

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

If you have questions or comments, please contact us.

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Starfall®

Pre

K

Second
Edition!

Animals Everywhere



Unit **5**



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Week 14: Pets

This week you will teach the children about animals that are most often kept as pets. They will consider what makes some animals good pets while others are not. The children will also:

- learn /e/ and identify initial /e/ words
- distinguish between real and make-believe
- review beginning sounds and letter identification
- identify story characters, setting and plot
- create individual pages for My Favorite Pet class book

Ee

Starfall Books & Other Media

The Frog Prince as told by Brandi Chase

Fairy Tales Read-Along Audio CD

Animal Poster

ABC for Gingerbread Boy and Me

American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volume 2



Preparation

Inform the children and their parents that each child should bring a stuffed animal from home on Day 3.

For this week's Discovery Center the children will need one or two disassembled wind up or battery clocks in plastic zipper bags.

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

Day One

Morning Meeting — Prepare a chart paper titled “Pets.” On the first line write the sentence stem “A (blank) can be a pet.” After this lesson, save the “Pets” chart paper, as you will refer to it in Weeks 14, 15 and 16.

Story Time — Have a blue bed sheet or blanket available.

Small Group — Have one green construction paper circle, two cotton balls, two very small black construction paper circles, four strips of green paper, and one strip of red paper for each child.

Day Two

Remind the children and their parents that each child should bring a stuffed animal to school on Day 3.

Story Time — Use the Word Generator on *teach.Starfall.com* to prepare the following word cards: *vanish, disappear, retrieve, distress, reluctantly, disgusting, and astonish.*

Day Three

Morning Meeting — Prepare enough red and blue paper strips for half the class to have red and the other half to have blue.

Story Time — Choose an informational book about pets to share.

Small Group — The children will hold their stuffed animals which they will take turns to pose in various positions.

Day Four

Small Group — Prepare a strip of construction paper for each child to decorate and wear as a crown. Have beads, stickers and other craft items available for decoration.

Create a list of *The Frog Prince* characters (princess, frog, king, queen, prince) on chart paper for the children to reference.

Day Five

Morning Meeting — You will need a small rawhide dog bone or a similar object to play “Doggie, Doggie, Where’s Your Bone?”

Circle Time — Prepare letter cards by writing the following letters on individual sheets of paper: *E, e, C, c, L, l, P, p, R, r, B, b, T, t, N, n.* Arrange sixteen classroom chairs into four rows of four.

I’ve never had a pet.
I think it would be
fun to have one.

Your pal,
Gingerbread Boy

Day 2

I have a sentence for
our “Pets” chart. A
(choose a pet not yet
mentioned) can be
a pet!

Love,
Gingerbread Boy

Day 3

I saw a picture of
a cow jumping over
the moon. Can cows
really do that?

Your friend,
Gingerbread Boy

Day 4

I would like to have a
dog for a pet. May I
see your Favorite Pet
Book so I can learn
about your favorite
pets?

Your pal,
Gingerbread Boy

Day 5

I loved learning about
dogs. Maybe when I
get older, I’ll have a
pet dog.

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

"Bingo"

Animal Poster

What makes a good pet?



Gingerbread Boy's Message

List animals that do not make good pets

LEARNING CENTERS

Circle Time

Phonological Awareness: Blending Syllables

Introduce and listen for /e/

"Elephant" riddle

Phonological Awareness: Syllables

ABC for Gingerbread Boy and Me

"One Little Elephant Went Out to Play"

Introduce Ee

Listen for initial /e/



Story Time

"Five Little Speckled Frogs" dramatization

The Frog Prince



The Frog Prince

Vocabulary:

vanish, disappear, retrieve, distress, reluctantly, disgusting, astonish



Small Group & Exploration

Make Speckled Frogs



My Favorite Pet class book

Draw favorite pets and dictate sentences

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

"Real or Make-Believe"

"Three Little Kittens"

Gingerbread Boy's Message

Share My Favorite Pet class book pages

Gingerbread Boy's Message

Taking care of pets

"Doggie, Doggie, Where's Your Bone?"

LEARNING CENTERS

Phonemic Awareness: Blend Consonant/Vowel/Consonant

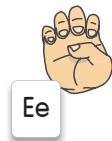
List initial /e/ words

Introduce ASL sign for Ee

Review ASL signs for A, B, C, L, N, P, R, S, T

Sing "Where Is /e/?"

ABC for Gingerbread and Me



Phonological Awareness: Syllables in words

Review: Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt

Match pictures and initial sounds

Phonological Awareness: Rhyming words

"People Alphabet Bingo"

Teacher's Literature Choice: Pets

Select vocabulary

Ask/answer questions

The Frog Prince

Identify story settings, characters and plot



The Frog Prince



Position words: stuffed animals

Decorate character crowns

Vocabulary: crowns

Story Problems

WEEK 14

LEARNING CENTERS

Math

Recognizes and identifies basic two- and three-dimensional shapes

Sorts two- and/or three-dimensional shapes

Technology

Moves a cursor to a target on the screen

Computer Center

Activity — Children enjoy *Talking Library*, “*The Frog Prince*” and *Colors*: “Green.” They also review /r/, /k/ and reinforce /e/ at ABCs: R, C, E.

They may also review Geometry & Measurement: “2D/3D Shapes.”

Interaction & Observation

- You have likely noticed that the Computer Center can be a very social place. Studies have shown that nine times the number of conversations take place while children work on computers as when they do activities like putting a puzzle together.
- To encourage social skills, comment on how well the children work together.

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Creative Arts

Describes or explains own artwork

Shows appreciation for the creative work of others

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Social/Emotional Development

Accepts guidance and direction and seeks support when needed

Activity — Children work at the art easel to paint favorite pets or pets they would like to have.

Interaction & Observation

- Encourage the children to describe or explain their artwork.
- Engaging in conversations with children in the Art Center can help them learn to appreciate each other’s art.
- Use this time for problem solving (too much paint, too little paint, paint gets on table or hands) and concept development (shapes, colors, color mixing).

Materials

- Paint brushes
- Art paper
- Tempera paint

Library Center

Reading

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

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

Activity — The children enjoy picture books (including audio versions) from your classroom or school library relating to pets, and listen to nature tapes. They also read along and listen to *The Frog Prince* Book & CD after the story is introduced on Day 2.

Interaction & Observation

- Highlight the children’s handling of books. (e.g. “I can see how carefully you turn the pages.”)
- Encourage children to think critically. (e.g. “Why do you think...?”)
- Make connections to the children’s experiences. (e.g. “Do you have a pet at home?”)

Materials

- The Frog Prince* as told by Brandi Chase
- Read-Along Audio CDs
- Books about pets
- Nature tapes with bird sounds

Dramatic Play Center

Activity — The center becomes a veterinarian's office. The children don the doctor's coat and care for stuffed animal pets. They take turns as veterinarians, nurses, and pet owners.

Interaction & Observation

- Change the props regularly to help maintain the children's interest, and to support the extension of ideas.
- Suggest various situations, including caring for classroom pets, and discuss the children's experiences to enrich their dramatic play.

Materials

- Stethoscope, doctor's tools
- Old white shirt for doctor's coat
- Bandages/wrapping tape
- Classroom stuffed animals

Approaches to Learning

Uses imagination in play and interactions with others

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

Creative Arts

Represents fantasy and real-life experiences through pretend play

Construction Center

Activity — Children build a pet store with blocks, creating cages and pens for various stuffed or plastic animals, using the books and pictures for inspiration.

Interaction & Observation

- Refine the children's natural inquiry skills by encouraging observation of block construction.
- Help children draw conclusions about how things work.

Materials

- Stuffed or plastic animals
- Wooden blocks of various shapes
- Books about and pictures of pet stores

Approaches to Learning

Uses imagination in play and interactions with others

Fine Motor Skills

Demonstrates hand-eye coordination

Social/Emotional Development

Works with others to solve problems

Writing Center

Activity — The children illustrate animals of their choice and dictate sentences about them. If they are motivated to do their own writing, allow them to do so. After finishing, the children read their sentences to you, and you write them correctly beneath their attempts. They then trace the sentences or copy them underneath.

Tape the edges of the children's papers together (lengthwise) to make a long accordion book, and display it opened and upright on a long shelf.

Interaction & Observation

- Encourage the children's writing by making comments such as "I see you have written your own sentence!" or "Would you like to read me what you wrote?"

Materials

- Crayons, pencils
- White construction or other type of sturdy paper
- Felt tip pen

Fine Motor Skills

Uses writing and drawing tools

Print Concepts

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

Writing

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



Approaches to Learning

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

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Designs, builds, analyzes, and modifies structures

Math

Counts/identifies numbers in sequence

Recognizes numerals

Understands that numbers always represent the same quantity

Discovery Center

Activity — Children work together to plan how to reassemble clocks. When assembled correctly, the clock should make a ticking sound.

Interaction & Observation

- Discuss the children's plans and ideas for reassembling the clocks.
- Encourage them to explain why they were or were not successful, and how they may need to revise their plans.

Materials

- 1 or 2 disassembled wind-up or battery clocks in plastic bags

Math Center

Preparation — Use the Picture Card Generator to generate twenty goldfish on bright yellow construction paper. Use the generator option to number the goldfish with the numerals 1-10 (2 sets). Tape a paperclip to each fish. Include a magnetic toy fishing pole or make your own by tying a three to five foot long piece of string to a dowel and securely tying a magnet to the other end of the string.

Activity — Place the fish in a large opaque container or tub on the floor so children cannot see inside. The children sit around the tub and take turns fishing. They identify the numbers on the fish they catch and count from 1 up to those numbers.

Interaction & Observation

- Monitor the fishing game to ensure safety with the fishing pole, and to assess the children's numeracy skills as they identify numerals and practice counting.

Materials

- Bright yellow construction paper goldfish
- Magnetic fishing pole, wooden dowel, or a piece of string with a magnet
- Tape, paperclips
- Large plastic tub or container



Gathering

Continue the Gathering Routine as with previous weeks. Each day this week, count aloud together from the first day of the month to the present day using the calendar as a reference.

| Materials |
|--|
| <input type="checkbox"/> Attendance, Weather, and Calendar Routine materials |

Math

Counts in sequence

Morning Meeting

Warm Up Your Brain

Say: **Dragon would like us to play a pattern game. Watch and listen.** Demonstrate and say: **Clap, clap, pat; clap, clap, pat. Now you try.** (Children say the pattern as they clap and pat it.) **Clap, clap, pat, clap, clap, pat. That's a pattern. Let's do the pattern three times.** (Children do this.) **Let's try another pattern. Watch and listen. Stand, sit, stand, sit. Now you try. What would come next in the pattern?** (Children respond, *stand*.)

| Materials |
|---------------------------------|
| <input type="checkbox"/> Dragon |

Math

Creates, identifies, duplicates, and extends simple patterns

I've never had a pet. I think it would be fun to have one. Your pal, Gingerbread Boy

Pets

Play *Sing-Along Volume 2* Track 5. Children sing and clap "Bingo."

Read and discuss Gingerbread Boy's message.

Say: **Stand if you have a pet.** (Children stand and then sit.) **Stand if you would like to have a pet.** (Children stand and then sit.) **Stand if you do not want a pet.** (Children stand and then sit.)

Say: **Johnny had a dog. Do you think a dog makes a good pet?**

Indicate the Animal Poster. Identify the animals (rabbit, cow, bear, dolphin). Ask: **Which of these animals would make a good pet?** Discuss why cows, bears, and dolphins would not make good pets.

Indicate the "Pets" chart paper.

- Read the title, Pets.
- Indicate and read the sentence stem, "A (blank) can be a pet."
- Volunteers identify what is missing in the sentence.
- A volunteer names a pet, and you write it in the blank.
- Indicate and read the completed sentence. The children echo you.

Volunteers identify additional animals that make good pets. Encourage them to use complete sentences. (Example: "A turtle can be a pet.") Say: **When we write something down, it helps us remember.** Write a sentence for each of the children's responses. Indicate the child's name after his or her response. It is not necessary for every child to respond. You will continue this shared writing activity on Day 2.

| Materials |
|---|
| <input type="checkbox"/> Starfall Sing-Along Volume 2 |
| <input type="checkbox"/> Animal Poster |
| <input type="checkbox"/> Prepared "Pets" chart |
| <input type="checkbox"/> Marker |

Bingo

*Johnny had a little dog,
And Bingo was his name-O.
B-I-N-G-O!
B-I-N-G-O!
B-I-N-G-O!
And Bingo was his name-O!*

*Johnny had a little dog,
And Bingo was his name-O.
(Clap)-I-N-G-O!
(Clap)-I-N-G-O!
(Clap)-I-N-G-O!
And Bingo was his name-O!*

(Continue replacing letters with claps as above.)

Print Concepts

Understands print conveys meaning

Science

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

Notices similarities and differences among various living things

Writing

Contributes to a shared writing experience or topic of interest



Science

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

LEARNING CENTERS

See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

Circle Time

Materials

None

Phonological Awareness: Blending Syllables

Say: **Let's clap out the parts of these words. Ready?** Say the word, then children clap the syllables together. Use *Saturday* (Sat-ur-day), *dog* (dog), *umbrella* (um-brell-a), *medicine* (med-i-cine), *turtle* (tur-tle), *envelope* (en-ve-lope) and children's names as time allows.

Phonological Awareness

Counts and blends syllables into spoken words

Introduce /e/

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

Indicate the Picture Cards. Say: **Here is a picture of an elephant. Say, elephant. Elephant begins with /e/. Say /e/.**

- **Eggs begins with /e/. Say, eggs. Say /e/, eggs.**
- **Eggplant begins with /e/. Say, eggplant. Say /e/, eggplant.**
- **Elephant begins with /e/. Say, elephant. Say /e/, elephant.**

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

Say: **Let's pretend we are elephants with long trunks. If you hear a word that begins with /e/, raise your trunk. If the word doesn't begin with /e/ put your hands behind your back. Ready? Do you hear /e/ at the beginning of elbow? Say it with me, elbow, /e/. Good! Raise your trunk. Let's try some more.**

Continue with *end, bear, ants, elevator, enter, nest, after, and engine.*

Encourage the children to listen for /e/ today.

Materials

- Grandmother
- An egg
- Picture Cards: *eggs, eggplant, elephant*
- Pocket chart

Elephant

*I am a very large land animal.
I have a long trunk and big floppy ears.
I would not make a good pet!*

What am I?

Due to the nature of vowels, the routine for introducing Ee /e/ will differ slightly. Only the short sound will be addressed. Short vowel sounds are not used at the ends of words, so some lessons this week will review previously learned letters and sounds.



Phonological Awareness

Recognizes and identifies beginning sounds in words

Speaking & Listening

Follows simple and multiple-step directions

Story Time

The Frog Prince

Play *Sing-Along* Volume 2 Track 12. Children sing “Five Little Speckled Frogs.”

Five children come forward. Number them 1 to 5 and explain they will pretend to stand on a log. Spread the blue sheet or blanket out on the floor. Pretend it is a pool of water. During the song, one child at a time jumps into the pool and stays there until all five frogs are in the pool.

Lead the children to notice what happens to the number of frogs each time one jumps into the pool.

Indicate *The Frog Prince*. Discuss the author and illustrator. Volunteers identify the title and cover illustrations.

Say: **This is a fairy tale that takes place around a castle. A castle is a very big house with many rooms and towers. It is where kings, queens, princes and princesses often live. Outside the castle in this story there is a beautiful fountain.**

Read *The Frog Prince* and allow the children to ask questions.

Ask: **Who can tell us the setting of this story, or where the story happened? What surprised you about this story?** (Volunteers respond.) **Do you think this is a true story? Why or why not? Do you think a frog would make a good pet?** (Discuss)

Materials

- Starfall Sing-Along* Volume 2
 - Blue bed sheet or blanket
 - The Frog Prince* as told by Brandi Chase
- Optional:**
- Fairy Tales* Read-Along CD

Five Little Speckled Frogs

*Five little speckled frogs
Sat on a speckled log
Eating some most delicious bugs.
(yum, yum)
One jumped into the pool
Where it was nice and cool
Then there were 4 green speckled frogs.
(glub, glub)*

Four little speckled frogs...

Three little speckled frogs...

Two little speckled frogs...

*One little speckled frog
Sat on a speckled log
Eating some most delicious bugs.
(yum, yum)
He jumped into the pool
Where it was nice and cool
Then there were no green speckled frogs.
(glub, glub)*

Math

Understands subtraction as taking away from

Reading

Identifies role of author and illustrator

Distinguishes between fiction and nonfiction

Identifies characters, settings, and major events in a story

Recognizes common types of literature

Speaking & Listening

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



Observe & Modify

For an opportunity to observe the children's reaction to the story, play it on the audio CD rather than reading the story yourself.

Small Group & Exploration

Approaches to Learning

Focuses attention on tasks and experiences, despite interruptions or distractions

Creative Arts

Describes or explains own artwork

Fine Motor Skills

Demonstrates control, and dexterity to manipulate objects

Math

Understands subtraction as taking away from



Create Speckled Frogs

The children will construct paper frogs. Instruct them to fold their green circles in half, and glue the two cotton balls to the outside folded edge to create eyes. The inside of the fold becomes the frog's mouth. The children then add their green strips as legs.

While the eyes and legs dry, demonstrate rolling a red paper strip around a pencil to curl it, creating a spiral frog's tongue. The children then make their tongues and glue them to their frogs, then add the two very small (hole punch size) black paper circles onto the cotton balls, completing the eyes. Using crayons or markers, the children finish their frogs by decorating them with speckles.

When the frogs are dry, children pretend to make them talk by opening and closing the folded circles. If time permits, the children take turns describing their creations.

Encourage them to recreate *The Frog Prince* activity by subtracting one frog at a time then discussing how many are left.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Each child will need 1 green construction paper circle, |
| | 2 cotton balls, 2 very small black paper circles, 4 strips of green paper, and 1 red strip of paper |
| <input type="checkbox"/> | Crayons, markers |

Gathering Routine

Continue this routine and the counting activity from Day 1.

Morning Meeting

Materials

 Dragon

Warm Up Your Brain

Children act like cats by following these directions:

- **Get down on all fours.**
- **Arch your back up really tall, like an angry cat.**
- **Give a nice angry cat “hiss”!**

Repeat several times, then give directions for acting like dogs:

- **Stand with your feet flat on the floor.**
- **Slowly bend at your waist until your hands reach the floor.**
- **Give a good bark.**

Repeat several times.

Say: **Now listen carefully. I will say cat or dog. You do the correct actions.**

Gross Motor Skills

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

I have a sentence for our “Pets” chart. A (choose a pet not yet mentioned) can be a pet!

Love,

Gingerbread Boy

Read the “Pets” Chart

Read and discuss Gingerbread Boy’s message.

Indicate the “Pets” chart. Add Gingerbread Boy’s suggestion. Children use a pointer to indicate each word as they read responses from Day 1 with you. Additional sentences may be added. Discuss the spaces between the words and the reason for them.

Say: **Now let’s think of some animals that would not make good pets.** Write, “A (blank) is not a pet because (blank)” or “(blanks) are not good pets because (blank)” on the “Pets” chart. Encourage each child to offer a suggestion.

Say: **When your sentence is read, stand and pretend you are the animal.** Read the sentences.

Materials

 “Pets” chart from Day 1 Marker Pointer

Use both singular and plural forms of listed pets and discuss the differences.

English Conventions

Forms regular plural nouns

Science

Notifies similarities and differences among various living things

Print Concepts

Understands words in print are separated by spaces

LEARNING CENTERS

See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

Science

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

Circle Time

Materials

 None

Phonological Awareness

Blends syllables into spoken words

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Connects oral language and print

Focuses on letter names and shapes

Phonological Awareness: Syllables

Say: **Listen: com-pu-ter. Stand if com-pu-ter says computer.** (Children stand.) **Let's try another one. No-vem-ber. Does No-vem-ber say rabbit?** (Children stay seated.) **No, it doesn't, so you didn't stand. Good!** Repeat with *an-i-mal/animal ex-cel-ent/eggplant, el-e-va-tor/elevator, and to-ma-to/tornado.*

Introduce Ee

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

Say: **Let's sky write uppercase E.** Demonstrate this. **Now, let's sky write lowercase e.** Demonstrate this also. The children find partners, then take turns using their fingers to write uppercase *E* on their partner's backs. After they have done this several times say: **Now write lowercase e.**

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: eggs, /e/)
- 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 elephants she would like us to learn.** Play *Sing-Along Volume 2* Track 29. Children sing "One Little Elephant Went Out to Play."

The children listen to the song. Use your fingers to indicate the number of elephants. Play the song again. A volunteer becomes the first elephant. Each elephant chooses the succeeding one.

Grandmother asks: **What sound do you hear at the beginning of elephant?** (/e/)

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

Materials

 Grandmother

 Letter Card *Ee*
 Star

 ABC for Gingerbread Boy and Me by Starfall

 Starfall Sing-Along Volume 2


Ee

Story Time

The Frog Prince Vocabulary

Indicate *The Frog Prince*. Discuss the title, author, illustrator, and cover. Open the book to any page. Say: **Here is a page from the book. Who can point to where the words begin?** (A volunteer does this.) Repeat for several pages. Ask: **Now who can show us where the story ends?** (A volunteer does this.) Say: **Here is a bag (or basket) with words from the book you may not know. Let's look at them before we read.** A volunteer draws a card from the bag. Read the word and briefly discuss its meaning. Continue for the remaining words. Allow time for questions.

Materials

- The Frog Prince* as told by Brandi Chase
- Prepared word cards: *vanish, disappear, retrieve, distress, reluctantly, disgusting, astonish*
- Bag or basket

Print Concepts

Shows where print begins on a page

Identifies front cover and back cover of a book

Vocabulary

Comprehends increasingly complex and varied vocabulary

| Page | Word | Meaning |
|------|--------------------|---|
| 1 | vanish | to leave quickly |
| 3 | disappear | to go out of sight |
| 4 | retrieve | to get something and bring it back |
| 8 | distress | to feel upset |
| 9 | reluctantly | how you do something you don't want to do |
| 11 | disgusting | something you don't like |
| 13 | astonish | to surprise or amaze someone |

As you read *The Frog Prince*, pause to discuss the story and new vocabulary as it is encountered.

Small Group & Exploration

My Favorite Pet

Review the sentences produced on Day 1. The children each choose a pet they have or would like to have.

Distribute Writing & Observation Journals and the children illustrate themselves playing with their chosen pets, then dictate or write sentences about their illustrations.

The children will share their journal pages on Day 4.

Materials

- "Pets" chart from Day 1
- Writing & Observation Journals
- Pencils, crayons, markers

Approaches to Learning

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

Writing

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

Uses writing tools and materials

Explores letter-sound relationships while writing



Observe & Modify

Encourage children who are ready, to write their own sentences using scribble writing. When their sentences are complete, the children read them to you, and you do adult writing underneath.

Morning Meeting

Gross Motor Skills

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

Math

Understands directionality, order, and position of self and objects in space

I saw a picture of a cow jumping over the moon. Can cows really do that?

Your friend,
Gingerbread Boy

Reading

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

Distinguishes between fiction and nonfiction

Science

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

Speaking & Listening

Engages in agreed-upon rules for discussions

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

Materials

 Dragon

Warm Up Your Brain

Instruct the children to perform these animal actions:

- Frog—**Squat with your feet wide apart and bring your arms inside your knees with your palms on the floor. Jump up and say “r-r-i-b-b-i-t!”**
- Snake—**Lie on the floor and slither like a snake. Make a hissing sound.**
- Kitten—**Get down on all fours. Pretend you are pushing a ball of yarn with your nose, but don’t touch your nose to the floor!**

Say: **Now listen carefully. When I say frog, snake, or kitten, you do the correct action.**

Real or Make-Believe

Read and discuss Gingerbread Boy’s message.

Two children draw paper strips from a bag or basket. If they draw the same color, they stand side-by-side. If they draw different colors, they partner, sitting criss-cross, knee-to-knee. Continue until all children have partnered.

Say: **If you have a red strip, raise your hand. You are partner one. You will share first. If you have a blue strip you will share second.**

Read the first of the following questions. Partner one shares. After a short time, say: **Wiggle your nose if you can hear me. This time partner two will share.** Repeat the question, then partner two shares. Continue for each question.

- **A giraffe would make a good pet. Is this real or make-believe? Why?**
- **Cats need food and water every day. Is this real or make-believe? Why?**
- **You can teach dogs tricks. Is this real or make-believe? Why?**
- **A snake can fly. Is this real or make-believe? Why?**

Indicate *Nursery Rhymes* pages 44 and 45, “Three Little Kittens.” Say: **Here is a nursery rhyme about three little kittens. Do kittens walk like people? (no) Is that real or make-believe? (make believe) Right, it is make-believe. Authors sometimes have animals do things people do to make stories and rhymes more fun. Listen to this nursery rhyme.** Read “Three Little Kittens.”

Say: **Let’s play a game called “Real or Make-Believe.”** To play the game, read the following statements. The children stand if the statement is real, or put their fingers over their lips if it is make-believe.

- **Kittens make a mee-ow sound.** (real)
- **Kittens wear mittens.** (make-believe)
- **Kittens have mothers.** (real)
- **Kittens eat pie.** (make-believe)

Play *Nursery Rhymes* Audio CD Track 43. Children recite “Three Little Kittens.”

Materials

 Starfall’s Selected Nursery
Rhymes (Book & Audio CD)

 Red and blue paper strips

 Bag or basket

LEARNING CENTERS

See Learning Centers for Week 14, pages 350–352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

Science

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

Circle Time

Materials

None

Phonemic Awareness: Blend CVC

Say: **Listen to these sounds: /c/ /a/ /t/.** (Children repeat, /c/ /a/ /t/.) **Let's blend the sounds into a word: /c/ /a/ /t/, cat.** Repeat with /n/ /e/ /t/ net; /r/ /a/ /t/ rat; and /p/ /e/ /t/ pet.

Phonological Awareness

Blends phonemes into words

List Ee Words, ASL Ee

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

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

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

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

Display Letter Cards Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, and Tt face down in a pocket chart.

Indicate the American Sign Language Poster. Grandmother says: **We have learned many letters in sign language. Let's review them.**

- A volunteer reveals a Letter Card.
- The volunteer names the letter and shows it to the class.
- The class forms the ASL hand sign for the letter.
- The volunteer chooses a child to reveal the next letter.

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

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

Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper, marker
- Starfall American Sign Language Poster
- Letter Cards: Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt
- Pocket chart
- Grandmother

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

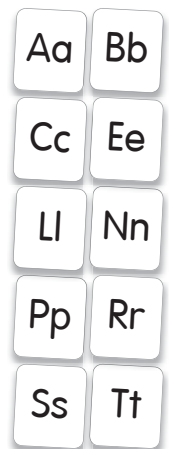
Phonological Awareness

Recognizes beginning sounds in words

Print Concepts

Understands that letters form words

Connects oral language and print



Where Is /e/?

(Melody: "Where Is Thumbkin?")

Where is /e/? Where is /e/?

Here I am. Here I am.

E stands for /e/ in elephant
and egg

/e/ /e/ /e/, Ee, Ee, Ee

Approaches to Learning*Reflects on what has been learned***Print Concepts***Shows where print begins on a page***Reading***Identifies role of author/illustrator**Recalls important facts from informational text***Vocabulary***Uses words and phrases acquired through conversations, activities and read alouds***Math***Responds to and uses positional words*

Story Time

Teacher's Literature Choice: Pets

Indicate your informational book choice, read the names of the author and illustrator, and the children identify the role of each. Picture-walk through the book and choose volunteers to indicate where reading begins on each page.

