

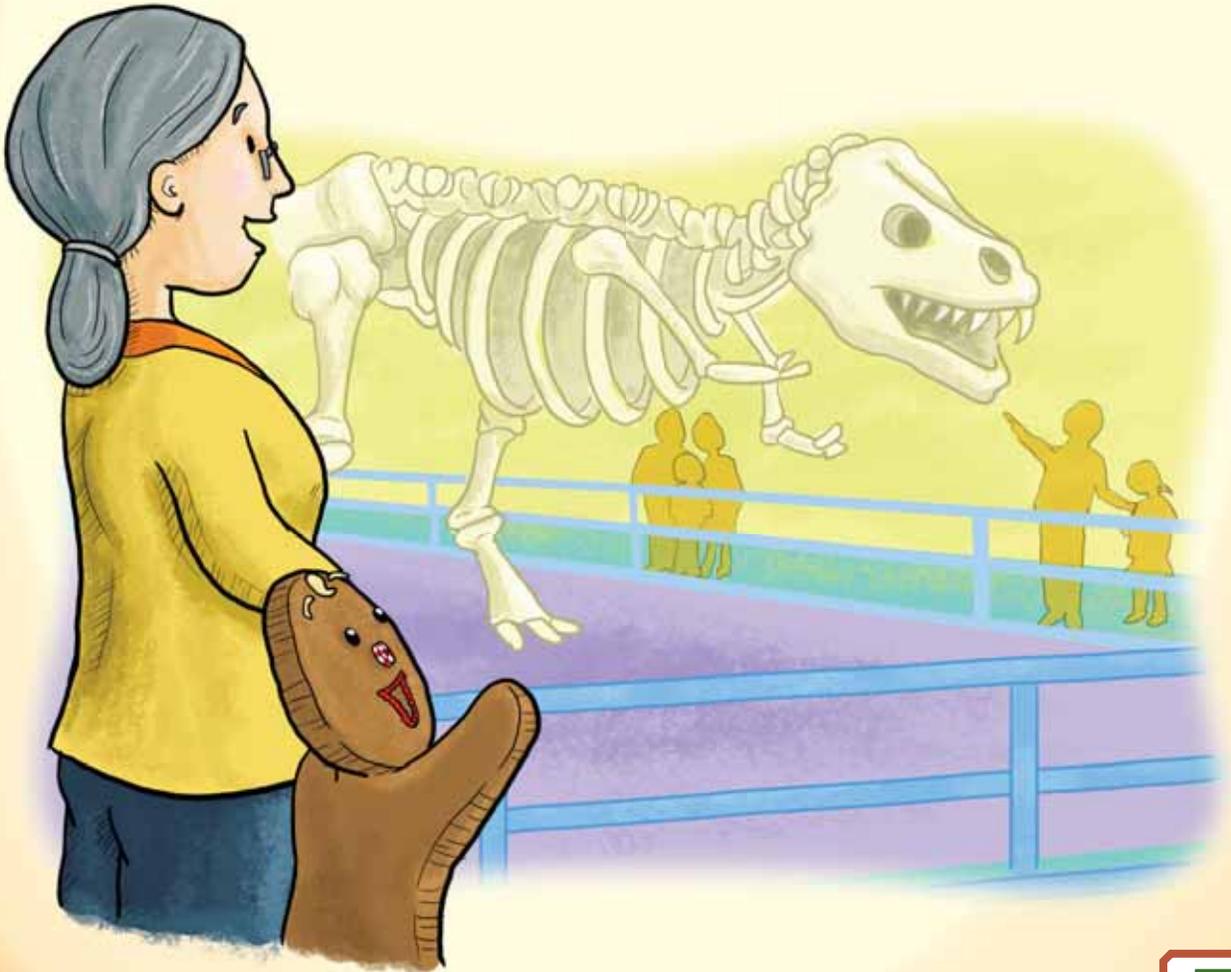
Starfall

Pre

K

Teacher's Guide

# *Animals Everywhere*



Unit **5**

# Unit 5: Animals Everywhere

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# Week 14: Pets

Ee

This week you will teach the children about animals that are most often kept as pets. They will consider what makes some animals good pets while others are not.

The children will also:

- learn /e/ and identify initial /e/ words
- distinguish between real and make-believe
- review beginning sounds and letter identification
- identify story characters, setting and plot
- create individual pages for My Favorite Pet class book

## Starfall Books & Other Media

*The Frog Prince* as told by Brandi Chase



*The Frog Prince* Audio CD

Animal Poster

*ABC for Gingerbread Boy and Me*

American Sign Language Poster

*Starfall's Selected Nursery Rhymes*

*Starfall Sing-Along Volume 2*



## Preparation

Inform the children and their parents that each child will need to bring a stuffed animal from home on **Day 3**.

### Day One

*Morning Meeting* — Prepare a chart paper titled “Pets.” On the first line write the sentence stem “A (blank) can be a pet.” After this lesson, save the “Pets” chart paper, as you will refer to it through **Weeks 14, 15** and **16**.

*Story Time* — You will need a blue bed sheet or blanket.

*Small Group* — Have one green construction paper circle, two cotton balls, two very small black construction paper circles, four strips of green paper, and one strip of red paper for each child.

### Day Two

Remind the children and their parents that each child will need to bring a stuffed animal to school on **Day 3**.

*Story Time* — Use the Word Generator in the Teacher’s Lounge on [more.Starfall.com](http://more.Starfall.com) to prepare the following word cards: *vanish, disappear, retrieve, distress, reluctantly, disgusting, and astonish*.

*Small Group* — Assemble completed individual favorite pet pages into a class book and add a cover for use on **Day 4**.

**Day Three**

*Morning Meeting* — Prepare enough red and blue paper strips for half the class to have red and the other half to have blue.

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

- *Arthur's Pet Business* by Marc Brown
- *The Perfect Pet* by Margie Palatini
- *Wet Pet, Dry Pet, Your Pet, My Pet* by Dr. Seuss
- *Willie's Wonderful Pet* by Mel Cebulash

*Small Group* — The children will need to hold their stuffed animals which they will take turns to pose in various positions.

**Day Four**

*Small Group* — Prepare a strip of construction paper for each child to decorate and wear as a crown. Have beads, stickers and other craft items available for decoration.

**Day Five**

*Morning Meeting* — You will need a small rawhide dog bone or a similar object to play "Doggie, Doggie, Where's Your Bone?"

*Circle Time* — Prepare letter cards by writing the following letters on individual sheets of paper: *E, e, C, c, L, l, P, p, R, r, B, b, T, t, N, n*. Arrange sixteen classroom chairs into four rows of four.

**Snack Suggestion**

Make "Puppy Chow" by mixing together a rice or corn square cereal, raisins, and small pretzels. Put individual portions in small plastic bags or paper cups for easy distribution.

**Gross Motor Skills**

*Moves with balance and control*

**Listening & Speaking**

*Follows simple and multiple-step directions*

**Outside Activity**

Play "Leap Frog." Children line up in a straight line facing forward in a large open space. They kneel and cover their heads with their hands. The last child in line places his or her hands on the back of the next child in line and leaps over the child, spreading his or her legs like a frog. The child continues leaping until he or she reaches the front of the line, then kneels with his or her hands overhead. The next player in line repeats the steps until each child has a turn.

Play a variation of "Duck, Duck, Goose" by changing it to "Cat, Cat, Dog."

Give the following directions for children to play "Down Doggie."

- **Get down on your hands and knees.**
- **Keep your hands flat and your knees under your hips. Look straight down.**
- **Straighten your legs as you press your heels down toward the ground.**
- **Return to the starting position.**

Repeat several times.

I've never had a pet.  
I think it would be  
fun to have one.

Your pal,  
Gingerbread Boy

**Day 2**

I have a sentence for  
our "Pets" chart. A  
(choose a pet not yet  
mentioned) can be  
a pet!

Love,  
Gingerbread Boy

**Day 3**

I saw a picture of  
a cow jumping over  
the moon. Can cows  
really do that?

Your friend,  
Gingerbread Boy

**Day 4**

I would like to have a  
dog for a pet. May I  
see your Favorite Pet  
Book so I can learn  
about your favorite  
pets?

Your pal,  
Gingerbread Boy

**Day 5**

I loved learning about  
dogs. Maybe when I  
get older, I'll have a  
pet dog.

Love,  
Gingerbread Boy

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message

"Bingo"

Animal Poster

What makes a good pet?



Gingerbread Boy's Message

List animals that do not make good pets

**LEARNING CENTERS**

**Circle Time**

Phonological Awareness: Blending Syllables

Introduce and listen for /e/

"Elephant" riddle

Phonological Awareness: Syllables

*ABC for Gingerbread Boy and Me*

"One Little Elephant Went Out to Play"

Introduce Ee

Listen for initial /e/



**Story Time**

"Five Little Speckled Frogs" dramatization

*The Frog Prince*



*The Frog Prince*

**Vocabulary:**

vanish, disappear, retrieve, distress, reluctantly, disgusting, astonish



**Small Group & Exploration**

Make Speckled Frogs



My Favorite Pet class book

Draw favorite pets and dictate sentences

## Day Three

## Day Four

## Day Five

### GATHERING ROUTINE

Gingerbread Boy's Message

"Real or Make-Believe"

"Three Little Kittens"

Gingerbread Boy's Message

Share My Favorite Pet class book pages

Gingerbread Boy's Message

Taking care of pets

"Doggie, Doggie, Where's Your Bone?"

### LEARNING CENTERS

Phonemic Awareness: Blend Consonant/Vowel/Consonant

List initial /e/ words

Introduce ASL sign for Ee

Review ASL signs for A, B, C, L, N, P, R, S, T

Sing "Where Is /e/?"

ABC for Gingerbread and Me



Phonological Awareness: Syllables in words

Review: Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt

Match pictures and initial sounds

Phonological Awareness: Rhyming words

"People Alphabet Bingo"

Teacher's Literature Choice: Pets

Select vocabulary

Ask/answer questions

*The Frog Prince*

Identify story settings, characters and plot



*The Frog Prince*



Position words: stuffed animals

Decorate character crowns

**Vocabulary:** crowns

Complete projects or conduct observations and individual assessments

# WEEK 14

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

## Computer Center

**Activity** — Children enjoy *I'm Reading: Comics*, "The Dog and His Bone," and *Colors: "Green."* They also review /r/, /k/ and reinforce /e/ at ABCs: R, C, E.

### Interaction & Observation

- You have likely noticed that the Computer Center can be a very social place. Studies have shown that nine times the number of conversations take place while children work on computers as when they do activities like putting a puzzle together.
- To encourage social skills, comment on how well the children work together.

### Materials

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

### Creative Arts

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

## Art Center

**Activity** — Children work at the art easel to paint pictures of favorite pets or pets they would like to have.

### Interaction & Observation

- Engaging in conversations with children in the Art Center can help them learn to appreciate art.
- Use this time for problem solving (too much paint, too little paint, paint gets on table or hands) and concept development (shapes, colors, color mixing).

### Materials

- Paint brushes
- Art paper
- Tempera paint

### Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

## Library Center

**Activity** — The children enjoy picture books (including audio versions) from your classroom or school library relating to pets, and listen to nature tapes. They also read along and listen to *The Frog Prince* Book & CD after the story is introduced on **Day 2**.

### Interaction & Observation

- Highlight the children's handling of books. (e.g. "I can see how carefully you turn the pages.")
- Encourage children to think critically. (e.g. "Why do you think...?")
- Make connections to the children's experiences. (e.g. "Do you have a pet at home?")

### Materials

- The Frog Prince* as told by Brandi Chase
- The Frog Prince* Audio CD
- Books about pets
- Nature tapes with bird sounds

## Dramatic Play Center

**Activity** — The center becomes a veterinarian's office. The children don the doctor's coat and care for stuffed animal pets. They take turns as veterinarians, nurses, feeders, and pet owners.

### Interaction & Observation

- Change the props regularly to help maintain the children's interest, and to support the extension of ideas.
- Suggest various situations, and ask the children about their experiences to enrich their dramatic play.

### Materials

- Stethoscope, doctor's tools
- Old white shirt for doctor's coat
- Bandages/wrapping tape
- Classroom stuffed animals

### Creative Arts

*Engages in cooperative pretend play with other children*

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

## Construction Center

**Activity** — Children build a pet store with blocks, creating cages and pens for various stuffed or plastic animals, using the books and pictures for inspiration.

### Interaction & Observation

- Expand the children's knowledge base and refine their natural inquiry skills by encouraging observation about block construction.
- Help children draw conclusions about how things work?

### Materials

- Stuffed or plastic animals
- Wooden blocks of various shapes
- Books about and pictures of pet stores

### Fine Motor Skills

*Coordinates hand and eye movements*

### Social/Emotional Development

*Works with others to solve problems*

## Writing Center

**Activity** — Ask the children: If you could have any animal in the world for a pet, what would you choose?

The children draw animals of their choice and dictate sentences about them. If children are motivated to do their own writing, allow them to do so. After finishing, they read their sentences to you, and you write them correctly beneath their attempts. They then trace over the sentences or copy them underneath.

Tape the edges of the children's papers together (lengthwise) to make a long accordion book, and display it opened and upright on a long shelf.

### Interaction & Observation

- Encourage the children's writing by making comments such as "I see you have written your own sentence!" or "Would you like to read me what you wrote?"

### Materials

- Crayons, pencils
- White construction or other type of sturdy paper
- Felt tip pen

### Emergent Writing

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

### Fine Motor Skills

*Uses writing and drawing tools*



**Fine Motor Skills**

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

**Science**

*Investigates states of matter*

**Discovery Center**

**Activity** — Children add small amounts of water from spray bottles to the sand in order to sculpt places for pets to play.

**Interaction & Observation**

- Ask questions such as: What happens when you spray more water on the sand? How does the water change what you can create in the sand? What would happen if you added too much water?

**Materials**

- Sand table
- Plastic animals (pets)
- Spray bottles of water

**Math**

*Verbally counts in sequence*

*Recognizes numerals*

**Math Center**

**Preparation** — Use the Picture Card Generator to generate twenty goldfish on bright yellow construction paper. Use the generator option to number the goldfish with the numerals 1-5. Tape a paperclip to each fish. Include a magnetic toy fishing pole or make your own by tying a three to five foot long piece of string to a dowel and securely tying a magnet to the other end of the string.

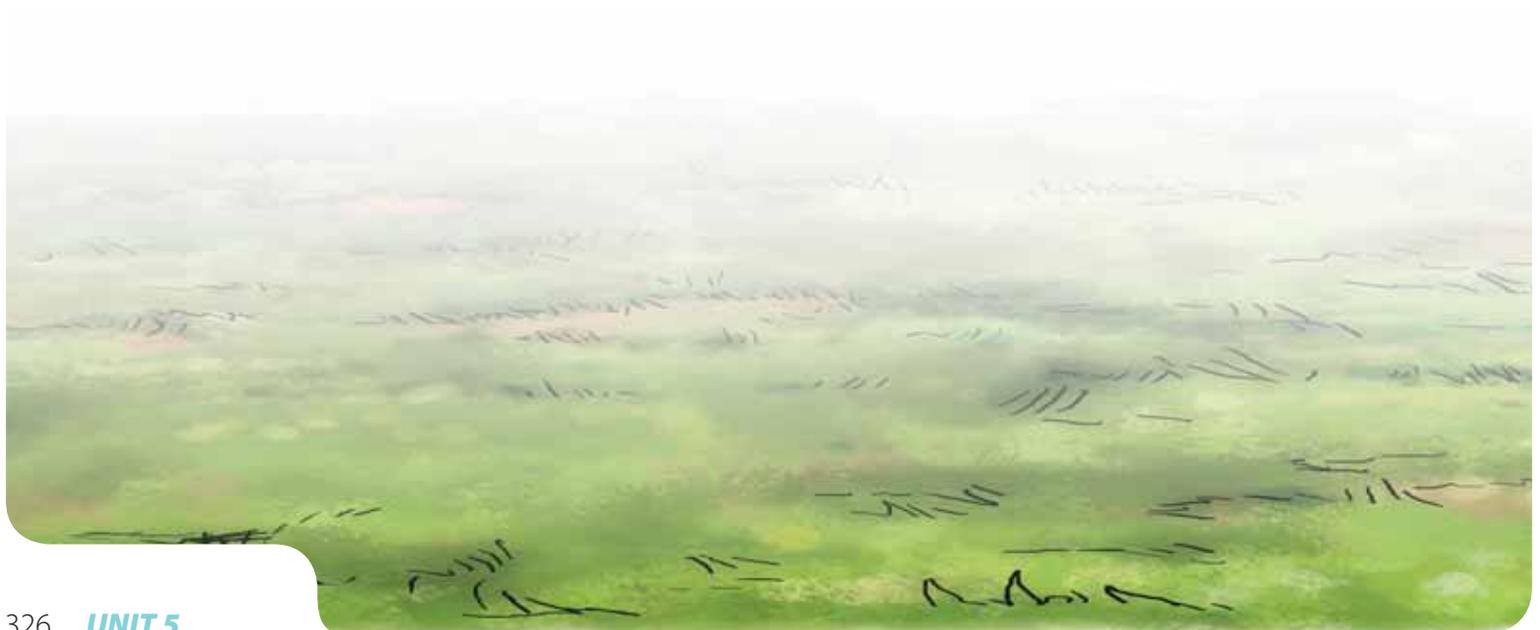
**Activity** — Place the fish in a large opaque container or tub on the floor so children cannot see inside. Children sit around the tub and take turns fishing. They identify the numbers on the fish they catch and count up to those numbers.

**Interaction & Observation**

- Monitor the fishing game to ensure safety with the fishing pole, and to assess the children's numeracy skills as they identify numerals and practice counting.

**Materials**

- Bright yellow construction paper goldfish
- Magnetic fishing pole, wooden dowel, or a piece of string with a magnet
- Tape, paperclips
- Large plastic tub or container



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Say: **Let's play a pattern game. Watch and listen.**Demonstrate and say: **Clap, clap, pat; clap, clap, pat.****Now you try.** (Children say the pattern as they clapand pat it.) **Clap, clap, pat, clap, clap, pat. That's a pattern. Let's do the****pattern three times.** (Children do this.) **Let's try another pattern. Watch****and listen. Stand, sit, stand, sit. Now you try. What would come next in****the pattern?** (Children respond, *stand*.)

## Materials

- Starfall Sing-Along Volume 2
- Animal Poster
- Prepared "Pets" chart
- Marker

I've never had a pet.  
I think it would be  
fun to have one.  
Your pal,  
Gingerbread Boy

## Pets

Play *Sing-Along* Volume 2 Track 5. Children sing and clap "Bingo."

Read and discuss Gingerbread Boy's message.

Say: **Stand if you have a pet.** (Children stand and then sit.)**Stand if you would like to have a pet.** (Children stand andthen sit.) **Stand if you do not want a pet.** (Children standSay: **Johnny had a dog. Do you think a dog makes a good pet?**Indicate the Animal Poster. Identify the animals (rabbit, cow, bear, dolphin). Ask: **Which of these animals would make a good pet?** Discuss why cows, bears, and dolphins would not make good pets.

Indicate the "Pets" chart paper.

- Read the title, Pets.
- Indicate and read the sentence stem, "A (blank) can be a pet."
- Children tell what is missing in the sentence.
- A volunteer names a pet, and you write it in the blank.
- Indicate and read the completed sentence. Children echo you.

Volunteers name other animals that make good pets. Encourage them to use complete sentences. (Example: "A turtle can be a pet.") Write a sentence for each response. Indicate the child's name after his or her response. It is not necessary for each child to respond. You will continue this shared writing activity on **Day 2**.

## Bingo

*Johnny had a little dog,  
And Bingo was his name-O.*

*B-I-N-G-O!**B-I-N-G-O!**B-I-N-G-O!**And Bingo was his name-O!*

*Johnny had a little dog,  
And Bingo was his name-O.*

*(Clap)-I-N-G-O!**(Clap)-I-N-G-O!**(Clap)-I-N-G-O!**And Bingo was his name-O!*

*(Continue replacing letters  
with claps as above.)*

## Emergent Writing

Contributes to a shared  
writing experience  
or topic of interest

## Science

Describes characteristics  
in the appearance and  
behavior of animals



## LEARNING CENTERS

See Learning Centers for **Week 14**, pages 324-326. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Blending Syllables

Say: **Let's clap out the parts of these words. Ready?** Say the word, then children clap the syllables together. Use *Saturday* (Sat-ur-day), *dog* (dog), *umbrella* (um-brell-a), *medicine* (med-i-cine), *turtle* (tur-tle), and *envelope* (en-ve-lope).

#### Materials

- Grandmother
- An egg
- Picture Cards: *eggs, eggplant, elephant*
- Pocket chart

#### Phonological Awareness

Counts syllables

Listens for beginning sounds



### Introduce /e/

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

#### Elephant

*I am a very large land animal.  
I have a long trunk and big floppy ears.  
I would not make a good pet!  
What am I?*

Indicate the Picture Cards. Say: **Here is a picture of an elephant. Say, elephant. Elephant begins with /e/. Say /e/.**

- **Eggs begins with /e/. Say, eggs. Say /e/, eggs.**
- **Eggplant begins with /e/. Say, eggplant. Say /e/, eggplant.**
- **Elephant begins with /e/. Say, elephant. Say /e/, elephant.**

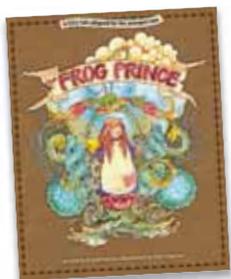
Say: **Listen to these words and tell which one begins with /e/. Ready? banana, elephant** (Children respond.) **Right, elephant begins with /e/. Say /e/.** (Children repeat /e/.)

Say: **Let's pretend we are elephants with long trunks. If you hear a word that begins with /e/, raise your trunk. If the word doesn't begin with /e/ put your hands behind your back. Ready? Do you hear /e/ at the beginning of elbow? Say it with me: elbow, /e/. Good! Raise your trunk. Let's try some more.**

Continue using *end, bear, ants, elevator, enter, nest, after, and engine*.

Encourage children to listen for /e/ today.

Due to the nature of vowels, the routine for introducing **Ee /e/** will differ slightly. Only the short sound will be addressed. Short vowel sounds are not used at the ends of words, so some lessons this week will review previously learned letters and sounds.



#### Comprehension

Identifies role of author and illustrator

Distinguishes between fiction and nonfiction

#### Vocabulary

Acquires new vocabulary

## Story Time

### The Frog Prince

Play *Sing-Along Volume 2* Track 12. Children sing "Five Little Speckled Frogs."

Five children come forward. Number them 1 to 5 and explain they will pretend to stand on a log. Spread the blue sheet or blanket out on the floor. Pretend it is a pool of water. During the song, one child at a time jumps into the pool and stays there until all five frogs are in the pool.

#### Materials

- Starfall Sing-Along Volume 2*
  - Blue bed sheet or blanket
  - The Frog Prince* as told by Brandi Chase
- Optional:**
- The Frog Prince* Audio CD

Indicate *The Frog Prince*. Discuss the author and illustrator. Volunteers identify the title and cover illustrations.

Say: **This is a fairy tale about a castle. A castle is a very big house with many rooms and towers. It is where kings, queens, princes and princesses often live. Outside the castle in this story there is a beautiful fountain.**

Read *The Frog Prince*.

Ask: **What surprised you about this story?** (Volunteers respond.) **Do you think this is a true story? Why or why not? Do you think a frog would make a good pet?** (Discuss)

### Five Little Speckled Frogs

*Five little speckled frogs  
Sat on a speckled log  
Eating some most delicious bugs.  
(yum, yum)  
One jumped into the pool  
Where it was nice and cool  
Then there were 4 green speckled frogs.  
(glub, glub)*

*Four little speckled frogs...*

*Three little speckled frogs...*

*Two little speckled frogs...*

*One little speckled frog  
Sat on a speckled log  
Eating some most delicious bugs.  
(yum, yum)  
He jumped into the pool  
Where it was nice and cool  
Then there were no green speckled frogs.  
(glub, glub)*



## Observe & Modify

For an opportunity to observe the children's reaction to the story, play the book's audio CD rather than reading the story yourself.

## Small Group & Exploration

### Create Speckled Frogs

The children will construct paper frogs. Instruct them to fold their green circles in half, and glue the two cotton balls to the outside folded edge to make eyes. The inside of the fold becomes the frog's mouth. The children then add their green strips to make legs.

While the eyes and legs dry, demonstrate rolling a red paper strip around a pencil to curl it, making a spiral frog's tongue. The children then make their tongues and glue them to their frogs, then add the two very small (hole punch size) black paper circles onto the cotton balls, completing the eyes. Using crayons or markers, the children finish their frogs by decorating them with speckles.

When the frogs are dry, children pretend to make them talk by opening and closing the folded circles. If time permits, the children take turns describing their creations.

### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Each child will need 1 green construction paper circle,   |
|                          | 2 cotton balls, 2 very small black paper circles, 4 strips of green paper, and 1 red strip of paper |
| <input type="checkbox"/> | Crayons, markers  |

### Creative Arts

*Uses oral language to describe or explain art*

### Fine Motor Skills

*Demonstrates control, and dexterity to manipulate objects*



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Materials

- "Pets" chart from **Day 1**
- Marker
- Pointer

## Warm Up Your Brain

Children act like cats by following these directions:

- **Get down on all fours.**
- **Arch your back up really tall, like an angry cat.**
- **Give a nice angry cat "hiss"!**

Repeat several times, then give directions for acting like dogs:

- **Stand with your feet flat on the floor.**
- **Slowly bend at your waist until your hands reach the floor.**
- **Give a good bark.**

Repeat several times.

Say: **Now listen carefully. I will say *cat* or *dog*. You do the correct actions.**

I have a sentence for our "Pets" chart. A (choose a pet not yet mentioned) can be a pet!

Love,  
Gingerbread Boy

**Print/Book Awareness**

*Counts words*

**Sentence & Structure**

*Combines more than one idea using complex sentences*

**Science**

*Describes characteristics in the appearance and behavior of animals*

## Read the "Pets" Chart

Read and discuss Gingerbread Boy's message.

Indicate the "Pets" chart. Add Gingerbread Boy's suggestion. Children use a pointer to indicate each word as they read responses from **Day 1** with you. Additional sentences may be added.

Say: **Now let's think of some animals that would not make good pets.** Write, "A (blank) is not a pet because (blank)." on the "Pets" chart. Encourage each child to offer a suggestion.

Say: **When your sentence is read, stand and pretend you are the animal.**

Read the sentences.

## LEARNING CENTERS

See Learning Centers for **Week 14**, pages 324-326. After cleanup, the children gather to share their experiences.

# Circle Time

## Phonological Awareness: Syllables

Say: **Listen: com-pu-ter. Stand if com-pu-ter says computer.** (Children stand.) **Let's try another one. No-ven-ber. Does No-ven-ber say rabbit?** (Children stay seated.) **No, it doesn't, so you didn't stand. Good!** Repeat using *an-i-mal/animal ex-cel-ent/eggplant, el-e-va-tor/elevator, and to-ma-to/tornado.*

### Materials

- Grandmother
- Letter Card Ee
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall Sing-Along Volume 2*



Ee

### Phonological Awareness

*Listens for beginning sounds*

*Counts syllables*

### Print/Book Awareness

*Connects oral language and print*

### Phonics

*Focuses on letter names and shapes*

*Matches some letters to their sounds*

## Introduce Ee

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

Say: **Let's skywrite uppercase E.** Demonstrate this. **Now, let's skywrite lowercase e.** Demonstrate this also. Children find partners, then take turns using their fingers to write uppercase *E* on their partner's backs. After they have done this several times say: **Now write lowercase e.**

Indicate the star. Ask: **Who can find the letter Ee on the Alphabet Chart?** A volunteer identifies *Ee* and attaches the star on or above the Wall Letter Card. Grandmother helps the volunteer locate *Ee* and review the other letters with stars.

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

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

Say: **Grandmother found a song about elephants she would like us to learn.** Play *Sing-Along Volume 2* Track 29. Children sing "One Little Elephant Went Out to Play."

Children listen to the song. Use your fingers to indicate the number of elephants. Play the song again. A volunteer becomes the first elephant. Each elephant chooses the succeeding one.

