card. Continue: **Have you ever watched clouds move? What do you think causes the clouds to move?** (Accept responses.) **Let's go outside and watch the wind move the clouds!**

Science
Participates in scientific investigations

Explores the characteristics of clouds

Shows curiosity by asking questions and seeking information

Observes and describes weather/seasons and how they change

Reading
Recognizes cause and effect

I loved the cloud experiment. Have you ever watched clouds move in the sky?
Your friend,
Gingerbread Boy



LEARNING CENTERS

See Learning Centers for Week 11, pages 272-274. After cleanup, the children gather to share their experiences. Praise the children for cooperating during clean up and for cleaning up on their own.

Social/Emotional Development

Uses materials appropriately and puts them away

Demonstrates sense of belonging to groups

Phonics & Word Recognition

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

Phonological Awareness

Blends phonemes

Print Concepts

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

Phonics & Word Recognition

Associates letters with their names and sounds

Identifies words beginning with the same letter as their own name



Circle Time

Phonemic Awareness: Blending CVC Words

Say: **Listen to these sounds, /l/ /a/ /p/. Now you say them.** (Children repeat /l/ /a/ /p/.) **Let's blend those sounds together to form a word: /l/ /a/ /p/, lap.** Repeat using /t/ /a/ /p/ (tap), /n/ /a/ /p/ (nap), /p/ /a/ /t/ (pat), and /s/ /a/ /t/ (sat).

Materials	
<input type="checkbox"/>	None

List L/ Words, ASL Ll

Children show and describe pictures or items they brought from home that begin with /l/.

Indicate *ABC for Gingerbread Boy and Me*. Review the *Ll* pictures and words.

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

Demonstrate the ASL sign for *Ll*. Say: **This is Ll in sign language.** Children form the *Ll* hand sign.

Sing "Where Is /l/?" Each time /l/ is used, the children make the *Ll* hand sign.

Place the *Aa* Letter Card in the pocket chart. Grandmother asks: **What is the name of this letter? What sound does Aa stand for?** (Volunteers respond.) **I'm having trouble remembering sign language. Can you help me? Show me the hand sign for Aa.** (Children do this.) Repeat for *Bb*, *Nn*, *Pp*, *Ss*, and *Tt*.

Materials	
<input type="checkbox"/>	<i>ABC for Gingerbread Boy and Me</i> by Starfall
<input type="checkbox"/>	Chart paper, marker
<input type="checkbox"/>	Starfall American Sign Language Poster
<input type="checkbox"/>	Upper and Lowercase Letter Cards: <i>Aa, Bb, Ll, Nn, Pp, Ss, Tt</i>
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Grandmother

Where Is /l/?

Melody: ("Where Is Thumbkin?")

*Where is /l/? Where is /l/?
Here I am. Here I am.
L stands for /l/
in ladybug and love
/l/ /l/ /l/, Ll, Ll, Ll*

Story Time

Teacher's Literature Choice: Rain

Indicate your choice of book about rain. Introduce the author and illustrator and the children describe their roles. Picture-walk through the book as volunteers discuss illustrations and predict what will happen next.

Read the book choosing volunteers to indicate where the text begins on each page. Pause to briefly introduce new vocabulary as it is introduced.

Indicate the chart paper and read the title. Say: **Let's think of the many, different ways rain is important. I'll write your ideas on the chart paper so we don't forget them. First, rain gives us water to drink. I'll write "drinking" on our chart. What are other ways rain is important?**

Write the names of the children who respond in parentheses to encourage others. If children have difficulty responding, provide time to partner share. Review the responses, allow time for children to ask questions, then post the chart in the classroom.

Materials

- Teacher's choice of book about rain
- Prepared chart paper
- Marker

Small Group & Exploration

Create Weather Patterns

Indicate the *sunny* and *rainy* Weather Cards and volunteers identify them. Say: **Let's create a pattern. A pattern is when things repeat in the same order. We'll start with the sunny Weather Card.** (Place the Weather Card in the pocket chart.) **Next, we'll put a rainy Weather Card.** (Do this.) **Since a pattern means to repeat in the same order, if we have sunny, then rainy, what card should come next? Right, sunny again. What's next?** (rainy) Children continue to place Weather Cards to extend the pattern.

Explain that this is called an AB pattern because it has two parts; part A is *sunny* and part B is *rainy*. Say: **Let's try another AB pattern. This time let's start with rainy.** The children repeat the activity and reverse the pattern.

Ask: **If an AB pattern has two parts, how many parts would an ABC pattern have? Right, it would have three. Let's try an ABC pattern.** Use *sunny*, *rainy*, and *cloudy*.

Draw *sunny* and then *rainy* on a whiteboard, and choose a volunteer to draw what would come next in the pattern (*cloudy*). Choose additional volunteers to extend the pattern.

Distribute drawing paper, pencils, and crayons. The children produce their own AB or ABC patterns using the Weather Picture Cards as models.

If children need more practice producing AB patterns, continue creating patterns using the weather pictures.

Materials

- Weather Cards (3 sets):
rainy, sunny, cloudy
- Pocket chart or table
- Drawing paper
- Pencils, crayons

Print Concepts

Shows where print begins on a page

Reading

Identifies the role of author and illustrator

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

Recalls information from stories

Speaking & Listening

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

Writing

Contributes to a shared writing experience or topic of interest

Math

Creates, identifies, duplicates, and extends simple patterns

Science

Observes and describes weather/seasons and how they change



Gathering

Math

Uses graphs and charts to collect and analyze data

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

Science

Makes and verifies predictions

Social Studies

Recognizes patriotic symbols and activities

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

Add the Pledge of Allegiance to your Gathering Routine this week and continue it throughout the school year.

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 the day 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

Play "Teacher May We?" Name an action and the children ask "Teacher, may we?" before they move. You answer, "Yes, you may!" and they repeat the action.

Use the following actions, or create your own. The children:

- Cross their arms and rest their right hands on their left shoulders, and their left hands on their right
- Twist at the waist several times
- Hop up and down and count to ten
- Do jumping jacks and count to five

Materials

- Dragon

Gross Motor Skills

Demonstrates strength and coordination of large muscles

Moves with balance and control

Math

Counts in sequence

I love the wind! If we didn't have wind, kites wouldn't fly! Have you ever flown a kite?
Your pal,
Gingerbread Boy

Math

Uses charts and graphs to collect and analyze data

Science

Participates in scientific investigations

Observes and describes how objects move

Collects, describes and records information

Develops awareness of the properties of objects

"Will the Wind Blow It?" Graph

Read and discuss Gingerbread Boy's message.

Indicate the graph and read the title, "Will the Wind Blow It?"

Ask: **Have you ever seen leaves move in the wind? Why do you think the wind can make leaves move? Right, leaves are not heavy so the wind can move them. Can the wind move a building? Why not?**

Say: **Let's do an experiment to learn which objects the wind can move! We'll make predictions first then we will use a fan to check if we were correct.**

Name an object. Children predict if the wind will blow it and explain their predictions. Turn on the fan and drop the object directly in front of it. Tape the object or draw a simple picture of it on the graph in the appropriate column. Repeat for several different objects and review the results.

Materials

- Prepared "Will the Wind Blow It?" Graph
- Portable fan
- Objects to test: feather, straw, tissue, small piece of paper, marker, pencil, scissors, small toy
- Tape
- Balloon (not inflated)

Indicate an uninflated balloon. Say: **I wonder if this balloon can move by itself.** Place the balloon on a table. Continue: **What could we do to this balloon to make it move? Right, we could add air to the inside.** Blow up the balloon, then let it go. Explain that air inside the balloon is like wind. Wind is just air that is moving.

LEARNING CENTERS

See Learning Centers for Week 11, pages 272-274. After cleanup, the children take turns sharing something they designed or built in learning centers today, and describe something they noticed about it.

Circle Time

Materials

None

Phonological Awareness: Counting Words

Say: **Let's be word detectives! Listen to this sentence: I saw a ladybug.** (Children repeat.) **Listen again.** Repeat the sentence. Ask: **How many words did you hear? Let's check to see if you are correct.** Select volunteers to represent each word in the sentence. Stand behind each child as the sentence is repeated. Remind them to leave spaces between each word. Children count the words in the sentence. Repeat for "It is sunny." "I like the rain." and "Can you see the cloud?"

Approaches to Learning

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

Vocabulary

Understands and uses describing words

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Introduce Final /l/

Children show and describe pictures or items they brought from home that begin with /l/.

Indicate the list of /l/ words from Day 3. Say: **Let's look at words that begin with /l/.** Review the list. Ask: **Can you think of any other words you would like to add to the list?** Add additional words.

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

The children stand and face partners. Partner with a child if necessary. Say: **Listen to these words. If you hear /l/ at the end, gently clap your partner's hands.** Overemphasize /l/ in the following words: *Jill, apple, bell, cat, pop, fall, and lunch.*

Say: **Little.** (Children repeat, *little*.) **What do you notice about the word little? Right, it begins and ends with /l/!**

Materials

Grandmother
 List of /l/ words from Day 3

Phonological Awareness

Recognizes and identifies beginning and ending sounds

Story Time

Math

Becomes familiar with standard measuring tools and their uses

Reading

Recalls important facts from informational text

Differentiates between fiction and nonfiction

Vocabulary

Discusses words and word meanings



Introduce *Thermometers*

Indicate *Thermometers*. Say: **This is a nonfiction book called *Thermometers*. Why do you think it is nonfiction? (Volunteers respond.) Yes, it's nonfiction because it provides information. Let's read it to learn about thermometers.** Read and discuss *Thermometers*.

Say: **Let's see how a thermometer works!**

- Indicate and discuss the containers of water.
- Indicate a thermometer and explain that a thermometer is used to measure temperature. Discuss the line in the center and explain that as things get hotter, the red line goes up. As they get colder, the red line goes down.
- Place the thermometer in each container and observe the results.

Ask: **If it is sunny outside is the temperature hot or cold? Why? What would the red line on the thermometer do?** Repeat for snowy.

Ask: **Who has had their temperature measured?** Children discuss their experiences.

Say: **Thermometers can also be used to measure body temperature.**

Explain that body temperature normally stays the same, but when you are sick your temperature goes up and you may need to visit a doctor.

Materials

- Thermometers* by Stephen Schutz
- Several different kinds of thermometers (meat, body, weather)
- Optional: Two see-through containers (one with hot water and one with cold water and ice cubes)

Small Group & Exploration

Approaches to Learning

Approaches tasks, activities and problems with creativity

Uses self talk as a strategy

English Conventions

Recognizes first letter of names is capitalized

Creative Arts

Creates original artwork

Writing

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

Writes own name

Create Rainy Day Illustrations

The children illustrate themselves holding umbrellas outside on a rainy day. They do not include the rain. The children attempt to write or dictate sentences about how the rain makes them feel. As children finish writing, they read their sentences to you and you rewrite them correctly beneath their attempts.

Remind the children to use self talk if they express they think they can't write or dictate sentences. Encourage them to do their best and understand that their best is enough! Circulate as the children work and provide positive reinforcement such as, *I notice you are working very hard today.*

After the illustrations are colored, the children write their names beginning with capital letters on their papers. Demonstrate how to use the spray bottle. The children spray their illustrations with watered-down blue paint to create rain.

Materials

- White drawing paper for each child
- Crayons & pencils (Markers won't work.)
- Spray bottle filled with blue watered-down tempera paint
- Newspaper

Gathering

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

Add the Pledge of Allegiance to your Gathering Routine this week and continue it throughout the school year.

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 the day and mark the date.

Choose a number and lead the children to identify it by having volunteers indicate the numbers that come before and after the chosen number. Repeat with other numbers as time allows.

Materials

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

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

Makes and verifies predictions

Social Studies

Recognizes patriotic symbols and activities

Morning Meeting

Warm Up Your Brain

Ask: **Where do you go when you don't feel well?**
(Volunteers respond.)

Say: **Pretend you went to the doctor and the doctor said you needed to rest to get better. Let's practice a good way to rest.**

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

Materials

- Star Writer Melodies*
- Dragon

Health, Safety & Nutrition

Develops awareness of habits that promote physical well being

Social/Emotional Development

Seeks assistance from adults

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Reading

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

Recognizes cause and effect

Science

Observes and describes weather/seasons and how they change

I have learned so much about weather this week! Try to solve the weather riddles I wrote.
Love,
Gingerbread Boy

Weather Riddles

Read and discuss Gingerbread Boy's message.

Identify and distribute the Weather Picture Cards. Partner children if necessary. The children place the answers to the riddles in the pocket chart as you read Gingerbread Boy's riddles.

Materials	
<input type="checkbox"/>	Weather Picture Cards: <i>cloudy, cold & clear, cool, foggy, rainy, sunny, windy</i>
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Starfall Sing-Along Volume 1

Cloudy	There are many groups of water droplets in the sky and sometimes you can't see the sun. What's the weather?	
Cold & Clear	It's cold outside but it is not raining or snowing. The sky is blue. What's the weather?	
Cool	It is not cold or hot. You might need a light jacket or sweater. What's the weather?	
Foggy	Clouds make it hard to see because they are close to the ground. What's the weather?	
Rainy	Water droplets from the sky are falling on you! What's the weather?	
Snowy	There are cold, soft, white flakes falling from the sky, like frozen rain. What's the weather?	
Sunny	The sun is out and you feel hot and sweaty. What's the weather?	
Windy	Leaves move, kites fly, and sometimes your hat blows away! What's the weather?	

Play Sing-Along Volume 1 Track 40. Children sing "What's the Weather?"

Approaches to Learning

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

Social/Emotional Development

Recognizes self as unique having own abilities, characteristics, emotions, and interests

 **Observe & Modify** If necessary, adjust the riddles to meet the needs of your group.

LEARNING CENTERS See Learning Centers for Week 11, pages 272-274. After cleanup, the children take turns sharing their favorite learning center this week and explain why.

Circle Time

Materials

 None

Phonological Awareness: Rhyming Words

Say: **I'm thinking of an animal with whiskers and a long tail. This animal likes to catch mice. Its name rhymes with *pat*. What animal is it?** (cat)

Continue: **Try this one. I'm thinking of an animal that sleeps through the long winter. It is very large, and sometimes it likes to eat honey. Its name rhymes with *hair*. What animal is it?** (bear)

Here's one more. I'm thinking of an animal that is an insect. It is very small and usually red or orange with seven black dots on its back. The last part of its name rhymes with *rug*. What animal is it? (ladybug)

Phonological Awareness

Identifies rhyming words

Match Initial Sounds

Arrange the Set 1 Picture Cards face down in a pocket chart. Grandmother says: **Let's play a matching game. Maybe Gingerbread Boy can help us.** Reveal a Picture Card, identify it, and a volunteer determines the beginning sound. Grandmother says: **Now your job is to find another picture that begins with the same sound. If the picture you choose begins with the same sound, you've made a match.** The children continue to match pictures by their beginning sounds. When a match is made, Gingerbread Boy holds the cards and the volunteer chooses the next child.

Gather the children in a semi-circle. Volunteers identify the *leaf*, *leg*, *lion*, and *log* Picture Cards as you place them on the floor. Say: **Look closely at these things that begin with /l/. I will take one away and you identify the card that is missing. Ready? Close your eyes.** Remove one of the Picture Cards. The children open their eyes and identify the Picture Card that was removed. Repeat with other cards.

Sing "Where Is /l/?"

Materials

- Grandmother
- Gingerbread Boy
- Picture Cards Set 1: *alligator, apple, bear, book, ladybug, lamp, net, nose, pan, puppies, skateboard, sun, tent, tiger*
- Picture Cards Set 2: *leaf, leg, lion, log*
- Pocket chart

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Isolates and pronounces the initial sounds in words

Social/Emotional Development

Works with others to solve problems

Where Is /l/?

Melody: ("Where Is Thumbkin?")

Where is /l/? Where is /l/?
Here I am. Here I am.
L stands for /l/
in ladybug and love
/l/ /l/ /l/, Ll, Ll, Ll



Approaches to Learning

Reflects on what has been learned

Reading

Describes the relationship between illustrations and text

Science

Collects, describes, and records information

Technology

Uses technology for research with teacher's support

Story Time**Teacher's Literature Choice: Weather**

Indicate your choice of book about the weather.

Discuss the author and illustrator of your book and the children define their roles. Picture-walk as children describe the illustrations and what they see happening on each page. Read the book. Briefly introduce new vocabulary as it is encountered. Allow children to ask questions about the book or weather. Use available resources including child-friendly websites and books to research the answers together.