Read the book and pause briefly to discuss new vocabulary as it is introduced. When you have finished reading, volunteers share something they remember from the book.

Allow time for the children to discuss ways they care (or would care) for classroom pets.

Materials

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Teacher's choice of book |
| | about pets |

Small Group & Exploration

Follow Directional Words

Children take turns placing their stuffed animals in position according to the following directions. Choose volunteers to identify the positions.

Say: **Place your animal:**

- **in the basket**
- **under the table**
- **on top of the box**
- **next to the basket**
- **near the box**
- **behind the basket**
- **over the box**
- **between the box and basket**

The children take turns posing their animals and using complete sentences to describe the positions. (Example: My animal is sitting on the table.)

Materials

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Stuffed animals |
| <input type="checkbox"/> | A box and a large basket |

Gathering Routine

Continue this routine and the counting activity from Day 1.

Morning Meeting

Warm Up Your Brain

The children pretend to be dogs and play "Pass the Bone."
They stand in a line and alternately pass the bone over their heads and under (between their legs). The children say "under" and "over" as they pass the bone. Reverse the direction when the bone gets to the end of the line.

Materials

- Bone (an eraser may be used)
- Dragon

Gross Motor Skills

Combines a sequence of large motor skills

Math

Responds to and uses positional words

Vocabulary

Begins to recognize opposites of familiar words

I would like to have a dog for a pet. May I see your Favorite Pet book so I can learn about your favorite pets?
Your pal,
Gingerbread Boy

Creative Arts

Demonstrates appropriate audience skills

Social Studies

Recognizes and accepts responsibilities

Speaking & Listening

Speaks in complete sentences

Science

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

Read My Favorite Pet

Read and discuss Gingerbread Boy's message.

Distribute Writing & Observation Journals and the children take turns to read their favorite pet entries from Day 2. They share their pages and ways they take care of (or would take care of) their pets, while their classmates demonstrate appropriate audience skills.

Encourage classmates to ask presenters questions about their writings.

Materials

- Teacher's choice of music
- Ball
- Chart paper, marker

After each child shares, give affirmation by having the class perform a "Marshmallow Clap!" The children begin to clap, but leave a space between their hands as though there is a marshmallow there.

LEARNING CENTERS

See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

Circle Time

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, en-ter.** (Children repeat, en-ter.)
Let's put the parts together to make a word, enter. (Children repeat, enter.)
This time let's clap for the parts. Children clap the word parts for engine, elbow, envelope and exercise.

Materials

- None

Phonological Awareness

Counts and blends syllables into spoken words

Math

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

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds in words

Review Beginning Sounds

Indicate the list of Ee words from Day 3. Say: **Let's look at these words that begin with Ee.** (Review the list.) **What other words you would like to add to the list?** (Add additional words.)

Place the Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, and Tt Letter Cards across the top row of a pocket chart. Children identify each letter. Grandmother says: **You are really learning your sounds! Let's play a picture and sound matching game.** Distribute the Picture Cards. Say: **Look at your picture and decide what sound you hear at the beginning.**

Choose a volunteer.

- The volunteer identifies his or her picture and places it under the correct beginning letter in the pocket chart.
- The class confirms or corrects his or her choice.
- The volunteer chooses the next child.

Compare and contrast which letters have the most and the least Picture Cards.



Materials

- Picture Cards: alligator, apple, bear, bed, cow, cup, eggs, elephant, ladybug, lamb, nest, net, puppies, pig, rabbit, red, skateboard, sun, teeth, tent
- Letter Cards: Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt
- Pocket chart
- Grandmother

Story Time

The Frog Prince

Indicate *The Frog Prince*. Discuss the following points and questions:

- **Every story has characters. One of the characters in this story is the princess. What are the other characters?** (frog, king, queen, prince)
- **The setting of a story is where it takes place. What is the setting of this story?** (garden/fountain and castle)
- **Every story has at least one problem. This story has two problems. One problem is the princess lost her golden ball. What problem did the frog have?** (He needed a friend to become human again.)
- **Who helped the princess solve her problem?** (frog) **How?**
- **Did the frog solve his problem? Who helped the frog solve his problem?** (princess)
- **How did the story end?**

Say: **Listen to the story again. As you listen, try to think of a different way the story might end.** Read *The Frog Prince*. Children share their alternate story ending ideas as time allows.

Materials

- The Frog Prince* as told by Brandi Chase

Reading

Identifies characters, settings, and major events in a story

Vocabulary

Comprehends increasingly complex and varied vocabulary

Small Group & Exploration

Create Crowns

Review the names of *The Frog Prince* characters (prince, princess, king, queen frog). Say: **Sometimes kings, queens, princesses, and princes wear crowns. Let's make crowns to wear.**

The children write their names on construction paper or paper bag strips. They choose the character they would like to be and label their crowns, then use construction paper, crayons, markers and beads to decorate them. Staple the ends of the strips together to form crowns. Collect the crowns for use on Day 5.

If you notice children who are frustrated during this activity, model positive self talk. For example, you might say: **When I'm having a hard time doing something, I say to myself, "I can do this. If I mess up, I will try again."**

Say: **Try telling yourself you can do it!**

Materials

- Prepared construction paper or paper bag strips
- Construction paper (assorted colors)
- Chart paper list of *The Frog Prince* characters
- Crayons, markers
- Beads, stickers, stars (optional)
- Stapler
- Scissors

Approaches to Learning

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

Approaches tasks, activities and problems with creativity

Uses self-talk as a strategy

Creative Arts

Shows care and persistence in a variety of art projects

Gross Motor Skills

Moves with balance and control

Math

Understands directionality, order, and position of self and objects in space

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Speaking & Listening

Follows simple and multiple-step directions

I loved learning about dogs. Maybe when I get older, I'll have a pet dog.
Love,
Gingerbread Boy

Science

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

Observes similarities and differences in living and nonliving things

Social/Emotional Development

Follows simple rules, routines, and directions

Social Studies

Recognizes and accepts responsibilities

Morning Meeting

Materials

Dragon

Warm Up Your Brain

Give the following directions:

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

The children continue this back and forth pattern for a minute or so, as though walking rhythmically. Remind them that they may use this activity as a calming technique if needed.

A Pet for Gingerbread Boy

Read and discuss Gingerbread Boy's message.

Say: **When things are living, they have to be taken care of in order to keep them alive. When things are nonliving they do not move or grow or need food. I will show you a picture. If the picture shows something that is living, stand. If the picture shows something that is nonliving, kneel. Ready?** Indicate Picture Cards individually and allow time for the children to respond. Discuss correct responses.

Ask: **Is a dog a living thing?** (Volunteers respond.) **Yes, a dog is a living thing so it needs to be taken care of. Gingerbread Boy needs our help so he can have a pet dog one day. Let's play a game to help Gingerbread Boy learn how to take care of a dog.**

Say: **Stand if you think:**

- **a dog is a good pet**
- **a dog needs to eat healthy dog food and drink water every day**
- **it's okay to leave a dog alone in a hot car**
- **a dog needs to be taken outside to go to the bathroom**
- **a dog never needs a bath**
- **it is fine to let your dog run and play in the street**
- **dogs like dog bone treats**
- **a dog needs water, food, and air to breathe like us**

Materials

- Picture Cards: pig, plant, police car, puppies, rake, saw
- Bone (an eraser may be used)
- Chair

Play "Doggie, Doggie, Where's Your Bone?" Gather children in a circle. One child stands off to the side with his or her eyes closed. This child is the "Doggie." Another child sits on a bone (or eraser). The children chant "Doggie, Doggie where's your bone? Somebody took it from your home. Guess who?" The doggie has three chances to guess who has the bone. The child who was sitting on the bone becomes the next doggie. Repeat the game at a later time to give everyone a turn.

LEARNING CENTERS

See Learning Centers for Week 14, pages 350-352. After cleanup, the children gather to share their experiences and ways they can help take care of pets and other living things.

Science

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

Circle Time

Materials

None

Phonological Awareness: Rhyming Words

Children provide the rhyming words to the following riddles:

- **I am a furry pet. I rhyme with *hat*. What am I?** (cat)
- **I crawl on the ground. I rhyme with *cake*. What am I?** (snake)
- **I love to hop. I rhyme with *log*. What am I?** (frog)
- **I fly in the air. I rhyme with *heard*. What am I?** (bird)
- **I swim in the water. I rhyme with *dish*. What am I?** (fish)

Say: **Who can think of a word that rhymes with *dog*?** Accept responses, including nonsense words. Repeat for *cat*.

Phonological Awareness

Identifies or discriminates rhyming words

Alphabet Bingo

Arrange sixteen chairs into four rows of four. (Adjust the number of chairs based on your class size.)

Grandmother says: **Let's play "People Alphabet Bingo."** Four children sit in one row of chairs. Explain: **When there are four children in a row, that's Bingo.** (Children repeat, *Bingo*.) The four children return to the group and four others sit in a column of chairs.

Continue: **When there are four children in a row this way, that's Bingo too.** (Children repeat, *Bingo*.) Let's put one Letter Card on each chair. (Children may assist.)

A volunteer chooses a letter from the basket, identifies it, finds a chair with a matching letter and sits on the chair. When four chairs in a row are filled, children shout "BINGO!"

Children may stand while they wait for their turns in order to see more easily.

Materials

- Prepared alphabet letters: *B, b, C, c, E, e, L, l, N, n, P, p, R, r, T, t*
- Letter Cards: *B, b, C, c, E, e, L, l, N, n, P, p, R, r, T, t*
- Sixteen chairs
- Basket or bag
- Grandmother

Print Concepts

Focuses on letter names and shapes

Speaking & Listening

Follows simple and multiple-step directions



Story Time

Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

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

Demonstrates appropriate audience skills

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

Reading

Recalls information from a story

Identifies story characters

Math

Understands addition as adding to

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

Uses concrete objects to solve problems

Combines and separates sets of objects to create new sets

Dramatize *The Frog Prince*

Distribute the crowns from Day 4. The children place them on their heads. Recall *The Frog Prince* characters and choose volunteers to assume the roles of the princess, frog, king, queen, and prince. The remaining children pretend to be members of the royal family, and participate during the dinner scenes.

Select areas of the classroom to represent the garden and fountain, the castle and the dining room.

Instruct the child acting as the prince to stand off to the side until the end of the story.

Children dramatize as you read *The Frog Prince*. Repeat with new actors as time allows, then place the crowns in the Exploration Area and the children dramatize the story on their own.

Materials

- The Frog Prince* as told by Brandi Chase
- Crowns from Day 4

After the dramatization, have the class give a "Round of Applause" by clapping while moving their hands around in circles!

Small Group Math

Story Problems

Say: **This week we have learned about pets. Here are pictures of some animals that can be pets. Let's identify them.** The children identify the Picture Cards as you display them in a pocket chart.

Continue: **Let's pretend we are shopping at a pet store.** Insert names of children in your class in the following story problem.

- (Child 1's name) **buys 1 pet.** The child chooses 1 card.
- (Child 2's name) **buys 2 pets.** The child chooses 2 cards.
- **How many pets did (Child 1) buy?**
- **How many pets did (Child 2) buy?**
- Ask: **How many pets did (Child 1 and Child 2) buy all together?**
- **How do you know?**
- **Let's count to find out.** Count the cards chosen by the two children.
- **How many pets are left in the store?**
- **How do you know? Right, you counted! Let's count together to check.** (Do this.)

Collect the 3 pet cards and return them to the pocket chart. Create additional story problems with new volunteers and numbers of pets purchased.

Materials

- Picture Cards: *bird, dog, fish, frog, kitten, rabbit, turtle*
- Pocket chart

Week 15: At the Farm

This week you will teach the children about farm animals and life on a farm. They will learn that farmers are among the hardest working community helpers, and get a glimpse of the many jobs farmers do. The children will also:

- learn /m/ and identify initial and final /m/ words
- discover the importance of bees
- review hand signs and learn the sign for *Mm*
- practice discriminating between true and not true
- retell stories in their own words
- experience what it is like to milk a cow



Starfall Books & Other Media

The Story of Milk: How Bees Help Cows by Stephen Schutz

The Troll Who Lived Under the Bridge written and illustrated by Craig Deeley

The Troll Who Lived Under the Bridge Sequence Cards *ABC for Gingerbread Boy and Me*

Fairy Tales Read-Along Audio CD

The Little Red Hen and other Folk Tales retold by Starfall

Animal Poster

American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volumes 1 & 2



Preparation

Prior to Learning Centers, research and bookmark child-friendly websites the children may explore in the Computer Center as they research different types of farms.

Include available farm and farm animal puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Have the Pets list from Week 14 available. Prepare a sheet of chart paper with the title “Farm Animals.”

Small Group — Provide books about farms and/or illustrations for reference.

Day Two

Circle Time — Prepare four sentence strips: *Sheep live on a farm. I like cows. Pigs love mud! Monkeys do not live on a farm!*

Day Three

Small Group — You will need corn kernels, a large bowl, several disposable aluminum pans, containers of various capacities, sizes and shapes, measuring spoons and paper drinking cups.

Day Four

Morning Meeting — You will need a container of milk, a latex glove filled with milk, straight pins, a bowl, and a small plastic cup.

Small Group — Have empty pint, quart and gallon milk cartons available and collect items that are various sizes such as cups, books, blocks, buttons, paper, plates, etc. You will also need three index cards labeled *small*, *medium*, and *large*.

Day Five

Morning Meeting — Select music to use as the children play “Freeze-a-Roo,” and prepare a chart paper with three columns titled “The Little Red Hen and other Folk Tales,” “The Story of Milk,” and “The Troll Who Lived Under the Bridge.”

Story Time — Choose two stories or informational texts about a farm to share. The children will vote to determine which one you will read. Suggestions include:

- *Baby Farm Animals* by Garth Williams
- *Barnyard Dance* by Sandra Boynton
- *Big Red Barn* by Margaret Wise Brown
- *Mrs. Wishy-Washy’s Farm* by Joy Cowley
- *On Grandpa’s Farm* by Vivian Sathre

Looking Ahead

For Week 16 you will need a feather for each child. Check your local craft stores, or purchase feather dusters to pull apart.

I love learning about animals. Have you ever been to a farm? I’ve always wanted to visit one!

Your pal,
Gingerbread Boy

Day 2

I think it would be fun to be a farmer. Do you know what farmers do?

Love,
Gingerbread Boy

Day 3

Do you know it is important to have bees on a farm? Today’s story will explain why.

Your friend,
Gingerbread Boy

Day 4

I love milk. What is your favorite drink?

Your pal,
Gingerbread Boy

Day 5

I had so much fun learning about farms. I didn’t know milk comes from cows and goats, too!

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

Animal Poster



Introduce farm animals

"Old MacDonald Had a Farm"

Gingerbread Boy's Message

"The Farmer in the Dell"

List a farmer's jobs

LEARNING CENTERS

Circle Time

Phonological Awareness:
Alphabetical Order

"The Alphabet Song"

Introduce and listen for /m/

"Monkey" riddle

"Five Little Monkeys"

Phonological Awareness:
Count Words in a Sentence

Introduce *Mm*

Mm

ABC for Gingerbread Boy and Me

Story Time

Review farm animals

"Old MacDonald Had a Farm"

Introduce farmers and their jobs

"The Little Rooster"



Vocabulary: crops, rooster

"The Little Rooster"

"Five Little Farmers"



Perform farmer's actions

Vocabulary: plow, mend, chore

Small Group & Exploration

Children draw themselves as farmers and write sentences

Match uppercase/lowercase letters: *Aa, Bb, Cc, Ee, Ll, Mm, Nn, Pp, Rr, Ss, Tt*

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

"Five Little Bees"

"True or Not True"

The Story of Milk



Vocabulary: alfalfa

Gingerbread Boy's Message

The Story of Milk

Milk a cow

Vocabulary:

udders



Gingerbread Boy's Message

Retell stories

Choose class favorite book

LEARNING CENTERS

Phonemic Awareness: Blend
Consonant/Vowel/Consonant

ABC for Gingerbread Boy and Me

Introduce ASL sign
for *Mm*



List initial /m/ words

"Where Is /m/?"

Phonological Awareness:
Syllables

"Mistress Mary"

Introduce final /m/

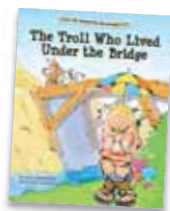
Phonological Awareness:
Rhyming Words

"Where Is /m/?"

Solve initial /m/ riddles

*The Troll Who Lived Under
the Bridge*

Answer questions



*The Troll Who Lived Under the
Bridge* Sequence Cards



"Little Boy Blue"

Teacher's Literature Choice:
Farms

Estimate and check capacity



Small, medium and large sizes

Sort objects

Story Problems

WEEK 15

LEARNING CENTERS

Technology

Uses technology independently to explore concepts and gain information

Uses technology for research with teacher's support

Navigates simple on screen menus

Becomes familiar with interactive applications, games or activities

Computer Center

Activity — Children enjoy *I'm Reading*, "Dragon Goes to the Farm," and *Math Songs*, "Five Little Farmers" (after Day 2). They explore predetermined websites to research different types of farms.

The children also review /k/ and /e/ and reinforce /m/ at ABCs: C, E, and M.

Interaction & Observation

- While some computer tasks are specifically guided or assigned by you to reinforce skills, children's computer-related experiences should also allow open-ended activities of their choice.
- Encourage the children to share results of their research.

Materials

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

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Uses writing and drawing tools

Writing

Writes own name

Art Center

Activity — Each child illustrates and colors his or her favorite farm animal on a paper square. Children write their names, beginning with a capital letter, and write or copy the names of the animals on the front of their illustrations.

Interaction & Observation

- Encourage children to use their imaginations by resisting the urge to provide adult-made samples for the Art Center.
- Since children tend to be more interested in the process than the product, allow them to enjoy art for the experience, the exploration, and the experimentation.

Materials

- 4" by 4" manila paper square for each child
- Crayons, pencils

Print Concepts

Demonstrates/ Understands directionality in print

Reading

Engages in group reading activities with purpose and understanding

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

Library Center

Activity — Children read and listen to audio versions of the stories they heard this week.

Interaction & Observation

- As you read to children, casually assess their print/book awareness by asking questions or giving directions such as: Which page should we read first? Point to a letter. Put your fingers under a word. Show me an uppercase letter. Can you find a lowercase letter?

Materials

- The Little Red Hen and other Folk Tales*
- The Story of Milk* (after Day 3)
- Read-Along Audio CDs
- Books about farms and farm animals

Dramatic Play Center

Activity — Children create and play in a farmhouse and/or a barn. The farmer, his wife and children take care of the stuffed farm animals. Some children can also pretend to be farm animals while others feed and care for them.

Interaction & Observation

- Reading and writing materials provide children with another opportunity to handle books, paper, pencils, and pens.
- Participate in children's play to model the uses of writing (lists of chores, animals to feed, seeds to plant, fences to mend, cows to milk, etc.)

Materials

- Farmers' clothing: straw hats, boots, overalls, bandanas
- Stuffed farm animals or puppets
- Books about farm life
- Paper, pencils, pens

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Print Concepts

Understands print conveys meaning

Construction Center

Activity — Children use the available materials to create a farm with barns, fences, and a farmhouse. Encourage them to build pens or other structures to scale for various plastic farm animals by using different types of blocks, cubes, etc. The children use a digital camera or tablet to take photos of their creations.

Interaction & Observation

- Although children are encouraged to solve their own problems and assume responsibility for their own achievements, sometimes teacher intervention is necessary.
- When a task seems too difficult at the child's present level of development, provide help that will result in further learning and satisfaction.
- With your assistance, children can succeed at cognitive or social levels beyond those they could have achieved on their own.

Materials

- Plastic or wooden farm animals
- Wooden blocks
- Various building toys
- Books about farms, farm animals
- Digital camera or tablet

Social/Emotional Development

Accepts guidance and direction and seeks support when needed

Works with others to solve problems

Technology

Uses a device to take pictures

Understands common technology terms, such as computer, Internet, mouse, keyboard, device, tablet, and printer

Writing Center

Activity — Each child writes his or her name (beginning with a capital letter) at the bottom of a sheet of paper, then illustrates and colors him or herself as a farmer.

With your help or with inventive spelling, the children write one thing they would do if they were farmers (milk cows, feed pigs, ride tractor, etc). Compile the illustrations into a class book. Children decorate its cover. Place it in the Library Center when complete.

Interaction & Observation

Use Learning Centers as opportunities to assess the children's development, collect samples of their work, and observe their skills. Does the child use letters to represent written language? Connect sounds in a word with their letter forms? Attempt to write messages?

Materials

- Sheet of paper for each child
- Crayons, pencils

English Conventions

Recognizes first letter of names is capitalized

Print Concepts

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

Writing

Writes own name

Uses writing tools and materials



Discovery Center

Science

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

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

Social Studies

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

Activity — Children continue to use the sand table to create fields, hills, valleys, creeks, rivers, brooks, roads and pastures on a farm.

They add small amounts of water from spray bottles to the sand to create farm roads, fields for the farm vehicles, and pastures for the animals.

Interaction & Observation

- Ask “how” and “why” questions as children play.
- Provide many opportunities for children to generate their own thoughts and ideas.
- Have the children identify and describe the landforms and roads they create.

Materials

- Sand table
- Plastic farm animals
- Toy tractors and farm machines
- Spray bottles of water

Math Center

Math

Combines and separates sets of objects to create new sets

Uses measurable attributes to compare objects

Orders objects by measurable attributes

Preparation — Provide a container of an assortment of seeds of different sizes.

Activity — Children work together or individually to order sets of 3 seeds at a time by size (small, medium, large).

Interaction & Observation

- As you visit with children, encourage them to make comparisons.
- Determine whether children are acquiring understanding of the concept of ordering by size and understand that size is relative. A small seed in one set can be a medium or large seed in a different set.

Materials

- Container of various types of seeds



Gathering Routine

Continue this routine and and Week 14 counting activity.

Morning Meeting

Materials

-
- Dragon

Warm Up Your Brain

Play "Stretch and Reach." The children stand and follow your directions:

- **Stretch your right arm up toward the ceiling.**
- **Bend to the left.**
- **Stand up straight and switch arms (left arm stretched).**
- **Bend to the right.**
- **Stand up straight.**
- **Stretch both arms up and cross them.**
- **Bend to the left then bend to the right.**
- **Stand up straight with your arms at your sides.**

Gross Motor Skills

Combine a sequence of large motor skills

Moves with balance and control

I love learning about animals. Have you ever been to a farm? I've always wanted to visit one!
Your pal,
Gingerbread Boy

Farm Animals

Read and discuss Gingerbread Boy's message.

Say: **Stand if you have ever been on a farm.** (Children do this, then sit.) **Stand if you would like to visit a farm.**

Indicate the Animal Poster and identify the animals (rabbit, cow, bear, dolphin). Ask: **Which of these animals lives on a farm?** Discuss reasons a bear or a dolphin would not live on a farm.

Indicate the Pets chart paper. Say: **Last week we talked about pets. Let's review the list of animals that make good pets.** (Review the list.) **This week we will talk about animals that live on farms. Let's make a list of farm animals.** List responses on the prepared chart paper. If children do not mention *rooster*, Gingerbread Boy suggests it. Other suggestions include *pig, cow, sheep, dog, cat, mouse, horse, chicken, rooster, hen, rabbit, goose, duck, turkey, donkey, and goat*. Discuss the plural forms of these animal names.

Indicate *Nursery Rhymes* page 21, "Old MacDonald Had a Farm." Ask: **Do you see some of these farm animals on our list?** (chick, cow, pig, geese, horse, duck) **Look at these geese. Geese are birds with long necks. How many geese are in the picture?** A volunteer points to each one as the children count the geese together.

Point out that geese is the plural form of the word goose. Ask: **What is one of these birds called?**

Play *Nursery Rhymes* Audio CD Track 17. Children sing "Old MacDonald Had a Farm" as you indicate the pictures. The children may add to the list as the week progresses. Attach clip art of the animals next to their names or use the Starfall Generator to create farm animals to attach.

Materials

-
- Animal Poster
-
-
- Pets chart paper
-
-
- Prepared "Farm Animals" chart
-
-
- Marker
-
-
- Starfall's Selected Nursery Rhymes*
- (Book & Audio CD)

English Conventions

Forms regular plural nouns

Science

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

Notifies similarities and differences among various living things



Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Alphabet Knowledge

Recites the alphabet in sequence

Creative Arts

Enjoys participating in a variety of music activities

Math

Understands subtraction as taking away from

Phonological Awareness

Recognizes beginning sounds in words



LEARNING CENTERS

See Learning Centers for Week 15, pages 374-376. After cleanup, the children gather to share times they used self talk or calming techniques.

Circle Time

Phonological Awareness: Alphabetical Order

Say: **Let's sing "The Alphabet Song."** Play *Sing-Along Volume 1* Track 2. Children sing "The Alphabet Song." **(Optional:** Visit *Starfall.com*: ABCs.)

Materials

- Starfall Sing-Along Volume 1*

Introduce /m/

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

Indicate the *man, meat, monkey, and mop* Picture Cards. Say: **Here is a picture of a monkey. Say, monkey. Monkey begins with /m/. Say /m/.** Continue:

- **Meat begins with /m/. Say, meat. Say /m/, meat.**
- **Man begins with /m/. Say, man. Say /m/, man.**
- **Say, mop. What sound do you hear at the beginning of mop?** (Children respond, /m/.)

Say: **Listen to these two words and tell which one begins with /m/, tiger or meow.** (Children respond, *meow*.) **Right! Meow begins with /m/. Say /m/.** (Children repeat, /m/.) **Listen again. Which one begins with /m/, dog or monkey?** (Children respond, *monkey*.)

Ask: **Do monkeys live on farms?** (Volunteers respond.) **No, monkeys live in jungles where there are lots of trees.**

Grandmother says: **Let's pretend we are monkeys.** (Children swing their arms or make the "oo" sound.)

Grandmother continues: **Listen to these words. If you hear /m/ at the beginning of the word, act like a monkey. If the word doesn't begin with /m/, sit down. Ready?** Use: *meadow, tent, mitten, puppy, mother, rabbit, and mouse.*

Play *Sing-Along Volume 1* Track 10. Children sing "Five Little Monkeys" and perform the appropriate actions.

Materials

- Grandmother
- Picture Cards: *man, meat, monkey, mop*
- Pocket chart

Monkey

*I am an animal.
My favorite snack is bananas.
You can find me swinging from tree to tree.
My name begins with /m/
What am I?*

Five Little Monkeys

*Five little monkeys
(Hold up five fingers.)
Jumping on the bed
(Jump up and down.)
One fell off and bumped his head
(Fall down and hold your head.)
Mother called the doctor
and the doctor said,
(Pretend to make a call.)
"No more monkeys
jumping on the bed!"
(Shake your index finger.)*

*Four little monkeys...
Three little monkeys...
Two little monkeys...*

*One little monkey
Jumping on the bed
He fell off and bumped his head
Mother called the doctor
and the doctor said,
"Get those monkeys back to bed!"*

Generate five monkey pictures using the picture generator. Attach each monkey to a craft stick for use during "Five Little Monkeys."