Grandmother asks: **What sound do you hear at the beginning of elephant?** (/e/)

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

## Story Time

### The Frog Prince Vocabulary

Indicate *The Frog Prince*. Discuss the title, author, illustrator, and cover picture. Open the book to any page. Say: **Here is a page from the book. Who can point to where the words begin?** (A volunteer does this.) Repeat for several pages. Ask: **Now who can show us where the story ends?** (A volunteer does this.) Say: **Here is a bag (or basket) with words from the book you may not know. Let's look at them before we read.** A volunteer draws a card from the bag. Read the word and briefly discuss its meaning. Continue for the remaining words.

Materials	
<input type="checkbox"/>	<i>The Frog Prince</i> as told by Brandi Chase
<input type="checkbox"/>	Prepared word cards: <i>vanish, disappear, retrieve, distress, reluctantly, disgusting, astonish</i>
<input type="checkbox"/>	Bag or basket

**Print/Book Awareness**

Shows where reading begins on a page

Identifies front cover and end pages of a book

**Vocabulary**

Acquires new vocabulary

Page	Word	Meaning
1	<b>vanish</b>	to leave quickly
2	<b>disappear</b>	to go out of sight
3	<b>retrieve</b>	to get something and bring it back
4	<b>distress</b>	to feel upset
5	<b>reluctantly</b>	how you do something you don't want to do
6	<b>disgusting</b>	something you don't like
7	<b>astonish</b>	to surprise or amaze someone

Read *The Frog Prince*, pausing to discuss the story as you read. Children raise their hands when new vocabulary is used.

## Small Group & Exploration

### My Favorite Pet Book

Review the sentences produced on **Day 1**. Children each choose a pet they have or would like to have to create a page in My Favorite Pet classroom book. They draw pictures of themselves playing with their chosen pets, then dictate or write sentences about their pictures.

Create a cover and bind the pages together. Children will share their pages on **Day 4**.

Materials	
<input type="checkbox"/>	"Pets" chart from <b>Day 1</b>
<input type="checkbox"/>	Drawing paper
<input type="checkbox"/>	Pencils, crayons, markers

**Emergent Writing**

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



### Observe & Modify

Encourage children who are ready, to write their own sentences using scribble writing. When their sentences are complete, the children read them to you, and you do adult writing underneath.

## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Instruct the children to perform these animal actions:

- Frog — **Squat with your feet wide apart and bring your arms inside your knees with your palms on the floor. Jump up and say “r-r-r-i-b-b-i-t!”**
- Snake — **Lie on the floor and slither like a snake. Make a hissing sound.**
- Kitten — **Get down on all fours. Pretend you are pushing a ball of yarn with your nose, but don’t touch your nose to the floor!**

Say: **Now listen carefully. When I say frog, snake, or kitten, you do the correct action.**

## Materials

- Starfall's Selected Nursery Rhymes (Book & Audio CD)
- Red and blue paper strips
- Bag or basket

I saw a picture of a cow jumping over the moon. Can cows really do that?

Your friend,  
Gingerbread Boy

## Real or Make-Believe

Read and discuss Gingerbread Boy's message.

Two children draw paper strips from a bag or basket. If they draw the same color, they stand side by side. If they draw different colors, they partner, sitting criss-cross, knee to knee. Continue this until all the children have partnered.

Say: **If you have a red strip, raise your hand. You are partner one. You will share first. If you have a blue strip you will share second.** Read the first of the following questions. Partner one shares. After a short time, say: **Wiggle your nose if you can hear me. This time partner two will share.** Repeat the question, then partner two shares. Continue for each question.

- **A giraffe would make a good pet. Is this real or make-believe? Why?**
- **Cats need food and water every day. Is this real or make-believe? Why?**
- **You can teach dogs tricks. Is this real or make-believe? Why?**
- **A snake can fly. Is this real or make-believe? Why?**

Indicate *Nursery Rhymes* pages 44 and 45, “Three Little Kittens.” Say: **Here is a rhyme about three little kittens. Do kittens walk like people? (no) Is that real or make-believe? (make believe) Right, it is make-believe. Authors sometimes have animals do things people do to make stories and rhymes more fun. Listen to this rhyme.** Read “Three Little Kittens.”

Say: **Let’s play a game called “Real or Make-Believe.”** To play the game, read the following statements. The children stand if the statement is real, or put their fingers over their lips if it is make-believe.

- **Kittens make a mee-ow sound.** (real)
- **Kittens wear mittens.** (make-believe)
- **Kittens have mothers.** (real)
- **Kittens eat pie.** (make-believe)

Play *Nursery Rhymes* Audio CD Track 43. Children recite “Three Little Kittens.”

## Comprehension

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

*Distinguishes between fiction and nonfiction*

## Conversation

*Follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content*

# LEARNING CENTERS

See Learning Centers for **Week 14**, pages 324–326. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonemic Awareness: Blend CVC

Say: **Listen to these sounds: /c/ /a/ /t/.** (Children repeat, /c/ /a/ /t/.) **Let's blend the sounds into a word: /c/ /a/ /t/, cat.** Repeat with /n/ /e/ /t/ *net*; /r/ /a/ /t/ *rat*; and /p/ /e/ /t/ *pet*.

### List Ee Words, ASL Ee

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

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

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

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

Display Letter Cards *Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, and Tt* face down in a pocket chart.

Indicate the American Sign Language Poster. Grandmother says: **We have learned many letters in sign language. Let's review them.**

- A volunteer reveals a Letter Card.
- The volunteer names the letter and shows it to the class.
- The class forms the ASL hand sign for the letter.
- The volunteer chooses a child to reveal the next letter.

Say: **Grandmother would like to sing her song to help us remember /e/.**

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

### Materials

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

#### Phonological Awareness

Blends three phonemes

Listens for beginning sound

#### Print Awareness

Understands that letters form words

Connects oral language and print



#### Where Is /e/?

(Melody: "Where Is Thumbkin?")

Where is /e/? Where is /e/?  
Here I am. Here I am.  
E stands for /e/ in elephant  
and egg  
/e/ /e/ /e/, Ee, Ee, Ee

## Story Time

### Teacher's Literature Choice: Pets

Indicate your book choice and read the names of the author and illustrator.

Children identify the role of each. Picture-walk through the book and choose volunteers to point to where reading begins on each page.

Read the book and pause briefly to discuss new vocabulary as it is introduced. When you have finished reading, volunteers share something they remember from the book.

#### Materials

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Teacher's choice of book |
|                          | about pets               |

#### Vocabulary

Acquires new vocabulary

#### Print/Book Awareness

Identifies role of author/illustrator

#### Comprehension

Recalls information from stories

## Small Group & Exploration

### Follow Directional Words

Children take turns placing their stuffed animals in position according to the following directions. Choose volunteers to identify the positions.

Say: **Place your animal:**

- **in the basket**
- **under the table**
- **on top of the box**
- **next to the basket**
- **near the box**
- **behind the basket**
- **over the box**
- **between the box and basket**

The children take turns posing their animals and using complete sentences to describe the positions. (Example: My animal is sitting on the table.)

#### Materials

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Stuffed animals          |
| <input type="checkbox"/> | A box and a large basket |

#### Math

Shows understanding of position words

# Gathering Routine

Continue this routine as with previous weeks.

I would like to have a dog for a pet. May I see your Favorite Pet book so I can learn about your favorite pets?  
Your pal,  
Gingerbread Boy

## Morning Meeting

### Warm Up Your Brain

Children pretend to be dogs and respond to commands such as fetch, sit, lie down, roll over, bark, beg, etc.

### Read My Favorite Pet

Read and discuss Gingerbread Boy's message.

Indicate My Favorite Pet class book from **Day 2**.

Children take turns sharing their pages.

### Materials

- Teacher's choice of music
- Ball
- Chart paper, marker

After each child shares, give affirmation by having the class perform a "Marshmallow Clap!" The children begin to clap, but leave a space between their hands as though there is a marshmallow there.

#### Creative Arts

Uses oral language to describe or explain art

#### Conversation

Matches language to social and academic contexts

Provides appropriate information for the setting

## LEARNING CENTERS

See Learning Centers for **Week 14**, pages 324-326. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: en-ter.** (Children repeat, en-ter.) **Let's put the parts together to make a word: enter.** (Children repeat, enter.) **This time let's clap for the parts.** Children clap the word parts for engine, elbow, envelope and exercise.

### Review Beginning Sounds

Indicate the list of Ee words from **Day 3**. Say: **Let's look at these words that begin with Ee.** (Review the list.)

**What other words you would like to add to the list?** (Add additional words.)

Place Letter Cards Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, and Tt across the top row of a pocket chart. Children identify each letter. Grandmother says: **You are really learning your sounds! Let's play a picture and sound matching game.**

Distribute the Picture Cards. Say: **Look at your picture and decide what sound you hear at the beginning.**

### Materials

- Picture Cards: alligator, apple, bear, bed, cow, cup, eggs, elephant, ladybug, lamb, nest, net, puppies, pig, rabbit, red, skateboard, sun, teeth, tent
- Letter Cards: Aa, Bb, Cc, Ee, Ll, Nn, Pp, Rr, Ss, Tt
- Pocket chart
- Grandmother

#### Phonological Awareness

Listens for beginning sound

Counts syllables

#### Phonics

Matches some letters to their sounds

#### Math

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

Choose a volunteer.

- The volunteer names his or her picture and places it under the correct letter in the pocket chart.
- The class confirms or corrects his or her choice.
- The volunteer chooses the next child.

Compare and contrast which letters have the most and the least Picture Cards.



## Story Time

### The Frog Prince Characters

Indicate *The Frog Prince*. Discuss the following points and questions:

- **Every story has characters. One of the characters in this story is the princess. What are the other characters?** (frog, king, queen, prince)
- **The setting of a story is where it takes place. What is the setting of this story?** (garden/fountain and castle)
- **Every story has a problem. This story has two problems. One problem is the princess lost her golden ball. What problem did the frog have?** (He needed a friend to become human again.)
- **Who helped the princess solve her problem?** (frog)
- **Did the frog solve his problem? Who helped the frog solve his problem?** (princess)
- **How did the story end?**

Say: **Listen to the story again. As you listen, pretend you are one of the characters.** Read *The Frog Prince*. Children share their character choices.

#### Materials

- The Frog Prince* as told by Brandi Chase

#### Vocabulary

Acquires new vocabulary

#### Comprehension

Identifies story characters

Recalls important facts of information text

## Small Group & Exploration

### Create Crowns

Review the names of the story characters (prince, princess, king, queen frog). Say: **Sometimes kings, queens, princesses, and princes wear crowns. Let's make crowns to wear.**

The children write their names on construction paper or paper bag strips. They use construction paper, crayons, markers and beads to decorate them. Staple the ends of the strips together to form crowns. Collect the crowns for use on **Day 5**.

#### Materials

- Prepared construction paper or paper bag strips
- Construction paper (assorted colors)
- Crayons, markers
- Beads, stickers, stars (optional)
- Stapler
- Scissors

#### Creative Arts

Shows care and persistence in a variety of art projects

**Morning Meeting**

**Materials**

- Chair
- Bone (an eraser may be used)

**Warm Up Your Brain**

Give the following directions:

- **Lift your right arm high in the air and hold it there while you lift your left knee.**
- **Place your right hand on your lifted left knee.**
- **Return your hand and leg to a resting position.**
- **Lift your left hand and right leg.**
- **Touch your left hand to your right knee.**

The children continue this back and forth pattern for a minute or so, as though walking rhythmically.

I loved learning about dogs. Maybe when I get older, I'll have a pet dog.

Love,  
Gingerbread Boy

**Listening & Speaking**

*Follows simple and multiple-step directions*

**Science**

*Recognizes that living things have similar needs for water, food, and air*

**A Pet for Gingerbread Boy**

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy needs our help so he can have a pet dog one day. Let's play a game to help Gingerbread Boy learn how to take care of a dog.**

Say: **Stand if you think:**

- **a dog is a good pet**
- **a dog needs to eat healthy dog food and drink water every day**
- **it's okay to leave a dog alone in a hot car**
- **a dog needs to be taken outside to go to the bathroom**
- **a dog never needs a bath**
- **it is fine to let your dog run and play in the street**
- **dogs like dog bone treats**
- **a dog needs water, food, and air to breathe like us**

Play "Doggie, Doggie, Where's Your Bone?" Gather children in a circle. One child stands off to the side with his or her eyes closed. This child is the "Doggie." Another child sits on a bone (or eraser). The children chant "Doggie, Doggie where's your bone? Somebody took it from your home. Guess who?" The doggie has three chances to guess who has the bone. The child who was sitting on the bone becomes the next doggie. Repeat the game at a later time to give everyone a turn.

# LEARNING CENTERS

See Learning Centers for **Week 14**, pages 324-326. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Rhyming Words

Children provide the rhyming words to the following riddles:

- **I am a furry pet. I rhyme with *hat*. What am I?** (cat)
- **I crawl on the ground. I rhyme with *cake*. What am I?** (snake)
- **I love to hop. I rhyme with *log*. What am I?** (frog)
- **I fly in the air. I rhyme with *heard*. What am I?** (bird)
- **I swim in the water. I rhyme with *dish*. What am I?** (fish)

Say: **Who can think of a word that rhymes with *dog*?** Accept responses, including nonsense words.



### Materials

- Prepared alphabet letters: *B, b, C, c, E, e, L, l, N, n, P, p, R, r, T, t*
- Letter Cards: *B, b, C, c, E, e, L, l, N, n, P, p, R, r, T, t*
- Sixteen chairs
- Basket or bag
- Grandmother

### Alphabet Bingo

Arrange sixteen chairs into four rows of four.

Grandmother says: **Let's play "People Alphabet Bingo."** Four children sit in one row of chairs. Explain: **When there are four children in a row, that's Bingo.** (Children repeat, *Bingo*.) The four children return to the group and four others sit in a column of chairs.

Continue: **When there are four children in a row this way, that's Bingo too.** (Children repeat, *Bingo*.) Let's put one Letter Card on each chair. (Children may assist.)

A volunteer chooses a letter from the basket, names it, finds a chair with a matching letter and sits on the chair. When four chairs in a row are filled, children shout "BINGO!"

Children may stand while they wait for their turns in order to see more easily.

#### Phonological Awareness

*Identifies rhyming words*

#### Phonics

*Focuses on letter names and shapes*

#### Listening & Speaking

*Follows simple and multiple-step directions*

## Story Time

### Dramatize *The Frog Prince*

Distribute the crowns from **Day 4**. Children place them on their heads. Recall *The Frog Prince* characters with the children, and choose volunteers to take the roles of the princess, frog, king, queen, and prince. The remaining children pretend to be members of the royal family, and participate during the dinner scenes.

Select areas of the classroom to represent the garden and fountain, the castle and the dining room.

Instruct the child acting as the prince to stand off to the side until the end of the story.

Children dramatize as you read *The Frog Prince*.

### Materials

- The Frog Prince* as told by Brandi Chase
- Crowns from **Day 4**

After the dramatization, have the class give a "Round of Applause" by clapping while moving their hands around in circles!

### Comprehension

*Recalls information from a story*

*Identifies story characters*

*Retells or reenacts a story after it is read aloud*

## 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 15: At the Farm

This week you will teach the children about farm animals and life on a farm. They will learn that farmers are among the hardest working community helpers, and get a glimpse of the many jobs farmers do. The children will also:

- learn /m/ and identify initial and final /m/ words
- discover the importance of bees
- review hand signs and learn the sign for *Mm*
- practice discriminating between true and not true
- retell stories in their own words
- experience what it is like to milk a cow



## Starfall Books & Other Media

*The Story of Milk: How Bees Help Cows* by Stephen Schutz

*The Troll Who Lived Under the Bridge* written and illustrated by Craig Deeley

*The Troll Who Lived Under the Bridge* Audio CD

*The Troll Who Lived Under the Bridge* Sequence Cards ABC for Gingerbread Boy and Me

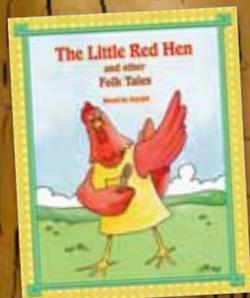
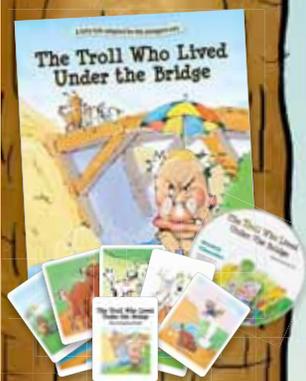
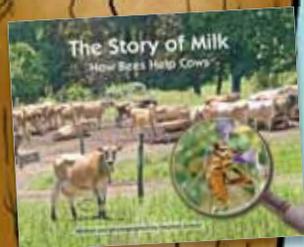
*The Little Red Hen and other Folk Tales* retold by Starfall

Animal Poster

American Sign Language Poster

*Starfall's Selected Nursery Rhymes*

*Starfall Sing-Along Volumes 1 & 2*



## Preparation

### Day One

*Morning Meeting* — Have the Pets list from **Week 14** available. Prepare a sheet of chart paper with the title “Farm Animals.”

*Small Group* — Provide books about farms and/or illustrations for reference.

### Day Two

*Circle Time* — Prepare four sentence strips: *Sheep live on a farm. I like cows. Pigs love mud! Monkeys do not live on a farm!*

### Day Three

*Small Group* — You will need corn kernels, a large bowl, several disposable aluminum pans, containers of various capacities, sizes and shapes, measuring spoons and paper drinking cups.

### Day Four

*Morning Meeting* — You will need a container of milk, a latex glove filled with milk, straight pins, a bowl, and a small plastic cup.

*Small Group* — Have empty pint, quart and gallon milk cartons available and collect items that are various sizes such as cups, books, blocks, buttons, paper, plates, etc. You will also need three index cards labeled *small, medium, and large*.

### Day Five

*Morning Meeting* — Select music to use as the children play “Freeze-a-Roo,” and prepare a chart paper with three columns titled “The Little Red Hen and other Folk Tales,” “The Story of Milk,” and “The Troll Who Lived Under the Bridge.”

*Story Time* — Choose a story about a farm to share. Suggestions include:

- *Baby Farm Animals* by Garth Williams
- *Barnyard Dance* by Sandra Boynton
- *Big Red Barn* by Margaret Wise Brown
- *Mrs. Wishy-Washy’s Farm* by Joy Cowley
- *On Grandpa’s Farm* by Vivian Sathre

## Snack Suggestion

Provide a paper plate with a small amount of honey and several pieces of hexagon-shaped cereal or crackers for each child. Indicate a picture of a beehive for children to use as a model for creating their own edible beehive shapes.



### Gross Motor Skills

Combines a sequence of large motor skills

## Outside Activity

Play a variation of “Duck, Duck, Goose” by changing it to “Cow, Cow, Bee.”

Play “Horseshoes.” Cut horseshoe shapes from sturdy cardboard and wrap them in aluminum foil. Place wooden dowels or rhythm sticks in the ground. Children take turns tossing the horseshoes and trying to ring the sticks.

I love learning about animals. Have you ever been to a farm? I've always wanted to visit one!

Your pal,  
Gingerbread Boy

## Day 2

I think it would be fun to be a farmer. Do you know what farmers do?

Love,  
Gingerbread Boy

## Day 3

Do you know it is important to have bees on a farm? Today's story will explain why.

Your friend,  
Gingerbread Boy

## Day 4

I love milk. What is your favorite drink?

Your pal,  
Gingerbread Boy

## Day 5

I had so much fun learning about farms. I didn't know milk comes from cows and goats, too!

Love,  
Gingerbread Boy

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message

Animal Poster



Introduce farm animals

"Old MacDonald Had a Farm"

Gingerbread Boy's Message

"The Farmer in the Dell"

List a farmer's jobs

**LEARNING CENTERS**

**Circle Time**

Phonological Awareness:  
Alphabetical Order

"The Alphabet Song"

Introduce and listen for /m/

"Monkey" riddle

"Five Little Monkeys"

Phonological Awareness:  
Count Words in a Sentence

Introduce *Mm*



*ABC for Gingerbread Boy and Me*

**Story Time**

Review farm animals

"Old MacDonald Had a Farm"

Introduce farmers and their jobs

"The Little Rooster"



**Vocabulary:** crops, rooster

"The Little Rooster"



"Five Little Farmers"

Perform farmer's actions

**Vocabulary:** plow, mend, chore

**Small Group & Exploration**

Children draw themselves as farmers and write sentences

Match uppercase/lowercase letters: *Aa, Bb, Cc, Ee, Ll, Mm, Nn, Pp, Rr, Ss, Tt*

## Day Three

## Day Four

## Day Five

### GATHERING ROUTINE

Gingerbread Boy's Message

"Five Little Bees"

"True or Not True"

*The Story of Milk*



**Vocabulary:** alfalfa

Gingerbread Boy's Message

*The Story of Milk*

Milk a cow

**Vocabulary:**

udders



Gingerbread Boy's Message

Retell stories

Choose class favorite book

### LEARNING CENTERS

Phonemic Awareness: Blend  
Consonant/Vowel/Consonant

*ABC for Gingerbread Boy and Me*

Introduce ASL sign  
for *Mm*



List initial /m/ words

"Where Is /m/?"

Phonological Awareness:  
Syllables

"Mistress Mary"

Introduce final /m/

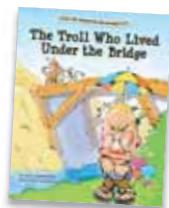
Phonological Awareness:  
Rhyming Words

"Where Is /m/?"

Solve initial /m/ riddles

*The Troll Who Lived Under  
the Bridge*

Answer questions



*The Troll Who Lived Under the  
Bridge* Sequence Cards



"Little Boy Blue"

Teacher's Literature Choice:  
Farms

Estimate and check capacity



Small, medium and large sizes

Sort objects

Complete projects or conduct  
observations and individual  
assessments

# WEEK 15

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

## Computer Center

**Activity** — Children enjoy *I'm Reading*, "Dragon Goes to the Farm," *Historical Folk Songs*, "Boll Weevil," *Math Songs*, "Five Little Farmers" (after **Day 2**).

They also review /k/ and /e/ and reinforce /m/ at ABCs: C, E, and M.

### Interaction & Observation

- While some computer tasks are specifically guided or assigned by you to reinforce skills, children's computer-related experiences should also allow open-ended activities of their choice.
- Provide time for children to browse the Starfall website on their own to discover new activities.

### Materials

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

### Creative Arts

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Uses writing and drawing tools

## Art Center

**Activity** — Each child draws and colors his or her favorite farm animal on a paper square. Children write their names, and write or copy the names of the animals on the front of their drawings.

### Interaction & Observation

- Encourage children to use their imaginations by resisting the urge to provide adult-made samples for the Art Center.
- Since children tend to be more interested in the process than the product, allow them to enjoy art for the experience, the exploration, and the experimentation.

### Materials

- 4" by 4" manila paper square for each child
- Crayons, pencils

### Reading

Enjoys reading and reading-related activities

## Library Center

**Activity** — Children read and listen to audio versions of the stories they heard this week.

### Interaction & Observation

- As you read to children, casually assess their print/book awareness by asking questions or giving directions such as : Which page should we read first? Point to a letter. Put your fingers under a word. Show me an uppercase letter. Can you find a lowercase letter?

### Materials

- The Little Red Hen and other Folk Tales*
- The Little Red Hen and other Folk Tales* Audio CD
- The Story of Milk* (after **Day 3**)
- Books about farms and farm animals

## Dramatic Play Center

**Activity** — Children create and play in a farmhouse and/or a barn. The farmer, his wife and children take care of the stuffed farm animals. Some children can also pretend to be farm animals while others feed and care for them.

### Interaction & Observation

- Reading and writing materials provide children with another opportunity to handle books, paper, pencils, and pens.
- Participate in children's play to model the uses of writing (lists of chores, animals to feed, seeds to plant, fences to mend, cows to milk, etc.)

### Materials

- Farmers' clothing: straw hats, boots, overalls, bandanas
- Stuffed farm animals or puppets
- Books about farm life
- Paper, pencils, pens

### Creative Arts

*Engages in cooperative pretend play with other children*

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

## Construction Center

**Activity** — Children use the available materials to create a farm with barns, fences, and a farmhouse. Encourage them to build pens or other structures to scale for various plastic farm animals by using different types of blocks, cubes, etc. Place photos and books in the center to encourage building projects.

### Interaction & Observation

- Although children are encouraged to solve their own problems and assume responsibility for their own achievements, sometimes teacher intervention is necessary.
- When a task seems too difficult at the child's present level of development, provide help that will result in further learning and satisfaction.
- With your assistance, children can succeed at cognitive or social levels beyond those they could have achieved on their own.

### Materials

- Plastic or wooden farm animals
- Wooden blocks
- Various building toys
- Books about farms, farm animals

### Fine Motor Skills

*Coordinates hand and eye movements*

### Social/Emotional Development

*Works with others to solve problems*

## Writing Center

**Activity** — Each child writes his or her name at the bottom of the paper, then draws and colors a picture of a farmer.

With your help or with invented spelling, the children write one thing they would do if they were farmers (milk cows, feed pigs, ride tractor, etc). Compile the drawings into a class book. Children decorate its cover. Place it in the Library Center when complete.

### Interaction & Observation

Use Learning Centers as opportunities to assess the children's development, collect samples of their work, and observe their skills. Does the child use letters to represent written language? Connect sounds in a word with their letter forms? Attempt to write messages?

### Materials

- Sheet of paper for each child
- Crayons, pencils

### Emergent Writing

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



**Fine Motor Skills**

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

**Science**

*Investigates states of matter*

**Discovery Center**

**Activity** — Children continue to use the sand table to create fields, roads and pastures on a farm.

They add small amounts of water from spray bottles to the sand to create farm roads, fields for the farm vehicles, and pastures for the animals.

**Interaction & Observation**

- Ask “how” and “why” questions as children play.
- Provide many opportunities for children to generate their own thoughts and ideas.
- Recognize and encourage their efforts.

**Materials**

- Sand table
- Plastic farm animals
- Toy tractors and farm machines
- Spray bottles of water

**Math**

*Combines and separates sets of objects to create new sets*

*Understands that numbers always represent the same quantity*

**Math Center**

**Preparation** — Use a permanent marker to write the numerals 0-5 in random order on the bottom of each egg section, or place paper circles with the numerals written on them into ice cube trays. Use enough trays or cartons to write each numeral twice.

**Activity** — Children drop the correct number of seeds into each cup or egg section to match the numeral written inside.

**Interaction & Observation**

- As you visit with children, count the items with them as they place the seeds in each section.
- Determine whether children are acquiring understanding of the concept of one-to-one correspondence between each number name and the objects counted in each set.

**Materials**

- Various types of seeds
- Ice cube trays or recycled egg cartons with tops removed
- Small container or plastic bag for each child



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Play "Stretch and Reach." The children stand and follow your directions:

- **Stretch your right arm up toward the ceiling.**
- **Bend to the left.**
- **Stand up straight and switch arms (left arm stretched).**
- **Bend to the right.**
- **Stand up straight.**
- **Stretch both arms up and cross them.**
- **Bend to the left then bend to the right.**
- **Stand up straight with your arms at your sides.**

## Materials

- Animal Poster
- Pets chart paper
- Prepared "Farm Animals" chart
- Marker
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)

I love learning about animals. Have you ever been to a farm? I've always wanted to visit one!

Your pal,  
Gingerbread Boy

## Farm Animals

Read and discuss Gingerbread Boy's message.

Say: **Stand if you have ever been on a farm.** (Children do this.) **Stand if you would like to visit a farm.**

Indicate the Animal Poster and identify the animals (rabbit, cow, bear, dolphin). Ask: **Which of these animals lives on a farm?** Discuss reasons a bear or a dolphin would not live on a farm.

Indicate the Pets chart paper. Say: **Last week we talked about pets. Let's review the list of animals that make good pets.** (Review the list.) **This week we will talk about animals that live on farms. Let's make a list of farm animals.** List responses on the prepared chart paper. If children do not mention *rooster*, Gingerbread Boy suggests it. Other suggestions include *pig, cow, sheep, dog, cat, mouse, horse, chicken, rooster, hen, rabbit, goose, duck, turkey, donkey, and goat.*

Indicate *Nursery Rhymes* page 21, "Old MacDonald Had a Farm." Ask: **Do you see some of these farm animals on our list?** (chick, cow, pig, geese, horse, duck) **Look at these geese. Geese are birds with long necks. How many geese are in the picture?** A volunteer points to each one as the children count the geese together.

