

Starfall

Pre K

Teacher's Guide

Off to School



Unit

1

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Week 1: Here We Are!

(Learning Centers begin on Week 2)

Day 1

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Week 1: Here We Are!

This week you will get to know the children as you introduce them to many of the ongoing routines they will experience in your classroom, including the attendance and weather routines, and Exploration Time. Children will also:

- learn print concepts such as cover, title, top, bottom, author, and illustrator
- learn same and different, and determine “how many”
- recite the alphabet
- recognize their first names
- recognize the first letter in their names
- observe and describe the weather
- ask and answer questions about a literature selection



Starfall Books & Other Media

Plush Gingerbread Boy

The Gingerbread Boy as told by Brandi Chase

“My name is...” Blackline

Starfall Emotion Cards

Starfall Sing-Along, Volumes 1 & 2

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

Weather Cards

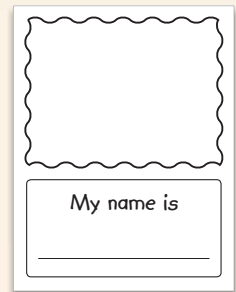
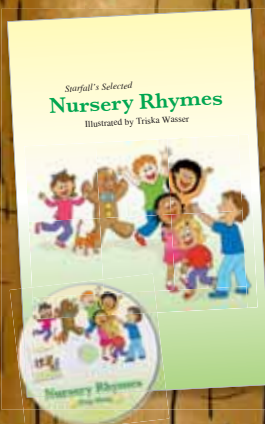
Note: Keep the Grandmother doll hidden. You will introduce her in **Week 5**.

Preparation

Create a Weather Board using the Weather Cards and a word card that reads, *Today's Weather*. You will use this board throughout the year. (See *Read Me First* page 13, “Daily Routines.”)

Create an Attendance Board using a pocket chart to display names. Create Name Cards by taking photos of the children and one of Gingerbread Boy and affixing them to horizontal cards with the children’s names printed on them. (You may use the Word Card Generator in the Teacher’s Lounge on more.Starfall.com to print the cards.) Laminate the Name Cards. You will use them throughout the year during the Attendance Routine. Set Gingerbread Boy’s card aside. You will first use it on **Day 2**.

Establish a cabinet or shelf that will house activities such as wooden puzzles, games, paper, markers, books, and other materials that will not be used in the Learning Centers. They will be used during Exploration Time.



Take a photo of yourself and each child. You will use these to create a Class Book.

The book *The Gingerbread Boy* will be used throughout **Weeks 1** and **2** to help establish Gingerbread Boy as a class member.

Day One

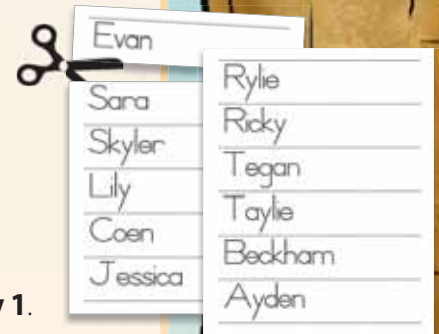
Keep plush Gingerbread Boy out of sight until you introduce him to the children in today's *Morning Meeting*.

Determine outside safety rules to share with the children, and determine the bell or signal you will use to announce Exploration cleanup. This signal will be used throughout the year.

Story Time — Choose a book about the first day of school to share. Suggestions include:

- *If You Take a Mouse to School* by Laura Numeroff
- *Froggy Goes to School* by Jonathan London
- *Meet the Barkers* by Tomie dePaola

Small Group — Use the Word Card Generator in the Teacher's Lounge on more.Starfall.com to create a Name Card with dotted lines for each child.



Day Two

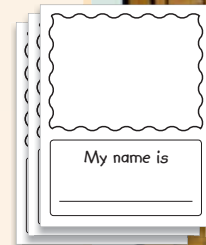
Prepare to discuss any questions or issues from Exploration Time time on **Day 1**.

Small Group — Have a mirror available for children to view their happy faces.

Day Three

Gathering — Familiarize yourself with the "Freeze" game as described on page 15, and choose a song to use as you play.

Small Group — Duplicate the "My name is..." Blackline. You will need one for yourself and one for each child.



Day Four

Morning Meeting — Familiarize yourself with "What's the Weather?" (page 19)

Day Five

Morning Meeting — Designate a special chair as the Share Chair for use when sharing writings, drawings, and personal projects.

Story Time — Choose a favorite book to share.



Snack Suggestion

Purchase or prepare cookies in the shape of Gingerbread Boy. Children add icing and raisins for buttons and eyes.



Outside Activity

Discuss safety rules before children have outside free play.

Health & Safety

Identifies basic safety rules

WEEK 1

Day One

Day Two

| | | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Gathering | Introduce Attendance Routine Vocabulary: present, absent | Attendance Routine Add Gingerbread Boy's Name Card to Attendance Board |
| Morning Meeting | "Open Them, Shut Them" Introduce Gingerbread Boy  | "Put Your Hands in the Air" Introduce "Mary Had a Little Lamb" Top/bottom, title of book Shared writing: list animals Vocabulary: title |
| Learning Centers | Vocabulary: exploration | Review rules and Exploration |
| Circle Time | "Open Them, Shut Them" "The Alphabet Song" Letters in children's names | "If You're Happy and You Know It" Feelings  Vocabulary: feelings, happy |
| Story Time | Teacher's Literature Choice: First Day of School Vocabulary: author, illustrations, illustrator | Teacher's literature choice "Open Them, Shut Them" |
| Small Group & Exploration | "Open Them, Shut Them" "If You're Happy and You Know It" Handprint Mural  | Draw happy faces for "We're Happy" class book |

Day Three

Day Four

Day Five

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Attendance Routine Introduce "Freeze" Review first letters in names | Attendance Routine Introduce Weather Routine | Attendance Routine Weather Routine One-to-one correspondence (children/snacks) "What's the Weather?" |
| "Open Them, Shut Them" Weather Card riddles Introduce Weather Board and Weather Cards Routine Vocabulary: sunny, cold, windy, snowy, cool  | "What's the Weather?" | Introduce the Share Chair Share photo pages  |
| Exploration | Review sharing and cleanup rules Exploration | "Open Them, Shut Them" Favorite Exploration activities |
| "If You're Happy and You Know It" Feelings Vocabulary: excited, silly  | "If You're Happy and You Know It" Feelings Vocabulary: sad, angry, afraid  | "Mary Had a Little Lamb" Create new versions |
| Introduce <i>The Gingerbread Boy</i> Discuss book cover, title, top and bottom, author, and illustrator  | Read <i>The Gingerbread Boy</i> Ask and answer questions  | Teacher's literature choice Read/retell story Selected Vocabulary from story |
| Photo page for class book or portfolios Using glue/glue sticks Vocabulary: forest, fawn, spices, cottage, exotic  | Continue photo page for class book or portfolios  | Exploration |

WEEK 1

Day One

Print/Book Awareness

Connects oral language and print

Social/Emotional Development

Recognizes own first name

Gathering

Place the Name Cards in the appropriate columns of the Attendance Board. (One column for children who are present, the other for children who are absent.)

Indicate the Attendance Board. Say: **This is our Attendance Board. It tells us who is at school today. There are two places for names. One is for the names of children who are here, or present; the other is for names of children who are not here, or absent. Let's see who is present today! When I point to and read your name, please stand up.**

One by one, indicate each name on the Attendance Board and read the names aloud. Children stand when their names are called. After you have determined who is present, read the names of the children who are absent.

Materials

- Attendance Board
- Name Cards

Morning Meeting

Warm Up Your Brain

Say: **Show me your hands.** (Children raise their hands into the air.) **We use our hands to do many different things.**

Sing "Put Your Hands in the Air" to the melody of "If You're Happy and You Know It."

Say: **Let's learn another song about our hands.**

Play *Sing-Along* Volume 1 Track 25. Children sing "Open Them, Shut Them." Teach hand motions to accompany the words.

Ask: **Did you think we were really going to put our hands in our mouths? Isn't that a silly song?**

Materials

- Starfall Sing-Along*, Volume 1
- Plush Gingerbread Boy

Put Your Hands in the Air

Put your hands in the air and give a clap. (clap clap)

(repeat)

Put your hands in the air and wiggle them up there.

Put your hands in the air and give a clap, in your lap!

Open Them, Shut Them

Open, shut them, open, shut them, Give a little clap

Open, shut them, open, shut them, Lay them in your lap

Creep them, creep them, slowly creep them, right up to your chin,

Open up your little mouth, But do not let them in!



Social/Emotional Development

Recognizes own first name

Meet Gingerbread Boy

Say: **I brought a special friend to school today.**

Reveal plush Gingerbread Boy. Say: **This is Gingerbread Boy. Let's say hi to him!**

Pretend Gingerbread Boy is whispering in your ear. Say: **Gingerbread Boy says he can't wait to meet you and learn your names! Let's tell Gingerbread Boy our names.**

Hand Gingerbread Boy to a child. The child states his or her name, then passes Gingerbread Boy to the child next to him or her. Continue until everyone has introduced themselves to Gingerbread Boy.



Learning Centers

Use this time to introduce your Exploration Area. (See *Read Me First* page 4, Exploration.)

Pretend Gingerbread Boy whispers another secret. Say: **Gingerbread Boy says he likes to play. Do you like to play, too?**

Say: **At school, we have a special place for play. This place is the Exploration Area. Exploration means to investigate or learn about something. Say, exploration.**

(Children repeat, *exploration*.) Tour your Exploration Area and the materials available there. The children should understand they are to clean up projects before beginning new ones.

Say: **Let's play in our Exploration Areas!** (Display your bell or other chosen signal). **When I ring this bell, it means you have five minutes before cleanup time.** Demonstrate this.

Say: **When I ring the bell again it is time to clean up.**

Children participate in Exploration activities, then practice cleaning five minutes before Exploration Time is over.

Play *Sing-Along* Volume 1 Track 25, "Open Them, Shut Them" as the children gather. After the song, the children share their Exploration experiences.

Materials

- Bell or other signal
- Suggested Exploration items:
 - paper, crayons, play dough,
 - books, wooden puzzles,
 - manipulatives, small blocks,
 - dolls, and dollhouses
- Starfall Sing-Along*, Volume 1

Social/Emotional Development

Uses materials appropriately and puts them away

Helps establish rules, routine

After Week 1, the children will do Learning Center activities in this time slot every day. Have your Centers ready for introduction next week! See 'Read Me First' page 3 for information on setting up your Learning Centers.

Circle Time

Introduce the Alphabet

Draw children's attention to the classroom Alphabet Chart.

Say: **This is the alphabet. The alphabet is made of many letters. We use letters to write words. Each letter has a name.** Slowly indicate each letter as you say the alphabet aloud.

Gingerbread Boy whispers to you that he knows a song about the alphabet called "The Alphabet Song." Ask: **Do any of you know the "Alphabet Song"?**

Play *Sing-Along* Volume 1 Track 2, "The Alphabet Song." Repeat the song as children sing along.

Display the A Letter Card. Say: **This is the letter A. Say, A.** (Children repeat, A.) Ask: **Can you find a letter that looks like A on our Classroom Alphabet Chart?** Instruct children to raise their hands if they see the letter A on the classroom Alphabet Chart. Repeat for B and C.

Display a child's Name Card. Indicate and name the first letter of the name. The child uses a pointer to locate the first letter of his or her name on the Alphabet Chart. Repeat for the other children.

Materials

- Starfall Sing-Along*, Volume 1
- Letter Cards: A, B, C
- Children's Name Cards
- Pointer

Phonics

Recites the alphabet in sequence

Focuses on letter names and shapes



Story Time

Materials

- Teacher's choice of book about the first day of school

Print/Book Awareness

Identifies front cover

Comprehension

Identifies role of author/illustrator

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

Teacher's Literature Choice: First Day of School

Select one of your favorite books about the first day of school. (See suggestions provided in the Preparation Notes for **Day 1**.)

Choose a volunteer to stand facing the other children. Say: (child's name) **has a front and a back. This is the front of** (child's name).

Instruct the volunteer to turn his or her back to the class. Say: **This is the back of** (child's name).

Ask: **Where is the front of your body?** (Volunteers respond.) **Now show me your back!**

Indicate your literature choice. Ask: **Did you know that books have fronts and backs, too?** Identify the front and back cover of the book.

Say: **Someone writes the words of each book. That person is called an author. Say, author.** (Children repeat, *author*.) **The author of this book is** (author's name). **Do you see pictures in the book? They are called illustrations. We call the person who made them an illustrator. Say, illustrator.** (Children repeat, *illustrator*.) **The illustrator of this story is** (illustrator's name).

Picture-walk through the story and engage children in a discussion about the illustrations. Read and discuss the story.

Small Group & Exploration

Make Handprints

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

Say: **This morning we talked about our hands. What are some things you can do with your hands?**

Accept and discuss responses.

Say: **Here's another song about something you can do with your hands.** Introduce *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It." Sing the song and demonstrate appropriate actions.

Explain: **Our hands belong to us and only us! Today you will each make a special handprint. Then we will put them all together to remind us we are all part of one class.**

Children participate in Exploration. During this time place finger paint on the hands of several children or guide them to place one hand at a time onto a large washable ink pad. Children then place their hands on the mural paper to create handprints. Assist children to clean the finger paint from their hands and use paper towels to dry them. They use crayons to write their names near their handprints.

Display the handprint mural on your door for the children to see as they enter each morning.

Formal Small Group sessions will begin in **Week 2**.

Materials

- Starfall Sing-Along*, Volumes 1 and 2
- Finger paint or large washable ink pads
- Large white mural paper
- Crayons
- Pan of water and paper towels
- Generated Name Cards

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, then your face should surely show it.

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, stomp your feet. (stomp stomp)...

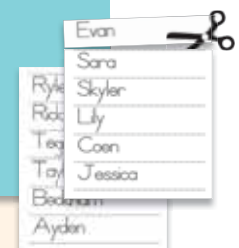
If you're happy and you know it, shout "Hooray!" (hoo-ray!)...

If you're happy and you know it, do all three. (clap, stomp, hoo-ray!)...



Observe & Modify

If children have difficulty writing their names, use the Word Card Generator in the Teacher's Lounge on more.Starfall.com to create Name Cards with dotted lines. Children trace over their names and glue them near their handprints.



Creative Arts

Expresses self through movement

Emergent Writing

Writes own name

WEEK 1

Day Two

Social/Emotional Development

Recognizes own first name

Math

Verbally counts in sequence

Gathering

Indicate the Attendance Board. Say: **Let's count how many children are present.** The children count aloud with you.

Say: **Now, let's count how many children are absent.**

Gingerbread Boy whispers that he would like to be in this class too.

Ask: **Would you like Gingerbread Boy to be part of our class this year?** (Accept responses.) **Let's add Gingerbread Boy's name to our Attendance Board and count how many are present now!**

Materials

- Attendance Board and Name Cards
- Plush Gingerbread Boy
- Gingerbread Boy's Name Card

Morning Meeting

Warm Up Your Brain

Sing "Put Your Hands in the Air" to the melody of "If You're Happy and You Know It."

Materials

- Starfall's Selected Nursery Rhymes (Book and Audio CD)
- Chart paper, marker

Print/Book Awareness

Identifies front cover and title of book

Emergent Writing

Contributes to a shared writing experience or topic of interest

Comprehension

Asks and answers appropriate questions

Introduce Nursery Rhymes

Display *Nursery Rhymes*. Say: **This is our nursery rhyme book.**

Indicate the cover of the book. Say: **Let's look at the cover.** Ask the following questions, pausing for volunteer responses:

- **Who can point to the top of the cover?**
- **Who can point to the bottom of the cover?**
- **Who can point to the title?**

Open the book to "Mary Had a Little Lamb" and indicate page 27. Say: **This is Mary. Mary is going to school. Let's see what happened to Mary.**

Read "Mary Had a Little Lamb." Ask:

- **Who went to school with Mary?**
- **Why do you think all the children laughed to see a lamb at school?**
- **If you could bring an animal to school with you, what animal would you bring?**
- **What would you do if someone brought a lamb to school today?**

Write children's responses on chart paper, and save it for **Day 5**.

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

Put Your Hands in the Air

Put your hands in the air and give a clap. (clap clap)

(repeat)

Put your hands in the air and wiggle them up there.

Put your hands in the air and give a clap, in your lap!

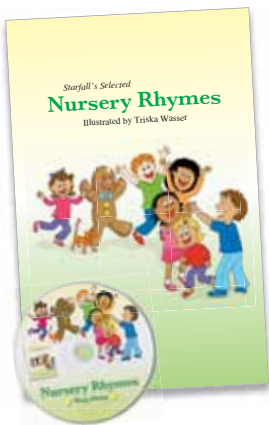
Mary Had a Little Lamb

*Mary had a little lamb
Its fleece was white as snow.*

*And everywhere that Mary went,
The lamb was sure to go.*

*It followed her to school one day,
Which was against the rules.*

*It made the children laugh and play,
To see a lamb at school.*



Learning Centers

Use today's Learning Center time to review and work in the Exploration Area. Ask: **What was your favorite Exploration activity yesterday?** Discuss the children's favorite activities.

Review the rules for the Exploration Area and cleanup before children engage in Exploration activities.

Materials

- Bell or other signal

Social/Emotional Development

Uses materials appropriately and puts them away

Helps establish rules, routine

Circle Time

Emotions: Happy

Children gather in a semicircle. Play *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It."



Ask: **How did you feel when you sang "If You're Happy and You Know It"?** (Volunteers respond.) **Show me your happy face.**

Explain: **How we feel when things happen to us are our feelings. Say, feelings.** (Children repeat, *feelings*.) **Happy is a feeling.**

Indicate the *Happy* Emotion Card. Say: **This person is happy. What might have happened to make her feel happy?** Discuss scenarios that can make people feel happy. Examples:

- You might feel *happy* when a friend shares a toy with you.
- You might feel *happy* when you go to the park to play.

Gingerbread Boy whispers that it made him happy when he came to school and met new friends. Ask: **What kinds of things make you feel happy?**

Sing "If You're Happy and You Know It."

Indicate the blank drawing paper. Say: **Look at my face. Since I can't see my own face, will you help me draw it?**

Point to your eyes. Say: **I have two eyes, so I will draw two eyes on the paper.** (do this)

Ask: **What color are my eyes?** (Color the eyes after volunteers respond.) **What else do you see on my face?** Add features as children name them.

Say: **I will write my name under my face so everyone knows who did this drawing.** Write your name under your drawing.

Say: **You will each draw a picture of your face later today.**

Materials

- Plush Gingerbread Boy
- Starfall Sing-Along* Volume 2
- Emotion Cards: *Happy*
- Large sheet of drawing paper
- Markers

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, then your face should surely show it.

If you're happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, stomp your feet. (stomp stomp)...

If you're happy and you know it, shout "Hooray!" (hoo-ray!)...

If you're happy and you know it, do all three. (clap, stomp, hoo-ray!)...

Listening & Speaking

Participates in group discussions

Social/Emotional Development

Recognizes and identifies feelings



Story Time

Story Review: The First Day of School

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

Indicate your literature choice from **Day 1**. Picture-walk through the book. Children identify times when characters in the story felt happy. Read the story.

Volunteers discuss parts of the story they most enjoyed.

Materials

- Starfall Sing-Along* Volume 1
- Teacher's literature choice from

Day 1

- Plush Gingerbread Boy

Listening & Speaking

Participates in group discussions

Social/Emotional Development

Recognizes and identifies feelings

Small Group & Exploration

"We're Happy" Class Book

Children engage in Exploration activities.

During Exploration choose several children at a time to look into a mirror and make happy faces. They then draw their happy faces and write their names on their papers.

Gather the completed drawings. Slide each into a plastic sleeve and insert them into a three-ring binder. Add a cover page titled "We're Happy!" to create a class book. Place the book in the Library Center.

Materials

- Bell or other signal
- Drawing paper
- Markers, crayons, pencils
- Mirror
- Three-ring binder
- One plastic sleeve for each child

Creative Arts

Explores visual materials and activities

Fine Motor Skills

Uses writing and drawing tools

Social/Emotional Development

Recognizes and identifies feelings

Gathering

Indicate the Attendance Board. Say: **Let's count the names of the children who are present, or here today.**

Indicate each name as children count with you.

Say: **Now let's count how many children are absent, or not here today.** (Repeat as with children who are present.) Ask: **Which number is bigger?**

Say: **Let's play "Freeze." When you hear the music, you dance. When the music stops, freeze!** Have your music choice ready, and distribute Name Cards to the children.

Say: **Look at your name. When the music stops, I will say a name. If I say your name, unfreeze and bring your Name Card to the Attendance Board.**

Play "Freeze" until all Name Cards have been placed.

Materials

- Attendance Board and Name Cards
- Teacher's music choice for "Freeze"

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 25. Children sing and do accompanying hand motions to "Open Them, Shut Them."

Materials

- Starfall Sing-Along* Volume 1
- Weather Board and Weather Cards
- Pocket chart

Introduce the Weather

Display and name the Weather Cards in the pocket chart. Children repeat the name of each card.

Ask: **Who knows what a riddle is?** Accept responses. Explain: **A riddle is when you listen to clues, then try to think of an answer. Let's play a game. I'll read a riddle, then I will choose someone to find the Weather Card that shows the answer. Ready?**

- **It's bright outside. It feels hot! It is a good day to play outside. What kind of weather is it?** (sunny)
- **Your hat blows off your head when you go outside! The trees sway back and forth. What kind of weather is it?** (windy)
- **You wear your coat, hat, and mittens. You drink hot chocolate to warm up! What kind of weather is it?** (cold)
- **You can't go outside to play because you would get wet. If you have to go somewhere you need your umbrella. What kind of weather is it?** (rainy)
- **It is so cold flurries are falling from the sky. You need to wear your snow boots! What kind of weather is it?** (snowy)
- **You need a sweater or jacket. It's not really cold but it's not warm either! What kind of weather is it?** (cool)

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."**

Math

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

Verbally counts in sequence

Listening & Speaking

Follows simple directions

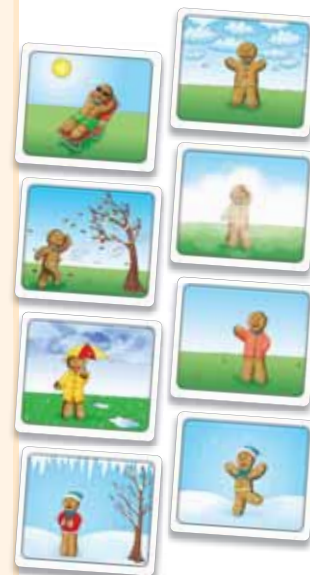
Comprehension

Makes inferences

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

Science

Describes weather and how it changes



Learning Centers

Social/Emotional Development

Demonstrates willingness to choose a variety of familiar and new experiences

Review the Exploration options. Children name activities in which they have not yet participated. They try new activities today.

Materials

- Bell or other signal

Circle Time

Emotions: *Excited* and *Silly*

Children gather in a semicircle. Play *Sing-Along* Volume 2 Track 15, "If You're Happy and You Know It."

Materials

- Plush Gingerbread Boy
- Emotion Cards: *Excited*, *Happy*, *Silly*
- Starfall Sing-Along* Volume 2
- Teacher's music choice for "Freeze"

Vocabulary

Discusses words and word meanings

Social/Emotional Development

Recognizes and identifies feelings

Listening & Speaking

Follows simple directions



happy

Indicate the *Happy* Emotion Card. Say: **We talked about things that make us feel happy. Who remembers some things that make us happy?** (discuss)

Explain: **We have other feelings like happy. Let's learn about some of them.**



excited

Indicate the *Excited* Emotion Card. Say: **This person is excited. Say, excited.** (Children repeat, *excited*.) **You feel excited when you get to do something special. I was excited because I was going to go to the movies.** Gingerbread Boy whispers that he was excited *and* happy to come to school this morning.

Children share times when they felt excited.



silly

Indicate the *Silly* Emotion Card. Say: **Here's another feeling that is like happy. This person looks silly! Say, silly.** (Children repeat, *silly*.) **I acted silly when I pretended to be a clown in the circus. Have you ever acted silly?**

Indicate each Emotion Card. Children make facial expressions to match the feelings.

Play a variation of the "Freeze" game, incorporating the Emotion Cards. Say: **When you hear music, you dance. When the music stops, freeze! Then I will hold up an Emotion Card. You make a face that shows that feeling.**

Materials

- The Gingerbread Boy*
as told by Brandi Chase
- Plush Gingerbread Boy

Story Time

Read *The Gingerbread Boy*

Gingerbread Boy whispers that he has brought a book to school today, and he would like you to read it to the class. Reveal the book, *The Gingerbread Boy*.

Say: **The name of this book is *The Gingerbread Boy*.** (Indicate the cover of the book.) **Let's look at the cover.** Ask the following questions and pause for responses:

- **Who can point to the top of the cover?**
- **Who can point to the bottom of the cover?**

Print/Book Awareness

Identifies front cover and title of a book

Vocabulary

Discusses words and word meanings

Uses illustrations to find the meanings of unknown words

Say: **Another word for the name of a book is *title*. The *title* of this book is *The Gingerbread Boy*.** Indicate the book title.

Say: **The *author*, or person who wrote the story, is *Brandi Chase*.** Indicate the author's name.

Say: **The *illustrator*, or person who drew the pictures, is *Masako Styles*.** Indicate the illustrator's name.