Story Time

Introduce “The Little Rooster”

Indicate and review the Farm Animals list. Ask: **Where do farmers live and work?**

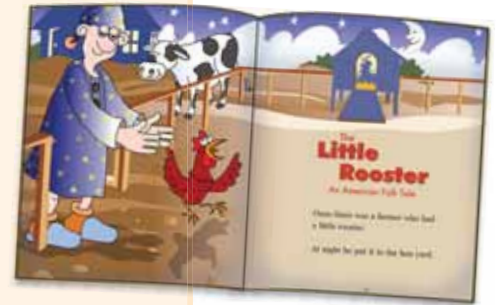
Explain: **Farmers live and work on farms. They feed and take care of animals and grow crops.** (Children repeat, *crops*.) **Crops are the fruits, vegetables and grains farmers grow in their fields. Farmers work from early in the morning before the sun comes up until evening when the sun goes down, taking care of their crops and animals. Farmers also work to repair fences, barns, animal pens and other farm buildings.**

Indicate *The Little Red Hen and other Folk Tales* page 63, “The Little Rooster.” Say: **“The Little Rooster” is a folk tale about a farmer and his rooster. A rooster is a male, or boy, chicken.**

Children describe the illustrations and actions on each page as they picture-walk through the story.

Read “The Little Rooster.” Ask: **Do you think the farmer was smart to get rid of his rooster? Why?**

Lead the children to discuss alternate endings to the story.



Materials

- Farm Animals list
- The Little Red Hen and other Folk Tales* by Starfall

Reading

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

Recognizes common types of literature

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Vocabulary

Discusses words and word meanings

Small Group & Exploration

If I Were a Farmer

Say: **Pretend you are a farmer. Think of an animal you would like to have on your farm.** (Volunteers share their choices.)

Distribute Writing & Observation Journals. Say: **When I want to write something and I am afraid to try, I tell myself I’m going to be a great at writing today! Every time I write I will get better.**

Continue: **Now it’s your turn. Say, every time I write I will get better.** The children repeat.

Say: **Illustrate yourself as a farmer and add the animal you would like on your farm next to you. Then write a sentence to explain why you chose that animal.**

Encourage children who are ready to use inventive spelling or scribble writing. Add adult writing beneath the children’s writing.

Children will share their journal entries on Day 5.

Materials

- Writing & Observation Journals
- Pencils, crayons, markers
- Books with farm animals (for picture guides)

Approaches to Learning

Uses self-talk as a strategy

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Writing

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

Explores letter-sound relationships while writing

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Play "Twist and Shout." Children follow your directions:

- **Twist at your waist with your arms stretched to the sides.**
- **Shout "1-2-3-4-5."**
- **Bend at your waist and touch your toes.**
- **Shout "6-7-8-9-10."**
- **Bend at your waist and touch your right toes with your left hand.**
- **Shout "11-12-13-14-15."**
- **Now use your right hand to touch your left toes.**
- **Shout "16-17-18-19-20."**

Gross Motor Skills

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

Moves with balance and control

Speaking & Listening

Follows simple and multiple-step directions

"The Farmer in the Dell"

Read and discuss Gingerbread Boy's message.

Say: **Farmers work on farms.** (Children repeat, *farmer.*)

They have many jobs. One of a farmer's most important jobs is to take care of the animals on the farm.

Indicate *Nursery Rhymes* pages 10-11, "The Farmer in the Dell." Children describe the illustrations then you read the text. Review the order of the characters. (farmer, wife, child, dog, cat, rat, cheese)

Gather the children in a circle. A volunteer becomes the farmer and stands in the center of the circle. Explain that during the song the farmer will choose a wife, who will join him in the circle. The children will repeat this procedure until the cheese is chosen, then all characters will join the outer circle. Play *Nursery Rhymes* Audio CD Track 7. Children sing "The Farmer in the Dell" and choose characters. Repeat to give others a turn.

Explain that farmers not only take care of animals, they also grow foods to sell in stores. Ask: **What foods come from farms?** (Accept responses.)

Indicate the chart paper and write the sentence stem, "A farmer..." Say: **Let's pretend we are farmers. What are some jobs we might do on the farm? I'll write them on this chart paper.**

Gingerbread Boy whispers that if he was a farmer, one of his jobs would be to clean the barn. Write "clean the barn" on the chart paper. Children identify other jobs to add to the list.

Materials

- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Chart paper
- Marker

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Understands that an individual earns money through work

Understands that money is needed to exchange for goods and services

Writing

Contributes to a shared writing experience or topic of interest

I think it would be fun to be a farmer. Do you know what farmers do?

Love,
Gingerbread Boy

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

LEARNING CENTERS

See Learning Centers for Week 15, pages 374-376. After cleanup, the children gather to share times they used self talk or calming techniques.

Circle Time

Phonological Awareness: Words in Sentences

Say: **Listen to this sentence. I like cows. Now, you say it.** (Children repeat, *I like cows.*) Ask: **How many words did you hear?** (Children respond.) Let's check. Display the *I like cows* sentence strip. As you read the sentence draw a rectangle around each word. Children count the number of words in the sentence as you indicate each word. Call attention to the spaces between them and discuss the reason for them. Repeat with the remaining sentence strips.

Materials

- Prepared sentence strips

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Print Concepts

Understands words in print are separated by spaces

Understands that letters form words

Introduce Mm

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

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

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: monkey, /m/.)
- 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 monkey, then indicate the word, monkey.)

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

Materials

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

Print Concepts

Focuses on letter names and shapes

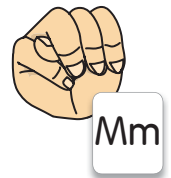
Recognizes relationship between illustrations and text

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Isolates and pronounces the initial sounds in words



Story Time

Dramatize "The Little Rooster"

Indicate "The Little Rooster." Volunteers retell the story in their own words.

Divide the class into two groups. Children in Group 1 are farmers, and children in Group 2 are roosters. Read the story. The children dramatize their respective parts as you read.

Materials

- The Little Red Hen and other Folk Tales, "The Little Rooster"* by Starfall
- Starfall Sing-Along Volume 2*

Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

Participates in movement using fingerplays, songs, and rhymes

Reinforces concepts through dramatic play

Math

Uses ordinal numbers from first to fifth

Reading

Recognizes cause and effect

Social Studies

Understands that an individual earns money through work

Understands that money is needed to exchange for goods and services

Vocabulary

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

Ask: **Why does the farmer need to grow food crops on his farm? Why is it important for the farmer to take care of his garden?** (Children share answers.)

What would happen if the farmer:

- **didn't plant his garden?**
- **never fed the animals?**
- **didn't clean the barn or pens?**
- **slept all day and didn't work on the farm?**

Say: **Here is a song about five farmers. Listen to learn what chore each farmer did. Chore is another word for job. Say, chore.** (Children repeat, *chore*.)

Play *Sing-Along* Volume 2 Track 11, "Five Little Farmers."

Select five children to represent the five farmers. Children recall each farmer's chore. Explain the meaning of *plow* and *mend*.

- The first farmer milked the cow.
- The second farmer went to plow.
- The third farmer fed the hens.
- The fourth farmer mended the broken pens.
- The fifth farmer took vegetables to town.

Children sing and perform the actions to "Five Little Farmers."

Five Little Farmers

*Five little farmers woke up with the sun,
For it was early morning and chores were to be done.
The first little farmer went to milk the cow.
The second little farmer thought he better plow.
The third little farmer fed the hungry hens.
The fourth little farmer mended broken pens.
The fifth little farmer took his vegetables to town,
Baskets filled with cabbages and sweet potatoes brown,
And when the work was finished,
And the western sky was red,
Five little farmers tumbled into bed.*

Small Group & Exploration

Match Upper and Lowercase Letters

Place the Uppercase Letter Cards face down in a pocket chart or on a table and the Lowercase Letter Cards in a bag or basket.

Indicate the Uppercase Letter Cards. Say: **Pretend the uppercase letters are the mommy and daddy letters. Let's say their names.** Volunteers, in turn, reveal a Letter Card. The class identifies each letter aloud.

Indicate the bag or basket. Say: **In this basket (bag) are lowercase letters. They are like the babies! Let's see if we can match the babies with their mommies or daddies.** Volunteers take turns selecting Lowercase Letter Cards from the basket and matching them to the corresponding Uppercase Letter Cards. Once matched, classmates confirm (or correct) the match and sky write upper and lowercase letters.

Materials

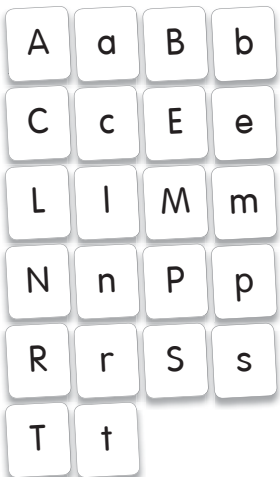
- Uppercase Letter Cards: A, B, C, E, L, M, N, P, R, S, T
- Lowercase Letter cards: a, b, c, e, l, m, n, p, r, s, t
- Bag or basket
- Optional:**
- Pocket chart

Alphabet Knowledge

Recognizes and names most letters of the alphabet

Print Concepts

Focuses on letter names and shapes



If the children struggle matching upper and lowercase letters, teach them to use the Alphabet Chart for clues.

Gathering Routine

Continue this routine and and Week 14 counting activity.

Morning Meeting

Warm Up Your Brain

Play *Sing-Along Volume 2* Track 10. Children sing "Five Little Bees."

Select five volunteers to play bees and number them one to five. Indicate each volunteer and introduce them as the first bee, second bee, and so on. Designate locations for imaginary flowers and a hive. Instruct the children pretending to be bees to follow the cues in the song. Play "Five Little Bees."

Repeat with five new volunteers.

Materials

- Starfall Sing-Along Volume 2*
- Dragon

Five Little Bees

(Melody: "One Little Elephant Went Out to Play")

One little bee was on a flower blue,
Along came another and that made two.
Two little bees worked hard as can be
Along came another and now there are three.
Three little bees looked for flowers more
Along came another and now there are four.
Four little bees flew back to their hive
Along came another and now there are five
Five little bees met with all their friends
And that is how our poem ends!

Creative Arts

Enjoys participating in a variety of music activities

Math

Understands and uses ordinal numbers

Understands addition as adding to

Do you know it is important to have bees on a farm? Today's story will explain why.
Your friend,
Gingerbread Boy

Introduce *The Story of Milk*

Read and discuss Gingerbread Boy's message.

Explain: **One important job of a farmer is to feed the animals that live on the farm. That means farmers need a large amount of food that animals like to eat. So farmers plant crops, which are fields of plants.**

One crop, or plant, that farmers grow on their farms is hay, or alfalfa. Say alfalfa. (Children repeat, *alfalfa*.) **Cows, sheep, and horses love to eat alfalfa! Let's pretend we are farmers planting our crops.** The children perform actions that correspond with the words.

- The farmer plants seeds in the ground.
- The farmer sprinkles plant food called fertilizer on the ground.
- The farmer waters the seeds.
- The farmer pulls the weeds.

Indicate *The Story of Milk*. Say: **The title of this book is *The Story of Milk*. The author's name is Stephen Schutz. There is no illustrator because the pictures in this book are photographs. This book is nonfiction because it is a true story about real bees and cows.**

Read and discuss *The Story of Milk*. Encourage children to ask questions about the text and illustrations.

Materials

- Starfall Sing-Along Volume 2*
- The Story of Milk: How Bees Help Cows* by Stephen Schutz

Reading

Retells important facts from an informational text

Science

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

Speaking & Listening

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

Vocabulary

Discusses words and word meanings



Use the notes at the end of **The Story of Milk** to provide additional information about pollination.

Say: **Let's play "True or Not True."** Divide children into groups of three or four. They discuss the following comments with their groups and together decide if they are true or not true. Refer to *The Story of Milk* to check answers.

- **Farmers do not need bees on their farms.** (not true)
- **Farmers plant alfalfa for animals to eat.** (true)
- **We drink milk that comes from cows.** (true)
- **Farmers use bikes to help plant crops on their farms.** (not true)

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

LEARNING CENTERS

See Learning Centers for Week 15, pages 374-376. After cleanup, the children gather to share times they used self talk or calming techniques.

Phonics & Word Recognition

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

Phonological Awareness

Blends phonemes into words

Circle Time

Materials

- None

Phonemic Awareness: Blending CVC

Say: **Listen to these sounds, /m/, /e/, /t/. Now you say them.** (Children repeat, /m/, /e/, /t/.) **Let's blend the sounds together into a word, /m/ /e/ /t/, met.** (Children repeat, /m/ /e/ /t/, met.) **Let's try some more.** Repeat for /n/ /e/ /t/ net; /l/ /e/ /t/ let; and /s/ /e/ /t/ set.

List Mm Words, ASL Mm

Children show and describe pictures or items they brought that begin with /m/.

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

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

Materials

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

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

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

Say: **Grandmother would like us to sing her song to remember /m/. Grandmother says: Each time you hear /m/ or the letter Mm, make the Mm hand sign.** Sing "Where Is /m/?"

Where Is /m/?

(Melody: "Where Is Thumbkin?")
 Where is /m/? Where is /m/?
 Here I am. Here I am.
 /m/ in monkey, /m/ in milk
 /m/ /m/ /m/, Mm, Mm, Mm



Story Time

Materials

- The Troll Who Lived Under the Bridge*
as told by Craig Deeley

The Troll Who Lived Under the Bridge

Indicate *The Troll Who Lived Under the Bridge*.

Explain: **The title of this story is *The Troll Who Lived Under the Bridge*. It is a fictional story, written and illustrated by Craig Deeley. A fictional story is not real; it is made up by the author. Who can point to the title of the story? (Volunteers respond.) Who can point to the illustrations or pictures?**

Say: **This book is about an animal you might find on a farm that eats alfalfa and produces milk. Look at the cover of this book. What animal do you think this story is about?**

Read the story, pausing after each page to discuss the following questions:

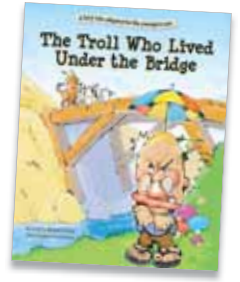
| Page | Questions | Answers |
|------|--|--|
| 2 | <i>Barren</i> means there was no grass. Why do you think the hills were brown and barren on one side? | The goats had eaten the good, green grass. |
| 5 | Why did the goats want to cross the river? | They wanted to eat the good, green grass on the other side. |
| 7 | Who came over the bridge first? | Tiny Gruff |
| 8 | Why didn't the troll want Tiny Gruff to cross the bridge? | He would eat all the grass, and turn the hill from green to brown. |
| 11 | What did Tiny Gruff promise? | He would only eat a few blades of grass, then come right back. |
| 12 | What do you think the troll might do with the seed packets? Who asked to cross the bridge next? | He might plant the seeds. Big Gruff |
| 14 | What did Big Gruff promise? | He would only eat a few blades of grass, then come right back. |
| 17 | Who came over the bridge next? Why didn't the troll want to let Great Big Gruff cross over to the hill? | Great Big Gruff He didn't want him to eat all the grass. |
| 18 | How did Great Big Gruff trick the troll? | He told him his brothers were coming and made him turn around. |
| 21 | What happened to the troll? What did Great Big Gruff do next? | Great Big Gruff tossed him into the air. He crossed the bridge and joined his brothers who were still eating. |

Reading

Recalls information from stories

Makes inferences

Distinguishes between fiction and nonfiction



| | | |
|----|--|--|
| 23 | What happened to the troll? | He fell into the river. |
| 25 | What do you think the troll will do next? | He will crawl out of the water. |
| 26 | What do you think will happen to the hill where the Gruff brothers are eating? | It will be brown and barren because they will eat all the good, green grass. |
| 29 | What did the troll do to make the brown and barren hill green again? Do you think the Gruff brothers will try to cross back over to where the troll is? Why or why not? | He planted grass seeds. Answers will vary. |

Small Group & Exploration

Math

Becomes familiar with standard measuring tools and their uses

Uses numbers to predict, estimate and make realistic guesses

Science

Compares, contrasts, and classifies objects and data

Estimation

Place the corn kernels in a large bowl and explain that corn is another food that goats eat. Indicate the other containers of various capacities, sizes and shapes.

Ask questions such as:

- **Which container will hold more corn kernels?**
- **How could we find out?** (Children experiment.)
- **What would happen if we try to put the whole bowl of kernels into a small cup?**
- **Why might some spill out?**

Distribute measuring spoons and paper cups. Say: **Let's guess how many spoons of corn will fit in this paper cup.** (Children estimate.) **Let's see if you are right.**

Children count as they use measuring spoons to fill their cups with corn kernels and compare results.

Materials

- Corn kernels
- Large bowl
- Trays (recyclable aluminum pans)
- Containers of various capacities, sizes and shapes
- Measuring spoons (1 per child in the group)
- Paper drinking cups



Gathering Routine

Continue this routine and and Week 14 counting activity.

Morning Meeting

Warm Up Your Brain

Sing "Animals At the Farm" to the melody of "The Wheels on the Bus." Distribute rhythm instruments for children to keep the beat as they sing.

Materials

- Available rhythm instruments
- Dragon

Animals At the Farm

(Melody: "The Wheels on the Bus")

The cows in the barn go
Moo, moo, moo
Moo, moo, moo
Moo, moo, moo
The cows in the barn go
Moo, moo, moo
All around the farm.

Additional verses:

The pigs in the pen go
oink, oink, oink
The hens in the coop go
cluck, cluck, cluck
The rooster on the fence goes
cock-a-doodle-do
The ducks on the pond go
quack, quack, quack
The bunnies in the hutch go
(silently wiggle nose)

Creative Arts

Creates sound using traditional or handmade instruments



Milk a Cow!

Read and discuss Gingerbread Boy's message.

Indicate the container of milk. Say: **Yesterday we learned that we get milk from cows.** Review *The Story of Milk*, pages 11-19.

Indicate the glove filled with milk. Say: **Here is a glove that looks like the parts of the cow that store milk. They are called udders.**

Poke small holes in one or more of the fingers of the glove to demonstrate how milk comes out of a cow. Place a bowl under the glove to catch the milk. Children take turns squeezing the finger(s) of the glove.

Explain: **Milk is used to make many foods like ice cream, milkshakes, yogurt, and butter.** Indicate the chart paper and small plastic cup. Say: **I wonder how many squeezes of milk it would take to fill this cup. Let's estimate, or guess.**

Write the children's names on chart paper. Each child estimates the number of squeezes and you write it next to their names.

Children count as you squeeze the milk from the glove into the small cup. Write the total number of squeezes on the top of the chart paper. Review the estimates and circle those that are closest.

Materials

- Container of milk
- Latex glove full of milk
- Straight pins
- A bowl and a small plastic cup
- Chart paper, marker
- The Story of Milk* by Stephen Schutz

Math

Counts in sequence
Uses numbers to predict, estimate, and make realistic guesses

Science

Investigates states of matter (solid and liquids)

Vocabulary

Discusses words and word meanings
Identifies new meanings for familiar words and applies them accurately

LEARNING CENTERS

See Learning Centers for Week 15, pages 374-376. After cleanup, the children gather to share times they used self talk or calming techniques.

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Circle Time

Phonological Awareness

Blends syllables in spoken words

Creative Arts

Participates in movement using fingerplays, songs, and rhymes

Phonological Awareness

Recognizes beginning and ending sounds in words



Reading

Identifies sequence of events

Speaking & Listening

Speaks in complete sentences

Engages in conversations with peers and adults

Materials

None

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, tur-key. Let's put the word parts together, turkey. This time let's clap for the parts. Ready? cow** (one clap) Children say, cow. Repeat with *chicken, sheep, horse, donkey, spider, rooster, rabbit, and pig.*

Introduce Final /m/

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

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

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 28. Read "Mistress Mary." Children stand each time they hear a word that begins with /m/. Play and sing Track 25, "Mistress Mary."

Ask: **Do you know that /m/ can be at the beginning of a word OR at the end of a word? Listen for /m/ in this word: Sam.** (Emphasize /m/ at the end.) **Now you say it: Sam. Where do you hear /m/ in Sam?** (Children respond, the end.) **Say, Sam.**

Grandmother says: **Listen to these words. If you hear /m/ at the end, clap your hands.** Overemphasize /m/ in the following words: *come, ham, sat, pin, stream, and time.*

Materials

Grandmother
 List of *Mm* words from Day 3
 Starfall's Selected Nursery Rhymes (Book & Audio CD)

Mistress Mary

*Mistress Mary, quite contrary,
 How does your garden grow?
 With silver bells and cockle shells
 And pretty maids all in a row.*

Story Time

Sequence *The Troll Who Lived Under the Bridge*

Indicate *The Troll Who Lived Under the Bridge*. Show the illustrations and turn the pages as children listen to the CD.

Display the Sequence Cards in random order in the pocket chart. Encourage discussion as children work together to sequence the cards. If there are questions regarding order, children consider how they might check their answers. (They may use the book.)

Ask: **If you could talk to the goats or the troll what would you ask or say?** Volunteers share their questions and comments. Encourage them to use complete sentences. If necessary, you or Gingerbread Boy may model a question or comment.

Materials

The Troll Who Lived Under the Bridge as told by Craig Deeley
 Fairy Tales Read-Along CD
 The Troll Who Lived Under the Bridge Sequence Cards
 Pocket chart

Small Group & Exploration

Compare Small, Medium, and Large

Ask: **Do you remember the story of Goldilocks and the Three Bears? What were the sizes of the bears?** (Volunteers respond.) **Right, Baby Bear was small, Mama Bear was medium-sized, and Papa Bear was big, or large.**

Indicate the illustrations of the goats. Ask: **What do you notice about the sizes of the goats?** (They are small, medium-sized and large.) **Let's put them in order of their size.** Begin with the smallest.

Say: **Let's compare the sizes of the goats to the sizes of these containers of milk.**

- **Which container of milk is the smallest?** (Volunteers respond.) **Right, this is a pint of milk.**
- **Which is a medium-sized container?** (Volunteers respond.) **Yes, this is a quart of milk.**
- **Which is the largest?** (Volunteers respond.) **Right, this is a gallon of milk.**
- **Which container holds the most milk?** (Volunteers respond.) **Which holds the least?**

Indicate and identify the small, medium, and large index card labels. Place the index cards on the table side-by-side. Say: **Let's group or sort these objects and place them in the correct groups.**

Display all of the other objects. Children work together to sort them into like groups (i.e. all cups together) and place them under the correct labels.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | <i>The Troll Who Lived Under the Bridge</i> Sequence Cards (Tiny Gruff, Big Gruff, Great Big Gruff) |
| <input type="checkbox"/> | Milk cartons (pint, quart, gallon) |
| <input type="checkbox"/> | Small, medium, and large items such as cups, books, blocks, buttons, paper, plates, measuring spoons |
| <input type="checkbox"/> | Index card labels |

Math

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

Becomes familiar with standard measuring tools and their uses

Orders objects by measurable attributes



Morning Meeting

Creative Arts

Engages in spontaneous and imaginative play to dramatize real life experiences

Expresses concepts, ideas or feelings through movement

I had so much fun learning about farms. I didn't know milk comes from cows and goats, too!
Love,
Gingerbread Boy

Creative Arts

Demonstrates appropriate audience skills

Describes or explains own artwork

Speaking & Listening

Speaks in complete sentences

Engages in agreed-upon rules for discussions

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Warm Up Your Brain

Play "Freeze-a-Roo." Intermittently play and pause your choice of music. When the music stops, children freeze. Each time they freeze, give one of the following instructions.

Say: **Pretend you are...**

- a bee flying from flower to flower
- a farmer driving a tractor
- a cow eating alfalfa
- a pig playing in the mud
- a farmer picking corn
- the troll falling into the water

Materials

- Teacher's music choice for "Freeze-a-Roo"
- Dragon

Classmates may give a silent clap or a rocket cheer to affirm each other. (To applaud in sign language, place both hands high in the air and twist the hands at the wrists from side to side.)

Share Chair

Read and discuss Gingerbread Boy's message.

Distribute Writing & Observation Journals. Children take turns to sit in the Share Chair and present their journal entries to the class. Encourage them to be good listeners and not interrupt when another child is speaking. They may ask questions as each child finishes. Remind the children that they may use nonverbal communication to show they like what they see and hear by smiling or giving a thumbs up.

Materials

- Writing & Observation Journals

LEARNING CENTERS

See Learning Centers for Week 15, pages 374-376. After cleanup, the children gather to share times they used self talk or calming techniques.

Circle Time

Materials

 None

Phonological Awareness: Rhyming

Say: **Listen to these words, drum/some/from. Now you say them, drum/some/from.** (Children repeat, *drum/some/from*.)

Ask: **What do you notice about these words?** Lead children to recognize they all end with /m/ and they all rhyme. **Here's another one, ham/Sam/Pam.** (Children repeat, *ham/Sam/Pam*.) **What do you notice about these words?** (They end with /m/ and they rhyme.) **Listen carefully, ham/Sam/cup.** (Children repeat, *ham/Sam/cup*.) **One word doesn't rhyme, ham/Sam/cup. Which word does not rhyme?** (cup) **Let's try another one, come/some/toy. Which one does not rhyme?** (toy) **Come and some rhyme.**

Phonological Awareness

Identifies and discriminates rhyming words

Initial /m/ Guessing Game

Indicate the chart paper. Grandmother says: **Let's play a word guessing game. I'll give you some clues. The answer will begin with /m/. (Teacher's name) will write your answers on chart paper. Ready?**

- **What is white, good to drink, and comes from a cow?** (milk)
- **What does a cat say?** (meow)
- **We sang a song about a farmer. His name was Old who?** (MacDonald)
- **What animal can swing by its tail?** (monkey)
- **At night we do not see the sun. What do we see?** (moon)
- **When you are sick, what might your mom or dad give you to help you feel better?** (medicine)
- **We sang a song about a girl who had a garden. Her name was Mistress who?** (mary)
- **What is the opposite of father?** (mother)

Review the list of words. Children circle *Mm* at the beginning of each word.

Sing "Where Is /m/?"

Materials

 Grandmother

 Chart paper

 Marker

Phonics & Word Recognition

Associates letters with their names and sounds

Print Concepts

Connects oral language and print

Where Is /m/?

(Melody: "Where Is Thumbkin?")

Where is /m/? Where is /m/?

Here I am. Here I am.

/m/ in monkey, /m/ in milk

/m/ /m/ /m/, Mm, Mm, Mm

Story Time

English Conventions

Understands and uses question words

Print Concepts

Recognizes relationship between illustrations and text

Reading

Recalls important facts from informational text

Science

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

Vocabulary

Connects words and their meanings

Teacher's Literature Choice: Farms

Indicate *Nursery Rhymes* page 26, "Little Boy Blue." Volunteers discuss the illustration. Read the rhyme.

Indicate your two choices of books about farms. Allow the children to vote by a show of hands which book they would like you to read. Discuss the author and illustrator of your book. Picture-walk as children discuss the illustrations and what they see happening on each page. Read the book, briefly introducing new vocabulary as it is encountered. Children take turns responding to *who, what, where, when, why* and *how* questions to retell parts of the story in their own words.

The children take turns sharing something they learned about farms.

Materials

- Starfall's Selected Nursery Rhymes*
- Two teacher's choices of books about farms

Small Group Math

Story Problems

Say: **This week we learned about animals that live on farms.**

Place the Picture Cards in a pocket chart. Continue: **Here are pictures of some farm animals. Let's see if we can name them.** (Do this.)