Play *Nursery Rhymes* Audio CD Track 17. Children sing "Old MacDonald Had a Farm" as you indicate the pictures. The children may add to the list as the week progresses. Attach clip art of the animals next to their names or use the Starfall Generator to create farm animals to attach.

## Emergent Writing

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

## Science

*Describes characteristics in the appearance and behavior of animals*

*Compares, contrasts, and classifies objects and data*



## LEARNING CENTERS

See Learning Centers for **Week 15**, pages 346-348. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Alphabetical Order

Say: **Let's sing "The Alphabet Song."** Play *Sing-Along* Volume 1 Track 2. Children sing "The Alphabet Song."

#### Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Picture Cards: *man, meat, monkey, mop*
- Pocket chart

#### Phonological Awareness

Listens for beginning sounds

#### Phonics

Recites the alphabet in sequence



### Introduce /m/

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

Indicate the Picture Cards *man, meat, monkey, and mop*. Say: **Here is a picture of a monkey. Say, monkey. Monkey begins with /m/. Say /m/.** Continue:

- **Meat begins with /m/. Say, meat. Say /m/, meat.**
- **Man begins with /m/. Say, man. Say /m/, man.**
- **Say, mop. What sound do you hear at the beginning of mop?**  
(Children respond, /m/.)

Say: **Listen to these two words and tell which one begins with /m/: tiger, meow.** (Children respond, *meow*.) **Right! Meow begins with /m/. Say /m/.** (Children repeat, /m/.) **Listen again. Which one begins with /m/, dog or monkey?** (Children respond, *monkey*.)

Ask: **Do monkeys live on farms?** (Children respond.) **No, monkeys live in jungles where there are lots of trees.**

Grandmother says: **Let's pretend we are monkeys.** (Children swing their arms or make the "oo" sound.)

Grandmother continues: **Listen to these words. If you hear /m/ at the beginning of the word, act like a monkey. If the word doesn't begin with /m/, sit down. Ready?** Use: *meadow, tent, mitten, puppy, mother, rabbit, and mouse*.

Play *Sing-Along* Volume 1 Track 10. Children sing "Five Little Monkeys" and perform the appropriate actions.

#### Monkey

*I am an animal.  
My favorite snack is bananas.  
You can find me swinging  
from tree to tree.  
My name begins with /m/  
What am I?*

#### Five Little Monkeys

*Five little monkeys  
(Hold up five fingers.)  
Jumping on the bed  
(Jump up and down.)  
One fell off and bumped his head  
(Fall down and hold your head.)  
Mother called the doctor  
and the doctor said,  
(Pretend to make a call.)  
"No more monkeys  
jumping on the bed!"  
(Shake your index finger.)*

*Four little monkeys...  
Three little monkeys...  
Two little monkeys...*

*One little monkey  
Jumping on the bed  
He fell off and bumped his head  
Mother called the doctor  
and the doctor said,  
"Get those monkeys back to bed!"*

Generate five monkey pictures using the picture generator. Attach each monkey to a craft stick for use during "Five Little Monkeys."

## Story Time

### Introduce “The Little Rooster”

Indicate and review the Farm Animals list.

Explain: **Farmers live and work on farms. They feed and take care of animals and grow crops.** (Children repeat, *crops*.) **Crops are the fruits, vegetables and grains farmers grow in their fields. Farmers work from early in the morning before the sun comes up until evening when the sun goes down, taking care of their crops and animals. Farmers also work to repair fences, barns, animal pens and other farm buildings.**

Indicate *The Little Red Hen and other Folk Tales* page 69, “The Little Rooster.” Say: **“The Little Rooster” is a folk tale about a farmer and his rooster. A rooster is a male, or boy, chicken.**

Children describe the illustrations and actions on each page as they picture-walk through the story.

Read “The Little Rooster.” Ask: **Do you think the farmer was smart to get rid of his rooster? Why?**



#### Materials

- Farm Animals list
- The Little Red Hen and other Folk Tales* by Starfall

#### Vocabulary

*Discusses words and word meanings*

#### Comprehension

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

#### Social Studies

*Demonstrates knowledge about community workers and their roles*

## Small Group & Exploration

### Create a Class Farm Book

Say: **Pretend you are a farmer. Think of an animal you would like to have on your farm.** (Volunteers share their choices.)

Distribute paper to each child. Say: **Draw a picture of yourself as a farmer and add the animal you would like on your farm next to you. Then write a sentence to tell why you chose that animal.**

Encourage children who are ready to use inventive or scribble writing. Add adult writing beneath the children's writing.

Assemble the pages into a class farm book and place it in the Library Center for the children to enjoy.

Children will share their Class Farm Book on **Day 5**.

#### Materials

- Drawing paper
- Pencils, crayons, markers
- Books with farm animals (for picture guides)

#### Emergent Writing

*Uses drawing to convey meaning*

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

#### Social Studies

*Demonstrates knowledge about community workers and their roles*

## Morning Meeting

### Materials

- Starfall's Selected Nursery Rhymes (Book & Audio CD)
- Chart paper
- Marker

### Warm Up Your Brain

Play "Twist and Shout." Children follow your directions:

- **Twist at your waist with your arms stretched to the sides.**
- **Shout "1-2-3-4-5."**
- **Bend at your waist and touch your toes.**
- **Shout "1-2-3-4-5."**
- **Bend at your waist and touch your right toes with your left hand.**
- **Shout "1-2-3-4-5."**
- **Now use your right hand to touch your left toes.**
- **Shout "1-2-3-4-5."**

I think it would be fun to be a farmer. Do you know what farmers do?

Love,  
Gingerbread Boy

### Emergent Writing

Contributes to a shared writing experience or topic of interest

### Social Studies

Demonstrates knowledge about community workers and their roles

### "The Farmer in the Dell"

Read and discuss Gingerbread Boy's message.

Say: **Farmers work on farms.** (Children repeat, *farmer*.) **They have many jobs. One of a farmer's most important jobs is to take care of the animals on the farm.**

Indicate *Nursery Rhymes* pages 10-11, "The Farmer in the Dell." Children describe the illustrations then you read the text. Review the order of the characters (farmer, wife, child, dog, cat, rat, cheese).

Gather children in a circle. A volunteer becomes the farmer and stands in the center of the circle. Explain that during the song the farmer will choose a wife, who will join him in the circle. The children will repeat this procedure until the cheese is chosen, then all characters will join the outer circle. Play *Nursery Rhymes* Audio CD Track 7. Children sing "The Farmer in the Dell" and choose characters. Repeat to give others a turn.

Explain that farmers not only take care of animals, they also grow foods to sell in stores. Ask: **What foods come from farms?** (Accept responses.)

Indicate the chart paper and write the sentence stem, "A farmer..." Say: **Let's pretend we are farmers. What are some jobs we might do on the farm? I'll write them on this chart paper.**

Gingerbread Boy whispers that if he was a farmer, one of his jobs would be to clean the barn. Write "clean the barn" on the chart paper. Children name other jobs to add to the list.

## LEARNING CENTERS

See Learning Centers for **Week 15**, pages 346-348. After cleanup, the children gather to share their experiences.

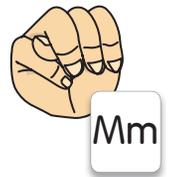
## Circle Time

### Phonological Awareness: Words in Sentences

Say: **Listen to this sentence: *I like cows.* Now, you say it.** (Children repeat, *I like cows.*) Ask: **How many words did you hear?** (Children respond.) Let's check. Display the *I like cows* sentence strip. As you read the sentence draw a rectangle around each word. Children count the number of words in the sentence as you indicate each word. Repeat with the remaining sentence strips.

#### Materials

- Grandmother
- Prepared sentence strips
- Letter Card *Mm*
- ABC for Gingerbread Boy and Me* by Starfall



### Introduce *Mm*

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

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

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: monkey, /m/.)
- 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 monkey, then indicate the word, monkey.)

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

## Story Time

### Dramatize "The Little Rooster"

Indicate "The Little Rooster." Volunteers retell the story in their own words.

Divide the class into two groups. Children in Group 1 are farmers, and children in Group 2 are roosters. Read the story. The children dramatize their respective parts as you read.

#### Materials

- The Little Red Hen and other Folk Tales, "The Little Rooster"* by Starfall
- Starfall Sing-Along Volume 2*

#### Print/Book Awareness

Understands that letters form words

Counts words

#### Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

#### Comprehension

Retells or reenacts a story after it is read aloud

Recognizes cause and effect

#### Vocabulary

Discusses words and word meanings

#### Math

Uses ordinal numbers from first to fifth

Ask: **Why does the farmer need to grow food crops on his farm? Why is it important for the farmer to take care of his garden?** (Children share answers.)  
**What would happen if the farmer:**

- **didn't plant his garden?**
- **never fed the animals?**
- **didn't clean the barn or pens?**
- **slept all day and didn't work on the farm?**

Say: **Here is a song about five farmers. Listen to learn what chore each farmer did. Chore is another word for job. Say, chore.** (Children repeat, *chore*.)

Play *Sing-Along* Volume 2 Track 11, "Five Little Farmers."

Select five children to represent the five farmers. Children recall each farmer's chore. Explain the meaning of *plow* and *mend*.

- The first farmer milked the cow.
- The second farmer went to plow.
- The third farmer fed the hens.
- The fourth farmer mended the broken pens.
- The fifth farmer took vegetables to town.

**Five Little Farmers**

*Five little farmers woke up with the sun,  
 For it was early morning and chores were to be done.  
 The first little farmer went to milk the cow.  
 The second little farmer thought he better plow.  
 The third little farmer fed the hungry hens.  
 The fourth little farmer mended broken pens.  
 The fifth little farmer took his vegetables to town,  
 Baskets filled with cabbages and sweet potatoes brown,  
 And when the work was finished,  
 And the western sky was red,  
 Five little farmers tumbled into bed.*

Children sing and perform the actions to "Five Little Farmers."

**Small Group & Exploration**

**Match Upper and Lowercase Letters**

Place the Uppercase Letter Cards face down in a pocket chart or on a table and the Lowercase Letter Cards in a bag or basket.

Indicate the Uppercase Letter Cards. Say: **Pretend the uppercase letters are the mommy and daddy letters. Let's say their names.** Volunteers, in turn, reveal a Letter Card. The class names each letter aloud.

Indicate the bag or basket. Say: **In this basket (bag) are lowercase letters. They are like the babies! Let's see if we can match the babies with their mommies or daddies.** Volunteers take turns selecting Lowercase Letter Cards from the basket and matching them to the corresponding Uppercase Letter Cards. Once matched, classmates confirm (or correct) the match and skywrite upper and lowercase letters.

**Materials**

- Uppercase Letter Cards: A, B, C, E, L, M, N, P, R, S, T
- Lowercase Letter cards: a, b, c, e, l, m, n, p, r, s, t
- Bag or basket
- Optional:**
- Pocket chart

**Phonics**

*Focuses on letter names and shapes*

*Recognizes most letters when named*



*If the children struggle matching upper and lowercase letters, teach them to use the Alphabet Chart for clues.*

## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Play *Sing-Along Volume 2* Track 10. Children sing "Five Little Bees."

Select five volunteers to play bees and number them one to five. Indicate each volunteer and introduce them as the first bee, second bee, and so on. Designate locations for imaginary flowers and a hive. Instruct the children pretending to be bees to follow the cues in the song. Play "Five Little Bees."

Repeat with five new volunteers.

## Materials

 *Starfall Sing-Along Volume 2*
 *The Story of Milk: How Bees*
*Help Cows* by Stephen Schutz

## Five Little Bees

(Melody: "One Little Elephant Went Out to Play")

One little bee was on a flower blue,  
 Along came another and that made two.  
 Two little bees worked hard as can be  
 Along came another and now there are three.  
 Three little bees looked for flowers more  
 Along came another and now there are four.  
 Four little bees flew back to their hive  
 Along came another and now there are five  
 Five little bees met with all their friends  
 And that is how our poem ends!

Do you know it is important to have bees on a farm? Today's story will explain why.  
 Your friend,  
 Gingerbread Boy

## Math

Uses ordinal numbers from first to fifth

## Comprehension

Retells important facts from an informational text

## Vocabulary

Discusses words and word meanings

## Science

Recognizes that living things have similar needs for water, food, and air

Shows curiosity by asking questions and seeking information

Introduce *The Story of Milk*

Read and discuss Gingerbread Boy's message.

Explain: **One important job of a farmer is to feed the animals that live on the farm. That means farmers need a large amount of food that animals like to eat. So farmers plant crops, which are fields of plants. One crop, or plant, that farmers grow on their farms is hay, or alfalfa. Say alfalfa.** (Children repeat, *alfalfa*.) **Cows, sheep, and horses love to eat alfalfa! Let's pretend we are farmers planting our crops.** The children perform actions that correspond with the words.

- The farmer plants seeds in the ground.
- The farmer sprinkles plant food called fertilizer on the ground.
- The farmer waters the seeds.
- The farmer pulls the weeds.

Indicate *The Story of Milk*. Say: **The title of this book is *The Story of Milk*. The author's name is Stephen Schutz. There is no illustrator because the pictures in this book are photographs. This book is nonfiction because it is a true story about real bees and cows.**

Read and discuss *The Story of Milk*. Encourage children to ask questions about the text and illustrations.

Say: **Let's play "True or Not True."** Divide children into groups of three or four. Children discuss the following comments with their groups and together decide if they are true or not true. Refer to *The Story of Milk* to check answers.

- **Farmers do not need bees on their farms.** (not true)
- **Farmers plant alfalfa for animals to eat.** (true)
- **We drink milk that comes from cows.** (true)
- **Farmers use bikes to help plant crops on their farms.** (not true)



Use the notes at the end of *The Story of Milk* to provide additional information about pollination.

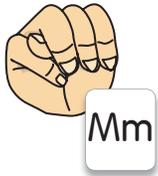
# LEARNING CENTERS

See Learning Centers for **Week 15**, pages 346–348. After cleanup, the children gather to share their experiences.

## Circle Time

### Materials

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



### Phonemic Awareness: Blending CVC

Say: **Listen to these sounds: /m/, /e/, /t/. Now you say them.** (Children repeat, /m/, /e/, /t/.) **Let's blend the sounds together into a word: /m/ /e/ /t/, met.** (Children repeat, /m/ /e/ /t/, met.) **Let's try some more.** Repeat for /n/ /e/ /t/ net; /l/ /e/ /t/ let; and /s/ /e/ /t/ set.

### List Mm Words, ASL Mm

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

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

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

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

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

Say: **Grandmother would like us to sing her song to remember /m/. Grandmother says: Each time you hear /m/ or the letter Mm, make the Mm hand sign.** Sing "Where Is /m/?"

### Where Is /m/?

(Melody: "Where Is Thumbkin?")

Where is /m/? Where is /m/?

Here I am. Here I am.

/m/ in monkey, /m/ in milk

/m/ /m/ /m/, Mm, Mm, Mm

## Story Time

### Materials

- The Troll Who Lived Under the Bridge* as told by Craig Deeley

### *The Troll Who Lived Under the Bridge*

Indicate *The Troll Who Lived Under the Bridge*.

Explain: **The title of this story is *The Troll Who Lived Under the Bridge*. It is a fictional story, written and illustrated by Craig Deeley. A fictional story is not real; it is made up by the author. Who can point to the title of the story? (Volunteers respond.) Who can point to the illustrations or pictures?**

Say: **This book is about an animal you might find on a farm that eats alfalfa and produces milk. Look at the cover of this book. What animal do you think this story is about?**

Read the story, pausing after each page to discuss the following questions:

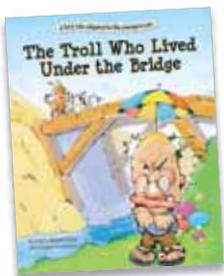
### Phonological Awareness

Blends three phonemes

Listens for beginning sound

### Phonics

Connects speech sounds to printed letters



### Comprehension

Recalls information from stories

Makes inferences

Uses illustration clues to predict

Page	Questions	Answers
2	<i>Barren</i> means there was no grass. Why do you think the hills were brown and barren on one side?	The goats had eaten the good, green grass.
5	Why did the goats want to cross the river?	They wanted to eat the good, green grass on the other side.
7	Who came over the bridge first?	Tiny Gruff
8	Why didn't the troll want Tiny Gruff to cross the bridge?	He would eat all the grass, and turn the hill from green to brown.
11	What did Tiny Gruff promise?	He would only eat a few blades of grass, then come right back.
12	What do you think the troll might do with the seed packets? Who asked to cross the bridge next?	Plant the seeds. Big Gruff
14	What did Big Gruff promise?	He would only eat a few blades of grass, then come right back.
17	Who came over the bridge next? Why didn't the troll want to let Great Big Gruff cross over to the hill?	Great Big Gruff He didn't want him to eat all the grass.
18	How did Great Big Gruff trick the troll?	He told him his brothers were coming and made him turn around.
21	What happened to the troll? What did Great Big Gruff do next?	Great Big Gruff tossed him into the air. He crossed the bridge and joined his brothers who were still eating.
23	What happened to the troll?	He fell into the river.
25	What do you think the troll will do next?	Crawl out of the water.
26	What do you think will happen to the hill where the Gruff brothers are eating?	It will be brown and barren because they will eat all the good, green grass.
29	What did the troll do to make the brown and barren hill green again? Do you think the Gruff brothers will try to cross back over to where the troll is? Why or why not?	He planted grass seeds. Answers will vary.

## Small Group & Exploration

### Science

Compares, contrasts, and classifies objects and data

### Math

Becomes familiar with standard measuring tools and their uses

Uses numbers to predict, estimate and make realistic guesses

### Estimation

Place the corn kernels in a large bowl. Indicate the other containers of various capacities, sizes and shapes.

Ask questions such as:

- **Which container will hold more corn kernels?**
- **How could we find out?** (Children experiment.)
- **What would happen if we try to put the whole bowl of kernels into a small cup?**
- **Why might some spill out?**

Distribute measuring spoons and paper cups. Say: **Let's guess how many spoons of corn will fit in this paper cup.** (Children estimate.) **Let's see if you are right.** Children count as they use measuring spoons to fill their cups with corn kernels and compare results.

Explain that corn is another food goats eat.

### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Corn kernels                                       |
| <input type="checkbox"/> | Large bowl   |
| <input type="checkbox"/> | Trays (recyclable aluminum pans)                   |
| <input type="checkbox"/> | Containers of various capacities, sizes and shapes |
| <input type="checkbox"/> | Measuring spoons (1 per child in the group)        |
| <input type="checkbox"/> | Paper drinking cups                                |



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Sing "Animals At the Farm" to the melody of "The Wheels on the Bus."

## Milk a Cow!

Read and discuss Gingerbread Boy's message.

Indicate the container of milk. Say: **Yesterday we learned that we get milk from cows.** Review *The Story of Milk*, pages 11-19.

Indicate the glove filled with milk. Say: **Here is a glove that looks like the parts of the cow that store milk. They are called udders.**

Poke small holes in one or more of the fingers of the glove to demonstrate how milk comes out of a cow. Place a bowl under the glove to catch the milk. Children take turns squeezing the finger(s) of the glove.

Explain: **Milk is used to make many foods like ice cream, milkshakes, yogurt, and butter.** Indicate the chart paper and small plastic cup. Say: **I wonder how many squeezes of milk it would take to fill this cup. Let's estimate, or guess.**

Write the children's names on chart paper. Each child estimates the number of squeezes and you write it next to their names.

Children count as you squeeze the milk from the glove into the small cup. Write the total number of squeezes on the top of the chart paper. Review the estimates and circle those that are closest.

## Materials

- Container of milk
- Latex glove full of milk
- Straight pins
- A bowl and a small plastic cup
- Chart paper, marker
- The Story of Milk* by Stephen Schutz

## Animals At the Farm

(Melody: "The Wheels on the Bus")

*The cows in the barn go*  
*Moo, moo, moo*  
*Moo, moo, moo*  
*Moo, moo, moo*  
*The cows in the barn go*  
*Moo, moo, moo*  
*All around the farm.*

## Additional verses:

*The pigs in the pen go*  
*oink, oink, oink*  
*The hens in the coop go*  
*cluck, cluck, cluck*  
*The rooster on the fence goes*  
*cock-a-doodle-do*  
*The ducks on the pond go*  
*quack, quack, quack*  
*The lambs on the hill go*  
*baa, baa, baa*  
*The bunnies in the hutch go*  
*(silently wiggle nose)*

I love milk! What is  
 your favorite drink?  
 Your pal,  
 Gingerbread Boy

## Science

Investigates states of matter (solid and liquids)

## Math

Verbally counts in sequence

Uses numbers to predict, estimate, and make realistic guesses

## Vocabulary

Discusses words and word meanings

## LEARNING CENTERS

See Learning Centers for **Week 15**, pages 346-348. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: mon-key. Let's put the word parts together: monkey. This time let's clap for the parts. Ready? cow** (one clap) Children say, cow. Repeat with *chicken, spider, rooster, rabbit, and pig.*

#### Materials

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

#### Phonological Awareness

Counts syllables

Listens for beginning sounds

Isolates ending sound

### Introduce Final /m/

Indicate the list of *Mm* words. Say: **Let's look at these words that begin with *Mm*.** Review the list. Ask: **Can you think of any other words you would like to add to the list?** Accept suggestions and add additional *Mm* words to the list.

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

Say: **Grandmother found a rhyme she would like to share.**

Indicate *Nursery Rhymes* page 28. Read "Mistress Mary." Children stand each time they hear a word that begins with /m/. Play and sing Track 25, "Mistress Mary."

Ask: **Do you know that /m/ can be at the beginning of a word OR at the end of a word? Listen for /m/ in this word: *Sam*.** (Emphasize /m/ at the end.) **Now you say it: *Sam*. Where do you hear /m/ in *Sam*?** (Children respond, the end.) **Say, *Sam*.**

Grandmother says: **Listen to these words. If you hear /m/ at the end, clap your hands.** Overemphasize /m/ in the following words: *come, ham, sat, pin, stream, and time.*

#### Mistress Mary

*Mistress Mary, quite contrary,  
How does your garden grow?  
With silver bells and cockle shells  
And pretty maids all in a row.*

## Story Time

### Sequence *The Troll Who Lived Under the Bridge*

Indicate *The Troll Who Lived Under the Bridge*. Show the illustrations and turn the pages as children listen to the CD.

Display the Sequence Cards in random order in the pocket chart. Encourage discussion as children work together to sequence the cards. If there are questions regarding order, children consider how they might check their answers. (They may use the book.)

Ask: **If you could talk to the goats or the troll what would you ask or say?** Volunteers share their questions and comments. Encourage them to use complete sentences.

#### Materials

- The Troll Who Lived Under the Bridge* as told by Craig Deeley
- The Troll Who Lived Under the Bridge* Audio CD
- The Troll Who Lived Under the Bridge* Sequence Cards
- Pocket chart



#### Comprehension

Identifies sequence of events

#### Sentence Structure

Uses complete sentences of four or more words, usually with subject, verb, and object order



### Observe & Modify

If necessary, you or Gingerbread Boy may model a question or comment.

## Small Group & Exploration

### Compare Small, Medium, and Large

Ask: **Do you remember the story of Goldilocks and the Three Bears? What were the sizes of the bears?** (Volunteers respond.) **Right, Baby Bear was small, Mama Bear was medium-sized, and Papa Bear was big, or large.**

Indicate the pictures of the goats. Ask: **What do you notice about the sizes of the goats?** (They are small, medium-sized and large.) **Let's put them in order of their size.** Begin with the smallest.

Say: **Let's compare the sizes of the goats to the sizes of these containers of milk.**

- **Which container of milk is the smallest?** (Volunteers respond.) **Right, this is a pint of milk.**
- **Which is a medium-sized container?** (Volunteers respond.) **Yes, this is a quart of milk.**
- **Which is the largest?** (Volunteers respond.) **Right, this is a gallon of milk.**
- **Which container holds the most milk?** (Volunteers respond.) **Which holds the least?**

Indicate and name the small, medium, and large index card labels. Place the index cards on the table side by side. Say: **Let's group or sort these objects and place them under the correct groups.**

Display all the other objects. Children work together to sort them into like groups (i.e. all cups together) and place them under the correct labels.

### Materials

- The Troll Who Lived Under the Bridge* Sequence Cards (Tiny Gruff, Big Gruff, Great Big Gruff)
- Milk cartons (pint, quart, gallon)
- Small, medium, and large items such as cups, books, blocks, buttons, paper, plates, etc.
- Index card labels

### Math

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

*Becomes familiar with standard measuring tools and their uses*

*Orders objects in increasing order of size*



## Gathering Routine

Continue this routine as with previous weeks.

### Morning Meeting

#### Warm Up Your Brain

Play "Freeze-a-Roo." Intermittently play and pause your choice of music. When the music stops, children freeze. Each time they freeze, give one of the following instructions.

Say: **Pretend you are...**

- a bee flying from flower to flower
- a farmer driving a tractor
- a cow eating alfalfa
- a pig playing in the mud
- a farmer picking corn
- the troll falling into the water

#### Materials

- Class Farm Book from **Day 1**
- Teacher's music choice for "Freeze-a-Roo"
- Share Chair

I had so much fun learning about farms. I didn't know milk comes from cows and goats, too!  
Love,  
Gingerbread Boy

#### Sentences & Structure

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

#### Conversation

Demonstrates knowledge of verbal conversational rules

Classmates may give a silent clap or a rocket cheer to affirm each other. (To applaud in sign language, place both hands high in the air and twist the hands at the wrists from side to side.)

#### Class Farm Book

Read and discuss Gingerbread Boy's message.

Indicate the Class Farm Book. Children take turns sitting in the Share Chair to present their pages to the class. Remind them to be good listeners and not interrupt when another child is speaking. They may ask questions as each child finishes.

## LEARNING CENTERS

See Learning Centers for **Week 15**, pages 346-348. After cleanup, the children gather to share their experiences.

### Circle Time

#### Phonological Awareness: Rhyming

Say: **Listen to these words: drum/some/from. Now you say them: drum/some/from.** (Children repeat, *drum/some/from.*)

Ask: **What do you notice about these words?** Lead children to recognize they all end with /m/ and they all rhyme. **Here's another one: ham/Sam/Pam.** (Children repeat, *ham/Sam/Pam.*) **What do you notice about these words?** (They end with /m/ and they rhyme.) **Listen carefully: ham/Sam/cup.** (Children repeat, *ham/Sam/cup.*) **One word doesn't rhyme: ham/Sam/cup. Which word does not rhyme?** (cup) **Let's try another one: come/some/toy. Which one does not rhyme?** (toy) **Come and some rhyme.**

#### Materials

- Grandmother
- Chart paper
- Marker

## Initial /m/ Guessing Game

Indicate the chart paper. Grandmother says: **Let's play a word guessing game. I'll give you some clues. The answer will begin with /m/. (teacher's name) will write your answers on chart paper. Ready?**

- **What is white, good to drink, and comes from a cow?** (milk)
- **What does a cat say?** (meow)
- **We sang a song about a farmer. His name was Old who?** (MacDonald)
- **What animal can swing by its tail?** (monkey)
- **At night we do not see the sun. What do we see?** (moon)
- **When you are sick, what might your mom or dad give you to help you feel better?** (medicine)
- **We sang a song about a girl who had a garden. Her name was Mistress who?** (mary)
- **What is the opposite of father?** (mother)

Review the list of words. Children circle *Mm* at the beginning of each word.

Sing "Where Is /m/?"

### Where Is /m/?

(Melody: "Where Is Thumbkin?")

Where is /m/? Where is /m/?

Here I am. Here I am.

/m/ in monkey, /m/ in milk

/m/ /m/ /m/, Mm, Mm, Mm

## Story Time

### Teacher's Literature Choice: Farms

Indicate *Nursery Rhymes* page 26, "Little Boy Blue."  
Volunteers discuss the illustration. Read the rhyme.

Indicate your choice of book about farms. 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 children to retell one part of the story in their own words.

