

This is a one-week 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!**

Look At You!

Unit 1 • Week 2





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Second
Edition!



Unit 1: Off to School

Week 2: Look At You!

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Week 2: Look At You!

This week you will continue to introduce children to ongoing routines they will experience in your classroom, such as Learning Centers, Small Group, and Gingerbread Boy's daily messages (beginning Day 3). Children will also:

- review print concepts such as cover, title, top, bottom, author, and illustrator
- identify rhyming words
- sequence using terms beginning, middle, and end and first, next, and last
- identify setting and characters
- recognize the clock, triangles, squares, circles, and the first letter in their names
- compare and contrast

Starfall Books & Other Media

Plush Dragon

The Gingerbread Boy as told by Brandi Chase

The Gingerbread Boy Sequence Cards

Starfall Fairy Tales Audio CD

Starfall Emotion Cards

Starfall Emotions Poster

Starfall Sing-Along, Volumes 1 & 2

Starfall's Selected Nursery Rhymes (book and audio CD)



Preparation

Establish locations in your classroom for the eight Learning Centers. Activities and materials within these centers will change weekly. See this week's Learning Centers (pages 30-31) for specific materials for this week's centers. Include available alphabet and shape puzzles as a choice for Small Group & Exploration.

On Day 1, Gingerbread Boy will introduce his friend Dragon to the children. Incorporate Dragon daily to assist in each day's Warm Up Your Brain activity by helping give directions or having volunteers hold him.

Day One

Story Time — You will need a world map or globe on which to indicate India.

Small Group — Duplicate one large sheep pattern for each child using the "Sheep" blackline in the Parent-Teacher Center on teach.Starfall.com. Have several bags of cotton balls and wiggly eyes available.



Day Two

Morning Meeting — Familiarize yourself with the song "Where Is Our Gingerbread Boy?" (page 35). Hide Gingerbread Boy in the Library Center area next to *The Gingerbread Boy* book. Cut apart "Gingerbread Boy's Learning Center Clues" and place them in their respective centers.



Art Center — Post a sign with Gingerbread Boy on it that reads “Draw me with you.”

Small Group — Prepare a special snack from Gingerbread Boy. Place several teaspoons of cinnamon, cardamom, nutmeg, and ginger in individual plastic bags and label each bag. (The spices may be saved after today’s lesson.) Title a sheet of chart paper “Our Favorite Spice Graph.” Create four columns and title each with the name of one of the spices to form a graph.

Day Three

Morning Meeting — Designate a location in the Writing Center to place Gingerbread Boy’s message. A volunteer will retrieve the message each day and bring it back to the group. You can write daily messages by hand, or print them from the message generator in the Parent-Teacher Center on teach.Starfall.com.



Circle Time — Familiarize yourself with the chant “Five Little Gingerbread Men” (page 40).

Circle Time and Small Group — Cut apart the five small gingerbread men (found in the Supplementary Materials packet) and attach a magnet to the back of each.

Discovery Center — To prepare cinnamon play dough for tomorrow, combine dry ingredients in a large saucepan. Gradually stir in water and vegetable oil. Cook over medium heat, stirring constantly, until a ball forms. Remove the mixture from heat, and let it cool until you can knead it until smooth on wax paper. The dough keeps well if stored in an airtight container.

Day Four

Gathering — Gather uppercase Letter Cards for the first letter of each child’s name.

Discovery Center — Hide the cinnamon play dough in the Discovery Center.

Circle Time — Familiarize yourself with the song “Where’s the Shape?” (page 43). Choose construction paper in three colors. Cut one into a large circle, one into a square, and the other into a triangle for demonstration. Prepare one smaller version of each shape for every child. The shapes will be reused, so consider laminating them and providing a small plastic bag for each child in which to keep them.

Story Time — Choose an alternate version of *The Gingerbread Man* story to read. The children will compare and contrast it to the Starfall version.

Small Group — Duplicate one “Gingerbread Boy Outline” page for each child, and cut circles, squares, and triangles in various colors and sizes. Place a small amount of cinnamon, nutmeg, cardamom and ginger into small plastic cups.

Day Five

Story Time — Choose a favorite book to share with the children. Select vocabulary to introduce as you read.



Dough Ingredients

- ☐ 2 cups flour
- ☐ 1 cup salt
- ☐ 4 tsp. cream of tartar
- ☐ 2 Tbsp. vegetable oil
- ☐ 2 cups water
- ☐ 4 teaspoons cinnamon

I am learning so much at school. Did you like all the spices you smelled yesterday? I know a rhyme about making a cake. Do you want to learn it?
Your pal,
Gingerbread Boy

Day 4

Do you remember the spice the old woman used to make me? It was cinnamon! I made something for you with cinnamon in it.
Your friend,
Gingerbread Boy

Day 5

I am so happy that I will be in your class this year. Thank you for being my friends.
Love,
Gingerbread Boy

WEEK 2

Day One

Day Two

Gathering

Attendance and Weather Routines

Add name cards to Attendance Board

Attendance and Weather Routines

Gingerbread Boy is absent!

Morning Meeting

"Mary Had a Little Lamb"

Describe fleece

Supply missing words in rhyme

Vocabulary: fleece

"Where Is Thumbkin?"

"Where is Our Gingerbread Boy?"



LEARNING CENTERS

Circle Time

"Head, Shoulders, Knees, and Toes"

Introduce parts of the body; compare/contrast with Gingerbread Boy

Vocabulary: head, shoulders, knees, toes, eyes, ears, mouth, nose, fingers, elbows, hips, ankles

"Open Them, Shut Them"

Label objects

Introduce the clock

"There's a Neat Little Clock"

Story Time

Review *The Gingerbread Boy*; discuss the book's cover, top, and bottom

Review cover, title, author, and illustrator

Introduce characters

Retell story

Vocabulary: characters, India



The Gingerbread Boy

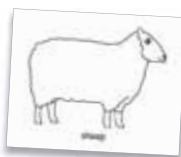
Describe illustrations

Vocabulary: spices, cinnamon, ginger, cardamom, nutmeg



Small Group & Exploration

Decorate sheep



Our Favorite Spice Graph

Vocabulary: graph

Day Three

Day Four

Day Five

Attendance and Weather Routines

Count names to determine larger number

Gingerbread Boy's Message

"Where Is Thumbkin?"