Place the *cow, goat, and hen* Picture Cards on one paper plate and the *horse and lamb* Picture Cards on the other paper plate. Display the 1-5 Number Cards next to them.

Say: **Let's pretend that the paper plates are fences. How many farm animals are inside the first fence?** (Volunteers respond.) **How do you know? Right, you counted them. How many animals are inside the other fence?** (Volunteers respond.) **How many farm animals are there if we put the animals inside the first fence together with the animals inside the second fence?** (Volunteers respond.) **Let's see if you are right.**

Volunteers put the Picture Cards together and count them to determine there are five.

Distribute drawing paper and a pencil to each child and they print their names at the bottom.

Say: **Today we will learn how to write a math sentence. Let's put the cow, goat, and hen back inside their fence, and the horse and lamb back inside their fence.** (Volunteers do this.)

Ask: **How many animals are inside the first fence? Right, 3. I will write 3 on my paper.** (Demonstrate) **How many animals are inside the second fence? Right,**

Materials

- Picture Cards: *cow, goat, hen, horse, lamb, ostrich, pig, sheep*
- Drawing paper and pencil for each child
- Two paper plates
- Number Cards 1-5
- Pocket chart

Math

Understands addition as adding to

Combines sets of objects to create new sets

Recognizes and names numerals

Uses concrete objects to solve problems

there are 2. I will leave a little space and write 2 next to the 3. (Demonstrate)

Continue: **If we put the cow, goat, and hen together with the horse and lamb, we are adding them together.**

Place a plus sign between the 3 and the 2. Say: **This is a plus sign. It is a math sign that tells us we are adding things together. The math sentence reads 3 plus 2. What is 3 plus 2?** (Volunteers respond.) **Yes, 3 plus 2 equals 5.**

Add an equal sign. Say: **This is an equal sign. 5 is the answer, so I will add that to the sentence. Let's read the math sentence together.** (Do this.) **Now you copy the math sentence on to your paper.** The children do this.

When the children are finished, repeat the above procedure with the ostrich on one plate and the pig and sheep on the other. The children write the math sentence with you.

Week 16: *In the Wild*

This week you will teach the children about animals that live in the wild, focusing on how they differ from domesticated pets and farm animals, whose needs are provided for by humans. The children will also:

- learn /f/ and identify initial and final /f/ words
- sequence *The Gingerbread Boy*
- take apart compound words
- develop their estimation skills
- put syllables together to form words
- create a classroom wild animal habitat
- use animal cards to form sets



Ff

Starfall Books & Other Media

Over in the Meadow by Olive A. Wadsworth

Over in the Meadow Sequence Cards

The Gingerbread Boy as told by Brandi Chase

The Gingerbread Boy Sequence Cards

Folk Tales & Fairy Tales Read-Along Audio CDs

Animal Poster

ABC for Gingerbread Boy and Me by Starfall

Starfall American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volumes 1 and 2



Preparation

Include available wild animal and wild animal habitat puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Prepare a sheet of chart paper with the title “Wild Animals.”

Circle Time — You will need a feather for each child.

Story Time — Prepare a chart paper with the sentence stem, “He will see a (blank).” on the first line.

Day Two

Story Time — Choose an informational book about the forest to share.

Suggestions include:

- *Life in the Forest* by Eileen Curran
- *Who Lives Here? Forest Animals* by Deborah Hodge

Day Three

Morning Meeting — Prepare a chart paper graph with three columns and enough rows for each child’s name. Add the headings shown below.

| Name | Estimate | Actual |
|------|----------|--------|
| | | |
| | | |
| | | |

Small Group — You will need a paint apron, old shirt or smock for each child, a rectangular baking pan, a pan of water, soap and a roll of paper towels.

Day Four

Morning Meeting — Have the Wild Animals list from Day 1 available.

Day Five

Morning Meeting — Select music to use as the children play “Freeze-a-Roo.” Have the Pets list from Week 14, the Farm Animals list from Week 15, and this week’s Wild Animals list available.

Circle Time — Select Picture Cards or gather items that begin with /f/.

Story Time — Choose two books about wild animals to share. Suggestions include:

- *Annie and the Wild Animals* by Jan Brett
- *Who’s in the Forest?* by Phyllis Gershator

I grew up in a forest where wild animals live. Can we learn about wild animals?

Your pal,
Gingerbread Boy

Day 2

I love forest animals. Have you ever wondered what it would be like to live in the forest?

Love,
Gingerbread Boy

Day 3

Frogs can be pets or live in the wild. I wonder what they do all day.

Your friend,
Gingerbread Boy

Day 4

There are many animals in the forest. What’s your favorite wild animal?

Your pal,
Gingerbread Boy

Day 5

I loved learning about animals that live in the wild. Which animal is your favorite?

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

Animal Poster

"Going on a Forest Walk"



Introduce wild animals

Gingerbread Boy's Message

Comfortable environments

Vocabulary: environment

LEARNING CENTERS

Circle Time

Phonological Awareness:
Words in a Sentence

Introduce and listen for /f/

"Feathers" riddle

Phonological Awareness:
Compound Words

Introduce Ff

ABC for Gingerbread Boy and Me

Identify pictures of initial /f/
objects

Story Time

The Gingerbread Boy

The Gingerbread Boy
Sequence Cards

Complete sentence
stem



Teacher's Literature Choice:
The Forest

Small Group & Exploration

Use animal cards to create sets

Draw animals in the
appropriate habitats

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

Estimate jumps from start to finish

Compare estimates to actual jumps

Gingerbread Boy's Message

"One Little Elephant Went Out to Play"

"Five Little Bears"

Number Cards 1 - 10

Gingerbread Boy's Message

Animal Categories (Pets, Farm, Wild)

Large and Small

LEARNING CENTERS

Phonological Awareness:
Blend Phonemes

"Put Your Fingers in the Air"

ABC for *Gingerbread Boy and Me*

List initial /f/ words

Introduce ASL sign for Ff

"Where Is /f/?"



Phonological Awareness:
Syllables in Words

Review ASL sign for Ff

Introduce final /f/

Phonological Awareness:
Isolating Beginning Sounds

Rhyming words

"Where Is /f/?"

Over in the Meadow

Vocabulary:
meadow, nocturnal



Over in the Meadow
Sequence Cards



Teacher's Literature Choice:
Wild Animals

Create hand-print trees
(habitats)



Use cubes and Sequence Cards
to create sets

Estimation

WEEK 16

LEARNING CENTERS

Math

Sorts two- and/or three-dimensional shapes

Technology

Uses technology to explore concepts and gain information

Enjoys electronic forms of storybooks and information texts

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

Creative Arts

Creates original work

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

Print Concepts

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

Math

Uses positional words such as in, under, between, down, behind

Print Concepts

Connects oral language and print

Reading

Retells a story in sequence

Speaking & Listening

Listens to literary texts

Computer Center

Activity — Children enjoy *Talking Library*: "The Gingerbread Boy," *Numbers: 0-10*, and *I'm Reading: Nonfiction*, "A House in a Tree." They may also review *Geometry & Measurement: "2D/3D Shapes."*

Interaction & Observation

- Continue to give careful attention to the physical arrangement of this center to enhance learning. Alter the arrangement of the computers as needed to enhance their social use and for optimal teacher participation. For example, place two chairs in front of each computer to encourage positive social interaction, and move computers closer together to facilitate the sharing of ideas.

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Activity — Using photos and illustrations of forest animals for inspiration, the children create finger or thumbprint animals by pressing their thumbs or fingers on the stamp pad then making prints on the paper for the bodies and heads of forest animals.

They add legs, eyes, ears, antenna, whiskers, and feet with black markers. Children create as many forest animals as they wish on their paper. They label their drawings using inventive spelling, or copy the names of the animals.

Interaction & Observation

- Even children who are reluctant to get their hands messy, or who don't like to draw, will find that finger and thumb print art is fun and easy. Have tissues on hand for wiping thumbs and fingers, and wipes to clean hands when the project is finished.
- Add a copy of Ed Emberley's *Great Thumbprint Drawing Book* to the Art Center to inspire the children to create various animals.

Materials

- One sheet of manila paper for each child
- Stamp pad with washable ink
- Black felt-tipped markers
- Photos or illustrations of forest animals
- Tissues/hand wipes
- Magnifying glasses

Library Center

Activity — Children read and listen to *The Gingerbread Boy* and books about forest animals. Include *Over in the Meadow* after it is introduced on Day 3.

Interaction & Observation

- Enrich comprehension skills by asking questions about the read-alouds, such as: Why did Gingerbread Boy run away? What happened to him at the end of the story? Encourage the use of positional words by asking where the different characters are on various pages.
- Ask children to retell the story to demonstrate their understanding of sequence. If a child has difficulty or is unable to retell the story, prompt him or her by asking: What was the book about? What was the problem in the story? Who were the characters in the book?

Materials

- The Gingerbread Boy*
- Over in the Meadow*
- Read-Along Audio CDs
- Books about forest animals

Dramatic Play Center

Activity — The children pretend to be theater performers, creating stories and dramatizing them using the available props and clothing.

Interaction & Observation

- Discuss the children's roles and the problem solving strategies they may have used when choosing them as you observe.
- Pretend you are a member of the theater and join the children at play.
- The Dramatic Play Center enables children to make active connections between the written word and the spoken word, builds vocabulary and meaning, and develops creativity and imagination.

Materials

- Dress up costumes/clothing/shoes
- Recycled costume jewelry and accessories

Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

Represents fantasy and real-life experiences through pretend play

Social/Emotional Development

Uses basic problem solving skills to resolve conflicts peacefully

Construction Center

Activity — The children play freely and creatively with the available materials, without specific instructions or directions.

Interaction & Observation

- Allow the children to photograph structures they build and compile the photos into a class book.
- Place the book in the Construction Center to provide ideas for building.
- Children will enjoy looking through the book to remember constructions they have created throughout the year.

Materials

- Plastic forest, jungle, and meadow animals
- Blocks in various shapes and sizes (pattern blocks, attribute blocks and/or wooden blocks)
- Books about forest animals
- Digital camera or tablet

Technology

Uses a device to take pictures

Approaches to Learning

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

Social/Emotional Development

Works with others to solve problems

Writing Center

Activity — Introduce this "Write the Room" activity before Learning Center time by modeling it for the class. Walk around the classroom, with your clipboard, looking for words you want to write. Indicate a word and the children tell you what it is. You write it on your paper. Demonstrate with several words.

The children write their names at the tops of their papers, then walk around the classroom writing words they know or like.

Interaction & Observation

- Children show you their lists and read their environmental print to you.
- Your classroom should be a print-rich environment with words everywhere.
- Items should be labeled; center names, children's names, charts with rhymes and songs, names of colors, months, days of the week, etc. should be displayed.

Materials

- Clipboards
- Blank paper
- Pencils

Phonics & Word Recognition

Recognizes own name, familiar words, and environmental print

Print Concepts

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

Reading

Recognizes frequently used words in text

Writing

Independently writes some letters and words



Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Science

Investigates properties of earth materials

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

Preparation — Provide a tub of a variety of plastic animals and habitat building materials such as sticks, shells, soil, rocks, and leaves.

Activity — The children choose animals and use the available materials to plan and build habitats for them. When the habitats are complete, the children place their animals inside to test their creations. They may work independently or plan and build habitats with partners.

Interaction & Observation

- Discuss the children's plans and whether or not they needed to make changes. They explain why.
- Have children describe the materials they used to create the habitats.

Materials

- Tub of a variety of plastic animals
- Small sticks
- Rocks
- Shells
- Soil
- Leaves

Math Center

Math

Sorts objects by physical attributes

Science

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

Activity — Children sort and group animals into sets according to various physical attributes, then they mix them and sort again by different attributes (such as size, fur or no fur, color, number of legs, farm and wild).

Interaction & Observation

- Have the children explain how they sorted the animals and describe what the animals in each group have in common.

Materials

- Picture Cards: *ants, bear, cat, cow, dog, elephant, horse, kitten, lamb, lion, monkey, pig, puppies, rabbit, raccoon, sheep, snake, tiger, turtle, wolf*



Gathering

Continue the Gathering Routine. Each day this week and next, choose a few children to display their name cards while classmates identify the letters.

| Materials |
|--|
| <input type="checkbox"/> Attendance, Weather, and Calendar Routine materials |

Morning Meeting

Warm Up Your Brain

Play "Over Your Shoulder." Children follow your directions:

- Put your left hand on your right shoulder.
- Turn your head slowly to the right and look over your shoulder.
- Count to fifteen.
- Put your right hand on your left shoulder.
- Turn your head slowly to the left.
- Count to twenty.
- Cross both arms and touch your opposite shoulders.
- Lift your chin up.
- Count to thirty.
- Clap, clap, clap!

| Materials |
|---------------------------------|
| <input type="checkbox"/> Dragon |

Alphabet Knowledge

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

Gross Motor Skills

Combines a sequence of large motor skills

Math

Counts in sequence

Speaking & Listening

Follows simple and multiple-step directions

I grew up in a forest where wild animals live. Can we learn about wild animals?
Your pal,
Gingerbread Boy

Wild Animals

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy would like to learn about wild animals. Wild animals aren't pets and they don't live on farms. That means they have to take care of themselves and find their own food, water, and places to live.**

Indicate the Animal Poster. Ask: **Who can find an animal that doesn't live on a farm and isn't anyone's pet?** (Volunteers respond.) **Right, a bear is a wild animal.**

Say: **Gingerbread Boy said he grew up in a forest. A forest has lots of trees and is home for many wild animals. Let's pretend we are going on a walk in a forest! Get your camera ready. We'll take imaginary photos along the way.**

Play *Sing-Along* Volume 2 Track 14, "Going on a Forest Walk." The children repeat each line after it is spoken.

Indicate the chart paper labeled "Wild Animals." Ask: **What things do you see in a forest?** (Volunteers respond.) **Yes, in a forest you see plants, grass, many kinds of trees, streams and rivers. The forest is home to many different wild animals. Let's make a list of some animals that live in the wild.** Volunteers name animals they think live in the wild. The class determines if the responses are correct. Write correct responses on the chart paper.

| Materials |
|--|
| <input type="checkbox"/> Animal Poster |
| <input type="checkbox"/> Prepared chart paper |
| <input type="checkbox"/> Marker |
| <input type="checkbox"/> <i>Starfall Sing-Along</i> Volume 2 |



Reading

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

Science

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

Notices similarities and differences among various living things

Writing

Contributes to a shared writing experience or topic of interest

Save the Wild Animals list. You will use it again on Days 2, 4, and 5.

Approaches to Learning

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

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

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Phonological Awareness

Recognizes and identifies beginning sounds in words

Isolates and pronounces the initial sounds in words



LEARNING CENTERS

See Learning Centers for Week 16, pages 398–400. After cleanup, the children share how they solved problems when things didn't go as planned, such as habitats caving in, or animals not fitting inside.

Circle Time

Phonological Awareness/Phonics: Words in a Sentence

Say: **Listen to this sentence. I want to go to the forest.** (Children repeat the sentence.) **Listen again. I want to go to the forest.** Ask: **How many words are in this sentence?** (Volunteers respond.) **Let's check.** Select a child to represent each word in the sentence. Stand behind each child as you say the sentence, then count the number of words (and children). Point out that the spaces between the children are like the spaces we leave between words when we write them.

Ask volunteers to make up sentences and repeat the process.

Materials

None

Introduce /f/

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

Display the *farm, feet, feather, and fingers* Picture Cards.

Indicate the *feather* Picture Card and say: **Here is a picture of a feather.** (Children repeat, *feather*.) **Feather begins with /f/. Say /f/.**

- **Farm begins with /f/.** (Children repeat, *farm*.)
Say /f/, farm.
- **Feet begins with /f/.** (Children repeat, *feet*.)
Say /f/, feet.
- **Say, fingers. What sound do you hear at the beginning of fingers?** (/f/)

Say: **Listen to these two words and say which one begins with /f/, feather, monkey.** (Children respond, *feather*.) **Right, feather begins with /f/.** (Children repeat, /f/.) **Listen again. Which one begins with /f/, pet or farm?** (Children respond, *farm*.) **What do you notice about these words, farm, forest, finger, fish?** (They all begin with /f/.)

Grandmother says: **I have something for each of you.** (Distribute a feather to each child.) **What do you have in your hand?** (Children respond.) **Let's use our feathers for a listening game. Hold your feather tightly. Now gently blow on your feather.** (Children do this.) **Listen to these words. If you hear /f/ at the beginning, blow on your feather. If the word doesn't begin with /f/, put your feather in your lap. Ready?** Use *fish, monkey, ball, five, forest, pig, and fun*. Collect the feathers for later use.

Materials

- Grandmother
- Picture Cards: *fan, farm, farmer, feather, feet, fingers, fish, fox, frog, lamp, monkey, pan, rain, sun*
- A feather for each child
- Pocket chart

Feathers

*Birds are the only animals that have me on their bodies.
I am part of a bird's wing.
I am soft.
My name begins with /f/.
What am I?*

Place the *fan, farmer, fish, fox, frog, lamp, monkey, pan, rain,* and *sun* Picture Cards in the pocket chart in random order, face up, and identify each card. Children locate pictures that begin with /f/.

Encourage children to listen for /f/ today!



Observe & Modify

If children have difficulty distinguishing between /f/ and /v/, one way to assist them is to have them place their fingers on their throats and produce /f/. They should feel nothing. Repeat for /v/. They should feel a vibration in their throats. Tell the children their motors are running for /v/. Their motors are turned off for /f/.

Story Time

Read *The Gingerbread Boy*

Gingerbread Boy whispers it might be a good idea to read his book again since the setting is a forest!

Indicate and picture-walk through *The Gingerbread Boy*. Children identify and discuss forest elements and animals. Children take turns indicating where illustrations are and where words are.

Read *The Gingerbread Boy*. Pause several times as you read for children to discuss whether the illustrations match the text.

Display the Sequence Cards in random order in a pocket chart. Volunteers order the Sequence Cards as the class reviews the story order of events.

Say: **I wonder what happened next. Let's pretend the old woman decided to take Gingerbread Boy for a walk through the forest. Would Gingerbread Boy get into trouble this time? Why not? What new animals might the old woman and Gingerbread Boy see on their forest walk?**

Indicate the chart paper and read the sentence stem, "He will see a _____."

Ask: **What is missing?** (the end of the sentence) Rewrite the sentence stem as volunteers name forest animals. Read the completed sentences.

Materials

- The Gingerbread Boy* as told by Brandi Chase
- The Gingerbread Boy* Sequence Cards
- Pocket chart
- Gingerbread Boy
- Prepared chart paper
- Marker



Reading

Makes inferences

Recalls information from stories

Identifies sequence of events

Describes the relationship between illustrations and text

Science

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

Writing

Contributes to a shared writing experience or topic of interest

Math

Combines and separates sets of objects to create new sets

Counts in sequence

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

Science

Notices similarities and differences among various living things

Vocabulary

Understands and uses describing words

Small Group & Exploration

Make Animal Sets

Indicate the animal Picture Cards and identify each as you place them side-by-side in a pocket chart. Count the animals with the children. Say: **There are ten animals in this group, or set.** Indicate the *three* Number Card. Ask: **Who can make a set of three animals?** A volunteer places three Picture Cards next to the Number Card. Together the class counts the Picture Cards to verify.

Return the Picture Cards to the pocket chart. Repeat the procedure above, giving directions using comparing or describing words. The children create sets according to your instructions, count the number of animals in each set, then match that number to the corresponding Number Card. Examples:

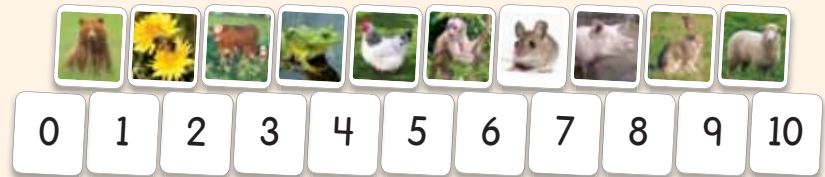
- **Make a set of less than five animals.**
- **Make a set of more than five animals.**
- **Make a set of animals that can fly.**
- **Make a set of animals that can talk.**

Ask: **Are animals living or nonliving? How do you know?**

Discuss characteristics of living things, how the animals are the same, and how they are different.

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Number Cards: 0-10 |
| <input type="checkbox"/> | Picture Cards: bear, bee, cow, frog, hen, monkey, mouse, pig, rabbit, sheep |
| <input type="checkbox"/> | Pocket chart |



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Children play "I Spy."

Choose 3 volunteers. Say: **Look around the classroom and try to find a number. When I say "Go" walk to your number and stand close to where you see it. Everyone else will close their eyes until I say to open them.**

Continue: **Everyone close your eyes. Number finders, go!**

The volunteers stand near the numbers they spied. Say: **Class, open your eyes.** Volunteers take turns to identify their numbers. They choose the next volunteer and play continues.

Materials

- Dragon

Math

Recognizes numbers in the environment

I love forest animals. Have you ever wondered what it would be like to live in the forest?

Love,

Gingerbread Boy

Compare and Contrast Habitats

Place the Set 1 Picture Cards (*bed, car, coat, house, kitchen, lamp, and refrigerator*) into a bag or basket.

Read and discuss Gingerbread Boy's message.

Ask: **What do you think it would be like to live in the forest?** (Volunteers respond.) **Living in the forest is very different from living at home. Let's look at some things we wouldn't have if we lived in the forest.**

Indicate the basket (or bag) of Set 1 Picture Cards. A volunteer draws a Picture Card and places it in a pocket chart. Discuss how each item helps create a comfortable environment in which to live.

Indicate the Wild Animals list from Day 1. Say: **Let's read this list together.** (Do this.) **Could a wild animal live in your house? Why not? What do animals need to live?** (food, water, shelter, space) **The place animals live is called their habitat.** (Children repeat, *habitat*.)

Indicate the Set 2 Picture Cards (*fruit, garden, nest, plant, seed, tree, vegetables, vine, web*). Say: **Let's look at some of the things wild animals need in order to feel comfortable in their habitats.** One by one, volunteers select a Picture Card to place in the pocket chart. Discuss how each item helps create a comfortable environment for wild animals.

Compare and contrast what wild animals and people need in order to live comfortably in their environments.

Materials

- Picture Cards (Set 1): *bed, car, coat, house, kitchen, lamp, refrigerator*
- Picture Cards (Set 2): *fruit, garden, nest, plant, seed, tree, vegetables, vine, web*
- Picture of a river, pond, or stream
- Bag or basket
- Pocket chart
- Wild Animals list from Day 1
- Pointer

Approaches to Learning

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

Science

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

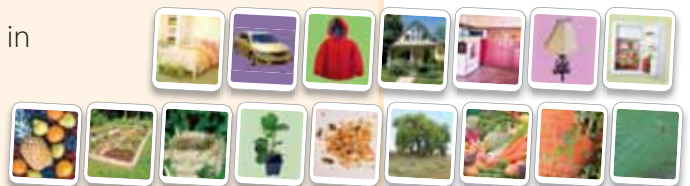
Describes characteristics in the appearance, behavior, and habitats of animals

Social Studies

Recognizes the difference between wants and needs

Vocabulary

Discusses words and word meanings



Approaches to Learning

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

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

Phonological Awareness

Separates compound words

Phonics & Word Recognition

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

Print Concepts

Recognizes relationship between illustrations and text

Ff

LEARNING CENTERS

See Learning Centers for Week 16, pages 398-400. After cleanup, the children gather to share how they solved problems when things didn't go as planned.

Circle Time**Phonological Awareness: Compound Words**

Display the Picture Card *firefighter* in the pocket chart. Children identify the picture. Say: **This is a firefighter. If we take away the word fire, what word is left?** (fighter)

Repeat for *football*, *ladybug*, *pancake*, and *rainbow*.

Materials

- Picture Card: *firefighter*
- Pocket chart

**Introduce Ff**

Indicate the *Ff* Letter Card.

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

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

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

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

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

Grandmother reminds children to bring items, (or pictures of items), from home that begin with /f/.

Materials

- Grandmother
- Letter Card *Ff*
- Star

Story Time

Teacher's Literature Choice: The Forest

Indicate a favorite informational book about the forest.

Introduce the author and illustrator/photographer and the children discuss their roles. Picture-walk as children notice and describe details about the animals and their habitats. Read the book pausing briefly to discuss new vocabulary as it is introduced. Ask questions that highlight information gained from the book and encourage the children to incorporate new vocabulary in their responses.

If time permits, research animal habitats using child-friendly websites.

Materials

- Teacher's choice of book about the forest

Reading

Makes connections between pieces of essential information in a text

Technology

Uses technology for research with teacher's support

Vocabulary

Understands and uses describing words

Discusses words and word meanings

Uses illustrations and context to determine word meaning

Small Group & Exploration

Animals In Their Habitats

Indicate the selection of books and picture-walk through a few of them to highlight illustrations. Using the information they have learned, each child chooses an animal and illustrates the animal in the appropriate habitat.

The children use kid writing to write sentences about their illustrations. Use adult writing to write the sentences beneath the children's attempts.

Materials

- Selection of books with illustrations of forests and/or jungles
- Wild Animals list from Day 1
- Writing & Observation Journals
- Pencils, crayons, markers

Approaches to Learning

Reflects on what has been learned

Language Development

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

Reading

Recalls information from stories

Writing

Explores letter-sound associations while writing



Observe & Modify

Ask children who are ready to add detail by writing an additional sentence.

Morning Meeting

Materials

- Dragon

Gross Motor Skills

Moves with balance and control

Demonstrates strength and coordination of large muscles

Frogs can be pets or live in the wild. I wonder what they do all day.

Your friend,
Gingerbread Boy

Warm Up Your Brain

Play "Gorilla Walk." Say: **Squat with your knees open and your hands on the ground between your feet to keep your balance.** (Demonstrate) **Raise up a bit and rest your elbows on your thighs. Straighten out your legs and swing your arms to the right, and then to the left.** (Repeat several times.)

Say: **This time swing your arms crisscross in front of your body.** (Repeat several times.)

Estimate Frog Hops

Read and discuss Gingerbread Boy's message.

Mark the floor with masking tape to indicate a starting line and a finish line, leaving some distance between.

Indicate the masking tape and say: **Let's pretend we are frogs in the forest. We will hop from the start to the finish line. How many hops do you think it will take to get there?**

The children write their names on the chart paper and estimate how many jumps it will take to get from start to finish. Assist them as needed to write their estimates.

After they have all recorded their estimates, the children take turns to hop individually. Count their hops together and record them on the chart paper. Briefly compare each child's estimate and actual hops and discuss the results.

Materials

- Masking tape
- Prepared chart paper graph
- Markers, pencils

Math

Uses charts and graphs to collect and analyze data

Uses numbers to predict, estimate, and make realistic guesses

Writing

Writes own name

Approaches to Learning

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

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

LEARNING CENTERS

See Learning Centers for Week 16, pages 398-400. After cleanup, the children gather to share how they solved problems when things didn't go as planned.

Circle Time

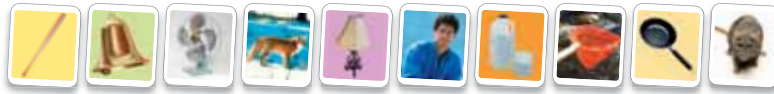
Phonological Awareness: Blend Phonemes

Indicate each Picture Card individually and place them in a pocket chart.