Read *The Gingerbread Boy*. Children join in during repeated phrases. Picture-walk through the book. Pause to introduce the following vocabulary. Volunteers identify vocabulary words as they appear in the illustrations. Example: **A fawn is a baby deer. Who can find a picture of a fawn on this page?**



| | |
|----------------|----------------------------------------------------------------|
| forest | land covered with trees |
| fawn | a baby deer |
| spices | something you add to food to make it taste good, like cinnamon |
| cottage | a small house |
| exotic | something very different, usually from a different country |

Ask Gingerbread Boy how he felt when the old woman saved him. Share his response with the children.

Say: **When you go home today your family might want to know what you learned at school. What will you tell them about *The Gingerbread Boy* story we read today?**

Small Group & Exploration

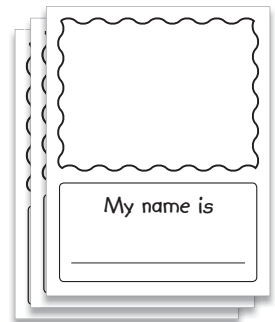
Create Photo Pages

Divide the class into two groups. One group completes photo pages during Exploration today. The other group engages in Exploration activities, and will complete their photo pages on **Day 4**.

With the photo page group, choose several children at a time and demonstrate how to use glue sticks or glue. Children glue their photos in the top space and write their names on the line.

Photo pages may be made into a class book, or pages may be kept as part of the children's portfolios. Be sure to make a photo page for Gingerbread Boy!

| Materials | |
|--------------------------|------------------------------------------------|
| <input type="checkbox"/> | Bell or other signal |
| <input type="checkbox"/> | Photo of each child and one of Gingerbread Boy |
| <input type="checkbox"/> | Copy of the "My name is..." |
| | Blackline for each child in <i>Small Group</i> |
| <input type="checkbox"/> | Markers |
| <input type="checkbox"/> | Glue sticks or glue |



Emergent Writing

Writes own name

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Prepare your own photo page in advance to use as a model.

Gathering

Social/Emotional Development

Recognizes own first name

Math

Verbally counts in sequence

Science

Makes predictions

Gather children in a semicircle. Place several paper plates (with children’s Name Cards attached) on the floor. Say: **We will sing a special song. After the song I will say some names. If I say your name, pick up your plate and bring it to me.**

Sing “If Your Name Is on a Plate” to the melody of “If You’re Happy and You Know It.”

Indicate the Attendance Board. Count how many children are present and how many are absent.

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 and places it on the Weather Board under “Today’s Weather.”

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

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Plush Gingerbread Boy
- Name Cards attached to paper plates with reusable adhesive

If Your Name Is on a Plate

If your name is on a plate, pick it up
If your name is on a plate, pick it up
If your name is on a plate, then we think you’re really great
If your name is on a plate, pick it up

Morning Meeting

Vocabulary

Identifies signs, labels, and environmental print

Creative Arts

Expresses self through movement

Science

Describes weather

Warm Up Your Brain

Say: **Boys, please stand. When I say your name, line up next to each other.** (Boys do this.) **Girls, please stand. When I say your name, line up next to the boys.** (Girls do this.)

Remind children to stay in their lines as they respond to these directions:

- **Girls take two steps forward.**
- **Boys sit with your legs crossed.**
- **Girls clap your hands three times.**
- **Boys stand and clap your hands two times.**
- **Girls hop up and down two times.**
- **Boys hop up and down three times.**

Materials

- Starfall Sing-Along Volume 1

“What’s the Weather?”

Place the Weather Cards in a pocket chart and review them.

Ask: **Would you like to hear a song about different kinds of weather? Listen for the kinds of weather you see in the pocket chart.**

Play *Sing-Along* Volume 1 Track 40, "What's the Weather?" Create simple actions to accompany the song. Pause after each verse for a volunteer to locate the corresponding Weather Card.

Ask: **Did you hear words that describe today's weather?** Volunteers identify cards representing weather that was mentioned in the song.

Say: **Let's make up some verses for weather words that were not in the song. Which weather words were not in the song?** (cold, cool)

Sing additional verses to incorporate cold and cool.

What's the Weather?

*What's the weather?
What's the weather?
What's the weather like today?*

*It is cloudy, oh so cloudy
The weather's cloudy today!*

*(repeat with the
changes below)*

*...It is sunny, very sunny
The weather's sunny today!*

*...It is rainy, oh so rainy
The weather's rainy today!*

*...It is windy, very windy
The weather's windy today!*

*...It is snowy, oh so snowy
The weather's snowy today!*

Learning Centers

Ask: **Why is it important to clean up your materials and toys when you are finished with them?** (Volunteers respond.) **What might happen if we pulled out all the toys and didn't put anything away?** Explain the consequences of not putting materials away at cleanup time (messy room, toys can't be found when you want them, etc).

Indicate the *Happy* Emotion Card. Ask: **How do you feel when you want to play with something and it's right where it's supposed to be, all ready for you?** Volunteers respond, *happy*.

Children participate in Exploration activities.

Materials

- Bell or other signal
- Emotion Card: *Happy*



Listening & Speaking

Participates in group discussions

Social/Emotional Development

Helps establish rules, routine

Circle Time

Social/Emotional Development

Recognizes and identifies feelings

Vocabulary

Identifies signs, labels, and environmental print

Comprehension

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

Materials

- Plush Gingerbread Boy
- Starfall Sing-Along Volume 2
- Emotion Cards: *Afraid, Angry, Excited, Happy, Sad, Silly*

Emotions: *Sad, Angry, and Afraid*

Play *Sing-Along Volume 2* Track 15, "If You're Happy and You Know It."

Display Emotion Cards: *Happy, Excited, and Silly*. Say:

We talked about three feelings, *happy, excited, and silly*. Who can find the picture of *happy*?

A volunteer finds the card. Repeat with *excited* and *silly*.



Ask: **How do you feel when your friends invite you to a birthday party?** (Accept responses.) **How might you feel if you didn't get invited to a birthday party?** (sad)



Indicate the *Sad* Emotion Card. Ask: **What might have happened to make this person feel *sad*?** (discuss) **Can you think of a time when you were *sad*?** (discuss) **Make a *sad* face.**



Indicate *Angry* and *Afraid* Emotion Cards. Explain: **Here are pictures of two more feelings. One is *angry* and one is *afraid*. Who can point to the person who is feeling *angry*?** Choose a volunteer to do this.

Say: **Sometimes when we get very *angry* we might do or say something unkind. How does that make us feel?** (discuss) **Make an *angry* face.**



Indicate the *Afraid* Emotion Card. Say: **This person is *afraid*. Has anyone ever been *afraid*?**

Gingerbread Boy whispers that he was afraid when he thought the fox was going to eat him. Children share times when they felt afraid.

Say: **Make a face to show how you look when you are *afraid*.**

Ask: **Are *angry* and *afraid* more like feeling *happy* or feeling *sad*?**

Indicate each card as children make facial expressions to match the emotions. Include the *Happy, Excited, and Silly* Emotion Cards from **Day 3**.

Play a variation of "Freeze," incorporating the Emotion Cards. Say: **When you hear music, you dance. When the music stops, freeze! Then I will hold up an Emotion Card. You make a face to match it.**

Story Time

Discuss *The Gingerbread Boy*

Gingerbread Boy asks if you can read his story again.

Read *The Gingerbread Boy*.

Say to Gingerbread Boy: **Let's see if the children were good listeners.**

Ask and accept responses to the following questions:

- **Who made the Gingerbread Boy?**
- **Do you think the old woman was excited or sad when the Gingerbread Boy came alive?**
- **Who did the Gingerbread Boy meet when he ran away from the old woman?**
- **How did the Gingerbread Boy feel when he was on the fox's nose?**
- **How do you suppose he felt when the old woman snatched him?**
- **What might the old woman have said to the Gingerbread Boy when they got home?**
- **What lesson do you think the Gingerbread Boy learned?**

Gingerbread Boy whispers that he thinks the children were very good listeners.

Materials

- The Gingerbread Boy* as told by Brandi Chase
- Plush Gingerbread Boy

Comprehension

Asks and answers appropriate questions about the story

Makes inferences

Small Group & Exploration

Complete Photo Pages

Divide the class into two groups. The students who did photo pages during Exploration on **Day 3** will engage in Exploration activities. The rest will complete their photo pages today.

With the photo page group, choose several children at a time and demonstrate how to use glue sticks or glue. Prepare their photo pages.

Children will share their photo pages on **Day 5**.

Materials

- Bell or other signal
- Photo of each child
- Copy of the "My name is..." Blackline for each child in *Small Group*
- Markers
- Glue sticks or glue

Emergent Writing

Writes own name

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



Gathering

Math

Verbally counts in sequence

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

Science

Makes predictions

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

Say: **If there are** (number of children) **here today, how many snacks will we need to prepare?** Pause for responses. Explain: **If there are** (number of children), **we need to prepare** (number of children) **snacks.**

Say: **Remember the weather song we learned yesterday? Let's sing it again!** Play *Sing-Along* Volume 1 Track 40. Children sing "What's the Weather?"

Children observe the weather, then place the appropriate Weather Card on the Weather Board. Ask: **Do you think the weather will be the same or different this afternoon?**

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Plush Gingerbread Boy
- Starfall Sing-Along* Volume 1

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 2, "The Alphabet Song." Repeat and children sing along.

Materials

- Starfall Sing-Along* Volume 1
- Photo pages from **Days 3 and 4**
- Share Chair
- Plush Gingerbread Boy

Share Photo Pages

Gingerbread Boy asks if the children can share their photo pages so he can see all of them. Each child sits in the Share Chair to do this. Demonstrate by sharing your page first. Say: **My name is** (your name). **This is a picture of me.** Assist the children to use the same format when sharing.

Sentences & Structure

Uses complete sentences of four or more words



Learning Centers

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

Children share their favorite Exploration activities of the week and/or name an activity they would like to try. Assist them to speak in complete sentences.

Materials

- Bell or other signal
- Starfall Sing-Along* Volume 1

Learning Center activities will begin in this time slot next week!

Listening & Speaking

Participates in group discussions

Sentences & Structure

Uses complete sentences of four or more words

Circle Time

What Animal Would You Bring to School?

Display *Nursery Rhymes*. Indicate the cover and title, then open the book to page 27, “Mary Had a Little Lamb.” Recite the rhyme together. Play the *Nursery Rhymes* Audio CD Track 24 as children sing along.

Indicate the animal list. Say: **Here is the list of animals that might be fun to bring to school.** Review the list.

Say: **Let’s pretend you can bring one of these animals to school.** Gingerbread Boy whispers he would like to bring a snake to school.

Say: **Let’s make up a new song!** Sing “Gingerbread Boy Had a Little Snake” to the melody of “Mary Had a Little Lamb.” A volunteer chooses an animal from the list. Repeat the song using the child’s name and the chosen animal.

Materials

- Gingerbread Boy
- Starfall’s Selected Nursery Rhymes* (Book and Audio CD)
- Animal list from **Day 2**

Listening & Speaking

Participates in group discussions

Gingerbread Boy Had a Little Snake

*Gingerbread Boy had a little snake
Little snake, little snake*

*Gingerbread Boy had a little snake
And he brought the snake to school!*

Story Time

Use Illustrations to Predict

Indicate your selected book from **Day 1**. Discuss the front cover, author, and illustrator. The children use the cover illustration to predict what the story is about. Read the story, pausing occasionally to summarize as you read. Briefly introduce new vocabulary as it is encountered.

Materials

- Teacher’s literature choice from **Day 1**

Print/Book Awareness

Identifies front cover and title of book

Comprehension

Uses illustration clues to predict

Vocabulary

Discusses words and word meanings

Small Group & Exploration

Children engage in Exploration activities.

Materials

- Bell or other signal

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:

- learn 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
- ask and answer questions
- recognize the clock, triangles, squares, circles, and the first letter in their names
- compare and contrast
- learn same, different, and determine "how many"

Starfall Books & Other Media

The Gingerbread Boy as told by Brandi Chase

The Gingerbread Boy Sequence Cards and Audio CD

"Five Gingerbread Men" Supplement

Blacklines: "Gingerbread Boy's Learning Center Clues" and "Gingerbread Boy Outline"

Starfall Emotion Cards

Starfall Sing-Along, Volumes 1 & 2

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

Preparation

Establish locations for the eight Learning Centers. Activities and materials within these centers will change weekly. See this week's Learning Centers (pages 28-29) for specific materials.

Day One

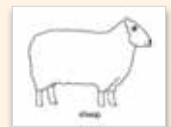
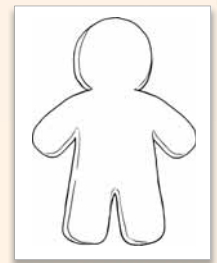
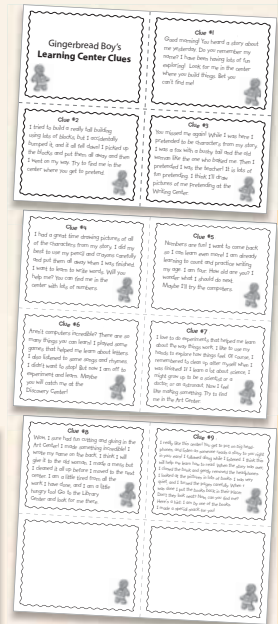
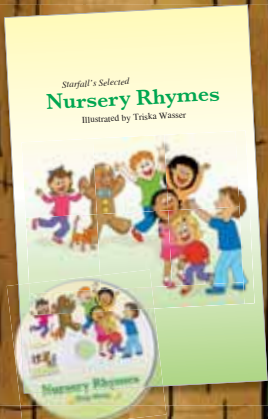
Story Time — You will need a world map or globe with which to indicate India.

Small Group — Using the Picture Card Generator in the Teacher's Lounge on more.Starfall.com, print one large sheep pattern for each child. 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 33). 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 cinnamon, cardamom, nutmeg, and ginger in individual plastic bags and label each bag. Title a sheet of chart paper “Our Favorite Spice.” Create four columns; title each with the name of one of the spices.

Day Three

Morning Meeting — Designate a place in your Writing Center where Gingerbread Boy’s message will appear. You will select a volunteer to retrieve the message and bring it to the group. You can write these messages by hand, or print them from the message generator in the Teacher’s Lounge on more.Starfall.com.



Circle Time — Familiarize yourself with the chant “Five Little Gingerbread Men.” (page 37)

Circle Time and Small Group — Cut out the five small gingerbread men from the supplement page. Attach magnets to the back of each.

Discovery Center — Prepare cinnamon play dough for tomorrow’s center. 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 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 your Discovery Center.

Circle Time — Familiarize yourself with the song “Where’s the Shape?” (page 40) Choose construction paper in three colors. Cut one into a large circle, one into a square, and the other into a triangle.

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 out circles, squares, and triangles in various colors and sizes. Place some 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.

Outside Activity

Review outside safety rules.

Play “Fox, Fox, Gingerbread Boy.” All the children except one, designated as the Fox, sit in a large circle. The Fox walks around the circle tapping each child gently on the shoulder, saying “fox” with each tap. After a few taps, the Fox will shout, “Gingerbread Boy!” The child whose shoulder was just tapped becomes the Gingerbread Boy, and jumps up to chase the Fox around the circle back to the empty space. If the Fox gets back to the empty space without being tagged, the tapped child becomes the next Fox and the game continues. If the Fox is tagged, he or she continues as the Fox. The Fox must choose a classmate who has not yet had a turn to be Gingerbread Boy.

Dough Ingredients

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

Day 3

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


Gross Motor Skills

Combines a sequence of large motor skills



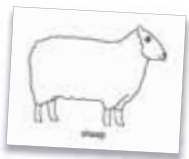

WEEK 2

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?"  |

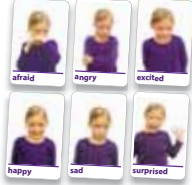
LEARNING CENTERS

| | | |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 <i>The Gingerbread Boy</i> ; discuss the book's cover, top, and bottom Review cover, title, author, and illustrator  Introduce characters Retell story Vocabulary: characters, India | <i>The Gingerbread Boy</i> 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 | Attendance and Weather Routines Recognizing first letter of names | Attendance and Weather Routines One-to-One Correspondence |
| Gingerbread Boy's Message "Where Is Thumbkin?" "Pat-a-Cake" Interpret spice graph | Gingerbread Boy's Message "Pat-a-Cake" Cinnamon play dough | Gingerbread Boy's Message Emotion Cards "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" |
| <i>The Gingerbread Boy</i> Story Sequence Cards Count story characters Dramatize <i>The Gingerbread Boy</i>  | Compare and contrast <i>The Gingerbread Boy</i> 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  | Complete projects or conduct observations and individual assessments |

WEEK 2

LEARNING CENTERS

Computer Center

Preparation — Include up to three computers and six sets of headsets with splitters. Set up computers with a *more.Starfall.com* desktop shortcut.

Activity — Children explore the ABCs on *more.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 CD after it has been introduced. Add variations of *The 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.

Dramatic Play Center

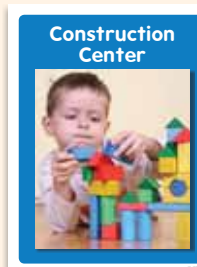


Begin by opening a few Learning Centers, gradually opening the others to avoid overwhelming the children with too many choices and activities at once.

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.



Math 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 place where children can easily find it.



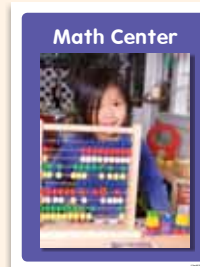
Discovery Center

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.



Social/Emotional Development

Recognizes own first name

Science

Makes predictions

Gathering

Place the Name Cards in the appropriate columns of the Attendance Board.

Children gather in a circle. 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 are in the circle. Begin with a child near you. 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**

Play *Sing-Along* Volume 2, Track 50. Children sing "Where Is Thumbkin?" Demonstrate traditional movements to accompany the song.

Materials

- Starfall Sing-Along* Volume 2
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Cotton balls (one for each child)

**Phonological Awareness**

Identifies spoken words as same or different

Vocabulary

Understands describing words

Finish the Rhyme

Indicate *Nursery Rhymes* page 27, "Mary Had a Little Lamb." Recite the rhyme together. Explain: **This rhyme tells us that Mary's lamb has fleece.**

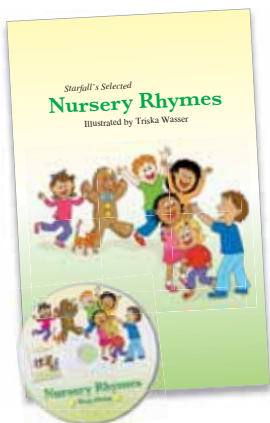
Read the first line, "Mary had a little lamb, its fleece was white as snow." Say: **Fleece is the coat of wool that covers a lamb's body. Say, fleece.** (Children repeat, *fleece*.)

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 said it looked like snow?**

Say: **Listen carefully to the rhyme again. I will leave out a word and you say the missing word. Let's try one together. 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 more.** 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 28-29.
After cleanup, children gather to share their experiences.

Circle Time

Compare/Contrast Body Parts

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

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

Play "I Spy." Indicate a body part and ask children to touch that body part to insure that they are familiar with each.

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.

Repeat the song.

Materials

- Starfall Sing-Along* Volume 1
- 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, getting
faster each time.)*

Science

Compares, contrasts,
and classifies
objects and data



Story Time

Sequence *The Gingerbread Boy*

Indicate *The Gingerbread Boy*. Review the front cover, title, author, and illustrator. Explain that this story takes place in a country far away called India, and locate India on a world map or globe.

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

Read the story. 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? Why or why not?**

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 up the Sequence Cards. Two new volunteers order the Sequence Cards 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

Social Studies

Understands maps are representations of actual places

Vocabulary

Acquires new vocabulary

Comprehension

Identifies sequence of events

Listening & Speaking

Describes familiar people, place, things, and events



Emergent Writing

Writes own name

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



Small Group & Exploration

Design Sheep

Divide your class into two or three small groups. Small groups will meet during Exploration time.

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

Gathering

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

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!"**

Continue the Attendance Routine as usual, but today, call Gingerbread Boy's name last. Say: **Someone seems to be missing today. Has anyone seen Gingerbread Boy?**

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Science

Observes and describes the weather

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 50. Children sing "Where Is Thumbkin?" Demonstrate traditional movements to accompany the song.

Materials

- Starfall Sing-Along* Volume 2
- Gingerbread Boy's clues, hidden in the Learning Centers

Where Is Gingerbread Boy?

Pretend to look around the class, searching for clues as to where Gingerbread Boy might be. Find the first clue from Gingerbread Boy and read it aloud: **Do you remember my name? (Pause for response.) I have been having fun exploring in the center where you build things. 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 can carry Gingerbread Boy to the different activities.

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?

Social/Emotional Development

Works with others to solve problems



LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 28-29. After cleanup, children gather to share their experiences.

Circle Time

Comprehension

Compares and contrasts

Print/Book Awareness

Connects oral language and print

Math

Becomes familiar with standard measuring tools and their uses

“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 of the things you see?** Encourage the children to look around the room and name 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.

Indicate the clock. Ask: **Who can find the clock in our classroom? How can a clock help us at school? (Pause for responses.) The 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!**

Display *Nursery Rhymes*, page 23. 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 rhyme about a clock.** Read the rhyme.

Say: **Point to your face.** (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 and encourage the children to recite along. Make up actions to accompany the rhyme.

Materials

- Starfall Sing-Along* Volume 1
- Starfall’s Selected Nursery Rhymes* 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

Spices for Gingerbread Boy

Display page 3 of *The Gingerbread Boy*. Children describe the illustration. Indicate the ingredients on the table.

Say: **The old woman has all the ingredients or foods that 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.**

Display the cinnamon, nutmeg, cardamom, and ginger spice bags. Children describe each spice.

Materials

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

Vocabulary

Acquires new vocabulary

Understands describing words

Comprehension

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

| | |
|-----------------|--------------------------------------------|
| 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 name 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.

Display the four spice bags. Say: **Let's smell each spice, then you will decide which spice smells best to you.**

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 tells us something. This *graph* will tell us which spice is the class favorite!**

Indicate the graph title and spice names at the top of each column. Each child chooses his or her favorite spice and colors a square in the appropriate column.

Materials

- Labeled spice bags
- "Our Favorite Spice" graph and a marker

Math

Uses graphs to answer simple questions

Gathering

Math

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

Science

Observes and describes the weather and how it changes

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: **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

Play *Sing-Along* Volume 2 Track 50, "Where Is Thumbkin?" Children add cross movement by crossing their hands in front of their chests for each movement.

Materials

- Gingerbread Boy
- "Our Favorite Spice" graph from **Day 2**
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Starfall Sing-Along* Volume 2

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

Math

Uses graphs and charts to answer simple questions

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) every day.

Read and discuss Gingerbread Boy's message.

Recite "Pat-a-Cake."

Open *Nursery Rhymes* to "Pat-a-Cake," page 32. Say: **Here is a picture of the "Pat-a-Cake" rhyme. What do you see in the picture?** (Pause for responses.) **Let's pretend we are bakers and we will bake a cake.** Pretend to put on your baker's hat.

Make up actions to accompany the rhyme. For example, pretend to stir flour in a bowl; clap, roll, and skywrite "B"; open an oven door then eat the cake.

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

Display the "Our Favorite Spice" graph. Review the graph title and spice names. Four volunteers come forward to hold the spice bags.

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*

Say: **This is the “Our Favorite Spice” graph. Each of you decided which spice smelled best to you. The spice with the most colored squares under it tells us which one is our class favorite. Let’s count the colored squares under each column. I will write the numbers next to the spices. (Do this.) Which spice has the most colored squares? (Volunteers respond.) Which spice has the fewest colored squares?**

LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 28-29. After cleanup, children gather to share their experiences.

Circle Time

“Five Gingerbread Men”

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

Hold up 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, none! We have a word for none: zero. Say, zero.** (Children repeat, zero.)

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

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.

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.

Repeat with another set of five volunteers until all children have had a turn. Encourage the children to chime in during the rhyme.

Materials

- Starfall’s Selected Nursery Rhymes* (Book and Audio CD)
- Large rectangular cookie sheet
- Five small gingerbread man cutouts

Math

Verbally counts in sequence

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



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: **Do you remember how many characters are in Gingerbread Boy's story?** (Children name them.) **Let's read to find out if we named them all. 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 next to the words to help identify the animals. Review the list of characters.

Say: **Let's pretend we are the characters in this story and act it out! How many characters are in the story?** (five) **Do we have enough children to act out our story?** (yes) **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 and indicate it.

Say: **Here's a bag** (or basket) **with all the character's names. Some cards say "chant." Each of you will draw a card from the bag. 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."**

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

Materials

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

Comprehension

Identifies story characters

Creative Arts

Participates in teacher-guided dramatic activities

Small Group & Exploration

One-to-One Correspondence

Divide the class 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.

Lay the five small gingerbread men before the children. 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?**

Repeat several times with sets of more or less manipulatives than gingerbread men.

Materials

- Five small gingerbread man cutouts
- Seven each of various counting manipulatives such as buttons, counters, blocks, etc.

Math

Verbally counts in sequence

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

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



Gathering

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

Distribute Name Cards. 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: **Do you think the weather will be the same or different this afternoon?**

Materials

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

Phonics

Focuses on letter names and shapes

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

Play *Nursery Rhymes* Audio CD, Track 29. Children chant "Pat-a-Cake."