"Pat-a-Cake"

Interpret spice graph

Attendance and Weather Routines

Recognizing first letter of names

Gingerbread Boy's Message

"Pat-a-Cake"

Cinnamon play dough

Attendance and Weather Routines

One-to-One Correspondence

Gingerbread Boy's Message

Emotion Cards

Emotions

Poster

"Open Them, Shut Them"



LEARNING CENTERS

"Pat-a-Cake"

Introduce zero and counting to five



"Five Little Gingerbread Men"

Vocabulary: zero

"Open Them, Shut Them"

"Where's the Shape?"

"There's a Neat Little Clock"

Introduce circle, square, and triangle

Distinguish letters, numbers, shapes, and pictures

"The Alphabet Song"

The Gingerbread Boy

Story Sequence Cards

Count story characters

Dramatize *The Gingerbread Boy*



Compare and contrast *The Gingerbread Boy* and an alternate version

Teacher's Literature Choice

Selected vocabulary from story

Introduce "how many" and making comparisons



Decorate gingerbread boys with shapes and spices



Recognizing Numerals 0 - 5

WEEK 2

LEARNING CENTERS

Computer Center

Preparation — Include up to three computers and six sets of headsets with splitters. Set up computers with a *Starfall.com* desktop shortcut. In addition to (or instead of) using computers, you may also download the Starfall app for use on tablets.

Activity — Children explore the ABCs on *Starfall.com*.

Computer Center



Art Center

Preparation — Place a worktable, art easel, and chairs near a sink in an uncarpeted area. Include various types and colors of paper, crayons, pencils, and scissors.

Art Center



Library Center

Preparation — Locate this center in a quiet, carpeted area of your classroom. Provide comfortable seating and bookshelves or baskets filled with a variety of picture and alphabet books. Decorate this area with print-rich posters and pictures. Include a table and chairs with a CD player and headsets in the center.

Add *The Gingerbread Boy* book and *Starfall Fairy Tales* CD after the story has been introduced, and add variations of Gingerbread Man books later in the week.

Library Center



Dramatic Play Center

Preparation — Begin with a child-sized kitchen that might include a telephone, refrigerator, sink, stove, table, and chairs. Stock the kitchen with pots, pans, cooking utensils, dishes, and tableware. Include dolls, a doll bed, and clothing. Add paper and pencils for creating grocery lists. Add dress up clothing such as dresses, hats, ties, jackets, scarves, shoes, and jewelry.

Dramatic Play Center

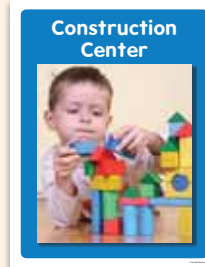


Begin by opening a few Learning Centers, then gradually open the others to avoid overwhelming the children with too many choices and activities at once.

Construction Center

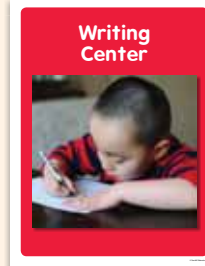
Preparation — Establish the Construction Center in a carpeted area with shelves to store the changing building materials. Introduce only wooden building blocks this week. Include paper and pencils for creating signs.

You will add other construction materials in future weeks.



Writing Center

Preparation — Place the suggested materials for Week 2 in the center of a worktable and chairs. Include writing paper, pencils, and laminated alphabet and numbers 0-9 charts, as well as a class list of first names. Children will work with various materials in this center; develop a system for keeping them organized. Gingerbread Boy will leave his daily message in the Writing Center. Designate a location where children can easily find it.



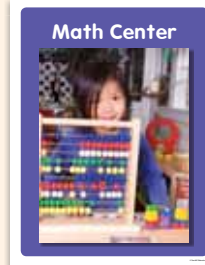
Discovery Center

Preparation — Place a sand table and water table near a sink in an uncarpeted area. Introduce only the sand table this week.



Math Center

Preparation — Establish this center close to shelves with labeled tubs containing math manipulatives. Common manipulatives include counting cubes, links, buttons, and counters. Include paper and pencils.



WEEK 2

Day One

Alphabet Knowledge

Recognizes and names letters in own name

Science

Makes predictions

Observes and describes weather and how it changes



Approaches to Learning

Focuses attention on tasks and experiences

Speaking & Listening

Speaks in complete sentences of four or more words

Phonological Awareness

Identifies spoken words as same or different

Reading

Recognizes common types of literature

Vocabulary

Understands describing words

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

Gathering

Prior to the Gathering Routine each day, the children stand, face the national flag, and listen to or sing along with *Sing-Along* Volume 1, Track #3 "America the Beautiful" (or song appropriate for your country). **Optional:** Visit [Starfall.com: Talking Library, Nonfiction: "I Am Your Flag" by Chase Tunbridge](http://Starfall.com: Talking Library, Nonfiction: 'I Am Your Flag' by Chase Tunbridge), for information on the American flag.

Place the name cards in the appropriate columns of the Attendance Board.

Gather the children in a circle and distribute name cards. Say: **Today you will bring your name card to the Attendance Board, place it on the board, and say your name.** The order in which children bring their names is determined by where they sit in the circle. Begin with a child near you. As children place their name cards, indicate the first letter of each child's name and say: **(Child's name) name begins with the letter (letter of child's first name).** If you have name cards remaining, children determine where they should be placed. (absent column)

Indicate the Weather Board and Weather Cards. Say: **Look at all these weather pictures. Who can find the picture that shows today's weather?** (A volunteer chooses the card.) **Let's put that picture under "Today's Weather."** (Place the Weather Card.) **Do you think the weather will be the same or different this afternoon?**

Materials

- ☐ Attendance Board and name cards
- ☐ Weather Board and Weather Cards

Morning Meeting

Warm Up Your Brain

Keep Dragon hidden from the children as Gingerbread Boy whispers to you that he has a friend he would like to introduce to the children. Reveal and introduce Gingerbread Boy's friend, Dragon. Explain to the children that Dragon will assist with the Warm Up Your Brain activity each day.