List new information the children learned on a sheet of chart paper and discuss.

Materials

- Teacher's choice of book about weather
- Chart paper, marker

Small Group Math**Positional Words**

Display Gingerbread Boy and Grandmother side-by-side on a table. Say: **Gingerbread Boy is next to Grandmother. Who can put Gingerbread Boy in front of Grandmother?** (A volunteer does this.) The class confirms or corrects the placement of Grandmother. Continue: **Who can put Gingerbread Boy behind Grandmother?** (A volunteer does this.)

Say: **Now close your eyes.** Place Gingerbread Boy *under* the table. Say: **Open your eyes. Who can find Gingerbread Boy? Where is he?** (Volunteers respond.) **Right, he is under the table.**

Indicate *Where Oh Where is Backpack Bear?* Say: **Backpack Bear is a friend of Gingerbread Boy. The title of this book is Where Oh Where is Backpack Bear? The author is Joan Elliott and the illustrator is Dale Beisel. Who remembers what an author does?** (Volunteers respond.) **What does an illustrator do?** (Volunteers respond.) **In this book Backpack Bear will try to trick us. Let's read the book to find out how.**

Read the pages with questions then pause for the children to respond. The children repeat the positional words after each response.

Materials

- Gingerbread Boy
- Plush Grandmother
- Where Oh Where is Backpack Bear?* by Joan Elliott

Math

Responds to and uses positional words (e.g., in, under, between, down, behind)

Reading

Identifies the role of author and illustrator

Week 12: *The Four Seasons*

This week you will demonstrate why we have day, night, and the four seasons on Earth, and why we can't see the sun at night. You will encourage the children to consider the different seasons on our planet, and the changes in weather they bring. The children will also:

- learn /r/ and identify initial and final /r/ words
- discover some of the sun's effects on Earth
- realize that day and night and the four seasons are patterns
- identify and discriminate rhyming words
- create compound words
- clap and count words in sentences
- blend syllables to form words

Starfall Books & Other Media

ABC for Gingerbread Boy and Me by Starfall

How the Turtle Cracked Its Shell as told by Myrna Estes

How the Turtle Cracked Its Shell Sequence Cards

Seasons Poster

Starfall American Sign Language Poster

Starfall Sing-Along Volume 1

Starfall's Selected Nursery Rhymes and Audio CD

Thermometers by Stephen Schutz

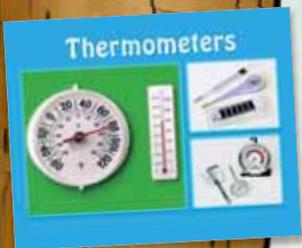
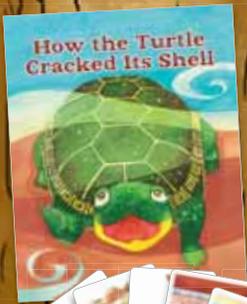


Preparation

Display a full month calendar in the front of the classroom.

Include weather and seasons puzzles as a choice for Small Group & Exploration.

On Day 2 you will celebrate Pajama Day. You and the children will wear pajamas and bring stuffed animals to school. Be sure to remind the children and their parents on Day 1.



Day One

Morning Meeting — Have a globe, or a large ball marked with a big X drawn on it to represent the United States, and a flashlight available. You will also need a sticky note to place on the globe or ball.

Story Time — Choose a book about the sun or day and night to share. Suggestions include:

- *Hello Sun!* by Hans Wilhelm
- *Sunny Days and Starry Nights* by Nancy F. Castaldo
- *Night Monkey Day Monkey* by Julia Donaldson

Small Group — Cut a circle from the center of a paper plate for each child, and cut tissue paper in several shades of yellow and orange into a variety of small pieces. Cut small triangles from orange and yellow construction paper.

Remind the children to wear pajamas and bring stuffed animals to school on Day 2.

Day Two

Story Time — Have several sheets and blankets available for children to spread on the floor and lie on as they listen to lullabies.

Day Three

Morning Meeting — Generate an equal number of sun and moon pictures, enough to distribute one to each child.

Story Time — You will need a hardboiled egg and a mirror.

Small Group — Have a penny, a nickel and a dime available for each child.

Day Four

Small Group — During Small Group time today introduce the “Fly to the Moon” game. The children will play the game on Day 5.

Day Five

Morning Meeting — Divide a sheet of chart paper into four sections labeled with the names of the seasons, and attach a Weather Card next to each season. Title the chart “My Favorite Season.” Cue a classroom computer to Backpack Bear’s Books, Concepts (Seasons icon) “What’s the Weather?”

Circle Time — Gather a variety of objects, Weather Cards, and Picture Cards of items that begin with /r/.

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

- *Old Bear* by Kevin Henkes
- *The Reasons for Seasons* by Gail Gibbons
- *Watching the Seasons* by Edana Eckart

Have you ever wondered what makes day and night? I have.

Your pal,
Gingerbread Boy

Day 2

I’m so excited about Pajama Day! It’s fun to pretend to be in school at night.

Love,
Gingerbread Boy

Day 3

I had fun in my pajamas yesterday! What was your favorite part of the day?

Your friend,
Gingerbread Boy

Day 4

I didn’t know some turtles sleep all winter. Do other animals do that too?

Your pal,
Gingerbread Boy

Day 5

I’m glad seasons change. My favorite season is spring when flowers start to bloom.

Love,
Gingerbread Boy

WEEK 12

Day One

Day Two

Gathering	Predict and forecast weather Monthly Calendar Routine	Predict and forecast weather Monthly Calendar Routine
Morning Meeting	Gingerbread Boy's Message Vocabulary: globe, Earth What makes day and night "Day and Night"	Gingerbread Boy's Message "The Man in the Moon" "Hey Diddle Diddle" "Wee Willie Winkie" Vocabulary: nocturnal

LEARNING CENTERS

Circle Time	Phonemic Awareness: Alphabetical Order Introduce and listen for /r/ "Rabbit" riddle "Row, Row, Row Your Boat"	Phonological Awareness: Compound words Introduce Rr <i>ABC for Gingerbread Boy and Me</i> Identify pictures of initial /r/ items
Story Time	Teacher's choice of book about night and day	"Hush Little Baby" "Twinkle Twinkle Little Star" "Star Light, Star Bright" "The Falling Star" Vocabulary: lullaby
Small Group & Exploration	Make paper suns AB/AB and ABC/ABC patterns 	Draw pictures and dictate sentences of things to do with stuffed animals

Day Three

Day Four

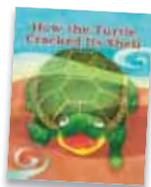
Day Five

Predict and forecast weather Monthly Calendar Routine	Predict and forecast weather Monthly Calendar Routine	Predict and forecast weather Monthly Calendar Routine
Gingerbread Boy's Message Seasons Poster Sun and moon Introduce Earth's orbit and rotation, seasons, patterns Vocabulary: orbit, rotation, seasons, winter, spring, summer, fall	Gingerbread Boy's Message Vocabulary: hibernation	Gingerbread Boy's Message "What's the Weather?" "My Favorite Season" chart



LEARNING CENTERS

Phonological Awareness: Count words in a sentence List initial /r/ words Sing "Where Is /r/?"	Phonological Awareness: Syllables in words Introduce ASL sign for Rr Introduce final /r/ Review ASL signs for a, b, t, n, s, p, l	Phonological Awareness: Rhyming <i>ABC for Gingerbread Boy and Me</i> Review Aa, Bb, Ll, Nn, Pp, Rr "Where Is /r/?"
<i>How the Turtle Cracked Its Shell</i> "Autumn Leaves" Vocabulary: cracked, reflection, starved, autumn	"The North Wind" <i>How the Turtle Cracked Its Shell</i> <i>How the Turtle Cracked Its Shell</i> Sequence Cards Answer questions	Teacher's choice of book about the seasons
Creating sets	Create AB and ABC patterns using coins	"Fly to the Moon" Game



WEEK 12

LEARNING CENTERS

Approaches to Learning

Focuses attention on tasks and experiences, despite interruptions or distractions

Technology

Uses technology independently to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Describes or explains own artwork

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Uses writing and drawing tools

Computer Center

Activity — Children enjoy *It's Fun to Read: Poetry*, "Who Has Seen the Wind?" *Backpack Bear's Books: Concepts, "Seasons,"* and *Sing-Along, Volume 2, Track 5: "Aiken Drum."* They also review /b/, /t/, /n/, /s/, /a/, /p/, and /l/, and reinforce /r/ at ABCs: S, B, T, N, A, P, L, and R.

Interaction & Observation

- Support learning at the Computer Center by taking time to observe and interact with each child.
- Notice: Does the child stay engaged with assigned tasks? Does the child show initiative and confidence in using *Starfall.com* or does he or she rely on others for guidance or ideas? Is the child creative and purposeful in his or her online interaction?

Materials

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

Art Center

Activity — Help the children write their names at the bottom of their papers with chalk. Remind and assist them to begin their names with a capital letter. The children draw the outline of a moon (crescent or full) with glue, and use Q-tips to spread the glue to lightly coat the full space inside the outline. Next, they sprinkle the moon with silver glitter. To make stars, the children use the glue bottle with the lid almost closed to make small dots on the paper, then sprinkle the dots with gold glitter.

Allow glue to dry, then display the children's creations on the bulletin board or classroom walls.

Interaction & Observation

- Offering children open-ended art activities, rather than patterns to trace, allows them to experiment and express themselves in unique ways.
- Encourage creative expressions that relate to particularly meaningful experiences to the individual child.
- Ask the children to describe or explain their artwork.

Materials

- Black construction paper for each child
- Glue and cotton swabs
- Glitter (silver and gold)
- White chalk

Library Center

Activity — Children continue to read along and listen to *Thermometers*, then *How the Turtle Cracked Its Shell* after the book is introduced on Day 3. They also enjoy picture books (including audio versions) from your classroom or school library relating to the day, night, and seasons.

Interaction & Observation

- Converse with the children, and note if they are beginning to understand the concepts of book covers, front and back, where to locate the title and author, print goes from left to right and top to bottom, words, letters, and spaces.

Materials

- Thermometers*
- How the Turtle Cracked*
- Read-Along Audio CDs
- Books about day, night, and the four seasons

Print Concepts

Connects oral language and print
Understands directionality in print

Dramatic Play Center

Preparation — Transform this center back into a home, with clothing and props for varying weather and seasons.

Activity — Children dress in seasonal clothing and use props to pretend they are experiencing different seasons of the year.

Interaction & Observation

- Vary the materials in the Dramatic Play Center to relate to different units of study and to reflect the children's interests.
- Notice whether children are able to independently dress themselves using the clothing provided.
- Observe when and how children interact with one another. Do they agree on the roles they will play and relate to each other in those roles?
- Listen to what children say when they are absorbed in dramatic play to know when and how to intervene or make conversation.

Materials

- Seasonal dress-up clothing and props (umbrellas, rain boots, scarves, gloves, beach towels, etc.)

Creative Arts

Engages in cooperative pretend play with other children

Science

Observes and describes the weather and how it changes

Social/Emotional Development

Uses basic problem solving skills to resolve conflicts peacefully

Construction Center

Activity — Children use construction materials to design and build their choice of buildings. They make necessary changes to their structures to achieve their goals.

Interaction & Observation

- Various construction materials help the children to understand more about sizes, shapes, and numbers. Maintain variety by rotating old items out when you add new ones.
- Block building invites children to work cooperatively. When they are engrossed in constructing a building, highway or bridge, they seek help from each other and develop tolerance for the ideas of others.
- Be available to take dictation and photographs of children's experiences with blocks.

Materials

- New items: Lincoln Logs, tinker toys, plastic or wooden animals, and a toy train
- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)

Approaches to Learning

Uses self-talk as a strategy

Science

Designs, builds, analyzes, and modifies structures

Social/Emotional Development

Works with others to solve problems

Demonstrates understanding and acceptance of similarities and differences in others



Writing Center

Print Concepts

Understands that letters form words

Understands print conveys meaning

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

Writing

Uses drawing to convey meaning

Activity — Children illustrate their favorite seasons and dictate sentences about them. Write their sentences in pencil, then children trace them with felt tip pens.

Interaction & Observation

- In taking dictation, it is usually best to write the child's exact language, using his or her own grammatical structure.
- Immediately read the sentence(s) aloud to the child, indicating each word as you read.
- Reread the sentence, then the child reads it from memory and shares it with others.

Materials

- Drawing paper, crayons, pencils
- Felt tip pen

Discovery Center

Approaches to Learning

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

Science

Investigates states of matter

Collects, describes and records information

Activity — Add water to the clear, lined containers. The children write and test guesses for how many stones to add to the containers before water reaches the lines.

Interaction & Observation

- Offer open-ended problems for which there is more than one correct answer and the activity has no specific starting or stopping point.
- Allow children to pursue their own interests at the water table. The nature of water allows them to experiment without fear of making mistakes.

Materials

- Water table
- Small stones of various types and shapes
- Clear containers with lines drawn around them
- Pencil, paper

Math Center

Math

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

Combines and separates sets of objects to create new sets

Activity — The children each reveal the top Number Card from a deck, and using one-to-one correspondence, create an equal set of manipulatives to match the Number Card. They repeat with other Number Cards as time allows.

Interaction & Observation

- Observe and assist children as they compose equal sets. Ask questions such as, *How do you know how many more you need to create an equal set? How do you know the sets are equal? If the set is not equal ask? Do you need to add buttons or take buttons away for the sets to be equal?*
- You may use this as an opportunity to record anecdotal notes for the children's portfolios.

Materials

- Buttons, plastic chips, or other math manipulatives
- Number Cards 1-10

Gathering

Review the first and last names of the children who are present and those who are absent. Count the children in each group. Compare and contrast the numbers and discuss which group contains more, less or the same number of children.

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

Introduce the monthly calendar. Help the children identify and name the month, day of the week, and date.

Count aloud with the children from the first day of the month to the present day. Then add one day to the count to find what the date will be tomorrow. Example: **If today is the 6th, what is 6 plus one more?** (Children respond.) **Right, tomorrow will be the 7th day of** (month).

Materials

- Attendance, Weather, and Calendar Routine materials

Math

Counts in sequence

Identifies the number that comes before or after a given number in a counting sequence

Uses graphs and charts to analyze data

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

Social Studies

Recognizes patriotic symbols/activities

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Play "Teacher, May We?" by instructing the children to perform an action. Before they respond, they must ask, "Teacher, may we?" You answer "Yes, you may!" Children then perform the action. Say:

- **Pretend you are little raindrops falling from the sky.**
- **Pretend you are big, heavy raindrops landing on the ground.**
- **Pretend you are little snowflakes.**
- **Pretend you are a tree and the wind is blowing very hard.**
- **Pretend you are climbing stairs.**

Creative Arts

Expresses concepts, ideas or feelings through movement

Represents real-life experiences through pretend play

Science

Participates in scientific investigations

Explores the characteristics of the sun

Explores relationship of objects to light

Vocabulary

Comprehends increasingly complex and varied vocabulary

Have you ever wondered what makes day and night?
I have.
Your pal,
Gingerbread Boy

Day and Night

Read and discuss Gingerbread Boy's message.

Say: **Here's a song to help Gingerbread Boy learn what causes day and night.** Play and sing *Sing-Along Volume 2* Track 7, "Day and Night."

Indicate the globe (or large ball). Ask: **Who knows what this is?** (Volunteers respond.) **Yes, this is a globe.** (Children repeat, *globe*.) **The globe represents Earth. Earth is where we all live. Earth is a planet in the sky. It is always moving. That's why we have day and night. Let's learn how it happens.**

- Indicate the United States on the globe. Explain that this is where we live and place a sticky note there.
- Volunteers locate the United States using the sticky note as a guide as you spin the globe.
- Turn off the classroom lights and shine a flashlight toward the globe, lighting the United States. Explain that the light from the flashlight represents the sun.

Say: **When the sun shines on us, it is daytime on the part of the earth where we live.**

A volunteer holds the flashlight. Turn the globe halfway so the light is no longer shining on the United States.

Ask: **Is the light shining on the United States? No, it is dark on that side of the globe because the sun is not shining on the United States. When the sun isn't shining on us it is nighttime in the United States.**

Say: **Let's play "Day or Night?" When the flashlight (or sun) is shining on the United States say, *day*. When it is not shining on the United States say, *night*.**

Volunteers take turns spinning the globe and shining the flashlight. The children determine if it is day or night in the United States.

