

Starfall

Pre K

Teacher's Guide

Your Body



Unit 3

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Week 8: Your Five Senses

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

- practice discriminating rhyming and non rhyming words
- learn /s/ and identify initial and final /s/ words
- use their five senses to learn about the world around them
- discover that some objects come in pairs
- combine words to form compounds
- dramatize the story “Chicken Little”



Starfall Books & Other Media

ABC for Gingerbread Boy and Me

Five Senses Poster

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

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

Starfall American Sign Language Poster

Starfall Sing-Along, Volumes 1 and 2



Preparation

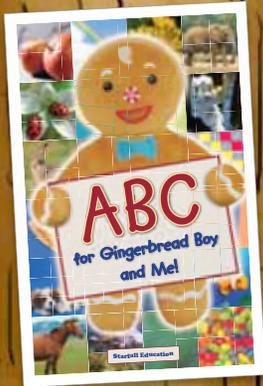
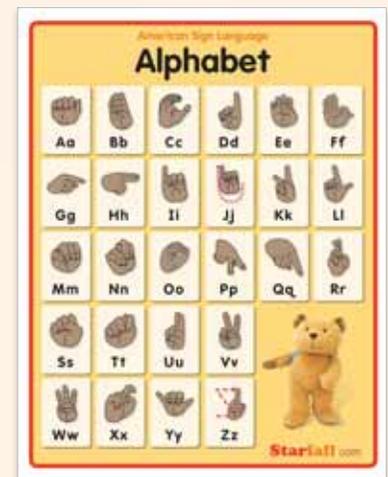
Day One

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

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

Day Two

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



Day Three

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

- *How Do You Know?* by Lisa Jayne
- *My Five Senses* by Aliko
- *The 5 Senses* by Nuria Roca
- *The Listening Walk* by Paul Showers

Small Group — Have a pair of shoes available.

Day Four

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

Small Group — Have glitter and/or other craft materials available for children to decorate nursery rhyme pages.

Day Five

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

Snack Suggestion

Serve edible play dough as a touch and taste activity. Mix 8 ounces of cream cheese with ½ cup of nonfat dry milk powder and 1 tablespoon of honey. Store the play dough in the refrigerator until snack time.

Children form shapes with edible play dough on wax paper or paper plates. They place the shapes on crackers to eat.

Outside Activities**Hen and Chickens**

Teach and play “Hen and Chickens.” Designate two safe points, such as trees or a fence, some distance apart. Children stand at one end of the area. These are the “chicks.” One child is the hen and stands in the middle between the two points.

When the hen calls for her chicks all the children run from one point to the other while the hen tries to catch them. If they are caught, the children have to stay with the hen and help her catch the rest of the “chicks.” The last chick caught gets to be the hen for the next round.

Old Hen and Chickens

Teach and play the “Old Hen and Chickens” game. Choose a player to be the old hen who leaves the group temporarily. All others sit with their heads bowed. The leader or teacher touches four players on the head. Immediately they become little chickens. The old hen is called back to the group, and when she says, “Cluck, cluck!” the four little chicks answer, “Peep, peep!” (still with their heads bowed, so the old hen has to use her ears to listen). The old hen tries to locate them by sound. She can continue with “Cluck, cluck!” until she identifies a chick. The chick discovered first becomes the old hen. The object of the game is to try to keep the old hen from guessing which chick is answering.

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

Your pal,
Gingerbread Boy

Day 2

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

Love,
Gingerbread Boy

Day 3

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

Your friend,
Gingerbread Boy

Day 4

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

Your pal,
Gingerbread Boy

Day 5

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

Love,
Gingerbread Boy

Gross Motor Skills

Combines a sequence of large motor skills

Listening & Speaking

Follows simple and multiple-step directions

WEEK 8

Day One

Day Two

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

LEARNING CENTERS

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

Day Three

Day Four

Day Five

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

LEARNING CENTERS

Phonological Awareness: Blend onset and rime <i>ABC for Gingerbread Boy and Me</i> List initial /s/ words Introduce ASL sign for Ss  Sing "Where Is /s/?"	Phonological Awareness: Blending syllables Add initial /s/ words to the list Introduce and discriminate /s/ in final position	Phonological Awareness: Discriminating /s/ Match upper and lowercase letters (<i>Bb, Tt, Nn, Ss</i>) "What's Missing?" Sing "Where Is /s/?" (/b/, /t/, /n/)
Teacher's choice of book about the senses Ask/Answer questions about the story	"Parts of my Body" Rhyming Words "Chicken Little" characters	"Chicken Little" List characters Dramatize "Chicken Little" using senses  Vocabulary: echoing
Two make a pair Ways to represent two	Create nursery rhyme pages	Complete projects or conduct observations and individual assessments

WEEK 8

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Computer Center

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

They also review /b/, /t/, and /n/, and reinforce /s/ at ABCs: S, B, T, N.

Interaction & Observation

- Boost the children’s confidence in their computer ability and encourage their computer use by making positive comments on specific actions you observe while visiting this center.

Materials

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

Fine Motor Skills

Uses writing and drawing tools

Demonstrates control, strength, and dexterity to manipulate objects

Art Center

Activity — Children use paint, markers and/or colored pencils to imitate the art they see in the books provided.

Interaction & Observation

- Create an art gallery (bulletin board or hallway) of the children’s art for all to enjoy.
- Display the children’s paintings, etc. for their peers and others to see, and provide illustrations of the art of famous artists to encourage creativity and help the children learn to appreciate art.

Materials

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

Print/Book Awareness

Connects oral language and print

Science

Uses senses to explore

Library Center

Preparation — Book suggestions include:

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

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

Interaction & Observation

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

Materials

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

Dramatic Play Center

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

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

Interaction & Observation

- Ask questions about the children's pretend situations.
- Continue to notice the development in the use of props as the children progress from the use of realistic objects for what they are, to the ability to substitute words, actions or other objects as representations.

Materials

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

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Social/Emotional Development

Uses materials appropriately and puts them away

Construction Center

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

Interaction & Observation

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

Materials

- Picture books with illustrations of farms/buildings/farm animals
- Wooden or plastic farm animal set (chickens, ducks, etc.)

Creative Arts

Explores visual materials and activities

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Social/Emotional Development

Demonstrates increased flexibility, imagination and inventiveness

Writing Center

Activity — Children draw and label the "Chicken Little" characters, including what they think hit Chicken Little on his head in their illustrations.

Interaction & Observation

- Continue to praise the children's attempts at drawing and writing.
- When young children have opportunities to write in casual situations such as these they learn many important literacy skills.

Materials

- Little Red Hen and other folk tales: "Chicken Little"*
- Paper
- Pencils, crayons, markers

Emergent Writing

Uses scribbles/writing to convey meaning

Uses drawing to convey meaning



Discovery Center

Science

Investigates states of matter

Uses senses to explore

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

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

Interaction & Observation

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

Materials

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

Math Center

Math

Recognizes numerals

Uses different ways to represent numbers

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

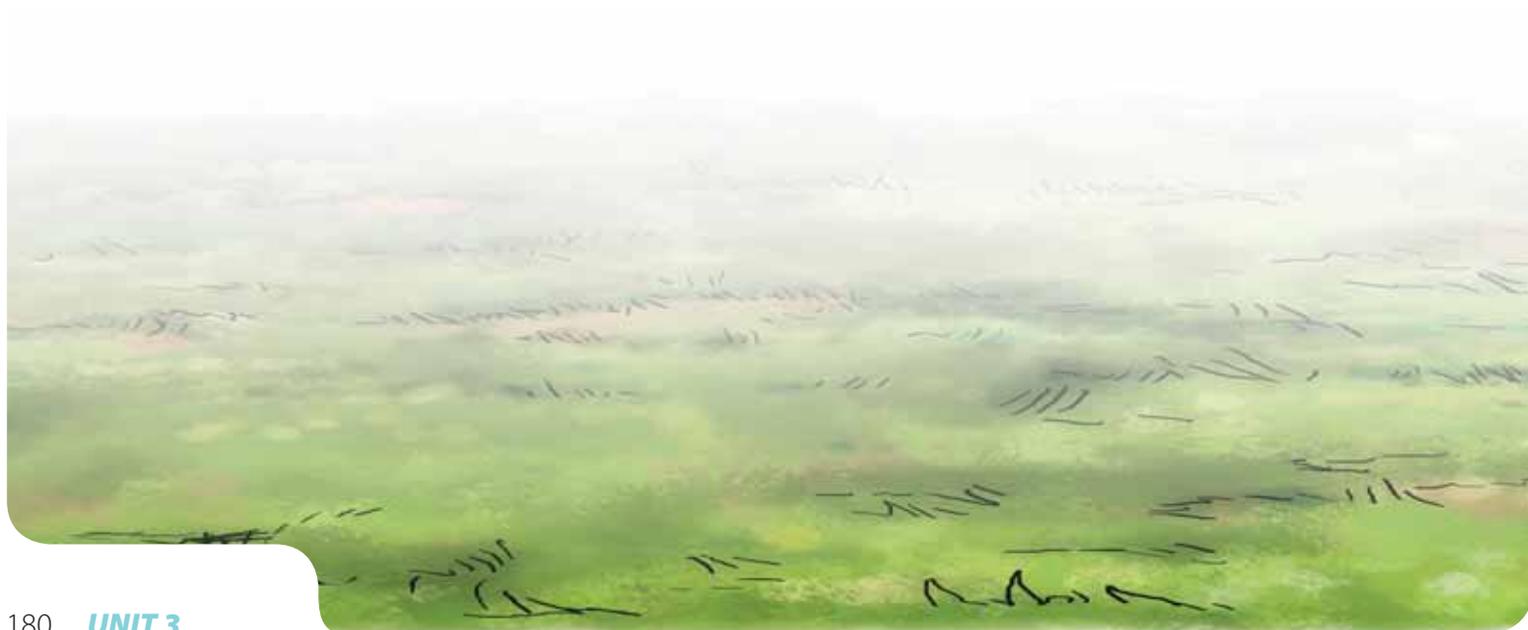
Activity — Children choose a Number Card and draw and color pictures of simple items to match the number on the card. They number the objects in their drawings.

