

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.

Email: helpdesk@starfall.com **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

Starfall[®]

Pre

K

**Second
Edition!**

Your Family

Unit 2 • Week 5





- 🐞 Begin with free reading and math activities for computers and mobile devices.
- 🐞 Discover even more interactive activities with a Starfall membership!
- 🐞 Shop at store.starfall.com for curricula and educational products.
- 🐞 Find free worksheets, lesson plans, guides, and more on teach.starfall.com.

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

Email: helpdesk@starfall.com

Phone: 1-888-857-8990 or 303-417-6414

Fax: 1-800-943-6666 or 303-417-6434

Unit 2: Your Home and Neighborhood

Week 5: Your Family

Overview & Preparation 104

Learning Centers..... 108

Day 1

Introduce Grandmother	111
Introduce /b/	113
How Does the Little Red Hen Feel?	114
Design a House	115

Day 2

“Did Little Red Hen Do the Right Thing?”	116
Introduce <i>Bb</i>	117
Teacher’s Literature Choice: Families	118
My Family	118

Day 3

Helping Your Family	119
List <i>Bb</i> words, ASL <i>Bb</i>	120
Little Red Hen Makes Pancakes	121
Sequence “Here We Go Round the Mulberry Bush”	122

Day 4

“The Farmer in the Dell”	123
Introduce Final /b/	124
“The Little Red Hen” Comparison	125
Compound Words	125

Day 5

Sharing Family Pictures	126
Review <i>Bb</i> /b/	127
Teacher’s Literature Choice: Pancakes/Grandmothers	128
Introduce the Number Line	128

Week 5: Your Family

This week you will introduce the children to your Calendar Routine, through which they will learn to determine school days, home days, and special days. The children will be introduced to the letter/sound routine this week, and you will get to know each other better as you and the children share information about your families. The children will also:

- learn /b/ and identify initial and final /b/ words
- graph their opinions of the little red hen's decision
- be introduced to compound words
- learn the American Sign Language sign for *Bb*
- sequence story events
- blend onsets and rimes
- discuss chores and ways to help their families at home
- predict how changing a story element affects the story
- compare and contrast an alternate version of *The Little Red Hen* with the Starfall version



Bb



Starfall Books & Other Media

ABC for Gingerbread Boy and Me by Starfall

American Sign Language Poster

Emotions Poster

Plush Grandmother

Starfall Sing-Along Volumes 1 & 2

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

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

Folk Tales Volume 2 Read-Along CD

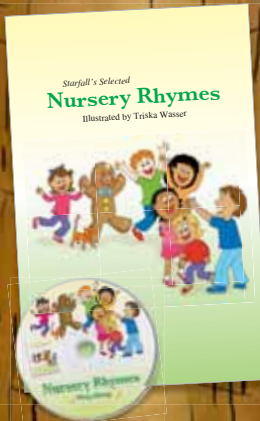
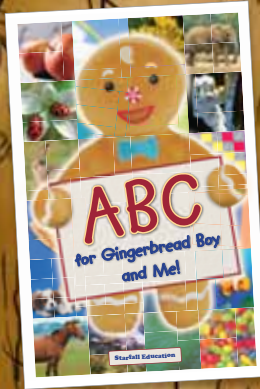
Preparation

Prior to the Gathering Routine each day throughout the school year, remember to have the children face the flag and listen to or sing along with *Sing-Along* Volume 1, Track #3 "America the Beautiful" (or song appropriate to your country). The Pledge of Allegiance will be added in Unit 4.

Prior to Day 1, review the *Read Me First* document for an explanation of the Calendar Routine, and check for birthdays or other special events that will take place this week.

Familiarize yourself with the plush Grandmother character. Create a voice to use when she speaks, or pretend she whispers messages for you to relay to the children.

Remember to continue to incorporate Dragon as your assistant in each day's Warm Up Your Brain activity.



A star will be placed above each letter on the Alphabet Chart when the letter is introduced, using reusable adhesive or double-sided tape. *Bb* is this week's target letter. Encourage children to bring items or pictures of objects that begin with *Bb* to class. Designate a basket or bag for collecting these items throughout the week.

If possible, learn your children's family situations prior to introducing this week's family theme.

Include available colors, numbers, and alphabet puzzles as choices for *Small Group & Exploration* in Unit 2.

Day One

Morning Meeting — You will introduce the Grandmother character. Use this opportunity to discuss the word for grandmother in a variety of languages, enlisting the help of ELL children in your class. A table with suggested languages can be found on page 112.

Story Time — Hide a corn muffin or a photo of a corn muffin in a paper bag.

Small Group — The children will make houses with construction paper. For each child, prepare an 8½"x14" paper rectangle, a 5"x5" white paper square, and a triangle cut from a sheet of 8½"x14" paper so that one edge fits the top of the rectangle to form a roof.



Day Two

Morning Meeting — Create a graph on chart paper titled "Did the Little Red Hen Do the Right Thing?" Children will vote whether they agree or disagree with the little red hen's decision not to share her muffins.

Story Time — Choose a book about families to share with the children. Suggestions include *The Family Book* by Todd Parr, *This Is My Family* by Gina and Mercer Mayer, *Molly's Family* by Nancy Garden, *All Families Are Special* by Norma Simon, *All Kinds of Families* by Mary Ann Hoberman, or *My Family Is Forever* by Nancy Carlson.

Day Three

Circle Time — Familiarize yourself with the American Sign Language Poster, and learn the hand sign for the letter *Bb*. The children will need pots, pans, bowls, and spoons to use as rhythm instruments in *Story Time* today.

Day Four

Circle Time — Have the chart paper list of *Bb* words created on Day 2 available.

Story Time — Select an alternate version of *The Little Red Hen*. Suggestions include *The Little Red Hen* by Paul Galdone, *The Little Red Hen* by Patricia McKissack, or *The Little Red Hen* by Byron Barton.

Day Five

Morning Meeting — Have family drawings from Day 3 available for the children to share.

Circle Time — Place several uninflated balloons and a small container of blowing bubbles in a small paper bag.

Story Time — Choose a book about pancakes or grandmothers to share. Suggestions include *If You Give a Pig a Pancake* by Laura Numeroff, *What Grandmas Do Best* by Laura Numeroff, or *The Grandma Book* by Todd Parr.