Play and sing *Sing-Along Volume 2* Track 7, "Day and Night."

Explain that tomorrow is Pajama Day! The children may wear their pajamas to school to pretend they are coming to school at night.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | <i>Starfall Sing-Along Volume 2</i> |
| <input type="checkbox"/> | A globe or a large ball marked with an X to represent the United States |
| <input type="checkbox"/> | Sticky note |
| <input type="checkbox"/> | Flashlight |

Day and Night

(Melody: "Three Blind Mice")

*The earth spins
The earth spins
See how it goes
See how it goes
To watch it spin
is quite a sight
This is why we have
day and night
Round and round
with all its might
The earth spins*

LEARNING CENTERS

See Learning Centers for Week 12, pages 298-300. After cleanup, the children gather to share their experiences and discuss ways they solved conflicts on their own, and ways they saw others solving them.

Social/Emotional Development

Uses problem solving skills to resolve conflicts

Accepts guidance and direction and seeks support when needed

Social Studies

Describes events that happened in the past

Circle Time

Phonemic Awareness: Alphabetical Order

Say: **We've been learning about letters and their sounds. Let's sing "The Alphabet Song" together.** Use the flashlight to shine a light on each letter on the Alphabet Chart as the children sing the song.

Materials

Flashlight

Alphabet Knowledge

Recites alphabet in sequence

Introduce /r/

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

Grandmother reads the riddle "Rabbit." Children solve the riddle.

Display the *rabbit*, *rain*, *rat*, and *rock* Picture Cards. Say: **Here is a picture of a rabbit.** (Children repeat, *rabbit*.) **Rabbit begins with /r/.** (Children repeat, /r/.)

- **Rain begins with /r/. Say, rain. Say /r/, rain.**
- **Rat begins with /r/. Say, rat. Say /r/, rat.**
- **Say, rock. What sound do you hear at the beginning of rock? Right, /r/.**

Say: **Listen to these two words and tell which one begins with /r/: rain, light.** (Children respond, *rain*.) **Right! Rain begins with /r/.** (Children repeat, /r/.) **Listen again. Which one begins with /r/, net or rabbit? Right, rabbit!**

Say: **Let's hop like rabbits.** (Children do this.) **Listen to these words. If you hear /r/ at the beginning, hop, hop, hop. If the word doesn't begin with /r/, sit. Ready?** Use *rag*, *red*, *ants*, *bed*, *rice*, *roof*, *sun*, *rope*, and *run*.

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 34, "Row, Row, Row Your Boat." Grandmother says: **Listen to this rhyme. Raise your hand when you hear a word that begins with /r/.**

Read "Row, Row, Row Your Boat." The children say the rhyme together. Play Track 32 and the children sing along.

Encourage the children to listen for /r/ today.

Materials

Grandmother
 Starfall's Selected Nursery Rhymes (Book and Audio CD)
 Picture Cards: *rabbit*, *rain*, *rat*, *rock*
 Pocket chart

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds

Isolates and pronounces the initial sounds in words

Rabbit

*I am fluffy, have long ears,
and a round tail.
I like to hop, hop, hop.
Carrots are one of my
favorite foods.
Some people call me
a bunny.
My name begins with /r/.
What am I?*



Row, Row, Row Your Boat

*Row, row, row your boat
gently down the stream.
Merrily, merrily, merrily, merrily
life is but a dream.*



Observe & Modify

Children often confuse /r/ with /w/ and /l/. This is especially true for children who have speech delays. Encourage the children to watch your mouth configuration while making /r/. Compare mouth configurations of /r/, /w/, and /l/.

Reading

Recalls information from stories and other text

Asks and answers questions

Science

Explores the characteristics of the sun, moon, stars

Explores relationship of objects to light

Vocabulary

Uses words acquired through conversations, activities and read alouds

Story Time**Teacher's Literature Choice: Day and Night**

Indicate your choice of book about day and night.

Discuss the roles of the author and illustrator. Picture-walk through the book as children describe the illustrations. Encourage the use of previously learned vocabulary such as *earth, day, night, planet, sun, and globe*. Read the book pausing to briefly introduce new vocabulary as it is encountered. Encourage children to ask questions.

Materials

- Teacher's choice of book about day and night

Small Group & Exploration**Create Paper Suns**

In small groups, the children make paper suns. They start by spreading glue on their circles using paintbrushes. They then scrunch the tissue paper pieces and place them in the glue to decorate the circles.

After the tissue paper has dried, the children add construction paper triangles in an AB/AB or ABC/ABC pattern around the outside of the circles.

Materials

- One circle cut from the center of a paper plate for each child
- Glue
- Paintbrushes
- Tissue paper in shades of yellow and orange, cut into small pieces
- Yellow and orange construction paper cut into small triangles

Remind the children to wear pajamas and bring stuffed animals to school on Day 2.



Gathering Routine

Repeat the Gathering & Calendar Routine from Day 1.

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD Track 47, "Wee Willie Winkie." Children do the following actions related to the song:

- Run in place
- Pretend to run upstairs and downstairs
- Knock on the window
- Lie on the floor and pretend to be asleep

Creative Arts

Expresses concepts, ideas or feelings through movement

I'm so excited about Pajama Day! It's fun to pretend to be in school at night.

Love,
Gingerbread Boy

Approaches to Learning

Uses imagination in play and interactions with others

Phonological Awareness

Identifies rhyming words

Print Concepts

Recognizes relationship between illustrations and text

Speaking & Listening

Speaks in complete sentences

Describes familiar objects according to characteristics or attributes

Social/Emotional Development

Uses problem solving skills to resolve conflicts

Accepts guidance and direction and seeks support when needed

Social Studies

Describes events that happened in the past

Pajama Fashion Show

Read and discuss Gingerbread Boy's message.

Gingerbread Boy whispers that he loves all the pajamas and stuffed animals.

Say: **Let's have a fashion show for Gingerbread Boy! When I say your name, show Gingerbread Boy your pajamas and tell him about your stuffed animal and why you chose to bring that animal to school.**

During the fashion show, direct children to walk to the front, turn around and strike a pose. Take a photo of each child to create classroom book to remember Pajama Day.

Indicate *Nursery Rhymes* page 16, "Hey Diddle Diddle." Ask: **What do you see in this picture? How can you tell this rhyme takes place at night?**

Read and discuss the rhyme. Children repeat the rhyme with you and identify the rhyming words (diddle/fiddle; moon/spoon).

Indicate *Nursery Rhyme* page 47, "The Man in the Moon." Ask: **How can you tell this rhyme is about night?** Read and discuss the rhyme.

Say: **Let's pretend we are in school at night. Some animals, like raccoons and bats, stay awake at night and sleep during the day. We call those animals nocturnal. Say, nocturnal.** (Children repeat, *nocturnal*.) **Today we'll pretend to be nocturnal!**

Materials

- Starfall's *Selected Nursery Rhymes* (Book and Audio CD)
- Stuffed animals
- Gingerbread Boy

LEARNING CENTERS

See Learning Centers for Week 12, pages 298-300. After cleanup, the children gather to share their experiences and discuss ways they solved conflicts on their own, and ways they saw others solving them.

Circle Time

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

Connects oral language and print

Rr

Materials

None

Phonological Awareness: Compound Words

Ask: **How many new words can we make using *rain* as the first part?**

Here's one: *rain plus water is rainwater.* (Children repeat, *rain plus water is rainwater.*) **Who can think of another word that has *rain* as the first part?**

Assist if the children are unable to think of words. Options include *rainbow*, *raincoat*, *rainstorm* and *raindrop*.

Introduce Rr

Indicate the *Rr* Letter Card. Say: **This is the letter *Rr*.**

(Children repeat, *R*.) **One *R* is uppercase and one is lowercase, but both letters are *Rr*. The letter *Rr* stands for /r/ (r sound). Each time I touch the letter *Rr*, say /r/.**

(Touch the Letter Card several times quickly and slowly as children say /r/.)

Say: **Let's sky write uppercase *R*.** (Demonstrate) **Now,**

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

Indicate the star. Ask: **Who can find the letter *Rr* on the Alphabet Chart?**

(A volunteer identifies *Rr* and attaches the star on or above the Wall Letter Card.)

Indicate *ABC for Gingerbread Boy and Me*.

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

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

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

Materials

Grandmother

Letter Card: *Rr*

Star

ABC for Gingerbread Boy

and Me by Starfall

Story Time

Pajama Day Nursery Rhymes

Say: **Let's pretend it is night and we are getting ready for bed. Remember we are nocturnal today!**

When you were a baby, your mom or dad probably sang you a lullaby. A lullaby is a quiet song you listen to before you go to sleep. Let's listen to a lullaby.

Indicate *Nursery Rhymes* pages 18 and 19. Play Audio CD Track 14, "Hush Little Baby." Children look at the pictures as they listen. Repeat for *Nursery Rhymes* page 46, "Twinkle Twinkle Little Star" and "Star Light, Star Bright," Tracks 45 and 44.

Children spread out and lie on the sheets or blankets with their stuffed animals. Explain that during the song they will close their eyes and make a wish.

Turn off the classroom lights and play *Sing-Along* Volume 2 Track 42, "The Falling Star."

Say: **Let's pretend we are sleeping. When I ring the bell you will wake up and pretend to be a nocturnal animal!** (bat, raccoon, fox, firefly, owl) **Listen for "Go to Sleep." That will be your signal to lie down and pretend to sleep again.**

Materials

- Stuffed animals
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Starfall Sing-Along* Volume 2
- Sheets or blankets
- Bell

Creative Arts

Expresses concepts, ideas or feelings through movement

Experiences different moods, tempos, and rhythms in music activities

Vocabulary

Connects words and their meanings

Small Group & Exploration

Stuffed Animal Imaginations

Say: **Pretend your stuffed animal is alive. Think of something you wish that you and your animal could do together. I'll start! I wish my stuffed animal could walk to the park with me.**

Model sounding out the words as you write your sentence on a white board. Begin your sentence with a capital letter, leave a finger space between the words, and end the sentence with a period. Grandmother whispers that she thinks some of the children can write sentences on their own.

Continue: **Now it's your turn!** Distribute the Writing & Observation Journals. The children illustrate and dictate sentences to describe what they wish to do with their stuffed animals. Encourage the children to write their own sentences if they would like to do so.

Materials

- Stuffed animals
- Grandmother
- Writing & Observation Journals
- Pencils, crayons, markers

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing

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

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

Uses appropriate writing conventions with adult assistance



Observe & Modify

Encourage children who are ready to scribble write, or use inventive spelling, to write their own sentences. The children then read their sentences to you. Provide adult writing below their sentences.

Morning Meeting

Materials

Dragon

Math

Creates and extends simple patterns

Speaking & Listening

Follows simple and multiple-step directions

I had fun in my pajamas yesterday!
What was your favorite part of the day?
Your friend,
Gingerbread Boy

Warm Up Your Brain

Explain that the children will create a pattern with their movements as they follow your directions:

- Clap your hands.
- Next, stomp your feet.
- Stand up then sit down.
- Now crawl around!

Repeat several times and increase the speed to make the exercise more fun.

Patterns: Day/Night and Seasons

Read and discuss Gingerbread Boy's message.

Indicate the sun and moon pictures. Ask: **When we see the sun in the sky is it day or night? When we see the moon in the sky is it day or night?**

Say: **Day and night follow a pattern.** Distribute a sun or moon picture to each child. A child with a sun picture comes forward, then a child with a moon picture comes forward and they stand side-by-side. Say: **We have day and then we have night. What comes after night?** A child with a sun picture comes forward to continue the pattern. Continue until all children become part of the pattern. Say: **Day and night follow an AB/AB pattern.**

Continue: **We have another pattern on Earth we call the seasons. Say, seasons.** (Children repeat, *seasons*.) **The seasons are winter, spring, summer and fall. The seasons come in the same order every year. As the seasons change, the weather changes too.**

Remind the children that Earth rotates once every twenty-four hours, causing day and night. Say: **Earth does something else while it rotates. It moves around (orbits) the sun. It takes one whole year for Earth to travel around (orbit) the sun, and in the year we have fall, winter, spring and summer on Earth.**

Indicate the Seasons Poster. Say: **Here are the four seasons.** (Discuss the pictures.) **We can tell that a season is about to change when the weather changes.**

Materials

Seasons Poster

Globe

Sun and moon pictures for each child

Weather Cards: *rainy, snowy, sunny, windy*

Print Concepts

Recognizes relationship between illustrations and text

Science

Observes and describes weather/seasons and how they change

Social Studies

Begins to categorize time intervals

Speaking & Listening

Participates in group discussions

Vocabulary

Identifies real-life connections between words and their use



Indicate the *sunny*, *windy*, *snowy* and *rainy* Weather Cards. Say: **Here is a picture of a sunny day. Which season would have the most sunny days? Who can find the season of summer on the poster?** (A volunteer identifies summer.) Repeat for windy (fall), snowy (winter), and rainy (spring). Briefly discuss weather differences in each of the four seasons. Explain: **The seasons always come in the same order like a pattern, winter, spring, summer, fall. What season is it now?**

Say: **Let's play "I Spy." I will name a season and you point to the picture that shows that season.** Play "I Spy." Repeat season names to give several children a turn.

LEARNING CENTERS

See Learning Centers for Week 12, pages 298-300. After cleanup, the children gather to share their experiences and discuss ways they solved conflicts on their own, and ways they saw others solving them.

Circle Time

Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence. I saw a rabbit hop.** (Children repeat). **Listen again. Repeat the sentence.** Select five volunteers to move to the front of the classroom to represent each word in the sentence. Repeat the sentence, tapping a volunteer as you say each word. Count the number of words in the sentence.

Materials

None

List Rr Words, ASL Rr

Children show and describe pictures or items they brought which begin with /r/.

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures and words that begin with *Rr*.

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

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

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

Materials

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

Where Is R?

(Melody: "Where Is Thumbkin?")

Where is /r/? Where is /r/?

Here I am. Here I am.

R stands for /r/

in rabbit and rain

/r/ /r/ /r/, Rr, Rr, Rr

Social/Emotional Development

Uses problem solving skills to resolve conflicts

Accepts guidance and direction and seeks support when needed

Social Studies

Describes events that happened in the past

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

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

Identifies words beginning with the same letter as their own name

Print Concepts

Focuses on letter names and shapes

Writing

Contributes to a shared writing experience or topic of interest

Story Time

Reading

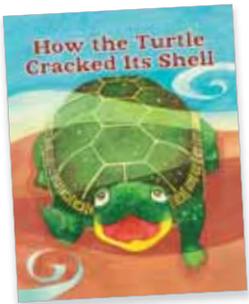
Makes connections using illustrations/photos, prior knowledge, and real-life experiences

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

Discusses words and their meanings



Introduce Autumn

Indicate the Seasons Poster. Ask: **Did you know the season of fall is also called autumn?** (Children repeat, *autumn*.) **Who can find the season of autumn or fall on the Seasons Poster?** A volunteer finds autumn on the poster. **Here is a song about the season of autumn.**

Play *Sing-Along Volume 2* Track 4. Children close their eyes as they listen to "Autumn Leaves." Repeat the song as children move in response to the words.

Indicate *How the Turtle Cracked Its Shell*. Discuss the title, author, illustrator and the cover picture. Say: **There are some words in this story you might not know. Let's talk about them before we read the story.**

Materials

- Starfall Sing-Along Volume 2*
- Seasons Poster
- How the Turtle Cracked its Shell*
as told by Myrna Estes
- A hardboiled egg
- Mirror

Autumn Leaves

*"Come, little leaves," said the wind one day.
"Come over the meadow with me to play;
Put on your dresses of red and gold,
Winter is coming, and the days grow cold."*

*Soon as the leaves heard the loud wind call,
Down they came, fluttering, one and all;
Over the green meadow they danced and flew
Singing the soft little songs they knew.*

cracked

Gently tap or drop the hardboiled egg so its shell has many cracks. Discuss its appearance.

reflection

Children look into a mirror. Explain that what they see in the mirror is their reflection.

starved

When a person or an animal hasn't had enough to eat and is very, very hungry, we say that person or animal is starved.

Say: **This story takes place during the season of autumn. But it ends in another season. Listen to hear in which season the story ends.** Read the story. Ask: **In what season did the story begin?** (autumn) **In what season did the story end?** (winter) A volunteer indicates winter on the Seasons Poster.