Materials

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

Cinnamon Play Dough

A volunteer retrieves Gingerbread Boy's message from the Writing Center. 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 the play dough.

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, and explain why the play dough is not to be eaten.

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

Fine Motor

Demonstrates control, strength, and dexterity to manipulate objects

LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 28-29. After cleanup, children gather to share their experiences.

Circle Time

Math

Recognizes basic two-dimensional geometric shapes

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?"

Volunteers hold the shapes. Repeat the song. As the shapes are named, volunteers stand, twirl around, and raise the shapes above their heads. Children sing along.

Materials

- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Starfall Sing-Along*, Volume 1
- Prepared construction paper shapes (circle, square, and triangle)

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

Gingerbread Story Comparison

Indicate *The Gingerbread Boy*. 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 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. 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 book end the same way our first book ended?**
- **Which story did you like best? Why?**

Materials

- The Gingerbread Boy*
- Gingerbread story of your choice

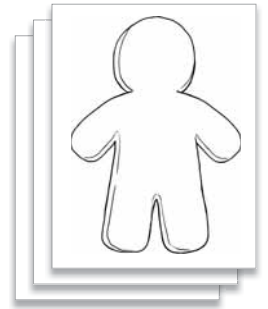
Comprehension

Recalls information from stories

Compares and contrasts

Listening & Speaking

Describes familiar people, places, things, and events and, with prompting and support, provides additional detail



Small Group & Exploration

Decorate Gingerbread Boy

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 15 minutes, the groups switch. Switch a second time if you have three groups.

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! You or the children print the children's names on their creations.

Children who were unable to complete this activity may do so during Exploration on **Day 5**.

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 work

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Recognizes basic two-dimensional geometric shapes



Gathering

Math

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

Science

Observes and describes the weather and how it changes

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

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

Say: **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!**

Children observe the weather then place the appropriate Weather Card on the Weather Board. Ask: **Do you think the weather will be the same or different this afternoon?**

Say: **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 simple actions to accompany the song from **Week 1**.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Starfall Sing-Along*, Volume 1

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

Morning Meeting

Warm Up Your Brain

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

Materials

- Sing-Along* Volume 1
- Gingerbread Boy
- Starfall Emotion Cards: *Afraid, Angry, Excited, Happy, Sad, Surprised*

Review Emotions

Read and discuss Gingerbread Boy's message.

Display the Emotion Cards. Review each emotion. Ask the following questions as volunteers choose the appropriate Emotion Cards: **How did you feel when...**

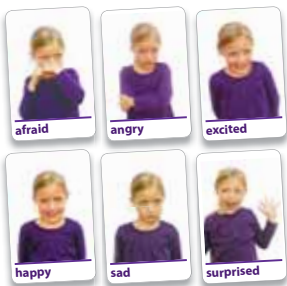
- **you first met Gingerbread Boy? Do you remember how he felt?**
- **you first came to school and met me, and all your classmates?**
- **someone was playing with a toy you wanted and wouldn't share?**
- **Gingerbread Boy made cinnamon play dough for you?**
- **Gingerbread Boy was on the fox's nose?**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

Comprehension

Makes inferences

Social/Emotional Development

Recognizes and identifies feelings



LEARNING CENTERS

See **Week 2** Planning Guide for Learning Centers, pages 28-29. After cleanup, children gather to share their experiences.

Circle Time

Classify Letters, Shapes, and Numbers

Play *Sing-Along* Volume 1 Track 2. 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. You tell the class if the card is a letter, number, shape, or picture. Ready?**

Continue until each card is classified.

Materials

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

Phonics

Focuses on letter names and shapes

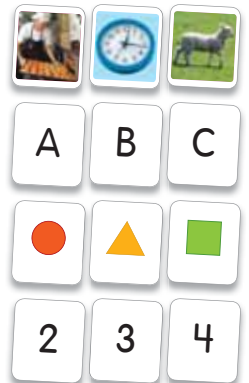
Math

Recognizes two-dimensional geometric shapes

Recognizes numerals

Comprehension

Sorts objects into categories



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

Materials

Teacher's choice of book

Print/Book Awareness

Identifies front cover, title, author, illustrator

Comprehension

Uses illustration clues to predict

Vocabulary

Discusses words and word meanings

Teacher's Literature Choice

Introduce your literature choice. Identify the front and back covers, the title, author, and illustrator. Picture-walk through the first half of the book and children predict what the story is about. Read the story, pausing to discuss new vocabulary as it is encountered. Lead children to determine whether or not their predictions were accurate.

Small Group & Exploration

There are no Small Group lessons on **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice. Group the children to meet their needs.

Week 3: Be a Good Friend

This week you will introduce the children to the Learning Center sign-up routine and involve them in creating class rules that they will follow this year. Children will also:

- learn more about their new friends (classmates) and their favorite toys
- make a Friendship Quilt
- learn about and practice good manners
- draw what happens next and dictate sentences
- learn where rain comes from
- discuss kind deeds they can do for each other
- discover folk tales

Starfall Books & Other Media

The Little Red Hen and other Folk Tales

The Little Red Hen and other Folk Tales Audio CD

The Gingerbread Boy as told by Brandi Chase

"Carrot Soup Characters" Blackline

Starfall's Selected Nursery Rhymes

Starfall Sing-Along, Volumes 1 and 2



Preparation

Prior to Learning Centers on **Day 1**, familiarize yourself with the suggested routines for center sign-up and choose one, or decide on another method that will work best for you.

At Learning Center time, engage in informal Small Group instruction in the Learning Centers and interact with the children. The Learning Center Guide contains specific ideas and questions for each week that will engage children, encourage creativity, and expand critical thinking skills.

Day One

Morning Meeting — Have a soft ball available for children to roll.

Circle Time — Decide what your class rules for the year will be. Children will include them in their list of suggested rules. Take a digital photo of each child, and print copies for use on the printed class rules list.

Story Time — You will need four raw carrots. Save them for use again on **Day 2**.

Small Group — Prepare an 8"x8" square of drawing paper for each child. You will also need a quilt, or the *quilt* Picture Card.



Day Two

Morning Meeting — Plan to have an umbrella on hand.

Circle Time — You will need the class rules you and the children wrote on **Day 1**.

Story Time — Choose a cookbook from those you have gathered in the Library Center.

Story Time and Small Group — You will need carrots, onion, celery, cinnamon, a can of vegetable broth, and salt and pepper shakers. **Optional:** Small groups may prepare vegetables for vegetable soup. Take the ingredients home to cook, and serve soup for tomorrow's snack.

Day Three

Gathering — Prepare index cards with individual children's names. Include one for Gingerbread Boy.

Circle Time — Have an envelope and a basket with a handle for "A-Tisket, A-Tasket." You will also use Letter Cards: A, K, and O.



Small Group — Make several copies of the "Characters from Mr. Bunny's Carrot Soup" master blackline and separate the characters. Provide a paper plate and a craft stick for each child.

**Day Four**

Prior to **Day 4**, prepare a writing journal for each child; place 8-10 sheets of manila paper between two sheets of construction paper. Staple the pages together on the left side. **Optional:** Take a photo of each child and affix it to the cover for easy identification. Print the child's first and last name under the photo.

Morning Meeting — Plan to have an umbrella on hand.

Circle Time — Cut construction paper into shapes. You will need a triangle, a circle, and a square for each child, and one large rectangle. Familiarize yourself with "Where's the Shape?" (page "Where's the Shape?" on page 67).

Story Time — Navigate a classroom computer to more.Starfall.com, *I'm Reading: Folk Tales, "Mr. Bunny's Carrot Soup."*

Day Five

No additional preparation is needed.

Outside Activity

Prior to Outside Free Play, gather children and play "Simon Says" to reinforce the classroom rule to walk inside the building. Tell children you will give them a direction but they are only to follow that direction if you say "Simon Says" first. Explain that you will ring a bell when it is time to gather for the next "Simon Says" direction.

- Simon Says run around until you hear the bell.
- Hop up and down. (Oops! Simon didn't say!)
- Simon Says skip until you hear the bell.
- Simon Says talk loudly until you hear the bell.
- Simon Says walk calmly until you hear the bell.

Ask: **Which action shows how we are to move when we are inside?** (walk calmly)

Listening & Speaking

Follows simple and multiple-step directions

Gross Motor Skills

Moves with balance and control

You are all my friends. I have met so many new friends! I'm here to stay!
Your friend,
Gingerbread Boy

Day 2

I brought an umbrella with me to school today just in case it rains!
Your friend,
Gingerbread Boy

Day 3

Have you ever played in the rain? One day the old woman let me put on my raincoat and play in the rain. It was fun!
Love,
Gingerbread Boy

Day 4

Have you ever wondered where animals go to get out of the rain? I have!
Your friend,
Gingerbread Boy

Day 5

I learned about cooking and rules from my story! Can we read it again?
Love,
Gingerbread Boy

WEEK 3

Day One

Day Two

| | | |
|------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Gathering | Predict and forecast weather | Predict and forecast weather Weather riddles |
| Morning Meeting | Gingerbread Boy's Message "The More We Get Together" Friendship ball "The Gingerbread Boy" (song) | Gingerbread Boy's Message "The More We Get Together" "Rain, Rain, Go Away" "It's Raining, It's Pouring" |

LEARNING CENTERS


| | | |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Circle Time | Create class rules Vocabulary: rules "What If?" | "Teddy Bear says, 'Thank You'" Review classroom rules |
| Story Time | "Mr. Bunny's Carrot Soup" Introduce Folk Tales Ask/answer questions Vocabulary: vegetables, folk tale Story Problems | "Mr. Bunny's Carrot Soup" Introduce Cookbooks Vocabulary: cookbook, carrots, onions, celery, salt/pepper, vegetable broth |
| Small Group & Exploration | Friendship Quilt Vocabulary: quilt | Make soup (or prepare soup ingredients) |



Day Three

Day Four

Day Five

| | | |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Predict and forecast weather "The Alphabet Song" Initial letters in names | Predict and forecast weather Create Patterns Vocabulary: pattern | Predict and forecast weather "Sit or Hop" |
| Gingerbread Boy's Message "Rain, Rain, Go Away" "It's Raining, It's Pouring" Vocabulary: clouds | Gingerbread Boy's Message "The Ants Go Marching" | Gingerbread Boy's Message "The More We Get Together" <i>The Gingerbread Boy</i> "The Gingerbread Boy" (song) Keeping safe  |

LEARNING CENTERS

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| "A-Tisket, A-Tasket" Vocabulary: envelope | "Where's The Shape?" Introduce shapes Vocabulary: circle, triangle, rectangle | Share writing journals Vocabulary: compliment |
| "Mr. Bunny's Carrot Soup" Story Characters  | "Mr. Bunny's Carrot Soup" Teacher's Literature Choice: Friends/Friendship Vocabulary: care  | Dramatize "Mr. Bunny's Carrot Soup"  |
| Character puppets  | Introduce Writing Journals Draw pictures with Gingerbread Boy | Complete projects or conduct observations and individual assessments |

WEEK 3

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys using electronic forms of storybooks

Computer Center

Activity — Children listen to and follow along with *I'm Reading*, Folk Tales, "Mr. Bunny's Carrot Soup" and continue to design their own gingerbread men by choosing eyes, noses, etc.

Interaction & Observation

- Interact with the children and ask them about their experiences.
- Use technical computer terms to help build vocabulary (icon, screen, enter key, cursor, keyboard, mouse).

Materials

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

Creative Arts

Creates original work

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Art Center

Activity — Children dip stamps or vegetables onto stamp pads and then onto construction paper to make prints. Display the finished artwork in the classroom or hallway.

Interaction & Observation

- Regularly introduce a variety of new art materials.
- Interact with children about their designs, shapes, and colors.

Materials

- Stamp pads
- Light-colored construction paper
- A variety of hand stamps
- Optional: Carrots, cucumbers, and/or other vegetables that can be used as stamps when cut in half horizontally

Print/Book Awareness

Connects oral language and print

Emergent Reading

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

Library Center

Preparation — Read illustrated children's cookbooks, vegetable alphabet books, or books similar to these aloud to the children this week, then add them to the Library Center. Suggestions:

- *A First Cookbook for Children* by Evelyne Johnson
- *Vegetable Alphabet Book* by Jerry Pallotta

Activity — Children listen to *The Gingerbread Boy*, "Mr. Bunny's Carrot Soup" and/or other stories as they follow along in the books.

Interaction & Observation

- Lap-read with the children and model expressive reading.
- Ask open-ended questions, and discuss illustrations.

Materials

- The Gingerbread Boy* Audio CD
- The Little Red Hen* and other Folk Tales: "Mr. Bunny's Carrot Soup"
- Copies of *The Gingerbread Boy*
- Optional: Another recorded book from your classroom collection
- Illustrated children's cookbooks

Dramatic Play Center

Preparation — Prepare this center to serve as a family home.

Activity — The children explore and pretend to cook.

Interaction & Observation

- Take an active role in supporting dramatic play.
- Observe and ask questions about what the children are doing.
- Participate occasionally to offer suggestions that help children extend their role play.

Materials

- An illustrated children's cookbook
- Measuring spoons and cups
- Plastic vegetables (include a carrot)
- Small pot for making soup

Creative Arts

Represents fantasy and real-life experiences through pretend play

Engages in cooperative pretend play with other children

Construction Center

Activity — Children construct using the available shapes.

Interaction & Observation

- Discuss the use of shapes.
- Reinforce block play by talking positively with children about their structures.
- Ask open-ended questions about the building process to help children elaborate on their constructions.
- Introduce new vocabulary: *tall, long, short, and numbers.*

Materials

- Blocks of various sizes and shapes

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Math

Describes objects according to characteristics or attributes

Writing Center

Preparation — Write each child's name with a pencil in very large letters on pieces of white construction paper.

Activity — Children trace the letters of their names with different crayons to create a rainbow effect. They then decorate the paper as desired. Display these on the wall or bulletin board when complete.

Interaction & Observation

- Rotate the type and colors of paper and writing tools in the Writing Center to keep it interesting.

Materials

- Crayons
- White construction paper

Fine Motor Skills

Uses writing and drawing tools

Emergent Writing

Writes own name



Science

Uses tools and equipment to explore objects

Shows curiosity by asking questions and seeking information

Discovery Center

Activity — Children examine the available specimens with magnifying glasses, and draw their observations.

Interaction & Observation

- Display objects in trays or baskets to increase interest and order.
- Build vocabulary and language development by interacting with children about their discoveries.
- Introduce new vocabulary as children explore.

Materials

- Magnifying glasses
- Raw carrots (whole and sliced, with green tops if possible)
- Other vegetables, various seeds, nuts, feathers, small stones, shells, coarse sandpaper, and pieces of textured fabric
- Paper and pencils

Math

Uses rules to create and extend repeating patterns

Recognizes patterns and non-patterns

Math Center

Activity — Children continue to explore math manipulatives, and string wooden beads or use attribute blocks to create patterns.

Interaction & Observation

- Engage children in conversation about shapes, patterns, colors, and number concepts to help them build competence in math.
- Show children examples of patterns.

Materials

- Attribute blocks or wooden beads (in circle, triangle, and square shapes) with string



Gathering

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

Say: **I wonder how many girls are here today. Girls, come and get your Name Cards and stand together as a group.** (Girls do this.) **Let's count the girls.**

Repeat for the boys.

Ask: **Are there more girls or more boys here today?** (Volunteers respond.) **Let's find out.**

Partner girls with boys. If there are children who don't have partners, count them, then ask: **How many more** (boys/girls) **are there than** (boys/girls)?

Children observe the weather then place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Math

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

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2 Track 46. Children form a circle and sing "The More We Get Together."

Materials

- Starfall Sing-Along* Volume 2
- Soft ball

You are all my friends.
I have met so many
new friends! I'm here
to stay!
Your friend,
Gingerbread Boy

The Friendship Ball

Say: **Raise your hand if you think it's fun to make new friends. Let's get to know each other better.**

Indicate the ball. Say: **This is a friendship ball. I will say my name and the name of my favorite Learning Center. Then I will roll the friendship ball to someone. When the ball comes to you, tell us your name and your favorite Learning Center, then roll it to a friend.**

Model the procedure by holding the friendship ball and saying: **My name is** (your name). **My favorite Learning Center is the** (center name) **Center.** Roll the ball to a child and assist the child to use the sentence stems to tell his or her name and favorite Learning Center.

Read and discuss Gingerbread Boy's message.

Tell Gingerbread Boy you have a surprise for him.

Play *Sing-Along* Volume 2, Track 43. Children listen to "The Gingerbread Boy." Play the song again. Gingerbread Boy joins in singing with the children. Discuss the song.

Introduce new items placed in Learning Centers this week.

The More We Get Together

*The more we get together,
together, together
The more we get together,
the happier we'll be*

*'Cause your friends
are my friends
and my friends
are your friends*

*The more we get together
the happier we'll be*

Sentences & Structure

Uses complete sentences of four or more words

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

LEARNING CENTERS

See Learning Center Planning Guide for **Week 3**, pages 50-52. After cleanup, children gather to share their experiences.

Circle Time

Materials

Paper, pencil

Vocabulary

Discusses words and word meanings

Math

Counts sets of objects

Science

Uses senses to explore

Comprehension

Asks and answers appropriate questions about the story

Emergent Writing

Contributes to a shared writing experience or topic of interest

Class Rules

Explain: **Rules help us make good choices and keep us safe and happy. Say, rules.** (Children repeat, *rules*.) **I know a good rule. I will call on children who raise their hands. Let's talk about other times we will need to follow rules.**

Say: **Let's play "What If?" Remember, I call on children who raise their hands.** Ask:

- **What if we never clean up our Learning Centers when we finish playing?**
- **What if everyone runs around the room really fast and we knock each other down?**
- **What if everyone throws their food on the floor at snack time?**
- **What if everyone in our class takes a toy home in his or her pocket every day?**
- **What if everyone talks at the same time?**

Gingerbread Boy whispers that we should create rules so those things don't happen in our class! Say: **That's a great idea Gingerbread Boy!**

Repeat "What If?" questions and assist the children to create rules that prevent each situation. (Example: What if we never clean up our Learning Centers? Rule suggestion: Always clean up when we finish playing.)

Indicate the paper. Say: **I will write the rules on this paper so we won't forget them.**

Print the rules on chart paper, and take digital photos of children to attach.



Observe & Modify

If you have already created classroom rules, review them and give children the opportunity to add new rules.

Story Time

Introduce “Mr. Bunny’s Carrot Soup”

Say: **Today we will talk about a special vegetable. Vegetables are foods that help keep our bodies healthy. Say, vegetables.** (Children repeat, *vegetables*.)

Indicate the carrots. Say: **These are vegetables that are very good for our eyes. They grow in the ground. Does anyone know what they are called?** (Volunteers identify the carrots.) **Right, these are carrots. Let’s count them.** Indicate each carrot as you count.

Say: **There are four carrots. If I give one away, how many do I have left?** Hand one carrot to a child. Volunteers determine how many carrots remain. Repeat until there are no carrots left.

The children pass the carrots around, and take turns examining them.

- Volunteers describe the carrots’ appearance.
- They describe their texture and how they feel.
- Children listen to the carrots and describe how they sound!

Ask: **Have you ever eaten carrot soup?** (Accept responses.)

Display *The Little Red Hen and other Folk Tales* pages 40–41, “Mr. Bunny’s Carrot Soup.” Say: **This is a folk tale written by Jennifer Greene.**

A folk tale is a very old story that teaches us an important lesson. The title of this folk tale is “Mr. Bunny’s Carrot Soup.” Look at the picture, or illustration. Is this story true or make-believe? How do you know? Volunteers explain how they know the story is make-believe.

Picture-walk through the story as children comment on the illustrations. Read the story, then ask the following questions:

- **How many carrots did Mr. Bunny have?**
- **What did he want to make?**
- **How many friends did Mr. Bunny meet?**
- **What did they all want?**
- **What did Mr. Bunny do?**
- **Was Mr. Bunny a good friend? Why?**
- **What happened at the end of the story?**
- **How did Mr. Bunny’s friends show they were being good friends?**
- **What can we learn from Mr. Bunny’s friends?**

Review today’s vocabulary.

Materials

- Four raw carrots
- The Little Red Hen and other Folk Tales*: “Mr. Bunny’s Carrot Soup”

Vocabulary

Uses sensory words

Listening & Speaking

Listens to and discusses literary texts

Comprehension

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

Distinguishes between fiction and nonfiction



vegetable a plant that we can eat to keep our bodies healthy

folk tale a make-believe story that teaches a lesson

Small Group & Exploration

Social Studies

Recognizes his or her role as a member of a group

Creative Arts

Creates original work



Friendship Quilt

During Exploration children do one of the following:

- Move freely among Exploration Activities.
- Participate in a small group activity, then proceed to an Exploration Activity.

Divide the class into two or three groups. One group attends your Small Group while the other(s) engages in Exploration. After 10-15 minutes the groups switch. Switch a second time if you have three groups.

Indicate the quilt or Picture Card *quilt*. Say: **This is a quilt. Say, quilt.** (Children repeat, *quilt*.) **Quilts are made by sewing small pieces of material together to create blankets.**

Ask: **Who has made new friends?** (Volunteers respond.)

Tell the children you are glad to have them all as new friends. Gingerbread Boy whispers he is also glad to have met so many friends at school!

Say: **Let's make a Friendship Quilt. We will put our pictures together to make one big picture! Ours will be a paper quilt to hang on our wall. You will each draw a picture of yourself and print your name. Then we will put the pieces together to show that we are all friends.**

Distribute one drawing paper square to each child. Children draw pictures of themselves and print their names. Assist those who have difficulty. When all the pictures are complete, display them on a wall as a quilt.

Materials

- One 8"x 8" drawing paper square for each child
- Pencils, markers, crayons, or colored pencils
- Quilt or Picture Card: *quilt*

Gathering

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

Girls form one line, standing shoulder-to-shoulder.

One boy stands and faces the first girl in line. Another stands and faces the second girl. Continue until each girl has a partner. If there are more boys than girls or more girls than boys, they line up without partners.

Ask: **Are there more girls or more boys here today?** (Children observe the lines and respond accordingly.) **How can we tell? Which group has less, girls or boys?**

Children observe the weather, then place the appropriate Weather Card on the Weather Board.

Say: **Listen carefully to these clues about the weather, then raise your hand if you know which Weather Card is correct.**

- **The sun is shining and it is hot. When you go out to play you do not need a coat. On this kind of day it's fun to have a picnic outside. What kind of weather is it?** (sunny/warm)
- **You can't see the sun in the sky. It looks like it might rain. What kind of weather is it?** (cloudy)
- **When you go outside your hat may blow off! The tree branches might move back and forth. What kind of weather is it?** (windy)
- **There are many clouds in the sky. If you go outside you will need an umbrella to keep you dry. What kind of weather is it?** (rainy)

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Math

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

Science

Observes and describes the weather and how it changes

Morning Meeting

Warm Up Your Brain

Say: **Let's make a Friendship Circle.**

Children stand in a circle and cross their arms right over left, holding the hands of the children on either side. Play *Sing-Along Volume 2* Track 46, "The More We Get Together." Children sing the song and sway back and forth while they hold hands.

Materials

- Starfall Sing-Along Volume 2*
- Umbrella
- Starfall's Selected Nursery Rhymes and Audio CD*

I brought an umbrella with me to school today just in case it rains!
Your friend,
Gingerbread Boy

It's Raining!

Read and discuss Gingerbread Boy's message.

Open the umbrella. Ask: **What do you think of when you see an umbrella?** (Children respond, *rain*.) **Did you ever want to go outside to play but couldn't because it was raining?**

Comprehension

Connects events, characters, and actions to specific experiences

Asks and answers appropriate questions

Indicate *Nursery Rhymes* page 20, "Rain, Rain, Go Away."

Ask and accept responses to the following questions:

- **Who do you see in this picture?**
- **What are they doing?**
- **What kind of weather do you notice?**
- **What in the illustration tells us it is raining?**

Say: **Let's listen to this nursery rhyme and see why the children are inside.**

Read the rhyme. Children join in as you repeat it.

Say: **Let's say this rhyme with very quiet voices.** (Do this.) **Now let's say it with deep, loud voices.** (Do this.)

Indicate *Nursery Rhymes* page 20, "It's Raining, It's Pouring." Read the rhyme. Ask:

- **How is this poem like "Rain, Rain, Go Away"?**
- **Why was the old man in bed?**
- **Would you like to stay in bed on a rainy day?**

Children repeat the rhyme in a whisper and again in deep, loud voices.

Ask: **What do you like to do on rainy days?**

Play *Nursery Rhymes* Audio CD Track 16, "Rain, Rain, Go Away" followed by Track 15, "It's Raining, It's Pouring." Children sing along.

Rain, Rain, Go Away

*Rain, rain, go away
Come again some other day
All the children want to play!
Rain, rain, go away*

It's Raining, It's Pouring

*It's raining, it's pouring
The old man is snoring
He went to bed
and he bumped his head
And he couldn't get up in morning*

LEARNING CENTERS

See Learning Center Planning Guide for **Week 3**, pages 50-52. After cleanup, children gather to share their experiences.

Circle Time

"Please" and "Thank You"

Indicate the classroom rules from **Day 1**.

Say: **Yesterday we wrote rules that will help make our classroom a safe and peaceful place to learn. Aren't you glad we wrote them? Now we can remember all your good ideas!**

Review the rules. Ask: **Are there other rules we should add to our list?**

Elicit rules not already on the list that you would like the children to follow.