### Materials

Starfall's Selected Nursery

Rhymes

Teacher's choice of book

about farms

## 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.

### Phonological Awareness

Discriminates rhyming words

### Phonics

Matches some letters to their sounds

### Print/Book Awareness

Connects oral language and print

### Vocabulary

Acquires new vocabulary

### Comprehension

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

### Science

Describes characteristics in the appearance and behavior of animals

# Week 16: In the Wild

This week you will teach the children about animals that live in the wild, focusing on how they differ from domesticated pets and farm animals, whose needs are provided for by humans. The children will also:

- learn /f/ and identify initial and final /f/ words
- sequence *The Gingerbread Boy*
- take apart compound words
- develop their estimation skills
- put syllables together to form words
- create a classroom wild animal habitat
- use animal cards to form sets



Ff

## Starfall Books & Other Media

*Over in the Meadow* by Olive A. Wadsworth

*Over in the Meadow* Audio CD

*Over in the Meadow* Sequence Cards

*The Gingerbread Boy* as told by Brandi Chase

*The Gingerbread Boy* Audio CD

*The Gingerbread Boy* Sequence Cards

Animal Poster

*ABC for Gingerbread Boy and Me* by Starfall

Starfall American Sign Language Poster

*Starfall's Selected Nursery Rhymes*

*Starfall Sing-Along* Volumes 1 and 2



## Preparation

### Day One

*Morning Meeting* — Prepare a sheet of chart paper with the title “Wild Animals.”

*Circle Time* — You will need a feather for each child.

*Story Time* — Prepare a chart paper with the sentence stem, “He will see a (blank).” on the first line.

### Day Two

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

- *At the Edge of the Woods: A Counting Book* by Cynthia Cotten
- *Life in the Forest* by Eileen Curran
- *Who Lives Here? Forest Animals* by Deborah Hodge



### Day Three

*Morning Meeting* — Prepare a chart paper graph with three columns and enough rows for each child's name. Add the headings shown below.

Name	Estimate	Actual

*Small Group* — You will need a paint apron, old shirt or smock for each child, a rectangular baking pan, a pan of water, soap and a roll of paper towels.

### Day Four

*Morning Meeting* — Have the Wild Animals list from **Day 1** available.

### Day Five

*Morning Meeting* — Select music to use as the children play "Freeze-a-Roo." Have the Pets list from **Week 14**, the Farm Animals list from **Week 15**, and this week's Wild Animals list available.

*Circle Time* — Select Picture Cards or gather items that begin with /f/.

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

- *Annie and the Wild Animals* by Jan Brett
- *Who's in the Forest?* by Phyllis Gershator

### Looking Ahead

For **Week 17** you will need several feathers. Check your local craft stores, or purchase feather dusters to pull apart.

## Snack Suggestion

Serve animal crackers. Children identify the animals.

Serve small teddy bear-shaped cookies.

Make maple syrup sticks by heating up frozen waffles and cutting them into strips. The children dip their waffle sticks into small cups of warm maple syrup.



## Outside Activity

Play "Run, Hop and Slither."

Children stand in a line and face the direction in which they will move. Stand where the children will finish and name an animal. The children pretend they are the animal as they move toward you. Signal them to stop and they run back to the start.

Repeat with animals that move in a variety of ways (elephant, snake, kangaroo, tiger, alligator, rabbit, monkey).

#### Gross Motor Skills

Moves with balance and control

I grew up in a forest where wild animals live. Can we learn about wild animals?

Your pal,  
Gingerbread Boy

Day 2

I love forest animals. Have you ever wondered what it would be like to live in the forest?

Love,  
Gingerbread Boy

Day 3

Frogs can be pets or live in the wild. I wonder what they do all day.

Your friend,  
Gingerbread Boy

Day 4

There are many animals in the forest. What's your favorite wild animal?

Your pal,  
Gingerbread Boy

Day 5

I loved learning about animals that live in the wild. Which animal is your favorite?

Love,  
Gingerbread Boy

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message

Animal Poster

"Going on a Forest Walk"



Introduce wild animals

Gingerbread Boy's Message

Comfortable environments

**Vocabulary:** environment

**LEARNING CENTERS**

**Circle Time**

Phonological Awareness:  
Words in a Sentence

Introduce and listen for /f/

"Feathers" riddle

Phonological Awareness:  
Compound Words

Introduce Ff

*ABC for Gingerbread Boy and Me*

Identify pictures of initial /f/  
objects

**Story Time**

*The Gingerbread Boy*

*The Gingerbread Boy*  
Sequence Cards

Complete sentence  
stem



Teacher's Literature Choice:  
The Forest

**Small Group & Exploration**

Use animal cards to create sets

Draw animals in the  
appropriate habitats

## Day Three

## Day Four

## Day Five

### GATHERING ROUTINE

Gingerbread Boy's Message

Estimate jumps from start to finish

Compare estimates to actual jumps

Gingerbread Boy's Message

"One Little Elephant Went Out to Play"

"Five Little Bears"

Number Cards 1 - 10

Gingerbread Boy's Message

Animal Categories (Pets, Farm, Wild)

Large and Small

### LEARNING CENTERS

Phonological Awareness:  
Blend Phonemes

"Put Your Fingers in the Air"

ABC for *Gingerbread Boy and Me*

List initial /f/ words

Introduce ASL sign for Ff

"Where Is /f/?"



Phonological Awareness:  
Syllables in Words

Review ASL sign for Ff

Introduce final /f/

Phonological Awareness:  
Isolating Beginning Sounds

Rhyming words

"Where Is /f/?"

*Over in the Meadow*

**Vocabulary:**  
meadow, nocturnal



*Over in the Meadow*  
Sequence Cards



Teacher's Literature Choice:  
Wild Animals

Create hand-print trees  
(habitats)



Use cubes and Sequence Cards  
to create sets

Complete projects or conduct  
observations and individual  
assessments

# WEEK 16

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys using electronic forms of storybooks and information texts

## Computer Center

**Activity** — Children enjoy *Talking Library*: “The Gingerbread Boy,” *Numbers: 0-10*, and *I’m Reading: Nonfiction*, “A House in a Tree.”

They also review /e/ and /m/, and reinforce /f/ at ABCs: E, M, and F.

### Interaction & Observation

- Continue to give careful attention to the physical arrangement of this center to enhance learning. Alter the arrangement of the computers as needed to enhance their social use and for optimal teacher participation. For example, place two chairs in front of each computer to encourage positive social interaction, and move computers closer together to facilitate the sharing of ideas.

### Materials

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

## Art Center

### Creative Arts

Creates original work

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Uses eye-hand coordination to perform tasks

**Activity** — Using pictures of forest animals for inspiration, the children create finger or thumbprint animals by pressing their thumbs or fingers on the stamp pad then making prints on the paper for the bodies and heads of forest animals.

They add legs, eyes, ears, antenna, whiskers, and feet with black markers. Children create as many forest animals as they wish on their paper. They label their drawings using inventive spelling, or copy the names of the animals.

### Interaction & Observation

- Even children who are reluctant to get their hands messy, or who don’t like to draw, will find that finger and thumb print art is fun and easy. Have tissues on hand for wiping thumbs and fingers, and wipes to clean hands when the project is finished.
- Add a copy of Ed Emberley’s *Great Thumbprint Drawing Book* to the Art Center to inspire the children to create various animals.

### Materials

- One sheet of manila paper for each child
- Stamp pad with washable ink
- Black felt-tipped markers
- Pictures of forest animals
- Tissues/hand wipes

## Library Center

### Listening & Speaking

Listens responsively

### Print/Book Awareness

Connects oral language and print

### Comprehension

Retells a story in sequence

**Activity** — Children read and listen to *The Gingerbread Boy* and books about forest animals. Include *Over in the Meadow* after it is introduced on **Day 3**.

### Interaction & Observation

- Enrich comprehension skills by asking questions about the read-alouds, such as: Why did Gingerbread Boy run away? What happened to him at the end of the story?
- Ask children to retell the story to demonstrate their understanding of sequence. If a child has difficulty or is unable to retell the story, prompt him or her by asking: What was the book about? What was the problem in the story? Who were the characters in the book?

### Materials

- The Gingerbread Boy* (Book & Audio CD)
- Over in the Meadow* (Book & Audio CD)
- Books about forest animals

## Dramatic Play Center

**Activity** — The children pretend to be theater performers, creating stories and dramatizing them using the available props and clothing.

### Interaction & Observation

- Discuss the children's roles as you observe them.
- Pretend you are a member of the theater and join the children at play.
- The Dramatic Play Center enables children to make active connections between the written word and the spoken word, builds vocabulary and meaning, and develops creativity and imagination.

### Materials

- Dress up costumes/clothing/shoes
- Recycled costume jewelry and accessories

### Creative Arts

*Engages in cooperative pretend play with other children*

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

## Construction Center

**Activity** — The children play freely and creatively with the available materials, without specific instructions or directions.

### Interaction & Observation

- Photograph the children with structures they build and compile the pictures into a class book.
- Place the book in the Construction Center to provide ideas for building.
- Children will enjoy looking through the book to remember constructions they have created during the year.

### Materials

- Plastic forest, jungle, and meadow animals
- Wooden blocks and other building toys
- Books about forest animals

### Creative Arts

*Explores visual materials and activities*

### Fine Motor Skills

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

### Social/Emotional Development

*Works with others to solve problems*

## Writing Center

**Activity** — Introduce this "Write the Room" activity before Learning Center time by modeling it for the class. Walk around the classroom, with your clipboard, looking for words that you want to write. Point to a word and the children tell you what it is. You write it on your paper. Demonstrate with several words.

The children write their names at the tops of their papers, then walk around the classroom writing words they know or like.

### Interaction & Observation

- Children show you their lists and read their environmental print to you.
- Your classroom should be a print-rich environment with words everywhere.
- Items should be labeled; center names, children's names, charts with rhymes and songs, names of colors, months, days of the week, etc. should be displayed.

### Materials

- Clipboards
- Blank paper
- Pencils

### Emergent Writing

*Explores letter sound associations while writing*

### Fine Motor Skills

*Uses writing and drawing tools with control and intention*



## Discovery Center

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Creative Arts

Explores visual materials and activities

**Preparation** — Put two primary colors of finger paint into a plastic tub or empty water table. Place the water table or plastic tub waist high on a table.

**Activity** — The children roll up their sleeves and wear smocks to protect their clothing as they finger paint directly in the tub, without paper. They make handprints on manila paper before washing up. Write their names on their handprint papers and use them to decorate the Art Center.

### Interaction & Observation

- Discuss what happens to the color of the paints.
- Finger painting is an emotionally satisfying form of creative expression for young children. Benefits include the strengthening of hand and finger muscles and improved understanding of how secondary colors are created.
- Supervise this center closely and encourage children to vocalize their finger painting experiences.

### Materials

- Empty water table or large, shallow plastic tub
- Finger paints
- Oversize paint shirts or smocks
- Manila paper

## Math Center

### Math

Understands that numbers always represent the same quantity

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

**Activity** — Each child takes a set of 0-7 index cards and chooses a container of counters. They create sets of 1, 2, 3, 4, 5, 6, 7, and 0, placing the correct number of items from their container on each number card.

### Interaction & Observation

- When you work with children in this center, ask them to describe, name and count the numeric sets to you.
- Make sure children are not simply counting by rote, but are acquiring an understanding of numbers.

### Materials

- A variety of counting manipulatives (bears, monkeys, cubes, links, buttons, bread tags, shells, etc)
- A small plastic container for each type of counter (at least 30 counters in each container)
- 4 sets of 8 index cards each with one numeral 0-7 written in the top right corner



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Play "Over Your Shoulder." Children follow your directions:

- Put your left hand on your right shoulder.
- Turn your head slowly to the right and look over your shoulder.
- Count to fifteen.
- Put your right hand on your left shoulder.
- Turn your head slowly to the left.
- Count to fifteen.
- Cross both arms and touch your opposite shoulders.
- Lift your chin up.
- Count to fifteen.
- Clap, clap, clap!

## Wild Animals

Read and discuss Gingerbread Boy's message.

Say: **Gingerbread Boy would like to learn about wild animals. Wild animals aren't pets and they don't live on farms. That means they have to take care of themselves and find their own food, water and places to live.**

Indicate the Animal Poster. Ask: **Who can find an animal that doesn't live on a farm and isn't anyone's pet?** (Volunteers respond.) **Right, a bear is a wild animal.**

Say: **Gingerbread Boy said he grew up in a forest. A forest has lots of trees and is the home for many wild animals. Let's pretend we are going on a walk in a forest! Get your camera ready. We'll take imaginary pictures along the way.**

Play *Sing-Along* Volume 2 Track 14, "Going on a Forest Walk." The children repeat each line after it is spoken.

Indicate the chart paper labeled "Wild Animals." Say: **In a forest you see plants, grass, many kinds of trees, streams and rivers. The forest is home to many different wild animals. Let's make a list of some animals that live in the wild.** Volunteers name animals they think live in the wild. The class determines if the responses are correct. Write correct responses on the chart paper.

## Materials

- Animal Poster
- Prepared chart paper
- Marker
- Starfall Sing-Along* Volume 2

## Going on a Forest Walk

*(Melody: Going on a Bear Hunt)*

*Going on a forest walk (Children repeat.)  
But I'm not afraid (Children repeat.)  
Got my running shoes (Children repeat.)  
May we take your picture, please?*

*I see a mouse hole (Children repeat.)  
Underneath that tree (Children repeat.)  
Stay still (Children repeat.)  
A mouse (Children repeat.)  
May we take your picture, please?*

*I hear some hoot-hooting  
Way up in the tree  
Listen  
An owl  
May we take your picture, please?*

*I see a web  
Glistening in the sun  
Over there  
A spider  
May we take your picture, please?*

*I see a bird  
Flying in the sky  
Look up  
An eagle  
May we take your picture, please?*

*I see something slithering  
Along the forest floor  
Stay back  
A snake  
May we take your picture, please?*

*I see a cave  
Who lives in there?  
Careful  
It's a bear!!*

*Use those running shoes  
Run run run  
Whew! We're safe  
That was fun!*

I grew up in a forest where wild animals live. Can we learn about wild animals?  
Your pal,  
Gingerbread Boy

## Comprehension

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

## Emergent Writing

Contributes to a shared writing experience or topic of interest



Save the Wild Animals list. You will use it again on Days 2, 4, and 5.

# LEARNING CENTERS

See Learning Centers for **Week 16**, pages 368-370. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence: I want to go to the forest.** (Children repeat the sentence.) **Listen again. I want to go to the forest.** Ask: **How many words are in the sentence?** (Volunteers respond.) **Let's check.** Select a child to represent each word in the sentence. Stand behind each child as you say the sentence, then count the number of words (and children).

Ask volunteers to make up sentences and repeat the process.

### Materials

- Grandmother
- Picture Cards: *fan, farm, farmer, feather, feet, fingers, fish, fox, frog, lamp, monkey, pan, rain, sun*
- A feather for each child
- Pocket chart

## Introduce /f/

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

Display the Picture Cards *farm, feet, feather, and fingers*.

Indicate the *feather* Picture Card and say: **Here is a picture of a feather.** (Children repeat, *feather*.) **Feather begins with /f/. Say /f/.**

- **Farm begins with /f/.** (Children repeat, *farm*.) **Say /f/, farm.**
- **Feet begins with /f/.** (Children repeat, *feet*.) **Say /f/, feet.**
- **Say, fingers. What sound do you hear at the beginning of fingers?** (/f/)

Say: **Listen to these two words and say which one begins with /f/: feather, monkey.** (Children respond, *feather*.) **Right, feather begins with /f/.** (Children repeat, /f/.) **Listen again. Which one begins with /f/, pet or farm?** (Children respond, *farm*.) **What do you notice about these words: farm, forest, finger, fish?** (They all begin with /f/.)

Grandmother says: **I have something for each of you.** (Distribute a feather to each child.) **What do you have in your hand?** (Children respond.) **Let's use our feathers for a listening game. Hold your feather tightly. Now gently blow on your feather.** (Children do this.) **Listen to these words. If you hear /f/ at the beginning, blow on your feather. If the word doesn't begin with /f/, put your feather in your lap. Ready?** Use: *fish, monkey, ball, five, forest, pig, and fun*. Collect the feathers for later use.

Place the Picture Cards *fan, farmer, fish, fox, frog, lamp, monkey, pan, rain, and sun* in the pocket chart in random order, face up, and name each card. Children locate pictures that begin with /f/.

Encourage children to listen for /f/ today!

### Phonological Awareness

*Listens for beginning sounds*

*Recognizes individual words in sentences*



### Feathers

*Birds are the only animals that have me on their bodies.  
I am part of a bird's wing.  
I am soft.  
My name begins with /f/.  
What am I?*

  
**Observe & Modify**

If children have difficulty distinguishing between /f/ and /v/, one way to assist them is to have them place their fingers on their throats and produce /f/. They should feel nothing. Repeat for /v/. They should feel a vibration in their throats. Tell the children their motors are running for /v/. Their motors are turned off for /f/.



**Story Time**

**Read *The Gingerbread Boy***

Gingerbread Boy whispers it might be a good idea to read his book again since the setting is a forest!

Indicate and picture-walk through *The Gingerbread Boy*. Children identify and discuss forest elements and animals.

Read *The Gingerbread Boy*.

Display the Sequence Cards in random order in a pocket chart. Volunteers order the Sequence Cards as the class reviews the story order of events.

Say: **I wonder what happened next. Let's pretend the old woman decided to take Gingerbread Boy for a walk through the forest. Would Gingerbread Boy get into trouble this time? Why not? What new animals might the old woman and Gingerbread Boy see on their forest walk?**

Indicate the chart paper and read the sentence stem, "He will see a \_\_\_\_\_."  
Ask: **What is missing?** (the end of the sentence) Rewrite the sentence stem as volunteers name forest animals. Read the completed sentences.

Materials	
<input type="checkbox"/>	<i>The Gingerbread Boy</i> as told by Brandi Chase
<input type="checkbox"/>	<i>The Gingerbread Boy</i> Sequence Cards
<input type="checkbox"/>	Pocket chart
<input type="checkbox"/>	Gingerbread Boy
<input type="checkbox"/>	Prepared chart paper
<input type="checkbox"/>	Marker

**Comprehension**

- Makes inferences
- Recalls information from stories
- Identifies sequence of events

**Emergent Writing**

- Contributes to a shared writing experience or topic of interest

**Small Group & Exploration**

**Make Animal Sets**

Indicate the animal Picture Cards and identify each as you place them side by side in a pocket chart. Count the animals with the children. Say: **There are ten animals in this group, or set.** Indicate the Number Card *three*. Ask: **Who can make a set of three animals?** A volunteer places three Picture Cards next to the Number Card. Together the class counts the Picture Cards to verify.

Return the Picture Cards to the pocket chart. Repeat the procedure above, giving directions using comparing or describing words. The children create sets according to your instructions, count the number of animals in each set, then match that number to the corresponding Number Card. Examples:

- **Make a set of less than five animals.**
- **Make a set of more than five animals.**
- **Make a set of animals that can fly.**
- **Make a set of animals that can talk.**

Materials	
<input type="checkbox"/>	Number Cards: 0-10
<input type="checkbox"/>	Picture Cards: bear, bee, cow, frog, hen, monkey, mouse, pig, rabbit, sheep
<input type="checkbox"/>	Pocket chart

**Math**

- Combines and separates sets of objects to create new sets
- Verbally counts in sequence
- Uses one-to-one correspondence to determine "how many"



Pre K Starfall

Morning Meeting

Warm Up Your Brain

Children imitate forest animals as they follow your directions. Say:

Frog — **Squat with your feet wide apart. Bring your arms inside your knees and place your palms on the floor. Jump up and say “r-r-r-i-b-b-i-t!”** (repeat)

Snake — **Lie on the floor and slither like a snake. Make a hissing sound.** (repeat)

Monkey — **Pretend you are swinging from tree to tree. Pretend to peel and eat a banana. Scratch your sides and say “ooh ooh, ahh ahh!”** (repeat)

Say: **Now listen carefully. I will say frog, monkey or snake, and you do the actions!**

Materials

- Picture Cards (Set 1): *bed, car, coat, house, kitchen, lamp, refrigerator*
- Picture Cards (Set 2): *fruit, garden, nest, plant, seed, tree, vegetables, vine, web*
- Picture of a river, pond, or stream
- Bag or basket
- Pocket chart
- Wild Animals list from **Day 1**
- Pointer

I love forest animals. Have you ever wondered what it would be like to live in the forest?  
Love,  
Gingerbread Boy

Listening & Speaking

Follows simple and multiple-step directions

Comprehension

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

Oral Language & Vocabulary

Discusses words and word meanings

Compare and Contrast Habitats

Place the Set 1 Picture Cards into the bag or basket. (*bed, car, coat, house, kitchen, lamp, and refrigerator*)

Read and discuss Gingerbread Boy’s message.

Ask: **What do you think it would be like to live in the forest?** (Volunteers respond.) **Raise your hand if you live in a tree. Would that be safe?** (Volunteers respond.) **Living in the forest is very different from living at home. Let’s look at some things we wouldn’t have if we lived in the forest.** Indicate the basket (or bag) of Set 1 Picture Cards. A volunteer draws a Picture Card and places it in the pocket chart. Discuss how the item helps create a comfortable environment in which to live.

Indicate the Wild Animals chart paper. Say: **Let’s read this list together.** (Do this.) **Could a wild animal live in your house?** (A volunteer responds.) **Why not? What do animals need to live?** (food, water, shelter, space) **The place animals live is called their habitat.** (Children repeat, *habitat*.)

Indicate the Set 2 Picture Cards. Say: **Let’s look at some things wild animals need to feel comfortable in their habitat.** One by one, volunteers select a Picture Card to place in the pocket chart. Discuss how each item helps create a comfortable environment for wild animals.

Compare and contrast what wild animals and people need in order to live comfortably in their environments.



# LEARNING CENTERS

See Learning Centers for **Week 16**, pages 368-370. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Compound Words

Display the Picture Card *firefighter* in the pocket chart. Children identify the picture.

Say: **This is a firefighter. If we take away the word fire, what word is left?** (fighter)



Repeat for *football*, *ladybug*, *pancake*, and *rainbow*.

### Materials

- Grandmother
- Letter Card *Ff*
- Picture Card: *firefighter*
- Pocket chart
- Star

Ff

### Phonological Awareness

*Deletes a word from a compound word*

### Phonics

*Connects speech sounds to printed letters*

### Print/Book Awareness

*Distinguishes the relationship between print and illustrations*

## Introduce *Ff*

Indicate Letter Card *Ff*.

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

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

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

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

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: feather, /f/.)
- 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 feather. Indicate the word, *feather*.)

Grandmother reminds children to bring items, (or pictures of items), from home that begin with /f/.

## Story Time

### Teacher's Literature Choice: The Forest

Indicate a favorite informational book about the forest.

Introduce the author and illustrator/photographer. Picture-walk as children notice and discuss details about the animals and their habitat. Read the book pausing briefly to discuss new vocabulary as it is introduced. Ask questions that highlight information gained from the book.

#### Materials

- Teacher's choice of book about the forest

#### Oral Language & Vocabulary

*Discusses words and word meanings*

*Use illustrations to find meaning of unknown words*

#### Comprehension

*Retells important facts from an informational text*

#### Comprehension

*Recalls information from stories*

#### Emergent Writing

*Explores letter-sound associations while writing*

*Dictates words and phrases or uses drawings or letters to represent ideas*

## Small Group & Exploration

### Draw Animals In Their Habitats

Indicate the selection of books and page through a few of them to highlight the illustrations. Each child chooses an animal to draw and includes the appropriate habitat.

The children write sentences about their pictures using kid writing. Use adult writing to write the sentences beneath their attempts.

#### Materials

- Selection of books with illustrations of forests and/or jungles
- Wild Animals list from **Day 1**
- Drawing paper
- Pencils, crayons, markers

## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Play "Gorilla Walk." Say: **Squat with your knees open and your hands on the ground between your feet.** (demonstrate) **Raise up a bit and rest your elbows on your thighs. Straighten out your legs and swing your arms to the right, and then to the left.** (Repeat several times.)

Say: **This time swing your arms crisscross in front of your body.** (Repeat several times.)

## Materials

- Masking tape
- Prepared chart paper graph
- Markers, pencils

Frogs can be pets  
or live in the wild.  
I wonder what they  
do all day.  
Your friend,  
Gingerbread Boy

## Estimate Frog Hops

Read and discuss Gingerbread Boy's message.

Mark the floor with masking tape to indicate a starting line and a finish line, leaving some distance between.

Indicate the masking tape and say: **Let's pretend we are frogs in the forest. We will hop from the start line to the finish line. How many hops do you think it will take to get there?**

Children write their names on the chart paper and estimate how many jumps it will take to get from start to finish. Assist in writing estimates.

Children hop individually when all have recorded their estimates. Count hops together and record them on the chart paper. Briefly compare each child's estimate and actual hops.

## Math

*Uses graphs and charts to answer questions*

*Uses numbers to predict, estimate, and make realistic guesses*

## LEARNING CENTERS

See Learning Centers for **Week 16**, pages 368-370. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Blend Phonemes

Indicate each Picture Card individually and place them in a pocket chart.

Say: **Listen to these sounds: /b/ /a/ t/. Now you say them.** (Children repeat, /b/ /a/ /t/.) **When we blend /b/ /a/ /t/ together, it makes the word bat. Say /b/ /a/ /t/, bat.** (Children repeat, /b/, /a/, /t/, bat.) **Who can find the picture of a bat?** A volunteer does this.

**Here's another one: /p/ /a/ /n/. Who can find a picture of the /p/ /a/ /n/?** (A volunteer does this.) **Right, /p/ /a/ /n/ is pan.**

Repeat for the remaining Picture Cards, emphasizing the individual sounds in each. Overemphasize the four sounds in *milk* and *lamp*.



### Materials

- Picture Cards: *bat, bell, fan, fox, lamp, man, milk, net, pan, rat*
- Pocket chart
- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper
- Marker
- Starfall American Sign Language Poster
- Grandmother



#### Phonological Awareness

*Listens for beginning sounds*

#### Print/Book Awareness

*Makes connections between oral language and print*

### List Ff Words, ASL Ff

Sing "Put Your Fingers in the Air."

Ask: **What sound do you hear at the beginning of fingers? Right, /f/.**

Children show and tell about pictures or items they brought which begin with /f/.

Indicate *ABC for Gingerbread Boy and Me*.

Review the pictures and words that begin with Ff.

Indicate the chart paper.

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

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

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

Grandmother says: **Could we sing a song to remember /f/?**

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

#### Put Your Fingers in the Air

*(Melody: If You're Happy and You Know It)*

*Put your fingers in the air and give a clap (clap, clap)  
Put your fingers in the air and give a clap (clap, clap)  
Put your fingers in the air and wiggle them up there  
Put your fingers in the air and give a clap, in your lap!*

#### Where Is /f/?

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

*Where is /f/? Where is /f/?  
Here I am. Here I am.  
/f/ in feather, /f/ in fingers  
/f/ /f/ /f/, Ff, Ff, Ff*

## Story Time

### Introduce *Over in the Meadow*

Indicate *Over in the Meadow*.

The children identify the front cover. Say: **The title of this book is *Over in the Meadow*. It is a rhyming book written by a famous author, Olive A. Wadsworth. The illustrations, or pictures, were created by Faith Gowan.**

Say: **A meadow is a habitat for small wild animals. Say meadow.** (Children repeat, meadow.) **A meadow is a large grassy area with trees.**

Picture-walk through the book, pausing after each page to identify the animals. Children describe the habitats. The children chime in during repeated phrases.

#### Materials

- Over in The Meadow* by Olive A. Wadsworth

#### Oral Language & Vocabulary

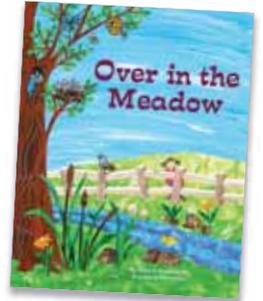
Acquires new vocabulary

#### Comprehension

Listens to and discusses literary texts

#### Print/Book Awareness

Identifies role of author and illustrator



## Small Group & Exploration

### Make Hand-Print Trees

Say: **One thing all animal habitats have is trees. Let's make a wild animal habitat in our classroom.**

Assist the children to put on paint aprons and take turns carefully placing one arm and hand into the paint, then making prints of their arms and hands on white paper to make tree shapes. They then wash their arms and hands.

After the paint dries, the children draw, color, and cut out leaves to add to their trees.

#### Materials

- A smock or paint apron (old shirt) for each child
- Rectangular baking pan with brown tempera paint
- Pan of water and soap
- Paper towels
- Large white bulletin board paper or individual 12"x18" sheets of white construction paper

#### Creative Arts

Creates original work

#### Fine Motor Skills

Coordinates hand and eye movements



Morning Meeting

Materials

- Wild Animals List from Day 1
- Starfall Sing-Along Volume 2
- Number Cards: 1-10

There are many animals in the forest. What's your favorite wild animal?  
Your pal,  
Gingerbread Boy

Warm Up Your Brain

Children spread out and play a quick game in which they take two steps backward, three steps forward and four steps backward, etc. according to your directions.