Math

Combines and separates sets of objects to create new sets

Recognizes and names numerals

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

Represents numbers in different ways

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

Small Group & Exploration

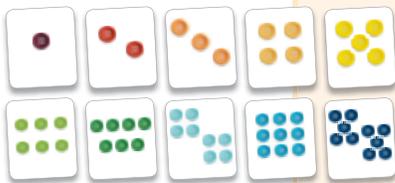
Creating Equal Sets

Say: **Let's play a game creating equal sets. Raise your hand if you know what equal means.** (Discuss)

Shuffle the Button Cards and place them face down on a table. A volunteer turns over a card and identifies the number of buttons with or without counting them. A second volunteer uses the manipulatives to create a set equal to the set of buttons on the card, then chooses a partner to create a second set that is equal to his or hers. Partners use one-to-one correspondence to check their answers. Continue with additional volunteers as time allows, making sure each child has a turn.

Materials

- Container of math manipulatives (buttons, cubes, chips)
- Button Cards 1-10



Gathering Routine

Repeat the Gathering & Calendar Routine from Day 1.

Morning Meeting

Warm Up Your Brain

Play various tracks of *Star Writer Melodies* as you softly announce the following motions one at a time. The children express their feelings through movement. Say: **Pretend you are...**

- a leaf falling off the tree
- a bird flying south for the winter
- a turtle hibernating
- a bear waking up after a long nap

Materials

- Star Writer Melodies*
- Dragon

Creative Arts

Expresses concepts, ideas or feelings through movement

Experiences different moods, tempos, and rhythms in music activities

Gross Motor Skills

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

I didn't know some turtles sleep all winter. Do other animals do that, too?
Your pal,
Gingerbread Boy

Hibernation

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy is a good listener! Let's learn more about animals that sleep all winter. During the season of winter there are many changes. Who knows something that changes in winter?** (Volunteers respond.)

It gets very cold outside. Leaves, nuts and berries fall from trees and are covered by snow. Animals aren't able to find food, so they eat a lot before winter, and then they find a place to hibernate, or sleep, during the winter.

(Children repeat, *hibernate*.) **Hibernate means to sleep for a long, long time.**

Indicate the Picture Cards in a pocket chart and discuss how each animal survives winter. Allow time for the children to ask questions.

Materials

- Picture Cards: bear, frog, ladybug, snake, turtle
- Pocket chart

Science

Describes characteristics in the appearance and behavior and habitats of animals

Notices similarities and differences among various living things

Notices changes in living things over time

Vocabulary

Discusses words and word meanings

bears	Instead of taking one long sleep, bears take naps in dens, caves, or hollow trees.	
frogs	Frogs go to the bottom of streams and ponds where the water doesn't freeze. Land frogs burrow or dig under leaves and dirt. They do freeze a little but thaw out and wake up in the spring!	
ladybugs	Ladybugs and other insects hibernate in tree trunks, logs, ground cover, buildings, and even peoples' homes when it gets cold.	
snakes	Snakes find places under rocks. They travel to places where hundreds of snakes stay together to help keep warm.	
turtles	Some turtles find a warm place, dig a hole in the ground and sleep during the winter. Water turtles swim deep into the water and snuggle down in the mud for the winter.	

Social/Emotional Development

Uses problem solving skills to resolve conflicts

Accepts guidance and direction and seeks support when needed

Social Studies

Describes events that happened in the past

Phonological Awareness

Counts and blends syllables into spoken words

Phonics & Word Recognition

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

Phonological Awareness

Recognizes and identifies beginning and ending sounds in words

LEARNING CENTERS

See Learning Centers for Week 12, pages 298-300. After cleanup, the children gather to share times they saw classmates solve conflicts during learning centers.

Circle Time**Materials**

None

Phonological Awareness: Syllables

Say: **Listen to these word parts, *rob-in*. Let's put them together, *robin*. This time clap for the parts. Ready? *rib-bon* (clap, clap) Children say, *ribbon*.** Repeat for *return*, *rat*, *red*, *rabbit*, and *rectangle*. Continue using the children's names as time allows.

Introduce Final /r/

Indicate the list of *Rr* words. Say: **Look at these words that begin with *Rr*.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?** (Add additional words.)

Materials

Grandmother

List of *Rr* words from Day 3

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

Ask: **Do you know that /r/ can be at the beginning of a word OR it can be at the end of a word? Listen for /r/ in this word: *car*.** (Emphasize /r/ at the end.) **Now you say it: *car*.** (Children repeat, *car*.)

Say: **Listen to these words. If you hear /r/ at the end of the word, make the *Rr* hand sign.** Emphasize /r/ in the following words: *fall*, *spider*, *rubber*, *lamp*, *sun*, *runner*, *near*, *year*.

Grandmother says: **Can you show me the hand sign for /a/?** Children make the ASL sign for /a/. Repeat for /b/ /t/ /n/ /s/ /p/ and /l/.

Story Time

Read *How the Turtle Cracked its Shell*

Say: **Not all animals hibernate or sleep during the winter. Some animals travel to warmer places to get away from the cold weather.** Indicate *Nursery Rhymes* page 36, "The North Wind." Read the nursery rhyme and discuss how birds fly south for the winter to stay warm. Repeat the rhyme and the children join you.

Explain: ***How the Turtle Cracked Its Shell* is about two kinds of animals. One hibernates and one flies south for the winter.** Place the Sequence Cards in the top of a pocket chart in random order. Say: **Here are some pictures that show the story *How the Turtle Cracked Its Shell*. Look at the pictures. Are they in the right order?** (Volunteers respond.) **Let's listen to the story again. As we read, help put the pictures in the right order.** Pause as you read the story for volunteers to locate and order the Sequence Cards in the center of the pocket chart.

Discuss the following questions:

- Which animals flew south for the winter?
- Which animal hibernated?
- What did the turtle want to do?
- What made the turtle want to fly? Why couldn't he?
- Why did the turtle think he would starve?
- How did he decide to solve his problem?
- How did the birds help him?
- What caused the turtle to fall from the sky?
- How did the turtle crack his shell?
- What happened at the end of the story?

Allow time for children to create alternate endings to the story.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Starfall's Selected Nursery Rhymes |
| <input type="checkbox"/> | <i>How the Turtle Cracked Its Shell</i> as told by Myrna Estes |
| <input type="checkbox"/> | <i>How the Turtle Cracked Its Shell</i> Sequence Cards |
| <input type="checkbox"/> | Pocket chart |

Reading

Recalls information from stories

Uses illustrations to make inferences

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

Engages in group reading activities with purpose and understanding

Science

Describes characteristics in the appearance and behavior and habitats of animals



Small Group & Exploration

Introduce the "Fly to the Moon" Game

Say: **Next week we will learn about the sun, stars, and planets. Who would like to learn to play a game about stars?** (Volunteers respond.)

On the whiteboard write -1. Say: **When you see -1 it means you take away 1.** Write +2. **When you see +2 it means you add 2 more.**

Indicate the "Fly to the Moon" game board. Volunteers take turns finding -1 and +2.

Children assist you to demonstrate how to spin the spinner and move the playing pieces the corresponding number of spaces. Explain that they will have the opportunity to play the game on Day 5.

Materials

- | | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | Whiteboard, marker |
| <input type="checkbox"/> | "Fly to the Moon" game board |
| <input type="checkbox"/> | Spinner (1-5) |
| <input type="checkbox"/> | Playing pieces |

Math

Counts in sequence

Understands addition as adding to, and subtraction as taking away from

Morning Meeting

Materials

Dragon

Gross Motor Skills

Demonstrates strength and coordination of large muscles

Math

Creates and duplicates simple patterns

Warm Up Your Brain

Play "Let's Make a Pattern." Explain that you will give directions that will result in a pattern of movements. Use:

- **Clap your hands**
- **Stomp your feet**
- **Stand up; sit down**
- **Crawl around**

Repeat the directions several times in different orders to create new patterns. Allow the children to create patterns of their own.

Math

Uses graphs and charts to collect and analyze data

Science

Observes and describes weather and how it changes

Speaking & Listening

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

"My Favorite Season" Chart

Read and discuss Gingerbread Boy's message. Remind children changes in the weather signal the seasons are changing.

Gather the children around a classroom computer cued to *Backpack Bear's Books*, Concepts (Seasons icon) "What's the Weather?" Navigate through the song and children discuss the weather changes.

Indicate the "My Favorite Season" chart. Read the title and the labeled sections. Say: **This chart has words that are the names of the seasons.** Display the *sunny, windy, rainy, and snowy* Weather Cards. Ask: **Who can find a Weather Card that matches the season of summer?** and **Why do you think this picture shows summer?** Repeat for the remaining seasons. Attach the Picture Cards to the labeled sections.

Materials

- Seasons Poster
- "My Favorite Season" chart
- Crayons

Gather the children in a circle. Say: **Let's pretend this is our nature circle. Do you notice that this circle does not have a beginning or an end? It just keeps going around and around. Seasons are like that. We have winter, followed by spring, followed by summer, followed by fall and then the seasons start over again without stopping.**

Select two volunteers to sit in the center of your nature circle. Remind them to sit criss-cross, knee-to-knee. Identify one as partner one, and the other as partner two. Say: **Decide which of the four seasons is your favorite. Listen to this sentence stem, My favorite season is (blank) because (blank).** Instruct partner one to use the sentence stem to tell partner two his or her favorite season and explain why. Give support when necessary. Partner two then uses the sentence stem to share. The partners write their names under their favorite seasons on the "My Favorite Season" chart. Select a new pair of children and repeat the procedure until everyone has a turn.

I'm glad seasons change. My favorite season is spring when flowers start to bloom.
Love,
Gingerbread Boy

LEARNING CENTERS

See Learning Centers for Week 12, pages 298-300. After cleanup, the children gather and continue to share times they saw classmates solve conflicts during learning centers.

Social/Emotional Development

Uses problem solving skills to resolve conflicts

Accepts guidance and direction and seeks support when needed

Social Studies

Describes events that happened in the past

Phonological Awareness

Identifies rhyming words

Phonics & Word Recognition

Associates letters with their names and sounds

Print Concepts

Connects oral language and print

Circle Time

Phonological Awareness: Rhyming

Say: **Listen carefully for words that rhyme. Rain, rain, go away. Come again another day.** Ask: **Which two words rhyme?** (away/day)

Repeat for *It's raining, it's pouring, the old man is snoring* (pouring/snoring) and *He went to bed and he bumped his head* (bed/head).

Materials

None

Initial Sounds: Aa Bb Ll Nn Pp and Rr

Indicate *ABC for Gingerbread Boy and Me*.

Say: **Grandmother would like to play "I Spy." She will say the name of a letter and a volunteer will find that page in ABC for Gingerbread Boy and Me. Ready?**

Grandmother says: **Aa**. Pause for a child to locate the corresponding page. Repeat for *Bb, Ll, Nn, Pp, and Rr*.

Gather the children in a semi-circle. Place the rock, ring, rectangle, red (crayon), ruler, rainy (Weather Card) on the floor. Identify each item.

Say: **Look closely at these objects that begin with /r/. I will take one away and you tell what it is. Ready? Close your eyes.**

Remove one of the items. The children open their eyes and determine which item was removed. Repeat with other items.

Sing "Where Is /r/?"

Materials

Grandmother

ABC for Gingerbread Boy and Me by Starfall

Variety of objects that begin with /r/: rock, ring, rectangle, red (crayon), ruler, rainy (Weather Card) or other items or Picture Cards.

Where Is /r/?

(Melody: "Where Is Thumbkin?")

Where is /r/? Where is /r/?

Here I am. Here I am.

R stands for /r/

in rabbit and rain

/r/ /r/ /r/, Rr, Rr, Rr

Print Concepts

Identifies front cover, back cover and title of a book

Vocabulary

Discusses words and word meanings

Reading

Identifies role of author and illustrator

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

Math

Understands addition as adding to, and subtraction as taking away from

Counts in sequence

Understands numbers always represent the same quantity

Story Time**Teacher's Literature Choice: Seasons**

Indicate your favorite book about the seasons. Introduce the author and the illustrator and the children discuss their roles. Choose volunteers to indicate the front cover, title, first, middle and end pages of the book.

Read the book pausing to briefly introduce new vocabulary as it is encountered. Encourage children to ask questions about illustrations, unknown objects, vocabulary, and the story.

Materials

- Teacher's choice of book about the seasons

Small Group Math**"Fly to the Moon"**

Partner the children to work as teams to play "Fly to the Moon." Review the directions before playing. Observe and answer questions as the children enjoy playing the game.

Materials

- "Fly to the Moon" game board
- Spinner (1-5)
- Playing pieces

**Observe & Modify**

If there are only 3 children in the group, partner with a child to play. If there are more than 4 children in the group, use two game boards.

Week 13: Outer Space

This week you will teach the children about the night sky. They will discover that there are billions of planets and stars, like our sun, and they will learn how to tell the difference. The children will also:

- learn the letter Cc and /k/ and identify initial and final /k/ words
- listen to a nonfiction selection about an astronaut
- learn about the sun and other stars
- discover the Big Dipper constellation
- clap and count words in sentences
- learn about the International Space Station
- use connect cubes as measuring tools
- illustrate and dictate sentences about outer space

Starfall Books & Other Media

ABC for Gingerbread Boy and Me by Starfall

American Sign Language Poster

Reach for the Stars by Starfall

Starfall's Selected Nursery Rhymes Book and Audio CD

Why the Sun and the Moon Live in the Sky retold by Starfall

Star Pattern, Big Bear, Big Dipper, and Rocket Blacklines

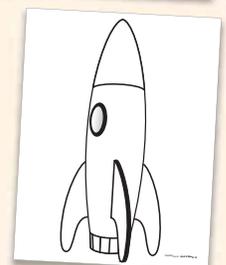
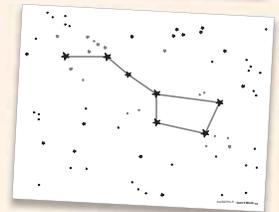
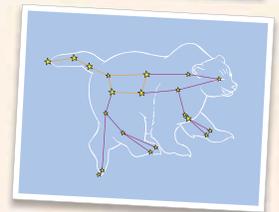
Preparation

Select music for use during this week's Warm Up Your Brain exercises and include space puzzles as a choice for Small Group & Exploration.

Day One

Story Time — Use construction paper to prepare large sun and moon shapes. Attach a ruler or a craft stick to each. Have either a blue bed sheet, blue blanket, blue towel or a large piece of blue craft paper on hand.

Small Group — You will need light colored chalk, black construction paper for each child, and hair spray.



Day Two

Morning Meeting — Cut eight circles from heavy stock paper. Attach a craft stick to each circle. Label and number them as follows: Mercury-1, Venus-2, Earth-3, Mars-4, Jupiter-5, Saturn-6, Uranus-7, and Neptune-8. Also prepare a large construction paper sun and have paper plates available for use as planets outside our solar system.

Small Group — Duplicate the star pattern blackline and cut out one star for each child. Have a straw for each child to attach to the stars to create wands.

**Day Three**

Morning Meeting — You will need the Big Dipper blackline, the Big Bear blackline, and a ladle or large-handled spoon.

Story Time — Title a sheet of chart paper “Things I Still Wonder About.”

Small Group — Have the rocket blackline available along with blocks of varying sizes, and nonstandard measuring tools such as connect cubes.

Day Four

Story Time — Choose a book about stars, space, or rockets to share with the children. Suggestions include:

- *Draw Me A Star* by Eric Carle
- *Ottie and the Star* by Laura Jean Allen
- *Our Stars* by Anne Rockwell
- *Roaring Rockets (Amazing Machines)* by Tony Mitton and Ant Parker
- *The Night Sky* by Alice Pernick
- *There's No Place Like Space: All About Our Solar System* by Tish Rabe
- *Twinkle, Twinkle, Little Star* by Iza Trapani

Small Group — Have these items available as examples of three-dimensional shapes: a die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, cheese wedge or tip of a sharpened pencil. You will also need clay or play dough for each child.

Day Five

Morning Meeting — Have a duplicated copy of the class story for each child, one copy for the classroom, and craft materials such as construction paper, cotton, glitter and stickers available for use in decorating covers for the stories.

Story Time — Have the following books available: *Who Likes the Rain*, *Thermometers*, *How the Turtle Cracked Its Shell*, *Why the Sun and Moon Live in the Sky*, *Reach for the Stars*, and the teacher’s literature choice books from Weeks 11-13.