Interaction & Observation

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

Materials

- Number Cards 1 through 5
- Drawing paper
- Pencils, crayons



Gathering

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

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

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

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

Post or display the linear week calendar graph.

Review that each box stands for a day of the week. Indicate and say each day.

Identify the school and home pictures that distinguish days the children are at school and days they stay home.

Add Special Day Cards to birthdays or special events this week. A volunteer places a star or clothespin on the current day.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards (with first and last names)
<input type="checkbox"/>	Weather and Calendar Routine materials
<input type="checkbox"/>	Prepared "Tomorrow's Weather Forecast" sentence strip

Science

Observes and describes the weather and how it changes

Vocabulary

Acquires new vocabulary

Social/Emotional Development

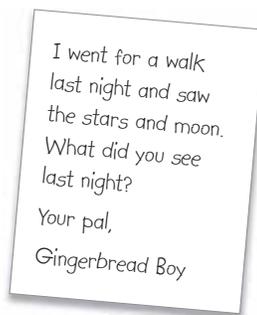
Recognizes own first and last name

Morning Meeting

Warm Up Your Brain

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

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along Volume 1</i>
<input type="checkbox"/>	Picture Cards: ears, eyes, hands, mouth, nose
<input type="checkbox"/>	Bag or basket
<input type="checkbox"/>	Five Senses Poster
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Marker



Science

Uses senses to explore

Vocabulary

Understands describing words

The Five Senses

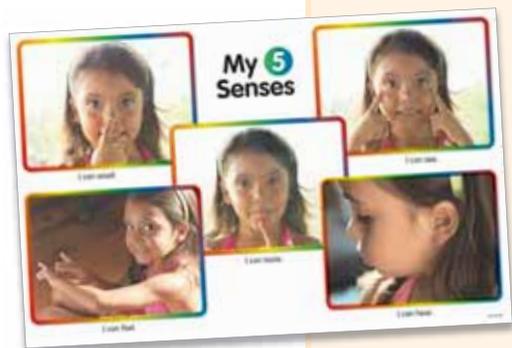
Read and discuss Gingerbread Boy's message.

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

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



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



Indicate the Five Senses Poster.

Discuss each picture and read each sentence. Children repeat the sentences. Volunteers match the Picture Card to each sense on the poster.

LEARNING CENTERS

See Learning Centers for **Week 8**, pages 178-180. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

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

Materials

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

Introduce /s/

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

Grandmother reads the riddle "Skateboard." Children solve the riddle. Grandmother asks: **Where could you ride safely?** (discuss)

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

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

Skateboard

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

Phonological Awareness

Listens for beginning sounds

Discriminates rhyming words



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

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

Indicate *Nursery Rhymes* page 46 "Star Light, Star Bright."

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

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

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

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

Encourage children to listen for /s/ today.

Star Light, Star Bright

*Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.*

Story Time

Introduce *Chicken Little*

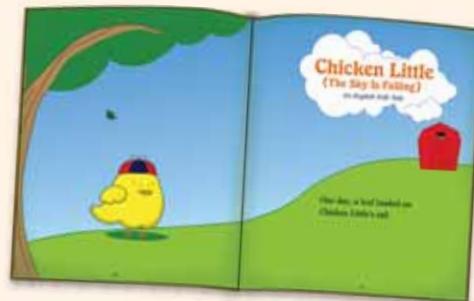
Indicate a leaf. Ask: **Where do you find leaves?** (Children respond.) **Let's use our five senses to learn more about leaves.**

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

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

Materials

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



Vocabulary

Understands describing words

Science

Uses senses to explore

Print/Book Awareness

Demonstrates directionality in print

Comprehension

Distinguishes fiction and nonfiction

Asks and answers appropriate questions about the story

Indicate “Chicken Little.” The children describe illustrations on pages 22 and 23.

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

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

Read the story. Ask:

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

Small Group & Exploration

Create Leaf Rubbings

Tape a leaf on the table in front of each child. Children place a sheet of paper over their leaves, and rub the side of a crayon over them. The leaf shape will appear. Repeat with different shaped leaves and different colors.

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

Materials

- | | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | Leaves of different sizes and shapes |
| <input type="checkbox"/> | Drawing paper |
| <input type="checkbox"/> | Crayons with paper wrapping removed |

Fine Motor Skills

Uses writing and drawing tools

Demonstrates control, strength, and dexterity to manipulate objects

Science

Uses senses to explore



Gathering

Spread the Name Cards on the floor. Say: **When I say your name, find your Name Card and place it in the pocket chart.**

If there are Name Cards remaining after all of the names have been called, ask: **Why are these Name Cards still on the floor?**
Lead children to conclude the Name Cards belong to children who are absent, then ask: **Who is absent today?**

Children place the appropriate Weather Card on the Weather Board.

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

Assist children to identify and mark today's date.

Materials

- Attendance Board and Name Cards (with first and last names)
- Weather and Calendar Routine materials

Science

Observes and describes the weather and how it changes

Social/Emotional Development

Recognizes own first and last name

Morning Meeting

Warm Up Your Brain

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

Materials

- Starfall Sing-Along Volume 2*
- Five Senses Poster

Parts of My Body

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

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

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

Senses Walk

Read and discuss Gingerbread Boy's message.

Children compare and contrast themselves with Gingerbread Boy to discover common body parts.

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

Take a senses walk. Children walk in place and model actions and answer questions as you perform this senses walk:

- **It is a beautiful day today. It looks sunny and feels warm. The wind is blowing. Hold on to your hat!** (Pretend to do this.)
- **Let's walk to the park. Grab your picnic lunch and let's go.**
- **Look, there's a squirrel.** (Point to the imaginary squirrel.)
- **Listen, do you hear the birds?** (Cup your ear and pretend to listen.)
- **I see my neighbor's puppy. Let's pet the puppy. How does it feel?**

Comprehension

Compares and contrasts

Science

Uses senses to explore

Creative Arts

Participates in teacher-guided dramatic activities

Vocabulary

Understands describing words

- **Let's keep walking. Oh no!!!! What is that small black and white animal with the bushy tail? I think it's a skunk! Do you smell it? Hold your nose! We should walk faster.**
- **Listen, do you hear children playing? I think this is the park.**
- **Who's hungry? I smell pizza. It smells good. Let's eat. How does your lunch taste?**
- **Does anyone want to jump rope? Ready? (Pretend to do this.) How about some jumping jacks?**
- **Now we're tired. Let's rest on the nice green grass. Be very quiet. What do you hear?**
- **It's time to go back to school!**

Ask:

- **What did you see on our senses walk?**
- **What did you smell?**
- **What sounds did you hear?**
- **What did you feel or touch?**
- **What did you taste?**



Observe & Modify

If your situation permits, replace the imaginary senses walk with an actual senses walk outside.

LEARNING CENTERS

See Learning Centers for **Week 8**, pages 178-180. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Syllables

Say: **Listen to this word: sun. Sun has one part so I will bounce this ball once. When I bounce the ball, say sun.** (Bounce the ball.) **Listen to this word: ska-ter. How many parts did you hear? Say it with me: ska-ter.** (Children repeat, *ska-ter*.) **How many times should we bounce the ball?** A volunteer

bounces the ball two times as the class repeats the word. Repeat with *sup-per*, *sock*, *se-cret*, *sum-mer*, *sink*, *sen-ses*, *sis-ter*, and *syl-la-ble*. The other children may bounce imaginary balls along with the volunteers.

Materials

- Ball
- Grandmother
- Letter Card: Ss
- Star
- ABC for Gingerbread Boy and Me* by Starfall

Introduce Ss

Indicate Letter Card Ss. Say: **This is the letter Ss.** (Children repeat, S.)

One S is uppercase and one is lowercase, but both letters are Ss.

The letter Ss stands for /s/ (s sound). Each time I touch the letter Ss, say /s/.

Touch the Letter Card several times, quickly and slowly and children say /s/.

Say: **Let's skywrite uppercase S.** (demonstrate) **Now, let's skywrite lowercase s.**

(demonstrate) **Now, find a partner.** (Children find partners.) **Take turns and use**

your finger to write uppercase S on your partner's back. After they have done this several times say: **Now write lowercase s.**

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

A volunteer identifies Ss and attaches the star on or above the Wall Letter Card.

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

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

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

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



Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Phonological Awareness

Counts syllables

Print/Book Awareness

Distinguishes relationship between print and illustrations

Story Time

What Would You Do?

Indicate *The Little Red Hen and other folk tales*, "Chicken Little."

Picture-walk through the book as volunteers retell the story in sequence.

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

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

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

Materials

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

Comprehension

Makes inferences

Identifies sequence of events

Social/Emotional Development

Recognizes and identifies feelings

Sentences & Structure

Combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning

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

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

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

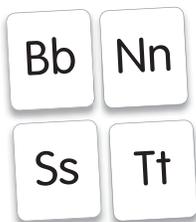
After a short period of time, say: **Clap once if you can hear me. Clap twice if you can hear me. Partner number two, raise your hand. It's your turn to share.** Repeat the example, and partner two shares.

