

Starfall

Pre

K

Teacher's Guide

# *Your Home and Neighborhood*



Unit **2**

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# Week 5: Your Family

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

The children will also:

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



Bb



## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me* by Starfall

American Sign Language Poster

Grandmother

"Mulberry Bush" Sequence Cards

*Starfall Sing-Along* Volumes 1 & 2

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

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

## Preparation

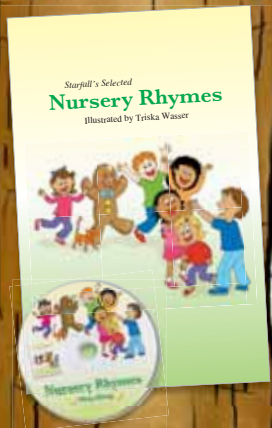
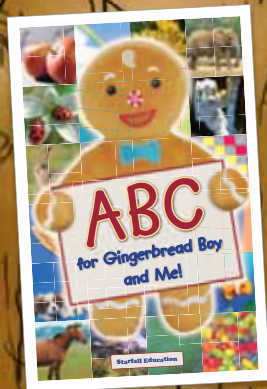
Prior to **Day 1**, review *Read Me First* for an explanation of the Calendar Routine, and check for birthdays or other special events that will take place this week.

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

A star will be placed above each letter on the Alphabet Chart when the letter is introduced. You will need reusable adhesive or double-sided tape. *Bb* is this week's target letter.

Encourage children to bring items or pictures of objects that begin with *Bb* to class. Designate a basket or bag for collecting these items throughout the week.

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



**Day One**

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

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



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

**Day Two**

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

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

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

**Day Three**

*Circle Time* — Familiarize yourself with the American Sign Language Poster, and learn the hand sign for the letter *Bb*.

**Day Four**

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

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

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

**Day Five**

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

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

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

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

**Snack Suggestion**

Serve mini corn muffins for snack.

**Gross Motor Skills**

Moves with balance and control

Combines a sequence of large motor skills

**Outside Activity**

Children play "Duck, Duck, Hen," a variation of "Duck, Duck, Goose."

Have bubble-blowing wands, fly swatters, and/or sand strainers available. Make bubble solution by pouring water (distilled works best) into a large bucket. Slowly add one cup of dish detergent. Mix gently to avoid creating extra bubbles, and add three tablespoons of glycerin (found in lotion aisles of most drug stores). Prepare the solution early so it has time to settle. Leftover solution may be stored in a sealed container for later use.

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

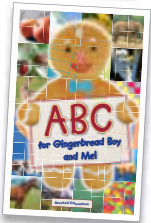

# WEEK 5

## Day One

## Day Two

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

### LEARNING CENTERS

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

## Day Three

## Day Four

## Day Five

Predict and forecast weather  
Calendar Routine

Predict and forecast weather  
Calendar Routine

Predict and forecast weather  
Calendar Routine

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

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

Gingerbread Boy's Message  
Share family pictures

## LEARNING CENTERS

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



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

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

"Mix a Pancake"  
"The Little Red Hen"



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

Teacher's choice of book about pancakes or grandmothers

Sequence "Here We Go Round the Mulberry Bush"



"Mix a Pancake"  
Compound words

Complete projects or conduct observations and individual assessments

# WEEK 5

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys using electronic forms of storybooks and information texts

## Computer Center

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

### Interaction & Observation

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

### Materials

- Computers set up to access [more.Starfall.com](http://more.Starfall.com)
- Headsets

### Creative Arts

Uses oral language to describe or explain art

### Fine Motor Skills

Coordinates hand and eye movements

## Art Center

**Preparation** — Consider adding one or two new paint color choices to this center. Demonstrate how to place a smock or old shirt over school clothes before children begin painting.

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

### Interaction & Observation

- Involve children in deciding which artwork to display in the classroom and which they would like to take home.
- Help children learn to appreciate art by having them share their creations, and by changing art displays often.

### Materials

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

### Print/Book Awareness

Connects and print

### Motivation for Reading

Enjoys reading and reading-related activities

## Library Center

**Preparation** — Bookmark "The Little Red Hen" in *The Little Red Hen and other Folk Tales*. Suggestions for books that complement this week's theme include:

- *Walter the Baker* by Eric Carle
- *If You Give a Moose a Muffin* by Laura Joffe Numeroff

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

### Interaction & Observation

- Encourage children to pretend reading to you.
- Keep the interests and ages of your children in mind when you are selecting books for the Library Center. Colorful, detailed illustrations appeal to younger preschoolers, while some older preschoolers appreciate humor.

### Materials

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



## Dramatic Play Center

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

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

### Interaction & Observation

- Ask questions about what you see happening to help children focus on their pretend situations.
- As they pretend, children form images in their minds, which is an early form of abstract thinking.

### Materials

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

### Creative Arts

*Engages in cooperative pretend play with other children*

*Represents fantasy and real-life experiences through pretend play*

## Construction Center

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

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

### Interaction & Observation

- As you visit this center, tell children what you observe them doing individually.
- Ask open-ended questions that will encourage children to talk about their structures.

### Materials

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

### Social/Emotional Development

*Works with others to solve problems*

### Fine Motor Skills

*Demonstrates control, strength, and dexterity to manipulate objects*

## Writing Center

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

### Interaction & Observation

- Compile the papers into a class book about the letter *Bb*.
- Share the class book with the children, then place it in the Library Center.

### Materials

- 8½"×11" paper
- Recycled magazines
- Crayons, scissors, and glue

### Phonics

*Focuses on letter names and shapes*

*Matches some letters to their sounds*



**Science**

Uses tools and equipment to explore objects

Uses senses to explore

**Discovery Center**

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

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

**Interaction & Observation**

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

**Materials**

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

**Math Center****Math**

Recognizes numerals

Understands that numbers always represent the same quantity

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

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

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

**Interaction & Observation**

Model one-to-one correspondence if necessary, and make comparisons using terms such as "more than" and "less than."

**Materials**

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



## Gathering

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

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

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

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

### Materials

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

### Math

Sequences familiar events in time

Uses graphs and charts to answer questions

## Morning Meeting

### Warm Up Your Brain

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

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

### Materials

- Starfall Sing-Along Volume 1*
- Starfall's Selected Nursery Rhymes*
- Grandmother

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

### Gross Motor Skills

Distinguishes left and right

### Social Studies

Recognizes his or her role as a member of a group

## Introduce Grandmother

Read and discuss Gingerbread Boy's message.

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

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

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

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

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



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

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

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

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

## LEARNING CENTERS

See Learning Center Planning Guide for **Week 5**, pages 102-104. After cleanup, children gather to share their experiences.

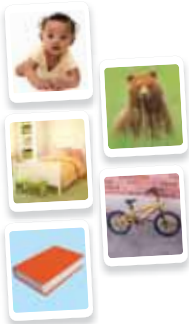
### Circle Time

#### Phonological Awareness: Same/Different

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

#### Materials

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



#### Phonological Awareness

Identifies spoken words as same or different

Listens for beginning sound

#### Creative Arts

Expresses self through movement

Throughout these lesson plans, when you see a letter between slash marks (i.e. /b/), say the letter sound, rather than the name of the letter.

#### Introduce /b/

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

Grandmother reads "Bear." Children solve the riddle.

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

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

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

#### Bear

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

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

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

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

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

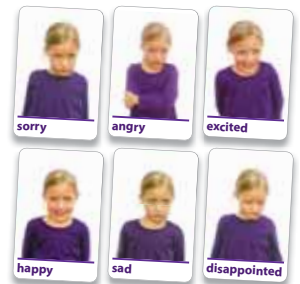
- **Bite a banana**
- **Bang on a box**
- **Balance on a boat**
- **Bat a ball**
- **Blow up a balloon**

Encourage children to listen for /b/ today!

**Teddy Bear, Teddy Bear**

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

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



**Story Time**

**How Does the Little Red Hen Feel?**

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

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

Indicate “The Little Red Hen.” Say: **This is a folk tale about a little red hen. The little red hen baked something too. What do you think she baked?**

Say: **Let’s listen to this story to see what the little red hen baked.** Read “The Little Red Hen.”

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

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

**Materials**

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

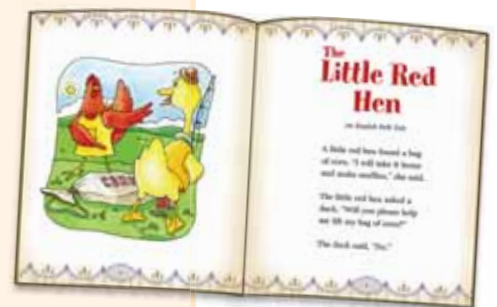
**Comprehension**

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

*Makes inferences*

**Social/Emotional Development**

*Recognizes and identifies feelings*



Say: **When you do something wrong you may feel *sorry* you did it. Say, *sorry*.** (Children repeat, *sorry*.) Indicate the *sorry* Emotion Card. Continue: **Have you ever felt *sorry* for something you did?**

Say: **If you were supposed to clean up your room and you chose not to, your mom or dad may feel *disappointed*. Say, *disappointed*.** (Children repeat, *disappointed*.) Indicate the *disappointed* Emotion Card. Continue: **We feel *disappointed* when we want something to happen and it doesn't. Has anyone ever felt *disappointed*?**

Ask the following questions. Volunteers choose the appropriate Emotion Cards and explain their choices.

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

How would the story be different if all the animals had agreed to help the little red hen with the work?



## Small Group & Exploration

### Design a House

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

Distribute rectangular-shaped paper and white squares. Children draw pictures of their families on the squares, and glue them to the rectangles to create the door of a house.

Children dictate the names of family members and you label them.

Distribute the triangles. Children glue them to the top to create the roof.

#### Materials

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

#### Math

Recognizes basic two-dimensional geometric shapes

#### Fine Motor Skills

Uses writing and drawing tools

#### Social/Emotional Development

Names family members and relationships



# Gathering

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

Review the weekly calendar introduced on **Day 1**:

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

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	Special Day Cards (if needed)

**Math**

Uses graphs and charts to answer questions

# Morning Meeting

## Warm Up Your Brain

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

Explain: **I will reveal a Dice Card and we will count the dots. Let’s try it.** (Do this several times.) **This time when I reveal a Dice Card we will jump up and down for each dot we see. Ready?** Volunteers continue to reveal Dice Cards and suggest movements, such as hopping, spinning, and walking.

Materials	
<input type="checkbox"/>	Dice Instructional Cards: 1-6
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Chart paper graph titled “Did Little Red Hen Do the Right Thing?”
<input type="checkbox"/>	Markers

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

## “Did Little Red Hen Do the Right Thing?”

Read and discuss Gingerbread Boy’s message.

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

Make a graph to see what the children think by doing the following:

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

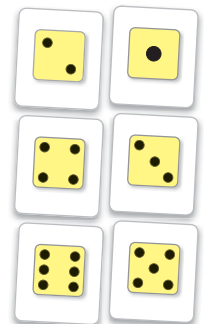
Children make tally marks in the “Yes” column if they agree with the little red hen’s decision or in the “No” column if they disagree. Interpret the results. Discuss the lesson that might have been learned if the little red hen had invited the animals to eat the muffins even though they weren’t willing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

**Math**

Uses graphs and charts to answer questions

**Social/Emotional Development**

Recognizes and identifies feelings



# LEARNING CENTERS

See Learning Center Planning Guide for **Week 5**, pages 102-104. After cleanup, children gather to share their experiences.

## Circle Time

### Phonological Awareness: Compound Words

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

Bb

### Materials

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

#### Phonological Awareness

Listens for beginning sounds

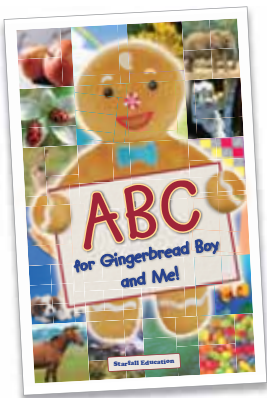
Combines words to make a compound word

#### Phonics

Focuses on letter names and shapes: *Bb*

#### Print/Book Awareness

Distinguishes relationship between print and illustrations



### Introduce *Bb*

Indicate *Nursery Rhymes* page 6, "Baa Baa Black Sheep."

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

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

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

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

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

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



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

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

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

Play *Nursery Rhymes* Audio CD, Track 4. Children sing "Baa Baa Black Sheep."

### **Baa, Baa, Black Sheep**

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

*Yes sir, yes sir,  
Three bags full*

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

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

*Yes sir, yes sir,  
Three bags full*

## Story Time

### Teacher's Literature Choice: Families

Indicate your choice of book about families.

Introduce the title, author, and illustrator. Picture-walk through the book. Volunteers describe the illustrations and make predictions about the story.

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

### Materials

- Teacher's choice of book about families

### Vocabulary

*Acquires new vocabulary*

### Comprehension

*Uses illustration clues to predict*

*Compares and contrasts*

## Small Group & Exploration

### My Family

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

**One thing families do is play games. What do you like to do with your family?** (Volunteers respond.) **Let's make a class book of some of the things we like to do with our families. Draw something your family enjoys doing. You can tell me about your drawing and I will write a sentence for you.**

Assemble completed pages into a class book. Add a construction paper cover and title the book "Fun Times with Our Families." Children will share their pages on **Day 5**.

### Materials

- Drawing paper for each child
- Markers, crayons, pencils

### Emergent Writing

*Uses drawing to convey meaning*

### Social Studies

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

**Gathering**

**Math**

Verbally counts in sequence

Uses graphs and charts to answer questions

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

Review the weekly calendar:

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

**Materials**

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

**Morning Meeting**

**Warm Up Your Brain**

Place the Number Cards inside the bag or basket. A volunteer draws a Number Card and identifies the number (with your help). Children join you in counting from one up to the number on the Number Card while hopping, jumping, clapping hands, tapping heads, etc.

**Materials**

- Number Cards: 1-10
- Bag or basket
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- The Little Red Hen and other Folk Tales: "The Little Red Hen"*

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

**Math**

Recognizes numerals

**Comprehension**

Makes inferences

Identifies sequence of events

**Creative Arts**

Expresses self through movement

**Helping Your Family**

Read and discuss Gingerbread Boy's message.

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

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

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



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

Discuss the illustrations, then read the rhyme.

Ask: **What chores or jobs did you hear in the rhyme?** (wash, iron, and mend clothes, sweep and scrub the floor, bake bread)

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

Play *Nursery Rhymes* Audio CD, Track 11. Make up actions for each verse. Children perform the actions as they sing "Here We Go Round the Mulberry Bush."