I went for a walk last night and saw the moon shining. Is there really a man in the moon?

Your pal,
Gingerbread Boy

Day 2

Have you ever wondered what it would be like to travel into outer space? What do you think you might see?

Love,
Gingerbread Boy

Day 3

Did you see all those stars in the night sky? I tried to count them, but there were too many!

Your friend,
Gingerbread Boy

Day 4

Have you ever wondered what it would be like to take a trip to another planet?

Your pal,
Gingerbread Boy

Day 5

I love the story you wrote yesterday. I can't wait to read it again!

Love,
Gingerbread Boy

Gathering	Gathering Routine	Gathering Routine
Morning Meeting	Gingerbread Boy's Message Introduce night sky "The Man in the Moon" "Star Light, Star Bright" "Twinkle Twinkle Little Star" "Wynken, Blynken and Nod"	Gingerbread Boy's Message Re-create solar system Vocabulary: solar system, planets, Mercury, Venus, Mars, Jupiter, Saturn, Neptune, Uranus, astronomer

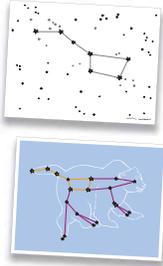
LEARNING CENTERS

Circle Time	Phonological Awareness: Alphabet Sign Language Introduce and listen for /k/ "Cow" riddle "Hey Diddle Diddle" "Little Boy Blue"	Phonological Awareness: Compound words Introduce Cc Listen for initial /k/ <i>ABC for Gingerbread Boy and Me</i>
Story Time	Why the Sun and the Moon Live in the Sky  Vocabulary: visit, promise, flow Story characters Dramatize story	Reach for the Stars  Vocabulary: astronaut Discuss nonfiction and photographs Answer questions "I'm a Little Rocket"
Small Group & Exploration	Draw night pictures	Make star wands 

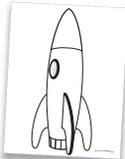
Day Three

Day Four

Day Five

Gathering Routine	Gathering Routine	Gathering Routine
Gingerbread Boy's Message "Ten Little Stars" Introduce Big Dipper and Big Bear "Twinkle Twinkle Little Star"  Vocabulary: stars, constellation, ladle, dipper	Gingerbread Boy's Message Write class story about a visit to another planet	Gingerbread Boy's Message Make covers for class story

LEARNING CENTERS

Phonological Awareness: Words in a sentence Introduce ASL sign for Cc List initial /k/ words Sing "Where Is /k/?" <i>ABC for Gingerbread Boy and Me</i>	Phonological Awareness: Syllables "There Was a Crooked Man" Introduce/discriminate final /k/	Phonological Awareness: Rhyming words Review <i>Aa, Bb, Cc, Ll, Nn, Pp, Rr, Ss, and Tt</i> "Where Is /k/?" "The Alphabet Song"
<i>Reach for the Stars</i> The International Space Station Partner share 	Teacher's choice of book about stars, space or rockets	Pre K Book Club
Build and measure rockets Tallest/shortest 	Three-dimensional shapes Vocabulary: cube, sphere, cylinder, cone, pyramid, rectangular prism	Decomposing 1-10

WEEK 13

LEARNING CENTERS

Technology

Moves cursor to a target on screen

Understands how to open or close windows and use the "back" button

Becomes familiar with interactive applications, games or activities

Computer Center

Activity — Children enjoy *It's Fun to Read: Poetry*, "If I could Touch the Sky," *Numbers: "Rocket" and "Zero."* They also review /b/, /t/, /n/, /s/, /a/, /p/ /l/, and /r/, and reinforce /k/ at ABCs: S, B, T, N, A, P, L, R, and C.

Interaction & Observation

- Continue to observe children as they work. Talk with them about their experiences and ask them to describe what they are doing.
- Ask questions such as: How did you decide what activity to work on today? Which activity did you like most? How do you get back to the ABCs?
- Notice if the children are able to move the cursor to a target on the monitor.

Materials

- Computers set up to access Starfall.com
- Headsets

Creative Arts

Shows care and persistence in a variety of art projects

Shows appreciation for the creative work of others

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Art Center

Activity — Children write their names at the bottom of black construction paper using white crayons. Remind them to begin with a capital letter. They place star stickers randomly on the paper, and connect the stars with white crayons to create constellations.

Interaction & Observation

- It is vital that children's artwork be attractively displayed in the classroom to reflect the importance of their creativity.
- Make the art gallery area easily accessible to the children so they may view the art and show appreciation for the creative work of others.

Materials

- Black construction paper for each child
- Star stickers
- White crayons

Print Concepts

Connects oral language and print

Vocabulary

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

Library Center

Activity — Children read along and listen to *Why the Sun and the Moon Live in the Sky* and *Reach for the Stars* after they are introduced on Days 2 and 3.

They also enjoy picture books (including audio versions) from your classroom or school library relating to space.

Interaction & Observation

- Nurture language development when talking with children in the Library Center.
- Paraphrase and extend ideas to help children express their thoughts about what they are reading and hearing.
- Discuss the illustrations. Ask children to retell a story in their own words.
- Compliment the children on proper book handling skills.

Materials

- Why the Sun and the Moon Live in the Sky*
- Reach for the Stars*
- Read-Along Audio CDs
- Books about space, astronauts, space shuttles, moon rocks, and/or astronomy

Dramatic Play Center

Preparation — Turn the Dramatic Play Center into a space shuttle by including a large cardboard box with cut out windows. Place space pictures on the outside of the box, and props inside. Cover firefighter or bike helmets with foil to create space helmets.

Activity — Children become astronauts and work inside the Space Shuttle using props to communicate with NASA.

Interaction & Observation

- Vary this center with props that relate to different units of study and reflect children's interests.
- To increase your inventory of props, send a note to parents about an upcoming theme and ask for items. You can also write NASA for free materials, or ask local doctors, dentists, veterinarians, firemen, librarians, chefs, and others in the community to visit your classroom or donate materials for this center.

Materials

- Large cardboard box
- Rocks for moon rocks
- Space pictures
- Walkie-talkies, phones, or an old outdated computer
- Helmets, aluminum foil

Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and real life experiences

Represents fantasy and real-life experiences through pretend play

Social/Emotional Development

Works with others to solve problems

Construction Center

Activity — Children plan and build space stations and rockets, using pictures for reference.

Interaction & Observation

- Offer encouragement and engage in conversation with children as they work. Get down on the floor to converse and offer support when children are trying to solve problems. Encourage them to think of several solutions to each problem.
- Ask questions or make comments such as: Can you think of a different block that might work better here? How many astronauts will fit into your space shuttle? You had to be very careful when you made this rocket so tall. Why do you think your space shuttle collapsed?

Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Books with photos of shuttles and rockets
- Pictures of space stations and rockets

Approaches to Learning

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

Fine Motor Skills

Demonstrates hand-eye coordination

Science

Designs, builds, analyzes, and modifies structures

Social/Emotional Development

Works with other to solve problems

Writing Center

Activity — Children draw and color pictures of things that begin with the sound /k/ (cat, cap, caterpillar, cup, car, cow, computer, castle, cookies, etc.) and write or dictate sentences about them. Write sentences in pencil and children trace the words with felt tip pens.

Interaction & Observation

- When taking dictation, write in pencil in large letters so children can trace over the words with a felt tip pen or pencil.
- As their fine motor skills improve, take the dictation with a felt tip pen and leave space for children to copy directly under each dictated word.

Materials

- Crayons, pencils
- Drawing paper
- Felt tip pen for tracing

Fine Motor Skills

Uses writing and drawing tools

Writing

Uses dictation, scribble writing, or invented spelling to convey meaning

Explores letter-sound relationships while writing



Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Investigates states of matter

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

Activity — Add mild dish detergent to the water table. Children experiment with bubbles and continue to explore the properties of water using the available tools. Surprise them midweek by adding a few drops of food coloring to the soapy water.

Interaction & Observation

- As children explore the properties of water, engage them in conversation and ask questions such as: What happens when you squeeze the sponge in the soapy water? Can you hold water in one hand? What about two hands? What happens to the soap when you stir the water with the wire whisk? What do you like best about water?

Materials

- Water table
- Mild dish detergent
- Wire whisks
- Measuring cups and spoons
- Large plastic or wooden spoons
- Sponges

Math Center

Math

Combines and separates sets of objects to create new sets

Represents numbers in different ways

Sorts objects by physical attributes

Activity — Children separate their objects into 2 sets. They draw representations of the sets on drawing paper then put the objects back together and repeat with new sets.

Interaction & Observation

- Observe the children as they create sets of objects.
- Ask questions that require them to explain their reasoning and describe the outcome.

Materials

- Objects such as buttons, beans, shells, small stones, crayons, pencils, chalk (5 per child)
- Drawing paper
- Pencils, crayons



Gathering

Continue the Gathering Routine as with previous weeks. Then choose between one and ten children to stand in a line. Ask: **How many children do we need to create a set of children equal to this one?** Volunteers create a second set of children to equal the first. Repeat on Days 2-5, using different numbers each day.

Materials

- Attendance, Weather, and Calendar Routine materials

Math

Uses concrete objects to solve problems

Combines and separates sets of objects to create new sets

Morning Meeting

Warm Up Your Brain

Play "Pass the Ball." The children line up one behind the other. Play music of your choice while the first child passes the ball over his or her head to the next child in line without turning around. The pattern continues until the ball reaches the last child in line. The children turn to face the opposite direction and begin again.

Materials

- Teacher's choice of music
- Ball

Math

Creates, identifies, duplicates, and extends simple patterns

Gross Motor Skills

Combines a sequence of large motor skills

Introduce Earth

Read and discuss Gingerbread Boy's message.

Ask: **Do you remember the nursery rhyme we learned last week about a man in the moon? Let's read it again.** Read *Nursery Rhymes* page 47, "The Man in the Moon." Explain: **There is not really a man in the moon. When some people look at the moon they think it looks like a face. Last week we also learned about the daytime star. Who remembers its name?** (sun)

Say: **Let's take a look at the night sky.** Indicate *Nursery Rhymes* pages 46 and 47. Read "Star Light, Star Bright," "Twinkle, Twinkle Little Star," and "Wynken, Blynken, and Nod." Repeat the nursery rhymes and the children join you, then discuss the illustrations.

Indicate the globe. Ask: **Who knows what planet this is?** (Volunteers respond.) **Yes, this is planet Earth. What do you think the blue represents?** (Volunteers respond.) **The blue on the globe shows the water on Earth. The other colors show the land.** Volunteers locate the water and land on the globe.

Explain: **Planet Earth has no light of its own, but every morning when we come to school it is light outside. Where does Earth get its light?** (the sun, or the daytime star) **Do you remember where the moon gets its light?** (the sun) **Our daytime star is busy during the day and during the night!**

Ask: **What else do we see in the night sky?**

- **There are billions of other stars like our sun in the night sky. They are so far away that we don't feel their heat, but we can see them "twinkle." There are also other planets like Earth in the sky. We can tell they are planets because they don't twinkle like stars.**

Materials

- Starfall's Selected Nursery Rhymes*
- Globe

Reading

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

Science

Explores the characteristics of the sun, moon, stars and/or clouds

Explores relationship of objects to light

Social Studies

Understands maps as representations of actual places

I went for a walk last night and saw the moon shining. Is there really a man in the moon?

Your pal,
Gingerbread Boy

- **The stars and planets don't go away during the day. They are still in the sky, but our sun makes the sky so bright we can't see them.**

Take the children outside to observe the sky and to try to find the stars and planets. Remind them that the sun is so bright we can't see the stars and planets during the day. Review last week's flashlight experiment. Allow time for the children to ask questions.

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Language Development

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

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

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Identifies beginning sounds in words

Reading

Recognizes common types of literature



LEARNING CENTERS

See Learning Centers for Week 13, pages 322-324. After cleanup, the children gather to share their experiences and describe ideas other children had that were different from theirs.

Circle Time

Phonological Awareness: Alphabet Sign Language

Say: **I'll show you a letter in sign language and you make its sound. Let's try one! Ready? Form the ASL hand sign for Aa.** (Children say, /a./) Repeat for *b, t, n, s, a, p, l* and *r*. Choose volunteers to produce the letter sounds.

Materials

- None

Introduce /k/

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

Display the *car, coat, corn, and cow* Picture Cards. Say: **Here is a picture of a cow. Say, cow. Cow begins with /k/. Say /k/.** Continue as follows:

- **Coat begins with /k/. Say, coat. Say /k/, coat.**
- **Corn begins with /k/. Say, corn. Say /k/, corn.**
- **Say, car. What sound do you hear at the beginning of car? Right, /k/.**

Say: **Listen to these two words and tell which one begins with /k/, cat, dog.** (Children respond, *cat*.) **Right! Cat begins with /k/.** (Children repeat, /k/.) **Listen again. Which one begins with /k/, candle or rabbit?** (Children respond, *candle*.)

Say: **Let's pretend to chew grass like cows!** (Children do this.) **Listen to these words. If you hear /k/ at the beginning, chew, chew, chew. If the word doesn't begin with /k/, sit down. Ready?** Use *camel, ant, pop, crayon, cookie, carrot, nose, red* and *comb*.

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 16, "Hey Diddle Diddle."

Grandmother says: **Listen to this rhyme. Raise your hand when you hear a word that begins with /k/.** Play *Nursery Rhymes* Audio CD Track 12 and sing "Hey Diddle Diddle." Ask: **What words begin with /k/?** (*cat, cow*)

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes (Book and Audio CD)
- Picture Cards: *car, coat, corn, and cow*
- Pocket chart

Cow

I am a female farm animal that gives milk. I can be milked by hand or machine. My babies are called calves. My name begins with /c/. What am I?

Indicate *Nursery Rhymes* page 26, "Little Boy Blue." Read the nursery rhyme. Say: **Listen to this nursery rhyme again. This time when you hear a word that begins with /k/ raise your hand.** Read the rhyme slowly and clearly. Children raise their hands when you read *come, cow, corn, and cry*.

Play *Nursery Rhymes* Audio CD Track 23 and the children sing "Little Boy Blue."

Encourage the children to listen for /k/ today.



Observe & Modify

Only the hard Cc sound is addressed here. Its marking is indicated as /k/. If you have a child whose name begins with a soft Cc sound, such as Cindy, explain that Cc can stand for both /k/ and /s/.

Story Time

Why the Sun and the Moon Live in the Sky

Indicate *Why the Sun and the Moon Live in the Sky*. Say: **This is an African Folk Tale. It is retold by Starfall. The Illustrator is Jing Lili.**

Introduce the following vocabulary prior to reading the story.

visit	to go see and stay with someone for a while
promise	to say you will do something (Example: I promise to eat my vegetables.)
flow	to move smoothly (Example: The water will flow down the hill.)

Say: **Listen as I read to learn why the sun and moon live in the sky.**

Read the book. Ask: **Why did the sun and the moon live in the sky?** (Discuss)

Who are the characters in this story? (sun, moon, water, water animals)

Let's pretend we are the characters.

- Select volunteers to be the sun and moon. Explain they will hold the paper sun and moon at waist level. The sun character will begin close to the water. The moon character will be a short distance away.
- Explain to the sun and moon characters that as the story is read they will hold their signs higher and higher. At the end of the story they should be holding the sun and moon by the end of the sticks.
- Select two volunteers to be the water. They will stand apart from each other holding the blue sheet. They will wave the sheet to simulate water moving.
- Select several children to represent the water animals. They will pretend to swim in the water.
- The remaining children will be the audience.

Read the story and prompt children to dramatize the events. Allow children in the audience to share their thoughts on the performance and compliment the actors.

Materials

- Why the Sun and the Moon Live in the Sky* retold by Starfall
- Prepared sun and moon
- Blue bed sheet, blanket, towel, or large piece of blue craft paper



Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

Participates in teacher-guided dramatic play activities

Shows appreciation for the creative work of others

Uses imagination in play and interactions with others

Reading

Identifies characters in a story

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

Recognizes common types of literature

Vocabulary

Comprehends increasingly complex and varied vocabulary

Small Group & Exploration

Creative Arts

Creates original work

Science

Explores relationship of objects to light

Social Studies

Demonstrates knowledge of personal information

Understands maps as representations of actual places

Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations

Create Nighttime Chalk Drawings

Review the flashlight experiment from Week 12. The children should understand that during the day we have light because we are facing the sun, and at night we don't see the sun's light because we are facing away from the sun.