The children pass Dragon around, introduce themselves, and welcome him to their class.

Materials

- ☐ Plush Gingerbread Boy
- ☐ Plush Dragon

Finish the Rhyme

Indicate *Starfall's Selected Nursery Rhymes* page 27, "Mary Had a Little Lamb." Ask: **Who remembers what a nursery rhyme is? Yes, a nursery rhyme is a short rhyme that tells a story.**

Recite "Mary Had a Little Lamb" together. Explain: **This rhyme tells us that Mary's lamb has fleece.**

Read the first line, "Mary had a little lamb, its fleece was white as snow." Say: **Fleece is the coat of wool that covers a lamb's body. Say, fleece.** (Children repeat, *fleece*.)

Materials

- ☐ *Starfall's Selected Nursery Rhymes* (book and audio CD)
- ☐ Cotton balls (one for each child)
- ☐ Optional: Fleece blanket or jacket

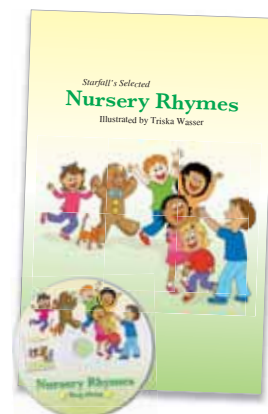
Indicate a cotton ball. Say: **This is a cotton ball. It feels a little like lamb's fleece.** (Distribute a cotton ball to each child.) **Who can describe how it feels?** (Volunteers respond.) **The rhyme says the fleece was white as snow. Why do you think the author of the rhyme compared it to snow?** (Discuss)

Explain that fleece is used for its warmth. If available, show the children the fleece blanket or jacket and allow them to feel its softness and warmth. Allow the children to discuss their experiences with fleece.

Say: **Listen carefully to this nursery rhyme again. I will leave out a word and you say it. Mary had a little** (blank). **What word is missing?** Children respond with the missing word. Continue the rhyme and omit the last word in each line. Pause as children supply the missing words.

Say: **Let's play a listening game. I'll say two words. If the two words are the same, hold up your cotton ball. Let's try one, snow, snow. Are they the same?** (Children raise their cotton balls.) **Yes! Snow and snow are the same. Let's try some others.** Continue for *Mary/snow, day/day, school/play, laugh/laugh, rules/rules, and fleece/lamb.*

Play *Nursery Rhymes* Audio CD Track 24. Children sing "Mary Had a Little Lamb."



LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 30-31.
After cleanup, gather the children to share their experiences.

Circle Time

Compare/Contrast Body Parts

Play *Sing-Along* Volume 1 Track 12, "Head, Shoulders, Knees, and Toes."

Volunteers identify and indicate the body parts mentioned in the song (head, shoulder, knees, toes, eyes, ears, mouth, nose, fingers, elbows, hips, ankles).

Play a game to practice body parts and positional words (*on top of, next to, in front of, beside, under, over, close to, above, below*). Say: **Place your hands on top of your head.** The children follow your direction. Continue giving directions, pausing after the children respond to discuss correct responses.

Gingerbread Boy whispers that he doesn't think he has all those body parts.

Share Gingerbread Boy's concern. Compare and contrast Gingerbread Boy's body parts with the children's, then repeat the song.

Materials

☐ *Starfall Sing-Along*

Volume 1, Track 12

☐ Gingerbread Boy

Head, Shoulders, Knees, and Toes

*Head, shoulders, knees, and toes,
knees and toes*

*Head, shoulders, knees, and toes,
knees and toes and*

*Eyes and ears and mouth and nose
Head, shoulders, knees, and toes,
knees and toes*

*Fingers, elbows, hips, and ankles,
hips and ankles*

*Fingers, elbows, hips, and ankles,
hips and ankles*

*Hair and cheeks and chin and neck
Fingers, elbows, hips, and ankles,
hips and ankles*

*(Repeat three times, progressively
faster each time.)*

English Conventions

*Uses frequently occurring
nouns and verbs*

Math

*Responds to
positional words*

Science

*Compares and
contrasts objects*



Story Time

English Conventions

Uses frequently occurring nouns and verbs

Print Concepts

Identifies front cover, back cover and title of a book

Reading

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

Identifies characters, settings, and events

Identifies roles of author/illustrator

Retells a story in sequence

Social Studies

Understands maps are representations of actual places



Sequence *The Gingerbread Boy*

Indicate *The Gingerbread Boy*. Review print concepts such as front and back cover, title, author, and illustrator. Remind the children that the spices used to create the Gingerbread Boy in this story came from a country far away called India. Locate India on a world map or globe.

Say: **Listen carefully for the animals Gingerbread Boy meets along the way.**

Read the story, pausing to allow the children to ask questions to gain or clarify information as necessary. Ask:

- **What was the first animal Gingerbread Boy met?** (squirrel)
- **What was the next animal Gingerbread Boy met?** (fawn)
- **What was the last animal he met?** (fox)

Explain: **Each of these animals is a character in the story. Other characters in the story are the old woman and Gingerbread Boy.**

Say: **A story always has a beginning, a middle, and an end.** Ask the following questions, and accept responses:

- **Who remembers how *The Gingerbread Boy* began?**
- **What happened in the middle of the story?**
- **How did the story end?**

Place *The Gingerbread Boy* Sequence Cards in a pocket chart in random order. Volunteers describe the cards. Ask: **Are these cards in the order of the story?** Lead the children to determine that the cards are not in story order and explain how they can tell.