Say: **Listen to these sounds, /b/ /a/ /t/. Now you say them.** (Children repeat, /b/ /a/ /t/.) **When we blend /b/ /a/ /t/ together, it forms the word bat. Say /b/ /a/ /t/, bat.** (Children repeat, /b/, /a/, /t/, bat.) **Who can find the picture of a bat?** A volunteer does this.

Here's another one, /p/ /a/ /n/. Who can find a picture of the /p/ /a/ /n/? (A volunteer does this.) **Right, /p/ /a/ /n/ is pan.**

Repeat for the remaining Picture Cards, emphasizing the individual sounds in each. Overemphasize the four sounds in *milk* and *lamp*.



Materials

- Picture Cards: *bat, bell, fan, fox, lamp, man, milk, net, pan, rat*
- Pocket chart
- Dragon

Phonological Awareness

Blends phonemes into words

List Ff Words, ASL Ff

Sing "Put Your Fingers in the Air."

Ask: **What sound do you hear at the beginning of fingers? Right, /f/.**

Children describe pictures or items they brought that begin with /f/.

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

Indicate the chart paper.

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

Start with children's names that begin with *Ff*, then accept suggestions. Children circle *Ff* in their words.

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

Grandmother says: **Could we sing a song to remember /f/?**

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

Materials

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

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Phonological Awareness

Isolates and pronounces the initial sounds in words

Print Concepts

Connects oral language and print

Put Your Fingers in the Air

(Melody: If You're Happy and You Know It)

*Put your fingers in the air and give a clap (clap, clap)
Put your fingers in the air and give a clap (clap, clap)
Put your fingers in the air and wiggle them up there
Put your fingers in the air and give a clap, in your lap!*

Where Is /f/?

(Melody: "Where Is Thumbkin?")

*Where is /f/? Where is /f/?
Here I am. Here I am.
/f/ in feather, /f/ in fingers
/f/ /f/ /f/, Ff, Ff, Ff*



Ff

Story Time

Math

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

Reading

Identifies role of author and illustrator

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

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

Comprehends increasingly complex and varied vocabulary

Introduce *Over in the Meadow*

Indicate *Over in the Meadow*.

The children identify the front cover. Say: **The title of this book is *Over in the Meadow*. It is a rhyming book written by a famous author, Olive A. Wadsworth. The illustrations, or pictures, were created by Faith Gowan.**



Ask: **What word could we use if we wanted to change the word *over* to another positional word?** Assist the children to substitute positional words such as *under*, *above*, *behind*, *in*, *in front of*, and *near*.

Continue: **A meadow is a habitat for small wild animals. Say meadow.** (Children repeat, *meadow*.) **A meadow is a large grassy area with trees. Who can use the word meadow in a sentence?** (Volunteers respond.)

Picture-walk through the book, pausing after each page for children to identify the animals and describe the habitats. They chime in during repeated phrases.

Materials

- A smock or paint apron (old shirt) for each child
- Rectangular baking pan with brown tempera paint
- Pan of water and soap
- Paper towels
- Large white bulletin board paper or individual 12"x18" sheets of
- White construction paper

Small Group & Exploration

Make Hand-Print Trees

Say: **One thing many animal habitats have is trees.**

Discuss reasons why trees are an important part of animal habitats.

Continue: **Let's create a wild animal habitat in our classroom.**

Assist the children as they put on paint aprons and take turns carefully placing one arm and hand into the paint, then making prints of their arms and hands on white paper to create tree shapes. They then wash and dry their arms and hands.

As they are working, engage the children in a discussion about characteristics of animals that live in and around trees.

After the paint dries, the children draw, color, and cut out leaves to add to their trees.



Creative Arts

Creates original work
Experiments with a variety of art materials

Fine Motor Skills

Demonstrates hand-eye coordination

Science

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

Social/Emotional Development

Demonstrates self-help skills

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

The children spread out and play a quick game in which they take a set number of steps backward and forward according to your directions.

Materials

-
- Dragon

Gross Motor Skills

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

Social/Emotional Development

Follows simple rules, routines, and directions

Vocabulary

Begins to recognize opposites of familiar words

There are many animals in the forest. What's your favorite wild animal?

Your pal,
Gingerbread Boy

Math

Recognizes and names numerals

Understands addition as adding to

Understands and uses ordinal numbers



Count Wild Animals

Read and discuss Gingerbread Boy's message.

Indicate and review the Wild Animals list. Say: **Which animal is larger, a monkey or an elephant?** (Volunteers respond.) Ask: **Who can guess what the largest animal that lives on land is?** (Volunteers respond.) **Yes, elephants are the largest animals that live on land.**

Indicate Number Cards 1-5 and children identify them. Distribute a Number Card to each of five volunteers. Say: **Let's sing a funny song about one of Gingerbread Boy's favorite animals, the elephant. You pretend to be the five elephants in the song. When you hear your number, come join the other elephants. Who is the first elephant?** (Volunteer number one comes forward.) **Yes, number one comes first.**

Play *Sing-Along* Volume 2 Track 29, "One Little Elephant Went Out to Play." Children with Number Cards enter the song at the appropriate times.

Say: **Gingerbread Boy's other favorite animals are bears!**

One volunteer comes forward. Say: **You are a bear and you are all alone. You wonder what you can do.** (The child chooses another volunteer.) **How many bears are there now?** (Volunteers respond.) **The bears are going to climb a tree.** (The two children pretend to climb a tree.)

The second child chooses a third volunteer. Say: **How many bears are there now?** (Volunteers respond.) **These three bears are going to eat an apple core!**

The third child chooses a fourth volunteer. Say: **How many bears are playing together now? These four bears are going to eat honey!**

The fourth child chooses a fifth volunteer. Say: **Let's count how many bears there are all together.**

Say: **Gingerbread Boy has a song about these five little bears.**

Play *Sing-Along* Volume 1 Track 8, "Five Little Bears." The children perform the actions together. Select five volunteers and repeat the song.

Materials

-
- Wild Animals List from Day 1
-
-
- Starfall Sing-Along*
- Volume 2
-
-
- Number Cards: 1-5

One Little Elephant Went

Out to Play

*One elephant went out to play
Upon a spider's web one day;
She had such enormous fun,
She asked another elephant to come!*

Two elephants went out to play...

Three elephants went out to play...

Four elephants went out to play...

Five elephants went out to play...

Five Little Bears

*One little bear
Wondering what to do
Along came another
Then there were two!*

*Two little bears
Climbing up a tree
Along came another
then there were three!*

*Three little bears
Ate an apple core
Along came another
Then there were four!*

*Four little honey bears
Found honey in a hive
Along came another
And then there were five!*

Approaches to Learning

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

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

Phonological Awareness

Blends syllables in spoken words

Phonological Awareness

Recognizes/identifies beginning and ending sounds in words

**LEARNING CENTERS**

See Learning Centers for Week 16, pages 398–400. After cleanup, the children gather to share how they solved problems when things didn't go as planned.

Circle Time**Phonological Awareness: Syllables in Words**

Say: **Listen to these word parts, *finger*. Let's put the word parts together to form a word, *finger*. This time, let's clap for the parts. Ready? *fin-ger*** (clap, clap) Children say, *finger*. Repeat with *Friday* and *flower*.

Materials

None

Introduce Final /f/

Indicate the list of *Ff* words.

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

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

Grandmother says: **I would like to hear the rhyme about fish again. I heard some words that begin with /f/.**

Place the 4 and 5 Number Cards with the *fish* and *fingers* Picture Cards in a pocket chart. Say: **Look at these pictures, *four, five, fish, fingers*. They all begin with /f/.** Indicate *Nursery Rhymes* page 34, "One, Two, Three, Four, Five." Read the rhyme. Children stand when they hear *four, five, fish, and fingers*.

Ask: **Did you know /f/ can be at the beginning of a word OR at the end of a word? Listen for /f/ in this word, *calf*.** (Emphasize /f/ at the end.) **Now you say it.** (Children repeat, *calf*.) **Where do you hear /f/ in *calf*?** (the end) **Say, *calf*.**

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

Say: **Listen to these words. If you hear /f/ at the end, gently clap your partner's hands.** Overemphasize /f/ in the following words: *ham, puff, take, off, on, half*.

Materials

- Grandmother
- List of *Ff* words from Day 3
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Number Cards: 4 and 5
- Picture Cards: *fingers, fish*
- Pocket chart

Story Time

Sequence *Over in the Meadow*

Partner the children. Identify and distribute *Over in the Meadow* Sequence Cards to each pair.

Place the 1-10 Number Cards vertically in a pocket chart.

Say: **I will read *Over in the Meadow*. When you hear the name of the animal on the card you are holding, bring it to the pocket chart.** The pair of children with the first animal places its card under the *one* Number Card. The second group places its card under *two*, and so on.

After the story is sequenced, indicate the *one* Number Card and ask: **What is the toad doing?** (Volunteers respond.) **Right, the toad is winking. Everyone give the toad a big wink back!**

Repeat for each animal with the partners indicating the number, name of the animal, and action, with assistance from classmates if necessary. The children imitate the actions.

Choose two of the Sequence Cards and ask: **How are these living things alike? How are they different?** (Discuss) Repeat for several pairs of cards.

Materials

- Number Cards 1-10
- Over in the Meadow*
by Olive A. Wadsworth
- Over in the Meadow*
Sequence Cards
- Pocket chart

Math

Recognizes and names numerals

Understands and uses ordinal numbers

Reading

Identifies sequence of events

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

Science

Notices similarities and differences among various living things



Small Group & Exploration

Count Animal Sets

Indicate the Sequence Card that pictures fish.

Say: **Here is a mother fish and her baby fish. Let's pretend your cubes are the baby fish! How many cubes would you need to show many baby fish there are?** (Children respond.) **Right, two. Make a set of two fish with your cubes.** Repeat for each Sequence Card.

Place two Sequence Cards that equal a number less than ten together. (Example: three bluebirds and five bees)

Say: **There are three baby bluebirds** (The children place three cubes in front of them.) **and five baby bees.** (The children place five additional cubes in front of them.) **If there are three bluebirds and five bees, how many animals are there all together?** Demonstrate how to add the two sets together. Repeat for other combinations.

Materials

- Over in the Meadow*
Sequence Cards
- Ten connect cubes or blocks
per child

Math

Combines sets of objects to create new sets

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

Uses concrete objects to solve problems

Understands addition as adding to

Morning Meeting

Creative Arts

Expresses concepts, ideas or feelings through movement

I loved learning about animals that live in the wild. Which animal is your favorite?
Love,
Gingerbread Boy

Math

Sorts objects by physical attributes

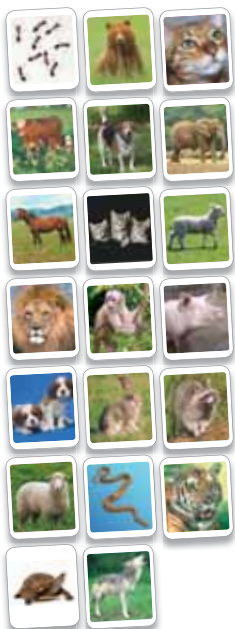
Science

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

Notices similarities and differences among various living things

Speaking & Listening

Participates in group discussions



Warm Up Your Brain

Play "Freeze-a-Roo." Name one of the following motions for children to perform as you play your choice of music. When the music stops, children freeze in place.

Say: **Pretend you are:**

- an elephant
- a monkey swinging from branches
- a frog hopping from lily pad to lily pad
- a bear waking up after a long nap

Materials

- Teacher's music choice for "Freeze-a-Roo"
- Dragon

Review Pets, Farm Animals, and Wild Animals

Read and discuss Gingerbread Boy's message.

Place the *pets*, *farm*, and *wild* Word Cards in the top row of a pocket chart as column headings.

Say: **We have talked about three different groups of animals, pets, farm animals, and wild animals. Let's use what we know about these animals to classify or sort them.**

Distribute the Picture Cards.

Say: **Look at your Picture Card and think about which group your animal fits best.**

Choose volunteers to show and identify their animal cards, determine which category it belongs to, and explain why. Some animals can fit into more than one category.

Continue: **The animals are grouped into three categories: pets, farm animals, and wild animals. Which animals could belong to more than one category or group? (Volunteers respond.) We can categorize or sort these animals in different ways. Instead of three sets, let's sort them into two. One set will be small animals and the other will be large animals.** Designate two areas where children will stand to represent small animals and large animals.

Volunteers choose animals from the list and tell if they are small or large, then stand in the appropriate group. When all of the children are standing, discuss whether there are more small or more large animals.

Materials

- Picture Cards: *ants, bear, cat, cow, dog, elephant, horse, kitten, lamb, lion, monkey, pig, puppies, rabbit, raccoon, sheep, snake, tiger, turtle, wolf*
- Word Cards: *farm, pets, wild*
- Marker
- Pocket chart

LEARNING CENTERS

See Learning Centers for Week 16, pages 398–400. After cleanup, the children gather to share how they solved problems when things didn't go as planned.

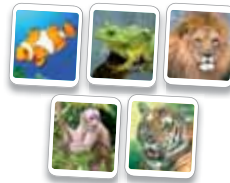
Circle Time

Phonological Awareness: Isolating Beginning Sounds

Say: **Let's play "Guess That Animal!"** (Display the *fish*, *frog*, *lion*, *monkey*, and *tiger* Picture Cards in a pocket chart and identify each.) **I'll say the name of one of these animals, but I will leave off the beginning sound. You name the animal. Ready? ion** (Children repeat, *ion*.) **Is ion the name of an animal? What's missing? Right, the first sound /l/, lion. Let's try some more.** Repeat for *rog* (frog), *ish* (fish), *iger* (tiger) and *onkey* (monkey).

Materials

- Picture Cards: *fish*, *frog*, *lion*, *monkey*, *tiger*
- Pocket chart



Approaches to Learning

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

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

Phonological Awareness

Isolates and pronounces the initial sounds in words

Initial and Final /f/

Say: **Listen to these words, elf/self.** (Children repeat, *elf/self*.) **What do you notice?** Children should recognize the words rhyme and end with /f/. **How about beef/leaf?** (Children repeat, *beef/leaf*.) **What do you notice?** (They rhyme and end with /f/.)

Indicate the feather, fork, flag, flashlight, or Picture Cards.

Grandmother says: **Look closely at these items that begin with /f/. Your teacher will take one away. You tell what is missing. Ready? Close your eyes!** Remove one of the items and children determine what is missing. Repeat with other items.

Sing "Where Is /f/?"

Materials

- Grandmother
- Picture Cards or additional initial /f/ items such as a feather, fork, flag, or flashlight

Phonological Awareness

Discriminates rhyming words

Recognizes/identifies beginning and ending sounds in words

Where Is /f/?

(Melody: "Where Is Thumbkin?")

Where is /f/? Where is /f/?

Here I am. Here I am.

/f/ in feather, /f/ in fingers

/f/ /f/ /f/, Ff, Ff, Ff

Story Time

Reading

Engages in group reading activities with purpose and understanding

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

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

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

Comprehends increasingly complex and varied vocabulary

Approaches to Learning

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

Math

Uses numbers to predict, estimate, and make realistic guesses

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

Materials

- Teacher's two choices of books about wild animals

Teacher's Literature Choice: Wild Animals

Indicate both of your choices of books about wild animals.

Read each book, pausing to briefly discuss new vocabulary as it is introduced and to allow the children to ask questions.

Say: **We have read two books about wild animals. Let's compare the two books. When we compare we find things that are the same. What was the same about both of the books?** (Volunteers respond.)

Continue: **Now let's contrast the two books. When we contrast we look for things that are different. What was different about the two books?** (Volunteers respond.)

Allow volunteers to share which book they enjoyed more and explain their choices.

Small Group Math

Estimation

Place 5 manipulatives into the jar and hide it. Say: **Today let's play an estimation game and be smart guessers! Who knows what it means to estimate?** (Volunteers respond.) **Right, when we estimate we make a smart guess about an answer. Let's try it! I will quickly show you a jar with objects in it, then I will hide it. You will make a smart guess about how many objects are in the jar. Ready?**

Show the jar for 2 seconds, then hide it. Ask: **How many objects do you think are in the jar?** Each child answers and explains his or her choice.

Reveal the jar and ask: **How can we tell for sure how many objects are in the jar? Right, we can count.** Count the objects together and compare the estimations with the actual count.

The children close their eyes as you put 10 objects into the jar. Say: **When I tell you to open your eyes, look quickly at the jar so you can make a smart guess.** (Do this.) Ask: **Do you think there are more objects than the first time or less objects? What is your smart guess?** Each child answers and explains his or her choice.

Repeat with different numbers of objects as time allows.

Materials

- 15 manipulatives of different sizes (Example: 5 cubes, 3 crayons, 4 erasers, 3 chips)
- One large, clear jar

Week 17: Animals in the Air and Sea

This week you will teach the children about animals that can fly and those that live in water. They will learn that many of the animals that live in water are not fish. The children will also:

- learn /d/ and short o and identify initial /d/ and /o/ and final /d/ words
- identify the numerals one through nine and determine which is the higher and which is the lower numeral in a pair
- classify animals
- compare and contrast dolphins and whales
- discuss possible lessons that could be learned through a story
- project appropriate emotions for a variety of situations
- predict whether objects will sink or float and verify their predictions

Dd



Oo



Starfall Books & Other Media

Dolphins Are Not Fish! by Stephen Schutz

Humpback Whales by Stephen Schutz

The Ugly Duckling as told by Brandi Chase

Fairy Tales Read-Along Audio CD

The Ugly Duckling Sequence Cards

ABC for Gingerbread Boy and Me by Starfall

Emotion Cards

Emotions Poster

American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volume 2

Preparation

Include available bird and marine life puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Prepare a sheet of chart paper with the headings “Birds that fly” and “Birds that don’t fly” and draw a vertical line down the center to create two columns. You will also need a collection of books and/or magazines that feature birds.

Day Two

Small Group — Have the list of birds from Day 1 available.

Day Three

Morning Meeting — Prepare a colorful crepe paper streamer for each child.

Small Group — You will need eight crepe paper or construction paper strips and half of a paper plate for each child.

Day Four

Morning Meeting — Paint a large piece of mural paper blue, or have blue bulletin board paper available. Place double-sided tape on the back of the designated Picture Cards prior to this activity.

Prepare a sentence strip that reads, *My favorite ocean animal is (blank) because (blank).*

Small Group — You will need a tub of water and several items such as a sponge, cork, wooden block, toy car, crayon, scissors, large paper clip and plastic straw, as well as two containers labeled “sink” and “float.”

Day Five

Morning Meeting — **Optional:** Have a small watermelon available.

Story Time — Select a favorite informational book about caring for the ocean to share.

Small Group — Have the list of birds created on Day 1, books about birds, and bird illustrations available.

Did you know that birds can be pets, live on farms, and live in the wild?

Your pal,
Gingerbread Boy

Day 2

Have you ever wanted to fly like a bird? I was surprised to see a flock of birds flying all together the other day.

Love,
Gingerbread Boy

Day 3

Do you like to go to the beach and swim in the ocean? The beach is one of my favorite places.

Your friend,
Gingerbread Boy

Day 4

Have you ever wished you could spend a day in the ocean? That would be fun!

Your pal,
Gingerbread Boy

Day 5

Have you ever seen watermelons growing down by the bay? I did once!

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

Classify birds

Vocabulary: penguin, ostrich, duck, swan, goose, owl

"Here We Go Round the Mulberry Bush"

Gingerbread Boy's Message

Emotion Cards

"Once I Saw a Little Bird"

Vocabulary: surprised, excited, curious, embarrassed, disappointed, lonely, proud

LEARNING CENTERS

Circle Time

Phonological Awareness:
Compound words

Introduce and listen for /d/

"Duck" riddle

"Diddle, Diddle, Dumpling"

Phonological Awareness:
Isolating /b/

Introduce Dd

ABC for Gingerbread Boy and Me

List initial /d/ words



Story Time

The Ugly Duckling

"Six Little Ducks"

Cover and pages of a book



Vocabulary: wetlands, reeds, rushes

Sequence *The Ugly Duckling*

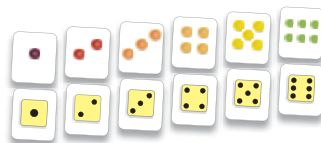


Small Group & Exploration

Dice Cards: 1-6

Button Cards: 1-6

"High or Low"



Write and illustrate sentences about being birds

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message
Introduce Ocean Animals
"Oceans"

Vocabulary: ocean

Gingerbread Boy's Message
Ocean Mural
Favorite ocean animals

Gingerbread Boy's Message
"Down by the Bay"
Rhyming words

Vocabulary: bay

LEARNING CENTERS

Phonological Awareness:
Blending onset and rime
Introduce short o
"Octopus" riddle

Vocabulary: octopus

Phonological Awareness:
Syllables
ABC for Gingerbread Boy and Me
Introduce Oo

List initial
/o/ words



Phonological Awareness:
Words in a Sentence
"Where Is /d/?"
Introduce final /d/

"Where Is /o/?"

Dolphins Are Not Fish!

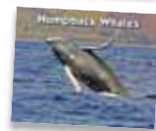


Discuss photographs/nonfiction

Dolphins Are Not Fish!

Humpback Whales

Compare/contrast
dolphins and
whales



Teacher's Literature Choice:
The Ocean

"Octopus" riddle

Create octopi

Vocabulary:
half



Predict and verify if items will
sink or float

Introduce "Find the Clover"

WEEK 17

LEARNING CENTERS

Math

Sorts two- and/or three-dimensional shapes

Technology

Uses technology independently to explore concepts and gain information

Enjoys electronic forms of storybooks and informational texts

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

Computer Center

Activity — Children enjoy *Numbers: 0-9*, *Talking Library: "Over in the Meadow"* and also review /m/ and /f/, and reinforce /d/ at ABCs: M, F, and D.

They may also review *Geometry & Measurement: "2D/3D Shapes."*

Interaction & Observation

- Be sure the Computer Center is tailored to your children's needs and comfort. Children's legs should be positioned comfortably, with their feet flat on the floor. Align the tops of the monitors with the foreheads of the children, who should be seated about two feet away. Position the monitors to minimize glare and reflections, making sure windows or other light sources are not directly visible.
- Observe whether the children are able to open and close windows and use the "back" button.

Materials

- Computers set up to access Starfall.com
- Headsets

Creative Arts

Shows care and persistence in a variety of art projects

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

Writing

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

Independently writes some letters and words

Art Center

Activity — Each child chooses his or her favorite fairy tale presented thus far, and illustrates it on the top half of the paper.

Children dictate sentences about their illustrations for you to write on the bottom half. Leave room under the dictations so the children can copy their sentences. Write the names of the fairy tales at the top of the pages, or children copy the titles from the fairy tale books.

Compile the illustrations into a class fairy tale book.

Optional Activity: After *The Ugly Duckling* is introduced, place the book near the Art Center as a reference, and give the children feathers to use as brushes. The children paint pictures of the ugly duckling or other birds. Display the paintings in the classroom.

Interaction & Observation

- Illustrating books that are read aloud in class provides children with an additional way to retell stories and express their feelings through art. As they illustrate, they incorporate their own concepts into the personalities of the characters.
- By allowing children to retell, illustrate, and dramatize fairy tales or read-alouds you enable them to make active connections between the spoken word and written words and their meanings.

Materials

- One 9"x12" sheet of Manila paper folded in half for each child
 - Pencils, crayons, markers
- Optional:**
- The Ugly Duckling* as told by Brandi Chase
 - Tempera paint
 - Feathers from Week 16
 - Art paper

Library Center

Preparation — Book suggestions include:

- *Make Way for Ducklings* by Robert McCloskey
- *The Story of Ping* by Marjorie Flack

Add books written in languages other than English when possible.

Activity — Children read and listen to *The Ugly Duckling* and other duck-related books of your choice.

Interaction & Observation

- Remember, the focus of the Library Center isn't to teach children to read, but rather to instill an appreciation of the printed word and the pleasure of telling the story by following the colorful illustrations.
- Listen attentively when children pretend to read aloud. Ask open-ended questions to encourage dialogue and to help the children relate books to their own experiences.

Materials

- The Ugly Duckling* as told by Brandi Chase
- Fairy Tales Read-Along CD*
- Books about ducks

Language Development

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

Reading

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

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

Dramatic Play Center

Preparation — Turn the Dramatic Play Center into Fairy Tale Land by providing dress-up clothing, props and other materials (crowns, a golden ball, stones, fancy slippers, scarves, and bowls for porridge).

Designate an area of the center to be used as a stage.

Activity — Children create and organize their own dramatizations of their favorite stories.

Interaction & Observation

- Participate in the dramatization of the fairy tales as needed, and invite others to participate as the audience and demonstrate appropriate audience skills.
- Encourage children to use literacy materials in their dramatic play (books, magazines, paper to make theater tickets).

Materials

- The Gingerbread Boy, Stone Soup, The Cobbler and the Elves, and The Frog Prince* as told by Brandi Chase
- Goldilocks and the Three Bears* as told by Marc Buchanan
- Dress-up clothing

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Demonstrates appropriate audience skills

Fine Motor Skills

Demonstrates hand-eye coordination

Science

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

Social/Emotional Development

Works with others to solve problems

Construction Center

Activity — Children plan and construct elaborate bird or bat houses of different sizes, and create signs to identify them.

Interaction & Observation

- Block structures can lead to the early dictation of experiences and illustrations. Encourage children to illustrate their structures.
- Assist them in labeling their illustrations and in writing information about the structures, how they built them, modifications they had to make, and how they might be used.

Materials

- Wooden blocks and other building toys
- Bird books, books about bats
- Paper, pencils



Writing Center

Math

Recognizes numbers in the environment

Understands numbers always represent the same quantity

Fine Motor Skills

Uses a variety of writing, drawing, and art tools with increasing coordination

Activity — The children walk around the classroom writing numbers they find on the clock, calendar, charts, on lists, room numbers, etc.

Interaction & Observation

- This activity helps children understand that numbers are all around them, and that they use math in everyday life. Children internalize numbers by hearing them over and over, and by seeing them written.
- They learn pre-math concepts by the words you use and through their participation in Learning Centers.
- They learn that spoken and written numbers are about real objects and begin to understand the concept of number, and terms such as more, less, and same.
- Check number recognition by asking children to identify the numbers on their lists. Have them pick favorite numbers and show you the corresponding number of objects in the classroom (5 blocks, 7 books, 9 pencils).

Materials

- Clipboards
- Paper, pencils

Discovery Center

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

Activity — Children develop small motor skills as they practice cutting with scissors. They may clip into an empty water table, a plastic bin, or while sitting in a plastic kiddy pool to avoid leaving paper scraps on the floor.

Interaction & Observation

- Paper cutting activities build fine motor skills and hand control. Activities may be as simple as learning to hold scissors correctly and snipping paper.
- Scissor skills develop sequentially and require practice. Encourage children to cut straight and curved lines, and simple shapes like circles and squares.
- Observe and assist children as they progress from simple to more complex cutting skills.

Materials

- Empty water table, large plastic bin, or a plastic kiddy pool
- Scissors
- Scrap construction paper
- Recycled newspaper or comics
- Colorful magazine or catalog pages
- Scrap ribbon and shiny gift wrap
- Recycled greeting cards

Math Center

Math

Understands that numbers always represent the same quantity

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

Activity — Place the Number Cards in a deck face down on the math table. Children roll the play dough into snake shapes, then form it into the numerals they draw from the deck. As children complete each numeral, they place them in order from 0 to 9.

