

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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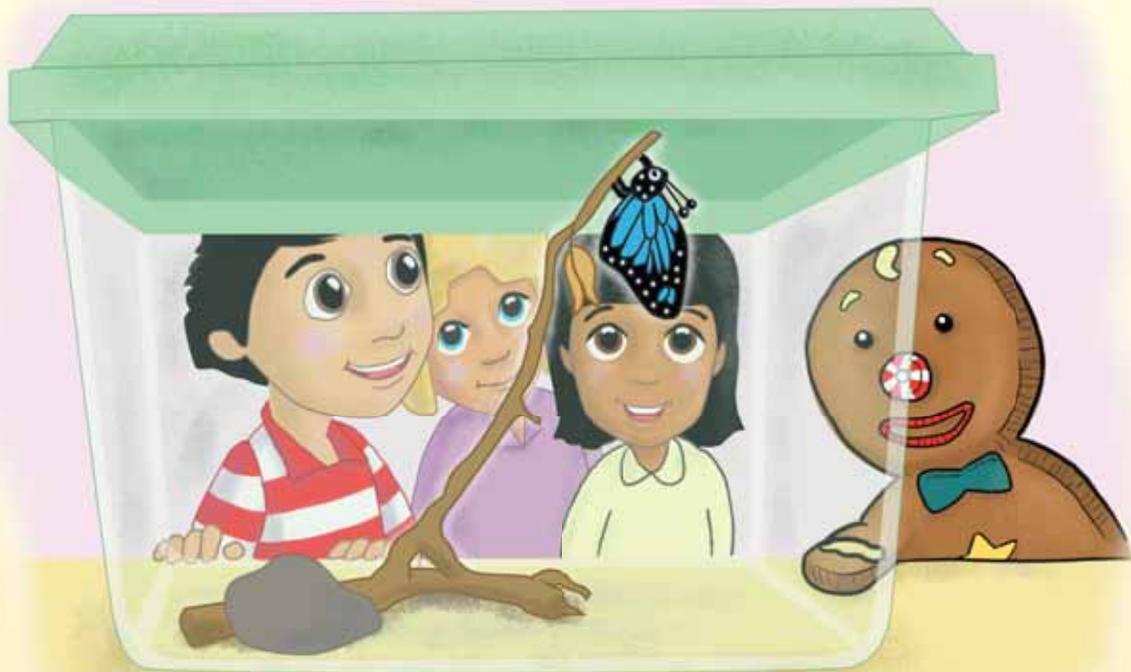
Starfall®

Pre

K

**Second
Edition!**

How Things Grow



Unit **7**

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

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Unit 7: Your Environment

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Week 22: How Things Grow

This week you will teach the children about how living things grow and change, and the four distinguishing characteristics of living things. The children will also:

- learn /g/ and identify initial /g/ words
- compare and contrast themselves to trees
- learn about rulers and measuring charts and how to measure objects
- distinguish between things that are living and those that are nonliving
- compare and contrast baby, school-aged, and adult photos of you
- discover things they can do now that they couldn't do as babies
- practice using pennies and nickels



Starfall Books & Other Media

The Green Grass Grew All Around by William Jerome

Folk Tales Read-Along Audio CD

The Green Grass Grew All Around Sequence Cards

The Troll Who Lived Under the Bridge as told by Brandi Chase

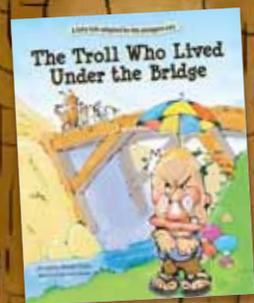
Handprint Poems Blackline

ABC for Gingerbread Boy and Me

Starfall American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volume 1



Preparation

Include available natural environment (plants, trees, flowers) puzzles as choices for Small Group & Exploration this week.

Prior to Day 1, locate a photo of yourself as a baby, a school-aged child, and an adult.

Day One

Morning Meeting — Prepare a sheet of chart paper with the sentence stem, *I can* (blank).

Small Group — Duplicate and cut apart a Handprint Poem for each child.



Day Two

Small Group — Have the measuring chart from Week 9, a paper strip for each child, and a ruler available. Children will glue their names to the chart. If several children are the same height, attach a sheet of paper for their names.

Day Three

Morning Meeting — Place a variety of seeds in a small plastic bag. The seeds will be used again on Day 4 and in Week 23, Day 1.

Day Four

Morning Meeting — Prepare an index card with a photo or drawing of a tree to represent living, and one with a picture or drawing of a book to represent nonliving.

Day Five

Morning Meeting — Have five pennies and one nickel for each child available.

Circle Time — Create index cards with one of the following words printed on each of them: *go, stop, I, girl, boy, up, and down.*

Story Time — Choose a book about living/nonliving things to share. Suggestions include:

- *Are You Living?: A Song About Living and Nonliving Things* by Laura Purdie Salas
- *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault
- *Living and Nonliving (Nature Basics)* by Carol K. Lindeen
- *Tell Me, Tree: All About Trees for Kids* by Gail Gibbons
- *The Giving Tree* by Shel Silverstein
- *What's Alive?* by Kathleen Weidner Zoehfeld

Small Group Math — You will need a container with 10 objects (cubes, buttons, craft sticks, etc.), plus a large sheet of construction paper and 2 paper plates for each child.

I love to hear stories about when I was a baby. Has anyone told you stories about when you were a baby?

Your pal,
Gingerbread Boy

I love the handprints you made for your parents. They will be so surprised!

Love,
Gingerbread Boy

I wonder how tall I am. Will you measure me?

Your friend,
Gingerbread Boy

I love singing "Head, Shoulders, Knees, and Toes!" My favorite part is when it goes really fast! Can we sing it now?

Your pal,
Gingerbread Boy

I wonder where the troll went to buy grass seed and a watering can to grow new grass.

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
 Compare and contrast baby/child/adult photos
 List things children can do now
Vocabulary: acorn

Gingerbread Boy's Message
 Play "Concentration" with immature/mature Picture Cards

LEARNING CENTERS

Circle Time

Phonemic Awareness:
 Blend sounds
 Introduce /g/
 Identify initial /g/ words
 "Guitar" riddle

Phonological Awareness:
 Blend Onset and Rime
 Introduce Gg 
 ABC for Gingerbread Boy and Me
 Identify initial /g/ pictures

Story Time

"Mistress Mary"
The Green Grass Grew All Around
 What would you grow in a garden?



The Green Grass Grew All Around
The Green Grass Grew All Around Sequence Cards



Small Group & Exploration

Handprint Poems



Use measuring charts to measure heights
Vocabulary: measure

Day Three

Day Four

Day Five

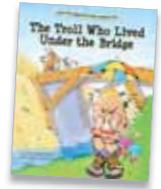
GATHERING ROUTINE

Gingerbread Boy's Message
Characteristics of Living Things

Gingerbread Boy's Message
"Head Shoulders Knees and Toes"
Positional Words
Categorize Picture Cards into living/nonliving

Gingerbread Boy's Message

The Troll Who Lived Under the Bridge



Introduce pennies and nickel

Vocabulary: nickel

Review: pennies

LEARNING CENTERS

Phonological Awareness:
Compound Words

ABC for Gingerbread Boy and Me

List initial /g/ words

Introduce ASL sign for Gg



"Where Is /g/?"

Phonological Awareness:
Delete a Syllable

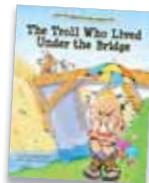
Introduce final /g/

Phonological Awareness:
Rhyming Words

"I Spy"

"Where Is /g/?"

The Troll Who Lived Under the Bridge



Bigger/smaller

The Green Grass Grew All Around

Folk Tales Read-Along Audio CD



Compare children to trees

Teacher's literature choice living/nonliving book

Use connecting cubes to solve story problems



Subitizing

Creating sets from ten

WEEK 22

LEARNING CENTERS

Math

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

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

Technology

Uses technology to explore concepts and gain information

Computer Center

Activity — Children practice addition, subtraction, and subitizing skills at Add & Subtract: “Addition Intro.”

Optional: Ask children to locate *Y, H, G* and *V* on the keyboard and assist them to practice typing their names in a text document.

Children learn much more from using computer technology than simply how to use the equipment. They increase their language and literacy skills, spatial and mathematical reasoning, and subject knowledge in a way that feels effortless to them.

Interaction & Observation

- Notice the language children use while working in this center. Converse with them about what they are doing and how they make decisions.

Materials

- Computers set up for use with *Starfall.com*
- Headsets

Art Center

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Compares, contrasts, and classifies objects and data

Preparation — Label one poster board “Living Things” and another “Nonliving Things.”

Activity — Children locate pictures of living or nonliving things in recycled magazines. They cut out pictures and glue them onto the appropriate poster boards to create collages.

Interaction & Observation

- Encourage open-ended or process-oriented art activities so children may independently explore different materials and express themselves freely.
- Each child should be allowed to work at his or her own level and pace.

Materials

- Recycled magazines
- Two poster boards

Library Center

Reading

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

Science

Observes similarities and differences in living and nonliving things

Speaking & Listening

Engages in conversations with peers and adults

Preparation — Book suggestions include:

- *Are You Living?* by Laura Purdie Salas
- *Living and Nonliving* by Carol K. Lindeen
- *What’s Alive?* by Kathleen Weidner Zoehfeld

Activity — Children read and listen to *The Green Grass Grew All Around* after the book is introduced on Day 1. They also enjoy other books from your classroom or school library about living and nonliving things.

Interaction & Observation

- Read regularly to children in individualized ways such as one-to-one or in small groups, as well as to the entire class.
- Engage in conversations that help the children understand the content of books, and link books to other aspects of the curriculum. Ask them where they could find additional information about living and nonliving things. (Internet, books, magazines)

Materials

- The Green Grass Grew All Around*
- Read-Along Audio CDs
- Other books about living and nonliving things

Dramatic Play Center

Preparation — Book suggestions include:

- *Eating the Alphabet* by Lois Ehlert
- *From the Garden: A Counting Book About Growing Food* by Michael Dahl
- *Growing Vegetable Soup* by Lois Ehlert
- *Planting a Rainbow* by Lois Ehlert

Activity — Children use a balance scale to weigh toy vegetables and fruits, and run a garden shop, keeping baskets of toy fruits and vegetables neat, taking orders, making sales, and bagging items that have been sold. They reference Number Cards and practice writing numerals to create price tags.

Interaction & Observation

- Engage children in discussions about the difference between wants and needs as they are shopping.
- Choose developmentally appropriate materials and props thoughtfully to enhance children's natural abilities toward exploration, active learning and role-playing.

Materials

- Toy cash register, play money
- Toy fruits and vegetables
- Balance scale
- Reusable shopping bags
- Paper, pencils
- Books about gardening
- Number Cards

Approaches to Learning

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

Math

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

Reading

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

Social Studies

Recognizes the difference between wants and needs

Construction Center

Preparation — Make a book of buildings (barns, schools, skyscrapers, malls, houses, apartments, etc) by gluing recycled magazine pictures to construction paper, and place it in the Construction Center for reference.

Activity — Children create buildings with the available materials, and use carpet squares for fields, parking lots, towns, airplane hangars, etc. They measure and record information about what they have built using rulers and measuring tapes.

Interaction & Observation

- Observe how building with blocks helps children develop motor skills, balance, fantasy play, social skills, eye-hand coordination, organizational skills, and more.
- Increasing standards, accountability, and standardized testing, may make it difficult for early childhood teachers to defend the importance of block building to those who expect mathematics to be about numbers, counting, and worksheets.
- Research on block building reveals that preschool children who are able to build complex structures with blocks have a better chance of mathematical success in middle and high school, even taking into account student's IQ levels, social class, and gender. (Wolfgang, Stannard, and Jones, 2001)

Materials

- Blocks
- Books about building
- Rulers, measuring tapes
- Recycled building materials
- Paper, pencils

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Fine Motor Skills

Demonstrates hand-eye coordination

Math

Becomes familiar with standard and nonstandard measuring tools and their uses



Writing Center

Fine Motor Skills

Uses writing and drawing tools

Phonics & Word Recognition

Recognizes frequently used words in text

Print Concepts

Understands that letters form words

Writing

Independently writes some letters and words

Writes own name

Activity — Children use stamps and stencils to form letters and words and practice writing letters in correct formation. They also practice writing their names using a variety of writing instruments.

Interaction & Observation

- Ask children to identify some of the letters and words they have written.
- When needed, assist children with writing letters, words, and messages they wish to convey.
- Give children the support they need to write on their own, including access to the alphabet at eye level and books containing grade-level appropriate high frequency words.
- Model functional uses of writing and discuss ways in which writing is used in daily life.

Materials

- Various sizes and types of paper
- Alphabet stamps and stamp pads
- Letter stencils

Discovery Center

Science

Compares, contrasts, and classifies objects and data

Observes similarities and differences in living and nonliving things

Recognizes living things have similar needs for water, food, and air

Activity — Place various living and nonliving objects in an empty water table. Children sort objects into living and nonliving categories. Converse with them and discuss their reasons for determining the categories.

Interaction & Observation

Provide varied materials and opportunities for children to learn the basic principles of living and nonliving things, such as:

- differences between living and nonliving things
- changes in living things over time
- life cycles of plants and animals
- similar needs for water, food, and air of living things
- ways offspring are like their parents

Materials

- Empty water table
- Various living and nonliving objects (popcorn kernels, small rocks or stones, various dried beans, acorns, packing peanuts, crayons, leaves, small plants, etc.)
- One container labeled "Living" and another labeled "Nonliving"

Math Center

Approaches to Learning

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

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Analyzes, compares, and sorts objects by a single attribute and explains

Counts in sequence

Science

Compares, contrasts, and classifies objects and data

Preparation — Mix four types of seeds together and place them in bowls.

Activity — Using tweezers or tongs, children practice fine motor skills as they identify and sort mixed seeds from a bowl into four separate cups. After the sorting process, the children count how many seeds they have of each type. Challenge them to re-sort the seeds by a different attribute (size, color, type).

Interaction & Observation

- Build number awareness using natural objects found in the environment.
- Read books that include counting and sorting.
- Plan activities that provide opportunities and materials to categorize by several attributes such as size, shape, color, and living/nonliving.
- Integrate mathematical terms into everyday conversation.

Materials

- Four types of seeds
- One bowl for seeds and four cups
- Tweezers or small tongs for each child

Gathering

Continue the Gathering Routine as with previous weeks. In addition, each day this week choose a number and assist the children in counting on from that number to 20.

Materials

None

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 12. Children sing “Head, Shoulders, Knees and Toes” and indicate appropriate parts of their bodies as they are named.

Materials

Starfall Sing-Along Volume 1

Dragon

Things We Can Do

Read and discuss Gingerbread Boy’s message. Volunteers share their baby stories.

Indicate your baby photo. Ask: **Can you guess who this baby is?** (Volunteers respond.) If the children do not guess it is you, tell them. Indicate your school photo and continue: **This is me when I grew up and went to school.** Indicate the adult photo. Ask: **Do I look older now?** (Volunteers respond.)

Compare and contrast the baby photo and the school-aged child photo. Ask: **How are the photos different? Look at the color of your hair and eyes. Did the colors change? How are the photos the same?** (They both have eyes, ears, etc. They are the same people.)

Compare the baby and the adult photos. Ask: **How are the baby and adult in these photos the same?**

Ask: **What are some things babies can do?** (Discuss) **You were a baby once, but now you are in preschool. You can do a lot more now than you could do when you were a baby. Let’s make a list of things you can do now that you have grown.**

Indicate the chart paper. Read the sentence stem, *I can* (blank). List responses with the volunteers’ names next to them.

Read the responses and children shout “hooray” to celebrate all that they can do now that they have grown.

Materials

Teacher photos (baby, school, adult)

Prepared chart paper

Markers

Creative Arts

Participates in movement using songs

I love to hear stories about when I was a baby. Has anyone told you stories about when you were a baby?
Your pal,
Gingerbread Boy

Science

Notices changes in living things over time

Social Studies

Understands how people live and what they do changes over time

Describes events that happened in the past

Differentiates past, present, and future

Speaking & Listening

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

LEARNING CENTERS

See Learning Centers for Week 22, pages 546-548. After cleanup, children gather to share their experiences and discuss things they can do now in learning centers that they couldn’t do earlier in the year.

Science

Notices changes in living things over time

Circle Time

Phonological Awareness

Blends phonemes into words

Print Concepts

Recognizes relationship between illustrations and text

Phonological Awareness

Recognizes and identifies beginning sounds in words



Phonemic Awareness: Blend Sounds

Say: **Listen to these sounds. Let's blend them together to form a word, then find the picture that matches it.** Use /v/ /a/ /n/ (van), /h/ /a/ /t/ (hat), /n/ /e/ /t/ (net), /r/ /a/ /t/ (rat), and /f/ /o/ /x/ (fox).



Materials

- Picture Cards: fox, hat, net, rat, van

Introduce /g/

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

Display the *game*, *girl*, *goat*, and *guitar* Picture Cards.

Say: **Here is a picture of a guitar. Say, guitar. Guitar begins with /g/. Say /g/, guitar.** Continue:

- **Game begins with /g/. Say, game. Say /g/, game.**
- **Girl begins with /g/. Say, girl. Say /g/, girl.**
- **Say, goat. What sound do you hear at the beginning of goat? Right, /g/.**

Indicate the *guitar* Picture Card. Explain: **This is a guitar. What is a guitar used for? Right, it is a musical instrument. Raise your hand if you have ever seen or heard someone play a guitar.**

Say: **Guitar begins with /g/. Listen to these two words. Which one begins with /g/, piano or guitar?** (guitar) **Guitar begins with /g/. Say /g/.** (Children repeat, /g/.) **Listen again, goat or fox. Which one begins with /g/?** (goat)

Say: **Let's pretend to play a guitar.** (Demonstrate) **If you hear a word that begins with /g/, pretend you are playing your guitar. If the word doesn't begin with /g/ put your arms behind your back. Ready?**

Ask: **Do you hear /g/ at the beginning of goose? Say it with me, goose, /g/.** (Children repeat, goose, /g/.) **Good, play your guitar! Let's try some more.** Continue for *girl*, *yarn*, *web*, *garden*, *go*, *ham*, and *gum*.

Encourage children to listen for /g/ today.

Materials

- Grandmother
- Picture Cards: game, girl, goat, guitar
- Pocket chart

Guitar

I am a musical instrument.

I usually have six strings.

When you strum my strings I make music.

People play me in bands.

My name begins with /g/.

What am I?

Story Time

Introduce *The Green Grass Grew All Around*

Indicate *Nursery Rhymes* page 28, "Mistress Mary." Children discuss the illustrations. Ask: **What is Mistress Mary doing to help her plants grow?** (watering them) **What else do plants need to grow?** (food, light) If you have plants in your classroom, discuss how you and the children have cared for them.

Read the nursery rhyme. Ask: **What do you think silver bells and cockle shells are?** (Volunteers respond.) **If you had a garden what would you like to grow?** (Volunteers respond.)

Indicate *The Green Grass Grew All Around*. Explain: **The Green Grass Grew All Around is a song which Starfall made into a book.** Picture-walk through the book as children describe the illustrations. You will read the book on Day 2.

Materials

- Starfall's Selected Nursery Rhymes*
- The Green Grass Grew All Around* by William Jerome

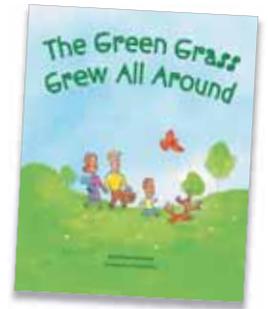
Reading

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

Science

Recognizes living things have similar needs for water, food, and air

Notices changes in living things over time



Small Group & Exploration

Create Handprint Poem Gifts

Say: **Hold up your hands. Are your hands bigger or smaller now than they were when you were a baby? What will happen to your hands as you get older?** (They will grow/get bigger.)

Say: **Let's use our hands to create a surprise for your parents. Here is a poem to help us get started.**

Read the poem "My Growing Hands." Discuss the poem and explain what it will mean to parents.

Distribute a large sheet of white paper and a copy of "My Growing Hands" to each child. The children write their ages in the blank space in the poem, glue the poem to the center of their paper sheet, and write their names at the bottom.

They use washable ink pads or finger paint to coat their hands, then press their hands down on both sides of the poem to create handprints.

After the handprints dry, the children add illustrations to decorate their papers.

Laminate the handprints and poems as keepsakes for parents.

Materials

- Handprint poem for each child
- Large washable ink pads or finger paint
- Large sheet of white paper for each child
- Glue
- Crayons, pencils

Creative Arts

Creates original work

Science

Notices changes in living things over time



"My Growing Hands"

Here is a gift
So you can recall
How my hands looked
When I was small.

I'm ____ years old
And growing so fast
I wanted to give you
Something that would last.

You taught me to use
My hands for good
To hug, to love, and
Do things I should.

So this is to thank you
And to say
I love you more
And more each day.

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Gross Motor Skills

Moves with balance and control

Social/Emotional Development

Follows simple rules, routines, and directions

I love the handprints you made for your parents. They will be so surprised!
Love,
Gingerbread Boy

Science

Notices changes in living things over time

Describes simple life cycles of plants and animals

Notices similarities and differences among various living things

Social Studies

Sequences familiar events in time

Morning Meeting

Warm Up Your Brain

Create two pretend “balance beams” on the classroom floor using masking tape. The children take turns walking the balance beams placing one foot in front of the other.

Materials

- Masking tape
- Dragon

Learn About Life Cycles

Read and discuss Gingerbread Boy’s message.

Indicate the *acorn* Picture Card. Say: **This is an acorn. It is a seed that will grow into a tree.** (Indicate the *tree* Picture Card.)

Continue: **Here are some more.** Indicate the remaining Picture Cards in mature/immature pairs as children name them: *baby/man, tadpole/frog, caterpillar/ butterfly, puppies/ dog,* and *seed/plant.* Ask: **What do you notice about these pictures?**

The children should understand that they are all living things, which is why they grow and change.

Discuss the process of growth from immature to mature for each picture pair.

Place the Picture Cards face down in random order in a pocket chart. Children play “Concentration” as they match the immature and mature animal Picture Cards. As matches are made, the children give the Picture Cards to Gingerbread Boy to hold.

Discuss the matches as they are revealed.

Materials

- Picture Cards: *acorn, baby, butterfly, caterpillar, dog, frog, man, plant, puppies, seeds, tadpole, tree*
- Pocket chart



Science

Notices changes in living things over time

LEARNING CENTERS

See Learning Centers for Week 22, pages 546-548. After cleanup, children gather to share their experiences and discuss things they can do now in learning centers that they couldn’t do earlier in the year.

Circle Time

Materials

 None

Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to form words.**

Use /c/ /ar/ (car), /v/ /an/ (van), /f/ /ast/ (fast), /y/ /arn/ (yarn), and /y/ /ellow/ (yellow).

Ask: **What sound do you hear at the beginning of yarn?** (/y/)

Phonological Awareness

Combines onset and rime to form a familiar one-syllable word

Recognizes and identifies beginning sounds in words

Introduce Gg

Indicate Letter Card Gg.

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

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

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: guitar, /g/)
- 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 guitar. Indicate the word, *guitar*.)

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

Materials

 Letter Card Gg

 Star

 ABC for Gingerbread Boy and Me by Starfall

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Focuses on letter names and shapes

Connects oral language and print



Story Time

Sequence *The Green Grass Grew All Around*

Indicate *The Green Grass Grew All Around*.

Ask: **What do you remember about this book?**
(Children respond.) **Yesterday we took a picture-walk through this book. Today I will read the story, but I need your help.**

Identify and distribute Sequence Cards to volunteers. Designate an area where the children will line up in order as their Sequence Cards are indicated. They will raise their cards each time they are named. As you read the story, volunteers take turns to describe the relationship between the illustrations and the text.

Reading

Describes the relationship between illustrations and text

Recalls information from stories and other text

Identifies sequence of events



Materials

- The Green Grass Grew All Around* by William Jerome
- The Green Grass Grew All Around* Sequence Cards

Small Group & Exploration

How Tall Are You?

Two volunteers stand side-by-side. Ask: **Are these children the same height or is one taller than the other?** (Repeat with several pairs of volunteers.)

Ask: **How do we know how tall people are?** (Volunteers respond.) **Right, we measure them. Who has been measured before?** (Volunteers respond.) **Yes, you were all measured at the beginning of the year.**

Indicate a ruler. Say: **Here is a ruler that has the numbers from one to twelve on it.** Indicate the number one above the bottom of the ruler and explain how we measure starting at zero.

Say: **Let's measure how tall this table is.** Measure the height of the table using the ruler. Count as you measure. Ask: **How many rulers tall is this table?**

Choose a volunteer. Ask: **How many rulers tall do you think (volunteer's name) is.** (Children estimate.) **Let's measure to find out.**

Say: **There is another way to measure how tall you are. You can use a measuring chart.** Indicate the chart from Week 9 and remind the children how it is used.