Two volunteers order the sequence cards as they retell the story. The class determines if the sequence cards are in order and explains why or why not. The children close their eyes as you mix the sequence cards. Two new volunteers order them and retell the story. The class again determines if the order is correct.

Explain: **Another word for story order is *sequence*. We put the cards into the correct *sequence* to tell the story.**

Materials

- ☐ *The Gingerbread Boy*
- ☐ Gingerbread Boy
- ☐ World map or globe
- ☐ *The Gingerbread Boy*
- Sequence Cards

Approaches to Learning

Brings tasks to completion

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing

Writes own name

Small Group & Exploration

Design Sheep

Divide the children into two or three small groups to meet during Exploration time.



The children write their names at the bottom of their pages, then glue cotton balls and wiggly eyes on the outline of the sheep.

Materials

- ☐ Generated sheep page for each child
- ☐ Cotton balls (several bags)
- ☐ Wiggly eyes
- ☐ Glue
- ☐ Marker
- ☐ Optional: Drawing paper

Gathering

Ask: **Who observed, or noticed, the weather today? Let's put the picture that shows the weather under "Today's Weather." Is the weather today the same as it was yesterday?** (Discuss)

Ask: **Do you think the weather will be the same or different this afternoon?** (Discuss)

Indicate the Attendance Board and say: **When I call your name, say, "I am here!"** (or "present").

Continue the Attendance Routine as usual, but today, call Gingerbread Boy's name last. As you call each child's name say: **The first letter of (child's name) is (letter).** The child repeats the first letter of his or her name.

Say: **Someone seems to be missing today. Has anyone seen Gingerbread Boy?**

Materials

- ☐ Attendance Board and name cards
- ☐ Weather Board and Weather Cards

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 50. Dragon observes as the children sing "Where Is Thumbkin?" and perform traditional movements to accompany the song.

Materials

- ☐ *Starfall Sing-Along*
Volume 2, Track 50
- ☐ Dragon



Creative Arts

Participates in finger plays, songs, and rhymes

Where Is Gingerbread Boy?

Pretend to look around the room, searching for clues as to where Gingerbread Boy might be. (See Preparation Notes.) Find the first clue from Gingerbread Boy in the Library Center and read it aloud: **Do you remember my name?** (Pause for responses.) **I have been having fun exploring in the center where you build things. I bet you can't find me!**

Lead the children on a search for Gingerbread Boy. Follow the clues as you discover them. Teach and sing "Where Is Our Gingerbread Boy?" as you move from center to center. At the end of the search, invite Gingerbread Boy to become part of the class and stay all year.

Each day assign a different child to take care of Gingerbread Boy. He or she may carry Gingerbread Boy to different activities.

Materials

- ☐ Gingerbread Boy's clues, hidden in the Learning Centers

Where Is Our Gingerbread Boy?

(Melody: "Oh Where Oh Where Has My Little Dog Gone?")

Oh where, oh where is our Gingerbread Boy?

Oh where, oh where can he be?

He was here last night, but now he is gone

Oh where, oh where can he be?

Approaches to Learning

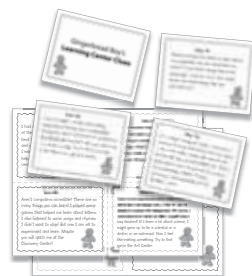
Approaches tasks, activities and problems with creativity

Social Studies

Recognizes and accepts responsibilities

Social/Emotional Development

Demonstrates sense of belonging to groups



LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 30-31. After cleanup, gather the children to share their experiences.

Circle Time

Math
Becomes familiar with standard measuring tools and their uses

Print Concepts
Understands that letters form words

Reading
Recognizes common types of literature

Social Studies
Sequences familiar events in time

Vocabulary
Applies new meanings to familiar words

“There’s a Neat Little Clock”
Play *Sing-Along* Volume 1 Track 25, “Open Them, Shut Them!”

Say: **Look around our classroom. What are some things you see?** Encourage the children to look around the room and identify objects.

Indicate the index cards. Say: **Let’s label our room.**
Explain that you will write the names of classroom objects on the cards and attach them near the objects.

Say: **A clock is used to measure time. Who can find the clock in our classroom?**

Indicate the clock. Ask: **How can a clock help us at school?** (Pause for responses.) **A clock helps us know when to do things during the day. If we didn’t have a clock we wouldn’t know when it was time to eat lunch! What are other ways clocks help us?** Lead the children to understand that clocks help wake us up for school, time how long to cook our food, how long it takes us to run a race, etc.

Display *Nursery Rhymes*, page 23 and remind the children that nursery rhymes are short rhymes that tell stories. Indicate the cover and title, then open the book to “There’s a Neat Little Clock.” Say: **We have been talking about the clock. Who remembers why we use clocks?** (Pause for responses.) **Listen to this nursery rhyme about a clock.** Read the rhyme.

Say: **Point to your face.** (The children do this.) **A clock has a face too. Is the clock’s face the same as your face?** Children compare and contrast their faces to the face of a clock.

Say: **Wave your hands. How many hands do you have?** (Volunteers respond.) **Let’s count the hands on the clock.** (Do this.)

Ask: **Are the hands on the clock the same as our hands? How are they different?**

Play *Nursery Rhymes* Audio CD Track 19, “There’s a Neat Little Clock” several times. Encourage the children to join in and make up actions to accompany the rhyme.

Materials

- ☐ *Starfall Sing-Along*
Volume 1, Track 25
- ☐ *Starfall’s Selected Nursery Rhymes* (book and audio CD)
- ☐ Index cards, marker
- ☐ Tape or sticky tac

There’s a Neat Little Clock

*There’s a neat little clock,
In the schoolroom it stands
And it points to the time
With its two little hands
And may we, like the clock
Keep a face clean and bright
With hands ever ready
To do what is right*

Story Time

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

Identifies characters, settings, and events

Vocabulary
Understands describing words

Discusses words and word meanings

Spices for Gingerbread Boy
Display page 3 of *The Gingerbread Boy* and assist the children to describe the illustration.