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

Examples:

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

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



Phonics

Focuses on letter names and shapes

Fine Motor Skills

Coordinates hand and eye movements

Small Group & Exploration

Form Play Dough Letters

Mix up the Letter Cards and display them individually. Volunteers identify the letters. Children form the letters with play dough.

Materials

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



Observe & Modify

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

Gathering

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

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

Continue naming the letters of the alphabet until all the Name Cards are placed in the pocket chart. Check to be sure children place their Name Cards at the appropriate times.

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

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

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

Social/Emotional Development

Recognizes own first and last name

Science

Makes and verifies predictions

Morning Meeting

Warm Up Your Brain

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

Materials	
<input type="checkbox"/>	Starfall Sing-Along Volumes 1 and 2

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

Find Pairs

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

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

Ask: **How many are in a pair? Right, two.** Volunteers find pairs of the following items in the classroom and bring them to the circle: blocks, crayons, books. Children think of other pairs they might find in the classroom or on themselves (socks, shoes).

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

Yonder in the Pair Pair Patch

(Melody: "Paw, Paw Patch")

Where oh where can we find a pair?
(repeat twice)

Way down yonder in the Pair, Pair Patch!

Pick up mittens and put them in the basket
(repeat twice)

Way down yonder in the Pair, Pair Patch!

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

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

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

Creative Arts

Expresses self through movement

Vocabulary

Discusses words and word meanings

Math

Uses different ways to represent numbers

LEARNING CENTERS

See Learning Centers for **Week 8**, pages 178-180. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Blending

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

Continue with *sto-p* (stop), *si-t* (sit), *sin-k* (sink), and *stan-d* (stand).



Phonological Awareness

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

Listens for beginning sound

Phonics

Matches some letters to their sounds

Materials

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

List Ss Words, ASL Ss

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

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

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

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

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

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

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

Where Is /s/?

(Melody: "Where Is Thumbkin?")

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

Here I am. Here I am.

S stands for /s/

in skateboard and sun.

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

Story Time

Teacher's Literature Choice: Senses

Indicate your book choice and discuss the author and illustrator. Children predict what will happen. Picture-walk and discuss what is happening on each page.

Read the book. Briefly introduce new vocabulary as it is encountered.

Ask and answer questions about the book.

Materials

- Teacher's choice of book about the senses

Comprehension

Uses illustration clues to predict

Vocabulary

Acquires new vocabulary

Small Group & Exploration

Two Make a Pair

Indicate a pair of shoes.

Ask: **How many shoes are in a pair? Right, two! Let's count them: one, two.**

Display the Number Card 2. Say: **This is the number two.**

Roll the die. Children count the dots after each roll and indicate when two appears. Distribute a die to each child. Say: **Roll your die until you get a two.**

Say: **Let's think of the number two. There are many ways to show two. We can make two tally marks.** (Do this on the whiteboard.) **Let's count them: one, two.**

Ask: **What else do we have two of?** (hands, arms feet, legs, ears, eyes)

Encourage children to find two of something in the room to bring and show to the group.

Materials

- Pair of shoes
- One die for each child
- Number Card: 2
- Whiteboard, dry erase marker

Math

Uses different ways to represent numbers

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

2

Gathering

Social/Emotional Development

Recognizes own first and last name

Science

Observes and describes the weather and how it changes

Distribute the Name Cards (first and last names).

Say: **Today let's put our fingers on our last names.**

(Check to see that children do this.)

Say: **Raise your hand if you know what letter your**

last name begins with. Children bring their Name Cards

forward as they state the first letters of their last names. Classmates help if needed.

Children place the appropriate Weather Card on the Weather Board.

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

Assist children to identify and mark today's date.

Materials

- Attendance Board and Name Cards (with first and last names)
- Weather and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 49. Children sing "Where Is My Head?" and follow the actions named in the song.

Materials

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

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

Math

Verbally counts in sequence

Science

Uses senses to explore

Use Your Senses: Popcorn

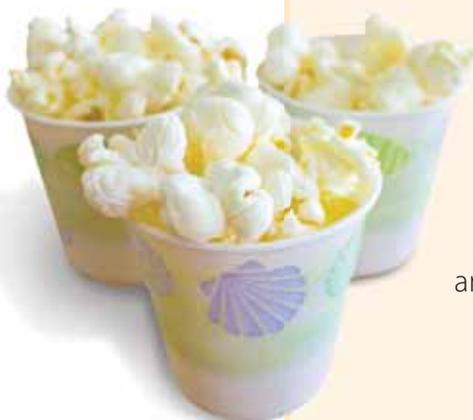
Read and discuss Gingerbread Boy's message.

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

Say: **Today let's pop popcorn.** As the popcorn is popping, say: **Raise your hand to tell which of your five senses you are using as the popcorn pops.** List children's responses on chart paper. Count the senses and compare them to the senses in Gingerbread Boy's message.

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

Distribute popped corn in coffee filters or small paper bowls or cups. As the children enjoy the popcorn, discuss how it looks, smells, feels, and tastes.



LEARNING CENTERS

See Learning Centers for **Week 8**, pages 178-180. After cleanup, the children gather to share their experiences.

Circle Time

Materials

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

Phonemic Awareness: Blending Syllables

Say: **Let's play a game. Listen to these word parts: soc-cer.** Hold up one finger for each syllable.

Let's put them together: soccer. Continue for *show-er* (shower), *se-ven* (seven), *six, sad, stran-ger* (stranger), and *Sa-tur-day* (Saturday). Children hold up one finger for each syllable.

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

Introduce Final /s/

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

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

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

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

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

Phonological Awareness

Counts syllables

Listens for beginning sound

Isolates ending sound



Observe & Modify

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

Story Time

Phonological Awareness

Discriminates rhyming words

Comprehension

Identifies story characters

Rhymes and Body Parts

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

Ask: **Did you hear words that rhyme? Let’s see if you can remember the rhyming words.** Read the text and omit the rhyming words for children to supply.

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

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

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

Materials

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



Observe & Modify

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

Small Group & Exploration

Create a Class Nursery Rhyme Book

Indicate *Nursery Rhymes*, and recall favorite nursery rhymes from the first seven weeks. Children choose favorites and illustrate them. Discuss which senses the children use as they create their nursery rhyme pages.

Children dictate the titles of their chosen nursery rhymes and you write them on their papers. Assemble the finished products into a class nursery rhyme book for the Library Center.

Materials

- Starfall’s Selected Nursery Rhymes*
- A sheet of paper for each child
- Pencils, crayons
- Optional:**
- Scented markers, glitter, and/or other sensory craft materials

Emergent Writing

Uses drawing to convey meaning

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Uses writing and drawing tools

Gathering

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

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

Children place the appropriate Weather Card on the Weather Board.

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

Assist children to identify and mark today's date.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards (first and last names)
<input type="checkbox"/>	The Weather Board and Weather Cards
<input type="checkbox"/>	Calendar Routine Materials

Science

Observes and describes the weather and how it changes

Social/Emotional Development

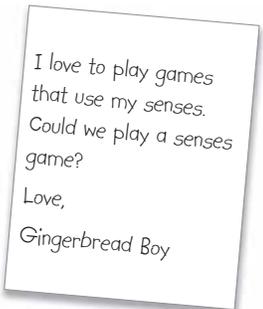
Recognizes own last name

Morning Meeting

Warm Up Your Brain

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

Materials	
<input type="checkbox"/>	<i>Starfall Sing-Along</i> Volume 1
<input type="checkbox"/>	A bag for each child
<input type="checkbox"/>	Small objects of various shapes, textures, weight, sizes (one object for each bag)



Use Your Senses: What's In the Bag?

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy would like to play a game that uses our five senses. First let's see if we can name them.** (Volunteers name senses.) **For which sense do we use our fingers and hands?**

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

Indicate the bags with the objects inside. A volunteer chooses a bag and reaches inside to feel the object without removing it.

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

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

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

Science

Shows curiosity by asking questions and seeking information

Uses senses to explore

Vocabulary

Understands describing words

LEARNING CENTERS

See Learning Centers for **Week 8**, pages 178-180. After cleanup, the children gather to share their experiences.

Circle Time

Phonemic Awareness: Discriminating /s/

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

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

Materials

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

Match *Bb, Tt, Nn,* and *Ss*

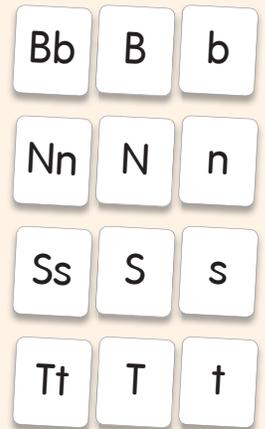
Place Letter Cards *Bb, Tt, Nn, Ss* in the top row of the pocket chart. Place the remaining Letter Cards face down near the bottom of the pocket chart.

Grandmother says: **Here are some letters we have learned.** Indicate and say: ***Bb, Tt, Nn, Ss.* Let's play a matching game.**

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

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

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



Phonics

Focuses on letter names and shapes

Matches some letters to their sounds



Observe & Modify

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

Sing "Where Is /s/?" Repeat with /b/, /t/, and /n/.

Where Is /s/?

(Melody: "Where Is Thumbkin?")

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

Here I am. Here I am.

S stands for /s/

in skateboard and sun.

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

Story Time

Dramatize “Chicken Little”

Indicate “Chicken Little.”

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

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

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

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

Read the story as each group of characters dramatizes its roles together.

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

Materials

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

Creative Arts

Participates in teacher-guided dramatic activities

Comprehension

Recalls information from stories

Identifies story characters



Observe & Modify

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

Small Group & Exploration

There are no formal lessons planned for **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice with skills.

K

Pre

Starfall

Week 9: Staying Healthy

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

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



Starfall Books & Other Media

ABC for Gingerbread Boy and Me

Draw Dragon Dot Eyes and other Chinese Fables
(Book and Audio CD)

Five Senses Poster

Let's Stay Healthy Poster

Star Writer Melodies

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

Starfall Sing-Along, Volumes 1 and 2



Preparation

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

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

Day One

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

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

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

Day Two

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

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

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

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

Day Three

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

Day Four

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

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

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

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

The measuring chart will also be used in **Week 10**.

Day Five

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

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

Snack Suggestion

Throughout this week serve samples of healthy foods such as fruits and vegetables for snack.

Outside Activity

Discuss safety rules before outside free play.



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

Day 2

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

Day 3

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

Day 4

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

Day 5

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

WEEK 9

Day One

Day Two

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

LEARNING CENTERS

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

Day Three

Day Four

Day Five

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

LEARNING CENTERS

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

WEEK 9

LEARNING CENTERS

Media & Technology

Enjoys electronic forms of storybooks and informational texts

Computer Center

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

Materials

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

Interaction & Observation

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

Art Center

Creative Arts

Creates original work
Explores visual materials and activities

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

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

Materials

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

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

Interaction & Observation

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



Library Center

Preparation — Books suggestions:

- *Eating the Alphabet* by Lois Ehlert
- *The Very Hungry Caterpillar* by Eric Carle
- *Everybody Cooks Rice* by Norah Dooley
- *Blueberries for Sal* by Robert McCloskey
- *If You Give a Mouse a Cookie* by Laura Joffe Numeroff

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

Interaction & Observation

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

Materials

- Draw Dragon Dot Eyes*
(Book and Audio CD)
- Paper, pencils, crayons
- Picture books (including audio versions) relating to nutrition and healthy living

Print/Book Awareness

Connects oral language and print
Demonstrates directionality in print

Dramatic Play Center

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

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

Interaction & Observation

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

Materials

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

Creative Arts

Represents fantasy and real-life experiences through pretend play

Economics

Demonstrates knowledge about community workers and their roles
Demonstrates an awareness of the uses of money

Construction Center

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

Interaction & Observation

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

Materials

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

Creative Arts

Explores visual materials and activities

Fine Motor Skills

Coordinates hand and eye movements



Writing Center

Fine Motor Skills

Uses writing and drawing tools

Emergent Writing

Uses scribbles/writing to convey meaning

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

Interaction & Observation

- Praise the children's attempts at drawing and writing.
- Although their writing may still resemble scribble, in the child's mind these scribbles are decidedly different from their earlier attempts.

Materials

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

Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Investigates states of matter

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

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

Interaction & Observation

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

Materials

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

Optional:

- Corn kernels

Math Center

Math

Recognizes numerals

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

Sorts objects into categories

Preparation — Mix beans together in a large container.

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

Interaction & Observation

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

Materials

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

Gathering

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

Children place the appropriate Weather Card on the Weather Board for Today's Weather, Our Prediction, and Tomorrow's Weather Forecast.

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

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

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

Materials

- Attendance, Weather, and Calendar Routine materials

Social Studies

Begins to categorize time intervals

Social/Emotional Development

Recognizes own first and last name

Morning Meeting

Warm Up Your Brain

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

Materials

- Starfall Sing-Along Volume 2*
- Five Senses Poster
- Let's Stay Healthy Poster
- Number Cards: 1-10

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

Let's Stay Healthy

Read and discuss Gingerbread Boy's message.

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

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

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

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

Where Is My Head?

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

Here it is! (Here it is!)

Make a smile and not a frown.

(We can look both up and down.)

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

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

Here they are! (Here they are!)

Clap your hands and make some noise.

(We are clever girls and boys.)

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

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

Here they are! (Here they are!)

Use your feet to move around.

(We jump up and then sit down.)

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

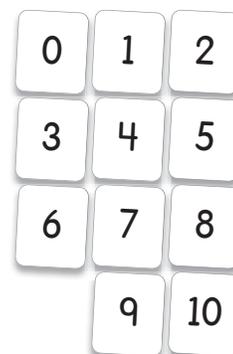
Health & Safety

Discusses appropriate health procedures

Math

Verbally counts in sequence

Recognizes numerals



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

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



Observe & Modify

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

LEARNING CENTERS

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Onset and Rime

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

Continue with *ba-t*, *ta-pe*, *ten-t*, *su-n*, and *fa-n*.

Materials

- Grandmother
- One apple cut in half (horizontally) to reveal the star of seeds, placed in a paper bag
- Picture Cards: *alligator*, *ambulance*, *ant*, *apple*, *astronaut*
- Pocket chart



Phonological Awareness

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

Listens for beginning sounds

Introduce /a/

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

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

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

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

Apple

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

What am I?

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

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

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

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

Encourage children to listen for /a/ today.

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

Story Time

"One Rice Thousand Gold"

Indicate the fork and spoon. Say: **Here is a fork and a spoon. What do you do with a fork?** (Children respond.) **What kinds of food could you eat with a fork? Repeat with the spoon.**

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

Explain: **Rice was the first grain grown in China thousands of years ago! People cooked rice by boiling it in water the same way they do today. But people from China do not eat rice with a fork or a spoon. Do you know what they use?**

Indicate the chopsticks. Say: **People in China use chopsticks to eat rice and other foods. Chinese people prepare their food by cutting vegetables and other foods very small.** Children share their chopstick experiences.

Indicate "One Rice Thousand Gold." Say: **The title of this story is "One Rice Thousand Gold."** (Children repeat, "One Rice Thousand Gold.") **It is a Chinese fable about a poor, hungry boy. A fable is a story that teaches a lesson. This fable was told many years ago in China. Then someone wrote it down so people wouldn't forget it. Let's listen to what happens and what lesson we learn.**

Read the story or play the Audio CD.

Say: **The old woman was kind to the boy. Han-Shin never forgot how kind she was, and he did something kind for the old woman. How can you be kind to your friends?** Volunteers respond.

Materials

- Draw Dragon Dot Eyes
(Book and Audio CD)
- Chopsticks
- Fork and spoon
- Bowl
- Bag of uncooked rice

Vocabulary

Discusses words and word meanings

Comprehension

Makes connections using prior knowledge and real-life experiences

Recalls information from stories



Small Group & Exploration

Math

Recognizes numerals

Combines sets of objects to create new sets



Solve Story Problems

Indicate and identify Number Cards 0 through 6.

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

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

Materials

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

Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify the day of the week.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Practice relaxation. Children sit on the floor with their legs crossed. Play any track of *Star Writer Melodies*. Say:

- Put your palms together in front of your chest.
- Take a deep breath.
- Let the breath out slowly and relax.
- Close your eyes and listen to the music.

Materials

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

Categorizing Healthy and Unhealthy

Read and discuss Gingerbread Boy's message.

Indicate and review the Let's Stay Healthy Poster. Say: **Here's a great song to remind us what we need to do to stay healthy.**

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

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

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

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

Let's Stay Healthy

*We stay healthy, yes we do
yes we do, yes we do*

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

We eat lots of healthy food...

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

We like all kinds of exercise...

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

Science

Observes and describes the weather and how it changes

Social/Emotional Development

Recognizes own first and last name

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

Health & Safety

Demonstrates awareness of good nutritional practices

Math

Sorts objects into categories

LEARNING CENTERS

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Compound Words

Say: **Take *pan* away from *pancake*, what is left?** (cake) **Let's try another one. Take *ginger* away from *gingerbread*. What's left?** (bread) Repeat for *butter* and *chopsticks*. If children need a visual clue, place both hands together as you say the compound word and move your first hand away as you say the first word.

Aa

Materials

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

Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Phonological Awareness

Deletes a word from a compound word

Print/Book Awareness

Distinguishes relationship between print and illustrations

Introduce Aa

Indicate Letter Card Aa.

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

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

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

A volunteer identifies Aa and attaches the star on or above the Wall Letter Card. Grandmother helps the volunteer locate Aa and review other letters with stars: Bb, Tt, Nn, and Ss.

Indicate *ABC for Gingerbread Boy and Me*.

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

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

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

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

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

Gathering

Materials

- Attendance, Weather, and Calendar Routine materials

Science

Makes and verifies predictions

Social Studies

Begins to categorize time intervals

Social/Emotional Development

Recognizes own first and last name

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify the day of the week.

Morning Meeting

Materials

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

Warm Up Your Brain

Children:

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

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

Let's Stay Healthy: Germs

Read and discuss Gingerbread Boy's message.

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

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

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

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

Health & Safety

Discusses and utilizes appropriate health and safety procedures

Vocabulary

Discusses words and word meanings

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

Say: **There’s another way to help keep germs away. When you sneeze, germs can spread to other people. Instead of giving our germs to others, we’re going to give them to our shirts! Germs can’t live long on clothes. So let’s all say, “Give your sneeze a shoulder.”** (Children repeat.) **Pretend to sneeze into your shoulder!**

Explain that when we take a bath or shower, we wash germs off our bodies. When we brush our teeth, we keep our teeth and gums clean and healthy.



Observe & Modify

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

LEARNING CENTERS

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Onset and Rime

Say: **Let’s play a puzzle word game. Listen to two parts of the puzzle and put them together. Ready?**

Use *g-erms* (germs), *r-ice* (rice), *f-ish* (fish), *m-ilk* (milk), and *b-eans* (beans).

Materials

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



Phonological Awareness

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

Listens for beginning sound

Phonics

Focuses on letter names and shapes

List Aa Words, ASL Aa

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

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

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

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

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

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

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

Where Is /a/?

(Melody: “Where Is Thumbkin?”)

Where is /a/? Where is /a/?
Here I am. Here I am.
A stands for /a/
in apple and ant
/a/ /a/ /a/, Aa, Aa, Aa

Story Time

Say “Thank You”

Indicate “One Rice Thousand Gold.”

Ask: **Can you remember a time when you were really hungry? How did you feel when someone gave you something to eat? Did you remember to say thank you?** (Children respond.)

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

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

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

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

Materials

- Draw Dragon Dot Eyes
(Book and Audio CD)
- Drawing paper, pencils,
crayons, markers

Comprehension

Recalls information from stories

Listening & Speaking

Participates in group discussions

Emergent Writing

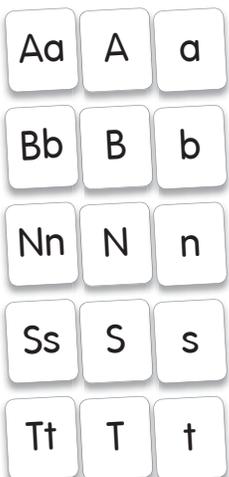
Uses scribbles/writing to convey meaning

Social/Emotional Development

Recognizes and identifies feelings

Phonics

Focuses on letter names and shapes



Small Group & Exploration

Play “Concentration”

Display Letter Cards *Aa*, *Bb*, *Nn*, *Ss*, and *Tt*. Children identify each letter.

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

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

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

Materials

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

Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify the day of the week.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

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

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

Materials

- Let's Stay Healthy Poster
- Starfall Sing-Along* Volume 2
- Large (full-size) bed sheet

Ten Bears in the Bed

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

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

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

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

Let's Stay Healthy: Sleep and Water

Read and discuss Gingerbread Boy's message.

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

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

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

Discuss why it is important to get plenty of sleep.

Say: **Another thing your brain and body need is plenty of water. When we drink water it cools our bodies and helps our muscles work smoothly. Water also helps us get better when we are sick. It gets rid of germs in our bodies. When we use the bathroom, we flush away the germs. All living things need water to live: hamsters, trees, and you! Remember to drink plenty of water!**

Comprehension

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

Health & Safety

Discusses appropriate health procedures

LEARNING CENTERS

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: The Alphabet

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

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

Materials

- Starfall Sing-Along Volume 1*
- Picture Cards: *alligator, ambulance, ants, apple, astronaut, bear, bed, bread, bus, nest, net, nose, teeth, skateboard, sun, tent, toes, toothbrush*
- Letter Cards: *Aa, Bb, Nn, Ss, Tt*
- Pocket chart
- Grandmother
- List of Aa words from **Day 2**

Identify Aa, Bb, Nn, Ss, and Tt

Indicate the list of Aa words.

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

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

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

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

Compare and contrast which letter has the most or least Picture Cards.

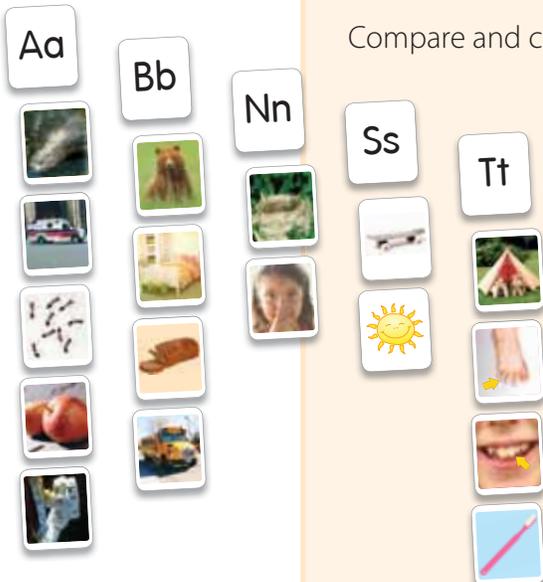
Phonological Awareness

Listens for beginning sounds

Phonics

Recites the alphabet in sequence

Matches some letters to their sounds



Story Time

Teacher's Literature Choice: Healthy Habits

Indicate your choice of book about healthy habits.

Discuss the author and illustrator. Picture-walk through the book and discuss what is happening on each page. Read the book. Briefly pause to introduce new vocabulary as it is encountered. Ask and answer questions about the book.

Materials

- Teacher's choice of book about healthy habits

Small Group & Exploration

How Tall are You?

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

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

Indicate the measuring chart.

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

Distribute strips of paper. Each child writes his or her name on a strip. Continue:

We'll tape your name next to the mark that shows how tall you are. At the end of the year, we'll measure you again to see how much you have grown.

Be sure to measure Gingerbread Boy and add his name to the chart!

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

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

Materials

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

Vocabulary

Acquires new vocabulary

Comprehension

Uses illustration clues to predict

Identifies role of author and illustrator

Math

Becomes familiar with standard measuring tools and their uses

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

Gathering

Science

Makes predictions

Social/Emotional Development

Recognizes own first and last name

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

Review the names of the days of the week. Children identify the day of the week.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

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

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

Materials

- Starfall's Selected Nursery Rhymes* Audio CD
- Let's Stay Healthy Poster
- Measuring chart

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

Love,
Gingerbread Boy

Math

Orders objects in increasing order of size

Becomes familiar with standard and nonstandard measuring tools and their uses

Order and Compare Short to Tall

Read and discuss Gingerbread Boy's message.

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

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

Say: **Let's see if the chart is correct.** Referring to the chart, line up children from shortest to tallest. Children confirm the results on the measuring chart.

LEARNING CENTERS

See Learning Centers for **Week 9**, pages 202-204. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

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

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

Materials

- Letter Cards *Aa, Bb, Nn, Ss*, and *Tt* in a bag or basket
- Letter Cards: *A, a, B, b, N, n, S, s, T, t*
- Pocket chart
- Grandmother
- ABC for Gingerbread Boy and Me* by Starfall

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

Place Letter Cards *Aa, Bb, Nn, Ss*, and *Tt* face up in a pocket chart.

Say: **Grandmother would like us to play a game called "Say It Fast."**

Grandmother whispers the directions to you.

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

Do this slowly.

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

Grandmother says: **Great job!**

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

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

Children sing "Where Is /a/?"

Where Is /a/?

(Melody: "Where Is Thumbkin?")

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

Here I am. Here I am.

A stands for /a/

in apple and ant

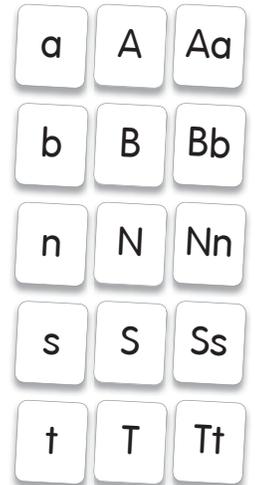
/a/ /a/ /a/, Aa, Aa, Aa

Phonological Awareness

Discriminates rhyming words

Phonics

Focuses on letter names and shapes



Story Time

Comprehension

Identifies story characters

Creative Arts

Participates in teacher-guided dramatic activities

Dramatize “One Rice Thousand Gold”

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

Read “One Rice Thousand Gold.”

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

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

Children dramatize the story.

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

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

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Draw Dragon Dot Eyes
(Book and Audio CD) |
| <input type="checkbox"/> | Props (fishing pole, bowl and chopsticks, clothes, crown, bowl of money) |



Observe & Modify

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

Small Group & Exploration

There are no formal lessons planned for **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice with skills.

Week 10: Being Safe

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

- learn /p/ and identify initial and final /p/ words
- discuss size relationships between objects
- compare and contrast their heights
- practice putting story events in sequence and experience out of sequence story events
- consider story characters' emotions
- dramatize *Goldilocks and the Three Bears*
- duplicate and create patterns



Pp

Starfall Books & Other Media

ABC for Gingerbread Boy and Me

Emotion Cards

Goldilocks and the Three Bears as told by Marc Buchanan

Goldilocks and the Three Bears Sequence Cards

Safety Posters 1 and 2

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

Starfall Sing-Along Volume 2



Preparation

Day One

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

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

Day Two

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

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

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

Small Group — You will need a small block, a medium-sized book, and a large box (board game size).

Day Three

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

Day Four

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

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

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

Small Group — Have shaving cream available.

Day Five

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

Snack Suggestion

Serve teddy bear crackers in several varieties throughout the week.



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

Your pal,
Gingerbread Boy

Day 2

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

Love,
Gingerbread Boy

Day 3

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

Your friend,
Gingerbread Boy

Day 4

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

Your pal,
Gingerbread Boy

Day 5

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

Love,
Gingerbread Boy

WEEK 10

Day One

Day Two

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

LEARNING CENTERS

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

Day Three

Day Four

Day Five

Predict and forecast weather
Calendar Routine

Predict and forecast weather
Calendar Routine

Predict and forecast weather
Calendar Routine

Gingerbread Boy's Message

"Let's Stay Safe"

Safety Posters
1 and 2

Review safety
rules

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



Gingerbread Boy's Message

Safety Posters 1 and 2

"Let's Stay Safe"

Safety: *Fire and
Strangers*



Gingerbread Boy's Message

"Let's Stay Safe"

Review Safety
Posters 1 and 2



LEARNING CENTERS

Phonological Awareness:
Blend onset and rime

List initial /p/ words

Introduce ASL sign for Pp

Sing "Where Is /p/?"

"Pease Porridge Hot"



Phonological Awareness:
Blend and clap syllables

Review initial /p/

Introduce final /p/

Phonological Awareness:
Discriminating /p/

Match upper and lowercase
letters Aa, Ss, Pp

"Where Is /p/?"

*Goldilocks and the
Three Bears*

Emotions Cards

Identify characters'
emotions



Teacher's literature choice: Safety

*Goldilocks and the
Three Bears*

Story settings

Dramatize story



Goldilocks and the Three Bears

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

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

Complete projects or conduct
observations and individual
assessments

WEEK 10

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

Math

Understands that numbers always represent the same quantity

Computer Center

Activity — Children practice counting skills at *It's Fun to Read: Tongue Twisters*, “Peter Piper,” explore *It's Fun to Read: All About Me*, listen to *Math Songs: “Five Little Bears,”* and review /b/, /t/, /n/, /s/, and /a/, and reinforce /p/ at ABCs: S, B, T, N, A, and P.

Interaction & Observation

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

Materials

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

Art Center

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

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

Interaction & Observation

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

Materials

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

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Coordinates hand and eye movements

Library Center

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

Provide paper, pencils and crayons for children to draw pictures to represent their favorite books. Hang their drawings near the center for other children to enjoy.

Interaction & Observation

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

Materials

- Picture books (including audio versions) about bears and safety
- Goldilocks and the Three Bears* (Book and Audio CD)
- Paper, pencils, crayons

Print/Book Awareness

Connects oral language and print

Dramatic Play Center

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

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

Interaction & Observation

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

Materials

- Grocery store items from **Week 9**
- Empty juice cans, waffle boxes, reusable shopping bags
- Three bowls, three chairs, and three towels (small, medium, and large)
- Oatmeal carton, spoons

Creative Arts

Engages in cooperative pretend play with other children

Social/Emotional Development

Demonstrates willingness to choose a variety of familiar and new experiences

Construction Center

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

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

Interaction & Observation

- Take pictures of the children's special creations to hang near this center.
- Engage children in individual conversations.
- Ask detailed questions to encourage children's thought processes, and to develop longer, more complex answers.

Materials

- Various copies of the *Goldilocks and the Three Bears* story
- Wooden blocks in a variety of colors, shapes and sizes
- Lincoln Logs

Creative Arts

Engages in cooperative pretend play with other children

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing Center

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

Interaction & Observation

- Continue to praise the children's attempts at drawing and writing.
- Although some writing may still resemble scribble, in the child's mind these scribbles are decidedly different from their earlier attempts.
- Discuss appropriate locations to display safety signs.

Materials

- Paper
- Pencils, crayons, markers

Emergent Writing

Uses drawing to convey meaning

Uses scribbles/writing to convey meaning

Social Studies

Becomes aware of common symbols in the community



Discovery Center

Fine Motor Skills

Coordinates hand and eye movements

Science

Investigates states of matter

Uses senses to explore

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

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

Interaction & Observation

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

Materials

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

Math Center

Math

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

Sorts objects into categories

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

Interaction & Observation

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

Materials

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



Gathering

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

Children place the appropriate Weather Card on the Weather Board for Today's Weather, Our Prediction, and Tomorrow's Weather Forecast.

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

Materials

- Attendance, Weather, and Calendar Routine materials

Math

Uses graphs and charts to answer questions

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

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

Materials

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

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

Safety: Inside School and On the Playground

Read and discuss Gingerbread Boy's message.

Teach the children "Let's Stay Safe."

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

A volunteer indicates the *Inside School* safety illustration and children take turns describing it. Discuss the following *Inside school* safety rules. Children act out solutions to problems.

Let's Stay Safe

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

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

Health & Safety

Discusses appropriate safety procedures

Social/Emotional Development

Works with others to solve problems

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



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

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

LEARNING CENTERS

See Learning Centers for **Week 10**, pages 226–228. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Rhyming Words

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

Materials

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



Phonological Awareness

Discriminates rhyming words

Vocabulary

Uses illustrations to find the meanings of unknown words

Introduce /p/

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

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

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

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

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

Puppies

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

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

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

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

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

Encourage children to listen for /p/ today.

Story Time

Introduce *Goldilocks and the Three Bears*

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

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

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

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

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

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

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

Materials

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



Vocabulary

Acquires new vocabulary

Comprehension

Identifies role of author and illustrator

Uses illustration clues to predict

Math

Becomes familiar with standard measuring tools and their uses

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

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

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

Read the remainder of the story to confirm the outcome.

Small Group & Exploration

Math

Uses rules to create and extend repeating patterns

Describes objects according to characteristics or attributes

Create a Pattern

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

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

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

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

Distribute the pasta. Children duplicate the pattern and create new ones.

Materials

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

Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's forecast and predict tomorrow's weather.

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

Materials

- Attendance, Weather, and Calendar Routine materials

Science

Observes and describes the weather and how it changes

Social Studies

Begins to categorize time intervals

Morning Meeting

Warm Up Your Brain

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

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

Materials

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

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

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

Read and discuss Gingerbread Boy's message.

The children sing "Let's Stay Safe."

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

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

Let's Stay Safe

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

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

Comprehension

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

Gross Motor Skills

Distinguishes left from right

Health & Safety

Identifies basic safety rules

Rule

Problem/Solution

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

Look Both Ways

Look to the left
Look to the right
Look to the left
Yes, that's right!

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

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

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

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

LEARNING CENTERS

See Learning Centers for **Week 10**, pages 226–228. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Compound Words

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

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

Materials

- Two connect cubes or chips for each child and teacher
- Grandmother
- Letter Card *Pp*
- Star
- ABC for Gingerbread Boy and Me* by Starfall

Introduce Pp

Display Letter Card Pp.

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

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

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

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

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

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

Phonological Awareness

Combines words to make a compound word

Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Print/Book Awareness

Connects oral language and print



Story Time

Sequence *Goldilocks and the Three Bears*

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

Gather children in a circle and spread a sheet in the center. Ten volunteers lie side by side on the sheet. Play *Sing-Along Volume 2* Track 38. Children sing "Ten Bears in a Bed."

One child rolls off the sheet during each verse until only one is left.

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

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

Use the Sequence Cards during the following discussion. Ask:

- **Who is this story about?**
- **What is the first thing that happens in the story?**

Materials

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



Comprehension

Recalls information from stories

Connects events, characters, and actions in stories to specific experiences

Identifies sequence of events

- What happens next?
- What does Goldilocks do first in the house?
- What happens to the bears' chairs?
- Where does Goldilocks go next?
- What happens when the bears come home?
- What happens at the end of the story?
- How do you think Goldilocks felt when she woke up?

Small Group & Exploration

Small, Medium, Large

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

(Children respond) **Right, one is small** (indicate)

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

Indicate the block, book, and box. Ask: **Which object is the smallest? Which item is a little bigger? Which item is the largest?**

Say: **Let's go on a "Size Hunt!"** Children work as partners to find a very small object. They bring it back to the group. Examine and briefly discuss the object. Say:

Now, take your object with you and find something that is a little bigger.

Work together to determine if the second object is bigger than the first.

Repeat and children find a third larger item.

Materials

Three bowls (small, medium, and large)

Three blocks (small, medium, and large)

Math

Orders objects in increasing order of size

Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

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

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Give children these directions:

- **Jump your feet apart and stretch your arms straight out to your sides. Lean to one side bending one leg and stretch.**
- **Stay in this position and take the hand on the side of your bent knee down and across your body to touch your opposite ankle.**
- **Stand up straight.**

Children lean to the other side and repeat.

Materials

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



Safety: Tub and Shower and At the Pool

Read and discuss Gingerbread Boy's message.

Children sing "Let's Stay Safe."

Indicate and review Safety Poster 1.

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

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

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

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

Health & Safety

Discusses appropriate health and safety procedures

Recognizes and follows basic safety rules

Comprehension

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



- *Extension Cord* — Keep your hands away from outlets or electrical cords.
- *Outlets* — Don't stick anything into an electrical outlet.
- *Knife* — Never, ever touch a gun or knife.

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

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

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

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

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

LEARNING CENTERS

See Learning Centers for **Week 10**, pages 226-228. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness

Say: **Let's play the "Puzzle Word Game." Here are two parts of a puzzle. You put them together. Ready?**

Use: *p-ad/pad*, *p-eg/peg*, *p-ine/pine*, and *p-op/pop*.

List Pp Words, ASL Pp

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

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

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

Materials

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



Phonics

Matches some letters to their sounds

Focuses on letter names and shapes

Phonological Awareness

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

Listens for beginning sounds

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

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

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

Say: **This is the letter *Pp* in sign language. Now you try it.**
Children sign *Pp*.

Say: **Grandmother would like us to sing her song to remember /p/.**

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

Where Is /p/?

Melody: "Where Is Thumbkin?"

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

Here I am. Here I am.

P stands for /p/

in puppies and pumpkin

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

Story Time

Goldilocks Story Emotions

Say: **Goldilocks and the bears must have felt many different feelings.** Indicate and discuss the following Emotions Cards. Volunteers answer the questions:

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

Ask: **Should Goldilocks have gone into the bear's house? Is it ever okay for you to go into a stranger's house? How would you have felt if you found Goldilocks had broken your toys? Is it ever okay to use other people's things without their permission?**

Display the Emotions Cards in a pocket chart and read the story. Children identify emotions as they arise.

Materials

- Goldilocks and the Three Bears*
as told by Marc Buchanan
- Emotions Cards: *afraid, curious, disappointed, happy, sad*

Comprehension

Connects events, characters, and actions in stories to specific experiences

Conversation

Provides appropriate information for the setting

Social/Emotional Development

Recognizes and identifies feelings



Small Group & Exploration

Comprehension

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

Makes inferences

Emergent Writing

Uses scribbles/writing to convey meaning

Uses drawing to convey meaning

Draw Goldilocks with the Three Bears

Discuss Goldilocks' actions in the story. Ask:

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

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

Children draw pictures of Goldilocks visiting the three bears. They dictate sentences for you and your paraprofessional to write beneath their pictures.

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

Materials

- Goldilocks and the Three Bears* as told by Marc Buchanan
- Individual writing journals or drawing paper
- Pencils, crayons, markers

Gathering

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

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

Materials

- Attendance, Weather, and Calendar Routine materials

Science

Observes and describes the weather and how it changes

Social Studies

Begins to categorize time intervals

Morning Meeting

Warm Up Your Brain

Do the "Rocking Chair" exercise. Children:

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

Materials

- Safety Posters 1 and 2

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

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

Read and discuss Gingerbread Boy's message.

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

Children sing "Let's Stay Safe."

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

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

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

Comprehension

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

Health & Safety

Identifies basic safety rules

Discusses and utilizes appropriate safety procedures

- If your clothes catch fire, stop, drop, and roll. (volunteers demonstrate)
- If you hear the smoke alarm, get out fast.

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

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

Children may add their own rules about stranger safety.

LEARNING CENTERS

See Learning Centers for **Week 10**, pages 226–228. After cleanup, the children gather to share their experiences.

Circle Time

Materials

- List of Pp words from **Day 2**

Phonological Awareness: Onset and Rime

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

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

Introduce Final /p/

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

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

Children stand and face partners. Partner with a child if necessary. Say: **Listen to these words. If you hear /p/ at the end, gently clap your partner's hands.**

Demonstrate how to give "high fives." Emphasize /p/ in the following words: *hop, map, cat, stamp, bump, bear, and pop.*

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

Phonological Awareness

Counts syllables

Isolates ending sound

Story Time

Teacher's Literature Choice: Safety

Indicate your choice of book about safety and read its title. Introduce the author and illustrator. Picture-walk through the book and children describe the illustrations and predict the outcome. Read the book, pausing to discuss what is happening and to briefly introduce new vocabulary as it appears.

Materials

- Teacher's choice of book about safety

Vocabulary

Acquires new vocabulary

Comprehension

Recalls information from a story

Health & Safety

Discusses appropriate safety procedures

Small Group & Exploration

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

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

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

Repeat for the other letters and Picture Cards.

Materials

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

Phonics

Matches some letters to their sounds

Focuses on letter names and shapes

Emergent Writing

Writes some letters on request



Gathering

Science

Observes and describes the weather and how it changes

Social Studies

Begins to categorize time intervals

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

Children place the appropriate Weather Card on the Weather Board. They check yesterday's prediction and forecast tomorrow's weather.

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

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

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

- **Lift your right arm high in the air and hold it there while you lift your left knee.**
- **Touch your right hand to your lifted left knee.**
- **Return the hand and leg to a resting position.**
- **Lift your left arm high in the air and hold it there while you lift your right knee.**
- **Touch your left hand to your right knee.**

Continue this back and forth pattern for a minute or so, as though walking rhythmically.

Materials

- Safety Posters 1 and 2

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

Health & Safety

Discusses safety procedures

Review Safety

Read and discuss Gingerbread Boy's message.

Sing "Let's Stay Safe."

Briefly review the titles of the Safety Posters 1 and 2. State situations that use safety rules the children have learned. Volunteers choose the illustrations that represent the situations. The class confirms their choices.

LEARNING CENTERS

See Learning Centers for **Week 10**, pages 226-228. After cleanup, the children gather to share their experiences.

Circle Time

Phonological Awareness: Discriminating /p/

Children stand. Say: **Listen to these words. If a word begins with /p/, touch your nose. If it doesn't begin with /p/, sit down. Ready?** Use: *puppy, pickle, table, pencil, paper, box, and penny.*

Materials

- Grandmother
- Letter Cards: *Aa, Pp, Ss*
- Uppercase Letters: *A, P, S*
- Lowercase Letters: *a, p, s*
- Pocket chart
- Picture Cards: *puppies, penny, pan, pumpkin*



Review *Aa, Ss, and Pp*

Display Letter Cards *Aa, Ss, and Pp*, in the top row of a pocket chart. Place the remaining Letter Cards face down near the bottom of the pocket chart.

Grandmother says: **Here are some letters we have learned.** Indicate and say: ***Aa, Ss, Pp.* Let's play a matching game.** A volunteer reveals one of the face down Letter Cards, names it then places it under the matching upper and lowercase letter. Repeat until all cards have been matched.

Gather children in a semi-circle. Volunteers name the Picture Cards *puppies, penny, pan* and *pumpkin*, as you place them on the floor. Say: **Look closely at these things that begin with /p/. I will take one away. You tell which one it is. Ready? Close your eyes!**

Remove one of the Picture Cards. The children open their eyes and try to determine which Picture Card was removed. Repeat with other cards.

Sing "Where Is /p/?"

Where Is /p/?

(Melody: "Where Is Thumbkin?")

*Where is /p/? Where is /p/?
Here I am. Here I am.
P stands for /p/
in puppies and pumpkin
/p/ /p/ /p/, Pp, Pp, Pp*

Story Time

Dramatize *Goldilocks and the Three Bears*

Set up your gathering area with the three settings from *Goldilocks and the Three Bears*. (Use towels as beds.)

Children describe the settings (kitchen, living room, bedroom).

Volunteers assume the roles of Goldilocks, Father Bear, Mother Bear, and Baby Bear. The remaining children help tell the story by chiming in on repeated phrases.

Repeat the story with a new set of volunteers.

Materials

- Goldilocks and the Three Bears*
as told by Marc Buchanan
- Table with three bowls, three chairs and three towels in small, medium and large sizes

Phonological Awareness

Listens for beginning sound

Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

Creative Arts

Participates in teacher-guided dramatic activities

Conversation

Demonstrates knowledge of verbal conversational rules

Small Group & Exploration

There are no formal lessons planned for **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice with skills.

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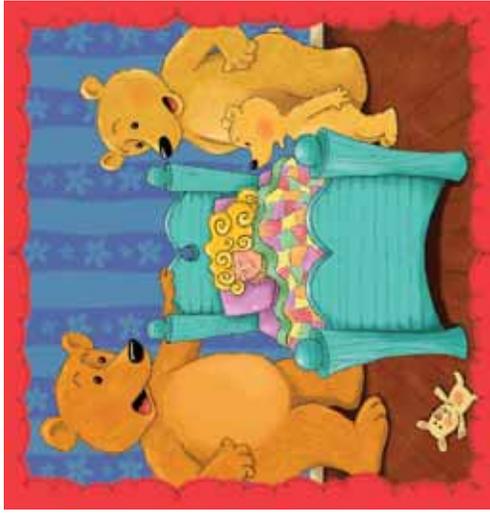
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Goldilocks and the Three Bears

Story Sequence Cards



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Unit 3 Week 10



Goldilocks and the Three Bears

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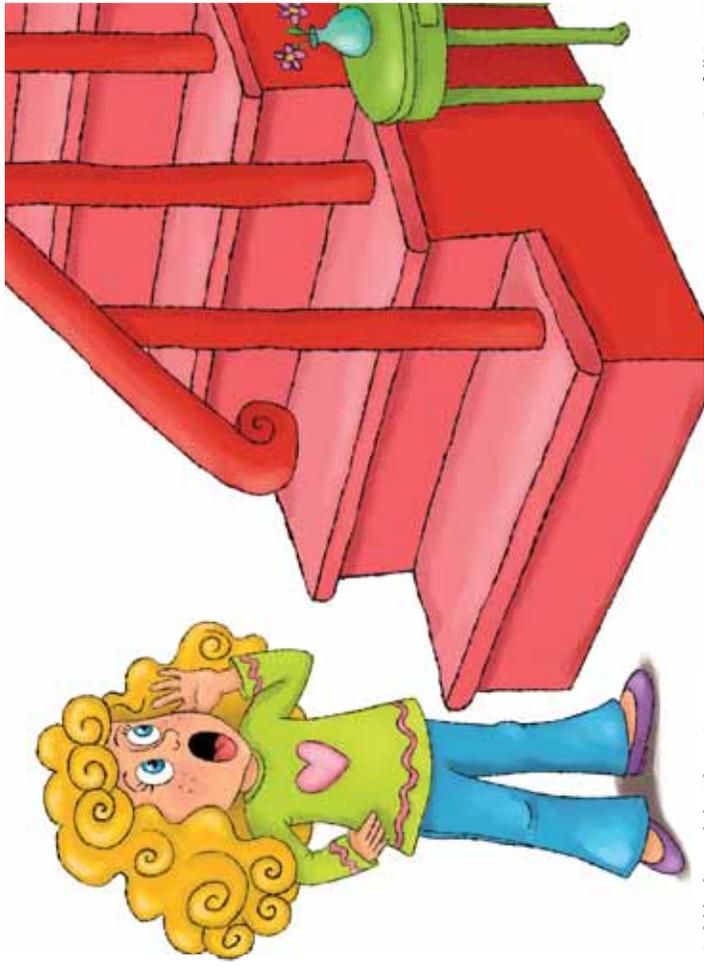
Goldilocks and the Three Bears