Each child writes his or her name on a paper strip. Measure children using the chart and they glue their paper strips next to their heights. Assist them to compare their heights now to their heights at the beginning of the year.

Say: **Raise your hand if you are taller now. Why do you think you are taller?** (Volunteers respond.) **Right, you are a living thing, and living things grow and change!**

Materials

- Measuring chart from Week 9
- Ruler
- Strip of paper for each child
- Pencils, crayons
- Glue

Math

Becomes familiar with standard and nonstandard measuring tools and their uses

Uses measurable attributes to compare objects

Science

Notices changes in living things over time

Social Studies

Demonstrates knowledge of personal information

Describes events that happened in the past

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Materials

 Dragon

Warm Up Your Brain

Children follow your directions and respond to positional words to perform these actions:

- Pretend you are a chick *inside* an egg.
- Hatch *out of* the egg.
- Pretend you are an acorn *on* the ground.
- Reach *up* to be a tree and stretch your branches.
- Pretend you are a caterpillar *on* a branch.
- Now you are a butterfly flying *in* the sky.

Creative Arts

Expresses concepts, ideas or feelings through movement

Math

Responds to and uses positional words such as *in*, *under*, *between*, *down*, *behind*

I wonder how tall
I am. Will you
measure me?
Your friend,
Gingerbread Boy

Characteristics of Living Things

Read and discuss Gingerbread Boy's message. Measure Gingerbread Boy and add his name to the measuring chart.

Materials

Ball, spoon, cup, and ruler
 Variety of seeds in a small plastic bag

Indicate the ball. Ask: **Will this ball ever grow bigger?** (Volunteers respond.) **No, it will always be the same size.** (Choose a volunteer to come forward.) **Do you think** (volunteer's name) **will grow bigger?** (Volunteers respond.) **Right!** (He or She) **will grow bigger. Why?**

Explain: **People are living. Living things grow and change. The ball is nonliving. Nonliving things do not grow. Let's find out how we can tell if something is living or nonliving.**

Indicate the spoon and the cup. Say: **All living things need to eat and drink. Some living things use spoons and cups to eat and drink. Some living things get their food and water from nature. The spoon and cup will remind us that living things need to eat and drink.** (Hand the spoon and cup to one volunteer.)

Indicate the ruler. Say: **All living things grow and change. We used a ruler to measure how tall you have grown. The ruler will remind us that all living things grow and change.** (Hand the ruler to a volunteer.)

Indicate the bag of seeds. Say: **Living things can produce babies, or more of themselves, because they have seeds inside. For example, there are seeds inside apples. If you plant those seeds new apples trees will grow. The seeds will remind us that living things can produce more of themselves.** (Hand the seeds to a volunteer.)

Run in place. Say: **All living things can move. I am running in place. You can see me move. Some living things like plants move, but they move on the inside and you can't see the movement. Running in place will remind us that all living things can move.** Select a volunteer to run in place.

Language Development

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

Science

Notices changes in living things over time

Observes similarities and differences in living and nonliving things

Describes simple life cycles of plants and animals

Notices similarities and differences among various living things

Social Studies

Recognizes that people share the environment with other people, animals, and plants

Keep the bag of seeds. You will use it again on Day 4 and Week 23, Day 1.

Science

Notices changes in living things over time

Phonological Awareness

Combines words to form compound words

Separates compound words

**Phonological Awareness**

Recognizes and identifies beginning sounds in words

Print Concepts

Focuses on letter names and shapes

Volunteers hold up their props as you review the four characteristics of living things. Remind children that in order to be living, an object has to have all four of these characteristics: movement, reproduction, growth, and requirement of water/nutrients.

Indicate the ball. Review the four characteristics to determine whether the ball is a living or nonliving thing.

LEARNING CENTERS

See Learning Centers for Week 22, pages 546-548. After cleanup, the children gather to discuss things they can do now in learning centers that they couldn't do earlier in the year.

Circle Time**Materials**

- 2 cubes or chips per child

Phonological Awareness: Compound Words

Say: **Listen to these two words, then put them together to make a new word. Ready? gold, fish** (goldfish)

Distribute two cubes or chips to each child.

Say: **Put your cubes together. Say grandmother.** (Children repeat, *grandmother*.) **Do you hear two words in grandmother? Let's take the word apart: grand** (Children hold up one of their cubes/chips.) **mother** (Children hold up the other cube/chip.). Say: **Grandmother.** Ask: **What should you do with your cubes now?** (Volunteers respond.) **Right, put them back together.**

Children place their cubes/chips in front of them. Say: **Now, say grasshopper. If we take grass away** (Demonstrate removing a cube to represent the word *grass*.), **what is left?** (Volunteers respond.) **Right, hopper.** Repeat for *grapevine*, *grapefruit* and *grandfather*.

List Gg Words, ASL Gg

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

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

Indicate the chart paper.

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

Materials

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

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

Grandmother asks: **Will you help me sing my song to remember /g/?**

Sing "Where Is /g/?" Each time /g/ or the letter Gg is used children make the Gg hand sign.

Where Is /g/?

(Melody: "Where Is Thumbkin?")

Where is /g/? Where is /g/?

Here I am. Here I am.

/g/ in guitar, /g/ in giggle

/g/ /g/ /g/, Gg, Gg, Gg.



Observe & Modify

The letter Gg can stand for more than one sound. If a child's name begins with G such as Geraldine, explain that Gg can stand for /g/ or /j/ and is silent in words such as night. It is important for children to recognize that letters may stand for sounds other than the target sound.

Story Time

Compare Sizes

Indicate *The Troll Who Lived Under the Bridge*.

Ask: **Who remembers the story *The Troll Who Lived Under the Bridge*?** A volunteer begins the story in his or her own words. Choose additional volunteers to continue the story until it is complete. Children briefly partner to discuss something they learned from this story.

Read the story. Ask: **What is the main idea of this story, or what is this story about?** (Discuss)

Say: **Stand and look around to find something smaller than you are.** (Children do this.) **What did you find?** (Volunteers respond.) **Look around the room again and find something that is bigger than you are.** (Children do this.) **What did you find?** (Volunteers respond.) Children sit.

Say: **In the story, the Gruff brothers were all different sizes. One was tiny, one was big, and one was great big.**

Indicate the chart paper. Say: **There are two sentence starters on the chart paper. One says *I am bigger than*. The other says *I am smaller than*. How would you finish one of these sentences? I'll start. I am bigger than a *book*. I'll write *book* in this column. Now, it's your turn.**

Record each child's response in the appropriate column. Write the children's names next to their responses or the children may write their own names.

Read the responses.

Materials

- Prepared chart paper
- Markers
- The Troll Who Lived Under the Bridge* as told by Brandi Chase

Approaches to Learning

Reflects on what has been learned

Math

Uses measurable attributes to compare objects

Print Concepts

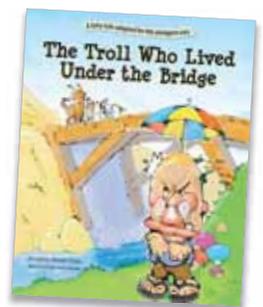
Connects oral language and print

Speaking & Listening

Engages in agreed-upon rules for discussions

Writing

Writes own name



Small Group & Exploration

Materials

- 10 connecting cubes per child
and teacher

Math

Counts sets of objects

Uses concrete objects to solve complex problems

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

Combines and separates sets of objects to create new sets

Solve Story Problem Equations

Distribute a set of ten connecting cubes to each child.

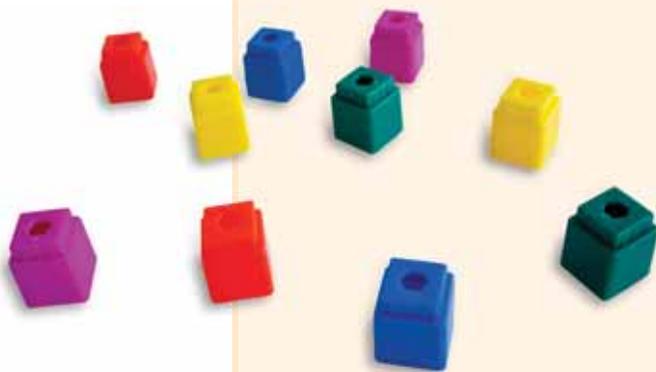
Say: **Let's pretend these cubes are goats. Count your goats. How many do you have?** (ten) **Right, you each have ten goats. Listen to these stories and use your goats to figure out how each story ends. Let's do the first one together.**

Say: **Here are five goats. Move five cubes toward you.** (Children move five cubes.) **One of the goats left to eat some grass, so take one cube away.** (Children take one cube away.) **How many goats are left?** (Children count the remaining cubes. Volunteers respond.)

Read the following stories. Children use their cubes to answer. Assist as necessary.

- **Two goats are eating grass. Another goat joins them. How many goats are now eating grass?**
- **There are six goats. Two more goats join them from the other field. How many goats are there now?**
- **Ten goats are walking toward the bridge. One stops to eat grass. How many goats are now walking toward the bridge?**
- **Four goats were playing in a garden. Two goats left to climb rocks. How many goats are still playing in the garden?**

Continue practicing, using story problems in which children add or subtract one or two cubes.



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Read Gingerbread Boy's message. Play *Sing-Along* Volume 1 Track 12. Children sing "Head, Shoulders, Knees and Toes" and do the appropriate motions.

Distribute a block or other object to each child and give the following directions. Observe the children to notice how well they understand and respond to positional words.

Say: **Put the object...**

- **Above your head**
- **Below your knees**
- **Next to your shoulder**
- **Between you and your neighbor**
- **Under your chin**
- **In front of your ear**
- **Above your neighbor's head**
- **Behind your knees**

Materials

- Blocks or other objects
(1 for each child)
- Starfall Sing-Along* Volume 1
- Dragon

Creative Arts

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

Math

Responds to and uses positional words such as in, under, between, down, behind

I love singing "Head, Shoulders, Knees, and Toes!" My favorite part is when it goes really fast! Can we sing it now?
Your pal,
Gingerbread Boy

Determine Living and Nonliving

Distribute the ruler and bag of seeds to two volunteers, and the spoon and cup to a third volunteer. A fourth volunteer runs in place. Refer to the volunteers as you review the four characteristics of living things.

Indicate the Picture Cards. Say: **Let's divide these pictures into a living group and a nonliving group.** Place the index cards with the pictures of the tree and the book in the top row of a pocket chart. Explain that living things will be placed under the tree because a tree is a living thing, and nonliving things will be placed under the book because a book is a nonliving thing.

Individually identify each Picture Card. Volunteers with props stand if appropriate when you ask the following questions to determine if the items are living or nonliving.

- **Does a** (pictured animal/object) **need food and water?**
- **Does a** (pictured animal/object) **grow and change?**
- **Does a** (pictured animal/object) **move?**
- **Can** (pictured animal/object) **make more of itself?**

Remind the children the answer to all four questions must be "yes" for the item to be placed in the living group. A volunteer places the Picture Card in the pocket chart.

Choose new volunteers after several Picture Cards have been placed.

Materials

- Ball, spoon, cup, and ruler
- Bag of seeds from Day 3
- Picture Cards : *alligator, boy, car, dog, flag, guitar, plant, rock, toothbrush, tree*
- Pocket chart
- Prepared index cards

Science

Recognizes that living things have similar needs for water, food, and air

Compares, contrasts, and classifies objects and data

Observes similarities and differences in living and nonliving things



Science

Notices changes in living things over time

Phonological Awareness

Counts and deletes syllables in spoken words

Phonological Awareness

Recognizes and identifies beginning and ending sounds in words

LEARNING CENTERS

See Learning Centers for Week 22, pages 546-548. After cleanup, the children gather to discuss things they can do now in learning centers that they couldn't do earlier in the year.

Circle Time**Materials**

None

Phonological Awareness: Delete a Syllable

Say: **Listen to this word, *guitar*. Let's clap how many parts we hear in *guitar* (gui-tar). How many parts? Right, there are two parts in *guitar*. If we take *gui* away from *guitar*, what is left? Right, *tar*. Let's try some others.** Repeat with *gallop*, *garden*, *finger*, and *target*.

Introduce Final /g/

Indicate the list of Gg words.

Say: **Look at these words that begin with Gg.** (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 Gg. Say: **Here is Gg in sign language. Now you make it.**

Grandmother asks: **Did you know Gg can be at the beginning of a word OR at the end of a word? Listen for /g/ in this word, *pig*.** (Emphasize /g/ at the end.) **Now you say it, *pig*. Where do you hear /g/ in *pig*?** (the end) **Say, *pig*.**

Children stand and face partners. Partner with a child if necessary.

Say: **Listen to these words. If you hear /g/ at the end, gently clap your partner's hands.** Overemphasize /g/ in the following words: *rug*, *puff*, *leg*, *off*, *tag*, *frog*.

Materials

Grandmother

List of Gg words from Day 3

Pocket chart

Story Time**Materials**

The Green Grass Grew All

Around by William Jerome

Folk Tales Read-Along CD

Compare and Contrast

Indicate *The Green Grass Grew All Around*.

Say: **Listen carefully to this story and think about how you are like this tree.** Play *The Green Grass Grew All Around* on the Read-Along CD.

The children stand. Say: **Let's talk about how you are like the tree.**

- **A tree has roots that go down in the hole in the ground; you have feet! Touch your feet.**
- **A tree has limbs and branches; you have legs and arms. Move your legs and arms.**
- **A tree has leaves. You have fingers. Move your fingers.**
- **A tree has a trunk. You have a body. Your body is your trunk. Touch your trunk.**

Science

Recognizes that living things have similar needs for water, food, and air

Compares, contrasts, and classifies objects and data

Describes simple life cycles of plants and animals

Notices similarities and differences among various living things

- A tree has bark. You have skin. Touch your skin.
- A tree needs food and water. You need food and water. Pretend you are eating and drinking.
- A tree was once a little seed. You were like a little seed before you were born. Make yourself small like a seed.
- A tree grows and changes. You are growing and changing all the time. You were once a little baby, and now you are in school. Pretend you are a baby, show how you grew.
- A tree moves inside. You move outside. Move your body.

Say: **One way you are different from a tree is that you can do things a tree cannot do. What are some things you can do that make you different from a tree?** (Volunteers respond.)

Small Group & Exploration

Subitizing

Say: **Let's play a game called Subitizing. Subitizing is a very big word for being able to tell how many objects are in a set without counting them. Let's try one. Tell me how many fingers I have up without counting.**

Ready? Raise 2 fingers for 2 seconds then hide them behind your back.

Ask: **How many fingers? Right, 2. Let's try some more.** Repeat with different numbers of fingers up to 10.

Mix the Button and Dice Cards together. Flash them one at a time quickly and children tell how many buttons or dots they see. Help them understand that the patterns of the dots and buttons help them tell how many.

Give a die to a volunteer. The volunteer rolls the die and classmates tell how many without counting the dots. Repeat until all of the children have a turn.

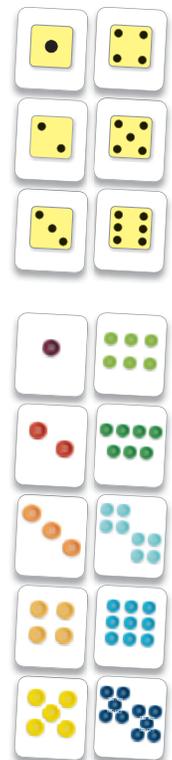
Distribute whiteboards and markers or paper and pencils to each child. Flash a Button Card, Dice Card, or domino quickly and the children write the number they think the card or domino represents. Volunteers share their responses. The class counts and confirms or corrects their answers.

Materials

- White boards and markers or paper and pencils
- Button Cards 1-10 (no numbers)
- Dice Cards 1-6
- Dice
- Dominoes

Math

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



Morning Meeting

Gross Motor Skills

Combines a sequence of large motor skills

I wonder where the troll went to buy grass seed and a watering can to grow new grass.

Love,
Gingerbread Boy

Math

Explores the use and meaning of currency and coins

Combines and separates sets of objects to create new sets

Social Studies

Demonstrates an awareness of the uses of money

Understands that money is needed to exchange for goods and services

Recognizes the difference between wants and needs



Materials

- Dragon

Warm Up Your Brain

Play "Cross and Touch." Give children the following directions as you demonstrate.

- **Lift your right arm high in the air and hold it there while you lift your left knee.**
- **Place your right hand on your lifted left knee.**
- **Return your hand and leg to a resting position as you lift your left hand and right leg, touching your left hand to your right knee.**
- **Continue this back and forth pattern for a minute or so, as though walking rhythmically.**

Learn About Pennies and Nickels

Read and discuss Gingerbread Boy's message.

Indicate *The Troll Who Lived Under the Bridge*. Read the last page. Say: **The troll decided to grow new grass. What will he need to do that? Where could the troll get the grass seed and watering can?**

Ask: **Have you ever gone shopping with your mom or dad? Why do you go to stores?** (to buy things) **Do you just pick up the things you want and take them home?** (no) **That's right, you have to pay for them. We use money to buy what we want or need.** Discuss the difference between wants and needs.

Indicate a penny. Ask: **What is the name of this coin?** (a penny) **A penny is worth one cent.** Indicate a nickel. Ask: **What is the name of this coin?** (a nickel) **A nickel is worth five cents. Having a nickel is the same as having five pennies.**

Spread the pennies and nickels out randomly on a table or the floor. Children work together to sort the coins into a group of pennies and a group of nickels. Children compare and contrast the groups of coins.

Distribute five pennies and one nickel to each child. Say: **Pretend you are going to the store to buy grass seed for three cents. How many pennies would you need to buy the grass seed?** (three) **Right, you would need three pennies or three cents. Show me three of your pennies.** (Children do this.)

Say: **Pretend you need to buy a watering can and it costs five cents. How many pennies would you need?** (five) **You could pay for the watering can with five pennies or you could pay with one nickel. Show me your nickel.** (Children do this.)

Materials

- The Troll Who Lived Under the Bridge* as told by Brandi Chase
- Five pennies and one nickel for each child



Observe & Modify

Create word problems for additional practice. If the children are developmentally ready, create word problems that require up to ten pennies per child.

LEARNING CENTERS

See Learning Centers for Week 22, pages 546-548. After cleanup, the children gather to discuss things they can do now in learning centers that they couldn't do earlier in the year.

Science

Notices changes in living things over time

Circle Time

Materials

None

Phonological Awareness: Rhyming Words

Say: **Listen to these words: goat, coat, boat. Now you say them.** (Children repeat, *goat, coat, boat.*) **What do you notice about these three words?** (They rhyme.) **Listen to these words: frog, log, dog. Now you say them.** (Children repeat, *frog, log, dog.*) **What do you notice about these three words?** (They rhyme.) **Listen again. This time one of the words does NOT rhyme: frog, dog, monkey. Now you say them.** (Children repeat, *frog, dog, monkey.*) **Which one does not rhyme?** (monkey) **Let's try one more. Which word does not rhyme, snake, goat, or boat?**

Phonological Awareness

Identifies and discriminates rhyming words

Play "I Spy"

Say: **Grandmother would like to play a word game.** Indicate the index cards. **She wrote words on these cards. Each word begins with a different letter.**

Place the index cards in a pocket chart.

Continue: **Let's play "I Spy." Grandmother will whisper a word to me and I will tell you the word. Look at the letters in each word and try to find the word Grandmother whispered. Ready?**

Say a word and a volunteer points to it. Discuss the volunteer's choice and how he or she knew it was the correct word. Provide clues if the choice is not correct. Continue until all of the words have been identified.

Materials

Pocket chart

Prepared index cards

Grandmother

Phonics & Word Recognition

Recognizes frequently used words in text

Associates letters with their names and sounds

Recognizes own name, familiar words, and environmental print

Story Time

Teacher's Literature Choice: Living and Nonliving

Indicate your choice of book and discuss the author and illustrator. Read the book, pausing to briefly discuss new vocabulary as it is encountered. Volunteers describe the relationship between the illustrations and the text. Encourage children to ask questions about the book and new vocabulary acquired.

Materials

Teacher's choice of book about living and nonliving things

Reading

Recalls important facts from informational text

Describes the relationship between illustrations and text

Science

Observes similarities and differences in living and nonliving things

Recognizes that living things have similar needs for water, food, and air

Vocabulary

Asks questions about unknown objects and words

Small Group Math

Math

Uses one-to-one correspondence to determine how many

Combines and separates sets of objects to create new sets

Recognizes number of objects stays the same regardless of their arrangement

Understands that numbers always represent the same quantity

Speaking & Listening

Follows simple and multiple-step directions

Create Sets From Ten

Distribute a container of 10 objects and a large sheet of construction paper to each child. The children use the objects to form a straight line on their paper.

Say: **Let's count how many objects you have on your paper.** Each child counts and answers. **Right, you have 10 objects.**

Distribute 2 paper plates to each child. Say: **This time put some of the 10 objects on one plate and the rest on the other plate.** The children do this and each child reports how many objects are on each plate.

Ask: **Do you still have 10 objects? How do you know?** Discuss that children can count the objects, or help them understand that since they started with 10 objects and haven't added or taken any away, there are still 10. They may count them to check.

Continue: **Can you think of a different way you can arrange your objects on the two plates?** Children continue to experiment with different ways to create two sets using the 10 objects. They should understand that no matter how the objects are arranged, there will still be the same number, 10.

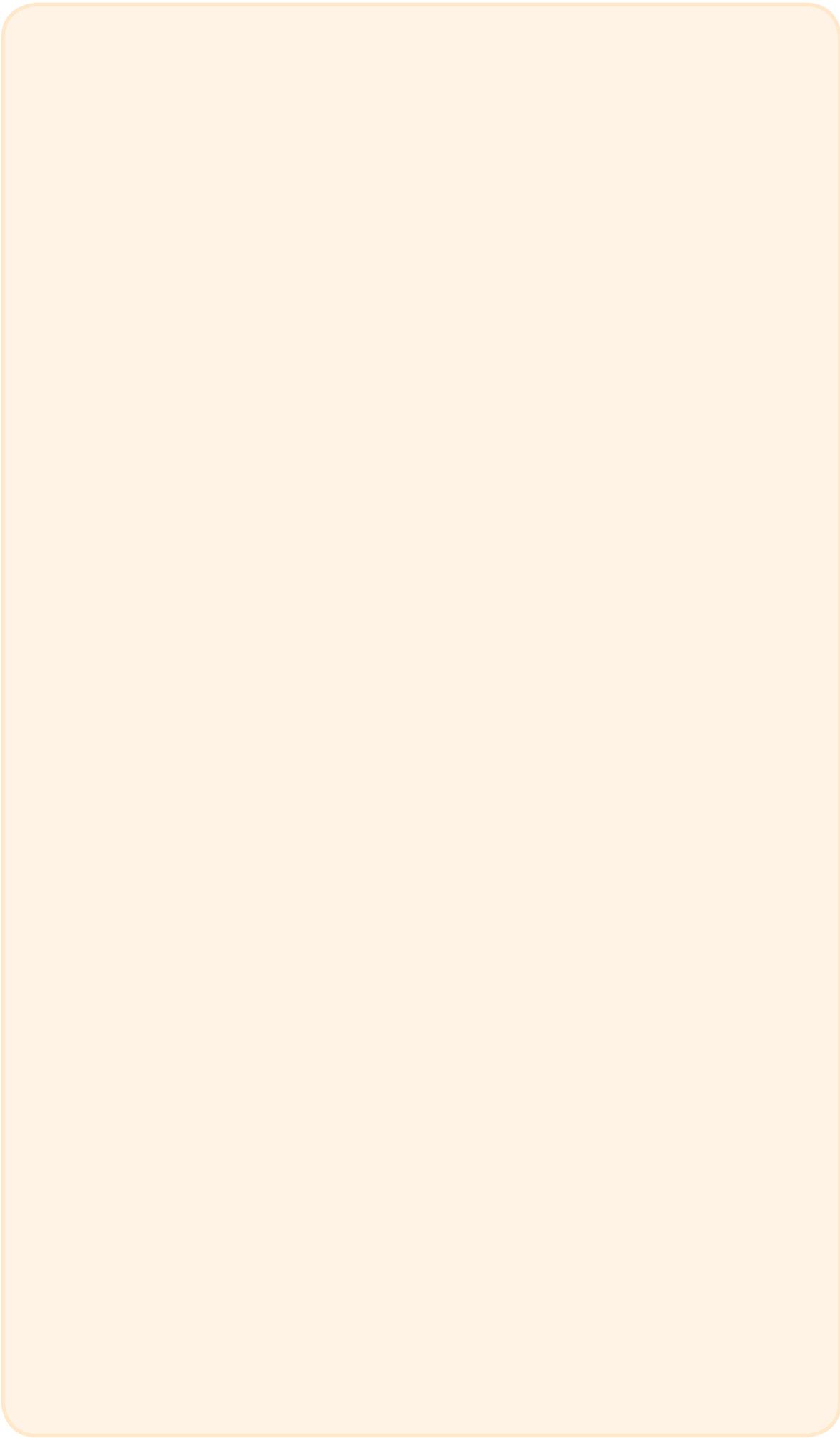
Materials

- Container with 10 objects
(cubes, buttons, craft sticks, etc.)
for each child
- Large sheet of construction
paper for each child
- 2 paper plates for each child



Observe & Modify

Ask children who are ready to write equations to match the sets they create.