Say: **The old woman has all the ingredients or foods she needs to make gingerbread cookies. Who can find the bag of flour in the illustration?** (A volunteer identifies the flour.) **I see four bottles of spices. Remember, spices are added to food to make it taste good. Do you remember where the old woman got the spices? Right, India!**

Materials

- ☐ Labeled bags of cinnamon, nutmeg, cardamom, and ginger
- ☐ *The Gingerbread Boy*

Indicate the cinnamon, nutmeg, cardamom, and ginger spice bags. Ask: **How would you describe each spice to someone who has never seen them?** Assist the children to use their senses to describe each spice. Explain where each spice is found in nature before each description.

cinnamon	ground-up bark of a cinnamon tree
nutmeg	ground-up seed of a nutmeg tree
cardamom	seed pods of a plant — used often in India
ginger	ground-up root from a ginger plant

Ask: **From which one of these spices did Gingerbread Boy get his name? I wonder what his name would have been if he was named after nutmeg?**
Children share possible names. Repeat for cardamom and cinnamon.

Ask: **Did this story take place at the zoo?** (Volunteers respond.) **Let's look at the illustrations to find the setting of the story, or where the story took place.**

Children identify and describe the setting on each page.



Observe & Modify

Cardamom can be expensive or difficult to find in some areas. You may modify this plan to include only cinnamon, nutmeg, and ginger.

Small Group & Exploration

Our Favorite Spice Graph

Divide the class into two or three groups. One group attends your Small Group while the other(s) engages in Exploration facilitated by your paraprofessional. After 10-15 minutes the groups switch. Switch a second time if you have three groups. Encourage the children to explore a variety of activities and be willing to try new challenges.

Display the Our Favorite Spice Graph. Say: **This is a special chart called a graph. Say, graph.** (Children repeat, *graph*.) **A graph is a picture chart that gives us information. When it is complete, this graph will tell us which spice is the class favorite.**

Indicate the graph title and spice names at the top of each column and the four spice bags. Say: **We will smell each spice to help you decide which one smells best to you.** Each child chooses his or her favorite spice, identifies it, and colors a square in the appropriate column on the graph.

Continue: **Tomorrow we will analyze or look closely at the graph to determine which spice is the class' favorite.**

Materials

- ☐ Labeled spice bags
- ☐ Our Favorite Spice Graph and a marker

Approaches to Learning

Shows curiosity/initiative to explore activities

Math

Uses graphs to collect and analyze data

Print Concepts

Understands print conveys meaning

Social/Emotional Development

Recognizes self as unique

Vocabulary

Asks questions about unknown objects and words

Math

Counts and compares groups of objects

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

Science

Observes and describes the weather and how it changes

Makes predictions

Gathering

Place the name cards in the Attendance Board.
Add Gingerbread Boy's name card.

Say: **Let's count the names of the children who are present, or here today.** Indicate each name and encourage children to count with you.

Say: **Let's count how many children are absent, or not here today.** (Repeat as for present.) **Which number is bigger?**

Ask: **Who observed, or noticed, the weather today? Let's put the picture that shows the weather under "Today's Weather."** A volunteer does this.

Ask: **Who remembers what the weather was yesterday? Do you think the weather will be the same or different this afternoon? What about tomorrow?**

Materials

- ☐ Attendance Board and name cards
- ☐ Weather Board and Weather Cards

Morning Meeting**Warm Up Your Brain**

Play *Sing-Along* Volume 2 Track 50, "Where Is Thumbkin?" Dragon observes as the children add cross body movements by crossing their hands in front of their chests for each traditional movement.

Materials

- ☐ *Starfall Sing-Along*
Volume 2, Track 50
- ☐ Dragon

Creative Arts

Participates in movement activities

I am learning so much at school. Did you like all the spices you smelled yesterday? I know a rhyme about making a cake. Do you want to learn it?
Your pal,
Gingerbread Boy

Creative Arts

Expresses concepts, ideas or feelings through movement

Math

Uses graphs and charts to collect and analyze data

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

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

Social Studies

Recognizes and accepts responsibilities

Analyze the Spice Graph

Gingerbread Boy whispers that he put a special message in the Writing Center. Lead the children to the Writing Center to find his message, then bring it back to your meeting place to read. Hereafter, you will select a volunteer to retrieve Gingerbread Boy's message from the Writing Center (or a designated location of your choice) each day.

Read and discuss Gingerbread Boy's message.

Open *Nursery Rhymes* to "Pat-a-Cake," page 32. Ask: **Who knows the nursery rhyme "Pat-a-Cake?" Let's say it together.** Recite the rhyme.

Continue: **Here is an illustration of the "Pat-a-Cake" rhyme. What do you see in the illustration? (Pause for responses.) Let's pretend we are bakers and we will bake a cake. Pretend to put on your baker's hat.** (The children do this.)

Materials

- ☐ Gingerbread Boy
- ☐ Our Favorite Spice Graph from Day 2
- ☐ *Starfall's Selected Nursery Rhymes* (book and audio CD)

Pat-a-Cake

*Pat-a-cake, pat-a-cake
Baker's man
Bake me a cake
As fast as you can*

*Pat it and roll it
And mark it with a 'B'
And put it in the oven
For Baby and me*

The children make up actions to accompany the nursery rhyme. For example, they might pretend to stir flour in a bowl; clap, roll, and sky write "B"; open an oven door and eat the cake. Play "Pat-a-Cake" again and the children perform the actions.

Say: **Let's show Gingerbread Boy the Our Favorite Spice Graph.**

Display the graph and review the title and spice names. Four volunteers come forward to hold the spice bags.

Say: **This is the Our Favorite Spice Graph. Each of you decided which spice smells best to you. How can we tell which spice smells best to most of the children in our class? Yes, the spice with the most colored squares under it tells us which one is our class favorite. Let's count the colored squares in each column. I will write the numbers next to the spices. (Do this.) Which spice has the most colored squares? (Volunteers respond.) What does this tell us? Right, it tells us (favorite spice) is the class favorite. Which spice has the fewest colored squares? What does this tell us?**

Continue: **What other information can we learn from the graph?** Compare the numbers in each column and make observations such as: *Ten children chose _____ as their favorite spice.*

Model how to "sky write" by using your finger to write a letter in the air.

LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 30-31. After cleanup, gather the children to share their experiences.

Circle Time

"Five Gingerbread Men"

Sing or play *Nursery Rhymes* Audio CD Track 29, "Pat-a-Cake." The children stand, join hands, then drop hands and sit in a circle or semi circle on the floor.

Indicate the empty cookie sheet. Ask: **How many gingerbread men are on this cookie sheet?** (Children note there are no gingerbread men on the sheet.) **Right, there aren't any! We have a word for none: zero. Say, zero.** (Children repeat, zero.) **Let's sky write zero.**

Place one gingerbread man on the cookie sheet and ask how many gingerbread men are on the cookie sheet now. Repeat until all five gingerbread men have been placed on the cookie sheet.

Rearrange the same five gingerbread men on the cookie sheet. Ask: **How many gingerbread men are there on the cookie sheet now? Let's count to be sure.** (Do this.) Lead the children to understand that the gingerbread men are arranged differently but there are still five of them.

Materials

- ☐ *Starfall's Selected Nursery Rhymes* (book and audio CD)
- ☐ Large rectangular cookie sheet
- ☐ Five small gingerbread man cutouts

Math

Counts in sequence

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

Recognizes number of objects stays the same regardless of their arrangement



A volunteer rearranges the gingerbread men again. Count them with the children to confirm there are still five.

Say: **No matter how we arrange the gingerbread men on the cookie sheet, there are always 5 of them.**

Tell the children you need their help with a rhyme. Choose five volunteers, and number them 1-5. The volunteers remain seated. Read the rhyme “Five Gingerbread Men.” Volunteer number 5 removes a gingerbread man from the cookie sheet and slowly pretends to run back to his or her place.

Ask: **Are there still 5 gingerbread men on the cookie sheet? How many are there now? Let’s count.** (Do this.) **Now there are only 4. Four is the number that comes before 5.**

Repeat for volunteers 4, 3, 2, and 1, counting down the number word in the rhyme accordingly until all five gingerbread men have been removed. Use before and after questions when appropriate.

Five Gingerbread Men

*Five little gingerbread men
lying on a tray*

*One jumped up
and ran away*

*He said, “Run, run, as fast as you can
You can’t catch me, I’m the
gingerbread man!”*

Story Time

Gingerbread Boy Characters

Indicate *The Gingerbread Boy*. Ask: **Who remembers what a character is?** (Volunteers respond.) **What characters do you remember from *The Gingerbread Boy*?** (Children identify them.) **Let’s read to find out if we named all of them. When you hear the name of a character, touch your nose. I will write the characters’ names on this paper so we don’t forget.**

Read the story. As children identify the characters, list them on the chart paper. (old woman, Gingerbread Boy, squirrel, fawn, fox) Use sequence cards to help identify the animals. Review the list of characters.

Say: **Let’s pretend we are the characters in this story and act the story out! How many characters are in the story?** (Count the characters to determine there are five.) **Do we have enough children to act out our story?** (Volunteers respond.) **How do you know?** (Volunteers explain.) **Let’s check.** Instruct one child to stand as you name each character.

Continue: **Oh, I think we have more children in our class than characters in the story. I have an idea.**

Place the sequence cards indicating the characters and the chant cards in a bag or basket.

Materials

- ☐ *The Gingerbread Boy*
- ☐ *The Gingerbread Boy Story*
- Sequence Cards
- ☐ Prepared chant cards
- ☐ Bag or basket
- ☐ Chart paper, marker

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

Reading
Identifies story characters

Print Concepts
Understands print conveys meaning

Say: **Here's a bag** (or basket) **with all of the characters' names.** Each of you will draw a card from the bag. Some cards say "chant." If you get a "chant" card you will help Gingerbread Boy with his part: "Run, run, as fast as you can. You can't catch me, I'm the Gingerbread Man." If you get a "character" card you will act out that character's part.

When the parts have been determined, read the story. Prompt the children to assist with their character's lines where appropriate.

Small Group & Exploration

One-to-One Correspondence

Divide the children into two or three groups. One group attends your Small Group while the other(s) engage in Exploration. After fifteen minutes, the groups switch. Switch a second time if you have three groups. Encourage children to explore a variety of activities and be willing to try new challenges.

Lay the five small gingerbread men in a row and count them together. Ask: **If we have five gingerbread men, how many buttons do we need in order to give each gingerbread man one button?** A volunteer places one button on each gingerbread man. Repeat for the other counting manipulatives.

Place six buttons above the gingerbread men. Ask:

- **How many gingerbread men are there?**
- **How many buttons are there?**
- **Are there more gingerbread men or more buttons?**

Say: **Let's match the buttons and the gingerbread men to find out how many more buttons there are.** (Do this.) Repeat several times with sets of more or less manipulatives than gingerbread men.

Materials

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Five small gingerbread man cutouts |
| <input type="checkbox"/> | Seven each of various counting manipulatives such as buttons, counters, blocks, etc. |

Approaches to Learning

Demonstrates willingness to try new challenges

Math

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

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



Gathering

Math

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

Phonological Awareness

Recognizes beginning sounds

Print Concepts

Focuses on letter names and shapes

Science

Observes and describes the weather and how it changes

Makes predictions

Gather the children in a circle. Review the names of the children who are present and those who are absent.

Distribute name cards and choose a volunteer to come forward. Say: **This is (child's name)'s name card.**
His (or her) name begins with (first letter of child's name).

Indicate the Letter Card that corresponds to the letter. Say: **If your name begins with (chosen letter), touch your nose.**

Repeat for other names, changing the action each time. (Suggestions: Pat the top of your head. Hop up and down. Touch your chin. Turn around once.) Children refer to their name cards to match the beginning letter of their names to the Letter Cards.