Materials

- Gingerbread Boy
- Classroom rules from **Day 1**
- Pencil
- Starfall Sing-Along* Volume 1
- Gingerbread Boy Stickers for each child

Social/Emotional Development

Helps establish rules/routine

Creative Arts

Expresses self through movement

Conversation

Demonstrates varied uses of language (e.g. using manner words)

Introduce *Sing-Along* Volume 1, Track 34, “Teddy Bear says, ‘Thank You.’” Create simple actions to accompany the song, and demonstrate the actions as the song plays. Children pretend they are ‘Teddy Bear’ as they sing the song and perform the actions.

Ask:

- **Did you hear some of our rules in Teddy Bear’s song?**
- **What rules did Teddy Bear follow?**
- **Did Teddy Bear have good manners?**

Say: **Let’s see if we can remember to say “please” and “thank you” like Teddy Bear.**

Create situations for children to practice “please” and “thank you,” such as:

- Ask a child to find a block and bring it back to you. When the child returns, say: **Thank you,** (child’s name)! Repeat, asking different children to collect objects from the classroom. Thank them by name each time.
- Say: **Boys and girls, please stand quietly.** When all the children are standing, say: **Thank you for being such good listeners!**
- Give each child a Gingerbread Boy sticker. Each child should respond, “Thank you.”

Teddy Bear Says, “Thank You”

Teddy Bear, Teddy Bear
Say “Thank you”

Teddy Bear, Teddy Bear
Say “Please” too

Teddy Bear, Teddy Bear
Share your ball

Teddy Bear, Teddy Bear
Be nice to all

Teddy Bear, Teddy Bear
Raise your hand

Teddy Bear, Teddy Bear
Quietly stand

Teddy Bear, Teddy Bear
Walk, don’t run

Teddy Bear, Teddy Bear
Have some fun!

Story Time

Make Carrot Soup

Read “Mr. Bunny’s Carrot Soup.”

Ask: **How did Mr. Bunny’s friends know how to make carrot soup?** (from a cookbook)

A volunteer retrieves a cookbook from the Library Center. Say: **This is a cookbook. Say, cookbook.** (Children repeat, *cookbook*.) **A cookbook explains how to prepare food, like gingerbread cookies.**

Indicate the cover of the book. Say: **This is the cover. How can you tell this book is about food?** Turn several pages as volunteers respond.

Say: **A cookbook tells what ingredients you need to make something, and it gives you directions to follow.** Ask:

- **Do you think Mr. Bunny’s friends used a cookbook to make carrot soup?**
- **What would happen if the friends just added different kinds of food to their soup, like peanut butter, ice cream, or bananas?**
- **Do you think it would taste like carrot soup?**

Say: **Here is a surprise for Gingerbread Boy. It is a recipe from a cookbook for Carrot Ginger Soup!** Display and discuss the following food items, then distribute them for observation.

Materials

- | | |
|--------------------------|-------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | A cookbook |
| <input type="checkbox"/> | Carrots, onion, celery, cinnamon, a can of vegetable broth, salt and pepper shakers |
| <input type="checkbox"/> | <i>The Little Red Hen and other Folk Tales: “Mr. Bunny’s Carrot Soup”</i> |

Comprehension

Makes inferences

Vocabulary

Discusses words and word meanings

Print/Book Awareness

Identifies front cover of a book

| | |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| carrots | Carrots are vegetables that grow under the ground. The leaves of carrot plants grow above the ground. You know the carrots are ready to harvest when you see a little bit of orange poking up through the ground. To harvest something means to pick it. |
| onions | Onions are vegetables too. They also grow under the ground. Their stems grow above the ground. You know the onions are ready to harvest when their green tops fall over. Then you pull the onions up out of the soil. |
| celery | Celery is a vegetable that grows above the ground. It grows as tall stalks with leaves. When it is big and tall you harvest the celery so you can eat it! |
| cinnamon | The old woman used cinnamon in her gingerbread cookies. Cinnamon is a spice that adds flavor to food. (Recall the spice graph from Week 2 .) |
| ginger | Ginger is another spice the old woman added to her gingerbread cookies to make them taste good. |
| salt/pepper | Have you ever eaten popcorn without salt? We add salt and pepper to foods for a better taste. We call salt and pepper <i>seasonings</i> . (Children repeat, <i>seasonings</i> .) |
| vegetable broth | To make soup we have to add some liquid. The liquid is called <i>broth</i> . (Children repeat, <i>broth</i> .) This is vegetable broth. We'll put all the vegetables into the broth to make soup! |

Small Group & Exploration

Taste Vegetables

The children either move freely among Exploration activities, or participate in a small group activity before proceeding to an Exploration Activity.

For the Small Group activity, divide the class into two or three groups. One group attends your Small Group activity while the other(s) engage in Exploration.

After fifteen minutes, the groups switch. Switch a second time if you have three groups.

Choose from one of the following options:

1. If you have cooking facilities available, children help prepare Carrot Soup. If not, children may help prepare the ingredients for you to cook at home.
2. Prepare a tasting platter that includes various vegetables and spices. Children observe and describe the vegetables and spices, then taste them. Encourage them to use descriptive words to compare and contrast.

Materials

- Carrots, onion, celery, vegetable broth, salt and pepper or a platter of vegetables cut into bite-sized pieces and a variety of spices
- Drawing paper
- Markers, pencils

Vocabulary

Understands describing words

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Gathering

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

Gingerbread Boy whispers that he found the letter of his first name on the Alphabet Chart! His name begins with G. He wants to know what letters the children's names begin with.

Indicate the classroom Alphabet Chart. Say: **Let's sing "The Alphabet Song." I will point to each letter as we sing it. Stand up when we get to Gingerbread Boy's letter, Gg.**

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

Ask: **Do you know what letter your name begins with?**

Distribute prepared index cards. Indicate Letter Card G. Say: **Here's the letter G. Look at your name. Does your name begin with G?**

Gingerbread Boy whispers that his name begins with G. Take Gingerbread Boy to the Gg Alphabet Card and attach his name under it. Repeat until all Name Cards are posted.

Children observe the weather then place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Prepared index cards
- Uppercase Letter Cards (to correspond to the first letter in each child's name)
- Starfall Sing-Along* Volume 1
- Reusable adhesive or double-sided tape

Phonics

Focuses on letter names and shapes

Recites the alphabet in sequence

Morning Meeting

Warm Up Your Brain

Children reach and stretch as they follow these directions:

- **Stand straight.**
- **Stretch your right arm up toward the ceiling.**
- **Bend to the left.**
- **Stand straight and switch your arms.**
- **Stretch your left arm up.**
- **Bend to the right.**
- **Stand up straight.**
- **Stretch both arms up and cross them.**
- **Bend to the left, then bend to the right.**

Materials

- Umbrella
- Starfall's Selected Nursery Rhymes* and Audio CD

Transitions between activities can be challenging! To settle children for lesson time after active movement, try one of these re-focus techniques:

Say: **Clap once if you can hear me.** Observe responses, then say: **Clap twice if you can hear me.**

Touch your nose, then say: **Touch your nose if you can hear me!** (Instead of touching your nose, try touching your eyes. See if they notice!)

Phonological Awareness

Discriminates rhyming words

Science

Explores the characteristics of clouds

Have you ever played in the rain? One day the old woman let me put on my raincoat and play in the rain. It was fun!

Love,
Gingerbread Boy

Where Rain Comes From

To grab the children's attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Read and discuss Gingerbread Boy's message.

Open an umbrella. Say: **Raise your hand if you remember the nursery rhymes we learned yesterday about rain.**

Indicate *Nursery Rhymes* page 20, "It's Raining, It's Pouring." Play *Nursery Rhymes* Audio CD Track 15. Children sing along as you track the words. Repeat for Track 16, "Rain, Rain, Go Away."

Say: **Listen to these two rhymes! I will say part of the rhyme and you say the missing word.** Read the rhymes, allowing the children to supply the rhyming words.

- **Rain, rain, go away,
Come again some other** (day).
All the children want to play!
Rain, rain, go (away).
- **It's raining, it's pouring
The old man is** (snoring).
**He went to bed
And he bumped his** (head).
And he couldn't get up in morning!

Take the children outside to observe the clouds. Ask: **Where does rain come from?** (clouds) **Many, many raindrops get together and that's what makes a cloud. When there are so many raindrops in the cloud that it gets too heavy, the raindrops fall from the cloud to the ground. Then we have rain!**

LEARNING CENTERS

See Learning Center Planning Guide for **Week 3**, pages 50-52. After cleanup, children gather to share their experiences.

Circle Time

"A-Ticket, A-Tasket"

To grab the children's attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Indicate Letter Cards A, K, and O. Say: **These are three of the letters of the alphabet. We put letters like these together to make words. Who can think of another kind of letter?**

Gingerbread Boy shares that he got a letter in the mail from his friend the other day. He thinks it's fun to get letters from friends!

Indicate the envelope containing Gingerbread Boy's letter. Read the letter, then place it back into the envelope. Explain that an envelope holds a letter when it is sent, or mailed, to someone.

Say: **Sometimes people send birthday cards in the mail. A birthday card comes in an envelope with your name on it. Have you ever received a letter or card in the mail?**

Indicate *Nursery Rhymes* page 4, "A-Ticket, A-Tasket."

Say: **Here's a rhyme about someone who took a letter in an envelope to a friend, but something happened on the way. Listen to what happened!**

Read "A-Ticket, A-Tasket."

Ask: **What happened to the letter on the way to the friend's house?**

Dramatize "A-Ticket, A-Tasket." (an indoor variation)

- Children sit in a large circle.
- A volunteer holds a basket with an envelope in it.
- The volunteer walks around the inside of the circle.
- At the line, "But on the way I dropped it," the volunteer drops the letter in the center of the circle.
- Change the line, "A little boy picked it up" to "(child's name) picked it up."
- The named child goes to the center of the circle and picks up the letter.
- The volunteer sits in the vacant space.

The teacher chooses the first few names, then the named child chooses another child to retrieve the letter and walk inside the circle as the rhyme is read.

Materials

- Envelope
- Basket
- Starfall's Selected Nursery Rhymes* and Audio CD
- Letter Cards: A, K, O
- Gingerbread Boy's letter from a friend

Vocabulary

Acquires new vocabulary

Listening & Speaking

Follows simple and multiple-step directions



A-Ticket, A-Tasket

*A-ticket, a-tasket
A green and yellow basket*

*I wrote a letter to my friend
But on the way I dropped it*

*I dropped it, I dropped it
And on the way I dropped it*

*A little boy picked it up
And put it in his pocket*

Story Time

Comprehension

Identifies story characters

Retells or reenacts a story after it is read aloud.

"Mr. Bunny's Carrot Soup" Characters

Ask: **Who remembers the story about a bunny and a carrot?**

Indicate *The Little Red Hen and other Folk Tales* pages 40-41, "Mr. Bunny's Carrot Soup."

Ask: **Did you notice all the characters, or actors, in this story are animals? Listen to this story again. When you hear a character or animal in the story, raise your hand. We will make a list.**

Read the story. Pause to list the characters in a column on chart paper. (Mr. Bunny, Mr. Rat, Miss Pig, Mr. Duck, Miss Hen)

Say: **This story would be fun to dramatize, but we will need some actors. Think about which character or animal in the story you would like to be.**

Limit the number of children who can choose each character, so all characters are represented. Write the children's names next to the characters they select on the chart paper.

Say: **Think of the character you chose as you listen to the story again.**

Read "Mr. Bunny's Carrot Soup" again.

Materials

- The Little Red Hen and other Folk Tales*: "Mr. Bunny's Carrot Soup"
- Chart paper, marker

Small Group & Exploration

Create Character Puppets

During Exploration children do one of the following:

- Move freely among Exploration Activities
- Participate in a small group activity, then proceed to an Exploration Activity

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

Children make character puppets. Review the character list to remind the children of their character choices.

Hand each child a character blackline matching the child's character choice. Children then color the blacklines, cut them out, then glue them to the front of paper plates. Children print their names on the backs of the plates. Tape a craft stick to each paper plate to make puppets for dramatizing the story.

Children discuss their characters as they complete their puppets.

Materials

- Character list from *Story Time*
- One paper plate and one craft stick for each child
- Tape or glue stick
- Prepared "Carrot Soup Characters" blackline copies
- Scissors
- Pencils, crayons, markers, colored pencils

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



Gathering

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

Create a girl/boy pattern by choosing a girl, then a boy to stand side-by-side in the front of the classroom. Say:

Here is a girl. Here is a boy.

Choose another girl and boy to stand next to the first ones. Stand behind them and touch each child's head as you say: **Girl, boy, girl, boy.**

Explain: **We are creating a pattern. First we have a girl and boy, then we repeat it with another girl and boy. That's a pattern. Say, pattern.**

Ask: **What do we need next to continue the pattern, a girl or a boy?** (Children respond.) Continue the pattern until you are no longer able to do so.

Say: **We still have children who aren't part of the pattern. Why can't we add them?** Children should understand that in order to continue the pattern there must be a girl (or a boy).

Ask: **How many extra boys (or girls) are there? Are there more boys or girls?**

Children observe the weather then place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Math

Duplicates identical patterns with at least two elements

Science

Observes and describes the weather

Morning Meeting

Warm Up Your Brain

Say: **Let's learn the "Freeze Dance." When you hear music, you dance. When the music stops, freeze! Let's practice.** (Do this.)

Say: **Let's play again. This time when the music stops, freeze and count to five.** (Children freeze and clap as they say each number.)

Repeat "Freeze Dance" several times.

Materials

- Umbrella
- Starfall Sing-Along Volume 2
- Teacher's choice of music for "Freeze Dance"

Have you ever wondered where animals go to get out of the rain?
I have!
Your friend,
Gingerbread Boy

"The Ants Go Marching"

Read and discuss Gingerbread Boy's message. Ask: **Where do you think animals go when it rains?** (Volunteers respond.)

Say: **Listen to this song about what some ants do in the rain.** Play *Sing-Along* Volume 2 Track 40 "The Ants Go Marching."

Math

Recognizes numbers in the environment

Creative Arts

Expresses self through movement

Children stand and perform the following actions each time they hear the word or phrase:

- “Hurrah, hurrah” (raise arms up in the air)
- “One by one” (hold up corresponding number of fingers)
- Perform the action related to the number
- “Boom! Boom! Boom!” (stomp feet)

Repeat the song with actions.

Children recall the actions of the ants (suck his thumb, pick up sticks, etc).

The Ants Go Marching

*The ants go marching one by one, hurrah, hurrah,
The ants go marching one by one, hurrah, hurrah,
The ants go marching one by one,
The little one stops to suck his thumb
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!
Two by two — tie his shoe.
Three by three — ride a bee.
Four by four — ask for more.
Five by five — jump and dive.
Six by six — pick up sticks.
Seven by seven — write with a pen.
Eight by eight — roller skate.
Nine by nine — drink and dine.
Ten by ten — shout “The End!”*



Observe & Modify

Assess your children’s attention spans to determine how many verses to perform.

LEARNING CENTERS

See Learning Center Planning Guide for **Week 3**, pages 50-52. After cleanup, children gather to share their experiences.

Circle Time

“Where’s the Shape?”

Say: **We are going to talk about shapes.**

Indicate a circle. Say: **This is a circle. Say, circle.** (Children repeat, *circle*.) **We know this is a circle because it has only one curved line.**

Display a triangle. Say: **This is a triangle. Say, triangle.** (Children repeat, *triangle*.) **We know this is a triangle because it has three sides and three corners.** (Point to and count the sides and corners.) **Count the sides with me.** Point to the sides again, and count aloud with the children. Repeat for the corners.

Indicate a square. Say: **This is a square. Say, square.** (Children repeat, *square*.) **We know this is a square because it has four corners, and four straight lines that are all the same size.** (Point to and count the sides and corners.) **Count the sides with**

Materials

- | | |
|--------------------------|-----------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Construction paper shape for each child (triangle, circle, or square) and one of each shape for you |
| <input type="checkbox"/> | Large construction paper rectangle |

Math

Recognizes basic two-dimensional geometric shapes

Identifies the number of sides of two-dimensional shapes

Creative Arts

Demonstrates ability to use movement and music

me. Point to the sides again, and count aloud with the children. Repeat for the corners.

Children stand in a circle. Distribute a shape to each child. Say: **Put your shape behind your back and listen to this song. When you hear the name of the shape you are holding, raise it high.** Sing verse one of “Where’s the Shape?” Repeat the song for the square and the triangle. Children sit after the song.

To grab the children’s attention, say: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.**

Say: **If you have a shape with four corners, and four straight lines that are the same size, hold it up.** (Children do this.) **Right, a square has four straight lines that are the same size and four corners.**

Indicate the large rectangle. Say: **This is a rectangle. Say, rectangle.** (Children repeat, *rectangle*.) **We know this is a rectangle because it has two shorter straight lines and two longer straight lines. It also has four corners. Who can point to a short side?** (A volunteer does this.) **Who can point to a longer side?** (A volunteer does this.)

Display the circle, triangle, square, and rectangle shapes. Say: **I will touch a shape. You name the shape I touch. I might do it really fast so you will have to be good watchers!**

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

Teacher’s Literature Choice: Friends

Indicate “Mr. Bunny’s Carrot Soup.” Ask: **In this story, how was Mr. Bunny a good friend? Mr. Bunny’s friends were very kind to him. What nice thing did they do for him?**

Indicate your choice of book about friends and/or friendship. Introduce the title, author, and illustrator. Open the book to the first page. A volunteer points to where he or she thinks the text begins on the page. Classmates may help if needed.

Read the story and briefly introduce new vocabulary as it is encountered. Discuss the story as you read to be sure the children understand the characteristics of a good friend. Ask: **What kind things could you do for your friends? When you have an idea, raise your hand to share. We will write your ideas on this chart paper to remember them.**

Write responses followed by the children’s names (to encourage others to share). For repeated responses add only the children’s names. Read the responses aloud. Encourage the children to practice doing kind deeds for each other today. Explain: **When we do kind things for others it shows that we care about them. Say, care.**

Materials

- | | |
|--------------------------|---------------------------------------------------------------------------|
| <input type="checkbox"/> | <i>The Little Red Hen and other Folk Tales: “Mr. Bunny’s Carrot Soup”</i> |
| <input type="checkbox"/> | Teacher’s choice of book about friends and/or friendship |
| <input type="checkbox"/> | Chart paper, marker |

Comprehension

Makes inferences

Emergent Writing

Identifies role of author and illustrator

Contributes to a shared writing experience or topic of interest

Print/Book Awareness

Shows where reading begins on a page

Vocabulary

Discusses words and word meanings

Small Group & Exploration

Materials

- Individual writing journals
- Pencils, crayons

Emergent Writing

Uses drawing to convey meaning

Writes own name

Introduce Writing Journals

During Exploration children either move freely among Exploration Activities, or participate in Small Group Activities, then proceed to an Exploration Activity.

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

Say: **Today you will begin to write your own book!** (Indicate a writing journal.) **This is a writing journal.** (Flip through the pages.) **What is inside this writing journal? Right, nothing! Today you will write the first page of your book.**

Distribute writing journals. Children locate the first blank page with your assistance.

Say: **Gingerbread Boy is a good friend to us. He does caring things like writing a special message to us every day! Let's do something to show we care for him. We can draw him pictures. On the first page draw a picture of yourself with Gingerbread Boy. After you draw the picture print your name.** Date the entry at the top of each child's page.

Children will share their writing journal entries on **Day 5**.



Observe & Modify

If children have difficulty printing their names, use a highlighter to print them and direct the children to trace the letters.

Gathering

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

Use the names from your Attendance Board to play "Sit or Hop." Say: **Let's play "Sit or Hop!" Listen to two names. If the names are the same, you sit. If they are different, you hop. Why don't we practice, ready? Sam, Sam. Are the names the same?** (The names are the same, so children sit.) **Let's try one more. Diane, Turner. Are these names the same?** (The names are different, so children hop.) **Ok, let's begin.** Repeat several times, using names of children in the class.

Children observe the weather, then place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Phonological Awareness

Identifies spoken words as same or different

Listening & Speaking

Follows simple and multiple-step directions

Morning Meeting

Warm Up Your Brain

The children form a Friendship Circle by standing in a circle, crossing their arms right over left, and holding the hands of the children on either side.

Play *Sing-Along Volume 2* Track 46, "The More We Get Together." Children sing the song and sway back and forth while holding hands in the circle.

Materials

- Starfall Sing-Along Volume 2*
 - List of rules from **Day 1**
 - The Gingerbread Boy*
 - Gingerbread Boy
- Optional:**
- The Gingerbread Boy* Audio CD

I learned about cooking and rules from my story! Can we read it again?

Love,
Gingerbread Boy

Review Rules

Read and discuss Gingerbread Boy's message. Say: **Gingerbread Boy wondered if we could read his story again. He said it reminded him of cooking and following rules!**

Read *The Gingerbread Boy* or play *The Gingerbread Boy* Audio CD. Children join in on repeated phrases. Volunteers hold Gingerbread Boy as they answer the following questions, then they choose the next volunteers.

- **Why do you think this story reminded Gingerbread Boy of cooking?**
- **What rule did Gingerbread Boy forget to follow?**
- **Was it safe for Gingerbread Boy to run away?**
- **What happened to Gingerbread Boy when he made the poor choice to run away?**
- **What lesson did Gingerbread Boy learn?**

Indicate the classroom list of rules. Say: **Here is a list of the rules you made for our class. Who can remember one of the rules? Remember, I call on children who raise their hands.** The children recall and review the classroom rules.

Tell Gingerbread Boy he has been a wonderful classmate. Say: **I think we should sing Gingerbread Boy's song.** Play *Sing-Along Volume 2* Track 43. Children sing "The Gingerbread Boy."

Comprehension

Makes inferences

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

Health & Safety

Discusses and utilizes appropriate health and safety procedures

Listening & Speaking

Engages in agreed-upon rules for discussions



Observe & Modify

Project *The Gingerbread Boy* from the *more.Starfall.com* Talking Library onto a whiteboard. Children listen and observe as the story is read page by page.

LEARNING CENTERS

See Learning Center Planning Guide for **Week 3**, pages 50-52. After cleanup, children gather to share their experiences.

Circle Time

Materials

- Individual writing journals
- Share Chair

Share Chair

Say: **Today you will each have a turn to sit in the Share Chair to share your writing journals. When your friends share their drawings you may *compliment* them on their work. To *compliment* someone means to say something nice to them.** (Children repeat, *compliment*.) **You might say, “You did a good job!” or “That was interesting.”**

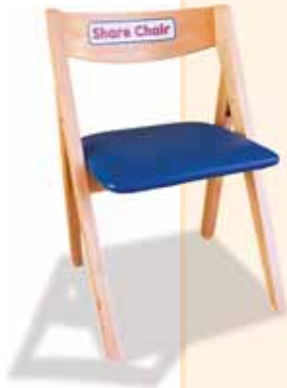
Each child shares the first page of his or her writing journal.

Vocabulary

Discusses words and word meanings

Conversation

Demonstrates varied uses of language (e.g. commenting)



Story Time

Dramatize “Mr. Bunny’s Carrot Soup”

Indicate *The Little Red Hen and other Folk Tales* pages 40-41, “Mr. Bunny’s Carrot Soup.” Distribute paper plate puppets. Review character assignments.

Children dramatize the story as you read it. Children who chose the same character act as a group, or they can perform the story several times to give each child an opportunity to participate.

Materials

- Four raw carrots
- The Little Red Hen and other Folk Tales*: “Mr. Bunny’s Carrot Soup”
- Character list and paper plate puppets from **Day 3**

Creative Arts

Participates in teacher-guided dramatic activities



Small Group & Exploration

During Exploration children do one of the following:

- Move freely among Exploration Activities
- Participate in a small group activity and then proceed to an Exploration Activity

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

Week 4: Colors and Numbers

This week you will introduce the children to uppercase and lowercase letters and color words, and share the charming Chinese fable *Draw Dragon Dot Eyes*. The children will also:

- discover colors in their environment
- learn American Sign Language color words
- practice speaking in both loud and soft voices
- learn about using shapes to form patterns
- work with numbers
- graph their eye colors
- learn that words are made of parts
- take part in a dramatization
- discuss straight-line and curved-line letters
- identify parts of a book
- learn about characters in stories

Starfall Books & Other Media

American Sign Language Poster

Draw Dragon Dot Eyes and other Chinese Fables as told by Ellen Ching

Draw Dragon Dot Eyes and other Chinese Fables Audio CD

Let's Eat by Starfall

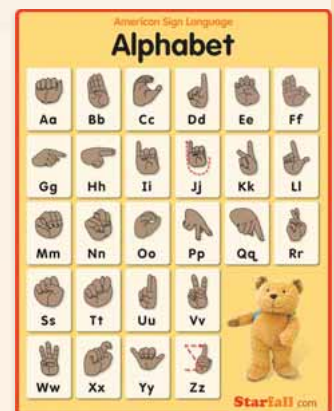
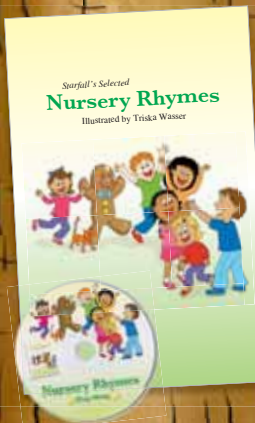
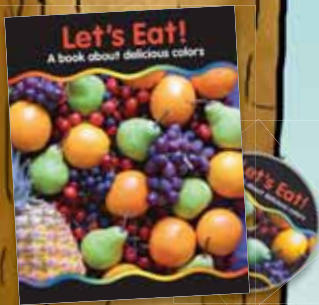
Let's Eat Audio CD

Starfall Sing-Along, Volumes 1 & 2

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

Preparation

This week you will introduce colors and their ASL hand signs. Each color word is signed by using the first letter of the color word followed by a movement. Refer to side two of the American Sign Language Poster for the motions. You will also create a fruit salad on **Day 4** as you read *Let's Eat*. Purchase a variety of fresh fruit in season, such as pineapple, oranges, blueberries, pears, and grapes, to use for demonstration and/or snacks. You might also ask parents to donate fruit.