Week 23: Plant It!

This week you will teach the children about seeds and plants and how they grow, in part through a study of fruits and vegetables. The children will also:

- learn *Uu* /u/ and *Qq* /kw/ and identify initial /u/ and /kw/ words
- plant and care for their own grass seeds
- discover what seeds and plants need to grow
- observe how water and food travel through the roots to other parts of a plant
- learn that fruits and vegetables play an important role in keeping people healthy
- compare and contrast two-dimensional and three-dimensional shapes
- categorize fruits and vegetables by color
- dramatize "The Turnip"



Uu



Qq

Starfall Books & Other Media

The Green Grass Grew All Around by William Jerome

The Little Red Hen and other Folk Tales by Starfall

Carrot Growth Sequence Cards

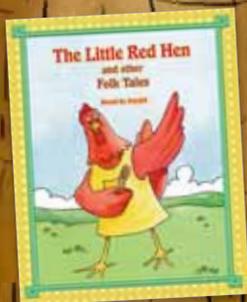
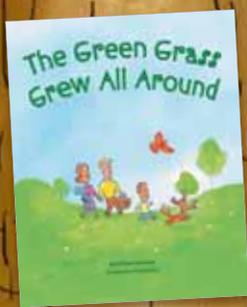
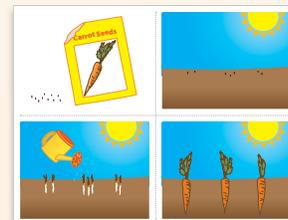
"The Turnip" Character Cards

Star Writer Melodies

Starfall American Sign Language Poster

Starfall Sing-Along Volume 1

Starfall's Selected Nursery Rhymes



Preparation

Include available natural environment (plants, trees, flowers) and sequence (from seed to plant) puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Have the bag of seeds from Week 22 available. You will also need a small bag of grass seed for each child.

Circle Time — Have an umbrella available.

Story Time — Have the list of children's responses and bag of grass seeds from today's *Morning Meeting* available.

Small Group — You will need the children's individual bags of grass seed, a labeled plastic cup or container for each child, potting soil, a watering can or pitcher, a spray bottle, newspaper, and spoons for children to plant and water their own grass seeds.

Day Two

Morning Meeting — Familiarize yourself with the lyrics to "Miss MacDonald" (page 576). Have a carrot and a turnip (real or pictured) available to compare and contrast.

Story Time — You will need a carrot, a clear glass, measuring spoons, water, green food coloring, and a table knife for an experiment.

Day Three

Morning Meeting — Cut apart the Carrot Growth Sequence Cards. You will also need the glass with the carrot from Day 2, a container of water, and a table knife.

Story Time — Have a quilt available, or use the *quilt* Picture Card.

Day Four

Morning Meeting — Real fruits and vegetables may be used in place of, or in conjunction with Picture Cards for this activity.

Story Time — Cut out and punch two holes in each "The Turnip" Character Card. Attach yarn to create character necklaces.

Small Group — Have recycled gardening magazines and seed catalogs available. The children will cut out pictures of fruits and vegetables to create collages.

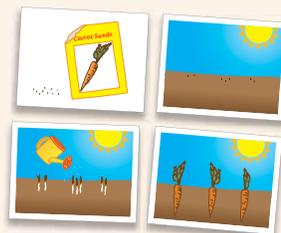
Day Five

Morning Meeting — Prepare a chart paper with the title "My Favorite Fruit or Vegetable."

Circle Time — Have the list of Qq words from Day 4 available, as well as shaving cream for children to use for writing letters.

Story Time — Choose a book about fruits and/or vegetables to share. Suggestions include:

- *Eating the Alphabet* by Lois Ehlert
- *A Fruit is a Suitcase for Seeds* by Jean Richards
- *Tops & Bottoms* by Janet Stevens
- *The Enormous Potato* by Aubrey Davis



I didn't know plants grow from little seeds. What do seeds need to help them grow?

Your pal,
Gingerbread Boy

Day 2

Do you have a garden outside your house? My grandmother has a vegetable garden. I love helping her plant seeds.

Love,
Gingerbread Boy

Day 3

I can't wait to see what happened to our carrot. Is it time?

Your friend,
Gingerbread Boy

Day 4

I want to eat healthy foods. Do you think fruits and vegetables are good choices?

Your pal,
Gingerbread Boy

Day 5

I can't decide which is my favorite fruit or vegetable. What's yours?

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
 Introduce seeds
 Review characteristics of living things

Gingerbread Boy's Message
 "Miss MacDonald"
 Compare and contrast a carrot and a turnip
 What seeds need to grow

LEARNING CENTERS

Circle Time

Phonological Awareness:
 Blend Onset and Rime
 Introduce /u/
 Identify initial /u/ words
 "Umbrella" riddle

Phonological Awareness: Blend and Delete Syllables
 List initial /u/ words
 Introduce Uu
 Introduce ASL sign for Uu
 "Where Is /u/?"



Story Time

Review seed predictions
The Green Grass Grew All Around



"Mr. Bunny's Carrot Soup"
 Carrot experiment



Small Group & Exploration

Plant grass seeds

Compare and contrast two-dimensional and three-dimensional shapes
 Make shapes with play dough

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Star Writer Melodies

Examine how food and water travel through a carrot

Carrot Growth Sequence Cards



Gingerbread Boy's Message

Categorize fruits and vegetables by color and discuss results

Gingerbread Boy's Message

Favorite fruits and vegetables

LEARNING CENTERS

Phonological Awareness:
Compound Words

"Quilt" riddle

Introduce /kw/

Identify initial /kw/ words

Phonemic Awareness:
Rhyming Words

List initial /kw/ words

Introduce Qq

Introduce ASL sign for Qq

"Where Is /kw/?"



Phonological Awareness:
Words in a Sentence

Where there's a q there's a u

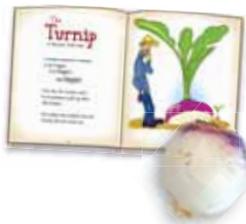
Write qu in shaving cream

"The Farmer in the Dell"

Characters and setting

"The Turnip"

Answer questions



Dramatize "The Turnip"

Retell "The Turnip" in a different order



Teacher's Literature Choice:
Fruits and Vegetables

Observe and illustrate
grass plants

Dictate sentences

Fruit and vegetable collages



Measure fruits and vegetables

WEEK 23

LEARNING CENTERS

Technology

Uses technology to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

Navigates simple on screen menus

Computer Center

Activity — Children enjoy *Talking Library*: “Who Likes the Rain?” *I’m Reading*: Nonfiction, “Pumpkin, Pumpkin,” and *Colors*: “Green.” They review /g/, /v/ and reinforce /kw/ and /u/ at ABCs: G, V, U, and Q and practice skills at *Geometry and Measurement*: “Measurement.”

Interaction & Observation

- At this point in the year, children should be able to maneuver confidently through *Starfall.com*, manage the mouse, and complete the assigned activities with ease.
- Pair children who are having difficulty with those more advanced in technology skills.

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

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Coordinates hand-eye movements

Activity — Children paint pictures of their favorite fruits and vegetables using illustrations for reference. After the artwork has dried, children share their paintings with the class. Display them in the classroom or hallway.

On Day 4, children illustrate additional fruits and vegetables and add them to the pocket chart.

Interaction & Observation

- Most children love to paint. Each painting is truly a work of art to them. Keep in mind that painting is more about the process and learning than it is about the product.
- Teach children to think creatively and to use items they wouldn’t normally use to create their artwork. Instead of brushes, suggest other materials such as cotton swabs, cotton balls, twigs or sticks, toothbrushes, feathers, or other objects from nature.
- Encourage children to experiment to learn cause and effect, and how to mix colors.

Materials

- Art easel, paper, paintbrushes
- Various colors of tempera paints or watercolors
- Illustrations of fruits and/or vegetables from seed catalogs and cooking magazines
- Paper and crayons for Day 4



Library Center

Reading

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

Vocabulary

Asks questions about unknown objects and words

Preparation — Book suggestions include *Jack and the Beanstalk* by Steven Kellogg and *The Tiny Seed* by Eric Carle.

Activity — Children read and listen to *The Green Grass Grew All Around* and *Little Red Hen and other Folk Tales*, “Mr. Bunny’s Carrot Soup” after Day 2, and “The Turnip” after Day 3. They also enjoy other books about seeds and planting.

Interaction & Observation

- Converse with children about new vocabulary in books, and model use of new vocabulary throughout the week.
- Discuss unfamiliar words as you talk about the books and help children learn to use the illustrations in books to determine meaning.

Materials

- The Green Grass Grew All Around*
- Folk Tales* Read-Along CD
- Little Red Hen and other Folk Tales*
- Books about seeds and planting

Dramatic Play Center

Preparation — Create a vegetable and fruit stand by adding a variety of plastic fruits and vegetables, toy carts, and a cash register with play money. Include a balance scale to weigh the produce and a supply of reusable shopping bags for customers.

Activity — Children run a fruit and vegetable stand and pretend to buy and sell produce. They use the balance scale to weigh toy fruits and vegetables, ring up sales on the cash register and bag items for their customers.

Interaction & Observation

- Visit the vegetable and fruit stand as a customer, and model the language used when purchasing produce. Ask about the flavor, freshness, and price.
- Discuss where the vegetables and fruits were grown (above ground, underground, on vines, bushes, or trees).
- Discuss the use of natural resources such as trees being used to make bags and the importance of reusable grocery bags due to the effect of plastic bags on the environment.
- Encourage children to speak in complete sentences.

Materials

- Plastic fruits and vegetables
- Toy shopping carts
- Cash register with play money
- Balance scale
- Reusable shopping bags

Creative Arts

Reinforces concepts through dramatic play

Represents fantasy and real-life experiences through pretend play

Math

Explores the use and meaning of currency and coins

Science

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

Social Studies

Demonstrates an awareness of the uses of money

Understands that an individual earns money through work

Construction Center

Preparation — Book suggestions include:

- *From the Garden* by Michael Dahl
- *My Garden* by Kevin Henkes
- *The Curious Garden* by Peter Brown

Activity — Children build farms and farm buildings using blocks. They create walled gardens where they plow and pretend to plant vegetable, fruit, and flower gardens. They reference books about gardens as they construct.

Interaction & Observation

- Provide children with the materials they need to research and to expand their knowledge and understanding of the current theme in the lesson plans, and then engage them in conversation as they construct.
- Ask children to explain what they are doing and respond using vocabulary words from books read aloud during the week and activities related to the theme.
- Discuss the effects of pushing and pulling as they plow and work in their gardens.

Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Toy farm vehicles, animals, and people
- Books about gardens

Creative Arts

Engages in cooperative pretend play with other children

Science

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

Observes and describes how objects move

Technology

Uses technology for research with teacher support

Vocabulary

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



Writing Center

Reading

Retells familiar stories in sequence

Identifies characters, settings, and major events in a story

Writing

Uses a combination of drawing, dictation, scribe writing, or invented spelling to convey meaning

Uses writing tools and materials

Activity — Children illustrate the enormous turnip along with any story characters they wish, and dictate or write a sentence or two about their illustrations. Compile the completed illustrations into a class book and place it in the Library Center.

Interaction & Observation

- Illustrating read aloud books enables children to recall characters and settings. Talk with them as they illustrate and dictate sentences, and discuss the beginning, middle, and end by asking them to retell the story as they work.
- Engage children in conversations about how they felt when they heard the story (happy, sad, scared, excited) or how they might change the ending.

Materials

- Drawing paper, pencils, crayons
- Turnip (or picture of a turnip)
- The Little Red Hen* and other Folk Tales, "The Turnip"

Fine Motor Skills

Demonstrates hand-eye coordination

Science

Participates in scientific investigations

Uses tools and equipment to explore objects

Develops awareness of the properties of objects

Social/Emotional Development

Works with others to solve problems

Discovery Center

Activity — The sand table becomes a potting shed. Children enjoy creating potted plants and flowers in the potting shed.

Interaction & Observation

- Observe as children develop and improve their hand-eye coordination and fine motor skills through sand play. They learn to explore the changes sand undergoes when it becomes slightly wet, dripping wet, and then dry again. Sand nurtures the imagination as children build developmental concepts.
- Discuss the need and ways of caring for living things.
- Concepts about how the world works are built gradually as children enter a rich learning environment and exercise their freedom to play.

Materials

- Sand table or potting soil
- Plastic or living flowers and greenery
- Small flower pots
- Hand gardening spades or shovels
- Spray bottles of water

Math Center

Math

Uses numbers to predict, estimate, and make realistic guesses

Becomes familiar with standard and nonstandard measuring tools and their uses

Science

Uses tools and equipment to explore objects

Activity — Children practice fine motor skills by gripping various items from containers using tweezers or tongs, and placing them on the balance scale. They check and compare weights of the various items.

Interaction & Observation

- Provide varied learning experiences for children in the Math Center by allowing them to use nonstandard and standard units to weigh and measure familiar objects.
- Encourage children to estimate and then verify the accuracy of their estimations by asking questions such as: How many shells might you need to balance the marbles? How is the weight of the corks different from the stones? How is the weight of the corks similar to the feathers?
- Converse with children as they experiment to verify whether or not their estimates were accurate.

Materials

- Balance scales
- Containers of buttons, beads, small stones, corks, plastic figures, counting chips, marbles, shells, bottle caps, etc.
- Large tweezers
- Small kitchen tongs

Gathering Routine

Continue the Gathering Routine and counting activity.

Morning Meeting

Warm Up Your Brain

Ask: **How would you like to be a plant?**

Play *Sing-Along* Volume 1 Track 18. Children close their eyes and visualize what is happening as they listen to "Little Plant." Repeat the song several times. Children pretend they are little seeds as they act out the song.

Materials

- Starfall Sing-Along* Volume 1
- Dragon

Creative Arts

Expresses concepts, ideas or feelings through movement

Participates in movement using songs

I didn't know plants grow from little seeds. What do seeds need to help them grow?
Your pal,
Gingerbread Boy

Seeds

Read and discuss Gingerbread Boy's message. Tell Gingerbread Boy that this week he and the class will learn all about seeds and plants.

Say: **We talked about the difference between living and nonliving things. Let's review what we learned. There are four things that a living thing must have in order to be a living thing. Let's see if we can name them. Who remembers one?** Choose volunteers to name characteristics. Assist to name all four if necessary

Living things:

- need food and water
- grow
- can make more of themselves
- move

Indicate the bag of seeds. Discuss answers to the following questions:

- **What are seeds used for?**
- **How do they help our environment?**
- **How do we use seeds and plants?**
- **What would happen if there were no seeds or plants?**

Say: **All living things begin as seeds. A seed is like a lunch box. It is hard on the outside. On the inside is all the food the seed needs to grow. But the seed needs a little help. What do you think it needs?** Lead volunteers to mention water, sunlight, and soil. Continue: **Seeds need all of those things in order to grow.**

Distribute individual bags of grass seed to each child. Say: **Gingerbread Boy bought some seeds for us. What do you think your seeds will grow into?** Write responses on the chart paper and review the list with the help of the children.

Collect the bags of grass seed. Gingerbread Boy whispers that the children will find out what the seeds will grow into during *Story Time*.

Materials

- Bag of seeds from Week 22
- Small plastic bag of grass seed
for each child
- Chart paper
- Marker

Science

Recognizes that living things have similar needs for water, food, and air

Shows curiosity by asking questions and seeking information

Observes similarities and differences in living and nonliving things

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

Explores relationship of objects to light

Writing

Contributes to a shared writing experience or topic of interest

Social Studies

Describes events that happened in the past

Sequences familiar events in time

Phonological Awareness

Combines onset and rime to form a familiar one-syllable word

Phonological Awareness

Recognizes and identifies beginning sounds in words

**LEARNING CENTERS**

See Learning Centers for Week 23, pages 570-572. After cleanup, the children gather to share their Learning Center experiences in sequential order.

Circle Time**Phonological Awareness: Blend Onset and Rime**

Say: **Listen to these word parts and put them together to form words.**

Use: /g/ /ot/ (got), /h/ /ot/ (hot), /d/ /irt/ (dirt), /v/ /an/ (van).

Materials

None

Introduce /u/

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

Children identify, *umbrella*.

Display the *umbrella*, *umpire*, *under*, and *upstairs* Picture Cards.

Say: **Here is a picture of an umbrella. Say, umbrella. Umbrella begins with /u/. Say /u/.** Continue:

- **Umpire begins with /u/. Say, umpire. Say /u/, umpire.**
- **Under begins with /u/. Say, under. Say /u/, under.**
- **Upstairs begins with /u/. What sound do you hear at the beginning of upstairs? Right, /u/.**

Indicate the umbrella. Explain: **This is an umbrella. Stand if you have ever used an umbrella.**

Say: **Umbrella begins with /u/. Listen to these two words. Which one begins with /u/, umbrella or hat? Right, umbrella begins with /u/. Say, /u/. (Children repeat, /u/.) Listen again, under or box. Which one begins with /u/? Right, under.**

Say: **Pretend to open an umbrella.** (Demonstrate) **If you hear a word that begins with /u/, open your umbrella and hold it over your head. If the word doesn't begin with /u/, close your umbrella and hold it down. Ready?**

Ask: **Do you hear /u/ at the beginning of uncle? Say it with me, uncle, /u/.** (Children repeat, *uncle*, /u/.) **Good, open your umbrella. Let's try some more.** Continue for *girl*, *wagon*, *up*, *down*, *us*, *train*, and *understand*.

Encourage children to listen for /u/ today.

Materials

- Grandmother
- Umbrella
- Picture Cards: *umbrella*, *umpire*, *under*, *upstairs*
- Pocket chart

Umbrella

You use me to keep you dry when it rains.

You have to open me up so I can work.

You hold me over your head so raindrops hit me, not your head!

My name begins with /u/.

What am I?

Story Time

Gingerbread Boy's Surprise

Indicate and review the predictions from today's *Morning Meeting*.

Indicate the bag of grass seed. Ask Gingerbread Boy if he is ready to tell what kind of seeds are in the bag. Gingerbread Boy whispers that he will give the children a clue.

Gingerbread Boy presents *The Green Grass Grew All Around*. Say: **Let's look through this story together, and see if we can guess what kind of seeds are in the bag. Gingerbread Boy will tell us if we are right.**

Picture walk through the book until children identify that they will be planting grass seeds.

Gingerbread Boy reveals that the seeds are grass seeds, and he thinks the children should plant them to grow their own grass. They will do this during *Small Group*.

Say: **Let's make a plan so we will know what we will need to do to help our plants grow.** Guide the children as you discuss this process. Review the chart paper from today's Morning Meeting and elicit children's help as you elaborate on the process for planting and caring for the grass seeds.

Materials

- Gingerbread Boy
- Bag of grass seed
- Chart paper list from *Morning Meeting*
- The Green Grass Grew All Around* by William Jerome

Reading

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

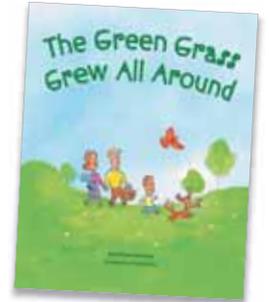
Makes connections using illustrations/photos, prior knowledge, real-life experiences

Science

Recognizes that living things have similar needs for water, food, and air

Social Studies

Sequences familiar events in time



Small Group & Exploration

Plant Seeds

The children refer to and follow the plan they created during Story Time to plant grass seeds in containers that have been labeled with their names.

Place the seeds in a sunny area of the classroom. Plant an extra cup of grass seeds and place it in an area of the classroom that doesn't receive much sunlight, such as in a cupboard. Have the children predict what will happen to the seeds that don't receive enough sunlight and explain the reasons for their predictions.

Children may use a watering can or spray bottle to water their seeds daily.

Optional activities:

- Children fill containers three-quarters full with potting soil, then use craft sticks to scratch the first letters of their names in the soil. Assist children to sprinkle grass seed into the indentations and gently cover them with more soil. The grass will grow in the shapes of the letters.
- Children plant grass seeds in clear plastic cups. They create faces by gluing wiggly eyes to the cups, and use permanent markers to draw noses and mouths. The grass will be the hair!

Materials

- Individual bags of grass seed
- Labeled plastic cup or container for each child
- Potting soil
- Watering can or spray bottle
- Newspaper
- Spoons

Science

Uses tools and equipment to explore objects

Participates in scientific investigations

Makes and verifies predictions

Recognizes living things have similar needs for water, food, and air

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

Explores relationship of objects to light

Social Studies

Recognizes and accepts responsibilities

Creative Arts

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

Expresses concepts through movement

Do you have a garden outside your house? My grandmother has a vegetable garden. I love helping her plant seeds.

Love,
Gingerbread Boy

Science

Develops awareness of the properties of objects

Notifies changes in living things over time

Recognizes that living things have similar needs for water, food, and air

Compares, contrasts, and classifies objects and data

Describes simple life cycles of plants



Morning Meeting

Warm Up Your Brain

Children gather in a circle and hold hands. Play *Nursery Rhymes* Audio CD Track 17. Children sing "Old MacDonald." They walk around in the circle until they hear an animal name, then they stop and pretend to be that animal.

Materials

- Starfall's Selected Nursery Rhymes Audio CD
- Dragon

Miss MacDonald

Read and discuss Gingerbread Boy's message.

Say: **Old MacDonald had a daughter who planted a garden on his farm. What kind of plant do you think she planted? Listen to this song to find out.**

Children join in singing "Miss MacDonald" (a variation of "Old MacDonald") and create appropriate actions to accompany the song.

Ask: **What did Miss MacDonald plant in her garden?** (carrots and turnips)

Indicate the carrot and turnip. Say: **Here are a carrot and a turnip. Both of these foods grow under the ground. Do a carrot and turnip look the same or do they look different? How are they different?** Repeat the song. Children join in singing.

Ask: **What do the carrot and turnip seeds need to grow?** (soil, water, and sunlight) **What might happen if it never rained or if Miss MacDonald forgot to water the plants in her garden? What should we remember to do to the grass seed we planted? Let's check our grass seed.**

Children use a spray bottle or watering can to water their grass seed plants.

Materials

- Carrot and turnip (or carrot and turnip Picture Cards)
- Spray bottle or watering can

Miss MacDonald

*Miss MacDonald had a garden, E I E I O.
And in her garden she had some seeds, E I E I O.
With a plant-a-seed here,
and a plant-a-seed there.
Here a seed, there a seed,
everywhere a seed, seed.
Miss MacDonald had a garden, E I E I O.*

*Miss MacDonald had a garden, E I E I O.
And in her garden she had some water, E I E I O.
With a sprinkle, sprinkle here,
and a sprinkle, sprinkle there.
Here a sprinkle, there a sprinkle,
everywhere a sprinkle, sprinkle.
Miss MacDonald had a garden, E I E I O.*

*Miss MacDonald had a garden, E I E I O.
And in her garden she had some plants, E I E I O.
With a pick-a-carrot here,
and a pick-a-turnip there.
Here a carrot, there a turnip,
everywhere a garden plant.
Miss MacDonald had a garden, E I E I O.*

LEARNING CENTERS

See Learning Centers for Week 23, pages 570-572. After cleanup, the children gather to share their Learning Center experiences in sequential order.



Social Studies

Describes events that happened in the past

Sequences familiar events in time

Circle Time

Materials

 None

Phonological Awareness: Blend and Delete Syllables

Say: **Today let's play with words. Say, cowboy.** (Children repeat, *cowboy*.) **How many syllables do we hear in the word cowboy? Right, there are two syllables in cowboy.**

Choose a volunteer to stand next to you and continue: **I will say the first syllable and my partner will say the second syllable. Ready?** Stand side-by-side facing the class and say *cow*. Your partner says *boy*.

Step away from your partner and say: **If we take cow away from cowboy, what is left? Right, boy.** Choose partners and continue blending and deleting syllables using the words *birthday, popcorn, into, today, toothpaste, airplane, bookcase, blackbird* and *firehouse*.

Phonological Awareness

Blends and deletes syllables in spoken words



Introduce Uu, List Uu Words, ASL Uu

Indicate Letter Card *Uu*.

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

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

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: *umbrella, /u/*)
- 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 umbrella. Indicate the word, *umbrella*.)