Ask: **Who observed, or noticed, the weather today? Let's put the picture that shows the weather under "Today's Weather."** Choose a volunteer to place the Weather Card on the Weather Chart.

Ask: **Who remembers what the weather was yesterday? Do you think the weather will be the same or different this afternoon? How about tomorrow?**

Materials

- ☐ Attendance Board and name cards
- ☐ Weather Board and Weather Cards
- ☐ Uppercase Letter Cards to represent the first letter of each child's name

Morning Meeting

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD, Track 29. Children chant "Pat-a-Cake" and Dragon shows them how to perform accompanying movements.

Materials

- ☐ *Starfall's Selected Nursery Rhymes* (book and audio CD)
- ☐ Dragon

Creative Arts

Participates in a variety of movement activities

Cinnamon Play Dough

A volunteer follows the daily routine to retrieve Gingerbread Boy's message from the Writing Center, and you read it to the children.

Say: **I wonder if Gingerbread Boy baked something for us today.** Gingerbread Boy whispers that he didn't bake anything, but he did make something, and it is in the Discovery Center! Take the class to the center to discover the play dough. Encourage the children to smell it.

Ask: **What do you notice about this play dough?** (cinnamon smell) **Do you think we can eat this play dough?** (no) **Why not?** Accept responses. Explain that the play dough is not meant to be eaten because it is not food, and it may have germs on it that can make us sick.

Materials

- ☐ Gingerbread Boy
- ☐ Prepared play dough (See Day 3 Preparation Notes for cinnamon play dough recipe.)

Do you remember the spice the old woman used to make me? It was cinnamon! I made something for you with cinnamon in it.
Your friend,
Gingerbread Boy

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Health, Safety and Nutrition

Recognizes dangerous substances

Social Studies

Recognizes and accepts responsibilities

Social/Emotional Development

Seeks assistance from adults

Continue: **If you see someone eating the play dough what should you do?**
(Volunteers respond.) **Yes, you should tell an adult.**

Distribute play dough to each child. The children experiment forming objects of their choice. Encourage them to share their creations with each other.

LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 30-31.
After cleanup, gather the children to share their experiences.

Circle Time

Compare Shapes

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them!"

Indicate *Nursery Rhymes* page 23, "There's a Neat Little Clock." Read the rhyme. Ask: **What shape is this clock?** (Volunteers respond.) **This clock is a circle. A circle is a shape. Trace a circle in the air.** (Children do this.)

Display the large construction paper circle, square, and triangle. Say: **Here are three shapes.** (Indicate the circle.) **This is a circle. Say, circle.** (Children repeat, *circle*.) **It is the same shape as the clock.**

Repeat for the square and the triangle, finding objects in the classroom that match the shapes for comparison.

Ask: **Do these three shapes look the same?** (no)
Let's sing a song about how these shapes are different from each other.

Hide the shapes behind your back. Reveal each as you sing "Where's the Shape?"

Distribute one of each construction paper shape to each child. Repeat the song. As the shapes are named, the children stand, twirl around, and raise the shapes above their heads as they sing along.

The children place their shapes in small plastic bags. Collect them for future use.

Materials

- ☐ *Starfall's Selected Nursery Rhymes* (book and audio CD)
- ☐ *Starfall Sing-Along* Volume 1, Track 25
- ☐ Prepared construction paper shapes (circle, square, and triangle) for demonstration and each child
- ☐ Small plastic bag for each child

Math

Recognizes basic two-dimensional geometric shapes
Identifies shapes regardless of orientation or size

Where's the Shape?

(Melody: "Where Is Thumbkin?")

Where's the circle?
Where's the circle?
Here it is! Here it is!
It has only curved lines
It goes round and round
It's a circle! It's a circle!

Where's the square?
Where's the square?
Here it is! Here it is!
It has only straight lines
They are all the same size
It's a square! It's a square!

Where's the triangle?
Where's the triangle?
Here it is! Here it is!
It has only three sides
Count them, 1-2-3!
It's a triangle! It's a triangle!

Story Time

Reading

- Recalls information from stories
- Retells a story in sequence
- Compares and contrasts characters, stories, or events
- Asks and answers questions about key elements and details in a text

Gingerbread Story Comparison

Indicate *The Gingerbread Boy* and the children take turns retelling the story.

Say: *The Gingerbread Boy* story was first told a long, long time ago. Since then many people have written their own stories about the Gingerbread Boy. We read one version of the story, retold by Brandi Chase. Here’s another *Gingerbread Boy* (or Man) book. Listen to how this story is the same and how it is different from the first book we read.

Read your selected Gingerbread story, pausing to allow the children to ask questions. Use the following questions to lead children as they compare and contrast your selection with *The Gingerbread Boy*.

- Were the characters in this story the same or different?
- Did the Old Woman create the same kind of Gingerbread Boy, or was he different in this book?
- Did this story end the same way our first story ended?
- Which story did you like best? Why?

Materials

- ☐ *The Gingerbread Boy*
- ☐ Gingerbread story of your choice

Small Group & Exploration

Decorate Gingerbread Boy

Divide the children into two or three groups. One group attends your Small Group while the other(s) engages in Exploration facilitated by your paraprofessional. After 15 minutes, the groups switch. Switch a second time if you have three groups.

The children sprinkle a variety of spices onto their Gingerbread Boys, and attach paper shapes of various colors and sizes with glue. Encourage them to be creative. They can even make their Gingerbread Boys look silly! As children decorate, encourage them to identify the circles, triangles and squares. You or the children print the children’s names on their creations.

Materials

- ☐ One copy of the “Gingerbread Boy Outline” page for each child
- ☐ Prepared paper triangles, circles, and squares in various colors and sizes
- ☐ Cups of spices
- ☐ Glue

Creative Arts

Creates original artwork

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Recognizes basic two-dimensional shapes

Writing

Writes own name



Gathering

Gather the children in a circle. Review the names of the children who are present and those who are absent.