Someone in my family is here to visit us today. I can't wait for you to meet her!
Your pal,
Gingerbread Boy

Day 2

Sometimes it's hard to know right from wrong. Grandmother is teaching me how to make good choices.
Love,
Gingerbread Boy

Day 3

I like to help my grandmother around the house. Do you help your family by doing jobs at home?
Your friend,
Gingerbread Boy

Day 4

Have you ever wondered what it would be like to live on a farm? I think it would be fun!
Your pal,
Gingerbread Boy

Day 5

I love your family illustrations. Can you tell me about them?
Love,
Gingerbread Boy

WEEK 5

Day One

Day Two

Gathering	Predict and forecast weather Introduce Calendar Routine Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Predict and forecast weather Calendar Routine
Morning Meeting	Gingerbread Boy's Message "Looby Loo" Meet Grandmother "Diddle, Diddle, Dumpling" Vocabulary: left, right, family	Gingerbread Boy's Message "Did the Little Red Hen Do the Right Thing?" graph Vocabulary: tally mark

LEARNING CENTERS

Circle Time	Phonological Awareness: Same/different Introduce /b/ "Bear" riddle "Teddy Bear, Teddy Bear"	Phonological Awareness: Compound words Introduce Bb "Baa Baa Black Sheep" <i>ABC for Gingerbread Boy and Me</i> 
Story Time	"Pat-a-Cake" "The Little Red Hen"  Review happy, sad, angry, excited Vocabulary: sorry, disappointed, corn muffin	Teacher's choice of book about families
Small Group & Exploration	Rectangle, Triangle, Shape Draw families 	Draw what you like to do with your family

Day Three

Day Four

Day Five

Predict and forecast weather
Calendar Routine

Predict and forecast weather
Calendar Routine

Predict and forecast weather
Calendar Routine

Gingerbread Boy's Message
Sequence "The Little Red Hen"
"Here We Go Round the Mulberry Bush"
"What If?"
Chores
Vocabulary: mend, scrub

Gingerbread Boy's Message
"Hot Cross Buns"
"Farmer in the Dell"
Vocabulary: farmer

Gingerbread Boy's Message
Share family pictures

LEARNING CENTERS

Phonological Awareness:
Blend onset and rime
ABC for Gingerbread Boy and Me
List initial /b/ words
ASL sign for *Bb*
"Where Is /b/?"



Phonological Awareness:
Blend syllables
Introduce /b/ in final position
Add initial /b/ words to list
"Little Boy Blue"

Phonological Awareness:
Rhyming Words
Initial /b/ objects
"Where Is /b/?"

"Mix a Pancake"
"The Little Red Hen"



Compare and contrast Starfall's "The Little Red Hen" with an alternate version

Teacher's choice of book about pancakes or grandmothers

Sequence "Here We Go Round the Mulberry Bush"



"Mix a Pancake"
Compound words

Introduce the Number Line

WEEK 5 LEARNING CENTERS

Technology

Uses technology to explore concepts and gain information

Enjoys using electronic forms of storybooks and information texts

Navigates simple on-screen menus

Computer Center

Activity — Children listen to and follow along with *I'm Reading: Folk Tales*, "The Little Red Hen" and reinforce /b/ at ABCs: B.

Interaction & Observation

- Talk with the children about their computer experiences to encourage interest and help them focus on what they are doing and why.
- Describe the results of what you see the children doing. (Example: Point out a page turning when a child clicks a button with the mouse.)

Materials

- Computers set up to access Starfall.com
- Headsets

Approaches to Learning

Approaches tasks, activities and problems with creativity

Creative Arts

Describes or explains own artwork

Fine Motor Skills

Demonstrates hand-eye coordination

Social/Emotional Development

Demonstrates self-help skills

Art Center

Preparation — Consider adding one or two new paint color choices to this center. Children place smocks or old shirts over their school clothes before they begin painting.

Activity — Children paint pictures, incorporating the letter *B* or *b* into their artwork. They share their artwork and describe how they turned *B* or *b* into something else. Display art in the hallways or on classroom walls.

Interaction & Observation

- Involve children in deciding which artwork to display in the classroom and which they would like to take home.
- Help children learn to appreciate art by having them share their creations, and by changing art displays often.
- Children should understand that they may seek assistance from adults or their peers when needed.

Materials

- Art easel
- Watercolor paints
- Paintbrushes
- Water
- Art paper with either a large uppercase *B* or a large lowercase *b* printed in the middle

Print Concepts

Understands print conveys meaning

Understands directionality in print

Reading

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

Library Center

Preparation — Bookmark "The Little Red Hen" in *The Little Red Hen and other Folk Tales*. Suggestions for books that complement this week's theme include *Walter the Baker* by Eric Carle and *If You Give a Moose a Muffin* by Laura Joffe Numeroff.

Activity — The children enjoy reading the available books and/or following along with the CD.

Interaction & Observation

- Model the proper way to turn pages and track print from left to right as you encourage the children to pretend to read to you.
- Keep the interests and ages of your children in mind when you are selecting books for the Library Center. Colorful, detailed illustrations appeal to younger preschoolers, while some older preschoolers appreciate humor.

Materials

- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- The Little Red Hen and other Folk Tales* (Book and Audio CD)
- Various versions of "The Little Red Hen"
- Books about teddy bears (some with audio)
- Illustrated children's cookbooks
- Other books that complement this week's theme

Dramatic Play Center

Preparation — The Dramatic Play Center becomes a bakery this week. Prepare a sign to name the bakery. Children may choose a name, or name it “The Little Red Hen’s Bakery.”

Activity — Children bake imaginary bread using the provided materials and by pretending to follow cookbook recipes.

Interaction & Observation

- Ask questions about what you see happening to help children focus on their pretend situations.
- In early stages children often pretend at the same time but not with each other. As they advance, they will agree on their pretend roles and relate to each other in character.
- As they pretend, children form images in their minds, which is an early form of abstract thinking.

Materials

- Muffin pans
- Hand egg beater
- Cake pans
- Measuring cups and spoons
- Aprons
- Illustrated bread cookbooks
- Chef hats if available
- Bakery name sign

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Construction Center

Preparation — Mount farm pictures and include illustrated farm books for children to use as visual stimulation.

Activity — Children use blocks to build a farm. They may include a barn, a fence, and/or a silo for storing grain.

Interaction & Observation

- As you visit this center, tell children what you observe them doing individually and comment on the arrangement, number, and choice of blocks used.
- Ask open-ended questions that will encourage children to talk about their structures and identify the shapes they formed by using existing shapes.
- Encourage the use of positional words such as above, below, next to, etc. in the children’s answers.

Materials

- Picture books about farms
- Illustrations of farm buildings
- Building blocks

Math

Uses positional words

Describes, compares, creates, and composes basic shapes

Social/Emotional Development

Works with others to solve problems

Phonics & Word Recognition

Associates letters with their names/sounds

Writing Center

Activity — Children write their names and *Bb* at the top of their papers. They then draw pictures of objects that begin with *Bb*, or cut out magazine images of *Bb* objects to glue to their pages.

Interaction & Observation

- Compile the papers into a class book about the letter *Bb*.
- Share the class book with the children, then place it in the Library Center.
- Encourage the children to say please and thank you as they share materials.