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

Materials

 Grandmother

 Letter Card *Uu*
 Chart paper, marker

 Starfall American Sign

Language Poster

 Star

 ABC for Gingerbread Boy

 and *Me* by Starfall

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Focuses on letter names and shapes

Connects oral language and print

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter Uu. I'll write the words on this chart paper so we don't forget them.**

Start with children's names that begin with Uu then accept suggestions. Children circle Uu in their words after you write them.

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

Sing "Where Is /u/?" Each time /u/ is used children make the Uu hand sign.

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

Where Is /u/?

(Melody: "Where Is Thumbkin?")

Where is /u/? Where is /u/?
Here I am. Here I am.
/u/ in umbrella, /u/ in uncle.
/u/ /u/ /u/, Uu, Uu, Uu.

Story Time

Reintroduce "Mr. Bunny's Carrot Soup"

Indicate *The Little Red Hen and other Folk Tales*, page 41 "Mr. Bunny's Carrot Soup." Ask: **What do you remember about this story?** (Volunteers respond.)

Read "Mr. Bunny's Carrot Soup." Ask: **What is the main idea of this story? Is the story about how to plant carrots? Is it about eating carrots? Or, is it about helping friends by sharing carrots and then surprising Mr. Bunny with carrot soup?** (Discuss)

Continue: **Where did Mr. Bunny get his carrots? (Accept responses.) What else could Mr. Bunny make with his carrots?** (Volunteers respond.)

Say: **Water goes from the soil to a plant's roots and then to other parts of the plant to help the plant grow. Let's do an experiment to learn how.**

- Put two tablespoons of water in a glass.
- Add 20-30 drops of green food coloring and stir well.
- Cut about one-half inch from the bottom of the carrot and discard it.
- Place the carrot, cut side down, in the colored water.

Ask: **What might happen to the carrot? We'll have to wait to see. We'll check tomorrow.**

Materials

- The Little Red Hen and other Folk Tales* by Starfall
- Carrot
- Clear glass
- Measuring spoons
- Water
- Green food coloring
- Table knife

Reading

Recalls information from stories

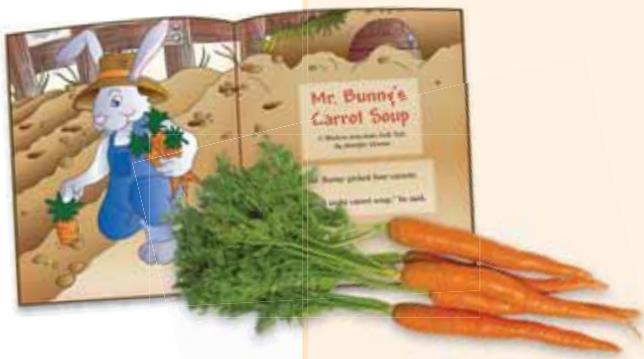
Makes connections using illustrations/photos, prior knowledge, real-life experiences

Science

Participates in scientific investigations

Makes and verifies predictions

Recognizes living things have similar needs for water, food, and air



Small Group & Exploration

Play Dough Shapes

Indicate the Picture Cards. Compare and contrast the two-dimensional and three-dimensional shapes.

Distribute play dough. Ask:

- **Which shapes remind you of a seed? Make a seed with your play dough.**
- **Which shape reminds you of a tree trunk? Make a tree trunk with your play dough.**
- **Which shapes could you use to create a flower? Create a flower with your play dough.**

Say: **Let's see what happens when we put 2D shapes together.** Direct the children to create two squares.

Continue: **Put the two squares together.** (The children do this.) **What shape do you have now? Right, when you put two squares together, you create a rectangle.** Repeat using two circles to create an ellipse. Allow time for the children to experiment putting shapes together to create new shapes.

Materials	
<input type="checkbox"/>	Play dough
<input type="checkbox"/>	Place mats or newspaper
<input type="checkbox"/>	Picture Cards: circle, sphere, oval, cylinder, rectangle, rectangular prism, square, cube, triangle, pyramid

Math

Identifies basic two- and three-dimensional shapes

Describes, compares, creates, and composes basic shapes

Identifies shapes regardless of their orientations or size

Science

Develops awareness of the properties of objects



Creative Arts

Experiences different moods in music activities

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

I can't wait to see what happened to our carrot. Is it time?

Your friend,
Gingerbread Boy

Approaches to Learning

Reflects on what has been learned

Reading

Identifies sequence of events

Recognizes cause and effect

Science

Participates in scientific investigations

Describes simple life cycles of plants

Notices changes in living things over time

Develops awareness of the properties of objects



Morning Meeting

Warm Up Your Brain

Play *Star Writer Melodies* (any track). Direct the children as follows:

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

Remind the children that they may use this as a calming technique.

Materials

- Star Writer Melodies*
- Dragon

Carrot Experiment

Read and discuss Gingerbread Boy's message.

Indicate the glass with the carrot. Ask: **Does the outside of the carrot look the same as it did yesterday, or does it look different?** Volunteers describe the carrot. **Let's look at the inside.**

- Remove the carrot from the colored water and rinse it in clear water.
- Cut across the carrot about one-half inch above the first cut and examine the center. Volunteers describe what they see.

Say: **Now look at your arm. Do you see little lines under your skin? They are your veins. Your veins carry blood through your body so you can live. This carrot has veins like your body, but they carry food and water. The green food coloring shows us how the water traveled up the carrot through its veins.**

Cut the carrot in half lengthwise and indicate the vein.

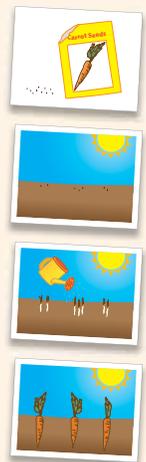
Ask: **Can you see the vein? The water and food travel through the vein so the plant can grow.**

Place the Carrot Growth Sequence Cards in a pocket chart in order. Indicate each card and children describe what is happening. Mix up the cards and children work together to reorder them.

Lead the children to discuss their findings and what they learned from this experiment.

Materials

- Glass with carrot from Day 2
- Container of water
- Cloth
- Table knife
- Carrot Growth Sequence Cards
- Pocket chart



LEARNING CENTERS

See Learning Centers for Week 23, pages 570-572. After cleanup, the children gather to share their Learning Center experiences in sequential order.

Social Studies

Describes events that happened in the past

Sequences familiar events in time

Circle Time

Phonological Awareness: Silly Compound Words

Place half of the Picture Cards in each bag or basket.
Say: **Let's play a game called "Silly Words."** Two volunteers each draw a Picture Card from a different bag or basket. They identify their pictures and choose a classmate to put the two words together to create a silly or nonsense compound word. Continue as time allows.

Materials

- Picture Cards: *baby, baker, ball, bat, box, celery, chair, clock, door, eggs, fan, feet, grass, ham, horse, leaf, lips, log, milk, moon*
- 2 bags or baskets



Phonological Awareness

Combines words to form compound words

Introduce /kw/

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

Display the *quarter, queen, and quilt* Picture Cards.

Say: **Here is a picture of a quilt. Say, quilt. Quilt begins with /kw/. Say /kw/.** Continue:

- **Queen begins with /kw/. Say, queen. Say /kw/, queen.**
- **Quarter begins with /kw/. What do you hear at the beginning of quarter? Right /kw/.**

Say: **Quilt begins with /kw/. Listen to these two words. Which one begins with /kw/, blanket or quilt? Right, quilt begins with /kw/. Say /kw/.** (Children repeat, /kw/.)
Listen again, queen or mat. Which one begins with /kw/? (queen)

Say: **If you hear a word that begins with /kw/, give a thumbs up. If the word doesn't begin with /kw/ give a thumbs down.** Ready?

Ask: **Do you hear /kw/ at the beginning of queen? Say it with me, queen, /kw/.** (Children repeat, *queen, /kw/.*) **Good, give a thumbs up. Let's try some more.** Continue with *fun, quarter, hop, quiet, bat, ball, and question.*

Encourage children to listen for /kw/ today.

Materials

- Grandmother
- Picture Cards: *quarter, queen, quilt*
- Pocket chart

Quilt

I keep you warm on a cold night.

I am not a sheet or a blanket.

Many squares are sewn together to make me.

My name begins with /kw/.

What am I?

Phonological Awareness

Recognizes and identifies beginning sounds in words



Story Time

Reading

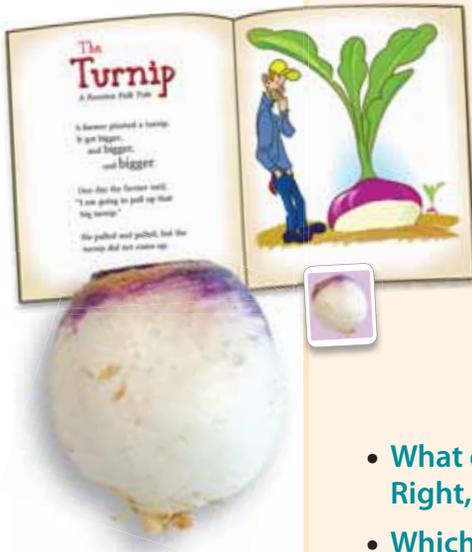
Identifies characters, settings, and major events in a story

Uses illustrations to make inferences

Recalls information from stories

Compares and contrasts characters, stories, or events

Recognizes common types of literature (folk tales, fairy tales, fables, poetry, nursery rhymes)



Introduce “The Turnip”

Play *Nursery Rhymes* Audio CD Track 7. Children sing “The Farmer in the Dell” as you indicate the pictures on pages 10 and 11.

Say: **The people or animals in a story are called characters. Who were the characters in this song?** (farmer, wife, child, dog, cat, rat, cheese) **The setting is where the story takes place. Where does this story take place?**

Indicate the turnip (or *turnip* Picture Card).

Say: **A turnip is a vegetable that grows under the ground like a carrot. This story is about a giant, enormous turnip. Enormous means the turnip is very, very big!**

Indicate *The Little Red Hen and other Folk Tales* page 78, “The Turnip.”

Read “The Turnip,” then discuss the following questions:

- **Could the farmer have pulled the turnip out of the ground by himself? Why not?**
- **What could the farmer have done to get the turnip out by himself?**
- **Who helped the farmer?** (wife, child, dog, cat, mouse)
- **How do you think the characters felt when they finally pulled the turnip out of the ground?** (proud, relieved, tired)
- **What do you think they did with the turnip?** (Answers will vary.)
- **What did you notice about the song, “The Farmer in the Dell” and this story? Right, many of the characters were the same.**
- **Which characters were different?** (no cheese)

Materials

- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- The Little Red Hen and other Folk Tales* by Starfall
- Turnip (or turnip Picture Card)

Approaches to Learning

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

English Conventions

Understands and uses question words

Science

Explores relationship of objects to light

Writing

Recognizes writing as a way of communicating for a variety of purposes, such as giving information

Small Group & Exploration

Write About Grass Plants

Children observe their grass plants. They answer *who*, *what*, *where*, *when*, *why*, and *how* questions to compare and contrast the grass plants that were placed in the sunlight with those that were not. Then the children write or dictate one or more sentences to describe their plants and those that didn't receive sunlight. Encourage them to copy words they recognize in books and the environment as they write. As children finish, they share their writings with each other.

Materials

- Writing & Observation Journals
- Crayons, pencils
- Individual grass plants

Gathering Routine

Continue the Gathering Routine and counting activity.

Morning Meeting

Warm Up Your Brain

Direct the children to do the following:

- Clap your hands.
- Stomp your feet.
- Stand up; sit down.
- Crawl around.
- Pretend you're a seed.
- Pretend someone is watering you.
- Grow up straight and tall.

Materials

- Dragon

Creative Arts

Expresses concepts, ideas or feelings through movement

Speaking & Listening

Follows simple and multiple-step directions

I want to eat healthy foods. Do you think fruits and vegetables are good choices?

Your pal,
Gingerbread Boy

Health, Safety and Nutrition

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

Math

Uses graphs and charts to collect and analyze data

Analyzes, compares, and sorts groups of objects by a single attribute and explains

Phonics & Word Recognition

Recognizes frequently used words in text

Science

Compares, contrasts, and classifies objects and data

Fruits and Vegetables

Read and discuss Gingerbread Boy's message.

Say: **Fruits and vegetables are some of the healthiest foods. They come from plants. People and animals need fruits and vegetables to be healthy and strong.**

Indicate the bag of fruits and vegetables. Say: **Fruits and vegetables come in many colors.** Review the Color Cards and color words.

Continue: **Let's group these fruits and vegetables according to their colors.**

Volunteers take turns drawing Picture Cards from the bag. They identify the fruits or vegetables with assistance if needed, and the class repeats their names. Volunteers place the Picture Cards in the pocket chart to create columns by color. Children name additional fruits or vegetables to add to each column.

Provide paper and crayons at Learning Center time for children to illustrate the additional fruits and vegetables. Add them to the pocket chart.

Discuss which colors have the most and the least number of fruits and vegetables.

Materials

- Color Picture Cards: blue, green, orange, purple, red, white, yellow
- Fruit and vegetable Picture Cards in a paper bag: apple, bananas, beets, blueberries, carrots, cauliflower, celery, cherries, corn, eggplant, grapes, lemon, lettuce, mushroom, onion, orange, peas, pepper, pineapple, plum, pumpkin, tomato, turnip
- Pocket chart



LEARNING CENTERS

See Learning Centers for Week 23, pages 570-572. After cleanup, the children gather to share their Learning Center experiences in sequential order.

Social Studies

Describes events that happened in the past

Sequences familiar events in time

Circle Time

Phonological Awareness

Identifies or discriminates rhyming words



Phonics & Word Recognition

Associates letters with their names and sounds

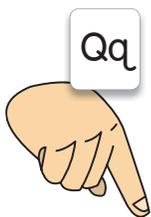
Phonological Awareness

Recognizes beginning sounds in words

Print Concepts

Focuses on letter names and shapes

Connects oral language and print



Phonological Awareness: Rhyming Words

Scatter the Picture Cards on the right side of a pocket chart. Indicate and identify each Picture Card.

Say: **Today we will go on a rhyming words hunt.**

I will look for two pictures that rhyme. Choose two words that rhyme (*cat* and *hat*), identify them, and place them side-by-side on the left side of the pocket chart. Ask: **Who can find another picture that rhymes with *cat* and *hat*?** A volunteer locates *rat* and places the Picture Card next to *cat* and *hat*.

Continue having volunteers locate sets of three rhyming words and placing them on the left side of the pocket chart.

Materials

- Picture Cards: *cat, hat, rat, bear, chair, hair, dig, pig, wig, dog, frog, log, fan, man, pan*
- Pocket chart

Introduce Qq, List Qq Words, ASL Qq

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

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

Indicate the star. Grandmother asks: **Who can find the letter Qq on the Alphabet Chart?** A volunteer identifies Qq and attaches the star on or above the Wall Letter Card. Grandmother helps the volunteer locate Qq and review the other letters with stars.

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: *quilt, /kw/*)
- 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 quilt. Indicate the word, *quilt*.)

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

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter Qq. I'll write the words on this chart paper so we don't forget them.**

Materials

- Grandmother
- Letter Card Qq
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper, marker
- Basket or bag

Children circle *Qq* in their words after you write them.

Grandmother asks: **Did you notice that wherever there is a *q* there is a *u*? Let's check our list of words.** Review the list and indicate each time the letter *u* follows *q*.

Sing "Where Is /kw/?" Each time /kw/ is used children make the *Qq* hand sign.

You will use the list of *Qq* words again on Day 5.

Where Is /kw/?

(Melody: "Where Is Thumbkin?")

Where is /kw/? Where is /kw/?

Here I am. Here I am.

/kw/ in quilt, /kw/ in quarter.

/kw/ /kw/ /kw/, Qq, Qq, Qq.

Story Time

Dramatize "The Turnip"

Indicate *The Little Red Hen and other Folk Tales* page 78, "The Turnip" and the prepared character necklaces.

Say: **Let's dramatize "The Turnip." First we will read it again and choose volunteers to play each of the characters.**

As each character is identified, choose a volunteer to wear the character necklace and stand in the front of the class.

Reread the story as children dramatize it. Characters place their hands on the waists of the children in front of them as they are introduced. Repeat with new volunteers.

Say: **Let's play "Mix up the Story."** Arrange the characters in a different order and retell the story. Characters rearrange themselves to follow the story order.

Optional: Have children develop and dramatize an alternate ending to the story.

Materials

- The Little Red Hen and other Folk Tales* by Starfall
- Prepared character necklaces from "The Turnip"

Creative Arts

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

Reinforces concepts through dramatic play

Reading

Identifies characters in a story

Identifies sequence of events

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



Small Group & Exploration

Make Fruit and Vegetable Collages

The children cut pictures of fruits and vegetables from recycled magazines or catalogs. They sort them by color and glue them to paper to create collages then use the Color Picture Cards to label each color category.

Be sure to discuss the use of recycled magazines as a way to demonstrate environmental awareness.

Materials

- Recycled gardening magazines or seed catalogs
- Color Picture Cards
- Drawing paper
- Scissors
- Glue
- Pencils, crayons



Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Analyzes, compares, and sorts groups of objects by a single attribute

Phonics & Word Recognition

Recognizes frequently used words in text

Science

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

Writing

Independently writes some letters and words

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Children follow your directions and pretend to be plants reaching toward the sun. Say:

- **Stand up straight like a flower stem.**
- **The sun is on your right. Stretch your right arm toward the ceiling.**
- **Now the sun is on your left. Bend toward the sun and stretch your left arm up.**
- **Stand up straight.**
- **Put your arms down at your sides.**
- **The sun is straight over your head. Stretch your left arm up.**
- **Now the sun is on your right. Bend toward the sun.**
- **The sun is over your head now. Stand up straight. Put your left arm down.**
- **Stretch both arms up and cross them.**

Gross Motor Skills

Moves with balance and control

Math

Responds to and uses positional words such as in, under, between, down, and behind

Speaking & Listening

Follows simple and multiple-step directions

I can't decide which is my favorite fruit or vegetable. What's yours?
Love,
Gingerbread Boy

Math

Uses graphs and charts to answer questions

Compares and orders groups of objects

Science

Compares, contrasts, and classifies objects and data

Graph Favorite Fruits & Vegetables

Read and discuss Gingerbread Boy's message.

Say: **Let's review the fruits and vegetables. As we review the list, think about which is your favorite. Then we will take turns telling Gingerbread Boy which fruits and vegetables are our favorites.**

Identify the fruit and vegetable Picture Cards as you place them in a pocket chart.

Indicate the chart paper and read the title, "My Favorite Fruit or Vegetable." Children tell the class and Gingerbread Boy the names of their favorite fruits or vegetables. Write their names in a column on the left side of the chart paper and their favorite fruits or vegetables in a column on the right.

Review the responses. Identify the fruit and/or vegetable that received the most responses, and the one that received the least responses.

Materials

- Fruit and Vegetable Picture
- Cards: *apple, bananas, beets, blueberries, carrots, cauliflower, celery, cherries, corn, eggplant, grapes, lemon, lettuce, mushroom, onion, orange, peas, pepper, pineapple, plum, pumpkin, tomato, turnip*
- Pocket chart
- Prepared chart paper
- Marker



LEARNING CENTERS

See Learning Centers for Week 23, pages 570-572. After cleanup, the children gather to share their Learning Center experiences in sequential order.

Social Studies

Describes events that happened in the past

Sequences familiar events in time

Circle Time

Materials

None

Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence. *The queen made a quilt.*** (Children repeat.) **Listen again.** (Repeat the sentence.) Ask: **How many words did you hear?** **Let's check.** A volunteer stands to represent each word. The children join you to count the volunteers as you repeat the sentence.

Repeat for *The quilt is under the bed.* and *The umbrella helps keep me dry.*

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Review Qq Words

Indicate the Qq word list. Say: **Listen to this rhyme. *Wherever there's a q there's always a u. Say it with me.*** Repeat the sentence as children join you. **Let's look at the list of Qq words to see if it's true.** Volunteers circle or underline *qu* in each word.

Distribute a small amount of shaving cream on the table in front of each child. Direct children to form uppercase *QU* with the shaving cream. Repeat for lowercase *qu*. Provide additional shaving cream if necessary. When the activity is finished, children rub the remaining shaving cream and it will evaporate. Distribute moist wipes for children to clean their hands.

Materials

- Grandmother
- List of Qq words from **Day 4**
- Shaving cream
- Moist wipes

Print Concepts

Focuses on letter names and shapes

Story Time

Teacher's Literature Choice: Fruits & Vegetables

Indicate your choice of fruit and/or vegetable book. Introduce the title, author, and illustrator. Picture-walk through the book identifying the fruits and/or vegetables with help from the children. Read the book, pausing to discuss what was read and to introduce new vocabulary as it is encountered.

Choose 3 or 4 words from the book that are used frequently in texts, such as *a*, *l*, and *to*. List them on a sheet of chart paper and identify them. The children repeat them. Challenge the children to locate these words in books or in their environment as time allows.

Materials

- Teacher's choice of book about fruits and/or vegetables
- Chart paper, marker

Health, Safety and Nutrition

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

Phonics & Word Recognition

Recognizes frequently used words in text

Reading

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

Vocabulary

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

Small Group Math

Approaches to Learning

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

Math

Measures length of one or more objects

Becomes familiar with nonstandard measuring tools and their uses

Orders objects by measurable attributes

Uses measurable attributes to compare objects

Social/Emotional Development

Seeks assistance from adults or classmates or assists adults or classmates

Measure Fruits & Vegetables

Say: **Let's measure how long this celery stalk is using paper clips.** Demonstrate how to use paper clips to measure the celery.

Continue: **Let's count how many paper clips long the celery is.** As you do this, discuss how you used paper clips to measure.

Distribute a fruit or vegetable, paper clips, journal, and pencil to each child. The children take turns measuring their fruits and vegetables and recording the data in their journals. Classmates may assist as needed.

The children then illustrate their fruits and vegetables as time allows. Compare them and discuss which are the longest, shortest, or the same length. Volunteers place the fruits and vegetables in order from shortest to longest.

The children should understand that in order to measure accurately they must measure the entire object from the top or the bottom.

Materials

- Fruits and vegetables that are easy to measure (celery, carrots, cucumbers, zucchini, bananas)
- Writing & Observation Journals
- Pencils

Day One

Story Time — Choose a book about growing up and changing to share. Suggestions include:

- *I'm Growing* by Aliki
- *The Growing-Up Feet* by Beverly Cleary

Small Group — Prepare several construction paper triangles and rectangles in varying sizes and orientations. You will also need shaving cream or play dough for each child.

Day Two

Morning Meeting — Cut apart the Butterfly Life Cycle Picture Cards.

You will also need four types of pasta: ditalini, fusilli (spiral), conchiglie rigate (shell), and farfalle (bow tie). Prepare a small plastic bag containing one of each type of pasta for yourself and each child. These will also be used on Day 3.

**Day Three**

Story Time — You will need the drawings/writings from Day 3 and the Share Chair.

Small Group — Use a dark-colored marker to divide a paper plate or paper strip into four sections for each child.

Day Four

Small Group — You will need a coffee filter and a clothespin for each child, a spray bottle filled with water, and washable markers.

Day Five

Morning Meeting — Cut apart the Riddle Cards and place them in a bag or basket. Prepare your choice of music and two crepe paper streamers for each child.

Circle Time — Children will match upper and lowercase Letter Cards. Be sure to distribute the Letter Cards appropriately.

Story Time — Choose a caterpillar and/or butterfly book to read to the children. Suggestions include:

- *Leo the Late Bloomer* by Robert Kraus
- *The Very Hungry Caterpillar* by Eric Carle
- *Waiting for Wings* by Lois Ehlert
- *Peter's Chair* by Ezra Jack Keats
- *The Caterpillar and the Polliwog* by Jack Kent



You have changed so much this year. Are you bigger now than when you first came to school?

Your pal,
Gingerbread Boy

Day 2

I didn't know butterflies start out as caterpillars. I love learning new things! Do you?

Love,
Gingerbread Boy

Day 3

I always wondered how caterpillars became butterflies. Did you know?

Your friend,
Gingerbread Boy

Day 4

I loved listening to your story endings for **The Ant and the Chrysalis**. You are such good authors and illustrators!

Your pal,
Gingerbread Boy

Day 5

It's been fun learning about how we have grown and changed. I made up some riddles for you!

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
Match baby and adult

Gingerbread Boy's Message

Butterfly Life Cycle Cards



Life Cycle Pasta

Vocabulary:
chrysalis, emerge, pasta

LEARNING CENTERS

Circle Time

Phonemic Awareness: Blend and Separate Consonant/Vowel/Consonant

Introduce /j/

Identify initial Jj words

"Jellybeans" riddle

"Jack and Jill"

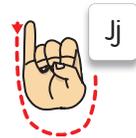
Phonemic Awareness: Blending onset and rime

Introduce Jj

List initial Jj words

Introduce ASL sign for Jj

"Where Is /j/?"



Story Time

Teacher's Literature Choice: Growing Up

"The Ants Go Marching"

The Ant and the Chrysalis



Small Group & Exploration

Shape Orientation

The Ant and the Chrysalis: write and illustrate what happened next

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message
"Head, Shoulders, Knees
and Toes"
Form and identify patterns

Gingerbread Boy's Message
List things learned this year

Gingerbread Boy's Message
Choose Picture Cards to match
riddles



LEARNING CENTERS

Phonological Awareness:
Syllables in words
"Zipper" riddle
Introduce /z/
Identify initial /Zz/ words
"Zipper Coat"

Phonological Awareness:
Rhyming Words
Introduce Zz
List initial /Zz/ words
Introduce ASL sign for Zz
"Where Is /z/?"



Phonemic Awareness:
"The Alphabet Song"
Match upper and lowercase
Letter Cards

*The Ant and
the Chrysalis*
Share writings/
illustrations



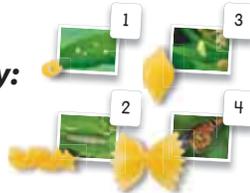
The Ant and the Chrysalis
Sequence Cards



Teacher's Literature Choice:
Caterpillars and Butterflies

Sequence Butterfly Life
Cycle Cards

Vocabulary:
cycle



Create coffee filter butterflies



Sort pasta

WEEK 24

LEARNING CENTERS

Math

Recognizes and identifies basic two-dimensional shapes

Technology

Uses technology independently to explore concepts and gain information

Becomes familiar with interactive applications, games or activities

Understands common technology terms

Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Phonics & Word Recognition

Recognizes frequently used words in text

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Computer Center

Activity — Children review shapes at *Geometry and Measurement*, “Triangles” and review /q/, /u/ and reinforce /j/, and /z/ at ABCs: U, Q, J and Z.

Interaction & Observation

- Review the Starfall Technology Standards and assess your children as they work in the Computer Center. Notice if they use technology to explore and review information.
- Continue to work with children to locate letters on the keyboard and type their names.

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Preparation — Book suggestions include:

- *Are You an Ant?* by Judy Allen
- *The Ants* by Brian D. McClure
- *Very First Things to Know About Ants* by Patricia Grossman

Activity — Children create ants using pictures and books for reference. They roll play dough into three small balls and stick them together to form the body. They use pipe cleaner pieces to form legs and antennae, and tiny balls of play dough for the eyes.

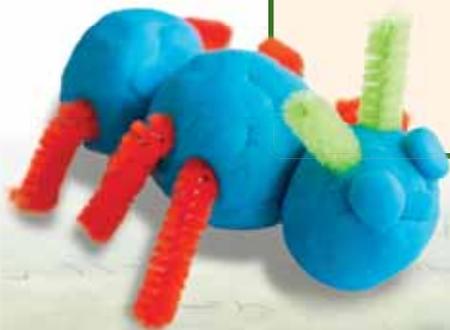
Place the completed ants on small squares of colored construction paper and display them in various places in the classroom. Children write their names and the word *ant* on their papers (e.g. *Melissa's ant*, *Michael's ant*).

Interaction & Observation

- Compliment children on their completed artwork. For prekindergarten children, art is an exciting means of self-expression. When it is appreciated by others, they feel truly special.
 - Displaying children’s artwork around the classroom builds self-esteem and helps children learn to appreciate art as they become aware of it in their everyday lives.
 - Challenge the children to locate the word “ant” in the provided text.

Materials

- Play dough
- Pipe cleaner pieces
- Enlarged pictures and several picture books about ants



Library Center

Preparation — Include *The Ant and the Chrysalis* after it is introduced on Day 2 and other books about growing and changing. Suggestions include:

- *I'm Growing!* by Aiki
- *My, Oh My--A Butterfly!* by Tish Rabe
- *The Very Hungry Caterpillar* by Eric Carle
- *When I Grow Up...* by Peter Horn

Activity — Children read and listen to *The Ant and the Chrysalis*. They also enjoy other books about growing and changing.

Interaction & Observation

- Interact with children at the Library Center by asking questions about their print and book awareness such as: *Where are the author and illustrator's names? Where is the front cover? Back cover? Can you point to the title? Where is the first page of the book? Will you show me the last page in the book?*
- Discuss life cycles and growing and changing.

Materials

- The Ant and the Chrysalis*
- Folk Tales* Read-Along CD
- Books about growing and changing

Print Concepts

Identifies front cover, back cover and title of a book

Understands directionality in print

Reading

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

Identifies the role of author and illustrator

Science

Describes simple life cycles of plants and animals

Notices changes in living things over time

Creative Arts

Represents fantasy and real-life experiences through pretend play

Reading

Recalls information from stories and other text

Social Studies

Recognizes that people share the environment with other people, animals, and plants

Describes characteristics of where he or she lives and visits

Speaking & Listening

Engages in conversations with peers and adults

Dramatic Play Center

Preparation — Book suggestions include:

- *Camping Out* by Mercer Mayer
- *Curious George Goes Camping* by Margaret & H. A. Rey
- *Fred and Ted Go Camping* by Peter Eastman

Activity — Children pretend to go camping. They cook meals, dine, and sleep outdoors. They also enjoy books about camping.

Interaction & Observation

- Stimulate dramatic play and extend ideas by conversing with the children as you join them on a camping trip. Ask what children are cooking, how they slept last night in their sleeping bags, what their plans are for the day, and where they might be going for a walk.
- Read a book about camping to them as they snuggle in their sleeping bags.

Materials

- Small freestanding tent (if room size permits)
- Sleeping bags
- Plastic foods, utensils, and dishes
- Small cooler
- Additional camping gear
- Books about camping

Science

Designs, builds, analyzes, and modifies structures using blocks or other classroom materials

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

Construction Center

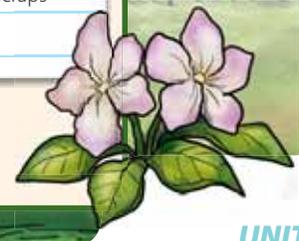
Activity — The children plan and use the available materials to create landforms (rivers, mountains, beaches, hills, valleys, volcanoes, caves and oceans).

Interaction & Observation

- The inclusion of drawing paper, pencils, and crayons encourages children to draw pictures and write or dictate sentences about their structures.
- Labels and simple drawings of the structures, how they were built, or future plans for expanding the structures naturally bring print into the Construction Center.

Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Fabric remnants, carpet squares
- Construction paper scraps
- Paper, pencils



Writing Center

Science

Notifies changes in living things over time

Social Studies

Investigates ways people form communities

Writing

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

Activity — Children illustrate themselves in their favorite Learning Centers, and dictate or write sentences about what they like to do there. They attempt to read what they have written to you.

Interaction & Observation

- Interact with children in the Writing Center reminiscing about prekindergarten memories and activities they have participated in this year (special celebrations, holiday activities, field trips, classroom speakers, games, etc.).
- Discuss how the children have grown and changed. Encourage them to think of ways they are different than they were at the beginning of the school year.

Materials

- Drawing paper
- Pencils, crayons

Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Sorts objects by physical attributes

Science

Uses tools and equipment to explore objects

Develops awareness of the properties of objects

Social/Emotional Development

Works with others to solve problems

Preparation — Book suggestions include:

- *Magnets* by Anne Schreiber
- *Magnets: Pulling Together, Pushing Apart* by Natalie M. Rosinsky
- *What Magnets Can Do* by Allan Fowler

Activity — Place the listed items in an empty water table. Children use magnets to determine whether the objects are magnetic or not magnetic, and sort the objects into separate tubs accordingly. Add additional objects as the week progresses.

Interaction & Observation

Interact with children as they experiment, and help them learn more about magnets by sharing books about magnets.

Materials

- Empty water table
- Various types and sizes of magnets
- Two small tubs for sorting
- Container filled with plastic and metal bottle caps, coins, thumb tacks, paper clips, counting chips, plastic beads, pencils, seashells, marbles, metal and plastic buttons, bread ties, pebbles, keys, cotton balls, etc.
- Books about magnets

Math Center

Math

Recognizes and identifies basic two- and three-dimensional shapes

Sorts two- and/or three-dimensional shapes

Activity — Children sort two- and three-dimensional shapes, and use available materials to draw and color two- and three-dimensional shapes of their own.

Interaction & Observation

- As you interact with the children, assess their understanding and recognition of shapes and dimensions.
- Ask them to describe how the three-dimensional shapes are different from the two-dimensional shapes (a picture of an ice cream cone versus a three-dimensional cone).
- How is artwork they draw different from something they make with play dough?
- Does it look different? Feel different?
- Can they look at both sides of a drawing of a butterfly? A play dough ant?

Materials

- Three-dimensional geometric shapes (cube, rectangle, pyramid, cylinder, sphere, and cone)
- Pictures of the two-dimensional geometric shapes above
- Drawing paper
- Pencils, crayons

Gathering

Continue the Gathering Routine as with previous weeks. In addition, a volunteer chooses a number from 0 to 8 and the children practice identifying the next number in the counting sequence. They may use the Number Line as a reference if necessary.

Materials

None

Morning Meeting

Warm Up Your Brain

Instruct the children to move in one direction when the music plays, freeze when the music stops, and change directions when they hear the bell. Ask: **What should you do when the music plays?** (move) **What should you do when the music stops?** (freeze) **What should you do when the bell rings?** (change directions)

Remind the children they may move in a variety of ways (walk, tiptoe, slide, gallop, or jump to the beat). Alternate between playing and stopping the music, and ringing a bell. Change the timing and order frequently to determine if the children can follow your directions.

Materials

- Teacher's choice of music
- Dragon

Growing and Changing

Read and discuss Gingerbread Boy's message.

Indicate the *baby* and *baker* Picture Cards as you place them side-by-side in a pocket chart.

Say: **Here is a picture of a baby. A baby starts out very small and grows bigger and bigger every day until it becomes a child. You are children. Will you always be children?** (Volunteers respond.) **No, you are growing all the time. One day you will be an adult.**

Indicate the *baker* Picture Card. Ask: **Does the adult look like the baby? What kind of work does this adult do?** (baker) **How are the baby and the adult the same? How are they different? A baby changes as it grows, just like you did.**

Identify the *acorn*, *baby*, *caterpillar*, *puppies*, *seed*, and *tadpole* Picture Cards as you place them in the pocket chart.

Identify and distribute the *butterfly*, *dog*, *frog*, *plant*, and *tree* Picture Cards.

Say: **Let's play a matching game.** (Indicate the *tadpole* Picture Card.)

This is a tadpole. Who has the Picture Card that shows what this tadpole will be when it grows up? The child with the *frog* Picture Card places it next to the *tadpole* Picture Card. Continue for the remaining cards.

Mix the Picture Cards and children again match the immature and adult pairs.

Materials

- Picture Cards: *acorn*, *baby*, *baker*, *butterfly*, *caterpillar*, *dog*, *frog*, *plant*, *puppies*, *seeds*, *tadpole*, *tree*
- Pocket chart
- A bell



Math

Verbally counts in sequence and understands that numbers come before and after one another

Creative Arts

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

Gross Motor Skills

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

Speaking & Listening

Follows simple and multiple-step directions

You have changed so much this year. Are you bigger now than when you first came to school?

Your pal,
Gingerbread Boy

Science

Notices changes in living things over time

Describes simple life cycles of plants and animals

Social Studies

Differentiates past, present, and future

Sequences familiar events in time

Speaking & Listening

Participates in group discussions

Social/Emotional Development

Engages in and maintains positive relationships and interactions with trusted adults and children

Phonological Awareness

Blends phonemes into words

**Phonological Awareness**

Recognizes and identifies beginning sounds in words

LEARNING CENTERS

See Learning Centers for Week 24, pages 594-596. After cleanup, the children gather to share their experiences and discuss friendships that have developed this year.

Circle Time**Materials**

- Three chairs

Phonemic Awareness: Blend and Separate Consonant/Vowel/Consonant

Say: **Listen to these sounds, /j/ /e/ /t/. Now you say them, /j/ /e/ /t/. Blend those sounds together to form a word. /j/ /e/ /t/, jet. Let's try some more.**

Use: /j/ /a/ /m/ jam, /j/ /a/ /k/ Jack, /j/ /i/ /l/ Jill.

Place 3 chairs side-by-side and choose 3 children to sit in them. Explain that you will take apart some words. Give the example "cat." Touch the first child's head and say /c/. Touch the second child's head and say /a/, and touch the third child's head and say /t/ and the children repeat. Blend the sounds together to form *cat*. Repeat for *fun*, *hop*, *pig*, *ten*, and *cap* with different volunteers.

Introduce /j/

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

Display the *jacket*, *jeep* *jellybeans* and *jet* Picture Cards.

Say: **Here is a picture of jellybeans. Say, jellybeans. Jellybeans begins with /j/. Say /j/.** Continue:

- **Jacket begins with /j/. Say, jacket. Say /j/, jacket.**
- **Jeep begins with /j/. Say, jeep. Say /j/, jeep.**
- **Say, jet. What sound do you hear at the beginning of jet? Right, /j/.**

Say: **Jellybeans begins with /j/. Listen to these two words. Which one begins with /j/, jellybeans or eggs?** (jellybeans) **Jellybeans begins with /j/. Say /j/.** (Children repeat, /j/.) **Listen again, basket or Jack. Which one begins with /j/?** (Jack)

Say: **Let's pretend we are eating jellybeans.** (Demonstrate) **If you hear a word that begins with /j/, pretend you are eating a jellybean. If the word doesn't begin with /j/ sit on your hands. Ready?**

Ask: **Do you hear /j/ at the beginning of jump? Say it with me, jump, /j/!** (Children repeat, *jump*, /j/.) **Good, eat a jellybean. Let's try some more.** Continue with *juice*, *up*, *finger*, *jam*, *key*, and *January*.

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Picture Cards: *jacket*, *jeep*, *jellybeans*, *jet*

Jellybeans

I am often found in Easter baskets, but I'm not an egg.

I can be any color and I taste very sweet.

My shape is oval and I'm usually small.

My name begins with /j/.

What am I?

Indicate *Nursery Rhymes* page 22, “Jack and Jill.” Grandmother says: **This is a nursery rhyme called “Jack and Jill.” What sound do you hear at the beginning of Jack and Jill? (/j/)** Listen to this rhyme.

Read and discuss “Jack and Jill.”

Encourage children to listen for /j/ today.

Story Time

Teacher’s Literature Choice: Growing Up

Indicate your choice of book about growing up. Consider choosing a nonfiction book. Introduce the title, author, and illustrator. Picture-walk through the book as children describe the illustrations and make predictions. Read the book, pausing to briefly introduce and answer questions about new vocabulary as it is encountered. Ask and answer questions about what was read and discuss the relationship between the illustrations and text. Allow time for children to point out words they recognize in the text such as *I*, *the*, *to*, and *a*.

Materials

- Teacher’s choice of book about growing up

Phonics & Word Recognition

Recognizes frequently used words in text

Reading

Recalls information from stories and other text

Describes the relationship between illustrations and text

Vocabulary

Discusses words and word meanings

Small Group & Exploration

Shape Orientation

Indicate a triangle. Ask: **How do we know this is a triangle? Yes, we learned that a triangle has three sides and three corners or angles. Let’s count the sides and corners of this shape.** (Do this.) **Is this a triangle?** (Volunteers respond.) **How do we know?**

The children should be able to state that they know it is a triangle because it has three sides and three corners.

Indicate other triangles. Say: **I wonder what shapes these are. How can we tell?** (Volunteers respond.) **Right, we can count the number of sides and corners.**

Indicate one of the triangles and ask: **If I hold the triangle this way** (rotate the triangle) **is it still a triangle?** (Volunteers respond.) Repeat for other triangles, rotating them in various orientations. Children should understand that it doesn’t matter in which direction the shape is turned; it is always a triangle.

Repeat this for other triangles. Explain: **These triangles are all different, but they are all triangles because they have three sides and three corners.**

Repeat this procedure for the rectangles. The children should be able to state that they know they are rectangles because they have four straight sides and four corners.

Provide shaving cream or play dough and children create a variety of triangles and rectangles.

Materials

- Prepared construction paper triangles and rectangles
- Shaving cream or play dough

Math

Recognizes basic two-dimensional geometric shapes

Identifies shapes regardless of their orientations or size

Describes basic shapes

Creative Arts

Expresses concepts, ideas or feelings through movement

Science

Describes simple life cycles of plants and animals

Notices changes in living things over time

Speaking & Listening

Follows simple and multiple-step directions

I didn't know butterflies start out as caterpillars. I love learning new things! Do you?
Love,
Gingerbread Boy

Science

Notices changes in living things over time

Describes simple life cycles of plants and animals

Describes characteristics in the appearance, behavior, and habitats of animals

Vocabulary

Identifies real-life connections between words and their use



Morning Meeting

Warm Up Your Brain

Give children the following directions:

- Pretend you are a caterpillar wiggling around on the floor.
- At the sound of the bell, freeze. (Explain that the caterpillar is changing into something very special.)
- This time at the sound of the bell, sit on the floor and place the bottoms of your feet together in front of you. Hold onto your feet, and let your knees drop toward the floor. Sit tall and flap your legs up and down like a butterfly.
- This time at the sound of the bell, fly around the room like a butterfly!

Materials	
<input type="checkbox"/>	Dragon
<input type="checkbox"/>	Bell

Introduce the Butterfly Life Cycle

Read and discuss Gingerbread Boy's message.

Say: Let's help Gingerbread Boy learn how a caterpillar changes into a butterfly. Place the Butterfly Life Cycle Cards in a pocket chart as you indicate and explain each one:

Materials	
<input type="checkbox"/>	Butterfly Life Cycle Picture Cards
<input type="checkbox"/>	Life cycle pasta bag for each child
<input type="checkbox"/>	Pocket chart

- Here is an egg. The egg looks very still on the outside, but it is busy on the inside. Soon a tiny caterpillar will hatch out of the egg. How would you describe a caterpillar? How do you think they feel? Are they furry? Are they slimy?
- The caterpillar eats and eats and eats and eats! When it's ready, it climbs a branch and hangs upside down.
- Soon it changes into something called a *chrysalis*. (Children repeat, *chrysalis*.) A *chrysalis* looks very still on the outside, but inside the caterpillar is growing and changing.
- All of a sudden the *chrysalis* begins to wiggle and the caterpillar *emerges*, or comes out, but it isn't a caterpillar anymore. It has changed into a butterfly.

Distribute a life cycle bag to each child. Say: This is *pasta*. (Children repeat, *pasta*.) We can use these *pasta* shapes to remind us of a butterfly's life cycle. Find and hold up the pasta that looks like a little egg. (Children do this.) Repeat for caterpillar, *chrysalis*, and butterfly.

Children place their pasta pieces in the correct order on top of their bags. After they have done this correctly, direct them to place the pasta back in the plastic bags. Collect the bags for use on Day 3.

LEARNING CENTERS

See Learning Centers for Week 24, pages 594-596. After cleanup, the children gather to share their experiences and discuss friendships that have developed this year.

Social/Emotional Development

Engages in and maintains positive relationships and interactions with trusted adults and children

Circle Time

Phonological Awareness: Blend Onset and Rime

Say: **Listen to these word parts and put them together to form words.**

Use: /j/ /am/ (jam), /j/ /ug/ (jug), /j/ /ar/ (jar), /j/ /ack/ (Jack), /j/ /ill/ (Jill).

Materials

None

Phonological Awareness

Blends phonemes into words

Introduce Jj, List Jj Words, ASL Jj

Indicate the Jj Letter Card.

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

Say: **Let's sky write uppercase J.** (Demonstrate) **Now sky write lowercase j.** (Demonstrate) **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase J on your partner's back.**

After they have done this several times say: **Now write lowercase j.**

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: *jellybeans*, /j/)
- 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 jellybeans. Indicate the word, *jellybeans*.)

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

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

Materials

Grandmother

Star

Letter Card Jj

Chart paper, marker

Starfall American Sign

Language Poster

ABC for Gingerbread Boy

and *Me* by Starfall

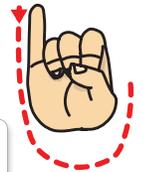
Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Focuses on letter names and shapes

Connects oral language and print



Jj

Sing “Where Is /j/?” Each time /j/ is used, children make the Jj hand sign.

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

Where Is /j/?

(Melody: “Where Is Thumbkin?”)

Where is /j/? Where is /j/?

Here I am. Here I am.

/j/ in jellybeans, /j/ in jacket

/j/ /j/ /j/, Jj, Jj, Jj.

Reading

Uses illustration clues to predict

Science

Describes simple life cycles of plants and animals

Notices changes in living things over time

Vocabulary

Discusses words and word meanings



Story Time

Introduce *The Ant and the Chrysalis*

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

Indicate *The Ant and the Chrysalis*. Ask: **What do you think this story is about?** (Volunteers respond.) **What the story is about is called the main idea. Raise your hand if you remember what a chrysalis is.** (Volunteers respond.) **Let’s read to find out what happens. If you hear a word you don’t understand, raise your hand so we can talk about it.**

Read pages one through sixteen. Ask: **What do you think will happen next?** (Volunteers respond and explain reasons for their predictions.) **Let’s read to discover how the story ends.**

Finish reading the book. Briefly recall the children’s predictions to determine their accuracy.

Materials

Starfall Sing-Along Volume 2

The Ant and the Chrysalis

as told by Myrna Estes

Small Group & Exploration

Creative Writing

Say: **At the end of the story the ant climbed onto the butterfly’s back and away they flew. Where do you think they went?** (Volunteers respond.) **Let’s write what may have happened next.**

Each child writes about and illustrates what happened next.

Encourage the children to use kid writing. They may also dictate sentences for you to write beneath their illustrations. Assist children in reading their sentences and in adding details. Model using spaces between words and a capital letter at the beginning of sentences.

Children will share their sentences and drawings on Day 3.

Materials

The Ant and the Chrysalis

as told by Myrna Estes

Writing & Observation Journals

Pencils, crayons

Approaches to Learning

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

Writing

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

Independently writes some letters and words

Uses appropriate writing conventions with adult assistance

Explores letter-sound relationships while writing

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Play *Sing-Along Volume 1*, Track 12. Children sing "Head, Shoulders, Knees, and Toes" and do accompanying movements.

Say: **This song is sung in a pattern. First comes the head, then come the shoulders. What comes next?** (knees and toes) Repeat "Head, Shoulders, Knees, and Toes."

Materials

- Starfall Sing-Along Volume 1*
- Dragon

Creative Movement

Participates in movement using songs

Math

Identifies simple patterns

I always wondered
how caterpillars
became butterflies.
Did you know?
Your friend,
Gingerbread Boy

Math

Creates, identifies, duplicates, and extends simple patterns

Understands and uses ordinal numbers

Science

Describes simple life cycles of plants and animals

Social Studies

Demonstrates knowledge of personal information

Create Patterns

Read and discuss Gingerbread Boy's message.

Say: **The life cycle of a butterfly creates a pattern.**

Select a volunteer to represent each stage:

- **First there is an egg.**
- **Second is a caterpillar.**
- **Third is a chrysalis.**
- **Fourth is a butterfly.**

Continue: **Then the butterfly lays an egg and the pattern begins all over again. Let's repeat this pattern: egg, caterpillar, chrysalis, butterfly.**

Say: **Let's create patterns.** Arrange children in different patterns, such as:

- Children with short sleeves and children with long sleeves (AB pattern)
- Boys and girls (AB pattern)
- Children with blonde hair, children with black hair, and children with brown hair (ABC pattern)
- Children with short hair, children with medium length hair and children with long hair (ABC pattern)

Say: **Let's find patterns in the classroom.**

Indicate several obvious patterns such as the floor or rug pattern, heating vents, windows, and window blinds (line, open space, line, etc.).

Children identify other patterns and explain how the patterns would continue. Ask: **What would come next? What part repeats?**

Materials

- None

LEARNING CENTERS

See Learning Centers for Week 24, pages 594-596. After cleanup, the children gather to share their experiences and discuss friendships that have developed this year.

Social/Emotional Development

Engages in and maintains positive relationships and interactions with trusted adults and children

Circle Time

Phonological Awareness

Blends syllables in spoken words

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, jac-ket. Now put them together to form a word: jacket. This time hold up one finger for each part. Ready? jac-ket** Children say *jacket* and hold up a finger as they say each syllable.

Continue: **What is left if we take jac away from jacket? Right, only ket would be left.** Repeat blending and deleting syllables for *Jan-u-ar-y* (January), *jel-ly* (jelly), *j-in-gle* (jingle) and *joy-ful* (joyful).

Materials

None

Phonological Awareness

Recognizes and identifies beginning sounds in words

Isolates and pronounces the initial sounds in words

Introduce /z/

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

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

Display the *zebra*, *zipper*, *zoo*, and *zero* Picture Cards.