### **Here We Go Round the Mulberry Bush**

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

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

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

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

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

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

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

## LEARNING CENTERS

See Learning Center Planning Guide for **Week 5**, pages 102-104. After cleanup, children gather to share their experiences.

## Circle Time

### Phonological Awareness: Blend Onset & Rime

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

### Materials

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

### List **Bb** words, ASL **Bb**

Children who brought pictures or items that begins with /b/ "show and tell."

Indicate *ABC for Gingerbread Boy and Me*. Review pictures of words that begin with *Bb*.

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

Start with children's names that begin with *B*, then accept suggestions.

Children circle the *Bb* in their words after you write them.

Say: **We have learned the letter **Bb** and /b/. Now let's learn to make the letter **Bb** with our fingers.** Indicate the Starfall American Sign Language Poster. Explain that sign language is a way people who can't hear or talk can communicate with their hands. We can make a sign for each letter with our fingers.

### Phonological Awareness

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

*Listens for beginning sounds*

### Phonics

*Focuses on letter names and shapes*

*Matches some letters to their sounds*

### Emergent Writing

*Contributes to a shared writing experience or topic of interest*



Demonstrate the American Sign Language sign for *Bb*.

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

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

#### Where Is /b/?

Melody: ("Where Is Thumbkin?")

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

Here I am. Here I am.

*B* stands for /b/ in bear and ball

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

## Story Time

### Little Red Hen Makes Pancakes

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

Choose two volunteers to be fish.

Say: **Sit criss-cross, knee to knee. You will be partners.** Tap one child on the head and say he or she is partner number one. The other child will be partner number two.

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

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

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

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

- Read the story and replace muffins with pancakes.
- Briefly discuss the difference in this story and the original.
- Tell Gingerbread Boy you have a funny poem about pancakes!
- Play *Sing-Along* Volume 2, Track 25. Children join in as you recite "Mix a Pancake."

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

#### Materials

- The Little Red Hen* and other Folk Tales: "The Little Red Hen"
- Starfall Sing-Along* Volume 2
- Gingerbread Boy*

#### Mix a Pancake

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

## Small Group & Exploration

### Sequence “Here We Go Round the Mulberry Bush”

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

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

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

Mix up the Sequence Cards. Children work together to put them in order, and give reasons for their choices.

#### Materials

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

#### Comprehension

*Identifies sequence of events*

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



Gathering

Math

Verbally counts in sequence

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

Review the weekly calendar:

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

Materials

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

Morning Meeting

Warm Up Your Brain

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

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

Repeat using left hands for “Buns,” then again using both hands.

Materials

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

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

Your pal,  
Gingerbread Boy

Listening & Speaking

Follows simple and multiple-step directions

Social Studies

Describes characteristics of where he or she lives and visits

“The Farmer in the Dell”

Read and discuss Gingerbread Boy’s message.

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

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

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

Repeat the song.

Farmer in the Dell

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

*The farmer takes a wife...*

*The wife takes the child...*

*The child takes the dog...*

*The dog takes the cat...*

*The cat takes the rat...*

*The rat takes the cheese...*

*The cheese stands alone...*

# LEARNING CENTERS

See Learning Center Planning Guide for **Week 5**, pages 102-104. After cleanup, children gather to share their experiences.

## Circle Time

### Phonological Awareness: Blend Syllables

Say: **Let's play a word game. Listen to these parts: sis-ter.** (Clap for each syllable.) **Let's put them together: sister.** Repeat with *bun-ny* (bunny), *bas-ket* (basket), and *but-ter* (butter).

#### Materials

- Starfall's Selected Nursery Rhymes*
- Grandmother
- List of *Bb* words from **Day 3**

### Introduce Final /b/

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

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

Use Grandmother and her voice to read the rhyme. Repeat it as the children join in. Ask: **What words did you hear that begin with /b/?** (boy, blue, blow)

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

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

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

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

#### Little Boy Blue

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

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

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

#### Phonological Awareness

Counts syllables

Listens for beginning sound

Isolates ending sound

## Story Time

### Comprehension

Compares and contrasts

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

### Vocabulary

Acquires new vocabulary

## “The Little Red Hen” Comparison

Indicate and read “The Little Red Hen” (Starfall version). Volunteers identify the characters. (little red hen, duck, turkey, goose)

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

Read the story. Introduce new vocabulary as it is encountered. Compare and contrast the characters, settings, what was cooked, and the problem in the stories. Children vote to see which version of the story they prefer.

### Materials

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

## Small Group & Exploration

### Compound Words

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

Say: **Today we will play a game. Let’s look at these pictures. First, listen and then repeat the name of the picture after me. Ready?** Flash each Picture Card for non-compound words, and name them (*ball, brush, cake, coat, corn, cup, dog, foot, house, pan, pop, rain, and tooth*). Children repeat each name.

Distribute these Picture Cards. Children name their pictures as they receive them.

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

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

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

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

### Materials

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

### Phonological Awareness

Combines words to make a compound word





## Gathering

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

Review the weekly calendar:

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

### Materials

- |                          |                                    |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | Attendance Board and<br>Name Cards |
| <input type="checkbox"/> | Weather Board and<br>Weather Cards |
| <input type="checkbox"/> | Special Day Cards (if needed)      |

### Math

Verbally counts  
in sequence

Uses graphs and charts  
to answer questions

## Morning Meeting

### Materials

- |                          |                                   |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | Family pictures from <b>Day 2</b> |
|--------------------------|-----------------------------------|

### Warm Up Your Brain

Say: **Listen carefully and follow these directions.**

- **Put your left hand on right shoulder.**
- **Turn your head slowly to the right and look over your shoulder. Count to ten.**
- **Put your right hand on your left shoulder.**
- **Turn your head slowly to the left. Count to ten.**
- **Cross both arms touching opposite shoulders. Raise your chin. Count to ten.**
- **Clap, clap, clap!**

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

### Sharing Family Pictures

Read and discuss Gingerbread Boy’s message.

Children take turns sharing family pictures completed on **Day 2**. Encourage them to compliment the speaker and ask questions about the photos.

### Conversation

Demonstrates varied  
uses of language

### Listening & Speaking

Describes familiar people

### Social/Emotional Development

Names family  
members and  
relationships

## LEARNING CENTERS

See Learning Center Planning Guide for **Week 5**, pages 102-104.  
After cleanup, children gather to share their experiences.

## Circle Time

### Phonological Awareness: Rhyming Words

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

**Say: bell, tell.** (Children repeat, *bell, tell.*) **Bell and tell rhyme. Say: bell, tell, fell.** (Children repeat *bell, tell, fell.*) **I rang the bell and Susi fell. Bell and fell rhyme. Say: Can you think of other words that rhyme with bell, tell, and fell?** (sell, well, yell)

### Materials

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

### Review Bb /b/

Indicate the small paper bag (closed) and Grandmother.

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

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

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

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

Sing "Where Is /b/?"

### Where Is /b/?

(Melody: "Where Is Thumbkin?")

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

Here I am. Here I am.

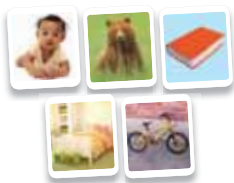
B stands for /b/ in bear and ball

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

### Phonological Awareness

Listens for beginning sound

Identifies rhyming words



## Story Time

### Materials

- Teacher's choice of book about  
pancakes or grandmothers

### Teacher's Literature Choice: Pancakes or Grandmothers

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

Indicate your choice of book and discuss its author and illustrator. Discuss the illustrations as you picture-walk through the book. Read the book and briefly discuss new vocabulary as it is encountered. Ask children questions about the book.

### Vocabulary

*Acquires new vocabulary*

*Asks and answers appropriate questions about the story*

*Identifies role of author and illustrator*

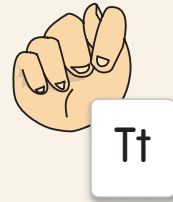
## Small Group & Exploration

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

# Week 6: Your Neighborhood

This week you will introduce the children to weather prediction. They will learn to observe the weather each morning, use what they observe to predict the afternoon weather, and verify their predictions. The children will also:

- discuss elements of a neighborhood and a community
- learn /t/ and identify initial and final /t/ words
- be introduced to the octagon shape
- learn to use a Talking Stone
- discuss transportation and a variety of community buildings
- learn about safety signs
- explore the use of pennies
- practice writing in shaving cream



## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me* by Starfall

*Star Writer Melodies*

*Starfall Sing-Along, Volumes 1 and 2*

*Stone Soup* as told by Brandi Chase

*Stone Soup* Audio CD and Sequence Cards

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

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

## Preparation

Prior to **Day 1**, prepare a sentence strip that reads "Our Prediction" to affix next to "Today's Weather" on your bulletin board.

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

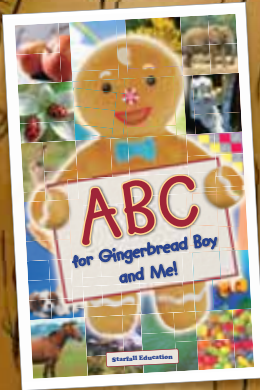
### Day One

*Story Time* — Hide three smooth stones in a backpack placed near your story area.

### Day Two

*Story Time* — Locate a large stone to use throughout the year as the class Talking Stone. A child holds the stone when he or she speaks, then passes it to another child.

*Small Group* — Have non-menthol shaving cream available for children to use for writing practice. As the children use the shaving cream it will dissolve. Provide wet wipes for hands and the writing surface.



**Day Three**

*Story Time* — Choose a favorite neighborhood/community book to share. Suggestions:

- *City Green* by DyAnne DiSalvo-Ryan
- *My Neighborhood: Places and Faces* by Lisa Bullard
- *Whistle for Willie* by Ezra Jack Keats
- *Rosie's Walk* by Pat Hutchins

*Small Group* — You will need colored chalk or paints for children to re-create their neighborhoods at night. Have pictures or illustrations of neighborhoods from books or magazines for use as models. Colored chalk can get messy, so have plenty of wet wipes on hand. Hair spray may be used to set the chalk if desired.

**Day Four**

*Morning Meeting* — Prepare large construction paper shapes: circle, triangle, square, rectangle, and octagon.

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

*Small Group* — Provide recycled magazines, greeting cards, and scrap paper for creating designs and shapes.

**Day Five**

*Morning Meeting* — Generate two Word Cards: *Vehicles* and *Buildings*. Attach a picture of a car to the *Vehicles* card, and a picture of a house to *Buildings*. Use these to make two columns on a pocket chart for sorting Picture Cards.

*Circle Time* — Children will make tents in teams of four or five. You will need a sheet and/or blanket for each group.

*Story Time* — Choose a book from your classroom or school library to share about houses, neighborhoods, or soup. Suggestions include:

- *A Rainbow of Friends* by P.K. Hallinan
- *A Splendid Friend, Indeed* by Suzanne Bloom
- *Franklin's Neighborhood* by Paulette Bourgeois and Brenda Clark
- *The Napping House* by Audrey Wood

**Outside Activity**

Play "Red Light, Green Light." To play, the children stand in a line. One child stands a distance away, with his or her back to the group. This child is "it." When this child calls "Green Light," the children in line walk forward toward the child who is "it." When he or she calls "Red Light," the children stop. The child who is "it" turns to catch children who may still be moving. Children who are caught return to the start. The game continues until someone tags the child who is "it." That child takes the first child's place, the other children line up again, and the game begins anew.

**Gross Motor Skills**

*Combines a sequence of large motor skills*

My neighbor brought me some soup for dinner last night! It was delicious.

Your pal,  
Gingerbread Boy

**Day 2**

I saw lots of different kinds of houses on my way to school. I live in a small house called a cottage. Where do you live?

Love,  
Gingerbread Boy

**Day 3**

When I came to school this morning, I saw children on a bus, in cars, and on bikes! How did you get to school?

Your friend,  
Gingerbread Boy

**Day 4**

Have you ever noticed the signs in your neighborhood? I counted three stop signs on my way to school today!

Your pal,  
Gingerbread Boy

**Day 5**

I noticed a lot of buildings and vehicles in our neighborhood. The market is my favorite place to go!

Love,  
Gingerbread Boy

# WEEK 6

## Day One

## Day Two

### Gathering

Introduce weather prediction  
Review the Calendar Routine  
**Vocabulary:** predict

Predict weather  
Calendar Routine

### Morning Meeting

Gingerbread Boy's Message  
"Wee Willie Winkie"  
Introduce neighborhood and community  
**Vocabulary:** neighbor, neighborhood, community

Gingerbread Boy's Message  
Types of houses  
"There Was a Crooked Man"  
**Vocabulary:** cabin, crooked

## LEARNING CENTERS

### Circle Time

Phonological Awareness: Same/Different  
Introduce /t/  
"Tent" riddle  
"Teddy Bear, Teddy Bear"  
Discriminate initial /t/ words

Phonological Awareness: Compound Words  
*ABC for Gingerbread Boy and Me*  
"Twinkle, Twinkle Little Star"  
Introduce Tt  
Initial /t/ pictures

Tt

### Story Time

"Mr. Bunny's Carrot Soup"  
*Stone Soup*  
**Vocabulary:** knapsack, villagers, delicious, elderly, kindling



*Stone Soup*  
Introduce the Talking Stone



### Small Group & Exploration

Introduce pennies  
One-to-one correspondence  
**Vocabulary:** pennies



Review T, t B, b



## Day Three

## Day Four

## Day Five

Predict weather Calendar Routine	Predict weather Calendar Routine	Predict weather Calendar Routine
Gingerbread Boy's Message Discuss vehicles in the community "The Wheels on the Bus"	Gingerbread Boy's Message Introduce Traffic Signs <b>Vocabulary:</b> octagon "Traffic Lights"	Gingerbread Boy's Message <b>Vocabulary:</b> market "To Market, To Market" Classify vehicles and buildings

## LEARNING CENTERS

Phonological Awareness: Blending onset and rime <i>ABC for Gingerbread Boy and Me</i> Review /t/ and Tt List initial /t/ words Introduce ASL sign for Tt "Where Is /t/?" 	Phonological Awareness: Syllables Add words to initial /t/ list Introduce /t/ in final position	Phonological Awareness: Discriminating /t/ Construct tents /t/ Picture Cards Sing "Where Is /t/?"
Teacher's choice of book about neighborhood/community	<i>Stone Soup</i> (characters, setting) <i>Stone Soup</i> Sequence Cards 	Teacher's choice of book about houses, neighborhoods or soup
Create nighttime neighborhood pictures	Cut paper strips to create designs	Complete projects or conduct observations and individual assessments

# WEEK 6

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys using electronic forms of storybooks and information texts

## Computer Center

**Activity** — The children listen to and follow along with *Starfall Talking Library*: “Stone Soup,” sing along with *Motion Songs*: “Teddy Bear, Teddy Bear,” and review /b/ and reinforce /t/ at ABCs: B, T.

### Interaction & Observation

- Notice the children’s use of computers when you visit this center. Do they rely on your assistance or that of other children, or do they use the computer independently? Do they remain engaged? These observations may help you find ways to enrich their computer experiences.

### Materials

- Computers set up to access [more.Starfall.com](http://more.Starfall.com)
- Headsets

## Art Center

### Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

### Fine Motor Skills

Uses writing and drawing tools

**Activity** — Display pictures and/or Picture Cards. The children paint pictures of initial /t/ words and add uppercase and lowercase *Tt* around the edge of the paper as a border.

### Interaction & Observation

- Ask questions that will demonstrate whether children understand the assignment.
- Discuss /t/ and together think of words and pictures the children could find or paint.

### Materials

- Art easel and paper
- Tempera paints
- Paintbrushes
- Water
- Pictures of items that begin with /t/, or Picture Cards: *tent, tiger, tree, truck, and turtle*



## Library Center

### Print/Book Awareness

Connects oral language and print

Distinguishes relationship between print and illustrations

**Preparation** — Book suggestions include:

- *If You Give A Moose a Muffin* by Laura Joffe Numeroff
- *Walter The Baker* by Eric Carle

**Activity** — The children read books about neighborhoods, traffic safety signs, or *Stone Soup* and/or listen to the audio CD.

### Interaction & Observation

- Encourage children to pretend reading with you.
- Discuss illustrations and story understanding with children.
- Observe the children’s reading behaviors to gain insights into their language development and emerging literacy skills, and also to glimpse each child’s skills and interests in library-related activities.

### Materials

- Various versions of *Stone Soup*
- Stone Soup* Audio CD
- Books about cities and towns



## Dramatic Play Center

**Activity** — The Dramatic Play Center continues as a bakery, and adds soup to the menu!

### Interaction & Observation

- Continue to ask questions about what you see happening to help the children focus on their pretend situations.
- Notice children's interactions, especially when and why they interact with each other.
- In early stages children often pretend at the same time, but not with each other. As they advance, they will agree on their pretend roles and relate to each other in character.

### Materials

- Baking tools such as muffin tins, cake pans, a hand egg beater, measuring cups, and spoons
- Soup items such as ladles, soup bowls, soup pot, a large soup bowl, and soup spoons
- Aprons
- Bread cookbooks
- Chef hats

### Creative Arts

*Engages in cooperative pretend play with other children*

## Construction Center

**Preparation** — Hang pictures of buildings near this center to inspire the children's work.

**Activity** — The children use blocks to build a town, which might include an apartment building, a cabin, fire station, hospital, house, library, mobile home, park, post office, school, etc. They copy the Safety Sign Picture Cards to make signs for their town.

### Interaction & Observation

- Ask open-ended questions that will encourage children to talk about their structures.
- Comment on the arrangement of the blocks, the choice of the blocks used, the number of blocks used, differences and similarities of the blocks used, and specific characteristics of the buildings. Your comments will help validate the importance of the children's work.

### Materials

- Picture books about cities and towns
- Safety Sign Picture Cards
- Paper, pencils, crayons

### Social Studies

*Becomes aware of common symbols in the community*

### Fine Motor Skills

*Demonstrates control, strength, and dexterity to manipulate objects*

## Writing Center

**Activity** — The children create signs to hang around the classroom, in the hallway, or on the playground. They may draw pictures on the signs to represent words. (Our Classroom, Computer, Walk Please, Bakery, Our City, etc.)

### Interaction & Observation

- Discuss the signs the children create and ask questions to discover the thought process behind their choices.

### Materials

- Paper
- Pencils, crayons, markers

### Fine Motor Skills

*Uses writing and drawing tools*

### Emergent Writing

*Uses scribbles/writing to convey meaning*



## Discovery Center

### Social/Emotional Development

*Demonstrates increased flexibility, imagination and inventiveness*

*Works with other to solve problems*

**Activity** — The children put flashlight pieces together. When assembled correctly, the flashlights will work!

### Interaction & Observation

- Continue to pose open-ended questions to focus the children's thinking and encourage problem-solving.
- It is important to determine when and how to interact, ask questions, or make suggestions. Sometimes it is best to say nothing. A thoughtful question may help to move a child along, but if a child is working to figure something out, your comment or question might interrupt the process and cause the child to lose focus.

### Materials

- Two or three inexpensive flashlights (with batteries) taken apart and placed in plastic bags

## Math Center

### Math

*Recognizes numerals*

*Uses different ways to represent numbers*

**Preparation** — Lay out the Number Cards in two rows, three columns, and in random order.

**Activity** — In turn, the children roll a die, then find the resulting numeral on the cards. They then cover that card with a math manipulative or plastic chip. Play continues until all numerals are covered. The children switch cards and play again.

### Interaction & Observation

- Cooperative games such as this don't focus on winning and losing, but instead provide opportunities for children to develop social skills and improve visual discrimination.

### Materials

- Number Cards: 1-6
- One die
- Plastic chips, discs or math manipulatives



# Gathering

Review the names of the children who are present and those who are absent. Children place the appropriate Weather Card on the Weather Board.

Say: **Today you chose** (child's name) **to show how the weather looked and felt when you came to school. Let's predict, or make a guess, about what the weather might be when you leave school today.** Indicate the "Our Prediction" sentence strip. Choose a volunteer to predict what the weather might be later in the day.

Affix the sentence strip next to "Today's Weather." A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Say: **We will check to see if our prediction is correct before we go home today.** Remember to check the prediction at the end of the day!

Post or display the linear week calendar graph.

- Review that each box stands for a day of the week. Indicate and say each day. A volunteer places a star or clothespin on the current day.
- Identify the school/home pictures that distinguish days the children are at school and days they stay home.
- Add Special Day Cards to birthdays or special events this week.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

**Science**

Makes and verifies predictions

**Social Studies**

Begins to categorize time intervals

# Morning Meeting

## Warm Up Your Brain

Gather children in a circle. Play one of their favorite songs. Children become "crawl creatures" as they crawl one behind the other until the music stops. Start the music again and children crawl in the opposite direction.

Materials	
<input type="checkbox"/>	Starfall's Selected Nursery Rhymes
<input type="checkbox"/>	Picture Cards: apartment building, cabin, fire station, hospital, house, library, mobile home, park, post office, RV, shop

My neighbor brought me some soup for dinner last night. It was delicious!  
Your pal,  
Gingerbread Boy

**Social Studies**

Describes characteristics of where he or she lives and visits

Becomes aware of common symbols in the community

**Vocabulary**

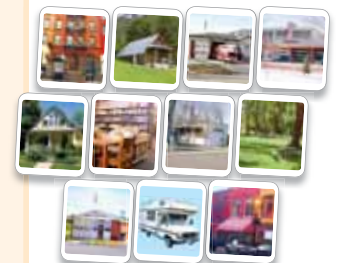
Discusses words and word meanings

## Introduce Neighbors and Community

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy said his neighbor brought him some soup. A neighbor is someone who lives near you.** (Children repeat, *neighbor*.) **Raise your hand if other people live on your street. They are your neighbors. Sometimes we call people who sit near us our neighbors because they are close to us. Turn to someone close to you and say, "Hi, neighbor!"**

Indicate *Nursery Rhymes* page 48, "Wee Willie Winkie." Say: **Wee Willie Winkie is in his neighborhood. What is he doing?** The children share observations. Continue: **Let's listen to this rhyme to find out more.**



Read the rhyme, then repeat as children join you.

Ask: **If Wee Willie Winkie ran through your neighborhood what would he see?** Discuss houses, apartment buildings, streets, cars, bikes, street signs, trees, children playing, people taking their pets for a walk, etc.

Say: **Your neighborhood is part of a community.** (Children repeat, *community*.) **How many of you live near a shopping mall? Post office? Playground? Places near your neighborhood are also part of your community.**

Individually indicate and discuss Picture Cards. Children tell which of these are found in their neighborhood community.

Center sign-up might take a little longer than usual today, as a new theme and Learning Centers are introduced.

### Wee Willie Winkie

*Wee Willie Winkie runs through the town,  
Upstairs, downstairs, in his night gown;  
Rapping at the windows,  
Crying through the lock,  
"Are the children all in bed?  
I'll have you know it's eight o'clock!"*

## LEARNING CENTERS

See Learning Centers for **Week 6**, pages 126-128. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness

Say: **Close your eyes and listen: tiger, top. Open your eyes. Say: tiger, top.** Children repeat, *tiger/top*. **Are tiger and top the same word or are they different words?** (different) **Right, they are different words. Listen again: ten, ten. Are ten and ten the same word, or are they different words? Let's try some more.** Continue with *baby/tap* and *toe/toe*.

### Materials

- Grandmother
- Starfall Sing-Along* Volume 2
- Picture Cards: *teacher, telephone, tent, tomato, toothbrush*
- Pocket chart



### Phonological Awareness

*Listens for beginning sounds*

*Identifies spoken words as same or different*

### Introduce /t/

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

Ask: **What is it, a car or a tent?** Children solve the riddle.

Indicate the Picture Cards. Say: **Here is a picture of a tent. Say, tent. Tent begins with /t/. Say /t/.** Continue with the remaining cards:

- **Teacher begins with /t/. Say, teacher. Say /t/, teacher.**
- **Telephone begins with /t/. Say, telephone. Say /t/, telephone.**
- **Toothbrush begins with /t/. Say, toothbrush. Say /t/, toothbrush.**
- **Say, tomato. What sound do you hear at the beginning of tomato?**

### Tent

*You take this camping.  
You have to put it together.  
You can sleep in it at night.  
You can make one in your house with blankets.  
It begins with /t/.*

Introduce *Sing-Along* Volume 2, Track 37: "Teddy Bear, Teddy Bear." Children sing and perform the actions in the song. Invite Grandmother to join in!

Say: **Listen to these words and tell which one begins with /t/. Ready? Teddy, or bear? Right, teddy begins with /t/. Say /t/. Children repeat, /t/. What sound does bear begin with? /b/ Children repeat, /b/.**

Say: **Let's pretend we are teddy bears. Ready? Teddy bears, teddy bears, touch your toes.** The children do this.

Say: **Say touch and toes.** (Children repeat *touch* and *toes*.) **Do you hear /t/ at the beginning of touch and toes? Say touch, toes, /t/. Children repeat, touch, toes, /t/. Let's try some more.**

Continue for each rhyme in "Teddy Bear, Teddy Bear." After each action is performed, ask children the sound they hear at the beginning of the target words. Reinforce the sounds rather than the letter names. Overemphasize /t/ as you state the words. (*turn two times, tap ten times, tiptoe ten times*)

Encourage children to listen for /t/ today!

## Story Time

### Introduce *Stone Soup*

Indicate "Mr. Bunny's Carrot Soup." Ask: **Who remembers what Mr. Bunny wanted to make? (carrot soup) What did he put in his soup? (carrots) What else do you think Mr. Bunny's friends added to the soup to make it tasty?**

Say: **Let's listen to a story about a different kind of soup. What kind of soup do you think it might be?**

Indicate the backpack. Say: **You can carry your books and toys in your backpack. Another word for backpack is knapsack.** (Children repeat, *knapsack*.) **I wonder what's inside this knapsack.** Accept guesses, then a volunteer opens the backpack and removes the three stones.

Display *Stone Soup*. Say: **Look at the cover of this book. The title is Stone Soup. This story was retold by Brandi Chase. The illustrator, or person who drew the pictures, is Annette Frei.**

Ask: **What do you notice about the way the people on the cover are dressed?**

Discuss the children's observations of the character's cloths. Continue: **This tells us that this story took place a long time ago, in a little village or neighborhood. A village is a small town. People who live in a village are called villagers.** Children repeat, *villagers*.

Read *Stone Soup*. Introduce the following vocabulary as it is encountered:

### Materials

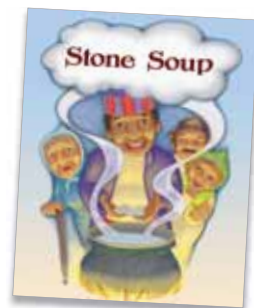
- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <i>Stone Soup</i> as told by Brandi Chase                                  |
| <input type="checkbox"/> | <i>The Little Red Hen and other Folk Tales</i> , "Mr. Bunny's Carrot Soup" |
| <input type="checkbox"/> | Three smooth stones in a backpack  |

### Vocabulary

Acquires new vocabulary

### Comprehension

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



<b>delicious</b>	something that tastes very good
<b>elderly</b>	an old person (Relate to the old woman in <i>The Gingerbread Boy</i> )
<b>kindling</b>	small pieces of wood used to make a fire



## Observe & Modify

If you would like an opportunity to observe the children during the story, play the audio CD which includes background music.

## Small Group & Exploration

### Materials

- Five smooth stones
- Five pennies per child
- Number Cards: 0, 1, 2, 3, 4, 5

### Introduce Money

Ask: **When you go to the grocery store, what do you need in order to buy the food?** (money)

Indicate the pennies. Say: **These are pennies. You can use these pennies to buy things at the store. If you were going to the store today what might you buy with all these pennies?**

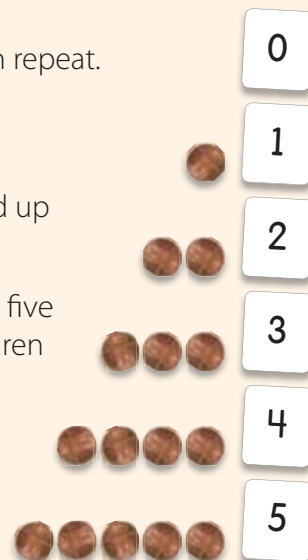
Distribute five pennies to each child. Say: **Let's count our pennies.** Touch each penny as you count.

Say: **Let's go shopping!** Indicate one smooth stone. Continue: **Each of your pennies is worth one cent. This stone costs one cent. If you want to buy this stone, how many pennies would you give me?** (one) **Right, one. Hold up one penny or one cent.** Repeat with two, three, four, and five stones. The children hold up the corresponding number of pennies to buy each.

Indicate the Number Cards. Say: **These numbers stand for zero, one, two, three, four, and five.**

- Indicate Number Card *one*. Say the number and children repeat.
- Children indicate one penny.
- Repeat for two, three, four, and five.
- Explain that zero means no pennies. Ask children to hold up no pennies!

Explain that you will hold up zero, one, two, three, four, or five stones, and that each stone is worth one penny. The children show you how many pennies they would need to pay for the stones.



### Social Studies

*Demonstrates an awareness of the uses of money*

### Math

*Recognizes numerals*

*Explores the use and meaning of currency and coins*

# Gathering

Review the names of the children who are present and those who are absent. Children place the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?**

A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar introduced on **Day 1**.

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

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

## Science

Makes and verifies predictions

## Social Studies

Begins to categorize time intervals



# Morning Meeting

## Warm Up Your Brain

Play any track of *Star Writers Melodies* and gently give the following directions:

- **Sit up tall, cross-legged on the floor. Put your palms together in front of your chest.**
- **Take a deep breath. Let it out slowly and relax.** (Repeat several times.)
- **Close your eyes and listen to the music.**

Materials	
<input type="checkbox"/>	<i>Star Writers Melodies</i>
<input type="checkbox"/>	<i>Starfall's Selected Nursery Rhymes</i> (Book and Audio CD)
<input type="checkbox"/>	Picture Cards: <i>apartment building, bookshelf, bus, cabin, house, houseboat, library, mobile home</i>
<input type="checkbox"/>	Pocket chart

I saw lots of different kinds of houses on my way to school. I live in a small house called a cottage. Where do you live?  
Love,  
Gingerbread Boy

## Social Studies

Describes characteristics of where he or she lives and visits

## Comprehension

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

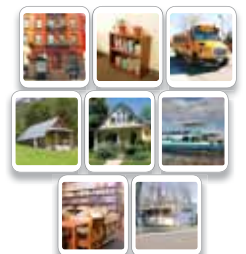
## Where We Live

Read and discuss Gingerbread Boy's message.

Indicate and identify Picture Cards: *house, bus, bookshelf, and library*. Ask: **Which picture shows a place someone might live?** (house) **Right, house. People ride in buses, put books on a bookshelf, and read in a library.**

Display Picture Cards: *apartment building, cabin, house, houseboat, and mobile home*. Say: **Here are some pictures that show different places families live.** Select the *cabin* card. Explain: **Here is a cabin. It is small like Gingerbread Boy's cottage.**

Identify and discuss each picture. Children come to the pocket chart and indicate which picture best shows where their families live.



Indicate *Nursery Rhymes* page 39, "There Was a Crooked Man."

Say: **This is a funny picture of a crooked man. Crooked means not straight. What else in this picture is crooked?**

Read the nursery rhyme. Children recall the objects and animals that were crooked.

Ask: **What do you think it would be like to live in a crooked house?** (pause) **What problems might people have if all their buildings and roads were crooked?**

Play *Nursery Rhymes* Audio CD Track 39. Children sing "There Was A Crooked Man."

### There Was a Crooked Man

*There was a crooked man,  
Who walked a crooked mile.  
He found a crooked penny  
And smiled a crooked smile.  
He bought a crooked cat,  
Which caught a crooked mouse,  
And they all lived together  
In a little crooked house.*

## LEARNING CENTERS

See Learning Centers for **Week 6**, pages 126-128. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Compound Words

Say: **Listen: tea, pot. Let's put those two words together: teapot. Now you try: tip, toe.** (Children respond, *tiptoe*.) **Here's another one: tooth, paste.** (Children respond, *toothpaste*.)

**Optional:** Provide a visual clue using two connect cubes to represent individual words. Draw the cubes together to indicate the compound word.

### Materials

- Grandmother
- Letter Card Tt
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Basket or bag

Tt

### Phonics

Focuses on letter names and shapes

### Phonological Awareness

Combines words to make a compound word

Listens for beginning sounds

### Print/Book Awareness

Distinguishes relationship between print and illustrations

## Introduce Tt

Say: **Grandmother found another nursery rhyme she would like us to learn.**

Indicate *Nursery Rhymes* page 46 "Twinkle, Twinkle, Little Star."

Read the nursery rhyme, then ask: **Did you hear any words that begin with /t/? Listen again.** Repeat the rhyme. Children identify *twinkle*. Grandmother says: **You are my shining stars. Can you stand up and twinkle like a star?**

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

Say: **Skywrite uppercase T.** (demonstrate) **Now, skywrite lowercase t.** (demonstrate) **Find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase T on your partner's back!** After they have done this several times, say: **Now write lowercase t.**



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

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

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

- Name each picture. Children repeat each name.
- Isolate the beginning sound. (Example: *tent*, /t/)
- Indicate each picture and the word beneath. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture and word. (Example: Point to the picture of the *tent*. Point to the word, *tent*.)

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

Play *Nursery Rhymes* Audio CD, Track 45. Children sing "Twinkle Twinkle Little Star." Invite Grandmother to sing along!

## Story Time

### The "Talking Stone"

Indicate the large stone. Say: **This is a special stone.**

**It is a Talking Stone! Long ago Native Americans used a Talking Stick or Talking Stone when they shared stories or ideas. It helped people listen more carefully to each other. Here's how it works.**

**I will hold the stone when I am talking. If you would like to share, raise your hand and I will give you the stone. The rest of us will be quiet listeners until you finish. Then you may hand the stone to another person to share. Do you think it is okay to throw the stone? Accept responses. Explain: It's not okay, to throw the stone because you would get hurt if it hit you. Let's practice.**

Children practice passing the stone to each other, gently.

Indicate *Stone Soup* while holding the stone. Say: **Here is the book we read yesterday.**

**Who can share something you remember from the story?** The children hold the stone as they share, then pass it to a volunteer. When all have shared, collect the Talking Stone.

Say: **As I read this story I asked myself how the visitor could make soup from stones. When I read on I learned that he wanted to trick the villagers by pretending to be able to make soup from stones. Let's listen to the story again to hear if anything good came from his trick.**

Read *Stone Soup*, then ask the following questions. Pass the Talking Stone to children who wish to share.

- **Why didn't the villagers want to share their food?**
- **What made them change their minds?**
- **What good thing happened to the villagers when they shared their food?**
- **Do you have any questions about the story?**

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | One large stone to be used as a class "Talking Stone" |
| <input type="checkbox"/> | <i>Stone Soup</i> as told by Brandi Chase             |

### Comprehension

*Recognizes cause and effect*

*Asks and answers appropriate questions about the story*

### Conversation

*Demonstrates knowledge of verbal conversational rules*

## Small Group & Exploration

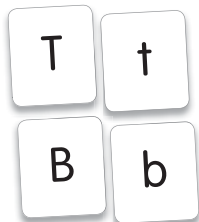
### Emergent Writing

*Writes own name*

### Phonics

*Focuses on letter names and shapes*

*Matches some letters to their sounds*



### Review *Tt* and *Bb*

Place a small amount of shaving cream on the table in front of each child. The children spread it around and finger paint *T*, *t*, *B*, and *b*. Encourage them to name the letters as they form them in the shaving cream.

Display the letter as you give each of these directions:

- Write two uppercase *T*'s.
- Write a big lowercase *t*.
- Write an uppercase *B*.
- Write three lowercase *b*'s.
- Write the letter that stands for /t/.
- Write the letter that stands for /b/.

Distribute individual Name Cards.

Children erase the letters and practice naming letters as they print their names in the shaving cream. Assist as needed.

### Materials

- Letter Cards: *T*, *t*, *B*, *b*
- Children's Name Cards
- Shaving cream
- Wipes/paper towels

**Gathering**

Review the names of the children who are present and those who are absent. Children place the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?**

A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar:

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

<b>Materials</b>	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day 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**

- The children twist at the waist with their arms stretched to the sides, then shout "1-2-3-4-5."
- They bend at the waist to touch their toes with both hands, and shout "1-2-3-4-5."
- They bend at the waist to touch their toes, first using their left hands to touch their right toes, then their right hands to touch their left toes.

<b>Materials</b>	
<input type="checkbox"/>	Starfall Sing-Along Volume 1
<input type="checkbox"/>	Chart paper, marker
<input type="checkbox"/>	Talking Stone

When I came to school this morning, I saw children on a bus, in cars, and on bikes! How did you get to school?  
Your friend,  
Gingerbread Boy

**"The Wheels on the Bus"**

Read and discuss Gingerbread Boy's message.

Explain that people drive on the streets of their communities to get from one place to another. Children share different vehicles in which they have ridden (bikes, cars, trucks, vans, school bus, city bus, train, subway, etc.), holding the Talking Stone as they share.

Say: **Let's make a list of the different ways people get from one place in their community to another.** Children respond using the Talking Stone. Write their responses on chart paper.

**The Wheels on the Bus**

*The wheels on the bus go round and round  
Round and round, round and round  
The wheels on the bus go round and round  
All through the town*

*The wipers on the bus go swish, swish, swish*

*The door on the bus goes open and shut*

*The horn on the bus goes beep, beep, beep*

*The driver on the bus says, "Step back please!"*

*The mommy on the bus says, "I love you!"*

*The daddy on the bus says, "Love you too!"*

**Social Studies**

Investigates ways that people form a community

**Emergent Writing**

Contributes to a shared writing experience or topic of interest

Line up chairs to create seating on a bus. Children sit in the chairs. Ask: **Can this many people fit inside a car or van?** Pause for responses. Explain: **No, we're on a bus! Let's count how many people are on our bus.**

Play *Sing-Along* Volume 1 Track 41 "The Wheels on the Bus" as children sing along. Make up actions to accompany the song.

## LEARNING CENTERS

See Learning Centers for **Week 6**, pages 126-128. After cleanup, the children gather to share their experiences.

### Circle Time

#### Phonological Awareness

Say: **Let's play a puzzle word game. I'll give you two parts of a puzzle and you put them together.**

**Ready? /t/-op** (top) **Let's try some more.**

Continue with /t/-ent and /t/-able.

#### Materials

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



#### Phonics

Focuses on letter names and shapes

#### Phonological Awareness

Listens for beginning sounds

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

#### Emergent Writing

Contributes to a shared writing experience

#### List Tt Words, ASL Tt

Children who brought pictures or items that begin with /t/ "show and tell."

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

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

Start with children's names that begin with *T*, then accept suggestions. Children circle *Tt* in their words after you write them.

Say: **We have learned the letter Tt and /t/. Let's learn to make the letter Tt with our fingers!** Indicate the Starfall American Sign Language Poster and demonstrate the American Sign Language sign for *Tt*. Say: **This is the letter Tt in sign language. Now you try it.** Children sign *Tt*.

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

#### Where Is /t/?

(Melody: "Where Is Thumbkin?")

Where is /t/? Where is /t/?

Here I am. Here I am.

*T* stands for /t/ in tent and tall

/t/ /t/ /t/, Tt, Tt, Tt

## Story Time

### Teacher's Choice: Neighborhood or Community

Choose your favorite neighborhood or community book to share with the children.

Introduce the title of the book and its author and illustrator. Discuss which is the front and which is the back cover. Picture-walk through the book as children use the illustrations to predict what will happen and identify the story's setting. Read the story as volunteers indicate where words begin on each page. Pause to briefly discuss new vocabulary as it is encountered.

#### Materials

- Teacher's choice of book about neighborhood or community

#### Oral Language & Vocabulary

*Acquires new vocabulary*

#### Comprehension

*Uses illustration clues to predict*

#### Print/Book Awareness

*Shows where reading begins on a page*

## Small Group & Exploration

### Create a Neighborhood Scene

Indicate several illustrations or pictures of neighborhoods from books or magazines. The children discuss what they see. Distribute black construction paper to each child. They use colored chalk or paints to create nighttime neighborhood scenes, then add star stickers to the night sky.

**Optional:** Spray chalk drawings with hair spray in a well ventilated location, without the children present, to set the chalk.

#### Materials

- Large black construction paper for each child
- Colored chalk or paints
- Star stickers
- Illustrations or pictures of neighborhoods from books or magazines
- Optional:** Hair spray

#### Social Studies

*Investigates ways that people form a community*

#### Creative Arts

*Creates original work*

#### Fine Motor Skills

*Uses writing and drawing tools*

**Gathering**

**Math**

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

**Science**

*Makes and verifies predictions*

Review the names of the children who are present and those who are absent. Children place the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?**

A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar.

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

**Materials**

- Attendance Board and Name Cards
- Weather Board and Weather Cards
- "Our Prediction" sentence strip
- Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

Have you ever noticed the signs in your neighborhood? I counted three stop signs on my way to school today!  
Your pal,  
Gingerbread Boy

**Social Studies**

*Becomes aware of common symbols in the community*

**Math**

*Recognizes basic two-dimensional geometric shapes*

**Morning Meeting**

**Warm Up Your Brain**

Use a drum or a table to set the beat for movement.

Direct children to:

- jump backwards
- walk in a zigzag
- move using tiny steps
- dance using big steps

Have fun and be creative!

**Materials**

- Drum (or something on which to keep a beat)
- Starfall Sing-Along* Volume 1
- Prepared shapes: circle, triangle, rectangle, octagon
- Safety Signs Picture Cards: *one way, railroad crossing, speed limit, stop, traffic light, yield*

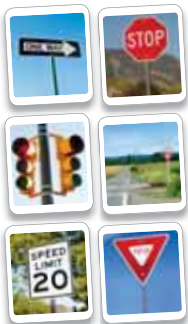
**Safety Signs**

Read and discuss Gingerbread Boy's message.

Indicate the Picture Card *stop*. Ask Gingerbread Boy if it looks like the signs he saw on his way to school.

Say: **This is a stop sign. It has the word stop on it. You can remember this sign because it is red and has eight sides. Let's count them.** Count the sides. **A shape with eight sides is called an octagon.** Children repeat, *octagon*.

Display all the prepared shapes. The children identify each shape.



Display the Safety Signs Picture Cards one at a time and discuss the meaning of each sign. The children match the shapes to the corresponding traffic signs.

Play *Sing-Along* Volume 1, Track 37. The children sing “Traffic Lights” and add appropriate actions. Repeat several times.

Challenge children to notice these signs on their way home.

## LEARNING CENTERS

See Learning Centers for **Week 6**, pages 126-128. After cleanup, the children gather to share their experiences.

## Circle Time

### Materials

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

### Phonological Awareness: Syllables

Say: **Let’s play a word game. Listen to these parts: *ti-ger*.** (Clap for each syllable.) **Let’s put them together: *tiger*.**

**Now you try: *tur-tle*.** (Children respond, *turtle*.) Repeat for *tur-key* and *to-ma-to*.

Ask: **What did you notice about *tomato*? Right, it has three parts! Let’s try it again, *to-ma-to*!**

### Introduce Final /t/

Indicate the list of *Tt* words from **Day 3**.

Say: **Let’s look at our list of *Tt* words.** Review the list. Ask: **Can you think of any other words you would like to add to the list?** Add *Tt* words the children share.

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

Ask: **Did you know that /t/ can be at the beginning of a word, and at the end of a word? Listen for /t/ in this word: *cat*.** (Emphasize /t/ at the end.)

**Now you say it: *cat*.** (Children repeat, *cat*.)

Say: **Listen to these words. If you hear /t/ at the end of the word, make the *Tt* hand sign.** Emphasize /t/ in the following words: *carrot, flat, soup, and nut*.

Grandmother says: **What do you notice about this word: *tent*?** Overemphasize the beginning and ending /t/. Continue: **Right, tent has /t/ at the beginning and the end! I will have a surprise for you tomorrow. It has something to do with a tent!**

### Phonological Awareness

*Counts syllables*

*Listens for beginning sounds*

*Isolates ending sound*

## Story Time

### Comprehension

Identifies story characters

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

Identifies sequence of events



### Stone Soup Characters

Indicate *Stone Soup*. Ask:

- **Who are the characters in this book?** (traveler, villagers or people in the village)
- **Does this story take place at a circus?** (pause) **School?** (pause) **Zoo?**
- **Did it take place inside a building or outside?**

Picture-walk through the book. Discuss the setting as children note details in the illustrations.

Display the Sequence Cards in random order in the bottom section of a pocket chart. Volunteers order the cards in the top section.

Picture-walk through the book as volunteers retell the story and determine if the Sequence Cards are in the correct order.

### Materials

- Stone Soup* as told by Brandi Chase
- Stone Soup* Sequence Cards
- Pocket chart

## Small Group & Exploration

### Design Collages

Children experiment with scissors to cut scrap paper into strips. (Demonstrate the proper way to hold scissors if necessary.) They glue the strips to construction paper to create designs, letters, or shapes.

Children use Shape Picture Cards to reproduce shapes.

### Materials

- Scissors for each child
- Prepared scrap paper, recycled greeting cards
- Construction paper in various colors
- Shape Picture Cards (optional)

### Creative Arts

Creates original work

### 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. Children place the appropriate Weather Card on the Weather Board.

Indicate the "Our Prediction" sentence strip. Ask: **Who can predict what the weather might be later today?** A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar.

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

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

**Math**

Verbally counts in sequence

**Science**

Makes and verifies predictions

# Morning Meeting

## Warm Up Your Brain

Play *Sing-Along* Volume 1 Track 41. Children sing "Wheels on the Bus" and do appropriate motions to accompany the song. .

Materials	
<input type="checkbox"/>	Starfall Sing-Along Volume 1
<input type="checkbox"/>	Picture Cards: ambulance, apartment building, bike, bus, cabin, car, fire station, hospital, house, houseboat, jeep, library, mobile home, police car, post office, school, truck, van
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Word Cards: vehicles, buildings
<input type="checkbox"/>	Starfall's Selected Nursery Rhymes Audio CD

I noticed a lot of buildings and vehicles in our neighborhood. The market is my favorite place to go!  
Love,  
Gingerbread Boy

**Vocabulary**

Discusses words and word meanings

**Math**

Sorts objects into categories

## Vehicles and Buildings

Read and discuss Gingerbread Boy's message.

Indicate *Nursery Rhymes* page 40, "To Market, To Market." Ask: **What do you see in this picture?** The children share their observations. Continue: **Someone is riding a motor bike. I wonder where she is going. Let's read to find out.**

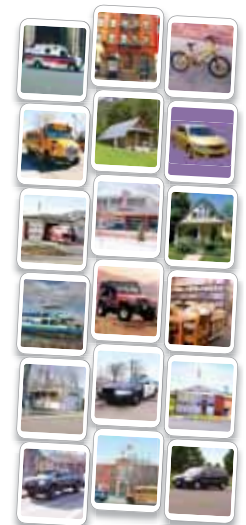
Read "To Market, To Market." Say: **A market is a place where people go to buy food and other things. Some markets are indoors, like grocery stores. Some markets are outside. How did the girl get to the market? What did she buy there?**

Indicate the two columns prepared on the pocket chart. Say: **Here are pictures of a vehicle and a building. A vehicle is something that takes you somewhere. A building is a place you can go into, like a house, a store, or a school.**

**To Market, To Market**

To market, to market  
to buy a fat pig;  
Home again, home again,  
jiggety-jig.

To market, to market,  
to buy a fat hog;  
Home again, home again,  
jiggety-jog.



Distribute the Picture Cards. Indicate two columns of the pocket chart.

- A volunteer brings his or her Picture Card forward.
- Name the Picture Card.
- The volunteer determines if the picture is of a vehicle or a building, places the card in the corresponding column, then chooses the next volunteer.

Repeat with remaining Picture Cards.

## LEARNING CENTERS

See Learning Centers for **Week 6**, pages 126-128. After cleanup, the children gather to share their experiences.

## Circle Time



### Phonological Awareness

*Listens for beginning sound*

### Social/Emotional Development

*Demonstrates increased flexibility, imagination and inventiveness*

*Works with others to solve problems*

### Phonological Awareness: Discriminating /t/

The children stand. Say: **Listen to these words. If I say a word that begins with /t/ stand on your tippy toes. If the word doesn't begin with /t/ sit down. Ready? Teeth!** (The children stand on their tippy toes.) **Right, teeth begins with /t/.** Continue with *two, paper, tree, top, and ball.*

### Materials

- Several sheets and/or blankets
- Grandmother
- Picture Cards: *teacher, telephone, tent, tomato, toothbrush*

## Review /t/

Indicate Grandmother. Say: **Grandmother brought a surprise for you.** Reveal the sheets and/or blankets.

Grandmother asks: **Do these look like a tent?** (Children respond.) **No, they don't look like a tent yet! It is your job to turn these sheets and blankets into a tent.**

Group children in teams of four or five to construct tents using sheets, blankets, tables, and chairs. Allow time for them to do so.

Gather children in a semi-circle. Volunteers name the Picture Cards *teacher, telephone, tent, toothbrush, and tomato*, as you place them on the floor.

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

Sing "Where Is /t/?"

### Where Is /t/?

*(Melody: "Where Is Thumbkin?")*

*Where is /t/? Where is /t/?*

*Here I am. Here I am.*

*T stands for /t/ in tent and tall  
/t/ /t/ /t/, Tt, Tt, Tt*

## Story Time

### Teacher's Literature Choice: Houses, Neighborhoods, or Soup

Indicate your choice of book and discuss its author and illustrator. Children discuss the illustrations and make predictions about the story as you pause to picture-walk through the book. Read the book and briefly discuss the characters, setting, and new vocabulary as it is encountered. Discuss any questions the children have about the story.

#### Materials

- Teacher's choice of book about houses, neighborhoods, or soup

#### Comprehension

*Identifies role of author/illustrator*

*Asks and answers appropriate questions about the story*

## Small Group & Exploration

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

# Week 7: Community Helpers

This week you will introduce the children to community helpers, firefighters in particular. They will learn to connect the concept of community helpers to their classroom helper responsibilities. The children will also:

- learn /n/ and identify initial and final /n/ words
- discover numbers in their environment
- experience when and how to call 9-1-1
- practice what to do in case of a house fire
- learn what makes a pair
- put words together to form compound words
- write a class thank you note
- practice rhyming words



Nn

## Starfall Books & Other Media

*A Day in the Life of a Firefighter* by Brandi Chase

*ABC for Gingerbread Boy and Me* by Starfall

"One Two, Tie My Shoe" Picture Cards

*Star Writer Melodies*

Starfall American Sign Language Poster

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

*The Cobbler and the Elves* as told by Brandi Chase



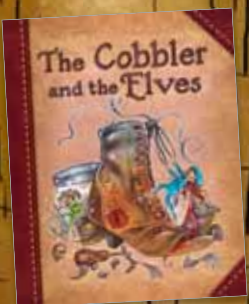
## Preparation

### Day One

*Morning Meeting* — Prepare a chart paper with the title "Our Community Helpers."

*Circle Time* — Have a net of some kind available to show the children before you read the "Net" riddle.

*Small Group* — Prepare one construction paper rectangle and two circles for each child to use to design fire trucks.



Day 1

### Day Two

*Morning Meeting* — Prepare a poster with “9-1-1” printed on it in large numerals, and have a toy cell phone or disconnected land line phone available.

*Story Time* — You will need a white bed sheet.

*Small Group* — Have the “Our Community Helpers” list from **Day 1** available.

### Day Three

*Small Group* — You will need non menthol shaving cream, or a whiteboard and a marker for each child in your small group and one for yourself. Black baby ankle socks make great whiteboard erasers, and can hold dry erase markers inside.

### Day Four

*Morning Meeting* — Have the Community Helper list from **Day 1** available.

*Small Group* — Cut apart the “One Two, Tie My Shoe” Picture Cards.



### Day Five

*Morning Meeting* — Write a note in response to the letter that the children wrote to the elves on **Day 4**. Pretend the letter is from the elves, and have it available to share.

*Story Time* — Choose a book about community helpers or careers to share. Suggestions include:

- *Career Day* by Anne Rockwell
- *Community Helpers from A to Z* by Bobbie Kalman
- *Jobs People Do* by Felicity Brooks

## Snack Suggestion

To provide an optional fire truck snack, use one and a half Graham crackers, one red jelly bean or gum drop, one licorice stick, several stick pretzels, and four small round crackers for each child. You will also need frosting or cream cheese with a few drops of red food coloring added.

## Outside Activity

Children form a large circle and play “Name It.” One child holds a rubber ball. The teacher names a category (numbers, letters, community helpers, girl’s names, boy’s names, kinds of candy, etc.). The child with the ball names an item that fits the category and bounces the ball to another child who does the same. Continue until the children have trouble naming items, then choose a different category.

I saw a fire engine yesterday. I might want to be a firefighter when I grow up. What would you like to be?  
Your pal,  
Gingerbread Boy

Day 2

Have you ever noticed that numbers are everywhere? I saw some numbers in the nursery rhyme. I love numbers!  
Love,  
Gingerbread Boy

Day 3

I would like to wear shoes, but I don't know where to buy shoes for a gingerbread boy! Do you?  
Your friend,  
Gingerbread Boy

Day 4

I love learning about community helpers. I want to be a forest ranger so I can help protect animals.  
Your pal,  
Gingerbread Boy

Day 5

I found the elves! They loved your thank you note. They wrote YOU a letter! I gave it to the teacher.  
Love,  
Gingerbread Boy

# WEEK 7

## Day One

## Day Two

<b>Gathering</b>	Predict weather Calendar Routine	Predict weather Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message "Our Community Helpers" <b>Vocabulary:</b> firefighter, community helpers, firehouse, hospital, library, post office, police car, librarian, police officer, postal worker	Gingerbread Boy's Message "This Old Man" Number awareness Calling 9-1-1 <b>Vocabulary:</b> emergency

### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Same/different "Net" riddle "Wynken, Blynken, and Nod" Introduce and listen for /n/	Phonological Awareness: Compound Words Introduce Nn  Initial /n/ words <i>ABC for Gingerbread Boy and Me</i>
<b>Story Time</b>	<i>A Day in the Life of a Firefighter</i>  Author/ Photographer "Five Little Firefighters"	<i>A Day in the Life of a Firefighter</i>  Introduce Meeting Place "Get Low and Go"
<b>Small Group &amp; Exploration</b>	Design fire trucks	Draw selves as community helpers/dictate sentences


## Day Three

## Day Four

## Day Five

Predict weather Calendar Routine	Predict weather Calendar Routine	Predict weather Calendar Routine
Gingerbread Boy's Message <i>Star Writer Melodies</i> "Cobbler, Cobbler Mend My Shoe" Pairs <b>Vocabulary:</b> cobbler, pair	Gingerbread Boy's Message Partner Share	Gingerbread Boy's Message Share Chair: Community Helpers Book

### LEARNING CENTERS

Phonological Awareness: Blend onset and rime <i>ABC for Gingerbread Boy and Me</i> Review initial /n/ pictures and words Introduce ASL sign for N Sing "Where Is /n/?"	Phonological Awareness: Discriminating /n/ Introduce /n/ in final position "Wynken, Blynken, and Nod"	Phonological Awareness: Same/Different Match upper and lowercase letters Review /n/ Play "What's missing?" Sing "Where Is /n/?"
<i>The Cobbler and the Elves</i> Title/author/illustrator <b>Vocabulary:</b> <i>astonished, frolicked, pranced</i>	<i>The Cobbler and the Elves</i> Write class thank you note to elves	Teacher's choice of book about community helpers/careers
Review Bb, Tt, Nn and /b/, /t/, /n/	'One, Two Tie My Shoe' Rhyming Words Match Picture Cards to Number Cards 	Complete projects or conduct observations and individual assessments

# WEEK 7

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

## Computer Center

**Activity** — Children listen to and follow along with *Starfall Talking Library*: “The Cobbler and the Elves” and/or “Stone Soup,” review /b/, /t/, and reinforce /n/ at ABCs: B, T, N.

### Interaction & Observation

- Continue to notice the children’s use of computers. Do they rely on your assistance or that of other children? Do they use the computer independently?
- By working in pairs or small groups, children not only learn computer skills from each other, they also develop their social skills.

### Materials

- Computers set up to access [more.Starfall.com](http://more.Starfall.com)
- Headsets

## Art Center

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Phonics

Focuses on letter names and shapes

**Activity** — Children search for *N* and *n* in magazines and use them to make *Nn* collages. Create a class book of these collages and place it in the Library Center.

### Interaction & Observation

- Notice if children are able to effectively hold and use art materials and tools. Work with children who need additional practice.

### Materials

- Recycled magazines

## Library Center

### Print/Book Awareness

Connects oral language and print

### Comprehension

Identifies sequence of events

**Activity** — Children read the available books and/or follow along with the audio versions.

They retell the stories or create their own using the flannel board and flannel board characters/objects.

### Interaction & Observation

- Listen to the children as they retell or create their own stories using the flannel board and flannel board characters/objects.
- Detect whether children understand story structure (beginning, middle, and end) and comprehend the stories.

### Materials

- Various versions of *Stone Soup* and *The Cobbler and the Elves* (some recorded)
- A Day in the Life of a Firefighter*
- Nursery rhyme books
- Books about cities and towns, traffic safety signs, firefighters and fire trucks
- Flannel board
- Flannel board characters/objects



## Dramatic Play Center

**Preparation** — Turn this center back into a household.

**Activity** — The children pretend to be families. They plan fire drills and practice safety procedures such as designating a family meeting place, and how to “get low and go.” They also use available (or pretend) props to act as firefighters who put out fires and check homes for inhabitants to save.

### Interaction & Observation

- Discuss pretend situations with the children.
- Notice their development in the use of props. Throughout the year you should see a progression from the use of realistic objects for what they are, to the ability to substitute words, actions or other objects as representations.

### Materials

- Household objects
- Fire hats and boots
- Oversized shirts (to use as firefighter jackets)
- Paper, pencils, crayons
- Clipboards
- Dollhouse and/or puppets

### Creative Arts

*Represents fantasy and real-life experiences through pretend play*

### Health & Safety

*Recognizes the danger of fire*

## Math Center

**Preparation** — Mount illustrations of buildings, fire stations and fire trucks near the center to provide visual stimulation.

**Activity** — Children use blocks to build a fire station and/or fire truck. They may also construct apartment buildings, stores, and homes to which they travel to put out fires.

### Interaction & Observation

- Block play provides children the opportunity to use their imaginations to recreate in concrete form what they may have seen and/or experienced.
- As you discuss the children’s constructions, ask questions that will lead them to talk about their experiences. Your interest in what the children construct will boost their vocabularies and increase their desire to communicate.

### Materials

- Picture books about cities and towns, fire trucks, firefighters

### Fine Motor Skills

*Demonstrates control, strength, and dexterity to manipulate objects*

### Social Studies

*Demonstrates knowledge about community workers and their roles*

## Writing Center

**Activity** — Children use Picture Cards to draw pictures of their favorite community helpers. They write the names of the helpers on their pictures.

Post the completed drawings in the Writing Center or on the classroom walls near the center.

### Interaction & Observation

- Praise the children’s attempts at drawing and writing.
- Developmentally, children are beginning to understand the different functions of pictures and words. They will later realize that words are symbols that represent ideas.

### Materials

- Community Helper Picture Cards
- Paper
- Pencils, crayons, markers

### Fine Motor Skills

*Uses writing and drawing tools*

### Emergent Writing

*Uses drawing to convey meaning*

*Uses scribbles/writing to convey meaning*



**Math Center****Fine Motor Skills**

*Demonstrates control, strength, and dexterity to manipulate objects*

**Science**

*Uses senses to explore*

**Preparation** — Place the water table or tub on a sturdy table. As the week progresses, add additional materials such as Ping-Pong balls, strainers, scoops, and spoons.

**Activity** — Children experiment and use their senses to explore the properties of water, pouring it from one container to others of varying shapes and sizes.

**Interaction & Observation**

- Pose questions to help focus the children's thinking and encourage problem solving. Examples: How many cups of water does it take to fill that container? What happens when you fill the container too full? How does the water feel?

**Materials**

- Water table or large rectangular plastic container or tub
- Several plastic containers of varying shapes and sizes
- Plastic smocks
- Water

**Math Center****Math**

*Recognizes numerals*

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

**Activity** — Children count to match the number of objects to the numbers on the cards.

**Interaction & Observation**

- Matching the number of objects to the Number Cards helps the children associate number symbols with specified quantities of objects.
- Observe the children to determine if they are using one-to-one correspondence to count the objects.

**Materials**

- Tubs of small blocks, toys, or math manipulatives
- Number Cards 1 through 5
- Picture Cards from "One, Two, Tie My Shoe"



**Gathering**

Review the names of the children who are present and those who are absent. Individually indicate the Name Cards of the children who are present. Ask: **Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

Children place the appropriate Weather Card on the Weather Board. Ask: **Who can predict what the weather might be later today?** A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Post or display the linear week calendar graph.

- Review that each box stands for a day of the week. Indicate and say each day aloud.
- Identify the school/home pictures that distinguish days the children are at school and days they stay home.
- Add Special Day Cards to birthdays or special events this week. A volunteer places a star or clothespin on the current day.

<b>Materials</b>	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

**Math**

*Uses ordinal numbers from first to fifth*

*Uses graphs and charts to answer questions*

**Science**

*Makes and verifies predictions*

**Morning Meeting**

**Warm Up Your Brain**

Children stretch and reach, following these directions:

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

<b>Materials</b>	
<input type="checkbox"/>	Picture Cards: <i>doctor, firefighter, firehouse, hospital, librarian, library, police officer, police car, postal worker, post office, school</i>
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Prepared "Our Community Helpers" chart paper
<input type="checkbox"/>	Marker
<input type="checkbox"/>	Bag or basket

I saw a fire engine yesterday. I might want to be a firefighter when I grow up. What would you like to be?  
Your pal,  
Gingerbread Boy

**Vocabulary**

*Discusses words and word meanings*

**Social Studies**

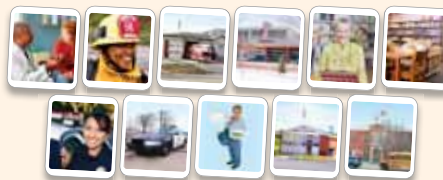
*Demonstrates knowledge about community workers and their roles*

**Emergent Writing**

*Contributes to a shared writing experience or topic of interest*

**Firefighters**

Read and discuss Gingerbread Boy's message.



Place the Picture Cards *doctor, firefighter, librarian, police officer, postal worker, and teacher* in a bag or basket. Say: **Firefighters are people who work in our community.**

Review the concept of community. Continue: **What might happen if there were no firefighters?** (discuss) **Because they help other people in the community, we call firefighters community helpers.**

Display the following Picture Cards in a pocket chart and identify them: *firehouse, hospital, library, post office, and police car.*

Ask: **In which of these places does a firefighter work?** (a firehouse) **Right, a firehouse. Here's a bag (or basket) of pictures of other community helpers. Let's see if we can match the community helpers to where they work.**

A volunteer closes his or her eyes and selects a Picture Card from the bag and identifies the picture. The child places the community helper Picture Card beside the place or object. Volunteers may help if necessary.

Indicate the "Our Community Helpers" chart paper and read the title. Say: **Let's write the names of some of the people who help us in our community. Who can name a community helper? I'll start. Firefighter!**

Begin the list with firefighter. Volunteers name other community helpers. Be sure to include librarian, police officer, and postal worker. If children have difficulty, provide clues to identify helpers such as nurse, dentist, teacher, trash collector, bus driver, crossing guard, veterinarian, etc.

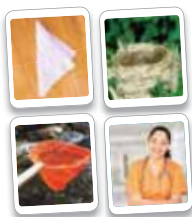
## LEARNING CENTERS

See Learning Centers for **Week 7**, pages 150-152. After cleanup, the children gather to share their experiences.

### Circle Time

#### Phonological Awareness: Same or Different

Say: **Listen to these three words: no, no, no. I said the same word three times. Now you say them.** (Children repeat, *no, no, no.*) **Listen to these words: no, no, yes. Two of these words are the same. One is different. Listen again for the word that is different: no, no, yes. Which word is different? Let's try another one. Listen: up, up, down. Which word is different?**



#### Phonological Awareness

Identifies spoken words as same or different

Listens for beginning sound

#### Materials

- Grandmother
- Starfall's Selected Nursery Rhymes*
- A net
- Picture Cards: *napkin, nest, net, nurse*
- Pocket chart

#### Introduce /n/

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

Children solve the riddle. Indicate the net. Ask: **What are nets used for?** (discuss)

Display the Picture Cards *net, nurse, napkin, and nest.*

#### Net

*I am made of rope or nylon.  
People use me to catch butterflies  
or scoop up fish!  
My name begins with the letter N  
What am I?*

Say: **Here is a picture of a net. Say, net. Net begins with /n/. Say /n/.**

- **Nurse begins with /n/. Say, nurse. Say /n/, nurse.**
- **Napkin begins with /n/. Say, napkin. Say /n/, napkin.**
- **Say, nest. What sound do you hear at the beginning of nest? Right, /n/.**

Say: **Listen to these two words. Which one begins with /n/? Ready? name, butterfly** (Children respond.) **Name begins with /n/. Say /n/.** (Children repeat, /n/.) **What sound does butterfly begin with? /b/**

Say: **Let's pretend to catch butterflies with imaginary nets.** (Children do this.) **Listen to these words. If you hear /n/ at the beginning, pretend to catch a butterfly. If you don't hear /n/ at the beginning, do nothing. Ready?**

Say the following words as children respond: *neighbor, nice, bear, house, napkin, nose, finger, neck, butterfly, and number.*

Overemphasize /n/ as you state the words.

Say: **Grandmother found a rhyme about a boy whose name is Nod. Nod begins with /n/. Say, /n/.**

Indicate *Nursery Rhymes* page 47, "Wynken, Blynken, and Nod." Ask: **Who can find the net in this picture? What do you think Wynken, Blynken, and Nod are trying to catch in their net? Let's read to see if you are correct.**

Read the rhyme. Repeat it as the children join in.

Say: **One of the character's names in our rhyme begins with /n/. Listen: Wynken, Blynken, Nod. Which one begins with /n/?**

Encourage children to listen for /n/ today!

#### **Wynken, Blynken, and Nod**

*Wynken, Blynken, and Nod one night  
Sailed off in a wooden shoe—  
Sailed on a river of crystal light,  
Into a sea of dew.*

*"Where are you going, and what do you wish?"  
The old moon asked the three.*

*"We have come to fish for the herring fish  
That live in this beautiful sea;  
Nets of silver and gold have we!"  
Said Wynken, Blynken, and Nod.*

*The old moon laughed and sang a song,  
As they rocked in the wooden shoe,  
And the wind that sped them all night long  
Ruffled the waves of dew.*

## Story Time

### ***A Day in the Life of a Firefighter***

Say: **Guess what community helper we will read about today. Here are some clues. This community helper helps people during emergencies, when they need help right away. He or she uses a special truck to get to the emergency and often uses water to help solve the problem. What community helper is it?**

Indicate *A Day in the Life of a Firefighter*. Say: **The title of this book is *A Day in the Life of A Firefighter*. It is a true story about firefighters. The author is Brandi Chase. There is no illustrator because this book uses *photographs*, or real pictures! The person who took the pictures is Barry Staver. He is a *photographer*.**

Picture-walk and display only the photographs. Children describe what happens in each photo.

#### **Materials**

- A Day in the Life of a Firefighter*  
by Brandi Chase



#### **Print/Book Awareness**

*Shows where reading begins on a page*

*Demonstrates directionality in print*

#### **Comprehension**

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

*Distinguishes between fiction and nonfiction*

Indicate the first text page. Ask: **What is different about this page? Right, there are words that tell about the photograph. Where do I begin reading?** (A volunteer indicates where the text begins.) **The words I read go across the page from one side to the other. When I get to the end of a line I go back to the beginning of the next line.** Demonstrate left to right and right to left directionality.

Read *A Day in the Life of a Firefighter*.

Say: **Let's pretend we are firefighters! Listen to this rhyme.**

Read "Five Little Firefighters." The children join in as you repeat the rhyme and add the actions.

Five children come forward and stand shoulder-to-shoulder. The class repeats the rhyme and performs the actions. Ask one firefighter to "go back to the fire truck" (return to the group), then repeat the rhyme, counting only up to four. Continue until all firefighters have returned to the group, counting one number less each time a firefighter leaves the line.

Repeat with five new firefighters.

### Five Little Firefighters

*Five little firefighters standing in a row.  
(Hold up five fingers.)*

*1, 2, 3, 4, 5, ready to go!  
(Wiggle fingers, 1, 2, 3, 4, 5.)*

*Hurry to the fire and give a shout  
(Run in place.)*

*Whoosh goes the water,  
(Pretend to hold a hose.)*

*The fire is out!  
(Wipe your brow!)*

## Small Group & Exploration

### Math

Recognizes basic two-dimensional geometric shapes

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Create Fire Trucks

Indicate a construction paper rectangle and circle and review the names of the shapes. Distribute a construction paper rectangle and two circles to each child. Say: **Earlier we read a book about a firefighter. How can we use these shapes to create fire trucks?** Volunteers respond.

Distribute a large sheet of construction paper to each child. The children glue the shapes to the large sheet of construction paper to create fire trucks. They use markers to add details. Encourage them to be creative by using any colors they wish.

**Optional:** Provide illustrations of a variety of fire trucks as models.

### Materials

- One construction paper rectangle, two small construction paper circles and a large sheet of construction paper for each child

**Gathering**

Review the names of the children who are present and those who are absent. Individually indicate the Name Cards of the children who are present. Ask: **Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

Children place the appropriate Weather Card on the Weather Board.

Ask: **Who can predict what the weather might be later today?** A volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction." Remember to check the prediction at the end of the day!

Review the weekly calendar.

- A volunteer (or the designated Calendar Helper) moves the star or clothespin to the next day.
- Together with the children, count the days they have been in school this week.
- Assist the children to count the days until a "home" day.
- Review the calendar for special events this week.

Materials	
<input type="checkbox"/>	Attendance Board and Name Cards
<input type="checkbox"/>	Weather Board and Weather Cards
<input type="checkbox"/>	"Our Prediction" sentence strip
<input type="checkbox"/>	Calendar Routine materials (linear calendar, star or clothespin, Special Day Cards)

**Math**

Uses ordinal numbers from first to fifth

**Science**

Makes and verifies predictions

**Morning Meeting**

**Warm Up Your Brain**

Indicate *Nursery Rhymes* pages 42 and 43, "This Old Man." Say: **Let's listen to the nursery rhyme, "This Old Man." When you hear the words "With a knick-knack, paddy whack, Give a dog a bone, This old man came rolling home." Stand up, turn around, and then sit down. Ready?**

Play *Nursery Rhymes* Audio CD, Track 42.

Materials	
<input type="checkbox"/>	Starfall's Selected Nursery Rhymes (Book and Audio CD)
<input type="checkbox"/>	Prepared 9-1-1 poster
<input type="checkbox"/>	Cell phone or disconnected land-line phone

**This Old Man**

*This old man, he played one;  
He played knick-knack on my thumb.  
With a knick-knack, paddy whack,  
Give a dog a bone;  
This old man came rolling home.*

- Two; shoe*
- Three; knee*
- Four; door*
- Five; hive*
- Six; sticks*
- Seven; heaven*
- Eight; gate*
- Nine; spine*
- Ten; once again*

Have you ever noticed that numbers are everywhere? I saw some numbers in the nursery rhyme. I love numbers!  
Love,  
Gingerbread Boy

**Math**

Recognizes numbers in the environment

**Health & Safety**

Discusses and utilizes appropriate health and safety procedures

**Dialing 9-1-1**

Read and discuss Gingerbread Boy's message.

Say: **Let's be number detectives. Where do you see numbers in our classroom?** (discuss) **Where can you find numbers in our community?**

Lead children to expand their awareness of numbers in their environment by providing examples such as addresses, phone numbers, and street signs. Other possible suggestions include license plates, telephones, computer keyboards, calendars, TV channels, and clocks.

Explain: **Numbers are very important. Look at this sign.** Indicate the 9-1-1 poster. **Here are three very important numbers. Say them with me: 9-1-1. If you have an emergency and need help from a firefighter or police officer you can dial 9-1-1 and someone will send help.**

Indicate the cell or land-line phone. Say: **It is important to only use the 9-1-1 number if it is an emergency. An emergency is when you need help right away.**

Present the following scenarios. Volunteers pretend to dial 9-1-1 if the situation is a true emergency, or shake their heads “no” if it is not.

- **Your sister hit you and you are mad at her.** (no)
- **Your friend falls out of a tree and is hurt badly and can't get up.** (yes)
- **You see fire coming out of your neighbor's house.** (yes)
- **Your dog or cat is not eating its food.** (no)
- **Someone is choking and no one is around to help.** (yes)
- **You want to practice dialing 9-1-1.** (no)
- **Your dad or mom falls and hits his or her head and can't talk.** (yes)
- **You don't have anyone to play with or talk to.** (no)

Provide an opportunity for children to practice further in the classroom. Volunteers choose an emergency and pretend to dial 9-1-1. Answer the call pretending to be the operator. Remind children to answer questions out loud rather than nodding or shaking their heads for yes or no questions, so the operator can hear their answers over the phone.



### Observe & Modify

Encourage parents to teach their children to use their cordless phones in emergencies, as phones may have different functions.

### LEARNING CENTERS

See Learning Centers for **Week 7**, pages 150-152. After cleanup, the children gather to share their experiences.



## Circle Time

### Phonological Awareness: Compound Words

Say: **Here are two cubes. I will put the two cubes together and say a word. Listen: firefighter.**

**There are two words in one: fire** (separate the cubes and raise one) **and fighter** (raise the second cube). **Let's put the words back together.**

Say *firefighter* and put the two cubes together.

Distribute two cubes or chips to each child. Say: **Put your cubes together.** (Children do this.) **Say firehouse. I hear two words in one! Let's take the word apart: fire** (raise one cube, children do the same) **house** (raise the other cube, children do the same) **firehouse. What should you do with your cubes now? Right, put them back together. Let's try some more.** Repeat for *neighborhood, newspaper, nighttime, and nutshell.*

### Materials

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

Nn

### Introduce *Nn*

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

**One *N* is uppercase and one is lowercase, but both letters are *Nn*.**

**The letter *Nn* stands for /n/ (n sound). Each time I touch the letter *Nn*, say /n/.**

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

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

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

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

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

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

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

### Phonics

*Focuses on letter names and shapes*

### Phonological Awareness

*Combines words to make a compound word*

### Print/Book Awareness

*Connects oral language and print*

## Story Time

### Social Studies

Recognizes his or her role as a member of a group

### Health & Safety

Recognizes the dangers of fire

Identifies basic safety rules

## Get Low and Go

Read to page 11 of *A Day in the Life of a Firefighter*.

Ask: **What kinds of emergencies do firefighters help with?** (buildings on fire, brush fires, rescuing animals, car accidents, etc.)

Say: **Let's pretend you are my children. We will have a family meeting. Ready?**

Continue: **Okay children, today let's talk about what we should do if there is a fire in our house. Come with me!** Take the children outside and away from the school building.

Say: **This is our family meeting place. If you smell smoke or see a fire in the house I want you to quickly get out of the house and come to this special meeting place. We will all meet here. We will call 9-1-1- once we are outside.** Pretend to call 9-1-1 and report the fire.

Say: **Oh no, I forgot my laptop! Is it okay to go back inside to get it? No, we never go back inside because it's not safe.** Be sensitive to the fact that pets are very important to children and they may have a difficult time understanding why they can not go back into the house to retrieve them.

Return to the classroom.

Say: **Sometimes you see smoke before you see the fire. Smoke can get inside your body when you breathe in, and it can make you cough. If you see a lot of smoke you need to get low and go! Let's practice.**

You and your assistant (or two child volunteers) hold a sheet low to the floor. Explain: **We'll pretend the sheet is smoke. You have to stay low to crawl under it.** Children crawl under the sheet and say, "Get low and go."

Remind children never to call 911 unless it is an emergency!

### Materials

- A Day in the Life of a Firefighter* by Brandi Chase
- A large white sheet

## Small Group & Exploration

### Emergent Writing

Dictates words and Uses drawing to convey meaning

### Social Studies

Demonstrates knowledge about community workers and their roles

## What I Want to Be

Review the list of community helpers. Each child chooses his or her favorite helper. The children draw pictures of themselves as the community helpers they chose. As children draw, they dictate sentences to explain something they will do as the community helper.

Children will share their drawings on **Day 5**. Put them together to make a class "Community Helpers" book, and place it in the Library Center for children to enjoy.

**Optional:** Use the Picture Generator to duplicate a large Gingerbread Boy. Children decide what community helper Gingerbread Boy could be, and dictate sentences to explain something Gingerbread Boy would do as a community helper.

### Materials

- Community helpers list
- Drawing paper
- Pencils, crayons, markers

## Gathering

Review the names of the children who are present and those who are absent. Individually indicate the Name Cards of the children who are present. Ask: **Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

Children place the appropriate Weather Card on the Weather Board.

Choose a volunteer to predict what the weather might be later in the day. The volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction."

Assist children to identify and mark today's date.

### Materials

- Attendance, Weather, and Calendar Routine materials

### Math

Uses ordinal numbers from first to fifth

### Science

Makes predictions

## Morning Meeting

### Warm Up Your Brain

Play *Star Writer Melodies*, any track. Remind children to take deep breaths as they follow your directions:

- **Sit up tall, cross-legged on the floor.**
- **Put your palms together in front of your chest.**
- **Take a deep breath.**
- **Let it out slowly and relax.**
- **Close your eyes and listen to the music.**

### Materials

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

I would like to wear shoes, but I don't know where to buy shoes for a gingerbread boy! Do you?  
Your friend,  
Gingerbread Boy

### "Cobbler, Cobbler, Mend My Shoe"

Read and discuss Gingerbread Boy's message.

Ask: **Where could Gingerbread Boy buy a pair of shoes?**

Indicate *Nursery Rhymes* page 23, "Cobbler, Cobbler, Mend My Shoe." Say:

**Maybe someone could make shoes for Gingerbread Boy. Here's a rhyme about a cobbler.** (Children repeat, *cobbler*.) **A cobbler is someone who makes and repairs shoes. Let's read about this cobbler.**

Read the rhyme. Children discuss the illustration.

Say: **Raise your hand if you are wearing shoes.** (Children raise their hands.) **Right, we all have shoes! Do our shoes look the same, or do they look different?** Partner children to compare their shoes.

Say: **Let's make a "human" graph! Look at your shoes. If your shoes have shoelaces, come to the front of the room and form a line. If you do not have shoelaces come to the front and form another line.**

### Cobbler, Cobbler, Mend My Shoe

*Cobbler, cobbler, mend my shoe,  
Get it done by half-past two.  
Stitch it up and stitch it down,  
And then I'll walk around the town.*

### Vocabulary

Acquires new vocabulary

### Math

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

Uses numbers to predict, estimate, and make realistic guesses

Compare the two lines and determine which has more children. Count the children in each line to determine which group is larger/smaller.

Say: **Look very carefully at your shoes. Do you notice that both of your shoes are the same? We call shoes that match a pair.** (Children repeat, *pair*.) **There are always two objects in a pair. Do you have one or two shoes?** (two) **Right, you have two shoes. That's a pair of shoes.** Children name other objects that come in pairs (socks, eyes, hands, ears, feet, legs, arms, etc.)

Children form a circle. Each child removes one shoe and places it in the center of the circle. Say: **When I call your name, go to the middle of the circle and find your matching shoe.** Children place their shoes back in the center of the circle, then pair up and find their partners' shoes.

Ask: **Who could fix your shoe if it is broken? Right, a cobbler!**

Play *Nursery Rhymes* Audio CD, Track 20. Children sing "Cobbler, Cobbler, Mend My Shoe."



## Observe & Modify

If all the children are wearing velcro shoes, change the criteria for the classification activity.

## LEARNING CENTERS

See Learning Centers for **Week 7**, pages 150-152. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Onset and Rime

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

Use *n-nine* (nine) and *n-ame* (name).

### List Nn Words, ASL Nn

Children who brought items (or pictures of items) from home which begin with /n/ "show and tell."

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

### Materials

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

#### Phonics

Focuses on letter names and shapes

#### Phonological Awareness

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

Listens for beginning sounds

#### Emergent Writing

Contributes to a shared writing experience



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

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

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

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

#### Where Is /n/?

(Melody: "Where Is Thumbkin?")

Where is /n/? Where is /n/?

Here I am. Here I am.

N stands for /n/ in nest and night

/n/ /n/ /n/, Nn, Nn, Nn

## Story Time

### Read *The Cobbler and the Elves*

Indicate *The Cobbler and the Elves* and identify the title, author, and illustrator.

Read the book without pausing to discuss the illustrations or identify new vocabulary.

Explain how cobblers made shoes very long ago, and now shoes are made in factories. Ask: **How do you know this story took place a long time ago? Do you think shoes are made by cobblers today? Why do you think shoes are made in large factories instead?**

Say: **There is an interesting word in this story. Watch my face when I say this word: *astonished*. *Astonished* means very surprised. Can you make an *astonished* face?** (Children do this.) **Do you think the cobblers were *astonished* to see their shoes finished? Why?**

Children discuss answers to the following questions:

- **Is this a true story or a pretend story?**
- **How did the elves help the cobblers?**
- **How did the cobblers help the elves?**
- **After the elves got their new clothes, they never returned again. Where do you think they went? What do you think they did?**

Say: **In the story the elves *frolicked* and *pranced* in a circle.** (Children form a circle.) ***Frolic* means to play with excitement and romp around. *Prance* means to bounce happily or spring up and down like a horse. Let's frolic and prance around the circle like the elves in the story.**

#### Materials

- The Cobbler and the Elves*  
as told by Brandi Chase

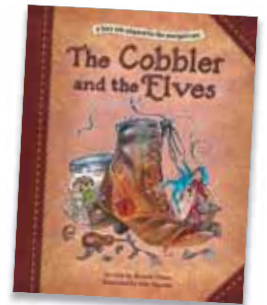
#### Comprehension

Distinguishes between fiction and nonfiction

Makes inferences

#### Vocabulary

Discusses words and word meanings



## Small Group & Exploration

### Phonological Awareness

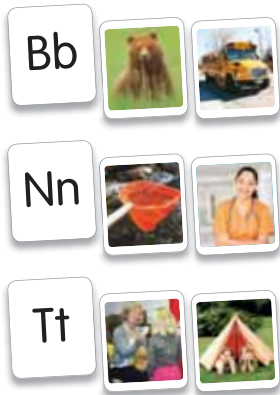
Listens for beginning sound

### Phonics

Matches some letters to their sounds

### Emergent Writing

Writes some letters on request



### Review *Bb*, *Nn*, and *Tt*

Indicate Letter Cards *Bb*, *Nn*, and *Tt*. Review the letters and their sounds.

Display and name the Picture Cards. Say: ***Bb* stands for /b/. Who can find a picture of something that begins with /b/?** Repeat for *Nn* and *Tt*.

Indicate and identify Picture Cards *bear*, *bus*, *net*, *nurse*, *teacher*, and *tent*. Say: ***Bb* stands for /b/. Raise your hand if you can find a picture of something whose name begins with /b/.** Volunteers identify *bear* and *bus*. Repeat for *Nn* and *Tt*.

Children practice writing *Bb*, *Nn*, and *Tt* using shaving cream or white boards and markers.

Indicate a Picture Card. A volunteer names the picture. Children write the letter that stands for the beginning sound. When they have done so, a volunteer names the correct letter.

### Materials

- Shaving cream or white boards with markers
- Letter Cards: *Bb*, *Nn*, *Tt*
- Picture Cards: *bear*, *bus*, *net*, *nurse*, *teacher*, *tent*

## Gathering

Review the names of the children who are present and those who are absent. Individually indicate the Name Cards of the children who are present. Ask:

**Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

Children place the appropriate Weather Card on the Weather Board.

Choose a volunteer to predict what the weather might be later in the day. The volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction."

Assist children to identify and mark today's date.

### Materials

- Attendance, Weather, and Calendar Routine materials

### Math

Uses ordinal numbers from first to fifth

### Science

Makes predictions

## Morning Meeting

### Warm Up Your Brain

Children place their left hands on their right shoulders. They turn their heads slowly to the right as if looking over their shoulders and they count to 10.

Next they place their right hands on their left shoulders and turn their heads slowly to the left and they count to 10.

They cross both arms (touching opposite shoulders), raise their chins up, they count to 10, and then clap three times.

### Materials

- Community Helpers list from Day 1

I love learning about community helpers. I want to be a forest ranger so I can help protect animals.  
Your pal,  
Gingerbread Boy

## Partner Sharing: Community Helpers

Read and discuss Gingerbread Boy's message.

Indicate and review the Community Helpers list from **Day 1**. The children form a circle. Say: **Here is our fish bowl. Today let's practice partner sharing. Who will be my partner?** (Choose a volunteer.) **Remember we need to sit criss-cross, knee to knee. Let's say that together.** (Children repeat, *criss-cross, knee to knee*.) **We will partner share about what community helper we would like to be when we grow up. I will be partner number one. I will look at my partner when I am talking. Ready? I want to be a veterinarian because I love animals. Now, it's my partner's turn. Tell me what you want to be and why.** Assist your partner to use this sentence stem: *I want to be a \_\_\_\_\_ because \_\_\_\_\_.*

Repeat with a different partner. Say: **I want to be a chef because I like to cook.**

Every other child in the circle sits in front of their neighbor. Say: **Clap once if you can hear me. Clap twice if you can hear me. If I tap you on the head you are partner number one.** (Tap each child on the inside of the circle.) **Partners number one, raise your hands. You will share first. Look at your partner and tell your partner what you want to be when you grow up and why.** Circulate to assist with language.

### Sentences & Structure

Uses sentences with more than one phrase

### Conversation

Demonstrates knowledge of verbal conversational rules

Demonstrates knowledge of nonverbal conversational rules

### Social Studies

Demonstrates knowledge about community workers and their roles

After a short time, say: **Clap once if you can hear me.** (Pause for claps.) **Clap twice if you can hear me. Now it's time for partner number two to share. Partners number two, raise your hand. Remember to look at your partner when you are talking.** After a short time, say: **Wiggle your nose if you can hear me. Let's give a rocket cheer for a doing a great job!**



## Observe & Modify

If you do not think your class is ready to partner share as a group, continue modeling using two children in the Fish Bowl.

## LEARNING CENTERS

See Learning Centers for **Week 7**, pages 150-152. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Discriminating /n/

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

Use: *neighbor, number, table, neck, nice, box, and nut.*

### Materials

- Grandmother
- List of *Nn* words from **Day 3**
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)

### Phonological Awareness

*Listens for beginning sound*

*Isolates ending sound*

### Introduce Final /n/

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

Add additional words as provided.

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

Ask: **Did you know /n/ can be at the beginning of a word *and* it can be at the end of a word? Listen for /n/ in this word: *can*.** (Emphasize /n/ at the end.) **Now you say it: *can*.** (Children repeat, *can*.)

Say: **Listen to these words. If you hear /n/ at the end of the word, make the *Nn* hand sign.** Emphasize /n/ in the following words: *man, top, fan, question, phone, Wynken, and Blynken*.

Grandmother says: **That makes me think of the nursery rhyme we learned this week, "Wynken, Blynken, and Nod." Wynken and Blynken end with /n/, and Nod begins with /n/. Can we read it again?"**

Read *Nursery Rhymes* page 47, "Wynken, Blynken, and Nod." Play *Nursery Rhymes* Audio CD, Track 47. Repeat and children join in.



## Story Time

### A Letter to the Elves

Play *Nursery Rhymes* Audio CD, Track 20. Children sing "Cobbler, Cobbler, Mend My Shoe."

Indicate *The Cobbler and the Elves*. Children retell the story.

Ask: **Did the elves do something nice for the cobbler? When someone does something nice for you, what do you say to them?** (thank you) **Right, thank you! Let's thank the elves for their kindness. We'll write them a thank you note.**

On chart paper write, "Dear Elves."

Children dictate sentences for the thank you note as you write their responses. Read the completed note.

Ask: **When you send a letter or a note to someone, what community helper delivers it to that person?** **Right, the postal worker.**

Gingerbread Boy whispers that he knows where the elves might live, and offers to deliver the thank you note to them.

#### Materials

- The Cobbler and the Elves*  
by Brandi Chase
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Chart paper, marker
- Gingerbread Boy

#### Emergent Writing

Contributes to a shared writing experience

When writing or dictating, uses appropriate writing conventions

#### Social Studies

Demonstrates knowledge about community workers and their roles

## Small Group & Exploration

### "One, Two, Tie My Shoe"

Indicate *Nursery Rhymes* page 30, "One, Two, Tie My Shoe." Children recite the rhyme together.

Say: **Raise your hand if you hear rhyming words. Let's see if we can remember them. I'll start, and you add the rhyming word. Let's try one.** You say: **One, two, tie my \_\_\_\_.** (Children say *shoe*.) Continue the rhyme as children supply the rhyming words.

Display the Number Cards in the pocket chart in columnar fashion. Distribute the Picture Cards. Indicate and say each number. Children repeat.

Explain: **I'll say a number. If you have the picture that rhymes with it, bring it to the pocket chart and place it next to the number.**

Remove Number Cards *two, four, six, eight, ten*, and the Picture Cards from the pocket chart. Shuffle the Number and Picture Cards. Use one Number Card or one Picture Card per child.

Say: **Look at your number or picture. Find the person with the number or picture that rhymes with yours. Place the cards in the pocket chart when you find your rhyming partner.**

#### Materials

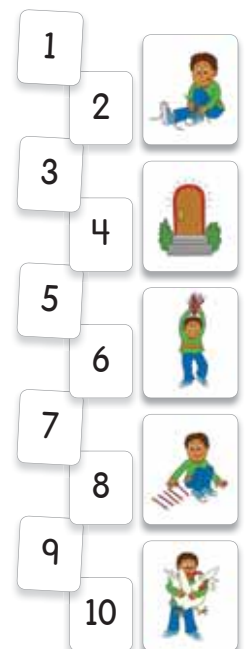
- Starfall's Selected Nursery Rhymes*
- Prepared "One, Two, Tie My Shoe" Picture Cards
- Number Cards 1-10
- Pocket chart

#### Math

Recognizes numerals

#### Phonological Awareness

Identifies rhyming words



## Gathering

**Math**

Uses ordinal numbers from first to fifth

**Science**

Makes predictions

Review the names of the children who are present and those who are absent. Individually indicate the Name Cards of the children who are present. Ask:

**Whose name is first?** Accept responses, then continue: **Whose name is second?** Continue until all names are called.

Children place the appropriate Weather Card on the Weather Board.

Choose a volunteer to predict what the weather might be later in the day. The volunteer chooses the appropriate Weather Card and shares the reason for his or her choice. Place the Weather Card under "Our Prediction."

Assist children to identify and mark today's date.

### Materials

- Attendance, Weather, and Calendar Routine materials

## Morning Meeting

### Warm Up Your Brain

Children do the "rocking chair." They:

- sit with their knees bent and feet flat on the floor
- place both arms behind their bodies with their hands on the floor for balance
- rock back and forth as in a rocking chair (feet leave the floor)

### Materials

- Letter from the elves
- Community Helpers Book
- Share Chair
- Grandmother
- Gingerbread Boy

I found the elves!  
They loved your thank you note. They wrote YOU a letter! I gave it to the teacher.  
Love,  
Gingerbread Boy

### Share Chair: Community Helpers

Read and discuss Gingerbread Boy's message.

Read the elves' letter to the children.

Grandmother says: **I wish the elves were here today. They would love your community helpers book. You did such a great job!**

Indicate the Community Helpers Book. Children take turns sitting in the Share Chair to share their pages. Help the children use complete sentences and add details when describing their drawings. Classmates give compliments after each child shares.



**Listening & Speaking**

Engages in agreed-upon rules for discussions

**Sentences & Structure**

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



## Observe & Modify

Children often have difficulty finding something to say about another child's work. Use Gingerbread Boy and Grandmother to model and/or assist with compliments.

# LEARNING CENTERS

See Learning Centers for **Week 7**, pages 150-152. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Same or Different

Say: **Listen to these three words: teacher, teacher, teacher. I said the same word three times. Now you say them.** (Children repeat, *teacher, teacher, teacher.*)  
**Listen to these words: teacher, firefighter, teacher. Two of these words are the same. One is different. Listen again for the word that is different: teacher, firefighter, teacher. Which word is different?**  
 (Volunteers respond.) **Let's try some more.**

Continue for *nurse/doctor/doctor, cobbler/cobbler/librarian*, and *dentist/dentist/nurse*.

### Materials

- Grandmother
- Letter Cards: *Bb, Nn, Tt*
- Uppercase Letters: *B, N, T*
- Lowercase Letters: *b, n, t*
- Pocket chart
- Picture Cards: *net, nurse, napkin, nest*

### Review *Bb, Tt, and Nn*

Place Letter Cards *Bb, Tt*, and *Nn*, in the top row of a pocket chart. Place the uppercase and lowercase letters face down at the bottom of the pocket chart.

Grandmother says: **Here are some letters we have learned.** (Indicate and name the letters.) ***Bb, Tt, Nn.* Let's play a matching game.** A volunteer reveals one of the face-down Letter Cards, names it, and places it under the matching upper or lowercase letter. Repeat until all cards have been matched.

Gather children in a semi-circle. Volunteers name the Picture Cards *net, nurse, napkin*, and *nest*, as you place them on the floor. Say: **Look closely at these items that begin with /n/. I will take one away and you tell which one it is. Ready? Close your eyes.**

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

Sing "Where Is /n/?"

#### Where Is /n/?

(Melody: "Where Is Thumbkin?")

Where is /n/? Where is /n/?

Here I am. Here I am.

N stands for /n/ in nurse and nest

/n/ /n/ /n/, Nn, Nn, Nn

### Phonological Awareness

Identifies spoken words as same or different

### Phonics

Focuses on letter names and shapes

Matches some letters to their sounds



## Story Time

### Materials

- Teacher's choice of book about careers or community helpers

### Teacher's Literature Choice: Community Helpers

Indicate your choice of book and discuss its author and illustrator. Discuss the illustrations and volunteers make predictions about the story as you picture-walk through the book. 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 pausing briefly to introduce new vocabulary as it is encountered. Discuss the story as you read.

#### Comprehension

*Uses illustration clues to predict*

*Identifies role of author/illustrator*

#### Social Studies

*Demonstrates knowledge about community workers and their roles*

#### Vocabulary

*Acquires new vocabulary*

## Small Group & Exploration

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

# Here We Go Round the Mulberry Bush

## Story Sequence Cards





Here We Go Round the Mulberry Bush

Starfall Pre-K



Here We Go Round the Mulberry Bush

Starfall Pre-K



Here We Go Round the Mulberry Bush

Starfall Pre-K



Here We Go Round the Mulberry Bush

Starfall Pre-K

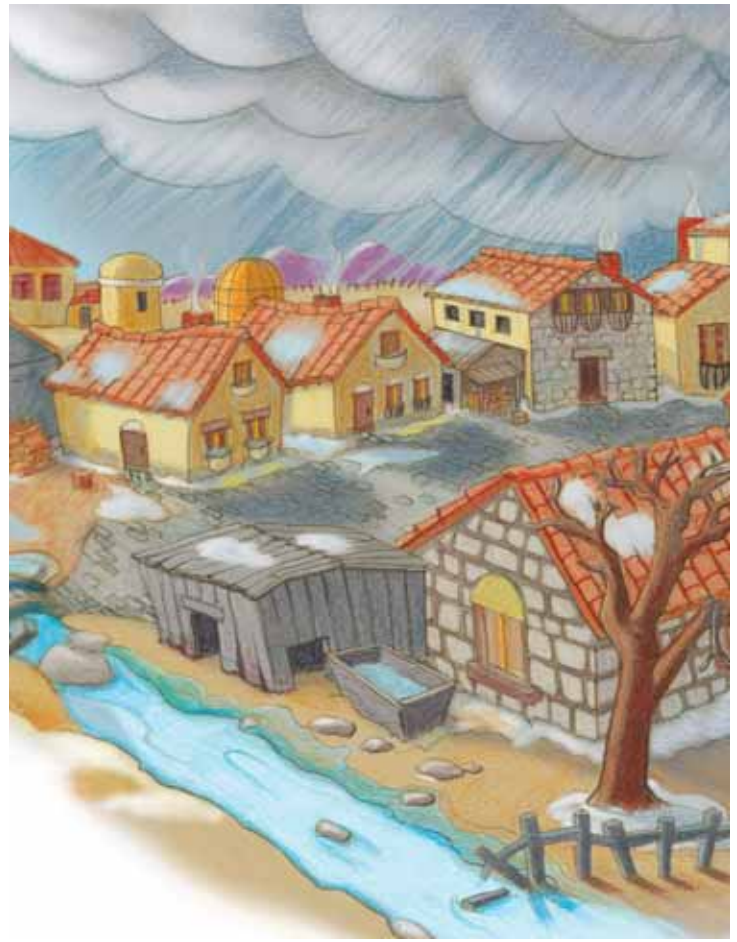
# Stone Soup

Story Sequence Cards



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Unit 2 Week 6



Stone Soup

Starfall Pre-K



Stone Soup

Starfall Pre-K



Stone Soup

Starfall Pre-K



Stone Soup

Starfall Pre-K



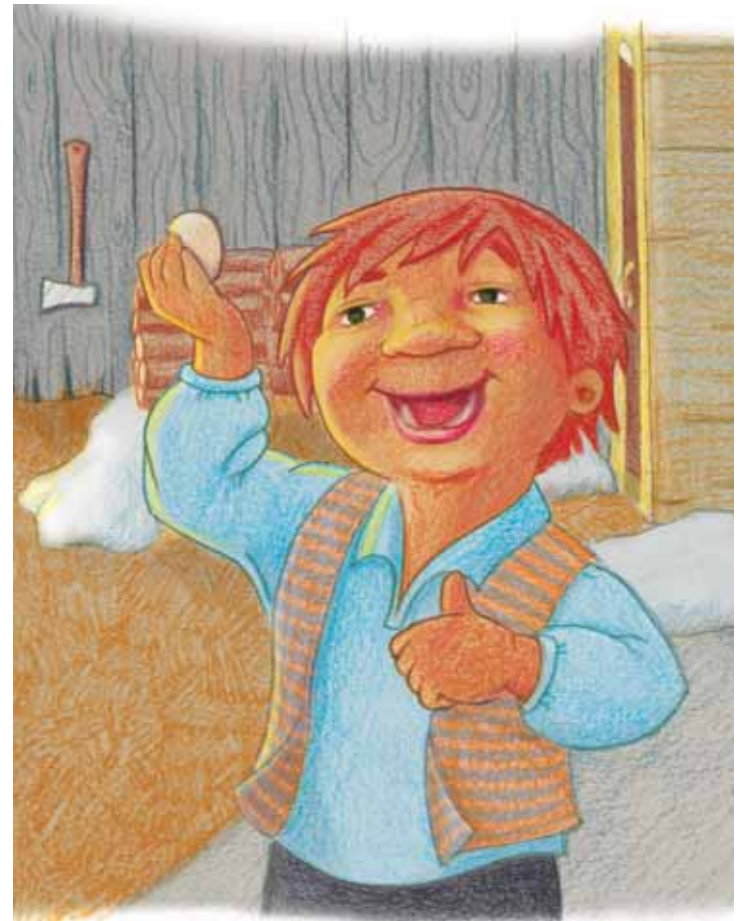
Stone Soup

Starfall Pre-K



Stone Soup

Starfall Pre-K



Stone Soup

Starfall Pre-K



# "One, Two, Tie My Shoe"

## Story Sequence Cards



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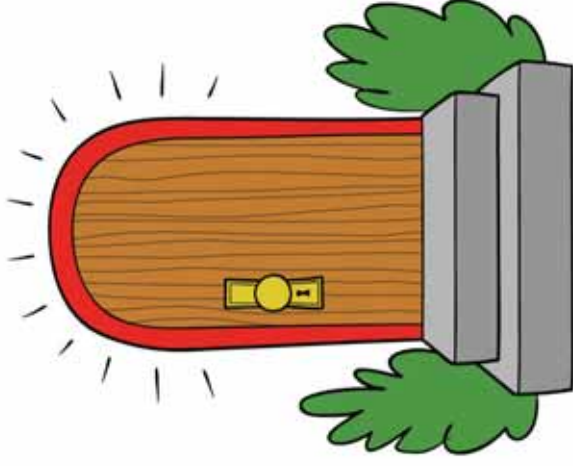
Unit 2 Week 7

"One, Two, Tie My Shoe"

Starfall Pre-K

"One, Two, Tie My Shoe"

Starfall Pre-K



"One, Two, Tie My Shoe"

Starfall Pre-K

"One, Two, Tie My Shoe"

Starfall Pre-K

"One, Two, Tie My Shoe"

Starfall Pre-K