Materials

- 8½"x11" paper
- Recycled magazines
- Crayons, scissors, and glue

Print Concepts

Focuses on letter names and shapes

Social/Emotional Development

Expresses common courtesy and respects the rights of others (compromises, cooperates, takes turns)



Science

Uses tools and equipment to explore objects

Uses senses to explore

Collects, describes, and records information

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

Discovery Center

Preparation — The corn you provide can be yellow, white, and/or multicolored, either on the cob or off. You may also include a toy barn, tractor, animals, farmer, cracked corn or popcorn kernels, and hay or straw.

Activity — Children use magnifying glasses, clear marbles, or bottles to explore corn, husks, silk, and kernels. They illustrate what they see through the magnifying lenses. If the additional materials are provided, children may pull corn in the tractor and hide animals in the hay.

Interaction & Observation

- Ask open-ended questions to help focus the children's thinking and encourage problem-solving.
- Children describe how the various items feel and look.

Materials

- Magnifying glasses, clear marbles, or clear plastic bottles filled with water
- Paper, pencils, and crayons
- Husks, silks, and corn

Math

Recognizes numerals

Understands that numbers always represent the same quantity

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

Math Center

Preparation — Print the numerals one through six in the bottom of cupcake liners or egg carton halves.

Activity — Children place the correct number of counters into each cup, matching the number of counters to the number printed inside each cup.

Interaction & Observation

- Model one-to-one correspondence in counting if necessary.
- Make comparisons using terms such as "more than" and "less than."

Materials

- Muffin tins with cupcake liners or egg cartons (cut in half)
- Counters



Gathering

Prior to the Gathering Routine each day throughout the school year, have the children face the flag and listen to or sing along with Sing-Along Volume 1, Track #3 “America the Beautiful” (or song appropriate to your country). The Pledge of Allegiance will be added in Unit 4.

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Post or display the Linear Calendar. Say: **This is our weekly calendar. It will help us know what day it is. It will also tell us if something special will happen this week.**

Explain: **Each box stands for a day of the week.**

- Indicate and name each day.
- Indicate the school and home pictures that identify days the children are at school and days they stay home.
- Demonstrate how to place a star or clothespin on the current day.
- Indicate Special Day Cards that will remind the children of special events such as birthdays and holidays. If there is a birthday or special event this week, add the Special Day Card to that day.

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Calendar Routine Materials (Linear Calendar, star or clothespin, Special Day Cards)

Math

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

Uses charts and graphs to analyze data

Social Studies

Recognizes patriotic symbols and activities

Differentiates past, present, and future

See “Read Me First,” “Put up the Calendar” for Calendar setup directions.

Morning Meeting

Warm Up Your Brain

Discuss the difference between the left and right sides of the body. Use a marker to write “L” on the children’s left hands, and “R” on their right.

Play *Sing-Along* Volume 1, Track 19. Children sing “Looby Loo” and follow the actions suggested in the song.

Materials

- Starfall Sing-Along* Volume 1
- Dragon

Gross Motor Skills

Moves with an awareness of personal space

Someone in my family is here to visit us today. I can’t wait for you to meet her!
Your pal,
Gingerbread Boy

Introduce Grandmother

Read and discuss Gingerbread Boy’s message.

Say: **This week we will talk about our families. Would you like to meet someone who is part of Gingerbread Boy’s family?**

Whisper to Gingerbread Boy that it is time for him to introduce his special family member.

Say: **Gingerbread Boy would like to introduce someone very special to him. When the old woman made him into a gingerbread cookie, she became just like a grandmother to him.** (Children greet Grandmother.)

Materials

- Starfall’s Selected Nursery Rhymes*
- Plush Grandmother

Language Development

Comprehends simple vocabulary in a language other than their own

Social Studies

Understands similarities and respects differences among people including those from different cultures

Social Studies

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

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

Expresses simple greetings, words, and phrases in a language other than their own

Social/Emotional Development

Identifies family members and their relationships

Grandmother says: **I am so happy to meet you. Gingerbread Boy has told me all about you. I wanted to see Gingerbread Boy's school. Do you like school?**

(Volunteers respond.)

Grandmother says: **Gingerbread Boy and I live together because we are a family. Can you tell me about your families?** (Volunteers share names of their family members.)

Say: **Let's show Grandmother a nursery rhyme about a family.** Display *Nursery Rhymes* page 7, "Diddle, Diddle, Dumpling." Volunteers describe what they see in the illustration. Encourage them to identify the mother, father, and child.

Say: **It looks like it is bedtime for the child in this family. Listen to this nursery rhyme, then you can say it with me.** Read the rhyme, then repeat it and children join in.

Ask Grandmother if she would like to come to school every day to help the children learn. Grandmother says: **I would be happy to help. I love letters and sounds. Maybe I could help you learn your letters.**

ELL - Teach the children the word for "Grandmother" in other languages. Enlist the help of ELL children in your class.

Chinese (This varies depending on paternal/maternal grandmother and region)	Polish: Babci (bob-chah)
Filipino: Lola (Low-lah)	Romanian: Bunica (boo-nee-ka)
French: Brand-mere (gran-mare)	Russian: Babushka (bah-boosh-kay)
Greek: Yaya (yah-yah)	Spanish: Abuela (ah-bway-la)
Italian: Nonna (non-na)	Swahili: Bibi (bee-bee)

Discuss new additions to the Learning Centers prior to Learning Center time.



Social/Emotional Development

Seek assistance from adults or classmates

LEARNING CENTERS

See Learning Center Planning Guide for Week 5, pages 108-110. Discuss ways the children may seek assistance from adults or classmates during Learning Centers and clean up time.

Circle Time

Materials

None

Phonological Awareness: Same/Different

Say: **Close your eyes and listen, bat, cat. Now open your eyes. Say, bat, cat.** (Children repeat, *bat, cat*.) **Are bat and cat the same word, or are they different?** (Volunteers respond.) **Listen again, basket, basket. Are these words different or are they the same?** (Volunteers respond.) **Let's try some more. Ready?** Repeat with *baby/table* and *boat/boat*.

Phonological Awareness

Identifies spoken words as same or different

Introduce /b/

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

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

Display the *baby, bear, bed, bike, and book* Picture Cards.

Say: **Here is a picture of a bear.** (Children repeat, *bear*.) **Bear begins with /b/.** (Children repeat, /b/.) Continue, pausing for children to repeat words and sounds:

- **Baby begins with /b/. Say baby. Say /b/, baby.**
- **Bed begins with /b/. Say bed. Say /b/, bed.**
- **Bike begins with /b/. Say bike. Say /b/, bike.**
- **Say book. What sound do you hear at the beginning of book?**

Introduce *Sing-Along* Volume 2, Track 37. The children sing “Teddy Bear, Teddy Bear” and perform the actions in the song.

Say: **Listen to these two words, duck, bear. Which word begins with /b/?** (Children respond.) **Right! Bear begins with /b/.** (Children repeat, /b/.)