Day One

Story Time — Draw three large faces on a whiteboard or chart paper. Omit the mouth on the first face, the nose on the second, and the eyes on the third.

Small Group — Prepare materials that may be easily glued to construction paper, such as buttons, cotton balls, paper shapes, and stickers.

Day Two

Small Group — Locate appropriate dragon pictures in books or online to share with the children.

Day Three

Circle Time — You will use the prepared shapes (circles, triangles, and squares) of various colors (one for each child) from **Week 3**.

Story Time — Prepare a sheet of chart paper with the sentence stem, *Our eyes can see...*

Small Group — Make an Eye Color graph by writing eye colors across the top of chart paper or poster board, and the names of the children in a column down the left side. Add lines to form a grid. The children will color squares to indicate their eye colors. This activity also requires one or more small mirrors.

Day Four

Story Time — Have a bowl available to hold Picture Cards when they are removed from the pocket chart.

Small Group — Cover the art table with newspaper and have plastic spoons available to dab finger paints on paper.

Day Five

Morning Meeting — Familiarize yourself with “Where Are the Colors?” (page 92)

Circle Time — Use large paper or poster board to prepare a mural. Randomly print uppercase letters, circles, triangles, squares, rectangles, and splotches of several colors. Attach the finished mural to a wall at the children’s eye level.

Story Time — Have various props available for the children to use for dramatization, such as a paint smock, a paintbrush, and a crown.

Outside Activity

Gather the children together. Explain they will pretend to be dragons. Children:

- move very slowly
- move very fast
- hop on one foot
- fly around
- skip
- tiptoe softly
- stomp loudly
- go to sleep

Gross Motor Skills

Combines a sequence of large motor skills

Moves with balance and control

Listening & Speaking

Follows simple and multiple-step directions

I love to eat fruit. Do you? I brought one of my favorite books about fruit to school today. Can we read it?

Your friend,
Gingerbread Boy

Day 2

Did you like my book about fruit salad? Today we will talk about two more of the fruits in the book.

Love,
Gingerbread Boy

Day 3

I love to read **Let’s Eat**. I wonder which fruits we will talk about today.

Your pal,
Gingerbread Boy

Day 4

We have learned about six fruits and six different colors. I wonder what fruits we will talk about today.

Love,
Gingerbread Boy

Day 5

We talked about many colors this week! Wouldn’t it be fun to see them all together?

Your pal,
Gingerbread Boy

WEEK 4

Day One

Day Two

| | | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Gathering | Observe the weather Calendar Routine Uppercase and lowercase letters in names Vocabulary: uppercase, lowercase | Observe the weather Calendar Routine Name Rhymes |
| Morning Meeting | Gingerbread Boy's Message "Follow the Leader" <i>Let's Eat</i> Introduce red and orange Vocabulary: fruit, red, orange | Gingerbread Boy's Message "Follow the Leader" <i>Let's Eat</i> Introduce yellow and green "A-Tisket, A-Tasket" Vocabulary: yellow, green |

LEARNING CENTERS

| | | |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Circle Time | "The Alphabet Song" Straight and curved line letters Vocabulary: straight, curved | "One, Two, Tie My Shoe" Loud/soft voices Supply rhyming words |
| Story Time | "Head, Shoulders, Knees, and Toes" <i>Draw Dragon Dot Eyes and other Chinese Fables</i> Vocabulary: China, artist | <i>Draw Dragon Dot Eyes and other Chinese Fables</i> Identify front and back cover, title, top, and bottom of books Book order/Story characters Vocabulary: order |
| Small Group & Exploration | Number 4 Collages Vocabulary: collage | <i>Draw Dragon Dot Eyes and other Chinese Fables</i> Draw dragons and dictate sentences |

Day Three


Day Four

Day Five

| | | |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Observe the weather Calendar Routine Soft/loud voices | Observe the weather Calendar Routine "How Many Parts?" (Syllables) | Observe the weather Syllables in names "How Many Parts?" (Syllables) |
| Gingerbread Boy's Message <i>Let's Eat</i> Introduce blue and purple "Little Boy Blue" Vocabulary: blue, purple | Gingerbread Boy's Message "How Low Can You Go?" <i>Let's Eat</i> Vocabulary: brown, white, black | Gingerbread Boy's Message "Where Is Thumbkin?" "Where Are the Colors?" |



LEARNING CENTERS

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------|
| Triangle, circle, and square shapes Use shapes to form patterns | Use senses to explore fruit Describe fruit | "I Can Name That!" |
| <i>Draw Dragon Dot Eyes and other Chinese Fables</i> Our eyes can see...  | <i>Let's Eat</i> Match Picture Cards to text | "Draw Dragon Dot Eyes" dramatization Vocabulary: dramatize |
| Eye Color graph Interpret results | Finger paint | Complete projects/conduct observations and individual assessments |

WEEK 4

LEARNING CENTERS

Media & Technology

Uses technology to explore and review information

Enjoys using electronic forms of storybooks and informational texts

Computer Center

Activity — The children listen to and follow along with *I'm Reading: Chinese Fables, "Draw Dragon Dot Eyes"* and explore *Colors*.

Interaction & Observation

- As they become more adept, ask children to teach you how to use the computer.
- Remind children to use technical terms they have learned.

Materials

- Computers set up to access more.Starfall.com
- Headsets
- I'm Reading: Chinese Fables, "Draw Dragon Dot Eyes"*
- Colors: All*

Creative Arts

Creates original work

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Art Center

Preparation — Introduce the children to painting at the art easel, and give direction on the basics of painting.

Activity — Write each child's name on a paper, then clip it to the easel. The children take turns painting, using smocks or old shirts to protect their clothing. Display artwork on the classroom walls or in the hallway.

Interaction & Observation

- Provide only two primary colors of tempera paint to allow experimentation.
- Demonstrate how to dip the brush into the paint, wipe brushes to remove excess paint, clean brushes, etc.

Materials

- Art easel
- Tempera paint in two primary colors
- Large paint brushes
- Easel-sized paper
- Clothespins or clips
- Smocks or old shirts

Print/Book Awareness

Connects oral language and print

Library Center

Activity — Children read and/or listen to books of their choice. Sit with children often and do some lap-reading, discuss illustrations, and talk about vocabulary. When reading, omit key words and let children fill them in. Add *Draw Dragon Dot Eyes* after it is introduced on **Day 1**.

Interaction & Observation

- Demonstrate proper handling and care of books.
- Share your love of reading with children in the Library Center.

Materials

- Copies of *The Gingerbread Boy* and another recorded book from your classroom collection
- Draw Dragon Dot Eyes* book and Audio CD

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Dramatic Play Center

Activity — Children pretend to prepare meals using cooking utensils, cookbooks, measuring cups, and spoons.

Interaction & Observation

- Drop by for lunch and see what's cooking.
- Help children write a grocery list for dinner.

Materials

- Aprons, tablecloth, napkins, place mats, and pot holders
- Paper, pencils

Construction Center

Activity — Children construct with block shapes.

Interaction & Observation

- Interact with children to discuss their use of shapes.
- Challenge children to build a big square or rectangle using small squares and rectangles, or to build small squares or rectangles inside larger ones.

Materials

- Rectangle, square, and triangle shaped blocks

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Writing Center

Activity — Children use various colors of crayons to copy their names and names of classmates, writing each letter in a different color to create “rainbow names.”

Interaction & Observation

- Help children to hold crayons correctly.
- Discuss the colors of the crayons as children use them.

Materials

- Unlined paper
- Class list of first names
- Crayons (orange, brown, yellow, green, blue, red, white, black, purple)

Fine Motor Skills

Uses writing and drawing tools

Emergent Writing

Writes own name

Discovery Center

Activity — Children use rolling pins or wooden dowels to roll out play dough and make shapes or create dragons.

Interaction & Observation

- Encourage children to use the red dough to create dragons.
- Remind children to view each other’s dragons before cleanup time.

Materials

- Various colors of play dough (include red)
- Copy of *Draw Dragon Dot Eyes*
- Pictures of dragons
- Rolling pins or wooden dowels

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Creative Arts

Creates original work

Math Center

Activity — Children sort manipulatives by shape, color, or other physical attribute.

Interaction & Observation

- Interact with children as they identify shapes and colors.
- Discuss alternative ways the manipulatives might be sorted.

Materials

- Muffin tins or recycled egg cartons
- Beads, attribute blocks, or any math manipulatives that can be sorted by color and shape

Math

Sorts objects into categories

Describes objects according to characteristics or attributes



Gathering

Phonics

Focuses on letter names and shapes

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

Choose a name from the Attendance Board to use as an example. Say: **Look at** (child's name). **It is made up of letters of the alphabet. The first letter in** (his or her) **name is uppercase and the other letters are lowercase.** Children match the uppercase letters at the beginning of their names to the corresponding letters on the Alphabet Wall Cards.

Children place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Morning Meeting

Warm Up Your Brain

Play "Follow the Leader." Say: **Watch what I do and then you do it. My turn.** (Clap 5 times while counting.) **Your turn.** (Children clap 5 times and count.) **Let's try some more.** Repeat the above procedure using the following actions:

- **Turn around two times.**
- **Hop up and down three times.**
- **Tap the top of your head four times.**
- **Sit down one time.**

Materials

- Starfall Sing-Along, Volume 1
- Let's Eat by Starfall
- Color Cards: red and orange
- American Sign Language Poster (Side 2)

I love to eat fruit. Do you? I brought one of my favorite books about fruit to school today. Can we read it?
Your friend,
Gingerbread Boy

Comprehension

Recalls information from stories

Phonics

Recognizes simple sight words, colors

Introduce Red and Orange

Read and discuss Gingerbread Boy's message.

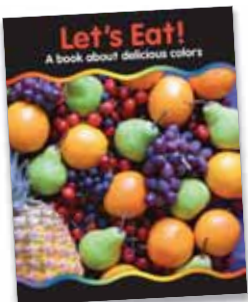
Say: **Last week we learned about vegetables and how vegetables could be used to make soup. This week we will learn about fruit. Say, fruit.** (Children repeat, *fruit*.) **Fruit grows on plants and trees and is good for you to eat.** Gingerbread Boy whispers that one of his favorite fruits is a cherry.

Indicate *Let's Eat*. Say: **Here is Gingerbread Boy's book. The title is *Let's Eat*. Let's read it.**

Read *Let's Eat*. Ask: **What do you think the children ate at the end of the story?** (Children respond.) **Did you notice all the fruits were different colors?**

Indicate the red Color Card. Say:

- **This is red.** (Children repeat, *red*.) **The word on the card says red. Red begins with r.**
- **Which fruit in the story was red?** (Children identify cherries.)



- **Let's learn to sign red in Sign Language. Ready?** Demonstrate the sign for *red*. Say: **Make an r with your fingers. Put the r at your lips and slide it down.** When children perform the sign correctly, continue: **You just signed the word red. Let's try it again.** (repeat)
- **Let's play "I Spy."** Children look for red items in the classroom. They report their findings in complete sentences (Example: The car is red.) and make the ASL sign for red each time a red object is named.

Indicate the *orange* Color Card. Say:

- **This is orange.** (Children repeat, *orange*.) **The word on the card says orange. Orange begins with o.**
- **Which fruit in the story was orange?** (Children identify oranges.)
- **Let's learn to sign orange in Sign Language. Ready?** Demonstrate the sign for *orange*. Say: **Make an o with your fingers. Put the o in front of your mouth and squeeze it.** When children perform the sign correctly, continue: **You just signed the word orange. Let's try it again.** (repeat)
- **Let's play "I Spy."** Children look for orange items in the classroom. They report their findings in complete sentences (Example: The shelf is orange.) and make the ASL sign for orange each time an orange object is named. Explain that you will be learning about the other colors in the fruit salad this week.



Observe & Modify

Show children side two of the American Sign Language Poster to indicate the color signs.

LEARNING CENTERS

See Learning Center Planning Guide for **Week 4**, pages 76-77. After cleanup, children gather to share their experiences.

K

Pre

Starfall

Circle Time

Phonics

Focuses on letter names and shapes

Recites the alphabet in sequence



Straight and Curved

Say: **Let's sing "The Alphabet Song" lying on the floor!**

Play *Sing-Along* Volume 1, Track 2. Children sing "The Alphabet Song" while lying on the floor.

To grab the children's attention, say: **Wiggle your nose if you can hear me!**

Say: **Stand up straight and tall and reach for the sky. Look how straight you are! Bend and touch your toes. Now your body is curved. Stand straight and tall. Bend and curve your body. Good job!**

Indicate the Letter Cards A, X, and Z. Say: **Here is the letter A. It has all straight lines. Here is the letter X. What kind of lines does X have?** (straight lines) **This is Z. Z also has all straight lines. Stand up straight and tall like the letters A, X, and Z.**

Indicate the Letter Cards O, C, and S. Say: **Here is the letter O. Does the letter O have straight lines or a curved line?** (curved) Repeat for C and S. Continue: **Stand up straight and tall. Bend and touch your toes. Now your body is curved too!**

Let's play a game. I'll show you a letter. If it has straight lines, stand straight and tall. If it has a curved line, bend and touch your toes. Ready? Randomly indicate the letters. Children form straight or curved motions with their bodies.

Materials

- Starfall Sing-Along*, Volume 1
- Uppercase Letter Cards:
A, C, O, S, X, Z

Story Time

Introduce *Draw Dragon Dot Eyes*

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

Draw a picture of a face on a whiteboard or chart paper and omit the mouth. Draw another face, omitting the nose, and another omitting the eyes. Children identify the missing part of each face.

Indicate *Draw Dragon Dot Eyes*. Say: **This is a story about a person who lives in a country called China. It is a country far away from us. Let's look at the globe. Do you remember when we found India on the globe? Let's find China.** Indicate China on the globe. Place a finger of one hand on the children's location on the globe and a finger of the other hand on China to show how far away the two countries are.

This (indicate Sung-Yow) **is Sung-Yow.** (Children repeat, *Sung-Yow*.) **What do you think Sung-Yow is doing in this picture? (discuss) A person who is good at drawing pictures is called an artist. What do you think Sung-Yow is drawing? Let's find out!**

Materials

- Starfall Sing-Along*, Volume 1
- Whiteboard or chart paper
- Markers
- Draw Dragon Dot Eyes*
and other Chinese Fables
as told by Ellen Ching
- Globe or world map

Comprehension

Recalls information from stories

Asks and answers appropriate questions about the story

Social Studies

Understands maps are representations of actual places



Read *Draw Dragon Dot Eyes*.

Ask:

- What was Sung-Yow drawing?
- What did Sung-Yow leave off his dragon?
- Why didn't he draw eyes for his dragon?
- What did the king ask Sung-Yow to do?
- Did Sung-Yow add eyes to his dragons this time?
- What happened when Sung-Yow added two dots for dragon eyes?
- What if Sung-Yow moved to a new town? Would they know his secret?
- What do you think Sung-Yow became when he grew up?

Say: **Raise your hand if you want to be an artist when you grow up.**

Small Group & Exploration

Make an Age Collage

Display the Number Cards. Indicate and name each number. Say: **One of these numbers tells how old you are. Raise your hand if you know which number it is.** (A volunteer points to the card representing his or her age.) **Right, this is the number** (number). **Raise your hand if you are** (number) **years old.**

Ask: **How old are you?** (Volunteers respond.)

Let's make a collage to show how old you are. When you make a collage you put lots of different things together to form a picture. If you are 4, you will glue four items on your collage.

Children select sets of items according to age, and glue them to their papers. Write: "I am (child's age)!" on their collages. Children trace over the number with markers and write their names on their papers.

Materials

| | |
|--------------------------|----------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Collage materials (buttons, cotton balls, construction paper shapes, etc.) |
| <input type="checkbox"/> | Glue |
| <input type="checkbox"/> | Markers |
| <input type="checkbox"/> | Number Cards: 1-4 (include numbers above 4 if your class includes children over 4 years old) |

Math

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

Understands that numbers always represent the same quantity

Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

1

2

3

4

Phonological Awareness

Identifies rhyming words

Gathering

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

Children listen as you read a "Name Rhyme" example. Ask: **Who is this silly rhyme about?** (Sam) **Did you notice many of the words rhyme? Listen again.** Repeat the rhyme.

Select a name from the Attendance Board. Replace "Sam" with the new name and repeat the rhyme. Repeat with other names. If necessary, change the rhyme to avoid inappropriate words.

Children place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- Uppercase Letter Cards

Name Rhyme Examples

*Sam Sam bo bam
Banana fana fo fam
Mi my mo mam
Sam!*

*Susi Susi bo busie
Banana fana fo fusie
Me my mo musie
Susi!*

Morning Meeting

Warm Up Your Brain

Place the Dice Cards in the pocket chart, face down.

Recall the "Follow the Leader" activity on **Day 1**. Name an action such as hop on one foot, touch your toes, jump up and down, etc. A volunteer reveals a card. The children count the number of dots on the card and perform the action that number of times. Repeat until all Dice Cards are revealed.

Materials

- Dice Instructional Cards: 1-5
- Pocket chart
- Starfall's Selected Nursery Rhymes* and Audio CD
- Let's Eat* by Starfall
- Color Cards: *yellow* and *green*
- Gingerbread Boy
- American Sign Language Poster

Did you like my book about fruit salad? Today we will talk about two more of the fruits in the book.
Love,
Gingerbread Boy

Print/Book Awareness

Understands that letters form words

Distinguishes relationship between print and illustrations

Sentences & tructures

Uses complete sentences of four or more words

Introduce Yellow and Green

Read and discuss Gingerbread Boy's message.

Indicate *Let's Eat*. Say: **Yesterday we talked about cherries that are red** (make the red hand sign) **and oranges that are orange.** (Make the orange hand sign.) **Let's read to see which fruits are yellow and green.** Read *Let's Eat*.

Indicate the yellow Color Card. Say:

- **This is yellow.** (Children repeat, *yellow*.) **The word on the card says yellow. Yellow begins with y.**
- **Which fruit in the book is yellow?** (Children identify the pineapple.) **A pineapple is yellow inside.**
- **Let's learn to sign yellow in Sign Language. Ready?** Demonstrate the sign for *yellow*. Say: **Make a y with your fingers. Place the y hand to the side and twist your wrist back and forth.** When children perform the sign correctly, continue: **You just signed the word yellow. Let's try it again.** (repeat)



- **Let's play "I Spy."** Children look for yellow items in the classroom. They report their findings in complete sentences (Example: The table is yellow.) and make the ASL sign for yellow each time a yellow object is named.

Indicate the *green* Color Card. Say:

- **This is green.** (Children repeat, *green*.) **The word on the card says green. Green begins with g.**
- **Which fruit in the book is green?** (Children identify the pear) **A pear is green!**
- **Let's learn to sign green in Sign Language. Ready?** Demonstrate the sign for *green*. Say: **Make a g with your fingers. Place the g hand to the side and twist your wrist back and forth.** When children perform the sign correctly, continue: **You just signed the word green. Let's try it again.** (repeat)
- **Let's play "I Spy."** Children look for green items in the classroom. They report their findings in complete sentences (Example: The paint is green.) and make the ASL sign for green each time a green object is named.



Gingerbread Boy whispers that he knows a nursery rhyme about yellow and green.

Play *Nursery Rhymes* Audio CD, Track 1. Children listen to "A-Tisket, A-Tasket."

Ask: **What colors did you hear?** (green, yellow) Play the nursery rhyme again. Children sing along and listen for color words.

LEARNING CENTERS

See Learning Center Planning Guide for **Week 4**, pages 76-77. After cleanup, children gather to share their experiences.

Circle Time

"One, Two, Tie My Shoe"

Display *Nursery Rhymes* page 30 "One, Two, Tie My Shoe."

- Read the rhyme and the children chime in.
- Reread the rhyme and pause for the children to supply the last word of each line.

Say: **Let's say this nursery rhyme with loud voices! Ready?**

(Repeat the rhyme with loud voices.) Say: **Now, let's use very soft voices.** (Repeat the rhyme with soft voices.) Ask: **Which did you like better, loud voices or soft voices?** Continue:

Let's try something different. We will say the number words with loud voices and the rest of the rhyme with soft voices. Ready? Close *Nursery Rhymes*. Begin the rhyme and the children finish it.

Say: **These words rhyme. Listen: two, shoe.** (Children repeat, *two, shoe*.) **I'll say the rest of the rhyme, and you fill in the missing word. Ready?** Repeat the rhyme, emphasizing the rhyming words. Children supply the last word of each line.

Play *Nursery Rhymes* Audio CD Track 27, "One, Two, Tie My Shoe." Children sing along.

Materials

- Starfall Sing-Along*, Volume 1
- Small Alphabet Cards
- Starfall's Selected Nursery Rhymes* and Audio CD

One, Two, Tie My Shoe

*One, two, tie my shoe
Three, four, shut the door
Five, six, pick up sticks
Seven, eight, lay 'em straight
Nine, ten, a big fat hen!*

Phonological Awareness

Identifies rhyming words

Story Time

Print/Book Awareness

Identifies the front cover and title of a book

Comprehension

Identifies sequence of events

Identifies story characters

Creative Arts

Participates in teacher-guided dramatic activities

Materials

- Draw Dragon Dot Eyes and other Chinese Fables as told by Ellen Ching

Story Order

Indicate *Draw Dragon Dot Eyes*. Volunteers identify front cover, back cover, title, top, and bottom of the book.

Ask: **When you first get up in the morning...**

- **do you get dressed or take off your pajamas first?** (take off pajamas) **You have to take off your pajamas before you get dressed.**
- **do you brush your teeth before you get out of bed?** (no) **You get out of bed first, and then you brush your teeth.**
- **do you put your socks on first, or your shoes?** (socks) **It would be silly to put your shoes on first and then your socks!**

Say: **We do things in order.** (Children repeat, *order*.) **Books have a special order too.** Picture-walk through *Draw Dragon Dot Eyes* to demonstrate story order.

Say: **Stories always have characters. Sometimes the characters are people and sometimes they are animals! Let's look through this book and find all the characters.** Help children find Sung-Yow, the king, people in the town, and the dragons.

Say: **The characters in the story do many different things. Let's pretend we are the characters in this book. We'll do the same things they did.**

Read *Draw Dragon Dot Eyes*. Children perform the actions below as you read.

| | |
|----------------|----------------------------------------------------------------------------------------------|
| Page 9 | Pretend to paint a picture. |
| Page 10 | Add details to their paintings. |
| Page 11 | Hold up their paintings to show the king. |
| Page 12 | Draw their dragons on the wall, but not the eyes! |
| Page 13 | Pretend they are the people in the town and they see Sung-Yow's painting for the first time. |
| Page 14 | Look surprised that the dragons would fly away if eyes were added. |
| Page 15 | Look sad that they have to add eyes. |
| Page 16 | Look scared and surprised when the dragons jump off the wall. |
| Page 17 | Look proud that they became a famous artist. |

Small Group & Exploration

Draw and Write About Dragons

Display *Draw Dragon Dot Eyes*. Children describe the pictures of the dragons, naming all the colors they see in the pictures. They draw their own dragons in their writing journals and decide whether to give them eyes!

Children dictate sentences about their dragons.
Write their responses and date the journal pages.

Materials

- Draw Dragon Dot Eyes* and other Chinese Fables as told by Ellen Ching
- Individual writing journals
- Markers, crayons
- Pictures of dragons

Emergent Writing

Uses drawing to convey meaning

Conversation

Provides appropriate information for the setting

Gathering

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

Ask: **Do you remember when we said, “One, Two, Tie My Shoe” with loud voices and then with soft voices? Today I will call your name using either a loud voice or a soft voice. When you hear your name, answer “present” with a voice that matches mine.**

Children place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Morning Meeting**Warm Up Your Brain**

Children follow these directions to do a twist and shout exercise:

- **Twist at the waist with your arms stretched out to the sides and shout “1-2-3-4-5.”**
- **Bend at the waist to touch your toes. Shout “1-2-3-4-5.”**
- **Bend at the waist and use your left hand to touch your right toes, then use your right hand to touch your left toes.**

Materials

- Starfall's Selected Nursery Rhymes
- Color Cards: blue and purple
- Let's Eat by Starfall
- American Sign Language Poster

I love to read **Let's Eat**. I wonder which fruits we will talk about today.
Your pal,
Gingerbread Boy

Print/Book Awareness

Understands that letters form words

Distinguishes relationship between print and illustrations

Sentences & Structure

Uses complete sentences of four or more words

Introduce Blue and Purple

Read and discuss Gingerbread Boy's message.