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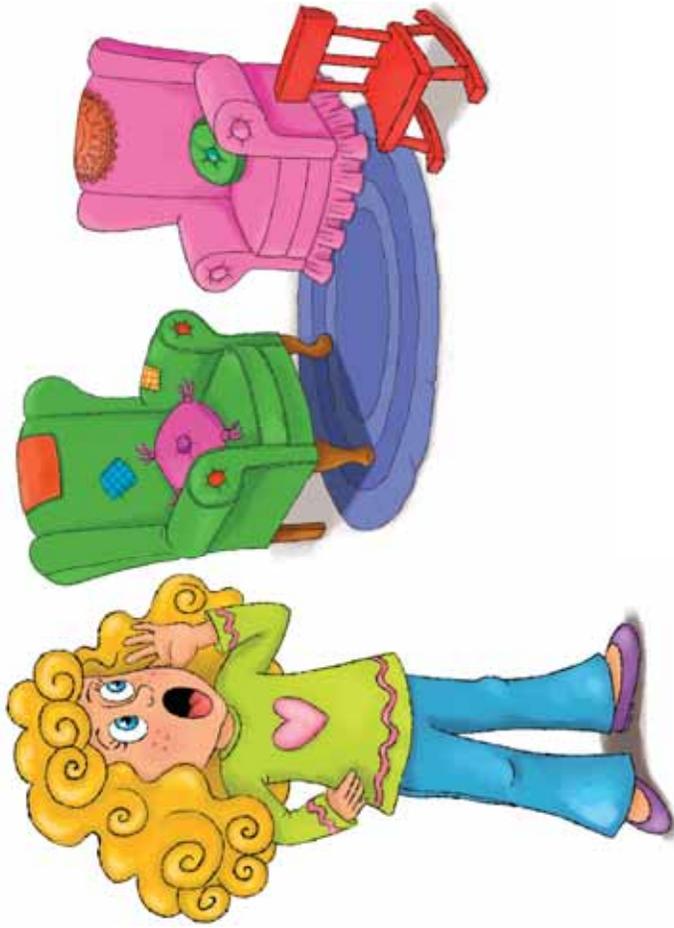
Goldilocks and the Three Bears

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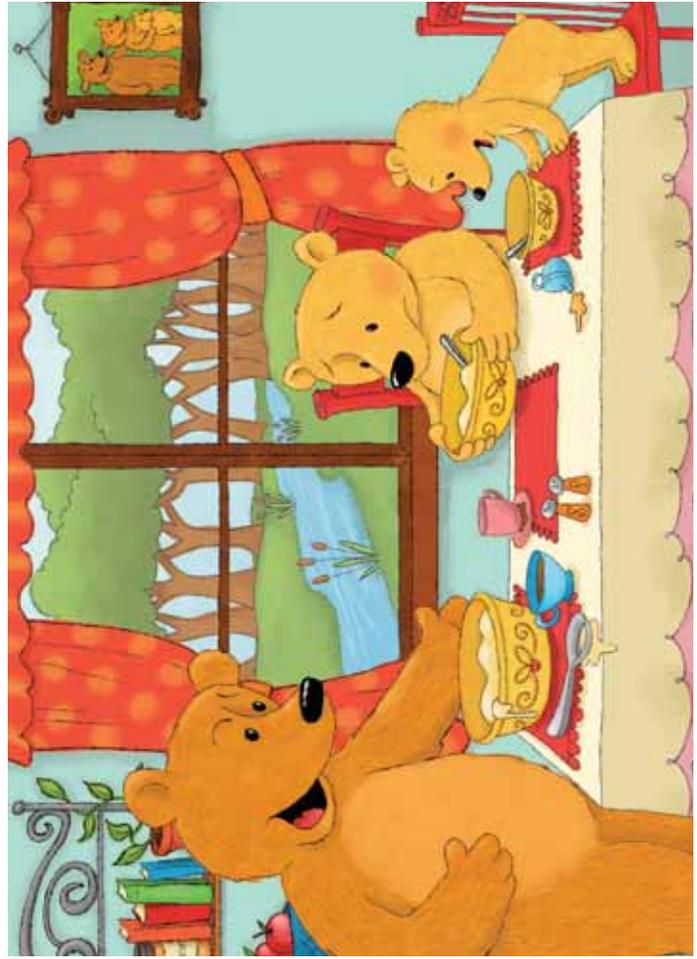
Goldilocks and the Three Bears

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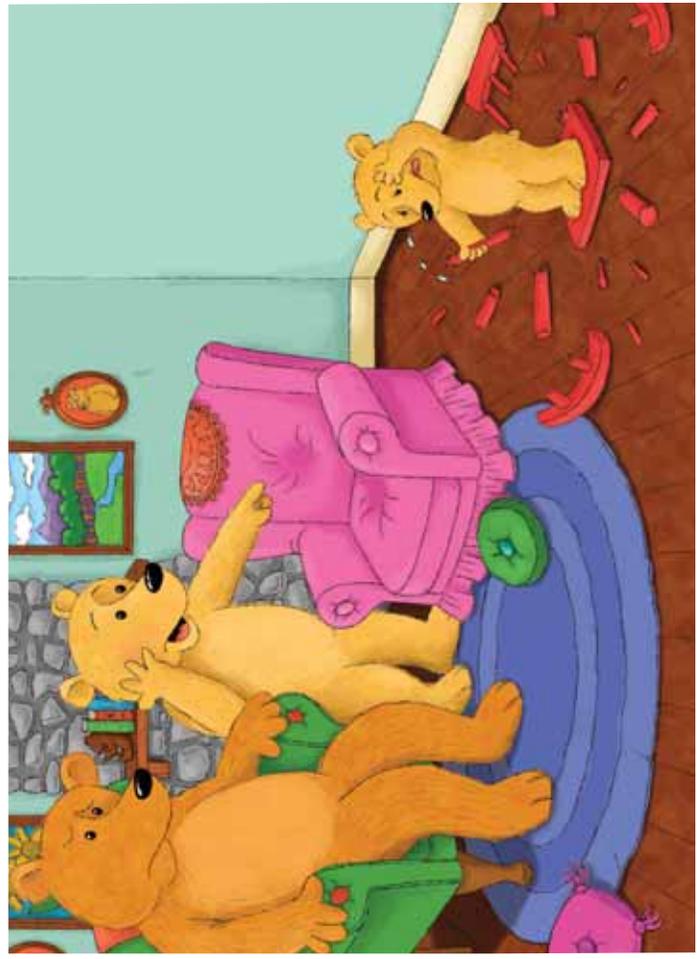
Goldilocks and the Three Bears

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Goldilocks and the Three Bears

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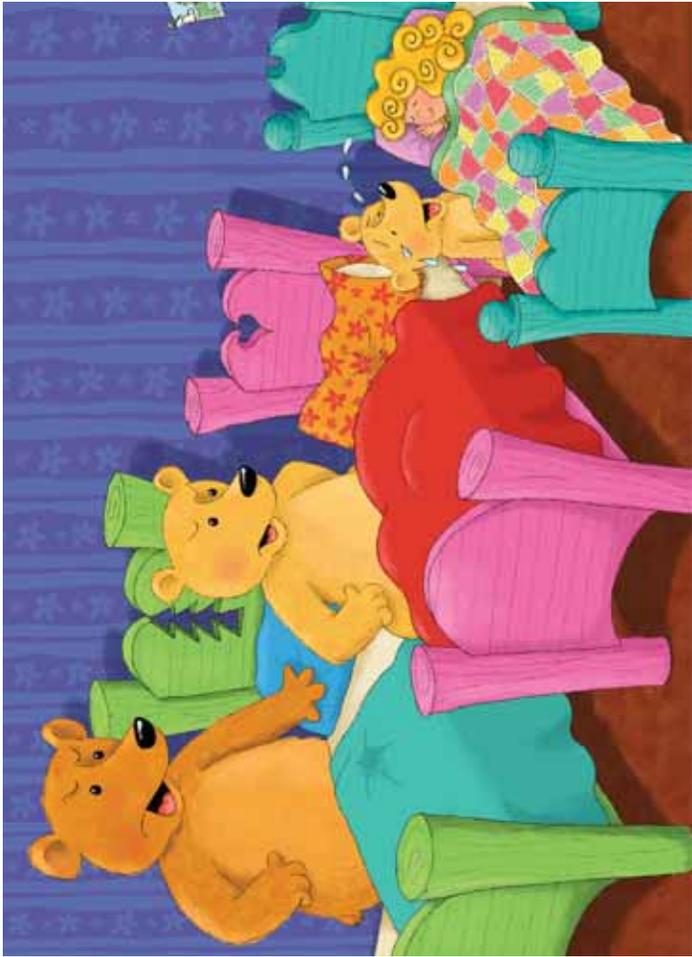
Goldilocks and the Three Bears

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Goldilocks and the Three Bears

Starfall Pre-K



Goldilocks and the Three Bears

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