Say: **Let’s pretend we are bears. Ready? Teddy Bears, Teddy Bears, bounce a ball.** (Children pretend to bounce balls.) **Now say these words, bounce, ball.** (Children repeat, *bounce, ball*.) **Do you hear /b/ at the beginning of bounce and ball? Say the words again, bounce, ball, /b/.** (Children repeat, *bounce, ball, /b/*.) **Let’s try some more.**

Repeat the “Teddy Bear, Teddy Bear” game with the actions listed below. After each action is performed, the children identify the sound they hear at the beginning of the emphasized words. Reinforce the sound /b/, rather than the letter name.

- **Bite a banana**
- **Bang on a box**
- **Balance on a boat**
- **Bat a ball**
- **Blow up a balloon**

Encourage the children to listen for /b/ today!

Materials

- Grandmother
- Starfall Sing-Along* Volume 2, Track 27
- Picture Cards: *baby, bear, bed, bike, book*
- Pocket chart

Bear

*I am a large animal with lots of fur!
I live in the forest.
I growl if I am scared.
You might have a stuffed animal
that looks like me.
My name begins with /b/.*

What animal am I, a duck or a bear?

Teddy Bear, Teddy Bear

*Teddy bear, teddy bear,
Turn around.
Teddy bear, teddy bear,
Touch the ground.
Teddy bear, teddy bear,
Shine your shoes.
Teddy bear, teddy bear,
Skidoo.*

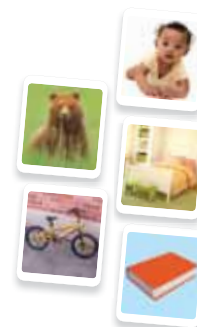
*Teddy bear, teddy bear,
Go upstairs.
Teddy bear, teddy bear,
Say your prayers.
Teddy bear, teddy bear,
Turn out the light.
Teddy bear, teddy bear,
Say good night.*

Creative Arts

Expresses concepts, ideas, or feelings through movement

Phonological Awareness

Recognizes/identifies beginning sounds



Throughout the lesson plans, when you see a letter between slashes (/b/), say the letter sound, rather than the name of the letter.

Story Time

Reading

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

Makes inferences

Recognizes common types of literature

Social Studies

Describes events that happened in the past

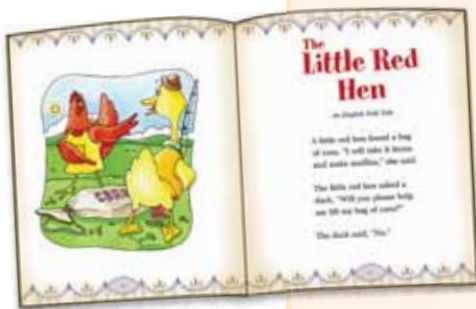
Social/Emotional Development

Recognizes and identifies emotions

Show emotions through facial expressions.



Use this opportunity to discuss ways the children could apply the story's lesson to their classroom.



How Does the Little Red Hen Feel?

Ask: **What kinds of foods do you think Gingerbread Boy's family likes to cook?**

Indicate *Nursery Rhymes* page 32, "Pat-a-Cake," and recite the nursery rhyme together. Ask: **What did the Baker's Man and Baby make?**

Indicate "The Little Red Hen." Say: **This is a folk tale about a little red hen. A folk tale is a very old story that teaches us an important lesson. In this folk tale, the little red hen baked something too. What do you think she baked?**

Say: **Let's listen to this story to learn what the little red hen baked.**
Read "The Little Red Hen."

Indicate the corn muffin (or picture). Explain: **A muffin can be made from wheat or corn. This muffin was made using ground corn.**

Indicate the *happy, sad, and excited* Emotion Cards and briefly review the emotions.

Say: **When you do something wrong you may feel sorry you did it. Say, sorry.** (Children repeat, *sorry*.) Indicate the *sorry* Emotion Card. Continue: **Have you ever felt sorry for something you did?** (Volunteers respond.) **Show us how you look when you feel sorry.** (The children show their sorry faces.)

Say: **If you were supposed to clean up your room and you chose not to, your mom or dad may feel disappointed. Say, disappointed.** (Children repeat, *disappointed*.) Indicate the *disappointed* Emotion Card. Continue: **We feel disappointed when we want something to happen and it doesn't. Has anyone ever felt disappointed?** (Volunteers share their experiences.) **Show us how you look when you feel disappointed.** (The children show disappointment through their facial expressions.)

Ask the following questions. Volunteers choose the appropriate Emotion Cards, match them to the corresponding emotions on the poster, and explain their choices.

- **How did the little red hen feel when she found a big bag of corn?**
- **How did the little red hen feel when she asked for help and the duck said "No"?**
- **How did the little red hen feel when she had to do all of the work herself?**
- **How did she feel when all the animals wanted to eat the muffins she made?**
- **How do you think the animals felt when the little red hen told them they could not eat the muffins?**
- **What lesson did the animals learn?**
- **Do you think they will help next time? Why or why not?**
- **How would the story be different if all the animals had agreed to help the little red hen with the work?**

Materials

- Starfall's Selected Nursery Rhymes*
- The Little Red Hen and other Folk Tales: "The Little Red Hen"*
- A corn muffin (or a picture of a corn muffin) in a paper bag
- Emotion Cards: *angry, disappointed, excited, happy, sad, sorry*
- Emotions Poster

Small Group & Exploration

Design a House

Indicate the *square* and a *triangle* Picture Cards and review these shapes.

Indicate the *rectangle* Picture Card. Ask: **Which shape does this most look like? Yes, it looks similar to a square, but it is different. This is a rectangle. Say, rectangle.**

Discuss how a square and a rectangle are similar and how they differ. The children should understand both shapes have 4 straight sides and 4 corners. Assist them to recognize the rectangle has two longer sides.

Indicate the *house* Picture Card and the children identify the shapes found in the house. They construct their own houses using the large rectangle for the house and the triangle for the roof.

Distribute rectangular-shaped paper and white squares. Children draw pictures of their families on the squares, and glue them to the rectangles to create the door of a house. Children dictate the names of family members and you label them. Distribute the triangles. Children glue them to the top to create the roof.

Discuss the fact that houses each have their own addresses. Allow children who know their addresses to share them.

Assist the children to create a cityscape by arranging their houses on mural paper or a bulletin board.