Briefly discuss features of the area in which the children live, such as waterways, houses, stores, streets, parks and landforms.

The children then use chalk to create simple maps that represent their neighborhoods at night. Allow time for children who know their street addresses and cities and states in which they live to share them.

Take the pictures outside (away from the children) and spray them with hair spray to affix the chalk.

Materials

- Black construction paper for each child
- Light colored chalk
- Hair spray
- Newspaper

Gathering Routine

Repeat the Day 1 Gathering Routine and activity.

Morning Meeting

Warm Up Your Brain

Play "Pass the Ball." Gather the children in a circle. Pretend a ball or globe is planet Earth. Play music of your choice while children pass the ball to their left. Occasionally stop the music, and instruct the children to freeze. They resume passing the ball in the opposite direction when you start the music again.

Materials

- Teacher's choice of music
- Ball or globe
- Dragon

Gross Motor Skills

Combines a sequence of large motor skills

Demonstrates strength and coordination of large muscles

Have you ever wondered what it would be like to travel into outer space? What do you think you might see?

Love,
Gingerbread Boy

Science

Explores the characteristics of the sun, moon, and stars

Explores relationship of objects to light

Observes and describes how objects move

Speaking & Listening

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

Technology

Uses technology for research with teacher's support

Vocabulary

Asks questions about unknown objects and words

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

The Solar System

Read and discuss Gingerbread Boy's message.

Say: **Earth is part of a neighborhood in the sky called the solar system. In this neighborhood there are the sun and eight planets. The sun is in the middle of our solar system. What does the sun do for us? Right, it gives us heat and light. The eight planets travel around the sun. Let's create our solar system right here!**

Explain: **There are eight planets in our solar system. Some planets are too close to the sun for us to live on because it would be too hot.** Distribute Mercury and Venus to volunteers while the rest of the children line up along a wall and wait. Continue: **We live on the planet Earth. It is just right for us because it is not too hot and not too cold.** A volunteer holds Earth. **The other planets are too far from the sun. It would be too cold for us to live on them.** Volunteers hold Mars, Jupiter, Saturn, Uranus, and Neptune.

A volunteer holds the sun and stands in the middle of the circle. Identify the planets in order and the children form a circle around the sun. Say: **Let's move as our solar system moves. The planets circle, or orbit, around the sun** (counterclockwise). **Let's move.** The sun stands still while the planets travel, or orbit, around it.

Explain: **A person who studies the solar system is called an astronomer.** (Children repeat, *astronomer*.) **Astronomers help us understand the sky. They also help us understand Earth and all the other planets in our solar system.**

Encourage the children to ask questions about the solar system, and assist them to use new vocabulary. Use this opportunity to research answers to their questions together on child-friendly websites.

Materials

- Prepared planets and large sun

LEARNING CENTERS

See Learning Centers for Week 13, pages 322-324. After cleanup, the children gather to share their experiences and describe ideas other children had that were different from theirs.

Circle Time

Phonological Awareness

Combines words to form compound words

Phonological Awareness: Compound Words

Display *boy, girl, cake, cup,* and *cow* Picture Cards on the left side of a pocket chart. Children identify the pictures.

Say: **We can make new words if we put two of these pictures together. Who can find the two pictures that form cowboy?**

A volunteer puts *cow* and *boy* together. Discuss the meaning of the words *cow, boy,* and *cowboy*. Add the *cowboy* Picture Card beside *cow* and *boy* in the pocket chart. Repeat for *cowgirl* and *cupcake*. Continue without picture cards for *spaceship, spacecraft, spacesuit, moonlight,* and *starlight*.



Materials

- Pocket chart
- Picture Cards: *boy, cake, cow, cowboy, cowgirl, cup, cupcake, girl*

Phonological Awareness

Isolates and pronounces the initial sounds in words

Print Concepts

Focuses on letter names and shapes

Connects oral language and print

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

Cc

Introduce Cc

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

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

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

Indicate *ABC for Gingerbread Boy and Me*.

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

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

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

Materials

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

Story Time

Reach for the Stars

Say: **Our story today is true, or nonfiction. Once upon a time a little girl had a dream to study the stars. Then she decided she wanted to do more than that. She wanted to see the stars up close. This little girl's name was Stephanie. She grew up and became an astronaut. An astronaut is a person who travels to space. This book tells about Stephanie's adventures.**

Indicate the title. Explain that the book has real photographs. As you read, pause to discuss them.

- Read pages 1 through 5. Ask: **What did Stephanie want to become?**
- Read pages 7 through 10. Ask: **Where do you think all the astronauts are going? How will they travel to outer space? Let's read to find out.**
- Read pages 11 through 14. Ask: **Why does the rocket need so much power? This is a special rocket called a space shuttle. A space shuttle takes people into space and brings them back to Earth again. Let's pretend we are rockets!** Chant "I'm a Little Rocket" and children perform the actions.
- Read pages 15 through 17. Ask: **What would the astronauts see outside their windows while they orbit Earth?** (Earth, stars)

Gather the children in a circle. A volunteer stands in the center of the circle holding the globe. Say: **Let's pretend we are rockets getting ready to orbit Earth. Ready?** The children chant "I'm a Little Rocket" and perform the actions before walking in a circle around the globe.

Explain that you will read the second part of the book on Day 3.

Materials

- Reach for the Stars by Starfall
- Globe



Creative Arts

Expresses concepts, ideas or feelings through movement

Reading

Distinguishes between fiction and nonfiction

Recalls important facts from informational text

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

Science

Explores the characteristics of the sun, moon, and stars

Shows curiosity by asking questions and seeking information

Social Studies

Understands how people live and what they do changes over time

I'm a Little Rocket

I'm a little rocket
(Children squat.)
Point toward the sky
(Point arms upward.)
4...3...2...1
(Children repeat slowly.)
Blast off! Fly!
(They spring into the air.)

Small Group & Exploration

Create Star Wands

Children color and cut out the stars with your assistance. They write their names on the stars and decorate them. Staple the stars to the straws. Encourage discussion about things the children wonder about the stars as they work. Explain that they will begin to learn about stars on Day 3.

Collect the wands for use on Day 3.



Materials

- Star pattern cutout for each child
- Straw for each child
- Pencils, crayons
- Stapler or tape
- Optional:**
- Glue, glitter

Approaches to Learning

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

Fine Motor Skills

Uses writing and drawing tools

Speaking & Listening

Follows simple and multiple-step directions

Morning Meeting

Creative Arts

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

Creates sound using traditional or handmade instruments

Did you see all those stars in the night sky? I tried to count them, but there were too many!
Your friend,
Gingerbread Boy

Science

Explores the characteristics of the sun, moon, and stars

Explores relationship of objects to light

Speaking & Listening

Participates in group discussions

Vocabulary

Discusses words and their meanings

Warm Up Your Brain

Distribute the musical instruments. Use a drum or table to set the beat for movement. The children with instruments repeat the beat and those without instruments move to the beat. Repeat so each child has a turn with an instrument.

Materials

- Musical instruments (or blocks, paintbrushes, markers and craft sticks)
- Dragon

Stars and Constellations

Read and discuss Gingerbread Boy's message.

Distribute the star wands from Day 2. Number ten children one to ten. They sit side-by-side in front of the class. Explain that they will stand and "twinkle" when they hear their numbers. Sing "Ten Little Stars." Repeat so all children have a turn.

Materials

- Starfall's Selected Nursery Rhymes Audio CD
- Ladle or large-handled spoon
- Big Dipper/Big Bear blacklines
- Star wands from Day 2

Ask: **Did you know a star is a ball of hot gas burning far, far away? When the light from a star passes through air, the movement of the air makes it look like the star is twinkling. It's the hot gas burning from our daytime star, the sun, that gives us our heat and light.**

Ten Little Stars

(Melody: Ten Little Indians)

One little, two little, three little stars.
Four little, five little, six little stars.
Seven little, eight little, nine little stars.
Ten little stars in the sky!

Play Nursery Rhymes Audio CD Track 45 "Twinkle, Twinkle, Little Star." Children pretend they are twinkling stars as they join in singing.

Explain: **There are groups of stars that can be seen in the night sky called constellations. Constellations are like dot-to-dot pictures in the sky. People imagine lines between the stars that form pictures of animals, people or things. Each picture is a constellation.** (Children repeat, *constellation*.)

Indicate the ladle or large-handled spoon. Say: **This is a ladle. You can use it to scoop water or soup from a pot. Another name for a ladle is a dipper. Let's pretend we have dippers and scoop some soup.** (Children do this.)

Indicate the Big Dipper blackline. Say: **This is the Big Dipper. It's easy to find in the night sky. It is part of a constellation called the Big Bear. If you can find the stars in the dot-to-dot pattern for the Big Dipper then you have found the constellation called the Big Bear. Let's count how many stars there are in the Big Dipper.** (7)

Indicate the Big Bear blackline. Discuss the pattern and arrangement of the stars on both blacklines. Volunteers trace the Big Dipper pattern inside the Big Bear constellation with their fingers.

Seven volunteers arrange themselves and pretend to be the stars in the Big Dipper.

LEARNING CENTERS

See Learning Centers for Week 13, pages 322-324. After cleanup, the children gather to share their experiences and describe ideas other children had that were different from theirs.

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Circle Time

Materials

None

Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence. The sun is hot. Now, you say it.** (Children repeat.) **Listen again.** Repeat the sentence. Select a volunteer to represent each word in the sentence to stand in the front of the group. Repeat the sentence, tapping each volunteer. Say: **Let's count words in the sentence. How many words did you hear in the sentence?** Children hold up one finger for each word.

Assign one child to each word in the sentence, "The sun is hot." The four children stand in front of the class. Stand briefly behind each child as you say his or her word. Ask: **How many words are in this sentence?** Repeat with several simple sentences.

Math

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

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

List Cc Words, ASL Cc

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

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures and words that begin with Cc.

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

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

Grandmother says: **Let's sing a song to remember /k/.**

Sing "Where Is /k/?" Each time /k/ or the letter Cc is used children make the Cc 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 in words or topic of interest

Print Concepts

Focuses on letter names and shapes

Writing

Contributes to a shared writing experience

Where Is /k/?

Melody: ("Where Is Thumbkin?")

Where is /k/? Where is /k/?

Here I am. Here I am.

/k/ in cow, /k/ in color

/k/ /k/ /k/, Cc, Cc, Cc.



Observe & Modify

When making the list of Cc words, list only those words that begin with the hard Cc (/k/) sound. If children present words that begin with Cc using the soft Cc (/s/) sound, have them listen carefully to determine the beginning sound.

Story Time

Reading

Recalls important facts from informational text

Engages in group reading activities with purpose and understanding

Science

Explores the characteristics of the sun, moon, stars

Shows curiosity by asking questions and seeking information

Social Studies

Recognizes the difference between wants and needs

Speaking & Listening

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

Technology

Uses technology for research with teacher's support

Materials

Reach for the Stars

Chart paper, markers

Review Reach for the Stars

Indicate *Reach for the Stars*. Picture-walk from page 1 to page 17 and the children recall information learned on Day 2. As you review each section, allow time for the children to identify foods and objects astronauts might need and others they might want.

Read pages 18 through 20. Ask: **What happens if you open a bag of popcorn in space?** (It would all float away.) **When you are in space you have to tie everything down. Astronauts have to eat special food that doesn't float.**

Read pages 21 through 24. Explain: **The International Space Station is a home in outer space where astronauts go to live and work for awhile. The Space Station is always moving. Sometimes at night you can see it as it moves through the sky. The astronauts do scientific experiments in the Space Station and they help us learn more about our solar system.**

Read pages 25 through 29.

Indicate and read the chart paper titled: *Things I Still Wonder About*. Say: **We have learned about the sun, stars, planets, rockets, and astronauts. Are there still things you wonder about? I'll write your questions on this chart paper and we will research the answers this week.**

Review the list with the class and use opportunities throughout the week to assist the children to research the answers.

Materials

Rocket blackline

Blocks of varying sizes and shapes

Nonstandard measuring tools

(such as connect cubes)

Chart paper

Pencils

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

Math

Becomes familiar with nonstandard measuring tools and their uses

Measures length, weight, height, size, or capacity of one or more objects

Orders objects by measurable attributes

Measure Rockets

Indicate the rocket blackline. Say: **Here is a picture of a rocket. Each of you will use blocks to build your own rocket. See how tall you can make it without it falling over. Then we will measure your rockets.**

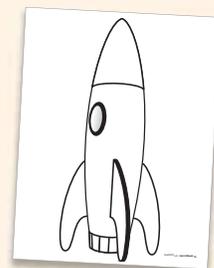
Children build rockets and line them up in order from shortest to tallest.

Ask: **Which rocket is the tallest?** (Volunteers respond.)

Which rocket is the shortest?

Distribute connect cubes. Say: **We will use these cubes to measure the rockets.** (Demonstrate) **Children connect and count the cubes as they measure each rocket.** Write each child's name and his or her cube count on chart paper.

If time permits, children illustrate their rockets.



Gathering Routine

Repeat the Day 1 Gathering Routine and activity.

Morning Meeting

Warm Up Your Brain

Play "Pass the Ball." Gather the children in a circle. Play music as they pass a ball to the right. Stop the music periodically. When the music stops, the children freeze. Repeat the game with the children passing the ball to the left.

Materials

- Teacher's choice of music
- Dragon
- Ball

Gross Motor Skills

Combines a sequence of large motor skills

Demonstrates strength and coordination of large muscles

Class Story: Space Trip

Read and discuss Gingerbread Boy's message.

Say: **Let's write a story about taking a trip to another planet. To which planet should we go?** Volunteers respond and the class decides. **I'll write the story so we don't forget it.**

Begin by writing, "Once upon a time our class took a trip in a rocket to (class choice). When the rocket was in the air..." As you write, demonstrate leaving spaces between words.

Ask: **What happened when the rocket was in the air?** Accept volunteers' responses and write one. Ask: **What happened next?** As you write, add the children's names in parentheses after their responses.

Continue to ask what happened next, or add prompts to help direct the story. Read the story when it is finished. Say: **Every story needs a title, or name. What should the title of our story be?** Accept suggestions, then the children vote to choose a title for their story.

Type the completed story, then duplicate a copy for each child and one for the classroom. On Day 5 the children will create individual covers for the story.

Materials

- Chart paper
- Marker

Print Concepts

Recognizes words are represented by specific sequences of letters

Understands words in print are separated by spaces

Writing

Contributes to a shared writing experience or topic of interest

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

Have you ever wondered what it would be like to take a trip to another planet?

Your pal,
Gingerbread Boy

LEARNING CENTERS

See Learning Centers for Week 13, pages 322-324. After cleanup, the children gather to share their experiences and describe ideas other children had that were different from theirs.

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

Circle Time

Phonological Awareness

Counts and blends syllables into spoken words

Phonological Awareness

Recognizes and identifies beginning and ending sounds

Materials

None

Phonological Awareness: Syllables

Say: **Listen to these word parts, *cob-bler*. Now put them together, *cobbler*. This time clap for the parts. Ready? *care-ful*** (clap, clap) Children say, *careful*. Repeat for *curtain*, *cap*, and *cottage*. Continue using children's names as time allows.

Introduce Final /k/

Say: **Let's look at these words that begin with Cc.** (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 hand sign for Cc.

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 39, "There was a Crooked Man." Read the nursery rhyme. Children stand each time they hear a word that begins with /k/. Play *Nursery Rhymes* Track 39 and the children sing "There was a Crooked Man."

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

The children stand and face partners. If there is an odd number of children, partner with a child. Say: **Listen to these words. If you hear /k/ at the end, gently clap your partner's hands.** Overemphasize /k/ in the following words: *music*, *night*, *traffic*, *sun*, *artistic*, *moon*, *plastic* and *fabric*. Pause after each word to allow children to respond.

Materials

- Grandmother
- List of Cc words from Day 3
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)

There was a Crooked Man

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

Story Time

Approaches to Learning

Reflects on what has been learned

Reading

Recalls information from stories

Speaking & Listening

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

Vocabulary

Identifies real-life connections between words and their use

Materials

- Teacher's choice of book about space

Teacher's Literature Choice: Space

Share your choice of book about stars, space, or rockets with the children. Discuss the author and illustrator of your book. Picture-walk as children discuss the illustrations and what they see happening on each page. Read the book, briefly introducing new vocabulary as it is encountered. Ask and answer questions about the book. Lead the children to reflect on, evaluate, and communicate what they have learned about stars, space, and rockets this week.