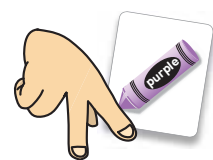
Indicate *Let's Eat*. Say: **We have talked about cherries that are red,** (Make the red hand sign.) **oranges that are orange,** (Make the orange hand sign.) **a pineapple with a yellow inside,** (Make the yellow hand sign.) **and pears that are green.** (Make the green hand sign.) **Let's read to see what fruits are next!**

Read *Let's Eat*.

Indicate the blue Color Card. Say:

- **This is blue.** (Children repeat, blue.) **The word on the card says blue. Blue begins with b.**
- **Which fruit in the book is blue?** (Children identify blueberries.)
- **Let's learn to sign blue in Sign Language. Ready?** Demonstrate the sign for blue. Say: **Make a b with your fingers. Place the b hand to the side and twist your wrist back and forth.** When children perform the sign correctly, continue: **You just signed the word blue. Let's try it again.** (repeat)
- **Let's play “I Spy.”** Children look for blue items in the classroom. They report their findings in complete sentences (Example: The crayon is blue.) and make the ASL sign for blue each time a blue object is named.





Indicate the *purple* Color Card. Say:

- **This is purple.** (Children repeat, *purple*.) **The word on the card says purple. Purple begins with p.**
- **Which fruit in the book is purple?** (Children identify grapes.)
- **Let's learn to sign purple in Sign Language. Ready?** Demonstrate the sign for *purple*. Say: **Make a p with your fingers. Place the p hand to the side and twist your wrist back and forth.** When children perform the sign correctly, continue: **You just signed the word purple. Let's try it again.** (repeat)
- **Let's play "I Spy."** Children look for purple items in the classroom. They report their findings in complete sentences (Example: The marker is purple.) and make the ASL sign for purple each time a purple object is named.

Gingerbread Boy whispers he knows a nursery rhyme about the color blue. Indicate *Nursery Rhymes* page 26. Read "Little Boy Blue" several times.

LEARNING CENTERS

See Learning Center Planning Guide for **Week 4**, pages 76-77. After cleanup, children gather to share their experiences.

Circle Time

Shape Patterns

Indicate a circle, a triangle, and a square. Volunteers identify the shapes. Two children stand and hold the two shapes, beginning a circle, triangle pattern.

Say: **Let's say the names of these two shapes: circle, triangle.** Two more children hold a circle and a triangle to continue the pattern.

Say: **Let's name the shapes in order.** (Children name the shapes, *circle, triangle, circle, triangle*.) **Good job! These shapes make a pattern.**

Ask: **What shape would come next if we continue this pattern?** A volunteer chooses the next shape (circle) and joins the others. Continue until there are five of each shape. Collect the shapes as children return to their places.

Say: **You are so good at making patterns! Let's see if we can make a pattern using a circle, a triangle, and a square.** Repeat the above procedure to create a circle, triangle, square pattern.

Materials

- | | |
|--------------------------|--------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Prepared shapes (circles, triangles and squares) of various colors, one set for each child |
|--------------------------|--------------------------------------------------------------------------------------------|

Math

Recognizes basic two-dimensional geometric shapes

Uses rules to create and extend repeating patterns

Duplicates identical patterns with at least two elements

Story Time

Our Eyes Can See

Indicate *Draw Dragon Dot Eyes and other Chinese Fables* as told by Ellen Ching. Ask:

- **What was Sung-Yow's secret?**
- **What didn't Sung-Yow paint on his dragon?**
- **What happened when Sung-Yow added the dots for eyes?**
- **Do eyes have an important job? What is it?**

Say: **Close your eyes. Can you see anything?** (no) **Now, open them! Look around the room. Let's make a list of things our eyes can see.**

Indicate the sentence stem "Our eyes can see..." and read it to the children.

Say: **Our eyes can see toys.** (Write "toys" on the chart paper.)

List responses on the chart paper with volunteers' names next to them as they complete the sentences. Review the responses. Ask: **What would happen if you didn't have eyes?** (discuss) **Was it a good idea for Sung-Yow to give his dragons eyes?**

Materials

- Draw Dragon Dot Eyes and other Chinese Fables* as told by Ellen Ching
- Sentence stem: *Our eyes can see...*
- Chart paper
- Markers

Comprehension

Makes inferences

Emergent Writing

Contributes to a shared writing experience or topic of interest

Science

Uses senses to explore

Small Group & Exploration

Eye Color Graph

Ask: **What parts of our bodies help us to see?** (our eyes)

Did you ever notice that eyes can be different colors? Some people have blue eyes and some have brown eyes. Some people have green eyes and some people's eyes are a mixture of colors!

Indicate the Eye Color graph. Say: **This is a graph. Remember the "Our Favorite Spice" graph? That graph told us which spice smelled best to the children in our class. Today we will use this Eye Color graph to find out about the eye colors of the children in our class.**

Gather data for the Eye Color graph as follows:

- Each child looks into a mirror to identify his or her eye color.
- The group confirms the eye colors.
- Each child locates his or her name on the graph and colors the square under the correct eye color.

When all children have graphed their eye colors, discuss which colors have the most and the least colored squares. The same chart will be used for all groups.

Children draw pictures of their eyes using the appropriate colors.

Materials

- Draw Dragon Dot Eyes and other Chinese Fables* as told by Ellen Ching
- Eye Color graph
- Brown, green, blue, and yellow markers
- One or more mirrors
- Optional:**
- Drawing paper, crayons, and a pencil

Math

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

Uses graphs and charts to answer simple questions

Gathering

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

Say: **Let's play "How many parts?"** Choose a child with a one-syllable name to come forward. Indicate the child's Name Card, and say: **Here is (child's name)'s name. (child's name) has one part. Say the name and clap once.** (Children say the name and clap.) Ask: **How many parts?**

Repeat with a two-syllable name: **Listen to (child's name)'s name. Say (child's name) and clap twice for two syllables.** Ask: **How many parts does (child's name)'s name have?** (Children identify two parts.) **Say the name and clap twice.** (Children say the name and clap twice.) Ask: **How many parts?**

Continue with several other names. You will repeat this instruction on **Day 5** with the remaining names.

Children place the appropriate Weather Card on the Weather Board.

Materials

- | | |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | Attendance Board and Name Cards |
| <input type="checkbox"/> | Weather Board and Weather Cards |

Math

Verbally counts
in sequence

Phonological Awareness

Counts syllables

Morning Meeting

Warm Up Your Brain

Play "How Low Can You Go?" Give children these directions:

- **Stand straight and reach both arms straight out in front.**
- **Bend both knees slightly and hold.**
- **Bend both knees a little more and hold.**
- **Stand tall.**

Materials

- | | |
|--------------------------|-------------------------------------------------------|
| <input type="checkbox"/> | Starfall's Selected Nursery Rhymes |
| <input type="checkbox"/> | Color Cards: <i>brown, white,</i> and <i>black</i> |
| <input type="checkbox"/> | Let's Eat by Starfall |
| <input type="checkbox"/> | American Sign Language Poster |

We have learned
about six fruits and six
different colors.
I wonder what fruits
we will talk about today.
Love,
Gingerbread Boy

Introduce *Brown, White, and Black*

Read and discuss Gingerbread Boy's message. Say: **We have three more fruits and colors to learn. Let's see how the book ends.** Read *Let's Eat*.

Indicate the *brown* Color Card. Say:

- **This is brown.** (Children repeat, *brown*.) **The word on the card says brown. Brown begins with b.**
- **Which fruit in the story is brown?** (Children identify coconuts.)
- **Let's learn to sign brown in Sign Language. Ready?** Demonstrate the sign for *brown*. Say: **Make a b with your fingers. Place the b hand to the side of your face and pull the b down.** When children perform the sign correctly, continue: **You just signed the word brown. Let's try it again.** (repeat)
- **Let's play "I Spy."** Children look for brown items in the classroom. They report their findings in complete sentences (Example: My eyes are brown.) and make the ASL sign for brown each time a brown object is named.

Print/Book Awareness

Understands that
letters form words

Distinguishes
relationship between
print and illustrations

Sentences & Structure

Uses complete sentences
of four or more words





Indicate the *white* Color Card. Say:

- **This is *white*.** (Children repeat, *white*.) **The word on the card says *white*.**
- **What color is the coconut on the inside?** (Children identify white.)
- **Let's learn to sign *white* in Sign Language. Ready?** Demonstrate the sign for *white*. Say: **We sign this word by putting our fingers on our chests and then pulling them together and out.** When children perform the sign correctly, continue: **You just signed the word *white*. Let's try it again.** (repeat)
- **Let's play "I Spy."** Children look for white items in the classroom. They report their findings in complete sentences (Example: The board is white.) and make the ASL sign for white each time a white object is named.



Indicate the *black* Color Card. Say:

- **This is *black*.** (Children repeat, *black*.) **The word on the card says *black*.**
- **What color is the bowl that holds the fruit?** (Children identify black.)
- **Let's learn to sign *black* in Sign Language. Ready?** Demonstrate the sign for *black*. Say: **Take your first finger and trace it over your eyebrow.** When children perform the sign correctly, continue: **You just signed the word *black*. Let's try it again.** (repeat)
- **Let's play "I Spy."** Children look for black items in the classroom. They report their findings in complete sentences (Example: The chair is black) and make the ASL sign for black each time a black object is named.

Say: **Now we have learned about all the fruit in the salad and their colors. It sounds like a rainbow of fruit!**

LEARNING CENTERS

See Learning Center Planning Guide for **Week 4**, pages 76-77. After cleanup, children gather to share their experiences.

Circle Time

Materials

- A variety of fresh fruit

Make Fruit Salad

Indicate the different fruits as children name them. Children take turns observing, feeling, and smelling the fruit. Volunteers explain the various looks, textures, and aromas. Encourage children to use descriptive words as they discuss the colors and shapes of the fruit.

Prepare fruit salad for snack as children observe.

Vocabulary

Understands describing words

Science

Uses senses to explore

Story Time

Let's Eat Sorting Activity

Indicate *Let's Eat*. Say: **In the book *Let's Eat* there are many different colors and fruits. Let's put the colors and fruits into two groups.**

Display Number Cards 1-9 side by side, in order, in a pocket chart. Indicate and name each number. Children repeat. Say: **There are nine colors in the book. Here is a bowl. We will use the bowl for fruit.**

Distribute the Picture Cards. If there are more children than Picture Cards, children partner. Explain that some children have pictures of fruit and some have colors. Each child identifies his or her Picture Card.

Say: **Listen to *Let's Eat*. If you have a color card, when you hear your color, bring it to the pocket chart and place it under a number. Under which number will the first color go?** (one) **Right, number one. If you have a picture of a fruit, when you hear your fruit, place it in the bowl.**

Read *Let's Eat*. Pause at the line, "We'll put the..." while children place their color and fruit Picture Cards in the appropriate places.

Ask: **What was the first color? Second color? Continue through the ninth color.**

Ask: **How many fruits do we have in the bowl? Let's count them. Are there more colors or fruits?** (colors) **Why do you think there are more colors than fruits?** (the coconut represents two colors, and the bowl is black)

Materials

- Let's Eat* by Starfall
- Number Cards 1-9
- Picture Cards: blueberries, cherries, coconut, grapes, orange, pear, pineapple
- Color Cards: red, orange, yellow, green, blue, purple, brown, black, white
- Large bowl
- Pocket chart

Comprehension

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

Math

Recognizes numerals

Counts sets of objects

Combines and separates sets of objects to create new sets



Observe & Modify

Real fruit may be used for this activity.

Small Group & Exploration

Finger Painting

Cover the art table with newspaper. Three or four children gather at the table wearing smocks to protect their clothing. Demonstrate how to use the spoon to dab paint onto the paper. Children use their fingers to paint whatever they wish. Write their names on their papers with permanent marker.

Materials

- Washable finger paints
- Finger paint paper
- Newspaper
- Paper towels
- Spoon for each color paint
- Art smocks for children

Creative Arts

Explores visual materials and activities

Fine Motor Skills

Uses writing and drawing tools

Coordinates hand and eye movements

Phonological Awareness

Counts syllables

Science

Observes and describes the weather and how it changes

Gathering

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

Say: **Let's play "How many parts?"** Choose a child with a one-syllable name to come forward. Indicate the child's Name Card, and say: **Here is (child's name)'s name. (child's name) has one part. Say the name and clap once.** (Children say the name and clap.) Ask: **How many parts?**

Repeat with a two-syllable name: **Listen to (child's name)'s name. Say (child's name) and clap twice for two syllables.** Ask: **How many parts does (child's name)'s name have?** (Children identify two parts.) **Say the name and clap twice.** (Children say the name and clap twice.) Ask: **How many parts?**

Children place the appropriate Weather Card on the Weather Board.

Materials

- Attendance Board and Name Cards
- Weather Board and Weather Cards

Morning Meeting

Warm Up Your Brain

Play *Sing-Along* Volume 2, Track 50. Children sing "Where Is Thumbkin?"

Materials

- Starfall Sing-Along*, Volume 2
- Color Cards: red, orange, yellow, green, blue, purple, brown, black, white
- Chart paper
- Markers

We talked about many colors this week! Wouldn't it be fun to see them all together?
Your pal,
Gingerbread Boy

Social/Emotional

Works with others to solve problems

Conversation

Demonstrates knowledge of verbal conversational rules

"Where Are the Colors?"

Read and discuss Gingerbread Boy's message.

Indicate each of the nine Color Cards one by one. Children identify the colors, and form the American Sign Language hand sign for each one.

Distribute the Color Cards to nine volunteers. Children sing "Where Are the Colors?" As the song is sung, the volunteer with the corresponding color stands and raises the card. The class forms the ASL hand sign for the color.

Ask: **What color were the dot eyes Sung-Yow added to the dragon? (black) Let's be dot detectives and go on a hunt for black dots in our classroom!**

Children look for dots in the classroom. Examples might include periods in sentences, domino dots, etc.

Say: **I will make a list of what the detectives found. Remember, we will raise our hands and take turns sharing. Detectives, ready?**

As children name the objects, list them on chart paper.

Where Are the Colors?

(Melody: "Where Is Thumbkin?")

Where is red? Where is red?
Here I am! Here I am!
How are you this morning?
Very well, I thank you
Run away! Run away!

(Repeat with blue, yellow, green, brown, orange, black, purple, and white.)

Last verse:

Where are the colors?
Where are the colors?
Here we are! Here we are!
How are you this morning?
Very well we thank you
Run away! Run away!



LEARNING CENTERS

See Learning Center Planning Guide for **Week 4**, pages 76-77.
After cleanup, children gather to share their experiences.

Circle Time

"I Can Name That!"

Children identify the items and their colors on the mural.

Play "I Can Name That!" (a variation of "Pin the Tail on the Donkey"). Instructions:

- Blindfold a volunteer.
- Turn the child several times and end with the child facing the mural.
- The child touches the mural.
- Remove the blindfold and the child identifies the item and its color.
- The child chooses the next volunteer.

Materials

- Prepared mural
- Blindfold or scarf

Listening & Speaking

Participates in group discussions

Vocabulary

Identifies signs, labels, and environmental print

Story Time

Dramatize *Draw Dragon Dot Eyes*

Indicate *Draw Dragon Dot Eyes*. Say: **Today we are going to dramatize, or act out, this story. Let's look through the story to identify the characters.** (Page through the book as children name the characters: Sung-Yow, king, townspeople, and dragons.)

Half of the class uses props and dramatizes the story as you read it while the other half is the audience. After the first dramatization ask: **Who would like to tell the actors what you liked about their acting?** Volunteers from the audience share positive comments.

Switch groups and repeat the story.

Materials

- Draw Dragon Dot Eyes and other Chinese Fables* as told by Ellen Ching
- Paint smock, paintbrush, and a crown for use as props