Materials

- 8½" x 14" rectangle and triangle construction paper for each child
- 5"x5" White paper square for each child
- Crayons, markers, pencils
- Glue stick
- Picture Cards: *house, square, triangle, rectangle*

English Conventions

Recognizes first letter of names is capitalized

Math

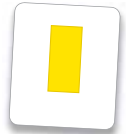
Recognizes and identifies basic two-dimensional shapes

Social Studies

Demonstrates knowledge of personal information

Social/Emotional Development

Identifies family members and their relationships



Gathering

Math

Uses charts and graphs to analyze data

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

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar introduced on Day 1:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Special Day Cards (if needed)

Morning Meeting

Math

Counts in sequence
Recognizes number of objects without counting (subitizing)

Warm Up Your Brain

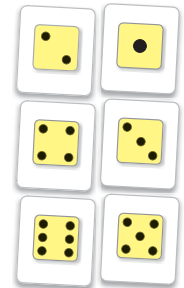
Gather the children in a circle and display the Dice Cards face-down in a pocket chart. Say: **These dots look like the eyes Sung Yow added to his dragons.**

Explain: **I will show a Dice Card and we will count the dots. Let’s try it.** (Do this several times.) **This time when I show a Dice Card, try to say the number of dots you see without counting them.** Repeat this with several cards.

Continue: **Let’s play a game. When I show a Dice Card, jump up and down once for each dot you see. Ready?** Repeat with several cards.

Materials

- Dice Instructional Cards: 1-6
- Pocket chart
- Dragon



Sometimes it’s hard to know right from wrong. Grandmother is teaching me how to make good choices.
Love,
Gingerbread Boy

Math

Uses charts and graphs to collect and analyze data

Reading

Retells familiar stories in sequence

Social/Emotional Development

Recognizes and identifies emotions

Speaking & Listening

Listens to and discusses literary texts

“Did Little Red Hen Do the Right Thing?”

Read and discuss Gingerbread Boy’s message.

Indicate “The Little Red Hen.” Children retell the story as you picture-walk through the book. Ask: **Do you think any of the animals were sorry they didn’t help the little red hen? Do you think the little red hen should have shared her muffins?**

- Explain that people have different ideas about the right way to act.
- Encourage the children to think about the decision the little red hen made.
- Indicate the graph and read the title, “Did Little Red Hen Do the Right Thing?”
- Explain that there is no right or wrong answer; the children are each to make their own decisions.
- Explain that children will make tally marks to indicate their choices on the graph and demonstrate.

Materials

- Pocket chart
- Chart paper graph titled “Did Little Red Hen Do the Right Thing?”
- Markers

Children make tally marks in the “Yes” column if they agree with the little red hen’s decision or in the “No” column if they disagree. Volunteers share reasons for their choices. Interpret the results. Discuss the lesson that might have been learned if the little red hen had invited the animals to eat the muffins even though they weren’t willing to help.

LEARNING CENTERS

See Learning Center Planning Guide for Week 5, pages 108-110. After cleanup, children gather to share their experiences and discuss ways they noticed classmates helping each other and sharing.

Social/Emotional Development

Engages in and maintains positive relationships and interactions

Works with others to solve problems

Circle Time

Phonological Awareness: Compound Words

Say: **Listen, base, ball. Let’s put those two words together: baseball. Now you try one. What word do you get when you put foot and ball together?** (Children respond, *football*.) Repeat for *basketball*.

Materials

None

Introduce Bb

Indicate *Nursery Rhymes* page 6, “Baa Baa Black Sheep.”

Say: **Grandmother found a nursery rhyme she would like us to learn.** Use the Grandmother doll and a grandmotherly voice to read the nursery rhyme to the children.

Ask: **Did you hear any words that begin with /b/?** (Volunteers respond.) **Listen again.** Repeat the rhyme. The children identify *baa*, *black*, and *bags*.

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

Say: **Let’s sky write uppercase B.** (Demonstrate using your index finger to trace the letter B in the air.) **Let’s sky write lowercase b.** (Demonstrate) **Now, find a partner.** (Children do this.) **Take turns and use your finger to write uppercase B on your partner’s back.** After the children have done this several times say: **Now write lowercase b.**

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

Indicate *ABC for Gingerbread Boy and Me*. Say: **This is Gingerbread Boy’s ABC book. It will help us learn more letters and sounds. The title of the book is ABC for Gingerbread Boy and Me. Gingerbread Boy put a message in this book for us. Let’s read it.** Read the rhyme on page 1.

Materials

- Grandmother
- Letter Card: *Bb*
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall’s Selected Nursery Rhymes* (Book and Audio CD)
- Basket or bag for target letter

Phonological Awareness

Combines words to form compound words

Phonological Awareness

Recognizes beginning sounds

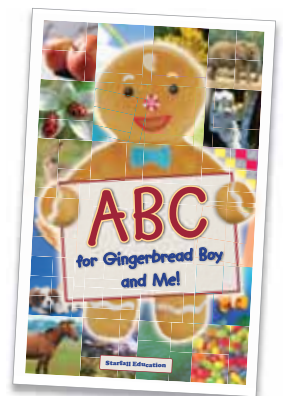
Isolates and pronounces the initial sounds in words

Print Concepts

Focuses on letter names and shapes

Recognizes relationship between illustrations and text

Bb



Indicate pages 4-5. Say: **Let's look at Bb. Here are some pictures of objects with names that begin with Bb.**

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

Instruct the children to bring items or pictures of items with names that begin with *Bb* from home.

Play *Nursery Rhymes* Audio CD, Track 4 and the children sing "Baa Baa Black Sheep."

Baa, Baa, Black Sheep

*Baa, baa, black sheep,
Have you any wool?*

*Yes sir, yes sir,
Three bags full*

*One for my master,
One for my dame,
One for the little boy
Who lives down the lane*

*Baa, baa, black sheep,
Have you any wool?*

*Yes sir, yes sir,
Three bags full*

Print Concepts

*Demonstrates/
Understands
directionality in print*

Reading

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

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

Compares and contrasts

Vocabulary

*Discusses words and
their meanings*

Story Time

Teacher's Literature Choice: Families

Indicate your choice of book about families.

Introduce the title, author, and illustrator. Discuss appropriate print concepts such as reading print from the top of the page to the bottom, from left to right, and page-by-page. Picture-walk through the book. Volunteers describe the illustrations and make predictions based on the illustrations about the story.

Read the book, pausing briefly to discuss new vocabulary as it is introduced and allow the children to ask questions. Ask questions about the story to check comprehension and to compare and contrast the story with the children's predictions.

Materials

- Teacher's choice of book
about families

Small Group & Exploration

My Family

Say: **Families like to do all kinds of things together.**

One thing families like to do is play games. What do you like to do with your family? (Volunteers respond.) **Let's illustrate some of the things we like to do with our families. Illustrate something your family enjoys doing together. You can tell me about your family members and I will label them for you.**

The children will share their journal entries with the class on Day 5.

Note: Remember to date journal entries since the Writing & Observation Journals will become part of the children's portfolios.

Materials

- Writing & Observation Journals
- Markers, crayons, pencils

Social Studies

*Recognizes his or her role
as a member of a group*

*Describes events that
happened in the past*

**Social-Emotional
Development**

*Identifies family members
and their relationships*

Writing

*Uses drawing to
convey meaning*

Gathering

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Special Day Cards (if needed)

Math

Counts in sequence

Uses charts and graphs to collect and analyze data

Morning Meeting

Warm Up Your Brain

Place the Number Cards in a bag or basket. A volunteer draws a Number Card and identifies the number (with help if needed). The children join you in counting from one up to the number on the Number Card while hopping, jumping, clapping hands, tapping heads, or other simple actions.



Materials

- Bag or basket
- Dragon
- Number Cards: 1-10

Creative Arts

Expresses concepts, ideas or feelings through movement

Math

Recognizes numerals

Helping Your Family

Read and discuss Gingerbread Boy's message.

Indicate “The Little Red Hen.” Ask: **What is this story about?** Tell the beginning of the story. Children then tell what happened next until the full story is related in sequence. They may help each other when necessary.

Ask: **What problem did the little red hen have?** Discuss how no one was willing to help her. Continue: **It's always good to think about how others might be feeling. When you are part of a group or a family, everyone should help each other. Let's play “What If?”** Ask the following questions, and accept responses:

- **What if no one washed the dirty clothes?**
- **What if you never put away your toys?**
- **What if the floor was dirty and no one swept it?**
- **What if your mom or dad asked you to help and you just wanted to play?**
- **What if your mom or dad had to do all the work at home by themselves?**

Materials

- Starfall's Selected Nursery Rhymes (Book and Audio CD)
- The Little Red Hen and other Folk Tales: “The Little Red Hen”

I like to help my grandmother around the house. Do you help your family by doing jobs at home?
Your friend,
Gingerbread Boy

Reading

Recognizes cause and effect

Social Studies

Recognizes his or her role as a member of a group (class, family, community)

Recognizes and accepts responsibilities

Social/Emotional Development

Empathizes with the feelings of others

Identifies family members and their relationships

Vocabulary

Explores word relationships and nuances

Indicate *Nursery Rhymes* pages 14 and 15, “Here We Go Round the Mulberry Bush.”

Discuss the illustrations, then read the nursery rhyme.

Say: **The words *chore* and *job* mean almost the same thing. What chores or jobs did you hear in the rhyme?** (wash, iron, and mend clothes, sweep and scrub the floor, bake bread)

Say: **To mend clothes means to sew them when they are torn. What do you think scrub the floor means?** Explain that to “scrub the floor” means to wash it.

Play *Nursery Rhymes* Audio CD, Track 11. The children make up and perform actions for each verse as they sing “Here We Go Round the Mulberry Bush.”

Children take turns to identify family members and their household chores.

Here We Go Round the Mulberry Bush

*Here we go round the mulberry bush
The mulberry bush, the mulberry bush
Here we go round the mulberry bush
So early in the morning.*

*This is the way we wash our clothes...
So early Monday morning.*

*This is the way we iron our clothes...
So early Tuesday morning.*

*This is the way we mend our clothes...
So early Wednesday morning.*

*This is the way we sweep the floor...
So early Thursday morning.*

*This is the way we scrub the floor...
So early Friday morning.*

*This is the way we bake our bread...
So early Saturday morning.*

Social/Emotional Development

Works with others to solve problems

Empathizes with the feelings of others

LEARNING CENTERS

See Learning Center Planning Guide for Week 5, pages 108-110. After cleanup, children gather to share times they thought about how their peers were feeling or how they helped solve problems.

Circle Time

Materials

None

Phonological Awareness: Blend Onset & Rime

Say: **Let’s play a puzzle word game. I’ll give you two parts of a word and you put them together. Ready? *b-at* (bat) Let’s try some more.** Continue with *b-un* (bun), *b-ake* (bake), *b-all* (ball), *b-ed* (bed), and *b-ug* (bug).

Phonological Awareness

Combines onsets and rimes to form words

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Recognizes beginning sounds

Print Concepts

Focuses on letter names and shapes

Understands that letters form words

Writing

Contributes to a shared writing experience or topic of interest

List Bb Words, ASL Bb

Children who brought pictures or items that begin with /b/ “show and tell.”

Indicate *ABC for Gingerbread Boy and Me* and review pictures showing objects that begin with *Bb*.

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

Say: **We have learned the letter *Bb* and /b/. Now let’s learn to make the letter *Bb* with our fingers.** Indicate the Starfall American Sign Language Poster. Explain

Materials

ABC for Gingerbread Boy

and Me by Starfall

Chart paper, marker

Starfall American Sign

Language Poster

Grandmother



that sign language is a way people who can't hear or talk can communicate with their hands. We can make a sign for each letter with our fingers.

Demonstrate the American Sign Language sign for *Bb*.

Say: **This is *Bb* in sign language. Now you try it.** (Children sign *Bb*.) Say: **Grandmother made up a song to help us remember /b/.**

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

Where Is /b/?

Melody: ("Where Is Thumbkin?")

Where is /b/? Where is /b/?

Here I am. Here I am.

B stands for /b/ in bear and ball

/b/ /b/ /b/, *Bb*, *Bb*, *Bb*

Story Time

Little Red Hen Makes Pancakes

Say: **Let's learn to make a fish bowl.** (The children sit in a circle.) **This is our fish bowl. Now we need two fish.** Choose two volunteers to be fish.

Say to the volunteers: **Sit criss-cross, knee-to-knee. You will be partners.** Tap one child on the head to be partner number one. The other child will be partner number two.

Say: **Think of your favorite food. Partner number one, look at your partner and say, "My favorite food is (name of food)."** The child does this.

Continue: **Now, partner number two, look at your partner and say, "My favorite food is (name of food)."** The child does this. Say: **Well done! Let's give them a rocket cheer!**

Select two new volunteers for the fish bowl. Remind them to sit criss-cross, knee-to-knee and look at their partners. Identify partner one and partner two.

Ask: **Remember how the little red hen made muffins? What if you could change the story so the little red hen made something else? What would it be? Partner one, tell your partner what you would like the little red hen to make.** (The child does this.) **Partner two, tell your partner what you would like the little red hen to make.** (The child does this.) **Let's give them a rocket cheer!**

Gingerbread Boy whispers that he would like the little red hen to make pancakes. Indicate "The Little Red Hen."

- Read the story and replace muffins with pancakes.
- Briefly discuss the difference in this story and the original.
- Tell Gingerbread Boy you have a funny poem about pancakes!
- Play *Sing-Along* Volume 2, Track 25. Children join in as you recite "Mix a Pancake."
- Distribute pots, pans, spoons and bowls to volunteers to use as instruments. Repeat "Mix a Pancake" and volunteers keep the beat. Repeat with additional volunteers until all of the children have had a turn.

Materials

- The Little Red Hen* and other Folk Tales: "The Little Red Hen"
- Starfall Sing-Along* Volume 2 Track 25, "Mix a Pancake"
- Pots, pans, spoons, bowls
- Gingerbread Boy

Reading

Makes inferences

Speaking & Listening

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

Engages in agreed-upon rules for discussions

Demonstrates knowledge of nonverbal conversational rules

Affirm the class for correct responses by doing a "rocket cheer." The children place both hands together near their waists with fingers pointed up. Keeping their hands together, the children wiggle them upward like a rocket taking off. When the children's hands reach over their heads, they separate them in a big circular movement, and say, "Ah!"

Mix a Pancake

Mix a pancake,
Stir a pancake,
Pop it in the pan;
Fry the pancake,
Toss the pancake,
Catch it if you can.

Small Group & Exploration

Math

Understands ordinal numbers

Reading

Identifies sequence of events

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



Materials

- Starfall's Selected Nursery Rhymes*
- "Mulberry Bush" Sequence Cards
- Gingerbread Boy

Sequence "Here We Go Round the Mulberry Bush"

Indicate *Nursery Rhymes* page 14, "Here We Go Round the Mulberry Bush."

Say: **Gingerbread Boy would like us to read this rhyme together.**

Place the Sequence Cards on a table. Explain: **These pictures show the chores from "Here We Go Round the Mulberry Bush." Listen as I name each picture, then see if you can find the card that matches.**

Mix the Sequence Cards. The children work together to put them in order, and provide reasons for their choices. Ask: **What happened first? second? third?** Volunteers indicate the Sequence Cards as they answer.

Gathering

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Special Day Cards (if needed)

Math

Counts in sequence

Uses charts and graphs to collect and analyze data

Morning Meeting

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD, Track 30. The children stand in two lines facing each other and chant “Hot Cross Buns” while performing the following actions with their right hands:

- **Hot** — tap their knees
- **Cross** — clap their hands
- **Buns** — put their right hands out and cross their midlines then clap

Repeat with the children using their left hands, then again using both hands.

Materials

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

Creative Arts

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

Speaking & Listening

Follows simple and multiple-step directions

Have you ever wondered what it would be like to live on a farm? I think it would be fun!

Your pal,
Gingerbread Boy

Social Studies

Describes characteristics of where he or she lives and visits

Social/Emotional Development

Identifies family members and their relationships

Speaking & Listening

Listens to and discusses literary texts

“The Farmer in the Dell”

Read and discuss Gingerbread Boy’s message.

Say: **We all live with our families. Some people live in houses, some live in apartments, and some families live in mobile homes. We all live in a (city/town). Some families live on farms. Let’s sing a song about a farmer and his family for Gingerbread Boy.** (Choose a child to be the farmer.) **Listen carefully, because the farmer will choose a wife during the song!**

Play *Nursery Rhymes* Audio CD, Track 7 “Farmer in the Dell.” During the song, children choose succeeding volunteers. As each character is chosen he or she moves to the center of the circle with the farmer.

Ask: **Who are the members of the farmer’s family?** (farmer, wife, child, dog, cat, rat)

Repeat the song. Volunteers identify members of their families. Encourage them to include first names as they identify their siblings, parents or guardians.

Materials

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

Farmer in the Dell

*The farmer in the dell,
The farmer in the dell,
Hi-ho, the derry-o,
The farmer in the dell.*

The farmer takes a wife...

The wife takes the child...

The child takes the dog...

The dog takes the cat...

The cat takes the rat...

The rat takes the cheese...

The cheese stands alone...

Approaches to Learning

Demonstrates willingness to try new challenges

LEARNING CENTERS

See Learning Center Planning Guide for Week 5, pages 108-110. After cleanup, children gather to share their experiences and discuss centers they have not visited yet but would like to try.

Circle Time**Materials**
 None
Phonological Awareness: Blend Syllables

Say: **Let's play a word game. Listen to these word parts, or syllables: sis-ter.** (Clap for each syllable.) **Let's put them together: sister.**

Repeat with *farm-er* (farmer), *pan-cake* (pancake), *lit-tle* (little), *sis-ter* (sister), *broth-er* (brother), *moth-er* (mother), and *fath-er* (father).

Phonological Awareness

Blends syllables into spoken words

Introduce Final /b/

Indicate *Nursery Rhymes* page 26, "Little Boy Blue."

Say: **Grandmother found another nursery rhyme with /b/.**

Use Grandmother and her voice to read the rhyme.

Repeat it as the children join in. Ask: **What words did you hear that begin with /b/?** (boy, blue, blow)

Indicate the list of *Bb* words. Say: **Let's look at the words we wrote that begin with Bb.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?**

Add words to the list as children supply them.

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

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

Say: **Listen to these words. If you hear /b/ at the end of the word, make the Bb hand sign.** Emphasize /b/ in the following words: *tub*, *grab*, *sun*, and *sub*.

Materials
 Starfall's Selected

Nursery Rhymes

 Grandmother

 List of *Bb* words from Day 3
Little Boy Blue

*Little Boy Blue,
Come blow your horn.
The sheep's in the meadow,
The cow's in the corn.*

*Where is the boy who looks
after the sheep?
He's under the haystack,
fast asleep.*

*Will you wake him?
No, not !!
For if I do,
he's sure to cry.*

Phonological Awareness

Recognizes and identifies beginning and ending sounds in words

Story Time

“The Little Red Hen” Comparison

Indicate and read “The Little Red Hen” (Starfall version). Volunteers identify the characters (little red hen, duck, turkey, goose). Partner the children and the partners retell the story in their own words to each other.

Say: **Here is another little red hen book. In this book the story was retold by (author) and illustrated by (illustrator). Let’s listen for how this story is the same and how it is different from the little red hen story we already know.**

Read the story, introducing new vocabulary as it is encountered. Compare and contrast the characters, settings, what was cooked, and the main problem in the stories. When you have finished reading, the children vote to determine which version of the story they prefer.

Materials

- The Little Red Hen and other Folk Tales: “The Little Red Hen”*
- Alternate version of *The Little Red Hen*

Reading

Compares and contrasts characters, stories, or events

Retells familiar stories in sequence

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

Speaking & Listening

Engages in conversation with peers and adults

Small Group & Exploration

Compound Words

Play *Sing-Along Volume 2*, Track 25 and the children recite “Mix a Pancake.”

Say: **Today we will play a game. Let’s look at these pictures. First, listen and then repeat the name of the picture after me. Ready?** Flash each Picture Card for words that are not compounds, and identify them (*ball, brush, cake, coat, corn, cup, dog, foot, house, pan, pop, rain, and tooth*). The children repeat each name.

Distribute the Picture Cards. Children identify their pictures as they receive them.

Ask: **What would happen if we put two Picture Cards together?**

- Place the Picture Card *pancake* in the pocket chart.
- Identify the picture and children repeat, *pancake*.

Say: **Pancake is made of two words, pan and cake. Who has the picture of the pan? Bring it to the pocket chart and put it next to the picture of the pancake. Who has the picture of the cake? Bring your Picture Card and place it next to the pan.**

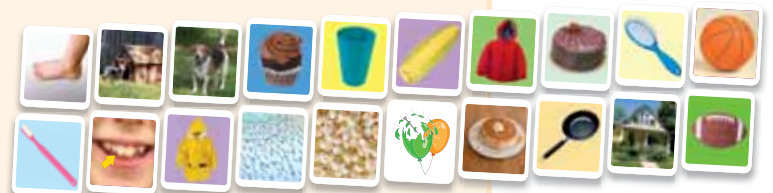
Demonstrate that pan and cake together form pancake. Put one hand up for pan and your other hand up for cake. Then move your hands together for pancake quietly, without clapping. Repeat with *cupcake, popcorn, football, doghouse, toothbrush, and raincoat*.

Materials

- Starfall Sing-Along Volume 2*
Track 25
- Pocket chart
- Picture Cards: *ball, brush, cake, coat, corn, cup, cupcake, dog, doghouse, foot, football, house, pan, pancake, pop, popcorn, rain, raincoat, tooth, toothbrush*

Phonological Awareness

Combines words to form compound words



Gathering

Math

Counts in sequence

Uses charts and graphs to collect and analyze data

Review the names of the children who are present and those who are absent. A volunteer places the appropriate Weather Card on the Weather Board.

Review the weekly calendar:

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been at school this week.
- Count how many days until a “home” day.
- Check the calendar for special events this week.

Materials

- Attendance Board and name cards
- Weather Board and Weather Cards
- Special Day Cards (if needed)

Morning Meeting

Social/Emotional Development

Regulates emotions, attention, impulses and behavior

Warm Up Your Brain

Say: **Let’s learn some ways to help calm ourselves if we are having trouble falling asleep or if we feel upset. Listen carefully and follow these directions.**

- **Put your left hand on right shoulder.**
- **Turn your head slowly to the right and look over your shoulder. Count to ten.**
- **Put your right hand on your left shoulder.**
- **Turn your head slowly to the left. Close your eyes and count to ten. Slowly open your eyes.**
- **Cross both arms touching opposite shoulders. Raise your chin. Count to ten.**
- **Take a deep breath in. (Pause) Let it out slowly.**

Materials

- Dragon

I love your family illustrations. Can you tell me about them?
Love,
Gingerbread Boy

Creative Arts

Demonstrates appropriate audience skills

Social Studies

Recognizes his or her role as a member of a group

Social/Emotional Development

Identifies family members and their relationships

Speaking & Listening

Describes familiar people, places, things, and events

Speaks in complete sentences

Sharing Family Illustrations

Read and discuss Gingerbread Boy’s message.

Say: **Let’s take turns telling Gingerbread Boy about our families. Remember to use good audience skills like focusing our attention on the speaker and not talking while someone is sharing.**

Distribute Writing & Observation Journals. The children take turns sharing their family illustrations completed on Day 2, identifying family members by name as they share. Encourage listeners to compliment the speaker, ask questions about the illustrations, and to use good audience skills when others are sharing.

Materials

- Writing & Observation Journals

LEARNING CENTERS

See Learning Center Planning Guide for Week 5, pages 108-110. After cleanup, children gather to share their experiences and discuss new friends they have made while participating in learning centers.

Social/Emotional Development

Engages in and maintains positive relationships and interactions

Circle Time

Materials

None

Phonological Awareness: Rhyming Words

Overemphasize the rhyming words in this activity to help children recognize them. Say: **Close your eyes and listen, bell, tell. Open your eyes.**

Say: bell, tell. (Children repeat, *bell, tell.*) **Bell and tell rhyme. Say: bell, tell, fell.** (Children repeat *bell, tell, fell.*) **I rang the bell and Susi fell. Bell and fell rhyme.**

Ask: **Can you think of other words that rhyme with bell, tell, and fell?**
(sell, well, yell)

Phonological Awareness

Identifies rhyming words

Review Bb /b/

Indicate Grandmother and the closed paper bag.

Grandmother says: **I brought in some objects with names that begin with /b/. I hid them in this bag. Can you guess what they are? Remember, their names begin with /b/.** Volunteers share their guesses.

Remove several balloons from the bag. Inflate and tie them as the children observe. Say: **Say balloons.** (Children repeat, *balloons.*) **Why do we have balloons today?** (Children share guesses.) Continue: **We have balloons because balloons begin with /b/. Watch me blow up this balloon!** Blow up a balloon, then toss it in the air. Volunteers take turns blowing up balloons.

Say: **There is one more thing in the bag that begins with /b/. Guess what it is.** Volunteers share their guesses. Remove the bubbles and blow them in the children's direction. Volunteers take turns blowing bubbles.

Gather children in a semicircle. Volunteers name the Picture Cards *baby, bear, bed, bike, and book* as you place them on the floor. Say: **Look closely at these objects with names that begin with /b/. I will take one away and you tell me what it is. Ready? Close your eyes.** Remove one of the Picture Cards. The children open their eyes and try to determine which Picture Card was removed. Repeat with other cards.

Sing "Where Is /b/?"

Materials

- Several balloons (not inflated) and a container of bubble solution in a small paper bag
- Grandmother
- Picture Cards: *baby, bear, bed, bike, book*

Phonological Awareness

Recognizes beginning sounds



Where Is /b/?

(Melody: "Where Is Thumbkin?")

Where is /b/? Where is /b/?

Here I am. Here I am.

B stands for /b/ in bear and ball
/b/ /b/ /b/, Bb, Bb, Bb

Story Time

Print Concepts

Recognizes relationship between illustrations and text

Reading

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

Identifies the roles of author and illustrator

Speaking & Listening

Listens to and discusses literary texts

Vocabulary

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

Teacher's Literature Choice: Pancakes or Grandmothers

See literature suggestions in the Preparation Notes for Day 5, Story Time, or choose your own favorite book about pancakes or grandmothers.

Indicate your choice of book and the children discuss the roles of its author and illustrator. Read the book and briefly discuss new vocabulary as it is encountered. Also discuss ways in which the illustrations support the text. Ask children questions about the book and encourage them to use newly introduced vocabulary in their answers.

Materials

- Teacher's choice of book about pancakes or grandmothers

Small Group Math

Math

Counts/identifies numbers in sequence.

Recognizes and names numerals

Represents numbers in different ways

Introduce the Number Line

Use the Number Cards 0-5 to create a number line. Say: **This is a number line.** Indicate and identify each number and the children repeat. Explain that the number five tells how many there are altogether in this number line.

Indicate the 6-10 Number Cards randomly. Say: **Here are more numbers. Which number should come after 5?** A volunteer adds the 6 Number Card to the number line.

Repeat for Number Cards 7-10.

Continue: **Let's count and clap for each number on our number line. Should we clap for zero?** (Discuss) The children say each number then clap together for each.

Play "Number Mix Up." Mix up the Number Cards and children work together to arrange them in numerical order. Repeat as time allows.

Materials

- Number Cards 0-10