Interaction & Observation

- As children explore the concept of number through sorting, identifying, extending and creating patterns, and creating sets, they begin to understand the one-to-one correspondence between each number and the objects being counted.

Materials

- Play dough
- Number Cards 0-9

Gathering

Continue the Gathering Routine. Each day this week, choose a few children to display their name cards while classmates identify the letters.

Materials

- Attendance, Weather, and Calendar Routine materials

Morning Meeting

Warm Up Your Brain

Say: **Let's pretend we are birds.** Sing "This is the Way We Flap Our Wings." The children create motions to accompany the song.

Materials

- Dragon

Introduce Birds

Read and discuss Gingerbread Boy's message.

Say: **We have talked about many kinds of animals. Some animals are pets, some animals live on farms, and some animals live in the wild. Today let's talk about animals we see on land and in the sky. What kind of animal do you think that is?** (Volunteers respond.) **Right, it is a bird!**

Indicate the chart paper and read the headings. Explain: **All birds have feathers and wings, but not all birds can fly! Some birds are too big to fly.**

Indicate the *penguin* Picture Card. Say: **Penguins are birds that use their wings to swim. In which column on the chart do penguins belong?** (Volunteers respond.) **Right, penguins are birds that don't fly.** (Write *penguin* on the chart.)

Indicate the *ostrich* Picture Card. Ask: **Does anyone know another bird that doesn't fly?** (Volunteers respond.) **Another bird that does not fly is an ostrich. Say, ostrich. The ostrich is the largest living bird. It is so heavy it cannot fly, but it can run very fast! In which column on the chart does the ostrich belong?** (Write *ostrich* on the chart.)

Indicate the *duck*, *goose*, *owl*, and *swan* Picture Cards. Say: **Here are pictures of a duck, goose, owl, and swan. These birds live on land and they can fly. Where on the chart do you think these birds belong? Are they birds that can fly or birds that cannot fly?** (Volunteers respond.) **Right, all of these birds can fly.** (Write *duck*, *goose*, *owl*, and *swan* on the chart.) **Do you know any other birds that fly?** (Volunteers respond.)

Distribute books and magazines. Children research with partners to find additional examples of birds that fly. Add them to the chart paper list.

Materials

- Prepared chart paper
- Marker
- Collection of books/magazines that feature birds
- Picture Cards: *duck*, *goose*, *ostrich*, *owl*, *penguin*, *swan*

This Is the Way We Flap Our Wings

(Melody: "Here We Go Round the Mulberry Bush")

This is the way we flap our wings, flap our wings, flap our wings. This is the way we flap our wings so early in the morning.

This is the way we:
scratch for worms ...
peck our food...
build our nests...
sit on eggs...
fly away...

Alphabet Knowledge

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

Creative Arts

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

Did you know birds can be pets, live on farms, or live in the wild?
 Your pal,
 Gingerbread Boy

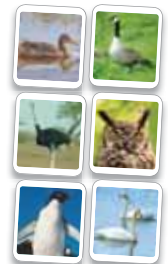
Science

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

Notifies similarities and differences among various living things

Vocabulary

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



Save the list of birds for use on Day 2 (Small Group).

Approaches to Learning

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

Phonological Awareness

Separates compound words

Phonological Awareness

Recognizes/identifies beginning and ending sounds in words

Isolates and pronounces the initial sounds in words

**LEARNING CENTERS**

See Learning Centers for Week 17, pages 422–424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Circle Time**Materials**

None

Phonological Awareness: Compound Words

Indicate the *doorbell* Picture Card. Say: **If we take *door* away from *doorbell*, what is left?** (bell) **What's left if we take *day* away from *daytime*?** (time)
Repeat with *doorknob* and *downstairs*.

Introduce /d/

Say: **Grandmother has a riddle for us. Listen to her clues to solve it.** Grandmother reads the “Duck” riddle and the children solve it.

Display the *dentist*, *dig*, *doorbell*, and *duck* Picture Cards.

Say: **Here is a picture of a *duck*. Say, *duck*. *Duck* begins with /d/. Say /d/.** Continue:

- ***Doorbell* begins with /d/. Say, *doorbell*. Say /d/, *doorbell*.**
- ***Dig* begins with /d/. Say, *dig*. Say /d/, *dig*.**
- **Say, *dentist*. What sound do you hear at the beginning of *dentist*? Right, /d/.**

Say: **Listen to these two words. Which word begins with /d/, *tiger* or *donkey*?** (Children respond, *donkey*.) ***Donkey* begins with /d/. Say /d/.** (Children repeat, /d/.) **Listen again. Which word begins with /d/, *dog* or *monkey*?** (dog) Repeat with *ducks/cow* and *fish/deer*.

Say: **Let's pretend we are ducks.** (Children do this.) **Listen to these words. If you hear /d/ at the beginning, waddle like a duck.** (Demonstrate) **If the word doesn't begin with /d/, sit down. Ready?** Use *dad*, *day*, *box*, *farm*, *doll*, and *door*.

Indicate *Nursery Rhymes* page 7, “Diddle, Diddle, Dumpling.” Say: **Listen to this nursery rhyme. Raise your hand when you hear a word that begins with /d/.** Read “Diddle, Diddle, Dumpling.” Children recite the nursery rhyme. Ask: **What do you hear at the beginning of *diddle*, *diddle*, and *dumpling*? Right, /d/.**

Encourage children to listen for /d/ today.

Materials

- Starfall's Selected Nursery Rhymes*
- Picture Cards: *dentist*, *dig*, *doorbell*, *duck*
- Pocket chart
- Grandmother

Duck

*I belong to the bird family.
I have feathers and waddle
when I walk.
You can find me near water.
I have webbed feet that help
me paddle when I swim.
My name begins with /d/.
What am I?*

**Observe & Modify**

Children often confuse /d/ with /b/ or /t/. If /d/ is difficult for your children to discriminate, encourage them to imitate /d/ often.

Story Time

Introduce *The Ugly Duckling*

Play *Sing-Along Volume 2* Track 35. Children sing and perform actions to “Six Little Ducks.”

Indicate *The Ugly Duckling*.

Say: **This fairy tale is called *The Ugly Duckling*. The author is Brandi Chase and the illustrator is Annette Frei. Raise your hand if you remember what an author does.** (Volunteers respond.) **Raise your hand if you remember what an illustrator does.** (Volunteers respond.)

Ask: **Where is the front cover of the book?** (A volunteer points to the front cover.) **Where is the first page of the book?** (A volunteer indicates the first page.) **Who can find a page in the middle of the book? Where does the story end?**

Indicate a mirror. Say: **Look in this mirror.** (Children do this and describe what they see.) **What you see is your reflection. Say, reflection. Can you think of another place you can see your reflection?** (Volunteers respond.) **Yes, sometimes you can see your reflection when you look in water, like a pond or a lake. Water is like a mirror. You will hear the word reflection in the story. Be sure to listen for it!**

Explain: **This story takes place in wetlands.** (Indicate pages 2 and 3.) **Wetlands are places where the ground stays very wet and there are many plants growing. See the plants? Those are called reeds and rushes. They are plants found in wetlands. Say wetlands, reeds, and rushes.** Children repeat, *wetlands, reeds, and rushes*.

Read *The Ugly Duckling*. Pause after page 27 for children to predict the ending before completing the book.

Discuss answers to the following questions:

- **How did the mother duck feel when she saw her duckling?**
- **When the mother duck saw that her duckling looked different from the other ducklings, why did she still love him?**
- **How did the ugly duckling feel when he saw his reflection?**
- **What did the farm animals do when they saw the ugly duckling?**
- **How do you feel if someone teases you or calls you names?**
- **If you were a farm animal what might you have said to the ugly duckling to make him feel better?**
- **What happened to the ugly duckling at the end of the story?**

Materials

- Starfall Sing-Along Volume 2*
- The Ugly Duckling* as told by Brandi Chase
- Mirror

Six Little Ducks

*Six little ducks
That I once knew
Fat ones, skinny ones,
Fair ones, too
But the one little duck
With the feather on his back
He led the others
With a quack, quack, quack*

*Quack, quack, quack,
Quack, quack, quack
He led the others
With a quack, quack, quack*

*Down to the river
They would go
Wobble, wobble, wobble, wobble,
To and fro*

*But the one little duck
With the feather on his back
He led the others
With a quack, quack, quack*

Quack, quack, quack...

*Back from the river
They would come
Wobble, wobble, wobble, wobble,
Ho, hum, hum*

*But the one little duck
With the feather on his back
He led the others
With a quack, quack, quack*

Quack, quack, quack...

Reading

Recalls information from stories

Identifies role of author/illustrator

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

Makes inferences

Social/Emotional Development

Empathizes with the feelings of others

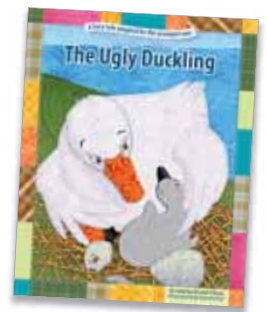
Social Studies

Demonstrates knowledge of personal information

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

Vocabulary

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



Small Group & Exploration

Materials

- Pair of dice
- Dice Cards: 1-6
- Button Cards: 1-6

Math

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

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

Social/Emotional Development

Assists classmates

Play “High or Low”

Indicate and toss the dice. Children determine which of the numerals rolled is higher and which is lower. If the same number is rolled on both, explain that the numbers are equal, or the same, so there isn't a higher and a lower number. Repeat several times with volunteers rolling the dice in turn.

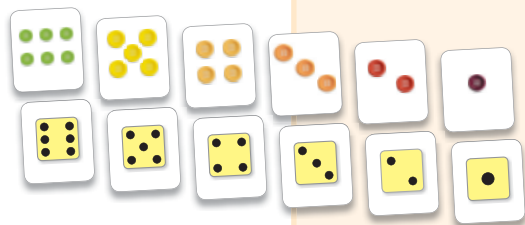
Shuffle and place the Dice Cards and Button Cards face down in decks. A volunteer becomes your partner as you demonstrate “High or Low.”

- Both players reveal their top cards.
- They identify the number of dots on each card and determine which card is higher and which is lower.
- The player with the higher card says “high.”
- The higher card wins.
- If the same number appears on both cards, both players win and each keeps his or her own card.
- All played cards are placed in a common deck.

Say: **I just thought of something! The dots on these cards form patterns. Sometimes we can look at the patterns and know how many dots there are without counting them. Let's try it.** Individually flash several of the cards for just a few seconds and the children respond with the corresponding number.

Divide the group into two teams to play. Encourage children to work together to determine which card is higher or lower or if they are equal.

Place this game in the Math Center for future play.



Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Play "Fly Like a Bird." Children follow your directions:

- Put your right foot out to your right side.
- Slide your left foot next to your right foot (feet together).
- Point your left foot out to your left side.
- Move your right foot next to your left foot (feet together).
- Jog in place.
- Flap your arms and fly like a bird.
- Land in your nest! (sit)

Materials

- Dragon

English Conventions

Uses frequently occurring verbs

Gross Motor Skills

Moves with balance and control

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

Math

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

Have you ever wanted to fly like a bird? I was surprised to see a flock of birds flying all together the other day.
Love,
Gingerbread Boy

Phonological Awareness

Identifies rhyming words

Social/Emotional Development

Recognizes and identifies emotions in self and others

Shows emotions through facial expressions

Empathizes with the feelings of others



Ways People Feel

Read and discuss Gingerbread Boy's message.

Indicate *Nursery Rhymes* page 36, "Once I Saw a Little Bird." Children describe the illustration.

Ask: **How does the little girl feel?** (surprised) **How can you tell she is surprised?** (Volunteers respond.) **Right, you can tell by the look on her face.** Read the nursery rhyme. Say: **Listen to the nursery rhyme again.**

This time you help me say it. Children supply the second rhyming word in each pair.

Read the nursery rhyme again. Girls act out the girl's part and boys are the birds. Designate an area for the window and an area for the girls to stand.

Say: **Gingerbread Boy said he was surprised to see a flock of birds flying together. When you feel surprised it's because something happens that you didn't expect.** Volunteers share times they felt surprised.

Continue: **Make a face to show how you look when you feel surprised.** (Children do this.) **Here are pictures of other ways people feel.** Indicate and identify the *excited, curious, embarrassed, disappointed, lonely, proud* and *sad* Emotion Cards in the pocket chart. Children imitate each of the emotions with facial expressions and body language.

Briefly discuss ways the children may seek assistance from familiar adults and classmates or friends when they need emotional support.

Materials

- Starfall's Selected Nursery Rhymes
- Emotion Cards: *curious, disappointed, embarrassed, excited, lonely, proud, sad, shy*
- Emotions Poster

Once I Saw a Little Bird

Once I saw a little bird
come hop hop hop
And I cried, "Little Bird,
will you stop, stop, stop?"

I was going to the window
to say, "How do you do?"
When he shook his little tail
and away he flew.

Indicate the Emotions Poster. Say: **Let's play a game. Listen to these statements and raise your hand to describe how you would feel.** Read the following statements. After each statement, volunteers raise their hands to identify emotions and locate them in the pocket chart. Remove the Emotion Cards from the pocket chart and match them to the corresponding emotion on the poster as they are identified.

| | |
|---------------------|--|
| Sad | Your dog is really sick and doesn't want to play. You have to give him medicine. |
| Excited | It's the day of your birthday party. You can't wait for your friends to arrive! |
| Curious | You got a package in the mail and you wonder what is inside. |
| Disappointed | You waited all day to go to the park. Just as you got there it started to rain and you had to go right back home. |
| Proud | You worked very hard drawing a picture for your friend. Your friend really liked the picture and you felt good about it. |
| Lonely | You are in a wheelchair with a broken leg. You can't play the game the other children are playing, so you are sitting all alone. |
| Embarrassed | Someone called you a silly name in front of your friends. |
| Shy | You would like to teach a new song to your class but you don't like to sing in front of other people. |

Continue: **Talk with your family tonight about different ways you can feel that we talked about at school today.**



Observe & Modify

Children may answer "happy" or "sad" for every statement. Assist them to increase their vocabulary and become more specific in identifying emotions.

LEARNING CENTERS

See Learning Centers for Week 17, pages 422-424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Approaches to Learning

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

Circle Time

Materials

 None

Phonological Awareness: Isolating Beginning Sounds

Say: **Let's play "Guess That Word."** I'll name an animal and leave off the first sound. Ready? *ird* (Children repeat, *ird*.) **Is *ird* the name of an animal?** (No) **What's missing?** (/b/) **Right, the first sound, /b/. Say, *bird*.** (Children repeat, *bird*.) **Let's try some more.** Repeat with *utterfly* (butterfly), *oose* (goose), and *enguin* (penguin).

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

Phonological Awareness

Recognizes and identifies beginning sounds in words

Introduce Dd, List Dd Words, ASL Dd

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

Say: **Let's sky write uppercase D.** (Demonstrate)

Now, let's sky write lowercase d. (Demonstrate)

Now, find a partner. (Children find partners.)

Take turns and use your finger to write uppercase D on your partner's back.

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

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

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

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

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

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

Start with children's names that begin with Dd then accept suggestions.

Children circle the Dd in their words after you write them.

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

Materials

 ABC for Gingerbread Boy and

Me by Starfall

 American Sign Language Poster
 Grandmother
 Letter Card Dd
 Chart paper, marker
 Star

Alphabet Knowledge

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

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Associates letters with their names and sounds

Phonological Awareness

Isolates and pronounces the initial sounds in words

Print Concepts

Focuses on letter names and shapes



Story Time

Sequence *The Ugly Duckling*

Read *The Ugly Duckling*. Children retell the story using Sequence Cards. Encourage them to use sequential words like *first*, *next*, *last*. Discuss possible lessons to be learned:

- You should be proud of who you are.
- When you say mean things to people it makes them sad.
- How people look is not important.
- The ugly duckling knew he was a good swimmer and that there was something special about him and he did not give up.
- We are all different and that is what makes us special.
- What makes you special?
- If the ugly duckling visited our classroom, what would you say to him?
- What would his favorite part of our classroom be?
- What might the ugly duckling say to us?



Materials

- The Ugly Duckling* as told by Brandi Chase
- The Ugly Duckling* Sequence Cards

Reading

Identifies sequence of events

Makes inferences

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

Social/Emotional Development

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

Demonstrates confidence in own abilities and expresses positive feelings about self

Small Group & Exploration

“If I Were a Bird”

Review the list of birds from Day 1. Ask: **If you could be a bird, what kind of bird would you be? Why would you want to be that kind of bird? Where would you fly?** (Volunteers respond.)

Children illustrate themselves as birds and add environment. They may reference available bird books and illustrations as needed. Encourage them to use kid writing or dictate sentences that explain what kinds of birds they are and where they are flying, and to use positional words such as *above*, *over*, *under*, *below*, *next to*, *in*, *into* and *beneath*. The children share their illustrations with each other as they finish.

Materials

- Available bird books/illustrations
- List of birds from Day 1
- Writing & Observation Journals
- Crayons, pencils, markers

Approaches to Learning

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

Focuses attention on tasks and experiences, despite interruptions or distractions

Creative Arts

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

Describes or explains own artwork

Math

Uses positional words such as *in*, *under*, *between*, *down*, *behind*

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Indicate *Nursery Rhymes* page 34, "One, Two, Three, Four, Five." Children hold up fingers to correspond as you read the rhyme.

Say: **Let's listen for words that rhyme.** Reread the first two lines. Children distinguish rhyming words. Repeat for each pair of lines. (five/alive; ten/again; go/so; bite/right)

Materials

- Starfall's Selected Nursery Rhymes*
- Dragon

Phonological Awareness

Identifies or discriminates rhyming words

Do you like to go to the beach and swim in the ocean? The beach is one of my favorite places.

Your friend,
Gingerbread Boy

Science

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

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

Notices similarities and differences among various living things

Vocabulary

Discusses words and word meanings

Introduce Ocean Animals

Read and discuss Gingerbread Boy's message. Encourage the children to use complete sentences to share their beach experiences.

Identify the Picture Cards and place them side-by-side in the top section of a pocket chart. Ask: **What do you notice about these animals?** (They all live in the ocean.)

Say: **Many animals live in the ocean. An ocean is a large body of salt water. Many animals must be in water to live. What are some ways we can protect their environment?** (Discuss)

Remove the Picture Cards and distribute them to the children. Ask: **Who has the picture of a dolphin?** (The child with the *dolphin* Picture Card places it in the top row of the pocket chart.) Briefly discuss dolphins. Repeat for the *whale* and *squid* Picture Cards.

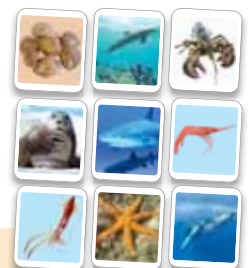
Repeat the above procedure placing the *starfish*, *shark*, and *clam* Picture Cards in the second row of the pocket chart and *lobster*, *shrimp*, and *seal* in the third row. Assist children in identifying the animals when needed.

Say: **Let's learn a song about ocean animals.** Play *Sing-Along* Volume 2, Track 28. Children listen to "Oceans." Indicate the corresponding Picture Cards as the animals are named. Repeat the song and children join in singing.

Ask: **What are some things you wonder about these animals?** (Volunteers respond.)

Materials

- Colorful crepe paper streamers for each child
- Starfall Sing-Along* Volume 2
- Picture Cards: *clam, dolphin, lobster, seal, shark, shrimp, squid, starfish, whale*
- Pocket chart



Oceans

(Melody: "BINGO")

*The Oceans are just full of life
Let's see what we can see-e,
Dol-phins, whales, and squid,
Dol-phins, whales, and squid,
Dol-phins, whales, and squid
All live in the sea.*

*The Oceans are just full of life
Let's see what we can see-e,
Star-fish, sharks, and clams,
Star-fish, sharks, and clams,
Star-fish, sharks, and clams
All live in the sea.*

*The Oceans are just full of life
Let's see what we can see-e,
Lob-sters, seals and shrimp,
Lob-sters, seals and shrimp,
Lob-sters, seals and shrimp
All live in the sea.*

*The oceans are just full of life
But NOT for you and me-e,
Not for you and me,
Not for you and me
Not for you and
We don't live in the sea!*

Approaches to Learning

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

Phonological Awareness

Combines onset and rime to form a word

Phonological Awareness

Recognizes/identifies beginning sounds in words

**LEARNING CENTERS**

See Learning Centers for Week 17, pages 422–424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Circle Time**Materials**
 None
Phonological Awareness: Onset and Rime

Say: **Listen to these word parts and put them together to form a word, /f/ - /ish/.** (fish) Repeat with /s/ - /eal/ (seal), /t/ - /urtle/ (turtle) and /d/ - /olphin/ (dolphin).

Introduce Short /o/

Say: **Grandmother has a riddle for us. Listen to her clues to solve it.** Grandmother reads the riddle “Octopus” and the children solve the riddle.

Display the *octopus* and *ostrich* Picture Cards.

Say: **Here is a picture of an octopus. Say, octopus. Octopus begins with /o/. Say /o/. Ostrich begins with /o/. Say, ostrich. Say /o/, ostrich.** Children repeat the words and sounds.

Indicate the *octopus* Picture Card. Explain: **An octopus is a water animal. It has eight arms. How many arms do you have? What fun things could you do with eight arms?** (Volunteers respond.)

Say: **Octopus begins with /o/. Listen to these two words. Which one begins with /o/, fish or octopus?** (octopus) **Say /o/.** (Children repeat, /o/.) **Listen again, same, opposite. Which word begins with /o/?** (opposite)

Say: **Let’s pretend we have eight arms.** (Children move their arms around.) **If you hear a word that begins with /o/, pretend you are an octopus and wiggle your arms. If the word doesn’t begin with /o/ put your arms behind your back. Ready?**

Ask: **Do you hear /o/ at the beginning of ostrich? Say it with me, ostrich, /o/!** (Children repeat, *ostrich*, and /o/, then swing their arms like an octopus.) **Let’s try some others.** Continue for *October, snail, boat, olive, otter, monkey*, and *on*.

Encourage children to listen for /o/ today.

Materials
 Grandmother

 Picture Cards: *octopus, ostrich*
 Pocket chart
Octopus

*I am an animal that lives in the ocean.
I have eight arms and two large eyes.
If I lose an arm, I grow it back!
My name begins with /o/.
What am I?*

The routine for introducing Oo and /o/ differs slightly, as only short /o/ will be introduced.

Story Time

Introduce *Dolphins Are Not Fish!*

Say: **Stand if you have ever seen a fish.** (Children stand and then sit.) **Stand if you have an aquarium or container that fish live in at home.** (Children stand and then sit.) **Where do fish live?** (Volunteers respond.) **Fish live under the water. They do not breathe like we do. We have lungs and we breathe air. Fish breathe underwater using a special part of their bodies called gills.**

Indicate *Dolphins Are Not Fish!* Explain: **The title of this book is *Dolphins Are Not Fish!* The author is Stephen Schutz. There is no illustrator because the pictures in this book are *photographs* taken with a camera. This book is *nonfiction*. What does nonfiction mean?** (Volunteers respond.) **Yes, nonfiction means it is true. Say, *nonfiction*.** (Children repeat, *nonfiction*.) **Let's read the book to learn about dolphins.**

Read *Dolphins Are Not Fish!* Pause to discuss the photographs and text as you read. Encourage the children to use the photographs to help identify unknown words or concepts. Discuss the importance of keeping our oceans clean.

Say: **Stand up, hand up, partner up.** (The children stand and find partners.) **Think about what you have learned about dolphins. Share something you learned about dolphins with your partner.** (Partners share.)

Say: **Clap once if you can hear me. Clap twice if you can hear me. You and your partner shared something you learned about dolphins. Who can share something you learned with the class?** Give a cheer after each child shares.

Materials

- Dolphins Are Not Fish!* by Stephen Schutz

Approaches to Learning

Reflects on what has been learned

Reading

Recalls important facts from informational text

Science

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

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



Small Group & Exploration

Create an Octopus

Grandmother reviews the riddle "Octopus."

Indicate a paper plate as two volunteers come forward. Say: **There are two children and one paper plate. Are there enough paper plates for both children? Since there is only one paper plate how could each child have one?** (Lead children to conclude the paper plate could be cut in half.) **If this plate is cut in half there will be two parts.** (Cut the plate and hand each child half.) **One plate was cut into two parts. Each child has half of the plate.**

Distribute half of a paper plate to each child to create his or her own octopus. Children draw eyes, count out eight crepe paper or construction paper arms, and attach them. Hang the completed octopi from the ceiling or in the windows.

Materials

- Grandmother
- Enough paper plates for each child to have one half
- Crepe paper or construction paper strips (8 per child)
- Crayons, markers, pencils
- Glue

Octopus

*I am an animal that lives in the ocean.
I have eight arms and two large eyes.
If I lose an arm, I grow it back!
My name begins with /o/.
What am I?*



Creative Arts

Creates original work

Fine Motor Skills

Uses writing and drawing tools

Demonstrates control, strength, and dexterity to manipulate objects

Math

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



Gross Motor Skills

Moves with balance and control

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

Have you ever wished you could spend a day in the ocean? That would be fun! Your pal, Gingerbread Boy

Creative Arts

Experiments with a variety of art materials

Print Concepts

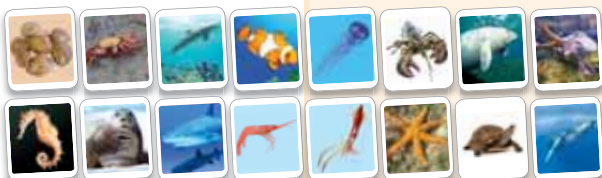
Connects oral language and print

Science

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

Speaking & Listening

Describes familiar people, places, objects, and events according to characteristics of attributes



Approaches to Learning

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

Morning Meeting

Warm Up Your Brain

Play "Crab Walk." Children sit on the floor and lean back on their hands to balance. They keep their feet flat on the floor and lift their bottoms while moving sideways like crabs.

Materials

- Dragon

Ocean Mural

Read and discuss Gingerbread Boy's message.

Gather children in a semi-circle with the blue mural paper in the center.

Say: **Let's pretend this is the ocean! The ocean is home to many water animals. That's why we should take good care of it. What kinds of things might be harmful to the animals in the ocean?** Discuss objects that pollute the ocean and are harmful to marine life.

Continue: **Let's create a giant ocean picture. So far we have water. What else do we need in the ocean? (animals) Right, we need ocean animals.**

Distribute the Picture Cards. Volunteers show and identify their Picture Cards then illustrate their animals in the ocean. They place their Picture Cards in a pocket chart as they finish.

Indicate the sentence stem: "My favorite ocean animal is (blank) because (blank)."

Say: **Here is a sentence you need to help finish.** (Read the sentence stem.) **Think about which of the animals in our ocean is your favorite. Find the Picture Card, bring it to the sentence and tell us why that animal is your favorite.** A volunteer reads the sentence stem with your assistance, then places his or her Picture Card back in the pocket chart and chooses the next volunteer.

Materials

- Picture Cards: clam, crab, dolphin, fish, jellyfish, lobster, manatee, octopus, seahorse, seal, shark, shrimp, squid, starfish, turtle, whale
- Mural paper painted blue or blue bulletin board paper
- Prepared sentence strip
- Pocket chart
- Colored pencils, crayons, markers

Display the class mural in the classroom or hallway.