Listening & Speaking

Listens to and sings songs

Math

Recognizes numerals



Count Wild Animals

Read and discuss Gingerbread Boy's message.

Indicate and review the Wild Animals list. Say: **Which animal is larger, a monkey or an elephant?** (Volunteers respond.) Say: **Elephants are the largest animals that live on land.**

Indicate and name Number Cards 1-5. Distribute a Number Card to each of five volunteers. Say: **Let's sing a funny song about one of Gingerbread Boy's favorite animals, the elephant. You pretend to be the five elephants in the song. When you hear your number, come join the other elephants. Who has number one?** (Volunteer number one comes forward.)

Play *Sing-Along* Volume 2 Track 29, "One Little Elephant Went Out to Play." Children with Number Cards enter the song at the appropriate times.

Say: **Gingerbread Boy's other favorite animals are bears!**

One volunteer comes forward. Say: **You are a bear and you are all alone. You wonder what you can do.** (Child chooses another volunteer.) **How many bears are there now?** (Volunteers respond.) **The bears are going to climb a tree.** (The two children pretend to climb a tree.)

The second child chooses a third volunteer. Say: **How many bears are there now?** (Volunteers respond.) **These three bears are going to eat an apple core!**

The third child chooses a fourth volunteer. Say: **How many bears are playing together now?** (Volunteers respond.) **These four bears are going to eat honey!**

The fourth child chooses a fifth volunteer. Say: **Let's count how many bears there are all together.**

Say: **Gingerbread Boy has a song about these five little bears.** Play *Sing-Along* Volume 1 Track 8, "Five Little Bears." The children perform the actions together. Select five volunteers and repeat the song.

One Little Elephant Went Out to Play

*One elephant went out to play  
Upon a spider's web one day;  
She had such enormous fun,  
She asked another elephant to come!*

*Two elephants went out to play...*

*Three elephants went out to play...*

*Four elephants went out to play...*

*Five elephants went out to play...*

Five Little Bears

*One little bear  
Wondering what to do  
Along came another  
Then there were two!*

*Two little bears  
Climbing up a tree  
Along came another  
then there were three!*

*Three little bears  
Ate an apple core  
Along came another  
Then there were four!*

*Four little honey bears  
Found honey in a hive  
Along came another  
And then there were five!*

# LEARNING CENTERS

See Learning Centers for **Week 16**, pages 368-370. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: *fin-er*. Let's put the word parts together to form a word: *finger*. This time, let's clap for the parts. Ready? *fin-ger*** (clap, clap) Children say, *finger*. Repeat with *Friday* and *flower*.

### Materials

- Grandmother
- List of *Ff* words from **Day 3**
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Number Cards: 4 and 5
- Picture Cards: *fingers*, *fish*
- Pocket chart

### Introduce Final /f/

Indicate the list of *Ff* words.

Say: **Let's look at these words that begin with *Ff*.** (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 *Ff*. Say: **Here is *Ff* in sign language. Now you try it.**

Grandmother says: **I would like to hear the rhyme about fish again. I heard some words that begin with /f/.**

Place Number Cards 4 and 5 with Picture Cards *fish* and *fingers* in the pocket chart.

Say: **Look at these pictures: *four, five, fish, fingers*. They all begin with /f/.**

Indicate *Nursery Rhymes* page 34, "One, Two, Three, Four, Five." Read the rhyme.

Children stand when they hear *four, five, fish*, and *fingers*.

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

Children stand and face partners. Partner with a child if necessary.

Say: **Listen to these words. If you hear /f/ at the end, gently clap your partner's hands.** Overemphasize /f/ in the following words: *ham, puff, take, off, on, half*.

### Phonological Awareness

*Listens for beginning sound*

*Isolates ending sound*

*Blends, segments or counts syllables*



## Story Time

### Sequence *Over in the Meadow*

Partner children. Identify and distribute *Over in the Meadow* Sequence Cards.

Place Number Cards 1-10 vertically in the pocket chart.

Say: **I will read *Over in the Meadow*. When you hear the name of the animal on the card you are holding, bring it to the pocket chart.** The children with the first animal place their card under the Number Card *one*. The second group places their card under *two*, and so on.

After the story is sequenced, indicate the Number Card *one* and ask: **What is the toad doing?** (Volunteers respond.) **Right, the toad is winking. Everyone give the toad a big wink back!**

Repeat for each animal, indicating the number, name of the animal, and action. Children imitate the actions.

#### Materials

- Number Cards 1-10
- Over in the Meadow*  
by Olive A. Wadsworth
- Over in the Meadow*  
Sequence Cards
- Pocket chart

#### Comprehension

Identifies sequence of events

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

#### Math

Recognizes numerals



## Small Group & Exploration

### Count Animal Sets

Indicate the fish Sequence Card.

Say: **Here is a mother fish and her baby fish. Let's pretend your cubes are the baby fish! How many cubes would you need to show many baby fish there are?** (Children respond.) **Right, two. Make a set of two fish with your cubes.** Repeat for each Sequence Card.

Place two Sequence Cards that equal a number less than ten together. (Example: three bluebirds and five bees.)

Say: **There are three baby bluebirds** (Children place three cubes in front of them.) **and five baby bees.** (Children place five cubes in front of them.) **If there are three bluebirds and five bees, how many animals are there all together?** Demonstrate how to add the two sets together. Repeat for other combinations.

#### Materials

- Over in the Meadow*  
Sequence Cards
- Ten connect cubes or blocks  
per child

#### Math

Combines and separates sets of objects to create new sets

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

Explores and solves orally-presented problems

## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Play "Freeze-a-Roo." Name one of the following motions for children to perform as you play your choice of music. When the music stops, children freeze in place.

Say: **Pretend you are:**

- **an elephant**
- **a monkey swinging from branches**
- **a frog hopping from lily pad to lily pad**
- **a bear waking up after a long nap**

## Materials

- Teacher's music choice for "Freeze-a-Roo"
- Picture Cards: *ants, bear, cat, cow, dog, elephant, horse, kitten, lamb, lion, monkey, pig, puppies, rabbit, raccoon, sheep, snake, tiger, turtle, wolf*
- Word Cards: *farm, pets, wild*
- Marker
- Pocket chart

I loved learning about animals that live in the wild. Which animal is your favorite?

Love,

Gingerbread Boy

## Review Pets, Farm Animals, and Wild Animals

Read and discuss Gingerbread Boy's message.

Place the Words Cards *pets, farm, and wild* in the top row of a pocket chart as column headings.

Say: **We have talked about three different groups of animals, pets, farm animals, and wild animals.**

Distribute the remaining Picture Cards.

Say: **Look at your animal card. Think about what group your animal fits best.**

Choose volunteers to show and name their animal cards and determine which category it belongs to and why. Some animals can fit into more than one category.

Say: **The animals are grouped into three categories: pets, farm animals, and wild animals. Which animals could belong to more than one category or group? (Accept responses.) We can categorize or group these animals in different ways. Instead of three sets, let's group them into two. One set will be small animals and the other will be large animals.** Designate two areas where children will stand to represent small animals/large animals.

Volunteers choose animals from the list and tell if they are small or large. They stand in the appropriate group. When all children are standing, discuss whether there are more small or large animals.

## Listening &amp; Speaking

Participates in group discussions

## Math

Sorts objects and explains how the sorting was done

Combines and separates sets of objects to create a new set



## LEARNING CENTERS

See Learning Centers for **Week 16**, pages 368-370. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Isolating Beginning Sounds

Say: **Let's play "Guess That Animal!"** (Display Picture Cards *fish, frog, lion, monkey, and tiger* in the pocket chart and identify each.) **I'll say the name of one of these animals, but I will leave off the beginning sound. You name the animal. Ready? ion** (Children repeat, *ion*.) **Is ion the name of an animal? What's missing? Right, the first sound /l/, lion. Let's try some more.** Repeat for *rog* (frog), *ish* (fish), *iger* (tiger) and *onkey* (monkey).

### Materials

- Picture Cards: *fish, frog, lion, monkey, tiger*
- Pocket chart
- Grandmother
- Picture Cards or additional initial /f/ items such as a feather, fork, flag, or flashlight



### Initial and Final /f/

Say: **Listen to these words, elf/self.** (Children repeat, *elf/self*.) **What do you notice?** Children should recognize the words rhyme and end with /f/. **How about beef/leaf?** (Children repeat, *beef/leaf*.) **What do you notice?** (They rhyme and end with /f/.)

Indicate the feather, fork, flag, flashlight, or Picture Cards.

Grandmother says: **Look closely at these items that begin with /f/. Your teacher will take one away. You tell what is missing. Ready? Close your eyes!** Remove one of the items and children determine what is missing. Repeat with other items.

Sing "Where Is /f/?"

#### Where Is /f/?

(Melody: "Where Is Thumbkin?")

Where is /f/? Where is /f/?

Here I am. Here I am.

/f/ in feather, /f/ in fingers

/f/ /f/ /f/, Ff, Ff, Ff

#### Phonological Awareness

Discriminates rhyming words

Isolates ending sound

Listens for beginning sounds

## Story Time

### Teacher's Literature Choice: Wild Animals

Indicate your choice of book about wild animals.

Read the book, pausing to briefly discuss new vocabulary as it is introduced.  
Ask volunteers to retell one part of the story.

#### Materials

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Teacher's choice of book |
|                          | about wild animals       |

#### Listening & Speaking

*Listens responsively*

#### Comprehension

*Retells important facts from an informational text*

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

#### Oral Language & Vocabulary

*Acquires new vocabulary*

## Small Group & Exploration

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

**K**

Pre

Starfall

# Week 17: Animals in the Air and Sea

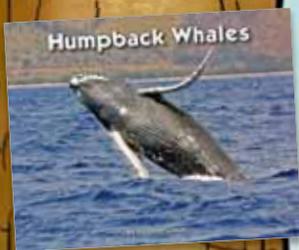
This week you will teach the children about animals that can fly and those that live in water. They will learn that many of the animals that live in water are not fish. The children will also:

- learn /d/ and short o and identify initial /d/ and /o/ and final /d/ words
- identify the numerals one through nine and determine which is the higher and which is the lower numeral in a pair
- classify animals
- compare and contrast dolphins and whales
- discuss possible lessons that could be learned through a story
- project appropriate emotions for a variety of situations
- predict whether objects will sink or float and verify their predictions

Dd



Oo



## Starfall Books & Other Media

*Dolphins Are Not Fish!* by Stephen Schutz

*Humpback Whales* by Stephen Schutz

*The Ugly Duckling* as told by Brandi Chase

*The Ugly Duckling* Audio CD

*The Ugly Duckling* Sequence Cards

*ABC for Gingerbread Boy and Me* by Starfall

Emotion Cards

Starfall American Sign Language Poster

*Starfall's Selected Nursery Rhymes*

*Starfall Sing-Along Volume 2*

## Preparation

### Day One

*Morning Meeting* — Prepare a sheet of chart paper with the headings "Birds that fly" and "Birds that don't fly" and draw a vertical line down the center to create two columns. You will also need a collection of books and/or magazines that feature birds.

### Day Two

*Small Group* — Have the list of birds from **Day 1** available.

### Day Three

*Morning Meeting* — Prepare a colorful crepe paper streamer for each child.

*Small Group* — You will need eight crepe paper or construction paper strips per child and one paper plate for each two children in the class (each child will have one-half of a plate).

### Day Four

*Morning Meeting* — Paint a large piece of mural paper blue, or have a blue twin-sized bed sheet available. Place double-sided tape on the back of the designated Picture Cards prior to this activity.

Prepare a sentence strip that reads, *My favorite ocean animal is (blank) because (blank).*

*Small Group* — You will need a tub of water and several items such as a sponge, cork, wooden block, toy car, crayon, scissors, large paper clip and plastic straw, as well as two containers labeled “sink” and “float.”

### Day Five

*Morning Meeting* — **Optional:** Have a small watermelon available.

*Story Time* — Select a favorite book about the ocean to share. Suggestions include:

- *Commotion in the Ocean* by Giles Andreae
- *Over in the Ocean: In a Coral Reef* by Marianne Berkes
- *The Underwater Alphabet Book* by Jerry Pallotta

## Snack Suggestion

Place some of each ingredient on a paper plate for each child. Children pretend to fish by dipping pretzels into the softened cream cheese or peanut butter. They stick the pretzels to the goldfish or fruit snack to catch fish.



### Ingredients

- Paper plate for each child
  - Small stick pretzels
  - Gold Fish crackers
  - Ocean-shaped fruit snacks
  - Softened cream cheese
- (If no one is allergic to peanut products, use peanut butter for a healthier snack.)

## Outside Activity

Designate two safe points, such as trees, with some distance between them.

One child (hen or rooster) tries to round up the rest of the children (chicks). He or she calls for the chicks and they run from one point to the other. If they are tagged, the chicks stay in the middle and help the hen or the rooster.

Children take turns as the hen or rooster.

### Gross Motor Skills

*Combines a sequence of large motor skills*  
*Moves with balance and control*

Did you know that birds can be pets, live on farms, and live in the wild?

Your pal,  
Gingerbread Boy

Have you ever wanted to fly like a bird? I was surprised to see a flock of birds flying all together the other day.

Love,  
Gingerbread Boy

Do you like to go to the beach and swim in the ocean? The beach is one of my favorite places.

Your friend,  
Gingerbread Boy

Have you ever wished you could spend a day in the ocean? That would be fun!

Your pal,  
Gingerbread Boy

Have you ever seen watermelons growing down by the bay? I did once!

Love,  
Gingerbread Boy

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message

Classify birds

**Vocabulary:** penguin, ostrich, duck, swan, goose, owl

"Here We Go Round the Mulberry Bush"

Gingerbread Boy's Message

Emotions Cards

"Once I Saw a Little Bird"

**Vocabulary:** surprised, excited, curious, embarrassed, disappointed, lonely, proud

**LEARNING CENTERS**

**Circle Time**

Phonological Awareness:  
Compound words

Introduce and listen for /d/

"Duck" riddle

"Diddle, Diddle, Dumpling"

Phonological Awareness:  
Isolating /b/

Introduce Dd

*ABC for Gingerbread Boy and Me*

List initial /d/ words



**Story Time**

*The Ugly Duckling*

"Six Little Ducks"

Cover and pages of a book



**Vocabulary:** wetlands, reeds, rushes

Sequence *The Ugly Duckling*

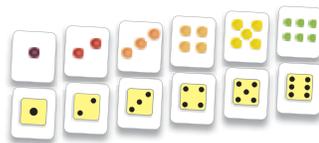


**Small Group & Exploration**

Dice Cards: 1-6

Button Cards: 1-6

"High or Low"



Write and illustrate sentences about being birds for class book

## Day Three

## Day Four

## Day Five

### GATHERING ROUTINE

Gingerbread Boy's Message  
Introduce Ocean Animals  
"Oceans"  
**Vocabulary:** ocean

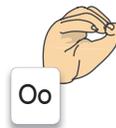
Gingerbread Boy's Message  
Ocean Mural  
Favorite ocean animals

Gingerbread Boy's Message  
"Down by the Bay"  
Rhyming words  
**Vocabulary:** bay

### LEARNING CENTERS

Phonological Awareness:  
Blending onset and rime  
Introduce short o  
"Octopus" riddle  
**Vocabulary:** octopus

Phonological Awareness:  
Syllables  
*ABC for Gingerbread Boy and Me*  
Introduce Oo  
List initial /o/ words



Phonological Awareness:  
Words in a Sentence  
"Where Is /d/?"  
Introduce final /d/  
"Where Is /o/?"

*Dolphins Are Not Fish!*



Discuss photographs/nonfiction

*Dolphins Are Not Fish!*

*Humpback Whales*

Compare/contrast dolphins and whales



Teacher's Literature Choice:  
The Ocean

"Octopus" riddle

Create octopi

**Vocabulary:**  
half



Predict and verify if items will sink or float

Complete projects or conduct observations and individual assessments

# WEEK 17

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

Enjoys electronic forms of storybooks and informational texts

## Computer Center

**Activity** — Children enjoy *Numbers: 0-9*, *Talking Library: "Over in the Meadow"* and also review /m/ and /f/, and reinforce /d/ at ABCs: M, F, and D.

### Interaction & Observation

- Be sure the Computer Center is tailored to your children's needs and comfort. Children's legs should be positioned comfortably, with their feet flat on the floor. Align the tops of the monitors with the foreheads of the children, who should be seated about two feet away. Position the monitors to minimize glare and reflections, making sure windows or other light sources are not directly visible.

### 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

### Emergent Writing

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

**Activity** — Each child chooses his or her favorite fairy tale presented thus far, and illustrates the story on the top half of the page.

Children dictate sentences about their illustrations for you to write on the bottom half. Leave room under the dictations so the children can copy their sentences. Write the names of the fairy tales at the top of the pages, or children copy the titles from the fairy tale books.

Compile the drawings into a class fairy tale book.

**Optional Activity:** After *The Ugly Duckling* is introduced, place the book near the Art Center as a reference, and give the children feathers to use as brushes. The children paint pictures of the ugly duckling or other birds. Display the paintings in the classroom.

### Interaction & Observation

- Illustrating books that are read aloud in class provides children with an additional way to retell stories. As they illustrate, they incorporate their own concepts into the personalities of the characters.
- By allowing children to retell, illustrate, and dramatize fairy tales or read-alouds you enable them to make active connections between the spoken word and the written words and their meanings.

### Materials

- One 9"x12" sheet of Manila paper folded in half for each child
- Pencils, crayons, markers
- Optional:**
- The Ugly Duckling* as told by Brandi Chase
- Tempera paint
- Feathers from **Week 16**
- Art paper

## Library Center

**Preparation** — Book suggestions include:

- *Make Way for Ducklings* by Robert McCloskey
- *The Story of Ping* by Marjorie Flack

**Activity** — Children read and listen to *The Ugly Duckling* and other duck-related books of your choice.

### Interaction & Observation

- Remember, the focus of the Library Center isn't to teach children to read, but rather to instill an appreciation of the printed word and the pleasure of telling the story by following the colorful illustrations.
- Listen attentively when children pretend to read aloud from a book. Ask open-ended questions to encourage dialogue between you and the children and to help them relate books to their own experiences.

### Materials

- The Ugly Duckling* as told by Brandi Chase
- The Ugly Duckling* Audio CD
- Books about ducks

### Motivation for Reading

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

*Enjoys reading and reading-related activities*

## Dramatic Play Center

**Preparation** — Turn the Dramatic Play Center into Fairy Tale Land by providing dress-up clothing, props and other materials (crowns, a golden ball, stones, fancy slippers, scarves, and bowls for porridge).

Designate an area of the center to be used as the stage.

**Activity** — Children dramatize their favorite stories.

### Interaction & Observation

- Participate in the dramatization of the fairy tales as needed, and invite others to be the audience.
- Encourage children to use literacy materials in their dramatic play (books, magazines, paper to make theater tickets).

### Materials

- The Gingerbread Boy*,
- Stone Soup*, *The Cobbler and the Elves*, and *The Frog Prince* as told by Brandi Chase
- Goldilocks and the Three Bears* as told by Marc Buchanan
- Dress-up clothing

### Creative Arts

*Engages in cooperative pretend play with other children*

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

## Construction Center

**Activity** — Children construct elaborate bird or bat houses of different sizes, and make signs to identify them.

### Interaction & Observation

- Block structures can lead to the early dictation of experiences and illustrations.
- Encourage children to draw pictures of their structures.
- Assist them in labeling their illustrations, and in writing information about the structures, how they built them, and how they might be used.

### Materials

- Wooden blocks and other building toys
- Bird books, books about bats
- Paper, pencils

### Fine Motor Skills

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

*Coordinates hand and eye movements*

### Social/Emotional Development

*Works with others to solve problems*



## Writing Center

### Math

Recognizes numbers in the environment

Understands that numbers always represent the same quantity

### Fine Motor Skills

Uses writing and drawing tools

**Activity** — The children walk around the classroom writing numbers they find on the clock, calendar, charts, numbers on class lists, room numbers, etc.

### Interaction & Observation

- This activity helps children understand that numbers are all around them, and they use math in everyday life. Children internalize numbers by hearing them over and over, and by seeing them written.
- They learn pre-math concepts by the words you use and through their participation in Learning Centers.
- They learn that spoken and written numbers are about real objects and begin to understand the concept of number, and terms such as more, less, and same.
- Check number recognition by asking children to identify the numbers on their lists. Have them pick favorite numbers and show you the corresponding number of objects in the classroom (5 blocks, 7 books, 9 pencils).

### Materials

- Clipboards
- Paper, pencils

## Discovery Center

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Coordinates hand and eye movements

**Activity** — Children develop small motor skills as they practice cutting with scissors. They clip into the empty water table, a plastic bin, or while sitting in a plastic kiddy pool to avoid leaving paper scraps on the floor.

### Interaction & Observation

- Paper cutting activities build fine motor skills and hand control. Activities may be as simple as learning to hold scissors correctly and snipping paper.
- Scissor skills develop sequentially and require practice. Encourage children to cut straight and curved lines, and simple shapes like circles and squares.
- Observe and assist children as they progress from simple to more complex cutting skills.

### Materials

- Empty water table, large plastic bin, or a plastic kiddy pool
- Scissors
- Scrap construction paper
- Recycled newspaper or comics
- Colorful magazine or catalog pages
- Scrap ribbon and shiny gift wrap
- Recycled greeting cards

## Math Center

### Math

Understands that numbers always represent the same quantity

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

**Activity** — Place the Number Cards in a deck face down on the math table. Children roll the play dough into snake shapes, then form it into the numerals they draw from the deck. As children complete each numeral, they place their Number Cards at the bottom of the deck, and draw another card.

### Interaction & Observation

- As children explore the concept of number through sorting, identifying, extending and creating patterns, and creating sets, they begin to understand the one-to-one correspondence between each number and the objects being counted.
- When they are able to match numerals to sets, they are ready to print them.

### Materials

- Play dough
- Number Cards 0-9

# Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

### Warm Up Your Brain

Say: **Let's pretend we are birds.** Sing "This is the Way We Flap Our Wings."

Materials	
<input type="checkbox"/>	Prepared chart paper
<input type="checkbox"/>	Marker
<input type="checkbox"/>	Collection of books/magazines that feature birds
<input type="checkbox"/>	Picture Cards: duck, goose, ostrich, owl, penguin, swan

Did you know birds can be pets, live on farms, or live in the wild?  
Your pal,  
Gingerbread Boy

### Introduce Birds

Read and discuss Gingerbread Boy's message.

Say: **We have talked about many kinds of animals. Some animals are pets, some animals live on farms, and some animals live in the wild. Today let's talk about animals we see on land and in the sky.**

Indicate the chart paper and read the headings. Explain: **All birds have feathers and wings, but not all birds can fly! Some birds are too big to fly.**

Indicate the Picture Card, *penguin*. Say: **Penguins are birds that use their wings to swim. In which column on the chart do penguins belong?** (Volunteers respond.) **Right, penguins are birds that don't fly.** (Write *penguin* on the chart.)

Indicate the Picture Card *ostrich*. Say: **Another bird that does not fly is an ostrich. Say, ostrich. The ostrich is the largest living bird. It is so heavy it cannot fly, but it can run very fast! In which column on the chart does the ostrich belong?** (Write *ostrich* on the chart.)

Indicate the Picture Cards: *duck, goose, owl, and swan*. Say: **Here are pictures of a duck, goose, owl, and swan. These birds live on land and they can fly. Where on the chart do you think these birds belong? Are they birds that can fly or birds that cannot fly?** (Volunteers respond.) **Right, all of these birds can fly.** (Write *duck, goose, owl, and swan* on the chart.) **Do you know any other birds that fly?** (Volunteers respond.)

Distribute books and magazines. Children work with partners to find additional examples of birds that fly. Add them to the chart paper list.

Save the list for use on **Day 2** (Small Group).

### This Is the Way We Flap Our Wings

(Melody: "Here We Go Round the Mulberry Bush")

*This is the way we flap our wings, flap our wings, flap our wings. This is the way we flap our wings so early in the morning.*

*This is the way we:*

- scratch for worms ...*
- peck our food...*
- build our nests...*
- sit on eggs...*
- fly away...*

### Science

Describes characteristics in the appearance and behavior of animals

### Comprehension

Compares and contrasts

### Vocabulary

Acquires new vocabulary



# LEARNING CENTERS

See Learning Centers for **Week 17**, pages 390–392. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Compound Words

Indicate the Picture Card *doorbell*. Say: **If we take door away from doorbell, what is left?** (bell) **What's left if we take day away from daytime?** (time) Repeat with *doorknob* and *downstairs*.

#### Materials

- Grandmother
- Starfall's Selected Nursery Rhymes*
- Picture Cards: *dig, dentist, doorbell, duck*
- Pocket chart

#### Phonological Awareness

Deletes a word from a compound word

Listens for beginning sounds

Identifies rhyming words



### Introduce /d/

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

Display the Picture Cards *dentist, dig, doorbell, and duck*. Say: **Here is a picture of a duck. Say, duck. Duck begins with /d/. Say /d/.** Continue:

- **Doorbell begins with /d/. Say, doorbell. Say /d/, doorbell.**
- **Dig begins with /d/. Say, dig. Say /d/, dig.**
- **Say, dentist. What sound do you hear at the beginning of dentist? Right, /d/.**

Say: **Listen to these two words. Which word begins with /d/, tiger or donkey?** (Children respond, *donkey*.) **Donkey begins with /d/. Say /d/.** (Children repeat, /d/.) **Listen again. Which word begins with /d/, dog or monkey?** (dog) Repeat with *ducks/cow* and *fish/deer*.

Say: **Let's pretend we are ducks.** (Children do this.) **Listen to these words. If you hear /d/ at the beginning, waddle like a duck.** (demonstrate) **If the word doesn't begin with /d/, sit down. Ready?** Use: *dad, day, box, farm, doll, and door*.

Indicate *Nursery Rhymes* page 7, "Diddle, Diddle, Dumpling." Say: **Listen to this rhyme. Raise your hand when you hear a word that begins with /d/.** Read "Diddle, Diddle, Dumpling."

Children recite the rhyme. Ask: **What do you hear at the beginning of diddle, diddle, and dumpling? Right, /d/.**

Encourage children to listen for /d/ today.

#### Duck

*I belong to the bird family.  
I have feathers and waddle  
when I walk.  
You can find me near water.  
I have webbed feet that help  
me paddle when I swim.  
My name begins with /d/.  
What am I?*

### Observe & Modify

Children often confuse /d/ with /b/ or /t/. If /d/ is difficult for your children to discriminate, encourage them to imitate /d/ often.

# Story Time

## Introduce *The Ugly Duckling*

Play *Sing-Along* Volume 2 Track 35. Children sing and perform actions to “Six Little Ducks.”

Indicate *The Ugly Duckling*.

Say: **This fairy tale is called *The Ugly Duckling*. The author is Brandi Chase and the person who did the drawings, the illustrator, is Annette Frei.**

Ask: **Where is the front cover of the book?** (A volunteer points to the front cover.) **Where is the first page of the book?** (A volunteer indicates the first page.) **Who can find a page in the middle of the book? Where does the story end?**

Indicate the mirror. Say: **Look in this mirror.** (Children do this.) **What you see is your reflection. Say, reflection. Sometimes you can see your reflection when you look in water, like a pond or a lake. Water is like a mirror. You will hear the word reflection in the story. Be sure to listen for it!**

Explain: **This story takes place in wetlands.** (Show pages 2 and 3.) **Wetlands are places where the ground stays very wet and there are many plants growing. See the plants? Those are called reeds and rushes. They are plants found in wetlands. Say wetlands, reeds, and rushes.** Children repeat, *wetlands, reeds, and rushes*.

Read *The Ugly Duckling*. Pause after page 27 for children to predict the ending before completing the book.

Discuss answers to the following questions:

- **How did the mother duck feel when she saw her duckling?**
- **When the mother duck saw that her duckling looked different from the other ducklings, why did she still love him?**
- **How did the ugly duckling feel when he saw his reflection?**
- **What did the farm animals do when they saw the ugly duckling?**
- **How do you feel if someone teases you or calls you names?**
- **If you were a farm animal what might you have said to the ugly duckling to make him feel better?**
- **What happened to the ugly duckling at the end of the story?**

## Materials

- Starfall Sing-Along* Volume 2
- The Ugly Duckling* as told by Brandi Chase
- Mirror

## Six Little Ducks

*Six little ducks  
That I once knew  
Fat ones, skinny ones,  
Fair ones, too  
But the one little duck  
With the feather on his back  
He led the others  
With a quack, quack, quack*

*Quack, quack, quack,  
Quack, quack, quack  
He led the others  
With a quack, quack, quack*

*Down to the river  
They would go  
Wibble, wobble, wibble, wobble,  
To and fro  
But the one little duck  
With the feather on his back  
He led the others  
With a quack, quack, quack*

*Quack, quack, quack...*

*Back from the river  
They would come  
Wibble, wobble, wibble, wobble,  
Ho, hum, hum  
But the one little duck  
With the feather on his back  
He led the others  
With a quack, quack, quack*

*Quack, quack, quack...*

## Vocabulary

*Acquires new vocabulary*

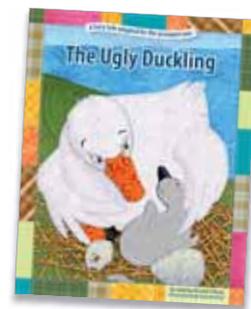
## Comprehension

*Recalls information from stories*

*Identifies role of author/illustrator*

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

*Makes inferences*



## Small Group & Exploration

### Materials

- Pair of dice
- Dice Cards: 1-6
- Button Cards: 1-6

### Math

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

### Play “High or Low”

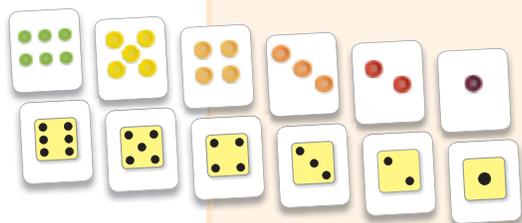
Indicate and toss the dice. Children determine which of the numerals rolled is higher and which is lower. If the same number is rolled on both, explain that the numbers are equal, or the same, so there isn't a higher and a lower number. Repeat several times with volunteers rolling the dice in turn.

Shuffle and place the Dice Cards and Button Cards face down in decks. A volunteer becomes your partner as you demonstrate “High or Low.”

- Both players reveal their top cards.
- They identify the number of dots on each card and determine which card is higher and which is lower.
- The player with the higher card says “high.”
- The higher card wins.
- If the same number appears on both cards, both win and each keeps his or her own card.
- All played cards are placed in a common deck.

Divide the group into two teams to play. Encourage children to work together to determine which card is higher or lower or if they are equal.

Place this game in the Math Center for future play.



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Play "Fly Like a Bird." Children follow your directions:

- **Put your right foot out to your right side.**
- **Move your left foot next to your right foot** (feet together).
- **Put your left foot out to your left side.**
- **Move your right foot next to your left foot** (feet together).
- **Jog in place.**
- **Flap your arms and fly like a bird.**
- **Land in your nest!** (sit)

## Materials

 Starfall's Selected Nursery

Rhymes

 Emotion Cards: *curious,*
*disappointed, embarrassed,**excited, lonely, proud, sad*

Have you ever wanted  
to fly like a bird? I  
was surprised to see a  
flock of birds flying all  
together the other day.

Love,

Gingerbread Boy

## Ways People Feel

Read and discuss Gingerbread Boy's message.

Indicate *Nursery Rhymes* page 36, "Once I Saw a Little Bird."  
Children describe the illustration.

Ask: **How does the little girl feel?** (surprised) **How can you tell she is surprised?** Read the rhyme. Say: **Listen to the rhyme again. This time you help me say it.** Children supply the second rhyming word in each pair.

Read the rhyme again. Girls act out the girl's part and boys are the birds. Designate an area for the window and an area for the girls to stand.

Say: **Gingerbread Boy said he was surprised to see a flock of birds flying together. When you feel surprised it's because something happens that you didn't expect. Make a face to show how you look when you feel surprised.** (Children do this.) **Here are pictures of other ways people feel.** Indicate and name the *excited, curious, embarrassed, disappointed, lonely, proud* and *sad* Emotion Cards in the pocket chart. Children imitate each of the emotions with facial expressions and body language.

Say: **Let's play a game. Listen to these statements and raise your hand to describe how you would feel.** Read the following statements. After each statement, volunteers raise their hands to identify emotions and locate them in the pocket chart. Remove the Emotion Cards from the pocket chart as they are identified.

## Once I Saw a Little Bird

Once I saw a little bird  
come hop hop hop  
And I cried, "Little Bird,  
will you stop, stop, stop?"

I was going to the window  
to say, "How do you do?"  
When he shook his little tail  
and away he flew.

## Gross Motor Skills

Distinguishes left  
from right

## Phonological Awareness

Identifies rhyming words

## Social/Emotional Development

Recognizes and  
identifies feelings



<b>Sad</b>	Your dog is really sick and doesn't want to play. You have to give him medicine.
<b>Excited</b>	It's the day of your birthday party. You can't wait for your friends to arrive!
<b>Curious</b>	You got a package in the mail and you wonder what is inside.
<b>Disappointed</b>	You waited all day to go to the park. Just as you got there it started to rain and you had to go right back home.
<b>Proud</b>	You worked very hard drawing a picture for your friend. Your friend really liked the picture and you felt good about it.
<b>Lonely</b>	You are at home and no one can come over to play. You have to play all by yourself.
<b>Embarrassed</b>	Someone called you a silly name in front of your friends.



### Observe & Modify

Children may answer "happy" or "sad" for every statement. Assist them to increase their vocabulary and become more specific in identifying feelings.

### LEARNING CENTERS

See Learning Centers for **Week 17**, pages 390-392. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Isolating Beginning Sounds

Say: **Let's play "Guess That Word."** I'll name an animal and leave off the first sound. Ready? *ird* (Children repeat, *ird*.) **Is *ird* the name of an animal? (No) What's missing? (/b/) Right, the first sound, /b/. Say, *bird*.** (Children repeat, *bird*.) **Let's try some more.** Repeat with *utterfly* (butterfly) and *oose* (goose).

Ask: **What sound do you hear at the beginning of *duck*? (/d/)**

#### Materials

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



### Introduce *Dd*, List *Dd* Words, ASL *Dd*

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

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

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

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

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

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

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

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

#### Phonological Awareness

*Listens for beginning sounds*

#### Phonics

*Focuses on letter names and shapes*

*Matches some letters to their sounds*

## Story Time

### Comprehension

Identifies sequence of events

Makes inferences

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



### Sequence *The Ugly Duckling*

Read *The Ugly Duckling*. Children retell the story using Sequence Cards. Discuss possible lessons to be learned:

- You should be proud of who you are.
- When you say mean things to people it makes them sad.
- How people look is not important.
- The ugly duckling knew he was a good swimmer and that there was something special about him and he did not give up.
- We are all different and that is what makes us special.
- What makes you special?
- If the ugly duckling visited our classroom, what would you say to him?
- What would his favorite part of our classroom be?
- What might the ugly duckling say to us?

### Materials

- The Ugly Duckling* as told by Brandi Chase
- The Ugly Duckling* Sequence Cards

## Small Group & Exploration

### Sentences & Structure

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

### Create a Class Book: “If I Were a Bird”

Review the list of birds from **Day 1**. Ask: **If you could be a bird, what kind of bird would you be? Why would you want to be that kind of bird? Where would you fly?** (Volunteers respond.)

Children draw themselves as birds and add an environment. They use kid writing or dictate sentences that tell what kinds of birds they are and where they are flying. Place the drawings together to form a class book.

### Materials

- List of birds from **Day 1**
- Drawing paper
- Crayons, pencils, markers

## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Indicate *Nursery Rhymes* page 34, "One, Two, Three, Four, Five." Children hold up fingers to correspond as you read the rhyme.

Say: **Let's listen for words that rhyme.** Reread the first two lines. Children distinguish rhyming words. Repeat for each pair of lines. (five/alive; ten/again; go/so; bite/right)

## Materials

- Starfall's Selected Nursery Rhymes*
- Colorful crepe paper streamer for each child
- Starfall Sing-Along Volume 2*
- Picture Cards: clam, dolphin, lobster, seal, shark, shrimp, squid, starfish, whale
- Pocket chart

Do you like to go to the beach and swim in the ocean? The beach is one of my favorite places.

Your friend,  
Gingerbread Boy

## Introduce Ocean Animals

Read and discuss Gingerbread Boy's message. Encourage children to use complete sentences to share their beach experiences.

Identify the Picture Cards and place them side-by-side in the top section of a pocket chart. Ask: **What do you notice about these animals?** (They all live in the ocean.)

Say: **Many animals live in the ocean. An ocean is a large body of salt water. Many animals must be in water to live.**

Remove the Picture Cards and distribute them to the children. Ask: **Who has the picture of a dolphin?** (The child with the *dolphin* Picture Card places it in the top row of the pocket chart.) Briefly discuss dolphins. Repeat for the *whale* and *squid* Picture Cards.

Repeat the above procedure placing the *starfish*, *shark*, and *clam* Picture Cards in the second row of the pocket chart and *lobster*, *shrimp*, and *seal* in the third row. Assist children in identifying the animals when needed.

Say: **Let's learn a song about ocean animals.** Play *Sing-Along Volume 2*, Track 28. Children listen to "Oceans." Indicate the corresponding Picture Cards as the animals are named. Repeat the song and children join in singing.

Ask: **What are some things you wonder about these animals?** (Volunteers respond.)

## Oceans

(Melody: "BINGO")

*The Oceans are just full of life  
Let's see what we can see-e,  
Dol-phins, whales, and squid,  
Dol-phins, whales, and squid,  
Dol-phins, whales, and squid  
All live in the sea.*

*The Oceans are just full of life  
Let's see what we can see-e,  
Star-fish, sharks, and clams,  
Star-fish, sharks, and clams,  
Star-fish, sharks, and clams  
All live in the sea.*

*The Oceans are just full of life  
Let's see what we can see-e,  
Lob-sters, seals and shrimp,  
Lob-sters, seals and shrimp,  
Lob-sters, seals and shrimp  
All live in the sea.*

*The oceans are just full of life  
But NOT for you and me-e,  
Not for you and me,  
Not for you and me  
Not for you and  
We don't live in the sea!*

## Sentences &amp; Structure

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

## Vocabulary

Discusses words and word meanings

## Science

Describes characteristics in the appearance and behavior of animals



## LEARNING CENTERS

See Learning Centers for **Week 17**, pages 390-392. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Onset and Rime

Say: **Listen to these word parts and put them together: /f/ - /ish/.** (fish) Repeat with /s/ - /eal/ (seal), /t/ - /urtle/ (turtle) and /d/ - /olphin/ (dolphin).

#### Materials

- Grandmother
- Picture Cards: *octopus, ostrich*
- Pocket chart

#### Phonological Awareness

Combines onset and rime to form a familiar one-syllable word with and without pictorial support

Listens for beginning sounds



### Introduce Short /o/

The routine for introducing Oo and /o/ will differ slightly, as only short /o/ will be introduced.

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

Display the Picture Cards *octopus* and *ostrich*.

Say: **Here is a picture of an octopus. Say, octopus. Octopus begins with /o/. Say /o/. Ostrich begins with /o/. Say, ostrich. Say /o/, ostrich.** Children repeat the appropriate words and sounds.

Indicate the Picture Card *octopus*. Explain: **An octopus is a water animal. It has eight arms. How many arms do you have? What fun things could you do with eight arms?** (Volunteers respond.)

Say: **Octopus begins with /o/. Listen to these two words. Which one begins with /o/, fish or octopus?** (octopus) **Say /o/.** (Children repeat, /o/.) **Listen again: same, opposite. Which word begins with /o/?** (opposite)

Say: **Let's pretend we have eight arms.** (Children move their arms around.) **If you hear a word that begins with /o/, pretend you are an octopus and wiggle your arms. If the word doesn't begin with /o/ put your arms behind your back. Ready?**

Ask: **Do you hear /o/ at the beginning of ostrich? Say it with me, ostrich, /o/!** (Children repeat, *ostrich*, and /o/, then swing their arms like an octopus.) **Let's try some others.** Continue for *October, snail, boat, olive, otter, monkey, and on.*

Encourage children to listen for /o/ today.

#### Octopus

*I am an animal that lives in the ocean.  
I have eight arms and two large eyes.  
If I lose an arm, I grow it back!  
My name begins with /o/.  
What am I?*

#### Science

Describes characteristics in the appearance and behavior of animals

#### Vocabulary

Uses illustrations to find the meanings of unknown words

#### Comprehension

Recalls important facts from an informational text

#### Conversation

Follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content

## Story Time

### Introduce *Dolphins Are Not Fish!*

Say: **Stand if you have ever seen a fish.** (Children stand and then sit.) **Stand if you have an aquarium or container that fish live in at home.** (Children stand and then sit.) **Fish live under the water. They do not breathe like we do. We have lungs and we breathe air. Fish breathe underwater using a special part of their bodies called gills.**

#### Materials

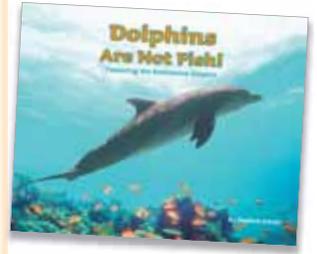
- Dolphins Are Not Fish!* by Stephen Schutz

Indicate *Dolphins Are Not Fish!* Explain: **The title of this book is *Dolphins Are Not Fish!* The author is Stephen Schutz. There is no illustrator because the pictures in this book are *photographs*, or *pictures*, taken with a camera. This book is *nonfiction*. That means it is true. Say, *nonfiction*.** (Children repeat, *nonfiction*.) **Let's read the book to learn about dolphins.**

Read *Dolphins Are Not Fish!* Pause to discuss the photographs and text as you read. Encourage the children to use the photographs to help identify unknown words or concepts.

Say: **Stand up, hand up, partner up.** (The children stand up and find partners.) **Think about what you have learned about dolphins. Share something you learned about dolphins with your partner.** (Partners share.)

Say: **Clap once if you can hear me. Clap twice if you can hear me. You and your partner shared something you learned about dolphins. Who can share what you learned?** Give a cheer after each child shares.



## Small Group & Exploration

### Create an Octopus

Grandmother reviews the riddle "Octopus."

Indicate a paper plate as two volunteers come forward. Say: **There are two children and one paper plate. Are there enough paper plates for both children? Since there is only one paper plate how could each child have one?** (Lead children to conclude the paper plate could be cut in half.) **If this plate is cut in half there will be two parts.** (Cut the plate and hand each child half.) **One plate was cut into two parts. Each child has half of the plate.**

Distribute half of a paper plate to each child to create his or her own octopus. Children draw eyes and attach eight crepe paper or construction paper arms. Hang the completed octopi in the windows or from the ceiling.

### Materials

- Grandmother
- Enough paper plates for each child to have one half
- Crepe paper or construction paper strips (8 per child)
- Crayons, markers, pencils
- Glue

### Octopus

*I am an animal that lives in the ocean.  
I have eight arms and two large eyes.  
If I lose an arm, I grow it back!  
My name begins with /o/.  
What am I?*

### Creative Arts

*Creates original work*

### Fine Motor Skills

*Uses writing and drawing tools*

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



**Gathering Routine**

Continue this routine as with previous weeks.

**Morning Meeting**

**Warm Up Your Brain**

Play "Crab Walk." Children sit on the floor and lean back on their hands. They keep their feet flat on the floor and lift their bottoms while moving sideways like crabs.

**Ocean Mural**

Read and discuss Gingerbread Boy's message.

Gather children in a semi-circle with the blue mural paper or sheet in the center.

Say: **Let's pretend this is the ocean! The ocean is home to many water animals. We are going to make a giant ocean picture. So far we have water. What else do we need in the ocean?** (animals) **Right, we need ocean animals.**

Distribute the Picture Cards. Volunteers show and name their Picture Cards then place them in the ocean.

Indicate the sentence stem: "My favorite ocean animal is (blank) because (blank)."

Say: **Here is a sentence you need to help finish.** (Read the sentence stem.) **Think about which of the animals in our ocean is your favorite. Find the Picture Card, bring it to the sentence and tell us why that animal is your favorite.** A volunteer reads the sentence stem with your assistance, then places his or her Picture Card back in the ocean and chooses the next volunteer.

**Materials**

- Picture Cards: *clam, crab, dolphin, fish, jellyfish, lobster, manatee, octopus, seahorse, seal, shark, shrimp, squid, starfish, turtle, whale*
- Mural paper painted blue or a twin size blue sheet
- Prepared sentence strip

Have you ever wished you could spend a day in the ocean? That would be fun! Your pal, Gingerbread Boy

**Print/Book Awareness**

*Connects oral language and print*

**Listening & Speaking**

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

**Sentences & Structure**

*Typically uses complete sentences of four or more words, usually with subject, verb and object order*



**LEARNING CENTERS**

See Learning Centers for **Week 17**, pages 390-392. After cleanup, the children gather to share their experiences.

## Circle Time

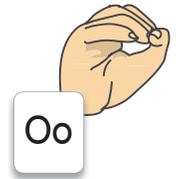
### Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: *oc-to-pus*. Let's put them together: *octopus*. This time clap for the parts. Ready?**

Children clap three times as you say: ***oc-to-pus***. Children say, *octopus*. Repeat with *os-trich*, *Oc-to-ber*, *on*, *ol-ive*, and *oc-ta-gon*.

### Materials

- Letter Card Oo
- Star
- ABC for Gingerbread Boy and Me* by Starfall
- Starfall American Sign Language Poster
- Chart paper
- Marker
- Basket or bag



### Introduce Oo, List Oo Words, ASL Oo

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

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

Indicate the star. Ask: **Who can find the letter Oo on the Alphabet Chart?** A volunteer identifies Oo and attaches the star on or above the Wall Letter Card. Grandmother helps the volunteer locate Oo and reviews the other letters with stars.

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

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

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

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

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

### Phonological Awareness

*Counts syllables*

### Phonics

*Focuses on letter names and shapes*

### Print/Book Awareness

*Connects oral language and print*

## Story Time

### Dolphins and Whales

Indicate *Dolphins Are Not Fish!* Say: **We learned that dolphins are not fish. Dolphins belong to the whale family. They are called “toothed whales” because they have teeth. Today we will read a book called *Humpback Whales*. Listen for how dolphins and whales are alike and how they are different.**

Indicate *Humpback Whales*. Say: ***Humpback Whales* is a nonfiction book. That means we will read true information about whales. *Humpback Whales* was written by Stephen Schutz, the same author who wrote *Dolphins Are Not Fish!***

Read *Humpback Whales*.

Children recall ways in which dolphins and whales are alike and how they are different. Discussion points may include:

- Neither are fish.
- They both have blowholes. Dolphins have one and whales have two.
- They both need to breathe air.
- They both feed their young.
- A baby dolphin and a baby whale are both called “calves.”
- They both eat fish.
- Whales swim in pods. Dolphins also swim in pods. (not indicated in the dolphins book)
- Dolphins are smaller than whales.
- Dolphins have teeth; whales have baleen.
- Whales have markings on their tails. No two whales have the same markings.

#### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <i>Dolphins Are Not Fish!</i> by Stephen Schutz |
| <input type="checkbox"/> | <i>Humpback Whales</i> by Stephen Schutz        |



## Small Group & Exploration

### Sink or Float?

Identify an assortment of small objects. Indicate the two containers labeled “sink” and “float.”

Say: **Sometimes when you are in a pool you might like to float on top of the water. What can you use to help you float? (Discuss briefly.) Some objects can also float in water and others sink, or go to the bottom. Let’s predict if each of these objects will sink to the bottom or float on top of the water. We’ll test the objects to see if our predictions are correct.**

- Indicate an object. Children predict if it will sink or float.
- A child places the object in the water.
- Check the prediction, and place the object in either the “sink” or “float” container.

#### Materials

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Tub of water  |
| <input type="checkbox"/> | Suggested items: sponge, cork, wooden block, toy car, crayon, scissors, large paper clip, plastic straw |
| <input type="checkbox"/> | Sink/float containers   |

Invite the children to collect objects from the classroom to test!

#### Comprehension

Recalls important facts of information text

Compares and contrasts

#### Vocabulary

Uses illustrations to find the meanings of unknown words

#### Science

Makes and verifies predictions

Participates in scientific investigations

Collects, describes and records information

## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Children follow your directions to perform animal actions:

- Jiggle like a jellyfish.
- Creep like an ocean snail.
- Flap your flippers like a seal.
- Walk forward, backward, and sideways like a crab.
- Blow air out of your blowhole like a dolphin.
- Swim like a fish.

## Materials

 Starfall Sing-Along Volume 2

## Optional:

 Watermelon (if in season)

Have you ever seen  
watermelons growing  
down by the bay? I  
did once!

Love,

Gingerbread Boy

## Rhyming Words: "Down By the Bay"

Read and discuss Gingerbread Boy's message.

Explain: **Watermelons are a type of fruit. They grow best in warm sandy soil.****Stand if you like to eat watermelon.** Children who like watermelon stand, then sit.Continue: **Here is a silly song about watermelons. It's called "Down By the Bay."**

**A bay is a body of water with land around it that opens to the sea. A bay is not nearly as large as an ocean, but it is home to many small water animals such as crabs, fish, ducks and frogs. Are you ready to go down by the bay?** Play *Sing-Along* Volume 2, Track 9. Children listen and sing along. They create simple actions to accompany the song.

Say: **The animals did funny things in that song. Let's see if we can remember them and finish the rhymes. Ready? Did you ever see a:**

- pig dancing a \_\_\_\_\_ (jig)
- bear wearing \_\_\_\_\_ (underwear)
- cow taking a \_\_\_\_\_ (bow)
- snake baking a \_\_\_\_\_ (cake)
- frog walking a \_\_\_\_\_ (dog)
- goat driving a \_\_\_\_\_ (boat)

Ask the following questions and accept responses:

- Does **pig** rhyme with **jig**?
- Does **cow** rhyme with **bow**?
- Can a **snake** bake a **cake**?
- Can a **frog** walk a **dog**?
- Why is this song silly?

Explain: **Sometimes people write books and songs in which animals do things only people can really do.**

## Down By the Bay

*Down by the bay where the watermelons grow,  
Back to my home I dare not go.  
For if I do my mother will say,  
"Did you ever see a pig dancing a jig?"  
Down by the bay.*

*Down by the bay where the watermelons grow,  
Back to my home I dare not go.  
For if I do my mother will say,  
"Did you ever see a fox pulling an ox?"  
Down by the bay.*

Down by the bay...

...*"Did you ever see a bear wearing underwear?"*...*"Did you ever see a cow taking a bow?"*...*"Did you ever see a snake baking a cake?"*...*"Did you ever see a frog walking a dog?"*...*"Did you ever see a goat driving a boat?"*

## Phonological Awareness

Identifies rhyming words

# LEARNING CENTERS

See Learning Centers for **Week 17**, pages 390–392. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence: *The whale is in the water.*** (Children repeat.) Ask: **How many words are in the sentence? Let's check.** Select a child to represent each word in the sentence. Stand behind each child as you say the sentence together. Clap and count the number of words in the sentence.

Repeat for: *Ducks fly and swim, I want to swim with the dolphins, and I see fish in the ocean.*

### Materials

- Grandmother
- Letter Cards: *Dd, Oo*
- Picture Cards: *door, duck, octopus, ostrich*
- Pocket chart

### Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Isolates ending sound



### Introduce Final /d/

Display and identify Letter Cards *Dd* and *Oo* in the top row of a pocket chart. Indicate the Picture Card *duck*. Ask: **Does *duck* begin with /d/ or /o/?** (A volunteer places the Picture Card under *Dd*.) Repeat for *door*.

Grandmother says: **Let's sing a song to help us remember /d/.**

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

Ask: **Do you know that /d/ can be at the beginning of a word OR at the end of a word? Listen for /d/ in this word: *mud*.** (Emphasize /d/ at the end.) **Now you say it: *mud*. Where do you hear /d/ in *mud*? (at the end) Say, *mud*.**

Children stand and face partners. Partner with a child if necessary.

Say: **Listen to these words. If you hear /d/ at the end, gently clap your partner's hands.** Overemphasize /d/ in the following words: *bird, red, ham, bread, nose, and seed*.

Indicate the Picture Card *octopus*. Ask: **Does *octopus* begin with /d/ or /o/?** (A volunteer places the *octopus* Picture Card under *Oo*.) Repeat for *ostrich*.

Grandmother asks: **Why don't we sing a song to help us remember /o/?**

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

### Where Is /d/?

(Melody: "Where Is Thumbkin?")

Where is /d/? Where is /d/?  
Here I am. Here I am.  
*D* stands for /d/ in *duck* and *dog*  
/d/ /d/ /d/, *Dd, Dd, Dd*

### Where Is /o/?

(Melody: "Where Is Thumbkin?")

Where is /o/? Where is /o/?  
Here I am. Here I am.  
*O* stands for /o/ in *octopus* and *ostrich*  
/o/ /o/ /o/, *Oo, Oo, Oo*

## Story Time

### Teacher's Literature Choice: The Ocean

Indicate your choice of book about the ocean. Introduce the author and illustrator. Picture-walk through the book as children describe the illustrations. Read the story, and encourage the children to ask questions as you read.

#### Materials

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Teacher's choice of book |
|                          | about the ocean          |

#### Vocabulary

*Uses illustrations to find the meanings of unknown words*

#### Comprehension

*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.



**Day Two**

Save the list of the children's dinosaur names from today's *Morning Meeting* for use in *Small Group*.

**Day Three**

*Morning Meeting* — Plan to have enough small dog bone treats for each child to use one or two, and enough play dough for each child to form a fossil. You will also need newspaper or a place mat for each child.

*Story Time* — Choose a dinosaur book to read and discuss. Suggestions include:

- *Dazzle the Dinosaur* by Marcus Pfister
- *Digging Up Dinosaurs* by Alikei
- *How Do Dinosaurs Eat Their Food?* by Jane Yolen
- *How Do Dinosaurs Say Good Night?* by Jane Yolen

*Small Group* — Have heavy stock paper, books with illustrations of dinosaur skeletons, and pasta shells (rigatoni and elbows) for children to use to create dinosaur skeletons.

**Day Four**

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

*Small Group* — You will need play dough for each child. **Optional:** Provide plastic dinosaurs to create imprints.

**Day Five**

*Morning Meeting* — Children will use a plastic bone or a pencil for "Dinosaur, Dinosaur, Where's Your Bone?"

*Story Time* — Gather all dinosaur books you have read this week for children to choose their favorite.

*Circle Time* — Prepare a set of cards for each child with the letters *D, E, F, M, K,* and *O*. (Use index cards or create Letter Cards using the ABC Generator on [more.Starfall.com](http://more.Starfall.com).)

**Snack Suggestions****Dino Dip**

Cut some fresh broccoli, leaving some of the stem intact. Add a small amount of green food coloring to the dressing. Place some broccoli and a spoonful of green dressing on a plate for each child.

Children pretend they are diplodocus munching on treetops as they enjoy the broccoli with dip.

**Ingredients**

- Broccoli
- Ranch dressing
- Green food coloring

**Outside Activity****Move Like a Dinosaur**

Discuss the various ways dinosaurs moved (walked on all fours, walked on two legs, flew, took small steps, big steps, etc.).

Children line up and you announce a movement. They move to the other side of the playground using the movement announced.

**Gross Motor Skills**

Moves with balance and control

Combines a sequence of large motor skills

I read a book about dinosaurs. Could we get a dinosaur for a class pet?

Your pal,  
Gingerbread Boy

**Day 2**

It would be funny to have a dinosaur name. My name could be Gingenosaurus!

Love,  
Gingerbread Boy

**Day 3**

I learned so many new dinosaur words. My favorite is fossill! What is yours?

Your friend,  
Gingerbread Boy

**Day 4**

What if you woke up one morning and found a baby dinosaur in your yard?

Your pal,  
Gingerbread Boy

**Day 5**

I've learned so much about dinosaurs. I wish I could see some real dinosaur bones.

Love,  
Gingerbread Boy

**GATHERING ROUTINE**

**Morning Meeting**

Gingerbread Boy's Message

Dinosaur Poster

List problems of having a dinosaur as a classroom pet



Gingerbread Boy's Message

Dinosaur Poster

Create and discuss dinosaur names



**Vocabulary:** paleontologist

**LEARNING CENTERS**

**Circle Time**

Phonemic Awareness:  
Alphabetical Order

"The Alphabet Song"

"Kittens" riddle

Introduce and listen for /k/

"Three Little Kittens"

Phonological Awareness:  
Words in a Sentence

Introduce Kk



*ABC for Gingerbread Boy and Me*

Identify initial /k/ words

**Story Time**

*Dinosaurs*

Nonfiction

"Dinosaur Dance"



*Dinosaurs*

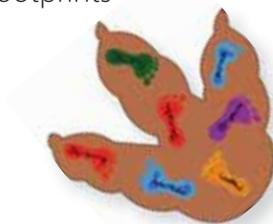
**Vocabulary:**

dinosaur, fossil, crest, asteroid, apatosaurus, stegosaurus, triceratops, corythosaurus, compsognathus, tyrannosaurus rex, yutyranus



**Small Group & Exploration**

Dinosaur footprints



Children draw a picture of themselves as dinosaurs and write sentences using scribble writing or inventive spelling

## Day Three

## Day Four

## Day Five

### GATHERING ROUTINE

Gingerbread Boy's Message  
Review dinosaur vocabulary  
Create fossils

Gingerbread Boy's Message  
Write a class story about a baby dinosaur

Gingerbread Boy's Message  
"Dinosaur, Dinosaur, Where's Your Bone?"  
"True or Not True"  
**Vocabulary:** museum

### LEARNING CENTERS

Phonemic Awareness:  
Blend Consonant/Vowel/  
Consonant  
*ABC for Gingerbread Boy and Me*  
List initial /k/ words  
Introduce ASL sign for Kk  
"Where Is /k/?"  
"Three Little Kittens"

Kk



Phonological Awareness:  
Syllables in Words  
Introduce final /k/

Phonological Awareness:  
Rhyming Words  
Review initial /k/  
"Where Is /k/?"

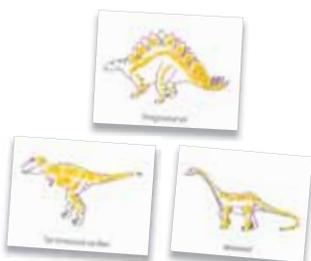
Teacher's Literature Choice:  
Dinosaurs

*Dinosaurs*  
"Ten Big Dinosaurs"  
Dinosaur Picture  
Cards



"Dinosaur Dance"  
Children choose a favorite dinosaur book

Create pasta dinosaur skeletons



Make dinosaur imprints in play dough  
Dinosaur Poster

Complete projects or conduct observations and individual assessments

# WEEK 18

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

### Phonics

Matches some letters to their sounds

## Computer Center

**Activity** — Children enjoy ABCs: D, Dinosaur Dance, review /o/ and reinforce /k/ at ABCs: O and K.

### Interaction & Observation

- Computer use promotes intellectual development and helps bridge the gap between concrete and abstract thinking. Observations and anecdotes recorded over time provide insight into each child's growth.
- Observe and evaluate computer use. What language development is occurring? Which skills and concepts have the children mastered? How well can they focus on an activity?

### Materials

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

## Art Center

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

### Emergent Writing

Uses scribbles/writing to convey meaning

**Activity** — Each child chooses a color of play dough, creates his or her own dinosaur, and gives it a name.

Children place their dinosaurs on their pieces of poster board and write their names (and the names of their dinosaurs) on them. Display the dinosaurs in the classroom or a hallway Dinosaur Museum.

**Optional:** Children paint pictures of their favorite dinosaurs. Display *Dinosaurs* or classroom dinosaur books for reference.

### Interaction & Observation

- Creating with play dough strengthens the muscles in children's hands as they develop fine motor coordination.

### Materials

- Play dough of different colors, enough for each child to form a dinosaur
- Variety of plastic dinosaurs
- Pictures of dinosaurs
- 4" x 6" piece of poster board for each child



## Library Center

**Preparation** — Include *Dinosaurs* after it is introduced on **Day 2**. Other book suggestions include:

- *Danny and the Dinosaur* by Syd Hoff
- *Dinosaur Bones* by Bob Barner
- *Dinosaurs!* by Gail Gibbons
- *First Dinosaur Encyclopedia* by Caroline Bingham

**Activity** — Children read and listen to *Dinosaurs* and enjoy other dinosaur books.

### Interaction & Observation

- Discuss the books in this center with children to help them distinguish the differences between fiction and nonfiction.
- Give children opportunities to share and explain their own thinking about nonfiction to enable them to learn and remember information.

### Materials

- Dinosaurs* by Brandi Chase
- Dinosaurs* Audio CD
- Books about dinosaurs

### Print/Book Awareness

Connects oral language with print

### Comprehension

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

Distinguishes between fiction and nonfiction

## Dramatic Play Center

**Activity** — This center becomes an outdoor area. The children place blankets over chairs to create caves. They crawl along the floor, pretend to eat from trees, and use their imaginations to become cave-dwelling prehistoric animals.

### Interaction & Observation

- After you have read a dinosaur-themed book, place it in the Dramatic Play Center for children to dramatize.
- Dramatization helps promote understanding of the text as well as expand the children's knowledge of the topic.

### Materials

- Blankets
- Several chairs

### Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

## Construction Center

**Activity** — Encourage children to use their imaginations and building blocks to create a Dinosaur Land with caves, trees, dinosaurs, and rivers, etc. They use pencils and paper to label constructions.

Take photos to place in the Construction Center to inspire other builders.

### Interaction & Observation

- Allow time before cleanup for other children to visit the Construction Center and view what has been created.
- Invite other classes to walk through the classroom on their way to lunch or outside play to provide an opportunity for children to inspire each other.

### Materials

- Wooden blocks and other building toys
- Books about dinosaurs
- Pictures of dinosaurs in their habitats
- Pencils, paper
- Large and small plastic dinosaurs

### Fine Motor Skills

Demonstrates control, strength, and dexterity to manipulate objects

Coordinates hand and eye movements

### Social/Emotional Development

Works with others to solve problems



## Writing Center

### Emergent Writing

Uses drawing to convey meaning

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

**Activity** — Present children with this drawing and writing prompt: “What would a dinosaur’s home look like?”

Children draw and dictate or write about a dinosaur’s home. Combine the pages into a class book and place it in the Library Center, or add them to the wall of your Dinosaur Museum for children in other classes to enjoy.

### Interaction & Observation

- Frequent opportunities for children to write help provide practice in holding and controlling writing materials correctly, as well as to write for specific purposes.

### Materials

- Manila paper for each child
- Pencils, crayons

## Discovery Center

### Science

Participates in scientific investigations

Uses tools and equipment to explore objects

**Activity** — Bury plastic toy dinosaurs in the sand table. Children sift through the sand searching for dinosaurs you have buried using the tools provided, pretending they are paleontologists.

When they discover the dinosaurs, they use magnifying glasses to study and compare them to the pictures, to determine each kind of dinosaur through comparison. The children also make volcanos in the sand, and tracks with dinosaur feet.

### Interaction & Observation

- Talk with children about different kinds of dinosaurs, noting similarities and differences.
- At cleanup time, remind the children to bury the dinosaurs for the next day.

### Materials

- Sand table
- Small plastic dinosaurs
- Paleontologist/straw hats or caps
- Tools (brushes, digging tools, etc)
- Maps

## Math Center

### Math

Understands that numbers always represent the same quantity

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

**Preparation** — Create sets of “Dino Battle” cards by preparing 3"x5" index cards with various amounts (0 – 10) of stickers or dinosaur stamps on them. **Optional:** Place 5 to 50 small plastic dinosaurs in a clear plastic jar with a lid for children to estimate.

**Activity** — Each pair of children has a set of “Dino Battle” cards. Each player lays down the top card from his or her stack and they compare the number of dinosaurs to see which has the most. The child with the most collects both cards. If the cards are equal both children keep their own card. At the end of the game, the children count to learn who has the most cards (or they play for fun without counting at the end).

### Interaction & Observation

- Model one-to-one correspondence frequently during daily routines to help children link numbers to each item in a set.
- Teach strategies for keeping track of counting. Demonstrate how to touch each sticker or stamp as it is counted and how to count across rows rather than skip around.

### Materials

- 3"x5" index cards
- Dinosaur stickers or stamps
- Clear plastic jar
- Optional:** small plastic dinosaurs

# Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

### Warm Up Your Brain

Play "Gingerbread Boy, May I?" Explain: **Gingerbread Boy is the leader. He will give a direction and we will ask, "Gingerbread Boy, may I?" before we follow it.**

Gingerbread Boy whispers the following directions:

- Sit criss-cross applesauce.
- Stand and hop three times.
- Take four steps backward.
- Take five steps forward.
- Jog in place.
- Jump up and down ten times.
- Lie on your stomach and pretend to swim.

### Materials

- Dinosaur Poster
- Forty feet of rope or yarn

I read a book about dinosaurs. Could we get a dinosaur for a class pet?  
Your pal,  
Gingerbread Boy

### Introduce Dinosaurs

Read and discuss Gingerbread Boy's message.

Say: **Stand if you think a dinosaur would make a good class pet.** (Volunteers explain their choices.) Continue: **Roar like a dinosaur if you think a dinosaur would not make a good pet.** Assess prior knowledge as volunteers explain their choices.

Indicate the Dinosaur Poster. Volunteers identify the dinosaurs and objects. Encourage them to ask questions regarding the information on the poster.

Say: **Dinosaurs lived a long time ago. They needed the same things that other animals need to live. Do you think dinosaurs needed space to live? What other things do you think dinosaurs needed?** (water, food, air)

Ask: **Do you think a dinosaur would fit in our classroom? Let's find out.**

Explain that a tyrannosaurus rex could grow to be about forty feet long. Indicate the rope or yarn. Say: **This rope is forty feet long, about the same size as a tyrannosaurus rex.**

A volunteer holds one end of the rope or yarn and stands at one side of the classroom while you walk to the other or run out of space. Discuss potential problems that could arise from having a dinosaur as a classroom pet.

### Science

Recognizes that living things have similar needs for water, food, and air

Shows curiosity by asking questions and seeking information

### Math

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



## LEARNING CENTERS

See Learning Centers for **Week 18**, pages 414-416. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonemic Awareness: Alphabetical Order

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

### Introduce /k/

Say: **Look at the Alphabet Board. Let's say the alphabet together.** (Indicate the letters as children recite the alphabet.) **We have learned several letters. Raise your hand if you can name one letter you have learned.** Volunteers respond to name letters that have stars posted above them.

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

Display the Picture Cards *kangaroo*, *kitchen*, *kite*, and *kitten*. Say: **Here is a picture of kittens.** (Children repeat, *kittens*.) **Kittens begins with /k/.** (Children repeat, /k/.) Repeat for *kangaroo* and *kitchen*. Continue: **Say, kite. What sound do you hear at the beginning of kite?** (/k/)

Say: **Listen to these two words: meow, kittens. Which one begins with /k/?** (kittens) **Kittens begin with /k/.** (Children repeat, /k/.) **Listen again: net, kite. Which one begins with /k/?** (kite)

Say: **Let's pretend we are kittens.** (Children meow.) Continue: **Listen to these words. If you hear /k/ at the beginning, meow like a kitten. If the word doesn't begin with /k/, put your finger to your mouth. Ready?** Use: *king*, *tent*, *key*, *puppy*, *mother*, *kind*, and *kitchen*.

Indicate *Nursery Rhymes* pages 44 - 45, "Three Little Kittens." Children describe the illustrations, then you read the text. They stand when they hear the word *kittens*.

Encourage children to listen for /k/ today.

### Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Picture Cards: *kangaroo*, *kitchen*, *kite*, *kitten*
- Pocket chart

#### Phonological Awareness

*Listens for beginning sounds*

#### Phonics

*Recites the alphabet in sequence*



#### Kittens

*We are baby animals.  
We have whiskers and love to purr.  
Our mother is a cat.  
Our name begins with /k/.  
What are we?*

## Story Time

### Dinosaur Dance

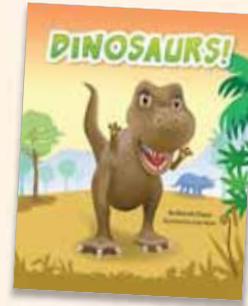
Ask: **Did you know no one has ever seen a dinosaur? When dinosaurs lived there were no people yet! What do you think dinosaurs did all day? Do you think they ever danced? Here's a song called "Dinosaur Dance." Let's pretend to be dancing dinosaurs!**

Play *Sing-Along* Volume 2 Track 8. Children listen and dance to "Dinosaur Dance."

Indicate *Dinosaurs*. Locate the title and author. Explain this is a nonfiction book that contains real information about dinosaurs.

Read *Dinosaurs* and ask:

- **How are dinosaurs and people alike?**
- **Did dinosaurs need food, water, and air to live?**
- **How did dinosaurs change after they hatched from their eggs?**
- **Do dinosaurs live now or did they live a long time ago?**
- **What is something you learned about dinosaurs you didn't know before?**



#### Materials

- Starfall Sing-Along* Volume 2
- Dinosaurs* by Brandi Chase

#### Creative Arts

*Demonstrates ability to use movement and music*

#### Science

*Compares, contrasts, and classifies objects and data*

*Recognizes that living things have similar needs for water, food, and air*

*Notices changes in living things over time*

#### Comprehension

*Recalls important facts of information text*

## Small Group & Exploration

### Create Dinosaur Footprints

Indicate two dinosaur footprints. Say: **These are footprints from a plant-eating dinosaur. Are they bigger or smaller than your feet?** (They are much bigger.) **Take off one of your shoes and look at it.** (Children do this.) Ask: **How many of your shoes would fit inside these dinosaur footprints?** (Children estimate.)

Paint the bottom of one foot of each child. Assist children in placing their feet inside the dinosaur footprints. Use a marker to add their names.

As children finish, they stand on newspaper. When all are finished use water and paper towels to wash their feet.

Display the finished footprints in the classroom or hallway.

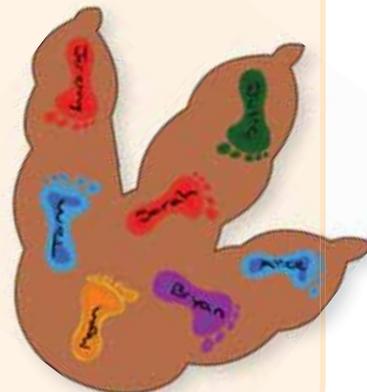
#### Materials

- Prepared dinosaur footprints
- Tempera paint in a variety of colors
- Paintbrushes
- Newspaper
- Tub of water and paper towels
- Marker

#### Math

*Becomes familiar with standard and nonstandard measuring tools and their uses*

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



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Materials

- Teacher's choice of music
- Dinosaur Poster
- Chart paper
- Marker

## Warm Up Your Brain

Play "Dinosaurs and Dancers." Discuss, demonstrate, and practice moving like dinosaurs. Contrast this with how dancers move. Explain that you will play music and say "dinosaurs" or "dancers." When you say "dinosaurs" the children stomp to the music. When you say "dancers" they move lightly.

## Dinosaur Names

Read and discuss Gingerbread Boy's message.

Recall the rope (yarn) activity from **Day 1**. Say: **Dinosaurs were the biggest animals ever to live on Earth. Some were bigger than elephants or buses.**

Indicate the Dinosaur Poster. Engage children in a discussion to:

- identify the various dinosaurs pictured
- identify the objects to which dinosaurs are compared

Ask: **Could dinosaurs and people live together?** Discuss why or why not.

Explain: **The word *dinosaur* means great lizard. Scientists called paleontologists have discovered very large dinosaur bones. They could tell the bones are millions of years old. The paleontologists could also tell how big dinosaurs were from the bones. The scientist who discovers the dinosaur bones gets to name the dinosaur.** Explain:

- **Some dinosaurs were named after paleontologists.**
- **Some dinosaurs were named for friends of paleontologists.**
- **Some dinosaurs were named after the places they were discovered.**
- **Some dinosaurs were named because of how they looked. For example, an iguanodon has teeth like an iguana.**

Say: **Gingerbread Boy said his dinosaur name could be *Gingerosaurus*. Let's give ourselves dinosaur names. What is yours?** Children take turns revealing their dinosaur names. Classmates may assist children to create dinosaur names as you list them on chart paper. Save the list for use in **Small Group**.

It would be funny to have a dinosaur name. My name could be Gingerosaurus!

Love,  
Gingerbread Boy

## Creative Arts

Expresses self through movement

## Comprehension

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

## Vocabulary

Discusses words and word meanings

## Science

Describes characteristics in the appearance and behavior of animals

## LEARNING CENTERS

See Learning Centers for **Week 18**, pages 414-416. After cleanup, the children gather to share their experiences.

# Circle Time

## Phonological Awareness: Words in a Sentence

Say: **Listen to this sentence: *I have three kittens.***

**Now, you say it.** (Children repeat the sentence.)

**Listen again.** Repeat the sentence, *I have three kittens.*

Ask: **How many words did you hear?** (Children respond.) **Let's check.**

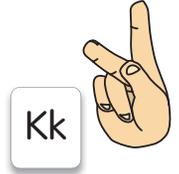
Assign one child to each word in the sentence to stand in front of the class.

Stand behind each child as you repeat the sentence, *I have three kittens.*

Repeat for *I have a kitten for a pet.*

### Materials

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



## Introduce Kk

Ask: **What sound do you hear at the beginning of kittens?** (/k/)

Indicate Letter Card Kk.

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

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

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

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

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

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

### Phonological Awareness

*Distinguishes individual words within spoken phrases or sentences*

### Phonics

*Matches some letters to their sounds*

### Print/Book Awareness

*Distinguishes relationship between print and illustrations*

# Story Time

## Dinosaurs Vocabulary

Indicate *Dinosaurs*. Say: **This book includes several new vocabulary words. Let's talk about some of them.**

Place the Picture Cards face down in a pocket chart. A volunteer reveals one. Identify the vocabulary word and children repeat. Briefly discuss its meaning. Repeat until all words have been introduced.

### Materials

- Dinosaurs* by Brandi Chase
- Bag or basket
- Picture Cards: *apatosaurus*, *asteroid*, *compsognathus*, *corythosaurus*, *crest*, *dinosaur*, *fossil*, *paleontologist*, *stegosaurus*, *triceratops*, *tyrannosaurus rex*, *yutyranus*
- Tape or push pins



**dinosaur**

an animal that lived millions of years ago



**fossil**

part of an animal or plant from a long time ago, found in earth or rocks



**crest**

a growth on top of an animal's head, such as feathers, fur, or a bone



**asteroid**

a big rock that circles the sun



**paleontologist**

a scientist who studies fossils to learn about animals and plants from long ago



**apatosaurus**

a plant-eating dinosaur with a long neck and tail and a small head



**stegosaurus**

a plant-eating dinosaur



**triceratops**

a three-horned plant-eating dinosaur



**corythosaurus**

a duck-billed dinosaur with a crest on its head



**compsognathus**

a meat-eating dinosaur



**tyrannosaurus rex**

a meat-eating dinosaur, known as the king of dinosaurs



**yutyranus**

the largest known feathered dinosaur, ancestor to modern birds

Read *Dinosaurs*. Children raise their hands when they hear vocabulary words.

Place the Picture Cards in a bag or basket for use on **Day 3**.

### Vocabulary

Acquires new vocabulary

Uses illustrations to find the meanings of unknown words

### Science

Shows curiosity by asking questions and seeking information

Compares, contrasts, and classifies objects and data

## Small Group & Exploration

### Draw Dinosaur Pictures

Children draw pictures of themselves as dinosaurs. They write their own sentences to explain their illustrations using scribble writing or inventive spelling. Children read their sentences and you write them correctly underneath their writing.

Label their papers with their dinosaur names.

**Optional:** Take digital photos of each child's face. Trim them for children to glue to the faces of their dinosaur illustrations.

#### Materials

Dinosaur names from

#### Morning Meeting

Drawing paper

Crayons, markers, pencils

#### Emergent Writing

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

*Uses drawing to convey meaning*

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

I learned so many new dinosaur words. My favorite is fossil! What's yours?  
Your friend,  
Gingerbread Boy

**Phonics**

Recognizes/names some letter sounds

**Print/Book Awareness**

Connects oral language and print

**Vocabulary**

Discusses words and word meanings

**Science**

Uses tools and equipment to explore objects

Participates in scientific investigations

Notices changes in living things over time



**Morning Meeting**

**Warm Up Your Brain**

Sing "Dino Pokey" to the melody of "Hokey Pokey."

**Fossils**

Read and discuss Gingerbread Boy's message.

Indicate the bag or basket containing the Picture Cards. A volunteer draws one.

- Name the picture and children repeat.
- Identify the beginning letter.
- Attach the Picture Card under the corresponding letter on your Alphabet Board.

Say: **Gingerbread Boy said his favorite word is fossil. Paleontologists found fossil skeletons or bones of dinosaurs in stones or rocks. They used special tools to scrape away the stone and take the bones out. Then they put the bones together like a puzzle to see how the dinosaur would have looked. Let's see how a fossil might look.**

Distribute a piece of newspaper or a place mat and play dough to each child.

- Children flatten their play dough.
- Distribute a dog bone treat or two to each child.
- Children push the treats into their play dough.
- They remove the dog bone treats and observe the prints in their play dough.

Explain: **This is how dinosaur fossils were formed. Bones made prints in the mud. The mud hardened and bones became rock or stone. Paleontologists learned about dinosaurs by studying the fossils.**

Discard the dog bone treats and place the molds in a safe place. Children check them in a day or two and notice they have hardened the way fossils do.

Distribute wet wipes for children to wash their hands.

**Materials**

- Picture Cards: *apatosaurus, asteroid, compsognathus, corythosaurus, crest, dinosaur, fossil, paleontologist, stegosaurus, triceratops, tyrannosaurus rex, yutyranus*
- Tape or pins
- Play dough for each child
- Small dog bone treats
- Newspaper or place mat for each child
- Wet wipes

**Dino Pokey**

(Melody: "Hokey Pokey")

*You put your claws in,  
You put your claws out,  
You put your claws in,  
And you shake them all about.  
You do the Dino-Pokey  
And you turn yourself about  
That's what it's all about!*

(Repeat with feet, teeth and head.)

**LEARNING CENTERS**

See Learning Centers for **Week 18**, pages 414-416. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonemic Awareness: Blend Consonant/ Vowel/Consonant

Say: **Listen to these sounds: /d/ /o/ /t/. Now you say them.** (Children repeat, /d/ /o/ /t/.) **Now blend the sounds together to make a word: /d/ /o/ /t/, dot.** **Let's try some more.** Repeat for /n/ /a/ /p/ *nap*, /m/ /e/ /n/ *men* and /d/ /a/ /d/ *dad*.

#### Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper
- Marker
- Starfall American Sign Language Poster
- Grandmother
- Starfall's Selected Nursery Rhymes* (Book & Audio CD)

### List Kk Words, ASL Kk

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

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures and words that begin with Kk. Say: **Let's make a list of words that begin with the letter Kk. I'll write the words on this chart paper so we don't forget them.** Start with children's names that begin with K, then accept suggestions. Children circle Kk in their words.

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

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

Grandmother says: **Let's play a game. Listen to these words. If the word begins with /k/ give a thumbs up.** (demonstrate) **If the word doesn't begin with /k/, give a thumbs down.** (demonstrate) **Ready?** Use: *keep, keyhole, doll, kiss, kind, octopus, farm, and kitty.*

Play *Nursery Rhymes* Audio CD Track 43. Children sing "Three Little Kittens."

#### Where Is /k/?

(Melody: *Where Is Thumbkin?*)

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

*Here I am. Here I am.*

*/k/ in kitten, /k/ in kitchen*

*/k/ /k/ /k/, Kk, Kk, Kk.*

#### Phonological Awareness

*Blends three phonemes*

*Listens for beginning sound*

#### Phonics

*Matches some letters to their sounds*



### Observe & Modify

/k/ can be confusing to children since it is produced by both Cc and Kk. Help them to better understand by creating a chart with two columns, one for Cc and one for Kk. Remind them that Cc stands for the /k/ in *cat*, and Kk stands for the /k/ in *kitten*. Write the words in the corresponding columns. Continue with other CC and Kk words if more clarification is required.

## Story Time

### Teacher's Literature Choice: Dinosaurs

Indicate your choice of dinosaur book and identify the author and illustrator. Picture-walk as children discuss illustrations. Volunteers point to where the text begins on each page. Read the story, pausing briefly to introduce new vocabulary as it is encountered. Ask and answer questions about the story.

#### Materials

- Teacher's choice of book about dinosaurs

#### Vocabulary

Discusses words and word meanings

#### Comprehension

Asks and answers appropriate questions about the story

#### Fine Motor Skills

Coordinates hand and eye movement

Demonstrates control, strength, and dexterity to manipulate objects

#### Creative Arts

Shows care and persistence in a variety of art projects

## Small Group & Exploration

### Create Dinosaur Skeletons

Indicate and briefly discuss illustrations of dinosaur skeletons. Children draw large pictures of dinosaurs and glue pasta to them to create their own dinosaur skeletons.

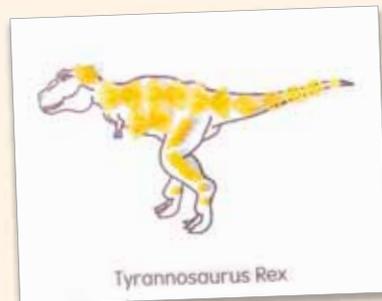
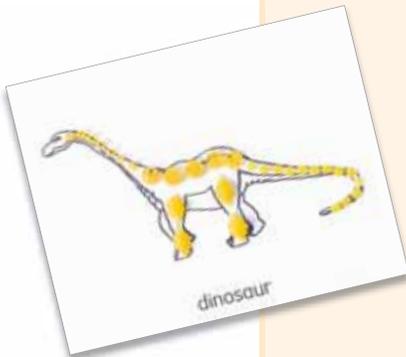
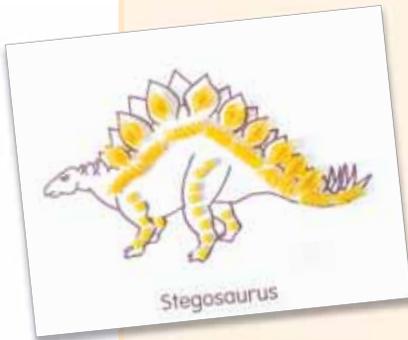
**Optional:** Use the Picture Generator in the Teacher's Lounge on [more.Starfall.com](http://more.Starfall.com) to generate dinosaur outlines to use as guides for the children's skeletons.

#### Materials

- Books with illustrations of dinosaur skeletons
- Heavy stock paper
- Glue
- Pasta (shells, rigatoni, elbows)
- Pencils, crayons

#### Optional:

- Generated dinosaur picture for each child



## Gathering Routine

Continue this routine as with previous weeks.

### Morning Meeting

#### Materials

- Chart paper
- Markers

#### Warm Up Your Brain

Children pretend to go on a dinosaur hunt. Clap your hands on your legs to sound like footsteps. Every minute or so announce an obstacle and model the corresponding movement for children to perform.

Suggestions:

- big stones (leap)
- caves (crawl)
- mountains (climb)
- swamps (stomp)
- logs (walk on tiptoes)

What if you woke up one morning and found a baby dinosaur in your yard?  
Your pal,  
Gingerbread Boy

#### Write a Class Story

Read and discuss Gingerbread Boy's message.

Volunteers respond to the following questions:

- **What would you feed a baby dinosaur?**
- **Where would a baby dinosaur sleep?**
- **What story do you think a baby dinosaur would like to hear?**
- **What might you play together?**
- **What do you think a baby dinosaur might say to you?**
- **How do you suppose a dinosaur could get into your yard?**

Indicate the chart paper. Say: **Let's write a story about what might happen if a baby dinosaur came to our classroom to visit.**

Write "Once upon a time a baby dinosaur came to our classroom." Volunteers offer responses to continue the story. Add their suggestions to the chart paper. Periodically read the story so children hear its progress. Lead them to offer a conclusion, then read the completed story.

#### Gross Motor Skills

*Combines a sequence of large motor skills*

#### Comprehension

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

#### Emergent Writing

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



#### Observe & Modify

If children have difficulty suggesting sentences, help them by asking questions such as "What book do you think the baby dinosaur might want us to read?" or "At which Learning Center do you think the baby dinosaur would like to play?"

# LEARNING CENTERS

See Learning Centers for **Week 18**, pages 414-416. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Syllables in Words

Say: **Listen to these word parts: di-no-saur. Put them together: dinosaur. This time clap for the parts.**

**Ready? di-no-saur** (clap, clap, clap). Children say, *dinosaur*. Repeat with *kit-tens*, *kid*, *ket-tle*, *fos-sil* and *dig*.

### Materials

- Grandmother
- List of Kk words from **Day 3**
- Picture Cards: *kangaroo*, *key*, *king*, *kitchen*, *kite*, *kitten*

### Introduce Final /k/

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

Review the ASL hand sign for Kk.

Gather children in a semicircle. Indicate the Picture Cards *kangaroo*, *key*, *kitchen*, *kite*, *king*, and *kitten* and place them on the floor as volunteers name the pictures.

Grandmother says: **Look closely at these pictures that begin with /k/. I will take one away. You tell what is missing. Ready? Close your eyes.** Remove one of the Picture Cards and children determine which card is missing. Repeat several times.

Grandmother asks: **Did you know Kk can be at the beginning of a word OR at the end of a word? Listen for /k/ in this word: pick.** (Emphasize /k/ at the end.) **Now you say it: pick. Where do you hear /k/ in pick? Right, it's at the end. Say, pick.**

Children stand and face partners. Partner with a child if necessary.

Say: **Listen to these words. If you hear /k/ at the end, gently clap your partner's hands.** Overemphasize /k/ in these words: *sick*, *black*, *take*, *off*, *cake*, and *trick*.

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 kitten, /k/ in kitchen  
/k/ /k/ /k/, Kk, Kk, Kk.*

### Phonological Awareness

Counts syllables

Isolates ending sound

### Phonics

Recognizes/names some letter sounds



If peeking is a problem, cover the Picture Cards with a small cloth or paper.

## Story Time

### “Ten Big Dinosaurs”

Sing “Ten Big Dinosaurs.”

Indicate and name the Picture Cards.

Indicate *Dinosaurs*. Say: **This book will teach us about seven different kinds of dinosaurs.** (Seven volunteers hold the Picture Cards.) **When you hear the name of the dinosaur you are holding come stand in the front of the room as we read about it.**

Read *Dinosaurs*.

### Materials

- Dinosaurs* by Brandi Chase
- Picture Cards: *apatosaurus*, *compsognathus*, *corythosaurus*, *stegosaurus*, *triceratops*, *tyrannosaurus rex*, *yutyranus*

### Ten Big Dinosaurs

(Melody: “Ten Little Indians”)

One big, two big, three big dinosaurs,  
Four big, five big, six big dinosaurs,  
Seven big, eight big, nine big dinosaurs,  
Ten big din-o-saurs!

### Materials

- Play dough
  - Dinosaur Poster
- Optional:**
- Small plastic dinosaur toys

### Comprehension

Recalls important facts of information text



## Small Group & Exploration

### Create Dinosaurs

Children reference the Dinosaur Poster as they create their own dinosaurs with play dough. They may also make imprints in the play dough with small plastic dinosaurs.

As they complete their projects, children compare their dinosaurs.

### Creative Arts

Creates original work

**Morning Meeting**

**Materials**

- Teacher's choice of music for "Freeze-a-Roo"
- Plastic or dog bone (or a pencil)

**Warm Up Your Brain**

Play "Freeze-a-Roo," and name the following motions in turn for children to perform as you play your choice of music. When the music stops, children freeze in place.

Say: **Pretend you are a:**

- **roaring dinosaur**
- **baby dinosaur hatching from an egg**
- **dinosaur stomping through a swamp**
- **sleeping dinosaur**

I've learned so much about dinosaurs. I wish I could see some real dinosaur bones.  
Love,  
Gingerbread Boy

**Gross Motor Skill**

Combines a sequence of large motor skills

**Listening & Speaking**

Follows simple and multiple-step directions

**Comprehension**

Recalls important facts of information text

**"Dinosaur, Dinosaur" and "True or Not True"**

Read and discuss Gingerbread Boy's message.

Explain: **Gingerbread Boy could see real dinosaur bones at a museum! A museum is a building people visit to see and study important objects like fossils or art.**

Say: **Let's play a fun game called "Dinosaur, Dinosaur, Where's Your Bone?"**

This game is played like "Doggie, Doggie, Where's Your Bone?"

- Place the toy bone under a chair in the front of the room. One child takes the role of the dinosaur and sits in the chair, facing away from the other children.
- Tap a child on the shoulder. This child quietly goes forward to remove the bone from under the chair, returns to his or her place, and sits on the bone to hide it.
- Children chant "Dinosaur, Dinosaur, Where's Your Bone?"
- The dinosaur has three chances to guess who has the bone.
- The child with the bone becomes the next dinosaur.

**"Dinosaur, Dinosaur, Where's Your Bone?"**

*Dinosaur, Dinosaur,  
where's your bone?  
Somebody took it  
from your home.  
Guess who.  
Was it you?  
Or was it someone  
from the zoo?*

Play "True or Not True." Say: **Let's think about what we have learned about dinosaurs. If you hear something that is true, roar like a dinosaur. If you hear something that is not true, shake your head "no."** Use the following statements:

- **All dinosaurs ate meat.** (not true)
- **Dinosaurs lived a long time ago.** (true)
- **A person who studies dinosaurs is called a paleontologist.** (true)
- **Dinosaurs lived with people.** (not true)
- **Paleontologists found fossils of dinosaur bones.** (true)
- **Dinosaurs would make good pets.** (not true)
- **A tyrannosaurus rex was very big.** (true)

# LEARNING CENTERS

See Learning Centers for **Week 18**, pages 414-416. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Rhyming Words

Say: **Listen to these words: chick, brick, trick.**

**Now you say them.** (Children repeat, *chick, brick, trick.*)

Ask: **What do you notice about these words?** (They rhyme.) **Listen to these words: clock, sock, lock. Now you say them.**

(Children repeat, *clock, sock, lock.*) Ask: **Do these words rhyme?** Repeat for *hat/cat/dog, hide/side/ride, and tap/car/map.*

### Materials

- Prepared Letter Cards (D, E, F, M, K, and O) in a plastic bag for each child
- Grandmother

### Recognizing Letters: "My Turn, Your Turn"

Say: **Today we are going to help each other learn letters. Let's make a fish bowl.**

Gather children in a circle. A volunteer demonstrates "My Turn, Your Turn" in the center of the fish bowl as you explain the procedure:

- **Flash the Letter Cards one at a time to your partner.**
- **Your partner will identify the letter.**
- **If your partner has trouble identifying the letter, you can help. If it's the letter O, ask, "Is this the letter D or O?" and when they guess right, say "Right, it's O!"**
- **When you are finished, it's your partners turn to flash cards back to you.**

Distribute a bag of letters to each child.

Grandmother says: **Stand up, hand up, partner up.** (Children do this.) **Now it's time for you to play "My Turn, Your Turn."** Tap one partner in each pair to begin.

After an appropriate amount of time, gather the children's attention by saying: **Clap once if you can hear me. Clap three times if you can hear me. Great job! Let's give each other a big rocket cheer!**

### Phonological Awareness

*Discriminates rhyming words*

### Phonics

*Focuses on letter names and shapes*

### Conversation

*Demonstrates knowledge of verbal conversational rules*

K

Pre

Starfall

## Story Time

### Comprehension

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

*Recalls information from stories*

### Dinosaur Book Vote

Play *Sing-Along Volume 2* Track 8. Children listen and dance to “Dinosaur Dance.”

Display all dinosaur books read this week. As you indicate and name each book, a volunteer holds it and faces the class. The children decide which of the books is their favorite and explain why. They vote for their favorite books by standing next to the volunteers holding their choices.

Read the book with the most votes.

### Materials

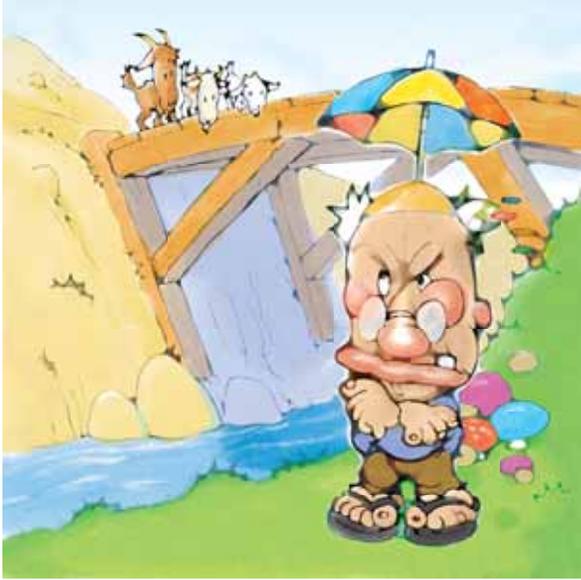
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| <input type="checkbox"/> | <i>Dinosaurs</i> by Brandi Chase    |
| <input type="checkbox"/> | All dinosaur books read this week   |

## 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.

# The Troll Who Lived Under the Bridge

## Story Sequence Cards



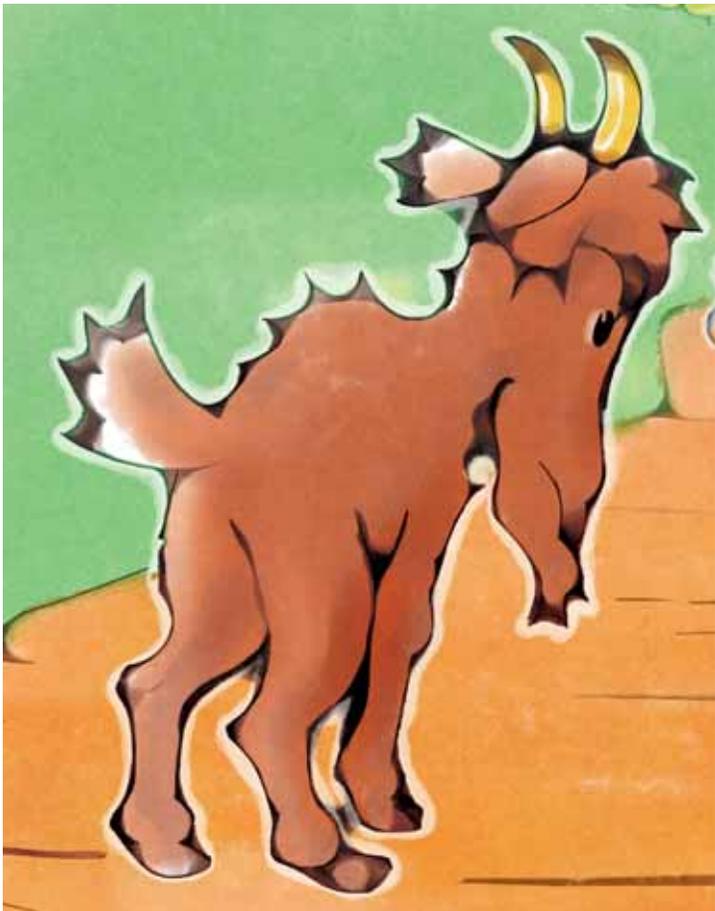
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Unit 5 Week 15



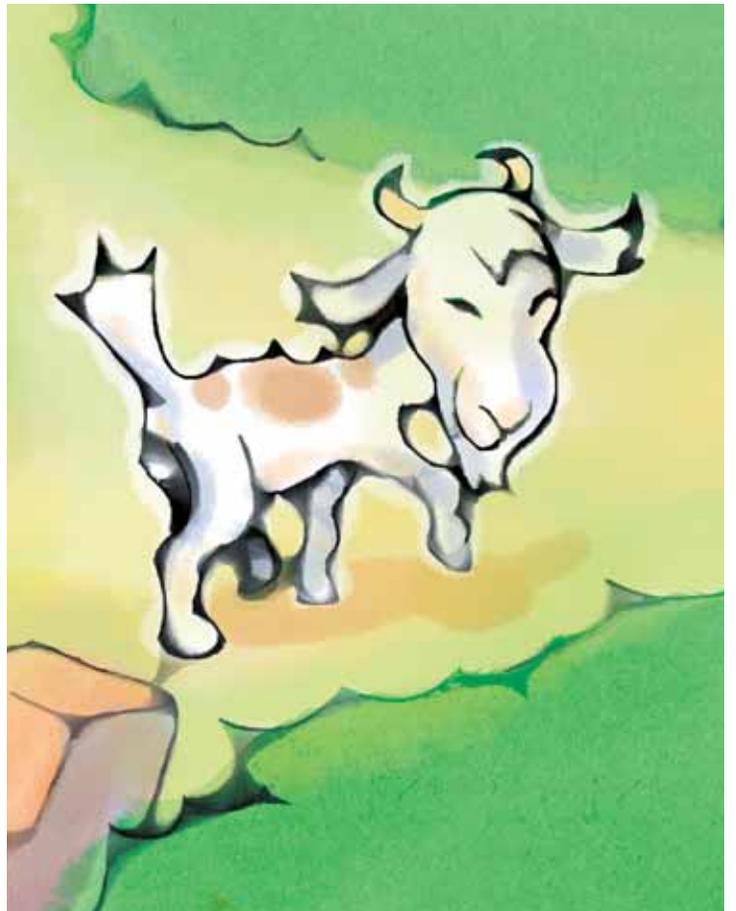
The Troll Who Lived Under the Bridge

Starfall Pre-K



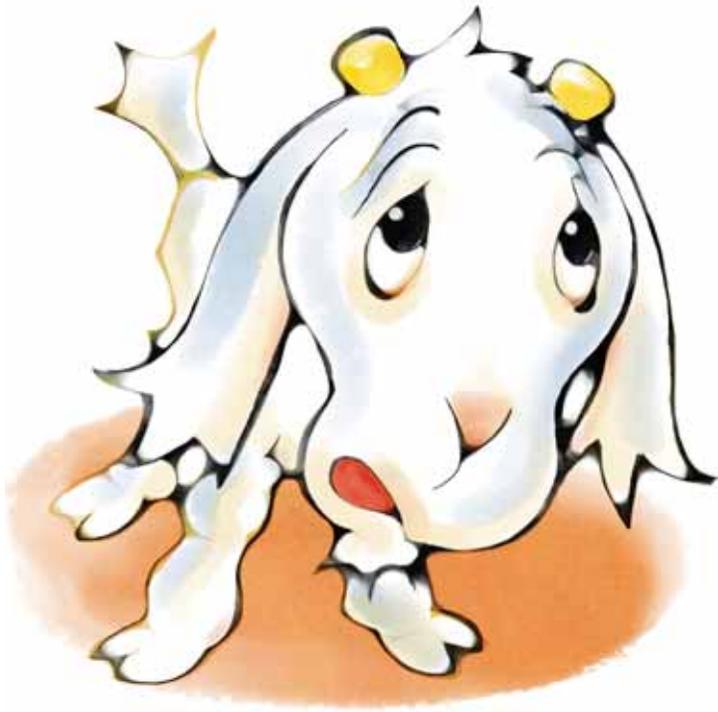
The Troll Who Lived Under the Bridge

Starfall Pre-K



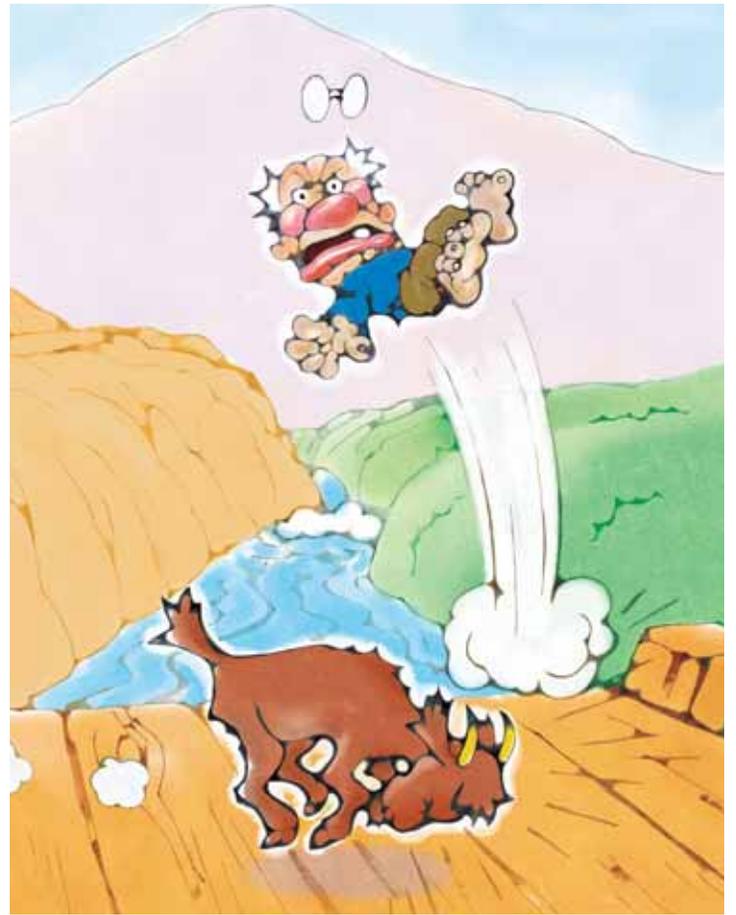
The Troll Who Lived Under the Bridge

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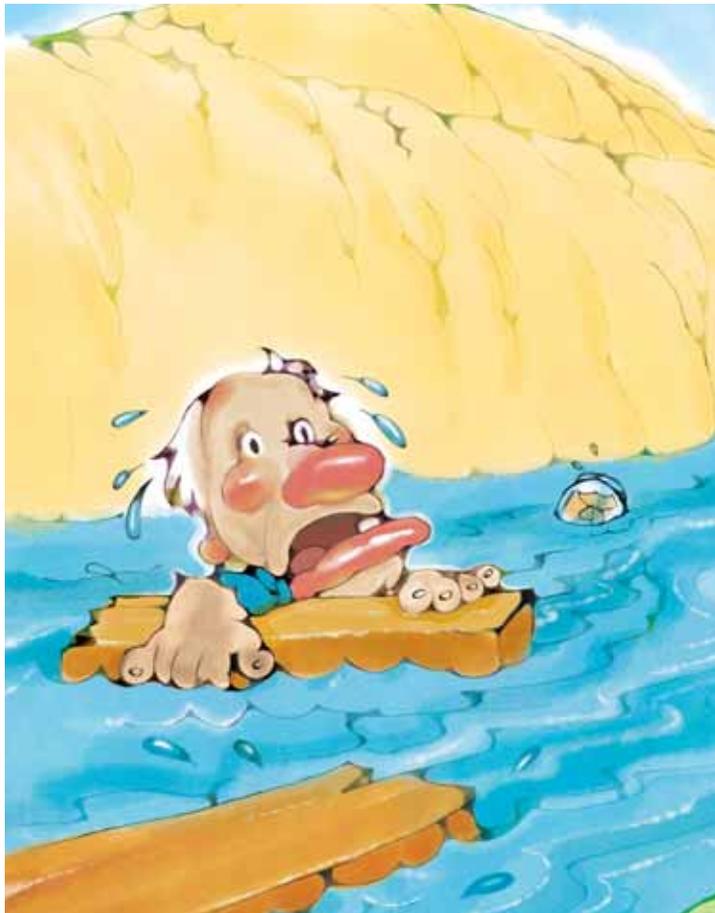
The Troll Who Lived Under the Bridge

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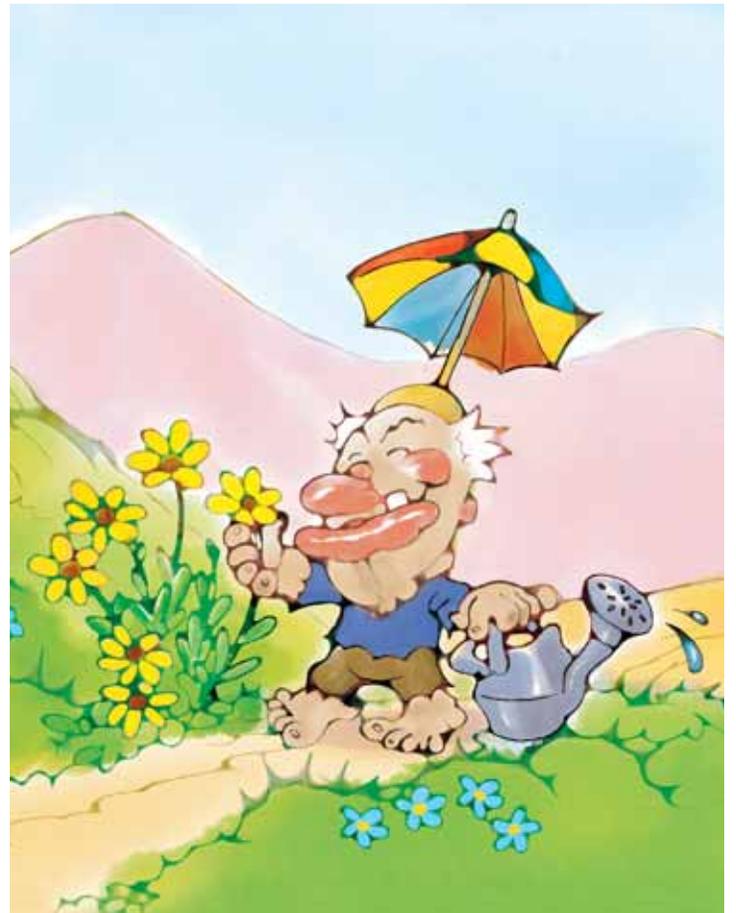
The Troll Who Lived Under the Bridge

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The Troll Who Lived Under the Bridge

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The Troll Who Lived Under the Bridge

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# Over in the Meadow

## Story Sequence Cards



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Unit 5 Week 16



Over in the Meadow

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Over in the Meadow

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Over in the Meadow

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Over in the Meadow

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Over in the Meadow

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Over in the Meadow

Starfall Pre-K



Over in the Meadow

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Over in the Meadow

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Over in the Meadow

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# The Ugly Duckling

Story Sequence Cards

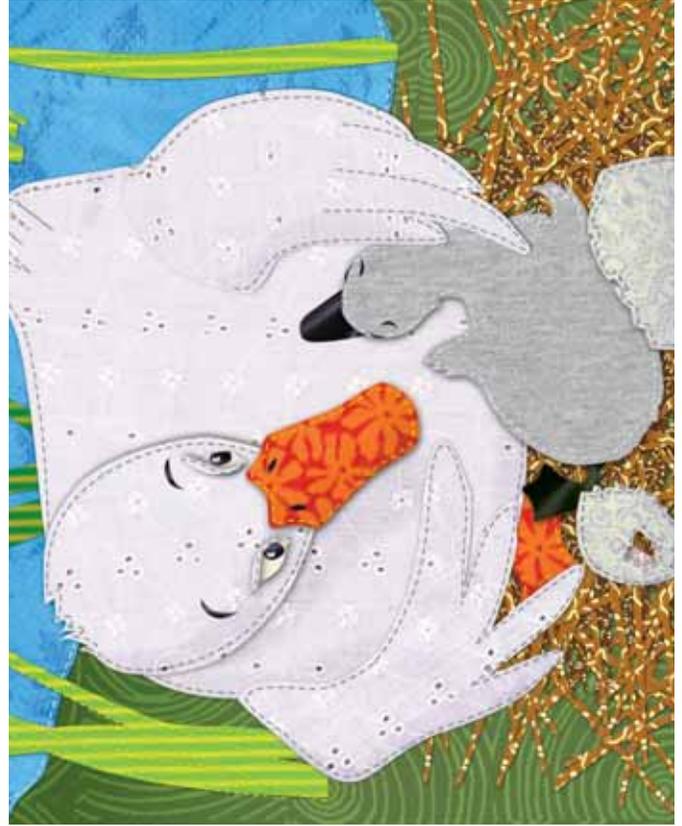


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Unit 5 Week 17

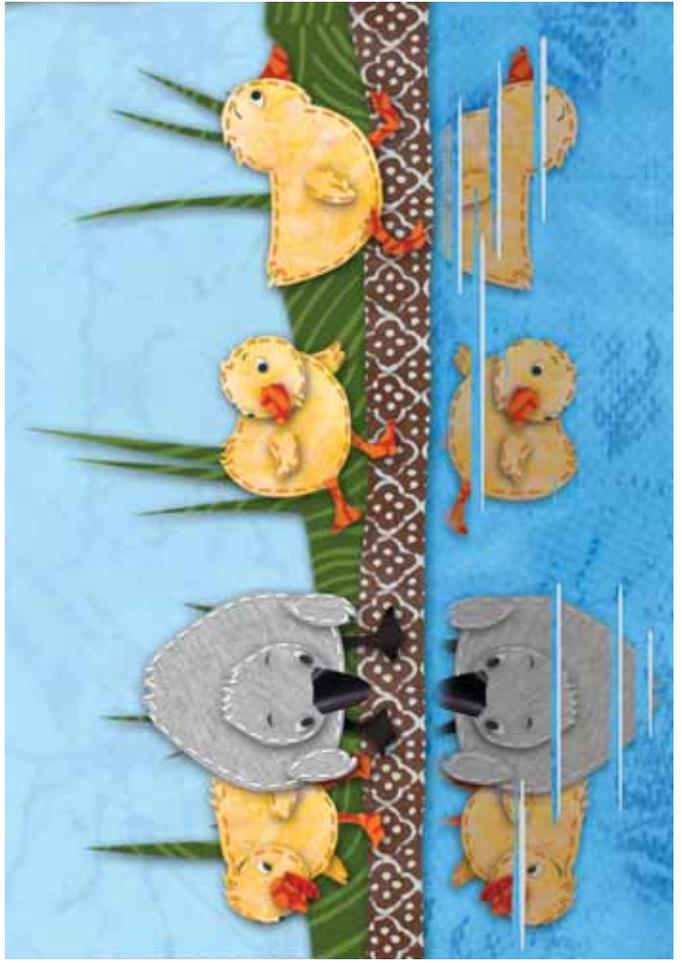
The Ugly Duckling

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The Ugly Duckling

Starfall Pre-K



The Ugly Duckling

Starfall Pre-K



The Ugly Duckling

Starfall Pre-K



The Ugly Duckling

Starfall Pre-K



The Ugly Duckling

Starfall Pre-K



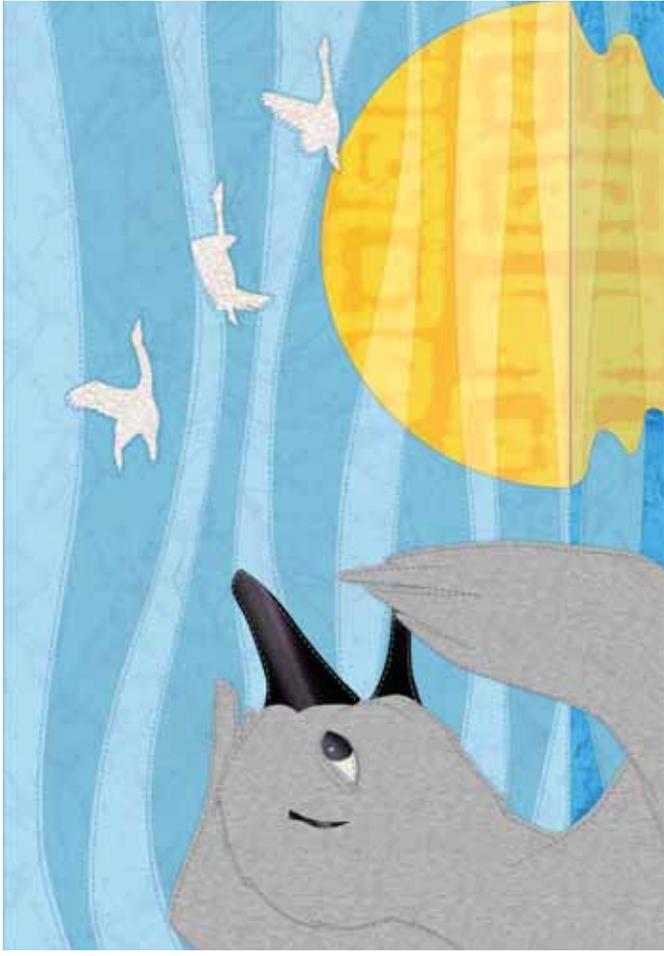
The Ugly Duckling

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