Creative Arts

Participates in teacher-guided dramatic activities

Conversation

Demonstrates varied uses of language

Small Group & Exploration

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

Starfall®



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The Gingerbread Boy

Story Sequence Cards



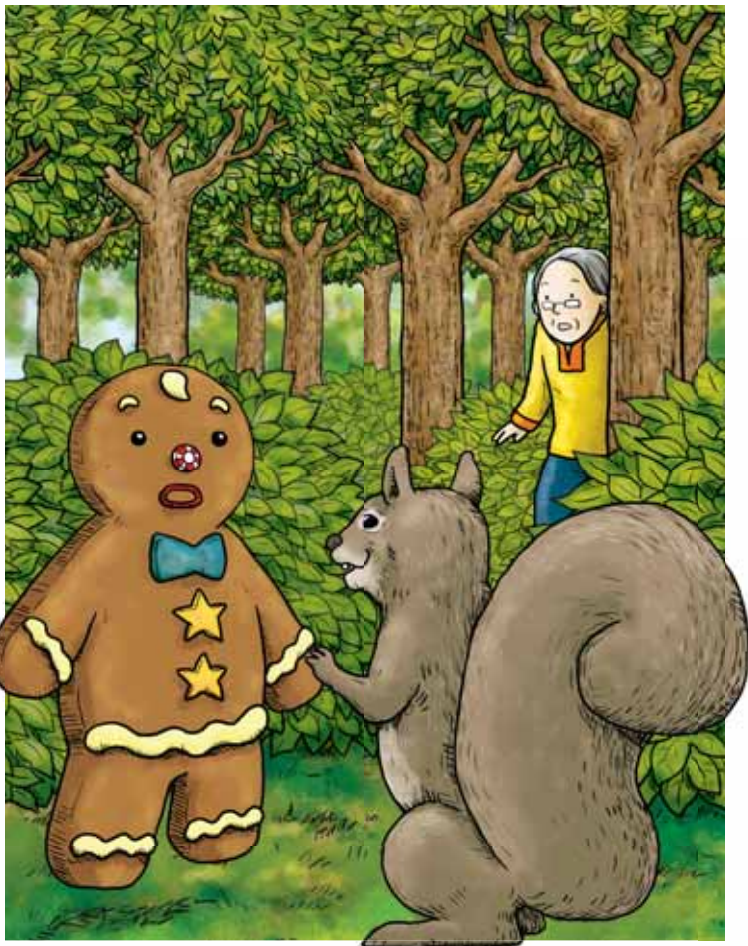
The Gingerbread Boy

Starfall Pre-K



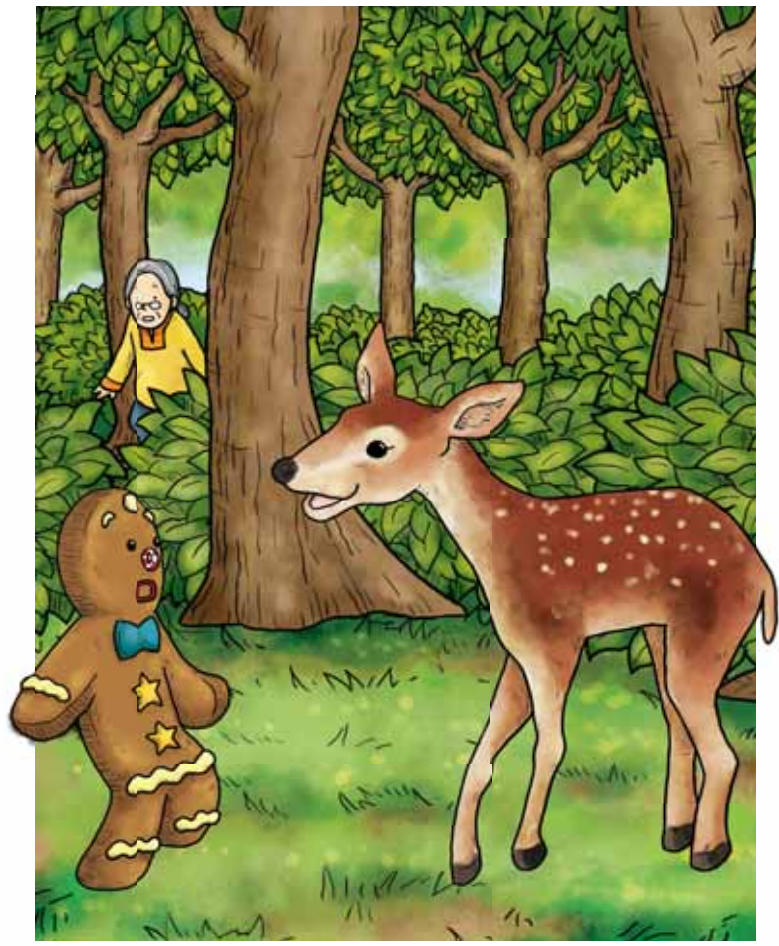
The Gingerbread Boy

Starfall Pre-K



The Gingerbread Boy

Starfall Pre-K



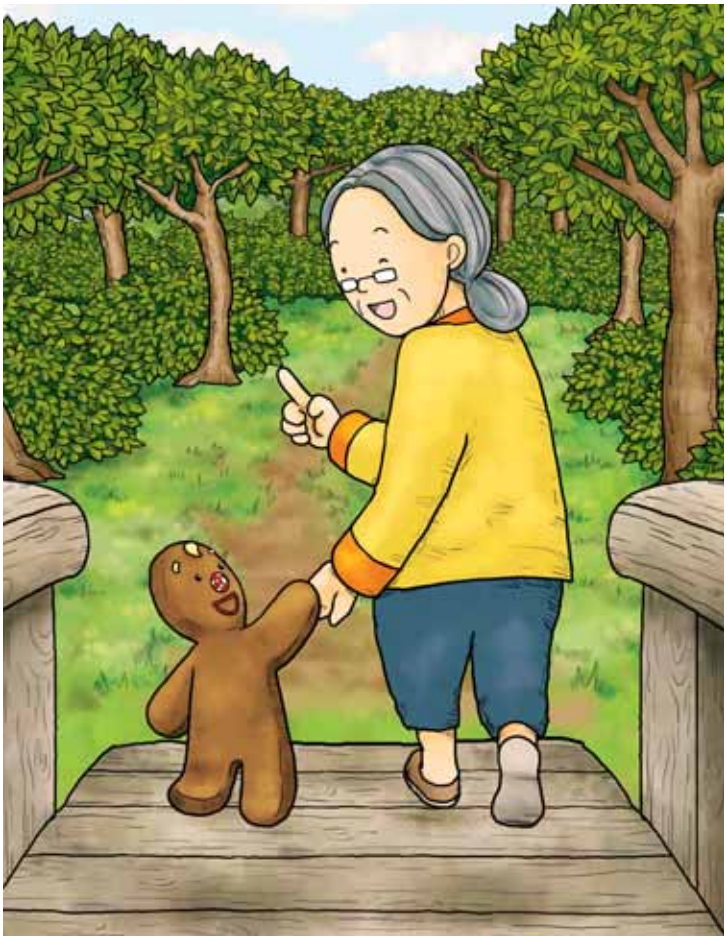
The Gingerbread Boy

Starfall Pre-K



The Gingerbread Boy

Starfall Pre-K



The Gingerbread Boy

Starfall Pre-K



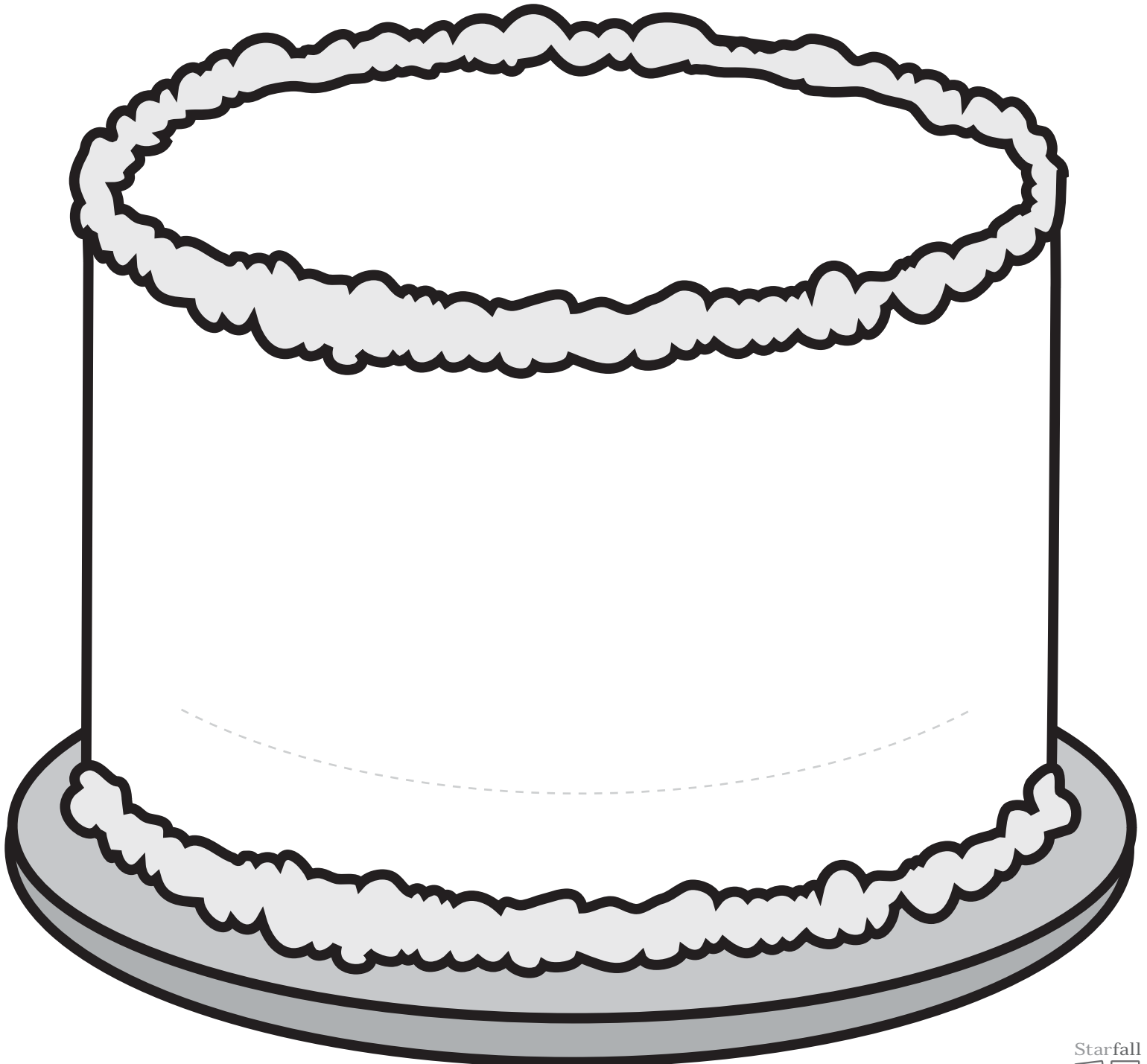
My name is

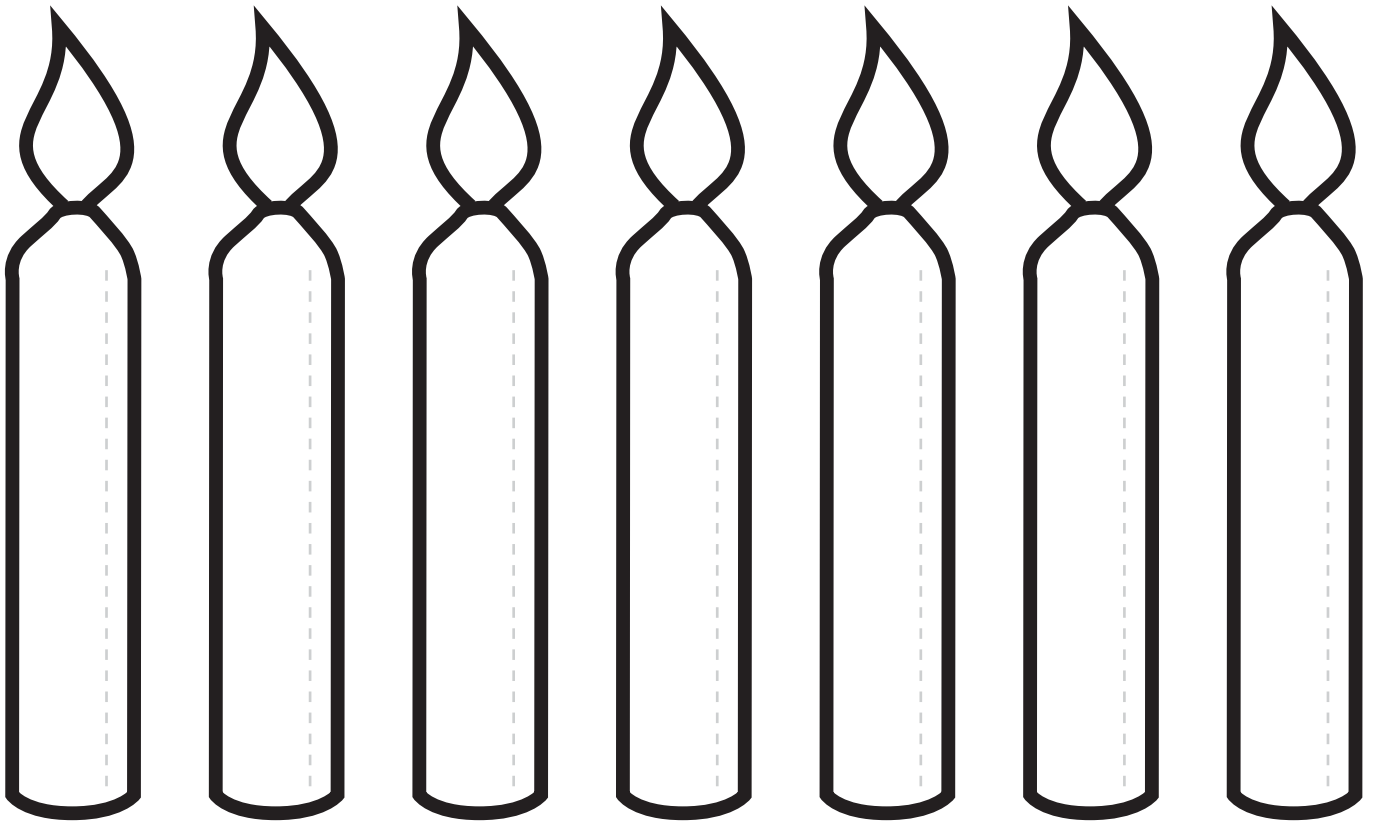
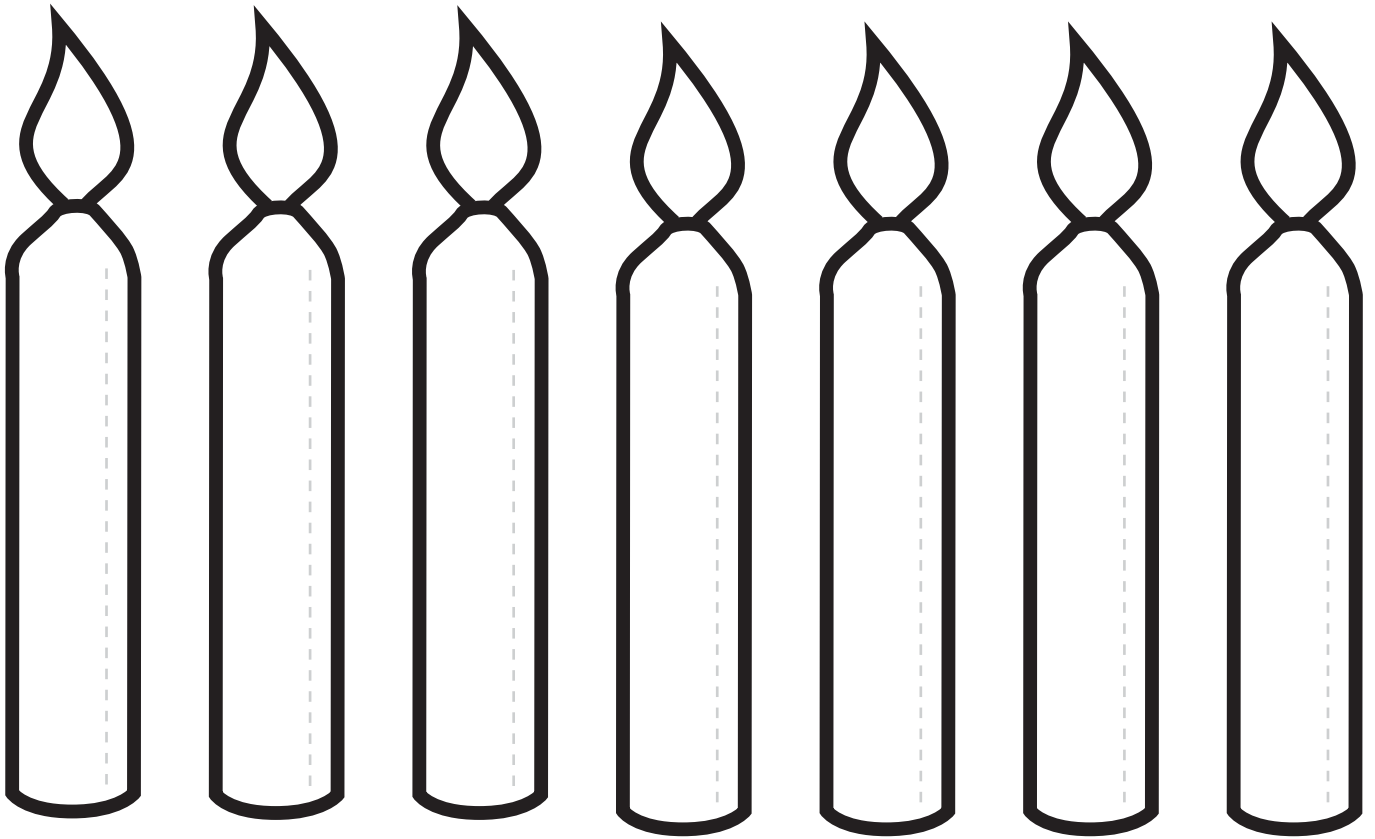
Birthday Cake & Candles

Directions: Photocopy the cake and candles. You will need one candle for each child, and twelve birthday cakes.

Cut out, decorate, and laminate the birthday cakes. Write the name of a month on each one. Print a small photo of each child, and attach it to his or her birthday month. Display the cakes on the classroom wall in order, beginning with August.

Cut out and color the candles. Write each child's name on a candle, and attach it to his or her birthday month above the child's photo. Fold the flame back behind the candle. On the child's birthday, fold the flame up so it shows. Celebrate summer birthdays sometime during the school year.





Starfall Pre-K
Unit 1 Week 2

Gingerbread Boy's

Learning Center Clues

(Note: If you have extra centers, you can use the blank cards to write more clues.)



Clue #2

(Construction Center)

I tried to build a really tall building using lots of blocks, but I accidentally bumped it, and it all fell down! I picked up the blocks and put them all away and then I went on my way. Try to find me in the center where you get to pretend.



Clue #1

(Place on your desk)

Good morning! You heard a story about me yesterday. Do you remember my name? I have been having lots of fun exploring! Look for me in the center where you build things. Bet you can't find me!



Clue #3

(Dramatic Play)

You missed me again! While I was here I pretended to be characters from my story. I was a fox with a bushy tail and the old woman like the one who baked me. Then I pretended I was the teacher! It is lots of fun pretending. I think I'll draw pictures of me pretending at the Writing Center.



Clue #4

(Writing Center)

I had a great time drawing pictures of all of the characters from my story. I did my best to use my pencil and crayons carefully and put them all away when I was finished. I want to learn to write words. Will you help me? You can find me in the center with lots of numbers.



Clue #6

(Computer Center)

Aren't computers incredible? There are so many things you can learn! I played some games that helped me learn about letters. I also listened to some songs and rhymes. I didn't want to stop! But now I am off to experiment and learn. Maybe you will catch me at the Discovery Center!



Clue #5

(Math Center)

Numbers are fun! I want to come back so I can learn even more! I am already learning to count and practice writing my age. I am four. How old are you? I wonder what I should do next. Maybe I'll try the computers.



Clue #7

(Discovery Center)

I love to do experiments that helped me learn about the way things work. I like to use my hands to explore how things feel. Of course, I remembered to clean up after myself when I was finished! If I learn a lot about science, I might grow up to be a scientist or a doctor, or an astronaut. Now I feel like making something. Try to find me in the Art Center.



Clue #8

(Art Center)

Wow, I sure had fun cutting and gluing in the Art Center! I made something incredible! I wrote my name on the back. I think I will give it to the old woman. I made a mess but I cleaned it all up before I moved to the next center. I am a little tired from all the work I have done, and I am a little hungry too! Go to the Library Center and look for me there.

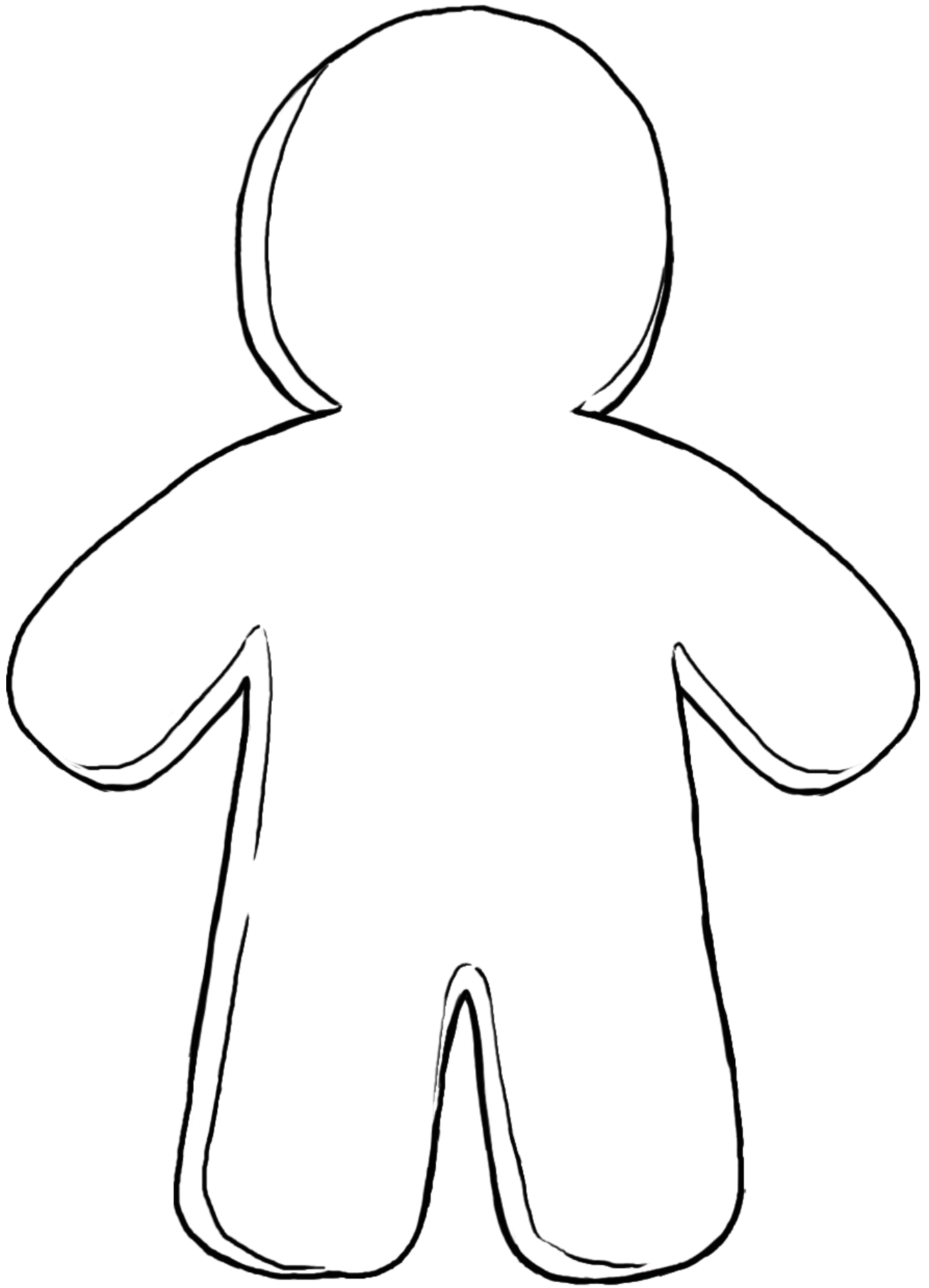


Clue #9

(Library Center)

I really like this center! You get to put on big headphones, and listen as someone reads a story to you right in your ears! I followed along while I listened. I think this will help me learn how to read. When the story was over, I closed the book and gently removed the headphones. I looked at the pictures in lots of books. I was very quiet, and I turned the pages carefully. When I was done I put the books back in their places. Don't they look neat? Now, can you find me? Here's a hint: I am by one of the books. I made a special snack for you!



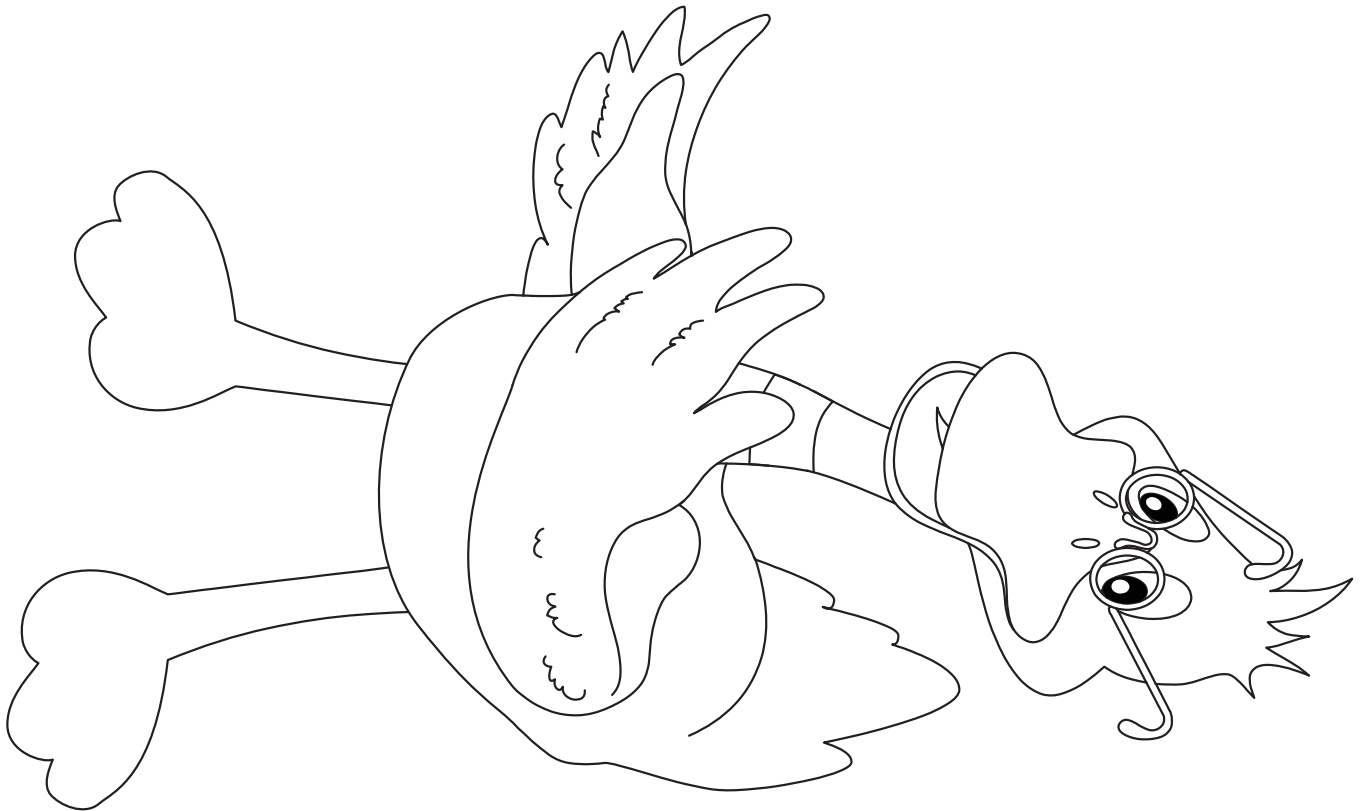
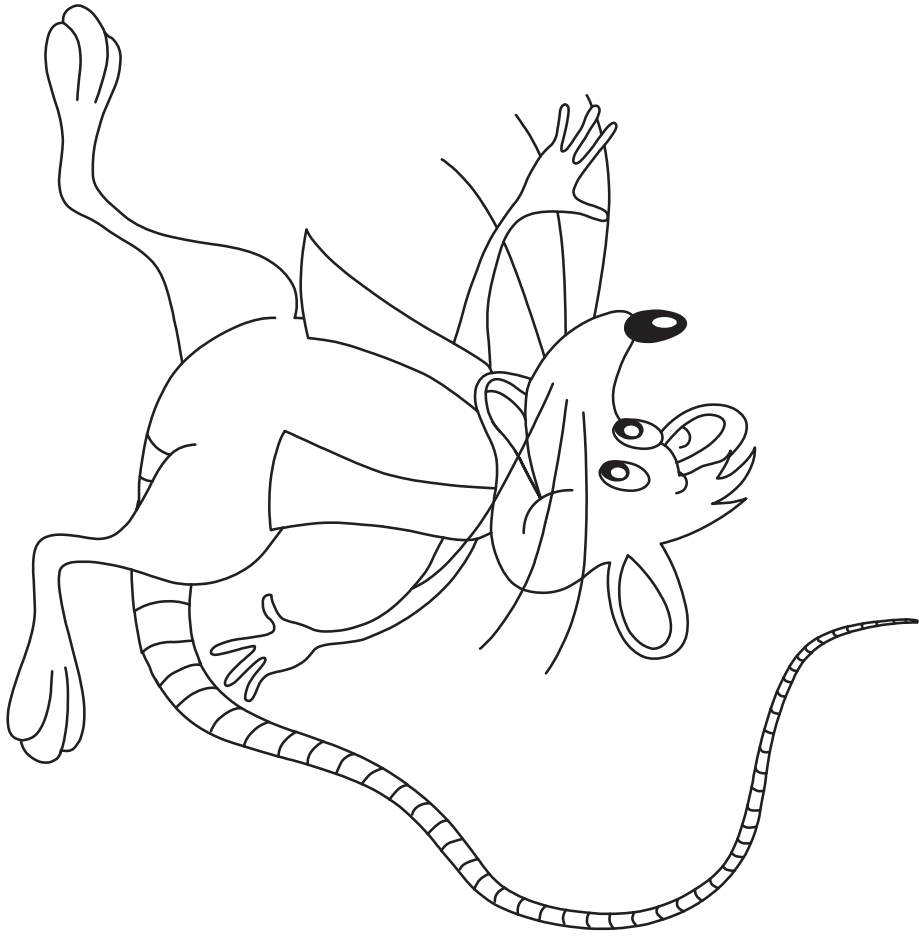


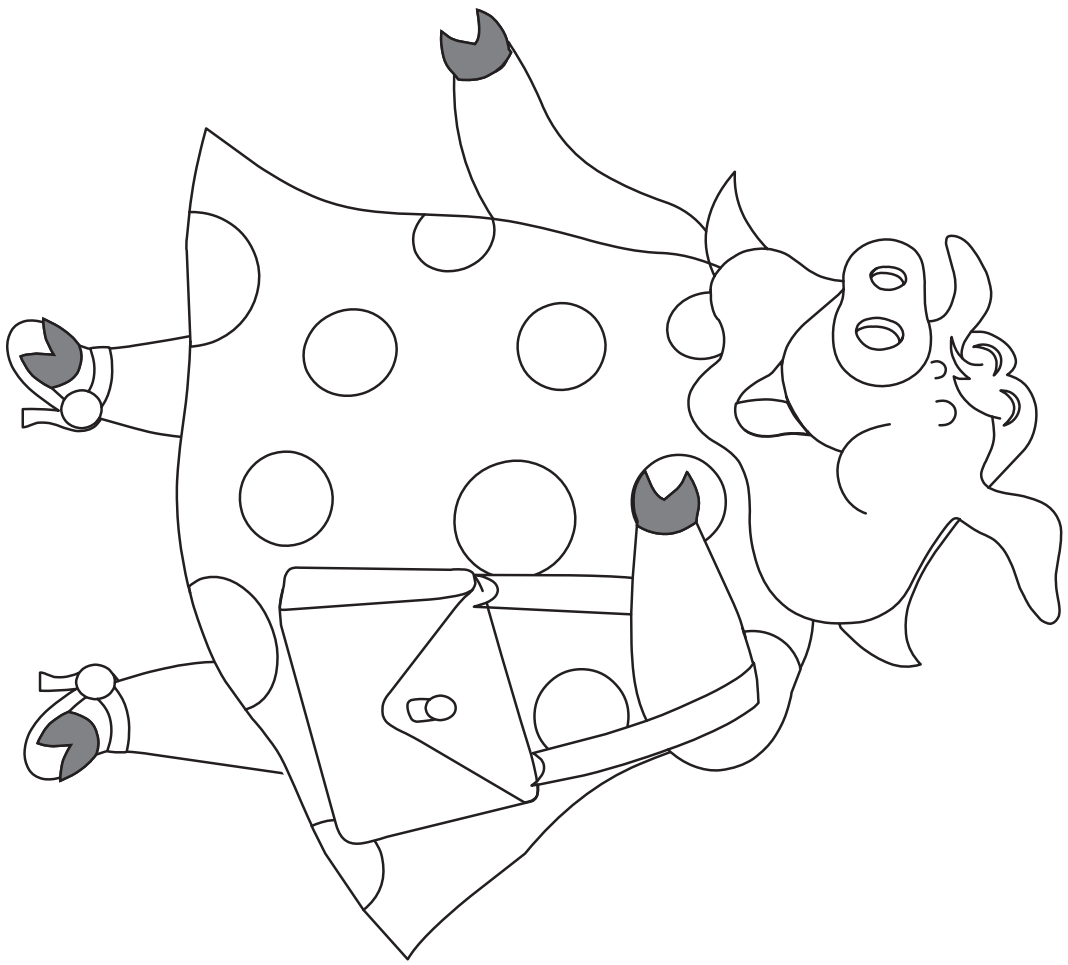
Name: _____

“Mr Bunny’s Carrot Soup”