LEARNING CENTERS

See Learning Centers for Week 17, pages 422-424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Circle Time

Materials

None

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, *oc-to-pus*. Let's put them together, *octopus*. This time clap for the parts. Ready?**

Children clap three times as you say: ***oc-to-pus***. Children say, *octopus*. Repeat with *os-trich*, *Oc-to-ber*, *on*, *ol-ive*, and *oc-ta-gon*.

Phonological Awareness

Counts and blends syllables in spoken words

Introduce Oo, List Oo Words, ASL Oo

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

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

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: octopus, /o/)
- 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 octopus. Indicate the word, octopus.)

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

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

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

Materials

- Letter Card Oo
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper
- Marker
- Basket or bag

Phonological Awareness

Isolates and pronounces the initial sounds in words

Print Concepts

Focuses on letter names and shapes

Connects oral language and print



Story Time

English Conventions

Forms regular plural nouns

Reading

Recalls important facts from informational text

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

Makes connections between pieces of essential information in a text

Science

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

Notifies similarities and differences among various living things



Science

Makes and verifies predictions

Participates in scientific investigations

Collects, describes and records information

Compares, contrasts, and classifies objects and data

Vocabulary

Identifies new meanings for familiar words and applies them accurately

Materials

- Dolphins Are Not Fish!* by Stephen Schutz
- Humpback Whales* by Stephen Schutz

Dolphins and Whales

Indicate *Dolphins Are Not Fish!* Say: **We learned that dolphins are not fish. Dolphins belong to the whale family. They are called “toothed whales” because they have teeth. Today we will read a book called *Humpback Whales*. Listen for how dolphins and whales are alike and how they are different.**

Indicate *Humpback Whales*. Say: ***Humpback Whales* is a nonfiction book. That means we will read true information about whales. *Humpback Whales* was written by Stephen Schutz, the same author who wrote *Dolphins Are Not Fish!***

Read *Humpback Whales*.

Children recall ways in which dolphins and whales are alike and how they are different. Discussion points may include:

- Neither are fish.
- They both have blowholes. Dolphins have one and whales have two.
- They both need to breathe air.
- They both feed their young.
- A baby dolphin and a baby whale are both called “calves.”
- Whales swim in pods. Dolphins also swim in pods. (not indicated in the dolphins book)
- Dolphins are smaller than whales.
- Dolphins have teeth; whales have baleen.
- Whales have markings on their tails. No two whales have the same markings.

Allow time for the children to ask questions about dolphins and whales and discuss the importance of protecting our oceans from pollution.

Small Group & Exploration

Sink or Float?

Identify an assortment of small objects. Indicate the two containers labeled “sink” and “float.”

Say: **Sometimes when you are in a pool you might like to float on top of the water. What can you use to help you float? (Discuss briefly.) Some objects can also float in water and others sink, or go to the bottom. Let’s predict if each of these objects will sink to the bottom or float on top of the water. We’ll test the objects to see if our predictions are correct.**

- Indicate an object. Children predict if it will sink or float and explain why.
- A child places the object in the water.
- Check the prediction, and place the object in either the “sink” or “float” container.

Materials

- Tub of water
- Suggested items: sponge, cork, wooden block, toy car, crayon, scissors, large paper clip, plastic straw
- Sink/float containers

Invite the children to collect objects from the classroom to test!

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Warm Up Your Brain

Children follow your directions to perform animal actions:

- Jiggle like a jellyfish.
- Creep like an ocean snail.
- Walk forward, backward, and sideways like a crab.
- Blow air out of your blowhole like a dolphin.
- Swim like a fish.

Materials

-
- Dragon

English Conventions

Uses frequently occurring verbs

Gross Motor Skills

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

Combines a sequence of large motor skills

Rhyming Words: "Down By the Bay"

Read and discuss Gingerbread Boy's message.

Explain: **Watermelons are a type of fruit. They grow best in warm sandy soil. Stand if you like to eat watermelon.** Children who like watermelon stand, then sit. Continue: **Here is a silly song about watermelons.**

It's called "Down By the Bay." A bay is a body of water with land around it that opens to the sea. A bay is not nearly as large as an ocean, but it is home to many small water animals such as crabs, fish, ducks and frogs. Are you ready to go down by the bay? Play *Sing-Along Volume 2*, Track 9. Children listen and sing along. They create simple actions to accompany the song.

Say: **The animals did funny things in that song. Let's see if we can remember them and finish the rhymes. Ready? Did you ever see a:**

- pig dancing a _____ (jig)
- bear wearing _____ (underwear)
- cow taking a _____ (bow)
- snake baking a _____ (cake)
- frog walking a _____ (dog)
- goat driving a _____ (boat)

Ask the following questions and accept responses:

- Does pig rhyme with jig?
- Does cow rhyme with bow?
- Can a snake bake a cake?
- Can a frog walk a dog?
- Why is this song silly?

Explain: **Sometimes people write books and songs in which animals do things only people can really do.**

Materials

-
- Starfall Sing-Along Volume 2*

Optional:

-
- Watermelon (if in season)

English Conventions

Uses frequently occurring verbs

Phonological Awareness

Identifies rhyming words

Social Studies

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

Down By the Bay

*Down by the bay where the watermelons grow,
Back to my home I dare not go.
For if I do my mother will say,
"Did you ever see a pig dancing a jig?"
Down by the bay.*

*Down by the bay where the watermelons grow,
Back to my home I dare not go.
For if I do my mother will say,
"Did you ever see a fox pulling an ox?"
Down by the bay.*

Down by the bay...

...*"Did you ever see a bear wearing underwear?"*...*"Did you ever see a cow taking a bow?"*...*"Did you ever see a snake baking a cake?"*...*"Did you ever see a frog walking a dog?"*...*"Did you ever see a goat driving a boat?"*

Have you ever seen watermelons growing down by the bay? I did once!

Love,

Gingerbread Boy

Approaches to Learning

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

Phonological Awareness

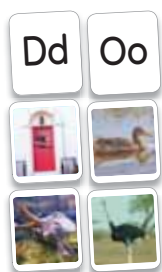
Distinguishes individual words within spoken phrases or sentences

Print Concepts

Understands words in print are separated by spaces

Phonological Awareness

Recognizes/identifies beginning and ending sounds in words



LEARNING CENTERS

See Learning Centers for Week 17, pages 422-424. After cleanup, the children gather to share their ideas and inventions from Learning Centers.

Circle Time

Materials

None

Phonological Awareness/Phonics: Words in a Sentence

Say: **Listen to this sentence. *The whale is in the water.*** (Children repeat.)

Ask: **How many words are in the sentence? Let's check.** Select a child to represent each word in the sentence. Stand behind each child as you say the sentence together. Clap and count the number of words in the sentence. Explain that the spaces between the children are like the spaces we leave between words when we write. Discuss the reason for them.

Repeat for *Ducks fly and swim, I want to swim with the dolphins, and I see fish in the ocean.*

Introduce Final /d/

Display and identify the *Dd* and *Oo* Letter Cards in the top row of a pocket chart. Indicate the *duck* Picture Card. Ask: **Does duck begin with /d/ or /o/?** (A volunteer places the Picture Card under *Dd*.) Repeat for *door*.

Grandmother says: **Let's sing a song to help us remember /d/.**

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

Ask: **Do you know that /d/ can be at the beginning of a word OR at the end of a word? Listen for /d/ in this word, *mud*.** (Emphasize /d/ at the end.) **Now you say it: *mud*. Where do you hear /d/ in *mud*?** (at the end) **Say, *mud*.**

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

Say: **Listen to these words. If you hear /d/ at the end, gently clap your partner's hands.** Overemphasize /d/ in the following words: *bird, red, ham, bread, nose, and seed*.

Indicate the *octopus* Picture Card. Ask: **Does octopus begin with /d/ or /o/?** (A volunteer places the *octopus* Picture Card under *Oo*.) Repeat for *ostrich*.

Grandmother asks: **Why don't we sing a song to help us remember /o/?**

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

Materials

- Grandmother
- Letter Cards: *Dd, Oo*
- Picture Cards: *door, duck, octopus, ostrich*
- Pocket chart

Where Is /d/?

(Melody: "Where Is Thumbkin?")

Where is /d/? Where is /d/?
Here I am. Here I am.
D stands for /d/ in duck and dog
/d/ /d/ /d/, *Dd, Dd, Dd*

Where Is /o/?

(Melody: "Where Is Thumbkin?")

Where is /o/? Where is /o/?
Here I am. Here I am.
O stands for /o/ in octopus and ostrich
/o/ /o/ /o/, *Oo, Oo, Oo*

Story Time

Teacher's Literature Choice: Caring For The Ocean

Indicate your choice of book about caring for the ocean. Introduce the author and illustrator and the children define their roles. Picture-walk through the book as children describe the illustrations and explain how they support the text. Read the book, and encourage the children to ask questions as you read.

Discuss how we can easily research answers to our questions in books and online when we don't have the answers. Demonstrate as time allows.

Materials

- Teacher's choice of book about caring for the ocean

Print Concepts

Recognizes relationship between illustrations and text

Reading

Recalls important facts from informational text

Science

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

Social Studies

Recognizes and accepts responsibilities

Technology

Uses technology for research with teacher support

Vocabulary

Uses illustrations and context to determine word meaning

Small Group Math

Introduce "Find the Clover"

Choose two volunteers to demonstrate how to play "Find the Clover." They place their playing pieces on the space in the top left of the game board.

Each player starts with two "sheep" in his or her fenced area. The children take turns spinning the spinner and moving the corresponding number of spaces along the path.

If they land on a sheep, they collect one "sheep" and place it into their corral. If a player lands on the +2 or +1 space, he or she moves forward that number of additional spaces. If a player lands on -1 or -2, he or she goes back that number of spaces. When players reach the field of clover at the end of the path, they count their "sheep," and the player with the most "sheep" wins.

Add the game to your Exploration activities for the children to enjoy.

Materials

- "Find the Clover" game boards
- Playing pieces
- Spinners

Math

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

Recognizes and names numerals

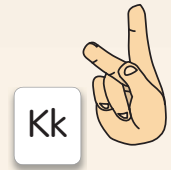
Recognizes numbers in the environment

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

Week 18: *Dinosaurs*

This week you will teach the children about many different species of dinosaurs and how, through the work of paleontologists and their discoveries, we have come to know about these extinct creatures. The children will also:

- learn /k/ and identify initial and final /k/ words
- discover just how large some dinosaurs were
- find out why a dinosaur wouldn't be a good classroom pet
- become familiar with dinosaur names and create dinosaur names of their own
- make their own fossils
- vote for their favorite dinosaur book of the week
- distinguish between true and not true



Starfall Books & Other Media

Dinosaurs by Brandi Chase

Nonfiction Read-Along Audio CD

Dinosaur Poster

ABC for Gingerbread Boy and Me by Starfall

American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volumes 1 and 2



Preparation

As part of the Gathering Routine in Weeks 18 and 19, place the Emotion Cards in a pocket chart. A volunteer chooses a card, identifies the emotion, and matches it to the Emotions Poster. He or she then makes the corresponding facial expression and the class repeats. If time allows, discuss times the children may have experienced the emotion(s).

Sometime during the week, surprise the children by creating a volcano at the sand table. Form a mound of sand around a sturdy paper cup containing 1/4 cup baking soda. In another container, mix 1 cup water, 2/3 cup vinegar, 1/3 cup dish washing liquid, and several drops of red food coloring. Slowly add this mixture to the paper cup. Be prepared for the eruption to occur immediately!

Prior to Day 1, gather books about dinosaurs that feature tyrannosaurus rex, and prepare music choices for this week's "Warm Up Your Brain" and "Freeze-a-Roo" activities.

Include available dinosaur and dragon puzzles as choices for *Small Group & Exploration* this week.

Optional: Allow children to take photos of each other's faces. Trim them for children to glue to the faces of their dinosaur illustrations on Day 2.



Day One

Morning Meeting — Prepare a length of rope or yarn that measures forty feet.

Small Group — Draw and cut out two dinosaur footprints approximately 17" long by 13" wide from butcher paper. Plant-eater dinosaur footprints work best.

Prepare to paint the bottom of one foot of each child with tempera paint. Provide newspaper for children to stand on as they wait for others to finish, and have a tub of water and paper towels available for easy cleanup.



I read a book about dinosaurs. Could we get a dinosaur for a class pet?

Your pal,
Gingerbread Boy

Day 2**Day Two**

Save the list of the children's dinosaur names from today's *Morning Meeting* for use in *Small Group*.

Day Three

Morning Meeting — Plan to have enough small dog bone treats for each child to use one or two, and enough play dough for each child to form a fossil. You will also need newspaper or a place mat for each child.

Story Time — Choose a dinosaur book and a dragon book to read and compare. Suggestions include:

- *Dazzle the Dinosaur* by Marcus Pfister
- *Digging Up Dinosaurs* by Alike
- *How Do Dinosaurs Eat Their Food?* by Jane Yolen
- *How Do Dinosaurs Say Good Night?* by Jane Yolen

Small Group — You will use the 3D Shape Picture Cards: *cube, sphere, cylinder, cone, pyramid, and rectangular prism*. Have these items available as examples of three-dimensional shapes: a die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, and a cheese wedge or tip of a sharpened pencil.

Day Four

Circle Time — Have the list of /k/ words from Day 3 available.

Small Group — You will need the Teacher's Literature Choice dragon book and play dough for each child.

Optional: Provide plastic dinosaurs to create imprints.

Day Five

Morning Meeting — Children will use a plastic bone or a pencil for "Dinosaur, Dinosaur, Where's Your Bone?"

Story Time — Gather all dinosaur books you have read this week for children to choose their favorite.

Circle Time — Prepare a set of cards for each child with the letters *D, E, F, M, K, and O*. (Use index cards or create Letter Cards using the ABC Generator on Starfall.com.)

It would be funny to have a dinosaur name. My name could be Gingerosaurus!

Love,
Gingerbread Boy

Day 3

I learned so many new dinosaur words. My favorite is fossil! What is yours?

Your friend,
Gingerbread Boy

Day 4

What if you woke up one morning and found a baby dinosaur in your yard?

Your pal,
Gingerbread Boy

Day 5

I've learned so much about dinosaurs. I wish I could see some real dinosaur bones.

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

Dinosaur Poster

List problems of having a dinosaur as a classroom pet



Gingerbread Boy's Message

Dinosaur Poster

Create and discuss dinosaur names



Vocabulary: paleontologist

LEARNING CENTERS

Circle Time

Phonemic Awareness:
Alphabetical Order

"The Alphabet Song"

"Kittens" riddle

Introduce and listen for /k/

"Three Little Kittens"

Phonological Awareness:
Words in a Sentence

Introduce Kk

Kk

ABC for Gingerbread Boy and Me

Identify initial /k/ words

Story Time

Dinosaurs

Nonfiction

"Dinosaur Dance"



Dinosaurs

Vocabulary:

dinosaur, fossil, crest, asteroid, apatosaurus, stegosaurus, triceratops, corythosaurus, compsoognathus, tyrannosaurus rex



Small Group & Exploration

Dinosaur footprints



Children illustrate themselves as dinosaurs and write sentences using scribe writing or inventive spelling

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message
Review dinosaur vocabulary
Create fossils

Gingerbread Boy's Message
Write a class story about a baby dinosaur

Gingerbread Boy's Message
"Dinosaur, Dinosaur, Where's Your Bone?"
"True or Not True"
Vocabulary: museum

LEARNING CENTERS

Phonemic Awareness:
Blend Consonant/Vowel/
Consonant
ABC for Gingerbread Boy and Me
List initial /k/ words
Introduce ASL sign for Kk
"Where Is /k/?"
"Three Little Kittens"

Kk



Phonological Awareness:
Syllables in Words
Introduce final /k/

Phonological Awareness:
Rhyming Words
Review initial /k/
"Where Is /k/?"

Teacher's Literature Choice:
Dinosaurs

Dinosaurs
"Ten Big Dinosaurs"
Dinosaur Picture
Cards



"Dinosaur Dance"
Children choose a favorite dinosaur book

Review 3D shapes

Make dinosaur imprints in play dough
Dinosaur Poster

Introduce "Dragon's Fort" (3-D Shapes Game)

WEEK 18

LEARNING CENTERS

Technology

Uses technology independently to explore concepts and gain information

Becomes familiar with interactive applications, games or activities

Understands common technology terms, such as computer, Internet, mouse, keyboard, device, tablet, and printer

Phonics & Word Recognition

Associates letters with their names and sounds

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing

Uses scribble writing or invented spelling to convey meaning

Writes own name

Explores letter-sound relationships while writing

Creative Arts

Shows appreciation for the creative work of others

Computer Center

Activity — Children enjoy *ABCs: D, Dinosaur Dance*, *I'm Reading: Fiction, "Dragon Goes to the Farm"* and review /o/ and reinforce /k/ at *ABCs: O* and *K*. They may also review *Geometry & Measurement: Measurement Activity*.

Interaction & Observation

- Computer use promotes intellectual development and helps bridge the gap between concrete and abstract thinking. Observations and anecdotes recorded over time provide insight into each child's growth.
- Observe and evaluate computer use. What language development is occurring? Which skills and concepts have the children mastered? How well can they focus on an activity?

Materials

- Computers set up to access Starfall.com
- Headsets

Art Center

Activity — Each child chooses a color of play dough, creates his or her own dinosaur, and gives it a name.

Children place their dinosaurs on poster board and write their names (and the names of their dinosaurs) on them. Display the dinosaurs in the classroom or a hallway Dinosaur Museum so the children can observe and appreciate each other's art.

Optional: Children paint pictures of their favorite dinosaurs. Display *Dinosaurs* or classroom dinosaur books for reference.

Interaction & Observation

- Creating with play dough strengthens the muscles in children's hands as they develop fine motor coordination.

Materials

- Play dough of different colors, enough for each child to form a dinosaur
- Variety of plastic dinosaurs
- Pictures of dinosaurs
- 4" x 6" piece of poster board for each child



Library Center

Preparation — Include *Dinosaurs* after it is introduced on Day 2. Other book suggestions include:

- *Danny and the Dinosaur* by Syd Hoff
- *Dinosaur Bones* by Bob Barner
- *Dinosaurs!* by Gail Gibbons
- *First Dinosaur Encyclopedia* by Caroline Bingham

Activity — Children read and listen to *Dinosaurs* and enjoy other dinosaur and dragon books.

Interaction & Observation

- Discuss the books in this center with children to help them distinguish the differences between fiction and nonfiction.
- Provide opportunities for the children to share and explain their own thinking about nonfiction to enable them to learn and remember information.

Materials

- Dinosaurs* by Brandi Chase
- Nonfiction Read-Along CD
- Books about dinosaurs or dragons

Print Concepts

Connects oral language and print

Reading

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

Distinguishes between fiction and nonfiction

Dramatic Play Center

Activity — This center becomes an outdoor area. The children place blankets over chairs to create caves. They crawl along the floor, pretend to eat from trees, and use their imaginations to become cave-dwelling dragons and dinosaurs.

Interaction & Observation

- After you have read a dinosaur or dragon themed book, place it in the Dramatic Play Center for children to dramatize.
- Dramatization helps promote understanding of the text as well as expand the children's knowledge of the topic.

Materials

- Blankets
- Several chairs

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Activity — Encourage children to use their imaginations and building blocks to create a Dinosaur Land with caves, trees, dinosaurs, and rivers. They use pencils and paper to label their constructions.

Allow children to take photos to place in the Construction Center to inspire other builders.

Interaction & Observation

- Allow time before cleanup for other children to visit the Construction Center and view what has been created.
- Invite other classes to walk through the classroom on their way to lunch or outside play to provide an opportunity for children to inspire each other.

Materials

- Wooden blocks and other building toys
- Books about dinosaurs
- Pictures of dinosaurs in their habitats
- Pencils, paper
- Large and small plastic dinosaurs
- Digital camera or tablet

Technology

Uses a device to take pictures

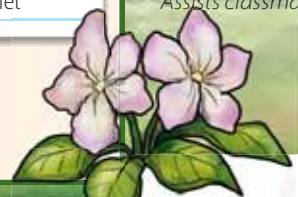
Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Demonstrates hand-eye coordination

Social/Emotional Development

Assists classmates



Writing Center

Creative Arts

Shows appreciation for the creative work of others

Writing

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

Explores letter-sound relationships while writing

Activity — Present children with the following drawing and writing prompt: “How would a dinosaur’s home look?”

Children illustrate and dictate or write about a dinosaur’s home. Combine the pages into a class book and place it in the Library Center, or add them to the wall of your Dinosaur Museum for children in other classes to enjoy.

Interaction & Observation

- Frequent opportunities for children to write help provide practice in holding and controlling writing materials correctly, as well as to write for specific purposes.

Materials

- Manila paper for each child
- Pencils, crayons

Discovery Center

Science

Participates in scientific investigations

Uses tools and equipment to explore objects

Social/Emotional Development

Uses materials appropriately and puts them away

Activity — Bury plastic toy dinosaurs in the sand table. Children sift through the sand searching for dinosaurs you have buried using the tools provided, pretending they are paleontologists.

When they discover the dinosaurs, they use magnifying glasses to study and compare them to the pictures, to determine each kind of dinosaur through comparison. The children also make volcanos in the sand, and tracks with dinosaur feet.

Interaction & Observation

- Talk with children about different kinds of dinosaurs, noting similarities and differences.
- At cleanup time, remind the children to bury the dinosaurs for the next day.

Materials

- Sand table
- Small plastic dinosaurs
- Paleontologist/straw hats or caps
- Tools (brushes, digging tools, etc)
- Magnifying glasses
- Maps

Math Center

Math

Understands that numbers always represent the same quantity

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

Preparation — Create sets of “Dino Battle” cards by preparing 3"x5" index cards with various amounts (0 – 10) of stickers or dinosaur stamps on them. **Optional:** Place 5 to 50 small plastic dinosaurs in a clear plastic jar with a lid for children to estimate.

Activity — Each pair of children has a set of “Dino Battle” cards. Each player lays down the top card from his or her stack and they compare the number of dinosaurs to see which has the most. The child with the most collects both cards. If the cards are equal both children keep their own card. At the end of the game, the children count to learn who has the most cards (or they play for fun without counting at the end).

Interaction & Observation

- Model one-to-one correspondence frequently during daily routines to help children link numbers to each item in a set.
- Teach strategies for keeping track of counting. Demonstrate how to touch each sticker or stamp as it is counted and how to count across rows rather than skip around.

Materials

- 3"x5" index cards
- Dinosaur stickers or stamps
- Clear plastic jar
- Optional:** Small plastic dinosaurs

Gathering

Continue the Gathering Routine, then have a child or two each draw an Emotion Card, identify the emotion, match it to the Emotions Poster, and make the corresponding facial expression. The class repeats. Discuss times the children may have experienced the emotions as time permits.

Materials

- Attendance, Weather, and Calendar Routine materials
- Emotion Cards

Social/Emotional Development

Recognizes and identifies emotions in self and others

Shows emotions through facial expressions

Morning Meeting

Warm Up Your Brain

Play "Dragon, May I?" Explain: **Dragon is the leader. He will give a direction and we will ask, "Dragon, may I?" before we follow it.** Dragon whispers the following directions:

- Sit criss-cross applesauce.
- Stand and hop three times.
- Pretend to climb up stairs.
- Take four steps backward.
- Take five steps forward.
- Jog in place.
- Jump up and down ten times.
- Lie on your stomach and pretend to swim.

Materials

- Dragon

English Conventions

Uses frequently occurring verbs

Gross Motor Skills

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

Speaking & Listening

Follows simple and multiple-step directions

I read a book about dinosaurs. Could we get a dinosaur for a class pet?

Your pal,
Gingerbread Boy

Introduce Dinosaurs

Read and discuss Gingerbread Boy's message.

Say: **Stand if you think a dinosaur would make a good class pet.** (Volunteers explain their choices.) Continue: **Roar like a dinosaur if you think a dinosaur would not make a good pet.** Assess prior knowledge as volunteers explain their choices.

Indicate the Dinosaur Poster. Volunteers identify the dinosaurs and objects. Encourage them to ask questions regarding the information on the poster.

Dragon whispers that he always wanted to be a dinosaur. He isn't a dinosaur, but he's excited to learn all about dinosaurs with the children this week.

Say: **Dinosaurs lived a long time ago. They needed the same things that other animals need to live. Do you think dinosaurs needed space to live? What other things do you think dinosaurs needed?** (water, food, air)

Ask: **Do you think a dinosaur would fit in our classroom? Let's find out.** Explain that a tyrannosaurus rex could grow to be about forty feet long. Indicate the rope or yarn. Say: **This rope is forty feet long, about the same size as a tyrannosaurus rex.**

Materials

- Dinosaur Poster
- Forty feet of rope or yarn
- Dragon

Math

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

Becomes familiar with standard and nonstandard measuring tools and their uses

Science

Notices similarities and differences among various living things

Shows curiosity by asking questions and seeking information



A volunteer holds one end of the rope or yarn and stands at one side of the classroom while you walk to the other or run out of space. Discuss potential problems that could arise from having a dinosaur as a classroom pet.

Social/Emotional Development

Recognizes and identifies emotions in self and others

LEARNING CENTERS

See Learning Centers for Week 18, pages 446-448. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Phonemic Awareness: Alphabetical Order

Play *Sing-Along* Volume 1 Track 2. Children sing "The Alphabet Song." Recite the alphabet, occasionally pausing for children to fill in the missing letters.

Materials

- Starfall Sing-Along* Volume 1

Alphabet Knowledge

Recites the alphabet in sequence

Introduce /k/

Say: **Look at the Alphabet Board. Let's say the alphabet together.** (Indicate the letters as children recite the alphabet.) **We have learned several letters. Raise your hand if you can name one letter you have learned.** Volunteers respond to name letters that have stars posted above them.

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

Display the *kangaroo*, *kitchen*, *kite*, and *kitten* Picture Cards. Say: **Here is a picture of kittens.** (Children repeat, *kittens*.) **Kittens begins with /k/.** (Children repeat, /k/.) Repeat for *kangaroo* and *kitchen*. Continue: **Say, kite. What sound do you hear at the beginning of kite?** (/k/)

Say: **Listen to these two words, meow, kittens. Which one begins with /k/?** (*kittens*) **Kittens begin with /k/.** (Children repeat, /k/.) **Listen again: net, kite. Which one begins with /k/?** (*kite*)

Say: **Let's pretend we are kittens.** (Children meow.) Continue: **Listen to these words. If you hear /k/ at the beginning, meow like a kitten. If the word doesn't begin with /k/, put your finger to your mouth. Ready?** Use *king*, *tent*, *key*, *puppy*, *mother*, *kind*, and *kitchen*.

Indicate *Nursery Rhymes* pages 44 - 45, "Three Little Kittens." Children describe the illustrations, then you read the text. They stand when they hear the word *kittens*.

Encourage children to listen for /k/ today.

Materials

- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Picture Cards: *kangaroo*, *kitchen*, *kite*, *kitten*
- Pocket chart

Kittens

*We are baby animals.
We have whiskers and love to purr.
Our mother is a cat.
Our name begins with /k/.
What are we?*



Alphabet Knowledge

Recites the alphabet in sequence

Recognizes and names most letters of the alphabet

Phonological Awareness

Recognizes and identifies beginning sounds in words

Isolates and pronounces the initial sounds in words

Story Time

Dinosaur Dance

Ask: **Did you know no one has ever seen a dinosaur? When dinosaurs lived there were no people yet! What do you think dinosaurs did all day? Do you think they ever danced? Here's a song called "Dinosaur Dance." Let's pretend to be dancing dinosaurs!**

Play *Sing-Along* Volume 2 Track 8. The children listen and dance to "Dinosaur Dance." Allow them to take turns dancing with Dragon.