Small Group & Exploration

3-D Geometric Shapes

Indicate the 3-D shape Picture Cards. Say: **Look at these special shapes. They are not flat like circles, triangles, squares or rectangles.** Identify each 3-D shape.

Indicate the die. Say: **Let's play a matching game. Here is a die. Which of the special shapes does the die most look like?** (Children respond, *cube*.) A volunteer holds the *cube* Picture Card and die. Repeat for ball (sphere), toilet paper roll or glass (cylinder), party hat (cone), shoebox (rectangular prism), and pencil or cheese wedge (pyramid).

Say: **We've been talking about rockets, planets, the sun, and the moon. Do any of those things look like these shapes?** Distribute clay or play dough to each child.

Say: **Which shape would you make to look like a planet?** (Children respond, *sphere*.) **Use your play dough to make a sphere.**

After the sphere, the children construct rockets using several 3-D shapes.

Optional: Visit Starfall.com, Math - Geometry & Measurement, "2D/3D Sort."

Materials

- 3-D Shape Picture Cards: *cube, sphere, cylinder, cone, pyramid, rectangular prism*
- Die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, cheese wedge or a sharpened pencil
- Clay or play dough



Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Recognizes and identifies basic two-dimensional shapes

Recognizes and identifies basic three-dimensional shapes

It is less important for children to remember the names of three-dimensional shapes than it is to hear the names, practice comparing and contrasting the shapes, and to recognize the difference between two and three dimensions.

Gathering Routine

Repeat the Day 1 Gathering Routine and activity.

Morning Meeting

Materials

- Star Writer Melodies
- Dragon

Warm Up Your Brain

Play soft instrumental music and dim the lights as you demonstrate the following calming techniques. The children repeat each technique after you.

Using a calm, soft voice, say: **Form hands into fists and raise shoulders to your ears. Slowly count to five with me.** (Do this.) **Relax.** (Repeat three times.)

Pretend to pull a balloon from your pocket. Cup your hands together and hold them in front of your mouth. Take a deep breath. Slowly exhale as you pretend to blow up the balloon and your hands expand. Repeat three times.

Explain that the children may use these calming techniques as needed.

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

I love the story you wrote yesterday. I can't wait to read it again!
Love,
Gingerbread Boy

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Uses writing and drawing tools

Print Concepts

Recognizes relationship between illustrations and text

Read the Class Story

Read and discuss Gingerbread Boy's message.

Read the class story from Day 4. Discuss illustrations that would be appropriate for the cover. Distribute individual copies of the class story. The children use crayons, markers, and/or craft materials to decorate covers. Staple the covers to the story copies. Place a copy of the story in the classroom library.

Materials

- Story written on Day 4
- Drawing paper
- Craft materials: construction paper, cotton, glitter, stickers
- Glue or glue sticks
- Scissors
- Pencils, crayons, marker
- Duplicated copies of class story

LEARNING CENTERS

See Learning Centers for Week 13, pages 322-324. After cleanup, gather the children and encourage them to share times they used calming techniques during Learning Center time.

Social/Emotional Development

Regulates emotions, attention, impulses and behavior

Demonstrates self-help skills

Circle Time

Phonological Awareness: Rhyming Words

Say: **Listen carefully for words that rhyme in this song.** Play *Nursery Rhymes* Audio CD Track 39, "There Was a Crooked Man."

Review the nursery rhyme. Children identify the rhyming words, mile/smile and mouse/house and create nonsense words that rhyme with each pair.

Materials

- Nursery Rhymes* Audio CD, Track 39

Phonological Awareness

Identifies rhyming words

Review Cc /k/

Indicate the pocket chart. Grandmother asks: **Can we play a matching game?**

Say: **I will put the letters we have learned in this pocket chart. Name the letters as I place them in the pocket chart.** (Do this.) **Now let's count them.** (9)

Ask: **Are these all the letters in the alphabet? No! Let's sing "The Alphabet Song" very, very slowly. When we get to a letter we have learned, stand.** Remind the children to check the Alphabet Chart for the letters that have stars. Children stand for the letters they know and sit for the letters they don't while singing "The Alphabet Song."

Indicate the Picture Cards. A volunteer closes his or her eyes, then draws a Picture Card. Identify it and ask: **Which letter stands for the sound you hear at the beginning of this picture?** The volunteer locates the Letter Card and places the Picture Card on top of or next to it.

Sing "Where Is /k/?"

Materials

- Grandmother
- Letter Cards: Aa, Bb, Cc, Ll, Nn, Pp, Rr, Ss, and Tt
- Picture Cards: apple, bear, cow, ladybug, nest, puppies, rabbit, skateboard, tent
- Bag or basket
- Pocket chart

Alphabet Knowledge

Recites alphabet in sequence

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds

Where Is /k/?

(Melody: "Where Is Thumbkin?")

Where is /k/? Where is /k/?

Here I am. Here I am.

/k/ in cow, /k/ in color

/k/ /k/ /k/, Cc, Cc, Cc.



Story Time

Approaches to Learning

Reflects on what has been learned

Reading

Recalls information from stories

Social Studies

Recognizes and accepts responsibilities

Speaking & Listening

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

Participates in group discussions

Pre-K Book Club

Say: **We have learned about weather, seasons, stars and planets.** Indicate the unit books.

Say: **Let's form a book club! A book club is a group of people who get together to read and talk about books. Look at all the books we have read!**

Divide the class into small groups and give each group one book. Choose a leader for each group to hold the book. Groups discuss the books and what they have learned from them.

After a short time, get the children's attention by saying: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.** When the class is ready, each group takes a turn to share one thing they learned from their book.

Materials

- Who Likes the Rain?*
- Thermometers*
- How the Turtle Cracked Its Shell*
- Why the Sun and Moon Live in the Sky*
- Reach for the Stars*
- Teacher's literature choices from Weeks 11-13

Small Group & Exploration

Decomposing 1-10

Indicate your 10 cubes or counters in the large section of your paper plate. Say: **Let's count how many cubes I have.** (Do this.) **I would like to divide the 10 cubes into 2 groups.**

Demonstrate placing some of the cubes in one of the smaller sections of the paper plate and the others in the second smaller section.

Continue: **Let's count how many cubes there are in the first group.** (Do this.) Repeat for the second group.

Ask: **How many cubes are there altogether?** (Volunteers respond.) **Yes, there are still 10 cubes. ____ plus ____ equals 10.**

Place all 10 cubes back into the large section of the paper plate. Ask: **Is there a different way to create 2 groups out of the 10 cubes?** A volunteer does this and the class counts the cubes in the two sections. Say: **____ plus ____ equals 10.**

Distribute a paper plate and 10 cubes to each child. Instruct the children to place the 10 cubes in the large section. They experiment with different ways of creating 2 groups from their 10 cubes.

Materials

- 10 cubes or counters per child and teacher
- One 3-sectioned paper plate per child and teacher (pictured)

Math

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

Recognizes number of objects stays the same regardless of their arrangement

Combines and separates sets of objects to create new sets

Who Likes the Rain?

Story Sequence Cards

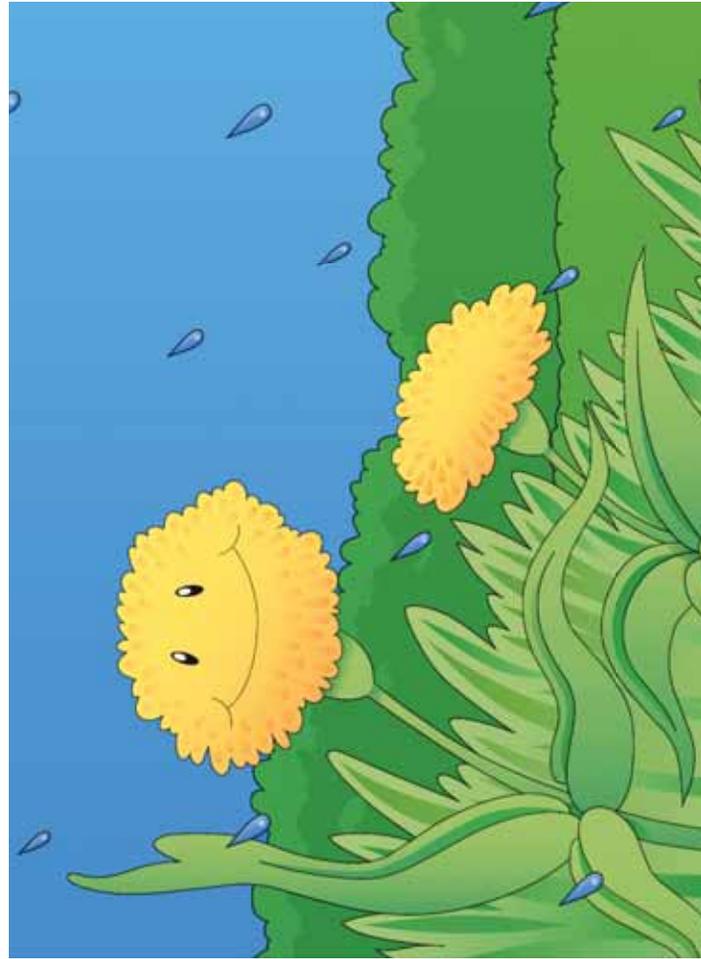


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Unit 4 Week 11

Who Likes the Rain

Starfall Pre-K



Who Likes the Rain

Starfall Pre-K



Who Likes the Rain

Starfall Pre-K



Who Likes the Rain

Starfall Pre-K



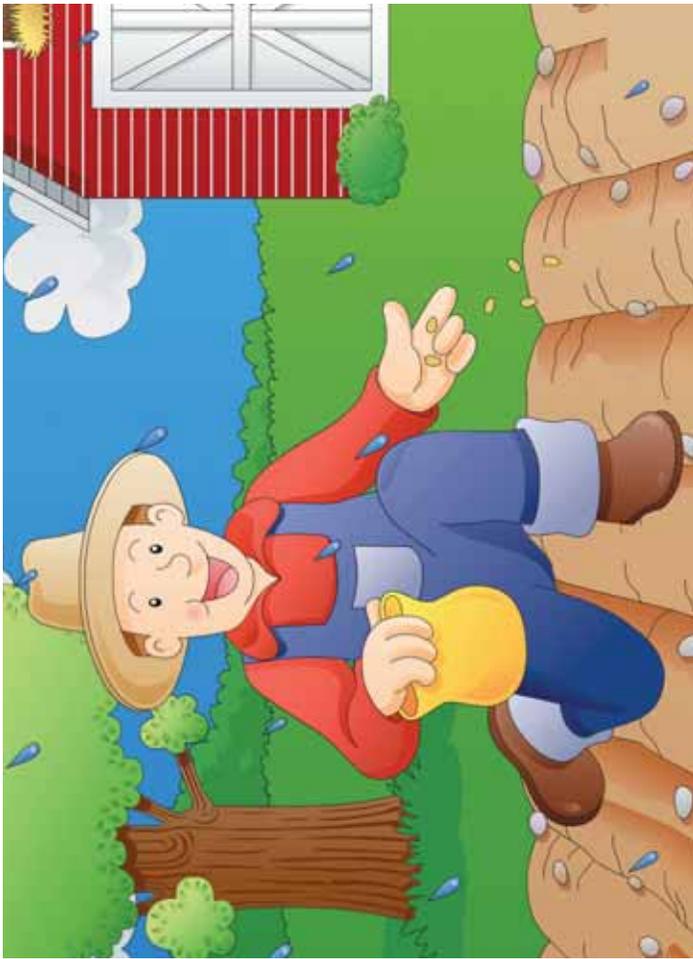
Who Likes the Rain

Starfall Pre-K



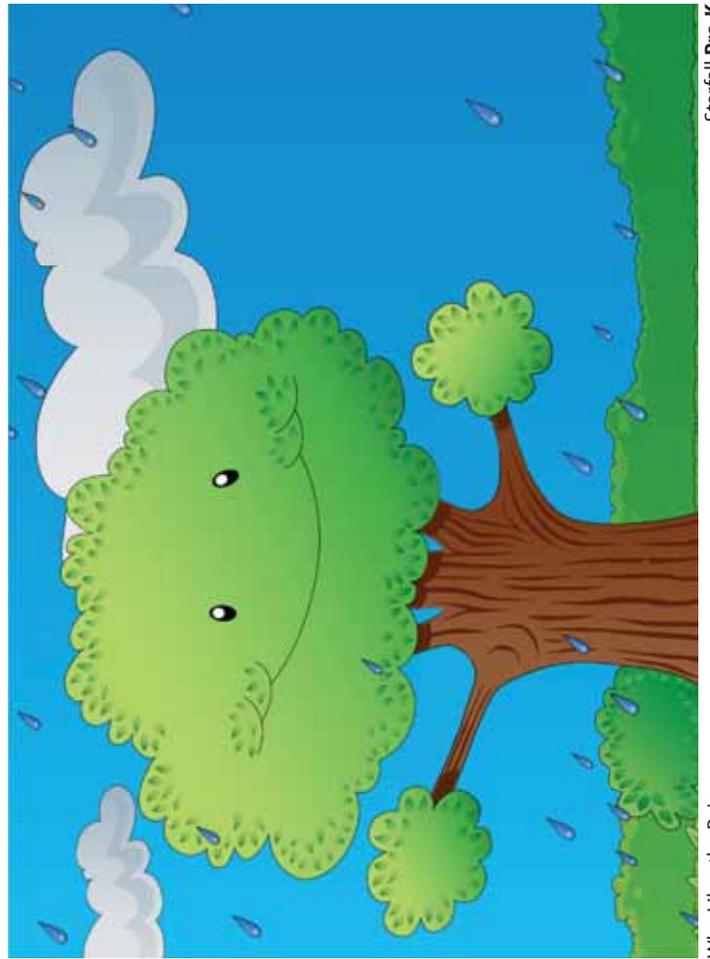
Who Likes the Rain

Starfall Pre-K



Who Likes the Rain

Starfall Pre-K

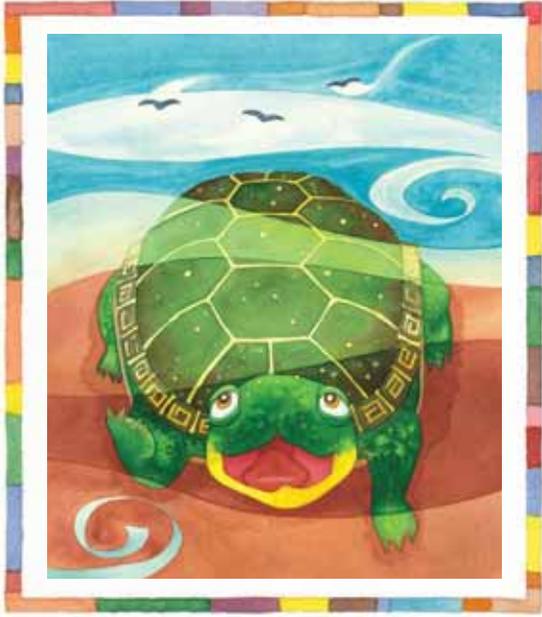


Who Likes the Rain

Starfall Pre-K

How the Turtle Cracked Its Shell

Story Sequence Cards



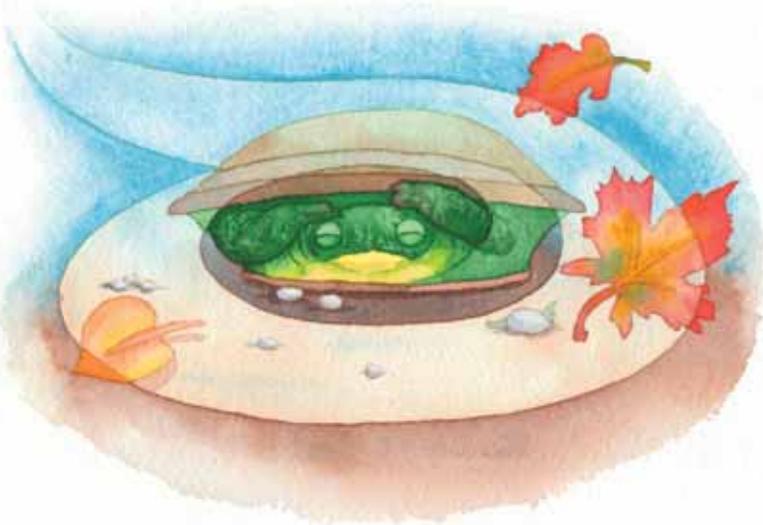
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Unit 4 Week 12