Characters



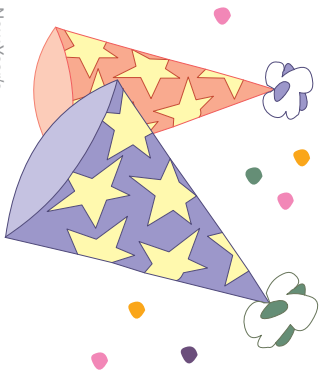




Starfall Pre-K Calendar Cards

Holidays, Special Days
& Days of the Week

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New Year's



Martin Luther King, Jr. Day



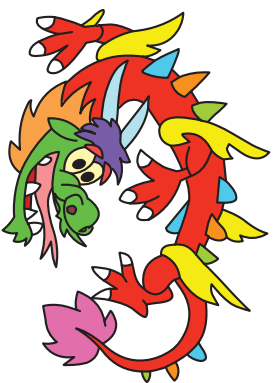
Washington's Birthday



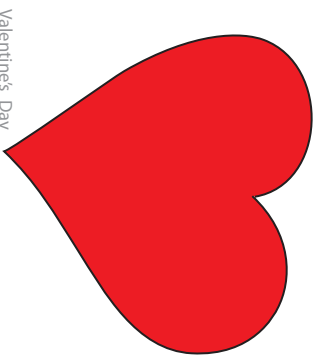
Lincoln's Birthday



Groundhog Day



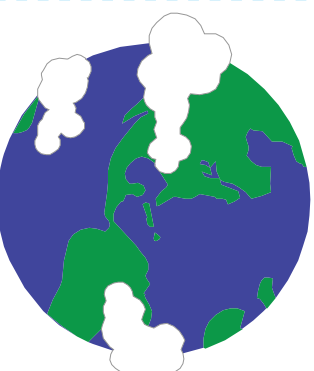
Chinese New Year



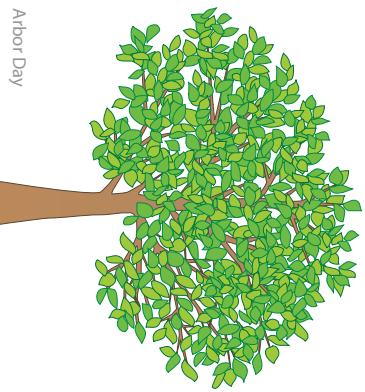
Valentine's Day



St Patrick's Day



Earth Day



Arbor Day



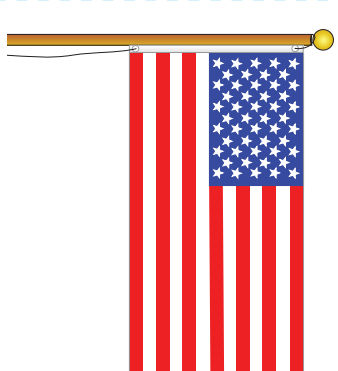
Cinco de Mayo



Mother's Day



Memorial Day



Flag Day



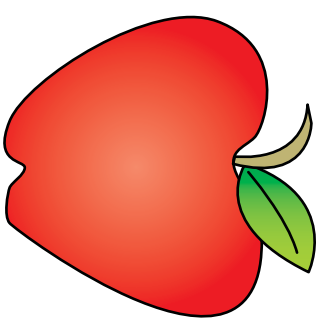
Father's Day



Independence Day



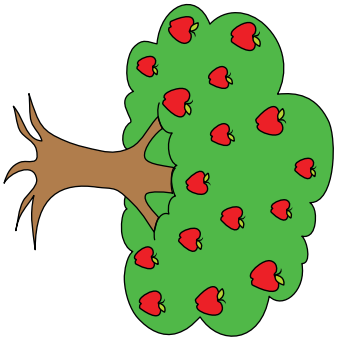
Labor Day



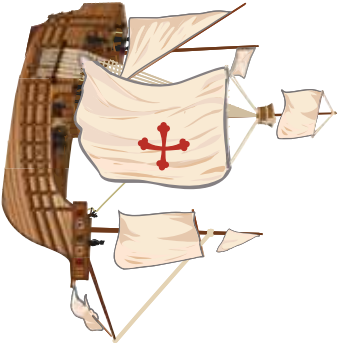
First Day of School



Grandparents' Day



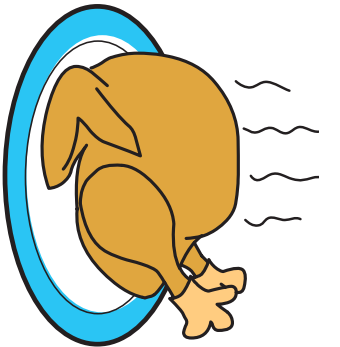
Johnny Appleseed



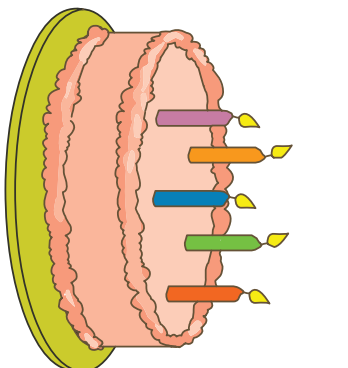
Columbus Day



Halloween



Thanksgiving



Birthday



Spring



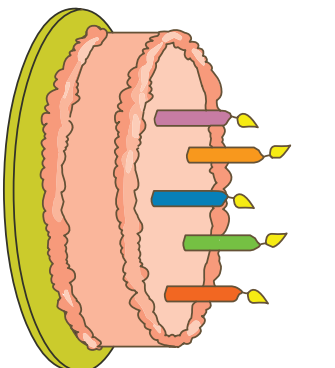
Summer



Fall



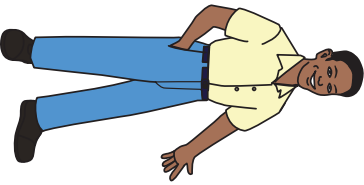
Winter



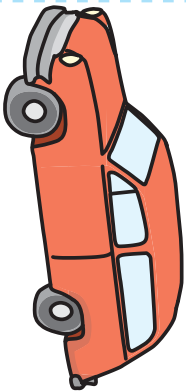
Birthday



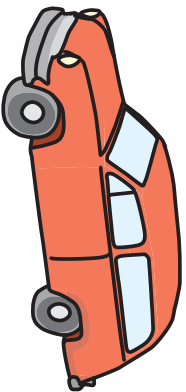
Special Guest



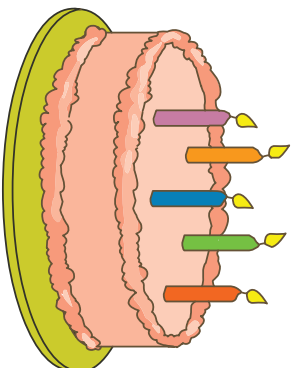
Special Guest



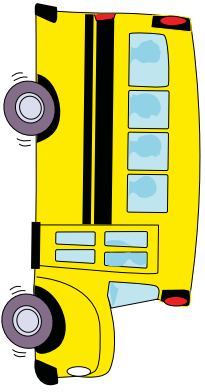
Field Trip



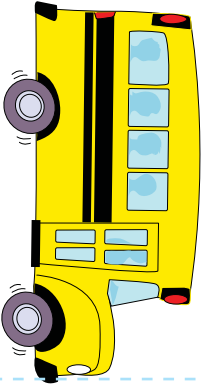
Field Trip



Birthday



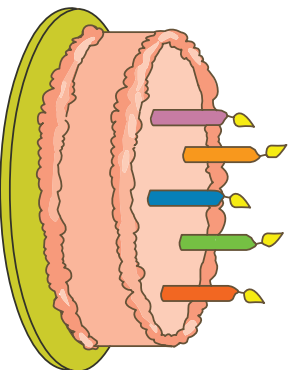
Field Trip



Field Trip

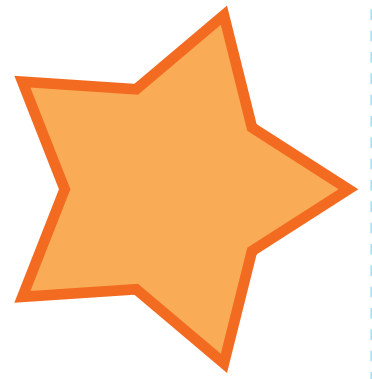
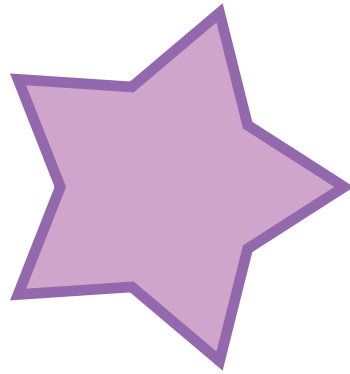


Birthday



Birthday

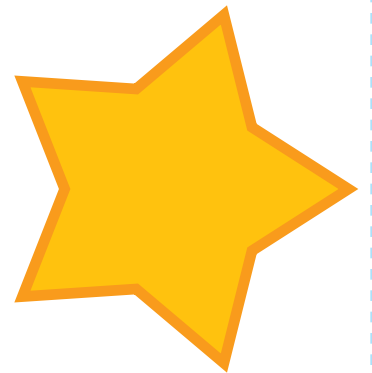
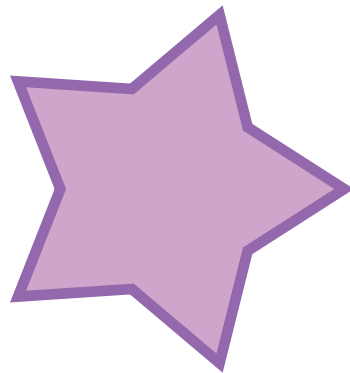
Monday



Tuesday



Wednesday



Thursday

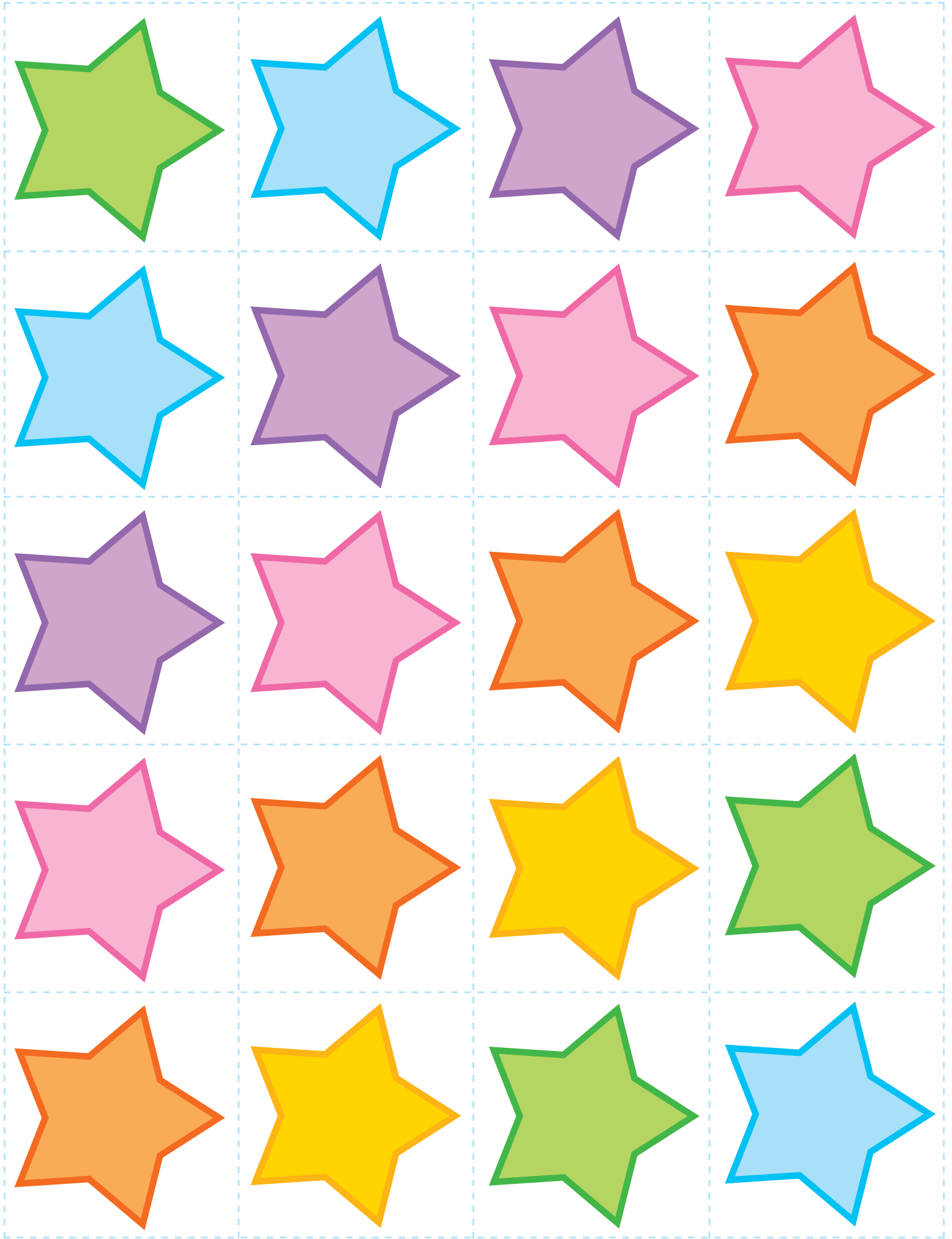


Friday

Saturday



Sunday

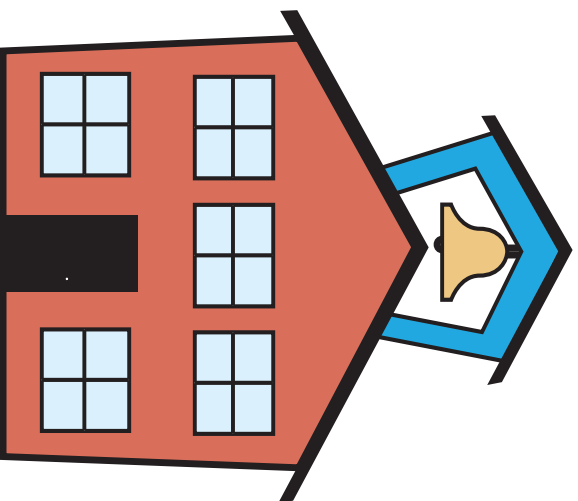


Starfall Pre-K

Calendar Cards

School and Home

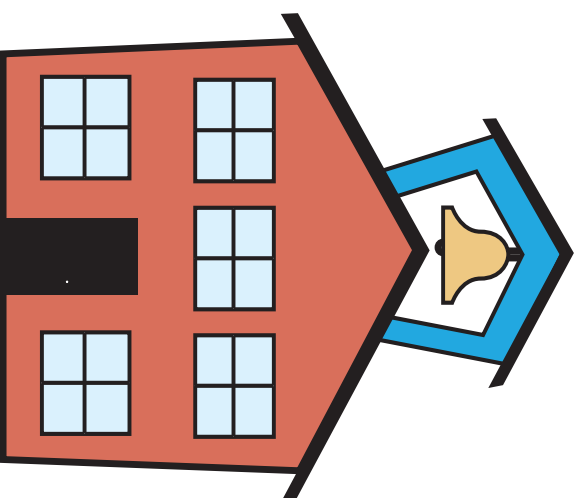
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School



School



School

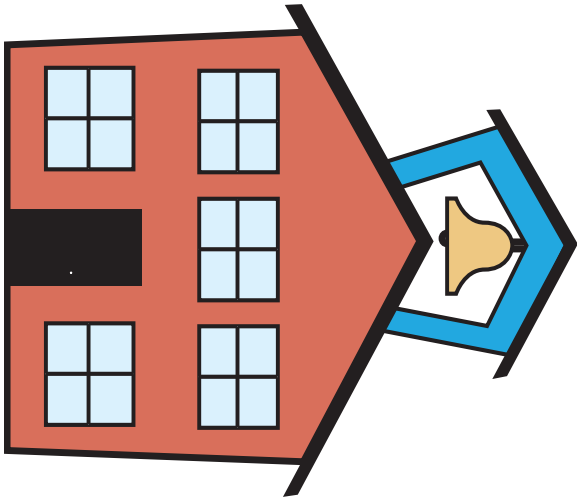


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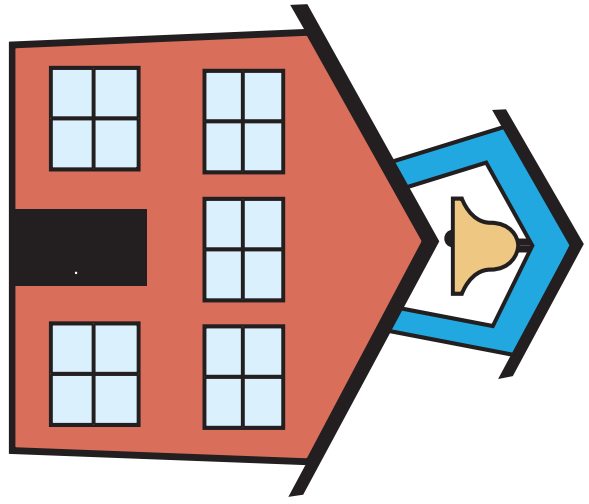


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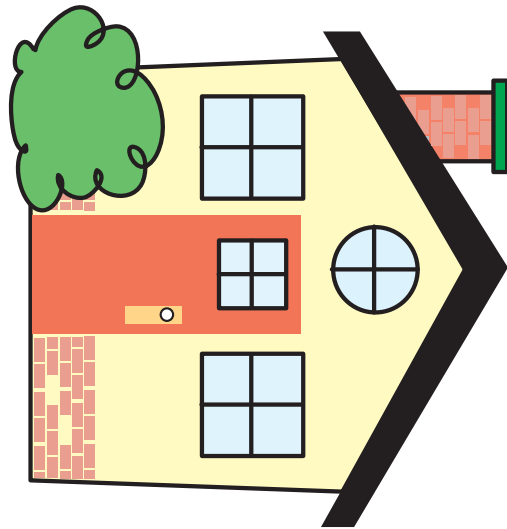
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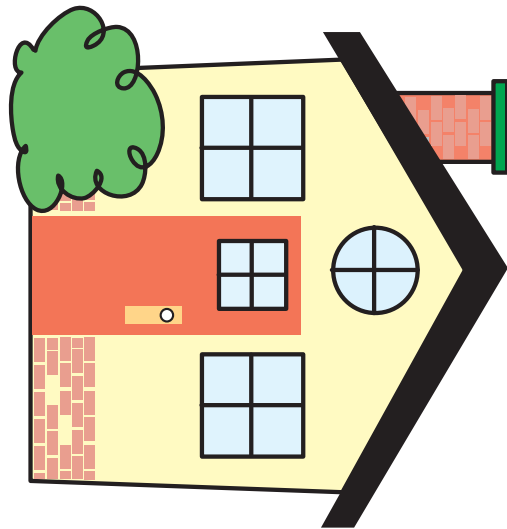
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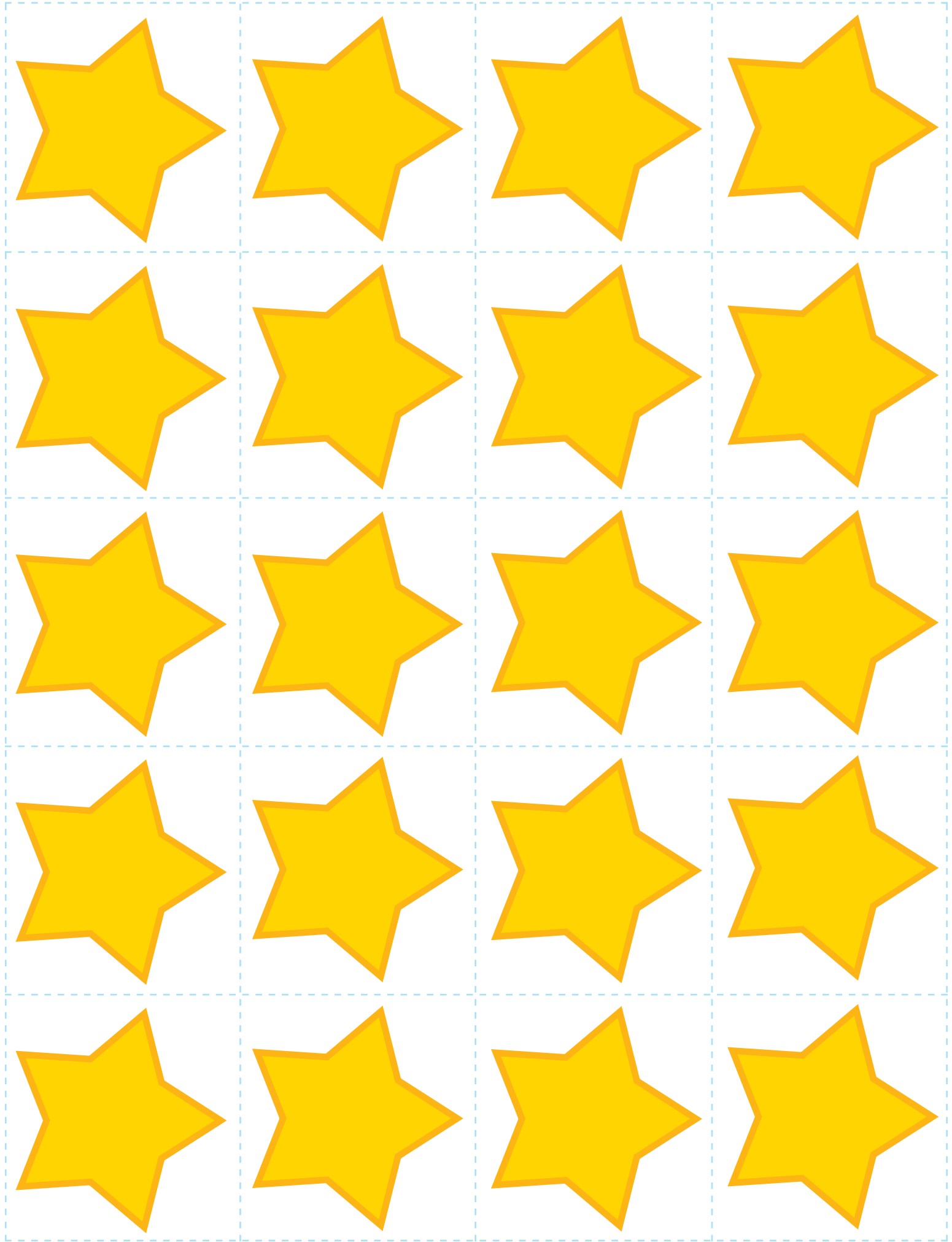


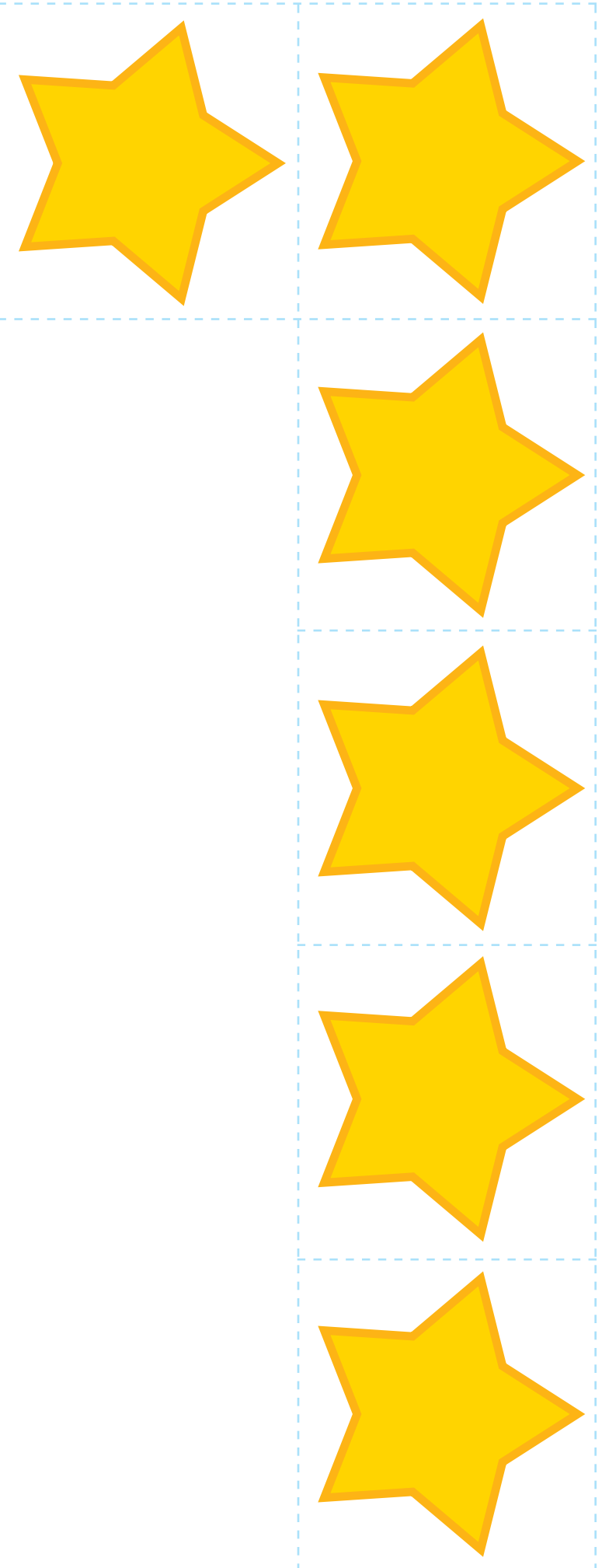
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Letter Stars

Each time you introduce a letter, use one of these stars to mark the classroom wall card for that letter.