Indicate *Dinosaurs*. Locate the title and author. Explain this is a nonfiction book that contains real information about dinosaurs.

Read *Dinosaurs*.

Partner the children and say: **Talk with your partner about how they think dinosaurs looked.** Volunteers share with the class.

The children change partners and discuss how dinosaurs and people are alike. Volunteers share with the class.

The children change partners again and discuss what they learned about dinosaurs. Volunteers share.

Materials

- Starfall Sing-Along* Volume 2
- Dinosaurs* by Brandi Chase
- Dragon



Approaches to Learning

Reflects on what has been learned

Creative Arts

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

Language Development

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

Reading

Recalls important facts from informational text

Science

Compares, contrasts, and classifies objects and data

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

Notices changes in living things over time

Math

Becomes familiar with standard and nonstandard measuring tools and their uses

Uses measurable attributes to compare objects

Uses numbers to predict, estimate, and make realistic guesses

Social/Emotional Development

Demonstrates self-help skills

Small Group & Exploration

Create Dinosaur Footprints

Indicate two dinosaur footprints. Say: **These are footprints from a plant-eating dinosaur. Are they bigger or smaller than your feet?** (They are much bigger.) **Take off one of your shoes and look at it.** (Children do this.) Ask: **How many of your shoes would fit inside these dinosaur footprints?** (Children estimate.)

Paint the bottom of one foot of each child. Assist children in placing their feet inside the dinosaur footprints. Use a marker to add their names.

As children finish, they stand on newspaper. When all are finished use water and paper towels to wash their feet.

Display the finished footprints in the classroom or hallway.

Materials

- Prepared dinosaur footprints
- Tempera paint in a variety of colors
- Paintbrushes
- Newspaper
- Tub of water and paper towels
- Marker



Creative Arts

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

Expresses concepts, ideas or feelings through movement

It would be funny to have a dinosaur name. My name could be Gingersaurus!
Love,
Gingerbread Boy

English Conventions

Recognizes first letter of names is capitalized

Science

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

Notices changes in living things over time

Social/Emotional Development

Seeks assistance from adults or classmates

Vocabulary

Discusses words and word meanings

Social/Emotional Development

Recognizes and identifies emotions in self and others

Morning Meeting

Warm Up Your Brain

Play "Dinosaurs, Dragons, and Dancers." Discuss, demonstrate, and practice moving like dinosaurs and dragons. Contrast this with how dancers move. Explain that you will play music and say "dinosaurs," "dragons," or "dancers." When you say "dinosaurs" the children stomp to the music. When you say "dragons" they pretend to breathe out fire. When you say "dancers" they move lightly.

Materials

- Teacher's choice of music
- Dragon

Dinosaur Names

Read and discuss Gingerbread Boy's message.

Recall the rope (yarn) activity from Day 1. Say: **Dinosaurs were the biggest animals ever to live on Earth. Some were bigger than elephants or buses.**

Materials

- Dinosaur Poster
- Chart paper
- Marker

Indicate the Dinosaur Poster. Engage children in a discussion to:

- identify the various dinosaurs pictured
- identify the objects to which dinosaurs are compared

Ask: **Could dinosaurs and people live together?** Discuss why or why not.

Explain: **The word *dinosaur* means *great lizard*. Scientists called *paleontologists* have discovered very large dinosaur bones. They could tell the bones are millions of years old. The paleontologists could also tell how big dinosaurs were from the bones. The scientist who discovers the dinosaur bones gets to name the dinosaur.**

- **Some dinosaurs were named after paleontologists.**
- **Some dinosaurs were named for friends of paleontologists.**
- **Some dinosaurs were named after the places they were discovered.**
- **Some dinosaurs were named because of how they looked. For example, an iguanodon has teeth like an iguana.**

Say: **Gingerbread Boy said his dinosaur name could be *Gingersaurus*. Dragon said his dinosaur name could be *Dragonosaurus Rex*. Let's give ourselves dinosaur names. What is yours?** Children take turns revealing their dinosaur names. Classmates may assist children to create dinosaur names as you list them on chart paper. Save the list for use in Small Group.

LEARNING CENTERS

See Learning Centers for Week 18, pages 446-448. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Materials

 None

Phonological Awareness/Phonics: Words in a Sentence

Say: **Listen to this sentence. *I have three kittens. Now, you say it.*** (Children repeat the sentence.) **Listen again.** Repeat the sentence, *I have three kittens.* Ask: **How many words did you hear?** (Children respond.)
Let's check.

Assign one child to each word in the sentence to stand in front of the class. Stand behind each child as you repeat the sentence, *I have three kittens.* Repeat for *I have a kitten for a pet.* Explain that the spaces between the children are similar to the spaces we leave between words when we write.

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Introduce Kk

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

Indicate the Kk Letter Card.

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

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

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

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

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

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

Materials

 Letter Card Kk

 Star

 Grandmother

 ABC for Gingerbread Boy and Me by Starfall

Phonics & Word Recognition

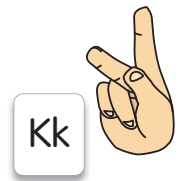
Associates letters with their names and sounds

Phonological Awareness

Recognizes and identifies beginning sounds in words

Print Concepts

Recognizes relationship between illustrations and text



Story Time

Dinosaurs Vocabulary

Indicate *Dinosaurs*. Say: **This book includes several new vocabulary words. Let's talk about some of them.**

Place the Picture Cards face down in a pocket chart. A volunteer reveals one. Identify the vocabulary word and children repeat. Briefly discuss its meaning. Repeat until all words have been introduced.

Materials

- Dinosaurs* by Brandi Chase
- Bag or basket
- Picture Cards: *apatosaurus*, *asteroid*, *compsognathus*, *corythosaurus*, *crest*, *dinosaur*, *fossil*, *paleontologist*, *stegosaurus*, *triceratops*, *tyrannosaurus rex*
- Tape or push pins

Science

Shows curiosity by asking questions and seeking information

Compares, contrasts, and classifies objects and data

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

Notifies changes in living things over time

Vocabulary

Uses illustrations and context to determine word meaning

Comprehends increasingly complex and varied vocabulary



dinosaur

an animal that lived millions of years ago



fossil

part of an animal or plant from a long time ago, found in earth or rocks



crest

a growth on top of an animal's head, such as feathers, fur, or a bone



asteroid

a big rock that circles the sun



paleontologist

a scientist who studies fossils to learn about animals and plants from long ago



apatosaurus

a plant-eating dinosaur with a long neck and tail and a small head



stegosaurus

a plant-eating dinosaur



triceratops

a three-horned plant-eating dinosaur



corythosaurus

a duck-billed dinosaur with a crest on its head



compsognathus

a meat-eating dinosaur



tyrannosaurus rex

a meat-eating dinosaur, known as the king of dinosaurs

Read *Dinosaurs*. Children raise their hands when they hear vocabulary words.

Place the Picture Cards in a bag or basket for use on Day 3.

Small Group & Exploration

Dinosaur Illustrations

Indicate Dragon and say: **Let's pretend Dragon is a dinosaur.** Choose a child to stand next to Dragon.

Ask: **How are (child's name) and Dragon alike?** (Both have eyes, arms, legs, teeth) **How are they different?** Discuss.

Explain: **Today you will pretend YOU are a dinosaur and you will illustrate yourself as a dinosaur in your Writing & Observation Journal!**

Distribute Writing & Observations Journals.

The children illustrate themselves as dinosaurs. They write their own sentences to explain their illustrations using scribble writing or inventive spelling. They read their sentences and you write them correctly underneath their writing. Model basic writing conventions such as beginning the sentence with a capital letter, leaving spaces between words and ending with a period.

Label the children's papers with their dinosaur names.

Optional: Allow the children to take digital photos of each child's face. Print them out and trim them for children to glue to the faces of their dinosaur illustrations.

Materials

- | | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Dinosaur names from Morning Meeting |
| <input type="checkbox"/> | Drawing paper |
| <input type="checkbox"/> | Crayons, markers, pencils |
| <input type="checkbox"/> | Writing & Observation Journals |
| <input type="checkbox"/> | Dragon |

Approaches to Learning

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

Science

Observes similarities and differences in living and nonliving things

Writing

Uses writing tools and materials

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

Uses appropriate writing conventions with adult assistance

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Sing "Dino Pokey" to the melody of "Hokey Pokey."

Dino Pokey

You put your claws in,
You put your claws out,
You put your claws in,
And you shake them all about.

You do the Dino Pokey
And you turn yourself around
That's what it's all about!

(Repeat with feet, teeth and head.)

Creative Arts

Enjoys participating in a variety of music activities

Experiences different moods, tempos, and rhythms in music activities

I learned so many new dinosaur words.
My favorite is fossil!
What's yours?
Your friend,
Gingerbread Boy

Print Concepts

Connects oral language and print

Science

Uses tools and equipment to explore objects

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

Notices changes in living things over time

Social/Emotional Development

Demonstrates self-help skills

Vocabulary

Discusses words and word meanings

Fossils

Read and discuss Gingerbread Boy's message.

Indicate the bag or basket containing the Picture Cards. A volunteer draws one.

- Identify the picture and children repeat.
- Identify the beginning letter.
- Attach the Picture Card under the corresponding letter on your Alphabet Board.

Say: **Gingerbread Boy said his favorite word is fossil. Paleontologists found fossil skeletons or bones of dinosaurs in stones or rocks. They used special tools to scrape away the stone and take the bones out. Then they put the bones together like a puzzle to see how the dinosaur would have looked. Let's see how a fossil might look.**

Distribute newspaper or a place mat and play dough to each child.

- Children flatten their play dough.
- Distribute a dog bone treat or two to each child.
- Children push the treats into their play dough.
- They remove the dog bone treats and observe the prints left in their play dough using magnifying glasses.

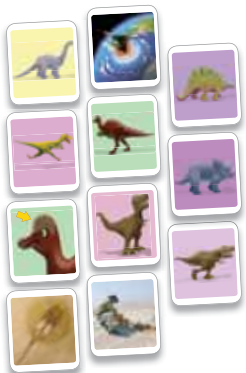
Explain: **This is how dinosaur fossils were formed. Bones made prints in the mud. The mud hardened and bones became rock or stone. Paleontologists learned about dinosaurs by studying the fossils.**

Discard the dog bone treats and place the molds in a safe place. Children check them in a day or two and notice they have hardened the way fossils do.

Allow the children to wash their hands.

Materials

- Picture Cards: *apatosaurus, asteroid, compsognathus, corythosaurus, crest, dinosaur, fossil, paleontologist, stegosaurus, triceratops, tyrannosaurus rex*
- Tape or pins
- Play dough for each child
- Small dog bone treats
- Newspaper or place mat for each child
- Magnifying glasses



LEARNING CENTERS

See Learning Centers for Week 18, pages 446–448. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Social/Emotional Development

Recognizes and identifies emotions in self and others

Circle Time

Phonemic Awareness: Blend Consonant/Vowel/Consonant

Say: **Listen to these sounds, /d/ /o/ /t/. Now you say them.** (Children repeat, /d/ /o/ /t/.) **Now blend the sounds together to form a word, /d/ /o/ /t/, dot. Let's try some more.** Repeat for /n/ /a/ /p/ *nap*, /m/ /e/ /n/ *men* and /d/ /a/ /d/ *dad*.

Materials

None

Phonics & Word Recognition

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

Phonological Awareness

Blends phonemes into words

List Kk Words, ASL Kk

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

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures and words that begin with *Kk*. Say: **Let's make a list of words that begin with the letter Kk. I'll write the words on this chart paper so we don't forget them.**

Start with children's names that begin with *K*, then accept suggestions. Children circle *Kk* in their words.

Say: **We have learned the letter Kk and /k/. Now let's learn to make the letter Kk with our fingers.**

Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for *Kk*. Say: **This is the letter Kk in sign language. Now you try it. Children sign Kk.**

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

Grandmother says: **Let's play a game. Listen to these words. If the word begins with /k/ give a thumbs up.**

(Demonstrate) **If the word doesn't begin with /k/, give a thumbs down.**

(Demonstrate) **Ready?** Use *keep, keyhole, doll, kiss, kind, octopus, farm,* and *kitty*.

Play *Nursery Rhymes* Audio CD Track 43. Children sing "Three Little Kittens."

Materials

ABC for Gingerbread Boy and Me by Starfall

Chart paper

Chart paper

Marker

Starfall American Sign Language Poster

Language Poster

Grandmother

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

Rhymes (Book & Audio CD)

Phonics & Word Recognition

Identifies words beginning with the same letter as their own name

Phonological Awareness

Recognizes/identifies beginning and ending sounds in words

Print Concepts

Connects oral language and print

Where Is /k/?

(Melody: *Where Is Thumbkin?*)

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

Here I am. Here I am.

/k/ in kitten, /k/ in kitchen

/k/ /k/ /k/, Kk, Kk, Kk.



Observe & Modify

/k/ can be confusing to children since it is produced by both Cc and Kk. Help them to better understand by creating a chart with two columns, one for Cc and one for Kk. Remind them that Cc stands for the /k/ in *cat*, and Kk stands for the /k/ in *kitten*. Write the words in the corresponding columns. Continue with other CC and Kk words if more clarification is required.

Story Time

Teacher's Literature Choice: Dinosaurs and Dragons

Indicate your choice of a dinosaur book and a dragon book, and identify the authors and illustrators. Picture-walk as children discuss the illustrations. Volunteers point to where the text begins on each page. Read both stories, pausing briefly to introduce new vocabulary as it is encountered. Ask and answer questions about the stories.

Say: **Let's compare these two books. Who remembers what *compare* means?** (Volunteers respond.) **Yes, when we compare things we tell how they are alike.** Children discuss similarities in the two books.

Continue: **Now let's contrast the two books. Who remembers what it means to *contrast*?** (Volunteers respond.) **Right, when we contrast we talk about things that are different.** Children discuss differences in the two books.

If time allows, the children vote by a show of hands which book they liked better.

Materials

- Teacher's choice of book about dinosaurs and dragons

Print Concepts

Shows where print begins on a page

Recognizes relationship between illustrations and text

Reading

Identifies the role of author and illustrator

Asks and answers questions about key elements in a text

Identifies basic similarities in and differences between two texts

Vocabulary

Discusses words and word meanings

Math

Recognizes and identifies basic three-dimensional shapes

Describes and compares basic shapes

Identifies shapes regardless of their orientations or size

Small Group & Exploration

Review 3D Shapes

Indicate the 3D Picture Cards displayed in a pocket chart and the children assist to identify each shape. Ask: **Who remembers how these 3D shapes are different from shapes like circles, triangles, squares, and rectangles?** (Volunteers respond.) Children should understand that 3D shapes are not flat like circles, triangles, squares, and rectangles.

Choose a volunteer to reach into the paper bag and pull out an object. Ask: **Which 3D shape does this object look most like?** Classmates may assist to determine the correct answer.

When the answer has been determined say: **Let's be 3D shape detectives!** Volunteers find other objects in the classroom with the same shape.

Repeat for each of the objects in the bag.

Materials

- 3D Shape Picture Cards:
cube, sphere, cylinder, cone, pyramid, rectangular prism
- 3D shape items: Die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, cheese wedge or a sharpened pencil placed in a paper bag
- Pocket chart

Gathering Routine

Continue the Gathering Routine and activity from Day 1.

Morning Meeting

Materials

Dragon

Warm Up Your Brain

Children pretend to go on a dinosaur hunt. Clap your hands on your legs to sound like footsteps. Every minute or so announce an obstacle and model the corresponding movement for children to perform. Suggestions:

- **Big stones!** (leap)
- **Caves!** (crawl)
- **Mountains!** (climb)
- **Swamps!** (stomp)
- **Logs!** (walk on tiptoes)

Gross Motor Skills

Combine a sequence of large motor skills

Math

Understands directionality, order, and position of self and objects in space

Social Studies

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

Speaking & Listening

Follows simple and multiple-step directions

What if you woke up one morning and found a baby dinosaur in your yard?
Your pal,
Gingerbread Boy

Approaches to Learning

Approaches tasks, activities and problems with creativity

Writing

Contributes to a shared writing experience or topic of interest

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

Uses appropriate writing conventions with adult assistance

Write a Class Story

Read and discuss Gingerbread Boy's message.

Volunteers respond to the following questions:

- **What would you feed a baby dinosaur?**
- **Where would a baby dinosaur sleep?**
- **What story do you think a baby dinosaur would like to hear?**
- **What might you play together?**
- **What do you think a baby dinosaur might say to you?**
- **How do you suppose a dinosaur could get into your yard?**

Indicate the chart paper. Say: **Let's write a story about what might happen if a baby dinosaur came to our classroom to visit.**

Write "Once upon a time a baby dinosaur came to our classroom." Volunteers offer responses to continue the story. Add their suggestions to the chart paper, modeling basic writing conventions such as leaving spaces between words, beginning sentences with capital letters, and ending them with periods. Periodically read the story so children hear its progress. Lead them to offer a conclusion, then read the completed story.

Materials

Chart paper

Markers



Observe & Modify

If children have difficulty suggesting sentences, help them by asking questions such as "What book do you think the baby dinosaur might want us to read?" or "At which Learning Center do you think the baby dinosaur would like to play?"

Social/Emotional Development

Recognizes and identifies emotions in self and others

Phonological Awareness

Counts and blends syllables in spoken words

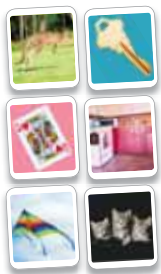
Phonics & Word Recognition

Associates letters with their names and sounds

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

Phonological Awareness

Recognizes and identifies beginning and ending sounds in words



LEARNING CENTERS

See Learning Centers for Week 18, pages 446-448. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Circle Time

Materials

None

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, *di-no-saur*. Now, put them together, *dinosaur*. This time clap for the parts. Ready? *di-no-saur*** (clap, clap, clap). Children say, *dinosaur*. Repeat with *drag-on*, *kit-tens*, *kid*, *ket-tle*, *fos-sil* and *dig*.

Introduce Final /k/

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

Review the ASL hand sign for Kk.

Gather children in a semicircle. Indicate the *kangaroo*, *key*, *kitchen*, *kite*, *king*, and *kitten* Picture Cards and place them on the floor as volunteers identify the pictures.

Grandmother says: **Look closely at these pictures that begin with /k/. I will take one away. You tell what is missing. Ready? Close your eyes.** Remove one of the Picture Cards and children determine which card is missing. Repeat several times.

Grandmother asks: **Did you know Kk can be at the beginning of a word OR at the end of a word? Listen for /k/ in this word, *pick*.** (Emphasize /k/ at the end.) **Now you say it, *pick*. Where do you hear /k/ in *pick*? Right, it's at the end. Say, *pick*.**

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

Say: **Listen to these words. If you hear /k/ at the end, gently clap your partner's hands.** Overemphasize /k/ in *sick*, *black*, *take*, *off*, *cake*, and *trick*.

Sing "Where Is /k/?"

Materials

- Grandmother
- List of Kk words from Day 3
- Picture Cards: *kangaroo*, *key*, *king*, *kitchen*, *kite*, *kitten*

Where Is /k/?

(Melody: *Where Is Thumbkin?*)

*Where is /k/? Where is /k/?
Here I am. Here I am.
/k/ in kitten, /k/ in kitchen
/k/ /k/ /k/, Kk, Kk, Kk.*



Observe & Modify

If peeking is a problem, cover the Picture Cards with a small cloth or paper.

Story Time

“Ten Big Dinosaurs”

Sing “Ten Big Dinosaurs.”

Indicate and name the Picture Cards.

Indicate *Dinosaurs*. Say: **This book will teach us about seven different kinds of dinosaurs.**

Distribute the dinosaur Picture Cards to seven volunteers. Continue: **When you hear the name of the dinosaur you are holding come stand in the front of the room as we read about it.**

Read *Dinosaurs*.

Prompt volunteers, if needed, to come forward and stand in a line as you identify each dinosaur.

Say: **Let’s see if we can remember the names of these dinosaurs.** The child holding the first dinosaur Picture Card raises it and you ask: **Which dinosaur did we read about first?** Assist the children to identify the dinosaur.

Continue: **Which dinosaur did we read about second?** Repeat for the third, fourth, fifth, sixth, and seventh dinosaurs.

Materials

- Dinosaurs* by Brandi Chase
- Picture Cards: *apatosaurus*,
compsognathus, *corythosaurus*,
stegosaurus, *triceratops*,
tyrannosaurus rex

Ten Big Dinosaurs

(Melody: “Ten Little Indians”)

One big, two big, three big dinosaurs,
Four big, five big, six big dinosaurs,
Seven big, eight big, nine big dinosaurs,
Ten big din-o-saurs!

Math

Understands and uses ordinal numbers

Reading

Recalls important facts from informational text

Vocabulary

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



Small Group & Exploration

Create Dragons

Children reference the Teacher’s Literature Choice dragon book from Day 3, and use Dragon as a model as they create their own dragons with play dough. They may also make imprints in the play dough with small plastic dinosaurs if available.

As they complete their projects, children compare their dragons to their dinosaurs in the Dinosaur Museum.

Materials

- Teacher’s Literature Choice
dragon book from Day 3
- Play dough
- Dragon
- Optional:**
- Small plastic dinosaur toys

Approaches to Learning

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

Creative Arts

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

Shows care and persistence in a variety of art projects

Morning Meeting

Materials

- Teacher's choice of music for "Freeze-a-Roo"
- Dragon

Warm Up Your Brain

Play "Freeze-a-Roo," and name the following motions in turn for children to perform as you play your choice of music. When the music stops, children freeze in place.

Say: **Pretend you are a:**

- **roaring dinosaur**
- **baby dinosaur hatching from an egg**
- **dinosaur stomping through a swamp**
- **sleeping dinosaur**

Say: **Now pretend you are a fire-breathing dragon and:**

- **fly high up in the air**
- **sleep in your cave**
- **breathe out fire**

Materials

- Plastic dog bone (or a pencil)

"Dinosaur, Dinosaur" and "True or Not True"

Read and discuss Gingerbread Boy's message.

Explain: **Gingerbread Boy could see real dinosaur bones at a museum! A museum is a building people visit to see and study important objects like fossils or art.**

Say: **Let's play a fun game called "Dinosaur, Dinosaur, Where's Your Bone?"** This game is played like "Doggie, Doggie, Where's Your Bone?"

- Place the toy bone under a chair in the front of the room. One child assumes the role of the dinosaur and sits in the chair, facing away from the other children.
- Tap a child on the shoulder. This child quietly goes forward to remove the bone from under the chair, returns to his or her place, and sits on the bone to hide it.
- Children chant "Dinosaur, Dinosaur, Where's Your Bone?"
- The dinosaur has three chances to guess who has the bone.
- The child with the bone becomes the next dinosaur.

"Dinosaur, Dinosaur, Where's Your Bone?"

*Dinosaur, Dinosaur,
where's your bone?
Somebody took it
from your home.
Guess who.
Was it you?
Or was it someone
from the zoo?*

Gross Motor Skills

Combine a sequence of large motor skills

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

Listening & Speaking

Follows simple and multiple-step directions

I've learned so much about dinosaurs. I wish I could see some real dinosaur bones.
Love,
Gingerbread Boy

Language Development

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

Reading

Recalls important facts from informational text

Vocabulary

Comprehends increasingly complex and varied vocabulary

Play “True or Not True.” Say: **Let’s think about what we have learned about dinosaurs. If you hear something that is true, roar like a dinosaur. If you hear something that is false, or not true, shake your head “no.”** Use the following statements:

- **All dinosaurs ate meat.** (not true)
- **Dinosaurs lived a long time ago.** (true)
- **A person who studies dinosaurs is called a paleontologist.** (true)
- **Dinosaurs lived with people.** (not true)
- **Paleontologists found fossils of dinosaur bones.** (true)
- **Dinosaurs would make good pets.** (not true)
- **A tyrannosaurus rex was very big.** (true)

LEARNING CENTERS

See Learning Centers for Week 18, pages 446–448. After cleanup, the children gather to share times they knew the feelings of classmates because of their facial expressions.

Social/Emotional Development

Recognizes and identifies emotions in self and others

Circle Time

Materials

- None

Phonological Awareness: Rhyming Words

Say: **Listen to these words, chick, brick, trick. Now you say them.**

(Children repeat, *chick, brick, trick*.) Ask: **What do you notice about these words?** (They rhyme.) **Listen to these words, clock, sock, lock. Now you say them.** (Children repeat, *clock, sock, lock*.) Ask: **Do these words rhyme?**

Repeat for *hat/cat/dog, hide/side/ride, and tap/car/map*.

Phonological Awareness

Identifies and discriminates rhyming words

Recognizing Letters: “My Turn, Your Turn”

Say: **Today we will help each other learn letters. Let’s make a fish bowl.** Gather children in a circle. A volunteer demonstrates “My Turn, Your Turn” in the center of the fish bowl as you explain the procedure:

- **Flash the Letter Cards one at a time to your partner.**
- **Your partner will identify each letter.**
- **If your partner has trouble identifying the letter, you can help. If it’s the letter O, ask, “Is this the letter D or O?” and when they guess right, say “Right, it’s O!”**
- **When you are finished, it’s your partners turn to flash cards back to you.**

Distribute a bag of letters to each child. Grandmother says: **Stand up, hand up, partner up.** (Children do this.) **Now it’s time for you to play “My Turn, Your Turn.”** Tap one partner in each pair to begin.

After an appropriate amount of time, gather the children’s attention by saying: **Clap once if you can hear me. Clap three times if you can hear me. Great job! Let’s give each other a big rocket cheer!**

Materials

- Prepared Letter Cards (D, E, F, M, K, and O) in a plastic bag for each child
- Grandmother

Print Concepts

Focuses on letter names and shapes

Speaking & Listening

Demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact and facial expressions, and maintaining a comfortable distance in conversation)

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

Story Time

Math

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

Reading

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

Recalls information from stories and other text

Speaking & Listening

Engages in conversations with peers and adults

Dinosaur Book Vote

Play *Sing-Along Volume 2* Track 8. Children listen and dance to “Dinosaur Dance.”

Display all dinosaur and dragon books read this week.

As you indicate and name each book, a volunteer holds it and faces the class.

Children briefly summarize each book. They then decide which of the books is their favorite and explain why. They vote for their favorite books by standing next to the volunteers holding their choices. Discuss the results of the vote by comparing the number of votes each book received to determine the winner.

Read the book with the most votes.

Materials

- Starfall Sing-Along Volume 2*
- Dinosaurs* by Brandi Chase
- All dinosaur books read this week

Small Group Math

Math

Recognizes and identifies basic three-dimensional shapes

Introduce “Dragon’s Fort”

Choose two players to place their playing pieces on the yellow “Start” cube. They take turns spinning the spinner and moving to the next indicated shapes on the game board. When a player is near the end of the path and there is no shape to match his or her spin, the player automatically advances to Dragon’s Fort, and he or she is the winner.

Add the game to your Exploration activities for the children to enjoy.

Materials

- “Dragon’s Fort” game boards
- Playing pieces
- Spinners