How the Turtle Cracked Its Shell

Starfall Pre-K



How the Turtle Cracked Its Shell

Starfall Pre-K



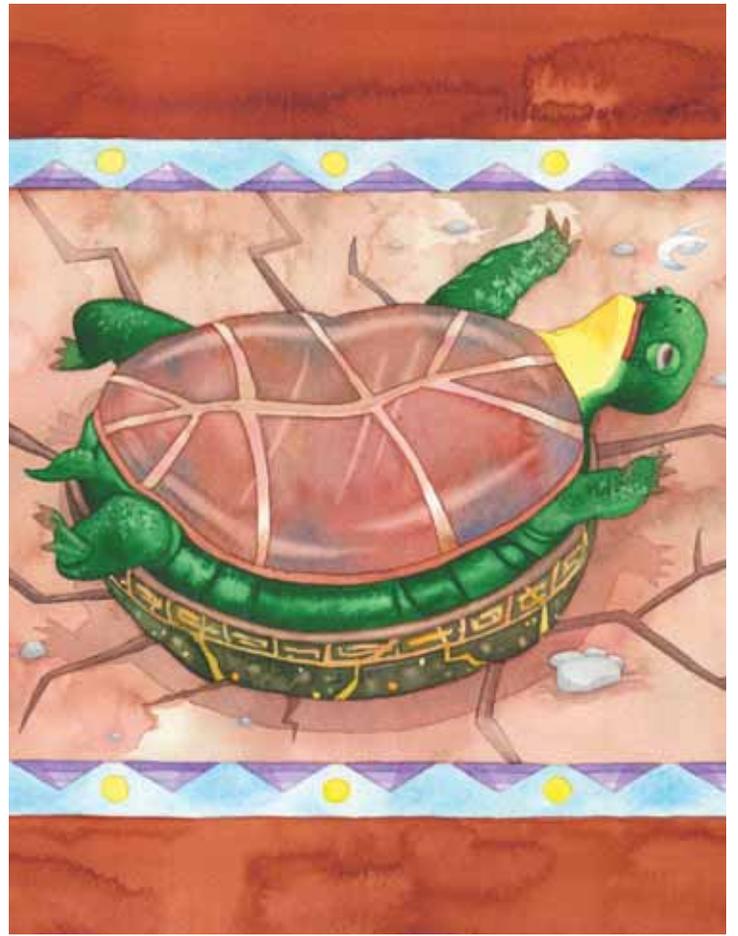
How the Turtle Cracked Its Shell

Starfall Pre-K



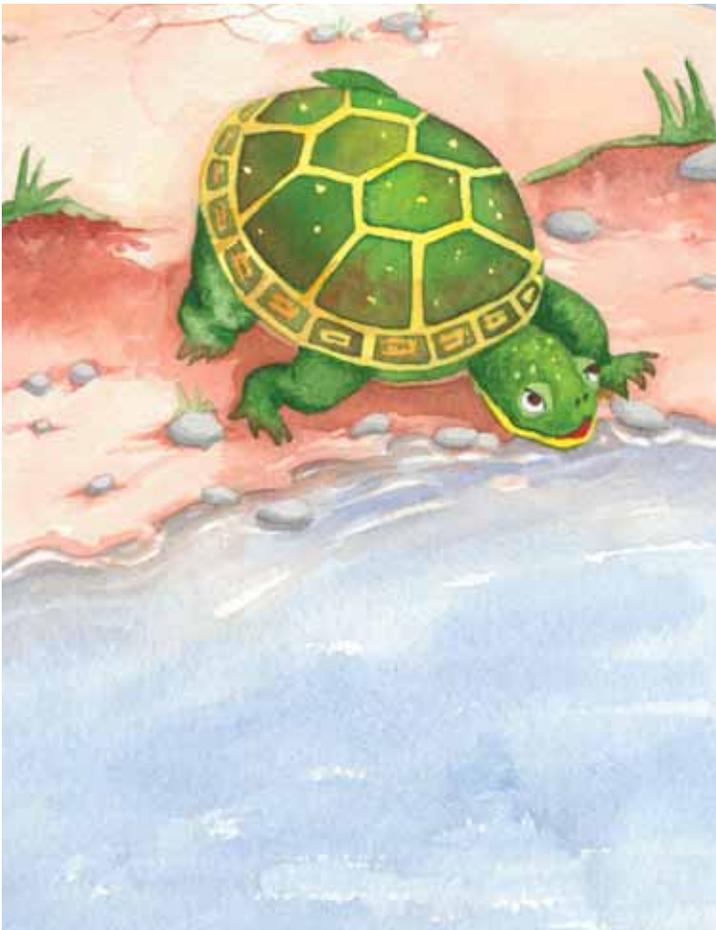
How the Turtle Cracked Its Shell

Starfall Pre-K



How the Turtle Cracked Its Shell

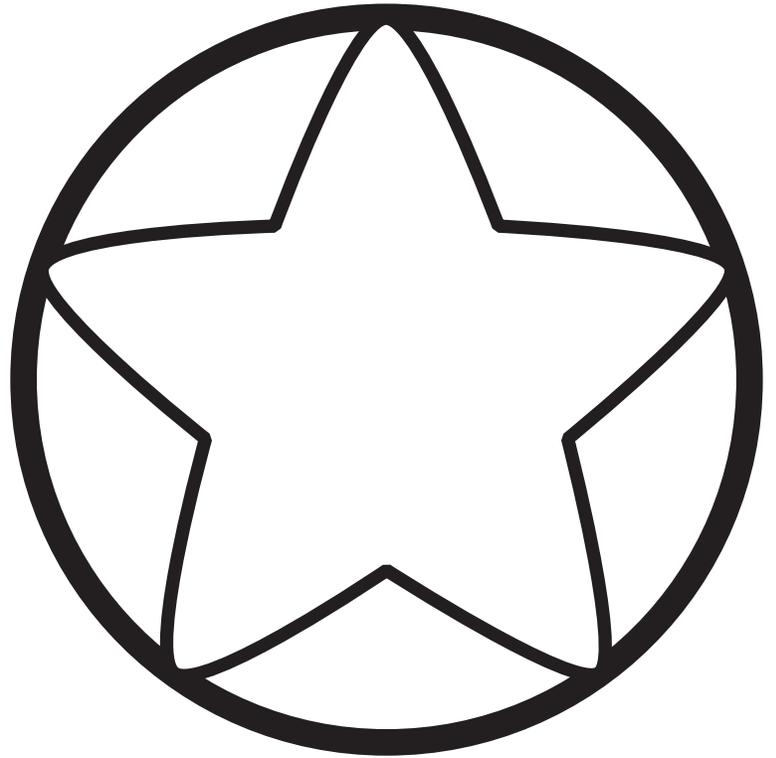
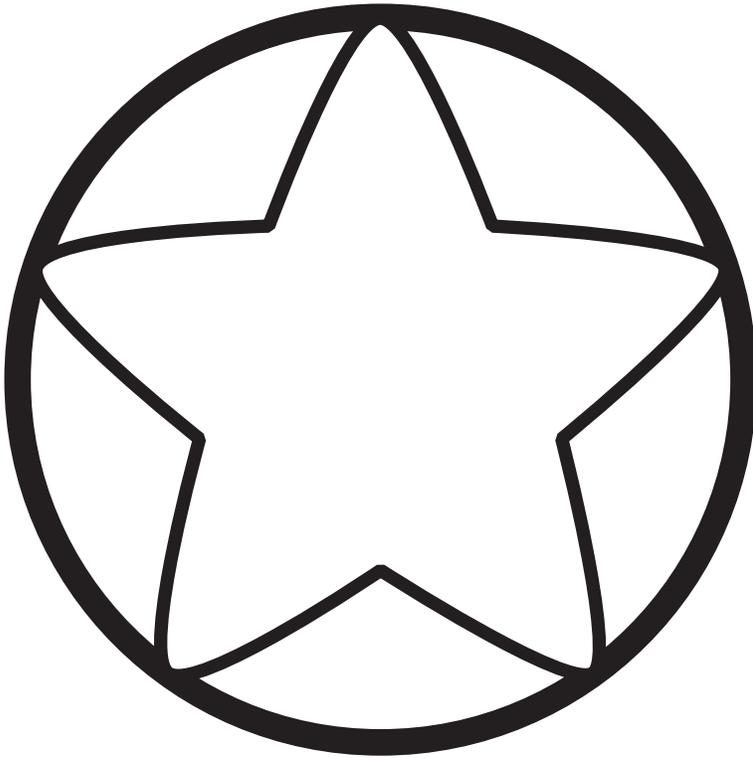
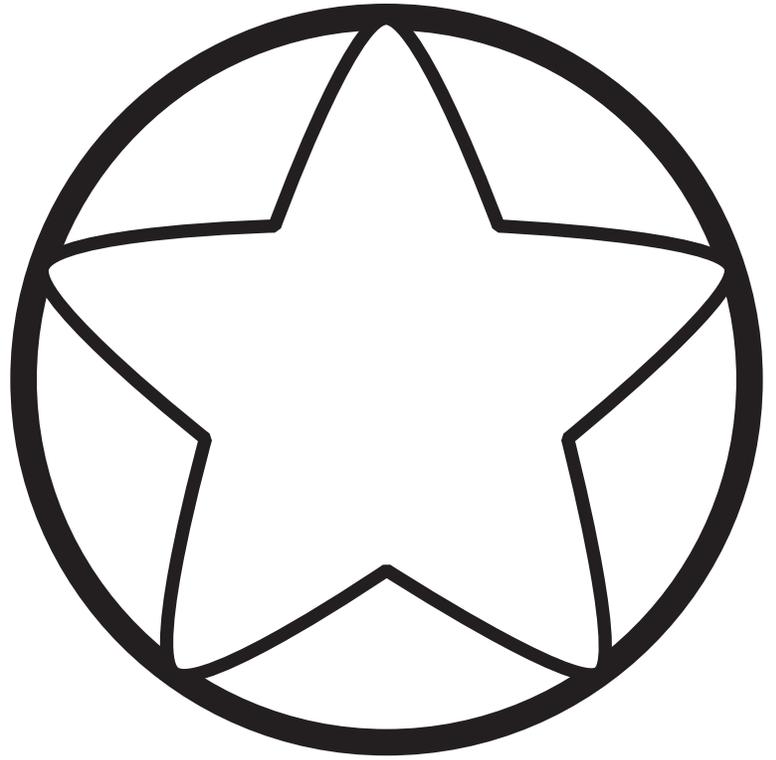
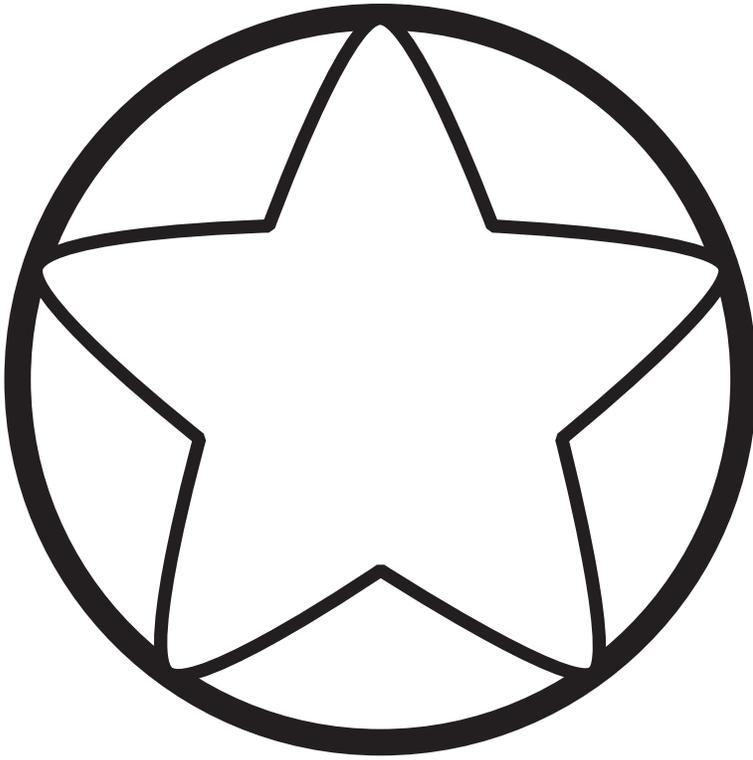
Starfall Pre-K



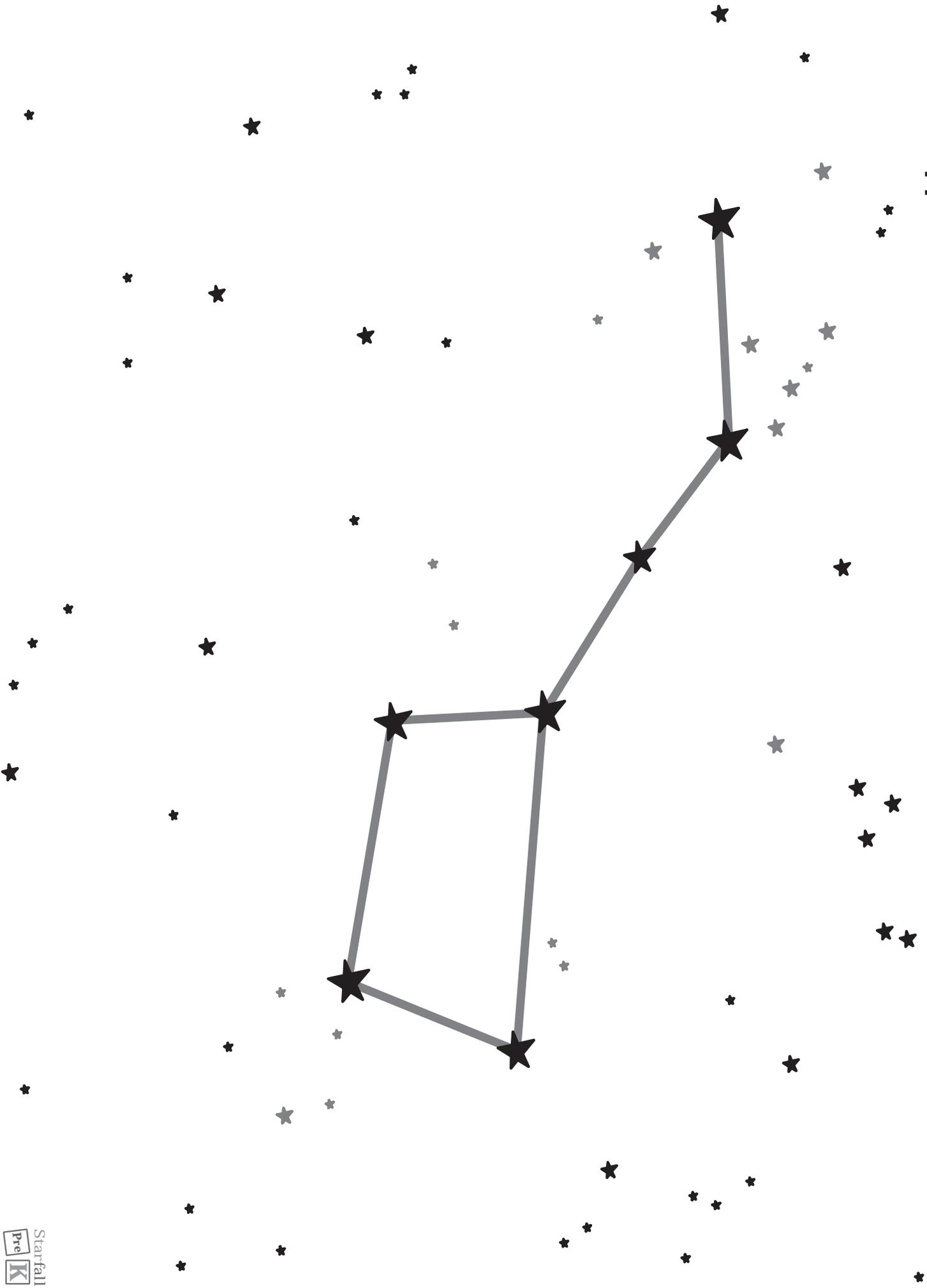
How the Turtle Cracked Its Shell

Starfall Pre-K

Star Pattern



The Little Dipper



The Big Bear