Say: **Here is a picture of a zipper. Say, zipper. Zipper begins with /z/. Say /z/.** Continue:

- **Zebra begins with /z/. Say, zebra. Say /z/, zebra.**
- **Zoo begins with /z/. Say, zoo. Say /z/, zoo.**
- **Say, zero. What sound do you hear at the beginning of zero? Right, /z/.**

Say: **Zipper begins with /z/. Listen to these two words. Which one begins with /z/, zipper or coat? Right, zipper begins with /z/. Say /z/.** (Children repeat, /z/.) **Listen again: plant or zoo. Which one begins with /z/?** (zoo)

Grandmother says: **Let’s listen to a song about a coat with a zipper.** Play *Sing-Along* Volume 1 Track 49, “Zipper Coat.”

Say: **Now let’s sing together. If you hear a word that begins with /z/, pretend you are zipping up your coat. Ready?** Children sing “Zipper Coat.”

Ask: **Do you hear /z/ at the beginning of zoo? Say it with me, zoo, /z/.** (Children repeat, *zoo*, /z/.) **Good, zip up your coat. Let’s try some more.** Continue with *baby*, *zero*, *hop*, *quack*, *zebra*, *ball*, and *zigzag*.

Encourage children to listen for /z/ today.

Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Picture Cards: *zebra*, *zipper*, *zoo*, *zero*
- Pocket chart

Zipper

It is used to keep a jacket or coat closed.
Sometimes you need help lining it up to make it work.
It has many little teeth.
These teeth don’t bite.
It’s name begins with /z/.

What is it?

“Zipper Coat”

Oh, do you have a zipper coat
A zipper coat
A zipper coat
Oh do you have a zipper coat
That goes zzzzip?

Oh, yes I have a zipper coat
A zipper coat
A zipper coat
Oh, yes I have a zipper coat
That goes zzzzip!



Story Time

Share Chair

Indicate *The Ant and the Chrysalis*.

Say: **Let's read *The Ant and the Chrysalis*. Then you will share your writings and illustrations and what you think happened next.**

Read *The Ant and the Chrysalis*.

Children sit in the Share Chair to share their writings and illustrations. Classmates do a class cheer after each sharing.

Materials

- The Ant and the Chrysalis*
as told by Myrna Estes
- Writing & Observation Journals
- Share Chair

Creative Arts

Demonstrates appropriate audience skills

Describes or explains own artwork

Reading

Makes predictions based on content and prior knowledge

Speaking & Listening

Listens to and discusses literary texts

Small Group & Exploration

Create the Butterfly Life Cycle

Place Butterfly Life Cycle Picture Cards in random order in a pocket chart.

Ask: **Are these pictures in the order of the life of a butterfly?** (Volunteers respond.) **No, they aren't. Let's put them in order.** (Children assist to do this.) **This is called a butterfly life cycle. A cycle is like a pattern. The butterfly lays an egg on a leaf and the cycle begins.** (Indicate and name the stages in the cycle so children understand that it repeats.)

Distribute the pasta bags. Assist children in putting their pasta pieces in order to represent the butterfly life cycle.

Distribute paper plates. Children write their names on the back. Indicate Number Cards 1 through 4. Assist the children to:

- count the sections on the paper plate
- copy the numbers into the sections
- glue the pasta pieces in the appropriate order

Children illustrate their plate sections if time allows.

Materials

- Butterfly Life Cycle Picture Cards
- Number Cards 1 through 4
- Prepared pasta bags
- Paper plates or strips of heavy stock paper
- Glue, crayons, pencils

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Reading

Identifies sequence of events

Science

Notices changes in living things over time

Describes simple life cycles of plants and animals

Social Studies

Sequences familiar events in time

Speaking & Listening

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



Morning Meeting

Materials

- Dragon

Gross Motor Skills

Demonstrates strength and coordination of large muscles

Math

Creates, identifies, and duplicates simple patterns

Speaking & Listening

Follows simple and multiple-step directions

I loved listening to your story endings for **The Ant and the Chrysalis**. You are such good authors and illustrators!

Your pal,
Gingerbread Boy

Warm Up Your Brain

Play "Let's Create a Pattern." Explain to the children they will create patterns with their movements.

Lead the children in an AB movement pattern. Demonstrate the pattern by clapping three times. Pause and then stomp your feet three times. Ask the children to repeat the pattern. Repeat several times. Ask: **Is this an AB pattern or an ABC pattern?** (Volunteers respond.) Children should understand it is an AB pattern because there are two different movements.

Lead the children in an ABC movement pattern:

- **Clap your hands.** (Clap three times.)
- **Stomp your feet.** (Stomp three times.)
- **Hop up and down.** (Hop three times.)

Repeat this several times. Ask: **Is this an AB pattern or an ABC pattern?** (Volunteers respond.) Children should understand it is an ABC pattern because there are three different movements.

Look What We've Learned!

Read and discuss Gingerbread Boy's message.

Say: **Like the caterpillar, you have grown and changed this year. You have learned so much since the first day of school. Let's make a list of all the things we have learned this year.**

Gingerbread Boy whispers he learned how to be a good listener. Commend Gingerbread Boy for being a great listener this year and write his response on the chart paper.

Add volunteers' responses to the list. Gingerbread Boy adds to the list as necessary to remind the children of what they have learned this year and the friendships they have developed.

Review the list. Say: **Caterpillars grow and change into butterflies. You have grown into very smart and loving children!**

Materials

- Chart paper
- Marker

Approaches to Learning

Reflects on what has been learned

Science

Notices changes in living things over time

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Writing

Contributes to a shared writing experience or topic of interest

Social/Emotional Development

Engages in and maintains positive relationships and interactions with trusted adults and children

LEARNING CENTERS

See Learning Centers for Week 24, pages 594-596. After cleanup, the children gather to share their experiences and discuss friendships that have developed this year.

Circle Time

Materials

 None

Phonological Awareness: Rhyming Words

Say: **Zero and hero rhyme. Listen to these words, zoo, you.** (Children repeat, *zoo, you*.) **Do they rhyme?** (yes) **Zoo, and you rhyme. Listen to these words, jug, mug.** (Children repeat, *jug, mug*.) **Do they rhyme?**

Say: **Now listen to these words and think of another word that rhymes.** Say *cat* and *sat*, and pause for volunteers to respond with additional words that rhyme. You may accept nonsense words. Repeat with *bun* and *sun*, *pig* and *wig*, *fan* and *pan*.

Phonological Awareness

Identifies and discriminates rhyming words

Introduce Zz, List Zz Words, ASL Zz

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

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

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: zipper, /z/)
- 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 zipper. Indicate the word, *zipper*.)

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

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter Z. I'll write the words on this chart paper so we don't forget them.** Children circle Zz in their words after you write them.

Sing "Where Is /z/?" Each time /z/ is used, children make the Zz hand sign.

Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper, marker
- Basket or bag
- Grandmother
- Letter Card Zz
- Star

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Focuses on letter names and shapes
Connects oral language and print



Zz

Story Time

Reading

Retells familiar stories in sequence

Engages in group reading activities with purpose and understanding

Recognizes cause and effect



Sequence *The Ant and the Chrysalis*

Indicate *The Ant and the Chrysalis*.

Place the *The Ant and the Chrysalis* Sequence Cards in random order in a pocket chart. Children discuss whether or not the story makes sense in this order. They work together to reorder the Sequence Cards correctly. Encourage the use of the vocabulary words *beginning*, *middle* and *end*. Volunteers take turns to retell the story.

Materials

- The Ant and the Chrysalis* as told by Myrna Estes
- The Ant and the Chrysalis* Sequence Cards
- Pocket chart



Observe & Modify

If the children have difficulty ordering the Sequence Cards, read the story, and allow volunteers to order the cards as you read.

Small Group & Exploration

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Describes simple life cycles of plants and animals

Create Butterflies

Children use markers to color coffee filters, then they spray the filters with water. Assist the children to twist the coffee filters and clip them in the center with clothespins to create butterfly bodies and wings. Children add faces and antennae to the clothespins to complete their butterflies. Engage the children in a discussion about familiar plant and animal life cycles.

Materials

- Coffee filter for each child
- Spray bottle with water
- Washable markers
- Clothespins



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Distribute two streamers to each child. Play your choice of music. Children express their feelings as they pretend they are dancing butterflies fluttering from flower to flower and flying freely in a circle.

Materials

- Two crepe paper streamers per child
- Teacher's choice of music
- Dragon

Creative Arts

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

Expresses concepts, ideas or feelings through movement

It's been fun learning about how we have grown and changed. I made up some riddles for you!

Love,
Gingerbread Boy

Reading

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

Science

Notices changes in living things over time

Describes simple life cycles of plants and animals

Observes similarities and differences in living and nonliving things

Social/Emotional Development

Engages in and maintains positive relationships and interactions with trusted adults and children

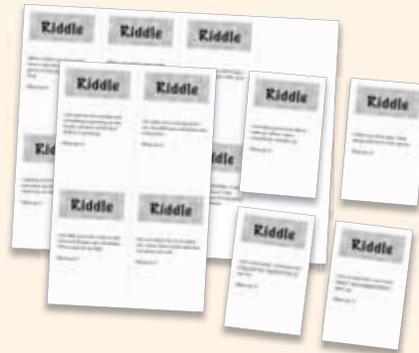
Riddles: What Am I?

Read and discuss Gingerbread Boy's message.

Display the Picture Cards in a pocket chart. A volunteer selects a riddle from the bag or basket. Read the riddle. Another volunteer locates the Picture Card that answers the riddle and turns it face down in the pocket chart.

Materials

- Picture Cards: acorn, baby, baker, bird, butterfly, caterpillar, dog, eggs, frog, plant, puppies, seeds, tadpole, tree
- Prepared riddles
- Bag or basket
- Pocket chart



LEARNING CENTERS

See Learning Centers for Week 24, pages 594-596. After cleanup, the children gather to share their experiences and discuss friendships that have developed this year.

Circle Time

Materials

Starfall Sing-Along Volume 1

Alphabet Knowledge

Recites the alphabet in sequence

Language Development

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

Phonemic Awareness: "The Alphabet Song"

Say: **We have learned all the letters of the alphabet. Let's sing "The Alphabet Song."** Play *Sing-Along* Volume 1 Track 2. Children sing "The Alphabet Song."

Say: **Now let's sing "The Alphabet Song" slowly and add the sign language hand signs for each letter. Ready?** (Do this.)

Match Alphabet Letters

Materials

All upper and lowercase

Letter Cards

Alphabet Knowledge

Recites the alphabet in sequence

Recognizes and names most letters of the alphabet

Phonics & Word Recognition

Associates letters with their names and sounds

Print Concepts

Focuses on letter names and shapes

Writing

Independently writes some letters and words

Say: **We have learned all of the letters and sounds. Who would like to play a matching game?** (Children respond.)

Here are some upper and lowercase letters. Your job is to find the child who has the card that matches yours.

Let's practice! Distribute the Z, z, J, and j Letter Cards to four children. Ask: **Who has uppercase Z?** The child who has the uppercase Z Letter Card finds the child with the matching letter, lowercase z. The partners make the /z/ sound. Repeat for J.

Distribute one card to each child. Children find their matches, and pairs stand next to each other. Check the results and make any necessary adjustments. Partners lead the class to say the sound of each letter. Redistribute the Letter Cards and repeat.

Assist the children to arrange themselves in alphabetical order while singing "The Alphabet Song."

Distribute paper and pencils and the children choose and write letters. Assist them as needed.

Organize the matching upper and lowercase Letter Cards in sets to match the number of children. Substitute pairs in subsequent games to provide practice with all of the letters.

Story Time

Teacher's Literature Choice: Caterpillars & Butterflies

Indicate your choice of an informational caterpillar and/or butterfly book. Introduce the title, author, and illustrator. Picture walk through the book as children describe the pictures. Read the book pausing to discuss what was read and introduce new vocabulary as it is encountered. Allow time for the children to ask and answer questions about new vocabulary and what they learned.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Teacher's choice of informational book about caterpillars and/or butterflies |
|--------------------------|--|

Reading

Recalls important facts from informational text

Asks and answers appropriate questions about the story

Makes connections between pieces of essential information in a text

Vocabulary

Uses new vocabulary

Uses illustrations and context to determine word meaning

Small Group Math

Sorting Pasta

Indicate the bowl of different types of pasta. Ask: **What do you notice about the pasta in this bowl?** (Volunteers respond.) **Yes, they are different. Who knows one way they are different?** Children work together to sort the pasta by the attribute identified. Assign a paper plate to each pasta color.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Variety of pasta (different sizes, shapes, colors) |
| <input type="checkbox"/> | Large bowl |
| <input type="checkbox"/> | 3 or more paper plates |

Math

Sorts objects by physical attributes

Analyzes, compares, and sorts groups of objects by a single attribute and explains

Ask: **How did you sort the pasta? Right, you sorted it by color. Is there another way they are different? Yes, they have different shapes.** Repeat the sorting activity by assigning a paper plate for each pasta shape.

Continue: **This time work together to find a different way to sort the pasta.** After they do this, volunteers explain how they sorted the pasta.

Week 25: Look At Us Now

This week, the children take a look back on the school year to recognize and celebrate all they have learned and how much they have grown. The children will also:

- graph Learning Centers to decide the class favorite
- discuss the qualities of good friends
- create a class book about Gingerbread Boy
- duplicate two and three-dimensional shapes
- choose their class favorite book of the year
- review the alphabet

Starfall Books & Other Media

The Gingerbread Boy as told by Brandi Chase

The Little Red Hen and other Folk Tales by Starfall

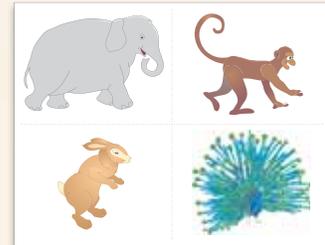
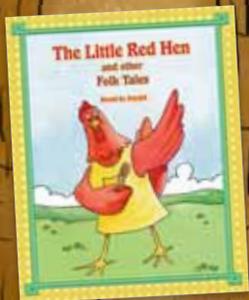
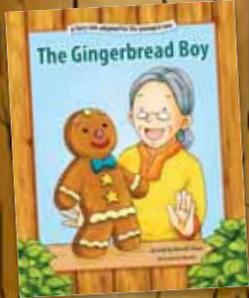
"The Four Friends" Character Cards

Learning Center Icons

Star Writer Melodies

Starfall Sing-Along Volumes 1 & 2

Starfall's Selected Nursery Rhymes



Preparation

Prepare your choice of music for this week's Warm Up Your Brain Exercises. Include favorite puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Prepare a Learning Center graph by attaching the Learning Center Icons in columnar fashion down the left side of a sheet of chart paper.

Circle Time — Use masking tape to designate where children will stand for today's activity and place a trash can about four feet away. Prepare upper and lowercase letters A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j on individual sheets of paper, and place them in a bag or basket.

Small Group — Have materials available to create gingerbread play dough. After making the dough, you will divide it into individual portions and place it in plastic bags for children to take home. Include a play dough recipe card with each bag.

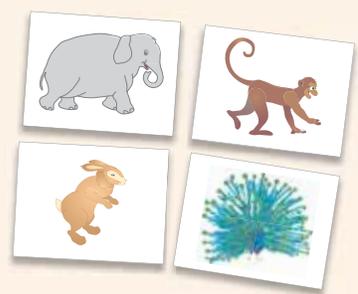
Day Two

Circle Time — Place upper and lowercase Letter Cards K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r in a bag or basket.

Story Time — Cut apart the "Four Friends" Character Cards.

Small Group — Have a digital camera available to take a picture of each child. Prepare a white construction paper picture frame with at least 1" to 1½" border for each child. Draw a rectangle or square the size of the photo in the center.

Ingredients	
<input type="checkbox"/>	2 cups flour
<input type="checkbox"/>	1 cup salt
<input type="checkbox"/>	5 teaspoons ginger
<input type="checkbox"/>	2 teaspoons vegetable oil
<input type="checkbox"/>	1 cup warm water
<input type="checkbox"/>	Food coloring



We have done so much this year. One of my favorite things was Learning Centers. Which was your favorite Learning Center?
Your pal,
Gingerbread Boy

I was reading Nursery Rhymes. Did you see me in some of the pictures of the nursery rhymes? Which was your favorite?
Love,
Gingerbread Boy

I loved learning about numbers this year. What's your favorite number?
Your friend,
Gingerbread Boy

I'm so happy! We have learned about letters, sounds, numbers and my favorite, shapes.
Your pal,
Gingerbread Boy

I enjoy remembering all the fun things we've done this year. I love school!
Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message
Graph favorite Learning Centers



Gingerbread Boy's Message
Nursery Rhymes
Identify rhymes with
Gingerbread Boy's picture

LEARNING CENTERS

Circle Time

Phonemic Awareness:
Alphabet Basketball
"The Alphabet Song"
Upper and lowercase letters

Phonological Awareness:
Adding Initial Sounds
Beginning sounds
Match upper and lowercase
letters (Kk-Rr)



Story Time

Review *The Little Red Hen and Other Folk Tales*:
"The Little Red Hen"
Being a good
friend



The Little Red Hen and Other Folk Tales: "The Four Friends"
"The Four Friends"
Character Cards
Vocabulary:
peacock



Small Group & Exploration

Gingerbread play dough

Decorate construction paper
picture frames



Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Numbers 1 through 10



Create That Number

Number order

"Ten Bears in a Bed"

Gingerbread Boy's Message

Review Shapes

Gingerbread Boy's Message

Star Writer Melodies

Gingerbread Boy's Class Book

LEARNING CENTERS

Phonological Awareness:
Rhyming Words

Beginning sounds

Match upper and lowercase
letters (Ss-Zz)



Phonemic Awareness: Blend
Consonant/Vowel/Consonant

Sound out and spell words

Phonological Awareness:
Substitute Initial Sound

I Can Read!

ABC for Gingerbread Boy and Me

ABC Order

The Gingerbread Boy

Children choose
their favorite part
of the story



Dramatize *The Little Red Hen
and Other Folk Tales:*
"The Four Friends"



Children vote for their favorite
books of the year

Draw pictures with Gingerbread
Boy and dictate sentences for
class book

Patterns



Math Games

WEEK 25

LEARNING CENTERS

Math

Sorts two- and or three-dimensional shapes

Print Concepts

Differentiates between letters and numbers

Technology

Enjoys electronic forms of storybooks and informational texts

Computer Center

Activity — Children enjoy *I'm Reading: "Folk Tales,"* "The Little Red Hen" and "The Four Friends." They explore *Geometry and Measurement: "2D/3D Sort"*

Interaction & Observation

- Children choose any activities on *Starfall.com* they wish to review.
- Discuss the differences between letters and numbers as you assist children to locate them on the keyboard.

Materials

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

Creative Arts

Creates original artwork that reflects thoughts, feelings, experiences, or knowledge

Experiments with a variety of art materials

Science

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

Art Center

Activity — Children choose and create from various art media.

Interaction & Observation

- Engage children in conversations about their favorite art activities of the year as you visit the Art Center this week.
- Encourage children to reflect on their artwork and discuss ways it makes them feel.

Materials

- Art easel, brushes
- Various sizes of paper
- Tempera paint, watercolors
- Crayons, markers, pencils
- Glue, scissors
- Recycled magazines

Phonics & Word Recognition

Recognizes frequently used words in text

Reading

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

Social/Emotional Development

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

Library Center

Preparation — Include *The Little Red Hen and Other Folk Tales: "The Four Friends"* after Day 2, and other books that have been introduced throughout the year, including *Nursery Rhymes*.

Activity — Children revisit and enjoy books that have been read aloud during the school year, as well as books they have created as a class.

Interaction & Observation

- Discuss the children's choices and the reasons for them.
- Challenge the children to locate words or text they recognize and read them to you and each other.

Materials

- The Little Red Hen and Other Folk Tales: "The Four Friends"*
- Class books
- A variety of story books

Dramatic Play Center

Preparation — Return the Dramatic Play Center to a home (as it was at the beginning of the year).

Activity — Children wash the dolls, doll clothes and dishes to be sorted and packed away at the end of the week. Use the classroom water table with a small amount of detergent, and add another small tub for rinsing. Include a small drying rack for doll clothes.

As the week draws to a close, children can also use the water table (with clean water) to wipe down tables, chairs, cubbies, etc.

Interaction & Observation

- Discuss interests and emotions during experiences in the Dramatic Play Center this year.

Materials

- Dolls and doll clothes
- Play furniture
- Cooking utensils
- Cans and empty food packages
- Dress-up clothes
- Recycled telephone
- Play money

Social/Emotional Development

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

Uses materials appropriately and puts them away

Social Studies

Recognizes and accepts responsibilities

Construction Center

Activity — Children use a variety of open-ended construction materials to create as they choose. They use the materials with their block creations to make tents and houses, or to form rivers, mountains, cushions for cars or airplanes they build, and other imaginative ideas of their own.

Interaction & Observation

- Engage children in conversations about their constructions as you visit this center.
- Encourage them to describe structures they are most proud of.

Materials

- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Building logs, toys, and blankets
- Sets of farm and zoo animals
- Small cars, trucks, trains
- Set of community people
- Paper, pencils

Social/Emotional Development

Works with others to solve problems

Demonstrates confidence in own abilities and expresses positive feelings about self

Social Studies

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

Writing Center

Activity — Children choose from a variety of materials in the Writing Center to practice writing letters, words, and numbers.

Late in the week they help sort and pack away materials.

Interaction & Observation

- Affirm children's attempts at letter, word, and number writing and/or demonstrate correct formation of letters, words, and numbers as you visit this center.
- Children describe differences between letters, words, and numbers.

Materials

- Drawing paper in various colors and shapes
- Lined and unlined writing paper
- Copies of lower and uppercase letters
- Pencils, crayons, markers

Approaches to Learning

Uses self-talk as a strategy

Print Concepts

Differentiates between letters and numbers

Writing

Uses writing tools and materials

Independently writes some letters and words

Explores letter-sound relationships while writing



Discovery Center

Science

Uses tools and equipment to explore objects

Develops awareness of the properties of objects

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

Activity — Children choose natural materials to explore and investigate.

Late in the week they help clean and sort the materials to pack away.

Interaction & Observation

- Children explain their choices of materials and their discovery process as you engage them in discussions about this center.
- Discuss the children's observations of Earth's natural resources.

Materials

- Sand table
- Natural Items (rocks, shells, pine cones, seed pods, acorns, etc.)
- Measuring utensils, cups, spoons
- Sieves, plastic buckets, shovels
- Magnifying glasses
- Microscopes

Math Center

Math

Combines and separates sets of objects to create new sets

Recognizes number of objects stays the same regardless of their arrangement

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

Social/Emotional Development

Uses materials appropriately and puts them away

Activity — Children work with partners creating sets of 5 or less for their partners to subitize. They also practice creating sets of combinations that equal 5.

Provide sets of 10 for children who are ready for additional challenges.

The children help sort and pack away materials later in the week.

Interaction & Observation

- Compliment children on their growth in math this year.

Materials

- Multiple sets of 5 objects (connect cubes, buttons, beans, shells, counters)



Gathering

Continue the Gathering Routine as with previous weeks. In addition, a volunteer chooses a number between 1 and 9 and the children identify the number that comes before and after the number in the counting sequence.

Materials
None

Math

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

Morning Meeting

Warm Up Your Brain

Indicate the three jars in random order. Ask: **Which jar has the most cubes?** (Volunteers respond.) **Which has the fewest cubes? Who can place these jars in order from the fewest cubes to the most?**

(A volunteer does this.)

Say: **Look at the first jar. Let's estimate, or make a smart guess about how many cubes are in this jar.** (Children make smart guesses.) **How can we find out which guess is closest? Right, we can count the cubes.**

Empty the jar and the children count the cubes with you.

Continue: **Let's turn in a circle once for each cube. How many times should we turn? Right, 10.** The children do this.

Repeat for the other two jars. Children take 20 small steps forward for the second jar and hop 30 times for the third jar.

Materials
<input type="checkbox"/> Starfall Sing-Along Volume 2
<input type="checkbox"/> Jar containing 10 cubes
<input type="checkbox"/> Jar containing 20 cubes
<input type="checkbox"/> Jar containing 30 cubes
<input type="checkbox"/> Dragon

Math

Counts in sequence

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

Uses numbers to predict, estimate, and make realistic guesses

We have done so much this year. One of my favorite things was Learning Centers. Which was your favorite Learning Center?
Your pal,
Gingerbread Boy

Graph Favorite Learning Centers

Read and discuss Gingerbread Boy's message.

Indicate the Learning Center Graph. Say: **Here is a graph of our Learning Centers. We've learned this year that we can use graphs to help us determine the class favorite book or spice, the most and least (color of eyes), or who is the tallest or the shortest. Let's use this graph to find out which Learning Center was our class favorite.** (Briefly discuss each Learning Center.) **Think about the center you liked most this year.**

Each child chooses his or her favorite Learning Center. Children write their names or place sticky notes with their names on them next to their choices.