Say: **First, let's count how many children are present today.** (Indicate each name as the children count.)

Say: **Next, let's count again. This time each of you will only say one number.** The child nearest you begins saying "one," the next child says "two," and so on.

Ask: **Did we count the same number both times?** (Children respond.) **The number of names on our Attendance Board is the same as the number of children present today.**

The children observe the weather and a volunteer places the appropriate Weather Card on the Weather Board. Ask: **Do you think the weather will be the same or different this afternoon?**

Say: **Last, let's sing the song we learned about different kinds of weather. Listen for the kind of weather we observed today.**

Play *Sing-Along* Volume 1 Track 40, "What's the Weather?" Children repeat the actions to accompany the song from Week 1.

Materials

- ☐ Attendance Board and name cards
- ☐ Weather Board and Weather Cards
- ☐ *Starfall Sing-Along* Volume 1, Track 40

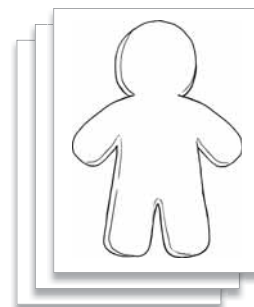
Math

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

Science

Observes and describes the weather and how it changes

Makes predictions



Morning Meeting

Warm Up Your Brain

Play and sing *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them!"

Materials

- ☐ *Starfall Sing-Along* Volume 1, Track 25
- ☐ Dragon

Creative Arts

Enjoys participating in music activities

I am so happy that
I will be in your class
this year. Thank you
for being my friends.
Love,
Gingerbread Boy

Review Emotions

Read and discuss Gingerbread Boy's message.

Indicate and review the Emotion Cards and Poster. Ask the following questions as volunteers choose and identify the appropriate Emotion Cards: **How did you feel when...**

- **you first met Gingerbread Boy? Do you remember how he felt?**
- **you first came to school and met me, and all of your classmates?**
- **someone was playing with a toy you wanted and wouldn't share?**
- **Gingerbread Boy made cinnamon play dough for you?**
- **Gingerbread Boy was on the fox's nose?**
- **you got to go to all the new Learning Centers?**

Materials

- ☐ Gingerbread Boy
- ☐ *Starfall Emotion Cards:* Afraid, Angry, Excited, Happy, Sad, Surprised
- ☐ Emotions Poster



Social/Emotional Development

Recognizes and identifies emotions in self and others

Regulates emotions, attention, impulses and behavior

Uses self-talk as a strategy

As children respond, address needs specific to your class, such as separation anxiety and managing emotions. Assist the children to learn strategies they can use, including positive self-talk and seeking assistance from adults and peers.

LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 30-31. After cleanup, gather the children to share their experiences.

Explain to the children Learning Centers will change each week and they will have opportunities to explore a variety of activities.

Circle Time

- Math**
Recognizes basic two-dimensional shapes
Recognizes numerals
- Print Concepts**
Focuses on letter names and shapes
- Reading**
Sorts objects by physical attributes



Classify Letters, Shapes, and Numbers

Play *Sing-Along* Volume 1 Track 2, and the children sing “The Alphabet Song.”

Say: **We have been learning about letters.** (Indicate and identify A, B, and C). **We have found some of these letters in our names. Where else do you see letters?** Help children identify letters on the Alphabet Chart.

Display Shape Cards *circle, triangle, and square*.

Ask: **Are these letters or shapes?** (Children identify shapes.) **Right! They are shapes. Who can name these shapes?** (Volunteers respond.)

Indicate and identify Number Cards 2, 3, and 4. Say: **These are numbers. Numbers tell us how many.**

Indicate and identify Picture Cards *baker, clock, and lamb*. Say: **These are pictures.**

Say: **Let’s play a game. I will place these cards in the pocket chart.** (Place the cards in the pocket chart, face down.) **I will choose a volunteer to reveal one of the cards. The volunteer tells the class if the card shows a letter, number, shape, or picture. Ready?**

Continue until all cards are classified.

Materials

- ☐ *Starfall Sing-Along*
Volume 1, Track 2
- ☐ Picture Cards: *baker, clock, lamb*
- ☐ Letter Cards: A, B, C
- ☐ Numbers and Shape Cards:
circle, square, triangle, 2, 3, 4
- ☐ Pocket chart



Observe & Modify

If you have more than 12 children in your class, add additional Letter and/or Picture Cards so each child will have a turn.

Story Time

Teacher's Literature Choice

Introduce your literature choice. Review print concepts by allowing volunteers to take turns identifying the front and back covers, and the title. Review the roles of the author and illustrator.

Picture-walk through the first half of the book and the children use the illustrations to predict what the story is about. Read the story, pausing to discuss new vocabulary as it is encountered and to allow the children to ask questions.

As you read, demonstrate that print goes from left to right and at the end of each line the reader does a "return sweep." Lead the children to determine the accuracy of their predictions.

Materials

- ☐ Teacher's choice of book

Print Concepts

Identifies front cover, back cover and title of a book

Reading

Identifies roles of author and illustrator

Uses illustrations to make inferences or predict

Vocabulary

Discusses words and word meanings

Small Group Math

Recognizing Numerals 0 to 5

Place the 0-5 Number Cards face down on a table in random order. The children take turns revealing the Number Cards and identifying the numerals.

Distribute a small amount of play dough to each child. Say:

Today we will form play dough numerals.

Indicate the numeral 1. Say: **This is the numeral one. Say, one.** (The children repeat, *one*.) **I will form the numeral one with my play dough.**

Demonstrate how to form a "snake" with play dough and form the numeral 1.

Continue: **Now you try it. Form numeral one with your play dough.**

The children do this.

Repeat for the numerals 0, 2, 3, 4, and 5, demonstrating how to form each numeral.

If time allows, place the Number Cards face up in random order and play "I Spy."

Materials

- ☐ Number Cards 0-5
- ☐ Play dough
- ☐ Newspaper

Math

Recognizes and names numerals

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects