

**Starfall**

**Pre** **K**

**Teacher's Guide**

# ***The Great Outdoors***



**Unit** **4**

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# Week 11: Observing the Weather

This week you will introduce the children to various types of weather, experiment with predicting what the wind will and won't blow, and conduct an experiment to create a cloud. The children will also:

- learn /l/ and identify initial and final /l/ words
- create graphs and interpret the results
- segment and blend words together to form compounds
- review letters *Aa, Bb, Nn, Pp, Ss, Tt* and their sounds
- blend letters to form words
- practice creating AB and ABC patterns
- clap words in sentences
- learn about different types of thermometers and how they work

## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me* by Starfall

*Star Writer Melodies*

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

*Starfall Sing-Along Volume 1*

*Thermometers* by Stephen Schutz

Weather Cards

*Who Likes the Rain?* adapted from the poem by Clara Doty Bates

*Who Likes the Rain?* Picture Cards



## Preparation

### Day One

*Morning Meeting* — Prepare your choice of music for “Freeze.” Prepare a sentence strip that reads: *I know this is \_\_\_\_\_ because \_\_\_\_\_.* Leave enough room in the first blank space for a Weather Picture Card.

*Story Time* — Prepare a chart paper graph titled “Who Likes the Rain?” Write “Yes” and draw a smiley face next to it as a heading on the left side, and “No” with a sad face next to it as a heading on the right side to form two columns.

### Day Two

*Morning Meeting* — You will need these materials for today's cloud experiment: tape, a match, hot tap water, ice cubes in a plastic bag, a glass jar, and a piece of black paper cut to fit around the outside bottom third of the jar.

*Story Time* — Have the “Who Likes the Rain?” graph from **Day 1** available.

*Small Group* — You will need a clothespin and a paper plate (sectioned into fourths) for each child.



**Day Three**

*Morning Meeting* — You will need a cotton ball for each child, and a large bowl of water.

*Story Time* — Prepare a chart paper titled “The many ways rain is important.”

Select your choice of book about rain to share. Suggestions include:

- *Just a Thunderstorm* by Gina and Mercer Mayer
- *Mushroom in the Rain* by Mirra Ginsburg
- *Olivia and the Rain Dance* by Maggie Testa
- *Rain Talk* by Mary Serfozo

**Day Four**

*Morning Meeting* — Prepare a chart paper graph with the title “Will the Wind Blow it?” Write “Yes” as a heading on the left side, and “No” as a heading on the right side, forming two columns. Have a portable fan and objects such as a feather, a straw, a tissue, a piece of paper, a marker, a pencil, scissors, a balloon, and a small toy on hand.

*Circle Time* — Have the list of *LI* words from **Day 3** available.

*Story Time* — Gather several different types of thermometers to introduce.

*Small Group* — Fill a spray bottle with watered down blue tempera paint.

**Day Five**

*Story Time* — Choose a book about the weather to share with the children. Suggestions include:

- *Little Cloud* by Eric Carle
- *Oh Say Can You Say What’s the Weather Today?* by Tish Rabe
- *Weather Words and What They Mean* by Gail Gibbons
- *What’s The Weather?* by Jo Moon

**Looking Ahead**

In preparation for transitioning to a full month calendar in **Week 12**, you will need a month calendar chart. Send an email or note to parents informing them that the children should wear or bring pajamas and a favorite stuffed animal to school on **Day 2 of Week 12**. **Optional:** Purchase glow in the dark stars and affix them to your classroom ceiling.

**Snack Suggestion**

Create ladybug snacks by spreading jam or jelly on mini rice cakes. Children add raisins for spots and a grape for the head.

**Outside Activity**

Using crepe paper strips or streamers, the children run around a play area to experience how wind moves the paper.

Partner children and give each pair a feather. Children blow on the feathers to keep them from touching the ground. Explain that when we blow air out of our mouths it is like the wind.

**Gross Motor Skills**

*Combines a sequence of large motor skills*

*Moves with balance and control*

I like to watch the rain. What’s your favorite kind of weather?

Your pal,  
Gingerbread Boy

I loved the poem “Who Likes the Rain?” Can you add my name to your graph under ‘Yes?’

Love,  
Gingerbread Boy

I loved the cloud experiment. Have you ever watched clouds move in the sky?

Your friend,  
Gingerbread Boy

I love the wind! If we didn’t have wind, kites wouldn’t fly! Have you ever flown a kite?

Your pal,  
Gingerbread Boy

I have learned so much about weather this week! Try to solve the weather riddles I wrote.

Love,  
Gingerbread Boy




# WEEK 11

## Day One

## Day Two

<b>Gathering</b>	Predict and forecast weather Calendar Routine	Predict and forecast weather Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message Identify different types of weather "What's the Weather?" <b>Vocabulary:</b> cloudy, rainy <b>Review:</b> sunny, windy, snowy, foggy	Gingerbread Boy's Message Interpret "Who Likes the Rain?" graph Cloud experiment

### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Rhyming words Introduce and listen for /l/ "Ladybug" riddle Introduce left "Looby Loo"	Phonological Awareness: Compound words Introduce <i>ll</i> <i>ABC for Gingerbread Boy and Me</i> List Initial /l/ words
<b>Story Time</b>	<i>Who Likes the Rain?</i> Graph who likes rain and who doesn't 	"It's Raining, It's Pouring" <i>Who Likes the Rain?</i> Picture Cards 
<b>Small Group &amp; Exploration</b>	<i>Who Likes the Rain?</i> <i>Who, Where, What, Why, and How</i> 	Draw and label weather pictures Weather plates


## 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 Water's effect on weather Cause and effect	Gingerbread Boy's Message "Will the Wind Blow It?" graph Predict whether wind will or will not blow objects	Gingerbread Boy's Message Weather Picture Card Riddles "What's the Weather?"

### LEARNING CENTERS

Phonemic Awareness: Blend CVC words  List words that begin with /l/  Introduce ASL sign for L  Sing "Where Is /l/?"  Review Bb, Nn, Pp, Ss, Tt	Phonological Awareness: Count words in sentences  Introduce final /l/	Phonological Awareness: Rhyming words  Initial /a/, /b/, /n/, /p/, /s/, /t/, /l/  Sing "Where Is /l/?"
Teacher's Literature Choice: Rain List ways rain is important	<i>Thermometers</i>   How thermometers work  <b>Vocabulary:</b> nonfiction, thermometers	Teacher's Literature Choice: Weather
Use Weather Picture Cards to create AB and ABC patterns	Rainy day pictures	Complete projects or conduct observations and individual assessments

# WEEK 11

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

### Phonics

Focuses on letter names and shapes

## Computer Center

**Activity** — Children enjoy *Nursery Rhyme Videos*: “Eensy Weensy Spider,” *It’s Fun to Read: Poetry*, “If I Could Touch the Sky,” and *Colors*: “Rainbow.” They also review /b/, /t/, /n/, /s/, /a/, and /p/, and reinforce /I/ at ABCs: S, B, T, N, A, P, and L.

### Interaction & Observation

- Engage children in conversation about the letters on which they are working by asking questions such as: Are there other animal names that begin with the same sound as bear? What do you click to get back to the alphabet to choose another letter? How is P different from B?

### Materials

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

## Art Center

### Creative Arts

Creates original work  
Shows care and persistence in a variety of art projects

### Math

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

**Activity** — Using pictures as models, children paint pictures of ladybugs to decorate the classroom during their study of the great outdoors. Display paintings on black craft paper cut a few inches larger than the paintings for an art gallery effect on the classroom walls.

### Interaction & Observation

- Offer options as the children paint, draw and create.
- Engage them in conversation about their ladybug paintings by asking questions such as: How many ladybugs did you paint? How did you decide how many ladybugs to paint? How many spots does your ladybug have?
- Praise accomplishments and celebrate the children’s work. Invite other classes to visit and appreciate the ladybug art gallery.

### Materials

- Art paper
- Tempera paint (black and red)
- Paintbrushes, water
- I/Wall Card showing ladybugs
- Ladybug books and pictures

## Library Center

### Print/Book Awareness

Connects oral language and print

### Motivation for Reading

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

**Activity** — The children read along and listen to *Who Likes the Rain?* and *Thermometers* after the books are introduced. They also enjoy picture books (including audio versions) from your classroom or school library relating to weather and various types of thermometers.

### Interaction & Observation

- Add soft pillows, a small lamp, and other stuffed animals for children to hold as they listen to stories.
- Add interest by placing Gingerbread Boy in this center occasionally so that children can read or share books with him.
- Sit down with children and engage them in conversations about their favorite books, favorite characters, and what they liked about the stories.

### Materials

- Who Likes the Rain?*  
(Book and Audio CD)
- Thermometers*  
(Book and Audio CD)
- Books about weather/  
thermometers



## Dramatic Play Center

**Preparation** — Change this center to serve as a weather station.

**Activity** — Children become TV weather reporters, using pointers to reference maps on the wall, a table and chairs for reporting the weather, and papers on the desk to write on and read from.

### Interaction & Observation

- Guide children in creating language-rich play scenarios as each unit theme is introduced, by playing a role in their dramatic play interaction.
- After modeling roles, provide time for children to create their own play scenarios.

### Materials

- United States or state maps
- Pointer
- Small table for weather desk and chairs
- Adult clothing
- Toy or pretend microphone

### Creative Arts

*Engages in cooperative pretend play with other children*

### Social Studies

*Develops a beginning understanding of maps as representations of actual places*

## Construction Center

**Activity** — The children build roads, ramps, highways, parking garages, and homes. They also make signs for their buildings and highways. (“I-40,” “Park Here,” “Truck Stop”)

Take pictures of the children’s buildings and roads and tape them on the wall in this center.

### Interaction & Observation

- Props such as vehicles stimulate creative construction as well as extend and enrich children’s language. Signs and labels on finished constructions also help children to see real use of written language.
- Expand learning potential with questions and comments such as: Do you think this truck will fit through your garage door? Will the cars go under the bridge or over the bridge? Will the building fall down if we put this big block on top?

### Materials

- Small cars, trucks, other vehicles
- Various sizes and shapes of building blocks
- Paper, pencils

### Social Studies

*Becomes aware of common symbols in the community*

### Fine Motor Skills

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

## Writing Center

**Activity** — Using Weather Cards as models, children draw and color pictures of their favorite type of weather (sunny, rainy, snowy, etc.). They also write or dictate a sentence about their pictures.

### Interaction & Observation

- Encourage creative expression that relates to experiences which are particularly meaningful to the individual child.
- Nurture language development as you help children record their thoughts through dictation and beginning writing.

### Materials

- Manila drawing paper
- Pencils, crayons, markers
- Weather Cards

### Emergent Writing

*Uses scribbles/writing to convey meaning*

*Uses drawing to convey meaning*



## Discovery Center

### Science

Investigates states of matter

Shows curiosity by asking questions and seeking information

Uses tools and equipment to explore objects

**Activity** — Children experiment with ways to make rain by pouring water through strainers, colanders, etc. with holes in various sizes.

### Interaction & Observation

- Water play is soothing for children, as they don't have to worry about a final product. They can relax and center their attention on the task of simply exploring and enjoying the properties of water.
- Discuss the size of the "raindrops" with children as they experiment.
- Encourage the children to think and talk about what they are doing and seeing.

### Materials

- Variety of strainers, sifters, colanders, small tea strainers, and empty salt and pepper shakers
- Water table

## Math Center

### Math

Duplicates identical patterns with at least two elements

Describes objects according to characteristics or attributes

Uses rules to create and extend repeating patterns

**Activity** — Children use various manipulatives and work together or alone to create ab/ab/ab patterns in two colors, then abc/abc/abc patterns in three colors.

### Interaction & Observation

- Ask key questions as children work with beginning patterns, such as: What would come next in this pattern? Can you show me more of this pattern? How could you read this pattern? (red/blue, red/blue) What is another way to read this pattern? (ab/ab/ab)
- To gather information regarding how children understand and extend patterns, begin a simple pattern and children chant the pattern as they copy it. Encourage them to continue the pattern for the length of the table, or their arms, etc.
- As children grasp the ab/ab/ab sequence, extend the pattern.

### Materials

- Interlocking cubes, links or small wooden blocks in various colors



**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 for *Today's Weather, Our Prediction, and Tomorrow's Weather Forecast.*

Review the names of the days of the week. Children identify and mark the date.

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

**Math**

Uses graphs and charts to answer questions

**Science**

Observes and describes the weather and how it changes

**Morning Meeting**

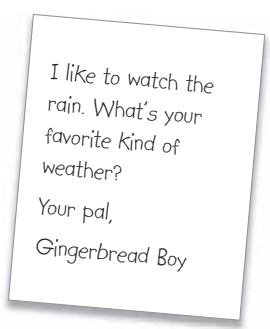
**Warm Up Your Brain**

Play "Gingerbread Boy Says" (a variation of "Simon Says").

Use the following sample actions and/or add some of your own. Children listen for the words "Gingerbread Boy Says" before deciding whether or not to perform the actions.

- **Cross your arms, rest your right hand on your left shoulder and your left hand on right shoulder.**
- **Twist at your waist several times.**
- **Hop up and down ten times. Count as you hop.**
- **Do five jumping jacks. Count as you jump.**

Materials	
<input type="checkbox"/>	Starfall Sing-Along Volume 1
<input type="checkbox"/>	Weather Picture Cards: <i>cloudy, cold, cool, foggy, rainy, snowy, sunny, windy</i>
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Prepared sentence strip



**Science**

Observes and describes weather and how it changes

**Sentences & Structure**

Uses sentences with more than one phrase

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

**Introduce Weather**

Read and discuss Gingerbread Boy's message.

Say: **Listen carefully for the different kinds of weather in this song.**

Play *Sing-Along Volume 1 Track 40 "What's the Weather?"* Name the Weather Cards as you place them in the middle pocket of a pocket chart.

Place the prepared sentence strip in the top row of the pocket chart.

Say: **Here is a sentence that has blanks. It says: I know this is (blank) because (blank). Read with me.** Children read, *I know this is (blank) because (blank).*

Say: **Let's fill in the blanks to finish the sentence. I'll go first.**

Select the Weather Card *foggy*. Place the Weather Card in the blank. Say: **Read the sentence with me.** Read *I know this is foggy because* with the children.

Say: **The sentence is still not finished. Let's look at the Weather Card to get an idea of how to finish it. I know! I know this is foggy because Gingerbread Boy is standing in a low cloud.**

Remove the Weather Card. Say: **Now it's your turn to finish the sentence.**

Volunteers repeat the procedure using the remaining Weather Cards. Classmates assist as necessary.



# LEARNING CENTERS

See Learning Centers for **Week 11**, pages 254–256. After cleanup, the children gather to share their experiences.

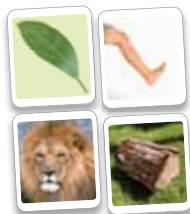
## Circle Time

### Phonological Awareness: Rhyming Words

Indicate *Nursery Rhymes* page 20. Read “Rain, Rain.”

Say: **Listen again for the words that rhyme.**

Repeat the nursery rhyme again emphasizing the words *away*, *day*, and *play*. Say: **Away, day, and play rhyme.** Read the rhyme a third time and leave off these words. Children chime in to complete the lines.



#### Phonological Awareness

Identifies rhyming words

Listens for beginning sounds

#### Phonics

Matches some letters to their sounds

#### Gross Motor Skills

Distinguishes left from right

### Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Picture Cards: *leaf, leg, lion, log*
- Pocket chart
- Washable marker
- Starfall's Selected Nursery Rhymes*

### Introduce /l/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.** Grandmother reads “Ladybug.” The children identify the ladybug to solve the riddle.

Indicate Picture Cards *leaf, leg, lion* and *log*. Say: **Here is a picture of a lion. Say, lion. Lion begins with /l/. Say /l/.**

- **Leaf begins with /l/. Say, leaf. Say /l/, leaf.**
- **Leg begins with /l/. Say, leg. Say /l/, leg.**
- **Say, log. What sound do you hear at the beginning of log? Right, /l/.**

Say: **Listen to these two words and tell which one begins with /l/: lion, puppies.** (Children respond, *lion*.)

**Right! Lion begins with /l/.** (Children repeat, /l/.)

**Listen again. Which one begins with a /l/: ball, lamb.** (Children respond, *lamb*.)

Say: **Let's pretend we are ladybugs and try to catch insects in a farmer's field.** (Children quietly crawl around on the floor and pretend to look for insects.) **Listen to these words. If you hear /l/ at the beginning, gobble up an insect. If the word doesn't begin with /l/, freeze. Ready?** Use: *leaf, look, pan, tiger, listen, tent* and *left*.

Grandmother says: **Left begins with /l/. Raise your left arm.** (Demonstrate by raising your right arm since the children will mirror you.) Print an “L” on each child's left hand. As you mark each hand say: **This is your left hand.**

Gather children in a circle. Explain that they will sing a song called “Looby Loo.” Children determine what sound they hear at the beginning of *Looby* and *Loo*. Play *Sing-Along* Volume 1, Track 19. Children sing “Looby Loo” and follow the directions in the song. Remind them to look at the L on their hands to know which side is their left.

Encourage the children to listen for /l/ today.

### Ladybug

*I am a small insect.*

*I am pretty, and do not hurt people.*

*I am oval shaped, with six short legs.*

*Sometimes I have dots on my back.*

*Farmers love me because I eat harmful insects.*

*My name is two words put together: lady and bug.*

*My name begins with /l/.*

*What am I?*

### Looby Loo

*Here we go looby loo*

*Here we go looby light*

*Here we go looby loo*

*All on a Saturday night*

## Story Time

### “Who Likes the Rain?” Graph

Indicate the Weather Picture Card *rainy* and the “Who Likes the Rain?” graph.

Say: **This is a picture of a rainy day. Let’s use this “Who Likes the Rain?” graph to talk about who likes rain and who doesn’t. Read with me.** The children read aloud as you indicate each word.

Ask: **How many words are in this title? (four) Under the title there are two columns.** Indicate the word *yes*. Ask: **What is this word? Right, it is *yes*. You can remember it because it has a smiley face next to it. If you like rain you will write your name under *yes*.**

Ask: **What is the other word? Right, it is *no*. You can remember it because there is a sad face. If you don’t like rain, you will write your name under *no*.** Several children at a time write their names in the appropriate columns. Discuss the results when the graph is complete.

Tell the children to partner up and sit criss-cross, knee to knee. Say: **If I tap your head you are partner one.** Tap one child in each pair.

Say: **Partners one, raise your hands. Tell your partner if you like rain and why. If you don’t like rain, tell your partner why you don’t like rain. Begin.**

After a short time say: **Wiggle your nose if you can hear me. Partners two, raise your hands. It’s your turn to share. Begin.**

After a short time, say: **Wiggle your nose if you can hear me. Let’s give a big rocket cheer for a great job sharing!**

#### Materials

- Weather Picture Card: *rainy*
- Prepared “Who Likes the Rain?” graph
- Pencil or marker

#### Print/Book Awareness

Counts words

#### Math

Uses graphs and charts to answer questions

#### Conversation

Demonstrates knowledge of verbal conversational rules



The “Who Likes the Rain?” graph will be used again on Day 2.

## Small Group & Exploration

### Who, Where, When, What, Why, and How

Read *Who Likes the Rain?* For each illustration, ask *who*, *where*, *when*, *what*, *why*, and *how* questions. Encourage children to use specific language to label the pictures. Identify vocabulary, even words that may not be represented in the text. Review those words at the end of the session.

Sample questions for pages two and three:

- **What animal do you see in this picture?** (yellow duck with red rubbers)
- **What is another name for ‘rubbers’?** (rain boots)
- **Why do you think they are called rubbers?** (They are made from rubber.)
- **Why is the duck wearing his red rain boots?**
- **Where is the duck?** (outside)
- **How do you know the duck is outside?** (mud, bushes and puddle)
- **Do you think it’s still raining? How do you know?**

#### Materials

- Who Likes the Rain?*
- adapted from the poem by
- Clara Doty Bates

#### Comprehension

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

#### Vocabulary

Uses illustrations to find the meaning of unknown words



**Gathering**

**Science**

*Observes and describes weather and how it changes*

**Social Studies**

*Begins to categorize time intervals*

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

Children place the appropriate Weather Card on the Weather Board for *Today's Weather, Our Prediction, and Tomorrow's Weather Forecast.*

Children check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

**Materials**

- Attendance, Weather, and Calendar Routine materials

**Morning Meeting**

**Warm Up Your Brain**

Play "Freeze-a-Roo."

Name a motion (hop, walk, jump, gallop, run) for the children to perform. Play your music choice, and pause it periodically. When the music stops, children freeze.

**Materials**

- Music of your choice
- "Who Likes the Rain?" graph from **Day 1**
- Cloud Experiment Materials: glass jar with a piece of black paper cut to fit around the bottom third of it, tape, hot tap water, a match, and ice cubes in a plastic bag

I loved the poem "Who Likes the Rain?" Can you add my name to your graph under 'yes?'  
Love,  
Gingerbread Boy

**How Clouds Are Formed**

Read and discuss Gingerbread Boy's message.

Review the graph from **Day 1**. Add Gingerbread Boy's name in the "yes" column. Children count the votes and determine which response received the most and the fewest names.

Ask: **Did you know that when you look at a cloud you are really looking at water? Little water droplets form into clouds when warm air heated by the sun meets the cooler, damp air coming up off the ground. The water droplets are so small and light they can float in the air. When enough water droplets gather together, they get too heavy to float, so they fall down as rain.**

Perform the following experiment to demonstrate how a cloud is formed.

- Tape the piece of black paper around the bottom third of the jar.
- Fill the jar with hot water and let it sit for about a minute. Pour out all but an inch of the water.
- Light the match and hold it over the jar opening for a few seconds. Drop the match into the water and quickly put the plastic bag of ice cubes over the top of the jar.

Explain: **The warm water and the match heated the air inside the jar. The warm, wet air rose up to the top of the jar and ran into the cold air just below the ice cubes. When the warm, wet air met the cold, wet air they created a cloud of water droplets and formed an instant cloud!**

Engage children in a discussion about the experiment.

**Science**

*Participates in scientific investigations*

*Investigates states of matter*

*Explores the characteristics of clouds*

# LEARNING CENTERS

See Learning Centers for **Week 11**, pages 254-256. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Compound Words

Say: **Listen to these two words and put them together to make a new word. Ready? lady/bug** (ladybug)

Distribute two cubes or chips to each child.

Say: **Put your cubes together. Say leapfrog. Do you hear two words in one? Let's take the word apart: leap,** (Hold up one of your cubes.) **frog,** (Hold up your other cube.) **leapfrog. What should you do with your cubes now? Right, put them back together. Let's try some more.** Repeat with *lifeguard*, *lighthouse*, and *lookout*.

### Materials

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

Ll

### Phonological Awareness

Combines words to make compound words

### Phonics

Matches some letters to their sounds

### Print Awareness

Connects oral language and print

## Introduce Ll

Indicate Letter Card *Ll*. Say: **This is the letter Ll.** (Children repeat, *L*.) **One L is uppercase and one l is lowercase, but both letters are Ll. The letter Ll stands for /l/** (the *Ll* sound). **Each time I touch the letter Ll, say /l/.**

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

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

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

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

Indicate *ABC for Gingerbread Boy and Me*. Say: **Here are some pictures of things that begin with Ll.**

- Identify each picture. Children repeat.
- Isolate the beginning sound (example: *ladybug*, /l/).
- Indicate the word below each picture. Say: **Here is the picture, and here is the word that names the picture.**
- Discriminate between picture/word. (example: Point to the picture of the ladybug. Point to the word, *ladybug*.)

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

## Story Time

### Phonological Awareness

Identifies rhyming words

### Comprehension

Identifies sequence of events

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



### Sequence *Who Likes the Rain?*

Indicate *Nursery Rhymes* page 20. Read and discuss "It's Raining, It's Pouring."

Indicate *Who Likes the Rain?* Say: **Yesterday we talked about who in our class likes the rain. Today we will read a poem that tells how others feel about rain. The title is *Who Likes the Rain?* Clara Doty Bates wrote the poem.**

Picture-walk through the book and discuss the illustrations.

Place the *Who Likes the Rain?* Picture Cards in the middle of a pocket chart in random order. Say: **Let's match these pictures to the poem.** Indicate the cover of the book. Ask: **Who can find the picture that matches the cover of the book?** Place the cover Picture Card in the top row of the pocket chart.

Say: **Let's play a game. I will begin reading the poem. When you see a Picture Card that matches the page, give a thumbs up. Let's practice. Give a thumbs up!** The children do this.

Read *Who Likes the Rain?*. Each time children identify a page that matches a Picture Card, a volunteer locates the card and places it at the top row of the pocket chart in sequence after the cover card. Continue until all pictures are placed in order. Say: **Let's give ourselves a big rocket cheer!**

### Materials

- Who Likes the Rain?*
- Who Likes the Rain?*
- Picture Cards
- Pocket chart
- Starfall's Selected Nursery Rhymes*

## Small Group & Exploration

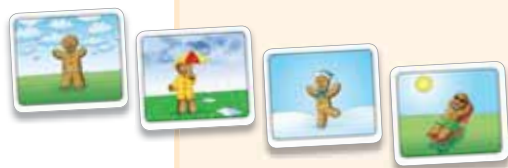
### Make Weather Plates

Distribute paper plates. Say: **Your plate is divided into four parts. Let's count them.** (Children indicate each section as you count them together.) **Let's turn these into weather plates.**

The children draw one weather picture in each section. Demonstrate how to clip the clothespin onto the plate to match the various weather pictures to the current weather.

### Materials

- Weather Picture Cards: *cloudy, rainy, snowy, sunny*
- A paper plate for each child, sectioned into fourths
- Clothespin for each child
- Pencils, crayons, markers



### Creative Arts

Shows care and persistence in a variety of art projects

### Science

Observes and describes weather and how it changes



**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. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

**Materials**

- Attendance, Weather, and Calendar Routine materials

**Math**

Uses graphs and charts to answer questions

**Science**

Observes and describes the weather and how it changes

**Morning Meeting**

**Warm Up Your Brain**

Indicate *Nursery Rhymes* pages 8 and 9, "The Eensy Weensy Spider." Children say the rhyme together.

Play the *Nursery Rhymes* Audio CD, Track 6. The children pretend to be spiders. They:

- climb up a spout
- fall to the floor
- look up at the sun
- begin to climb again

**Materials**

- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Weather Picture Cards: *cloudy, foggy, rainy, snowy, windy*
- Pocket chart
- Cotton ball for each child
- Container of water

I loved the cloud experiment. Have you ever watched clouds move in the sky?  
Your friend,  
Gingerbread Boy

**Weather: Cause and Effect**

Plan for the children to observe the clouds after this lesson. If there are no clouds in the sky, postpone the activity.

Read and discuss Gingerbread Boy's message.

Display the Weather Cards in a pocket chart. Refer to them during the following discussion. Explain: **Many kinds of weather are caused by water.** Discuss the formation of each type of weather as it is named.

<b>cloudy</b>	water droplets that collect in the sky
<b>foggy</b>	a cloud that is very low to the ground
<b>rainy</b>	water droplets that fall from the clouds
<b>snowy</b>	water that freezes into crystals called snowflakes
<b>windy</b>	air moves and sometimes blows off your hat

Say: **When something happens to the water in the air it has an effect on the weather. This is called cause and effect.** Children repeat *cause* and *effect*.

Distribute a cotton ball to each child. Say: **How does the cotton ball feel? Does it feel heavy or light?** Accept responses, then continue: **Let's see what happens**

**Science**

Participates in scientific investigations

Explores the characteristics of clouds

**Comprehension**

Recognizes cause and effect



**when we put the cotton ball into the water.** Each child dips his or her cotton ball into the water. When they remove them, they notice the change in weight and observe the cotton ball is dripping.

Say: **The cotton ball is like a cloud. When a cloud collects more water than it can hold, the water falls out, and it rains. If the air outside is very, very cold, the water droplets freeze on the way down and turn to hailstones, sleet, or snow.**

Ask: **Which Weather Card shows weather that is not caused by water?** The children identify the *wind* card. Continue: **Have you ever watched clouds move? What do you think causes the clouds to move?** (Accept responses.) **Let's go outside and watch the wind move the clouds!**

## LEARNING CENTERS

See Learning Centers for **Week 11**, pages 254-256. After cleanup, the children gather to share their experiences.

### Circle Time

#### Phonemic Awareness: Blending CVC Words

Say: **Listen to these sounds: /l/ /a/ /p/. Now you say them.** (Children repeat /l/ /a/ /p/.) **Let's blend those sounds together to make a word: /l/ /a/ /p/, lap.**

Repeat using /t/ /a/ /p/ (tap), /n/ /a/ /p/ (nap), /p/ /a/ /t/ (pat), and /s/ /a/ /t/ (sat).

#### Materials

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

#### List *Ll* Words, ASL *Ll*

Children show and describe pictures or items they brought from home that begin with *Ll*.

Indicate *ABC for Gingerbread Boy and Me*. Review the *Ll* pictures and words.

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

Demonstrate the ASL sign for *Ll*. Say: **This is *Ll* in sign language.** Children form the *Ll* hand sign.

Sing "Where Is */l/*?" Each time */l/* is used, the children make the *Ll* hand sign.

Place Letter Card *Aa* in the pocket chart. Grandmother asks: **What is the name of this letter? What sound does *Aa* stand for?** (Children respond.) **I'm having trouble remembering sign language. Can you help me? Show me the hand sign for *Aa*.** (Children do this.) Repeat for *Bb, Nn, Pp, Ss*, and *Tt*.

#### Where Is */l/*?

Melody: ("Where Is Thumbkin?")

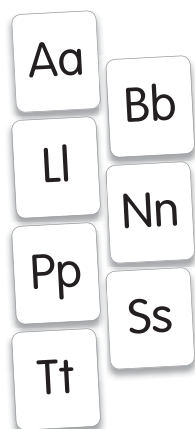
Where is */l/*? Where is */l/*?  
Here I am. Here I am.  
*L* stands for */l/*  
in ladybug and love  
*/l/ /l/ /l/, Ll, Ll, Ll*

#### Phonemic Awareness

Blends three phonemes

#### Phonics

Matches some letters with their sounds



## Story Time

### Teacher's Literature Choice: Rain

Indicate your choice of book about rain. Introduce the author and illustrator. Picture-walk through the book as volunteers discuss illustrations and predict what will happen next.

Read the book choosing volunteers to indicate where the text begins on each page. Pause to briefly introduce new vocabulary as it is introduced.

Indicate the chart paper and read the title. Say: **Let's think of the many, different ways rain is important. I'll write your ideas on the chart paper so we don't forget them. First, rain gives us water to drink. I'll write "drinking" on our chart. What are other ways rain is important?**

Write the names of the children who respond in parentheses to encourage others. If children have difficulty responding, provide time to partner share. Review the responses, then post the chart in the classroom.

#### Materials

- Teacher's choice of book about rain
- Prepared chart paper
- Marker

#### Comprehension

Recalls information from stories

#### Emergent Writing

Contributes to a shared writing experience or topic of interest

## Small Group & Exploration

### Create Weather Patterns

Indicate and name the *sunny* and *rainy* Weather Cards. Say: **Let's make a pattern. A pattern is when things repeat in the same order. We'll start with the sunny Weather Card.** (Place the Picture Card in the pocket chart.) **Next, we'll put a rainy Weather Card.** (Do this.) **Since a pattern means to repeat in the same order, if we have sunny, then rainy, what card should come next? Right, sunny again. What's next?** (rainy) Children continue to place Weather Cards in a pattern.

Explain that this is called an AB pattern because it has two parts; part A is *sunny* and part B is *rainy*. Say: **Let's try another AB pattern. This time let's start with rainy.** Children repeat the activity and reverse the pattern.

Ask: **If an AB pattern has two parts, how many parts would an ABC pattern have? Let's try one!** Use *sunny*, *rainy*, and *cloudy*.

Draw *sunny* and then *rainy* on a whiteboard, and choose a volunteer to draw what would come next in the pattern (*cloudy*).

Distribute drawing paper, pencils, and crayons. Children produce their own AB or ABC patterns using the Weather Picture Cards as models.

#### Materials

- Weather Cards (3 sets):  
*rainy, sunny, cloudy*
- Pocket chart or table
- Drawing paper
- Pencils, crayons

#### Math

Uses rules to create and extend repeating patterns



### Observe & Modify

If children need more practice producing AB patterns, continue creating patterns using the weather pictures.

**Gathering**

**Math**

*Uses graphs and charts to answer questions*

**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. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

**Materials**

- Attendance, Weather, and Calendar Routine materials

**Morning Meeting**

**Warm Up Your Brain**

Play "Teacher May We?" Name an action and children ask "Teacher, may we?" before they move. You answer, "Yes, you may!"

Use the following actions, or make your own. Children:

- Cross their arms and rest their right hands on their left shoulders, and their left hands on their right
- Twist at the waist several times
- Hop up and down and count to ten
- Do jumping jacks and count to five

**Materials**

- Prepared "Will the Wind Blow It?" graph
- Portable fan
- Objects to test: feather, straw, tissue, small piece of paper, marker, pencil, scissors, small toy
- Tape
- Balloon (not inflated)

I love the wind! If we didn't have wind, kites wouldn't fly! Have you ever flown a kite?  
Your pal,  
Gingerbread Boy

**Science**

*Participates in scientific investigations*

*Observes and describes various ways objects move*

*Collects, describes and records information*

**Math**

*Collects and sorts materials to be graphed*

**"Will the Wind Blow?" Graph**

Read and discuss Gingerbread Boy's message.

Indicate the graph and read the title, "Will the Wind Blow It?"

Ask: **Have you ever seen leaves move in the wind? Leaves are not heavy so the wind can move them. Can the wind move a building? Why not?**

Say: **Let's do an experiment to see which objects the wind can move! We'll make predictions first then we will use a fan to check if we were correct.**

Name an object and children predict if the wind will blow it. Turn on the fan and drop the object directly in front of it. Tape the object or draw a simple picture of it on the graph in the appropriate column. Repeat for several different objects and review the results.

Indicate the uninflated balloon. Say: **I wonder if this balloon can move by itself.** Place the balloon on a table. Continue: **What could we do to this balloon to make it move? Right, we could add air to the inside.** Blow up the balloon, then let it go. Explain that air inside the balloon is like wind. Wind is just air that is moving.

# LEARNING CENTERS

See Learning Centers for **Week 11**, pages 254-256. After cleanup, the children gather to share their experiences.

## Circle Time

### Materials

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

### Phonological Awareness: Counting Words

Say: **Let's be word detectives! Listen to this sentence:**

***I saw a ladybug.*** (Children repeat.) **Listen again.** Repeat the sentence. Ask: **How many words did you hear? Let's check to see if you are correct.**

Select volunteers to represent each word in the sentence. Stand behind each child as the sentence is repeated. Children count the words in the sentence. Repeat for "It is sunny." "I like the rain." and "Can you see the cloud?"

### Introduce Final /l/

Children show and describe pictures or items they brought from home that begin with /l/.

Indicate the list of *ll* words from **Day 3**. Say: **Let's look at words that begin with *ll*.** Review the list. Ask: **Can you think of any other words you would like to add to the list?** Add additional words.

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

Children stand and face partners. Partner with a child if necessary. Say: **Listen to these words. If you hear /l/ at the end, gently clap your partner's hands.** Overemphasize /l/ in the following words: *Jill, apple, bell, cat, pop, fall, and lunch*.

Say: ***Little*.** (Children repeat, *little*.) **What do you notice about the word *little*? Right, it begins and ends with /l/!**

### Phonological Awareness

*Distinguishes individual words within spoken phrases or sentences*

### Phonics

*Isolates ending sound*

## Story Time

### Vocabulary

Discusses words and word meanings

### Comprehension

Recalls important facts of information text

### Math

Becomes familiar with standard and nonstandard measuring tools and their uses



### Introduce *Thermometers*

Indicate *Thermometers*. Say: **This is a nonfiction book called *Thermometers*. It's nonfiction because it provides information. Let's read to learn about thermometers.** Read and discuss *Thermometers*.

Say: **Let's see how a thermometer works!**

- Indicate and discuss the containers of water.
- Indicate a thermometer and discuss the line in the center. Explain that as things get hotter, the red line goes up. As they get colder, the red line goes down.
- Place the thermometer in each container and observe the results.

Ask: **If it is sunny outside is the temperature hot or cold? What would the red line on the thermometer do?** Repeat for snowy.

Discuss how a thermometer can also be used to measure body temperature. Explain that body temperature normally stays the same, but when you are sick your temperature goes up and you may need to visit a doctor.

### Materials

- Thermometers* by Stephen Schutz
- Several different kinds of thermometers (meat, body, weather)
- Optional: Two see-through containers (one with hot water and one with cold water and ice cubes)

## Small Group & Exploration

### Create Rainy Day Illustrations

Children draw pictures of themselves holding umbrellas outside on a rainy day. They do not draw the rain. After the pictures are colored, children write their names on their papers. Demonstrate how to use the spray bottle. Children spray their paintings with watered-down blue paint to create rain.

### Materials

- White drawing paper for each child
- Crayons (Markers won't work.)
- Spray bottle filled with blue watered-down tempera paint
- Newspaper

### Creative Arts

Creates original work  
Explores visual materials and activities

**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. They check yesterday's prediction and forecast tomorrow's weather.

Review the names of the days of the week. Children identify and mark the date.

**Materials**

- Attendance, Weather, and Calendar Routine materials

**Math**

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

**Science**

*Observes and describes the weather and how it changes*

*Makes and verifies predictions*

**Morning Meeting**

**Warm Up Your Brain**

Say: **Pretend you went to the doctor and the doctor said that you needed to rest to get better. Let's practice a good way to rest.**

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. (Play *Star Writer Melodies*, any track.) Remind children to continue to take deep breaths.

**Materials**

- Star Writer Melodies*
- Weather Picture Cards: *cloudy, cold & clear, cool, foggy, rainy, sunny, windy*
- Pocket chart
- Starfall Sing-Along Volume 1*

I have learned so much about weather this week! Try to solve the weather riddles I wrote.  
Love,  
Gingerbread Boy

**Weather Riddles**






Read and discuss Gingerbread Boy's message.




Identify and distribute the Weather Picture Cards. Partner children if necessary. Children place the answers to the riddles in the pocket chart as you read Gingerbread Boy's riddles.

**Comprehension**

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

*Recognizes cause and effect*

<b>Cloudy</b>	There are many groups of water droplets in the sky and sometimes you can't see the sun. What's the weather?	
<b>Cold &amp; Clear</b>	It's cold outside but it is not raining or snowing. The sky is blue. What's the weather?	
<b>Cool</b>	It is not cold or hot. You might need a light jacket or sweater. What's the weather?	
<b>Foggy</b>	Clouds make it hard to see because they are close to the ground. What's the weather?	
<b>Rainy</b>	Water droplets from the sky are falling on you! What's the weather?	

<b>Snowy</b>	There are cold, soft, white flakes falling from the sky, like frozen rain. What's the weather?	
<b>Sunny</b>	The sun is out and you feel hot and sweaty. What's the weather?	
<b>Windy</b>	Leaves move, kites fly and sometimes your hat blows away! What's the weather?	

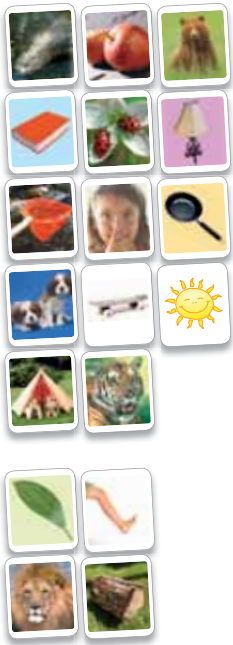
Play *Sing-Along* Volume 1 Track 40. Children sing "What's the Weather?"



If necessary, adjust the riddles to meet the needs of your group.

## LEARNING CENTERS

See Learning Centers for **Week 11**, pages 254-256. After cleanup, the children gather to share their experiences.



## Circle Time

### Phonological Awareness: Rhyming Words

Say: **I'm thinking of an animal with whiskers and a long tail. This animal likes to catch mice. Its name rhymes with *pat*. What animal is it?** (cat)

Continue: **Try this one. I'm thinking of an animal that sleeps through the long winter. It is very large, and sometimes it likes to eat honey. Its name rhymes with *hair*. What animal is it?** (bear)

**Here's one more. I'm thinking of another animal that is an insect. It is very small and usually red or orange with seven black dots on its back. The last part of its name rhymes with *rug*. What animal is it?** (ladybug)

### Materials

- Grandmother
- Gingerbread Boy
- Picture Cards Set 1: *alligator, apple, bear, book, ladybug, lamp, net, nose, pan, puppies, skateboard, sun, tent, tiger*
- Picture Cards Set 2: *leaf, leg, lion, log*
- Pocket chart

### Phonological Awareness

Identifies rhyming words

### Social/Emotional Development

Works with others to solve problems

### Phonics

Recognizes/names some letter sounds

## Match Initial Sounds

Arrange the Picture Cards (Set 1) face down in the pocket chart. Grandmother says: **Let's play a matching game. Maybe Gingerbread Boy can help us.** Reveal a Picture Card, name it, and a volunteer determines the beginning sound. Grandmother says: **Now your job is to find another picture that begins with the same sound. If the picture you choose begins with the same sound, you've made a match.**

Children continue to match pictures by their beginning sounds. When a match is made, Gingerbread Boy holds the cards and the volunteer chooses the next child.



Gather children in a semi-circle. Volunteers name the Picture Cards *leaf*, *leg*, *lion*, and *log*, as you place them on the floor. Say: **Look closely at these things that begin with /l/. I will take one away and you name the card that is missing. Ready? Close your eyes.** Remove one of the Picture Cards. The children open their eyes and name the Picture Card that was removed. Repeat with other cards.

Sing "Where Is /l/?"

#### Where Is /l/?

Melody: ("Where Is Thumbkin?")

Where is /l/? Where is /l/?

Here I am. Here I am.

L stands for /l/

in ladybug and love

/l/ /l/ /l/, Ll, Ll, Ll

## Story Time

### Teacher's Literature Choice: Weather

Indicate your choice of book about the weather.

Discuss the author and illustrator of your book. Picture-walk as children discuss the illustrations and what they see happening on each page. Read the book.

Briefly introduce new vocabulary as it is encountered. Ask and answer questions about the book.

#### Materials

- Teacher's choice of book  
about weather

#### Comprehension

*Recalls information from stories*

*Uses illustration clues to predict*

## 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 12: *The Four Seasons*

This week you will demonstrate why we have day, night, and the four seasons on Earth, and why we can't see the sun at night. You will encourage the children to consider the different seasons on our planet, and the changes in weather they bring. The children will also:

- learn /r/ and identify initial and final /r/ words
- discover some of the sun's effects on Earth
- realize that day and night and the four seasons are patterns
- identify and discriminate rhyming words
- create compound words
- clap and count words in sentences
- blend syllables to form words

## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me* by Starfall

*How the Turtle Cracked Its Shell* as told by Myrna Estes

*How the Turtle Cracked Its Shell* Sequence Cards

Seasons Poster

Starfall American Sign Language Poster

*Starfall Sing-Along* Volume 1

*Starfall's Selected Nursery Rhymes* and Audio CD

*Thermometers* by Stephen Schutz



## Preparation

Display a full month calendar in the front of the classroom.

On **Day 2** you will celebrate Pajama Day. You and the children will wear pajamas and bring stuffed animals to school. Be sure to remind the children on **Day 1**.

### Day One

*Morning Meeting* — Have a globe, or a large ball marked with a big X drawn on it to represent the United States, and a flashlight available. You will also need a sticky note to place on the globe or ball.

*Story Time* — Choose a book about the sun or day and night to share. Suggestions:

- *Hello Sun!* by Hans Wilhelm
- *Sunny Days and Starry Nights* by Nancy F. Castaldo
- *Night Monkey Day Monkey* by Julia Donaldson



*Small Group* — Cut a circle from the center of a paper plate for each child, and cut tissue paper in several shades of yellow and orange into a variety of small pieces. Cut small triangles from orange and yellow construction paper.

Remind the children to wear pajamas and bring stuffed animals to school on **Day 2!**

### Day Two

*Story Time* — Have several sheets and blankets available for children to spread on the floor and lie on as they listen to lullabies.

### Day Three

*Morning Meeting* — Generate an equal number of sun and moon pictures, enough to distribute one to each child.

*Story Time* — You will need a hardboiled egg and a mirror.

*Small Group* — You will need a penny, a nickel and a dime for each child.

### Day Four

*Small Group* — Have a collection of pennies, nickels, dimes and quarters available.

### Day Five

*Morning Meeting* — Divide a sheet of chart paper into four sections labeled with the names of the seasons, and attach a Weather Card next to each season. Title the chart "My Favorite Season." Cue a classroom computer to Backpack Bear's Books, Concepts (Seasons icon) "What's the Weather?"

*Circle Time* — Gather a variety of objects, Weather Cards, and Picture Cards of items that begin with /r/.

*Story Time* — Choose a book about seasons to share. Suggestions include:

- *Old Bear* by Kevin Henkes
- *The Reasons for Seasons* by Gail Gibbons
- *Watching the Seasons* by Edana Eckart

## Snack Suggestion

*Astronaut Food* — Serve dried fruit such as apricots, dates, raisins, apple slices, banana chips, shredded coconut, and pumpkin seeds.

*Edible Stars* — Children use cookie cutters to cut two slices of bread into star shapes. They spread strawberry or grape jam or orange marmalade on their stars. Toast the bread first to make this task easier.



#### Fine Motor Skills

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

#### Gross Motor Skills

*Combines a sequence of large motor skills*

*Moves with balance and control*

## Outside Activity

Partner children. One child tosses a Ping-Pong ball and the other child tries to catch it in a cup. Children change positions at your signal. **Variation:** Give each child a paper cup and a ball. Children place the balls in the cups, toss them into the air and try to catch them with the cups.

Divide the children into two teams. The teams line up, and a child from each team picks up a ball, runs to a circle (drawn in chalk), steps inside the circle, jumps up and down four times, then rolls the ball to the next teammate in line.

Have you ever wondered what makes day and night? I have.

Your pal,  
Gingerbread Boy

### Day 2

I'm so excited about Pajama Day! It's fun to pretend to be in school at night.

Love,  
Gingerbread Boy

### Day 3

I had fun in my pajamas yesterday! What was your favorite part of the day?

Your friend,  
Gingerbread Boy

### Day 4

I didn't know some turtles sleep all winter. Do other animals do that too?

Your pal,  
Gingerbread Boy

### Day 5

I'm glad seasons change. My favorite season is spring when flowers start to bloom.

Love,  
Gingerbread Boy


# WEEK 12

## Day One

## Day Two

<b>Gathering</b>	Predict and forecast weather Monthly Calendar Routine	Predict and forecast weather Monthly Calendar Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message <b>Vocabulary:</b> globe, Earth What makes day and night "Day and Night"	Gingerbread Boy's Message "The Man in the Moon" "Hey Diddle Diddle" "Wee Willie Winkie" <b>Vocabulary:</b> nocturnal

### LEARNING CENTERS

<b>Circle Time</b>	Phonemic Awareness: Alphabetical Order  Introduce and listen for /r/  "Rabbit" riddle  "Row, Row, Row Your Boat"	Phonological Awareness: Compound words  Introduce Rr  <i>ABC for Gingerbread Boy and Me</i>  Identify pictures of initial /r/ items
<b>Story Time</b>	Teacher's choice of book about night and day	"Hush Little Baby" "Twinkle Twinkle Little Star" "Star Light, Star Bright" "The Falling Star" <b>Vocabulary:</b> lullaby
<b>Small Group &amp; Exploration</b>	Make paper suns  AB/AB and ABC/ABC patterns 	Draw pictures and dictate sentences of things to do with stuffed animals

## Day Three

## Day Four

## Day Five

Predict and forecast weather Monthly Calendar Routine	Predict and forecast weather Monthly Calendar Routine	Predict and forecast weather Monthly Calendar Routine
Gingerbread Boy's Message Seasons Poster Sun and moon Introduce Earth's orbit and rotation, seasons, patterns <b>Vocabulary:</b> orbit, rotation, seasons, winter, spring, summer, fall	Gingerbread Boy's Message <b>Vocabulary:</b> hibernation	Gingerbread Boy's Message "What's the Weather?" "My Favorite Season" chart



## LEARNING CENTERS

Phonological Awareness: Count words in a sentence List initial /r/ words Sing "Where Is /r/?"	Phonological Awareness: Syllables in words Introduce ASL sign for Rr Introduce final /r/ Review ASL signs for a, b, t, n, s, p, l	Phonological Awareness: Rhyming <i>ABC for Gingerbread Boy and Me</i> Review Aa, Bb, Ll, Nn, Pp, Rr "Where Is /r/?"
<i>How the Turtle Cracked Its Shell</i> "Autumn Leaves" <b>Vocabulary:</b> cracked, reflection, starved, autumn	"The North Wind" <i>How the Turtle Cracked Its Shell</i> <i>How the Turtle Cracked Its Shell</i> Sequence Cards Answer questions	Teacher's choice of book about the seasons
Creating sets	Create AB and ABC patterns using coins	Complete projects or conduct observations and individual assessments



# WEEK 12

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and information texts

## Computer Center

**Activity** — Children enjoy *It's Fun to Read: Poetry*, "Who Has Seen the Wind?" *Backpack Bear's Books: Concepts, "Seasons,"* and *Sing-Along, Volume 2, Track 5: "Aiken Drum."* They also review /b/, /t/, /n/, /s/, /a/, /p/, and /l/, and reinforce /r/ at ABCs: S, B, T, N, A, P, L, and R.

### Materials

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

### Interaction & Observation

- Support learning at the Computer Center by taking time to observe and interact with each child.
- Notice: Does the child stay engaged with assigned tasks? Does the child show initiative and confidence in using [more.Starfall.com](http://more.Starfall.com) or does he or she rely on others for guidance or ideas? Is the child creative and purposeful in his or her online interaction?

## Art Center

**Activity** — Help the children write their names at the bottom of their papers with chalk. The children draw the outline of a moon (crescent or full) with glue, and use Q-tips to spread the glue to lightly coat the full space inside the outline. Next, they sprinkle the moon with silver glitter. To make stars, the children use the glue bottle with the lid almost closed to make small dots on the paper, then sprinkle the dots with gold glitter.

### Materials

- Black construction paper for each child
- Glue and cotton swabs
- Glitter (silver and gold)
- White chalk

Allow glue to dry, then display the children's creations on the bulletin board or classroom walls.

### Interaction & Observation

- Offering children open-ended art activities, rather than patterns to trace, allows them to experiment and express themselves in unique ways.
- Encourage creative expressions that relate to particularly meaningful experiences to the individual child.

### Creative Arts

Creates original work

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Uses writing and drawing tools



## Library Center

**Activity** — Children continue to read along and listen to *Thermometers*, then *How the Turtle Cracked Its Shell* after the book is introduced on **Day 3**. They also enjoy picture books (including audio versions) from your classroom or school library relating to the day, night, and seasons.

### Interaction & Observation

- Converse with the children, and note if they are beginning to understand the concepts of: book covers, front and back, where to locate the title and author, print goes from left to right and top to bottom, words, letters, and spaces.

### Materials

- Thermometers*  
(Book and Audio CD)
- How the Turtle Cracked Its Shell* (Book and Audio CD)
- Books about day, night, and the four seasons

### Print/Book Awareness

*Connects oral language and print*  
*Demonstrates directionality in print*

## Dramatic Play Center

**Preparation** — Transform this center back into a home, with clothing and props for varying weather and seasons.

**Activity** — Children dress in seasonal clothing and use props to pretend they are experiencing the different seasons of the year.

### Interaction & Observation

- Vary the materials in the Dramatic Play Center to relate to different units of study and to reflect the children's interests.
- Observe when and how children interact with one another. Do they agree on the roles they will play and relate to each other in those roles?
- Listen to what children say when they are absorbed in dramatic play to know when and how to intervene or make conversation.

### Materials

- Seasonal dress-up clothing and props (umbrellas, rain boots, scarves, gloves, beach towels, etc.)

### Creative Arts

*Engages in cooperative pretend play with other children*

### Science

*Observes and describes the weather and how it changes*

## Construction Center

**Activity** — Children use construction materials to build their choice of buildings.

### Interaction & Observation

- Various construction materials help the children to understand more about sizes, shapes, and numbers. Maintain variety by rotating old items out when you add new ones.
- Block building invites children to work cooperatively. When they are engrossed in constructing a building, highway or bridge, they seek help from each other and develop tolerance for the ideas of others.
- Be available to take dictation and photographs of children's experiences with blocks.

### Materials

- New items: Lincoln Logs, tinker toys, plastic or wooden animals, and a toy train

### Fine Motor Skills

*Coordinates hand and eye movements*

### Social/Emotional Development

*Works with others to solve problems*



**Emergent Writing**

Uses drawing to convey meaning

**Writing Center**

**Activity** — Children draw and color pictures of their favorite seasons and dictate sentences about their pictures. Write the sentences in pencil, then children trace them with felt tip pens.

**Materials**

- Drawing paper, crayons, pencils
- Felt tip pen

**Interaction & Observation**

- In taking dictation, it is usually best to write the child's exact language, using his or her own grammatical structure.
- Immediately read the sentence(s) aloud to the child, indicating each word as you read.
- Reread the sentence, then the child reads it from memory and shares it with others.

**Science**

Investigates states of matter

Collects, describes and records information

**Discovery Center**

**Activity** — Add water to the clear, lined containers. The children write and test guesses for how many stones to add to the containers before water reaches the lines.

**Materials**

- Water table
- Small stones of various types and shapes
- Clear containers with lines drawn around them
- Pencil, paper

**Interaction & Observation**

- Offer open-ended problems for which there is more than one correct answer and the activity has no specific starting or stopping point.
- Allow children to pursue their own interests at the water table. The nature of water allows them to experiment without fear of making mistakes.

**Math**

Duplicates identical patterns with at least two elements

Uses rules to create and extend repeating patterns

**Math Center**

**Activity** — Children continue to explore patterns using new materials.

**Materials**

- Buttons, plastic chips, pattern blocks or other math manipulatives

**Interaction & Observation**

- Observe and assist children as they work together to create new patterns. They will experience success as they grasp the concept.
- If children have difficulty, ask questions such as: Could you make a pattern with three colors? Can you use two different shapes and make a pattern? Can you make a pattern using two sizes? How could you read this pattern? (small/large, blue/orange/black, round/square/rectangle, abc/abc/abc)



# Gathering

Review the first and last names of the children who are present and those who are absent. Count the children in each group. Compare and contrast the numbers and discuss which group contains more, less or the same number of children.

Children place the appropriate Weather Card on the Weather Board for *Today's Weather, Our Prediction, and Tomorrow's Weather Forecast.*

Introduce the monthly calendar. Help the children identify and name the month, day of the week, and date.

Count aloud with the children from the first day of the month to the present day. Then add one day to the count to find what the date will be tomorrow. Example: **If today is the 6th, what is 6 plus one more?** (Children respond.) **Right, tomorrow will be the 7th day of** (month).

### Materials

- Attendance, Weather, and Calendar Routine materials

### Phonics

Uses graphs and charts to answer questions

### Social Studies

Begins to categorize time intervals

# Morning Meeting

## Warm Up Your Brain

Play "Teacher, May We?" by instructing the children to perform an action. Before they respond, they must ask, "Teacher, may we?" You answer "Yes, you may!" Children then perform the action. Say:

- Pretend you are little raindrops falling from the sky.
- Pretend you are big, heavy raindrops landing on the ground.
- Pretend you are little snowflakes.
- Pretend you are a tree and the wind is blowing very hard.

### Materials

- Starfall Sing-Along Volume 2
- A globe or a large ball marked with an X to represent the United States
- Sticky note
- Flashlight

Have you ever wondered what makes day and night?  
I have.  
Your pal,  
Gingerbread Boy

## Day and Night

Read and discuss Gingerbread Boy's message.

Say: **Here's a song to help Gingerbread Boy learn what makes day and night.** Play and sing *Sing-Along Volume 2* Track 7, "Day and Night."

Indicate the globe (or large ball). Say: **This is a globe.** (Children repeat, *globe*.) **It represents Earth. Earth is where we all live. Earth is a planet in the sky. It is always moving. That's why we have day and night. Let's see how it happens.**

- Indicate the United States on the globe. Explain that this is where we live and place a sticky note there.
- Spin the globe as volunteers locate the United States using the sticky note as a guide.
- Turn off the classroom lights and shine a flashlight toward the globe, lighting the United States. Explain that the light from the flashlight represents the sun.

### Day and Night

(Melody: "Three Blind Mice")

The earth spins  
The earth spins  
See how it goes  
See how it goes  
To watch it spin  
is quite a sight  
This is why we have  
day and night  
Round and round  
with all its might  
The earth spins

### Science

Participates in scientific investigations

Explores the characteristics of the sun

### Vocabulary

Acquires new vocabulary

Say: **When the sun shines on us, it is daytime on the part of the earth where we live.**

A volunteer holds the flashlight. Turn the globe halfway so the light is no longer shining on the United States.

Ask: **Is the light shining on the United States? No, it is dark on that side of the globe because the sun is not shining on the United States. When the sun isn't shining on us it is nighttime in the United States.**

Say: **Let's play "Day or Night?" When the flashlight (or sun) is shining on the United States say, *day*. When it is not shining on the United States say, *night*.**

Volunteers take turns spinning the globe and shining the flashlight. The children determine if it is day or night in the United States.

Play and sing *Sing-Along* Volume 2 Track 7, "Day and Night."

Explain that tomorrow is Pajama Day! The children may wear their pajamas to school to pretend they are coming to school at night.

## LEARNING CENTERS

See Learning Centers for **Week 12**, pages 276-278. After cleanup, the children gather to share their experiences.

### Circle Time

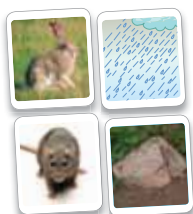
#### Phonemic Awareness: Alphabetical Order

Say: **We've been learning about letters and their sounds. Let's sing "The Alphabet Song" together.**

Use the flashlight to shine a light on each letter on the Alphabet Chart as the children sing the song.

#### Materials

- Grandmother
- Starfall's Selected Nursery Rhymes* (Book and Audio CD)
- Picture Cards: *rabbit, rain, rat, rock*
- Pocket chart
- Flashlight



#### Phonics

Recites the alphabet in sequence

Matches some letters to their sounds

#### Phonological Awareness

Listens for beginning sound

### Introduce /r/

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

Grandmother reads the riddle "Rabbit." Children solve the riddle.

Display the Picture Cards *rabbit, rain, rat, and rock*. Say: **Here is a picture of a *rabbit*.** (Children repeat, *rabbit*.) **Rabbit begins with /r/.** (Children repeat, /r/.)

- **Rain begins with /r/. Say, *rain*. Say /r/, *rain*.**
- **Rat begins with /r/. Say, *rat*. Say /r/, *rat*.**
- **Say, *rock*. What sound do you hear at the beginning of *rock*? Right, /r/.**

Say: **Listen to these two words and tell which one begins with /r/: *rain, light*.** (Children respond, *rain*.) **Right! Rain begins with /r/.** (Children repeat, /r/.) **Listen again. Which one begins with /r/, *net* or *rabbit*? Right, *rabbit*!**

#### Rabbit

*I am fluffy, have long ears, and a round tail.*

*I like to hop, hop, hop.*

*Carrots are one of my favorite foods.*

*Some people call me a bunny.*

*My name begins with /r/.*

*What am I?*

Say: **Let's hop like rabbits.** (Children do this.) **Listen to these words. If you hear /r/ at the beginning, hop, hop, hop. If the word doesn't begin with /r/, sit. Ready?**

Use *rag, red, ants, bed, rice, roof, sun, rope, and run.*

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 34, "Row, Row, Row Your Boat." Grandmother says: **Listen to this rhyme. Raise your hand when you hear a word that begins with /r/.**

Read "Row, Row, Row Your Boat." Children say the rhyme together. Play Track 32 as children sing along.

Encourage children to listen for /r/ today.

### Row, Row, Row Your Boat

*Row, row, row your boat  
gently down the stream.  
Merrily, merrily, merrily, merrily  
life is but a dream.*



Children often confuse /r/ with /w/ and /l/. This is especially true for children who have speech delays. Encourage the children to watch your mouth configuration while making /r/. Compare mouth configurations of /r/, /w/, and /l/.

## Story Time

### Teacher's Literature Choice: Day and Night

Indicate your choice of book about day and night.

Discuss the author and illustrator. Picture-walk through the book as children describe the illustrations. Read the book pausing to briefly introduce new vocabulary as it is encountered. Encourage children to ask questions.

#### Materials

- Teacher's choice of book about day and night

#### Vocabulary

*Discusses words and word meanings*

#### Comprehension

*Asks and answers appropriate questions about the story*

#### Science

*Explores the characteristics of the sun, moon, stars*

## Small Group & Exploration

### Create Paper Suns

In small groups, the children make paper suns. They start by spreading glue on their circles using paintbrushes. They then scrunch the tissue paper pieces and place them in the glue to decorate the circles.

After the tissue paper has dried, the children add construction paper triangles in an AB/AB or ABC/ABC pattern around the outside of the circles.



Remind the children to wear pajamas and bring stuffed animals to school on Day 2!

#### Materials

- One circle cut from the center of a paper plate for each child
- Glue
- Paintbrushes
- Tissue paper in shades of yellow and orange, cut into small pieces
- Yellow and orange construction paper cut into small triangles

#### Creative Arts

*Shows care and persistence in a variety of art projects*

#### Fine Motor Skills

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

#### Math

*Uses rules to create and extend repeating patterns*

## Gathering

**Math**

Uses graphs and charts to answer questions

**Science**

Makes and verifies predictions

**Materials**

- Attendance, Weather, and Calendar Routine materials

Review the first and last names of the children who are present and those who are absent. Count the children in each group. Compare and contrast the numbers and discuss which group contains more, less or the same number of children.

Children place the appropriate Weather Card on the Weather Board for *Today's Weather, Our Prediction, and Tomorrow's Weather Forecast*. Children check yesterday's prediction and forecast tomorrow's weather.

Repeat the monthly calendar routine from **Day 1**.

## Morning Meeting

**Warm Up Your Brain**

Play *Nursery Rhymes* Audio CD Track 47, "Wee Willie Winkie." Children do the following actions related to the song:

- Run in place
- Pretend to run upstairs and downstairs
- Knock on the window
- Lie on the floor and pretend to be asleep

**Materials**

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

I'm so excited about Pajama Day! It's fun to pretend to be in school at night.  
Love,  
Gingerbread Boy

**Phonological Awareness**

Identifies rhyming words

**Sentences & Structure**

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

**Pajama Fashion Show**

Read and discuss Gingerbread Boy's message.

Gingerbread Boy whispers that he loves all the pajamas and stuffed animals.

Say: **Let's have a fashion show for Gingerbread Boy! When I say your name, show Gingerbread Boy your pajamas and tell him about your stuffed animal and why you chose to bring that animal to school.**

During the fashion show, direct children to walk to the front, turn around and strike a pose. Take a photo of each child to create classroom book to remember Pajama Day.

Indicate *Nursery Rhymes* page 16, "Hey Diddle Diddle." Ask: **What do you see in this picture? How can you tell this rhyme takes place at night?**

Read and discuss the rhyme. Children repeat the rhyme with you and identify the rhyming words (diddle/fiddle; moon/spoon).

Indicate *Nursery Rhyme* page 47, "The Man in the Moon." Ask: **How can you tell this rhyme is about night?** Read and discuss the rhyme.

Say: **Let's pretend we are in school at night. Some animals, like raccoons and bats, stay awake at night and sleep during the day. We call those animals nocturnal. Say, nocturnal.** (Children repeat, *nocturnal*.) **Today we'll pretend to be nocturnal!**

# LEARNING CENTERS

See Learning Centers for **Week 12**, pages 276-278. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Compound Words

Ask: **How many new words can we make using *rain* as the first part? Here's one: *rain* plus *water* is *rainwater*.** (Children repeat, *rain* plus *water* is *rainwater*.)

**Who can think of another word that has *rain* as the first part?** Assist if the children are unable to think of words. Options include *rainbow*, *raincoat*, *rainstorm* and *raindrop*.

### Materials

- Grandmother
- Letter Card: *Rr*
- Star
- ABC for Gingerbread Boy and Me* by Starfall

Rr

### Phonological Awareness

Combines words to make a compound word

### Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

### Print/Book Awareness

Connects oral language and print

## Introduce *Rr*

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

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

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

Indicate *ABC for Gingerbread Boy and Me*.

Say: **Let's look at *Rr*. Here are some pictures of things that begin with /r/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: rabbit, /r/)
- 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 rabbit. Indicate the word, rabbit.)

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

## Story Time

### Creative Arts

Expresses self through movement

### Pajama Day Nursery Rhymes

Say: **Let's pretend it is night and we are getting ready for bed. Remember we are nocturnal today!**

**When you were a baby, your mom or dad probably sang you a lullaby. A lullaby is a quiet song you listen to before you go to sleep. Let's listen to a lullaby.**

Indicate *Nursery Rhymes* pages 18 and 19. Play Audio CD Track 14, "Hush Little Baby." Children look at the pictures as they listen. Repeat for *Nursery Rhymes* page 46, "Twinkle Twinkle Little Star" and "Star Light, Star Bright," Tracks 45 and 44.

Children spread out and lie on the sheets or blankets with their stuffed animals. Explain that during the song they will close their eyes and make a wish.

Turn off the classroom lights and play *Sing-Along Volume 2* Track 42, "The Falling Star."

Say: **Let's pretend we are sleeping. When I ring the bell you will wake up and pretend to be a nocturnal animal!** (bat, raccoon, fox, firefly, owl) **Listen for "Go to Sleep." That will be your signal to lie down and pretend to sleep again.**

### Materials

- Stuffed animals
- Starfall's Selected Nursery Rhymes* and Audio CD
- Starfall Sing-Along Volume 2*
- Sheets or blankets
- Bell

## Small Group & Exploration

### Stuffed Animal Imaginations

Say: **Pretend your stuffed animal is alive. Think of something you wish that you and your animal could do together.**

Children draw pictures and dictate sentences to describe what they wish to do with their stuffed animals.

### Materials

- Stuffed animals
- Drawing paper
- Pencils, crayons, markers

### Emergent Writing

Demonstrates understanding of the connections among their own ideas, experiences, and written expression

Uses letter-like shapes or letters to write words or parts of words

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects



### Observe & Modify

Encourage children who are ready to scribble-write, or use inventive spelling, to write their own sentences. The children then read their sentences to you. Provide adult writing below their sentences.

## Gathering

Complete the gathering routine as with previous days, and repeat the monthly calendar routine from **Day 1**.

### Materials

- Attendance, Weather, and Calendar Routine materials

## Morning Meeting

### Warm Up Your Brain

Explain that the children will create a pattern with their movements as they follow your directions:

- **Clap your hands.**
- **Next, stomp your feet.**
- **Stand up then sit down.**
- **Now crawl around!**

Repeat several times and increase the speed to make the exercise more fun.

### Materials

- Seasons Poster
- Globe
- Sun and moon pictures for each child
- Weather Cards: *rainy, snowy, sunny, windy*

### Science

Makes and verifies predictions

### Social Studies

Begins to categorize time intervals

I had fun in my pajamas yesterday!  
What was your favorite part of the day?  
Your friend,  
Gingerbread Boy

## Patterns: Day/Night and Seasons

Read and discuss Gingerbread Boy's message.

Indicate the sun and moon pictures. Ask: **When we see the sun in the sky is it day or night? When we see the moon in the sky is it day or night?**

Say: **Day and night follow a pattern.** Distribute a sun or moon picture to each child. A child with a sun picture comes forward, then a child with a moon picture comes forward and they stand side by side. Say: **We have day and then we have night. What comes after night?** A child with a sun picture comes forward to continue the pattern. Continue until all children become part of the pattern. Say: **Day and night follow an AB/AB pattern.**

Say: **We have another pattern on Earth we call the seasons. Say, seasons.** (Children repeat, *seasons*.) **The seasons are winter, spring, summer and fall. The seasons come in the same order every year. As the seasons change, the weather changes too.**

Remind the children that Earth rotates once every twenty-four hours, causing day and night. Say: **Earth does something else while it rotates. It moves around (orbits) the sun. It takes one whole year for Earth to travel around (orbit) the sun, and in the year we have fall, winter, spring and summer on Earth.**

Indicate the Seasons Poster. Say: **Here are the four seasons.** (Discuss the pictures.) **We can tell that a season is about to change when the weather changes.**

Indicate the *sunny, windy, snowy* and *rainy* Weather Cards. Say: **Here is a picture of a sunny day. Which season would have the most sunny days? Who can find the season of summer on the poster?** (A volunteer identifies summer.) Repeat for windy (fall), snowy (winter), and rainy (spring). Briefly discuss weather differences in each of the four seasons. Explain: **The seasons always come in the same order like a pattern, winter, spring, summer, fall. What season is it now?**

Say: **Let's play "I Spy." I will name a season and you point to the picture that shows that season.** Play "I Spy." Repeat season names to give several children a turn.

### Math

Uses rules to create and extend repeating patterns

### Social Studies

Begins to categorize time intervals

### Vocabulary

Acquires new vocabulary



# LEARNING CENTERS

See Learning Centers for **Week 12**, pages 276–278. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence: I saw a rabbit hop.** (Children repeat). **Listen again. Repeat the sentence.** Select five volunteers to move to the front of the classroom to represent each word in the sentence. Repeat the sentence, tapping a volunteer as you say each word. Count the number of words in the sentence.

#### Materials

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

### List Rr Words, ASL Rr

Children show and describe pictures or items they brought which begin with /r/.

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

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

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

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

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

#### Where Is R?

(Melody: "Where Is Thumbkin?")  
*Where is /r/? Where is /r/?*  
*Here I am. Here I am.*  
*R stands for /r/*  
*in rabbit and rain*  
*/r/ /r/ /r/, Rr, Rr, Rr*

#### 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

#### Vocabulary

Acquires new vocabulary

#### Listening & Speaking

Understands by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said

#### Comprehension

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

## Story Time

### Introduce Autumn

Indicate the Seasons Poster. Say: **Did you know the season of fall is also called autumn?** (Children repeat, *autumn*.) **Who can find the season of autumn or fall on the Seasons Poster?** A volunteer finds autumn on the poster. **Here is a song about the season of autumn.**

#### Materials

- Starfall Sing-Along Volume 2*
- Seasons Poster
- How the Turtle Cracked its Shell* as told by Myrna Estes
- A hardboiled egg
- Mirror



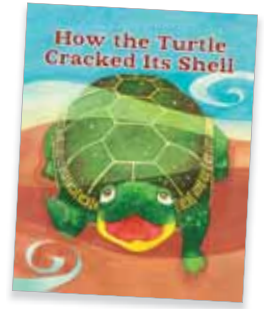
Play *Sing-Along* Volume 2 Track 4. Children close their eyes as they listen to “Autumn Leaves.” Repeat the song as children move in response to the words.

Indicate *How the Turtle Cracked Its Shell*. Discuss the title, author, illustrator and the cover picture. Say: **There are some words in this story you might not know. Let’s talk about them before we read the story.**

### Autumn Leaves

“Come, little leaves,” said the wind one day.  
“Come over the meadow with me to play;  
Put on your dresses of red and gold,  
Winter is coming, and the days grow cold.”

Soon as the leaves heard the loud wind call,  
Down they came, fluttering, one and all;  
Over the green meadow they danced and flew  
Singing the soft little songs they knew.



<b>cracked</b>	Gently tap or drop the hardboiled egg so its shell has many cracks. Discuss its appearance.
<b>reflection</b>	Children look into a mirror. Explain that what they see in the mirror is their reflection.
<b>starved</b>	When a person or an animal hasn’t had enough to eat and is very, very hungry, we say that person or animal is starved.

Say: **This story takes place during the season of autumn. But it ends in another season. Listen to hear in which season the story ends.** Read the story. Ask: **In what season did the story begin?** (autumn) **In what season did the story end?** (winter) A volunteer indicates winter on the Seasons Poster.

## Small Group & Exploration

### Numbers Everywhere

Shuffle the Number and Button Cards together. Say: **Let’s make three sets, or groups. The first set will be made of ones. The second set will be made of fives and the third set will be made of tens. Let’s start with the ones. Find all the cards that belong to the set of ones.**

(Children work together to do this.) Review the Number and Button Cards representing the number one. Say: **Look around the room. Where else do you see the number one?** (Volunteers name the clock, math center, etc.) Indicate the whiteboard. Say: **Here is another way to write the number one.** (Make a tally mark.) **This is a tally mark. There is one tally mark.** Repeat for five and ten.

Distribute a penny, nickel, and dime to each child. Say: **These are coins. They are money. One of these coins is worth one cent. It is called a penny.** (Children repeat, *penny*.) **It looks like this.** (Indicate a penny.) **Find a penny and hold it up.** (Children do this.) **To which group would the penny belong, group one, group five, or group ten?** Repeat with the nickel and dime. Ask:

- How many suns are in the daytime sky?
- To which group would the sun belong?
- How many moons are in the nighttime sky?
- To which group would the moon belong?

### Materials

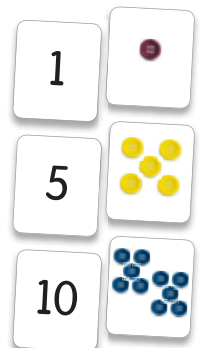
- Number Cards 1, 5, 10
- Button Cards 1, 5, 10
- Pennies, nickels, and dimes  
(one per child and teacher)
- Whiteboard and marker

### Math

Recognizes numerals  
Uses different ways to represent numbers

Recognizes numbers in the environment

Combines and separates sets of objects to create new sets



**Gathering**

**Science**

Makes and verifies predictions

**Social Studies**

Begins to categorize time intervals

Complete the gathering routine as with previous days, and repeat the monthly calendar routine from **Day 1**.

**Materials**

- Attendance, Weather, and Calendar Routine materials

**Morning Meeting**

**Warm Up Your Brain**

Play "Freeze-a-Roo." Announce a motion. Children do the motion until the music stops, then they freeze in place.

Say: **Pretend you are:**

- a leaf falling off the tree
- a bird flying south for the winter
- a turtle hibernating
- a bear waking up after a long nap

**Materials**

- Picture Cards: bear, frog, ladybug, snake, turtle
- Pocket chart

I didn't know some turtles sleep all winter. Do other animals do that, too?  
Your pal,  
Gingerbread Boy

**Vocabulary**

Discusses words and word meanings

**Science**

Describes characteristics in the appearance and behavior of animals

**Hibernation**

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy is a good listener! Let's learn more about animals that sleep all winter. During the season of winter there are many changes. It gets very cold outside. Leaves, nuts and berries fall from trees and are covered by snow. Animals aren't able to find food, so they eat a lot before winter, and then they find a cozy place to hibernate, or sleep, during the winter.** (Children repeat, *hibernate*.) **Hibernate means to sleep for a long, long time.** Indicate the Picture Cards in a pocket chart and discuss how each animal survives winter.



**bears**

Instead of taking one long sleep, bears take naps in dens, caves, or hollow trees.



**frogs**

Frogs go to the bottom of streams and ponds where the water doesn't freeze. Land frogs burrow or dig under leaves and dirt. They do freeze a little but thaw out and wake up in the spring!



**ladybugs**

Ladybugs and other insects hibernate in tree trunks, logs, ground cover, buildings, and even peoples' homes when it gets cold.



**snakes**

Snakes find places under rocks. They travel to places where hundreds of snakes stay together to help keep warm.



**turtles**

Some turtles find a warm place, dig a hole in the ground and sleep during the winter. Water turtles swim deep into the water and snuggle down in the mud for the winter.

# LEARNING CENTERS

See Learning Centers for **Week 12**, pages 276-278. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Syllables

Say: **Listen to these word parts: rob-in. Let's put them together: robin. This time clap for the parts. Ready? rib-bon** (clap, clap) **Children say, ribbon.** Repeat for *return, rat, red, rabbit, and rectangle.*

#### Materials

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

### Introduce Final /r/

Indicate the list of Rr words. Say: **Look at these words that begin with Rr.** (Review the list.) Ask: **Can you think of any other words you would like to add to the list?** (Add additional words.)

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

Ask: **Do you know that /r/ can be at the beginning of a word OR it can be at the end of a word? Listen for /r/ in this word: car.** (Emphasize /r/ at the end.) **Now you say it: car.** (Children repeat, *car.*)

Say: **Listen to these words. If you hear /r/ at the end of the word, make the Rr hand sign.** Emphasize /r/ in the following words: *fall, spider, rubber, lamp, sun, runner, near, year.*

Grandmother says: **Can you show me the hand sign for /a/?** Children make the ASL sign for /a/. Repeat for /b/ /t/ /n/ /s/ /p/ and /l/.

#### Phonological Awareness

Counts syllables

Isolates ending sound

## Story Time

### Read *How the Turtle Cracked its Shell*

Say: **Not all animals hibernate or sleep during the winter. Some animals travel to warmer places to get away from the cold weather.**

Indicate *Nursery Rhymes* page 36, "The North Wind." Read the rhyme and discuss how birds fly south for the winter to stay warm. Repeat the rhyme as children join you.

Explain: ***How the Turtle Cracked Its Shell* is about two kinds of animals. One hibernates and one flies south for the winter.** Place the Sequence Cards in the top of a pocket chart in random order. Say: **Here are some pictures that show the story *How the Turtle Cracked Its Shell*. Look at the pictures. Are they in the right order?** (Children respond.) **Let's listen to the story again. As we read, help put the pictures in the right order.** Pause as you read the story for volunteers to locate and order the Sequence Cards in the center of the pocket chart.

#### Materials

- Starfall's Selected Nursery Rhymes*
- How the Turtle Cracked Its Shell* as told by Myrna Estes
- How the Turtle Cracked Its Shell* Sequence Cards
- Pocket chart



#### Comprehension

Recalls information from stories

Makes inferences

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

#### Science

Describes characteristics in the appearance and behavior of animals

Discuss the following questions:

- Which animals flew south for the winter?
- Which animal hibernated?
- What did the turtle want to do?
- What made the turtle want to fly? Why couldn't he?
- Why did the turtle think he would starve?
- How did he decide to solve his problem?
- How did the birds help him?
- What caused the turtle to fall from the sky?
- How did the turtle crack his shell?
- What happened at the end of the story?

## Small Group & Exploration

### Materials

- A variety of pennies, nickels, dimes, and quarters

### Make Patterns with Coins

Indicate each coin and discuss its value. Use pennies and nickels to create an AB/AB pattern. Children determine what would come next to extend the pattern. A volunteer adds the next coin. Continue the pattern several times.

Use pennies, nickels, and dimes to create an ABC/ABC pattern. A volunteer determines which coin comes next, and places it. Continue the pattern several times.

Each child uses coins to create his or her own AB/AB pattern to share with the group.

#### Math

*Uses rules to create and extend repeating patterns*

*Explores the use and meaning of currency and coins*



### Observe & Modify

If the children are developmentally ready, experiment with ABC or ABCD patterns.

## Gathering

Complete the gathering routine as with previous days, and repeat the monthly calendar routine from **Day 1**.

### Materials

- Attendance, Weather, and Calendar Routine materials

## Morning Meeting

### Warm Up Your Brain

Play "Let's Make a Pattern." Explain that you will give directions that will result in a pattern of movements. Use:

- **Clap your hands**
- **Stomp your feet**
- **Stand up; sit down**
- **Crawl around**

Repeat the directions several times in different patterns. The children may create new patterns.

### Materials

- Seasons Poster
- "My Favorite Season" chart
- Crayons

### "My Favorite Season" Chart

Read and discuss Gingerbread Boy's message. Remind children changes in the weather signal the seasons are changing.

Gather children around a classroom computer cued to *Backpack Bear's Books, Concepts* (Seasons icon) "What's the Weather?" Navigate through the song and children discuss the weather changes.

Indicate the "My Favorite Season" chart. Read the title and the labeled sections. Say: **This chart has words that are the names of the seasons.** Display the Weather Cards: *sunny, windy, rainy, and snowy*. Ask: **Who can find a Weather Card that matches the season of summer?** and **Why do you think this picture shows summer?** Repeat for the remaining seasons. Attach Picture Cards to the labeled sections.

Gather children in a circle. Say: **Let's pretend this is our nature circle. Do you notice that this circle does not have a beginning or an end? It just keeps going around and around. Seasons are like that. We have winter, followed by spring, followed by summer, followed by fall and then the seasons start over again without stopping.**

Select two volunteers to sit in the center of your nature circle. Remind them to sit criss-cross, knee to knee. Identify one as partner one, and the other as partner two. Say: **Decide which of the four seasons is your favorite. Listen to this sentence stem: My favorite season is (blank) because (blank).** Instruct partner one to use the sentence stem to tell partner two his or her favorite season and why. Give support when necessary. Partner two then uses the sentence stem to share. The partners then write their names under their favorite seasons on the "My Favorite Season" chart. Select a new pair of children and repeat the procedure.

### Science

*Makes and verifies predictions*

### Social Studies

*Begins to categorize time intervals*

*I'm glad seasons change. My favorite season is spring when flowers start to bloom.*  
Love,  
Gingerbread Boy

### Science

*Observes and describes weather and how it changes*

### Math

*Uses graphs and charts to answer questions*

### Conversation

*Provides appropriate information for the setting*

### Sentences & Structure

*Combines more than one idea using complex sentences*

# LEARNING CENTERS

See Learning Centers for **Week 12**, pages 276–278. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Rhyming

Say: **Listen carefully for words that rhyme: Rain, rain, go away. Come again another day.** Ask: **Which two words rhyme?** (away/day)

Repeat for *It's raining, it's pouring, the old man is snoring* (pouring/snoring) and *He went to bed and he bumped his head* (bed/head).

### Materials

- Grandmother
- ABC for Gingerbread Boy and Me* by Starfall
- Variety of objects that begin with /r/: rock, ring, rectangle, red (crayon), ruler, *rainy* (Weather Card) or other items or Picture Cards.

### Initial Sounds: Aa Bb Ll Nn Pp and Rr

Indicate *ABC for Gingerbread Boy and Me*.

Say: **Grandmother would like to play "I Spy." She will say the name of a letter and a volunteer will find that page in ABC for Gingerbread Boy and Me. Ready?** Grandmother says: **Aa.** Pause for a child to locate the corresponding page. Repeat for *Bb, Ll, Nn, Pp, and Rr*.

Gather children in a semi-circle. Place the rock, ring, rectangle, red (crayon), ruler, *rainy* (Weather Card) on the floor. Identify each item.

Say: **Look closely at these objects that begin with /r/. I will take one away and you tell what it is. Ready? Close your eyes.**

Remove one of the items. The children open their eyes and try to determine which item was removed. Repeat with other items.

Sing "Where Is /r/?"

### Where Is /r/?

(Melody: "Where Is Thumbkin?")

Where is /r/? Where is /r/?

Here I am. Here I am.

R stands for /r/

in rabbit and rain

/r/ /r/ /r/, Rr, Rr, Rr

#### Phonological Awareness

Identifies rhyming words

#### Phonics

Matches some letters to their sounds

#### Book/Print Awareness

Connects oral language and print

## Story Time

### Materials

- Teacher's choice of book about the seasons

### Teacher's Literature Choice: Seasons

Indicate your favorite book about the seasons. Introduce the author and the illustrator. Choose volunteers to indicate the front cover, title, first, middle and end pages.

Read the book pausing to briefly introduce new vocabulary as it is encountered. Encourage children to ask questions about the pictures and the story.

### Print/Book Awareness

*Identifies front cover, title and first, middle, and end pages of a book*

### Vocabulary

*Discusses words and word meanings*

### Comprehension

*Identifies role of author and 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 or complete "My Favorite Season" chart activities.

# Week 13: Outer Space

This week you will teach the children about the night sky. They will discover that there are billions of planets and stars, like our sun, and they will learn how to tell the difference. The children will also:

- learn the letter Cc and /k/ and identify initial and final /k/ words
- listen to a nonfiction selection about an astronaut
- learn about the sun and other stars
- discover the Big Dipper constellation
- clap and count words in sentences
- learn about the International Space Station
- use connect cubes as measuring tools
- blend and clap syllables
- illustrate and dictate sentences about outer space

## Starfall Books & Other Media

*ABC for Gingerbread Boy and Me* by Starfall

American Sign Language Poster

*Reach for the Stars* by Starfall

*Starfall's Selected Nursery Rhymes* and Audio CD

*Why the Sun and the Moon Live in the Sky* retold by Starfall

Star Pattern, Big Bear, Big Dipper, and Rocket Blacklines

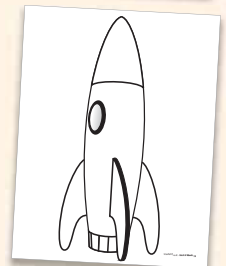
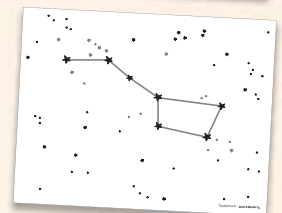
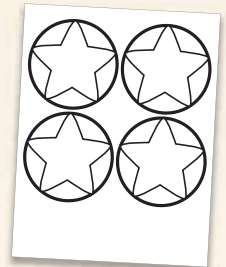
## Preparation

Select music for use during this week's Warm Up Your Brain Exercises.

### Day One

**Story Time** — Use construction paper to prepare large sun and moon shapes. Attach a ruler or a craft stick to each. Have either a blue bed sheet, blue blanket, blue towel or a large piece of blue craft paper on hand.

**Small Group** — You will need light colored chalk, black construction paper for each child, and hair spray.





**Day Two**

*Morning Meeting* — Cut eight circles from heavy stock paper. Attach a craft stick to each circle. Label and number them as follows: Mercury-1, Venus-2, Earth-3, Mars-4, Jupiter-5, Saturn-6, Uranus-7, and Neptune-8. Also prepare a large construction paper sun and have paper plates available for use as planets outside our solar system.

*Small Group* — Duplicate the star pattern blackline and cut out one star for each child. Have a straw for each child to attach to the stars to create wands.

**Day Three**

*Morning Meeting* — You will need the Big Dipper blackline, the Big Bear blackline, and a ladle or large-handled spoon.

*Story Time* — Title a sheet of chart paper “Things I Still Wonder About.”

*Small Group* — Have the rocket blackline available along with blocks of varying sizes, and nonstandard measuring tools such as connect cubes.

**Day Four**

*Story Time* — Choose a book about stars, space, or rockets to share with the children. Suggestions include:

- *Draw Me A Star* by Eric Carle
- *Ottie and the Star* by Laura Jean Allen
- *Our Stars* by Anne Rockwell
- *Roaring Rockets (Amazing Machines)* by Tony Mitton and Ant Parker
- *The Night Sky* by Alice Pernick
- *There's No Place Like Space: All About Our Solar System* by Tish Rabe
- *Twinkle, Twinkle, Little Star* by Iza Trapani

*Small Group* — Have these items available as examples of three-dimensional shapes: a die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, cheese wedge or tip of a sharpened pencil. You will also need clay or play dough for each child.

**Day Five**

*Morning Meeting* — Have a duplicated copy of the class story for each child, one copy for the classroom, and craft materials such as construction paper, cotton, glitter and stickers available for use in decorating covers for the stories.

*Story Time* — Have the following books available: *Who Likes the Rain*, *Thermometers*, *How the Turtle Cracked Its Shell*, *Why the Sun and Moon Live in the Sky*, *Reach for the Stars*, and the teacher’s literature choice books from **Weeks 11-13**.

**Snack Suggestion**

For each child, put 1/8 cup of any flavor instant pudding and 1/4 cup milk (not low fat) into a small plastic bag. Seal the bags securely. Children gently knead the mixture until pudding forms. Snip off one end of the corner of the bags. The children squeeze the pudding directly into their mouths!

**Outside Activity**

Play a variation of “Duck, Duck, Goose” by changing it to “Sun, Sun, Earth.”

**Gross Motor Skills**

Moves with balance and control

I went for a walk last night and saw the moon shining. Is there really a man in the moon?

Your pal,  
Gingerbread Boy

**Day 2**

Have you ever wondered what it would be like to travel into outer space? What do you think you might see?

Love,  
Gingerbread Boy

**Day 3**

Did you see all those stars in the night sky? I tried to count them, but there were too many!

Your friend,  
Gingerbread Boy

**Day 4**

Have you ever wondered what it would be like to take a trip to another planet?

Your pal,  
Gingerbread Boy

**Day 5**

I love the story you wrote yesterday. I can't wait to read it again!

Love,  
Gingerbread Boy

<b>Gathering</b>	Gathering Routine	Gathering Routine
<b>Morning Meeting</b>	Gingerbread Boy's Message Introduce night sky "The Man in the Moon" "Star Light, Star Bright" "Twinkle Twinkle Little Star" "Wynken, Blynken and Nod"	Gingerbread Boy's Message Re-create solar system <b>Vocabulary:</b> solar system, planets, Mercury, Venus, Mars, Jupiter, Saturn, Neptune, Uranus, astronomer

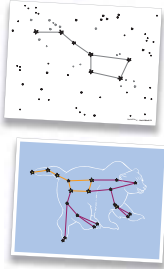
### LEARNING CENTERS

<b>Circle Time</b>	Phonological Awareness: Alphabet Sign Language Introduce and listen for /k/ "Cow" riddle "Hey Diddle Diddle" "Little Boy Blue"	Phonological Awareness: Compound words Introduce Cc Listen for initial /k/ <i>ABC for Gingerbread Boy and Me</i>
<b>Story Time</b>	<i>Why the Sun and the Moon Live in the Sky</i>  <b>Vocabulary:</b> visit, promise, flow Story characters Dramatize story	<i>Reach for the Stars</i>  <b>Vocabulary:</b> astronaut Discuss nonfiction and photographs Answer questions "I'm a Little Rocket"
<b>Small Group &amp; Exploration</b>	Draw night pictures	Make star wands 


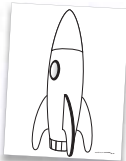
## Day Three

## Day Four

## Day Five

Gathering Routine	Gathering Routine	Gathering Routine
Gingerbread Boy's Message "Ten Little Stars" Introduce Big Dipper and Big Bear "Twinkle Twinkle Little Star"  <b>Vocabulary:</b> stars, constellation, ladle, dipper	Gingerbread Boy's Message Write class story about a visit to another planet	Gingerbread Boy's Message Make covers for class story

### LEARNING CENTERS

Phonological Awareness: Words in a sentence Introduce ASL sign for Cc List initial /k/ words Sing "Where Is /k/?" <i>ABC for Gingerbread Boy and Me</i>	Phonological Awareness: Syllables "There Was a Crooked Man" Introduce/discriminate final /k/	Phonological Awareness: Rhyming words Review <i>Aa, Bb, Cc, Ll, Nn, Pp, Rr, Ss, and Tt</i> "Where Is /k/?" "The Alphabet Song"
<i>Reach for the Stars</i> The International Space Station Partner share 	Teacher's choice of book about stars, space or rockets	Pre K Book Club
Build and measure rockets Tallest/shortest 	Three-dimensional shapes <b>Vocabulary:</b> cube, sphere, cylinder, cone, pyramid, rectangular prism	Complete projects or conduct observations and individual assessments

# WEEK 13

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

## Computer Center

**Activity** — Children enjoy *It's Fun to Read: Poetry*, "If I could Touch the Sky," *Numbers: "Rocket" and "Zero,"* and *Math Songs: "10 Little Monkeys."* They also review /b/, /t/, /n/, /s/, /a/, /p/ /l/, and /r/, and reinforce /k/ at ABCs: S, B, T, N, A, P, L, R, and C.

### Interaction & Observation

- Continue to observe children as they work. Talk with them about their experiences and ask them to describe what they are doing.
- Ask questions such as: How did you decide what activity to work on today? Which activity did you like most? How do you get back to the ABCs?

### Materials

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

## Art Center

### Creative Arts

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

**Activity** — Children write their names at the bottom of black construction paper using white crayons. They place star stickers randomly on the paper, and connect the stars with white crayons to create constellations.

### Interaction & Observation

- It is vital that children's artwork be attractively displayed in the classroom to reflect the importance of their creativity.
- Make the art gallery area easily accessible to the children so they may view and share what they have created.

### Materials

- Black construction paper for each child
- Star stickers
- White crayons

## Library Center

### Print/Book Awareness

Connects oral language and print

**Activity** — Children read along and listen to *Why the Sun and the Moon Live in the Sky* and *Reach for the Stars* Audio CDs after they are introduced on **Days 2** and **3**.

They also enjoy picture books (including audio versions) from your classroom or school library relating to space.

### Interaction & Observation

- Nurture language development when talking with children in the Library Center.
- Paraphrase and extend ideas to help children express their thoughts about what they are reading and hearing.
- Discuss the illustrations. Ask children to retell a story in their own words.

### Materials

- Why the Sun and the Moon Live in the Sky* (Book and Audio CD)
- Reach for the Stars* (Book and Audio CD)
- Books about space, astronauts, space shuttles, moon rocks, and/or astronomy

## Dramatic Play Center

**Preparation** — Turn the Dramatic Play Center into a space shuttle by including a large cardboard box with cut out windows for light. Place space pictures on the outside of the box, and props inside. Cover firefighter or bike helmets with foil to create space helmets.

**Activity** — Children become astronauts and work inside the Space Shuttle using props to communicate with NASA.

### Interaction & Observation

- Vary this center with props that relate to different units of study and reflect children's interests.
- To increase your inventory of props, send a note to parents about an upcoming theme and ask for items. You can also write NASA for free materials, or ask local doctors, dentists, veterinarians, firemen, librarians, chefs, and others in the community to visit your classroom or donate materials for this center.

### Materials

- Large cardboard box
- Rocks for moon rocks
- Space pictures
- Walkie-talkies, phones, or an old outdated computer
- Helmets, aluminum foil

### Creative Arts

*Engages in cooperative pretend play with other children*

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

## Construction Center

**Activity** — Children build space stations and rockets, using pictures for reference.

### Interaction & Observation

- Offer encouragement and engage in conversation with children as they work. Get down on the floor to converse and offer support when children are trying to solve problems.
- Ask questions or make comments such as: Can you think of a different block that might work better here? How many astronauts will fit into your space shuttle? You had to be very careful when you made this rocket so tall. Why do you think your space shuttle collapsed?

### Materials

- Wooden blocks of various shapes
- Books with photos of shuttles and rockets
- Pictures of space stations and rockets

### Fine Motor Skills

*Coordinates hand and eye movements*

### Social/Emotional Development

*Works with other to solve problems*

## Writing Center

**Activity** — Children draw and color pictures of things that begin with the sound /k/ (cat, cap, caterpillar, cup, car, cow, computer, castle, cookies, etc.) and write or dictate sentences about them. Write sentences in pencil and children trace the words with felt tip pens.

### Interaction & Observation

- When taking dictation, write in pencil in large letters so children can trace over the words with a felt tip pen or pencil.
- As their fine motor skills improve, take the dictation with a felt tip pen and leave space for children to copy directly under each dictated word.

### Materials

- Crayons, pencils
- Drawing paper
- Felt tip pen for tracing

### Emergent Writing

*Uses scribbles/writing to convey meaning*

### Fine Motor Skills

*Uses writing and drawing tools*



## Discovery Center

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Science

Investigates states of matter

**Activity** — Add mild dish detergent to the water table. Children experiment with bubbles and continue to explore the properties of water using the available tools. Surprise them midweek by adding a few drops of food coloring to the soapy water.

### Interaction & Observation

- As children explore the properties of water, engage them in conversation and ask questions such as: What happens when you squeeze the sponge in the soapy water? Can you hold water in one hand? What about two hands? What happens to the soap when you stir the water with the wire whisk? What do you like best about water?

### Materials

- Water table
- Mild dish detergent
- Wire whisks
- Measuring cups and spoons
- Large plastic or wooden spoons
- Sponges

## Math Center

### Math

Uses rules to create and extend repeating patterns

**Activity** — Children continue to explore patterns using different types of objects, rather than concentrating on the color, size or shape of the previously used math manipulatives.

A possible AB/AB pattern might be button/stone, button/stone.  
An ABC/ABC pattern might be crayon/shell/pencil, crayon/shell/pencil.

### Interaction & Observation

- Some additional questions to ask as children create new patterns are:  
Can you use two objects that you can write or draw with to make a pattern?  
Can you make a pattern using three objects? How could you read this pattern?  
(shell/stone, shell/stone — ab/ab, or pencil/bean/chalk, pencil/bean/chalk — abc/abc)

### Materials

- Objects such as buttons, beans, shells, small stones, crayons, pencils, chalk



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Play "Pass the Ball." Children line up one behind the other. The first child passes the ball over his or her head to the next child in line without turning around. The pattern continues until the ball reaches the last child in line. The children turn to face the opposite direction and begin again.

## Materials

- Teacher's choice of music
- Ball
- Starfall's Selected Nursery Rhymes*
- Globe

I went for a walk last night and saw the moon shining. Is there really a man in the moon?

Your pal,  
Gingerbread Boy

## Introduce Earth

Read and discuss Gingerbread Boy's message.

Ask: **Do you remember the rhyme we learned last week about a man in the moon? Let's read it again.** Read *Nursery Rhymes* page 47, "The Man in the Moon."

Explain: **There is not really a man in the moon. When some people look at the moon they think it looks like a face. Last week we also learned about the daytime star. Who remembers its name?** (sun)

Say: **Let's take a look at the night sky.** Indicate *Nursery Rhymes* pages 46 and 47. Read "Star Light, Star Bright," "Twinkle, Twinkle Little Star," and "Wynken, Blynken, and Nod." Repeat the rhymes as children join you. Children discuss the illustrations.

Indicate the globe. Say: **This is planet Earth. The blue on the globe shows the water on Earth. The other colors show the land.** Volunteers locate the water and land on the globe.

Explain: **Planet Earth has no light of its own, but every morning when we come to school it is light outside. Where does Earth get its light?** (the sun, or the daytime star) **Do you remember where the moon gets its light?** (the sun) **Our daytime star is busy during the day and during the night!**

Ask: **What else do we see in the night sky?**

- **There are billions of other stars like our sun in the night sky. They are so far away that we don't feel their heat, but we can see them "twinkle." There are also other planets, like Earth in the sky. We can tell they are planets because they don't twinkle like stars.**
- **The stars and planets don't go away during the day. They are still in the sky, but our sun makes the sky so bright we can't see them.**

Take the children outside to observe the sky and to try to find the stars and planets. Remind them that the sun is so bright we can't see the stars and planets during the day. Review last week's flashlight experiment.

Discuss new additions to the Learning Centers prior to sign-up.

## Comprehension

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

## Science

Explores the characteristics of the sun, moon, stars and/or clouds

# LEARNING CENTERS

See Learning Centers for **Week 13**, pages 298–300. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Alphabet Sign Language

Say: **I'll show you a letter in sign language and you make its sound. Let's try one! Ready? Form the ASL hand sign for Aa.** (Children say, /a/.) Repeat for *b, t, n, s, a, p, l* and *r*. Choose volunteers to produce the letter sounds.



#### Phonics

Matches some letters with their sounds

#### Phonological Awareness

Listens for beginning sounds

#### Materials

- Grandmother
- Starfall's Selected Nursery Rhymes (Book and Audio CD)
- Picture Cards: *car, coat, corn,* and *cow*
- Pocket chart

### Introduce /k/

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

Display the Picture Cards *car, coat, corn,* and *cow*. Say: **Here is a picture of a cow. Say, cow. Cow begins with /k/. Say /k/.**  
Continue as follows:

- **Coat begins with /k/. Say, coat. Say /k/, coat.**
- **Corn begins with /k/. Say, corn. Say /k/, corn.**
- **Say, car. What sound do you hear at the beginning of car? Right, /k/.**

Say: **Listen to these two words and tell which one begins with /k/: cat, dog.** (Children respond, *cat*.) **Right! Cat begins with /k/.** (Children repeat, /k/.) **Listen again. Which one begins with /k/, candle or rabbit?** (Children respond, *candle*.)

Say: **Let's pretend to chew grass like cows!** (Children do this.) **Listen to these words. If you hear /k/ at the beginning, chew, chew, chew. If the word doesn't begin with /k/, sit down. Ready?** Use: *camel, ant, pop, crayon, cookie, carrot, nose, red* and *comb*.

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 16, "Hey Diddle Diddle."

Grandmother says: **Listen to this rhyme. Raise your hand when you hear a word that begins with /k/.** Play *Nursery Rhymes* Audio CD Track 12 and sing "Hey Diddle Diddle." Ask: **What words begin with /k/?** (*cat, cow*)

Indicate *Nursery Rhymes* page 26, "Little Boy Blue." Read the rhyme. Say: **Listen to this rhyme again. This time when you hear a word that begins with /k/ raise your hand.** Read the rhyme slowly and clearly. Children raise their hands when you read *come, cow, corn,* and *cry*.

Play *Nursery Rhymes* Audio CD Track 23. Children sing "Little Boy Blue."

Encourage children to listen for /k/ today.

#### Cow

*I am a female farm animal  
that gives milk.  
I can be milked by hand  
or machine.  
My babies are called calves.  
My name begins with /c/.  
What am I?*





## Observe & Modify

Only the hard Cc sound is addressed here. Its marking is indicated as /k/. If you have a child whose name begins with a soft Cc sound, such as Cindy, explain that Cc can stand for both /k/ and /s/.

## Story Time

### *Why the Sun and the Moon Live in the Sky*

Display *Why the Sun and the Moon Live in the Sky*. Say:

**This is an African Folk Tale. It is retold by Starfall.**

**The Illustrator is Jing Lili.**

Introduce the following vocabulary prior to reading the story.

<b>visit</b>	to go and stay with someone for a while
<b>promise</b>	to say you will do something (Example: I promise to eat my vegetables.)
<b>flow</b>	to move smoothly (Example: The water will flow down the hill.)

Say: **Listen as I read to find out why the sun and moon live in the sky.**

Read the book. Ask: **Why did the sun and the moon live in the sky?** (discuss)

**Who are the characters in this story?** (sun, moon, water, water animals)

**Let's pretend we are the characters.**

- Select volunteers to be the sun and moon. Explain they will hold the paper sun and moon at waist level. The sun character will begin close to the water. The moon character will be a short distance away.
- Explain to the sun and moon characters that as the story is read they will hold their signs higher and higher. At the end of the story they should be holding the sun and moon by the end of the sticks.
- Select two volunteers to be the water. They will stand apart from each other holding the blue sheet. They will wave the sheet to simulate water moving.
- Select several children to represent the water animals. They will pretend to swim in the water.
- The remaining children will be the audience.

Read the story and prompt children to dramatize the events.

### Materials

- Why the Sun and the Moon Live in the Sky* retold by Starfall
- Prepared sun and moon
- Blue bed sheet, blanket, towel, or large piece of blue craft paper

### Vocabulary

Acquires new vocabulary

### Comprehension

Identifies story characters

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

### Creative Arts

Participates in teacher-guided dramatic activities



## Small Group & Exploration

### Create Nighttime Chalk Drawings

Children use chalk to draw night pictures on black paper. Take the pictures outside (away from the children) and spray them with hair spray to affix the chalk.

### Materials

- Black construction paper for each child
- Light colored chalk
- Hair spray
- Newspaper

### Creative Arts

Creates original work

## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Materials

- Teacher's choice of music
- Ball or globe
- Prepared planets and large sun

## Warm Up Your Brain

Play "Pass the Ball." Gather children in a circle. Pretend a ball or globe is planet Earth. Play music of your choice while children pass the ball to the child on their left. Occasionally stop the music, and instruct the children to freeze. They resume passing the ball when you start the music again.

Have you ever wondered what it would be like to travel into outer space? What do you think you might see?

Love,  
Gingerbread Boy

## Gross Motor Skills

Distinguishes left from right

## Science

Explores the characteristics of the sun, moon, and stars

## Vocabulary

Discusses words and word meanings

Asks questions about unknown objects and words

## The Solar System

Read and discuss Gingerbread Boy's message.

Say: **Earth is part of a neighborhood in the sky called the solar system. In this neighborhood are the sun and eight planets. The sun is in the middle of our solar system. The eight planets travel around the sun. Let's create our solar system right here!**

Explain: **There are eight planets in our solar system. Some planets are too close to the sun for us to live on because it would be too hot.** Distribute Mercury and Venus to volunteers while the rest of the children line up along a wall and wait. Continue: **We live on the planet Earth. It is just right for us because it is not too hot and not too cold.** A volunteer holds Earth. **The other planets are too far from the sun. It would be too cold for us to live on them.** Volunteers hold Mars, Jupiter, Saturn, Uranus, and Neptune.

A volunteer holds the sun and stands in the middle of the circle. Name the planets in order and children form a circle around the sun. Say: **Let's move as our solar system moves. The planets circle, or orbit, around the sun** (counterclockwise). **Let's move.** The sun stands still while the planets travel, or orbit, around it.

Explain: **A person who studies the solar system is called an astronomer.** (Children repeat, *astronomer*.) **Astronomers help us understand the sky. They also help us understand Earth and all the other planets in our solar system.**

Encourage children to ask questions about the solar system.

## LEARNING CENTERS

See Learning Centers for **Week 13**, pages 298-300. After cleanup, the children gather to share their experiences.

# Circle Time

## Phonological Awareness: Compound Words

Display Picture Cards *boy, girl, cake, cup,* and *cow* on the left side of a pocket chart. Children identify the pictures.

Say: **We can make new words if we put two of these pictures together. Who can find the two pictures that make cowboy?** A volunteer puts *cow* and *boy* together. Discuss the meaning of the words *cow, boy,* and *cowboy*. Add the *cowboy* Picture Card beside *cow* and *boy* in the pocket chart. Repeat for *cowgirl* and *cupcake*.



### Materials

- Picture Cards: *boy, cake, cow, cowboy, cowgirl, cup, cupcake, girl*
- Pocket chart
- Grandmother
- Letter Card Cc
- Star
- ABC for Gingerbread Boy and Me* by Starfall

Cc

## Introduce Cc

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

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

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

Indicate *ABC for Gingerbread Boy and Me*.

Say: **Let's look at Cc. Here are some pictures of things that begin with /k/.**

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

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

### Phonological Awareness

*Combines words to make a compound word*

### Phonics

*Focuses on letter names and shapes*

*Matches some letters to their sounds*

### Print/Book Awareness

*Connects oral language and print*

# Story Time

## Reach for the Stars

Say: **Our story today is true, or nonfiction. Once upon a time a little girl had a dream to study the stars. Then she decided she wanted to do more than that. She wanted to see the stars up close. This little girl's name was Stephanie. She grew up and became an astronaut. An astronaut is a person who travels to space. This book tells about Stephanie's adventures.**

Indicate the title. Explain that the book has real photographs. As you read, pause to discuss them.

- Read pages 1 through 5. Ask: **What did Stephanie want to become?**
- Read pages 7 through 10. Ask: **Where do you think all the astronauts are going? How will they travel to outer space? Let's read to find out.**
- Read pages 11 through 14. Ask: **Why does the rocket need so much power? This is a special rocket called a space shuttle. A space shuttle takes people into space and brings them back to Earth again. Let's pretend we are rockets!** Chant "I'm a Little Rocket" and children perform the actions.
- Read pages 15 through 17. Ask: **What would the astronauts see outside their windows while they orbit Earth?** (Earth, stars)

Gather children in a circle. A volunteer stands in the center of the circle holding the globe. Say: **Let's pretend we are rockets orbiting Earth. Ready?** Children walk in a circle around the globe.

You will read the second part of the book on **Day 3**.

### Materials

- Reach for the Stars by Starfall
- Globe

### Comprehension

Distinguishes between fiction and nonfiction

Recalls important facts of information text

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

### Science

Explores the characteristics of the sun, moon, and stars



### I'm a Little Rocket

I'm a little rocket  
(Children squat.)  
Point toward the sky  
(Point arms upward.)  
4...3...2...1  
(Children repeat slowly.)  
Blast off! Fly!  
(They spring into the air.)

# Small Group & Exploration

## Create Star Wands

Children color and cut out the stars with your assistance. They write their names on the stars and decorate them. Staple the stars to the straws.

Collect the wands for use on **Day 3**.



### Materials

- Star pattern cutout for each child
- Straw for each child
- Pencils, crayons
- Stapler or tape

### Optional:

- Glue, glitter

### Fine Motor Skills

Uses writing and drawing tools

### Listening & Speaking

Follows simple and multiple-step directions

## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Children line up one behind the other. The first child passes a ball over his or her head to the next child in line without turning around. That child passes the ball between his or her legs to the next child. Children continue the pattern until the ball reaches the last child in line. The children then turn to face the opposite direction and resume.

## Materials

- Ball
- Starfall's Selected Nursery Rhymes* Audio CD
- Ladle or large-handled spoon
- Big Dipper/Big Bear blacklines
- Star wands from **Day 2**

Did you see all those stars in the night sky?  
I tried to count them,  
but there were too many!

Your friend,  
Gingerbread Boy

## The Stars

Read and discuss Gingerbread Boy's message.

Distribute the star wands from **Day 2**. Number ten children one to ten. They sit side by side in front of the class. Explain that they will stand and "twinkle" when they hear their numbers. Sing "Ten Little Stars." Repeat so all children have a turn.

Ask: **Did you know a star is a ball of hot gas burning far, far away? When the light from a star passes through air, the movement of the air makes it look like the star is twinkling. It's the hot gas burning from our daytime star, the sun, that gives us our heat and light.**

## Ten Little Stars

(Melody: Ten Little Indians)

One little, two little, three little stars.

Four little, five little, six little stars.

Seven little, eight little, nine little stars.

Ten little stars in the sky!

Play *Nursery Rhymes* Audio CD Track 45 "Twinkle, Twinkle, Little Star."  
Children pretend they are twinkling stars as they join in singing.

Explain: **There are groups of stars that can be seen in the night sky called constellations. Constellations are like dot-to-dot pictures in the sky. People imagine lines between the stars that form pictures of animals, people or things. Each picture is a constellation.** (Children repeat, *constellation*.)

Indicate the ladle or large-handled spoon. Say: **This is a ladle. You can use it to scoop water or soup from a pot. Another name for a ladle is a dipper. Let's pretend we have dippers and scoop some soup.** (Children do this.)

Indicate the Big Dipper blackline. Say: **This is the Big Dipper. It's easy to find in the night sky. It is part of a constellation called the Big Bear. If you can find the stars in the dot-to-dot pattern for the Big Dipper then you have found the constellation called the Big Bear. Let's count how many stars there are in the Big Dipper.** (7)

Indicate the Big Bear blackline. Discuss the pattern and arrangement of the stars on both blacklines. Volunteers trace the Big Dipper pattern inside the Big Bear constellation with their fingers.

Seven volunteers arrange themselves and pretend to be the stars in the Big Dipper.

## Math

Verbally counts in sequence

## Science

Explores the characteristics of the sun, moon, and stars

## Vocabulary

Discusses words and word meanings

# LEARNING CENTERS

See Learning Centers for **Week 13**, pages 298-300. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence: *The sun is hot.***

**Now, you say it.** (Children repeat.) **Listen again.**

Repeat the sentence. Select a volunteer to represent each word in the sentence to stand in the front of the group. Repeat the sentence, tapping each volunteer. Say: **Let's count words in the sentence.**

**How many words did you hear in the sentence?**

Children hold up one finger for each word.

Assign one child to each word in the sentence, "The sun is hot." The four children stand in front of the class. Stand briefly behind each child as you say his or her word. Ask: **How many words are in this sentence?** Repeat with several simple sentences.

### Materials

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

### List Cc Words, ASL Cc

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

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

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

Start with children's names that begin with C then accept suggestions. Children circle Cc in their words.

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

Grandmother says: **Let's sing a song to remember /k/.**

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

### Where Is /k/?

Melody: ("Where Is Thumbkin?")

Where is /k/? Where is /k/?

Here I am. Here I am.

/k/ in cow, /k/ in color

/k/ /k/ /k/, Cc, Cc, Cc.

#### Phonics

Matches some letters to their sounds

#### Phonological Awareness

Listens for beginning sounds

Distinguishes individual words within spoken phrases or sentences

#### Emergent Writing

Contributes to a shared writing experience or topic of interest



### Observe & Modify

When making the list of Cc words, list only those words that begin with the hard Cc (/k/) sound. If children present words that begin with Cc using the soft Cc (/s/) sound, have them listen carefully to determine the beginning sound.

## Story Time

### Review *Reach for the Stars*

Indicate *Reach for the Stars*. Picture-walk from page 1 to page 17. Children recall information learned on **Day 2**.

Read pages 18 through 20. Ask: **What happens if you open a bag of popcorn in space?** (It would all float away.) **When you are in space you have to tie everything down. Astronauts have to eat special food that doesn't float.**

Read pages 21 through 24. Explain: **The International Space Station is a home in outer space where astronauts go to live and work for awhile. The Space Station is always moving. Sometimes at night you can see it as it moves through the sky. The astronauts do scientific experiments in the Space Station and they help us learn more about our solar system.**

Read pages 25 through 29.

Indicate and read the chart paper titled: *Things I Still Wonder About*. Say: **We have learned about the sun, stars, planets, rockets, and astronauts. Are there still things you wonder about? I'll write your questions on this chart paper and we will try to find the answers this week.** Remind children that only one child should speak at a time.

Review the list with the class.

#### Materials

- Reach for the Stars*
- Chart paper, markers

#### Comprehension

Recalls important facts of information text

#### Science

Explores the characteristics of the sun, moon, stars

#### Listening & Speaking

Understands by asking and answering relevant questions

#### Emergent Writing

Demonstrates understanding of the connections among their own ideas, experiences, and written expression

## Small Group & Exploration

### Measure Rockets

Indicate the rocket blackline. Say: **Here is a picture of a rocket. Each of you will use blocks to build your own rocket. See how tall you can make it without it falling over. Then we will measure your rockets.**

Children build rockets.

Ask: **Which rocket is the tallest?** (Children respond.) **Which rocket is the shortest?**

Distribute connect cubes. Say: **We will use these cubes to measure the rockets.** (demonstrate) **Children connect and count the cubes as they measure each rocket.** Write each child's name and his or her cube count on chart paper.

If time permits, children draw pictures of their rockets.

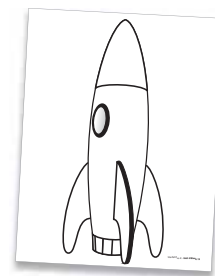
#### Materials

- Rocket blackline
- Blocks of varying sizes and shapes
- Nonstandard measuring tools  
(such as connect cubes)
- Chart paper
- Pencils

#### Math

Becomes familiar with nonstandard measuring tools and their uses

Measures or compares the height of one or more objects using a nonstandard reference



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

Have you ever wondered what it would be like to take a trip to another planet?

Your pal,  
Gingerbread Boy

## Emergent Writing

Contributes to a shared writing experience or topic of interest

Demonstrates understanding of the connections among their own ideas, experiences, and written expression

## Warm Up Your Brain

Play "Pass the Ball." Gather children in a circle. Play music as the children pass a ball to the right. Stop the music periodically. When the music stops, the children freeze. Repeat the game with the children passing the ball to the left.

## Materials

- Teacher's choice of music
- Ball
- Chart paper
- Marker

## Class Story: Space Trip

Read and discuss Gingerbread Boy's message.

Say: **Let's write a story about taking a trip to another planet. To which planet should we go?** Volunteers respond and the class decides. **I'll write the story so we don't forget it.**

Begin by writing, "Once upon a time our class took a trip in a rocket to (class choice). When the rocket was in the air..."

Ask: **What happened when the rocket was in the air?** Accept volunteers' responses and write one. Ask: **What happened next?** As you write, add the children's names in parentheses after their responses.

Continue to ask what happened next, or add prompts to help direct the story. Read the story when it is finished. Say: **Every story needs a title, or name. What should the title of our story be?**

Type the completed story, then duplicate a copy for each child and one for the classroom. On **Day 5** children will create individual covers for the story.

## LEARNING CENTERS

See Learning Centers for **Week 13**, pages 298-300. After cleanup, the children gather to share their experiences.

## Circle Time

## Phonological Awareness: Syllables

Say: **Listen to these word parts: cob-bler. Now put them together: cobbler. This time clap for the parts. Ready? care-ful** (clap, clap) Children say, *careful*. Repeat for *curtain*, *cap*, and *cottage*.

## Materials

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



## Introduce Final /k/

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

Review the ASL hand sign for Cc.

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 39, "There was a Crooked Man." Read the rhyme. Children stand each time they hear a word that begins with /k/. Play *Nursery Rhymes* Track 39. Children sing "There was a Crooked Man."

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

Children stand and face partners. If there is an odd number of children, partner with a child. Say: **Listen to these words. If you hear /k/ at the end, gently clap your partner's hands.** Overemphasize /k/ in the following words: *music, night, traffic, sun, artistic, moon, plastic* and *fabric*.

### 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.*

### Phonological Awareness

Counts syllables

Listens for beginning sound

Isolates ending sound

### Print/Book Awareness

Connects oral language and print

### Comprehension

Recalls information from stories

### Vocabulary

Acquires new vocabulary

## Story Time

### Teacher's Literature Choice: Space

Share your choice of book about stars, space, or rockets with the children. Discuss the author and illustrator of your book. Picture-walk as children discuss the illustrations and what they see happening on each page. Read the book, briefly introducing new vocabulary as it is encountered. Ask and answer questions about the book.

### Materials

- Teacher's choice of book about space

## Small Group & Exploration

### 3-D Geometric Shapes

Indicate the 3-D shape Picture Cards. Say: **Look at these special shapes. They are not flat like circles, triangles, squares or rectangles.** Identify each 3-D shape.

Indicate the die. Say: **Let's play a matching game. Here is a die. Which of the special shapes does the die most look like?** (Children respond, *cube*.) A volunteer holds the cube Picture Card and die. Repeat for ball (sphere), toilet paper roll or glass (cylinder), party hat (cone), shoebox (rectangular prism), and pencil or cheese wedge (pyramid).

Say: **We've been talking about rockets, planets, the sun, and the moon. Do any of those things look like these shapes?** Distribute clay or play dough to each child.

Say: **Which shape would you make to look like a planet?** (Children respond, *sphere*.) **Use your play dough to make a sphere.**

After the sphere, the children construct rockets using several 3-D shapes.

### Materials

- 3-D Shape Picture Cards: *cube, sphere, cylinder, cone, pyramid, rectangular prism*
- Die, ball, toilet paper roll or tall glass, party hat or cone-shaped paper cup, shoebox, cheese wedge or a sharpened pencil
- Clay or play dough



### Math

Recognizes basic two-dimensional geometric shapes

Identifies three-dimensional shapes

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

*It is less important for children to remember the names of three-dimensional shapes than it is to hear the names, practice comparing and contrasting the shapes, and to recognize the difference between two and three dimensions.*

**Gathering Routine**

Continue this routine as with previous weeks.

**Morning Meeting**

**Warm Up Your Brain**

Play "Pass the Ball." Review the week's Pass the Ball exercises. Children choose the exercise they would like to repeat.

**Read the Class Story**

Read and discuss Gingerbread Boy's message.

Read the class story from **Day 4**. Discuss illustrations that would be appropriate for the cover. Distribute individual copies. Children use crayons, markers, and/or craft materials to decorate covers. Staple the covers to the story copies. Create a copy for the classroom library.

**Materials**

- Ball
- Story written on **Day 4**
- Drawing paper
- Craft materials: construction paper, cotton, glitter, stickers
- Glue or glue sticks
- Scissors
- Pencils, crayons, marker
- Duplicated copies of class story

I love the story you wrote yesterday. I can't wait to read it again!  
Love,  
Gingerbread Boy

**Fine Motor Skills**

Uses writing and drawing tools

**Creative Arts**

Shows care and persistence in a variety of art projects

**LEARNING CENTERS**

See Learning Centers for **Week 13**, pages 298-300. After cleanup, the children gather to share their experiences.

**Circle Time**

**Phonological Awareness: Rhyming Words**

Say: **Listen carefully for words that rhyme in this song.** Play *Nursery Rhymes* Audio CD Track 39, "There Was a Crooked Man."

Review the rhyme. Children identify the rhyming words, mile/smile and mouse/house.

**Materials**

- Grandmother
- Letter Cards: *Aa, Bb, Cc, Ll, Nn, Pp, Rr, Ss, and Tt*
- Picture Cards: *apple, bear, cow, ladybug, nest, puppies, rabbit, skateboard, tent*
- Bag or basket
- Pocket chart

**Review Cc /k/**

Indicate the pocket chart. Grandmother asks: **Can we play a matching game?**

Say: **I will put the letters we have learned in this pocket chart. Name the letters as I place them in the pocket chart.** (Do this.) **Now let's count them.** (9)

Ask: **Are these all the letters in the alphabet? No! Let's sing "The Alphabet Song" very, very slowly. When we get to a letter we have learned, stand.** Remind the children to check the Alphabet Chart for the letters that have stars. Children stand for the letters they know and sit for the letters they don't while singing "The Alphabet Song."

**Phonological Awareness**

Identifies rhyming words

Listens for beginning sound

**Phonics**

Recites the alphabet in sequence

Matches some letters to their sounds

Indicate the Picture Cards. A volunteer closes his or her eyes, then draws a Picture Card. Identify it and ask: **Which letter stands for the sound you hear at the beginning of this picture?** The volunteer locates the Letter Card and places the Picture Card on top of or next to it.

Sing "Where Is /k/?"

### Where Is /k/?

(Melody: "Where Is Thumbkin?")

Where is /k/? Where is /k/?

Here I am. Here I am.

/k/ in cow, /k/ in color

/k/ /k/ /k/, Cc, Cc, Cc.



## Story Time

### Pre-K Book Club

Say: **We have learned about weather, seasons, stars and planets.** Indicate the unit books.

Say: **Let's make a book club! A book club is a group of people who get together to read and talk about books. Look at all the books we have read!**

Divide the class into small groups and give each group one book. Choose a leader for each group to hold the book. Groups discuss the books and what they have learned from them.

After a short time, get the children's attention by saying: **Clap once if you can hear me.** Wait for the clap, then say: **Clap twice if you can hear me.** When the class is ready, each group takes a turn to share one thing they learned from their book.

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Who Likes the Rain                      |
| <input type="checkbox"/> | Thermometers                            |
| <input type="checkbox"/> | How the Turtle Cracked Its Shell        |
| <input type="checkbox"/> | Why the Sun and Moon Live<br>in the Sky |
| <input type="checkbox"/> | Reach for the Stars                     |
| <input type="checkbox"/> | Teacher's literature choices            |
|                          | from <b>Weeks 11-13</b>                 |

### Comprehension

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

Recalls information from stories

### Conversation

Demonstrates knowledge of verbal conversational rules

Provides appropriate information for the setting

## 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.

# Starfall®



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# Who Likes the Rain?

## Story Sequence Cards

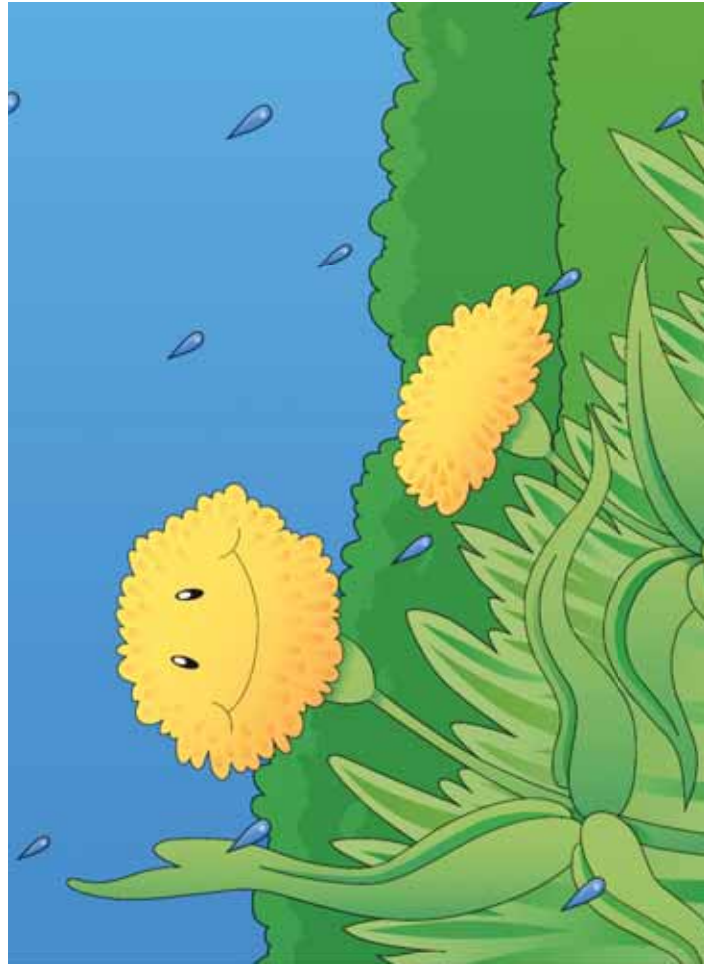


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Unit 4 Week 11

Who Likes the Rain

Starfall Pre-K



Who Likes the Rain

Starfall Pre-K



Who Likes the Rain

Starfall Pre-K



Who Likes the Rain

Starfall Pre-K



Who Likes the Rain

Starfall Pre-K



Who Likes the Rain

Starfall Pre-K



Who Likes the Rain

Starfall Pre-K

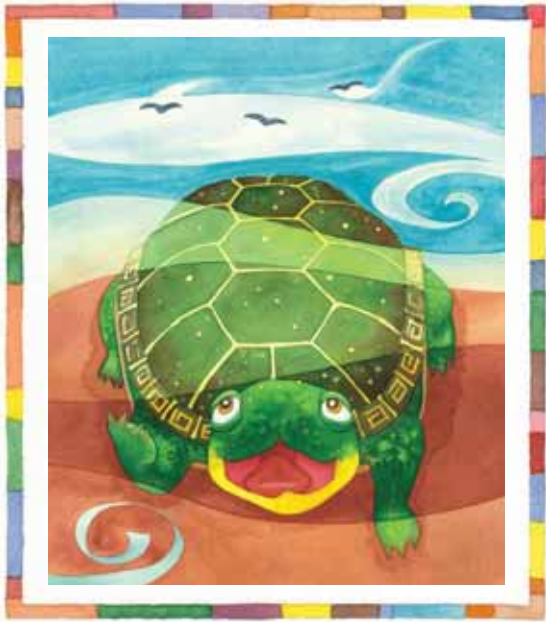


Who Likes the Rain

Starfall Pre-K

# How the Turtle Cracked Its Shell

## Story Sequence Cards



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Unit 4 Week 12



How the Turtle Cracked Its Shell

Starfall Pre-K



How the Turtle Cracked Its Shell

Starfall Pre-K



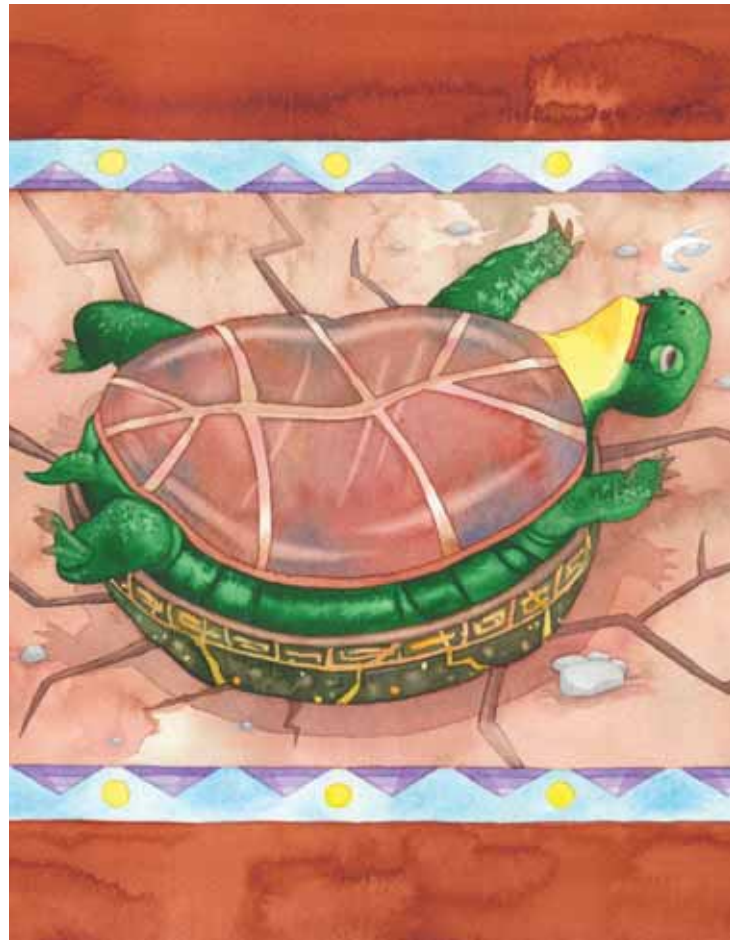
How the Turtle Cracked Its Shell

Starfall Pre-K



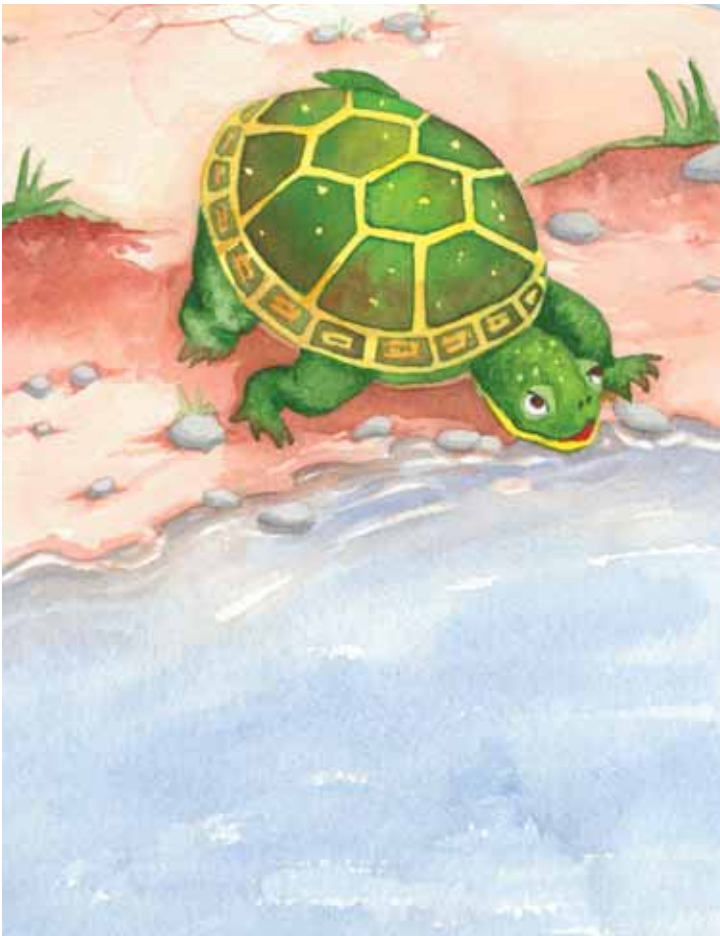
How the Turtle Cracked Its Shell

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How the Turtle Cracked Its Shell

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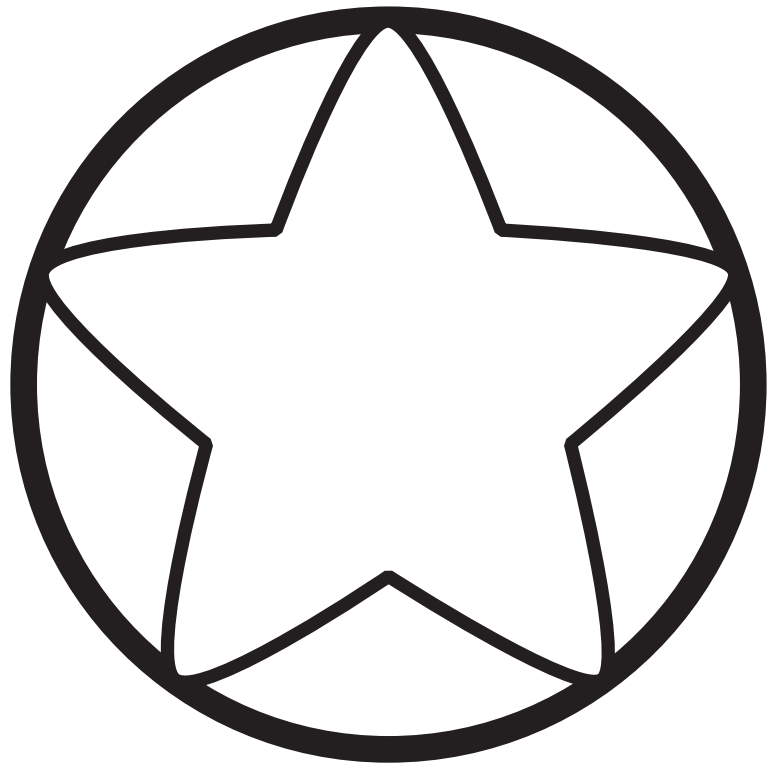
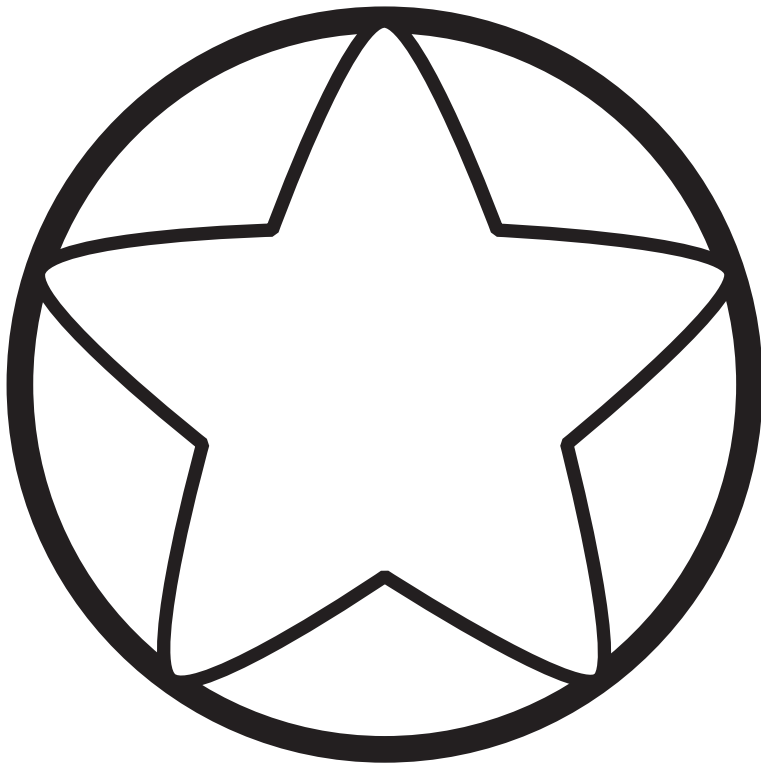
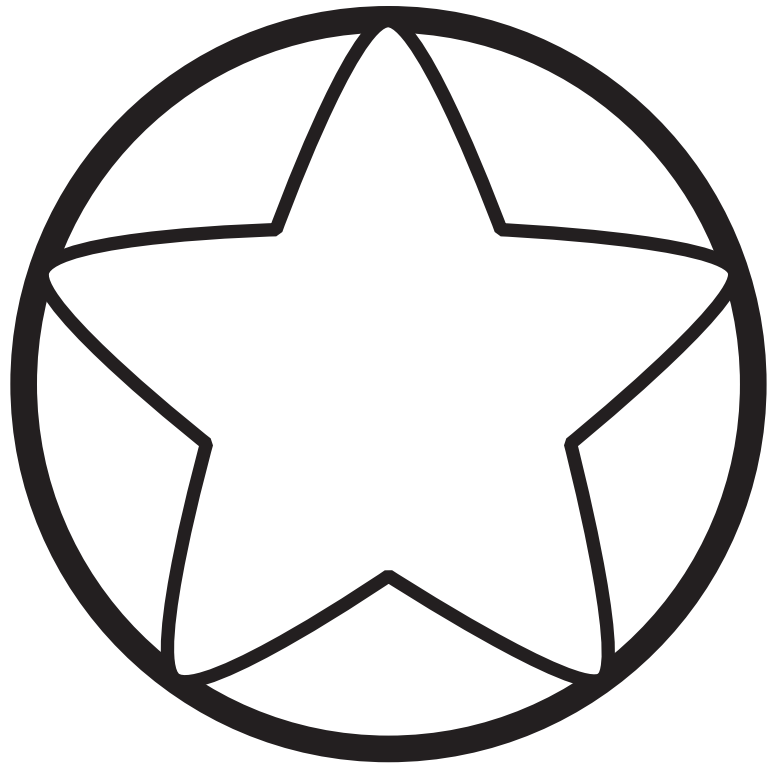
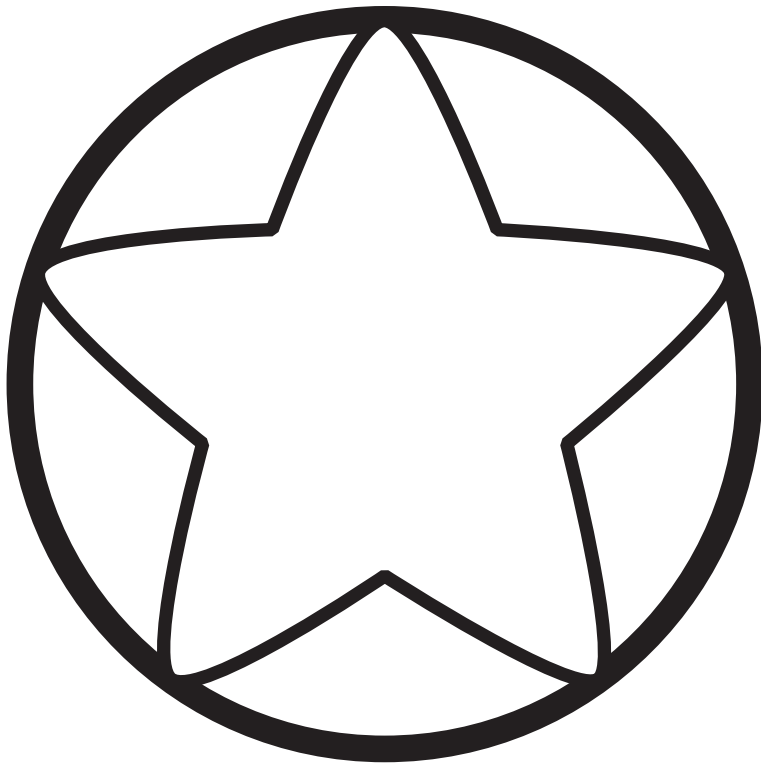


How the Turtle Cracked Its Shell

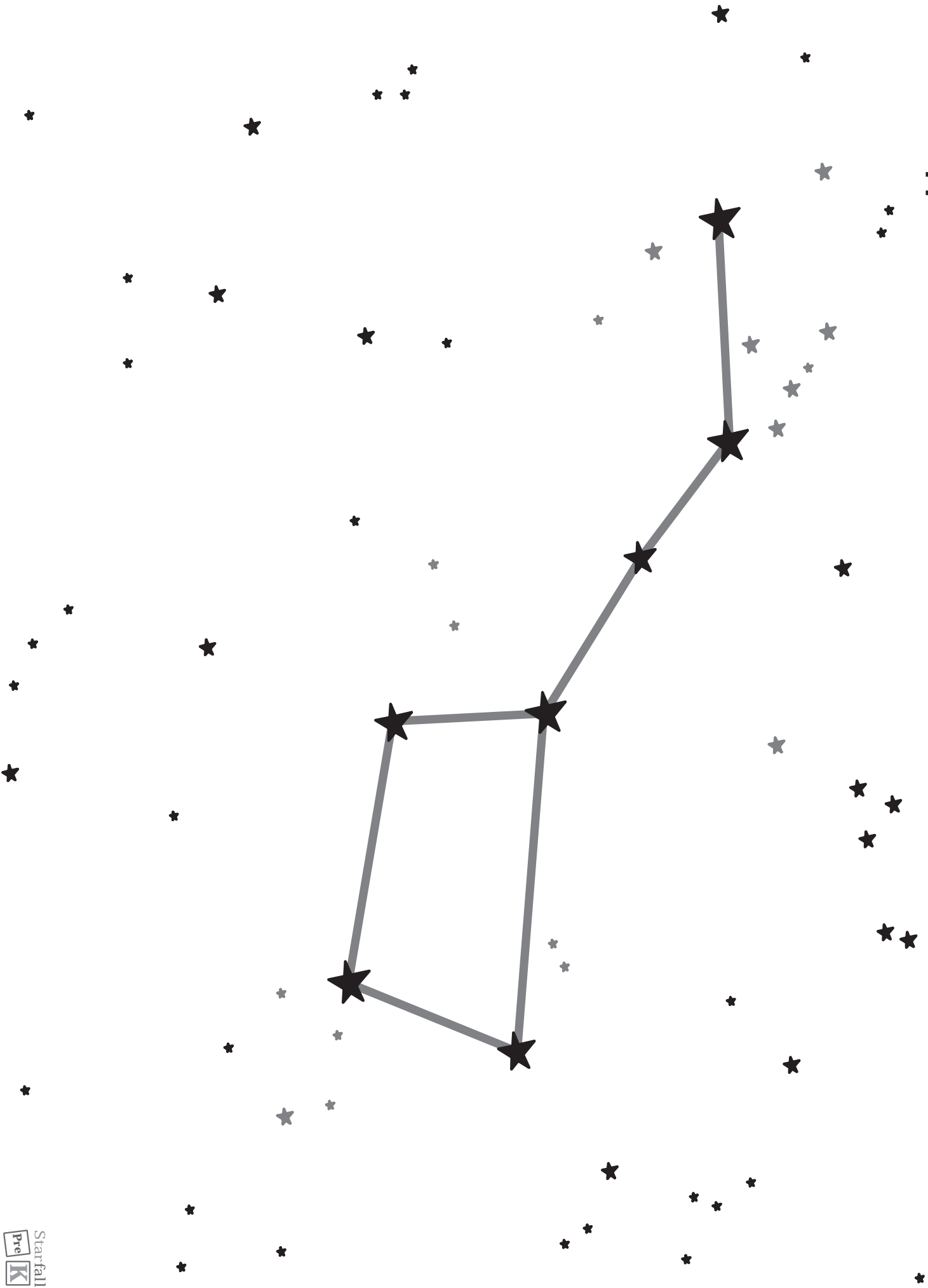
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# Star Pattern



# The Little Dipper



# The Big Bear