Evaluate the graph by discussing the centers receiving the most, least, and/or the same number of responses.

Materials
<input type="checkbox"/> Prepared Learning Center Graph
<input type="checkbox"/> Marker or sticky notes

Math

Uses graphs and charts to collect and analyze data

Social/Emotional Development

Demonstrates understanding and acceptance of similarities and differences in others

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



Social/Emotional Development -

Demonstrates confidence in own abilities and expresses positive feelings about self

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

Alphabet Knowledge

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

Recites the alphabet in sequence

Alphabet Knowledge

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

Fine Motor Skills

Demonstrates hand-eye coordination

Vocabulary

With guidance and support, explores word relationships and nuances in word meanings

LEARNING CENTERS

See Learning Centers for Week 25, pages 616-618. After cleanup, the children gather and share abilities that have grown this year.

Circle Time

Phonemic Awareness: Alphabet Basketball

Distribute Letter Cards and assist the children to line up in alphabetical order as you play *Sing-Along Volume 1 Track 2*. The children sing "The Alphabet Song."

Materials

- Starfall Sing-Along Volume 1*
- Letter Cards

Play Alphabet Toss

Say: **Let's play "Alphabet Toss." Who knows what toss means?** (Volunteers respond.) **Right, when you toss something you throw it.**

Create a line on the floor with masking tape to designate where children will stand. Place a trash can about four feet away and all letters on the floor face up. To play:

- Say a letter name.
- A volunteer finds the letter and crumples it.
- The volunteer stands behind the masking tape and tosses the crumpled letter until it goes into the trash can. (Children may move closer if necessary.)
- Continue until all children have a turn.

Materials

- Prepared letters
- Trash can
- Masking tape

Story Time

Review *The Little Red Hen*

Indicate *The Little Red Hen and other Folk Tales*.

Ask: **Do you remember the story “The Little Red Hen?” What is this story about?**

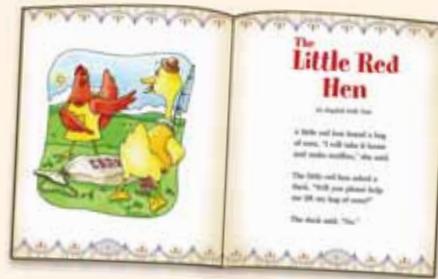
Volunteers briefly retell the story.

Say: **Let’s read the story to remember all the things the little red hen did without her friends’ help.**

Read “The Little Red Hen.”

Ask: **Why didn’t the little red hen’s friends help her when she needed them? Were they good friends? What makes someone a good friend? Can you think of someone you have been a good friend to this year?** (Volunteers respond.)

Say: **Pretend that after all her friends decided not to help the little red hen, she asked you if you would help her make the muffins. What would you say?** (Volunteers respond.)
Do you think helping someone is being a good friend? What do you think might have happened if the little red hen’s friends had helped her? (Volunteers respond.)



Materials

- The Little Red Hen and other Folk Tales* by Starfall

Reading

Retells familiar stories in sequence

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

Social/Emotional Development

Engages in and maintains positive relationships and interactions with trusted adults and children

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

Small Group & Exploration

Make Play Dough

Say: **Raise your hand if you remember the day you first met Gingerbread Boy and made play dough.** Children briefly share their memories of meeting Gingerbread Boy.

Continue: **Today we will make play dough for each of you to take home to help you remember your year with Gingerbread Boy.**

Children assist you to combine the dry ingredients in one bowl and the wet ingredients in another. Pour the wet ingredients into the dry ingredients and mix them until dough forms. Discuss changes in texture as the ingredients are mixed together. Add more water or flour as needed. Knead the mixture on a lightly-floured surface until the dough is pliable. Refrigerate the dough in an airtight container until you are ready to use it.

Divide the dough and place individual portions in small plastic bags for the children to take home to share with their families.

Include a play dough recipe card in each bag.

Materials

- Two bowls
- Measuring cup
- Teaspoon
- Spoon
- Play dough ingredients (See Preparation Notes for Day 1.)
- Plastic bag and prepared recipe card for each child

Math

Becomes familiar with standard measuring tools and their uses

Measures capacity of one or more objects

Science

Develops awareness of the properties of objects

Social Studies

Describes events that happened in the past

Morning Meeting

Materials

 Dragon**Gross Motor Skills**

Moves with balance and control

Math

Counts in sequence

Speaking & Listening

Follows simple and multiple-step directions

I was reading Nursery Rhymes. Did you see me in some of the pictures of the nursery rhymes? Which was your favorite?

Love,
Gingerbread Boy

Creative Arts

Participates in creative movement and dance from different cultures and times

Participates in movement using rhymes

Social/Emotional Development

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

Demonstrates understanding and acceptance of similarities and differences in others

Warm Up Your Brain

Children follow your directions. Say:

- Put your left hand on your right shoulder.
- Turn your head slowly to the right and look over your shoulder.
- Count to 10.
- Put your right hand on your left shoulder.
- Turn your head slowly to the left.
- Count to 10.
- Stand and balance on your right foot.
- Count to 10.
- Stand and balance on your left foot.
- Count to 10.
- Clap, clap, clap!

Review Nursery Rhymes

Read and discuss Gingerbread Boy's message.

Indicate *Nursery Rhymes*. Children help you find nursery rhymes that include Gingerbread Boy's picture. (See full list below.)

- Cover
- "Here We Go Round the Mulberry Bush" pages 14 -15, Track 11
- "Rain, Rain" page 20, Track 16
- "There's a Neat Little Clock" page 23, Track 19
- "London Bridge" page 29, Track 26
- "Pease Porridge Hot" page 31, Track 28

Read the above nursery rhymes and play the corresponding audio tracks.

Children vote by a show of hands for their favorite nursery rhyme. Play the class favorite. Children say the rhyme together and create movements to correspond.

Materials

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

LEARNING CENTERS

See Learning Centers for Week 25, pages 616-618. After cleanup, the children gather to share their experiences and describe how they have developed friendships this year.

Social/Emotional Development

Expresses common courtesy and respects the rights of others

Demonstrates sense of belonging to family, community, and other groups

Phonological Awareness

Blends phonemes into words

Alphabet Knowledge

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

Phonological Awareness

Recognizes and identifies beginning sounds in words

Circle Time

Materials

None

Phonological Awareness: Adding Initial Sounds

Say: **Listen to this word, at.** (Children repeat *at*.) **Add /b/ to the beginning of at. What is the new word? Listen: /b/, /at/, bat.** Let's try some more. **Say, at.** (Children repeat, *at*.) **Add /m/ to at. Listen: /m/ /at/, mat.**

Repeat for /k/ /at/, /s/ /at/, /f/ /at/, /h/ /at/, and /p/ /at/.

Match Letter and Picture Cards

Identify Picture Cards as you place them in random order in columnar fashion in a pocket chart.

Indicate the bag of Alphabet Letter Cards *Kk, Ll, Mm, Nn, Oo, Pp, Qq, and Rr*. Say: **Here's a bag of Letter Cards.**

Raise your hand if you think we can match the Letter Cards to the Picture Cards. Volunteers select Letter Cards and place them next to the Picture Cards with the corresponding initial sounds.

Distribute the upper and lowercase Letter Cards. Children take turns identifying them and matching them to the Alphabet Letter Cards in the pocket chart.

Materials

Picture Cards: *kittens, ladybug, monkey, net, octopus, puppies, quilt, rabbit*

Letter Cards: *Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr*

Upper and lowercase Letter Cards: *K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r*

Pocket chart

Bag or basket



Story Time

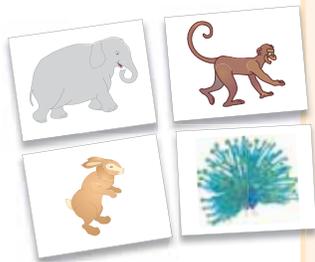
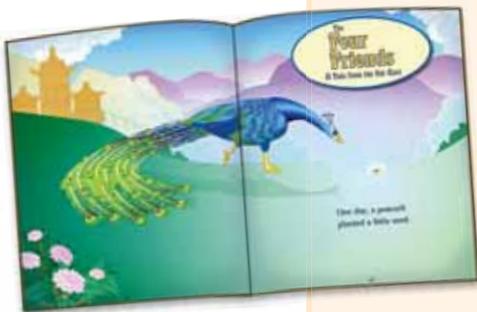
Reading

Recognizes common types of literature (folk tales, fairy tales, fables, poetry, nursery rhymes)

Compares and contrasts characters, stories, or events

Identifies characters and major events in a story

Makes inferences



Science

Notices changes in living things over time

Social Studies

Differentiates past, present, and future

Demonstrates knowledge of personal information

Vocabulary

Understands and uses describing words

Introduce “The Four Friends”

Indicate *The Little Red Hen and other Folk Tales*. Ask: **Who remembers the name of the folk tale we read yesterday?** (Volunteers respond.) **Right, “The Little Red Hen.” What was the little red hen’s problem? Right, the little red hen’s friends did not help her make muffins. Today we’ll listen to another folk tale about a character that also needed help from friends. Listen to hear if the friends helped this time.**

Indicate *The Little Red Hen and other Folk Tales* page 49, “The Four Friends.” Say: **The title of this folk tale is “The Four Friends.”**

Read “The Four Friends.” Introduce the *peacock* and discuss how a male peacock is a bird known for having colorful tail feathers. Ask:

- **What was the peacock planting?**
- **How did his friends help after he planted the apple seed?**
- **When the elephant wanted an apple, could he reach it?**
- **How did the other animals help the elephant?**

Indicate “The Four Friends” Character Cards. Say: **These are the characters from the story.** Indicate and place the *peacock* Character Card in a pocket chart. Volunteers place the remaining Character Cards in the pocket chart to answer the following questions:

- **Who helped the peacock water the seed?** (rabbit)
- **Who fed the seed?** (monkey)
- **Who watched the seed?** (elephant)
- **What did the seed grow to be?** (apple tree)

Indicate pages 62 through 67 to assist in answering the following questions:

- **Who offered to help the elephant get the apple first?** (monkey)
- **Who helped the monkey?** (rabbit)
- **Who helped the rabbit?** (peacock)
- **How do you think the peacock felt when all his friends helped him?**
- **What can we learn from this story?**
- **Compare and contrast the reactions of friends in the two folk tales.**

Small Group & Exploration

Look At Us Now!

Take a photo of each child. Distribute the picture frames. The children use a variety of materials to decorate them. Mount the photos in the picture frames and display them on a bulletin board titled “Look At Us Now!” Allow time for the children to describe changes and similarities in the way they look now.

Materials

- The Little Red Hen and other Folk Tales* by Starfall
- “The Four Friends” Character Cards
- Pocket chart

Materials

- Digital camera
- Construction paper picture frame for each child
- Markers, crayons, small pieces of colored paper, glitter, glue, etc.

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Give children the following directions:

- Lift your right arm high in the air and hold it there while you lift your left knee.
- Place your right hand on your lifted left knee.
- Return your hand and leg to a resting position.
- Lift your left hand and right leg, touching your left hand to your right knee.

Children continue this back and forth pattern for a minute or so, as though walking.

Materials	
<input type="checkbox"/>	Dragon

Gross Motor Skills

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

Speaking & Listening

Follows simple and multiple-step directions

I loved learning about numbers this year. What's your favorite number?
Your friend,
Gingerbread Boy

Create That Number

Partner the children and partners sit facing each other.

Distribute 10 cubes and one paper plate to each child. Instruct the children to count their cubes to be sure they each have ten. The cubes should not be placed on their paper plates. Children will work individually then check their work with their partners.

Say: **Today let's play a number game. I will put a Number Card in the pocket chart. Look at the number then count out the same number of cubes and place them on your plate. Let's try one.** (Place 4 in the pocket chart.)

Ask: **What is this number? Right, it is 4. Place 4 cubes on your plate.** (Children do this.) **Now check with your partner to be sure you both have 4 cubes on your plates. Raise your hand when you are finished.**

The children clear their plates for the next number. Repeat in random order through 10.

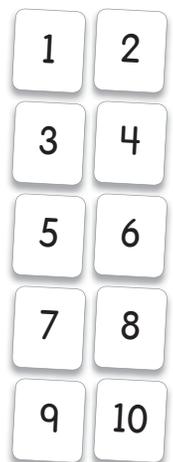
Materials	
<input type="checkbox"/>	Starfall Sing-Along Volume 2
<input type="checkbox"/>	Set of 10 cubes for each child
<input type="checkbox"/>	Paper plate for each child
<input type="checkbox"/>	Number Cards 1 through 10
<input type="checkbox"/>	Pocket chart

Math

Recognizes and names numerals

Understands that numbers always represent the same quantity

Constructs groups (sets) of objects



Observe & Modify

To make this activity more difficult, place two numbers in the pocket chart. The children add the numbers and place the total number of cubes on their plates.

Social/Emotional Development

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

LEARNING CENTERS

See Learning Centers for Week 25, pages 616-618. After cleanup, the children gather to share their experiences and describe some of their unique characteristics.

Circle Time

Materials

- Picture Cards: *cat, dog, fan, frog, man, net, pan, rat*

Phonological Awareness: Rhyming Words

Indicate the *cat* and *rat* Picture Cards. (Children repeat, *cat/rat*.) Say: **Cat and rat rhyme.**

Indicate the *cat, dog, and frog* Picture Cards. (Children repeat, *cat/dog/frog*.) Say: **Two of these words rhyme and one word does not. Which two words rhyme? Is it cat and dog?** (no) **Is it cat and frog?** (no) **Is it dog and frog?** (yes) **Dog and frog rhyme.**

Indicate and identify the *fan, man, net, and pan* Picture Cards. Repeat the above procedure and children determine which word does not rhyme.

Encourage the children to produce additional words that rhyme with the Picture Cards as time allows.

Phonological Awareness

Identifies or discriminates rhyming words



Alphabet Knowledge

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

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Focuses on letter names and shapes

Identify Upper and Lowercase Letters

Identify the *skateboard, tent, umbrella, volcano, web, fox, yarn, and zipper* Picture Cards as you randomly place them in columnar fashion in a pocket chart.

Indicate the bag of Letter Cards. Say: **Here's a bag of Letters Cards. Let's match them to the Picture Cards.** Volunteers select Letter Cards and place them next to the Picture Cards with corresponding initial sounds.

Distribute the upper and lowercase Letter Cards. Children take turns identifying then matching their Letter Cards to the Letter Cards in the pocket chart.

Materials

- Picture Cards: *skateboard, tent, umbrella, volcano, web, fox, yarn, zipper*
- Letter Cards: *Ss, Tt, Uu, Vv, Ww, Xx, Yy, and Zz* placed in a bag or basket
- Upper and lowercase Letter Cards: *S, s, T, t, U, u, V, v, W, w, X, x, Y, y, and Z, z*
- Pocket chart



Story Time

Review *The Gingerbread Boy*

Gingerbread Boy whispers that he would love to hear his story again. Read *The Gingerbread Boy*.

Ask Gingerbread Boy what part of the story is his favorite. Gingerbread Boy whispers that his favorite part of the story is when the old woman saved him.

Ask: **What is your favorite part of the story? Why?** (Volunteers respond.)

Materials

- The Gingerbread Boy* as told by Brandi Chase

Reading

Recalls information from stories

Social/Emotional Development

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

Speaking & Listening

Listens to and discusses literary texts

Small Group & Exploration

Create a Class Book for Gingerbread Boy

Say: **Let's surprise Gingerbread Boy. Pretend Gingerbread Boy is coming to your house to play. What would you like to play?** (Volunteers respond.) **Illustrate you and Gingerbread Boy playing. You can use kid writing to write about your illustration, or you can tell me your sentence and I'll write it for you. We'll put all of our illustrations together to make a special book for Gingerbread Boy.** Remind the children that they may copy words from their environment.

Assemble the finished pages to create a class book. Add a cover and present the book to Gingerbread Boy on Day 5.

Materials

- Drawing paper
- Crayons, pencils, markers

Writing

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

Explores letter-sound relationships while writing

Independently writes some letters and words

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



Creative Arts

Enjoys participating in a variety of music activities

Social/Emotional Development

Demonstrates sense of belonging to family, community, and other groups

Engages in and maintains positive relationships and interactions with trusted adults and children

I'm so happy! We have learned about letters, sounds, numbers and my favorite, shapes.
Your pal,
Gingerbread Boy

Math

Recognizes basic two- and three-dimensional geometric shapes

Describes and compares, basic shapes

Speaking & Listening

Describes familiar people, places, objects, and events according to characteristics of attributes

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

Social/Emotional Development

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

Demonstrates confidence in own abilities and expresses positive feelings about self

Morning Meeting

Warm Up Your Brain

Ask: **Who remembers making a friendship circle in the beginning of the year? Let's make a friendship circle again.**

The children stand in a circle and cross their arms right over left, holding the hands of the children on either side. Play *Sing-Along Volume 2* Track 46, "The More We Get Together." The children sing the song and sway back and forth while they hold hands. Encourage them to reflect on the new friendships they developed this year.

Materials

- Starfall Sing-Along Volume 2*
- Dragon

Review Shapes

Place the Shape Cards in random order in a pocket chart. Indicate each shape and the children identify them. Assist as needed.

Say: **Let's play a shape game with partners. You and your partner will work together to describe a shape and tell how it is the same and different from another shape.**

Indicate the pyramid. Continue: **Here is a pyramid. It has a point and a square bottom. It is different from a triangle because it is not flat. It has three dimensions.** Indicate the length, width, and height of the pyramid.

Partner the children and distribute a Shape Card to each pair. Say: **Partners, you have a shape. Talk together to form a description of your shape or tell how your shape looks. You can even tell how it is the same or different from another shape.** After they have had time to discuss their shapes, partners take turns describing them. Assist children if necessary by asking questions such as: **Is your shape flat or solid? How many sides does your shape have?**

Materials

- Shape Cards: circle, square, triangle, rectangle, oval, rhombus, pentagon, octagon, cube, rectangular prism, sphere, cylinder, cone, pyramid
- Pocket chart

LEARNING CENTERS

See Learning Centers for Week 25, pages 616-618. After cleanup, the children gather to share their experiences and ways in which they have grown emotionally this year..

Circle Time

Materials

 None

Phonemic Awareness: Consonant/Vowel/Consonant

Say: **Listen to these sounds, /f/ /i/ /x/. Now you say them, /f/ /i/ /x/.** (Children repeat, /f/ /i/ /x/.) **Let's blend those sounds together to form a word, /f/ /i/ /x/, fix. Let's try some more.** Repeat with /j/ /a/ /m/ jam, /m/ /o/ /m/ mom, and /d/ /o/ /g/, dog.

Phonics & Word Recognition

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

Phonological Awareness

Blends phonemes into words

Blend Phonemes

Ask: **How would you like to learn how to spell? Words are made up of letters. Here are some letters. Let's name them together: a, d, e, g, i, m, n, p, r, s, t, u, v.**

Place the Letter Cards across the top row of a pocket chart as children identify them.

Indicate the *pan* Picture Card. Say: **This is a pan. Say pan, /p/ /a/ /n/.** (Children repeat, *pan*, /p/ /a/ /n/.) **What do you hear at the beginning of pan?** (Volunteers respond.) **Right, /p/. Which letter stands for /p/? Who can find p?** (A volunteer places Letter Card *p* next to the *pan* Picture Card.)

Ask: **What sound comes next? Listen, /p/ /a/.** (Volunteers respond.) **Right, /a/ comes next. What letter stands for /a/?** (Volunteers respond.) **Right, a. Who can find a?** (A volunteer places the *a* Letter Card next to *p*.)

Ask: **What sound in pan comes last? Listen /p/ /a/ /n/. What letter stands for /n/?** (Volunteers respond.) **Right, n. Who can find n?** (A volunteer places *n* next to *p* and *a*.) **Let's blend these sounds together: /p/ /a/ /n/, pan.**

Repeat with *map*, *pig*, *rat*, *red*, *sun*, and *van*.

Materials

 Picture Cards: *map*, *pan*, *pig*, *rat*,

red, *sun*, *van*
 Letter Cards: *a*, *d*, *e*, *g*, *i*, *m*, *n*, *p*,

r, *s*, *t*, *u*, *v*
 Pocket chart

Phonics & Word Recognition

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

Phonological Awareness

Blends phonemes into words

Print Concepts

Understands that letters form words

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



Story Time

Creative Arts

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

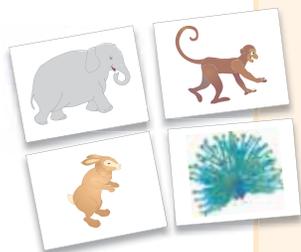
Reading

Retells familiar stories in sequence

Identifies characters in a story

Vocabulary

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



Dramatize “The Four Friends”

Indicate *The Little Red Hen and other Folk Tales* page 49, “The Four Friends.”

Ask: **Who will help me read “The Four Friends?”** (Volunteers respond.)

Let’s name the characters in this story. (Volunteers do this.) Distribute Character Cards to volunteers who respond. They hold them and face the class. As you read the story, omit key words for the children to supply. Those holding the Character Cards raise them when their parts are read.

Materials

- The Little Red Hen and other Folk Tales* by Starfall
- “The Four Friends” Character Cards

Small Group & Exploration

Create Patterns

Use a variety of math manipulatives or objects from nature to create a pattern and show it to the children.

Ask: **If we wanted to continue this pattern, what would come next?**

Volunteers help extend the pattern adding one manipulative each time.

Say: **Look carefully at the pattern. Now close your eyes. Who can tell what is missing?** (Remove one of the pieces.)

Remove an item from the middle of the pattern, leaving an empty space. When children have guessed, show the object you removed. A volunteer replaces it to confirm the pattern. After children have done this several times, choose volunteers to remove the objects.

Create a new pattern with the children’s help and repeat the activity.

Materials

- Various math manipulatives
- Optional:** Objects found in nature



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Children follow your directions. 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 any track of *Star Writer Melodies*.)

Remind the children that this is a calming technique they can use throughout the day.

Materials

- Star Writer Melodies*
- Dragon

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Speaking & Listening

Follows simple and multiple-step directions

I enjoy remembering
all the fun things
we've done this year.
I love school!
Love,
Gingerbread Boy

Share Gingerbread Boy's Class Book

Read and discuss Gingerbread Boy's message.

Indicate Gingerbread Boy's Class Book. Each child sits in the Share Chair and shares his or her page with Gingerbread Boy. Classmates practice appropriate audience skills and compliment each other's artwork and creative writing.

Materials

- Gingerbread Boy Class Book
- Share Chair

Creative Arts

Describes or explains own artwork

Shows appreciation for the creative work of others

Demonstrates appropriate audience skills

Speaking & Listening

Speaks in complete sentences



LEARNING CENTERS

See Learning Centers for Week 25, pages 616-618. After cleanup, the children gather to share their experiences and describe interests they have developed this year.

Science

Notices changes in living things over time

Social/Emotional Development

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

Demonstrates confidence in own abilities and expresses positive feelings about self

Story Time

Children's Literature Choice

Identify several of the books you read during the year.
Allow the children to vote for their favorites and discuss the reasons for their choices.

Read the favorite book(s) as time allows.

Materials

- Selected books read during
the year

Reading

Identifies the role of author and illustrator

Describes the relationship between illustrations and text

Social/Emotional Development

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

Demonstrates understanding and acceptance of similarities and differences in others

Small Group Math

Play Math Games

The children play their favorite math games.

Materials

- Set of Math Game Boards
 Playing Pieces
 Spinners

Math

Counts in sequence

Understands addition as adding to and subtraction as taking away from

Recognizes and names numerals

Recognizes and identifies basic three-dimensional shapes

Recognizes numbers in the environment

Understands numbers always represent the same quantity.

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Uses basic problem solving skills to resolve conflicts peacefully



The Green Grass Grew All Around



Story Sequence Cards



The Green Grass Grew All Around



The Green Grass Grew All Around



The Green Grass Grew All Around



The Green Grass Grew All Around

Starfall Pre-K



The Green Grass Grew All Around

Starfall Pre-K



The Green Grass Grew All Around

Starfall Pre-K



The Green Grass Grew All Around

Starfall Pre-K



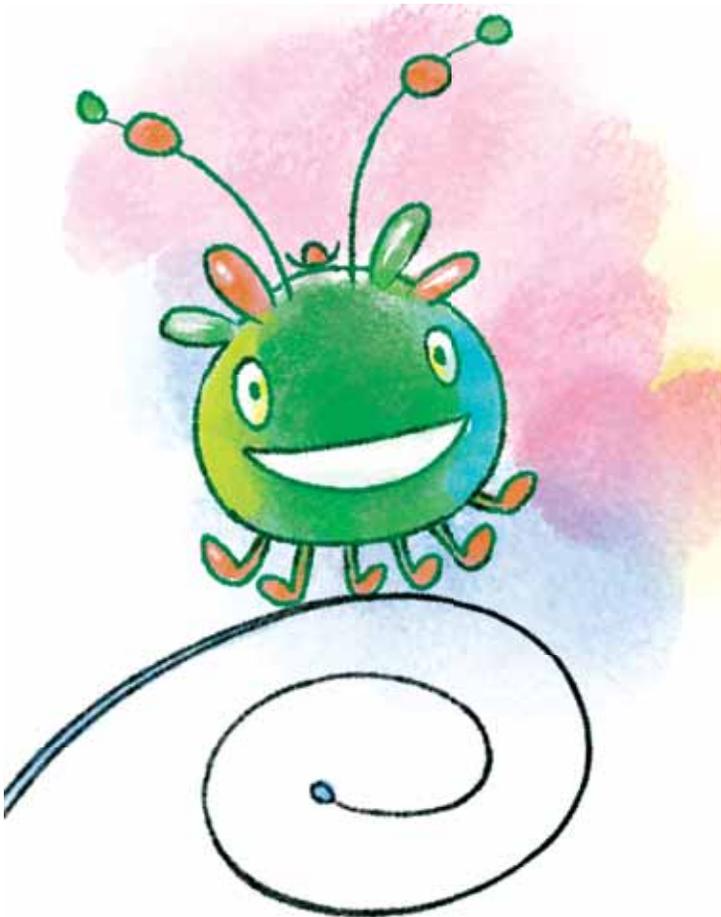
The Green Grass Grew All Around

Starfall Pre-K



The Green Grass Grew All Around

Starfall Pre-K



The Green Grass Grew All Around

Starfall Pre-K

The Ant and the Chrysalis

Story Sequence Cards



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Unit 7 Week 24



The Ant and the Chrysalis

Starfall Pre-K



The Ant and the Chrysalis

Starfall Pre-K



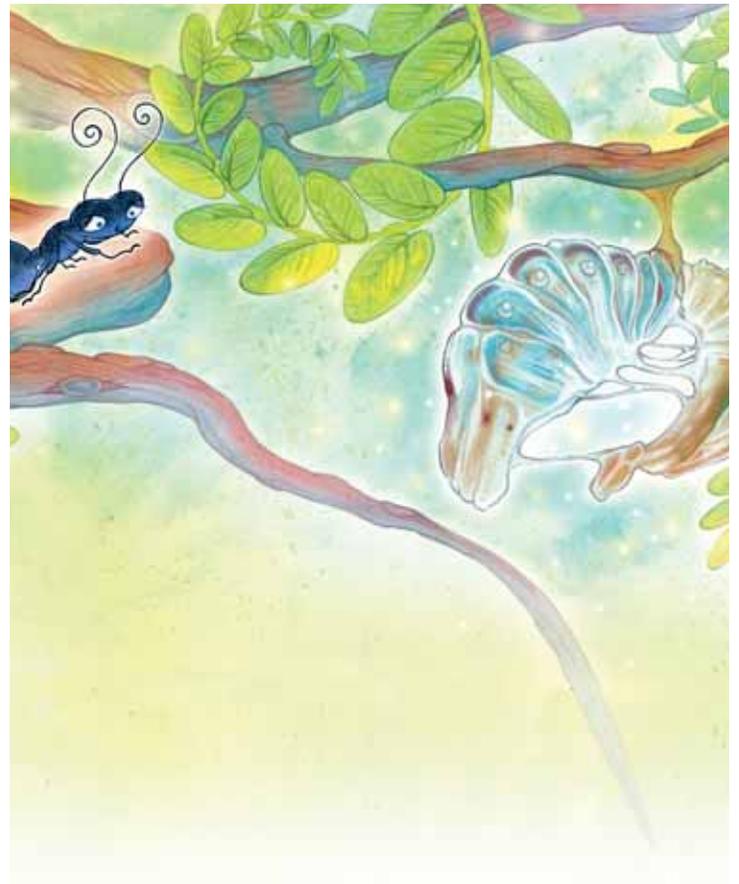
The Ant and the Chrysalis

Starfall Pre-K



The Ant and the Chrysalis

Starfall Pre-K



The Ant and the Chrysalis

Starfall Pre-K



The Ant and the Chrysalis

Starfall Pre-K



The Ant and the Chrysalis

Starfall Pre-K

Handprint Poem



Here is a gift
So you can recall,
How my hands looked
When I was small.

I'm _____ years old
And growing so fast
I wanted to give you
Something that would last.

You taught me to use
My hands for good
To hug, to love, and
Do things I should.

So this is to thank you
And to say,
I love you more
And more each day.

Here is a gift
So you can recall,
How my hands looked
When I was small.

I'm _____ years old
And growing so fast
I wanted to give you
Something that would last.

You taught me to use
My hands for good
To hug, to love, and
Do things I should.

So this is to thank you
And to say,
I love you more
And more each day.

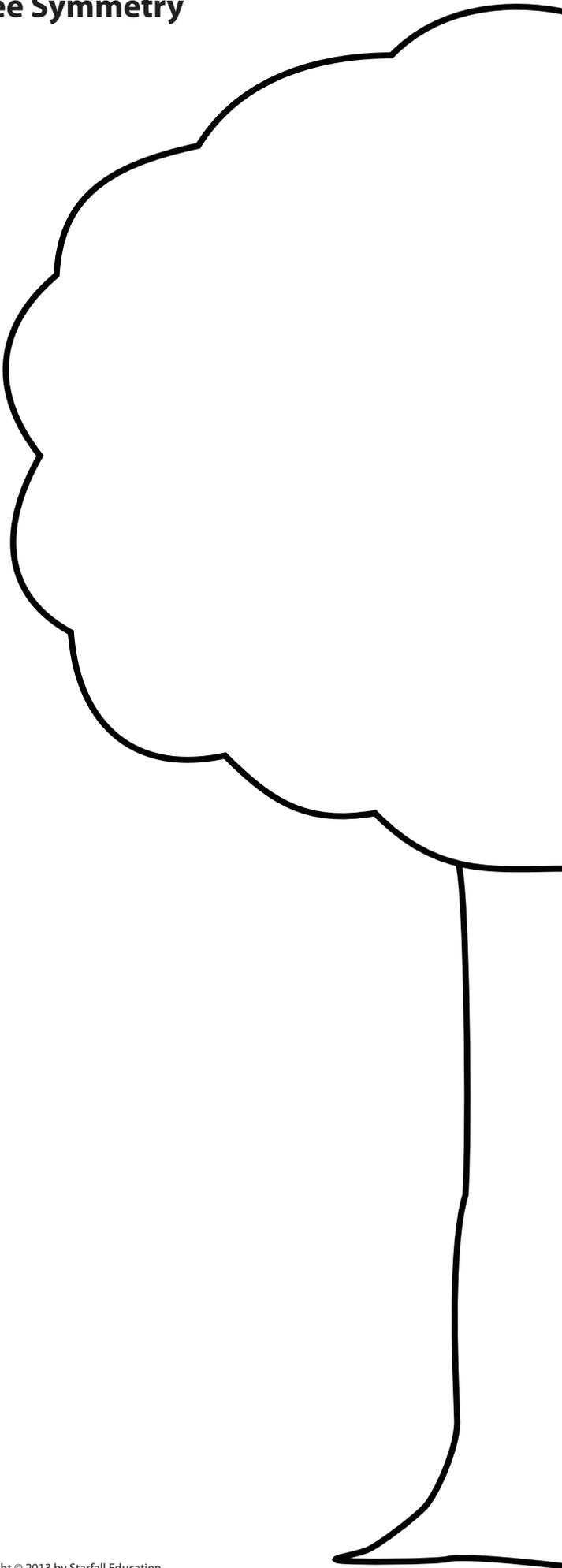
Here is a gift
So you can recall,
How my hands looked
When I was small.

I'm _____ years old
And growing so fast
I wanted to give you
Something that would last.

You taught me to use
My hands for good
To hug, to love, and
Do things I should.

So this is to thank you
And to say,
I love you more
And more each day.

Tree Symmetry



Riddle

I am hard on the outside and something is growing on the inside. I protect a little bird while it is growing.

What am I?

egg

Riddle

You plant me in the ground. I am very little but I will grow into a big plant.

What am I?

seed

Riddle

I am little and cannot talk or walk yet. When I want something I usually cry!

What am I?

baby

Riddle

I hatch out of an egg. I have wings and love to eat worms.

What am I?

bird

Riddle

I am little and cute. I have a wet nose and floppy ears. Someday, I'll be a grown-up dog!

What am I?

puppy

Riddle

You can climb me or sit under me. I grew from a little seed but can grow very tall!

What am I?

tree

Riddle

I am a hard seed. I will grow into a big oak tree. Squirrels love to eat me.

What am I?

acorn

Riddle

I love to play fetch, and I love treats! I was a puppy before I grew up.

What am I?

dog

Riddle

When I hatch out of my egg I have a tail and no legs. I will grow my legs and become a frog.

What am I?

tadpole

Riddle

When I was born I was a baby but now I have grown up. I can read and do lots of things that babies can't do.

What am I?

adult

Riddle

I hop and love to catch bugs. I love to swim in the water and croak.

What am I?

frog

Riddle

I started out as a seed. When I sprouted out of the ground you could see my stem.

What am I?

plant

Riddle

When I hatch out of my egg I look like a furry worm. But I'm not a worm. I will grow and change into a butterfly.

What am I?

caterpillar

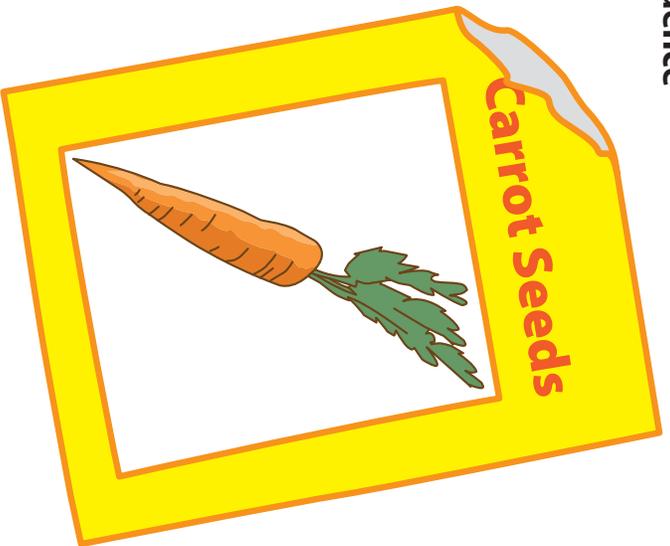
Riddle

I used to be a caterpillar. I make a chrysalis and when I was finished growing and changing I looked very different.

What am I?

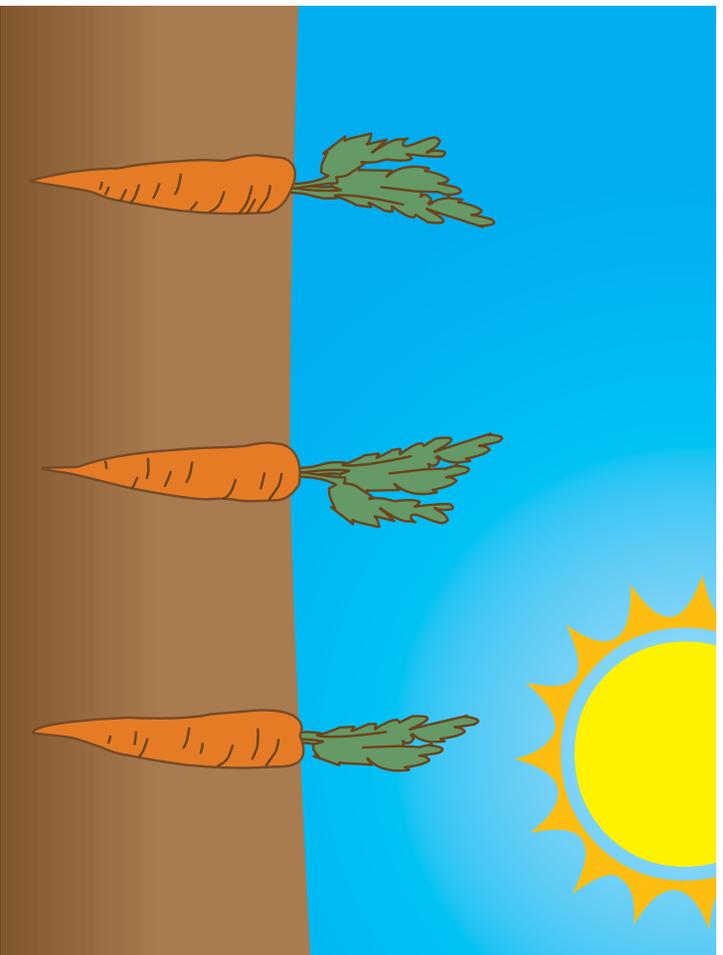
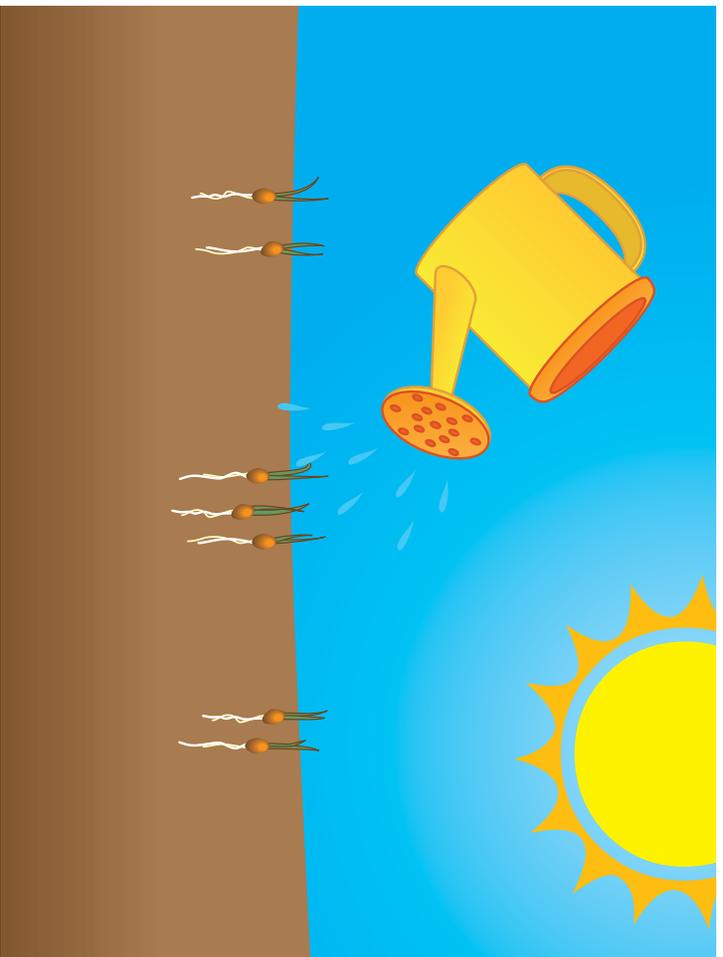
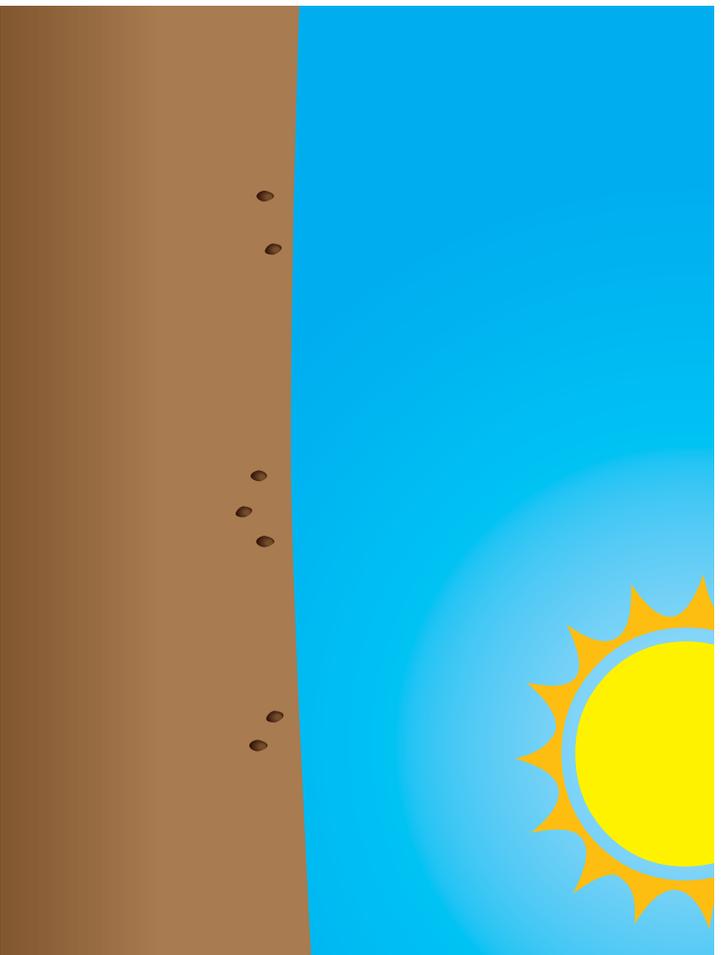
butterfly

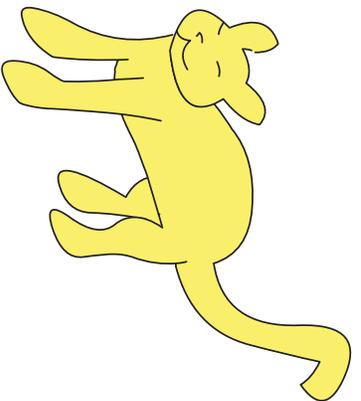
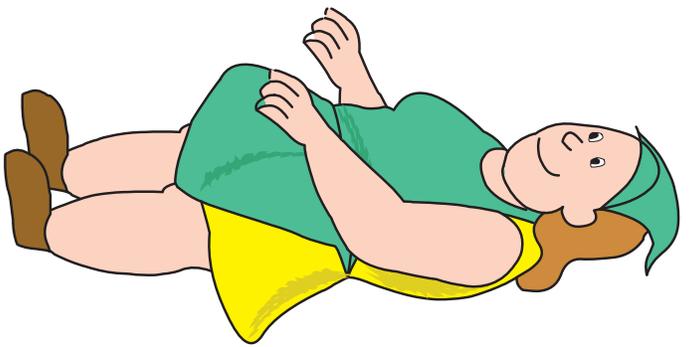
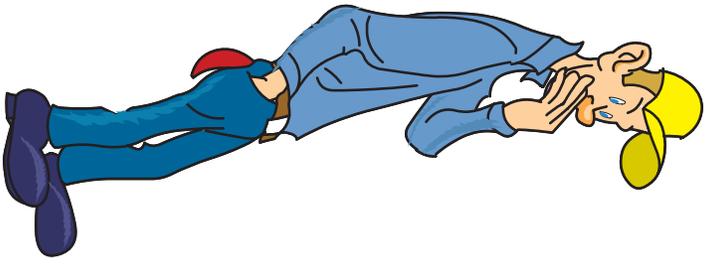
Carrot Growth Sequence



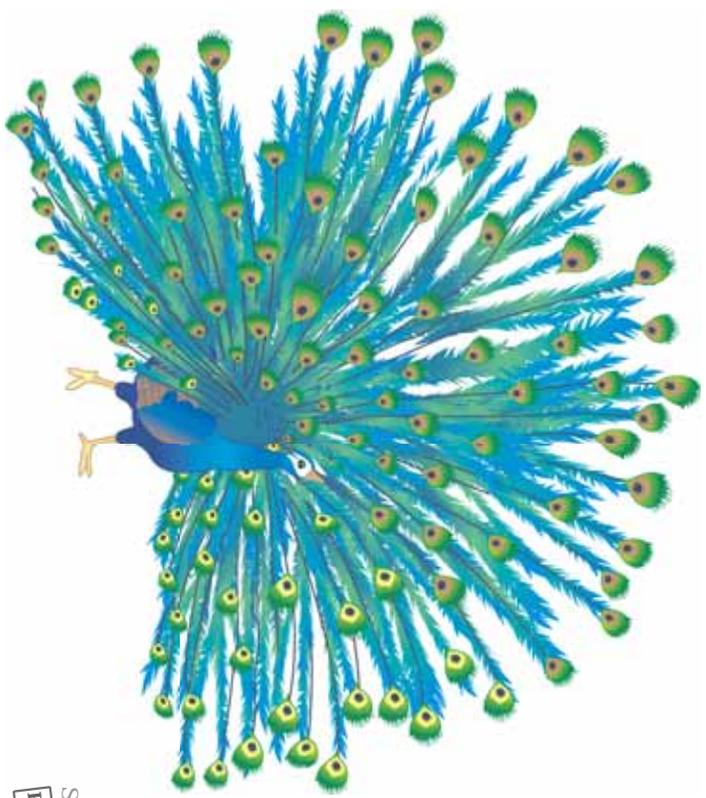
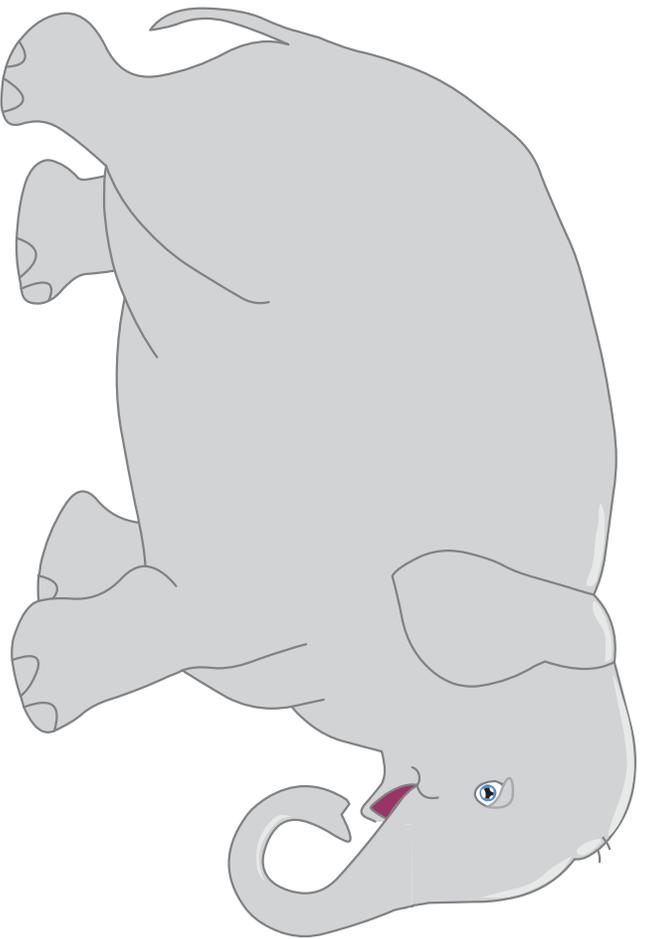
Unit 7 • Week 23

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Construction Center



Starfall Pre-K

Art Center



Starfall Pre-K

Discovery Center



Starfall Pre-K

Library Center



Starfall Pre-K

Computer Center



Starfall Pre-K

Dramatic Play Center



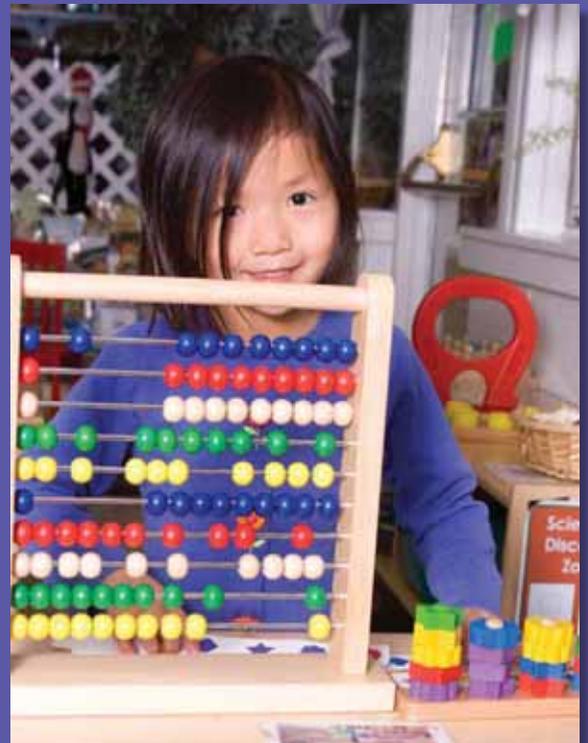
Starfall Pre-K

Writing Center



Starfall Pre-K

Math Center



Starfall Pre-K